

Board of Education

Regular Public Meeting

March 16, 2021



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
6:00 p.m., Tuesday, March 16, 2021
Boardroom – 2100 Ferry Avenue

A G E N D A

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Trustee Bennett

3. APPROVAL OF AGENDA

4. PUBLIC INPUT

Thirty minutes maximum; limit of five minutes per speaker

5. SCHOOL DISTRICT NEWS

6. MINUTES OF PREVIOUS MEETINGS

6.1 Regular Public Meeting of February 23, 2021 Page 1

6.2 Record of Minutes of Regular In Camera Meeting of
February 23, 2021, Special In Camera meetings of
February 19, February 23 at 3:30 p.m. and 4:15 p.m.,
February 25 and March 9, 2021. Page 8

7. BUSINESS ARISING FROM THE MINUTES

8. MANAGEMENT AND FINANCE COMMITTEE

- | | | |
|-----|---|---------|
| 8.1 | Committee Report (T. Bennett) | Page 10 |
| 8.2 | Policy 8230 Trustee Remuneration and Expenses | Page 12 |
| 8.3 | Draft Letter to the Ministry of Education and Public Health Officer – Support for Vaccinations for School Staff | Page 14 |

9. EDUCATION SERVICES COMMITTEE

- | | | |
|-----|-------------------------------------|---------|
| 9.1 | Committee Report (B. Thompson) | Page 16 |
| 9.2 | Annual Facility Grant – 3 Year Plan | Page 17 |

10. POLICY AND GOVERNANCE COMMITTEE

- 10.1 Committee Report (B. Bekkering)
- Page 19

11. NEW BUSINESS

- | | | |
|------|---|---------|
| 11.1 | Takla Nation – Local Education Agreement (T. Derrick) | Page 21 |
| 11.2 | Draft 2021/22 School District Calendar (C. Heitman) | Page 41 |

12. DISTRICT ADMINISTRATION REPORTS

- ## 12.1 Acting Superintendent of Schools

13. TRUSTEE REPORTS

- | | | |
|------|--|---------|
| 13.1 | BC School Trustees' Association (R. Polillo) | Page 44 |
| 13.2 | District Student Advisory Council (S. Warrington) | Page 45 |
| 13.3 | Indigenous Education Advisory Committee (S. Valimohamed) | Page 46 |

13.4 Various Trustee Reports

13.4.1 Trustee Polillo Page 47

13.4.2 Trustee Warrington Page 48

14. **CORRESPONDENCE**

14.1 Letter of Response dated February 25, 2021 to Dayi Pountney, Lheidli T'enneh Nation and Chief Chingee, McLeod Lake Indian Band regarding a Request for a Forensic Audit Page 49

14.2 Letter dated March 3, 2021 from Lheidli T'enneh Nation and McLeod Lake Indian Band regarding Forensic Audit Request Follow-up Page 50

15. **ADJOURNMENT**

UPCOMING MEETINGS:

Expanded Committee of the Whole
– 2021-2022 Budget Consultation – April 6, 2021
Education Services Committee – April 12, 2021
Policy and Governance Committee – April 13, 2021
Management and Finance Committee – April 19, 2021
Education Programs and Planning Committee – April 20, 2021
Public Board Meeting – April 27, 2021

DRAFT
Minutes
Regular Public
Meeting

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

2020.02.23
6:00 p.m.

Present via Zoom On-Line System:

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

Cindy Heitman, Acting Superintendent of Schools
Darleen Patterson, Secretary Treasurer
Diane Nygaard, Executive Assistant (Recorder)

1. **CALL TO ORDER**

The meeting was called to order at 6:02 p.m.

2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Trustee Valimohamed provide a formal acknowledgement of the traditional territory of the Lheidli T'enneh First Nation in the Prince George. Ms. Valimohamed also acknowledged the traditional territory of the McLeod Lake Indian Band in the Mackenzie region and the Simpcw First Nation in the Robson Valley.

3. **APPROVAL OF AGENDA**

The agenda was approved as published.

4. **PUBLIC INPUT**

Tabitha Krauskopf, teacher and parent, provided a PowerPoint presentation related to the COVID-19 pandemic. The presentation included an age distribution of COVID-19 cases and concerns regarding mental health, the use of masks, and the asymptomatic spread of COVID-19.

Joanne Hapke representing the Prince George District Teachers' Association spoke regarding the hard work and dedication undertaken by teachers to support students during the COVID-19 pandemic. Ms. Hapke expressed concerns regarding the use of support teachers to cover teacher absences. She requested that the Board reflect on their current practices.

Andrea Beckett representing the District Parent Advisory Council expressed appreciation for the February meeting held with the Board and its Executive. Ms. Beckett stated that DPAC looks forward reviewing the draft administrative procedures and the consultation on the development of the strategic plan.

Taryn Atkinson representing the District Student Advisory Council with Vice Principal Katie Marren in attendance provided an overview of their work to date and the next steps on the group's work on the development of a video battling racism within our school district. Ms. Marren expressed appreciation to the Board and senior staff for their support of the group's work and commented on the importance of having the students' voices included at committee meetings

5. **SCHOOL DISTRICT NEWS**

Trustee Valimohamed expressed gratitude to McLeod Lake Mackenzie Community Forest for their donation of non-medical masks to Mackenzie Secondary and Morfee Elementary School.

Trustee Valimohamed also thanked the District Parent Advisory Council for the virtual Valentine's Day card sent to honour staff in our district.

Trustee Polillo displayed a copy of Marvel's Indigenous Voices featuring Indigenous superheroes written and illustrated by Indigenous people which was provided to the Trustees following a presentation to the Board at the February regular public meeting.

Trustee Polillo also provided positive comments regarding the recent heating updates completed by the school district at the Duchess Park Secondary Annex which is also used by the Prince George Youth Soccer Association.

Trustee Bennett provided positive comments on the recent Ecole Lac des Bois Elementary, grade 2 ice fishing trip and the other land-based learning happening within the school district.

Trustee Bennett advised that Springwood Elementary School recently raised \$1,000 for the Love for Paws a Northern Animal Rescue.

Trustee Bennett reported that an invitation for community engagement to provide their voice in the development of the school district's Strategic Plan through Thought Exchange has been posted to the school district's website. Mr. Bennett also noted that the City of Prince George is also collecting thoughts on a Poverty Reduction Strategy.

The Board Chair echoed Trustee Bennett's comments regarding the opportunity for community engagement on the development of the school district's Strategic Plan which is available on the school district website and social media.

6. MINUTES OF PREVIOUS MEETINGS**6.1 Regular Public Meeting of January 26, 2021**

The minutes of the regular public meeting of January 26, 2021 were adopted as published.

6.2 Record of In Camera Meeting Minutes

The report on the items discussed and decisions made at the regular in camera meeting of January 26, 2021 and special in camera meetings of January 26 at 3:30 p.m. and 3:45 p.m., February 1, and February 9, 2021 at 4 p.m., 4:15 p.m. and 4:30 p.m. were approved.

7. BUSINESS ARISING FROM THE MINUTES

None.

8. MANAGEMENT AND FINANCE COMMITTEE**8.1 Committee Report**

Trustee Bennett reviewed highlights of the February 2021 Management and Finance Committee report that was included in the agenda package.

MOVED and SECONDED

That the report of the Management and Finance Committee meeting held on February 8, 2021 be received.

CARRIED

8.2 2020-2021 Budget Assumptions

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

MOVED and SECONDED

That in accordance with Policy 1160, Role of the Board, Regulation 8.2 the following assumptions be approved to guide the development of the 2021-2022 Annual Budget:

1. A balanced annual budget will be presented for approval by the Board of Education.
2. Schools will be allocated funding, and be expected to develop their 2021-2022 organization on the same basis as the prior year based on enrolment assumptions.

-
3. Departments will be expected to develop their 2021-2022 budgets on the same basis as the prior year.
 4. Cost pressures, primarily from inflation and statutory requirements will be addressed for employee benefits, student transportation and utilities.
 5. Salaries and wages will be budgeted based on known general wage increases and expected school district average salaries and wages.
 6. In accordance with the scope outlined in the Terms of Reference for the Expanded Committee of the Whole, that Committee will consider:
 - The 2016-2021 Strategic Plan goals of Learning, Engagement, Opportunity and Sustainability based on initiatives prioritized by the Board of Education.
 - In the event that operating revenues exceed operating expenditures after compilation of a draft annual operating budget, the committee will provide input to the Board of Education as to options to be considered for additional expenditures in support of student learning.
 - In the event that operating expenditures exceed operating revenues after the compilation of a draft annual operating budget, the committee will provide input to the Board of Education as to options to be considered for additional revenue or reduced/decreased expenditures.
 7. Salary, employee benefits, and defined overhead expenses incurred related to the actual cost of the language restored to the Collective Agreement with the Prince George District Teachers' Association will be fully funded by the Ministry of Education through the Classroom Enhancement Fund.
 8. Consideration of the implications of potential changes to the funding model as a result of the recommendations from the Funding Model Review Panel which introduce risk into our budget.
 9. Consideration of the 2021-2022 Budget Assumptions being developed provincially by the British Columbia Association of School Business Officials.

