



**THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting
(Live Streamed and Recorded)**

AGENDA

April 16, 2024

5:30 pm

1. CALL TO ORDER – School District Office

- 1.1. Call to Order – **Welcome, Acknowledgment of Traditional Territory and Diversity Statement**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Reading and Approval of the Minutes
(THAT the minutes of the March 12, 2024 Regular Board Meeting be approved as circulated.)

2. PRESENTATION

- 2.1. Public Budget Presentation
- 2.2. Strategic Plan Presentation: 90-Day Cycle Update

3. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS REGARDING PUBLIC BUDGET PRESENTATION

4. INFORMATION ITEMS

- 4.1. Budget Advisory Committee Report (Minutes)
- 4.2. Trustee Written Reports
- 4.3. BCSTA Report

5. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

6. ACTION ITEMS

- 6.1. Capital Plan Bylaw 24-25

- 6.2. Policy 141 – Role of the Superintendent (Amendment)
- 6.3. Policy 130 – Trustee Code of Conduct (Amendment)
- 6.4. Policy 132 – Addressing Breaches of the Trustee Code of Conduct
- 6.5. Policy 610 – Financial Planning and Reporting (Amendment)
- 6.6. Policy 611 – Accumulated Operating Surplus (Amendment)

7. MEETING SUMMARIES

8. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

9. SUPERINTENDENT’S UPDATE

10. ADJOURNMENT

- 10.1. Next Board of Education Meeting: May 14, 2024 at 5:30pm



**MINUTES OF THE REGULAR MEETING
The Board of Education
School District #33 (Chilliwack)**

Date of Meeting: Tuesday, March 12, 2024

Location: School District Office

Members Present:

Chair	Willow Reichelt
Vice-Chair	Carin Bondar
Trustee	Heather Maahs
Trustee	Richard Procee
Trustee	Margaret Reid
Trustee	David Swankey
Trustee	Teri Westerby

Staff Present:

Superintendent	Rohan Arul-pragasam
Secretary Treasurer	Simone Sangster
Assistant Superintendent	Paula Jordan
Assistant Superintendent	Kirk Savage
Assistant Superintendent	David Manuel
Director of Facilities & Transportation	Allan Van Tassel
Assistant Director of HR	Rachael Green
Executive Assistant	Talana McInally

1. CALL TO ORDER

1.1. Call to Order

The Board Chair called the meeting to order at 5:30 p.m. – **Welcome, Acknowledgment of Traditional Territory and Diversity Statement**

1.2. Adoption of the Agenda

270.24 Moved by: Trustee Reid
Seconded by: Trustee Swankey

THAT the agenda be adopted as circulated.

Meeting Recessed at 5:32 pm
Meeting called back to order at 5:38 pm

CARRIED
For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby
Opposed: Maahs

1.3. Approval of the Minutes

271.24 Moved by: Trustee Swankey
Seconded by: Trustee Bondar

THAT the minutes of the February 13, 2024 Regular Board Meeting be approved as circulated.

CARRIED

2. PRESENTATION

2.1. Transportation Update: 2024-25 Planning

Al Van Tassel provided the board with a presentation and update on student transportation and the registration process for the 2024-25 school year.

3. INFORMATION ITEMS

3.1. Trustee Written Reports

Trustees submitted written reports listing key activities they've attended since the last public board meeting as well as upcoming events.

Trustee Maahs' report included two Notices of Motion.

3.2. BCSTA Report

Trustee Reid provided an update on matters related to the BCSTA.

4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

- Policy 142 Superintendent Performance Review
- Superintendent's Report to the Board
- Transportation – thanks for the presentation and enhancements
- Wheelchair accessible busses

Meeting Recessed at 6:10 pm

Meeting called back to order at 6:18 pm

5. ACTION ITEMS

5.1. Board/Authority Authorized (BAA) Course Proposal

272.24 Moved by: Trustee Swankey
Seconded by: Trustee Procee

THAT the Board of Education approve the Board/Authority Authorized Course: Immersive Inquiry, Grade 10, 11, and 12.

CARRIED

5.2. Policy Renovation Project – Policy to be Repealed**5.2.1. Policy 503: Interrogation or Interviewing of Students by Police in Schools**

273.24 Moved by: Trustee Swankey
Seconded by: Trustee Westerby

THAT the Board of Education repeal Policy 503: Interrogation or Interviewing of Students by Police in Schools.

CARRIED

For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby
Opposed: Maahs

5.3. Policy 141: Role of the Superintendent & Policy 142: Superintendent Performance Review

274.24 Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education amend Policy 141: Role of the Superintendent as presented.

NO VOTE

275.24 Moved by: Trustee Westerby
Seconded by: Trustee Reid

THAT the draft Policy 141 be amended with the italicized bullets below:

1.3 Ensure that learning environments promote the development of skills and habits.

- *Promote learning environments that foster the development of skills and habits.*

1.5 Ensure facilities accommodate the diverse needs of the student body.

- *Regularly assess facilities to identify areas that may need improvement or modifications to better meet the diverse needs of students.*
- *Incorporate universal design principles and accessibility standards when planning and renovating facilities.*
- *Provide training to staff members on diversity, equity, and inclusion and the importance of creating inclusive environments to support students with diverse needs.*
- *Collaborate with community organizations and agencies that specialize in accessibility and inclusion to leverage their expertise and resources in improving facilities for students.*

2.1 Ensure that the fiscal management of the District is in accordance with statutory requirements and Board policy.

- *Maintain fiscal management in accordance with statutory requirements and Board policy.*

2.4 Ensure the district operates in a fiscally and ethically responsible manner, including adherence to generally accepted accounting principles.

- *Operate the district in a fiscally and ethically responsible manner, adhering to generally accepted accounting principles.*

3.2 Ensure all trustees are informed by the same, impartial information when members perform their role.

- *Provide all trustees with the same impartial information necessary for their roles.*

4.3 Ensure compliance with the legal framework in which the district operates and support the Board in meeting their statutory requirements.

- *Maintain compliance with the legal framework governing the district's operations and support the Board in meeting its statutory requirements.*

7.1 Ensure compliance with all legal, Ministerial and Board mandates and timelines.

- *Maintain compliance with all legal, Ministerial, and Board mandates and timelines.*

NO VOTE

276.24 Moved by: Trustee Maahs
Seconded by: Trustee Reid

THAT the amended motion be tabled to a later date.

Meeting Recessed at 7:41 pm
Meeting called back to order at 7:46 pm

CARRIED

For: Reichelt, Reid, Swankey, Westerby
Opposed: Procee
Abstained: Bondar, Maahs

277.24 Moved by: Trustee Maahs
Seconded by: Trustee Procee

THAT the Board refer this policy discussion to a Committee of the Whole, date to be decided.

DEFEATED

For: Maahs, Procee
Opposed: Bondar, Reichelt, Reid, Swankey, Westerby

278.24 Moved by: Trustee Reichelt
Seconded by: Trustee Swankey

THAT the Board of Education amend Policy 142: Superintendent Performance Review as presented.

CARRIED

For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby
Opposed: Maahs

5.4. Middle School Academic Reading and Math Skills Report

279.24 Moved by: Trustee Maahs
Seconded by: Trustee Procee

THAT the Superintendent provide a report to the Board, on the academic reading and math skills in middle school students, since the grade reconfiguration was implemented in our district.

This should include cohorts from before and after the grade reconfiguration was implemented.

The Chance Alternate middle school's student population should be included in this data (as the school was closed at the same time grade reconfiguration took place).

Please provide a timeline for when the Board will receive this report.

DEFEATED

For: Maahs

Opposed: Bondar, Procee, Reichelt, Reid, Swankey, Westerby

280.24 Moved by: Trustee Swankey
Seconded by: Trustee Reid

THAT the meeting be extended until the conclusion of the adopted agenda.

CARRIED

For: Maahs, Reichelt, Reid, Swankey, Westerby

Opposed: Bondar, Procee

5.5. Elementary School Academic Reading and Math Skills Report

281.24 Moved by: Trustee Maahs
Seconded by: Trustee Procee

THAT the Superintendent provide a report to the Board, on the academic reading and math acquisition skills in elementary school students, since the closure of the pull-out programs at Bernard Elementary and McCammon Elementary.

This report will be for all elementary students and should include all cohorts.

Please provide a timeline for when the Board will receive this report.

NO VOTE

282.24 Moved by: Trustee Swankey
Seconded by: Trustee Reid

THAT the motion be amended to read:

THAT the Strategic Plan renewal process include a review of student achievement data that looks at the impact of targeted literacy and numeracy intervention for elementary students.

CARRIED

For: Maahs, Procee, Reichelt, Reid, Swankey, Westerby
Opposed: Bondar

283.24 Moved by: Trustee Swankey
Seconded by: Trustee Reid

THAT the motion be approved as amended.

CARRIED
For: Maahs, Procee, Reichelt, Reid, Swankey, Westerby
Opposed: Bondar

6. MEETING SUMMARIES

Meeting summaries were provided listing In-Camera and/or Special In-Camera and Learning Session items since the last Regular Public Board Meeting.

7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS

- Reading intervention in elementary
- Policy 142 – Role of the Superintendent
- Superintendent’s Report to the Board
- Policy 503 – Interrogation or Interviewing of Students by Police in Schools

8. SUPERINTENDENT’S REPORT

The Superintendent provided an update on key items and events in the district since the last public board meeting.

9. ADJOURNMENT

The meeting was adjourned at 9:20 p.m.

9.1. Next Board of Education Meeting Date

**Tuesday, April 16, 2024
5:30 p.m.
School District Office**

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: April 16, 2024

TO: Board of Education

FROM: Simone Sangster, Secretary Treasurer
Mark Friesen, Assistant Secretary Treasurer

RE: **PUBLIC BUDGET PRESENTATION 2024/25**

On behalf of the Budget Advisory Committee, Simone Sangster and Mark Friesen will provide an overview of the School District's budget development process and budget assumptions.

BOARD OF EDUCATION

PRESENTATION

DATE: April 16, 2024

TO: Board of Education

FROM: David Manuel, Assistant Superintendent
Kirk Savage, Assistant Superintendent
Paula Jordan, Assistant Superintendent
Rohan Arul-pragasam, Superintendent

RE: STRATEGIC PLAN UPDATE – 90-DAY CYCLE UPDATE

The senior leadership team will provide an update on the 90-Day Cycle as part of a continuous improvement cycle and progress updates in reference to Strategic Plan goals.

Goal: Literacy

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

Goal: Numeracy

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

Goal: Human & Social Development

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Goal: Transitions

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.



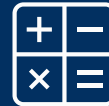
Literacy

- Secondary Literacy
- Middle Literacy
- Secondary Non-Enrolling Learning Support Update




Numeracy

- River SNAP
- Secondary Non-Enrolling Learning Support Update



Human and Social

- Professional Development
- Planning and Training for Safety - NCI
- Planning and Training for Safety - VTRA/ARTO
- Student Agency 



Transitions

- Early Years - Family Navigator
- Early Learning - Childcare and Just B4 Highlights
- District Resource Team
- Graham Y Program



Next Cycle...

- Youth in Care
- Secondary Non-Enrolling Update
- Grad Coaches
- Integrated Care Plan
- ELC Year-End Document

- Student Agency
- Accessibility Committee Update
- Numeracy Update
- Physical Literacy

BOARD OF EDUCATION

INFORMATION REPORT

DATE: April 16, 2024
TO: Board of Education
FROM: David Swankey, Budget Advisory Committee Chair
RE: **BUDGET ADVISORY COMMITTEE MINUTES**

The Board of Education will receive the Budget Advisory Committee Minutes of April 4, 2024.

Minutes



REPORT OF THE BUDGET ADVISORY COMMITTEE

Meeting Held Thursday, April 4, 2024 – 4:00 p.m.

