

COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, January 8, 2025
School Board Office

AGENDA

1. APPROVAL OF AGENDA

MOTION: “THAT the Committee of the Whole Meeting Agenda of January 8, 2025, be adopted as circulated.”

2. STANDING COMMITTEES

2.a) Finance and Facilities

2.a.i) Fiscal Accountability Report

2.a.ii) Mid Level Connector Project

2.b) Education and Strategic Planning

2.b.i) Sustainability Program Review – Level 2 Report

- Appendix A: Sustainability Program PowerPoint Presentation

- Appendix B: Administrative Procedure 280 – Program Evaluations

2.b.ii) Proposals for Substantive Changes – N/A

2.c) Audit

2.c.i) N/A

2.d) Policy Development

2.d.i) Trustee Remuneration

2.d.ii) Review and Revisions of Policies and Administrative Procedures

- Appendix A: Policy 1 – Foundational Statements

- Appendix B: Policy 2 – Role of the Board

- Appendix C: Policy 2 – Appendix A – Board Work Plan

- Appendix D: Policy 3 – Role of the Trustee

- Appendix E: Policy 7 – Appendix – Trustee Election Bylaw

- Appendix F: Policy 9 – Board Representatives

- Appendix G: Administrative Procedure 155 Event Protocol

- Appendix H: Administrative Procedure 164 School Nutrition Programs

3. OTHER INFORMATION

3.a) Statement of Financial Disclosure Reminder – To be Remitted by January 15, 2025

4. ADJOURNMENT

MOTION: “THAT the Committee of the Whole Meeting of January 8, 2025, be adjourned.”

**REPORT TO TRUSTEES
FOR THE PERIOD ENDING: December 31, 2024**

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	11,866,932	0	11,866,932	27,333,263	15,466,331	57
200 Employee Benefits And Allowances	2,588,239	0	2,588,239	6,175,987	3,587,748	58
300 Services Purchased	1,595,253	34,388	1,629,641	3,553,896	1,924,255	54
500 Supplies And Materials	821,660	0	821,660	2,320,657	1,498,997	65
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Total For INSTRUCTION	16,872,084	34,388	16,906,472	39,383,803	22,477,331	57
DISTRICT ADMINISTRATION						
100 Salaries	838,698	0	838,698	1,639,336	800,638	49
200 Employee Benefits And Allowances	142,382	0	142,382	353,276	210,894	60
300 Services Purchased	288,608	0	288,608	395,550	106,942	27
500 Supplies And Materials	9,078	0	9,078	38,582	29,504	76
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Total For DISTRICT ADMINISTRATION	1,278,766	0	1,278,766	2,426,744	1,147,978	47
OPERATIONS AND MAINTENANCE						
100 Salaries	881,782	0	881,782	1,941,693	1,059,911	55
200 Employee Benefits And Allowances	181,309	0	181,309	425,386	244,077	57
300 Services Purchased	412,883	0	412,883	1,012,500	599,617	59
500 Supplies And Materials	446,627	0	446,627	1,146,001	699,374	61
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Total For OPERATIONS AND MAINTENANCE	1,922,601	0	1,922,601	4,525,580	2,602,979	58
TRANSPORTATION & HOUSING						
100 Salaries	308,615	0	308,615	673,091	364,476	54
200 Employee Benefits And Allowances	71,315	0	71,315	151,399	80,084	53
300 Services Purchased	52,214	0	52,214	104,500	52,286	50
500 Supplies And Materials	136,561	0	136,561	382,500	245,939	64
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Total For TRANSPORTATION & HOUSING	568,705	0	568,705	1,311,490	742,785	57
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Grand Total	20,642,156	34,388	20,676,544	47,647,617	26,971,073	57

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: December 31, 2023

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	11,291,489	0	11,291,489	26,736,501	15,445,012	58
200 Employee Benefits And Allowances	2,325,956	0	2,325,956	5,973,340	3,647,384	61
300 Services Purchased	1,487,030	2,288	1,489,318	3,399,700	1,910,382	56
500 Supplies And Materials	1,079,092	0	1,079,092	2,372,876	1,293,784	55
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Total For INSTRUCTION	16,183,567	2,288	16,185,855	38,482,417	22,296,562	58
DISTRICT ADMINISTRATION						
100 Salaries	708,374	0	708,374	1,437,924	729,550	51
200 Employee Benefits And Allowances	119,815	0	119,815	307,334	187,519	61
300 Services Purchased	222,754	0	222,754	427,550	204,796	48
500 Supplies And Materials	14,351	0	14,351	45,959	31,608	69
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Total For DISTRICT ADMINISTRATION	1,065,294	0	1,065,294	2,218,767	1,153,473	52
OPERATIONS AND MAINTENANCE						
100 Salaries	744,213	0	744,213	1,852,576	1,108,363	60
200 Employee Benefits And Allowances	147,002	0	147,002	403,341	256,339	64
300 Services Purchased	563,917	0	563,917	1,014,254	450,337	44
500 Supplies And Materials	452,105	0	452,105	1,163,802	711,697	61
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Total For OPERATIONS AND MAINTENANCE	1,907,237	0	1,907,237	4,433,973	2,526,736	57
TRANSPORTATION & HOUSING						
100 Salaries	320,614	0	320,614	659,709	339,095	51
200 Employee Benefits And Allowances	72,202	0	72,202	148,172	75,970	51
300 Services Purchased	46,147	0	46,147	109,500	63,353	58
500 Supplies And Materials	202,395	0	202,395	362,500	160,105	44
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Total For TRANSPORTATION & HOUSING	641,358	0	641,358	1,279,881	638,523	50
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Grand Total	19,797,456	2,288	19,799,744	46,415,038	26,615,294	57



City of Powell River
Mid Level Connector Project
Brooks Secondary School Section

75% Design Report

December, 2024



Integrated Expertise. Locally Delivered.



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STOP

Forest St



ONE WAY

1. Project Background

1.1. Project and Site Location

The project includes a new gravel and asphalt multi-use pathway, as well as associated modifications to accommodate the proposed pathway through the Brooks Secondary School parking lot, on the edge of the Townsite neighbourhood in the City of Powell River.

1.2. Project Connectivity

The project will connect with the current Mid Level Connector Project that runs along the power line trail to town centre destinations on Joyce Avenue.

At the north of the project, this pathway will connect to Hemlock Street, a block north of the Maple Avenue neighbourhood bikeway. Note that the scope of work excludes any upgrades to Hemlock Street or active transportation connection to Maple Avenue.

1.3. This Report

The purpose of this phase of the project is to provide a 75% conceptual design of which this report documents the design criteria and decision process for, receive comments from City staff (if any), and if necessary revise the design to a 100% concept design to inform planning and future detailed design.

The project includes a detailed topographic survey to serve as the base plan and a geotechnical study to review any risks related to slopes in the project area.

2. Existing Conditions

There a number of important constraints that must be considered during the development of the pathway design. These are highlighted through photographs and descriptions on the following pages.



2.1. Slopes and Walls

1. Slope and large retaining wall on the eastern boundary of the school.
2. Slope on the western side of the sports fields.
3. Slope on the west side of the existing gravel pathway between the sports fields and the school.
4. Slope on the west side of the existing parking lot and asphalt pathway.
5. Slope and retaining walls on the east side of the sports fields; considered during initial project discussions as a possible alternate route for the pathway.
6. Connection from southern project extents to the sports fields.



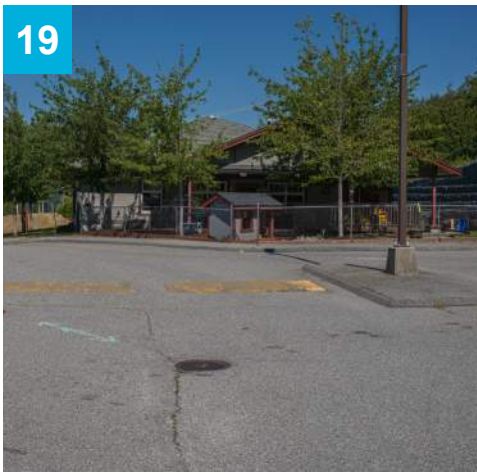
2.2. Parking Lot

7. The parking lot generally has two rows of parking stalls oriented at 90 degrees to the drive aisle, which varies in width.
8. One parking space at the north end of the parking lot appears to be utilized for waste disposal or storage of some sort in the container shown.
9. At the entry to the parking lot, there is a daycare facility on the west side of the entry road. A pullout area is hatched out and faded crosswalk markings are evident on the road.
10. There are speed humps (or cushions) painted yellow to slow vehicles down entering the parking lot. The north end of the parking lot is wider than the south end.
11. Gates restrict access to the sports field while allowing emergency vehicles through if needed at the south end of the parking lot.
12. Gates can restrict access to the south east parking area, but were open during the site visit.



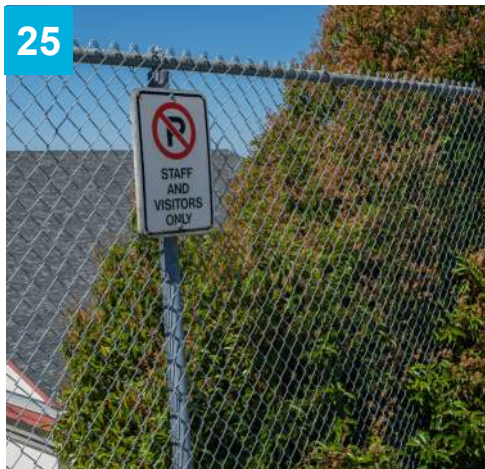
2.3. Existing Pathway

13. Existing Mid Level Connector trail through the forest south of the secondary school property.
14. Slope descending from the existing trail to the southern project extents and base of the sports field.
15. The soft sand trail along the western edge of the sports field is the ideal route for the proposed pathway.
16. The sand trail changes to gravel as it passes the sports field and descends a slope toward the southern end of the parking lot.
17. An asphalt pathway begins north of the gravel pathway and continues further north along the edge of the parking lot.
18. Vehicles are prevented from overhanging the existing pathway by parking curbs. Street lights are located within the existing narrow pathway. It is also constrained to the east by the fence at the top of the embankment.



2.4. Car Park Entrance and Hemlock Street

19. There is a streetlight in the centre of the drive aisle at the north end of the parking lot with speed humps adjacent to it.
20. There are another set of speed humps part way down the approach to Hemlock Street that is marked as two way with white arrows.
21. The existing asphalt pathway continues to Hemlock Street but does not connect well to other active transportation facilities.
22. The exit from the parking lot is stop controlled. There is no sidewalk on the east side of the entrance, but a grass bank that may require some regrading if the entrance is adjusted.
23. The parking lot entrance somewhat aligns with Willow Avenue, but the geometry is skewed.
24. Hemlock Street has no facilities for people walking or cycling, and these are not included in this scope of work.



2.5. Other Elements for Consideration

25. The school parking spaces are designated for staff and visitor parking.
26. During the site visit, construction on a new bicycle shed was in progress. This may impact the proposed design and adjustments to the parking lot layout may be necessary.
27. There is a utility pole within the grass area east of the parking lot.
28. There are lawn basins in the grass area east of the parking lot.
29. There are other pipes or vents in the grass area east of the parking lot.
30. There is also a utility pole on the west side of the parking lot, adjacent to the existing pathway and south of the crosswalk to the daycare.

3. Design Solution

3.1. Design Rationale

Table 3.1 outlines the design rationale for all elements of the design. The intent is that this table will provide a transparent record of design decisions supporting the final deliverable.

Table 3.1: Concept Design Rationale

Design Element	75% Concept Design (This Submission)	100% Concept Design (if necessary)
Pathway design	The designs proposes a 3.0m wide gravel pathway between the Mid Level Connector project and the existing paved pathway, a widened asphalt pathway through the parking lot. The pathway design for the gravel section is designed to include a minimum 1.0m horizontal clearance from the top of the adjacent embankment, per the recommendation of the attached geotechnical report.	Updated as needed in next submission.
Street lighting	The three existing streetlights located in the existing pathway will be relocated into the proposed boulevard, east of the proposed pathway, to avoid obstruction.	Updated as needed in next submission.
Parking stalls	Today, there are 23 parking stalls on the west side of the parking lot and 19 on the east side. The proposed design includes 24 parking stalls on the west side and retains all stalls on the east side. Some stalls are adjusted to be angled, requiring drivers to use the south end of the parking lot to turn after backing out, or prior to backing in.	Updated as needed in next submission.
Turning Paths	ISL successfully tested a light single unit (LSU) vehicle (i.e., Purolator van) making a three point turn at the south end of the parking lot.	Updated as needed in next submission.



