SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

10112 – 105 Avenue
Fort St. John, BC V1J 4S4
Telephone: (250) 262-6000

BOARD OF EDUCATION

AGENDA BOOK

for the

REGULAR BOARD MEETING

MONDAY, November 16, 2026 @ 5:30 p.m.

SCHOOL DISTRICT 60 PEACE RIVER NORTH

2024-2029 BOARD STRATEGIC PLAN SUMMARY

MISSION

All students will graduate, crossing the stage with dignity, purpose and options.

VALUES

Respect | Compassion | Honesty | Responsibility | Relationships
Dane ęjíínúúnaleh |Ts'úúnayéh | Ihǫ?eh | Dááhwǫ́ghelh | Ẹhtah wes?ǫh

STRATEGIC VISION

School District 60 is an inclusive and engaging learning environment, where every individual feels supported to thrive. Together, we build school communities that respect the diversity of our communities, prioritizing collaboration, well-being, personal development, and strong community connections.

2024-2029 STRATEGIC PRIORITIES



School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.



School District 60 will foster a welcoming and inclusive environment that prioritizes the well-being, development, and professional growth of all employees.

School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.



School District 60 Board and leaders will prioritize collaboration, accountability, and transparency in ensuring student-centered decision-making.





School District 60 recognizes that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.



School District 60 will provide an early learning and child care environment that supports a positive transition for children from home, pre- school and day care into schools.

Read the complete 2024-2029 Board Strategic Plan at prn.bc.ca | TOGETHER WE LEARN

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60

REGULAR BOARD MEETING

MONDAY, November 16, 2026

5:30 P.M.

AGENDA

1.0 **Call to Order**

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

2.0 **Additions to the Agenda/Acceptance of the Agenda**

3.0 **Oath of Office**

4.0 **Declaration of Conflict of Interest** *(Attachments)*

5.0 **Election of Board Officers**

Board Annual Elections Information

5.1 Election of Chairperson – Secretary/Treasurer

5.2 Election of Vice-Chairperson – Chairperson

5.3 Election of Provincial Councillor – Chairperson

5.4 Election of Alternate Provincial Councillor – Chairperson

5.5 Election of BCPSEA Rep – Chairperson

5.6 Election of Alternate BCPSEA Rep – Chairperson

5.7 Notice to Destroy Ballots – Chairperson

Other Duties

5.8 Audit Committee Members

6.0 **Contract Ratification Process**

7.0 **Presentations/Delegations**

8.0 **Trustee Engagement/Celebrations**

9.0 **Minutes of the Regular Board Meeting, October 19, 2026** (pages 6-12)

9.1 Approval of the Minutes

9.2 Business Arising from the Minutes

10.0 **Minutes of the Special Regular Board Meeting, November 2, 2026** (pages 13)

10.1 Approval of the Minutes

10.2 Business Arising from the Minutes

11.0 **Approval of Excerpts of the In Camera Board Meeting, September 21, 2026** (page 14)

12.0 **Announcements and Reminders**

November 24	SUP-PAC Meeting *(Campbell/Scott-Moncrieff)*	12:00 p.m.	Board Room
November 25	Labour Management Meeting	1:00 p.m.	Board Room
November 24/25	Elementary V-Ball Tournament		ARYES
November 25/26	Early Dismissal Days		
November 26-28	BCSTA Trustee Academy / Provincial Council		Vancouver
November 27	NID Day (Parent-Teacher Interviews)		
November 30 – December 1	BCPSEA Symposium		Vancouver
December 3	NPAA Christmas Dinner		
December 5	District Christmas Dinner/Dance		Pomeroy Hotel
December 7	COTW Meeting	1:30 p.m.	Bert Ambrose
December 10	IEC Meeting		
December 15	Board Meeting	5:30 p.m.	Board Room
December 21 - January 1	Christmas Vacation		
January 7	Joint Health & Safety Meeting	1:00 p.m.	Board Room
January 11	COTW Meeting	2:30 p.m.	Board Room
January 13	Labour Management Meeting	1:00 p.m.	Board Room
January 18	Board Meeting	5:30 p.m.	Board Room
January 26	SUP-PAC Meeting *(Gilbert/Scott-Moncrieff)*	12:00 p.m.	Board Room

13.0 **Senior Staff Reports**

13.1 Superintendent's Report (page 15)

13.2 Secretary-Treasurer's Report (pages 16)

14.0 **Reports of Regular Committee of the Whole Meeting, November 2, 2026** (pages 17-20)

14.1 Approval of Minutes

14.2 Business Arising

15.0 **Indigenous Education Council (IEC) Updates**

16.0 **2025-2029 CUPE Memorandum of Agreement Ratification** *(Attachment)*
Recommended Motion: That the Board of Education accept/ratify the 2025 – 2029 CUPE Memorandum of Agreement as negotiated and amended by BCPSEA and PSEC and the terms negotiated locally between the Board and CUPE Local 4653.

17.0 **Other Reports**

17.1 BCSTA

17.2 BCPSEA

17.3 Board Pro-D Committee

18.0 **Correspondence Unfinished Business**

18.1 Administrative Procedures *(Attachments)*
Superintendent Hart

19.0 **Unfinished Business**

20.0 **New Business**

21.0 **PRNTA Update** – Robert Dempsey, President

22.0 **CUPE Local #4653 Update** – Jennie Copeland, President

23.0 **District Parent Advisory Council (DPAC) Report** – Athena Andritz, President

24.0 **Questions from the Press and Public Related to Agenda Items**

25.0 **Suspend Regular Meeting & Move into In-Camera Meeting**

26.0 **In Camera Motions brought forward for implementation**

27.0 **Adjournment**

****

Please Note:
Where an individual/group knows in advance they wish to address the Board, a request in writing should be made to the Secretary-Treasurer one week in advance of the Board Meeting in accordance with Board Policy #1003.1.

The request must indicate the subject of the presentation, any technology requirements (ie. screen, projector, laptop use) and the estimated time required for the presentation. Presentations will be limited to a maximum of 10 minutes, unless approved otherwise.

If approval is granted, an electronic/written copy of the presentation must be provided no later than Thursday of the week before the date of presentation.

"PROVISIONAL" MINUTES
SCHOOL DISTRICT NO. 60 (Peace River North)

REGULAR MEETING **OCTOBER 19, 2026**
5:30 p.m.

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Nicole Gilliss, Vice-Chair (Area 3)
Ida Campbell, Trustee (Area 4)
Madeleine Lehmann, Trustee (Area 1)
David Scott-Moncrieff, Trustee (Area 2)
Bill Snow (Area 5)

Wade Hart, Superintendent of Schools
Angela Telford, Secretary-Treasurer
Londa Livingstone, Recording Secretary

(Guests/Media) Prarthana Stephen Albert (Moose Media)

Regrets: Tom Whitton, Trustee (Area 5)

This Regular Board Meeting will be recorded and uploaded to our district website

Disclaimer: The definitive documentation and decisions of the Board are documented in the meeting minutes

Any use of an electronic device such as a computer or cell phone is related to the business of the meeting

The core values that guide the work of the school district are *RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS*.

Call to Order Chair Gilbert called the meeting to order at 5:41 p.m.

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

Agenda

Approval of the Agenda

Motion #141-26 Snow/Scott-Moncrieff
THAT the agenda be accepted as presented.

CARRIED.

Presentations/Delegations

Chair Gilbert thanked Trustee Whitton for his four years of service and dedication to the Board of Education.

Trustee Engagement/Celebrations

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

Trustee Campbell (Area 4)

- Band Retreat on Friday October 16th
- Delivered Staff Appreciation Trays
- Taylor & Baldonnel Elementary School Visits
- Attended Taylor School's Fire Prevention Week Presentation
- 2 School Fire Drills
- Committee of the Whole Meeting at Hudson's Hope School

Vice-Chair Gilliss (Area 3)

- Attended NPAA Meeting at Dr. Kearney Middle School
- Committee of the Whole Meeting at Hudson's Hope School
- Attended Committee of the Whole Meeting Agenda Setting
- Visited Hudson's Hope School last week
- Delivered Staff Appreciation Trays

Trustee Lehmann (Area 1)

- Delivered Staff Appreciation Trays
- Visited Clearview School
- Participated in CUPE bargaining as the Trustee Representative.
- Committee of the Whole Meeting at Hudson's Hope School

Trustee Scott-Moncrieff (Area 2)

- Delivered Staff Appreciation Trays
- Met with school administrators
- Met with all PAC Presidents
- Taught a Career and Personal Development class at a high school.

Trustee Snow (Area 5)

- Committee of the Whole Meeting at Hudson's Hope School
- Attended SUP/PAC Meeting
- Bert Ambrsose Elementary Open House
- Bert Ambrose Elementary PAC meeting
- Delivered Staff Appreciation Trays

Trustee Whitton (Area 5)

Chair Gilbert (Area 5)

- Attended an ARYES meeting regarding the new reporting system.
- SUP/PAC
- Attended the Labour Management
- Attended District Health & Safety meeting
- Organized the deliver of staff appreciation trays
- Attended Committee of the Whole Meeting Agenda Setting
- Attended the Northern Lights Community Fair and met with YETS students.

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #142-26 Campbell/Lehmann
THAT the Regular Meeting Minutes of September 21, 2026, be adopted, as amended to remove Trustee Whitton from the list of members present.
CARRIED.

Business Arising from the Minutes
The following business arose from the above noted Minutes:

- The school canteen survey is ongoing. Results will be brought back to the Board at a future meeting.

Approval of Excerpts

Motion #143-26 Lehmann/Cambell
THAT the excerpts from the June 15, 2026 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
CARRIED.

Motion #144-26 Gilliss/Campbell
THAT the excerpts from the June 23, 2026 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
CARRIED

Announcements & Reminders

October 21	IEC Council Meeting		
October 23	NID Day (Pro-D Provincial)		
October 27	SUP-PAC Meeting *Scott-Moncrieff/Lehmann*	12:00 p.m.	Board Room
November 2	Trustee Oath of Office	12:00 p.m.	Board Office
November 2	COTW Meeting	2:30 p.m.	Bert Ambrose
November 11	Remembrance Day		
November 16	Board Meeting	5:30 p.m.	Board Office
November 18	Labour Management Meeting	1:00 p.m.	Board Office
November 24/25	Elementary V-Ball Tournament		ARYES
November 25/26	Early Dismissal Days		
November 26-28	BCSTA Trustee Academy / Provincial Council		Vancouver
November 27	NID Day (Parent-Teacher Interviews)		
November 30 – December 1	BCPSEA Symposium		Vancouver
December 3	NPAA Christmas Dinner		
December 5	District Christmas Dinner/Dance		Pomeroy Hotel
December 7	COTW Meeting	1:30 p.m.	Bert Ambrose
December 11	IEC Council Meeting		
December 15	Board Meeting	5:30 p.m.	Board Room
December 21 - January 1	Christmas Vacation		

Senior Staff Reports

Superintendent's Report
A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO's
- For information purposes

Superintendent's Report
https://togetherwelearn.prn.bc.ca/2025/10/15/superintendents-report-october-2025/
- For information purposes

Community Coaches
- *See motion below*

Out-of-District Field Trips
- *See motion below*

Motion #145-26 Scott-Moncrieff/Snow
THAT the Board accept the Superintendent's Report with the exception of Community Coaches and Out-of-District Field Trips.
CARRIED.

Vice-Chair Gilliss Inquired about the application process for the incentive funding outlined in the Superintendent's Report.

Superintendent Hart explained that the funding is application-based and intended for remote locations. French Immersion schools have separate incentive funding available.

Vice-Chair Gilliss Questioned whether the funding would continue in future years.

Chair Gilbert explained that the funding was initially approved for a three-year period. This year's funding was announced after the District's budget had been established, and there is no guarantee of continued funding on an annual basis.

Chair Gilbert Provided an update on the Foundry counselling program. A permanent location is still being sought; however, online counselling services are currently available until in-person services can be established.

Motion #146-26 Campbell/Snow
THAT the Board approves the Community Coaches as presented.
CARRIED.

Motion #147-26 Scott-Moncrieff/Snow
THAT the Board approves the Out-of-District Field Trips as presented.
CARRIED.

Secretary-Treasurer's Report
A written report was presented. Topics discussed and reported included:

Finance Update to September 30, 2026
- For information purposes

2026-2027 Enrollment Update
- There is a decrease in Brick-and-Mortar enrollment of 124.13 FTE and there is an increase of 49.81 FTE in online learning. This translates to a $739,000 decrease in funding.

Human Resources Summary Report
- For information purposes

Motion #148-26 Campbell/Lehmann
THAT the Board accept the Secretary-Treasurer's Report
CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – October 5, 2026

Motion #149-26 Lehmann/ Gilliss
THAT the Board accept the Regular Committee of the Whole minutes of October 5, 2026 and its recommendations
CARRIED.

Business Arising from the Minutes
The following business arose from the above noted Minutes:

Chair Gilbert - the annual Cameron Lake Outdoor Education Centre report, including financial information will be emailed to the Trustees

Indigenous Education Council (IEC) Updates

None

Other Reports

BCSTA

- Rural & Remote Year 3 Report *(Attachment)*
- Letter from Tracy Loffler *(BCSTA President)* to Chair Gilbert *(Attachment)*
    - Chair Gilbert acknowledged the letter from BCSTA President Tracy Loffler, thanking the Board and district staff or their continued support and recognizing the positive impact of the Rural and Remote initiative.
- Dual Credit Expansion
    - The Dual Credit Program has expanded to include academic courses.
    - School districts are required to complete an application process to participate.
    - Brian Campbell, District Principal of Careers, will be working on the expansion, with students anticipated to begin accessing academic courses after summer 2027.

BCPSEA

- The BCPSEA Annual General Meeting will be held virtually on February 5, 2027.
- Elections will take place during the AGM.
- The deadline for submitting special resolutions is November 20, 2026.

Board Pro-D Committee

- None at this time

Correspondence

Unfinished Business

The following unfinished business arose from the previous meeting minutes:

Staff Appreciation Follow-Up

- The trustees reviewed the recent Staff Appreciation initiative and noted that feedback was overwhelmingly positive, with staff expressing great satisfaction with the treat trays.
- No issues or concerns were raised regarding the event.
- The Board agreed to maintain the current format for next year, with no changes required.

Administrative Procedures *(Attachments)*

- Superintendent Hart: Presented the first batch of 12 Administrative Procedures for the Board's review. Explained that some procedures will be linked to existing Board Policies. The documents provide an overview of the proposed formatting and organization, with procedures grouped under five main headings. The procedures will also be made available on the District website.
- Trustee Lehmann: Inquired whether procedures that relate to multiple Board Policies or other Administrative Procedures include cross-references.
- Superintendent Hart: Confirmed that related policies and procedures are identified in the reference section at the bottom right of each document.

New Business

Remembrance Day Ceremony – Wreath Placement

- Trustee Representations for Fort St. John, Hudson's Hope, Taylor & Cecil Lake
  - Cecil Lake: Trustee Lehmann
  - Taylor: Trustee Campbell and Trustee Scott-Moncrieff
  - Hudson's Hope: Chair Gilbert
  - Fort St. John: Trustee Snow

SD 60 Organization Charts *(Attachment)*

- Superintendent Hart: Presented the District's organizational charts for the Board's review.
- Chair Gilbert: Raised concerns regarding the Before and After School Care (BASC) and Early Learning programs. Noted

that the organizational charts provide helpful clarification on reporting structures and appropriate contacts within these programs.

- Discussion followed regarding the appropriate first steps for parents to take when raising concerns to Trustees and the process for directing inquiries to the appropriate staff members.

PRNTA Update – Robert Dempsey, President

No report,

CUPE Local #4653 Update – Jennie Copeland, President

No report, not present

District Parent Advisory Council (DPAC) Report – Athena Andritz, President

No report, not present

Questions from Press/Public

At this time, opportunity was given for questions from the press

Suspension & Move into In-Camera Meeting

Motion #150-26 Snow/Scott Moncrieff
THAT the Board suspend the Regular Meeting and move into the In-Camera Meeting.
CARRIED.

Motion #157-26 Campbell/Snow
THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.
CARRIED.

Adjournment

Motion #158-26 Snow/Lehmann
THAT the meeting be adjourned. 8:04 p.m.
CARRIED.

_____
HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

_____
ANGELA TELFORD,
SECRETARY-TREASURER

PROVISIONAL MINUTES
SCHOOL DISTRICT NO. 60 (Peace River North)

SPECIAL REGULAR BOARD MEETING

Monday, November 2, 2026
12:00 p.m.

Present: Helen Gilbert, (Area 5)
Madeleine Lehmann, (Area 1)
Ida Campbell, (Area 4)
Bill Snow, (Area 5)
Wally Miedema, (Area 5)

Wade Hart, Superintendent of Schools
Angela Telford, Secretary-Treasurer
Londa Livingstone, Recording Secretary

Regrets: Nicole Gilliss, (Area 3)
David Scott-Moncrieff, (Area 2)

(Guests/Media) Chris Nock, Director of Instruction
Jarrod Bell, Director of Instruction
Sharon Schell, Executive Assistant
Jennie Copeland, CUPE President
Ruth Prarthana Stephen Albert, Moose Media

In accordance with Board By-law 1/90 (5.1), the purpose of this Special Regular Board Meeting is was to administer the Oath of Office to elected members of the School District #60 Board of Education.

The meeting commenced at 12:12 p.m.

Oath of Office and Allegiance Ceremony

The following newly elected School District 60 Trustees read and signed the Oath of Office and, where applicable, optional the Oath of Allegiance before Angela Telford, Secretary-Treasurer:

Helen Gilbert
Ida Campbell
Madeleine Lehmann
William Snow
Wallace Miedema

Trustees Nicole Gilliss and David Scott-Moncrieff will take their Oath of Office prior to the November 16, 2026, Regular Board Meeting.

The meeting adjourned 12.22 p.m.

_____
ANGELA TELFORD,
SECRETARY-TREASURER

EXCERPTS
FROM THE SEPTEMBER 21, 2026
"IN CAMERA" MEETING MINUTES

meeting was called to order and the In-Camera Meeting Minutes, September 21, 2026, were read and adopted.

Business Arising from the Minutes

- None

Superintendent's Report

- No Items

Secretary-Treasurer's Report

- No Items

Other Reports

- BCSTA
- BCPSEA

Correspondence

- None

Unfinished Business

- Staff Appreciation Week

New Business

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

November 16, 2026

HR Summary Report for Teachers & AO's - 2026/2027

for the period of November 13 to December 10, 2026

	Personnel Assignments	*Leaves of Absence*	*Admin Appointments*	*Resignations /Retirements*	*Reports on Teachers*
New assignments					
Changes to existing					
Return from leave					
Payout prep					

Human Resources

1. **Human Resources Summary Report for Teachers**

Education

1. **Superintendent's Report - https://togetherwelearn.prn.bc.ca/**

   https://togetherwelearn.prn.bc.ca/2026/11/12/superintendents-report-november-2026/

2. **Community Coaches** *(Attachment)*
   Recommended Motion: That the Board of Education approve the attached Community Coaches as presented

3. **Out-of-District Field Trips** *(Attachment)*
   Recommended Motion: That the Board of Education approve the attached Out-of-District Field Trips as presented

4. **Posts of Responsibility** *(Attachment)*
   Recommended Motion: That the Board of Education approve the attached Posts of Responsibility as presented

Respectfully submitted

Wade Hart,
Superintendent of Schools

REPORT TO THE

BOARD OF EDUCATION

FROM THE SECRETARY-TREASURER

November 16, 2026

REGULAR MEETING

Operations

1. Finance Update to October 31, 2026 *(Attachment)*

Human Resources

1. Human Resources Support Staff Summary

Human Resources Summary Report for Support Staff
For the period of October 10th, 2026, to November 12th, 2026

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	9	3	9
Changes to existing	6		
Return from leave			
Layoff			
Retirements	1		
Termination			

Governance

2. Board Election Report *(Attachment)*

Angela Telford,
Secretary-Treasurer

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
"REGULAR" MEETING MINUTES
MONDAY, NOVEMBER 2, 2026
2:30 P.M.

Present: Helen Gilbert, Trustee
Ida Campbell, Trustee
Madeleine Lehmann, Trustee
Bill Snow, Trustee
Wally Miedema, Trustee

Wade Hart, Superintendent
Angela Telford, Secretary Treasurer
Londa Livingstone, Executive Assistant

Media/Guests: Ruth Prarthana Stephen Albert (Moose Media)
Chris Nock, Director of Instruction
Carleen Andrews, Director of Instruction
Jarrod Bell, Director of Instruction

Regrets: Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee

Education

Education Update
Wade Hart, Superintendent

Framework Presentation
Bert Ambrose Elementary School
Melissa Degroot, Principal

- There were inquiries about students awaiting assessments experiencing delays due to waitlists.
- Principal DeGroot confirmed that private assessments may be available sooner, but accessing mental health supports remains challenging, including through private clinics.
- Discussion around if there were specific patterns in student absenteeism.
- Principal DeGroot explained that absenteeism is generally concentrated among individual students rather than particular days of the week. Reasons include extracurricular activities and circumstances beyond students' control.
- Inquiries regarding stability of the Grade 6 cohort and how many students have attended the school since Kindergarten. Principal DeGroot indicated that the school population is relatively stable, with most students remaining in the District.

- Inquiry around the progress toward the school's numeracy goal. Principal DeGroot explained that the school has transitioned from Mathletics to Matific, which appears to be more effective and is receiving greater staff use.

FESL Review

Alwin Holland Elementary

- Appreciation for the initiative of the school's use of its own social-emotional earning survey was noted.

Baldonnel Elementary School

- Review of the low District Math Assessment (MAP) results. She also shared positive DPAC feedback about strong parent involvement and the active Parent Advisory Council at Baldonnel.

- It was noted that the report included intermediate-level results but not primary-level data.

- Appreciation was expressed for the inclusion of staffing and student enrolment breakdown in the report.

Indigenous Education
Carleen Andrews, Director of Instruction

- The importance of maintaining strong relationships with Indigenous communities as part of the Board governance responsibilities was emphasized.

- Director of Instruction Andrews provided an update on the restructuring of the Indigenous Education Council (IEC) following changes to the School Act and targeted Indigenous education funding. She explained that the new legislation changes the Council's composition, including the role of District staff. Andrews noted that she had consulted with Brad Baker last spring to ensure the District was taking the appropriate steps in establishing the new IEC

- The IEC Council now includes representation from Prophet River First Nation, Fort Nelson First Nation, Saulteau First Nation, Doig River First Nation, Halfway River First Nation, West Moberly First Nation and Blueberry River First Nation First Nations. Each Nation may appoint two representatives. Andrews explained that Nations with students attending schools in the District may participate, even if they have their own local IEC.

- It was noted that the represented First Nations account for approximately 20% of the District's Indigenous students and asked how the remaining students would be represented. Andrews explained that the legislation also requires diversity in Council representation and noted that Métis Nation representatives are included.

- It was asked whether the District would be required to invite representation from other Nations, such as Tahltan, if students from those communities attended District schools. Andrews explained that the recommendation is to begin with local Nations and allow the Council to determine the next steps regarding broader representation.

- Inquiry around the approval process for the IEC Terms of Reference. Andrews explained that the previous Terms of Reference were approved by the Council and provided to the Board for information. She noted that new Terms of Reference will be developed under the revised structure.

- It was noted that the legislation requires an opportunity for the IEC to present to the Board of Trustees and this will be included suggested including this in future Board meeting agendas.

- Inquiry around Indigenous student enrolment. Andrews reported that enrolment numbers remain relatively consistent with the previous year.

- The strong relationship the District has established with Indigenous representatives and the importance of maintaining these connections was emphasized.

- It was suggested arranging a meeting with the IEC once the new Terms of Reference have been completed.

- Inquiry as to whether it would be more beneficial for the Board to meet with the IEC, Chiefs and Councils, or both. Andrews recommended engaging with both groups.

Governance

Board Meeting Follow Up Questions/Discussion

- None

Operations

Operations Report *(Attachment)*
Angela Telford, Secretary-Treasurer

- Inquiry about the HVAC efficiencies, noting that two of the three schools identified were relatively new, and asked whether the remaining schools were up to date.

- Secretary-Treasurer Telford explained that larger schools offer greater potential savings due to their size, which is why they were prioritized.

- Questions around why the HVAC efficiencies systems had not been included during the original construction of the schools.

- Secretary-Treasurer Telford indicated the efficiencies are being reviewed with the assistance of an outside vendor. This is occurring throughout the District.

- Clarification around the Purple Air monitors referenced in the report.

- Secretary-Treasurer Telford explained that these are used to monitor air quality.

- Inquiry about any changes had resulted from the gas leak incident in Hudson's Hope.

- Secretary-Treasurer Telford explained that the District is updating its emergency procedures to clarify that PNG or FortisBC should be contacted first in the event of a gas-related emergency.

- Questions around the District's relationship with Dawson Road Maintenance, particularly following the letter sent to the Ministry and the appointment of a new Minister.

- Secretary-Treasurer Telford advised that she a has a meeting scheduled with Dawson Road Maintenance the following week and would have more information afterward.

- Questions around whether the bus route audits referenced in the Transportation Report were being conducted locally.

- Secretary-Treasurer Telford confirmed that they were.

The meeting adjourned at 3:58 p.m

BRITISH COLUMBIA
PUBLIC SCHOOL
EMPLOYERS' ASSOCIATION

Conflict of Interest for Trustees

Guidelines for matters related to collective bargaining or the administration of a collective agreement

October 8, 2024

☐Do NOT distribute this bulletin	
☐Distribute to Board members not in conflict	☒Distribute to full Board
☒Distribute to school district management staff	☐Distribute to local unions
☐Distribute to all employees	☐Distribute publicly

Overview

Conflict of interest prohibits an elected official from taking part in a decision in which they have an interest that could give rise to the perception of bias. The purpose of this document is to provide guidance to school districts and Trustees regarding conflict of interest for matters related to collective bargaining or the administration of a collective agreement.

Legal tests

For Trustees of a Board of Education (Board) in British Columbia, there are two sources of rules relating to conflict of interest: the *School Act* and common law.

- Pursuant to the *School Act*, a Trustee is prohibited from participating in or influencing decisions of the Board in respect of which the Trustee has a "pecuniary interest". The *School Act* defines pecuniary interest as a direct or indirect interest that could monetarily affect the Trustee or their spouse, parent, or child, but excludes interests that are so remote or insignificant that they could not reasonably be regarded as likely to influence the Trustee.

- At common law, the test for a conflict of interest is whether or not a reasonably well-informed person – viewing the matter realistically and practically and having thought the matter through – would conclude that a Trustee's decision-making could be influenced by the Trustee's personal interest in a matter.

A conflict of interest exists if the threshold for either test is met.

Note that the law makes no distinction between *actual* and *perceived* conflicts of interest. Neither test requires that a Trustee's decision-making be *actually* affected by a personal interest; rather, a conflict of interest exists if circumstances exist whereby the Trustee *could* be influenced by a personal interest (as prescribed by the *School Act* or as determined by a judge based on the reasonable person test at common law).

Application

Questions on Trustee conflict of interest may arise at the local Board level or at the provincial BCPSEA level through the application of BCPSEA's constitution and bylaws.

Board level

At the Board level, a Trustee in a conflict of interest must not take part in the discussion of, vote on, or otherwise attempt to influence voting on the matter in-question.

Responsibility for determining whether a Trustee is in conflict for the purposes of a matter before a Board falls jointly upon the Trustee and the Board; BCPSEA's role is advisory only.

