

Board of Education

Regular Public Meeting

November 3, 2020



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

School District No. 57 (Prince George)

BOARD OF EDUCATION

CHARTER

Our mission, as a Board of Education, is to create a culture of trust and integrity by adhering to the highest standards of ethical behaviour and fiduciary responsibility.

We, the Board of Education, individually and collectively, in the conduct of our duties, will be:

- Transparent
- Open-minded
- Consultative
- Committed
- Respectful of Diversity

BOARD OF EDUCATION AND SENIOR ADMINISTRATION

GUIDING PRINCIPLES

The Board of Education and senior administration believe we are accountable to the families and communities we serve. We respect their diversity and support their involvement.

We further believe that all children can learn, achieve and succeed, and that by working together with our employees, students, parents, and our communities, we will enable our students to reach their greatest academic potential.

We believe our students have the right:

- To a safe and respectful learning environment.
- To be valued.
- To have the opportunity to explore and develop their potential.
- To have their intellectual, emotional, physical and social needs met

We also believe that with these rights come responsibilities with respect to their school, classroom and work habits.

We believe our employees have the following rights and responsibilities:

- To be treated fairly and work in a safe environment.
- To be respected, trusted, included and valued.
- To explore, collaborate and develop to their potential.
- To treat others fairly, work cooperatively, and create a safe working and learning environment.

Together, we affirm that these guiding principles provide the foundation for the decisions we make in School District No. 57.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)
REGULAR PUBLIC MEETING
7:00 p.m., Tuesday, November 3, 2020
Boardroom – 2100 Ferry Avenue

A G E N D A

1. CALL TO ORDER

2. APPROVAL OF AGENDA

3. PUBLIC INPUT

Thirty minutes maximum; limit of five minutes per speaker

4. SCHOOL DISTRICT NEWS

5. MINUTES OF PREVIOUS MEETINGS

5.1 Regular Public Meeting of September 29, 2020 Page 1

5.2 Record of Minutes of Regular In Camera Meeting of
September 29, and Special In Camera Meeting of
September 29, October 6, October 13 and
October 19, 2020 Page 9

6. PRESENTATION

**6.1 Lheidli T'enneh Nation and McLeod Lake
Indian Band – Request for Trustee Variance in SD57**

*Dayi Pountney, Lheidli T'enneh Nation
Chief Chingee, McLeod Lake Indian Band*

- 7. **BUSINESS ARISING FROM THE MINUTES**
- 8. **EDUCATION SERVICES COMMITTEE**
 - 8.1 Committee Report (R. Polillo) Page 11
- 9. **EDUCATION PROGRAMS AND PLANNING COMMITTEE**
 - 9.1 Committee Report (T. Derrick) Page 13
- 10. **OLD BUSINESS**
 - 10.1 Draft Terms of Reference – Ad Hoc Committee – Truth and Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples (B. Bekkering) Page 15
- 11. **NEW BUSINESS**
 - 11.1 Lheidli T'enneh Nation and McLeod Lake Indian Band request for a Trustee Variance in SD57 (B. Bekkering) Page 68
- 12. **DISTRICT ADMINISTRATION REPORTS**
 - 12.1 Superintendent of Schools
- 13. **TRUSTEE REPORTS**
 - 13.1 British Columbia School Trustees' Association (R. Polillo) Page 70
 - 13.2 District Parent Advisory Council (S. Warrington) Page 71
 - 13.3 District Student Advisory Council (R. Polillo) Page 73
 - 13.4 Indigenous Education Advisory Committee (T. Derrick) Page 74

13.5 Liaison Updates (Various Trustees)

13.5.1 Trustee Bekkering

13.5.2 Trustee Polillo Page 75

13.5.3 Trustee Warrington Page 76

14. **CORRESPONDENCE**

14.1 Letter dated September 29, 2020 from the Board of Education providing support for the Aboriginal Housing Society of PG Learning Centre Page 78

14.2 Letter dated September 29, 2020 from the Board of Education providing support for the Takla Nation Youth Diversion Project Page 79

14.3 Letter dated September 29, 2020 from Lheidli T'enneh Nation and McLeod Lake Indian Band regarding request for Indigenous Trustees Page 81

14.4 Letter dated October 8, 2020 from Carrier Sekani First Nation regarding support for Indigenous Trustees Page 82

14.5 Letter dated October 14, 2020 from the Prince George Nechako Aboriginal Employment and Training Association regarding support for Indigenous Trustees Page 83

14.6 Letter dated October 14, 2020 from the Prince George Native Friendship Centre regarding support of Indigenous Trustees Page 84

14.7 Letter dated October 15th from the Board of Education providing support for the School Physical Activity and Physical Literacy Program Page 85

15. **ADJOURNMENT**

UPCOMING MEETINGS:

Education Services Committee – November 9, 2020
Policy and Governance Committee – November 10, 2020
Management and Finance Committee – November 16, 2020
Education Programs and Planning Committee – November 17, 2020
Regular Public Meeting – November 24, 2020

DRAFT
Minutes
Regular Public
Meeting

Board of Education
School District No. 57 (Prince George)
2100 Ferry Avenue, Prince George, B.C.

2020.09.29
6:00 p.m.

Present Via Zoom Conference System:

Tim Bennett, Chair
Trent Derrick, Vice-Chair
Betty Bekkering, Trustee
Ron Polillo, Trustee
Bob Thompson, Trustee
Shuirose Valimohamed, Trustee
Sharel Warrington, Trustee

Anita Richardson, Superintendent of Schools
Darleen Patterson, Secretary Treasurer
Diane Nygaard, Executive Assistant (Recorder)

1. **CALL TO ORDER**

The meeting was called to order at 6:03 p.m.

2. **APPROVAL OF AGENDA**

The following addition was to the agenda:

Trustee Reports

British Columbia School Trustees' Association - Update (R. Polillo)

The agenda was approved as amended.

3. **PUBLIC INPUT**

Joanne Hapke representing the Prince George District Teachers' Association provided an overview of her role as PGDTA President. Ms. Hapke commented on the challenges for their members during the start-up for the 2020/21 school year related to the COVID-19 pandemic. She noted that Monday, October 5th is World Teachers' Day.

Andrea Beckett representing the District Parents Advisory Council (DPAC) provided an overview of the roles of DPAC and Parent Advisory Councils (PAC) as stated in the *School Act*. Ms. Beckett advised that DPAC will be holding an information evening with PAC representatives to review and discuss their respective roles. She extended gratitude to the parents, students and staff on the successful start-up for the 2020/21 school year.

4. SCHOOL DISTRICT NEWS

Trustee Warrington and Trustee Derrick acknowledged the recent passing of Lheidli T'enneh First Nation Elder Louise Framst.

Trustee Derrick extended sympathy to Joyce Roberts, Indigenous Education Advisory Council member on the recent passing of a loved one.

Trustee Polillo provided an overview of the Indigenous Day of Learning event held in the school district on September 25, 2020.

Trustee Derrick congratulated the school district on taking the next step in concussion awareness for students.

5. MINUTES OF PREVIOUS MEETINGS**5.1 Regular Public Meeting of June 16, 2020**

The minutes of the regular public meeting of June 16, 2020 were adopted as published.

5.2 Record of In Camera Meeting Minutes

The report on the items discussed and decisions made at the regular in camera meeting of June 16, 2020 and the special in camera meeting of June 16 and 29, July 13, August 18 and 31, September 8 and 21, 2020 were approved.

6. BUSINESS ARISING FROM THE MINUTES

None.

7. MANAGEMENT AND FINANCE COMMITTEE**7.1 2019-2020 Financial Statements**

Corey Naphtali, KPMG partner reported that the Independent Auditors' Report on the School District No. 57 (Prince George) financial statements for the year ended June 30, 2020 was presented to the Management and Finance Committee of the Whole on September 21, 2020. Mr. Naphtali provided an overview of the Auditor's responsibility and the Independent Auditors Report of the financial statements.

Darleen Patterson, Secretary Treasurer presented a PowerPoint presentation which provided an overview of the 2019/2020 financial statements that were included in the agenda package.

Ms. Patterson responded to questions from the Trustees.

MOVED and SECONDED

That the financial statements for the year ending June 30, 2020, be approved.

CARRIED

7.2 Committee Report

Trustee Warrington reviewed the September 2020 Management and Finance Committee of the Whole report that was included in the agenda package.

MOVED and SECONDED

That the report of the Management and Finance Committee of the Whole meeting held on September 21, 2020 be received.

CARRIED

8. **EDUCATION SERVICES COMMITTEE**

8.1 Committee Report

Trustee Polillo reviewed the September 2020 Education Services Committee report that was included in the agenda package.

MOVED and SECONDED

That the report of the Education Services Committee meeting held on September 14, 2020 be received.

CARRIED

9. **POLICY AND GOVERNANCE COMMITTEE**

9.1 Committee Report

Trustee Bekkering reviewed the September 2020 Policy and Governance Committee report that was included in the agenda package.

MOVED and SECONDED

That the report of the Policy and Governance Committee meeting held on September 15, 2020 be received.

CARRIED

9.2 Policy 5131.1 Bus Conduct

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

The Board Chair noted that if the Trustees determine that the revisions to the policy are substantial, Policy 8310 Policy and Policy Development states that the draft policy can be referred for public consultation.

The Trustees discussed the proposed revisions to Policy 5131.1 Bus Conduct.

MOVED and SECONDED

That the proposed minor revisions to the regulations of Policy 5131.1 Bus Conduct be approved.

CARRIED

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That the revised administrative procedures and appendix Code of Conduct for Bus Students attached to Policy 5131.1 Bus Conduct be received.

