COMMITTEE OF THE WHOLE

4:00 pm, Wednesday, February 11, 2026
School Board Office

A G E N D A

1. APPROVAL OF AGENDA
1.a) **MOTION**: "THAT the Committee of the Whole Meeting Agenda of February 11, 2026, be adopted as circulated."

2. STANDING COMMITTEES
2.a)   Finance and Facilities
    2.a.i)   Budget Development Process and Timelines

2.b)   Education and Strategic Planning
    2.b.i)   School Calendar
- Appendix A: School Calendar Regulation
- Appendix B: 2026/2027 School Calendar
- Appendix C: 2027/2028 School Calendar
- Appendix D: 2028/2029 School Calendar (Draft)

    2.b.ii)   Proposals: Academies (N/A)
    2.b.iii)   Program Review: Literacy Support / Level 2 Report
- Appendix A: Literacy Support Presentation

    2.b.iv)   Outdoor Learning Programs Update

2.c)   Audit
    2.c.i)   N/A

2.d)   Policy Development
    2.d.i)   Review of Select Board Policies:
- Policy 14 – School Closures/Grade Reconfigurations
- Policy 16 – Indemnity By-law
- Policy 20 – Provision of Child Care Programs

    2.d.ii)   Policy 9 – Board Representatives Motion
- Policy 5 – Role of the Chair
- Policy 9 – Board Representatives

    2.d.iii)   Policy 4 Proposed Amendments from Trustee Feedback
- Policy 4 – Trustee Code of Conduct
- Policy 4 – Trustee Code of Conduct Sanctions

3. **COMMITTEE REPORTS**
3.a) Ad Hoc Committee Notes – February 4, 2026

4. **OTHER INFORMATION**
4.a) N/A

ADJOURNMENT
SH/attachments

MEMORANDUM

Date: February 11, 2026
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Re: 2026/2027 Budget Process & Timeline

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1.0 BACKGROUND

The annual budget serves as a financial plan to allocate resources for the operation and delivery of educational programs. The budget outlines how the district will spend its revenue, including operating costs, capital projects, and special programs, ensuring resources are aligned with the district's goals and strategic plans.

2.0 INFORMATION

In February of each year, school districts submit a three-year enrolment forecast to the Ministry of Education and Child Care (MOECC). The projected student enrolment identified in that submission forms the basis of the Board's preliminary operating grant.

In March of each year, the Ministry provides districts with their estimated operating grants. These grants represent the majority of the financial resources available to the Board and form the foundation for development of the annual budget. Preliminary grant information will be shared with the Board in April.

Budget development will occur throughout April and May. Preliminary budget information will be presented at the May Committee of the Whole meeting for discussion and feedback. The budget will then be refined and presented at the June Committee of the Whole, prior to adoption at the Regular Board Meeting in late June.

MEMORANDUM

Date: February 11, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Re: School Calendar

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1.0 BACKGROUND

In March 2023, the Board adopted the school calendar for the 2026/2027 school year. The calendar was subsequently amended, re-adopted in March 2025, and re-submitted to the Minister at that time. Staff continue to express interest in maintaining a three-year calendar cycle. To support this approach, staff have developed a draft calendar for the 2028/2029 school year, which will be shared with union partners and parent groups in the coming weeks.

2.0 INFORMATION

Under the School Calendar Regulation, boards of education are required to submit a school calendar to the Ministry of Education and Child Care no later than March 31 of the year prior to implementation. As the 2026/2027 calendar has already been submitted and approved, the District may submit subsequent year calendars following consultation and Board approval within the required timelines. The Regulation further requires that a proposed school calendar be made publicly available for consultation for at least one month prior to submission to the Minister.

The attached draft 2028/2029 school calendar will be reviewed with district administration and union groups in the coming weeks. Following this internal consultation, staff will present a final draft to the Board at the March 11, 2026 Regular Board Meeting and seek a support at that time to proceed with a public consultation period.

Public feedback will be gathered over a minimum one-month consultation window. Staff will then return to the Board with a summary of feedback for consideration. The Board will have the opportunity to amend or adopt the 2028/2029 calendar at the June 2026 Regular Board Meeting, allowing sufficient time for submission to the Ministry.

3.0 OPTIONS FOR ACTION

    (A) Support the proposed plan for review
    (B) Provide other direction.

4.0 APPENDICES

    (A) School Calendar Regulation
    (B) 2026/2027 School Calendar
    (C) 2027/2028 School Calendar
    (D) 2028/2029 Draft School Calendar

SCHOOL CALENDAR REGULATION

Authority: *School Act*, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

Application of Regulation

1   This regulation applies to the school calendar for the 2013/2014 school year and subsequent school years.

Definitions

2   In this regulation:

"Act" means the *School Act*;

"day of instruction" means, in respect of any school, a day in a school calendar year in which students receive instruction in an educational program;

"days in session" means, in respect of any school, the days in a school calendar year on which the principal, vice principals, directors of instruction and teachers of the school are scheduled to be available for instructional, non-instructional or administrative activities;

"non-instructional day" means, in respect of any school, a day in session in a school calendar year that is not a day of instruction;

"non-instructional period" means, in respect of any school, a period of time in a day in session in a school calendar year during which students do not receive instruction.

[am. BC Reg. 203/15, effective Nov 4/15]

Prescribed minimum hours of instruction

3   (1) *REPEALED by B.C. Reg. 020/2022, effective February 9, 2022*

(2) Subject to subsections (2.1) and (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2019/2020 school year and subsequent school years:

(a) 853 hours of instruction for students in kindergarten;
(b) 878 hours of instruction for students in grades 1 to 7;
(c) 952 hours of instruction for students in grades 8 to 12.

(2.1) Subject to subsection (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2021/2022 school year:

(a) 823 hours of instruction for students in kindergarten;
(b) 848 hours of instruction for students in grades 1 to 7;
(c) 922 hours of instruction for students in grades 8 to 12.

(3) There are no prescribed minimum hours of instruction that a board must offer to students enrolled in an online learning school.

[en. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 033/18, effective Feb 1/18; am. BC Reg. 221/21, effective Aug 12, 2021; am. BC Reg. 020/22, effective February 20, 2022; am. BC Reg. 064/22, effective March 15, 2022; am. BC Reg. 146/25, effective Sept 5, 2025]

Prescribed information in school calendars

4 (1) For the purposes of section 87.01(3) (b) [*school calendar*] of the Act, the following information is prescribed in respect of a school calendar for a school that is not an online learning school:

(a) subject to subsection (3), the number and dates of the days in session;
(b) subject to subsection (3), the number and dates of each day of instruction;
(c) the vacation periods and the dates of statutory holidays;
(d) the dates of each non-instructional day;
(e) the number of hours of instruction offered to students in each grade.

(2) For the purposes of section 87.01(3) (b) of the Act, the following information is prescribed in respect of a school calendar for an online learning school:

(a) the number and dates of the days in session;
(b) the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction;
(c) the vacation periods and the dates of statutory holidays.

(3) A board is not required to include in a school calendar the information described in subsection (1) (a) and (b) if the days are for optional or remedial learning activities scheduled during vacation periods.

[am. BC Reg. 146/25, effective Sept 5, 2025]

Consultations

5 (1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.

(2)   The board must provide an opportunity to
    (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and
    (b) representatives of employees of the board assigned to the school
to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

(3)   For certainty, subsections (1) and (2) do not apply in respect of a school calendar that has been amended based on comments previously provided under subsection (2).

Amending a school calendar

6   (1)   For the purposes of section 87.02 [*school calendar – amendment*] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.

(2)   A board must, as soon as practicable and, in any event, within 30 days of amending a school calendar under section 87.02 of the Act, provide the minister with the amended school calendar.

(3)   Subsections (1) and (2) do not apply to a board that reschedules a non-instructional day previously scheduled in a school calendar if the board gives notice of the change to
    (a)   the parents of the students enrolled in the school to which the proposed change is to apply, and
    (b) the representatives of employees of the board assigned to the school.

(4)   *REPEALED. [B.C. Reg. 6/2018, s. 2.]*

(5)   *REPEALED by B.C. Reg. 212/2023, effective September 26, 2023*

(6)   Subsection (1) does not apply in relation to an amendment, made for the purpose of complying with section 8 (2) of this regulation, to a school calendar for the 2025/2026 school year.
[am. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 033/18, effective Feb 1/18; am. BC Reg. 221/21, effective Aug 12, 2021; am. BC Reg. 064/22, effective March 15, 2022; am. BC Reg. 212/23, effective September 26, 2023; am. BC Reg. 91/25, effective July 1, 2025]

Form of school calendar

7   A board must use the school calendar forms published by the minister to
    (a)   submit one or more school calendars to the minister under section 87.01 [*school calendar*] of the Act, and
    (b)   provide an amended school calendar to the minister under section 6 (2) of this regulation.

Designation of purpose for non-instructional days and periods

8   (1)   *REPEALED by B.C. Reg. 020/2022, effective February 9, 2022*

       (2)   In each of the 2024/2025 and 2025/2026 school years, a board must schedule at least one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that focus on both of the following:
              (a) enhancing Indigenous student achievement;
              (b) integrating Indigenous world views and perspectives into learning environments.

       (3)   *REPEALED by B.C. Reg. 020/2022, effective February 9, 2022*

       (4)   For certainty, nothing in subsection (2) prevents a board from providing an opportunity for parents of students attending schools in the district, other employees of the board and members of the community to participate in the non-instructional day or periods described in that subsection.

qathet
School District

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@qathetschooldistrict

qathet
SCHOOL DISTRICT

Local School Calendar
2026-2027

2026

Tuesday	September 8	Schools Open
Friday	September 25	Professional Development Day
Wednesday	September 30	Truth and Reconciliation Day
Monday	October 12	Thanksgiving Day
Friday	October 23	Professional Development Day (Provincial)
Monday	November 2	Parent Teacher Interviews at Elementary Schools
Wednesday	November 11	Remembrance Day
Friday	December 18	Schools close (end of day) for Winter Vacation
	Dec. 21 to Jan. 1	Winter Vacation

2027

Monday	January 4	Schools Re-open
Friday	February 12	Professional Development Day
Monday	February 15	B.C. Family Day
Friday	March 12	Schools Close (end of day) for Spring Break
	March 15-25	Spring Break
		(March 24 & 25 - in lieu for two summer Pro-D days)
Friday	March 26	Good Friday
Monday	March 29	Easter Monday
Tuesday	March 30	Schools Re-open
Friday	May 21	Professional Development Day
Monday	May 24	Victoria Day
Wednesday	June 30	Administrative Day, Schools Close

Local School Calendar
2027-2028

2027

Tuesday	September 7	Schools Open
Friday	September 24	Professional Development Day
Thursday	September 30	Truth and Reconciliation Day
Monday	October 11	Thanksgiving Day
Friday	October 22	Professional Development Day (Provincial)
Monday	November 1	Parent Teacher Interviews at Elementary Schools
Thursday	November 11	Remembrance Day
Friday	December 17	Schools close (end of day) for Winter Vacation
	Dec. 20 to Jan. 3	Winter Vacation

2028

Tuesday	January 4	Schools Re-open
Friday	February 18	Professional Development Day
Monday	February 21	B.C. Family Day
Friday	March 17	Schools Close (end of day) for Spring Break
	March 20-31	Spring Break
		(March 30 & 31 - in lieu for two summer Pro-D days)
Monday	April 3	Schools Re-open
Friday	April 14	Good Friday
Monday	April 17	Easter Monday
Friday	May 19	Professional Development Day
Monday	May 22	Victoria Day
Friday	June 30	Administrative Day, Schools Close

Adopted: *March 12, 2025*

Local School Calendar
2028-2029

2028

Tuesday	September 5	Schools Open
Friday	September 29	Professional Development Day
Monday	October 2	Truth and Reconciliation Day (In lieu)
Monday	October 9	Thanksgiving Day
Friday	October 20	Professional Development Day (Provincial)
Wednesday	November 1	Parent Teacher Interviews at Elementary Schools
Monday	November 13	Remembrance Day (In lieu)
Friday	December 15	Schools close (end of day) for Winter Vacation
	Dec. 18 to Jan. 1	Winter Vacation

2029

Tuesday	January 2	Schools Re-open
Friday	February 16	Professional Development Day
Monday	February 19	B.C. Family Day
Friday	March 16	Schools Close (end of day) for Spring Break
	March 19-27	Spring Break
		(March 28 & 29 - in lieu for two summer Pro-D days)
Friday	March 30	Good Friday
Monday	April 2	Easter Monday
Tuesday	April 3	Schools Re-open
Friday	May 18	Professional Development Day
Monday	May 21	Victoria Day
Friday	June 29	Administrative Day, Schools Close

DRAFT

SCHOOL CALENDAR FORM - GENERAL

2028/2029 CALENDAR

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legend: ▪ Instructional ▪ Non-Instructional ▪ Vacation Period ▪ Statutory Holiday

BRITISH COLUMBIA | Ministry of Education and Child Care

MEMORANDUM

Date: February 11, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Prepared by: Kristen Brach, Director of Instruction
Re: Literacy Support

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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; and
3) The ways in which existing or proposed objectives can be achieved in a more efficient manner.

3.0 PROGRAM RATIONALE

The qathet School District's Literacy Program is directly aligned to the work of the Board's Strategic Plan in "Cultivating an Ethic of Learning" which endeavours to ensure learners and students have the best possible learning experience focusing on foundational skills in literacy, allowing our learners to flourish in a rapidly changing world. Elaborated on in the appending slide deck, as prepared by Director of Instruction Brach, is a description of the consultation process, context setting, success indicators, voice of the rightsholders, and finally, suggestions for growth.

4.0 OPTIONS FOR ACTION

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

5.0 STAFF RECOMMENDATION

THAT: The Board of Education accept the Literacy Review (Level 2), as attached and presented.

6.0 APPENDICES

(A) Appendix A- Literacy Program Review Presentation

LITERACY BOARD PROGRAM REVIEW

February 11, 2025

Land Acknowledgement

čɛčɛhašt kʷ ɬaʔamɪn qaymɪxʷ. ʔəsna tɛʔɛ gɪ̌ǰɛ.

We would like to express our respect for and gratitude to the ɬaʔamɪn peoples whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration and reconciliation.

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Agenda

1 Setting the context - Literacy in qathet School District

2 DIBELS Data

3 Parent and Caregiver Survey Results

4 Student Survey Results

5 Staff Survey Results

6 Next Steps

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1

Setting the Context
Literacy in qathet School District

Board Strategic Plan

Cultivating an Ethic of Learning
titɩwšɛm ʔəms taʔow

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

- Focus on foundational learning in literacy and numeracy.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.

School Growth Plans

- Literacy in some form is a goal in every elementary school growth plan.
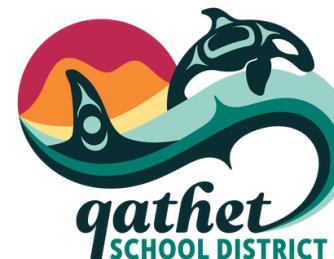
Literacy Team
Literacy Coordinator
Calico Clark

Brooks Secondary School
Natasha Bakker

Literacy Support Team
Edgehill - Wendy Adams
Henderson - Nicole Stevens
James Thomson - Ruth Mackenzie, Denise Little
Kelly Creek Elementary - Julie Venselaar
Texada Elementary - Alex Bella
Westview Elementary - Becki Mikkelsen, Jessica Adams, Brittany Bodie

Inclusive Ed Team
Edgehill - Amy Parsons
Henderson - Nicole Burnett
James Thomson - Courtney Leigh, Denise LIttle
Kelly Creek Elementary - Megan Morrissey
Texada Elementary - Alex Bella
Westview Elementary - Michelle Shipley, Brittany Bodie

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Literacy Program Review Process

- January- Consultation with Literacy Support Team around survey questions
- After the conversation, surveys were created
- Surveys administered to parents, elementary students, secondary students, and staff

Literacy Progress in qathet School District

- *Analyzed literacy rates for students*
- *Implemented DIBELS Screener*
- *Established a Literacy Support Team*
- *Created a Literacy Toolkit*
- *Shared Foundational Learning Progressions K-4*
- *Analyzed the impact on students*
- *Created and implemented plans to support each school*
- *Joined an Island Chapter Literacy Community of Practice*

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2

DIBELS Data
Review

Grade	Beginning	Middle	End
K	n=102 67 (66%) 17 (17%) 10 (10%) 8 (8%)	n=102 65 (64%) 11 (11%) 17 (17%) 9 (9%)	No students with data.
1st	n=112 54 (48%) 22 (20%) 17 (15%) 19 (17%)	n=105 44 (42%) 13 (12%) 27 (26%) 21 (20%)	No students with data.
2nd	n=136 61 (45%) 22 (16%) 25 (18%) 28 (21%)	n=135 62 (46%) 13 (10%) 34 (25%) 26 (19%)	No students with data.
3rd	n=136 47 (35%) 16 (12%) 45 (33%) 28 (21%)	n=133 46 (35%) 17 (13%) 46 (35%) 24 (18%)	No students with data.
4th	n=148 42 (28%) 38 (26%) 47 (32%) 21 (14%)	n=147 46 (31%) 22 (15%) 42 (29%) 37 (25%)	No students with data.
5th	n=139 54 (39%) 25 (18%) 32 (23%) 28 (20%)	n=140 57 (41%) 21 (15%) 32 (23%) 30 (21%)	No students with data.
6th	n=164 53 (32%) 31 (19%) 44 (27%) 36 (22%)	n=160 54 (34%) 36 (23%) 43 (27%) 27 (17%)	No students with data.
7th	n=155 45 (29%) 27 (17%) 46 (30%) 37 (24%)	n=150 54 (36%) 27 (18%) 35 (23%) 34 (23%)	No students with data.
All	n=1092 423 (39%) 198 (18%) 266 (24%) 205 (19%)	n=1072 428 (40%) 160 (15%) 276 (26%) 208 (19%)	No students with data.