BCPSEA level

At the BCPSEA level, pursuant to BCPSEA's constitution and bylaws, a Trustee in a conflict of interest may not be elected to the BCPSEA Board of Directors, be designated as their Board's BCPSEA Trustee Representative, or represent a Board at a BCPSEA general meeting or any other BCPSEA function.

Responsibility for determining whether a Trustee is in conflict for the purposes of applying BCPSEA's constitution and bylaws rests with BCPSEA.

Guidelines

Interests of concern

The legal framework of labour relations in British Columbia contemplates that the interests of employers and unions are likely to be adverse to one another. When it comes to matters related to collective bargaining or the administration of a collective agreement, a conflict of interest is likely to arise where a Trustee may have a personal interest (unrelated to their role as Trustee) in collective bargaining outcomes or in the interpretation and application of a collective agreement.

1. Involvement with a union within the K-12 public education sector

Involvement (as an employee, elected official, or other form of active affiliation) of a Trustee with a union that represents teachers or support staff in the K-12 public education sector is a clear conflict of interest for matters related to collective bargaining or to the administration of a collective agreement.

In such cases, the conflict of interest arises from the individual's competing duties of loyalty to the union and to the Board. This conclusion is true regardless of whether or not the Trustee's involvement is accompanied by a monetary benefit.

2. Unionized employment within the K-12 public education sector

A Trustee employed by a union within the K-12 public education sector is another clear conflict of interest for matters related to collective bargaining or to the administration of a collective agreement.

In such cases, the conflict of interest arises from the potential impact to the Trustee's terms and conditions of employment. Courts have found that, due to the interconnected nature of collective bargaining in the K-12 public education sector, collective bargaining outcomes in one school district are likely to impact collective bargaining outcomes in other school districts: *Wynja v. Halsey-Brandt*, 1993 CanLII 593 (BC CA).

3. Unionized employment outside of the K-12 public education sector

A Trustee employed by a union outside of the K-12 public education sector may also be a conflict of interest for matters related to collective bargaining or to the administration of a collective agreement where: i) the Trustee's employer is subject to oversight by the Public Sector Employers' Council (PSEC) Secretariat, or ii) the Trustee's union is connected with a support staff union in the K-12 public education sector: CUPE, Teamsters, IUOE, BCGEU, WVMEA, CMAW, USWA, Trades Bargaining Council, NTSA.

In such cases, the conflict of interest arises from the potential impact to the Trustee's terms and conditions of employment due to the interconnected nature of collective bargaining in British Columbia.

Family or other personal relationships

The above-noted interests of concern can also give rise to a conflict of interest where they involve family members or other personal relationships of a Trustee.

1. Spouse, parent or child

Section 57 of the *School Act* deems the pecuniary interests of a Trustee's spouse, parent, or child as one and the same as those of the Trustee for the purpose of determining conflict of interest. These terms are defined broadly to extend beyond biological or formalized legal relationships and include relationships established through marriage (stepchildren and parents-in-law) and close relationships akin to those categories (including common-law spouses).

2. Extended family and close personal relationships

Pecuniary or other benefits to extended family or other close personal relationships can also trigger conflict of interest concerns for a Trustee at common law. Whether or not a particular set of circumstances crosses the common law threshold for conflict of interest is likely to depend upon the nature of the benefit and the nature of the relationship. The more significant and direct the potential benefit to the individual and the more proximate the relationship between the Trustee and the individual, the more likely it is that a court would conclude that a reasonable person would believe that the Trustee's decision-making could be influenced by their personal interest in a matter. In terms of assessing the proximity of the relationship, consideration would be given to length of time, geographic proximity, frequency of communication, and financial dependence.

Common scenarios

BCPSEA has prepared the table below outlining a number of common scenarios that could give rise to a conflict of interest. The purpose of this table is to guide Boards in assessing potential conflicts of interest at the Board level and to provide transparency about BCPSEA criteria for assessing eligibility to participate in BCPSEA matters pursuant to BCPSEA's constitution and bylaws.

Scenario	Participation in Board matters	Participation in BCPSEA matters
1. Trustee or their spouse (including common law) or their parent or child (including in-laws) is employed by a school district in a unionized position within the K-12 public education sector.	**Clear conflict of interest**	**Not permitted**
2. Trustee or their spouse (including common law) or their parent or child (including in-laws) is an elected official of, employed by, or otherwise actively involved in a union that represents teachers or support staff in the K-12 public education sector.		
3. Trustee is employed in a unionized position outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.	**Likely conflict of interest**	**Not permitted**
4. Trustee is employed in a unionized position outside the K-12 public education sector, but which union also represents support staff in the K-12 public education sector: CUPE, Teamsters, IUOE, BCGEU, WVMEA, CMAW, USWA, Trades Bargaining Council, NTSA.		
5. Trustee is an elected official of, employed by, or otherwise actively involved in a union outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.		
6. Trustee's spouse, parent, or child (including in-laws and common-law relationship) is employed in a unionized position outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.	**Should be disclosed by Trustee to Board** **To be considered by Board and Trustee on a case-by-case basis**	**Must be disclosed by Trustee to BCPSEA** **To be considered by BCPSEA on a case-by-case basis**
7. Trustee's spouse (including common law) or their parent or child (including in-laws) is employed in a unionized position outside the K-12 public education sector and that union also represents support staff in the K-12 public education sector: CUPE, Teamsters, IUOE, BCGEU, WVMEA, CMAW, USWA, Trades Council, NTSA.		
8. Trustee's spouse (including common law) or their parent or child (including in-laws) is an elected official of, employed by, or otherwise actively involved with a union outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.		
9. A close personal relationship of the Trustee is an elected official of, employed by, or otherwise actively involved in a union that represents teachers or support staff in the K-12 public education sector or is employed in a unionized position in the K-12 public education sector. Close personal relationships may include siblings, grandparents, grandchildren, cousins, aunts, uncles, and other extended family relationships, as well as close friendships and romantic relationships.		

For more information, please refer to the Frequently Asked Questions section at the end of this document.

Processes for Boards

Duty of confidentiality

All Trustees, whether in-conflict or not, have a duty not to use or disclose confidential information, including confidential information related to collective bargaining or the administration of a collective agreement.

Responsibility of Trustees in-conflict

Pursuant to section 58 of the *School Act*, if a Trustee has a pecuniary interest in any matter and is present at a meeting at which the matter is being considered, the Trustee must:

a. disclose their pecuniary interest and the general nature of the pecuniary interest;
b. not take part in the discussion of or vote on any question in respect of the matter; and
c. not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

In addition, if a meeting is not a public meeting, the Trustee who has a pecuniary conflict of interest must leave the portion of the meeting during which the matter is under consideration.

The same responsibilities apply for common law conflicts of interests.

Risk and liability

Pursuant to section 62 of the *School Act*, Members of the public can make a court application if they believe that a Trustee has taken part in the discussion or vote of a matter while in a conflict of interest or otherwise contravened the requirements of section 58 of the *School Act*.

- If a court finds a Trustee has knowingly breached the *School Act* provisions, the court must vacate the Trustee's seat and may order the Trustee to pay financial restitution. Further, the Board may declare that the decision in question be declared void.
- If a court finds a Trustee has participated in a decision contrary to the common law rules relating to conflicts of interest, the court may set aside the Board's decision in that matter.

The process and potential outcomes would be of the same kind for common law conflicts of interest.

Assessing potential conflicts of interest

Where a Board is concerned that a Trustee may have a disqualifying conflict of interest, the Board should obtain information about the apparent conflict, refer to the guidance in this document, review their Trustee Code of Conduct, and, where necessary, seek legal advice.

Based on the information, the Board may decide to:

- prevent the Trustee from participating in the decision-making process; or
- continue with the knowledge that there is a potential conflict of interest.

Boards may consider ways to mitigate potential conflicts of interest, however, please note that mitigation is not a legal defence to a conflict of interest complaint.

Removing a Trustee in-conflict

A Board can, by resolution, prohibit a Trustee from participating in a debate or voting on a matter in respect of which the Board is of the view that the Trustee has a conflict.

Alternatively, section 70 of the *School Act* provides that a majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct, which can include participating in discussions or otherwise influencing the vote on a matter in which the Trustee has a conflict of interest or disqualifying bias.

Any decision to prohibit or expel a Trustee must be made through a fair process.

Quorum

If the number of Trustees able to participate in a meeting is insufficient to constitute a quorum due to conflict of interest concerns, the Board may apply to the Court to allow it to proceed.

Note that, through such an application, the Court does not rule on the existence or absence of a conflict interest – it simply empowers the Board to consider, discuss, and vote on the specific matter by either relieving the legal requirement for quorum or by temporarily relieving the application of the *School Act* and/or the common law with respect to conflict of interest.

Questions

Trustees should direct questions regarding conflict of interest to their school district's Secretary Treasurer or Superintendent, or to the BC School Trustees Association.

Secretary Treasurers and Superintendents with questions regarding conflict of interest for Trustees may contact Chris Beneteau, Executive Director, Labour Relations (LR Liaison and Legal Services) at chrisb@bcpsea.bc.ca.

Frequently Asked Questions

BCPSEA level questions

1. **If I am in a conflict of interest position, can I be my Board's BCPSEA Trustee Representative?**

   No, you cannot be the BCPSEA Trustee Representative for your Board of Education.

2. **If I am in a conflict of interest position, can I be elected to BCPSEA's Board of Directors?**

   No, you cannot be elected to BCPSEA's Board of Directors.

3. **If I am in a conflict of interest position, what is my involvement in collective bargaining?**

   You will be made aware of process and timeline updates, as well as bargaining outcomes. You cannot be involved in planning, discussion, execution, or ratification.

4. **If I am in a conflict of interest position, what is my involvement in labour relations?**

   You cannot be involved in labour relations issues.

5. **If I am in a conflict of interest position, what communications will I receive from BCPSEA?**

   You will receive communications that are public in nature. You will not receive communications related to labour relations issues, including implementation of collective agreements, dispute management, grievances and arbitrations, and collective bargaining planning and execution.

Clarifying questions

6. **What is a "child" for the purposes of conflict of interest under the *School Act*?**

   "Child" includes a biological or adopted children and any person whom the trustee has demonstrated a settled intention to treat as a member of his or her family. In most circumstances, "child" would include a "step-child". It is important to note that case law makes no distinction between a dependent child and an adult independent child.

7. **What is a "spouse" for the purposes of conflict of interest under the *School Act*?**

   "Spouse" means a person who is:
   - married to a trustee, or
   - who is living with the trustee in a marriage-like relationship and has lived as such for a continuous period of at least two years.

   A person is not a "spouse" if they are separated and living apart from the trustee and they have entered into a separation agreement or there is a court order recognizing the separation.

8. **Is it a conflict of interest if a Trustee is involved in a union?**

   Possibly. Whether or not a Trustee's involvement in a union (including membership, employment, or other forms of active participation) results in a conflict of interest for matters related to collective bargaining or the administration of a collective agreement will depend upon the connection that union has with the K-12 public education sector and/or the BC broader public sector. Please see the common scenarios table in the Guidelines (page 5) for guidance on specific scenarios.

9. **Is it a conflict of interest if a Trustee has a family member who is involved in a union?**

   Possibly. A child, parent, or spouse of a Trustee involved in a Union would be assessed in the same manner as if the Trustee was involved. For extended family members or close personal relations, whether or not their involvement in a union results in a conflict of interest for matters related to collective bargaining or the administration of a collective agreement would depend upon nature of the relationship and the degree of connection of the union with the K-12 public education sector. Please see the common scenarios table above for guidance.

10. **Is it a conflict of interest if a Trustee or their family member is a retired teacher or support staff employee?**

    Normally no. If the Trustee or their family member has retired long enough ago that a retroactive wage settlement would not result in the receipt of any payments, then the fact that they were previously employed in the K-12 public education sector is unlikely to give rise to a conflict of interest provided there are no immediate plans to return to employment in the public sector.

11. **Is there any distinction in how conflict of interest applies when it comes to provincial bargaining vs. local bargaining?**

    No. If a Trustee is in a conflict of interest with respect to provincial bargaining, then they would also be in conflict with respect to local bargaining (and vice versa).

12. **Is there any distinction in how conflict of interest applies when it comes to collective bargaining vs. application of a collective agreement?**

    No. If a Trustee is in a conflict of interest with respect to collective bargaining, then they would also be in conflict with respect to the application of a collective agreement (and vice versa).

13. **Does conflict of interest apply to school district management staff?**

    Conflict of interest, as the concept exists for Trustees under the *School Act* and at common law, does not apply to school district employees. Rather, school district employees have a contractual and, in some cases, a fiduciary duty of loyalty to the school district and must at all times act in the best interests of the school district as their employer. Failure to do so can result in disciplinary action up to and including termination of employment. The Board may, at its discretion, establish specific policies setting out when an employee may be required to disclose a conflict-like interest and/or when an employee may be precluded from exercising their duties due to a conflict-like interest.

CONFLICT OF INTEREST UNDER THE *SCHOOL ACT*

The *School Act* (*SA* or the *Act*) sets forth requirements for trustees relating to conflicts of interest. (I have referred to these requirements as the conflict law.)

The following is basically a paraphrase of the *School Act*, though it includes some interpretation. When you have a specific problem, you should refer to the precise wording of the *Act* (section 55-64). If you are in doubt as to your correct course of action, seek legal advice.

1. DO CONFLICT OF INTEREST LAWS JUST APPLY TO SCHOOL TRUSTEES?

No. Elected officials of municipalities and regional districts must comply with similar provisions found in the *Community Charter* and *Local Government Act*. Members of the Legislative Assembly are governed by the *Members' Conflict of Interest Act*.

2. WHEN DOES THE CONFLICT LAW APPLY?

The *School Act* provisions apply whenever the Board deals with matters in which a trustee has a pecuniary interest. It applies to all Board and committee meetings where these matters are considered. Where a conflict exists, the *Act* also prohibits any attempts to influence the voting on the matter in question, regardless of when or where these attempts occur.

3. WHAT KINDS OF CONFLICT ARE COVERED?

Only financial ones. If a matter being considered by the Board could monetarily affect you (or certain other persons associated with you), you are said to have a pecuniary interest in the matter. If you have a pecuniary interest, the law considers you to have a conflict, unless you fall within a few narrow exceptions discussed below (see questions 14, 22, 23 and 24).

4. WHAT IF I FEEL THAT I HAVE A CONFLICT OF INTEREST THAT IS NOT FINANCIAL IN NATURE?

Situations sometimes arise where you do not have a financial interest but your impartiality may reasonably be questioned. For example, the Board may be called on to deal with an issue involving close personal friends or relatives.

At common law, you are not qualified to vote on a matter in which you have a "personal interest" that could lead a reasonably well-informed outsider to think that your judgment could be influenced by that interest, in other words that your personal interest would lead to a "reasonable apprehension of bias."

These situations do not come within the *SA* provisions (unless they are also situations where there is a deemed or indirect pecuniary interest) but should still be avoided to protect the integrity of the Board's decisions and keep the Board out of litigation. A good way to avoid them is to follow the same procedure as you would use for a conflict that fell within the *SA* conflict law.

5. WHAT IF A DECISION DOES NOT IMMEDIATELY AFFECT ME BUT MIGHT IN THE FUTURE IF CERTAIN OTHER THINGS HAPPEN?

It depends how likely that outcome is, based on reasonable expectations.. The key question is whether the likelihood is so low that it could not reasonably be regarded as likely to influence the trustee. If the possibility is remote it would probably not be considered a conflict. If it is reasonably likely, then it would.

6. DOES THE CONFLICT LAW APPLY TO ME IF I WILL NOT BE PERSONALLY AFFECTED BY THE BOARD'S DECISION?

It may still apply. The conflict law says that the pecuniary interests of certain people associated with you through family or business relationships will be treated as though they were your personal pecuniary interests.

7. WHICH FAMILY MEMBERS ARE INCLUDED?

The financial interests of the following family members are considered to be your interests for the purposes of determining conflicts:

- spouse
- parent
- child.

8. WHO IS INCLUDED IN "SPOUSE"?

A "spouse" includes your husband or wife. A "spouse" also includes a person who is not married to you but who lives with you in a marriage-like relationship and has been so living with you for at least the past two (2) years. A husband or a wife who is separated from you and living apart from you is still considered to be your spouse unless there is a written separation agreement or a court order recognizing the separation.

9. WHO IS INCLUDED IN "PARENT"?

Just your own parents, not parents-in-law.

10. WHO IS INCLUDED IN "CHILD"?

Not only your own children and adopted children, but also others whom you treat as members of your family. It is not clear how far "member of your family" extends. Adult children are included, whether or not they reside with you.

11. WHAT IF I DON'T KNOW ABOUT A FINANCIAL INTEREST THAT MY SPOUSE, PARENT OR CHILD HAS?

Then it doesn't count. You should, however, disclose the interest as soon as it is discovered.

12. WHAT KINDS OF BUSINESS INTERESTS ARE COVERED?

You are considered to have a pecuniary interest in a matter if the Board's decision could reasonably be expected to monetarily affect

- your employer
- your business partner
- a member of a firm of which you are also a member
- a private corporation in which you (or someone acting on your behalf) hold shares, or of which you (or someone acting on your behalf) are a director or senior officer
- a public corporation in which you (or someone acting on your behalf) hold a controlling interest, or of which you (or someone acting on your behalf) are a director or senior officer.

It is likely that such interests would be deemed to also be your interests, although they may, in the specific circumstances, be considered too remote to constitute a conflict under the *School Act*.

13. WHAT IS A CONTROLLING INTEREST IN A PUBLIC COMPANY?

Any interest in shares, except an interest which is only by way of security, where the shares carry more than 10 per cent of the votes for the election of the company's directors.

14. I BELONG TO A CO-OP THAT HAS DEALINGS WITH THE BOARD. DOES THE CONFLICT LAW APPLY? WHAT ABOUT MY MEMBERSHIP IN A CREDIT UNION?

No, the conflict law does not apply in either case. The *SA* has a specific exemption for pecuniary interests that arise only from membership in a cooperative association or a credit union.

15. WHAT ABOUT NONPROFIT ORGANIZATIONS WITH WHICH I AM ASSOCIATED AS A MEMBER, DIRECTOR OR OFFICER?

If you personally stand to gain or lose monetarily because of the Board's decision, even if the decision relates to an association or group with which you are involved, you have a pecuniary interest.

If you do not stand to gain or lose monetarily, but the non-profit organization does, you would be considered to have a form of indirect pecuniary interest. Even though the organization is non-profit, it still has monetary interests, and indeed, these interests may affect the viability of the organization.

16. IF I HAVE A PECUNIARY INTEREST IN A MATTER BEING CONSIDERED AT A BOARD OR COMMITTEE MEETING, WHAT DO I DO?

As soon as you are aware that the Board or a committee is considering a matter in which you have a pecuniary interest, you must:

- state that you have a pecuniary interest in the matter
- state the general nature of the pecuniary interest
- if the meeting is closed to the public, leave the meeting until the matter has been dealt with
- not take part in any discussion of the matter
- not attempt in any way to influence the voting on any question in respect of the matter, before, during or after the meeting
- abstain from voting on any question in respect of the matter.

This does not apply to pecuniary interests that are too remote or insignificant to reasonably be considered as likely to influence you (as discussed below, see question 21.)

17. CAN I DISCUSS THE MATTER WITH OTHER TRUSTEES AFTER THE MEETING IS OVER?

The conflict law does not prohibit you from doing so, but it is advisable to avoid discussions. You are prohibited from attempting to influence voting. Since procedural bylaws allow for reconsideration under some circumstances, discussions after the meeting can easily be construed as an attempt to influence the voting, especially if some reconsideration follows your discussion.

18. WHAT HAS TO GO IN THE MINUTES?

If a meeting is open to the public, the minutes must show that you disclosed a pecuniary interest and the general nature of the interest as you stated it at the meeting. It is good practice for the minutes to show that you took no further part in the proceedings dealing with that matter.

If the meeting is not open to the public, then the minutes of the next open meeting must include a statement that you disclosed a pecuniary interest during the closed meeting. It is not necessary to include in the minutes any statement of the general nature of that interest. (This applies to both Board and committee meetings, including meetings where the Board sits as a committee of the whole.)

Where Board meetings are closed to the public, the *Act* requires that a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached be prepared and be open for inspection. (This applies only to meetings of the Board, not meetings of committees or meetings of the Board in committee of the whole.) Although the conflict law does not deal with that record, it would be advisable to include the statement of disclosure (but not the nature of the interest) in that record also.

19. WHAT IF I AM NOT AT THE MEETING WHERE THE MATTER IS DISCUSSED?

It is important to review the minutes of any meeting that you missed. If something in which you have a pecuniary interest was considered at that meeting, then you must make a disclosure statement and fulfill any of the other requirements that apply at the very next meeting you attend.

20. WHAT IF THERE ARE SO MANY ABSTENTIONS BECAUSE OF CONFLICTS THAT THERE IS NO QUORUM TO DEAL WITH THE MATTER BEFORE THE BOARD?

The Board will have to get a court order authorizing it to consider, discuss and vote on the matter. (If unopposed, this should not take long to obtain.) The court can order that the conflict provisions don't apply and then all trustees can participate in the decision-making, subject to any conditions that the court imposes.

21. DO I HAVE TO GO THROUGH ALL THIS WHEN MY PECUNIARY INTEREST IS SO SMALL THAT IT COULDN'T REASONABLY BE CONSIDERED AS CREATING A CONFLICT OF INTEREST?

No, you don't. There is a specific exemption in the *Act* for pecuniary interests that are so remote or insignificant that they cannot reasonably be regarded as likely to influence you. However, be very careful about concluding that your interest is so small it doesn't count. Courts have interpreted this exception very narrowly.

22. HOW CAN WE VOTE ON OUR REMUNERATION AND EXPENSE ALLOWANCES? OR ON ATTENDANCES AT CONFERENCES? OR REIMBURSEMENT FOR LEGAL FEES?

The *Act* makes a specific exception for any matter where a trustee's interest arises from being entitled to receive any indemnity, expenses, or remuneration payable to one or more trustees.

23. MY HUSBAND WORKS FOR THE BOARD OF EDUCATION. HIS TERMS OF EMPLOYMENT ARE COVERED IN THE COLLECTIVE AGREEMENT BETWEEN THE BOARD AND ONE OF THE UNIONS REPRESENTING EMPLOYEES. WHAT SORTS OF ISSUES DO I HAVE TO STAY OUT OF?

Firstly, you will have to stay out of matters that affect your husband as an individual employee in a significant way, (e.g. his application for leave, a complaint against his conduct, or a student discipline matter in which he is a witness.) Some of these matters may not be actual pecuniary interests, but may lead the public to a "reasonable apprehension of bias," in other words, the situation makes it look as though the Board of Education could be making decisions based on personal relationships. You will probably find these situations easy to spot and easy to understand why you should withdraw.

Secondly, you will have to stay out of collective bargaining with the union representing your husband. This includes negotiation and ratification votes, and even decisions on the process

(e.g. who will be on the bargaining committee). Because your husband has a pecuniary interest in the collective agreement, you do too. The agreement is looked at as a whole; you cannot break it down into parts that have a financial impact on your husband and parts that don't and participate in negotiations only on the latter.

You will be able to participate in some contract administration (grievance) matters and not in others. Many other matters that the Board of Education decides will have various impacts on school district staff. These each must be considered case-by-case.

The BC Public School Employers' Association's (BCPSEA) Constitution and Bylaws address circumstances when a person may be ineligible to be a board's representative to BCPSEA due to pecuniary interest.

24. WHO CAN CHALLENGE ME IF THEY THINK I HAVE NOT OBEYED THE CONFLICT LAW? HOW?

Any elector can apply to the BC Supreme Court for a court order stating that you have failed to comply with the requirements of the *Act*.

25. WHAT TIME LIMITS DOES A CHALLENGER HAVE TO MEET?

There is a time limit of six (6) weeks from the time the person challenging you first knew about the alleged breach. After four (4) years from the alleged breach, no court challenge can be taken.

26. WHAT HAPPENS TO ME IF A COURT FINDS THAT I BROKE THE CONFLICT LAW?

You are disqualified as a trustee unless the court finds that you broke the law through inadvertence or a good faith error in judgment. The disqualification is not a lasting one. You can run again in the by-election or a future election and hold office if you win.

If you gained financially from your breach of the conflict laws, the court may order you to pay back your gains.

27. IF A TRUSTEE BREAKS THE CONFLICT LAWS, IS THE BOARD DECISION STILL VALID?

Yes, unless the Board takes steps to void its decision. The Board has this option for two (2) years from the date of the passing of the resolution or bylaw unless voiding the resolution would prejudice the rights of someone who didn't know about the breach, who acquired rights under the resolution or bylaw and who acted in good faith on those rights.

Third parties aggrieved by the Board's decision may in some cases have legal remedies. There is also a possibility that a court can set aside a Board decision where a trustee voted who was disqualified at common law from voting (see question 4 above).

28. WHAT CAN I DO TO PROTECT MYSELF IF I AM NOT SURE WHETHER I HAVE A LEGAL CONFLICT? I DON'T WANT TO ABSTAIN FROM EVERYTHING, THAT'S NOT WHAT I WAS ELECTED FOR!

Your first source of advice will be the knowledge and experience of your Superintendent and/or Secretary-Treasurer. If, after discussing the matter with them, you are still in doubt or others are challenging your participation, the best way to protect yourself is to get a legal opinion. If you act in good faith on legal advice that states that you are not in conflict, then even if the court disagrees with that advice and finds you broke the conflict law, the court may find that you acted out of a good faith error in judgment.

29. WHAT SHOULD I DO WHEN I THINK ANOTHER TRUSTEE HAS A CONFLICT OF INTEREST THAT HE IS NOT RECOGNIZING? HOW ARE "GREY AREAS" DEALT WITH?

The primary responsibility for compliance with the *School Act* conflict of interest provisions belongs to the individual trustee. Trustees are not required to "play it safe" by withdrawing whenever there is a suggestion that they have a conflict of interest, although many trustees follow a practice of making sure that they withdraw whenever they believe the public could consider them to be in a conflict situation. Trustees have the right to participate fully unless it would contravene the *School Act* or the common law.

It is not improper for one trustee to question whether another trustee has a conflict of interest with respect to a specific issue before the Board. Such questions can alert a trustee to an aspect of the issue that he may not have considered.

Before you raise such a question in a formal Board meeting, you should do some homework. Ask the Superintendent or Secretary-Treasurer (or Board Chair or an experienced trustee) about the situation: they may have dealt with similar issues in the past and may have more information about the trustee's circumstances that bear on whether there is a conflict. You may raise the question informally with the trustee, particularly if you are considering raising questions at a meeting of the Board.

HOW SHOULD I RESPOND IF ANOTHER TRUSTEE QUESTIONS ME ABOUT A POSSIBLE CONFLICT IN A MATTER BEFORE THE BOARD?

You should answer as a question of ethics. If the answer involves sensitive personal information it may be handled outside the public meeting to protect personal privacy. The integrity of the Board's decision-making processes is a legitimate concern of all trustees. Your answer may be sufficient to put the question of conflict at rest (e.g., my son no longer works for that company) or may acknowledge the facts giving rise to the concern and indicate why you believe you do not have a conflict requiring you to disclose, abstain, etc.

30. IF I FORMALLY RAISE THE QUESTION OF ANOTHER TRUSTEE'S CONFLICT OF INTEREST IN WRITING OR IN A BOARD MEETING, DOES THAT HAVE ANY LEGAL EFFECT?

Questions about conflict of interest may be meant only as friendly reminders or may be intended to formally put the other trustee on notice. Whatever the intention, such warnings would be relevant if the other trustee's participation in an issue were later challenged in court and the trustee claimed that participation was inadvertent, i.e. he just didn't notice that he had a pecuniary interest in the matter before the Board. (For example, his son's company was included in a list of subcontractors in a contract being approved by the Board.) If other trustees or a board officer had pointed out the pecuniary interest to him, this would not be a convincing excuse.

