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1.0 THE BOARD OF EDUCATION

DESCRIPTION & FUNCTION

1.1 Historical Development in BC

Under the terms of the British North America Act, education is a provincial responsibility, but much of the responsibility for the operation of the public schools is delegated to what has traditionally been called local Boards of School Trustees. In 2007, an amendment to The School Act changed the name of Boards of School Trustees to Boards of Education. The provincial government considers it desirable for local communities to have a say in the education of their children, and to have schools supported in part by funds raised locally. Any participation by the federal government is voluntary, and by agreement with and through the province.

Prior to 1939 there were more than eight hundred School Boards in British Columbia. Various consolidations, some of them experimental, reduced the number to six hundred and forty-nine by 1946. In November 1944, the late Dr. M.A. Cameron was appointed to enquire into education finance and the relationship between the province and the School Districts. As a result, the province was reorganized into seventy-four administrative areas each with its own School Board.

At present there are 60 School Districts in BC.

The existing School Boards vary considerably in structure; some have the same boundaries as the municipality (i.e. Vancouver, New Westminster, Burnaby); others contain several municipal units; e.g. School District #61 (Greater Victoria) contains Victoria, Esquimalt, Oak Bay and part of Saanich. Other types of School Districts may contain cities, villages, rural and unincorporated areas.

The Minister of Education approves the number of Trustees on each Board. This number is usually five, seven or nine. For School District 54 (Bulkley Valley), the number is seven. The Minister also approves the number of School Trustees to represent each of the municipalities and each of the rural areas comprised in a School District.

1.2 School Trustees and Financial Disclosure

The provincial Financial Disclosure Act is supplementary to all duties and obligations under the School Act. It provides for legal proceedings and fines against any School Trustee or municipal employee who does not file a written disclosure as required. The Financial Disclosure Act also provides for damages against the School Trustee or municipal employee who fails to file and who benefits from his/her involvement in a matter which was not disclosed.

The School District Secretary Treasurer has a copy of this Act and the BC School Trustees Association informs the districts of changes.

1.3 The Board of Education as a Corporate Body

The members of the Boards of Education of each School District are elected by the residents to govern its public education in a progressive, farsighted, educationally-sound and economically-feasible manner. But in so doing, the Board must abide by the provisions of the School Act and its regulations.
The Board is made up of persons elected or appointed under the provisions of the School Act and as such is considered to be a body politic and corporate, with perpetual succession and a common seal, have the rights, powers, duties and liabilities set forth in the School Act. Only the legally constituted Board, and not committees of Trustees or individual Trustees, is endowed with such authority. All powers of a Board of Education must be exercised by either bylaw or resolution of the Board as a whole.

The term ‘corporate board’ is used frequently. That term defines legal status; it does not define governance processes. A Board member has no rights, powers, or duties as an individual under the School Act. These prerogatives and responsibilities rest only with the legally constituted board.

A Board of Education has no powers other than those granted to it by the School Act and other statutes which may apply. The School Act s. 85 states that the Board "shall determine local policy for the effective and efficient operation of schools in the school district".

The Board may make bylaws relative to the organisation of the meetings of the Board, and to any matter over which it has vested authority. The Board has educational jurisdiction only over the District confined by adjoining School District boundaries, unless otherwise expressly conferred by statute.

The Board has the authority to appoint and dismiss teachers and other employees as necessary for the efficient operation of the public schools of the District. (School Act s.15)

The Board exercises its authority in delegating specific and general administrative duties to appropriate employees of the Board.

The Board is responsible for furnishing educational and administrative reports required by the Ministry of Education.

The Board must have the Secretary Treasurer prepare the audited financial statements for presentation to the people of the District, either at annual meetings or by publication.

### 1.4 Trustee Code of Ethics

The members of a Board of Education are elected by local residents to govern public education within their district. The Board is a body politic and corporate having only those rights, powers, duties and responsibilities set forth in the School Act.

In the interest of sound, consensual decisions, the Board of Education of School District #54 (Bulkey Valley) specifically encourages the expression of individual opinions by members of the Board. For effective and efficient operations, it is important that all Trustees also adhere to the following code of ethics: (Policy 1.180) A trustee shall:

- Put students first.
- Maintain the confidentiality of information seen or heard.
- Comply with legislation with respect to conflict of interest. Comply with the bylaws, policies and regulations of School District 54 and all provisions of the School Act and other relevant legislation.
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- Utilize best practices with respect to governance and recognize the role of the Superintendent as CEO responsible for the day to day administration of the district and, in no way, interfere with, or undermine his/her authority.
- Devote time, thought and study to the exercise of responsibilities.
- Work cooperatively with other trustees, acknowledging debate and differences of opinion while always maintaining courtesy, respect and decorum.
- Acknowledge that individual Trustees have no legal authority outside the meetings of the Board unless the Board delegates such authority.
- Abide with decisions of the Board and not denigrate any Board decision with which h/she disagrees.
- Ensure that public funds are expended in a prudent and responsible manner with the focus on students.
- Refer complaints to appropriate District administrative personnel.
- Not use their position to exert influence to acquire advantage or benefit materially for themselves, businesses, families nor friends.
- Welcome public input and foster sound consultative practices.

Such code of ethics does not prevent a Trustee from acting as a concerned citizen, nor does it deny the right to express concerns but it does require that opposition be expressed in a responsible manner. Professional persons, regardless of the capacity in which they speak, are bound at all times to conduct themselves in accordance with their profession's code of ethics. No less should be expected of an elected member of a corporate public body.

In matters of supreme conscience, a Trustee may resign from a Board in order to express opposition. In most situations, democracy requires that the opinion of the majority be respected. In the case of a corporate entity such as a Board of Education, it is particularly necessary that Trustees recognize this as needed for the effective operation of the school system. In cases of extreme breach of the above code of ethics, the Board may express its condemnations of the actions of a Trustee through a vote of censure by resolution if the Board passes by an affirmative vote of at least 2/3 of all its members.

**Board Meetings**

In order that Board meetings will be effective, a Trustee should:

- Have a reasonable knowledge of the conduct of meetings and rules of order;
- Participate constructively in discussions, confining remarks to the matter under discussion and thus expediting the meeting;
- Offer individuals and delegations appearing before the Board courteous hearings.

**1.5 Committees**

Each member of the Board should accept his/her assignment to working committees willingly and be prepared to carry out his/her fair share of committee work.
1.6 **Representation**

The Board member should:

- Accept his/her share of public appearances on behalf of the Board;
- When representing the Board, present the Board’s view and not his/her own;
- Promote interest in, and support for, the Board of Education and the public schools.