Legend n = Number of Students ☐ Intensive Support ☐ Strategic Support ▨ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

qathet SCHOOL DISTRICT

Beginning								Middle							
NWF-CLS	NWF-WRC	WRF	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Maze-Adjusted	Composite	NWF-CLS	NWF-WRC	WRF	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Maze-Adjusted	Composite
🟥 0	🟥 0	🟥 0	🟥 0	9	🟥 0%	🟥 0	🟥 286	🟥 0	🟥 0	🟥 0	🟥 0	12	🟥 0%	🟥 0	🟥 326
🟥 11	🟥 2	🟥 0	🟥 0	12	🟥 0%	🟥 0	🟥 290	🟥 44	🟥 14	🟥 5	🟥 7	8	🟥 47%	🟥 0	🟥 346
🟥 5	🟥 1	🟥 0	🟥 0	12	🟥 0%	🟥 0	🟥 287	🟥 43	🟥 13	🟥 11	🟥 15	9	🟥 63%	🟥 0	🟥 350
🟩 59	🟩 17	🟨 23	🟨 40	3	🟩 93%	🟨 3.5	🟨 328	🟨 65	🟨 19	🟨 35	🟥 55	7	🟥 89%	🟩 9	🟨 379
🟨 48	🟨 10	🟩 49	🟨 46	7	🟨 87%	🟥 0	🟩 331	🟨 54	🟨 15	🟩 44	🟩 82	5	🟨 94%	🟥 5	🟨 386
🟩 53	🟩 15	🟨 18	🟨 29	8	🟥 78%	🟨 3	🟨 320	🟩 83	🟩 28	🟨 30	🟨 77	3	🟩 96%	🟩 11	🟩 393
🟩 58	🟩 18	🟨 25	🟥 28	4	🟨 88%	🟨 2.5	🟨 324	🟩 102	🟩 33	🟩 48	🟨 72	7	🟨 91%	🟥 6	🟩 402
🟨 42	🟨 11	🟥 17	🟥 26	5	🟨 84%	🟨 3.5	🟥 315	🟩 95	🟩 31	🟩 50	🟩 85	4	🟩 96%	🟩 11	🟩 405
🟩 79	🟩 22	🟩 37	🟩 50	3	🟩 94%	🟨 4.5	🟩 342	🟩 101	🟩 28	🟩 51	🟩 89	2	🟩 98%	🟨 7	🟩 408
🟩 78	🟩 24	🟩 36	🟨 39	4	🟨 91%	🟨 4	🟩 338	🟦 121	🟩 33	🟩 46	🟩 80	2	🟩 98%	🟩 9	🟩 411
🟦 103	🟦 33	🟩 47	🟩 82	4	🟩 95%	🟩 8.5	🟦 366	🟩 88	🟩 30	🟩 48	🟩 115	3	🟩 97%	🟨 8.5	🟩 413
🟦 132	🟦 42	🟦 50	🟦 107	3	🟩 97%	🟩 10.5	🟦 387	🟩 97	🟩 32	🟦 63	🟩 102	0	🟩 100%	🟩 10	🟩 415
🟩 85	🟦 26	🟩 49	🟦 87	4	🟩 96%	🟩 10	🟦 362	🟩 102	🟩 32	🟩 53	🟩 112	0	🟩 100%	🟦 17	🟩 419
🟩 76	🟩 22	🟦 58	🟩 80	3	🟩 96%	🟩 10	🟩 357	🟦 104	🟩 32	🟦 66	🟦 131	4	🟩 97%	🟩 11.5	🟦 429
🟦 98	🟩 28	🟩 34	🟩 58	2	🟩 97%	🟥 1	🟩 352	🟦 156	🟦 46	🟩 62	🟩 83	4	🟨 95%	🟩 11	🟦 430
🟩 77	🟩 26	🟩 42	🟦 85	0	🟩 100%	🟩 8.5	🟩 356	🟦 133	🟦 43	🟦 77	🟩 104	0	🟩 100%	🟦 20.5	🟦 433
🟦 158	🟦 49	🟦 72	🟦 115	2	🟩 98%	🟦 13.5	🟦 405	🟦 161	🟦 52	🟦 69	🟦 151	0	🟩 100%	🟩 10	🟦 459
🟦 131	🟦 40	🟦 63	🟩 78	0	🟩 100%	🟩 5	🟦 378	🟦 180	🟦 56	🟦 88	🟦 125	0	🟩 100%	🟦 16	🟦 461
🟦 169	🟦 54	🟦 78	🟦 116	0	🟩 100%	🟦 13	🟦 411	🟦 151	🟦 50	🟦 79	🟦 170	0	🟩 100%	🟩 12	🟦 465
🟦 131	🟦 43	🟦 71	🟦 129	1	🟩 99%	🟦 12	🟦 400	🟦 169	🟦 55	🟦 83	🟦 162	0	🟩 100%	🟩 11	🟦 469
🟦 154	🟦 52	🟦 71	🟦 138	0	🟩 100%	🟦 16.5	🟦 412	🟦 187	🟦 52	🟦 89	🟦 190	0	🟩 100%	🟦 15	🟦 487
🟩 61	🟩 19	🟨 20	🟥 27	4	🟨 87%	🟥 0.5	🟨 323								
82.2	25.2	39.1	61.8	4.1	81%	5.9	348.6	106.5	33.0	52.2	95.6	3.3	89%	9.5	413.6

3

Literacy Survey Results

Parents and Caregivers Results
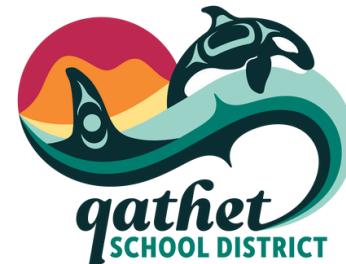
Literacy Review Parent and Caregiver Survey

January/February 2026, 227 responses,
Broad representation across elementary, secondary, French immersion, homeschool/distributed learning, and diverse learner needs
Mix of quantitative ratings and detailed narrative feedback

1. What grade is your child in (if you have more than 1 child, please indicate for all)?   More details

Grade	Count
Kindergarten	31
1	26
2	30
3	38
4	32
5	46
6	27
7	39
8	12
9	15
10	18
11	6
12	12

qathet SCHOOL DISTRICT
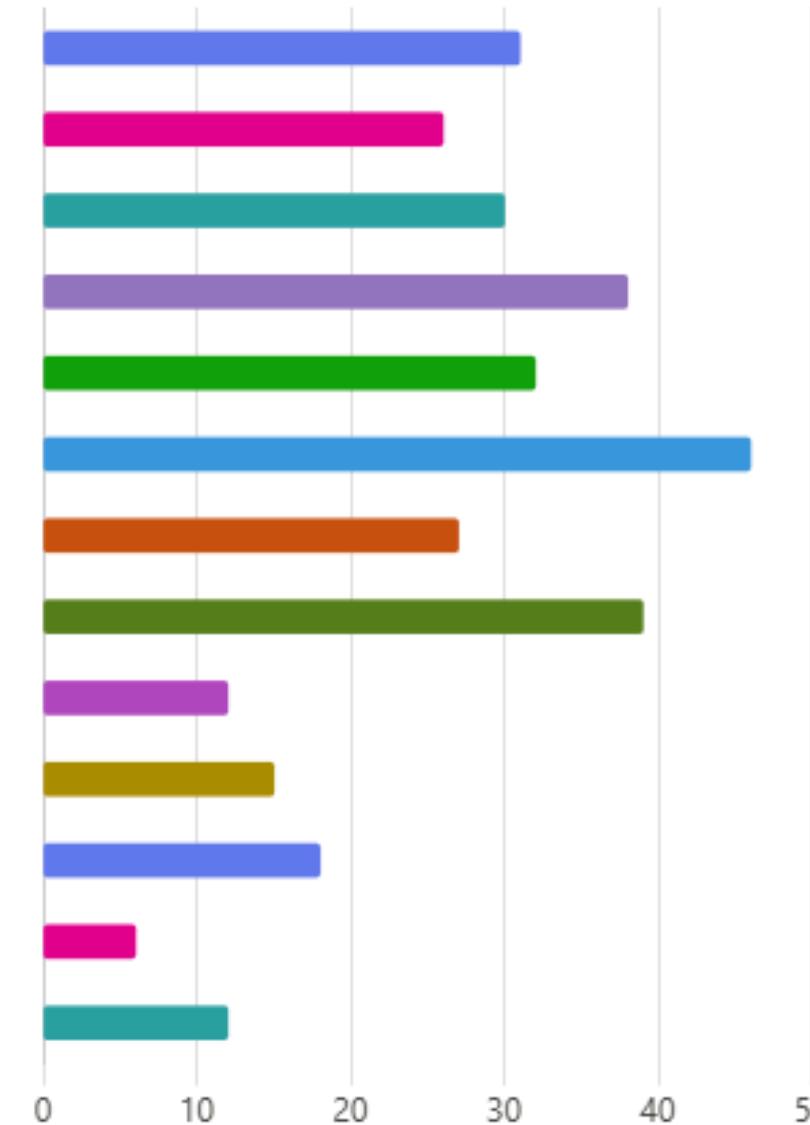
2. Does your child enjoy reading?

●	Yes, very much	111
●	Yes, somewhat	91
●	Neutral/unsure	26
●	Maybe	7
●	No	18

7%
10%
44%
36%
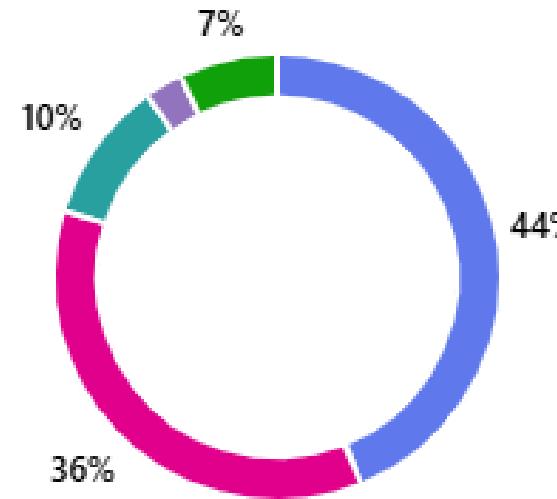
3. Does your child enjoy writing?

●	Yes, very much	55
●	Yes, sometimes	103
●	Neutral/unsure	38
●	Maybe	12
●	No	47

18%
22%
5%
15%
40%

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SCHOOL DISTRICT
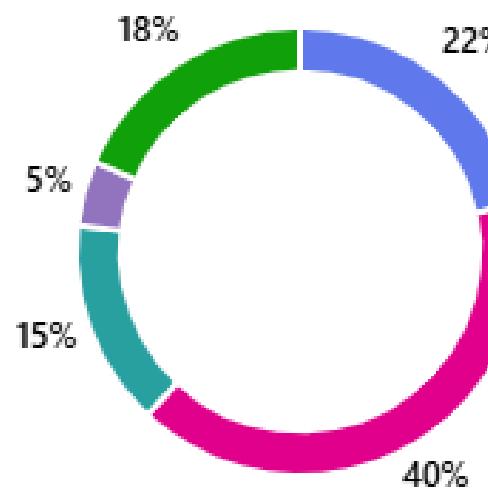
4. How often does your child read at home?

- ● Daily — 151
- ● A few times a week — 58
- ● Once a week — 11
- ● Rarely — 19
- ● Never — 3

8%
5%
24%
62%
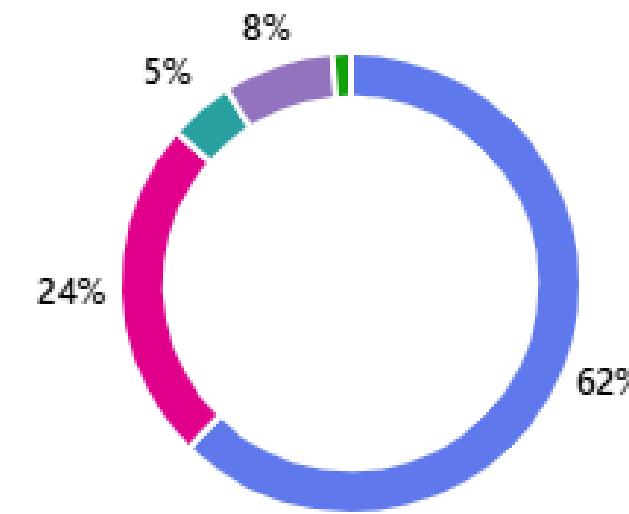
5. How confident is your child as a reader?

- ● Extremely confident — 97
- ● Somewhat confident — 86
- ● Neutral — 26
- ● Somewhat not confident — 33
- ● Not at all confident — 23
- ● Unsure — 3

0   20   40   60   80   100

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SCHOOL DISTRICT
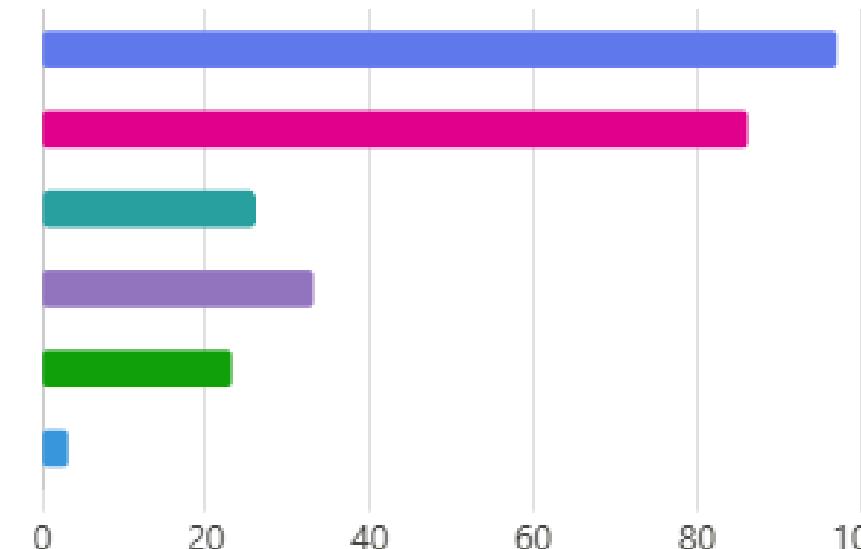
6. What types of reading does your child enjoy at home?

Category	Count
Storybooks/novels	185
Non-fiction	82
Comics/graphic novels	146
Magazines/articles	61
Online reading	56
Audiobooks	57
School assigned reading	55
My child does not read for fun	20
Other	4
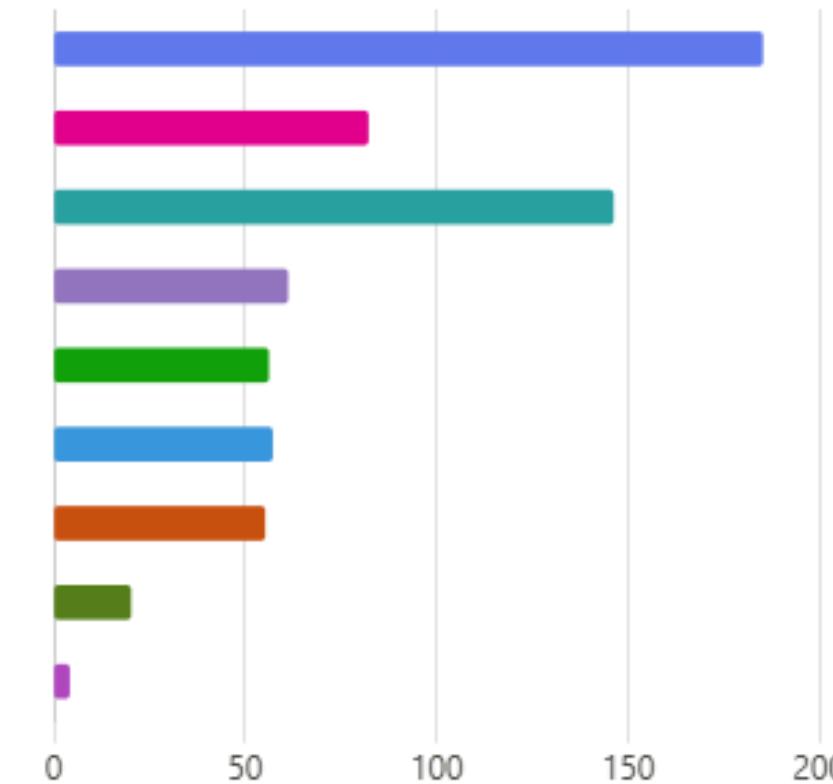
7. How confident is your child as a writer?

Category	Count
Extremely confident	41
Somewhat confident	94
Neutral	46
Somewhat not confident	48
Not at all confident	39
Unsure	3

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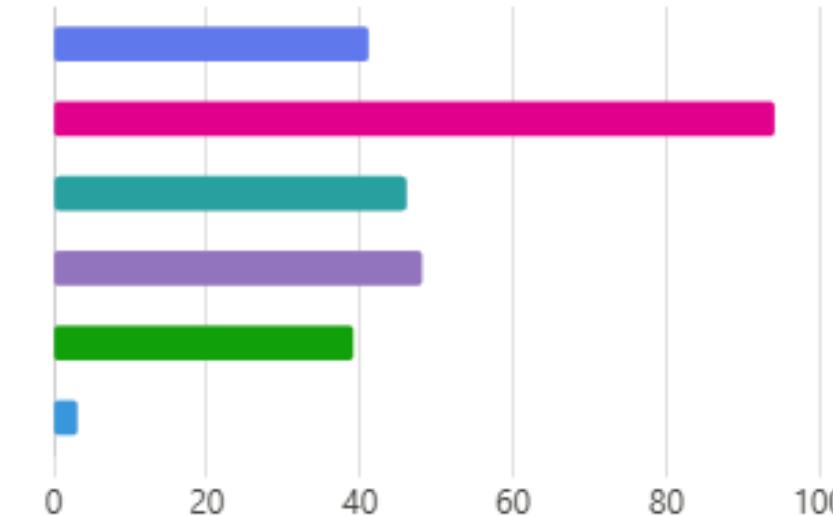
8. What types of writing does your child do at home? (check all that apply)

Type	Count
Journals or personal writing	88
School assignments	141
Creative writing (stories, poems)	94
Notes or lists	137
Online writing (text messages, blogging)	72
My child does not write at home	13
Other	13
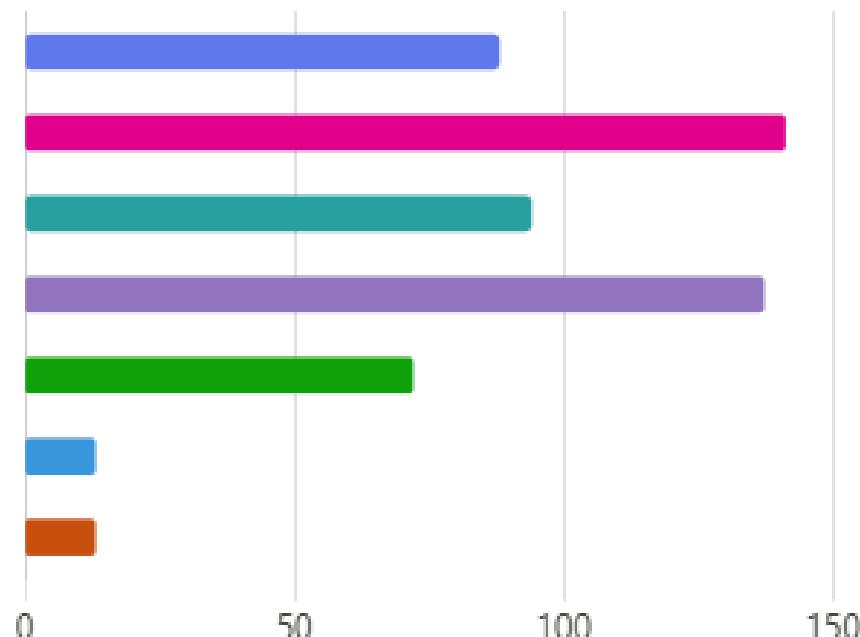
9. Do you feel informed about your child's progress in reading and writing?

Response	Count
Yes, very informed	82
Yes, somewhat	88
Neutral/unsure	39
Not really	20
No	9

4%
8%
34%
16%
37%

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SCHOOL DISTRICT
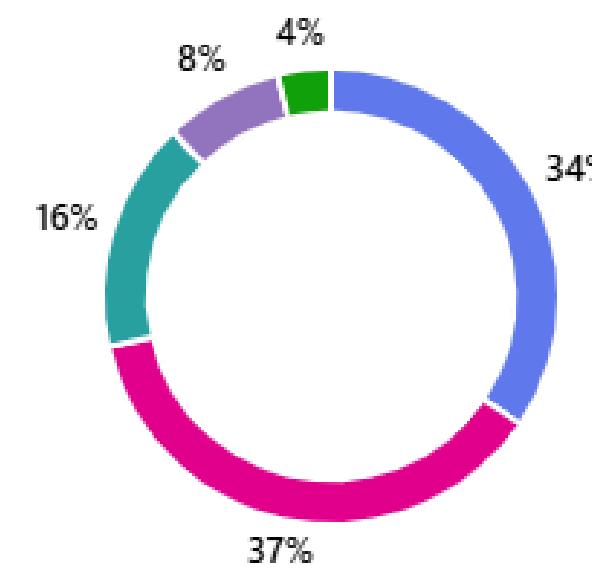
10. Do you understand how reading and writing are taught in your child's school?

More details

🔵 Yes	72
🔴 Mostly	64
🟢 Somewhat	47
🟣 Not really	45
🟢 Not at all	9

4%
19%
30%
20%
27%
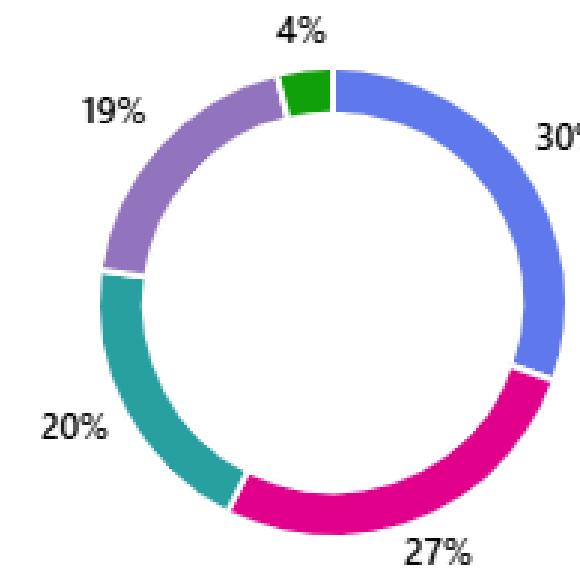
11. Have you been given strategies to support reading or writing at school?

