



COMMITTEE OF THE WHOLE

4:00 pm, Wednesday, January 14, 2026
School Board Office

AGENDA

LAND ACKNOWLEDGEMENT - M. Mason

PRESENTATIONS:

German Student Exchange – J. Mack

Capital Project Quarterly Update Edgehill Elementary School – J. Formosa

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** “THAT the Committee of the Whole Meeting Agenda of January 14, 2026, be adopted as circulated.”

2. STANDING COMMITTEES

- 2.a) Finance and Facilities
2.a.i) Fiscal Accountability Report
2.a.ii) Kelly Creek Daycare Operations Update (oral)
2.a.iii) Recycling Advocacy Update (oral)
- 2.b) Education and Strategic Planning
2.b.i) Board Authority Authorized Course Memo:
• Appendix: Care Economy BAA Course
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 Code of Conduct and Appendix for discussion – J. Miller
2.d.ii) School Liaison Trustee Role for discussion – G. Conti
2.d.iii) Trustee Remuneration Memo

3. COMMITTEE REPORTS

- 3.a) Ad Hoc Committee Report – January 8, 2026



4. OTHER INFORMATION

- 4.a) Statement of Financial Disclosure – To be remitted to the Secretary-Treasurer by January 15

ADJOURNMENT

SH/attachments

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: December 31, 2025

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	11,493,662	0	11,493,662	27,203,185	15,709,523	58
200 Employee Benefits And Allowances	2,599,075	0	2,599,075	6,291,565	3,692,490	59
300 Services Purchased	1,531,009	0	1,531,009	3,358,421	1,827,412	54
500 Supplies And Materials	762,231	0	762,231	2,434,912	1,672,681	69
	-----	-----	-----	-----	-----	-----
Total For INSTRUCTION	16,385,977	0	16,385,977	39,288,083	22,902,106	58
DISTRICT ADMINISTRATION						
100 Salaries	785,769	0	785,769	1,585,502	799,733	50
200 Employee Benefits And Allowances	154,064	0	154,064	353,995	199,931	56
300 Services Purchased	258,469	6,336	264,805	393,500	128,695	33
500 Supplies And Materials	10,185	0	10,185	94,663	84,478	89
	-----	-----	-----	-----	-----	-----
Total For DISTRICT ADMINISTRATION	1,208,487	6,336	1,214,823	2,427,660	1,212,837	50
OPERATIONS AND MAINTENANCE						
100 Salaries	893,012	0	893,012	1,981,859	1,088,847	55
200 Employee Benefits And Allowances	193,814	0	193,814	457,118	263,304	58
300 Services Purchased	340,037	0	340,037	807,750	467,713	58
500 Supplies And Materials	420,131	0	420,131	1,144,750	724,619	63
	-----	-----	-----	-----	-----	-----
Total For OPERATIONS AND MAINTENANCE	1,846,994	0	1,846,994	4,391,477	2,544,483	58
TRANSPORTATION & HOUSING						
100 Salaries	292,169	0	292,169	678,877	386,708	57
200 Employee Benefits And Allowances	71,206	0	71,206	156,350	85,144	54
300 Services Purchased	42,636	0	42,636	104,000	61,364	59
500 Supplies And Materials	127,628	0	127,628	295,500	167,872	57
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	533,639	0	533,639	1,234,727	701,088	57
	-----	-----	-----	-----	-----	-----
Grand Total	19,975,097	6,336	19,981,433	47,341,947	27,360,514	58

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
	-----	-----	-----	-----	-----	-----
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
	-----	-----	-----	-----	-----	-----
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
	-----	-----	-----	-----	-----	-----
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
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	568,705	0	568,705	1,311,490	742,785	57
	-----	-----	-----	-----	-----	-----
Grand Total	20,642,156	34,388	20,676,544	47,647,617	26,971,073	57

MEMORANDUM



Date: January 14, 2026
To: Committee of the Whole
From: Paul McKenzie, Superintendent
Prepared by: Vianne Kintzinger, Director of Education
Re: Board Authority Authorized (BAA) Care Economy Career Sampler

1.0 BACKGROUND

Career Education (CE) is one of the three pillars of the British Columbia education system, with the understanding that CE is important in supporting students as they transition to a life of health and wellness. Districts and schools offer senior courses to provide students with opportunities to “sample” careers and to support them in making more informed career and post-secondary decisions.