CARRIED

9. EDUCATION SERVICES COMMITTEE**9.1 Committee Report**

Trustee Thompson reviewed the February 2021 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 February 1, 2021 be received.

CARRIED

10. EDUCATION PROGRAMS AND PLANNING COMMITTEE**10.1 Committee Report**

Trustee Polillo reviewed highlights of the February 2021 Education Programs and Planning Committee report that was included in the agenda package.

MOVED and SECONDED

That the report of the Education Programs and Planning Committee meeting held on February 16, 2021 be received.

CARRIED

Trustee Warrington noted the importance of showcasing these programs to the public and encouraged Trustees to visit the Nanaimo Ladysmith school district's website to see how they are presenting their committee meetings to the public.

11. POLICY AND GOVERNANCE COMMITTEE**11.1 Committee Report**

Trustee Bekkering reviewed the February 2021 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 February 2, 2021 be received.

CARRIED

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

The Acting Superintendent provided an overview of the Ministry requirements and the progress to date on the development of the school district's Strategic Plan. Ms. Heitman provided a verbal summary of the feedback received so far on the first engagement process and advised that engagement on the priorities of the Strategic Plan will begin on March 15th.

Ms. Heitman reported that a revised draft COVID-19 Restart Plan for the school district has been provided to Rightsholders and Stakeholders for their review and feedback. She noted that revisions have been made to protocols of the restart plan in alignment with the directions from the Public Health Officer. The revised restart plan will be posted to the school district's website by February 26th.

13. TRUSTEE REPORTS**13.1 British Columbia Public School Employers' Association**

Trustee Thompson reviewed the report that was included in the agenda package.

13.2 British Columbia School Trustees' Association

Trustee Polillo reviewed the report that was included in the agenda package.

13.3 District Parent Advisory Council

Trustee Derrick reviewed the report that was included in the agenda package.

13.4 District Student Advisory Council

Trustee Derrick reviewed the February 1, 2021 report that was included in the agenda package. Mr. Derrick noted that the District Student Advisory Council has moved from holding its meetings once a month to twice a month.

Trustee Bennett reported that the District Student Advisory Council also met on February 18, 2021 where the group continued its work on the development of a video battling racism within our school district.

13.5 Indigenous Education Advisory Committee

Trustee Warrington reviewed the report that was included in the agenda package.

13.6 Liaison Updates

13.6.1 Trustee Polillo

Trustee Polillo reviewed the highlights of the report that was included in the agenda package.

14. **CORRESPONDENCE**

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

- Letter dated January 27, 2021 to Zoe Meletis regarding public input request for mandatory masks in all schools within our District
- Letter dated January 27, 2021 to Trina Fyfe regarding public input request for mandatory masks within our District
- Letter dated February 9, 2021 to the Capital Working Group, British Columbia School Trustees Association regarding the Case for Increased School Life Cycle Funding
- Letter dated February 10, 2021 to the City of Prince George Mayor and Council regarding Harmony House Rezoning Zelkwas Avenue

15. **ADJOURNMENT**

The meeting adjourned at 7:31 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

February 19, 2021 Special In Camera Meeting

1. Motion to Waive Written Notice.
2. Discussion and decision regarding a Local Education Agreement.

The meeting was called to order at 4:01 p.m. and adjourned at 4:49 p.m.

February 23, 2021 Special In Camera Meeting at 3:30 p.m.

1. Adoption of the Special In Camera Meeting of January 26, 2021 at 3:30 p.m. and February 9, 2021.
2. Receipt of an update and a decision regarding a personnel matter.

The meeting was called to order at 3:34 p.m. and adjourned at 3:43 p.m.

February 23, 2021 Special In Camera Meeting at 4:15 p.m.

1. Adoption of the minutes of the Special In Camera meetings of January 26, 2021 at 3:45 p.m., February 1, 2021 and February 9, 2021 at 4:15 p.m.
2. Receipt of updates regarding personnel matters.
3. Discussion regarding a governance matter.

The meeting was called to order at 3:52 p.m. and adjourned at 4:03 p.m.

February 23, 2021 Regular In Camera Meeting

1. Adoption of the minutes of the regular in camera meeting of January 26, 2021.
2. Adoption of the minutes of the special in camera meetings of February 9, 2021.
3. Discussion and decision regarding a response to the Lheidli T'enneh Nation and McLeod Lake Indian Band's request for a forensic audit.
4. Receipt of an update regarding property matters.
5. Discussion and decisions regarding a Local Education Agreement.

The meeting was called to order at 4:06 p.m. and adjourned at 5:30 p.m.

February 25, 2021 Special In Camera Meeting

1. Motion to Waive Written Notice.
2. Receipt of an update and decision regarding a personnel matter.

The meeting was called to order at 4:21 p.m. and adjourned at 4:23 p.m.

March 9, 2021 Special In Camera Meeting

1. Discussion regarding a governance matter.

The meeting was called to order at 4:01 p.m. and adjourned at 4:22 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 8, 2021

MEMORANDUM

TO: Board of Education

FROM: Tim Bennett, Trustee, and Chair
Management and Finance Committee

SUBJECT: **COMMITTEE REPORT – FEBRUARY 2021**

RECOMMENDATION

That the report of the Management and Finance Committee
Meeting held on March 8, 2021 be received.

* * * * *

REPORT:

- 1) The Management and Finance Committee met on March 8, 2021.
- 2) The Management and Finance Committee meeting's agenda items were:
 - a) **Minutes of the Previous Meeting** – The minutes of the previous meeting were approved as presented.
 - b) **Staffing Update** – The Director of Human Resources provided a staffing update and responded to questions from to the Committee.

The Committee requested that a recommendation be brought forward to the March 16th regular public meeting for the Board of Education to write a letter to the Ministry of Education and the Minister of Health for support to declare school based staff as essential workers for priority to receive COVID-19 vaccinations. This item appears on this evening's agenda for consideration of the Board's approval.

- c) **Financial Update to February 28, 2021** – The Director of Finance provided the Committee with a financial update for the first eight months of the fiscal year to February 28, 2021. The update indicates that all schools and departments are currently operating within their approved budget. The Committee will receive an update at each meeting through to June 2021 and will continue to monitor the results of operations for the year. Ms. Brown responded to questions from the Committee.

d) **Deputy Minister's Bulletin – Summary Financial Statements–**

The Secretary Treasurer reviewed the Deputy Minister's Bulletin dated February 5, 2021 informing school districts about the work the Office of the Auditor General plans to carry out regarding the financial information provided by school districts at March 31, 2021 for inclusion in the government's Summary Financial Statements as at that date. Ms. Patterson reported that School District No. 57 has been selected as part of an extended sample. She noted that the selection does not imply any concern about the way the school district's financial and operational affairs are being managed.

e) **Trustee Remuneration** – This item appears on this evening's agenda for consideration of the Board's approval.

f) **Analysis of Trustee Travel** - A report was presented to the Committee on expenditures and/or reimbursements to date.

3) The next Management and Finance Committee meeting is scheduled to be held on April 13, 2021

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 8, 2021

MEMORANDUM

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: **POLICY 8230 TRUSTEE REMUNERATION AND EXPENSES**

RECOMMENDATION

That Policy 8230 Trustee Remuneration and Expenses, Regulation 1, be revised, effective July 1, 2021, based on the same increment if any, as the grid lift directed by the British Columbia School Employers' Association (BCPSEA) for exempt staff.

* * * * *

BACKGROUND

1. Policy 8230 Trustee Remuneration and Expenses, Regulation 2 states that *the annual remuneration for trustees will be reviewed by the Management and Finance Committee on an annual basis prior to March 31, commencing in 2019, within the following guidelines:*
 - o *Remuneration for the Chairperson will be increased based on the same increment as the grid lift directed by the British Columbia School Employers' Association (BCPSEA) for exempt staff.*
 - o *Remuneration for the Vice-Chairperson will be \$1,500 less than that of the Chairperson.*
 - o *Remuneration for trustees will be \$3,000 less than that of the Chairperson.*

2. At the March 8, 2021 Management and Finance Committee meeting, the Secretary Treasurer reviewed and discussed the annual remuneration for Trustees with the committee.

The Secretary Treasurer advised the Committee that the school district's Collective Agreements with the Prince George District Teachers Association, CUPE 3742 and CUPE 4991 provides for a 2% salary increase effective July 1, 2021. Ms. Patterson advised that the British Columbia School Employers' Association will determine if there will be an grid lift for exempt staff.

3. Policy 8310, Policy and Policy Development defines a “minor update” as a factual change, including district information and titles of individuals, organizations or legislation that do not change the intent of the policy.
4. Policy 8310, Regulation 12 indicates that minor updates to policies may be presented directly to the Board for immediate approval.

DP/dln

DP/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 8, 2021

MEMORANDUM

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: **SUPPORT FOR VACCINATIONS FOR SCHOOL BASED STAFF**

RECOMMENDATION

That the draft letter to the Ministry of Health and Minister of Education regarding support for vaccinations for school based staff be approved.