If it is suggested to a trustee that he or she should leave the meeting for a certain agenda item, the trustee should ensure that he understands the grounds for the concern expressed and then can either make a statement of disclosure and withdraw from discussion as required by the *School Act*, or state that he has considered the issue and concluded that he has no pecuniary interest in the matter that could reasonably be considered to be likely to influence his vote. Normally the discussion would end there.

31. CAN I GET LEGAL ADVICE FROM BCSTA ON WHETHER OR NOT I HAVE A CONFLICT?

Yes and no. For legal purposes, BCSTA's client is the Board of Education, not the individual trustees, so using BCSTA legal services is different from getting your own legal advice. You can call BCSTA for an informal discussion of your own situation and whether you have a conflict. Such discussions are not confidential from the rest of the Board or Board officers.

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This Act is current to October 27, 2026

See the Tables of Legislative Changes for this Act's legislative history, including any changes not in force.

SCHOOL ACT

[RSBC 1996] CHAPTER 412

Part 5 — Conflict of Interest

Definitions

55 (1) In this Part:

"child" includes a person whom the trustee has demonstrated a settled intention to treat as a member of the trustee's family;

"controlling interest" means

(a) an interest that a trustee must disclose under section 5 (1) of the *Financial Disclosure Act*, or

(b) an interest in shares in a corporation carrying more than 10% of the votes for the election of the directors of the corporation, other than an interest by way of security only;

"court" means the Supreme Court;

"meeting" includes a meeting of a committee of trustees;

"parent" includes a person whom the trustee has demonstrated a settled intention to treat as a member of the trustee's family;

"pecuniary interest" means, with respect to a trustee, an interest in a matter that could monetarily affect the trustee and includes an indirect pecuniary interest referred to in section 56;

"senior officer" means a senior officer as defined in the *Business Corporations Act*;

"spouse", subject to subsection (2), means a person who

(a) is married to a trustee, or

(b) is living with a trustee in a marriage-like relationship, and has lived as such for a continuous period of at least 2 years.

(2) A person is not a spouse for the purposes of this Part if

(a) the person is separated and living apart from the trustee, and

(b) the person and the trustee

(i) have entered into a written agreement under which they have agreed to live apart, or

(ii) are subject to an order of the court recognizing the separation.

Indirect pecuniary interest

56 For the purposes of this Part, a trustee has an indirect pecuniary interest in any matter in which the board is concerned if

(a) the trustee or the trustee's nominee

(i) is a shareholder in or a director or senior officer of a corporation that does not offer its securities to the public, or

(ii) has a controlling interest in or is a director or senior officer of a corporation that offers its securities to the public,

and the corporation has a pecuniary interest in the matter, or

(b) the trustee is a partner of a person, is a member of a firm or is in the employment of a person or firm that has a pecuniary interest in the matter.

Deemed pecuniary interest

57 For the purposes of this Part, the pecuniary interest of a spouse or of a parent or child of the trustee is, if known to the trustee, deemed to be also the pecuniary interest of the trustee.

Duty of trustee

58 (1) If a trustee has any pecuniary interest in any matter and is present at a meeting of the board at which the matter is considered, the trustee

(a) must at the meeting disclose the trustee's pecuniary interest and the general nature of the pecuniary interest,

(b) must not take part in the discussion of or vote on any question in respect of the matter, and

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

(2) If the meeting referred to in subsection (1) is not open to the public, in addition to complying with the requirements of that subsection the trustee must immediately leave the meeting or the part of the meeting during which the matter is under consideration.

(3) If the pecuniary interest of a trustee is not disclosed as required by subsection (1) by reason of the trustee's absence from the meeting, the trustee must disclose the pecuniary interest and otherwise comply with the requirements of that

subsection at the first meeting of the board attended by the trustee after the meeting referred to in that subsection.

Exceptions

59 Section 58 does not apply to a pecuniary interest in any matter that a trustee may have

(a) by reason of the trustee having a pecuniary interest in the matter which is a pecuniary interest in common with electors generally,

(b) by reason of the trustee being entitled to receive any indemnity, expenses or remuneration payable to one or more trustees in respect of the matter,

(c) by reason only that the trustee is a member of an association incorporated under the *Cooperative Association Act* or a credit union having dealings or contracts in respect of the matter with the board of the school district of which the trustee is a trustee, or

(d) by reason only of a pecuniary interest of the trustee that is so remote or insignificant in its nature that it cannot reasonably be regarded as likely to influence the trustee.

Record of disclosure

60 (1) If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it made under section 58 must be recorded in the minutes of the meeting.

(2) If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made under section 58, but not the general nature of that interest, must be recorded in the minutes of the next meeting that is open to the public.

Remedy for lack of quorum

61 (1) When the number of trustees who, because of this Part, are disqualified from participating in a meeting is such that at that meeting the remaining trustees are not of sufficient number to constitute a quorum, the board may apply to the court without notice to any person for an order authorizing the board to give consideration to, discuss and vote on the matter out of which the pecuniary interest arises.

(2) The court, on application under subsection (1) and after giving any direction as to service considered appropriate, may declare that section 58 does not apply to the board in respect of the matter in relation to which the application is brought, and the board may then give consideration to, discuss and vote on the matter in the same manner as though none of the trustees had any pecuniary interest in the matter, subject only to the conditions and directions that the judge may consider appropriate and so order.

Application to court

62 (1) Subject to subsection (3) an elector may, within 6 weeks after the fact comes to the elector's knowledge that a trustee may have contravened section 58, apply to the court for a determination of the question of whether the trustee has contravened section 58.

(2) The elector in the application must state the grounds for alleging a contravention of section 58 by the trustee.

(3) No application may be brought under subsection (1) after the expiration of 4 years from the time at which the contravention is alleged to have occurred.

Remedy

63 (1) Subject to subsection (2), if the court determines that a person, while holding the office of trustee, has knowingly contravened section 58, the court

(a) must, in the case of a person currently holding office as a trustee, declare the office of the trustee vacant, and

(b) may, if the contravention has resulted in financial gain, require the person to make restitution to the party suffering the loss or, if that party is not readily ascertainable, to the board of which the person is a trustee or former trustee.

(2) If the court determines that a person who is currently holding an office of trustee contravened section 58 and finds that the contravention was committed through inadvertence or because of an error in judgment made in good faith, the person is not subject to having the person's office declared vacant under subsection (1).

(3) An office declared vacant under subsection (1) must remain vacant if the decision is appealed, and no election to fill the office may be held until the final determination of the matter or until the next general school election, whichever is earlier.

Proceedings voidable

64 (1) The failure of any person to comply with the requirements of section 58 does not of itself invalidate any proceedings of the board, but the proceedings are voidable at the instance of the board before the expiration of 2 years from the date of the passing of the resolution or bylaw in respect of which the failure occurred.

(2) Subsection (1) applies unless to invalidate the proceedings would adversely affect the rights of another person who acquired those rights under or as a result of the proceedings and who acted in good faith and without actual notice of the failure to comply with section 58.

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BOARD OF EDUCATION
School District No. 60 (Peace River North)

ROLE OF THE BOARD CHAIR

At the November Meeting, the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board. In accordance with the *School Act*, a majority of the Board may elect a new Chair at any time. In the event of the office becoming vacant during the year, a new Board Chair shall be elected in a manner similar to that followed in the election of the Board Chair at the November Meeting.

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

1. Those listed in Procedural Bylaw No. 1-90 To demonstrate leadership and facilitate effective operation of the Board by helping Board members operate together as a group to accomplish their goals and by helping to resolve differences in philosophy through meaningful debate.

2. To convene Board meetings with the Secretary-Treasurer and Superintendent of Schools, and jointly develop the agenda for these meetings. To make certain that trustees are provided with sufficient information to assess the matters before them by arranging for an agenda and information package to be distributed in advance of meetings.

3. To preside at all regular Board meetings and establish and maintain, with Board members, an atmosphere conducive to permitting calm deliberation with effective and timely conduct of the Board's affairs. To know the basics of parliamentary procedures, to refer to rules of order when necessary and to ensure that all questions are decided with due consideration. To monitor the implementation of directives.

4. To accept the prime responsibility for the establishment of procedures which have dignity and meaning to members of the public who are in attendance at meetings. To act as a cordial host to delegates, ensuring their presentation is appropriately heard by the Board.

5. To encourage the Board's attention to policy questions rather than administrative matters.

6. To encourage the Board to develop and keep up-to-date, the Board's bylaws and policy file to meet the changing needs of the school system. To provide continuing direction for the administration by clarifying the intent of Board policy. To protect the senior administration and staff from inappropriate demands from individual trustees. To work for support and trust of the administration and staff.

7. To enlist the interest of Board members in the education programs being offered in the schools so that policy making at Board meetings is done intelligently. To keep up-to-date on changes affecting the local education system.

8. To foster the development of good relationships between the Board and: a. local elected governments within school district boundaries; b. other educational institutions within school district boundaries; c. the general public including local community and parent groups.

9. To assume some responsibility for the orientation of new trustees by introducing them to key representatives of the system and by providing them with background information concerning the operation of the Board and the system.

10. To act as official spokesperson for the Board and to present the corporate viewpoint on matters relating to Board policy. To represent public school education in the community and to promote public interest and participation in the operation of the school system. To ensure that the press is provided with the information needed to accurately report on Board meetings.

BOARD OF EDUCATION
School District No. 60 (Peace River North)

ROLE OF THE BOARD VICE-CHAIR

The Vice-Chair shall be elected at the November Meeting of the Board. The Vice-Chair shall hold office at the pleasure of the majority of the Board.

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's inability to act or absence and shall have all the duties and responsibilities of the Board Chair. The Board Chair may, on an as needed basis, delegate the presiding officer task to the Vice-Chair.

2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures.

3. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

4. Prior to each Board meeting confer with the Superintendent, Chair and Secretary-Treasurer on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.

BOARD OF EDUCATION
School District No. 60 (Peace River North)

ELECTED BOARD REPRESENTATIVES

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

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

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee;
- The Board's function is primarily governance, rather than administration

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

British Columbia School Trustees Association (BCSTA) Provincial Council

Purpose of the Provincial Council

- Provincial Council ensures all boards are represented in BCSTA governance and facilitates an ongoing dialogue around issues facing the association and its member boards.
- Act as a forum for discussion of relevant, timely and emerging issues identified from individual Boards, BCSTA Board of Directors, Ministry of Education and other sources.
- Discuss, and/or develop, policy issues for submission at the Annual General Meeting.
- Establish interim policies of the Association between general meetings.
- Address matters as outlined in BCSTA bylaws, including Association budget approval.
- Act on action requests from BCSTA Board of Directors.

Duties of the Board Representative

a) Provincial Council approves:

- BCSTA's annual budget which reflects: – fees from member boards, and the criteria for the determination of individual fees (note: these criteria are to establish the individual fees for each member board) – the payment of honouraria to the president, vice-president, directors and the past president – the criteria for payment of out-of-pocket expenses incurred on BCSTA business.

b) Provincial Council has the power to:
- Establish interim policies between general meetings
- Provide financial and other assistance to non-profit organizations aligned with BCSTA.

c) Provincial Council may:
- Meet, adjourn and regulate its meetings
- Authorize the board to acquire or lease property
- Direct the board regarding the investment of funds in the forms permitted by article 14a) of BCSTA's bylaws and establish limits on the board's borrowing powers in accordance with article 14b) of the bylaws: Article 14a) The board shall have the power to invest BCSTA's funds in accordance with the policies of the Provincial Council, as such funds from time to time accumulate, in investments authorized under the Trustee Act. Article 14b) The board shall have the power to borrow from time to time and on BCSTA's credit, amounts which at no time shall exceed in the aggregate a sum which can be fully secured by investments made in pursuance of bylaw 1a) plus one-fifth (1/5) of the annual budget.
- Advise the board with respect to its conduct of the business of any other organization of which it acts as Board of Directors.

d) Should the office of director fall vacant during the course of the year, Provincial Council elects one of its members to fill this vacancy.

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

School District Membership
- Provincial council includes the BCSTA board of directors plus representatives elected by each member board
- One (1) trustee; one (1) alternate.

Meetings

- Provincial Council meets three times a year, with two dedicated meetings and one in conjunction with the annual general meeting (AGM). Detailed information is provided by BCSTA staff in advance of each meeting. General times are:
    - During BCSTA AGM (April)
    - Provincial Council (October)
    - Provincial Council (February)

British Columbia Public School Employers' Association (BCPSEA)

The role of BCPSEA Trustee Representative is defined as:

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

Trustee Representatives **represent their Board** for BCPSEA business by:

- Attending the BCPSEA Annual General Meeting and Representative Council meetings where they exercise *their Board's* voting authority.

- Understanding the association's mandate and conflict of interest provisions. BCPSEA has a broad mandate focused on human resources including labour relations. Given the mandate, most association communications, activities and events are open to all trustees as they do not present conflict of interest concerns. The key area where conflict of interest is a consideration is those activities and events focused on collective bargaining.

- Distributing BCPSEA communications to their Board of Education.

Trustee Representatives are encouraged to:

- Understand and communicate BCPSEA work, initiatives, and issues updates to their boards
- Discuss materials and bring comments, questions, and concerns from their board to BCPSEA
- Participate in professional development that will lead to a better understanding of human resource issues in the public education sector
- Have a close working relationship with senior staff in their district to facilitate mentoring and information sharing
- Include BCPSEA as a regular discussion/information item on committee and/or board agendas
- Attend BCPSEA conference calls, regional meetings and professional development opportunities
- Encourage other trustees to access the BCPSEA website (www.bcpsea.bc.ca) and attend regional meetings, conference calls, and professional development opportunities.

Excerpts from BCPSEA Bylaws

2.3 Each member board of education shall appoint one representative to the Association, who must be a trustee of the member board of education. Each board of education member shall notify the Association in writing of the name and address of its representative.

2.4 No person with a direct or indirect pecuniary interest, within the meaning of the *School Act,* in teacher or support staff collective bargaining, is eligible:

a. to be elected to the Board of Directors of the Association
b. to represent a member at any general meeting of the Association
c. to represent a member at any other function of the Association

BOARD OF EDUCATION
School District No. 60 (Peace River North)

OTHER NON-ELECTED BOARD REPRESENTATIVES

BCSTA Northern Interior Branch

I am not sure where this information came from. In the last four years we have not selected a representative and alternate. Just seeking a copy of the NIB Constitution. I don't believe that we have held a vote where there has been a single person voting on behalf of each district. Votes involve all that are present at the meeting.

Purpose of the BCSTA Northern Interior Branch

- Receive reports from the BCSTA Board of Directors.
- Discuss and/or develop policy issues for submission at the Annual General Meeting.
- Act as a forum for discussion of School District 60 issues.

Powers and Duties of the Board Representative

- Attend BCSTA Northern Interior Branch meetings.
- Represent the Board's positions and interests at BCSTA Northern Interior Branch meetings.
- Communicate to the Board the work of the BCSTA Northern Interior Branch.
- Bring recommendations to the Board as and when necessary.
- Build positive working relationships with other Boards.

Membership

- Any trustees may attend; however, one (1) trustee; one (1) alternate are assigned as representatives.

Meetings

- Four (4) meetings per year or as scheduled (Prince George and Vancouver)

Other Community Involvement

As active community members, trustees are frequently requested to sit on various community committees or be involved in community organizations such as the local Chamber of Commerce. The trustee shall make clear that their presence is as a community member and not as a School District 60 trustee and therefore the views expressed are those of the individual and not those of the Board or District.

From time to time the Board may wish to send a representative to other external organizations or committees established by such an external organization. Should the Board choose to do so

the Board shall appoint a trustee by Board motion. Should the Board not have a relevant position the representative shall seek one from the Board and refrain from expressing a personal opinion. In addition, such a representative is required to provide the Board with timely reports.

School Liaison Trustee Role

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

School liaison responsibilities shall not:

- Inhibit or circumvent administrative authority or responsibility
- Include any decision-making authority

Parent Advisory Council/District Parent Advisory Council

The School Act gives parents the right, through Parent Advisory Councils (PACs), to provide feedback in their school. PAC is the officially recognized collective voice of parents of their school. A PAC, through its elected officers, may advise the school board, the principal and staff of the school respecting any matter relating to the education of the students and the school. Trustees may be invited to attend PAC meetings of their Liason Schools.

There are District PAC meetings that occur monthly, that board members (1-2) are invited to attend.

Two Trustees are invited to attend the monthly meetings of the Superintendent with DPAC, know as SUPAC.

Labour Management Meetings

Labour Management Meetings are a forum for District support staff and Managers come together to discuss issues and trends that are being seen throughout the District. A trustee representative is invited to district Labour Management Meetings that take place every second month at the Board Office from 1:00 – 2:00 p.m.

District Joint Health & Safety Committee

District Joint Health & Safety Committee is established to bring different representatives for the District together to discuss safety concerns within the District or any new safety developments

coming out. A trustee representative is invited to attend the District Joint Health & Safety Committee meetings that take place during the work day approximately every 2-3 months.

Policy Committee Meetings

The Board of Education's primary role is to establish and review policy that will provide direction to staff and support the Board's mission. One trustee is appointed to sit as chair of this committee and all trustees are encouraged to attend meetings

Dates and times to be confirmed

Audit Committee

The Board of Education requires a Finance & Audit Committee as per Division 8 of the *School Act* to provide advice and recommendations related to the Board's oversight of the school district's finances.

A Finance & Audit Committee assists the Board of Education in fulfilling its governance and oversight responsibilities related to financial reporting, risk management, and the appointment, duties, and reporting of an external auditor.

A trustee is appointed to chair this committee.

This committee requires a minimum of three trustees who volunteer to serve on the committee. The Chair is elected by the trustees on the Audit Committee. The Chair of the Audit Committee should not be the Board Chair *(Policy 1011 Finance & Audit Committee Policy)*

For the purposes of this Policy, the Finance & Audit Committee, will be convened in September and the spring of each year as a Committee of the Whole

Dates and times of meetings to be confirmed

BOARD OF EDUCATION
School District No. 60
(Peace River North)

BY-LAW NO. 1/90

"A BY-LAW TO PROVIDE FOR THE ORGANIZATION OF THE BOARD".

Adopted: 1990-12
Revised: 1992-03, 1994-06, 2006-11, 2013-02, 2013-03, 2019-11, 2021-05, 2022-04
Reviewed: 1997-12, 2021-04

Reference:

INAUGURAL MEETINGS:

1.1 Each electoral year, the first meeting of the Board shall be called by the Secretary-Treasurer and shall be as soon as possible after the general election, and, in any event, no later than November 30th of that year.

1.2 Until such time as the Board Chairperson has been elected, either the Secretary-Treasurer or Superintendent of Schools shall serve as the interim Chairperson.

1.3 Each Trustee will declare any relationship that exists which may be interpreted as a conflict of interest.

1.4 Following the swearing in of new Trustees, the interim Chairperson shall call for nominations by secret ballot for the position of Board Chairperson. The nominees shall have opportunity to speak to their nomination, if they so choose. The election shall be conducted by secret ballot. The person receiving a clear majority shall be declared Board Chairperson. If no person receives a clear majority, the nominees shall be invited to speak to their candidacy and then another secret ballot shall be taken. Should a tie still occur; the election shall be decided by drawing of lots.

1.5 Following the election of Board Chairperson, the order of business shall be election of a Vice-Chairperson.

The election of Vice-Chairperson shall be conducted in the same manner as the election of Chairperson.

An election of Provincial Councilor and alternate shall be conducted.

An election of a British Columbia Public School Employers' Association (BCPSEA) representative and alternate shall be conducted.

1.6 A majority of the Board may elect a new Chairperson or Vice-Chairperson at any time by proposing a motion to elect by secret ballot at the following meeting.

1.7 Trustees who are attending the election meeting electronically need to submit their votes to a scrutineer who is in attendance at the meeting. Staff will set up protocols and process prior to the meeting. All evidence whether electronic or by secret ballot will be destroyed.

1.8 Trustees who know they will be unavailable during the election shall let the Board Chairperson know prior to the meeting what position(s) they will let their name stand for, if nominated.

CHAIRPERSON AND PRESIDING OFFICERS

2.1 The Chairperson and the Vice-Chairperson shall be elected at the first meeting held after the general election, as referred to in Clause 1.1. In a non-electoral year, the Chairperson and the Vice-Chairperson shall be elected at the first meeting in November.

2.2 The Chairperson shall preside at all meetings of the Board, but may vacate the chair in order to enter substantive debate. The Chairperson should vacate the chair to propose or second a substantive motion and should not resume the chair until his/her motion has been fully disposed of.

2.3 The Vice-Chairperson shall preside in the absence of the Chairperson or when the Chairperson vacates the chair.

2.4 In the event that neither the Chairperson nor the Vice-Chairperson are able or willing to take the chair, the presiding officer shall be elected by the Board for that meeting.

2.5 The Chairperson shall rule on all points of order and shall state his/her reasons and the authority for ruling when making a ruling. The Chairperson's ruling shall be subject to appeal of the Board. An appeal may only be requested immediately after a ruling and before resumption of business.

2.6 The Chairperson shall vote in accordance with Section 11.4.

MEETINGS - GENERAL INFORMATION

3.1 The Secretary-Treasurer must be present at the time that a decision of the Board is rendered and must record any decision.

3.2 If the Secretary-Treasurer is unable to attend the meeting or if the meeting concerns the work performance for employment of the Secretary-Treasurer, the Board may designate another employee of the Board to attend the meeting in place of the Secretary-Treasurer to perform the duties of the Secretary-Treasurer at the meeting.

3.3 Minutes shall be a record of matters discussed and decisions reached.

3.4 All regular meetings of the Board shall be open to the public. If, in the opinion of the Board, the public interest so requires, persons other than Trustees and the Secretary-Treasurer may be excluded from meeting.

3.5 The Chairperson may expel and exclude from a Board Meeting any member of the general public or staff person who they consider have been guilty of improper conduct.

3.6 A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct.

REGULAR MEETINGS

4.1 A regular meeting shall be held a minimum of once per month, unless otherwise decided by a motion of the Board.

4.2 The quorum for a regular meeting shall be a majority of Trustees holding office at that time.

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

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

4.5 After a meeting has commenced, if notice is drawn to a lack of quorum, the Chairperson shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to a time certain or to the next regular meeting date, at his/her discretion.

4.6 The agenda and notice of meetings shall be prepared by the Secretary-Treasurer under the direction of the Chairperson. The proposed agenda must be available to each Trustee at least seventy-two (72) hours in advance of the meeting.

4.7 A change to the prescribed order of business may be proposed by a Trustee and shall be accepted by consensus.

4.8 The Board may conduct its meetings electronically providing that two-way communication is possible.

SPECIAL MEETINGS

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

5.2 (a) Notice, either written or verbal, of a special meeting shall be given to each Trustee at least twenty-four (24) hours in advance of the meeting.

(b) Notwithstanding Section 5.2 (a) above, a special meeting of the Board may be held at any time without previous notice if every Trustee agrees to waive notice.

ELECTRONIC MEETING EXPECTATIONS

6.1 Rationale for Developing Expectations for Trustees for Electronic Meetings

- Fully electronic meetings or blended electronic meetings will be needed for quite sometime
- All trustees have expressed some concerns related to the "electronic meetings" that we have held
- As more meetings have been done electronically, our understanding of our needs and how to do things has developed

6.2 Prior to the Meeting

- Make sure you have log in information available
- Sign into the meeting at least 10 minutes ahead of the meeting start time; this gives us time to sort out technical difficulties ahead of the meeting's scheduled start time

6.3 Guidelines for Trustees Joining an Online Meeting

- Use district provided devices and school district provided emails for board business, this addresses security concerns
- A recommended browser works best for accessing Online Meetings
- Location where trustees are calling in from to attend the meeting should be one where there is minimal background disruption
- Ensure good lighting to avoid appearing in shadow. Avoid uncovered windows or bright light sources behind you
- Let others know that you are participating in a meeting and that you can't be interrupted during the meeting
- If you use earphones, the meeting will not be audible to others in the location that you are calling in from
- <u>It is especially important during the in-camera portion of the meeting that the meeting is not audible to others and others can't see your computer screen</u>

6.4 Guidelines for Trustees During the Meeting

- Roll call should be done so that everyone is aware of who is attending the meeting. This is especially important during our Regular Meetings where quorum must be established.
- Speak clearly and slowly; this is important to the minute taker and shows consideration for the fact that minute taking in an electronic and blended environment is more difficult. This also assists the understanding of others in the meeting.
- Trustees should give their full name when making or seconding a motion
- There should be one conversation at a time
- The Online meeting "chat" function will be available for use during the meeting. Use chat to confirm that you wish to speak and add your questions/comments there.
- Mute your microphone when you are not talking
- Leave your webcam on for the duration of the meeting. Body language is an important aspect of communication. It is also important that others can note your presence especially if you are needed for meeting the number requirement for quorum. An informed vote can only be cast if you have been

listening to the full conversation around the issue. If a participant is needing to leave for a break during the meeting, notify the chair so that your absence for a portion of the meeting can be noted, if necessary (ie. ensuring quorum is met or for voting on a motion). If you have to leave a meeting early, notify the chair so that the time that you left can be documented appropriately in the minutes.

- When voting is required, either physically raise your hand and/or verbally give your response (eg. For, Against, Abstaining)
- Be present in an electronic meeting the same way that you would be during a regular meeting. Silence your phone. Stay seated and focused.
- Return from breaks on time

CLOSED SESSION (The "In Committee" portion of regular or special meetings.)

7.1 The Board may conduct meetings without the public, or without the public and staff present, at which matters of a confidential nature shall be discussed. No Trustee shall disclose to the public the proceedings of a closed meeting unless a resolution has been passed at the closed meeting to allow disclosure.

7.2 Minutes of a closed meeting shall be kept in the same manner as a regular meeting but shall be approved only by the Board in closed meeting and shall be filed separately.

In addition to the minutes, a record containing general statements of matters discussed and decisions reached shall be prepared. The record is open to inspection to anyone excluded from a meeting.

7.3 Unless otherwise determined by the Board, the following matters shall be considered in closed session:

(1) Personnel Matters

- salary claims and negotiations
- evaluation, discipline or retirement of employees
- employee assignment, promotion or termination.

(2) Legal Matters

- accident claims
- legal actions brought by or against the Board
- legal opinions respecting any matters which are to be considered in private session.

(3) Student Matters

- indigent students
- student discipline.

(4) Property Matters

- negotiations regarding purchase, lease or sale of property
- future site planning and designation
- investigations regarding possible school closures.

(5) Auditors' Management Letter

(6) Medical matters respecting individual students or employees

(7) A statement referring to the safety, security or protection of students, personnel or Board property.

(8) Such matters as the Board may in public session determine.

(9) A member of the Board may make a motion to place a closed-session item of business onto the agenda of the public session and, upon the motion being seconded and discussed, a simple majority vote in favor of the motion shall be sufficient cause to move the item into the public session.

RULES OF ORDER

8.1 Where these rules are silent and where not inconsistent with these rules, Robert's Rules of Order shall apply to the conduct of meetings, provided further that, where both these Rules and Robert's Rules of Order are silent, the Standing Orders of the British Columbia legislature shall be followed. Where there is an inconsistency between these rules and the School Act, the School Act shall apply over the rule in question.

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

8.3 The rules may be amended by By-law only, at a meeting of which notice of intention to propose the amendment has been given at a previous meeting.