Table 3.1: 75% Concept Design Rationale (Continued)

Design Element	75% Concept Design (This Submission)	100% Concept Design (if necessary)
Parking lot aisle	<p>In lieu of City guidance on parking lot dimensions, the proposed aisle widths conform to the City of Vancouver Parking Bylaw Design Supplement.</p> <p>Near the south end of the parking lot, an approximate 15m long pinch-point is proposed to enable maximized parking while also providing an improved pathway design. Due to the constrained aisle width, single-lane, alternating traffic will be necessary at this location.</p>	
Intersections	Hemlock and Willow is retained as a 2-way stop; however, a 4-way stop may be considered to improve safety for people walking or riding to and from the improved pathway.	Updated as needed in next submission.
New curb and gutter	New asphalt curb and gutter will be included along the east edge of the pathway as well as the east edge of the parking lot's entrance.	Updated as needed in next submission.
Pavement markings	New crosswalk, crossride, and parking stall markings will be necessary.	Updated as needed in next submission.
Crosswalks	<p>Raised crosswalks are proposed at (1) between the pathway and the daycare, replacing the existing speed humps, and (2) near where the path transitions from asphalt to gravel.</p> <p>A new crossing facility is also proposed to the bicycle shed currently under construction.</p>	Updated as needed in next submission.
Emergency Access	The existing emergency access gates will be maintained. Detailed design will confirm whether the western gate requires slight relocation.	Updated as needed in next submission.
Paving	In addition to the pathway paving, the entrance roadway requires new road structure where it is widened to the east. Paving is also added on the northwest corner of the Hemlock and Willow intersection to provide a landing area for the connecting crosswalks.	Updated as needed in next submission.



Table 3.1: 75% Concept Design Rationale (Continued)

Design Element	75% Concept Design (This Submission)	100% Concept Design (if necessary)
Drainage	There are existing lawn basins to the east of the parking lot as well as a catch basin in the reverse crown of the parking lot. The design is not anticipated to affect drainage patterns. Minor drainage works may be considered in detailed design, however, to retain existing drainage patterns near the proposed raised crosswalks.	Updated as needed in next submission.
Structures	There is an existing B.C. Hydro kiosk and new bicycle shed within the study area. It is not anticipated that these will be impacted by the design.	Updated as needed in next submission.
Geotechnical review of slopewestofsportsfield	The geotechnical report (Appendix A) states that the slope west of the sports field is capable of providing stable, long term support to the proposed pathway structure. It provides design recommendations to mitigate the risk of undermining.	Updated as needed in next submission.
Geotechnical review of east boundary wall and slope	The geotechnical report (Appendix A) notes that permanent slope excavation is geotechnically feasible and expect that it can be completed safely with no reduction of support to the existing retaining wall. If pursued, detailed plans should be reviewed with a qualified geotechnical engineer.	Updated as needed in next submission.
Overhead utilities	There are two utility poles at the edge of the parking lot on both the east and west sides. It is not anticipated that these will be relocated as part of the project.	Updated as needed in next submission.
Underground utilities	There are existing sanitary gravity main and water main that extend through the study area. Impacts to existing features such as hydrants have been avoided; however, at least one manhole is anticipated to require raising to the elevation of the proposed pathway.	Updated as needed in next submission.



3.2. Design Drawings

The 75% Concept Design drawings are included in Appendix B to this report.

3.3. Design Cost Estimate

ISL prepared a Class 'D' cost estimate (40%-50%) defined by Engineers and Geoscientists British Columbia (EGBC). It represents the summation of all identifiable project elemental costs and is used for program planning, to establish a more specific definition of client needs and to obtain preliminary project approval. The Class 'D' cost estimate is **\$545,120**, inclusive of contingency. A detailed breakdown is provided in Appendix C.

4. Next Steps

If necessary based on City feedback, the conceptual design will be revised to a 100% concept design and this report will be updated to document these changes.

Following conceptual design, it will be necessary to undertake detailed design to confirm grading, as well as section and profile details.

We also recommend considering upgrades to Hemlock Street to connect the Maple Avenue Neighbourhood Bikeway to the proposed multi-use pathway. This could involve an extension of the multi-use pathway toward Maple Avenue, or given the grades and higher speed differentials they cause, providing instead separate sidewalk and bike lanes.





A

Geotechnical Report



Proposed Multi-Use Pathway

5400 Marine Avenue – Powell River, BC

Prepared for: **ISL Engineering & Land Services**
1051 Vancouver Street
Victoria, BC V8V 3K3

Scott McDonald
smacdona@islengineering.com

Prepared by: **Ryzuk Geotechnical Ltd.**
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Neil Klassen P.Eng.
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- 4. FILL SLOPE AND PATHWAY STABILITY CONSIDERATIONS..... 2
- 5. RETAINING WALL EXCAVATION AND STABILITY 3
- 6. CLOSURE..... 4

1. INTRODUCTION

As requested, we attended the above referenced site on October 7, 2024, to complete a geotechnical assessment of the proposed site as such relates to the proposed development. We have been consulted to provide our professional considerations and recommendations regarding the stability of the proposed trail alignment, and for a proposed excavation adjacent to an existing retaining wall on site. Our associated observations, comments, conclusions, and recommendations are summarized herein. Our work has been completed in accordance with, and is subject to, our previously accepted proposal of July 4, 2024.

2. PROPOSED DEVELOPMENT & PROJECT SITE

Based on recent correspondence, we understand that the City of Powell River is proposing the construction of a multi-use pathway that will connect the Westview and Historic Districts of the city. The primary function of the pathway is to provide cyclists with a direct route between the neighbourhoods. The preliminary pathway design would lead from the Powell River Recreation Complex, through Millenium Park, and terminate at the Maple Avenue neighbourhood bikeway.

As requested, our geotechnical assessment has been limited to only the sections of pathway within two areas of the Brooks Secondary School grounds. The grounds are located within a rectangular shaped parcel, generally bounded to the northwest by Hemlock Street, to the northeast by single family residential lots, to the southwest by Millenium Park and trail system, and to the southeast by Marine Avenue.

The subject site is host to the Brooks Secondary School Building, as well as an early learning centre building, two asphalt parking lots, a turf field and a grassy sports field. The subject section of pathway alignment would extend west from the Millenium Park trail network at the west property boundary and continue along the south side of the existing turf field, past the upper parking lot and onwards to Maple Avenue.

The scope of our geotechnical assessment has been limited to specific considerations requested by the client. The issues identified by the client are as follows:

1. Confirm whether a local section of pathway along an existing fill slope will be capable of supporting the increased loadings associated with the pathway construction and use.
2. Assess the safe excavation and regrading of a section of slope below an existing retaining wall on site, should it be required to extend an existing parking lot.

An aerial view of the project site and the highlighted areas of interest specified by the client are shown on attached Figure 1 for reference.

3. SITE TOPOGRAPHY

The site topography generally slopes down from the northeast and has been partitioned into a series of benches spread across the overall terrain expression. Based on our review of The City of Powell River Interactive Map contour data, we understand the site exhibits a total vertical relief of 29 m between the northeast and southwest property lines. The surrounding terrain contours suggest that prior to development the property sloped approximately 8° to 12° to the southwest.

The turf field about which our review was centred, is located within the east corner of the property and has been constructed along the side of the sloping terrain. The southwest side of the field is raised above the slope profile and has been built-up through the placement of fill, while the northeast side is recessed within the natural slope profile. The grade difference along the northeast is supported by a lock block retaining wall and steepened slope inclines. Additionally, the yards of the neighbouring properties to the northeast have been built up with fill and supported with a retaining wall that spans most of the northeast property boundary, including above the upper asphalt parking lot.

4. FILL SLOPE AND PATHWAY STABILITY CONSIDERATIONS

The south fill slope is approximately 14 m in height and declines at approximately 2H:1V (Horizontal to Vertical), or approximately 27° from horizontal to the southwest, with steeper and flatter inclinations present locally. A profile view of the slope surface and a view of the proposed pathway location along the crest of the slope are shown on the attached Site Photographs 1 and 2, respectively. During our site reconnaissance, we observed the fill soil consistency where such was exposed within local pathway and road cuts along the slope face. The exposed fill soil consisted of clean light brown gravelly sand with trace to some cobble content, as shown in Photograph 3. Investigative probing of such using a steel hand probe indicated the exposed soils were generally compact; however, we expect soil density increases with depth into the slope.

Based on our review of the Surficial Geology Powell River Area quaternary soil map by the Province of British Columbia Ministry of Mines and Petroleum Resources, we understand the native soil conditions of the area consist of Glacio-Marine deposits belonging to the Capilano Sediment group. In this area, these Glacio-Marine deposits generally consist of clean sand and gravel that had been deposited from glacial meltwater. We expect that the observed slope fill is native site sourced soil that has been reworked to construct the turf field.

We estimate the observed gravelly sand to have an effective internal friction angle of approximately 35° from horizontal, which is greater than the observed average slope inclination of 27°. Accordingly, we do not consider the slope to be at risk of any long term slope creep or deformation. Additionally, we do not consider the slope to be at risk of any significant global or localized land slide hazard in static conditions and when subject to a seismic event with a 2% probability of exceedance in 50 years.

We consider the observed sand and gravel to be capable of providing stable, long term support to the proposed pathway structure and asphalt surfacing. However, we note that where the gravelly sand is exposed (i.e. not vegetated), such may be at risk of surficial ravelling during precipitation events or when subjected to pedestrian traffic. We recommend that the proposed asphalt surface be constructed at least 1 m from the crest of the slope to avoid undermining/loss of support from soil ravelling. To resist ravelling of the slope crest, the pathway shoulder should be capped with 150 mm of 19 mm minus crushed rock, compacted to at least 95% of the Standard Proctor Maximum Dry Density (SPMDD). Additionally, we recommend that any exposed slope surfaces be vegetated with native plant species to protect the surface from erosion and ravelling.

5. RETAINING WALL EXCAVATION AND STABILITY

We understand that it is being considered to extend the existing parking lot northeast towards the existing slope and retaining wall, in order to make space for the proposed pathway alignment. This extension of the parking lot would require excavation within the existing slope configuration at the base of the retaining wall. The location of the proposed parking lot extension is shown on Photograph 4.

The retaining wall ranges in height from approximately 2 m to 10 m, with an approximate wall batter of 9° from vertical. The exposed base wall elevation ranges from level with the west side of the parking lot, to several metres above the centre and east sides of the parking asphalt. In this area, the base of the wall climbs the side of a moderately inclined slope with an approximate maximum slope height of 3 m. The slope features a maximum slope inclination of 2H:1V (27° from horizontal). The slope surface is covered with a grass lawn obscuring any view of the soil conditions. Investigative probing using a steel hand probe indicated that approximately 0.6 m of compact soil, likely fill, overlies a dense soil stratum that could not be penetrated. Photograph 5 shows the varying elevation of the exposed retaining wall base.

We note that the retaining wall design has not been shared with us at this time. Based on our field observations, we understand the retaining wall is a wire-form retaining wall system such as a Sierrascape wall or similar alternative. Based on measurements taken using the Powell River Interactive Map, we understand that the buildings present within the northeast-neighbouring lots are setback from the top of the wall by approximately 5 m to 10 m. Photograph 6 shows a side view of the retaining wall and building offsets. Based on visual assessment, this roughly corresponds with a 1H:1V setback projected from the building foundations to the exposed base of the wall. Without completing a review of the retaining wall design, we cannot confirm this projection extends to the actual base of the wall as we do not know the wall embedment depth or bearing elevation. In turn, this requires us to make more-conservative recommendations regarding allowable excavations near the retaining wall.

