



REGULAR BOARD MEETING

4:00 pm, Wednesday, April 17, 2024
School Board Office

A G E N D A

LAND ACKNOWLEDGEMENT

PRESENTATIONS: GIJE Program – C. Gordon
qathet Community Justice (qCJ) Youth Restorative Action – S. Brown

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of April 17, 2024, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of March 13, 2024, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) March 13, 2024 – The Board met in-camera to discuss items which included personnel.

4. INCOMING CORRESPONDENCE

4.a) BC Ferries Engagement and Update Report – March 27, 2024

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

5. OUTGOING CORRESPONDENCE

5.a) Board to J. Kennedy and Students – District Student Council

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) BAA Course - Self Efficacy and Resilience

6.b) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to March 31, 2024

MOTION: "THAT the BAA course titled Self Efficacy and Resilience be approved and adopted as outlined."

MOTION: "THAT the Superintendent of Schools' Report be received as presented."

7. SECRETARY-TREASURER'S REPORT

- 7.a) 2024/2025 Provincial Grant Information
- 7.b) 2024/2025 Capital Plan Response Letter & Bylaw
- 7.c) Month End Financial Report as at March 31, 2024

MOTION: "THAT Capital Bylaw No. 2024/2025-CPSD47-01 be adopted in support of the projects as outlined."

MOTION: "THAT the Secretary Treasurer's report be received as presented."

8. COMMITTEE REPORTS

- 8.a) The April Committee of the Whole meeting was cancelled for lack of quorum.

9. OTHER BUSINESS

- 9.a) Provincial Review of Trustee Codes of Conduct
 - 9.a.i) Correspondence of August 1, 2023
 - 9.a.ii) Provincial Policy Criteria
 - 9.a.iii) Comparison of Local Policy to Provincial Criteria
 - 9.a.iv) Policy 4 – Trustee Code of Conduct with Prospective Edits
 - 9.a.v) Policy 4 – Appendix – Trustee Code of Sanctions (for information)

Possible motion arising from Trustee Code of Conduct:

MOTION: "THAT updates to Policy 4 – Trustee Code of Conduct be adopted as circulated."

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

ADJOURNMENT



qathet
**COMMUNITY
JUSTICE**



**YOUTH
RESTORATIVE
ACTION**



qCJ operates on the lands of the Tla'amin People, and for that we are grateful.

What We Do

Conflict Resolution



Criminal

Referrals from RCMP, Crown, Judge or Probation

Not legal advice

Work within Criminal Legal System (courts) or outside of them

Non-Criminal

Referrals from individuals or community members

Not professional mediation

Personal conflicts, crimes not reported to RCMP, etc.



Community Training & Workshops



Youth Restorative Action



Diversity, Equity, Inclusion (DEI) Projects



Who Are We?

We are a team of 15 youth, ranging from 14-27, who are passionate about contributing to a more just, supportive and inclusive community, both in and outside of school. We are trained to facilitate Circles using Restorative Approaches for conflict, relationship building & collaborative learning.

What We've Done...



Restorative Justice & Circle Keeper Training and Mentorship

Restorative Justice Casework



Presentations & Workshops

Dialogue Circles



Youth Restorative Action Structure



Sample Circle Series

Based on 1 hour class blocks

Week 1: Introductions & Class Values and Agreements

Week 2: Restorative Values

Week 3: Assumptions & Perspective Taking

Week 4: Conflict & Harm

Week 5: Accountability & Apologies

Week 6: Closing

Curriculum is developed by a committee of 10+, including youth, teachers, lawyers and qCJ Staff.

Content is informed by qCJ's internal RJ facilitator training, other classroom-based RJ resources, including direct mentorship from Community Justice Initiative in Langley & Restorative Justice North Shore.



“The sharing of ideas without interruption and practicing listening resonated with me.”

“I also really appreciated this [Circle]. It definitely really helps. Maybe something like this will be in school one day. I really appreciate stuff like this, I like doing it.”

“I wish it was there when I was younger because I used to get bullied and no one would listen.”

“I really appreciate Circles, and just this entire idea of community support. Just people with common experiences... not even common experiences, but we exist on the same planet, so we have stuff in common and talking about it is very cool.”

“I think it would have helped in elementary because I was bullied and this would have helped.”

“I think the part that got my attention the most is when instead of punishment it should be consequences.”

“I really enjoyed it. The Circle was really fun.”

“I think it would be amazing if this was available. It would have helped with friend dynamics.”

“It gets people talking and working together.”

“I think it was great cause we get to share our ideas.”

“I liked this Circle. I feel like it’s a form of connection to others... you see you feel similar to what other people think, so that’s very comforting.”

“I want to use it and I liked one at a time with no interruptions.”

“Restorative Action could have changed when I got in trouble because I would have made my side heard.”

“I think there is so much power in vulnerability. Just hearing everyone’s inner thoughts, and hearing all the things they’ve gone through, and overcome, it’s really powerful. It’s how you build community is having faults, or bad happenstances that you all share, not masking all the time, like “how are you?” and an automatic “good.” That doesn’t help anyone. This is real power. This is how real community is built. I really love Circles, and I wish we could have one about every topic, ever.”

“I liked being able to share all of our opinions with little to no judgment.”

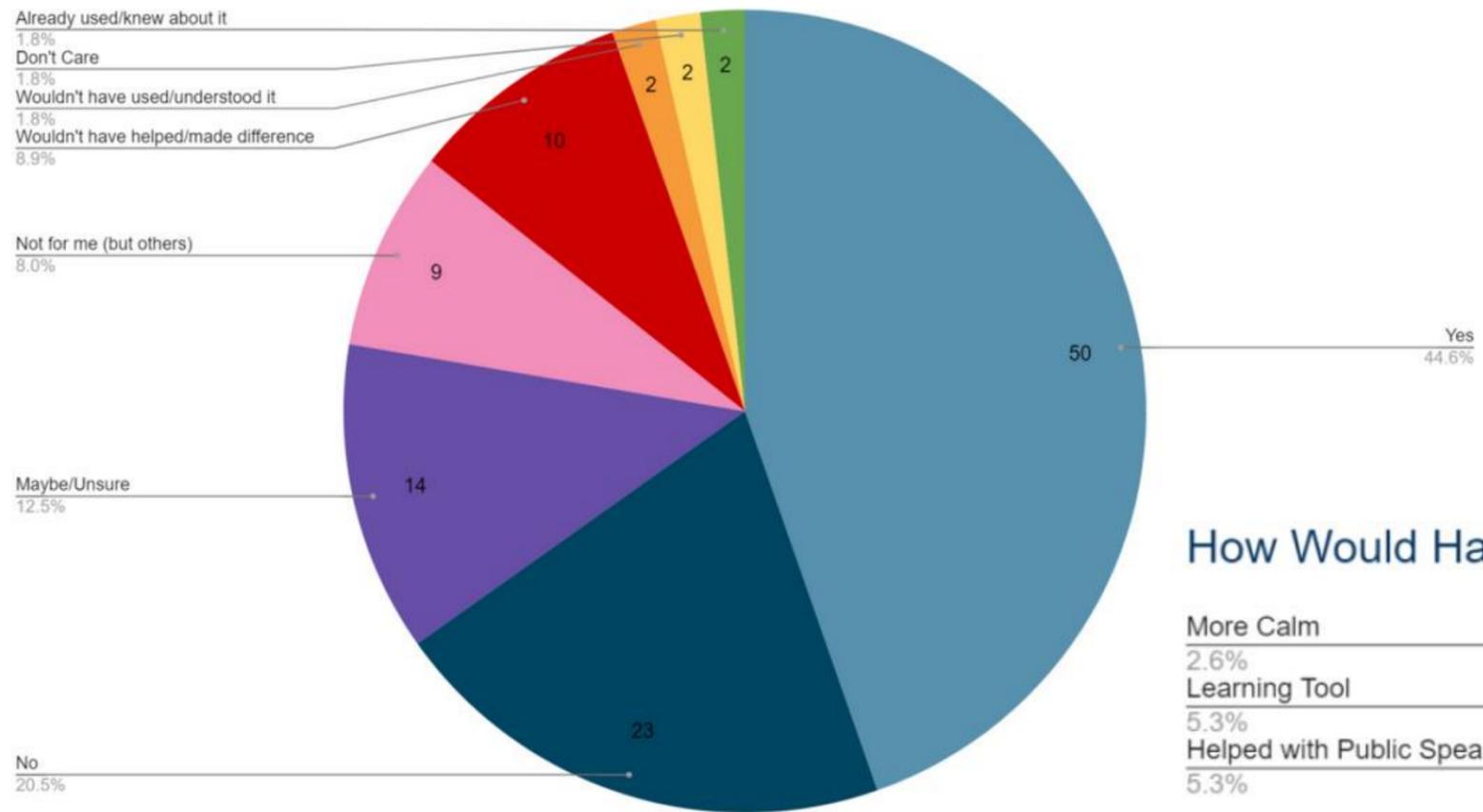
“I think conflicts would have ended quicker if restorative justice was implemented into elementary school.”

“I think it would have made me better at voicing thoughts & public speaking.”

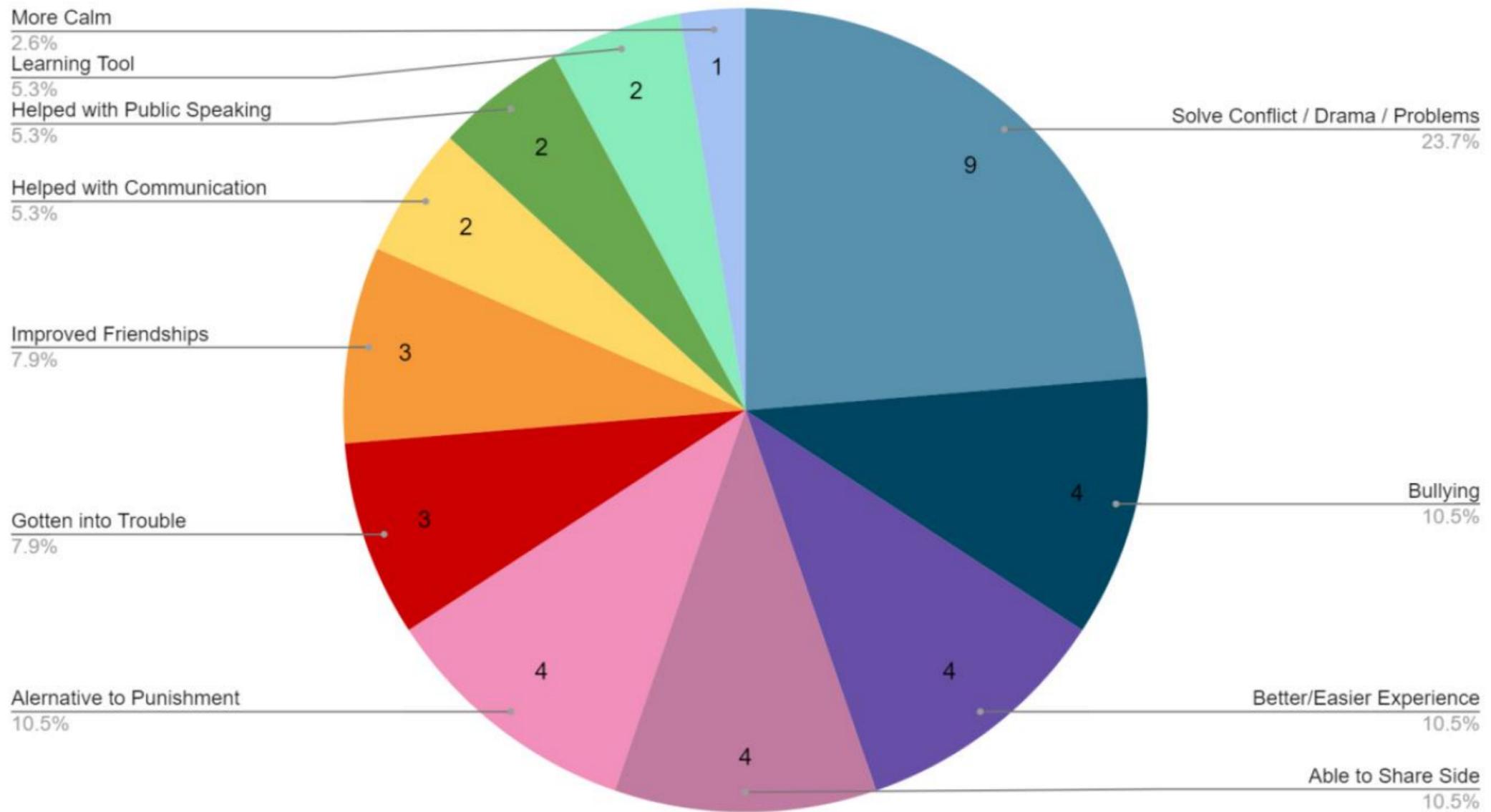
“This conversation actually really did impact me and made me think. Listening to other people speak helps inspire me.”

Local Youth Feedback on Circles
March 2022 - Present

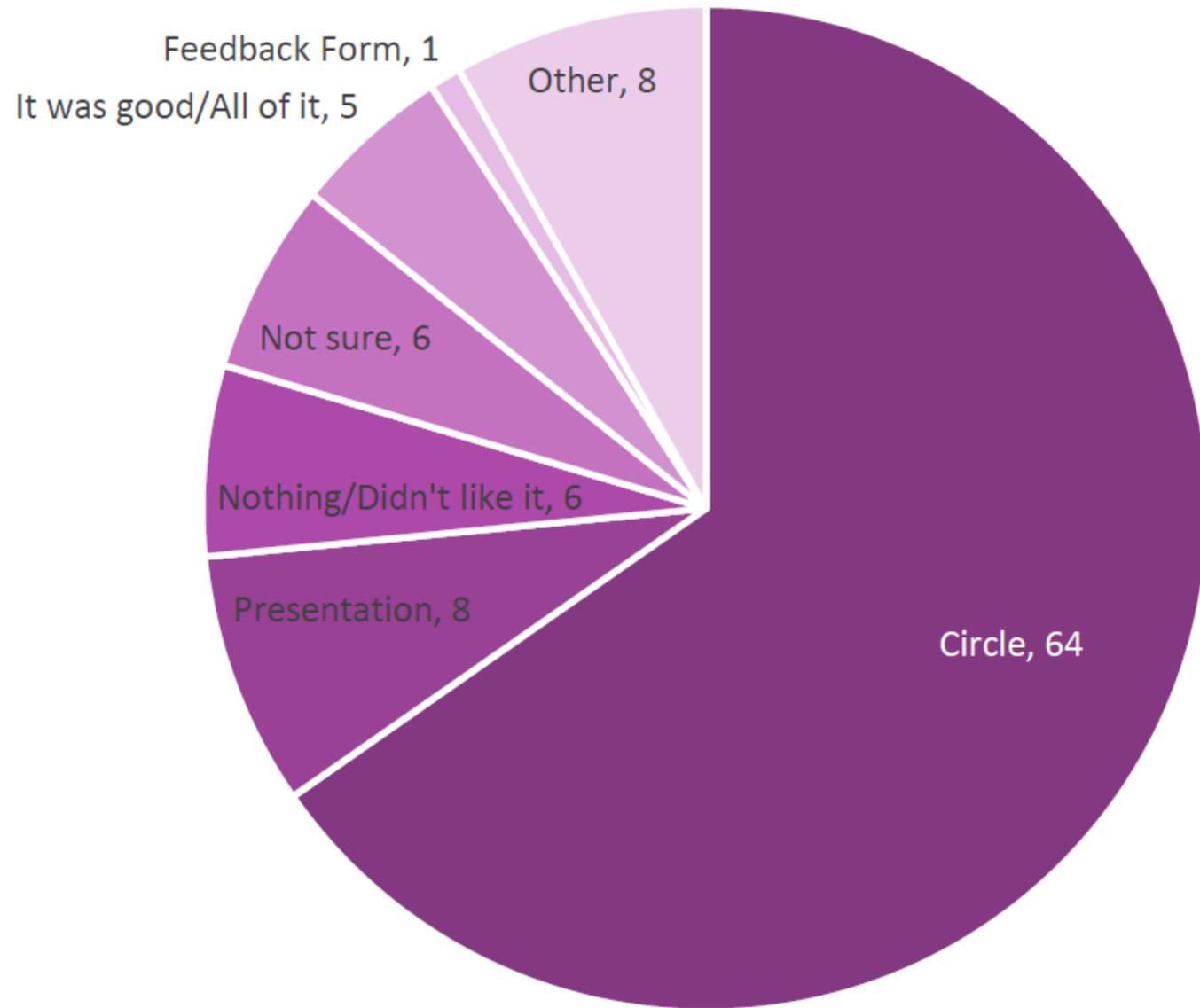
Do you Wish RJ was Available During Previous School Years? (112 Responses)



How Would Have RJ Changed Your School Experience? (38 Responses)



What was your favourite part of the workshop?



Comments:

“Knowing problems can be dealt with differently.”

“Recognizing everyone the way they are.”

“Being open.”

“Being able to have a voice.”

“We did not have to talk if we didn't want to.”

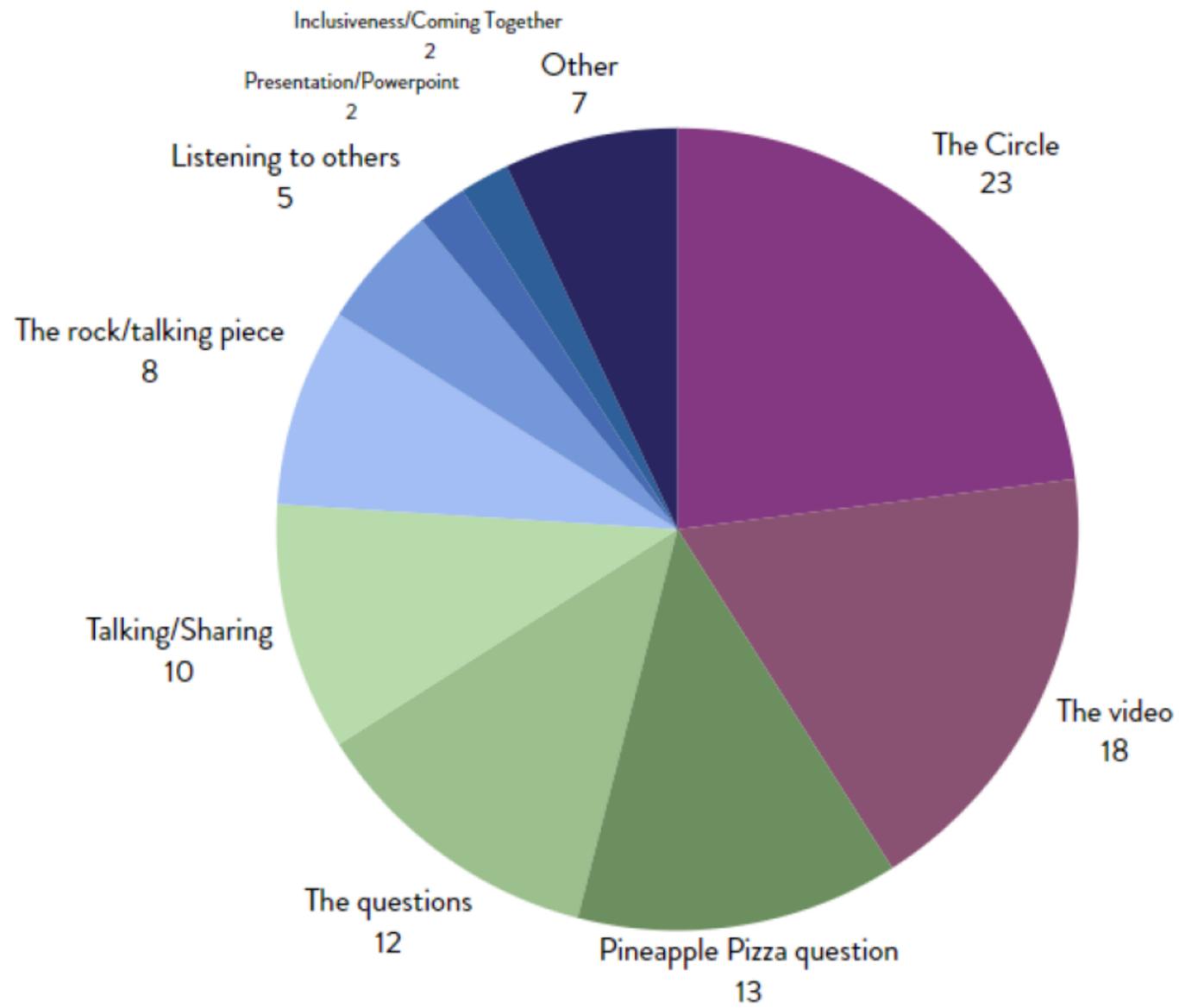
“Listening to people talk in the Circle.”

“Talking about ourselves.”

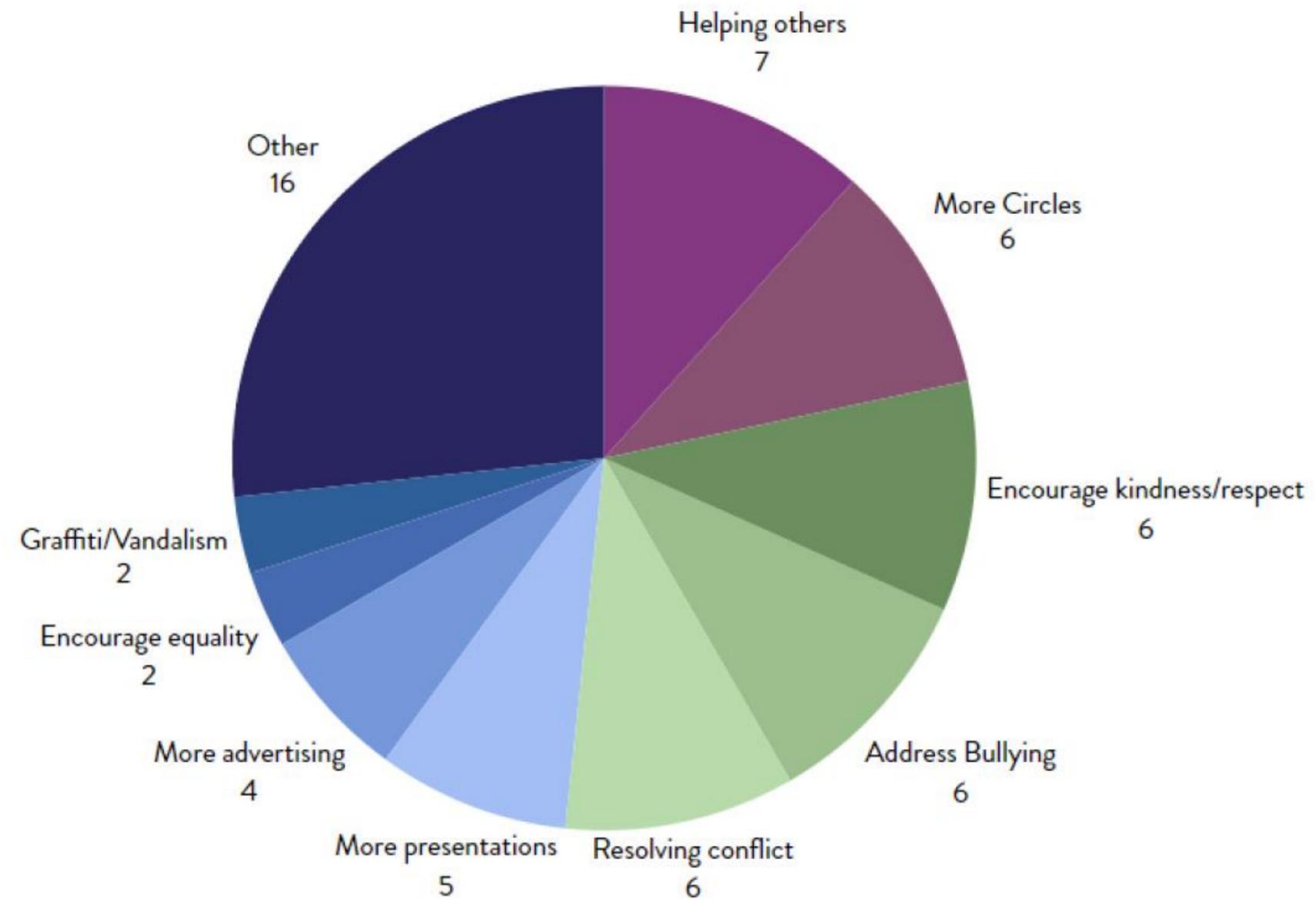
“I like when we passed around the rock. I just passed it on when I didn't know what to say.”

“Probably when we tossed the rock around the Circle and shared our thoughts.”

What was your favourite part?



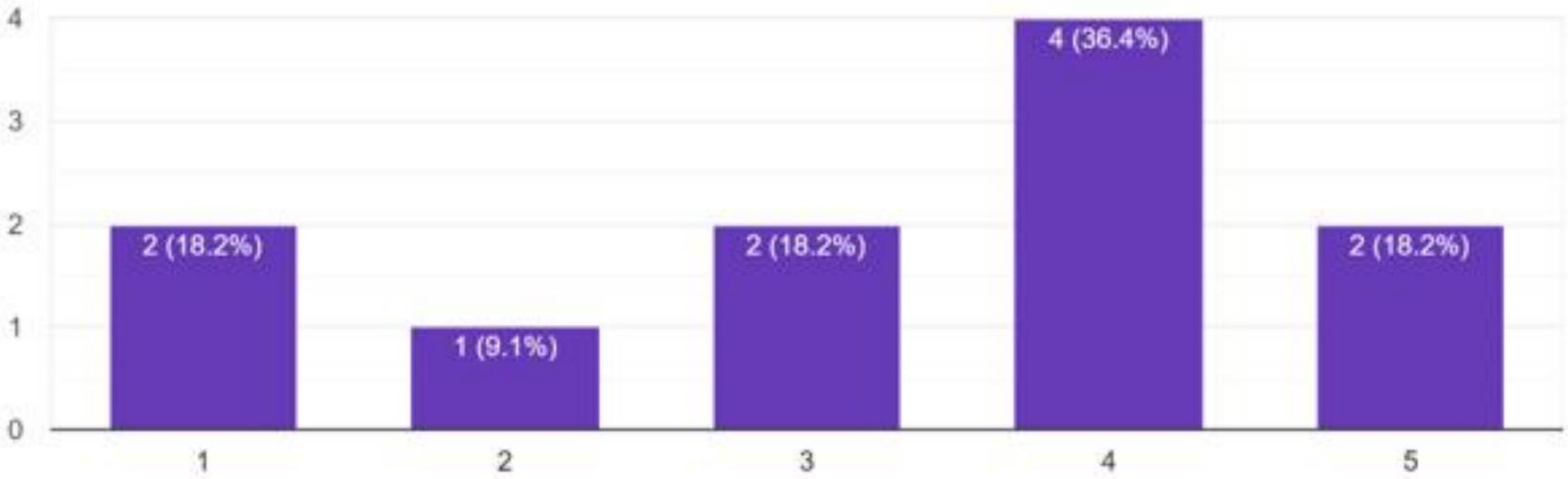
What would you like to see YRA do at Brooks?



Grade 8 Presentations, Nov 2023

How interested are you in having YRA come to your classroom to facilitate Circles or teach about Restorative Justice/Approaches?

11 responses



What would you like to see us doing more of?