8.4 The Chairperson's ruling on a point of order shall be based on rules of order as stated in paragraph 7.1 herein.

8.5 An appeal of a ruling of the Chairperson shall be decided without debate by a majority vote of Trustees present. When an appeal is successful, it does not necessarily set a precedent.

8.6 All questions shall be decided by a vote on motion.

MOTIONS

9.1 Motions shall be phrased in a clear and concise manner so as to express an opinion or achieve a result. A preamble does not form part of a resolution when passed.

9.2 The Chairperson may divide a motion containing more than one subject if they feel this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.

9.3 No motion, other than to postpone consideration of a question or a procedural motion, shall be repeated during the calendar year except by the reconsideration process.

9.4 All motions shall be seconded.

9.5 All motions are debatable except the following:

(a) Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for re commencement of debate or for a new meeting;
(b) Motion to fix time for adjournment of a meeting;
(c) Motion to proceed to the next business;
(d) Motion to go into committee of the whole or closed session.

9.6 All motions shall be subject to amendment except the following:

(a) Motion that the question be now put;
(b) Motion for adjournment of debate or adjournment of a meeting;
(c) Motion to table unless such a motion contains a date for further consideration of the matter tabled;
(d) Motion to refer to committees;
(e) Motion to proceed to next business.

9.7 An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and the same shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

RECONSIDERATION

10.1 A question may be reconsidered only if notice of a request for reconsideration has been given at a previous meeting and if reconsideration is approved by a two-thirds majority.

DEBATE

11.1 Debate shall be strictly relevant to the question before the meeting and the Chairperson shall warn speakers who violate this rule.

11.2 No Trustee shall speak more than once to a question except the mover of a motion, who shall have the right to speak first and to make a reply when all other Trustees who wish to speak have spoken. No Trustee shall speak for a period in excess of three minutes at one time. The Chairperson may caution a Trustee who persists in tedious and repetitious debate and may direct them to discontinue if they persist.

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

11.4 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order to a point of privilege.

VOTING

12.1 All Trustees present at a meeting must vote, although a Trustee must abstain from voting in the event that they have a conflict of interest by reason of having a direct or indirect pecuniary interest in a vote. A Trustee may also abstain from voting if they state at the meeting their reasons thereon.

12.2 Voting shall be by a show of hands and only the results recorded unless a Trustee requests recording of names. Where names are recorded, both positive and negative votes shall be recorded.

12.3 Where a Trustee is present at a meeting and abstains from voting without stating a reason that shall be deemed to be an affirmative vote.

12.4 The Chairperson shall vote at the same time as the other members of the Board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chairperson shall so declare.

12.5 All questions shall be decided by a majority of the votes of the Trustees present and voting save as otherwise provided by these Bylaws.

COMMITTEES

13.1 Standing Board Committees of the whole will address issues/topics brought forward for both in-camera or regular in-depth discussions. The Board Chairperson will chair the meetings or assign another Trustee to act as Chair for specific topics.

13.2 The Committee Chairperson may invite resource persons as required.

13.3 Committees shall report to the Board on a regular basis.

13.4 Standing committees shall have jurisdiction to consider and make recommendations to the Board in matters assigned to them or in other matters within their terms of reference. No action shall be taken on the Standing Committee report until the report has been formally approved by the Board.

13.5 Special or ad hoc committees for any purpose may be appointed by the Board Chairperson as required.

BY-LAWS AND RESOLUTIONS

14.1 All matters shall be dealt with by Motion, Notice of Motion or By-Law.

Notice of Motion shall have one reading and a By-Law shall have three readings.

14.2 The following shall only be resolved by By-Law:

(a) amendments to By-Laws;
(b) acquisition or disposal of property owned or administered by the Board.
(c) where required by the School Act or the Act gives the Board the power to develop.

PROCEDURE ON BY-LAWS

15.1 With the exception of School Loan By-Laws, Budget By-Laws and/or Budget and School Referendum Tax Rate By-Laws, written notice of intention to propose a By-Law shall be given at the meeting prior to the first reading.

15.2 **E**very By-Law shall be dealt with as follows:

(a) Before it is passed, a By-Law of the Board must be given 3 distinct readings.

(b) Except as provided in subsection (c), at each reading of a By-Law, the By-Law must be read in full.

(c) If a written or printed copy of a By-Law is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the By-Law is to be read, a reading of a By-Law may consist of a description of the By-Law by:

- its title, and
- a summary of its contents.

(d) The Board shall not give a By-Law more than 2 readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the By-Law all 3 readings at that meeting.

15.3 When a By-Law has been amended, it shall be reprinted as amended and shall not be further proceeded with until the amended version has been distributed, except by vote of a two-thirds majority.

15.4 A By-Law may be advanced two or more stages in one day by a two-thirds majority, or on urgent or extraordinary occasions, the determination of which shall be by the Chairperson.

15.5 The Secretary-Treasurer shall certify on a copy of each By-Law that the By-Law was read a first, second and third time, and shall note the date that the By-Law was finally passed and adopted. Any amendments passed shall also be noted in the same manner.

15.6 The Trustee who introduces a By-Law may withdraw the same at any stage with unanimous consent.

PROCEDURE FOR NOTICES OF MOTION

16.1 A Notice of Motion permits the Board to consider and prepare for the question or questions that will be placed before them for consideration, thereby facilitating

discussion and contributing to the efficient and satisfactory discharge of the matter.

OR

If a substantial issue is to be raised affecting the constitution, policies or procedures of the Board, notice will be given at one meeting that such issue will be introduced by Motion at the next or a subsequent meeting.

16.2 The following shall only be resolved by Notice of Motion:

- election of Chairperson or Vice-Chairperson as defined in
- Section 1.6;
- policies;
- variances to the budget;
- items brought forward for closure at next meeting;
- all new Board By-Laws;
- amendments to all Board By-Laws.

16.3 Notices of Motion shall be dealt with in the following stages:

- Notice of Motion made by Trustee.
- Notice of Motion brought forward to the agenda of either public or committee meeting
- Motion seconded and voted on unless referred for further consideration.

  If referred for further consideration, a date shall be given as to when the item is to be brought back.

This By-Law may be cited for all purposes as "School District No. 60 (Peace River North) By-Law No. 1/90" - a By-Law to provide for the conduct to meetings of the Board and is passed in compliance with the requirements of the School Act.

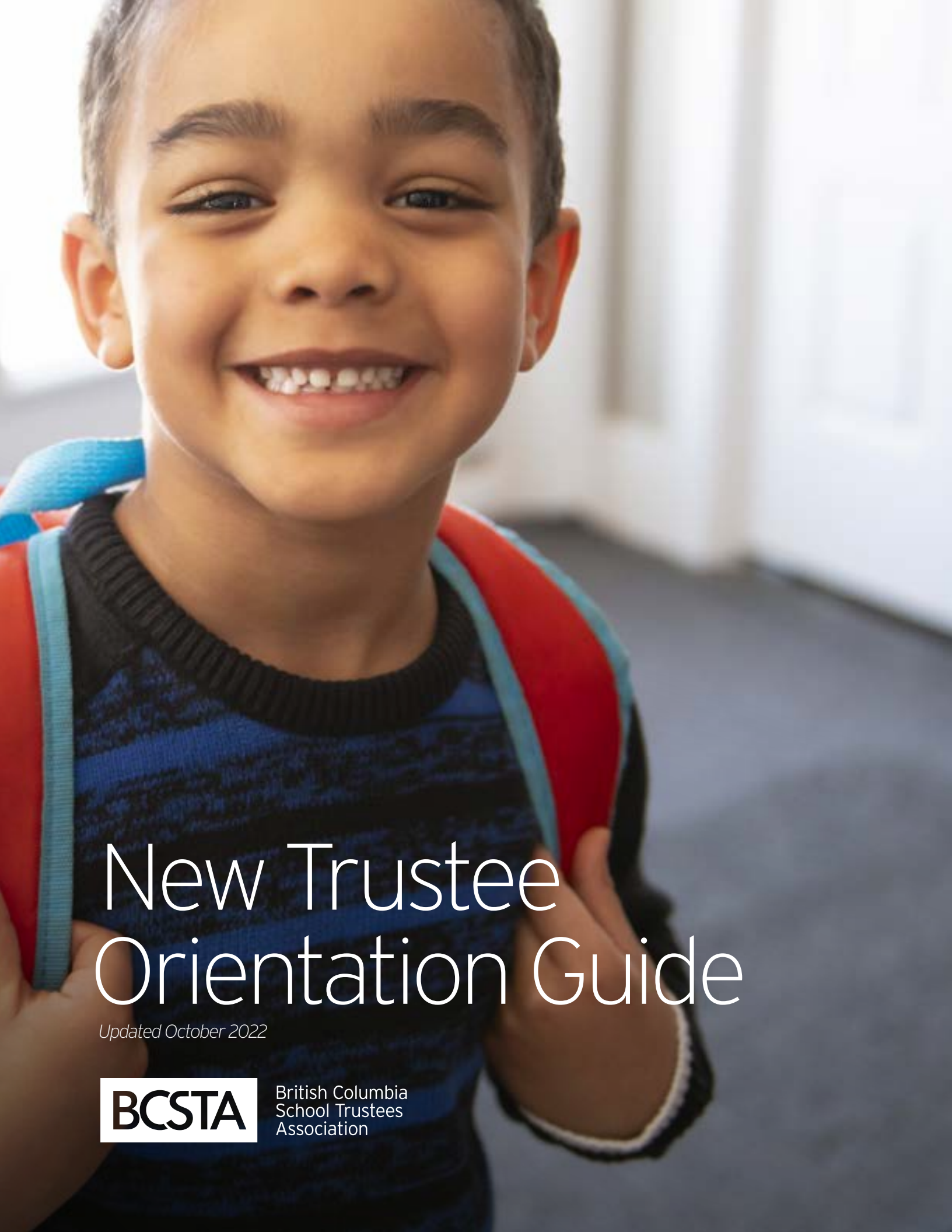
Read a first time the 25th day of April, 2022.

Read a second time the 25th day of April, 2022.

Read a third time, passed and adopted the 25th day of April, 2022.

_____
Chairperson

_____
Secretary-Treasurer



New Trustee Orientation Guide

Updated October 2022

BCSTA British Columbia School Trustees Association

Welcome!

Congratulations on being elected as a school trustee.

Trustees serve their communities by governing their local school district as part of a board of education.

Boards of education in British Columbia derive their authority from the *School Act*.



Legislation

Legislation governing school districts and boards of education comes from the provincial government. In B.C. the *School Act* delegates K-12 public education to the Ministry of Education and Child Care and regional functions to local boards of education.

The *School Act* defines a board of education as a corporate body, with the board's powers residing with the board as a whole, not with individual trustees (section 65). All board decisions must be made by bylaw or resolution at a legally constituted meeting.

The *School Act* gives boards the "power and capacity of a natural person of full capacity" so long as the power is used to carry out powers, functions and duties under the act (sections 85 and 166.12).

Other resources on the mandate of boards of education include the Statement of Education Policy Order and the Framework for Enhancing Student Learning, which describes the role of boards of education as follows:

"School Boards: have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost-effective manner. They have a responsibility to ensure that schools provide students with opportunities for a quality education; to set education policies that reflect the aspirations of the community and that are consistent with overall provincial guidelines; to provide leadership and encouragement to schools and the community; to cooperate with the community and social service agencies in the delivery of non-educational support services to students; and to focus on the following areas of district concern: (1) implementation of provincial and local education programs; (2) school finance and facilities; (3) student access and achievement; (4) teaching performance; and (5) accountability to parents, taxpayers, the community and to the Province."



Jurisdiction

The federal government does not directly legislate education, but federal legislation and policies are relevant to the provincial education system in a number of areas, such as criminal law, immigration, Indigenous issues, copyright and taxation.

One board of education in B.C. is different from the others. Conseil scolaire francophone de la Colombie-Britannique (also known as CSF, Francophone Education Authority or School District #93) is the French-language board of education for all B.C. francophone schools. CSF's territorial jurisdiction includes the whole province. Its members elect regional trustees.



Board Responsibilities

Some board functions mentioned in the *School Act* include:

- Improving student achievement.
- Appointing a superintendent of schools.
- Setting policy for the effective and efficient operation of schools.
- Establishing conditions of employment for employees, within the framework of collective bargaining for unionized staff.
- Preparing and approving operating budgets and capital plans.
- Hearing appeals from parents and students where a staff decision significantly affects the education, health or safety of a student.
- Authorizing locally approved school district courses.
- Acquiring, owning and disposing of school property and making decisions on school facilities, subject to minister's orders.



Co-Governance

Through co-governance, boards and the Ministry of Education and Child Care share responsibility for improved learning outcomes for students, and a demonstrated commitment to respect, integrity, public service, accountability and the effective management of public resources. The co-governance relationship between the province and boards is outlined in the Memorandum of Understanding (MoU). BCSTA and boards maintain the right and responsibility to independently advocate for the vision and resourcing of public education.



Fiduciary Role

The Merriam-Webster dictionary definition of fiduciary is:

a. held or founded in trust or confidence
b. holding in trust
c. depending on public confidence for value or currency

The following is an overview of some of the fiduciary expectations outlined in the *School Act*:

- Setting policy to guide the effective, efficient operation of the school district.
- Approving local conditions of employment for employees within the framework of collective bargaining for unionized staff and the employment contracts for exempt staff.
- Approving the school district's operating budgets and capital plans.
- Hearing appeals from parents where a staff decision significantly affects the education, health or safety of a student.
- Attending board and committee meetings.
- Approving school plans as put forward by the superintendent.
- Approving district plans for improving student achievement.

Strategic Role

Boards of education set forward a vision and strategic plan for the future.

Each board must define the mission, vision and values guiding their district. The board, on behalf of the communities it represents, takes on the responsibility for developing a road-map to move the district towards its short and long-term goals.

Through the management of human, financial and capital resources, boards create conditions that enable students to meet achievement standards in a school environment that ensures their safety and promotes their well-being. Undertaking these responsibilities requires the board to foster a supportive culture and articulate its education mission to garner support and resources needed to achieve it.

For more, refer to BCSTA's Vision, Culture and Strategic Planning Learning Guide.



Financial Information

The following excerpt is from the Ministry of Education and Child Care's website on K-12 funding and allocation:

"The provincial government and B.C.'s 60 elected boards of education co-manage the education system in British Columbia. The province establishes the amount of grant funding for public education annually, and uses a funding formula to allocate these funds to boards of education.

Boards manage and allocate their allotment based on local spending priorities. In addition, the province provides capital costs and funding for special programs through supplemental government funds.

The funding allocation system provides financial resources for the operation of the K-12 system by using data collected from schools and districts and applying formulae to ensure equity across B.C.

GOALS AND OBJECTIVES

- *to allocate operating funding so that students in all districts have an equal opportunity to receive a quality education*
- *to ensure operating grants are based consistently on the funding formula and are within the budget limits established by the minister of finance*
- *to ensure that boards of education and the public understand how funds are allocated to boards of education*

MAJOR PROGRAM ACTIVITIES

- *funding allocations for operating grants for k-12 public education system*
- *and monitoring of distance education programs*
- *providing information and analysis on the funding allocations*
- *the allocation system to meet initiatives of government and requirements of boards of education"*

Budgets

The province establishes grant funding for public education annually and uses a funding formula to allocate these funds to boards.

The funding allocation system provides financial resources for the operation of the K-12 system using data collected from schools and districts to ensure equity. Boards manage and allocate their allotment based on local spending priorities. In addition, the province provides capital costs and funding for special programs through supplemental government funds.

There are three types of funds managed by boards:

OPERATING
This fund reports assets, liabilities, revenues and expenses for general operations, including salaries and benefits, classroom supplies, cleaning, heat, light, administration and student transportation for the day-to-day operations of the district.

CAPITAL
This fund reports the assets, liabilities, revenues and expenses for capital assets, including land, buildings, buses and vehicles.

SPECIAL PURPOSE
These funds report assets, liabilities, revenues and expenses for specific restricted expenditures such as distance education, capital projects and provincial resource programs.



Long-Term Facilities Planning

Funding for public school buildings and structural improvements are shared between the provincial government and boards of education.

An important part of a strategic framework is a long-range facilities plan (LRFP). Such a plan is critical to ensuring that school facilities are used efficiently to minimize the cost of service delivery, and that they are maintained and improved to meet future school district needs.

An effective long-term facilities plan should demonstrate how capital decisions made are based on the current condition of existing facilities, projected student enrolment, anticipated changes in land use and other long-term factors.

The ministry's Long-Range Facilities Plan Guidelines can be found here.

The ministry requires a capital plan to be submitted indicating each district's priority capital projects for the following fiscal year.

As Employer

The board's relationship with the superintendent of schools is the most important employment relationship in the district and is central to effective governance. In most districts, the superintendent is the only employee who reports directly to the board, with all other employees reporting directly or indirectly to the superintendent. The board is responsible for the recruitment, selection and evaluation of the superintendent.

A school district's exempt administrative and supervisory staff are not unionized and are part of the district's leadership team. The number and category of exempt staff employed by each district varies, depending on the size of district and its needs and resources. Some examples of exempt leadership positions are assistant superintendents, secretary-treasurers, directors of instruction, principals, vice-principals, district administrators for facilities, human resources, etc.



BCPSEA

The BC Public School Employers' Association (BCPSEA) gives human resources and labour relations services to school districts and has responsibility for:

- Promoting effective and cooperative human resources practices in the school system.
- Coordinating benefits among various school districts to maximize coverage.
- Coordinating compensation for employees who are not subject to collective agreements.
- Labour relations advice and services to boards, including contract interpretation and grievance and arbitration case management.
- Determining collective bargaining objectives for the public education sector.
- Negotiating with the British Columbia Teachers' Federation (BCTF) for a collective agreement covering 60 public boards and their employees and for coordinating local bargaining between the boards and their local teachers' associations and their employees.
- Coordinating local bargaining between boards and their local teachers' associations.
- Working with the K-12 Presidents' Council and support staff unions to develop a Provincial Framework Agreement that deals with key province-wide matters.
- Supporting all 60 districts with their local support staff bargaining tables.
- Leading the public education sector in addressing labour market trends, ensuring a sustainable, qualified workforce.
- Facilitating the development and implementation of public policy through advice to government and services to school districts.
- Advice on human resource implications of legislative and policy initiatives.

Collective Bargaining

Trustees rely on administrative staff to implement collective agreements and maintain communication processes necessary for good employee relations.

Unions, representing unionized employees and school districts in their role as the employer, negotiate collective agreements, sometimes referred to as contracts, that lay out terms and conditions of employment (e.g., salary, leave provisions, seniority, benefits, etc.) for individual employees or groups of employees. The specific language addressing these terms in collective agreements varies from district to district, as each union local conducts some of its own bargaining, as with teachers, or all its bargaining (as with support staff).

Both employees and management are required to uphold clauses in their collective agreement. It is important to note that the agreement, along with laws, defines the limitations on employer rights to manage the school district as they see fit. Where limits are not defined or imposed by the collective agreement, management retains the right to make the decisions. Collective agreements advise what cannot be done or the processes that must be followed, rather than what can be done, which remains open and undefined.



Leadership & Engagement

Governance is most effective when it embraces the community perspectives brought by individual trustees. Proactive community participation is a crucial part of good governance. The key is achieving a balance between the governance authority of the board, and the individual representative role of each trustee. While members of the board act as representatives of their constituency, their primary job is to participate in policy-making and strategic planning in the interest of students and grounded in promoting student achievement and well-being.

COMMUNITY CONSULTATION AND ENGAGEMENT

Effective boards make ongoing efforts to actively seek community input. Some strategies include open board meeting delegations, standing committees, ad-hoc committees, public meetings or forums, community surveys or social media engagement.



Working with Indigenous Communities

The key to connecting with the Indigenous community is building trust. Indigenous leaders and communities may not be prepared, ready or able to engage with the school system, so patience is essential. Explore protocol agreements that may help with introductions and ways to respectfully engage in an effort to support Indigenous students. Trustees are encouraged to read BCSTA's Learning Guide module on Indigenous Education as it has a wealth of information that trustees should be aware of and use in their work.



Conflict

Conflict is a normal part of life, a natural, predictable product of human interaction. Conflict doesn't need to damage relationships; it can bring people together to work on common problems.

A constructive approach to resolving a conflict:

- Expose underlying causes of conflict.
- Promote communication.
- Facilitate change and growth.
- Challenge imagination and creativity.
- Forge stronger partnerships.
- Provide mutually satisfactory, durable solutions.
- Develop skills and abilities for dealing with conflict.

Almost all boards have a code of conduct policy and subsequent procedures. These policies should be reviewed and used when resolving conflicts at the board table. BCSTA recommends that boards establish a policy if they do not have one.



Advocacy

Boards have an important role in advocacy.

In their interactions with families, government and the public, trustees represent and promote the best interests of students by calling on resources and supports. In doing so, they champion public education and promote the role of boards in delivering quality education at the local level.

See BCSTA's recent advocacy work here.



Governance vs. Operations

Every trustee and board is unique as boards are comprised of individuals with diverse backgrounds. A board has shared awareness of its communities, yet each trustee represents an individual point of view. Together the talents of individual trustees combine to form the assets and perspectives of the board.

In defining how the roles and responsibilities of the board and superintendent (representing all staff) should be best divided, it is important to consider three key points:

- Individual trustees have no legal authority or stipulated power on their own. It is only the board, as a whole, that holds power. All decisions, as well as direction to the superintendent or other staff, must come from the board and not from individual trustees.
- The *School Act* assigns specific responsibilities to the board of education, the superintendent and the district's secretary-treasurer. These responsibilities cannot be ignored or over-ridden, even where they come into conflict with local direction.
- It is the role of the board to govern the school district, and not to run the day-to-day operations of the school district. This is a critical distinction that needs to be kept at the forefront when constructing policy that outlines roles and responsibilities. When defining the governance role of the board, key areas of responsibility should be taken into consideration.



Board Meetings & Procedures

Trustees must attend board meetings on a regular and consistent basis. The *School Act* stipulates that if a trustee is continuously absent from board meetings for a period of three consecutive months (without leave) , their office is deemed vacant and they are disqualified from holding office as a trustee until the next general school election.

The hierarchy of governing documents starts with "the laws of the land." This includes the *Canadian Constitution*, provincial legislation (primarily the *School Act*), court decisions, board bylaws and board policies. The procedural bylaw of the board is supported by rules of order, which are typically *Robert's Rules of Order.*

Eli Mina has provided a succinct overview of the rules for debate:

A. Members speak only after being recognized by the chairperson.

Recognition is on a first-come-first-served basis, except:

- The maker of a motion has the right to speak first (not last, unless the procedural bylaw provides for it).
- Second-time speakers must yield to first-time speakers.
- If possible, the chairperson alternates between proponents and opponents of the motion.

B. Rules of decorum.

- Members must remain courteous and avoid personal attacks.
- Remarks must be confined to the pending motion (no digressions).
- In formal meetings, remarks are directed through the chairperson.

C. Limitations on the length and number of comments per member on each debatable proposal are as specified in the bylaws.

- If the bylaws are silent and Robert's applies, each member can speak up to two times on each motion, each time up to 10 minutes.

D. Closing debate is made by the members, and not unilaterally by the presiding officer nor by a member "calling the question" (Robert's section 16).

Robert's Rules of Order Demystified, Eli Mina, 2013

Effective Meetings

A meeting is a gathering to discuss business and reach decisions jointly. Whether meeting in a public, open setting or behind closed doors in a closed or in-camera session, here are some fundamentals for a successful meeting:

- **Clarity of mandate, purpose, issues and process**
- **Participation protocol and etiquette**
  Only one person speaks at a time. Interruptions (verbal or non-verbal) are kept to the necessary minimum. A courteous, civilized and respectful tone is maintained. Discussions are focused on issues, not personalities.
- **Productivity and forward movement**
  Discussion progresses along a pre-defined agenda, in an efficient and timely manner. For follow-up, good minutes are taken.
- **Flexibility & room for creative thinking**
  Meeting structures (agendas and rules) are used flexibly, to accommodate and promote creativity and open discussion rather than stifle them.
- **Quality**
  Informed and in-depth discussions take place, leading to meaningful outcomes and thoughtful decisions.
- **Balance and inclusion**
  Members are given an equal opportunity to participate. Dominated discussions are avoided.
- **Openness and collaboration**
  Listening takes place and members work together towards a common goal. Members are open to changing their views based on the discussion. Debates are personality-neutral and focused on the issues, not the speakers.
- **Shared responsibility**
  Everyone takes responsibility for the success of the process and finger-pointing is minimized. Promises are kept and assigned tasks are completed.
- **Variety and a light touch**
  The meeting's pace and activities are varied to make it more engaging, interesting and enticing to attend. A light touch is introduced when appropriate: "Take yourself lightly and your work seriously."
- **Logistical support**
  Logistical details are managed proactively and professionally to allow for an optimal use of time at the meeting.

Eli Mina, www.elimina.com



Policy & Bylaw Development

Boards establish structures to support student achievement through policies. The directions boards establish through this work impact students, schools and all staff. Policies contribute to the district's culture and range from the broad, such as the mission, to the specific. Learn where your board's policies are available, how they are developed, changed and used, and any outstanding district policy matters.

The board must be clear about the alignment between its role as a governing, policy-making body and the job of the superintendent who implements the board's directions. The board should be clear about its policies, why they exist, be able to explain them to the public and hold the superintendent accountable for implementing them. BCSTA maintains a database of policies adopted by boards of education available on the HUB.

Bylaws

The *School Act* requires some types of decisions be made by bylaw rather than ordinary resolution. For example, boards are required to have bylaws setting out their section 11 appeal procedures and budgets must be adopted by bylaw. School closure and disposal of board property must be done by bylaw as well.

The bylaw process can also be used at the board's discretion for other types of decisions even if a bylaw is not required by the *School Act*. For example, the *School Act* requires boards to set out their meeting procedures in writing. Some boards adopt meeting procedure policies while others prefer to codify meeting procedures in a procedural bylaw.

Bylaws require three readings to be adopted. All three readings cannot happen at the same meeting unless all trustees present at the meeting unanimously agree to proceed with all three readings at one meeting.



Conflict of Interest

The *School Act* includes a special part on conflict of interest, and all trustees should be familiar with its content. It applies to trustees who have contracts or interests in contracts with the board of education, including those with immediate family members employed by the board, when matters affecting those contracts come before the board for debate and decision.

Part 5 of the *School Act* requires a trustee who has an interest in a matter before the board to declare that interest and not take part in the discussion, vote or attempt in any way to influence the outcome. Further, the declared interest must be recorded in the meeting minutes. If a trustee knowingly hides an interest, the courts may declare the trustee's office vacant and require financial restitution.

Perceived conflict of interest should also be considered. For example, if a board decision directly affects a school your children attend, your impartiality and objectivity may be put into question.