School District Office

Attendance:

Committee Members:	David Swankey	Trustee (Chair)
	Heather Maahs	Trustee
	Richard Procee	Trustee
	Reid Clark	CTA
	Tracey O’Hara	CUPE
	Nicole Driscoll	CPVPA
	Jessica Clarke	DPAC
	Jenna Kaplan	Student Rep – GWG
	Melissa Zhang	Student Rep – SSS
Staff:	Rohan Arul-pragasam	Superintendent
	Simone Sangster	Secretary Treasurer
	Mark Friesen	Assistant Secretary Treasurer
	Kevin Josephson	Manager of Financial Reporting and Analytics
	Talana McInally	Executive Assistant (Recorder)
Regrets:	Niki Wiens	Management Group
	Bulvant Singh	Community Rep
	Scarlett Mahadeo	Student Rep – CSS

1. **Call to Order**

Chair Swankey called the meeting to order called the meeting to order at 4:02 p.m. – Welcome and Indigenous Land Acknowledgement.

2. **Approval of Agenda**

The Agenda was approved by unanimous consent.

3. **Approval of Minutes**

The minutes of the February 8, 2024 meeting were approved by unanimous consent.

4. **Overview of Public Budget Assumptions and Presentation**

Secretary Treasurer Simone Sangster and Assistant Secretary Treasurer Mark Friesen presented preliminary budget assumptions, which will be shared during the Public Budget Presentation on April 16th. These assumptions will serve as the foundation for developing the 2024-25 Preliminary Budget, which will be presented to the committee on May 9th.

The draft Public Budget Presentation was shared with the committee for their review and feedback. In addition to the budget assumptions, this year's presentation focused on how the district builds the budget, and how the budget aligns with strategic plan initiatives.

The committee provided the following feedback:

- would like to see a breakdown of the Special Education Grant
- add Capital Project overruns to the Budget Risks slide
- add information on the Indigenous Education supplemental grant
- explain when enrollment counts are submitted and how this affects our grants (e.g., September & February 1701's); for instance does the district receive funding for additional students entering the school system mid-year?
- add a graphic to show where the integrated care services initiative is targeted

5. **Other Business**

The Committee was invited to a dinner following its May 9th Budget Advisory Committee at the School Board Office.

6. **Adjournment**

The meeting was adjourned 6:06 p.m.

TRUSTEE REPORT

Trustee: David Swankey

Report Date: April 10th, 2024

KEY ACTIVITIES SINCE LAST BOARD MEETING

List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.

- Mar 6th – Chaired BCSTA Legislative Committee to finalize recommended motions for AGM 2024
- Mar 7th – Attended District Donor Recognition Dinner at Sardis Secondary
- Mar 7th – Attended Institute for Public Education Keynote
- Mar 9th – Attended mtg with Lawyers Against Transphobia in capacity as FV Branch President
- Mar 14th – Attended Xwelítem Siyáya: Allyship and Reconciliation Building at UFV.
- Mar 15th – Chaired BCSTA Bylaw Review Committee Mtg
- Mar 16th – Attended Xwelítem Siyáya: Allyship and Reconciliation Building at UFV.
- Mar 27th-28th – Attended 2024 Inclusive Schooling Online Summit
 - <https://www.trybooking.com/events/landing/1130120>
- April 2nd – Participated in Board policy working session – Code of Conduct
- April 2nd – Attended UBC's 2024 Dean's Distinguished Lecture: Sexual Orientation and Gender Identity
 - <https://educ.ubc.ca/2024-deans-distinguished-lecture-sexual-orientation-and-gender-identity/>
- April 3rd – Attended Chilliwack Transition Fair at UFV Chilliwack
- April 4th – Chaired District Budget Advisory Committee mtg.
 - Preliminary Budget Assumptions presented at the April 16th public board mtg.
- April 9th – Participated in Board policy working session and Board Learning Session

UPCOMING EVENTS OF INTEREST TO THE BOARD

- April 18th-21st – BCSTA AGM
 - <https://bcsta.org/event-info/annual-general-meeting/>
- May 30th-June 1st – Inclusion BC Annual Conference
 - <https://inclusionbc.org/our-services/conference/>
- Nov 21st-23rd – BCSTA Academy
- Dec 12th-14th – FNEESC Annual Education Conference
- Jan-Dec – Xwelítem Siyáya: Allyship and Reconciliation Building facilitated by UFV
 - <https://www.ufv.ca/peace-and-reconciliation/allyship-building-program/>

TRUSTEE REPORT

Trustee: Teri Westerby

Report Date: April 11 2024

KEY ACTIVITIES SINCE LAST BOARD MEETING

List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.

- March 5th – Board Learning Session: Board Performance Review Pilot + BAA Course Review
- March 16th – Attended Xwelítem Siyáya: Allyship and Reconciliation Building at UFV
- March 26th – Chilliwack Healthier Communities Partner Meeting
- April 2nd – Board working session – Policy 132
- April 8th – Accessibility Committee for Inclusive Education
- April 9th – Final working session for Policy 132 and Board Learning Session: Budget Review

BOARD OF EDUCATION

INFORMATION REPORT

DATE: April 16, 2024
TO: Board of Education
FROM: Margaret Reid, BCSTA Representative
RE: BCSTA REPORT

Margaret Reid, BCSTA Representative, will provide a BCSTA update.

BOARD OF EDUCATION

DECISION REPORT

DATE: April 16, 2024
TO: Board of Education
FROM: Simone Sangster, Secretary Treasurer
RE: **CAPITAL PLAN BYLAW NO. 2024/25-CPSD33-01**

Simone Sangster, Secretary Treasurer will review the response received from the Ministry of Education to the Board of Education's Annual Five-Year Capital Plan Submission for 2024/25. The Ministry letter outlines which capital projects have been supported and approved and therefore funded. Because the district will be expending funds on these approved projects, this item is brought to the board for bylaw approval.

RECOMMENDATION:

1. THAT the Board approve three readings of Capital Project Bylaw No. 2024/25-CPSD33-01 at the April 16, 2024 Regular Board Meeting.
(*vote must be unanimous*)
2. THAT the Board approve first reading of Capital Project Bylaw No. 2024/25-CPSD33-01 (attached).

If recommendation 2 is approved continue with the following:

3. THAT the Board approve second reading of Capital Project Bylaw No. 2024/25-CPSD33-01 (attached).
4. THAT the Board approve third reading and adoption of Capital Project Bylaw No. 2024/25-CPSD33-01 (attached).

BACKGROUND:

School districts' annual Capital Plan submissions are used to inform the Ministry's selection of priority capital projects for the following fiscal year. They also provide the Ministry insight into future year priorities that are used in the Province's Three-Year Fiscal Plan and longer-term capital planning.

In accordance with Section 142(5) of the [School Act](#), the Ministry provides each school district a written response to their annual Five-Year Capital Plan submission once the assessment of all submissions are complete and funding for fiscal 2024/25 is announced by the Ministry. The Ministry response letter (attached) indicates which projects have been supported and provides direction as to the next steps and timing for advancing project development.

The Board of Education is required to adopt a single Capital Project Bylaw (attached) for its approved 2024/25 Capital Plan, then the District will sign a contract with the Ministry, and finally the Ministry will issue a Certificate of Approval (COA) for each project. The COA is official authority allowing the School District to draw capital funds from the Ministry.



March 15, 2024

Ref: 297326

To: Secretary-Treasurer and Superintendent
School District No. 33 (Chilliwack)

Capital Plan Bylaw No. 2024/25-CPSD33-01

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

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

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

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
 - Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

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

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

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

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

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Mount Slesse Middle School	SEP - Roofing Upgrades	\$410,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Sardis Secondary	SEP - HVAC Upgrades	\$895,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Vedder Middle School	CNCP - HVAC Upgrades	\$622,750	Proceed to design, tender & construction. To be completed by March 31, 2025.
East Chilliwack Elementary	CNCP - HVAC Upgrades	\$297,500	Proceed to design, tender & construction. To be completed by March 31, 2025.
A D Rundle Middle School, Bernard Elementary, Cheam Elementary, Chilliwack Central Elementary Community, Chilliwack Middle School, Chilliwack Secondary, Cultus Lake Community School, East Chilliwack Elementary, Evans Elementary, G W Graham Secondary, Greendale Elem	FIP - Kitchen Equipment	\$10,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Sardis Secondary	FIP - Kitchen Equipment	\$25,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
A D Rundle Middle School, Bernard Elementary, Chilliwack Central Elementary Community, Chilliwack Middle School, Cultus Lake Community School, Evans Elementary,	FIP - Kitchen Equipment	\$35,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

McCammon Elementary, Robertson Elementary, Strathcona Elementary, Watson Elementary			
Chilliwack Secondary	FIP - Kitchen Equipment	\$20,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Sardis Secondary	Building Envelope Upgrades	TBD	BC Housing will contact you regarding next steps in project development.
Cultus Lake Community School	Building Envelope Upgrades	TBD	BC Housing will contact you regarding next steps in project development.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New Route	C (34-45) with 2 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org

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

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

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

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

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

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

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

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

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

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

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

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2024/25.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

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

Specific questions about SSAC should be directed to Regional Director [Travis Tormala](#).

Sincerely,

A handwritten signature in blue ink that reads "Damien Crowell". The signature is written in a cursive style.

Damien Crowell, Executive Director
Capital Management Branch

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

**CAPITAL BYLAW NO. 2024/25-CPSD33-01
CAPITAL PLAN 2024/25**

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 33 (Chilliwack) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital projects specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated April 16, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 33 (Chilliwack) Capital Bylaw No. 2024/25-CPSD33-01

READ A FIRST TIME THE 16th DAY OF April 2024;
READ A SECOND TIME THE 16th DAY OF April 2024;
READ A THIRD TIME, PASSED THE 16th DAY OF April 2024.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 33 (Chilliwack) Capital Bylaw No. 2024/25-CPSD33-01 adopted by the Board the 16th DAY OF April 2024.

Secretary-Treasurer

BOARD OF EDUCATION

DECISION REPORT

DATE: April 16, 2024
TO: Board of Education
FROM: Willow Reichelt, Board Chair
RE: **POLICY 141: ROLE OF THE SUPERINTENDENT**

RECOMMENDATION:

THAT the Board of Education amend [Policy 141 Role of the Superintendent](#), as presented. *

BACKGROUND:

***Policy 141 – Role of the Superintendent was tabled at the March 12, 2024 Public Board meeting pending amendments to the amendment. The attached documents are as follows:**

- **Policy with proposed amendments to the amendment with tracked changes**
- **Policy with proposed amendments to the amendment without markup**
- **Policy with amendments as moved and seconded previous to the above**

One of the board's key governance roles is evaluation of the superintendent. For the 2023-24 school year evaluation, the board has been reviewing and updating the process and tools that are used to prepare this evaluation. The policy describing the role of the superintendent, along with the strategic plan, forms the basis for the evaluation as it describes the board expectations for the superintendent.

The board tasked an ad hoc committee of the board with reviewing Policy 141 Role of the Superintendent. The amended policy 141 presented tonight reflects the ad hoc committee's recommended amended policy for adoption. In preparing this amendment, the committee considered previous policy, prior board practice and governance, alignment with other district policies, the strategic plan; considered whether the roles described were measurable; reviewed the policy with the superintendent; and reviewed policies in other districts in B.C.



ROLE OF THE SUPERINTENDENT (Draft Revision Policy 141)

The Board entrusts the Superintendent with the crucial responsibility of supporting student achievement and well-being. The Superintendent serves as the Chief Executive Officer of the District, reports directly to the Board, and is accountable for the District's operations.

The Superintendent ensures the organization, administration, supervision and evaluation of all educational programs, business and operations in the district. The Superintendent is the Board's only direct employee and has authority and responsibility over all other personnel matters in accordance with Policy 530. All Board authority delegated to District staff is delegated through the Superintendent.