* * * * *

BACKGROUND

At the March 8, 2021 Management and Finance Committee meeting following the receipt of a staffing update, the Committee requested that a recommendation be brought forward to the March 16th regular public meeting for the Board of Education to write a letter to the Ministry of Education and the Minister of Health for support to declare school based staff as essential workers for priority to receive COVID-19 vaccinations.

/dln

March 12, 2021

The Honourable Adrian Dix
Minister of Health
PO Box 9048, Stn Prov Govt
Victoria, B.C. V8W 9E2

The Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, STN PROV GOVT
Victoria, B.C. V8W 9E2

Dear Minister Dix and Minister Whiteside:

We recognize that the Education system in British Columbia has played a large role in providing stability and a sense of normalcy to communities during the COVID-19 Pandemic.

In order for our school based staff to continue to contribute to a strong and healthy provincial recovery we ask that they be included in the priority groups currently able to access vaccinations during Phase 2 of the COVID-19 Immunization Plan.

We encourage the Ministries of Health and Education to consider our strong support for school based staff to be included with priority groups who are able to access vaccinations during Phase 2 of the COVID-19 Immunization Plan.

Sincerely,

Trent Derrick, Chair
Board of Education

cc: Shirley Bond, MLA, Prince George-Valemount
Mike Morris, MLA, Prince George-Mackenzie
BCSTA Boards of Education

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 1, 2021

MEMORANDUM

TO: Board of Education

FROM: Bob Thompson, Committee Chair
Education Services Committee

SUBJECT: **COMMITTEE REPORT – MARCH 2021**

RECOMMENDATION

That the report of the Education Services Committee meeting held on March 1, 2021 be received.

* * * * *

REPORT:

1. The Education Services Committee met on March 1, 2021.
2. The meeting's agenda included the following topics:
 - a. **Minutes of Previous Meetings** – The minutes of the February 1 meeting were approved as presented.
 - b. **Annual Facility Grant – 3-Year Plan** – The Annual Facility Grant Three Year Plan was presented by Nino Maletta, General Manager, Capital Projects. Mr. Maletta responded to questions from the committee. The Committee recommended that the Plan be presented to the Board of Education and it is included in this evening's agenda.
 - c. **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 Replacement School Capital Project and responded to questions from the committee.
3. The next Education Services Committee meeting is scheduled to be held April 12, 2021.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 1, 2021

MEMORANDUM

TO: Board of Education
FROM: Education Services Committee
SUBJECT: **ANNUAL FACILITY GRANT – 3 YEAR PLAN**

RECOMMENDATION

That the 3-Year Annual Facility Grant Plan be received by the Board of Education.

* * * * *

BACKGROUND

At the March 1, 2021 Education Services Committee meeting, Nino Maletta, General Manager Capital Projects reviewed and discussed the projects included in the Annual Facility Grant 3-Year Plan and responded to questions from the Committee.

The Committee recommended that the Annual Facility Grant 3-Year Plan be received by the Board of Education.

DP/dln

DP/dln

2021 - 2022 Annual Facility Grant (AFG) Expenditure Plan		
Facility Name	Description of Work	Estimated Cost
Various	Capital Asset Management System (CAMS)	\$ 56,795
Various	Educational change health & safety projects	\$ 30,000
Various	Exterior Painting	\$ 150,000
Various	Hazardous materials removal	\$ 50,000
Various	Roofing Renewal	\$ 1,225,000
Various	Salaries	\$ 80,000
Various	Security System Upgrades	\$ 50,000
Blackburn Elementary	Basement Concrete stair repairs	\$ 75,000
McBride Secondary	Dust Collection System Replacement and HVAC Upgrade	\$ 580,000
Morfee Elementary	Boiler Replacement and Gym HVAC Upgrade	\$ 180,000
Pinewood Elementary	Exterior Window Replacement	\$ 70,000
Southridge Elementary	Exceptional needs room renovations	\$ 30,000
Spruceland Traditional Elementary	Exceptional needs room renovations	\$ 50,000
Van Bien Elementary	HVAC Upgrade Phase One	\$ 557,998
Van Bien Elementary	New Irrigation Vault	\$ 65,000
Vanway Elementary	Exterior concrete wall repairs	\$ 30,000
	Total Estimated Cost	\$ 3,279,793
2022 - 2023 Annual Facility Grant (AFG) Expenditure Plan		
Facility Name	Description of Work	Estimated Costs
Various	Capital Asset Management System (CAMS)	\$ 56,795.00
Various	Educational change health & safety projects	\$ 100,000.00
Various	Exterior Painting	\$ 150,000.00
Various	Exterior Window Replacement	\$ 70,000.00
Various	Hazardous materials removal	\$ 100,000.00
Various	Roofing	\$ 2,000,000.00
Various	Salaries	\$ 80,000.00
College Heights Secondary	Concession Upgrade	\$ 100,000.00
Quinson Elementary	Facility Upgrade planning	\$ 96,984.00
Van Bien Elementary	HVAC upgrade Phase Two	\$ 526,014.00
	Total Estimated Cost	\$ 3,279,793
2023 - 2024 Annual Facility Grant (AFG) Expenditure Plan		
Facility Name	Description of Work	Estimated Costs
Various	Capital Asset Management System (CAMS)	\$ 56,795.00
Various	Educational change health & safety projects	\$ 100,000.00
Various	Exterior Painting	\$ 150,000.00
Various	Exterior Window Replacement	\$ 70,000.00
Various	Hazardous materials removal	\$ 100,000.00
Various	Roofing	\$ 1,855,000.00
Various	Salaries	\$ 80,000.00
Beverly Elementary	Change room modifications	\$ 191,984.00
Beverly Elementary	Replace heating & ventilation ceiling mounted units	\$ 250,000.00
College Heights Elementary	HVAC upgrade Gym and associated classrooms	\$ 426,014.00
	Total Estimated Cost	\$ 3,279,793

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 2, 2021

MEMORANDUM

TO: Board of Education

FROM: Betty Bekkering, Chair
Policy and Governance Committee

SUBJECT: **COMMITTEE REPORT – MARCH 2021**

RECOMMENDATION

That the report of the Policy and Governance Committee meeting held on March 2, 2021 be received.

* * * * *

REPORT:

- 1) The Policy and Governance Committee met on March 2, 2021.
- 2) The meeting's agenda items were:
 - a) Approval of the minutes of the previous meeting held.
 - b) **Draft Administrative Procedures Manual-**

In accordance with the motion passed at the January 26, 2021 regular public meeting the committee continued its review of the draft Administrative Procedures Manual.

The committee reviewed and discussed the following draft administrative procedures as brought forward by its members:

- Administrative Procedure 146 – Appropriate Use of Social Media and Appendix – Web Page Publishing
- Administrative Procedure 101 Annual Reports
- Administrative Procedure 121 Development and Review of Administrative Procedures
- Administrative Procedure 145 Use of Personal Communication Devices

The Acting Superintendent reviewed and discussed the draft administrative procedures with the Committee. Staff responded to questions from the Committee.

The Committee requested minor revisions to the draft administrative procedures which will be brought back to the Committee for review at the next scheduled meeting.

- 3) The next Policy and Governance Committee meeting will be held on April 13, 2021.

/dlm

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 16, 2021

MEMORANDUM

TO: Board of Education

FROM: Cindy Heitman
Acting, Superintendent of Schools

SUBJECT: **TAKLA NATION - LOCAL EDUCATION AGREEMENT**

RECOMMENDATION

That the draft Local Education Agreement between
Takla Nation and School District No. 57 (Prince George)
be approved as presented.

* * * * *

BACKGROUND

1. On July 1, 2018, the Province of British Columbia, the Government of Canada and the First Nations Education Steering Committee entered into the BC Tripartite Education Agreement ("BCTEA"), agreeing to work together to make systemic shifts to support successful educational outcomes of all First Nation Students, regardless of where they live or are enrolled in school in British Columbia, through the provision of high quality and culturally relevant elementary and secondary educational programs and services, and supported by funding that is responsive to unique needs of First Nation Students, First Nation Schools and communities.
2. Beginning in 2019, Takla Nation and the School District have been in negotiations for two years to develop a Local Education Agreement (LEA) to provide education services to students who are ordinarily residents in Takla but attend school in Prince George.
3. The parties in this agreement recognize this as an important mechanism for building relationships between First Nation communities and the Board of Education and schools to support improved First Nation student outcomes.
4. Section 3.0 of the LEA, Responsibilities and Commitments outlines what the Board agrees to and what Takla Nation agrees to.
5. The Board of Education and Takla Nation recognize that the signing of this LEA is a step consistent with the Province of British Columbia's commitment to adopting and implementing the *United Nations Declaration on the Rights of Indigenous People* (the "UN Declaration") and the Truth and Reconciliation Commission (TRC) *Calls to Action* for reconciliation. In addition, the Parties agree that this approach intends to follow British Columbia's *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples*.

RATIONALE:

1. In accordance with section 86 (3) of the *School Act*, the Board has the authority to enter into agreements with a Council of a Band as defined in the federal *Indian Act*, RSC, c. I-5, or the council of an Indian band established by another *Act* of the Government of Canada, with respect to the education of First Nations Students.