We consider the permanent slope excavation to be geotechnically feasible and expect that such can be completed safely with no reduction of support to the existing retaining wall. During construction, no disturbance is allowed below a plane inclined at 1H:1V starting 1 m from the face of the wall.

In general, we recommend temporary excavations be completed at 1H:1V inclination or flatter. Steeper temporary excavation inclinations may be instated, though such must not encroach within the above noted 1 m + 1H:1V prism. We note that all temporary excavations higher than 1.2 m and inclined steeper than 0.75H:1V should be inspected by a qualified geotechnical professional in accordance with WorkSafeBC guidelines. Permanent slope orientations should be configured with a maximum slope inclination of 1.5H:1V (34° from horizontal). We recommend that the final slope configurations be inspected by a qualified geotechnical for conformance.

If steeper permanent and temporary slope inclinations are desired, or a reduced horizontal offset, we would require a review of the existing retaining wall design to be completed by us, and possibly a localized subsurface investigation around the base of the wall to confirm embedment depth.

6. CLOSURE

We trust the preceding is suitable for your purposes at present, and that it satisfies the requirements. If you require anything further at this time or have any questions with respect to the above, please contact us.

Sincerely,

Ryzuk Geotechnical



Evan Armstrong, EIT
Advanced Junior Engineer



Neil Klassen, P.Eng.
Lead Geotechnical Engineer

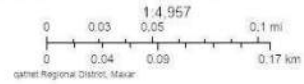
Permit to Practice Number: 1002996

Attachment(s): - Figure 1: Site Plan
 - Site Photographs (1 – 6), October 7, 2024.

Figure 1: Site Plan



10/15/2024, 3:38:48 PM



Note: - The approximate pathway alignment near the crest of slope is shown in orange.
- The approximate location of the proposed slope excavation is shown in red.

Photograph 1: Profile view of the fill slope, looking northwest.



Photograph 2: View of the proposed pathway alignment along the crest of the existing fill slope, looking northeast.



Photograph 3: View of the fill slope soil conditions, looking southeast.



Photograph 4: View of the proposed parking lot extension area, looking southeast.



Photograph 5: View of the exposed retaining wall base, looking northwest



Photograph 6: Side view of the retaining wall and building offsets, looking southeast.



RYZUK

GEOTECHNICAL



B

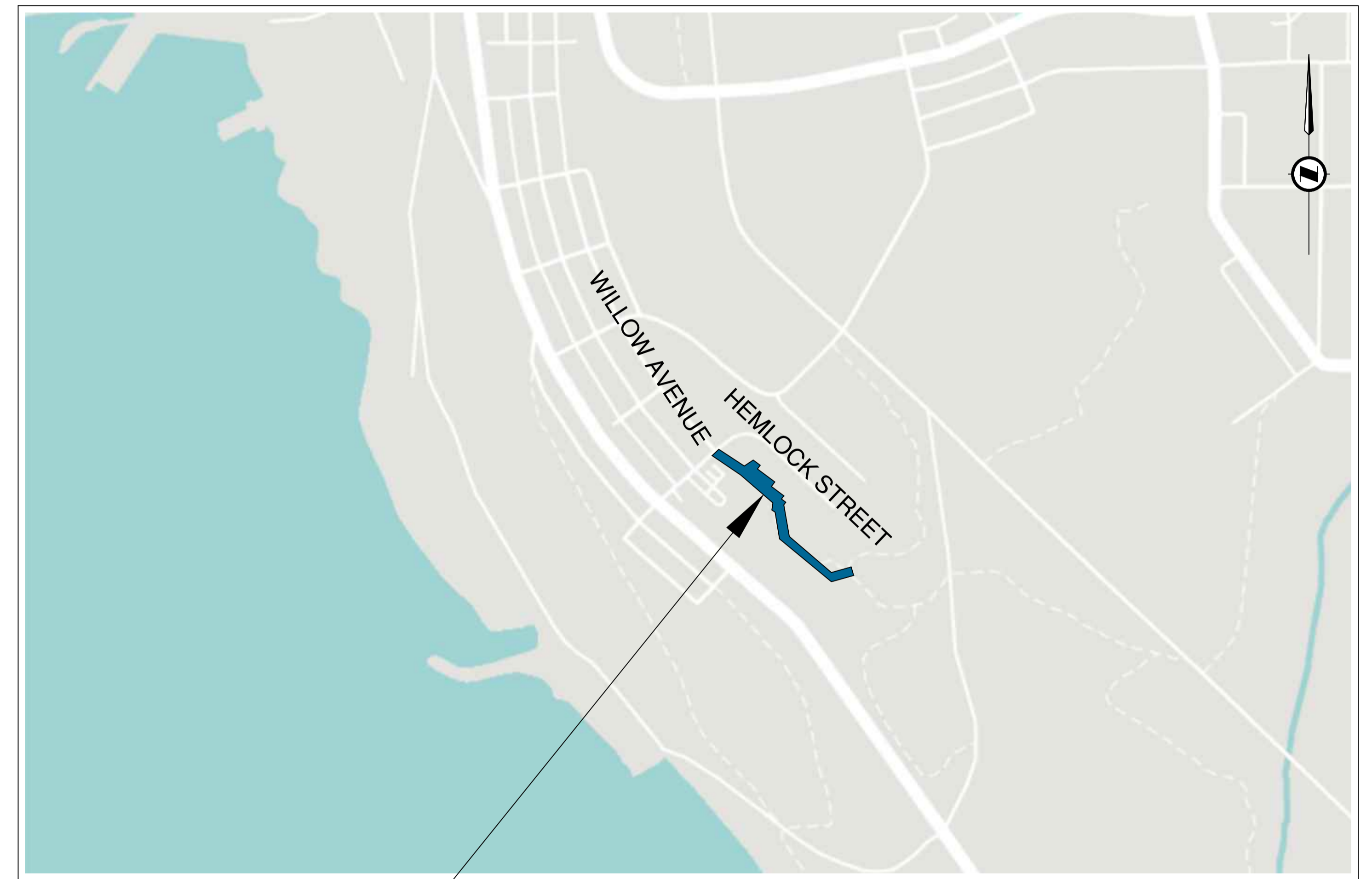
Design Drawings

CITY OF POWELL RIVER

BROOKS SCHOOL MULTI-USE PATHWAY CONCEPT DESIGN

75% CONCEPT DESIGN
DECEMBER 2024

DRAWING INDEX	
SHEET	TITLE
00	COVER SHEET
01	PLAN - STA. 0+00 - 0+050
02	PLAN - STA. 0+050 - 0+210
03	PLAN - STA. 0+210 - 0+380



PROJECT LOCATION

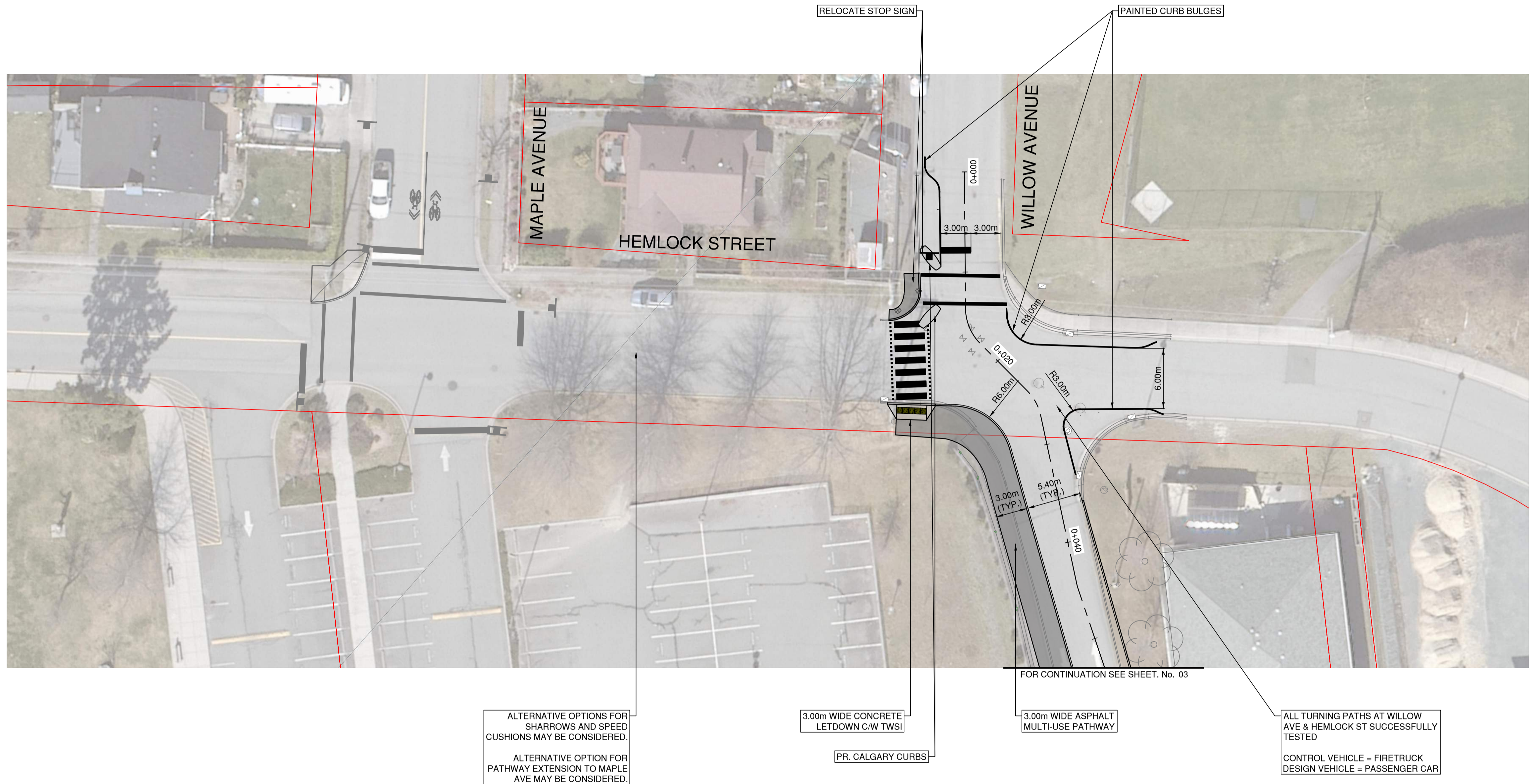
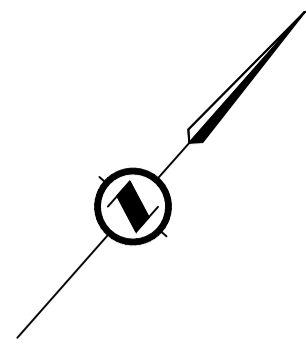


#201, 3999 Henning Drive, Burnaby, B.C. V5C 6P9
T: (604)629-2696 F: (604)629-2698



33950

REV. 1



ALTERNATIVE OPTIONS FOR SHARROWS AND SPEED CUSHIONS MAY BE CONSIDERED.
ALTERNATIVE OPTION FOR PATHWAY EXTENSION TO MAPLE AVE MAY BE CONSIDERED.

3.00m WIDE CONCRETE LETDOWN C/W TWSI
PR. CALGARY CURBS

3.00m WIDE ASPHALT MULTI-USE PATHWAY

ALL TURNING PATHS AT WILLOW AVE & HEMLOCK ST SUCCESSFULLY TESTED
CONTROL VEHICLE = FIRETRUCK
DESIGN VEHICLE = PASSENGER CAR

FOR CONTINUATION SEE SHEET. No. 03



File: C:\ADS\AC\CD\CD\Project\Files\02_CADD\02_Drafting\02_Production\CPR_MLC_Concept_Design_33950.dwg

REV. NO.	REVISION DESCRIPTION	DATE	DRAWN	APPRD
1	75% CONCEPT DESIGN	2024-12-11	RB	RS



BROOKS SCHOOL MULTI-USE PATHWAY

0+00 - 0+050

75% CONCEPT DESIGN

DESIGN NO.