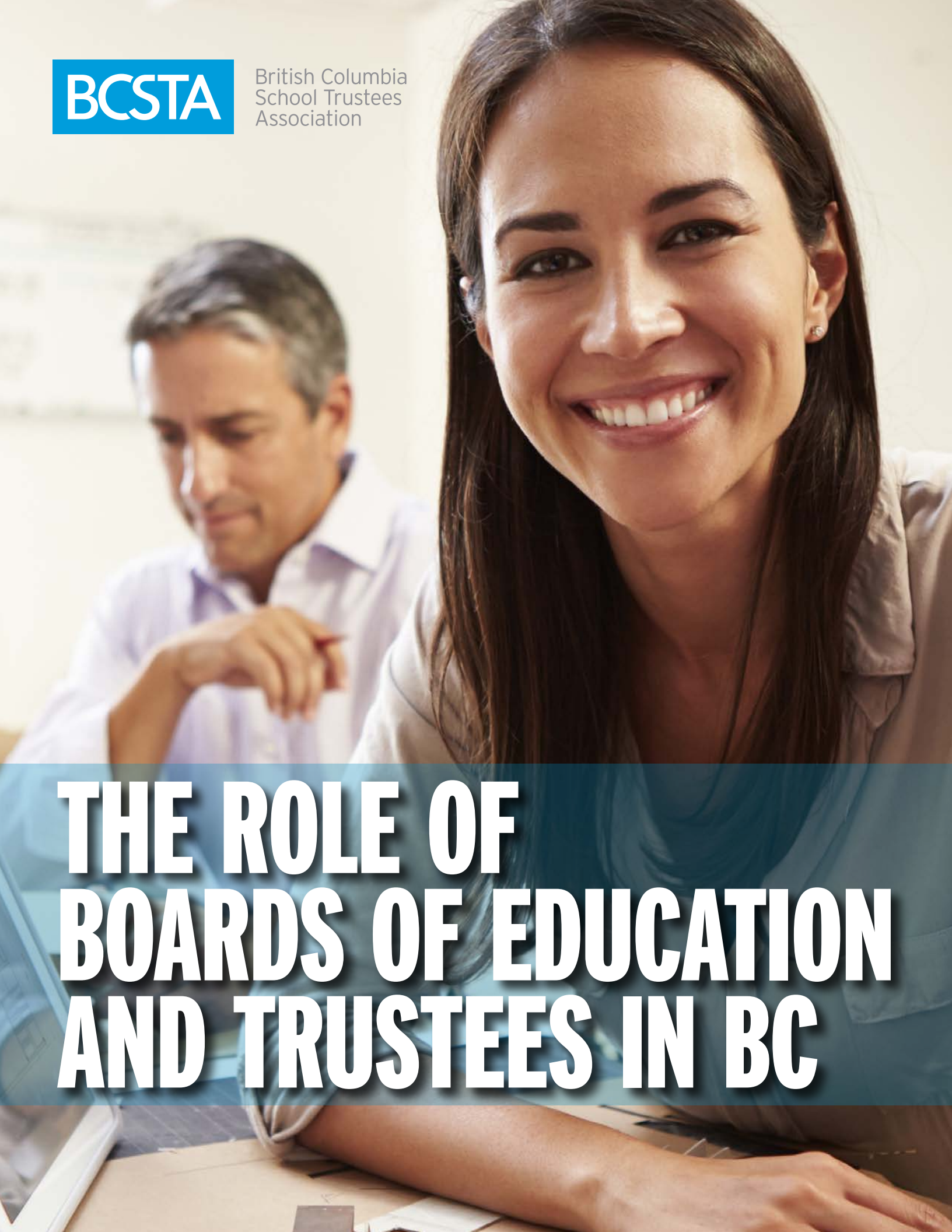
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THE ROLE OF BOARDS OF EDUCATION AND TRUSTEES IN BC



BOARDS OF EDUCATION

Boards of education share a co-governance relationship with the provincial government through the Ministry of Education. BCSTA supports member boards in this relationship.

The Ministry of Education sets the general direction for K-12 education, including the curriculum, funding amounts and the legal framework within which boards operate. Boards are responsible for governing school districts based on the educational aspirations of their local communities and in accordance with the policy direction established by government.

The respective responsibilities of the Ministry of Education and boards of education are detailed in the *School Act* (bit.ly/bcschoolact). The *School Act* outlines the primary functions of boards of education, including:

- Setting local policy for the effective and efficient operation of schools.
- Employing the staff necessary for school district operations.
- Establishing conditions of employment for employees.
- Preparing and approving the school district's operating budgets and capital plans.
- Hearing appeals from parents and students. ■



WHAT DOES A SCHOOL TRUSTEE DO?

School trustees are the members of their school district's board of education. They are locally-elected representatives of the public and are the community's advocates for public education. They are required to carry out their responsibilities in a manner that assists the board in fulfilling its duties under the *School Act*.

A trustee's role is to maintain a focus on student achievement and well-being, and to participate in decision making that benefits the entire district while representing the interests of the entire electorate.

TRUSTEES ESTABLISH THE DISTRICT'S STRATEGIC DIRECTION

The board is responsible for setting the overall strategic direction for the school district. Trustees work together to establish the board's strategic plan, which sets the goals of the district and its budget priorities.

The board also has the responsibility of oversight for the school district, including ensuring that the superintendent carries out the board's strategic plan. The superintendent acts as the CEO and leads the day-to-day work in this area, including delegation to various people and groups within the organization. For example, the board does not take on the responsibility for the evaluation of individual teachers or administrators. Instead, it ensures the superintendent has put in place the necessary procedures and actions to ensure teachers and administrators within the district are evaluated on a regular basis according to established board policy.

TRUSTEES ARE FINANCIAL STEWARDS

School districts are significant community assets. Boards have important responsibilities for oversight of school district financial decisions. One of the most important aspects of governance for trustees is to connect district goals, strategic planning and finances, through the establishment of the school district's annual budget. The board oversees development of a strategic plan and the allocation of resources to support that plan. The board ensures that budget and staff allocations are in alignment with their plan, including the identified goals that are intended to improve outcomes for all students.

TRUSTEES ARE A PART OF A CORPORATE BOARD

A school trustee is a member of a corporate board of education under the *School Act*. A trustee's power lies in membership on the corporate board. Only the board has the authority to make decisions or to take action; individual trustees in and of themselves do not have such authority.

While meaningful debate is an important aspect of good governance, it is the board's responsibility to act in a manner that promotes and upholds its decisions and to communicate the board's decisions to the public.

The issues that motivate an individual to run for school trusteeship can be deeply personal. A passion for public education is important to guide one's work.

However, it is vital to the success of the board for each member trustee to look beyond personal issues in order to make decisions that benefit the school district as a whole.

TRUSTEES ARE COMMUNITY LEADERS

Trustees work with their board of education colleagues, staff and other community partners to ensure that all the students within the board's jurisdiction have opportunities to reach their maximum potential and chosen goals.

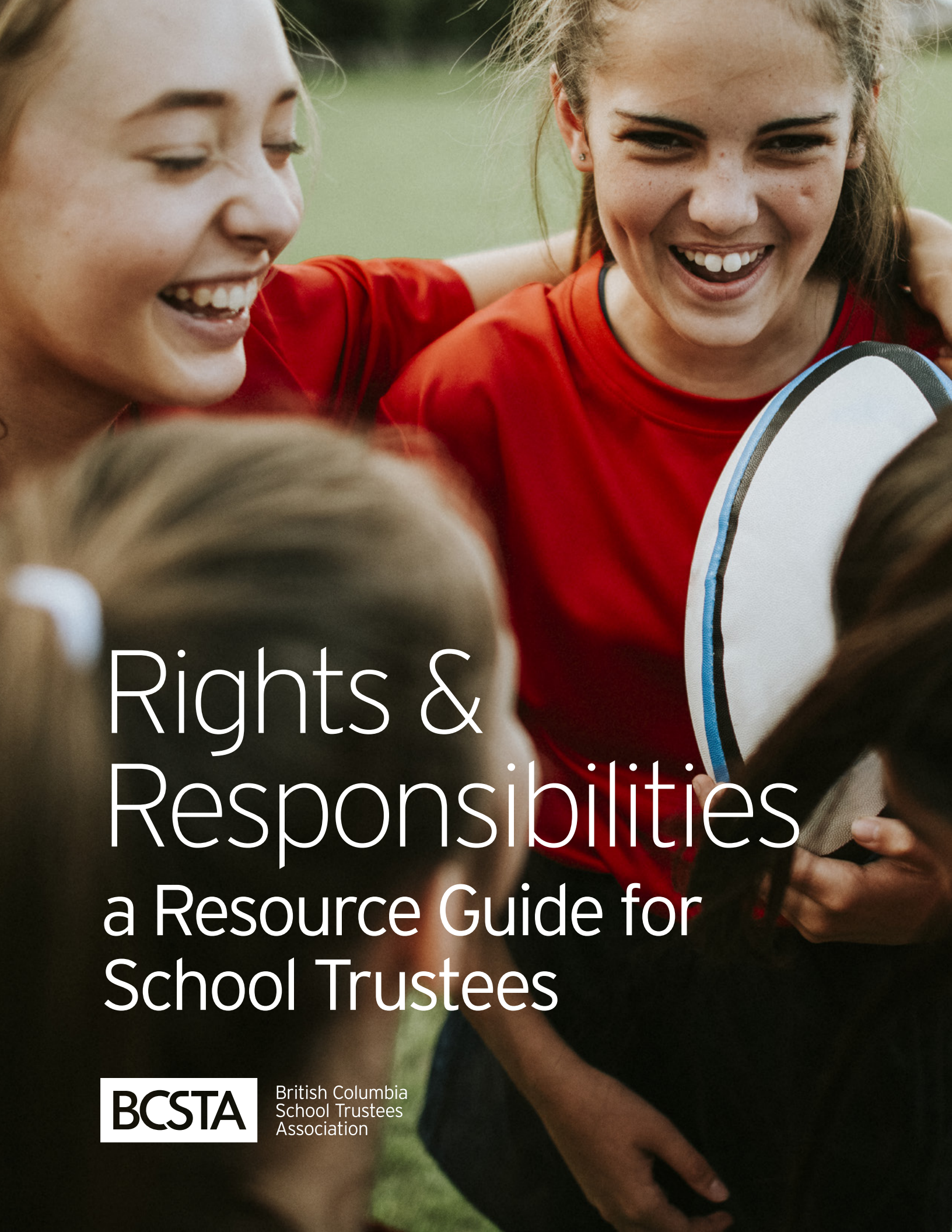
While members of the board act as representatives of their community, their primary job is to participate in governance and oversight in the interest of all of the district's students, and to ensure that they are grounded in promoting student achievement and well-being.

BOARDS REPRESENT THE EMPLOYER

As employers, school districts have a legal responsibility for oversight of their management, teaching and support staff. For unionized staff, the terms and conditions of the relationship are established through legislation, board policy, and in collective agreements. Boards of education represent the employer in this relationship.

BC has a two-tier structure for collective bargaining through the BC Public School Employers' Association (BCPSEA). Various unions negotiate provincial issues with BCPSEA while union locals and boards of education negotiate local issues. ■





Rights & Responsibilities

a Resource Guide for School Trustees

BCSTA

British Columbia School Trustees Association

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Board Roles + Responsibilities

An organization's or an individual's roles describe the manner of their involvement and their expected contributions. Responsibilities describe the specific requirements they undertake in discharging these roles.

"The secret to effectiveness is understanding the different roles within an organization and how those roles relate. The secret formula is not an organization chart; it is a map to clarify the roles and relationships within an effective organization." [1]

Strategic + foundational roles

The board has a strategic role. The board takes on the responsibility for the success of the entire district in developing a strategic plan, or road-map, to move the school district towards the realization of its short and long-term goals. The board's strategic role relates directly to its responsibility for oversight of the school district's resources and to ensure educational programs and services meet the needs of all students. Alignment of the strategic plan to the district budget ensures the most effective and efficient use of public funds.

The board also has a foundational role. The board must competently protect the interests, image and credibility of the school district to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies (enacted by the government or the board itself). To fulfill this foundational role, individual trustees must adhere to their fiduciary duties.

1 *The Imperfect Board Member: Discovering the Seven Disciplines of Governance Excellence,* Jim Brown, Jossey-Bass, 2006



Governance

A boards of education's primary function is the governance of the school district and oversight of student achievement through a strong strategic plan that directs resources, informs policy development and aligns the work of staff.

Board governance outlines how the board operates to make and implement its decisions. In practice, good board governance specifies the distribution of rights and responsibilities among the different contributors to the work of the board: trustees, senior administration, school administration, teachers, support staff, parents, students and the community.

By statute, B.C.'s publicly elected boards of education have a co-governance relationship with the provincial government, i.e., the two levels of government have shared responsibility for governing the province's public K-12 education system. The School Act is premised on the Ministry of Education and boards of education working together to achieve the goals and purposes established by the province for the public education system. Boards represent the educational aspirations of their local communities. They also serve as a link to the provincial government and the general direction it sets for K-12 education. The existing co-governance relationship between the provincial government and boards is outlined in the Memorandum of Understanding (MoU).

Oversight + delegation

Boards are the primary means by which local school districts and their employees are held accountable. The board (but not individual trustees) must put in place the necessary policies, procedures and reporting to ensure all parts and levels of the school district are operating effectively and efficiently. In short, the board is responsible for the oversight of the district at the highest level.

Being responsible at the highest level does not mean that the board is responsible for undertaking every action needed to ensure each employee, department or school is performing appropriately. It is the superintendent, as CEO, who holds the responsibility for the day-to-day work in this area, or for the delegation of the work to various people and groups within the organization. The secretary-treasurer, as the statutory corporate financial officer of the board, is responsible to the board and the Ministry of Education for financial statements, corporate records, minutes and procedural documents of the district.

Working with the superintendent + senior staff

The superintendent/CEO is the only district employee who reports directly to the board. Assignment of duties to district staff flow from the superintendent, as does information from district staff to the trustees.

Perhaps more than any other issue, the appropriate division of roles and responsibilities between the board and staff may lead to conflict within school districts. While there is somewhat of a range of answers as to what is the appropriate division of powers, it is critical that an accepted division is detailed in district policy and is supported by all trustees as well as senior staff.

In defining how the roles and responsibilities of the board and superintendent (representing all staff) should be best divided, it is important to consider three key points:

A. Individual trustees have no legal authority or stipulated power on their own. It is only the corporate board as a whole that holds power. All decisions of any significance, as well as direction to the superintendent, must come from the board and not from individual trustees.

B. The *School Act* assigns specific responsibilities to the board of education, the superintendent and the district's secretary-treasurer. These responsibilities cannot be ignored or overridden, even where they come into conflict with local direction.

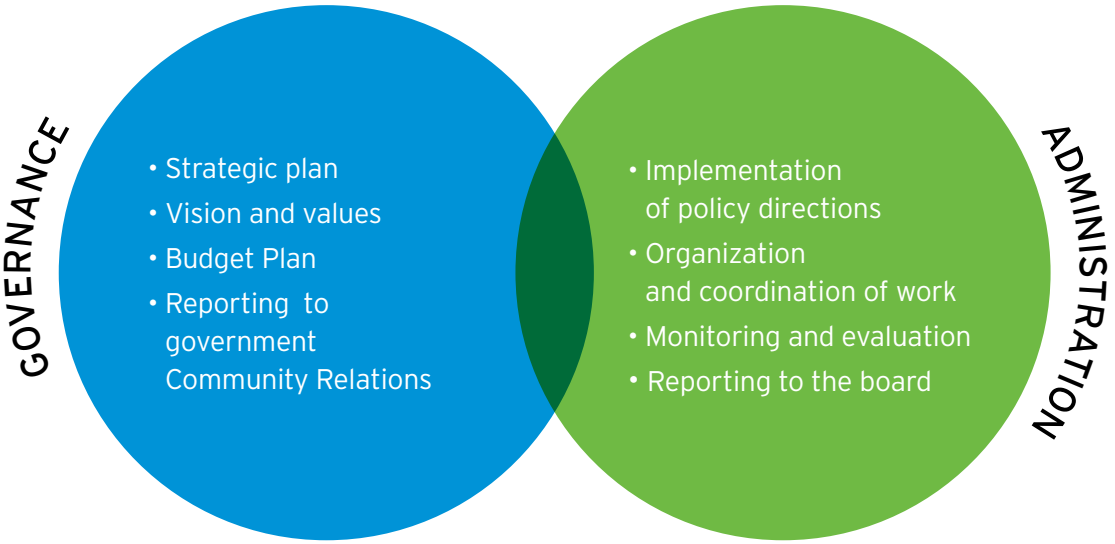
C. It is the role of the board to govern the school district, and not to run the day-to-day operations of the school district. This is a critical distinction that needs to be kept at the forefront when constructing policy that outlines roles and responsibilities

It is assumed that all of the major functions of the school district operation are the primary responsibility of the superintendent/CEO and not the board of education. The staff of a school district are hired because of their extensive education, expertise and experience. The role of the board and individual trustees is not to take over the assigned duties of staff, but rather to set the vision, policy and oversight mechanisms necessary to ensure they, through the superintendent, are held accountable to the communities they have been elected to represent.

This graphic shows how the division of responsibilities between the governance role of the board and the operational role of the superintendent and staff might be defined. A specific policy considering the unique needs of each district should be developed by each board.

The relationship between trustees and the superintendent provides the underpinnings of a trusting, respectful, dynamic and progressive system.

How the board and superintendent work together sets an example for the entire school system and community, and influences the culture and values of the schools, staff, students and parents.



Interactions between trustees and other staff

Trustees are reminded that no one trustee, not even the chairperson, has the authority to direct staff, at the district or school level. As stated previously, all staff report to the superintendent or their designated supervisor. Trustees should be mindful in their interactions with staff of the reporting relationships established within the district and the expectations that staff have regarding the role of a trustee.

Both the corporate board and individual trustees should refrain from intruding in the day-to-day operations of the system. However, trustees should expect that the superintendent will encourage their appropriate involvement, support, and perspective when making decisions and carrying out the policy directions of the corporate board. It is essential to note that clarity and adherence to defined roles is essential to the effective operation of the system and schools.

> "Governing well is no easy task. It takes knowledge, skill and experience. It takes courage and character. And it takes teamwork, in the sense of everyone bringing their unique talents and backgrounds to work together for the best interests of the people the board serves."
>
> *International Association for Public Participation (IAP2) Canada*



Advocacy

Boards have an important role in the area of advocacy. Advocacy is about influencing public opinion or attitudes regarding issues that affect people's lives. As part of the board's advocacy plan, trustees may advocate for a variety of issues in areas such as funding, student services, early childhood education, children's mental health, etc.

Advocacy calls on boards of education to speak out for the needs of their local school district, and public education as a whole. Advocacy reflects the purpose of what boards are trying to achieve. It does not, at any time, overshadow the responsibility to govern the school district as effectively and efficiently as possible. Rather, advocacy adds another key component to this role: speaking out on behalf of all students and the vision for a strong public education system.

Lobbying

The terms advocacy and lobbying are often used interchangeably, but there are distinct differences in their purpose, method and intent. Lobbying refers to efforts to influence politicians and senior government staff about particular legislation, with intent to achieve a specific change, or outcome, from the legislation.

These distinctions are important to be aware of; however, there are times when an advocacy strategy will include elements of lobbying. For example, advocacy for funding could also involve lobbying for specific changes in government policy or legislation.



Trustee Roles + Responsibilities

How boards conduct their business is as important as the business they conduct. Public confidence should increase as communities observe their trustees in action.

Legal duties

Once elected, individual school trustees take on certain specified responsibilities or requirements as defined in legislation and law. It is important for all trustees to know their legal responsibilities, but also to be aware of what is not included in the School Act, common law or other legislation as there are many misconceptions.

Trustee responsibilities under the School Act include the following:

- "...will faithfully perform the duties of [the] office, and will not allow any private interest to influence [the trustee's] conduct in public matters." [School Trustee Oath of Office Regulation].
- "...will abide by the School Act" and "faithfully perform the duties of...[the] office, and will not allow any private interest to influence [the trustee's] conduct in public matters [[School Trustee Oath of Office Regulation].
- "...will comply with the requirements of the School Act that relate to conflict of interest and, in particular, [trustees] will comply with the requirements relating to disclosure of pecuniary and indirect pecuniary interest in a matter" [School Trustee Oath Office Regulation].
- "...individual trustees may not exercise the rights, duties and powers of the board." [School Act, s. 65(3)].
- Attend meetings of the board. "If a trustee is continuously absent from board meetings for a period of 3 consecutive months, unless the absence is because of illness or with the leave of the board, the office of the member is deemed to be vacant and the person who held the office is disqualified from holding office as a trustee until the next general school election." [School Act, 52(2)].
- Refrain from disturbing or interrupting the proceedings of a board meeting [School Act, s. 70].
- Protect "privacy and confidentiality of students and families" [School Act, s. 79].
- Comply with board policies, procedures and bylaws.

There are also some other requirements found in legislation outside of the School Act.

Trustees must:

- Comply with laws including the School Act, Freedom of Information and Protection of Privacy Act, the Human Rights Code, the Workers' Compensation Act (i.e. refrain from bullying and harassing staff) and other applicable legislation.

Common law also provides trustees with responsibilities and expectations that must be met:

- Respect confidentiality.
- Duty of care (act honestly and in good faith with the best interests of the organization in mind).
- Duty of loyalty.



• Avoid conflicts (pecuniary and non-pecuniary).

There are, of course, a wide variety of factors that must be considered in determining whether or not an individual school trustee has fulfilled their responsibilities in all three areas. Determining fault, or a failure to adhere to the 'rules,' can be a very complex process. Before embarking on any investigative or disciplinary process, BCSTA strongly recommends boards seek expert legal advice. As in all areas of law, fair and transparent processes are vital.

BCSTA can provide general information on trustee responsibilities and related processes but does not represent boards or individual trustees in proceedings

Fiduciary duties

The term fiduciary duty must be fully understood before discussing individual trustees' responsibilities in discharging their roles. From *Black's Law Dictionary*: a fiduciary duty is "a duty to act for someone else's benefit, while subordinating one's personal interests to that of the other person." This is to say, a trustee has a specific obligation to act in good-faith and in the best interests of one another.

Information regarding fiduciary duties is described by the Chartered Professional Accountants (CPA) Canada:

> "Directors of not-for-profit organizations have various duties and responsibilities. The most fundamental of these responsibilities is the duty of directors to act in the best interests of the organization they serve at all times, even at the expense of their own self-interest. This is known as fiduciary duty. The term 'fiduciary' is a legal term intended to refer to a person who, because of the position they hold, has a responsibility to act primarily for another's benefit."
>
> *20 Questions Directors of Not-For-Profit Organizations Should Ask About Fiduciary Duty, Jane Burke-Robertson, CPA Canada, 2009*

Trustees' fiduciary duties can be divided into two main elements: the duty of care and the duty of loyalty.

Duty of care

Trustees have a duty of competence, i.e., a requirement to act with a certain level of skill. The duty of care refers to the level of attention required of a trustee. It can be described as a "duty to be informed" and to act with competence and diligence. A trustee must generally be informed about an issue before making a business decision relating to it. Trustees are not required to be experts, but rather to act in accordance within this standard of care.

Duty of loyalty

The duty of loyalty requires that a trustee act honestly and in good faith in the best interests of the organization. This duty of loyalty supports a trustee in being able to competently protect the interests, image and credibility of the school district. This also means that a trustee generally is not allowed to profit from their office and must avoid all situations in which their duty to the organization conflicts with their interests or duties to others (the "no-conflict" rule).

Generally, board policy sets out the roles and responsibilities that a trustee, as a member of the corporate board, is required to undertake. A trustee has authority only insofar as their voice and vote influence the corporate action of the school board. Two specific roles are described on the next page.

Community representative role

A trustee's community representative role is not directly a governance role. Governance is at its most effective when it embraces community perspectives brought by individual trustees. Indeed, proactive community participation is a crucial part of good governance by the board. A trustee's job is to maintain a focus on student achievement and well-being, and to participate in making decisions that benefit the entire district, while at the same time representing the interests of the community.

The key is achieving a balance between the governance authority of the board as a whole and the representative role each individual trustee also fulfills. While trustees act as representatives of their community, their primary job is to participate in policy-making and strategic planning that are in the interests of all the district's students and are grounded in promoting student achievement and well-being. Trustees balance their governance role with their representative role, participating in decision-making that benefits the whole district while representing the interests of their constituents.

In carrying out their role, trustees have the challenge of balancing their responsibilities and allegiances as representatives of their communities with their role as education leaders within the decision-making body of the board as a whole. This dual responsibility can mean that board decisions are at variance with the interests of a particular geographical constituency, demographic population or interest group .

Constituency role

A trustee's constituency role is their personal interface with the public they serve. The personal nature of the communications at this level is part of the daily life of a trustee. This can be rewarding and also challenging.

Eli Mina observes that when trustees continually advocate for their own constituents, the board becomes fractured, with trustees pulling in different directions. It is important for every trustee to present constituent views, but it is also important that they ultimately place collective interests ahead of individual constituent input. Once having presented constituent input, trustees should then switch to learning from the input of their colleagues, the superintendent and other advisors.

Receiving inquiries and concerns

When constituents call they are usually seeking solutions to a particular issue related to a student or a school. In responding to an individual constituent's concerns, a trustee can share insights about the steps to be taken to clarify or help solve the issue.

Resolution or clarification is often achieved through referral to the appropriate member of the superintendent's team of senior staff. By whatever means the issue is settled, it is vital for every trustee to remember that all matters will need to be considered within the context of the board's policies and the procedures that flow from them.

The trustee may feel the issue is of such a nature that it needs to be brought before the board at a board meeting. It is important for the trustee to be aware that the matter then belongs to the whole board. At that point, all board members have a collective responsibility to consider the matter. If a decision is made, individual trustees are required to uphold the board's decision.

Reporting to constituents

In reporting back to their constituents, trustees will naturally want to communicate the board's views and the decisions of the board clearly and in a timely manner. However, it is important that they first be familiar with board policies that may apply to issues under discussion between trustees and their constituents. In some cases, trustees are provided support and advice from the superintendent and senior staff.



Trustee communications

Trustees are role models in the community. What trustees say and do will be scrutinized. It is prudent for to always be sensitive to the response they may elicit from the community when offering commentary on a particular subject. It is also important that they consider how their communication may be perceived by students. When communicating as a trustee, give consideration to the following:

Board policies and procedures
A trustee should become familiar with relevant board policies that may provide guidance regarding communications by trustees. For example, some boards have policies regarding communications, spokespersons and specific trustee roles and responsibilities.

Communicating personal views
When communicating personal views, a trustee should clearly indicate that they are speaking on their own behalf and not on behalf of the board of education.

Confidentiality
A trustee needs to carefully consider whether they have authorization to publicly disclose information that they wish to share. Laws, such as the *Freedom of Information and Protection of Privacy Act* (FOIPPA), place limits on the use and disclosure of information in the possession and control of public bodies, such as boards of education. A trustee should also be aware of board decisions to address certain business in closed meetings and to limit public disclosure of this business.

Human rights
A trustee's communications may give rise to allegations of a breach of the BC Human Rights Code. The Code outlines prohibited grounds of discrimination, including: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression or age. Of particular relevance to trustees and their boards are the Code provisions regarding discrimination in services, discrimination in employment and discriminatory publication. Complaints of discrimination may be made by school district employees, students, members of the public, etc.

Defamation
A trustee's communications may give rise to allegations of defamation, i.e., injury to a person's reputation. A person may start a lawsuit claiming an entitlement to compensation for the statements that were made about them.

Copyright
Another issue to consider is whether a trustee has authorization to copy, post or otherwise distribute work that belongs to others.

Bullying and harassment
Trustee conduct may give rise to allegations of bullying and harassment. Allegations of this nature may be pursued in various forums, including through WorkSafeBC, civil court proceedings and criminal prosecutions.



Who speaks on behalf of the board?

The board's spokesperson is specifically designated by the board. Ideally, the board will have adopted a policy indicating who that person will be. It is most often the board chairperson, the superintendent or the communications director.

If the board has designated a single media spokesperson, there may nevertheless be times when having someone else speak on behalf of the board makes more sense. When the question relates to some technicality of education finance it may be that the secretary-treasurer is the best spokesperson, even if the board chairperson normally fulfills that role. A communications protocol that allows for this possibility, perhaps by allowing the usual spokesperson to delegate the responsibility on a case-by-case basis, may be helpful.

