

COMMITTEE OF THE WHOLE

4:00 pm, Wednesday, April 8, 2026
School Board Office

AGENDA

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** “THAT the Committee of the Whole Meeting Agenda of April 8, 2026, be adopted as circulated.”

2. STANDING COMMITTEES

2.a) Finance and Facilities

- 2.a.i) 2026/2027 Provincial Grant Information
2.a.ii) 2026/2027 Capital Plan Response Letter
2.a.iii) City of Powell River 2025 Fall Community Forest Fund Grant Award

2.b) Education and Strategic Planning

- 2.b.i) Program Review: French Immersion / Level 1 Report
• Appendix A: French Immersion Program Review Presentation

2.c) Audit

- 2.c.i) N/A

2.d) Policy Development

- 2.d.i) Policy 4 – Appendix: Trustee Code of Conduct Sanctions
2.d.ii) Policy 14 – School Closures/Grade Reconfigurations

3. COMMITTEE REPORTS

- 3.a) Ad Hoc Committee Notes – April 1, 2026
3.a.i) Inquiry Activity
3.a.ii) Election Preparation and Prospective Trustee Information Session

4. OTHER INFORMATION

- 4.a) AP 186 – Privacy Impact Assessments

5. ADJOURNMENT

Summary of 2026/27 Preliminary Operating Grant Announcement

The operating grant block is projected to decrease by \$25.9 million to \$7.242 billion in 2026/27, as most districts estimate their enrolment will decline in the upcoming school year.

There are no changes to the operating grant rates or formulae for 2026/27; per student funding rates remain unchanged from 2025/26:

Supplement	2026/27 Rates
Basic Allocation (Standard, Continuing Education and Alternate schools)	\$9,015
Basic Allocation (Online Learning)	\$7,280
Inclusive Education – Level 1	\$51,300
Inclusive Education – Level 2	\$24,340
Inclusive Education – Level 3	\$12,300
English/French Language Learning	\$1,815
Indigenous Education	\$1,790
Adult Education	\$5,755
Summer Learning (Grades 1-9)	\$260
Summer Learning (Grades 10-12)	\$510

Enrolment Changes

School districts are estimating they will enrol 581,007 school-age FTE in September 2026, a decrease of 5,727 FTE (or 1.0%) over the September 2025 total. Fifty-one (51) districts are estimating they will have decreased enrolment in September 2026.

School districts are estimating slower or declining enrolment growth across the Unique Student Needs funding categories, including a 2.7% increase in Level 2 students (+1,029) compared to 9.5% growth in 2025/26, and fewer Level 1 (-22), Level 3 (-445), ELL (-2,584) and Indigenous Education (-757) students.

Operating Grant Changes

Forty-six (46) districts are estimated to have decreases to their operating grants for the upcoming school year. The per student average, including all special grants, is an estimated \$13,850 for 2026/27, a 46.9% increase from 2016/17.

Funding for students with L1, L2 & L3 disabilities or diverse abilities is projected to grow by \$18.4 million, or 1.7%, from \$1.062 billion to \$1.080 billion, as Level 2 enrolment continues to grow.

Funding will be recalculated when actual enrolment is known in the September 2026 enrolment count.

Funding Protection/Enrolment Decline

A total of 23 districts are receiving an estimated total of \$16.9 million in Funding Protection; this is substantially more than the \$3.9 million allocated to 8 districts in 2025/26.

Preliminary 2026/27 Operating Grants

In 2026/27 it is estimated that 38 districts will receive \$9.7 million from the Supplement for Enrolment Decline, up from 26 districts and \$5.8 million in 2025/26.

Special Grants

In addition to the operating grant block, the following amounts are being provided for school district operations:

- Preliminary Classroom Enhancement Fund: \$810.0 million
- Learning Improvement Fund: \$25.0 million, unchanged
- CommunityLINK: \$60.4 million, unchanged
- Pay Equity: \$50.9 million, unchanged
- Student Transportation Fund: \$15.4 million, unchanged
- Feeding Futures Fund: \$71.5 million, unchanged

The Annual Facility Grant will continue in 2026/27 but is now managed by the Ministry of Infrastructure and, as a result, will no longer appear on the Summary of Grants tables.

Classroom Enhancement Fund (CEF)

The Ministry is announcing CEF staffing funding at 100% of the amounts for the current school year to facilitate budgeting and planning for the next school year.

Thus, the preliminary Classroom Enhancement Fund is set at \$810.0 million:

- \$763.2 million for CEF staffing
- \$46.8 million for CEF overhead

As in previous years, the Ministry is not announcing CEF remedy funding at this time. CEF remedies will be allocated based on school district reporting of actual remedies incurred in October 2026.

The process for applying for any additional funding for the 2026/27 CEF staffing allocations will be the same as this year.

Indigenous Education Councils

Funding to support the implementation of Indigenous Education Councils (IECs) totals \$2.4 million in 2026/27, the third and final year of funding in this envelope.

IEC allocations are detailed in Table 14 of the [2026/27 Estimated Operating Grants](#).

Labour Settlement Funding

Any funding provided to the Ministry as a result of negotiated collective agreement changes will be allocated as a special grant for the 2025/26 and 2026/27 school years following confirmation by the Public Sector Employers' Council Secretariat and Treasury Board.

Estimated Operating Grants Overview - 2026/27 School Year

School District 47 (qathet)

September 2026 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	1,975.0000	\$9,015	\$17,804,625	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	15.0000	\$9,015	\$135,225	
Online Learning	975.0000	\$7,280	\$7,098,000	
Home Schooling	15	\$250	\$3,750	
Course Challenges	0	\$282	\$0	
Total Enrolment-Based Funding (September)	2,965.0000			\$25,041,600
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-60.5000	\$4,508	\$136,344	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	-12.5625	\$4,508	\$0	
Supplement for Enrolment Decline				\$136,344
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	7	\$51,300	\$359,100	
Level 2 Inclusive Education	400	\$24,340	\$9,736,000	
Level 3 Inclusive Education	160	\$12,300	\$1,968,000	
English Language Learning	20	\$1,815	\$36,300	
Indigenous Education	450	\$1,790	\$805,500	
Adult Education	2.5000	\$5,755	\$14,388	
Equity of Opportunity Supplement			\$206,490	
Supplement for Unique Student Needs				\$13,125,778
			Funding	Total Supplement
Variance from Provincial Average	\$509			
Estimated Number of Educators	164.861		\$83,914	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	2,967.5000	\$180.33	\$535,129	
Supplement for Salary Differential				\$619,043
Supplement for Unique Geographic Factors				\$3,985,106
Funding Protection				\$0
Curriculum and Learning Support Fund				\$27,230
September 2026 Enrolment Count, Total				\$42,935,101

July 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	75	\$260	\$19,500	
Summer Learning Grade 8-9	10	\$260	\$2,600	
Summer Learning Grade 10-12	15	\$510	\$7,650	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	15	\$510	\$7,650	
Summer Learning, Total				\$37,400
February 2027 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	30.0000	\$3,640	\$109,200	
Gr 10-12 School-Age FTE - Online Learning	40.0000	\$7,280	\$291,200	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	5	\$12,170	\$60,850	
Level 3 Inclusive Education Enrolment Growth	5	\$6,150	\$30,750	
Newcomer Refugees	0.0000	\$4,508	\$0	
ELL Supplement - Newcomer Refugees	0	\$908	\$0	
February 2027 Enrolment Count, Total				\$492,000
May 2027 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	5.0000	\$2,427	\$12,135	
Gr 10-12 School-Age FTE - Online Learning	15.0000	\$7,280	\$109,200	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
May 2027 Enrolment Count, Total				\$121,335
Indigenous Education Councils				\$25,250
2026/27 Full-Year Estimated Total				\$43,611,086
Estimated 2026/27 Operating Grant from Indigenous Services Canada				\$1,411,479
Estimated 2026/27 Operating Grant from Ministry of Education and Child Care				\$42,199,607

TABLE A
SUMMARY OF GRANTS TO DATE, 2026/27

Updated March 2026

School District	2026/27 Estimated Operating Grant Block	Preliminary Classroom Enhancement Fund Allocation	Learning Improvement Fund - Support Staff	Community- LINK	Pay Equity	Student Transportation Fund	Feeding Futures Fund
5 Southeast Kootenay	80,617,814	10,323,090	279,060	422,724	457,171	361,459	768,024
6 Rocky Mountain	48,626,746	5,030,362	168,322	445,058	207,823	369,399	464,729
8 Kootenay Lake	62,201,081	10,580,152	215,310	759,048	300,996	419,602	589,425
10 Arrow Lakes	11,309,713	283,968	39,149	107,344	40,560	42,675	350,000
19 Revelstoke	16,080,736	631,885	55,664	118,513	101,498	49,847	350,000
20 Kootenay-Columbia	52,134,430	6,854,482	180,464	769,086	248,239	242,977	500,287
22 Vernon	111,011,742	8,603,213	384,269	649,093	85,865	361,094	1,058,901
23 Central Okanagan	291,823,959	39,390,789	1,010,153	1,296,051	1,238,323	600,000	2,793,324
27 Cariboo-Chilcotin	61,139,341	5,088,159	211,635	737,288	665,837	739,024	585,094
28 Quesnel	41,191,329	3,027,606	142,584	568,856	379,632	274,209	394,063
33 Chilliwack	191,977,293	22,959,241	664,533	775,082	864,624	329,456	1,827,746
34 Abbotsford	236,148,408	24,126,061	817,432	1,325,905	118,014	313,969	2,246,246
35 Langley	305,288,667	60,405,689	1,056,762	2,365,238	551,875	260,000	2,902,207
36 Surrey	920,160,743	86,481,545	3,185,152	4,387,210	6,861,224	72,999	8,716,728
37 Delta	176,697,103	20,434,651	611,640	671,036	2,171,545	41,933	1,674,206
38 Richmond	255,792,617	52,316,868	885,430	869,538	2,215,706	21,608	2,419,057
39 Vancouver	589,515,983	53,408,305	2,040,619	10,647,334	7,294,124	53,423	5,571,167
40 New Westminster	92,176,896	10,450,872	319,072	1,738,062	521,853	6,073	867,412
41 Burnaby	315,229,733	27,704,100	1,091,173	2,714,667	1,441,995	24,841	2,978,192
42 Maple Ridge-Pitt Meadows	199,767,936	25,693,505	691,500	636,848	1,874,965	185,990	1,903,794
43 Coquitlam	375,403,272	50,592,474	1,299,465	1,735,490	706,353	81,641	3,544,529
44 North Vancouver	182,344,318	20,348,644	631,188	1,304,811	2,966,047	40,566	1,742,716
45 West Vancouver	77,898,173	3,585,375	269,646	326,583	678,422	84,722	742,406
46 Sunshine Coast	51,171,726	5,098,081	177,132	558,396	510,381	380,465	489,748
47 qathet	43,611,086	2,526,507	150,960	230,412	243,304	91,754	412,209
48 Sea to Sky	66,726,093	9,423,047	230,973	344,007	371,793	265,534	636,118
49 Central Coast	7,246,228	795,398	25,083	281,675	42,403	80,277	350,000
50 Haida Gwaii	12,521,241	2,121,803	43,342	123,644	139,874	149,851	350,000
51 Boundary	20,889,712	1,522,694	72,310	172,818	105,245	153,588	350,000
52 Prince Rupert	26,810,967	3,027,442	92,807	582,790	706,027	117,597	350,000
53 Okanagan Similkameen	34,842,465	3,210,651	120,608	254,752	233,703	209,099	350,000
54 Bulkley Valley	25,675,275	1,341,644	88,875	265,112	225,459	163,737	350,000
57 Prince George	175,600,307	11,842,691	607,843	2,435,896	2,271,692	687,663	1,683,669
58 Nicola-Similkameen	28,745,288	5,344,763	99,502	322,729	120,216	170,292	350,000
59 Peace River South	52,728,438	4,043,688	182,520	416,681	944,395	441,458	501,628
60 Peace River North	83,070,446	5,406,760	287,550	647,478	241,350	425,785	777,936
61 Greater Victoria	237,380,131	23,959,019	821,695	4,277,695	2,896,617	20,027	2,274,646
62 Sooke	177,627,278	29,910,201	614,860	800,343	931,052	358,365	1,683,076
63 Saanich	92,744,885	11,046,348	321,038	486,599	377,315	280,000	858,353
64 Gulf Islands	22,205,417	2,799,824	76,864	164,268	102,398	328,264	350,000
67 Okanagan Skaha	74,328,324	5,306,781	257,289	403,065	441,194	167,035	710,334
68 Nanaimo-Ladysmith	175,471,543	18,724,489	607,398	2,630,683	160,000	244,630	1,672,016
69 Qualicum	52,303,174	5,520,827	181,048	442,357	936,176	426,341	499,074
70 Pacific Rim	49,157,188	5,848,502	170,158	1,019,659	595,220	71,717	468,846
71 Comox Valley	131,212,038	14,104,811	454,193	627,949	451,831	421,375	1,193,350
72 Campbell River	72,849,140	5,865,632	252,169	602,848	75,322	316,860	694,112
73 Kamloops-Thompson	200,489,840	20,825,671	693,999	1,697,265	575,959	666,817	1,910,895
74 Gold Trail	20,749,590	712,429	71,825	424,710	376,093	366,932	350,000
75 Mission	84,409,714	9,688,769	292,186	460,240	725,901	188,900	797,614
78 Fraser-Cascade	29,096,340	3,854,650	100,717	392,453	229,516	184,576	350,000
79 Cowichan Valley	100,408,929	10,071,287	347,567	768,315	363,682	283,524	956,412
81 Fort Nelson	10,591,691	1,129,690	36,663	155,054	79,311	32,744	350,000
82 Coast Mountains	59,866,222	8,120,007	207,228	655,464	1,160,795	557,786	571,968
83 North Okanagan-Shuswap	87,301,177	8,094,375	302,194	368,914	641,286	561,925	836,470
84 Vancouver Island West	10,005,503	981,527	34,634	148,081	55,087	57,593	350,000
85 Vancouver Island North	21,205,820	1,398,211	73,404	371,538	115,216	118,179	350,000
87 Stikine	6,575,710	468,810	22,762	606,403	124,935	51,181	350,000
91 Nechako Lakes	62,292,830	4,800,514	215,628	583,164	1,096,373	503,247	574,834
92 Nisga'a	9,415,300	838,450	32,591	158,239	116,874	130,091	350,000
93 Conseil scolaire francophone	110,402,850	11,864,964	382,161	140,301	100,251	750,415	1,056,439
Provincial Total	7,222,267,939	809,961,993	25,000,000	60,392,862	50,876,937	15,403,131	71,500,000