The proposed BAA Care Economy Career Sampler course will provide students with the opportunity to explore a variety of careers in caring or helping sectors, including health and wellness, childcare and early learning, elder care, firefighting, and policing. The course offers curricular competencies and content that can be introduced through career-specific modules. It features multiple entry points for inquiry-based activities, supporting students in developing critical thinking and analytical skills to solve real-world scenarios. Students will learn what they need to know, do, and understand to successfully pursue careers in the care economy sector.

2.0 INFORMATION

BAA and First Nation Authorized (FNA) courses provide opportunities for educators to explore content beyond the boundaries of Ministry curriculum. These courses help educators respond to the local needs of schools and their communities, while also providing choice and flexibility for students. The courses may overlap with the Big Ideas and Curricular Competencies of Ministry courses.

BAA/FNA courses may be used as all, or part, of the 28 elective credits students require to fulfill graduation requirements. Grade 11 BAA/FNA courses developed to align with Grade 11 Arts Education and/or Applied Design, Skills, and Technologies (ADST) curricula meet the Arts Education/ADST graduation requirement of the B.C. Graduation Program. Grade 10 and Grade 12 BAA/FNA courses do not meet the Arts Education/ADST graduation requirement.

3.0 OPTIONS FOR ACTION

- a) Approve the BAA Care Economy Career Sampler as presented
- b) Request more information

4.0 STAFF RECOMMENDATION

THAT: The Board of Education approve and support the adoption of the Care Economy Career Sampler 12A to the suite of courses offered to our qathet School District students.

5.0 APPENDICES

Appendix A – BAA Care Economy Career Sampler 12A



Board/Authority Authorized Course Framework Care Economy Career Sampler Course

School District/Independent School Authority Name: qathet School District	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD 47
Developed by and with permission to use: Ryan Massey, Shari Hambrook, Maggie Allison	Date Developed: Original: September 6, 2023, to January 8, 2024 Updates: November to December 2025
School Name: Brooks Secondary School	Principal's Name: Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Care Economy Career Sampler	Grade Level of Course: Twelve 12A
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

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

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

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

Occupational Modules Explored in the Course:

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

Goals and Rationale:

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

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

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

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

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

Indigenous Worldviews and Perspectives:

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

Local Context:

- The concepts introduced in this course will align with the SD47 Tla'amin Enhancement Agreement Purpose, including building a positive, effective, collaborative, and constructive relationship that supports and promotes Tla'amin language and culture. The course also aims to improve the educational outcomes of Tla'amin students and to achieve high levels of Tla'amin student success, as evidenced by cultural grounding, language development, graduation, and successful transitions to post-secondary education and training or employment. Learners will have opportunities to engage in and learn about local Indigenous content, culture, history, and values through resources, guest speakers, and activities that honor Aboriginal Worldviews and Perspectives.

BIG IDEAS

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

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

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

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

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

Learning Standards

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

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

Apply

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

Reflect

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

Understanding Populations

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

Personal Awareness and Self-regulation

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

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

- Main gain some required certifications for a variety of Care Economy sectors
- Pathways and requirements for entry into Care Economy sectors in BC (and Canada).
- Perform an internal check to see if you feel drawn to serve and help others. Is this your **vocation/calling**?

Big Ideas – Elaborations

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

Inquiry Question Sample:

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

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

Inquiry Question Sample:

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

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

Inquiry Question Sample:

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

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

Inquiry Question Sample:

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

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

Inquiry Question Sample:

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

Curricular Competencies – Elaborations

Explore

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

Plan

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

Apply

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

Reflect

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

Content – Elaborations

Human Growth and Development

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

Family Dynamics and Interpersonal Relationships

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

Professional Communication Methods

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

Understanding Populations

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

Content – Elaborations

Personal Awareness and Self-Regulation

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

Pathways for Post-secondary and Continuing Education in the Care

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

Recommended Instructional Components:

The instructional component of this course:

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

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

The assessment component of this course:

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

Learning Resources:

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

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

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



Policy 4

TRUSTEE CODE OF CONDUCT

The Board is committed to enhancing student achievement through effective governance and ethical conduct. Trustees collectively uphold the responsibility of ethical leadership, which involves exercising authority appropriately and maintaining decorum and professionalism.