33950



SCALE	1:250	CREATION DATE	2024-12-11	DWG. NO.
DRAWN BY	RB	DESIGN BY	SM	1 OF 3
CHECKED BY	SM	APPROVED BY	RS	REV. 1
PLOT DATE	2024-12-11			



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REV NO.	REVISION DESCRIPTION	DATE	DRAWN	APPRD
1	75% CONCEPT DESIGN	2024-12-11	RB	RS



BROOKS SCHOOL MULTI-USE PATHWAY

0+210 - 0+380

75% CONCEPT DESIGN

DESIGN NO.

33950



SCALE	1:250	CREATION DATE	2024-12-11	DWG. NO.
DRAWN BY	RB	DESIGN BY	SM	3 OF 3
CHECKED BY	SM	APPROVED BY	RS	3
PLOT DATE	2024-12-11			REV. 1



C

Cost Estimate



CPR Brooks School Multi-Use Pathway Concept Design

City of Powell River (CPR)

CLASS D COST ESTIMATE - SUMMARY

2024-12-09

DESCRIPTION	TOTAL AMOUNT
Multi-Use Pathway	\$ 389,370
CONTINGENCY (40%):	\$ 155,750
ROUNDED TOTAL:	\$ 545,120



ITEM NO.	DESCRIPTION	UNIT OF MEASURE	TOTAL QUANTITY	UNIT PRICE	AMOUNT
Division 01 - General Requirements					
01 55 00 - TRAFFIC CONTROL, VEHICLE ACCESS AND PARKING					
1.00	Traffic Management & Incidentals (mobilization, demobilization, environmental protection & sediment control)	Lump Sum	1	\$ 80,000	\$ 80,000
Division 03 - Concrete					
03 30 20 - CONCRETE WALKS, CURBS AND GUTTERS					
1.01	Concrete Letdown - Broom Finished (incl. gravels)	Each	1	\$ 4,500	\$ 4,500
1.02	Tactile Strips (0.6m x 0.6m)	Square Metre	7	\$ 500	\$ 3,500
03 40 01 - PRECAST CONCRETE					
1.03	Concrete Calgary Curb - Supply & Install	Each	2	\$ 7,750	\$ 15,500
Division 26 - Electrical					
26 56 01 - ROADWAY LIGHTING					
1.04	Relocate Pathway Lighting	Each	3	\$ 3,000	\$ 9,000
Division 31 - Earthworks					
31 11 01 - CLEARING AND GRUBBING					
1.05	Remove/Trim Existing Vegetation (Grass, Shrubs, Trees, etc)	Square Metre	800	\$ 20	\$ 16,000
31 22 01 - RESHAPING EXISTING SUBGRADE					
1.06	Reshaping	Square Metre	250	\$ 15	\$ 3,750
31 24 13 - ROADWAY EXCAVATION, EMBANKMENT, AND COMPACTION					
1.07	Common Excavation (300mm Depth) - Offsite Disposal	Square Metre	1250	\$ 40	\$ 50,000
Division 32 - Roads and Site Improvements					
32 11 16.1 - GRANULAR SUBBASE					
1.08	300mm - 75mm Minus Granular Subbase	Tonne	630	\$ 55	\$ 34,650
32 11 23 - GRANULAR BASE					
1.09	100mm Depth - 19mm Minus Crushed Granular Base	Tonne	250	\$ 140	\$ 35,000
1.10	6mm Minus Trail Mix Gravel - 50mm Thick	Tonne	50	\$ 165	\$ 8,250
32 12 16 - HOT-MIX ASPHALT CONCRETE PAVING					
1.11	Top Lift (50mm thick)	Tonne	5	\$ 1,100	\$ 5,500
1.12	Asphalt (75mm thick) Pathway	Tonne	85	\$ 640	\$ 54,366
1.13	Bottom Lift (50mm thick)	Tonne	5	\$ 1,100	\$ 5,500



ITEM NO.	DESCRIPTION	UNIT OF MEASURE	TOTAL QUANTITY	UNIT PRICE	AMOUNT
1.14	Raised Crosswalks	Each	2	\$ 5,000	\$ 10,000
1.15	Asphalt Water Control Curb (75mm height)	lm	170	\$ 170	\$ 28,900
32 17 23 - PAINTED PAVEMENT MARKINGS					
1.16	Permanent Thermoplastic Pavement Markings and Stencils	Lump Sum	1	\$ 16,000	\$ 16,000
1.17	Relocate Existing Traffic Signage	Lump Sum	1	\$ 500	\$ 500
1.18	Relocate Existing Waste Receptacle	Lump Sum	1	\$ 500	\$ 500
32 91 21 - TOPSOIL AND FINISH GRADING					
1.19	Boulevard Topsoil (150mm) - Includes Hydroseeding	Square Metre	90	\$ 65	\$ 5,850
32 92 19 - HYDRAULIC SEEDING					
Division 33 - Utilities					
33 44 01 - MANHOLES AND CATCH BASINS					
1.20	Adjust Manhole to Finished Grade	Each	1	\$ 2,100	\$ 2,100
SUBTOTAL					\$ 389,370
CONTINGENCY @ 40%					\$ 155,750
TOTAL (exclusive of GST)					\$ 545,120

MEMORANDUM



Date: January 8, 2025
From: Vianne Kintzinger, Interim Superintendent
Prepared by: Ryan Barfoot, Sustainability Coordinator
Re: Sustainability Program Review

1.0 BACKGROUND

Administrative Procedure 280 states that,

“Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.”

2.0 INFORMATION

The Board of Education recognizes that timely and relevant information determined through a review process that evaluates the quality of programs and services offered to the students in the qathet School District, will enable the Board to make decisions on:

- 1) The maintenance, modification or discontinuation of existing programs
- 2) The need for the development and implementation of other programs
- 3) The ways in which existing or proposed objectives can be achieved in a more efficient manner.

To further support this work, the Board of Education approved a review cycle on the programs and services offered to support the teaching and learning within qathet School District at the Regular Board Meeting of October 23, 2024.

3.0 PROGRAM RATIONALE

The qathet Board of Education developed a 2023-2028 strategic plan in partnership with a wide variety of rights-holders, in partnership with Tla’amin Nation. These groups include parents, staff and teachers, community members and students.

Priority 2 of the Strategic Plan includes, “To strengthen our competencies around environmental stewardship.” The development of a District Sustainability Program was focussed on working to meet the need to achieve this goal.

4.0 OPTIONS FOR ACTION

- (A) Accept the review as presented
- (B) Request further information regarding the Sustainability Program.

5.0 STAFF RECOMMENDATION

THAT: The Board of Education accept the Sustainability Program as attached and presented.

6.0 APPENDICES

(A) Sustainability Program PowerPoint Presentation

(B) Administrative Procedure 280 – Program Evaluations



Board Review Environmental Stewardship & Sustainability

Committee Objectives & Responsibilities

BOARD GOAL: Cultivating Integrity/Responsibility (hays qaymεmιx^w ?ay?aytawθ) Prioritize climate change, organizational health and sustainability.

Identifying opportunities for awareness, and stewardship aligned with the School District's practices, policies, and programs based on existing and emerging sustainability, environmental, and outdoor learning trends.

Recommending sustainability-focused enhancements to District Policies, Administrative Procedures, Educational practices, and District Initiatives.

Monitoring the progress of sustainability, environmental, and outdoor learning initiatives, and report findings to the Board.

Fostering community engagement and partnerships to enhance sustainability, environmental, and outdoor learning within the district.



qSD Stewardship & Sustainability

Organizational Structure



ACTIONS RELATING TO PIVOTAL STRUCTURES

ACTION PLAN (1.3)

Well researched and robust Environmental Stewardship & Sustainability Action Plan

ECO-TEAMS (4.3)

Re-invigorated student lead teams at each school in the qSD.

ECO-SCHOOLS CANADA (1.7)

Strategic partnership provides database of actions & captures / quantifies efforts.

SUSTAINABILITY LEADS (2.4)

School-based intermediaries between Committee and Action Plan Initiatives.

RESOURCING (4.4)

Resourcing structures in place and fulfillment in process.

SUSTAINABLE PROCUREMENT (12.1-12.6)

Amendments to AP 515 in progress. Discussions with Buy-Social Canada, established networks & regional partners continue.

INITIATIVES & ACTIONS

IGNITE COLLABORATION (4.1)

Students and teachers attend Youth Climate Summit in SD71

ECO – CHANGE (4.1)

1st of 3 district-wide gathering hosted in the fall. Brooks Enviro Club as facilitators.

GREEN CAREERS (4.6)

Updated offering scheduled for fall 2025 with C2C and YCC as partners.

INDICATOR QUESTIONS (4.9)

Committee members established numerous questions for integration in student learning surveys

MULTI-USE TRAIL (10.1,2)

Fruitful collaboration with City of PR. Feasibility study complete and RFP is public.

TREE CYCLING PROGRAM (3.2)

Forest education program offered at grade 3 level district wide.





INITIATIVES & ACTIONS

CARES Project (4.8 +)

Environmental
Restoration partnership
at Lang Creek

YCC PARTNERSHIP (3.7+)

Taking lead on youth
climate action project(s)
with regional partners.

CURRICULAR
CONNECTIONS (5.3)

K-12 Resource Document
linking competencies &
connections to operations
+ Pillars / Themes of
Action Plan

ELECTRIFICATION –
EDGEHILL (6.3)

HVAC & lighting
improvements projected
to reduce emissions by
21%

COMPOSITNG PILOT
(7.3+)

Implementation is
imamate starting with
Culinary Arts program at
Brooks.

ZERO WASTE (7.1+)

Educational campaign
underway at all schools.
Conversations with City
of Powell River continue.

INITIATIVES & ACTIONS - OUTDOOR LEARNING FOCUSED

MUSHROOM WALKS (3.2+)

Focused on Intermediate teachers and their students.

RESOURCE SPOTLIGHT WORKSHOPS (3.1+)

Elementary focused on Place-based Learning.

WILDCRAFTING & WEAVING (3.2+)

Offered to grade 5s in partnership with Indigenous Ed team. .

ORIGINAL ORCHESTRA PROGRAM (3.2+)

Offered at grade 2 level relating to story and song. In partnership with INED team.

Voyageur Life Program (3.6+)

Offered at grade 3 level in partnership with INED team.

Connection Days (3.7+)

Community based place-focused learning opportunities on Texada.

OUTDOOR LEARNING COORDINATOR



INITIAL FEEDBACK

“Guided by an ambitious Sustainability Plan, qathet School District is establishing itself as a leader in BC and beyond. We aspire for our collaborative efforts, especially in sustainability education and procurement, to inspire and support other districts across the nation.”

- **Duncan Whittick, Executive Director of the Outdoor Learning Store (Social Enterprise)**

“qathet School District is emerging as a sustainability leader, setting ambitious goals and charting a pathway toward system-level change through its support of collective action, environmental learning, and climate action planning. “

- **Laura Nickerson Board & District Program Manager EcoSchools Canada (Charity)**

“ The Board's commitment to Environmental Sustainability and Climate Change Education is admirable. The comprehensive Environmental Stewardship Sustainability Action Plan and the work of the District Committee, provide fertile ground for implementing transformative changes in our district. When I share the scope of this work with colleagues around the province, the response is overwhelmingly positive, and I am proud of the difficult, important, collaborative, and ongoing work we are undertaking.”

- **Fil Krykorka, President of the EEP SA Local Specialist Association**

Thank you!



PROGRAM EVALUATIONS

Background

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.

Procedures

1. The Principal, in consultation with the supervisor, has the primary responsibility for the evaluation of programs in the school.
2. The Superintendent may carry out program evaluations at the school or District levels.
3. Evaluations will be used to make decisions regarding:
 - 3.1 The maintenance, modification, or discontinuation of existing programs.
 - 3.2 The need for the development and implementation of other programs.
 - 3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

Reference: Sections 20, 22, 65, 75, 85 *School Act*

Adopted: May 18, 2022

Revised: May 18, 2022

MEMORANDUM



Date: January 8, 2025
From: Steve Hopkins, Secretary-Treasurer
Prepared by: Steve Hopkins, Secretary-Treasurer
Action: Annual Review of Trustee Remuneration

1.0 BACKGROUND

Board Operations Policy 7, section 14.2, states that,

“Trustee remuneration shall be reviewed annually by the Superintendent who will recommend to the Board, adjustments to the annual trustee, chair, and vice chair remuneration based on adjustments made to all employee groups and/or other comparative organizations. Any adjustment shall be approved by Board motion. Such adjustments normally will take effect on January 1st unless otherwise determined by the Board.”