1.7 **The Chairperson of the Board**

The *School Act* provides for the election of a school board Chairperson as one of the first responsibilities of the Board of Education (*School Act* s.67) The duties of a Chairperson are as follows:

- To convene and preside at the board’s meetings. It should be noted that the chairperson has the responsibility to vote on all questions. Further, it should be noted that the chairperson’s authority ends with the board meeting unless he is delegated by the board to carry out specific responsibilities.
- To accept the prime responsibility for the establishment of procedure that has dignity and meaning to members of the public who may be in attendance.
- To encourage the board’s attention to policy questions rather than administrative details.
- To encourage the board to develop and keep up-to-date the board’s bylaws and policy file to meet the changing needs of the school system and to provide continuing direction for the administrators.
- To enlist the interest of the board members in the educational programs being offered in the public schools so that policy making at board meetings is done intelligently.
- To foster the development of good relations between the board members and the senior management team.
- To assume some responsibility for the orientation of new trustees. This should be done as soon as possible by introducing them to key staff members and by providing them with background material concerning the operation of the school district.
- To represent public school education in the community on many occasions. For this reason, the chairperson must be prepared to give somewhat more of his/her time than would be required of other board members.

The Chairperson should also:

- Develop with board members an acceptable climate for the transaction of board business;
- With the Secretary-Treasurer and/or district Superintendent, develop the agenda for the board meetings. Arrange for copies and background papers to be distributed to the trustees in advance.
- Ensure that the press are provided with the information needed to accurately report the meeting;
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- Make certain that the trustees are provided with sufficient information to enable them to assess the matters before them;
- Dispatch the meeting’s business efficiently, but at the same time ensure that all questions are decided with due consideration;
- Act as a cordial host to delegates, ensuring that their presentation is appropriately heard by the board;
- Keep up-to-date on information and changes affecting the local education system so that accurate reports can be presented to the public, whenever the occasion arises.

An effective Chairperson will:

- Keep a meeting moving in an orderly fashion;
- Not speak personally to issues before the board unless first yielding the chair to the vice-chairperson;
- Ensure that members are recognized and have a chance to speak on issues;
- Allows both sides of a question to be heard;
- Keep the attention of the board on one matter at a time;
- Know the basics of parliamentary procedure, and refer to the rules of order when necessary. (Robert’s Rules of Order.)

These few suggestions are offered as a sample, and make no pretence at completeness. Some or all of these suggestions, along with reasonable care and much goodwill on the part of the chairperson, will enable him/her to make a commendable contribution to the operation of the school district.
2.0 THE BOARD OF EDUCATION

IN ACTION

2.1 Inaugural Meeting of the Board of Education

The inaugural meeting of the Board shall be held as soon as possible and in any event within 30 days from the date that the new Board begins its term of office.

The purpose of the inaugural meeting is:

- To swear in new and returning members as Trustees for the current year;
- To elect a Chairperson and such other officers as may be required; and
- To become, as soon as possible, the responsible corporate body for the school district concerned.

2.2 Types of School Board Meetings

Sections 67, 69 and 72 of the School Act provide the legislative basis for meetings, public attendance and minutes for regular meetings.

Regular Meetings – are intended for the discussion and resolution of the vast majority of board business. As the Board is a public body, these meetings must be open to the general public and the news media.

In-Camera – is a term derived from Latin and Greek meaning ‘vault’ or ‘arched cover’, respectively. In simple terms, it means ‘privately’ and it is therefore not appropriate to call these in camera sessions meetings. By simple majority, Boards may vote to move ‘in-camera’ and out of ‘in-camera’ for the discussion and resolution of specific items of business, usually of a personnel or legal nature, e.g. suspension of a pupil, dismissal of an employee, or the purchase of property. Such sessions can and should be restricted to board members and employees of the board. While a record of the in-camera session must be maintained but is not made available to the public, a ‘synopsis’ of the session is made available to the public.

Special Meetings – called by the Chairperson, or on requisition, in writing, signed by not less than four (4) Trustees, and each Trustee shall be given not less than forty-eight (48) hours notice in writing (except in the case of special meetings called in extreme emergencies) specifying the business to be considered at such special meetings. No business other than that specified in the notice calling the meeting shall be discussed.

2.3 Rules of Procedure at Meeting

- The Chairperson, or in the absence of the Chairperson, the Vice-Chairperson, will preside over Board meetings. In the absence of both the Chair and Vice-Chairperson, the Board members present should elect a temporary Chairperson who will preside for that meeting only, or for that part of the meeting which the Chair and Vice-Chairperson are absent.

- A quorum of the Board is a majority of the Trustees holding office at the time of the meeting.

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1 All references in this section are from RONR 9th Edition, 1990
The Board may adjourn a meeting by motion. The motion to adjourn requires a second and majority vote but is neither debatable nor amendable.  

A complete agenda, including supporting data, should be prepared by the Secretary Treasurer and/or the Superintendent in consultation with the Chairperson, and distributed to each member of the Board prior to the meeting. The agenda should follow a prescribed order of business but at a minimum, should provide the following items:

- Adoption of Agenda
- Approval of Minutes
- Reports (Officers, Committees, etc)
- Unfinished Business
- New Business

Prior to obtaining the floor, a member must first secure recognition from the Chairperson.

The Chairperson will present each agenda item for discussion soliciting elaboration from administration when and if necessary.

The Board speaks through motions. All decisions of the Board are formalized through resolution (motions). Some motions require a simple majority of those members present while others require a 2/3 majority.

Bylaws are more important and formalized decisions of the Board. Legislation requires 3 readings of each bylaw. The practice of 3 readings of a bylaw reflects the importance and necessity of a transparent, public process, allowing ample opportunity for the public to provide input. Normally, a Board would give one reading at each of 3 consecutive regular meetings. 2 readings is the maximum number of readings allowed at any one meeting unless the Board, with a 2/3 majority, resolves to give all 3 readings at one meeting. Bylaws are often used to formalize the Board’s structure and governance. They are required for some items of business, such as the annual budget and capital plan. No bylaw or resolution may be inconsistent with the School Act.

2.4 Minutes of Board Meetings

The School Act (S.72) requires minutes of all meetings of the Board be recorded, certified as correct by the Secretary Treasurer and signed by the Chairperson at the next meeting. The minutes of the Board record the validity of its decisions and provide a permanent record of Board business and decisions.

Robert’s Rules of Order prescribes that minutes, “should contain mainly a record of what was done at the meeting, not what was said by the members.” Generally, that means that decisions are recorded – not discussion.