TABLE B
CLASSROOM ENHANCEMENT FUND ALLOCATION, 2026/27 PRELIMINARY

Updated March 2026

School District	Staffing Cost	Overhead Cost	Annual Remedies*	Total 2026/27 Preliminary Classroom Enhancement Fund Allocation
5 Southeast Kootenay	10,153,310	169,780		10,323,090
6 Rocky Mountain	4,809,680	220,682		5,030,362
8 Kootenay Lake	10,343,940	236,212		10,580,152
10 Arrow Lakes	221,003	62,965		283,968
19 Revelstoke	555,764	76,121		631,885
20 Kootenay-Columbia	6,475,631	378,851		6,854,482
22 Vernon	7,808,630	794,583		8,603,213
23 Central Okanagan	38,764,304	626,485		39,390,789
27 Cariboo-Chilcotin	4,439,972	648,187		5,088,159
28 Quesnel	2,783,000	244,606		3,027,606
33 Chilliwack	22,513,661	445,580		22,959,241
34 Abbotsford	23,630,068	495,993		24,126,061
35 Langley	59,372,170	1,033,519		60,405,689
36 Surrey	84,965,866	1,515,679		86,481,545
37 Delta	19,559,009	875,642		20,434,651
38 Richmond	46,794,625	5,522,243		52,316,868
39 Vancouver	48,803,424	4,604,881		53,408,305
40 New Westminster	10,025,343	425,529		10,450,872
41 Burnaby	24,933,916	2,770,184		27,704,100
42 Maple Ridge-Pitt Meadows	24,864,472	829,033		25,693,505
43 Coquitlam	48,089,424	2,503,050		50,592,474
44 North Vancouver	13,389,458	6,959,186		20,348,644
45 West Vancouver	3,376,032	209,343		3,585,375
46 Sunshine Coast	4,877,712	220,369		5,098,081
47 qathet	2,389,134	137,373		2,526,507
48 Sea to Sky	9,043,950	379,097		9,423,047
49 Central Coast	734,169	61,229		795,398
50 Haida Gwaii	2,040,483	81,320		2,121,803
51 Boundary	1,494,066	28,628		1,522,694
52 Prince Rupert	2,806,880	220,562		3,027,442
53 Okanagan Similkameen	3,135,241	75,410		3,210,651
54 Bulkley Valley	1,248,499	93,145		1,341,644
57 Prince George	11,391,667	451,024		11,842,691
58 Nicola-Similkameen	5,000,416	344,347		5,344,763
59 Peace River South	3,709,463	334,225		4,043,688
60 Peace River North	4,990,086	416,674		5,406,760
61 Greater Victoria	23,157,762	801,257		23,959,019
62 Sooke	28,279,220	1,630,981		29,910,201
63 Saanich	10,078,355	967,993		11,046,348
64 Gulf Islands	2,429,706	370,118		2,799,824
67 Okanagan Skaha	5,063,947	242,834		5,306,781
68 Nanaimo-Ladysmith	17,125,096	1,599,393		18,724,489
69 Qualicum	5,064,546	456,281		5,520,827
70 Pacific Rim	5,711,813	136,689		5,848,502
71 Comox Valley	12,426,109	1,678,702		14,104,811
72 Campbell River	5,532,951	332,681		5,865,632
73 Kamloops-Thompson	20,296,768	528,903		20,825,671
74 Gold Trail	702,237	10,192		712,429
75 Mission	9,393,110	295,659		9,688,769
78 Fraser-Cascade	3,737,151	117,499		3,854,650
79 Cowichan Valley	9,070,859	1,000,428		10,071,287
81 Fort Nelson	928,357	201,333		1,129,690
82 Coast Mountains	7,769,266	350,741		8,120,007
83 North Okanagan-Shuswap	7,730,900	363,475		8,094,375
84 Vancouver Island West	739,625	241,902		981,527
85 Vancouver Island North	1,257,945	140,266		1,398,211
87 Stikine	461,641	7,169		468,810
91 Nechako Lakes	4,508,686	291,828		4,800,514
92 Nisga'a	712,237	126,213		838,450
93 Conseil scolaire francophone	11,482,701	382,263		11,864,964
Provincial Total	763,195,456	46,766,537		809,961,993

* To be determined in autumn 2026

TABLE C
LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2026/27

Updated March 2026

School District	2026/27 Estimated Operating Grant Block	% of Total Operating Grants	2026/27 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	80,617,814	1.1%	279,060
6 Rocky Mountain	48,626,746	0.7%	168,322
8 Kootenay Lake	62,201,081	0.9%	215,310
10 Arrow Lakes	11,309,713	0.2%	39,149
19 Revelstoke	16,080,736	0.2%	55,664
20 Kootenay-Columbia	52,134,430	0.7%	180,464
22 Vernon	111,011,742	1.5%	384,269
23 Central Okanagan	291,823,959	4.0%	1,010,153
27 Cariboo-Chilcotin	61,139,341	0.8%	211,635
28 Quesnel	41,191,329	0.6%	142,584
33 Chilliwack	191,977,293	2.7%	664,533
34 Abbotsford	236,148,408	3.3%	817,432
35 Langley	305,288,667	4.2%	1,056,762
36 Surrey	920,160,743	12.7%	3,185,152
37 Delta	176,697,103	2.4%	611,640
38 Richmond	255,792,617	3.5%	885,430
39 Vancouver	589,515,983	8.2%	2,040,619
40 New Westminster	92,176,896	1.3%	319,072
41 Burnaby	315,229,733	4.4%	1,091,173
42 Maple Ridge-Pitt Meadows	199,767,936	2.8%	691,500
43 Coquitlam	375,403,272	5.2%	1,299,465
44 North Vancouver	182,344,318	2.5%	631,188
45 West Vancouver	77,898,173	1.1%	269,646
46 Sunshine Coast	51,171,726	0.7%	177,132
47 qathet	43,611,086	0.6%	150,960
48 Sea to Sky	66,726,093	0.9%	230,973
49 Central Coast	7,246,228	0.1%	25,083
50 Haida Gwaii	12,521,241	0.2%	43,342
51 Boundary	20,889,712	0.3%	72,310
52 Prince Rupert	26,810,967	0.4%	92,807
53 Okanagan Similkameen	34,842,465	0.5%	120,608
54 Bulkley Valley	25,675,275	0.4%	88,875
57 Prince George	175,600,307	2.4%	607,843
58 Nicola-Similkameen	28,745,288	0.4%	99,502
59 Peace River South	52,728,438	0.7%	182,520
60 Peace River North	83,070,446	1.2%	287,550
61 Greater Victoria	237,380,131	3.3%	821,695
62 Sooke	177,627,278	2.5%	614,860
63 Saanich	92,744,885	1.3%	321,038
64 Gulf Islands	22,205,417	0.3%	76,864
67 Okanagan Skaha	74,328,324	1.0%	257,289
68 Nanaimo-Ladysmith	175,471,543	2.4%	607,398
69 Qualicum	52,303,174	0.7%	181,048
70 Pacific Rim	49,157,188	0.7%	170,158
71 Comox Valley	131,212,038	1.8%	454,193
72 Campbell River	72,849,140	1.0%	252,169
73 Kamloops-Thompson	200,489,840	2.8%	693,999
74 Gold Trail	20,749,590	0.3%	71,825
75 Mission	84,409,714	1.2%	292,186
78 Fraser-Cascade	29,096,340	0.4%	100,717
79 Cowichan Valley	100,408,929	1.4%	347,567
81 Fort Nelson	10,591,691	0.1%	36,663
82 Coast Mountains	59,866,222	0.8%	207,228
83 North Okanagan-Shuswap	87,301,177	1.2%	302,194
84 Vancouver Island West	10,005,503	0.1%	34,634
85 Vancouver Island North	21,205,820	0.3%	73,404
87 Stikine	6,575,710	0.1%	22,762
91 Nechako Lakes	62,292,830	0.9%	215,628
92 Nisga'a	9,415,300	0.1%	32,591
93 Conseil scolaire francophone	110,402,850	1.5%	382,161
Provincial Total	7,222,267,939	100.0%	25,000,000



March 27, 2026
Our Ref. 27101

Paul McKenzie
Superintendent
qathet School District (SD47)

Email Address: paul.mckenzie@sd47.bc.ca

Dear Paul McKenzie:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

A handwritten signature in black ink, appearing to read "Bobbi Plecas".

Bobbi Plecas
Deputy Minister

pc: Steve Hopkins, Secretary-Treasurer, qathet School District (SD47)

Education and Child Care Capital Branch

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD47-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Kelly Creek Community School	SEP - HVAC Upgrades	\$1,200,000
Brooks Secondary	CNCP - Energy Upgrades	\$175,000
Edgehill Elementary	CNCP - Energy Upgrades	\$93,775
Brooks Secondary	FIP - Kitchen Equipment Upgrades	\$46,426
A8470	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to

purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC' construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.