CH/jc

THIS AGREEMENT made and entered into this _____ day of _____, 20__ shall be effective from the 1st day of _____ 20__.

BETWEEN:

“TAKLA NATION”

(hereinafter called the “First Nation”)

AND

BOARD OF EDUCATION

SCHOOL DISTRICT NO. 57 (Prince George)

(hereinafter called the “Board”)

(collectively called the “Parties”)

WHEREAS

- A. On July 1, 2018, the Province of British Columbia, the Government of Canada and the First Nations Education Steering Committee entered into the BC Tripartite Education Agreement (“BCTEA”), agreeing to work together to make systemic shifts to support successful educational outcomes of all First Nation Students, regardless of where they live or are enrolled in school in British Columbia, through the provision of high quality and culturally relevant elementary and secondary educational programs and services, and supported by funding that is responsive to unique needs of First Nation Students, First Nation Schools and communities.
- B. The parties in this agreement recognize this as an important mechanism for building relationships between First Nation communities and the Board of Education and schools to support improved First Nation student outcomes. We recognize that this LEA will respect the governance and territory of the local First Nations School District 57 resides. It will provide opportunity for all nations to work together to improve student outcomes and success.
- C. The Parties recognize that the signing of this LEA is a step consistent with the Province of British Columbia's commitment to adopting and implementing the *United Nations Declaration on the Rights of Indigenous People* (the “UN Declaration”) and the Truth and Reconciliation Commission (TRC) *Calls to Action* for reconciliation. In addition, the Parties agree that this approach intends to follow British Columbia's *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples*.
- D. The Parties agree that the principals, teachers and other staff in BC Public Schools have a central and important role to play in the provision of quality education programs and services and in the implementation and effectiveness of a LEA.
- E. The Board has the authority, under section 86 (3) of the School Act, to enter into agreements with a Council of a Band as defined in the federal Indian Act, RSC, c. I-5, or the council of an Indian band established by another Act of the government of Canada, with respect to the education of First Nations Students.

- F. The First Nation, pursuant to its inherent jurisdiction over educational matters, has the authority and responsibility for the education of First Nation Students and desires to ensure its students all have access to, and receive, quality education that is respectful and reflective of their unique culture and history.
- G. The Parties wish to enter into this Agreement to set out the terms and conditions regarding the purchase of education services by the First Nation from the Board for the First Nation's Students. This agreement does not give the First Nation authority over local governance and/or territories.

1.0 PURPOSE

- 1.1 The Parties agree that the purposes of this Agreement are to:
 - a) Confirm the mutual commitment of the Parties, and acknowledge the important role of Schools, to build a positive, effective, collaborative and constructive relationship to improve the First Nation's Students' educational outcomes and achieve high levels of First Nation Student success, graduation and transition to post-secondary education and training, or employment;
 - b) Set out the responsibilities and commitments of the Parties and School(s) to meet the purposes and objectives of this Agreement;
 - c) Serve as a core shared accountability mechanism for both the First Nation and the Board regarding the education of First Nations Students in the School District.

2.0 GUIDING PRINCIPLES

- 2.1 The Parties will be guided by the following principles:

First Nations' Central Role in First Nations Education

- a) Indigenous families and communities have the right to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child, and 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.
- b) First Nations in British Columbia have control of, and decision-making responsibility for, First Nations education.
- c) First Nations have a central role in the education of their students, regardless of where they attend school.

First Nation Students Access to Quality Education

- d) First Nation Students, at all levels of education, must have access to educational opportunities that:
 - i. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
 - ii. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and
 - iii. prepare them to access any opportunities they choose for higher learning, employment and life choices.

Reconciliation in First Nation Education

- e) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.
- f) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC's Calls to Action and the UN Declaration.
- g) Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs through culture, values, language, and traditions.
- h) LEAs are an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation.
- i) The standards set by the United Nations Declaration on the Rights of Indigenous Peoples apply to First Nations education.
- j) The Truth and Reconciliation Commission's Calls to Action set out a framework for reconciliation, including with regard to First Nations education, that must inform the relationships and collaboration between First Nations, the Province and boards of education.
- k) Parents have the right to decide where their children will be enrolled to receive the benefit of an education program.
- l) First Nation Students have a right to feel safe at school, including safety from racism (students and staff), indifference, bias, marginalization, bullying and stereotyping.
- m) LEAs are more than a mere financial transaction and serve as a core shared accountability mechanism for both First Nations and boards of education regarding First Nations education in the BC Public Schools.
- n) This agreement outlines the shared responsibility by both the First Nation and the Board of Education, maximizing and evolving the educational opportunities and benefits and promoting success for First Nation Students will occur through regular and ongoing engagement between the Board and the community, particularly with:
 - i. parents, elders and other community members; and
 - ii. School District No. 57, including teachers, administrators, and support staff;
 - iii. Timely and relevant data and information is required to inform decision-making to support First Nation Students.

3.0 RESPONSIBILITIES AND COMMITMENTS

3.1 The Board agrees to:

- a) Ensure that First Nation Students have equitable access to educational programs, including Indigenous language instruction where possible, in the School District, and to continue to strive towards high levels of First Nation Student success in educational programs;

- b) Review and provide support for educational resource materials that promote an understanding of and appreciation for the history, language and culture of First Nations people in British Columbia, including required curriculum on the residential school experience;
- c) Promote and encourage the enrollment in English First Peoples 10, 11 and 12, Outdoor Land based courses, the HAWK program and the WELL program;
- d) Remove barriers and provide opportunities for First Nations students to participate in extra-curricular and sports activities;
- e) Provide opportunities for and encourage parent involvement regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the *School Act*);
- f) Support teachers to provide for and encourage parent participation in the education of their children;
- g) Share a summary of the LEA with school personnel at all levels;
- h) Provide for training and implementation of LEA for Principals and Vice Principals;
- i) Provide a quarterly and semi-annual financial report on school and district expenditures specific to Targeted funds, Special Education funds, and ELL;
- j) To ensure that information is provided to the First Nation on the provision of education programs to First Nation students under this Agreement, the following shall be provided upon request:
 - i. The number of First Nation students covered by this Agreement, and description of the programs in which they are enrolled;
 - ii. With the written consent of parents or legal guardians, a summary of student progress, attendance, and disciplinary action.
 - iii. Sharing of a district report on a variety of student performance indicators¹. Dependent on sample size with respect to Freedom of Information and Protection of Privacy Act regulations, specifics on the community's students will be provided upon request.
 - iv. Additional information that is not regularly provided in Aboriginal Education Committee meetings or publicly available.
- k) To continue collecting and reporting on the following targeted funding indicators:
 - i. The number of staff employed through Targeted Funds and ELL and designated to work with First Nation students; the proportion of their time spent working directly with First Nations' students, and their duties and responsibilities;
 - ii. Summary report of the year's activities under headings of cultural activities, field trips and guest speakers;

¹ **Example of possible data sets:** * attendance rates - *percentage of students who are on track or extending for reading, writing and numeracy in grades 4 and 7 in local assessments and Ministry assessments such as the Foundations Skills Assessment - *participation rates for the Foundations Skills Assessments - *grade to grade transition rates - *student retention rates - *graduation and six-year graduation rates - *proportion of students awarded a BC School Completion Certificate - *Six-year completion (graduation) rate for students in an Alternate program - *grades 10 to 12 math course participation rates, data related to assessments required for graduation purposes and other supports for successful transition to post-secondary education - *number of First Nation Students eligible to move on to post-secondary education.

- l) Share two Nominal Roll student counts (September 30 & February 28) with the Ministry each School Year.
- m) Provide access to financial reports related to this Agreement, which are prepared by the Board in the regular course of its operation and which include:
 - a. a copy of the audited financial statements;
 - b. First Nation Student Transportation Funding reporting
- n) The First Nation may initiate the implementation of any formalized option agreed upon by FNEC and British Columbia, which may include an Information Sharing Protocol between the Board and the First Nation, to facilitate the provision and use of available First Nation student specific data.

3.2 **The First Nation agrees to:**

- a) Promote the active participation and involvement of Parents and other community members of the First Nation in the education of their children, including any available processes or forums in the School District (such as parent clubs and other committee processes) and School District or School activities;
- b) Encourage and support First Nation Students to participate in extracurricular and sports activities;
- c) Bring to the attention of the Board any cultural protocols that will assist in creating a culturally sensitive learning environment (e.g. recognizing the First Nation's traditional territory in School District literature, events and functions; communicating protocol for when Elders are involved in programs);
- d) Subject to receiving Tuition Funding from Indigenous Services, pay the Board the Tuition Fees received from the federal government as agreed to and set out in this Agreement; and
- e) Promote and provide invitations for the Board, teachers and other School personnel to attend community events or other events hosted by the First Nation for professional development;
- f) Provide the Board with a list of resource people who have expertise in First Nation cultural, educational, government, economic and health issues.
- g) Share two Nominal Roll student counts (September 30 and February 28) with the Ministry each School Year.

