

**REGULAR BOARD MEETING**

**4:00 pm, Wednesday, January 28, 2026**  
**School Board Office**

**A G E N D A**

**LAND ACKNOWLEDGEMENT**

**PRESENTATION:**

James Thomson Elementary School Growth – M. Hull

**QUESTION PERIOD**

**CHAIRPERSON'S REMARKS**

**1. ADOPTION OF AGENDA**

**MOTION:** "THAT the Regular meeting agenda of January 28, 2026, be adopted as circulated."

**2. ADOPTION OF MINUTES**

**MOTION:** "THAT the Regular meeting minutes of December 10, 2025, be adopted as circulated."

**3. REPORT OF CLOSED MEETINGS**

3.a) December 10, 2025 – The Board met in-camera to discuss items which include property and personnel.

**4. INCOMING CORRESPONDENCE**

4.a) Emergency Weather Shelter

**MOTION:** "THAT the correspondence listed in item 4.a) be received."

**5. OUTGOING CORRESPONDENCE**

5.a) Board to P. Cummings - Townsite Jazz Festival

5.b) Board to D. Harper and H. Pritchard - Youth & Family Summer Camp

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) Program Review: Feeding Futures / Level 1 Report

- 6.b) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to December 31, 2025

**MOTION:** “THAT the Superintendent of Schools’ Report be received as presented.”

**7. SECRETARY-TREASURER’S REPORT**

- 7.a) N/A

**8. COMMITTEE REPORTS**

- 8.a) Committee of the Whole Report for January 14, 2026

Recommended motions arising from the Committee of the Whole Meeting:

Board Authority Authorized Course

**MOTION:** 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.

Trustee Remuneration

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

**9. OTHER BUSINESS**

- 9.a) Policy 9 – Board Representatives (D. Lawson)

**MOTION:** That the Board direct staff to review and revise the Board policy related to committee and school liaison assignments to better reflect a collaborative and inclusive process; and further that the revised policy include a process whereby:

- trustees collectively discuss interests, skills, experience, workload, and equity considerations.
- the Chair facilitates the discussion in a neutral and orderly manner.
- consensus is sought wherever possible; and
- committee and liaison assignments are confirmed by Board motion.

**QUESTION PERIOD**

**MEDIA QUESTION PERIOD**

**ADJOURNMENT**

**MOTION:** “THAT the Regular Meeting of January 28, 2026 be adjourned.”

## **REGULAR BOARD MEETING**

**4:00 pm, Wednesday, December 10, 2025**

**School Board Office**

## **MINUTES**

---

Present: Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason, Kirsten Van't Schip

Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)

---

The meeting was called to order at 4:00 pm by Chairperson J. Miller.

### **LAND ACKNOWLEDGEMENT**

### **PRESENTATIONS:**

#### Brooks Secondary School Presentation – J. Marshman

Principal J. Marshman and Vice-Principal L. Gunn presented Brooks Secondary School's Growth Plan, outlining the school's inquiry focus on improving graduation rates through increased student attendance and engagement. The school has identified attendance and engagement as key barriers to their graduation rates. The presentation highlighted a school-wide approach to accountability and collaboration, including timetabled inquiry time, student tracking tools for Grades 10–12, and regular review of attendance, graduation data, and student learning evidence. Weekly and monthly meetings support individualized student planning, involvement of local agencies, and consistent communication with families. Initiatives such as enhanced student voice, flexible and culturally relevant programming, and the creation of a secondary sensory room were shared as examples of targeted supports. Administration reported early indicators of improved graduation outcomes and strong parent engagement.

#### Westview Elementary School Presentation – J. Kennedy

Principal J. Kennedy and Vice-Principal M. Shipley presented Westview Elementary School's Growth Plan, with a primary focus on strengthening foundational literacy through a school-wide inquiry. The inquiry asks what strategies best support student growth in reading and math while also fostering connection, support, and readiness to learn. Literacy progress is monitored using DIBELS and other assessment tools throughout the year, with targeted interventions for students not yet meeting grade-level expectations. Staff collaboration time has been intentionally restructured, with staff meetings repurposed as professional learning and inquiry sessions focused on instructional practice.

Student engagement and belonging are supported through initiatives such as cross-grade reading opportunities and the rebranding of house teams, developed with student voice and grounded in local Indigenous knowledge and connection to place.