CARRIED

9.3 Policy 3541.35 Winter Weather

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That the proposed minor revisions to the regulations of Policy 3541.35 Winter Weather be approved.

The Trustees discussed the regulations of Policy 8310 Policy and Policy Development related to minor and major revisions to existing approved policies.

The Superintendent responded to questions from the Trustees.

The motion was amended as follows:

MOVED and SECONDED

That the proposed revisions to the regulations of Policy 3541.35 Winter Weather be approved in principle for implementation while distributed for 60-days to Stakeholder and Rightsholder groups.

CARRIED

A recess was called at 8:02 p.m. and the meeting reconvened at 8:08 p.m.

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

The Superintendent responded to questions from the Trustees.

MOVED and SECONDED

That the revised administrative procedures attached to Policy 3541.35 Winter Weather be received.

CARRIED

9.4 Policy 5131.4 Student Attendance

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That the proposed minor revisions to the regulations of Policy 5131.4 Student Attendance be approved.

The Trustee discussed the regulations of Policy 8310 Policy and Policy Development related to minor and major revisions to existing approved policies.

The motion was amended as follows:

MOVED and SECONDED

That the proposed revisions to the regulations of Policy 5131.4 Student Attendance be approved in principle for implementation while distributed for 60-days to Stakeholder and Rightsholder groups.

CARRIED

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That the revised administrative procedures attached to Policy 5131.4 Student Attendance be received.

CARRIED

9.5 Minor Housekeeping Updates to Board

Trustee Bekkering drew attention to the minor housekeeping updates required to the bylaw and policies included in the agenda package.

MOVED and SECONDED

That the minor housekeeping revisions to the following bylaw and policies, be approved:

- Bylaw No. 1
- Policy 1120 Access to the Board
- Policy 6145 Student Transportation and Travel
- Policy 8310 Policy and Policy Development

CARRIED

10. **OLD BUSINESS**

10.1 2020/21 Schedule of Fees and Deposits – Approved Motion of the May 26, 2020 Regular Public Meeting

The Superintendent stated that at the May 26, 2020 regular public meeting the Board approved and published the 2020/21 Schedule of Fees and Deposits, and requested that the schedule of fees and deposits be reviewed at the first public Board meeting of the 2020/21 school year.

Ms. Richardson reported that on average during the last three years the school district collected between \$180,000 and \$370,000 in fees and noted that most schools were not charging all fees this year.

Trustee Derrick noted that the information was requested as a placeholder to determine if adjustments were required to the 2020/21 schedule of fees and deposits due to the pandemic.

10.2 Revised 2020/21 School Calendar

The Superintendent drew attention to the revised 2020/21 school calendar that was included in the agenda package. Ms. Richardson advised that the revisions were required to moved two non-instructional days to allow for a deep cleaning of schools to align with the school district's move to a quarter semester systems; Board approval is not required.

11. **NEW BUSINESS**

None.

12. DISTRICT ADMINISTRATION REPORTS**12.1 Superintendent of Schools**

The Superintendent commented on the implementation of the school district's restart plan and extended gratitude to parents, students, Rightsholders, stakeholders and staff on their contributions to a successful start-up for the 2020/21 school year. Ms. Richardson also provided an overview of the school district's preliminary enrolment numbers and the re-organization that was required at some of the schools.

The Superintendent commented on the success of the school district's Indigenous Day of Learning event held on September 25, 2020. Ms. Richardson recognized September 30th as Orange Shirt Day: Every Child Matters, and encouraged individuals to read the story available on www.orangeshirtday.org

13. TRUSTEE REPORTS**13.1 District Parent Advisory Council**

Trustee Thompson provided a verbal report regarding the questions responded to by the school district at the District Parent Advisory Council meeting held on September 21, 2020.

13.2 District Student Advisory Council

Trustee Polillo reviewed the District Student Advisory Council report included in the agenda package.

13.3 Indigenous Education Advisory Committee

Trustee Derrick drew attention to the Indigenous Education Advisory Committee report included in the agenda package. Mr. Derrick noted that the Committee has called for parent and student representatives for the 2020/21 school year.

13.4 Liaison Updates**13.4.1 Trustee Polillo**

Trustee Polillo drew attention to the report included in the agenda package.

13.5 British Columbia School Trustees Association

Trustee Polillo provided a verbal update regarding recent and upcoming BCSTA events including:

September 17th – Trustee Hall with Deputy Provincial Health Officer

October 15th – Board Chairs Meeting

October 24th – Provincial Council Meeting (Virtual)

November 27th and 28th – Trustee Academy (Virtual)

14. **CORRESPONDENCE**

Trustee Bennett drew the Board's attention to the following letters that were included in the agenda package:

- Letter dated June 5, 2020 copied to the Board of Education from the Lheidli T'enneh First Nation to the Assistant Deputy Minister responsible for Indigenous Education regarding support for Indigenous students in SD57
- Letter dated June 16, 2020 from the Lheidli T'enneh First Nation related to their request to the Ministry of Education for a trustee variance in SD57
- Letter dated July 2, 2020 from the Prince George Principal and Vice Principal Association regarding the Board motion of June 16th related to the draft policy manual and administrative procedures

15. **ADJOURNMENT**

The meeting adjourned at 8:57 p.m.

Chairperson

Secretary Treasurer

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

RECORD PURSUANT TO SECTION 72 OF THE SCHOOL ACT

MATTERS DISCUSSED AND DECISIONS REACHED AT THE SPECIAL AND
REGULAR IN CAMERA MEETINGS HELD SINCE THE LAST SUCH REPORT

September 29, 2020 Special In Camera Meeting

1. Adoption of the minutes of the special in camera meeting of June 16, June 29, July 13, August 18 and August 31, 2020.
2. Adoption of the minutes of the appeal under Bylaw No. 4 of July 13, 2020.
3. Receipt of an update regarding personnel matters.

The meeting was called to order at 4:00 p.m. and adjourned at 4:36 p.m.

September 29, 2020 Regular In Camera Meeting

1. Adoption of the minutes of the regular in camera meeting of June 16, September 8 and September 21, 2020.
2. Discussions regarding governance matters.
3. Receipt of an update regarding the preliminary enrolment as at September 30, 2020.
4. Discussion and decision to provide letters of support to the Aboriginal Housing Society and Takla Lake First Nation.
5. Receipt of a British Columbia Public Employers' Association update.
6. Receipt of a British Columbia School Trustees' Association update.
7. Receipt of an update regarding a property matter.

The meeting was called to order at 4:37 p.m. and adjourned at 5:17 p.m.

October 6, 2020 Special In Camera Meeting

1. Motion to waive written notice.
2. Discussion regarding governance matters.

The meeting was called to order at 4:00 p.m. and adjourned at 6:26 p.m.

October 13, 2020 Special In Camera Meeting

1. Motion to waive written notice.
2. Discussion regarding a personnel matter.
3. Discussion and decision regarding governance matters.

The meeting was called to order at 4:44 p.m. and adjourned at 5:09 p.m.

October 19, 2020 Special In Camera Meeting

1. Discussion regarding a governance matter.

The meeting was called to order at 4:05 p.m. and adjourned at 5:26 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

October 27, 2020

MEMORANDUM

TO: Board of Education

FROM: Ron Polillo, Trustee, Chair
Education Services Committee

SUBJECT: **COMMITTEE REPORT – OCTOBER 2020**

RECOMMENDATION

That the report of the Education Service Committee meeting held on October 5, 2020 be received.

* * * * *

REPORT:

1. The Education Services Committee met on October 5, 2020. The meeting's agenda included the following topics:
 - a. **Minutes of Previous Meetings** - The minutes of the September 14, 2020 were approved as presented.
 - b. **Enrolment Update** - The Deputy Superintendent reviewed the 2020/21 Enrolment Summary for all schools including a comparison to the 2019/20 enrolment numbers. Ms. Heitman cautioned the district is still reviewing the enrolment for COVID19 related revisions.
 - c. **Duchess Park Warehouse Space** - The Secretary Treasurer reported she is meeting with the Prince George Youth Soccer Association who lease the district warehouse to inquire if there is available space in the warehouse for the Duchess Park Secondary School Sports Programs.
 - d. **Shas Ti Kelly Road Secondary School Capital Project** - Nino Maletta, General Manager, Capital Projects provided a verbal update on the Shas Ti Kelly Road Secondary School Capital Project and responded to questions from the committee.

- e. **Energy and Sustainable Conservation Update – April to October 2020** - Mr. Bepple provided the Energy and Sustainable Conservation update for the period from March 2020 to October 2020. The report included an overview and/or update on the following:

- Infrastructure Projects
- Natural Gas Pricing
- Propane Gas Pricing
- Carbon Neutral Action Report
- Winter Weather Forecast

Mr. Bepple advised that the school district's Carbon Neutral Action Report (CNAR) is available to view on the school district's website:

<https://www.sd57.bc.ca/Programs/DistrictDepts/Maintenance/Documents>

- f. **Purchase Orders over \$25,000 to September 30, 2020** - The Committee received the report of Purchase Orders in excess of \$25,000 for the period from July 1 to September 30, 2020.

2. The next Education Services Committee meeting is scheduled for November 9, 2020.

/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

October 20, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Derrick, Chair
Education Programs and Planning Committee

SUBJECT: **COMMITTEE REPORT – OCTOBER 2020**

RECOMMENDATION

That the report of the Education Programs and Planning
Committee meeting held on October 20, 2020 be received.