When communicating regarding a decision of the board that an individual trustee does not agree with, a good adage for guiding comments is to speak your mind without undermining the board.

What do I do if I'm not the spokesperson, but am contacted for comment?

Redirect the caller, who will most likely be a reporter, to the appropriate spokesperson in accordance with the board's communications protocol. When declining an interview, always be gracious about the reporter's having brought the request to you. They didn't have to contact you but chose to do so because they've heard positive things about you and/or in the past they've been able to trust you to provide insightful answers to their questions quickly and efficiently. Thank them for thinking of you but immediately redirect them to the spokesperson.

If I disagree with a board decision, should I say so in public?

As an individual trustee, you have an opportunity to make your views known on each and every matter that comes before the board. If you want to make sure there is a record of your opposition to a decision, the official board minutes can provide that record. Once that opportunity has played itself out, and the board has made its decision, you should ordinarily restrict yourself to one of three courses of action:

- Acknowledge that the decision reflects the opinion of the majority of the board and accept it.
- Work through procedural channels to change that decision.
- Recognize the will of the majority and do not undermine the decision. Trustees make decisions as a collective body. They "actively participate in debate about the merits of a decision, but once a decision has been made, all members will recognize the democratic majority, ideally acknowledging its rationale, when articulating their opinions on a decision." (UBCM *Getting Started on a Code of Conduct for Your Council / Board*, 2018).

Eli Mina notes that it is unrealistic to expect a trustee who voted in the minority to actively promote the board decision, rather than merely accept it as a legitimate collective outcome. The former expectation is also unfair since it may require someone to make dishonest statements of support.



Conflict of interest

One part of the *School Act* that is particularly important for trustees is Part 5, which describes the law regarding pecuniary (financial) conflict of interest. In addition to the pecuniary conflict-of-interest rules set out in the *School Act*, trustees should be mindful of the common law/non-pecuniary conflict-of-interest rules that arise from the common law (case law). Concerns about conflict of interest are often grounded in perceptions about relationships and the use or misuse of information.

A trustee has a pecuniary interest in a matter if a board decision could result in a potential financial or material impact on the trustee or certain people or organizations associated with the trustee (e.g., the trustee's spouse). Boards and individual trustees need to be vigilant in avoiding active engagement in discussion, debate, decision-making or even being privy to information that can give rise to actual, or even perceived, conflicts of interest. Such conflicts could include a trustee who has a spousal relationship with an employee, or whose employer could reasonably be expected to be monetarily affected by a board decision. In such instances privileged access to information raises concerns, even if the trustee does not participate in debate and refrains from voting.

The board chairperson and secretary-treasurer are often involved in advising trustees or officials when they are in a potential conflict position. In addition, legal counsel may be consulted regarding questions about potential conflicts of interest.

Once individuals recognize their potential conflict, they should remove themselves from involvement in the matter, following the procedure set out in the *School Act*.

If a trustee has a conflict of interest in a matter that is coming before a meeting of the board, they should let the board chairperson know. When the item comes up at the meeting, the trustee must:

- State that they have a pecuniary interest in the matter.
- State the general nature of the pecuniary interest.
- If the meeting is closed to the public, leave the meeting until the matter has been dealt with.
- Not take part in any discussion of the matter.
- Not attempt in any way to influence the voting on any question in respect of the matter, before, during or after the meeting, and/
- Abstain from voting on any question in respect of the matter.

A trustee's declaration and withdrawal will be recorded in the minutes of the meeting. This does not apply to pecuniary interests that are too remote or insignificant to reasonably be considered as likely to influence the trustee.

Any elector can apply to the B.C. Supreme Court for a court order stating that the trustee has failed to comply with the requirements of the School Act if the elector is of the view that a trustee breached the Act's conflict-of-interest provisions. If a court determines that a trustee has indeed breached the Act's conflict-of-interest provisions, the trustee is disqualified as a trustee, unless the court finds that the trustee broke the law through inadvertence or a good-faith error in judgment. If the trustee gained financially from the breach of the conflict laws, the court may order the trustee to pay back their gains.

Conflicts of interest can also be an issue for board officials and staff members. Undisclosed conflicts can breach terms of employment

A trustee with community, union or employment affiliations

Although this is somewhat less common, some trustees also have community, union or employment involvement that brings them into direct or perceived conflict with their role as a board of education member.

Trustees who wish to participate in labour relations and some human resource processes within their school district should consider the conflict-of-interest guidelines in the BC Public School Employers' Association Bylaws.

A trustee may have an individual circumstance that they are unsure about. In this event, it may be helpful to discuss their concern with the board chairperson, the superintendent, secretary-treasurer or even the district's legal counsel before making a final determination as to the conflicts that exist. The repercussions of a poor decision can be significant and may bring about unwanted or unforeseen consequences.

A trustee as parent

In some cases, trustees may have children enrolled in school within their district. This creates a number of unique considerations for them, especially in regard to conflict of interest, both under the School Act and by perception. The situation also raises some practical considerations for both the trustee and their child(ren)'s school.

An important first point is that every situation must be considered on an individual basis. There is no one set of rules or guidelines that can be applied to every situation. However, the following should be helpful in guiding the trustee through the various considerations and decisions that will need to be addressed.

A. If a trustee has children attending a district school, are they in a conflict-of-interest situation in regard to every decision regarding the district? No. It is accepted that every person has some connection to the school system, their local school district and the schools within it. Simply having children attending a school within the school district does not put a trustee into a conflict-of-interest situation.

B. What circumstances might put a trustee into a conflict-of-interest situation regarding their own children attending school in the same district? In general, the more closely or directly decisions affect their own children, the more likely a trustee would be considered to be in conflict. For example, participating in the decision as to whether or not to close the school their children attend would almost certainly be considered to be in conflict in regard to that decision. The fact that the decision to close or not close the school has a direct impact on the trustee's family puts them in at least a perceived conflict-of-interest situation.

- On being elected to the board of education, should a trustee continue to fully participate as a parent at their child's school? Attending school events when parents are invited, meeting with the school administrators or teachers to discuss their child's progress or volunteering at PAC events are all items that in general would be appropriate for a trustee as a parent.

Situations that trustees should avoid include: participation in staff discipline processes for this school, challenging the decision of a teacher or administrator, using their position to gain entrance to meetings not intended for parents or circumventing usual processes that apply to parents. In short, a trustee should avoid participating in any processes or situations where it might be perceived that their role gives them (or their child) an unfair advantage or potentially intimidates staff or other parents. While there may be no intent on the trustee's behalf to gain an unfair advantage or intimidate other persons, it is the reasonable perception of others that matters the most.

Individual circumstance must also be considered. A trustee may wish to have their spouse or partner take on all situations where their official role could be seen as a concern. A trustee who is a single parent, however, would not have this option. Other circumstances may also necessitate participating in processes or events even though the situation is not ideal. Consideration should be provided that a child not be significantly disadvantaged just because their parent is a trustee.

- Should a trustee be the designated trustee representative to their child's school? Most often the answer to this question is no. When possible, it is preferable that a trustee with children at a particular school not be assigned to any official roles in regard to that school. While there may be unique geographic circumstances or other special considerations that make other options impractical, it should be the last option. It is in everyone's best interest to choose other options such as having another trustee take on any official roles in regard to the school.

It may be helpful to discuss your situation of being both trustee and parent with other trustees, the superintendent, school principal or even other parents before making a decision. Regardless of the decision you make in the end, be up front with everyone about your decision and the reasons behind it.

Trustee Relationships, Rights & Conflict Resolution



A trustee is a member of a team; the board of education. Only the board has the authority to make decisions or to take action; individual trustees in and of themselves do not have this authority.

The *School Act* makes it very clear that a board of education is a corporate body, and that its rights, duties and powers reside with the board and not with individual trustees (*School Act* section 65).

In discharging their responsibilities, and to make for an effective board, trustees share some very important characteristics:

- A strong desire to serve children and their community, as well as a strong belief in the value of public schools.
- Recognition that authority rests with the board as a corporate body, not with individual trustees, and that they must work with their colleagues in order to achieve their goals.
- Ability to identify when and how to leverage the knowledge, skills and experiences of their colleagues to best serve the interests of students and the community.
- Effective listening and engagement skills.
- Willingness to spend the time required to become informed and to do the preparation needed to take part in effective school board meetings.
- Maintaining open minds and having the ability to compromise in coming to a decision.
- Striving for high levels of trust and honesty.
- Respect for the needs and feelings of other people and a well-developed sense of fair play.
- The courage to recognize negative or unproductive behaviour and come up with a plan for addressing such behaviours.

Trustee relationships

Working as part of any board requires effort and the majority of the work of boards is conducted through relationships. Boards that enjoy strong relationships and good board dynamics have a positive effect on the leadership. Board dynamics can be defined as the way trustees interact with each other in carrying out their duties. Examples include how trustees interact with each other, how constructive their conversations are, how they make decisions and how well they can have vigorous debates while being respectful.

Facilitating sound relationships is an important part of each trustee's responsibility. This includes:

Creating a climate of trust by working through political and personal differences in the interests of healthy debate and good decision-making.

Bringing a spirit of cooperation, collaboration and teamwork into the boardroom, where each of these skills is critical for good governance.

Speaking with candor, without a sense of confrontation.

Healthy relationships between trustees also provide them with the necessary confidence to identify the occasional, and almost inevitable, situations where board communications do break down and negative dynamics get in the way of a board's success.

Personal style, accumulated experience and knowledge and a trustee's own vision and aspirations all influence how they interact with others. With regard the personal style of colleagues, a trustee might consider:

- The degree to which each trustee colleague is quiet and thoughtful, or more spontaneous.
- Whether each trustee colleague prefers facts and details, or is more attracted to the big picture.
- Which trustees have a preference to work things out logically, or rely on an emotional response to situations to help them decide.
- Which trustees are frustrated by long discussions without decisions, or are energized by endless possibilities.

The challenge in building healthy relationships is for each trustee to have an independent mindset while being aligned to the district's goals.

Rights of individual trustees

As a board of education member each individual trustee has a right to:

- Contribute within an environment that is free from bullying, harassment and discriminatory behaviour.
- Space to express individual opinions.
- Access to information within board policy.
- Abstention from decisions or processes.
- Decline participation in voluntary activities or events.
- Speak publicly about their individual opinions or objections to board decisions.
- Raise concerns about information, process and decisions of the board and district.
- Express personal values and vision that are different from those of the majority of the board and /or community, while upholding the BC Human Rights Code.

Conflict Resolution

Unavoidably, conflict sometimes occurs. When it does, considerations for managing conflict include:

Interpersonal Communications

No amount of written policy statements or role descriptions can substitute for regular attention to good communications practices in board meetings and e-mail communication. Trustees and senior staff should have a conversation about such practices on a regular basis.

Board Meeting "Ground Rules"

Boards could consider devoting some time, at least once a year, to reflect on and discuss good communication practices. On an individual level this includes: balancing inquiry (asking questions of one another) and advocacy (stating their own viewpoint), being aware of assumptions and being more intentional in listening to one another. Trustees can be more effective if each person puts into practice the principle that one "seeks first to understand, and then to be understood."

Strategic Plan

The existence of a strategic plan or involvement in a strategic planning process that helps articulate goals, objectives and outcomes can be of great value in reducing the potential for conflict over the meaning of the organizational mission, strategic choices and priorities.

Roles and Responsibilities

Boards should regularly strive to clarify the roles and responsibilities of individual trustees and officers (especially the chairperson) and the board's role concerning staff. This is helpful in establishing mutual respect. Job descriptions outlining duties and responsibilities can also be helpful but are seldom sufficient for clarifying roles, especially where board and staff responsibilities overlap, such as in determining and working on strategic objectives.

Code of Conduct

A written code of conduct for trustees that sets standards and rules for their relationship with one another, the superintendent and senior staff is very valuable. A code of conduct ought to set some rules on issues such as confidentiality, conflict of interest, conduct at meetings and speaking with "one voice."

Chairperson Leadership

An effective board chairperson is critical to managing conflict. Such effectiveness comes from clarity about the chairperson's role, an understanding of the importance of process and the liberal use of proven facilitation techniques. A strong collegial relationship between the chairperson and the other trustees is highly desirable. In electing a fellow trustee to this leadership position, the other trustees are placing confidence in the chairperson to facilitate the board in its work. They expect that the chairperson will:

- Ensure that all trustees have the information needed for informed discussion of the agenda items.
- In a timely way, share relevant information that has come to the chairperson's office on emerging issues that affect schools and the community.
- Collaborate with other trustees around the role of board spokesperson (e.g., issues where particular board members have specific expertise).
- Set a tone for board meetings that stimulates respect and focuses discussion on the issues.
- Ensure that meetings are run effectively and that all voices are heard.
- Be impartial in handling the business of the board and in professional relationships with all trustees.
- Maintain the confidence of all colleague trustees.
- Provide leadership in the professional development of trustees and ensure regular review of the effectiveness of the collective board.
- Provide leadership in fostering positive relationships between the board and the superintendent and senior staff, where appropriate.

Conflict Resolution Processes

Before a conflict arises, boards as a whole and individual trustees can benefit from some familiarity with negotiation and conflict resolution processes. Some understanding of these processes helps an organization determine the appropriate mechanism for a particular situation, including when outside assistance might be of value. Conflict resolution is regarded as a core skill area for today's leaders. It can be added to the list of professional development topics to be considered for the board of education.

Initial Steps to Resolve Conflict

Acknowledge the conflict

The conflict has to be acknowledged before it can be managed and resolved. The tendency is for people to ignore the first signs of conflict, perhaps as it seems trivial, or is difficult to differentiate from the normal, healthy debate that boards can thrive on. If you are concerned about the conflict in your board, discuss it with the chairperson.

Agree to a cooperative process

Everyone involved must agree to cooperate in to resolve the conflict. This means putting the board first and may involve setting aside your opinion or ideas for the time being. If someone wants to win more than they want to resolve the conflict, you may find yourself at a stalemate.

Agree to communicate

The most important thing throughout the resolution process is for everyone to keep communications open. The people involved need to talk about the issue and discuss their strong feelings. Active listening is essential here, because to move on you need to really understand where the other person is coming from

When a Board is Frequently Divided

Trustees will have different viewpoints and it is unreasonable to expect that all decisions of the board will be unanimous. When trustees, with varying viewpoints, experiences, skills and opinions are tasked with a decision, the combined effort can far surpass what any group of similar individuals could achieve. Board members must be open to these differences and not let them rise into full-blown disputes.

When decisions are arrived at through a majority, it is important to understand and appreciate the various viewpoints raised during debate. Lack of unanimity is not a bad outcome, provided trustees continue to demonstrate respect for each other and maintain an open mind in future discussions.

The important thing is to maintain a healthy balance of constructive difference of opinion and avoid negative conflict that is destructive and disruptive.



Establishing Expectations

Code of Conduct

In the previous section it was suggested that boards establish a code of conduct around expectations in trustee relationships. Boards may also want to consider establishing a code of conduct to ensure trustees are aware of expectations regarding their roles and responsibilities.

Boards may have already done work in establishing character attributes or values for the district; these are a vital starting point in working out the relationships that are the underpinning of effective board governance. Through a code of conduct, boards enshrine values that guide the ethical behaviour and norms for relationships among trustees.

A code of conduct is not intended to prevent individual trustees from expressing their opinions on issues under consideration by the board. If used effectively the code of conduct can serve to encourage respect for divergent views and help boards focus their efforts on student achievement, equity and well-being. The code is intended to provide a common understanding about how to conduct the board of education's work with appropriate authority and integrity and promote public confidence in doing so.



Trustee codes of conduct are not required under the B.C. School Act. The Act serves to define acceptable behaviours, clarify the rules of civil engagement, promote high standards of practice and provide a framework for professional conduct and responsibilities. Codes of conduct should reflect the principles that many boards already incorporate in their expectations of trustee conduct or ethics. These commonly cover such issues as:

A. Integrity:

- All decisions will be based on putting students first.
- Trustees will carry out their responsibilities in accordance with the School Act, Regulations and board policy.
- Trustees will make all decisions based on available facts and their independent judgment, and shall refuse to surrender that judgment to individuals or special-interest groups.
- Trustees will act with the highest standards of professional integrity and in a manner that inspires public confidence in the board.

B. Respect:

- While trustees will express their individual opinions on issues under consideration by the board, in doing so they will respect the differing points of view of colleagues, staff and the public and enhance public confidence in the work of the board in doing so.
- Trustees will carefully review all information packages in preparation for discussion at all scheduled meetings of the board and its committees.

C. Confidentiality:

- Trustees will maintain confidentiality of privileged information, including information discussed in closed sessions.

D. Responsibility

- Once the board has voted, trustees are bound by the majority decision and will publicly uphold the board's decisions.
- Trustees will recognize that the expenditure of board funds is a public trust and will ensure effective stewardship of the board's resources in the best interests of the students.

E. Conflict of Interest

- Trustees will voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board.

F. Relationships

- Trustees will speak as the voice of their entire community (including people who do not have children in the school system or people outside of their direct constituency) at the board table.
- Trustees will work with their colleague trustees in a spirit of respect, openness, courtesy and cooperation in spite of differences of opinion that may arise during debate. They will refrain from gossip.
- Trustees will refrain from any negative commentary (public or private) about the superintendent or other members of district staff.

Trustee orientation

To communicate expectations, a comprehensive trustee orientation program following election to office is very valuable. A sound trustee orientation will cover a variety of topics relevant to the district context. During the orientation, the following specific areas that will benefit understanding roles, responsibilities and relationships may be reviewed:

- Getting to know fellow trustees.
- Mission, vision and values of the district.
- Strategic plan, district goals and operational work plans.
- Board code of conduct and any related policies.
- Senior staff roles and responsibilities.
- District resources available to trustees, such as policy manuals, trustee handbooks, etc.

Trustees also benefit from orientation materials and sessions during BCSTA's annual Trustee Academy.

Board policies

It is valuable to have policies that help create clarity so that problems and issues can be minimized. Such policies describe the following: roles for the board and individual trustees, communication plans and board spokespersons, media response protocols and board and committee meeting procedures.

To avoid disputes additional policies describing the parameters for the following are helpful:

- Professional development.
- Access to information.
- Gifts and hospitality.
- Use of board property, services and other resources.

The learning guide

The Learning Guide is provided to BCSTA member boards of education and their individual member trustees as a resource to support their work in all aspects of their roles, both formal and informal. It is not a prescribed curriculum, nor is it the sole source of information that boards or individual trustees should consider. The contents cover all aspects of the work of both boards and individual trustees. The Guide provides a solid foundation of knowledge and skills on which successful governance, oversight and advocacy can be built.

Board performance review

Leading practices in governance indicate that effective boards establish formal processes for evaluating the performance of the board as a whole on an ongoing basis. This process is usually conducted regularly and must have the full participation of all trustees to be truly effective. BCSTA offers a self-review process, the Board Performance Review (BPR), to member boards.

The Board Performance Review provides a process embedded in a context of continuous improvement. It is intended to help improve governance, increase accountability, demonstrate leadership and create a foundation for continuous improvement.

Practices + Behaviors that Create Problems

There are a number of practices that create issues for the board and are to be avoided. These include:

- A failure to do board business in a board or committee meeting, commonly referred to as "parking lot meetings."
- Inappropriate emails regarding agenda items or meeting topics.
- Pre-meeting caucuses with groups of trustees and/or union groups or community groups.
- Trustees, or the chair, acting unilaterally and outside their scope of authority.
- Disclosure of confidential information to outside parties.
- Placing constituency interests ahead of broad organizational interests.
- Violation of conflict of interest guidelines.
- Introduction of late agenda items and motions "on the fly."
- Dominating in debate or during committee meetings.
- Losing composure during meetings.
- Being unprepared for meetings.
- Nitpicking on small procedural details



Addressing Issues + Code of Conduct Violations

A trustee who has reasonable grounds to believe that another trustee has breached the board's code of conduct may bring the alleged breach to the attention of the board of trustees. Boards must inquire into any reasonable allegation of a code of conduct violation brought to the board's attention. Boards may hire a neutral third-party investigator to investigate the complaint and recommend possible sanction(s) if necessary.

In addressing any concerns regarding trustee relationships and behavior, consideration of the factors on the next page may be of value. Confidentiality and procedural fairness are key to addressing issues effectively.



Positive presuppositions

Trustees who exhibit counterproductive behaviour may not realize they are creating difficulties for the board as a whole. Accordingly, the first recourse in responding to them should be to take a charitable understanding of their motivations.

Informal conversations

Wherever possible, an initial colleague-to-colleague approach is desirable. A private conversation that focuses less on motivations and more on the areas of conflict can be helpful. Another positive response is taking opportunities to ask the trustee for their opinions in situations where they may have opposing views. It is always productive to listen actively and sincerely. It is never productive to characterize the issue in personal terms. If dysfunctional behaviour persists to the detriment of the effectiveness of the board, the board's code of conduct or similar policy statement can provide guidance.

Mediated conversations

If a colleague-to-colleague conversation is not possible, or a resolution is not found, a trustee will engage the chairperson (or vice-chairperson if the respondent is the chairperson) in order to find a resolution. This could involve the chairperson organizing a meeting or initiating a third party to help mediate the conversation.

Formal complaints

Codes of conduct may include administrative procedures to follow when issues arise. These procedures can provide guidance as to the steps to undertake when there are perceived breaches of the code of conduct. It is recommended that details of each step within both formal and informal processes be outlined so that expectations are clear for all trustees. Legal counsel should review any processes developed, to ensure that these reflect best practices and fairly protect the rights of all board members.

If an informal complaint process is not successful an official complaint is triggered by a trustee writing a formal letter to the chairperson (or vice-chairperson, if the respondent is the chairperson) describing the complaint and referencing relevant section(s) of the code of conduct, policy or legislation. It is recommended that complaints be made within a designated time-frame from the alleged event.

An in-camera board meeting must be scheduled to discuss the complaint in a timely manner. At this in-camera meeting decisions need to be made on how the complaint will be investigated. Rules for investigations and hearings need to be in place.

A hearing will then take place in-camera. It is recommended that the meeting format allow both the complainant and the respondent to explain their respective sides of the issue. If an investigator is required, a process needs to be in place for board members to read the report prior to the hearing. It is also recommended that all materials pertaining to the complaints process and investigation remain in-camera and be maintained in a secure place with procedures for access.

Board members who are neither the complainant nor the respondent, and are not in conflict of interest, need to decide how to resolve the complaint. Sanctioning the respondent may be an option. As well, making the complaint and its results public needs to be discussed. In the event of a formal/serious complaint, it is recommended that legal counsel be sought to provide advice regarding the process.

Sanctions + disciplinary measures

If proactive measures do not result in changed behaviour, disciplinary measures for code-of-conduct violations may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include:

- Having the offending trustee write a letter of apology.
- Having the offending trustee participate in a restorative justice process.
- Having the offending trustee participate in specific training, coaching or counselling as directed by the board of education.
- Having a motion of censure passed by a majority of the voting trustees at a closed, i.e., in-camera board meeting.
- Having a motion to remove the offending trustee from one, some, or all board committees or other appointments passed by a majority of voting trustees at an in-camera board meeting.
- A trustee who is barred from attending all, or part of, a meeting of a board of education, or a meeting of a committee of the board, is not entitled to receive any materials relating to that meeting or that part of the meeting which are not available to members of the public
- The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board of education meeting shall be deemed to be the authorization for the trustee to be absent from the meeting, and therefore not in violation of the School Act regarding absences from meetings.

The board of education may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate.

The board should be careful to avoid disclosing details that identify third parties (e.g., students, staff, parents, etc.), or disclose confidential information (e.g., confidential board business), when publicly releasing information about the nature of the disciplinary action taken at an in-camera board meeting and the general nature of the conduct that gave rise to discipline. The board must comply with its obligations to protect the privacy of others under the *School Act* and the *Freedom of Information and Protection of Privacy Act*.

Support for Handling Conflict

BCSTA provides a variety of supports to assist boards with both internal and external conflict. This can include, but is not limited to, conflict between individual trustees, the board as a whole or non-employment related issues with senior district staff. BCSTA does not make decisions, impose penalties nor take sides in any such dispute. The association's role is to provide information, guidance, legal support and resources as to how conflicts may be resolved by, or through a board itself.

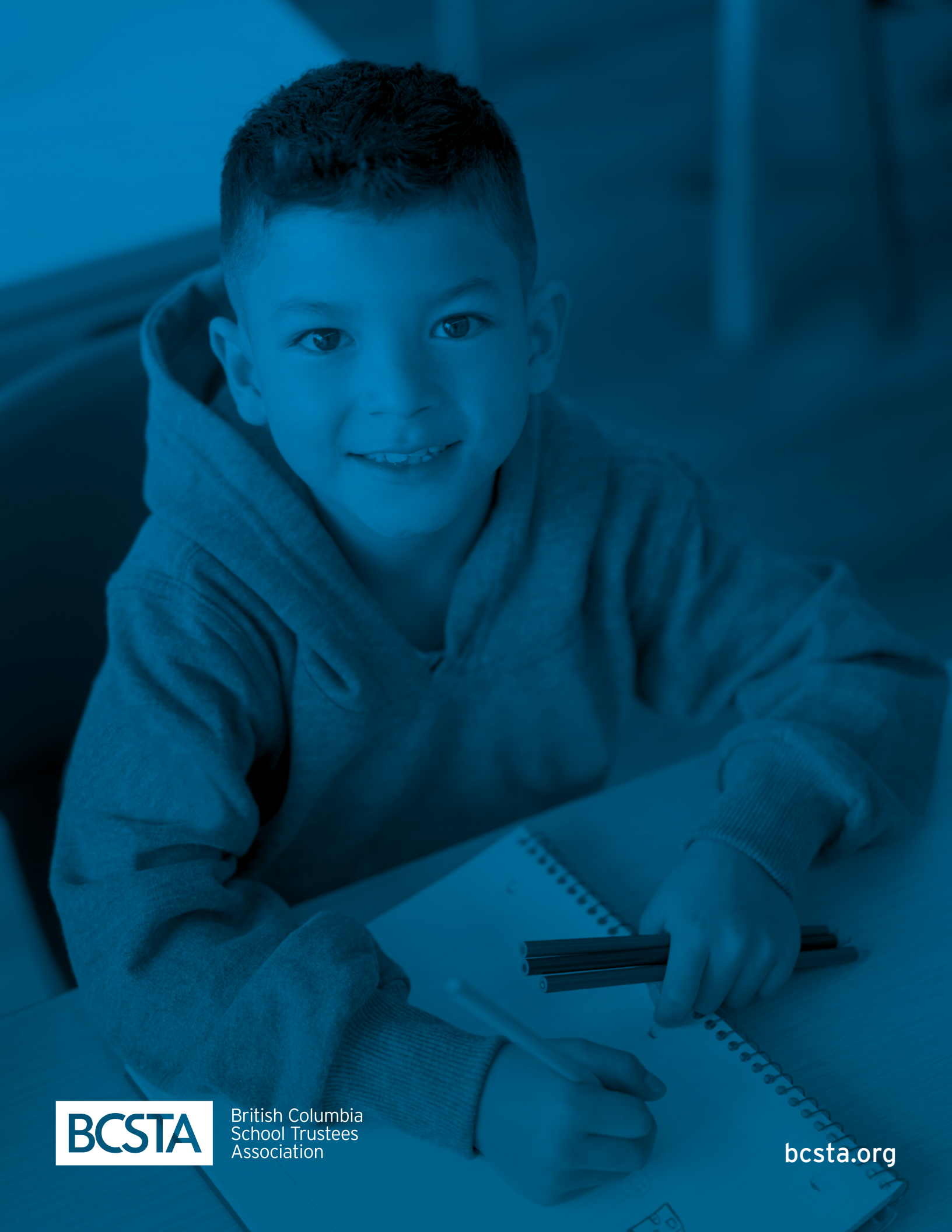
BCSTA's Learning Guide contains in-depth materials on governance, leadership, roles and responsibilities and communications. BCSTA also provides professional learning programs to help trustees and boards be successful in their roles. Such learning opportunities are provided at the association, branch, board and individual levels.

