



## AGENDA

### 1. CALL TO ORDER AND TERRITORIAL ACKNOWLEDGEMENT

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 Board Meeting, Public Session held 2026 05 13 ([attachment](#))

### 4. IN-CAMERA SUMMARY

(a) Summary of In-Camera Meeting held 2026 05 13 ([attachment](#))

### 5. DELEGATIONS

(a) Youth In Action ([attachment](#))

### 6. CORRESPONDENCE

### 7. CHAIRPERSON'S REPORT

(a) Celebrating student learning, graduation, and staff appreciation **K B U D**

### 8. SUPERINTENDENT'S REPORT

(a) GISS Student Council **K B U D**

(b) Superintendent's Update **K B U D**

(c) IEC Update **K B U D**

(d) HR **U**

(e) School Fees **U D** ([attachment](#))

### 9. SECRETARY TREASURER'S REPORT

(a) Monthly Financial Report **D** ([attachment](#))

(b) Draft 2027-2028 Five Year Major Capital Plan **D** ([attachment](#))

Motion: *that the Board approves the 2027-2028 Five-Year Capital Plan, Major Submission*

(c) Carbon Neutral Report **U D** ([attachment](#))

(d) Trustee Election Update **K B U D** ([attachment](#))

(e) Brokerage Account **D**



## AGENDA

Motion: *that the Board authorizes the creation of a brokerage account at the Bank of Montreal for the purpose of receiving securities, and that the administration rights for the account be set up as follows:*

1. *The Board Chair and Secretary Treasurer will have trading authorization on the account.*
2. *Signing authorities for amounts up to and including \$75,000 shall be:  
Jill Jensen, Chief Executive Officer; or Boe Beardsmore, Associate Superintendent  
with Jesse Guy, Secretary Treasurer, or Lori Deacon, Director of Corporate Services*
3. *Signing Authorities for amounts over \$75,000 shall be:  
Jesse Guy, Secretary Treasurer, or Jill Jensen, Chief Executive Officer  
with Chaya Katrensky, Board Chair, or Rob Pingle, Trustee*

(f) Education Trust Account

Motion: *that the Board authorizes the closure of the Educational Trust Fund Account #1015 455 held with the Bank of Montreal, and that all remaining funds be transferred to the Operating Bank Account #1003 104 held with the Bank of Montreal.*

### 10. COMMITTEE REPORTS

- (a) Committee of the Whole – no report
- (b) Education Committee – no report
- (c) Finance, Audit & Facilities Committee – no report
- (d) Policy Committee – 2026 05 27 summary and briefing note ([attachments](#))
  - i. Policies to Repeal in Favour of Administrative Practices ([attachment](#))

Motion: *That, in alignment of the BCSTA Policy Review Committee's recommendations, the Board repeal the following policies in favour of Administrative Practices:*

    - *Policy 4.20 Student Physical Restraint and Seclusion* ([attachment](#))
    - *Policy 4.30 Severe Allergic Reaction* ([attachment](#))
    - *Policy 4.40 Provision of Menstrual Products* ([attachment](#))
    - *Policy 4.50 Video Surveillance* ([attachment](#))
    - *Policy 4.60 Unexpected Health Emergencies* ([attachment](#))
    - *Policy 3.50 Curricular, Co-Curricular and Extra Curricular Activities* ([attachment](#))
  - ii. Gender-Based and Sexualized Violence ([attachment](#))

Notice of Motion: *to approve amendments to policies 2.10 Inclusive and Respectful Environments and 2.20 Sexual Identity, Gender Diversity and Gender Expression. These policies will be circulated for feedback. Feedback and approval will be considered by the Board at the September 16, 2026 meeting in public.*



## AGENDA

- iii. 2.70 Use of Board Property for Child Care (**attachment**)  
Notice of Motion: to approve amendments to policy 2.70 Use of Board Property for Child Care to align with updated requirements of the Child Care Order. *The policy will be circulated for feedback. Feedback and approval will be considered by the Board at the September 16, 2026 meeting in public.*
  
- iv. 1.60 Role and Responsibilities of the Superintendent of Schools (**attachment**)  
Motion: *That the Board adopts new policy 1.60 Role and Responsibilities of the Superintendent.*

### 11. TRUSTEE REPORTS

### 12. OTHER BUSINESS

### 13. QUESTION PERIOD

### 14. NEXT MEETING DATES

- (a) Regular Board Meeting – September 16, 2026 at School Board Office

### 15. ADJOURNMENT



<b>Present:</b>	Chaya Katrensky Deborah Luporini Jeannine Georgeson Greg Lucas Nancy Macdonald Rob Pingle Jill Jensen Jesse Guy Boe Beardsmore Lori Deacon Shauna Klem Marc Wright	Chairperson Vice Chairperson Trustee Trustee Trustee Trustee Superintendent of Schools Secretary Treasurer Associate Superintendent Director of Corporate Services Executive Assistant Information Technology Manager
<b>Guests:</b>	Andrew McPhee Angela Thomas Ryan Massey Kalliope Abbott Jasmine Pamintuan Shaeanna Skye DJ Supina	GITA President CUPE President GISS Principal GISS Student Council Co-President GISS Student Council Co-President GISS Student Council Vice President GISS Student Council Grade 10 Representative
<b>Absent:</b>	Tisha Boulter Adrain Pendergast Shelly Johnson	Trustee Director of Instruction GIPVPA Representative DPAC Representative

**1. CALL TO ORDER**

The meeting was called to order at 1:02 p.m. by Chair Katrensky. Trustee Pingle spoke to the privilege and gratitude of living on the sacred traditional territory of the Coast Salish communities, specifically the Hul’qumi’num, and SENĆOTEN speaking peoples – huy tseep q’u.

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**

Moved and seconded that the agenda for the Regular Board Meeting, Public Session, held 2026 05 13 be approved as presented.

CARRIED 30/26

**3. APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2026 04 08 be approved as presented.

CARRIED 31/26

**4. IN-CAMERA SUMMARIES**

Moved and seconded that the summary of the Regular In-Camera Meeting held 2026 04 08 be approved as presented.

CARRIED 32/26

**5. DELEGATIONS**

**6. CORRESPONDENCE**

**7. CHAIRPERSON'S REPORT**

**a. BCSTA AGM **K B U D****

Trustees and district staff attended the BCSTA AGM held April 9-11 in Vancouver. Motions discussed included creation of a provincial trades database, childcare initiatives, funding for EpiPens in all schools, enhanced arts education, and student loan forgiveness.

**b. 2026-2027 Board Meeting Schedule **D****

A draft 2026-2027 meeting schedule was presented. Regular Board meetings will be held at the school board office on Salt Spring Island and live broadcast for public viewing. Committee Day meetings will be held online. School visits are incorporated into the schedule.

Moved and seconded that the 2026-2027 Board Meeting Schedule be approved as presented

CARRIED 33/26

**8. SUPERINTENDENT'S REPORT**

**a. GISS Student Council **K D B U****

A delegation of four students from the Gulf Islands Secondary School Student Council provided an update on their current and ongoing work. The Council has established a Grad Committee and will be hosting an Open House meeting next week to encourage future student participation. Efforts to improve student awareness of course content and available offerings are underway. The Council proposed



including a student representative on the hiring panel for the new Principal and shared documents outlining the qualities they would value in a candidate, highlighting strong communication skills.

b. **IEC Update K B U D**

A summary of the May 4 Indigenous Education Council Meeting at Gulf Islands Secondary School was presented. The Council approved the 2026-2027 Indigenous Education Targeted Funding budget. Superintendent Jensen reported on district efforts to strengthen student learning, well-being, and overall outcomes, with a particular focus on Indigenous students. Findings from the How Are We Doing report were reviewed and Student Learning Survey results were shared.

Council members received updates on the continued expansion of Youth on the Land programming, which connects students to place while supporting cultural identity. The district's ongoing support for culturally affirming practices was highlighted, including Indigenous graduation and blanketing ceremonies, increased use of SENĆOŦEN and Hul'q'umi'num' in schools, the development of wellness rooms, and expanded land-based learning opportunities. The integration of Two-Eyed Seeing into curriculum was noted, including enhancements to the Anatomy and Physiology 12 course, which has resulted in increased student enrollment.

Indigenous Education Principal Lorna Fraser provided an update on the development of a new Indigenous student success tracking system, emphasizing transparency and accessibility for staff. Updates were shared regarding upcoming celebrations for 16 Indigenous graduates, planning for an Indigenous Peoples Day gathering at Fulford School, and continued support for culture and language-based initiatives across schools, including community gatherings and staff learning of SENĆOŦEN and local place names.

c. **HR D U**

Superintendent Jensen provided an update on 2026-2027 staffing, noting the process is currently underway. A more fulsome update will be provided at the June meeting.

d. **Inclusive Education Update K D B U**

Associate Superintendent Beardsmore reported that the Ministry of Education and Child Care conducts periodic compliance audits to ensure school districts align with provincial legislation, policies, and funding requirements. Gulf Islands School District was selected for an Inclusive Education Compliance Audit related to September 1701 submissions. The audit took place from February 23 to 26, 2026 and examined Inclusive Education services and the use of supplemental Inclusive Education funding. The audit team reviewed all funded category files and ten non funded files. They examined attendance and residency, student eligibility and designation, assessments and documentation, Individual Education Plans, evidence of services and supports, appropriate use of Inclusive Education funding, enrolment accuracy, and case management and monitoring practices.



The auditors concluded that Gulf Islands School District was fully compliant with all provincial directives, policies, and orders related to Inclusive Education. Data informed decision making was consistently present and well documented, and the effectiveness and active functioning of school-based teams were highlighted as a particular strength.

Associate Superintendent Beardsmore reported that in the 2025-2026 school year there has been one incident requiring Student Physical Restraint and Seclusion in Emergency Circumstances. Policy 4.20 requires this yearly reporting.

e. **Superintendent Growth Plan K D B U**

Superintendent Jensen presented the Superintendent's Professional Growth Plan for 2026–2029, which is designed to strengthen system leadership in alignment with the Gulf Islands School District's strategic direction and is informed by an external performance review. The plan reflects a commitment to ethical leadership that prioritizes student learning, well-being, and system alignment. It emphasizes systems awareness and transformation, with a focus on aligning governance, organizational structures, and resources to support a shared vision for learning. Indigenous perspectives are embedded throughout the plan, emphasizing respectful partnerships, collective voice, reflective practice, and alignment with the First Peoples Principles of Learning. The plan builds on identified strengths, including integrity, strategic planning, collaborative culture, and commitment to reconciliation, while also addressing areas for growth such as data-informed accountability, communication and transparency, and leadership development.

The growth plan outlines three strategic goals covering the enhancement of data responsive leadership and accountability, the strengthening of communication and organizational culture, and developing leadership capacity and succession planning with a diversity focus. Progress will be monitored regularly through evidence, reflection, and feedback, with annual updates provided to the Board.

9. **SECRETARY TREASURER'S REPORT**

a. **Monthly Financial Report D**

Secretary Treasurer Guy shared the Monthly Operating Expenditure Report for April, which indicates expenses are slightly under the amended budget by 0.2% with 82% of the year completed.

b. **Draft 2026-2027 Annual Budget Bylaw D U**

Secretary Treasurer Guy presented the draft 2026-2027 Annual Budget and the total budget bylaw amount of \$30,491,200 for the Board's consideration.

The 2026–2027 Annual Budget is a status quo budget. School staffing has been configured based on projected class sizes, consistent with the established staffing process, and Learning Services support staffing remains stable. Teacher bargaining is complete, and Support Staff bargaining is currently in progress; related labour settlement funding has not been communicated in time for inclusion in this



budget. As a result, anticipated salary and benefit increases, along with corresponding revenues, are excluded. Significant changes are expected between the 2026–2027 Annual Budget and the Amended Budget in February 2027, primarily related to labour settlement funding and compensation costs. Ongoing unfunded inflationary pressures continue to affect services and supplies budgets. Combined with four years of partially funded labour settlements from the previous bargaining round, the district, like many across the province, continues to face financial pressure and the need to identify budget reductions.

Unanimous consent that Annual Budget Bylaw for fiscal year 2026-2027 receive all three readings at this time.

CARRIED 34/26

Moved and seconded that Annual Budget Bylaw for fiscal year 2026-2027 be read a first time and passed.

CARRIED 35/26

Moved and seconded that Annual Budget Bylaw for fiscal year 2026-2027 be read a second time and passed.

CARRIED 36/26

Moved and seconded that Annual Budget Bylaw for fiscal year 2026-2027 be read a third time and approved.

CARRIED 37/26

c. **Trustees Election Information Sessions U D**

District staff will host two information sessions prior to the Trustee election on October 17, 2026. The first session, held via Microsoft Teams, on Wednesday, June 24 at 6:30 p.m. The first session will provide information on the Role of a Trustee. The second session, held on Wednesday, September 2 at 6:30 p.m. via Microsoft Teams, will address the election process and required paperwork.

**10. COMMITTEE REPORTS**

a. **Committee of the Whole –**

The Board received the 2026 04 22 Committee of the Whole Meeting Summary by consensus.

b. **Education Committee – no report**

c. **Finance, Audit & Facilities Committee –**

The Board received the 2026 04 22 Finance, Audit & Facilities Meeting Summary by consensus.

d. **Policy Committee U D**

- i. *Draft Policy 1.60 Roles and Responsibilities of the Superintendent of Schools*



Notice of Motion was presented to adopt Policy 1.60 Roles and Responsibilities of the Superintendent of Schools. The draft policy will be circulated for feedback. The Board will consider feedback and approval at the June 10, 2026, public Board meeting.