The Superintendent is accountable to the Minister of Education and Child Care and is bound to ensure compliance with all legal, fiscal and regulatory statutes and requirements in British Columbia.

The Superintendent is also charged with engaging with multiple partner groups and rights holders to inform the operations of the district and support the decision making of the board.

The Superintendent will:

1. Student Learning and Wellness

- 1.1 Provide students with opportunities to meet educational standards set by the Ministry of Education and Child Care.
- 1.2 Foster safe and caring environments conducive to student well-being and learning.
- 1.3 ~~Ensure that~~Promote learning environments ~~promote that foster~~ the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.4 Review relevant data to monitor district performance and identify goals.

1.5 ~~Ensure facilities accommodate the diverse needs of the student body. Regularly assess facilities to identify areas that may need improvement or modifications to better meet the diverse needs of students.~~

1.6 ~~Incorporate universal design principles and accessibility standards when planning and renovating facilities.~~

1.7 ~~Provide training to staff members on diversity, equity, and inclusion and the importance of creating inclusive environments to support students with diverse needs.~~

1.8 ~~Collaborate with community organizations and agencies that specialize in accessibility and inclusion to leverage their expertise and resources in improving facilities for students.~~

1.5

2. Fiscal Responsibility

- 2.1 ~~Ensure that the~~Maintain fiscal management ~~of the District is~~ in accordance with statutory requirements and Board policy.

- 2.2 Provide the Board with a recommended annual and amended budget that aligns with the strategic plan.
- 2.3 Allocate resources in accordance with the annual budget approved or amended by the Board.
- 2.4 ~~Ensure-Operate~~ the district ~~operates~~ in a fiscally and ethically responsible manner, ~~including adheringence~~ to generally accepted accounting principles.
- 2.5 Evaluate programs and services in an ongoing way to inform resource allocation.
- 2.6 Engage with district partners, rights holders and community members in budget processes.

3. Superintendent/Board Relations

- 3.1 Maintain an effective working relationship with the board, characterized by honest and open communication, trust and respect.
- 3.2 ~~Ensure-Provide~~ all trustees ~~are informed bywith~~ the same, impartial information ~~when members performnecessary for~~ their roles.
- 3.3 Uphold the Board's governance roles and responsibilities, as defined in legislation and Board policy.
- 3.4 Support the professional development of the Board.
- 3.5 Inform and update the Board through educational and financial information reports, meetings and other forms of communication.
- 3.6 Provide an onboarding process for new trustees to ensure continuity of governance.
- 3.7 Maintain Board work plans and timelines.
- 3.8 Attend all Board meetings and make recommendations on matters requiring Board action by providing accurate information and reports as needed to ensure informed decisions.

4. Policy And Governance

- 4.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies.
- 4.2 Develop and keep current an Administrative Procedures Manual that is consistent with Board policy and other statutory rules and regulations. Inform the Board when there are changes to Administrative Procedure.
- 4.3 ~~Ensure-Maintain~~ compliance with the legal framework ~~in-whichgoverning~~ the district's ~~operationses~~ and support the Board in meeting ~~their-its~~ statutory requirements.
- 4.4 Inform the Board of pertinent legislative changes and their impact on the district.

5. Strategic Planning and Reporting

- 5.1 Assist the board in developing the district strategic plan.
- 5.2 Implement the approved strategic plan and support regular discussion, reporting and evaluation of strategic objectives.
- 5.3 Provide the board with data and monitoring reports that measure district progress in relation to the strategic plan and priorities of the board.

6. Human Resource Management

- 6.1 Ensure all personnel-related matters align with legislation, collective agreements, and Board policy.
- 6.2 Promote collaborative professional leadership and respectful human relationships.
- 6.3 Implement a system for staff evaluation, feedback and identification of growth areas.
- 6.4 Define staff roles and responsibilities within the district.
- 6.5 Gather feedback on staff satisfaction and engagement to inform continuous improvement of district culture.

7. Organizational Leadership and Management

- 7.1 ~~Ensure~~ Maintain compliance with all legal, Ministerial, and Board mandates and timelines.
- 7.2 Develop processes for gathering, analyzing and using data for decision-making.
- 7.3 Review, modify and maintain an organizational chart which accurately delineates lines of authority and responsibility.
- 7.4 Facilitate meaningful professional development activities for staff to ensure the excellence, efficacy, and relevance of current educational practice.
- 7.5 Develop and maintain a plan for leadership continuity.

8. Ethical Leadership Practices and Values

- 8.1 Practice leadership in a manner that is viewed positively and has the support of those with whom they work.
- 8.2 Integrate a distinctions-based approach to Indigenous worldviews in district operations.
- 8.3 Model positive values, ethics and moral leadership.
- 8.4 Facilitate meaningful collaboration built on trust, honesty and respect.

9. Communications and Community Relations

- 9.1 Establish and maintain good relations with students, parents/ guardians/ caregivers, staff, First Nations, Rights holders, and community members and organizations.
- 9.2 Visit schools and other district sites to maintain connection with district staff needs and accomplishments.
- 9.3 Liaise with post-secondary educational institutions, including the University of the Fraser Valley.
- 9.4 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
- 9.5 Serve as a spokesperson for the District, in consultation with the Board Chair, to keep the District's messages consistent and accurate.



ROLE OF THE SUPERINTENDENT **(Draft Revision Policy 141)**

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The Superintendent ensures the organization, administration, supervision and evaluation of all educational programs, business and operations in the district. The Superintendent is the Board's only direct employee and has authority and responsibility over all other personnel matters in accordance with Policy 530. All Board authority delegated to District staff is delegated through the Superintendent.

The Superintendent is accountable to the Minister of Education and Child Care and is bound to ensure compliance with all legal, fiscal and regulatory statutes and requirements in British Columbia.

The Superintendent is also charged with engaging with multiple partner groups and rights holders to inform the operations of the district and support the decision making of the board.

The Superintendent will:

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- 1.1 Provide students with opportunities to meet educational standards set by the Ministry of Education and Child Care.
- 1.2 Foster safe and caring environments conducive to student well-being and learning.
- 1.3 Promote learning environments that foster the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.4 Review relevant data to monitor district performance and identify goals.
- 1.5 Regularly assess facilities to identify areas that may need improvement or modifications to better meet the diverse needs of students.
- 1.6 Incorporate universal design principles and accessibility standards when planning and renovating facilities.
- 1.7 Provide training to staff members on diversity, equity, and inclusion and the importance of creating inclusive environments to support students with diverse needs.
- 1.8 Collaborate with community organizations and agencies that specialize in accessibility and inclusion to leverage their expertise and resources in improving facilities for students.

2. Fiscal Responsibility

- 2.1 Maintain fiscal management in accordance with statutory requirements and Board policy.
- 2.2 Provide the Board with a recommended annual and amended budget that aligns with the strategic plan.
- 2.3 Allocate resources in accordance with the annual budget approved or amended by the

Board.

- 2.4 Operate the district in a fiscally and ethically responsible manner, adhering to generally accepted accounting principles.
- 2.5 Evaluate programs and services in an ongoing way to inform resource allocation.
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3. Superintendent/Board Relations

- 3.1 Maintain an effective working relationship with the board, characterized by honest and open communication, trust and respect.
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- 4.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies.
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- 4.3 Maintain compliance with the legal framework governing the district's operations and support the Board in meeting its statutory requirements.
- 4.4 Inform the Board of pertinent legislative changes and their impact on the district.

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- 5.1 Assist the board in developing the district strategic plan.
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BOARD OF EDUCATION

DECISION REPORT

DATE: April 16, 2024
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: **POLICY 130 – TRUSTEE CODE OF CONDUCT (AMENDMENT)**

RECOMMENDATION:

THAT the Board of Education amend Policy 130 – Trustee Code of Conduct as presented.

BACKGROUND:

In June 2023, the Ministry of Education and Child Care (MECC) and The British Columbia School Trustees Association (BCSTA) released a memo outlining provincial criteria guidelines for school trustees codes of conduct. The guidelines support the principles underpinning codes of conduct and promote consistency in the application of codes throughout the province. MECC and BCSTA encouraged all boards to review their codes of conduct in accordance with the criteria guidelines and submit their revised policies by **April 30, 2024**.

The Ministry completed a scan of all BC board's codes and provided letters to individual boards with recommendations. The Chilliwack Board of Education received its letter dated August 1, 2023, and the board is requested to work together to **review and update the code with the new provincial criteria** and to develop a breaches and sanctions component.

The following lists the Provincial Criteria Guidelines:

- Emphasis on student achievement, equity and well-being;
- Alignment with BCSTA's principles/standards for codes of conduct:
 - Confidentiality, [addressing] conflicts of interest, integrity, relationships, respect, and responsibility;
- Alignment with existing provincial and federal legislation;
- Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;
 - Acceptable use of social media;

continued...

- Policies and procedures for breaches and sanctions with public accountability;
- Mechanisms to regularly review and affirm the code;
- Board training, including with trustee onboarding; and
- The incorporation of plain language

The Board held five Working Sessions from February to April 2024 to assess criteria guidelines, Ministry recommendations, and integrate them into policies as follows:

- Policy 130 – Trustee Code of Conduct (Amended)
- Policy 132 – Addressing Breaches of the Trustee Code of Conduct (New)

POLICY 130 TRUSTEE CODE OF CONDUCT

Democratically elected boards of education enable local influence and accountability in public education. Boards have the unique role of providing strategic direction and oversight within their local context to enhance confidence in the work of the District. By adopting and adhering to a Trustee Code of Conduct, the board strives to ensure it remains focused on a high-functioning public education system that supports the well-being of students as they become educated citizens.

The Board recognizes that as representatives of a diverse community, trustees and members of the School District community may hold different views on matters related to the Board's business. The Code of Conduct aims to promote the respectful and lawful expression of such points of view when done in a manner consistent with this Code of Conduct.

The Board and individual trustees commit to upholding this Code of Conduct and championing a district culture focused on student achievement. This culture prioritizes well-being and actively works to diminish systemic racism and oppression, while striving for equity.

As a Trustee, I make the commitment to:

1. acknowledge the significance of the traditional territories in which our schools operate, uphold the Declaration on the Rights of Indigenous Peoples Act, adopt a distinctions-based approach for Reconciliation, and respect and uphold the rights of Indigenous Peoples and Rights Holders.
2. advocate for high-quality public education and contribute to governance that supports public schools to meet the individual social, emotional, and learning needs of a diverse student body.
3. exercise and discharge the duties and responsibilities of a Trustee honestly and in good faith to maintain the integrity, confidence, and dignity of the corporate Board and the School District.
4. work with fellow Trustees in a spirit of cooperation and collaboration.
5. observe proper decorum and behavior.
6. support the Board in fostering a safe, inclusive, and healthy working and learning environment.
7. participate in the Trustee onboarding process and ongoing Trustee training.
8. attend all Board meetings unless I am unable to attend due to illness or other urgent circumstances.
9. review all meeting agendas and materials provided in advance of meetings.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013; June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017; June 18, 2019; March 8, 2022

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10. stay informed about the District's strategic plan, Board policies, presentations, and reports.
11. enhance my knowledge of trustee roles and responsibilities and stay current on educational topics and trends by attending, as reasonably possible, educational conferences, workshops and learning sessions.
12. participate in our professional organization, the British Columbia School Trustees Association, including attending the Annual General Meeting.
13. maintain the confidentiality of Board discussions, deliberations and other information placed in confidence with Trustees, including but not limited to in-camera discussions, topics protected by solicitor-client privilege, or information identifying individuals.
14. uphold the Conflict-of-Interest rules as outlined in Policy No. 131 Trustee Conflict of Interest Guidelines
15. acknowledge that everyone has their own unique experiences of discrimination and privilege and commit to remedying inequity.
16. present myself and my partisan views in a manner that does not undermine the governing role of the Board under the *School Act*.
17. consider all available facts in each situation, make decisions unswayed by prejudice or partisanship, and endeavour to provide the best possible direction to the District.
18. recognize that, once elected, my responsibility is to the District as a whole, and that responsibility supersedes commitments to my voters.
19. encourage full and open discussions in all matters with fellow Trustees and, treat them with respect and consideration not withholding or concealing from them any pertinent information that might affect the position of the Board.
20. support and uphold confidence in staff and support operational and management activities.
21. conduct conversations with staff, employee organizations, partner groups and Rights Holders, school community and the media, with the understanding that communication, operations and the daily administration of the educational programs, school business, and personnel matters are the responsibility of the Superintendent of Schools and School District staff and not the Board or individual Trustees.
22. support the Chair into representing the Board in all Board communications.