3.3 Consistent with the purposes, principles and objectives of this Agreement, the Board, in making available an educational program to First Nation Students, will:

- a) Work with the First Nation, to develop and implement strategies to keep First Nation Students in school;
- b) In the case of an Early School Leaver, work with the First Nation to collaborate on a plan that best meets the educational needs for that First Nation Student;
- c) List courses, including English First Peoples and locally developed Board/Authority Authorized courses, in the course selection handbook;
- d) Promote and support First Nation cultural activities, including National Aboriginal Day activities, in Schools within the School District;

- e) Promote and support effective professional development focused on local First Nations history, language and culture;
 - f) Promote and support professional development focused on First Nations history, language and culture by inviting First Nation knowledge keepers and First Nation historians into classrooms.
 - g) Work with the First Nation, and the Aboriginal Education Council where applicable, on how to effectively use the Targeted Aboriginal Education Funding, including any surpluses, to support First Nation Student needs and improved learning outcomes;
- 3.4 Wherever this Agreement provides that a School will perform any obligation under this Agreement, the Board will provide direction to the superintendent, principals, teachers, and other school staff as needed to fulfil that commitment.
- 3.5 In addition to the regularly scheduled Aboriginal Education Committee meetings, representatives of the Board and the First Nation agree to meet quarterly per year, where possible, to review, discuss, and address issues related to First Nations learning and progress under this agreement. These meetings are above and beyond regular meetings of school based staff with the First Nation.

4.0 EDUCATIONAL RESOURCES

- 4.1 In partnership with the local First Nations, the Parties agree to introduce more culturally relevant education resources, language, activities, events and ceremonies in all subject areas, for all students.
- 4.2 The Parties will, with the First Nation providing leadership and direction, work together to address the history of the Indian residential school system through the development and implementation of curriculum, materials and resources, and through professional development opportunities, in a sensitive and appropriate manner.
- 4.3 With regard to intellectual property rights, the Parties acknowledge article 31 of UNDRIP:
- 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.
- 4.4 Consistent with article 31 of UNDRIP, the Parties agree that:
- a) the First Nation retains any intellectual property and copyrights of any curriculum content developed in collaboration or cooperation with them regarding their First Nations languages, cultural heritage, traditional knowledge and traditional cultural expressions;
 - b) the use of such information is intended to be for instructional purposes only at a local level and for the school district's staff's professional development purposes; and
 - c) any other proposed or intended use requires written consent from the First Nation.

5.0 DOGWOOD GRADUATION

- 5.1 The Board and the First Nation will encourage and support each and every First Nation Student who is capable of achieving the Dogwood Diploma to pursue that graduation credential.
- 5.2 For greater clarity, the Board will ensure the intentional or unintentional streaming or marginalization of First Nation Students is not tolerated and that each and every capable First Nation Student is placed in an educational program that leads to graduation with a Dogwood Diploma and a full range of opportunities, such as training, post-secondary education and employment.
- 5.3 The Board and the First Nation will ensure First Nation Students and their Parents are provided with information about the implications of a Dogwood Diploma, as compared with the Adult Dogwood Diploma and other school leaving certificates, to support informed decision-making by those First Nation Students and Parents.
- 5.4 The Board will ensure there is appropriate and timely (i.e. early) counselling support for career and post-secondary education planning available to First Nation Students.

6.0 SPECIAL EDUCATION ASSESSMENT AND PLACEMENT

- 6.1 The Parties agree that special education assessment and placement of, or timetable changes or new timetables for, First Nation Students will follow the School District referral process, and the Ministry of Education, Special Education Services: A Manual of Policies, Procedures and Guidelines, as amended from time to time.
- 6.2 For greater clarity:
 - a) prior to the placement of a First Nation Student in a special education program, an educational assessment must be completed or a strong rationale be presented, that identifies the First Nation Student as requiring supports and services;
 - b) prior to diversion of a First Nations Student to an Evergreen Certificate path, the following must occur:
 - i. Parental consultation and consent must be obtained, and the parent must be provided the opportunity to access an advocate if desired;
 - ii. Results from either a psychoeducational assessment or the specifics of complex learning needs must be documented and shared.

7.0 SPECIAL EDUCATION PROGRAMMING IEP

- 7.1 As soon as practical after a First Nation Student has been identified having diverse abilities or a disability:
 - a) appropriate supports and services will be identified in order to ensure that the First Nation Student obtains an education that is most appropriate for his or her needs, and in regular classroom environments as much as possible;
 - b) the assessment results and educational services to be provided to the First Nation Student will be outlined in an Individual Education Plan (IEP), which must be completed with parental consultation and involvement, for the purpose of assisting school staff to provide supports and services for the First Nation Student;

- c) a First Nation Student with diverse abilities or disabilities will take an active role in the design of their IEP to the maximum extent that their developmental level and ability permit, noting that factors affecting First Nation Student participation in the development of an IEP will include: age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and consequences;
 - d) a written report stating the reason for placement of the First Nation Student, and the educational opportunities gained and lost by such placement, must be provided to the Parent and First Nation support staff as may be designated by the First Nation Student's Parent;
 - e) in cases where the Parent appoints a delegate, the Parent and the delegate will receive a copy of the IEP; and
 - f) in the event that the Parent declines to be involved in the IEP process and does not choose to appoint a delegate, the Board will ensure that the BC Public School will make every effort to ensure that the First Nation Student's needs are fully met.
- 7.2 In developing an IEP, standards for students with diverse abilities or disabilities will be developed with high and appropriate expectations for achievement, and First Nation Students with IEPs will be expected to achieve all of the regular curricular competencies and/or outcomes, with supports.
- 7.3 The Board will ensure the School(s) consult with Parents and, with their consent, the First Nation, to:
 - a) collaboratively identify any adaptations made to a First Nation Student's educational program;
 - b) ensure that any Modifications are made to a First Nation Student's educational program only when necessary and only when Adaptations have been tried and have proven insufficient to meet the First Nation Student's needs, and only with the Informed Consent in writing of the First Nation Student's Parent, or their designate; and
 - c) if a First Nation Student has been put on a non-Diploma Evergreen Certificate path, ensure that the First Nation Student's program: is documented in an IEP; wherever possible, aligns as closely as possible with a graduation diploma program; and supports learning outcomes that match, as closely as possible, the learning outcomes of the applicable course, even when modified.
- 7.4 When requested, the Parent and, where appropriate and feasible, First Nation Students will have every opportunity to meet with school staff about the IEP and the First Nation Student's educational program within a reasonable timeframe, and no later than two weeks after the request has been made to school personnel.
- 7.5 The Board will ensure School(s) offer each First Nation Student who has diverse abilities or disabilities relevant learning activities, in accordance with the student's IEP.
- 7.6 First Nation Student progress reports on their educational achievement in a special education program or on an Evergreen Certificate path must be provided to the Parent and First Nation support staff as designated by the First Nation Student's Parent, according to the same student progress reporting schedule as followed by the School and, in any event, not less than at the end of each term during the placement.
- 7.7 The Board will ensure that Parents are advised:
 - a) of their right to request a change to the placement of a First Nation Student in a special education program or on an Evergreen Certificate path;
 - b) that if the Parent wishes to request a change in a placement decision, they may file such a request in accordance with applicable Board bylaws, policies and/or procedures; and
 - c) where the Parent files a request, the Parent may request, and receive, support in the process from the First Nation and/or the Aboriginal Education Council.

- 7.8 The Parties agree that IEPs are not intended to be static and will be reviewed and revisited at least bi-annually in collaboration with the First Nation Student and his or her Parent, and the IEP will be either:
- a) Updated;
 - b) Revised; or
 - c) Concluded, where it is determined that the First Nation Student no longer requires an IEP.
- 7.9 For greater certainty, the Parties agree that an IEP will only be put in place under sections 8.1 and 8.2 and it will only be updated, revised or concluded under section 8.8 where the prior Informed Consent of the Parent has been obtained.
- 7.10 The Parties agree that, in the case of all special education categories that are consistent, individual education plans for First Nation Students with special needs will be recognized and used as part of the planning process when those First Nation Students transition between First Nations Schools and Schools.

8.0 CHILDREN IN CARE

- 8.1 The Board will ensure appropriate learning plans and supports are identified and provided for Children in Care.
- 8.2 The Board will ensure appropriate staff are designated to be responsible for maintaining communications with the First Nation regarding Children in Care who are First Nation Students.
- 8.3 The Parties will make best efforts to work with supporting agencies to ensure appropriate supports are implemented to assist First Nations Students who are Children in Care.

9.0 STUDENT CONDUCT & SAFETY

- 9.1 The Parties will confirm policies, practices and other appropriate measures to create a safe learning environment, including safety from racism (students and staff), discrimination, indifference, bias, marginalization, bullying and stereotyping for all students attending the School(s).
- 9.2 With written consent of a First Nation Student's Parent, the Board will notify the First Nation of disciplinary action and potential escalation of disciplinary action in relation to that First Nation Student, and provide to the First Nation a copy of all correspondence related to the discipline of a First Nation Student by the School administrator.
- 9.3 First Nations and the Board will work together on a Restorative and Restitution plan when required as a result of conduct.

