

# BRITISH COLUMBIA SCHOOL SUPERINTENDENTS ASSOCIATION

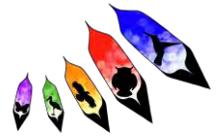


40th Annual General Meeting 2022



Thursday, November 3rd, 2022 at 4:00pm  
Westin Bayshore Hotel – Salon 1  
1601 Bayshore Drive, Vancouver BC





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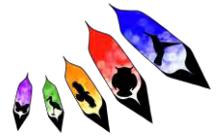
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Schedule A: Strategic Plan

Schedule B: The Spirit of Leadership

Schedule C: Financial Statements

Schedule D: Bylaws



# PREFACE

**BCSSA seeks to inspire, develop, and support leadership at all levels.**

Through the completion of these competencies, we have all bore witness to the central role that schools have played in the health of society. Never more has strong and inclusive leadership been more important. We hope that the Spirit of Leadership provides a path to your own leadership journey.



## Stewardship for the Future of All Children

*System leaders have a responsibility for a quality education for all children and for the future that education empowers...*



## Fostering a Culture of Curiosity and Inquiry

*A culture of inquiry is curious, transparent, and active...*



## Growing the Capacity of Self and Others

*A system is only as strong as the people within...*



## Contextual Literacy

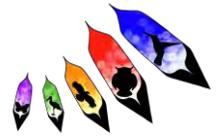
*System leaders must develop high levels of contextual literacy with respect both to external and internal systems...*



## Aligning Structures with Vision for Learning

*Cultures of curiosity and inquiry need to be supported with intentional organizational alignment...*

**INSPIRE – DEVELOP – SUPPORT**



# ANNUAL GENERAL MEETING AGENDA 2022

## British Columbia School Superintendents Association (BCSSA)

40<sup>th</sup> Annual General Meeting Thursday, November 3<sup>rd</sup>, 2022 @ 4:00pm

Westin Bayshore Hotel - Salon 1 - Vancouver B.C.

### 1. Call to Order

### 2. General Business

- a. **Approval of Agenda**
- b. **Approval of Minutes** of 2021 Annual General Meeting

### 3. Reports

- a. **President Report** – Teresa Downs
- b. **Treasurer Report** – Gino Bondi
  - i. **Presentation of Financial Statements**
  - ii. **Appointment of Auditors for 2022-23**
- c. **Professional Learning Report** – Cheryl Lenardon
- d. **Membership Services Report** – Cindy Heitman
- e. **Indigenous Leader Report** – Michael Bowden
- f. **Executive Director Report** – Claire Guy
- g. **Chapter Reports** – Rohan Arul-pragasam, Karen Shipka, Mark Pearmain, Stephen Petrucci, Bev Young, Scott Stinson

### 4. Business Section

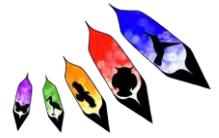
- a. **Report on Nominations and results of 2022 Election** – Chris van der Mark
- b. **The BCSSA Board of Directors for 2022-23** is presented:

### 5. Installation of Directors 2022-23 – Chris van der Mark

### 6. Introduction of the 2022-23 President & Remarks

### 7. New Business

### 8. Adjourn



# ANNUAL GENERAL MEETING MINUTES 2021

## British Columbia School Superintendents Association

### DRAFT Minutes – 39<sup>th</sup> Annual General Meeting

November 18, 2021 @ 5:00 pm

Online Meeting Via Zoom Video Conference

#### 1. Call to Order – Kevin Kaardal – President

The meeting was called to order at: 5:07pm

Acknowledgement of Territory – Kevin Kaardal

Kevin indicated that all information for the meeting was presented in a powerpoint presentation and could be found in the AGM Booklet that was previously circulated to the membership on November 9<sup>th</sup> and posted on the BCSSA website.

Kevin reviewed the AGM Protocols given the Zoom format and that **only Active Members** can vote.

Kevin noted, our thoughts go out to all the people affected by the recent catastrophic weather events and very difficult circumstances.

#### 2. General Business

##### a. Approval of Agenda

**MOTION: That the Agenda of this meeting be approved.**

Moved by: Chris van der Mark, SD27

Seconded by: Patricia Gartland, SD43

Carried

##### b. Approval of Minutes of 2020 Annual General Meeting

**MOTION: That the Minutes of the 2020 Annual General Meeting be approved**

Moved by: Reno Ciolfi, SD43

Seconded by: Rohan Arul-pragasam, SD33

Carried

#### 3. Reports

##### a. President's Report – Kevin Kaardal

Kevin thanked all of those members of the Board who had worked on behalf of the membership of the Association. His written report is in the Annual General Meeting booklet. Kevin also thanked the members who served on committees and worked alongside the government to help in moving forward education in BC. Kevin is proud to be a part of this Association and proud of all the people willing to volunteer their time and energy to work towards improving education in our province. Thanks also to Claire, Juleen and other



Executive Directors for their leadership as well. Together we have completed more work, with more members engaged in supporting that work, than ever before. We should all be very proud that we have the strongest education system in the world, even through all the disasters we have faced this year.

**b. Vice-President’s Report – Teresa Downs**

Teresa provided thanks to everyone and noted her written report is included in the Annual General Meeting Booklet. Thank you for the opportunity to serve as Vice-President this year.

**c. Treasurer’s Report – Gino Bondi**

Gino Bondi presented the Treasurer’s Report and the Financial Statements. As required, this report accompanies copies of the audited financial statements, which summarize the financial position for the Association as of June 30, 2021. This report is prepared with the support of Executive Director Claire Guy, the BCSSA’s Accounting Clerk Sally Leung, and the Association’s auditors Tompkins Wozny. The auditors noted a clean bill of health with no irregularities – an exemplary audit report. The financial position of the Association is strong.

**Approval of the 2020-2021 Financial Statements**

**MOTION: To receive the Financial Statements and Report of the Auditor for the year ended June 30, 2021, as presented.**

Moved by: Kevin Kaardal, SD23  
Seconded by: Reno Ciolfi, SD43  
Carried Unanimously

**Appointment of the Auditors for 2021-2022**

**MOTION: To appoint Tompkins Wozny Chartered Professional Accountants as auditors for the 2021-22 year**

Moved by: Jordan Tinney, SD36  
Seconded by: Teresa Downs, SD74  
Carried Unanimously

**d. Professional Development Committee Report – Mike Hooker**

Mike thanked the Professional Development Committee for all their hard work. He noted that the tech side of hosting a virtual conference was in depth and he greatly appreciated the behind-the-scenes work. A big thanks to Claire and Susan and the rest of the team for making it all work so well. This has been a great team to work with.

**e. Membership Services Committee Report – Reno Ciolfi**

Reno noted that his written report is included in the Annual General Meeting booklet. Reno thanked the members of the committee for their dedicated work. He wanted to highlight the



new Indigenous Leader Representative, Shelley Niemi, Director of Instruction in SD61 who we welcome to the Membership Services Committee.

**f. Indigenous Leaders Report – Michael Bowden**

Mike noted that his written report is included in the Annual General Meeting booklet. This was the first full year of having an Indigenous Director seat for the Association, and he was honored to sit alongside of the folks of this Association this past year. He is looking forward to many more opportunities and possibilities moving forward.

**g. Executive Director – Claire Guy**

The Executive Director report was reviewed as written in the Annual General Meeting Booklet. Thank you to all of you for your work throughout the year, it's been an honour and a pleasure.

**h. Chapter Reports**

All Chapter Reports were reviewed as written in the Annual General Meeting Booklet.

**4. Business Section**

**a. Report on Nominations and Results – Chris van der Mark**

Past President Chris van der Mark thanked the current President, Kevin Kaardal and current Vice-President, Teresa Downs. Chris reviewed the election process and thanked the Scrutineers:

Joan Oxford  
Allan Reed  
Chris van der Mark

**b. The 2021– 2022 Proposed Slate of Directors is presented:**

President: Teresa Downs, SD74  
Vice-President: Vacant

**MOTION: To destroy the electronic ballots for the 2021-2022 BCSSA Election**

Moved by: Bev Young, SD53  
Seconded by: Christine Perkins, SD22  
Carried Unanimously

**c. Introduction of the 2021-2022 President and Installation of Directors – Chris van der Mark**

Chris van der Mark read the installation ceremony documentation and introduced the new Board of Directors.

|                             |   |
|-----------------------------|---|
| President:                  | Teresa Downs, SD74 (Gold Trail)         |
| Vice-President:             | Vacant                                  |
| Director:                   | Gino Bondi, SD34 (Abbotsford)           |
| Director:                   | Mike Bowden, SD73 (Kamloops - Thompson) |
| Director:                   | Lisa McCullough, SD48 (Sea to Sky)      |
| Director: Kootenay Boundary | Silke Yardley, SD5 (Southeast Kootenay) |



|                                   |  |
|-----------------------------------|--|
| Director: Metro                   | Jordan Tinney, SD36 (Surrey)           |
| Director: Northern Chapter        | Manu Madhok (SD91 Nechako Lakes)       |
| Director: Thompson Okanagan       | Bev Young, SD53 (Okanagan-Similkameen) |
| Director: Vancouver Island        | Scott Stinson, SD62 (Sooke)            |
| Director: Fraser Valley           | Rohan Arul-pragasam, SD33(Chilliwack)  |
| Director / Pro-D Chair:           | Mike Hooker, SD19 (Revelstoke)         |
| Director / Member Services Chair: | Reno Cioffi SD43 (Coquitlam)           |

**d. The BCSSA Board of Directors for 2021-2022 was presented.**

**e. Introduction of the 2021-2022 BCSSA President Teresa Downs, SD74 (Gold Trail)**

**President's remarks**

Thank you for the opportunity to serve as president of the BCSSA. I look forward to working collaboratively with the Board of Directors to work to represent the diversity of voice, context and perspectives within this membership and to show respect to each person and group that I work with in this role. But I think what's most important right now is to thank Kevin for the years he has served BCSSA and the countless hours he has served the members this past year. And to Chris van der Mark, you will be dearly missed.

**5. New Business – Teresa Downs**

As the incoming President – Teresa Downs thanked Kevin Kaardal for his years of service and hard work on behalf of the Association. Teresa requested a short first meeting of the new Board of Directors immediately at the close of this meeting.

**Adjourn**

**MOTION: That the meeting be adjourned at 5:41 pm**

Moved by: Rohan Arul-pragasam, SD33

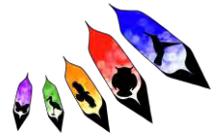
Seconded by: Manu Madhok, SD91

Carried Unanimously

**SIGNATURES:**

PRESIDENT: Teresa Downs

EXECUTIVE DIRECTOR: Claire Guy



# **BOARD OF DIRECTOR - POSITIONS**

## **ACCLAIMED POSITIONS for 2022-2023**

**President: Teresa Downs**  
**Vice-President: Rohan Arul-pragasam**  
**Director: Gino Bondi**  
**Director: Mike Bowden**

**The BCSSA Board of Directors for the 2022-2023 will be formally announced at the Annual General Meeting**

**The roles of Treasurer and Secretary will be appointed by the BCSSA Board of Directors at the first meeting of the new Board immediately following the Annual General Meeting.**



## PAST PRESIDENTS

|             |                  |                |                    |
|-------------|------------------|----------------|--------------------|
| 1972 – 1973 | Patrick Grant    | 1993 – 1995    | Robin Brayne       |
| 1973 – 1974 | Eric Lewis       | 1995 – 1996    | Keith Cameron      |
| 1974 – 1975 | Charles Hopper   | 1996 – 1997    | Mike McAvoy        |
| 1975 – 1976 | William Zoellner | 1997 – 1998    | Brian Butcher      |
| 1976 – 1977 | Fred Middleton   | 1998 – 1999    | Louise Burgart     |
| 1977 – 1978 | Cory Holob       | 1999 – 2000    | Chris Kelly        |
| 1978 – 1979 | Elmer Froese     | 2000 – 2001    | Wendy Herbert      |
| 1979 – 1980 | T. G. Ellwood    | 2001 – 2002    | Donald Goodridge   |
| 1980 – 1981 | Ed Carlin        | 2002 – 2004    | Julie MacRae       |
| 1981 – 1982 | Oscar Bedard     | 2004 – 2005    | Sheila Rooney      |
| 1982 – 1983 | John Wormsbecker | 2005 – 2006    | Harry Janzen       |
| 1983 – 1984 | Bill Fisher      | 2006 – 2008    | Geoff Jopson       |
| 1984 – 1985 | Bob Johnstone    | 2008 – 2010    | Keven Elder        |
| 1985 – 1986 | Bruce Hoadley    | 2010 – 2012    | Steve Cardwell     |
| 1986 – 1987 | Barbara Naef     | 2012 – 2014    | Terry Sullivan     |
| 1987 – 1988 | Dante Lupini     | 2014 – 2016    | Sherry Elwood      |
| 1988 – 1989 | Owen Corcoran    | 2016 – 2018    | Tom Longridge      |
| 1989 – 1990 | Alf Clinton      | 2018 – 2020    | Chris van der Mark |
| 1990 – 1991 | Emery Dosedall   | 2020 - 2021    | Kevin Kaardal      |
| 1991 – 1992 | Norm Thiessen    | 2021 - Current | Teresa Downs       |
| 1992 – 1993 | Mike Heron       |                |                    |



# BCSSA COMMITTEES (2021-2022)

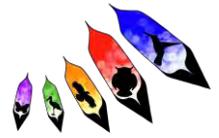
The BCSSA gratefully acknowledges the contribution of members who represented our association over the past year on committees and/or working groups.

## BOARD OF DIRECTORS (updated as of June 2022)

|                                       |                            |                                      |                      |
|---------------------------------------|----------------------------|--------------------------------------|----------------------|
| President                             | <b>Teresa Downs</b>        | SD74                                 | Gold Trail           |
| Vice-President                        | <b>Rohan Arul-pragasam</b> | SD33                                 | Chilliwack           |
| Secretary / Treasurer                 | <b>Gino Bondi</b>          | SD34                                 | Abbotsford           |
| Director                              | <b>Mike Bowden</b>         | SD73                                 | Kamloops-Thompson    |
| Director                              | <b>Lisa McCullough</b>     | Ministry Of Education and Child Care |                      |
| Professional Learning Committee Chair | <b>Mike Hooker</b>         | SD19                                 | Revelstoke           |
|                                       | <b>Cheryl Lenardon</b>     | SD27                                 | Cariboo-Chilcotin    |
| Member Services Committee Chair       | <b>Reno Ciolfi /</b>       | SD43                                 | Coquitlam            |
|                                       | <b>Cindy Heitman</b>       | SD57                                 | Prince George        |
| Fraser Valley Chapter Director        | <b>Rohan Arul-pragasam</b> | SD33                                 | Chilliwack           |
| Kootenay Boundary Chapter Director    | <b>Silke Yardley /</b>     | SD05                                 | Southeast Kootenay   |
|                                       | <b>Karen Shipka</b>        | SD06                                 | Rocky Mountain       |
| Metro Chapter Director                | <b>Jordan Tinney /</b>     | SD36                                 | Surrey               |
|                                       | <b>Mark Pearmain</b>       | SD36                                 | Surrey               |
| Northern Chapter Director             | <b>Manu Madhok /</b>       | SD91                                 | Nechako Lakes        |
|                                       | <b>Steven Petrucci</b>     | SD60                                 | Peace River North    |
| Thompson Okanagan Chapter Director    | <b>Bev Young</b>           | SD53                                 | Okanagan-Similkameen |
| Vancouver Island Chapter Director     | <b>Scott Stinson</b>       | SD62                                 | Sooke                |

## MEMBERSHIP SERVICES COMMITTEE (updated as of June 2022)

|                             |                         |      |                      |
|-----------------------------|-------------------------|------|----------------------|
| Membership Committee Chair  | <b>Reno Ciolfi/</b>     | SD43 | Coquitlam            |
|                             | <b>Cindy Heitman</b>    | SD57 | Prince George        |
| Fraser Valley Chapter       | <b>Balan Moorthy</b>    | SD78 | Fraser-Cascade       |
| Kootenay Boundary Chapter   | <b>Peter Dubinsky</b>   | SD10 | Arrow Lakes          |
| Metro Chapter               | <b>Richard Zerbe</b>    | SD39 | Vancouver            |
|                             | <b>Adam Baumann</b>     | SD44 | North Vancouver      |
| Thompson Okanagan Chapter   | <b>Marcus Toneatto</b>  | SD53 | Okanagan-Similkameen |
| Vancouver Island Chapter    | <b>Paul Block</b>       | SD62 | Sooke                |
| Northern Chapter            | <b>Cindy Heitman/</b>   | SD57 | Prince George        |
|                             | <b>Tracey MacMillan</b> | SD87 | Stikine              |
| Indigenous Representative   | <b>Shelly Niemi</b>     | SD61 | Greater Victoria     |
| BCSSA Membership Consultant | <b>Bev Rundell</b>      |      |                      |

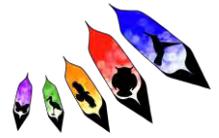


## PROFESSIONAL LEARNING COMMITTEE (updated as of February 2022)

|                                 |                   |      |                   |
|---------------------------------|-------------------|------|-------------------|
| Professional Learning Committee | Mike Hooker /     | SD19 | Revelstoke        |
| Chair                           | Cheryl Lenardon   | SD27 | Cariboo-Chilcotin |
| Fraser Valley Chapter           | Angus Wilson      | SD75 | Mission           |
| Kootenay Boundary Chapter       | Teresa Gallo      | SD20 | Kootenay-Columbia |
| Metro Chapter                   | Lynn Archer       | SD38 | Richmond          |
|                                 | Pedro da Silva    | SD39 | Vancouver         |
| Thompson Okanagan Chapter       | Jon Rever         | SD23 | Central Okanagan  |
| Vancouver Island Chapter        | Vivian Collyer    | SD71 | Comox Valley      |
| Northern Chapter                | Sue-Ellen Miller/ | SD28 | Quesnel           |
|                                 | Cheryl Lenardon   | SD27 | Cariboo-Chilcotin |
| Indigenous Representative       | Chas Desjarlais   | SD39 | Vancouver         |

## LEADERSHIP COMPETENCIES ADVISORY COMMITTEE (updated as of June 2022)

|                  |       |                       |                |       |                    |
|------------------|-------|-----------------------|----------------|-------|--------------------|
| Allen Beckingham | SD67  | Okanagan-Skaha        | Karen Shipka   | SD06  | Rocky Mountain     |
| Allison Burt     | SD47  | Powell River          | Kevin Godden   | SD34  | Abbotsford         |
| Balan Moorthy    | SD78  | Fraser-Cascade        | Kevin Kaardal  | SD23  | Central Okanagan   |
| Beverley Rundell | BCSSA | Membership Consultant | Michael Bowden | SD68  | Nanaimo Ladysmith  |
| Jill Jensen      | SD92  | Nisga'a               | Vivian Collyer | SD71  | Comox Valley       |
| Jon Rever        | SD23  | Central Okanagan      | Claire Guy     | BCSSA | Executive Director |
| Jordan Tinney    | SD36  | Surrey                |                |       |                    |



# CHAPTERS (updated as of June 2022)

## Fraser Valley Chapter

**Chapter Director: Rohan Arul-pragasam SD33**

SD33 Chilliwack  
SD34 Abbotsford  
SD35 Langley  
SD42 Maple Ridge – Pitt Meadows  
SD75 Mission  
SD78 Fraser-Cascade

## Kootenay-Boundary Chapter

**Chapter Director:**

**Silke Yardley SD05 / Karen Shipka SD06**

SD05 Southeast Kootenay  
SD06 Rocky Mountain  
SD08 Kootenay Lake  
SD10 Arrow Lakes  
SD20 Kootenay-Columbia  
SD51 Boundary

## Metro Chapter

**Chapter Director:**

**Jordan Tinney SD36 / Mark Pearmain SD36**

SD36 Surrey  
SD37 Delta  
SD38 Richmond  
SD39 Vancouver  
SD40 New Westminster  
SD41 Burnaby  
SD43 Coquitlam  
SD44 North Vancouver  
SD45 West Vancouver  
SD46 Sunshine Coast  
SD48 Sea to Sky  
SD93 Conseil Scolaire Francophone

## Northern Chapter

**Chapter Director:**

**Manu Madhok SD91 / Steven Petrucci SD60**

SD27 Cariboo-Chilcotin  
SD28 Quesnel  
SD49 Central Coast  
SD50 Haida Gwaii  
SD52 Prince Rupert  
SD54 Bulkley Valley  
SD57 Prince George  
SD59 Peace River South  
SD60 Peace River North  
SD81 Fort Nelson  
SD82 Coast Mountains  
SD87 Stikine  
SD91 Nechako Lakes  
SD92 Nisga'a  
Western Arctic Directors & Superintendents

## Thompson-Okanagan Chapter

**Chapter Director: Bev Young SD53**

SD19 Revelstoke  
SD22 Vernon  
SD23 Central Okanagan  
SD53 Okanagan-Similkameen  
SD58 Nicola-Similkameen  
SD67 Okanagan-Skaha  
SD73 Kamloops-Thompson  
SD74 Gold Trail  
SD83 North Okanagan/Shuswap

## Vancouver Island Chapter

**Chapter Director: Scott Stinson SD62**

SD47 Powell River  
SD61 Greater Victoria  
SD62 Sooke  
SD63 Saanich  
SD64 Gulf Islands  
SD68 Nanaimo-Ladysmith  
SD69 Qualicum  
SD70 Pacific Rim  
SD71 Comox Valley  
SD72 Campbell River  
SD79 Cowichan Valley  
SD84 Vancouver Island West  
SD85 Vancouver Island North



# Ministry of Education and Child Care Working Groups

(updated as of June 2022)

## **Anti-Racism Working Group**

Kevin Godden  
Deena Kotak-Buckley

SD34 Abbotsford  
SD39 Vancouver

## **Assessment and Student Reporting Advisory Committee**

Jordan Kleckner  
Lynn Archer  
Scott Stinson  
Sheryl Koers  
Silke Yardley

SD23 Central Okanagan  
SD38 Richmond  
SD62 Sooke  
SD79 Cowichan Valley  
SD05 East Kootenay

## **Audit Program Advisory**

Rohan Arul-pragasam

SD33 Chilliwack

## **Capital Planning Advisory Committee**

Jordan Tinney  
Kevin Kaardal

SD36 Surrey  
SD23 Central Okanagan

## **COVID19 Committees**

Joanna Angelidis  
Kevin Kaardal  
Lisa McCullough  
Mike Bowden  
Sheryl Koers  
Claire Guy

SD37 Delta  
SD23 Central Okanagan  
SD48 Sea to Sky  
SD73 Kamloops-Thompson  
SD79 Cowichan Valley  
BCSSA Executive Director