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23. ensure that my own opinions and positions are understood to be my own and not that of the Board.
24. conduct conversations with staff, employee organizations, partner groups and Rights Holders, school community and media, with the understanding that authority and power are vested in the Board and not as individual Trustees.
25. support and uphold the position of the Board regardless of my personal opinion.
26. ensure that discussions and debates regarding Board action only happen in properly constituted Board meetings in accordance with legislation and the BC Ombudsman's Open Meetings: Best Practices Guide for Local Governments.
27. abide by the policies of the Board, and/ or all applicable legislation and regulations, including but not limited to the Criminal Code, *Freedom of Information and Protection of Privacy Act*, Human Rights Code, *School Act*, and *Workers' Compensation Act*.
28. uphold all sections of the Code of Conduct when posting to social media or engaging in public communication.

Upon being elected to the Chilliwack Board of Education, and as part of the inaugural meeting, Trustees will formally commit to this Code of Conduct. This commitment will be renewed annually and reported on at a Regular Public Meeting.

POLICY 130 TRUSTEE CODE OF CONDUCT

~~Public confidence in, and respect for the Board is enhanced by adopting and adhering to a Trustee Code of Conduct. Democratically elected boards of education enable local influence and accountability in public education. Boards have the unique role of providing strategic direction and oversight within their local context to enhance confidence in the work of the District. By adopting and adhering to a Trustee Code of Conduct, the board strives to ensure it remains focused on a high-functioning public education system that supports the well-being of students as they become educated citizens.~~

~~Trustees~~ The Board recognizes that as representatives of a diverse community, trustees and members of the School ~~District~~ District community may hold different views on matters related to the Board's business. The Code of Conduct aims to promote the respectful and lawful expression of such points of view when done in a manner consistent with this Code of Conduct ~~done in a manner consistent with this Code of Conduct.~~

~~The Board and individual trustees commit to upholding this Code of Conduct and championing a district culture focused on student achievement. This culture prioritizes well-being and, actively works to diminish systemic racism and oppression, while striving for equity.~~

As a Trustee, I make the commitment to:

- ~~1. acknowledge the significance of the traditional territories in which our schools operate, uphold the Declaration on the Rights of Indigenous Peoples Act, adopt a distinctions-based approach for Reconciliation, and respect and uphold the rights of Indigenous Peoples and Rights Holders.~~
1. advocate for high-quality public education and contribute to governance that supports public schools to meet the individual social, emotional, and learning needs of a diverse student body.
2. exercise and discharge the duties and responsibilities of a Trustee honestly and in good faith to maintain the integrity, confidence, and dignity of the corporate Board and the School District.
3. work with fellow Trustees in a spirit of cooperation and collaboration.
4. observe proper decorum and behavior.
5. support the Board in fostering a safe, inclusive, and healthy working and learning environment.
6. participate in the Trustee onboarding process and ongoing Trustee training.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

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- ~~8. attend all Board meetings of the Board unless I am unable to attend due to illness or other urgent circumstances. In such situations, I will advise the Board Chair as early as possible of my expected absence and the circumstances preventing my attendance at the scheduled meeting.~~
- ~~9. review all meeting agendas and materials provided in advance of meetings.~~
- ~~10. stay informed about the District's strategic plan, Board policies, presentations, and reports.~~
- ~~11. enhance my knowledge of trustee roles and responsibilities and stay current on educational topics and trends by attending, as reasonably possible, educational conferences, workshops and learning sessions.~~
- ~~12. participate in our professional organization, the British Columbia School Trustees Association, including attending the Annual General Meeting.~~
- ~~13. maintain the confidentiality of Board discussions, deliberations and other information placed in confidence with Trustees, including but not limited to in-camera discussions, topics protected by solicitor-client privilege, or information identifying individuals.~~
- ~~14. uphold the Conflict-of-Interest rules as outlined in Policy No. 131 Trustee Conflict of Interest Guidelines~~
- ~~2-15. acknowledge that everyone has their own unique experiences of discrimination and privilege (referred to as intersectionality) (race, ethnicity, gender identity, class, language, religion, ability, mental health, age, education, body size, etc.) and commit to remedying inequity.~~
- ~~16. present myself and my partisan views in a manner that does not undermine the governing role of the Board under the School Act.~~
- ~~17. consider all available facts in each situation, make decisions unswayed by prejudice or partisanship, and endeavour to provide the best possible direction to the District.~~
- ~~3. contribute to governance that supports public schools to meet the individual social, emotional, and diverse learning needs of all students. ensure a safe, inclusive, and healthy work environment that creates a sense of belonging.~~
- ~~4. be a staunch advocate of high quality public education for all students.~~
- ~~5. Maintain the confidentiality of board discussions and deliberations, including but not limited to in-camera discussions, items possessing solicitor-client privilege, or information pertaining to individual people.~~
- ~~6.~~

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Policy Manual



~~7. do everything possible to maintain the integrity, confidence, and dignity of the corporate board and the school district.~~

~~8-18. recognize that, once elected, although elected by constituents, my responsibility is to ensure that decisions are made in the best interests of the District as a whole, acknowledge and that my that responsibility to the district supersedes any conflicting commitments to my voters.~~

~~9. encourage full and open discussions in all matters with fellow Trustees and, treat them with respect and consideration not withholding or concealing from them any pertinent information that might affect the position of the Board, all available facts in each situation provide the best solutions for possible for the education of students in the district.~~

~~19.~~

~~20. support and uphold confidence in staff and support operational and management activities.~~

~~10. support the decisions of the Board, even when I disagree with its decision (/position?).~~

~~11. ADD: express confidence in staff and support implementation Wng with the public, clarify that when I am not speaking for the Board when I am expressing my own opinions.~~

~~21. conduct conversations with staff, employee organizations, partner groups and Rights Holders, school community and the media, with the understanding that communication, operations and the daily administration of the educational programs, school business, and personnel matters are the responsibility of the Superintendent of Schools and School District staff and not the Board or individual Trustees.~~

~~12-22. support the Chair into representing the Board in all Board communications.~~

~~13-1. exercise and discharge the duties and responsibilities of a trustee honestly and in good faith.~~

~~— work with fellow trustees in a spirit of cooperation and collaboration and act within the duties and responsibilities of a trustee.~~

~~— observe proper decorum and behavior.~~

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013; June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017; June 18, 2019; March 8, 2022

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- ~~14.23. encourage full and open discussions in all matters with fellow trustees, treat them with respect and consideration and not withhold or conceal from them any pertinent information that might affect the position of the board, ensure that my own opinions and positions are understood to be my own and not that of the Board.~~
- ~~15.24. conduct conversations with staff, employee organizations, partner groups and Rights Holders, school community and media, with the understanding that authority and power are vested in the Board and not as individual Trustees. remember that authority and power are vested in the board as a whole not in individual trustees. Trustee relationships with the school staff, employee organizations, partner groups and rights holders, school community, and the media will be conducted on this basis.~~
- ~~25. support and uphold the position of the Board regardless of my personal opinion.~~
- ~~26. ensure that discussions and debates regarding board Board action only happen in properly constituted board Board meetings in accordance with legislation and the BC Ombudsman's Open Meetings: Best Practices Guide for Local Governments.~~
- ~~16. remember that the board's role is governance, and any communications on operations and the daily administration of the educational programs, conduct of school business, and personnel matters shall be the responsibility of the Superintendent of Schools and their staff. Board operating, management or administrative questions should be directed to the superintendent.~~
- ~~17.1. review all materials provided in advance of meetings.~~
- ~~18. stay informed about the district's strategic plan, services, and programs; Board policies, meeting agendas, presentations, and reports.~~
- ~~19.1. attend all meetings of the Board unless I am unable to attend due to illness or other urgent circumstances. In such situations, I will advise the Board Chair as early as possible of my expected absence and the circumstances preventing my attendance at the scheduled meeting.~~
- ~~20. respect and abide by the guidelines as set out by Policy No. 120 Board Authority, Roles and Responsibilities.~~
- ~~21.27. abide by the policies of the Board, and/ or all applicable legislation and regulations, including but not limited to the Criminal Code, Freedom of Information and Protection of Privacy Act, Human Rights Code, School Act, and Workers' Compensation Act.~~
- ~~22.1. ensure that discussions and debates regarding board action only happen in properly constituted board meetings in accordance with legislation and BC Ombudsman's Open Meetings: Best Practices Guide for Local Governments.~~

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013;
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June 18, 2019; March 8, 2022

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~~23. present myself and my political views in a manner that doesn't undermine the governing role of the Board under the School Act~~

~~24.1. uphold the Declaration on the Rights of Indigenous Peoples Act, adopt a distinctions-based approach for Reconciliation, and respect and uphold the rights of Indigenous Peoples and Rights Holders.~~

~~25. acknowledge the significance of the traditional territories in which our schools operate.~~

~~26-28. uphold all sections of the Code of Conduct when posting to social media or engaging in public communication.~~

~~27. Upon being elected to a term as trustee for the District, and as part of the inaugural meeting, I will commit to these statements by formally signing the Trustee Code of Conduct - Affirmation. I understand that I will annually indicate my commitment to this Code of Conduct and it will be reported at the following Regular Public Meeting.~~

~~28. participate in our professional organization, the British Columbia School Trustees Association, including attending the Annual General Meeting.~~

~~29.1. participate in the trustee onboarding process and ongoing trustee training.~~

~~enhance my knowledge of Trustee roles and responsibilities and stay current on educational topics and trends by attending, as reasonably possible, educational conferences, workshops and learning sessions.~~

~~Upon being elected to the Chilliwack Board of Education, and as part of the inaugural meeting, Trustees will formally commit to this Code of Conduct. This commitment will be renewed annually and reported on at a Regular Public Meeting.~~

30.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 65 (2)]

Related Contract Article:

Adopted: January 13, 1988

Amended: April 26, 1994; January 15, 2008; February 10, 2009; October 12, 2010; February 26, 2013;
June 17, 2014; February 3, 2015; November 17, 2015; November 8, 2016; October 3, 2017;
June 18, 2019; March 8, 2022

BOARD OF EDUCATION

DECISION REPORT

DATE: April 16, 2024

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY 132 – ADDRESSING BREACHES OF THE TRUSTEE CODE OF CONDUCT**

RECOMMENDATION:

THAT the Board of Education adopt Policy 132 – Addressing Breaches of the Trustee Code of Conduct as presented.

BACKGROUND:

In June 2023, the Ministry of Education and Child Care (MECC) and The British Columbia School Trustees Association (BCSTA) released a memo outlining provincial criteria guidelines for school trustees codes of conduct. The guidelines support the principles underpinning codes of conduct and promote consistency in the application of codes throughout the province. MECC and BCSTA encouraged all boards to review their codes of conduct in accordance with the criteria guidelines and submit their revised policies by **April 30, 2024**.

The Ministry completed a scan of all BC board's codes and provided letters to individual boards with recommendations. The Chilliwack Board of Education received its letter dated August 1, 2023, and the board is requested to work together to review and update the code with the new provincial criteria and to **develop a breaches and sanctions component**.

