

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

A G E N D A

**REGULAR OPEN SCHOOL BOARD MEETING
MEETING HELD AT BOOTH MEETING ROOM
AND ON ZOOM**

Tuesday, March 10, 2026- 7:00 P.M.

1. **Adoption of Agenda**
2. **Presentation(s):**
 - 2.1 Jean Marogna – Walking School Bus
3. **Approval of the Minutes of the**
 - 3.1 Open Board Meeting Held on February 17, 2025 (p. 3)
4. **Necessity of Closed Meeting and Agenda**
 - 4.1 Approval of Agenda
 - 4.2 Approval of Minutes of the In-Camera Meeting held February 17, 2025
 - 4.3 Human Resources Report
 - 4.4 Secretary-Treasurer's Report
 - 4.5 Other
 - 4.6 Legal Items
 - 4.7 Information Items
 - 4.8 Old Business
 - 4.9 Items for Release
5. **Correspondence**
 - 5.1 Addressed to the Board
None
 - 5.2 Copied to the Board
 - 5.2.1 February 13, 2026 letter of support from Pacific Blue Cross re: Tumbler Ridge Tragedy (p. 10)
 - 5.2.2 February 19, 2026 letter of support for SD 60 from SD 5 re: Education Assistant Loan Forgiveness (p. 11)
6. **Superintendent of Schools' Report**
 - 6.1 For Board Information:
 - 6.1.1 Enrolment
 - 6.1.1.1 Enrolment graph (p. 12)
 - 6.1.2 Upcoming Projects/Learning/Other
7. **Secretary-Treasurer's Report**
 - 7.1 Statement of Operations January 2026 (p. 13)
 - 7.2 2026-27 Budget Update
 - 7.3 Port Essington Bylaw (p. 14)
 - 7.4 School Fees and Deposits (p. 16)
 - 7.5 2026-27 Board Meeting Schedule (p. 18)

- 7.6 January 2026 Operations Department Reports (p. 19)
- 7.7 January 2026 Information Technology Department Report (p. 20)

8. **Committee Reports**

- 8.1 Finance & Building Committee **(Trustees Beil, Maier, Horne)**
- 8.2 Framework for Enhancing Student Learning **(Trustees Horne, Toye)**
- 8.3 Provincial Council **(Trustees Horne, Sanchez)**
- 8.4 Policy Committee **(Trustees Maier, Toye)**
 - 8.4.1 March 4, 2026 Meeting minutes (p. 21)
 - 8.4.2 Policies for Approval
 - 8.4.2.1 7210 – Annual Budget Policy (p. 22)
 - 8.4.2.2 7215 – Surplus Policy (p. 23)
 - 8.4.3 Policies for Review
 - 8.4.3.1 1440– Diversity and Inclusion Policy (p. 26)
 - 8.4.3.2 3510 – School Closure Policy (p. 28)
 - 8.4.3.3 6240 – Annual Board Agenda Policy (p. 32)
 - 8.4.4 Other
 - 8.4.4.1 Policy Review for Boards of Education (p. 34)
- 8.5 District Technology Steering Committee **(Trustee Horne)**

9. **Old Business**

10. **New Business**

11. **Information Items**

- 11.1 Spring Break. March 16-27, 2026
- 11.2 Good Friday, April 3, 2026
- 11.3 Easter Monday, April 6, 2026
- 11.4 BCSTA AGM, April 9-11, 2026
- 11.5 BCSSA, April 16, 17, 2026
- 11.6 Board of Education meeting, April 21, 2026
- 11.7 Professional Development Day, April 24, 2026

12. **10 Minute Question and Answer Period**

13. **Adjournment**

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

MINUTES

**REGULAR OPEN SCHOOL BOARD MEETING
MEETING HELD IN THE BOOTH MEETING ROOM
Tuesday, February 17, 2026 – 7:00 P.M.**

Trustees Present: J. Beil, J. Horne, K. Toye, D. Dalton, L. Sanchez

Staff Present: A. Samoil, E. Vazquez, T. Dickens, R. Edzerza, P. Khaira, K. MacIlroy, L. Burger,
C. Rourke, A. Lihou

Regrets: K. Maier

Chair Toye acknowledged that the meeting is being held on traditional Ts'msyen territory. The meeting was called to order at 7:01 p.m.

1. Adoption of Agenda

Motion 20260217-1.0a

Beil "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the Agenda is approved as presented."

Carried

Chair Toye asked that all in attendance take a moment to acknowledge what has recently happened in Tumbler Ridge and to allow a space to have empathy and to feel what that community is going through.

Chair Toye shared that Trustee Pucci has resigned from the Board. The timing of his resignation does not require another election. She expressed deep gratitude for the time he served on the board.

2. Presentation

The Superintendent, Andrew Samoil introduced Roberta Edzerza and Mandy Lawson from the Indigenous Implementation Department to present on Indigenous Implementation Day. This year it was hosted at CHSS. The theme was Gylks Ni-itsk.....Nii'Nagoox (Looking back.....Looking Forward).

This was the biggest turnout ever.

Spencer Greening came to do an ignite session. His presentation was inspiring and set the stage for the breakout sessions later in the day.

Carolyn Roberts was the first Keynote on Re-Storying Education and Enacting the 4 R's in Educational Leadership. She will be coming up to teach NITEP teachers in the future.

Kim Spencer, a local author from Kitkatla, presented on her upcoming book releases "Here for a good time" and "Springtime in Kitkatla"

The Git Waas drumming group performed. The powerful presentation was very moving. The growth and leadership coming from this group is remarkable.

Christina Leighton, the Food Sovereignty coordinator at CHSS prepared and fed everyone fish bowls with 4 student helpers.

There were two breakout sessions in the afternoon which were approximately 50 minutes each. The sessions included Sm'algyax Videos, Numeracy, T's Red Dress, Metis, Storytelling on the Land, Art Drawings, Dsi'is/Ya'as Dii, Library Supports, Seasonal Rounds, Writer's Workshop, Art Drawings and Drumming.

Trustees thanked them for the presentation and all the hard work that went in to planning a

fabulous day of learning.

3. **Approval of the Minutes of the**

3.1 Open Board Meeting held January 20, 2026

Motion 20260217-3.1

Dalton "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the minutes of the open Board meeting held
January 20, 2026 be approved as presented".

Carried

4. **Necessity of Closed Meetings and Agenda**

- 4.1 Approval of Agenda
- 4.2 Approval of Minutes of the In-Camera Meeting held January 20, 2026.
- 4.3 Human Resources Report
- 4.4 Secretary-Treasurer's Report
- 4.5 Other
- 4.6 Legal Items
- 4.7 Information Items
- 4.8 Old Business
- 4.9 Items for Release

Motion 20260217-4.0a

Horne "Be it resolved by the Board of Education of School District No. 52
Beil (Prince Rupert) that the closed meeting be held and that agenda
items 1 through 9 be approved."

Carried

5. **Correspondence**

5.1 Addressed to the Board
None

5.2 Copied to the Board

- 5.2.1 January 12, 2026 letter from SD 83 to The Minister of Finance re: Increase of remuneration limit on SOFI report.
- 5.2.2 January 19, 2026 letter from SD 8 to Ministers Beare and Ma re: Aligning BCs Education and Child Care Dedicated, Ongoing Funding to Expand Affordable, School-Based Child Care.
- 5.2.3 January 20, 2026 letter from SD 20 to Minister of Health re: Concerns about Vaping and the Impact on our Students.
- 5.2.4 January 20, 2026 letter from SD 20 to Ministers Osborne and Beare re: Urgent Concerns about Youth Vaping and its Impact on Students.

Motion 20260217-5.2.1

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the letters 5.2.1 be received and filed."

Carried

Motion 20260217-5.2.2

Horne "Be it resolved by the Board of Education of School District No. 52
Beil (Prince Rupert) that the letters 5.2.2 be received and filed."

Carried

Motion 20260217-5.2.3

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the Board wishes to write a letter of support"

Carried

The Board would like emphasis put on the product advertising and flavours that are favourable to children. The warnings on the package are not the same as those on tobacco products.

Motion 20260217-5.2.4

Horne "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the Board wishes to write a letter of support"

Carried

6. Superintendent of Schools Report

6.1 For Board Information:

6.1.1 Field Trips

The Superintendent, Andrew Samoil presented the list of approved field trips and answered questions from Trustees.

6.1.2 Enrolment

The Director of Instruction, Carla Rourke reported enrolment is 1779 on January 31, 2026.

6.1.2.1 Enrolment graph

Review of graph and trends.

6.1.3 Upcoming Projects/Learning/Other

Superintendent Samoil shared that:

Basketball zones have been happening for Sr. Girls and Jr. and Sr. Boys teams. They are all going to Provincials. Wrestling zones in Smithers Feb 15th. They won a banner and will be heading to Provincials. Colton Hilbert won most inspirational wrestler. The girls basketball team is not going to Provincials but Alexandra Lincoln Bear won MVP and Kaitlyn Leang won player of the game.

Mrs. Clifton's First Nations Art 11/12 class hosted their third annual art show, showcasing incredible talent. This year, students created stunning designs and hand painted beautiful artwork on drums.

Two students were selected at the Prince George Debate Tournament to represent CHSS at the Debate Provincials. Chase McWilliams and Shawn Pettit will be travelling to the competition.

Careers 12 students dazzled staff with their creative and thoughtful capstone projects.

Mrs. Sawka's BCFP12 and EFP12 classes enjoyed the Museum of Northern BCs Winter Feast Tour.

Dueck's Social Justice 12 fundraised and donated \$450 to the North Coast Transition Society.

Mr. Barak's Auto Shop class completed their go-cart builds.

There is a group of dedicated student leaders working hard on a Black History Month event for February 26th.

PRMS' grade 7 students went on a ski trip Feb 5 and on Feb 6 they held Francophonie Day with many activities in the morning and skating, curling and a movie in the afternoon.

Kindergarten registration has been happening at all elementary schools from Feb 1-15.

Roosevelt planned Carnaval/Winter Olympics on Feb 5, with many fun

activities for students throughout the day.
 The HR department organized a district wide curling rink social on Feb 5.
 MDI surveys with grade 5 students have occurred around the district.
 Pineridge Olympics on Feb 10 – Teachers each submitted a country and an activity for students.
 Marlene Clifton drumming at schools Feb 9-13.
 All- Native Basketball tournament Feb 14-21.