City of Powell River

City Hall – MacGregor Building
6910 Duncan Street, Powell River, BC V8A 1V4
Telephone 604.485.8620 • Fax 604.485.8644
www.powellriver.ca • info@powellriver.ca

File No. 2240-20-2304

February 10, 2026

qathet School District
5400 Marine Ave.
Powell River, BC
V8A 2L6

Dear Sir/Madam:

Re: 2025 Fall Community Forest Fund Grant Award

I am pleased to inform you that the Council of the City of Powell River has approved a Community Forest Grant to qathet School District in the amount of up to \$12,500 as a contribution towards the Brooks Berm Busters Trailer Addition project.

Please find enclosed two copies of the Community Forest Grant Funding Servicing Agreement between the City of Powell River and qathet School District. After review and consideration of this document, please have your authorized signatories sign both copies and return them to the undersigned for finalization by the City of Powell River. Upon completion, one copy of this document will be forwarded to you for your records.

On behalf of Council, I would like to thank you for your efforts and the important contributions to our community

If you have any questions regarding this, please contact the City at 604-485-8670.

Yours truly,
CITY OF POWELL RIVER

Susan Auchterlonie
Manager, Partnerships, Intergovernmental & Public Relations

SA/sd

MEMORANDUM



Date: April 8, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Prepared by: Vianne Kintzinger, Director of Instruction
Re: French Immersion Program Review

1.0 BACKGROUND

Administrative Procedure 280 states that,

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

2.0 INFORMATION

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

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

3.0 PROGRAM RATIONALE

The qathet School District's French Immersion 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:

- a focus on foundational learning in literacy and numeracy;
- fostering deep learning so all students can flourish in a rapidly changing world;
- increasing student engagement and voice;
- allowing our learners to flourish in a rapidly changing world.

Elaborated on in the appending slide deck, as prepared by Director of Instruction Kintzinger, is a description of the review process, context setting, success indicators, voice of the rightsholders, and finally, suggestions for next steps.

4.0 OPTIONS FOR ACTION

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

5.0 STAFF RECOMMENDATION

THAT the Board of Education accept the French Immersion Program review as attached and presented.

6.0 APPENDICES

(A) Appendix – French Immersion Program Review

FRENCH IMMERSION PROGRAM REVIEW

Bienvenue

čes̄hatənarəšt

Welcome

April 8, 2026



Land Acknowledgement



Reconnaissance territoriale

**čεčhašt k^w ƭaʔamɪn qaymɪx^w.
ʔəsna tεʔε gɪʔε.**

We would like to express our respect for and gratitude to the ƭaʔamɪn 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.



Agenda

1

Setting the context - French Immersion in qathet School District

2

Enrollment Trends

3

Student Empathy Interviews

4

Staff Survey Results

5

Parent and Caregiver Engagement Night Feedback

6

Next Steps





Board Strategic Plan

Cultivating an Ethic of Learning titlwšem ?əms 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.**

French Immersion Program Review Process



- October - Parent Exchange Information sharing session
- February - French Advisory Committee met to determine empathy questions for students and staff
- End of February, March - Empathy interviews with elementary students, secondary students, and staff
- April - Board of Education presentation

French Advisory Team

French Coordinator

Megan Kaukas

Director of Instruction

Vianne Kintzinger

Team Members

Denise Little

(French Immersion Support Teacher)

Manon Landry

(French Immersion Teacher)

Lora Baker

Christal Hueston

(Parents)

Jasmin Marshman

(Brooks Principal)

Matt Hull

(James Thomson Principal)

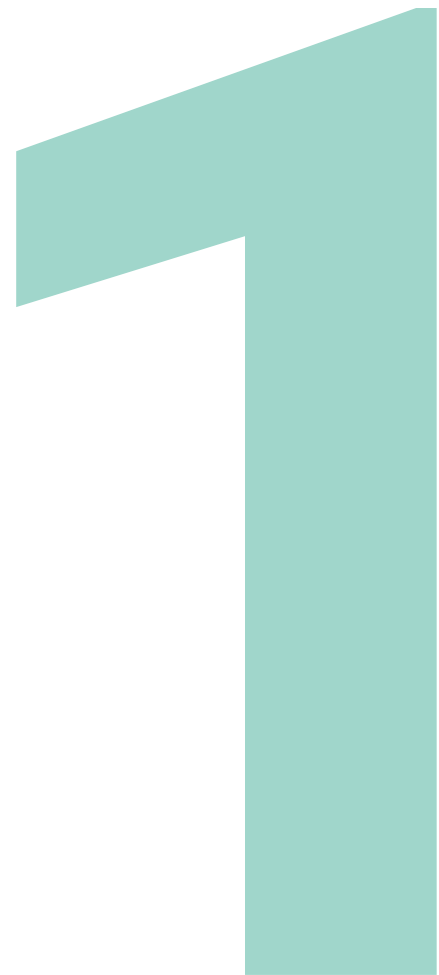
Piper Hueston

Danielle Welp-Ellis

Nelle Liefsoens

(Students)





Setting the Context

***French Immersion in
qathet School District***



2006

The Powell River chapter of Canadian Parents for French started working with School District 47 to bring FI to the community

2010/2011

The program ran its first Kindergarten/Grade 1 class at James Thomson

2015/2016

By 2015/2016, the applications outnumbered the spots available, a lottery system with a waitlist was put in place, and FI enrolment was up to 6% of the total student population

2017/2018

The first cohort started at Brooks

June 2022

The first cohort graduated from the FI program

Trends

Between 2003 and 2013, FI enrolment increased by 52% nationally. Similarly, in BC, between 2005 and 2015, FI enrolment increased by 72%, with the fastest growth in rural communities



French Immersion



Rationale of BC FI Program Policy:

French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

For the purpose of this policy, bilingualism is defined as oral fluency and literacy in both English and French.

Did You Know? | Le Saviez-Vous ?

Over 700,000 students in Canada are in French Immersion—and the number is growing every year.



I. B.C. Certificate of Graduation (Dogwood Diploma)

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements. To graduate, students require at least 80 credits total. Of these 80 credits:

- 52 credits are required from the following:
 - Physical and Health Education 10 (4 credits).
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits).
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
 - A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
 - A Language Arts 10, 11, and a required 12 course (4 credits required at each Grade, 12 credits total).
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits).
 - Indigenous-focused (4 credits).
- At least 28 credits must be elective course credits.
- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course and the Career-Life Connections course.

In addition, students must also complete three Provincial Graduation Assessments:

- Grade 10 Literacy Assessment.
- Grade 10 Numeracy Assessment.
- Grade 12 Literacy Assessment.

III. B.C. Adult Graduation Diploma (Adult Dogwood)

Students who are 18 years of age or older have the choice of pursuing graduation through a Dogwood Diploma or an Adult Dogwood Diploma. Students must be 18 or older to enter the Adult Graduation Program and become an “adult student.” To receive the Adult Graduation Diploma, or “Adult Dogwood,” adult students must complete a minimum of three courses after they have enrolled in the Adult Graduation Program. Courses can be taken through the B.C. school system or as part of Adult Basic Education (ABE) programs at post-secondary institutions.

To graduate with an Adult Dogwood, students must have:

- A required Language Arts 12 course (4 credits).
- A Math 11 or 12 course (4 credits); and
- At least three additional Grade 12 electives, or a Grade 11 Social Studies course and two additional Grade 12 electives (4 credits each). BAA, FNA, IDS, and Locally Developed courses do not meet this requirement.

II. For French Immersion/Francophone Dual Dogwood

French Immersion Dual Dogwood

French Immersion students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

To graduate with both diplomas, French Immersion students must meet the graduation requirements for the Dogwood Diploma and, of these 80 credits, they must earn:

- At least 16 credits at the Grade 12 level (including a Français langue seconde-immersion course at the Grade 12 level).
- Français langue seconde-immersion 10 (4 credits).
- A Français langue seconde-immersion course at the Grade 11 level (4 credits).
- Français langue seconde-immersion 12 (4 credits).
- At least 12 additional credits in Grade 10, 11, or 12 courses that are in French with at least four of these credits at the Grade 11 or 12 level.

In addition, French Immersion students must also complete four Provincial Graduation Assessments:

- Grade 10 Numeracy Assessment (English or French).
- Grade 10 Literacy Assessment.
- Grade 12 Literacy Assessment.
- Évaluation de littératie de la 12^e année – Français langue seconde-immersion.



Core French

VS

French Immersion

- qathet schools offer Core French curriculum to students in Grades 5 to 12
- Students in Grades 5 to 8 experience language instruction in French as part of their regular program
- After Grade 8, French as a Second Language instruction becomes optional and is an elective choice for students



French Immersion Information



“French Immersion has benefited me in many ways, mainly it has given me more opportunities for employment, travel, and communicating with others”. - Anna

- qathet School District offers Early French Immersion which begins in Kindergarten/Grade 1 at James Thomson Elementary and continues at Brooks Secondary
- Based on research that young children learn languages more easily than older learners
- In French Immersion, students learn the same curriculum, just in French
- Bilingual students often show enhanced literacy skills because they think about how language works
- As they move through the senior years in the secondary school, the students take fewer courses in French
- Students are able to earn a Bilingual Dogwood Certificate



Four main benefits of FI programs for FI students

Equal if not higher academic achievement compared to their unilingual counterparts; increased academic confidence; and positive attitudes toward school

Many cognitive benefits, not limited to, increased memory, creativity, verbal ability, and nonverbal intelligence, as well as delayed onset of dementia

Greater access to higher education as well as increased employment opportunities and career advancement

Stronger multicultural competency, increased capacity to communicate with a large variety of people, offering new perspectives and knowledge

DELF = Diplôme d'études en langue française

- Official international French language diploma awarded by the French Ministry of Education
- Internationally recognized credential in 175 countries
- Provides external, standardized proof of French proficiency
- Assesses real-world French skills
- Accepted by many francophone postsecondary institutions (including some in Canada)
- Strengthens resumes and applications
- Motivates students through a tangible, global certification of their skills