More details

🔵 Yes	102
🔴 Somewhat	67
🟢 Not yet	37
🟣 It is not needed	25

11%
16%
44%
29%
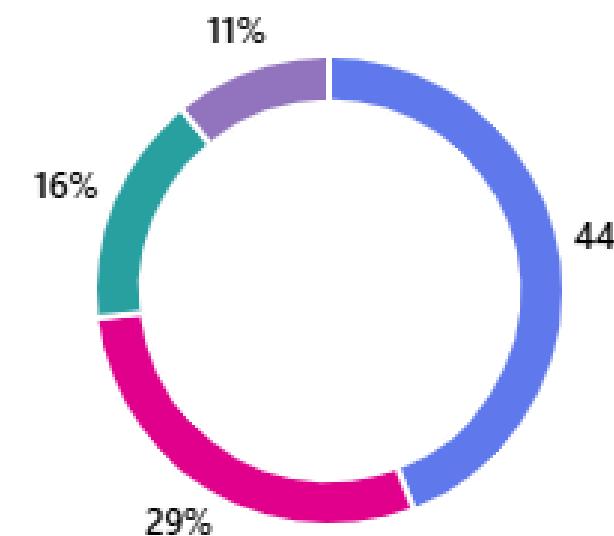
12. What challenges do you believe your child face with reading and writing? (check all that apply)

Challenge	Count
● Difficult sounding out or decoding words	63
● Difficulty understanding what they read	26
● Difficulty organizing their ideas for writing	73
● Confidence or anxiety	81
● Attention or focus	106
● Limited interest in reading/writing	61
● Learning disability or diagnosed need	43
● English language developement	3
● None that I notice	44
● Other	16
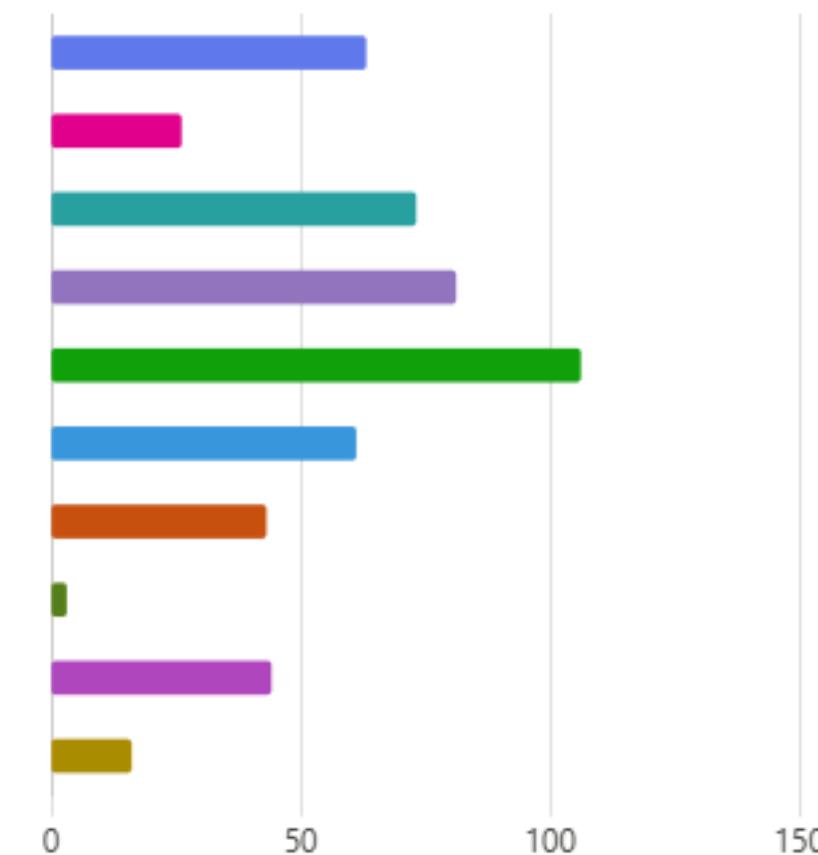
13. What challenges do you face in supporting literacy at home (check all that apply)?

Challenge	Count
● Time	94
● Access to books	6
● Unsure how to help	44
● Language barriers	3
● My child does not want to read or write	58
● No challenges	71
● Other	18
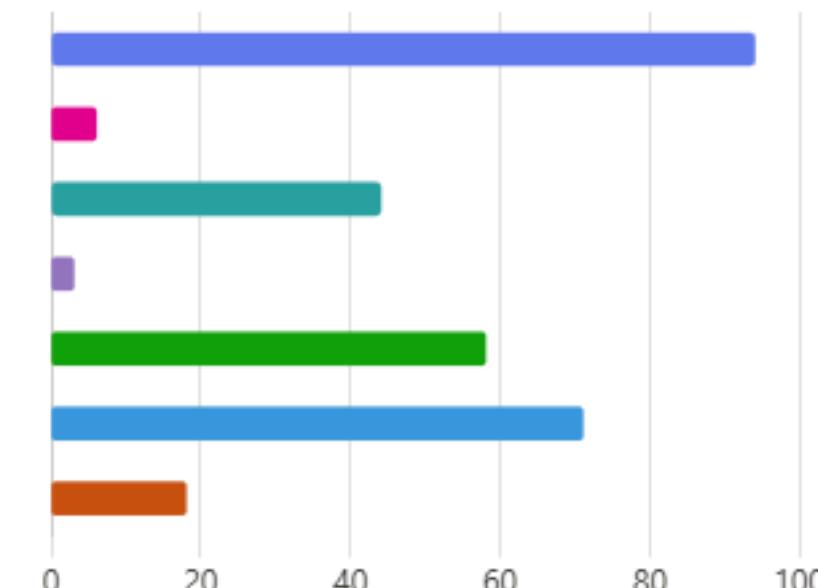
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What do you think the school/district is doing well in supporting reading and writing?

Responses and key themes summarized by ChatGPT

Strengths Identified by Families

Access to Resources & Literacy Culture
- Well-stocked libraries, classroom books, literacy events, and reading initiatives
- Variety of digital tools, take-home materials, and diverse reading options
- Visible emphasis on the importance of reading and writing

Strong Teaching & Engagement
- Dedicated teachers who make literacy engaging and meaningful
- Creative approaches such as novel studies, writing projects, and reading incentives
- Positive relationships fostering confidence and enjoyment

Supports for Diverse Learners
- Reading interventions, small groups, and individualized supports
- Use of assistive technology and accommodations
- Efforts to meet students where they are developmentally

Communication & Home Connections
- Many families value teacher communication and home support suggestions
- Access to resources through school and distributed learning programs

What do you think the school/district is doing well in supporting reading and writing?

Areas for Growth Identified by Families

Consistency Across Programs and Grades
- Variable experiences between schools, classrooms, and learning programs
- Requests for clearer progression of supports into secondary grades

Communication & Guidance for Families
- Some families want clearer feedback on progress and how to support literacy at home
- Homeschool/online families report inconsistent connection with district supports

Extension and Engagement
- Desire for enrichment for strong readers and writers
- Interest in more engaging or varied literacy experiences in some classrooms

Access to Specialized Supports
- Some requests for expanded intervention, speech-language, or tutoring access
- Desire for more one-to-one support where needs exist

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Is there anything else you would like the literacy review team to know?

Responses and key themes summarized by ChatGPT

Strengths Identified by Families

Strong Literacy Foundations & Programs
- Positive feedback on French Immersion literacy outcomes and decoding skills
- Appreciation for knowledgeable teachers, literacy specialists, and library resources
- Some families report strong progress and increased confidence in reading

Access to Resources & Supports
- Recognition of reading programs, intervention supports, and assistive technology
- Appreciation for curated resources, literacy teams, and distributed learning supports
- Positive experiences with structured approaches such as phonics-based instruction

Engagement & Reading Culture
- Value placed on access to diverse books and encouraging reading enjoyment
- Recognition of literacy events, classroom initiatives, and supportive staff

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Is there anything else you would like the literacy review team to know?

Areas for Growth Identified by Families

Communication & Transparency
- Desire for clearer information about literacy expectations, progress, and interventions
- Requests for more guidance on supporting literacy at home
- Some uncertainty about how reading levels are assessed and reported

Writing, Spelling & Grammar Instruction
- Requests for greater emphasis on writing development, spelling, and grammar
- Interest in more structured, systematic writing instruction and practice
- Desire for consistency in correcting spelling and written conventions

Consistency of Supports
- Variable experiences across classrooms, schools, programs, and grade levels
- Concerns about literacy support continuity into secondary school
- Some families noted challenges accessing specialized supports or timely resources

Engagement & Differentiation
- Desire for more engaging reading materials and enrichment for strong readers
- Requests for additional support for students with learning differences
- Interest in balancing screen use, motivation, and literacy engagement

Home–School Partnership
- Requests for practical strategies, curated book lists, and parent learning resources
- Interest in stronger collaboration and clearer communication with families

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Summary of Findings

Responses and key themes summarized by ChatGPT

1. Reading Engagement is Generally Strong

- *Most families report children enjoy reading, with many reading daily or several times per week*
- *Students show higher confidence in reading than writing*
- *Access to books (libraries, classrooms, home reading programs) is widely appreciated*

What this suggests:

A positive reading culture exists

Early literacy foundations appear strong overall

2. Writing Confidence is More Variable

- *Lower confidence in writing compared to reading*
- *Challenges with spelling, grammar, organization of ideas, and stamina for writing*
- *Desire for more structured writing instruction and practice*

Common theme:

Reading gains do not always translate into writing confidence.

3. Teachers and School Supports Are Highly Valued

- *Dedicated, caring teachers*
- *Literacy intervention teams and resource teachers*
- *Library programs and literacy events*
- *Inclusive practices and assistive technology supports*
- *Many families credited individual educators with significant literacy growth.*

4. Communication with Families is Mixed

While many parents feel informed some want clearer information about:

- *Reading/writing expectations by grade*
- *How progress is measured*
- *What interventions are happening*
- *How to support learning at home*

Homeschool/online families especially noted inconsistent communication

5. Access and Consistency of Supports Vary

- *Differences between schools, classrooms, and grade levels*
- *Concerns about reduced literacy supports in secondary grades*
- *Requests for more one-to-one support and earlier identification of needs (e.g., dyslexia, dysgraphia)*

6. Engagement and Motivation Remain Key Challenges

Parents emphasized:

- *Importance of choice in reading materials*
- *Concerns about screen distraction*
- *Desire for more engaging texts and writing opportunities*
- *Need for enrichment for strong readers as well as support for struggling students*

7. Strong Interest in Home–School Partnership

Many families asked for:

- *Practical strategies for home support*
- *Curated book lists and literacy resources*
- *Clearer explanations of instructional approaches*
- *Opportunities for parent learning sessions*

Key Themes Identified by Parents/Caregivers

- *Strengthen Writing Instruction*

- *Ensure continuity from elementary to secondary*

- *Improve Communication with Families*

- *Enhance Consistency Across Schools and Programs*

- *Support Engagement and Differentiation*

- *Strengthen Early Identification and Intervention*

- *Build Parent Partnership Opportunities*

.

4

Literacy Survey

Student Results

Elementary Student Literacy Survey

January/February 2026, 367 responses,
Broad representation across elementary, French immersion, homeschool/distributed learning,
and diverse learner needs
Mix of quantitative ratings and detailed narrative feedback

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1. What grade are you in?   More details

● Grade 4	78
● Grade 5	98
● Grade 6	89
● Grade 7	102

21%
28%
27%
24%

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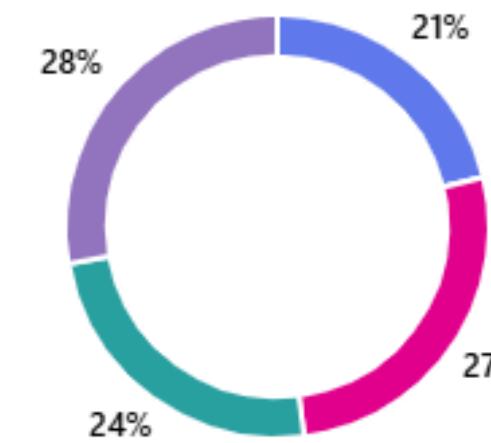
2. What school do you go to?   More details

● Edgehill Elementary	70
● Henderson Elementary	56
● Kelly Creek Elementary	51
● James Thomson Elementary	36
● Texada Elementary	10
● Westview Elementary	143

0   50   100   150
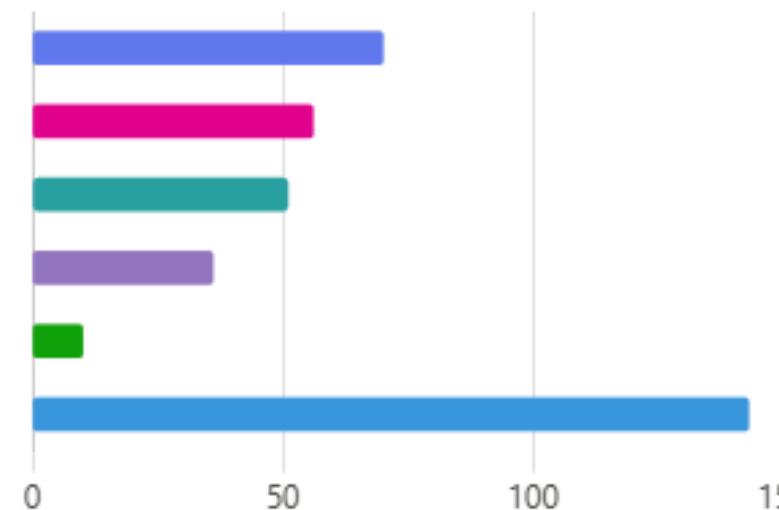
3. How do you feel about reading?

● I love it	98
● I like it	125
● It's okay	110
● I don't really like it	17
● I don't like it at all	16

4%
5%
27%
30%
34%
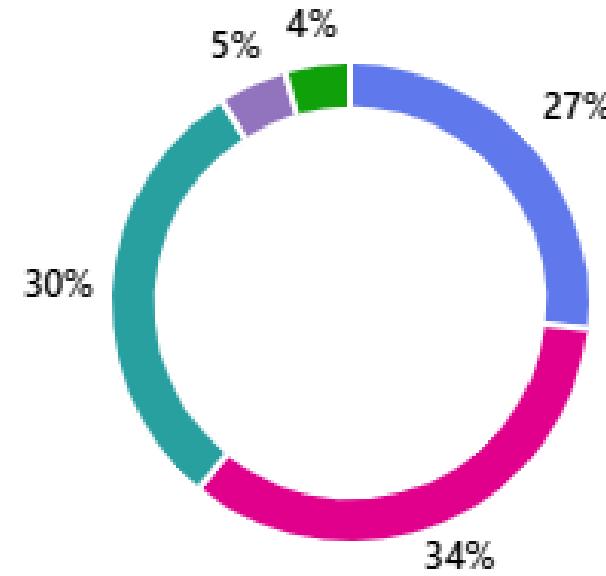
4. How easy or hard is reading for you?

● Always easy	133
● Sometimes easy	126
● In the middle	89
● Sometimes Hard	14
● Always Hard	3

4%
24%
36%
35%

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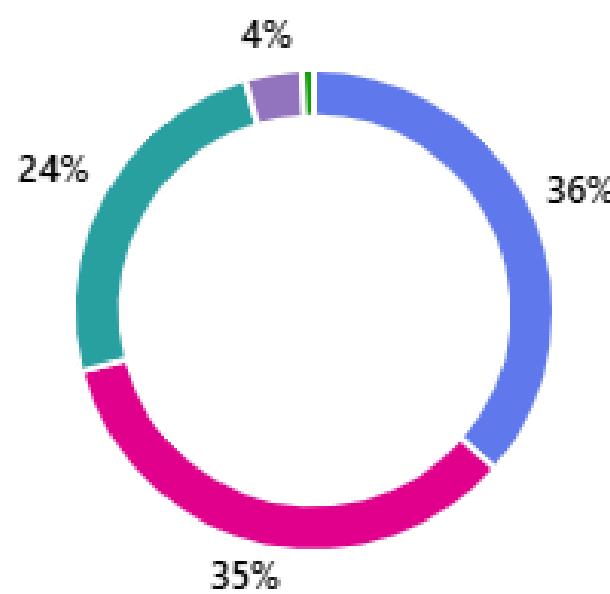
5. What kinds of books do you like to read? Check as many choices as you like.

Category	Count
● Stories	116
● Picture books	80
● Comics/graphic novels	228
● Non-Fiction	84
● Fantasy	116
● Mystery	124
● Magazines	27
● I'm not sure	43
● Other (please tell us)	59
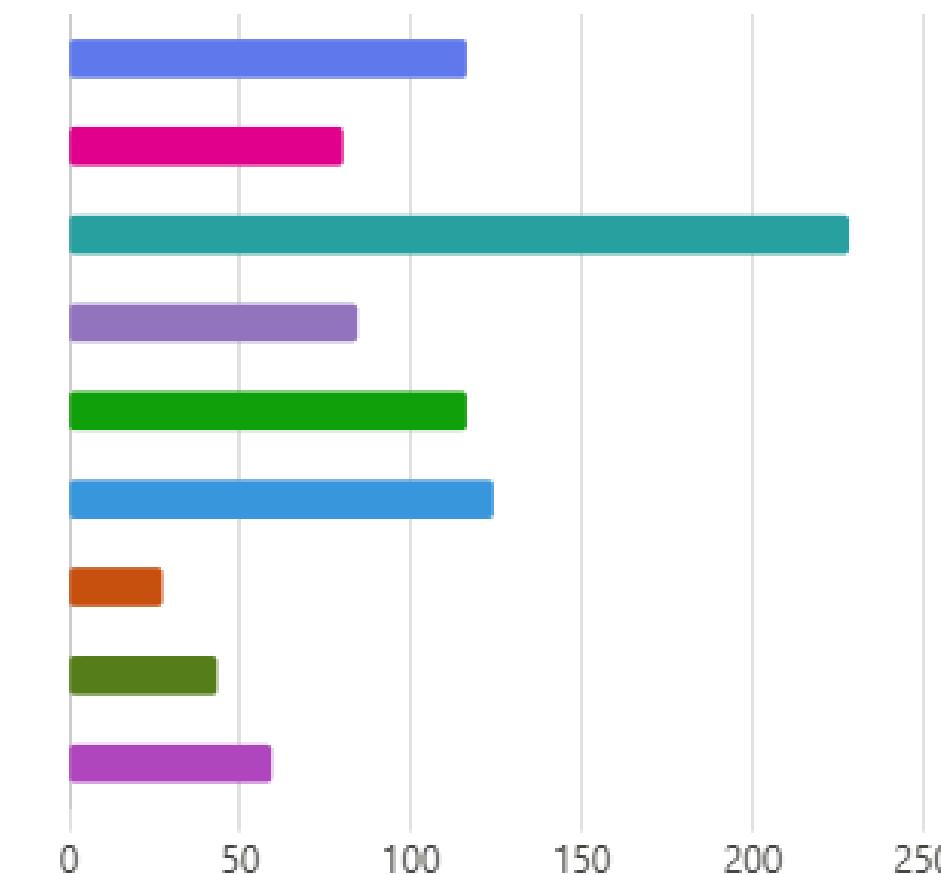
6. Do you spend time reading outside of school?

Category	Count
● Never	46
● Some days	152
● Most days	83
● Every day	68
● I'm not sure	15

4% 13% 19% 23% 42%

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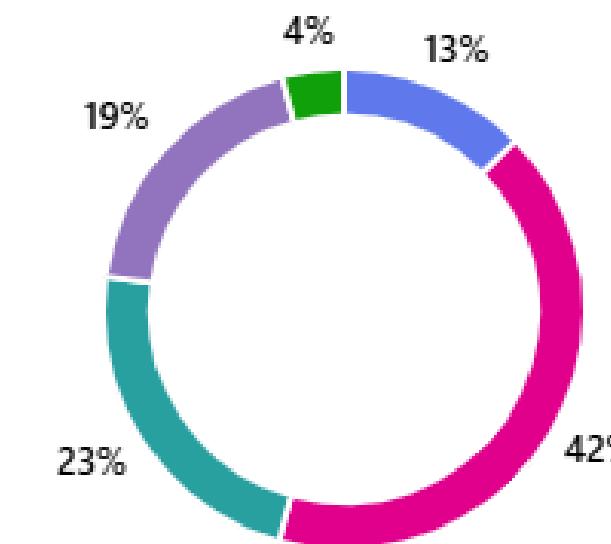
7. At school, do you learn about sounds, letters, and how words work? (For example UFLI, morning message, phonics)

● Never	29	
● Some days	133	
● Most days	104	
● Every day	47	
● I'm not sure	49	

14% 8%
13%
37%
29%
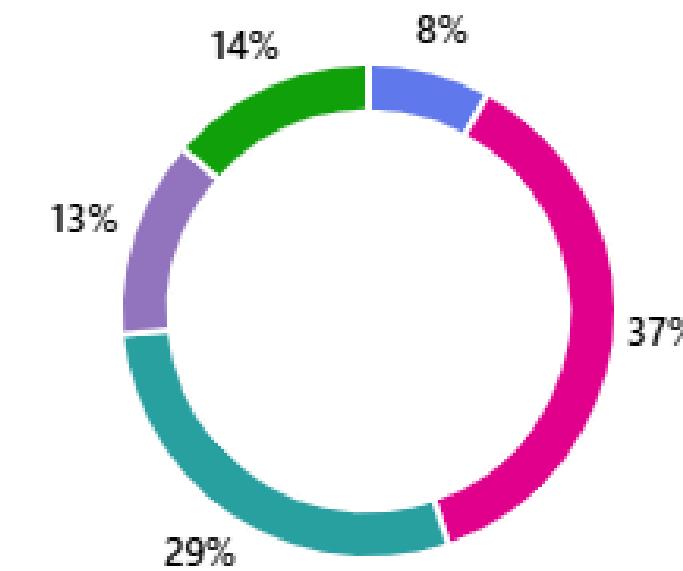
8. Do the reading lessons in your class help you become a better reader?