**11. TRUSTEE REPORTS**

**a. BCPSEA – no report**

**b. Provincial Council**

Vice Chair Luporini reported that at the Provincial Council meeting held on April 10, the budget was approved and the auditor was reconfirmed.

**c. Health and Safety**

Trustee Lucas shared that the meeting has been rescheduled to June.

**d. Other**

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

The Chair received questions from delegates and the public.

**14. NEXT MEETING DATES**

- a. Policy Meeting – May 27, 2026 - Teams
- b. Regular Board Meeting – June 10, 2026 - School Board Office

**15. ADJOURNMENT**

Moved to adjourn at 2:19 p.m.

CARRIED 38/26

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

\_\_\_\_\_  
Chairperson

Certified Correct:

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

---

---

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

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

Record of Proceedings of the Regular In-Camera Meeting held  
at the School Board Office

2026 05 13

---

---

<b>Present:</b>	Chaya Katrensky	Chair
	Deborah Luporini	Vice-Chair
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Shauna Klem	Executive Assistant
<b>Absent:</b>	Tisha Boulter	Trustee

The meeting was called to order at 11:00 a.m.

The agenda for the Regular Board Meeting, In-Camera session held 2026 05 13 was adopted, by consensus.

The minutes of the Regular Board Meeting, In-Camera Session, held 2026 04 08 were approved, by consensus.

**Items:**

1. Retirement Gifts
2. HR Update
3. Consideration of 10-year lease at SIMS

Rob Pingle left the meeting at 11:36 a.m.

4. FOIPPA Request

The meeting adjourned at 11:41 a.m.

# SUSTAINABLE WASTE MANAGEMENT AT GISS

FINDINGS AND SUGGESTIONS

---

GISS EARTH CLUB

---



---

# ALIGNING WITH SCHOOL BOARD GOALS

- Strategic Direction 2024-2028
- “We create sustainable practices and are responsible in our use of resources”
- “We have aspirations to...
  - Empower student agency, engagement, and voice.”
  - Be a leader in environmental stewardship and sustainability.”
  - Implement sustainable practices for alignment and coherence.”

# IMPORTANCE OF RECYCLING

- Conserving limited natural resources
  - Reducing GHG emissions
  - Saving energy
  - Waste and pollution reduction
  - Protecting the land for future generations
- 



# HOW IT WOULD WORK

## Who will Take it Off-Island?

- Emterra Environmental
- On-Island every Thursday
- Emterra is reliable & transparent with their disposal process



## Custodial Involvement

- Custodians empty bins around the school every Thursday
- Consolidate in totes outside
- Increased hours = increased pay
- No amendments to contract needed (Colin Whyte)

# HOW IT WOULD WORK

## Pest Control

- Plastics should be clean
- No different than garbage
- Moved outside weekly and taken away promptly

## Avoiding Contamination

- Education -already underway
- Easy for custodians to remove contaminated items
- Most plastic wrap is clean already

# WHAT EARTH CLUB HAS DONE

## Bought Bins

- We have 69 bins around the school for plastic recycling
- We are renting totes from Emterra



## Started Educating Students

- Talking to classes
- Announcements
- Trash display
- Recycling jeopardy



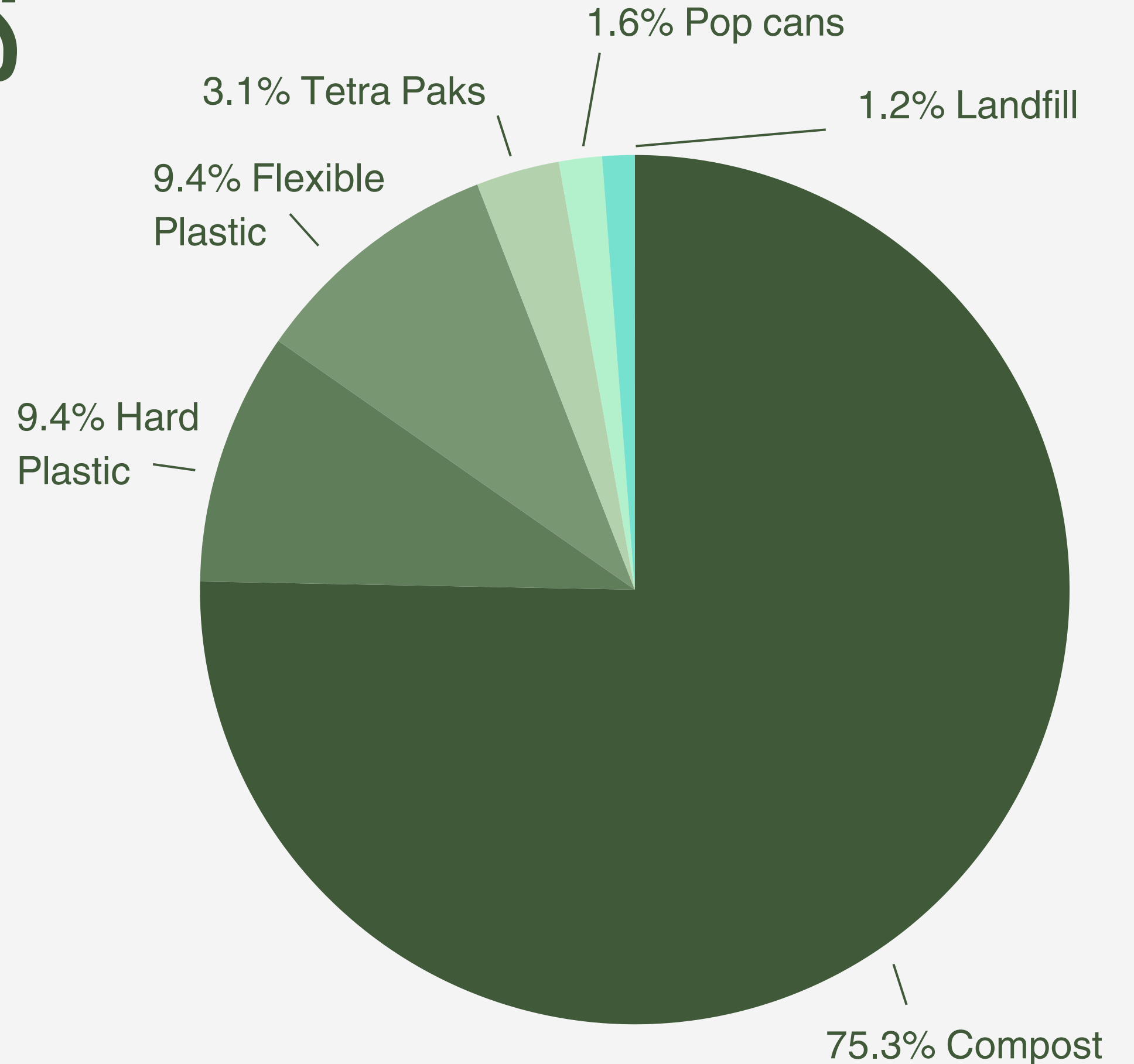
# WHAT EARTH CLUB HAS DONE

## Started the Process for the School Board

- We have set the school board up for success in aligning with its goals
- We have secured company, bins and begun educating students
- We have a framework to use

# WASTE AUDIT FINDINGS

- 10.65 bags total
- The vast majority of our “garbage” is actually recycling and compost
- There was virtually no paper in the garbage -students are well trained
- GISS has the potential to send very little waste to the landfill!



# BUDGET



- \$9 per month for bin rental
  - \$15 per 65 gallon tote of hard plastic, aluminum and tetra packs
  - \$10 per 65 gallon tote of flexible plastic
  - Travel fees etc...
  - Overall, roughly \$275 per month (\$2,750 annually)
  - Increasing custodian pay
  - Rethink Waste grant = \$5,000
-

# TALKING WITH THE CRD

- We have spoken with Ben Corno
  - Recycling is an island-wide issue
  - Teaming up with the CRD (shared responsibility)
  - We are presenting to the CRD tomorrow
- 



Making a difference...together



# COMMUNITY SUPPORT

---

- CRD
- Chamber of commerce
- Salt Spring Seniors for Climate Action
- Student Council
- 5 local businesses



# STUDENT SUPPORT

---

“I think that educating us [students] on how to live a sustainable lifestyle is probably more important than a lot of the things we learn in class”

-Donna DeRoo

- The importance of having a comprehensive waste disposal system at their school was 8.5 out of 10
- The average rating for our current system was only 5.5 out of 10.

# TRANSPARENCY

- Paper recycling
  - Educating students on our waste management
  - Following through on goals from the 2024-2028 strategic direction plan
  - Potential to become a lead in environmental sustainability
- 



# IMPORTANCE OF COMPOSTING

---

- Reduces GHG emission (25x less potent gasses emitted)
- Helps develop soil
- Prevents erosion
- Saves water
- Creating compost on-island = boosting local economy
- Abattoir composter is screened so need to worry about contamination





# COMMITTING TO COMPOSTING

---

- The majority of our “garbage” is compostable
- The abattoir composter wants our organics
- Commit to composting once CRD regulation changes



# WHAT WE ARE ASKING FOR

01

**Funding Recycling**

02

**Implimenting Recycling**

03

**Commiting To Composting**

# Sources

- - Transition Salt Spring
- - Salt Spring Island Foundation (specifically the Jacqueline Booth Memorial Fund for the Environment)
- - The Raffi Foundation
- - Salt Spring Island Institute for Sustainability Education and Action
- - Building Services at School District 64 (Duane Little)
- - Director of Operations at School District 64 (Colin Whyte)
- - Laurie's Recycling and Waste Services (Nancy)
- - Salt Spring Island Garbage and Recycling Services (Karen)
- - Salt Spring Island Chamber of Commerce (Chris)
- - Emterra (Anna)

# Sources

- - various businesses and institutions throughout Salt Spring (through Andria's survey)
- - Waste Initiatives Coordinator at the CRD (Nellie Salter)
- - Salt Spring's Local Community Commission (particularly Ben Corno)
- - Salt Spring Abattoir Society's Composter (Georg Janssen)
- - Island Community Services Recycling Depot at Rainbow Road (Peter Grant)
- - Galiano Island Recycling Resources Society (Renee MacDonald)
- - Phoenix Plastics on Galiano (David)
- - District of Saanich (Councillor Teale Phelps Bondaroff)
- - Coastal Waste Management Association (Sheila Molloy who is now organising province-wide conversations because of this project!)

SD 64

2026/27 proposed school fees

SCHOOL	26/27 SUPPLY FEE
FERNWOOD	\$40
FULFORD	\$30
SSE	\$30
MAYNE	\$30
PENDER	\$30
	\$35 Woodworking fee
SATURNA	\$30
*SEEC	\$500
GALIANO	\$30

GISS	\$65 GRAD CEREMONY
	\$35 SHOP SUPPLIES
	\$20 ART SUPPLIES
	\$1500 GISPA
	\$50 ATHLETIC FEE

approved 25/26 fees
\$30
\$30
\$30
\$25
\$30
n/a
\$30
\$300
\$25
\$65
\$35
\$20
\$1,500
\$50

\*increase in SEEC fees for takeaway supplies and field trip costs

<b>Expenditures</b>	<b>Actual July</b>	<b>Actual August</b>	<b>Actual September</b>	<b>Actual October</b>	<b>Actual November</b>	<b>Actual December</b>
Monthly						
Instruction	698,329	679,222	1,543,550	1,563,176	1,469,874	1,353,974
Administration	172,259	109,170	141,861	130,237	126,930	103,530
Operations	268,449	299,370	316,959	312,785	383,201	319,777
Transportation	27,744	30,668	210,542	189,103	211,028	187,510
<b>Total</b>	<b>1,166,781</b>	<b>1,118,430</b>	<b>2,212,912</b>	<b>2,195,301</b>	<b>2,191,033</b>	<b>1,964,791</b>

<b>Expenditures</b>	<b>Actual January</b>	<b>Actual February</b>	<b>Actual March</b>	<b>Actual April</b>	<b>Actual May</b>	<b>Actual June</b>
Monthly						
Instruction	1,453,198	1,474,648	1,465,314	1,520,425	1,789,820	
Administration	137,882	132,808	132,786	148,065	177,396	
Operations	231,525	316,585	318,733	348,957	305,065	
Transportation	184,699	182,443	168,706	172,595	178,086	
<b>Total</b>	<b>2,007,304</b>	<b>2,106,484</b>	<b>2,085,539</b>	<b>2,190,042</b>	<b>2,450,367</b>	<b>-</b>

<b>Expenditures</b>	<b>Expenditures to Date</b>	<b>Amended Budget Sch 2</b>	<b>Portion of Budget Spent</b>	<b>Portion of Year Complete</b>
Annual				
Instruction	15,011,530	16,402,107	92%	91%
Administration	1,512,924	1,632,792	93%	92%
Operations	3,421,406	3,567,388	96%	92%
Transportation	1,743,124	1,980,142	88%	90%
<b>Total</b>	<b>21,688,984</b>	<b>23,582,429</b>	<b>92%</b>	<b>91%</b>

**Over budget                      -1.1%**

*DRAFT- Each monthly report may vary from the prior month(s) due to late invoices or timing items.*

MAJOR CAPITAL								
Priority	School	School Name		Year One	Year Two	Year Three	Year Four	Year Five
	Facility #	Name	Program	2027	2028	2029	2030	2031
1	64004	Saturna	Seismic Mitigation Program (SMP)	\$ 874,101				
2	64002	Salt Spring Elementary	Seismic Mitigation Program (SMP)		\$ 11,032,381			
3	64007	Fernwood Elementary	Seismic Mitigation Program (SMP)			\$ 6,049,437		
4	64003	Mayne I	Seismic Mitigation Program (SMP)				\$ 5,174,797	
5	64006	Galiano	Seismic Mitigation Program (SMP)					\$ 6,241,681
<b>Annual Total</b>				<b>\$ 874,101</b>	<b>\$ 11,032,381</b>	<b>\$ 6,049,437</b>	<b>\$ 5,174,797</b>	<b>\$ 6,241,681</b>

## **2025 Public Sector Organization Climate Change Accountability Report (PSO CCAR)**

### **- Timelines, Instructions & Template -**

This document provides guidance to provincial public sector organizations (PSOs) in preparing their 2025 Climate Change Accountability Report (PSO CCAR) in accordance with the [Climate Change Accountability Act \(CCAA\), section 8.1](#) and the [Carbon Neutral Government Regulation \(CNGR\)](#).