* * * * *

REPORT:

1. The Education Program and Planning Committee met on October 20, 2020.
2. The meeting's agenda items were:
 - a. **Approval of the minutes of the previous meeting held.**
 - b. **Concussion Education:** The Principal of Curriculum and Innovation delivered a PowerPoint presentation on the mandatory concussion training for secondary school sports coaches and responded to questions from the committee.
 - c. **Ministry of Education Update:** The Deputy Superintendent delivered a PowerPoint presentation which provided a Ministry of Education update that included an overview of the Ministry's updates on the Framework for Enhancing Student Learning which supports a system-wide focus on improving student outcomes and life chances for every student in British Columbia with a particular emphasis on Indigenous students, children and youth in care and students with disabilities or diverse abilities. Ms. Heitman responded to questions from the committee.
 - d. **Student Learning 2020-2021:** The Director of Instruction, Curriculum and Innovation delivered a PowerPoint presentation on the baseline data of the Framework for Enhanced Student Learning. Ms. Kaban reported the assessments align with the Ministry of Education British Columbia curriculum and that the data will be reviewed for strategic planning. Ms. Kaban responded to questions from the committee.

- e. **Ad Hoc Committee on B.C. Poverty Reduction Strategy Food Security:** The Deputy Superintendent delivered a PowerPoint presentation on the Ad Hoc Committee on B.C. Poverty Reduction Strategy Food Security Committee Report that included the district and provincial identified challenges and recommendations to create an equitable and sustainable plan of support. Ms. Heitman responded to questions from the committee.
 - f. **Yearly Plan:** Review and update of the yearly plan.
3. The next Education Programs and Planning Committee meeting will be held on November 17, 2020.

/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

November 3, 2020

MEMORANDUM

TO: Board of Education

FROM: Superintendent of Schools
Secretary Treasurer

SUBJECT: **TERMS OF REFERENCE – AD HOC COMMITTEE – TRUTH
AND RECONCILIATION AND THE UNITED NATIONS
DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES**

RECOMMENDATION

That the Terms of Reference for the Ad Hoc Committee – Truth and Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples be approved as presented.

* * * * *

RATIONALE:

1. At the regular public meeting held on May 28, 2019 the Board of Education approved the creation of an Ad Hoc Committee to review how the school district can implement calls to action for the Truth and Reconciliation Report as well as the United Nations Declaration for the Rights of Indigenous Peoples.
2. Feedback was received from the Lheidli T'enneh First Nation and the McLeod Lake Indian Band.

/dlh

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

**AD HOC COMMITTEE - TRUTH AND RECONCILIATION AND UNITED NATIONS
DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES**

TERMS OF REFERENCE

PURPOSE

The Ad Hoc Committee was formed by the following motion which was carried by the Board of Education at its regular public meeting of May 28, 2019:

That School District No. 57 (Prince George) form an Ad Hoc Committee to review how the school district can implement calls to action for the Truth and Reconciliation Report as well as the United Nations declaration for the rights of Indigenous people.

The Ad Hoc Committee will gather information and provide feedback and recommendations directly to the Board of Education.

SCOPE

1. To review and recommend priorities concerning the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action (Appendix A), specifically:
 - a. Research and develop an inventory of existing models and initiatives related to the TRC's Calls to Action.
 - b. Make recommendations regarding how School District No. 57 (Prince George) can implement the TRC Calls to Action, in alignment with recommendations for potential changes to District policy.
2. To review and recommend priorities concerning the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (Appendix B) and the Government of British Columbia's Bill 41 – 2019: Declaration on the Rights of Indigenous Peoples Act (Appendix C), specifically:
 - a. Research and develop an inventory of existing models and initiatives related to the Calls to Action outlined in Bill 41.
 - b. Make recommendations regarding how School District No. 57 (Prince George) can implement the Calls to Action outlined in Bill 41, in alignment with recommendations for potential changes to District policy.

MEMBERSHIP

- Two SD57 Trustees from the Board of Education
- A Lheidli T'enneh Nation Elder
- A McLeod Lake Indian Band Elder
- A Simpcw First Nation Elder
- A Lheidli T'enneh Nation Student
- A McLeod Lake Indian Band Student
- A Simpcw First Nation Student
- A Lheidli T'enneh Nation Councilor
- A McLeod Lake Indian Band Councilor
- A Simpcw First Nation Councilor
- The SD57 Superintendent of Schools
- The Director of Instruction – Indigenous Education
- The Secretary Treasurer
- The Lheidli T'enneh Nation Education Manager
- The McLeod Lake Indian Band Education Director
- The Simpcw First Nation Education Manager

CHAIRPERSON:

The committee will be co-chaired by the representatives from each Nation, as elected by the committee.

STAFF RESPONSIBLE:

- Superintendent of Schools

NOTE TAKING:

- The Superintendent of Schools will provide a recording secretary.

MEETINGS:

The committee will host meetings beginning in November 2020.

The Chair of the committee will present a summary of the meetings and any recommendations to the Board of Education of School District No.57 (Prince George) on or about June 30, 2021. A comprehensive report of the information gathered will be made available to all SD57 Trustees. The committee will be dissolved following this presentation, having met its mandate.

Appendix A

Ad Hoc Committee – Truth and Reconciliation and United Nations Declaration on the Rights of Indigenous Peoples

Terms of Reference

Select TRC Calls to Action

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:
 - i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
 - ii. Comparative funding for the education of First Nations children on and off reserves.
 - iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
 - iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

- v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
 - vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.
 - vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

Select Guiding Principle of Truth and Reconciliation:

10. Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

Appendix B

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES



United Nations

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES



United Nations

Resolution adopted by the General Assembly on 13 September 2007

*[without reference to a Main Committee (A/61/L.67
and Add.1)]*

61/295. United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Taking note of the recommendation of the Human Rights Council contained in its resolution 1/2 of 29 June 2006¹, by which the Council adopted the text of the United Nations Declaration on the Rights of Indigenous Peoples,

Recalling its resolution 61/178 of 20 December 2006, by which it decided to defer consideration of and action on the Declaration to allow time for further consultations thereon, and also decided to conclude its consideration before the end of the sixty-first session of the General Assembly,

1 See Official Records of the General Assembly, Sixty-first Session, Supplement No. 53 (A/61/53), part one, chap. II, sect. A.

Adopts the United Nations Declaration on the Rights of Indigenous Peoples as contained in the annex to the present resolution.

*107th plenary meeting
13 September 2007*

Annex

United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Guided by the purposes and principles of the Charter of the United Nations, and good faith in the fulfilment of the obligations assumed by States in accordance with the Charter,

Affirming that indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such,

Affirming also that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,

Affirming further that all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust,

Reaffirming that indigenous peoples, in the exercise of their rights, should be free from discrimination of any kind,

Concerned that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests,

Recognizing the urgent need to respect and promote the inherent rights of indigenous peoples which derive from their political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources,

Recognizing also the urgent need to respect and promote the rights of indigenous peoples

affirmed in treaties, agreements and other constructive arrangements with States,

Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur,

Convinced that control by indigenous peoples over developments affecting them and their lands, territories and resources will enable them to maintain and strengthen their institutions, cultures and traditions, and to promote their development in accordance with their aspirations and needs,

Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment,

Emphasizing the contribution of the demilitarization of the lands and territories of indigenous peoples to peace, economic and social progress and development, understanding and friendly relations among nations and peoples of the world,

Recognizing in particular the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child,

Considering that the rights affirmed in treaties, agreements and other constructive arrangements between States and indigenous peoples are, in some situations, matters of international concern, interest, responsibility and character,

Considering also that treaties, agreements and other constructive arrangements, and the relationship they represent, are the basis for a strengthened partnership between indigenous peoples and States,

Acknowledging that the Charter of the United Nations, the International Covenant on Economic, Social and Cultural Rights² and the International Covenant on Civil and Political Rights,² as well as the Vienna Declaration and Programme of Action,³ affirm the fundamental importance of the right to self-determination of all peoples, by

2 See resolution 2200 A (XXI), annex.

3 A/CONF.157/24 (Part I), chap. III.

virtue of which they freely determine their political status and freely pursue their economic, social and cultural development,

Bearing in mind that nothing in this Declaration may be used to deny any peoples their right to self-determination, exercised in conformity with international law,

Convinced that the recognition of the rights of indigenous peoples in this Declaration will enhance harmonious and cooperative relations between the State and indigenous peoples, based on principles of justice, democracy, respect for human rights, non-discrimination and good faith,

Encouraging States to comply with and effectively implement all their obligations as they apply to indigenous peoples under international instruments, in particular those related to human rights, in consultation and cooperation with the peoples concerned,

Emphasizing that the United Nations has an important and continuing role to play in promoting and protecting the rights of indigenous peoples,

Believing that this Declaration is a further important step forward for the recognition, promotion and protection of the rights and freedoms of indigenous peoples and in the development of relevant activities of the United Nations system in this field,

Recognizing and reaffirming that indigenous individuals are entitled without discrimination to all human rights recognized in international law, and that indigenous peoples possess collective rights which are indispensable for their existence, well-being and integral development as peoples,

Recognizing that the situation of indigenous peoples varies from region to region and from country to country and that the significance of national and regional particularities and various historical and cultural backgrounds should be taken into consideration,

Solemnly proclaims the following United Nations Declaration on the Rights of Indigenous Peoples as a standard of achievement to be pursued in a spirit of partnership and mutual respect:

Article 1

Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all

human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights⁴ and international human rights law.

Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

4 Resolution 217 A (III).

Article 5

Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Article 6

Every indigenous individual has the right to a nationality.

Article 7

1. Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.
2. Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.

Article 8

1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2. States shall provide effective mechanisms for prevention of, and redress for:
 - (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;
 - (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;
 - (c) Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights;
 - (d) Any form of forced assimilation or integration;
 - (e) Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.