## **Emergency Preparedness Committee**

Claire McKay

SD91 Nechako Lakes

## **Framework for Enhancing Student Learning Advisory**

Jordan Tinney

SD36 Surrey

## **Framework Sector Volunteers**

Kevin Godden  
Kevin Kaardal  
Pius Ryan  
Jon Rever  
Jordan Tinney  
Rhonda Ovelson  
Todd Manuel  
Scott Benwell  
Scott Stinson

SD34 Abbotsford  
SD23 Central Okanagan  
SD44 North Vancouver  
SD23 Central Okanagan  
SD36 Surrey  
SD23 Central Okanagan  
SD67 Okanagan-Skaha  
SD64 Gulf Islands  
SD62 Sooke



Woody Bradford

### ***Funding Equity Committee***

Christine Perkins

Jacob Sol

Mike McDiarmid

Scott Benwell

Teresa Downs

SD35 Langley

SD22 Vernon

SD36 Surrey

SD54 Bulkley Valley

SD64 Gulf Islands

SD74 Gold Trail

### ***Homeschooling Guidelines Working Group***

Allan Beckingham

Deb Whitten

Gino Bondi

SD67 Okanagan-Skaha

SD61 Victoria

SD34 Abbotsford

### ***Learning Advisory Board***

Bev Young

Jordan Tinney

Karen Shipka

Manu Madhok

Mark Pearmain

Rohan Arul-pragasam

Scott Stinson

Silke Yardley

Stephen Petrucci

SD53 Okanagan-Similkameen

SD36 Surrey

SD06 Rocky Mountain

SD91 Nechako Lakes

SD36 Surrey

SD33 Chilliwack

SD62 Sooke

SD05 Southeast Kootenay

SD60 Peace River North

### ***Management Standards Working Group***

Teresa Downs

SD74 Gold Trail

### ***My Ed BC Joint Executive Council***

Todd Manuel

SD67 Okanagan-Skaha

### ***Online Learning Management System Procurement***

Andrew Holland

SD36 Surrey

### ***Student Reporting Policy***

D'Arcy Deacon

Jordan Kleckner

Luke Friesen

SD64 Gulf Islands

SD23 Central Okanagan

SD22 Vernon



# Community Committees & Working Groups

(updated as of June 2022)

## **BCPSEA Attendance and Wellness Steering Committee**

Lisa McCullough SD48 Sea to Sky

## **BCPSEA Bargaining Advisory Committee**

Chris van der Mark SD27 Cariboo-Chilcotin

## **BCPSEA Recruitment and Retention Committee**

Chris van der Mark SD27 Cariboo-Chilcotin

Gina Niccoli-Moen SD41 Burnaby

## **BC Council for International Education**

Jay Yule SD47 Powell River

Jordan Tinney SD36 Surrey

Patricia Gartland SD43 Coquitlam

## **BC Teachers Council**

Bev Young SD53 Okanagan-Similkameen

Allison Burt SD47 Powell River

Jason Corday SD67 Okanagan-Skaha

Mike Skinner SD91 Nechako Lakes

Paul Bishop SD46 Sunshine Coast

## **BC School Sports**

Andrew Holland SD36 Surrey

## **BC School Sports Competitive Fairness Committee**

Todd Manuel SD67 Okanagan-Skaha

## **Canadian Association of School System Administrators Board (CASSA)**

Kevin Kaardal SD23 Central Okanagan

Teresa Downs SD74 Gold Trail

Claire Guy BCSSA Executive Director

## **Coordinated Legal & Arbitration Support Services (CLASS) Advisory Committee**

Kevin Kaardal SD23 Central Okanagan

Sue-Ellen Miller SD28 Quesnel

## **Ed Can Network Advisory Board**

Chris Kennedy SD45 West Vancouver

Doug Sheppard SD37 Delta

Jordan Tinney SD36 Surrey

Kevin Kaardal SD23 Central Okanagan

Claire Guy BCSSA Executive Director



### **Educational Resource Acquisition Consortium, (ERAC) BC Education Marketplace (BCEM)**

|               |      |                 |
|---------------|------|-----------------|
| Angus Wilson  | SD75 | Mission         |
| Mark Pearmain | SD44 | North Vancouver |

### **Exempt Staff Compensation**

|                    |      |                   |
|--------------------|------|-------------------|
| Scott Stinson      | SD62 | Sooke             |
| Chris van der Mark | SD27 | Cariboo-Chilcotin |
| Kevin Kaardal      | SD23 | Central Okanagan  |

### **First Nations Education Steering Committee (FNESC)**

|                    |      |                   |
|--------------------|------|-------------------|
| Chris van der Mark | SD27 | Cariboo-Chilcotin |
|--------------------|------|-------------------|

### **HR/Payroll Working Group**

|             |      |            |
|-------------|------|------------|
| Mike Hooker | SD19 | Revelstoke |
|-------------|------|------------|

### **School Protection Program (SPP)**

|             |      |                    |
|-------------|------|--------------------|
| Deb Whitten | SD61 | Greater Victoria   |
| Jameel Aziz | SD58 | Nicola-Similkameen |

### **Teacher's Pension Plan Advisory Committee**

|                   |         |                       |
|-------------------|---------|-----------------------|
| Cheryl Lenardon   | SD27    | Cariboo-Chilcotin     |
| Lawrence Tarasoff | SD84    | Vancouver Island West |
| Rob Taylor        | retired |                       |

### **WorkSafe Violence Prevention Committee**

|                  |      |       |
|------------------|------|-------|
| Joanna Angelidis | SD37 | Delta |
|------------------|------|-------|



# PRESIDENT REPORT

## Teresa Downs, PRESIDENT

It has been an honour to serve as President over the last year. It is remarkable to reflect on the work that was accomplished by the Board, the Executive Director, Committees, and the Association in the 2021-2022 year. Despite the challenges and complexities of the last year, the members of the BC School Superintendents Association demonstrated an ongoing commitment to public education, the Association and each other. This exemplified by the development and implementation of *The Spirit of Leadership*. This document reflects an exciting time for BCSSA and for each of us as leaders.

This report will provide some of the highlights of the work I have been able to participate in, as President, on behalf of BCSSA members.

### The Board of Directors

The BCSSA Board of Directors has worked deliberately to reframe their work to establish a governance focus. Some of the changes that have been made are:

- Board agendas have been adapted to focus on governance actions and discussions. This has enabled the Board to maximize its time together.
- The Board has an approved annual work plan.
- The Executive Director provides the Board with an annual operational plan. The Board will monitor this throughout the year.
- The Board reviewed and updated the Terms of Reference for BCSSA committees.
- The contract for the Executive Director was reviewed and renewed.
- Board preparations are underway for a performance review of the Executive Director.

Thank you to the members of the Board for a positive and productive year.

### Advocacy and Representation

BCSSA is afforded many opportunities to advocate and represent our unique perspectives and insights through different committees and working groups established by the Ministry of Education and Child Care and other associated partner groups and organizations. Thank you to those of you who represent the Association at these tables. It is critical that the voice of BCSSA members is heard where public education is being discussed and decisions are being made.

I have sought to advocate for and represent the diverse views and perspectives of the BCSSA membership in discussions and meetings with the Minister of Education and Child Care, the Deputy Minister, members of the Ministry team, BC Public Sector Employers Association and more. This work has occurred at various committees, tables and advisory groups on issues such as COVID-19 guidelines, executive compensation, communicating



student learning, performance standards, BC Tripartite Education Agreement, the new graduation requirement, capital, and many others.

### **Management Standards**

Two years ago, the then Ministry of Education and BCSSA partnered on the Management Standards Project. The Management Standards were established because of feedback from school and district leaders indicating that they did not enter their roles with essential understandings of key management aspects of the role such as governance/operations, human resources, budgeting etc. Over the last year, six areas of focus were established for the project 1. Working with First Nations, 2. Governance, Legislation, Roles and Responsibilities 3. Working with People 4. Values-based, Evidence-Informed Decision Making 5. Financial and Resource Management and 6. Planning For Impact. For each area, subject matter experts from the sector created a curriculum. A consortium led by the BC Principals and Vice Principals Association was awarded the contract to pilot the project (with the First Nations Steering Committee) to a small group of school leaders. There will be a formal evaluation of the project to determine next steps.

### **Thank you**

This Association is led by an amazing Executive Director, Claire Guy. She is remarkable in her ability to meet the needs of the Association and each of its members. Whether it is large conferences, collaborative projects like the regional sessions to support the new graduation requirement, the work of the Board, leading the BCSSA office and staff, or the quiet work of supporting members in contract discussions or when they face challenges. She does this work with such discretion and humility that most of the Association is unaware of what she does on a daily basis. Claire Guy, thank you for your leadership and care.

Thank you to the membership of BCSSA for allowing me to serve as President this year, it has been an incredible opportunity for which I am grateful.

Respectfully submitted,

Teresa Downs



# TREASURER REPORT

## Gino Bondi, TREASURER

The BCSSA continues to benefit from prudent and responsive fiscal management, over the past eight years. The financial position of the association continues to be strong with total assets of \$3,540,427. Deducting out obligations of \$1,964,544, our total net assets are \$1,575,883. The year-end balance of our operating fund totals \$1,183,946. The Board of Directors, the staff and the committees have worked to deliver services differently and in doing so have maintained a sound financial position for the Association. As a result, net revenue for the fiscal year was \$14,689.

An issue that the Board has explored and acted upon is increasing membership fees, new members mentorship program fees, and conference fees. These increases addressed the reality that, although at the end of the fiscal year the Association is in a healthy financial situation, we were accessing 18% of this to cover deficits on an annual basis, a number which would compromise our fiscal stability in less than five years. The increase in these revenue streams will significantly reduce future projected deficits.

As required, this report accompanies copies of the audited financial statements, which summarize the financial position for the Association as of June 30, 2022. This report is prepared with the support of Executive Director Claire Guy, the BCSSA's Accounting Clerk Sally Leung, and the Association's Auditors Tompkins Wozny.

The following summary below highlights some of the changes in revenue and expenses over the past year.

### *Audit Opinion*

#### **Tompkins Wozny, Chartered Professional Accountants:**

"In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association, as at June 30, 2022, and the results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations".

## **Statement 1 – The Association remains in a strong fiscal position**

Total Assets: \$3,540,427\*

Short-Term Investments: \$2,020,299

Year End Balance: \$1,561,194

\*It is important to note that grant dollars are part of the total assets number.

## **Statement 2 – Key Facts for Revenue**

A significant revenue increase in revenue can be attributed to our Ministry grants and our work with the K-12 Foundations Standards and Careers and Learning. Total assets have increased by over one million due largely to



having a net retention of administered funds this year. Revenue from Ministry grants increased by \$400,000 with over \$1,293,088 remaining in the fund attributed to ongoing work with the Management Standards Foundation Project. At present, much of the grant has not been spent. The deadline to provide the deliverables has been extended. A breakdown of these funds can be found under Note 7: Administered Funds in our Financial Statements.

Total revenue for 2021-22 is \$799,862, down from \$848,406 in 2020-21. Last year's slightly increased surplus can be attributed to the Emergency Wage Subsidy which is now discontinued. Our deferred revenues have increased by \$155,000 based on additional deposits to our conferences moving in person and membership fees deferred to 2023.

### **Key facts relating to BCSSA Expenses**

Total expenses increased from \$623,507 to \$785,173. This increase in 20% can be attributed to increase in salary costs of our staff, membership services expenses associated with our Mentorship Program, and costs associated with the return to in-person gatherings

### **Legal Costs**

Legal costs for 2022 are \$17,542, down 62% from the previous year total of \$46,546. Our Executive Director works with Districts to recover legal fees and as this work is always in process, the expenses incurred this year may be reduced.

### **Risks**

The auditor's report notes that the BCSSA meets the requirements for:

#### **Liquidity Risk**

The Association meets its liquidity requirements by preparing and monitoring detailed forecasts for cash flows from operations, anticipating investing and financing activities and holding assets that can be readily converted to cash. The Association is exposed to this risk mainly in respect of its accounts payable and accrued liabilities.

#### **Credit Risk**

The Association's main credit risk relates to short-term investments and accounts receivable.

#### **Interest Rate Risk**

In seeking to minimize the risks from interest rate fluctuations, the Association manages exposure through its normal operating and financing activities. The Association is exposed to interest rate risk primarily through its floating interest bank indebtedness and credit facilities.



## Risks due to COVID 19

The Association cancelled some conferences due to social distancing requirements. All conferences and events were held digitally until April 2022. The Association is planning to continue with some digital events and hold three in person events per year. The Association has claimed \$14,409 [2021 - \$68,263] of assistance under the Canada Revenue Agency's Canada Emergency Wage Subsidy for the year ended June 30, 2022.

## Summary

With total net assets of \$3,540,427 and a total fund balance of \$1,561,194, the BCSSA's financial position for 2022-23 is strong. I wish to commend all those who made this positive financial report possible by pivoting and adapting to our pandemic reality including Executive Director Claire Guy, Accounting Clerk Sally Leung, and the members of the committees that generate the bulk of our revenue: Professional Development and Membership Services

Please feel free to contact me if you have any questions regarding this report. I can be reached at (604)302-4974 or email at [gino.bondi@abbyschools.ca](mailto:gino.bondi@abbyschools.ca). Thank you for the opportunity to serve the BCSSA in the position of Treasurer and Secretary.



# FINANCIAL STATEMENTS

**PLEASE SEE**  
**SCHEDULE C**  
**FOR FINANCIAL**  
**STATEMENTS**



# MEMBERSHIP SERVICES REPORT

## Cindy Heitman, CHAIR

Thank you to Reno Ciolfi, who previously chaired the Membership Services Committee. We are grateful for Reno’s guidance and support over the last year.

## Committee Members

|   |                          |
|---|--------------------------|
| <b>Cindy Heitman</b> , Superintendent, SD57 (Prince George)                     | <i>Committee Chair</i>   |
| <b>Balan Moorthy</b> , Superintendent, SD78 (Fraser Cascade)                    | <i>Fraser Valley</i>     |
| <b>Peter Dubinsky</b> , Superintendent, SD10 (Arrow Lakes)                      | <i>Kootenay-Boundary</i> |
| <b>Adam Baumann</b> , Director of Instruction, SD44 (North Vancouver)           | <i>Metro</i>             |
| <b>Richard Zerbe</b> , Director of Instruction, SD39 (Vancouver)                | <i>Metro</i>             |
| <b>Tracey MacMillan</b> , Superintendent, SD87 (Stikine)                        | <i>Northern</i>          |
| <b>Marcus Toneatto</b> , Assistant Superintendent, SD53 (Okanagan Similkameen)  | <i>Thompson-Okanagan</i> |
| <b>Paul Block</b> , Associate Superintendent, SD62 (Sooke Schools)              | <i>Vancouver Island</i>  |
| <b>Shelly Niemi</b> , Director of Indigenous Education, SD61 (Greater Victoria) | <i>Indigenous Rep</i>    |

## Terms of Reference

Over the course of many meetings the Membership Services Committee reviewed their Terms of Reference for revisions. This process contributed to the committee solidifying our purpose and role within BCSSA.

## Establishing Priorities and Goals

At the October Membership Services Committee meeting the committee set priorities for their work this year. The topics identified are, a review of the BCSSA scholarships criteria through the lens of equity, and an examination of our role within the BCSSA Strategic Plan, how we can contribute and support, specifically in the area of outreach to membership.

## Honouring BCSSA Retirees

The Summer Leadership Academy provided a wonderful venue to honour retirees in person. A presentation created by Richard Zerbe highlighted members who had retired, while information about “what’s next” was shared with the audience. This fun event set the stage for a celebration dinner hosted by the Membership Services Committee. Retirees were previously acknowledged with a gift, letters of congratulations and highlights in the BCSSA Weekly Bulletin. Thank you to all those involved in ensuring the retired members were acknowledged and celebrated.



### **Welcoming and Recognizing BCSSA New Members**

The committee, once again, made the welcoming of new members a priority of their work. At the Summer Leadership Academy, new members were recognized and welcomed. This year welcomed 30+ new members to the BCSSA. Thank you to the committee for reaching out to new members to support their transition into the association.

### **Mentoring and New Member Sessions**

Under the leadership of Bev Rundell, Program Consultant, the Mentoring and New Membership Sessions have become a large component of Membership Services. The New Membership Sessions have been well attended by all members, not just new. This inclusive approach to membership support is appreciated. We would like to acknowledge the Mentors who support this program and offer their wealth of knowledge to the association.

### **BCSSA Scholarships**

Once again, seven BCSSA Scholarships were distributed to successful applicants in May of 2022. Questions regarding the criteria for the applications and equity were brought to the committee by committee members. It is our intention to review the BCSSA Scholarship Criteria through the lens of equity and recognition that our districts are all very unique in terms of opportunity for students.



# PROFESSIONAL LEARNING REPORT

**Cheryl Lenardon, CHAIR**

## *Year in Review*

The past year of BCSSA professional learning has been an interesting one. Events progressed from virtual due to the circumstances of the pandemic, to our first in-person gathering as restrictions eased, to a larger-than-ever summer leadership academy in our new location in Whistler.

### **Fall Conference 2021**

Last year's Fall Conference *Renewing our Learning Organizations with Compassion and Equity* was held via Zoom. The on-line program featured our own Jordan Tinney, who kindly agreed to step in and speak about Schools as Learning Organizations after Louise Stoll had to cancel her presentation, Carolyn Roberts, Faculty Lecturer at Simon Fraser University, and Ilsa Govan, Co-founder of Cultures Connecting.

### **Spring Forum 2022**

As the first opportunity to meet face-to-face since the start of the pandemic, *Leading with a Light Heart* was a different kind of forum than we normally host in the Spring. In place of the typically classroom-focused theme, this event was designed for reconnection with a focus on wellness and resilience. Monique Gray Smith provided the keynote and was followed by playwright and humourist Drew Hayden Taylor, and performers from The Improv Centre.

### **Summer Leadership Academy (SLA) 2022**

The Summer Leadership Academy was held for the first time at our new venue in Whistler. **Reimagining Leadership: Walking Side-by-Side** was planned in collaboration with the Leadership Competencies Advisory Committee to begin **building a Path to Ownership of the BCSSA Leadership Competencies**. The agenda included the big picture of the competency work with Louise Stoll and Michael Fullan, an introduction to the five competencies in our framework, a series of opportunities for discussion and reflection facilitated by Kevin Godden, and a powerful presentation by Rain Pierre who created the graphic to represent the Spirit of Leadership. As part of our continued commitment to Truth and Reconciliation, and to situate us in our new conference location, an afternoon was arranged at the **Squamish Lil'wat Cultural Centre**. The kick-off to the conference, co-planned with the Membership Committee, was a memorable dinner on the rooftop of the hotel with surprise entertainment by a band comprised of current and retired BCSSA members.



## **Future Directions**

Over this year the committee will seek input to develop a multi-year plan for professional learning that aligns with the Spirit of Leadership and provides the opportunity for continuity and depth on topics that are relevant to members' needs. Long-term planning will allow us to book well enough in advance to secure the presenters to fit our learning priorities. We look forward to continuing to work closely with the Membership Committee on future events.

## **Committee Members**

### **Indigenous Representative to the Professional Learning Committee**

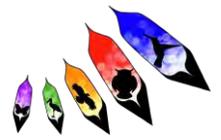
A commitment to Indigenous representation on the Professional Learning Committee was made last Fall. Chas Desjarlais served in the role for several months. The process of filling the currently vacant role is underway and we hope to be able to introduce the Indigenous Representative on the committee in advance of the upcoming AGM.

### **Outgoing and Incoming Committee Members**

Since the last Annual General Meeting we said goodbye to committee members Sue Ellen Miller, Lynn Archer, Chas Desjarlais, and Mike Hooker. Pedro da Silva and Cheryl Lenardon joined the committee in the last year and Jill Jensen is just starting with the team.

*Submitted on behalf of the 2022/23 committee members Angus Wilson, Vivian Collyer, Jon Rever, Teresa Gallo, Pedro da Silva, and Jill Jensen, with gratitude to Mike Hooker, past Chair, and Claire Guy and Susan Hooper for their on-going support.*

*Respectfully, Cheryl Lenardon, Chair*



# INDIGENOUS LEADER REPORT

**Mike Bowden**

## *BCSSA Indigenous Provincial Perspectives*

Indigenous Education has become a significant area of change in the province of British Columbia, particularly in the past several years. The BC Tripartite Education Agreement (BCTEA) in 2018, the Declaration on the Rights of Indigenous Peoples Act (DRIPA) in 2019 and the Action Plan released early in 2022, the commitments to the Truth and Reconciliation Calls to Action, among other initiatives has helped frame the nature of the changes.

The British Columbia School Superintendent Association (BCSSA) has been a leading organization in responding and helping facilitate these changes in the BC public education system.

Some of the key areas impacting and influencing Indigenous Education the BCSSA has been working on and supporting in 2021/2022 have been:

### **BC Indigenous-Focused Graduation Requirement**

The Ministry of Education and Child Care announced in April of 2022, that effective the 2023/2024 school year all students working toward a B.C. Certificate of Graduation in English or French, must successfully complete at least 4 credits in Indigenous-focused course work.

### **National Day of Truth and Reconciliation**

September 30, 2021 was the first national holiday, and a BC provincial holiday for the National Day for Truth and Reconciliation. The day honours the children who never returned home and Survivors of residential schools, as well as their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process. May 2022 also marked the one-year anniversary of the announcement of 215 children graves at the site of the former Kamloops Indian Residential School and the thousands of graves at the site of other residential schools across Canada announced afterward. This is particularly poignant for the education system and the history and role public education has moving forward.

### **Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan 2022-2027**

In May 2022, the BC Provincial government released the DRIPA Action Plan that contains 89 actions, 9 of which are specific to the Ministry of Education and Childcare, that BC plans to undertake over the next five years.



## **BC Ministry of Education Equity in Action Project**

The start of the 2022/2023 school year will see all BC School Districts involved in the Ministry of Education and Child Care Equity in Action Project. This project is designed to frame a decision-making process for school districts to enter in to a genuine and meaningful self-assessment dialogue and to address systemic barriers impacting Indigenous student achievement.

## **BCSSA – The Spirit of Leadership – Leadership Competencies**

The Spirit of Leadership released in August 2022 has Indigenous ways of knowing and doing woven throughout the five competencies as well as specific Indigenous perspectives and considerations. The *BCSSA Spirit of Leadership* also contains an Indigenous graphic designed by artist Rain Pierre that tells the story of the spirit of leadership.

## **BCSSA Indigenous Leaders**

The BCSSA continued with a second year of an appointed Director, Indigenous seat on the Board of Directors for the BCSSA. Some BCSSA Chapters have followed suit with Indigenous seats at their executive table.

The BCSSA Indigenous Leaders Cohort continued and was heavily involved in consulting and contributing to the BCSSA Spirit of Leadership – leadership competency guide released in August 2022. The BCSSA plans on continuing with the BCSSA Indigenous Leaders Cohort as well as adding a series to support non-Indigenous leaders learning around Indigenous leadership ways of knowing and doing.