Section 72 of the School Act prescribes that the minutes of in-camera sessions are required to be a “general statement as to the nature of the matters discussed and the general nature of the decisions reached…”

2 RONR §21
Minutes should provide for the following standard:

- The type of meeting (special or regular)
- Date, time and location
- Who presided (Chairperson)
- Approval of minutes of previous meeting
- All Main motions and disposition
- Secondary motions that were not defeated or withdrawn
- Notices of motion
- Points of order
- Time of adjournment

Minutes are reviewed and approved by the Board at the next regular meeting. A special meeting does not approve minutes; its minutes should be approved at the next regular meeting. Corrections to minutes are limited to those necessitated by clerical omissions or errors and "are normally done by unanimous consent." A motion to approve minutes is not required, although, if there are contentious issues with respect to them, a motion to approve is not out of order. Corrections, if any, are noted and the Chairperson then declares the minutes approved or approved as corrected. The approved minutes should be maintained in a secure fashion and location.

2.5 Committees

Committees are groups of one or more individuals, elected or appointed by the Board to investigate or take action on certain matters or subjects. A committee operates within, and is limited to, the authority delegated to it by the Board. This delegation of authority is often defined within Terms of Reference and can be found either in policy or within an Organisational Bylaw.

Committees are the backbone of any Board: they work within their respective mandates, fulfilling the direction of, and making recommendations to, the Board. There are two types of committees - Standing Committees and Special Committees. Standing Committees have a continuing existence and reflect the thematic and legislative functions of the School District. Special Committees, sometimes referred to as Ad hoc Committees, are charged with a specific task. Once completed, the committee ceases to exist.

Committees common to many school districts include, Education, Personnel, Finance, Facilities, Labour relations, Public relations and community relations. While it is true the real work of any Board is done at the committee level, Trustees are often frustrated with the workload and the overlapping areas of responsibility. In School District 54, there are 3 Standing Committees: Operations, Policy and Community Relations. These committees reflect the essential nature of governance of the Board of Education.

The Operations Committee has a broad mandate with responsibility for 'corporate matters'. It focuses on the business aspects of the District including, facilities, finance, labour relations, personnel, maintenance, bussing, etc. The Policy Committee reflects the need and true purpose of the board which is to provide governance to the district through policy. The Community Relations committee reflects the ongoing need to communicate with stakeholders and the public, in general.

3 RONR §40&47
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Educational issues, obviously the cornerstone of what the District does, are of such paramount importance, that the Board accords education a separate functionality. The Education Forum provides an opportunity in which the Board can engage the whole community on educational issues. Those issues necessarily involve all the standing committees: the business side of education, the policy needs of education and community relations, but it is of such over-arching importance that it is viewed as more than just a committee of the Board.

Committees normally meet monthly. The agenda is established cooperatively with the Committee Chairperson and administration and a committee report, which also serves as the minutes, is prepared with recommendations to the Board. Although a motion is appropriate to accept a Committee Report, separate motions are usually the best mechanism for specific recommendations contained within the report.

Committee of the Whole is a parliamentary mechanism allowing the Board to simulate the less formal rules of committee procedure and give ‘detailed consideration to a matter’ as a whole Board. There are 3 forms of Committee of the Whole with “Informal Consideration” being the most common and appropriate for Boards of Education. A motion to go into a Committee of the Whole is required and is subject to the rules associated with a motion to commit or refer.

It is not appropriate for the Board’s minutes to reflect the proceedings while in Committee of the Whole except to the extent of an ordinary committee’s report. It is appropriate however, as it is for other committees, to maintain a record of the proceedings. When proceedings are completed, the Chairperson is required to ‘Rise and Report’ on the Committee’s proceedings. Those decisions are reflected in the minutes of the Board.

2.6 How Effective are your Board Meeting Procedures?

Local school boards are vested with authority to determine educational policies. But this power may be exercised only during a few brief hours each month – at legally called board meetings. What a shame, then, when these hours are eaten away by inefficient and ineffective meeting procedures. The checklist that follows may be helpful to you and your board in spotting any weaknesses in your present operational methods and in agreeing on steps necessary to bring about improvements. This might be done at a meeting summoned specially for the purpose of evaluating objectively the Board’s standard operating procedures.

- PLANNING – Has the Board developed adequate planning procedures for determining agendas and preparing back-up reports and briefings?

- PRE-MEETING DISSEMINATION – Has the Board developed adequate procedures for getting meeting materials and notices in the hands of board members, the press, and public leaders two or three days in advance of meeting dates?

- PRE-MEETING CONFERENCE – Do the Board Chairperson, Secretary Treasurer and Superintendent confer before each meeting to review upcoming business, to clarify agenda items and to anticipate possible problem areas?

- THE SETTING – Has the Board found and furnished the best possible setting for its meetings?

4 RONR §51
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- **HOMEWORK** – Do all Board members study the agenda, read the reports, and come to meetings prepared to contribute to discussions and not waste meeting time by going over matters that were already included in the pre-meeting folder?

- **PUBLIC INVOLVEMENT** – Has the Board established an orderly method whereby the public, including students, may get a hearing at board meetings? Does the Board Chairperson make public visitors feel welcome in the boardroom?

- **PROPER ROLE** – Has the Board developed a clear policy as to the kinds of matters which need not be brought to the Board’s attention and which may be handled by administrative action?

- **TERMS OF REFERENCE** – Has the Board approved the terms of reference for each of its committees?

- **ADVICE** – Does the Board encourage the Superintendent to invite staff specialists to board meetings to supply back-up advice and knowledge on recommended proposals?

- **PACE** – Do meetings begin on time? During meetings, does the board Chairperson keep an eye on the clock so that adequate time can be provided for important policy matters? Does the Board avoid overly long meetings, in which any gains are likely offset by a loss of efficiency?

- **CLARIFICATION** – Does the Board Chairperson clarify each agenda item: clarify - for the benefit of the Board, press and public – specific goals to be achieved? Does he or she summarize arguments before bring matters to a vote?

- **CONTROL** – Does the Board Chairperson keep discussions to the subject at hand and bring members to order when they interrupt the speaker who has the floor – or talk while the speaker is talking? Is the Chairperson firm when firmness is required?

- **POST-MEETING DISSEMINATION** – Does the administration see to it that staff, students and public are immediately informed as to the results of “last night’s meeting”?

- **POLICIES** – Has the Board developed an adequate set of written policies and has the Board adopted a bylaw on board meeting procedures?