## **QUESTION PERIOD**

There were no questions.

## **CHAIRPERSON'S REMARKS**

As we come together for our final Board meeting of the year, December offers a meaningful moment to reflect on the work behind us and the community that continues to carry it forward.

Just over a week ago, the Trustees and school district management had the opportunity to attend the provincial conference hosted by the BC School Trustees Association. Many of the sessions focused on student well-being, Indigenous education, and what it means to govern public education in increasingly complex times. What stood out most was a shared commitment across districts to lead with care, clarity, and strong relationships which strongly resonated with our team as we reflected on the work happening here in qathet.

That same sense of shared responsibility and collaboration was clearly reflected in the operational plans recently brought forward by our district teams. Seeing that work side by side, not as separate efforts, but as deeply connected, was incredibly encouraging. It built real confidence in the leadership across our system and in the very real ways our teams are working together to support students, as guided by the themes in our strategic plan.

As we head into the heart of the holiday season, our schools are full of celebration. The Brooks band and choir evenings offered just one joyful example of the holiday fanfare underway across the district. Beginning tomorrow, our elementary holiday concerts will start and continue into next week, giving families many chances to come together and celebrate learning, music, and community.

At the same time, we know this season can be complicated for some families. Alongside the joy, we hold space for that reality too, and for the work our schools quietly do every day to support students and families with care and compassion.

As we approach the winter break and close out the calendar year, I want to thank our staff, students, families, and partners for everything you bring to this district. Your commitment, collaboration, and heart continue to make a real difference. Enjoy the break and time with family and friends.

### **1. ADOPTION OF AGENDA**

**MOVED: G. CONTI**

**SECONDED: K. VAN'T SCHIP**

**THAT the Regular meeting agenda of December 10, 2025, be adopted as amended.**

**STATUS: CARRIED**

Trustee Lawson requested the addition of item 9.c "Trustee Event Attendance".

### **2. ADOPTION OF MINUTES**

**MOVED: M. MASON**

**SECONDED: D. LAWSON**

**THAT the Regular meeting minutes of November 19, 2025, be adopted as circulated.**

**STATUS: CARRIED**

**3. REPORT OF CLOSED MEETINGS**

- 3.a) November 19, 2025 – The Board met in-camera to discuss items which included personnel.

**4. INCOMING CORRESPONDENCE**

- 4.a) N/A

**5. OUTGOING CORRESPONDENCE**

- 5.a) Board to MLA G. Heyman – Continued Advocacy of ICI Recycling  
Secretary-Treasurer S. Hopkins reported that the letter had also been shared with Director of Operations J. Formosa, who in turn shared with staff at the City and qRD.

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

- 6.a) Program Review: Early Learning Initiatives / Level 2 Report

Director of Instruction K. Brach presented the Level 2 Program Review of Early Learning Initiatives, outlining how district early learning programs support children and families prior to kindergarten, in alignment with the Board Strategic Plan priority of cultivating an ethic of learning. The presentation highlighted StrongStart programs across multiple sites, including Kelly Creek, Henderson, Westview, and StrongStart GO, with attendance data showing varied participation patterns by site and day. Family survey results reflected strong satisfaction with programming, flexibility, and relationships, while also identifying barriers to access, including registration requirements and challenges for working families. The district continues to explore ways to better measure outcomes, improve access, and reach families who are not currently participating.

The review also examined the JustB4 Preschool Program, now in its third year, operating at Henderson and Westview. Family feedback was highly positive, with interest expressed in expanded hours or additional days, though the program faces sustainability considerations as Ministry funding sunsets. Options under review include adjusting program locations, schedules, and fee structures to maintain viability. The presentation concluded with an overview of transition-to-kindergarten practices, including Kindy Connect, kindergarten orientation, gradual entry, and early identification supports.

**MOVED: D. LAWSON**

**SECONDED: K. VAN'T SCHIP**

**THAT the Board of Education accept the Early Learning Initiatives Program Review (Level 2), as attached and presented.**

**STATUS: CARRIED**

6.b) Unexpected Health Emergencies Administrative Procedure

Director of Instruction T. Gaudreau shared the new Unexpected Health Emergencies Administrative Procedure, brought forward in response to the *Support Services for Schools Order*. The procedure replaces the former AED Administrative Procedure and outlines district-wide protocols for site-based first aid, AED availability at all locations, and the procurement and distribution of nasal naloxone. Training requirements are determined by school size, with opportunities for first aid attendants to complete online learning modules. The procedure also includes requirements for accessible placement of emergency equipment, post-incident debriefing, and site-based monitoring of equipment expiry dates, with flexibility to increase naloxone kits as needed.