The information submitted through this reporting process also supports continued work to advance climate leadership in B.C.'s public sector.

This guidance document includes three sections:

- 1) [Timelines](#) for the 2025 Reporting Year;
- 2) [Instructions](#) for completing the 2025 PSO CCAR; and
- 3) [Template](#) for the 2025 PSO CCAR.

#### **Questions?**

Please contact the Clean Government team at the Climate Action Secretariat (CAS) by emailing us at [Carbon.Neutral@gov.bc.ca](mailto:Carbon.Neutral@gov.bc.ca).

#### **For Reference – Carbon Neutral Government (CNG) webpages**

- [Carbon Neutral Government program](#) - CNG program timelines, requirements, guidance and templates
- [Public sector Climate Change Accountability Reports](#) - Highlights from the 2024 reporting year and link to all PSO CCARs from past years. This can be a useful resource to research other PSOs' efforts to help advance your sector-specific plans and actions.

## 1) Timelines For The 2025 Reporting Year

The following timelines are applicable to all PSOs under the CNG program.

Due Date	Description
April 30, 2026	<ul style="list-style-type: none"> <li>✓ PSOs must enter all of their <b>2025 consumption data</b> in the Clean Government Reporting Tool (CGRT).</li> <li>✓ PSOs must complete the <b>Self-Certification Checklist</b> questionnaire in CGRT.</li> <li>✓ CGRT closes to data entry.</li> </ul>
Mid-to-late May 2026	<ul style="list-style-type: none"> <li>✓ PSOs receive their 2025 offset invoice from CAS with the number of offsets required and amount to be paid.</li> </ul>
May 31, 2026	<ul style="list-style-type: none"> <li>✓ PSOs must submit their signed <b>PSO CCAR</b> by email to <a href="mailto:Carbon.Neutral@gov.bc.ca">Carbon.Neutral@gov.bc.ca</a>.</li> <li>✓ PSOs complete and submit the <b>Public Sector Climate Leadership Survey (PSCL Survey)</b> through SimpleSurvey; link included with the reporting year instructions emailed in January 2026. Completion of the survey is voluntary.</li> </ul>
June 30, 2026	<ul style="list-style-type: none"> <li>✓ The Ministry of Energy and Climate Solutions must:               <ul style="list-style-type: none"> <li>○ Post all PSO CCARs on the <a href="#">Carbon Neutral Government website</a>; and</li> <li>○ Retire sufficient carbon offsets on behalf of PSOs to achieve public sector carbon neutrality for the 2025 reporting year.</li> </ul> </li> <li>✓ PSOs must complete payment on their <b>2025 offset invoice</b> and provide confirmation of payment by email to <a href="mailto:Carbon.Neutral@gov.bc.ca">Carbon.Neutral@gov.bc.ca</a>.</li> </ul>

**\*Small Emitters:** PSOs that reported less than 600 tonnes carbon dioxide equivalent (CO<sub>2e</sub>) during the 2024 reporting year received a confirmation email from [Carbon.Neutral@gov.bc.ca](mailto:Carbon.Neutral@gov.bc.ca) on December 3, 2025, confirming their status as a Small Emitter for the 2025 reporting year.

Small Emitters are required to follow the timelines and legislated reporting requirements as outlined above, but may use simplified reporting options:

- **PSO CCAR template:** Small Emitters must complete Part 1 Legislative Reporting Requirements and the Executive Signature section of the template. Completing other sections is optional but encouraged.
- **PSCL Survey:** Participation in the survey is voluntary and Small Emitters may choose whether to respond to questions identified as “Optional for Small Emitters”.

## 2) Instructions For Completing the PSO CCAR

### Context

The CCAA and CNGR require that all PSOs prepare and make public an annual CCAR, documenting their organization's emissions and offsets, the actions they have taken to reduce emissions, and their plans to reduce future emissions.

The PSO CCAR template below sets out the required content to:

- 1) Achieve the legislated requirements; and
- 2) Support public sector climate leadership.

### Report Content - Minimum Report Requirements

The PSO CCAR must include the following minimum components as set out in the template:

- i. Title
- ii. Organization name
- iii. Legislative Reporting Requirements:
  - i. Declaration Statement
  - ii. Actions taken to minimize emissions
  - iii. Plans to continue reducing emissions
  - iv. Emissions and Offsets Summary Table
  - v. Retirement of Offsets Statement
- iv. Signature by a senior official such as CEO, COO or Superintendent

### Report Format

The PSO CCAR should be written for a public audience. PSOs have full ownership over the look and formatting of the PSO CCAR, as well as any additional information they wish to include. Examples of optional elements include a cover page, photos, graphics and use of the Carbon Neutral logo ([available for download](#)).

### Report Submission – Deadline: May 31, 2026

PSOs are required to submit their signed PSO CCAR by email to [Carbon.Neutral@gov.bc.ca](mailto:Carbon.Neutral@gov.bc.ca) by May 31, 2026.

CAS will post all PSO CCARs to the BC Government's [CNG website](#) by June 30, 2026. PSOs are encouraged to post their CCAR on their own website by the same date.

## 3) PSO CCAR Template

[Below is the 2025 PSO CCAR template. **All text highlighted in grey provides instruction or guidance, and should be deleted or replaced with information specific to your organization.**

PSOs may customize the look and formatting of their report, provided it includes the Minimum Report Requirements noted above.]

## School District No. 64 (Gulf Islands) 2025 Climate Change Accountability Report

**Title:** [Do not edit] 2025 Climate Change Accountability Report

**Organization:** School District No. 64 (Gulf Islands)

### PART 1. Legislative Reporting Requirements

[Information provided in this section will complete PSOs' legislative reporting requirements under the [Climate Change Accountability Act \(section 8.1\)](#) and the [Carbon Neutral Government \(CNG\) Regulation](#). **Part 1 must be completed in full by all PSOs, including Small Emitters.**]

**Declaration statement:** This PSO Climate Change Accountability Report for the period January 1, 2025 to December 31, 2025 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2025 to minimize our GHG emissions, and our plans to continue reducing emissions in 2026 and beyond.

#### Emission Reductions: Actions & Plans

School District No. 64 continues to work to reduce emissions through several initiatives. These are through increasing energy efficiency of buildings, replacing fossil fuel burning fleet vehicles with zero emissions vehicles, and reduce paper consumption through tighter control of copiers and printers.

#### A. Stationary Sources (e.g., buildings, power generation)

SD64 continued progress in updating aging HVAC systems to heat pump and other efficient technologies to lower emissions in 2025. 2025 saw the completion of HVAC upgrades to Mayne Island School and Salt Spring Elementary School. Work continued on updating programming for building control systems. SD64 updated training for HVAC staff to allow them to program building control systems in-house.

In the summer of 2025, the district ran a pilot duct sealing project at Fulford Community Elementary School in cooperation with BC Hydro. The project's goal was to seal old and leaky

duct work, allowing the HVAC system to be properly balanced and ensure that air reaches occupied spaces and doesn't leak into attic and other similar spaces. The project saw immediate air flow improvements throughout the classroom areas in the school. Estimates are that the combined area of leaks in the duct work went from over 1 square meter to approximately 10 square centimeters. The facilities department at SD64 installed solar sails to shade windows, covered skylights, and installed a trellis to shade windows and reduce solar gains in several areas during warm weather and increasing solar gains during the winter months

In 2026, SD64 will be completing an HVAC upgrade to Fulford School to refurbish the aging air handlers and upgrade/replace heating/cooling coils with air source heat pumps. SD64 will also be conducting our first "Continuous Optimization" project to review and recommission the HVAC system at Gulf Islands Secondary. This system is now approximately 30 years old and uses ground source heat pumps to heat and cool the facility. This project is intended to identify issues with the system and update existing building control programming to increase energy efficiency of the facility.

## **B. Mobile Sources (e.g., fleet vehicles, off-road/portable equipment)**

SD64 continues our efforts to reduce fossil fuel consumption and has converted 5 of the 9 bus routes to electric buses. Additionally, SD64 has installed charging infrastructure to support dispatching electric vehicles to any of our locations operating a bus route. In 2025, chargers were installed at the schools on Pender and Mayne Islands. In early 2026, an EV charger will be installed at Galiano Island. Additionally, SD64 operates two white fleet EV's on Salt Spring Island. The Transportation Department has optimized the deployment of our electric school bus fleet to longer routes and has seen a reduction in fuel use.

In 2026, the District will take delivery of another 76 passenger type-C EV school bus and will retire one more aging diesel internal combustion engine school bus.

## **C. Paper Consumption**

In 2025, our organization took several concrete steps to reduce emissions associated with paper consumption. While no formal standalone paper policy is in place, staff messaging encouraging reduced printing has been actively communicated as part of our commitment to more sustainable operations.

On the digital transformation front, we transitioned two previously paper-based processes to digital platforms: Workplace Injury paper forms were replaced with online equivalents, and a digital invoice approval process was introduced, eliminating the need to print, circulate, and file physical documents for financial approvals. These changes reduced reliance on paper in day-to-day administrative workflows.

To support behaviour change, staff education and awareness efforts were undertaken to encourage more mindful printing habits. Printing volumes were monitored through our IT and printer management systems, providing a measurable baseline for tracking progress over time.

Looking ahead to 2026 and beyond, our organization plans to continue reducing paper-related emissions through two key initiatives. First, we will expand our digital transformation efforts by identifying and converting additional paper-based processes into digital workflows. Second, we will broaden our staff awareness campaign to deepen the culture of paper-conscious behaviour across the organization. Together, these actions will build on the progress made in 2025 and move us toward a lower-emissions, lower-paper operation.

#### **D. Fugitive Sources<sup>5</sup> (e.g., heat pumps, refrigerators, air conditioners)**

School District 64 has undertaken several projects in the last 10 years to replace aging HVAC systems throughout the district, switching to updated HVAC systems with systems using low-GWP refrigerants. In 2025, the district completed a complete overhaul of the HVAC system at Salt Spring Elementary.

In 2026, the District will be replacing two old air source heat pumps at Fulford with modern, low-GWP heat pump systems. Additionally, the 30 year old walk-in refrigerator/freezer in the cafeteria at Gulf Islands Secondary School will be replaced entirely with a new box and cooling coils. Existing refrigerant in the systems to be replaced will be captured and disposed of properly by the installers.

---

<sup>5</sup> Fugitive sources: sources of greenhouse gas emissions resulting from unintentional releases (leaks) of gases, such as hydrofluorocarbon (HFC) refrigerants from equipment

## 2025 GHG Emissions and Offsets Summary Table

[Please see [Appendix 1](#) for instructions on populating this table with your organization’s completed “CCAR 2025” report from CGRT. The table separates biogenic emissions (BioCO<sub>2</sub>) from total emissions, as per international emission reporting protocols. **Tip:** To easily view the instructions, open Appendix 1 of this document in a new window on a second screen.]

<b>[Organization Name] 2025 GHG Emissions and Offsets Summary</b>	
<b>GHG emissions for the period January 1 - December 31, 2025</b>	
[See <a href="#">Appendix 1</a> for instructions on how to access your 2025 emissions data from CGRT. Cells A and B below are identified in <a href="#">Figure 1</a> of the appendix; cells C and D are identified in <a href="#">Figure 2</a> of the appendix.]	
Total BioCO <sub>2</sub>	4.81
Total Emissions (tCO <sub>2</sub> e)	250
Total Offsets (tCO <sub>2</sub> e)	177
<b>Adjustments to Offset Required GHG Emissions Reported in Prior Years</b>	
Total Offsets Adjustment (tCO <sub>2</sub> e)	0
<b>Grand Total Offsets for the 2025 Reporting Year</b>	
Grand Total Offsets to be Retired for 2025 Reporting Year (tCO <sub>2</sub> e) [must round to a whole number (no decimal places)]	177
Offset Investment (\$) [Grand Total Offsets to be Retired for 2025 Reporting Year x \$25 per tCO <sub>2</sub> e]	\$4,425

- i. [Note, BioCO<sub>2</sub> is included in Total Emissions but not Total Offsets. For K-12 and post-secondary organizations, and BC Transit, Total Offsets might not equal Total Emissions minus Total BioCO<sub>2</sub> because offset exempt emissions for buses are included within Total Emissions.]
- ii. Emissions and offset investment amounts will be validated by CAS prior to distributing invoices.
- iii. You must round “Grand Total Offsets to be Retired” to a whole number (no decimal places) before multiplying by \$25 (e.g., 43.2 is rounded to 43, while 43.5 is rounded 44).]