● Yes	141	
● No	51	
● Sometimes	172	

39%
47%
14%

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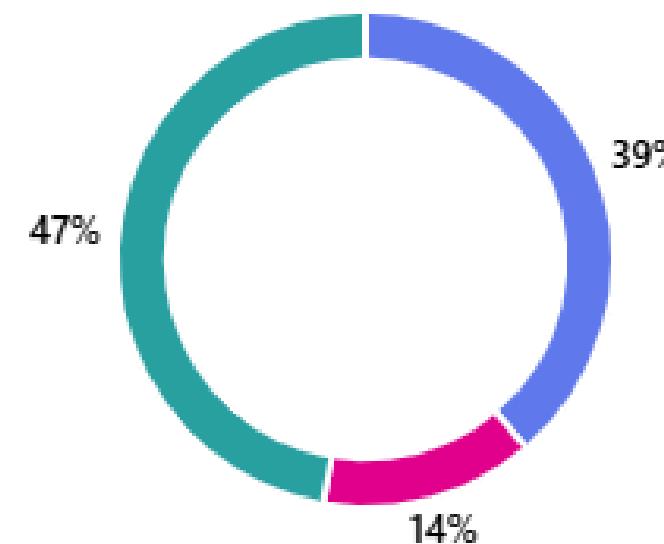
9. Do you get extra help with reading in school? (It could be in class or out of class like teacher help, or EA's)

● yes	78
● no	212
● I'm not sure	72

20% 22%

59%
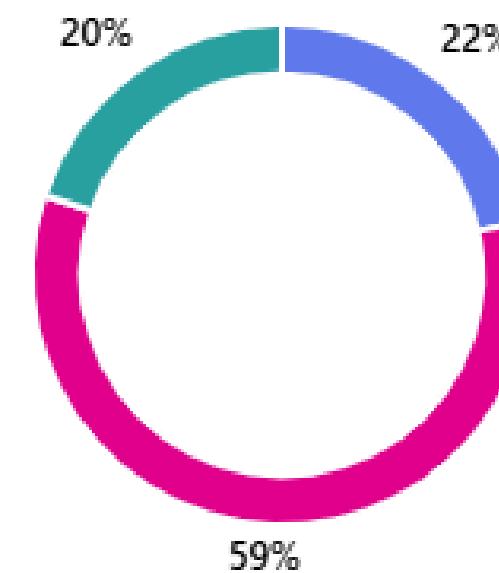
10. If yes, what kind of help do you get (check all that apply)?

● Small group lessons/literacy centres	59
● One-on-one help	48
● Reading practice on a computer	18
● Books picked just for me	26
● Other	44

23% 30%

13%

9% 25%

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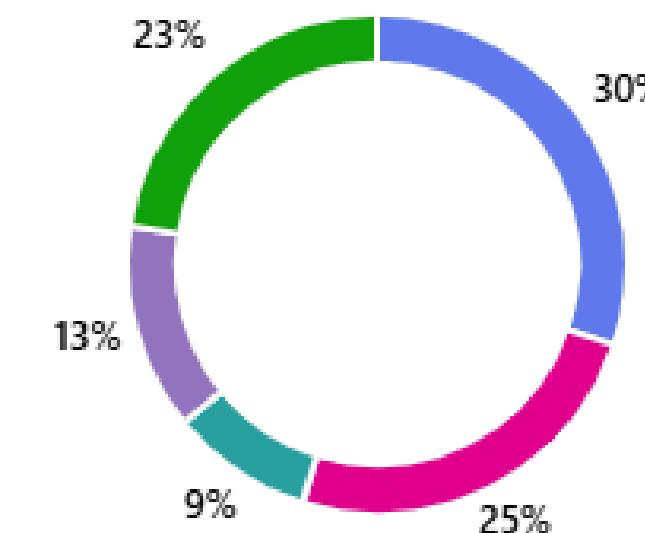
11. How do you feel about the reading help you get? Check the sentence that matches how you feel.

- It helps my reading a lot — 50
- It helps my reading sometimes — 92
- It helps my reading a little — 51
- It doesn't help my reading — 22
- I'm not sure — 76

17%
26%
32%
8%
18%
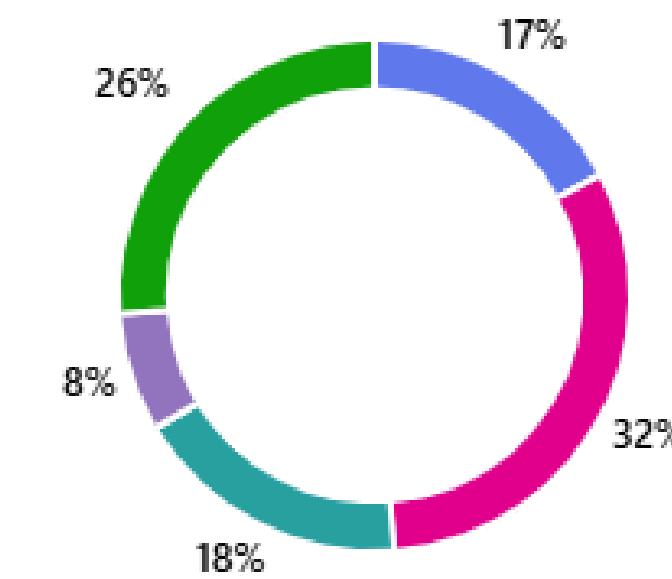
12. How do you feel about writing?

- I love it — 63
- I like it — 115
- It's okay — 126
- I don't really like it — 34
- I don't like it at all — 29

8%
9%
17%
34%
31%

qathet
SCHOOL DISTRICT
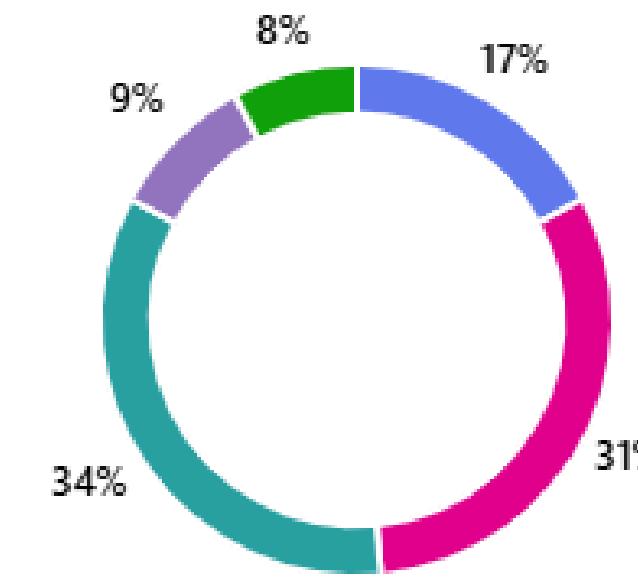
13. How easy or hard is writing for you?

● Very easy	55
● Easy	167
● Sometime hard	119
● Hard	18
● Very hard	7

5% 15% 33% 46%
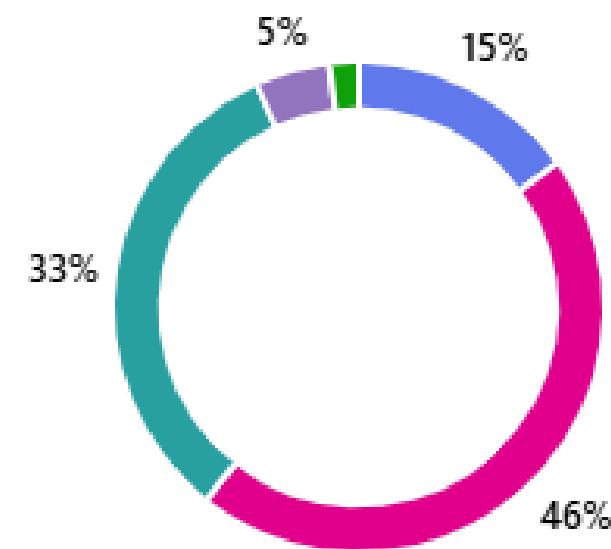
What makes reading fun or interesting for you at school?

Responses and key themes summarized by ChatGPT

Choice & Personal Interest
- Being able to choose their own books is the most frequently mentioned motivator
- Interest-based genres matter (graphic novels, fantasy, mystery, sports, animals, history, manga, nonfiction)
- Students are more engaged when books connect to their hobbies or identity

Good Stories & Imagination
- Engaging plots, suspense, action, humour, and mystery increase enjoyment
- Many students enjoy "getting lost in the story" or imagining characters and settings
- Fiction and graphic novels are especially popular

Environment & Time to Read
- Quiet time, silent reading, and comfortable spaces support engagement
- Students value uninterrupted reading time
- Some asked for more time to read during school

Access to Books
- Libraries, classroom collections, and variety of book choices were noted positively
- Some students appreciate exposure to new books from teachers or peers

Social & Instructional Supports
- Teacher read-alouds, partner reading, and reading with friends help engagement
- Reading programs, challenges, or incentives were mentioned positively

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What makes reading fun or interesting for you at school?

Barriers Students Identified

Lack of Interest or Connection
- A significant number of students reported reading as "boring" or "not fun"
- Engagement drops when books are assigned rather than chosen

Limited Selection in Preferred Genres
- Requests for more graphic novels, manga, sci-fi, and high-interest books
- Some students noted limited choices in French or specific genres

Difficulty or Confidence Issues
- Some students noted stress with reading tasks or difficulty understanding texts
- A few reported limited help or support when struggling

Competing Interests
- Screens, other activities, and motivation were mentioned indirectly
- Some students prefer reading at home rather than at school

What makes reading hard for you?

Responses and key themes summarized by ChatGPT

Vocabulary & Word Difficulty

- Most frequent challenge: unfamiliar, long, or complex words
- Difficulty pronouncing or understanding new vocabulary
- Some students noted challenges with spelling patterns or decoding

Focus, Motivation & Interest

- Reading feels harder when books are not interesting or are assigned
- Some students report boredom, lack of motivation, or fatigue
- Distractions (noise, friends, screens, tiredness) affect concentration

Comprehension & Fluency

- Some students can read words but struggle to understand meaning
- A few noted losing their place, mixing up words, or slower reading pace
- Reading aloud can create anxiety for some students

Environmental Factors

- Noise, uncomfortable seating, or classroom distractions impact reading
- Limited time or interruptions during reading periods were mentioned

Language & Learning Differences

- Reading in another language (e.g., French immersion) can add difficulty
- Some students identified dyslexia, autism, vision issues, or attention challenges

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What is something your teacher does that really helps you learn to read or write?

Responses and key themes summarized by ChatGPT

Explicit Teaching & Explanation
- Teachers explaining words, grammar, pronunciation, and sentence structure
- Demonstrating how to read or write rather than just assigning tasks
- Providing examples, modelling writing, and clarifying expectations

Practice & Routine
- Regular reading and writing time (silent reading, writing blocks, daily practice)
- Spelling tests, grammar work, and structured literacy exercises
- Programs such as Reading Rev, UFLI, and similar structured supports

Individualized Support
- One-to-one help when students are stuck on words or ideas
- Small group reading or intervention support
- Feedback and correction that helps improve skills

Reading Aloud & Shared Reading
- Teachers reading aloud to students or reading together
- Partner reading and group reading activities

Supportive Learning Environment
- Encouragement, patience, and teachers "going slow" when needed
- Opportunities for choice and creative writing (e.g., free writing, journals)

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What else do you want to tell us about reading or writing at school?

Positive Student Perspectives

Enjoyment & Interest
- Many students expressed enjoyment of reading and/or writing
- Some reported strong enthusiasm for storytelling, creative writing, and specific genres (e.g., graphic novels, fiction, horror, sports, manga)
- Libraries and access to books were valued by several students

Perceived Benefits
- Students noted reading helps learning, imagination, vocabulary, and knowledge
- Some feel reading and writing are improving their skills and confidence

Engagement in Writing
- Several students particularly enjoy creative writing opportunities
- Some students write independently at home (stories, comics, journals)

What else do you want to tell us about reading or writing at school?

Areas Students Identified for Improvement

Choice, Challenge & Relevance

Requests for:

- More choice in books
- Harder or more engaging texts for strong readers
- Opportunities to vote on class books
- More genre variety

Writing Opportunities

Some students want:

- More creative writing time
- Clearer writing topics or guidance
- Less repetitive tasks

Engagement & Stress

A few students reported:

- Stress from assignments or repetitive work
- Writing fatigue (e.g., hand discomfort)
- Preference for independent reading rather than structured activities
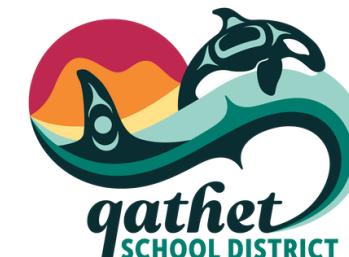
Overall Summary

General Attitudes Toward Reading & Writing
- *Most students report positive or neutral attitudes toward reading:*
- *Many say they like or love reading, though some remain disengaged.*

Writing attitudes are slightly more mixed:
- *Many students enjoy writing, particularly creative writing.*
- *A noticeable group finds writing difficult, stressful, or less enjoyable than reading.*

Reading Confidence & Difficulty
- *The majority of students describe reading as easy or sometimes easy.*

Common reading challenges include:
- *Unfamiliar vocabulary and long words*
- *Maintaining focus or motivation*
- *Understanding meaning (comprehension)*
- *Reading in another language (e.g., French immersion)*
- *Environmental distractions or confidence reading aloud*

Engagement Factors in Reading

Students say reading is most enjoyable when:
- *They can choose their own books*
- *Stories are engaging, suspenseful, funny, or connected to interests*
- *There is quiet time and space to read*
- *They have access to a wide variety of books*
- *Teachers read aloud or provide supportive guidance*
- *Interest and relevance strongly influence motivation.*
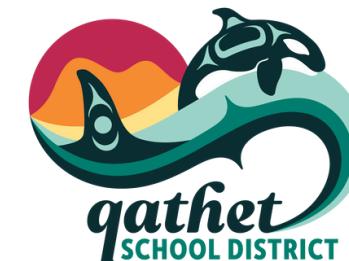
Writing Experiences

Students highlighted:
- Enjoyment of creative writing opportunities (stories, comics, journals)

Desire for:
- More writing time
- Clearer topics or guidance
- Variety and creativity in assignments

Challenges mentioned include:
- Spelling and grammar confidence
- Hand fatigue or writing stamina
- Feeling stressed by repetitive or structured tasks

Perceptions of Instruction & Support

Students reported that teachers help through:
- Explaining words and modelling reading/writing
- Sounding out words and phonics support
- Spelling practice and structured programs
- One-to-one or small group support
- Regular reading and writing practice

However, some students:
- Were unsure how teachers help, or
- Felt they received limited support.

Elementary Student Survey

Overall Summary Generated by ChatGPT

Key Takeaways for the Literacy Review

Strengths
- *Generally positive attitudes toward reading.*
- *Strong student awareness of reading benefits.*
- *Appreciation for teachers, libraries, and literacy programs.*
- *Many students feel confident in reading ability.*

Areas to Monitor
- *Writing confidence and enjoyment are more variable than reading.*
- *Engagement depends heavily on choice and interest.*
- *Some students experience stress, boredom, or lack of challenge.*
- *Support consistency varies across classrooms and learners.*

Potential Considerations Moving Forward
- *Continue strengthening reading engagement through choice and relevance.*
- *Enhance writing instruction, stamina, and confidence.*
- *Maintain strong teacher support and structured literacy approaches.*
- *Ensure access to diverse, high-interest reading materials.*
- *Support both struggling readers and advanced readers.*

Secondary Student Literacy Survey

*January/February 2026, 152 responses,*
Broad representation across secondary, French immersion, homeschool/distributed learning,
and diverse learner needs
Mix of quantitative ratings and detailed narrative feedback

1. What grade are you in?

● Grade 8	97
● Grade 9	54
● Grade 10	0
● Grade 11	0
● Grade 12	0

36%
64%
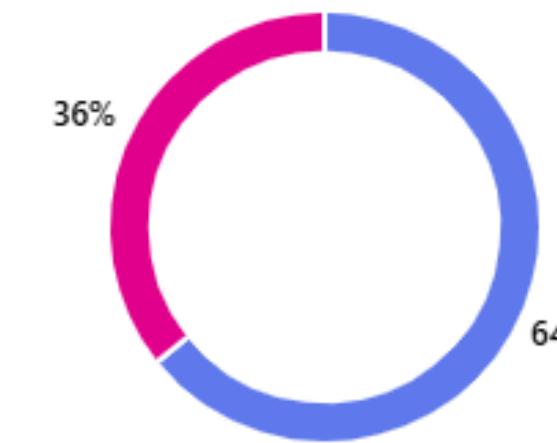
2. What school do you go to?

● Brooks Secondary	151
● PIE	0
● Westview Learning Centre	0

100%

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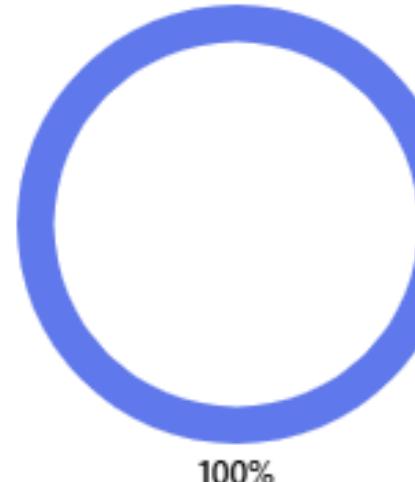
Which courses this year include the most reading and writing for you?

Responses and key themes summarized by ChatGPT

Courses Most Frequently Identified

- English / Language Arts

Most commonly identified course for both reading and writing

- Students clearly associate literacy development primarily with English classes
- Social Studies / Humanities

Second most frequently mentioned area

- Students noted regular reading, writing assignments, projects, and analysis tasks
- French / Second Language Courses
- Frequently identified, particularly in immersion programs
- Students noted significant reading, writing, and comprehension work

Other Courses Occasionally Mentioned

- Science: Some reading/writing through reports and content texts
- Careers/Planning courses: Writing tasks, reflections, and assignments
- Math/STEM: Rarely mentioned, though occasional written work noted

4. How do you feel about reading?

●	I like reading a lot	28
●	I like reading	36
●	I feel neutral about reading	49
●	I don't really like reading	25
●	I dislike reading	13

9%
19%
17%
24%
32%
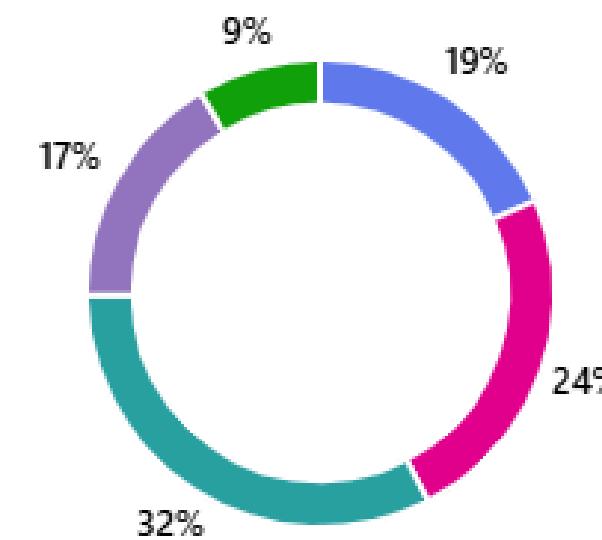
5. How easy or hard is reading for you?