Article 9

Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

Article 10

Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return.

Article 11

1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.

2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Article 12

1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.
2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future genera-

tions their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including

those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Article 16

1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.
2. States shall take effective measures to ensure that State-owned media duly reflect indigenous

cultural diversity. States, without prejudice to ensuring full freedom of expression, should encourage privately owned media to adequately reflect indigenous cultural diversity.

Article 17

1. Indigenous individuals and peoples have the right to enjoy fully all rights established under applicable international and domestic labour law.
2. States shall in consultation and cooperation with indigenous peoples take specific measures to protect indigenous children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development, taking into account their special vulnerability and the importance of education for their empowerment.
3. Indigenous individuals have the right not to be subjected to any discriminatory conditions of labour and, inter alia, employment or salary.

Article 18

Indigenous peoples have the right to participate in decision-making in matters which would affect

their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 19

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

Article 20

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.
2. Indigenous peoples deprived of their means of subsistence and development are entitled to just and fair redress.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

Article 22

1. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.
2. States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.

Article 23

Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Article 24

1. Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.
2. Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of this right.

Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.
3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.

Article 27

States shall establish and implement, in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving due recognition to indigenous peoples' laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwise occupied or used. Indigenous peoples shall have the right to participate in this process.

Article 28

1. Indigenous peoples have the right to redress, by means that can include restitution or, when this is not possible, just, fair and equitable compensation, for the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, taken, occupied, used or damaged without their free, prior and informed consent.
2. Unless otherwise freely agreed upon by the peoples concerned, compensation shall take

the form of lands, territories and resources equal in quality, size and legal status or of monetary compensation or other appropriate redress.

Article 29

1. Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination.
2. States shall take effective measures to ensure that no storage or disposal of hazardous materials shall take place in the lands or territories of indigenous peoples without their free, prior and informed consent.
3. States shall also take effective measures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented.

Article 30

1. Military activities shall not take place in the lands or territories of indigenous peoples, unless justified by a relevant public interest or otherwise freely agreed with or requested by the indigenous peoples concerned.
2. States shall undertake effective consultations with the indigenous peoples concerned, through appropriate procedures and in particular through their representative institutions, prior to using their lands or territories for military activities.

Article 31

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the

right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

Article 32

1. Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.
2. States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.
3. States shall provide effective mechanisms for just and fair redress for any such activities, and

appropriate measures shall be taken to mitigate adverse environmental, economic, social, cultural or spiritual impact.

Article 33

1. Indigenous peoples have the right to determine their own identity or membership in accordance with their customs and traditions. This does not impair the right of indigenous individuals to obtain citizenship of the States in which they live.
2. Indigenous peoples have the right to determine the structures and to select the membership of their institutions in accordance with their own procedures.

Article 34

Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.

Article 35

Indigenous peoples have the right to determine the responsibilities of individuals to their communities.

Article 36

1. Indigenous peoples, in particular those divided by international borders, have the right to maintain and develop contacts, relations and cooperation, including activities for spiritual, cultural, political, economic and social purposes, with their own members as well as other peoples across borders.
2. States, in consultation and cooperation with indigenous peoples, shall take effective measures to facilitate the exercise and ensure the implementation of this right.

Article 37

1. Indigenous peoples have the right to the recognition, observance and enforcement of treaties, agreements and other constructive arrangements concluded with States or their successors and to have States honour and re-

spect such treaties, agreements and other constructive arrangements.

2. Nothing in this Declaration may be interpreted as diminishing or eliminating the rights of indigenous peoples contained in treaties, agreements and other constructive arrangements.

Article 38

States in consultation and cooperation with indigenous peoples, shall take the appropriate measures, including legislative measures, to achieve the ends of this Declaration.

Article 39

Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration.

Article 40

Indigenous peoples have the right to access to and prompt decision through just and fair procedures for the resolution of conflicts and disputes with States or other parties, as well as to effective

remedies for all infringements of their individual and collective rights. Such a decision shall give due consideration to the customs, traditions, rules and legal systems of the indigenous peoples concerned and international human rights.

Article 41

The organs and specialized agencies of the United Nations system and other intergovernmental organizations shall contribute to the full realization of the provisions of this Declaration through the mobilization, inter alia, of financial cooperation and technical assistance. Ways and means of ensuring participation of indigenous peoples on issues affecting them shall be established.

Article 42

The United Nations, its bodies, including the Permanent Forum on Indigenous Issues, and specialized agencies, including at the country level, and States shall promote respect for and full application of the provisions of this Declaration and follow up the effectiveness of this Declaration.

Article 43

The rights recognized herein constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.

Article 44

All the rights and freedoms recognized herein are equally guaranteed to male and female indigenous individuals.

Article 45

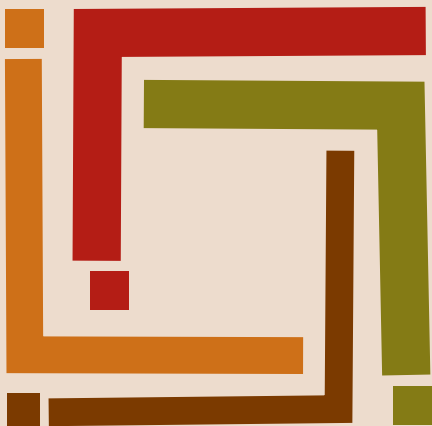
Nothing in this Declaration may be construed as diminishing or extinguishing the rights indigenous peoples have now or may acquire in the future.

Article 46

1. Nothing in this Declaration may be interpreted as implying for any State, people, group or person any right to engage in any activity or to perform any act contrary to the Charter of the United Nations or construed as authorizing or encouraging any action which would dismem-

ber or impair, totally or in part, the territorial integrity or political unity of sovereign and independent States.

2. In the exercise of the rights enunciated in the present Declaration, human rights and fundamental freedoms of all shall be respected. The exercise of the rights set forth in this Declaration shall be subject only to such limitations as are determined by law and in accordance with international human rights obligations. Any such limitations shall be non-discriminatory and strictly necessary solely for the purpose of securing due recognition and respect for the rights and freedoms of others and for meeting the just and most compelling requirements of a democratic society.
3. The provisions set forth in this Declaration shall be interpreted in accordance with the principles of justice, democracy, respect for human rights, equality, non-discrimination, good governance and good faith.



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The printed version remains the official version.

HONOURABLE SCOTT FRASER
MINISTER OF INDIGENOUS RELATIONS
AND RECONCILIATION

BILL 41 – 2019

DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT

Contents

- 1 Interpretation
- 2 Purposes of Act
- 3 Measures to align laws with Declaration
- 4 Action plan
- 5 Annual report
- 6 Agreements
- 7 Decision-making agreements
- 8 Offence Act
- 9 Power to make regulations
- 10 Commencement

Schedule

Explanatory Note

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

Interpretation

1 (1) In this Act:

"Declaration" means the United Nations Declaration on the Rights of Indigenous Peoples set out in the Schedule;

"Indigenous governing body" means an entity that is authorized to act on behalf of Indigenous peoples that hold rights recognized and affirmed by section 35 of the *Constitution Act, 1982*;

"Indigenous peoples" has the same meaning as aboriginal peoples in section 35 of the *Constitution Act, 1982*;

"statutory power of decision" has the same meaning as in the *Judicial*

Review Procedure Act.

(2) For the purposes of implementing this Act, the government must consider the diversity of the Indigenous peoples in British Columbia, particularly the distinct languages, cultures, customs, practices, rights, legal traditions, institutions, governance structures, relationships to territories and knowledge systems of the Indigenous peoples in British Columbia.

(3) For certainty, nothing in this Act, nor anything done under this Act, abrogates or derogates from the rights recognized and affirmed by section 35 of the *Constitution Act, 1982*.

(4) Nothing in this Act is to be construed as delaying the application of the Declaration to the laws of British Columbia.

Purposes of Act

2 The purposes of this Act are as follows:

- (a) to affirm the application of the Declaration to the laws of British Columbia;
- (b) to contribute to the implementation of the Declaration;
- (c) to support the affirmation of, and develop relationships with, Indigenous governing bodies.

Measures to align laws with Declaration

3 In consultation and cooperation with the Indigenous peoples in British Columbia, the government must take all measures necessary to ensure the laws of British Columbia are consistent with the Declaration.

Action plan

4 (1) The government must prepare and implement an action plan to achieve the objectives of the Declaration.

(2) The action plan must be prepared and implemented in consultation and cooperation with the Indigenous peoples in British Columbia.

(3) The action plan must contain the date on or before which the government must initiate a review of the action plan.

(4) After the action plan is prepared, the minister must, as soon as practicable,

- (a) lay the action plan before the Legislative Assembly if the Legislative Assembly is then sitting, or
- (b) file the action plan with the Clerk of the Legislative Assembly if the Legislative Assembly is not sitting.

(5) The government may prepare a new action plan in accordance with this

section.

Annual report

- 5** (1) Each year the minister must prepare a report for the 12-month period ending on March 31.
- (2) The report must be prepared in consultation and cooperation with the Indigenous peoples in British Columbia.
- (3) In the report under subsection (1), the minister must report on the progress that has been made towards implementing the measures referred to in section 3 and achieving the goals in the action plan.
- (4) On or before June 30 in each year, the minister must
- (a) lay the report prepared for the 12-month period ending on March 31 in that year before the Legislative Assembly, if the Legislative Assembly is then sitting, or
 - (b) file the report prepared for the 12-month period ending on March 31 in that year with the Clerk of the Legislative Assembly, if the Legislative Assembly is not sitting.