6.c) Suspension, Exclusion, and Seclusion Report: September 2, 2025, to November 30, 2025

The board reviewed the report, including a summary of suspensions occurring in November related to vaping, oppositional behaviours, and fighting.

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

**THAT the Superintendent of Schools' Report be received as presented.**

**STATUS: CARRIED**

**7. SECRETARY-TREASURER'S REPORT**

7.a) Statement of Financial Information Memo

Secretary-Treasurer Hopkins provided an overview of the report, noting that it primarily consists of the audited financial statements and includes supplementary schedules including a listing employees whose remuneration exceeds \$75,000 and suppliers whose payments exceed \$25,000.

**MOVED: K. VAN'T SCHIP**

**SECONDED: G. CONTI**

**THAT the Statement of Financial Information Report be approved for submission to the Ministry of Education and Childcare**

**STATUS: CARRIED**

**MOVED: D. LAWSON**

**SECONDED: G. CONTI**

**THAT the Secretary Treasurer's Report be received as presented.**

**STATUS: CARRIED**

## 8. **COMMITTEE REPORTS**

### 8.a) Ad Hoc Committee Notes – December 3, 2025

Trustee M. Mason reported on the Ad Hoc Committee meeting held December 3, 2025. The committee anticipates its work over the next 12 months will be guided by three strategies: trustee inquiry, pre-election trustee information, and trustee mentorship and orientation following the election. The committee requested 15 minutes at the next closed meeting, with the item to be added to the January closed agenda.

## 9. **OTHER BUSINESS**

### 9.a) Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies

Chairperson Miller shared the trustee appointments to committees as follows:

<b>SCHOOL LIAISONS</b>	
Brooks Secondary	Jaclyn Miller
Edgehill Elementary	Maureen Mason
Henderson Elementary	Dale Lawson
James Thomson Elementary	Gretchen Conti
Kelly Creek Community	Gretchen Conti
Partners in Education	Maureen Mason
Texada Elementary	Dale Lawson
Westview Elementary	Jaclyn Miller
<b>BOARD COMMITTEES</b>	
Committee of the Whole	All Trustees
<b>REPRESENTATIVES TO INTERNAL ADMINISTRATIVE COMMITTEES</b>	
Environmental and Sustainability Committee	Maureen Mason
Health Committee	Jaclyn Miller
Justice, Equity, Diversity, Inclusion (JEDI)	Gretchen Conti
Sexual Orientation and Gender Identity (SOGI)	Gretchen Conti
<b>REPRESENTATIVES TO EXTERNAL COMMITTEES</b>	
BCPSEA Representative	Dale Lawson
BCSTA Provincial Council Representative	Gretchen Conti
South Coast Branch	All Trustees
District Parent Advisory Council	All Trustees (rotating)
Indigenous Education Council (IEC)	Jaclyn Miller

9.b) Review 2025-2026 Board Annual Work Plan

The Board reviewed the updated 2025–2026 Board Annual Work Plan. Secretary-Treasurer S. Hopkins noted that the December quarterly presentation related to the Edgehill capital project has been deferred to January.

9.c) Edgehill Winter Performance at Max Cameron

Trustee D. Lawson reported back on the Edgehill Winter Performance held at Max Cameron Theatre, noting the celebration of many cultures, strong student engagement, and the significant effort by students and staff to bring the event together.

**QUESTION PERIOD**

There were no questions.

**MEDIA QUESTION PERIOD**

There was no media present.

**ADJOURNMENT**

**MOVED: D. LAWSON**

**THAT the Regular Meeting of December 10, 2025 be adjourned.**

**STATUS: CARRIED**

The meeting adjourned at 6:18 pm.