### 2.7 Trustee Zone Representation

**TRUSTEE ZONE 1 – LAKE KATHLYN/EVELYN/MORICETOWN**

Commencing at the southeast corner of Section 1 of Township1A, Range 5, Coast Land District; thence westerly along the southerly boundaries of Sections 1, 2, 3 and 4 of Township 1A to the southwest corner of Section 4, Township 1A; thence northwesterly in a straight line to the summit of Hudson Bay Mountain; thence northerly in a straight line to the summit of Mount Evelyn; thence westerly in a straight line to the northeast corner of District Lot 5866; thence westerly along the northerly boundaries of District Lots 5866, 5579, 5580 and 5581 to the northwest corner of District Lot 5581; thence due West to a point lying due North of the northwest corner of District Lot 5562; thence due North to the surveyed 55th parallel of north latitude; thence easterly along the surveyed 55th parallel of north latitude to the westerly boundary of District Lot 2291; thence southerly, easterly and northerly along the westerly southerly and easterly boundaries of District Lot 2291 to the southwest corner of Moricetown
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Indian Reserve Number 1; thence northerly and westerly along the westerly boundaries of Moricetown Indian Reserve No. 1, Babine Indian Reserve No. 17 and Coryatsqua Indian Reserve No. 2 to the northwest corner of the Coryatsqua Indian Reserve No. 2; thence easterly along the northerly boundary of Coryatsqua Indian Reserve No. 2 to the southwest corner of District Lot 1353, Cassiar District; thence northerly, easterly and southerly along the westerly, northerly and easterly boundaries of District Lot 1353 to the northerly boundary of Coryatsqua Indian Reserve No. 2; thence easterly along the northerly boundaries of Coryatsqua Indian Reserve No. 2 and District Lot 1058, Cassiar District, to the northeast corner of District Lot 1058; thence southerly along the easterly boundary of District Lot 1058 to the most northwesterly corner of Bulkley Indian Reserve No. 19; thence easterly and southerly along the northerly and easterly boundaries of the said Reserve to the northerly boundary of the Moricetown Indian Reserve No. 1; thence easterly, southerly and westerly along the northerly, easterly and southerly boundaries of the said Indian Reserve to the middle line of the Bulkley River; thence southerly along the middle line of Bulkley River to the easterly boundary of Section 1 of Township 1A; thence southerly along the easterly boundary of said Section 1 to the southeast corner thereof, being the point of commencement.

TRUSTEE ZONE 2 – SMITHERS/GLENTANNA/DRIFTWOOD

Commencing at the northeast corner of School District No. 54 (Bulkley Valley) westerly along the north boundary of the school district to the intersection of this boundary with the Bulkley River; thence southerly along the center of the Bulkley River to the junction of the south boundary of Lot 12 and the Bulkley River; thence westerly to the 500 M contour line; thence southerly along said contour line to the south boundary of Lot 1; thence westerly to the southwest corner of Lot 4; thence northwesterly, more or less, to Hudson Bay peak shown as elevation 2337; thence northwesterly, more or less, to Mount Evelyn peak shown as elevation 2003; thence westerly to the intersection of the west boundary of the school district; thence southerly along the west boundary of the school district to intersection of said boundary with the Telkwa River; thence along the center of the Telkwa River to the intersection with the Bulkley River; thence northerly, more or less, through the centre of the Bulkley River to the junction of the south boundary of Lot 17; thence easterly along the south boundary of Lot 17 to the southeast corner of Lot 17; thence northerly along the east boundary of Lot 17 to the junction of Eckman Road; thence easterly along Eckman Road to the junction of Telkwa Highroad; thence southerly along Telkwa Highroad to the junction of the Telkwa Highroad with the south boundary of Lot 799; thence east along the south boundary of Lots 799, 798, 797 to the southeast corner of Lot 797; thence northerly along the east boundary of Lot 797 to the northwest corner of Lot 7; thence easterly along the north boundaries of Lots 7, 8 & 9 produced to the intersection of the east boundary of the school district; thence northerly along the east boundary of the school district to the northeast corner of the school district.

TRUSTEE ZONE 3 – TELKWA/QUICK

Commencing at the intersection of the west boundary of School District #54 (Bulkley Valley) and the Telkwa River easterly along the centre of the Telkwa River to the intersection with the Bulkley River; thence northerly, more or less, through the centre of the Bulkley River to the junction of the south boundary of Lot 17; thence easterly along the south boundary of Lot 17 to the southeast corner of Lot 17; thence northerly along the east boundary of Lot 17 to the junction of Eckman Road; thence easterly along Eckman Road to the junction of Telkwa Highroad; thence southerly along Telkwa Highroad to the junction of the Telkwa Highroad with the south boundary of Lot 799; thence east along the south boundary of Lots 799, 798, 797 to the southeast corner of Lot 797; thence northerly along the east boundary of Lot 797 to the northwest corner of Lot 7; thence easterly along the north boundaries of Lots 7, 8 & 9 produced...
to the intersection of the east boundary of the school district; thence southerly along the east boundary of the school district to the intersection of a line projected easterly along the south boundary of Lot 746; thence westerly along said line to the southwest corner of Lot 746; thence southerly along the east boundary of Lot 1147 to the southeast corner of Lot 706; thence westerly along the south boundary of Lot 706 to the junction of said line with the westerly boundary of the school district; thence northerly along the west boundary of the school district to the junction with the Telkwa River.

**TRUSTEE ZONE 4 - HOUSTON**

Commencing at the point of intersection of a line drawn along the south boundary of Lot 706 westerly to the intersection of the west boundary of School District #54 (Bulkley Valley) easterly along said line to the southeast corner of Lot 706; thence northerly along the east boundary of Lot 706 to the southwest corner of Lot 746; thence easterly along the south boundary of Lot 746 to the intersection of the east boundary of the school district; thence southerly along the east boundary of the school district to the southeast corner of the school district; thence westerly along the south boundary of the school district to the southwest corner of the school district; thence northerly along the west boundary of the school district to the intersection of a line drawn westerly along the south boundary of Lot 706 to the point of intersection of said line with the west boundary of the school district.

2.8 **Board of Education for School District 54 (Bulkley Valley)**

The Board of Education is comprised of seven members, elected for a term of three years. The District is divided into 4 zones as follows:

| Zone 1 – Lake Kathlyn/Evelyn/Moricetown | 1 Trustee     | Ms. Priscilla Michell |
| Zone 2 – Smithers/Glentanna/Driftwood  | 3 Trustees    | Mr. Frank Farrell     |
|                                           |               | Ms. Shelley Browne    |
|                                           |               | Ms. Kim Martinsen     |
| Zone 3 – Telkwa/Quick                    | 1 Trustee     | Ms. Judy McIntosh     |
| Zone 4 – Houston                        | 2 Trustees    | Mr. Les Kearns        |
|                                           |               | Ms. Sheryl Yaremco    |

**Standing Committees of the Board**

Committee assignments are implemented on an annual basis through an election consistent with Policy 1.160. Effective December, 2009, assignments are as follows:

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Mr. Les Kearns (<em>ex officio on all committees</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-Chairperson</td>
<td>Ms. Priscilla Michell</td>
</tr>
<tr>
<td>Administration Support</td>
<td>Ms. Beverly Young, Superintendent</td>
</tr>
<tr>
<td></td>
<td>Mr. Chris van der Mark, Assistant Superintendent</td>
</tr>
<tr>
<td></td>
<td>Mr. Steven Richards, Secretary Treasurer</td>
</tr>
<tr>
<td>Operations Committee Chair</td>
<td>Ms. Kim Martinsen</td>
</tr>
<tr>
<td></td>
<td>Ms. Sheryl Yaremco</td>
</tr>
<tr>
<td></td>
<td>Ms. Shelley Browne</td>
</tr>
</tbody>
</table>
SCHOOL DISTRICT 54  
(Bulkley Valley)

Policy Committee
Chair  Ms. Judy McIntosh
       Ms. Priscilla Michell
       Mr. Frank Farrell

Community Relations
Chair  Mr. Frank Farrell
       Ms. Kim Martinsen
       Ms. Priscilla Michell

Other Board Assignments

In addition to the standing committees discussed above and in section 2.5, the Board elects an Aboriginal Education representative each year.