11 responses



Brooks Teacher Survey, March 2024

School Districts in BC Utilizing Restorative Approaches

School District #33 Chilliwack ~ Chilliwack Restorative Justice

School District #34 Abbotsford ~ Abbotsford Restorative Justice & Advocacy Association

School District #36 Surrey

School District #42 Maple Ridge & Pitt Meadows ~ Community Services RJ

School District #44 North Vancouver ~ North Shore Restorative Justice

School District #45 Langley ~ Community Justice Initiative BC

School District #46 Sunshine Coast ~ Restorative Justice Program of the Sunshine Coast

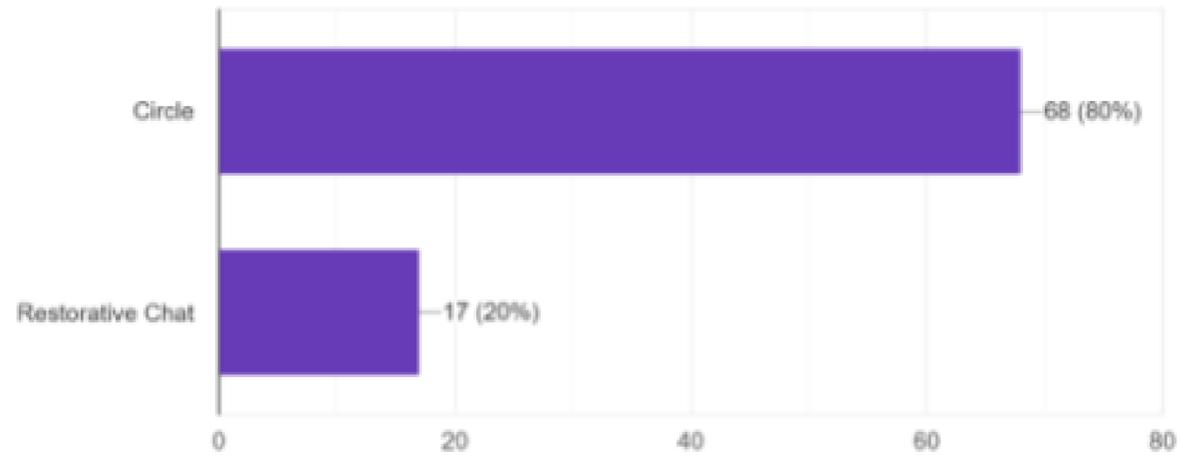
School District #48 Sea to Sky

School District #69 Arrowsmith ~ Arrowsmith Community Justice Association

School District #74 Lytton ~ Lytton Restorative Justice, Prevention & Education Program

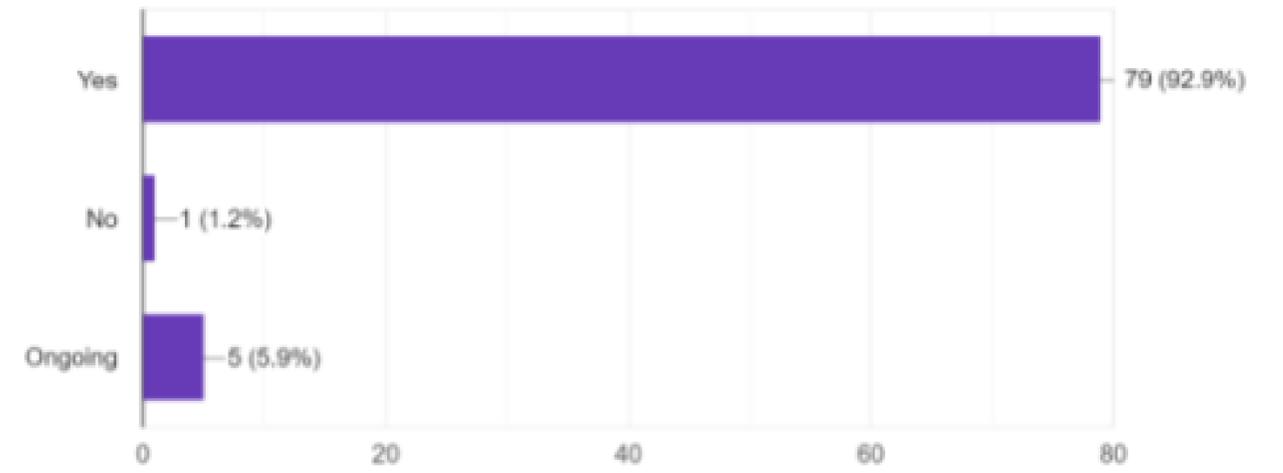
Structure

85 responses



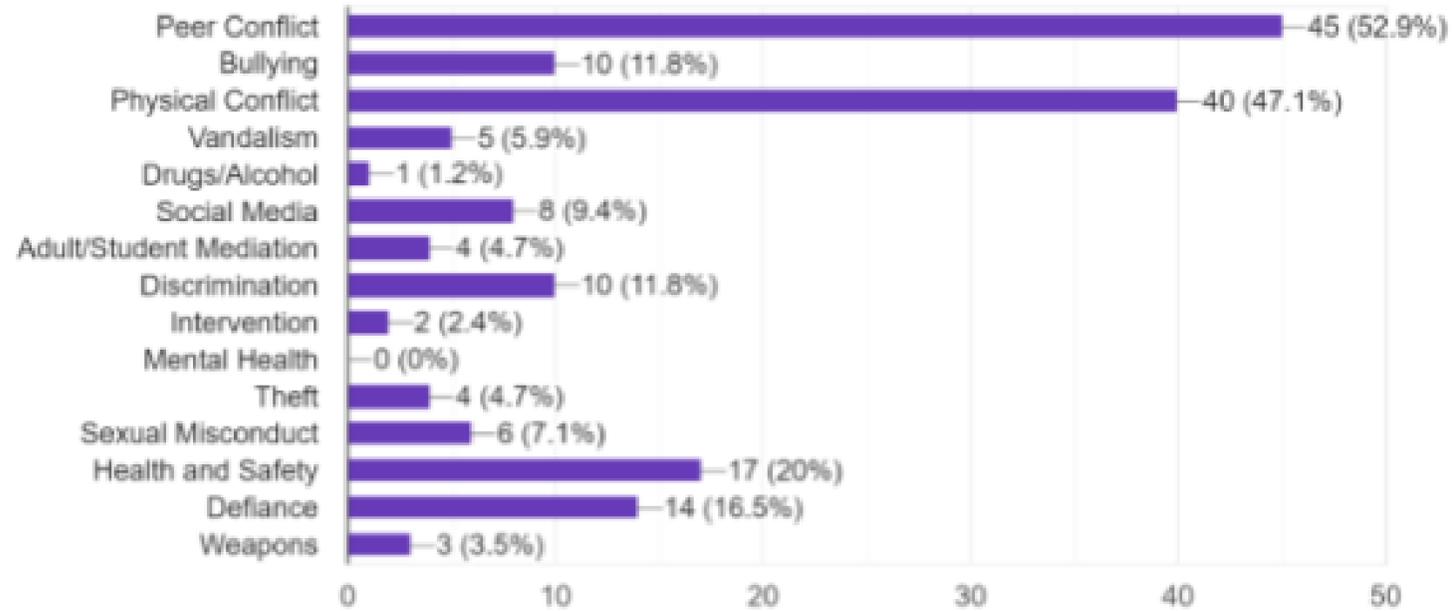
Resolution

85 responses



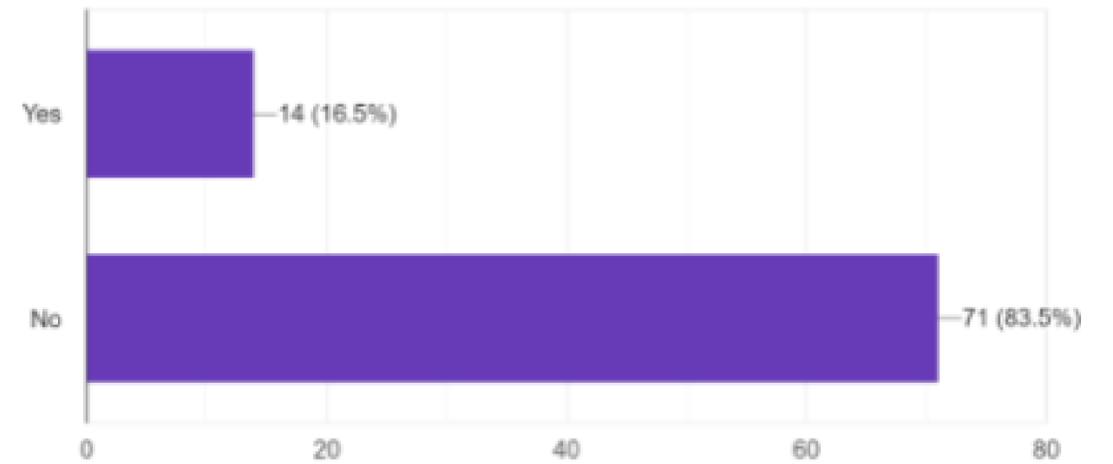
Theme

85 responses



Recidivism

85 responses



School District 48 Circle Data

Sept 2019 to present

Provided by Cory Hartling, Restorative Practices & Technology

Cultivating Connection

paʔa kʷʊms qʷayigən

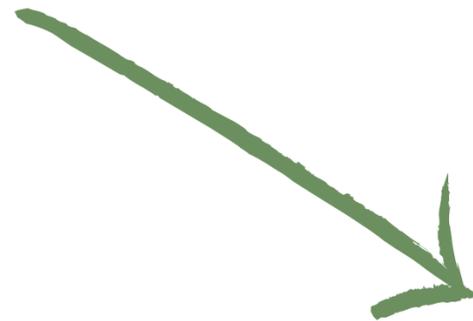
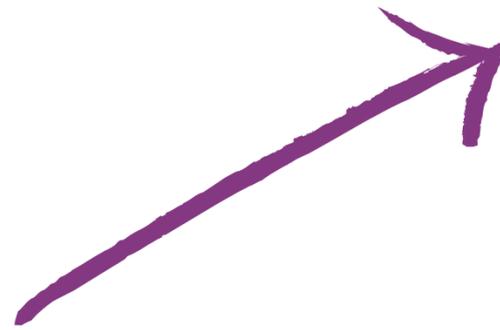
Prioritize mental health, community connections, and social-emotional learning.

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



RA in schools promotes a sense of belonging, safety, respect, inclusion and trust.

Promotes the development of: assertive skills, problem solving, emotional awareness, social and interpersonal skills, shame management skills, perspective taking & curiosity (Lodi et al., 2021).



The nature of crimes are typically rooted in mental health issues, poor skills in empathy and emotional regulation, and/or broken social bonds and alienation (Leyton & Stewart, 2014; CPHO, 2018; Public Safety Canada, 2018). As traditional punishment (suspension, expulsion, charges, incarceration) often results in isolation and exclusion from peers and the wider community and stigmatizes with deviant labels, it can interfere with successful rehabilitation and reintegration. This can contribute to reoffending, violence, alcohol and drug use (Wong, 2016; Ministry of Children & Youth Services, 2013; Johnson, 2015).

Restorative Justice is equipped to effectively address these root causes and provide supports, increasing the likelihood that the harmful behaviour will be recognized, repaired and changed (Bonta, 2002).

RA builds & cultivates positive relationships & communication between peers, students and teachers. (Lodi et al., 2021)

In addressing violence, co-ordination must occur across policy sectors (social, justice, education and health) and at all levels within each jurisdiction: at the provincial level (to establish a policy framework); at the local community level (to co-ordinate services and to identify needs, gaps and solutions); and at the individual level (to provide effective case management and conferencing mechanisms). (FPT Working Group, 2013).

RA contributes to the reduction of racial, cultural, gender and socioeconomic status inequality and exclusion (Lodi et al. 2021)

RA built their capacity to handle conflict nonviolently, improved relationships with their peers, and increased their attachment to school (Bickmore, 2003). One study in a middle school in California that implemented Restorative approaches to discipline found that there was an 87% decline in suspensions, and expulsions were reduced to zero (Sumner et al, 2010).

Cultivating Integrity/ Responsibility

hays qayumix^w

ʔayʔaytawθ

*Prioritize climate change,
organizational health,
and sustainability.*

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

RA ensures that perpetrators are given increased supports, a deeper understanding of the impact of their actions on others, and the opportunity to repair the harm where possible. (Lodi et al, 2021)

RJ is rooted in Indigenous ways of knowing. Restorative ways of being can be found in Indigenous cultures throughout Turtle Island and across the globe: Navajo (Peacemaker Courts), Māori (concepts of muru & utu), Hawaiian (ho'oponopono), Pashtun (jirga), Arab (sulha), Celtic (Brehon laws), Zulu and Xhosa (ubuntu).

Studies show that cases facilitated by peers are most effective. The Massachusetts Association of Mediation Programs cited an 85-95% resolution rate in student conflicts that go to peer mediation (MAMP 1995). Peer mediation programs are associated with reduction in physical aggression (Cunningham et.al. 1998), built their capacity to handle conflict nonviolently, improved relationships with their peers, and increased their attachment to school (Bickmore, 2003). It is particularly effective for youth with criminal history, as students who previously been aggressive or disruptive frequently become particularly effective peer mediators (Lupton-Smith et.all 1996).

Through the Restorative Justice process, qCJ provides an opportunity for the victim(s), offender(s) and community to communicate about the causes, circumstances and impact of the crime, and how the related needs and reparation of harm can be addressed.

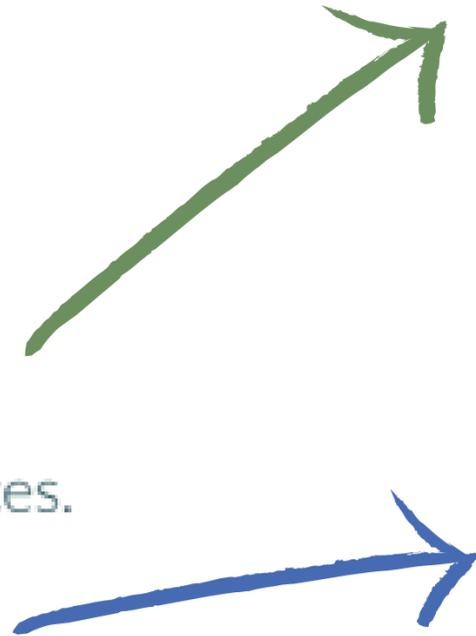
This support from the community, embedded within the process, serves as an opportunity for the offender to reconnect to the larger community. By understanding the implication of their actions and taking accountability, along with the community reintegration, the likelihood of reoffending is reduced (Zehr, 2002; Braithwaite, 2002; Strang et al., 2013).

Cultivating Curiosity

payot gagayɛtən

Transform our learning environments into places of innovation.

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



RA promotes participatory & co-creative decision-making and learning between students and staff, and schools and families. (Lodi et al., 2021)

Encourages school community to work together in a proactive, constructive, and respectful way to expose issues and find strategies & solutions together (Lodi et al., 2021)

Restorative Approaches promotes alternative and nonviolent methods of communication that allows for the possibility of discussing different opinions, beliefs and values respectfully, while encouraging awareness of interconnection and how to work together to find solutions/middle ground. (Lodi et al., 2021)

It promotes empathy as students express their emotions, listen to and understand the emotions of others, reflect on their feelings, thoughts and actions, and take responsibility for their behaviour (Lodi et al., 2021)

Curiosity is at the heart of Restorative Approaches. It's about asking questions, listening for understanding and not making assumptions.



Scan here for Restorative
Justice resources



Scan here for RJ in
Schools resources

YRA COORDINATOR
Chelsea Friesen
(604)414-5197
Chelsea@qathetCJ.or

Youth@qathetCJ.org
@youthrestorativeaction.qathe

qCJ COORDINATOR
Siobhan Brown
(604)414-4203
Siobhan.Brown@qathetCJ.org

Citations

Bickmore, K. Peer mediation training and program implementation in elementary schools: Research results. *Conflict Resolution Quarterly* Vol 20, Issue 2. p. 137-160.

Bonta, J., Wallace-Capretta, S., Rooney, J., & McAnoy, K. (2002). An outcome evaluation of a restorative justice alternative to incarceration. *Contemporary Justice Review*, 5, 319-338

Braithwaite, J. (2002). *Restorative Justice & Responsive Regulation*. Oxford: Oxford University Press.

Chief Public Health Officer of Canada. (2018). Preventing Problematic Substance Use in Youth, The Chief Public Health Officer's Report on the State of Public Health in Canada 2018. Accessed from <https://www.canada.ca/content/dam/phac-aspc/documents/corporate/publications/chief-public-health-officer-reports-state-public-health-canada/2018-preventing-problematic-substance-use-youth/2018-preventing-problematic-substance-use-youth.pdf>

Cunningham, C., Cunningham, L., Martorelli, V., Tran, A., Young, J. & Zacharias, R. (1998). The Effects of primary division, student-mediated conflict resolution programs on playground aggression. *Journal of Child Psychology and Psychiatry* 39(5), 653-662.

Federal-Provincial-Territorial (FPT) Ad Hoc Working Group on Family Violence (2013). *Making the Links in Family Violence Cases: Collaboration among the Family, Child Protection and Criminal Justice Systems*.

Johnson, R., Pagano, M., Lee, M., Post, S., (2015). Along on the Inside: The Impact of Social Isolation and Helping Others on AOD Use and Criminal Activity. *Youth Soc.* 50(4), 529-550.

Leyton, M., & Stewart, S. (Eds.). (2014). *Substance abuse in Canada: Childhood and adolescent pathways to substance use disorders*. Ottawa, ON: Canadian Centre on Substance Abuse. Accessed from <https://www.ccsa.ca/sites/default/files/2019-04/CCSA-Child-Adolescent-Substance-Use-Disorders-Report-2014-en.pdf>

Lodi, E., Perrella, L., Lepri, G. L., Scarpa, M. L., & Patrizi, P. (2021). Use of Restorative Justice and Restorative Practices at School: A Systemic Literature Review. *International Journal of Environmental Research and Public Health*; 19 (1): 96, doi: [10.3390/ijerph19010096](https://doi.org/10.3390/ijerph19010096)

Lupton-Smith, H. S., Carruthers, W. L., Flythe, R., Goette, E., & Modest, K. H. (1996). Conflict resolution as peer mediation: Programs for elementary, middle, and high school students. *The School Counselor*, 43, 372-391

Massachusetts Association of Mediation Programs (MAMP). (1995). *A is for alternatives to violence: A primer for peer mediation program training and resources*. Boston: MAMP.

Ministry of Children and Youth Services (2013). *Stepping Up: A Strategic Framework to Help Ontario's Youth Succeed*.

Public Safety Canada. (2018). *Bullying prevention in schools*. Government of Canada. Accessed from <https://www.publicsafety.gc.ca/>

Strang, H., Sherman, L, Angel, C., Woods, D., Bennett, S., Newbury-Birch, D., and Inkpen, N. (2006) 'Victim evaluations of face-to-face restorative justice conferences: A quasi-experimental analysis.' *Journal of Social Issues*, 62 (2): 281-306.

Sumner, M.D., Silverman, C.J., and Frampton, M.L. (2010). *School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland*. Berkeley, CA: Thelton E. Henderson Center for Social Justice.

Wong, J., Bouchard, J., Gravel, J., Bouchard, M. & Morselli, C. (2016). Can at-risk youth be diverted from crime? A meta-analysis of restorative justice diversion programs. *Criminal Justice and Behavior*. 43. 1310-1329. 10.1177/0093854816640835.

Zehr, H. (2002). *The Little Book of Restorative Justice*. Intercourse, PA: Good Books.



REGULAR BOARD MEETING

4:00 pm, Wednesday, March 13, 2024
School Board Office

MINUTES

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

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Rob Hill

The meeting was called to order at 4:01 by Chairperson Miller.

LAND ACKNOWLEDGEMENT

PRESENTATION: Student Leadership Team – J. Kennedy

Principal Jennifer Kennedy, accompanied by Westview Elementary students Olivia and Zoe (grade 7) and Brooks Secondary student Sophia (grade 9), shared insights into the qathet Student Council. This council brings elementary and secondary students together for a monthly meeting hosted at Westview Elementary. Facilitating transportation, school administrators accompany students from their respective schools to the meetings. With a total of 24 students involved, the council focuses on fostering communication skills to address broader student issues effectively. Students from the Partners in Education (PIE) programs are included in the council. Administrators are exploring strategies to involve Texada Elementary students, who face logistical challenges in participation.

The council has recently discussed the Student Learning Survey, emphasizing the significance of student voices and empowerment. Council objectives include enhancing school climate, fostering student-staff relationships, promoting goal-setting, strategic thinking, communication proficiency, and boosting student engagement and motivation. The inclusion of both elementary and secondary students has facilitated intergenerational learning and mentorship opportunities.

Olivia, Zoe, and Sophia reflected on their experiences within the council, expressing gratitude for the opportunity to voice opinions, share ideas, contribute to decisions, and interact with peers from different schools, gaining insights into district-wide activities. Trustees echoed their enthusiasm for student engagement and participation within the council.

QUESTION PERIOD

There were no questions.

CHAIRPERSON'S REMARKS

"I'd like to start with a long-awaited update regarding the expansion of daycares – the modular delivery and installation of the daycare at Edgehill Elementary happened in early March – please look for the video on our social media channels! We are one step closer to creating more spaces, and support for families, with childcare.

As you know, the forest behind Edgehill Elementary, known as the Treaty Settlement Land, is part of the Tla'amin Territory. The Nation generously permits our school to use outdoor classrooms on their land, accessed through the trails located at the back of the school's field. Last year, Thichum Forestry, a company committed to the sustainable management of natural forestry resources for all Tla'amin Nation members, logged a large portion of this forest because it was considered unhealthy. The time has arrived for them to replant the trees, and Thichum extended the invitation to our Edgehill students to help with their silviculture experiment (plant a bunch of seeds to see which ones grow). Tomorrow, our students will participate in replanting a variety of trees with the forestry company on the Treaty Settlement Lands. Some specific areas will be marked as tree measurement plots, providing our students with the opportunity to monitor progress over time and continue learning about forestry, silviculture, and climate change.

Looking forward, April 5th is Tla'amin Day, which recognizes the effective date of the Tla'amin Treaty. It is a day when we should all reflect on our reconciliation journey with the Nation, acknowledging the steps that we have taken to move forward, and those that are still needed. In September 2023, we announced the change of name for our School District to qathet School District. A commitment to truth and reconciliation as well as a priority to support self-determination is woven throughout our strategic plan as we work to make our schools more welcoming and inclusive places of learning.

I'd like to quickly highlight two exciting programs that are currently running in the District:

First, the GIJE (Guided Indigenized Journey to Excellence) Academy is a land-based, experiential, and culturally immersive program. It honours Indigenous knowledge and ways of being and doing to provide students with a safe, holistic, and identity affirming education while offering credits towards their graduation.

Secondly, the ʔayʔajuθəm Immersion program offered at Cousin's House for kindergarten and grade one students to learn the ʔayʔajuθəm language.

These are two exciting programs that highlight our collaboration with the Tla'amin Nation Education Department, and our commitment to creating the conditions that will provide a high-quality education for every student to succeed in school and in life."

1. ADOPTION OF AGENDA

MOVED: M. MASON

SECONDED: K. VAN'T SCHIP

THAT the Regular meeting agenda of March 13, 2024, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: M. MASON

SECONDED: K. VAN'T SCHIP

THAT the Regular meeting minutes of February 21, 2024, be adopted as amended.

STATUS: CARRIED

A correction was noted to the attendance (Trustee Mason was not in attendance) and to the seconder in item 2 (D. Lawson).

3. REPORT OF CLOSED MEETINGS

3.a) February 21, 2024 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) BCSTA to A. Chell – Thank You

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the correspondence listed in item 4.a) be received.

STATUS: CARRIED

5. OUTGOING CORRESPONDENCE

5.a) Board to M. Munroe – PRISMA

5.b) Board to W. Dunlop, Abigail, Danielle, Madeline – Brooks GSA

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) District Logo Initiative – K. Payne (presentation)

K. Payne shared stakeholder feedback that helped to inform directional sketches for the school district logo by Tla'amin Nation artist Kobe Galligos. These early sketches have also been shared with stakeholder groups for additional feedback.

The sketches incorporate integrated animals, chosen for their symbolic significance, such as the hummingbird, which represents forward movement while acknowledging the past. Other concepts emphasize collaboration and integrity, with elements working together to convey inclusivity.

Feedback from stakeholders highlighted preferences for certain elements, such as the incorporation of alive elements like hands, representing a human touch and connection. There's a consensus on favoring designs that tell a story, embrace simplicity, and maintain a balance between intricate details and scalability for smaller applications.

Trustees expressed appreciation for designs featuring elements like the hummingbird and killer whale, along with the concept of big and small elements representing connection and inclusivity. They support the direction taken by the team and anticipate further evolution of the logo.

Overall, the initiative is guided by the goal of creating a logo that reflects the district's identity, fosters a sense of connection, and resonates with stakeholders, with ongoing opportunities for consultation and refinement as the project progresses.

6.b) qathet Regional Cycling Association Survey

J. Yule presented the findings of a survey conducted by the qathet Regional Cycling Association regarding a proposed bicycle path from the Westview Recreation Complex to Brooks Secondary. The association expresses optimism about the potential of this path to enhance active transportation options for students, staff, and the public.

The City of Powell River initially proposed the path to the previous board in March 2022, as part of a phased initiative to improve active transportation infrastructure. Subsequently, the board endorsed the proposal by issuing a letter of support. S. Hopkins raised a concern regarding potential increased traffic of riders on school property, as users may traverse to other destinations beyond the school.

Further, S. Hopkins highlighted that plans for enhanced covered bike storage for students and staff at the school site have been approved. The planning phase has been completed, with development expected to commence in late spring or summer. Additionally, existing security cameras will monitor the new bike parking area.

6.c) Framework for Enhancing Student Learning (FESL) – Feedback

A. Burt delivered an overview of the Framework for Enhancing Student Learning, highlighting its role as a continuous improvement cycle for school districts, serving as a roadmap to enhance student outcomes. The framework emphasizes equity and parity, with a focus on strategies and interventions aimed at improving outcomes for all students, and in particular students in care, indigenous learners, and students with diverse abilities.

The ministry is actively supporting districts through facilitated sessions, responsive feedback mechanisms, and collaborative working sessions to advance the educational objectives of continuous improvement. J. Yule and A. Burt shared feedback provided by the ministry regarding the district's recent Enhancing Student Learning report:

- Provide clear evidence of the monitoring cycle and demonstrate how data informs practice.
- Conduct deeper data analysis and ongoing interpretation. Staff will strive to develop two mid-year reports aligned with the planning and reporting cycle.
- Enhance the description of engagement processes, focusing on intentional engagement with various stakeholders at different stages. Staff will draft a plan for ongoing engagement with stakeholders.
- Evidence alignment with Administrative Procedure 100

Staff will work to ensure feedback received is incorporated into reporting cycles, in and in particular the upcoming ESL report.

- 6.d) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to February 29, 2024
The report was provided as written.

MOVED: M. MASON

SECONDED: K. VAN'T SCHIP

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

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

- 7.a) 2024/2025 Anticipated Budget Process (oral)

S. Hopkins delivered an update on the 2024/25 budget development process, indicating that interim grants are anticipated to be announced this week. Following spring break, administrators will commence the staffing and planning cycle for the upcoming school year. The district's budget for 2024/2025 is scheduled to be drafted by May, with current service levels expected to be maintained. The current year's budget has been influenced by the strategic planning cycle, and it is anticipated that the starting point for the new budget will be status quo, with the monetary value of services remaining roughly the same.

- 7.b) Capital Bylaw No. 2023/2024-CPSD47-03 – Adoption

A capital bylaw is required to approve the amended capital funding which includes emergent funding required to replace a school bus.

- 7.c) Month End Financial Report as at February 29, 2024

The monthly report has been revised to incorporate the amended budget. The allocation of 39% of the available budget at the end of February remains consistent with previous years.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT Capital Bylaw No. 2023/2024-CPSD47-03 be adopted in support of the acquisition of a new school bus.

STATUS: CARRIED

MOVED: K. VAN'T SCHIP

SECONDED: D. LAWSON

THAT the Secretary Treasurer's report be received as presented.

STATUS: CARRIED

8. OTHER BUSINESS

8.a) BCSTA Leadership Series – J. Miller (oral)

K. Van't Schip and J. Miller attended the BCSTA South Coast Branch Leadership series in Gibsons alongside K. Brach and A. Burt. The series centered around monitoring data on children in care, indigenous students, and students with disabilities. Trustees expressed appreciation for the opportunity to convene as a branch and engage in a full day of learning.

QUESTION PERIOD

I. Loveluck inquired about whether the district would require teachers to gather supplementary data for the Enhanced Student Learning report. J. Yule responded that administration would first assess the existing data being collected and reported before contemplating any additional requirements. I. Loveluck proposed elementary classroom reviews as a potential data source and noted ongoing discussions regarding numeracy assessments for elementary students.

A. O'Keefe sought clarification on the development of the district logo. K. Payne provided a response.

MEDIA QUESTION PERIOD

There was no media present.

ADJOURNMENT

MOVED: D. LAWSON

THAT the Regular Board Meeting be adjourned at 5:33 p.m.

STATUS: CARRIED

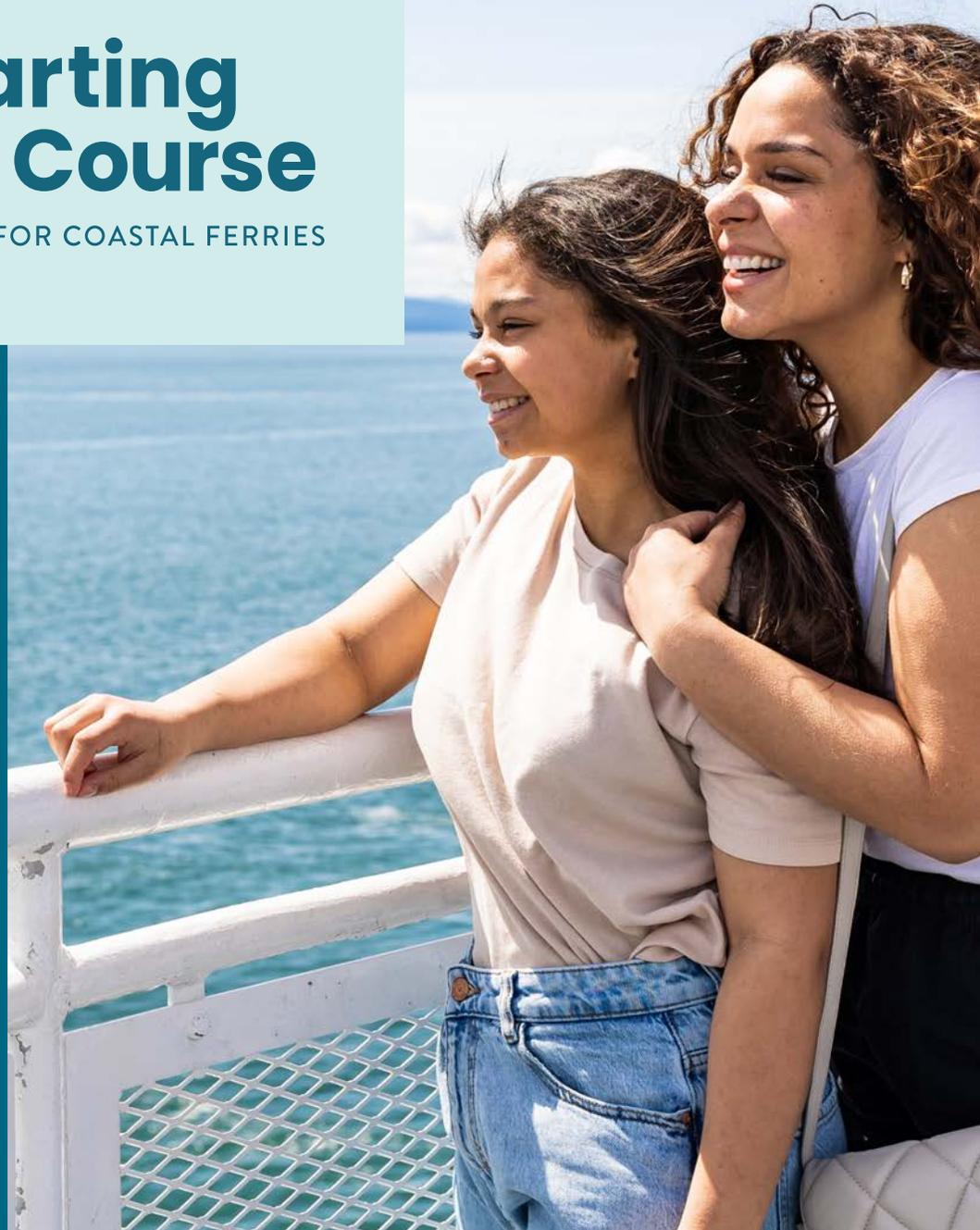
J. Miller
Chairperson

S. Hopkins
Secretary-Treasurer



Charting the Course

A VISION FOR COASTAL FERRIES



Engagement & update report



MARCH 2024

CEO Message	1
<hr/>	
Land Acknowledgement	2
<hr/>	
Overview of process	3
<hr/>	
Fall Engagement Summary	4
Reconciliation	6
Goals and Objectives	7
<hr/>	
Near-Term Actions Underway	9
<hr/>	
Areas of Work to Complete the Vision	12
Service levels	12
Integration of ferry services into the wider transportation network	13
The coastal ferries system’s role in the movement of goods	13
Pricing and demand management	14
Targets for GHG emissions reductions	14
Funding	14
Additional topics	16
<hr/>	
Next Steps	17
<hr/>	
Appendix — Fall 2023 Engagement Report	18

CEO Message



WE MUST EVOLVE HOW
WE WORK WITH THE
COMMUNITIES WE SERVE.