Boards experiencing issues are encouraged to contact BCSTA for resources and supports. Services range from coaching, mediation, individualized board development and self-evaluation. Where more extensive mediation and conflict resolution is needed, BCSTA can suggest resources, consultation services, legal advice and facilitations.

Disagreement and differences of opinion are to be expected as a part of the democratic processes. Disagreement over perspectives, goals, direction and priorities should not be considered conflict nor a reason for discipline. The most important consideration is whether or not trustees are fair, ethical and respectful in how they deal with their colleagues, staff and the public.

The best way to deal with conflict is for every trustee to work to ensure it does not happen, while feeling free to express their point of view and respecting those of others.

When conflict does arise, often the best place to start with resolving the matter is respectful discussion between the parties themselves. BCSTA can, however, provide assistance to member boards when it is requested.



BCSTA

British Columbia
School Trustees
Association

bcsta.org

British Columbia School Trustees Association

This bulletin provides general information and is not a substitute for legal advice. Boards should review their own bylaws, policies and meeting procedures when determining the specific responsibilities and authority of the chair.

Legal Bulletin Issue 5: November 10, 2026

BCSTA Legal Bulletin: The Role of the Board Chair

For: Boards of Education and School District Leadership
Subject: Role and responsibilities of the board chair following the inaugural meeting

Overview

Following a general school trustee election, the board of education must elect a chair from among its members at its first meeting. The chair plays an important role in facilitating board meetings, supporting effective governance and helping the board carry out its responsibilities.

The *School Act* establishes the requirements for electing a chair and sets out several requirements relating to the conduct of board meetings. The *School Act* does not provide a comprehensive list of a chair's duties and powers. Additional duties and responsibilities may be established through the board's bylaws, policies, governance procedures, and resolutions.

1. Election of the Chair

Under section 67(1) and (2) of the *School Act*, the secretary-treasurer must convene the board's first meeting as soon as possible and within 30 days from the date on which the new board's term of office begins. At that meeting, the board must elect a chair from among its members and may elect a vice-chair.

Under section 67(4), a majority of the board may elect a new chair or vice-chair at any time.

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2. Presiding Over School Board Meetings

The chair's central governance role is to preside over school board meetings and facilitate the orderly and effective consideration of business.

Section 67(5) requires every board to establish procedures governing the conduct of its meetings and to make those procedures available for public inspection. These procedures should guide the chair in managing debate, recognizing speakers, addressing procedural questions and maintaining an orderly meeting. Many boards have adopted Robert's Rules of Order to govern procedural matters not otherwise addressed by legislation or the board's own rules. Where adopted, those rules operate subject to the *School Act* and the board's applicable bylaws and policies.

Section 69(1) establishes that board meetings are open to the public. However, under section 69(2), the board may exclude persons other than trustees from a meeting if, in the board's opinion, the public interest so requires.

The *School Act* also contains provisions enabling the chair or board to ensure order is maintained during board meetings. Under section 70(1), the chair or other member presiding at the meeting may expel a person who is not a trustee for improper conduct. Section 70(2) provides that a majority of trustees present may expel a trustee from a meeting for improper conduct.

Sections 69(2) and 70(2) are powers that must be exercised by the board as a whole, and these powers cannot be exercised by the board chair, or any trustee, unilaterally. Section 70(1), however, provides a power that can be exercised by the chair or another member who is presiding at the meeting unilaterally, subject to any relevant board policies, bylaws or resolutions.

3. Supporting Collective Decision-Making

The chair facilitates discussion and helps trustees consider matters that are before the board. The chair should support respectful participation, ensure that trustees have an opportunity to contribute in accordance with the board's procedures, and help keep discussion focused on the business before the board.

The chair remains a trustee and participates in governance within the same statutory framework as other trustees. Section 65 establishes the board as a corporate body, while section 65(3) provides that individual trustees and trustee committees may not exercise the rights, duties and powers of the board.

Accordingly, like any other trustee the chair does not have unilateral authority to make decisions on behalf of the board simply by virtue of holding the position of chair.

Decisions of the board must be made through the board's lawful decision-making processes.

4. Board Decisions and Meeting Records

Section 69(3) requires the secretary-treasurer, or another employee designated by the board, to be present when a board decision is rendered and to record the decision.

Section 72(1) sets out requirements for board meeting minutes. The minutes must be legibly recorded in a minute book, certified as correct by the secretary-treasurer or designated employee, and signed by the chair or another member presiding at the meeting, either at that meeting or at the next meeting at which the minutes are adopted.

These provisions establish a formal role for the chair in the board's meeting and record-keeping processes. The chair should work with the secretary-treasurer to support the creation and retention of accurate records of board proceedings and decisions.

5. Working with the Superintendent and Secretary-Treasurer

The chair should work collaboratively with the superintendent and secretary-treasurer to support effective board governance, meeting preparation and communication.

The chair's governance responsibilities should be distinguished from the administrative and operational responsibilities assigned to district staff. The chair does not acquire authority to direct district operations or individual employees solely by virtue of being chair.

The board should refer to the *School Act*, applicable board policies and bylaws, and established delegations of authority when determining the respective responsibilities of the chair, the board and district staff.

6. The Chair's Responsibilities to the Board

The chair can help establish a constructive working environment by:

- facilitating fair, orderly and productive board meetings;
- encouraging respectful discussion and meaningful trustee participation;
- supporting the board's collective decision-making responsibilities;
- working collaboratively with the superintendent and secretary-treasurer;
- helping ensure that board procedures are followed; and

- representing the board when authorized to do so, in accordance with board policy and direction.

The specific responsibilities associated with representing the board, appointing committee members or acting between meetings should be confirmed against the board's own bylaws, policies and resolutions.

Key Takeaway

The chair has an important leadership and procedural role in supporting the work of the board of education. However, the chair is not a separate decision-making authority above the board. The board exercises its powers collectively, and the chair must act within the *School Act*, the board's established procedures and any applicable delegations of authority.

Legislative References

- *School Act*, RSBC 1996, c. 412, sections 65(3), 67(1)–(5), 69(1)–(3), 70(1)-(2) and 72(1).
- British Columbia *School Act* — official legislation

If you have any questions, please contact:
Maryke Peter, Program Assistant, Legal Services, at mpeter@bcsta.org

PROVINCIAL COUNCILLORS Each councillor serves as a representative of their board. It is essential that councillors familiarize themselves with agenda items requiring discussion or action by the council, and that they know their board's positions regarding these issues. It may be worthwhile to consider making BCSTA business a standing agenda item at board meetings so that a mechanism is set up for discussing issues and getting input from your board.

Information from BCSTA Guide to Provincial Council (October 2023)

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

Board of Directors Policy

Date of amendment: June 18, 2026
February 27, 2024
January 25, 2023
November 1, 2018
Date of first approval: December 12, 2014

Role of the Board of Education BCPSEA Trustee Representative

Summary

Each board of education in British Columbia selects one BCPSEA Trustee Representative to represent the board of education ("the board") in relation to BCPSEA matters, subject to board direction, applicable law, BCPSEA bylaws, and conflict of interest requirements. The BCPSEA Trustee Representative acts as a delegate of the board and not in a personal capacity and shall represent the views and directions of the board as established by the board.

Definitions

BCPSEA Trustee Representative: means the liaison and conduit between a board of education and BCPSEA, including supporting communication between BCPSEA and the board; ensuring that BCPSEA communications are provided to the board (ordinarily through the Office of the Secretary Treasurer for distribution); conveying to BCPSEA the views, questions, and directions of the board as established by the board; and representing the board in BCPSEA business in accordance with board direction and applicable conflict of interest requirements (in accordance with applicable law, BCPSEA bylaws, and the *School Act*).

Board direction: means a view, direction, instruction, or vote authorized by the board of education through its lawful decision-making processes.

Office of the Secretary Treasurer: means the administrative office through which BCPSEA communications to and from the board are ordinarily coordinated, distributed, and retained on behalf of a board of education.

Background

The BCPSEA Bylaws state that:

2.3 Each member board of education shall appoint one representative to the Association, who must be a trustee of the member board of education. Each board of education

member shall notify the Association in writing of the name and address of its representative.

2.4 No person in a conflict is eligible:
a. to be elected to the Board of Directors of the Association
b. to represent a member at any general meeting of the Association
c. to represent a member at any other function of the Association.

Under the *School Act*, the board of education is the corporate body that exercises the powers of the board, and individual trustees or committees of trustees may not exercise the rights, duties, and powers of the board. Accordingly, a BCPSEA Trustee Representative acts on behalf of, and remains accountable to, the board of education as a corporate body.

Policy details

The board shall appoint the BCPSEA Trustee Representative in accordance with its annual organizational meeting process or other board-approved process. The board may select an alternate representative where appropriate, including where the representative is unavailable or ineligible.

The BCPSEA Trustee Representative represents the board of education for BCPSEA business by:

- attending BCPSEA general meetings and exercising the voting authority of the board of education in accordance with the board's direction, where one has been established. Where prior direction is not practical, the representative shall act in a manner consistent with board policy, prior board decisions, and the best interests of the district;

- preparing for such meetings and voting by reviewing BCPSEA materials and attending relevant BCPSEA preparation calls and meetings;

- refraining from presenting a personal view as the position of the board where the board has not established a position or direction on a matter;

- attending other BCPSEA events, including regional meetings and sector calls, as the board's designated representative and subject to any direction of the board and applicable conflict of interest requirements;

- understanding the association's mandate and roles and responsibilities within the sector, including BCPSEA's statutory role in labour relations and collective bargaining matters affecting boards of education;

- understanding and upholding the association's conflict of interest provisions and complying with applicable conflict of interest obligations under the *School Act*, BCPSEA's bylaws, any applicable board policy, or laws, including not acting in the representative role where disqualified or conflicted in relation to the matter;

- ensuring that BCPSEA communications, materials, notices, and updates are provided (ordinarily through the Office of the Secretary Treasurer) to the board of education, and

supporting timely communication to the board regarding BCPSEA's work, initiatives, and issues;

- bringing to BCPSEA the comments, questions, concerns, and directions of the board of education, and not personal views or the views of individual trustees unless expressly authorized by the board;

- bringing matters requiring board awareness, discussion, direction, or a voting mandate forward through the Office of the Secretary Treasurer for inclusion on an appropriate board or committee agenda, with BCPSEA Trustee Representative reports encouraged as regular items on board and/or committee agendas, subject to confidentiality requirements; and

- respecting the confidentiality of BCPSEA materials, discussions, and communications, particularly where matters relate to collective bargaining, labour relations strategy, legal advice, personnel matters, or other confidential sector information.

For greater certainty, the BCPSEA Trustee Representative does not speak for the board of education except to the extent authorized by the board, and does not exercise any independent authority of the board. Nothing in this policy authorizes an individual trustee or a committee of trustees to exercise the rights, duties, or powers of the board contrary to the *School Act*.

2026-2027 Community Coaches

for BOARD APPROVAL – November 16th, 2026

School / Department	Name of Coach	Coaching
Hudson's Hope Elementary-Secondary	Lana Huxley	All sports *(approved by Superintendent)*
Hudson's Hope Elementary-Secondary	Clint Buchholz	All sports *(approved by Superintendent)*
Hudson's Hope Elementary-Secondary	Sean Bailey	All sports (approved by Superintendent)
North Peace Secondary	Ben Rauscher	All sports

2026-2027 Posts of Responsibility

for BOARD APPROVAL – November 16th, 2026

School / Department	FTE	Teacher Name	Subject / Area of PoR
Indigenous Education Center	1.0	Valerie Shipley	Indigenous Education *(effective September 1st, 2026 through June 30th, 2027)*

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

SEPTEMBER TO DECEMBER 2026

FOR BOARD APPROVAL

SCHOOL: NORTH PEACE

Sports/Activity & Grade/Team:	**Dates of Travel**	**Destination**	**Transportation**	**Description of Activities:** (names of chaperones, dates & description of activities) **Description of Sports:** (name of coach, chaperones & locations)
Senior Girls Volleyball (Gr 11-12) (12 athletes)	Dec. 1-5, 2026	Nanaimo	Airplane	Senior Volleyball Provincial Tournament Coaches: Kathryn Rutherford (Comm. Coach), Kallie Mickey (Comm. Coach) School: Dover Bay Secondary School Hotel: TBD 1 NPSS TTOC Required **** Missing Volunteer Driver Forms attached** ** previously approved, but now have volunteer driver forms to add*

Senior Boys Volleyball (Gr 11-12) (12 athletes)	Dec. 1-5, 2026	Abbotsford, BC	Airplane	Senior Boys Volleyball Provincial Tournament Coaches: Scott Hyde (Teacher), Devon McLeod (Comm Coach) School: Abbotsford Christian School Hotel: TBD **** Missing Volunteer Driver Forms attached**
Senior Girls Basketball (Gr 11-12) Senior Boys Basketball (Gr11-12) Junior Boys Basketball (Gr 10) Junior Girls Basketball (Gr 10) (total of 48 student athletes)	December 4 & 5	Grande Prairie	School Bus	NWP Basketball Tournament Departure depending on tournament schedule. Coaches: Ben Rauscher, Mark Knoppers, Ryan Galay, Rob McClelland, Blake Steven-Flemmings, Jaclyn McNicol Teacher sponsors: Casey Gareau, Jaclyn McNicol School: Northwestern Polytechnic Hotel: Service Plus Inn and Suites- Grande Prairie TTOC Required: 1 TTOC

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

FOR BOARD APPROVAL

SCHOOL: Hudson's Hope Elementary Secondary School

Sports/Activity & Grade/Team:	**Dates of Travel**	**Destination**	**Transportation**	**Description of Activities:** (names of chaperones, dates & description of activities) **Description of Sports:** (name of coach, chaperones & locations)
Jr Girls Volleyball	November 20th	Chetwynd Secondary	Private	Leave Hudson's Hope School at 2:00. Travel to CSS. Play a few games. Return to HH between 6:00-7:00pm. Volunteer Drivers: Caitlyn Vince, Catherine Herbison. Coach: Hannah Grover.

School District #60

Operating Financial Report - July 1, 2026 to October 31, 2026

Operating Revenue	Actual Spending	2026/27 Preliminary Annual Budget	% of budget received	# of Months	Expected %	Explanations
Ministry of Education Grants	$ 18,346,049	$ 83,777,768	21.9%	12	33%	Payments from Ministry will start to Align by December
LEA Revenue	-$ 186,019	-$ 930,096	20.0%	10	20%	Two month of revenue
Provincial Grants - SAT	$ 40,506	$ 121,524	33.3%	12	33%	On Track
Offshore Tuition	$ 182,967	$ 667,430	27.4%	10	20%	Two month of revenue
Childcare Fees	$ 351,973	$ 1,125,583	31.3%	10/12	27%	On Track
Alberta Students, DL, 3rd Party Billings	$ -	$ 51,196	0.0%	10	100%	Funds come in approximately November
Miscellaneous Revenue	$ 1,543	$ 318,220	0.5%	12	33%	This includes miscellaneous funds that come into the District and ITA funds, insurance proceeds, and Skills BC funds; varies throughout the year
Rentals	$ 19,115	$ 146,128	13.1%	10/12	27%	Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals and SWIS rent; Childcare still to be invoiced
Interest	$ 148,817	$ 400,000	37.2%	12	33%	Interest rates for October 2026 is 2.95% for the High Interest Savings Account.
Total Operating Revenue Before LEA Adjustment	**$ 18,904,951**	**$85,677,753**	22.1%			
LEA Revenue	$ 186,019	$ 930,096	20.0%	10	20%	Two month of revenue
Total Operating Revenue	**$19,090,970**	**$86,607,849**	22.0%			

Operating Expense	Actual Spending	2026/27 Preliminary Annual Budget	% of budget expended	# of Months		Explanations
Salaries						
Teachers	6,655,633	32,086,557	20.7%	10	20%	On Track
Principals and Vice-Principals	2,015,446	6,015,743	33.5%	12	33%	On Track
Educational Assistants	1,056,635	7,513,314	14.1%	10	20%	Lower than expected; schools are still sorting out hours and budgets
Support Staff	2,333,667	9,942,855	23.5%	10/12	27%	Lower than Expected
Other Professionals	806,299	2,306,703	35.0%	12	33%	On Track
Substitutes (TOC's)	366,101	2,281,793	16.0%	10	20%	Lower than Expected
Total Salaries	**13,233,781**	**60,146,965**	**22.0%**			
Employee Benefits	3,037,990	14,828,500	20.5%	10/12	27%	Lower than expected; Some staff are maxed out on EI, CPP and WCB; expecting increase in January and alignment throughout the year
Total Salaries and Benefits	**$16,271,771**	**$74,975,465**	**21.7%**			
Services and Supplies	2,931,577	12,021,984	24.4%	12	33%	Purchases vary through year
Total Operating Expenses	**$19,203,348**	**$86,997,449**				
Capital Purchases (Operating)	$0	$370,000	0.0%	12	33%	No Capital Purchases to date
Total Operating Expenses and Capital Purchases	**$19,203,348**	**$87,367,449**				
Operating Net Revenue (Expense)	-$112,378	-$759,600				
Application of Reserves to Date	**$103,532**	**$759,600**	13.6%	12	33%	
	-$8,846	$0				

Notes

This document reflects the 2026/27 Preliminary Annual Budget. There is a deficit as funding has not yet aligned with expenses.

2026 General Local Election

Report to the Board of Education

Prepared by Londa Livingstone

Chief Election Officer

Election At A Glance

2026 General Local Election • School Trustees

7

Trustee Positions Filled

Across the school district

5

Trustee Electoral Areas

TEAs 1–5

4

Elected By Acclamation

Trustee Electoral Areas 1–4

3

Elected By Voting

Three seats in Area 5

2026 Election Timeline

Key voting opportunities included in the Board Election Report

October 7

Advance voting

The Royal Canadian Legion

Peace River Regional District Office

October 14

Advance voting

The Royal Canadian Legion

Peace River Regional District Office

October 17

Regular voting

The Royal Canadian Legion

Charlie Lake Hall

Pomeroy Sports Center

Trustees Elected by Acclamation

Trustee Electoral Areas 1–4

AREA 1

Madeleine Lehmann

AREA 2

David Scott-Moncrieff

AREA 3

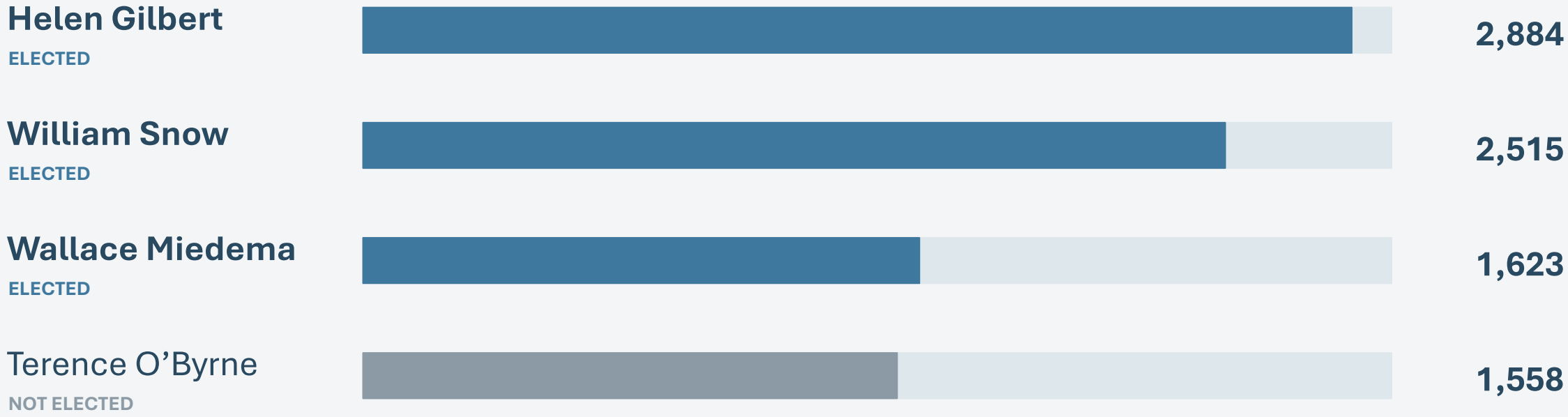
Nicole Gilliss

AREA 4

Ida Campbell

Area 5 Election Results

Four candidates for three trustee positions



65 votes separated third place from fourth place.

The Seven Elected Trustees

Board of Education • 2026 General Local Election

AREAS 1–4

01 Madeleine Lehmann

02 David Scott-Moncrieff

03 Nicole Gilliss

04 Ida Campbell

AREA 5 | THREE SEATS

Helen Gilbert

William Snow

Wallace Miedema

Organizing the 2026 Election

SD60

District Election Administration

Chief Election Officer

Londa Livingstone

Deputy Chief Election Officer

Angela Telford

Key work in 2026

- Learning and executing BC Elections timelines around announcements and deadlines
- Trustee Information Sessions
- Advertising in print or online
- Communication & Planning with Partners
- Ballot planning and preparation
- Coordination of local voting arrangements

2026 Local Election Partnerships

Working together to provide school trustee voting opportunities

CITY OF FORT ST. JOHN

City-administered voting

Electronic Voting Machines

Advance Oct. 7 & 14
Royal Canadian Legion

General Oct. 17
Royal Canadian Legion

PEACE RIVER REGIONAL DISTRICT

School District 60

Trustee Ballots

Advance Oct. 7 & 14
Peace River Regional District Office

General Oct. 17
Pomeroy Sports Centre and Charlie Lake Hall

Thank you to the City of Fort St. John and the Peace River Regional District

for their cooperation and support throughout the 2026 Trustee Election.

Looking Ahead: Public Awareness

Key take-away from the 2026 school trustee election

What we observed

- Many members of the public are unfamiliar with what School Trustees do.
- Candidate information sessions were not well attended.
- Sessions were advertised through schools and social media.

What to explore next time

- Send more trustee-election information through school email channels.
- Explain the role and responsibilities of trustees in plain language.
- Research additional ways to reach and inform the broader community.

Candidate votes by voting opportunity

Candidate	Advance voting Oct. 7 & 14	Pomeroy Sports Centre	Charlie Lake Hall	Royal Canadian Legion	Reported total
Helen Gilbert	1,440	16	34	1,394	**2,884**
William Snow	1,291	18	32	1,174	**2,515**
Wallace Miedema	828	10	14	771	**1,623**
Terence O'Byrne	775	11	27	745	**1,558**

School District No. 60 | Peace River North

2026 GENERAL LOCAL ELECTION

School Trustee Election | Ballot Summary

Trustee Electoral Area 5 • Combined city and SD60 / PRRD reporting

8,320

City ballots cast

4,236 advance / special • 4,084 general

Includes 52 mail ballots

260

SD60 / PRRD ballots cast

98 advance / special • 162 general

Paper ballots at district voting locations

8,580

Total ballots cast*

City 8,320 + SD60 / PRRD 260

Combined reported voting total

53

Spoiled ballots

51 City + 2 SD60 / PRRD

Tracked separately; not deducted from votes cast

SD60 / PRRD • PAPER BALLOT ACCOUNT

3,000	262	260	2	2,738
received	issued	accepted	spoiled	unused

CONGRATULATIONS

To the Newly Acclaimed and Elected School Trustees

School District No. 60 • 2026–2030

Thank you for your commitment to public education.

CUPE BARGAINING

Combined Summary of Changes

2025–2029 Collective Agreement

School District No. 60 and CUPE Local 4653

Agreement term: July 1, 2025 to June 30, 2029

This document summarizes the provincial framework, local bargaining highlights, article changes, appendices, and letters of understanding into one reference.

1. Executive Overview

The District and Union reached a four-year settlement and agreed to recommend adoption of the 2025 Provincial Framework Agreement. The local bargaining was completed in 6 full day sessions, and both District and Union worked towards resolving the many articles put on the table. There were two estoppels served by the District.

This is a four-year agreement, with general wage increases of 3% in each of 2025, 2026, 2027 and 2028, plus retroactive pay for eligible employees.

The District is satisfied with the end results of bargaining and is recommending ratification of the agreement. The District has an understanding with CUPE that they will ratify the agreement.

2. Provincial Framework Agreement: General Highlights

Wage increases: General wage increases of 3% annually for four years (2025, 2026, 2027 and 2028), with retroactive pay for eligible employees.

Service and learning improvements: Additional provincial funding of $7.95 million annually beginning July 1, 2027, and a further $7.95 million annually beginning July 1, 2028, for increased hours, staffing and professional development. Each district is guaranteed at least $30,000 annually from each allocation.

Labour market adjustments: $4.1 million in annual provincial funding beginning July 1, 2026, for recruitment, retention, wage comparability and classification challenges.

Support staff education: Continued annual funding of $2.05 million for professional development, skills training and educational opportunities.

Employee benefits: Additional funding for Long Term Disability and Joint Early Intervention Services, plus $6 million in ongoing annual funding beginning July 1, 2028, for benefit improvements.

Health and safety: Enhanced workplace violence prevention, annual employee communications and access to critical incident supports for work-related traumatic incidents.

Classification system: Continued development of standardized provincial job evaluation and classification system, with participation available to districts and local unions.

Consultation and reporting: Continued annual contracting-out reporting and consultation with local unions about specified child care program developments.

Employee protections: Reinforced provisions concerning unpaid work, critical incident support and compensation during qualifying provincial labour disputes.

3. Local Bargaining Highlights and Allocations

- Casual secondary seniority list for posting into regular positions.
- Combined unpaid union leave for the Union President and Union Secretary-Treasurer, limited to two days per month and 24 days per contract year. This is an increase from 10 days for just the Union President.
- Replacement positions may be posted after three months rather than six months.
- Up to five vacation days may be carried forward by 12-month employees.
- Winter clothing and workwear allowance language added to the Collective Agreement. This was an LOU in the previous round of bargaining.
- Clarified posting and allocation of Lunch Period Monitor hours.
- Commitment to review the Provincial Classification Support System.
- Sick leave aligned with the Employment Standards Act and allocated by calendar year.
- General Housekeeping of collective agreement

Local Table Allocations

- Additional hours per school year for eligible part-time Administrative Assistants in each of 2027–2028 and 2028–2029; this is repurposed funding from the previous round, and the remaining funding went toward the local table allocation.
- Clothing and footwear allowance for Custodians, Bus Monitors and Crossing Guards - LOU for the term of the agreement and next bargaining.
- Dirty Work Premium of $1.00 per hour for specifically assigned qualifying dirty work - LOU for the term of the agreement and next bargaining.
- An additional 15 minutes of paid working time per week for eligible Educational Assistants to complete assignment-related documentation and reporting - LOU for the term of the agreement.
- In Year 2, there is funding for an EA Mentor

4. Article-by-Article Changes

Article 2.01 – Regular and Regular Part-Time Employees

Combined the definitions of regular and regular part-time employees. Employees below regular hours are regular part-time. Article 2.02 is deleted and cross-references are to be updated.

Article 2.04 (b)– Casual Employee

Secondary seniority will be used for posting into regular positions.

Article 2.10 – Replacement Employee

Definition expanded to include employees who post into replacement vacancies under Articles 9.01(d), (e) and (f); the six-month requirement is removed.