## **Provincial Indigenous Leadership**

A movement by some districts to have Indigenous leadership represented in district senior leadership positions. This includes the first Indigenous assistant superintendent position named in SD57 in April 2022.

Indigenous-focused topics and sessions embedded in the BCSSA Fall, Spring, and Summer conferences, including an opportunity for BCSSA Indigenous leaders to meet and discuss Indigenous leadership at the summer conference in August.

BCSSA InspirED Journal – Specific Indigenous content for 2021/2022

- Leadership Lessons from Indigenous Ways of Knowing (Fall 2021)
- Indigenous Leadership as Ceremony: Weaving Together our Collective Stories and Knowledges into the Fabric of the British Columbia Education System (Spring 2022)



# EXECUTIVE DIRECTOR REPORT

**Claire Guy, EXECUTIVE DIRECTOR**

This has been an exhilarating and productive year of positive change as we emerged from the pandemic and returned to in person meetings and re-connecting. There has been a significant turnover in the BCSSA Board of Directors, and despite the challenges created by the pandemic, our Association continued to move forward with the work of our Board to a more governance-focused model. We now have in place regular reporting structures reflecting the ongoing work of the Board including a Board Work Plan, an BCSSA Operational Plan, quarterly financial reviews in addition to monthly financial statements, quarterly approval of new members, and aligned Terms of Reference for the major BCSSA Committees. We continue to focus on the 4 goals of our 2020-2024 strategic plan: leadership, voice, equity, and support and hopefully you will see these 4 goal areas addressed in this report.

With the change in Deputy Minister in January accompanied by the change to the Ministry of Education and Child Care, there has been several new opportunities created and we continue to strengthen our voice and relationship with the Ministry as we navigate the evolving roles and responsibilities. At the time of publication, our membership has grown to 356 members, the largest total ever. There has been significant change within districts as they re-structure to include leadership in Indigenous Education and Early Learning portfolios to support the Ministry initiatives. As part of our goal in strengthening our voice and relationship with the Ministry, BCSSA is supporting the new Indigenous Graduation Requirement, partnering with regional Chapters and the Federation of Independent Schools Authority (FISA), the First Nations Education Steering Committee (FNESC), and the First Nations Schools Authority (FNSA).

These changes continue to highlight the need for our continued support within the Learning Partners (Mentoring) program and consequently, we continue to augment our cadre of BCSSA mentors supporting our members new to their role within the last 2 years. I am pleased to be supporting 5 of our members in this regard. My sincere thanks to Bev Rundell and our team of fabulous mentors who serve to guide our members. My thanks also to Reno Ciolfi (outgoing Membership Services Chair) and Cindy Heitman (current Membership Services Chair), for elevating the importance the Membership Services Committee. Additionally, with the increase in new members and turnover in district positions, I appreciate the Board's recognition of our need to raise the Mentorship program fees as well as the raising of our BCSSA Member fees for the first time in over 10 years. We are providing more service and offerings to our membership and need to adjust our organizational structures to the rising cost of inflation – and simply doing business.

In addition to the BCSSA Learning Partners (Mentoring) Program, we continue to offer monthly online professional learning sessions that are single-focused, providing another venue for learning related to timely topics and connection. These sessions have been well attended and are open to all members. We gather feedback each year to plan and be responsive to the needs of our membership.

The 2021-22 year saw the return of our first in person Spring Forum and Summer Leadership Academy in almost 3 years. These were outstanding events that were well attended and almost euphoric in nature given the lack of



these events over the previous 2 years. The long-awaited change in venue for our Summer Leadership Academy to Whistler was well received and was truly a conference “for us, by us”. I am grateful to all members of the Professional Learning Committee, under the leadership of past Chair, Mike Hooker, and new Chair, Cheryl Lenardon for their work in bringing us back together for these important joint learning opportunities.

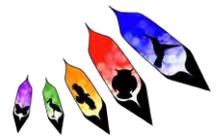
One of this year’s highlights was the launch of our new BCSSA Leadership Competencies, “The Spirit of Leadership” at the Summer Leadership Academy. This was the culminating point of almost 2 years of work, and I congratulate all members of the Leadership Competency Advisory Committee for their commitment over this time to see this project through to fruition. A special note of gratitude to Jordan Tinney who facilitated the process. “The Spirit of Leadership” will be a focus of our Association moving forward and we look forward to a smaller committee supporting the implementation and monitoring of the competencies under the leadership of Karen Shipka.

As part of our ongoing commitment towards Truth and Reconciliation, we continued to work with the Indigenous Leaders cohort to expand our understanding of Indigenous perspectives and ways of being. Our thanks to Mike Bowden, Kathy Sawchuk, and the many Indigenous Leaders who graciously gave of their time and voice, helping us learn through dialogue, circle, workshops, resources, presentations, and professional learning opportunities. We are particularly grateful for their guidance as we created our new Leadership Competencies, and as we reflect on the stunning graphic, by artist Rain Pierre, we are reminded of the significance of each artistic element and symbolism as explained to us by Rain.

One of my ongoing goals for our BCSSA is to strengthen communication among our active and associate (retired) membership. I am pleased we were finally able to implement the more secure online MailChimp communications tool for our weekly newsletter. This was a long-term goal and huge undertaking, but worth the effort and we appreciate member feedback to continue to improve and refine this process. Our InspirED journal is another proactive communication tool that continues to garner recognition from education partners and highlights exemplary practice and stories of success across BC. I would like to acknowledge everyone who has contributed to the success of this publication by contributing articles.

None of this work could happen without the ongoing support of our very small but dedicated staff. My sincere thanks to Cecilia Lavoie, Susan Hooper, Tracy Liesch, and Sally Leung for their ongoing commitment and support of the behind-the-scenes day to day work of running an organization of almost 500 members. Finally, my heartfelt gratitude to the Board of Directors, President Teresa Downs and Vice-President Rohan Arul-pragasam for their ongoing support and allowing me the privilege to serve as your Executive Director.

Claire



# Fraser Valley Chapter

**Rohan Arul-pragasam, CHAPTER DIRECTOR**

The Fraser Valley Chapter represents six school districts that vary in size and student demographics. The districts include Chilliwack (SD33), Abbotsford (SD34), Langley (SD35), Maple Ridge-Pitt Meadows (SD42), Mission (SD75), and Fraser-Cascade (SD78).

In the last two years, much of our collective focus has been consumed by COVID-19 and addressing the pandemic. The new school year has brought back a sense of normalcy as we transition to a time of “learning to live with COVID-19” while focusing on the important task of supporting student success from an equity lens across our region.

This past year, the team met multiple times over Microsoft TEAMS and face-to-face to collaborate, problem solve and share practices. The strength of the Fraser Valley team is its strong desire to collaborate on an ongoing basis to support and learn from each other and strengthen individual district practices. The team always ensures that every discussion includes some levity to enhance wellness.

The Fraser Valley Chapter is scheduled to convene in Vancouver on November 17 and 18 for its fall retreat. The topics of discussion will include – wellness, early learning, and the Fraser Cascade School District will present information on its “welcome project.”

In the spring, the Fraser Valley Chapter and the Metro Chapter are scheduled to get together for two days of learning at Whistler, and the two chapters jointly plan this retreat. This is a yearly retreat, and both chapters have benefitted from this cross-chapter learning opportunity. At this year’s retreat, we are honored to have retired school superintendent Jordan Tinney lead us in a conversation around the “practical applications” of the Spirit of Leadership.

The 2022-2023 school year will be another year of great learning as we continue to focus on important topics that will support student success: The Framework for Enhancing Student Learning, Leading with Equity, Truth and Reconciliation, K-12 Reporting Policy, Childcare, and Anti-Racism.



# Kootenay-Boundary Chapter

**Karen Shipka, CHAPTER DIRECTOR**

## *Our Executive for Kootenay-Boundary is:*

|   |                     |
|---|---------------------|
| <b>Membership Committee:</b>            | Peter Dubinsky SD10 |
| <b>Professional Learning Committee:</b> | Teresa Gallo SD20   |
| <b>Secretary / Treasurer:</b>           | Al Rice SD05        |
| <b>Director:</b>                        | Karen Shipka SD06   |

The Kootenay-Boundary Chapter is, made up of six districts in the southeastern region of the province.

### **We include:**

- SD 5 (Southeast Kootenay) Viveka Johnson, Superintendent,
- SD 6 (Rocky Mountain) Karen Shipka, Superintendent,
- SD 8 (Kootenay Lake) Trish Smillie, Superintendent,
- SD10 (Arrow Lakes) Peter Dubinsky, Superintendent,
- SD20 (Kootenay- Columbia) Katherine Shearer, Superintendent,
- SD51 (Boundary) Anna Lautard, Superintendent

We have a very active chapter, meeting in person twice a year as a large group. Superintendents meet monthly online to support each other throughout the year. This year we have two face-to-face meetings planned. The format of these meetings includes both large group learning and role alike sessions where district staff have created communities of practice to discuss and learn from each other.

School District 10 will host the fall session in October and School District 8 will host the spring. In addition, we take advantage of other BCSSA gatherings to bring chapter members together to continue sharing resources and learning from each other.



# Metro Chapter

## Mark Pearmain, CHAPTER DIRECTOR

The Metro Chapter of the BCSSA represents school districts which span from Gibsons and Whistler to Coquitlam and we also are home base to our Francophone colleagues from around the province. We have districts as small as 3000 students and as large as 75,000 students and our respective group represents over 250,000 students.

### We are:

- Surrey (SD36)
- Delta (SD37)
- Richmond (SD38)
- Vancouver (SD39)
- New Westminster (SD40)
- Burnaby (SD41)
- Coquitlam (SD43)
- North Vancouver (SD44)
- West Vancouver (SD45)
- Sunshine Coast (SD46)
- Sea to Sky (SD48)
- Conseil Scolaire Francophone (SD93)

Last spring, as a Chapter, we took advantage of the rescinded COVID-19 restrictions and hosted our annual Metro/Fraser Valley Retreat in Whistler. With a focus on “Regroup, Recalibrate and Re-Engage” we spent time working in district teams and cross collaborating across districts to discuss what we learned from COVID-19 and what we were focusing on for the 2022/23 school year. We balanced this work with an overall focus on wellness and well-being after a long two years of COVID-19.

In the fall (2022), our districts welcomed a return to schooling in absence of cohorts and with a full return to normal school activities including clubs, teams, field trips and extracurricular activities. While there is no question we are still in different times, schools now are operating much as normal.

For our fall session, our professional development team, consisting of members from all metro districts, organized an in-person event for 80 metro branch members at Burnaby Mountain Golf club where Ministry staff presented on:

1. Indigenous Graduation Requirement
2. COVID Student Impact Report
3. Reporting Guidelines
4. Performance Standard Overview

The time was well spent focusing on constructive dialogue with our Ministry colleagues.

The Chapter continues to collaborate closely on issues related to consistency across our region on topics such as overnight trips, extracurricular activities, implementation of the Indigenous Graduation



requirement and travel. It's always important for us to share as much as possible as we share so many staff and students across our region.

We are grateful to those who volunteer their time to support our BCSSA Metro Executive.

**Our members are:**

**Members at Large**

- Sean Nosek (SD45)
- Chris Kennedy (SD44)
- Neil Stephenson (SD37)
- Helen McGregor (SD39)

**Membership Committee**

- Adam Baumann (SD44)

**Professional Learning Committee**

- Pedro De Silva (SD39)

**Secretary**

- Andrew Holland (SD36)

**Treasurer**

- Patricia Gartland (SD43)

**Vice-Director**

- Gina Niccoli-Moen (SD41)

**Director**

- Mark Pearmain (SD36)



# Northern Chapter

## Stephen Petrucci, CHAPTER DIRECTOR

The Northern Chapter encompasses fourteen school districts in northern British Columbia and includes our colleagues in the Yukon. This significant portion of British Columbia includes the following school districts:

|                           |  |
|---------------------------|--|
| SD 27 – Caribou Chilcotin | SD 54 – Bulkley Valley                     |
| SD 50 – Haida Gwaii       | SD 82 – Coast Mountains                    |
| SD 52 – Prince Rupert     | SD 92 – Nisga’a                            |
| SD 81 – Fort Nelson       | SD 49 – Central Coast                      |
| SD 91 – Nechako Lakes     | SD 59 – Peace River South                  |
| SD 28 – Quesnel           | SD 60 – Peace River North                  |
| SD 57 – Prince George     | SD 87 – Stikine                            |
|                           | Western Arctic Directors & Superintendents |

A big thank you to our former chapter director, Manu Madhok. He tried to retire in the summer of 2022 from SD91 but was subsequently hired to help out in SD50 Haida Gwaii. This coming year we are fortunate to have strong representation on the BCSSA Board with Cindy Heitman (Superintendent of SD57) as Membership Services Chair and Cheryl Lenardon (Assistant Superintendent SD27) as the Professional Learning Chair. In our chapter, Jill Jensen (Superintendent SD92) has taken on the Professional Learning role and Tracey MacMillan (Superintendent SD87) is supporting new members. Our eclectic group hails from across the country, with some recent superintendent imports from Nova Scotia and Inuvik. As a group, we meet virtually on a monthly basis.

A major theme that has intensified over the past year has been that of staffing shortages in the North. Led by the work initiated by SD91, the chapter will continue to collaborate with the Ministry and our Boards to find both short, and long, term solutions. Recent developments in hybrid BC-based Teacher Education Programs that enable local hiring, are promising. Having qualified teachers in front of our students, especially our most vulnerable ones, is our most urgent objective.

Meeting in person at the BCSSA Spring Conference was a great way to turn the corner from a challenging year, make connections with new members and enjoy some great camaraderie. We stayed for the Saturday following the conference to meet as a chapter and explore topics related to leadership, early learning & childcare, and recruitment/retention. We look forward to further opportunities to gather, work and support each other.



# Thompson-Okanagan Chapter

## Bev Young, CHAPTER DIRECTOR

The Thompson-Okanagan Chapter represents nine school districts from the southern interior of the province, which vary in size, geographic complexities, and student demographics.

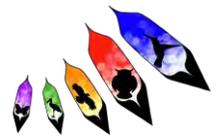
### The districts include:

|                             |                               |
|-----------------------------|-------------------------------|
| SD19 – Revelstoke           | SD67 – Okanagan-Skaha         |
| SD22 – Vernon               | SD73 – Kamloops-Thompson      |
| SD23 – Central Okanagan     | SD74 – Gold Trail             |
| SD53 – Okanagan-Similkameen | SD83 – North Okanagan Shuswap |
| SD58 – Nicola-Similkameen   |                               |

### Current Chapter Executive:

|                                 |  |
|---------------------------------|--|
| <b>Director:</b>                | Bev Young, Superintendent SD53                 |
| <b>Professional Learning:</b>   | Jon Rever, Assistant Superintendent SD23       |
| <b>Membership:</b>              | Marcus Toneatto, Assistant Superintendent SD53 |
| <b>Treasurer:</b>               | Bill Hamblett, Associate Superintendent SD73   |
| <b>Member at Large:</b>         | Ryan Brennan, Assistant Superintendent SD83    |
| <b>Reconciliation Advocate:</b> | Raquel Steen, Assistant Superintendent SD23    |

Over the past year, the Chapter has worked collaboratively to support each other and the work occurring in each of the nine districts. The chapter met in-person for a fall and spring meeting in 2021-22 at Predator Ridge. Ad hoc virtual meetings were established, as necessary. We met in-person at the BCSSA Summer academy in Whistler to welcome new members, confirm meetings and structure. We are currently planning for our fall meeting which will take place November 17-18 Predator Ridge.



# Vancouver Island Chapter

## Scott Stinson, CHAPTER DIRECTOR

The Island Chapter continues to work and respond collectively and collaboratively to the evolving education world. Meeting in person last year for the first time in several years, districts were able to gather in Victoria, Ucluelet and Campbell River to discuss such issues as FESL, supports and programs for Indigenous learners, recruitment challenges and early learning and child-care.

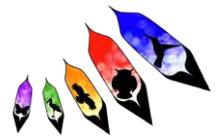
### The districts include:

|                          |                               |
|--------------------------|-------------------------------|
| SD47 – Powell River      | SD69 - Qualicum               |
| SD61 - Victoria          | SD70 - Pacific Rim            |
| SD62 - Sooke             | SD71 - Comox Valley           |
| SD63 - Saanich           | SD72 - Campbell River         |
| SD64 - Gulf Islands      | SD79 - Cowichan Valley        |
| SD68 - Nanaimo-Ladysmith | SD84 - Vancouver Island West  |
|                          | SD85 - Vancouver Island North |

For the 2022-2023 school year, three in-person chapter meetings have been booked in Victoria, Ucluelet and Comox. The first meeting will be held on October 13 and 14, ahead of trustee elections, with a focus on “orientation for new Boards”. Deputy Minister, Christina Zacharuk will be joining us for this meeting as well.

### The chapter welcomed the following new members this year:

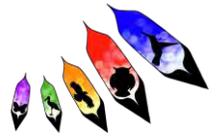
- SD61 – Tom Aerts, Assistant Superintendent
- SD63 – Peter Westhaver, Director of Instruction
- SD68 – Kristen Funke-Robinson, District Principal
- SD68 – Nicole Davey, Director of Instruction
- SD70 – James Messenger, Director of Instruction
- SD70 – Michelle Bennet, Director of Instruction
- SD70 – Jamie Hansen, Director of Instruction
- SD72 – Brenna Ewing, District Principal
- SD79 – Jeff Rowan, Director of Instruction
- SD79 – Margaret Olson, Director of Human Resources



# APPENDICES

## Appendices Included:

1. Schedule A: Strategic Plan
2. Schedule B: The Spirit of Leadership
3. Schedule C: Financial Statements
4. Schedule D: Bylaws



# *SCHEDULE A*

*STRATEGIC PLAN*



British Columbia  
School Superintendents  
Association

2020 TO 2024

# STRATEGIC PLAN

*Inspire | Develop | Support*

2020 – 2024 BCSSA Strategic Plan

Inspire | Develop | Support

June 2020  
Revised July 7, 2021

The British Columbia School Superintendents Association (BCSSA) has identified four main themes and accompanying goals, key actions, and indicators for progress for the 2020-2024 years that will guide our collective work as visionary leaders of public education: (1) *Leadership*, (2) *Voice*, (3) *Equity*, and (4) *Support*.

This plan has been crafted by the BCSSA Strategic Plan Working Group. This working group includes representation from all regions, accounting for the diverse voices of the membership. This strategic plan incorporates input from regional chapters, the Board of Directors, BCSSA committees and a Thought Exchange event that was open to all members. Our thanks to:

|                               |                             |                             |
|-------------------------------|-----------------------------|-----------------------------|
| <i>Patrick Bocking (SD46)</i> | <i>Cindy Heitman (SD57)</i> | <i>Pius Ryan (SD44)</i>     |
| <i>Ryan Brennan (SD83)</i>    | <i>Susan Hooper</i>         | <i>Kathy Sawchuk</i>        |
| <i>Paul Carriere (SD6)</i>    | <i>Todd Manuel (SD67)</i>   | <i>Perry Smith (SD34)</i>   |
| <i>Mal Gill (SD35)</i>        | <i>Janet Meyer (SD82)</i>   | <i>Scott Stinson (SD62)</i> |
| <i>Robyn Gray (SD79)</i>      | <i>Jon Rever (SD23)</i>     | <i>Jane Thomson</i>         |

The Strategic Plan Working group acknowledges that the plan should be a living document that is regularly reviewed and updated based on progress toward our objectives and evolving priorities. Some of the goals and key actions may already exist and should continue or expand. The plan aims to positively impact education, foster collaboration, be research informed and evidence-based, celebrate diversity and be driven by moral purpose.

BCSSA members are the senior educational system leaders in British Columbia. We take a student-centered approach to guide our work as we [inspire, develop, and support](#). The following five priorities are foundational to guiding our work:

- Students – at the center of everything
- Learning – for all of our lives
- Ethics – guiding our decisions and actions
- Caring – building effective relationships
- Collaboration – working with our partners and the community

## Moving Forward

The 2020-2024 Strategic Plan is a dynamic, guiding document that will be reviewed to ensure and assess relevance progress. The Strategic Plan Working Group will develop a communication plan for sharing and discussion with the membership and determine a timeline to address the priorities.

Inspire | Develop | Support

June 2020  
Revised July 7, 2021

## Provincial Acknowledgement of Territory:

In the spirit of respect and truth, we honour and acknowledge that the lands on which we work and live are the traditional territories of the First Nations Peoples of British Columbia. We have a shared responsibility as the British Columbia School Superintendents Association to uphold Truth and Reconciliation by connecting and building relationships with First Nations, Metis and Inuit peoples. The British Columbia School Superintendents Association is committed to earning the respect of the Indigenous peoples of British Columbia through our individual and collective work.

## President's Message:

Dear Colleagues:

Your work, and that of the BCSSA, is critical to the ongoing evolution of education in British Columbia. The landscape can often be complex, with divergent groups and interests looking for influence or footholds from which to insert specific agendas. However, through your leadership and voice, we continue to enhance student learning and leadership development across BC. Indeed, your work helps to keep clarity and ensure that public education remains the key pillar in moving forward in and towards a more just and equitable society.

Thank you for supporting students, leadership, and each other as we continue to move public education forward in British Columbia.