Agreements

- 6** (1) For the purposes of this Act, a member of the Executive Council, on behalf of the government, may enter into an agreement with an Indigenous governing body.
- (2) Subsection (1)
- (a) is subject to section 7, and
 - (b) does not limit a power of the member to enter into an agreement under any other enactment.

Decision-making agreements

- 7** (1) For the purposes of reconciliation, the Lieutenant Governor in Council may authorize a member of the Executive Council, on behalf of the government, to negotiate and enter into an agreement with an Indigenous governing body relating to one or both of the following:
- (a) the exercise of a statutory power of decision jointly by
 - (i) the Indigenous governing body, and
 - (ii) the government or another decision-maker;
 - (b) the consent of the Indigenous governing body before the exercise of a statutory power of decision.
- (2) A member authorized under subsection (1) to negotiate an agreement may enter into the agreement without further authorization from the Lieutenant

Governor in Council unless the Lieutenant Governor in Council restricts the initial authorization to only the negotiation of the agreement.

(3) Within 15 days after the Lieutenant Governor in Council authorizes the member to negotiate an agreement under subsection (1), the member must make public a summary of the local governments and other persons the member intends to consult before or during the negotiation.

(4) An agreement entered into under subsection (1)

(a) must be published in the Gazette, and

(b) is not effective until the agreement is published in the Gazette or a later date specified in the agreement.

(5) For certainty, subsection (4) applies to an agreement that amends an agreement entered into under subsection (1).

Offence Act

8 Section 5 of the *Offence Act* does not apply to this Act.

Power to make regulations

9 The Lieutenant Governor in Council may make regulations referred to in section 41 of the *Interpretation Act*.

Commencement

10 This Act comes into force on the date of Royal Assent.

SCHEDULE

(Section 1)

United Nations Declaration on the Rights of Indigenous Peoples

Resolution adopted by the General Assembly

[without reference to a Main Committee (A/61/L.67 and Add.1)]

61/295. United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Taking note of the recommendation of the Human Rights Council contained in its resolution 1/2 of 29 June 2006,¹ by which the Council adopted the text of the United Nations Declaration on the Rights of Indigenous Peoples,

Recalling its resolution 61/178 of 20 December 2006, by which it decided to defer consideration of and action on the Declaration to allow time for further consultations thereon, and also decided to conclude its consideration before the end of the sixty-first session of the General Assembly,

Adopts the United Nations Declaration on the Rights of Indigenous Peoples as contained in the annex to the present resolution.

107th plenary meeting

13 September 2007

Annex

United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Guided by the purposes and principles of the Charter of the United Nations, and good faith in the fulfilment of the obligations assumed by States in accordance with the Charter,

Affirming that indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such,

Affirming also that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,

Affirming further that all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust,

Reaffirming that indigenous peoples, in the exercise of their rights, should be free from discrimination of any kind,

Concerned that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests,

Recognizing the urgent need to respect and promote the inherent rights of indigenous peoples which derive from their political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources,

Recognizing also the urgent need to respect and promote the rights of indigenous peoples affirmed in treaties, agreements and other constructive arrangements with States,

Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur,

Convinced that control by indigenous peoples over developments affecting them and their lands, territories and resources will enable them to maintain and strengthen their institutions, cultures and traditions, and to promote their development in accordance with their aspirations and needs,

Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment,

Emphasizing the contribution of the demilitarization of the lands and territories of indigenous peoples to peace, economic and social progress and development, understanding and friendly relations among nations and peoples of the world,

Recognizing in particular the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child,

Considering that the rights affirmed in treaties, agreements and other constructive arrangements between States and indigenous peoples are, in some situations, matters of international concern, interest, responsibility and character,

Considering also that treaties, agreements and other constructive arrangements, and the relationship they represent, are the basis for a strengthened partnership between indigenous peoples and States,

Acknowledging that the Charter of the United Nations, the International Covenant on Economic, Social and Cultural Rights² and the International Covenant on Civil and Political Rights,² as well as the Vienna Declaration and Programme of Action,³ affirm the fundamental importance of the right to self-determination of all peoples, by virtue of which they freely determine their political status and freely pursue their economic, social and cultural development,

Bearing in mind that nothing in this Declaration may be used to deny any peoples their right to self-determination, exercised in conformity with international law,

Convinced that the recognition of the rights of indigenous peoples in this Declaration will enhance harmonious and cooperative relations between the State and indigenous peoples, based on principles of justice, democracy, respect for human rights, non-discrimination and good faith,

Encouraging States to comply with and effectively implement all their obligations as they apply to indigenous peoples under international instruments, in particular those related to human rights, in consultation and cooperation with the peoples concerned,

Emphasizing that the United Nations has an important and continuing role to play in promoting and protecting the rights of indigenous peoples,

Believing that this Declaration is a further important step forward for the recognition, promotion and protection of the rights and freedoms of indigenous peoples and in the development of relevant activities of the United Nations system in this field,

Recognizing and reaffirming that indigenous individuals are entitled without discrimination to all human rights recognized in international law, and that indigenous peoples possess collective rights which are indispensable for their existence, well-being and integral

development as peoples,

Recognizing that the situation of indigenous peoples varies from region to region and from country to country and that the significance of national and regional particularities and various historical and cultural backgrounds should be taken into consideration,

Solemnly proclaims the following United Nations Declaration on the Rights of Indigenous Peoples as a standard of achievement to be pursued in a spirit of partnership and mutual respect:

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Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights⁴ and international human rights law.

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Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

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Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

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Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

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Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

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Every indigenous individual has the right to a nationality.

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1. Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.
2. Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act

of violence, including forcibly removing children of the group to another group.

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1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2. States shall provide effective mechanisms for prevention of, and redress for:
 - (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;
 - (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;
 - (c) Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights;
 - (d) Any form of forced assimilation or integration;
 - (e) Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.

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Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

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Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return.

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1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.
2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

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1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain,

protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.

2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

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1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Article 16

1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.

2. States shall take effective measures to ensure that State-owned media duly reflect indigenous cultural diversity. States, without prejudice to ensuring full freedom of expression, should encourage privately owned media to adequately reflect indigenous cultural diversity.

Article 17

1. Indigenous individuals and peoples have the right to enjoy fully all rights established under applicable international and domestic labour law.
2. States shall in consultation and cooperation with indigenous peoples take specific measures to protect indigenous children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development, taking into account their special vulnerability and the importance of education for their empowerment.
3. Indigenous individuals have the right not to be subjected to any discriminatory conditions of labour and, inter alia, employment or salary.

Article 18

Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 19

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

Article 20

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.
2. Indigenous peoples deprived of their means of subsistence and development are entitled to just and fair redress.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

Article 22

1. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.
2. States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.

Article 23

Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Article 24

1. Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.
2. Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of this right.

Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.

3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.

Article 27

States shall establish and implement, in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving due recognition to indigenous peoples' laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwise occupied or used. Indigenous peoples shall have the right to participate in this process.

Article 28

1. Indigenous peoples have the right to redress, by means that can include restitution or, when this is not possible, just, fair and equitable compensation, for the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, taken, occupied, used or damaged without their free, prior and informed consent.
2. Unless otherwise freely agreed upon by the peoples concerned, compensation shall take the form of lands, territories and resources equal in quality, size and legal status or of monetary compensation or other appropriate redress.

Article 29

1. Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination.
2. States shall take effective measures to ensure that no storage or disposal of hazardous materials shall take place in the lands or territories of indigenous peoples without their free, prior and informed consent.
3. States shall also take effective measures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented.

Article 30

1. Military activities shall not take place in the lands or territories of indigenous peoples, unless justified by a relevant public interest or otherwise freely agreed with or requested by the indigenous peoples concerned.
2. States shall undertake effective consultations with the indigenous peoples concerned, through appropriate procedures and in particular through their

representative institutions, prior to using their lands or territories for military activities.

Article 31

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.
2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

Article 32

1. Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.
2. States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.
3. States shall provide effective mechanisms for just and fair redress for any such activities, and appropriate measures shall be taken to mitigate adverse environmental, economic, social, cultural or spiritual impact.

Article 33

1. Indigenous peoples have the right to determine their own identity or membership in accordance with their customs and traditions. This does not impair the right of indigenous individuals to obtain citizenship of the States in which they live.
2. Indigenous peoples have the right to determine the structures and to select the membership of their institutions in accordance with their own procedures.

Article 34

Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.

Article 35

Indigenous peoples have the right to determine the responsibilities of individuals to

their communities.

Article 36

1. Indigenous peoples, in particular those divided by international borders, have the right to maintain and develop contacts, relations and cooperation, including activities for spiritual, cultural, political, economic and social purposes, with their own members as well as other peoples across borders.
2. States, in consultation and cooperation with indigenous peoples, shall take effective measures to facilitate the exercise and ensure the implementation of this right.

Article 37

1. Indigenous peoples have the right to the recognition, observance and enforcement of treaties, agreements and other constructive arrangements concluded with States or their successors and to have States honour and respect such treaties, agreements and other constructive arrangements.
2. Nothing in this Declaration may be interpreted as diminishing or eliminating the rights of indigenous peoples contained in treaties, agreements and other constructive arrangements.

Article 38

States, in consultation and cooperation with indigenous peoples, shall take the appropriate measures, including legislative measures, to achieve the ends of this Declaration.

Article 39

Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration.

Article 40

Indigenous peoples have the right to access to and prompt decision through just and fair procedures for the resolution of conflicts and disputes with States or other parties, as well as to effective remedies for all infringements of their individual and collective rights. Such a decision shall give due consideration to the customs, traditions, rules and legal systems of the indigenous peoples concerned and international human rights.