●	Extremely easy	49
●	Somewhat easy	60
●	Neutral	31
●	Hard	8
●	Very Hard	2

5%
21%
33%
40%

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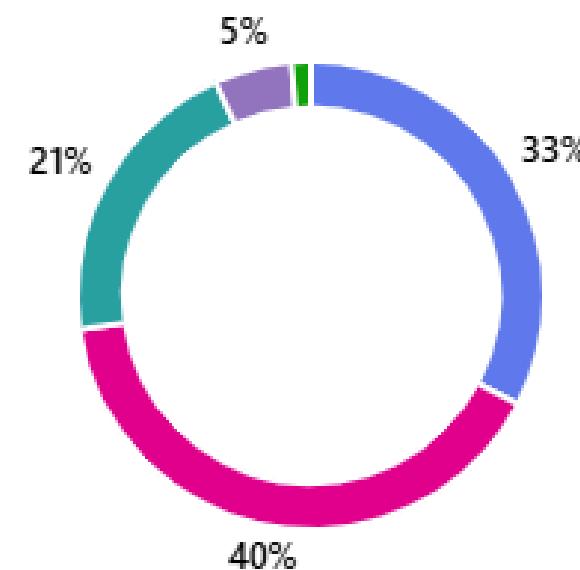
6. What type of reading do you do most in your classes? (check all that apply)

● Novels/Stories	96
● Textbooks	83
● Poetry	12
● Non-Fiction	43
● Online sources	36
● Instructions/technical texts	33
● Other (please tell us)	22
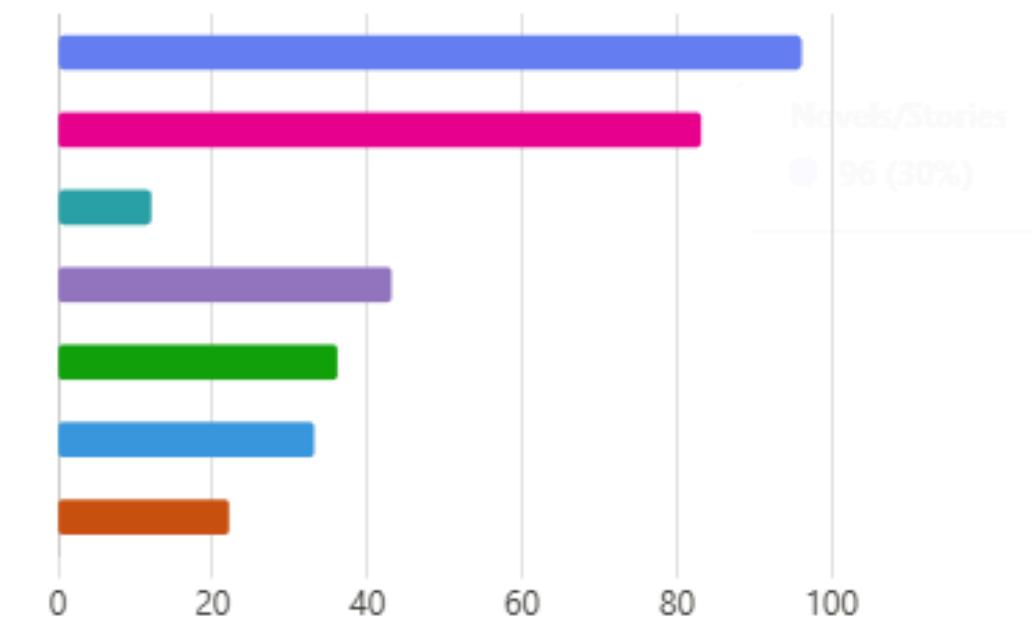
## 7. What helps you understand what you read (check all that apply)?

● Talking about the text in class	56
● Graphic organizers	19
● Extra time	49
● Quiet reading time	72
● Video explanations	34
● Teacher modelling/think alouds	33
● Talking with a partner	65
● Audio versions of text	16
● Other	13
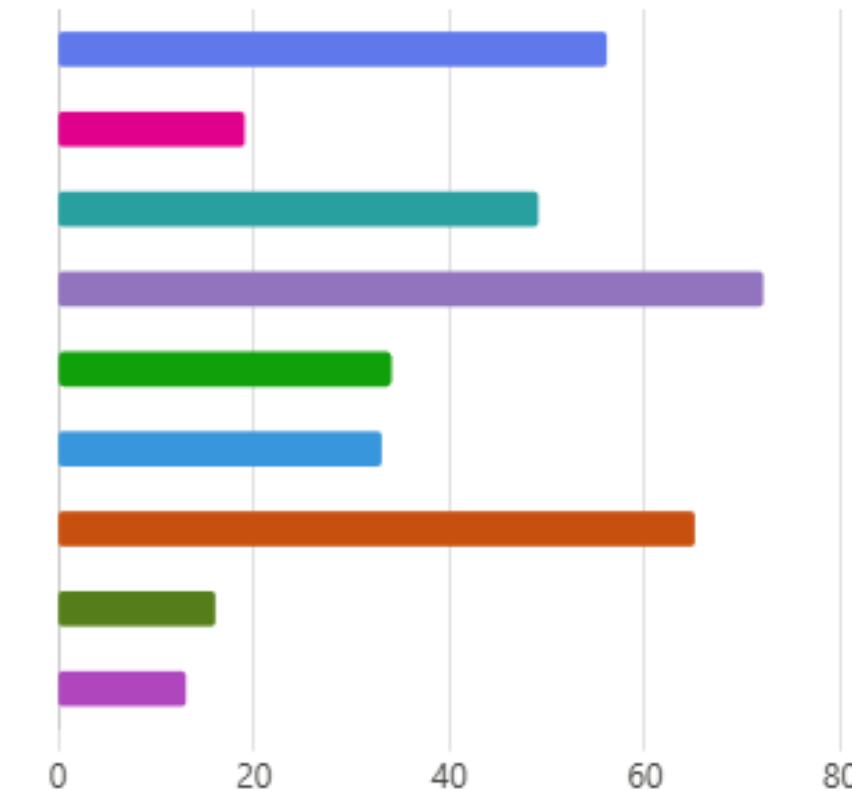
8. How do you feel about writing?

● I love it	25
● I like it	37
● It's okay	58
● I don't really like it	14
● I don't like it at all	15

10%   17%
9%
25%
39%
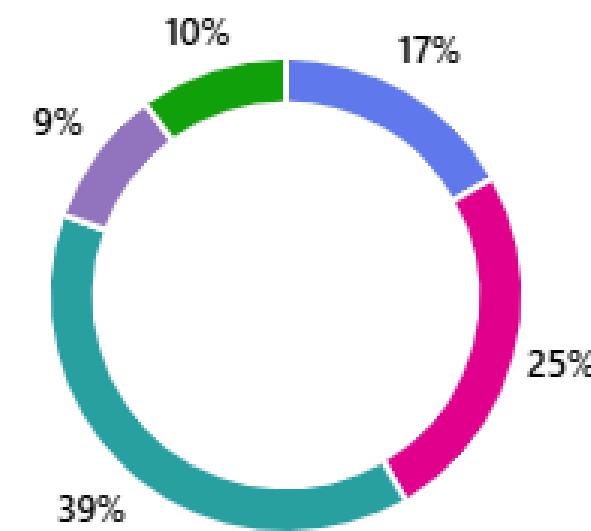
9. How easy or hard is writing for you?

● Very easy	17
● Easy	74
● Sometime challenging	48
● Hard	3
● Very hard	8

5%   11%
32%
49%

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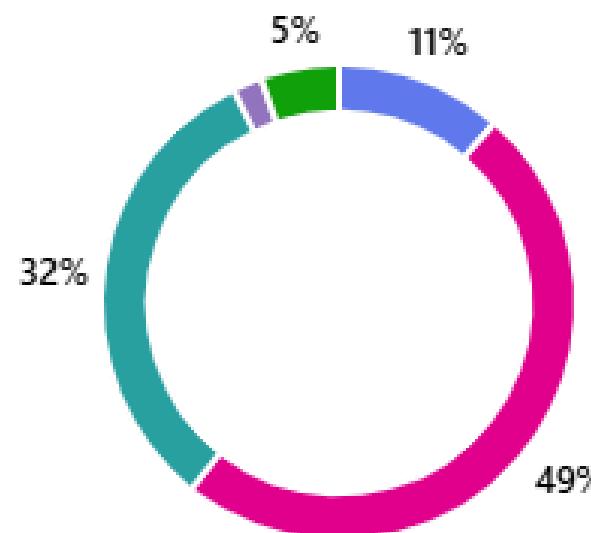
10. What types of writing do you do most in your classes? (check all that apply)

Type	Count
Paragraphs or essays	79
Short response	84
Creative writing	79
Research writing	67
Notes	70
Personal reflections/journals	25
Other	10
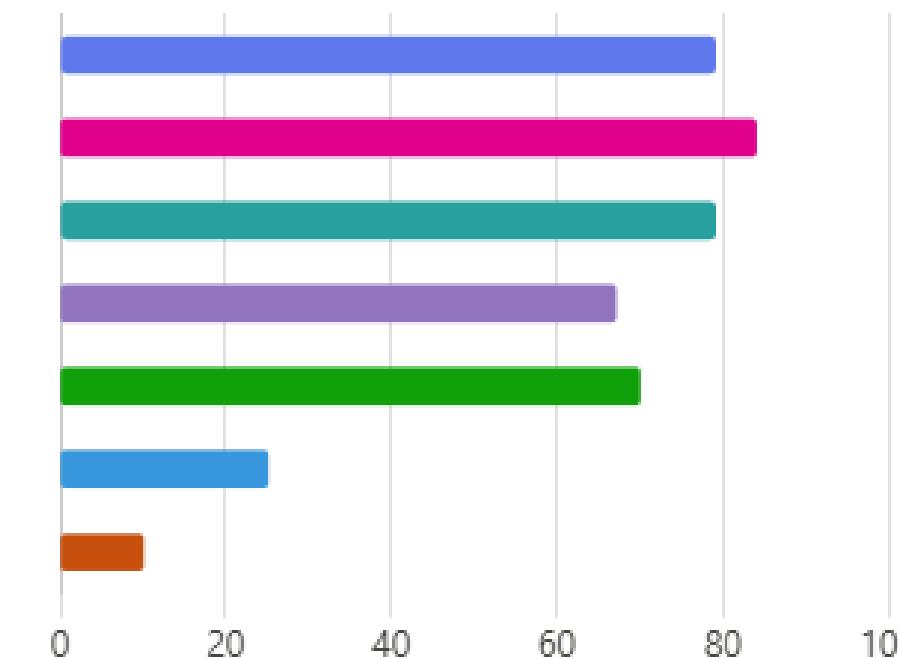
11. What helps you most with writing? (check all that apply)

Help	Count
Teacher help	51
Time to revise/edit	64
Graphic organizers	5
Peer feedback	44
Using technology (spell check, voice to text, etc)	51
Quiet time to write	88
Other	11

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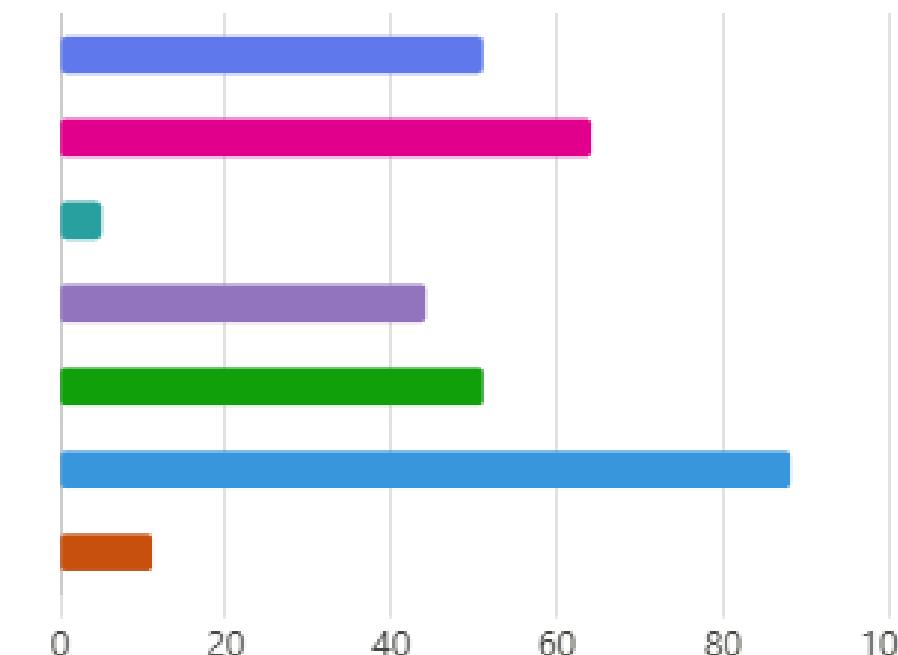
12. Do you get extra help with reading or writing?

● Yes	16
● No	98
● Not sure	34

11%
23%
66%
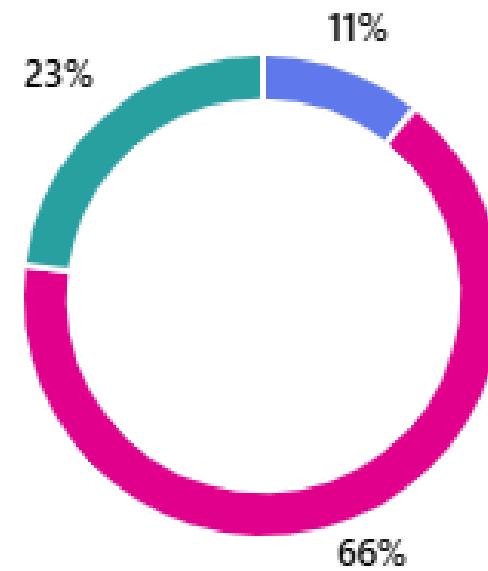
13. If yes, what type of help do you get (select all that apply)?

● Small group support	15
● Learning support teacher	12
● ELL support	3
● Education Assistant	6
● After school help	3
● Online programs/tools	1
● Other	7

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|	
● Staying focused	84
● Vocabulary	23
● Understanding what the text is saying	37
● Writing ideas down	35
● Organizing my thinking	36
● Reading quickly	35
● Keeping up with classwork	40
● Not enough time	49
● Anxiety or stress	42
● Not interested in the topic	73
● I don't know	19
● Other	9
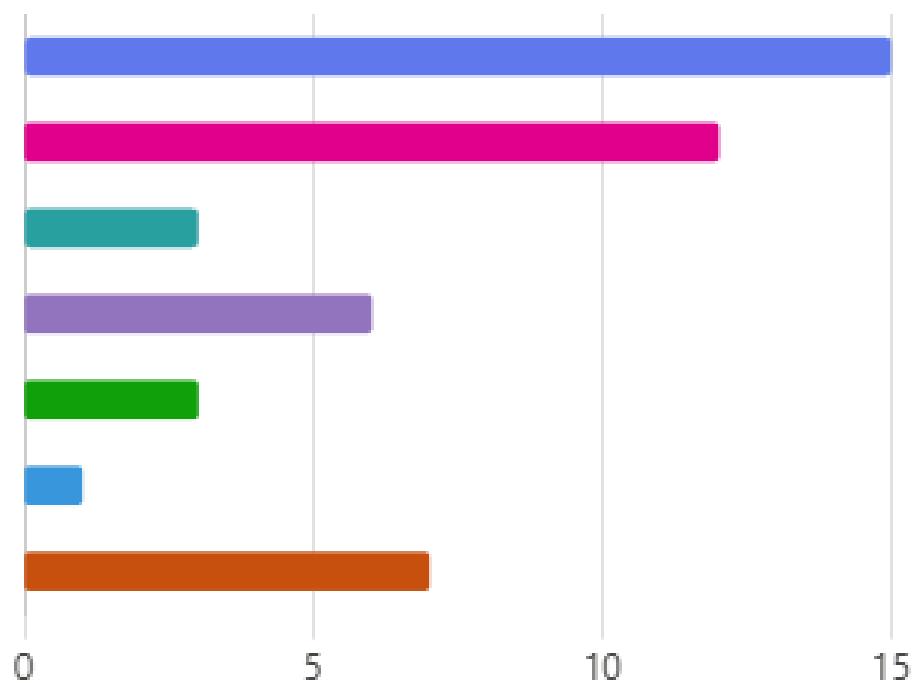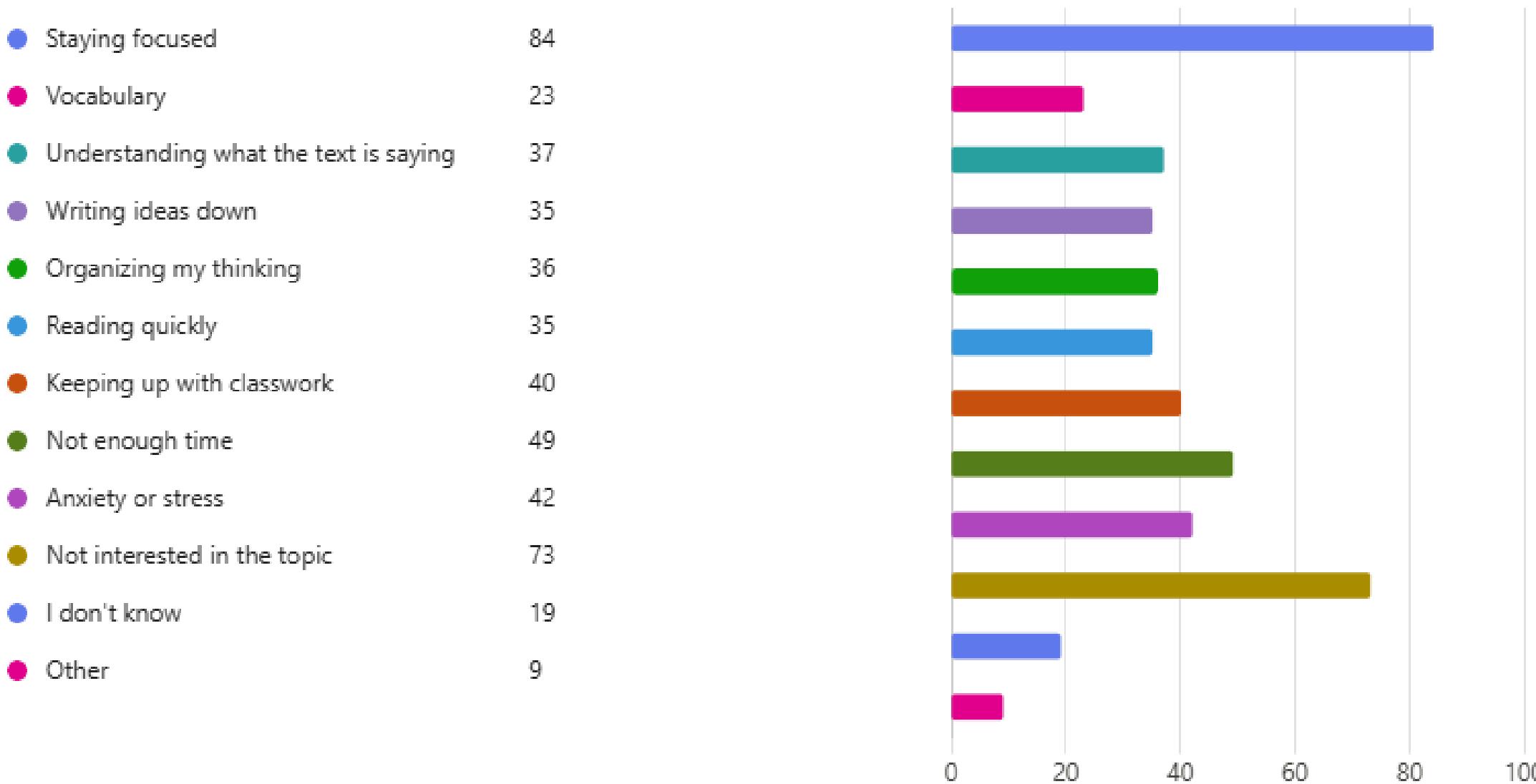
15. How often do your classes include reading or writing activities that you find meaningful or interesting?   More details

● Often	29
● Sometimes	75
● Not very often	26
● Hardly ever	12

20%
8%
18%
53%
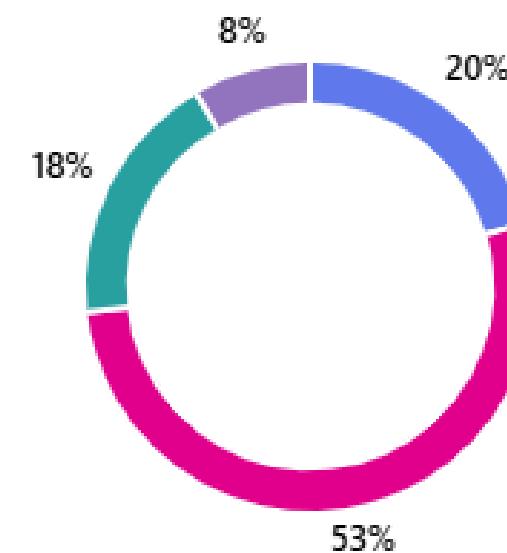
16. At your school, do you feel you are getting better at reading or writing?

● Yes	33
● Yes Somewhat	55
● A little	36
● Not really	14
● No	9
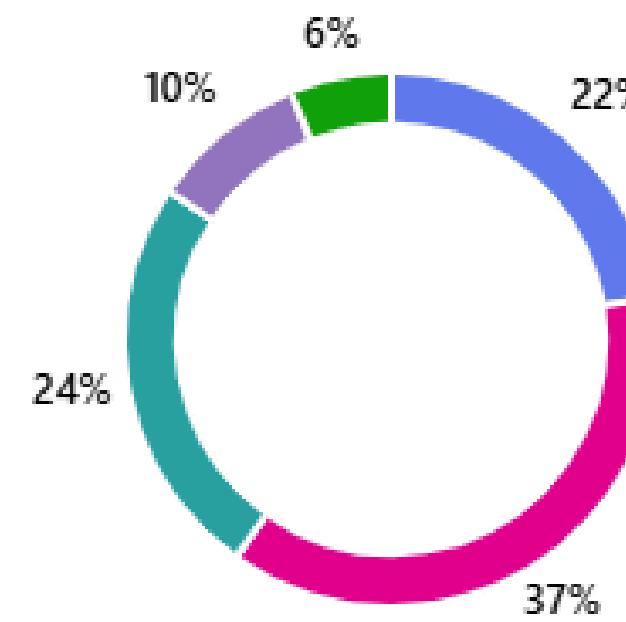
What is one thing that helps you the most with reading or writing at school?