The following lists the Provincial Criteria Guidelines:

- Emphasis on student achievement, equity and well-being;
- Alignment with BCSTA's principles/standards for codes of conduct:
 - Confidentiality, [addressing] conflicts of interest, integrity, relationships, respect, and responsibility;
- Alignment with existing provincial and federal legislation;
- Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;

- Acceptable use of social media;
- **Policies and procedures for breaches and sanctions with public accountability;**
- Mechanisms to regularly review and affirm the code;
- Board training, including with trustee onboarding; and
- The incorporation of plain language

The Board held five Working Sessions from February to April 2024 to assess criteria guidelines, Ministry recommendations, and develop the attached draft policy for addressing breaches of the Trustee Code of Conduct as follows:

- Policy 132 – Addressing Breaches of the Trustee Code of Conduct

POLICY 132 ADDRESSING BREACHES OF THE CODE OF CONDUCT

The *School Act* states that the rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board as a whole, not with committees of the Board or with individual Trustees. Members of the Board exercise their privileges and responsibilities as a matter of public trust, and only when the Board is officially in session.

Failure by Trustees to conduct themselves in compliance with Policy 130 Trustee Code of Conduct (the “Code”) may be brought as an allegation by a Trustee or Trustees and may result in the Board imposing sanctions. Matters of conduct may only be brought forward by members of the Board of Education and are addressed as an internal and confidential process.

1. Alleged Breaches of the Code of Conduct

- 1.1. Allegations of breaches of the Code may arise in many diverse circumstances and it is not possible to exhaustively specify in advance what conduct constitutes a breach of this Code.
- 1.2. Disciplinary proceedings concerning Trustees are serious matters that are not undertaken lightly. As Trustees are democratically elected, such proceedings must not be utilized as a response to legitimate policy disagreements.
- 1.3. Notwithstanding the above, the following are provided as examples of conduct that could be subject to sanction or to proceedings, where (a) Trustee(s):
 - 1.3.1. disclose(s) confidential business of the Board or information subject to solicitor-client privilege outside of an in-camera Board meeting, unless required to divulge such information by law or authorized by the Board to do so;
 - 1.3.2. violate(s) the law, or advocates for the violation of a law;
 - 1.3.3. violate(s) expected standards of parliamentary decorum, or is / are otherwise disruptive in meetings contributing to work of the Board;
 - 1.3.4. oppose(s) or obstruct(s) the implementation of Board decisions, policies, and positions;
 - 1.3.5. fail(s) to uphold policies of the Board, and/ or applicable legislation and regulations, including, but not limited to, the Criminal Code, Freedom of Information and Protection of Privacy Act, Human Rights Code, *School Act*, and Workers’ Compensation Act;
 - 1.3.6. fail(s) to disclose a conflict of interest or acts in a conflict of interest;
 - 1.3.7. harass(es) or otherwise engage(s) in misconduct in relation to School District staff;
 - 1.3.8. engage(s) in personal or dehumanizing attacks on individuals or groups through digital communication; or
 - 1.3.9. act(s) in a way that exposes the Board to potential liability.

2. Complaint Process

- 2.1. Any Trustee, the Superintendent, or the Secretary Treasurer who has reasonable grounds to believe that another Trustee has breached this Code may bring an alleged breach (“Complaint”) to the attention of the Chair of the Board or designate.
- 2.2. Where an allegation is made against the Chair, or where the Chair is the complainant, all other references to Chair in this Policy shall be deemed to read “Vice Chair.”
- 2.3. An allegation of a breach of the Code must be brought to the attention of the Chair-Vice-Chair Committee within 30 calendar days after the breach happens. There may be exceptional circumstances which allow for an extension of the 30-day timeline.

- 2.4. The Chair-Vice-Chair Committee may ask the Trustee to first seek resolution by Informal Resolution Measures, whenever possible, including seeking resolution in a cooperative fashion marked by mutual respect and seeking to understand with an openness to growth and improvement.
- 2.5. Failing resolution through the informal process, the parties will engage the Chair-Vice Chair Committee to gain resolution.
- 2.6. The Chair and Vice Chair will work to resolve the matter with the intent to satisfy all the individuals involved.
- 2.7. Informal measures may not be appropriate for reasons which may include the nature of the issue of concern or the way it has come to a Trustee's attention.
- 2.8. If resolution through the Informal Measures Process is not possible, the Formal Complaint Process, outlined below, will be followed.
- 2.9. All serious or reoccurring breaches of the Code by a Trustee should be addressed following the Formal Complaint Process.

3. Formal Complaint Process

- 3.1. The Formal Complaint Form shall be completed and signed by the Complainant advancing it, and it shall contain:
 - 3.1.1. the name of the Trustee who is alleged to have breached the Code;
 - 3.1.2. the alleged breach or breaches of the Code;
 - 3.1.3. when the breach came to the Complainant's attention;
 - 3.1.4. the grounds for the belief by the Complainant that a breach of the Code has occurred; and,
 - 3.1.5. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- 3.2. A Complainant may withdraw the Complaint, but if, in the opinion of the Chair, the interests of the Board so require, the Chair may proceed with the consideration of the Complaint in accordance with this Policy, notwithstanding the withdrawal.

4. Notification

- 4.1. The Chair will forward a summary of the complaint to all Trustees, including the alleged breaching Trustee, the Superintendent, and the Secretary Treasurer, within 10 business days of receiving it.
- 4.2. The filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, public disclosure outside of the board shall be deemed to be a violation of the Code.

5. Recommendation Against Proceeding

The Chair may recommend not to proceed with the complaint if, in the opinion of the Chair, it is out of time, trivial, frivolous, vexatious or not made in good faith, or if there are no grounds or insufficient grounds to proceed. The Board shall vote on the recommendation.

6. Investigation

In some circumstances, the Board may engage an independent investigator to review the Complaint. The investigator shall prepare a confidential report that will be provided to all members of the Board.

7. Procedural Fairness

- 7.1. The Chair at any meeting considering a Complaint shall exercise their powers in a fair and impartial manner, showing due regard for every Trustee's opinion or viewpoint and ensuring that the conduct of the proceeding is fair to the Respondent Trustee.
- 7.2. In the interests of procedural fairness, the Respondent Trustee must be given the opportunity to address the allegations.
- 7.3. The Chair must ensure that all members of the Board have the same information and documentation concerning the matter.
- 7.4. Refusal to participate does not constitute a lack of due process.

8. Code of Conduct Hearing Procedure

- 8.1. If the Board decides to hold a Code of Conduct hearing, the Respondent Trustee will be provided a minimum of 14 calendar days' notice of the hearing.
- 8.2. The Complainant and the Respondent Trustee may present their written or oral evidence to the Board and may be asked questions of clarification by the other Trustees.
- 8.3. Where an independent investigation has occurred, the investigator's report shall be placed before the Board.
- 8.4. The Respondent Trustee may be represented by counsel or another representative, at their own expense, unless the Board determines otherwise, provided that counsel or the representative agree to maintain the confidentiality of the proceedings. The Board may have counsel assist the Board with matters of procedure, law, and in respect of its deliberations.
- 8.5. Witnesses will not be called, and cross examination will not be permitted at any meeting concerning a Complaint.
- 8.6. The Board must consider the following:
 - 8.6.1. Whether the allegations of misconduct occurred;
 - 8.6.2. If the Board is satisfied according to the civil standard of the balance of probabilities (a 51% likelihood of occurrence) that misconduct did occur, whether any disciplinary action is justified;
 - 8.6.3. If some disciplinary action is justified, the Board must then determine what form of disciplinary action would be fair and reasonable.
- 8.7. The Board will endeavor to resolve any Complaint within 90 calendar days of receipt of Complaint.
- 8.8. The process may be deferred if the matter is subject to investigation by the police or under any applicable legislation.

9. Sanctions

- 9.1. The Board may determine that no sanction be imposed for reasons which may include the following:
 - 9.1.1. although a contravention occurred, the Trustee took all reasonable measures to prevent it;
 - 9.1.2. that the contravention was trivial or committed through inadvertence or an error of judgment made in good faith.
- 9.2. Where a sanction is to be imposed, the Board will determine, by resolution, the appropriate sanction.
- 9.3. Sanctions for a violation of the Code should be imposed in a remedial and restorative manner, should reflect the seriousness of the breach, and may consider input from the Respondent.
- 9.4. Sanctions against the offending Trustee may include, but are not limited to:
 - 9.3.1. a letter of apology written by offending Trustee;

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- 9.3.2. participation in a restorative justice process;
 - 9.3.3. participation in specific training, coaching, or counselling as directed by the Board
 - 9.3.4. a letter of censure issued to the offending Trustee;
 - 9.3.5. removal from some or all Board of Education committees or other appointments of the Board, for a period of time:
 - 9.3.6. removal from in-camera meetings for a specified period of time during the current Board's term of office; or
 - 9.3.7. other sanctions the Board considers appropriate for the circumstances.
- 9.5. A Trustee who is barred from attending all or a part of a meeting or meetings of the Board, or a meeting or meetings of a Committee of the Board, is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to members of the public.

10. Publication of Decision

- 10.1. All details of the complaint, discussion and resolution are in-camera.
- 10.2. The Board may, by resolution, issue a statement that may include sanctions or the substance of the Complaint.
- 10.3. Personal privacy of any affected third party will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

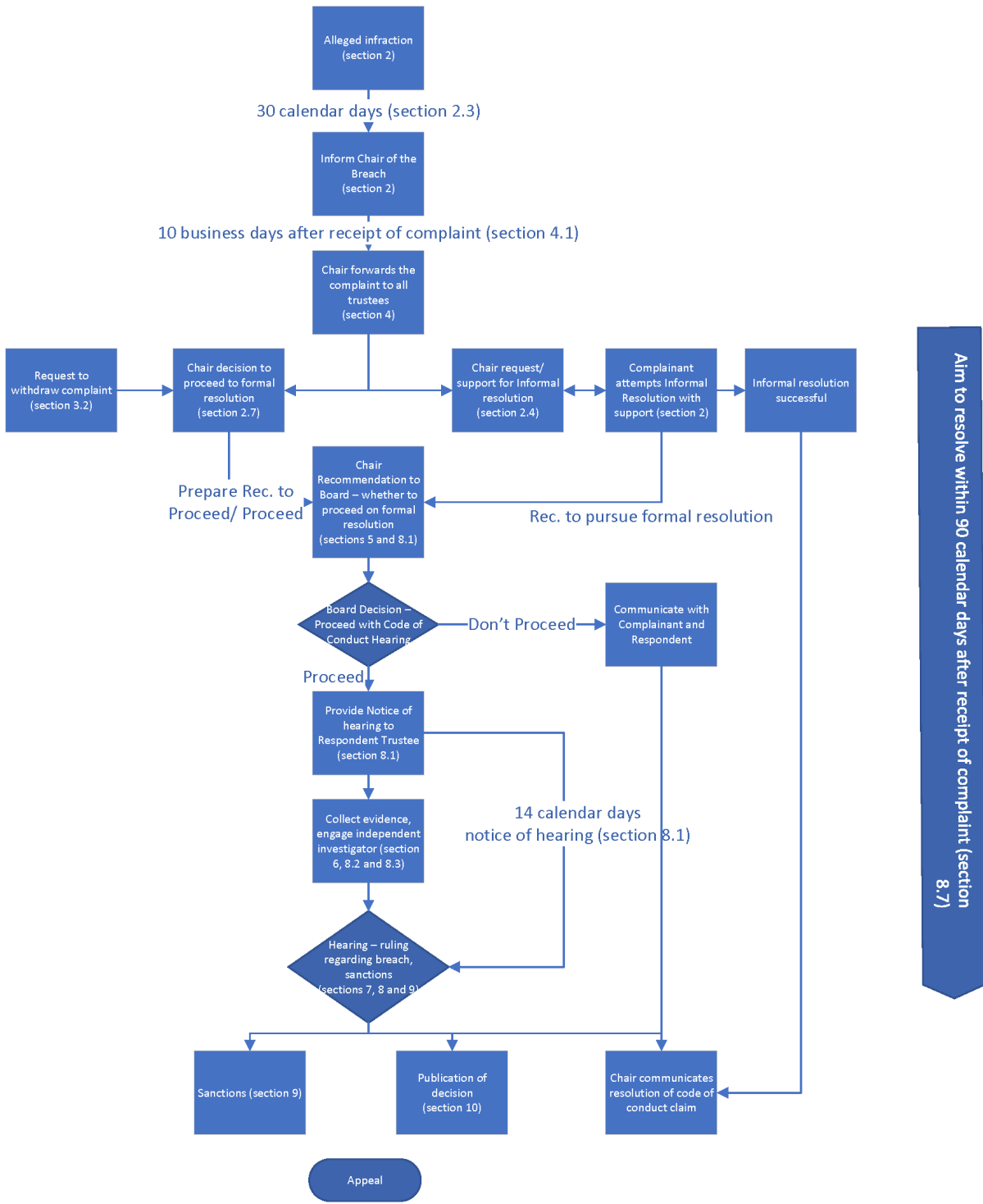
11. Privileges of Presiding Officer Preserved

Nothing in this Policy prevents the Board from exercising its power, pursuant to Section 70 of the *School Act*, to expel or exclude from any meeting any Trustee who has been guilty of improper conduct at the meeting, without the necessity of a complaint or conducting an investigation or other inquiry, before expulsion or exclusion from a meeting.