2.9 Professional Affiliations / Development

The District is a member of British Columbia School Trustees Association (BCSTA) and the British Columbia Public Schools Employers' Association (BCPSEA). Both organizations provide a range of support, information and development services on a local and pan-provincial basis.

- BCSTA is a member services organization providing a wide range of advocacy, policy, professional development and other services. It is governed by an elected board of directors. Membership is voluntary and the current annual membership fee is approximately $20,000. The organization holds two major events a year – the AGM, typically held in April of each year and the 'Academy' – a professional development conference, typically held in December of each year. School districts normally elect one of their trustees (Provincial Councillor) to represent their district and report back to the Board on BCSTA activities.

- BCPSEA is the employers' association for all 60 public school boards, including the Conseil scolaire francophone de la Colombie-Britannique (CSF). Representatives from the 60 school boards elect nine school trustees to the Board of Directors including the Chair and the Vice-Chair; they are joined by four government representatives and a non-voting representative each from the BC School Superintendents’ Association and the BC School District Secretary-Treasurers’ Association. Determining collective bargaining objectives for the public education sector. The principal responsibilities include:

  - Negotiating provincially with the British Columbia Teachers' Federation (the teachers' union) for a provincial teachers' collective agreement covering the 60 public school boards and their employees, for coordinating local bargaining between the school boards and their local teachers' associations.

  - Provide assistance, resources and coordination for support staff collective bargaining. While bargaining is done at the local school board level, approval of the negotiated compensation provisions is required from BCPSEA.

  - Providing labour relations advice and services to school boards, including contract interpretation and grievance/arbitration case management.

  - Coordinating compensation for employees who are not subject to collective agreements; in most cases, these are the administrative and management staff in school districts.
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(*Bulkley Valley*)

- Coordinating benefits administration among the various school districts in order to maximize coverage in the most cost-effective manner.
- Promoting effective and cooperative human resources practices in the public school system that contribute to the betterment of public education.

As a way of facilitating these responsibilities, BCPSEA (along with the other employers’ associations in the public sector) is a member of the Public Sector Employers’ Council (PSEC), established by the provincial government to provide a link between the government and public sector bodies on compensation and other human resource management issues.

BCPSEA is governed jointly by public school boards and the provincial government. In 2003, the government agreed to pay the school boards’ portion of BCPSEA membership fees.

The organization holds two major events each year – the AGM held in January and the Labour Relations Symposium, held in October each year provides a venue for Trustee professional development. School districts normally elect a ‘BCPSEA representative’ to attend to business and report to their respective boards.

2.10 Complaints to a Trustee

When a Trustee receives a complaint from a citizen, it is a good practice to:

- Record the particulars of the complaint.
- If it concerns a teacher, the individual should be directed to discuss and resolve the matter with first, the teacher concerned, then the Principal and finally the Superintendent.
- If the complaint is one that is not easily answered by the Trustee, it is a good practice to indicate that the concern will be investigated and an answer will be provided.
- The Superintendent and/or Secretary Treasurer should be informed of all complaints made to Trustees.
- When dealing with complaints, remember that there are always two sides to every story. It is wise not to commit to any opinion or course of action until all facts are known.

2.11 Rules of Order – Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjourn</td>
<td>To close the meeting and or suspend proceedings to another time and/or place.</td>
</tr>
<tr>
<td>Agenda</td>
<td>A list of the items to be dealt with at a meeting, usually arranged in conformity and with an agreed order.</td>
</tr>
<tr>
<td>Amendment</td>
<td>An alteration of a main motion by substituting, adding or deleting a word or words without materially altering the basic intent of the main motion. An amendment must be proposed by motion and must be seconded.</td>
</tr>
<tr>
<td>By-laws</td>
<td>Rules or directives governing the internal affairs of an organization.</td>
</tr>
<tr>
<td>Casting vote</td>
<td>A single vote (usually the prerogative of the Chairperson) which will determine an issue when there has otherwise been an equality of votes.</td>
</tr>
<tr>
<td>Closure</td>
<td>An action to bring debates upon an issue to a conclusion by a specified time, thus forcing a decision on that issue at that time.</td>
</tr>
</tbody>
</table>
Committee Of The Whole

A parliamentary mechanism in which normal rules of procedure are relaxed somewhat to facilitate consideration of issues by the entire Board outside of conventional committees structure.

Motion

A motion is a proposal placed before a meeting and properly all decisions recorded as being those of the meeting should be on the basis of motions either adopted or defeated. A motion that has been adopted becomes a resolution of the meeting. There should be only one main motion before a meeting at any one time.

A motion should be worded in affirmative terms and should express fully and unambiguously the intent of the mover. It should not be preceded by a preamble ("whereas . . ."). An important motion, or one containing a number of considerations, should be prepared in writing and given to the chairperson, preferably in advance of the meeting. All main motions should be seconded by another member making a statement to that effect. Unless seconded such a motion is not open to consideration.

When seconded, the chairman then restates the motion and by so doing puts the question to the meeting and opens the debate. When properly before the meeting, a motion may be withdrawn by its mover and seconder only with the assent of the meeting as a whole. A motion may be amended in various ways, or action may be taken to delay or defer its effect, but it must remain before the meeting until it is finally disposed of.

A question once decided cannot be brought up again at the same meeting, but if it should become necessary to rescind a motion that has been passed, notice of intention can be given at one meeting and a motion for rescinding be introduced and dealt with at a subsequent meeting. A substantive or main motion is a formal proposal placed before a meeting in order that it may be debated to a conclusion. A subsidiary motion is one which affects the disposition of a substantive or main motion, e.g. by bringing it to an immediate vote, by delaying or deferring a decision thereon.

Quorum

The number of persons required to be present at a meeting to validate the transaction of its business. Usually expressed as a simple majority. The importance placed upon the quorum is due to the need to avoid any appearance of action by a minority which might commit the whole group without its assent of the opportunity to advance dissenting opinion.