2

French Immersion

Enrollment Trends

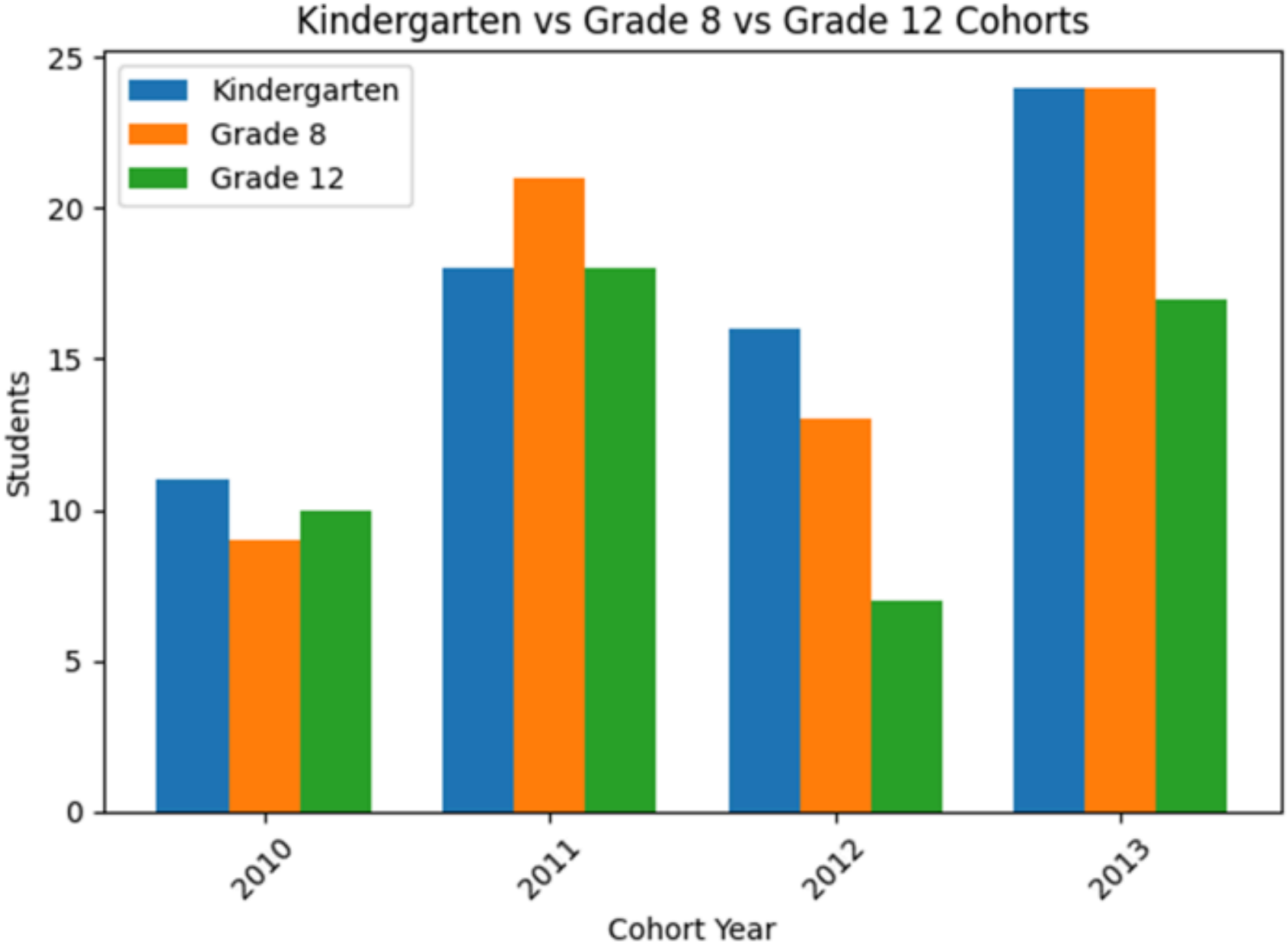


Target of instruction time in each language

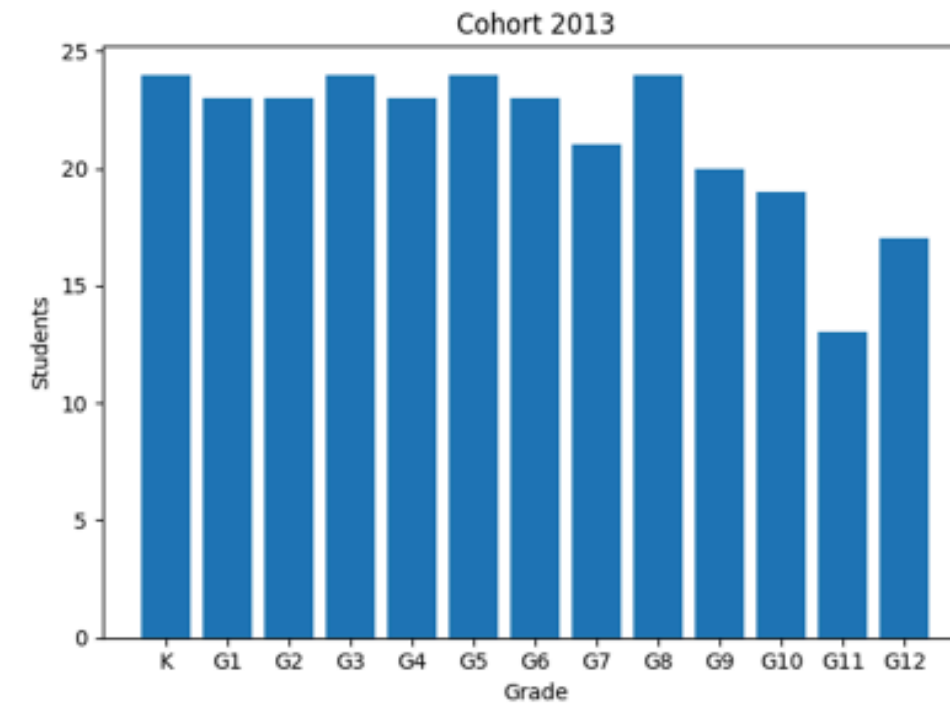
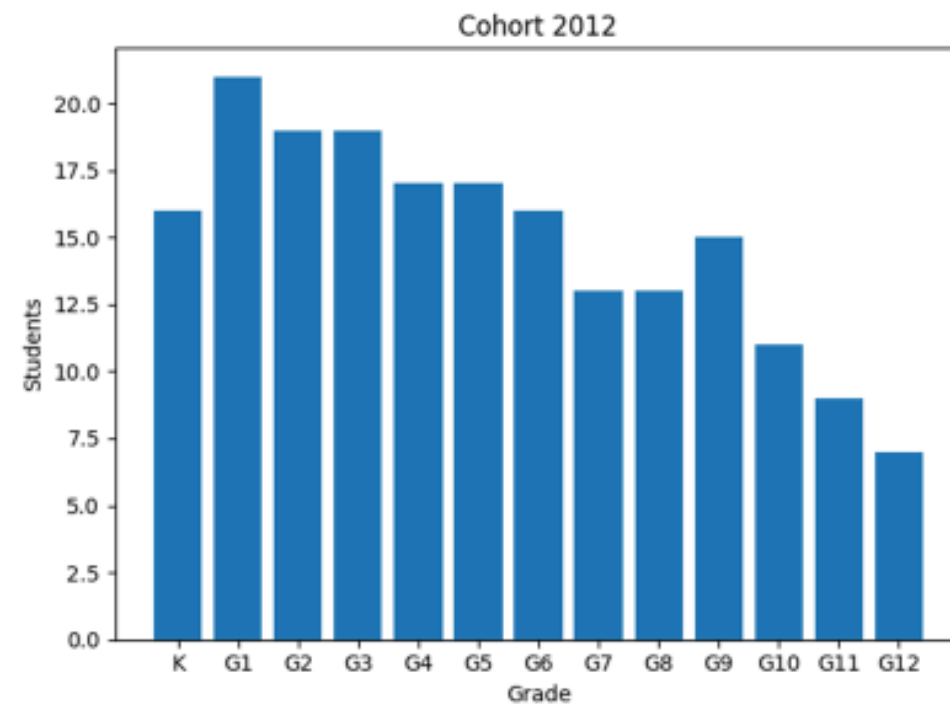
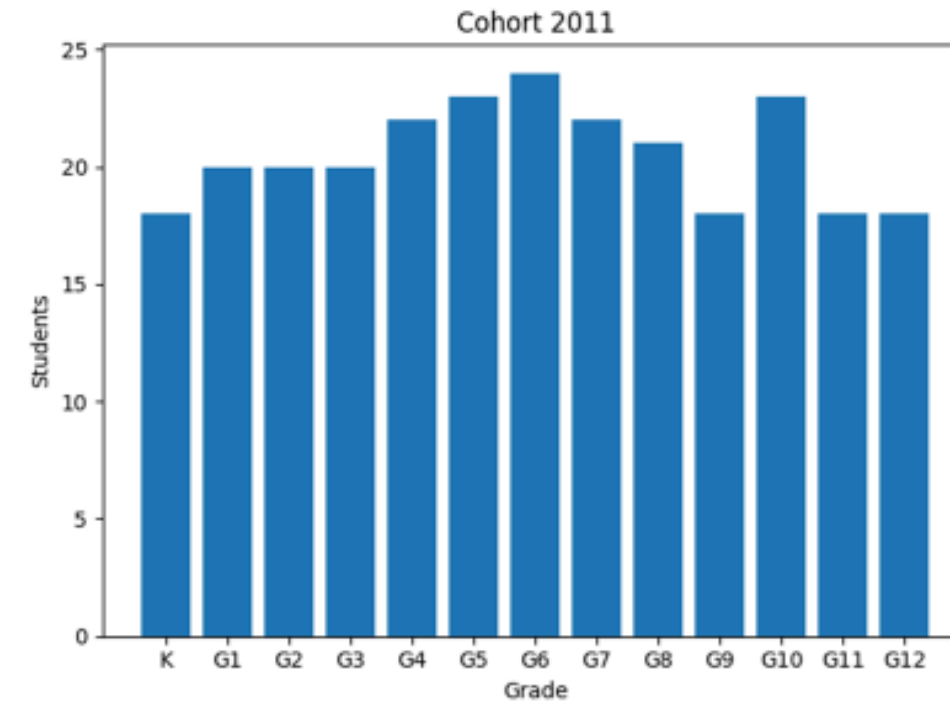
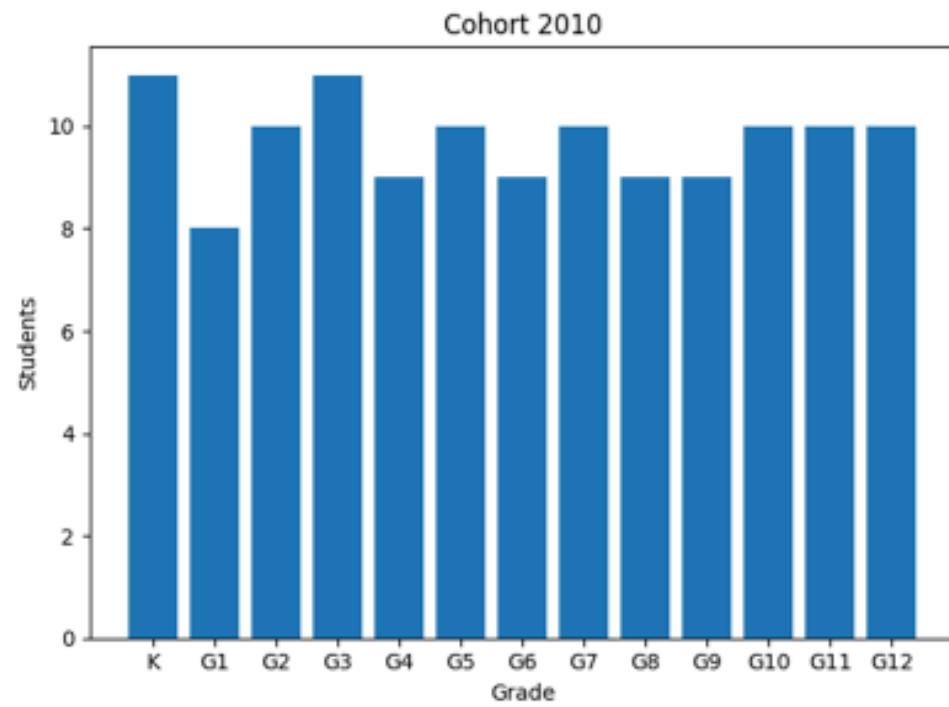
Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50-75	25-50
11-12	no less than 25	no more than 75



Kindergarten vs Grade 8 vs Grade 12 Cohorts



Cohort Progression



3

French Immersion

Empathy Interviews with elementary & secondary students





Empathy Interviews

French Immersion Students Gr. 7, 9, 12

Questions

What do you enjoy most about being in French Immersion?

What is your favourite subject being taught in French? Why do you like it?

What is your least favourite subject being taught in French? Why don't you like it?

What is your biggest challenge or frustration being in French Immersion?

What cultural and language experiences do you value having at school?

What would help you feel more confident in the program?

What strategies that you learned when you were younger continue to help you learn now?

What aspects of your culture/language would you like to see at your school (more or add)?

What kept/keeps you in the French Immersion program?

What concerns do you have about your life after high school?

What feedback do you have for me to make our classrooms or school more inclusive for French Immersion students?

How do you think being in French Immersion will affect your life after high school?

Has French Immersion influenced or helped shape your identity and how?