### Retirement of Offsets:

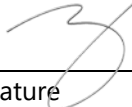
In accordance with the requirements of the *Climate Change Accountability Act* and the Carbon Neutral Government Regulation, School District No. 64 (Gulf Islands) (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2025 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Energy and Climate Solutions (**the**

## Carbon Neutral

**Ministry)** ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

## Executive Sign-off:

**[All PSOs, including Small Emitters, must have their final report signed by a senior official, such as CEO, COO or Superintendent]**

Signature  \_\_\_\_\_ Date *May 31, 2026*

Jesse Guy \_\_\_\_\_ Secretary Treasurer  
Name (please print) Title

**[Please email your signed report to [Carbon.Neutral@gov.bc.ca](mailto:Carbon.Neutral@gov.bc.ca) by no later than May 31, 2026.]**



---

# School Board Elections 2026

---

## Two information sessions

- June 24, 2026 @ 6:30 PM on Teams – **What is a Trustee?**

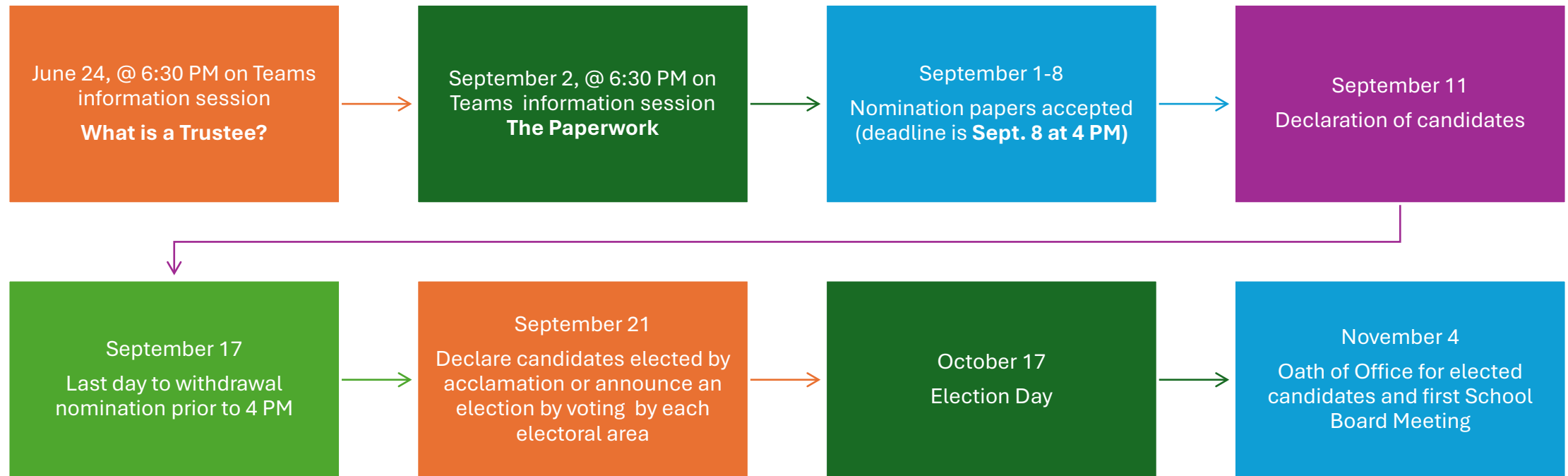
This information session will provide an overview of the role of a school trustee and the governance responsibilities of a board of education. Attendees will have the opportunity to ask questions and engage in discussion with the Superintendent and Secretary Treasurer

- September 2, 2026 @ 6:30 PM on Teams – **The Paperwork**

This information session will guide interested individuals through the practical aspects of the nomination, candidacy and election process

Watch the [Gulf Islands School District](#) website for a post prior to the information session for the Teams link

# Key dates for Election 2026



This is not a comprehensive list, but will provide a timeline for some of the key dates of the local 2026 Election process and SD64 Information Sessions

# Electoral Areas of School District 64 (Gulf Islands)

---

Galiano 1  
Trustee

Mayne 1  
Trustee

Pender 1  
Trustee

Saturna 1  
Trustee

Saltspring 3  
Trustees

7 Member  
School Board

School Board Term is from November 2026 to October 2030

---

BC School Trustee Association  
link for school board trustee  
election related information:

[Trustee Elections – British  
Columbia School Trustees  
Association](#)





## Summary

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

May 27 | 9:00 am

#### In attendance:

**Committee:** *Deborah Luporini (Committee Chair), Greg Lucas, Rob Pingle, Chaya Katrensky (Board Chair, ex-officio)*

**Trustees:** *Nancy Macdonald*

**Staff:** *Jill Jensen (Superintendent), Jesse Guy (Secretary-Treasurer), Lori Deacon (Director of Corporate Services), Marc Wright (Senior Information Technology Manager)*

**Partner Group Representatives:** *Katherine Hazen (DPAC), Andrew McPhee (GITA), Shelly Johnson (GIPVPA)*

The meeting was called to order at 9:00 a.m. by Committee Chair Luporini.

#### 1. Adoption of Agenda

Adoption of Agenda as presented by consensus.

#### 2. Approval of Summary

Summary of the January 28, 2026 Policy Committee meeting was adopted by consensus.

#### 3. Business Arising

#### 3. New Business

##### i. BCSTA Policy Committee Review and Recommendations

The committee reviewed recommendations from the BCSTA Policy Review Committee Report. Staff identified, in alignment with the BCSTA report, a number of policies that are operational in nature and currently exist as administrative practices.

The Board does not currently have an Indemnification Bylaw.

**Action:** The Policy Committee recommends that the policies identified by staff as operational be consolidated into existing Administrative Practices and repealed by the Board, in favour of the Administrative Practices.

- *Policy 4.20 Student Physical Restraint and Seclusion into AP S9 Physical Restraint and Seclusion in Emergency Circumstances*
- *Policy 4.30 Severe Allergic Reaction into AP S7 Severe Allergic Reaction – Anaphylaxis*



- *Policy 4.40 Provision of Menstrual Products into AP S5 Provision of Menstrual Products to Students*
- *Policy 4.50 Video Surveillance into AP I12 Video Surveillance*
- *Policy 4.60 Unexpected Health Emergencies into AP S11 AEDs and AP S12 Naloxone in Schools*
- *Policy 3.50 Curricular, Co-Curricular and Extra Curricular Activities into AP L3 Field Trips Manual*

**Action:** Staff will prepare a draft Indemnification Bylaw for the next Policy Committee Meeting for consideration.

**Action:** Draft amendments to policy 1.21 Role of the Chairperson and Vice-Chairperson, to include role of the trustee, will be brought to the next Policy Committee Meeting for consideration.

ii. **Sexualized Violence**

The committee reviewed the Ministry of Education and Child Care’s Synopsis of Gender-Based and Sexualized Violence and discussed how Board policies and District Administrative Practices can be strengthened to address this important issue. Staff advised strengthening:

1. Policy 2.10 Inclusive and Respectful Environments by adding: *“including gender-based and sexualized violence”* to guideline 2.
2. Policy 2.20 Sexual Identity, Gender Diversity and Gender Expression, to include a Board statement *“The Board shall consider any violence, threat of violence, or act of aggression, including harassment, discrimination, intimidation and bullying on school premises to be a serious threat to the school environment and to the safety of both students and staff and shall be dealt with in accordance with the school’s code of conduct.”*

Discussion was had as to whether a separate policy or administrative practice was needed to provide clarity of expectation and process.

**Action:** The Policy Committee recommends that policies 2.10 and 2.20 be amended to strengthen language as identified by staff, and that the draft amended policies be brought to the June 10, 2026 Board meeting for notice of motion and circulated for feedback.

**Action:** Staff will review definitions in AP S2 Student Critical Incidents

iii. 2.70 Use of Board Property for Child Care

Staff presented amendments to align with recent updates to the Child Care Order. Boards are now required to include in their policy an annual process for identifying available space in elementary schools. Boards are also required to engage with Indigenous Education Councils when considering changes to child care on school grounds. Discussion was had regarding Ministry expectations of Board policy in lieu of operational administrative practice.



**Action:** The Policy Committee recommends that the amended Policy 2.70 Use of Board Property for Child Care be brought to the June 10, 2026 Board meeting for notice of motion and circulated for feedback.

4. **Next Meeting:** November 18, 2026, Teams

5. **Adjournment:** 9:52 a.m.

## Policy Brief

**Title:** Policy Committee – Public Agenda Report  
**Date:** June 10, 2026  
**From:** Lori Deacon, Director of Corporate Services  
**Audience:** Public

### Purpose

This brief is intended to provide context and understanding to the Policy Committee Report items for the June 10, 2026 Board Meeting public session agenda. This content reflects recommendations from the Policy Committee arising from the May 27, 2026 Policy Committee Meeting (i to iii.) and business arising from the May 13, 2026 meeting of the Board in public (iv.).

### Recommendation

Motions have been provided in the public meeting agenda and come to the Board as recommendations from the Policy Committee.

### Background

Policy Committee - item 10(d):

*i. Policies for Repeal in Favour of Administrative Practices (APs)*

The BCST Policy Review Committee's report provided Board of Education with guidelines to help identify topics that should be held as Policies and those considered operational in nature and therefore better placed as Administrative Practices. Following this guidance, the Policy Committee is recommending that the following policies be repealed in favour of Administrative Practices:

- *Policy 4.20 Student Physical Restraint and Seclusion (in favour of [AP S9](#) Physical Restraint and Seclusion in Emergency Circumstances)*
- *Policy 4.30 Severe Allergic Reaction (in favour of [AP S7](#) Severe Allergic Reaction – Anaphylaxis)*
- *Policy 4.40 Provision of Menstrual Products (in favour of [AP S5](#) Provision of Menstrual Products to Students)*
- *Policy 4.50 Video Surveillance (in favour of [AP I12](#) Video Surveillance)*
- *Policy 4.60 Unexpected Health Emergencies (in favour of [AP S11](#) AEDs and [AP S12](#) Naloxone in Schools)*
- *Policy 3.50 Curricular, Co-Curricular and Extra Curricular Activities (in favour of [AP L3](#) Field Trips Manual)*

*ii. Gender-Based and Sexualized Violence*

The Policy Committee reviewed its current policies and district Administrative Practices and gender-based and sexualized violence are addressed. The Committee is recommending that the Board strengthen policy language in policies 2.10 Inclusive and Respectful Environments and 2.20 Sexual Identity, Gender Diversity and Gender Expression to explicitly address the expectation of non-tolerance of sexualized/gender-based violence. The Committee is recommending the Board present a notice of motion to approve the amendments to both policies and circulate the policies for feedback. Feedback and approval of amendments will be considered at the September 16, 2026 public meeting.

*iii. 2.70 Use of Board Property for Child Care*

This policy was amended to align with recent updates to the [Child Care Order](#). Amendments include recognizing Indigenous Education Councils as required parties for engagement and identifying an annual process to review available space in elementary school building. The Committee is recommending the Board present a notice of motion to approve these amendments and circulate the policy for feedback. Feedback and approval of amendments will be considered at the September 16, 2026 public meeting.

*iv. 1.60 Role and Responsibilities of the Superintendent of Schools*

This is a new draft policy. A Notice of Motion was presented at the May 13, 2026 meeting for consideration of adoption at the June 10, 2026 meeting and circulated for feedback. No feedback has been received.

Attachments/Links
-------------------

- BCSTA Policy Review Committee Report
- Policy 4.20 Student Physical Restraint and Seclusion / [AP S9](#)
- Policy 4.30 Severe Allergic Reaction / [AP S7](#)
- Policy 4.40 Provision of Menstrual Products [AP S5](#)
- Policy 4.50 Video Surveillance / [AP I12](#)
- Policy 4.60 Unexpected Health Emergencies / [AP S11](#) and [AP S12](#)
- Policy 3.50 Curricular, Co-Curricular and Extra Curricular Activities / [AP L3](#)
- Policy 2.10 Inclusive and Respectful Environments
- Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression
- [Ministerial Order M203/26: Child Care Order](#)
- Policy 2.70 Use of Board Property for Child Care
- Policy 1.60 Role and Responsibilities of the Superintendent of Schools



British Columbia  
School Trustees  
Association

# Policy Review for Boards of Education

BOARD POLICY REVIEW  
ADVISORY COMMITTEE



January 2026

# Policy Review for Boards of Education

CONTRIBUTIONS FROM:



## Policy Review for Boards of Education

Policy work is integral for boards of education to ensure effective governance. Policies provide strategic, values-based oversight and establish standards for the school district. They also ensure accountability to the local community and support the board's statutory role under the *School Act*.

Effective policies create strong governance by ensuring values-driven leadership that strengthens strategic oversight, supports sound decision-making, and creates conditions for student success.

**PURPOSE:** Policies serve as the board's primary resource expressing values and priorities while delegating implementation and operationalization to the superintendent. The board is responsible for developing, updating, and maintaining these policies.

**ROLE:** Policy development is about setting a board's governance framework and is solely the work of, and within the purview of, the board of education.

**CLARITY:** Policy defines roles and responsibilities, emphasizing the distinction between governance (policy and oversight) and operations (administrative procedures and day-to-day management).

**TRANSPARENCY AND ACCOUNTABILITY:** Policies require open decision-making and set measurable standards for ethical conduct and performance.

**COMMUNITY ENGAGEMENT:** Encourages public input and builds trust.

An effective policy manual is a living document that should be maintained and reviewed regularly to ensure it remains current, relevant and responsive to evolving needs.

In alignment with board policies, administrative procedures describe how the superintendent and staff implement board policy and other operational matters. Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guide the day-to-day operations of the school district.

## Board Policy Review Advisory Committee

In June 2025, the BCSTA and Ministry of Education and Child Care identified the need for boards of education to review and modernize their policy manuals. As a result, the Board Policy Review Advisory Committee was established to develop guiding documentation to support boards of education in this work.