BC Ferries is an essential public service – one that moves millions of people around our province every year. We hear every day from our customers what’s important to them, and it’s reassuring to see those same themes rise to the top in what the broader public and our partners shared with us during the Fall 2023 portion of our Charting the Course public engagement.

It’s your feedback that guides how we “Chart the Course” for today and well into the future. Having full confidence that our priorities align with the public’s sets a strong mandate for us to keep pushing ahead, particularly with our work to deliver more capacity and reliability, while balancing those significant efforts with keeping ferry travel as affordable as possible.

Specifically, you told us that operating in the public interest means focusing on the goals of reliable and available services that are affordable and efficient, safe and comfortable, convenient and integrated, and environmentally sensitive and resilient. There are some clear areas where we are acting now, and where we need to keep making progress as we look longer term. Based on these engagement results, over the coming months, we’ll be digging deeper into a review of service levels, how ferry services can be better integrated into the wider transportation network, the role we play in the movement of goods, what improvements we can make in our approach to both pricing and demand management, to doing our part in reducing GHG emissions.

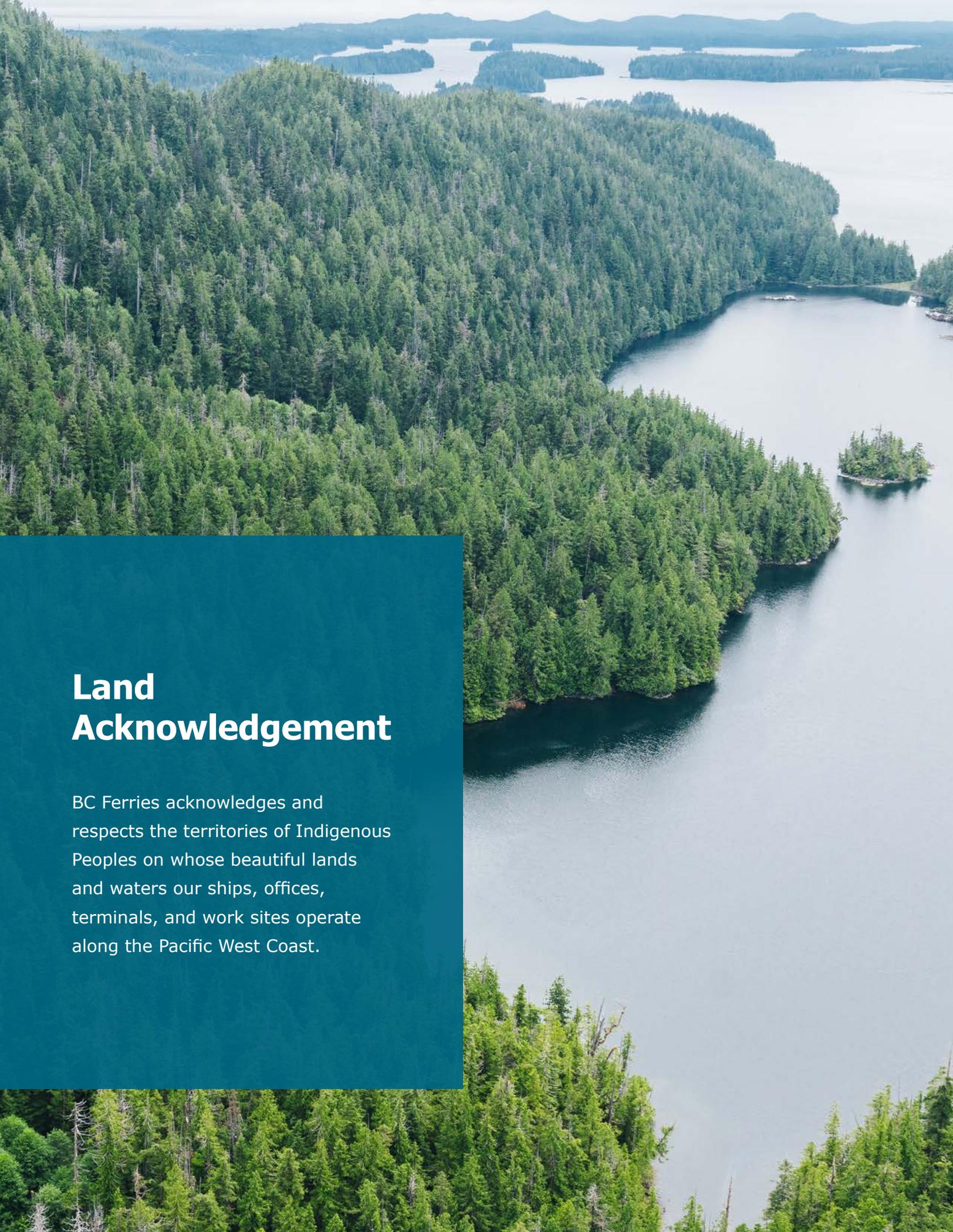
We are tackling more immediate priorities at the same time. Our people are our most important asset, and for too long they haven’t seen their pay keep up with the market. We’re in the process of fixing that while enhancing other components of their jobs to improve work-life balance and set ourselves back on the path to be an employer of choice.

On the infrastructure side, we have an aging fleet that is in need of renewal, and we have a plan to do that in a way that gets us ready to handle the fast-growing population here in B.C.

We also must evolve how we work with the communities we serve. That means doing more to hear directly from people who live there and continuing to build strong partnerships with the Indigenous communities on whose traditional territories we operate every day.

We are focused on building a more resilient ferry service to take us into the future: a service that is affordable, improves reliability, has built-in redundancy, can be supported by our shareholder and stakeholders, and provides our people with long-term career growth and opportunity.

Nicolas Jimenez



Land Acknowledgement

BC Ferries acknowledges and respects the territories of Indigenous Peoples on whose beautiful lands and waters our ships, offices, terminals, and work sites operate along the Pacific West Coast.

Overview of Process

In response to the evolving needs of the many communities we serve, BC Ferries Inc, and the BC Ferry Authority (together, BC Ferries) are leading a new journey to reshape our role in the delivery of coastal ferry services. Called *Charting the Course*, it aims to identify what's needed to keep people, goods, and services in coastal communities connected today and well into the future.

Our approach was designed to ensure we heard from diverse voices and to lay the groundwork for a vision for the coastal ferry system that reflects the aspirations of those who use and rely on this essential service.

Recognizing the many challenges and opportunities presented by long-term trends in population growth, how and where people live and work, technological advances, climate change impacts and evolving infrastructure needs from trends such as vehicle electrification, we are firmly committed to creating a ferry system that's sustainable, resilient and equipped to serve future generations. As a first step in this journey, we undertook comprehensive public engagement in Fall 2023 to talk about our vision and to gather feedback on six proposed goals and objectives for the ferry system, which are that it be reliable, integrated, safe, climate sensitive, affordable and efficient, and user-focused.

This report summarizes the Fall 2023 engagement activities and provides an overview of BC Ferries' response to the feedback we received from the public. The report concludes with a brief discussion about next steps, including future areas of engagement. The detailed Fall 2023 engagement report is included in the Appendix.



- ✓ RELIABLE
- ✓ INTEGRATED
- ✓ SAFE
- ✓ ENVIRONMENTALLY SENSITIVE & RESILIENT
- ✓ AFFORDABLE & EFFICIENT
- ✓ USER-FOCUSED

Fall Engagement Summary

The Fall 2023 engagement focused on a ferry system operating in the public interest, sharing and receiving feedback on six proposed goals and objectives to guide long-term planning activities. The engagement also captured additional topics for the vision to address. Through a series of targeted workshops, discussions and an online survey, BC Ferries received feedback from the public, BC Ferries' staff and key interest holders.

Overall, we found robust support for all six proposed goals and objectives.

The feedback paints a nuanced picture, highlighting the relationship between current operational challenges and aspirations for future enhancements. Participants expressed dissatisfaction with cancellations particularly in the past two summers – especially those that were the result of staffing issues and mechanical failures – and emphasized the need for increased sailing frequency, particularly during peak periods. This points to an operational gap we are currently addressing, with a focus on better staffing strategies and proactively addressing mechanical issues where possible.



We also heard there is a need for an equitable and efficient reservation system, coupled with affordable pricing. The feedback – especially from residents and local community members – suggests that the current system is perceived as inequitable and should better reflect the needs of different ferry users where feasible. This sentiment underscores a broader desire to make ferry services more accessible and affordable, particularly for those who rely on them as an integral part of their daily lives.

Environmental sustainability emerged as a shared theme among participants, with calls for reducing carbon emissions and integrating sustainable practices. This included enhancing public transit connections and supporting travel options

that do not require use of a personal vehicle, reflecting a growing environmental consciousness and desire for a more integrated transportation network.

Regional differences in priorities were evident. Community members from the Sunshine Coast and Northern Gulf Islands emphasized the essential role ferries play in transportation, prioritizing basic service delivery over luxury or tourist-focused amenities. Meanwhile, key interest-holder groups (such as tourism associations and regional districts) highlighted the necessity of long-term strategic planning, encompassing emerging transportation trends and addressing issues related to staff, such as competitive wages and career advancement opportunities.

The overarching sentiment we heard through the engagement process was a blend of frustration with service reliability and availability and an optimistic outlook on the potential for change. Participants are calling for more transparent communication, strategic investment in infrastructure and the workforce, and a management approach that is more responsive to employee and community needs. The themes of the feedback pointed to:

1

THE SUPPORT TO ALIGN OPERATIONAL IMPROVEMENTS WITH LONG-TERM STRATEGIC GOALS.

2

THE IMPORTANCE OF ENGAGING WITH, EDUCATING AND UNDERSTANDING THE UNIQUE NEEDS OF DIFFERENT COMMUNITIES.

3

THE IMPERATIVE TO EMBRACE INNOVATION AND SUSTAINABILITY AS BC FERRIES PLANS FOR LONG-TERM INVESTMENT IN THE SYSTEM.



RECONCILIATION

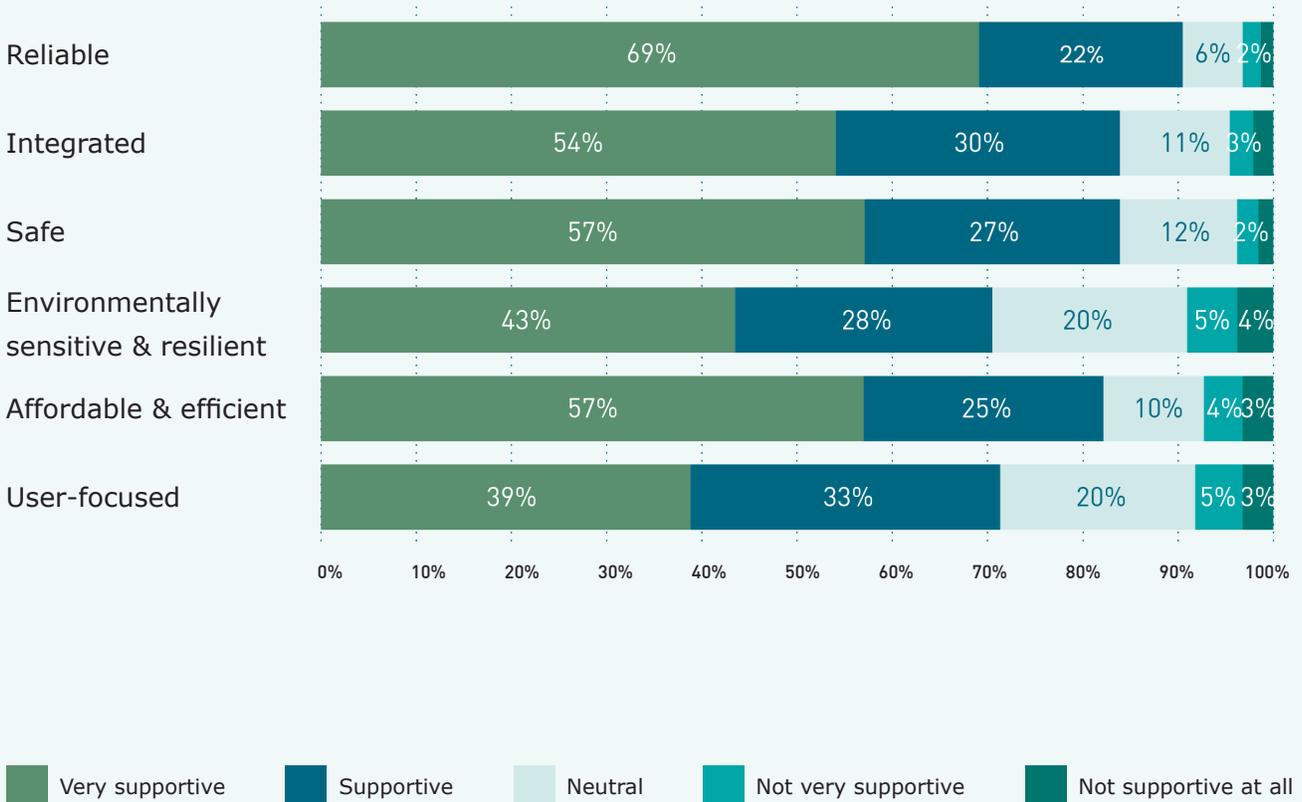
The entire coastal ferries system operates within First Nations' traditional territories as it both provides an essential service and impacts these territories. BC Ferries sails through and operates on the territorial waters and lands of more than 80 First Nations. Fall engagement results emphasized that it is critical to consider our role in advancing reconciliation within the coastal ferries system. After listening and carefully considering the feedback we received, reconciliation will be positioned as a strategic lens, underpinning the strategies and actions of the vision. This approach builds on the continued engagement for this project guided by the broader strategic goals for Indigenous relations for BC Ferries:

- + Establishing mutually respectful relationships with First Nations who have historical ties to lands and waters where BC Ferries operates
- + Proactively supporting recognition of local First Nations culture on vessels and in terminals
- + Fostering internal cultural awareness and capacity-building to support meaningful engagement with First Nations
- + Supporting project-based engagement and information sharing with First Nations
- + Seeking economic participation of First Nations through the operations of BC Ferries

Goals and Objectives

During Fall engagement, respondents were asked to rank, comment on and indicate their support for our six proposed long-term goals. The support was overwhelming – all areas were endorsed by at least 7-in-10 respondents. The support ranged from a low of 72% (user-focused) to a high of 91% (reliable).

Based on this feedback, these goals strongly reflect principles the public agrees BC Ferries should be using to build a foundation for the future of the coastal ferry system. The following graph provides an overview of the levels of support for each goal:



Modest updates to the goals and objectives were made in response to the feedback received from the public, interest holders, partners, Indigenous communities and BC Ferries’ staff:

- **Reliable Goal:** added ‘availability’ to reflect feedback that ferries need to not only run reliably, but be available for use when needed
- **Safe goal:** expanded the goal to include ‘comfortable’ to recognize that safety and comfort often exist along a spectrum
- **Environmentally sensitive & resilient:** expanded the goal to address feedback on the need for broader environmental action
- **User focused:** removed this goal, as the purpose was not well understood and the objectives were better positioned under other goal headings

The updated goals and objectives are provided in the table below:

	RELIABLE & AVAILABLE	AFFORDABLE & EFFICIENT	SAFE & COMFORTABLE	CONVENIENT & INTEGRATED	ENVIRONMENTALLY SENSITIVE & RESILIENT
GOALS: THE COASTAL FERRY SYSTEM IS	Meets the essential needs of ferry users	Provides affordable fare choices across the ferry system	Is safe for all customers and staff	Is planned with communities and supports regional, economic and tourism strategies	Supports government GHG reduction targets by decarbonizing and prioritizing transit and active modes
	Meets the needs of users during peak periods	Is cost effective in its delivery of benefits to customers and the public	Provides comfortable journeys	Is integrated into the wider transportation system to make it convenient to walk, roll or take transit	Is resilient to the effects of natural disasters and climate change
	Supports the efficient movement of commercial goods and services	Is financially sustainable and resilient to changing market and economic conditions	Is accessible to passengers of all abilities	Has information, ticketing and trip planning services that are convenient and easy to use	Supports emergency response to wildfires, seismic and climate-related events
	Operates reliably		Is a good neighbour and supports safe communities		Minimizes ecological impacts

Near-Term Actions Underway

Charting the Course will provide a vision for the coastal ferry system that keeps people, goods, and services connected in coastal communities. BC Ferries acknowledges its current issues and is taking concrete measures to address them. The following overview includes examples of some of the work BC Ferries is undertaking to achieve the goals and objectives and to address operational challenges.

GOALS	ACTIONS TAKEN TO DATE
<p>RELIABLE & AVAILABLE</p>	<p>WORKER RECRUITMENT</p> <ul style="list-style-type: none"> • Re-opened wage negotiations early with the union, with a proposed increase retroactive to October 1, 2023. The decision is pending • Improved shift patterns to support work-life balance • Enhanced offerings for casual and seasonal staff to provide financial stability and scheduling certainty • Improved benefits for exempt staff to align with best practices • Completed exempt compensation review to ensure salaries are competitive with the market and implemented more transparent compensation practices • Hired an additional 1,059 employees in the last 12 months and approximately 400 more new staff planned to start prior to end of June <p>SERVICE</p> <ul style="list-style-type: none"> • From April–December 2023, our system carried 18.4 million passengers and 7.6 million vehicles, an increase of 5% and 2%, respectively, compared with the same period in 2022 • Increased service up and down the coast, most significantly between Gabriola Island and Nanaimo Harbour, where 63,000 more vehicles moved compared with 2019 (a 17% increase), and introduced a higher frequency two-ship service • Focused maintenance and hiring activities to ensure 98.4% of all scheduled sailings proceeded as planned, with 85% of

	<p>those departing on time or within 10 minutes of the schedule</p> <ul style="list-style-type: none"> • Provided additional service frequency and capacity for customers, including committing to more than 9,000 additional round trips • Increased frequency for those travelling between Salt Spring Island and Swartz Bay, Vancouver Island and Denman Island, Denman Island and Hornby Island, and Cortes Island and Quadra Island • Over the past year, spent \$136 million to ensure vessel technology availability above 99.5% • Improved service – in the third quarter of 2023 – 2024 fiscal, carried 4.8 million people, up 5% from the previous year <p>INVESTMENT</p> <ul style="list-style-type: none"> • In the calendar year 2023, BC Ferries invested approximately \$36 million in existing vessel upgrades, \$28 million in terminal infrastructure, and \$35 million in supporting technology. • Procuring four new Island Class vessels for entry into service by 2027 to help address demand as well as improve customer service, and contribute to safe and reliable service • Building up to seven new major vessels to replace up to six existing major vessels that are nearing their end-of-life for service on the busiest routes between Vancouver Island and Metro Vancouver
<p>AFFORDABLE & EFFICIENT</p>	<ul style="list-style-type: none"> • Avoided a necessary 9.2% increase in fares due to receiving \$500 million from the B.C. government • Introduced complimentary reservations on bookable routes for British Columbians who must travel for medical reasons by ferry to help ensure they get to and from medical specialist appointments not available in their communities
<p>SAFE & COMFORTABLE</p>	<ul style="list-style-type: none"> • Introduced complimentary customer Wi-Fi to 13 additional terminals (bringing the total to 21 terminals), with support from the B.C. government

	<ul style="list-style-type: none">• Updated the food and beverage facility and menu offering at the Lands End Cafe at Swartz Bay• Engaged with staff and taking early action on recommendations supporting safety and employee well-being• Conducted “Be More than a Bystander” training to address bullying in the workplace• Created more opportunities for employees to move into deck and engineering and into senior operational roles
CONVENIENT & INTEGRATED	<ul style="list-style-type: none">• Working with the B.C. government, TransLink and BC Transit to improve the travel experience for those not using personal vehicles, including by:<ul style="list-style-type: none">◦ Assessing opportunities to improve bus waiting areas at Swartz Bay and Tsawwassen terminals◦ Identifying signage and infrastructure improvements for cyclists accessing major route ferry terminals◦ Cross-promoting services across the three organizations’ websites for easier integrated trip planning◦ Improving transit-ferry schedule alignment◦ Assessing longer term opportunities for enhanced integration• Surveyed BC Ferries’ passengers to understand how to increase use of transit, ride share or bicycling• Launched a new app to make bookings, manage trips and check-in seamlessly at the terminals, used by hundreds of thousands of customers
ENVIRONMENTALLY SENSITIVE & RESILIENT	<ul style="list-style-type: none">• Increased the use of renewable fuels and displaced a significant quantity of fossil fuels, including 4.6 million litres of renewable diesel and 6.3 million litres of biodiesel blends to avoid over 14,000 tonnes of CO2 emissions in 2022 – 2023• Procuring four new hybrid-electric vessels that will support our goals of being efficient and environmentally responsible while reducing annual GHG emissions by approximately 10,000 tonnes of CO2 equivalent

Areas of Work to Complete the Vision

The strong support for the goals and objectives we received during the *Charting the Course* engagement process provides a strong basis for the public's interest in the future of coastal ferries and can be used as a foundation to guide service delivery and future investments. We are exploring several key policy areas that align with priorities identified through the engagement, including:



Service levels



Integration of ferry services into the wider transportation network, including transit



The role of coastal ferries in the movement of goods



Approach to pricing and demand management



Approach to GHG emissions reductions

SERVICE LEVELS

Guidelines are needed for appropriate customer expectations about service availability and reliability across the system. As B.C.'s population continues to grow and demand for ferry services increase, these guidelines will help us identify the strategies, actions, capacities and investments that will be required in the future to our meet public needs.

While the engagement process identified reliability and availability of ferry services as a top priority, it must be weighed against other objectives such as affordability. Demand for sailings varies greatly across seasons and routes, so striking a balance between providing a high level of service to meet peak demand with the costs of new ships and crews has major implications for system costs. Setting service guidelines that appropriately balance reliability, availability, affordability and other goals is an important aspect of aligning with the public interest.

INTEGRATION OF FERRY SERVICES INTO THE WIDER TRANSPORTATION NETWORK

The majority of ferry customers on most of our routes travel by private vehicle due to many factors, including remote terminal locations that are well-served by road networks, purpose of travel, and a lack of alternatives. However, the engagement process confirmed that integrating ferry services with other travel modes (such as affordable and convenient transit, and active transportation) is a key goal for our vision. This work is further supported by the provincial *CleanBC Road Map to 2030* that sets ambitious targets for increasing walking, biking, rolling and transit, as well as reducing vehicle use.

Some areas we are exploring include improving the customer experience for walk-on passengers through better waiting areas and safer connections; more competitive travel times through improved transit connections and transit priority; incentivizing sustainable modes through pricing and products; and using passenger-only ferries at more centrally located terminal locations.

THE COASTAL FERRIES SYSTEM'S ROLE IN THE MOVEMENT OF GOODS

The ferry system moves a wide variety of cargo, including essential items, just-in-time deliveries, food, dangerous goods and livestock. Some communities depend on ferries for goods, while for many others it is an economic driver. BC Ferries moves an estimated \$8 billion in cargo each year, which is supplemented by private operators.

BC Ferries is looking at how the movement of goods interacts with other ferry services and how it should be accommodated to meet the public interest. Some areas we are considering include:

+ How goods movement should be prioritized relative to other demands on the ferry system

+ How categories of goods should be differentiated by price, priority or other measures

+ How the movement of goods can be optimized to address affordability in ferry dependent communities



PRICING AND DEMAND MANAGEMENT

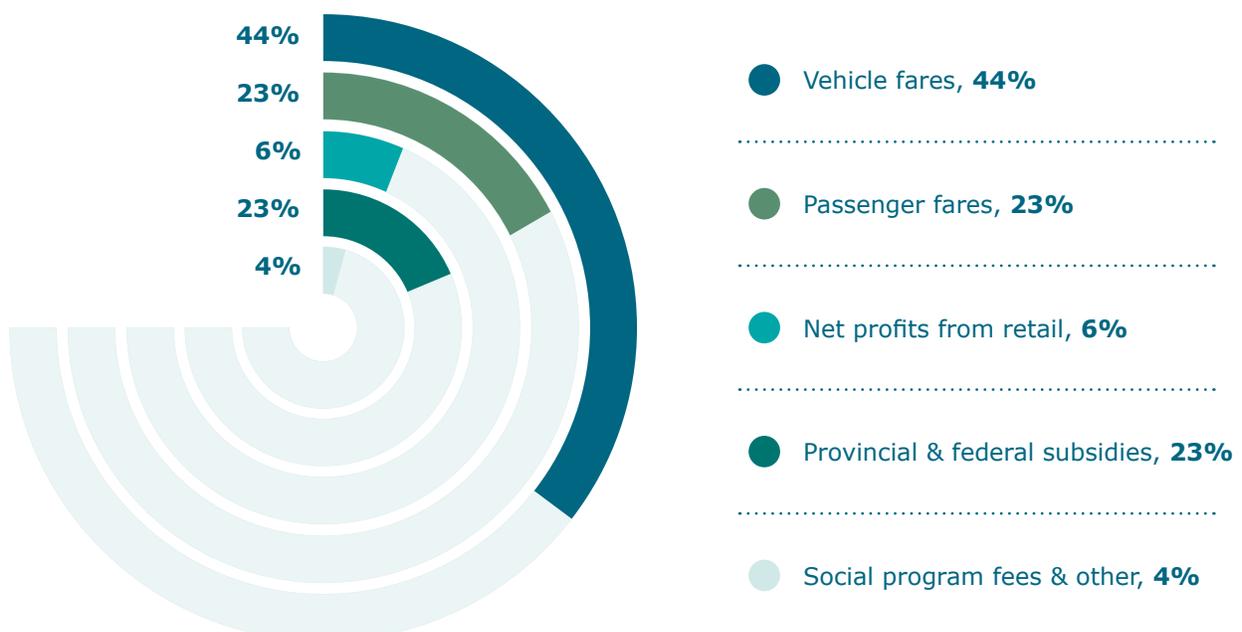
Demand for ferries fluctuates significantly depending on season, day of the week, time of day and direction in which ferries are sailing. Expanding availability at peak times can be very expensive and have negative impacts on the affordability of the service. BC Ferries, like other transportation providers, uses reservations, pricing and customer information to improve certainty for customers, reduce queueing and make use of available space as efficiently as possible. Our vision will provide guidance on how pricing and demand management tools can be improved to spread the demand towards less busy times, services, modes and routes so that we can better meet the needs of customers and support our broad goals and objectives.

TARGETS FOR GHG EMISSIONS REDUCTIONS

The provincial government has mandated GHG reduction targets and is developing the *Clean Transportation Action Plan* to implement them. We are exploring how to best support these targets, in part because adopting programs to reduce GHG emission can take time to implement and have high costs. How these costs are addressed and their impact on affordability are key considerations.

FUNDING

Service provided by BC Ferries is funded by two main sources: revenue from customers and from governments (see Figure 1). All revenues from BC Ferries operations are reinvested into the system to support day-to-day operations, train and develop crew, upgrade terminals and vessels, and replace equipment.





Recent years have seen ridership grow significantly on coastal ferries. However, as experienced in other parts of the transportation sector as well as other sectors, both capital and operating costs have also risen sharply. This presents major challenges for the system due to limited revenue sources and limits on fare increases. In addition, the few routes that generate positive earnings – thanks to high ridership levels and larger vessels – must subsidize operations and service levels across all other routes.

Every four years, BC Ferries makes a submission to the BC Ferry Commissioner that sets out projected operating and

investment needs and costs. This includes everything from labour and fuel – the two largest annual costs – to the investments required to keep the ships and terminal infrastructure safe and running well. The Commissioner is responsible for setting fares that balance the interests of ferry users and taxpayers, and the financial sustainability of BC Ferries.

Long-term financial sustainability to deliver a safe, reliable and sustainable ferry service across the diverse routes and regions requires support from all partners to balance investments in people, new vessels, terminal and enabling technology systems. Recognizing the importance of reliable and affordable ferry service, BC Ferries was able to avoid a 9.2 per cent fare increase thanks to a \$500 million investment from the B.C. government to help keep fares more affordable over the next four years. This is in addition to the approximately \$247 million provided annually.

The Fall engagement confirmed that reliability is one of the public's top goals. With no less than 12 ferries approaching the end of their life and significant aging infrastructure in need of rebuilding or replacement over the next decade, investments in our infrastructure are critical to meeting the needs of a fast-growing population.

Making these required investments while keeping fares as affordable as possible is a challenging balancing act. Many respondents in the engagement process asked for additional services or features that will require tradeoffs, new revenue sources, or both. Keeping fares affordable, confirmed through this engagement as another top priority, may limit the options available for funding continuous improvements.