Responses and key themes summarized by ChatGPT

The most frequent response was the importance of:
- Quiet classrooms
- Calm spaces to concentrate
- Minimal distractions
- Some students also prefer background music or light noise rather than complete silence.
- Interest & Choice in Topics

Engagement improves when:
- Topics are personally interesting
- Students enjoy the book or assignment
- They have some choice in reading or writing topics.
- Teacher Support & Clear Instruction

Students value:
- One-to-one teacher help
- Clear explanations and examples
- Feedback on writing and spelling
- Access to help when needed.
- Time to Work

Students frequently noted:
- Extra time to read, write, revise, or reflect
- Uninterrupted time for focus
- Reduced pressure supports better performance.
- Peer Collaboration

Friends and small groups help through:
- Feedback and idea-sharing
- Reading or discussing together
- Emotional support and motivation.

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What makes reading or writing harder for you?

Responses and key themes summarized by ChatGPT

The most frequent barrier students identified was:

- Loud classrooms or talking peers
- General distractions and interruptions
1. Difficulty maintaining focus
2. Some students noted stress or cognitive overload in busy environments.
3. Interest & Engagement

Reading or writing becomes harder when:

- Topics are not interesting or relevant
- Books are perceived as boring
- Students lack choice in reading material.
- Time & Workload Pressures

Students noted:

- Not enough time to complete reading/writing tasks
- Stress related to deadlines or rushing
- Heavy workload affecting focus

Writing-Specific Challenges

- Difficulty generating ideas or organizing thoughts
- Spelling, grammar, and vocabulary concerns
- Physical discomfort from writing (hand fatigue)
- Anxiety about correctness or performance.
- Comprehension & Vocabulary

Some students reported:

- Trouble understanding what they read
- Difficulty processing information even after reading
- Challenges with unfamiliar vocabulary.

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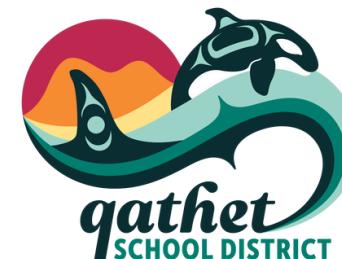
Is there anything else you want the literacy review team to know?

Responses and key themes summarized by ChatGPT

Engagement & Relevance

Some students expressed that:

- Topics can sometimes feel uninteresting or repetitive
- They prefer choice and personally relevant reading or writing materials
- Independent or creative writing outside class is often more motivating.

Environment & Learning Conditions

Students emphasized:

- Preference for quiet spaces
- Flexibility in seating or working conditions
- Reduced workload stress when possible.
- Workload & Stress

A small number noted:

- Stress when assignments accumulate
- Desire for manageable deadlines and balance between quality and quantit.
- Resources & Supports

Requests included:

- More book copies or variety
- Access to dictionaries/thesauruses
- Improved classroom resources (e.g., printers).
- Positive Teacher Relationships
- Some students highlighted appreciation for specific teachers and supports
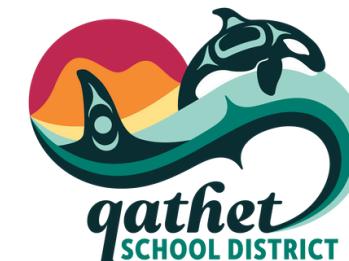
Secondary Literacy Survey Results

Responses and key themes summarized by ChatGPT

1. Environment Strongly Impacts Literacy Success

- *Quiet, calm classrooms help students focus on reading and writing.*
- *Noise, distractions, and interruptions are frequently cited barriers.*
- *Some students prefer flexibility (music, seating choice, quiet spaces).*
- *Implication: Classroom environment and learning conditions matter significantly for literacy engagement*

2. Interest and Choice Drive Engagement

- *Students are more motivated when:*
- *Topics are relevant or interesting*
- *They can choose books or writing topics*
- *Reading materials reflect their interests or identity.*
- *Lack of interest is a common reason for disengagement.*
- *Implication: Choice and relevance are key factors in secondary literacy motivation*

3. Writing Confidence Is More Variable Than Reading

- *Common writing challenges include:*
- *Generating ideas or organizing thoughts*
- *Grammar, spelling, and vocabulary confidence*
- *Writing stamina or physical discomfort*
- *Anxiety about correctness.*
- *Implication: Writing instruction and support remain an important focus area*

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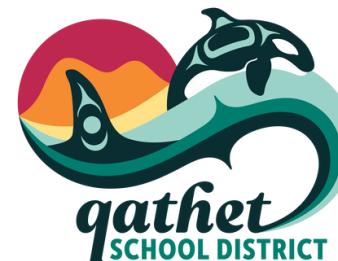
4. Teacher Support Is Highly Valued

Students highlighted:

- *Clear explanations and modelling*
- *One-to-one help and feedback*
- *Structured guidance and examples*
- *Access to support when needed.*
- *Positive teacher relationships were noted as a significant factor in literacy success*

5. Time and Workload Matter

Students reported:

- *Needing sufficient time to read, write, revise, and reflect*
- *Stress when assignments accumulate or deadlines are tight*
- *Preference for quality over quantity in literacy tasks*

6. Literacy Across Subjects Is Uneven

- *Most reading/writing occurs in English, Social Studies, and French.*
- *Less connection is perceived in math, science, or electives.*
- *Implication: Opportunities may exist to strengthen cross-curricular literacy*

7. Diverse Learner Needs Are Evident

Students mentioned:

- *Dyslexia, memory challenges, and language learning needs*
- *Difficulty focusing or processing information*
- *Desire for differentiated supports.*
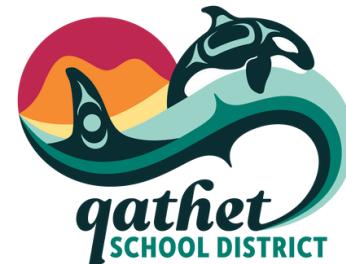
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Literacy Survey

Staff Results

Teacher and Staff Literacy Survey

January/February 2026, 50 responses,
Broad representation across elementary, secondary, French immersion, homeschool/distributed learning
Mix of quantitative ratings and detailed narrative feedback

1. What is your current role?

More details

Role	Count
Primary teacher (K-3)	14
Intermediate teacher (4-7)	9
Secondary Teacher	6
Inclusive Education Teacher	2
Literacy Support Teacher	2
Teacher Librarian	1
Administrator	5
Education Assistant	7
Indigenous Education Support	0
Other (please specify)	4
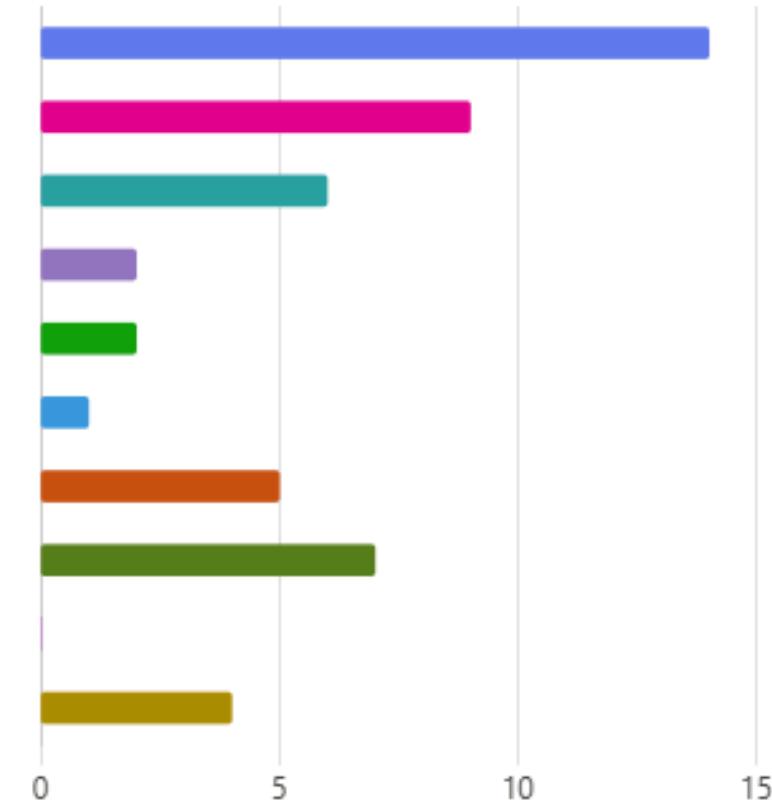
2. How many years have you worked in this district?

More details

Years	Count	Percentage
0-3	7	14%
4-10	18	37%
11-20	17	35%
20+	7	14%
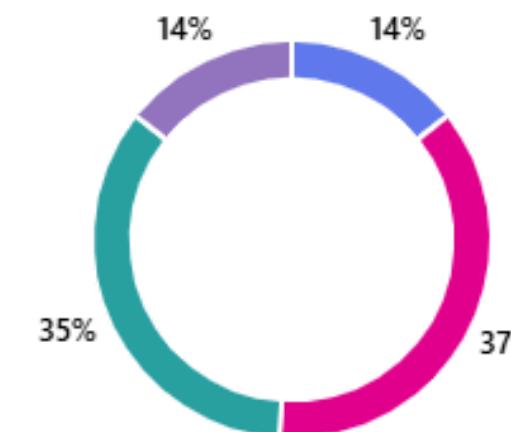
3. If you teach K-9, how confident do you feel in teaching foundational reading skills (phonemic awareness, phonics, decoding)? More details

- Extremely confident   15
- Somewhat confident   19
- Neutral   8
- Somewhat not confident   2
- Extremely not confident   0

5%
18%
34%
43%
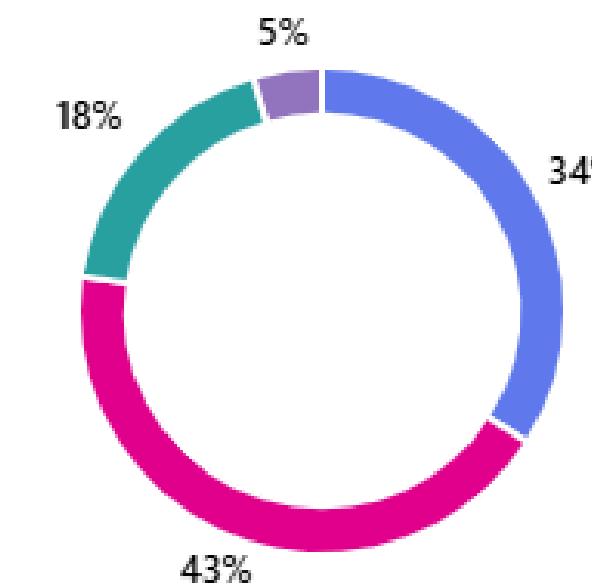
4. How confident do you feel in teaching comprehension strategies within your subject area or grade? More details

- Extremely confident   18
- Somewhat confident   18
- Neutral   4
- Somewhat not confident   5
- Extremely not confident   1

11%
9%
39%
39%

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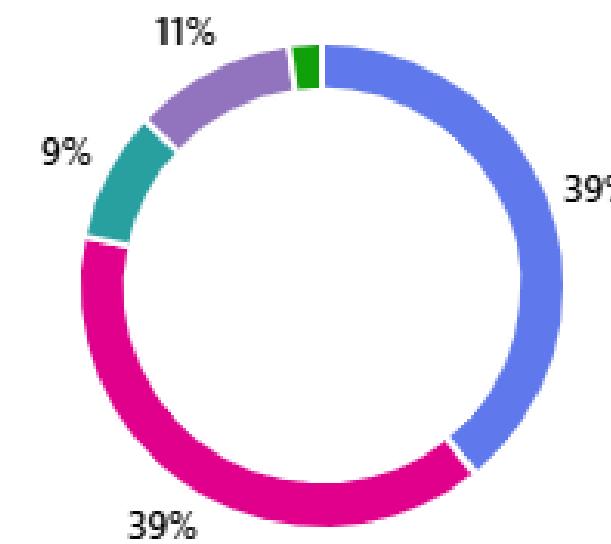
What literacy programs or resources do you use regularly within your subject area or grade?

Responses and key themes summarized by ChatGPT

Most Frequently Mentioned Programs
- Structured Literacy / Phonics-Based Programs
- UFLI was the most commonly referenced program across grades
- Other phonics and structured literacy approaches included:
- Heggerty
- Jolly Phonics
- Firm Foundations
- Decodable readers and phonics centers
- Words Their Way
- Digital Literacy Platforms
- Reading Eggs, Raz Kids/Reading A-Z, Epic, CommonLit, ReadWorks
- Brightspace and online course platforms
- Some use of AI-supported tools for reading passages and planning

Classroom-Based Literacy Practices
- Literature & Text-Based Instruction
- Novel studies, literature circles, guided reading
- Reading Power / Writing Power frameworks
- Use of high-quality literature and subject-area texts
- Partner reading, daily reading practice, journaling, storytelling

Assessment & Diagnostic Supports
- DIBELS, Jerry Johns assessments, PM Benchmarks
- Informal reading diagnostics and observational assessment

Cross-Curricular Literacy Approaches
- Reading and writing embedded in:
- Science and Social Studies texts
- Inquiry projects and content-area learning
- Some teachers noted challenges accessing appropriate texts for non-ELA subjects.

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6. How effectively do current screening assessment tools help you plan instruction?

● Very effectively	5
● Somewhat effectively	13
● Neither effectively nor ineffectively	16
● Somewhat ineffectively	9
● Very ineffectively	3

7%   11%
20%
28%
35%
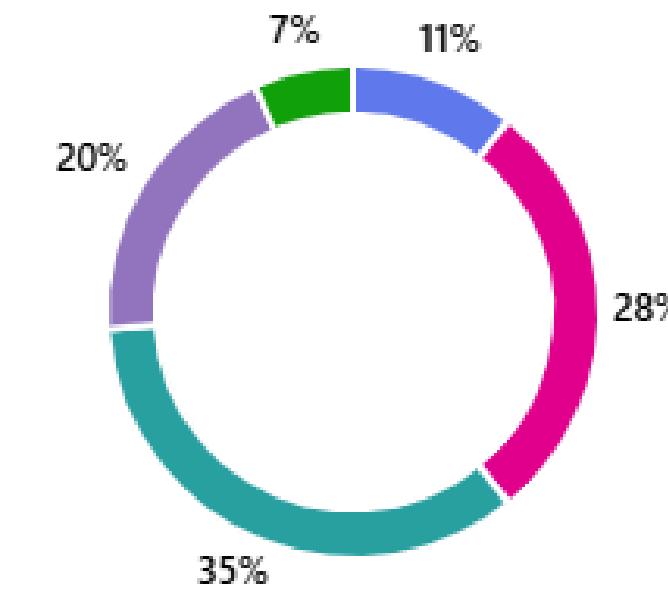
10. How frequently do you engage in collaborative conversations about literacy?

● Never	2
● Rarely	6
● Monthly	5
● Sometimes	15
● Weekly	13
● Often	7

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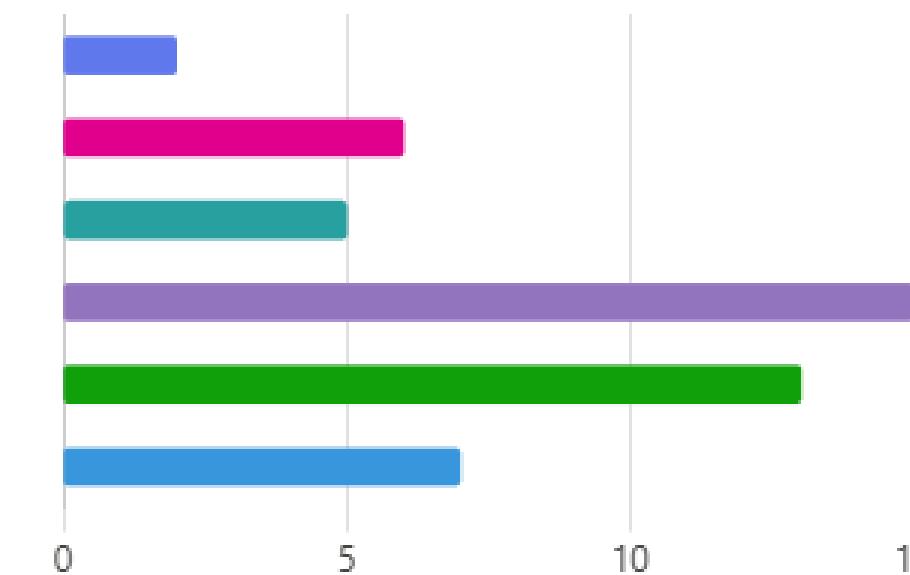
What additional assessment tools or training in your grade or subject area would support you?

Responses and key themes summarized by ChatGPT

1. Time for Assessment & Collaboration
- Many staff emphasized that time is the most critical support:
- Time to assess students one-to-one
- Time for feedback and conferencing
- Time for collaboration with colleagues
- Time to analyze assessment data and plan next steps

2. Consistent Assessment Tools & Reporting Clarity
Staff expressed interest in:
- Standardized reading assessments across grades
- Clear benchmarks for reporting literacy progress
- Consistent rubrics for writing assessment
- Clear guidance on interpreting screening tools
- Some noted that current reporting can feel subjective

3. Professional Learning & Training Needs
Common requests included:
- Continued training in structured literacy approaches (e.g., phonics, fluency, comprehension)
- Guidance on assessment tool implementation
- Training on supporting struggling readers and writers
- Opportunities to collaborate and learn from colleagues

4. Updated or Expanded Assessment Resources

Staff noted interest in:

- Updated reading passages and assessment materials
- Tools assessing intermediate literacy skills (fluency, comprehension, vocabulary)
- Early literacy assessment supports
- Access to home-support resources for families

5. Support Structures & Intervention Capacity

Some staff highlighted:

- Value of literacy support teachers and small-group interventions
- Need for resources to support diverse learners
- Desire for better coordination between classroom and support programs.
- ous students and parents

What barriers do students face in literacy learning at your school?

Responses and key themes summarized by ChatGPT

1. Limited Time, Staffing & Support
- Limited one-to-one or small group instruction time
- High numbers of students with diverse literacy needs in single classrooms
- Insufficient adult support (teachers, EAs, literacy specialists)
- Behavioural and attendance challenges impacting instructional time

2. Wide Range of Student Needs
- Teachers reported increasing variability in literacy readiness:
- Students significantly below grade level alongside advanced learners
- Students entering secondary school with limited reading proficiency
- Increasing numbers of IEPs and complex learning needs
- Emotional, behavioural, or trauma-related barriers to learning

3. Home Environment & Engagement Factors
- Limited reading support at home for some students
- Competing priorities such as screen time or extracurricular activities
- Need for greater parent education on literacy development

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4. Resource Availability

Staff identified gaps in:
- Print books, decodable texts, and instructional materials
- Literacy intervention resources
- Assessment and diagnostic supports (e.g., psych-educational assessments)
- Access to appropriate literacy materials across subject areas

5. Instructional Consistency & Continuity

Some staff highlighted:
- Variation in literacy approaches across classrooms and grades
- Disruptions to literacy blocks
- Need for consistent programming and early foundational skill development

6. Engagement, Attention & Classroom Conditions

Additional barriers included:
- Student attention span and motivation

What types of literacy professional learning would be most helpful in your grade or subject area?

Responses and key themes summarized by ChatGPT

1. Differentiation & Supporting Diverse Learners

The most common request focused on:

- Teaching literacy across a wide range of abilities within one classroom
- Strategies for extreme differentiation (K–7 ranges, multi-grade classrooms)
- Supporting struggling intermediate and secondary readers
- Adapting instruction for diverse learning needs

2. Structured Literacy & Skill Development

Staff expressed interest in learning more about:

- Phonics instruction and decoding strategies
- Fluency development and comprehension support
- Vocabulary development
- Assessment-informed intervention strategies

3. Assessment & Data-Informed Instruction

Requests included:

- Training on screening and assessment tools
- Interpreting literacy data to guide instruction
- Consistent writing assessment practices
- Progress monitoring and intervention alignment

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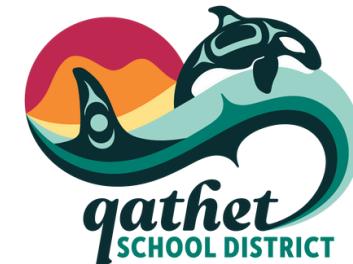
4. Collaboration & Professional Learning Structures

Many staff highlighted:

- Need for more collaborative planning time
- Grade-group meetings and professional dialogue
- Opportunities to learn from colleagues
- Alignment between intervention and classroom instruction

5. Resources & Instructional Approaches

- Additional professional learning interests included:
- Engaging intermediate readers (e.g., hi-lo texts)
- Literacy in online or distributed learning contexts
- Nature-based literacy instruction
- Literacy centers, games, and hands-on learning approaches
- Parent education supports for home literacy.