Early Learning & Child Care:

The floor plan of the new childcare building will be scaled down due to budget constraints. The ministry is currently reviewing our request to decrease by 21 spaces. The number of new spaces will be 90 compared to the original application for 111 new spaces. The programs offered in the new building will be for younger children: under 36 months (36 spaces) and 30 months to school age (54 spaces). Before and After school aged programs will remain at each elementary school site and Sunnyside at Booth building. The team will reschedule a virtual meeting late March early April with the trustees to share progress and the revised floor plan. Kindergarten registration is going well at all elementary school sites. The Early Years Fair at the end of February will provide families with another opportunity to register their children for Kindergarten if they have not already been at their catchment school.

6.1.4 2026-27 Calendars – Current and Draft Proposal

Motion 20260217-6.1.4	
Horne	"Be it resolved by the Board of Education of School District No. 52 (Prince Rupert) that the draft 2026-27 calendar be approved as presented."
Dalton	
Carried	

7. Secretary Treasurer’s Report

7.1 Statement of Operations January 2026
 The Secretary-Treasurer presented the Statement of Operations December 2025 report and answered questions from Trustees. There is a positive variance on revenue of \$9202 and expenses at the end of January of \$128,551. Trustees questioned about rental variance.

7.2 2025-26 Amended Annual Budget

Motion 20260217-7.2a	
Beil	"Be it resolved by the Board of Education of School District No. 52 (Prince Rupert) that all three readings of the Amended Annual Budget Bylaw for fiscal year 2025/26 be read at the same meeting ."
Horne	
Carried	

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 52 (PRINCE RUPERT) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.

2. This bylaw may be cited as School District No. 52 (Prince Rupert) Amended Annual Budget Bylaw for fiscal year 2025/2026.

3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$38,803,658 for the 2025/2026 fiscal year was prepared in accordance with the Act.

4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

Motion 20260217-7.2b

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the Amended Annual Budget Bylaw for fiscal year 2025/2026 be read a first time the 17th day of February, 2026." **Carried**

Motion 20260217-7.2c

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the Amended Annual Budget Bylaw for fiscal year 2025/2026 be read a second time the 17th day of February, 2026." **Carried**

Motion 20260217-7.2d

Beil "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the Amended Annual Budget Bylaw for fiscal year 2025/2026 be read a third time, passed and adopted the 17th day of February, 2026." **Carried**

7.3 January 2026 Operations Department Report
The Secretary-Treasurer presented the January 2026 Operations Department report and answered questions from Trustees.

7.4 January 2026 Information Technology Department report
The Secretary-Treasurer presented the January 2026 Information Technology Department Report and answered questions from Trustees.

8. Committee Reports

8.1 Finance & Building Committee **(Trustees Beil, Maier, Horne)**

8.2 Framework for Enhancing Student Learning **(Trustees Horne, Toye)**
Did not meet

8.3 Provincial Council **(Trustees Horne, Sanchez)**
Coming up on February 20, 2026.

8.4 Policy Committee **(Trustees Toye, Maier)**

8.4.1 February 9, 2026, meeting
Trustee Beil presented the minutes of the February 9, 2026, meeting of the Policy Committee and answered questions from Trustees.

8.4.2 Policies for Approval
8.4.2.1 7220 – Purchasing and Tendering Policy

Motion 20260217-8.4.2.1

Beil	“Be it resolved by the Board of Education of School District No. 52	
Horne	(Prince Rupert) that the policy 7220 –Purchasing and Tendering	
	policy be approved as presented.”	<u>Carried</u>

8.4.3 Policies for Review
8.4.3.1 6315– Delegation to the Superintendent Policy
8.4.3.2 7210 – Annual Budget Policy
8.4.3.3 7215 – Surplus Policy

Motion 20260217-8.4.3

Beil	“Be it resolved by the Board of Education of School District No. 52	
Horne	(Prince Rupert) that policy 6315 be deleted.”	<u>Carried</u>

6315 is outlined in the role of the superintendent – Committee would like to remove this policy

Motion 20260217-8.4.3

Beil	“Be it resolved by the Board of Education of School District No. 52	
Horne	(Prince Rupert) that policies 7210 – Annual Budget and 7215 -	
	Surplus Policy be sent to partner groups for comment and review.”	<u>Carried</u>

8.5 District Technology Steering Committee
Have not met

9. **Old Business**

None

10. **New Business**

None

11. **Information Items:**

- 11.1 Board Chairs Call, February 19, 2026
Chair Toye noted that the Board Chairs call is on February 19, 2026.
- 11.2 Provincial Council, February 20, 2026
Chair Toye noted that the Provincial Council is on February 20, 2026.
- 11.3 Early Years Fair, February 28, 2026
Chair Toye noted that the Early Years Fair is on February 28, 2026.
- 11.4 Children;s Festival, March 7, 2026
Chair Toye noted that the Children;s Festival is on March 7, 2026.
- 11.5 Board of Education Meeting, March 10, 2026
Chair Toye noted that the Board of Education Meeting is on March 10, 2026.
- 11.6 Spring Break, March 16 to 27, 2026.
Chair Toye noted that the Spring Break will be on March 16 to 27, 2026.

12. **10 Minute Question and Answer Period**

Q – Are Trustees aware that a significant amount of money comes into the District through Remedy for classes that don't fit the collective agreement requirement and that in those classes students cannot learn, they don't feel safe and this is causing teacher burnout leading to medical leave and resignations. The government has more money earmarked for education that is currently being used to support the destruction of education instead of contributing effectively to the general operating funding to contribute to general operating requirements. Per pupil funding needs to increase.

A – Thank you for your comment. We are on the same page and feel the current funding model does not support our students.

13. **Adjournment**

Chair Toye adjourned the meeting at 8:38 p.m.



February 13, 2026

We are devastated by the tragic events in Tumbler Ridge, and we extend our deepest condolences to the families, friends, and community members impacted. During this time of mourning, we stand with the Tumbler Ridge community and all those grieving across British Columbia. We extend our heartfelt thanks to the education community and first responders for their courage and commitment in the face of extraordinary circumstances.

Pacific Blue Cross is here to support you and plan members during this difficult time. We recognize the impact on the residents of Tumbler Ridge and the surrounding area, as well as those living throughout British Columbia and beyond.

Across our website and online portals, we have highlighted available mental health and crisis supports. If you or one of your plan members is struggling, this resource can help:

www.pac.bluecross.ca/mentalhealth

Employee and Family Assistance Programs (EFAP) can offer meaningful support during this time. If your plan design does not include access to an EFAP service, our partner Homewood Health has opened their support centres for anyone experiencing emotional distress following this incident. Free confidential support is available 24/7 by calling [1-833-375-0269](tel:1-833-375-0269).

Finally, if there is anything Pacific Blue Cross can do to further support you and your plan members, please let us know. We are committed to offering care, compassion, and support.

Sincerely,

PACIFIC BLUE CROSS

A handwritten signature in black ink, appearing to read "S. Hoffman", with a long horizontal flourish extending to the right.

Sarah Hoffman
President and Chief Executive Officer



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

February 19, 2026

Board of Education Peace River North (SD60)
c/o Helen Gilbert, Board Chair
10112 – 105 Avenue
Fort St. John, BC V1J 4S4

Dear SD60 Board of Education:

RE: SD60 Email Dated January 15, 2026, Education Assistant Loan Forgiveness

At the School District 5 (SD5), Southeast Kootenay public Board Meeting of February 10, 2026 the Board carried the following motion:

THAT a letter of support be written to School District 60 regarding the request to include educational assistants in the Canada Student Loan Forgiveness Program.

School District 5, Southeast Kootenay (SD5) Board of Education is strongly in support of requesting that Educational Assistants (EAs) also be eligible for loan forgiveness, as they are an integral part of K – 12 education and Boards across the province continue to rely on unqualified EAs to work with children, due to recruiting challenges.

Unfortunately, due to timing issues, this letter will not reach you prior to the BCSTA AGM 2026 submission date of February 9th, 2026. However if your Board has put forward a motion requesting that the BCSTA advocate to Hon. John Zerucelli, Secretary of State for Labour to extend eligibility to educational assistants working in designated underserved rural or remote communities, to receive up to \$30,000 and \$15,000 respectively in loan forgiveness over five years), our Board would certainly be voting in favour of the motion.

We also wish to extend our thanks to the Board of Education, Peace River North (SD60) for their advocacy in this matter and appreciate your commitment to sharing information re: the new teacher eligibility for loan forgiveness in designated underserved rural or remote communities with others who may not yet be aware of this change.

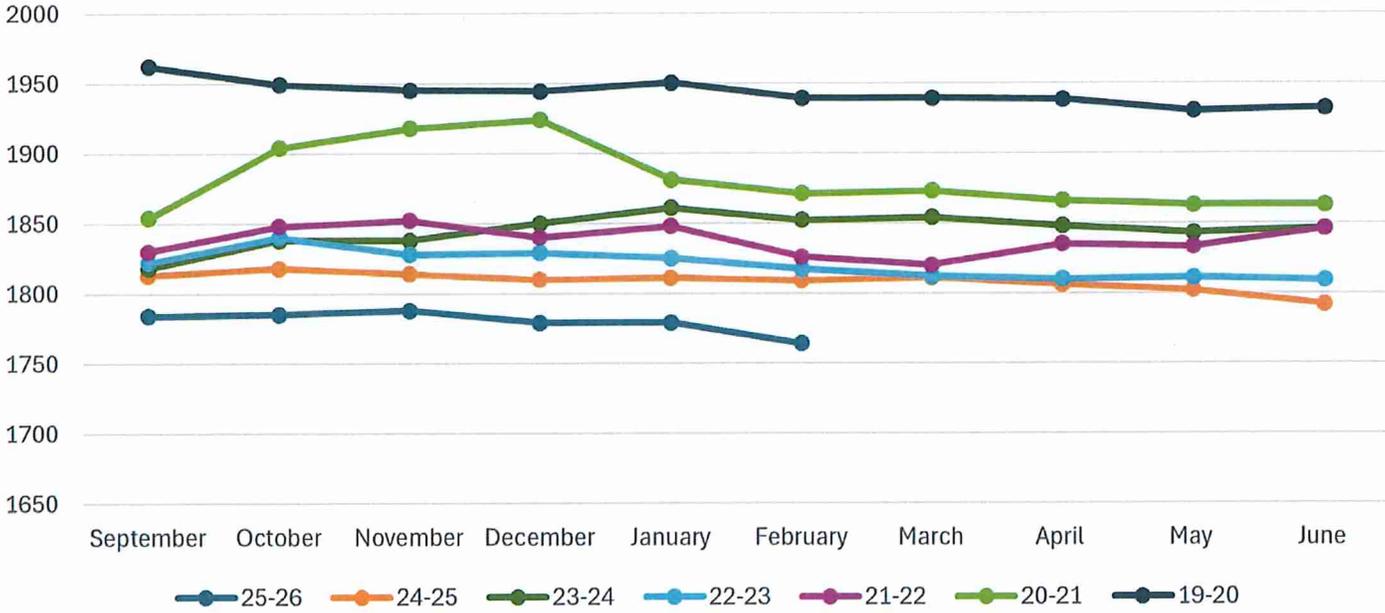
Sincerely,

Doug McPhee, Board Chair

Cc: BCSTA, for distribution to Boards of Education

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner

Enrollment over the past 7 Years



The Board of Education of School District #52 (Prince Rupert)
Unaudited Statement of Operations/Operating Fund
February 28, 2026