ADDITIONAL TOPICS

To advance the full suite of goals and objectives, we are looking at additional policy areas, including:

- + Passenger, public and employee safety
.....
- + Efficiency improvements
.....
- + Comfort and customer amenities
.....
- + Accessibility for passengers of all abilities
.....
- + Integrated planning with communities and agencies
.....
- + Information and technology
.....
- + Minimizing ecological impacts of ferries



Work in these areas is supported by forecasting the effects of population and employment changes, digitization of services, automated and connected vehicles, tourism and policy directions from governments on coastal communities and, in turn, coastal ferry services.



Next Steps

FURTHER ENGAGEMENT

The next phase of engagement will focus on assessing policy considerations with service delivery partners, such as BC Transit and TransLink, local and provincial governments, community representatives, Indigenous communities, and interest holders, such as other transportation providers and community associations. Virtual workshops will be held to help us understand each of these sectors' perspective on proposed directions and continue to build relationships to ensure successful delivery of our vision.

The policy areas and priorities will be explored and refined with support from partners and interest holders. Work will then focus on prioritizing strategies and actions, including costing, to help enable the start of delivering on the vision's goals and objectives. The vision is expected to be released early in 2025.



Charting the Course

A VISION FOR COASTAL FERRIES



Appendix

Fall 2023 Engagement Report

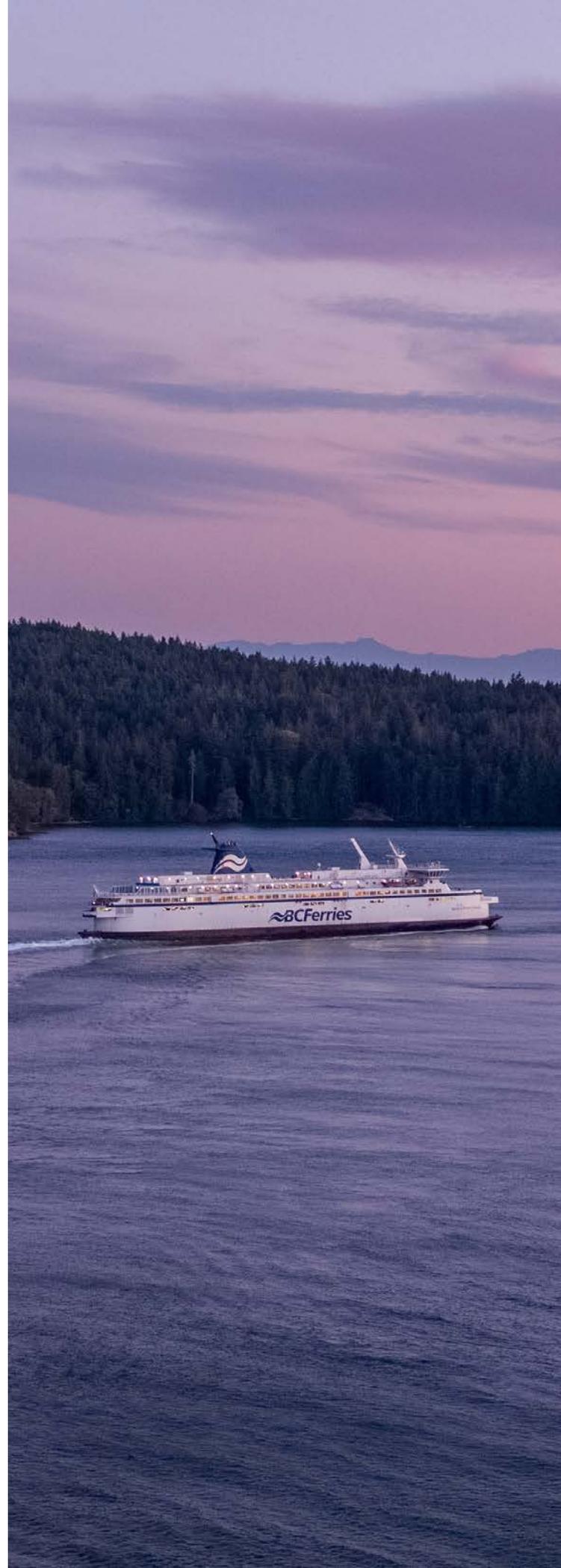
Acknowledgement

BC Ferries acknowledges and respects the territories of Indigenous Peoples on whose beautiful lands and waters our ships, offices, terminals, and work sites operate along the Pacific West Coast.

Thank you

Thank you to everyone who completed the survey, attended a workshop and shared feedback on this project. We appreciate your time and value your input as we continue to advance this important work.

This report was developed by



About the project

Charting the Course is an initiative by BC Ferries aimed at creating a vision for how to reshape and enhance the coastal ferry service in British Columbia in a way that meets public needs and expectations and acknowledges global and local trends and challenges. This project is both a response to immediate needs and a transformation guide towards a sustainable and resilient future for ferry services now and into the future.

The world's transportation systems, including BC's coastal ferries, are facing pressures due to factors like pandemic recovery, climate change, technological advancements, societal shifts, labour force changes, rising maintenance costs and other inflationary pressures, and population growth. BC Ferries acknowledges these challenges and is committed to taking proactive steps to address current operational issues while also focusing on long-term strategic planning.

Charting the Course objectives:



To create a flexible and future-proof roadmap for the coastal ferry system that anticipates and adapts to long-term trends in population growth, affordability and cost pressures, technological innovation, societal shifts, the labour force, and environmental changes and expectations.



To engage a broad spectrum of interest holders, including our passengers, our people, local communities, Indigenous communities, government bodies, and others in a dialogue that helps create a vision of the future of coastal ferry services.



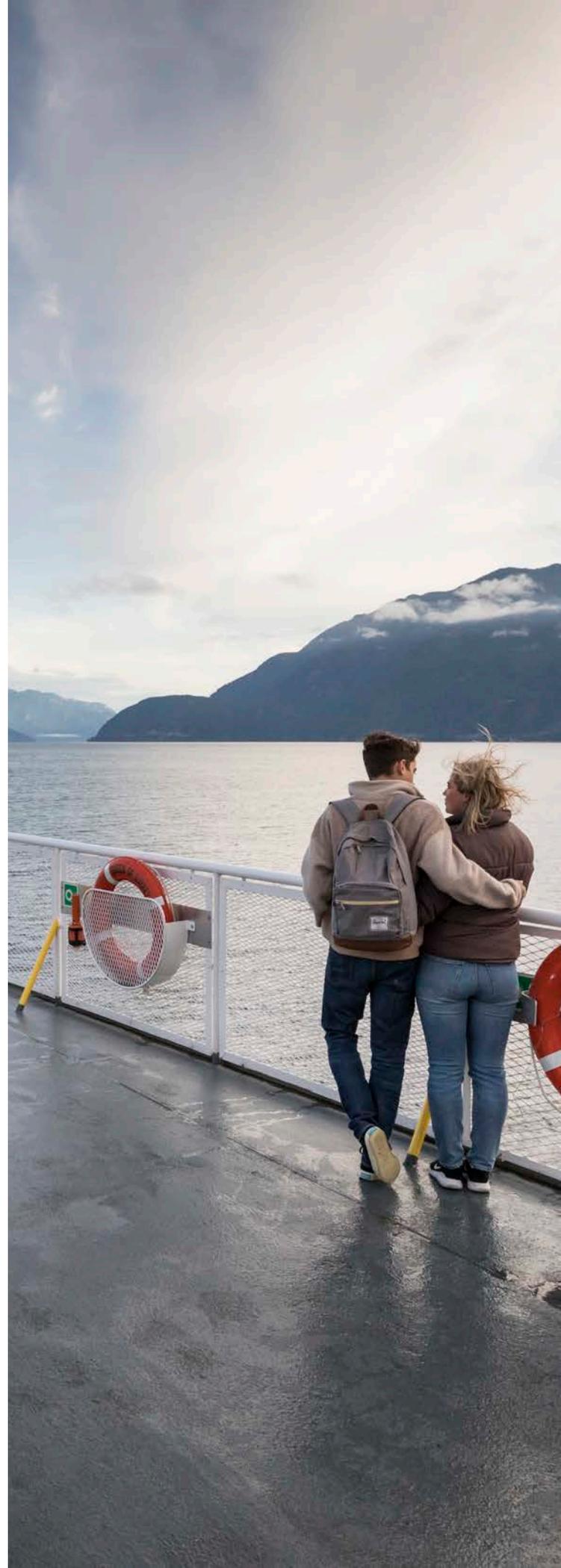
To ensure the coastal ferry service remains a valued, sustainable and integrated component of British Columbia's extensive transportation network, adapting to new ways of travelling and other technological shifts.

The goal of *Charting the Course* is to establish a vision for a sustainable, resilient and forward-thinking ferry system that not only addresses today's challenges but is also well-prepared for the future. This involves understanding and integrating community insights to shape services and policies that resonate with the evolving needs of passengers, our people and the communities we serve.

ENGAGEMENT OVERVIEW

This phase of engagement was held from November 8th to 28th, 2023. It included a comprehensive online questionnaire and a series of targeted meetings with key interest holders. The online questionnaire, accessible via BC Ferries' dedicated project website and promoted through digital channels and earned media, provided an easy and convenient platform for the public and BC Ferries' staff to voice their priorities, preferences, and insights. It was designed to capture a wide array of perspectives and give participants the opportunity to contribute to the future vision of the coastal ferry system.

Simultaneously, several interest-holder meetings were held, bringing together representatives from Indigenous communities, coastal communities, local and regional governments, and sectors like tourism and commerce. These meetings facilitated in-depth discussions, allowing interest holders to delve into specific issues and opportunities, and to offer detailed feedback and suggestions. This multifaceted approach not only broadened BC Ferries' understanding of the community's needs and aspirations but also laid a solid foundation for the subsequent phases of this key initiative.



Promotion and outreach

To ensure as many people as possible were made aware of this engagement opportunity, BC Ferries promoted the project through various channels and platforms. This included social media, direct outreach to local communities, on vessels and through traditional media.

Engagement promotion and outreach for internal audiences of BC Ferries included:



BCF EMPLOYEE INTRANET AND PUBLIC WEBSITE: WEBSITE AND INTRANET CONTENT DESCRIBING AND DIRECTING TO THE ONLINE ENGAGEMENT.



EMAIL OUTREACH: PROMOTION OF THE ENGAGEMENT TO INTERNAL MAILING LISTS.



POSTERING: PRINTED MATERIALS DISTRIBUTED TO BREAK ROOMS AND STAFF HUBS DIRECTING TO THE ONLINE ENGAGEMENT.

Engagement promotion and outreach to interest holders and the public included:



SOCIAL MEDIA: POSTS AND STORIES PREPARED FOR TWITTER / X, LINKEDIN, FACEBOOK, AND INSTAGRAM, PROVIDING TIMEFRAMES, AWARENESS, AND DIRECTION TO THE ONLINE ENGAGEMENT.



TERMINAL & VESSEL SCREENS: DIGITAL SLIDES PREPARED FOR MULTIPLE TERMINAL AND VESSEL DISPLAY SCREENS ACROSS BC FERRIES' ROUTES, PROVIDING QR CODE DIRECTION TO THE ONLINE ENGAGEMENT.



VESSEL DECALS: PRINTED DECALS PROVIDED TO MULTIPLE BC FERRIES VESSELS, SHOWCASING QR CODE DIRECTION TO THE ONLINE ENGAGEMENT.



MEDIA: MULTIPLE ARTICLES AND INTERVIEWS WITH VARIOUS MEDIA OUTLETS WHICH MENTIONED AND LINKED TO THE ONLINE ENGAGEMENT.



WEBSITE: DIGITAL TILE ON BCFERRIES.COM HOME PAGE.



ONBOARD E-NEWSLETTER: E-NEWSLETTER TO +250,000 SUBSCRIBERS.

Additionally, the online engagement and outreach materials were supported with a shareable promotional toolkit, which contained multi-channel outreach materials, an FAQ document, and instructions for interest holders to promote the engagement across their own channels.

With a total of 25,900 visits to the online engagement and 9,366 surveys completed, promotion and outreach metrics were as follows:

CHANNEL	DESCRIPTION	SITE VIEWS	PARTICIPANTS
Social Media	All traffic from Twitter / X, LinkedIn, Facebook, and Instagram	5,777	834
Direct Traffic	All traffic based on embedded links to the engagement, across media mentions and email lists	13,271	7,133
Email Traffic	Traffic generated from email lists directly connected to EngagementHQ	367	56
Search Engine Traffic	Traffic generated from search engines	1,801	389
Referral Traffic	All traffic generated from referral links, including most third-party promotion	4,700	954

Who we heard from

The engagement process was designed to hear from people in every community served by BC Ferries, creating a safe space for people to learn about the project, ask questions and feel heard. A variety of opportunities for people to participate were provided, including an online public survey and key interest-holder meetings and workshops. The section provides an overview of who participated in the interest-holder meetings and workshops and a summary of what they said.

INTEREST-HOLDER WORKSHOP OVERVIEW

We held a series of meetings with key interest-holders across the province. This included:

NUMBER OF MEETINGS OR WORKSHOPS



NUMBER OF ATTENDEES



Below, we have included a list of the organizations and local governments we met with.

Business associations

- BC Sustainable Energy Association
- Comox Valley Chamber of Commerce
- Cortes Community Economic Development Association
- Gabriola Island Chamber of Commerce
- Gastown Business Improvement Society
- Ladysmith Chamber of Commerce
- Mayne Island Chamber
- Nanaimo Chamber of Commerce
- Nanaimo Hospitality (Hotel) Association
- Pender Island Chamber of Commerce
- Prince Rupert and District CoC
- Rural Island Economic Partnership (RIEP)
- Saanich Peninsula Chamber of Commerce
- Tofino Business Association
- Vancouver Island Economic Association

Trade and commercial sector

- BC Aviation Council
- BC Trucking Association
- Vancouver Island Construction Association

Accessibility groups and advocates

- Alberni Island Shuttle Bus
- Capital Bike
- Hub Cycling
- Quadra Island Climate Action Network
- Quadra Island Emergency Program
- Strathcona (Regional District)
- Transportation Choices Sunshine Coast (TRACS)

Civic organizations and schools

- Bowen Island Community School
- Delta Fire & Emergency Services
- Delta Police Department

Regional tourism associations

- 4VI (formerly Tourism Vancouver Island)
- Cariboo Chilcotin Coast Tourism Association
- Comox Valley Airport
- Destination Greater Victoria
- Destination Vancouver
- Parksville Qualicum Beach Tourism Association
- Port Hardy Tourism Advisory Committee
- Sunshine Coast Tourism
- Tourism Bowen Island
- Tourism Industry Association of BC
- Tourism Nanaimo
- Tourism Powell River

BC Ferry Advisory Committees

BC Ferries' People

Members of Legislature Assembly

TransLink and BC Transit staff

Regional districts and municipalities

- Bowen Island Municipality
- Capital Regional District
- City of Campbell River
- City of Powell River
- City of Prince Rupert
- Cowichan Valley Regional District
- District of Lantzville
- District of Port Hardy
- North Coast Regional District
- qathet Regional District
- Town of Comox
- Village of Cumberland
- Village of Daajing Giids
- Village of Port Clements

Workshop and meetings summaries

INTEREST-HOLDER WORKSHOPS SUMMARY

This summary combines feedback from all of the interest-holder groups who participated in this phase of engagement, except for MLAs and BC Ferries' people (this feedback is summarized next), because there were many consistent themes across all groups. Feedback from interest-holders in ferry-served communities highlights a dynamic mix of shared concerns and unique priorities, underscoring the ferry system's pivotal role in British Columbia's connectivity and growth. A common thread across all groups is the urgency for increased capacity and frequency of ferry services, addressing the immediate challenges that have an impact on operations, such as staffing, funding, and efficiency, and enhancing safety and accessibility. This consensus reflects a collective recognition of the critical role of the ferry system in BC's transportation network and its impact on community connectivity.

However, differences emerge in prioritizing these needs. The Ferry Advisory Committee Chairs and regional districts emphasized the importance of aligning ferry services with local and Indigenous communities' unique needs, suggesting a more community-centric approach, while trade and commercial associations were focused on integrating ferry services with broader transportation modes and prioritizing commercial traffic. Regional tourism stakeholders stressed need for the ferry service reliability and punctuality which is so vital for tourism and local economies, and highlighted the need for environmental sustainability.

Business associations and accessibility groups called for a ferry system that is reliable, resilient, and accessible to all, including those with disabilities. They emphasized the integration of ferry services within the larger transportation ecosystem and the adoption of advanced technologies, such as the electrification of vessels. Meanwhile, school boards, municipal governments, and health authorities highlighted the importance of the ferry system in supporting regional growth strategies and emergency response.

The regional districts uniquely stressed the need for employee retention and training, reflecting the localized challenges in smaller communities. They also called for equitable service for Northern routes, highlighting a perceived geographical disparity in focus and resources.

A layer of regionality adds depth to the broader themes. Smaller and more isolated communities, such as those on the North Coast, emphasized the need for ferry services that cater to their unique connectivity needs, highlighting the importance of context-sensitive strategic planning. Workforce challenges, particularly in areas of staff retention and training, are more pronounced in these regions. People also emphasized the critical role ferries play in supporting medical travel. The degree of integration of ferry services with other modes of transit also varies across different regions, reflecting the diversity in local transportation systems. There is also a notable emphasis on inclusive hiring practices, aiming to better represent equity-deserving and Indigenous communities within the broader transportation system.

MEMBERS OF LEGISLATURE ASSEMBLY (MLA) FEEDBACK SUMMARY

There's a shared recognition among MLAs for the need of services that are both affordable and reliable, a sentiment echoing the universal demand for transportation that is accessible to all. Common concerns also included a strong focus on safety, particularly in terms of improving terminal infrastructure and emergency response efforts. Additionally, there's agreement among the MLAs who provided feedback on the importance of steering the ferry system towards environmental sustainability, coupled with an enthusiasm for embracing modern technologies like improved WiFi connectivity and readiness for future transportation shifts, such as the integration of electric vehicle chargers on vessels.

SUMMARY OF FEEDBACK FROM BC FERRIES' PEOPLE

The feedback from BC Ferries' people reflected both future aspirations and current challenges. Employees and Union representatives highlighted the need for a sustainable and realistic funding model, crucial for supporting future developments and operational efficiency. This points to a shared understanding of the financial underpinnings necessary for long-term improvements.

The integration of ferry services with broader transportation networks, like SkyTrain and bus transit systems, is also seen as vital for creating a cohesive and efficient transportation experience.

Another subject raised was BC's aging population and individuals with limited mobility needing better supports on vessels to help them navigate to and through the terminals and vessels.



I would like to see better systems in place to support career progression. In the last two years the company has brought in many foreign [workers] to help bolster certain staffing shortages. Yet among the number of foreign [workers] the company has hired, not all of them have stayed on with the company.

By providing more support to current employees who desire to pursue higher [positions] that will help to solve those staffing shortages down the road.

- Northern Gulf Islands

BC Ferries' people raised the issues of the retention of crew members and addressing shortages, actions which are seen as vital for maintaining reliable operations. The necessity of improved succession training is also noted, underscoring the importance of preparing the next generation of staff for future challenges and opportunities within the system.

Discussions about ferry fares highlighted a shared concern for affordability, impacting not only residents but also tourists. There's a strong emphasis on improving service reliability and enhancing terminal infrastructure, aimed at minimizing delays and improving the overall travel experience.

Support for improving environmental outcomes were evident in discussions about greenhouse gas emissions reduction, including strategies like slowing vessel speeds for emissions control. Additionally, there's a need for clear and consistent

messaging about progress and timelines, suggesting a desire for transparency in how strategic visions are being implemented and communicated. Staff concerns extended to practical challenges like ensuring employee safety, especially in the context of customers expressing frustration.

INDIGENOUS ENGAGEMENT

BC Ferries is currently engaging with Coastal Nations and Indigenous organizations in BC. Its approach to Indigenous engagement will continue throughout this process and is designed to be one where it can hear from Nations and organizations at their convenience. As of January 2024, outreach has happened with 88 Nations. Sessions for early this year have been confirmed with nine Nations, with outstanding efforts to meet with more throughout 2024.

Online engagement

Between November 8th and November 28th, 2023, BC Ferries collected feedback through an online survey. Overall, 9,366 people completed the survey. The survey results offer insights into the collective voice and priorities of ferry users across the province. These responses, crucial to shaping the strategic vision for the coastal ferry system, highlight key areas of both consensus and divergence. Throughout the responses, there are several themes that consistently came up across different questions. To be respectful of your time and to avoid repetition, we captured the most comment themes heard in the Executive Summary section at the beginning of this report.

WHO WE HEARD FROM



REPRESENTATION

Out of 9,366 individuals who completed the survey, 6% were people who work for BC Ferries, offering the internal perspectives and feedback. The majority of respondents were members of the public, giving a broad view of public opinion and use.



PURPOSES FOR USING THE FERRY

32% use the ferry to visit friends and family, indicating the service's role in maintaining personal connections across the region. 25% use it for tourism and leisure, highlighting the ferry's significance in supporting the local tourism industry. 16% use it for commuting to work, school, or business travel, underscoring its importance as a commuter service. Another 16% use it for special events or occasions, while 10% cite other reasons, reflecting the varied purposes for which the ferry service is utilized. This survey question didn't ask about commercial use.



FERRY DEPENDENCY AND USAGE FREQUENCY

Over 40% of respondents identify as residents of ferry-dependent communities, emphasizing the coastal ferries' role as an essential service for these areas. 26% are occasional visitors to coastal communities, and 17% are regular ferry commuters, indicating diverse usage patterns ranging from essential daily travel to more sporadic leisure visits. 15% of respondents use the ferry very frequently (daily or two to three times a week), contrasting with 42% who use it once a month and 43% who use it infrequently (two to three times a year). This suggests a broad spectrum of dependency on the ferry system.

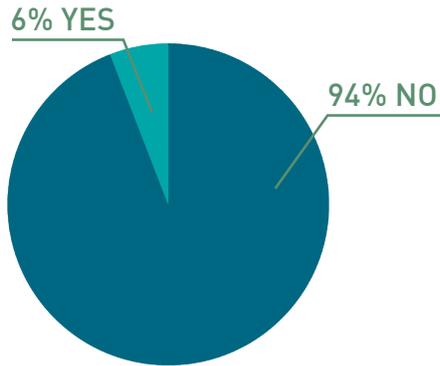


GEOGRAPHICAL DISTRIBUTION

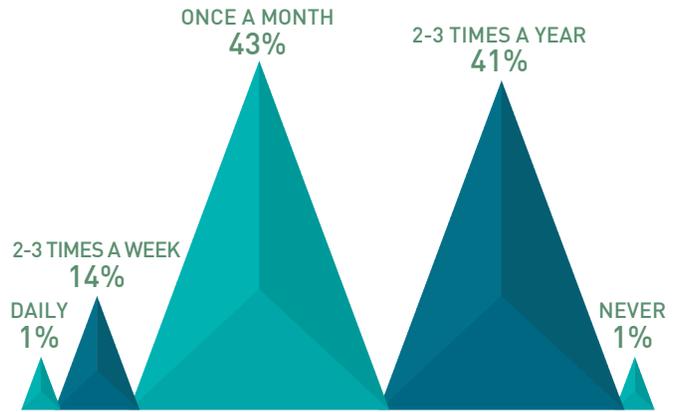
Approximately 45% of respondents are from Vancouver Island, indicating a significant portion of the feedback is coming from an area heavily reliant on ferry services. 25% of respondents live in the Lower Mainland, suggesting that a significant proportion of users are accessing ferry services from this urban area. In comparison, Vancouver Island and Coast makes up 17% of BC's total population, while the Lower Mainland – Southwest region makes up 61% of BC's total population. 10% of respondents live on the Gulf Islands, highlighting the importance of ferry services for these smaller, more isolated communities. The remainder of respondents are from smaller communities throughout BC, including Northern and Southern interior, Haida Gwaii and the Mid-coast.*

* **Mid-Coast** is the Ocean Fall, Shearwater, Bella Coola, Bella Bella, Port Hardy, Klemtu service

ARE YOU A BC FERRIES EMPLOYEE?



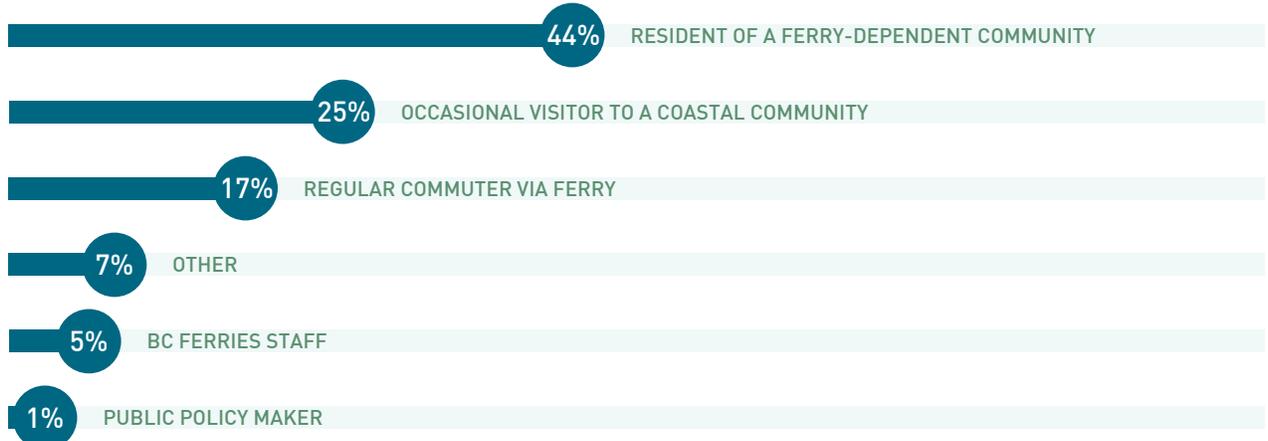
HOW OFTEN DO YOU SAIL WITH BC FERRIES?



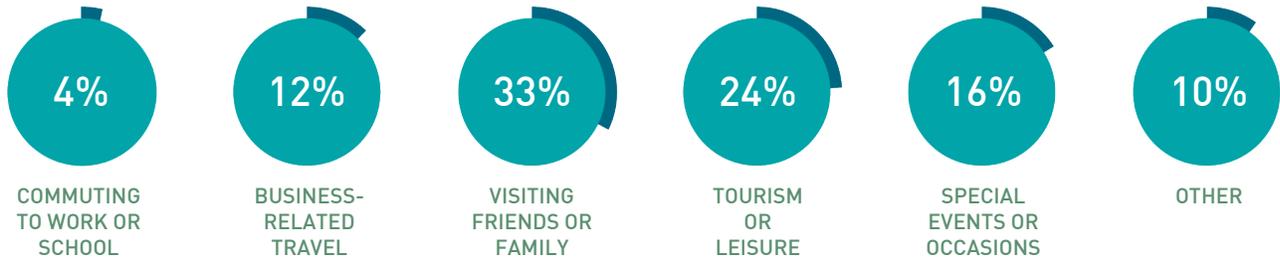
WHERE DO YOU PRIMARILY LIVE?



IN WHAT CAPACITY DO YOU USE THE FERRY MOST OFTEN?



WHAT DO YOU PRIMARILY USE BC FERRIES FOR? (SELECT ALL THAT APPLY)



ON A SCALE FROM 1 TO 5 (WITH 1 BEING VERY DISSATISFIED AND 5 BEING VERY SATISFIED), HOW WOULD YOU RATE YOUR OVERALL EXPERIENCE WITH BC FERRIES' SERVICES OVER THE PAST YEAR?



QUESTIONS ABOUT CURRENT EXPERIENCES AND PRIORITIES RESPONDENTS HOPE ARE ADDRESSED THROUGH THE LONG-TERM VISION

Q5: Based on your current experience, what is the top issue you hope will be addressed through this long-term vision? Please feel free to share as much or as little as you'd like. (From BC Ferries' Employees)

The sentiment expressed is one of frustration and a desire for change. Employees are calling for clearer communication, better compensation, improved work-life balance and a more supportive and fair management structure. There is a strong emphasis on the need for strategic planning and investment in both the workforce and terminal and vessel infrastructure to ensure the long-term success and sustainability of the organization. 653 comments were received. These were the high-level themes:

- **Consider more competitive compensation (20% of the comments for this question):** A significant issue is the perceived lack of competitiveness in wages for licensed employees within the marine industry, with a growing need for wage increases to keep pace with living expenses and inflation, while an ongoing pay dispute further contributes to employee discontent.
- **Help create more work-life balance and scheduling ease (15%):** The current shift scheduling system is criticized for its inability to support proper work-life balance, with other concerns raised as well, such as the need for on-call premium pay and the requirement for regular hours to facilitate professional development.
- **Increase staffing (13%):** Insufficient crew levels leading to sailing cancellations and the



Put the money in the employees and buying new vessels, not renovating.

- Southern Vancouver Island

DID YOU KNOW?

BC FERRIES HAS COMMITTED TO PARTICIPATING IN WAGE NEGOTIATIONS IN EACH OF THE NEXT THREE YEARS WITH ITS UNION, ALL WITH THE GOAL OF RAISING WAGES THAT ITS PEOPLE ARE PAID.

need for improved crew hiring, training, retention, and promotion processes are identified as significant issues.

- **Create a people-centric culture and more accountability (11%):** Employees express concerns about the absence of a clearly defined people-centric culture, where specific behaviors are rewarded, leading to an inconsistent workplace culture and a lack of clarity on performance indicators and competencies.
- **Facilitate career advancement and feedback (10%):** Employees feel that there is no transparent career advancement plan in place, and they are not receiving adequate feedback on how to progress within the organization.
- **Consider affordable housing and cost of living (9%):** The high cost of living and the lack of affordable housing in B.C. significantly affects employees, and there is a call for collaborative efforts with other agencies to address these challenges.
- **Consider changes to management and employee relations (6%):** A perception of top-heavy management, nepotism, and a lack of fair treatment of employees has led to a sense of disconnect between the executive branch and day-to-day operations.
- **Introduce further recognition (4%):** Employees desire better recognition for their hard work and contributions, emphasizing the importance of promotions based on merit rather than perceived nepotism or connections, along with increased company investment in training and professional development.
- **Improve reliability and sustainability (3%):** Reliability is a major concern, encompassing both crew and vessel maintenance, with calls for more sustainable planning and management in environmental and energy use, infrastructure renewal, and ongoing maintenance.
- **Improve booking process and integration (3%):** Employees hope for a more advanced booking process and better integration with public transit to improve overall customer experience.