Grade 7 Student Feedback - Strengths

Responses and key themes summarized by ChatGPT

1. Strong motivation to learn another language
 - Students clearly value bilingualism and recognize the future benefits of speaking French.
 - Many mentioned career opportunities, resumes, and post-secondary applications.
2. Social connections and community
 - Friends are a major reason students enjoy the program and remain enrolled.
 - Students appreciate learning with the same group of peers.
3. Engaging cultural experiences
 - Students highlighted several memorable program experiences:
 - Manie Musicale
 - French guest speakers
 - French language monitors from Quebec/France
 - Francophone cultural events and performances.
4. Enjoyment of some subjects in French
 - Writing, reading, and project-based subjects were often preferred.
 - Students enjoy creative tasks such as magazine writing and projects.



Grade 7 Student Feedback - Challenges

1. Difficulty with academic vocabulary
 - Math terminology and word problems in French were frequently identified as challenging.
 - Grammar and reading comprehension can be confusing.
2. Speaking French consistently
 - Students want to speak more French but report social discomfort when peers default to English.
3. Cognitive load of learning in a second language
 - Students reported:
 - Translating in their heads
 - Memorizing vocabulary
 - Understanding unfamiliar words while reading or listening.



Grade 7 Student Feedback - Next Steps

Students suggested:

- Creating more structured opportunities to speak French with peers.
- Continuing cultural events and guest speakers.
- Expanding French books and resources in school libraries.
- Increasing French presence in the school environment (announcements, assemblies, posters).



Grade 9 Student Feedback - Strengths

Responses and key themes summarized by ChatGPT

1. Continued value of bilingualism

- Students see French Immersion as beneficial for:
 - Employment opportunities
 - University applications
 - Travel and communication.

2. Community and friendships

- Being with friends remains a major motivator for staying in the program

3. Positive teacher relationships

- Some subjects are favourites largely because of engaging teachers.

4. Opportunities unique to FI

- Students noted:
 - Smaller classes
 - Extra activities
 - Dual Dogwood credential.



Grade 9 Student Feedback - Challenges

1. Limited elective choice
 - Students noted that French Immersion scheduling sometimes reduces elective options.
2. Language barriers in academic subjects
 - Challenges included:
 - Writing and grammar
 - Math vocabulary
 - Translating academic terms between French and English.
3. Social separation
 - Some students feel separated from English program students and wish there were more shared activities.
4. Mixed engagement with cultural programming
 - Some students enjoy cultural events, but others feel less connected or indifferent



Grade 9 Student Feedback - Next Steps

Students suggested:

- More hands-on or experiential learning.
- Opportunities to use French in real-world contexts.
- Activities that bring FI and English students together.
- Continued guest speakers and French media (films, music).



Grade 12 Student Feedback - Strengths

Responses and key themes summarized by ChatGPT

1. Strong community and belonging

- Long-term relationships with peers and teachers were the most cited strength.
- Students described the FI cohort as a supportive community.

2. Clear long-term value of bilingualism

- By Grade 12, students strongly recognize benefits such as:
 - Employment opportunities
 - Communication with diverse communities
 - Travel
 - Resume advantages.

3. Confidence and personal growth

- Students reported that FI helped them develop:
 - Perseverance
 - Cultural awareness
 - Confidence
 - A sense of identity connected to language and culture.

4. Meaningful experiences

- Students valued:
 - Cultural events
 - Exchange opportunities
 - Guest speakers
 - Experiential learning.



Grade 12 Student Feedback - Challenges

1. Subject instruction expertise
 - Students reported that challenges sometimes occur when teachers are not specialists in the subject area being taught in French.
2. Limited supports and resources
 - Students mentioned:
 - Outdated textbooks
 - Limited help outside class due to language barriers.
3. Transitions between languages
 - Students described difficulty:
 - Switching between French and English academic vocabulary
 - Understanding math and science concepts learned earlier in French.
4. Feeling separate from the English program
 - Some students reported feeling excluded from shared school experiences.



Grade 12 Student Feedback - Next Steps

Students suggested:

- More authentic language use (job applications, real-world tasks)
- More interaction with native speakers
- Increased experiential learning and exchanges
- Greater integration with the broader school community
- Strengthening teacher subject expertise in French-taught courses.



Key Themes Across All Grades

Major Strengths of the Program

1. Strong student community
 - Friendships and long-term cohort relationships are central to program success.
2. Value of bilingualism
 - Students consistently recognize that French provides:
 - Career advantages
 - Travel opportunities
 - Broader cultural understanding.
3. Cultural experiences enhance engagement
 - Students appreciate:
 - Guest speakers
 - Music and cultural events
 - Exchanges and experiential learning.
4. Positive relationships with teachers
 - Teacher engagement and expertise strongly influence student enjoyment of subjects.



Key Themes Across All Grades

Major Challenges of the Program

1. Language barriers in academic subjects
 - Students across grades reported difficulty with:
 - Math vocabulary
 - Grammar
 - Writing in French.
2. Limited use of French socially
 - Students want to speak more French but struggle when peers revert to English.
3. Program isolation
 - Some students feel separated from:
 - English stream students
 - Shared school activities.
4. Teacher subject expertise
 - Students noted that when teachers are assigned outside their specialization, learning can be more challenging.





Overall Comments

Students across all grades view French Immersion as a valuable, enriching, and community-building program that provides long-term benefits. The program's greatest strengths lie in student relationships, cultural experiences, and bilingual opportunities, while key areas for growth include language support in academic subjects, increased opportunities to use French authentically, and greater integration within the broader school community.





*“Being able to speak both English and French is a really useful skill in Canada and gives me confidence knowing I can communicate with most people”. - **Finn***



*“For me, French Immersion built a really strong sense of community. I’ve been in the same classroom with everyone graduating this year since Kindergarten, and it’s been really special to see everyone grow up and become who they are today.” - **Piper***



*“I stayed in French Immersion because I’ve made a lot of close friends in the program. I also have family in Belgium who speak French, so it’s been really nice to connect and communicate with them in another language.” - **Nelle***



*“I’m in French Immersion because I think it will give me lots of opportunities, especially in Canada, where many jobs require you to speak two languages” - **Danielle***



*“What pushed me to stay in French Immersion was my peers. Building relationships with them was really helpful, especially after learning alongside them for 13 years. It’s been so special to build a small community that way” - **Azure***

4

French Immersion
Staff Responses





Staff responses to Student Empathy Interview results

Questions

To what extent does the student feedback align with your experience teaching in the French Immersion program? What aspects resonate most with you?

Based on this feedback, what is one action or change that you believe would have the greatest positive impact on the French Immersion student experience?



What aligns and resonates

Responses and key themes summarized by ChatGPT

1. Staff see clear alignment with student feedback.
2. Community and belonging matter deeply
 - Both students and staff highlight a strong sense of community within the program, though students also want a similar connection beyond the program.
3. Need to support French use and confidence in varied contexts
 - There is concern about students defaulting to English with peers.
 - Staff emphasize the need for more opportunities, encouragement, and practical communication skills to build confidence using French in academic and social contexts.



Staff Voice on Actions to Positively Impact Students' Experience

1. Increase French use outside of academic vocabulary
 - More frequent, engaging cross-curricular and cultural activities as well as field trips.
 - School-wide incentives for French speaking.
2. Explicitly teach literacy and oral skills
 - Consistent K–12 resources and strategies for reading and especially oral communication to build confidence and improve overall proficiency.
3. Strengthen program structures
 - Support teacher retention and PD.
 - Increase visible French presence.
 - Expand peer-tutoring opportunities.



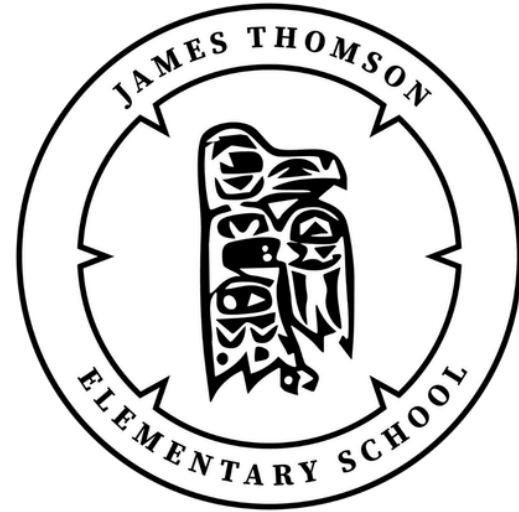
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French Immersion

Parent Engagement Night



Listening to many voices



Parents
les parents

Students
les élèves

Teachers & Staff
les profs &
le personnel

Common Themes

All groups see FI as **valuable for language, culture, and community**, but agree that **supports and consistency are not yet strong enough**.

Teachers **emphasized resources, systemic barriers, and cognitive growth**.

Students **emphasized relationships, accountability, and joy**.

Parents **emphasized academic outcomes, options, and supports**.

What does a successful K–12 French Immersion program look and feel like in qSD?

Top Priorities Identified from Parent Engagement Evening (Parents, Staff & Students)

- Increased use of French oral communication in the classroom (both teachers and students) enriched by authentic, community-based experiences
- Expanded travel and exchange opportunities
- Stronger intervention and EA support
- Greater curriculum continuity and K–12 collaboration (shared scope & sequence)
- Improved scheduling and course availability at Brooks
- More integration with English-stream peers
- Enhanced French language and cultural presence across schools and the district
- Creation of a centralized hub for resources and cultural events



OLEP

Official Languages in Education Programs

Budget French 2025/26

Staffing and Recruitment	\$ 31,890.00
Cultural Activities	\$ 10,000.00
Teacher Retention and Professional Learning	\$ 16,742.00
Student Learning and Academic Achievement	\$ 17,092.00
Program Growth and Student Retention	\$ 4,000.00
Total	\$ 79,724.00
Allocations	\$ 79,724.00

Student Learning and Academic Achievement	Purchase additional reading resources to support primary literacy programs district wide	24 French decodable reading kits will be purchased - 12 K-2 classrooms in two elementary schools will each receive two kits	
Cultural Activities	French musical presentations in elementary FI schools	3 FI elementary schools will host concerts - all K-5 FI students will be given the opportunity to attend.	The district has 6 elementary FI campuses. Students from the three non-hosting elementary schools will be transported via school district bus
Mandatory: Staffing and Recruitment	Staffing	1. French Immersion Coordinator (.130) K-12 2. Learning Assistance K-7 (.4)	More supports for French are scattered throughout the District. The costs of these positions beyond the indicated roles are supported through the District's general funds.
Student Learning and Academic Achievement	Acquire and use updated materials and resources	Purchase K-7 resources for Literacy and Numeracy instruction in our french instruction. Purchase stem resources for secondary classroom.	Resources in the french programs K-12 need to be updated. This will support continuity and alignment of practice in the French classroom.
Teacher Retention and Professional Learning	Greater curriculum continuity and K-12 collaboration (shared scope and sequence)	Develop a teacher mentorship program for collaboration between teachers in the french program. Collaborate with other districts within our region to gain knowledge and skills.	As many teachers are new to teaching French, collaboration and sharing will increase the knowledge and skills of our staff.
Cultural Activities	1. Increased use of French oral communication within classrooms. 2. Use of authentic, community and school based activities and Parent and student engagement sessions	Invite community members to share language. Have secondary students work with our elementary students to inspire and excite them about learning French.	Exposure to a variety of experiences with oral language from many sources and contexts (community) will increase the skills of our students.
Program Growth and Student Retention		Interviewing students, parents and staff will ensure a robust understanding of the needs and direction of the French programs within the district.	Responding to the needs and wants of our community will ensure that the French programs remain current and relevant for our students. They see the learning of French as providing them with opportunities in the future.