The Advisory Committee members, who include representatives of education partner groups, were appointed in June 2025. The committee has met eight times from July 2025 to January 2026 to develop materials to support boards in their policy review. The documentation developed by the committee aims to assist boards in establishing their governance direction and strategic vision by formulating a comprehensive set of foundational policies. The committee also acknowledges the importance of local district autonomy when developing policies that align with each district's priorities.

The committee:

- identified exemplar policies for reference
- developed materials to support boards in policy work
- provided clarity between policy and administrative procedures
- suggested workflow over three phases

### **PHASE 1: REVIEW OF THE DISTRICT'S POLICY MANUAL.**

- Evaluate the structure used for policy manuals.
- Update and/or develop the core 13 foundational policies.
- Archive/delete any outdated policies.
- Identify policies that are operational and delegate to the superintendent to develop/update administrative procedures.

### **PHASE 2: UPDATE AND DEVELOP THE REMAINING POLICIES.**

### **PHASE 3: DEVELOP A WORKPLAN FOR ONGOING REVIEW AND UPDATE OF POLICIES.**

*Note: Boards should follow their own Policy Development process as outlined in policy.*

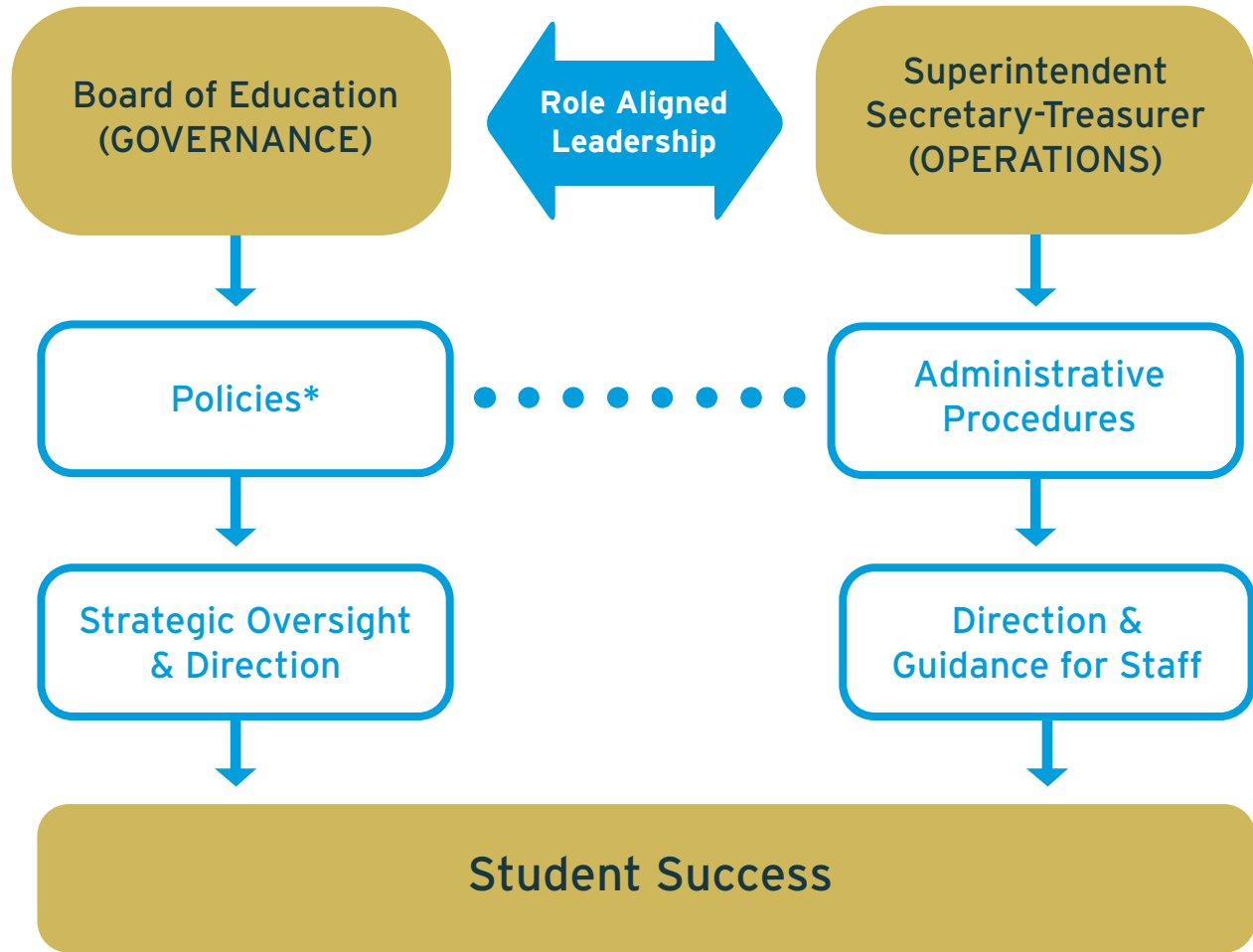
The goal is for boards of education to review and modernize board policies listed in Phase 1 of the documents by October 2026 and then continue updating policy manuals through the 2026-2030 term.

## **Board Policy Review Advisory Committee members:**

- **Carolyn Broady**, BCSTA Past President, Board Liaison and Committee Chair
- **Jen Mezei**, Burnaby, Vice-Chair
- **Kelli Sullivan**, Vernon, Chair
- **Sherri Bell**, Greater Victoria, Official Trustee
- **Pius Ryan**, North Vancouver, Superintendent, BCSSA Liaison
- **Jennifer Woollends**, Quesnel, Secretary-Treasurer, BCASBO Liaison
- **Connor Morris**, Director, Public K-12 Policy & Communications, FNEESC Liaison
- **David Nelson**, Director, Member Support Services, BCPVPA Liaison
- **Kiersten Fisher**, Executive Director, Governance and Legislation Branch, Ministry of Education and Child Care Liaison
- **Michael Rossi**, Deputy CEO, BCSTA
- **Maggie Yuen**, Executive Administrator, BCSTA
- **Suzanne Hoffman**, Consultant

# Board Policy Review:

## Policy (GOVERNANCE) & Administrative Procedures (OPERATIONS)



**POLICY** sets out the principles, expectations, and rules guiding how a school district is governed and operates.

**ADMINISTRATIVE PROCEDURES** are detailed rules, guidelines, and processes developed by the superintendent or senior administration in alignment with school board policies.

\*Some boards may have governance bylaws in their policy manual. Refer to *Appendix A* for more information about bylaws.

# Definitions:

## Policy, Bylaw and Administrative Procedure

### WHAT IS SCHOOL BOARD GOVERNANCE?

- A policy-based system through which the board establishes direction.
- Focusing the district on continuous, evidence-informed improvement in student learning and well-being.
- Ensuring clear delegation of authority with accountability.

Structures	Who's Responsible	What
<b>Policy</b>	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
<b>Standing/ Operational Bylaw</b>	Board	A bylaw is a type of policy with a higher level of process attached to it. Refer to <i>Appendix A</i> for more information about bylaws.
<b>Administrative Procedure</b>	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

	Policy	Administrative Procedure
<b>Purpose</b>	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
<b>Focus</b>	The “ <b>why</b> ” and the “ <b>what</b> ” for boards of education	The “ <b>how</b> ” for staff
<b>Authority</b>	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
<b>Examples</b>	Role of Board Chair, Role of Board, Role of Superintendent, Trustee Code of Conduct, Board Delegation of Authority, Recruitment and Selection of Personnel	Personnel practices, field trip approvals, student registration, emergency preparedness, provision of AED & Naloxone kits
<b>Change Process</b>	Formal board motion required, including notice of motion	Operational updates are communicated to the board by the superintendent.

## Why This Distinction Matters

- Keeps the board focused on strategy and outcomes
- Preserves administrative authority and flexibility
- Strengthens accountability and role clarity
- **POLICY:** *“The district will strive to ensure all students have equitable access to technology.”*
- **ADMINISTRATIVE PROCEDURE:** *“IT will assign devices through the district inventory system and monitor replacement cycles.”*

## Policy vs. Admin Procedure Decision Matrix

Question	Policy	Admin Procedure
Does it express a belief, value, or principle?	✓	
Is it required by Legislation?*	✓	✓
Does it direct day-to-day operations?		✓
Does it give strategic direction to the district?	✓	
Does it primarily involve detailed steps, timelines, or forms?		✓
Is it required to be approved by the board?	✓	
Can it be changed without board approval?		✓

### Policy:

**STUDENT HEALTH AND SAFETY:** *"The Board is committed to providing a safe, healthy, and inclusive learning environment for all students and staff."*

### Administrative Procedure:

**ANAPHYLAXIS MANAGEMENT:** *"School administrators will ensure individual care plans are in place for students with life-threatening allergies, including staff training and emergency response protocols."*

**ADMINISTRATION OF MEDICATION:** *"Designated staff will administer medication to students in accordance with medical authorization forms, storage requirements, and documentation standards."*

**CONCUSSION MANAGEMENT:** *"Staff will follow return-to-learn and return-to-play protocols for students who sustain a suspected concussion."*

**STUDENT MEDICAL CONDITIONS:** *"Schools will maintain records and implement supports for students with chronic or complex medical needs."*

# Exemplar Policies to Govern Effectively

Topics that should be covered in policies

(not necessarily individual policies, topics can be embedded in different policies)

Phase 1 Policies to Govern Effectively		
Policy	District	Policy
<b>Role of the Board</b>	Abbotsford	Policy 2 ( <a href="#">LINK</a> )
<b>Role of the Superintendent</b>	Delta	Policy 12 ( <a href="#">LINK</a> )
<b>Delegation of Authority</b> <i>(if not already incorporated in Role of the Superintendent) ** would be optimal to have a stand-alone policy</i>	West Vancouver	Policy 12 ( <a href="#">LINK</a> )
<b>Foundational Statements</b>	Langley	Policy 1 ( <a href="#">LINK</a> )
<b>Role of the Trustee</b>	Comox	Policy 3 ( <a href="#">LINK</a> , p12)
<b>Role of the Board Chair</b>	Okanagan Skaha	Policy 5 ( <a href="#">LINK</a> )
<b>Role of the Vice-Chair</b>	West Vancouver	Policy 7 ( <a href="#">LINK</a> )
<b>Trustee Code of Conduct (Includes Conflict of Interest)</b>	Abbotsford	Policy 6 ( <a href="#">LINK</a> )
<b>Recruitment and Selection of Personnel</b> <i>(if not already incorporated in Role of the Superintendent)</i>	Langley	Policy 15 ( <a href="#">LINK</a> )
<b>Policy Development</b>	Vancouver	Policy 10 ( <a href="#">LINK</a> )
<b>Indemnification (Bylaw)*</b>	* Please refer to Appendix A for more information about bylaws and exemplars	
<b>Trustee Election (Bylaw)*</b>		
<b>Appeals (Bylaw)*</b>		

\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.

Policies for future phase		
Policy	District	Policy
<b>Board Governance Operations</b>	Langley	Policy 7 ( <a href="#">LINK</a> )
<b>Board Committees</b>	Comox	Policy 8 ( <a href="#">LINK</a> , p52)
<b>Board Representation/ Representative</b>	Abbotsford	Policy 9 ( <a href="#">LINK</a> )
<b>Accumulating Operating and Surplus</b>	Vancouver	Policy 19 ( <a href="#">LINK</a> )
<b>Financial Planning and Reporting</b>	Cowichan	Policy 24 ( <a href="#">LINK</a> )
<b>School Closure Policy (and Bylaw) - Catchment/reconfiguration</b>	Langley Burnaby	Policy 14 ( <a href="#">LINK</a> ) Policy 12 ( <a href="#">LINK</a> )
<b>Child Care</b>	Kamloops Thompson	Policy 18 ( <a href="#">LINK</a> )
<b>Student Transportation</b>	Okanagan Skaha	Policy 18 ( <a href="#">LINK</a> , p81)
<b>Disposal of Land (Bylaw) and Improvements</b>	Abbotsford	Policy 20 ( <a href="#">LINK</a> )
<b>Trustee Renumeration and Professional Development - Includes Trustee expenses</b>	Maple Ridge Pitt Meadows	Policy 2920 ( <a href="#">LINK</a> )

Policy Category	Policies
<p><b>Required by Legislation</b></p>	<ul style="list-style-type: none"> <li>• Bylaws: Appeals, Indemnification/Trustee Election*</li> <li>• Budget</li> <li>• Capital</li> <li>• Disposition of land</li> <li>• Child Care</li> <li>• Exempt Staff</li> <li>• Hardship</li> <li>• School Closure</li> <li>• Procedural bylaws</li> </ul>
<p><b>Suggested Policies to assist in effective decision making</b></p>	<ul style="list-style-type: none"> <li>• Trustee remuneration</li> <li>• Board evaluation and monitoring</li> <li>• Trustee professional development</li> <li>• School catchment</li> </ul>
<p><b>Examples of Local Policies reflecting unique community context</b></p>	<ul style="list-style-type: none"> <li>• Student trustee</li> <li>• Racial equity</li> <li>• Business companies</li> </ul>
<p><b>Examples of Policies that should be Administrative Procedures</b></p>	<ul style="list-style-type: none"> <li>• Anaphylaxis</li> <li>• Field trips</li> <li>• Video Surveillance</li> <li>• Provision of Menstrual Products to Students</li> <li>• Physical Restraint and Exclusion in Schools</li> </ul>

*\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.*

# Policy Development Process for Boards of Education

(BOARD TO REVIEW WITH SR STAFF AND/OR CONSULTANT)

## 1. PURPOSE

- Why are we doing this review?
- Why is it important for your board?
- How does this help your board with your governance and how it operates?
- Determine your board's comfort level for what can be accomplished.
  - Can all the policies be updated/reviewed within a four-year term?
- How does this policy change help boards free up more time to strategically set a positive direction for the district instead of simply rubber-stamping decisions?