DID YOU KNOW?

OVER THE LAST YEAR, BC FERRIES SUPPORTED THE LARGEST RECRUITMENT EFFORT IN THE COMPANY'S HISTORY, HIRING MORE THAN 1,200 TEAM MEMBERS.

- **Focus more on strategic resource allocation (2%):** There is a need for clarity regarding the company’s strategic focus, whether it revolves around transportation, serving as a vital link to coastal communities, or other objectives, along with clear direction on resource allocation and investment priorities.

Q6. Based on your current experience, what is the top issue you hope will be addressed through this long-term vision? Please feel free to share as much or as little as you’d like.

The sentiment is predominantly negative, with participants expressing dissatisfaction with the reliability, cost and capacity of the ferry service. There is a strong desire for improvements in staffing, scheduling and the reservations system to make the service more dependable and user-friendly for residents and commuters. However, there are also positive notes regarding certain amenities and the potential for environmental improvements. 8,506 comments were received. These were the high-level themes:

- **Improve reliability and reduce cancellations (25% of the comments for this question):** Prioritize enhancing ferry reliability and minimizing cancellations, especially those related to staffing shortages and mechanical issues.
- **Increase sailing frequency and capacity (19%):** Expand the number of sailings and passenger capacity, particularly during peak seasons and on critical routes, to alleviate overloads and reduce wait times.
- **Address affordability concerns (17%):** Tackle pricing issues by reducing fares, especially for residents who depend on the ferry as part of the highway system and explore options like discounts or passes for frequent travelers to enhance accessibility.
- **Address staffing stability and service consistency (9%):** Tackle staffing challenges by hiring full-time, permanent positions with stable schedules and benefits to ensure consistent service and employee retention.
- **Enhance the reservation system (7%):** Improve the user-friendliness and perceived



DID YOU KNOW?

IN THE FIRST THREE QUARTERS OF 23/24, CANCELLATIONS DUE TO CREW SHORTAGES DROPPED BY ALMOST 37% AND CANCELLATIONS OVERALL DECREASED BY 14%.

fairness of the reservation system, potentially by decreasing the percentage of reservations per sailing and ensuring availability for last-minute or emergency travel.

- **Improve communication and transparency (6%):** Enhance communication and transparency regarding sailing delays, cancellations, and availability to provide passengers with timely and accurate information.
- **Fleet modernization and local economy (4%):** Invest in new, more reliable ferries to replace the aging fleet, with consideration for local construction to support the economy and job creation.
- **Enhance the onboard passenger experience (4%):** Improve the onboard experience by offering better food options, increased seating comfort, and enhanced amenities for all passengers, including those with disabilities and cyclists.
- **Environmental sustainability (3%):** Focus on environmental performance by reducing carbon emissions, further integrating with public transit, and supporting non-vehicle travel options to minimize the ferry's ecological impact.
- **Terminal infrastructure improvements (2%):** Explore terminal infrastructure enhancements, including better bike facilities, parking solutions, and integration with land-based transit systems, to enhance the overall travel experience.



When they are operational and run on time, they do a very good job getting people on and off the Islands.

- Southern Interior

When we dive deeper into this data and look at responses based on where respondents are regionally located, we found some overarching concerns common across many regions.

Across all regions there is a critical and universal demand for reliable ferry services, where respondents reported that unreliability of services, largely due to crew shortages and mechanical issues, significantly disrupts essential travel and daily life.

Affordability is a widespread concern, with many advocating for more affordable fare structures that reflect the role of ferries as part of a highway system. Respondents from regions like Northern Vancouver Island and the Sunshine Coast specifically call for fare differentiation

between residents and tourists, emphasizing the need to prioritize local community needs over visitors.

Participants from the Southern Gulf Islands and Mid Vancouver Island are hoping to see operational improvements. There's a clear desire for schedule changes, enhanced amenities, and infrastructure upgrades to accommodate increasing demand and improve service quality. People in the Lower Mainland and Northern Interior also emphasized the need for environmental sustainability and improved integration with other transportation systems, stressing the importance of seamless and efficient travel experiences.

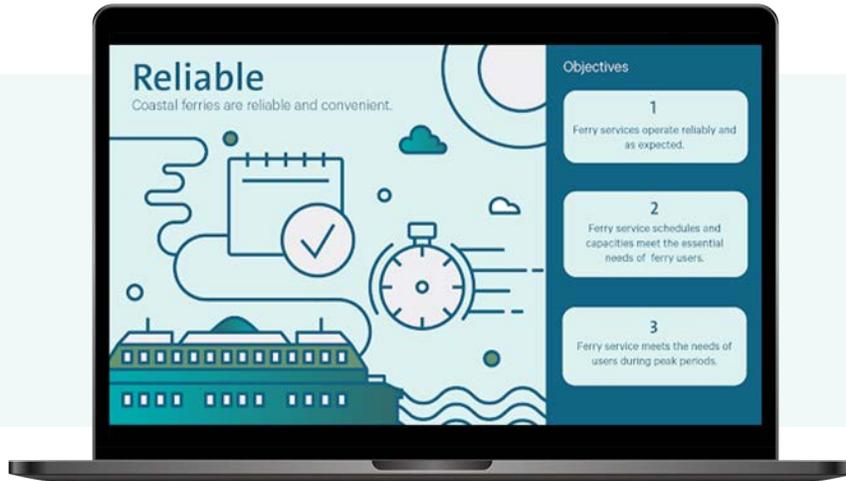
People from the Northern Gulf Islands noted dissatisfaction with customer service and the reservation system on other routes (as NGI routes are non-reservable), whereas in the Lower Mainland, the focus is on environmental performance and the necessity for terminal expansion. Participants from the Mid-Coast region place a high priority on the reliability of services. Respondents from the Sunshine Coast and Haida Gwaii express concerns about the high cost of travel and the reservation system's shortcomings, including cost, not always being able to make a reservation and not prioritizing locals.

Overall, the sentiment across these diverse regions is a call for a more responsive, community-focused, and environmentally sustainable transportation system. This requires not only addressing universal concerns like reliability and affordability but also considering the specific needs and challenges of each region to ensure that the long-term vision for a coastal ferry system aligns with the diverse needs of its users.

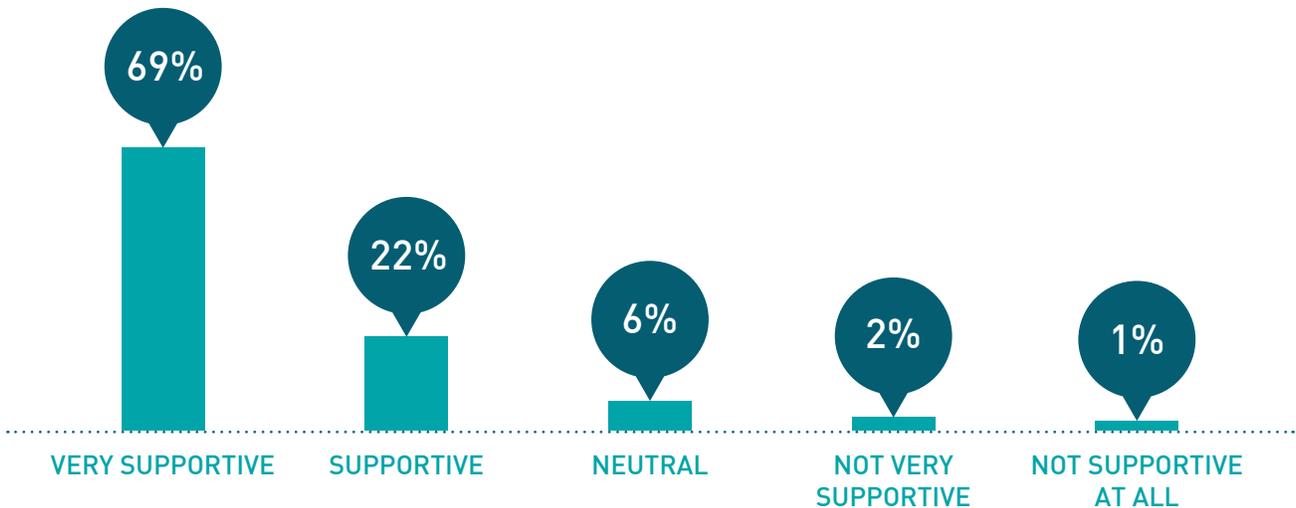


FEEDBACK ON THE VISION GOALS AND OBJECTIVES

Goal 1: Coastal ferries are reliable and convenient



Q7. How supportive are you of this goal and its objectives?



- A large majority of respondents expressed feeling supportive or very supportive of the goal and its objectives (91%).

Q8. Goal 1: Coastal ferries are reliable and convenient. Please explain your reasons for your level of support or lack thereof for the draft goal and objectives.

7,277 comments were received. The overall sentiment of responses to this question was mixed, with a strong desire for improved reliability and service availability, especially during peak times. There was a notable level of frustration and skepticism regarding the current state of ferry service levels and its ability to meet the stated goals and objectives. However, there was also a sense of hope and support for the goal, provided it can be effectively implemented.

Q9. Goal 1: Coastal ferries are reliable and convenient. What could be added to the draft goal and its objectives for the coastal ferry system's long-term strategy?

5,327 comments were received. The sentiment expressed in the comments was one of concern about the reliability of service and a desire for improvement in the ferry system's operations, with a focus on reliability, affordability, safety and environmental responsibility. There was a call for better management practices, employee support and prioritizing residents' needs. The comments from Q8 and Q9 have been summarized into the following high-level themes:

- Increase ferry service frequency and capacity (22% of the comments for this question):** Expand ferry service frequency and capacity, especially during peak times, to better meet the needs of passengers.
- Implement an affordable pricing structure (20%):** Establish a fair and affordable pricing structure, taking into account the needs of residents and essential travel.
- Streamline the reservation system (16%):** Simplify the reservation system to reduce wait times and enhance user convenience.
- Enhance staff recruitment, training, and retention (10%):** Strengthen staff recruitment, training, and retention strategies to cultivate a more reliable workforce.
- Ensure clear and timely communication (9%):** Requests for clear and timely communication with ferry users regarding capacity, schedules, and service disruptions.
- Foster better coordination with public transit systems (8%):** Promote improved coordination with public transit systems and facilitate seamless transfers between different modes of transportation.



I support anything that will make BC Ferries an essential part of the BC highway system.

- Lower Mainland

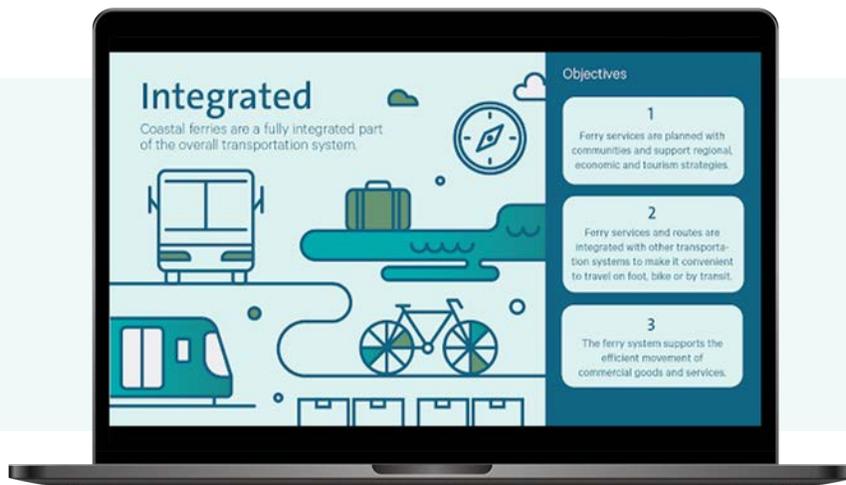
DID YOU KNOW?

BC FERRIES IS PART OF AN INTEGRATED TRANSPORTATION WORKING GROUP WITH BC TRANSIT, TRANSLINK AND THE PROVINCIAL GOVERNMENT THAT IS PLANNING FOR THE FUTURE OF INTEGRATED TRANSPORTATION IN THE REGION.

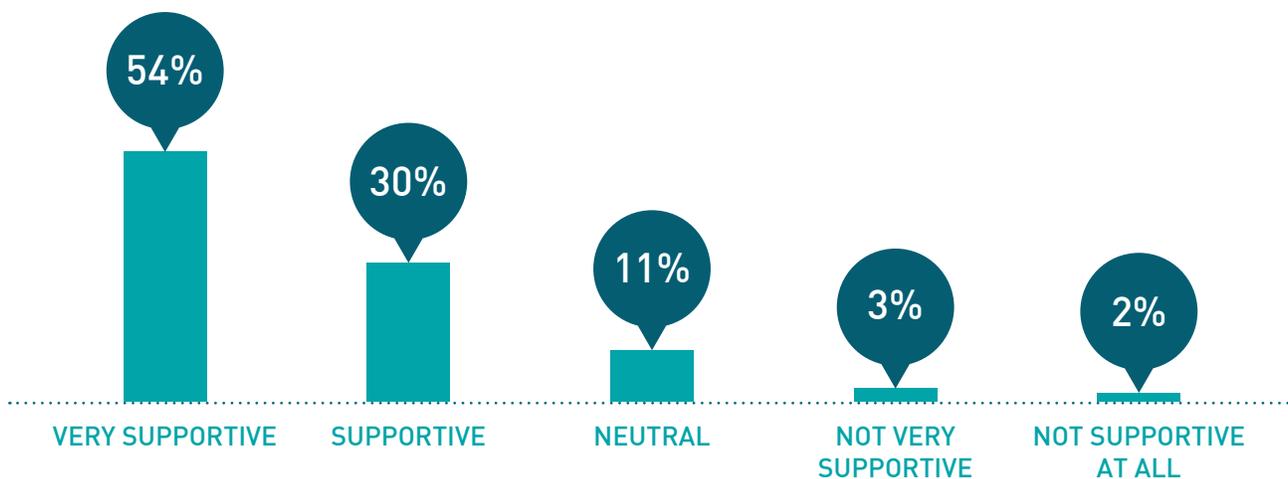
- **Prioritize safety and security for users and employees (7%):** Make safety and security a top priority for ferry users and employees within the ferry system.
- **Modernize the fleet (4%):** Upgrade the fleet with vessels that are more reliable and environmentally friendly.



Goal 2: Coastal ferries are an integrated component of a regional and provincial transportation system



Q7. How supportive are you of this goal and its objectives?



- 84% of respondents are supportive or very supportive of this goal and its objectives.

Q11. Goal 2: Coastal ferries are an integrated component of a regional and provincial transportation system. Please explain your reasons for your level of support or lack thereof for the draft goal and objectives.

5,872 comments were received. Overall, the sentiment is mixed, with many supportive of the goal but skeptical about the potential of achieving it based on past performance. There is a clear demand for a coastal ferry service that is reliable, affordable, well-integrated with other forms of transportation, and responsive to the needs of local communities.

Q12. Goal 2: Coastal ferries are an integrated component of a regional and provincial transportation system. What could be added to the draft goal and its objectives for the coastal ferry system's long-term strategy?

3,843 comments were received. While there are some positive comments about the ferry system, the broader sentiment leans towards a desire for improved integration with other modes of transportation, more affordable and reliable services, better communication and planning, and a focus on the needs of residents and communities. There is also a call to pay more attention and consideration to minor routes and ferry-dependent communities. The comments from Q11 and Q12 have been summarized into the following high-level themes:

- Offer reduced rates for island residents to support affordability (23% of the comments for this question):** Provide discounted rates for island residents to support the local communities and make travel more affordable.
- Increase staffing to reduce service disruptions (20%):** Boost staffing levels to minimize service disruptions and improve overall operational efficiency.
- Enhance integration of ferry services with regional and provincial transportation systems (17%):** Improve the integration of ferry services with regional and provincial transportation systems, including the construction of new Skytrain stations and the addition of more bus, shuttle and car share options.
- Incorporate smaller routes into the long-term strategy (12%):** Include smaller routes in the long-term strategy to ensure comprehensive ferry service coverage.



Working with transit authorities to ensure bus travel aligns better with ferry schedules on the gulf island routes is important.

- Southern Vancouver Island

DID YOU KNOW?

BC FERRIES HAS SIGNED A CONTRACT TO HAVE FOUR NEW ISLAND CLASS FERRIES ADDED TO THE FLEET BY 2027, WHICH WILL ADD RELIABILITY AND FLEXIBILITY TO THE SYSTEM SO PASSENGERS CAN HAVE BETTER CONFIDENCE THEY'LL GET WHERE THEY NEED TO BE.

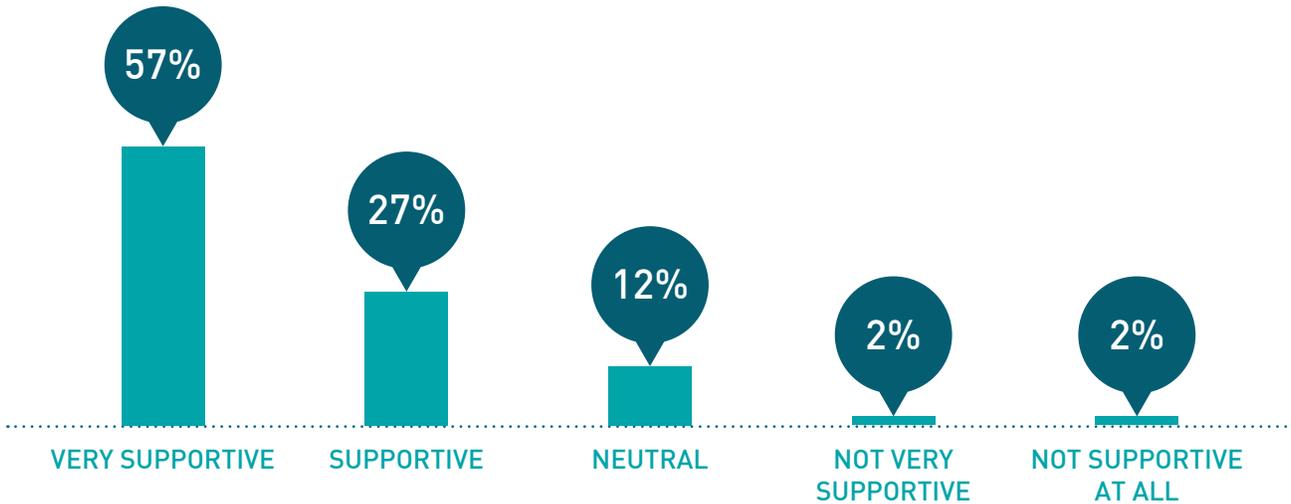
- **Upgrade the ferry fleet (10%):** Focus on fleet upgrades to improve the reliability and capacity of ferry services.
- **Create a specific commercial ferry service for large vehicles (6%):** Establish a dedicated commercial ferry service or alternate times/routes for large vehicles like big rigs to increase passenger vehicle capacity on regular sailings.
- **Implement action plans (3%):** Put in place action plans with defined timelines for building new ferries and enhancing services.
- **Consider barging commercial trailers to free up ferry space (2%):** Explore the possibility of barging commercial trailers to free up space on ferries for other vehicles and passengers.



Goal 3: The ferry system is safe for users and employees



Q13. How supportive are you of this goal and its objectives?



- 84% of respondents are supportive or very supportive of this goal and its objectives.

Q14. Goal 3: The system is safe for users and employees. Please explain your reasons for your level of support or lack thereof for the draft goal and objectives.

5,267 comments were received. Among these, there was a consensus that safety is paramount and that the ferry system is relatively safe. However, there were calls for improvements in staffing, training, and customer service. Respondents want a coastal ferry service that acts on these issues to ensure that safety and reliability are not compromised. There was also a desire for transparency and genuine engagement with the public to address these concerns.

Q15. Goal 3: The system is safe for users and employees. What could be added to the draft goal and its objectives for the coastal ferry system's long-term strategy?

2,988 comments were received. There are positive responses about the ferry system being solid and safe, and there is a desire for improvements in staffing, accessibility, communication and overall service quality. Respondents want a ferry system that is reliable, efficient and responsive to the needs of its passengers and its people. The comments from Q14 and Q15 have been summarized into the following high-level themes:

- **Enhance accessibility for passengers (23% of the comments for this question):**
Improve accessibility by ensuring clear pathways and adequate elevator access for passengers with disabilities and those with strollers.
- **Review and streamline the reservation system for improved accessibility (18%):**
Re-evaluate and potentially simplify the reservation system to enhance accessibility and reduce complexity by making it easier for users to navigate, find information and make reservations.
- **Address employee needs and retention and improve the working environment (17%):** Focus on addressing employee needs, including fair wages, job security and morale improvement, to create a positive working environment.
- **Develop comprehensive contingency and communication plans for emergencies (12%):** Create detailed contingency and communication plans for emergencies to ensure the safety of both passengers and crew.
- **Integrate diversity, equity, and inclusion initiatives (9%):** Incorporate diversity, equity and inclusion initiatives to ensure a culturally safe and welcoming experience for all passengers.
- **Prioritize safety measures and exceed federal and provincial rules (8%):** Make safety a top priority by enhancing safety measures and potentially exceeding federal marine transportation rules.

DID YOU KNOW?

BC FERRIES IS COMMITTED TO IMPROVING ACCESSIBILITY THROUGHOUT ITS FLEET AND TERMINALS. IT WORKS WITH REPRESENTATIVES FROM VARIOUS ORGANIZATIONS TO LEARN HOW IT CAN IMPROVE ITS SERVICES FOR CUSTOMERS WITH ACCESSIBILITY NEEDS.

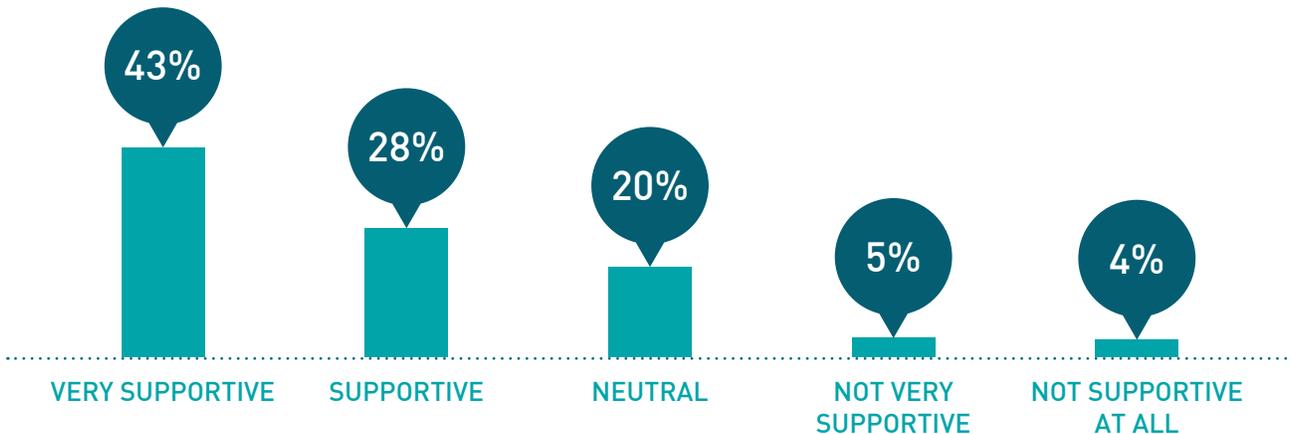
- **Explore automation to enhance efficiency (4%):** Investigate the feasibility of implementing automation where appropriate to reduce the need for human interaction and improve operational efficiency.
- **Evaluate major infrastructure changes, including potential bridge construction (4%):** Some comment suggested the government should consider major infrastructure changes, such as building bridges to reduce the number of routes and focus on key ones, potentially leading to improved service on the remaining routes.



Goal 4: Coastal ferries are low impact and are resilient



Q16. How supportive are you of this goal and its objectives?



- 71% of respondents expressed feeling supportive or very supportive of this goal and its objectives and 20% feeling neutral about it.

Q17. Goal 4: Coastal ferries have a low impact on the environment with infrastructure that is resilient to climate change. Please explain your reasons for your level of support or lack thereof for the draft goal and objectives.

4,633 comments were received. Overall, the sentiment of the comments was mixed, with a general acknowledgment of the importance of environmental responsibility and climate action, as well as a significant amount of concern regarding the practicality, cost and potential impact on service quality. There was a desire for more clarity and detail on environmental strategies and a cautious approach to ensure that core services are not compromised.

Q18. Goal 4: Coastal ferries have a low impact on the environment with infrastructure that is resilient to climate change. What could be added to the draft goal and its objectives for the coastal ferry system’s long-term strategy?

2,678 comments were received. While there was a clear interest in environmental sustainability and reducing the ferry system’s impact on climate change, there was also a strong desire for practical, cost-effective solutions that ensure the reliability and efficiency of the service. Respondents also called for more detailed plans and actions rather than generic goals, and there was a sense of urgency for the ferry system to lead by example in environmental stewardship. The comments from Q17 and Q18 have been summarized into the following high-level themes:

- **Transition the ferry fleet to low-emission power sources and promote sustainable transportation (19% of the comments for this question):** Shift the ferry fleet to electric or alternative low-emission power sources while implementing strategies to discourage vehicle travel and prioritize public transit, walking and cycling.
- **Support marine habitat restoration and marine life protection initiatives (17%):** Provide support for local groups and initiatives aimed at restoring habitats and protecting marine life, including developing specific objectives related to marine animal protection.
- **Invest in energy-efficient passenger-only ferries (16%):** Allocate resources to invest in energy-efficient and smaller passenger-only ferries to accommodate a transition towards passenger-only travel.
- **Improve waste management practices and reduce single-use plastics (15%):** Implement better waste management practices, including onboard recycling, and take further steps to reduce the use of single-use plastics.



I think it is unrealistic to prioritize transit and active travel for those of us who live in rural islands and require a vehicle to get to appointments, etc. Addressing the plan for wildfires and emergencies for residents is huge!

- Mid Vancouver Island

DID YOU KNOW?

BC FERRIES IS WORKING TO ELECTRIFY ITS SERVICES. IN 2023, BC FERRIES WAS APPROVED TO ADD FOUR NEW HYBRID ELECTRIC FERRIES AND TO ELECTRIFY FOUR OF ITS TERMINALS.

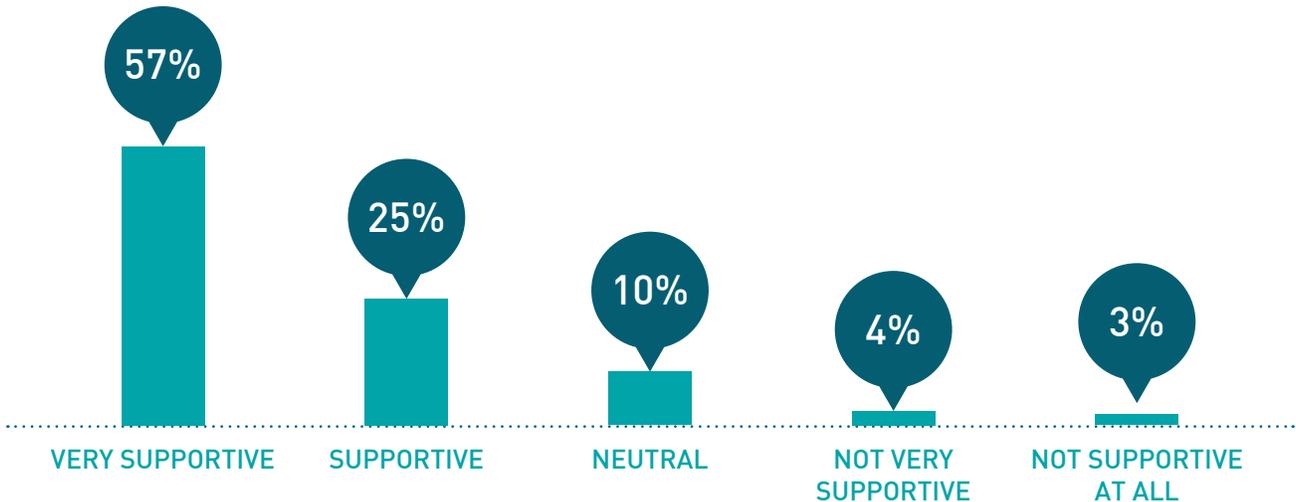
- **Enhance infrastructure resilience to climate change (12%):** Strengthen infrastructure resilience to climate change by redesigning ferry terminals to respond to environmental conditions and prepare for extreme weather events.
- **Explore innovative green technologies for ferries (8%):** Investigate and implement innovative technologies such as hydrogen fuel, sails, solar power, and other green solutions for ferry operations.
- **Enhance emergency response capabilities and community support (5%):** Improve emergency response capabilities, including faster transportation for emergency crews and support for community emergency response teams.
- **Develop and communicate clear environmental goals and progress tracking (2%):** Establish and communicate precise environmental goals, such as achieving carbon neutrality by 2030, and establish a system for tracking progress towards these objectives.



Goal 5: The ferry system provides good value to the public



Q19. How supportive are you of this goal and its objectives?



- 82% of respondents cited feeling supportive or very supportive of this goal and its objectives.

Q20. Goal 5: BC Ferries is affordable for users and is a financially sustainable organization. Please explain your reasons for your level of support or lack thereof for the draft goal and objectives.

5,710 comments were received. The overall sentiment was a desire for a more affordable and accessible ferry system that reflects its role as an essential public service, balanced with the need for financial sustainability. There was a call for transparency, efficiency, and fairness in how the system is managed and funded.

Q21. Goal 5: BC Ferries is affordable for users and is a financially sustainable organization. What could be added to the draft goal and its objectives for the coastal ferry system’s long-term strategy?