Refer

To direct an issue for consideration by a committee prior to a decision being reached concerning it by the main body.

Resolution

A formal determination made by a body on the basis of a motion, or proposal, duly placed before a regularly constituted meeting of that body for debate and decision.

Necessity for Rules

In every assembly of people brought together for the purpose of considering matters of common interest, it is essential that there be clear and well understood rules under which the proceedings are to be conducted. These are to ensure that proper opportunity is afforded to all concerned for an
SCHOOL DISTRICT 54  
(Bulkley Valley)

expression of opinion, that the rights of a minority are respected, that clear decisions or conclusions are reached on the issue raised on the basis of a free majority vote, and to the extent possible that proceedings are governed by an assessment of the issues rather than by personality factors.

Notice of Meetings  
Every person entitled to attend a meeting must be informed in advance of the day, item and place at which the meeting is to be held. With notices of meetings it is usual, and beneficial, to include information about the nature of the business to be dealt with.

The Presiding Officer  
Every body of people assembled for the purpose of discussion, deliberation, making decisions and promoting certain objects must be presided over by one individual – the chairperson and should be addressed as such.

Absence of the Presiding Officer  
It is usual practice to elect a Vice-Chairperson who shall be qualified and automatically entitled to take the place of the regular presiding officer in the event of the latter’s temporary absence. While occupying the chair, he/she shall possess all the rights, duties and responsibilities of the officer he/she is temporarily replacing.

Duties of the Chairperson  
The Chairperson occupies an important position in any assembly. S/he call the meeting to order, announces the items of business in the order in which they appear on the agenda, reads the motions in the meeting as they are put so that they may be formally debated, submits motions or other proposals for the final decision of the meeting by vote or other expression and having assembled the sense of the meeting, announces that the motion or proposal has been carried or lost. S/he will adjourn the meeting if further consecutive meetings are to be held, or finally close it if all the purposes of the present meeting have been fulfilled.

S/he must decide, subject to appeal, all questions of order and procedure, and he/she must at all times preserve that order and decorum essential to calm deliberations, effective employment of available time and general agreement that fair and equitable processes have led to acceptable conclusions.

In formal meetings the Chairperson officiates to ensure the efficient conduct of the business before the assembly without participating in debate. S/he may exercise a casting vote if the votes are otherwise equal. In less formal gatherings, s/he enjoys the same rights as any other member to participate in discussion and to vote on any issue. However, should a chairperson wish to propose a motion, s/he should surrender the chair to the vice chairperson and should not resume the chair until his motion has been fully disposed of.

Amendments  
If anyone qualified to debate a motion finds that, while acceptable in principle, it is deficient in any one or more of its terms, he may propose a motion to amend it. The amending motion must be seconded, must be strictly relevant to the main motion and be made while the main motion is under consideration.
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An amendment may be moved to an amendment and usually only two amendments to a question will be allowed at the same time.

**Notice of Motion** If a substantial issue is to be raised affecting the constitution, policies or procedures of a body, it is always advisable, and in some cases mandatory, that notice be given at one meeting that such issue will be introduced by motion at the next or a subsequent meeting. It is merely a statement of intention and may be made by any member at an appropriate time in the proceedings. It requires no seconder and is not at that time debatable.

**Debate** The purposes of any meeting will be advanced by the observance of the proprieties in the course of debate. More latitude may be allowed in small and informal meetings, but in all cases it is imperative that the rights and sensibilities of all participants be observed.

**Closing the Meeting** When all the purposes for which a meeting has been convened have been fulfilled, and the Chairperson is satisfied that there is no other business that can properly be dealt with, s/he simply announces that the meeting is closed or terminated. S/he needs no motion or other authority for so doing.

**Committees** Committees may arrange their own procedures provided they do not contravene any other directives they may have received from the main body. A committee may, however, deal only with such matters as have been referred to it by the body that appoints it. It is not at liberty to go beyond its terms of reference. Its eventual report must be made to the appointive body and to no other.

**Reports** When a report is made by a committee of the whole incorporating recommendations, a motion for its adoption and hence concurrence in the recommendations should be put forthwith and be decided without debate or amendment.

A report emanating from a standing committee is sometimes of a routine nature and may be received for information. If it contains recommendations, it becomes subject to debate and amendment.

**General** The objective should be a well understood system sufficient for but not exceeding the needs of a particular set of circumstances. Small groups often function best in an informal atmosphere, and even in a formal meeting, conditions may arise making it desirable to open a subject for informal discussion. The Chairperson, however, should never lose control of even these proceedings, and at their conclusion, he should be certain that any decisions reached are properly based and duly recorded.
3.0 POLICY DEVELOPMENT

3.1 General

Boards of Education "may determine local policy for the effective and efficient operation of schools in the school district." (SA, Section 85(2)).

Policies are approved statements by the Board that define and govern the organisation. They are often accompanied by a set of administrative procedures, regulations or rules, devised by district staff to implement the intent of the policy statements. Policy needs are only obviated by legislation. In other words, there is no need for a Board to develop policy if legislation exists dealing with the same subject unless that legislation requires Boards to do so.

There are a variety of approaches to policy governance ranging from quite a prescriptive approach where policies are developed for any and every eventuality, to the other end of the spectrum in which very few policies provide a broad statement of the desired operating environment. Similarly, there is no consensus on the Board's role in the development of administrative procedures. All Boards must take the time to understand the nature of corporate governance, utilize best practices, and find a system that works for them.

One approach to policy governance is 'results based' or 'ends based' governance. Through policy, the desired 'ends' or 'results' or defined – administration does the rest. Policies are the 'law' of the organization; they provide the parameters, goals and objectives within which the organization functions. If the results are unsatisfactory, the 'ends' or policy should be reviewed.

A school board governs a diverse system involving the professional educators, trades and clerical personnel, parents, community groups and students. Policies and regulations are necessary for the effective operation and coordination of the many parts of the school system. They are also necessary to ensure quality education. Policies relating to the provision of a high standard of education are among those often omitted from school board discussions and policy manuals. As the legislation suggests, policies are developed locally and should reflect local values and principles.

School boards in Canada are showing a growing concern over their educational policy responsibilities. Areas such as curriculum goals, student evaluation, school organisation and special education, to name a few, have recently received the attention of school boards. Through discussions, debate and written policies about issues such as these, school boards become accountable to the public for the quality of education in their district.

The BC School Trustees Association (BCSTA) provides access to a policy database of BC School District policies on their website.