10.0 CULTURAL AWARENESS & HIRING IN THE SCHOOL DISTRICT

- 10.1 As per the BC Tripartite Education Agreement, at least one non-instructional day per year will be focused on enhancing First Nations Students outcomes for a minimum of three years commencing in the 2019/20 School Year.
- 10.2 The Board will ensure that the First Nation has an opportunity to be meaningfully involved, either individually or through the AEC and within the parameters of collective agreements, in the School District's recruitment and hiring process for personnel, and in particular those positions that have a significant impact on the First Nation Students, including, First Nations Support Workers, Aboriginal District Principals, Aboriginal Education Coordinators, classroom teachers, principals and vice-principals.

11.0 TRANSPORTATION

- 11.1 In order to access First Nations Transportation Fund, the Parties will identify First Nations Students' transportation needs and jointly develop and submit annually to the tripartite First Nation Student Transportation Committee, a Joint First Nation Student Transportation Plan setting out how the Parties will ensure First Nation Students have reliable and safe transportation services to the relevant School, including contingency measures for unexpected circumstances.
- 11.2 The Board agrees that, once transportation services are implemented pursuant to an approved Joint First Nation Student Transportation Plan with the First Nation, the Board will not make changes to those services without consultation with the First Nation.
- 11.3 As per Schedule G of BCTEA, in the event that the Parties determine they need to revise their Joint First Nation Student Transportation Plan, and that the revisions require further funding, they may submit a revised plan to tripartite First Nations Student Transportation Committee.
- 11.4 Where the Parties make amendments to their Joint First Nation Student Transportation Plan, or agree to changes in transportation services, they will ensure that Parents receive notice within a reasonable time in order to respond to any such changes.
- 11.5 The Board agrees that First Nation Students will not be penalized and will be supported in the event of absences or late arrivals due to transportation challenges.

12.0 COMMUNICATION

- 12.1 The Parties recognize the need for excellent communication and will establish agreed upon means for the successful and effective implementation of this Agreement, which may include, but not be limited to, regularized meetings and contact through newsletters and other correspondence, as appropriate.
- 12.2 The Parties recognize the need for effective and ongoing communication with Parents in the support of their child's successful education experience, and the Parties will advise Parents of opportunities for input and involvement in their child's education, such as course selection dates, reporting periods, parent-teacher interviews, application deadlines and procedures for post-secondary education, etc.
- 12.3 The Parties will encourage functions and meetings, such as parent-teacher interviews, to be held in the community.

13.0 TUITION PAYMENT

- 13.1 For eligible First Nation Students on the Nominal Roll attending Schools operated by the Board on September 30th, and for whom the First Nation has received Tuition Funding from Indigenous Services Canada (ISC), the First Nation will pay to the Board the Tuition Fees amount in accordance with this section 14.0 of this Agreement.
- 13.2 The Board will not charge the First Nation a greater amount for the First Nation Students attending a School within the School District than the First Nation Student Rate.
- 13.3 For greater certainty, the Parties agree that the First Nation is responsible only for Tuition Funding received from Indigenous Services for the Tuition Fees of the First Nation's Students according to the approved First Nations Student Rate and approved Nominal Roll. Unless otherwise agreed, the First Nation will not be responsible for paying any amounts for which it does not receive funding from Indigenous Services, or which exceeds the First Nation Student Rate.

- 13.4 The Parties agree the September 30th Nominal Roll enrolment will be verified by:
- a. the First Nation; and
 - b. the Secretary-Treasurer of the Board or designate.
- 13.5 The Parties agree that Tuition Fees payable for each school year shall be paid by the First Nation to the Board according to the following schedule and based upon the September 30th Nominal Roll figures and current eligible tuition fees
- a. September 30th (determine an estimate - based on Nominal Roll information for the period from September 1 to September 30 using an estimate of the current years First Nation Student Rate);
 - b. December 31st (based on the Nominal Roll information for the period from October 1 to December 31 using the current years First Nation Student Rate and adjusting the period from September 1 to September 30 for the actual in the First Nation Student Rate);
 - c. March 31st (based on the Nominal Roll information for the period from January 1 to March 31 using the current years First Nation Student Rate); and
 - d. June 30th (based on the Nominal Roll information for the period from April 1 to June 30 using the current years First Nation Student Rate).

Subject to reconciliation on March 31st and June 30th

- 13.6 The First Nation agrees to pay Tuition Fees to the Board, on a pro-rated basis for any First Nation student on the Nominal Roll for whom the First Nation receives Tuition funding from ISC, if that Student enrolls in a school in the School District following the September 30th Nominal Roll date.
- 13.7 Amounts payable under 14.5 and 14.6 are due on the reconciliation dates of March 31st or June 30th.
- 13.8 The Parties acknowledge that there may be small arrears portion in the Tuition fees paid to the School District due to rate increases and funding schedule that the First Nation receives from ISC, as the First Nation's funding is based on the prior year Nominal Roll and funding rate.
- 13.9 The Board will attach a copy of the approved Nominal Roll and a year-to-date LEA billing statement with each invoice for tuition to the First Nation.
- 13.10 In the event of a School closure due to a labour dispute, the Tuition Fees will be equitably adjusted by the agreement of the Parties and returned to the First Nation for the benefit of the First Nation's students in the same manner as occurs with the Ministry of Education.
- 13.11 The Parties agree that Tuition Fees under this Agreement will be paid in installments as set out in section 14.5 herein, except where:
- a) a First Nation Student has withdrawn from school during the month ending one month before the payment due date; or
 - b) a First Nation Student has transferred to a First Nation School or a BC Independent School during the month ending one month before the payment due date,

in which case, any further Tuition Fees for that First Nation Student will be held by the First Nation to be used for Tuition Fees to the First Nation School or BC Independent School that the First Nation Student has transferred to, or to support the continued education of the First Nation Student in support of their potential re-entry into the public system, First Nation School or BC Independent School in the future.

- 13.12 Where ISC is late in providing Tuition Funding to the First Nation,
- a. the First Nation will notify the Board of the delay in receiving ISC funding; and
 - b. the Board will not charge interest to the First Nation on any amount that is outstanding due to Indigenous Services' late provision of funding.

14.0 IMPLEMENTATION, MONITORING, REVIEW: LEA OVERSIGHT TEAM

- 14.1 The Senior Administration team of SD 57 will meet with the First Nation in September, January, and June to discuss plans for LEA implementation, monitoring and review.
- 14.2 The Indigenous Student Success Team comprised of the Principal/Vice Principal, Indigenous Education Worker, Grad Coach (if applicable), a member of the Indigenous Education Department Leadership team will meet four times a year with the First Nation to discuss commitments made in support of student success.

15.0 DISPUTE RESOLUTION

- 15.1 If there is a dispute between the Parties with respect to any matter arising from this Agreement or relating to the interpretation and application of this Agreement, the Parties agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.
- 15.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.
- 15.3 The Parties agree to endeavour to resolve issues or disputes that may arise about this Agreement, or its implementation, in a manner that fosters an improved, ongoing and respectful relationship between the Board and the First Nation.

16.0 TERM and AMENDMENT

- 16.1 The term of this Agreement will be 5 years, beginning _____ and ending _____, unless the Parties agree, in writing, to:
- a. terminate the Agreement; or
 - b. renew the Agreement, with or without amendments.
- 16.2 This Agreement shall be considered in effect for another full 1 year term unless notice is given 90 days prior to June 30, 2024 or any successive anniversary.
- 16.3 Each Party may suggest improvements and amendments to this Agreement and both Parties agree to discuss such suggestions in good faith with a view to better achieving the purposes of this Agreement.

17.0 NOTICES

- 17.1 Any notice, claim, consent, waiver, statement, or other documents or payment that either party may require or may desire to give, may be transmitted by mail, fax or personal delivery and will be conclusively deemed validly given or delivered or received by the addressee, if delivered personally on the date of delivery or, if mailed on the fifth business day after the mailing of the same in Canada by registered mail addressed or, if faxed with accompanying confirmation of completed transmission:

If to the First Nation:

Chief of Takla First Nation
Unit 401-1777 3rd Avenue
Prince George, B.C.
V2L 3G7

If to the Board:

Secretary-Treasurer
School District No. 57
2100 Ferry Avenue
Prince George, B.C.
V2L 4R5

18.0 GENERAL

- 18.1 This Agreement will be governed by, and construed in accordance with, the laws in force in the Province of British Columbia.
- 18.2 This Agreement will be to the benefit of, and binding upon, the Parties hereto and their respective successors and assigns.
- 18.3 This Agreement supersedes any and all previous local education agreements between the Parties.
- 18.4 The Parties acknowledge that:
- a. nothing in this Agreement, or in the negotiation of this Agreement, or in any prior document leading to this Agreement, in any way defines or amends, recognizes, affirms, or denies the existence of, or in any way limits Aboriginal or treaty rights of the First Nation; and
 - b. this Agreement is without prejudice to the rights of the Parties and the First Nation with respect to such matters.

IN WITNESS WHEREOF the Parties have executed this Agreement as of the date first above written.

SIGNED on behalf of 'TAKLA FIRST NATION' by its duly authorized Officers

Chief

Witness

SIGNED on behalf of the SCHOOL DISTRICT No. 57 (Prince George) BOARD OF EDUCATION

Chairperson – Board of Education

Witness

Secretary Treasurer

Witness

APPENDIX A: DEFINITIONS

For the purpose of this agreement, the Parties agree that the following definitions shall apply.