Article 3.04 – Management Rights

Wording simplified while confirming the Board's authority remains subject to the Collective Agreement.

Article 5.09 – Leave to Conduct Union Business

Unpaid leave for the Union President and Union Secretary-Treasurer is limited to two days per month and a combined maximum of 24 days per contract year. Former Article 5.13 language moves to Article 5.09(c).

Article 5.12 – Union Conventions and Seminars

Clarifying language; took etc. out of the article.

Article 7.04 – Seniority

Employees moving into a position out-of-bargaining-unit shall retain seniority during probation; the requirement to continue paying union dues is removed.

Article 8.03 – Payment at Layoff

Summer layoff vacation pay will be issued on the regular scheduled pay date in which July 1 falls.

Article 9.01(a) – Job Postings

Clarifying posting will be business days.

Article 9.01(d) – Replacement Positions

Minimum leave period requiring a replacement posting reduced from six months to three months.

Article 9.05 – Trial Period

Trial period for a successful regular employee applicant may be up to 40 shifts worked.

Article 9.10 – Resignation

Uses "employees choosing to resign" instead of "terminating employees.".

Article 10.02 – Day Shifts

Added seven-hour shifts to day shift.

Article 10.07 – Notice of Hours of Work

Clarifying language around the work schedule being regular

Article 12.01 – Statutory Holidays

Updates the reference to the Minister of Education and Child Care.

Article 13.09 – Annual Vacations with Pay

Regular 12-month employees may carry forward up to five days. Supervisors will review and schedule outstanding balances with employees who have unused entitlement by February.

Article 14.01 – Sick Leave for Employees Working Less Than 15 Hours per Week

Removes the automatic medical certificate requirement after more than three days. Reasonably sufficient proof may be required where permitted by the Employment Standards Act.

Article 15.01 – Sick Leave

Increases annual sick leave bank allocation from four to five days, changes administration from contract year to calendar year, and updates the heading to Short Term/Long Term Disability.

Article 15.02 – Short Term and Long Term Disability

Benefit information will be available through provider websites and union bulletin boards. Added consistency in formatting.

Article 17 – Leaves of Absence

Cleaning up and clarifying article. Positions impacted by consecutive leaves will be posted under Articles 9.01(d), (e) and/or (f).

Article 17.01–17.05 – Maternity/Parental Leave

Terminology and gender-neutral language updated and aligned with the BC Employment Standards Act.

Article 17.06 – Benefits/Seniority During Extended Maternity Leave

Employees may continue benefits coverage by paying monthly while on this leave.

Article 17.07 – Short Term Parental Leave

Adds “Short Term” to the title.

Article 17.17(a) – Extended Leave of Absence

Employees may continue benefits coverage by paying monthly while on this leave.

Article 17.20 – Indigenous Cultural Leave Days

Corrects subsection labels (a) and (b), with no substantive language change.

Article 18.07 – Voluntary Registered Retirement Savings Plan

This article is deleted.

Article 21.14 – Winter Clothing/Workwear Allowance

LOU moved into the collective agreement. Provides reimbursement of up to $200 per school year for approved winter clothing or workwear in eligible positions.

Article 23.03 – Discharge and Discipline

Adds the Union’s right to written reports of accusations or complaints that result in discipline or may be used in later proceedings.

Article 26 – Duration and Remuneration

Updates the agreement term to July 1, 2025 through June 30, 2029 and removes an outdated effective-date reference for casual wage appendices.

Adoption of the Provincial Framework

Deletion of date in the Casual Wage Rate

5. Appendices, Classifications and Rate Schedule

Lunch Period Monitors – Clause I: Positions must be posted unless duties are combined with another position. Combined hours may be less than one hour. Available hours are first offered to qualified Educational Assistants at the school by seniority; employees may decline without penalty. If unfilled, the principal may assign duties to ensure supervision.

Transportation Appendix – Clause II: Renames Mechanic – Unlicensed to Trades Worker Without Ticket; changes Working Foreman – Licensed to Working Lead – Licensed; adds Wash Bay Attendant/Shop Labourer.

Overnight School Activity Trips: Meal and accommodation reimbursement will follow Board Policy; outdated amounts are removed.

Transportation Plug-Ins: Retains the $125 annual payment to rural bus drivers and removes outdated review references.

Custodial Appendix – Clause II: Adds the Custodial Working Lead classification.

Rate Schedule: Restores the Lead Premium information to the rate schedule.

General Housekeeping: Replaces Foreman with Working Lead; updates Special Needs Bus Attendant to Diverse Needs Bus Attendant; standardizes Bus Attendant/Playground Monitor; replaces Mechanic Unlicensed with Trades Worker Without Ticket.

6. Letters of Understanding

LOU #3 – Indigenous Student Support Workers

Removes a grandfathered employee reference.

LOU #5 – Clothing Allowance

Up to $200 per school year for Custodians, Bus Monitors and Crossing Guards, subject to receipts and completion of probation. No carryforward. Effective July 1, 2027 until ratification of the next agreement. If not renewed, associated funds remain available for the next bargaining round.

LOU #6 – Dirty Work Premium

$1.00 per hour above regular rate for specifically assigned qualifying dirty work. The former one-hour minimum is removed. Normal classification duties are excluded. Effective July 1, 2027 until ratification of the next agreement; funds remain available for future bargaining if not renewed.

LOU #7 – Housekeeping

Joint post-ratification review of gender-neutral language, spelling and formatting. Changes require mutual agreement and cannot alter meaning, interpretation, application or entitlements.

LOU #8 – Provincial Classification Support System

Continued discussion of possible implementation, including funding, timelines, maintenance and the Local Joint Job Evaluation Committee. Parties will state intentions by December 31, 2027.

LOU #9 – Additional Weekly Paid Time for Educational Assistants

Effective July 1, 2027, EAs may receive 15 additional paid minutes per week for assignment-related documentation and reporting. The time must be worked, scheduled as one continuous block on a day set by the principal. The funds are finite for this and will be reviewed as the year goes on. Funding remains available for future bargaining if the LOU is not renewed.

LOU #10 – Additional Hours for Part-Time Administrative Assistants

Creates 18 additional hours per school year for eligible employees working fewer than seven hours daily in each of 2027–2028 and 2028–2029. Supervisor approval is required before work; priority goes to Clearview, Taylor and Baldonnel. Funding remains available for future bargaining if the LOU is not renewed.

ADMINISTRATIVE PROCEDURE # 108

ENROLMENT PROJECTIONS

BACKGROUND

As the majority of funding is generated by enrolment, close attention to projected enrolment helps to determine the Preliminary Annual Budget and subsequent staffing.

PROCEDURES

1. The Secretary-Treasurer compiles enrolment projections to provide to the Ministry as required and to formulate the Preliminary Annual Budget.

2. Directors of Instruction and District Principals/Vice Principals support the Secretary-Treasurer with projected numbers for areas of responsibility.

3. Principals update the yearly projected enrolment document and student information system as new registrations arrive and enrolment information changes. This will be done on a regular basis.

4. Directors and District Principals/Vice Principals will respond to any queries from the Secretary-Treasurer to support their work around Ministry reporting and annual budget work.

REFERENCES

Resources:

Admin Handbook SharePoint

- Yearly Enrolment Projections by School and District (internal)
- 10-year PSTGI enrolment projections by School, Program, and District (internal)
- Capacity, Classroom Space, Enrollment Document (internal)
- Kindergarten Registration Tracking

Ministry Projections

Population Estimates and Projections for British Columbia – BC Stats

DOCUMENT INFORMATION

Effective Date	2021-06-23	**Date(s) Revised**	2026-10-21
Converted from Policy	N/A	**Related AP/Policy**	N/A

ADMINISTRATIVE PROCEDURE #110

SCHOOL FUNDS ADMINISTRATION

BACKGROUND

Principals shall administer all funds which are collected or disbursed at the school, depositing them in bank accounts designated as Trust Accounts

PROCEDURES

1. All public and non-public funds shall be kept in separate trust accounts.

2. District funds collected by the school and deposited into the trust account must be remittedto the School Board by cheque on a regular basis.3.Each School should be equipped with a safe for the safekeeping of money overnight

3. Banking must be done on a regular basis, in order to avoid keeping large amounts of cash on the school premises

Purpose of Trust Fund

1. Funds are raised primarily through the efforts of students and are to be spent for the benefit of students

Handling of Money:

1. Upon receipt of funds(cash and cheques.) a source document must be created detailing all denominations of the cash as well as a listing of all cheques.
2. This document should be initiated or signed by the receiving office staff member as well as the individual submitting the money indicating the amount has been verified by both.
3. The money should be stored securely immediately and be accounted for in the subsequent deposit.

Record Keeping
Schools will be required to use a district approved program for tracking trust funds.

1. A record of all banks, account numbers, and investments should be available

2. A copy of the signing authorities should be maintained o file

3. Two signatures are required on each cheque, one of which must be the Principal or designate

4. A record of all receipts must be maintained showing date, received from, amount, and reason. This must be balanced to deposits when made.

5. All disbursements shall be clearly documented: substantiated, referenced, and filed.

6. All documents shall lead a clear audit trail.

7. Appropriate records shall be maintained for both accounts receivable and for disbursements. The records shall be kept in a manner which shows clearly that funds are being expended on the projects for which they were received, or paying off obligations such as, supplies for resale.

8. Items reimbursable to or from the Trust must be clearly indicated and followed up.

9. Bank accounts shall be reconciled monthly.

REFERENCES

District Policy:

- 8001.1 Budget Development, Monitoring & Reporting
- 8003 Fundraising – Curricular/Co-Curricular/Extra-Curricular Activities
- 1011 Finance & Audit Committee

DOCUMENT INFORMATION

Effective Date	2026-10-07	**Date(s) Revised**	—
Converted from Policy	N/A	**Related AP/Policy**	1011, 8001.1, 8003

ADMINISTRATIVE PROCEDURE #111

PURCHASING GUIDELINES: Prioritizing District Accounts and Assigned P-Cards

BACKGROUND

This administrative procedure provides consistent purchasing guidance across School District 60. The District seeks to maximize efficiency, protect district resources, and reduce unnecessary administrative workload by using available school or district corporate accounts, vendor trade accounts, and assigned Purchasing Cards (P-Cards) whenever possible. Staff reimbursements remain an appropriate and standard method of payment when corporate purchasing options are not available.

Using established corporate accounts and P-Cards can apply tax adjustments, provide access to negotiated pricing, route invoices directly to Accounts Payable, and generate rewards or rebates that support District programs and resources. Streamlining routine purchases also reduces manual receipt processing and supports timely financial processing across the District.

PROCEDURES

1. **When School/District Corporate Accounts Exist**
   - 1.1. Where an established school or district corporate account or vendor trade account exists, staff shall use that account for approved purchases.
   - 1.2. Examples include school Amazon Business accounts, vendor trade accounts, and established District suppliers.
   - 1.3. Corporate accounts should be used because they may apply tax adjustments automatically, provide access to negotiated pricing, and route invoices directly to Accounts Payable without requiring staff to pay out-of-pocket.

2. **Staff Issued an Individual P-Card**
   - 2.1. Staff who have been issued an individual District P-Card shall use the P-Card for approved business and classroom expenses when an appropriate corporate or trade account is not available, rather than paying personally and requesting reimbursement.
   - 2.2. P-Cards shall not be shared or passed between employees.
   - 2.3. Cardholders are responsible for the security of their assigned card and for transactions made on that card.
   - 2.4. Staff who do not have an assigned P-Card shall not be asked to borrow another employee's card.

3. **Staff Without a P-Card - Reimbursements**
   - 3.1. When a staff member does not have an assigned P-Card and there is no established corporate or trade account for the vendor, a staff reimbursement is the appropriate and expected method of payment.
   - 3.2. Staff shall submit reimbursement requests using standard District procedures and include itemized receipts.

3.3. Staff submitting a reimbursement request shall clearly include their District employe number on the Staff reimbursement Submission Form to support accurate and timely processing.

4. 4. Purchasing Order of Preference

4.1. Before making a purchase, staff shall use the following order of preference:

- Use an available school or District corporate/trade account.
- If no appropriate corporate/trade account is available, use the staff member's assigned District P-Card.
- If no corporate/trade account is available and the staff member does not have an assigned P-Card, pay out-of-pocket and submit a reimbursement request.

5. Administrative and Fiduciary Consideration.

5.1. Using established corporate accounts reduces manual receipt processing for Accounts Payable and supports faster processing and turnaround times across the District.

5.2. Rewards and rebates earned through District corporate accounts and P-Cards are returned to support School District 60 programs and resources.

6. Questions

6.1. Staff with questions about existing trade accounts or purchasing procedures should contact the Finance Department.

Resources:

- Finance & Accounts Payable Department
- District corporate/trade accounts
- Assigned P-Card
- Staff reimbursement processes.

DOCUMENT INFORMATION

Effective Date	2026-10-07	**Date(s) Revised**	—
Converted from Policy	N/A	**Related AP/Policy**	N/A

ADMINISTRATIVE PROCEDURE # 202

COMMUNITY COACHES

BACKGROUND

Schools are strongly encouraged to use teaching and/or support staff members as sponsors for all teams. Where the opportunity exists to use a community coach of proven ability, schools may use a community coach in accordance with these procedures. The sponsoring principal accepts all responsibility for the conduct and actions of the community coach.

PROCEDURES

1. The community coach has an approved Criminal Records Check on file with the District and has provided a current Driver's Abstract;

2. Principals submit the names of proposed community coaches to the Superintendent in writing for approval.

3. The Superintendent brings the names of proposed community coaches to the Board of Trustees at the next regularly scheduled Board Meeting for approval. In exceptional circumstances, the Superintendent may approve the Community Coach prior to Board consideration.

4. The Superintendent will notify the school principal of approval. Community Coaches cannot start in the coaching role until approved.

5. The sponsoring principal has provided the community coach with a copy of the Coaches Code of Conduct as printed by B.C. School Sports.

6. The sponsoring principal must ensure that the community coach is aware of:

    6.1. Safety rules;

    6.2. Student medical situations, including authority to administer medications

REFERENCES

Resources: Coaches Code of Conduct

DOCUMENT INFORMATION

Effective Date	2021-02-16	**Date(s) Revised**	2021-06-21, 2026-10-21
Converted from Policy	N/A	**Related AP/Policy**	Policy 3001

ADMINISTRATIVE PROCEDURE #406

BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN (BASC) PROCESS

BACKGROUND

The Behavior Assessment System for Children (BASC) is used to support decision-making for H Designation (Intensive Behaviour Interventions or Serious Mental Illness) by providing standardized information about a student's social-emotional, behavioral, and adaptive functioning in an educational setting.

It is a comprehensive set of rating scales and forms used by professionals to evaluate the behavior and emotional functioning of children and adolescents aged 2 to 21. The system helps identify and address behavioral and emotional problems and can be used to monitor progress on intervention plans.

The BASC is not simply a compliance requirement; its true value is in how the information informs meaningful support for students.

PROCEDURES

The BASC process is intended to provide meaningful information that informs student support and planning. The following requirements apply:

User Qualifications

1. Use of the BASC-3 requires graduate-level training in psychology and supervised experience in administering, scoring, and interpreting behavior and personality rating scales. With appropriate training and supervision, administration and scoring may be completed by clerical staff. Use with specialized populations requires relevant additional training and experience (Behavior Assessment System for Children/Third Edition).

When a BASC is Considered

1. A BASC may be administered when:
    a. A student presents significant behavioral and/or emotional needs aligned with H Designation criteria
    b. The school-based team, following the District BASC process, determines additional standardized data is required.
    c. This decision should be collaborative and grounded in existing school-based evidence, including observations, interventions, and data.

Timeline

1. Once the decision to administer a BASC is made, schools have up to three (3) months to complete and submit the BASC package to the District Screening Committee. This timeline is intentional to:
    a. Reduce September pressure related to 1701 funding;
    b. Allow time for routines and relationships to be established; and
    c. Support accurate interpretation of data.

Administrator Responsibilities

1. Administrators are responsible for ensuring that:
    a. The BASC is completed within the approved District process;
    b. Results are reviewed collaboratively with the school-based team;

c. Findings are interpreted in context, including environment, relationships, and lived experience; and
d. BASC data is clearly linked to supports, strategies, and planning.

Using BASC Data Effectively

1. BASC data should be used to:
    a. Identify strengths, risk factors, and skill gaps
    b. Inform targeted, evidence-based interventions
    c. Support trauma-informed and SEL-aligned practices
    d. Monitor progress and adjust supports over time.

Completing a BASC without integrating the findings into student planning undermines its intent. The value of the BASC lies in how the data is used to support the student.

SD60 BASC PROCESS

The following process outlines the steps, lead responsibility, and required forms/documentation.

Steps	Lead	Forms/Documentation
School Based Team (SBT) - Referral - Review • Evidence of prior contact/conversation with parents/guardians • Meets criteria for H designation • History evidence of layered support and intervention	School Based Team	SBT notes/SEL referral
Parent contact - school based - to front load Counsellor contact	School based Case Manager	
Parent consent and understanding • Conversation outlining process & purpose • Summary Letter and Signed Consent form sent home • Inform Case Manager of progress	Counsellor	Summary Letter Signed Consent form
BASC-3 links sent to appropriate people *Note: teachers must have 4 weeks of daily contact or 6-8 weeks of regular contact to qualify as a reporter*.	Counsellor	
Feedback on the assessment • Scheduled meeting with Parents/Guardians • Scheduled feedback to the Case Manager and Team • Consultation on meaningful support plan, goals, strategies, behaviour support	Counsellor	BASC-3 report
IEP meeting • Consultation on Goals & supports	Case Worker / Counsellor	
File BASC and report in Confidential folder	Counsellor	

DEFINITIONS

- BASC - Behavior Assessment System for Children.
- BASC-3 - Behavior Assessment System for Children, Third Edition.
- SBT - School Based Team.
- H Designation - Intensive Behaviour Interventions or Serious Mental Illness designation referenced in the District BASC process for students presenting with significant behavioral and/or emotional needs.
- SEL - Social-emotional learning.
- IEP - Individual Education Plan.

REFERENCES

Resources

- Pearson Clinical Canada - Behavior Assessment System for Children, Third Edition (BASC-3)
- SD60 BASC Process document

Provincial Legislation / Orders - N/A

District Policy - N/A

Contract - N/A

DOCUMENT INFORMATION

Effective Date	2025-12-03	**Date(s) Revised**	2026-01-30; 2026-10-14
Converted from Policy	N/A	**Related AP/Policy**	N/A

ADMINISTRATIVE PROCEDURE #407

BELL SCHEDULES

BACKGROUND

Bell schedules are required to demonstrate that each school meets the minimum hours of instruction established by the School Calendar Regulation. Bell schedules must clearly identify the start and end of the school day, as well as scheduled breaks.

PROCEDURES

1. Each April, the Executive Assistant supporting the Director of Instruction responsible for the school calendar sends an email to all Principals to begin planning bell schedules for the upcoming school year.
   1.1. Principals need to consider possible impacts to transportation schedules when adjusting start or end times. Principals should consult with the transportation department and/or Superintendent, or designate, as necessary.
   1.2. Elementary Principals must also be mindful of the collective agreement language outlined in article B.2 regarding assignment rations for Temporary Teacher on Call.
2. The annual communication includes the applicable Ministry requirements and guidelines for the upcoming school year.
3. Principals review the current year bell schedule and make any adjustments required to meet Ministry instructional time requirements.
4. Bell schedules must clearly identify the start and end of the instructional day and all scheduled breaks.
5. Principals submit the proposed bell schedule to the Executive Assistant for review to ensure compliance with the applicable requirements.
6. Bell schedules will be made public by the school.

REFERENCES

Resources:

- Bell Schedules Memo

Provincial Legislation / Orders:

- School Calendar Regulation
  https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_31412.pdf

Contract:

- PRNTA – Article D.26 Definition of Work Year
- PRNTA – Article B.2 TTOC Pay and Benefits

DOCUMENT INFORMATION

Effective Date	2020-11-26	**Date(s) Revised**	2026-10-07
Converted from Policy	N/A	**Related AP/Policy**	N/A

ADMINISTRATIVE PROCEDURE #408

ASSEMBLIES

BACKGROUND

Assemblies are an important part of positive school culture and curricular instruction. Schools are required to hold a Remembrance Day ceremony on the school day immediately preceding November 11.

PROCEDURES

Under the School Regulation, principals are responsible for establishing a program of school assemblies. Schools are required to:

- Establish a program of assemblies.
- Ensure assemblies are held at least three times per year, including on the school day immediately preceding Remembrance Day.
- Ensure that the Canadian national anthem is sung at each school assembly.
- Ensure that the Canadian flag and the British Columbia flag are displayed at each school while it is in session.

REFERENCES

Resources:

- Lyrics and Recordings of O Canada - https://www.canada.ca/en/canadian-heritage/services/anthems-canada.html
- Flags are available through Facilities via a Help Desk work order.

Provincial Legislation / Orders: B.C.

- School Regulation - Powers and duties of principals, vice principals or directors of instruction - sections 5(10), 5(11), and 5(12). https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_26589.pdf

DOCUMENT INFORMATION

Effective Date	2020-09-24	**Last Revised**	—
Converted from Policy	N/A	**Related AP/Policy**	N/A

ADMINISTRATIVE PROCEDURE #413

Reviewing School Frameworks – Criteria (FESL)

BACKGROUND

The Framework for Enhancing Student Learning (FESL) at the District and School levels are foundational documents to support system improvement. They recognize strengths, and areas of growth for our learning communities. They use quantitative and qualitative data to tell the learning story including where we are at, where we want to get to, and how we will get there. The FESL speaks to the needs of identifiable groups and strategies used to support continuing improvement and closing gaps.

PROCEDURES

1. Superintendent – sets criteria for FESL at District and Schools.

2. Principals and Vice-Principals – maintain a yearly FESL and present to the Board on a cycle.

Reviewing Frameworks and Presentation

1. FESL reports are due by October 31st each year

2. A school context - numbers, staffing, characteristics

3. An achievement dashboard that contains school, district and provincial learning evidence - where applicable

4. An analysis or reference to evidence that stands out - both positive and negative

5. The goals are aligned with the learning evidence

6. The goals are few, and specific vs generic

7. The 3 areas are represented: Intellectual, Human Development, Careers.

8. The strategies are specific and assigned

9. There are reasonable targets

10. Resource allocations are aligned with the goals/strategies

11. Strengths/Celebrations

FESL Presentation Guidelines

A public 15-minute presentation with a maximum of 10 slides with follow up questions from Trustees and staff. The Trustees will be given your Framework document in advance. The presentation should clearly respond to the following questions:

1. Planning Day - What was the shape and outcome of the day? How were parents engaged?

2. What current/recent learning evidence are (will you be) you reviewing and presenting? What have you noticed (positive and worrisome)- either last year or this year? What are your reflections/analysis of the data? Attention should be made to masking of data for privacy.

3. What are your Framework goals? How do they link to the learning evidence and align with the District FESL and the Board Strategic Plan? How are you paying particular attention to success for your Indigenous students, students with diverse abilities, and children and youth in care (where applicable)?

4. Learning Support Fund - Given the learning evidence as well as individual and class needs (ie. Class reviews, IEPs, etc.), what are the key targets of your allocation this year? How does it encompass learning interventions for ALL students and consider the strengths/needs of your staff? What key strategies will be utilized?

5. What are you celebrating?

6. How is your FESL being communicated to your school community?

REFERENCES

Resources:

- Framework for Enhancing Student Learning – BC Ministry of Education and Child Care.
- https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/enhancing-student-learning

Provincial Legislation / Orders:

- M302/20
  - https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m302-20.pdf

DOCUMENT INFORMATION

Effective Date	2024-08-20	**Date(s) Revised**	2026-10-28
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ADMINISTRATIVE PROCEDURE #414

Field Trip and Travel Out-of-District Planning

BACKGROUND

School-sponsored field trips and travel provide valuable educational and extracurricular opportunities for students. Out-of-district field trips and sports trips require appropriate approval, planning, supervision, transportation, and safety arrangements.

PROCEDURES

Annual Out-of-District Travel Planning

1. The Executive Assistant to the Superintendent will distribute the annual Out-of-District Trip Planner to Principals in late August or early September.

2. Principals will advise staff that anticipated out-of-district field trips and sports travel must be submitted to the Principal and included on the annual planner.

3. Completed planners are returned to the Executive Assistant to the Superintendent for submission to the Superintendent and Board for approval.

Additional Travel Requests

1. Travel not identified on the annual planner by the end of September, or identified later at the beginning of a sports season, must receive approval from the Superintendent/designate prior to the event.

2. One-day travel during school time requires Principal approval only unless it is a “high risk activity” (see below for more details). The Principal must be satisfied that the trip has educational value and that appropriate supervision, transportation, and safety arrangements are in place.

Principal and Administrative Responsibilities

1. Principals are responsible for ensuring appropriate planning, supervision, transportation, safety arrangements, and funding are in place before travel occurs.

2. Administrative officers will facilitate and coordinate travel among schools where appropriate.

3. Travel itineraries and modes of transportation must be approved by the appropriate authority before departure.

Travel and Safety Requirements

1. Travel must comply with applicable Hours of Service requirements under the National Safety Code and be scheduled to allow for safe and reasonable arrival.

2. A list of passenger medical and emergency contact information must accompany the travelling group, with a copy retained at the school.

3. A signed parent/guardian Consent Form must be received before a student participates.

4. Changes required during a trip because of weather, road conditions, delays, or other unforeseen circumstances require administrative approval when reasonably possible.

Funding

1. Each school's travel account, whether funded by the District or locally raised funds, may be used to support approved student travel, including accommodations, and reasonable travel-related expenses for coaches and supervisors.

High-Risk Activities

1. High-risk activities are those with a greater potential for serious consequences. Examples include skiing, scuba diving, river canoeing/kayaking, rock climbing, and winter camping.

2. A High Risk Consent and Waiver Form must be completed before participation.

3. Information provided to parents/guardians must include:
    a. required skills or competencies
    b. required training and safety equipment
    c. the level of supervision that will be provided
    d. a summary of applicable risks
    e. expected rules of conduct
    f. transportation arrangements; and
    g. details of the parent/student orientation or consultation, which must occur at least two weeks before the activity.

Supervision and Student Readiness

1. Supervision must reflect the standard of a reasonable and prudent parent with equivalent knowledge and must be assessed according to the activity.

2. If adequate supervision cannot be provided, the trip must be cancelled or postponed.

3. The experience and qualifications of supervisors must be considered. Activities such as back-country skiing, canoeing, and scuba diving may require specially certified supervisors.

4. Student skill and ability levels must be assessed. Parents/guardians must be informed of any preliminary skill assessment. Instruction for beginner or novice participants must be provided where required.

Risk Management

1. Supervisors must consider site-specific risks, restricted areas, emergency procedures, weather, road and travel conditions, and required safety equipment before and during each trip.

2. Students must be informed of rules relating to prohibited or restricted areas. Staff, supervisors, and volunteers must understand their roles and responsibilities for the activity to ensure safety.

3. Supervisors must ensure the use of appropriate safety equipment if the activity warrants it for students, staff and volunteers.

Alternative Assessment

1. Where participation in a high-risk activity forms part of an assessment for grading purposes, an alternative assessment must be available to students who choose not to participate.

REFERENCES

Resources:

- High Risk Field Trip Form

District Policy: 2005 Curricular / co-curricular / extra-curricular activities

DOCUMENT INFORMATION

Effective Date	2021-06-23	**Date(s) Revised**	2022-01-19, 2026-10-28
Converted from Policy	N/A	**Related AP/Policy**	Policy 2005