3.2 What Are Effective Policies?

Elected trustees bring their own unique sets of values to the school board. The processes of values identification, mission statement development, etc. are important because they all contribute to harmonizing 7 sets of values into 1. Although a Board may be comprised of 7 individuals, the Board is an 'it'. The Board of Education of School District 54 has committed to the following values:

Honesty * Fairness * Respect * Responsibility * Compassion
A good policy statement is a combination of a variety of factors. Listed below are some criteria by which you may judge a policy to be effective. **School Board Policies:**

- Are *value based* statements that define the operating environment;
- Explain “what” the school board wants or expects of the education system;
- Provide leadership and guidance to the professional staff of the district;
- Leave room for professional judgment in achieving the intent of the policy;
- Are usually the result of significant consultation with others;
- Are written statements approved by the school board;
- Are precise and clearly stated;
- Deal with any aspect of education of concern to the board;
- Are continuously subject to evaluation;
- Convey an idea beyond particular circumstances which may change;
- Are accessible to everyone in the district.

### 3.3 Why Are Policies Important?

- They are the legitimate exercise of authority and responsibility for local control of public education;
- They provide continuity in education decision with changing school boards and staff;
- They save time at the board table; many decisions may be left to staff with appropriate policy guidance;
- They allow school boards to communicate more effectively with the public;
- They provide direction to the professional staff;
- They focus trustees’ attention on the key issues;
- They control the influences of elected or appointed officials.

### 3.4 When Are Policies Developed?

One school board in BC has prefaced their policy manual with the statement: “This set of policies and bylaws will never be complete.” The process of arriving at effective policy statements never ends. The changing nature of education and society’s expectations and demands require that policies be reviewed regularly to suit present conditions.

The need for a policy statement is sometimes highlighted because of a problem situation. In such cases it is important that the policy be proactive rather than reactive. Problems may be brought to the attention of the board from many sources: trustees, staff, parents, community groups, students and others.

The actual written statement of policy may occur months after the problem has been identified. Time for consultation, research and advice from many sources will all contribute to the quality and effectiveness of a policy statement. While some statements will require more time to prepare than others, it is better to hear all the evidence and opinions before the board shows its commitment to a particular idea.

### 3.5 Who Develops Policy?

The Board and its committees do. It is the Board’s prime function and responsibility. But that responsibility must be discharged in a truly consultative fashion. As elected representatives, policy is the basis upon which you are held accountable. Effective and meaningful consultation can be achieved quite systematically. The details of how and when should be reflected in the
district’s communications and community relations plans. The long and short of it is that policies are important; the Board must provide the opportunity to listen to and discuss policy issues with its stakeholders.

3.6 The Policy Manual

School board policies, bylaws, regulations and other information about the district are classified and published as the school board’s policy manual. While the format differs from district to district, nearly all manuals contain policy statements and accompanying regulations. An index system should be developed to organize the manual so that a particular policy or regulation can be easily located. The index system below reflects the key, thematic areas of activity within the school district.

1.0 Educational Philosophy
2.0 Board of Education
3.0 District Administration
4.0 School Administration
5.0 Curriculum & Instruction
6.0 Students
7.0 Facilities
8.0 Bussing & Transportation
9.0 Technology & Learning
10.0 Business Administration

3.7 Models of Governance

There are many different types of boards providing governance to many different types of organisations. Some examples include Governing Boards, Boards of Directors, Advisory Boards, Boards of Management, Collectives, Elected Boards and Working / Administrative Boards.

Boards exist in all walks of life - indeed, governments are nothing more than a form of Board! But regardless of whether the board is in the NGO, public, business or industry sector, the roles, responsibilities and expectations of the members of these boards can be very different.

Apart from conferring ‘corporate’ status on Boards of Education, the School Act is silent on the issue of governance type and structure. A ‘corporate’ board defines legal status; it does not define governance processes. For a group of individual elected trustees to deliver effective governance to a school district, it is critically important that they share a common understanding of governance, especially with respect to purpose, roles and responsibilities and appropriate procedure.
A review of literature on the subject of governance provides many models and thoughts on the issue of governance. There are however, 3 principal models. The table below provides some comparison.

<table>
<thead>
<tr>
<th>General Focus</th>
<th>Traditional</th>
<th>Policy Governance (Carver Type)</th>
<th>Results Based</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operations/event driven</td>
<td>Policies driven: ends and governance processes</td>
<td>Vision/results driven</td>
</tr>
<tr>
<td>Leadership</td>
<td>CEO dominant – chair is linked to board; executive committee comprises core group</td>
<td>Board ends/ CEO Means</td>
<td>Full Board/CEO partnership to set direction and expected results</td>
</tr>
<tr>
<td>Planning</td>
<td>CEO leads; committees vet; board reviews and approves</td>
<td>Board ends/ CEO means</td>
<td>CEO leads; board actively engaged, links organisation to community</td>
</tr>
<tr>
<td>Committees</td>
<td>Parallel management function</td>
<td>Ad hoc task forces</td>
<td>Based on Board responsibilities</td>
</tr>
<tr>
<td>Accountability</td>
<td>CEO dominant in reporting to key stakeholders; board nominally responsible</td>
<td>CEO reports to full board which monitors policy compliance and reports to public</td>
<td>Board dominant; sets direction; monitors, audits and reports on results; CEO reports to full board; Exec committee act as core advisors</td>
</tr>
</tbody>
</table>

Given the different types of boards and the ongoing debate and evolution about models of governance, it should come as no surprise that trustees often raise questions such as: “what kind of board are we? What is our job?”

There is no need to choose one type over another and ‘force’ an organisation into a model of governance. Instead, an organisation that is consciously aware of its choices, can utilize best practices and develop a hybrid model that suits them. As Mel Gill suggests, “no single approach to governance has proven suitable for every organisation.”

Trustees do not ‘run’ the district, nor do they manage the district; they govern the district through the ongoing review and development of policy. Well considered policy provides the district with well defined operating parameters and goals. The board is responsible for specific approvals and is accountable to both the Minister of Education and the public electorate.

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5 Gill, M. Governing for Results: A Director’s Guide to Good Governance
4.0 FINANCIAL

4.1 Funding

The district is economically dependent on revenues provided by the province. Although revenues from other sources are received, ministry funding represents approximately 93% of total revenue. Other revenue sources include over $1 million in Federal funding and small amounts for earned and rental income.

Funding is provided semi-annually to better reflect the mid year enrolment changes that may occur. Preliminary funding *(for the next school year)* is identified in mid March of each year based on February enrolment projections. ‘Final’ funding is provided in February, of the budget year, based on September 30 actual enrolments.

At the present time, district funding is provided by formula and enrolment driven. The table\(^6\) below summarizes the several components of the formula.