6. System-Level Professional Learning Considerations

Some staff suggested:

- External literacy experts or specialists
- More targeted, practical professional learning
- Better alignment between investment in professional learning and classroom impact.

Where do you see the greatest opportunities for improvement in literacy instruction?

Responses and key themes summarized by ChatGPT

1. Increased Targeted Support & Intervention

The most consistent theme was the need for:

- More small-group and one-to-one instruction
- Expanded use of intervention teachers and trained EAs
- Sustained, consistent intervention rather than short-term pull-out support
- Early identification and intervention for struggling readers

2. Differentiation Across Diverse Learner Needs

Teachers noted challenges with:

- Wide ranges of literacy ability within single classrooms
- Supporting both struggling and advanced learners simultaneously
- Addressing diverse learning needs, including disabilities and attendance challenges

3. Collaboration & Professional Alignment

Staff highlighted opportunities to:

- Increase collaboration between classroom teachers and interventionists
- Share effective practices across schools and grade groups
- Align literacy instruction across grades for continuity

4. Resources & Instructional Materials

Suggested improvements included:

- More classroom novels and engaging texts (especially intermediate grades)
- Tangible instructional resources across subject areas
- Quality literacy curricula that are adaptable to diverse learners
- Continued access to evidence-informed programs

5. Engagement & Relevance for Students

Teachers noted the importance of:

- Making reading and writing meaningful and engaging
- Increasing relevance for intermediate and secondary students
- Reducing stigma around literacy intervention supports

6. Time & Instructional Conditions

Staff emphasized:

- Time for daily literacy practice
- Reduced disruptions to literacy blocks
- Stable classroom environments conducive to learning

7. Cross-Curricular Literacy Integration

Some staff suggested:

- Integrating literacy across subject areas
- Ensuring reading, writing, and comprehension skills are reinforced beyond English classes

Is there anything else you would like the literacy review team to know?

Responses and key themes summarized by ChatGPT

1. Need for More Human Support (Not More Programs)

A recurring message was:

- Staff generally do not want additional literacy programs or tools

The greatest need is:

- More adult support in classrooms
- Sustained intervention time
- Practical capacity to implement existing strategies
- Some staff expressed fatigue and concern about growing student needs exceeding available supports

2. Early Learning & Whole-System Perspective

Staff emphasized:

- Recognition of early learning programs as foundational to literacy
- Importance of holistic perspectives on literacy development
- Consideration of broader developmental, emotional, and environmental factors.

3. Student Engagement & Meaningful Literacy Experiences

Staff noted:

- Inquiry-based, interest-driven literacy increases engagement
- Frequent opportunities to read and write with adult support are key
- Simplicity and consistency in literacy instruction can be effective.

4. Questions About Current Assessment & Intervention Approaches

Some staff raised:

- Questions about assessment tools and alignment with instruction
- Concerns about intervention access, particularly for intermediate students
- Need for clearer guidance on balancing decoding, fluency, and comprehension instruction

5. Resource Needs Across Contexts

Staff highlighted:

- Need for literacy resources across subject areas
- Importance of school libraries and librarians
- Additional supports for English language learners
- Continued training opportunities for EAs and support staff

6. Collaboration & Connection to Classrooms

Staff suggested:

- Continued collaboration between literacy leaders and classroom teachers
- Opportunities to observe literacy instruction in practice
- Dialogue grounded in classroom realities

Staff Literacy Survey Results

Responses and key themes summarized by ChatGPT

Key Strengths Identified

- Dedicated and reflective teaching staff
- Increasing use of structured literacy approaches
- Growing collaboration among educators
- Commitment to supporting diverse learners
- Strong recognition of early literacy importance.

Priority Opportunities for Improvement

Instructional Capacity

- More staffing for literacy intervention
- Increased EA and specialist support
- Time for assessment and collaboration

Instructional Consistency

- Alignment across grades and schools
- Clear assessment and reporting practices

Professional Learning

- Differentiation strategies
- Structured literacy implementation
- Data-informed intervention planning

Resources

- High-interest texts for intermediate/secondary students
- Cross-curricular literacy materials
- Supports for diverse learners

6

Literacy in qathet School District

Next steps

qathet Literacy Priorities Moving Forward

1. Increase Literacy Support Capacity
- Tier 1 instruction
- Small group instruction
- Sustained support for struggling learners.

2. Improve Consistency Across Grades & Schools
- Shared literacy framework
- Common assessment practices
- Alignment of expectations

3. Strengthen Writing Instruction
- Explicit teaching
- Assessment clarity
- Cross-curricular writing opportunities.

4. Enhance Student Engagement
- Choice and relevance
- Diverse reading materials
- Authentic literacy tasks

5. Support Literacy Across the K–12 Continuum
- Early intervention plus ongoing support
- Focus on intermediate and secondary learners

6. Strengthen Home–School Literacy Partnerships
- Parent resources
- Clear communication
- Equity of access

Questions?

Thank you!

qathet
SCHOOL DISTRICT

MEMORANDUM

Date: February 11, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Re: Outline of District Outdoor Programming

_____

1.0 BACKGROUND

The qathet School District (qSD) is committed to delivering learning opportunities that include Outdoor and Ecological Learning. Outdoor Learning is an active, experiential approach to learning that connects learners to place, while ecological learning fosters an appreciation and stewardship of ecosystems.

Our District supports the extension of teaching and learning into outdoor spaces that helps students develop connections to place and the land. Outdoor, place-based learning opportunities are conducted in a manner that respects Indigenous principles of learning and prioritize sustainability and ecological literacy. This approach to learning promotes mental and physical well-being, and encourages engagement through active, student-centred experiences.

2.0 INFORMATION
Elementary Programming

Initiatives - Outline of Various Initiatives

qSD outdoor learning initiatives focus on capacity building opportunities for our teachers and are supported by the qSD Outdoor Learning Coordinator. These supports are designed to guide, mentor, and model different ways to teach the curriculum outside. By supporting teachers to take their learning outside, we ensure students equitably engage with the community and the outdoors. These experiences not only promote health and well-being but also improve academic achievement. Growing our capacity to provide students with outdoor learning opportunities demonstrates our District's commitment to supporting student growth as environmentally connected and socially responsible citizens.

Kelly Creek Outdoor Adventure Program

Our outdoor adventure program is a program designed to teach leadership, a love of the outdoors, and teamwork. The program activities include hiking, mountain biking, trail building, kayaking and anything else that gets students outside and engaged in the outdoors. The journey really is the destination!

Outdoor Learning Centre (OLC)

Since 2013, thousands of BC's and international students have been transformed by their hands-on learning at our Centre. Our available classroom space is limited only by the imagination...Our core mandate is to reinforce students' connection to the natural world and foster responsibility for environmental stewardship and sustainability. We offer both on- and off-site programs that connect to BC's curriculum, including active lessons about the ocean, lake, rainforest, and local First Nations.

Routine access of two trips per division is budgeted for at each of the district elementary schools.

Secondary Programming

Outdoor Education Program (Grade 8 - Elective Rotation)

All grade eight students participate in outdoor education programming as part of the elective wheel.

Physical & Health Education 12: Active Living Co-Ed (Grade 12 – 4 Credits)

The main focus of PE 12 is to provide students with a wide variety of recreational and physically active experiences. The intent is to teach the knowledge, the physical and social skills that students need to move on to an active, healthy lifestyle. Students will participate in a wide variety of traditional activities, as well as leisure based activities outside of the regular classroom. Participation in these activities is a mandatory part of PE 12.

Students are expected to complete 10 hours of volunteer service throughout the course and will also be expected to take a leadership role through a variety of opportunities

Outdoor Education Program (Grade12 - 8 Credits)

This program is designed to provide students with an immersive and experiential learning experience in the great outdoors. The course combines classroom instruction with hands-on activities and adventure-based learning to foster personal growth, environmental awareness, and leadership skills. Students will explore the qathet region, including its forests, lakes, rivers, and coastline. Through various outdoor activities, students will develop essential outdoor skills, teamwork, problem solving, and a deeper appreciation for the environment. Students will have this program for two blocks back-to-back in their schedule. The nature of these activities requires a high level of maturity and cooperation.

gije – GUIDED INIDIGENEOUS JOURNEY to EXCELLENCE

gije is a land-based, experiential, and culturally immersive program that honours Indigenous knowledge and ways of being and doing to provide students with a safe, holistic, and identity affirming education while offering credits towards their graduation. This is achieved through engaging and relevant learning opportunities. The course provides a strengths-based approach with exposure to broad experiences while creating space for individual student gifts, interests, and mastery as a way to build students sense of belonging, identity, and success.

SCHOOL CLOSURES/GRADE RECONFIGURATIONS

The Board has a responsibility to provide school facilities throughout the District that will allow for program effectiveness for all students, health and safety of all occupants, and operational efficiency. At times, the Board may consider consolidation or permanent closure of schools.

Closing a school permanently means the closing, for a period exceeding twelve (12) months of a school building used for the purposes of providing an educational program to students. The Board may decide to permanently close a school, following a public input process, and must provide written notification to the Minister of Education.

The Board shall provide a public consultation process with respect to the permanent closure of a school prior to the Board making its final decision of the closure of that school. The public consultation process will be meaningful and must include a fair consideration of public input and adequate opportunity for the public to respond to the Board's proposal to close the school permanently. Meaningful consultation means there is an opportunity to hear and be heard about the reasons for and against closure of a particular school and a legitimate opportunity to attempt to influence the Board's decision. Fair consideration includes the concept that the Board's proposal to close a school could be changed or reversed.

Following the consultation process, the Board will decide on the possible closure of the school. Any school closure or grade reconfiguration would be effective June 30 of a particular year.

Specifically

1. The Superintendent may recommend to the Board at a meeting in October, consideration of schools for closure or grade reconfiguration.

   The Superintendent, in making a recommendation for consideration for closure or grade reconfiguration will assess the following factors:

   1.1   Breadth of program offerings and the educational experience of students.

   1.2   Accommodation and suitability of program offerings available in nearby schools.

   1.3   Distances between schools.

   1.4   Traffic and travel patterns and safety of access for students being relocated.

   1.5   Current and projected enrolment levels.

   1.6   Class size.

   1.7   Funding formula considerations.

   1.8   Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades.

   1.9   Potential re-uses of school facilities and sites.

Adopted: May 18, 2022
Reviewed: February 11, 2026
Revised:

1.10 Parental and community support for the school.

1.11 Potential effects on local areas,

In making its decision, the Board must be cognizant of pecuniary interest and guard against any possible apprehension of bias during the process.

2. The Board will consider the information provided by the Superintendent and either:

2.1 Conclude that no action or further study is required, or
2.2 Forward the information to the Committee of the Whole for further study.

3. Any proposal to consider a school for closure at this stage shall be initiated through a Board motion at a public meeting of the Board.

4. The Committee of the Whole shall review the materials and provide its recommendations to the Board no later than the following February.

5. The Board will review the recommendations from the Committee of the Whole and either

5.1 Conclude that no action or further study is required, or

5.2 initiate discussion and consultation with parents, staff, and the community.

6. Any proposal to further consider a school for closure at this stage shall be initiated through a Board motion at a public meeting of the Board.

7. Discussion and consultation must be initiated by February 1 and concluded not later than April 1

8. The Superintendent will notify the principal(s), the Parent Advisory Council in writing that the school has been identified for possible closure/consolidation. All persons or groups in the community who could be affected by a school closure are to be made aware of the Board's proposal to close a school. The Board will endeavour to inform the public as thoroughly as possible. This will be done through parent newsletters and notices, meeting with employees, notice to rental groups, and information posted on the District website.

9. The Board shall allow a period of sixty (60) days for public consultation to take place between the time that a proposal to consider a school for closure is initiated through a Board resolution at a public Board meeting and when the final decision is made to close a school by the adoption of a School Closure Bylaw at a public Board meeting.

10. The Board shall take the following steps to ensure that public consultation will take place:

10.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to the pertinent facts and information with respect to the following factors for any proposed school closure:

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Reviewed: February 11, 2026
Revised:

10.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.

10.1.2 Enrolment trends and utilization for the school and surrounding area.

10.1.3 Availability of space at receiving schools.

10.1.4 Proximity to possible receiving schools and the routes to schools.

10.1.5 Community impact.

10.1.6 Education program/course implications for the affected students.

10.1.7 Financial considerations including anticipated cost savings.

10.1.8 Facility age and condition.

10.1.9 Potential for revenue generation through lease and/or sale of the school building and/or site.

10.1.10 Impact on the Ministry of Education's five-year capital plan submitted by the Board.

11. Once a proposed closure has been initiated through a Board motion at a public Board meeting, at least one (1) community meeting will be held to discuss the proposed closure.

12. The time and location of the public meeting shall be widely advertised to notify affected persons or groups in the community. This will mean written notification to students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the District website.

13. The Board shall present the following at the beginning of the public meeting:

13.1 Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy.

13.2 The timing of the proposed closure and the implications for the placement of students.

13.3 Possible alternative community use for all or part of the school.

14. Minutes will be kept of the public meeting to record concerns or options raised regarding the proposed closure. Following the public meeting, the Board will consider all input prior to making its final decision with respect to the school closure.

14.1 The Board shall provide an opportunity for affected persons to submit written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized, and community concerns and proposed options will be acknowledged.

15. By April 30, the Board will consider the information received and decide if a facility is to be closed or reorganized on June 30 for the following September.

16. The final decision on a school closure will be made through the first, second, and third and final reading of a School Closure Bylaw at a public Board meeting. Following a decision to close a school,

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Reviewed: February 11, 2026
Revised:

the Board will provide, without delay, written notification to the Minister of Education of its decision containing the following information:

16.1   The school's name.

16.2   The school's facility number.

16.3   The school's address.

16.4   The date on which the school will permanently close.

17.   The alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.

Legal Reference: Sections 22, 65, 73, 85, 96, 100 *School Act*
                       Section 23 *Ombudsman Act*
                       School Opening and Closure Order M320-02
                       Disposal of Land or Improvement Order M233/07

Adopted: May 18, 2022
Reviewed: February 11, 2026
Revised:

INDEMNIFICATION BY-LAW

It is in the interest of a responsive and efficient public service that trustees, officers, and employees be protected against a claim of damages arising out of the performance of their duties. None of these individuals should be placed in a position of personal liability for the performance of responsibilities vested in them by the *School Act* or assigned to them by the Board.

By-Law:

1. The Board will indemnify a trustee, an officer, or an employee of the Board

    1.1   Against a claim for damages against the trustee, officer or employee arising out of performance of their duties.

    1.2   Where an inquiry under Part 2 of the *Inquiry Act* or other proceeding involves the administration and conduct of the business of the School District and, in addition, the Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.

2. The Board may, by affirmative vote of a majority of not less than 2/3 of all its members, pay

    2.1   Any sum required to indemnify a trustee, an officer, or an employee of the Board where a prosecution arises out of the performance of their duties with the Board.

    2.2   Costs necessarily incurred; but the Board shall not pay a fine imposed on a trustee, an officer, or an employee because   of their conviction.

3. The Board shall not seek indemnity against a trustee, an officer, or an employee of the Board in respect of any action by the trustee, officer or employee that results in a claim for damages against the Board except

    3.1   Where the claim for damages arises out of the gross negligence of the trustee, officer, or employee; or

    3.2   Where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:

        3.2.1   The terms of their employment, or

        3.2.2   An order of a superior.

4. The Board's obligation to indemnify a trustee, an officer, or an employee in respect of matters occurring during their term of office or employment shall continue, notwithstanding that the term of office or employment, as the case may be, has ended.

Adopted: May 18, 2022
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Revised:

5. Where the Board decides to pay legal costs incurred in proceedings out of a claim, inquiry under Part II of the *Inquiry Act* or other proceedings, the Board has the right to conduct the defense of the matter and, in its discretion, to compromise and/or settle the claim.

6. The Board shall not indemnify a trustee, officer, or employee against:

    6.1   Liability and legal fees incurred because of an action or other proceeding taken by the Board against the trustee, officer, or employee, or because of an action or proceeding taken by the trustee, officer, or employee against the Board.

    6.2   Liability to pay a fine, penalty or order imposed as a result of the conviction for an offence.

    6.3   Legal fees incurred as a result of a prosecution where the trustee, officer or employee is convicted of an offence or obtains a conditional discharge.

    6.4   Legal fees incurred in an appeal of any conviction, sentence, judgment, or order, unless the Board, by an affirmative vote of a majority of its members, so agrees.

    6.5   Liability and legal fees incurred by a trustee where the Court determines that the trustee knowingly contravened the *School Act*.

    6.6   Liability incurred by a trustee, officer, or employee where the Court determined that the trustee, officer, or employee knowingly permitted or authorized an expenditure not authorized by an enactment.

    6.7   Liability incurred by a trustee as a result of any restitution ordered pursuant to Section 62 of the *School Act*; and

    6.8   Those matters for which the Board may seek indemnity from an employee pursuant to its authority under Section 95 of the *School Act*.

7. The Board may enter into individual indemnity agreements with its officers and employees not inconsistent with provisions of the *School Act*.

Legal Reference: Section 95, School Act

Adopted: May 18, 2022
Reviewed: February 11, 2026
Revised:

PROVISION OF CHILD CARE PROGRAMS

The purpose of this policy is to provide guidance with respect to how the board will promote the use of Board property for the provision of childcare programs between the hours of 7:00 a.m. and 6:00 p.m. on business days by either the Board or third-party licensees.

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

Definitions

In this Policy, the terms "board property," "business day," "childcare program," "educational activities" and "licensee" have the meanings given to those terms in the *School Act*.

Direct and indirect costs shall be determined by the Superintendent, however, must include the following:

- Utilities.

- Maintenance and repair.

- A reasonable allowance for the cost of providing custodial services.

- A reasonable allowance for time School District Administrators and other staff spend on matters relating to the use of Board property by licensed childcare providers.

Specifically

1. The Chair in consultation with the Superintendent shall establish an advisory (fact finding/information gathering) sub-committee to assess the need for before and after school childcare programs, services, and delivery. The sub-committee shall make recommendations to the Committee of the Whole which shall make recommendations to the Board. The Superintendent shall solicit individuals/groups to appoint committee members and provide District resource staff required to facilitate the recommendations to the committee of the whole.

2. If childcare programs are to be provided on board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

3. Childcare programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the childcare program.

Adopted: May 18, 2022
Reviewed: February 11, 2026
Revised:

4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making board property available for the childcare program.

5. If childcare programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this policy.

6. In selecting licensees other than the Board to operate a childcare program, the Board will give special consideration to the candidates' proposals to:

    6.1. Provide inclusive childcare; and,

    6.2. Foster Indigenous reconciliation in childcare.

7. If the Board decides to operate a childcare program, the Board will ensure that it is operated in a manner that:

    7.1. Fosters Indigenous reconciliation in childcare. In particular, the childcare program will be operated consistently with the following principles of the *British Columbia Declaration on the Rights of Indigenous Peoples Act*:

        7.1.1. "Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education;" and

        7.1.2. "Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education."

    7.2. Is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code.

8. Any contract with a licensee other than the Board, to provide a childcare program on Board property must be in writing and subject to review no less than every five years. The contract must contain:

    8.1. A description of the direct and indirect costs for which the licensee is responsible.

    8.2. An agreement by the licensee to comply with this policy and all other applicable policies.

    8.3. A provision describing how the agreement can be terminated by the Board or the licensee.

    8.4. An allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board.

    8.5. A statement that the agreement can only be amended in writing, signed by the Board and the licensee.

    8.6. A requirement for the licensee to maintain appropriate standards of performance.

Adopted: May 18, 2022
Reviewed: February 11, 2026
Revised:
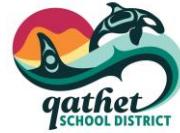
8.7. A requirement that the licensee must always maintain the required license to operate a childcare facility.

9. Prior to entering or renewing a contract with a licensee other than the Board to provide a childcare program on Board property, the Board will consider:

9.1. Whether it is preferable for the Board to become a licensee and operate a childcare program directly.

9.2. The availability of School District staff to provide childcare.

9.3. Whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive childcare program and one that promotes Indigenous Reconciliation in childcare.