Article 41

The organs and specialized agencies of the United Nations system and other intergovernmental organizations shall contribute to the full realization of the provisions of this Declaration through the mobilization, inter alia, of financial cooperation and technical assistance. Ways and means of ensuring participation of indigenous peoples on issues affecting them shall be established.

Article 42

The United Nations, its bodies, including the Permanent Forum on Indigenous Issues, and specialized agencies, including at the country level, and States shall promote respect for and full application of the provisions of this Declaration and follow up the effectiveness of this Declaration.

Article 43

The rights recognized herein constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.

Article 44

All the rights and freedoms recognized herein are equally guaranteed to male and female indigenous individuals.

Article 45

Nothing in this Declaration may be construed as diminishing or extinguishing the rights indigenous peoples have now or may acquire in the future.

Article 46

1. Nothing in this Declaration may be interpreted as implying for any State, people, group or person any right to engage in any activity or to perform any act contrary to the Charter of the United Nations or construed as authorizing or encouraging any action which would dismember or impair, totally or in part, the territorial integrity or political unity of sovereign and independent States.
2. In the exercise of the rights enunciated in the present Declaration, human rights and fundamental freedoms of all shall be respected. The exercise of the rights set forth in this Declaration shall be subject only to such limitations as are determined by law and in accordance with international human rights obligations. Any such limitations shall be non-discriminatory and strictly necessary solely for the purpose of securing due recognition and respect for the rights and freedoms of others and for meeting the just and most compelling requirements of a democratic society.
3. The provisions set forth in this Declaration shall be interpreted in accordance with the principles of justice, democracy, respect for human rights, equality, non-discrimination, good governance and good faith.

¹ See Official Records of the General Assembly, Sixty-first Session, Supplement No. 53 (A/61/53), part one, chap. II, sect. A.

² See resolution 2200 A (XXI), annex.

³ A/CONF.157/24 (Part I), chap. III.

⁴ Resolution 217 A (III).

Explanatory Note

This Bill requires the government to take all measures necessary to ensure the laws of British Columbia are consistent with the United Nations Declaration on the Rights of Indigenous Peoples and to prepare and implement an action plan to achieve the objectives of the Declaration. The minister must report annually on the progress that has been made towards implementing the necessary measures and achieving the goals in the action plan. The Bill also provides for agreements to be entered into with Indigenous governing bodies, including agreements relating to the exercise of a statutory power of decision.

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SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

October 27, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Bekkering

SUBJECT: **LHEIDLI T'ENNEH NATION AND MCLEOD LAKE INDIAN
BAND REQUEST FOR TRUSTEE VARIANCE IN SD57**

RECOMMENDATION

That the Board of Education write a letter of support to the Lheidli T'enneh Nation and McLeod Lake Indian Band regarding their request for the addition of two Indigenous Trustees, one to represent the McLeod Lake Indian Band and the other to represent the Lheidli T'enneh Nation on the School District No. 57 (Prince George) Board of Education.

* * * * *

Rationale:

SD57 has Local Education Agreements with both Lheidli T'enneh Nation and McLeod Lake Indian Band. Nominal Roll funding for students ordinarily on reserve is transferred from the Federal Government to the First Nation and subsequently paid to SD57 based on a First Nation Student Rate calculated by the Ministry of Education.

On May 28, 2019 at the public board meeting, Dayi Pountney requested that the Board of Education support their efforts to have one of the seven Trustee positions filled by a Lheidli T'enneh member.

On November 27, 2019, Bill 41 – 2019: Declaration on the Rights of Indigenous Peoples Act is passed in the BC Legislature forging a new path forward in relationships with Indigenous People and Governments.

In the Fall of 2019, Dayi Pountney wrote to the Minister of Education to request that he appoint an Indigenous trustee to the Board of Education of School District No.57 (Prince George). In a letter dated November 4, 2019, the Minister of Education informed Dayi Pountney that the *School Act* does not provide him the power to appoint Trustees as they are elected positions.

On November 29, 2019, SD57 and Lheidli T'enneh at a Balhats (the Lheidli T'enneh governance structure), agreed to work together in a Government to Government relationship.

On September 29, 2020, Lheidli T'enneh Nation and McLeod Lake Indian Band together held a public media event to officially request SD57 Board of Education support for the addition of two Indigenous Trustees. This was subsequently followed by a joint letter sent to the SD57 Board of Education requesting the SD57 Board of Education support the addition of two Indigenous trustees, one to represent the McLeod Lake Indian Band and other to represent Lheidli T'enneh Nation.

The Board recognizes the strong support received from a number of Indigenous community organizations regarding the joint request from Lheidli T'enneh Nation and McLeod Lake Indian Band.

The Board acknowledges that it is not within the mandate of the Board of Education to change the *School Act*, *BC Elections Act* or any other legislative process. The Board recognizes that jurisdiction to make the requested changes lies with the Provincial Government.

The Board supports the Government to Government relationship between Indigenous First Nations and the Provincial Government as stated in Bill 41 and acknowledges the right of the Lheidli T'enneh Nation and McLeod Lake Indian Band to move forward their request to the Provincial Government by engaging in all steps of the procedures as outlined in the Trustee Variation Guidelines, including thorough public consultation.

DP/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

November 3, 2020

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **BRITISH COLUMBIA SCHOOL TRUSTEES' ASSOCIATION**

It was a busy and productive BCSTA Provincial Council business meeting conducted on Zoom on Saturday October 24th! We heard oral reports from the President, Chief Executive Officer and Canadian School Board Association. As well updates from the Professional Learning Committee and the Indigenous Education Committee.

Action items covered were audited financial statements for the year ended June 30, 2020, and BCSTA budget planning for 2021-2022. Provincial councilors approved some minor Constitution and Bylaw changes for the Metropolitan, Thompson Okanagan, Vancouver Island and our Northern Interior Branch. Thirteen advocacy motions were approved including the one motion our board submitted! It was 9.8 aligning school construction with enrollment projections:

Be it resolved, that BCSTA urge the Minister of Education and the Minister of Finance to request that capital funding for new schools and expansions including seismic mitigation projects, be consistently provided on the basis of a ten-year projection for enrollment rather than on the current enrollment.

The motion was approved unanimously and was very well received by all districts.

All Trustees are looking forward to taking part in the fall BCSTA Trustee Academy virtually Friday, November 27th and Saturday, November 28th.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

November 3, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Warrington

SUBJECT: **DISTRICT PARENT ADVISORY COUNCIL, OCTOBER 16, 2020**

REPORT:

The District Parent Advisory Council (DPAC) meeting was held on October 16th by Zoom. The partner group portion of the meeting is available to be viewed on DPAC's website. Partner Group Representatives joined the meeting around 7:30 p.m.

Partner Group Representatives present were:

- Superintendent Anita Richardson
- Parrish Child – Representing the Prince George Principals and Vice Principals Association
- Joanne Hapke – Representing the Prince George Teachers' Association
- Karen Wong – Representing CUPE 3742
- Sharel Warrington – Representing the Board of Education

DPAC prepared the following three questions for the partner group discussion portion of their meeting:

1. Are there any updates related to the Restart Plan and School Organization that parents need to know?
2. Have there been updates to the District Org Chart since the beginning of September?
3. Outstanding from the PAC Info Session: Regarding the standardization of information provided to school admin and parents groups. Has there been progress made on that? If not, is there a plan and a timeline?

In response to question #1, Superintendent Richardson provided information on updates related to the Restart Plan and responded to questions. She reported that there has been a decision to reduce the number of physical contacts within schools, for example, classroom doors remain open, water fountains now remain closed, water bottle filling stations and disposable cups are available.

Regarding School re-organization, Superintendent Richardson reported that students and staff were settling into the new configuration in spite of the difficult year. She reported on enrolment changes and that the finalized numbers are not confirmed. As of Oct 5th, regular classroom enrolment is down by 386 students, distance/ distributed learning/ adult enrolment is up about 200 students and overall there is a decline of about 185 students (FTE).

In response to question #2, Superintendent Richardson provided DPAC members with a slide of the District Organization Chart and responded to questions. Several of the questions were related to the Center for Learning Alternatives. Superintendent Richardson responded to these questions and explained the changes that have taken place over the past year. She explained how the district is looking at different ways to support all our learners.

Regarding question #3, and DPAC's Information Session held on Wednesday Sept 30th. Superintendent Richardson reported that the District will continue to provide reminders on how PAC's can continue their work. Parrish Child reported that clarity with the district is working. It was noted that everything is filtering through the Principals.

Partner Group Reports:

Superintendent Richardson recognized World Teachers' Day. She thanked DPAC for their work and for the opportunity to respond to their questions. She gave a shout out to our teachers and PAC's and shared her appreciation for the open lines of communication between the District and parents.

As this month's DPAC Liaison, I thanked the DPAC members for the opportunity to join and listen to the questions and responses shared. I commented on the Board's first Board meeting of the new school year. My comments included the Board's discussion and approval of the audited financial statements for the budget year of 2019/20. I acknowledged the concerns raised by parents during the past week regarding the need to reduce divisions in some of our elementary schools and I thanked parents who reached out to the Board with their concerns.

Joanne Hapke – President of the Prince George District Teachers' Association, commented on World Teachers' Day and that coffee and timbits donated by Tim Hortons were delivered to schools in appreciation of our teacher's work. She commented that teachers are getting settled into their new assignments. Andrea Beckett thanked our teachers for their work.

Karen Wong – President of CUPE 3742 thanked DPAC for the invitation to be present. She spoke to the start of school year and the challenge of needing to wait for things to return to normal.