OPERATING FUND	YTD Budget 2025/26	Jul - Feb ACTUALS	Variance Favourable (Unfavour- able)	%	AMENDED ANNUAL BUDGET 2025/26
REVENUE					
Provincial Grants, MECC	16,101,535	16,101,535	-	0.0%	27,128,264
LEA Funding From First Nations	755,748	755,748	-	0.0%	1,386,131
Provincial Grants, Other	19,490	19,490	-	0.0%	32,483
International Student Tuition	47,700	47,700	-	0.0%	47,700
Other Revenue	72,856	94,926	22,070	30.3%	296,851
Rentals & Leases	74,760	72,760	(2,000)	-2.7%	122,890
Interest Income	106,000	120,714	14,714	13.9%	159,000
Total Revenue	17,178,089	17,212,873	34,784	0.2%	29,173,319
EXPENSE					
Salaries					
Teachers	6,578,642	6,546,386	32,256	0.5%	11,147,728
Principals & Vice-Principals	1,211,745	1,211,745	-	0.0%	1,942,233
Education Assistants	1,461,547	1,503,294	(41,747)	-2.9%	2,453,543
Support Staff	1,481,777	1,451,781	29,996	2.0%	2,335,537
Other Professionals	1,310,796	1,309,837	959	0.1%	2,005,182
Substitutes/Replacements	695,771	702,004	(6,233)	-0.9%	1,139,210
Total Salaries	12,740,278	12,725,047	15,231	0.1%	21,023,433
Employee Benefits	2,972,444	2,965,090	7,354	0.2%	5,035,112
Total Salary & Benefits	15,712,722	15,690,137	22,585	0.1%	26,058,545
Services & Supplies	2,020,452	1,999,889	20,563	1.0%	3,509,735
Total Expense	17,733,174	17,690,026	43,148	0.2%	29,568,280
Net Revenue (Expense)	(555,085)	(477,153)	77,932	14.0%	(394,961)
Indigenous Ed Surplus Included	-	-	-		
Drawn from Reserves	-	-	-		744,961
Capital Asset Purchases	(285,055)	(285,055)	-		(350,000)
Surplus (Deficit) for Year	(840,140)	(762,208)	77,932	9.3%	-

DISPOSAL OF PROPERTY BYLAW NO. ____ - 2026

WHEREAS:

A. The Board of Education of School District No. 52 (Prince Rupert) (in these bylaws called the "Board") may exercise a power with respect to the acquisition or disposal of property owned or administered by the Board only by bylaw;

B. The Board is the registered, legal and beneficial owner of the following parcels or tracts of land together with the improvements and fixtures thereon located in the former townsite of the community of Port Essington, in the Province of British Columbia:

- (i) PID: 014-908-336 Lot 3 Block 8 District Lot 45 Range 5 Coast District Plan 537;
- (ii) PID: 014-908-361 Lot 4 Block 8 District Lot 45 Range 5 Coast District Plan 537;
- (iii) PID: 014-907-135 Lot 3 Block 7 District Lot 45 Range 5 Coast District Plan 537;
- (iv) PID: 014-907-151 Lot 4 Block 7 District Lot 45 Range 5 Coast District Plan 537;

(in these bylaws collectively called the "Property");

C. The Board wishes to dispose of the Property by selling the Property to His Majesty the King in Right of the Province of British Columbia as represented by the Minister of Indigenous Relations and Reconciliation (in these bylaws called the "Province") for the gross purchase price of \$40,000.00 in Canadian currency pursuant to a Purchase and Sale Agreement made between the Board as seller and the Province as buyer (in these bylaws called the "Purchase Agreement");

D. A matter precedent to the disposal of the Property by the Board is to obtain an order of the Minister of the Ministry of Education and Childcare (in these bylaws called the "Minister") under Part 7 of the *School Act*, R.S.B.C. 1996, c. 412 as amended (in these bylaws called the "Act");

E. The Board wishes to authorize the Secretary-Treasurer and the Superintendent, or either one of them, to, *inter alia*, seek the order of the Minister approving of the disposal of the Property and to enter into, execute and deliver the Purchase Agreement and all other agreements, instruments and documents arising from or in connection with the disposal of the Property to the Province.

NOW THEREFORE be and it is hereby resolved that:

- 1) The Board enter into, execute and deliver the Purchase Agreement.
- 2) The Board, having received a copy of the Purchase Agreement, hereby approves the form and content thereof which approval shall be evidenced by the signature of the Secretary-Treasurer and the Superintendent, or either one of them.
- 3) The Secretary-Treasurer and the Superintendent, or either one of them, be and hereby are empowered to execute and deliver to the Province on behalf of the Board the Purchase Agreement and that the Secretary-Treasurer and the Superintendent, or either one of them, be and they are hereby further empowered to perform all acts and to execute and deliver all further documents and instruments necessary to carry out the full meaning and intent of these bylaws and sell the Property to the Province and any one is so empowered or authorized.

- 4) The Board dispose of the Property by selling the Property to the Province pursuant to and in accordance with the Purchase Agreement.
- 5) The Secretary-Treasurer and the Superintendent, or either one of them, be and hereby are empowered to seek and obtain an order from the Minister under Part 7 of the Act approving of the disposal of the Property to the Province.
- 6) All acts, contracts, agreements, instruments, proceedings, appointments and payments made, done and taken by the Secretary-Treasurer and the Superintendent, or either one of them, by reason of or in connection with the disposal of the Property to the Province prior to the adoption of this bylaw be and the same are hereby approved, ratified and confirmed.

This bylaw may be cited as "School District No. 52 (Prince Rupert) Disposal of Property Bylaw No. ____-2026."

READ A FIRST TIME THE ____ DAY OF _____, 2026.

READ A SECOND TIME THE ____ DAY OF _____, 2026.

READ A THIRD TIME, PASSED AND ADOPTED THE ____ DAY OF _____, 2026.

Chair of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 52 (Prince Rupert) Disposal of Property Bylaw No. ____ - 2026 adopted by the Board the ____ day of _____, 2026.

Secretary-Treasurer

School Supplies/fees/deposits 2026-27

School	
Conrad Street Elementary School District 52 825 Conrad Street 250-624-4935	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Lax Kxeen Elementary School District 52 601 William Booth Way 250-624-6218	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Pineridge Elementary School District 52 1700 Sloan Avenue 250-627-7054	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Port Edward Community School 633, Sunset Drive, Port Edward 250-629-3551	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Ecole Roosevelt Park Community School 800 Summit Avenue 250-624-6126	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Prince Rupert Middle School District 52 417 9 th Avenue West 250-624-6757	Hockey Academy \$750
Charles Hays Secondary School District 52 201 Prince Rupert Blvd 250-624-5031	See lists provided

2026-27 School Fees and Deposits CHSS

CHSS

Textbook Deposit	\$50.00	Special arrangements are made for those who are unable to pay this deposit. Refundable upon graduation providing textbooks are returned.	
Textiles	varies	School will supply basic project materials, however, Grade 9 – 12 students can purchase their own materials and supplies.	Student materially benefits – projects chosen and kept by the student.
Shop/Technology	varies	School will supply basic project materials, however, in grade 9 – 12 students can provide own materials and supplies or purchase from the school.	Student materially benefits – projects chosen and kept by the student.
Art 9 – 12 Photography 10-12	Varies \$50 camera deposit Other costs vary	School will supply basic project materials. Students may choose to purchase additional project materials. Deposit refundable with return of an undamaged camera at the end of a course. School will supply basic project materials. Students may choose to purchase additional project materials.	Student materially benefits – projects chosen and kept by the student.
Workbooks for Accounting, Maths and Science	\$30	Students may wish to purchase their own workbooks rather than use the schools.	Student materially benefits.
Guitar 10-12 Deposit	\$50	Students may bring their own guitar to class. The deposit is refunded upon the return of an undamaged guitar.	
Youth Train in Trades	Varies	Students may be required to purchase textbooks, tools or work wear.	Student materially benefits.
Foods	varies	School will supply basic materials; however, Grade 9 – 12 students can purchase their own supplies for special projects.	Student materially benefits – projects chosen and kept by the student.



BOARD MEETINGS

2026-27

<u><i>Date</i></u>	<u><i>Meeting</i></u>
September 22, 2026	Regular Board Meeting
October 20, 2026	Regular Board Meeting
November 3, 2026***	Regular Board Meeting
November 17, 2026	Regular Board Meeting
December 15, 2026	Regular Board Meeting
January 19, 2027	Regular Board Meeting
February 16, 2027	Regular Board Meeting
March 9, 2027	Regular Board Meeting
April 20, 2027	Regular Board Meeting
May 18, 2027	Regular Board Meeting
June 15, 2027	Regular Board Meeting

***Elections



Monthly Report to the Board

February 2026

Facilities:

Booth Commercial Kitchen should have all the appliances and sinks hooked up. Flooring will be installed in the new fish processing area and the floor drains in the main kitchen will be repaired. We are still waiting for the electrical schedule for the MUA (make up air) exhaust fans and fires suppression.

New Benq 75" smart TV 's were installed at Pineridge and Conrad

57 work orders were completed.

Custodial:

Regular cleaning and disinfection of all district buildings

Energy &

Conservation:

All HVAC and ventilation systems are working with minor adjustments daily

Transportation:

In town trips 19

Out of town 7

Health & Safety:

Regular school and district monthly meetings



IT Board Meeting Report
March 2026

1. Updated District Printer Management Software

The IT department has upgraded from the legacy Ricoh Equitrac system to Ricoh Tungsten ControlSuite, a single, integrated platform for secure printing, document capture, and workflow automation. This fully integrated platform combines secure printing, document capture, and workflow automation in a single solution. Moving to Tungsten ControlSuite aligns with long-term technology modernization, and reduces reliance on obsolete systems, and positions the school district for more efficient and secure document management going forward.