Specifically

1. Trustees shall:
 - 1.1 Abide by the policies of the Board, all applicable legislation, and regulations, in particular the *School Act*, and the Oath of Office.
 - 1.2 Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee, with reasonable diligence, which includes prioritizing student achievement across diverse backgrounds, abilities, and needs, including but not limited to race, gender, sexual orientation, belief, and socio-economic status.
 - 1.3 Support a culture of belonging for all learners, including Indigenous communities and First Nations on whose traditional territories our schools operate.
 - 1.4 Keep confidential any personal, privileged, or confidential information obtained in their capacity as a trustee and not disclose the information except when authorized by law or by the Board to do so. Trustees shall not divulge the contents of closed ((in-camera) (closed to the public)) meetings, recognizing that a disclosure could seriously harm the Board’s ability to conduct its business.
 - 1.5 Be fully conversant with Part 5 sections 55 to 64 of the *School Act* regarding a trustee conflict of interest. Prior to discussion of any such subject matter declare any perceived conflict and may leave the room and not discuss the matter outside the meeting with other trustees and nor exert influence on the decision in which the trustee has a conflict of interest.
2. Although a trustee is responsible for declaring a possible conflict of interest, it is the fiduciary duty of all trustees to protect the Board, and the Board and Superintendent, have a duty to point out any apparent, potential, or perceived conflict of interest when it appears.
3. A trustee may request guidance from other trustees or the Board regarding personal conflict of interest matters.
4. Any declaration of conflict of interest shall be recorded in the minutes of the meeting.
5. Trustees shall not attempt to exercise individual authority over the organization except as explicitly set forth in policies of the Board. Trustees’ interaction with the Superintendent or with staff shall recognize the lack of authority vested in individual trustees except when explicitly authorized by the Board;

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



Policy 4

6. Only the corporate Board as opposed to individual trustees shall exercise individual authority over the Superintendent. Only the corporate Board shall make judgments regarding the Superintendent's performance.
7. Trustees shall:
 - 7.1 Respect and abide by the majority decisions made by the Board in legally constituted meetings.
 - 7.2 Work co-operatively with fellow Trustees in a spirit of harmony despite any differences that may arise during debate, observing proper decorum and behaviour, so that full and open discussion can occur with fellow members. This includes treating them with respect and consideration and not withholding nor concealing anything with which they could be concerned.
 - 7.3 Apply the principles of due process by directing students, parents, employees, and others with any complaints or concerns to the individual(s) immediately responsible for the decision prior to discussing the matter with anyone else.
 - 7.4 Base decisions upon all facts available at the time of the situation; vote in honest conviction for every case, remain un-swayed by partisan bias of any kind; and thereafter, abide by, and uphold the Board's final decision.
 - 7.5 Ensure fiduciary responsibility to the Board supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs.
 - 7.6 Not use the Schools or any part of the School Program for personal advantage, or the advantage of family or friends, and will resist temptations or outside pressure to use their position for personal benefit, or the benefit of other individuals or agencies.
 - 7.7 Always remember that as individuals they have no legal authority outside of the meetings of the Board unless the Board has so delegated. Relationships with staff, the local citizens, and the media will be conducted based on this fact. Always use discretion to minimize the impression that the individual trustees' statements reflect the corporate opinion of the Board.
 - 7.8 Not discuss confidential District business outside of a Board meeting or a committee meeting thereof.
 - 7.9 Participate actively in educational conferences, workshops, and training sessions offered by local and provincial agencies to enhance professional growth. By engaging in these opportunities, trustees can deepen their understanding of their roles and responsibilities, thereby increasing their effectiveness as Board members.
 - 7.10 Represent the Board in all Board-related matters with proper decorum and respect for others.
 - 7.11 Practice responsible digital citizenship when using social media platforms, ensuring that all online interactions align with the values and objectives of the Board.

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



Policy 4

7.12 Protect and enhance the reputation of the District and Board.

8. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.
9. This Policy shall undergo a minimum of one review per term, as outlined in Policy 10 (Policy Making and Review). Whenever feasible, this review will occur early in the Board's term, incorporating feedback from stakeholders into the process.

Legal Reference: Sections 49, 50, (Part 5 Sections 55-64), 65, 85, 94, 95, 175 (2) (i) *School Act*
School Trustee Oath of Office Regulation

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

TRUSTEE CODE OF CONDUCT SANCTIONS

Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions. This includes allegations that a trustee has failed to respect the confidentiality of a sanctions process initiated in accordance with the below.

Filing of Complaint

1. A trustee, who believes that a fellow trustee has violated the Code of Conduct, may seek resolution of the matter through appropriate informal measures, prior to commencing an official complaint under the Code of Conduct.
2. Informal measures may include:
 - 2.1 The trustee who believes a violation has occurred will engage in an individual private conversation with the trustee affected.
 - 2.2 Failing resolution through the private conversation the parties will engage the Board Chair to gain resolution. If the concern is with the Board Chair, the concern is to be raised with the Vice-Chair.
 - 2.3 The Chair, and at the Chair's option, the Chair and Vice Chair will attempt to resolve the matter to the satisfaction of the trustees involved.
3. A person who wishes to commence an official complaint, alleging a breach of the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the trustee. This thirty (30) day period may be extended by the Board if the facts leading to the complaint were not known, and could not reasonably have been known, to the complainant within the thirty (30) day period.
4. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint involves the conduct of the Board Chair, the letter of complaint shall be filed with, and distributed by, the Vice-Chair.
5. The filing, notification, content, and nature of any complaint under this Policy shall be deemed to be strictly confidential. The public disclosure of the complaint, including its existence and any proceedings related to the complaint, shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint, and any resulting decision made by the Board, may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.



Policy 4 - Appendix

Preliminary Determination

6. A special closed meeting of the Board will be convened as soon as possible after distribution of the complaint. The trustee against whom the complaint has been made shall be provided with the opportunity to make a written submission to the Board for consideration at the preliminary hearing.
7. At this meeting, the Board will conduct a preliminary review of the complaint and shall determine whether to:
 - 7.1 Dismiss the complaint;
 - 7.2 Adjourn the meeting and refer the complaint for further investigation, or
 - 7.3 Refer the matter to a formal Code of Conduct hearing.
8. In making its preliminary determination, the Board will consider, without limitation:
 - 8.1 Whether there is any factual basis for the complaint;
 - 8.2 Assuming that the allegation is true, whether a formal Code of Conduct hearing is necessary on the basis that the trustee's conduct threatens the integrity and proper functioning of the corporate board;
 - 8.3 Whether there is another, more appropriate forum for dealing with the alleged misconduct (e.g. if the allegation involves a breach of the conflict of interest provisions of the *School Act* there is a mechanism in Part 5 of the *Act* for dealing with such matters.)
9. In the event the Board determines that no further action is required, the complaint shall be dismissed, and the matter will be considered closed.

Investigation

10. In the event the Board determines in its preliminary meeting, or any subsequent time, that there is a need to obtain additional information regarding the allegation(s), it may direct that the matter be referred for investigation.
11. The Board shall appoint an independent third party to conduct the investigation.
12. The investigator shall gather all relevant information and documents pertaining to the allegation(s), and shall prepare a report to the Board summarizing the relevant facts and attaching relevant documentation. No recommendations shall be made, and any disputed facts will be identified. Where facts are disputed, no findings will be made other than to identify the nature of the dispute.