3,368 comments were received. The sentiment from the responses is largely focused on making the ferry system more affordable, equitable and efficient, with a strong desire for more variable pricing models that make ferry travel more affordable for certain kinds of users. The comments from Q20 and Q21 have been summarized into the following high-level themes:

- **Offer discounted fares for island residents (14% of the comments for this question):** Provide discounted fares for island residents, recognizing the essential nature of the service as part of their daily transportation needs.
- **Consider deeper fare discounts for seniors and students (12%):** Explore the possibility of offering more substantial fare discounts for seniors and students, regardless of their residence on islands.
- **Simplify the ferry experience and integrate reservation costs (12%):** Streamline the ferry experience to make it more affordable for the average person, including further integrating reservation costs into the ticket price and incentivizing passenger choices that help spread capacity away from peak sailings.
- **Offer bulk ticket purchase options for savings (10%):** Provide options for bulk ticket purchases at discounted rates, such as punch passes, to offer savings for frequent travelers and low-income families.
- **Re-evaluate and enhance the reservation system (9%):** Review and enhance the current reservation system to incentivize reservations and make it more user-friendly.
- **Implement a tiered pricing system for efficiency (8%):** Expand a tiered pricing system that offers discounts during non-peak hours and encourages early booking to manage demand and improve operational efficiency.

DID YOU KNOW?

THAT SAVER AND PREPAID FARES, INTRODUCED IN 2022, INCORPORATE RESERVATIONS AT A FRACTION OF THE COST OF BOOKING A RESERVATION ON ITS OWN AND THEN PAYING AT THE TERMINAL.

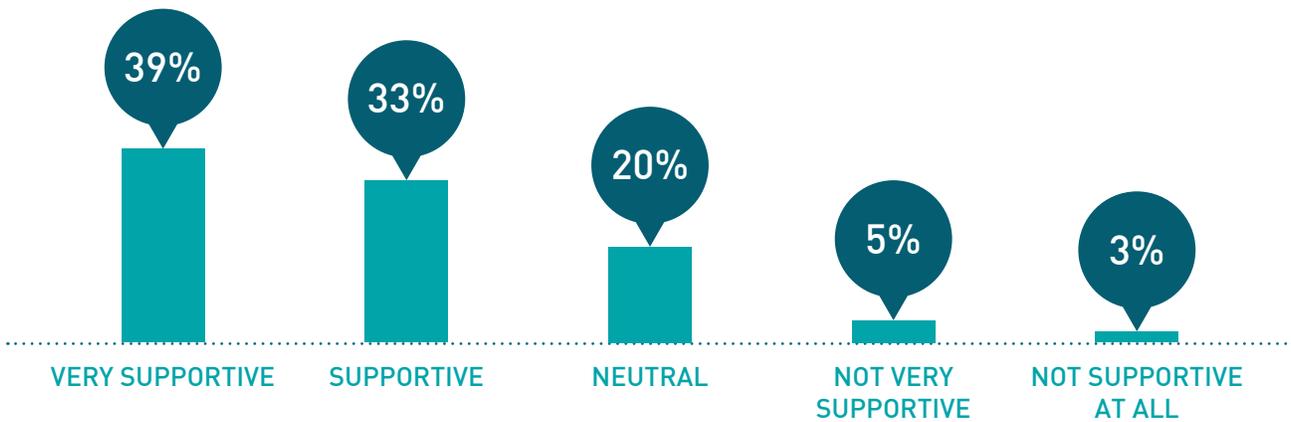
- **Explore integration of a coastal ferry system with the provincial highway system (6%):** The government should investigate the integration of BC Ferries into the provincial highway system to standardize user charges and explore potential government subsidies.
- **Enhance financial management for long-term sustainability (5%):** Improve financial management practices that better ensure the ferry system's long-term sustainability and resilience in a changing economy.
- **Engage the community for feedback and improvement (4%):** Actively involve the community in providing feedback and suggestions to ensure the ferry system aligns with user needs and identifies areas for improvement.
- **Review and reduce administrative and board compensation (3%):** Conduct a review of administrative and board salaries and perks to control costs and refocus on the ferry system's role as a transportation service.
- **Transition BC Ferries to a non-profit model (2%):** Evaluate the transition of BC Ferries to a fully non-profit model, emphasizing its role as a transportation service rather than a luxury experience.



Goal 6: Customers have an accessible, comfortable and convenient experience



Q21. How supportive are you of this goal and its objectives?



- 72% of respondents feel supportive or very supportive with another 20% feeling neutral.

Q22. Goal 6: The customer experience is accessible and comfortable, with modern technology and amenities. Please explain your reasons for your level of support or lack thereof for the draft goal and objectives.

4,881 comments were received. The overall sentiment was mixed for this question. While there was support for making the ferry experience accessible and comfortable, many responses emphasized the need for reliable, efficient, and affordable ferry services over modern amenities and technology. There was a clear desire for the ferry system to meet the basic transportation needs of users effectively.

Q23. Goal 6: The customer experience is accessible and comfortable, with modern technology and amenities. What could be added to the draft goal and its objectives for the coastal ferry system’s long-term strategy?

2,630 comments were received. Overall, while there were some positive sentiments about this proposed goal and objectives, there was also a significant amount of critical feedback. Respondents want a ferry system that prioritizes accessibility, reliability and affordability, with modern technology and amenities that enhance the core service without driving up costs. There was a call for a customer-focused approach that considers the diverse needs and expectations of all users. The comments from Q22 and Q23 have been summarized into the following high-level themes:

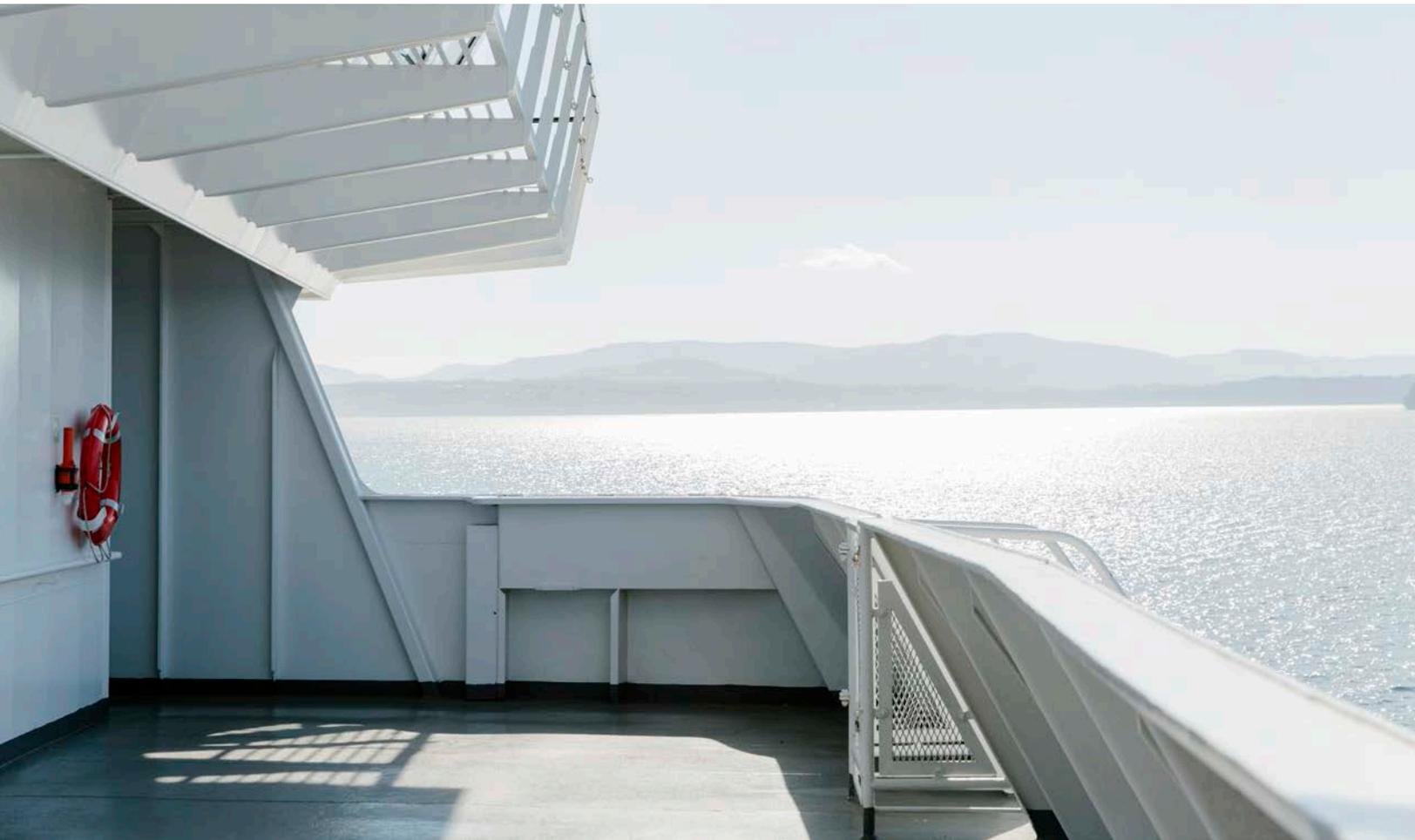
- **Offer Wi-Fi service for reliable internet access (28% of the comments for this question):** Offer Wi-Fi service on all ferries and terminals to ensure reliable internet access for passengers.
- **Improve accessibility for individuals with disabilities (20%):** Enhance accessibility for individuals with disabilities by providing better pathways, seating, and assistance.
- **Prioritize responsive customer service (12%):** Focus on customer service by training staff to be more responsive to customer needs, particularly addressing the requirements of passengers with mental health barriers or disabilities.
- **Modernize systems for a seamless user experience (8%):** Modernize systems to facilitate an easy and enjoyable end-to-end user experience, including the implementation of automated ticket booths and enhanced booking capabilities.
- **Develop a strategy for passengers remaining in vehicles (7%):** Create a working strategy for passengers who need to remain with their vehicles due to policy or personal reasons.
- **Offer affordable and healthy food options (7%):** Provide more affordable and healthy food choices, potentially including locally produced items.



I don't care about modern tech or experience, it's just a boat ride. But accessibility is incredibly important. Working elevators, managing the steepness of the stairs, having sensory friendly spaces, accessible bathrooms, etc.

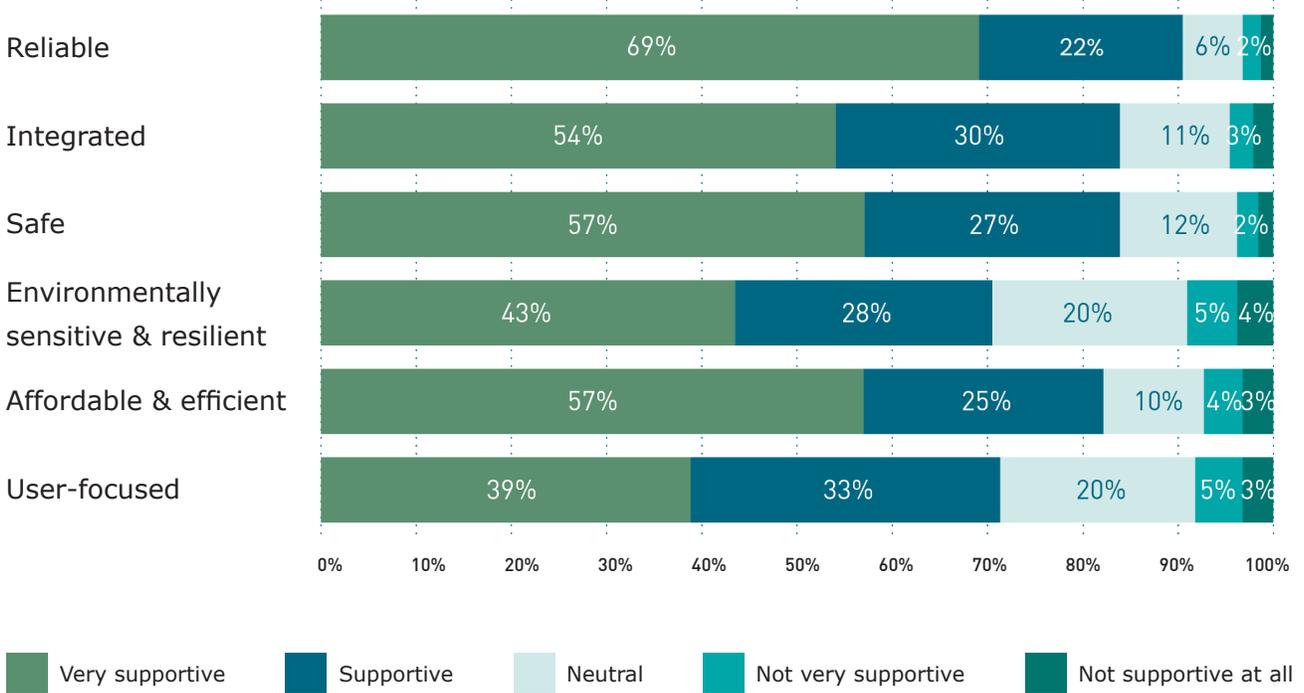
- Mid Vancouver Island

- **Standardize amenities across major terminals (5%):** Standardize amenities across major terminals to provide a consistent experience for passengers.
- **Implement feedback mechanisms and ongoing surveys (4%):** Integrate feedback mechanisms such as ongoing surveys to understand and meet changing customer expectations.
- **Prioritize environmental sustainability (4%):** Emphasize environmental sustainability by reducing plastic and single-use items, exploring alternative power sources, and considering the overall impact on the planet.

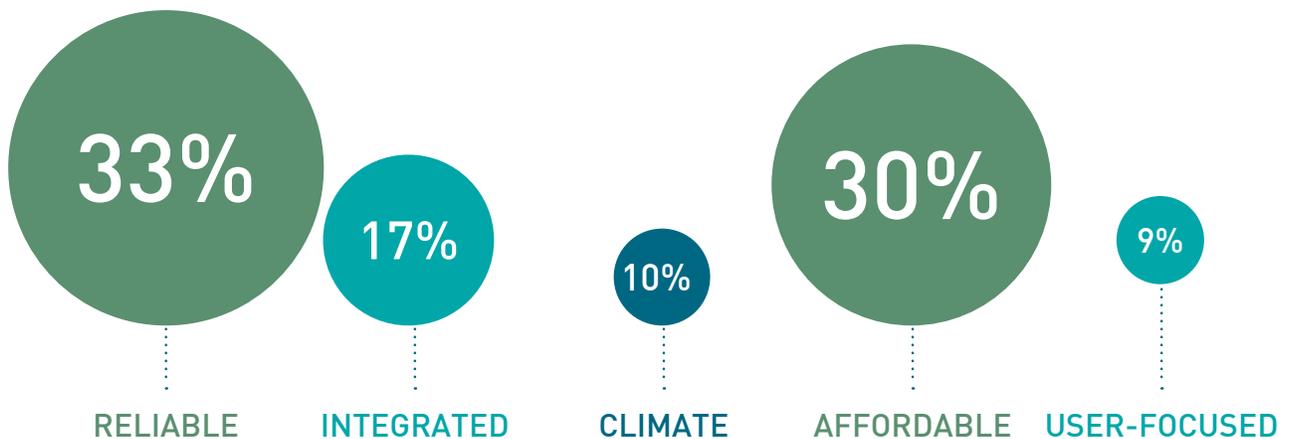


Q24. Which goals and objectives are most important to you? (Please select up to three)

The following table provides a comparative analysis of levels support across goals.



WHICH GOALS AND OBJECTIVES ARE MOST IMPORTANT TO YOU? (PLEASE SELECT UP TO THREE)



- Reliability is the most important goal for respondents, followed by affordability & efficiency and integration. *Note: as respondents were able to select up to three choices, this chart adds up to 99% to reflect shared selections.*

Q25. Thinking about ferry service in the future, what else is important to you, aside from the goals and objectives listed above?

5,761 comments were received. The sentiment was one of frustration with the current state of the coastal ferry system, with a strong desire for improvements in reliability, affordability, staffing, community engagement, and communication. Respondents are looking for a ferry service that is more responsive to the needs of residents and less focused on non-essential features. The comments have been summarized into the following high-level themes:

- **Enhance ferry service reliability and punctuality (18% of the comments for this question):** Reduce delays and better ensure on-time departures and arrivals to enhance the reliability and punctuality of ferry services.
- **Address reservation system issues for flexibility (15%):** Accommodate unexpected delays by prioritizing impacted travellers on the next sailing, refunding fees, providing vouchers, etc., and provide flexibility for customers with reservations by addressing reservation system issues.
- **Increase affordability for residents and frequent travelers (14%):** Make ferries more affordable, especially for island residents and frequent travelers, and consider introducing further discounted or free travel for seniors.
- **Offer competitive wages and employment conditions (11%):** Ensure better financial security for entry-level staff by offering competitive wages and employment conditions.



Last minute cancellations have such an impact on travellers especially when there is no other way to get a vehicle across into Vancouver or the Island. I do not feel confident even having a reservation that I will be able to get on a ferry. As someone who works in the hospitality industry it is easy to see the lack of confidence in travellers coming to the island and more reluctance to come across when they know they need to rely on a ferry to get home.

- Lower Mainland

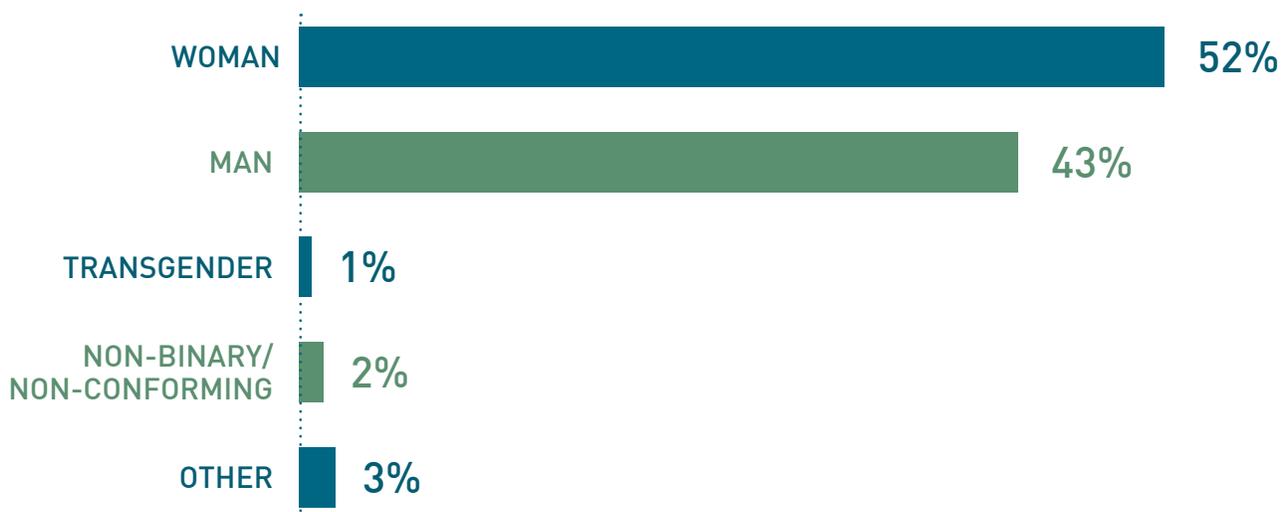
DID YOU KNOW?

SENIORS ALREADY TRAVEL WITHOUT FEES MONDAYS THROUGH THURSDAYS, AND STUDENTS TRAVELING FOR SCHOOL EVENTS TRAVEL AT 50% OF THE FEE.

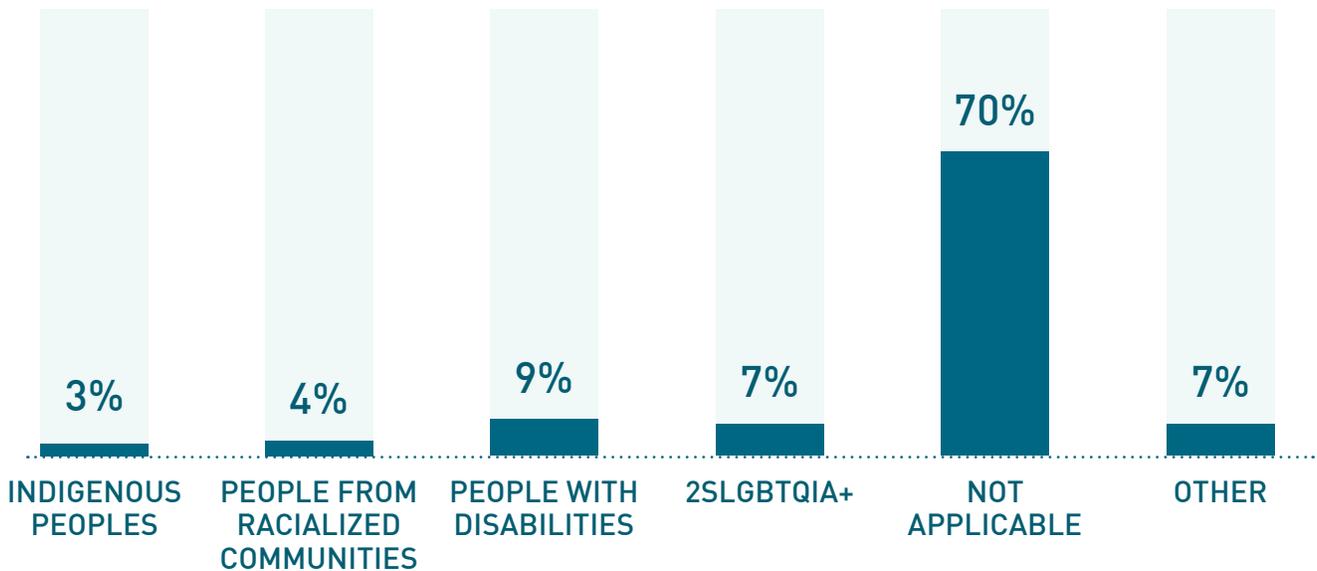
- **Improve employee morale and working conditions (10%):** Address low staff morale and high turnover rates by enhancing employee morale and working conditions.
- **Emphasize the ferry system as an essential service (7%):** Consider the ferry system as an essential service and part of the highway system, rather than a profit-oriented business, and explore alternatives like building a bridge.
- **Improve communication with customers (6%):** Enhance communication with customers regarding service issues and provide clear explanations for decisions and changes.
- **Reduce waste and promote environmental sustainability (5%):** Minimize waste, particularly single-use utensils and food service waste, to promote environmental sustainability.
- **Enhance onboard food options and pet-friendly accommodations (5%):** Improve food options on board, including healthier and vegetarian choices, and address the need for better pet-friendly spaces.
- **Expand services to match demand and growth (4%):** Expand services to align with demand and growth, including providing more reliable sailings and better integration with other transportation systems.

DEMOGRAPHIC QUESTIONS

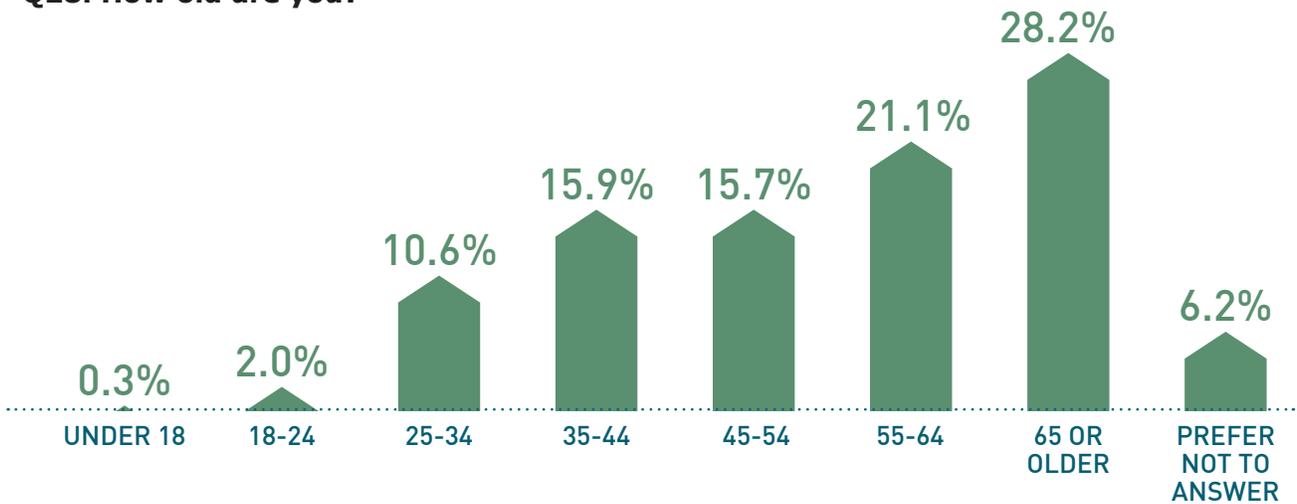
Q26. Gender identity (select all that apply)



Q27. Do you identify as a member of any of the following equity-deserving communities? (select all that apply)



Q28. How old are you?



Q29. Which of the following best represents your annual household income?



Next steps

The next phase of engagement is planned for spring 2024. Key input and findings will continue to be shared with the public. The culmination of these efforts will be the release of a Vision for the coastal ferry system in early 2025, outlining a forward-looking roadmap for an integrated, reliable, and accessible ferry service, poised to meet the evolving needs of coastal communities now and into the future.



**Charting
the Course**
A VISION FOR COASTAL FERRIES





March 29, 2024

Ms. Jennifer Kennedy
Olivia Faurot
Zoe Didcott
Sophia Blaney

Via School District Email

Dear Ms. Kennedy, Olivia, Zoe, and Sophia,

On behalf of the qathet Board of Education, I am writing to extend our gratitude for your presentation at the March board meeting regarding the qathet Student Council. Your insights provided valuable perspective on the efforts and achievements of the student council in fostering student engagement and empowering the student voice within our district.

We thank Principal Kennedy for her leadership in guiding the qathet Student Council and facilitating opportunities for student collaboration across elementary and secondary levels. Your dedication to nurturing an inclusive environment where students across the district can come together to address important issues is commendable.

Olivia, Zoe, and Sophia, your reflections on your experiences were insightful and inspiring. Your enthusiasm for participating in discussions, sharing ideas, and contributing to decisions highlights the significance of student voices in shaping our educational community. We are delighted to hear about the positive impact the council has had on your growth and development.

Additionally, we would like to extend our thanks to all the students and staff who form the qathet Student Council. Each of you plays a vital role in fostering a supportive and inclusive environment within our schools. Please convey our appreciation to your fellow students and the dedicated staff who help to facilitate the council's success.

Thank you again for sharing your enthusiasm with the board. We look forward to hearing more from the qathet Student Council in years to come!

Yours truly,

A handwritten signature in black ink that reads "J Miller".

Jaclyn Miller
Chairperson
Board of Education
qathet School District

JM/er



qathet School District – School District No. 47 Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Powell River	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD47
Developed by: Bryce Biasutti, Gerry Brach	Date Developed: March 2024
School Name: Brooks Secondary School	Principal's Name: Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Self Efficacy and Resilience (YCPA 1A)	Grade Level of Course: 11
Number of Course Credits: 4 credits	Number of Hours of Instruction: 110-120 hours

Board/Authority Prerequisite(s):

Priority will be given to students recommended by the School-Based Team (SBT) and/or a member from Student Support Services. While all students would benefit from the curriculum in this course, it is designed to be an asynchronous course for students who may be struggling with school engagement due to mental health, attendance, substance use, or other community factors.

Special Training, Facilities or Equipment Required:

Access to a computer or technology to access, complete, and submit course activities to teacher. Student enrolled in the course will be connected to a member of the SSS team.

Course Synopsis:

This self-efficacy and resilience course is designed to build upon and extend students' learning experience from Career-Life Education (CLE) and Physical and Health Education (PHE) 10. This course will help students explore how they are influenced by situations/barriers in life and how to face these challenges competently. Students will develop their resiliency and how to maintain composure and a positive outlook when things are not going well. Focusing on the

personal and social awareness core competency, students will learn and develop both self and social awareness, self-regulation, interpersonal skills, and personal health and wellness. Students will develop the attitudes needed to create healthy identities for themselves, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible decisions.

This self-efficacy and resilience course is influenced by Cornell Health's [Resilience Pyramid](#).

Goals and Rationale:

- 1) Extensive research about self-efficacy and resilience in relation to health, wellness, relationships, academic pursuits and careers.
- 2) Building connection with trusted adults at school and in the community
- 3) Developing a personal success plan with goal setting, academic planning and identifying career pathways.
- 4) Improving skills to build relationships, support oneself and others and make positive change in one life.

Organizational Structure:

Unit/Topic Title Time

Unit 1 Self Efficacy (50 hours*)

Unit 2 Building Resilience (50 hours*)

Unit 3 Practical Application (10-20 hours*)

* Time allotments per unit may vary depending on the needs of the students in the class.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning involves recognizing the consequences of one's actions.

Learning recognizes the role of indigenous knowledge.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Self-Awareness:
 Understanding how one’s own emotions, thoughts, and values influence behavior across contexts.

Self-Management:
 Managing one’s emotions, thoughts, and behaviors effectively in different situations contributes to achieving our goals and aspirations.

Relationships:
 Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.

Responsible Decision Making:
 Finding balance between personal and work life promotes well-being.

Social Awareness:
 Understanding the perspectives of, and empathizing with others, including those from diverse background, cultures and contexts, contributes to strong and healthy communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Self-Awareness: Understanding how one’s own emotions, thoughts and values influence behavior across contexts.</p> <ul style="list-style-type: none"> • Explore different learning skills and personal attributes to recognize personal strengths and identify areas that need growth. • Explore different emotions and identify how emotions can influence daily living. • Explore the connections between feelings, thoughts, actions, and personal values. • Examine factors that contribute to a growth mindset. • Examine personal biases. • Using on-going self-assessment. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Strengths and traits associated with self-efficacy. • Emotional literacy. • Physiological response. • Cognitive behavior theory: connections between perception, feelings, thoughts, and actions. • Growth mindset theory. • Bias. • Self-reflection and reflection strategies. • Personal values.