12. Appeal of Decision

Trustees who have been sanctioned or have had other measures imposed upon them by the Board under this Policy can appeal those decisions through the legal system, at their own expense.

Addressing Breaches of the Code of Conduct Flowchart:



Related Legislation:
Adopted:
Amended:

BOARD OF EDUCATION

DECISION REPORT

DATE: April 16, 2024
TO: Board of Education
FROM: Simone Sangster, Secretary Treasurer
RE: **POLICY 610: FINANCIAL PLANNING AND REPORTING**

RECOMMENDATION:

THAT the Board of Education amend Policy 610, as presented.

BACKGROUND:

Finance and resource management is a core governance role. Additionally, the Ministry of Education and Child Care has developed some standards and guidelines within which school districts must operate and present financial information. In July 2021, the Ministry implemented the K-12 Public Education Accumulated Operating Policy to ensure consistency, transparency and accountability for the use of educational operating funding that not used in the year in which it was provided.

Policy 610 has been updated to reflect the input received from the Ministry.

POLICY 610 FINANCIAL PLANNING AND REPORTING

The Board recognizes its responsibility for the effective use of funds received from the Ministry of Education and Child Care ([the “Ministry”](#)) and other sources. The Board of Education ([the “Board”](#)) has a duty to govern the district in a fiscally responsible manner, while supporting the priorities and strategies of its Strategic Plan.

Governance over financial planning and reporting encompasses setting strategic objectives, and then providing resources to achieve those objectives. The Board of Education represents the community and should be open and transparent on the resource allocations along with seeking community input on those allocations. The Board cannot transfer its fiduciary responsibility to management, community, or partners, and must retain responsibility for the final approval and monitoring of the budget plan. Management is responsible to the Board for outlining performance measures to evaluate achievement of the objectives, identifying risks inherent in the budget plan, establishing internal controls over spending, and providing regular financial reporting.

The Board believes that establishing strategic objectives and associated operational plans will enhance student educational outcomes. The Board also believes that aligning funding and resources to those strategic objectives and engaging in multiyear financial planning is crucial for the effective and sustainable operation of the school district. The Board will develop a *Financial Plan* spanning three years [and will provide Ministry with the plan](#).

Guiding Principles:

- The Board will establish a financial plan that allocates resources and reserves to the core operational needs of the district, and to support strategic and long-range plans of the district.
- In developing its *Financial Plan*, the Board will establish a consultation process to receive input from students, parents/guardians/caregivers, staff, First Nations and Métis Nation BC, community members and organizations on the strategic objectives and resource priorities.
- Throughout the fiscal year, management will provide regular reporting which will compare actual and forecasted expenditures to the budget plan.
- The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
- The Board will review the budget planning processes on an annual basis.

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Timelines and engagement opportunities for Financial Planning and Reporting Activities:

September	Regular Board Meeting	Audited Financial Statements, Financial Statement Discussion and Analysis
November	Budget Advisory Committee	1 st Quarter Financial Report, Financial Statement Discussion and Analysis, Budget Timeline and Process
November	Regular Board Meeting	1 st Quarter Financial Report, Budget Timeline and Process Approval
January	Budget Advisory Committee	Amended Annual Budget Review
January	Regular Board Meeting	Amended Budget 1 st Reading
February	Budget Advisory Committee	2 nd Quarter Financial Report, Budget Timelines, Public Budget Presentation/Consultation Planning
February	Regular Board Meeting	Amended Budget 2 nd & 3 rd Reading and Adoption, 2 nd Quarter Financial Report
April	Budget Advisory Committee	Preliminary Budget Assumptions, Overview of Public Budget Presentation/Consultation
April	Regular Board Meeting	Public Budget Presentation & Consultation
May	Budget Advisory Committee	3 rd Quarter Financial Report, Preliminary Budget Review, 3-Year Plan Review
May	Regular Board Meeting	Preliminary Budget 1 st Reading, 3 rd Quarter Financial Report, 3-Year Plan Review
June	Regular Board Meeting	Preliminary Budget 2 nd & 3 rd Reading and Adoption, 3 rd Quarter Financial Report, 3-Year Plan

BOARD OF EDUCATION

DECISION REPORT

DATE: April 16, 2024

TO: Board of Education

FROM: Simone Sangster, Secretary Treasurer

RE: **POLICY 611: ACCUMULATED OPERATING SURPLUS &
PROCEDURE 611: ACCUMULATED OPERATING SURPLUS**

RECOMMENDATION:

THAT the Board of Education amend Policy 611, as presented.

BACKGROUND:

Finance and resource management is a core governance role. Additionally, the Ministry of Education and Child Care has developed some standards and guidelines within which school districts must operate and present financial information. In July 2021, the Ministry implemented the K-12 Public Education Accumulated Operating Policy to ensure consistency, transparency and accountability for the use of educational operating funding that not used in the year in which it was provided.

Policy 611 plus its companion procedure reflect the requirements of the Ministry's policy and have been reviewed and approved by the Ministry. More information on Policy and Procedure 611 is contained in the Ministry's Companion Guide which is attached to this report. This guide was prepared as a resource for districts and boards.

Policy 611 and accompanying Administrative Procedure

The accumulated surplus is like the district's savings account. It is a key reserve for the operation of the district and is used to provide a cash operating balance (cash availability in advance of revenue receipts), a plan for contingencies, a plan for difficulties if a core budget assumption is not realized, and a backstop for a potential risk factor creating challenges for the district. Oversight of the accumulated surplus and the annual contribution or use of the surplus is part of the following elements of the financial and resource governance role (as described in BCSTA literature):

- Aligning financial resources with the district strategic plan
- Determining future budget requirements
- Ensuring adherence to legislation and policy requirements
- Ensuring transparency and accountability

The policy has been substantially rewritten. The policy is a high-level summary of the board's governance role in terms of the accumulated operating surplus. It describes some of the ways in which such a surplus may be utilized. It also describes the board's role in approving the budget and therefore the accumulated operating surplus. The description of managing the accumulated operating surplus, the types of operating surplus funds, and how to manage this as part of the budget approval process have been moved to the procedure.

The procedure contains the detailed means of managing the Accumulated Operating Surplus. It describes the following:

1. Public participation;
2. Eligible restrictions of funds to support strategic priorities and other operational objectives;
3. Target balances; and
4. Approval process and public reporting.

As you might notice, items 1 and 4 directly enhance the accountability and transparency of the process. Item 2 provides the technical definitions. Item 3 provides for a specified bound within which management is expected to prepare budgets, report to the board, and manage the fiscal affairs. We have established this as a range of 2-4%, which is consistent with a survey of similar sized districts. We recommend this for the first year with the understanding that the board may request another target with notice. The expectation is that we would stay in the middle of this range. Section 4 on Approval and Reporting requires staff to provide reports on the accumulated surplus and the board to approve the use accumulated operating surplus.

POLICY 611 ACCUMULATED OPERATING SURPLUS

The Board of Education (the “Board”) is committed to the principles of good governance, fiduciary responsibility, and full transparency. The Board demonstrates its commitment to these principles through responsible financial management which includes utilization and reporting of the Accumulated Operating Surplus.

The Board acknowledges that an Accumulated Operating Surplus balance provides a measure of resiliency to mitigate against fluctuations in annual grant funding and other revenues and creates a contingency to manage one-time costs or unforeseen expenditures. Use of the Accumulated Operating Surplus cannot be relied upon to sustain on-going operations and services. The Board can restrict operating surplus for future years.

The Board will ensure that prior to approving the Annual Budget, a consultation process regarding the use of Accumulated Operating Surplus has taken place. The Board will consult and engage with its Partners in Learning. This engagement will be consistent with the budget consultation processes outlined in Policy and will support the Board requirement of a collaborative process that is transparent, inclusive and timely.

The Board will consider the advice and recommendations received prior to approving a separate motion regarding the use of the surplus.

POLICY 611 ACCUMULATED OPERATING SURPLUS

The Board of Education is responsible for ensuring the district is protected financially from forecasting risk and unforeseen circumstances that could negatively impact resources available for the education of students. The Board is required by legislation to prepare a balanced annual budget. As stipulated within the *School Act*, boards of education are not permitted to incur a deficit of any kind and therefore must plan appropriately. Estimated spending in the annual budget must not exceed estimated revenue plus any allocation of accumulated operating surplus.

An accumulated surplus represents the extent to which revenue from all previous years exceeds expenditures from all previous years. The use of an operating surplus enables the Board to mitigate financial risk and support programs and services for students. Surplus balances provide flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to declining enrolment. To support long-term financial planning the Board can restrict operating surplus for use in future years.

This policy, in conjunction with Policy 610 – Financial Planning and Reporting, ensures accountable and transparent financial planning; establishes procedures that guide the accumulation, spending and reporting of operating surplus funds; and outlines how the Board will engage with students, parents/guardians/caregivers, staff, First Nations and Métis Nation BC, community members and organizations. This policy aligns with and ensures compliance with the Ministry of Education and Child Care’s [Accumulated Operating Surplus Policy](#) and [Financial Planning and Reporting Policy](#).

To increase transparency, surplus allocations will be specifically identified and approved as part of the budget approval process. Surplus allocations not contained in the budget will require a Board motion in a public meeting, save for motions that are appropriately made in a closed Board meeting such as matters related to land, legal or personnel matters.

The reporting of surpluses and inter-fund transfers are publicly provided through both the financial statement and budget reporting processes. The district budget reporting processes will outline the initial plan for surpluses and transfers and the financial statements will report on the actual surpluses and transfers in any given budget year.

Consultation and Engagement

Prior to approval of the Annual Budget, the Board of Education will consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the accumulated operating surplus. This engagement will be consistent with the consultation processes outlined in Policy 610 – Financial Planning and Reporting. Information regarding these processes will be provided on the district website.

Specifically, the Board will consult and engage local communities, education partner groups, local First Nations and Métis Nation BC about:

- opportunities to provide input, feedback and ask questions regarding the Board's annual budget and Board's operating surplus accumulation, reporting and planned use;
- how the feedback will be used; and
- any specific opportunities to provide feedback.

Categories of Operating Surplus

The Board uses the following categories to manage operating surplus.