2.0 INFORMATION

For this school year the various employee groups within the sector received on average a 3% increase to their base compensation. Currently trustees receive \$17,326 annually with the vice chair receiving \$19,058 and the chair \$20,791.

3.0 STAFF RECOMMENDATION

THAT: Annual trustee remuneration for 2025 be increased by 3 % effective January 1, 2025

MEMORANDUM



Date: January 8, 2025
From: Vianne Kintzinger, Interim Superintendent
Prepared by: Vianne Kintzinger, Interim Superintendent
Re: Review and Revisions of Policies and Administrative Procedures

1.0 BACKGROUND

Board Policy 10 (Board Policy Making and Handbook) states that,

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

2.0 INFORMATION

As part of the Board of Education’s work to continue to meet the needs of the District, the Board will be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial as well as federal legislation. Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and the opportunity for the Superintendent to exercise professional judgment in the administration of the District.

3.0 STAFF RECOMMENDATION

THAT: The Board of Education accept the proposed revision to:

- Policy 1 – Foundational Statements
- Policy 2 – Role of the Board
- Policy 2 – Appendix A – Board Work Plan
- Policy 3 – Role of the Trustee
- Policy 7 – Appendix – Trustee Election Bylaw
- Policy 9 – Board Representatives
- Administrative Procedure 155 Event Protocol
- Administrative Procedure 164 School Nutrition Programs

4.0 APPENDICES

- (A) Policy 1 – Foundational Statements
- (B) Policy 2 – Role of the Board
- (C) Policy 2 – Appendix A – Board Work Plan
- (D) Policy 3 – Role of the Trustee
- (E) Policy 7 – Appendix – Trustee Election Bylaw
- (F) Policy 9 – Board Representatives
- (G) Administrative Procedure 155 Event Protocol
- (H) Administrative Procedure 164 School Nutrition Programs



FOUNDATIONAL STATEMENTS

1. Our Principles

Many Ways of Knowing, Learning and Being
Diversity, Equity, and Human Dignity
A Healthy Work and Learning Environment
Innovation, Curiosity and Creativity
Openness, Transparency and Accountability

2. Our Mission

Learning and Growing, Together

3. Our Vision

Creating Brighter Tomorrows for All

4. Our Motto

N/A

5. Our Values

5.1 **Integrity** (Honesty, Transparency, Ethics, Care, Leadership)

We strive to be a living example of what we want to see in the education system through continued self and organizational reflection to ensure the confidence of those we serve.

5.2 **Respect** (Commitment, Compassion, Humility, Dignity, Collaboration)

We honour others, value selflessness, and always strive to act considerately and honestly. We are intentional with our words and actively listen to others. We promote collaboration and power sharing to achieve positive change that benefits the entire learning community.

5.3 **Courage** (Perseverance, Vulnerability, Risk-Taking, Strength, Accountability)

We practice courage by moving beyond our comfort zones, embracing obstacles, and taking responsibility for our errors, allowing us to better ourselves and serve our learning community with excellence.

5.4 **Curiosity** (Creativity, Wonder, Exploration, Inquiry, Innovation)

We cultivate a safe environment to explore new ideas, take risks and challenge the status quo. We understand curiosity as critical for transformative growth, change and innovation.

5.5 **Inclusivity** (Equity, Diversity, Fairness, Belonging, Open-mindedness)

We promote inclusivity by changing mindsets and behaviours and cultivating welcoming and fair environments that actively oppose oppression. We strive to ensure everyone is seen, connected, supported and proud.

Adopted: May 18, 2022

Reviewed: ~~October 11, 2023~~ January 8, 2025

Revised: October 25, 2023 January 22, 2025



Policy 1

5.6 **Good Relations** (Interdependence, Sustainability, Trustworthiness, Reciprocity, Balance)

We strive for balance in our relationship with ourselves, others and the lands and waters that sustain us. We consider the impact of our actions on past, present, and future generations and strive to leave a positive legacy for them.

6. **Our Priorities**

Priority 1

Cultivating an Ethic of Learning (titwšcm taʔow)

Ensure early learners and students have the best possible learning experience.

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

Priority 2

Cultivating Curiosity (gagayčtən)

Transform our learning environments into places of innovation.

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

Priority 3

Cultivating Connection (ʔaʔaθəm)

Prioritize mental health, community connections, and social-emotional learning.

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.

Priority 4

Supporting Self-Determination (čəgaməθot)

Ensure holistic Indigenous student success.

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.

Adopted: May 18, 2022

Reviewed: ~~October 11, 2023~~ January 8, 2025

Revised: October 25, 2023 January 22, 2025



Policy 1

- Support students with setting goals for the future (ᄆimot 0 titiwšem, toχnegosamčxʷum 0o0o)

Priority 5

Cultivating Truth and Reconciliation (tiyhεgən mətəm)

Truth and reconciliation.

- Work to undo the legacies of colonialism through diverse pathways including supporting ᄆayᄆaju0əm language revitalization initiatives and education.
- Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples.

Priority 6

Cultivating Integrity/Responsibility (tiyhεgən mətəm)

Climate change, organizational health and sustainability.

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

6. The Logo Design and Use



The qathet School District logo shall only be used by external organizations with prior approval of the Superintendent.

7. Legal Name

Board of Education of School District No. 47 ([Powell Riverqathet](#))

8. Operational Name

qathet School District

Legal Reference: Sections 65, 75, 85 School Act

Adopted: May 18, 2022

Reviewed: ~~October 11, 2023~~ [January 8, 2025](#)

Revised: October 25, 2023 [January 22, 2025](#)

ROLE OF THE BOARD

The Board of Education School District No. 47 (Powell River) is the corporate entity established by provincial legislation and is given authority by the *School Act* and attendant Regulations to provide overall direction and leadership to the District. It is accountable for the provision of appropriate educational programs and services to enrolled students of the District to enable their success, in keeping with the requirements of government legislation.

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

Specific Areas of Responsibility

1. Accountability to the Provincial Government

The Board shall:

- 1.1 Act in accordance with all statutory requirements of provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Developing and Maintaining a Culture of Student Learning

The Board shall:

- 2.1 Ensure Board agendas reflect the Board's commitment to improving student success.
- 2.2 Ensure the District's Strategic Plan and complimentary Operational Plan identifies student learning key results.
- 2.3 Ensure the Framework for Enhancing Student Learning is reviewed at least annually including identification of trends and issues.
- 2.4 Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- 2.5 Ensure the effectiveness of the Superintendent's leadership in improving student outcomes is assessed annually.

Adopted: May 18, 2022

Reviewed: January 8, 2025

Revised: January 22, 2025



Policy 2

3. Accountability to and Engagement of Community

The Board shall:

- 3.1 Make decisions that address needs for all District students.
- 3.2 Establish processes and provide opportunities for community engagement.
- 3.3 Report District student learning outcomes at least once annually to the community.
- 3.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 3.5 Meet with other levels of local government as required.
- 3.6 Model a culture of respect and integrity.

4. Strategic Planning and Reporting

The Board shall:

- 4.1 Provide overall direction for the District by establishing foundational statements.
- 4.2 Annually review the District's priorities and key results as indicated in the District's Strategic Plan.
- 4.3 Annually ensure evaluation of the effectiveness of the District in achieving established priorities and key results.
- 4.4 Approve the District Strategic Plan and any adjustments thereto.

5. Policy

The Board shall:

- 5.1 Identify how the Board is to function.
- 5.2 Delegate authority to the Superintendent and define commensurate accountabilities.
- 5.3 Identify the purpose to be achieved and the criteria for any new policies.
- 5.4 Make the final decision as to the approval of all policy statements.
- 5.5 Develop, assess, review, and revise policies as required to ensure intended results are being achieved, and that policies are consistent with legislation.
- 5.6 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.

Adopted: May 18, 2022

Reviewed: January 8, 2025

Revised: January 22, 2025



Policy 2

6. Board/Superintendent Relations

The Board shall:

- 6.1 Select and hire the Superintendent.
- 6.2 Provide the Superintendent with clear Board direction.
- 6.3 Delegate in writing, administrative authority, and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 6.4 Annually evaluate the Superintendent in accordance with a pre-established performance appraisal mechanism.
- 6.5 Annually review Superintendent compensation.
- 6.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 6.7 Ensure all Board members interact with the Superintendent in a respectful professional manner.

7. Political Advocacy/Influence

The Board shall:

- 7.1 Make decisions regarding British Columbia School Trustee Association and British Columbia Public School Employers' Association issues.
- 7.2 Advance District positions and priorities, including through BCSTA as applicable.
- 7.3 Act as an advocate for public education and the District.
- 7.4 Advocate on behalf of students and community.
- 7.5 Promote meetings and maintain timely, frank, and constructive communication with locally elected officials including representation on municipal committees.
- 7.6 Arrange meetings with elected provincial/federal government officials and Indigenous organizations to communicate and garner support for the District's priorities and directions.

8. Board Development

The Board shall:

- 8.1 Annually develop Board development activities aligned with District priorities and Board evaluation outcomes.
- 8.2 Annually evaluate the Board's effectiveness.

Adopted: May 18, 2022

Reviewed: January 8, 2025

Revised: January 22, 2025



Policy 2

9. Fiscal Accountability

The Board shall:

- 9.1 Approve a budget process and timelines annually.
- 9.2 In collaboration with the Superintendent, identify budget assumptions and draft priorities to be used in the creation of the draft annual operating budget.
- 9.3 Approve the annual budget and allocation of resources to achieve desired results, including strategic priorities.
- 9.4 Annually approve the District's updated Five-Year Capital Plan.
- 9.5 Annually appoint the external auditor and approve the terms of engagement.
- 9.6 Review annually the audit report and management letter and approve those recommendations to be implemented.
- 9.7 Approve the acquisition and disposition of District land and buildings.
- 9.8 Approve the spending plan for the annual facilities grant.
- 9.9 Approve the amended annual budget.
- 9.10 Monitor the fiscal management of the District through receipt of monthly fiscal accountability reports.
- 9.11 Approve borrowing for capital expenditures within provincial restrictions.

Additional Responsibilities

The Board Shall:

1. Approve the District calendar in accordance with legislation and collective agreements.
2. Approve Board Authority Authorized Courses.
3. Approve contracts and agreements as required by legislation.
4. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent.
5. Ratify Memoranda of Agreement with Bargaining units.
6. Approve changes to catchment areas for schools.
7. Approve changes in District grade configurations.
8. Approve the reopening of a closed school.
9. Approve the Indigenous Enhancement Agreement and the Local Education Agreement.
- ~~10. Approve out of country field trips.~~

Adopted: May 18, 2022

Reviewed: January 8, 2025

Revised: January 22, 2025



Policy 2

11.10. Provide direction at the commencement of a naming or renaming process and approve the naming or renaming of any district facility or land.