Self-Management:

Managing one's emotions, thoughts, and behaviors effectively in different situations contributes to achieving our goals and aspirations.

- Explore different strategies to manage impulse control.
- Identify and use stress and anxiety management strategies.
- Strategies to promote well-being.
- Strategies to improve organization and time management.
- Reflect on outcome of personal goals and assess the effectiveness of various strategies.

Relationships:

Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.

- Practice teamwork and collaborative problem-solving.
- Explore and demonstrate effective communication skills.
- Develop positive relationships.
- Seek or offer support and help when needed.
- Develop skills to resolve conflicts constructively.

Responsible Decision Making:

Finding balance between personal and work life promotes well-being.

- Recognizing how critical thinking skills are useful for both inside and outside of school.
- Anticipate and evaluate the consequences of one's actions.
- Explore career paths and academic requirements.
- Identify solutions during challenging times.
- Learn how to make reasoned judgement after analysing information, data and facts.

- Self-regulation strategies and how they are developed.
- Mental health literacy (stress, anxiety, and depression).
- Seeking support (school and community resources).
- Goal setting strategies.
- Wellness wheel (4 quadrants).
- Sleep hygiene.
- Executive function skills to promote daily success.

- Communication skills and how they are developed.
- Strategies to seek support.
- Conflict resolutions.
- Social media usage/Virtual connections.

- Relationships between choices, actions and consequences.
- Strategies that promote critical thinking.
- Appropriate behaviors for different situations and context.
- The brain and how it is linked to our behavior and emotions.

Social Awareness:

Understanding the perspectives of, and empathizing with others, including those from diverse backgrounds, cultures and contexts, contributes to strong and healthy communities.

- Practice taking other perspectives and/or viewpoints
- Recognizing strength in others.
- Understand and show concern for the feelings of others.
- Understand and express gratitude.
- Understand and demonstrate empathy and compassion.
- Understand the influences of organizations and systems on behavior.

- Perspective taking.
- Strategies for practicing gratitude.
- Networking with the school and community.
- Relationship and difference between sympathy, empathy, and compassion.

Recommended Instructional Components:

Summative assessments will be determined as students demonstrate proficiency/mastery toward curricular competencies. The following will be used to assess learning:

- 1) Self-assessment practice will be heavily emphasized as self-efficacy and resilience is a course that is based on personal growth and development.
- 2) Student working collaboratively with sponsor teacher/education staff.
- 3) Final summative projects.

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

If applicable, progress towards IEP goals, as reflected through the following methods:

- Data collection
- Functional skills checklist
- Portfolio
- Participation/discussion
- Active involvement

- Course activities self-evaluation/self-reflections
- Employment Evaluation forms

Learning Resources:

- Technology
- Office 365
- Accessible Books
- Videos
- iPad
- Projectors

School Supports:

School supports may include

- Connection with School Counsellors
- Connection with other SSS staff
- Connections with administrators
- Connections with Family Support Liaison Worker (FSLW)

SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2023-2024

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	1	1	3	2	6	5				20
10 days or less (violent)		2	1		3	3	1				10
11-20 days (non-violent)					1						1
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)					1						1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		2	2		1	4	1				10
Less than 20 days (second + drug/alcohol offence)							1				1
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
TOTAL SUSPENSIONS	2	5	4	3	8	13	8	0	0	0	43
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

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

Estimated Operating Grants Overview - 2024/25 School Year

School District 47 (Powell River)

September 2024 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	2,000.0000	\$8,915	\$17,830,000	
Continuing Education	0.0000	\$8,915	\$0	
Alternate Schools	20.0000	\$8,915	\$178,300	
Online Learning	1,015.0000	\$7,200	\$7,308,000	
Home Schooling	5	\$250	\$1,250	
Course Challenges	0	\$279	\$0	
Total Enrolment-Based Funding (September)	3,035.0000			\$25,317,550
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-3.0625	\$4,458	\$0	
4%+ Enrolment Decline		\$6,686	\$0	
Significant Cumulative Decline (7%+)	127.6875	\$4,458	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	9	\$50,730	\$456,570	
Level 2 Special Needs	340	\$24,070	\$8,183,800	
Level 3 Special Needs	160	\$12,160	\$1,945,600	
English Language Learning	16	\$1,795	\$28,720	
Indigenous Education	375	\$1,770	\$663,750	
Adult Education	2.5000	\$5,690	\$14,225	
Equity of Opportunity Supplement			\$215,477	
Supplement for Unique Student Needs				\$11,508,142
		Funding		Total Supplement
Variance from Provincial Average	-\$1,345			
Estimated Number of Educators	168.750		-\$226,969	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	3,037.5000	\$180.33	\$547,752	
Supplement for Salary Differential				\$320,783
Supplement for Unique Geographic Factors				\$3,907,842
Funding Protection				\$0
Curriculum and Learning Support Fund				\$27,343
September 2024 Enrolment Count, Total				\$41,081,660

July 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	160	\$255	\$40,800	
Summer Learning Grade 8-9	5	\$255	\$1,275	
Summer Learning Grade 10-12	30	\$505	\$15,150	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	5	\$505	\$2,525	
Summer Learning, Total				\$59,750
February 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	2.0000	\$8,915	\$17,830	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	40.0000	\$3,600	\$144,000	
Gr 10-12 School-Age FTE - Online Learning	50.0000	\$7,200	\$360,000	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
Level 1 Special Needs Enrolment Growth	0	\$25,365	\$0	
Level 2 Special Needs Enrolment Growth	5	\$12,035	\$60,175	
Level 3 Special Needs Enrolment Growth	5	\$6,080	\$30,400	
Newcomer Refugees	0.0000	\$4,458	\$0	
ELL Supplement - Newcomer Refugees	0	\$898	\$0	
February 2025 Enrolment Count, Total				\$612,405
May 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,915	\$0	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,400	\$0	
Gr 10-12 School-Age FTE - Online Learning	10.0000	\$7,200	\$72,000	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
May 2025 Enrolment Count, Total				\$72,000
Indigenous Education Councils				\$60,104
2024/25 Full-Year Estimated Total				\$41,885,919
Estimated 2024/25 Operating Grant from Indigenous Services Canada				\$1,032,389
Estimated 2024/25 Operating Grant from Ministry of Education and Child Care				\$40,853,530

TABLE A
SUMMARY OF GRANTS TO DATE, 2024/25

Updated March 2024

School District	2024/25 Estimated Operating Grant Block	Preliminary Classroom Enhancement Fund Allocation	Learning Improvement Fund - Support Staff	Community- LINK	Annual Facility Grant (Total Oper. Portion)*	Pay Equity	Student Transportation Fund	Feeding Futures Fund
5 Southeast Kootenay	78,879,535	9,890,331	279,298	419,328	287,051	457,171	361,459	771,379
6 Rocky Mountain	46,962,614	3,980,254	166,286	441,470	195,843	207,823	369,399	459,217
8 Kootenay Lake	62,984,606	10,645,079	223,017	750,517	279,640	300,996	419,602	615,090
10 Arrow Lakes	10,854,510	261,711	38,434	107,223	62,466	40,560	42,675	350,000
19 Revelstoke	15,966,508	622,521	56,534	117,117	65,380	101,498	49,847	350,000
20 Kootenay-Columbia	51,876,065	6,429,874	183,684	763,792	193,904	248,239	242,977	509,312
22 Vernon	109,272,068	8,207,883	386,912	648,872	356,577	85,865	361,094	1,065,466
23 Central Okanagan	289,177,257	29,633,959	1,023,923	1,293,116	785,498	1,238,323	600,000	2,828,440
27 Cariboo-Chilcotin	62,458,200	4,435,232	221,153	733,079	311,807	665,837	739,024	609,911
28 Quesnel	42,250,003	2,387,915	149,599	563,346	179,130	379,632	274,209	413,291
33 Chilliwack	183,683,479	20,429,144	650,389	771,423	456,617	864,624	329,456	1,789,043
34 Abbotsford	230,230,095	18,416,145	815,202	1,320,021	692,103	118,014	313,969	2,241,132
35 Langley	282,951,032	47,856,129	1,001,877	2,345,214	680,306	551,875	260,000	2,752,652
36 Surrey	914,057,885	68,700,467	3,236,510	4,362,041	2,362,474	6,861,224	72,999	8,855,207
37 Delta	174,490,938	14,247,173	617,840	665,164	615,060	2,171,545	41,933	1,692,274
38 Richmond	248,336,889	49,289,631	879,315	862,931	829,289	2,215,706	21,608	2,410,619
39 Vancouver	582,787,459	37,588,197	2,063,543	10,563,442	2,238,404	7,294,124	53,423	5,653,374
40 New Westminster	88,810,934	7,325,756	314,463	1,725,662	235,916	521,853	6,073	858,454
41 Burnaby	305,091,112	18,455,683	1,080,271	2,693,837	931,106	1,441,995	24,841	2,953,560
42 Maple Ridge-Pitt Meadows	191,626,007	22,625,322	678,512	632,170	517,597	1,874,965	185,990	1,867,774
43 Coquitlam	369,979,525	47,630,766	1,310,029	1,720,935	1,139,837	706,353	81,641	3,576,667
44 North Vancouver	179,606,844	19,502,159	635,955	1,293,469	626,391	2,966,047	40,566	1,749,845
45 West Vancouver	79,537,229	3,308,226	281,627	322,493	267,433	678,422	84,722	768,214
46 Sunshine Coast	50,230,056	3,475,789	177,855	555,080	196,625	510,381	380,465	491,626
47 Powell River	41,885,919	2,170,552	148,310	228,750	122,953	243,304	91,754	403,803
48 Sea to Sky	63,096,755	7,316,023	223,414	341,085	191,174	371,793	265,534	615,622
49 Central Coast	7,536,024	633,651	26,684	279,375	60,303	42,403	80,277	350,000
50 Haida Gwaii	12,162,356	936,929	43,065	122,812	110,411	139,874	149,851	350,000
51 Boundary	20,935,315	1,479,458	74,128	171,033	113,371	105,245	153,588	350,000
52 Prince Rupert	27,071,177	2,783,420	95,854	578,582	135,659	706,027	117,597	350,000
53 Okanagan Similkameen	35,496,248	2,790,631	125,686	253,277	125,870	233,703	209,099	350,000
54 Bulkley Valley	25,856,507	1,307,730	91,553	262,678	141,686	225,459	163,737	350,000
57 Prince George	170,253,536	10,845,895	602,836	2,417,153	667,343	2,271,692	687,663	1,667,742
58 Nicola-Similkameen	28,033,229	4,648,676	99,260	320,941	125,854	120,216	170,292	350,000
59 Peace River South	53,081,177	4,036,510	187,951	413,832	285,789	944,395	441,458	516,303
60 Peace River North	79,810,872	4,936,345	282,596	642,426	299,020	241,350	425,785	771,931
61 Greater Victoria	230,854,057	21,476,410	817,412	4,255,751	810,431	2,896,617	20,027	2,264,368
62 Sooke	161,382,708	25,674,772	571,426	797,821	336,877	931,052	358,365	1,566,800
63 Saanich	89,611,020	10,421,305	317,296	481,653	305,872	377,315	280,000	853,981
64 Gulf Islands	22,552,788	2,215,597	79,855	164,095	103,649	102,398	328,264	350,000
67 Okanagan Skaha	71,012,871	4,434,484	251,443	402,015	268,518	441,194	167,035	693,860
68 Nanaimo-Ladysmith	170,608,922	14,539,319	604,095	2,609,510	555,746	160,000	244,630	1,665,804
69 Qualicum	53,217,746	4,629,319	188,434	438,392	199,383	936,176	426,341	517,809
70 Pacific Rim	48,206,805	4,603,315	170,691	1,014,040	211,812	595,220	71,717	468,724
71 Comox Valley	121,013,384	13,026,987	428,486	626,643	350,494	451,831	421,375	1,145,246
72 Campbell River	72,472,825	4,263,625	256,613	598,769	263,177	75,322	316,860	708,528
73 Kamloops-Thompson	195,475,047	15,691,547	692,141	1,691,176	701,984	575,959	666,817	1,901,769
74 Gold Trail	21,481,756	664,977	76,063	422,227	139,683	376,093	366,932	350,000
75 Mission	82,310,535	8,352,839	291,446	456,462	249,559	725,901	188,900	796,804
78 Fraser-Cascade	27,236,357	3,378,850	96,439	390,086	107,288	229,516	184,576	350,000
79 Cowichan Valley	102,531,394	10,382,748	363,045	761,512	384,142	363,682	283,524	999,443
81 Fort Nelson	10,827,914	1,125,401	38,340	153,794	64,624	79,311	32,744	350,000
82 Coast Mountains	57,141,072	7,170,791	202,326	652,960	308,323	1,160,795	557,786	559,169
83 North Okanagan-Shuswap	87,586,555	7,207,807	310,128	366,197	342,495	641,286	561,925	856,422
84 Vancouver Island West	10,274,434	1,162,154	36,380	147,044	79,225	55,087	57,593	350,000
85 Vancouver Island North	21,038,125	1,492,125	74,492	368,249	148,405	115,216	118,179	350,000
87 Stikine	6,920,666	473,102	24,505	603,629	60,762	124,935	51,181	350,000
91 Nechako Lakes	61,202,515	3,334,614	216,707	578,577	289,483	1,096,373	503,247	576,742
92 Nisga'a	9,573,921	945,367	33,899	156,883	54,315	116,874	130,091	350,000
93 Conseil scolaire francophone	108,762,338	10,552,614	384,773	139,727	277,866	100,251	750,415	1,066,583
Provincial Total	7,060,615,720	676,451,235	25,000,000	59,980,898	23,500,000	50,876,937	15,403,131	71,500,000

*Includes total operating portion only; visit Capital Planning Resources via the link below for more details:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/resources-archive/k-12-capital-planning-resources>

TABLE B
CLASSROOM ENHANCEMENT FUND ALLOCATION, 2024/25 PRELIMINARY

Updated March 2024

School District	Staffing Cost	Overhead Cost	Annual Remedies*	Total 2024/25 Preliminary Classroom Enhancement Fund Allocation
5 Southeast Kootenay	9,724,168	166,163		9,890,331
6 Rocky Mountain	3,764,274	215,980		3,980,254
8 Kootenay Lake	10,413,899	231,180		10,645,079
10 Arrow Lakes	200,087	61,624		261,711
19 Revelstoke	548,021	74,500		622,521
20 Kootenay-Columbia	6,059,094	370,780		6,429,874
22 Vernon	7,430,229	777,654		8,207,883
23 Central Okanagan	29,020,821	613,138		29,633,959
27 Cariboo-Chilcotin	3,800,854	634,378		4,435,232
28 Quesnel	2,148,520	239,395		2,387,915
33 Chilliwack	19,993,056	436,088		20,429,144
34 Abbotsford	17,930,719	485,426		18,416,145
35 Langley	46,844,629	1,011,500		47,856,129
36 Surrey	67,217,079	1,483,388		68,700,467
37 Delta	13,390,186	856,987		14,247,173
38 Richmond	43,885,038	5,404,593		49,289,631
39 Vancouver	33,081,421	4,506,776		37,588,197
40 New Westminster	6,909,292	416,464		7,325,756
41 Burnaby	15,744,517	2,711,166		18,455,683
42 Maple Ridge-Pitt Meadows	21,813,951	811,371		22,625,322
43 Coquitlam	45,181,042	2,449,724		47,630,766
44 North Vancouver	12,691,235	6,810,924		19,502,159
45 West Vancouver	3,103,343	204,883		3,308,226
46 Sunshine Coast	3,260,115	215,674		3,475,789
47 Powell River	2,036,105	134,447		2,170,552
48 Sea to Sky	6,945,003	371,020		7,316,023
49 Central Coast	573,726	59,925		633,651
50 Haida Gwaii	857,341	79,588		936,929
51 Boundary	1,451,440	28,018		1,479,458
52 Prince Rupert	2,567,556	215,864		2,783,420
53 Okanagan Similkameen	2,716,827	73,804		2,790,631
54 Bulkley Valley	1,216,570	91,160		1,307,730
57 Prince George	10,404,480	441,415		10,845,895
58 Nicola-Similkameen	4,311,665	337,011		4,648,676
59 Peace River South	3,709,406	327,104		4,036,510
60 Peace River North	4,528,548	407,797		4,936,345
61 Greater Victoria	20,692,223	784,187		21,476,410
62 Sooke	24,078,539	1,596,233		25,674,772
63 Saanich	9,473,934	947,371		10,421,305
64 Gulf Islands	1,853,364	362,233		2,215,597
67 Okanagan Skaha	4,196,824	237,660		4,434,484
68 Nanaimo-Ladysmith	12,974,000	1,565,319		14,539,319
69 Qualicum	4,182,759	446,560		4,629,319
70 Pacific Rim	4,469,538	133,777		4,603,315
71 Comox Valley	11,384,050	1,642,937		13,026,987
72 Campbell River	3,938,032	325,593		4,263,625
73 Kamloops-Thompson	15,173,911	517,636		15,691,547
74 Gold Trail	655,002	9,975		664,977
75 Mission	8,063,479	289,360		8,352,839
78 Fraser-Cascade	3,263,855	114,995		3,378,850
79 Cowichan Valley	9,403,634	979,114		10,382,748
81 Fort Nelson	928,357	197,044		1,125,401
82 Coast Mountains	6,827,522	343,269		7,170,791
83 North Okanagan-Shuswap	6,852,076	355,731		7,207,807
84 Vancouver Island West	925,406	236,748		1,162,154
85 Vancouver Island North	1,354,848	137,277		1,492,125
87 Stikine	466,085	7,017		473,102
91 Nechako Lakes	3,049,003	285,611		3,334,614
92 Nisga'a	821,842	123,525		945,367
93 Conseil scolaire francophone	10,178,495	374,119		10,552,614
Provincial Total	630,681,035	45,770,200		676,451,235

* To be determined in autumn 2024

TABLE C
LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2024/25

Updated March 2024

School District	2024/25 Estimated Operating Grant Block	% of Total Operating Grants	2024/25 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	78,879,535	1.1%	279,294
6 Rocky Mountain	46,962,614	0.7%	166,284
8 Kootenay Lake	62,984,606	0.9%	223,014
10 Arrow Lakes	10,854,510	0.2%	38,433
19 Revelstoke	15,966,508	0.2%	56,534
20 Kootenay-Columbia	51,876,065	0.7%	183,681
22 Vernon	109,272,068	1.5%	386,907
23 Central Okanagan	289,177,257	4.1%	1,023,909
27 Cariboo-Chilcotin	62,458,200	0.9%	221,150
28 Quesnel	42,250,003	0.6%	149,597
33 Chilliwack	183,683,479	2.6%	650,381
34 Abbotsford	230,230,095	3.3%	815,191
35 Langley	282,951,032	4.0%	1,001,864
36 Surrey	914,057,885	12.9%	3,236,467
37 Delta	174,490,938	2.5%	617,832
38 Richmond	248,336,889	3.5%	879,303
39 Vancouver	582,787,459	8.3%	2,063,515
40 New Westminster	88,810,934	1.3%	314,459
41 Burnaby	305,091,112	4.3%	1,080,257
42 Maple Ridge-Pitt Meadows	191,626,007	2.7%	678,503
43 Coquitlam	369,979,525	5.2%	1,310,012
44 North Vancouver	179,606,844	2.5%	635,946
45 West Vancouver	79,537,229	1.1%	281,623
46 Sunshine Coast	50,230,056	0.7%	177,853
47 Powell River	41,885,919	0.6%	148,308
48 Sea to Sky	63,096,755	0.9%	223,411
49 Central Coast	7,536,024	0.1%	26,683
50 Haida Gwaii	12,162,356	0.2%	43,064
51 Boundary	20,935,315	0.3%	74,127
52 Prince Rupert	27,071,177	0.4%	95,853
53 Okanagan Similkameen	35,496,248	0.5%	125,684
54 Bulkley Valley	25,856,507	0.4%	91,552
57 Prince George	170,253,536	2.4%	602,828
58 Nicola-Similkameen	28,033,229	0.4%	99,259
59 Peace River South	53,081,177	0.8%	187,948
60 Peace River North	79,810,872	1.1%	282,592
61 Greater Victoria	230,854,057	3.3%	817,401
62 Sooke	161,382,708	2.3%	571,419
63 Saanich	89,611,020	1.3%	317,292
64 Gulf Islands	22,552,788	0.3%	79,854
67 Okanagan Skaha	71,012,871	1.0%	251,440
68 Nanaimo-Ladysmith	170,608,922	2.4%	604,087
69 Qualicum	53,217,746	0.8%	188,432
70 Pacific Rim	48,206,805	0.7%	170,689
71 Comox Valley	121,013,384	1.7%	428,480
72 Campbell River	72,472,825	1.0%	256,609
73 Kamloops-Thompson	195,475,047	2.8%	692,132
74 Gold Trail	21,481,756	0.3%	76,062
75 Mission	82,310,535	1.2%	291,442
78 Fraser-Cascade	27,236,357	0.4%	96,438
79 Cowichan Valley	102,531,394	1.5%	363,040
81 Fort Nelson	10,827,914	0.2%	38,339
82 Coast Mountains	57,141,072	0.8%	202,323
83 North Okanagan-Shuswap	87,586,555	1.2%	310,124
84 Vancouver Island West	10,274,434	0.1%	36,379
85 Vancouver Island North	21,038,125	0.3%	74,491
87 Stikine	6,920,666	0.1%	24,504
91 Nechako Lakes	61,202,515	0.9%	216,704
92 Nisga'a	9,573,921	0.1%	33,899
93 Conseil scolaire francophone	108,762,338	1.5%	385,102
Provincial Total	7,060,615,720	100.0%	25,000,000



March 21, 2024

Ref: 297615

To: Secretary-Treasurer and Superintendent
School District No. 47 (Powell River)

Capital Plan Bylaw No. 2024/25-CPSD47-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- 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)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150043	Edgehill Elementary	Addition	Final business case (PDR) is with Ministry for funding approval.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Henderson Elementary	SEP - HVAC Upgrades	\$2,000,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Henderson Elementary	CNCP - Energy Upgrades	\$75,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Henderson Elementary, James Thomson Elementary, Kelly Creek Community School, Texada Elementary	CNCP - Energy Upgrades	\$28,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director [Michael Nyikes](#) with any questions regarding this.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

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

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management
Branch

**CAPITAL BYLAW NO. 2024/25-CPSD47-01
CAPITAL PLAN 2024/25**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 47 (*Powell River*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 21, 2024*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 47 (Powell River) Capital Bylaw No. 2024/25-CPSD47-01*.

READ A FIRST TIME THE *17th* DAY OF *April 2024*;
READ A SECOND TIME THE *17th* DAY OF *April 2024*;
READ A THIRD TIME, PASSED THE *17th* DAY OF *April 2024*.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 47 (Powell River) Capital Bylaw No. 2024/25-CPSD47-01* adopted by the Board the *17th* day of *April 2024*.

Secretary-Treasurer

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: March 31, 2024

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	19,001,410	0	19,001,410	26,736,501	7,735,091	29
200 Employee Benefits And Allowances	4,240,302	0	4,240,302	5,973,340	1,733,038	29
300 Services Purchased	2,701,902	2,288	2,704,190	3,399,700	695,510	20
500 Supplies And Materials	1,536,413	0	1,536,413	2,372,876	836,463	35
	-----	-----	-----	-----	-----	-----
Total For INSTRUCTION	27,480,027	2,288	27,482,315	38,482,417	11,000,102	29
DISTRICT ADMINISTRATION						
100 Salaries	1,047,961	0	1,047,961	1,437,924	389,963	27
200 Employee Benefits And Allowances	198,251	0	198,251	307,334	109,083	35
300 Services Purchased	334,975	0	334,975	427,550	92,575	22
500 Supplies And Materials	30,742	0	30,742	45,959	15,217	33
	-----	-----	-----	-----	-----	-----
Total For DISTRICT ADMINISTRATION	1,611,929	0	1,611,929	2,218,767	606,838	27
OPERATIONS AND MAINTENANCE						
100 Salaries	1,198,846	0	1,198,846	1,852,576	653,730	35
200 Employee Benefits And Allowances	245,162	0	245,162	403,341	158,179	39
300 Services Purchased	735,121	0	735,121	1,014,254	279,133	28
500 Supplies And Materials	801,969	0	801,969	1,163,802	361,833	31
	-----	-----	-----	-----	-----	-----
Total For OPERATIONS AND MAINTENANCE	2,981,098	0	2,981,098	4,433,973	1,452,875	33
TRANSPORTATION & HOUSING						
100 Salaries	507,034	0	507,034	659,709	152,675	23
200 Employee Benefits And Allowances	116,993	0	116,993	148,172	31,179	21
300 Services Purchased	100,850	0	100,850	109,500	8,650	8
500 Supplies And Materials	290,043	0	290,043	362,500	72,457	20
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	1,014,920	0	1,014,920	1,279,881	264,961	21
	-----	-----	-----	-----	-----	-----
Grand Total	33,087,974	2,288	33,090,262	46,415,038	13,324,776	29



August 1, 2023

Ref: 291324

Dale Lawson, Board Chair
School District No. 47 (Powell River)
Email: dale.lawson@sd47.bc.ca

RE: School Trustee Codes of Conduct Criteria

Dear Dale Lawson:

The Ministry of Education and Child Care and the BC School Trustees Association (BCSTA), in partnership with a sector advisory committee,² has co-developed voluntary provincial criteria for school trustee codes of conduct. The intent of this project is to provide trustees with clarity on their roles and responsibilities respecting conduct. Codes of conduct can assist boards to focus on their core responsibilities to deliver educational programs and to support safe and inclusive schools and workplaces.

In the June 2, 2023, DM Bulletin, the Ministry and the BCSTA released the following [criteria](#) for school trustees codes of conduct:

- o Emphasis on student achievement, equity, and well-being;
- o Alignment with BCSTA's six principles/standards (integrity, respect, confidentiality, responsibility, conflict of interest and relationships);
- o Alignment with existing provincial and federal legislation (i.e., *Criminal Code*, *BC Human Rights Code*, *Freedom of Information and Protection of Privacy Act*, *School Act*, *Workers' Compensation Act*);
- o Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;
 - Acceptable use of social media;
- o Policies and procedures for breaches and sanctions with public accountability;
- o Mechanisms to regularly review and affirm the code;
- o Board training, including with trustee onboarding; and
- o Plain language.

.../2

² The Committee includes representatives from the Ministry, BCSTA, the BC Association of School Business Officials (BCASBO), the BC Public School Employers' Association (BCPSEA), the BC School Superintendents Association (BCSSA), and the First Nations Education Steering Committee (FNESC).

To support boards and senior district staff in revising their codes over the 2023/24 school year, a guidelines document and training supports are available [here](#).

Furthermore, a scan of all BC boards' codes of conduct has been completed to better understand and support individual boards in revising their codes of conduct. Based on the scan, the School District No. 47 (Powell River) Board is recommended to review and update the trustee codes of conduct to reflect the standards outlined in the criteria and by including a breaches and sanctions component. I recommend working with your board to review and update the code with the new provincial criteria. If the board would like to collaborate on or receive support updating the code of conduct and corresponding components, or if you have any questions or updates on the criteria, please contact the Ministry of Education and Child Care by email at EDUC.Governance.Legislation@gov.bc.ca.

The Ministry and the BCSTA are requesting that boards submit their revised codes to EDUC.Governance.Legislation@gov.bc.ca by April 30, 2024.

We look forward to working in partnership with the School District No. 47 (Powell River) to continue to support student achievement, equity, and well-being.

Sincerely,



Rachna Singh
Minister

Attachments: School Trustees Codes of Conduct: Provincial Criteria Guidelines

pc: Christina Zacharuk, Deputy Minister
Cloe Nicholls, Assistant Deputy Minister
Suzanne Hoffman, CEO, BC School Trustees Association
Carolyn Broady, President, BC School Trustees Association
Jay Yule, Superintendent, School District No. 47 (Powell River)

SCHOOL TRUSTEES CODES OF CONDUCT: PROVINCIAL CRITERIA GUIDELINES

CONTEXT

PURPOSE

The purpose of this document is to set out best practices and provide guidelines for the voluntary development or refinement of a board of education's ('board') school trustee ('trustee') code of conduct.

This document is meant to be a resource to assist boards in the review of their trustee code of conduct and related policies and processes. The criteria outlined below will help set a common approach and ensure boards can focus on their core responsibilities to deliver an educational program and to support safe and inclusive schools and workplaces.

This document was developed in collaboration between the Ministry of Education and Child Care and the BC School Trustees Association. Its content is based on extensive research including a literature review, a cross-jurisdictional scan, interviews with experts, and learnings from other sectors. This document is not intended as legal advice and should not be relied upon for that purpose. Boards are responsible for developing codes of conduct in their respective districts. Boards are encouraged to seek independent legal advice and/or support from other sources, should circumstances warrant.

What is a code of conduct? Codes, or Standards of Conduct:

- Ensure values that guide ethical behaviour and norms for trustee relationships;
- Promote awareness regarding trustee roles and responsibilities; and
- Encourage respect for divergent views so that boards can focus on student achievement, equity and well-being.

CRITERIA OVERVIEW

The Ministry of Education and Child Care ('the Ministry' or 'ECC'), together with the BC School Trustees Association ('BCSTA') and education partners and rightsholders, have developed the following criteria for codes of conduct for school trustees. The code of conduct criteria is meant to support boards by providing trustees with a clear understanding of roles and expectations on conduct, as well as approaches to investigate breaches of conduct, determine consequences, and restore relationships. It will help ensure boards have the necessary tools and resources to focus decisions on the best interest of students.