2. Windows 11 upgrade

The IT Department is also actively upgrading computers across the school district to Windows 11, and this initiative will continue for all district devices. The upgrade improves compatibility with supported Microsoft platforms and helps ensure a secure, stable, and reliable technology environment for both staff and students.

Report prepared by
Paramjit Khaira

School District No. 52 (Prince Rupert)
Policy Committee
Monday, March 4, 2026
1:00 pm

MINUTES

In Attendance : Andrew Samoil
Kate Toye
Enrique Vazquez
Tammy Dickens

The meeting was called to order at 1:13 p.m.

1. Policies for Approval
 - a. 7210 – Annual Budget Policy
 - b. 7215 – Surplus Policy

The committee agreed to send Policies 7210 and 7215 for approval to the board meeting.

2. Policies for Review
 - a. 1440 – Diversity and Inclusion Policy
 - b. 3510 – School Closure Policy
 - c. 6240 – Annual Board Agenda Policy

The committee agreed Policies 1440 and 3510 be sent for review at the board meeting. The committee would like to delete policy 6240. This will be brought to the board meeting to request a motion to delete.

3. Other Business

None

Meeting Adjourned 1:42 p.m.

Next Meeting: Monday, April 13, 2026

Policy No. 7210
Date Approved: 9-Sep-2014
Date Amended: October 12, 2021

7210 Annual Budget Policy

~~Financial decisions are based on the strategic plan and the Framework for Enhancing Student Learning. The annual budget is a financial plan that reflects the vision of the school district and supports the educational program for the fiscal year. A three-year financial plan outlines how funding will be used to support the strategic plan and other operational needs of the district.~~

~~Opportunities will be provided for meaningful input from all partner groups concerned with school district operations, as set out in the regulation attached to this policy. Major assumptions and risks considered in the preparation of the budget will be disclosed. The accumulation and use of operating surplus will be considered as part of the budget consultation process.~~

The Board recognizes that certain revenue and expenditures are fixed in nature and that remaining budget choices will be made amongst competing priorities. The Board's decision will take into account the strategic plan and other operating needs of the district. Approval of the budget, and of any amendment to the budget, will occur in a public meeting of the Board.

Monthly ~~expenditure reports comparing spending with budget~~ Operating statements ~~comparing budget variance~~ will be provided to the Board during the school year. A Financial Statement Discussion and Analysis will be provided to the Board with the annual audited financial statements.

For significant capital projects quarterly progress reports will be provided to the Board which will outline spending, achievement of milestones and risks related to timelines and project budget.

REFERENCES

School Act, 111

[K-12 Public Education Financial Planning and Reporting Policy, Ministry of Education](#)

7215 – Surplus Policy

7210-10 – Annual Budget Regulation

Policy No. 7215
Date Approved:
Date Amended: October 12, 2021

7215 **Surplus Policy**

The Board of Education believes in the appropriate management of operating surplus funds to address both short-term and long-term needs of the school district. The management of accumulated operating surplus recognizes that it is an indicator of the district's financial health.

During the annual budget consultation process the Board will consider the availability of accumulated operating surplus funds and the allocation of those funds between internally restricted surplus and unrestricted surplus (including contingency funds).

Internally Restricted Surplus

There are three categories under which the Board may designate internally restricted surplus funds:

- ~~1) Funds with external constraints that do not meet the criteria for Special Purpose Funds
e.g. Aboriginal Education funds; Special Education funds; School Generated funds~~
 - ~~2) Funds for anticipated unusual expenses
e.g. Ministry projects; Employee benefits; Emergent events~~
 - ~~3) Funds for items requiring more than one year
e.g. Future years' budgets; School and Department surpluses carried forward;
School replacement studies; Capital projects~~
- Restricted due to the nature of constraints on the funds;
 - Restricted for anticipated unusual expenses identified by the board; and
 - Restricted for operations spanning multiple school years.

Local Capital

~~There are three sources of local capital:~~

- ~~1) The Board's portion of any proceeds from the disposition of capital assets;~~
- ~~2) Transfers from operating funds; and~~
- ~~3) Interest earned on local capital funds.~~

Transfers of operating funds to local capital will be for specific initiatives related to the Board's strategic plan or other operational needs of the district. **Examples include**

~~vehicle replacement, computer system upgrades, and renovation or replacement of administrative and operational buildings.~~ Accumulated Operating Surplus shall not be transferred to Local Capital without supporting detail for which capital projects these Local Capital funds will be expended. Until such time as the funds can be identified for a specific Local Capital funded project, the funds shall be retained in the Accumulated Operating Surplus.

Future Capital Cost Share

Treasury Board requires the Ministry of Education to review district surplus funds and determine funds that are available to contribute towards major capital projects. When a project has been approved for concept plan or business case development, the Board may restrict operating surplus funds for that project.

Inter-Fund Transfers

In some cases funds need to be transferred between the operating fund, special purpose funds and the capital fund. These transfers are authorized through a Board motion. In some cases this approval will be done through the approval of a budget or the annual financial statements. Approval of inter-fund transfers related to confidential matters (such as land, legal or personnel) will be considered in an in-camera board meeting.

Funding Protection

~~The district recognizes that funding protection is a temporary resource for the district. Ministry of Education policy will result in the eventual elimination of funding protection and, therefore, the district will move towards an operating budget that will not include these funds. As a result the district will, during the annual budget consultation process, consider the allocation of spending from funding protection for items which are not ongoing costs.~~

Unrestricted Surplus (Contingency)

Any surplus funds which have not been restricted by the Board are unrestricted surplus funds. The Board will consider the use of such funds in subsequent budget approvals.

The allocation of surplus towards contingency is a prudent measure which will enable the district to manage unexpected costs and reduced revenue that may arise during a school year. Contingency funds should be maintained at a value between ~~2%~~ 1.5% and 4% of the district's operating budget.

Specifically:

1.1 The first priority for the use of these funds shall be, in no specific order:

- 1.1.1 The elimination of any deficit arising at the end of a fiscal year of operations.
- 1.1.2 The incurring of new cost pressures in a fiscal year that were not known at the time of budget development.
- 1.1.3 The payment of severance (wages and benefits) upon termination of a non-union employee without cause.
- 1.1.4 The settlement of any legal action that is not covered by the School Protection Program.
- 1.1.5 Initial one-time cost outlays for new educational programs where an investment in non-technology related learning resources is required (non-technology related refers to computer technology).
- 1.1.6 Coverage for disaster recovery expenditures.
- 1.1.7 Extraordinary unknown utilities cost pressures.
- 1.1.8 Replacement of equipment essential to the continuation of educational programming in schools or district facilities.
- 1.1.9 To appropriate to balance the next year's budget.
- 1.1.10 Unanticipated changes in revenue.

1.2 In recognizing that the use of the unrestricted portion of its Accumulated Operating Surplus represents a one-time use of funding, the Board will incorporate into its future budget planning processes, strategies to re-establish the unrestricted accumulated surplus to the 1.5% - 4% of annual revenue. Such strategies may be implemented over a period of two years.

REFERENCES

- 6310 – Role of the Board Policy
- 7210 – Annual Budget Policy

Policy No. 1440

Date Approved: January, 11, 2011

Date Amended: June 8, 2010, 20-Sept-2013, December 8, 2015; ~~deleted 11-Oct-2016;~~
updated 12-Sept-2017, Nov 10, 2020

Position Responsible for updates:

1440 Diversity and Inclusion Policy

The Board of Education is committed to a safe and inclusive learning and working environment for all students, employees, and members of the school community, based on the principles of respect, acceptance, and equity. The Board of Education recognizes and supports the BC Human Rights Code which prohibits discrimination based on race, colour, ancestry, place or origin, religion, marital status, family status, physical and mental ability, sexual orientation, or gender identity or expression.

Diversity among people is one of the most prominent features of British Columbia's society. The Board of Education is firmly committed to recognizing and honouring the diversity of all members of the school community.

The Board will strive to create and maintain conditions that foster success for all students and that promote fair and equitable treatment for all. These conditions include:

1. Equitable access to, and equitable participation in, quality education;
2. School cultures that value and celebrate diversity, and respond to the diverse social and cultural needs of the communities they serve;
3. School cultures that promote understanding of others and respect for all;
4. Learning and working environments that are inclusive, safe and welcoming, and free from discrimination, harassment, and violence;
5. Decision-making processes that give a voice to all members of the school community;
6. Policies and practices that promote fair and equitable treatment.

The Board is committed to:

1. Creating an environment in the school district which is consistent with the B.C. Human Rights Code;
2. Providing students with cognitive, social-emotional, and physical access to educational programs that will assist them in participating in, and contributing to, a diverse society;

3. Hiring employees on the basis of ability and qualifications, and who are representative of the diverse population the district serves;
4. Reducing language and cultural barriers;
5. Communicating effectively with all students, parents, guardians, employees and partner groups. to ensure that each person has a voice and is treated with dignity and respect through an appropriate and constructive process.

REFERENCES

School Act, Regulations and Orders

BC Human Rights Code (1996)

1410 - - District Code of Conduct Policy

1440-10 - - Multiculturalism Regulation

1440-20 - - Sexual Orientation/Gender Identity and Expression Regulation

4320-10 - - Bullying and Harassment Regulation

Policy No. **3510**
Date Approved:
Date Amended: **February 15, 2022**

3510 School Closure Policy

POLICY

~~The Board is committed to providing broad community consultation when considering the permanent closure of school buildings owned by the Board.~~

~~Permanent closure means closing a school for a period in excess of twelve (12) months. Closures of schools for the purpose of repairs, renovations, or additions is not a permanent closure.~~

~~The Board of Education is responsible under the School Act for the management of the schools in its school district and for the custody, maintenance and safekeeping of all property owned or leased by the board, as well as for the effective and efficient use and operation of school buildings and associated grounds.~~

~~From time to time the Board may consider the possible closure of a school or schools in the District as authorized by the *School Act*. This policy sets out the processes that will be followed by the Board in the event it is to consider such a possibility. The Board may close schools for reasons including but not limited to:~~

- ~~• Declining enrollment resulting in a school no longer being educationally, operationally, or economically viable;~~
- ~~• Restructuring of educational programs, consolidation of operations, relocation of students to other schools, or similar, such that the school is deemed surplus to the District's educational needs; and~~
- ~~• Replacement of a school with a newly constructed school.~~

~~Permanent closure of a school is a significant event and therefore before a closure is effected, the Board will follow a process that provides for sufficient consultation with those who are or may be impacted by the possible closure.~~

~~The process for considering a school closure is as follows:~~

- ~~1. Initial Resolution
 - ~~a. If the possible closure of a school is to be considered, the Board must pass a resolution at a regular open meeting of the Board determining that it will consider the closure of a school or schools within the district.~~~~

- b. The Board must provide the public with no less than two weeks' notice that such a resolution will be considered at an upcoming open meeting.
- c. If the Board passes such a resolution, the consultation process set out below must occur prior to any final decision regarding the closure or closures under consideration by the Board.