## 2. STRUCTURE

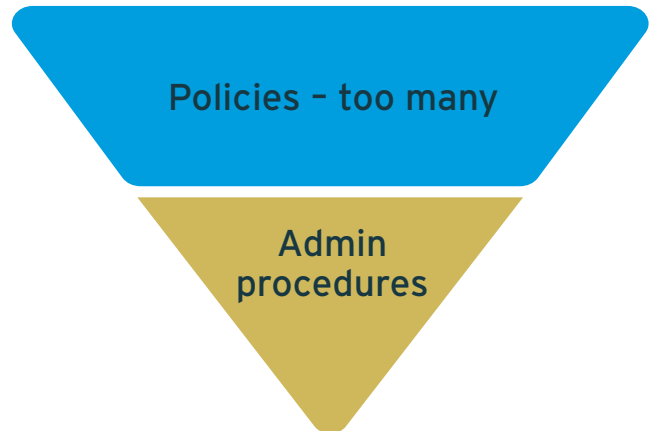
- Policy development is the work of the board of education, and it is solely the purview of the board.
  - Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
- They are the board's policies, so, as a group, decide IF, when, who, or how consultation might take place.
  - When appropriate, consider engaging partner groups.
  - When appropriate, may need community engagement.

- What is your board's structure for policy development/review?
  - Does the board have a good understanding of policy vs. administrative procedures (AP's)?
- What is your policy review process? (See point 3 below)
  - Which policies need to be deleted? Amalgamated? Revised?
  - Which policies should be administrative procedures?
- How will your new policies be updated?
  - Will a replacement policy manual be adopted all at once, by one motion?
  - Will you adopt one policy at a time?

## 3. POLICY REVIEW

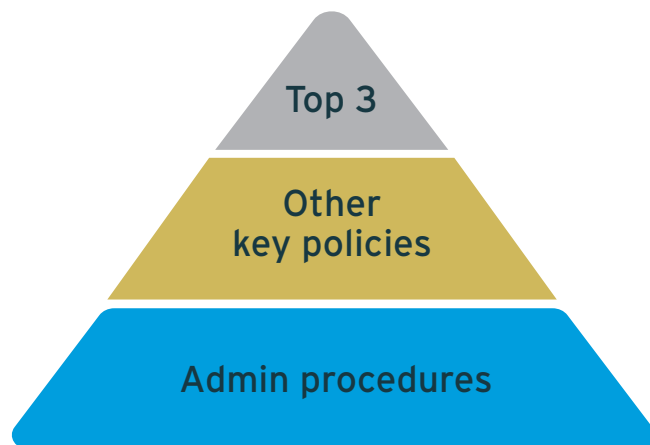
- When were your policies last reviewed?
  - Are they still relevant?
  - Have they recently been updated to modernize language, or has a full review taken place?
  - Should some policies be APs?
  - How will the trustees and senior staff identify what should be policy vs. an AP?

- After determining your comfort zone as a board, review bylaws and policies and categorize them
  - Identify if bylaw > policy > admin procedure.
    - Board to review bylaws and policies
    - Staff to review admin procedures
  - When Boards review bylaws and policies.
    - Are the policies required?
    - Can they be amalgamated?
    - Are they irrelevant? Can they be deleted?
- Identify the structure for your policy manual.
  - Boards may benefit from reorganizing their board policy manual so that it is easier to navigate, clearly focused on governance and aligned with how boards function.
  - Is there a clear delineation between board policy and administrative procedure?



### Unstable Governance Structure

**BEFORE POLICY RESTRUCTURE:  
86 Policies,  
6 Administrative Procedures**  
*Example: Refer to Appendix B*



### Stable Governance Structure

**AFTER POLICY RESTRUCTURE:  
21 Policies,  
70 Administrative Procedures**  
*Example: Refer to Appendix C*

- Review the proposed policies for deletion and approve at each board meeting.
- Amalgamated policies - thoughtfully review of policies that should be amalgamated
  - Once deleted and amalgamated, bylaws/policies are addressed, then align board policies with the BCSTA framework.
- How does your district indicate or note in the footer the work that has been done to your policies?
  - Best practice - clear definition of revise, review and update of a policy.
    - Need to be clear what is done and when it was done to the policy (in the footer)
    - REVIEW: review of policy, reviewed by board/consultant
    - UPDATE: language updates only
    - Examples of updates: When a district considers updating language (he/she → they) - not fully revised, only language updates
    - Modernizing language from regulations to administrative procedures
  - REVISE: fully reviewed, discussed, revised and approved by the board

## APPENDIX A - BYLAW

Bylaw	
<b>Definition</b>	<ul style="list-style-type: none"> <li>• A formal board of education decision requiring three (3) separate readings before adoption under the <i>School Act</i> (Section 3, Joint Rights and Duties).</li> <li>• A standing (procedural) bylaw is a type of policy with a higher level of process attached to it.</li> <li>• A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>.</li> <li>• Guide decisions mandated by law               <ul style="list-style-type: none"> <li>• Some decisions must be made by passing a bylaw</li> </ul> </li> <li>• There are two different types of bylaws standing (procedural) bylaws and operational bylaws.               <ul style="list-style-type: none"> <li>• STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters</li> <li>• OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations.</li> </ul> </li> </ul>
<b>Purpose</b>	Governs how the board itself operates
<b>Focus</b>	How the board governs itself
<b>Authority</b>	Approved by the board; may be required and must comply with legislation
<b>Examples</b>	<b>Standing (Procedural) Bylaws</b>
	Appeals Bylaw (under section 11 of the <i>School Act</i> )
	Indemnification (under section 95 of the <i>School Act</i> )
	Trustee Elections Bylaw (under part 4 of the <i>School Act</i> )
	<b>Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)</b>
	<ul style="list-style-type: none"> <li>• Acquisition or disposition of land by a board (<i>School Act</i> s. 65)</li> <li>• Adoption of a budget (<i>School Act</i> s. 113)</li> <li>• Certain other financial matters (Division 7 of Part 6 of the <i>School Act</i>)</li> <li>• School Closure (<i>School Act</i> s. 73)</li> </ul> <p>Some operational bylaws such as school closure bylaws are embedded in a robust school closure policy.</p>

# APPENDIX B - BEFORE POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

Policy Number	Title	Date Adopted/Revised
<b>1.</b>	<b>MANDATE AND GOVERNANCE</b>	
1.00	Foundational Statement	Rev. Apr. 2021
1.05	Trustee Code of Ethics	Rev. Apr. 2021
1.10	District Policy and Policy Development	Rev. Sept. 2007
1.15	Trustee-Effectiveness Activities and Representation of the Board	Jan. 1982
1.20	Appeal of Decisions Bylaw	June 1990
<b>2.</b>	<b>COMMUNITY</b>	
2.05	Community Relations and Public Information	Feb. 1977
2.10	Parent/Student Committees	Rev. June 1990
2.11	School Planning Councils	Rev. Nov. 2007
2.15	Volunteers in District Schools	Rev. Mar. 2003
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Feb. 1980
2.25	District Parents' Advisory Council	Rev. Feb. 2016
2.30	Home Education	Rev. Nov. 2007
2.40	Event Protocols	Rev. May 2015
2.50	Whistle-Blower Protection	June 2020
2.50.AP	Whistle-Blower Protection	June 2020
<b>3.</b>	<b>ADMINISTRATION</b>	
3.00	Financial Management	Nov. 2019
3.00.AP	Financial Management	Feb. 2022
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.16	Fundraising Activities in Schools	Rev. Feb. 1992
3.17	Charitable Donations	Rev. Apr. 2009
3.18	Charitable Organizations – Access to Schools	May 1988
3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. June 1990
3.25	Emergency Ambulance Service	Rev. Feb. 2003
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Feb. 2016
3.40	Reporting Fires, Attempted Arson, Vandalism, and Breaking and Entering	Feb. 1960
3.50	Liability for Damage to Automobiles in School Automotive Shops	Oct. 1979
3.65	Fees and Deposits	Rev. Nov. 2007
3.80	Purchasing of Goods and Services	Rev. Feb. 2009

## APPENDIX B - BEFORE POLICY RESTRUCTURE

### 4. PERSONNEL

4.00	Collection, Management, Security of and Access to Information Records	Rev. Jan. 2016
4.05	Workplace Bullying and Harassment Prevention	Rev. Jan 2020
4.05.AP	Workplace Bullying and Harassment Prevention	Rev. Feb 2022
4.10	Access to Data on Staff and Students	May 1984
4.15	Healthy and Safe Environment	Apr. 1983
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Maternity/Parenthood Leave	June 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sept. 2007
4.50	Administrative Staff: Performance of Evaluation	May 2018

### 5. STUDENTS

5.00	Promoting Student Health	Apr. 2011
5.05	Admission and Placement of Students into the Burnaby School System	Rev. Feb. 2016
5.08	Positive School Climate	Rev. Oct. 2017
5.09	Weapons	Rev. Jul. 1993
5.10	Violence, Threat and Intimidation	Rev. June 2019
5.11	Administration of Medication at School	Rev. Oct. 1997
5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.13	Anaphylaxis	Mar. 2000
5.14	Physical Restraint and Seclusion	June 2020
5.14.AP	Physical Restraint and Seclusion	June 2020
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Jan. 2016
5.20	Reporting Suspected Cases of Child Abuse	Rev. May 2000
5.25	Personal Costs to Students	June 1978
5.31	Substance Abuse	Nov. 2001
5.40	Student Choice – Animal Dissection	Jan. 2011
5.32	Research in Schools	Rev. Sept. 2007
5.45	Sexual Orientation/Gender Identity	Rev. Nov. 2019

### 6. INSTRUCTION

6.05	School Calendars and Hours of Instruction	Rev. June 1990
6.10	Assessment of Students as Individuals	Rev. Jan. 1990
6.15	Assessment of Students as Members of a Group	Sept. 1980
6.20	Reporting to Parents	Oct. 1987
6.30	Grouping Students for Regular and Special Programs	Rev. June 1990
6.31	Alternative Delivery – Health and Career Education	June 2007
6.35	Program and School Consolidation	Mar. 1983
6.40	Multiculturalism and Race Relations	Mar. 1985
6.44	Portrayal of Violence	June 1990
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.55	Selection of Learning Resources	Sept. 1979

## APPENDIX B - BEFORE POLICY RESTRUCTURE

6.65	Physical and Healthy Education and Related Programs	Aug. 1978
<b>7.</b>	<b>FACILITIES</b>	
7.05	School Keys and Building Security	Sept. 1973
7.10	Smoke & Vape Free Environment	Rev. Jan 2020
7.15	Utilization of Space and Facilities	Sept. 1979
7.15.AP	Provision of Menstrual Products	Jan. 2020
7.15.AP-2	Electronic Vehicle Charging Stations	Feb. 2022
7.20	Snow Removal	Jan. 1973
7.25	Parking on School Side of Streets	Jan. 1967
7.30	Maintenance of Order	Rev. June 2017
7.35	Bylaw No. 3 (Trespass)	Feb. 1972
7.40	Fire Prevention	Apr. 1960
7.50	School Closure	Feb. 2006
7.55	Disposal of Real Property and Improvements	Feb. 2006
7.60	Childcare Programs in District Facilities	Apr. 2014
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Updated February 2022

# APPENDIX C - AFTER POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

#### POLICIES

Policy Number	Title	Date Adopted/Revised
<b>MANDATE AND GOVERNANCE</b>		
1	Foundational Statement	Rev. Nov. 2025
2	District Policy and Policy Development	Rev. Nov. 2024
3	Role of the Board	Rev. May 2025
4	Role of the Trustee	Sep. 2024
5	Trustee Code of Conduct	Rev. Jun. 2024
6	Delegation of Authority	Sep. 2024
7	Role of the Superintendent	Sep. 2024
8	Supporting Trustee Learning and Professional Development Opportunities	Rev. Nov. 2024
9	Appeal of Decisions Bylaw	Rev. Nov. 2024
10	Financial Management	Rev. Mar. 2025
11	Community Schools	Rev. Mar. 2025
12	Permanent School Closure	Rev. Mar. 2025
13	Child Care Programs in School District Facilities	Rev. Mar. 2025
14	Disposal or Lease of Real Property and Improvements	Rev. Mar. 2025
15	Trustee Accommodation	May 2025
16	Racial Equity	Rev. May 2025
17	Sexual Orientation, Gender Identity and Gender Expression	Rev. Mar. 2025
18	Physical Restraint and Seclusion	Rev. May 2025
19	Sanctuary Schools	May 2025
22	Public Interest Disclosure Policy	Jun. 2024
25	Burnaby School District Privacy Policy	Jun. 2024

#### ADMINISTRATIVE PROCEDURES

AP Number	Title	Date Adopted/Revised
<b>ADMINISTRATION</b>		
100	Development and Review of Administrative Procedures	Mar. 2025
101	Financial Management	Feb. 2022
102	School Fees	Rev. Jun. 2025
103	Fundraising Activities in Schools	Rev. Jun. 2025
104	Charitable Donations	Rev. Jun. 2025
105	Response to Unexpected Health Emergencies	Nov. 2025
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.18	Charitable Organizations – Access to Schools	May 1988