Chris van der Mark

President, British Columbia School Superintendents Association

# STRATEGIC



# PLAN |

2020  
TO  
2024

## LEADERSHIP



- Provide and act upon a **compelling** and **collective** vision for public education in British Columbia
- **Lead** the province in enhancing **student learning**
- Enhance **system leadership** through **professional learning**
- Embed **culturally aware and responsive, local Indigenous practices** in leadership

- Be the **collective** and **unified public voice** of educational leadership in British Columbia
- **Strengthen the voice of BCSSA** with the **Ministry of Education** and other governing bodies.
- **Honour and hold space** for **Indigenous voice** within BCSSA
- Identify and value the **diversity** and **unique voices** of **regional representation** within BCSSA



## VOICE

## EQUITY



- Focus on the **Calls to Action for Truth and Reconciliation**
- Apply and embrace an **inclusive lens** to all aspects of **BCSSA practice**
- Apply a **student-centered** approach to policy development and decision making
- Ensure an equitable approach to **policy development** and **resource allocation** within the BCSSA

- Create and facilitate high quality **professional learning** opportunities that support and enhance new and existing members
- Create **brave** spaces to **explore** and **embrace** Indigenous practice to become more **culturally aware** and **responsive**
- Develop a **professional community** of **support** among our **diverse membership**
- Provide **human resources** support to members



## SUPPORT

INSPIRE | DEVELOP | SUPPORT

Inspire | Develop | Support

June 2020  
Revised July 7, 2021

# LEADERSHIP

| <i>Goals</i>  | <i>Key Actions</i>   | <i>Indicators of Progress</i>  |
|---|--|--|
| <p>Provide and act upon a compelling and collective vision for public education in British Columbia</p> | <ul style="list-style-type: none"> <li>• Develop and articulate a clear vision for senior leadership in public education in BC</li> <li>• Create systems and structures that enhance the conditions to support a culture of innovation and change</li> <li>• Update the BCSSA “<i>Dimensions of Practice</i>” to align with the articulated vision and current direction in public education in BC</li> <li>• Align all BCSSA communication with the vision, mission and core values</li> <li>• Develop a compassionate systems leadership approach to educational change</li> </ul> | <ul style="list-style-type: none"> <li>• A co-created vision is crafted and shared by the end of year one</li> <li>• The vision is included as part of BCSSA work at every formal BCSSA meeting</li> <li>• The vision is reflected in written and electronic communications (letterhead, branding, etc.)</li> <li>• The vision is central to onboarding and new member orientation</li> <li>• Systems and structures within BCSSA have been reviewed to align with and model a culture of innovation and change</li> </ul> |

|  |  |  |
|--|--|--|
| <p>Lead the province in enhancing student learning</p>         | <ul style="list-style-type: none"> <li>• Build systems and structures that encourage risk-taking and innovative practice to enhance student learning</li> <li>• Capitalize on the collective and diverse expertise of the BCSSA membership to enhance student learning</li> <li>• Collaborate with educational partners to lead and enhance student success</li> </ul>   | <ul style="list-style-type: none"> <li>• There is evidence of BCSSA members sharing practice through online and other professional learning opportunities</li> <li>• BCSSA has collaborated with educational partners in joint professional learning endeavors</li> <li>• Members have demonstrated and shared innovative projects/initiatives at BCSSA events</li> </ul>  |
| <p>Enhance system leadership through professional learning</p> | <ul style="list-style-type: none"> <li>• <b>Implement “check-in’s”</b> during BCSSA activities</li> <li>• Provide robust leadership development opportunities in all 60 districts</li> <li>• Strengthen the capacity to lead for inclusion, equity and high-quality instruction</li> <li>• Build leadership capacity through regional networking</li> <li>• Promote evidence-based/research-informed practice</li> </ul> | <ul style="list-style-type: none"> <li>• Compassionate leadership practice is modelled and incorporated through implementation of <b>check-in’s in all BCSSA activities</b></li> <li>• More members have accessed BCSSA leadership development opportunities</li> <li>• Professional learning activities have explicitly targeted inclusive practice and equity</li> <li>• Regional meetings have included leadership development</li> <li>• All BCSSA regional chapters have been represented through the sharing of innovative projects and initiatives</li> </ul> |

|   |  |   |
|---|--|---|
| <p>Embed culturally aware and responsive, local Indigenous practice in leadership</p> | <ul style="list-style-type: none"> <li>• Develop capacity to incorporate and embrace Indigenous practice and worldviews</li> <li>• Partner with Indigenous leaders to incorporate local practices in every district</li> <li>• Promote and encourage Indigenous leaders to enter formal leadership positions</li> <li>• Support district strategies to recruit and retain strong Indigenous leaders</li> </ul> | <ul style="list-style-type: none"> <li>• Local Indigenous protocols have been incorporated into BCSSA leadership events</li> <li>• BCSSA members have availed themselves of local Indigenous knowledge</li> <li>• Increased interest and participation in the BCSSA <b>Indigenous Leader's</b> Program</li> <li>• Culturally appropriate protocols have been established and employed with the respect of local Indigenous leaders, Elders and Knowledge Keepers</li> </ul> |
|---|--|---|

# VOICE

| <i>Goals</i>  | <i>Key Actions</i>  | <i>Indicators of Progress</i>  |
|---|---|--|
| <p>Be the collective and unified public voice of educational leadership in British Columbia</p> | <ul style="list-style-type: none"> <li>• Continue and expand collaborative relationships with educational partners (<i>BCSTA, BCASBO, BCPVPA, FNESC, BCPSEA, BCTF, CUPE, FISA, etc.</i>)</li> <li>• Expand the BCSSA sphere of influence by creating new educational partnerships</li> <li>• Capitalize on opportunities to advocate for public education</li> <li>• Increase advertising for education advocacy</li> </ul> | <ul style="list-style-type: none"> <li>• Members have informed BCSSA perspectives on current issues facing BC educators</li> <li>• Members have increased awareness and understanding of the collective BCSSA stance on current issues</li> <li>• Increased communication from the BCSSA Board of <b>Directors (Presidents'</b> messages, weekly bulletins, etc.)</li> <li>• The BCSSA website highlights advocacy for public education</li> </ul> |
| <p>Strengthen the voice of BCSSA with the Ministry of Education and other governing bodies</p>  | <ul style="list-style-type: none"> <li>• Engage with the Ministry of Education to determine more opportunities for BCSSA influence in provincial policy and decision making</li> <li>• Create structures and processes that include senior Ministry representatives</li> <li>• Invite Ministry representatives to participate in all major BCSSA events and committees where appropriate</li> </ul>                         | <ul style="list-style-type: none"> <li>• Ministry representation where appropriate, has been included in BCSSA meetings and events (Board of Directors, Pro-D, conferences, etc.)</li> <li>• BCSSA/Ministry partner relation meetings have occurred on a regular basis</li> <li>• The Executive Director has liaised regularly with Ministry staff and Executive</li> </ul>  |

|   |   |  |
|---|---|--|
| <p>Honour and hold space for Indigenous voice within the BCSSA</p>                                | <ul style="list-style-type: none"> <li>• Expand the BCSSA Indigenous Leadership program</li> <li>• Include Indigenous representation on the BCSSA Board of Directors</li> <li>• Include Indigenous learning through speakers and workshops at BCSSA events</li> </ul>       | <ul style="list-style-type: none"> <li>• Indigenous people(s) have confidence to share their understandings and perspectives at BCSSA events, and feel comfortable to do so</li> <li>• BCSSA seeks input and collaborates with Indigenous people(s) on current educational issues and initiatives</li> </ul> |
| <p>Identify and value the diversity and unique voices of regional representation within BCSSA</p> | <ul style="list-style-type: none"> <li>• Include regional voice, variation and needs in BCSSA planning, decision making, committee structures, and activities</li> <li>• Prioritize the reporting out of regional activities at BCSSA Board of Director meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Regional input has informed planning and decision making</li> <li>• Diverse opinions are valued to strengthen the Association</li> <li>• Members see their local region reflected in</li> <li>• BCSSA communications and voice</li> </ul>                           |

# EQUITY

| <i>Goals</i>   | <i>Key Actions</i>   | <i>Indicators of Progress</i>  |
|--|--|--|
| Focus on the Calls to Action for Truth and Reconciliation            | <ul style="list-style-type: none"> <li>• Seek advice from Elders, Knowledge Keepers and Indigenous leaders to deepen our collective understanding of equity and enact the Calls to Action</li> <li>• Consult with the BCSSA Indigenous Leaders to address bias and barriers inhibiting equity</li> <li>• Include an explicit focus at every BCSSA function on at least one of the Calls to Action</li> </ul> | <ul style="list-style-type: none"> <li>• Indigenous protocols are observed, respected and valued</li> <li>• Collaboration and input from the Indigenous Leaders among us has been incorporated into equity initiatives</li> <li>• Each BCSSA activity has included a focus on one specific Call to Action</li> </ul>   |
| Apply and embrace an inclusive lens to all aspects of BCSSA practice | <ul style="list-style-type: none"> <li>• Create a safe, welcoming and inclusive space for all BCSSA members</li> <li>• Be explicit regarding inclusive practice in all communications and actions</li> <li>• Promote the principles of social justice, diversity and inclusive practices through purposeful representation</li> </ul>  | <ul style="list-style-type: none"> <li>• BCSSA communications promote equity and use inclusive language</li> <li>• Members have accessed BCSSA materials and visuals in multiple ways to accommodate for diverse needs and disabilities</li> <li>• BCSSA incorporates the constructs of universal design throughout BCSSA initiatives</li> <li>• BCSSA activities and events has included student voice</li> </ul> |

|  |  |   |
|--|--|---|
| <p>Apply a student-centered approach to policy development and decision making</p>                 | <ul style="list-style-type: none"> <li>• Include opportunities for student voice and input within BCSSA policies, communications, activities and events</li> <li>• Continue to implement 'student-<b>first</b>' <b>approaches</b> in all decision making, <b>advocating for students'</b> interests and needs</li> </ul>   | <ul style="list-style-type: none"> <li>• BCSSA has established a formal mechanism for student voice to be heard</li> <li>• BCSSA scholarship funding reflects the principles of equity</li> <li>• BCSSA grants have been equitably distributed through a transparent process</li> </ul> |
| <p>Ensure an equitable approach to policy development and resource allocation within the BCSSA</p> | <ul style="list-style-type: none"> <li>• Consciously review Association policies and practices through a defined set of equity principles</li> <li>• Allocate resources to provide for equity</li> <li>• Adapt actions and increase flexibility to address the diverse needs of districts</li> <li>• Provide compensation for the financial challenges of northern, remote and/or rural districts, accounting for regional disparities and challenges of connection</li> </ul> | <ul style="list-style-type: none"> <li>• The BCSSA annual budget has considered unique regional needs</li> <li>• BCSSA funds have been allocated to reflect equity</li> <li>• Principles of social justice guide BCSSA planning and decision making</li> </ul>                          |

# SUPPORT

| <i>Goals</i>  | <i>Key Actions</i>   | <i>Indicators of Progress</i>   |
|---|--|---|
| <p>Create and facilitate high quality professional learning opportunities that support and enhance new and existing members</p> | <ul style="list-style-type: none"> <li>• Provide one-on-one mentorship for new members, and those new to role and/or district</li> <li>• Provide cohort sessions for new BCSSA members</li> <li>• Explore and expand online professional learning and networking opportunities</li> <li>• Capitalize on shared professional learning opportunities and resources from educational partners</li> <li>• Identify and address the unique regional needs of districts</li> </ul> | <ul style="list-style-type: none"> <li>• BCSSA Mentors have provided confidential assistance for problem solving</li> <li>• Members have participated in ongoing online cohort professional learning opportunities</li> <li>• Professional learning opportunities have been targeted to specific job alike or topic areas of interest</li> <li>• Increased participation in new member programs</li> <li>• Members have actively participated in and provided regular feedback regarding professional learning opportunities</li> </ul> |

|  |  |   |
|--|--|---|
| <p>Create brave spaces to explore and embrace Indigenous practice to become more culturally aware and responsive</p> | <ul style="list-style-type: none"> <li>• Embed opportunities for learning and risk-taking to acquire and act upon Indigenous knowledge and practice</li> <li>• Actively seek counsel from Indigenous Knowledge Keepers to support Truth and Reconciliation</li> </ul>  | <ul style="list-style-type: none"> <li>• Members actively engage with Indigenous teachings and learnings at every BCSSA activity</li> <li>• Increased participation in ongoing professional learning networks, specific to Indigenous education</li> </ul>  |
| <p>Develop a professional community of support among our diverse membership</p>                                      | <ul style="list-style-type: none"> <li>• Create an orientation package as part of new member support services</li> <li>• Strengthen our inter-district relationships through collaborative professional learning and networking</li> <li>• Create opportunities for <b>“District Buddy Pairing”</b> to foster collaboration between smaller and larger districts</li> <li>• Pursue opportunities for retired BCSSA members to continue to network and contribute to the Association</li> </ul> | <ul style="list-style-type: none"> <li>• BCSSA members have participated in multi-district presentations/ breakout sessions, regional meetings and professional learning opportunities</li> <li>• Online communities exist for specialty areas, such as HR Directors and International Education</li> <li>• Increased numbers of BCSSA Associate members</li> </ul> |

|   |  |  |
|---|--|--|
| <p>Provide human resources support to members</p> | <ul style="list-style-type: none"> <li>• Educate BCSSA members about the array of human resources support available</li> <li>• Provide BCSSA members with contract assistance, confidential advising and other human resources support</li> <li>• Provide, if and when necessary, confidential legal support and assistance</li> </ul> | <ul style="list-style-type: none"> <li>• Human resources support available to BCSSA members has been reviewed at new member orientation and regional chapter meetings</li> <li>• Membership Committee representatives and chapter directors have liaised with members needing support</li> <li>• Membership Committee representatives have checked-in on a regular basis with new members</li> <li>• Members have accessed BCSSA contract support through the Association</li> <li>• BCSSA members have accessed confidential legal support, when necessary, through the Executive Director</li> </ul> |
|---|--|--|

# *SCHEDULE B*

*The Spirit of Leadership*

# The Spirit of Leadership



**Rain Pierre (st'éməx<sup>w</sup>)**, Katzie First Nation  
Artist & Motivational Speaker (he/him)  
[www.rainawakens.com](http://www.rainawakens.com)

# The Spirit of Leadership



## Introduction

In the fall of 2020, the BCSSA Board of Directors approved a process to update the BCSSA Leadership Competencies entitled Dimensions of Practice and approved a process for that revision.

Our history of competencies began in the late 1990s when the BCSSA wrote a series of leadership statements titled Dimensions of Practice. Based on the Professional Standards for the Superintendency from the American Association of School Administrators, the Dimensions have been a guiding document for the practice of system leaders in BC. In the fall of 2020, the BCSSA Board of Directors approved a process to update Dimensions of Practice. This update intends to honour that past work, and to provide a series of guiding statements about leadership at the system level.

The First People's Principles of Learning state that learning is embedded in memory, history, and story and that learning involves generational roles and responsibilities. These competencies are intended to tell the story of leadership at the system level. Leadership is not only about skills and attributes, but also about the relationships and personal characteristics that comprise care and compassion. This document captures our commitment to Truth and Reconciliation, our leadership values, and provides a foundation for individuals to find their own Spirit of Leadership.

## The Need for Leadership Competencies

It is well known that teachers are role models and hold a position of privilege in our society. They care for our children and as an extension, they educate society. All educators in BC have descriptions of standards for their work published by the BC Teachers' Council. As an extension of that work, it is necessary to also describe our aspirations for leadership beyond the school to include those who work at the district level.

The competencies document the work of leaders and, most importantly, provide a template for the development of professional learning. Every leader should be engaged in ongoing intentional personal professional learning and the competencies can be used as a supportive framework to design such opportunities.

The competencies are not a recipe for leadership, nor are they a checklist targeted for completion. These are aspirational statements designed to capture the work of leaders who work to support the development and growth of leaders across schools and districts in BC. There is a need for common ground and a documentation of shared values. There are things that all leaders should have in common. These competencies affirm our shared commitment to Truth and Reconciliation and to eliminating the barriers as we work to create equitable and engaging learning opportunities for all children.

## **Our Leadership Story – Students at the Heart**

Our leadership story begins with students at the heart of our work. All those who lead at the district level do so with the best interests of students in mind. The leadership competencies are designed to support, challenge, and extend the work of creating engaging learning environments for all children. There are essential learnings as students progress in their learning journey and the BC curriculum speaks to what students are intended to Know, Do, and Understand. At the heart of the curriculum are the Core Competencies which describe the social and emotional capabilities that students need to thrive in life and learning. These Competencies include critical and creative thinking, communications, and Personal and Social Identity and Responsibility. We want confident and courageous children who have a strong sense of personal identity, who are inquiry minded, skilled communicators, and who care for self, others, and the world beyond.

To nurture, grow and sustain schools as places of belonging where all children can thrive requires strong and effective leadership. Our leadership story has evolved over decades, beginning with the Dimensions of Leadership which was the first set of leadership competencies for BCSSA members. The Spirit of Leadership is a refresh and update of Dimensions of Practice and is designed to reflect the needs of our current challenges and to provide a path toward a promising future. Our intent of these competencies is that they provide a guide for our own learning and growth as we all pursue both our own and our collective professional learning plans and journeys.

## **The Importance of Co-Creation**

The development of the competencies has been supported by four specific structures. The Leadership Competencies Advisory Committee and the BC Indigenous Leaders' Group have provided invaluable guidance. In addition to these committees, a small group of international critical friends have provided advice and perspectives from research and practice around the globe. Finally, there have been several presentations and opportunities for input from chapters across BC. The competencies have been broadly shared, collaboratively constructed, and internationally informed.

## **Guiding Principles for Creation**

The creation of the competencies was designed to be collaborative and consultative. Led by two committees, the Leadership Competency Advisory Committee, and the BC Indigenous Leaders' Group several opportunities were built in for chapters to provide feedback, guidance, and suggestions during the writing. The initial stages of the creation began with a literature review examining trends and promising practices from around the world.

The competencies were also enhanced by a small team of internationally respected critical friends. On regular intervals, these friends brought both research and practice from numerous prominent jurisdictions to BC's leadership framework.

Finally, through regular updates, members and chapters were given repeated opportunities to provide input through resources such as videos where chapters could respond to questions about the development of the competencies.

## How to Use the Competencies

System leaders should seek out professional learning opportunities that both enhance and challenge personal knowledge, skills, and abilities. This is one statement in the competency devoted to building the capacity of self and others. The Spirit of Leadership is one supportive tool that can enable leaders to find opportunities to continually enhance their own learning.

During the development of the competencies, members continually referred to a desire to have tools that support lived practice, that enable personal and professional growth and that act as a guide for the development of professional learning. Leaders are also looking for a framework to facilitate the sharing of stories of practice where members can come to appreciate our work in action in our diverse and unique contexts.

Acting as a guide, these competencies provide a supportive framework enabling leaders to model their own professional learning journey.

## Reading our Competencies

These leadership competencies are not intended to be presented in a linear fashion. The committees felt strongly that Stewardship for the Future of all Children should be the entry point in that it defines our moral purpose in education. The competencies are intended to be connected, and to have reciprocal relationships that are mutually supportive.

While the competencies themselves are not intended to be presented in a sequence, the continuum of leadership is provided beginning with self, moving to teams and then to organizations. This progression, aligned with the First Peoples Principles of Learning, which embed self, family, community, and land shows the belief that leadership begins with knowledge of your own capabilities. Through a knowledge of self, you begin to influence others and systems as you become connected in new and expanding ways.

Leadership is a lifelong journey, and the end destination is not leadership of systems. We believe that leadership should be both reflexive and reflective where people turn back toward themselves as leaders and reflect on their own practice in context. While the continuum is presented from self, to teams, to organizations, we also strongly feel that one domain should not be viewed as a higher status than the others. Each domain is simply leadership in a new way with a different impact. The “Spirit” that we intend to support and nurture is self-aware, empowered, capable, and reflective system leaders who are supported and who continually demonstrate their care for others and our future.

## Indigenous Perspectives and Considerations

In each of the competencies, readers will see a list of **Indigenous Perspectives and Considerations**. These Perspectives and Considerations are provided by the BCSSA Indigenous Leaders' Group and are designed with the intention to support and extend the competencies. The Perspectives and Considerations reflect the 5Rs of Indigenous Leadership, an approach originally based on the work of Kirkness and Barnhardt (1991). The five Rs include: respect, relevance, reciprocity, responsibility, and relationships. The Perspectives and Considerations provide entry points for leaders to further their learning and deepen their understanding of the Indigenous learners, parents, and communities they serve. Indigenous learners need to see themselves reflected in the education and childcare system, and these Indigenous perspectives provide a path for this to occur.

In addition to the Perspectives, throughout the shortened preambles below, readers will find words highlighting the teaching of the seven grandfathers, teachings that originated from Anishinaabe people. These words speak to how we all should relate and behave with each other and to our world. They provide wisdom and a path for us all and in the preamble, readers will see the words connected to highlight the path.

Spirit is in all things; it is the energy that connects. It is holistic, reflexive, reflective, experiential, and relational.



## Modelling the BC Curriculum

Knowing that our focus will always be supporting the creation of engaging learning environments for children, the Big Ideas and Core Competencies model the framework of the BC Curriculum. These are the things that we want leaders to Know, Do and Understand to support learning not only of students, but of the adults in the system as well. In this leadership work, the competencies are the big ideas, and the preambles in each section represent the core competencies.

With Stewardship for the Future of all Children and at the heart, all other competencies act in support. Each section's preamble tells the leadership story.

### Stewardship for the Future of All Children



Leaders focus on all children and continually strive to create and sustain places of belonging and care not only for self and others, but for the land and environment. Our eternal purpose is to embrace the challenges ahead and to have the **courage** to create a future that is inclusive, just, and sustainable.

### Fostering a Culture of Curiosity and Inquiry



Inquiry is curiosity in action and is a lived daily practice and mindset. The ongoing development of collaborative processes that focus on designing engaging learning environments and participating in reflective practice are at the heart of our work. Inquiry is about demonstrating **honesty** in reflection and unearthing **truth** about what we know.

### Growing the Capacity of Self and Others



Leaders demonstrate **integrity** and **humility** as they continually work to act selflessly in service of others. These qualities include an ongoing examination of one's own leadership style and practices and an intentional commitment to lifelong learning and the support of the learning of others around you.

### Contextual Literacy



We are shaped by, and we in turn shape the systems and relationships that surround us. Leaders **respect** and acknowledge the power of culture and context and **balance** the needs and knowledge presented by internal and external systems and partners. Leaders "read the land" of the organization within and nurture healthy, transparent, and inclusive cultures.

### Aligning Structures with Vision for Learning



Systems and structures have inherent knowledge, practice, and capabilities. Leaders have the **wisdom** to identify, connect, and alter systems and structures to focus efforts and resources where it is most needed. Keen observers, careful communicators, leaders are points of connection and active constructors of systems that align and support.