It is highly recommended that boards work together with district senior staff to review their codes of conduct to ensure there is:

- ✓ Emphasis on student achievement, equity and well-being;
- ✓ Alignment with BCSTA's principles/standards for codes of conduct:
 - Confidentiality, [addressing] conflicts of interest, integrity, relationships, respect, and responsibility;
- ✓ Alignment with existing provincial and federal legislation;
- ✓ Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;
 - Acceptable use of social media;
- ✓ Policies and procedures for breaches and sanctions with public accountability;
- ✓ Mechanisms to regularly review and affirm the code;
- ✓ Board training, including with trustee onboarding; and
- ✓ The incorporation of plain language.

CRITERIA GUIDELINES

Together with education partners and rightsholders,¹ the Ministry and the BCSTA have applied research, legal findings, and expert insights to develop the following criteria for province-wide standards for codes of conduct. It is strongly recommended that boards work collaboratively to discuss and develop and/or refine their codes of conduct. The discussions arising from the review process at the board and district senior staff level will be as important as the updates that the board will make to its code of conduct.

The BCSTA and ECC extend appreciation to the boards identified in the following section for allowing excerpts of their policies and guidelines to be used throughout this document.

EMPHASIS ON STUDENT ACHIEVEMENT, EQUITY AND WELL-BEING

Under the *School Act*, a board of education is responsible, collectively, for the improvement of student achievement in their district. For example, boards may wish to include statements such as:

"Trustees make decisions in terms of the educational welfare of children/students and strive for public schools that will meet the needs of all students."

-- SD 73, Kamloops-Thompson

¹ The Ministry and BCSTA worked with an advisory committee (including the First Nations Education Steering Committee (FNEESC), BC Public School Employers' Association (BCPSEA), BC School Superintendents Association (BCSSA), and BC Association of School Business Officials (BCASBO).

ALIGNMENT WITH BCSTA'S CORE VALUES

The BCSTA and best practices from other jurisdictions and organizations recommend that codes of conduct reflect the principles/standards of confidentiality, [addressing] conflict of interest, integrity, relationships, respect and responsibilities. These standards or principles are interrelated. Boards may integrate these throughout codes and/or combine them with other relevant criteria and provisions.

CONFIDENTIALITY

This commonly covers issues around trustees maintaining confidentiality, including of information discussed in closed sessions. Boards may wish to include provisions such as:

"Trustees shall preserve the confidentiality of information discussed at closed school board or committee meetings and shall not release privileged information in any format to the public until the Board has done so in an official capacity."

-- SD 44, North Vancouver

CONFLICTS OF INTEREST

The *School Act* requires trustees to voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board. Boards may wish to reference these requirements in their codes of conduct with relevant provisions, such as:

"As a trustee, I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue giving rise to the conflict."

-- SD 6 Rocky Mountain

INTEGRITY

Integrity includes reference to other criteria such as being student-centered and referencing applicable legislation. Integrity may also include:

- Trustees making all decisions based on available facts and their independent judgment and refusing to surrender that judgment to individuals or special interest groups; and
- Trustees acting with the highest standards of professional integrity and in a manner that inspires public confidence in the board.

Boards may wish to directly reference integrity in their codes of conduct provisions:

"Board members will do everything possible to maintain the integrity, confidence, and dignity of the office of School Trustee."

-- SD 35, Langley

RELATIONSHIPS

Relationships include those with other trustees, with district staff, and with all members of an educational community. This includes working respectfully with others, recognizing the importance of good relationships to boards' core responsibilities to deliver educational programs and support safe and inclusive schools and workplaces. Boards may wish to include reference to the principle of relationships:

"Trustees shall work with fellow board members in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board."

-- SD 44, North Vancouver

RESPECT

Respect includes reference to criteria on provisions for respectful workplaces and relationships with others, and anti-racism, reconciliation, and relations with local First Nations. This also includes respecting differing views and being prepared for board meetings and committee work. Boards may wish to emphasize respect in their codes of conduct:

"Trustees shall represent the Board in all Board-related matters with proper decorum and respect for others."

-- SD 63, Saanich

RESPONSIBILITY

In addition to the other responsibilities referenced in the provincial criteria, responsibility also includes upholding board decisions and ensuring effective stewardship of board resources in the best interests of students. Boards may wish to directly include provisions on responsibility such as:

"I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole."

-- SD 6, Rocky Mountain

ALIGNMENT WITH EXISTING PROVINCIAL AND FEDERAL LEGISLATION

Boards and trustees have legal responsibilities as set out in the *School Act* and under common law. Additionally, boards and trustees are subject to, and must comply with, all applicable provincial and federal laws. This includes the *Criminal Code*, *Freedom of Information and Protection of Privacy Act*, *Human Rights Code*, *Workers' Compensation Act*, and other applicable legislation. Boards may wish to include relevant provisions such as:

"Trustees shall abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act and the Oath of Office."

-- SD 63, Saanich

PROVISIONS ON:

RESPECTFUL WORKPLACES & RELATIONSHIPS WITH OTHERS

In addition to the guidance on the principles of respect and relationships, this provision relates to compliance with the Human Rights Code and the *Workers' Compensation Act*. As the employer, boards must work with staff, students, and communities abiding by applicable legislation, and supporting safe, inclusive workplaces and communities. Boards may wish to include provisions such as:

"This commitment includes... appropriate decorum in individual and group behaviour and fair and respectful treatment of students, parents, staff, members of the community and other Board members."

-- SD 35, Langley

ANTI-RACISM, RECONCILIATION & RELATIONS WITH LOCAL FIRST NATIONS

Boards have an important role in addressing systemic racism and promoting an active culture of anti-racism in schools. To uphold the Human Rights Code and support safe, inclusive educational communities, boards may wish to integrate the principles from the *Declaration on the Rights of Indigenous Peoples Act* and the Ministry's K-12 [Anti-Racism Action Plan](#) into their codes through provisions such as:

"Trustees will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate."

-- SD 37, Delta

ACCEPTABLE USE OF SOCIAL MEDIA

Boards may wish to directly include provisions on acceptable use of social media (including confidentiality, respect, conflict of interest) or reference their communications policy in their code of conduct. Provisions could include:

“The Board of Education remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.”

-- SD 6, Rocky Mountain

POLICIES AND PROCEDURES FOR BREACHES AND SANCTIONS, PUBLIC ACCOUNTABILITY

Misconduct and breaches may affect boards’ abilities to deliver on their core responsibilities to offer an educational program and their ability to support safe and inclusive schools and workplaces. It is best to ensure boards take a proactive approach by establishing policies outlining processes to address breaches as well as steps to restore relationships after the occurrence of a breach.

When there are issues with misconduct, it is best to develop solutions to resolve issues early and with measures that are commensurate with the underlying factual context. When appropriate, boards could also take an incremental approach (i.e., having informal complaint processes and mediated conversations before a formal complaint process is triggered). A board may wish to seek legal advice depending on the nature of the complaint.

If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:

- Writing a letter of apology;
- Participating in a restorative justice process;
- Participating in specific training, coaching, or counselling as directed by the board;
- Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
- Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.²
 - It is important to note that, except as expressly permitted by the *School Act*, a board’s authority does not extend so far as to effectively remove a trustee from their elected office.

The board may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate. However, the board should be careful to avoid disclosing details that identify third parties or disclose confidential information. The board must comply with its obligations to protect the privacy of others under the *School Act* and the *Freedom of Information and Protection of Privacy Act*.

Boards should act in accordance with principles of administrative fairness, which includes avoiding bias (including the perception of bias). The Ombudsperson’s Office has developed the [Complaint Handling](#)

² The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board meeting shall be deemed to be the authorization for the trustee to be absent from the meeting, and therefore not in violation of the *School Act* regarding absences from meetings.

[Guide](#) as a resource on the topic of fairness. Furthermore, the [Public Authority Consultation and Training Team](#) in the Ombudsperson's Office is available to provide support to public bodies, including boards of education, to ensure they incorporate and reflect administrative fairness principles. Boards may also contact the BCSTA for resources.

MECHANISMS TO REGULARLY REVIEW AND AFFIRM THE CODE

Effective codes are living documents that are strengthened through regular review and affirmation. Boards may wish to include requirements such as:

"The Board shall review this policy within six months of the Inaugural Board Meeting."

-- SD 44, North Vancouver

BOARD TRAINING, INCLUDING WITH TRUSTEE ONBOARDING

In addition to regular review and affirmation, board training strengthens the effectiveness and usefulness of codes of conduct. Boards may wish to include training provisions in their codes of conduct, such as:

"Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends."

-- SD 44, North Vancouver

The BCSTA provides sessions on governance and codes of conduct, and will also offer requested assistance or advice to boards. Please contact the BCSTA directly for support.

In addition, the Ministry and BCSTA have developed an onboarding approach to support trustees in their role. This training includes sessions on six key areas: Governance, Legislation, Roles and Responsibilities; Relations with First Nations; Working with People; Values-Based, Evidence-Informed Decision Making; Planning for Student Success; and Financial and Resource Management. Boards and trustees can find more information on BCSTA's HUB, in the [Virtual Orientations section](#).

PLAIN LANGUAGE

When revising a code of conduct, boards may wish to promote accessibility by presenting information in clear, understandable language. In addition to defining certain terms and refraining from using jargon, some boards have also written their codes with plain language and "I" statements. For example:

"I will do my best to protect, conserve, and advance public education, giving to the children of this District educational facilities and services that are as complete as it is possible to provide."

-- SD 6, Rocky Mountain

To support the principles underpinning codes of conduct and to promote consistency in the application of codes across the province, the Ministry and BCSTA encourage all boards to review their codes of conduct in accordance with these criteria guidelines. Please submit your updated codes to EDUC.Governance.Legislation@gov.bc.ca by **April 30, 2024**.

APPENDIX A: CODES OF CONDUCT

School District	Code of Conduct ³	Updated
SD05 Southeast Kootenay	Policy 4 - Trustee Code of Conduct	2021/08
SD06 Rocky Mountain	Policy 1500 - Trustee Role, Responsibility and Code of Ethics	2021/11
SD08 Kootenay Lake	Policy 130: Trustee Code of Professional and Ethical Conduct	2023/01
SD10 Arrow Lakes	Policy 120 – Governance (Section 4.0 Board of Education Code of Conduct)	2017/05
SD19 Revelstoke	Policy 2.2 - Composition, Roles and Conduct	2014/10
SD20 Kootenay-Columbia	Policy 5.12 - Trustee Code of Conduct	2018/01
SD22 Vernon	Policy 130 - Trustee Code of Ethics and Conduct	2022/09
SD23 Central Okanagan	125 - Trustee Code of Ethics	2021/09
SD27 Cariboo-Chilcotin	Policy 130 – Trustee Code of Conduct	2019/11
SD28 Quesnel	Policy 107 - Trustee Code of Ethics	2023/01
SD33 Chilliwack	130 - Trustee Code of Conduct Separate Policy – 131 Trustee Conflict of Interest	2022/03
SD35 Langley	Policy 4 - Trustee Code of Conduct	2020/12
SD34 Abbotsford	Policy 6 – Trustee Code of Ethics	2013/10
SD36 Surrey	Policy 2100 - Trustee Code of Conduct	2018/01
SD37 Delta	Policy 4 - Trustee Code of Conduct	2022/06
SD38 Richmond	Policy 200 – Trustee Role, Responsibilities and Code of Ethics	2008/09
SD39 Vancouver	Policy 4 - Trustee Code of Conduct	2021/12
SD40 New Westminster	Policy 4 - Trustee Code of Conduct	2017/05
SD41 Burnaby	Policy 1.05 Trustee Code of Conduct and Ethics	2021/04
SD42 Maple Ridge-Pitt Meadows	Policy 2919 - Trustees' Code of Conduct	2019/12
SD43 Coquitlam	Policy 4 - Trustee Code of Ethics	2019/02
SD44 North Vancouver	Policy 108 - Trustee Code of Ethics	2018/09
SD45 West Vancouver	Policy 108 – Trustee Code of Ethics	2022/06
SD46 Sunshine Coast	Policy 3 – Role of Trustee	2022/10

³ Generally captured as policy. As per [SD 20](#), policies are statements of principle whereas bylaws are legally enforceable resolutions of the board.

School District	Code of Conduct ³	Updated
SD47 Powell River	Policy 4: Trustee Code of Conduct	2022/05
SD48 Sea to Sky	Policy 204 - Trustee Code of Conduct	2022/03
SD49 Central Coast	Policy 120: Trustee Code of Conduct	2018/04
SD50 Haida Gwaii	Policy 2.0 - Governance	2018/09
SD51 Boundary	Policy 1110 - Trustee Code of Ethics	2018/03
SD52 Prince Rupert	6140 - Role of the Trustee and Trustee Code of Conduct Policy	2020/10
SD53 Okanagan Similkameen	Policy A-4 - Trustee Code of Conduct	2019/10
SD54 Bulkley Valley	Policy 1.180 - Trustee Code of Conduct	2021/04
SD57 Prince George	Policy 4 – Trustee Code of Conduct	2022/06
SD58 Nicola-Similkameen	Policy 205.3 - Trustee Code of Ethics and Conduct	2020/01
SD59 Peace River South	Policy 2150 – Roles and Responsibilities of the Board	2020/01
SD60 Peace River North	Policy 1001 - Roles and Responsibilities of the Board and Trustees	2021/08
SD61 Greater Victoria	Policy 8251 - Trustees' Code of Conduct	2022/05
SD62 Sooke	Policy A-105 – Trustee Code of Conduct	2021/01
SD63 Saanich	Policy 13 – Trustee Code of Conduct	2020/11
SD64 Gulf Islands	Policy 107 - Trustee Code of Conduct	2018/06
SD67 Okanagan Skaha	Policy 4 - Trustee Code of Conduct	2019/11
SD68 Nanaimo-Ladysmith	Policy 2.3 - Code of Conduct	2012/12
SD69 Qualicum	Trustee Code of Ethics included in Trustee Handbook (and Bylaw)	2022/09
SD70 Pacific Rim	Policy 112 - School Trustee Code of Conduct	2022/10
SD71 Comox Valley	Policy 4 – Trustee Code of Conduct	2023/03
SD72 Campbell River	Board Governance Policy 7 – Trustee Code of Conduct	2017/10
SD73 Kamloops/ Thompson	Policy 4 - Trustee Code of Conduct	2019/06
SD74 Gold Trail	Policy 1.100 Trustee Code of Conduct	2022/10
SD75 Mission	Policy 1.2 Trustee Code of Ethical Conduct	2022/06
SD78 Fraser-Cascade	Bylaw 17 - Trustee Code of Conduct ; Conflict of interest in stand alone Bylaw #7	2018/03
SD79 Cowichan Valley	Policy 4 – Trustee Code of Conduct	2018/09

School District	Code of Conduct ³	Updated
SD81 Fort Nelson	Policy 1111 - Trustee Code of Ethics; Policy 1112 – Expectations of Trustees	2015/03
SD82 Coast Mountains	Policy 5010 - Trustee Code of Ethics	2021/12
SD83 North Okanagan-Shuswap	Policy 133 - Trustee Code of Conduct	2022/04
SD84 Vancouver Island West	Policy 4 - Trustee Code of Ethics	2022/6
SD85 Vancouver Island North	Policy 1-03 - Trustee Code of Conduct Sanctions	2021/05
SD87 Stikine	Policy 3 – Role of Board – District Expectations - Trustees	2009/06
SD91 Nechako Lake	Policy 200.2 - Trustee Code of Conduct	2022/09
SD92 Nisga'a	Policy 4 - Trustee Code of Conduct	2020/12
SD93 CSF	Code of Ethics	2018/06

APPENDIX B: FURTHER RESOURCES

- British Columbia School Trustees Association [BCSTA]. (n.d.a). Our mission. *British Columbia School Trustees Association*. <https://bcsta.org/about/about-trustees/>
- British Columbia School Trustees Association [BCSTA]. (n.d.b). Rights & Responsibilities: A Resource Guide for School Trustees. *British Columbia School Trustees Association*.
- British Columbia School Trustees Association [BCSTA]. (n.d.b). What do trustees do? *British Columbia School Trustees Association*. <https://bcsta.org/about/about-trustees/>
- Cuthbertson, S. (n.d.) *A Highlight History of British Columbia Schools*.
<https://www.royalbcmuseum.bc.ca/exhibits/tbird-park/html/present/stann/sb5/sb5hhist.pdf>
- Education Act, Statutes of Alberta (2012, Chapter E-0.3). Retrieved from the Queen's Printer website: [E00P3.pdf \(alberta.ca\)](#)
- Education Act, Statutes of New Brunswick (1997, c.E-1.12). Retrieved from the Acts and regulation website: [Education Act \(gnb.ca\)](#)
- Education Act, Statutes of Northwest Territories (1995, c.28). Retrieved from the justice website: [Education Act \(gov.nt.ca\)](#)
- Education Act, Statutes of Ontario (1990, c.E.2). retrieved from Ontario Laws website: [Education Act, R.S.O. 1990, c. E.2 \(ontario.ca\)](#)
- Erwin, P. M. (2011). Corporate codes of conduct: The effects of code content and quality on ethical performance. *Journal of Business Ethics*, 99(4), 535-548.
- Feuerstein, A. (2009). School board ethics and effectiveness. *Planning and Changing*, 40:1/2, 3-34.
- Galway, G., Sheppard, B., Wiens, J., & Brown, J. (2013). The impact of centralization on local school district governance in Canada. *Canadian Journal of Educational Administration and Policy*, 145, 1-34. <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42852>
- Government of British Columbia., British Columbia School trustees Association [BCSTA]. (2018, November 30). <https://bcsta.org/wp-content/uploads/2018/12/2018-MOE-BCSTA-MOU-WEB.jpg>
- Government of British Columbia. School Act, RSBC 1996, C.412.
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00_multi

- Government of Ontario. (2021, November 02). *Consultation: Strengthening accountability for school board trustees*. <http://www.ontario.ca/page/consultation-strengthening-accountability-school-board-trustees>
- Johnson, P. A. (2013). Effective Board Leadership: Factors Associated with Student Achievement. *Journal of School Leadership*, 23(3), 456–489. <https://doi.org/10.1177/105268461302300302>
- Hardy, L. (2004, May). The ethical school board. *American School Board Journal*, 16-19.
- Hill, P. T., Warner-King, K., Campbell, C., McElroy, M., & Munoz-Colon, I. (2002). Big City School Boards: Problems and Options. <https://eric.ed.gov/?id=ED475193>
- Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. <https://hdl.handle.net/11299/2035>
- Maharaj, S. (2020) From Oversight to Advocacy: An Examination of School-Board Leadership. *Leadership and Policy in Schools*, 19:3, 431-443, DOI: 10.1080/15700763.2019.1585548
- Maloney, R. (2020, June 1). Our 'big ideas' of board governance. *National School Boards Association*. <https://www.nsba.org:443/ASBJ/2020/June/four-big-ideas>
- National School Boards Association. (2019). *Becoming a better school board member: A guide to effective school board service (Fourth Edition)*. NSBA.
- New Jersey School Boards Association [NJSBA] (n.d.). Code of Ethics for School Board Members. <https://www.njsba.org/wp-content/uploads/2016/02/code-of-ethics.pdf>
- Ontario Regulation 246/18: Members of School Boards – Code of Conduct. <https://www.ontariocanada.com/registry/view.do?postingId=38892&language=en>
- Piscitelli, A., Perella, A. M., & Payler, A. (2022). Public Expectations of School Board Trustees. *Canadian Journal of Educational Administration and Policy/Revue canadienne en administration et politique de l'éducation*, (198), 19-34. <https://doi.org/10.7202/1086425ar>
- Plough, B. (2014). School Board Governance and Student Achievement: School Board Members' Perceptions of Their Behaviors and Beliefs. *Educational Leadership and Administration: Teaching and Program Development*, 25, 41-53. <https://eric.ed.gov/?id=EJ1028871>
- Rice, D., Delagardelle, M.L., Buckton, M., Jons, C.K., Lueders, W.J., Vens, M.J., Joyce, B., Wolf, J., & Weathersby, J. (2000). The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement. <https://eric.ed.gov/?id=ED453172>

SCHOOL TRUSTEES CODES OF CONDUCT: PROVINCIAL CRITERIA GUIDELINES	qSD POLICY
EMPHASIS ON STUDENT ACHIEVEMENT, EQUITY AND WELL-BEING Under the School Act, a board of education is responsible, collectively, for the improvement of student achievement in their district.	Currently in Policy 3 (Role of the Trustee) Items 1, 2 & 3. Could strengthen by adding language such as: 1.2. Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee, with reasonable diligence, which includes prioritizing student achievement across diverse backgrounds, abilities, and needs, including but not limited to race, gender, sexual orientation, belief, and socio-economic status.
<u>ALIGNMENT WITH BCSTA'S CORE VALUES</u>	
CONFIDENTIALITY This commonly covers issues around trustees maintaining confidentiality, including of information discussed in closed sessions.	<i>Captured in 1.3:</i> "Keep confidential any personal, privileged, or confidential information obtained in their capacity as a trustee and not disclose the information except when authorized by law or by the Board to do so. Trustees shall not divulge the contents of closed ((in-camera) (closed to the public)) meetings, recognizing that a disclosure could seriously harm the Board's ability to conduct its business."
CONFLICTS OF INTEREST The School Act requires trustees to voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board.	<i>Captured in 2:</i> "Although a trustee is responsible for declaring a possible conflict of interest, it is the fiduciary duty of all trustees to protect the Board, and the Board and Superintendent, have a duty to point out any apparent, potential, or perceived conflict of interest when it appears" <i>(Additional references in 3, 4, 7.6)</i>
INTEGRITY Integrity includes reference to other criteria such as being student-centered and referencing applicable legislation. Integrity may also include: <ul style="list-style-type: none"> • Trustees making all decisions based on available facts and their independent judgment and refusing to surrender that judgment to individuals or special interest groups; and • Trustees acting with the highest standards of professional integrity and in a manner that inspires public confidence in the board. 	<i>Captured in 7.4:</i> "Base decisions upon all facts available at the time of the situation; vote in honest conviction for every case, remain un-swayed by partisan bias of any kind; and thereafter, abide by, and uphold the Board's final decision."
RELATIONSHIPS Relationships include those with other trustees, with district staff, and with all members of an educational community. This includes working respectfully with others, recognizing the importance of good relationships to boards' core responsibilities to deliver educational programs and support safe and inclusive schools and workplaces.	<i>Captured in 7.2:</i> "Work co-operatively with fellow Trustees in a spirit of harmony despite any differences that may arise during debate, observing proper decorum and behaviour, so that full and open discussion can occur with fellow members. This includes treating them with respect and consideration and not withholding nor concealing anything with which they could be concerned"
RESPECT Respect includes reference to criteria on provisions for respectful workplaces and relationships with others, and anti-racism, reconciliation, and relations with local First Nations. This also includes respecting differing views and being prepared for board meetings and committee work.	<i>Captured in 7.11:</i> "Represent the Board in all Board-related matters with proper decorum and respect for others."
RESPONSIBILITY In addition to the other responsibilities referenced in the provincial criteria, responsibility also includes upholding board decisions and ensuring effective stewardship of board resources in the best interests of students.	<i>Added clarification to the preamble which helps to strengthen trustee responsibility.:</i> The Board is committed to enhancing student achievement through effective governance and ethical conduct. Trustees collectively uphold the responsibility of ethical leadership, which involves exercising authority appropriately and maintaining decorum and professionalism.

SCHOOL TRUSTEES CODES OF CONDUCT: PROVINCIAL CRITERIA GUIDELINES	qSD POLICY
<p>ALIGNMENT WITH EXISTING PROVINCIAL AND FEDERAL LEGISLATION Boards and trustees have legal responsibilities as set out in the School Act and under common law. Additionally, boards and trustees are subject to, and must comply with, all applicable provincial and federal laws. This includes the Criminal Code, Freedom of Information and Protection of Privacy Act, Human Rights Code, Workers' Compensation Act, and other applicable legislation.</p>	<p><i>Captured in 1.1:</i> "Abide by the policies of the Board, all applicable legislation, and regulations, in particular the School Act, and the Oath of Office."</p>
<u>PROVISIONS ON:</u>	
<p>RESPECTFUL WORKPLACES & RELATIONSHIPS WITH OTHERS In addition to the guidance on the principles of respect and relationships, this provision relates to compliance with the Human Rights Code and the Workers' Compensation Act. As the employer, boards must work with staff, students, and communities abiding by applicable legislation, and supporting safe, inclusive workplaces and communities.</p>	<p><i>Captured in 7.2:</i> "Work co-operatively with fellow Trustees in a spirit of harmony despite any differences that may arise during debate, observing proper decorum and behaviour, so that full and open discussion can occur with fellow members. This includes treating them with respect and consideration and not withholding nor concealing anything with which they could be concerned"</p>
<p>ANTI-RACISM, RECONCILIATION & RELATIONS WITH LOCAL FIRST NATIONS Boards have an important role in addressing systemic racism and promoting an active culture of antiracism in schools.</p>	<p><i>Captured in reference to Policy 3 (Role of Trustee), the board might consider adding language specific to First Nations, such as:</i> 1.3. Support a culture of belonging for all learners, including Indigenous communities and First Nations on whose traditional territories our schools operate.</p>
<p>ACCEPTABLE USE OF SOCIAL MEDIA Boards may wish to directly include provisions on acceptable use of social media (including confidentiality, respect, conflict of interest) or reference their communications policy in their code of conduct</p>	<p>Missing from board policy, consider an additional point, such as: 7.11. Practice responsible digital citizenship when using social media platforms, ensuring that all online interactions align with the values and objectives of the Board.</p>
<p>POLICIES AND PROCEDURES FOR BREACHES AND SANCTIONS, PUBLIC ACCOUNTABILITY Misconduct and breaches may affect boards' abilities to deliver on their core responsibilities to offer an educational program and their ability to support safe and inclusive schools and workplaces. It is best to ensure boards take a proactive approach by establishing policies outlining processes to address breaches as well as steps to restore relationships after the occurrence of a breach.</p>	<p><i>Referenced in 8. (and fully described in "Appendix - Trustee Code of Conduct Sanctions")</i> "Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions"</p>
<p>MECHANISMS TO REGULARLY REVIEW AND AFFIRM THE CODE Effective codes are living documents that are strengthened through regular review and affirmation.</p>	<p><i>Currently in Policy 10 (Policy Making and Review).</i> <i>To make explicit, and include opportunities for stakeholder feedback, the board could include a reference such as:</i> 9. This Policy shall undergo a minimum of one review per term, as outlined in Policy 10 (Policy Making and Review). Whenever feasible, this review will occur early in the Board's term, incorporating feedback from stakeholders into the process.</p>
<p>BOARD TRAINING, INCLUDING WITH TRUSTEE ONBOARDING In addition to regular review and affirmation, board training strengthens the effectiveness and usefulness of codes of conduct.</p>	<p><i>Flagged as missing but there is a reference in 7.9. Could strengthen with a revision:</i> 7.9. Participate actively in educational conferences, workshops, and training sessions offered by local and provincial agencies to enhance professional growth. By engaging in these opportunities, trustees can deepen their understanding of their roles and responsibilities, thereby increasing their effectiveness as Board members.</p>
<p>PLAIN LANGUAGE When revising a code of conduct, boards may wish to promote accessibility by presenting information in clear, understandable language.</p>	<p>Criteria is met throughout.</p>

TRUSTEE CODE OF CONDUCT

~~The Board is committed to enhancing student achievement through effective governance and ethical conduct. The Board has a strong commitment to ethical conduct. Trustees collectively uphold the responsibility of ethical leadership, which involves exercising authority appropriately and maintaining This includes the responsibility of trustees to properly use authority and to conduct themselves with appropriate~~ decorum and professionalism.

Specifically

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

Adopted: May 18, 2022
Reviewed:
Revised:

recognize the lack of authority vested in individual trustees except when explicitly authorized by the Board;

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

Adopted: May 18, 2022
Reviewed:
Revised:

~~conferences, workshops, and training sessions made available by local and provincial agencies.~~

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

7.11 Practice responsible digital citizenship when using social media platforms, ensuring that all online interactions align with the values and objectives of the Board.

~~7.11~~7.12 Protect and enhance the reputation of the District and Board.

8. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

8.9. This Policy shall undergo a minimum of one review per term, as outlined in Policy 10 (Policy Making and Review). Whenever feasible, this review will occur early in the Board's term, incorporating feedback from stakeholders into the process.

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

TRUSTEE CODE OF CONDUCT

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

Specifically

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

Adopted: May 18, 2022

Reviewed:

Revised:

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

Adopted: May 18, 2022
Reviewed:
Revised:

Policy 4



- 7.11 Practice responsible digital citizenship when using social media platforms, ensuring that all online interactions align with the values and objectives of the Board.
- 7.12 Protect and enhance the reputation of the District and Board.
- 8. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.
- 9. This Policy shall undergo a minimum of one review per term, as outlined in Policy 10 (Policy Making and Review). Whenever feasible, this review will occur early in the Board's term, incorporating feedback from stakeholders into the process.

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

Adopted: May 18, 2022
Reviewed:
Revised:

TRUSTEE CODE OF CONDUCT SANCTIONS

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

Filing of Complaint

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

Adopted: May 18, 2022

Reviewed:

Revised:

Preliminary Determination

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

Investigation

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

Code of Conduct Hearing

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

Adopted: May 18, 2022
Reviewed:
Revised:

16. In the event the Board concludes that the Code of Conduct has been violated, it may impose whatever sanction is deemed necessary to protect the integrity and functioning of the Board including, without limitation, one or more of the following:
- 16.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;
 - 16.2 Having a motion of censure passed by a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;
 - 16.3 Removing the offending trustee from one (1), some, or all Board committees or other appointments of the Board, passed by a majority of those trustees present, and allowed to vote at the closed ((in-camera) (closed to the public)) meeting of the Board;
 - 16.4 Temporary or indefinite suspension of the trustee from attendance at in-camera (closed to the public) meetings including receipt of materials pertaining to in-camera (closed to the public) meetings;
17. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct, where there has been a withdrawal of the complaint, or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint. Before making its findings public, the Board will provide the affected trustee with the opportunity to address the Board on this issue. In no event will the Board act in a manner which would contravene its obligations under the *Freedom of Information and Protection of Privacy Act*.

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

Adopted: May 18, 2022
Reviewed:
Revised: