

REGULAR BOARD MEETING AGENDA

Tuesday August 25, 2026

7:00 pm

A copy of the Regular Board Meeting Agenda is available on the [School District website](#)

Public Board Meetings are recorded and live streamed on the [School District's YouTube channel](#).

Question items regarding agenda items can be submitted to boardmeeting@sd71.bc.ca.

As per Board Procedural Bylaw, questions relating to any matter connected with the business of the current board agenda may be put to the chairperson. The chairperson may respond or redirect to another board member or executive officer of the board for response.

1. Call to Order

2. Welcome and Land Acknowledgement

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

3. Agenda Changes/Additions

4. Adoption of Agenda

Pages 1-4

Recommended Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the August 25, 2026, Regular Board Meeting Agenda as presented.

5. Adoption of Board Meeting Minutes

Pages 5-12

Recommended Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the June 23, 2026, Regular Board Meeting Minutes as presented.

6. Record of In-Camera Meeting Minutes

Pages 13

- June 23, 2026 – Regular In-Camera Meeting

School District No. 71 (Comox Valley) Board of Education

Vision Statement - *Compassionate, connected and personalized learning for all.*

Purpose Statement – *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

7. Presentations / Delegations

i. Rural School Funding

Pages 14-30

Parent Advisory Committee of Hornby Island Community School

8. Announcements

A. Board Chairperson Report - None

B. Superintendent Report

C. Trustee Reports - None

9. Standing Committee Reports

A. Ad Hoc Policy Committee

Shannon Aldinger, Committee Chair

Recommended Motion:

Pages 31-46

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Role of the Board policy as presented.

Recommended Motion:

Pages 47-55

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Role of the Superintendent policy as presented.

Recommended Motion:

Pages 56-58

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Delegation of Authority policy as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) review and revise the Childcare Policy.

Recommended Motion:

Pages 59-61

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated June 22, 2026.

B. Education & Policy Committee Terms of Reference

Pages 62-64

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Education & Policy Committee Terms of Reference, as presented.

School District No. 71 (Comox Valley) Board of Education

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Next Committee Meeting:

Date: September 15, 2026

Time: 6:00 pm

Location: School Board Office: 2488 Idiens Way, Courtenay

C. Support Services Committee Terms of Reference

Pages 65-68

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Support Services Committee Terms of Reference, as presented.

Next Committee Meeting:

Date: September 16, 2026

Time: 6:00 pm

Location: School Board Office: 2488 Idiens Way, Courtenay

D. Audit Committee Terms of Reference

Pages 69-73

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Audit Committee Terms of Reference, as presented.

Next Committee Meeting:

Date: September 16, 2026

Time: 7:30 pm

Location: School Board Office: 2488 Idiens Way, Courtenay

E. Committee of the Whole Board Report - none

Next Open Committee of the Whole Meeting:

Date: April 20, 2027

Time: 7:00 pm

Location: School Board Office: 2488 Idiens Way, Courtenay

10. Decision Items

A. Trustee Assignments on Standing Board Committees

Michelle Waite, Board Chairperson

	Education & Policy	Support Services	Audit
Committee Chair	Shannon Aldinger	Sarah Jane Howe	Chelsea McCannel-Keene
Trustee	Susan Leslie	Cristi May Sacht	Janice Caton
Trustee	Janice Caton	Chelsea McCannel-Keene	Sarah Jane Howe
Staff	Superintendent	Secretary-Treasurer	Assistant Secretary-Treasurer

School District No. 71 (Comox Valley) Board of Education

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Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the recommended Trustee assignments to standing Board committees.

11. Information Items

A. Learning Services

i. Indigenous Education Enhancement Agreement (IEEA)

Joe Heslip, Associate Superintendent

Pages 74-75

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Indigenous Education Enhancement Agreement Update, as presented.

B. Business Services

i. None

12. Board Business

A. Trustee Remuneration

Harold Cull, Secretary-Treasurer

Pages 76

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Trustee remuneration update, for information.

13. Correspondence

A. None

14. Public Question Period to the Board

A. None

15. Adjournment

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.



REGULAR BOARD MEETING MINUTES
Tuesday June 23, 2026
7:00 pm

In Attendance:

Trustees:

Michelle Waite, Board Chairperson
Susan Leslie, Trustee
Chelsea McCannel-Keene, Trustee
Shannon Aldinger, Trustee
Cristi May Sacht, Trustee

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Dr. Vivian Collyer, Associate Superintendent
Dr. Joe Heslip, Associate Superintendent
Harold Cull, Secretary-Treasurer
Jay Dixon, Associate Superintendent
Molly Proudfoot, Director of Operations
Josh Porter, Director of IT
Craig Sorochoan, Manager of Communications

Regrets: Sarah Jane Howe, Vice Chairperson
Janice Caton, Trustee

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

1. Call to Order

The Board Chairperson called the meeting to order at 7:01 pm.

2. Welcome and Land Acknowledgement

The Board of Education acknowledged that the meeting took place on the traditional territories of the K'ómoks First Nation and thanked them for the privilege of living on their land and the gift of working with their children.

3. Agenda Changes/Additions

Edit to Recommended Motion on page 3 changing the Support Services Committee to the Education & Policy Committee.

4. Adoption of Agenda

Pages 1-5

Motion: (RP-2026-06-23-01)

THAT the Board of Education of School District No.71 (Comox Valley) adopt the June 23, 2026, Regular Board Meeting Agenda as amended.

May Sacht/McCannel-Keene

CARRIED

5. Board Meeting Minutes

Motion: (RP-2026-06-23-02)

Pages 6-7

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 19, 2026, Special Public Board Meeting Minutes as presented.

McCannel-Keene/May Sacht

CARRIED

Motion: (RP-2026-06-23-03)

Pages 8-14

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 26, 2026, Regular Public Board Meeting Minutes as presented.

May Sacht/Aldinger

CARRIED

6. Record of In-Camera Meetings

Page 15

- May 26, 2026 – Regular In-Camera Meeting
- June 2, 2026 – Special In-Camera Meeting
- June 9, 2026 – Closed Committee of the Whole Meeting

7. Presentations / Delegations

i. Equity Scan

Pages 16-74

Joe Heslip, Associate Superintendent

Dr. Joe Heslip presented the district-wide Equity Scan, including an overview of the methodology, key findings, data analysis, implications, and eight priority themes identified to support closing equity gaps.

Motion: (RP-2026-06-23-04)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Equity in Action Report dated June 23, 2026, as presented.

Aldinger/Leslie

CARRIED

School District No. 71 (Comox Valley) Board of Education

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8. Announcements

A. Board Chairperson Report

The Board Chair advised that, in light of the significance of the Equity Scan presentation, a formal Board Chair Report would not be provided. The Chair indicated they would offer concluding remarks prior to the Public Question Period.

B. Superintendent Report

The Superintendent thanked contributors to the Indigenous Equity Scan and emphasized that responsibility for advancing equitable outcomes rests collectively with district leadership and staff, with continued guidance and partnership from the Indigenous Education Department and community.

The Superintendent highlighted recent district events and achievements, including the graduation celebrations, recognition of K'ómoks First Nation Elder Donna Mitchell as the oldest graduate. The Superintendent congratulated the Class of 2026 and thanked students, staff, families, volunteers, trustees, and community partners for their contributions throughout the school year.

C. Trustee Reports

Superintendent Performance Appraisal Working Group

Sarah Jane Howe, Working Group Chair

The Superintendent's performance appraisal has concluded with positive results and next steps an extension of contract.

9. Standing Committee Reports

A. Open Committee of the Whole Board Report

Pages 75-76

Motion: (RP-2026-06-23-05)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Open Committee of the Whole Board Report dated June 9, 2026, as presented.

May Sacht/McCannel-Keene

CARRIED

B. Ad Hoc Policy Committee Board Report
Shannon Aldinger, Committee Chair

Motion: (RP-2026-06-23-06)

THAT the Board of Education of School District No. 71 (Comox Valley) **rescind** the motion passed in the May 26, 2026, meeting receiving the May 5 and 19, 2026 Ad Hoc Policy Committee Board Reports as the May 5, 2026, Board Report was not made available to Trustees prior to the vote.

Aldinger/McCannel-Keene

CARRIED

Motion: (RP-2026-06-23-07)

Pages 77-79

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated May 5, 2026, now that they have been made available.

Aldinger/May Sacht

CARRIED

Motion: (RP-2026-06-23-08)

Pages 80-82

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated May 19, 2026, as presented.

Aldinger/McCannel-Keene

CARRIED

Motion: (RP-2026-06-23-09)

Pages 83-88

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Gender-based Violence and Sexual Misconduct policy as presented.

Aldinger/Leslie

CARRIED

Motion: (RP-2026-06-23-10)

Page 89

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Sanctuary Schools policy as presented.

Aldinger/McCannel-Keene

CARRIED

Motion: (RP-2026-06-23-11)

Pages 90-109

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Board Committee policy as amended.

Aldinger/May Sacht

CARRIED

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Motion: (RP-2026-06-23-12)

Pages 110-129

THAT the Board of Education of School District No. 71 (Comox Valley) give all 3 readings of the Trustee Election Bylaw, this 23rd day of June 2026.

Aldinger/McCannel-Keene

UNANIMOUSLY CARRIED

Motion: (RP-2026-06-23-13)

THAT the Board of Education of School District No. 71 (Comox Valley) give first, second and third readings to the Trustee Election Bylaw No. 1D.

Aldinger/May Sacht

CARRIED

Motion: (RP-2026-06-23-14)

Pages 130-149

THAT the Board of Education of School District No. 71 (Comox Valley) remove Appendix A from the Board Operations Policy, as trustee election procedures are governed by the Trustee Elections Bylaw which takes precedence; and

THAT the Board direct a review of the Board Operations Policy by the *Education & Policy Committee* to bring forward recommended revisions to align the policy with recently updated Board policies, bylaws, and governance practices.

Aldinger/McCannel-Keene

CARRIED

Motion: (RP-2026-06-23-15)

Pages 150-152

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated June 16, 2026.

Aldinger/Leslie

CARRIED

10. Decision Items

Pages 153-155

A. Major Capital Plan

Molly Proudfoot, Director of Operations

The recent annual review determined that previously identified priorities remain valid and are recommended for resubmission.

Motion: (RP-2026-06-23-16)

THAT the Board of Education of School District No. 71 (Comox Valley) in accordance with provisions under section 142 (4) of the School Act, approve the proposed Five-Year Capital Plan (Major Capital Programs) for 2027\28, as provided on the Five-Year Capital Plan Summary for 2027/28 submitted to the Ministry of Infrastructure.

May Sacht/McCannel-Keene

CARRIED

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11. Information Items

A. Learning Services

i. District Progress Report (Spring) Jeremy Morrow, Superintendent

Pages 156-182

The Superintendent advised that future quarterly reports will be accompanied by a concise newsletter designed to provide staff and parents with an accessible summary of key district initiatives and activities.

Motion: (RP-2026-06-23-17)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Spring 2026 Progress Report, as presented.

May Sacht/Aldinger

CARRIED

B. Business Services

i. None

12. Board Business

A. Unfinished Business

i. None

B. New Business

i. 2026-27 Board Meeting Schedule Harold Cull, Secretary-Treasurer

Pages 183

The Secretary-Treasurer presented the proposed Board meeting schedule highlighting the implications of the Trustee Election in October and any compressed meeting months due to scheduled school breaks.

Motion: (RP-2026-06-23-18)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2026-27 Board Meeting Schedule, as presented.

McCannel-Keene/Aldinger

CARRIED

School District No. 71 (Comox Valley) Board of Education

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ii. **2026-27 Board Work Plan**

Harold Cull, Secretary-Treasurer

The Secretary-Treasurer presented the draft 2026/27 Board Work Plan, outlining the Board's annual governance activities, decision points, engagement opportunities, and committee work. The visual work plan is organized by month and aligned with the Board's new standing committee structure.

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2026-27 Board Work Plan, as presented.

McCannel-Keene/May Sacht

CARRIED

MOVED by Trustee McCannel-Keene, seconded by Trustee May Sacht, that the Board of Education of School District No. 71 extend the meeting by up to 30 minutes.

CARRIED

The Board Chair offered closing remarks recognizing the conclusion of the 2025/26 school year and expressed appreciation to students, families, caregivers, volunteers, and all district staff for their contributions to student learning and well-being. The Chair acknowledged the importance of continuing the district's work to advance equitable outcomes for all learners and thanked trustees for their collective leadership and service to the students and families of the Comox Valley. Special recognition was given to Trustees for their combined 54 years of service to public education on the Board of Education.

13. Correspondence

A. None

14. Public Question Period to the Board

Questions were asked and answered.

15. Adjournment

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) adjourns this meeting.

May Sacht/McCannel-Keene

CARRIED

School District No. 71 (Comox Valley) Board of Education

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Board Approved on:
August 25, 2026

Certified Correct:

Harold Cull
Secretary-Treasurer

Michelle Waite
Board Chairperson

DRAFT

School District No. 71 (Comox Valley) Board of Education

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RECORD OF IN-CAMERA MEETINGS

TO: Board of Education
FROM: Office of the Secretary Treasurer
RE: Record of In-Camera Meetings

DATE: August 25, 2026

RECORD PURSUANT TO SECTION 72 (3) OF THE SCHOOL ACT:

A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded, and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board.

Matters discussed and decisions reached at the Special In-Camera, Regular In-Camera, and Closed Committee of the Whole meetings held since the last such report:

June 23, 2026 – Regular In-Camera Meeting

1. Receipt of and updates on governance matters, information for the Board
2. Receipt of and updates on personnel/legal matters, information for the Board
3. Receipt of and updates on land/property matters, information for the Board

The meeting was called to order at 5:30 pm and adjourned at 6:53 pm.

Hornby Island Community School

Creatively Seeking Stable Funding & Equity of Access with a Rural School Planning Model

Presented by: Hornby Island Parent Advisory Committee

With support from: Conservation Hornby Island
Hornby Island Educational Society

Framework: Permission from Heather Royal-Brandt



1

Why We are Here

2 years

Successful middle years model

2026/27

Separate class not continuing

120+ supporters

Community asks to explore alternatives



2

The Reality of Rural Education

- Rural and geographically isolated
- Ferry-dependent access to school and services
- Small school-age population & fluctuating enrollment
- Multi age classrooms are a necessity
- Limited access to specialist services and staffing
- Ongoing loss of local services and options
- Few alternatives when local programming disappears

3

The Realized Vision: Meeting the SD 71 Strategic goals on Hornby



Decolonizing and Indigenizing
Inclusion

Personalized Learning

Student Centered Assessment

Social Emotional Learning

Experiential Learning

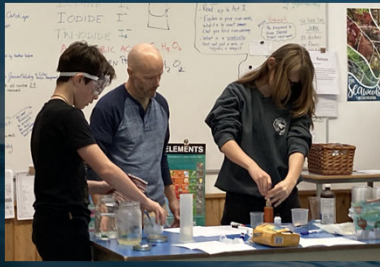
Flexible Learning Environments

Digitally Enhanced Learning

Land based Learning

4

Meeting SD71's Strategic Plan



SD71 Priority	What it Looked Like on Hornby
Personalized learning	Small, flexible middle-years cohort
Experiential learning	Seaweed school, outdoor & land-based learning
Inclusion & Belonging	Developmentally appropriate local pathway
Relationship building	Community mentors and partnerships
Flexible learning	School+community+ potential NIDES integration

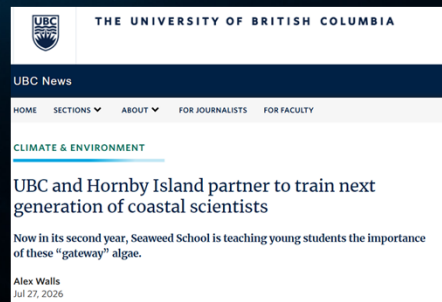
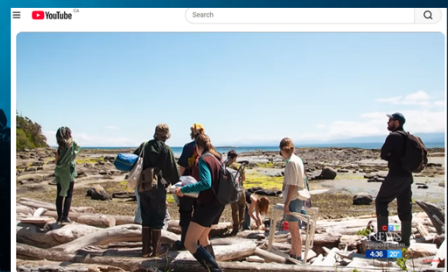
5

What We Learned - and Why it Matters

- High student engagement
- Experiential & land-based learning
- Leadership and belonging
- Strong community partnerships



Students learn to create art using seaweeds. Photo credit: [Ocea Hill](#)



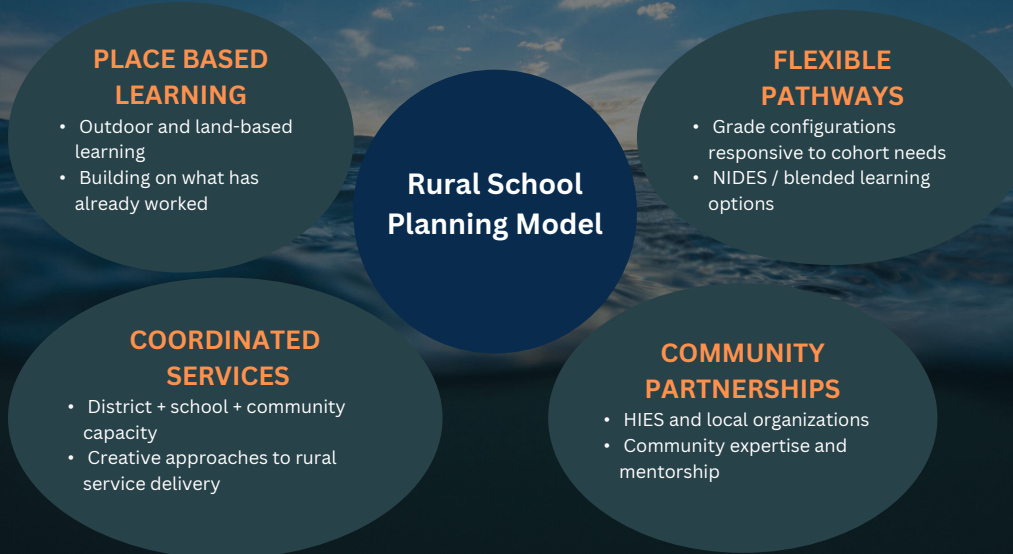
6

Heather's Framework

7

A Rural Innovation Opportunity

What if Hornby became a place to develop and test a flexible model of rural school planning?



Learn from other rural communities → Develop locally → Share what works

8

What Families Are Asking for

We're NOT asking for	We ARE asking for
Elimination of Vanier pathway	Meaningful consultation
A fixed class regardless of circumstances	Predictable planning
A decision today	Transparency
	Flexible pathways
	Partnerships

9

Our Proposal: Create a Rural Education Working Group

Participants

- SD71 • HICS • PAC/• HIES/community partners • NIDES
- Denman Elementary School PAC and staff

Mandate

Develop a stable, flexible rural school planning model for Hornby.

Explore

- Middle school stability
- Predictable funding/resource use
- Grade/Classroom configuration
- NIDES/blended options
- Community partnerships
- Specialist-service delivery
- Multi-year planning



10

Success Means...

- Families know the options.
- Students have meaningful choices.
- Decisions aren't a yearly surprise.
- Rural realities shape planning.



11

Thank You

For Your Attention

12



13

Speaker Notes for Hornby Island Community School Presentation by the PAC to SD 71 School Board 2026

Slide 1

Thank you for giving us the opportunity to speak today.

My name is Laila Peterson. I am the current PAC president, and mother to 2 children at HICS, starting grade 2, and grade 8. Intro Amy, Katy and whoever else comes....

We're here as parents (PAC) and community members who care deeply about public education on Hornby Island. We recognize the work of the Board, district staff and our school staff, and we appreciate the opportunity to have this conversation.

Our goal today isn't to revisit past decisions. It's to look at what we've learned and how we can plan differently, together, for the future.

Over the next 20 minutes, we'll show you how the middle-years program operated in alignment with SD71's strategic goals, what worked for students and the community, and what the experience taught us about what rural education can look like in a small, isolated community.

And then we'd like to propose a different way of thinking about the future — one that brings district resources, school resources and community capacity together to create greater stability for students and families on Hornby.

Slide 2

Over the last two years, Hornby's separate middle-years class demonstrated a different way of supporting early adolescents in a rural setting.

Families helped to create and invested in that vision. Then, for the 2026–27 school year, we were informed that the separate middle-years class would not continue due to enrolment numbers.

What followed was a lot of disappointment, but also a real effort to understand the situation better and explore whether there might be other possibilities.

The community response was significant. More than 120 people supported our advocacy — roughly 10% of Hornby's population.

Since then, we've spoken with current and former school and district leaders, our trustee, community organizations, our MLA, and people involved with NIDES. Those conversations have broadened our thinking considerably.

What started as concern about one class has become a much larger question about how we create stable and equitable education in a small rural community.

And to understand why that's difficult, it's important to understand some of the realities of educating students on Hornby.

Slide 3

Rural equity doesn't always mean providing exactly the same model everywhere. We think equity for rural students sometimes means applying a different model than one designed primarily for larger, urban settings.

Hornby families navigate realities that aren't shared by most communities in the district: ferry schedules, 10- to 11-hour travel days for students attending school off-island, weather and cancelled ferries, limited transportation, and fewer local services and alternatives.

Some twelve-year-olds are ready to make that transition. Others simply aren't. Some families can temporarily relocate or afford accommodations in town. Others cannot.

And these realities affect education on Hornby at every grade level — not just the middle years.

Travel is a constant. When a specialist — an OT, an SLP, a counsellor — has to take the ferry to get here, a significant part of their day is gone before they see students. A half-day of service can shrink to two working hours once travel is accounted for.

The same is true for staffing. When someone can't make the ferry, our administrator often has to step in and cover, losing their own administrative time.

And underneath all of this is a funding model that is largely driven by year-to-year enrolment. We understand that this is a provincial funding model, established by the Ministry of Education, and that it has been in place for many years. We don't expect SD71 staff to change that.

But in a very small school, small fluctuations in enrolment can have a disproportionate impact. Every year, families, staff and the school are figuring out what's possible based on whatever the numbers happen to be that September.

That affects programming, staffing, access to specialist services, and how much families can know about what will be available from one year to the next.

So the question for us isn't how to change the provincial funding model. It's whether, within that reality, the resources that already exist — district resources, school resources and

community capacity — could be used differently to create more stability and more equitable outcomes for rural students.

And that brings us to what we've already seen work here, and how closely it aligns with SD71's own priorities.

Slide 4

When we looked at SD71's strategic priorities, what struck us was how closely the middle-years program already aligned with them.

Slide 5

Personalized learning, experiential learning, inclusion and belonging, relationship building, flexible learning — these weren't just ideas on paper. We could see them happening in practice.

Many photos in our presentation show examples of learning directly from people in our community having expertise in chemistry, music, math, art, literature, natural history and other areas. Other photos show interested community members learning from the students.

Learning also happened outside the classroom — on our beaches, in community gardens, in music studios and other spaces around the island.

There were opportunities beyond Hornby too. The students took part in an exchange with students from Quebec through the YMCA, which the community helped make possible by billeting more students than we sent.

They contributed to the UBC archives, and some of what they were doing even made CTV and CBC news. Those are things we think SD71 can be proud of.

So when we looked at the district's strategic plan, we realized we weren't asking SD71 to move in a different direction.

A lot of what the district says it wants for students was already happening here — it just looked a little different because it was happening in a small, rural community.

And I think that's the more useful question for us now: what can we learn from what worked, and how can we use those lessons to plan something more sustainable going forward?

That brings us to what we learned over those two years — and why we think it matters.

Slide 6

The last two years gave us a real-world example of what a rural middle-years program can provide.

The basic model was relatively simple. SD71 rented a community space for \$379 a month, provided some furnishings, and hired a highly qualified teacher.

That model gave students access to regular outdoor and place-based learning, partnerships with Conservancy Hornby Island, the Hornby Natural History Centre, the YMCA, Bamfield Marine Sciences Centre and others, and opportunities for leadership and greater independence.

We also saw strong engagement and connection — to learning, to peers, and to the broader community.

What matters is that these outcomes weren't dependent on recreating a conventional middle school on Hornby. They came from using the resources and opportunities already available here.

And the implications extend beyond one teacher or one cohort.

This is about educational equity and student wellbeing. It's about retaining families and supporting the long-term sustainability of the school and community. And it's about maintaining genuine choice for students.

Some students are ready and excited to transition to Vanier in Grade 8. Others benefit from another year in a smaller, developmentally appropriate setting before making that transition. We believe there is value in having both pathways available.

So when we talk about the last two years, we're not suggesting that this model simply needs to be replicated. We're saying it gave us useful evidence.

It showed that a relatively small investment, combined with community capacity and a different approach to where and how learning happens, can expand what is possible for rural students.

And importantly, many of the outcomes we observed align closely with SD71's own priorities for student learning.

Slide 7

A big part of what made this possible was strong teacher leadership. Over the past two years, Heather developed and implemented a framework specifically for this setting — bringing together curriculum, place-based learning, community expertise and the needs of this age group.

She's generously given us permission to share that framework. We see it as another useful piece of what we've learned — not something that needs to be replicated exactly, but something we can build from.

Slide 8

This is where we'd really like to shift the conversation from the problem of instability to the opportunity for more stability and flexibility.

Hornby has always been a community that does things creatively. We have a strong network of community organizations, a long history as a community school, established outdoor and place-based learning, and people willing to contribute expertise and resources.

There are a number of things worth exploring — what other rural communities are doing, different grade configurations, NIDES and blended learning, community par p, and different approaches to rural service delivery.

We're not presenting any one of those things today as the solution.

What we're suggesting is that Hornby could be a place for SD71 to work with us to develop and test a rural model — one that's flexible enough to respond to changing enrolment, but stable enough that families aren't starting from scratch every year.

And if we develop something that works here, there may be pieces of it that are useful for other small rural communities as well.

But before we get to our specific proposal, we want to be clear about what families are — and aren't — asking for.

Slide 9

We're not asking to eliminate the Vanier pathway. For many students, Vanier is the right choice, and we want that option to remain.

We're also not asking for a fixed class or permanent staffing commitment regardless of enrolment or circumstances. We understand that numbers change and that the district has to respond to that.

And we're not asking the Board to make a decision today.

What we are asking for is a more predictable and transparent process.

We'd like meaningful consultation to happen early enough that families, school staff and the district can actually explore options before decisions are finalized.

We'd like families to have a clearer understanding of what the numbers are, what the constraints are, and how decisions are being made.

And we'd like more flexibility in the options we consider — whether that's different grade configurations, NIDES or blended learning, community partnerships, or other approaches we haven't considered yet.

We're not suggesting that all of those things will work every year. We're asking for a process that gives us the opportunity to look at them together.

We think there's an opportunity to do this differently — which brings us to our proposal.

Slide 10

So this is where we're hoping to go from here.

We're not coming today with a fully designed model and asking the Board to approve it. We don't have all the information or expertise to do that, and we don't think this should be designed by parents alone.

We're proposing a Rural Education Working Group that brings together district staff, school leadership, families, community partners and NIDES. We also think there's a good argument for including Denman, given many of the rural realities we share.

The mandate would be practical: develop a stable and flexible rural-school planning model.

We'd like to look at some of the questions that keep coming up:

How can we create more stability in the middle years without depending on one particular enrolment number each September?

Can funding and resources be planned over more than one year?

Could different grade configurations, NIDES or blended learning provide more flexibility?

How can we make better use of community partnerships and expertise — not as a replacement for teachers or district services, but as an additional resource?

And can specialist services be organized differently when ferry travel takes up so much of the available time?

We don't know the answers to all of those questions. That's why we're proposing the working group.

We'd also like some of this work to happen on Hornby. We've come here today to share our perspective with you, and we'd like to invite district and Board representatives to come to Hornby — to see the school, the community resources we're talking about, and some of the practical realities firsthand.

The goal isn't just to solve next year's middle-years question. It's to develop a more predictable way of planning for rural education on Hornby island— and potentially something useful for other small rural communities in the district as well.

Slide 11

So ultimately, this is what we're asking for.

Families should know what their options are early enough to actually plan around them.

Students should have meaningful choices. For some, that will mean transitioning to Vanier in Grade 8. For others, it may mean staying on Hornby longer.

Decisions about programming shouldn't feel like a new question every year. We understand enrolment changes, but there needs to be more predictability in how those changes are managed.

And rural realities — ferries, travel time, weather, small and fluctuating enrolment — need to be part of the planning from the outset.

We know there are constraints, and we aren't expecting a fixed model that never changes.

We're asking for a better process for planning through those changes together.

Slide 12

Thank you

Slide 13

Stories, Questions

I am a parent of a child with learning challenges attending the Hornby Island School

Over the past 7 years of school, our daughter has faced many challenges, anywhere from inconsistency of a permanent teacher in the classroom, lack of learning aides, and noisy dysfunctional classrooms. In her earlier years she spent a lot of her school time in the gym, because the teacher could not attend to her learning needs.

The one consistency though has been school here on Hornby. This is a safe space for her, she knows the permanent staff, and they know her and know how to help her in her struggles. They have worked with her on regulating her emotions and understanding her boundaries, and when to recognize when things are too much for her, and when to ask for help. All still work in progress, but the last school year, (her grade 7 year), has shown a vast improvement in this area.

Our daughter suffers from extreme anxiety, a learning disability, and a sensitivity to loud noise. She does not have any friends that she engages with regularly, who she shares a commonality with. The kids her age are more advanced and developed. She spends her time with the teachers, and younger students at school, and with family when home. Her development classification is 3 years behind her peers.

I do not feel that she would get the support she needs in a school with an estimated population of 1200 students. I feel strongly that middle schools are not even an option anymore for the island kids, because they were the stepping stone from elementary behaviour to a more structured independent learning. I have never believed that it is appropriate for 13 year olds, stepping fresh out of elementary school to be mixed in with 17/18 year olds. It feels like throwing rabbits to the wolves, and hoping for the best possible outcome. The growth gap is huge between them... With all that said, I still would not want to send our daughter off island for her middle years.

I feel the same about the commute, which totals 3 hours of unsupervised travel 5 days a week I have had 4 other children who have commuted to school so I am very well aware of some of the unappealing behaviour that takes place on the ferries back and forth.

My daughter has only been in the grade 7 program offered in the "Room to Grow" building this past year, and I was amazed at the results of her growth. Her moods were lighter, she was eager to attend school daily, she was so proud of her accomplishments, and it showed in her whole being. She was reading books, and excited about research projects that she could perform using the computer. She was feeling a small sense of independence. She was feeling better about her learning skills. This result is a combination of a nurturing teacher who was invested in her students, and the separate classroom environment which provided a better space for focus and learning.

Having a classroom with privacy is important to middle school kids. The open door policy of elementary classrooms was very hard on my child, and other children who experience overstimulation in public settings. This was the main contributor to her lack of growth in her earlier school years.

While my daughter is relieved to be attending at least 1 more year here on Hornby, (as are her Dad, and I), she is showing signs of distress around being in a classroom that does not allow for quiet focus, and structure. She is aware of the difference between the chaotic past school years, and her grade 7 school year in a classroom setting that was better set up for the middle school learning needs. Grade 7/8/9 learning needs are a stretch from grade 4/5 needs in classroom etiquette, and behaviour.

Small community schools where the school district implements multi class learning and then proceeds to implement ILP's to justify this action, should also incorporate in class learning assistants working alongside teachers daily.

As a parent who went through the process of seeking specialist recommendations over a 2.5 year period for a medical diagnosis in order to qualify for extra funding towards the school for learning assistance . I am very displeased to see time that should be allocated to her needs, being overshadowed by another child with behaviour issues, or used to aid other kids who are also in need of assistance with their learning, or running errands for the teacher who is overwhelmed.

Learning Assistants are meant to work with the students. Teachers should feel supported in their jobs, families should feel that their child is being given a fair education. ILP's are another way of the school district shunning their obligation to children and families. There is no accountability, and kids just keep moving up regardless of how prepared they are.

Our family would feel better about sending our child the 1.5 hour distance away from home to school, if we felt she was really prepared. This is not the case here, and we are very much in favor of maintaining middle school here in a proper classroom setting.

Help us to help our children better prepare for the next step to high school.

I wasn't in Vanier long enough to have a say on programs, but in my opinion the freedom we had in Heather's class was a lot more than we would have in a class of 17-20 people, along with the fact you rotate classes, I think the ABCD line up isn't efficient unless you're trying to stress kids out. I doubt in the adult world our work schedules would rotate every day and change daily.

In Heather's class it was a lot more hands on and personal connection than in Vanier. We got to do so many different things and programs of our choice in Heather's class, along with Heather teaching us our grade level, she brings in others to teach us, and helped us understand higher grade levels. To this day we are good friends with Heather.

The commute is very draining, and even I could tell despite my short time there.

Of course Vanier is a good opportunity to fan out, but there is a lot of crowds in Vanier that are full of drug addicts and alcoholics, despite the majority being minors, and underage.

I believe that even if we stay sheltered on Hornby we'll always understand what it's like in other schools, and on larger islands.

If making a sorta middle school helps keep drugs and alcohol off of kids, and keep students from missing out on activities and opportunities then I'm all for the program.

Ruth Bowland Grade 9 age 13

Role of the Board

PREAMBLE

As the elected community representatives, the Board of Education of School District No. 71 (Comox Valley) is the corporate entity established by provincial legislation and is given authority by the BC School Act and attendant Regulations to provide overall strategic direction and governance of the district. It is accountable for the provision of educational programs and services for enrolled students of the district that support student success and achievement within the legislative framework, while reflecting the unique needs and priorities of the district.

The Board is charged with the responsibility for providing a public education system that is organized and operated in the best interests of the students it serves. The School Act provides that the Board is responsible for the improvement of student achievement in the school district. To that end the Board will make continual appraisals of the educational, administrative, and planning processes considering the Board's stated goals and objectives.

POLICY STATEMENT

The Board of Education undertakes its legislated and other legal responsibilities to organize and operate a public educational system that best serves the interests of enrolled students within the school district.

OBJECTIVES

Accountability to the Provincial Government

- Act in accordance with applicable provincial legislation and regulatory requirements governing public education.
- Fulfil the Board's governance responsibility and functions as established through legislation and Board policy.

Developing and Enhancing a Commitment to Student Learning

- Approve a District Strategic Plan that identifies student learning results in key areas.
- Working respectfully alongside K'ómoks First Nation Chief and Council, Hereditary leaders, other Indigenous Rights holders, and the Indigenous Education Council.
- Maintain Board agendas that reflect the Board's commitment to improving student outcomes.
- Review the Framework for Enhancing Student Learning (FESL) and the Indigenous Education Enhancement Agreement (IEEA) at least annually, including trends, successes, and areas of improvement.
- Support and approve the allocation of resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- Annually assess the effectiveness of the superintendent's leadership in improving student outcomes.

Accountability to and engagement with the community

- Engage students, staff, parents, caregivers, partner groups, rightsholders, and the wider community in developing and supporting the District vision and Strategic Plan.
- Make informed decisions that support the needs of all District students.
- Establish processes and provide opportunities for community input and engagement.
- Report District student learning results at least once annually to the community and Ministry of Education and Child Care.
- Develop procedures for and hear appeals as required by statute and/or Board policy.
- Meet with students, rightsholders, Indigenous Education Council, partners, municipal government representatives, and local provincial representatives as required to achieve desired educational outcomes.
- Model a culture of respect and integrity, openness, and transparency, consistent with the Board's Code of Conduct.

Strategic Planning

- Provide overall direction for the District by establishing the purpose, vision, values, and strategic foundational statements in consultation with students, staff, parents, rightsholders, partners, and the wider community.
- Approve the District's Strategic Plan and any adjustments.
- Annually set District priorities and key results as indicated in the District's Strategic Plan to ensure Board direction is actionable.
- Annually evaluate the effectiveness of the District in achieving established priorities and key results.

Policy

- Establish and maintain policies and bylaws that are consistent with the strategic direction and desired outcomes of the Board.
- Establish and maintain policies and bylaws that outline how the Board is to function.
- Delegate authority to the Superintendent and define commensurate accountabilities.
- Formulate policies and bylaws in conformity with the BC School Act for the effective and efficient operation of schools in the School District.
- Make the final decision as to the approval of all policy statements.
- Govern the district through Board adopted policies and resolutions.

Board / Superintendent Relations

- Select and hire the Superintendent.
- Provide the Superintendent with clear Board direction.
- Delegate, in writing, administrative authority to and identify responsibilities of the Superintendent subject to the provisions and restrictions in provincial legislation and regulations, and board-directed policy.
- Respect the delegated authority of the Superintendent to carry out executive action and support the superintendent's actions which are exercised within the discretionary powers of the position.
- Maintain respectful and professional working relationships with the Superintendent.
- In consultation with the Superintendent, review and adjust the annual Board Work Plan.
- Promote a positive working relationship with the Superintendent.
- Promote the professional growth of the Superintendent in continuing to provide quality district leadership.

- Annually evaluate the Superintendent in accordance with a mutually developed performance appraisal mechanism and review compensation.

Advocacy and Influence

- Become or retain membership in the British Columbia School Trustee Association (BCSTA).
- Provide input to the BCSTA and British Columbia Public School Employers' Association (BCPSEA) issues.
- Advance Board/District positions and priorities including through local/community and provincial organizations where applicable.
- Act as an advocate for public education and the district through the development and implementation of an annual plan for advocacy including focus, key messages, relationships, and mechanisms.
- Participate in regional, provincial, and/or national school Board associations as deemed appropriate.

Board Development

- Annually develop a Board development/work plan aligned with District priorities and Board evaluation outcomes. See Appendix A for the Facilitated Board Self-Evaluation Process.
- Use of a skills matrix within three (3) months of election that identifies and supports Board development in providing effective governance, as well as an assessment of the collective skills that trustees possess, may be utilized.
- Annually evaluate the Board's effectiveness.

Fiscal Accountability

- Exercise stewardship of the District's financial resources and long-term sustainability.
- Approve budget process and timelines at the outset of the budget process.
- Provide for adequate budget consultation processes with the rightsholders, Indigenous Education Council, students, partners, and community.
- In collaboration with the superintendent, identify budget assumptions and draft priorities guiding principles and decision-making criteria to be used in the creation of the draft proposed annual operating budget.
- Approve the annual preliminary and amended budgets and allocation of resources to achieve desired results in alignment with the Strategic Plan.
- Annually approve the District's updated Five (5) Year Capital Plan.
- Annually appoint the auditor and approve the terms of engagement.
- Review annually the audit report and management letter and approve those recommendations to be implemented.
- Annually approve the Audited Financial Statements and all interfund transfers.
- Ratify memoranda of agreement with bargaining units.
- Annually review and approve remuneration for excluded staff.
- Approve the acquisition and disposition of district land and buildings.
- Approve the annual spending plan for the Annual Facilities Grant (AFG).
- Receive quarterly financial reports for operating and capital budgets to ensure financial health and stability of the District.
- Approve borrowing for capital expenditures within provincial restrictions.
- Approve transfer of funds to/from restricted and non-restricted surplus funds.
- Approve transportation assistance rates.

- Approve student fee schedules annually.
- Establish standing and ad hoc committees of the Board.
- Approve construction projects in excess of one million dollars (\$1,000,000).
- Approve allocations of one (1) time exceptional funding.
- Establish trustee honoraria compensation and reimbursement amounts.

Additional Responsibilities

- Approve the naming or re-naming of schools and other district facilities.
- Approve annual local school and district calendar in accordance with legislation and collective agreements.
- Approve Board Authority Authorized Courses.
- Recognize students, staff, and community members.
- Review the student enrolment and staffing report.
- Hear appeals in alignment with Board policy and legislated requirements.
- Approval and cessation of academies and programs of choice and changes in fees.
- Approve catchment areas for schools and district programs.
- Approve changes in grade configurations.
- Approve the establishment, closure, and/or reopening of a closed school.
- Approve the installation and operation of video surveillance equipment as allowed by legislation.
- Carry out all other duties and responsibilities as outlined in the BC School Act and Regulations.

Legal Reference(s): British Columbia School Act (S. 65, 74, 74.1, 75, 75.x, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, and 158.
Freedom of Information and Protection of Privacy Act
BC Human Rights Code

Adopted: September 2019
Revised: August 2026

APPENDIX A – Facilitated Board Self-Evaluation Process

Process

The annual externally facilitated Board self-evaluation process will be completed subsequent to the superintendent evaluation process described in the appendixes to Policy 12 and entitled, *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two (2) evaluation processes are complementary in nature.

Purpose

The purpose of the facilitated Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our Board / superintendent relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. What actions will the Board take during the next year to become more effective?
8. Determine what Board development has been accessed during the past year and what Board development is planned for the coming year.

The answers to these questions provide the data for the development of a positive path forward.

Evaluation Principles

The following principles form the basis for the Board self-evaluation process.

1. A learning organization is focused on the improvement of student learning.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.
4. The annual Board evaluation process will model the Board's commitment to principles 1-3.
5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board / superintendent relationship.
6. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

Role of the Board

PREAMBLE

~~As the elected community representatives, The~~ the Board of Education ~~of,~~ School District No. 71 (Comox Valley) is the corporate entity established by provincial legislation and is given authority by the ~~BC~~ School Act and attendant Regulations to provide overall ~~strategic~~ direction and ~~leadership governance to of~~ the district. It is accountable for the provision of ~~appropriate~~ educational programs and services ~~to for~~ enrolled students of the district ~~that support student to enable their success and achievement within the legislative framework, while reflecting the unique needs and priorities of the district., in keeping with the requirements of government legislation.~~

The Board is charged with the responsibility for providing a ~~public n~~ education system that is organized and operated in the best interests of the students it serves. The ~~BC~~ School Act provides that the Board is responsible for the improvement of student achievement in the school district. To that end the Board will make continual appraisals of the educational, administrative, and planning processes ~~in light of considering~~ the Board's stated goals and objectives.

POLICY STATEMENT

The Board of Education undertakes its legislated and ~~other legal inherent~~ responsibilities to organize and operate an ~~n~~ ~~public~~ educational system that best serves the interests of ~~enrolled~~ students within the ~~Comox Valley school district.~~ ~~To that end, the Board accepts the following responsibilities:~~

OBJECTIVES

~~DD~~ Specific Areas of Responsibility

Accountability to the Provincial Government

•

• ~~The Board shall:~~

• ~~Act in accordance with all statutory requirements of applicable~~ provincial legislation ~~and to implement educational standards and policies regulatory requirements governing public education.~~

•

• ~~Perform Fulfil the Board's functions required by governing~~ ~~ance responsibility and functions as established thorough~~ through legislation and ~~existing~~ Board policy.

~~Developing and E~~ ~~enhancing a C~~ ~~commitment to S~~ ~~student L~~ ~~learning~~

- ~~Approve a District Strategic Plan that identifies student learning results in key areas.~~
- ~~Working respectfully alongside K'ómoks First Nation Chief and Council, Hereditary leaders, other Indigenous Rights holders and the Indigenous Education Council. Developing and Maintaining a Culture Enhancing a commitment of to Student Learning~~
- ~~The Board shall:~~
- ~~Ensure Board agendas reflect the Board's commitment to improving student success outcomes.~~
- ~~Maintain Board agendas that reflect the Board's commitment to improving student outcomes. Ensure the District's Strategic Plan identifies student learning key results in key areas.~~
- ~~Ensure Review the Framework for Enhancing Student Learning (FESL) and the Indigenous Education Enhancement Agreement (IEEA) are reviewed at least annually, including identification of trends, successes, and issues areas of improvement.~~
- ~~Ensure Support and approve the allocation of resources for approved initiatives to improve student outcomes are included in the annual operating budget.~~
- ~~Annually a Ensure s assess the effectiveness of the superintendent's leadership in improving student outcomes is assessed annually.~~

Accountability to and ~~Engagement engagement of~~ with the ~~Community community~~

- ~~The Board shall:~~
- ~~Assess community values and interests and incorporate them into the school School system's District's foundational statements. and~~
- ~~Engage students, staff, parents parents, caregivers, partner groups, rightsholders, partners, and the wider community in developing and supporting the District vision and Strategic Plan.~~
- ~~Make informed decisions that address support the needs of all District students.~~
- ~~3.3 Establish processes and provide opportunities for community input and engagement.~~

- ~~3.4~~ Report District student learning ~~outcomes~~ results at least once annually to the community and Ministry of Education and Child Care.:-
- ~~3.5~~ Develop procedures for and hear appeals as required by statute and/or Board policy.
- ~~3.6~~ Meet ~~regularly~~ with ~~students, rightsholders, Indigenous Education Council, partners, municipal government representatives, and local provincial representatives~~ ~~representatives~~ ~~and the Indigenous Education Council, and~~ as required ~~with other entities~~ to achieve desired educational outcomes.:-
- ~~3.7~~ Model a culture of respect and integrity, ~~openness~~ ~~openness~~, and transparency, consistent with the Board's Code of Conduct.
- ~~3.8~~ Make decisions that reflect both individual community interests and values, and those of the entire school district.

Strategic Planning

~~The Board shall:~~

- Provide overall direction for the District by establishing the ~~mission~~ ~~purpose~~, vision, values, and strategic foundational statements ~~which are developed~~ in consultation with ~~students, staff, parents, rightsholders, partners, and the wider community~~ ~~stakeholders~~ ~~partners~~.
- Approve ~~the~~ District's ~~S~~strategic ~~P~~plan and any adjustments ~~thereto~~.
- Annually ~~review~~ ~~set~~ District priorities and key results as indicated in the District's Strategic Plan ~~to ensure Board direction is actionable~~.:-
- Annually ~~ensure evaluation of~~ ~~evaluate~~ the effectiveness of the District in achieving established priorities and key results.

~~4.4~~ Approve district strategic plan and any adjustments thereto.

Policy

~~The Board shall:~~

- ~~5.1~~ ~~Identify~~ Establish ~~and maintain~~ policies ~~and bylaws~~ that ~~are consistent with the strategic direction and desired outcomes of~~ ~~outline how~~ the Board ~~is to function~~.
- Establish and maintain policies and bylaws that outline how the Board is to function.

• ~~5.2~~ Delegate authority to the ~~S~~superintendent and define commensurate accountabilities.

• ~~5.3~~

Formulate~~ing~~ policies and bylaws in conformity with ~~this Act~~ the BC School Act for the effective and efficient operation of schools in the School District.

• ~~5.4~~

Make the final decision as to the approval of all policy statements.

• ~~5.5~~

Develop, assess, review and revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation, Board goals, and desired outcomes.

• ~~5.6~~

Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.

• ~~5.7~~

Govern the district through Board adopted policies and resolutions.

Board / Superintendent Relations

~~• The Board shall:~~

- ~~•~~ Select and hire the ~~S~~superintendent.

~~•~~

- ~~•~~ Provide the ~~S~~superintendent with clear Board direction.

~~•~~

- ~~•~~ Delegate, in writing, administrative authority ~~to~~ and identify responsibilities ~~of the Superintendent~~ subject to the provisions and restrictions in provincial legislation ~~and~~ and regulations, ~~and board-directed policy.~~

~~•~~

- ~~•~~ ~~Annually evaluate the superintendent in accordance with a pre-established mutually developed performance appraisal mechanism.~~

- ~~•~~ ~~Annually review superintendent compensation.~~

- ~~•~~ Respect the delegated authority of the ~~S~~superintendent to carry out executive action and support the superintendent's actions which are exercised within the ~~delegated~~ discretionary powers of the position.

~~•~~

- ~~•~~ ~~Maintain respectful and professional working relationships with the Superintendent. Ensure all board members interact with the superintendent in a respectful professional manner.~~

- In consultation with the ~~S~~superintendent, review and adjust the annual Board Work Plan.

- Promote a positive working relationship with the ~~S~~superintendent.

- ~~•~~ Promote the professional growth of the ~~S~~superintendent in continuing to provide quality district leadership.

~~•~~

- ~~•~~ ~~Annually evaluate the Superintendent in accordance with a mutually developed performance appraisal mechanism and review compensation.~~

Political Advocacy and Influence

~~• The Board shall:~~

- Become or retain membership in the ~~British Columbia School Trustee Association (BCSTA).~~

- ~~•~~ ~~Make decisions regarding~~ Provide input to the ~~British Columbia School Trustee Association (BCSTA)~~ and British Columbia Public School Employers' Association (BCPSEA) issues.

- Advance Board/District positions and priorities including through local/community and provincial organizations ~~BGSTA~~ where applicable.
- ~~Act as an advocate for public education and the district through the development and~~ of implementation of an annual plan for advocacy including focus, key messages, ~~relationships~~ relationships, and mechanisms.
- ~~Arrange meetings with elected provincial / federal / municipal government officials to communicate and garner support for the district's priorities and directions:~~
- ~~Advocate for public education:~~
- ~~Develop an annual advocacy plan and review its effectiveness annually. The plan shall include the advocacy focus, key messages and mechanisms:~~
- Participate in regional, ~~provincial~~, ~~and/or~~ and/or national ~~and/or regional~~ school Board associations as deemed appropriate.

Board Development

~~The Board shall:~~

- ~~Annually develop a Board development/work plan aligned with District priorities and Board evaluation outcomes. See Appendix A for the Facilitated Board Self-Evaluation Process.~~
- ~~Use of a skills matrix within three (3) months of election that identifies and supports Board development in providing effective governance, as well as an assessment of the collective skills that trustees possess, may be utilized.~~
- ~~Annually evaluate the Board's effectiveness.~~

~~4.1. Complete a skills matrix within three (3) months of election that identifies the skills the board requires to provide effective governance, as well as an assessment of the collective skills that trustees possess:~~

Fiscal Accountability

~~The Board shall:~~

- ~~Ensure~~ Exercise stewardship of the District's financial resources and long-term sustainability. ~~the fiscal integrity of the district~~ District.
- ~~Approve budget process and timelines at the outset of the budget process.~~
-

- Provide for adequate budget consultation processes with the ~~rightsholders, community,~~ Indigenous Education Council, ~~students, and~~ partners, ~~and community.~~
- In collaboration with the superintendent, identify budget assumptions and draft priorities guiding principles and ~~and~~ decision-making criteria to be used in the creation of the draft proposed annual operating budget.
- ~~Approve the annual annual preliminary and amended budgets~~ and allocation of resources to achieve desired results, ~~including strategic priorities,~~ in alignment with the Strategic Plan.
- ~~_____~~
- Annually approve the District's updated Five (5) Year Capital Plan.
- Annually appoint the auditor and approve the terms of engagement.
- ~~Review annually the audit report and management letter and approve those recommendations to be implemented.~~
- ~~_____~~
- ~~Annually approve the Audited Financial Statements and all interfund transfers.~~
- ~~_____~~
- Ratify memoranda of agreement with bargaining units.
- Annually review and approve remuneration for excluded staff.
- Approve the acquisition and disposition of district land and buildings.
- Approve the annual spending plan for the ~~a~~Annual ~~f~~Facilities ~~g~~Grant (AFG).
- ~~Receive quarterly financial reports for operating and capital budgets Approve the preliminary and amended annual budgets.~~
- ~~Monitor the fiscal management of the district including surpluses and reserve funds to ensure financial health and stability of the District. through receipt of at least quarterly variance analyses and year-end projections and updates on capital spending against the budget.~~
- Approve borrowing for capital expenditures within provincial restrictions.
- Approve transfer of funds to/from restricted and non-restricted surplus funds.
- ~~Approve transportation assistance rates.~~
- ~~_____~~
- Approve ~~changes to~~ student fee schedules annually.
- ~~Establish an Audit and Finance standing and ad hoc c~~Committees of the Board ~~, per Board policy 8. Terms of Reference for this committee are outlined in the Policy 8 Appendix will include oversight of audit and financial reporting, including review and approval of quarterly and annual financial~~

statements, transfer of surplus between funds, financial risk management and internal controls. At least one (1) member of this committee to include a financial expert.

- Establish budget principles and budget priorities, ensure resources are allocated to achieve desired results, and adopt an annual budget.
- Approve construction projects in excess of one million dollars (\$1,000,000). ~~and For significant capital projects receive regular status reports on that set out progress on spending against budget, achievement of key milestones and risks related to delivering the project on time, on budget and against project specifications.~~
- ~~Receive a listing of the tenders for contracted work.~~
- ~~Receive a listing of all leases and agreements.~~
- Approve allocations of one (1) time exceptional funding.
- Establish trustee honoraria compensation and reimbursement amounts.
- ~~_____~~

Additional Responsibilities

~~The Board Shall:~~

- Approve the naming or re-naming of schools and other district facilities.
- ~~Approve annual local school and district calendar in accordance with legislation and collective agreements.~~
- ~~Approve Board Authority Authorized Courses.~~
- ~~Recognize students, ~~staff~~staff, and community members.~~
- ~~Approve contracts and agreements as required by legislation.~~
- ~~Review the student enrolment and staffing report.~~
- ~~Hear appeals in alignment with ~~Board~~Board policy and legislated requirements. ~~unresolved student or staff complaints of discrimination or harassment that cannot be heard by the superintendent.~~~~
- ~~Approval and cessation of academies and programs of choice and changes in fees.~~
- ~~Ratify Memoranda of Agreement with Bargaining units.~~

- ~~Review and approve district expense rates annually.~~
- ~~Review board compensation formula.~~
- Approve catchment areas for schools and district programs.
-
- Approve changes in grade configurations.
-
- Approve the establishment, closure, and/or reopening of a closed school.
-
- Approve the installation and operation of video surveillance equipment as allowed by legislation.
-
- ~~Ensure that a financial hardship policy is in place~~
- ~~Ensure that policies respecting child care programs are in place.~~
- ~~Ensure that policies respective Indigenous Education Councils and First Nation schools of choice are in place.~~
-
- Carry out all other duties and responsibilities as outlined in the BC School Act and Regulations.

Legal Reference(s): British Columbia School Act (S. 65, 74, 74.1, 75, 75.x, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, and 158.
Freedom of Information and Protection of Privacy Act
BC Human Rights Code

Adopted: September 2019

Revised: August 2026

APPENDIX A – Facilitated Board Self-Evaluation Process

Process

The annual externally facilitated Board self-evaluation process will be completed subsequent to the superintendent evaluation process described in the appendixes to Policy 12 and entitled, *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two (2) evaluation processes are complementary in nature.

Purpose

The purpose of the facilitated Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our Board / superintendent relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know?
What else have we accomplished this past year?
7. What actions will the Board take during the next year to become more effective?
8. Determine what Board development has been accessed during the past year and what Board development is planned for the coming year.

The answers to these questions provide the data for the development of a positive path forward.

Evaluation Principles

The following principles form the basis for the Board self-evaluation process.

1. A learning organization is focused on the improvement of student learning.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.
4. The annual Board evaluation process will model the Board's commitment to principles 1-3.

5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board / superintendent relationship.

~~9. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.~~

6.

Context

~~The Board has chosen to retain the nine (9) areas of responsibility articulated in Policy 2 'Role of the Board' in order to carry out their governance role. These include:~~

~~1. Accountability to the Provincial Government~~

~~Accountability to the Provincial Government~~

~~2. Development and Maintaining a Culture of Student Learning~~

~~3. Accountability to and Engagement of Community~~

~~4. Strategic Planning~~

~~5. Policy~~

~~Board / Superintendent Relations~~

~~7. Political Advocacy/Influence~~

~~Board Development~~

~~9. Fiscal Accountability~~Accountability

Role of the Superintendent

PREAMBLE

The Board of Education recognizes the need for one (1) person to oversee the management of the District to provide coordinated leadership and designates the Superintendent of Schools as the CEO of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent. The Superintendent reports directly to the Board of Education and is accountable to the Board for the conduct and operation of the District.

POLICY STATEMENT

The Board of Education designates the Superintendent responsible for overall effective administration and educational programs of the District.

The Superintendent ensures that leadership in the District is consistent with the vision, purpose, values, and strategic direction of the Board and all Board authority delegated to staff in the District is delegated through the Superintendent.

OBJECTIVES

Educational Leadership

- Provides leadership in all matters relating to education in the District.
- Implement education policies, curriculum, instruction, and assessment established by the Minister and the Board of Education.
- Ensure that students in the District have the opportunity to meet or exceed the standards of education set by the Minister.
- Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning, and positive citizenship.
- Report annually on student results achieved.

Student Well-Being

- Ensure that students are provided with a safe, inclusive, and welcoming environment that is free from discrimination (of any kind) and that fosters and maintains respectful and responsible behaviour.
- Ensures that learning environments contribute to the development of skills, knowledge, and habits necessary for the world of work, post-secondary studies, life-long learning, and meaningful engagement in civic and community life.
- Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the District.
- Ensures the facilities adequately accommodate District students.

Fiscal Responsibility

- Ensures the fiscal management of the District by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act or regulation.

- Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- Oversees the work of the Secretary-Treasurer in preparing and presenting a budget which reflects the Board's strategic plan priorities.
- Ensures the Board has timely, accurate, and relevant financial information.

Personnel Management

- Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.
- Promotes at all times a high standard of collaborative professional leadership, effective human relationships and a spirit of educational innovation and advancement throughout the District.
- Provides leadership in the supervision and evaluation of principals/vice-principals, teachers, and other staff, with the intent of improving performance.
- Establishes organizational roles for staff and arranges the employment of staff necessary to conduct the affairs of the District.

Policy/Administrative Procedures

- Provides support to the Board regarding the planning, development, implementation, and evaluation of Board policies.
- Develops, maintains, and communicates Administrative Procedures that are consistent with Board and provincial policies, regulations, and procedures.

Superintendent/Board Relations

- Establishes and maintains positive, professional working relations with the Board.
- Respects and honors the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- Provides the information and counsel which the Board requires to perform its role.
- Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as needed to ensure the making of informed decisions.

Strategic Planning and Reporting

- Leads the development and implementation of the strategic planning process.
- Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan).
- Develop metrics to assess progress on the Strategic Plan and report annually on results.

Organizational Management

- Demonstrates effective organization skills resulting in District compliance with all legal, Ministerial, and Board mandates and timelines.
- Builds an organizational structure and promotes a District culture which facilitates positive results, effectively manages emergencies and crisis situations in a team-oriented, collaborative, and cohesive manner.

Communications and Community Connections

- Takes action to ensure open, transparent, positive internal and external communications are developed and maintained.
- Ensures that parents and students have a high level of satisfaction with the services provided and responsiveness of the District.
- Maintains effective relationships within the District and community served by the District, including Indigenous communities and Rights Holders.
- Acts as, or designates, the head of the organization for purposes of the Freedom of Information and Protection of Privacy Act.
- In consultation with the Board Chair, serves as a spokesperson for the District for the media and public to ensure consistent and accurate District messages.

Leadership Practices

- Practices Leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- Develops and maintains positive and effective relationships with provincial and municipal governments, external agencies, and provincial organizations.

Legal Reference(s): British Columbia School Act (S.22, 85)

Adopted: September 2019

Revised: December 2020

Revised: August 2026

Role of the Superintendent

PREAMBLE

The Board of Education recognizes the need for one (1) person to oversee the management of the District to provide coordinated leadership and designates the Superintendent of Schools as the Chief Executive Officer of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent.

The Superintendent reports directly to the Board of Education and is accountable to the Board of Education for the conduct and operation of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent.

POLICY STATEMENT

The Board of Education designates the Superintendent responsible for overall effective administration and educational programs of the District.

The Superintendent ensures that leadership in the District is consistent with the vision, purpose, values, and strategic direction of the Board :

And all Board authority delegated to staff in the District is delegated through the Superintendent.

OBJECTIVES

District Educational Leadership

- Provides leadership
- Specific Areas of Responsibility
- Student Learning
- Provides leadership in all matters relating to education in the District.

- Implement education policies, curriculum, instruction, and assessment ~~s-directions~~ established by the Minister and the Board of Education.

Ensure that students in the District have the opportunity to meet or exceed the standards of education set by the Minister.

- Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long ~~learning~~ learning, and positive citizenship.

- Reports annually on student results achieved.

Student Well-Being

- ~~Ensures that students are provided with a safe, inclusive, and welcoming environment that is free from discrimination (of any kind) and that fosters and maintains respectful and responsible behaviour.~~
- ~~Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behavior.~~
- ~~Ensures that learning environments contribute to the development of skills, knowledge, and habits necessary for the world of work, post-secondary studies, life-long learning, and meaningful engagement in civic and community life.~~
- ~~Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the District.~~
- ~~Ensures the facilities adequately accommodate District students.~~

Fiscal Responsibility

- ~~Ensures the fiscal management of the District by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the boardBoard under the School Act or any other Act or regulation.~~

Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

- ~~Oversees the work of the Secretary-Treasurer in preparing and presenting a Prepares and presents the budget which reflects the Board's strategic plan priorities including strategic plan priorities.~~
- ~~Ensures the Board has timely, accurate, current and relevant financial information.~~

Personnel Management

- Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.
- ~~Promotes at all times a high standard of collaborative professional leadership, effective human relationships and a spirit of educational innovation and advancement throughout the District.~~
- ~~Provides leadership in the supervision and evaluation of principals/vice-principals, teachers, and other staff, with the intent of improving performance.~~
- ~~Establishes organizational roles for staff and arranges the employment of staff necessary to conduct the affairs of the District.~~

Policy/Administrative Procedures

- Provides support to the Board regarding the planning, development, implementation, and evaluation of Board policies.

- Develops, maintains, and communicates and keeps current an Administrative Procedures Manual that ~~is-are~~ consistent with Board policy and provincial policies, regulations, and procedures.

Superintendent/Board Relations

- Establishes and maintains positive, professional working relations with the Board.
- Respects and ~~honours~~honors the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- Provides the information and counsel which the Board requires to perform its role.
- Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Strategic Planning and Reporting

- Leads the development and implementation of the strategic planning process.
- Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan).
- Develop metrics to assess progress on the Strategic Plan and r~~Reports~~ at least annually on results on ~~results achieved.~~

Organizational Management

- Demonstrates effective organization skills resulting in District compliance with all legal, Ministerial, and Board mandates and timelines.
- Builds an organizational structure and promotes a District culture which facilitates positive results, effectively manages emergencies and crisis situations in a team-oriented, collaborative, and cohesive manner.

Communications and Community Connections

- Takes action to ensure open, transparent, positive internal and external communications are developed and maintained.
- Ensures that parents and students have a high level of satisfaction with the services provided and responsiveness of the District.
- Maintains effective relationships within the District and community served by the District, including Indigenous communities and Rights Holders.
- Acts as, or designates, the head of the organization for purposes of the Freedom of Information and Protection of Privacy Act.
- In consultation with the Board Chair, serves as a spokesperson for the District for the media and public to ensure consistent and accurate District messages.

Leadership Practices

- Practices Leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

- Develops and maintains positive and effective relationships with provincial and municipal governments, external agencies, and provincial organizations.

Legal Reference(s):

British Columbia School Act (S.22, 85)

Adopted: September 2019

Revised: December 2020

Revised: ~~August~~ June 2026

Policy 12 – Appendix A

=====

MONITORING SUPERINTENDENT PERFORMANCE

:

Policy/Administrative Procedures

~~Role Expectations:~~

~~RE 5.1 Provides support to the board regarding the planning, development, implementation and evaluation of board policies.~~

~~RE 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with board policy and provincial policies, Regulations and procedures.~~

~~Quality Indicators relative to Policy/Administrative Procedures:~~

~~QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.~~

~~QI 5.2—Demonstrates a knowledge of and respect for the role of the board in policy processes.~~

Superintendent/Board Relations

Role Expectations:

~~RE 6.1—Respects and honours the board's role and responsibilities and facilitates the implementation of that role as defined in board policy.~~

~~RE 6.2—Provides the information and counsel which the board requires to perform its role.~~

~~RE 6.3—Attends all board meetings and makes recommendations on matters requiring board action by providing accurate information and reports as are needed to ensure the making of informed decisions.~~

Quality Indicators relative to Superintendent/Board Relations

~~QI 6.1—Implements board decisions with integrity in a timely fashion.~~

~~QI 6.2—Interacts with the board in an open, honest, proactive and professional manner.~~

~~QI 6.3—Provides the board with balanced, sufficient, concise information and clear recommendations.~~

~~QI 6.4—Ensures board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.~~

~~QI 6.5—Keeps the board informed on sensitive issues in a timely manner.~~

~~QI 6.6—Ensures high-quality management services are provided to the board.~~

Strategic Planning and Reporting

Role Expectations:

~~RE 7.1—Leads the development and implementation of the Strategic planning process.~~

~~RE 7.2—Involves the board appropriately (board identification of priorities and key results, and final board approval of the plan in conjunction with the annual budget).~~

~~RE 7.3—Reports at least annually on results achieved.~~

Quality Indicators relative to Strategic Planning and Reporting:

~~QI 7.1—Ensures key results identified by the board are achieved.~~

~~Q1 7.2—Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the board.~~

~~Legal Reference: —Section 22, 85 School Act~~

~~Adopted: September 2019~~

DRAFT

Delegation of Board Authority

PREAMBLE

The BC *School Act* requires Boards of Education to appoint a Superintendent of Schools and CEO for the school district. The Board delegates the operational responsibilities and authority to the Superintendent to oversee and coordinate the effective administration and educational programs of the District.

POLICY STATEMENT

The Board of Education authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

OBJECTIVES

- Clarify the authority delegated by the Board to the Superintendent.
- Support effective, efficient, and legally compliant district administration.
- Distinguish between matters delegated to the Superintendent and matters reserved for Board decision.
- Ensure significant new initiatives are brought to the Board for discussion and determination of decision-making authority.
- Confirm the Superintendent's authority to establish Administrative Procedures and sub-delegate responsibilities as required.

DELEGATED AUTHORITIES

The Board expressly delegates to the Superintendent, the authority to discipline, suspend or dismiss an employee, subject to the limitations of legislation, collective or contractual agreements and Board policy. Any suspensions or dismissals will be reported to the Board as soon as practicable.

The Superintendent is directed to develop administrative procedures to fulfill Board obligations created by any federal or provincial legislation and in keeping with board-developed policy.

Delegation includes the ability to "sub-delegate" this authority and responsibility as required.

Legal Reference(s): School Act (S. 22, 65(2)c, 74, and 85)

Adopted: September 2019
 August 2026

Delegation of Board Authority

PREAMBLE

The BC School Act ~~requires~~directs school Boards of Education to appoint a ~~S~~superintendent of ~~S~~schools and CEO for the school district. ~~who, under the general direction of~~ the Board ~~allows for the board to~~ delegates ~~certain of its~~the operational responsibilities and authority powers to ~~others~~ the ~~S~~superintendent to oversee and coordinate the effective administration and educational programs of the District.

POLICY STATEMENT

The Board of Education authorizes the ~~superintendent~~Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. ~~This delegation of authority to the superintendent specifically includes:~~

- ~~1. —Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;~~
- ~~2. —Includes the ability to enact Administrative Procedures required to carry out this authority; and;~~
- ~~3. —Includes the ability to sub-delegate this authority and responsibility as required.~~

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

OBJECTIVES

- Clarify the authority delegated by the Board to the Superintendent.
- Support effective, efficient, and legally compliant district administration.
- Distinguish between matters delegated to the Superintendent and matters reserved for Board decision.
- Ensure significant new initiatives are brought to the Board for discussion and determination of decision-making authority.
- Confirm the Superintendent's authority to establish Administrative Procedures and sub-delegate responsibilities as required.

Specifically Delegated Responsibilities**DELEGATED AUTHORITIES**

The Board expressly delegates to the ~~superintendent~~Superintendent, the authority to discipline, suspend or dismiss an employee, subject to the limitations of legislation, collective or contractual agreements and Board policy. Any suspensions or dismissals will be reported to the Board as soon as practicable.

The ~~superintendent~~Superintendent is directed to develop ~~an a~~Administrative ~~p~~Procedures to fulfill Board obligations created by any federal or provincial legislation and in keeping with board-developed policy.

Delegation includes the ability to “sub-delegate” this authority and responsibility as required.

Legal Reference(s):

 School Act (S. 22, 65(2)c, 74, and 85)

Adopted: September 2019
 ~~August~~June 2026

DRAFT

AD HOC POLICY COMMITTEE BOARD REPORT

Date: Monday June 22, 2026

Time: 5:30 pm – 7:00 pm

Venue: School Board Office, Meeting Room 111

Committee Members

Trustees:

Shannon Aldinger, Committee Chair
Janice Caton, Trustee
Michelle Waite, Board Chair

Staff:

Dr. Jeremy Morrow, Superintendent
Harold Cull, Secretary-Treasurer

Regrets: None

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

TERMS OF REFERENCE:

- Term:** Ongoing ad hoc committee
Membership: Two Trustees appointed each school year
Frequency: Monthly meeting (approximately 10 per school year)
Nature: Closed Meetings
Reporting: The Board Report is to be presented at the first Board meeting following the Ad Hoc Committee meeting or as soon after as possible. Recommendations within the report is to be presented to the Board for approval as separate motions.

Mandate:

- 1) Assist the Board to fulfill obligations in Policy 2- Role of the Board (Section 5 – Policy)
- 2) Review, on a regular basis, all policies of the Board and recommend any changes
- 3) Recommend the nature and substance of any new proposed new policies
- 4) Support Superintendent and Secretary-Treasurer with development and maintenance of Administrative Procedures

Membership:

- 1) 2 Trustees
 - 2) Superintendent
 - 3) Secretary Treasurer
 - 4) Board Chair (ex-officio non-voting)
-

1. CALL TO ORDER

The Board of Education acknowledged that we are on the traditional territories of the K'omoks First Nation and thanked them for the privilege of living on their land and the gift of working with their children.

Committee Chair welcomed committee members and called the meeting to order at 5:30 pm.

2. CHECK-IN

3. ADOPTION OF THE AGENDA

4. ONGOING BUSINESS

A. Review Draft Policies

i. Role of the Board

Edits made and ready for submission to the Board in August. Request for consistency in acknowledging partners – students, rightsholders, IEC, partners, and community.

ii. Role of the Superintendent

Edits made and ready for submission to the Board in August.

iii. Delegation of Authority

Edits made and ready for submission to the Board in August.

B. Transition to Education & Policy Committee

If the Board approves the revised Board Committee policy the *Education & Policy Committee* will continue the work reviewing policies in September.

5. ACTION ITEMS

Action Items	Person(s) Responsible	Deadline
• Publish Equity and Non-Discrimination policy with requested editorial changes.	Secretary-Treasurer	June 24, 2026
• Share the above revised policies for Board approval in the August 25 th agenda.	Secretary-Treasurer	August 18, 2026

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Role of the Board policy as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Role of the Superintendent policy as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Delegation of Authority policy as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) review and revise the Childcare Policy.

7. FUTURE MEETING DATES

None.

11. ADJOURNMENT – 7:35 pm

EDUCATION & POLICY COMMITTEE

Terms of Reference

Purpose

The Education & Policy Committee is a standing committee of the Board of Education established to support the Board in fulfilling its governance responsibilities related to student learning, education program and services, and Board policy.

The Committee operates in accordance with the 'Board Committees' policy and these Terms of Reference. Where these Terms of Reference are inconsistent with Board policy, Board policy prevails.

Mandate

The Education & Policy Committee supports the Board of Education by:

- Review matters related to student learning, educational programs, Board policies, and strategic educational priorities.
- Consider information and receive reports from administration to support informed governance and Board decision-making.
- Provide a forum for discussion of educational initiatives, policy development, and emerging issues affecting student success and district operations.
- Make recommendations to the Board of Education on matters referred to the Committee.

Areas of Responsibility

The Education and Policy Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to student achievement through:

- The provision of educational programs for students, including curriculum, instruction, and assessment.
- Student learning, including student support services and learning resources.
- Research on teaching and learning.
- Showcasing district programs and effective teaching practices.
- Periodically and systematically review Board policies and district administrative procedures related to district administration, educational programs, students, and community connections, with the intent of ensuring that policies and procedures remain useful, current, and understandable.
- Recommendations for new and revised policy and administrative procedures related to district administration, educational programs, students, and community connections for Board approval.

- Other matters referred by the Board.

Authority

The Committee is advisory to the Board of Education and supports the Board's governance responsibilities by reviewing matters within its areas of responsibility and making recommendations to the Board.

The Committee operates within the authority established by Board policy and respects the delegation of administrative authority from the Board to the Superintendent.

Committee recommendations are brought forward to the Board of Education for consideration and decision.

Membership

The Chair of the Board will recommend, and the Board will appoint, the Committee Chair and trustee members.

The Board Chair and Superintendent are ex-officio, non-voting member of the Committee.

The following partner groups will be invited to appoint two (2) representatives to participate in Committee discussions:

- K'ómoks First Nation (KFN);
- Indigenous Education Council (IEC);
- Comox District Teachers' Association (CDTA);
- CUPE Local 439;
- Comox Principals and Vice-Principals Association (CPVPA); and
- District Parent Advisory Council (DPAC).
- Student Representatives (where appropriate)

Trustees who are not appointed members of the Committee are welcome to attend meetings as guests, with recommendations brought forward by appointed trustee members.

Committee members who are unable to attend a meeting will arrange for an alternate in accordance with Board policy.

Roles and Responsibilities

The Committee Chair will:

- Preside over Committee meetings;
- Support effective and respectful discussion;
- Ensure matters before the Committee are considered in accordance with its mandate and Board policy; and
- Present or facilitate reporting of Committee recommendations to the Board.

Committee members will:

- Attend and actively participate in meetings;
- Review agendas and supporting materials in advance;
- Contribute relevant knowledge, experience, and perspectives;
- Participate respectfully in Committee discussions;
- Disclose any conflict that arises after appointment as soon as it becomes known; and
- Respect confidentiality where applicable.

Meetings

The Committee will normally meet on the first Tuesday of each month from September through June, in accordance with the annual committee meeting schedule approved by the Board.

Unscheduled meetings may be called with a minimum of three days' written notice.

Meeting agendas and supporting materials will be prepared by staff and distributed at least 48 hours in advance of the meeting.

The designated Associate Superintendent is the staff contact for the Committee.

Recommendations and Reporting to the Board

Only appointed trustee members of the Committee may make recommendations.

No recommendation may be made unless at least two of the three appointed trustee members are present and a majority of the appointed trustee members present vote in favour.

Committee recommendations will be provided to the Board through a written Committee Board Report at the subsequent Regular Board meeting.

Recommendations of the Committee are advisory and are not binding until approved by the Board of Education.

Administrative Support

District staff will provide administrative support for the Committee, including meeting coordination, agenda preparation and distribution, meeting notes, records management, and preparation of the Committee Board Report to the Board.

Review

These Terms of Reference will be reviewed by the Committee as required. Any recommended amendments will be forwarded to the Board of Education for approval and must remain consistent with the Board Committees policy.

SUPPORT SERVICES COMMITTEE

Terms of Reference

Purpose

The Support Services Committee is a standing committee of the Board of Education established to support the Board in fulfilling its governance responsibilities related to the district's financial, operational, human resources, facilities, and infrastructure matters.

The Committee operates in accordance with the 'Board Committees' policy and these Terms of Reference. Where these Terms of Reference are inconsistent with Board policy, Board policy prevails.

Mandate

The Support Services Committee supports the Board of Education by:

- Reviewing matters related to the district's financial stewardship, facilities, operations, human resources, and support services.
- Consider information and receive reports from administration to support informed governance and Board decision-making.
- Examine emerging issues, risks, and opportunities within the district's operational business functions.
- Make recommendations to the Board of Education on matters referred to the Committee.

Areas of Responsibility

The Support Services Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to student achievement through:

- Long-range facilities planning, capital planning, and school naming and closures.
- Enrollment projections, boundary reviews, transportation planning, and other operational matters requiring public consultation.
- Operating, special purpose, and capital budget development, review, and recommendations.
- Financial stewardship, including financial policies, risk management, compliance, financial reporting, and allocation of financial resources to support student learning, district priorities, and long-term sustainability.
- Business operations, financial services, information technology, facilities management, transportation, custodial services, and related support functions.

- At the request of the Board, review of Board policies and district administrative procedures related to support services and human resources with the intent of ensuring that policies and procedures remain useful, current, and understandable.
- Human resources issues excluding labor relations and other confidential personnel matters.
- Recommendations for new and revised policy and administrative procedures related to support services, and human resources for Board approval.
- Other matters referred by the Board.

Authority

The Committee is advisory to the Board of Education and supports the Board's governance responsibilities by reviewing matters within its areas of responsibility and making recommendations to the Board.

The Committee operates within the authority established by Board policy and respects the delegation of administrative authority from the Board to the Superintendent.

Committee recommendations are brought forward to the Board of Education for consideration and decision.

Membership

The Chair of the Board will recommend, and the Board will appoint, the Committee Chair and trustee members.

The Board Chair, Superintendent, and Secretary-Treasurer are ex-officio, non-voting member of the Committee.

The following partner groups will be invited to appoint two (2) representatives to participate in Committee discussions:

- K'ómoks First Nation (KFN);
- Indigenous Education Council (IEC);
- Comox District Teachers' Association (CDTA);
- CUPE Local 439;
- Comox Principals and Vice-Principals Association (CPVPA); and
- District Parent Advisory Council (DPAC).
- Student Representatives (where appropriate)

Trustees who are not appointed members of the Committee are welcome to attend meetings as guests, with recommendations brought forward by appointed trustee members.

Committee members who are unable to attend a meeting will arrange for an alternate in accordance with Board policy.

Roles and Responsibilities

The Committee Chair will:

- Preside over Committee meetings;
- Support effective and respectful discussion;
- Ensure matters before the Committee are considered in accordance with its mandate and Board policy; and
- Present or facilitate reporting of Committee recommendations to the Board.

Committee members will:

- Attend and actively participate in meetings;
- Review agendas and supporting materials in advance;
- Contribute relevant knowledge, experience, and perspectives;
- Participate respectfully in Committee discussions;
- Disclose any conflict that arises after appointment as soon as it becomes known; and
- Respect confidentiality where applicable.

Meetings

The Committee will normally meet on the second Tuesday of each month from September through June, in accordance with the annual committee meeting schedule approved by the Board.

Unscheduled meetings may be called with a minimum of three days' written notice.

Meeting agendas and supporting materials will be prepared by staff and distributed at least 48 hours in advance of the meeting.

The Secretary-Treasurer is the staff contact for the Committee.

Recommendations and Reporting to the Board

Only appointed trustee members of the Committee may make recommendations.

No recommendation may be made unless at least two of the three appointed trustee members are present and a majority of the appointed trustee members present vote in favour.

Committee recommendations will be provided to the Board through a written Committee Board Report at the subsequent Regular Board meeting.

Recommendations of the Committee are advisory and are not binding until approved by the Board of Education.

Administrative Support

District staff will provide administrative support for the Committee, including meeting coordination, agenda preparation and distribution, meeting notes, records management, and preparation of the Committee Board Report to the Board.

Review

These Terms of Reference will be reviewed by the Committee as required. Any recommended amendments will be forwarded to the Board of Education for approval and must remain consistent with the Board Committees policy.

AUDIT COMMITTEE

Terms of Reference

Purpose

The Audit Committee assists the Board in fulfilling its governance and oversight responsibilities for the Districts' system of internal controls, financial reporting, audit, risk management practices, and integrity of financial accountability processes.

The Committee operates in accordance with the 'Board Committees' policy and these Terms of Reference. Where these Terms of Reference are inconsistent with Board policy, Board policy prevails.

Mandate

The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Oversight of the District's system of internal controls, reporting processes, risk management practices, and integrity of financial accountability processes.
- Oversight of external audit activities, including the appointment, independence, performance, and recommendations of the external auditor.
- Review of the annual audited financial statements and related financial disclosures prior to Board approval.
- Oversight of any internal audit activities authorized by the Board.
- Monitoring compliance with applicable financial legislation, regulations, and Board policies.
- Reporting findings and recommendations to the Board.
- Review of auditor performance.
- Other specific audit responsibilities referred by the Board.

Areas of Responsibility

The Audit Committee has the following duties related to the Board's financial processes:

Financial Statements

- Review significant accounting and reporting issues, including complex or unusual transactions discovered by auditors or revealed by a whistleblower.
- Review with management and the auditors the results of the audit, including any difficulties encountered.
- Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles.

- Review with management and the auditors all matters required to be communicated to the Board of Education.

Internal Controls

- To review the overall effectiveness of the Boards' internal controls.
- To review the scope of the auditors' review of internal controls, any significant findings and recommendations by the auditors, and the responses of staff to those findings and recommendations.
- To discuss significant financial risks and the measures management have taken to monitor and manage these risks.

Internal School Accounting Review Program

- To review with the Superintendent and Secretary-Treasurer any significant findings and recommendations during the fiscal year and the responses of management to those findings and recommendations.
- Any difficulties encountered during the process, including any restrictions or limitations on the scope or access to required information at schools.
- Any significant changes to the program.

External Audit

- To review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement, or dismissal of the external auditor, and on the fee and fee adjustment for the external auditor.
- To review the auditor's proposed audit scope and approach.
- To make recommendations to the Board on the content of the external auditor's audit plan and on all proposed major changes to the plan.
- To review and confirm the independence of the external auditor.

Compliance

- Review the findings of any examinations by regulatory agencies, government ministries, and any audit observations.
- Obtain updates from management and, when required, updates from legal counsel regarding compliance matters.

Authority

The Committee is advisory to the Board of Education and supports the Board's governance responsibilities by reviewing matters within its areas of responsibility and making recommendations to the Board. In carrying out its functions and duties, the Audit Committee has the authority to:

- Retain counsel, accountants, or other professionals to advise or assist the Audit Committee, with the prior approval of the Board.
- Meet with or require the attendance of staff, auditors, legal counsel, or representatives from a reporting entity of the Board at meetings of the Audit Committee; and require

such persons or entities to provide any information and explanation that may be requested.

- Meet with the Board's external auditor, counsel, accountants, or other professionals, without the presence of staff, where the Audit Committee determines it is appropriate.
- Require the Boards' auditors to provide reports to the Audit Committee.
- Access to all records of the Board.

The Committee operates within the authority established by Board policy and respects the delegation of administrative authority from the Board to the Superintendent.

Committee recommendations are brought forward to the Board of Education for consideration and decision.

Membership

The Chair of the Board will recommend, and the Board will appoint, the Committee Chair and trustee members.

The Board Chair and Superintendent are ex-officio, non-voting members of the Committee.

Additional membership includes two (2) external community members who must meet all of the following eligibility requirements:

- a) Are a Canadian citizen who is 18 years of age or older and a resident of British Columbia.
- b) Has accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board.
- c) Is not an employee or officer of the Board at the time of appointment.
- d) Does not have a conflict of interest at the time of appointment.
- e) Is not an undischarged bankrupt or a person who would be disqualified under the School Act or any other enactment from being nominated for, being elected to, or holding office as a trustee of the Board.
- f) Was identified by a trustee of the Board or by the Selection Committee as a potential candidate for appointment to the Audit Committee.

A person is considered to have a conflict of interest where their parent, child, or spouse is employed by, or serves as an officer of the Board.

Candidacy and selection of external community members will be identified and recommended by the Superintendent, a member of senior management, and Audit Committee Chair brought forward to the Board Chair for recommendation of appointment.

Trustees who are not appointed members of the Committee are welcome to attend meetings as guests, with recommendations brought forward by appointed trustee members.

Committee members who are unable to attend a meeting will arrange for an alternate in accordance with Board policy.

Roles and Responsibilities

The Committee Chair will:

- Preside over Committee meetings;
- Support effective and respectful discussion;
- Ensure matters before the Committee are considered in accordance with its mandate and Board policy; and
- Present or facilitate reporting of Committee recommendations to the Board.

Committee members will:

- Attend and actively participate in meetings;
- Review agendas and supporting materials in advance;
- Contribute relevant knowledge, experience, and perspectives;
- Participate respectfully in Committee discussions;
- Respect confidentiality where applicable;
- Submit a written conflict-of-interest declaration upon first appointment and at the first Committee meeting of each fiscal year;
- Disclose any conflict that arises after appointment as soon as it becomes known;
- Declare any potential financial benefit involving themselves, a parent, child, or spouse at the start of the meeting;
- Withdraw from discussion and voting on any matter in which a conflict exists; and
- Ensure the nature of any declared conflict is recorded in the meeting minutes.

Meetings

The committee will normally meet on a quarterly basis from September through June, in accordance with the annual committee meeting schedule approved by the Board.

Unscheduled meetings may be called with a minimum of three days' written notice.

Meeting agendas and supporting materials will be prepared by staff and distributed at least 48 hours in advance of the meeting.

The Assistant Secretary-Treasurer is the staff contact for the Committee.

Recommendations and Reporting to the Board

Appointed trustee members of the Committee are responsible for making recommendations to the Board.

Recommendations may be advanced when at least two of the three appointed trustee members are present and a majority of the appointed trustee members present vote in favour.

Committee recommendations will be presented to the Board through a written Committee Board Report at the subsequent Regular Board meeting.

Recommendations of the Committee are advisory and are not binding until approved by the Board of Education.

Administrative Support

District staff will provide administrative support for the Committee, including meeting coordination, agenda preparation and distribution, meeting notes, records management, and preparation of the Committee Board Report to the Board.

Review

These Terms of Reference will be reviewed by the Committee as required. Any recommended amendments will be forwarded to the Board of Education for approval and must remain consistent with the Board Committees policy.

BRIEFING NOTE

TO: Board of Education **DATE:** August 25, 2026
FROM: Lelaina Jules - Joe Heslip
District Principal - Associate Superintendent
RE: Indigenous Education Enhancement Agreement Update

Purpose

To provide an update on the Indigenous Education enhancement agreement goals, actions and obligations to Indigenous students.

Background

After community and school district consultations in 2013, SD71's third Indigenous Education Enhancement Agreement (IEEA), formally Aboriginal Education Enhancement Agreement, was signed in September 2014. The IEEA is a working agreement between the school district and local Indigenous communities designed to improve Indigenous student success. It also establishes a collaborative partnership between Indigenous communities and the school district that involves governance, shared decision making and specific goal setting to support the educational and cultural needs of Indigenous students. While the IEEA expired in 2019, the Indigenous Education Council (IEC) decided to extend the term as the goals are longitudinal in scope. The four goals of the IEEA are: 1 – To increase every Indigenous student's sense of belonging, cultural identity and self-esteem, 2 – To increase the academic success of all Indigenous students through personalized learning, 3 – To increase the awareness and understanding of First Nations, Inuit, and Métis history, traditions and culture for all students, 4 – To increase Indigenous students' skills, qualities and confidence in leadership.

Indigenous Education Priorities

- Indigenous Support Workers (ISW) in every school and NIDES online to support Indigenous students within the 4 identified goals listed above in enhanced ways. New ISW Mentor position has been successful in better supporting ISWs through site-based visits as well as regional and seasonal capacity building gatherings.
- Provide district-wide foundational learning opportunities that foster place-based Indigenous ways of knowing, being, and doing through experiences in the Kumugwe Big House, land-based learning centered on Indigenous knowledge systems and practices, and teacher liaison meetings.
- Supporting priority Indigenous students through the culturally centered Warriors Society and Kwezens Society.
- Increasing the awareness and understanding of First Nations, Inuit, and Métis history with the Ni'nixsola Program (Elders in Residence) and Cultural Presenters Program.
- Celebrate Indigenous student success by hosting the first annual District Indigenous Graduation Ceremony.

- Be in good reciprocal relationships with rights holders, partner groups, Indigenous Education Council, and school district employees for guidance and to do this work collaboratively.
- Honour the Local Education Agreement by working collaboratively with K'ómoks First Nation and its members to support expression of interest processes for the use of local Indigenous artwork and local languages in schools and educational resources.

Challenges

- As we offer support and programming to more than 1800 diverse Indigenous (First Nations, Inuit, and Métis) students, filling all support and teaching positions can be difficult.
- Indigenous Education is not the responsibility of one department or a small group of staff. Advancing equity and success for Indigenous students requires a collective commitment across the district. Our role is to provide leadership, guidance, and support as we work alongside schools and departments; however, meaningful progress depends on each of us upholding our professional responsibilities to create equitable and inclusive learning environments for Indigenous students and, ultimately, for all students.

Next Steps

- We will continue to strengthen and expand existing supports and programming for Indigenous students while remaining responsive to the guidance and direction of the Indigenous Education Council and Indigenous rights holders. This work requires balancing sustained action with meaningful engagement to ensure our efforts align with community priorities and support Indigenous student learning, well-being, and success.
- Continue to strengthen reciprocal relationships.

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Indigenous Education Enhancement Agreement Update, as presented.

BRIEFING NOTE

TO: Board of Education **DATE:** August 25, 2026
FROM: Jennifer Nelson, Assistant Secretary Treasurer
RE: Trustee Remuneration

Background

At a meeting of the Board, held on October 24, 2023, the Board passed the following motion:

THAT the Board of Education of School District No. 71 (Comox Valley) increase the rates each subsequent July 1st by the BC Consumer Price Index (All items) for the May-to-May comparison.

Information

The CPI (May to May average – all items), was made available in June 2026, and is 2.1%. Trustee Remuneration will be adjusted by this percentage amount.

The former and new Trustee Remuneration is as follows:

Former Trustee Remuneration (Annual)		New Trustee Remuneration (Annual) July 1, 2026	
Chair	\$26,128	Chair	\$26,677
Vice-Chair	\$24,136	Vice-Chair	\$24,643
Trustee	\$22,723	Trustee	\$23,200

Respectfully submitted,

Jennifer Nelson

Jennifer Nelson, CPA, CGA
Assistant Secretary-Treasurer