---

J. Miller  
Chairperson

---

S. Hopkins  
Secretary-Treasurer

SH/attachments



# AARON REID

7085 Tahsis Street • Powell River, BC V8A 1G4

## Community Suggestion – Portable Classroom Repurposing for EWS

January 23, 2026

Sent via email

**Mayor and Council**

City of Powell River

**Board of Education**

qathet School District #47

**Board of Directors**

LIFT Community Services

Dear Mayor and Council, Trustees, and LIFT Board Members:

I am writing to respectfully share a forward-looking suggestion related to the Extreme Weather Shelter (EWS) planning for the next winter season.

There is currently a major construction project underway at Edgehill Elementary School, which has resulted in some classes being temporarily relocated into portable classroom buildings. While I understand that this does not provide an immediate solution for the current period of EWS operations, I would strongly encourage the City of Powell River, qathet School District #47, and LIFT to consider whether any of these portable buildings may become surplus to the School District once the project is complete.

If surplus portable classrooms become available, there may be an opportunity for the parties to work collaboratively to relocate one or more units to available City property and repurpose them for future EWS use.

If the School District anticipates ongoing use for these portable buildings, a parallel option could be to explore whether any other School Districts have portable classroom units available that could be acquired or relocated for this purpose.

Just last evening, I also saw a two-part movable building listed on Facebook Marketplace for \$16,500. This is the type of opportunity that may be worth monitoring—and perhaps, if needed, supporting through a targeted funding drive or fundraising initiative to secure a suitable building for the EWS.

Another alternative could be the purchase of an emergency tent shelter system similar to those used by the military or the Red Cross during disaster response—structures that can be set up and taken down seasonally and stored when not in use. They are made to withstand harsh weather conditions and come with insulation and heating/cooling options available.

While I appreciate that this does not resolve the current challenges surrounding the designation of Dwight Hall for EWS operations, my intent is to encourage proactive planning for next winter. This may be an opportunity for the City of Powell River, the School District, and LIFT to work together early and identify a viable, practical solution well in advance of the next extreme weather season.

Thank you for your time and consideration, and for the work each of you does on behalf of our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Aaron M. Reid". The signature is fluid and cursive, with the first name "Aaron" being the most prominent.

**Aaron Reid**

January 23, 2026

Paul Cummings

**Delivered via Email**

Dear Mr. Cummings,

On behalf of the Board of Education, thank you for your letter outlining the Townsite Jazz Festival Society's request for in-kind support for the 2026 Townsite Jazz Festival and apologies for the delay in responding. The Board appreciates the Society's ongoing commitment to providing meaningful musical and educational opportunities for students in the qathet School District.

The Board acknowledges the proposed educational components of the 2026 festival, including student attendance at festival concerts, artist workshops, collaborative performance opportunities, and student social activities. These experiences align well with the District's commitment to student engagement, enrichment, and community connection through the arts.

The District is pleased to continue providing in-kind support for the Townsite Jazz Festival, including access to District facilities and equipment, subject to availability and operational requirements. Requests related to transportation, staffing, teacher coverage, and technical support will be coordinated through District administration, with applicable services provided on a cost-recovery basis where required. In particular, costs associated with the provision of a District driver on Saturday, April 11, will be subject to cost recovery. The District is also pleased to host the student lunch at an estimated cost of \$500. Please contact Steve Hopkins at 604-414-2604 for clarification on any of these pieces.

Thank you for sharing your plans and for your continued dedication to arts education in our schools. We look forward to the continued success of the Townsite Jazz Festival and its positive impact on students and the broader community.

Yours truly,



Jaclyn Miller  
Chairperson  
Board of Education  
qathet School District

January 23, 2026

Hugh Pritchard  
Delyth Harper

**Delivered via Email**

Dear Mr. Pritchard and Ms. Harper,

On behalf of the Board of Education, thank you for your presentation outlining the plans for the next Outdoor Adventure Camp. The Board appreciates your continued commitment to providing inclusive, barrier-free outdoor experiences for children and youth in care and other marginalized young people in our community.

We remain encouraged by the strong outcomes from the 2024 camp, where participating youth reported increased confidence, new skills, and meaningful social connections. Caregiver feedback, particularly around improved well-being and the value of respite, demonstrates the importance of this program.

Your plans for 2026, including two full weeks of camp for separate age groups, trauma-informed staff training, and the exploration of an overnight option, reflect thoughtful preparation and a clear vision for growth. The District is pleased to continue providing in-kind support for this program, including use of the Outdoor Learning Centre and related equipment, and, subject to availability, access to a passenger van. A District-provided driver may be made available, as needed, on a cost-recovery basis. Custodial services will also be provided on a cost-recovery basis. Please contact Steve Hopkins at 604-414-2604 for clarification on any of these pieces.