# The Competencies – Leadership in Action



## Stewardship for the Future of All Children

*System leaders have a responsibility for a quality education for all children and for the future that education empowers. A quality education, and educational systems that nurture powerful learning, must foster a future in which children feel confident and secure not only in their identity, but in their relationships with others and with the environment. The district should, in other words, both teach about and help enact a more just and sustainable society.*



## Indigenous Perspectives and Considerations

- Respect for all things; teachings come from the interconnectedness of self, land, sea, and sky.
- Be intentional with your actions, words, and thoughts; heart and spirit energy effects all things.
- Reach back to connect to the teachings of the ancestors and embody them and to share them with those who are still to come.
- Care for self and others by lifting each other up.

| Stewardship for the Future of all Children   | Leading Self  | Leading Teams  | Leading Organizations  |
|--|---|--|--|
| <p>Ensure that each child is supported in their journey to a more secure sense of themselves their learning, and their well-being.</p> | <p>Demonstrate strong critical awareness of personal identity.</p> <p>Practice humility in acknowledging the limitations of personal experience.</p> <p>Model self-care and self-respect.</p> | <p>Engage with colleagues in ways that empower them in the expression of their own identity as they see fit.</p> <p>Model sincere appreciation for the value of diverse identities.</p> <p>Draw upon the systems of meaning practiced by others.</p> | <p>Build and maintain systems that foster universal design for learning.</p> <p>Sustain healthy communities in which diverse personal identities are respected and cherished.</p> <p>Expand the diversity of representation in educational resources.</p> <p>Increase the diversity of the district workforce.</p> <p>Ensure that each child is supported in their self-exploration.</p> |

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| <p>Ensure that each child values diverse peoples and seek justice in their communities and beyond.</p>  | <p>Model ethical conduct<br/>Model concern for others and commitment to the betterment of their lives.</p> <p>Identify key and emerging contexts of justice in the local community and broader society.</p> | <p>Draw attention to ethical commitments and ethically salient components of issues faced by teams.</p> <p>Lead, empower and follow leaders in equity, diversity, and inclusion initiatives.</p> <p>Lead, empower and follow leaders in decolonization and Indigenization initiatives.</p> <p>Practice cultural safety, especially (but not exclusively) in the context of relations with Indigenous people.</p> | <p>Build and maintain systems that make the district a leader in social justice in the community, both in its lessons and its practices.</p> <p>Ensure each child is, by the time of their graduation, provided with tools to seek and sustain a more just society both for themselves and for others.</p>  |
| <p>Ensure that each child is a steward of the natural environment, and that the district's own impact on that environment reflects this commitment.</p> | <p>Recognize opportunities to reduce environmental impact.</p> <p>Practice sustainability in daily work.</p> <p>Articulate environmental impact data and information.</p>                                   | <p>Contextualize decisions within considerations of environmental impact and sustainability.</p> <p>Draw attention to the direct and indirect environmental consequences of practices and decisions.</p> <p>Identify opportunities for teams to increase the sustainability of their practices.</p> <p>Empower teams to enact new, sustainable practices.</p>  | <p>Increase overall district sustainability.</p> <p>Empower students and staff to propose and enact sustainable practices within their schools and across the district.</p> <p>Ensure each child is, by the time of their graduation, provided with the tools to seek and enact sustainable practices in their lives, their community, and the wider world.</p> |



## Fostering a Culture of Curiosity and Inquiry

*A culture of inquiry is curious, transparent, and active. It encourages all members of a community to ask questions, develop plans, and to link inquiry with better life chances for the students we serve. A culture of curiosity and inquiry is lived both through the daily practices of individual persons and through the systems that support shared and collaborative systemic inquiry. Healthy cultures are leadership in action.*

### Indigenous Perspectives and Considerations

- Engage in ongoing learning to challenge your values, beliefs, blind spots and privileges.
- Value Indigenous voice in shared systemic decision making.
- Honour diverse stories, learning experiences, and narratives of Indigenous peoples.
- Value and nurture Indigenous knowledge(s) and worldviews that honour diverse ways of knowing

| <b>Foster a Culture of Curiosity and Inquiry</b>                          | <b>Leading Self</b>  | <b>Leading Teams</b>  | <b>Leading Systems</b>   |
|---|--|---|--|
| <p>Create and maintain a culture of trust, innovation, and curiosity.</p> | <p>Approach and demonstrate daily leadership practices with humility and curiosity.</p> <p>Model supportive, thoughtful risk-taking.</p> <p>Pose new and challenging questions about personal practices and assumptions.</p> | <p>Stimulate and support the curiosity and risk-taking of colleagues.</p> <p>Support and facilitate processes that engage colleagues in articulating, assessing, and attempting new practices.</p> <p>Recognize and celebrate innovative projects and routinely evaluate their success.</p> | <p>Embed opportunities for innovation across the organization which demonstrate and foster trust and transparency.</p> <p>Foster a sense of broadly shared success for all children.</p> <p>Encourage and celebrate creative practices in all aspects of the organization.</p> |

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| <p>Model and encourage evidence-informed decision making.</p>        | <p>Seek and value diverse views and voices, and the diverse forms of evidence and values they articulate.</p> <p>Engage effectively with qualitative and quantitative data and methods. Collect, select, and critically employ high quality assessments and evidence for a given context.</p> <p>Cite appropriate evidence in support of conclusions and make claims aligned with the evidence.</p> <p>Reconsider decisions in the face of new evidence and new interpretations of existing evidence.</p> <p>Draw upon internal and external expertise within and beyond the organization.</p> | <p>Ensure active involvement of partners and community in selection, collection, and analysis of evidence.</p> <p>Encourage and empower teams to maintain ongoing links between evidence, decision making, reflection, and adjustments to plans.</p> <p>Provide opportunities for qualitative and quantitative literacy development.</p> <p>Lead groups in iterative, evidence-informed discussion of past decisions.</p> <p>Provide access to needed resources and expertise.</p> | <p>Link evidence-informed decisions with strategic planning.</p> <p>Embed opportunities for the collection, selection, and analysis of evidence in all areas of the organization.</p> <p>Provide and articulate transparent evidence to all stakeholders for decisions that impact the organization.</p> <p>Foster a culture of iterative decision making.</p> <p>Champion, exchange, and share internal expertise.</p> |
| <p>Use inquiry to transform life opportunities for all learners.</p> | <p>Model inquiry practices that champion the interests and perspectives of diverse learners.</p> <p>Translate inquiry into action that benefits all learners with a specific focus on equity.</p>  | <p>Convene groups that, represent a diversity of perspectives and experiences for a particular issue.</p> <p>Demonstrate curiosity by fostering a culture of inquiry in which members of the group continually question how decisions may differentially impact students.</p> <p>Empower actions that benefit all learners.</p>  | <p>Stimulate a sense of urgency in collecting and assessing, on an ongoing basis, complex ideas about the diverse range of student experiences in the organization.</p> <p>Lead and nurture system-wide inquiries.</p> <p>Sustain collective attention on issues impacting vulnerable students with equity at the heart of dialogue and analysis.</p>   |

|   |   |   |  |
|---|---|---|--|
| <p>Effectively share evidence.</p>  | <p>Form arguments and plans that are clear in their use and citation of evidence.</p> <p>Model transparency in the use of evidence to make decisions.</p> | <p>Support groups in articulating their evidence to audiences of diverse points of view.</p> <p>Lead and facilitate discussions that balance confidentiality and transparency while building trust and confidence.</p>  | <p>Provide all members of the organization with evidence that informs strategic planning and impacts the organization.</p> <p>Integrate evidence from across the organization.</p> <p>Embed data sharing platforms in everyday organisational practice.</p> <p>Contextualize evidence provided to the organization and community.</p> <p>Integrate data vertically and laterally (within and between schools, between the district and schools, and with other districts).</p> |
| <p>Foster ongoing inquiry on the links between strategic priorities, actions, and outcomes.</p> | <p>Demonstrate strategic priorities in personal inquiry practices.</p> <p>Articulate, explore, evaluate, and refine different theories of change.</p>     | <p>Convene and empower groups that monitor, assess, reflect upon, and adjust actions leading toward strategic priorities.</p> <p>Challenge groups to articulate the ways in which their priorities will be enacted.</p> | <p>Articulate a shared understanding and vocabulary of organizational change.</p> <p>Maintain collective focus on shared priorities (within and beyond the district), collective action and observable outcomes which are publicly shared.</p>   |



## Growing the Capacity of Self and Others

*A system is only as strong as the people within. Across the organization, people need to be supported and nurtured not only as individuals but as leaders who influence, affirm and nurture those around them. Processes must exist to strengthen and sustain schools and their supporting networks and structures as learning organizations. In these organizations, the collaborative and action-oriented processes of inquiry are part of an intentional professional learning plan that builds on the existing strengths of all and, in addition, provides ongoing job embedded professional learning to nurture and sustain their own growth and leadership journey whether in the classroom, or at the system level.*

## Indigenous Perspectives and Considerations

- Create space for reciprocal relationships with Indigenous Peoples.
- Instill collective responsibility for Indigenous Education across the system. Practice Cultural Humility.
- Create and sustain reciprocal relationships.
- Foster high expectations.

| <b>Growing the Capacity of Self and Others</b>            | <b>Leading Self</b>   | <b>Leading Teams</b>  | <b>Leading Organizations</b>  |
|---|---|---|---|
| Support and empower persons and groups.                   | Convene groups comprised of diverse perspectives and abilities.<br><br>Participate as a member of groups and coalitions without assuming primary leadership | Empower colleagues to share in district leadership with genuine agency.<br><br>Identify potential leaders and groups that do not yet exercise influence and agency that can be empowered. | Catalyze the formation of groups to address organizational problems and opportunities.<br><br>Identify existing groups that exercise influence and agency and empower them towards the attainment of district goals.<br><br>Support and respect the agency of all stakeholder groups and employee groups. |
| Model and inform change leadership and change management. | Articulate plans of action that employ compelling theories of change.<br><br>Assess and overcome barriers to successful change processes.                   | Lead conversations about theories of change and institutional barriers to it.<br><br>Articulate shared language and theories of change.   | Deploy district resources in ways that increase the probability of successful change taking place.<br><br>Support the diffusion of shared language and the development of theories of change.   |

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| <p>Model and support professional learning.</p> | <p>Seek out professional learning opportunities that both enhance and challenge personal knowledge, skills, and abilities.</p> <p>Model lifelong and humble professional learning.</p> | <p>Support colleagues in engaging in strong initial and ongoing professional learning.</p> <p>Ensure professional learning is available to colleagues both inside and outside of their usual contexts of work.</p> | <p>Support the creation and employment of internal expertise and the judicious and timely use of external expertise.</p> <p>Create and sustain systems to empower employees to identify professional learning challenges and opportunities.</p> |
|---|--|--|---|



## Contextual Literacy

*System leaders must develop high levels of contextual literacy with respect both to external and internal systems. Internally, leaders need to be effective in their work with employee groups, the school board, the many overlapping service areas and departments, and the schools themselves. Externally, leaders need to be effective in their work with employee unions, provincial government, local government, other districts and educational organizations locally, nationally, and globally. In both cases, leaders need to speak the language of the systems with which they interact, understand how those systems work and change, and ensure the district’s priorities are supported through these complex interactions.*

## Indigenous Perspectives and Considerations

- Honour the local Indigenous language, protocols and understandings in relation to a systems approach.
- Reflect and respect local community, place, and history in communications. Communicate in ways that build relationships and understandings.
- Use language that reflects Indigenous worldviews to de-colonize thinking, actions, and processes.

| Contextual Literacy                       | Leading Self  | Leading Teams  | Leading Organizations  |
|---|---|--|--|
| Engage effectively with internal systems. | <p>Consume and structure new information and language intrinsic to different district systems (such as human resources, board governance, or IT infrastructure).</p> <p>Identify the functional connections between internal systems.</p> <p>Articulate ideas using the appropriately contextual language, schemata, and standards of systems within the district.</p> <p>Nurture strong personal relationships with colleagues in the many overlapping systems that comprise the district.</p> | <p>Advise teams on the ways in which their work can impact, or be impacted by, other teams and systems in the district.</p> <p>Help to translate the work and ideas of teams into the language and practice of other teams working in different systems within the district.</p> | <p>Support a connected community of systems across the district that maximizes collaborative, mutually supportive interaction.</p> <p>Identify points of system function and dysfunction and enact changes to systems in response.</p> <p>Articulate district priorities that reflect the complex interaction of district systems and that are comprehensible to those working in those disparate systems.</p> |

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|   | <p>Identify and apply theories of change appropriate to the systems implicated or impacted by an issue.</p>  |  | <p>Enact district-level change that reflects deep understanding of district systems and mechanisms for change.</p>  |
| <p>Engage effectively with external systems</p> | <p>Build relationships with leaders in externally connected systems.</p> <p>Build relationships with leaders in systems not yet strongly connected to the district.</p> <p>Explain the complex interrelation of political, economic, and social systems that surround the district and impact its work (from local communities to provincial education politics or general economic changes).</p> <p>Articulate ideas using the appropriately contextual language, schemata, and standards of systems outside of the district.</p> <p>Join external groups for professional learning and mutual support.</p> <p>Forecast changes in external systems and plan for the possible futures those changes may create.</p> <p>Identify theories of change appropriate to the systems implicated or impacted by an issue.</p> | <p>Form and lead groups to connect internal and external systems.</p> <p>Lead staff in deepening their understanding of external systems, including their impacts and interrelations.</p> <p>Lead staff in refining their ability to communicate effectively with external systems, including employing appropriately contextual language, schemata, and standards.</p> <p>Create and sustain functional groups to monitor and plan for external change.</p> | <p>Advocate for, and negotiate on behalf of, the district in a wide range of forums.</p> <p>Foster understanding within the district of external systems and their impact on district priorities.</p> <p>Seek and sustain external alliances that advance the priorities of the district</p> <p>Ensure the district is planning for probable and possible political, economic, and social changes.</p> <p>Ensure the district is positively impacting political, economic, and social change.</p> |



## Aligning Structures with Vision for Learning

*Cultures of curiosity and inquiry need to be supported with intentional organizational alignment. Strong leaders are able not only to articulate and facilitate bold visions for learning, but also to align systems such that all the interlocking communities that make up a district support those visions. Guided by an inspiring vision of learning for all children to explicit strategies that intentionally address the needs as identified through a robust reflection on evidence of learning, alignment across and through the system is critical for success. From strong governance from Boards of Education through to the financial and human resources to support the direction of the district, systems must continually work to avoid fragmentation so that our always finite time, resources, and energy can focus on those things that are most important and that is learning for all children.*

## Indigenous Perspectives and Considerations

- Connect learning systems based on Indigenous ways of being and social justice, free from bias and privilege with Indigenous partners.
- Activate collective voice across the system with specific attention to Indigenous voice.
- Practice reflective and reflexive approaches.
- Respect cultural practices and protocols.

| <b>Aligning systems and structures for learning</b>         | <b>Leading Self</b>  | <b>Leading Teams</b><br>(In addition to encouraging teams to embody the actions in the previous column)  | <b>Leading Organizations</b><br>(In addition to encouraging the entire organization to embody the actions in the previous columns)  |
|---|--|--|---|
| Harness collective input to build shared strategic visions. | Identify opportunities to invite others into key strategic decisions.<br><br>Articulate calls to action based on strategic vision.<br><br>Model strategic thinking and planning. | Foster shared understanding of key strategic language and concepts.<br><br>Integrate diverse perspectives into strategic planning, assessment, and action.<br><br>Empower marginalized voices in strategic planning. | Inspire district-wide action in support of the strategic vision.<br><br>Build district-wide consultation processes.<br><br>Interact effectively with Board and Governmental partners in strategic planning and reporting.<br><br>Articulate the shared values and priorities of the district. |

|  |   |   |  |
|--|---|---|--|
| <p>Model the values of the learning agenda.</p>  | <p>Act in accordance with the values of the district’s learning agenda.</p> <p>Model the approach to learning the district fosters in its students.</p>   | <p>Align team efforts with the learning agenda.</p> <p>Connect the concrete problems teams face to the learning agenda.</p> <p>Inspire others to manifest the values of the learning agenda.</p> <p>Identify and celebrate the example of others in their support for learning.</p>       | <p>Build and nurture a culture of learning across the district.</p> <p>Imbue district structures and systems with the values of the learning agenda.</p>   |
| <p>Effectively align systems and structures.</p>   | <p>Articulate broad systemic visions for strategic alignment.</p> <p>Review and assess strategic alignment of district resources and structures.</p> <p>Diagnose causes of misalignment.</p>                        | <p>Empower leaders to formulate ways in which their resources and structures can better be aligned with district strategy.</p> <p>Support colleagues in articulating alternative forms of strategic alignment.</p> <p>Lead difficult conversations about the use of scarce resources.</p> | <p>Review and assess district-wide data on strategic alignment.</p> <p>Foster a culture of strategic self-assessment.</p> <p>Challenge leaders at all levels to continually reassess their area’s strategic alignment.</p> |
| <p>Effectively lead and encourage future oriented consideration of strategic priorities.</p> | <p>Imagine and articulate the many possible, plausible, probable, and preferred futures the district may experience<sup>1</sup></p> <p>Discern strategic opportunities and challenges in the district’s future.</p> | <p>Stimulate imaginative discussion of the district’s future.</p> <p>Provide shared language for future oriented consideration of strategic priorities.</p>   | <p>Structure and support planning for district futures.</p>  |

<sup>1</sup> Hannon, V. & Mackay, A. (2021). The future of educational leadership: Five signposts. CSE Leading Education Series.

## Acknowledgements

No document that is intended to support a system can, nor should be created in isolation. The development of The Spirit of Leadership has been supported in many ways, and from many different parts of our province, including national and international partners.



To the original creators of the Dimensions of Practice, we are thankful for your work, which acted as our early guide to determine how we should proceed. To the Leadership Competency Advisory Committee, which has included membership from all parts of the province, we are grateful for your ongoing support, guidance, and communications over the nearly two years it took to create a final document. Members of the Leadership Competency Advisory Committee have included:

Allen Beckingham  
Mike Bowden  
Allison Burt  
Vivian Collyer  
Kevin Godden  
Claire Guy  
Jill Jensen  
Kevin Kaardal

Balan Moorthy  
Bev Rundell  
Jon Rever  
Karen Shipka  
Trish Smillie  
Laura Tait  
Jordan Tinney

The Advisory Committee has continually been supported by the BCSSA Indigenous Leaders Group. They have provided invaluable feedback and guidance throughout the duration of the project.

Members of the BCSSA Indigenous Leaders Group include:

Mike Bowden  
Robert Clifton  
David Delorme  
Chas Desjarlais  
Jana Fox  
Roseanne Greene  
Irene Isaac

Diane Jubinville  
Dave Lafontaine  
Shelley Niemi  
Mary Peter  
Charity Sakakibara  
Kathy Sawchuk

The creation of these competencies also has benefitted enormously from the insights, wisdom, guidance, and advice of several national and international partners. We wish to acknowledge the roles of Louise Stoll and Michael Fullan each of whom has provided an ongoing critical friend perspective and who have helped shape and guide this work in numerous ways.

David Burns from Kwantlen Polytechnic University began our journey with a literature review and has played a central role in the writing and editing of these competencies often hand in glove with several others listed here.

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Finally, no work would be completed with out the support of the BCSSA and its Board of Directors. Originally commissioned by the Board in October of 2020, it is their vision and support which has seen the work through to completion.

Through the completion of these competencies, we have all bore witness to the central role that schools have played in the health of society. Never more has strong and inclusive leadership been more important. The BCSSA represents an enormous variety of leadership roles. From those who are just entering leadership at the district level to those who hold the position of superintendent the BCSSA seeks to develop, support, and inspire leadership at all levels. We hope that the Spirit of Leadership provides a path to your own leadership journey, and we also look forward to the next iteration of our ongoing leadership work.

# *SCHEDULE C*

*FINANCIAL STATEMENTS*

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**FINANCIAL STATEMENTS**

**THE BRITISH COLUMBIA SCHOOL  
SUPERINTENDENTS ASSOCIATION**

**June 30, 2022**



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## INDEPENDENT AUDITOR'S REPORT

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To the Members of  
**The British Columbia School Superintendents Association**

### *Opinion*

We have audited the financial statements of The British Columbia School Superintendents Association (the "Association") which comprise the statement of financial position as at June 30, 2022, and the statements of operations and changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at June 30, 2022, and the results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statement section of our report. We are independent of the Association in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### *Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association's financial reporting process.

### *Auditor's Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.

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## INDEPENDENT AUDITOR'S REPORT

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- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

### **Report on Other Legal and Regulatory Requirements**

As required by the British Columbia Societies Act, we report that the accounting principles used in these financial statements have been applied on a basis consistent with that of the preceding year.

*Tompkins Wozny LLP*

Vancouver, Canada  
October 14, 2022

Chartered Professional Accountants

STATEMENT OF FINANCIAL POSITION

As at June 30

|  | 2022             | 2021             |
|--|------------------|------------------|
|  | \$               | \$               |
| <b>ASSETS</b>                          |                  |                  |
| <b>Current</b>                         |                  |                  |
| Cash and cash equivalents              | 1,084,889        | 748,000          |
| Short-term investments [note 3]        | 2,020,299        | 1,413,867        |
| Accounts receivable [note 4]           | 20,908           | 19,435           |
| Deposits                               | 159,941          | 104,441          |
| Prepaid expenses                       | 33,535           | 29,151           |
| <b>Total current assets</b>            | <b>3,319,572</b> | <b>2,314,894</b> |
| Tangible capital assets [note 5]       | 220,855          | 226,399          |
|  | <b>3,540,427</b> | <b>2,541,293</b> |
| <b>LIABILITIES</b>                     |                  |                  |
| <b>Current</b>                         |                  |                  |
| Accounts payable and accruals [note 6] | 1,430,154        | 600,899          |
| Deferred revenue [note 8]              | 534,390          | 379,200          |
| <b>Total liabilities</b>               | <b>1,964,544</b> | <b>980,099</b>   |
| <b>NET ASSETS</b>                      | <b>1,575,883</b> | <b>1,561,194</b> |
|  | <b>3,540,427</b> | <b>2,541,293</b> |

Other - COVID-19 [note 12]

See accompanying notes to the financial statements

Approved by the Board:

*Teresa Downs*

Teresa Downs (Oct 21, 2022 06:35 PDT)

Director

Signature:



Email: gino.bondi@abbyschools.ca

**STATEMENT OF CHANGES IN NET ASSETS**

Year ended June 30

|   | Operating<br>Fund<br>\$ | Internally Restricted Funds |                                       | Total<br>\$      |
|---|-------------------------|-----------------------------|---------------------------------------|------------------|
|   |                         | Reserves<br>Fund<br>\$      | Tangible Capital<br>Assets Fund<br>\$ |                  |
| <b>2022</b>                               |                         |                             |                                       |                  |
|   |                         | <i>[note 9]</i>             |                                       |                  |
| <b>Balance, beginning of year</b>         | <b>1,164,483</b>        | <b>170,312</b>              | <b>226,399</b>                        | <b>1,561,194</b> |
| Excess of revenue (expenses) for the year | 19,463                  | 770                         | (5,544)                               | 14,689           |
| <b>Balance, end of year</b>               | <b>1,183,946</b>        | <b>171,082</b>              | <b>220,855</b>                        | <b>1,575,883</b> |
| <b>2021</b>                               |                         |                             |                                       |                  |
| <b>Balance, beginning of year</b>         | 935,566                 | 167,573                     | 233,156                               | 1,336,295        |
| Excess of revenue (expenses) for the year | 230,960                 | 2,739                       | (8,800)                               | 224,899          |
| Purchase of tangible capital assets       | (2,043)                 | —                           | 2,043                                 | —                |
| <b>Balance, end of year</b>               | <b>1,164,483</b>        | <b>170,312</b>              | <b>226,399</b>                        | <b>1,561,194</b> |