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

Adopted: May 18, 2022
Reviewed: January 8, 2025
Revised: January 22, 2025



Board Annual Work Plan 2024-2025

July

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Canadian School Board Associations Congress (July 3-5)
-

August

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- None
-

September

Board Meeting Agenda Items

- Review the Audit Findings Report, Management letter and Financial Statement Discussion and Analysis Report
- Approve the audited financial statements
- Approve the submission of the proposed Minor Capital Plan
- Approve the Board Annual Work Plan
- Approve the Framework for Enhancing Student Learning Report
- Review the Superintendents School Opening Report
- Approve the contract for the Construction Management Services for the Edgehill Elementary School Classroom Addition project

Events

- Recognize National Truth & Reconciliation Day (September 30)
-



October

Board Meeting Agenda Items

- Review School Growth Plans
- Review quarterly Fiscal Accountability Report
- Review the submission of the Executive Compensation Disclosure Report

Events

- Recognize World Teachers' Day (October 5)
 - Represent the Board at BCSTA Provincial Council (October 25-26)
-

November

Board Meeting Agenda Items

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives
- Approve Department Operational Plans
- Routine review of select Board Policies
- Program review: Dual Credit Programs / Level 2 Report (CotW)

Events

- Attend and participate in BCSTA Trustee Academy (November 21-23)
 - Attend Remembrance Day Assemblies
-

December

Board Meeting Agenda Items

- Approve the submission of the annual Statement of Financial Information
- Approve Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies
- Review the Board Annual Work Plan
- Review Capital Project Update - Edgehill Elementary School

Events

- Attend Winter Concerts
-



January

Board Meeting Agenda Items

- Receive Strategic & School Growth Plan Interim Report
- Review quarterly Fiscal Accountability Report
- Review and approve prospective increases to Trustee Remuneration
- Remit Financial Disclosure Forms by January 15
- Review proposals for substantive changes
- Program review: Sustainability Program / Level 2 Report (CotW)

Events

- Represent the Board at the BCPSEA Annual General Meeting (January 30-31)
-

February

Board Meeting Agenda Items

- Approve the Amended Annual Budget
- Review School Calendar Consultation Information
- Approve the budget development process and timelines for the following years annual budget
- Routine review of select Board Policies
- Review the Superintendent's Student Success report
- Proposals: Board Authority Authorized Courses (CotW)
- Proposals: Academies (CotW)

Events

- Represent Board at BCSTA Provincial Council (Zoom February 22)
 - Recognize Pink Shirt Day – Anti Bullying (February 26)
-

March

Board Meeting Agenda Items

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Review the Board Annual Work Plan
- Review Capital Project Update - Edgehill Elementary School

Adopted: May 18, 2022
Reviewed: December 17, 2024
Revised: December 17, 2024



Policy 2 – Appendix A

Events

- Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (March 7)
-

April

Board Meeting Agenda Items

- Review Government Grant Information for the following years annual budget
- Approve Capital Plan Bylaw (from Ministry Capital Plan response Letter)
- Review quarterly Fiscal Accountability Report
- Program Review: Inclusive Education, including Sexual Health / Level 2 Report (CotW)

Events

- Recognize the Anniversary of Tla'amin Treaty (April 5)
 - Recognize Education Week (April 15-19)
 - Attend BCSTA AGM (April 24-26)
-

May

Board Meeting Agenda Items

- Approve Annual Facility Grant Plans
- Approve terms of engagement and appoint or reappoint auditor

Events

- Recognize Mental Health Week (May 12-18)
 - Attend Elementary Track and Field Meet
-

June

Board Meeting Agenda Items

- Approve the Annual Budget
- Approve Major Capital Projects
- Review Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar

Adopted: May 18, 2022

Reviewed: December 17, 2024

Revised: December 17, 2024



Policy 2 – Appendix A

- Review the Board Annual Work Plan
- Review Capital Project Update - Edgehill Elementary School

Events

- Recognize Children and Youth in Care Week
 - Attend Employee Recognition event
 - Attend Board Retirement Celebration
 - Attend Graduation Ceremonies (June 7)
 - Attend Award & Scholarship Event
 - Recognize National Indigenous Peoples Day (June 21)
-

Ongoing

- Advocate for public education
- Attend trustee development and/or orientation sessions
- Review and Approve Capital Project Bylaws as Required
- Undertake Trustee & Superintendent Evaluations
- Hear Appeals as Needed
- Ratify Collective Agreements as needed
- Represent Board at BCSTA Branch Meetings
- Attend School Functions

Adopted: May 18, 2022
Reviewed: December 17, 2024
Revised: December 17, 2024

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the *Local Government Act*. The *British Columbia School Act* prescribes eligibility requirements for running for the office of School Trustee.

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

The Board of Education is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. The *School Act* gives no individual authority to trustees. As members of the corporate Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate Board. School Board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the Board in good faith and with reasonable diligence. Trustees have one overarching responsibility – a shared public duty to advance the work of the school Board. A trustee's fiduciary duties are owed to the school Board (not to themselves, their family, or friends) which is, in turn, accountable to the electorate.

The trustee must balance the governance role with the representative role participating in decision making that benefits the whole District while representing the interest of their community.

A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

The Board shall indemnify a trustee in accordance with Policy 16 Indemnification By-Law.

Specific Responsibilities of Individual Trustees

The Trustee shall:

1. Regard the well-being of every student as their primary obligation and always perform with that in mind.
2. Make decisions based on the needs of all children, regardless of their ability, race, gender, sexual orientation, belief, socio-economic status, or support needs.
3. Work to effect positive change for all students and public education, always using legal and ethical means, and procedures.
4. Advocate for public education when necessary and support local educational initiatives.

Adopted: May 18, 2022

Reviewed: January 8, 2022

Revised: January 22, 2022



Policy 3

5. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children enrolled in the District.
6. Regular Board meetings are comprised of a Closed and a Regular meeting. Full attendance by the Trustee at each meeting is expected as the subject matter of each meeting represents a specific responsibility.
- ~~5-7.~~ Prepare for Board meetings by reviewing the agenda, its attachments, and any minutes of the previous meetings.
- ~~6.-~~ Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business. Make every effort to attend and participate in all Board meetings and appointed standing committee meetings as well as emergent meetings or working sessions as they occur.
- 8.
- ~~7-9.~~ Contribute to the discussion and/or debate to help direct the decision making of a given topic and when the question is called, vote on any motions that are discussed or debated so that a corporate decision can be made.
- ~~8-1.~~ Visit their assigned schools and attend school and District events/activities when invited to better understand the operation of the schools and the District.
- ~~9.-~~ When requested by a majority of the Board act as presiding officer in the event that neither the Board Chair nor the Vice Chair is able to preside.
- ~~10.-~~ Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business.
- ~~11-10.~~ Support a majority vote of the Board to advance the work of the Board and monitor progress to ensure decisions are implemented.
- ~~12-11.~~ Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
12. When requested by a majority of the Board act as presiding officer in the event that neither the Board Chair nor the Vice-Chair is able to preside.
13. Attend committee meetings, or meetings as a Board representative, as assigned, and report to the Board in a timely manner.
14. Inform the Board Chair and Secretary-Treasurer if unable to attend any meeting or function; and, notify the Board if they expect to be absent from the District or otherwise unable to attend any statutory function for a period of more than 30 days.
15. As per the School Act, Division 6 Section 52 (2), "If a Trustee is continuously absent from Board meetings for three consecutive months, the Trustee's position on the Board is deemed vacant, unless the absence was due to sickness or with leave of the Board. The absentee Trustee is disqualified from serving as a Trustee until the next election."
16. In the event there are repeated unexcused absences, the Board may review the circumstances and

Adopted: May 18, 2022

Reviewed: January 8, 2022

Revised: January 22, 2022



Policy 3

~~impose, by resolution, a reduction to the monthly trustee stipend.~~

~~17. Visit their assigned schools and attend school and District events/activities when invited to better understand the operation of the schools and the District.~~

~~13:18.~~ Refer administrative matters to the Superintendent.

~~14:19.~~ The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member, or community member back to the teacher, Principal, or District Office personnel, and will inform the Superintendent of this action.

~~15:20.~~ Keep the Board and the Superintendent informed in a timely manner of all matters coming to their attention that might affect the District.

~~16:21.~~ Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience, and familiarity with the community.

~~17:1. Attend meetings of the Board, participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children enrolled in the District.~~

~~18:1. Attend committee meetings, or meetings as a Board representative, as assigned, and report to the Board in a timely manner.~~

~~19:22.~~ When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.

~~20:23.~~ Participate in Board/Trustee development sessions, so that the quality of leadership and service in the District can be enhanced.

~~21:24.~~ Strive to develop a positive and respectful learning and working culture, both within the Board and the District.

~~22:25.~~ Continue to carry out duties with integrity, and responsibility during an election period.

~~23:26.~~ Become familiar with, and adhere to, the Trustee Code of Conduct.

Orientation

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

The Board believes an orientation program is necessary for effective trusteeship.

1. The District will offer an orientation program for all trustees following an election that provides information on:

1.1 Role of the trustee and the Board.

Adopted: May 18, 2022

Reviewed: January 8, 2022

Revised: January 22, 2022



Policy 3

- 1.2 Organizational structures, and procedures of the District.
 - 1.3 Board policy, agendas, and minutes.
 - 1.4 Existing District initiatives, annual reports, budgets, financial statements, and long-range plans.
 - 1.5 District programs and services.
 - 1.6 Board's function as an appeal body.
 - 1.7 Statutory and regulatory requirements, including responsibilities regarding conflict of interest.
 - 1.8 Trustee remuneration and expenses.
 - 1.9 Superintendent protocols for Trustee contact with staff.
2. The District will provide financial support for trustees to attend British Columbia School Trustees Association sponsored orientation seminars.
 3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for trustees. The Superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.

Legal Reference: Sections 49, 50, 52, 65, 85 *School Act*
 Local Government Act
 A Guide for School Trustee Candidates 2018 BCSTA

Adopted: May 18, 2022
Reviewed: January 8, 2022
Revised: January 22, 2022



Policy 3

ROLE OF THE TRUSTEE

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The Board of Education is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. The *School Act* gives no individual authority to trustees. As members of the corporate Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate Board. School Board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the Board in good faith and with reasonable diligence. Trustees have one overarching responsibility – a shared public duty to advance the work of the school Board. A trustee's fiduciary duties are owed to the school Board (not to themselves, their family, or friends) which is, in turn, accountable to the electorate.

The trustee must balance the governance role with the representative role participating in decision making that benefits the whole District while representing the interest of their community.

A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

The Board shall indemnify a trustee in accordance with Policy 16 Indemnification By-Law.

Specific Responsibilities of Individual Trustees

The Trustee shall:

1. Regard the well-being of every student as their primary obligation and always perform with that in mind.
2. Make decisions based on the needs of all children, regardless of their ability, race, gender, sexual orientation, belief, socio-economic status, or support needs.
3. Work to effect positive change for all students and public education, always using legal and ethical means, and procedures.
4. Advocate for public education when necessary and support local educational initiatives.
5. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children enrolled in the District.
6. Regular Board meetings are comprised of a Closed and a Regular meeting. Full attendance by the

Adopted: May 18, 2022

Reviewed: January 8, 2022

Revised: January 22, 2022



Policy 3

Trustee at each meeting is expected as the subject matter of each meeting represents a specific responsibility.

7. Prepare for Board meetings by reviewing the agenda, its attachments, and any minutes of the previous meetings.
8. Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business.
9. Contribute to the discussion and/or debate to help direct the decision making of a given topic and when the question is called, vote on any motions that are discussed or debated so that a corporate decision can be made.
10. Support a majority vote of the Board to advance the work of the Board and monitor progress to ensure decisions are implemented.
11. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
12. When requested by a majority of the Board act as presiding officer in the event that neither the Board Chair nor the Vice-Chair is able to preside.
13. Attend committee meetings, or meetings as a Board representative, as assigned, and report to the Board in a timely manner.
14. Inform the Board Chair and Secretary-Treasurer if unable to attend any meeting or function; and, notify the Board if they expect to be absent from the District or otherwise unable to attend any statutory function for a period of more than 30 days.
15. As per the School Act, Division 6 Section 52 (2), "If a Trustee is continuously absent from Board meetings for three consecutive months, the Trustee's position on the Board is deemed vacant, unless the absence was due to sickness or with leave of the Board. The absentee Trustee is disqualified from serving as a Trustee until the next election."
16. In the event there are repeated unexcused absences, the Board may review the circumstances and impose, by resolution, a reduction to the monthly trustee stipend.
17. Visit their assigned schools and attend school and District events/activities when invited to better understand the operation of the schools and the District.
18. Refer administrative matters to the Superintendent.
19. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member, or community member back to the teacher, Principal, or District Office personnel, and will inform the Superintendent of this action.
20. Keep the Board and the Superintendent informed in a timely manner of all matters coming to their attention that might affect the District.
21. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience, and familiarity with the community.
22. When delegated responsibility, will exercise such authority within the defined terms of reference in a

Adopted: May 18, 2022
Reviewed: January 8, 2022
Revised: January 22, 2022



Policy 3

responsible and effective way.