Parish Child – Representing the Prince George Principals and Vice Principals Association commented that principals are "so happy to have students back in school" and are working hard to keeping activities as normal as possible.

Andrea Beckett thanked all partners for their work and announced the election of the new DPAC Executive.

The next meeting of DPAC will be on November 2nd at 6:30 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

November 3, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **DISTRICT STUDENT ADVISORY COUNCIL**

REPORT:

The District Student Advisory Council is putting the finishing touches on student representation from around the district and plans to have their first meeting mid-November at the Van Bien Training and Development Centre.

After the initial meeting, meetings will be held the first Monday of the month for the rest of the school year. They will start with defining their important work for the year and begin their book study on "The Decision Playbook"! As well, DSAC will elect a new Chair and Vice Chair. As I mentioned at the last public board meeting, they plan to move from just taking part in meetings to student agency!

RP/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

October 13, 2020

TO: Board of Education

FROM: Trustee Derrick

SUBJECT: **INDIGENOUS EDUCATION ADVISORY COMMITTEE**

The Indigenous Education Advisory Committee held its meeting on October 13, 2020, the topics and discussions included:

- Discussion regarding remuneration for Elders in schools
- Discussion regarding who can sit on committees
- Discussion regarding Metis Representatives
- Budget Discussion
- Discussion regarding Pit House of Wellness: Braiding (weaving) our Paths. A tool to help with the Dakelh way of knowing.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

November 3, 2020

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **TRUSTEE REPORT – OCTOBER 2020**

Monday October 5th
Chair Education Services Committee Meeting

Wednesday October 7th
Duchess Park Family of Schools Meeting (Zoom)

Thursday October 8th
Trustee Liaison school visit of Shas-Ti Kelly Road Secondary

Friday October 9th and Saturday, October 10th
Board Workshop with Eli Mina

Tuesday October 13th
Trustee/Senior Administration Meeting

Thursday October 15th
Trustee Liaison school visit at Glenview and Hart Highland Elementary

Friday October 16th
Trustee Liaison school visit at Springwood and Nukko Lake Elementary

Monday October 19th
In Camera Meeting (Zoom)

Wednesday October 21st
Lunch visit with Lheidli T'enneh First Nation- Chief and Council

Saturday October 24th
BCSTA Provincial Council Business Meeting-(Zoom)

Wednesday October 28th
Trustee Liaison school visit at Heather Park Elementary

Thursday October 29th
BCSTA Board workshop (Zoom)

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

November 3, 2020

TO: Board of Education

FROM: Trustee Warrington

SUBJECT: **TRUSTEE REPORT – OCTOBER 2020**

October has been a busy month.

On October 2nd – Participated in the British Columbia Public Schools Employer Association Board of Directors meeting by Zoom. A detailed report on this meeting has been circulated to all Trustees by NewsLink Express.

October 5th – Attended the regular monthly meeting of the Education Services Committee and following that meeting on behalf of the Board attended the monthly meeting of the District Parent Advisory Council. Both meetings took place by Zoom.

October 7th – Along with Trustees, I attended the Duchess Park Family of Schools meeting again by Zoom. The meeting provided an opportunity to meet the new administrators of the Duchess Park family. Each Principal shared their thoughts regarding the start of this very different year and the plans they were developing with their staff on moving forward. They then spoke to their focus on Indigenous Education, Equity and Engagement. All in all, a very thoughtful and informative meeting.

On October 9th and 10th – Joined all Trustees in a meeting with Eli Mina on Board Effectiveness, Roberts Rules of Order and Responsible Governance. This two-day meeting provided an opportunity for thoughtful and very productive discussion on shared decision making, relationships, and the work of the board.

October 13th – Along with all Trustees, Superintendent Richardson and Secretary Treasurer Patterson, participated in an overview of the Board Performance Review Process guided by BCSTA leadership staff. Following the overview, individually we completed the Board Performance Review survey questions.

On October 20th – Attended the monthly Education Programs and Planning Committee meeting. This was a very informative meeting around the work ahead.

On October 21st – Joined Trustees in an informal meeting with Lheidli T'enneh Nation and McLeod Lake Indian Band Councils at the House of the Ancestors.

October 28th – Participated in the BCPSEA Board of Directors Zoom meeting to receive updates on BCPSEA matters.

October 29th - Along with all Trustees, Superintendent Richardson and Secretary Treasurer Patterson attended the Board Performance-Self-Assessment debrief. During this meeting, we received and discussed the performance review survey results and identified emerging themes. Overall, although the year ahead will continue to be challenging, October has provided an opportunity to reflect on the work of the Board and an opportunity to begin developing plans for the work ahead.



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

2100 Ferry Avenue, Prince George, B.C. V2L 4R5

Phone: (250) 561-6800 • Fax (250) 561-6801
www.sd57.bc.ca

September 29, 2020

Aboriginal Housing Society of Prince George
Email: ed@ahspg.ca

Attention: Christos Vardacostas

To Whom It May Concern:

Re: Learning Centre Support

School District No. 57 would like to extend its support to the Aboriginal Housing Society of Prince George (A.H.S.P.G.) as it works towards the exciting initiative of collaborating on the development of a new Learning Centre.

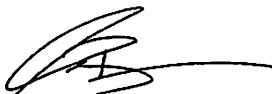
The Aboriginal Housing Society of Prince George has been working diligently to help provide support for the urban Indigenous community on Lheidli T'enneh First Nation traditional territory for over 35 years, currently supporting Elders, families and individuals of all ages with safe, healthy and affordable homes. A.H.S.P.G.'s mandate includes supporting learning and education.

As A.H.S.P.G. embarks on beginning development of a new urban Indigenous community development this year, to include multiple phases of residential, service and recreational and cultural amenities, collaboration on a Learning Centre becomes a critical element of this community. The Learning Centre is to include Indigenous authored books for all ages, as well as digital and online resources and supports. It is also to act as a central hub for the community living on site and broader Indigenous community served by A.H.S.P.G.

School District No. 57 can provide demographic data, programming guidance, and other supportive actions that help move the development of the Learning Centre forward.

School District No. 57 looks forward to participating and collaborating in further stakeholder engagement for this Learning Centre and related services and cultural amenities.

Respectfully,



Tim Bennett, Chair
Board of Education

/dlm



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

2100 Ferry Avenue, Prince George, B.C. V2L 4R5

Phone: (250) 561-6800 • Fax (250) 561-6801
www.sd57.bc.ca

September 29, 2020

Public Safety Canada
269 Laurier Avenue W
Ottawa, Ontario K1A 0P8

To Whom it May Concern,

Re: Takla Nation Youth Diversion Project – Letter of Support

On behalf of School District No.57 (Prince George), please accept this letter of support for Takla Nation in their development and implementation of the Youth Diversion Project.

School District No.57 is located in the centre of the province, extending north to Mackenzie, south to Hixon, and east to McBride and Valemount. The School District is pleased to serve students from Takla Nation. The District encompasses 52,000 square kilometers and is the second largest school district in the province in geographical size. It has a student population of approximately 13,000 students enrolled in 32 elementary schools, 8 secondary schools, and a Centre for Learning Alternatives which includes continuing, distance, international and alternate programs. The district administers an operating budget of \$147,000,000 and employs 866 (FTE) teachers and 814 (FTE) support staff.

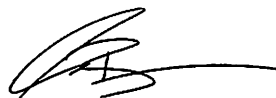
School District No.57 (Prince George) is fully committed to the delivery of Indigenous Education as mandated through the British Columbia Ministry of Education and rooted within the communities it serves. The School District recognizes the significance of the First People Principles of Learning and Indigenous wisdom teachings to all learners. We currently have 3,655 Indigenous students within our district, making up approximately 27% of our total student population - the largest number of self-identified Indigenous students within the province of British Columbia.

The Board of Education acknowledges the significant Indigenous student population within the District and is committed to transforming educational experiences and academic achievement for all learners. As an organization we are committed to closing the educational and opportunity gap for Indigenous students, by supporting learning experiences that serve to foster authentic student engagement, reinforce pride and self-esteem amongst Indigenous students, and encourage Indigenous students to see themselves in a positive way to establish a sense of belonging within the community.

Takla Nation's Youth Diversion Project is in direct alignment with our goals and objectives to advance and enhance education and opportunities for Indigenous students. This project presents an innovative and transformational opportunity for Takla youth to experience their values, language, history, and culture integrated with their education. We fully support Takla Nation in this undertaking, and commit to offering services and supports where needed to ensure the successful delivery of this program. It is our hope that this program serves as a pilot project which can be replicated and scaled up in the future.

If you require more information about School District No. 57, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to be 'Tim Bennett', with a long horizontal stroke extending to the right.

Tim Bennett, Chair
Board of Education

Cc: Scott Hickling, GM Operations, Takla Nation

/dlm



Lheidli T'enneh

Wheni Lheidli T'enneh ts'inli

September 29, 2020

Chair Tim Bennett
SD57 Board of Education
2100 Ferry Avenue
Prince George, BC V2L 4R5



RECEIVED

SEP 29 2020

D.N.

SD57 Board of Education Support for Indigenous Trustees

We respectfully request the SD57 Board of Education support the addition of two indigenous trustees, one to represent the McLeod Lake Indian Band and the other to represent the Lheidli T'enneh Nation. We have discussed this proposal several times for over a year and we feel the time for action has come. Either the SD57 Board of Education supports the proposal or not but our communities need to know where the Board stands and soon.