Legal References: *British Columbia Declaration on the Rights of Indigenous Peoples Act*
                      Freedom of Information and Protection of Privacy Act
                      School Act Sections 85.1, 85.2, 85.3, 85.4
                      Ministerial Order M326, the Child Care Order
                      Declaration on the Rights of Indigenous Peoples Act
                      British Columbia Human Rights Code.

Adopted: May 18, 2022
Reviewed: February 11, 2026
Revised:

MEMORANDUM

Date: February 11, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Re: Policy 9 – Board Representatives

_____

1.0 BACKGROUND

At the Regular Meeting held on January 28, 2026, the Board of Education passed the following 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 PROPOSED AMENDMENTS

The proposed amendments revise Policies 5 and 9 to formalize a collaborative and transparent process for determining trustee committee and liaison assignments. Under the revised framework, trustee appointments to Board committees, external committees, administrative committees, community representation, and school liaison roles will be determined annually through a structured Board discussion facilitated by the Chair.

The revised process emphasizes consideration of trustee interests, skills, experience, workload, and equity factors, with consensus sought wherever possible and all assignments confirmed by Board motion.

Representatives to the British Columbia School Trustees Association (BCSTA) Provincial Council and the British Columbia Public School Employers' Association (BCPSEA) will continue to be elected annually by the Board.

These amendments clarify roles, reinforce the Board's collective authority, and establish a clear, consistent, and inclusive process for trustee assignments moving forward.

3.0 OPTIONS FOR ACTION

(A) Approve Policies 5 and 9 as amended, or;
(B) Direct staff to consider additional amendments to better reflect the Board's motion.

4.0 RECOMMENDATION

THAT the Board of Education approve Policies 5 and 9 as amended

5.0 APPENDICES

a. Policy 5 – Role of the Chair
b. Policy 9 – Board Representatives

ROLE OF THE BOARD CHAIR

At its first regular November meeting the Board shall elect one of its members to serve as Board Chair at the pleasure of the Board. At this meeting, the Secretary Treasurer shall preside until a Board Chair is elected; at which time, the Chair will preside. The Board entrusts the individual elected as Chair to safeguard the integrity of the Board's processes and to represent it locally and provincially. This position will be held until the following November election. Although it is normally a one-year term, a majority of the Board may elect a new chair at any time (*School Act*, sec. 67).

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

1. Prior to each Board meeting, meet with the Vice-Chair, the Superintendent and Secretary-Treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.

2. To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the *School Act*, the bylaws, policies and procedures, as established by the Board.

3. At the start of Board meetings the Chair will extend the Board's hospitality to all in attendance and remind those assembled that the meeting is being held on Tla'amin Traditional Lands.

4. To perform the following duties during Board meetings:

   4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;

   4.2. To ensure that issues being presented for the Board's consideration are clearly articulated and explained, and each trustee has a fair opportunity to be heard and understood by all the other trustees so that a collective opinion can develop, and a corporate decision reached;

   4.3. Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached;

   4.4. To direct the discussion by trustees to the topic being considered by the Board;

   4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members;

   4.6. Determine disposition of each motion by a formal show of hands except where a ballot is required/used; and

   4.7. Ensures that each Trustee votes on the issues before the Board.

5. Keep informed of significant developments within the District.

6. Keep the Superintendent and Board informed of all District related matters or concerns coming to their attention and conveying directly to the Superintendent these concerns or questions which may significantly affect the administration of the District.

Adopted: May 18, 2022
Reviewed: October 11, 2023
Revised:

7. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.

8. Bring all matters requiring a corporate decision to the Board.

9. Act as a District signing authority.

10. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).

11. Oversee the election of trustees to provincial affiliation groups including BCSTA and BCPSEA.

12. Facilitate the annual discussion and determination of trustee appointments to Board committees, external organizations, and school liaison roles in accordance with Policy 9.

13. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government, other organizations, or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through passing motions. The Chair shall bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.

14. To ensure that the Board engages in regular assessments of its effectiveness as a Board.

15. Address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.

16. Manage the Superintendent contract on the Board's behalf by bringing any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the Superintendents expenses as well as vacation and sick leave, days earned, taken, and accumulated.

17. Assist with the Board orientation program for new trustees.

Legal Reference: Sections 65, 67, 69, 70, 85 *School Act*

Adopted: May 18, 2022
Reviewed: October 11, 2023
Revised:

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

1. Prior to each Board meeting, meet with the Vice-Chair, the Superintendent and Secretary-Treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.

2. To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the *School Act*, the bylaws, policies and procedures, as established by the Board.

3. At the start of Board meetings the Chair will extend the Board's hospitality to all in attendance and remind those assembled that the meeting is being held on Tla'amin Traditional Lands.

4. To perform the following duties during Board meetings:

    4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;

    4.2. To ensure that issues being presented for the Board's consideration are clearly articulated and explained, and each trustee has a fair opportunity to be heard and understood by all the other trustees so that a collective opinion can develop, and a corporate decision reached;

    4.3. Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached;

    4.4. To direct the discussion by trustees to the topic being considered by the Board;

    4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members;

    4.6. Determine disposition of each motion by a formal show of hands except where a ballot is required/used; and

    4.7. Ensures that each Trustee votes on the issues before the Board.

5. Keep informed of significant developments within the District.

6. Keep the Superintendent and Board informed of all District related matters or concerns coming to their attention and conveying directly to the Superintendent these concerns or questions which may significantly affect the administration of the District.

Adopted: May 18, 2022
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Revised:

7. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.

8. Bring all matters requiring a corporate decision to the Board.

9. Act as a District signing authority.

10. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).

11. Oversee the election of trustees to provincial affiliation groups including BCSTA and BCPSEA.

12. Facilitate the annual discussion and determination of trustee appointments to Board committees, external organizations, and school liaison roles in accordance with Policy 9.
~~Make trustee appointments to:~~

~~Representative to organizations; and~~
~~Board committees.~~

~~12.~~13. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government, other organizations, or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through passing motions. The Chair shall bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.

~~13.~~14. To ensure that the Board engages in regular assessments of its effectiveness as a Board.

~~14.~~15. Address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.

~~15.~~16. Manage the Superintendent contract on the Board's behalf by bringing any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the Superintendents expenses as well as vacation and sick leave, days earned, taken, and accumulated.

~~16.~~17. Assist with the Board orientation program for new trustees.

Legal Reference: Sections 65, 67, 69, 70, 85 *School Act*

Adopted: May 18, 2022
Reviewed: October 11, 2023
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.

Representatives serve at the pleasure of the Board.

Determination of Trustee Assignments

1. Trustee appointments to external committees, Board committees, administrative committees, and school liaison roles shall be determined annually by the Board.

    1.1. The process shall include:

        1.1.1. A collective discussion of trustee interests, skills, experience, workload, and equity considerations;

        1.1.2. Neutral facilitation of the discussion by the Chair;

        1.1.3. An effort to reach consensus wherever possible; and

        1.1.4. Confirmation of all assignments by Board motion.

    1.2. Trustee appointments shall normally be determined annually, at the meeting following the annual election of presiding officers, or as otherwise required by the Board.

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

External Committees

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

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.

        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)

    1.5 Selection

        The Board shall annually elect one (1) trustee to serve as its representative.

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.

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

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.

2.5 Selection

The Board shall annually elect one (1) trustee to serve as its representative.

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.

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.

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

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 determined by the Board in accordance with the trustee assignment process outlined in section 1..

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 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 determined by the Board in accordance with the trustee assignment process outlined above. Committee meetings shall be at the call of the Superintendent.

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

School Liaison Trustee Role

School Liaison assignments shall be determined annually by the Board in accordance with the trustee assignment process and shall be confirmed by Board motion. 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

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.

Determination of Trustee Assignments

1. Trustee appointments to external committees, Board committees, administrative committees, and school liaison roles shall be determined annually by the Board.

    1.1.   The process shall include:

        1.1.1.   A collective discussion of trustee interests, skills, experience, workload, and equity considerations;

        1.1.2.   Neutral facilitation of the discussion by the Chair;

        1.1.3.   An effort to reach consensus wherever possible; and

        1.1.4.   Confirmation of all assignments by Board motion.

    1.2. Trustee appointments shall normally be determined annually, at the meeting following the annual election of presiding officers, or as otherwise required by the Board.

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

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

Policy 9

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.

        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)

    1.5   Selection

        The Board shall annually elect one (1) trustee to serve as its representative.

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.

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

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.

2.5   Selection

The Board shall annually elect one (1) trustee to serve as its representative.

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.

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.

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

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 determined by the Board in accordance with the trustee assignment process outlined in section 1.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 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.

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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.

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- Include any decision-making authority.

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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: February 11, 2026

To: Board of Education

From: Paul McKenzie, Superintendent

Re: Policy 4 – Trustee Code of Conduct

_____

1.0 BACKGROUND

At the Committee of the Whole meeting taking place on January 14, Chairperson Miller introduced a proposal to update Policy 4 – Trustee Code of Conduct and the related appendix on sanctions. The proposed revisions were intended to clarify established Board procedures and introduce a more structured, proportionate, and progressive approach to addressing concerns or breaches of the Code.

Trustees agreed to review the draft materials and provide feedback. Staff were tasked with incorporating trustee input and returning the item to a future Committee of the Whole meeting for further discussion.

2.0 PROPOSED AMENDMENTS

Following the January 14 Committee of the Whole discussion, staff were tasked with incorporating trustee feedback and bringing forward a revised version of Policy 4 for further consideration.

In preparing this draft, staff:

- Reviewed the existing adopted Policy 4 and Appendix to retain the current governance structure and core principles;

- Considered trustee feedback emphasizing shared ownership, due process, clarity of expectations, and balanced authority within the Board's governance model;

- Reviewed relevant provisions of the *School Act*, particularly Part 5 (sections 55–64) regarding conflict of interest, to ensure legislative alignment and avoid duplication of statutory language;

- Examined BCSTA guidance and comparable district policies to support modernization of language and incorporation of current best practices;

- Clarified expectations regarding trustee conduct in meetings, digital communications, confidentiality, fiduciary duty, and relationships with the Superintendent and staff;

- Updated the Appendix on Sanctions to incorporate a proportionate and progressive framework for addressing breaches, including the addition of lower-tier corrective measures such as verbal or written reprimands, while preserving the Board's collective authority to impose sanctions; and

- Clarified that sanctions must be proportionate to the nature, severity, frequency, and impact of the conduct, and may take into account whether the behaviour reflects a pattern or an isolated incident.

The resulting drafts maintain the Board's established governance framework while modernizing language, strengthening clarity around expectations, and clearly linking the Code of Conduct to a structured sanctions process. With respect to sanctions, the revised Appendix maintains the Board's authority to impose formal measures such as censure, removal from committees, or suspension from in-camera meetings, while introducing a clearer progression of potential responses. The revisions emphasize proportionality, procedural fairness, and collective decision-making, and do not expand the authority of the Chair or any individual trustee in disciplinary matters.

3.0 OPTIONS FOR ACTION

(A) Approve Policy 4 – Trustee Code of Conduct and the Appendix, as amended; or
(B) Direct staff to consider additional amendments to better reflect the will of the Board.

4.0 RECOMMENDATION

THAT the Board of Education approve Policy 4 – Trustee Code of Conduct and Appendix – Trustee Code of Conduct Sanctions, as amended.

5.0 APPENDICES

    a.   Policy 4 – Trustee Code of Conduct
    b.   Appendix – Trustee Code of Conduct Sanctions

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. Informal resolution is encouraged where appropriate and is intended to restore effective governance and professional 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.

    2.4   Where the alleged conduct relates to meeting management, community interactions, or public behaviour, the Board may direct the Chair or Vice-Chair to provide a verbal or written reminder of expectations under Policy 4 as an informal corrective measure.

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

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

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.

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.)

    8.4 In assessing whether a formal hearing is warranted, the Board may also consider the context in which the alleged conduct occurred, whether it has materially affected the integrity or functioning of the Board, and whether the conduct reflects a pattern of behaviour

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

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

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.

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. The remaining trustees shall deliberate in private without assistance from administration. The Board may, in its discretion, retain legal counsel to provide advice. Administrative support may be provided prior to or following deliberations as required.

    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.

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

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.

16. In the event the Board concludes that the Code of Conduct has been violated, it may impose one or more sanctions proportionate to the nature, severity, frequency, and impact of the conduct as deemed necessary to protect the integrity and functioning of the Board. In determining the appropriate sanction, the Board may consider whether the conduct represents an isolated incident or forms part of a pattern of behaviour, and whether informal corrective measures have previously been attempted. Sanctions may include, without limitation:

    16.1 A verbal reprimand delivered by resolution of the Board and recorded in the confidential record of the Board.

    16.2 A written reprimand or letter of censure approved by majority vote of those trustees present and eligible to vote at a closed (in-camera) meeting of the Board;

    16.3 Removing the trustee from one (1), some, or all Board committees or other appointments of the Board, by majority vote of those trustees present and eligible to vote at a closed (in-camera) meeting;

    16.4 Temporary or indefinite suspension of the trustee from attendance at in-camera (closed to the public) meetings, including suspension of materials pertaining to such meetings, where permitted by law.;

    16.5 A requirement that the trustee participate in specified governance training, mediation, or other remedial measures intended to support improved conduct and restore effective working relationships;

    16.6 Any other remedial action within the lawful authority of the Board that is reasonably necessary to protect the integrity and effective functioning of the Board.

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:

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. Informal resolution is encouraged where appropriate and is intended to restore effective governance and professional 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.

    2.32.4 Where the alleged conduct relates to meeting management, community interactions, or public behaviour, the Board may direct the Chair or Vice-Chair to provide a verbal or written reminder of expectations under Policy 4 as an informal corrective measure.

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

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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.

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.)

    8.38.4   In assessing whether a formal hearing is warranted, the Board may also consider the context in which the alleged conduct occurred, whether it has materially affected the integrity or functioning of the Board, and whether the conduct reflects a pattern of behaviour

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.

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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.

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 T~~the remaining trustees shall deliberate in private~~,~~ without assistance from administration. The Board may~~, however~~, in its discretion, retain legal counsel to provide advice. Administrative support may be provided prior to or following deliberations as required.

    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.

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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.

16. In the event the Board concludes that the Code of Conduct has been violated, it may impose one or more sanctions proportionate to the nature, severity, frequency, and impact of the conduct as~~whatever sanction is~~ deemed necessary to protect the integrity and functioning of the Board. In determining the appropriate sanction, the Board may consider whether the conduct represents an isolated incident or forms part of a pattern of behaviour, and whether informal corrective measures have previously been attempted. Sanctions may include, without limitation:

~~16.   including, without limitation, one or more of the following:~~

16.1   A verbal reprimand delivered by resolution of the Board and recorded in the confidential record of the Board.

~~16.1~~16.2 A written reprimand or letter of censure approved by majority vote of those trustees present and eligible to vote at a closed (in-camera) meeting of the Board~~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, by majority vote of those trustees present and eligible to vote at a closed (in-camera) meeting~~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 suspension of materials pertaining to such meetings, where permitted by law.~~receipt of materials pertaining to in-camera (closed to the public) meetings~~;

16.5   A requirement that the trustee participate in specified governance training, mediation, or other remedial measures intended to support improved conduct and restore effective working relationships;

~~16.4~~16.6 Any other remedial action within the lawful authority of the Board that is reasonably necessary to protect the integrity and effective functioning of the Board.

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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:

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. Trustees work collaboratively, recognizing that respectful dialogue, diverse perspectives, and shared accountability strengthen governance and decision-making.

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) 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, trustees shall declare any actual, potential, or perceived conflict of interest and shall not participate in discussion or decision-making on the matter, nor attempt to influence the outcome.

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. The Board and Superintendent also have a responsibility to identify 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.

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 respectful and professional manner, even where differences of opinion arise. Trustees shall conduct themselves in a way that supports orderly deliberation and informed decision-making, including sharing relevant information in good faith.

   7.3 Respect the authority of the Chair to preside over meetings and apply the Board's adopted meeting procedures. Trustees retain the right to challenge a ruling of the Chair through established procedural motions.

   7.4 Recognize a shared responsibility for fostering inclusive meeting environments that encourage full participation, respectful debate, and thoughtful consideration of diverse viewpoints.

   7.5 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.

   7.6 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.

   7.7 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.

   7.8 Not use District resources, programs, or their position as a trustee for personal advantage or for the advantage of family, friends, or any individual or organization.

   7.9 Recognize that individual trustees have no authority outside duly constituted Board meetings unless expressly authorized by Board resolution, and shall avoid creating the impression that personal views or actions represent the Board.

   7.10 Not discuss confidential District business outside of a Board meeting or a committee meeting thereof.

   7.11 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.

Adopted: May 18, 2022
Reviewed: April 17, 2024
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7.12 Represent the Board in all Board-related matters with proper decorum and respect for others.

7.13 Recognize that trustee conduct, including in public and digital settings, may affect public confidence in and the effective governance of the Board, and conduct themselves accordingly.

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

8. Breaches of this Code of Conduct shall be addressed in accordance with Policy 4 Appendix – Trustee Code of Conduct Sanctions, which outlines a fair, transparent, and progressive process intended to support accountability, learning, relationship repair where appropriate, and the effective functioning of the Board.

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
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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. Trustees work collaboratively, recognizing that respectful dialogue, diverse perspectives, and shared accountability strengthen governance and decision-making.

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, trustees shall declare any perceived conflict and actual, potential, or perceived conflict of interest and shall not participate in discussion or decision-making on the matter, nor attempt to influence the outcomemay 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 tThe Board and Superintendent,also have a responsibility to identifyduty 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.

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

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.~~;~~

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 respectful and professional manner, even where differences of opinion arise. Trustees shall conduct themselves in a way that supports orderly deliberation and informed decision-making, including sharing relevant information in good faith~~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   Respect the authority of the Chair to preside over meetings and apply the Board's adopted meeting procedures. Trustees retain the right to challenge a ruling of the Chair through established procedural motions.

    7.4   Recognize a shared responsibility for fostering inclusive meeting environments that encourage full participation, respectful debate, and thoughtful consideration of diverse viewpoints.

    ~~7.3~~7.5   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~~7.6   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~~7.7   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~~7.8   Not use District resources, programs, or their position as a trustee for personal advantage or for the advantage of family, friends, or any individual or organization~~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~~.

Adopted: May 18, 2022
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7.77.9 Recognize that individual trustees have no authority outside duly constituted Board meetings unless expressly authorized by Board resolution, and shall avoid creating the impression that personal views or actions represent the Board~~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~~.

7.87.10 Not discuss confidential District business outside of a Board meeting or a committee meeting thereof.

7.97.11 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.

7.107.12   Represent the Board in all Board-related matters with proper decorum and respect for others.

7.11   Recognize that trustee conduct, including in public and digital settings, may affect public confidence in and the effective governance of the Board, and conduct themselves accordingly.~~Practice responsible digital citizenship when using social media platforms, ensuring that all online interactions align with the values and objectives of the Board.~~

7.13   .

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

8. Breaches of this Code of Conduct shall be addressed in accordance with Policy 4 Appendix – Trustee Code of Conduct Sanctions, which outlines a fair, transparent, and progressive process intended to support accountability, learning, relationship repair where appropriate, and the effective functioning of the Board~~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

BOARD DEVELOPMENT PLANNING AD HOC COMMITTEE

11:00 am, Wednesday, January 4, 2026
School Board Office

NOTES

Present: Gretchen Conti, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent)

The meeting was called to order at 11:04 am.

1. **APPROVAL OF THE AGENDA**

    The agenda was approved.

2. **DEBRIEF INQUIRY SHARE**

    Trustees reflected on the recent inquiry share and noted that contributions were thoughtful. Discussion centered on clarifying the purpose, intended outcomes, and alignment with the approved ad hoc committee mandate. Trustees discussed introducing additional structure to support the process, including paired conversations, brief Q&A opportunities, and small monthly commitments to advance individual inquiry questions. A short, structured exercise based on trustees' existing work will be brought forward at an upcoming closed meeting to further refine inquiry questions.

3. **PLACEMENT ON THE BOARD AGENDA**

    The Committee discussed moving the item earlier on the closed agenda and encourage concise updates within a defined time structure. There was agreement on the need to tighten the format and develop a clear protocol, with Superintendent McKenzie to draft a proposed structure for the conversations.

    The Committee agreed that inquiry work should remain in closed session, with a standing 15-minute allocation. Updates related to Trustee 101 sessions may be reported out at regular meetings as appropriate. For future trustee development work, members suggested gathering insights from other trustees at the BCSTA AGM regarding what they wished they had known before running for the role.

4. **NEXT STEPS**

    The Committee noted that direction from the Board is needed regarding the development of an election framework and related messaging for the upcoming trustee elections. Members observed that community forums are typically hosted by union groups and often focus on operational matters, which can present challenges for trustees when responding within a governance role. Further clarity on approach and messaging will be required.

5. **<u>ADJOURNMENT</u>**

The meeting adjourned at 12:02 pm.

SH/attachments