Internally Restricted Operating Surplus

The Board can make restrictions for items that are identified by the Board and have defined timelines. The three streams of internally restricted operating surplus are:

- restricted due to the nature of constraints on the funds;
- restricted for anticipated unusual expenses identified by the Board; and
- restricted for operations spanning multiple school years.

Chilliwack School District's accumulated operating surplus will serve as a contingency reserve for the risks associated with unexpected increases in expenses and/or decreases in revenues related to major emergent operating issues, one-time costs and intermittent projects. The Board will attempt to maintain a contingency reserve of 3.5 percent of annual operating expenses.

Restricted for Future Capital Cost-Sharing

To support major capital projects that are identified in the Boards' five-year Capital Plan and approved by the Ministry for concept plan or business case development, the Board may restrict operating surplus to satisfy capital project cost-share expectations.

Local Capital

Local Capital will include the Board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Capital projects that are not supported by the government through the Ministry of Education and Child Care's Capital Plan funding need to be funded through school district funds.

Special Purpose Funds

The Board of Education may maintain a surplus within a Special Purpose Fund where it is beneficial to do so in achieving the intent of that fund.

ADMINISTRATIVE PROCEDURE 611 ACCUMULATED OPERATING SURPLUS

Purpose

The purpose of this Administrative Procedure is to provide guidance as to how the Board of Education (the “Board”) will manage the Accumulated Operating Surplus. The Procedure is organized to describe the following requirements:

1. Public participation;
2. Eligible restrictions to support strategic priorities and other operational objectives;
3. Target balances; and
4. Approval process and public reporting.

Definitions

Balanced annual budget means that the estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus.

Accumulated operating surplus represents the extent to which revenue exceeds expenditures, minus inter-fund transfers, from current and prior fiscal years.

Inter-Fund Transfer means a transfer between the district’s Operating Fund and Capital Fund.

Internally Restricted Operating Surplus means an appropriation of the Accumulated Operating Surplus that has been approved by a Board motion for specified use in future years.

Local capital is comprised of previous years’ available operating surpluses, which are transferred to Local Capital with Board approval; revenues from sale of capital assets; and investment income earned on these funds.

Public Participation

Prior to approval of the Annual Budget, the Board will consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the accumulated operating surplus. This engagement will be consistent with the budget consultation processes outlined in Policy and will support the Board requirement of a collaborative process that is transparent, inclusive and timely.

Eligible Restrictions of Accumulated Operating Surplus by Category

The Accumulated Operating Surplus may be subject to internal restrictions for use in future years. Restrictions can be made for items that are identified by the District, have defined timelines and meet defined operational needs, including services or purchases that are directly related to the Board’s strategic plan and priorities, specified operational needs of the school district, and enhanced educational outcomes for students. Internal restrictions will be approved by separate Board motion, and should be classified under the following categories:

1. restricted due to the nature of constraints on the funds
Such as:
 - Contractual obligations (e.g., professional development)
 - Unspent targeted grant funds; or
 - School generated funds.
2. restricted for anticipated unusual expenses identified by the Board
This includes one-time expenses such as:
 - Specified short-term, variable staffing needs;
 - Equipment loss and breakage of reserves;
 - implementation of specified new initiatives; or
 - impact of specified emerging events (e.g., COVI-19)
3. restricted for operations spanning multiple school years
Such as:
 - Revenues are not received in the same school year in which expenses are incurred;
 - Unspent school block funds;
 - Unspent holdback funding from the Ministry of Education and Child Care;
 - Designated funds to support future obligations, programs, or services.
4. restricted for transfer to Local Capital
To create a reserve fund for:
 - Significant investments in technology, furniture and equipment, and fleet, that align with the Board's strategic plan and priorities;
 - School district contributions to capital construction projects not funded by the Ministry of Education and Child Care;
 - Capital Assets funded by the school district (e.g., Education Services Center, Maintenance etc.)
5. restricted for future capital cost share
 - To support major capital projects that are identified in the Boards' five-year Capital Plan, and approved by the Ministry of Education and Child Care for concept plan or business case development, the Board may restrict operating surplus to satisfy capital project cost-share expectations at the time the project is brought forward for funding approval;
 - To satisfy Ministry requirements to contribute to major capital projects.

Unrestricted Operating Surplus (Contingency)

The District will maintain an unrestricted operating surplus to support effective planning that includes risk mitigation. From time to time, the district may require emergency funds, or contingency funds for unexpected increases in expenses and/ or decreases in anticipated revenues. In these situations, the district needs to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Policy Manual



The target balance for the Unrestricted Accumulated Operating Surplus is established in the range of 2 to 4 percent of annual operating expenses as approved in the Annual Budget.

Should the Unrestricted Accumulated Operating Surplus decline below the target balance, a replenishment strategy will be developed and approved by the Board. Restoration of the balance may be implemented over a three-year period or an alternate approved timeline.

Special Purpose Funds

Special purpose funds comprise targeted funding provided to the school district for a specific purpose. Pursuant to the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. The District may maintain a surplus within a Special Purpose Fund where it is beneficial to do so in achieving the intent of that fund.

Approval and Reporting

Prior to bringing the Annual Budget, the Amended Annual Budget, or the Audited Year End Financial Statement to the Board for approval, the Secretary-Treasurer will present a report to the Budget Committee, for the budget, or the Audit Committee, for the Financial Statements, that includes use of the Accumulated Operating Surplus and Local Capital.

The report will include the opening balance, planned uses, actual uses and closing balances by the categories of use identified above, as well as the expected timelines for use.

The committees will provide a recommendation on the reports prior to consideration by the Board.

Allocations not contained in the budget will require a Board motion in a public meeting, save for motions that are appropriately made in a closed Board meeting such as matters related to land, legal or personnel matters.

The Board will approve recommendations for use of Accumulated Operating Surplus or transfer to Local Capital by way of separate motions. The motions will include the purpose, timeline and amount to be restricted.

K-12 Public Education Accumulated Operating Surplus Policy

COMPANION GUIDE



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Purpose of the Companion Guide to the Accumulated Operating Surplus Policy

The BC School Trustees Association (BCSTA), and the Ministry of Education and Child Care (ministry), have committed to working together to develop provincial policies and guidelines for operating surplus that are consistent with the BC **Funding Model Review** and recommendations. The ministry implemented the **K-12 Public Education Accumulated Operating Policy**, on July 2021, to ensure that there is consistency, transparency and accountability for the use of educational operating funding that is not used in the year in which it was provided.

The Policy outlines the process for the reasonable accumulation, spending and reporting of operating surplus funds and boards of education (boards) engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC, on the topic. It requires boards to monitor and report on their management of operating surplus and provides information and guidelines around operating surplus categories.

The Policy explains that it is appropriate for boards to maintain reasonable operating surplus to manage financial risk and maintain services for students for more than one year. The Policy also ensures that when boards restrict surplus funds it is done for specific purposes with identified timelines. It also creates a mechanism for boards to set aside funding for approved capital projects after other priorities have been addressed.

This Companion Guide (CG) to the Policy provides information and resources that will help boards to understand and meet the requirements in the Policy. The CG should be read in conjunction with the Policy—the Policy contains the main requirements that boards must comply with. The ministry will consult with BCSTA, as needed, when making changes to the Policy and this CG.

Appendix A in this CG provides an example of an operating surplus planning and reporting template (multi-year) that boards may use in the development of their own reporting document. Appendix B provides an example of a multi-year Local Capital surplus planning and reporting template that boards may use to develop their own reporting documents.

Definitions

- ▶ **Accumulated Operating Deficit:** means the accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.
- ▶ **Accumulated Operating Surplus:** means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years. Accumulated Operating Surplus is a term defined by the Public Sector Accounting Standards (PS1201). While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus should be used.
- ▶ **Annual Operating Deficit:** is the amount by which a fiscal year's Operating Expenses exceed that same fiscal year's Operating Revenues.
- ▶ **Annual Operating Surplus:** is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses.
- ▶ **Inter-Fund Transfers:** means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).
- ▶ **Internally Restricted Operating Surplus:** means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- ▶ **Local Capital:** is comprised of previous years' available operating surpluses, which are transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- ▶ **Operating Expenses:** are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the ministry.
- ▶ **Operating Revenue:** is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the ministry.
- ▶ **Special Purpose Fund:** consists of targeted funding provided to the school district for a specific purpose. Pursuant to Sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as 'a contribution that is subject to a legislative or contractual stipulation or restriction as to its use'. Special purpose fund expenses are contingent on the amount of revenue received for the purpose of providing a specific service or program.
- ▶ **Unrestricted Operating Surplus (Contingency):** means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.

Managing Accumulated Operating Surplus

A board achieves an operating surplus when its annual revenue exceeds annual expenditure. Transfers of operating surplus can then be made for the purpose of acquiring capital assets or supplementing Local Capital. An operating surplus means that a board has financial resources that can be used to fund school district operations for a period longer than one year. The ability to carry forward unspent funds (with certain restrictions) enables boards to effectively plan for future years.

The School Act enables the Minister of Education and Child Care (minister) to establish guidelines and rules to help boards maintain an operating surplus while continuing to meet the needs of students in the province.

The Board Budget Process

Boards are required by the School Act to prepare a balanced budget. Board revenues, plus any operating and local capital surplus, must fully fund the following:

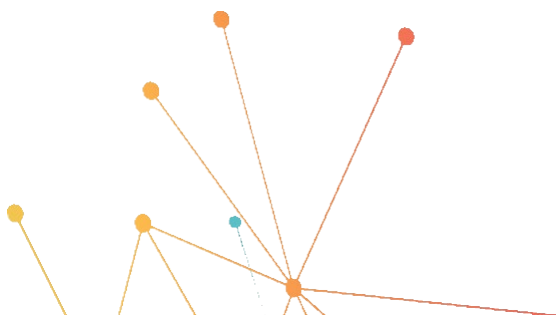
- annual operating expenses;
- tangible capital asset acquisitions (from operating funds, and
- any planned reduction of prior years' deficits.

For a Board to achieve a special purpose fund (SPF) balanced budget, SPF revenues plus any deferred revenues must fully fund annual SPF expenses and tangible capital asset acquisitions from SPF. The Capital Fund is not part of a Board's operating balanced budget and may be in deficit. As such a board may incur an annual deficit for the portion of amortization expense that exceeds amortization of deferred capital contributions.

The Policy requires boards to develop, publish and maintain a local policy that describes how they will engage with their local community, education partners and local First Nations and Métis Nation BC on the management of board operating surplus. As part of the annual budget process, all boards should plan to engage in public discussions with stakeholders and community partners, to discuss why boards have an operating surplus and how the surplus will be used to support the boards' strategic plans, operational needs and enhanced educational outcomes for students.

The current policies of a specific school district may be accessed by going to that district's website.

As part of this public planning process, and to promote transparency, boards should also review historical accumulation and usage of operating surplus to identify patterns that will assist them in more effective long-term financial planning.



Internally Restricted Operating Surplus

An accumulated operating surplus indicates that a school district has net resources that can be used to provide future services or acquire assets. It is achieved by spending less than the revenue from all sources. The board may approve restrictions on spending of surplus. Boards of education are required by legislation to prepare balanced annual operating budgets and this may include appropriation of prior year accumulated surplus.

Boards can set aside a certain portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. When funds are restricted for use in future years, boards must ensure that the restrictions are made only for defined operational needs with defined timelines, including services or purchases that are directly related to a boards' strategic plan, operational needs and enhanced educational outcomes for students.

To increase transparency, appropriations require a board motion. It is appropriate for some motions to be made in a closed board meeting (i.e., related to land, legal or personnel) but in most cases it will be at a public meeting. The Policy establishes three categories of Internally Restricted Operating Surplus:

1. Restricted Due to the Nature of Constraints on the Funds

Boards receive grants from the ministry for specific or targeted purposes (section 106.4 and s. 115 of the *School Act*). Boards may also have access to other revenue. If these grants and funds are not spent, the balance is internally restricted to be used for specific use in future years.

The board may have commitments to spend certain operating funds, in future years, on identified activities. These commitments may be legally binding (e.g., professional development funds outlined in collective agreements). They may also be implied (but not legally binding) commitments such as funds donated to a school but not explicitly restricted by the donor. The board may internally restrict operating surplus to enable boards to meet these obligations. These internal restrictions could be for categories such as:

- ▶ contractual obligations (e.g., professional development);
- ▶ funding required to meet the Indigenous education spending target; and
- ▶ school generated funds (not externally restricted).

2. Restricted for Anticipated Unusual Expenses Identified by the Board

To support effective planning, there will be situations where management has identified one-time and intermittent projects that will not be funded by revenues in that year (or where if they are funded from annual Provincial Operating grants this may cause fluctuations or reductions in educational service levels.) These one-time expenses may include:

- ▶ staffing needs that are short term and variables in nature;
- ▶ implementation of new initiatives; and
- ▶ the impact of emerging events (i.e., COVID-19 pandemic, refugee students).
- ▶ self-insurance for minor equipment loss and breakage;

3. Restricted for Operations Spanning Multiple School Years

To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years. These situations could include:

- ▶ future years' Operations/Budget (not beyond the next two fiscal years);
- ▶ schools and department surplus/carry-forwards (not beyond the next two fiscal years);
- ▶ operating projects in progress;
- ▶ technology, utilities, equipment, and Capital projects (includes amounts to be transferred to Local Capital that have not yet been identified for specific initiatives);
- ▶ purchase order commitments; and
- ▶ educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program).

Restricted For Future Capital Cost Share

To support major capital projects that are identified in the board's 5-year Capital Plans, and approved by the ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the **Capital Planning Instructions**.

Unrestricted Operating Surplus (Contingency)

Boards should consider maintaining reasonable unrestricted operating surplus to support effective planning that includes risk mitigation. From time to time, boards may require emergency funds, or contingency funds for unexpected increases in expenses and/or decreases in anticipated revenues. In these situations, boards need to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. Unrestricted operating surplus includes funds that may be used for budgets beyond the next two fiscal years.

Examples of the use of unrestricted operating surplus funds include the following situations.

- ▶ **Emergent Operating Issues** – a school district may be faced with major non-recurring costs related to emergency events or situations (e.g., severe inclement weather, forest fires, etc.). These situations cannot be anticipated and budgeted for and it may not be feasible to absorb the cost of such events in other budget areas in any given year.
- ▶ **To Offset Unrealized Revenues** – some of the school district's revenue sources (e.g., international and out-of-province student enrolment, rentals, etc.) are cyclical in nature and subject to downturns in the economy and other factors. While districts try to anticipate economic downturns by budgeting for a base dollar amount of these revenues in its general operations, they can still face unrealized revenues and/or declines in base revenues from year to year. Boards cannot always count on budgetary savings or other revenues to offset these shortfalls. In these types of situations, boards can use unrestricted operating surplus (contingency), to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

Accumulated Deficits

Under section 156(12) of *the School Act*, a board must not incur a deficit of any kind unless the board has the approval of the minister or meets criteria prescribed by order of the minister. The criteria for incurring a deficit is prescribed in section 3 of the **Accounting Practices Ministerial Order**.

Consistent with this primary and secondary legislation, under ministry policy, a request to incur an accumulated operating deficit will only be approved if it is submitted by the board chair, or on a motion from the board and only if the board can explain why the accumulated deficit has been incurred. The board must not have a history of multi-year accumulated deficits, must have retired any previous accumulated deficits as required by the ministry, and must:

- ▶ indicate the nature of the accumulated deficit;
- ▶ demonstrate how the accumulated deficit will be repaid (generally within one to 3 years);
- ▶ indicate the percentage that the accumulated operating deficit is under budgeted expenditures;
- ▶ have appropriated, to the current year, all accumulated operating surplus from prior years; and
- ▶ submit a deficit retirement plan.

The minister may seek additional information to evaluate a board's request if the board does not meet the above criteria. Approval will be considered on a case-by-case basis. The minister may specify terms or conditions directly related to the retirement of the deficit prior to approving the request (e.g. that a debt be retired at a minimum of 1/3 the total debt over a three-year period). The minister will require audited financial statements to approve the accumulated deficit.

Ministry Oversight

To ensure accountability, board budget allocation decisions will align the use of operating surplus and Local Capital, with educational and operational objectives contained in the school district's strategic plan. The ministry may request boards to provide written evidence that have been informed about how and why funds were restricted (i.e., approved board motion).

If the ministry has concerns, about board accumulated operating surplus policies and processes, it may take corrective actions.

Operating Surplus Reporting and the Financial Statement Discussion and Analysis

The **Budget Transparency and Accountability Act** directs boards to follow public sector accounting standards, (excluding the PS4200 series) and the Treasury Board Restricted Contribution Regulation 198/2011 (accessed from the Act above). Boards, as government reporting entities, must prepare audited financial statements and other reporting in compliance with this Act. *The School Act* and the **Notes to the Financial Statements** should be referred to when itemizing the internal restrictions boards have placed on their operating surplus.

However, these financial statements alone do not provide stakeholders with all the information necessary to assess the boards' financial planning and performance and management of operating surplus. To ensure the ministry receives all information relevant to the Policy, boards can provide additional narrative-type of information explaining how the funds were accumulated, and how the operating surplus will be used, through the Financial Statement Discussion and Analysis (FSD&A).

The FSD&A can also be used to explain how operating surplus was used to support board strategic plans, other operational needs of the school districts, and enhanced educational outcomes for students.



Appendix A and B – Sample Templates for Multi-Year Accumulated Operating Surplus and Local Capital Planning and Reporting

Appendix A and B, on the following pages, are sample templates for multi-year reporting on the Accumulated Operating Surplus and Local Capital. While they are not mandatory, using the templates will result in consistent and efficient multi-year planning and reporting of operating surplus. The templates were co-developed with BCASBO.

The templates for multi-year reporting are not part of the Notes to the Financial Statements; they can be included as appendices to your FSD&A and/or the Multi-Year Financial Plan. The two appendices are to be completed beginning in the 2022/23 fiscal year-end.

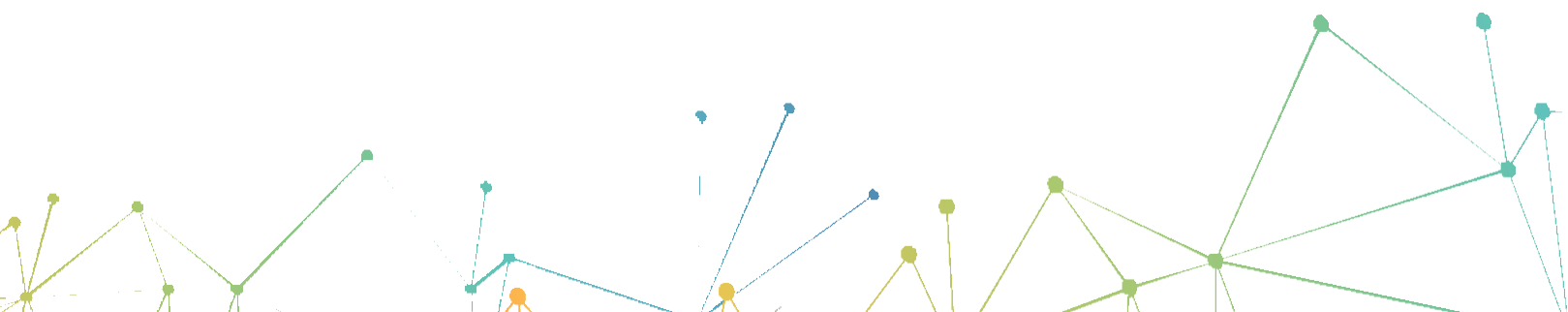
The Ministry will use the appendices and support material to advise government on boards' planning and management of operating surplus and local capital. The appendices can also be used to show that the year-end balance may be the same as the opening balance, but there is activity throughout the year. That is important when discussion arises about good operating surplus financial management practices (e.g., capital cost sharing).

To ensure greater financial accountability, the Ministry Oversight section (above) directs that board budget allocation decisions will align the use of operating surplus and Local Capital with educational and operational objectives contained in the school districts' strategic plans.

When populating the appendices, School Districts should examine the previous year's Financial Statements and ask the following questions:

- ▶ What are the categories and line items in the districts' Internally Restricted Operating Surplus and Local Capital (using current year column)?
- ▶ What are the ins and outs for the year leading to the ending operating surplus and Local Capital balance?
- ▶ Can the school district align Internally Restricted items against plans for Years 1 through 3 and then tie the items etc. into the multi-year plans?

The ministry expects that School Districts can populate the first year (columns 1-6 – operating surplus; columns 1-3 – local capital) while they may still be developing their multi-year Financial Plans. As they are being developed, the multi-year Financial Plans can then be used to populate amounts in the remaining columns.



Surplus Policy Companion Guide, Appendix A

Multi-Year Operating Surplus Planning and Reporting Template

SAMPLE

Schedule of Accumulated Operating Surplus	Opening Balance	Planned Use	Actual Use	Additions	Closing Balance	Planned	Planned	Planned	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to Other Comments
	July 1	Current School Year	Current School Year		June 30	Next Year	Year 2	Year 3		
Internally Restricted Due to the Nature of Constraints on the Funds										
	\$									
Percentage of Operating Budget	%									
Internally Restricted for Anticipated Unusual Expenses Identified by the Board										
	\$									
Percentage of Operating Budget	%									
Internally Restricted for Operations Spanning Multiple School Years Next Year's Operating Budget										
	\$									
Percentage of Operating Budget	%									
Internally Restricted for Future Capital Cost Share										
	\$									
Percentage of Operating Budget	%									
Internally Restricted Operating Fund Surplus	\$									
Unrestricted Operating Surplus (Deficit)	\$									
Percentage of Operating Budget	%									
Total Operating Fund Surplus (Deficit)	\$									
Percentage of Operating Budget	%									

Please [click here](#) for an Excel version of the two reporting templates.

Surplus Policy Companion Guide, Appendix B

SAMPLE

Multi-Year Local Capital Surplus Planning and Reporting Template

Local Capital	Prior Year	Current Year	Planned for Year 1	Planned for Year 2	Planned for Year 3
Opening Balance					
Sources of Local Capital					
Sale of Property-Board's Share					
Detail					
Detail					
Detail					
Total Sale of Property					
Transfer from Operating					
Investment Income					
Uses of Local Capital					
Assets Purchased					
Detail					
Detail					
e.g., High School Track Upgrade					
e.g., ERP System Upgrade					
e.g., Middle School Roof Replacement					
Total Assets Purchased					
Closing Balance					

Please [click here](#) for an Excel version of the two reporting templates.

K-12 Public Education Accumulated
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COMPANION GUIDE

MEETING SUMMARIES

In-Camera Meeting – March 12, 2024

Trustees: Willow Reichelt, Carin Bondar, Richard Procee, Margaret Reid, David Swankey, Teri Westerby

Absent (Censure): Heather Maahs

Staff: Rohan Arul-pragasam, Simone Sangster, Allan Van Tassel, Rachael Green, Talana McInally

1. HR Report
2. BCPSEA Report
3. Property Update

Board Strategic Learning Session – April 9, 2024

Trustees: Willow Reichelt, Carin Bondar, Margaret Reid, David Swankey, Teri Westerby

Staff: Rohan Arul-pragasam, Simone Sangster, Mark Friesen, Talana McInally

Regrets: Heather Maahs, Richard Procee

1. 2024-25 Budget Assumptions