*See accompanying notes to the financial statements*

**STATEMENT OF OPERATIONS**

Year ended June 30

|  | <b>2022</b>    | <b>2021</b> |
|--|----------------|-------------|
|  | \$             | \$          |
| <b>REVENUE</b>                                 |                |             |
| Member's dues                                  | <b>484,612</b> | 477,300     |
| Conferences and sponsorships                   | <b>187,725</b> | 176,400     |
| Mentoring program                              | <b>48,650</b>  | 49,500      |
| Advertising revenue                            | <b>28,000</b>  | 15,500      |
| Other income                                   | <b>25,555</b>  | 47,522      |
| Canada Emergency Wage Subsidy <i>[note 12]</i> | <b>14,049</b>  | 68,263      |
| Investment income - Operating Fund             | <b>10,501</b>  | 11,182      |
| - Reserves Fund <i>[note 9]</i>                | <b>770</b>     | 2,739       |
|  | <b>799,862</b> | 848,406     |
| <b>EXPENSES</b>                                |                |             |
| Contractors - administration                   | <b>195,377</b> | 135,134     |
| Salaries and wages                             | <b>180,854</b> | 133,041     |
| Conferences                                    | <b>125,956</b> | 103,382     |
| Contractors - mentors                          | <b>82,656</b>  | 49,088      |
| Office and other                               | <b>50,816</b>  | 45,007      |
| Audit and bookkeeping                          | <b>27,379</b>  | 25,682      |
| Building expenses                              | <b>25,842</b>  | 19,231      |
| Travel and meetings                            | <b>24,245</b>  | 11,358      |
| Grants and scholarships                        | <b>24,200</b>  | 22,200      |
| Membership dues                                | <b>20,000</b>  | 19,970      |
| Legal fees - operations                        | <b>17,542</b>  | 46,547      |
| Amortization                                   | <b>5,544</b>   | 8,800       |
| Insurance                                      | <b>4,762</b>   | 4,067       |
|  | <b>785,173</b> | 623,507     |
| <b>Excess of revenue for the year</b>          | <b>14,689</b>  | 224,899     |

*See accompanying notes to the financial statements*

**STATEMENT OF CASH FLOWS**

Year ended June 30

|  | 2022             | 2021             |
|--|------------------|------------------|
|  | \$               | \$               |
| <b>OPERATING ACTIVITIES</b>                            |                  |                  |
| Excess of revenue for the year                         | 14,689           | 224,899          |
| Item not affecting cash:                               |                  |                  |
| Amortization of capital assets                         | 5,544            | 8,800            |
|  | <b>20,233</b>    | 233,699          |
| Changes in other non-cash working capital items:       |                  |                  |
| Accounts receivable                                    | (1,473)          | 60,251           |
| Deposits   | (55,500)         | —                |
| Prepaid expenses                                       | (4,384)          | 8,271            |
| Accounts payable and accrued liabilities               | 829,255          | 274,040          |
| Deferred revenue                                       | 155,190          | (7,850)          |
| <b>Cash provided by operating activities</b>           | <b>943,321</b>   | <b>568,411</b>   |
| <b>INVESTING AND FINANCING ACTIVITIES</b>              |                  |                  |
| Purchase of capital assets                             | —                | (2,043)          |
| Purchase of short-term investments                     | (606,432)        | (524,592)        |
| <b>Cash used in investing and financing activities</b> | <b>(606,432)</b> | <b>(526,635)</b> |
| <b>Increase in cash during the year</b>                | <b>336,889</b>   | <b>41,776</b>    |
| Cash and cash equivalents, beginning of year           | 748,000          | 706,224          |
| <b>Cash and cash equivalents, end of year</b>          | <b>1,084,889</b> | <b>748,000</b>   |

*See accompanying notes to the financial statements*

## NOTES TO FINANCIAL STATEMENTS

---

June 30, 2022

### 1. PURPOSE OF THE ASSOCIATION

The British Columbia School Superintendents Association (the "Association") is a provincial association operating programs and activities aimed at improving public education in British Columbia and enhancing professional development of its members.

In addition, the Association offers its members a range of professional and personal services. The Association is incorporated under the Societies Act of British Columbia as a not-for-profit organization and is exempt from federal and provincial income taxes. In order to maintain its status as a not-for-profit organization, the Association must meet certain requirements within the Act.

### 2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO") and include the following significant accounting policies:

#### Use of Estimates

The preparation of financial statements in conformity with Canadian ASNPO requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenues and expenses reported during the year. Significant areas requiring the use of management estimates relate to the determination of net recoverable value of assets, in particular as it relates to useful lives of tangible capital assets. Actual results could differ from these estimates.

#### Fund Accounting

The Association has adopted the fund method of accounting. It reports the revenue and fund balances using the deferral method of accounting. Funds have been established based on the programs and activities of the Association. They include the following funds:

##### *Operating Fund*

The operating fund reports the revenues received and expenses incurred relating to the day-to-day operations of the Association.

##### *Tangible Capital Asset Fund*

The tangible capital asset fund reports the purchases, disposals, and amortization relating to the Association's tangible capital assets.

## NOTES TO FINANCIAL STATEMENTS

---

June 30, 2022

### 2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

#### *Internally Restricted Reserves Fund*

The reserves fund is to provide funds for future uses. They consist of the following:

- *Legal Fund*  
Funds set aside to assist with future unforeseen legal costs required by the Association's members.
- *Employee Contractual Obligations Fund*  
Funds set aside to fund the Association's contractual obligations to employees for possible severance costs, service recognition, sick leave and vacation pay.
- *Accumulated Interest Fund*  
Funds for future uses and reports investment income earned and expenses.

#### **Revenue Recognition**

The Association follows the deferral method of accounting for contributions.

Restricted contributions are recognized as revenue of the appropriate fund in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue of the appropriate fund when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Restricted investment income is recognized as revenue of the appropriate fund in the year in which the related expenses are incurred. Unrestricted investment income is recognized as revenue when earned. Membership and seminar fees are recognized as revenue when the membership fees are due and the seminars are held.

#### **Measurement of Financial Instruments**

The Association initially measures its financial assets and financial liabilities at fair value. The Association subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets measured at amortized cost include cash, accounts receivable and short-term investments.

Financial liabilities measured at amortized cost include accounts payable and the accruals.

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in net income. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in net income.

NOTES TO FINANCIAL STATEMENTS

June 30, 2022

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Cash and Cash Equivalents

Cash and cash equivalents consist of cash on deposit with banks and short-term interest bearing deposits with maturities within 90 days of purchase.

Short-term Investments

Short-term investments consist of Guaranteed Investment Certificates which mature between three to 12 months from the date of purchase.

Deposits

Deposits consist hotel deposits for future events to be held.

Tangible Capital Assets

Tangible capital assets are initially valued at cost and are amortized over their estimated useful lives at the following annual rates:

|                        |                        |
|------------------------|------------------------|
| Buildings              | 5% declining balance   |
| Computer equipment     | 3 years straight-line  |
| Furniture and fixtures | 10 years straight-line |

3. SHORT-TERM INVESTMENTS

|                | 2022             | 2021             |
|----------------|------------------|------------------|
|                | \$               | \$               |
| Operating Fund | 1,854,115        | 1,248,455        |
| Reserves Fund  | 166,184          | 165,412          |
|                | <b>2,020,299</b> | <b>1,413,867</b> |

The short-term investments consist of Guaranteed Investment Certificates ("GIC's"). The GIC's have an interest rate of between 0.35% to 1.80% [2021 - 0.35% to 0.75%]. All GIC's mature between 3 to 12 months from the date of purchase.

NOTES TO FINANCIAL STATEMENTS

June 30, 2022

4. ACCOUNTS RECEIVABLE

|  | 2022          | 2021          |
|--|---------------|---------------|
|  | \$            | \$            |
| Operations and other                       | 15,371        | 10,868        |
| Government - Canada Emergency Wage Subsidy | —             | 6,037         |
| Accrued interest - operating fund          | 5,108         | 2,067         |
| - reserve fund                             | 429           | 463           |
| Allowance for doubtful accounts            | —             | —             |
|  | <b>20,908</b> | <b>19,435</b> |

5. TANGIBLE CAPITAL ASSETS

Tangible capital assets are comprised of the following:

|                        | Cost           | Accumulated<br>Amortization | Net Book<br>Value |
|------------------------|----------------|-----------------------------|-------------------|
|                        | \$             | \$                          | \$                |
| <b>2022</b>            |                |                             |                   |
| Land                   | 145,000        | —                           | 145,000           |
| Buildings              | 221,927        | 149,627                     | 72,300            |
| Computer equipment     | 30,813         | 30,132                      | 681               |
| Furniture and fixtures | 32,862         | 29,988                      | 2,874             |
|                        | <b>430,602</b> | <b>209,747</b>              | <b>220,855</b>    |
| <b>2021</b>            |                |                             |                   |
| Land                   | 145,000        | —                           | 145,000           |
| Buildings              | 221,927        | 145,821                     | 76,106            |
| Computer equipment     | 30,813         | 28,845                      | 1,968             |
| Furniture and fixtures | 32,862         | 29,537                      | 3,325             |
|                        | <b>430,602</b> | <b>204,203</b>              | <b>226,399</b>    |

6. ACCOUNTS PAYABLE AND ACCRUALS

|   | 2022             | 2021           |
|---|------------------|----------------|
|   | \$               | \$             |
| Operations and other                                | 113,819          | 44,033         |
| Government - GST                                    | 17,180           | 4,968          |
| Wages and vacation payable                          | 6,067            | 3,898          |
| Administered funds - Province of BC <i>[note 7]</i> | 1,293,088        | 548,000        |
|   | <b>1,430,154</b> | <b>600,899</b> |

NOTES TO FINANCIAL STATEMENTS

June 30, 2022

**7. ADMINISTERED FUNDS - PROVINCE OF BC**

The Association administers grants on behalf of the Province of BC for other organizations.

|  | \$               |
|--|------------------|
| <b>BC Ministry of Education and Child Care: K-12 Gang and Gun Violence Prevention</b>                                |                  |
| Administered funds, beginning of year  | 48,000           |
| Received   | —                |
| Paid   | (48,000)         |
| Administration fee revenue   | —                |
| <b>Administered funds, end of year</b>   | <b>—</b>         |
| <b>BC Ministry of Education and Child Care: Provincial Management Foundational Standards and Implementation Plan</b> |                  |
| Administered funds, beginning of year  | 500,000          |
| Received   | —                |
| Paid   | (10,103)         |
| Administration fee revenue   | —                |
| <b>Administered funds, end of year</b>   | <b>489,897</b>   |
| <b>BC Ministry of Education and Child Care: Careers and Learning Resources Project</b>                               |                  |
| Administered funds, beginning of year  | —                |
| Received   | 237,500          |
| Paid   | (31,500)         |
| Administration fee revenue   | —                |
| <b>Administered funds, end of year</b>   | <b>206,000</b>   |
| <b>BC Ministry of Education and Child Care: Management Foundation Standards for the K-12 Education Sector</b>        |                  |
| Administered funds, beginning of year  | —                |
| Received   | 600,000          |
| Paid   | (2,809)          |
| Administration fee revenue   | —                |
| <b>Administered funds, end of year</b>   | <b>597,191</b>   |
| Administered funds - Province of BC, beginning of year   | 548,000          |
| <b>Administered funds - Province of BC, end of year</b>  | <b>1,293,088</b> |

**8. DEFERRED REVENUE**

|                              | 2022           | 2021           |
|------------------------------|----------------|----------------|
|                              | \$             | \$             |
| Member's dues                | 365,950        | 335,850        |
| Conferences and sponsorships | 155,440        | 35,100         |
| Mentoring program            | 13,000         | 8,250          |
|                              | <b>534,390</b> | <b>379,200</b> |

**NOTES TO FINANCIAL STATEMENTS**

---

June 30, 2022

**9. RESERVES FUND**

The Reserves Fund consists of the following:

|  | <b>2022</b>    | <b>2021</b> |
|--|----------------|-------------|
|  | <b>\$</b>      | <b>\$</b>   |
| Beginning accumulated interest to date | <b>48,652</b>  | 45,913      |
| Interest income - Reserves Fund        | <b>770</b>     | 2,739       |
| Ending accumulated interest to date    | <b>49,422</b>  | 48,652      |
| Employee Contractual Obligations Fund  | <b>100,613</b> | 100,613     |
| Legal Fund                             | <b>21,047</b>  | 21,047      |
|  | <b>171,082</b> | 170,312     |

**10. FINANCIAL INSTRUMENTS**

The Association is exposed to various risks through its financial instruments. The following analysis presents the Association's exposures to significant risk as at June 30, 2022.

Credit Risk

Credit risk is the risk that one party to the financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The Association's main credit risk relates to short-term investments and accounts receivable.

Liquidity Risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The Association is exposed to this risk mainly in respect of its accounts payable and accrued liabilities. The Association meets its liquidity requirements by preparing and monitoring detailed forecasts for cash flows from operations, anticipating investing and financing activities and holding assets that can be readily converted into cash.

Interest Rate Risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in the interest rates. In seeking to minimize the risks from interest rate fluctuations, the Association manages exposure through its normal operating and financing activities. The Association is exposed to interest rate risk primarily through its floating interest rate bank indebtedness and credit facilities.

## NOTES TO FINANCIAL STATEMENTS

---

June 30, 2022

### 11. DISCLOSURE OF REMUNERATION

Pursuant to the British Columbia Societies Act, the Association is required to disclose wages and contracts to individuals paid \$75,000 or more during the fiscal year. Contractors - administration expense includes \$147,336 [2021 - \$120,200] paid to one [2021 - one] contractor during the year. No remuneration was paid to any members of the Board.

### 12. OTHER - COVID-19

In March 2020, the outbreak of coronavirus, also known as COVID-19, has spread across the globe and is impacting worldwide economic activity.

The Association cancelled some conferences due to social distancing requirements. All conferences and events were held digitally until April 2022. The Association is planning to continue with some digital events and hold three in person events per year.

The Association has claimed \$14,049 [2021 - \$68,263] of assistance under the Canada Revenue Agency's Canada Emergency Wage Subsidy for the year ended June 30, 2022.



# *SCHEDULE D*

*BYLAWS*

SOCIETIES ACT

  
CAROL PREST

BYLAWS  
OF THE  
BRITISH COLUMBIA SCHOOL SUPERINTENDENTS' ASSOCIATION

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**BYLAWS  
OF THE  
BRITISH COLUMBIA SCHOOL SUPERINTENDENTS' ASSOCIATION**

**1. INTERPRETATION**

**1.1 Definitions**

In these Bylaws and the Constitution of the Association, unless the context otherwise requires:

- (a) **“Act”** means the *Societies Act*, S.B.C. 2015, c. 18, the regulations prescribed thereunder, all as amended from time to time, and includes any successor legislation thereto;
- (b) **“Address of the Association”** means the registered office address of the Association on record from time to time with the Registrar;
- (c) **“Association”** means the British Columbia School Superintendents' Association, a society under the Act with incorporation number S-30690, and includes this society by any name it may adopt in the future;
- (d) **“Board”** means the Directors acting as authorized by the Act, the Constitution and these Bylaws in managing or supervising the management of the affairs of the Association and exercising the powers of the Association;
- (e) **“Board Resolution”** means:
  - (1) a resolution passed by a simple majority of the votes cast in respect of the resolution by the Directors entitled to vote on such matter:
    - (A) in person at a duly constituted meeting of the Board,
    - (B) by Electronic Means in accordance with these Bylaws, or
    - (C) by combined total of the votes cast in person and by Electronic Means; or
  - (2) a resolution that has been circulated in writing to all Directors and consented to in writing by two-thirds (2/3) of the Directors who would have been entitled to vote on the resolution at a meeting of the Board, and a Board Resolution approved by any of these methods is effective as though passed at a meeting of the Board;
- (f) **“Bylaws”** means the bylaws of the Association as filed with the Registrar;
- (g) **“Chapter”** means a geographic division of the Association and its Members, having such rights and obligations as are set out in Part 15 of these Bylaws;
- (h) **“Chapter Director”** means a Person appointed as Director by the Active Members of a specific Chapter, in accordance with Bylaw 7.5;
- (i) **“Constitution”** means the constitution of the Association as filed with the Registrar;

- (j) **“Directors”** means those Persons who are, or who subsequently become, directors of the Association in accordance with these Bylaws and have not ceased to be directors;
- (k) **“Electronic Means”** means any system or combination of systems, including but not limited to mail, telephonic, electronic, radio, computer or web-based technology or communication facility, that:
  - (1) in relation to a meeting or proceeding, permits all participants to communicate with each other or otherwise participate contemporaneously, in a manner comparable, but not necessarily identical, to a meeting where all were present in the same location, and
  - (2) in relation to a vote, permits all eligible voters to cast a vote on the matter for determination in a manner that adequately discloses the intentions of the voters;
- (l) **“Executive Director”** means the Senior Manager appointed pursuant to Bylaw 13.1 with the duties described in Bylaw 13.2;
- (m) **“General Meeting”** means a meeting of the Members, and includes an annual general meeting and any special or extraordinary general meetings of the Association;
- (n) **“Income Tax Act”** means the *Income Tax Act*, R.S.C. 1985 (5<sup>th</sup> Supp.), c.1 as amended from time to time;
- (o) **“Members”** means those Persons who are, or who subsequently become, members of the Association in accordance with these Bylaws and, in either case, have not ceased to be members;
- (p) **“Membership Year”** means the period of approximately one (1) year that relates to the term of Members, which period may be set by the Board from time to time, and until otherwise set shall be from July 1 of each year until June 30 of the following year;
- (q) **“Ordinary Resolution”** means:
  - (1) a resolution passed by a simple majority of the votes cast in respect of the resolution by those Members entitled to vote:
    - (A) in person at a duly constituted General Meeting, or
    - (B) by Electronic Means in accordance with these Bylaws, or
    - (C) by combined total of the votes cast in person at a General Meeting and the votes cast by Electronic Means; or
  - (2) a resolution that has been circulated in writing to the Members and consented to in writing by at least two-thirds (2/3) of the voting Members, and an Ordinary Resolution approved by any one or more of these methods is effective as though passed at a General Meeting;
- (r) **“Organization”** means an association, corporation, partnership or society;

- (s) **“Past-President”** means the Person, if any, who is currently serving past-president of the Association in accordance with Bylaw 7.7;
- (t) **“Person”** means a natural person;
- (u) **“President”** means the Person elected to the office of president of the Association in accordance with these Bylaws;
- (v) **“Registered Address”** of a Member or Director means the work address of that Person as recorded in the register of Members or the register of Directors, as the case may be;
- (w) **“Registrar”** means the Registrar of Companies of the Province of British Columbia;
- (x) **“Secretary”** means a Person elected to the office of secretary of the Association in accordance with these Bylaws;
- (y) **“Senior Manager”** means a Person appointed by the Board under Bylaw 13.1, if any, to exercise the Board’s delegated authority to manage the activities or internal affairs of the Association as a whole or in respect of a principal unit of the Association;
- (z) **“Special Resolution”** means:
  - (1) a resolution, of which the notice required by the Act and these Bylaws has been provided, passed by at least two-thirds (2/3) of the votes cast in respect of the resolution by those Members entitled to vote:
    - (A) in person at a duly constituted General Meeting,
    - (B) by Electronic Means in accordance with these Bylaws, or
    - (C) by combined total of the votes cast in person at a General Meeting and the votes cast by Electronic Means; or
  - (2) a resolution that has been circulated in writing to the Members and consented to in writing by every Member who would have been entitled to vote on the resolution in person at a General Meeting,
 and a Special Resolution approved by any one or more of these methods is effective as though passed at a General Meeting;
- (aa) **“Treasurer”** means a Person elected to the office of treasurer of the Association in accordance with these Bylaws; and
- (bb) **“Vice-President”** means a Person elected to the office of vice-president of the Association in accordance with these Bylaws.

## 1.2 **Societies Act Definitions**

Except as otherwise provided, the definitions in the Act on the date these Bylaws become effective apply to these Bylaws and the Constitution.

### 1.3 Language Conventions

In these Bylaws:

- (a) a word defined in the plural form includes the singular and vice-versa; and
- (b) the gender neutral pronouns “they”, “them” or “their” are used throughout these Bylaws and are to read as being inclusive of all genders and gender-identities.

## 2. MEMBERSHIP

### 2.1 Composition of Membership

Membership in the Association is restricted to:

- (a) those Persons who transition as Members in accordance with Bylaw 2.5(a); and
- (b) those Persons who are subsequently admitted as Members in accordance with these Bylaws.

### 2.2 Classes of Membership

The Association will have one (1) class of voting membership, called Active Members, and one (1) class of non-voting membership, called Associate Members.

### 2.3 Eligibility for Active Membership

A Person is eligible to be accepted as an Active Member if they are:

- (a) nineteen (19) years of age or older;
- (b) employed in public education in the Province of British Columbia in one of the following capacities, or an equivalent position as determined by the Board in its discretion:
  - (i) Superintendent of Schools,
  - (ii) Deputy Superintendent of Schools,
  - (iii) Assistant Superintendent of Schools,
  - (iv) Associate Superintendent of Schools,
  - (v) Director of Instruction,
  - (vi) District Principal or Vice-Principal; and
- (c) interested in supporting the purposes and the activities of the Association.

### 2.4 Eligibility for Associate Membership

A Person is eligible to be accepted as an Associate Member if they:

- (a) are nineteen (19) years of age or older;

- (b) were previously an Active Member of the Association;
- (c) are no longer eligible as an Active Member; and
- (d) continue to be interested in supporting the purposes and the activities of the Association.

## 2.5 Transition of Membership

On the date these Bylaws come into force:

- (a) each Person who is a member of the Association in good standing and who is eligible for membership under these Bylaws will continue as a Member in the appropriate class as determined by the Board until the conclusion of the current Membership Year, unless they otherwise cease to be a Member in accordance with these Bylaws; and
- (b) each Person who is a member of the Association not in good standing or who is ineligible for membership under these Bylaws will be deemed to have resigned from membership effective that date.

## 2.6 Application for Membership

An eligible Person may apply to the Association to become a Member by:

- (a) submitting a completed application, in such form and manner as may be established by the Association, at the Address of the Association;
- (b) paying all applicable membership fees and dues; and
- (c) submitting such information or documentation as the membership coordinator may require to confirm eligibility for membership.

## 2.7 Membership Coordinator

The Board may delegate the review and acceptance of new applications and re-applications for membership to a Person or committee, which Person or committee will be referred to for the purposes of these Bylaws as the membership coordinator.

If no membership coordinator is designated by the Board, then the duties for that position set out in these Bylaws remain with the Board.

## 2.8 Reviewing and Acceptance of Application

The membership coordinator, if any, will review all applications for membership in the Association and may, if necessary to determine eligibility for membership, request the Person to provide further information or documentation in support of the application.

The membership coordinator may, by entering the Person's information into the register of members, accept that Person as a Member in the appropriate class as determined in accordance with these Bylaws.

The membership coordinator, will regularly report to the Board regarding applications for membership received and approved.

## **2.9 Referral of Application to Board**

The membership coordinator, may at any time refer an application for membership to the Board for further consideration and, if so referred, the Board may, by Board Resolution, accept, postpone or refuse such application for membership.