## APPENDIX C - AFTER POLICY RESTRUCTURE

3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. Nov. 2011
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Rev. Feb. 2016
3.80	Purchasing of Goods and Services	Jan. 2007
<b>COMMUNITY</b>		
200	Whistle-Blower Protection	Rev. Jun. 2024
200	Whistle-Blower Protection – Appendix 1	Rev. Jun. 2024
2.10	Parent/Student Committees	Rev. Apr. 2021
2.11	School Planning Councils	Rev. Apr. 2021
2.15	Volunteers in District Schools	Rev. Apr. 2021
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Rev. Apr. 2021
2.25	District Parents’ Advisory Council	Rev. Apr. 2021
2.40	Event Protocols	Rev. Nov. 2021
<b>PERSONNEL</b>		
300	Recruitment, Selection, and Transfer of Personnel	Mar. 2025
301	Privacy Breach Management Procedure	Jun. 2024
302	Privacy Management Program	Jun. 2024
303	Workplace Bullying and Harassment Prevention	Rev. Jun. 2022
4.15	Healthy and Safe Environment	Apr. 1983
4.17	Biohazards, Including Bloodborne Pathogens	Jan. 2011
4.20	Worker’s Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Birthing/Parental/Adoption/Parenthood Leave	Jun. 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sep. 2007
4.50	Administrative Staff: Evaluation of Performance	Rev. Jan. 2023
<b>INSTRUCTION</b>		
400	Selection of Learning Resources	Rev. Mar. 2025
401	Field Experiences	Rev. Apr. 2025
402	Physical Restraint and Seclusion	Rev. Mar. 2025
403	Sexual Orientation, Gender Identity and Gender Expression	Mar. 2025
404	Weapons	Rev. Mar. 2025
405	Violence, Threat and Intimidation	Rev. Jun. 2025
406	Student Suspension & District Student Intervention Committee	Jun. 2025
407	Reporting Suspected Cases of Child Abuse and Neglect	Rev. Jun. 2025
408	Administration of Medication at School	Rev. Jun. 2025
409	Anaphylaxis	Rev. Jun. 2025
410	Alternative Delivery in the Physical Health & Education Curriculum	Rev. Jun. 2025
411	Assessment of Students & Reporting of Student Achievement	Rev. Jun. 2025
412	Admission and Placement of Students in the Burnaby School District	Rev. Nov. 2025
5.00	Promoting Student Health	Nov. 2011
5.08	Positive School and Work Climate	Rev. Oct. 2017

## APPENDIX C - AFTER POLICY RESTRUCTURE

5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Nov. 2011
5.32	Research in Schools	Rev. Sep. 2007
5.40	Student Choice – Animal Dissection	Jan. 2011
6.05	School Calendars and Hours of Instruction	Rev. Apr. 2014
6.30	Grouping Students for Regular and Special Programs	Rev. May 2010
6.35	Program and School Consolidation	Mar. 1983
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.65	Physical and Healthy Education and Related Programs	Rev. Apr. 2011

### **FACILITIES**

500	Naming or Remaining of District Facilities	Mar. 2025
501	Provision of Menstrual Products	Jan. 2020
502	Electric Vehicle Charging Stations	Feb. 2022
503	Snow Removal	Rev. Jun. 2025
504	Smoke & Vape Free Environment	Rev. Jun. 2025
7.15	Utilization of Space and Facilities	Sep. 1979
7.30	Maintenance of Order	Rev. Jun. 2017
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Rev. Nov 27, 2025

# Policy Review for Boards of Education



BOARD POLICY REVIEW  
ADVISORY COMMITTEE



## Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are used in emergency circumstances and only as a last resort.

Instances where physical restraint or seclusion have been applied shall be thoroughly documented and shared with the Superintendent or their designate and reported annually to the Board in aggregate form.

---

### Policy 4.30 Severe Allergic Reaction

The Board of Education recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

While the Board cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe, allergy-aware and supportive environment for students with life-threatening allergies.

The Superintendent is responsible to develop Administrative Practices designed so that:

- students at risk are identified,
- records are kept for each identified anaphylactic student,
- emergency procedure plans and education plans are established,
- strategies are in place to minimize the potential for accidental exposure,
- storage and medication administration processes are established
- staff and key volunteers are trained consistent with the Anaphylactic Framework
- processes are in place for principals to monitor and report information about anaphylactic incidents to the board in aggregate form

Principals are responsible for ensuring that schools create and maintain as safe, healthy, and inclusive an environment as possible for students who suffer from life-threatening allergies that can result in an anaphylactic reaction.

#### **Definitions**

**Anaphylaxis** means a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken; **anaphylactic** has a corresponding meaning.

**Anaphylactic Framework** means the current policy entitled “Anaphylactic and Child Safety Framework” approved by the Minister and issued by the Ministry of Education and Child Care.



## Policy 4.40 Provision of Menstrual Products

The Board of Education is committed to making menstrual products available to students of all gender identities or expressions who may require them, in a manner that protects student privacy.

The Board will provide for barrier free, easily accessible menstrual products at no cost to students in school washrooms and will consider student feedback with respect to the provision of menstrual products.

The Superintendent will establish Administrative Practices regarding the provision of menstrual products to students.



### Policy 4.50 Video Surveillance

For reasons of enhancing the safety of students, staff and others on school premises and maintaining, protecting and otherwise controlling and securing district property, the Board of Education authorizes the use of video surveillance equipment, where circumstances indicate that it supports these purposes.

The Board recognizes their responsibility to provide a learning and working environment for students, staff and others that recognizes the right to assemble and associate without undue intrusion on personal privacy balanced with commitment for the protection of District property and the property of others.

The use of video surveillance shall comply with all federal and provincial legislation and regulation. In no case, is video surveillance intended to monitor the work of employees.

---

## Policy 4.60 Unexpected Health Emergencies

The Board of Education commits to safeguarding the health and well-being of students, staff, and visitors by ensuring that Gulf Islands School District is adequately prepared to respond to unexpected health emergencies. It is the expectation of the Board that its facilities will be equipped with readily accessible Automated External Defibrillators (AEDs) and naloxone kits, to provide effective and timely intervention in the event of sudden cardiac arrest and opioid overdose.

### **Definitions:**

**Automated External Defibrillator (AED):** A portable electronic device that analyzes and looks for shockable heart rhythms, advises the rescuer of the need for defibrillation and delivers the shock if needed. An AED is considered an effective treatment for sudden cardiac arrest. Early defibrillation, alternating with CPR is paramount to increase success for victims of sudden cardiac arrest. Defibrillation within the first 3 to 5 minutes of cardiac arrest will dramatically increase survival rates.

**Naloxone:** A medication that reverses opioid overdose effects. Available in nasal spray or injectable form, naloxone works by temporarily blocking opioid receptors in the brain, restoring normal breathing in individuals experiencing opioid toxicity. Quick administration of naloxone, along with calling emergency services and providing supportive care, is critical in preventing fatal outcomes. Naloxone kits are considered essential, life-saving tools in response to suspected opioid overdoses and are safe for use by non-medical personnel.

**Opioid Overdose:** A life-threatening condition caused by excessive opioid intake, requiring immediate medical intervention.

### **Guidelines:**

1. The Board will ensure that Automated External Defibrillators (AEDs) and naloxone kits are readily accessible and maintained in each Gulf Islands school and administrative site. These life-saving tools shall be:
  - 1.1. clearly marked with standardized signage to support easy identification and use.
  - 1.2. routinely inspected to ensure functionality and monitor expiry dates.

- 1.3. provide barrier-free access to accommodate diverse user needs.
- 1.4. presented in a non-stigmatizing manner to encourage comfortable and equitable use.

## **2. Training and Education**

- 2.1. Annual training will be provided to designated staff and/or first aid responders on the proper use of AEDs and naloxone kits to ensure swift and effective response during emergencies that involve sudden cardiac arrest or suspected opioid overdose.
  - 2.1.1. Voluntary training may be made available to all staff, prioritizing first aid attendants, administrators, and Joint Occupational Health and Safety Committee members.
- 2.2. Regular drills and information sessions are encouraged to foster confidence and readiness among students and staff.

## **3. Emergency Response Protocols**

Common basic steps should be followed when responding to cardiac arrest or expected opioid overdose:

### **3.1. Immediate Response**

- 3.1.1. Call 911 immediately.
- 3.1.2. For opioid overdose, trained responders will follow the SAVE ME protocol: Stimulate, Airway, Ventilate, Evaluate, Muscular Injection/Nasal Spray, Evaluate again.
- 3.1.3. For Cardiac Arrest, trained responders will follow printed directions and AED prompts.
- 3.1.4. Notify Administration immediately.
- 3.1.5. Document incident details and notify caregivers, Superintendent, and District Principal (OHS).

### **3.2. Post-Incident Procedures**

- 3.2.1. Provide support and follow-up care, including counseling and referrals.
- 3.2.2. Complete critical incident forms and injury reports.



- 3.2.3. Conduct debriefing and review.
- 3.2.4. Ensure timely replenishment of AED supplies and naloxone kits.

#### **4. Administrative Practices**

- 4.1. The Superintendent will establish Administrative Practices to support staff when dealing with unexpected health emergencies, and identify:
  - 4.1.1. Common language/key terms for clarity and consistency
  - 4.1.2. Roles and responsibilities
  - 4.1.3. Clear steps for emergency response
  - 4.1.4. Documentation, communication, and debriefing
  - 4.1.5. Equipment inspection, maintenance, and replacement
  - 4.1.6. Training expectations and requirements
- 4.2. The Joint Occupational Health and Safety Committee will periodically review these administrative practices as deemed appropriate, particularly in response to new legislation or regulatory requirements.

#### **5. Respect for Dignity and Privacy**

- 5.1. The Board of Education recognizes the importance of respecting the dignity and privacy of all individuals experiencing an unexpected health emergency. By prioritizing dignity and privacy, the district fosters safe, supportive environments for all students, staff, and visitors.
- 5.2. The Board expects staff to approach every situation with compassion, sensitivity, and discretion, ensuring that:
  - 5.2.1. Individuals are treated with respect and empathy, regardless of the nature of the emergency.
  - 5.2.2. Personal information and details about the emergency are shared only with those who need to know, and only for the purpose of providing appropriate care and support.
  - 5.2.3. Conversations and actions regarding the emergency are conducted in a manner that protects the individual's privacy and avoids unnecessary disclosure.
  - 5.2.4. Staff are mindful of cultural, personal, and family considerations, and strive to maintain the individual's comfort and trust throughout the response and recovery process.



- 5.2.5. All actions taken during and after an emergency uphold the individual's right to confidentiality and dignity.

## Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities

The Board of Education recognizes that valuable learning can occur through well-planned curricular, co-curricular and extra-curricular activities.

### Guidelines

1. Definitions
  - 1.1. **Curricular Activity** – The activity is an integral component of the curriculum, occurs during the school day, and all students are expected to attend. There are no student costs involved.
  - 1.2. **Co-curricular Activity** – The activity is an extension of the curriculum, and all students are encouraged to attend, and should they not attend alternate learning opportunities will be made available to them. Some of these activities have costs and fundraising responsibilities and opportunities, along with financial hardship considerations, apply.
  - 1.3. **Extra-Curricular Activity** – The activity is not an extension of the curriculum, and student participation is fully optional. The activities are sponsored by the school to provide opportunities for student(s) to participate in activities and athletics which are related to the school program and supervised by teachers or other authorized personnel. The majority of these activities take place outside regular school hours. These activities have costs and fundraising responsibilities and opportunities, along with financial hardship considerations, apply.
  - 1.4. **Excursions** – These activities refer to interest-based or commercial trips that may be provided by companies specializing in student travel and generally occur over a school closure period.
2. All curricular, co-curricular and extracurricular activities are to be selected, planned, organized, and conducted such that:
  - the activity has direct relevance to learning outcomes;
  - consideration is given to the health, safety and security of all participants;
  - appropriate risk assessment and management of off-site activities is undertaken; and
  - protection of students, employees, volunteers, and the School District is paramount.

---

Legislative References:

Collective Agreement References: Nil

Date of Adoption: November 13, 2024

Date of Revision:

3. All communications with students and families regarding costs and fundraising must include a statement explaining that fees will not be a barrier to student participation in school activities.
4. Principals have the authority to approve activities within the province, three nights or less duration, and provided there has been a determination that the activity is low risk.
5. The Superintendent or their designate has the authority to approve activities that are of moderate risk and/or require higher care of planning and provision, activities that take place out of province, and any activity in excess of three nights.
6. Excursions are not sanctioned and will not be approved except in cases where they are included in the Gulf Islands International Student Program.



## 2.10 Inclusive and Respectful Environments

The Board of Education is committed to creating inclusive learning and working environments where safety, security and mutual respect is paramount.

The Board recognizes and celebrates the diversity of the community it serves and believes that each individual contributes to the richness of the District culture. The Board seeks to ensure that everyone has equitable access to opportunities and resources to make meaningful contributions to the district.

The Board believes everyone has a role to play in promoting a district free of violence and harassment.

Healthy schools require that the relationships between the adults involved in the education of children (employees, parents, and members of the public having contact with schools) are governed by courtesy, respect, and consideration. The Board expects that interactions between its students, employees, parents, and the public at large are marked on all sides by respect and consideration.

The Board expects the relations between employees and all those they come in contact with to be free from any behaviour that can be identified as being violent, discriminating, harassing, or intimidating in nature. Such behaviour is unacceptable and will not be tolerated.

### **Definitions**

**Constructive practice** emphasizes proactive strategies to build positive relationships and a supportive learning environment.

**Restorative practice** addresses conflicts by involving all parties to repair harm and restore community.

Both approaches aim to create an inclusive and respectful school atmosphere

### **Guidelines**

1. Principals will establish codes of conduct in accordance with provincial guidelines that will describe the kinds of behaviour generally expected of students, staff, parents and community members working together in school learning and working environments, and in situations where they are representing the District and school communities.