Actions stemming from the Engagement Process

- Purchase new classroom resources - ongoing
- Pilot new reading assessments (K-8) - ongoing
- Guest speakers and cultural presentations - 4 completed to date
- Visits from Brooks students at JT - 2 completed to date
- Continue Student Empathy Interviews - completed
- Centralized hub for resources sharing - completed
- Teacher mentorship and collaboration - ongoing



6

French Immersion

Next Steps



Moving Forward

1. Continue to prioritize French oral communication
 - Expand structured, peer, and real-world speaking opportunities.
2. Build on cultural and experiential opportunities
 - Increase guest speakers, performances, cultural events, interactions with native speakers, and field trips.
 - Enhance visibility through more announcements, assemblies, library books, and media in French
3. Ensure ongoing K-12 program coherence
 - Support students in navigating academic vocabulary.
 - Align targeted literacy instruction.
 - Emphasize strategies for transferring knowledge between French and English.
4. Maintain and strengthen the sense of community within the program and whole school
 - Continue to foster collaboration, cross-grade connections, and shared experiences.
 - Increase integration with English-speaking peers.



Merci!

ʔimot!

Thank you!





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.

Where a trustee believes that another trustee has failed to conduct themselves in accordance with Policy 4 Trustee Code of Conduct, the process set out in this Policy 4 Appendix Trustee Code of Conduct Sanctions shall apply. While information concerning or alleging a breach of Policy 4 Trustee Code of Conduct may come from many sources, including a trustee's own observation or experience, or information received from third parties, the Trustee Code of Conduct Sanctions process may only be initiated by a complaint by a trustee, the superintendent or the secretary-treasurer. This Policy sets out the process leading to the imposition of such sanctions.

Breaches of the Trustee Code of Conduct will be addressed in a manner consistent with the principles of procedural fairness and that recognizes the importance of maintaining the trust and confidence of the public. The formal Trustee Code of Conduct Sanctions process is intended to address serious breaches of conduct expectations and not breaches that are minor, inadvertent or due to an error of judgment made in good faith.

All complaints of trustee misconduct shall be treated as strictly confidential unless the Board, by motion, determines that information relating to the complaint or its resolution may be publicly disclosed. A breach of this confidentiality obligation shall be considered a breach of the Trustee Code of Conduct.

Informal Measures

1. Wherever possible, concerns relating to minor or inadvertent breaches of the Trustee Code of Conduct or other breaches that may be resolved without a formal process will be addressed in a respectful, informal, and cooperative fashion, prior to commencing a formal complaint under the Code of Conduct. Informal resolution is encouraged where appropriate and is intended to restore effective governance and professional conduct.
2. Where a trustee (the "Complaining Trustee") alleges that another trustee (the "Challenged Trustee") has breached the Trustee Code of Conduct, the Complaining Trustee, or the Chair on their own initiative, may meet confidentially and informally with the Challenged Trustee to discuss the breach. The parties shall discuss the allegedly offending behaviour and seek to agree on measures to correct or redress it. Such corrective measures may include, but are not limited to a formal or informal warning, an apology, or another agreed-upon consequence such as the Challenged Trustee engaging in professional development or restorative action.
3. 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.

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Policy 4 - Appendix

Formal Complaint Process

Filing Complaint and Initial Review

4. Where an allegation of a breach of the Trustee Code of Conduct is not resolved informally, or where, by virtue of the nature of the alleged breach an informal process is not appropriate or possible, a trustee, the superintendent or the secretary-treasurer may initiate the Formal Complaint Process. Only serious and/or recurring breaches of the Trustee Code of Conduct by a trustee should be considered under this process.
5. A trustee, or the superintendent or secretary-treasurer who wishes to commence a formal complaint, alleging a breach of the Trustee Code of Conduct, shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring. 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 that period. The complaint must:
 - 5.1 describe the specific conduct of which the trustee is complaining;
 - 5.2 attach any documents or other evidence relating to the impugned conduct;
 - 5.3 identify the provision of the Trustee Code of Conduct alleged to have been breached and describe how the complained of conduct breaches that provision; and
 - 5.4 describe the steps taken to informally resolve the complaint, if any.
6. The Chair or, as applicable, the Vice Chair, shall review the complaint and all accompanying material and shall consider whether the alleged conduct falls within the scope of a Trustee Code of Conduct violation that may warrant any further action.
 - 6.1 If the Chair or, as applicable, the Vice Chair, considers that no further action is warranted the Chair or Vice Chair shall report their conclusion to the Board and the Complaining Trustee. The Board shall consider the Chair or Vice Chair's conclusion, and unless the Board, by motion, disagrees with the Chair or Vice Chair's conclusion that no further action is warranted, the complaint shall be considered addressed with no action being taken.
 - 6.2 If the Board, by motion, or the Chair or, as applicable, the Vice Chair, considers that further action may be warranted, the Chair or Vice Chair may attempt to resolve the matter directly with the parties involved. If resolution is achieved, the Chair or Vice Chair shall, if they consider appropriate, report the complaint and its resolution to the Board at an in camera meeting.

Investigation

7. If no resolution is achieved by the Chair or Vice Chair, the Chair or Vice Chair shall consider if there are factual issues in dispute requiring further investigation. If there are such factual issues, the Chair or

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Policy 4 - Appendix

Vice Chair shall refer the matter to a trustee or external investigator for investigation as appropriate. The Chair shall report the complaint and the appointment of an investigator to the Board.

8. The investigator shall prepare a report outlining the conclusions of their investigation and provide the report to the Chair or Vice Chair. 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. The investigator may interview trustees, staff, and other relevant individuals and may request documents necessary to complete the investigation.

Consideration of Complaint at in camera Board Meeting

9. The Chair or Vice Chair shall then schedule an in camera meeting to consider the complaint and the report. Reasonable notice will be provided to the Challenged Trustee that the Board will consider the investigation report and any oral or written submissions the Challenged Trustee wishes to make.
 - 9.1 The notice to the Challenged Trustee shall include:
 - 9.2 the complaint;
 - 9.3 the investigation report and any attached documents;
 - 9.4 any applicable policies;
 - 9.5 a statement that the Challenged Trustee may provide a written and oral response to the complaint and investigation report; and
 - 9.6 a general statement as to the range of sanctions that may be considered which are responsive to the nature of the complained of conduct.
10. At the commencement of the in camera meeting of the Board, the Chair or Vice Chair shall indicate the nature of the business to be transacted. The meeting shall be conducted in accordance with the principles of procedural fairness and natural justice. At the meeting:
 - 10.1 The presiding Chair shall summarize the complaint and the findings of any investigation;
 - 10.2 The presiding Chair shall ask trustees if they have any conflict of interest in considering the matter. A conflict of interest may arise if the complained of conduct was conduct that was directed at that trustee. If a conflict of interest arises, the trustee in conflict shall be excused from the meeting.
 - 10.3 The Challenged Trustee shall be provided an opportunity to respond to the allegations against them and to make representations with respect to any potential sanctions;
 - 10.4 The other trustees may ask clarifying questions of the Challenged Trustee.
 - 10.5 The Challenged Trustee shall be excused from the meeting and the remaining trustees not in conflict shall deliberate on (1) whether the conduct complained of occurred; (2) if the

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Policy 4 - Appendix

- conduct complained of occurred, whether the conduct constitutes misconduct warranting sanction; and (3) if so, what that sanction should be.
- 10.6 Unless the Board determines otherwise, the Superintendent and Secretary-Treasurer may remain with the Board during the meeting and deliberations.
 - 10.7 The Board may call upon the Board's legal advisors to assist them in the process of deliberations and to advise them on points of law and the drafting of a possible resolution(s) and reasons.
 - 10.8 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened, and the requests made to the Challenged 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.
 - 10.9 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.
 - 10.10 The Board shall resolve the complaint by motion, and, if misconduct is established, determine the sanction(s) to be applied, if any.
 - 10.11 All documentation relating to the complaint and the Trustee Code of Conduct meeting shall be returned to the secretary-treasurer or designate immediately upon conclusion of the meeting and shall be retained in accordance with any applicable legal requirements.
 - 10.12 The Chair or, as applicable, the Vice Chair shall adjourn the meeting.
11. A complainant may withdraw a complaint at any time by providing written notice to the Board Chair. Upon withdrawal, the Board may determine that no further action is required, or may proceed if it determines, on reasonable grounds, that the matter raises issues affecting the integrity and functioning of the Board.

Sanctions for Trustee Misconduct

12. In the event the Board concludes that the Trustee Code of Conduct has been violated, it may impose one or more sanctions proportionate to the nature, severity, frequency, and impact of the conduct, and as 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, but are not limited to:
- 12.1 A verbal reprimand delivered by resolution of the Board and recorded in the confidential record of the Board;
 - 12.2 A written reprimand or letter of censure;
 - 12.3 Removing the trustee from one, some, or all Board committees or other appointments of the Board;

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Policy 4 - Appendix

- 12.4 Temporary suspension of the trustee from attendance at closed (in camera) meetings, including access to materials pertaining to such meetings, for a defined period, where the Board determines, by resolution, that the measure is reasonably necessary to protect the confidentiality of the Board's information or integrity of the Board;
 - 12.5 Requiring the offending trustee to attend Board or Committee meetings electronically and not in person;
 - 12.6 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;
 - 12.7 Any other remedial action within the lawful authority of the Board that is reasonably appropriate to protect the integrity and effective functioning of the Board.
13. The Board shall report out to the public as required by section 72(3) of the *School Act* providing a general statement of the matters discussed at the closed (in camera) meeting and the general nature of the decisions reached, or such further information as the Board determines. The Board may make public a summary of its disposition of a complaint where it determines that disclosure is necessary to maintain public confidence in the governance of the Board and is consistent with its obligations under the Freedom of Information and Protection of Privacy Act and other applicable legislation. Prior to any public disclosure, the offending trustee shall, where reasonably possible, be provided with at least five (5) business days' notice and an opportunity to make representations to the Board regarding the proposed communication. The Board shall consider the trustee's representations prior to finalizing any public statement.

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

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Policy 4 - Appendix

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

~~A~~Where a trustee, ~~who~~ believes that ~~a fellow~~another trustee has ~~violated the~~failed to conduct themselves in accordance with Policy 4 Trustee Code of Conduct, ~~the process set out in this Policy 4 Appendix Trustee Code of Conduct Sanctions shall apply. While information concerning or alleging a breach of Policy 4 Trustee Code of Conduct may come from many sources, including a trustee's own observation or experience, or information received from third parties, the Trustee Code of Conduct Sanctions process may only be initiated by a complaint by a trustee, the superintendent or the secretary-treasurer. This Policy sets out the process leading to the imposition of such sanctions.~~

~~Breaches of the Trustee Code of Conduct will be addressed in a manner consistent with the principles of procedural fairness and that recognizes the importance of maintaining the trust and confidence of the public. The formal Trustee Code of Conduct Sanctions process is intended to address serious breaches of conduct expectations and not breaches that are minor, inadvertent or due to an error of judgment made in good faith.~~

~~All~~ ~~seek~~complaints of trustee misconduct shall be treated as strictly confidential unless the Board, by motion, determines that information relating to the complaint or its resolution of the matter through appropriate ~~may be publicly disclosed. A breach of this confidentiality obligation shall be considered a breach of the Trustee Code of Conduct.~~

Informal Measures

1. ~~Wherever possible, concerns relating to minor or inadvertent breaches of the Trustee Code of Conduct or other breaches that may be resolved without a formal process will be addressed in a respectful, informal measures, and cooperative fashion, prior to commencing an official formal 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. ~~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. Where a trustee (the "Complaining Trustee") alleges that another trustee (the "Challenged Trustee") has~~

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Policy 4 - Appendix

breached the Trustee Code of Conduct, the Complaining Trustee, or the Chair on their own initiative, may meet confidentially and informally with the Challenged Trustee to discuss the breach. The parties shall discuss the allegedly offending behaviour and seek to agree on measures to correct or redress it. Such corrective measures may include, but are not limited to a formal or informal warning, an apology, or another agreed-upon consequence such as the Challenged Trustee engaging in professional development or restorative action.