2. Consultation Process

- a. The community and any relevant constituencies (including but not limited to parents, students, First Nations, employee groups, community members and community organization(s)) will be provided an opportunity to provide input, information and opinion(s) to the Board through the consultation process.
- b. The Board will give fair consideration to public input before making any final decision with respect to school closure(s).
- c. The consultation process will last at least sixty days measured from the date the Board passes a resolution providing for the consideration of a school closure or closures.
- d. To support effective participation from the public in the consultation process, the Board will disclose relevant facts and information that will or may be considered by the Board in respect of the school closure(s) being considered. Such disclosure may include:
 - i. The specific school(s) for which closure is being considered;
 - ii. The reasons for the potential closure of the school(s);
 - iii. The general effect of the potential closure(s) on surrounding schools;
 - iv. The number of students potentially affected at both the closed school(s) and surrounding schools;
 - v. The effect of the potential closure(s) on student transportation;
 - vi. Educational program implications for any affected students;
 - vii. The proposed date of the closure(s);
 - viii. Financial considerations;
 - ix. Impact on the Board's capital plan;
 - x. Proposed use of the closed school(s); and
 - xi. Any other relevant information which will be considered by the Board related to the possible closure.
- e. At any time prior to the conclusion of the consultation process, members of the public may provide written submissions to the Board in respect of school closure(s) under consideration. Information and directions regarding the provision of such submissions to the Board will be provided to the public within twenty days of the Board passing a resolution or bylaw providing for the consideration of school

closure(s). The information and directions will advise potential correspondents that their written response may be referred to and made public as part of the consultation process, unless the correspondent specifically states in the written response that the correspondent wishes their name and address to remain confidential.

- f. The Board will hold a minimum of one public consultation meeting to hear opinion and submissions from the public regarding the school closure(s) under consideration. The Board may hold additional public consultation meetings as it deems necessary in order to meet its obligation to receive and consider public input.
- g. The time and location of any public consultation meetings will be advertised to the public to ensure the community and relevant stakeholders are provided adequate advance notice of the meeting(s). Notice will include written notification to students and/or parents/guardians of students currently attending the school(s) considered for closure and public notice in local print or online newspapers and/or electronic postings on the Board's website. Specific notice will also be provided to affected or potentially affected First Nations.
- h. At any public consultation meeting(s), the Board will welcome input on all matters relevant to the school closure(s), including the following:
 - i. The implications or consequences of the potential school closure;
 - ii. implementation plans including the timing of the potential closure;
 - iii. options that the Board should consider as alternatives to the potential closure;
 - iv. the possibility of future enrolment growth in the area of the potential closure;
 - v. possible future uses for the school building or property; and
 - vi. other relevant written submissions provided to the Board by members of the public.
- i. Minutes will be kept of any public consultation meeting(s). The Board will also maintain the following consultation records: advertising and notice of meetings, meeting agendas and dates, working group and public community consultation meeting submissions, names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, a record of questions asked and responses given, and any other related correspondence to and from the Board.

3. Decision of the Board

- a. The Board may vote to close the school, not to close the school, or make another decision, based on the results of the consultation process, which may include

engaging in further consultation on options other than the school closure(s) under consideration.

- b. A decision to close a school or schools must be effected by the Board through the passing of a bylaw.

4. Notification of the Minister

- a. If the Board decides to proceed with a school closure or closures pursuant to section 72 of the *School Act*, the Board will, without delay, provide the Minister with written notification of the decision containing the following information:
 - i. The school's name'
 - ii. The school's facility number,
 - iii. The school's address, and
 - iv. The date on which the school will close.

5. Opportunities for Students Displaced by a School Closure

- a. The Board will ensure that any students displaced by a school closure will have opportunities to receive an appropriate educational experience in another school in the district or otherwise.

REFERENCES

BC Ministry of Education School Act, Section 73

BC Ministry of Education, School Opening and Closure Order, 194/08

BC Ministry of Education, School Building Closure and Disposal Policy

3510-10 School Closure Regulation

6240 Annual Board Agenda

To fulfil its responsibilities, the Board will follow an annual agenda cycle.

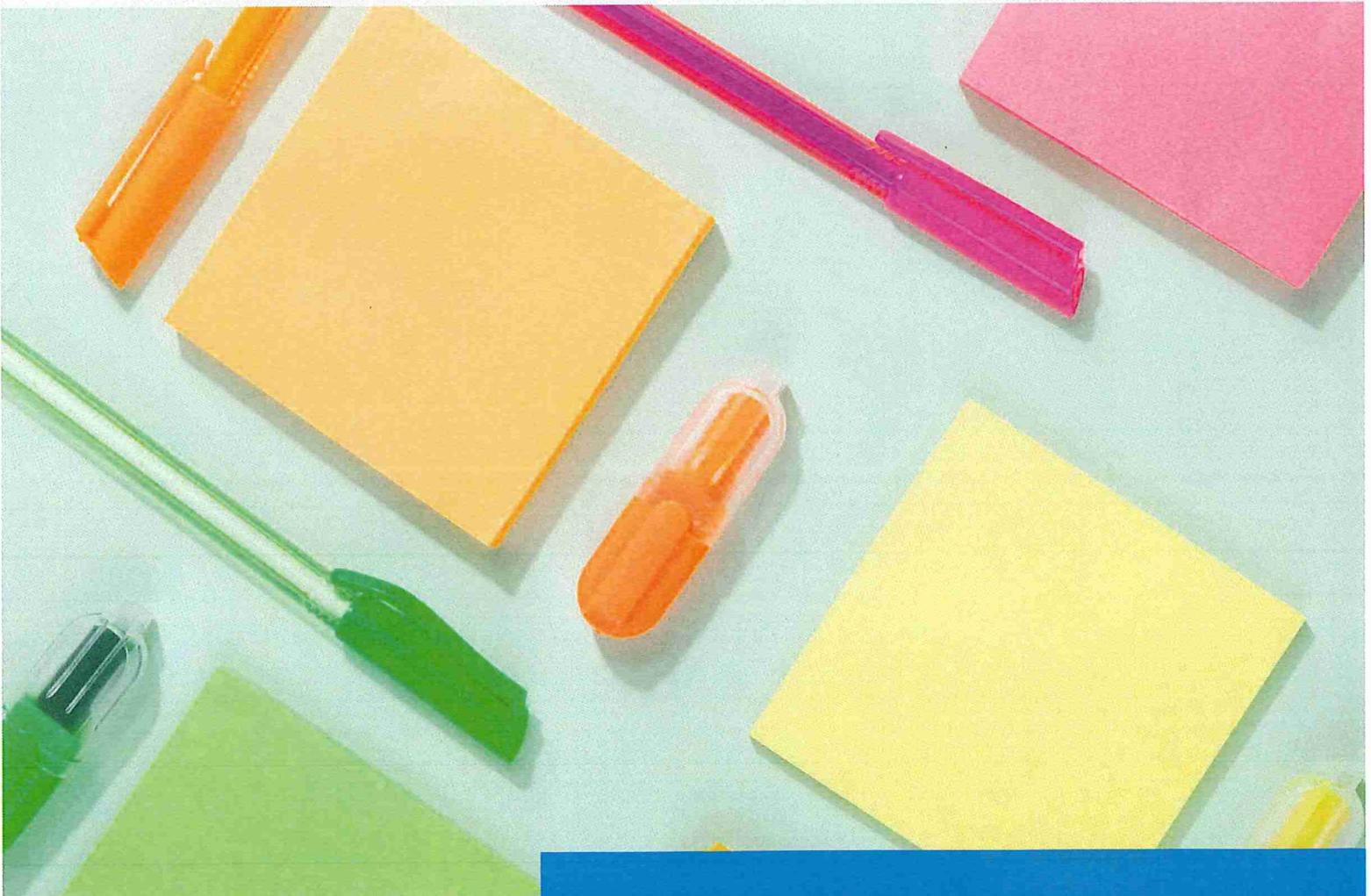
1. The order of business for regular open board meetings is set out in section A.3 of Bylaw No. 1 - Procedural Bylaw.
2. The order of business for regular in-camera board meetings is as follows:
 - Approval of Agenda
 - Approval of Minutes
 - Human Resources Report
 - Secretary-Treasurer Report
 - Other
 - Legal Items
 - Information items
 - Old Business
 - Items for Release
3. The expected timing of major Board approvals and reports is as follows:

Description	J	A	S	O	N	D	J	F	M	A	M	J
Annual Audited Financial Statements			X									
Positions of Special Responsibility				X								
Organization of Classes Report				X								
Approval of Auditors				X								
Election of Officers					X							
Approve Annual Budget Consultation Dates						X						
Present School Calendar for Consultation							X					
Amended Annual Budget								X				
Approve School Calendar									X			

Description	J	A	S	O	N	D	J	F	M	A	M	J
Indigenous Education Partnership Agreement Annual Report									X			
Approve School Fees and Deposits									X			
Annual Budget										X		
Carbon Neutral Action Report												X
Daycare Leases												X
Capital Budget												X
Approve Board Meeting Dates												X

Policy Review for Boards of Education

BOARD POLICY REVIEW
ADVISORY COMMITTEE



Policy Review for Boards of Education

CONTRIBUTIONS FROM:



Policy Review for Boards of Education

Policy work is integral for boards of education to ensure effective governance. Policies provide strategic, values-based oversight and establish standards for the school district. They also ensure accountability to the local community and support the board's statutory role under the *School Act*.

Effective policies create strong governance by ensuring values-driven leadership that strengthens strategic oversight, supports sound decision-making, and creates conditions for student success.

PURPOSE: Policies serve as the board's primary resource expressing values and priorities while delegating implementation and operationalization to the superintendent. The board is responsible for developing, updating, and maintaining these policies.

ROLE: Policy development is about setting a board's governance framework and is solely the work of, and within the purview of, the board of education.

CLARITY: Policy defines roles and responsibilities, emphasizing the distinction between governance (policy and oversight) and operations (administrative procedures and day-to-day management).

TRANSPARENCY AND ACCOUNTABILITY: Policies require open decision-making and set measurable standards for ethical conduct and performance.

COMMUNITY ENGAGEMENT: Encourages public input and builds trust.

An effective policy manual is a living document that should be maintained and reviewed regularly to ensure it remains current, relevant and responsive to evolving needs.

In alignment with board policies, administrative procedures describe how the superintendent and staff implement board policy and other operational matters. Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guide the day-to-day operations of the school district.

Board Policy Review Advisory Committee

In June 2025, the BCSTA and Ministry of Education and Child Care identified the need for boards of education to review and modernize their policy manuals. As a result, the Board Policy Review Advisory Committee was established to develop guiding documentation to support boards of education in this work.

The Advisory Committee members, who include representatives of education partner groups, were appointed in June 2025. The committee has met eight times from July 2025 to January 2026 to develop materials to support boards in their policy review. The documentation developed by the committee aims to assist boards in establishing their governance direction and strategic vision by formulating a comprehensive set of foundational policies. The committee also acknowledges the importance of local district autonomy when developing policies that align with each district's priorities.

The committee:

- identified exemplar policies for reference
- developed materials to support boards in policy work
- provided clarity between policy and administrative procedures
- suggested workflow over three phases

PHASE 1: REVIEW OF THE DISTRICT'S POLICY MANUAL.

- Evaluate the structure used for policy manuals.
- Update and/or develop the core 13 foundational policies.
- Archive/delete any outdated policies.
- Identify policies that are operational and delegate to the superintendent to develop/update administrative procedures.

PHASE 2: UPDATE AND DEVELOP THE REMAINING POLICIES.

PHASE 3: DEVELOP A WORKPLAN FOR ONGOING REVIEW AND UPDATE OF POLICIES.

Note: Boards should follow their own Policy Development process as outlined in policy.

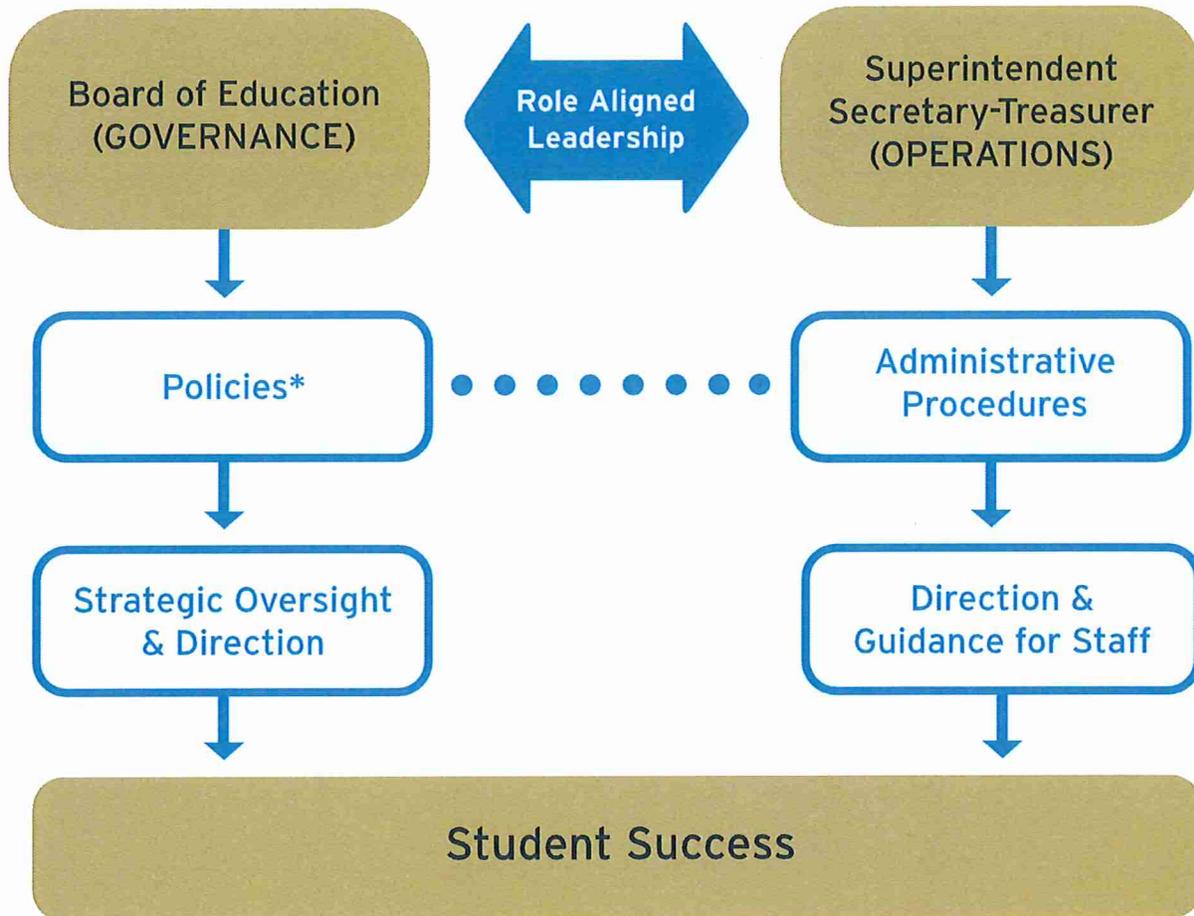
The goal is for boards of education to review and modernize board policies listed in Phase 1 of the documents by October 2026 and then continue updating policy manuals through the 2026-2030 term.

Board Policy Review Advisory Committee members:

- **Carolyn Broady**, BCSTA Past President, Board Liaison and Committee Chair
- **Jen Mezei**, Burnaby, Vice-Chair
- **Kelli Sullivan**, Vernon, Chair
- **Sherri Bell**, Greater Victoria, Official Trustee
- **Pius Ryan**, North Vancouver, Superintendent, BCSSA Liaison
- **Jennifer Woollends**, Quesnel, Secretary-Treasurer, BCASBO Liaison
- **Connor Morris**, Director, Public K-12 Policy & Communications, FNEESC Liaison
- **David Nelson**, Director, Member Support Services, BCPVPA Liaison
- **Kiersten Fisher**, Executive Director, Governance and Legislation Branch, Ministry of Education and Child Care Liaison
- **Michael Rossi**, Deputy CEO, BCSTA
- **Maggie Yuen**, Executive Administrator, BCSTA
- **Suzanne Hoffman**, Consultant

Board Policy Review:

Policy (GOVERNANCE) & Administrative Procedures (OPERATIONS)



POLICY sets out the principles, expectations, and rules guiding how a school district is governed and operates.

ADMINISTRATIVE PROCEDURES are detailed rules, guidelines, and processes developed by the superintendent or senior administration in alignment with school board policies.

*Some boards may have governance bylaws in their policy manual. Refer to *Appendix A* for more information about bylaws.

Definitions: Policy, Bylaw and Administrative Procedure

WHAT IS SCHOOL BOARD GOVERNANCE?

- A policy-based system through which the board establishes direction.
- Focusing the district on continuous, evidence-informed improvement in student learning and well-being.
- Ensuring clear delegation of authority with accountability.

Structures	Who's Responsible	What
Policy	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
Standing/ Operational Bylaw	Board	A bylaw is a type of policy with a higher level of process attached to it. Refer to <i>Appendix A</i> for more information about bylaws.
Administrative Procedure	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

	Policy	Administrative Procedure
Purpose	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
Focus	The "why" and the "what" for boards of education	The "how" for staff
Authority	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
Examples	Role of Board Chair, Role of Board, Role of Superintendent, Trustee Code of Conduct, Board Delegation of Authority, Recruitment and Selection of Personnel	Personnel practices, field trip approvals, student registration, emergency preparedness, provision of AED & Naloxone kits
Change Process	Formal board motion required, including notice of motion	Operational updates are communicated to the board by the superintendent.

Why This Distinction Matters

- Keeps the board focused on strategy and outcomes
- Preserves administrative authority and flexibility
- Strengthens accountability and role clarity
- **POLICY:** *"The district will strive to ensure all students have equitable access to technology."*
- **ADMINISTRATIVE PROCEDURE:** *"IT will assign devices through the district inventory system and monitor replacement cycles."*

Policy vs. Admin Procedure Decision Matrix

Question	Policy	Admin Procedure
Does it express a belief, value, or principle?	✓	
Is it required by Legislation?*	✓	✓
Does it direct day-to-day operations?		✓
Does it give strategic direction to the district?	✓	
Does it primarily involve detailed steps, timelines, or forms?		✓
Is it required to be approved by the board?	✓	
Can it be changed without board approval?		✓

Policy:

STUDENT HEALTH AND SAFETY: *"The Board is committed to providing a safe, healthy, and inclusive learning environment for all students and staff."*

Administrative Procedure:

ANAPHYLAXIS MANAGEMENT: *"School administrators will ensure individual care plans are in place for students with life-threatening allergies, including staff training and emergency response protocols."*

ADMINISTRATION OF MEDICATION: *"Designated staff will administer medication to students in accordance with medical authorization forms, storage requirements, and documentation standards."*

CONCUSSION MANAGEMENT: *"Staff will follow return-to-learn and return-to-play protocols for students who sustain a suspected concussion."*

STUDENT MEDICAL CONDITIONS: *"Schools will maintain records and implement supports for students with chronic or complex medical needs."*

Exemplar Policies to Govern Effectively

Topics that should be covered in policies
(not necessarily individual policies, topics can be embedded in different policies)

Phase 1 Policies to Govern Effectively		
Policy	District	Policy
Role of the Board	Abbotsford	Policy 2 (LINK)
Role of the Superintendent	Delta	Policy 12 (LINK)
Delegation of Authority <i>(if not already incorporated in Role of the Superintendent) ** would be optimal to have a stand-alone policy</i>	West Vancouver	Policy 12 (LINK)
Foundational Statements	Langley	Policy 1 (LINK)
Role of the Trustee	Comox	Policy 3 (LINK , p12)
Role of the Board Chair	Okanagan Skaha	Policy 5 (LINK)
Role of the Vice-Chair	West Vancouver	Policy 7 (LINK)
Trustee Code of Conduct (Includes Conflict of Interest)	Abbotsford	Policy 6 (LINK)
Recruitment and Selection of Personnel <i>(if not already incorporated in Role of the Superintendent)</i>	Langley	Policy 15 (LINK)
Policy Development	Vancouver	Policy 10 (LINK)
Indemnification (Bylaw)*	* Please refer to Appendix A for more information about bylaws and exemplars	
Trustee Election (Bylaw)*		
Appeals (Bylaw)*		

* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.

Policies for future phase

Policy	District	Policy
Board Governance Operations	Langley	Policy 7 (LINK)
Board Committees	Comox	Policy 8 (LINK , p52)
Board Representation/ Representative	Abbotsford	Policy 9 (LINK)
Accumulating Operating and Surplus	Vancouver	Policy 19 (LINK)
Financial Planning and Reporting	Cowichan	Policy 24 (LINK)
School Closure Policy (and Bylaw) - Catchment/reconfiguration	Langley Burnaby	Policy 14 (LINK) Policy 12 (LINK)
Child Care	Kamloops Thompson	Policy 18 (LINK)
Student Transportation	Okanagan Skaha	Policy 18 (LINK , p81)
Disposal of Land (Bylaw) and Improvements	Abbotsford	Policy 20 (LINK)
Trustee Renumeration and Professional Development - Includes Trustee expenses	Maple Ridge Pitt Meadows	Policy 2920 (LINK)

Policy Category	Policies
Required by Legislation	<ul style="list-style-type: none"> • Bylaws: Appeals, Indemnification/Trustee Election* • Budget • Capital • Disposition of land • Child Care • Exempt Staff • Hardship • School Closure • Procedural bylaws
Suggested Policies to assist in effective decision making	<ul style="list-style-type: none"> • Trustee remuneration • Board evaluation and monitoring • Trustee professional development • School catchment
Examples of Local Policies reflecting unique community context	<ul style="list-style-type: none"> • Student trustee • Racial equity • Business companies
Examples of Policies that should be Administrative Procedures	<ul style="list-style-type: none"> • Anaphylaxis • Field trips • Video Surveillance • Provision of Menstrual Products to Students • Physical Restraint and Exclusion in Schools

** ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.*

Policy Development Process for Boards of Education

(BOARD TO REVIEW WITH SR STAFF AND/OR CONSULTANT)

1. PURPOSE

- Why are we doing this review?
- Why is it important for your board?
- How does this help your board with your governance and how it operates?
- Determine your board's comfort level for what can be accomplished.
 - Can all the policies be updated/reviewed within a four-year term?
- How does this policy change help boards free up more time to strategically set a positive direction for the district instead of simply rubber-stamping decisions?

2. STRUCTURE

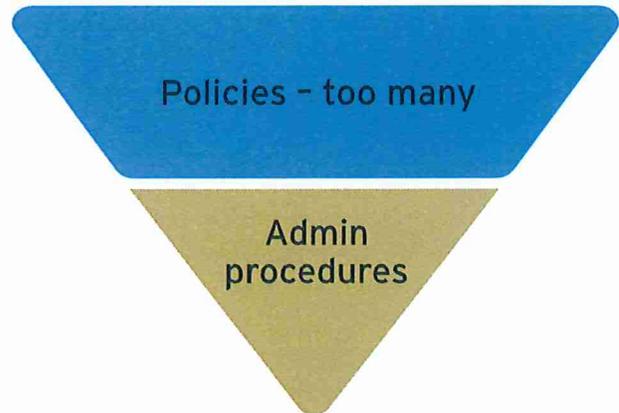
- Policy development is the work of the board of education, and it is solely the purview of the board.
- Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
- They are the board's policies, so, as a group, decide IF, when, who, or how consultation might take place.
 - When appropriate, consider engaging partner groups.
 - When appropriate, may need community engagement.

- What is your board's structure for policy development/review?
 - Does the board have a good understanding of policy vs. administrative procedures (AP's)?
- What is your policy review process? (See point 3 below)
 - Which policies need to be deleted? Amalgamated? Revised?
 - Which policies should be administrative procedures?
- How will your new policies be updated?
 - Will a replacement policy manual be adopted all at once, by one motion?
 - Will you adopt one policy at a time?

3. POLICY REVIEW

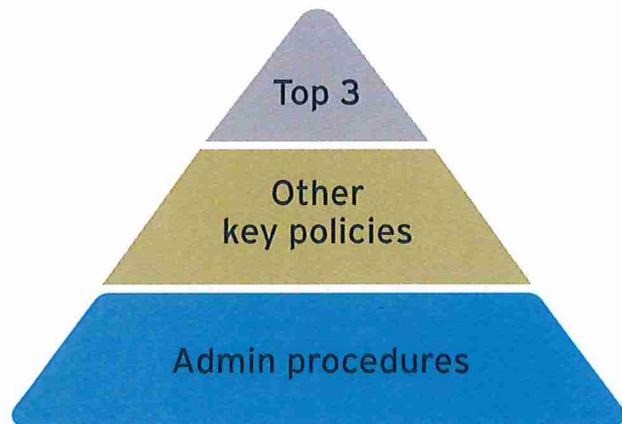
- When were your policies last reviewed?
 - Are they still relevant?
 - Have they recently been updated to modernize language, or has a full review taken place?
 - Should some policies be APs?
 - How will the trustees and senior staff identify what should be policy vs. an AP?

- After determining your comfort zone as a board, review bylaws and policies and categorize them
 - Identify if bylaw > policy > admin procedure.
 - Board to review bylaws and policies
 - Staff to review admin procedures
 - When Boards review bylaws and policies.
 - Are the policies required?
 - Can they be amalgamated?
 - Are they irrelevant? Can they be deleted?
- Identify the structure for your policy manual.
 - Boards may benefit from reorganizing their board policy manual so that it is easier to navigate, clearly focused on governance and aligned with how boards function.
 - Is there a clear delineation between board policy and administrative procedure?



Unstable Governance Structure

BEFORE POLICY RESTRUCTURE:
86 Policies,
6 Administrative Procedures
Example: Refer to Appendix B



Stable Governance Structure

AFTER POLICY RESTRUCTURE:
21 Policies,
70 Administrative Procedures
Example: Refer to Appendix C

- Review the proposed policies for deletion and approve at each board meeting.
- Amalgamated policies - thoughtfully review of policies that should be amalgamated
 - Once deleted and amalgamated, bylaws/policies are addressed, then align board policies with the BCSTA framework.
- How does your district indicate or note in the footer the work that has been done to your policies?
 - Best practice - clear definition of revise, review and update of a policy.
 - Need to be clear what is done and when it was done to the policy (in the footer)
 - REVIEW: review of policy, reviewed by board/consultant
 - UPDATE: language updates only
 - Examples of updates: When a district considers updating language (he/she → they) - not fully revised, only language updates
 - Modernizing language from regulations to administrative procedures
 - REVISE: fully reviewed, discussed, revised and approved by the board

APPENDIX A - BYLAW

Bylaw									
Definition	<ul style="list-style-type: none"> • A formal board of education decision requiring three (3) separate readings before adoption under the <i>School Act</i> (Section 3, Joint Rights and Duties). • A standing (procedural) bylaw is a type of policy with a higher level of process attached to it. • A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>. • Guide decisions mandated by law <ul style="list-style-type: none"> • Some decisions must be made by passing a bylaw • There are two different types of bylaws standing (procedural) bylaws and operational bylaws. <ul style="list-style-type: none"> • STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters • OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations. 								
Purpose	Governs how the board itself operates								
Focus	How the board governs itself								
Authority	Approved by the board; may be required and must comply with legislation								
Examples	<table border="1"> <thead> <tr> <th>Standing (Procedural) Bylaws</th> <th>Exemplars</th> </tr> </thead> <tbody> <tr> <td>Appeals Bylaw (under section 11 of the <i>School Act</i>)</td> <td>Delta - Policy 13 (LINK)</td> </tr> <tr> <td>Indemnification (under section 95 of the <i>School Act</i>)</td> <td>Langley - Policy 16 (LINK)</td> </tr> <tr> <td>Trustee Elections Bylaw (under part 4 of the <i>School Act</i>)</td> <td>Comox - Bylaw 1C (LINK) Kootenay Lake - Bylaw 4 (LINK)</td> </tr> </tbody> </table>	Standing (Procedural) Bylaws	Exemplars	Appeals Bylaw (under section 11 of the <i>School Act</i>)	Delta - Policy 13 (LINK)	Indemnification (under section 95 of the <i>School Act</i>)	Langley - Policy 16 (LINK)	Trustee Elections Bylaw (under part 4 of the <i>School Act</i>)	Comox - Bylaw 1C (LINK) Kootenay Lake - Bylaw 4 (LINK)
	Standing (Procedural) Bylaws	Exemplars							
	Appeals Bylaw (under section 11 of the <i>School Act</i>)	Delta - Policy 13 (LINK)							
	Indemnification (under section 95 of the <i>School Act</i>)	Langley - Policy 16 (LINK)							
	Trustee Elections Bylaw (under part 4 of the <i>School Act</i>)	Comox - Bylaw 1C (LINK) Kootenay Lake - Bylaw 4 (LINK)							
Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)									
<ul style="list-style-type: none"> • Acquisition or disposition of land by a board (<i>School Act s. 65</i>) • Adoption of a budget (<i>School Act s. 113</i>) • Certain other financial matters (Division 7 of Part 6 of the <i>School Act</i>) • School Closure (<i>School Act s. 73</i>) 									
Some operational bylaws such as school closure bylaws are embedded in a robust school closure policy.									

APPENDIX B - BEFORE POLICY RESTRUCTURE



POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

INDEX – NUMERICAL ORDER

Policy Number	Title	Date Adopted/Revised
1.	MANDATE AND GOVERNANCE	
1.00	Foundational Statement	Rev. Apr. 2021
1.05	Trustee Code of Ethics	Rev. Apr. 2021
1.10	District Policy and Policy Development	Rev. Sept. 2007
1.15	Trustee-Effectiveness Activities and Representation of the Board	Jan. 1982
1.20	Appeal of Decisions Bylaw	June 1990
2.	COMMUNITY	
2.05	Community Relations and Public Information	Feb. 1977
2.10	Parent/Student Committees	Rev. June 1990
2.11	School Planning Councils	Rev. Nov. 2007
2.15	Volunteers in District Schools	Rev. Mar. 2003
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Feb. 1980
2.25	District Parents' Advisory Council	Rev. Feb. 2016
2.30	Home Education	Rev. Nov. 2007
2.40	Event Protocols	Rev. May 2015
2.50	Whistle-Blower Protection	June 2020
2.50.AP	Whistle-Blower Protection	June 2020
3.	ADMINISTRATION	
3.00	Financial Management	Nov. 2019
3.00.AP	Financial Management	Feb. 2022
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.16	Fundraising Activities in Schools	Rev. Feb. 1992
3.17	Charitable Donations	Rev. Apr. 2009
3.18	Charitable Organizations – Access to Schools	May 1988
3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. June 1990
3.25	Emergency Ambulance Service	Rev. Feb. 2003
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Feb. 2016
3.40	Reporting Fires, Attempted Arson, Vandalism, and Breaking and Entering	Feb. 1960
3.50	Liability for Damage to Automobiles in School Automotive Shops	Oct. 1979
3.65	Fees and Deposits	Rev. Nov. 2007
3.80	Purchasing of Goods and Services	Rev. Feb. 2009

APPENDIX B - BEFORE POLICY RESTRUCTURE

4. PERSONNEL

4.00	Collection, Management, Security of and Access to Information Records	Rev. Jan. 2016
4.05	Workplace Bullying and Harassment Prevention	Rev. Jan 2020
4.05.AP	Workplace Bullying and Harassment Prevention	Rev. Feb 2022
4.10	Access to Data on Staff and Students	May 1984
4.15	Healthy and Safe Environment	Apr. 1983
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Maternity/Parenthood Leave	June 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sept. 2007
4.50	Administrative Staff: Performance of Evaluation	May 2018

5. STUDENTS

5.00	Promoting Student Health	Apr. 2011
5.05	Admission and Placement of Students into the Burnaby School System	Rev. Feb. 2016
5.08	Positive School Climate	Rev. Oct. 2017
5.09	Weapons	Rev. Jul. 1993
5.10	Violence, Threat and Intimidation	Rev. June 2019
5.11	Administration of Medication at School	Rev. Oct. 1997
5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.13	Anaphylaxis	Mar. 2000
5.14	Physical Restraint and Seclusion	June 2020
5.14.AP	Physical Restraint and Seclusion	June 2020
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Jan. 2016
5.20	Reporting Suspected Cases of Child Abuse	Rev. May 2000
5.25	Personal Costs to Students	June 1978
5.31	Substance Abuse	Nov. 2001
5.40	Student Choice – Animal Dissection	Jan. 2011
5.32	Research in Schools	Rev. Sept. 2007
5.45	Sexual Orientation/Gender Identity	Rev. Nov. 2019

6. INSTRUCTION

6.05	School Calendars and Hours of Instruction	Rev. June 1990
6.10	Assessment of Students as Individuals	Rev. Jan. 1990
6.15	Assessment of Students as Members of a Group	Sept. 1980
6.20	Reporting to Parents	Oct. 1987
6.30	Grouping Students for Regular and Special Programs	Rev. June 1990
6.31	Alternative Delivery – Health and Career Education	June 2007
6.35	Program and School Consolidation	Mar. 1983
6.40	Multiculturalism and Race Relations	Mar. 1985
6.44	Portrayal of Violence	June 1990
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.55	Selection of Learning Resources	Sept. 1979

APPENDIX C - AFTER POLICY RESTRUCTURE



POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

INDEX – NUMERICAL ORDER

POLICIES

Policy Number	Title	Date Adopted/Revised
MANDATE AND GOVERNANCE		
1	Foundational Statement	Rev. Nov. 2025
2	District Policy and Policy Development	Rev. Nov. 2024
3	Role of the Board	Rev. May 2025
4	Role of the Trustee	Sep. 2024
5	Trustee Code of Conduct	Rev. Jun. 2024
6	Delegation of Authority	Sep. 2024
7	Role of the Superintendent	Sep. 2024
8	Supporting Trustee Learning and Professional Development Opportunities	Rev. Nov. 2024
9	Appeal of Decisions Bylaw	Rev. Nov. 2024
10	Financial Management	Rev. Mar. 2025
11	Community Schools	Rev. Mar. 2025
12	Permanent School Closure	Rev. Mar. 2025
13	Child Care Programs in School District Facilities	Rev. Mar. 2025
14	Disposal or Lease of Real Property and Improvements	Rev. Mar. 2025
15	Trustee Accommodation	May 2025
16	Racial Equity	Rev. May 2025
17	Sexual Orientation, Gender Identity and Gender Expression	Rev. Mar. 2025
18	Physical Restraint and Seclusion	Rev. May 2025
19	Sanctuary Schools	May 2025
22	Public Interest Disclosure Policy	Jun. 2024
25	Burnaby School District Privacy Policy	Jun. 2024

ADMINISTRATIVE PROCEDURES

AP Number	Title	Date Adopted/Revised
ADMINISTRATION		
100	Development and Review of Administrative Procedures	Mar. 2025
101	Financial Management	Feb. 2022
102	School Fees	Rev. Jun. 2025
103	Fundraising Activities in Schools	Rev. Jun. 2025
104	Charitable Donations	Rev. Jun. 2025
105	Response to Unexpected Health Emergencies	Nov. 2025
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.18	Charitable Organizations – Access to Schools	May 1988

APPENDIX C - AFTER POLICY RESTRUCTURE

3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. Nov. 2011
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Rev. Feb. 2016
3.80	Purchasing of Goods and Services	Jan. 2007
COMMUNITY		
200	Whistle-Blower Protection	Rev. Jun. 2024
200	Whistle-Blower Protection – Appendix 1	Rev. Jun. 2024
2.10	Parent/Student Committees	Rev. Apr. 2021
2.11	School Planning Councils	Rev. Apr. 2021
2.15	Volunteers in District Schools	Rev. Apr. 2021
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Rev. Apr. 2021
2.25	District Parents' Advisory Council	Rev. Apr. 2021
2.40	Event Protocols	Rev. Nov. 2021
PERSONNEL		
300	Recruitment, Selection, and Transfer of Personnel	Mar. 2025
301	Privacy Breach Management Procedure	Jun. 2024
302	Privacy Management Program	Jun. 2024
303	Workplace Bullying and Harassment Prevention	Rev. Jun. 2022
4.15	Healthy and Safe Environment	Apr. 1983
4.17	Biohazards, Including Bloodborne Pathogens	Jan. 2011
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Birthing/Parental/Adoption/Parenthood Leave	Jun. 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sep. 2007
4.50	Administrative Staff: Evaluation of Performance	Rev. Jan. 2023
INSTRUCTION		
400	Selection of Learning Resources	Rev. Mar. 2025
401	Field Experiences	Rev. Apr. 2025
402	Physical Restraint and Seclusion	Rev. Mar. 2025
403	Sexual Orientation, Gender Identity and Gender Expression	Mar. 2025
404	Weapons	Rev. Mar. 2025
405	Violence, Threat and Intimidation	Rev. Jun. 2025
406	Student Suspension & District Student Intervention Committee	Jun. 2025
407	Reporting Suspected Cases of Child Abuse and Neglect	Rev. Jun. 2025
408	Administration of Medication at School	Rev. Jun. 2025
409	Anaphylaxis	Rev. Jun. 2025
410	Alternative Delivery in the Physical Health & Education Curriculum	Rev. Jun. 2025
411	Assessment of Students & Reporting of Student Achievement	Rev. Jun. 2025
412	Admission and Placement of Students in the Burnaby School District	Rev. Nov. 2025
5.00	Promoting Student Health	Nov. 2011
5.08	Positive School and Work Climate	Rev. Oct. 2017

APPENDIX C - AFTER POLICY RESTRUCTURE

5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Nov. 2011
5.32	Research in Schools	Rev. Sep. 2007
5.40	Student Choice – Animal Dissection	Jan. 2011
6.05	School Calendars and Hours of Instruction	Rev. Apr. 2014
6.30	Grouping Students for Regular and Special Programs	Rev. May 2010
6.35	Program and School Consolidation	Mar. 1983
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.65	Physical and Healthy Education and Related Programs	Rev. Apr. 2011

FACILITIES

500	Naming or Remaining of District Facilities	Mar. 2025
501	Provision of Menstrual Products	Jan. 2020
502	Electric Vehicle Charging Stations	Feb. 2022
503	Snow Removal	Rev. Jun. 2025
504	Smoke & Vape Free Environment	Rev. Jun. 2025
7.15	Utilization of Space and Facilities	Sep. 1979
7.30	Maintenance of Order	Rev. Jun. 2017
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

* IP = Interim Policy

Rev. Nov 27, 2025

Policy Review for Boards of Education



BOARD POLICY REVIEW
ADVISORY COMMITTEE



Health and Safety Coordinator

Position
Description
Uncontrolled Copy
January 2026

Reports To: Manager, Health, Safety, & Security

Direct Reports: First Aid Attendants, Contract Safety Services

Indirect Reports: Safety Data Analyst

Position Summary:

The Trigon Health and Safety (HS) Coordinator will assist the Health, Safety and Security (HSS) Manager in the development of HS goals, objectives, programs, and procedures. The support will include measuring, evaluating, and reporting on the effectiveness of these programs in reducing safety incidents.

The HS Coordinator is to ensure that the areas within their responsibility support an incident-free work environment. The HS Coordinator will oversee the First Aid Department, contractor safety, conduct and support all safety activities. They will provide subject matter expertise and support to Trigon leadership.

The HS Coordinator identifies and ensures mitigation of unsafe acts or conditions in partnership with leadership. As directed by the HSS Manager, the HS Coordinator will be expected to lead investigations.

Key Responsibilities:

- Must be a courageous champion of safety.
- Oversee the day-to-day activities, including scheduling, of the First Aid Attendants.
- Support the development and maintaining of HS programs, procedures, training material, alerts, and/or bulletins.
- Identify hazards and notify responsible supervision or management.
- Perform HSE observations, audits, inspections and evaluate the workplace, equipment, and practices to ensure compliance to Trigon's HS policy and regulatory requirements.
- Support leaders in incident investigations.
- Track, trend, and report various HS data and provide management with updates and reports.
- Liaise with external agencies as required.
- Liaise and participate with Trigon Workplace Health & Safety Committee
- Other duties as assigned.

Skills and Abilities:

- Demonstrate a high degree of professionalism, tact, and diplomacy.
- Strong leadership qualities necessary to succeed in this position and maintain positive working relationships within diverse work environment.



Health and Safety Coordinator

Position
Description
Uncontrolled Copy
January 2026

- Able to prioritize workload and manage multiple responsibilities/duties
- A high degree of motivation and a willingness to learn.
- Excellent communication skills including computer applications.
- Possess attention to detail in all areas of work.
- The ability to perform critical thinking during emergency response, investigations, inspections, and audits.

Education and Experience:

	Minimum	Preferred
Education	<ul style="list-style-type: none"> • OHS Certificate Program • Investigation training (RCA) 	<ul style="list-style-type: none"> • OHS Diploma Program • First aid certified • Advance OHS Skill Development • ICS 100 • Advanced First Aid (OFA III)
Experience	<ul style="list-style-type: none"> • 2-3 year OHS experience in industry • OHS Procedure writing • Investigation, Inspection, Auditing • Facilitation and training package development. • Regulatory Reporting 	<ul style="list-style-type: none"> • 5-10 years OHS in industry • 3 years OHS experience in a bulk terminal environment • OHS Program Development • OHS Leadership experience in a unionized environment • OHS Program Development