Thank you again for sharing this work with us. We look forward to seeing the continued development and positive impact of the Outdoor Adventure Camp.

Yours truly,



Jaclyn Miller  
Chairperson  
Board of Education  
qathet School District

# MEMORANDUM



**Date:** January 28, 2026  
**To:** Board of Education  
**From:** Paul McKenzie, Superintendent  
**Re:** Feeding Futures 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.

## 3.0 PROGRAM RATIONALE

The Province of British Columbia launched the Feeding Futures initiative in 2023 as part of a multi-year, province-wide investment aimed at strengthening school food programs and improving student well-being. This initiative reflects a growing national recognition that consistent access to nutritious food is essential to supporting student learning, attendance, and overall health. Across Canada, school food programs are increasingly viewed as foundational components of equitable public education, helping to reduce barriers for students experiencing food insecurity and ensuring that all learners can fully participate in their school day.

The program’s guiding principles focus on:

- Equitable, stigma-free access to healthy food
- Increasing Indigenous ways of knowing and food perspectives
- Promoting health & wellness to support academic success, including traditional and cultural foods
- Emphasizes environmental sustainability, locally sourced foods, and community engagement

In addition to the Feeding Futures program, the B.C. government, through the National School Food Program (NSFP), has had an agreement with the federal government since 2024 to expand and enhance existing school food programs. This funding follows the same spending criteria as Feeding Futures, with the added option to use funds for infrastructure and appliance costs.

As of June 2025, Feeding Futures has been included in the Ministry's base budget, providing long-term stability and permanency for school districts. In a recent announcement, the Government of Canada also confirmed that National School Food Program funding will be permanent.

Against this provincial and national context, the qathet School District has actioned funding to support and ensure food access across its schools, offering breakfast, lunch, and snacks for students. This work is strongly aligned with the District's Strategic Priorities and the First Peoples Principles of Learning.

#### **4.0 OPTIONS FOR ACTION**

- (A) Accept the review as presented, or;
- (B) Request further information regarding the Feeding Futures Program in the qathet School District.

#### **5.0 RECOMMENDATION**

**THAT:** The Board of Education receive the Feeding Futures Program Review (Level 1), as presented.

#### **6.0 APPENDICES**

- a. Appendix A – Feeding Futures Presentation

## Suspension, Exclusion and Seclusion Report YTD Sept 2025 to December 31, 2025

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	4	3	5	2							14
10 days or less (violent)	2		5								7
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		5	2								7
Less than 20 days (second + drug/alcohol offence)											0
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
<b>TOTAL SUSPENSIONS</b>	<b>6</b>	<b>8</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>
<b>EXCLUSIONS</b>											
Exclusions - Elementary											0
Exclusions - Secondary											0
<b>SECLUSIONS</b>											
Seclusions - Elementary											0
Seclusions - Secondary											0

*(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.  
Verbal is considered violent if threatening)*

## **COMMITTEE OF THE WHOLE**

**4:00 pm, Wednesday, January 14, 2026**

**School Board Office**

### **NOTES**

---

Present: Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason  
Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)  
Regrets: Kirsten Van't Schip

---

The meeting was called to order at 4:00 pm by Chairperson Miller.

### **PRESENTATIONS:**

#### **German Student Exchange – J. Mack**

J. Mack, supported by students, presented on the 2025 Brooks–Immanuel Kant Gymnasium (IKG) student exchange, highlighting both the Germany and Canada components of the program. The exchange involved Grade 8 and 9 students who participated in a formal application and fundraising process to offset travel costs. The Canadian group travelled to Germany in the summer of the following school year, where students participated in cultural and educational activities, and stayed with host families. The German students later visited Powell River from October 7 to 26, taking part in homestays, school attendance, and regional activities including travel to Tofino and kayaking in Lund, among others. Students shared reflections on the transferable skills gained through the exchange, including independence, cultural awareness, communication, adaptability, and global perspective. Plans are being considered for a future exchange in 2027, and appreciation was expressed to the Board for its continued support of the program.