<table>
<thead>
<tr>
<th>Description</th>
<th>Unit Amount</th>
<th>Approximate % of total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment based</td>
<td>$5,851</td>
<td>64</td>
</tr>
<tr>
<td><em>(Per pupil base amount)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Enrolment decline</td>
<td>N/A</td>
<td>&gt;0.5</td>
</tr>
<tr>
<td>2. Unique Student Needs</td>
<td>Varies</td>
<td>8%</td>
</tr>
<tr>
<td>3. Salary Differential</td>
<td>N/A</td>
<td>1.5</td>
</tr>
<tr>
<td>4. Unique Geographic Factors</td>
<td>N/A</td>
<td>12</td>
</tr>
<tr>
<td>5. Transportation &amp; Housing</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>6. Funding Protection</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>7. Labour Settlement Funding</td>
<td>N/A</td>
<td>10</td>
</tr>
</tbody>
</table>

\(^6\) Figures are based on 2008-2009 preliminary funding
4.2 Annual Budget

Each year, a preliminary and amended budget are approved by the Board and submitted to the Ministry. Administration and the Board consult on priorities with respect to the budget. The preliminary budget is developed between March and June each year and required by the Ministry by June 30. The amended budget is approved and submitted in February of each year.

School districts are 'people driven' organisations: approximately 88% of total expenditures relate to salaries and benefits. Given that all other costs such as bussing, utilities, maintenance, and supplies must be funded from the remaining 12%, there is very little flexibility in the budget.

The budget is developed within a Ministry mandated Chart of Accounts. All accounts are identified in one of 4 'functions': Instruction', (78%) District Administration, (4%) Operations & Maintenance (12.5%) and Transportation & Housing. (5%)

4.3 Financial Reporting

As a publicly funded entity, the district is required to submit a number of financial reports. The Government Reporting Entity (GRE) is submitted quarterly; the Statement of Financial Information (SOFI) and the Statement of Subsequent Events is required annually. Monthly reporting, complete with forecasts, was introduced as a requirement in the first quarter of the 2009-10 fiscal year.

The district is required by legislation to undertake an annual financial audit by an accredited auditing firm. The audit examines financial statements prepared by administration. The Board must approve the audited financial statements and submit them to the Ministry by no later than September 30 of each year.

4.4 School Funds

Schools are allocated operating budgets each year. These funds are intended to cover the costs associated with teaching/office supplies, library resources, telephone, copier, sport trips and minor capital. They are allocated on the basis of a base amount, and/or a per pupil amount. For example, for Equipment Replacement, Smithers Secondary would receive a base amount of $1,200 and $18.00 per student.

4.5 Insurance & Risk Management

Operating a school district involves considerable risk. Risk is assessed and managed in a variety of ways, including policy and through the assistance of the Schools Protection Program (SPP) a government operated branch. Vehicle insurance is obtained through ICBC.

4.6 Trustee Liability and Indemnification

Trustees often express concern about their personal exposure to litigation. Trustees are indemnified through certain provisions of the School Act (s. 95) and through bylaw #2.

Figures are based on 2008-2009 preliminary funding
4.7 **Borrowing**

A board may borrow to meet current operating expenses (S.A. s.139). The cost of servicing the debt must be paid from operating grants. The district has no debt.

4.8 **Labour Relations & Collective Agreements**

The district employs approximately 385 people filling 309\(^8\) full time positions. Employees fall into one of three classifications.

- **Teachers** represented by the Bulkley Valley Teachers' Union (BVTU) (177 FTEs)
- **Support Staff** represented by the Canadian Union of Public Employees (CUPE) (119 FTEs)
- **Exempt staff** including school administrators, and approximately 13 district level staff

Until recently Boards of Education did their own collective bargaining resulting in widely different collective agreements throughout the province. The BC Public Sector Employers' Association (BCPSEA) now has province-wide responsibility for key aspects of labour relations and collective bargaining. However, there continues to be a role for district and union local engagement.

Both unions are represented by a President who are elected by the membership on an annual basis. The employees who are elected President are given leave to fulfil their union duties. Frequent and effective communications with the union Presidents ensures a stable and productive workplace.

The relationship between the employer and union is governed by a Collective Agreement, the term of which varies. In the case of the BVTU, the 5 year agreement expires in 2011, and in the case of CUPE Local 2145, the 4 year agreement expires in 2010.

\(^8\) As at November, 2008
5.0 FACILITIES, CAPITAL & MAINTENANCE

5.1 General

The number of schools in the district has evolved over time as enrolment patterns have changed. The district also owns other non-school facilities. The table below provides a summary by location.

<table>
<thead>
<tr>
<th></th>
<th>Smithers</th>
<th>Telkwa</th>
<th>Houston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Alternate School</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

All elementary schools are K-7 configuration. Two schools have closed since June, 2004: Chandler Park Middle School closed permanently in 2004 and Quick Elementary closed in June 2008.

Other facilities that the district owns and maintains are the School Board Office, the Learner Support Centre and the Maintenance facilities in Smithers and Houston.

5.2 Acquisition of Land & Improvements

The district may, for educational purposes, acquire land and improvements within the district or, with the approval of the minister, land or improvements in another district.

5.3 Disposition of Land & Improvements

The district may not dispose of land or improvements unless such disposal is to another board or an independent school for educational purposes or is approved by the minister.

5.4 Annual Facility Grant

The district receives an Annual Facility Grant (AFG) each year which is enrolment based. The grant is expected to cover the costs of all non-capital facility projects. Currently, the grant is approximately $650,000. Most AFG projects are contracted to qualified firms.

5.5 Capital Projects

Although the School Act does not explicitly state whose responsibility it is, the costs associated with capital projects are typically supported by the government with an expectation that districts will contribute to a reasonable extent. School busses are considered to be ‘capital projects’. The School Act does not define what is, or is not a ‘capital project’.

A capital plan must, by resolution, be approved by the board and submitted to the minister annually for approval. If the minister approves the capital plan, the board must prepare a capital bylaw. The district’s capital plan is developed on a 5 year horizon and updated annually.
SCHOOL DISTRICT 54  
(Bulkley Valley)

5.6 Maintenance

General repairs and maintenance is provided by district personnel and, to a lesser extent, third party contractors. The district employs, and the maintenance department directs, a qualified staff of trades personnel, bus drivers, custodians and labourers. The scope of work is quite broad and includes repairs and/or maintenance to:

<table>
<thead>
<tr>
<th>Grounds &amp; landscaping</th>
<th>Mechanical, HVAC, DDC, Alarm &amp; Electrical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roofing</td>
<td>Locksmithing &amp; door hardware</td>
</tr>
<tr>
<td>Facility rentals &amp; security</td>
<td>Fleet maintenance &amp; licensing</td>
</tr>
<tr>
<td>Student transportation</td>
<td>General building</td>
</tr>
</tbody>
</table>

Maintenance and transportation functions are supervised by the Supervisor of Operations and the Custodial, Safety & Transportation Supervisor, both of which are exempt positions and report to the Secretary Treasurer.