3. 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.

Formal Complaint Process

Filing Complaint and Initial Review

4. Where an allegation of a breach of the Trustee Code of Conduct is not resolved informally, or where, by virtue of the nature of the alleged breach an informal process is not appropriate or possible, a trustee, the superintendent or the secretary-treasurer may initiate the Formal Complaint Process. Only serious and/or recurring breaches of the Trustee Code of Conduct by a trustee should be considered under this process.

~~2.2-~~

~~2.3 — The Chair, and at the Chair's option, the Chair and Vice Chair will attempt to resolve the matter to the satisfaction of the trustees involved.~~

- ~~3.5.~~ A person trustee, or the superintendent or secretary-treasurer who wishes to commence an official formal complaint, alleging a breach of the Trustee 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 that period. The complaint must:

5.1 The describe the specific conduct of which the trustee who is alleged to have violated the complaining;

5.2 attach any documents or other evidence relating to the impugned conduct;

5.3 identify the provision of the Trustee Code of Conduct alleged to have been breached and describe how the complained of conduct breaches that provision; and

5.4 describe the steps taken to informally resolve the complaint, if any.

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Policy 4 - Appendix

~~6. The Chair or, as applicable, the Vice Chair, shall review the complaint and all other trustees accompanying material and shall be forwarded a copy of consider whether the letter of complaint by the Board Chair alleged conduct falls within five (5) days of receipt by the Board Chair the scope of the letter of complaint. a Trustee Code of Conduct violation that may warrant any further action.~~

~~6.1 If the Chair or, as applicable, the Vice Chair, considers that no further action is warranted the Chair or Vice Chair shall report their conclusion to the Board and the Complaining Trustee. The Board shall consider the Chair or Vice Chair's conclusion, and unless the Board, by motion, disagrees with the Chair or Vice Chair's conclusion that no further action is warranted, the complaint involves the conduct of the Board Chair, the letter of shall be considered addressed with no action being taken.~~

~~4-6.2 If the Board, by motion, or the Chair or, as applicable, the Vice Chair, considers that further action may be warranted, the Chair or Vice Chair may attempt to resolve the matter directly with the parties involved. If resolution is achieved, the Chair or Vice Chair shall, if they consider appropriate, report the complaint shall be filed with, and distributed by, its resolution to the Vice-Chair Board at an in camera meeting.~~

~~5.—The filing, notification, content, and nature of any complaint under this Policy shall be deemed to be strictly confidential. The public disclosure of the complaint, including its existence and any proceedings related to the complaint, shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint, and any resulting decision made by the Board, may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.~~

Preliminary Determination

~~6.1.1—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.~~

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Policy 4 - Appendix

8.—In making its preliminary determination, the Board will consider, without limitation:

8.1—Whether there is any factual basis for the complaint;

8.2—Assuming that the allegation is true, whether a formal Code of Conduct hearing is necessary on the basis that the trustee's conduct threatens the integrity and proper functioning of the corporate board;

8.3—Whether there is another, more appropriate forum for dealing with the alleged misconduct (e.g. if the allegation involves a breach of the conflict of interest provisions of the *School Act* there is a mechanism in Part 5 of the Act for dealing with such matters.)

9.—In the event the Board determines that no further action is required, the complaint shall be dismissed, and the matter will be considered closed.

Investigation

~~10.—If no resolution is achieved by the event Chair or Vice Chair, the Board determines in its preliminary meeting, or any subsequent time, that Chair or Vice Chair shall consider if there is a need to obtain additional information regarding are factual issues in dispute requiring further investigation. If there are such factual issues, the allegation(s), it may direct that Chair or Vice Chair shall refer the matter be referred to a trustee or external investigator for investigation:~~

~~11.7. ___ as appropriate. The Board shall appoint an independent third party to conduct Chair shall report the investigation complaint and the appointment of an investigator to the Board.~~

~~12.8. ___ The investigator shall prepare a report outlining the conclusions of their investigation and provide the report to the Chair or Vice Chair. 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. The investigator may interview trustees, staff, and other relevant individuals and may request documents necessary to complete the investigation.~~

Code Consideration of Conduct Hearing

~~In the event the Board determines that a formal Code of Conduct hearing is warranted, a closed ((in-
Complaint at in camera Board Meeting~~

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Policy 4 - Appendix

~~13. The (closed to the public) Chair or Vice Chair shall then schedule an in camera meeting of the Board shall be convened:~~

~~to consider~~

~~14. The trustee against whom the complaint has been made shall and the report. Reasonable notice will be provided with at least ten (10) days' advance notice of the meeting, together with to the Challenged Trustee that the Board will consider the investigation report and any information or documentation relevant to the complaint:~~

~~oral or~~

~~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;~~

~~15.1.39. The respondent trustee shall be given the opportunity submissions the Challenged Trustee wishes to make final comments.~~

~~9.1 The notice to the Challenged Trustee shall include:~~

~~9.2 the complaint;~~

~~9.3 the investigation report and any attached documents;~~

~~9.4 any applicable policies;~~

~~9.5 a statement that the Challenged Trustee may provide a written and oral response to the complaint and investigation report; and~~

~~9.6 a general statement as to the range of sanctions that may be considered which are responsive to the nature of the complained of conduct.~~

~~10. At the commencement of the in camera meeting of the Board, the Chair or Vice Chair shall indicate the nature of the business to be transacted. The meeting shall be conducted in accordance with the principles of procedural fairness and natural justice. At the meeting:~~

~~10.1 The presiding Chair After hearing shall summarize the complaint and the findings of any investigation;~~

~~10.2 The presiding Chair shall ask trustees if they have any conflict of interest in considering the matter. A conflict of interest may arise if the complained of conduct was conduct that was directed at that trustee. If a conflict of interest arises, the trustee in conflict shall be excused from the respondent trustee, all persons meeting.~~

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Policy 4 - Appendix

- 10.3 The Challenged Trustee shall be provided an opportunity to respond to the allegations against them and to make representations with respect to any potential sanctions;
- 10.4 The other than trustees may ask clarifying questions of the Challenged Trustee.
- 10.5 The Challenged Trustee shall be excused from the meeting and the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees in conflict shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, retain on (1) whether the conduct complained of occurred; (2) if the conduct complained of occurred, whether the conduct constitutes misconduct warranting sanction; and (3) if so, what that sanction should be.
- 10.6 Unless the Board determines otherwise, the Superintendent and Secretary-Treasurer may remain with the Board during the meeting and deliberations.
- ~~15.210.7~~ The Board may call upon the Board's legal counsel to provide advice advisors to assist them in the process of deliberations and to advise them on points of law and the drafting of a possible resolution(s) and reasons.
- ~~15.310.8~~ If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened, and the requests made to the respondent trustee-Challenged 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.
- ~~15.410.9~~ 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: Board
- ~~15.6~~ The presiding Chair shall call for a resolution resolve the complaint by motion, and, if misconduct is established, determine the sanction(s) to be placed before the Board. The Board will vote on the resolution(s):
- ~~15.710.10~~ The presiding Chair shall declare the closed ((in-camera) (closed to the public)) Board meeting adjourned applied, if any.
- ~~15.810.11~~ All documentation that is related relating to the complaint and the Trustee Code of Conduct hearing meeting shall be returned to the Superintendent secretary-treasurer or designate immediately upon conclusion of the Code of Conduct hearing meeting and shall be retained in accordance with any applicable legal requirements.
- 10.12 The Chair or, as applicable, the Vice Chair shall adjourn the meeting.
11. A complainant may withdraw a complaint at any time by providing written notice to the Board Chair. Upon withdrawal, the Board may determine that no further action is required, or may proceed if it determines, on reasonable grounds, that the matter raises issues affecting the integrity and functioning of the Board.

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Policy 4 - Appendix

Sanctions for Trustee Misconduct

~~16.~~ In the event the Board concludes that the Trustee Code of Conduct has been violated, it may impose whatever sanction is deemed one or more sanctions proportionate to the nature, severity, frequency, and impact of the conduct, and as necessary to protect the integrity and functioning of the Board including, without limitation, one or more of the following:

~~16.1~~ Having the Board Chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;

~~16.2~~ 12. Having a motion of censure passed by a majority of those trustees present, and allowed to vote at. In determining the closed ((in-camera) (closed to the public)) meeting of the Board; 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, but are not limited to:

12.1 A verbal reprimand delivered by resolution of the Board and recorded in the confidential record of the Board;

12.2 A written reprimand or letter of censure;

~~16.3~~ 12.3 Removing the offending trustee from one (1), some, or all Board committees or other appointments of the Board, passed by a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;

~~16.4~~ Temporary ~~or indefinite~~ suspension of the trustee from attendance at closed (in-camera (closed to the public)) meetings, including receipt of access to materials pertaining to ~~in-camera (closed to the public)~~ such meetings;

12.4 The Board may, in its discretion, make public its findings, for a defined period, where the Board has not upheld the complaint alleging a violation determines, by resolution, that the measure is reasonably necessary to protect the confidentiality of the Board’s Code of Conduct, where there has been a withdrawal of the complaint, or under any other circumstances that the information or integrity of the Board;

12.5 Requiring the offending trustee to attend Board deems reasonable or Committee meetings electronically and not in person;

12.6 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;

12.7 Any other remedial action within the lawful authority of the Board that is reasonably appropriate to ~~indicate publicly~~ protect the integrity and effective functioning of the Board.

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Policy 4 - Appendix

~~17-13.~~ The Board shall report out to the public as required by section 72(3) of the School Act providing a general statement of the matters discussed at the closed (in camera) meeting and the general nature of the decisions reached, or such further information as the Board determines. The Board may make public a summary of its disposition of the complaint. Before making its findings where it determines that disclosure is necessary to maintain public confidence in the governance of the Board will provide the affected trustee and is consistent 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 and other applicable legislation. Prior to any public disclosure, the offending trustee shall, where reasonably possible, be provided with at least five (5) business days' notice and an opportunity to make representations to the Board regarding the proposed communication. The Board shall consider the trustee's representations prior to finalizing any public statement.

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

Adopted: May 18, 2022
Reviewed: ~~April 17, 2024~~ February 25, 2026
Revised: April 8, 2026

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

The Superintendent may recommend to the Board, at a meeting in October, consideration of schools for closure or grade reconfiguration. In making such a recommendation, the Superintendent will identify equity considerations, student transition considerations, and any engagement with affected Indigenous Nations, where applicable, and 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.
- 1.10 Parental and community support for the school.
- 1.11 Potential effects on local areas.

Adopted: May 18, 2022

Reviewed:

Revised:



Policy 14

1. The Board will consider the information provided by the Superintendent and either:
 - 1.1 Conclude that no action or further study is required, or
 - 1.2 Forward the information to the Committee of the Whole for further study.
2. In making its decision, the Board must be cognizant of pecuniary interest and guard against any possible apprehension of bias during the process.
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) and 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:
 - 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.

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Reviewed:

Revised:



Policy 14

- 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.
 - 10.1.11 Equity considerations.
 - 10.1.12 Student transition considerations.
 - 10.1.13 Summary of engagement with Indigenous Nations.
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. The Board will also provide opportunities for feedback through written submissions and, where feasible, virtual participation, including virtual public meetings, and will provide information on how such feedback may be submitted.
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.
 - 14.2 The Board shall receive a summary of public input and consider the input prior to making its final decision.
 - 14.3 Following the consultation period, the Board shall make available to the public a summary of the consultation process, including written and verbal submissions received and key themes identified.

Adopted: May 18, 2022
Reviewed:
Revised:



Policy 14

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, 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.
18. Within twelve (12) to eighteen (18) months following the implementation of a school closure or grade reconfiguration, the Superintendent shall provide a report to the Board reviewing the implementation of the school closure or grade reconfiguration, including student transition, operational considerations, and a summary of key learnings to inform future Board decisions and processes. The Board may make the report available to the public.