#### **Capital Project Quarterly Update Edgehill Elementary School – J. Formosa**

J. Formosa provided a quarterly update on the Edgehill Elementary School Addition Project, outlining current construction progress, challenges, and next steps. Interior finishing work is well underway, with insulation, drywall, and mechanical, electrical, and plumbing systems progressing as planned. Roofing work has faced delays due to sustained rainfall; however, temporary weather protection has been installed to allow work to continue and maintain the overall project schedule. Phased construction planning is being used to manage weather impacts while maintaining budget and timelines. Term 2 construction changes were highlighted, with renovation work scheduled to begin in May to minimize disruption to students and classrooms during instructional time. The presentation also highlighted the engagement of a local Tla'amin Nation artist to develop an Indigenous design feature, including a spindle artwork to be mounted



on the front of the school, with design scope and sizing currently being finalized. Trustees were invited to participate in a site tour in February, with dates to be coordinated. Insurance coverage and warranties in place throughout construction were also briefly discussed.

**1. APPROVAL OF AGENDA**

**MOVED: G. CONTI**

**SECONDED: M. MASON**

**THAT the Committee of the Whole Meeting Agenda of January 14, 2026, be adopted as circulated.**

**STATUS: CARRIED**

**2. STANDING COMMITTEES**

**2.a) Finance and Facilities**

**2.a.i) Fiscal Accountability Report**

Secretary-Treasurer Hopkins presented the Fiscal Accountability Report, including a comparison to the prior year. He advised that the District is currently tracking similarly to last year and remains on course. It was noted that the amended budget will be brought forward for the Board's consideration in February.

**2.a.ii) Kelly Creek Daycare Operations Update (oral)**

Secretary-Treasurer Hopkins provided an oral update on Kelly Creek Daycare operations. He noted that the program opened in the fall and operated through June of the previous school year. Due to ongoing staffing shortages, the daycare was closed over the summer, with students transitioned to Edgehill. Staffing challenges continue, and the unavailability of key staff has prevented the program from resuming operations at this time.

**2.a.iii) Recycling Advocacy Update (oral)**

Secretary-Treasurer Hopkins provided an oral update on recycling advocacy efforts, noting that, following Board direction, an advocacy letter was sent requesting the reinstatement of recycling services. A response has been received, with the Ministry redirecting the matter to the appropriate department. A meeting has been scheduled for January 21 to continue discussions.

**2.b) Education and Strategic Planning**

**2.b.i) Board Authority Authorized Course Memo:**

Director Vianne Kintzinger and Pam Ellis, Career Education teacher at Brooks, presented information on the proposed Board Authority Authorized (BAA) Care Economy Career Sampler course. The course is intended to provide students with experiential exposure to a range of caring and helping professions, supporting

informed career decision-making and increasing awareness of opportunities within the care economy beyond traditional health care roles. Presenters outlined the characteristics of BAA courses, including local development and credit flexibility, and explained that confidentiality learning would be embedded within the course, with potential experiential components such as job shadowing. Trustees discussed alignment with existing dual credit programs, noting that the course is not intended to compete with dual credit offerings but may help increase student interest in related pathways. Consideration was also given to how the course could be presented to encourage broader participation, including among male students in traditionally gendered sectors. Trustees were invited to attend an upcoming dual credit information session on January 22.

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

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

There are no proposals.

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

Chairperson Miller led a discussion on her proposed updates to the Trustee Code of Conduct and its appendix, intended to align with BCSTA best practices, reinforce the authority of the Chair and established Board procedures, and introduce a progressive approach to sanctions. Trustees discussed the importance of process and shared ownership, and the value of providing clear guidance to support trustees. It was noted that the draft was shared to communicate the intent of the proposed changes and invite feedback. Trustees discussed whether certain definitions, such as conflict of interest, should be included in the policy or referenced from the School Act where legislated. There was general agreement that trustees would review the draft materials and provide feedback, with staff tasked to incorporate input and bring the item back to a future Committee of the Whole meeting for further discussion.

2.d.ii) School Liaison Trustee Role for discussion – G. Conti

Vice-Chair Conti led a discussion on the School Liaison Trustee role, as described in Policy 9, focusing on clarifying the purpose of the role and whether it is intended to support continuity, exposure, or community connection. Trustees discussed the value of clearly defining the scope and parameters of the liaison role, including expectations, boundaries, and the nature of trustee engagement with schools and PACs. Consideration was given to whether trustees should serve as liaisons at

schools attended by their own children, with discussion highlighting both potential conflicts and the benefits of trustees' lived experience and understanding of school culture. Trustees emphasized the importance of separating governance responsibilities from personal interests, while also recognizing the practical limitations of a small board and existing safeguards within policy. Overall, trustees did not express support for policy changes at this time but agreed that any individual concerns regarding liaison assignments should be discussed with the Chair. It was noted that improved access to background information and rationale for agenda items would support trustee discussions going forward.

2.d.iii) Trustee Remuneration Memo

Secretary-Treasurer Hopkins spoke to the matter of trustee remuneration, outlining the annual review requirements set out in Board Operations Policy 7. He noted that teacher and CUPE support staff collective agreements expired in June 2025 and that sector bargaining is currently underway, with no finalized agreements available for comparative purposes. As compensation adjustments for other employee groups are also being deferred pending the outcome of bargaining, it was recommended that consideration of any amendments to trustee remuneration for 2026 be deferred until sector bargaining has concluded. Trustees agreed to defer consideration at this time.

**RECOMMENDATION:** That consideration of any amendments to annual trustee remuneration for 2026 be deferred until after the conclusion of sector bargaining.

**3. COMMITTEE REPORTS**

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

Trustee Mason reported that additional information related to the Ad Hoc Committee's work will be included in the closed meeting package for the next meeting.

**4. OTHER INFORMATION**

4.a) Statement of Financial Disclosure

Trustees were reminded to submit their completed Statement of Financial Disclosure prior to the January 15 deadline.

**5. ADJOURNMENT**

**MOVED: D. LAWSON**

**THAT the Committee of the Whole Meeting of January 14, 2026, be adjourned.**

**STATUS: CARRIED**

SH/attachments

# 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

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

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

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

### **Course Synopsis:**

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

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

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

#### **Apply**

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

#### **Reflect**

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

#### **Understanding Populations**

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

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

- How passion for helping people can be channeled into a **vocation**.
- Understanding that your interests, strengths, prior experiences, values and learning preferences can support 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.
- **Interests, strengths, values, and learning preferences** 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 preferences.
- 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.)

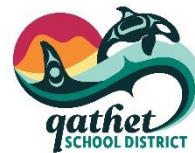
The following is a non-comprehensive list of resources supporting exploration and deeper learning of the curricular competencies & content in career exploration related to the Care Economy. Ongoing opportunities for self-exploration, self-assessment and goal setting may happen at any point that seems 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:





# 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.

# MEMORANDUM



**Date:** January 28, 2026  
**To:** Board of Education (via Board Chairperson)  
**From:** Dale Lawson, Trustee  
**Re:** Policy 9 – Board Representatives

---

## 1.0 PROPOSED MOTION

**That the Board direct staff to review and revise the Board policy related to committee and school liaison assignments to better reflect a collaborative and inclusive process; and further that the revised policy include a process whereby:**

- trustees collectively discuss interests, skills, experience, workload, and equity considerations.
- the Chair facilitates the discussion in a neutral and orderly manner.
- consensus is sought wherever possible; and
- committee and liaison assignments are confirmed by Board motion.

## 2.0 RATIONALE

This motion arises from reflection on recent Committee of the Whole discussions and is intended to support alignment between Board policy, governance best practices, and the Board's commitment to collaboration and shared leadership.

The core responsibilities of the Board Chair include presiding over meetings, maintaining order and decorum, ensuring compliance with legislation and Board policy, and acting as the Board's spokesperson when authorized. The assignment of trustees to committees or school liaison roles is not prescribed in legislation but rather established through Board policies 5 and 9.

Reviewing this section of policy presents an opportunity to clarify process and further strengthen transparency, consistency, and collective accountability. A collaborative approach allows trustees to consider interests, skills, experience, workload, and equity in a shared forum, supporting effective participation while respecting individual capacity.

Under this model, the Chair continues to play a key leadership role by facilitating discussion and supporting orderly decision-making, while the Board collectively confirms assignments through a formal motion. This ensures clarity, reinforces the Board's collective authority, and provides a clear record of decisions.

Overall, this approach reflects the Board's core values, supports respectful working relationships, and offers a clear, inclusive framework for committee and liaison assignments moving forward.