The only way our communities can ensure that our students and other indigenous students are receiving the support they deserve is for our communities to have a trustee making decisions at the Board of Education table. Local Education Agreements and participation in committees and consultation processes only goes so far. We need and deserve a seat at the decision-making table, and we believe it is time the SD57 Board of Education supported our call. We have entered the Era of Reconciliation in BC with the passing last November of Bill 41 the United Nations Declaration on the Rights of Indigenous Peoples Act. We say it is now time for the SD57 Board of Education to act and support our call for two indigenous trustee positions to be added to the Board.

Our students for too long have been second-class citizens in the public-school system. We have gone from being wards of the state to wards of the school system. Governments respond by sending more money for indigenous students to school districts and we have no idea how those funds are being spent. The graduation rates of indigenous students continue to fall well below those of non-indigenous students. Our members have made it clear to both Councils that this is a key priority for our communities and our students. The future of both communities' rests with the success of our students and they deserve our support.

Sincerely,

Dayi Clay Pountney
Lheidli T'enneh Nation

Chief Harley Chingee
McLeod Lake Indian Band



REPLY TO:
☒ **PRINCE GEORGE OFFICE**
1460 - 6th Avenue
Prince George, B.C. V2L 3N2
Phone: (250) 562-6279
Fax: (250) 562-8206
www.cstc.bc.ca

☐ **HEAD OFFICE**
Wet'suwet'en First Nation
PO Box 760
Burns Lake, B.C.
V0J 1E0



October 8th, 2020

Chair Tim Bennett and SD57 Board of Education
2100 Ferry Avenue
Prince George, BC V2L 4R5

LETTER OF SUPPORT FOR INDIGENOUS TRUSTEES

Dear Chair Bennett:

We respectfully request that you and the Board accept this letter as strong support for the creation of two indigenous trustee positions on the S57 Board of Education.

The Carrier Sekani Tribal Council (CSTC) is based in Prince George on the unceded ancestral lands of the Lheidli T'enneh Nation. CSTC represents seven indigenous communities in North-Central BC. Many members of our communities live in Prince George. Their children attend SD57 schools. We understand that approximately 30% of the students in SD57 schools self-identify as indigenous.

CSTC believes the time has come to have indigenous trustees on the SD57 Board to represent the two largest communities in SD57, the Lheidli T'enneh Nation, and the McLeod Lake Indian Band. The Chiefs of these communities have made it abundantly clear in recent public statements that the trustees representing their communities would also be representing the indigenous students from other communities and all students in the district.

This is an opportunity for S57 Board of Education to demonstrate your forward thinking to engage the spirit of reconciliation between Indigenous and non-Indigenous peoples. You can, and should, take the lead in supporting the intentions of the Truth and Reconciliation Commission Calls to Action, the United Nations Declaration of Indigenous Peoples and finally the BC Declaration of the Rights of Indigenous People Act. Our children matter. We must work together for the best interests of our children and our future together.

We urge the SD57 Board of Education to vote in favour of this initiative and then support the Lheidli T'enneh Nation and the McLeod Lake Indian Band in their work with the new Minister of Education to make this happen in time for the new government.

Sincerely,

Mina Holmes
Tribal Chief
Carrier Sekani Tribal Council

Cc: Dayi Clay Pountney, Chief of the Lheidli T'enneh Nation
Chief Harley Chingee, McLeod Lake Indian Band
Scott MacDonald, Deputy Minister - BC Ministry of Education
Jessica Wood, Assistant Deputy Minister, Ministry of Indigenous Relations and Reconciliation



The Prince George Nechako
Aboriginal Employment & Training Association

198 Kingston Street
Prince George, BC
V2L 1C3

Phone: (250) 561-1199
Fax: (250) 561-1149
Toll Free: (800) 510-
0515 1-800-510-0515
E-Mail: karinh@pgnaeta.bc.ca

October 14, 2020
Chair Tim Bennett and SD57 Board of Education
2100 Ferry Avenue
Prince George, BC V2L 4R5

LETTER OF SUPPORT FOR INDIGENOUS TRUSTEES

Dear Chair Bennett:

We respectfully request that you and the Board accept this letter as strong support for the creation of two indigenous trustee positions on the S57 Board of Education.

The Prince George Nechako Aboriginal Employment and Training Association (PGNAETA) is based in Prince George on the unceded ancestral lands of the Lheidli T'enneh Nation. PGNAETA provides education and training services to indigenous communities and citizens in North-Central BC. Our mandate is to serve the Indigenous community in the field of Human Resource Development and Industry required skills acquisition to promote the self-sufficiency of our citizens. The journey to self sufficiency begins with a successful K-12 experience for indigenous students in the public-school system.

PGNAETA believes the time has come to have indigenous trustees on the SD57 Board to represent the two largest communities in SD57, the Lheidli T'enneh Nation, and the McLeod Lake Indian Band. The Chiefs of these communities have made it abundantly clear in recent public statements that the trustees representing their communities would also be representing the indigenous students from other communities and all students in the district.

We urge the SD57 Board of Education to vote in favour of this initiative and then proactively support the Lheidli T'enneh Nation and the McLeod Lake Indian Band in their work with the new Minister of Education to make this happen in time for the next local government elections in BC in October 2022.

Sincerely,

Karin Hunt
Executive Director
Prince George Nechako Aboriginal Employment and Training Association

Cc: Dayi Clay Pountney, Chief of the Lheidli T'enneh Nation
Chief Harley Chingee, McLeod Lake Indian Band

Cc: Board of Directors



Prince George Native Friendship Centre

The Gathering Place
1600 Third Avenue
Prince George, BC V2L 3G6
Phone: 250.564.3568
Fax: 250.563.0924
Web Site: www.pgnfc.com
Email: info@pgnfc.com

Aboriginal Infant & Family Development	250.564.5941
Friendship Lodge	250.562.3004
Ketso Yoh Men's Centre	250.563.1982
Native Healing Centre & Ab. Child & Youth Wellness	250.564.4324
POF Aboriginal Head Start	250.564.1840
PG Aboriginal Head Start	250.563.3884
Reconnect Youth Services	250.562.2538
Smokehouse Restaurant & Catering	250.614.7726
Tse'Koo Huba Yoh Women's Centre	250.564.6454

October 14, 2020

Chair Tim Bennett and SD#57 Board of Education
2100 Ferry Avenue
Prince George, BC V2L 4R5

RE: LETTER OF SUPPORT FOR INDIGENOUS TRUSTEES

Dear Chair Bennett:

We respectfully request that you and the Board of Trustees accept this letter as strong support for the creation of two Indigenous trustee positions on the SD#57 Board of Education.

The Prince George Native Friendship Center (PGNFC) is based in Prince George on the unceded ancestral lands of the Lheidli T'enneh Nation. PGNFC is a non-profit, non-sectarian organization dedicated to servicing the needs of Indigenous people residing in the urban area and improving the quality of life in the community. Fundamental to this is the recognizing the inherent worth of peoples regardless of race, creed, sexual orientation, or culture to promote this view in the community at large.

The PGNFC believes the time has come to have Indigenous trustees on the SD57 Board to represent the two largest communities in SD57, the Lheidli T'enneh Nation, and the McLeod Lake Indian Band. The Chiefs of these communities have made it abundantly clear in recent public statements that the trustees representing their communities would also be representing the Indigenous students from other communities and all students in the district.

We urge the SD#57 Board of Education to vote in favour of this initiative and then proactively support the Lheidli T'enneh Nation and the McLeod Lake Indian Band in their work with the new Minister of Education to make this happen in time for the next local government elections in British Columbia in October 2022.

In friendship,

PRINCE GEORGE NATIVE FRIENDSHIP CENTRE

BARB WARD-BURKITT, M.ED., O.B.C.
Executive Director

Cc: Dayi Clay Pountney, Chief of the Lheidli T'enneh Nation
Chief Harley Chingee, McLeod Lake Indian Band



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

2100 Ferry Avenue, Prince George, B.C. V2L 4R5

Phone: (250) 561-6800 Fax: (250) 561-6801
www.sd57.bc.ca

October 15, 2020

Engage Sport North
c/o Charles Jago Northern Sport Centre
Office #14-238, 3333 University Way
Prince George, BC

By Email: mgraham@engagesportnorth.com

Attention: Mandi Graham, Executive Director

To Whom It May Concern:

Re: Letter of Support - School Physical Activity and Physical Literacy Project

On behalf of School District No. 57 (Prince George), it is my pleasure to offer enthusiastic support for the Physical Literacy in Elementary Schools Project in our elementary schools. The School Physical Activity and Physical Literacy Project is a multicomponent school-based health promotion initiative for B.C. elementary schools.

School District No. 57 (Prince George) is situated on the traditional unceded territory of the Lheidli T'enneh First Nation, McLeod Lake Indian Band, and Simpcw First Nation. We celebrate the influence of this land on all that we do and we are working to weave indigenous ways of knowing and doing throughout our programming.

Facilitating healthy minds, bodies and communities is in keeping with the School District's commitment to embedding First Peoples Principles within the regular curriculum. School District No. 57 (Prince George) supports physical literacy in schools through regular curriculum studies, specialized physical education course offerings, After School Sports & Arts, extra-curricular activities and community partnerships.

We strongly support the School Physical Activity and Physical Literacy Project in our elementary schools. This project moving forward is very important in our plans to support the wellness of the students and families we serve, extending to the well-being and health of our northern community.

We have an amazing team of Physical Literacy Project Educator Leads ready and capable of launching the project. They have been planning for success. Our schools are eager to engage in this wellness project and are safe learning places to grow physical literacy in the service of learning. Our teachers are eager to engage with our Educational Leads to move this work forward. Our communities, and in particular, our Indigenous Rightsholders are looking forward to the benefits they will see for their children and families.

Sincerely,

Tim Bennett, Chair
Board of Education