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



Policy 4 - Appendix

Code of Conduct Hearing

13. In the event the Board determines that a formal Code of Conduct hearing is warranted, a closed ((in-camera) (closed to the public)) meeting of the Board shall be convened.
14. The trustee against whom the complaint has been made shall be provided with at least ten (10) days' advance notice of the meeting, together with any information or documentation relevant to the complaint.
15. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint.
 - 15.1 The sequence of the Code of Conduct hearing shall be:
 - 15.1.1 The respondent trustee shall provide a presentation which may be written or oral or both;
 - 15.1.2 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 15.1.3 The respondent trustee shall be given the opportunity to make final comments.
 - 15.2 After hearing from the respondent trustee, all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, retain legal counsel to provide advice.
 - 15.3 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened, and the requests made to the respondent trustee. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date to enable the gathering of further information.
 - 15.4 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
 - 15.5 The remaining trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the respondent trustee.
 - 15.6 The presiding Chair shall call for a resolution(s) to be placed before the Board. The Board will vote on the resolution(s).
 - 15.7 The presiding Chair shall declare the closed ((in-camera) (closed to the public)) Board meeting adjourned.
 - 15.8 All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.

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



Policy 4 - Appendix

16. In the event the Board concludes that the Code of Conduct has been violated, it may impose whatever sanction is deemed necessary to protect the integrity and functioning of the Board including, without limitation, one or more of the following:
 - 16.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;
 - 16.2 Having a motion of censure passed by a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;
 - 16.3 Removing the offending trustee from one (1), some, or all Board committees or other appointments of the Board, passed by a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;
 - 16.4 Temporary or indefinite suspension of the trustee from attendance at in-camera (closed to the public) meetings including receipt of materials pertaining to in-camera (closed to the public) meetings;

17. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct, where there has been a withdrawal of the complaint, or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint. Before making its findings public, the Board will provide the affected trustee with the opportunity to address the Board on this issue. In no event will the Board act in a manner which would contravene its obligations under the *Freedom of Information and Protection of Privacy Act*.

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

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

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: November 12, 2025
Revised: January 22, 2025



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: November 12, 2025
Revised: January 22, 2025



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.

- 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.

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

Adopted: May 18, 2022
Reviewed: November 12, 2025
Revised: January 22, 2025



Policy 9

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.

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

Adopted: May 18, 2022
Reviewed: November 12, 2025
Revised: January 22, 2025

MEMORANDUM



Date: January 14, 2026
To: Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Re: Annual Review of Trustee Remuneration

1.0 BACKGROUND

Board Operations Policy 7 states:

“14.2 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

Teacher and support staff collective agreements expired in June 2025. Currently, both the provincial teachers’ union and the CUPE support staff union are actively engaged in bargaining new collective agreements. The school district is not actively pursuing compensation increases for other non-union staff until the conclusion of sector bargaining. Although all parties are aware of the current government compensation mandate, there are not yet any sector agreements available for comparative purposes.

3.0 OPTIONS FOR ACTION

- a) Proceed with an adjustment to Trustee remuneration
- b) Defer adjustment to Trustee remuneration

4.0 STAFF RECOMMENDATION

THAT: Consideration of any amendments to annual trustee remuneration for 2026 be deferred until after the conclusion of sector bargaining.

BOARD DEVELOPMENT PLANNING AD HOC COMMITTEE

11:00 am, Thursday, January 8, 2026

School Board Office

NOTES

Present: Gretchen Conti, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent)

The meeting was called to order at 11:06 am.

1. **BOARD DEVELOPMENT PLANNING**

Trustees discussed next steps and agreed as follows:

- That a brief oral summary outlining expectations and next steps be provided to the Board at the January Committee of the Whole meeting.
- That, prior to the January Closed Session, trustees be asked to review the following documents included in the meeting package:
 - Inquiry questions survey
 - Resource on constructing a powerful inquiry question
 - Background document outlining the development of a formal in-service and mentoring plan
- That, at the January Closed Session, trustees be invited to share their inquiry questions. Members of the Ad Hoc Committee will support trustees in refining their individual inquiry questions.

2. **ADJOURNMENT**

The meeting adjourned at 11:19 am

SH/attachments