The Board may refuse or postpone an application for membership for any reason which, in the Board's view, is necessary or prudent to protect the reputation and integrity of the Association.

## **2.10 Membership not Transferable**

Membership is not transferable by a Member.

## **2.11 Re-designation of Membership**

The membership coordinator, if any, may, on application by a Member, or on its own accord, re-designate a Person from one class of membership to another class to reflect any change in circumstances or eligibility.

## **2.12 Chapter Membership**

Each Member shall be assigned to one (1) Chapter, determined as follows:

- (a) the Chapter within which the Member's Registered Address is located; or
- (b) in the event that a Member's Registered Address is not located within the geographical boundaries of any Chapter, the Chapter closest to the Member's Registered Address, as determined by the membership coordinator.

## **2.13 Term of Membership**

Once accepted as a Member, a Person continues as a Member until close of business on the 90<sup>th</sup> day following the conclusion of the current Membership Year, unless they cease prior to the conclusion of the current Membership Year to be a Member in accordance with these Bylaws.

## **2.14 Renewal and Re-application of Membership**

A Member who continues to be eligible may renew their membership prior to its expiry in such manner as may be determined by the Board from time to time.

A Person whose membership has expired or otherwise ceased other than by expulsion and who remains eligible may re-apply for membership after its expiry in accordance with Bylaw 2.6.

A Person expelled from membership may, unless prohibited by the terms of the expulsion resolution, re-apply for membership in accordance with the terms of the expulsion resolution, provided that if the expulsion resolution does not restrict re-application, the Person may re-apply for membership after one (1) year from the date of expulsion.

## 2.15 Cessation of Membership

A Person will immediately cease to be a Member:

- (a) upon the date which is the later of:
  - (1) the date of delivering their resignation in writing to the member coordinator or to the Address of the Association; and
  - (2) the effective date of the resignation stated thereon;
- (b) on close of business on the date which is 90 days following the final day of the current Membership Year, unless renewed in accordance with Bylaw 2.14;
- (c) upon their expulsion; or
- (d) upon their death.

## 3. MEMBERSHIP RIGHTS AND OBLIGATIONS

### 3.1 Rights of Membership

In addition to any rights conferred by the Act, a Member [in good standing] has the following rights and privileges of membership, by class:

#### **Active Member**

- (a) to receive notice of, and to attend, all General Meetings;
- (b) to make or second motions at a General Meeting and to speak in debate on motions under consideration in accordance with such rules of order as may be adopted;
- (c) to exercise a vote on matters for determination at General Meetings or otherwise by the Members;
- (d) may nominate qualified Persons to stand for election as Directors, in accordance with these Bylaws;
- (e) may be nominated, if qualified, to stand for election as a Director, in accordance with these Bylaws;
- (f) may serve on committees of the Association, as invited; and;
- (g) may participate in the programs and initiatives of the Association, in accordance with such criteria as may be determined by the Board from time to time.

#### **Associate Member**

- (h) to receive notice of, and to attend, all General Meetings;
- (i) to speak in debate on motions under consideration in accordance with such rules of order as may be adopted;
- (j) may serve on committees of the Association, as invited; and;

- (k) may participate in the programs and initiatives of the Association, in accordance with such criteria as may be determined by the Board from time to time.

### 3.2 **Member not in Good Standing**

A Member who is not in good standing has the right to receive notice of, and to attend, all General Meetings, and may, in the Board's sole discretion, participate in programs or initiatives of the Association (subject to eligibility) but is suspended from all of the other rights and privileges described in Bylaw 3.1 for so long as they remain not in good standing.

### 3.3 **Dues**

The Board will, by Board Resolution, determine the dues or fees payable by Members from time to time and in the absence of such determination by the Board, dues are deemed to be nil.

The Board may determine that:

- (a) different dues or fees will apply to different classes of membership; and
- (b) dues may be pro-rated, reduced or waived in cases of hardship or other appropriate circumstances.

Once determined, dues and fees are deemed to continue each year until altered by Board Resolution.

Members are responsible for payment of dues and fees as set by the Board, when due and owing.

### 3.4 **Standing of Members**

All Members are deemed to be in good standing except a Member who has failed to pay such annual membership dues as are determined by the Board, if any, when due and owing and such Member is not in good standing so long as such amount remains unpaid.

### 3.5 **Compliance with Constitution, Bylaws and Policies**

Every Member will, at all times:

- (a) uphold the Constitution and comply with these Bylaws, the regulations and the policies of the Association in effect from time to time;
- (b) abide by such codes of conduct and ethics adopted by the Association; and
- (c) further and not hinder the purposes, aims and objectives of the Association.

### 3.6 **Expulsion of Member**

Following an appropriate investigation or review of a Member's conduct or actions, the Board may, by Board Resolution, expel a Member for conduct which, in the reasonable opinion of the Board:

- (a) is improper or unbecoming for a Member;

- (b) is contrary to Bylaw 3.5; or
- (c) is likely to endanger the reputation or hinder the interests of the Association.

The Board must provide notice of a proposed expulsion to the Member in question, accompanied by a brief statement of the reasons for the disciplinary action.

A Member who is the subject of the proposed expulsion will be provided a reasonable opportunity to respond to the proposed discipline at or before the Board Resolution for expulsion is considered by the Board.

### **3.7 No Distribution of Income to Members**

No part of the income of the Association will be payable to, or otherwise available for the personal benefit of, any Member unless otherwise in accordance with the *Income Tax Act*.

The activities and purposes of the Association shall be carried on without purpose of gain for its members and any income, profits or other accretions to the Association shall be used in promoting the purposes of the association, provided that the Association may compensate a member for full and valuable consideration in the form of services given or property transferred by the member to the Association and may reimburse a member for reasonable expenses incurred by the member in the performance of their duties on behalf of the Association.

## **4. MEETINGS OF MEMBERS**

### **4.1 Time and Place of General Meetings**

The General Meetings of the Association will be held at such times and places, in accordance with the Act, as the Board decides.

### **4.2 Annual General Meetings**

An annual general meeting will be held at least once in every calendar year and in accordance with the Act.

### **4.3 Extraordinary General Meeting**

Every General Meeting other than an annual general meeting is an extraordinary general meeting.

### **4.4 Calling of Extraordinary General Meeting**

The Association will convene an extraordinary general meeting by providing notice in accordance with the Act and these Bylaws in any of the following circumstances:

- (a) at the call of the President;
- (b) when resolved by Board Resolution; or
- (c) when such a meeting is requisitioned by the Members in accordance with the Act.

#### 4.5 Notice of General Meeting

During any period when the Association has at least the number of Members required by the Act, the Association will provide notice of every General Meeting to each Member by:

- (a) e-mail, sent to each Member who has provided the Association with an e-mail address, not less than fourteen (14) days and not more than sixty (60) days prior to the date of the General Meeting; and
- (b) posting notice of the General Meeting on the Association's website for Members, for at least twenty-one (21) days immediately prior to the date of the General Meeting.

If at any point the Association has less Members than the number required by the Act, the Association will, in accordance with Bylaw 19.1, send notice of every General Meeting to:

- (c) each Member shown on the register of Members on the date the notice is sent; and
- (d) the auditor of the Association, if any is appointed,

not less than fourteen (14) days and not more than sixty (60) days prior to the date of the General Meeting.

No other Person is entitled to be given notice of a General Meeting, but the Association may send notice to other Persons, in the Board's discretion.

#### 4.6 Contents of Notice

Notice of a General Meeting will specify the place, the day and the time of the meeting and will include the text of every Special Resolution to be proposed or considered at that meeting.

If the Board has decided to hold a General Meeting with participation by Electronic Means, the notice of that meeting must inform Members how they may participate by Electronic Means.

#### 4.7 Omission of Notice

The accidental omission to give notice of a General Meeting to a Member, or the non-receipt of notice by a Member, does not invalidate proceedings at that meeting.

### 5. PROCEEDINGS AT GENERAL MEETINGS

#### 5.1 Business Required at Annual General Meeting

The following business is required to be conducted at each annual general meeting of the Association:

- (a) the adoption of an agenda;
- (b) the approval of the minutes of the previous annual general meeting and any extraordinary general meetings held since the previous annual general meeting;

- (c) consideration of the financial statements and the report of the auditor thereon, if any;
- (d) the election or appointment of Directors, as necessary;
- (e) consideration of any Members' proposals submitted in accordance with the Act; and
- (f) such other business, if any, required by the Act or at law to be considered at an annual general meeting.

The annual general meeting may include other business as determined by the Board in its discretion.

## 5.2 Attendance at General Meetings

Each Member, Director and the Association's auditor, if any, is entitled to attend every General Meeting. In addition, the Board may also invite any other Person or Persons to attend a General Meeting as observers and guests. All observers and guests may only address the General Meeting assembly at the invitation of the Person presiding as chairperson, or by Ordinary Resolution.

## 5.3 Electronic Participation in General Meetings

The Board may decide, in its discretion, to hold any General Meeting in whole or in part by Electronic Means.

When a General Meeting is to be conducted using Electronic Means, the Board must take reasonable steps to ensure that all participants are able to communicate and participate in the meeting adequately and, in particular, that remote participants are able to participate in a manner comparable to participants present in person, if any.

Persons participating by Electronic Means are deemed to be present at the General Meeting.

## 5.4 Quorum

A quorum for the conduct of business at a General Meeting is a number of Active Members in good standing equal to the greater of:

- (a) ten percent (10%) of the total number of Active Members in good standing on the date of the meeting; or
- (b) three (3) Members in good standing on the date of the meeting.

No business, other than the election of a Person to chair the meeting and the adjournment or termination of the meeting, will be conducted at a General Meeting at a time when a quorum is not present. If at any time during a General Meeting there ceases to be a quorum present, business then in progress will be suspended until there is a quorum present or until the meeting is adjourned or terminated.

### **5.5 Lack of Quorum**

If within thirty (30) minutes from the time appointed for a General Meeting a quorum is not present, the meeting, if convened on the requisition of Members, will be terminated, but in any other case it will stand adjourned to the next day, at the same time and place, and if at the adjourned meeting a quorum is not present within thirty (30) minutes from the time appointed for the meeting, the Members present will constitute a quorum and the meeting may proceed.

### **5.6 Chairperson at General Meetings**

The President (or, in the absence or inability of the President, the Vice-President) will, subject to a Board Resolution appointing another Person, preside as chairperson at all General Meetings.

If at any General Meeting the President, Vice-President or such alternate Person appointed by a Board Resolution, if any, is not present within fifteen (15) minutes after the time appointed for the meeting, the Directors present may select one of their number to preside as chairperson at that meeting.

### **5.7 Alternate Chairperson**

If a Person presiding as chairperson of a General Meeting wishes to step down as chairperson for all or part of that meeting, they may designate an alternate to chair such meeting or portion thereof, and upon such designated alternate receiving the consent of a majority of the Members present at such meeting, they may preside as chairperson.

### **5.8 Chairperson to Determine Procedure**

In the event of any doubt, dispute or ambiguity in relation to procedural matters or parliamentary process at a General Meeting, the Person presiding as chairperson will have the authority to interpret and apply such rules of order as the meeting has adopted, if any, and determine matters in accordance with those rules, as well as the Act and these Bylaws.

### **5.9 Adjournment**

A General Meeting may be adjourned from time to time and from place to place, but no business will be transacted at an adjourned meeting other than the business left unfinished at the meeting from which the adjournment took place.

### **5.10 Notice of Adjournment**

It is not necessary to give notice of an adjournment or of the business to be transacted at an adjourned meeting except where a meeting is adjourned for more than fourteen (14) days, in which case notice of the adjourned meeting will be given as in the case of the original meeting.

### **5.11 Minutes of General Meetings**

The Secretary or such other Person designated by the Board will ensure that minutes are taken for all General Meetings.

## **6. VOTING BY MEMBERS**

### **6.1 Ordinary Resolution Sufficient**

Unless the Act, these Bylaws or adopted rules of order provide otherwise, every issue for determination by a vote of the Members will be decided by an Ordinary Resolution.

### **6.2 Entitlement to Vote**

Each Active Member in good standing is entitled to one (1) vote on matters for determination by the Members. No other Person, including an Associate Member, is entitled to vote on a matter for determination by the Members, whether at a General Meeting or otherwise.

### **6.3 Voting Other than at General Meeting**

The Board may, in its sole discretion, conduct a vote of the Active Members other than at a General Meeting, whether by mail-in ballot or Electronic Means, provided in each case that the Association provides each Active Member in good standing with notice of:

- (a) the text of the resolutions to be voted on;
- (b) the open and closing dates for casting a vote; and
- (c) instructions on how an Active Member may cast a vote.

### **6.4 Voting Methods**

Voting by Active Members may occur by any one or more of the following methods, in the discretion of the Board:

- (a) by show of hands or voting cards;
- (b) by written ballot; or
- (c) by vote conducted by Electronic Means.

Where a vote is to be conducted by show of hands or voting cards, and prior to the question being put to a vote, a number of Active Members equal to not less than ten percent (10%) of the votes present may request a secret ballot, and where so requested the vote in question will then be conducted by written ballot or other means whereby the tallied votes can be presented anonymously in such a way that it is impossible for the assembly to discern how a given Member voted.

### **6.5 Voting by Chair**

If the Person presiding as chairperson of a General Meeting is a Member, then they may, in their sole discretion, cast a vote on any motion or resolution under consideration at the same time as voting occurs by all Members. A Person presiding as chairperson who is not a Member has no vote.

The Person presiding as chairperson of a General Meeting does not have a second or a casting vote in the event of a tie and a motion or resolution that is tied is defeated.

## 6.6 Voting by Proxy

Voting by proxy is not permitted.

## 7. DIRECTORS

### 7.1 Management of Property and Affairs

The Board will have the authority and responsibility to manage, or supervise the management of, the property and the affairs of the Association.

### 7.2 Qualifications of Directors

Pursuant to the Act, a Person may not be nominated, elected or appointed to serve (or continue to serve) as a Director if they:

- (a) are less than nineteen (19) years of age;
- (b) have been found by any court, in Canada or elsewhere, to be incapable of managing their own affairs;
- (c) are an undischarged bankrupt; or
- (d) have been convicted of a prescribed offence within the prescribed period, for which no pardon has been granted, in accordance with the Act; or

In addition to the foregoing, a Person may not be nominated, elected or appointed to serve (or continue to serve) as a Director if they are not an Active Member in good standing.

### 7.3 Composition of Board

The Board will be composed of a minimum of nine (9) and a maximum of fifteen (15) Directors, as follows:

- (a) the President and Vice-President, as elected by the Active Members generally in accordance with Bylaw 8.2 and Part 9;
- (b) the Past-President, if any, in accordance with Bylaw 7.7;
- (c) at least six (6) Chapter Directors, comprised of one (1) Chapter Director appointed by and from each specific Chapter in accordance with Bylaw 7.5;
- (d) at least one (1) and not more than two (2) Directors elected by the Active Members generally in accordance with Part 9; and
- (e) up to four (4) Directors appointed by the Board in accordance with Bylaw 7.6;

### 7.4 Invalidation of Acts

No act or proceeding of the Board is invalid by reason only of there being fewer than the required number of Directors in office.

### 7.5 Appointment of Chapter Directors

Subject to these Bylaws and in accordance with its own established processes, each Chapter may select an Active Member from within the Chapter who is qualified in accordance with Bylaw 7.2 to appoint as a Chapter Director. Selection will normally occur prior to the Association's annual general meeting in any year in which an appointment from that Chapter is required. Following the selection, the Chapter will provide notice of the selection to the Board and the appointment will be effective on the date the notice is received by the Board or such later date as may be specified in the notice.

### 7.6 Appointment of Directors by Board

The Board may, from time to time by Board Resolution, appoint as a Director a Person who :

- (a) is qualified in accordance with Bylaw 7.2; and
- (b) has, in the Board's determination, expertise, skills or knowledge that is beneficial to the Board or to the Association,

provided that there cannot be more than four (4) Directors appointed pursuant to this Bylaw serving on the Board at any one time.

### 7.7 Past-President

A Person who:

- (a) completed a full term as President immediately prior to the current Person serving as President; and
- (b) remains an Active Member in good standing,

may, if they consent, continue as Past-President, and the term of such Person as a Director is automatically extended for one (1) year following the expiry of their most recently completed term of office.

### 7.8 Term of Directors

The term of office of Directors will normally be two (2) years. However, the Board may by Board Resolution determine that some or all vacant Directors' positions will have a term of less than two (2) years, the length of such term to be determined by the Directors in their discretion.

For purposes of calculating the duration of a Director's term of office, the term will be deemed to commence at the close of the annual general meeting at which such Director was elected. If, however, the Director was elected at an extraordinary general meeting their term of office will be deemed to have commenced at the close of the annual general meeting next following such extraordinary general meeting.

### **7.9 Consecutive Terms and Term Limits**

A Person may serve, if they remain qualified, as a Director in any position or combination of positions (excepting Past-President) for up to eight (8) consecutive years, by any combination of terms.

A Person who has served as a Director for eight (8) consecutive years may not be re-elected or re-appointed for at least one (1) year following the expiry of their latest term, provided that the Past-President may serve an additional year, in accordance with Bylaw 7.7.

### **7.10 Transition of Directors' Terms**

Each Person who is a Director on the date these Bylaws come into force will continue as a Director for the remaining term to which they were elected, unless they otherwise cease to be a Director in accordance with these Bylaws.

Any previous terms served by Directors prior to these Bylaws coming into force will be counted towards the term limits set out below.

### **7.11 Extension of Term to Maintain Minimum Number of Directors**

Every Director serving a term of office will retire from office at the close of the annual general meeting in the year in which their term expires, provided that if insufficient successors are elected and the result is that the number of Directors would fall below eight (8), the Person or Persons previously elected as Directors may, if they consent, continue to hold office, and the term of such Director or Directors is deemed to be extended, until such time as successor Directors are elected.

### **7.12 Appointment to fill Vacancy**

If a Director who was elected by the Active Members (other than a Chapter Director) ceases to hold office before the expiry of their term, the Board, by Board Resolution, may, in its discretion, appoint another Active Member qualified in accordance with Bylaw 7.2 to fill the resulting vacancy. The position occupied by a replacement Director appointed will become available for election at the next annual general meeting and each such appointed replacement Director will continue in office until the conclusion of the next annual general meeting unless they otherwise cease to be a Director in accordance with these Bylaws. The appointed replacement Director may run for the vacant position.

If a Chapter Director ceases to hold office before the expiry of their term, the relevant Chapter may appoint another Active Member qualified in accordance with Bylaw 7.2 as a replacement Chapter Director to fill the resulting vacancy for the remainder of the unexpired term.

The period during which a Person serves as an appointed replacement Director (including a Chapter Director) does not count toward the term limits set out above.

### 7.13 Removal of Director

Any Director may be removed before the expiration of their term of office by either of the following methods:

- (a) by Special Resolution; or
- (b) by Board Resolution.

If by Special Resolution, the Members may elect a replacement Director by Ordinary Resolution to serve for the balance of the removed Director's term of office.

If by Board Resolution, the Director proposed for removal has a conflict of interest and may not vote on the Board Resolution, but is entitled to not less than seven (7) days' advance notice in writing of the proposed Board Resolution and to address the Board prior to the vote on the resolution.

### 7.14 Ceasing to be a Director

A Person will immediately cease to be a Director:

- (a) upon the date which is the later of:
  - (1) the date of delivering their resignation in writing to the President or to the Address of the Association; and
  - (2) the effective date of the resignation stated therein;
- (b) upon the expiry of their term;
- (c) upon the date such Person is no longer qualified pursuant to Bylaw 7.2;
- (d) upon their removal; or
- (e) upon their death.

## 8. OFFICERS

### 8.1 Officers

The officers of the Association are the President, Vice-President, Secretary and Treasurer, together with such other officers, if any, as the Board, in its discretion, may create. All officers must be Directors.

The Board may, by Board Resolution, create and remove such other officers of the Association as it deems necessary and determine the duties and responsibilities of all officers.

### 8.2 Election and Term of President and Vice-President

The President and Vice-President will be elected by the membership in accordance with Part 9 of these Bylaws. A Person must have served at least one (1) full year as a Director in order to be eligible to be nominated, elected or appointed to serve as President.

The term of office for the President and for the Vice-President will each be one (1) year, commencing on the date the Director is elected in accordance with Part 9 and continuing until the conclusion of the next following annual general meeting, unless subsequently re-elected. A Person may be elected to consecutive terms as President or as Vice-President, provided that a Person cannot serve more than three (3) consecutive years as President, and not more than three (3) consecutive years as Vice-President, respectively.

### **8.3 Appointment and Term of Secretary and Treasurer**

At the first meeting of the Board following an annual general meeting, the Board will elect or appoint the Secretary and the Treasurer.

The term of office for the Secretary and for the Treasurer will each be one (1) year, commencing on the date the Director is elected or appointed as an officer and continuing until the conclusion of the first meeting of the Board held after the next following annual general meeting. A Director may be appointed as Secretary or Treasurer for consecutive terms, without limits.

### **8.4 Removal of Officers**

A Person may be removed as an officer by Board Resolution.

### **8.5 Replacement**

Should any other officer for any reason be unable to complete their term, the Board will remove such officer from their office and will appoint a replacement from among the current Directors without delay.

### **8.6 Duties of President**

The President will supervise the other officers in the execution of their duties and will preside at all meetings of the Association and of the Board.

### **8.7 Duties of Vice-President**

The Vice-President will assist the President in the performance of their duties and will, in the absence of the President, perform those duties. The Vice-President will also perform such additional duties as may be assigned by the Board.

### **8.8 Duties of Secretary**

The Secretary will be responsible for making the necessary arrangements for:

- (a) the issuance of notices of meetings of the Association and the Board;
- (b) the keeping of minutes of all meetings of the Association and the Board;
- (c) the custody of all records and documents of the Association, except those required to be kept by the Treasurer;
- (d) the maintenance of the register of Members; and

- (e) the conduct of the correspondence of the Association.

#### **8.9 Duties of Treasurer**

The Treasurer will be responsible for making the necessary arrangements for:

- (a) the keeping of such financial records, reports and returns, including books of account, as are necessary to comply with the Act and the *Income Tax Act*; and
- (b) the rendering of financial statements to the Directors, Members and others, when required.

#### **8.10 Absence of Secretary at Meeting**

If the Secretary is absent from any General Meeting or meeting of the Board, the Directors present will appoint another Person to act as secretary at that meeting.

#### **8.11 Combination of Offices of Secretary and Treasurer**

The offices of Secretary and Treasurer may be held by one Person who will be known as the Secretary-Treasurer.

### **9. NOMINATION AND ELECTION OF DIRECTORS**

#### **9.1 Nomination of Directors**

Nominations for election as President, Vice-President or as a Director generally must be made in accordance with these Bylaws, and such policies and procedures as are established by the Board from time to time.