---

Legislative References: *School Act* Sections 6(1), 76, 85(1.1); *BC Human Right Code*, Provincial Standards for Codes of Conduct Order (M276/07)

Collective Agreement References: Nil

Date of Adoption: January 29, 2025

**DRAFT**

2. Violence in any of its forms, including gender-based and sexualized violence, is neither acceptable nor tolerated in the learning and working environments of the District.
3. Reasonable actions taken by a person in a supervisory role (for example, a school principal, teacher, or workplace supervisor) are not, when consistent with the expectations placed on a person in that role, acts of harassment in any of its forms.
4. Expressing differences of opinion, offering constructive feedback, guidance, or advice about behaviour and performance, and making a legitimate complaint about someone's conduct through established procedures does not, when done respectfully and within the role expectations placed upon a person doing so, constitute bullying/cyberbullying, or harassment.
5. The District endorses the use of constructive, restorative means to resolve conflicts by encouraging and supporting positive role modeling and leadership among students and employees.

---

Legislative References: *School Act* Sections 6(1), 76, 85(1.1); *BC Human Right Code*, Provincial Standards for Codes of Conduct Order (M276/07)

Collective Agreement References: Nil

Date of Adoption: January 29, 2025 DRAFT

## Policy 2.20 Sexual Identity, Gender Diversity and Gender Expression

The Board of Education acknowledges that Canadian Laws protect the most basic human rights of 2 spirit, Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex people (2SLGBTQI+); however, inclusive and affirming attitudes and behaviours towards the sexual and gender diverse (SGD) population have not kept pace (are lagging, in some instances). Therefore, this policy outlines the Board's commitment to ensuring and protecting the human rights of 2SLGBTQI+ people.

In keeping with the BC Human Rights Code, the Board accepts its responsibility to work with parents and community to help promote and sustain a discrimination-free society in which sexual Identity, gender diversity and gender expression is respected and supported. Accordingly, the Board commits to working with everyone in the school district to promote and sustain learning and working environments that:

- promote acceptance and understanding;
- give voice to all members of the school community;
- welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity; and
- ensure equitable access to and equitable participation in quality education for all students.

### **Definition**

**Intersectionality:** a framework that recognizes how various aspects of a person's identity, such as gender, race, sexuality, age, and ability, intersect to create unique experiences of discrimination and privilege.

The Board recognizes the challenges and multiple layers of discrimination and marginalization that 2SLGBTQI+ individuals face and understands the importance of intersectionality in its efforts to create more inclusive and supportive learning environments for all.

---

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, *Provincial Standards for Codes of Conduct Order* (M276/07); *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: January 29, 2025

Amended: DRAFT



---

---

### **Guiding Principles**

- **CULTURE**  
The Board is committed to and encourages a culture of inclusivity, safety and acceptance of sexual and gender diverse individuals.
- **CONFIDENTIALITY**  
Students will have the right to the confidentiality of their sex, gender, and name.
- **INCLUSIVE LEARNING**  
Classroom materials and activities will contain positive images and accurate information about sexual and/or gender diversity.
- **STAFF TRAINING**  
All staff will be provided with knowledge and tools to develop a broad understanding of SOGI and the impact on students.
- **FACILITIES**  
Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms.
- **SELF-IDENTIFICATION**  
Students will have the right to self-identification, which includes the name by which they wish to be addressed and the pronouns that correspond to their gender identity.
- **INCLUSIVE ACTIVITIES**  
Students will be included and accommodated for in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar club.

### **Guidelines**

1. The Board shall consider any violence, threat of violence, or act of aggression, including harassment, discrimination, intimidation and bullying on school premises to be a serious threat to the school environment and to the safety of both students and staff and shall be dealt with in accordance with the school's code of conduct.

---

---

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, Provincial Standards for Codes of Conduct Order (M276/07); Canadian Charter of Rights and Freedoms, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: January 29, 2025

Amended: DRAFT

- 1.2. School staffs are expected to work with their school communities and, by way of their codes of conduct, develop prevention and intervention strategies that address any language or behaviour that degrades, denigrates, labels, stereotypes, or incites violence, hatred, prejudice, discrimination towards, or harassment of others.
- 2.3. The Board will work closely with the 2SLGBTQI+ community (acting in an advisory capacity) to:
- 2.1.3.1. review, implementation and further develop strategies to promote awareness and respect, and safe, caring and inclusive school environments;
  - 2.2.3.2. provide opportunities for school communities to increase awareness of the scope and impact of discrimination against the 2SLGBTQI+ community and to create an inclusive environment;
  - 2.3.3.3. support educational programs through the provision of age-appropriate resources and activities;
  - 2.4.3.4. in the regular course of reviewing policy, procedure, and other District documents, ensure that the language and imagery used is representative of the diversity in our community; and
  - 2.5.3.5. ensure that when schools are reporting on their effort to promote a violence-free District and support for diversity, they speak to matters of multi-culturalism, gender identity, gender expression, and sexual orientation.
- 3.4. The Board will continue to support and take advice from advisory bodies, as a way of further promoting diversity and equity.

---

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, Provincial Standards for Codes of Conduct Order (M276/07); Canadian Charter of Rights and Freedoms, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: January 29, 2025

Amended: DRAFT



---

---

## Policy 2.70 Use of Board Property for Child Care

The Board of Education recognises the benefit and need for safe and quality community child care programs. In order to effectively promote and facilitate the use of Board property by licensees for the purpose of providing child care programs, clear guidelines are necessary.

This policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, in accordance with the School Act.

The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups, the Indigenous Education Council, child care providers, parents and guardians, and first nations, including treaty first nations, and Indigenous communities, families, and service providers~~Indigenous community representatives, rightsholders Indigenous rightsholders, Indigenous service providers, and existing child care operators.~~ The Board will also engage with these identified partners when considering changes to existing child care on school grounds. The process for engagement will be reviewed on an ongoing basis.

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

### **Guiding Principles**

1. The Board will promote the use of Board property for the provision of child care programs, at a minimum, between the hours of 7 a.m. and 6 p.m. on business days by either the Board or third party licensees.
2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. Direct and indirect costs<sup>22</sup> include:

- 4.1. utilities;
  - 4.2. maintenance and repair;
  - 4.3. a reasonable allowance for the cost of providing custodial services; and
  - 4.4. a reasonable allowance for time District administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.
5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to comply with this Policy.
  6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
  7. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
    - 7.1. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
    - 7.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
  8. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five years. The contract must contain:
    - 8.1. description of the direct and indirect costs for which the licensee is responsible;
    - 8.2. an agreement by the licensee to comply with this policy and all other applicable policies;
    - 8.3. a provision describing how the agreement can be terminated by the Board or the licensee;

- 8.4. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
  - 8.5. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
  - 8.6. a requirement for the licensee to maintain appropriate standards of performance;
  - 8.7. a description of processes for ongoing engagement with the licensee in the provision of child care; and a requirement that the licensee must at all times maintain the required license to operate a child care facility.
9. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
- 9.1. whether it is preferable for the Board to become a licensee and operate a child care program directly;
  - 9.2. the availability of District staff to provide before and after school care;
  - 9.3. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

## 10. Annual Review of Available Spaces

10.1 As part of the annual projected enrolment process each February, elementary school principals will identify, in their report to the Board Office, any expected surplus classrooms or other spaces that may be suitable for new or expanded child care programs.

10.1.1. For the purposes of this Policy, "surplus classrooms or other spaces" are spaces where it is reasonable to anticipate the school will not require the space for K-12 purposes for a minimum of five (5) years.

10.1.2. Long-term projected enrolment forecasts will be used to support and confirm the availability of space.



## Policy 1.60 Role and Responsibilities of the Superintendent of Schools

The Board of Education shall clearly define the role, responsibilities, and expectations of the Superintendent that reflect Board values, uphold legislative requirements, and promote best practices in educational leadership.

### 1. Role and Authority of the Superintendent

- 1.1. The Board of Education designates the Superintendent as Chief Executive Officer (CEO) and delegates responsibility for educational and administrative leadership of the District to the Superintendent. All Board authority delegated to District staff is delegated through the Superintendent, who may assign daily operational responsibilities as appropriate.
- 1.2. The Board shall approve a job description for the Superintendent of Schools, which will be reviewed and updated as necessary to reflect current expectations, responsibilities, and legislative requirements.
- 1.3. The Superintendent is accountable to the corporate Board for:
  - 1.3.1. conduct and operation of the District;
  - 1.3.2. leadership in administration, instructional programs, and operations;
  - 1.3.3. compliance with Board Bylaws, Board Policy, and all legislative requirements;
  - 1.3.4. reporting to the Minister of Education and Child Care as required by the BC School Act and related legislation.
- 1.4. The Superintendent shall:
  - 1.4.1. execute the District Strategic Plan, monitor progress, and refine as needed;
  - 1.4.2. supervise and direct staff employed by the Board;
  - 1.4.3. administer, implement, and develop Board policies and District administrative practices;
  - 1.4.4. oversee educational programs and services to students;
  - 1.4.5. ensure facilities, transportation, and business operations support District goals;
  - 1.4.6. ensure compliance with all legal, legislative, and Ministry requirements;



- 1.4.7. advise and support the Board with recommendations on current and emerging issues.

## 2. Responsibilities of the Superintendent

The Superintendent's core responsibilities encompass the following areas:

- 2.1. **District Direction & Commitments:** Lead the establishment and implementation of District direction and commitments; model ethical behaviour and effective leadership.
- 2.2. **Board Governance:** Respect the Board's role and responsibilities and facilitate the implementation of that role as defined by Board policy. Advise and assist the Board in planning, resource management, and policy development; facilitate Board meetings and communications.
- 2.3. **Administrative Practices:** Develop and keep current an Administrative Practices Manual that is consistent with Board policy and provincial policies, regulations, and guidelines.
- 2.4. **Educational Leadership:** Enhance student learning and success for all children.
- 2.5. **District Planning:** Lead strategic planning, data-informed decision-making, and reporting on progress.
- 2.6. **Professional Practices:** Foster a learning environment that supports student engagement, inclusion, and success; promote Truth and Reconciliation initiatives.
- 2.7. **Engagement and Communications:** Build system and community support for District goals; maintain effective relationships with partners.
- 2.8. **District Operations:** Direct senior staff in maintaining Administrative Practices and required reports.
- 2.9. **Human Resources:** Oversee selection, promotion, evaluation, and mentorship of staff; ensure current role descriptions for direct reports. The Superintendent is delegated authority to recruit and select staff for all positions other than their

own within the limitations of legislation, budget allocations, contracts and collective agreements.

- 2.10. **Finance:** Ensure fiscal responsibility and compliance with public sector accounting standards.

### 3. Review of the Superintendent's Performance

- 3.1. A review of the Superintendent performance should provide for both accountability and growth, as well as the strengthening of the relationship between the Board and the Superintendent. A written report of the Superintendent's assessed performance will affirm specific accomplishments and identify areas of growth where applicable. Some goals may address areas of challenge while others may identify areas where greater emphasis is required due to changes in the school district's environment. In addition, the review process serves as a capacity-building tool, supporting the Superintendent's ongoing professional development and enhancing leadership effectiveness within the district.
- 3.2. The Superintendent's performance shall be assessed in accordance with procedures mutually agreed upon by the Board and the Superintendent, established in writing prior to the commencement of the review. In the absence of agreement, the Board may proceed with an assessment based on accepted management principles. (e.g., the BC School Trustees Association (BCSTA) Leadership Competencies as a framework.)
- 3.3. The assessment will:
- 3.3.1. recognize that the Superintendent, as the Chief Executive Officer, is held accountable for work performed primarily by other senior administrators (e.g., fiscal management).
  - 3.3.2. reasonably relate to the goals and objectives established by the Board and to the duties assigned to the Superintendent.
  - 3.3.3. align with the roles and responsibilities of the Superintendent's job description and the District's Strategic Plan.
- 3.4. The assessment will be:



- 3.4.1. performance-based, focusing on improvement over time and will assess the Superintendent's success in addressing growth areas as indicated in the annual growth plan; and
  - 3.4.2. evidence-based, using objective data from multiple data sources (e.g., audit reports, accountability reports, student achievement data;
  - 3.4.3. supported by specific examples and augmented by data that may be more subjective (e.g. interviews, Board agendas, committee and meetings).
- 3.5. The assessment process will include:
- 3.5.1. distribution and explanation of the assessment framework to Trustees and relevant partners;
  - 3.5.2. compilation and reporting of results to the Board;
  - 3.5.3. an in-camera meeting to discuss the evaluation report, with opportunity for Superintendent comment;
  - 3.5.4. signing of the final assessment document by the Chair and Superintendent; and
  - 3.5.5. a copy of the signed final assessment provided to the Superintendent for their own record keeping.
- 3.6. The Board will aim to conduct a comprehensive performance review, facilitated by an external evaluator, for each new Superintendent appointment, ideally within the second year of employment.
- 3.6.1. Performance review of the Superintendent should not be undertaken as a means of trustee development.
  - 3.6.2. Additional/future review should be considered where it aligns with the Superintendent's growth plan.

#### **4. Superintendent's Growth Plan**

The Superintendent, in collaboration with the Board Chair, will develop a comprehensive multi-year growth plan.

- 4.1. The duration of the plan will be set in consultation with the Board, ideally aligning with the superintendent's contractual term of employment.
- 4.2. The Superintendent will update their plan annually, with input from the Chair, for the Board to review each year.



- 4.3. The Board will provide the Superintendent with regular feedback. Such feedback will be timely, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which they have not been given authority.