



REGULAR BOARD MEETING

4:00 pm, Wednesday, June 24, 2026
School Board Office

AGENDA

Notice: This meeting is being recorded and will be archived on the qathet School District website for public viewing.

LAND ACKNOWLEDGEMENT

PRESENTATIONS

Kindergarten Transition – M. Kubota

Grade 7 Camps at Outdoor Learning Centre – H. Pritchard

Capital Project Quarterly Update Edgehill Elementary School – J. Formosa

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of June 24, 2026, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of May 27, 2026, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) May 27, 2026 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) IEC Delegation to Board

4.b) Ombudsperson Quarterly Report

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

5. OUTGOING CORRESPONDENCE

5.a) Board to Premier Eby - Permanent Standard Time and Student Safety (draft)

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) Superintendent Year in Review (oral)
- 6.b) School Calendar & Feedback
 - Appendix A: 2028-2029 School Calendar

MOTION: "THAT the 2028-2029 School Calendar be approved."

- 6.c) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to May 31, 2026

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

7. SECRETARY-TREASURER'S REPORT

- 7.a) Major Capital Projects
 - Appendix A: Capital Plan Summary
 - Appendix B: Capital Plan Resolution (Major Capital)

MOTION: "THAT The Board of Education approve the submission of the Major Capital Plan as presented."

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for June 10, 2026 - Recommended motions arising:
 - 2026–2027 Annual Budget

MOTION: "THAT the 2026-2027 Annual Board Budget be adopted and approved for submission to the Ministry of Education and Childcare."

- 2026-2027 Board Meeting Calendar

MOTION: "TO approve the 2026-2027 Board Meeting Calendar."

- 2026-2027 Board Annual Work Plan

MOTION: "TO approve the 2026-2027 Board Annual Work Plan."

9. OTHER BUSINESS

- 9.a) Policy 16 – Indemnity By-law

MOTION: "THAT the Board approve the revisions to Policy 16 – Indemnity By-law."

- 9.b) Superintendent Evaluation

MOTION: "THAT the Board approve the revised Policy 12 – Appendix A: Superintendent Evaluation, and rescind Policy 12 – Appendices B and C."

- 9.c) Trustee Elections Bylaw

MOTION: "THAT the Board approve the revisions to Policy 7 = Appendix A: Trustee Election Bylaw."

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

MOTION: "THAT the Regular Meeting of June 24, 2026 be adjourned."

SH/attachments

Eco - Adventure OLC Grade 7 camps



Powell Lake
OUTDOOR
LEARNING CENTRE
AT HAYWIRE BAY REGIONAL PARK

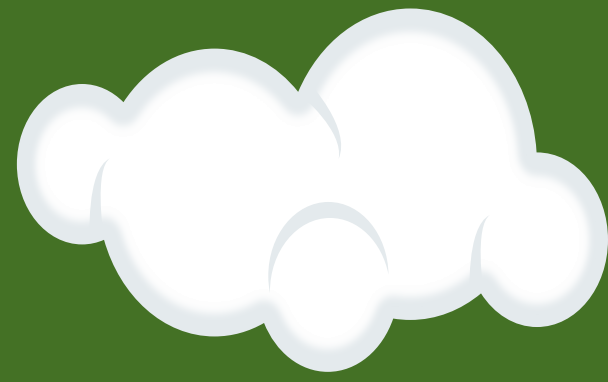


TERRACENTRIC
COASTAL ADVENTURES
Discover Your Nature.

What do we do?

The Great Escape





So What?

Tradition—21 years of Grade 7 camps! Right of Passage!

Fostering connection, community & trying new things

Purpose

Supportive space for learners of all abilities

Making Curricular Connections

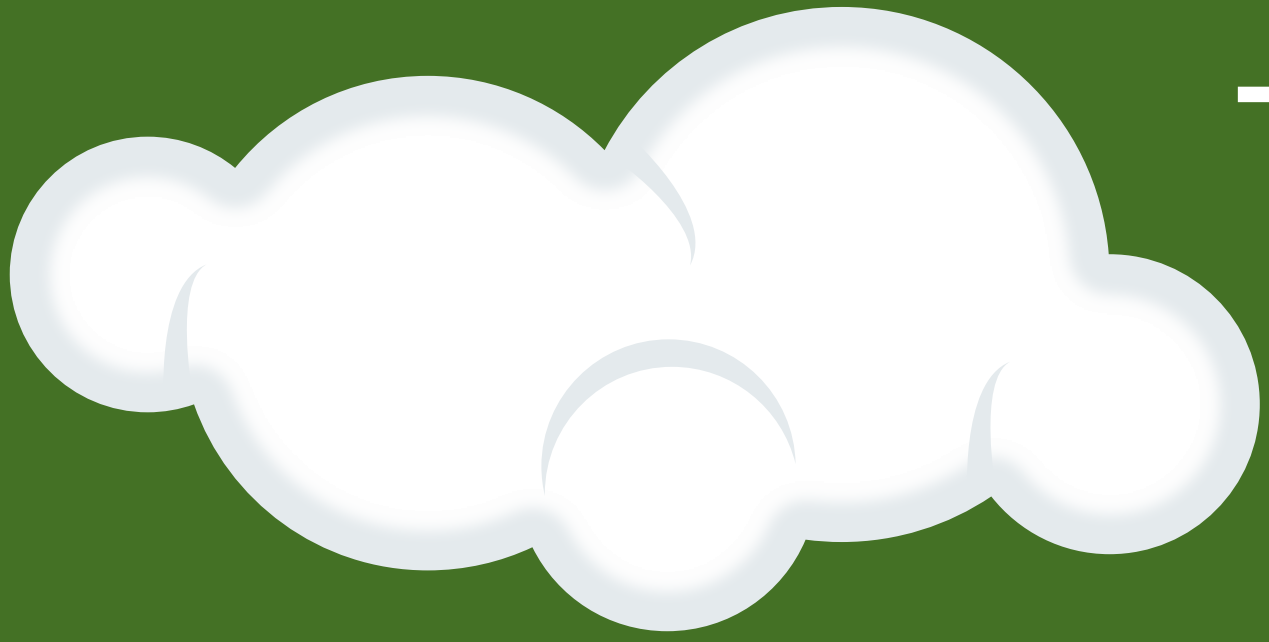


Working together...



“My favourite activity in the OLC was the canoes. I liked learning how to steer and learning how to do the J-stroke”





Trust the Process...



...And have fun!



Now What?



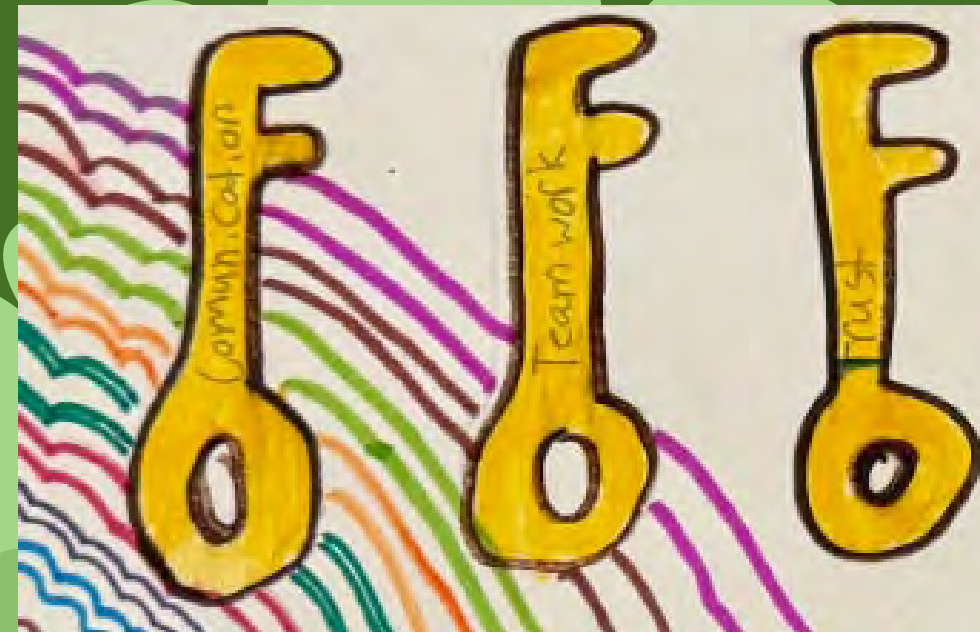
"I had a ton of fun at the OLC, especially meeting new people and going on adventures as well as doing tasks"

REFLECTIONS from Students

"I learned teamwork. Teamwork is working together and helping each other out."

"I noticed how peaceful nature is when I'm quiet"

"Hello future me I want to tell you a few words 1. Please go be in nature for a bit go camping, hiking etc. 2. Spend time with your family they want to be here forever even 3. Please don't drink or smoke. 4. I love you, so one person loves you so you know your beautiful and kind. I love you ♥"



WHAT THE STATS SAY

2026 Grade 7 camps saw an 11% higher overall attendance than 2025

Data collection and results of 2026 Pre and Post Camp Student Survey



In What ways are camps relevant today?

Teacher's Answered...

“Bonding - is so lovely before they go to Brooks. I heard so many of them say this is great because now I will know even more people that may be in my classes.”

“I think it also give some of them a little bit of independence that they may not have in their day-to-day life .”

“Not using electronics to connect/communicate/interact with peers and new friends.

“I think providing the opportunity to 'unplug' and being in nature is relevant to all students today”



What did you observe in your students during the Camp?

Teacher's Answered...

Gaining confidence. Meeting new friends.

Their participation and reflected enthusiasm.

“lots of participation from ones that went in very hesitate and "too cool" switched to smiles and laughing and joining in especially at the campfire which was awesome”

how much they enjoyed every aspect, connecting with nature and one another, that everyone was able to try something with one another



Some Teacher feedback

“I heard many things of positive nature, with many students wishing that the experience was 2 nights as opposed to just 1.”

“Kids are there just being kids. What an awesome program to have for all our elementary students.”

“I think that the grade 7 camps are more relevant today than ever before.”

“Students created some initial connections with students from other schools who will also be attending Brooks next year.”

“The experiences that the student get from being immersed in 2 full days of activities that aren't centered around social media is such a wonderful adventure for them.”



What did you hear from students after Camp?



Teacher's heard...

"they loved it!
best time ever!"

"How much they enjoyed
it!"

"That was fun." "I am glad I
went." "Can we go again
next year?"



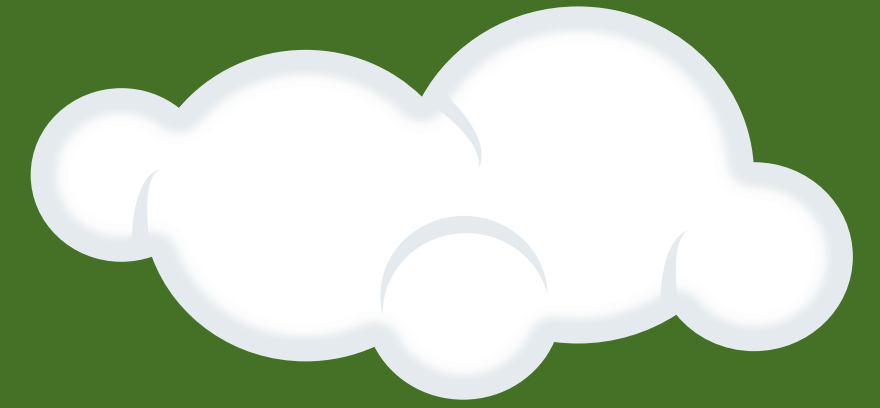
"The food was soooo
good!"

Conclusion





Powell Lake
OUTDOOR
LEARNING CENTRE
AT HAYWIRE BAY REGIONAL PARK



Thank You!





REGULAR BOARD MEETING

4:00 pm, Wednesday, May 27, 2026
School Board Office

MINUTES

Present: Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason

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

Regrets: Kirsten Van't Schip

The meeting was called to order at 4:04 pm by Chairperson J. Miller

LAND ACKNOWLEDGEMENT

PRESENTATION

Texada Elementary School Presentation – A. Bella

Principal A. Bella presented on behalf of Texada Elementary School, highlighting the school's ongoing literacy inquiry and efforts to strengthen student learning outcomes. The presentation outlined several initiatives implemented during the year, including restructuring the school schedule to provide dedicated literacy and numeracy blocks, embedding intervention time for students requiring additional support, consulting with district literacy staff, enhancing library access and circulation, and participating in professional learning and school visits to explore effective literacy practices. While DIBELS data showed limited movement in overall performance bands, Ms. Bella reported evidence of individual student growth, particularly among students with regular attendance, as well as increased student confidence and engagement in reading and writing. Library circulation also increased significantly over the previous year.

Trustees asked questions regarding support for students reading above grade level, the role of family engagement in literacy development, and the availability of high-interest reading materials. Ms. Bella described strategies used to guide students toward appropriate reading resources, noted the challenges some families face in supporting literacy at home, and shared observations that students whose families are actively engaged tend to demonstrate stronger literacy outcomes. Looking ahead, the school plans to continue strengthening literacy instruction, expand staff training related to intervention strategies, promote reading for enjoyment, and explore a future inquiry focused on student reading self-concept.

QUESTION PERIOD

A representative of the qTA asked whether the Board was aware of a request to delay the planned changes to reading intervention services. Trustee Miller confirmed that the Board was aware of the request and noted that the matter is currently being addressed through an established process.

CHAIRPERSON'S REMARKS

“Hello everyone, and welcome.

As we move into the final stretch of the school year, there is a tremendous amount happening across the qathet School District. Spring is always a busy and exciting time in schools, full of performances, outdoor learning, celebrations, transitions, and opportunities for students to demonstrate their growth in so many different ways.

Before highlighting some of those moments, I would first like to acknowledge the leadership of our Superintendent, Paul McKenzie, who has now been with the district for just over a year.

In a relatively short time, Paul has had a very positive impact across the district. Staff consistently speak about his thoughtful, human-centred approach and the strong sense of care, professionalism, and collaboration he brings to his work. At the same time, he has brought a strong focus to operational effectiveness and process, helping strengthen how we work together as a district while always keeping students at the centre. As we know, change can be challenging, and I appreciate the way Paul has built strong relationships and trust with staff so that when changes do occur, there is a shared understanding that they are thoughtful, purposeful, and always grounded in what is best for students. We are very fortunate to have leadership that values relationships, transparency, and continuous improvement, and I want to acknowledge the positive culture that continues to grow under Paul's leadership.

This month is filled with meaningful student events and learning opportunities across the district. The Outdoor Learning Centre continues to host exceptional experiences for students, including the recent Grade 7 cultural gathering, the long standing Story to Song cultural camp out, and the reimagined Métis Life program for Grade 4 students, developed collaboratively with Métis community members and Indigenous Education staff to centre Métis perspectives and lived experiences through hands-on learning on the land. And, starting this week and into early June, Grade 7 students from all schools will have an opportunity to attend an overnight camp at the OLC.

Early this month, students have also participated in the Grade 7 Mental Health and Wellness Conference, “Level Up,” while Brooks Secondary recently hosted its International Food and Cultural Fair, both wonderful examples of learning that supports belonging, well-being, and connection.

And of course, there is still much more ahead. For example, later this week, the Brooks Theatre Company will present Macbeth, showcasing the incredible talent and dedication of our students and staff as well as the district track and field event happening on Friday.

We are also looking forward to celebrating the Brooks graduation class of 2026 on June 6 at the Hap Parker Arena, an important milestone for students, families, and the broader community.

Dr. Shannon Behan is welcomed back to our district as Principal of Texada School while all other administrative teams will remain in place for the coming school year. Thank you to staff for your continuity of leadership and for the work still underway in terms of preparing for next year's teaching and other staff assignments.

Finally, I would like to remind families and community members that the proposed 2028–2029 school calendar is now available for public review on the district website, with feedback open until June 20. We encourage anyone interested to take the opportunity to review the calendar and share their input.”

1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular meeting agenda of May 27, 2026, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: G. CONTI

SECONDED: M. MASON

THAT the Regular meeting minutes of April 22, 2026, be adopted as amended.

STATUS: CARRIED

A correction to the spelling of I. Landy's name was noted.

3. REPORT OF CLOSED MEETINGS

3.a) April 21, 2026, April 22, 2026 and May 13, 2026 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) PRISMA Support Request – A. Rice

The outgoing letter will be revised to specifically address supports for the “Sail to the Symphony” events.

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 A. Rice – PRISMA Support Draft Response

The board directed staff to revise the draft response be revised to specifically address the support requested for PRISMA's "Sail to the Symphony" events.

5.b) Board to J. Carlson and L. Gurney – Letter of Appreciation

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Program Review: Partners in Education (PIE) Online Learning / Level 2 Report

V. Kintzinger and consultant K. Fello presented the findings of the Partners in Education (PIE) program review, which examined how the District's K–12 Provincial Online Learning School supports students and families, operates across multiple regions, and adapts to continued

growth. The review identified several strengths, including strong relationships between teachers and families, flexible and student-centred learning approaches, inclusive learning environments, and dedicated staff. Families consistently reported valuing personalized learning experiences, flexibility, and ongoing connections with teachers. The review also highlighted opportunities to strengthen consistency in programming and supports, enhance connections to District services, improve student engagement in the online learning environment, and further align systems, processes, and planning across the District.

Trustees discussed the importance of maintaining the strong relationships that families value, supporting diverse learners, measuring student engagement and success, and identifying practices from online learning that may inform traditional school settings. Staff noted that online learning serves a wide range of learners and communities and emphasized the importance of continuing to strengthen student supports, monitor outcomes, gather feedback, and align the program with District priorities while preserving the relational and flexible nature of the PIE program.

6.b) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to April 30, 2026

The report was provided for information.

MOVED: G. CONTI

SECONDED: M. MASON

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

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

7.a) N/A

8. COMMITTEE REPORTS

8.a) Ad Hoc Committee Notes – May 12, 2026

The Committee reported that a draft presentation will be brought forward to a future Committee of the Whole meeting for feedback.

8.b) Committee of the Whole Report for May 13, 2026

Recommended motions arising from the Committee of the Whole Meeting:

8.b.i) 2026-2027 Annual Facility Grant

MOVED: G. CONTI

SECONDED: D. LAWSON

The Board of Education approve the proposed list of projects under the 2026/2027 Annual Facility Grant program.

STATUS: CARRIED

8.b.ii) Trustee Remuneration

MOVED: D. LAWSON

SECONDED: M. MASON

THAT 2026 trustee remuneration be increased by 2.5%.

STATUS: CARRIED

9. OTHER BUSINESS

9.a) N/A

QUESTION PERIOD

During the question period, the CUPE President noted that 17 support staff, including clerical staff, support the PIE program.

MEDIA QUESTION PERIOD

There were no questions from the media.

ADJOURNMENT

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular Meeting of May 27, 2026 be adjourned.

STATUS: CARRIED

The meeting adjourned at 5:22 pm.

J. Miller
Chairperson

S. Hopkins
Secretary-Treasurer

June 10, 2026

Board of Education
School District 47 (qathet)

Dear Chair and Trustees,

On behalf of the Indigenous Education Council (IEC), we are writing to strengthen our collaborative relationship with the Board and support our shared commitment to student success throughout the qathet region.

The IEC is requesting increased transparency regarding funding allocated to Indigenous students and more regular opportunities for communication between the Council and the Board. We would appreciate regular reporting and discussion regarding Indigenous education funding, program priorities, student outcomes, and opportunities for IEC input into planning and decision-making.

We also request an opportunity to meet with the Board to discuss Indigenous language funding and language revitalization priorities within the district. Language is foundational to culture, identity, and belonging, and we believe there is value in working together to understand current investments, future opportunities, and shared priorities.

The Indigenous Education Council was established before Indigenous Education Councils were formally mandated by the Province, demonstrating the strength of existing community relationships. As such, the Council is uniquely positioned to provide advice and perspectives that support Indigenous learners and contribute to district-wide success.

We believe that increased communication, transparency, and collaboration will strengthen our partnership and help ensure district priorities align with the needs and aspirations of Indigenous students and families.

The IEC remains committed to working collaboratively with the Board, district staff, and community partners to advance reconciliation and support student success. We welcome the opportunity to meet with the Board in the coming months to discuss these matters further.

Respectfully,

Indigenous Education Council
School District 47 (qathet)



OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

April 15, 2026

Paul McKenzie
Superintendent
School District 47 (qathet)
4351 ONTARIO AVE
POWELL RIVER BC V8A 1V3

Dear Paul McKenzie:

**Re: Office of the Ombudsperson Quarterly Report for the period covering
January 1 - March 31, 2026**

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 47 (qathet) between January 1 and March 31, 2026. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

If you would like further information about the complaints our office received about your organization, or you have identified inaccuracies in the data, please contact our office's Policy, Research and Continuous Improvement team. They can provide further details upon request and can be reached at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at:

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5

Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • bcombudsperson.ca



<https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.

- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.
- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If you wish to update your organization's contact information, please contact us by email at info@bcombudsperson.ca.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact them by phone at 250-508-2950 or by email at consult@bcombudsperson.ca.

Yours sincerely,

Sandy Hermiston
Ombudsperson
Province of British Columbia

Enclosures



**OMBUDSPERSON
BRITISH COLUMBIA**

Quarterly Report for 1 January - 31 March, 2026
School District 47 (qathet)

Type of complaint closure for Authority: School District 47 (qathet)	# closed
<p>Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i>, which are requests that our office conduct an investigation.</p>	0
<p>Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i>. We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i>.</p>	1
<p>Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.</p>	0
<p>Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i>.</p>	0
<p><i>Reason for closing an Investigation</i></p>	
<p>Pre-empted by existing statutory right of appeal, objection or review.</p>	0
<p>Investigation ceased with no formal findings under the <i>Ombudsperson Act</i>.</p>	
<p>More than one year between event and complaint</p>	0

Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0



**OMBUDSPERSON
BRITISH COLUMBIA**

Complaints Closed from 1 January - 31 March, 2026
School District 47 (qathet)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics – All School Districts

Bans from School Property (Section 177)	2	4%
Enrolment/Registration	5	10%
Other	18	38%
School Closures	1	2%
Special Education	9	19%
Student Safety	5	10%
Student Suspension or Exclusion	8	17%

General Complaint Topics – All School Districts

Accessibility	4	4%
Communication	14	16%
Delay	2	2%
Disagreement with Decision or Outcome	24	27%
Discrimination	3	3%
Employment or Labour Relations	1	1%
Process or Procedure	22	25%



OMBUDSPERSON
BRITISH COLUMBIA

Review or Appeal Process	5	6%
Treatment by Staff	14	16%

June 24, 2026

The Honourable David Eby
Premier of British Columbia
Parliament Buildings
Victoria, BC V8V 1X4

Delivered Via Email

Dear Premier Eby,

Re: Permanent Standard Time and Student Safety

On behalf of the Board of Education of School District No. 47 (qathet), we are writing to encourage the Province of British Columbia to reconsider the adoption of permanent Pacific Daylight Time and instead implement permanent Standard Time.

As a Board of Education, our interest in this matter is grounded in the safety, well-being, and educational success of students. While we recognize that there are differing perspectives regarding time observance, we believe that decisions affecting all British Columbians should carefully consider the impacts on children and youth.

Student Safety

The Board is concerned about the effect that permanent Daylight Time would have on students travelling to school during the winter months. In the qathet region, where some schools begin as early as 8:00 a.m., students would be arriving at school before sunrise for a significant portion of the school year. Many students would travel to school in darkness or very low light conditions from approximately mid-November through mid-February.

These impacts are particularly significant in rural and remote communities. Many students in our district walk, cycle, or wait for school buses in areas with limited street lighting and pedestrian infrastructure. In some cases, students wait for transportation along rural roads and highways. Reduced morning daylight increases safety risks for students and may require additional supervision and operational supports from school districts.

The Board is particularly mindful of the impact on younger learners. Elementary-aged children may be expected to begin their day and travel to school in darkness during the winter months. We believe that policies affecting children should prioritize their safety and well-being.

Student Health and Readiness to Learn

The Board is also concerned about the potential impact of permanent Daylight Time on student health, attendance, and readiness to learn. Research has demonstrated the importance of morning light in supporting healthy sleep-wake cycles and regulating circadian rhythms. Morning daylight

supports alertness, concentration, and overall well-being, all of which contribute to success in school.

School districts throughout British Columbia continue to focus on improving student attendance, engagement, mental health, and academic achievement. We are concerned that increasing the number of mornings in which students wake, travel, and begin learning in darkness may work against these efforts. Policies that affect students' daily routines should support, rather than hinder, their readiness to learn.

Rural and Remote Equity

The Board is mindful that the impacts of permanent Daylight Time will not be experienced equally across the province. Rural, northern, and remote communities are likely to experience greater challenges than urban centres, creating inequities in student safety and daily school experiences.

Students in communities such as qathet often travel longer distances to school and may have fewer transportation and infrastructure supports available to them. We believe that the unique circumstances of rural and remote communities should be carefully considered before any permanent change is implemented.

For these reasons, the Board of Education of School District No. 47 (qathet) respectfully requests that the Province reconsider the implementation of permanent Pacific Daylight Time and instead adopt permanent Standard Time.

Thank you for your consideration of this important matter. We would welcome the opportunity to participate in further discussions regarding the impacts of permanent time observance on students and schools.

Sincerely,



Jaclyn Miller
Chairperson
Board of Education

cc: The Honourable Lisa Beare, Minister of Education and Child Care
The Honourable Josie Osborne, Minister of Health
The Honourable Niki Sharma, Attorney General of British Columbia
British Columbia School Trustees Association
Randene Neill, MLA, Powell River–Sunshine Coast



MEMORANDUM



Date: June 24, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Re: School Calendar

1.0 BACKGROUND

The Board previously adopted a three-year school calendar cycle and has expressed interest in continuing this approach to support long-term planning for families and staff. Consistent with this direction, staff developed a draft school calendar for the 2028/2029 school year and sought public feedback prior to bringing a final recommendation to the Board for consideration.

2.0 INFORMATION

The draft 2028/2029 school calendar was made publicly available for feedback from May 20 to June 19, 2026. During the consultation period, feedback was received from three individuals: one parent and one representative from each of the District's union partners.

Two of the three respondents expressed concerns regarding the timing of Spring Break and the Easter long weekend. The District has historically scheduled Spring Break during the last two weeks of March. In years when Easter falls during this period, the Easter long weekend is included within Spring Break and the break is extended accordingly. In years when Easter falls later, students return to school for a period of instruction before the Easter long weekend. The respondents requested that the District adjust the timing of Spring Break in 2028/2029 to create a period of instruction between Spring Break and the Easter holiday weekend.

The third respondent requested that elementary early dismissal dates and Brooks Secondary School parent-teacher conference dates be included on the school calendar. As these dates are typically established closer to the applicable school year, staff recommend that this request be considered as part of future calendar development and communication processes.

Staff considered the feedback received and are recommending no changes to the proposed calendar. The draft calendar aligns Spring Break and Easter in a manner that is consistent with neighbouring school districts, including the Comox Valley School District. Alignment with neighbouring districts provides benefits for families and staff who travel between communities and supports regional consistency.

In addition, maintaining a relatively fixed Spring Break period during the last two weeks of March provides greater predictability for families. Because the timing of Easter changes from year to year, adjusting Spring Break to create a separation from Easter would result in significant variations in the school calendar. The proposed approach offers greater consistency for families while maximizing instructional time available within the school year.

Following consideration of the consultation feedback, staff recommend that the Board adopt the attached 2028/2029 school calendar and authorize its submission to the Ministry of Education and Child Care.

3.0 STAFF RECOMMENDATION

THAT: "The Board approve the 2028-2029 School Calendar"

4.0 APPENDICES

2028/2029 School Calendar



Local School Calendar
2028-2029

2028

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

2029

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



Suspension, Exclusion and Seclusion Report Sept 2025 to May 2026

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	4	3	5	2				3	3		20
10 days or less (violent)	2		5			4		2			13
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		5	2			3	1	4			15
Less than 20 days (second + drug/alcohol offence)						1		2			3
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension						3					3
TOTAL SUSPENSIONS	6	8	12	2	0	11	1	11	3	0	54
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)*

MEMORANDUM



Date: June 24, 2026
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Re: Approval of 2027/2028 Major Capital Plan

1.0 BACKGROUND

Boards of Education are required to submit a Capital Plan to the Ministry of Education and Childcare each year. Major Capital Items are due by June 30th each year whereas Minor Capital Items are due by September 30th.

Ministry Capital Program Breakdown

Major Capital Programs:

- Seismic Mitigation Program
- School Expansion Program
- School Replacement Program
- Rural Districts Program

Minor Capital Programs:

- School Enhancement Program
- Carbon Neutral Capital Program
- Bus Acquisition
- Playground Equipment Program
- Food Infrastructure Program

Other:

- Annual Facility Grant
- Building Envelope Program
- Child Care

2.0 ADDITIONAL INFORMATION

Seismic Improvements – Texada School

Estimate - \$5 million

Texada Elementary School was previously reviewed for seismic risk assessment based on The National Building Code Hazard (2% in 50 years). The school is designated as H1 which is a vulnerable structure at highest risk of widespread damage or structural failure. Within the H1 category, the assessment priority is P2, which has high probability of total damage in a moderate earthquake (5% in 50 years). Demolition of the building would be likely after an event. The proposed project under the SMP would retrofit portions of the building structure to improve structural integrity in the event of an earthquake.

Seismic Improvements - James Thomson School

Estimate - \$3.3 million

James Thomson School was reviewed with similar H1 risk rating, but assessment priority was at P3 which indicates a moderate probability of total damage in a moderate earthquake with costly repairs expected after an event.

3.0 OPTIONS FOR ACTION

Option 1 – To approve the proposed projects to be submitted under the Major Capital Plan as outlined above.

Option 2 – Direct staff to bring forward alternative projects for Board consideration

4.0 STAFF RECOMMENDATION

THAT: The Board of Education approves the submission of the Major Capital Plan as presented.

5.0 APPENDICES

(A) Capital Plan Summary

(B) Capital Plan Resolution (Major Capital)

Capital Plan Overview 2027-2028

Summary

The following projects are recommended for consideration under several government capital planning funding envelopes with an emphasis placed on system renewal and energy conservation. Every planned submission, other than the necessary Seismic considerations, incorporates sustainability initiatives where practicable and will result in direct reductions in GHG emissions.

The Seismic Mitigation Program outline has a June 30th submission deadline, the remaining five projects, which are all marked draft, are to be submitted for September 30th. An amended version of this document will go before the Board again in September for approval.

Seismic Mitigation Program (SMP)

Seismic Improvements – Texada School

Estimate - \$5 million

Texada Elementary School was previously reviewed for seismic risk assessment based on The National Building Code Hazard (2% in 50 years). The school is designated as H1 which is a vulnerable structure at highest risk of widespread damage or structural failure. Within the H1 category, the assessment priority is P2, which has high probability of total damage in a moderate earthquake (5% in 50 years). Demolition of the building would be likely after an event. The proposed project under the SMP would retrofit portions of the building structure to improve structural integrity in the event of an earthquake.

Seismic Improvements - James Thomson School

Estimate - \$3.3 million

James Thomson School was reviewed with similar H1 risk rating, but assessment priority was at P3 which indicates a moderate probability of total damage in a moderate earthquake with costly repairs expected after an event.

School Enhancement Program (SEP) - [DRAFT]

Mechanical System & Ventilation Upgrade – Kelly Creek Elementary

Estimate - \$1.2 million

The District received partial funding for the Mechanical System upgrade at Kelly Creek Elementary in the 2025-2026 funding year (Electrical Upgrades for mechanical equipment and new gym unit). The SEP funding submission would include the completion of Phase 2 of the project, including the conversion of older, propane-fired central Rooftop Units with unit ventilators units in all classrooms. This is a continuation of capital project work as the District works to improve infrastructure climate resiliency, extreme heat events can have a dramatic effect on learning environments and has been a focus for a number of years. The project application will include improvements to the existing school spaces, including twelve-unit ventilators, improved ventilation, increased building efficiency, and an automated DDC control. This project would also reduce GHG emissions at this site with the complete removal propane use at this school site.

Mechanical System Upgrade – Phase 2 Brooks Secondary School

Estimate - \$500,000

Following the work performed in the 2025-2026 funding year to remove the domestic hot water system from the school's central heating system, the 2nd phase of the Mechanical system upgrade would include the replacement of one of the two large boilers with an array of fully condensing boilers. This upgrade would allow the system to adapt to building demands with much greater efficiency. The 2nd phase is part of a multi-year project plan to update aging mechanical infrastructure and address climate resiliencies and extreme heat events.

Carbon Neutral Capital Program (CNCP) – [DRAFT]

Electric Bus Vehicle Charging Infrastructure

Estimate - \$215,000

The District had previously explored the purchase of an electric bus, as well as the required Electric Bus Vehicle Charging infrastructure. An electrical engineering consultant prepared a preliminary engineering report for necessary infrastructure upgrades at the bus garage, but further funding applications were stopped as BC Ferries no longer permitted inoperable or damaged electric vehicles. In May 2026, BC Ferries once again allowed some inoperable electric vehicles on board the Ferries. Given recent changes, the District is reviewing the infrastructure needs in preparation for a potential electric bus purchase in 2028.

Kelly Creek Solar Panel Array

Estimate - \$175,000

As part of the School District's ongoing installation of solar panel arrays with our typical flat roof elementary school configurations, Kelly Creek has space to accommodate up to a 35kW solar array. With the ongoing work for the Kelly Creek HVAC Upgrade and 3-phase power infrastructure improvements, the array installation will integrate with the current work with engaged contractors to potentially to both scopes of work.

Bus Acquisition Program (BUS) - [DRAFT]

A3473 Type-C School Bus Replacement

Estimate - \$240,000

One school bus (A3473) has reached the Ministry requirements for both age and kilometers for a Type-C bus this year and eligible for replacement through the BUS program. The BUS program has changed this year and will no longer be supporting the full cost of a Type-D bus. Funding will include up to Type-C School bus, which has approximately 10% less seating.

Playground Equipment Program (PEP) – [DRAFT]

Kelly Creek Playground Replacement

Estimate - \$193,390

Following the completion of a 2024 playground audit of all playgrounds by a certified third-party, Kelly Creek was a priority for replacement playground equipment based on age, condition, and accessibility. Further consultation was obtained from a Playground Equipment supplier for improved accessibility to the playground and greatly improved accessibility features for the playground space.



In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 47 (*qathet*) hereby approves the proposed Five-Year Capital Plan for 2027/28, as provided on the Five-Year Capital Plan Summary for 2027/28 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan for 2027/2028 adopted by the Board of Education, on this the 24th day of *June* 2026.

Secretary-Treasurer Signature

Secretary-Treasurer Name





COMMITTEE OF THE WHOLE

4:00 pm, Wednesday, June 10, 2026
School Board Office

NOTES

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

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

PRESENTATION

Indigenous Education Council (IEC) Delegation

Representatives of the Indigenous Education Council (IEC), including Chair B. Louie, Vice-Chair T. Berggren, and members T. Bellmane and D. McKenzie, presented to the Board regarding the Council's priorities and vision for strengthening collaboration with the District and Board. The delegation emphasized the importance of relationship-building, proactive planning, and leveraging legislative opportunities to support Indigenous student success. Members highlighted the significance of Tla'amin territory and the Ayajuthem language, expressing a desire to see Indigenous language and culture continue to be elevated within the District.

The delegation spoke to the value of ongoing dialogue, shared planning, and addressing challenges collaboratively. Discussion included opportunities for a future Board-IEC retreat, improving orientation and onboarding for future trustees, and ensuring the IEC is meaningfully engaged in planning processes. Trustees expressed support for continued relationship-building and interest in participating in a future retreat. Superintendent McKenzie thanked the delegation for their presentation and indicated that staff would provide a written response outlining proposed next steps and opportunities for collaboration in the coming year.

1. APPROVAL OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Committee of the Whole Meeting Agenda of June 10, 2026, be adopted as amended.

STATUS: CARRIED

The agenda was amended to add discussion of the Mini-Peak Legacy Project as Item 4.e.

2. **STANDING COMMITTEES**

2.a) Finance and Facilities

2.a.i) Annual Budget

Secretary-Treasurer S. Hopkins presented the 2026–2027 Preliminary Budget, providing an overview of the budget planning cycle, provincial funding model, enrolment trends, budget assumptions, accumulated operating surplus, budget pressures, and mitigation strategies. The presentation highlighted planned capital projects, strategic priorities guiding resource allocation, and the District's reliance on enrolment-based funding. Trustees also received information regarding the distinction between internally restricted and unrestricted surplus, projected enrolment trends, and the financial implications of staffing, inflationary pressures, and increasing student support needs.

Secretary-Treasurer Hopkins outlined several proposed service and staffing adjustments for 2026–2027, including changes to the allocation of classroom composition remedy supports, revisions to elementary literacy intervention and learning assistance services, expansion of Feeding Futures and child care programming, and the addition of a second Vice-Principal at Brooks Secondary School. Discussion focused on enrolment forecasting, the rationale for proposed changes to remedy and literacy support models, the District's approach to balancing service levels with available resources, and funding sources for specialized programs.

RECOMMENDATION: That the Board of Education approve the 2026/2027 Annual Budget.

2.a.ii) Carbon Neutral Action Report

Secretary-Treasurer S. Hopkins presented the Carbon Neutral Action Report and provided an overview of the District's ongoing sustainability initiatives. Discussion included opportunities to utilize Carbon Neutral Capital Program funding to support future fleet electrification projects, including electric buses and maintenance vehicles. Trustees discussed recent changes affecting ferry transportation of electric buses and the infrastructure requirements associated with fleet electrification. Trustees also commented on paper consumption and the continued role of paper-based learning resources in supporting student learning.

2.b) Education and Strategic Planning

2.b.i) Tier 1 Instructional Coaches and Targeted Student Success Teachers Update

Directors of Instruction V. Kintzinger and K. Brach provided an update on the District's planned transition to a district-based Learning Success model and the introduction of Tier 1 Instructional Coaches and Targeted Student Success Teachers. Staff reviewed the rationale for the changes, noting that while previous literacy intervention models had supported some students, student outcome data and a recent literacy review identified a need for a more responsive and equitable approach to supporting literacy, numeracy, and social-emotional learning across elementary schools. The new model will utilize assessment data and ongoing monitoring to deploy supports where they are most needed, while also strengthening Tier 1 classroom instruction through instructional coaching and professional learning.

Trustees discussed implementation plans, support for teachers and students, opportunities for collaboration and professional learning, the role of assessment data in determining service levels, and measures that will be used to evaluate the effectiveness of the new model over time. Staff advised that the new positions will begin working with schools in September, with student needs reassessed throughout the year and adjustments made as required. The Board was advised that implementation will be monitored closely and that updates on progress and outcomes will be provided as part of ongoing reporting.

2.b.ii) School Supplies

Superintendent P. McKenzie presented a proposed elementary school supply service for the 2026–2027 school year. The optional program would allow families to purchase classroom supplies through their school for a flat fee, with materials selected by teachers to align with classroom learning needs. Staff noted that the initiative is intended to improve consistency, reduce waste, simplify purchasing for families, and support student readiness at the beginning of the school year, while ensuring that no student goes without supplies due to financial circumstances. Families who choose not to participate would continue to receive teacher-specific supply lists.

Trustees discussed communication plans, payment options, and opportunities to share information with families throughout the summer. Trustees expressed appreciation to DPAC and school staff for their contributions to the initiative and their efforts to reduce barriers for families.

2.c) Audit

2.c.i) N/A

2.d) Policy Development

2.d.i) Superintendent Evaluation (Discussion)

Trustees discussed the current Superintendent evaluation process and the requirements outlined in Board policy. Discussion focused on the potential for a more sustainable evaluation cycle, including an annual growth plan and performance review process supplemented by a more comprehensive evaluation at key points during a Board term. Trustees also discussed the desirability of a process that is not tied to a specific external consultant and could be adapted to meet the needs of future Boards.

Trustees noted similar considerations regarding Board self-evaluation and professional growth. Staff were asked to explore potential policy revisions and bring options forward for future Board consideration. Support was expressed for utilizing available resources and frameworks, including those offered through BCSTA, to guide future evaluation processes.

3. COMMITTEE REPORTS

3.a) Ad Hoc Committee Notes – June 4, 2026

Trustees reviewed the draft Candidate Information Session presentation and expressed support for the content. Discussion focused on the timing and format of the information session, including whether to offer one or multiple sessions and the role of trustees in

delivering the presentation. Trustees emphasized the importance of ensuring that information about the trustee role is communicated clearly and objectively while avoiding any perception of election-related advocacy.

Trustees discussed making the presentation materials available online during the summer and hosting an in-person information session following the nomination period. Support was expressed for providing prospective candidates with accessible information early in the process while ensuring opportunities for questions and discussion closer to the election. Staff will continue planning and explore facilitation options for the session.

4. **OTHER INFORMATION**

4.a) AP 156 – Visit Protocol

Staff reviewed proposed revisions to AP 156 – Visit Protocol, which are intended to support school safety and emergency preparedness procedures. The proposed changes would require visitors to schools to be identified through the use of visitor badges. Committee members discussed the importance of maintaining safe worksites, and a suggestion was made to revise the order of content within the procedure to place greater emphasis on visitor expectations. Staff advised that implementation is anticipated for September 2026.

4.b) Draft 2026-2027 Board Meeting Calendar

Staff presented the draft 2026–2027 Board meeting calendar, which follows the established pattern of Committee of the Whole and Regular Board meetings occurring on the second and fourth Wednesdays of each month. The draft calendar proposes no regularly scheduled meetings in October due to the local election period, while recognizing that special meetings could be called if required to address emergent matters.

RECOMMENDATION: To approve the 2026-2027 Board Meeting Calendar.

4.c) Draft 2026-2027 Board Annual Work Plan

Staff presented the draft 2026–2027 Board Annual Work Plan. Trustees discussed the timing of annual agenda items, including a review of activities scheduled for October and the addition of program reviews and school presentations beginning in September. Discussion also focused on aligning routine program reviews with the trustee election cycle and Board orientation needs. It was noted that fewer program reviews may be scheduled during the first half of the school year to support the onboarding of a newly elected Board. A revised work plan will be presented for Board consideration in September.

RECOMMENDATION: To approve the 2026-2027 Board Annual Work Plan.

4.d) Continued Advocacy Regarding Standard time (Discussion)

Trustees discussed continuing advocacy regarding the adoption of permanent standard time. Chair Miller expressed support for submitting a letter of advocacy on behalf of the Board, and trustees indicated unanimous support for the initiative. Staff were directed to prepare a draft letter for future consideration, drawing upon materials previously presented to the BCSTA Annual General Meeting in support of a similar motion.

4.e) Mini-Peak Legacy Project (Discussion)

Trustees discussed the Mini-Pitch Legacy Project, a potential partnership opportunity involving FIFA and the Vancouver Whitecaps to establish a community mini-pitch. Discussion focused on potential local partnerships, including opportunities to collaborate

with the Tla'amin Nation and local community organizations. Trustees noted the potential recreational and community benefits of the project and suggested that the local soccer association may be well positioned to take a leadership role should the initiative proceed. Staff noted that Powell River's existing field inventory may present opportunities for consideration as discussions continue.

5. ADJOURNMENT

MOVED: D. LAWSON

THAT the Committee of the Whole Meeting be adjourned.

STATUS: CARRIED

The meeting adjourned at 6:40 pm.

SH/attachments

MEMORANDUM



Date: June 10, 2026
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Re: **Approval of Annual Budget**

1.0 BACKGROUND

In accordance with the *Budget Transparency and Accountability Act* (BTAA), school districts are required to provide the Ministry with electronic and print copies of their Annual Budget.

2.0 ADDITIONAL INFORMATION

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

3.0 OPTIONS FOR ACTION

Option 1 – To approve the 2026/2027 Annual Budget as presented.

Option 2 – Make recommendations for further adjustments to the Annual Budget.

4.0 STAFF RECOMMENDATION

THAT: The Board of Education approve the 2026/2027 Annual Budget

5.0 APPENDICES

- (A) 2026/2027 Budget Summary
- (B) 2026/2027 Annual Budget



qathet School District
Preliminary Budget Report
2026/2027

Overview

The school district operates under the authority of the School Act of British Columbia as a corporation and receives over 90% of revenue from the B.C. provincial government through the Ministry of Education and Childcare. Any changes to provincial grants will consequently have a significant impact on the school district's budget. The school district is exempt from federal and provincial corporate income taxes.

In accordance with the School Act, school districts in the province must approve a balanced budget for the 2026/27 fiscal year (July 1, 2026 - June 30, 2027) and submit it to the Ministry of Education and Childcare by June 30, 2026. The qathet School District aims to develop a preliminary budget that supports its vision and considers its shared priorities and the needs of its community of learners.

This budget has been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

As required by the Ministry of Education and Childcare and Public Sector Accounting Standards (PSAB), the qathet School District tracks and reports revenue and expenditures under three separate funds: the operating fund, the special purpose fund, and the capital fund.



OPERATING FUND: The operating fund includes operating grants and other revenue used to fund instructional programs, school and district administration, facilities operations, custodial services, maintenance, and transportation.

SPECIAL PURPOSE FUND: The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and Childcare and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Community LINK, Ready Set Learn and School Generated Funds).

CAPITAL FUND: The capital fund includes capital expenditures related to facilities and equipment that are funded by Ministry of Education capital grants, operating funds, and special purpose funds. An annual deficit in the capital fund that is a result of amortization expense and budgeted capital assets purchased from operating and special purpose funds exceeding the amortization of deferred capital revenue plus budgeted local capital revenue is permitted under the Accounting Practices Order of the Ministry of Education and Childcare.

Introduction

The qathet School District completed its first full year under the leadership of Superintendent Paul McKenzie. In a relatively short time, Paul has had a very positive impact across the district. Staff consistently speak of his thoughtful, human-centred approach and the strong sense of care, professionalism, and collaboration he brings to his work. At the same time, he has brought a strong focus on operational effectiveness and process, helping to strengthen how we work together as a district, while always keeping students at the centre.

After several years of budgets that relied on accumulated surplus funds, the 2025/2026 budget was built using a more conservative approach that did not assume continued access to those funds. While this shift led to the discontinuation of several longstanding secondary programs that had faced persistent enrolment challenges, the district continued to offer a comprehensive range of programming, with all student course selections accommodated. These small adjustments supported balancing the budget and returning the district to a more sustainable financial position. Despite the leaner financial landscape, all recent program enhancements were maintained. These included the continuation of the čepθ positions and the additional time added to most Education Assistant positions. Additionally, average class sizes across the district remained well below contractual limits.

Looking ahead to 2026/2027, the forecast financial resources available to the district remain relatively stable, and the corresponding service plan reflects this continuity. That does not mean no changes are proposed; a routine review of literacy programming led to a proposal to implement new strategies intended to better support young learners. Program reviews of both childcare programming and online learning were also completed, with changes to the delivery models planned for the coming year.

Finally, in October, the organization will welcome a new group of publicly elected school trustees who will help guide the organization for the next four years.



District Profile

qathet School District serves approximately 3,200 students in four regular elementary schools, one dual track elementary school, one remote island elementary school, one online learning school, an alternate school and one secondary school.

The School District provides a number of additional programs including:

- Strong Start Programs and a Strong Start Go mobile program
- Before & After School Programs
- Dual Credit Trades
- French Immersion Program
- International Student Program
- Powell Lake Ecological and Outdoor Learning Centre
- Provincial Auditory Outreach Program

All decisions made by qathet School District are guided by its vision and core values and based on research and consultation. Similarly, the district's initiatives and resources are aligned to support its commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable, and connected organization.



Our Principles

- Many Ways of Knowing, Learning, and Being
- Diversity, Equity, and Human Dignity
- A Healthy Work and Learning Environment
- Innovation, Curiosity, and Creativity
- Openness, Transparency, and Accountability

Our Mission

Learning and Growing, Together

Our Vision

Creating Brighter Tomorrows for All

Our Values

Integrity: We strive to be a living example of what we want to see in the education system through continued self and organizational reflection to ensure the confidence of those we serve

Respect: We honour others, value selflessness, and always strive to act considerately and honestly. We are intentional with our words and actively listen to others. We promote collaboration and power sharing to achieve positive change that benefits the entire learning community.

Courage: We practice courage by moving beyond our comfort zones, embracing obstacles, and taking responsibility for our errors, allowing us to better ourselves and serve our learning community with excellence.

Curiosity: We cultivate a safe environment to explore new ideas, take risks, and challenge the status quo. We understand curiosity as critical for transformative growth, change, and innovation

Inclusivity: We promote inclusivity by changing mindsets and behaviours, and cultivating welcoming and fair environments that actively oppose oppression. We strive to ensure everyone is seen, connected, supported, and proud.

Good Relations: We strive for balance in our relationship with ourselves, others, and the lands and waters that sustain us. We consider the impact of our actions on past, present, and future generations and strive to leave a positive legacy for them.

Strategic Priorities

Cultivating an Ethic of Learning (titlwšem taʔow)

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

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

Cultivating Curiosity (payot gagayɛłtən)

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.

Cultivating Connection (paʔa kʷɔms 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.



Supporting Self-Determination (ʔaʔjɫɪxʷegəs)

Ensure holistic Indigenous student success.

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.
- Support students with setting goals for the future (ʔimot θ titiwšɛm, toχnegosəmčxʷɔm θoθo)

Cultivating Truth and Reconciliation (gʊnaʔxʷuθs)

Honour Truth and reconciliation.

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʔjuθəm language revitalization initiatives and education.
- Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.

Cultivating Integrity/Responsibility (hays qayumɪxʷ 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.



Strategic Priorities and Goals

The strategic priorities and goals for qathet School District are established on a rolling five-year planning cycle and are summarized in departmental operational plans and school growth plans. The board-approved budget supports the specific strategic goals identified in operational plans and school growth plans.

For 2026/2027, resources have primarily been allocated in support of:

Literacy and Numeracy

Food Security

Family Support

Sexual Health

Indigenous History, Culture and Language

Early Learning

Counselling and Mental Health

Technology

Outdoor Education

Applied Design, Skills and Technologies



Budget Timeline

A review of the budget process took place in February at the Board's Committee of the Whole meeting, as identified in the Annual Board Work Plan. In April, at the committee meeting, the Board reviewed operating and other grant information for the upcoming school year. At the May committee meeting, a budget summary was provided that outlined the anticipated changes for the following school year. The complete budget and corresponding summary and presentation are to be delivered at the June committee meeting, with formal adoption expected at the following meeting scheduled for June 24th.

Budget Assumptions

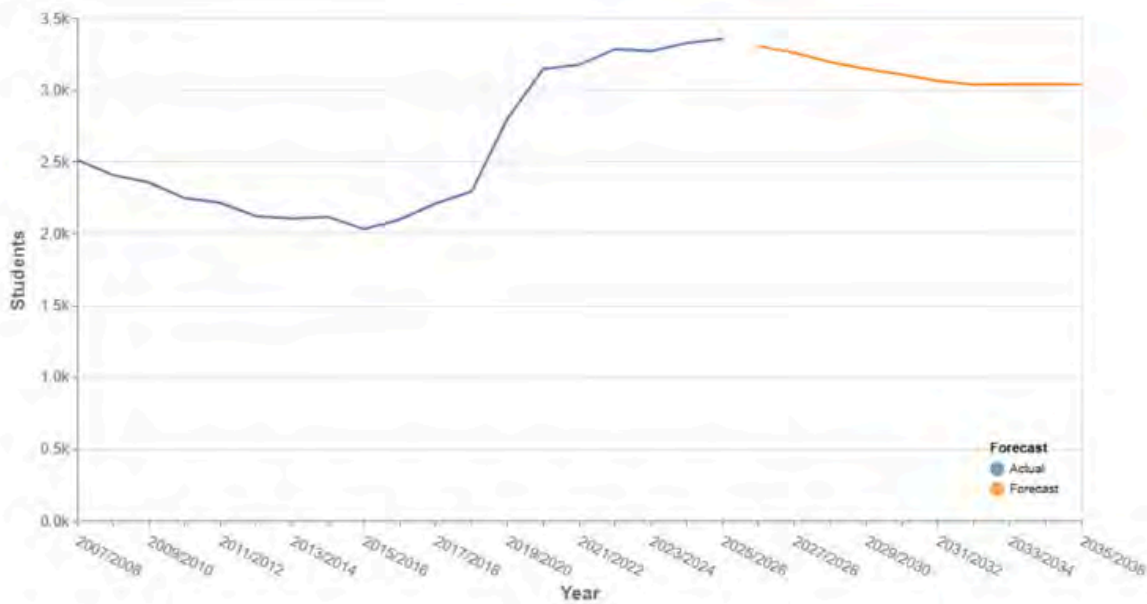
Provincial and Local Assumptions

- Provincial government will fund total provincial enrolment including any growth
- Students enrolment will remain relatively constant including those participating in on-line learning
- The multi-year strategic plan serves as a resource allocation guide
- Limited availability of operating reserves to be used to fund future operations
- Average salary costs do not yet assume any wage increases

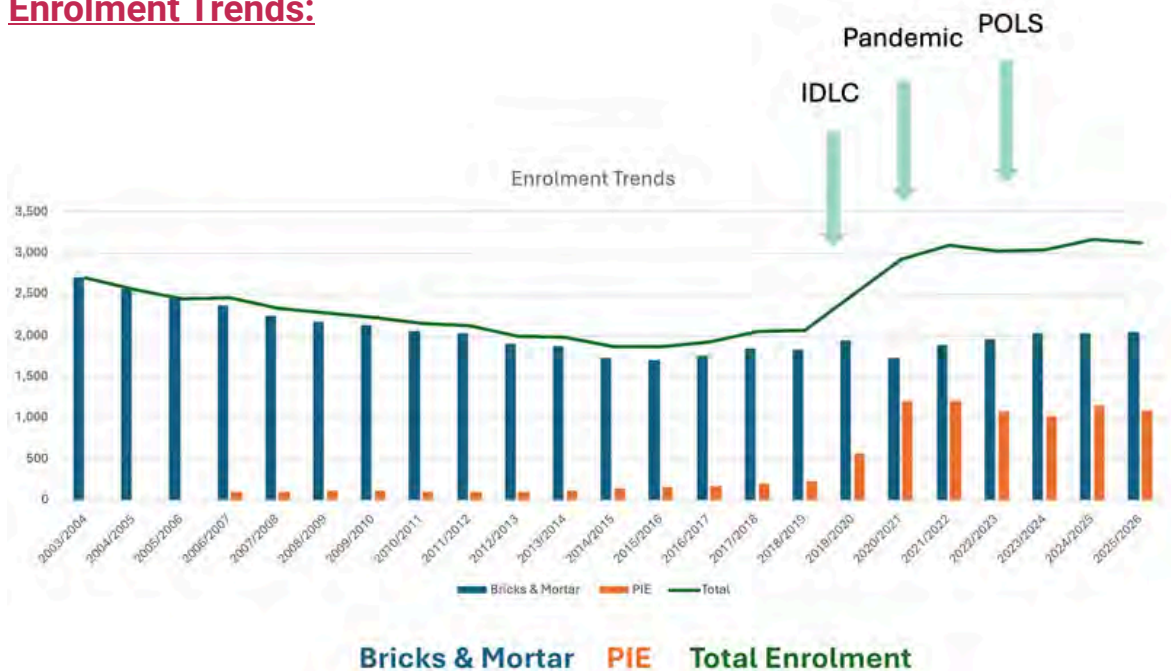
Enrolment

qathet School District is funded primarily through an operating grant received from the Ministry of Education. The operating grant is based on student enrolment which is compiled through a data collection process in September, February, May and July. The District receives a fixed amount per full-time equivalent student (FTE). The School District also receives supplementary grants for students who are identified as having unique needs and for other demographic and unique geographical factors. District staffing levels are driven directly by student enrolment. Since salaries and benefits make up almost 80 percent of District expenses, reliable enrolment data is essential for financial planning.

Student Enrolment Over Time:



Enrolment Trends:



Accumulated Operating Surplus

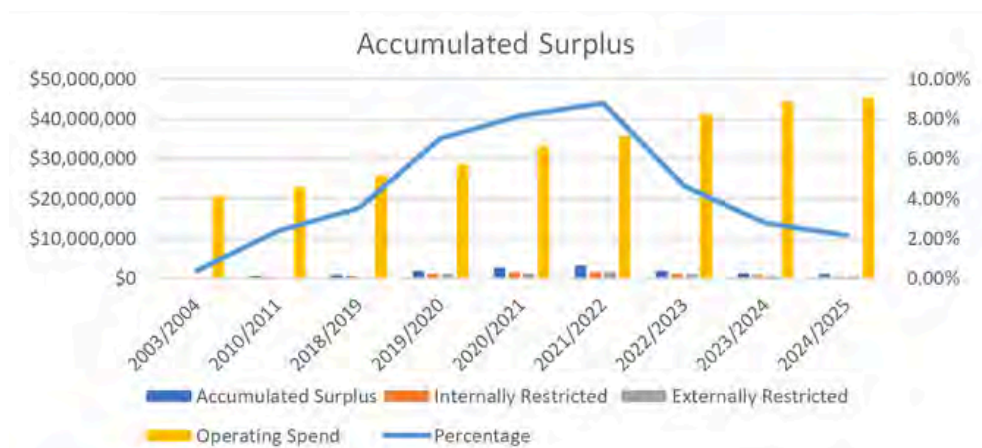
Accumulated operating surplus represents the extent to which operating revenues from all previous years exceeds operating expenditures from all previous years and allows a School District to budget for expenditures in excess of revenues in a given year.

Internally Restricted funds are those set aside to augment current year revenues to help fund the annual budget or service plan.

Unrestricted funds are any of the accumulated operating surplus not internally restricted for the coming year. Unrestricted funds are also held as a contingency fund to assist with emergent situations.

The sum total of accumulated operating reserves should normally be 3 to 5% of operating expenses.

Year	Accumulated Surplus	Internally Restricted	Unrestricted	Operating Spend	Percentage of Accumulated Operating Surplus
2003/2004	\$77,089	\$53,530	\$23,554	\$20,821,029	0.37%
2010/2011	\$551,134	\$356,604	\$198,530	\$23,028,896	2.39%
2018/2019	\$912,796	\$676,518	\$236,278	\$25,898,356	3.52%
2019/2020	\$2,023,163	\$1,052,648	\$970,515	\$28,836,788	7.02%
2020/2021	\$2,710,038	\$1,437,164	\$1,272,874	\$33,169,300	8.17%
2021/2022	\$3,164,955	\$1,367,635	\$1,797,320	\$35,946,415	8.80%
2022/2023	\$1,914,243	\$935,065	\$979,178	\$41,412,022	4.62%
2023/2024	\$1,230,776	\$723,175	\$507,601	\$44,485,672	2.77%
2024/2025	\$974,463	\$353,890	\$620,573	\$45,453,691	2.14%



Provincial Funding Model

Operating Fund

Includes grants and other revenue used to fund:

Instructional Programs

School and District Administration

Facilities Operations

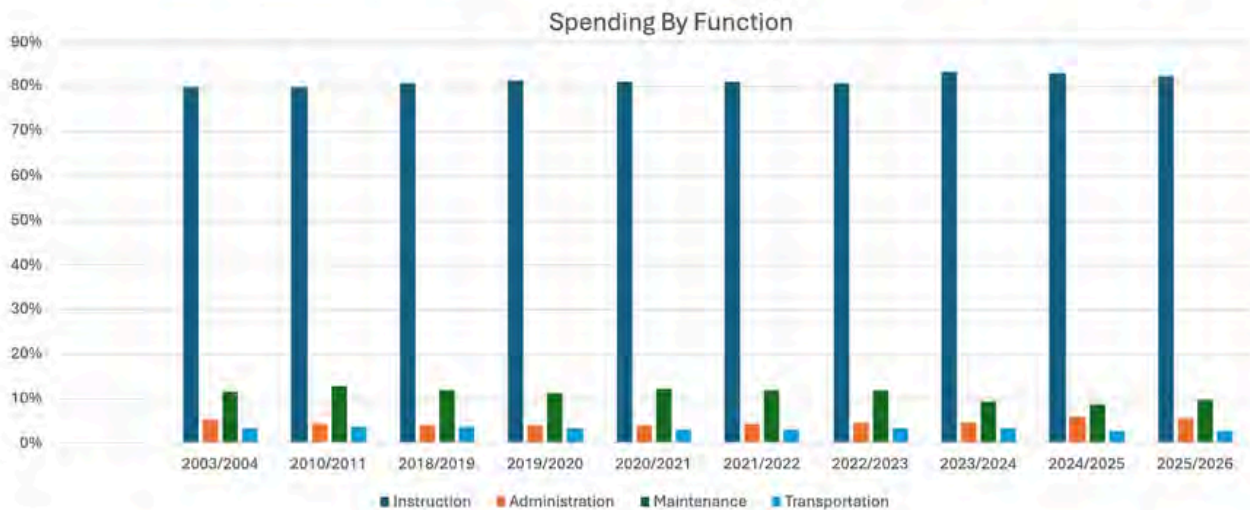
Custodial Services

Maintenance

Transportation

Spending by Function

Spending by function has historically been approximately 20% Instruction, 12% Maintenance, 5% Administration and 3% Transportation.



Funding Model

The funding formula is a per pupil-based model with additional supplements added based on select criteria, these include:

Enrolment Based Funding

Supplement for Enrolment Decline

Supplement for Unique Student Needs

Supplement for Salary Differential

Supplement for Unique Geographic Factors

Funding Protection

Curriculum and Learning Support Fund

Summer Learning

February & May Enrolment Counts for Online

Indigenous Education Councils



2026/2027 Operating Grant Allocation Formula Overview

Public school districts in BC are primarily funded through an operating grant provided by the Ministry of Education and Childcare. The formula for the grant is based on student counts across various areas and other district factors as outlined below.

73% allocated through the Basic Allocation	Basic Allocation Common per student amount for every FTE student enrolled by school type.	
	Standard School	\$9,015 per school age FTE
	Alternate School	\$9,015 per school age FTE
	Continuing Education	\$9,015 per school age FTE
	Online Learning	\$7,280 per school age FTE
19% allocated to recognize unique student enrolment	Unique Student Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	\$51,300 per student
	Level 2 Inclusive Education	\$24,340 per student
	Level 3 Inclusive Education	\$12,300 per student
	English/French Language Learning	\$1,815 per student
	Indigenous Education	\$1,790 per student
	Adult Education	\$5,755 per FTE
7% allocated to recognize unique district factors	Unique District Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
	0.4% allocated to buffer the effects of declining enrolment	Funding Protection / Enrolment Decline
Funding Protection		Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
Enrolment Decline		Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
CSF Supplement District receives a 15% funding premium on allocated funding.		

All funding information estimated for the 2026/27 School Year

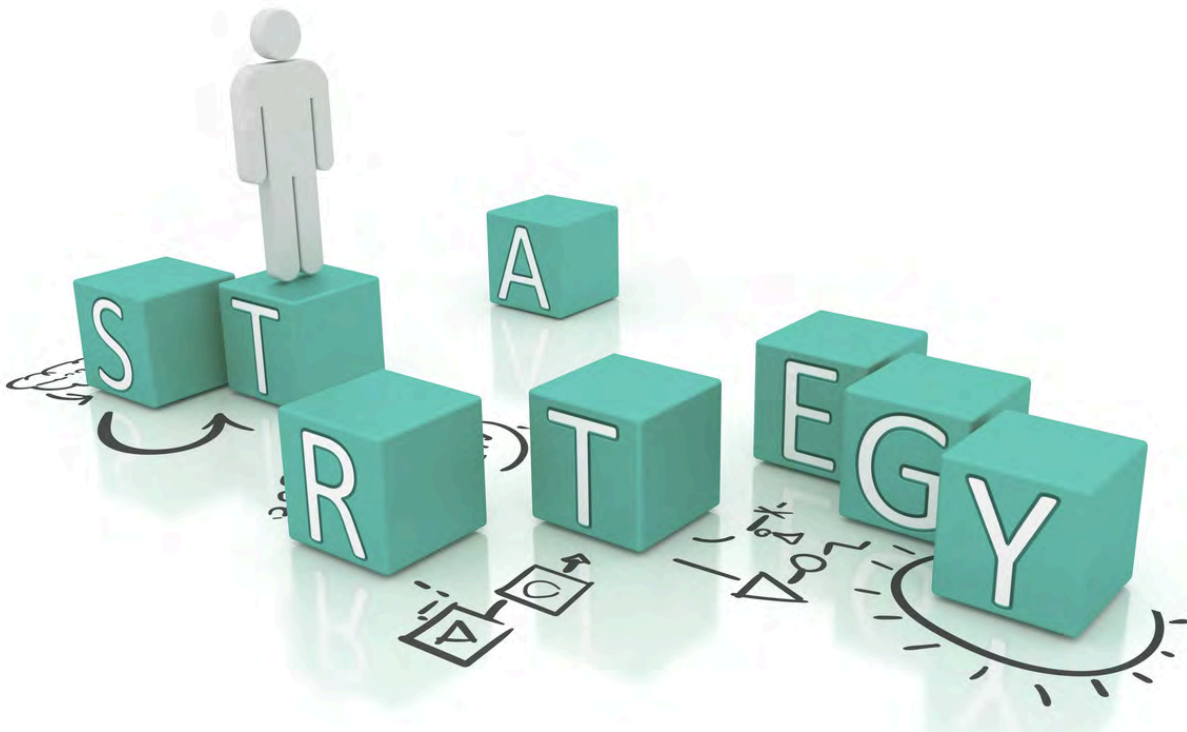
Budget Pressures (factors that increase the strain on a budget by driving up costs, reducing revenue or limiting flexibility)

- Accumulated operating surplus currently available for future operations is minimal
- A forecasted decline in student enrolment at elementary
- Increased expectations and demands within Inclusive Education
- Rising cost of technology
- Rising costs of replacement staff
- Rising cost of health & welfare benefits
- Inflationary cost pressure of various good and services
- Volatility of economic landscape
- A surplus of continuing teachers
- Local approach to remedy supports no longer meeting the needs of all teachers



Mitigation Strategies

- ◆ Continue leaving the Director of Finance role unfilled for now and re-visit again in the fall
- ◆ Maintain 0.5 FTE reduction of other business-related staff
- ◆ Maintain an efficient staffing timetable at secondary
- ◆ Ongoing implementation of routine program reviews
 - Continue to assess programs with enrolment below a minimum threshold
 - Re-direct resources associated with collapsed programs
- ◆ Utilize district staff in the delivery of capital projects
- ◆ Continue to capitalize on opportunities as they present themselves



Shifts for Next Year

◆ Adjustment to remedy supports at elementary to be more responsive to individual teacher needs based on complexity of classroom

- Teachers are eligible to receive additional support (remedies) if they teach a class that does not comply with the class size and composition limitations set out in the collective agreement.
 - For each instance of remedy, a teacher is entitled to 3 hours of time per month
 - This quantum of time can also be converted to cash and used to acquire other resources
- For **the past 9 years**, our district, with support from the qTA, has utilized a localized pooled approach to the allocation of these remedy-based resources.
 - Remedy resources were forecasted to be equivalent to approximately 2 FTE teachers in any given year
 - These positions were added to the existing literacy intervention supports in schools
 - The model has not been thoroughly reviewed since its implementation
- Some **identified issues** with this approach include:
 - Affected teachers are not offered an alternative, there is only the single pre-determined option
 - Support was mostly primary-focused; which led to a gap in support at intermediate grades
 - Lack of clarity for teachers around what support they can/cannot access
 - Student success data indicates this model does not support students in the most effective way
- **Moving forward**, remedy supports will shift to be implemented at the beginning of October following consultation throughout the month of September with each affected classroom teacher.
 - Consultation will result in an amount of "time" that a district can then convert to a particular remedy such as:
 - additional prep time for the affected teacher
 - additional non-enrolling staff added to the school to work with the affected teacher
 - additional enrolling staff to co-teach with the affected teacher
 - pooling time to create school resources
 - converting remedy minutes to cash to acquire relevant resources
 - other remedies as agreed by the local parties
 - This approach aligns with MOU 17, the three-party agreement between the Provincial Government, BCPSEA and the BCTF

Shifts for Next Year continued...

◆ Adjustment to literacy intervention at elementary to be more responsive to individual student needs based on assessment data

- Three non-enrolling instructional coaches will support Tier 1 instruction.
 - Research has demonstrated that the learning needs of 85% of students can be met with quality tier 1 instruction.
 - As the needs of our learners continue to grow in complexity, the role of the classroom teacher calls for ongoing reflection and refinement using research-informed strategies.
 - Tier 1 coaching is non-evaluative and collaborative supporting teacher confidence and efficacy.
- Learning assistance will be delivered by a district learning success team, rather than through school-based assignments.
 - Based on assessment data, in consultation with District staff, school administrators, and teachers, this district team will be deployed early in the school year to address elementary student needs once each school's requirements have been identified.
 - These needs will be reassessed at least three times per year, with a revised schedule of services developed at each interval.
 - Aligning with Tier 1 instruction, the target of the team's focus will be on foundational skills.

Non-Enrolling Services @ Elementary

Resource	26/27	25/26	Variance
Library	2.2	2.2	
Counselling	2.1	2.1	
Resource Teachers	4.8	4.4	+ 0.4
Learning Assistance	3.2	1.5	+ 1.7
Initiatives:			
District	3.0	1.6	+ 1.4
School		2.4	- 2.4
*Remedy		2.2	- 2.2
Total services as of June 30th			- 1.1
<i>*Estimated remedy supports added in October after consultation with individual teachers</i>	2.2		+ 2.2
Net services as of October 1st, 2026			+ 1.1



Shifts for Next Year continued...

- ◆ **Two teachers at Brooks will have dedicated time to support Tier 1 literacy and numeracy for Grades 8 and 9, and technology literacy development for staff and students in Grades 8-12.**
- ◆ **Excluded staff position supporting the Max Cameron Theatre will be eliminated and the support staff adjusted to align with theatre operational changes and other school-based support.**
- ◆ **A VP will be added back to Brooks in order to have two VPs support the school. Current VP responsible for international programming will focus solely on international, in addition to courses.**
- ◆ **Three-week elementary summer learning program is being replaced with a four-week licensed childcare program.**
- ◆ **Childcare programming during the school year is being expanded; increased hours of service for before and after school care.**
- ◆ **Feeding Futures will be fully implemented; meals will be made centrally in the evenings at Brooks and delivered to elementary schools the following morning.**

Revenues

The table below summarizes projected revenue in the 2026/2027 preliminary budget as compared to the 2025/2026 amended budget:

	26/27 Preliminary	25/26 Amended	Variance
Operating Grant, Ministry of Education	\$42,199,607	\$ 41,798,658	\$400,949
Other MOE Grants	616,631	674,829	(58,198)
Provincial Grants - Other	50,000	50,000	0
International & Summer Tuition	720,000	720,000	0
Other Education Authorities	85,000	110,000	(25,000)
First Nations (TEA)	1,411,479	1,411,479	0
Miscellaneous Revenues	250,000	290,000	(40,000)
Rentals	133,000	97,000	36,000
Interest	35,000	50,000	(15,000)
Total Operating Revenue	\$45,500,717	\$ 45,201,966	\$298,751

Expenses

The following table summarizes projected expenses in the 2026/2027 preliminary budget compared to the 2025/2026 amended budget:

	26/27 Preliminary	25/26 Amended	Variance
Salaries			
Teachers	\$14,781,613	\$14,697,255	\$84,358
Principals & Vice-Principals	2,907,072	2,788,416	118,656
Education Assistants	4,414,801	4,400,491	14,310
Support Staff	3,774,734	3,876,165	(101,431)
Other Professionals	2,023,532	2,135,574	(112,042)
Substitutes	1,439,900	1,354,892	85,008
Total Salaries	\$29,341,652	\$29,252,793	\$88,859
Employees Benefits	7,312,664	7,189,972	122,692
Total Salary and Benefits	\$36,654,316	\$36,442,765	\$211,551
Services and Supplies	8,393,901	8,270,162	123,739
Utilities	592,500	596,000	(3,500)
Total Services and Supplies	\$8,986,401	\$8,866,162	\$120,239
Total Operating Expense	\$45,640,717	\$ 45,308,927	\$331,790

Appropriation of Surplus Funds	\$140,000	\$ 106,961	\$33,039
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Special Purpose Fund Summary

The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how the funds are spent. The following special purpose funds have been included in the 2026/27 preliminary budget:

Annual Facility Grant (AFG)	\$122,953	These funds are used throughout District schools to address ongoing maintenance and improvement needs.
Learning Improvement Fund (LIF)	\$150,960	Funding used specifically to augment Educational Assistants' hours providing additional support to complex learners.
School Generated Funds & Bursaries	\$1,650,000	Funds that are generated locally at the school level and used for school operations and in support of students.
Strong Start	\$136,000	Strong Start early learning centres provide school-based, drop-in programs for children aged birth to five and their parents or caregivers.
Ready, Set, Learn	\$17,150	Eligible RSL events for 3 to 5 year old's and their parents are hosted to support early learning and facilitate a smooth transition to Kindergarten.
Official Languages in Education French Programs (OLEP)	\$79,724	Funding for core French-language and Immersion programs and curriculum resources.
Community Link	\$230,412	Funding for programs and initiatives to improve the education performance of vulnerable students, including both academic achievement and social functioning.
Classroom Enhancement Fund (CEF)	\$2,526,507	Eligible expenses includes teacher staffing, overhead staffing and equipment costs resulting from restoration of class size and composition language.

Auditory Outreach Program	\$1,474,407	Auditory Outreach, in collaboration with provincial centres, local audiologists and other service providers, assists public and group 1 and 2 independent schools throughout the province address the needs of school-aged students through loans of assistive listening devices for individual students with hearing loss identified as needing this technology for school use.
Mental Health in Schools	\$55,000	To build capacity in mental health and well being.
Childcare Pilot Transition	\$53,300	Licensed Before and After School Program for Kindergarten students.
Professional Learning Grant	\$132,367	Multi year pre-school pilot program.
ECL Early Care & Learning	\$175,000	Capacity building support for current and future early learning programming.
Feeding Futures Fund & National Food Program Funds	\$523,779	An initiative to ensure students are fed and ready to learn.



Capital Funds

The **Strategic Facilities Plan** adopted by the Board in January 2021 identifies long term capital needs and acts as a guide when making applications to government in support of capital planning.

The District is required to submit a five-year capital plan to the Ministry of Education for additional funding for capital projects as described below.

Annual Facilities Grant (AFG) funds are used throughout District schools to address ongoing maintenance and improvement needs.

School Enhancement Program (SEP) projects are investments that contribute to the safety and function of the school while extending the life of the asset.

Carbon Neutral Capital Program (CNCP) projects are investments that contribute to measurable emission reductions and operational costs savings expected as a result of completed projects.

Food Infrastructure Program (FIP) is an annual program intended to assist with expanding infrastructure in support of food programming.

Bus Acquisition Program (BUS) covers the capital cost of replacing units that are at the end of their useful life.

	2026/2027 Planned Spending
AFG (Capital Portion)	\$862,764
SEP	\$1,200,000
CNCP	\$268,775
FIP	\$46,426
BUS (Estimated)	\$TBD

Annual Budget

School District No. 47 (qathet)

June 30, 2027

School District No. 47 (qathet)

June 30, 2027

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 47 (qathet) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$55,856,287 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE 24th DAY OF JUNE, 2026;

READ A SECOND TIME THE 24th DAY OF JUNE, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF JUNE, 2026;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 47 (qathet) Annual Budget Bylaw 2026/2027, adopted by the Board the 24th DAY OF JUNE, 2026.

Secretary Treasurer

School District No. 47 (qathet)

Annual Budget - Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,055,000	3,105,500
Adult	2,500	3,500
Total Ministry Operating Grant Funded FTE's	<u>3,057,500</u>	<u>3,109,000</u>
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	48,671,808	48,933,784
Other	50,000	50,000
Tuition	720,000	720,000
Other Revenue	3,696,479	3,761,479
Rentals and Leases	133,000	97,000
Investment Income	35,000	55,000
Amortization of Deferred Capital Revenue	1,925,000	1,900,000
Total Revenue	<u>55,231,287</u>	<u>55,517,263</u>
Expenses		
Instruction	45,285,918	45,531,333
District Administration	2,500,306	2,506,874
Operations and Maintenance	6,754,647	6,675,601
Transportation and Housing	1,315,416	1,305,416
Total Expense	<u>55,856,287</u>	<u>56,019,224</u>
Net Revenue (Expense)	<u>(625,000)</u>	<u>(501,961)</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	140,000	106,961
Budgeted Surplus (Deficit), for the year	<u>(485,000)</u>	<u>(395,000)</u>
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(485,000)	(395,000)
Budgeted Surplus (Deficit), for the year	<u>(485,000)</u>	<u>(395,000)</u>

School District No. 47 (qathet)

Annual Budget - Revenue and Expense
Year Ended June 30, 2027

	2027	2026 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	45,640,717	45,308,927
Special Purpose Funds - Total Expense	7,805,570	8,410,297
Capital Fund - Total Expense	2,410,000	2,300,000
Total Budget Bylaw Amount	55,856,287	56,019,224

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 47 (qathet)

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2027

	2027	2026 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(625,000)</u>	<u>(501,961)</u>
Effect of change in Tangible Capital Assets		
Amortization of Tangible Capital Assets	<u>2,410,000</u>	<u>2,300,000</u>
Total Effect of change in Tangible Capital Assets	<u>2,410,000</u>	<u>2,300,000</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>1,785,000</u></u>	<u><u>1,798,039</u></u>

School District No. 47 (qathet)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	42,816,238	42,473,487
Other	50,000	50,000
Tuition	720,000	720,000
Other Revenue	1,746,479	1,811,479
Rentals and Leases	133,000	97,000
Investment Income	35,000	50,000
Total Revenue	<u>45,500,717</u>	<u>45,201,966</u>
Expenses		
Instruction	37,703,511	37,343,275
District Administration	2,430,096	2,437,588
Operations and Maintenance	4,301,694	4,322,648
Transportation and Housing	1,205,416	1,205,416
Total Expense	<u>45,640,717</u>	<u>45,308,927</u>
Net Revenue (Expense)	<u>(140,000)</u>	<u>(106,961)</u>
Budgeted Prior Year Surplus Appropriation	<u>140,000</u>	<u>106,961</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 47 (qathet)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	43,611,086	43,210,137
ISC/LEA Recovery	(1,411,479)	(1,411,479)
Other Ministry of Education and Child Care Grants		
Pay Equity	243,304	243,304
Funding for Graduated Adults	2,000	2,000
Student Transportation Fund	91,754	91,754
Foundation Skills Assessment (FSA) Scorer Grant	7,500	7,500
Child Care Funding	100,000	100,000
ICY Clinical Counsellor Funding	172,073	230,271
Total Provincial Grants - Ministry of Education and Child Care	42,816,238	42,473,487
Provincial Grants - Other	50,000	50,000
Tuition		
International and Out of Province Students	720,000	720,000
Total Tuition	720,000	720,000
Other Revenues		
Other School District/Education Authorities	85,000	110,000
Funding from First Nations	1,411,479	1,411,479
Miscellaneous		
Misc. Billings & Recoveries	75,000	75,000
Before & After School Care Fees	100,000	100,000
Cafeteria Revenue	75,000	75,000
Fortis BC Rebate	40,000	40,000
Total Other Revenue	1,746,479	1,811,479
Rentals and Leases	133,000	97,000
Investment Income	35,000	50,000
Total Operating Revenue	45,500,717	45,201,966

School District No. 47 (qathet)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Salaries		
Teachers	14,781,613	14,697,255
Principals and Vice Principals	2,907,072	2,788,416
Educational Assistants	4,414,801	4,400,491
Support Staff	3,774,734	3,876,165
Other Professionals	2,023,532	2,135,574
Substitutes	1,439,900	1,354,892
Total Salaries	29,341,652	29,252,793
Employee Benefits	7,312,664	7,189,972
Total Salaries and Benefits	36,654,316	36,442,765
Services and Supplies		
Services	3,986,348	3,927,661
Student Transportation	9,000	8,000
Professional Development and Travel	426,997	418,997
Rentals and Leases	258,000	263,000
Dues and Fees	346,740	347,740
Insurance	117,000	117,000
Supplies	3,249,816	3,187,764
Utilities	592,500	596,000
Total Services and Supplies	8,986,401	8,866,162
Total Operating Expense	45,640,717	45,308,927

School District No. 47 (qathet)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	11,915,288	81,576		164,074	75,000	1,021,000	13,256,938
1.03 Career Programs	100,711				62,013		162,724
1.07 Library Services	203,174	77,868					281,042
1.08 Counselling	465,461				109,097		574,558
1.10 Inclusive Education	1,777,223	415,296	4,118,975		504,111	231,500	7,047,105
1.20 Early Learning and Child Care			295,826				295,826
1.30 English Language Learning	50,356						50,356
1.31 Indigenous Education	269,400	148,320		207,840		10,000	635,560
1.41 School Administration		1,776,132		956,565		31,000	2,763,697
1.60 Summer School						17,900	17,900
1.62 International and Out of Province Students		111,240			72,163	3,500	186,903
Total Function 1	14,781,613	2,610,432	4,414,801	1,328,479	822,384	1,314,900	25,272,609
4 District Administration							
4.11 Educational Administration		296,640			262,486		559,126
4.40 School District Governance					120,118		120,118
4.41 Business Administration				247,010	517,637		764,647
Total Function 4	-	296,640	-	247,010	900,241	-	1,443,891
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				30,391	132,780		163,171
5.50 Maintenance Operations				1,508,902	124,630	75,000	1,708,532
5.52 Maintenance of Grounds				77,474			77,474
5.56 Utilities							-
Total Function 5	-	-	-	1,616,767	257,410	75,000	1,949,177
7 Transportation and Housing							
7.41 Transportation and Housing Administration				22,793	43,497		66,290
7.70 Student Transportation				559,685		50,000	609,685
Total Function 7	-	-	-	582,478	43,497	50,000	675,975
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,781,613	2,907,072	4,414,801	3,774,734	2,023,532	1,439,900	29,341,652

School District No. 47 (qathet)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	13,256,938	3,530,403	16,787,341	3,218,735	20,006,076	19,566,989
1.03 Career Programs	162,724	39,441	202,165	7,000	209,165	177,692
1.07 Library Services	281,042	68,703	349,745	23,858	373,603	339,624
1.08 Counselling	574,558	141,457	716,015	25,049	741,064	782,565
1.10 Inclusive Education	7,047,105	1,677,012	8,724,117	2,233,751	10,957,868	10,925,129
1.20 Early Learning and Child Care	295,826	73,956	369,782		369,782	369,782
1.30 English Language Learning	50,356	12,589	62,945	2,000	64,945	64,945
1.31 Indigenous Education	635,560	153,426	788,986	32,750	821,736	837,475
1.41 School Administration	2,763,697	647,650	3,411,347	93,200	3,504,547	3,500,204
1.60 Summer School	17,900		17,900		17,900	77,500
1.62 International and Out of Province Students	186,903	42,182	229,085	407,740	636,825	701,370
Total Function 1	25,272,609	6,386,819	31,659,428	6,044,083	37,703,511	37,343,275
4 District Administration						
4.11 Educational Administration	559,126	128,599	687,725	84,000	771,725	766,725
4.40 School District Governance	120,118	11,546	131,664	222,250	353,914	313,135
4.41 Business Administration	764,647	180,810	945,457	359,000	1,304,457	1,357,728
Total Function 4	1,443,891	320,955	1,764,846	665,250	2,430,096	2,437,588
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	163,171	38,137	201,308	127,000	328,308	328,308
5.50 Maintenance Operations	1,708,532	391,762	2,100,294	1,068,750	3,169,044	3,186,501
5.52 Maintenance of Grounds	77,474	19,368	96,842	115,000	211,842	211,839
5.56 Utilities	-	-	-	592,500	592,500	596,000
Total Function 5	1,949,177	449,267	2,398,444	1,903,250	4,301,694	4,322,648
7 Transportation and Housing						
7.41 Transportation and Housing Administration	66,290	15,702	81,992	20,000	101,992	101,992
7.70 Student Transportation	609,685	139,921	749,606	353,818	1,103,424	1,103,424
Total Function 7	675,975	155,623	831,598	373,818	1,205,416	1,205,416
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	29,341,652	7,312,664	36,654,316	8,986,401	45,640,717	45,308,927

School District No. 47 (qathet)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2027

	2027	2026 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	5,855,570	6,460,297
Other Revenue	1,950,000	1,950,000
Total Revenue	7,805,570	8,410,297
Expenses		
Instruction	7,582,407	8,188,058
District Administration	70,210	69,286
Operations and Maintenance	152,953	152,953
Total Expense	7,805,570	8,410,297
Budgeted Surplus (Deficit), for the year	-	-

School District No. 47 (qathet)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year			229,066	268,151					
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	122,953	150,960			136,000	17,150	78,224	230,412	137,373
Other			200,000	1,750,000					
	122,953	150,960	200,000	1,750,000	136,000	17,150	78,224	230,412	137,373
Less: Allocated to Revenue	122,953	150,960	200,000	1,750,000	136,000	17,150	78,224	230,412	137,373
Deferred Revenue, end of year	-	-	229,066	268,151	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	122,953	150,960			136,000	17,150	78,224	230,412	137,373
Other Revenue			200,000	1,750,000					
	122,953	150,960	200,000	1,750,000	136,000	17,150	78,224	230,412	137,373
Expenses									
Salaries									
Teachers							27,200		10,000
Principals and Vice Principals									
Educational Assistants		131,270							
Support Staff					108,800	5,000			30,000
Other Professionals								140,000	
Substitutes						7,500			70,000
	-	131,270	-	-	108,800	12,500	27,200	140,000	110,000
Employee Benefits		19,690			27,200	1,500	4,800	35,000	15,000
Services and Supplies	122,953		200,000	1,750,000		3,150	46,224	55,412	12,373
	122,953	150,960	200,000	1,750,000	136,000	17,150	78,224	230,412	137,373
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant	National School Food Program	Auditory Outreach Program	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			403,300	100,000	132,367	79,511		1,212,395
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care	2,389,134	55,000		412,209		111,570	1,474,407	5,315,392
Other								1,950,000
	2,389,134	55,000	-	412,209	-	111,570	1,474,407	7,265,392
Less: Allocated to Revenue	2,389,134	55,000	228,300	512,209	132,367	191,081	1,474,407	7,805,570
Deferred Revenue, end of year	-	-	175,000	-	-	-	-	672,217
Revenues								
Provincial Grants - Ministry of Education and Child Care	2,389,134	55,000	228,300	512,209	132,367	191,081	1,474,407	5,855,570
Other Revenue								1,950,000
	2,389,134	55,000	228,300	512,209	132,367	191,081	1,474,407	7,805,570
Expenses								
Salaries								
Teachers	1,911,307	25,000		5,000	37,500		36,458	2,052,465
Principals and Vice Principals			52,000				152,959	204,959
Educational Assistants				60,000	15,000			206,270
Support Staff			20,000	55,000			165,573	384,373
Other Professionals			110,000	75,000			290,458	615,458
Substitutes		20,000			40,000			137,500
	1,911,307	45,000	182,000	195,000	92,500	-	645,448	3,601,025
Employee Benefits	477,827	4,500	32,400	48,750	19,375		143,809	829,851
Services and Supplies		5,500	13,900	268,459	20,492	191,081	685,150	3,374,694
	2,389,134	55,000	228,300	512,209	132,367	191,081	1,474,407	7,805,570
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget			2026 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income			-	5,000
Amortization of Deferred Capital Revenue	1,925,000		1,925,000	1,900,000
Total Revenue	1,925,000	-	1,925,000	1,905,000
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,300,000		2,300,000	2,200,000
Transportation and Housing	110,000		110,000	100,000
Total Expense	2,410,000	-	2,410,000	2,300,000
Net Revenue (Expense)	(485,000)	-	(485,000)	(395,000)
Net Transfers (to) from other funds				
Total Net Transfers	-	-	-	-
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(485,000)	-	(485,000)	(395,000)

2026-2027

Board Meeting Schedule

Current Board Schedule:

CotW - Second Wed (except Dec & Mar)
 Reg/Closed - Fourth Wed (except Dec & Mar)



Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPT

Sept 7 - Labour Day
 Sept 9 - Committee of the Whole
 Sept 23 - Regular / Closed Meetings
 Sept 25 - Professional Day
 Sept 30 - National Day for Truth
 and Reconciliation

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEB

Feb 10 - Committee of the Whole
 Feb 12 - Professional Day
 Feb 15 - Family Day
 Feb 24 - Regular / Closed Meeting

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCT

Oct 12 - Thanksgiving
 Oct 17 - Local School Election Voting Day
 Oct 23 - Professional Day
 There are no board meetings scheduled
 due to Local School Elections

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAR

Mar 10 - Regular / Closed Meetings
 Mar 15 to 25 - Spring Break
 Mar 26 - Good Friday
 Mar 29 - Easter Monday

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOV

Nov 4 - Inaugural Meeting of the Board
 Nov 11 - Remembrance Day
 Nov 25 - Regular / Closed Meetings
 Nov 26-28 - BCSTA Trustee Academy

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APR

Apr 14 - Committee of the Whole
 Apr 15-17 - BCSTA Annual General Meeting
 Apr 28 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DEC

Dec 9 - Regular / Closed Meetings
 Dec 21 to 31 - Winter Break

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

May 12 - Committee of the Whole
 May 21 - Professional Day
 May 24 - Victoria Day
 May 26 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JAN

Jan 1 - Winter Break / New Year's Day
 Jan 13 - Committee of the Whole
 Jan 27 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUN

Jun 9 - Committee of the Whole
 Jun 23 - Regular / Closed Meeting
 Jun 30 - Admin Day



BOARD ANNUAL WORK PLAN

2026-2027

JULY

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Canadian School Boards Association 2026 Trustee Gathering on Education, Innovation and Reconciliation (July 5-8)
-

AUGUST

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Trustee Working Session (TBD)
-

SEPTEMBER

Board Meeting Agenda Items

- Review the Audit Findings Report, Management letter and Financial Statement Discussion and Analysis Report
- Approve the Audited Financial Statements
- Approve the submission of the proposed Minor Capital Plan
- Approve the Enhancing Student Learning Report
- Review the Superintendents School Opening Report
- Review the Board Annual Work Plan
- Review the Board Annual Work Plan

Events

- Recognize National Truth & Reconciliation Day (September 30)
-

OCTOBER

Board Meeting Agenda Items

- No Meetings in October

Events

- Recognize World Teachers' Day (October 5)
 - General School Election (October 17)
-

NOVEMBER

Board Meeting Agenda Items

- Board Inauguration
- New Trustee Orientation
- Election of Board Chairperson & Vice Chairperson
- Review School Growth Plans
- Review the submission of the Executive Compensation Disclosure Report
- Review quarterly Fiscal Accountability Report
- Election of Provincial Council and BCPSEA Representatives
- Trustee Orientation (TBD)
- Approve Department Operational Plans
- Routine review of select Board Policies

Events

- Attend and participate in BCSTA Trustee Academy (November 26-28)
 - Attend Remembrance Day Assemblies
-

DECEMBER

Board Meeting Agenda Items

- Approve the submission of the annual Statement of Financial Information (SOFI)
- Approve Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies
- Review the Board Annual Work Plan
- School Presentations: TBD

Events

- Attend Winter Concerts
-

JANUARY

Board Meeting Agenda Items

- Review quarterly Fiscal Accountability Report
- Review and approve prospective increases to Trustee Remuneration
- Remit Financial Disclosure Forms by January 15
- Review proposals for substantive changes
- School Presentations: TBD

Events

- Represent the Board at the BCPSEA Annual General Meeting (TBD)
 - Recognize Literacy Week
-

FEBRUARY

Board Meeting Agenda Items

- Approve the Amended Annual Budget
- Review School Calendar Consultation Information
- Approve the budget development process and timelines for the following years annual budget
- Review proposed Draft School Calendar Submissions or Amendments (CotW)
- Proposals: Board Authority Authorized Courses (CotW)
- Proposals: Academies (CotW)
- School Presentation: TBD

Events

- Represent Board at BCSTA Provincial Council (February 19)
 - Recognize Pink Shirt Day – Anti Bullying (February 25)
-

MARCH

Board Meeting Agenda Items

- Review the Superintendent's Student Success report
- Approve School Calendar Submission
- Review the Board Annual Work Plan
- School Presentations: TBD

Events

- Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (TBD)
-

APRIL

Board Meeting Agenda Items

- Review government grant information for the following years annual budget
- Approve Capital Plan Bylaw (from Ministry Capital Plan Response Letter)
- Review quarterly Fiscal Accountability Report
- Approve terms of engagement and appoint or reappoint auditor
- School Presentation: TBD

Events

- Recognize the Anniversary of Tla'amin Treaty (April 5)
- Recognize Education Week (TBD)
- Attend BCSTA AGM (April 15-17)

MAY

Board Meeting Agenda Items

- Approve Annual Facility Grant Plans
- Formalize Board Development Plan
- Review Community Connections Report
- School Presentation: TBD

Events

- Recognize Mental Health Week (May 3-9)
- Attend Elementary Track and Field Meet

JUNE

Board Meeting Agenda Items

- Approve the Annual Budget
- Approve Major Capital Projects
- Review Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review the Board Annual Work Plan

Events

- Recognize Children and Youth in Care Week
- Attend Employee Recognition event
- Attend Board Retirement Celebration
- Attend Graduation Ceremonies (June 5)
- Attend Award & Scholarship Event
- Recognize National Indigenous Peoples Day (June 21)

ONGOING

- Advocate for public education
- Attend trustee development and/or orientation sessions
- Meet annually with Indigenous Education Council (IEC)
- Review and approve capital project bylaws as required
- Undertake trustee & superintendent evaluations
- Hear appeals as needed
- Ratify collective agreements as needed
- Represent Board at BCSTA Branch Meetings
- Attend school functions
- Review BCSTA communications, including proposed motions for the BCSTA AGM
- Receive and consider program review reports, as required



INDEMNIFICATION BY-LAW

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

By-Law:

1. The Board will indemnify a trustee, an officer, or an employee of the Board
 - 1.1 ~~a~~Against a claim for damages against the trustee, officer or employee arising out of performance of their duties, and:
 - 1.2 ~~Where if~~ an inquiry under ~~Part 2 of the~~ *Public Inquiry Act* - or other proceeding involves the administration and conduct of the business of the School District -and, in addition, the Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
2. The Board may, by affirmative vote of a majority of not less than 2/3 of all its members, pay:
 - 2.1 ~~A~~any sum required to indemnify a trustee, an officer, or an employee of the Board where a prosecution arises out of the performance of their duties with the Board, and:
 - 2.2 ~~E~~costs necessarily incurred,~~;~~but the Board shall not pay a fine imposed on a trustee, an officer, or an employee because ~~of~~ their conviction.
3. The Board shall not seek indemnity against a trustee, an officer, or an employee of the Board in respect of any action by the trustee, officer or employee that results in a claim for damages against the Board except:
 - 3.1 ~~W~~here the claim for damages arises out of the gross negligence of the trustee, officer, or employee, ~~or~~
 - 3.2 ~~W~~here, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:
 - 3.2.1 ~~F~~the terms of their employment, or
 - 3.2.2 ~~A~~n order of a superior.
4. The Board's obligation to indemnify a trustee, an officer, or an employee in respect of matters occurring during their term of office or employment shall continue, notwithstanding that the term of office or employment, as the case may be, has ended.

Adopted: May 18, 2022

Reviewed:

Revised:

666047.500/10685881.1



Policy 16

5. Where the Board decides to pay legal costs incurred in proceedings out of a claim, inquiry under ~~Part H of the *Public Inquiry Act*~~ or other proceedings, the Board has the right to conduct the defense of the matter and, in its discretion, to compromise and/or settle ~~the any~~ claim.
6. The Board shall not indemnify a trustee, officer, or employee against:-
 - 6.1 ~~Li~~ability and legal fees incurred because of an action or other proceeding taken by the Board against the trustee, officer, or employee, or because of an action or proceeding taken by the trustee, officer, or employee against the Board~~;~~:-
 - 6.2 ~~Li~~ability to pay a fine, penalty or order imposed as a result of the conviction for an offence~~;~~:-
 - 6.3 ~~Legal~~ fees incurred as a result of a prosecution where the trustee, officer or employee is convicted of an offence or obtains a conditional discharge~~;~~:-
 - 6.4 ~~Legal~~ fees incurred in an appeal of any conviction, sentence, judgment, or order, unless the Board, by an affirmative vote of a majority of its members, so agrees~~;~~:-
 - 6.5 ~~Li~~ability and legal fees incurred by a trustee where the Court determines that the trustee knowingly contravened the *School Act*~~;~~:-
 - 6.6 ~~Li~~ability incurred by a trustee, officer, or employee where the Court determined that the trustee, officer, or employee knowingly permitted or authorized an expenditure not authorized by an enactment~~;~~:-
 - 6.7 ~~Li~~ability incurred by a trustee as a result of any restitution ordered pursuant to Section 62 of the *School Act*~~;~~ and
 - 6.8 ~~Th~~ose matters for which the Board may seek indemnity from an employee pursuant to its authority under Section 95 of the *School Act* unless the Board, by an affirmative vote of a majority of its members, so agrees.
7. The Board may enter into ~~individual~~ indemnity agreements with its officers and employees not inconsistent with provisions of the *School Act* and this Bylaw.

Legal Reference: Section 95, School Act

Adopted: May 18, 2022
Reviewed:
Revised:
666047.500/10685881.1

INDEMNIFICATION BY-LAW

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

By-Law:

1. The Board will indemnify a trustee, an officer, or an employee of the Board
 - 1.1 against a claim for damages against the trustee, officer or employee arising out of performance of their duties, and
 - 1.2 if an inquiry under the *Public Inquiry Act* or other proceeding involves the administration and conduct of the business of the School Districtand, in addition, the Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
2. The Board may, by affirmative vote of a majority of not less than 2/3 of all its members, pay
 - 2.1 any sum required to indemnify a trustee, an officer, or an employee of the Board where a prosecution arises out of the performance of their duties with the Board, and
 - 2.2 costs necessarily incurred,but the Board shall not pay a fine imposed on a trustee, an officer, or an employee because of their conviction.
3. The Board shall not seek indemnity against a trustee, an officer, or an employee of the Board in respect of any action by the trustee, officer or employee that results in a claim for damages against the Board except
 - 3.1 where the claim for damages arises out of the gross negligence of the trustee, officer, or employee, or
 - 3.2 where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:
 - 3.2.1 the terms of their employment, or
 - 3.2.2 an order of a superior.
4. The Board's obligation to indemnify a trustee, an officer, or an employee in respect of matters occurring during their term of office or employment shall continue, notwithstanding that the term of office or employment, as the case may be, has ended.

Adopted: May 18, 2022

Reviewed:

Revised:

666047.500/10685881.1



Policy 16

5. Where the Board decides to pay legal costs incurred in proceedings out of a claim, inquiry under the *Public Inquiry Act* or other proceedings, the Board has the right to conduct the defense of the matter and, in its discretion, to compromise and/or settle any claim.
6. The Board shall not indemnify a trustee, officer, or employee against:
 - 6.1 liability and legal fees incurred because of an action or other proceeding taken by the Board against the trustee, officer, or employee, or because of an action or proceeding taken by the trustee, officer, or employee against the Board;
 - 6.2 liability to pay a fine, penalty or order imposed as a result of the conviction for an offence;
 - 6.3 legal fees incurred as a result of a prosecution where the trustee, officer or employee is convicted of an offence or obtains a conditional discharge;
 - 6.4 legal fees incurred in an appeal of any conviction, sentence, judgment, or order, unless the Board, by an affirmative vote of a majority of its members, so agrees;
 - 6.5 liability and legal fees incurred by a trustee where the Court determines that the trustee knowingly contravened the *School Act*;
 - 6.6 liability incurred by a trustee, officer, or employee where the Court determined that the trustee, officer, or employee knowingly permitted or authorized an expenditure not authorized by an enactment;
 - 6.7 liability incurred by a trustee as a result of any restitution ordered pursuant to Section 62 of the *School Act*.; and
 - 6.8 those matters for which the Board may seek indemnity from an employee pursuant to its authority under Section 95 of the *School Act* unless the Board, by an affirmative vote of a majority of its members, so agrees.
7. The Board may enter into indemnity agreements with its officers and employees not inconsistent with provisions of the *School Act* and this Bylaw.

Legal Reference: Section 95, School Act

Adopted: May 18, 2022
Reviewed:
Revised:
666047.500/10685881.1



SUPERINTENDENT EVALUATION PROCESS

The Superintendent performance review is intended to provide for both accountability and growth, as well as the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify areas of growth where applicable, some of which may be areas where greater emphasis is required due to changes in the school district's environment

Structure of the Evaluation

The performance review shall be reasonably related to the goals and objectives established by the Board and to the duties assigned to the Superintendent. The procedures and criteria for the performance review shall be mutually agreed upon by the Board and the Superintendent and established in writing prior to the commencement of the performance review and assessment. In the event there is no agreement on the procedures and criteria, the Board may proceed with an evaluation and assessment based on acceptable management principles.

Guiding Principles

The performance review will:

1. Provide for a written evaluation of the Superintendent's performance at least once in a four-year term, with the timing to be mutually agreed to by the Board Chair and Superintendent.
2. Highlight the key role of the Superintendent as the educational leader of the district, to enhance student learning and success for all children.
3. Recognize that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators.
4. Emphasize the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or areas for improvement.
5. Be aligned with and based upon the Superintendent's roles and responsibilities.
6. Be linked to the Board's Strategic Plan and the key results contained within the Enhancing Student Learning Report.
7. Be a performance-based assessment system. Such an evaluation focuses on improvement over time. Subsequent evaluations in a later term may include an assessment of the Superintendent's success in addressing growth areas as indicated in the Superintendent's Annual Growth Plan.
8. Use multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with data that are more subjective.

Adopted: May 18, 2022
Reviewed: June 24, 2026
Revised: June 24, 2026



Policy 12 – Appendix A

9. Elicit evidence to support subjective assessments.
10. Ensure Board feedback is timely, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which they have not been given authority.

Legal Reference: Section 22, 85 *School Act*

DRAFT

Adopted: May 18, 2022
Reviewed: June 24, 2026
Revised: June 24, 2026



TRUSTEE ELECTION BYLAW

This bylaw will provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

School District No. 47 (qathet) being a non-municipal trustee electoral area, under section 37(3) of the *School Act*, must conduct the trustee elections for the School District. Notwithstanding this requirement, section 38(4) of the *School Act*, allows the Board of Education to enter into an agreement with a local government to conduct the school trustee elections.

In School District No. 47 (qathet), trustee elections may be conducted for the School District by the The City of Powell River – {*School Act*, sec.37 (3)}. By agreement between the Board and the City of Powell River, the City will conduct the general school trustee elections for the School District. There will be five trustees elected to the Board.

In School District No. 47 (qathet), five trustees are elected at large.

The Board has established procedures and requirements under the authority of the *School Act* for trustee elections. The Board of Education, in an open meeting of the Board, enacts as follows:

1. Interpretation:

- 1.1. The terms used shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.
- 1.2. “Board “or” School Board ” means the Board of Education of School District No. 47 (qathet).
- 1.3. “By-election ” means a trustee election to fill a vacancy on the Board of Education in any of the circumstances described in section 36 of the *School Act*.
- 1.4. “City” means The City of Powell River.
- 1.5. "Election” means a trustee election.
- 1.6. “General voting day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
- 1.7. “Minister” means the Minister of Education and Child Care.
- 1.8. “qathet Regional District” means the qathet Regional District.
- 1.9. “School District” means School District No. 47 (qathet).

2. Application

- 2.1. This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

Adopted: May 18, 2022
Reviewed: May 13, 2026
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2.2. Where the City has agreed to conduct a school trustee election on behalf of the School District, the election bylaw or bylaws of the City shall apply to the extent they do not conflict with sections 3 through 9 of this Bylaw.

3-0-2.3. Where the qathet Regional District has agreed to conduct a school trustee election on behalf of the School District for that portion of the trustee electoral area outside the boundaries the City, the election bylaw or bylaws of the qathet Regional District shall apply to that part of the trustee electoral area outside the boundaries of the City to the extent they do not conflict with sections 3.1 of this Bylaw.

4.3. Order of Names on the Ballot

4.1-3.1. The order of names of candidates on the ballot will be alphabetical.

5.4. Resolution of Tie Votes after Judicial Recount

5.1-4.1. In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

6.5. Nomination Deposit

6.1-5.1. No nomination deposit is required for nomination for the office of school trustee.

7.6. Mandatory Advance Voting Opportunities

7.1-6.1. Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.

7.2-6.2. Unless the Board is exempted from the requirement for a second advance voting opportunity by Order of the Minister of Education, the second advance voting opportunity will be held:

6.2.1. For an election that is the subject of an agreement between the Board and the City of Powell River under which the City conducts the trustee election on behalf of the Board, or a municipal election is conducted in conjunction with the trustee election, the date specified for the additional mandatory advance voting opportunity as well as location and voting hours of any special voting opportunities in the general election bylaw of the City, as it is amended from time to time, shall apply in the trustee election.

7.2-1-6.2.2. For an election that is the subject of an agreement between the Board and the qathet Regional District under which the qathet Regional District conducts the trustee election outside the boundaries of the City on behalf of the Board, or an electoral area election is conducted in conjunction with the trustee election, the date specified for the additional mandatory advance voting

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opportunity as well as location and voting hours of any special voting opportunities in the general election bylaw of the qathet Regional District, as it is amended from time to time, shall apply in the trustee election.

~~7.2.2.6.2.3.~~ For a trustee election that is not the subject of an agreement referred to in ~~(6.2.1 or 6.2.2, a)~~ the second advance voting opportunity shall be held on the third day before general voting day.

~~8.7.~~ Additional Advance Voting Opportunities

~~8.1-7.1.~~ The Chief Election Officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date, and the voting hours for these voting opportunities.

~~9.8.~~ Additional General Voting Opportunities

~~9.1-8.1.~~ The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day for each election, and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

~~10.9.~~ Public Access to Election Documents

~~10.1-9.1.~~ The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 47 (qathet) for public access until 30 days after declaration of the election results at www.sd47.bc.ca. Any nomination documents made available electronically shall be redacted in accordance with applicable privacy legislation.

~~10.2-9.2.~~ The Board authorizes but does not require the Chief Election Officer to post nomination documents of trustee candidates for public access, on the website of the City, or the website of the qathet Regional District until such time as established by the by-laws of these local governments.

~~11.10.~~ Elections Conducted by the Board

~~11.1-10.1.~~ Elector Registration

~~11.1.1-10.1.1.~~ For all elections, a person may register as an elector only at the time of voting.

~~11.2-10.2.~~ Mail Ballot Voting

~~11.2.1-10.2.1.~~ As authorized under section 110 of the *Local Government Act*, voting may be done by mail for those electors who meet the criteria in paragraph (b).

~~11.2.2-10.2.2.~~ The following electors are permitted to vote by mail ballot and to register to vote by mail:

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~~11.2.2.1~~10.2.2.1. those persons who have a physical disability, illness or injury that affects their ability to vote at another voting opportunity;

~~11.2.2.2~~10.2.2.2. persons who expect to be absent from the School District electoral area on general voting day and at the times of all advance voting opportunities;

~~11.2.2.3~~10.2.2.3. persons who reside on Texada Island as it is remote from voting places at which electors are entitled to vote.

~~11.2.3~~10.2.3. The following procedures for voting and elector registration must apply:

~~11.2.3.1~~10.2.3.1. Sufficient record will be kept by the chief election officer so that challenges of the elector's right to vote may be made in accordance with the intent of section 126 of the *Local Government Act*;

~~11.2.3.2~~10.2.3.2. A person exercising the right to vote by mail under the provisions of section 110 may be challenged in accordance with, and on the grounds specified in section 126 of the *Local Government Act*, until 4:30 pm two days before general voting day.

~~11.2.4~~10.2.4. The time limits in relation to voting by mail ballot will be determined by the chief election officer.

~~11.2.5~~10.2.5. As provided in the *Local Government Act*, to be counted, a mail ballot must be received by the chief election officer before the close of voting on general voting day.

Legal References: *School Act, Local Government Act*

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TRUSTEE ELECTION BYLAW

This bylaw will provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

School District No. 47 (qathet) being a non-municipal trustee electoral area, under section 37(3) of the *School Act*, must conduct the trustee elections for the School District. Notwithstanding this requirement, section 38(4) of the *School Act*, allows the Board of Education to enter into an agreement with a local government to conduct the school trustee elections.

In School District No. 47 (qathet), trustee elections may be conducted for the School District by the The City of Powell River – {*School Act*, sec.37 (3)}. By agreement between the Board and the City of Powell River, the City will conduct the general school trustee elections for the School District. There will be five trustees elected to the Board.

In School District No. 47 (qathet), five trustees are elected at large.

The Board has established procedures and requirements under the authority of the *School Act* for trustee elections. The Board of Education, in an open meeting of the Board, enacts as follows:

1. Interpretation:

- 1.1. The terms used shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.
- 1.2. "Board "or" School Board " means the Board of Education of School District No. 47 (qathet).
- 1.3. "By-election " means a trustee election to fill a vacancy on the Board of Education in any of the circumstances described in section 36 of the *School Act*.
- 1.4. "City" means The City of Powell River.
- 1.5. "Election" means a trustee election.
- 1.6. "General voting day" means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
- 1.7. "Minister" means the Minister of Education and Child Care.
- 1.8. "qathet Regional District" means the qathet Regional District.
- 1.9. "School District" means School District No. 47 (qathet).

2. Application

- 2.1. This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

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- 2.2. Where the City has agreed to conduct a school trustee election on behalf of the School District, the election bylaw or bylaws of the City shall apply to the extent they do not conflict with sections 3 through 9 of this Bylaw.
 - 2.3. Where the qathet Regional District has agreed to conduct a school trustee election on behalf of the School District for that portion of the trustee electoral area outside the boundaries the City, the election bylaw or bylaws of the qathet Regional District shall apply to that part of the trustee electoral area outside the boundaries of the City to the extent they do not conflict with sections 3.1 of this Bylaw.
3. Order of Names on the Ballot
 - 3.1. The order of names of candidates on the ballot will be alphabetical.
 4. Resolution of Tie Votes after Judicial Recount
 - 4.1. In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.
 5. Nomination Deposit
 - 5.1. No nomination deposit is required for nomination for the office of school trustee.
 6. Mandatory Advance Voting Opportunities
 - 6.1. Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.
 - 6.2. Unless the Board is exempted from the requirement for a second advance voting opportunity by Order of the Minister of Education, the second advance voting opportunity will be held:
 - 6.2.1. For an election that is the subject of an agreement between the Board and the City of Powell River under which the City conducts the trustee election on behalf of the Board, or a municipal election is conducted in conjunction with the trustee election, the date specified for the additional mandatory advance voting opportunity as well as location and voting hours of any special voting opportunities in the general election bylaw of the City, as it is amended from time to time, shall apply in the trustee election.
 - 6.2.2. For an election that is the subject of an agreement between the Board and the qathet Regional District under which the qathet Regional District conducts the trustee election outside the boundaries of the City on behalf of the Board, or an electoral area election is conducted in conjunction with the trustee election, the date specified for the additional mandatory advance voting opportunity as well as location and voting hours of any special voting opportunities in the

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general election bylaw of the qathet Regional District, as it is amended from time to time, shall apply in the trustee election.

- 6.2.3. For a trustee election that is not the subject of an agreement referred to in 6.2.1 or 6.2.2, the second advance voting opportunity shall be held on the third day before general voting day.

7. Additional Advance Voting Opportunities

- 7.1. The Chief Election Officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date, and the voting hours for these voting opportunities.

8. Additional General Voting Opportunities

- 8.1. The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day for each election, and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

9. Public Access to Election Documents

- 9.1. The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 47 (qathet) for public access until 30 days after declaration of the election results at www.sd47.bc.ca. Any nomination documents made available electronically shall be redacted in accordance with applicable privacy legislation.
- 9.2. The Board authorizes but does not require the Chief Election Officer to post nomination documents of trustee candidates for public access, on the website of the City, or the website of the qathet Regional District until such time as established by the by-laws of these local governments.

10. Elections Conducted by the Board

10.1. Elector Registration

- 10.1.1. For all elections, a person may register as an elector only at the time of voting.

10.2. Mail Ballot Voting

- 10.2.1. As authorized under section 110 of the *Local Government Act*, voting may be done by mail for those electors who meet the criteria in paragraph (b).
- 10.2.2. The following electors are permitted to vote by mail ballot and to register to vote by mail:
 - 10.2.2.1. those persons who have a physical disability, illness or injury that affects their ability to vote at another voting opportunity;

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- 10.2.2.2. persons who expect to be absent from the School District electoral area on general voting day and at the times of all advance voting opportunities;
- 10.2.2.3. persons who reside on Texada Island as it is remote from voting places at which electors are entitled to vote.
- 10.2.3. The following procedures for voting and elector registration must apply:
 - 10.2.3.1. Sufficient record will be kept by the chief election officer so that challenges of the elector's right to vote may be made in accordance with the intent of section 126 of the *Local Government Act*;
 - 10.2.3.2. A person exercising the right to vote by mail under the provisions of section 110 may be challenged in accordance with, and on the grounds specified in section 126 of the *Local Government Act*, until 4:30 pm two days before general voting day.
- 10.2.4. The time limits in relation to voting by mail ballot will be determined by the chief election officer.
- 10.2.5. As provided in the *Local Government Act*, to be counted, a mail ballot must be received by the chief election officer before the close of voting on general voting day.

Legal References: *School Act, Local Government Act*

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