All nominations for President, Vice-President and Director elected by the Active Members generally are subject to the following rules:

- (a) Nominations may be made by Active Members in good standing, or by such nominations committee as may be established. Associate Members are not entitled to make nominations;
- (b) a qualified Active Member in good standing may nominate themselves;
- (c) a nominee must be an Active Member in good standing to be nominated and must remain an Active Member in good standing in order throughout the period to stand for election;
- (d) a nomination must be made in writing, in a form established by the Association, and signed by:
  - (i) the nominating Active Member,
  - (ii) the nominee, and
  - (iii) in the case of a self-nomination, by one (1) other Active Member in good standing;

- (e) an Active Member may not nominate more than one (1) eligible nominee for each of the positions of President and Vice-President, and may not nominate more nominees than the total number of Director positions available for election; and
- (f) nominations must be submitted in advance of an election, in accordance with such deadlines as may be established by the Board. Nominations will not be permitted from the floor at a General Meeting.

## 9.2 Elections Generally

The President, the Vice-President, and up to two additional Directors will be elected by acclamation or by vote of the Active Members and such election will normally take place at, or prior to, the annual general meeting and Directors so elected will take office commencing at the close of such meeting. A Chapter Director will be elected or appointed in accordance with Bylaw 7.5.

All Directors must be elected or appointed in accordance with the applicable provisions of these Bylaws and such policies and procedures as are established by the Board from time to time.

## 9.3 Election by Acclamation

In elections where the number of eligible nominees for a given position at the close of the nomination period is equal to or less than the number of positions of that kind that will become vacant at the close of the next annual general meeting, then the eligible nominee(s) are deemed to be elected by acclamation and no vote will be required.

## 9.4 Election by Secret Ballot

In elections where there are more eligible nominees for a given position at the close of the nomination period than vacant positions coming available, election for that position will be by secret ballot and the following rules apply:

- (a) the secret ballot may be conducted by written ballot or Electronic Means, either at or prior to the annual general meeting, all at the discretion of the Board;
- (b) ballots will be sent or otherwise made accessible to all Active Members in good standing participating in the election, and only to those Persons;
- (c) each ballot will include the name of each eligible nominee and the number of vacancies to be filled;
- (d) no Member will vote for more Directors than the number of vacant positions. Any ballot will be deemed to be void if it records votes for more nominees than there are vacant positions;
- (e) ballots will be counted following the close of the election period by scrutineers appointed by the Board;
- (f) nominees will be deemed to be elected in order of those nominees receiving the most votes;

- (g) in the event of a tie between two (2) or more eligible nominees for the final vacant position, the scrutineers will place one (1) ballot marked for each tied nominee into a suitable container and the President will draw one (1) ballot from the container at random, and the selected nominee will be elected to the final vacant position; and
- (h) the results of an election by secret ballot will be announced to all Members following the counting of the ballots.

## 9.5 **Nomination and Election Policies**

The Board may establish, by Board Resolution from time to time, such additional policies and procedures related to the nomination and election of Directors as it determines necessary or prudent for the Association, provided that no such policy and procedure is valid to the extent that it is contrary to the Act or these Bylaws.

## 10. **POWERS AND RESPONSIBILITIES OF THE BOARD**

### 10.1 **Powers of Directors**

The Board may exercise all such powers and do all such acts and things as the Association may exercise and do, and which are not by these Bylaws or by statute or otherwise lawfully directed or required to be exercised or done by the Members in General Meeting, but nevertheless subject to the provisions of:

- (a) all laws affecting the Association; and
- (b) these Bylaws and the Constitution.

Without limiting the generality of the foregoing, the Board will have the power to make expenditures, including grants, gifts and loans, whether or not secured or interest-bearing, in furtherance of the purposes of the Association. The Board will also have the power to enter into trust arrangements or contracts on behalf of the Association in furtherance of the purposes of the Association.

### 10.2 **Duties of Directors**

Pursuant to the Act, every Director will:

- (a) act honestly and in good faith with a view to the best interests of the Association;
- (b) exercise the care, diligence and skill that a reasonably prudent individual would exercise in comparable circumstances;
- (c) act in accordance with the Act and the regulations thereunder; and
- (d) subject to Bylaws 10.2(a) to 10.2(c), act in accordance with these Bylaws.

Without limiting Bylaws 10.2(a) to 10.2(d), a Director, when exercising the powers and performing the functions of a Director, must act with a view to the purposes of the Association.

### **10.3 Policies and Procedures**

The Board may establish such rules, regulations, policies or procedures relating to the affairs of the Association as it deems expedient, provided that no rule, regulation, policy or procedure is valid to the extent that it is inconsistent with the Act, the Constitution or these Bylaws.

### **10.4 External Appointments**

The Board may nominate or appoint a Person or Persons to serve as liaisons, advisors, committee members or similar positions to another organization, and may delegate the nomination or appointment of such Persons to the Executive Director or another designate, all as the Board determines in its discretion.

### **10.5 Remuneration of Directors and Officers and Reimbursement of Expenses**

A Director shall not receive any remuneration for acting as a Director. However, a Director may be reimbursed for all expenses necessarily and reasonably incurred by them while engaged in the affairs of the Association, provided that all claims for reimbursement are in accordance with established policies.

### **10.6 Investment of Property and Standard of Care**

If the Board is required to invest funds on behalf of the Association, the Board may invest the property of the Association in any form of property or security in which a prudent investor might invest. The standard of care required of the Directors is that they will exercise the care, skill, diligence and judgment that a prudent investor would exercise in making investments in light of the purposes and distribution requirements of the Association. The Board may establish further policies related to the investment of the Association's funds and property, provided that such policies are not contrary to the Act or these Bylaws.

### **10.7 Investment Advice**

The Directors may obtain advice with respect to the investment of the property of the Association and may rely on such advice if a prudent investor would rely upon the advice in comparable circumstances.

### **10.8 Delegation of Investment Authority to Agent**

The Directors may delegate to a stockbroker, investment dealer, or investment counsel the degree of authority with respect to the investment of the Association's property that a prudent investor might delegate in accordance with ordinary business practice.

## **11. PROCEEDINGS OF THE BOARD**

### **11.1 Board Meetings**

Meetings of the Board may be held at any time and place determined by the Board.

### 11.2 Regular Meetings

The Board may decide to hold regularly scheduled meetings to take place at dates and times set in advance by the Board. Once the schedule for regular meetings is determined and notice given to all Directors, no further notice of those meetings is required to be provided to a Director unless:

- (a) that Director was not in office at the time notice of regular meetings was provided; or
- (b) the date, time or place of a regular meeting has been altered.

### 11.3 Ad Hoc Meetings

The Board may hold an ad hoc meeting in any of the following circumstances:

- (a) at the call of the President; or
- (b) by request of any two (2) or more Directors.

### 11.4 Notice of Board Meetings

At least two (2) days' notice will be sent to each Director of a board meeting.

However, no formal notice will be necessary if all Directors were present at the preceding meeting when the time and place of the meeting was decided or are present at the meeting or waive notice thereof in writing or give a prior verbal waiver to the Secretary.

For the purposes of the first meeting of the Board held immediately following the election of a Director or Directors conducted at a General Meeting, or for the purposes of a meeting of the Board at which a Director is appointed to fill a vacancy in the Board, it is not necessary to give notice of the meeting to the newly elected or appointed Director or Directors for the meeting to be properly constituted.

If a meeting of the Board will permit participation by Electronic Means, the notice of that meeting must inform Directors and other participants (if any) that they may participate by Electronic Means.

### 11.5 Attendance at Board Meetings

Every Director is entitled to attend each meeting of the Board.

No other Person is entitled to attend meetings of the Board, but the Board by Board Resolution may invite any Person or Persons to attend one or more meetings of the Board as advisors, observers or guests.

### 11.6 Participation by Electronic Means

The Board may determine, in its discretion, to hold any meeting or meetings of the Board in whole or in part by Electronic Means.

When a meeting of the Board is conducted by Electronic Means, the Association must take reasonable steps to ensure that all participants are able to communicate and participate in the meeting.

### 11.7 Quorum

Quorum for meetings of the Board will be a majority of the Directors currently in office.

### 11.8 Director Conflict of Interest

A Director who has a direct or indirect material interest in a contract or transaction (whether existing or proposed) with the Association, or a matter for consideration by the Directors:

- (a) will be counted in the quorum at a meeting of the Board at which the contract, transaction or matter is considered;
- (b) will disclose fully and promptly the nature and extent of their interest in the contract, transaction or matter;
- (c) is not entitled to vote on the contract, transaction or matter;
- (d) will absent themselves from the meeting or portion thereof:
  - (1) at which the contract, transaction or matter is discussed, unless requested by the Board to remain to provide relevant information; and
  - (2) in any case, during the vote on the contract, transaction or matter; and
- (e) refrain from any action intended to influence the discussion or vote.

The Board may establish further policies governing conflicts of interest of Directors and others, provided that such policies must not contradict the Act or these Bylaws.

### 11.9 Chairperson at Board Meetings

The President (or, in the absence or inability of the President, the Vice-President) will, subject to a Board Resolution appointing another Person, preside as chairperson at all meetings of the Board.

If at any meeting of the Board the President, Vice-President or such alternate Person appointed by a Board Resolution, if any, is not present within fifteen (15) minutes after the time appointed for the meeting or requests that they not chair that meeting, the Directors present may choose one of their number to preside as chairperson at that meeting.

### 11.10 Alternate Chairperson

If the Person presiding as chairperson of a meeting of the Board wishes to step down as chairperson for all or part of that meeting, they may designate an alternate to chair such meeting or portion thereof, and upon such designated alternate receiving the consent of a majority of the Directors present at such meeting, they may preside as chairperson.

### **11.11 Chairperson to Determine Procedure**

In the event of any doubt, dispute or ambiguity in relation to procedural matters or parliamentary process at a meeting of the Board, the person presiding as chairperson will have the authority to interpret and apply such rules of order as the meeting has adopted, if any, and determine matters in accordance with those rules, as well as the Act and these Bylaws.

### **11.12 Minutes of Board Meetings**

The Secretary or such other Person designated by the Board will ensure that minutes are taken for all meetings of the Board.

## **12. DECISION MAKING AT BOARD MEETINGS**

### **12.1 Passing Resolutions and Motions**

Any issue at a meeting of the Board which is not required by the Act, these Bylaws or such rules of order as may apply to be decided by a resolution requiring more than a simple majority will be decided by Board Resolution.

### **12.2 Resolution in Writing**

A Board Resolution may be in two or more counterparts which together will be deemed to constitute one resolution in writing. Such resolution will be filed with minutes of the proceedings of the Board and will be deemed to be passed on the date stated therein or, in the absence of such a date being stated, on the latest date stated on any counterpart.

### **12.3 Entitlement to Vote**

Subject to Bylaw 11.8, each Director is entitled to one (1) vote on all matters at a meeting of Board. No other Person is entitled to a vote at a meeting of the Board.

### **12.4 Procedure for Voting**

Except where expressly provided for in these Bylaws, voting on matters at a meeting of the Board may occur by any one or more of the following mechanisms, in the discretion of the President:

- (a) by show of hands;
- (b) by written ballot;
- (c) by roll-call vote or poll; or
- (d) by Electronic Means.

On the request of any one (1) or more Directors, a vote will be conducted by written ballot or other means whereby the tallied votes can be presented anonymously, in such a way that it is impossible for the assembly to discern how a given Director voted.

### **13. EXECUTIVE DIRECTOR**

#### **13.1 Appointment of Executive Director**

The Board is responsible:

- (a) to appoint the Executive Director, by Board Resolution from time to time as necessary
- (b) to supervise the Executive Director in the performance of their duties.

#### **13.2 Duties of Executive Director**

The Executive Director is the chief of staff for the Association and shall, under the supervision and direction of the Board, be responsible to manage the administration and operations of the Association. The Executive Director shall direct and manage the Association's staff and administrative offices and shall regularly report to and advise the Board on all matters relevant to the affairs of the Association.

The Executive Director will perform such duties as may be assigned by these Bylaws and such policies as the Board may establish.

#### **13.3 Removal of Senior Manager**

The Executive Director may be removed by Board Resolution.

### **14. INDEMNIFICATION**

#### **14.1 Indemnification of Directors and Eligible Parties**

To the extent permitted by the Act, each Director and eligible party (as defined by the Act) will be indemnified by the Association against all costs, charges and expenses, including legal and other fees, actually and reasonably incurred in connection with any legal proceeding or investigative action, whether current, threatened, pending or completed, to which that Person by reason of their holding or having held authority within the Association:

- (a) is or may be joined as a party to such legal proceeding or investigative action; or
- (b) is or may be liable for or in respect of a judgment, penalty or fine awarded or imposed in, or an amount paid in settlement of, such legal proceeding or investigative action.

#### **14.2 Purchase of Insurance**

The Association may purchase and maintain insurance for the benefit of any or all Directors, officers, employees or agents against personal liability incurred by any such Person as a Director, officer, employee or agent.

## **15. CHAPTERS**

### **15.1 Current Chapters Continued**

The following six (6) Chapters are continued:

- (a) Fraser Valley Chapter
- (b) Kootenay-Boundary Chapter
- (c) Metro Chapter
- (d) Northern Chapter
- (e) Thompson-Okanagan Chapter; and
- (f) Vancouver Island Chapter.

### **15.2 Additional Chapters**

Additional Chapters may be established or re-organized out of the existing Chapters, as determined by Board Resolution from time to time, and any additional or re-organized Chapter has the same rights and obligations of all other Chapters.

### **15.3 Chapter Policies**

The Board may establish policies to administer Chapters, subject to these Bylaws.

### **15.4 Chapter Organization**

Subject to these Bylaws and the policies established by the Board, if any, the Members of a Chapter may determine the internal organization of that Chapter, subject to the following:

- (a) the Chapter's organization may not exceed the purposes set out in the Constitution, and must not be inconsistent with the Bylaws, and to the extent of any such inconsistency, such organization or policy is void;
- (b) the Chapter must establish a system of appointment which will enable the Active Members in that Chapter to select, as and when required under these Bylaws, a qualified Person from among their number to be appointed as a Director; and
- (c) the Chapter's organization must provide that any Active Member appointed as a Director by the Members of that Chapter in accordance with these Bylaws shall automatically become and remain part of the executive of that Chapter for so long as the Person serves as a Director.

## **16. COMMITTEES**

### **16.1 Creation and Delegation to Committees**

The Board may create such standing and special committees, working groups or task forces as may from time to time be required. Any such committee will limit its activities to the purpose or

purposes for which it is appointed and will have no powers except those specifically conferred by Board Resolution.

The Board may delegate any, but not all, of its powers to committees which may be in whole or in part composed of Directors as it thinks fit.

## 16.2 Standing and Special Committees

Unless specifically designated as a standing committee, a committee is deemed to be a special committee and any special committee so created must be created for a specified time period.

A special committee will automatically be dissolved upon the earlier of the following:

- (a) the completion of the specified time period; or
- (b) the completion of the task for which it was created.

## 16.3 Terms of Reference

In the event the Board decides to create a committee, it must establish terms of reference for such committee. A committee, in the exercise of the powers delegated to it, will conform to any rules that may from time to time be imposed by the Board in the terms of reference or otherwise, and will report every act or thing done in exercise of those powers at the next meeting of the Board held after it has been done, or at such other time or times as the Board may determine.

## 16.4 Meetings

The members of a committee may meet and adjourn as they think proper and meetings of the committees will be governed *mutatis mutandis* by the rules set out in these Bylaws governing proceedings of the Board.

# 17. EXECUTION OF INSTRUMENTS

## 17.1 Seal

The Association may have a corporate seal but will not use the seal for the purpose of executing documents.

## 17.2 Execution of Instruments

Contracts, documents or instruments in writing requiring execution by the Association may be signed as follows:

- (a) by the President, together with one (1) other Director, or
- (b) in the event that the President is unavailable, by any two (2) Directors,

and all contracts, documents and instruments in writing so signed will be binding upon the Association without any further authorization or formality.

The Board will have power from time to time by Board Resolution to appoint any officer or officers, or any Person or Persons, on behalf of the Association to sign contracts, documents

and instruments in writing generally or to sign specific contracts, documents or instruments in writing.

### **17.3 Signing Officers**

The Board will, from time to time by Board Resolution, appoint signing officers who are authorized to sign cheques and all banking documents on behalf of the Association.

## **18. FINANCIAL MATTERS AND REPORTING**

### **18.1 Accounting Records**

The Association will maintain such financial and accounting records and books of account as are required by the Act and applicable laws.

### **18.2 Borrowing Powers**

In order to carry out the purposes of the Association, the Board may, on behalf of and in the name of the Association, raise, borrow or secure the payment or repayment of money in any manner it decides, including the granting of guarantees, and in particular, but without limiting the foregoing, by the issue of debentures.

### **18.3 Restrictions on Borrowing Powers**

The Members may by Ordinary Resolution restrict the borrowing powers of the Board.

### **18.4 When Audit Required**

The Association is not required by the Act to be audited. However, the Association will conduct an audit of its annual financial statements if:

- (a) the Directors determine to conduct an audit by Board Resolution; or
- (b) the Members require the appointment of an auditor by Ordinary Resolution,

in which case the Association will appoint an auditor qualified in accordance with Part 9 of the Act and these Bylaws.

### **18.5 Appointment of Auditor at Annual General Meeting**

If the Association determines to conduct an audit, an auditor will be appointed at an annual general meeting to hold office until such auditor is reappointed at a subsequent annual general meeting or a successor is appointed in accordance with the procedures set out in the Act or until the Association no longer wishes to appoint an auditor.

### **18.6 Vacancy in Auditor**

Except as provided in Bylaw 18.7, the Board will fill any vacancy occurring in the office of auditor and an auditor so appointed will hold office until the next annual general meeting.

### **18.7 Removal of Auditor**

An auditor may be removed and replaced by Ordinary Resolution in accordance with the procedures set out in the Act.

### **18.8 Notice of Appointment**

An auditor will be promptly informed in writing of such appointment or removal.

### **18.9 Auditor's Report**

The auditor, if any, must prepare a report on the financial statements of the Association in accordance with the requirements of the Act and applicable law.

### **18.10 Participation in General Meetings**

The auditor, if any, is entitled in respect of a General Meeting to:

- (a) receive every notice relating to a meeting to which a Member is entitled;
- (b) attend the meeting; and
- (c) be heard at the meeting on any part of the business of the meeting that deals with the auditor's duties or function.

An auditor who is present at a General Meeting at which the financial statements are considered must answer questions concerning those financial statements, the auditor's report, if any, and any other matter relating to the auditor's duties or function.

## **19. NOTICE GENERALLY**

### **19.1 Method of Giving Notice**

Except as otherwise provided in these Bylaws, a notice may be given to a Member or a Director either personally, by delivery, courier or by mail posted to such Person's Registered Address, or, where a Member or Director has provided a fax number or e-mail address, by fax or e-mail, respectively.

### **19.2 When Notice Deemed to have been Received**

A notice sent by mail will be deemed to have been given on the day following that on which the notice was posted. In proving that notice has been given, it is sufficient to prove the notice was properly addressed and put in a Canadian Government post office receptacle with adequate postage affixed, provided that if, between the time of posting and the deemed giving of the notice, a mail strike or other labour dispute which might reasonably be expected to delay the delivery of such notice by the mails occurs, then such notice will only be effective when actually received.

Any notice delivered personally, by delivery or courier, facsimile, or electronic mail will be deemed to have been given on the day it was so delivered or sent.

### 19.3 Days to be Counted in Notice

If a number of days' notice or a notice extending over any other period is required to be given, the day the notice is given or deemed to have been given and the day on which the event for which notice is given will not be counted in the number of days required.

## 20. MISCELLANEOUS

### 20.1 Dissolution

In the event of winding-up or dissolution of the Association, all funds and property remaining after:

- (a) the payment or satisfaction of all costs, charges and expenses properly incurred in the winding-up or dissolution, including the remuneration of the liquidator,
- (b) the payment to employees of the Association of any arrears of salaries or wages, and
- (c) the payment or satisfaction of all debts and liabilities of the Association,

will be distributed to such one or more "qualified donees" (as that term is defined by the *Income Tax Act*), and in such portions, as is determined by Ordinary Resolution, provided that if determination by Ordinary Resolution is not feasible, such distribution may be determined by Board Resolution.

Any funds or property remaining received for specific purposes will, wherever possible, be distributed to "qualified donees" carrying on work of a similar nature to such specific purposes.

### 20.2 Inspection of Documents and Records

The documents and records of the Association, including the financial and accounting records and the minutes of General Meetings, committee meetings and meetings of the Board, will be open to the inspection of any Director at reasonable times and on reasonable notice.

A Member is entitled, upon providing not less than fourteen (14) days' notice in writing to the Association, to inspect any of the following documents and records of the Association at the Address of the Association during the Association's normal business hours:

- (a) the Constitution and these Bylaws, and any amendments thereto;
- (b) the statement of directors and registered office of the Association;
- (c) minutes of any General Meeting, including the text of each resolution passed at the meeting;
- (d) resolutions of the Members in writing, if any;
- (e) annual financial statements relating to a past fiscal year that have been received by the Members in a General Meeting;
- (f) the register of Directors;
- (g) the register of Members;

- (h) the Association's certificate of incorporation, and any other certificates, confirmations or records furnished to the Association by the Registrar;
- (i) copies of orders made by a court, tribunal or government body in respect of the Association;
- (j) the written consents of Directors to act as such and the written resignations of Directors; and
- (k) the disclosure of a Director or of a senior manager regarding a conflict of interest.

Except as expressly provided by statute or at law, a Member will not be entitled or have the right to inspect any other document or record of the Association. However, subject to such policies as the Board may establish, a Member in good standing may request, in writing delivered to the Address of the Association, to inspect any other document or record of the Association and the Board may allow the Member to inspect the document or a copy thereof, in whole or in part and subject to such redaction as the Board deems necessary, all in the Board's sole discretion.

Copies of documents which a Member is allowed to inspect may be provided on request by the Member for a fee to be determined by the Board, provided such fee does not exceed the limits prescribed in the Act.

### **20.3 Right to become Member of other Society**

The Association will have the right to subscribe to, become a member of, and cooperate with any other society, corporation or association whose purposes or objectives are in whole or in part similar to the Association's purposes.

## **21. BYLAWS**

### **21.1 Entitlement of Members to copy of Constitution and Bylaws**

On being admitted to membership, each Member is entitled to, and upon request the Association will provide them with, access to a copy of the Constitution and these Bylaws.

### **21.2 Special Resolution required to Alter Bylaws**

These Bylaws will not be altered except by Special Resolution.

### **21.3 Effective Date of Alteration**

Any alteration to the Bylaws or Constitution will take effect on the date the alteration application is filed with the Registrar in accordance with the Act.

**THESE BYLAWS AMENDED BY SPECIAL RESOLUTION DATED: November 5, 2020**