23. Participate in Board/Trustee development sessions, so that the quality of leadership and service in the District can be enhanced.
24. Strive to develop a positive and respectful learning and working culture, both within the Board and the District.
25. Continue to carry out duties with integrity, and responsibility during an election period.
26. Become familiar with, and adhere to, the Trustee Code of Conduct.

Orientation

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

The Board believes an orientation program is necessary for effective trusteeship.

1. The District will offer an orientation program for all trustees following an election that provides information on:
 - 1.1 Role of the trustee and the Board.
 - 1.2 Organizational structures, and procedures of the District.
 - 1.3 Board policy, agendas, and minutes.
 - 1.4 Existing District initiatives, annual reports, budgets, financial statements, and long-range plans.
 - 1.5 District programs and services.
 - 1.6 Board's function as an appeal body.
 - 1.7 Statutory and regulatory requirements, including responsibilities regarding conflict of interest.
 - 1.8 Trustee remuneration and expenses.
 - 1.9 Superintendent protocols for Trustee contact with staff.
2. The District will provide financial support for trustees to attend British Columbia School Trustees Association sponsored orientation seminars.
3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for trustees. The Superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.

Adopted: May 18, 2022
Reviewed: January 8, 2022
Revised: January 22, 2022



Policy 3

Legal Reference: Sections 49, 50, 52, 65, 85 *School Act*
 Local Government Act
 A Guide for School Trustee Candidates 2018 BCSTA

Adopted: May 18, 2022
Reviewed: January 8, 2022
Revised: January 22, 2022



Policy 7 - Appendix

TRUSTEE ELECTION BYLAW

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

School District No. 47 ([Powell Riverqathet](#)) being a non-municipal trustee electoral area, under section 37(3) of the *School Act*, must conduct the trustee elections for the School District. Notwithstanding this requirement, section 38(4) of the *School Act*, allows the Board of Education to enter into an agreement with a local government to conduct the school trustee elections.

In School District No. 47 ([Powell Riverqathet](#)), trustee elections may be conducted for the School District by the The City of Powell River – {*School Act*, sec.37 (3)}. By agreement between the Board and the City of Powell River, the City will conduct the general school trustee elections for the School District. There will be five trustees elected to the Board.

In School District #No. 47 ([Powell Riverqathet](#)), five trustees are elected at large.

The Board has established procedures and requirements under the authority of the *School Act* for trustee elections. The Board of Education, in an open meeting of the Board, enacts as follows:

1. Interpretation:

- 1.1. The terms used shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.
- 1.2. “Board “or” School Board ” means the Board of Education of School District No. 47 ([Powell Riverqathet](#)).
- 1.3. “By-election ” means a trustee election to fill a vacancy on the Board of Education in any of the circumstances described in section 36 of the *School Act*.
- 1.4. “City” means The City of Powell River.
- 1.5. "Election” means a trustee election.
- 1.6. “General voting day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
- 1.7. “Minister” means the Minister of Education.
- 1.8. “qathet Regional District” means the qathet Regional District.
- 1.9. “School District” means School District No. 47 ([Powell Riverqathet](#)).

2. Application

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

Adopted: May 18, 2022

Reviewed: ~~January 8, 2025~~ June 22, 2022

Revised: ~~January 22, 2025~~ June 22, 2022



Policy 7 - Appendix

3. Order of Names on the Ballot
 - 3.1. The order of names of candidates on the ballot will be alphabetical.
4. Resolution of Tie Votes after Judicial Recount
 - 4.1. In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.
5. Nomination Deposit
 - 5.1. No nomination deposit is required for nomination for the office of school trustee.
6. Mandatory Advance Voting Opportunities
 - 6.1. Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.
 - 6.2. Unless the Board is exempted from the requirement for a second advance voting opportunity by Order of the Minister of Education, the second advance voting opportunity will be held:
 - 6.2.1. For an election that is the subject of an agreement between the Board and the City of Powell River under which the City conducts the trustee election on behalf of the Board, or a municipal election is conducted in conjunction with the trustee election, the date specified for the additional mandatory advance voting opportunity as well as location and voting hours of any special voting opportunities in the general election bylaw of the City, as it is amended from time to time, shall apply in the trustee election.
 - 6.2.2. For a trustee election that is not the subject of an agreement referred to in (a) the second advance voting opportunity shall be held on the third day before general voting day.
7. Additional Advance Voting Opportunities
 - 7.1. The Chief Election Officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date, and the voting hours for these voting opportunities.
8. Additional General Voting Opportunities
 - 8.1. The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day for each election, and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

Adopted: May 18, 2022

Reviewed: ~~January 8, 2025~~ ~~June 22, 2022~~

Revised: ~~January 22, 2025~~ ~~June 22, 2022~~



Policy 7 - Appendix

9. Public Access to Election Documents

- 9.1. The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 47 (~~Powell River~~qathet) for public access until 30 days after declaration of the election results at www.sd47.bc.ca.
- 9.2. The Board authorizes but does not require the Chief Election Officer to post nomination documents of trustee candidates for public access, on the website of the City, or the website of the qathet Regional District until such time as established by the by-laws of these local governments.

10. Elections Conducted by the Board

10.1. Elector Registration

- 10.1.1. For all elections, a person may register as an elector only at the time of voting.

10.2. Mail Ballot Voting

- 10.2.1. As authorized under section 110 of the *Local Government Act*, voting may be done by mail for those electors who meet the criteria in paragraph (b).
- 10.2.2. The following electors are permitted to vote by mail ballot and to register to vote by mail:
 - 10.2.2.1. those persons who have a physical disability, illness or injury that affects their ability to vote at another voting opportunity;
 - 10.2.2.2. persons who expect to be absent from the School District electoral area on general voting day and at the times of all advance voting opportunities;
 - 10.2.2.3. persons who reside on Texada Island as it is remote from voting places at which electors are entitled to vote.
- 10.2.3. The following procedures for voting and elector registration must apply:
 - 10.2.3.1. Sufficient record will be kept by the chief election officer so that challenges of the elector's right to vote may be made in accordance with the intent of section 126 of the *Local Government Act*;
 - 10.2.3.2. A person exercising the right to vote by mail under the provisions of section 110 may be challenged in accordance with, and on the grounds specified in section 126 of the *Local Government Act*, until 4:30 pm two days before general voting day.
- 10.2.4. The time limits in relation to voting by mail ballot will be determined by the chief election officer.
- 10.2.5. As provided in the *Local Government Act*, to be counted, a mail ballot must be received by the chief election officer before the close of voting on general voting day.

Adopted: May 18, 2022

Reviewed: ~~January 8, 2025~~ June 22, 2022

Revised: ~~January 22, 2025~~ June 22, 2022



Policy 7 - Appendix

Legal References: *School Act, Local Government Act*

Adopted: May 18, 2022
Reviewed: January 8, 2025~~June 22, 2022~~
Revised: January 22, 2025~~June 22, 2022~~

BOARD REPRESENTATIVES

In response to requests from external organizations or agencies, the Board will consider 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 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;
- Responsibilities placed on trustees are to be closely related to the Board's central role as per Policy 2.

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

External committees will have Board representation identified normally at the annual Inaugural Meeting or alternatively at a subsequent meeting of the Board.

Representatives serve at the pleasure of the Board.

External Committees

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

1.1 Purpose of the Provincial Council

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

1.2 Powers and Duties of the Board Representative

- 1.2.1 Attend Provincial Council meetings.
- 1.2.2 Represent the Board's positions and interests at the provincial level.
- 1.2.3 Communicate to the Board the work of the Provincial Council.

Adopted: May 18, 2022

Reviewed: ~~January 8, 2025~~ ~~December 13, 2023~~

Revised: ~~January 22, 2025~~ ~~December 20, 2023~~



Policy 9

- 1.2.4 Bring recommendations to the Board as and when necessary.
- 1.2.5 Build positive relationships.
- 1.3 Membership
 - 1.3.1 One (1) trustee; one (1) alternate.
- 1.4 Meetings
 - 1.4.1 As called by Provincial Council. (Usually 4 per year, one at the AGM)
- 2. British Columbia Public School Employers' Association (BCPSEA)
 - 2.1 Purpose of the BCPSEA
 - 2.1.1 Act as the accredited bargaining agent for the BCSTA's members.
 - 2.1.2 Assist in carrying out any objectives and strategic directions established by the Public Sector Employers' Council.
 - 2.1.3 Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.
 - 2.2 Powers and Duties of the Board Representative
 - 2.2.1 Attend the BCPSEA meetings as required.
 - 2.2.2 Represent the Board's positions and interests at BCPSEA meetings.
 - 2.2.3 Communicate to the Board the work of BCPSEA.
 - 2.2.4 Bring recommendations to the Board as and when necessary.
 - 2.2.5 Build positive relationships.
 - 2.3 Membership
 - 2.3.1 One (1) trustee; one (1) alternate.
 - 2.4 Meetings
 - 2.4.1 As called by BCPSEA.
- 3. BCSTA South Coast Branch
 - 3.1 Purpose of the BCSTA South Coast Branch
 - 3.1.1 Receive reports from the BCSTA Board of Directors.
 - 3.1.2 Discuss and/or develop policy issues for submission at the Annual General Meeting.
 - 3.1.3 Act as a forum for discussion of South Coast Branch issues.
 - 3.2 Powers and Duties of the Board Representative
 - 3.2.1 Attend BCSTA South Coast Branch meetings.

Adopted: May 18, 2022

Reviewed: ~~January 8, 2025~~December 13, 2023

Revised: ~~January 22, 2025~~December 20, 2023



Policy 9

- 3.2.2 Represent the Board's positions and interests at BCSTA South Coast Branch meetings.
- 3.2.3 Communicate to the Board the work of the BCSTA South Coast Branch.
- 3.2.4 Bring recommendations to the Board as and when necessary.
- 3.2.5 Build positive working relationships with other Boards.
- 3.3 Membership
 - 3.3.1 All trustees are expected to attend.
- 3.4 Meetings
 - 3.4.1 Two (2) meetings per year or as called by the South Coast Branch.

Community Representation

From time to time the Board is invited to appoint representative(s) to committees or other entities external to the School District. ~~Currently the Board has approved trustee representation for the following groups or committees: Chamber of Commerce, Northern Sunshine Coast Ferry Advisory Council, District Parent Advisory Council (DPAC), Powell River Community Action Team, Social Action, and Planning Advisory Committee.~~

- 4.1 Purpose:
 - 4.1.1 The purpose of sending representatives to represent the Board on such external committees or entities is to strengthen communication and understanding with the external organization.
- 4.2 Powers and Duties of the Representative is to:
 - 4.2.1 Represent the Board's positions and interests. If no Board position has been determined the representative will refrain from expressing a personal opinion and will seek a Board position.
 - 4.2.2 Communicate to the Board the work of the external entity and any opportunities which may exist for mutual benefit involving the Board and the entity.
 - 4.2.3 Build positive relations between the entity and the Board corporate.
- 4.3 Representatives:
 - 4.3.1 Normally one (1) representative chosen by the Chair.
- 4.4 Meetings:
 - 4.4.1 As determined by the external committee or entity.
- 4.5 The Board shall review annually the efficacy of continued Board representation on such committees or entities.

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Revised: ~~January 22, 2025~~ December 20, 2023



Policy 9

Other Community Involvement

As active community members, trustees are frequently requested to sit on various community committees or be involved in community organizations. If representation to such an external organization has not been approved by the Board as noted above, the trustee shall make clear that their presence is as a community member and not as a qathet School District Trustee and therefore the views expressed are those of the individual and not those of the Board or District.

Administrative Committee Representation

From time to time the Superintendent in consultation with the Board may request the Board to select a Board representative to an Administrative committee. In such instances the Superintendent will determine the purpose of the committee.

The role of the Board representative in such instances shall be to provide visible Board support for advancing the purpose of the committee and act as the Board's eyes and ears relative to matters being discussed and bring to the Board's attention any related issues which fall within areas of Board retained authority. The Board representative has no decision making authority. Since these are Administrative Committees, the Superintendent shall bring any recommendations to the Board for the Board's consideration and decision.

The Administrative Committee structure shall be determined by the Superintendent with the proviso that the membership shall include one Board member selected by the Board. Committee meetings shall be at the call of the Superintendent.

School Liaison Trustee Role

The Chair shall make School Liaison assignments. The assignments shall be posted on the District website.