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
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Policy 14

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. In making such a recommendation, the Superintendent will identify equity considerations, student transition considerations, and any engagement with affected Indigenous Nations, where applicable, and will assess the following factors~~
~~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.

Adopted: May 18, 2022

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Policy 14

- 1.9 Potential re-uses of school facilities and sites.
- 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.~~

~~2.1.~~ The Board will consider the information provided by the Superintendent and either:

- ~~2.1.1~~ Conclude that no action or further study is required, or
- ~~1.2~~ Forward the information to the Committee of the Whole for further study.

~~3.2.~~ ~~In making its decision, the Board must be cognizant of pecuniary interest and guard against any possible apprehension of bias during the process.~~

~~4.3.~~ 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.

~~5.4.~~ The Committee of the Whole shall review the materials and provide its recommendations to the Board no later than the following February.

~~6.5.~~ The Board will review the recommendations from the Committee of the Whole and either

- ~~6.15.1~~ Conclude that no action or further study is required, or
- ~~6.25.2~~ initiate discussion and consultation with parents, staff, and the community.

~~7.6.~~ 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.

~~8.7.~~ Discussion and consultation must be initiated by February 1 and concluded not later than April 1

~~9.8.~~ The Superintendent will notify the principal(s) ~~and~~; 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.

~~10.9.~~ 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.

~~11.10.~~ The Board shall take the following steps to ensure that public consultation will take place:

Adopted: May 18, 2022
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Policy 14

~~11.1~~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:

~~11.1.1~~10.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.

~~11.1.2~~10.1.2 Enrolment trends and utilization for the school and surrounding area.

~~11.1.3~~10.1.3 Availability of space at receiving schools.

~~11.1.4~~10.1.4 Proximity to possible receiving schools and the routes to schools.

~~11.1.5~~10.1.5 Community impact.

~~11.1.6~~10.1.6 Education program/course implications for the affected students.

~~11.1.7~~10.1.7 Financial considerations including anticipated cost savings.

~~11.1.8~~10.1.8 Facility age and condition.

~~11.1.9~~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.

~~10.1.11~~ Equity considerations.

~~10.1.12~~ Student transition considerations.

~~11.1.10~~10.1.13 Summary of engagement with Indigenous Nations.

~~12.11.~~ 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.

~~13.12.~~ 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. The Board will also provide opportunities for feedback through written submissions and, where feasible, virtual participation, including virtual public meetings, and will provide information on how such feedback may be submitted.

~~14.13.~~ The Board shall present the following at the beginning of the public meeting:

~~14.1~~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.

~~14.2~~13.2 The timing of the proposed closure and the implications for the placement of students.

~~14.3~~13.3 Possible alternative community use for all or part of the school.

~~15.14.~~ 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.

Adopted: May 18, 2022

Reviewed:

Revised:



Policy 14

~~14.2~~ 14.2 The Board shall receive a summary of public input and consider the input prior to making its final decision.

~~15.1~~~~14.3~~ 14.3 Following the consultation period, the Board shall make available to the public a summary of the consultation process, including written and verbal submissions received and key themes identified.

~~16.15.~~ 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.

~~17.16.~~ 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, the Board will provide, without delay, written notification to the Minister of Education of its decision containing the following information:

~~17.1~~~~16.1~~ 16.1 The school's name.

~~17.2~~~~16.2~~ 16.2 The school's facility number.

~~17.3~~~~16.3~~ 16.3 The school's address.

~~17.4~~~~16.4~~ 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.

18. Within twelve (12) to eighteen (18) months following the implementation of a school closure or grade reconfiguration, the Superintendent shall provide a report to the Board reviewing the implementation of the school closure or grade reconfiguration, including student transition, operational considerations, and a summary of key learnings to inform future Board decisions and processes. The Board may make the report available to the public.

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:
Revised:

AD HOC COMMITTEE

4:00 pm, Wednesday, April 1, 2026
School Board Office

NOTES

Present: Gretchen Conti, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent)

The meeting was called to order at 11:07 a.m.

1. APPROVAL OF AGENDA

There were no additions or changes to the agenda.

2. STANDING COMMITTEES

2.a) Inquiry Question Exercise for April Committee of the Whole

Ad hoc members will share progress on their inquiry questions with the Board at the upcoming Committee of the Whole, with the goal of engaging in a brief dialogue to reflect on emerging insights and perspectives. Trustees may also share progress on their own inquiry questions if they wish.

2.b) Prospective Candidate Information Session Planning

The committee discussed planning for a trustee candidate information session, with a focus on shaping content that reflects both the practical and leadership expectations of the role. There was an emphasis on gathering input from the current Board to identify what should be top of mind for prospective trustees, drawing on trustees' collective experience and, where appropriate, incorporating insights emerging from the BCSTA.

A recurring theme was the need to reinforce the leadership role of trustees, particularly in relation to vision-setting and the development of the district's strategic plan. While operational matters often dominate Board work, participants noted the importance of re-orienting toward governance, long-term planning, and alignment with the strategic plan. The session may explore both the practical skills required and the broader responsibilities of trustees.

Overall, the goal is to create an information session that is meaningful, informative, and inspiring, while clearly articulating what prospective candidates need to know and consider when stepping into the role. The ad hoc committee will invite trustees at the

April Committee of the Whole to share what they feel would have been valuable to know prior to running, along with key areas of importance to highlight in the session.

3. ADJOURNMENT

The meeting adjourned at 12:06 p.m.



PRIVACY IMPACT ASSESSMENTS

Background

The District is responsible for ensuring that it protects the Personal Information within its custody and control, by complying with the provisions of the *Freedom of Information and Protection of Privacy Act* (FIPPA). FIPPA requires that the District conduct a Privacy Impact Assessment (PIA) to ensure that all collection, use, disclosure, protection, and processing of Personal Information by the District is compliant with FIPPA.

A PIA is an in-depth review of any new or significantly revised initiative, project, activity, or program that collects Personal Information to ensure that it is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative, and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of this Procedure is to set out the District's process for conducting PIAs in accordance with the provisions of FIPPA.

Definitions

"Employees" means the employees, contractors, and volunteers of the District.

"Head" means the Superintendent of the School District, or any person to whom the Superintendent has delegated their powers under this Procedure or the Freedom of Information and Protection of Privacy Act (FIPPA).

"Initiative" means any enactment, system, project, program, or activity of the District.

"Personal Information" means any recorded information about an identifiable individual that is within the control of the District and includes information about any student or any employee of the District. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work.

"PIA" means a Privacy Impact Assessment performed in accordance with the requirements of FIPPA.

"Privacy Officer" means the individual who has been designated by the Head as the Privacy Officer for the School District, typically the Secretary-Treasurer or designate.

"Responsible Employee" means the Employee who is responsible for overseeing an Initiative, and in the event of doubt, means the Employee designated in the PIA as the Responsible Employee.

“**Supplemental Review**” means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive Personal Information in connection with an Initiative involving the storage of Personal Information outside of Canada.

Procedures

1. Scope & Responsibility

- 1.1 This Procedure applies to all new and significantly revised Initiatives of the District.
- 1.2 All employees of the District are expected to be aware of and follow this Procedure in the event that they are involved in a new or significantly revised Initiative.
- 1.3 Departments and management employees are responsible to plan and implement new or significantly revised Initiatives in accordance with the requirements of this Procedure.

2. Responsibilities of the Head

- 2.1 The administration of this Procedure is the responsibility of the Superintendent, who is the “head” of the School District for the purposes under FIPPA. The Head may delegate any of their powers under this Procedure or FIPPA to other District Employees, including the Secretary-Treasurer, by written delegation.

3. Responsibilities of the Privacy Officer

- 3.1 The Privacy Officer is responsible to, in consultation with the Head, ensure that all PIAs and Supplemental Reviews are completed in accordance with the requirements of FIPPA and this Procedure.

4. Responsibilities of all Employees

- 4.1 Any Employees responsible for developing or introducing a new or significantly revised Initiative that involves or may involve the collection, use, disclosure or processing of Personal Information by the District must follow the Privacy Impact Assessment process set out in Section 7 and report that Initiative to the Privacy Officer at an early stage in its development.
- 4.2 All Employees involved in a new or significantly revised Initiative will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA.
- 4.3 All Employees will, at the request of the Privacy Officer, cooperate with the Privacy Officer in the preparation of any other PIA that the Privacy Officer decides to perform.

5. The Role of the Responsible Employee

- 5.1 Responsible Employees are responsible for:
 - 5.1.1 ensuring that new and significantly revised Initiatives for which they are the Responsible Employee are referred to the Privacy Officer for completion of a PIA;
 - 5.1.2 supporting all required work necessary for the completion and approval of the PIA;
 - 5.1.3 being familiar with and ensuring that the Initiative is carried out in compliance with the PIA; and
 - 5.1.4 requesting that the Privacy Officer make amendments to the PIA when needed and when significant changes to the initiative are made.

6. Initiatives Involving the Storage of Personal Information Outside of Canada

- 6.1 Employees may not engage in any new or significantly revised Initiative that involves the storage of Personal Information outside of Canada until the Privacy Officer has completed and the Head has approved a PIA and any required Supplemental Review.
- 6.2 The Responsible Employee or Department may not enter into a binding commitment to participate in any Initiative that involves the storage of Personal Information outside of Canada unless any required Supplemental Review has been completed and approved by the Head.
- 6.3 It is the responsibility of the Privacy Officer to determine whether a Supplemental Review is required in relation to any initiative, and to ensure that the Supplemental Review is completed in accordance with the requirements of FIPPA.
- 6.4 The Head is responsible for reviewing and, if appropriate, approving all Supplemental Reviews and in doing so must consider risk factors including:
 - 6.4.1 the likelihood that the Initiative will give rise to an unauthorized, collection, use, disclosure or storage of Personal Information;
 - 6.4.2 the impact to an individual of an unauthorized collection, use, disclosure or storage of Personal Information;
 - 6.4.3 whether the Personal Information is stored by a service provider;
 - 6.4.4 where the Personal Information is stored;
 - 6.4.5 whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posed by the Initiative.
- 6.5 Approval of a Supplemental Review by the Head shall be documented in writing.

7. Privacy Impact Assessment Process

7.1 A Privacy Impact Assessment (PIA) is conducted to ensure that Initiatives involving Personal Information comply with the Freedom of Information and Protection of Privacy Act (FIPPA) and that appropriate safeguards are in place.

7.2 Privacy Scan (Initial Screening)

- 7.2.1 Employees proposing a new or significantly revised Initiative that may involve Personal Information must notify their Principal or supervisor and complete a Privacy Scan.
- 7.2.2 The Privacy Scan is a preliminary screening tool used to determine whether a full PIA is required.
- 7.2.3 Completed Privacy Scans must be submitted to the Privacy Officer for review.

7.3 Full Privacy Impact Assessment

- 7.3.1 Where required, a formal PIA will be completed under the direction of the Privacy Officer.
- 7.3.2 The Responsible Employee must provide all information necessary to support the PIA.

7.4 Approval and Implementation

- 7.4.1 Initiatives involving Personal Information must not be implemented until any required PIA is completed and approved.

7.5 Ongoing Review

- 7.5.1 The Responsible Employee must notify the Privacy Officer of any significant changes to an Initiative.
- 7.5.2 The Privacy Officer may require that a PIA be updated where necessary.

8. Contact Information

- 8.1 Questions or comments about this procedure may be addressed to the Privacy Officer: info@sd47.bc.ca.

References: Sections 22, 65, 85, *School Act*
Freedom and Information and Protection of Privacy Act.
Freedom of Information and Protection of Privacy Regulation (BC Reg 155/2012)
[Guidance for Privacy Impact Assessments](#)

Adopted: April 8, 2026
Revised: