

**REGULAR BOARD MEETING**

**4:00 pm, Wednesday, November 26, 2025**  
**School Board Office**

**A G E N D A**

**ELECTIONS:**                      **Chairperson**  
                                         **Vice Chairperson**  
                                         **BCSTA Provincial Council Representative**  
                                         **BCPSEA Representative**

**LAND ACKNOWLEDGEMENT**

**PRESENTATION:**              D. Harper - Youth & Family Services re: Outdoor Adventure Summer Camp

**QUESTION PERIOD**

**CHAIRPERSON'S REMARKS**

**1.        ADOPTION OF AGENDA**

**MOTION:** "THAT the Regular meeting agenda of November 26, 2025, be adopted as circulated."

**2.        ADOPTION OF MINUTES**

**MOTION:** "THAT the Regular meeting minutes of October 22, 2025, be adopted as circulated."

**3.        REPORT OF CLOSED MEETINGS**

3.a)        October 22, 2025 – The Board met in-camera to discuss items which include personnel.

**4.        INCOMING CORRESPONDENCE**

4.a)        Townsite Jazz Festival Society - Request for Support

4.b)        Minister of Infrastructure – Prospective Legislative Changes to the School Act

**MOTION:** "THAT the Superintendent inform the Jazz Society of its support for the proposed initiative at no cost to the School Board."

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

**5.        OUTGOING CORRESPONDENCE**

5.a)        N/A

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

- 6.a) Operational Plans
- Appendix A – Business Management
  - Appendix B – Learning Services
- 6.b) Unexpected Health Emergency Administrative Procedure Update (Oral)
- 6.c) Public Interest Disclosures by Employees Administrative Procedure
- 6.d) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to October 31, 2025

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

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

- 7.a) N/A

**8. COMMITTEE REPORTS**

- 8.a) Committee of the Whole Report for November 12, 2025

Recommended motions arising from the Committee of the Whole Meeting:

- 8.a.i) Review and Revisions of Policies

**MOTION:** “THAT the Board of Education approve the proposed revisions to Policy 5 – Role of the Chair.

**MOTION:** “THAT the Board of Education approve the proposed revisions to:

- Policy 17 – Accumulated Operating Surplus and Internally Restricted Funds
- Policy 19 – Public Interest Disclosures”

- 8.a.ii) Board Development Ad Hoc Committee

**MOTION:** “THAT the Board of Education adopt the updated Terms of Reference for the Ad Hoc Committee.

**9. OTHER BUSINESS**

- 9.a) N/A

**QUESTION PERIOD**

**MEDIA QUESTION PERIOD**

**ADJOURNMENT**

**MOTION:** “THAT the Regular Meeting of November 19, 2025 be adjourned.”

Outdoor Adventure  
Camp for CYIC and  
Marginalized  
Children and Youth  
in the qathet region



# Agenda

Background

Camp Purpose

Camp Goals

Participation

Camper Survey Data

Parent/Caregiver Survey Data

Parent/Caregiver Feedback

Staff Feedback

Next Steps

Moving Forward

How Can You Help?

Future Hopes



Outdoor Adventure Camp





# Background

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Why did we feel strongly about pursuing this idea of an outdoor adventure camp for our community's children and youth? How did we make it happen in 2024?



Outdoor Adventure Camp



# Camp Purpose

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What identified community needs and gaps were we trying to target?





# Camp Goals

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There were 4 main goals in mind we focused on with this camp:

1. Enhance the health and well-being of CYIC and marginalized youth through a barrier-free, fully funded week-long outdoor adventure camp
2. Build resilience, confidence, and self-worth by offering unique skill-building experiences and lasting community connections
3. Encourage ongoing participation in outdoor and sport communities, fostering inclusion and peer connections among CYIC and marginalized youth
4. Provide caregivers with daytime respite to support their capacity for sustainable, quality care



# Camp Goals Continued

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We actively tracked measurable outcomes for each of our goals  
and successfully achieved them





# Participation

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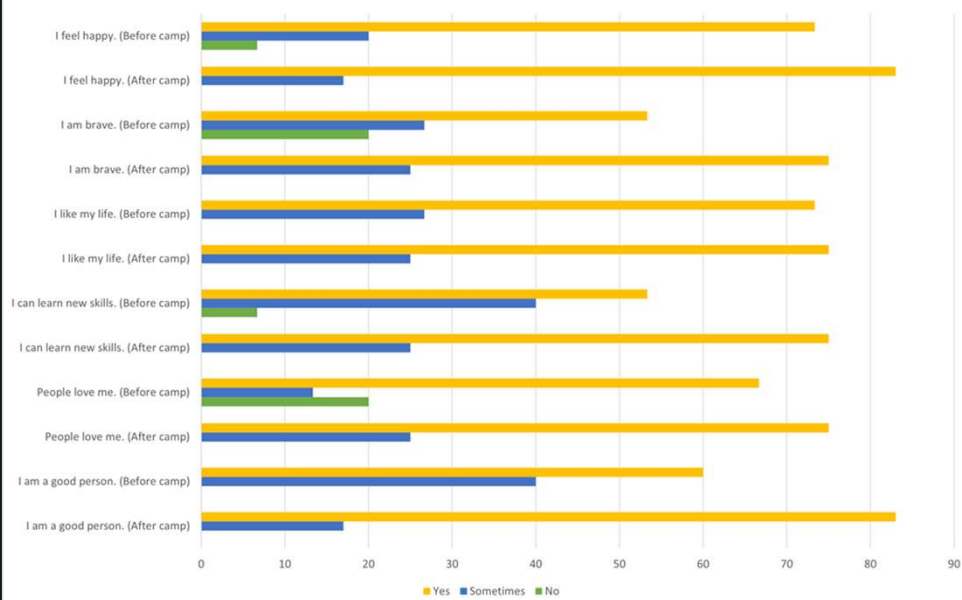
35 children and youth participated in the summer camp from the community. Out of the 35 campers 22 of those were current or former CYIC

The remaining 13 attendees were marginalized children and youth who would not get a chance to attend a camp like this without it being free with transportation and food provided

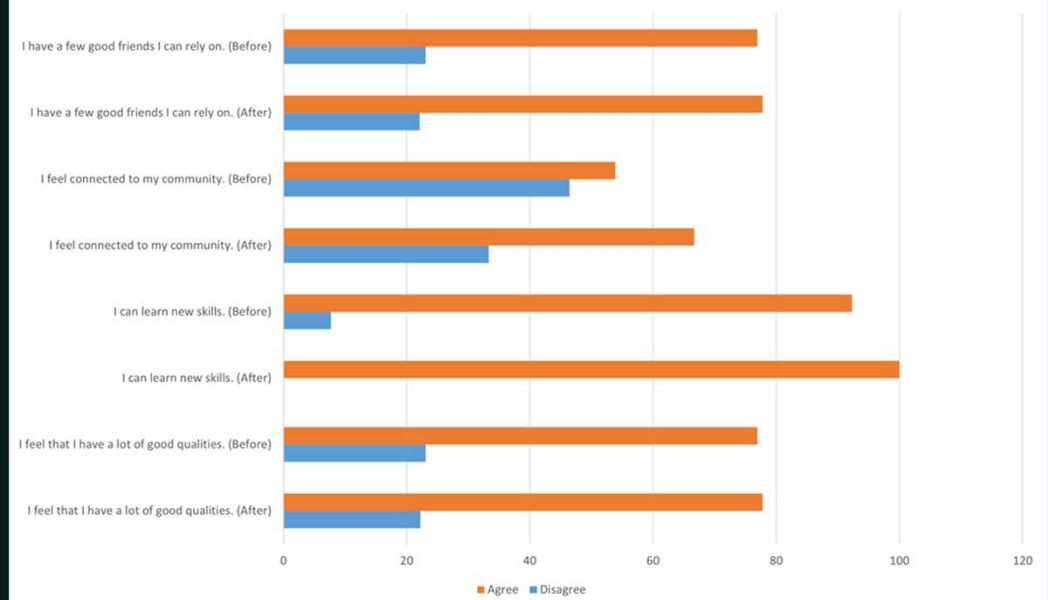


# Camper Survey Data

Pre and Post Camp Survey Responses (ages 6-12)



Pre and Post Camp Survey Results (ages 13-18)



# Camper Survey Data Highlights

- ✓ Almost all the campers said they learnt new skills, with one stating they learnt over 15 new skills and another saying they learnt 20
- ✓ Almost all the campers said they made a new friend at camp
- ✓ The majority of campers said they would do this camp again
- ✓ For most of the campers this was their first time at an outdoor adventure camp



# Parent/Caregiver Survey Data

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child or youth seemed noticeably happier after the camp experience.	8	6	2		
My child or youth learned new skills at camp.	14	2			
The camp helped give me some respite over the summer break.	11	4	1		
My child or youth accessed activities they would not normally get to do.	12	3	3		
My child or youth was pushed outside of their comfort zone at camp.	8	7	1		
My child or youth enjoyed their overall camp experience.	15	1			
My child or youth expressed positive things about the camp to me and others around them.	13	3			
My child or youth would want to do the camp again if it was offered next year.	11	5			
My child or youth's overall wellbeing improved after participating in camp.	10	6			
My child or youth's self-esteem improved after participating in camp.	9	6	1		
I would put my child or youth in this camp if it were offered again next summer.	15	1			







## Some Parent / Caregiver Feedback



“Amazing camp and so nice to have something local for our kids!”

“Our child attended. Due to the desire to be inclusive he was able to enjoy the group after having big emotions / physical outbursts. Providing a safe environment for all children is a huge help to our kid / family.”

“The guidance and leadership provided at the camp helped my son to embrace mentors and gain self-confidence. This camp is excellent”

“I would recommend the camp without hesitation”

“The respite the camp offered to us as parents was good, but the more positive thing was that we were able to see our youth motivated and laughing and having fun. The whole atmosphere in the home was lighter and happier.”

“My 11-year-old enjoyed this experience so much he didn’t want it to end. The camp leaders were amazing, and he met new friends”

# Some Staff Feedback

“Everything worked well. Activities were fun and well planned. Food was fantastic, staff helpful and great with the kids. New skills, new friends, a lot of confidence building”



“It was a good amount of time to connect with all the kids and for them to connect with each other”

“I witnessed so many small but remarkable moments, discoveries and interactions”

“It was a wonder to witness, and I am very grateful for the experience”



# Next Steps

What's next for this camp?





# Moving Forward

What did we learn from the summer camp in 2024?







## How can you help?

- Rental fee for OLC
- Transportation to and from camp via school bus
- Janitorial costs





# Future Hopes

Our hope is that this camp proves it's worth for the vulnerable children and youth in our community. We would like this camp to become an annual occurrence that is supported and sustained by the community. Marginalized children and youth need and deserve experiences like these.



Thank you!



Outdoor Adventure Camp

# Outdoor ADVENTURE CAMP

**MON – FRI  
JULY 2ND – 12TH**

**Ages 6 – 12 or 13 – 18**

You are invited to a full day, all-inclusive summer camp at the Outdoor Learning Centre at Haywire Bay on Powell Lake! The camp will be facilitated by qualified instructors from Terracentric Adventures and Youth & Family counsellors. Lunch & transportation are provided. Registration is required. No cost to attend.

**Take the bus from Oceanview at  
9:15am. Return at 3:20pm.  
7105 Nootka St.**

**CANOEING – GAMES – SWIMMING – NATURE – CRAFTS  
SURVIVAL SKILLS – FUN & FRIENDSHIP**

 Email Delyth to register or get more info! [dharp@youthandfamily.ca](mailto:dharp@youthandfamily.ca) 



## **REGULAR BOARD MEETING**

**4:00 pm, Wednesday, October 22, 2025**  
**School Board Office**

### **MINUTES**

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

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

Regrets: Kirsten Van't Schip (Trustee)

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

### **LAND ACKNOWLEDGEMENT**

#### **PRESENTATION**

##### AI Integration Initiative – A. Burt

The AI Integration Initiative, led by Allison Burt and Jennifer Kennedy, was implemented in response to the Ministry of Education and Child Care's *AI Considerations for K–12*. The initiative provides a structured approach to the ethical and responsible integration of artificial intelligence in education. Following engagement with staff, students, and parents through focus groups, the district developed a preliminary framework grounded in five guiding values: Teaching and Learning, Ethical Use and Accountability, Equity and Inclusion, Relationships and Well-Being, and Community and Shared Responsibility. A working group is now testing the framework and supporting professional learning as part of the next phase. The initiative focuses on building understanding and digital literacy to support informed and ethical use of AI tools while ensuring integration strengthens human judgment, equity, and meaningful learning experiences across the district.

#### **QUESTION PERIOD**

There were no questions.

#### **CHAIRPERSON'S REMARKS**

October has been a full and meaningful month across our district with events and initiatives that reflect our shared commitment to learning, wellbeing, and community.

World Mental Health Day was recognized on October 10<sup>th</sup> and this year's theme emphasized the importance of mental health as a universal human right. It's a reminder that mental wellness is



foundational, not only for students, but also for staff and families. I want to thank everyone in our schools who helps create safe, supportive spaces and ensures that help is available when it's needed most.

On a related note, October is also Foster Parent Appreciation Month which I mention because in my day-to-day work in social services, I see daily how important foster families are and how fortunate we are to have several in our district who open their homes and hearts to children in care. These students are also part of our school district so I want to take a moment to recognize and thank them for the stability and compassion they provide.

October is also 2SLGBTQIA+ History Month which provides an opportunity to celebrate diversity and reflect on the progress made and ways we need to go toward equity and inclusion. Many of our schools are engaging students in learning about LGBTQ2S+ history, ensuring that everyone feels seen, safe, and supported in our district.

Building on the results within our district's Ministry report titled Enhancing Student Learning that went public a couple weeks ago, both from an area of improvement and celebration, each school has developed their school growth plans. By refining their goals and reviewing evidence of progress whether that's in literacy, numeracy, or social-emotional learning, I am very pleased with how district leaders are working with principals around what the data shows and where we need to go. It's encouraging to see collaboration across schools and a real commitment to using evidence to drive improvement.

We have an upcoming professional development day this month where staff will come together to deepen their practice, share ideas, and align their learning with district priorities: from inclusion and Indigenous education to mental health and literacy. These opportunities for connection and shared learning make a real difference in the classroom.

And later this month, schools will take part in Cross Culture Days, a half day program facilitated by the district's Indigenous Education team and the Tla'amin Nation Community Members, where our students will have the opportunity to learn from the Elders, gain a deeper understanding of Indigenous culture, and experience the traditional food of the Tla'amin Nation.

This is just a spotlight on what is happening around our district, but it is a lot, and I know I speak on behalf of the whole Board when I say how much I look forward to seeing and hearing how our district community continues to flourish through these initiatives. Thank you.

**1. ADOPTION OF AGENDA**

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

**THAT the Regular meeting agenda of October 22, 2025, be adopted as circulated.**

**STATUS: CARRIED**

**2. ADOPTION OF MINUTES**

**MOVED: G. CONTI**

**SECONDED: M. MASON**

**THAT the Regular meeting minutes of September 24, 2025, be adopted as circulated.**

**STATUS: CARRIED**

**3. REPORT OF CLOSED MEETINGS**

- 3.a) September 24, 2025 – The Board met in-camera to discuss items which include property and personnel.

**4. INCOMING CORRESPONDENCE**

- 4.a) N/A

**5. OUTGOING CORRESPONDENCE**

- 5.a) N/A

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

- 6.a) BCSSA Island Chapter Meeting: Extending our Leadership Learning Journey through an Inquiry Lens (Oral)

Superintendent McKenzie reported that a team of senior leaders attended a recent BCSSA Island Chapter Meeting, where they shared information on how the district is framing its work through an inquiry process. The presentation outlined how a shared inquiry approach is helping to align leadership practices across the system, connecting the district's strategic vision to school and classroom outcomes.

Trustees expressed interest in how school plans will evolve through this process. Senior leadership noted that the approach will help identify both successes and areas for improvement, and that evidence collected through this work will inform future reporting to the Board and contribute to the development of the next Strategic Plan.

- 6.b) Administrative Procedure 475 – Administrative Committees (Draft)

Superintendent McKenzie presented *Administrative Procedure 475 – Administrative Committees*, developed to align the district's committee structure with the Strategic Plan and operational priorities. The procedure outlines the purpose, function, and reporting relationships of administrative committees in support of system goals. Superintendent McKenzie noted that the next steps will include reviewing existing committees, updating or creating terms of reference, and assessing the ongoing relevance and alignment of each committee.

- 6.c) Administrative Procedure 121 – Development and Review of Administrative Procedures: Cycle of Review

Superintendent McKenzie reported that staff are establishing a proactive and ongoing review cycle for administrative procedures to ensure they remain current, relevant, and aligned with legislation and practice. The process will prioritize procedures that require immediate attention and identify areas where updates are needed.

- 6.d) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to September 30, 2025

The report was provided for information.

**MOVED: D. LAWSON**

**SECONDED: G. CONTI**

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

**STATUS: CARRIED**

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

**7.a) Quarterly Financial Review - September 30, 2025**

Secretary-Treasurer Hopkins presented the first quarterly financial review. As of September 30, 88% of the annual budget remains available, compared to 86% at the same point in each of the previous two years, which is an early indication of a strong financial start. Additional enrolment, including students with unique needs, has slightly increased funding. Service and supply expenditures are typically front-loaded, while salary expenses remain consistent throughout the year.

**7.b) Shake Out BC – Earthquake Drill**

Secretary-Treasurer Hopkins reported that a district-wide earthquake drill was conducted as part of the annual ShakeOut BC event. This was the first time a drill was held at the School Board Office, with six staff members participating.

**7.c) Leased Welding Facility Update (Oral)**

Secretary-Treasurer Hopkins provided an update on the winding down of the welding program. Equipment and tools are being returned to Brooks Secondary and the Maintenance Department, and the leased facility is expected to be fully vacated by the end of the month.

**MOVED: G. CONTI**

**SECONDED: D. LAWSON**

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

**STATUS: CARRIED**

**8. COMMITTEE REPORTS**

**8.a) Committee of the Whole Report for October 8, 2025**

Recommended motions arising from the Committee of the Whole Meeting:

**8.a.i) Suspension Review**

**MOVED: M. MASON**

**SECONDED: G. CONTI**

**THAT the Board of Education receive the Suspension Review report as presented to Committee of the Whole on October 8, 2025.**

**STATUS: CARRIED**

**9. OTHER BUSINESS**

**9.a) Ad Hoc Committee – Terms of Reference**

Trustee Conti provided an update on the committee's work and shared draft Terms for consideration. The ad hoc committee is exploring options for professional development to support a new board, alongside and the development of an inquiry question.

**MOVED: D. LAWSON**

**SECONDED: G. CONTI**

**THAT the Board of Education approve the Board Development Planning Ad Hoc Committee Terms of Reference as presented.**

**STATUS: CARRIED**

**QUESTION PERIOD**

There were no questions.

**MEDIA QUESTION PERIOD**

There were no questions.

**ADJOURNMENT**

**MOVED: D. LAWSON**

**THAT the Regular Meeting of October 22, 2025 be adjourned.**

**STATUS: CARRIED**

The meeting adjourned at 5:07 p.m.

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J. Miller  
Chairperson

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S. Hopkins  
Secretary-Treasurer

SH/attachments



**Townsite Jazz Festival Society**

**qathet School District Board of Education**

c/o Paul Cummings, Director

Brooks Secondary School

[townsitejazz@gmail.com](mailto:townsitejazz@gmail.com) [paul.cummings@sd47.bc.ca](mailto:paul.cummings@sd47.bc.ca)

October 8, 2025

**To: qathet School District Board of Education**

Attn: Superintendent Paul McKenzie and Secretary-Treasurer Steve Hopkins

Dear Members of the Board,

On behalf of the Townsite Jazz Festival Society and the broader educational community, we extend our sincere gratitude for your continued support of the Townsite Jazz Festival (TJF). Since 2018, the qathet School District has played a vital role in fostering meaningful musical experiences for our students, and your partnership has been instrumental in the growth and success of the educational components of the festival.

As you know, the primary mission of the Townsite Jazz Festival is to provide qathet School District students with enriching opportunities to:

- Attend professional jazz concerts
- Participate in artist-led workshops
- Share performances with out-of-school jazz ensembles
- Open concerts in professional settings

These experiences have had a lasting impact on our students, cultivating musicianship, leadership, and a deep appreciation for the arts.

Following our recent discussions with Superintendent Paul McKenzie and Secretary-Treasurer Steve Hopkins, we respectfully submit the following request for in-kind support for the 2026 Townsite Jazz Festival:

**Summary of Requested In-Kind Support**

**Tickets for Brooks Jazz Students**

- Attend 3 premiere concerts × 45 students @ \$20/ticket = **\$2,700**

**Student Workshop – April 11, 2026**

- Artist fee: **\$500–\$800**

**TOWNSITE JAZZ FESTIVAL SOCIETY**

6353 OAK ST. • POWELL RIVER • V8A 4L8

[WWW.TOWNSITEJAZZ.COM](http://WWW.TOWNSITEJAZZ.COM)

604-414-9578





#### **Brooks Secondary School Facilities and Equipment**

- Use of Brooks Reader Board
- Use of Brooks Hall, Max Cameron Theatre, and Theatre Staff (April 9–11)
- Access to Brooks Music sound system and Student Council sound system

#### **Transportation**

- One 16-passenger van for artist and student shuttling
- One bus and driver to transport 20 people from Westview Ferry to Dwight Hall and return (Saturday, April 11)

#### **Teacher Coverage (TTOC)**

- 1 day for Trevor Sytnick
- 1 day for Steven Cramaro

#### **Student Social – April 11, 2026**

- Pop and pizza for 80 students = **Estimated \$500**  
(Note: Bagged lunches for all 80 students on Friday, April 10 will be provided by Jasmin)

#### **Additional Concert Support**

- **Phil Dwyer Trio Concert – October 23, 2025**
  - Use of Max Cameron Theatre and Staff (already approved)
- **TJF Preview Concert – Late January 2026**
  - Use of Max Cameron Theatre and Staff

We deeply appreciate your consideration of this request and your ongoing commitment to student enrichment through the arts. The Townsite Jazz Festival continues to be a beacon of musical excellence and community engagement, and we are proud to collaborate with the qathet School District in this endeavor.

Should you require any further details or documentation, please do not hesitate to contact us.

I am also available to speak in more detail at a future Board meeting.

With sincere thanks,

  
**Paul Cummings**

Director, Townsite Jazz Festival Society  
Music Teacher, Brooks Secondary School  
(604)-414-9578

## **TOWNSITE JAZZ FESTIVAL SOCIETY**

6353 OAK ST. • POWELL RIVER • V8A 4L8

WWW.TOWNSITEJAZZ.COM

604-414-9578



October 9, 2025  
Our Ref. 24193

Dear School District Board Chairs:

I am writing to update you on proposed amendments to the *School Act* that were introduced in the legislature this morning.

[Bill 27, the Miscellaneous Statutes Amendment Act \(No. 2\), 2025](#) contains amendments to the *School Act* that result in two changes to expropriation powers of boards of education.

The first change formalizes existing practice by adding the requirement for Ministerial approval prior to any board of education expropriating private property.

As ordered by the May 23, 2025 decision of the B.C. Supreme Court, the legislation also extends expropriation authority to the Conseil scolaire francophone de la Colombie-Britannique (CSF) – a power that is currently held by the other 59 boards of education.

It should be noted that expropriation is considered a tool of last resort and has only been used a handful of times in the last ten years when no other options were feasible.

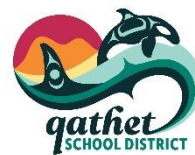
If you have any questions or concerns, please reach out to Assistant Deputy Minister, Jennifer Melles at [Jennifer.Melles@gov.bc.ca](mailto:Jennifer.Melles@gov.bc.ca) or Deputy Minister, Bobbi Plecas at [INF.Deputyminister@gov.bc.ca](mailto:INF.Deputyminister@gov.bc.ca).

Sincerely,

Honourable Bowinn Ma  
Minister of Infrastructure

Cc: Honourable Lisa Beare, Minister of Education and Child Care  
School District Superintendents  
Bobbi Plecas, Deputy Minister, Ministry of Infrastructure  
Jennifer Melles, Assistant Deputy Minister, Ministry of Infrastructure

# MEMORANDUM



**Date:** November 26, 2025  
**To:** Board of Education  
**From:** Paul McKenzie, Superintendent  
**Re:** Operational Plans

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## 1.0 BACKGROUND

qathet School District has a range of plans, reports, and studies aimed at providing valuable guidance for decision-making. These documents are essential for planning our growth in ways that benefit our district and enhance student learning. These reports serve as valuable tools for transparency and accountability, offering rights holders, including parents, educators, and the community, insights into the district's progress and its commitment to improving education.

## 2.0 INFORMATION

District Operational Plans align with the Strategic Plan, ensure fairness and inclusion for all students, and are regularly reviewed for improvement. These plans must also be evaluated annually, prioritize effective budgeting, make the best use of existing resources, and aim to support the success of the broader educational goals.

The 2025-26 iteration of the Operational plan, as represented in the Business Management and Learning Services reports, has been respectfully and collaboratively developed by the senior management team to be centrally focused on actioning the aspirations of the strategic plan, with prioritization that fuses district objectives with planned action and key metrics. Over the course of the year, through the lens of an inquiry cycle, our team will be invested in actioning, assessing, and reflecting on this work as the base point for continuous improvement, new learning, and relentless commitment to meeting the needs of our learners and the communities to whom we serve.

## 3.0 APPENDICES

Appendix A – Business Management 2025/26 Operational Plan  
Appendix B – Learning Services 2025/26 Operational Plan

# qathet (qathet) School District



Operations, IT, Finance, HR, Communications  
SBO Management Operational Plan



# Business Management at qSD: Driving Excellence Across our Strategic Priorities



The management team support the district's mission by ensuring that every strategic priority is underpinned by strong systems, sustainable practices, and a culture of service. This summary highlights the key initiatives that represent our collective focus for the year's initiatives that bridge departments and align our work with the district's overarching goals.

The Secretary Treasurer, the Directors of Operations, IT, HR, and Communications, along with the Health & Safety Manager, and those reporting into this group collaborate to ensure our schools and people have the infrastructure, tools, and supports needed to thrive. The following initiatives do not capture every ongoing effort, but rather the annual priorities.





## District Objectives

- 1. Support students and educators with technology to enable innovation.
- 2. Efficient district-wide exchange of resources and information.

## Planned Actions

- 1.1 Develop plans to increase adoption of MS365/Teams as well as classroom automation.
- 2.1 Ongoing development, support, and promotion of the internal staff portal.
- 2.2 Share subject matter expertise more purposefully and regularly via presentations, lunch and learns, etc.

## Evidence/Metrics

- Increase in use of MS365 tools; ie: # of Teams classrooms created.
- User tool analytics to measure uptake.



District Objectives	Planned Actions
1. Increase awareness and understanding of Administrative Procedures.	1.1 Initiate a Cycle of Review of APs and recommend updates as needed. 1.2 Develop school-focused training and/or review of APs with PVPs.
2. Protect privacy and manage information responsibly.	2.1 Implementation of a Privacy Management Program. 2.2 Ongoing IT security and related infrastructure enhancements.
3. Ensure a safe, healthy, and compliant environment for all students and staff through proactive risk prevention and workplace safety practices.	3.1 Establish new processes, train, and build awareness for (new) Health & Safety protocols. 3.2 Develop emergency and incident management protocols, communication and training.

## Evidence/Metrics

- # of employees trained
  - Decrease in # of security breaches
  - Process/protocol adoption
  - Increase # shared incidents (FLEX)
  - Increase # drills / debrief
- # of ergonomic assessments
  - Employee feedback/adoption surveys
  - # of PIAs created
  - # of AP's reviewed & edited



District Objectives		Planned Actions	
4. Improve the (new) employee experience.		4.1	Expand and enhance employee orientation and onboarding program.
		4.2	Integrate wellness principles by promoting access to wellness resources.
5. Improve HR systems & communications through modernization.		5.1	Launch updated job postings module.
		5.2	Streamline SNS workflows and automate HR- Finance tasks.
6. Increase supervisor understanding of processes related to HR.		6.1	Deliver tool/system specific training to all employees as appropriate (ie. scheduling, timetables, leave management, collective agreement, etc.).

## Evidence/Metrics

- Employee feedback surveys
- # of employees trained



District Objectives		Planned Actions	
7. Commit to equity in hiring.		7.1	Develop an organizational statement of equity and bring it to life through process review.
		7.2	
8. Reduce district-wide carbon footprint.		8.1	Deliver on approved capital projects this school year (LED lighting, HVAC system upgrades, etc.).
		8.2	Apply for future capital projects specific to emission reduction (annual capital planning cycle).
		8.3	

## Evidence/Metrics

- Equitable measurement tool TBD
- Reduced emissions YOY





## District Objectives

1. Continue to enhance the district’s connection with community through consistent communication and engagement.

## Planned Actions

- 1.1 Maintain and execute editorial and content calendars for all channels, in partnership with all parts of the organization.
- 1.2 Profile the work happening in our schools through internal partnerships and communications planning.
- 1.3 Liaise with regional/community teams, e.g. qSD emergency management; other levels of gov't re. Inclement weather; joint/community events.

## Evidence/Metrics

- QRD emergency management meeting attendance
- Increase content engagement
- # of events



## District Objectives

- 1. Empower and support staff to embed equity and reconciliation practices into professional development, policies, and communications.

## Planned Actions

- 1.1 Incorporate initiatives and directives from the JEDI Committee.
- 1.2 Support educators with mentorship initiatives.
- 1.3 Offer training related to communication, conflict resolution, equity, etc.

## Evidence/Metrics

- # of trainings
- #/adoption of new policies/initiatives
- # mentorship opportunities offered/leveraged



District Objectives

Planned Actions

1. Ongoing commitment to the Truth and Reconciliation Commissions Calls to Action and UNDRIP through our collective work.	1.1 Offer professional development opportunities to support staff in applying culturally appropriate and inclusive practices in their work.
	1.2 Convert the Čεpθ (Indigenous Culture and Student Support Worker) position to permanent.
	1.3 Where appropriate, consult with and embed Indigenous ways and knowledge into our policies, (capital) projects, and processes for staff.
	1.4 Promote Indigenous languages, particularly ayajuthem, in our work, with staff, and with the public.
	1.5 Continue to implement the school welcome pole project and ongoing stewardship of the program with Tla'amin Nation.

Evidence/Metrics

- # of roles
- # of process/policies impacted
- # of opportunities offered
- # of partnership/consultations



# qathet (qathet) School District



## Learning Services Operational Plan





# Educational Leadership at qSD: Driving Excellence Across our Strategic Priorities



The educational leadership team support the district's mission by ensuring that every strategic priority is underpinned by strong systems, and quality pedagogical practice to ensure each students' success. This summary highlights the key initiatives that represent our collective focus for the year's priorities that bridge departments and align our work with the district's overarching goals.

The Directors of Instruction, the Director of Inclusive Education, the District Principal of Indigenous Education and those reporting into this group collaborate to ensure our schools and people have the knowledge, skills and understandings and supports needed for the system to thrive. The following strategies and initiatives do not capture every ongoing effort across the district, rather highlight the annual priorities.




## District Objectives

- 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.

## Planned Actions

- Offer learning opportunities for evidence-based practices that enhance literacy and numeracy for all.
- Use a collaborative approach to teaching and learning.
- Eliminate inequities for priority populations.
- Create culturally safe spaces with Indigenous representation.
- Enhance relationships with community partners and rightsholders.
- Support a Multi-tiered System of Support (MTSS) approach for enhancing student success.
- Advance deep learning opportunities for students.
- Increase student agency throughout the system enabling voice and choice in decision making.

## Evidence/Metrics

Provincial Assessments Student Learning Survey How Are We Doing? Report EDI/MDI/YDI Graduation Rates	District Assessments K-12 Learning Updates/Summary of Learning Class Reviews Course Completion Rates	Listening Campaigns Empathy Interviews Focus Groups Surveys Core Competencies Self-Reflections and Goal Setting	
------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

## District Objectives

- 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.

## Planned Actions

- Offer learning opportunities for evidence-based practices.
- Use a collaborative approach to teaching and learning.
- Eliminate inequities for priority populations.
- Create culturally safe spaces with Indigenous representation.
- Enhance relationships with community partners and rightsholders.
- Increase opportunities that support inquiry, personalization, and flexible learning.
- Advance deep learning opportunities for students.
- Increase student agency throughout the system enabling voice and choice in decision making.

## Evidence/Metrics

Provincial Assessments  
Student Learning Survey  
How Are We Doing? Report  
EDI/MDI/YDI  
Graduation Rates

McCreary Adolescent Health Survey  
District Assessments  
K-12 Learning Updates/Summary of Learning  
Class Reviews  
Course Completion Rates

Listening Campaigns  
Empathy Interviews  
Focus Groups  
Surveys  
Core Competencies Self-Reflections and Goal Setting



## District Objectives

- 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.

## Planned Actions

- Implement the Mental Health in Schools Strategy and erase Strategy.
- Eliminate inequities for priority populations.
- Create culturally safe spaces with Indigenous representation.
- Enhance relationships with community partners and rightsholders.
- Support a Multi-tiered System of Support (MTSS) approach for enhancing student success.
- Increase student agency throughout the system enabling voice and choice in decision making.
- Enhance mentorship opportunities across the district.
- Create opportunities for greater parent involvement in the learning process.

## Evidence/Metrics

Provincial Assessments  
Student Learning Survey  
How Are We Doing? Report  
EDI/MDI/YDI  
Graduation Rates

McCreary Adolescent Health Survey  
District Assessments  
K-12 Learning Updates/Summary of Learning  
Class Reviews  
Course Completion Rates

Listening Campaigns  
Empathy Interviews  
Focus Groups  
Surveys  
Attendance/Absenteeism





District Objectives

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, toxnɛgosəmcɔ̃wɔm θoθo).

Planned Actions

- Include Indigenous content, perspectives, and worldviews in all learning environments.
- Implement ɪaʔamin (Tla’amin) Education Agreement (TEA).
- Work collaboratively with the Indigenous Education Council (IEC) to support Indigenous student success.
- Use a collaborative approach to teaching and learning.
- Eliminate inequities for priority populations.
- Create culturally safe spaces with Indigenous representation.
- Enhance relationships with community partners and rightsholders.
- Increase student agency throughout the system enabling voice and choice in decision making.

Evidence/Metrics

Provincial Assessments  
Student Learning Survey  
How Are We Doing? Report  
Graduation Rates

District Assessments  
K-12 Learning Updates/Summary of Learning  
Class Reviews  
Course Completion Rates

Listening Campaigns  
Empathy Interviews  
Focus Groups  
Surveys  
Attendance/Absenteeism  
Core Competencies Self-Reflections and Goal Setting



District Objectives

Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʃuθəm 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.

Planned Actions

- Increase initiatives tied to the Truth and Reconciliation Commissions Calls to Action.
- Cultivate commitment to Standard 9 of the BC Teacher Council Professional Standards.
- Include Indigenous content, perspectives, and worldviews in all learning environments.
- Implement łaʔamɪn (Tla’amin) Education Agreement (TEA).
- Work collaboratively with the Indigenous Education Council (IEC) to support Indigenous student success.
- Eliminate inequities for priority populations.
- Create culturally safe spaces with Indigenous representation.
- Enhance relationships with community partners and rightsholders.

Evidence/Metrics

Provincial Assessments  
Student Learning Survey  
How Are We Doing? Report  
EDI/MDI/YDI  
Graduation Rates

District Assessments  
K-12 Learning Updates/Summary of Learning  
Class Reviews  
Course Completion Rates

Listening Campaigns  
Empathy Interviews  
Focus Groups  
Surveys  
Attendance/Absenteeism



## District Objectives

- 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.

## Planned Actions

- Include Indigenous content, perspectives, and worldviews in all learning environments.
- Offer learning opportunities for evidence-based practices.
- Use a collaborative approach to teaching and learning.
- Implement Administrative Procedure 100: Strategic Planning, Reporting, and Accountability.

## Evidence/Metrics

Enhancing Student Learning Report  
Student Learning Survey  
MDI  
How Are We Doing? Report  
McCreary Adolescent Health Survey

School Growth Plans Reports  
Professional Growth Plans

Listening Campaigns  
Empathy Interviews  
Focus Groups  
Surveys  
Attendance/Absenteeism





## PUBLIC INTEREST DISCLOSURES BY EMPLOYEES

### Background

The District is committed to the highest standard of ethical and accountable conduct and recognizes the importance of working to deter and detect wrongdoing within the operations of the District, and to promote public confidence in the administration of the District. To ensure this, the District is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

The District expects that all employees will notify their Supervisor or the Director of Human Resources of any potential wrongdoing within the operation of the District and that the Supervisor or Director of Human Resources will investigate such reports without impedance, providing a summary of their findings to the Superintendent, Board Chair, or the Commissioner of Public Interest as appropriate.

Under the *Public Interest Disclosure Act* (PIDA), an employee of the District may make a disclosure of a wrongdoing, which the District will investigate in accordance with these procedures. Under PIDA, no person may make reprisals against an employee for making a disclosure, seeking advice about making a disclosure, or taking any other steps under PIDA, so long as the employee is acting in good faith.

The District is required to establish and maintain, in accordance with PIDA, written procedures for managing and investigating disclosures by employees of the District. Those written procedures are set out herein.

### Definitions

Designated Officer means the Superintendent and any other senior member of personnel designated by the Superintendent from time to time, which includes, the Secretary Treasurer, and the Board Chair.

Discloser means an Employee who makes a Disclosure.

Disclosure Form means Form Number 403-1.

Ombudsperson means the Ombudsperson of British Columbia.

Policy means the Board's Policy 19 - Public Interest Disclosures.

Protection Official means:

## Administrative Procedure 403

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- in respect of a health-related matter, the provincial health officer,
- in respect of an environmental matter, the agency responsible for the *Emergency Program Act*, or
- in any other case, a police force in British Columbia.

Referral refers to a referral of allegations of wrongdoing received from the ombudsperson or another government institution for investigation by the District in accordance with the PIDA.

Respondent means a person against whom allegations of wrongdoing or a complaint of reprisal is made.

School means

- a body of students that is organized as a unit for educational purposes under the supervision of a Principal, Vice Principal or Director of Instruction
- the teachers and other staff members associated with the unit, and
- the facilities associated with the unit,

and includes a Provincial Resource Program and a Distributed Learning School operated by the Board.

Supervisor includes

- an employee's direct management supervisor,
- for school-based employees, the Principal, or any Vice-Principal at the school where the employee is assigned.

Urgent Risk arises when a member of personnel reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health, or safety of persons or to the environment.

## Procedures

### 1. Who May Make a Disclosure

- 1.1. Any employee may report wrongdoing under this Administrative Procedure if the alleged wrongdoing occurred or was discovered while the employee was employed or engaged by the District.





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- 1.2. Reports received from members of the public, school trustees, or from employees who were not engaged by the District at the time that wrongdoing occurred or is alleged to have occurred are outside the scope of this Administrative Procedure.

### 2. How to Make a Disclosure

- 2.1. An Employee who reasonably believes that a wrongdoing has been committed or is about to be committed may make a disclosure to any of the following:
  - 2.1.1. That person's Supervisor.
  - 2.1.2. The Superintendent.
  - 2.1.3. A Designated Officer other than the Superintendent.
  - 2.1.4. The Ombudsperson.
- 2.2. A disclosure is to be submitted in writing using the disclosure form (Form 403-1) or in other written form, and include the following information if known:
  - 2.2.1. A description of the wrongdoing.
  - 2.2.2. The name of the person(s) alleged to be responsible for or to have participated in the wrongdoing.
  - 2.2.3. The date or expected date of the wrongdoing.
  - 2.2.4. If the wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment.
  - 2.2.5. Whether the wrongdoing has already been reported, and if so, to whom and a description of the response received.
- 2.3. A disclosure may be submitted to the District on an anonymous basis but must contain sufficient information to permit the District to conduct a full and fair investigation into the alleged wrongdoing. If a disclosure does not contain sufficient detail to permit investigation, the District may take no action with respect to the disclosure. Any notices required to be given to a discloser under this Administrative Procedure or the PIDA will not be provided to an anonymous discloser, except at the discretion of the Designated Officer and where the disclosure has provided contact information.
- 2.4. A discloser who is considering making a disclosure may request advice from any of their union representative or employee association representative, a lawyer, their Supervisor, a Designated Officer, or the Ombudsperson.
- 2.5. A discloser is not to make a disclosure to a person if the allegations relate, in whole or in part, to wrongdoing by that person, and any person who receives a disclosure or referral and reasonably believes that the allegations of wrongdoing relate to their own

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acts or omissions must refer the allegations of wrongdoing to another person under this Administrative Procedure with responsibility for receiving a disclosure.

### 3. How to Make a Disclosure About Urgent Risk

- 3.1. The PIDA permits employees to make public disclosures if the employee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health, or safety of persons or to the environment.
- 3.2. Before making a public disclosure of an Urgent Risk the employee must:
  - 3.2.1. Consult with the relevant Protection Official (public health officer, Emergency Management BC, or police).
  - 3.2.2. Receive and follow the direction of that Protection Official, including if the Protection Official directs the employee not to make the public disclosure.
  - 3.2.3. Refrain from disclosing, publishing or otherwise sharing personal information except as necessary to address the Urgent Risk.
  - 3.2.4. Refrain from disclosing any information that is privileged or subject to a restriction on disclosure under the PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege.
  - 3.2.5. Seek appropriate advice if the employee is uncertain about what personal Information, privileged or other information may be disclosed as part of a public disclosure.
- 3.3. An employee who makes a public disclosure in relation to an Urgent Risk is expected to provide timely notification to their Supervisor or the Superintendent about the public disclosure or submit a disclosure in accordance with section 2 above.
- 3.4. If the employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the employee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

### 4. Referral of Disclosure to Designated Officer

- 4.1. Each Supervisor or other personnel who receives a disclosure or referral under this Administrative Procedure must promptly refer the disclosure or referral, including all disclosures forms (**Form 403-1**) and other materials supplied, to the appropriate Designated Officer as follows:

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- 4.1.1. Unless the allegations concern alleged wrongdoing by the Superintendent, the disclosure or referral shall first be referred to the Superintendent, who may delegate their duties under this Administrative Procedure to any other Designated Officer.
- 4.1.2. If the allegations concern alleged wrongdoing by the Superintendent, then the disclosure or referral is to be referred to the Secretary-Treasurer who shall act as the Designated Officer.
- 4.1.3. If the allegations made in a disclosure or referral concern alleged wrongdoing by both the Superintendent and the Secretary -Treasurer, then the disclosure or referral is to be referred to the Board Chair as the Designated Officer or any other Designated Officer.
- 4.1.4. If the allegations made in a disclosure or referral concern wrongdoing by all the Designated Officers listed in clauses 4.1.1, 4.1.2 and 4.1.3 above, then the disclosure or referral is to be referred to the Ombudsperson.

### 5. Responsibilities of the Designated Officer

#### 5.1.1. The Designated Officer is responsible to:

- 5.1.2. Receive and respond to any disclosure or referral.
- 5.1.3. Receive and respond to reports made by personnel about Urgent Risks.
- 5.1.4. If the Designated Officer reasonably believes that an Urgent Risk exists, the Designated Officer may make a report to the relevant Protection Official.
- 5.1.5. Review allegations of wrongdoing in a disclosure or referral and determine if they fall within the scope of the PIDA or this Administrative Procedure.
- 5.1.6. Refer disclosures or allegations falling outside the scope of the PIDA or this Administrative Procedure to the appropriate authority or dispute resolution process, as applicable.
- 5.1.7. If a disclosure relates to wrongdoing at another government body that is subject to the PIDA, refer the disclosure to that institution.
- 5.1.8. Seek clarification of the allegations of wrongdoing from the discloser or referring institution as needed.
- 5.1.9. If appropriate, initiate an investigation into allegations of wrongdoing in accordance with section 7 below.
- 5.1.10. Assess the risk of any reprisal to the discloser, and take appropriate action, if any, to mitigate that risk.

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- 5.1.11. Manage communications with the discloser and respondent
- 5.1.12. Notify the discloser and the respondent of the outcome of the investigation in accordance with clause 7.7.
- 5.1.13. Ensure that, in accordance with section 8 of this Administrative Procedure, all personal information received by the District related to the disclosure, referral, request for advice or any investigation is appropriately protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and the PIDA.

### 6. Responsibilities of Employees

- 6.1. All employees are responsible to:
  - 6.1.1. Make any disclosures in good faith and based on a reasonable belief that wrongdoing has or is expected to occur.
  - 6.1.2. Refrain from engaging in reprisals and report all reprisals in accordance with this Administrative Procedure and the PIDA.
  - 6.1.3. Maintain the confidentiality of personal information received in connection with a disclosure, referral, request for advice or investigation in accordance with this Administrative Procedure, and the PIDA.
  - 6.1.4. Provide their reasonable cooperation with investigations by the District or the Ombudsperson.
  - 6.1.5. Seek appropriate advice if an employee is uncertain about whether to make a disclosure or a public disclosure of an Urgent Risk.
  - 6.1.6. Comply with the requirements of this Administrative Procedure and the PIDA concerning Urgent Risks.

### 7. Investigations

- 7.1. Every person involved in receiving, reviewing, and investigating disclosures, referrals or complaints of reprisals must carry out those functions in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under the PIDA.
- 7.2. The District shall seek to complete all investigations within 90 calendar days of receipt of a disclosure or referral or complaint of reprisals, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.

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- 7.3. The Designated Officer may expand the scope of any investigation beyond the allegations set out in the disclosure or referral to ensure that any potential wrongdoing discovered during an investigation is investigated.
- 7.4. All investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation.
- 7.5. The Designated Officer may consult with the Ombudsperson regarding a disclosure or referral or refer allegations of wrongdoing in whole or in part to the Ombudsperson, if notice of the referral is provided to the applicable discloser.
- 7.6. The Designated Officer may refuse to investigate or postpone or stop an Investigation if the Designated Officer reasonably believes that:
  - 7.6.1. The disclosure or referral does not provide adequate particulars of the wrongdoing.
  - 7.6.2. The disclosure or referral is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a disclosure or referral under this Administrative Procedure or the PIDA, or does not deal with wrongdoing.
  - 7.6.3. The investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged wrongdoing and the date of the disclosure or referral.
  - 7.6.4. The disclosure relates solely to a public policy decision.
  - 7.6.5. The allegations are already being or have been appropriately investigated by the Ombudsperson, the District or other appropriate authority.
  - 7.6.6. The investigation may compromise another investigation; or
  - 7.6.7. The PIDA otherwise requires or permits the District to suspend or stop the Investigation.
- 7.7. In addition to the circumstances listed above, the District will decline to investigate disclosures that fall within the mandatory decline categories in section 22 of the Public Interest Disclosure Act, including matters that relate primarily to:
  - 7.7.1. Employment or labour relations issues;
  - 7.7.2. Law enforcement matters or the prosecution of an offence;
  - 7.7.3. Decisions or proceedings of courts, tribunals, or statutory decision-makers;or



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- 7.7.4. Matters that do not involve wrongdoing as defined under section 7(1) of the Act.
- 7.8. Subject to the District's obligations under FIPPA and clause 2.3. above, the discloser and the respondent(s) will be provided with a summary of the District's findings, including:
  - 7.8.1. Notice of any finding of wrongdoing.
  - 7.8.2. A summary of the reasons supporting any finding of wrongdoing.
  - 7.8.3. Any recommendations to address findings of wrongdoing.
- 8. Privacy and Confidentiality
  - 8.1. All personal Information that the District collects, uses, or shares in connection with a disclosure, referral, or request for advice, or an investigation shall be treated as confidential and shall be used and disclosed by the District only as described in this Administrative Procedure and the PIDA unless otherwise permitted or required under FIPPA or other applicable laws.
  - 8.2. Personal information that is collected, used, or shared by the District in the course of receiving, responding to or investigating a disclosure, a request for advice, a referral, or a complaint of a reprisal shall be limited to the personal information that is reasonably required for these purposes.
  - 8.3. Any person who, in their capacity as an employee of the District, receives information about the identity of a discloser shall maintain the identity of the discloser in confidence, and may only use or share that information for the purposes described in this Administrative Procedure or the PIDA, except with the consent of the discloser or as authorized or required by the PIDA or other applicable laws.
  - 8.4. The District shall ensure there are reasonable security measures in place to protect all personal information that the District collects or uses in the course of receiving or responding to a disclosure, a request for advice, a referral, or complaint of a reprisal or conducting an investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared by its employees internally on a need-to-know basis.
- 9. Reprisals
  - 9.1. The District will not tolerate reprisals against employees.
  - 9.2. Any employee who believes that they have been the subject of a reprisal may make a complaint to:



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- 9.2.1. The Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA.
- 9.2.2. To a Designated Officer, who shall investigate the complaint in accordance with the provisions of this Administrative Procedure.
- 9.3. Any employee who engages in reprisals shall be subject to disciplinary action up to and including dismissal.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 *School Act*  
*Emergency Program Act*  
*Freedom of Information and Protection of Privacy Act*  
*Public Interest Disclosure Act*

Adopted: May 18, 2022  
Reviewed: November 12, 2025  
Revised: November 27, 2025



# INVESTIGATION PROCESS FOR PUBLIC INTEREST DISCLOSURES

## Background

This appendix outlines the process the District will follow when conducting an investigation under Administrative Procedure 403 Public Interest Disclosures by Employees. These steps provide additional clarity to ensure investigations are conducted in a fair, consistent, and timely manner. They are intended to support, not replace, the requirements of the *Public Interest Disclosure Act (PIDA)* and the procedures set out in Administrative Procedure 403.

The District is committed to ensuring that the public interest disclosure process is accessible and supports participation by all employees.

## Procedures

1. Receipt and Acknowledgement of Disclosure
  - 1.1. When a disclosure is received, the Designated Officer will acknowledge receipt in writing within five (5) business days, where the discloser's identity is known.
  - 1.2. If the disclosure is anonymous, acknowledgement may not be possible unless contact information is provided.
2. Preliminary Assessment
  - 2.1. The Designated Officer will conduct an initial review to determine whether the disclosure:
    - 2.1.1. meets the definition of wrongdoing under the *Public Interest Disclosure Act*;
    - 2.1.2. contains sufficient detail to allow an investigation to proceed;
    - 2.1.3. may be better addressed under another District process;
    - 2.1.4. relates to allegations already appropriately investigated; or
    - 2.1.5. appears frivolous, vexatious, or made in bad faith.
  - 2.2. Where the identity of the discloser is known, the Designated Officer will meet with the discloser as soon as practicable to clarify the allegations, confirm required information under section 15 of the *Public Interest Disclosure Act*, and identify any additional details needed to support a fair and thorough review.
  - 2.3. If additional information is required before making a decision, the Designated Officer may request clarification from the discloser.
  - 2.4. The discloser will be advised whether the matter will proceed to investigation or be referred, declined, or postponed.

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2.5. In accordance with section 22 of the *Public Interest Disclosure Act*, the District will decline to investigate disclosures that relate primarily to:

- 2.5.1. employment or labour relations matters;
- 2.5.2. law enforcement matters or the prosecution of an offence;
- 2.5.3. decisions or proceedings of courts, tribunals, or statutory decision-makers; or
- 2.5.4. matters that do not involve wrongdoing as defined under section 7(1) of the *Act*.

### 3. Urgency Assessment

3.1. As part of the preliminary assessment, the Designated Officer will consider whether the disclosure raises any urgent risks, including imminent danger to the life, health, or safety of individuals, immediate environmental harm, risk of significant financial loss or the potential destruction of evidence. Urgent matters will be triaged promptly, and any necessary steps may be taken to stabilize or mitigate the risk.

### 4. Reprisal Risk Considerations

- 4.1. In keeping with the requirements of the *Act*, the Designated Officer will consider whether the circumstances create any risk of reprisal to the discloser.
- 4.2. Where appropriate, steps may be taken to mitigate identified risks, consistent with District practice and collective agreement provisions.

### 5. Initiating an Investigation

- 5.1. If an investigation is warranted, the Designated Officer will determine whether it will be conducted internally or by an external investigator.
- 5.2. An investigation plan will be developed to outline:
  - 5.2.1. the issues to be examined;
  - 5.2.2. the information required;
  - 5.2.3. individuals to be interviewed; and
  - 5.2.4. anticipated timelines.
- 5.3. If the Designated Officer determines that an investigation cannot be conducted impartially within the District, or that the matter would be more appropriately investigated by the Ombudsperson, the disclosure may be referred to the Ombudsperson. The discloser will be informed of any such referral.
- 5.4. Where the Designated Officer reasonably believes that an offence may have been committed, the matter may be referred to law enforcement, consistent with *the Public Interest Disclosure Act*.

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### 6. Conducting the Investigation

- 6.1. Investigations will be carried out in an expeditious, fair, and proportionate manner as required under the *Public Interest Disclosure Act*.
- 6.2. The investigator may review documents, interview relevant individuals, and gather information in any manner appropriate to the circumstances.
- 6.3. The respondent will be informed of the allegations relating to them and will be provided an opportunity to respond.
- 6.4. Individuals participating in interviews may request a union representative or support person, as applicable.
- 6.5. Personal information will be collected and used only to the extent necessary to complete the investigation and will be managed in accordance with *FIPPA* and the *Act*.
- 6.6. An investigation may be postponed or suspended if continuing the work could compromise another investigation, conflict with a parallel proceeding, or if new information indicates that the investigation cannot be completed at that time. The discloser will be advised, unless doing so would compromise the integrity of another process.
- 6.7. The District will cooperate with requests for information from the Ombudsperson in accordance with the *Public Interest Disclosure Act*.

### 7. Evidence Management

- 7.1. All records, evidence, interview notes, and working documents created or collected in the course of the investigation will be stored securely and accessed only on a need-to-know basis.
- 7.2. Information shared during the investigation will remain confidential except as required to conduct a fair and thorough investigation or as permitted or required by law.

### 8. Investigation Report

- 8.1. At the conclusion of the investigation, the investigator will prepare a written report that includes:
  - 8.1.1. findings of fact;
  - 8.1.2. whether wrongdoing occurred;
  - 8.1.3. reasons supporting the conclusions;
  - 8.1.4. any recommendations for corrective or administrative action.
- 8.2. Before finalizing an investigation report, the investigator may provide individuals who may be adversely affected by proposed findings or recommendations with an opportunity to review relevant portions of the draft report and provide written or verbal submissions.



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8.3. Consistent with section 9(2)(j) of the *Act*, the Designated Officer will provide an appropriate summary of the investigation report to:

8.3.1. the discloser (where identity is known), and

8.3.2. the respondent, as appropriate and subject to *FIPPA*.

8.4. The summary provided under this section will include, at minimum, the elements required under Section 7.7 of Administrative Procedure 403, including notice of any finding of wrongdoing, a summary of the reasons supporting the finding, and any recommendations arising from the investigation.

8.5. Recommendations will be forwarded to the appropriate District authority for consideration and implementation.

### 9. Timelines

9.1. The District will make all reasonable efforts to complete investigations within ninety (90) calendar days

9.2. Where additional time is required due to complexity or unforeseen circumstances, the Designated Officer will advise the discloser of the revised timeline and the reasons for the extension.

### 10. Post-Investigation Follow-Up

10.1. Where recommendations are made, the Designated Officer may follow up with responsible administrators to confirm implementation.

10.2. The Designated Officer may contact the discloser after the conclusion of the process to ensure there are no concerns about reprisal and to confirm the matter has been resolved.

10.3. As part of post-investigation follow-up, the Designated Officer may check in with the discloser periodically to ensure no reprisals have occurred and to address any concerns related to workplace safety, treatment, or retaliation.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 *School Act*  
*Freedom of Information and Protection of Privacy Act*  
*Public Interest Disclosure Act*

Adopted:  
Reviewed  
Revised:

# Suspension, Exclusion and Seclusion Report YTD Sept 2025 to June 2026.xlsx

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

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

**COMMITTEE OF THE WHOLE**

**4:00 pm, Wednesday, November 12, 2025**  
**School Board Office**

**NOTES**

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Present: Jaclyn Miller, Maureen Mason, Gretchen Conti

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

Regrets: Trustees Kirsten Van't Schip and Dale Lawson

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

**LAND ACKNOWLEDGEMENT:** Trustee G. Conti

**1. APPROVAL OF AGENDA**

**MOVED: M. MASON**

**SECONDED: G. CONTI**

**THAT the Committee of the Whole Meeting Agenda of November 12, 2025, be adopted as circulated.**

**STATUS: CARRIED**

**2. STANDING COMMITTEES**

**2.a) Finance and Facilities**

**2.a.i) Pay Transparency Act Reporting**

Secretary-Treasurer Hopkins provided an update on the new reporting requirements under the *Pay Transparency Act*, which applies to employers with more than 300 employees. This is the district's first year of reporting.

He noted that, even though salaries are determined by established pay grids, the results still show gender-based pay differences. Trustees discussed the discrepancies and shared perspectives on possible causes.

2.b) Education and Strategic Planning

2.b.i) N/A

2.c) Audit

2.c.i) N/A

2.d) Policy Development

2.d.i) Review and Revisions of Policies

The committee reviewed Policy 5 (Role of the Board Chair) and Policy 6 (Role of the Vice-Chair) in advance of upcoming trustee elections. Trustees discussed adding language to Policy 5 to strengthen expectations around providing advice, coaching, and orientation to new trustees, as well as mentorship to the Vice-Chair. Trustees also recommended clarifying the requirement for consultation prior to appointing trustees to committees. Secretary-Treasurer Hopkins noted that the Board may bring forward policy changes at any time with notice of motion.

The committee reviewed proposed revisions to Policy 17 (Accumulated Operating Surplus and Internally Restricted Funds) and Policy 19 (Public Interest Disclosures), which align with ministerial requirements and the provincial PIDA Act. Additional edits were requested to the accompanying administrative procedure for Public Interest Disclosures to ensure clear direction on investigations and due process.

Trustees also discussed the practice of including administrative committee minutes in the closed agenda package. It was noted that some administrative committees involve external partners and that minute-taking in these contexts can be challenging. Staff clarified that governance-related minutes, with the exception of closed meeting minutes, are shared publicly.

**RECOMMENDATION:** To update Policy 5 (Role of the Chair) to include mentorship for the Vice-Chair and clearer language outlining the expectation for consultation prior to trustee appointments.

**RECOMMENDATION:** That the Board of Education approve the proposed revisions to:

- Policy 17 – Accumulated Operating Surplus and Internally Restricted Funds
- Policy 19 – Public Interest Disclosures

### 3. **COMMITTEE REPORTS**

#### 3.a) **Board Development Ad Hoc Committee**

Trustee Conti and Vice-Chair Mason reviewed the committee's meeting minutes and reported that a survey is being developed to gather trustee input. The ad hoc committee recommended adding language to its Terms of Reference to state that it will "endeavor to provide professional development that is responsive to the changing needs of the Board."

**RECOMMENDATION:** To adopt the updated Terms of Reference for the Ad Hoc Committee.

### 4. **OTHER INFORMATION**

#### 4.a) **Administrative Procedure 403 – Public Interest Disclosures by Employees**

Secretary-Treasurer Hopkins noted that the Act includes a reporting requirement and that the district has developed a [webpage](#) to support easy access to reporting information.

**RECOMMENDATION:** To direct staff to review and adapt the Administrative Procedure relating to Public Interest Disclosures, to ensure a detailed investigation process is included.

### 5. **ADJOURNMENT**

**MOVED: M. MASON**

**THAT the Committee of the Whole Meeting Agenda of November 12, 2025, be adjourned.**

**STATUS: CARRIED**

The meeting adjourned at 4:50 pm



# MEMORANDUM



**Date:** November 12, 2025  
**To:** Committee of the Whole  
**From:** Steve Hopkins, Secretary-Treasurer  
**Re:** Review and Revisions of Policies

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## 1.0 BACKGROUND

Board Policy 10 (Board Policy Making and Handbook) states that,

*“The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The Board shall review its policies following a schedule that results in all policies in the Board Policy Manual being reviewed at least once in a Board term of office.”*

## 2.0 INFORMATION

As part of the Board of Education’s work to continue to meet the needs of the District, the Board will be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial as well as federal legislation. Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and the opportunity for the Superintendent to exercise professional judgment in the administration of the District.

## 3.0 STAFF RECOMMENDATION

**THAT:** The Board of Education approve the proposed revisions to:

- Policy 17 – Accumulated Operating Surplus and Internally Restricted Funds
- Policy 19 – Public Interest Disclosures

## 4.0 APPENDICES

Appendix A – Policy 5 – Role of the Chair

Appendix B – Policy 6 – Role of the Vice-Chair

Appendix C – Policy 9 – Board Representatives

Appendix D – Policy 17 – Accumulated Operating Surplus and Internally Restricted Funds

Appendix E – Policy 19 – Public Interest Disclosures

## ROLE OF THE BOARD CHAIR

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

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

1. Prior to each Board meeting, meet with the Vice-Chair, the Superintendent and Secretary-Treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.
2. To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the *School Act*, the bylaws, policies and procedures, as established by the Board.
3. At the start of Board meetings the Chair will extend the Board's hospitality to all in attendance and remind those assembled that the meeting is being held on Tla'amin Traditional Lands.
4. To perform the following duties during Board meetings:
  - 4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
  - 4.2. To ensure that issues being presented for the Board's consideration are clearly articulated and explained, and each trustee has a fair opportunity to be heard and understood by all the other trustees so that a collective opinion can develop, and a corporate decision reached.
  - 4.3. Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.
  - 4.4. To direct the discussion by trustees to the topic being considered by the Board.
  - 4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.
  - 4.6. Determine disposition of each motion by a formal show of hands except where a ballot is required/used.
  - 4.7. Ensures that each Trustee votes on the issues before the Board.
5. Keep informed of significant developments within the District.
6. Keep the Superintendent and Board informed of all District related matters or concerns coming to their attention and conveying directly to the Superintendent these concerns or questions which may significantly affect the administration of the District.

Adopted: May 18, 2022

Reviewed: ~~October-November 11-12, 2023~~ 2025

Revised: November 26, 2025



## Policy 5

7. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
8. Bring all matters requiring a corporate decision to the Board.
9. Act as a District signing authority.
10. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).

11. Provide mentorship and guidance to the Vice-Chair to support continuity and effective board leadership.

~~11-12.~~ 12. Oversee the election of trustees to provincial affiliation groups including BCSTA and BCPSEA.

~~12-13.~~ 13. Following consultation with all trustees, appoint trustees to ~~Make trustee appointments to:~~

13.1. External organizations as representatives ~~Representative to organizations;~~

13.2. Administrative committees;

~~12-13.3.~~ 13.3. School liaison representatives; and

~~12-2-13.4.~~ 13.4. Board ad hoc committees.

~~13-14.~~ 14. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government, other organizations, or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through passing motions. The Chair shall bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.

~~14-15.~~ 15. To ensure that the Board engages in regular assessments of its effectiveness as a Board.

~~15-16.~~ 16. Address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.

~~16-17.~~ 17. Manage the Superintendent contract on the Board's behalf by bringing any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the Superintendents expenses as well as vacation and sick leave, days earned, taken, and accumulated.

~~17-18.~~ 18. Assist with the Board orientation program for new trustees.

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

Adopted: May 18, 2022

Reviewed: ~~October-November 11-12, 2023~~ 2025

Revised: November 26, 2025

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

Adopted: May 18, 2022  
Reviewed: November 12, 2025  
Revised: November 26, 2025



## Policy 5

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  - 13.2. Administrative committees;
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15. To ensure that the Board engages in regular assessments of its effectiveness as a Board.
16. Address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.
17. Manage the Superintendent contract on the Board's behalf by bringing any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the Superintendents expenses as well as vacation and sick leave, days earned, taken, and accumulated.
18. Assist with the Board orientation program for new trustees.

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

Adopted: May 18, 2022  
Reviewed: November 12, 2025  
Revised: November 26, 2025



## ACCUMULATED OPERATING SURPLUS

The School Act requires boards of education (boards) to prepare a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables boards to engage in long-term planning, mitigate financial risk and support consistent service to all students in the province.

The purpose of this policy is to provide clear, transparent guidance on the accumulation of surplus balances, ensure the effective management of accumulated surplus funds, and enable long-term planning, risk mitigation, and consistent service delivery.

### **Accumulated Operating Surplus**

Accumulated operating surplus represents the extent to which operating revenues from all previous years exceed operating expenditures from all previous years. Conversely, when operating expenditures from all previous years exceed operating revenues from all previous years an accumulated operating deficit result. When an accumulated deficit occurs, it means future revenues are needed to pay for past expenditures. School Districts in BC are not permitted to budget for or incur expenditures that result in an accumulated operating deficit.

Accumulated operating surplus allows a School District to budget for expenditures in excess of revenues in a given year and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

### **Internally Restricted Operating Surplus**

To support long-term financial planning the board can restrict operating surplus for use in future years. Restrictions can be made for items that are identified by the board, have defined timelines, are directly related to a board's goals outlined in their strategic, operational and financial plans, or that meet the specified needs of the school district.

The three categories of internally restricted operating surplus are:

- Restricted due to the nature of constraints on the funds
- Restricted for anticipated unusual expenses identified by the board
- Restricted for operations spanning multiple school years

Examples of Internally Restricted Funds:

- Future years' Operations/Budget.
- Schools and Department surplus/carry-forwards.
- Operating projects in progress.
- Technology, utilities, equipment, and capital projects (including amounts to be transferred to

Adopted: May 18, 2022  
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Revised: November 26, 2025



## Policy 17

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Local Capital but have not yet been identified for specific initiatives).

- Purchase Order commitments.

The amount of Accumulated Operating Surplus restricted for Operations Spanning Future School Years at the end of a fiscal year is normally to be between 1.0 % and 3.0 % of actual Operating Expenses of that fiscal year.

### **Unrestricted Operating Surplus - Contingency Reserve**

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact School District operations and the education of students. To discharge this responsibility, the Board will establish a contingency reserve from available operating surplus which would be used to mitigate any negative impact such circumstances might cause.

The Board shall maintain a contingency reserve of 1.0 % to 2.5% of operating expenditures. The Board may approve the use of the contingency reserve under the following circumstances:

- The elimination of any deficit arising at the end of a fiscal year of operations.
- The funding of new cost pressures in a fiscal year that were not known at the time of budget development.
- The payment of severances (wages and benefits) upon termination of employment.
- The settlement of any legal action that is not covered by insurance.
- Initial one-time cost outlays for new education programs.
- Coverage for disaster recovery expenditures.
- Extraordinary unknown utilities cost pressures.
- Replacement of equipment essential to the continuation of educational programming in Schools or District facilities.
- To assist in balancing future years' budgets.

In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board shall incorporate into its future budget planning processes, strategies to re-establish the contingency reserve.

### **Restricted for Future Capital Cost Sharing**

To support major capital projects that are identified in boards' 5-year Capital Plans and approved by the province for concept plan or business case development, the board may restrict a portion of the accumulated surplus to meet capital cost share expectations.

### **Local Capital**

Local Capital includes the board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Transfers from operating funds to Local Capital must be made only for specific initiatives

Adopted: May 18, 2022  
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## Policy 17

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that have a clear linkage to the board strategic goals, or that address capital assets investment, or that meet the specified needs of the school district.

### **Reporting**

The board will use the existing Ministry financial reporting framework to annually provide the Ministry with an annual report on their budget allocation decisions, (including operating surplus and Local Capital), demonstrating that approved allocations support boards' strategic objectives

Legal Reference: BC Ministry of Education Accumulated Operating Surplus Policy

Adopted: May 18, 2022  
Reviewed: November 12, 2026  
Revised: November 26, 2025

## PUBLIC INTEREST DISCLOSURES

The Board of Education is committed to honesty, integrity, and accountability in its operations, programs and services, and to promoting a culture of openness and transparency. The District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the *Public Interest Disclosure Act* (“PIDA”).

The purpose of this Policy and related Procedures is to establish a process, in compliance with the PIDA, for employees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

This Policy applies to alleged wrongdoing related to the District’s operations or personnel. It applies to employees of the District as defined under PIDA. This Policy does not displace other mechanisms set out in District Policy and Procedures for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

### Definitions

Employee means a past or present employee of the School District, including those on contract or temporary appointment, but not members of the Board of Education.

Advice means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or the PIDA;

Disclosure means a report of Wrongdoing made under this Policy;

Investigation means an investigation undertaken by the District under this Policy or by the Ombudsperson under the PIDA;

Procedure means the District’s Administrative Procedure associated with this Policy, as amended;

Reprisal means the imposition of, and any threat to impose, discipline, demotion, termination, or any other act that adversely affects employment or working condition of a member of Personnel because they made a Disclosure, sought Advice, made a complaint about a Reprisal, or participated in an Investigation;

Wrongdoing refers to:

- a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;



## Policy 19

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- an act or omission that creates a substantial and specific danger to the life, health, or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- a serious misuse of public funds or public assets;
- gross or systematic mismanagement;
- knowingly directing or counselling a person to commit any act or omission described above.

Terms not defined in this Policy shall have the meanings given in the Public Interest Disclosure Act (PIDA) and the Freedom of Information and Protection of Privacy Act (FIPPA).

### 1. Statement of Principles

- 1.1. The District is committed to supporting ethical conduct in its operations and seeks to foster a culture in which employees are encouraged to disclose Wrongdoing, including by receiving, investigating, and responding to Disclosures and by providing information and training about the PIDA, this policy and the procedures.
- 1.2. The District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
- 1.3. The District will not commit or tolerate Reprisals against any Employee or Trustee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation, or makes a complaint under this policy.
- 1.4. The District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

### 2. Privacy and Confidentiality

- 2.1. All Personal Information that the District collects, uses, or shares while receiving or responding to a disclosure, a request for advice, a complaint of a reprisal, or conducting an Investigation, will be treated as confidential and will be used and disclosed as described in this policy, the procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

### 3. Reporting

- 3.1. Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any disclosures received, investigations undertaken

Adopted: May 18, 2022  
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## Policy 19

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and findings of wrongdoing. All reporting under this policy will be in compliance with the requirements of FIPPA and section 38 of PIDA.

3.2. The annual report will be publicly available on the School District's website.

### 4. Responsibility

4.1. The Superintendent is responsible for the administration of this policy and shall ensure that training and instruction is available to all employees and trustees concerning this policy, the procedures and the PIDA.

4.2. In the event that the Superintendent is personally involved or named in the disclosure, or is unable or unavailable to perform their duties under this policy, the Superintendent may delegate this authority in writing to the Secretary-Treasurer or another senior member of the School District.

5. Trustees are not covered under this Policy. Any alleged wrongdoing or ethical concern involving a trustee will be addressed through the Board's Code of Conduct or other applicable governance policies..

Legal References:      Section 22, 23, 65, 85 *School Act*  
                                 *Freedom of Information and Protection of Privacy Act*  
                                 *Public Interest Disclosure Act*

Adopted:      May 18, 2022  
Reviewed:     November 12, 2025  
Revised:      November 26, 2025



## Terms of Reference

### Board Development Planning Ad Hoc Committee

#### Rational and Context

The current Strategic Plan Framework (2023-2028) is widely regarded as progressive. Its focus on building trust through transparency, inclusion, and advocacy for shared decision-making is both intentional and reflective of the needs of our district.

The Strategic Plan calls for carefully developed strategies to guide implementation across all levels of the system—including the Board. Inclusive models of governance are complex and still emerging within our culture. We are learning together.

To support leadership through example, the Ad Hoc Committee recommends an inquiry-based model for Board professional development. This approach, already in practice at the senior management and school-based administration levels, is individualized and flexible—allowing trustees to pursue learning that aligns with their interests and governance roles.

#### Purpose

The Board Development Planning Ad Hoc Committee is established to:

- Explore options for trustee professional learning and board development planning, with an emphasis on identifying resources and supports for the incoming Board following the next election.
- Support trustees in identifying areas of interest to guide inquiry question(s) within the field of governance in public education.

#### Mandate

Over the term of its work, the Ad Hoc Committee will:

- Endeavor to provide professional development that is responsive to the changing needs of the Board;
- Identify governance topics and areas of priority for trustee professional development;
- Develop a simple questionnaire to assess areas of interest and need;
- Review and share relevant training opportunities, including BCSTA resources and other external supports; and
- Bring forward recommendations to the Board on a framework for trustee development, to be considered in advance of the next election.

## **Membership**

- Two trustees, appointed by the Board;
- Superintendent of Schools; and
- Staff resources may be provided as required

## **Meetings and Reporting**

The Ad Hoc Committee will provide updates and recommendations to the Board at future regular meetings, with an initial report on these Terms of Reference in October 2025.

Meetings will be scheduled monthly (dates TBD) through June 2026.

## **Duration**

This Ad Hoc Committee is time-limited and will conclude once its recommendations have been received by the Board, no later than June 2026.



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