School Liaison responsibilities shall not:

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

Parent Advisory Councils as per section 8 of the School Act may advise the Board and the Principal and staff of a school. At the invitation of the PAC the school trustee liaison may attend the PAC meeting. If the Council wishes to advise the Board corporate, that advice is to be sent to the Board.

The role of liaison trustee is to provide visual 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 events, while keeping manageable the time demands should there not be some limiting of expectations for Board or trustee attendance at such public events.

Adopted: May 18, 2022

Reviewed: ~~January 8, 2025~~ ~~December 13, 2023~~

Revised: ~~January 22, 2025~~ ~~December 20, 2023~~



Policy 9

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

Adopted: May 18, 2022
Reviewed: ~~December 13, 2023~~ January 8, 2025
Revised: ~~December 20, 2023~~ January 22, 2025

EVENT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive external and internal communications are developed and maintained. Proper protocol is to be followed for events organized by schools. The Superintendent is to be informed whenever elected officials or dignitaries are involved in District or school events.

The success of a District or school event depends largely on good planning, as well as having a defined agenda and purpose for the event. If the event is well planned, protocols normally flow smoothly.

Protocols will vary from one situation to another, depending on who is involved in the event. Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

Procedures

1. ~~Indigenous A Territory territory~~ acknowledgement will be ~~made offered by the host or master of ceremonies (MC) at every of the~~ event.
 - 1.1 ~~When possible, a ʔamun Elder will be invited to offer a welcome and opening remarks.~~
 - 1.1.1 ~~An invitation will be extended a minimum of 1-2 weeks in advance of the event.~~
 - 1.1.2 ~~The minimum honoraria rate is \$50, plus an additional \$30-50/hour to present at the event~~
 - 1.1.3 ~~The host or MC will ask the elder to clarify if they would like the audience to sit or stand for their remarks~~
 - ~~1.1.1.1.4~~ ~~When possible, a thank you card and honorarium will be provided at the event.~~
2. When organizing a public event at which dignitaries are present, introduce the most senior dignitaries first:
 - 2.1 Members of the Senate representing British Columbia.
 - 2.2 MPs (cabinet members first).
 - 2.3 MLAs (cabinet members first).
 - 2.4 Board Chair and Vice-Chair.
 - 2.5 Indigenous Elders and Leaders.
 - 2.6 Mayor.
 - 2.7 Other trustees and civic councilors.



Administrative Procedure 155

- 2.8 Senior Administrators and heads of other organizations.
- 2.9 Prominent community members.
3. When organizing an event within the District schools, the introductions will take place in the following order:
 - 3.1 Board Chair.
 - 3.2 Vice-Chair.
 - 3.3 Trustees in attendance.
 - 3.4 Indigenous Elders and Leaders.
 - 3.5 Superintendent, Directors of Instruction, Secretary Treasurer.
 - 3.6 Principal, Vice-Principal.
4. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
5. Seating is to be arranged so that the most senior dignitary is always closest to the podium.
6. Trustees are to be introduced at all times.
7. Provision is to be made for Trustees and other important guests to be greeted by staff or students.
8. As audience members, dignitaries are to be provided with reserved seating in the front row.
9. Invitations to Trustees to attend a school event are to be directed only to the liaison Trustee(s) by the Principal. The role and expectations are to be defined in the invitation. Provisions for parking are to be made for dignitaries and Trustees. Trustees are to be notified at least two (2) weeks prior to the event.
10. The Office of the Superintendent is to be contacted if a representative of senior staff is requested to attend a school event.
11. The Trustee invitation and District Office notice is to indicate who will serve as the Master of Ceremonies (MC).
12. When no Trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.
13. The Office of the Superintendent is to be contacted for further assistance.

Reference: Sections 20, 22, 65, 85 School Act
Provincial Government Protocol
Federal Government Protocol

Adopted: May 18, 2022
Reviewed: [January 8, 2025](#)



Administrative Procedure 155

Revised: ~~January 8, 2025~~

Revised: ~~May 18, 2022~~

EVENT PROTOCOL

Background

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The success of a District or school event depends largely on good planning, as well as having a defined agenda and purpose for the event. If the event is well planned, protocols normally flow smoothly.

Protocols will vary from one situation to another, depending on who is involved in the event. Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

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 - 1.1 When possible, a ʔamun Elder will be invited to offer a welcome and opening remarks.
 - 1.1.1 An invitation will be extended a minimum of 1-2 weeks in advance of the event.
 - 1.1.2 The minimum honoraria rate is \$50, plus an additional \$30-50/hour to present at the event
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Administrative Procedure 155

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Reference: Sections 20, 22, 65, 85 School Act
Provincial Government Protocol
Federal Government Protocol

Adopted: May 18, 2022
Reviewed: January 8, 2025
Revised: January 8, 2025



NUTRITION & HEALTHY SCHOOL FOOD ENVIRONMENTS

Background

The qathet School District supports food literacy programs and access to healthy food in schools to fully support a child’s ability to learn and make informed choices about nutrition. While all members of the school community have a role in creating a healthy food environment, it is the responsibility of each Principal, in coordination with district leadership, to implement measures that remove food access barriers and foster student well-being and nutrition education.

Definitions:

Food Literacy - Dietitians of Canada define Food literacy as the ability of an individual to understand food in a way that they develop a positive relationship with it, including food skills and practices across the lifespan to navigate, engage, and participate within a complex food system. It’s the ability to make decisions to support the achievement of personal health and a sustainable food system considering environmental, social, economic, cultural, and political components.

Nutrition – Nutrition has been colonially defined as the process of obtaining the food necessary for health and growth. Nutrition is influenced by social, political, financial and environmental systems and structures. These impact individuals and communities eating habits and choices. (First Nations Health Authority Common Language Project Report, 2023)

Open Access – Wherein all students are welcome to access food programs within a school, but the program is not designed to serve the whole school population. Open access programs do not require students to prove need.

Procedures:

1. Healthy Lifestyles District
 - 1.1. The District supports providing and modeling healthy food and beverage choices in food offered at school and District meetings.
2. Food Literacy, Nutrition and Healthy Lifestyles Curriculum
 - 2.1. The District supports the use of provincially and locally developed curricula, resources, and programs to enhance student and staff food literacy, nutrition, and healthy lifestyles.
 - 2.2. The District supports schools to provide opportunities and encourage students to participate in activities that develop food skills, knowledge, and community connections. Food provision, knowledge and exploration will include Indigenous Ways of Knowing and a variety of cultural practices to reflect the diversity of students.



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3. Healthier School Food Environment

- 3.1 School personnel will create a safe, supervised, clean, and positive eating environment. Students will be provided distraction free minimum of 15 minutes for eating.
- 3.2 Schools and the District will work to reduce any stigma around eating and accessing food. This includes trusting students to eat according to their own hunger cues, providing meal and snack programs that respect students' dignity, and promoting positive messages such as, "Eating a variety of foods gives you energy to play and think," rather than saying, "This food is not healthy."
- 3.3 Foods and beverages will not be withheld from students as a consequence. Additionally, foods and beverages will not be offered as an incentive or reward, except when it is justified and documented in the student's Individualized Education Plan.
- 3.4 Each school will have an open access breakfast and lunch program that meets the needs of the school's students. Development and operation of the program will be supported by district leadership, follow Ministry requirements, and may be in coordination with community partners.
- 3.5 Fun Days, activities and celebrations will prioritize healthy options for students and will strive to meet current federal and provincial nutrition guidelines.
- 3.6 When accepting donated food, such as baked goods or meat, it is essential that the food is nutritious and follows applicable food safety standards, such as being prepared in a commercial space. The acceptability of donated foods should be discussed with a local Environmental Health Officer.

4. Paid Food Services in Schools

4.1 Vending Machine Services:

- 4.1.1 Vending machines are acceptable in middle and secondary schools.
- 4.1.2 Parents (PAC), staff and students must be consulted prior to vending machines being installed in schools (present vending machines are grandparented).
- 4.1.3 Vending machine contracts must be approved by the Superintendent.
- 4.1.4 Healthy foods and beverages must be provided in all vending machines. Offerings must be consistent with the most current federal and provincial guidelines for food and beverage sales in schools.
- 4.1.5 Foods with higher nutritional value must be priced lower than lower nutritional value items. An example of this would be that water must be lower priced than juice or other high sugar beverages.
- 4.1.6 Advertising on vending machines must support healthy choices.



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4.2 Cafeteria and Canteen Services:

- 4.2.1 Foods and beverages served on school grounds or at school functions must meet current federal and provincial food and beverage sales guidelines and follow highest food safety standards. All providers must include low-cost healthy options.
- 4.2.2 Cost of food to students will prioritize cost recovery over profits.

4.3 Fundraising

- 4.3.1 Food-based fundraising activities, such as bake sales, should still follow best food handling practices and do their best to align with current federal and provincial guidelines around nutrition and food sales in schools.
- 4.3.2 Lunches/meals/snacks offered by Parent Advisory Councils (PACs) or other not-for-profit organizations must include healthy options for students and provide options/opportunities for families facing financial insecurity. PACs are encouraged to prioritize nutrition and limit low nutrition value/quality foods such as hot dogs and pizza.

5 Ongoing Review

- 5.1 The District Health Committee will conduct a biannual review of this Administrative Procedure: Nutrition & Healthy School Food Environments.

Reference: Sections 17, 20, 22, 65, 85 *School Act*
Health Act
School Regulation 265/89
First Nations Health Authority Common Language Project Report

Adopted: January 28, 1997
Reviewed: January 8, 2025
Revised: January 8, 2025

Liabilities – s. 3 (e)

List all creditors to whom you owe a debt. Do not include residential property debt (mortgage, lease or agreement for sale), money borrowed for household or personal living expenses, or any assets you hold in trust for another person:

creditor's name(s)

creditor's address(es)

Income – s. 3 (b-d)

List each of the businesses and organizations from which you receive financial remuneration for your services and identify your capacity as owner, part-owner, employee, trustee, partner or other (e.g. director of a company or society).

- Provincial nominees and designated employees must list all sources of income in the province.
- Local government officials, school board officials, francophone education authority directors and designated employees must list only income sources within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

your capacity

name(s) of business(es)/organization(s)

Real Property – s. 3 (f)

List the legal description and address of all land in which you, or a trustee acting on your behalf, own an interest or have an agreement which entitles you to obtain an interest. Do not include your personal residence.

- Provincial nominees and designated employees must list all applicable land holdings in the province
- Local government officials, school board officials, francophone education authority directors and designated employees must list only applicable land holdings within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

legal description(s)

address(es)

Corporate Assets – s. 5

Do you individually, or together with your spouse, child, brother, sister, mother or father, own shares in a corporation which total more than 30% of votes for electing directors? (Include shares held by a trustee on your behalf, but not shares you hold by way of security.)

no yes

If yes, please list the following information below & continue on a separate sheet as necessary:

- the name of each corporation and all of its subsidiaries
- in general terms, the type of business the corporation and its subsidiaries normally conduct
- a description and address of land in which the corporation, its subsidiaries or a trustee acting for the corporation, own an interest, or have an agreement entitling any of them to acquire an interest
- a list of creditors of the corporation, including its subsidiaries. You need not include debts of less than \$5,000 payable in 90 days
- a list of any other corporations in which the corporation, including its subsidiaries or trustees acting for them, holds one or more shares.

_____ *signature of person making disclosure*

_____ *date*

Where to send this completed disclosure form:

Local government officials:

... to your local chief election officer

- with your nomination papers, and

to the officer responsible for corporate administration

- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

School board trustees/ Francophone Education Authority directors:

... to the secretary treasurer or chief executive officer of the authority

- with your nomination papers, and
- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

Nominees for provincial office:

- with your nomination papers. If elected you will be advised of further disclosure requirements under the *Members' Conflict of Interest Act*

Designated Employees:

... to the appropriate disclosure clerk (local government officer responsible for corporate administration, secretary treasurer, or Clerk of the Legislative Assembly)

- by the 15th of the month you become a designated employee, and
- between the 1st and 15th of January of each year you are employed, and
- by the 15th of the month after you leave your position

Print Form

Clear Form