“Aboriginal” means the three groups of Aboriginal peoples in Canada, First Nations (or Indians), Metis and Inuit.

“Aboriginal Education Council” means a council established by a board of education or school district, comprised primarily of representatives from First Nations within the school district, to provide advice to improve outcomes for Aboriginal students.

“Aboriginal Education Programs and Services” means, collectively, Aboriginal Language and Culture programs, Aboriginal Support Services, or other Ministry approved Aboriginal Education Programs that Targeted Aboriginal Education Funding is used to fund. Such programs and services are developed collaboratively by the Board and local Aboriginal communities and documented, such as in an Aboriginal Education Enhancement Agreement. Such Aboriginal Education Programs must be additional to any other programs and services to which an Aboriginal student is eligible, including base funding, ELL and Special Education, and must be documented, such as through an Aboriginal Education Enhancement Agreement.

“Adaptations” are teaching and assessment strategies especially designed to accommodate a student’s needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

“Adult Dogwood” means an adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD) for adult learners (18 and older) who want to take courses in order to complete high school and obtain their adult high school diploma.

“Additional Funding” means any funding, other than Tuition Funding or Targeted Aboriginal Education Funding, that is used in support of educational programs or services offered by the School District No. 57 to Aboriginal students. For greater certainty, Additional Funding does not include Special Education Funding.

“Attendance Protocol” means an attendance procedure carried out at the schools in the District, which outlines the recording of attendance of students and the approach to excused and unexcused absences with the overall purpose of encouraging strong attendance necessary for success in schools.

“BC Public School” or “BC Public School(s)” means all public schools in British Columbia providing kindergarten to grade 12 education, but does not include BC Independent Schools or First Nation Schools.

“Board” or “Board of Education” means the board of school trustees constituted under the School Act for School District No. 57 or designated district staff responsible for First Nations education.

“Board/Authority Authorized Courses” are courses offered by BC Public Schools to respond to the local needs of the schools and their communities while providing choice and flexibility for students, according to requirements set by the Ministry of Education.

“Child, Family and Community Service Act” means the provincial Child, Family and Community Service Act, RSBC 1996, Chapter 46, as may be amended from time to time.

“Child in Care” means a First Nation child for whom the Director of Child Welfare is the sole guardian, and the Public Guardian and Trustee manages the child's estate.

“Dogwood Certificate or Diploma” means the British Columbia Certificate of Graduation that is awarded by the Minister to a student upon successful completion of the provincial graduation requirements, as set out in the provincial Graduation Program.

“Early Leaver Prevention Plan” means a plan of student supports, services or accommodations developed and implemented, where parental consent has been provided, in a manner consistent with the Attendance Protocol and with the purpose of re-engaging the First Nation Student and re-establishing strong attendance. The Plan applies where a First Nation Student misses more than 10% of scheduled classes in a month and will address academic, behavioural, attendance and any other relevant issues and will include interventions to be undertaken by the school, First Nation and parents.

"Early School Leavers" means:

- any First Nation Student leaving school prior to the completion of Grade 12, including students who are expelled; or
- a student who has 15 unexcused absences in a month, has missed 75% in any school month, or has missed 40% of a term or semester;

"Evergreen (School Completion) Certificate" is a school leaving certificate intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with special needs and an Individual Education Plan, who have met the goals of their education program, other than graduation (and not all students with special needs should be in an Evergreen Certificate Program.) The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. The Evergreen represents the completion of personal learning goals but does not represent graduation.

"First Nation Student Rate" means the education costs for a First Nation Student attending a BC Public School in a school district, as calculated annually by the Ministry in consultation with FNEC and Canada (formerly the "First Nations Billing Rate").

"First Nation Student" means a student who is ordinarily resident on a reserve of the First Nation in British Columbia and is eligible to be on the Nominal Roll.

"First Nation Transportation Fund" means the First Nation Student Transportation Fund established by Canada, British Columbia and FNEC to fund the transportation of First Nation Students to BC Public Schools, commencing in the 2019/20 School Year.

"Indigenous Services, IS, ISC or DISC" means the federal department of Indigenous Services.

"Individual Education Plan (IEP)" means a documented plan developed for a student that describes individualized goals, Adaptations, Modifications, and the services to be provided, and includes measures for tracking achievement, as required by the provincial Individual Education Plan Order M638/95 and addressed in the Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011), as may be amended from time to time.

"Individual Learning Plan (ILP)" is an education plan developed by the School-Based Team for a student who does not meet the criteria for an IEP but is considered to be a Vulnerable Student.

"Informed Consent" refers to the provision of approval or assent, particularly and especially after thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld. In the context of assessment and placement and education referrals, Informed Consent requires that the Parent be informed of:

- a. the assessment procedures to be carried out;
- b. the information to be collected;
- c. the intervention that may take place;
- d. the likely benefits and risks; and
- e. the option to refuse or withdraw at any time,

and be provided meaningful opportunity to provide input into the assessment and placement or education referral decision.

"Intellectual Property Rights" refers to the legal ownership of intellectual creations. It is understood and recognized that the people of the First Nation are the owners and keepers of their traditional knowledge, language, and all other aspects of their land use, management and cultural practices. School District No. 57 will explicitly recognize First Nations ownership of this knowledge.

"Minister" means the Minister of Education (BC).

"Ministry" means the Ministry of Education (BC).

"Modifications" means instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.)

"Nominal Roll" means the annual census of eligible students living on-reserve and attending elementary/secondary school as of September 30.

"Ordinarily resident on-reserve" means that the student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the year, even if they live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by Canada as settlement lands of the Indian band of which the student is a resident.

"Parent" means, in respect of a student:

- the guardian of the person of the student;
- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student;

"Parent or Legal Guardian Consent" means the informed consent of a parent and a legal guardian obtained after the parent and or legal guardian has been provided with all relevant information pertaining to the matter for which their consent is sought and has been given time to consider the same.

"Programs" means any programs that are established under the School Act and are offered to students in attendance during the term of this Agreement, including the Kindergarten to Grade 12 Program, Alternate Education Program, Adult Basic Education, Resource Room Program, Learning Assistance Program, French Immersion, and any other programs that may be established under the Act during the term of this Agreement.

"School" or School(s)" means and includes any school operated by the Board.

"School Act" means the British Columbia School Act, RSBC 1996, Chapter 412.

"School Calendar" means the school calendar established by each school district for each school year. Sections 87.01, 87.02 and 168.02 of the School Act and the provincial School Calendar Regulation 314/12, set out minimum requirements for Board-established school calendars, and set a minimum number of hours of instruction that Boards must offer to students during the School Year. Boards are required to make their proposed calendar public at least one month prior to submitting their proposed calendar to the Minister of Education and must consult with parents and Board employees on their proposed school calendar. The Board must make publicly available any proposed amendments to a school calendar at least one month before making the amendments.

"School District" or "District" means the area constituted under the School Act as School District # ____.

"School Year" means the period beginning on July 1 and ending on June 30 the following year.

"Special Education Funding" means funding provided for students with special needs, as set out in the provincial Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011), as amended from time to time.

"Targeted Aboriginal Education Funding" means the funding provided to the School District by the Ministry of Education targeted for school age students of Aboriginal ancestry participating in Aboriginal Education Programs and Services offered by public schools, which must be spent on the provision of these programs and services.

"Transportation funding" means funding for transportation to and from school that is included in the First Nation Billing Rates, as calculated by the Ministry and paid by ISC to the First Nation.

“Tuition Fees” means the Tuition Funding per student received from Indigenous Services by the First Nation, which the First Nation pays to the Board for the purchase of education services, including any mandatory School Fees, for students in the School District at the rate set out by the Ministry of Education in its fiscal framework for a given School Year.

“Tuition Funding” means the Tuition Funding received by the First Nation from Indigenous Services Canada (ISC) for the education of First Nation Students in the School District who are on the Nominal Roll, which is invoiced for by the Board as per the First Nation Student Rates established by the Ministry annually and as determined by the snapshot date of September 30th.

DRAFT

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 16, 2021

MEMORANDUM

TO: Board of Education

FROM: Cindy Heitman
Acting, Superintendent of Schools

SUBJECT: **2021/22 DISTRICT CALENDAR**

RECOMMENDATION

That the proposed local school calendar for
2021-2022 be approved as presented.

* * * * *

BACKGROUND

1. The Ministry of Education's School Calendar Regulation specifies that "A board must make public a proposed school calendar one month before submitting it to the ministry."
2. The Board must submit its approved calendar by the end of March of each year for the following school year.
3. The School District Calendar Committee, to which all Rightsholder and Stakeholder groups were invited to send two representatives, convened twice this school year.
4. The committee met on December 3, 2020 and reviewed the draft 2021-22 calendar.

The committee reviewed the BC School Calendar Regulations. The Committee reviewed the proposed placement of the Non Instructional Days as per the Calendar Regulations, specifically ensuring Regulation 8.2 Designation of purpose of non-instructional days and periods, were met.

The Rightsholder and Stakeholder group representatives agreed to consult with their members and solicit input regarding the draft calendar.

5. The committee met again on January 14, 2021, to review the input and feedback from Rightsholder and Stakeholder groups.
6. The Ministry of Education's School Calendar Regulation permits school district's to change the date of non-instructional days without a formal amendment process.

RATIONALE:

1. In accordance with the School Calendar Regulation, the public has had a month to provide input prior to the Board approving the calendar. Input was solicited through the district's website and from the Board's education Rightsholders and Stakeholders groups. No public input was received during the 30-day period.

CH/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)**2021-2022 SCHOOL CALENDAR****AUGUST**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2: BC Day

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September 6: Labour Day
September 7: Back to school
September 20: First full day of Kindergarten
September 24: Non-Instructional - Indigenous Day of Learning

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October 11: Thanksgiving
October 22: Non Instructional Day - Provincial

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November 11: Remembrance Day
November 26: Non Instructional Day

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 20 - 31: Winter vacation
December 27: Christmas Day stat observed
December 28: Boxing Day stat observed

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 3: New Years Day stat observed
January 4: Back to school
January 31: Non Instructional Day

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February 21: Family Day
February 28: Non Instructional Day

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 14 - 25 Spring break

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 15 : Good Friday
April 18: Easter Monday
April 29: Non Instructional Day

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 23: Victoria Day

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 28: Last day of school
June 29: Administrative day

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 1: Canada Day

LEGEND:
 School/Statutory Holidays

 Non-Instructional Days

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

March 16, 2021

TO: Board of Education

FROM: Trustee Polillo

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

My fellow Trustees and I are looking forward to representing School District No. 57 at the BCSTA 117th Annual General Meeting.

The virtual event will happen on Zoom and will take place on Friday April 16th and Saturday, April 17th.

The theme of this year's event is "Building Community"- Creating opportunities through education.

A busy few days are planned including keynote speakers, committee reports, elections, branch meetings and a business session.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

March 1, 2021

MEMORANDUM

TO: Board of Education

FROM: Trustee Warrington

SUBJECT: **DISTRICT STUDENT ADVISORY COUNCIL, MARCH 1, 2021**

REPORT:

The District Student Advisory Council met in person at the Van Bien Training and Development Center from 11:00 a.m. to 12:30 p.m. on March 1st.

Taryn Atkinson opened the meeting with introductions and welcome. A special guest Darrin Rigo, a local photographer and video producer was introduced and throughout the meeting provided professional guidance to the students during the discussion on their video project. The primary focus of the meeting was on the planning of the anti-racism video project.

The meeting then proceeded with a whole group discussion, led by Taryn, on a review of the video project to date. During this discussion, Darrin Rigo provided thoughtful comments and suggestions.

The students then moved into two working groups to finalize their plans, a "Creative" group and a "Nuts and Bolts" group.

Working from ideas and storyboards previously developed, the creative group engaged in an in-depth discussion on how to refine the story the video is intended to tell. The "Nuts and Bolts" group engaged in a discussion on the production side of the video. Throughout the small group discussion Darrin Rigo joined each group and offered comment. The planning discussions occupied the rest of the meeting. The collaboration and sharing of ideas among the students, the consideration given to each idea presented to bring the video to life was a privilege to witness.

The final item of business was a discussion on attendance at the Board and District committees for the coming month.

Under the very capable guidance of Katie Marrin, Vice Principal of PGSS, enough can't be said about the energy and commitment each of the students bring to the work of the District Student Advisory Council as representatives of their schools and the representative voice for students of School District No. 57.

It was a pleasure to have had the opportunity to attend this meeting. The work of these very able and committed young leaders is to be commended.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

March 8, 2021

TO: Board of Education

FROM: Trustee Valimohamed

SUBJECT: **INDIGENOUS EDUCATION ADVISORY COMMITTEE**

The Indigenous Education Advisory Committee held its meeting on March 8 2021 the topics and discussions included:

- Discussion and review of Targeted Budget for 2021/2022
- Discussion of Program Updates – Parent Sharing Circles, Grade 9 Leadership Series and Graduation for this year
- Update on all Committee Reports
- Discussion on Federal COVID-19 Funding
- Update on the Ad Hoc Committee – Truth and Reconciliation and UNDRIP
- Discussion regarding the Strategic Plan

Next meeting: April 12, 2021

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

March 16, 2021

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **TRUSTEE REPORT – MARCH 2021**

Tuesday, February 23rd

- Regular Public Board Meeting (Zoom)

Thursday, February 25th

- 25-Year Staff Celebration Event (Zoom)

Monday, March 1st

- Education Services Committee Meeting (Zoom)

Tuesday, March 2nd

- Policy and Governance Committee Meeting (Zoom)

Thursday, March 4th

- B.C. Summer Games Nomination Select Committee Meeting (Zoom)

Thursday, March 4th

- Meeting with Takla Nation (Zoom)

Monday, March 8th

- Management and Finance Committee Meeting (Zoom)

Wednesday, March 10th

- Expanded Committee of the Whole Budget meeting (Zoom)

Thursday, March 11th

- Strategic Plan meeting (Zoom)

Friday, March 12th

- B.C. Summer Games Nomination Select Committee Meeting (Zoom)

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

March 16, 2021

TO: Board of Education

FROM: Trustee Warrington

SUBJECT: **TRUSTEE REPORT – FEBRUARY 2021**

The first two months of 2021 have been busy with committee, liaison and BCPSEA responsibilities. Rather than provide specific comment on any of the meetings I have attended and participated in during February and the beginning of March my report this month is to provide only the dates and meetings I have attended on those dates. All meetings were attended by Zoom with the exception of the District Student Advisory Council meeting on March 1st which I attended in person.

- February 1st - Education Service Committee
- February 2nd – Policy and Governance Committee
- February 3rd – Rural Family of Schools Meeting- McBride, Valemount, and Mackenzie
- February 8th - Indigenous Education Advisory Committee
- February 10th - Meeting with District Parent Advisory Council Executive
- February 16th -Education Programs and Planning Committee
- February 18th - Strategic Planning Workshop
- February 22nd - BCPSEA Board of Directors
- February 23rd - Regular Public Board Meeting
- February 26th - Community in Action Forum
- March 1st - District Student Advisory Council Meeting and Education Services Committee
- March 8th - Management and Finance Committee
- March 10th - Budget Consultation Expanded Committee of the Whole
- March 11th - Strategic Planning Workshop
- March 16th – Trustees meeting with Special Advisors and Public Board Meeting

COVID has definitely changed the way we do our business. However, I appreciate how through Zoom, we have been able to continue the important work of the Board and the District. With Spring Break ahead, I wish everyone a well-rested and well deserved break.



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

February 25, 2021

Dayi Clay Pountney
Lheidli T'enneh Nation
150 Brunswick Street
Prince George, B.C. V2L 3B5

Chief Harley Chingee
McLeod Lake Indian Band
61 Tse'khene Drive
McLeod Lake, B.C. V0J 2G0

Via Email:

cpountney@lheidli.ca hchingee@mliib.ca

Dear Dayi Pountney and Chief Chingee,

Re: Response to Request for a Forensic Audit

School District No. 57 Board of Education, is requesting a meeting with district staff and Chief and Council of Lheidli T'enneh Nation and McLeod Lake Indian Band to review and discuss your request for a forensic audit on all targeted dollars and Local Education Agreement (LEA) dollars.

Through a productive dialogue with you, the Board of Education and district staff would like to establish what is possible in terms of the scope of the request. We welcome the inclusion of representatives from the First Nations Educational Outcome Improvement Team (FNEOIT) at this meeting, if you would like.

We value the work we do together, specifically in support of indigenous student learning and believe through a cooperative and collaborative conversation we can develop a path to move forward.

We understand the importance of this matter and would like to schedule a meeting as soon as possible.

Please respond with your acceptance of this request to schedule a meeting.

Mussi cho,

Cindy Heitman,
Acting Superintendent

cc. Trent Derrick, Chair, Board of Education
Jodie Ware, Education Director, McLeod Lake Indian Band
Vincent Joseph, Education Coordinator, Lheidli T'enneh Nation
Rachael Weber, Workforce Promoter/Liaison for Centerra Gold (Mt. Milligan) McLeod Lake Indian Band
Sophia Iliopoulos

/jc



Cindy Heitman, Acting District Superintendent
Trent Derrick, District Board Chair
Board of Education
School District No. 57
2100 Ferry Avenue
Prince George BC V2L 4R5
By email: CHeitman@sd57.bc.ca | tderrick@sd57.bc.ca

March 3, 2021

RE: Forensic Audit Request follow up

On February 25, 2021 we received a letter from Cindy Heitman stating that School District 57 was requesting a meeting with district staff and Chief and Councils from both McLeod Lake Indian Band and Lheidli T'enneh Nation, to review and discuss our request for a forensic audit on all targeted dollars and local education agreement (LEA) dollars.

At this time, the request for a forensic audit remains, and is of high priority and importance to our nations. However, with the Special Advisors meetings coming up, both nations feel the best decision for now, is to bring all inquiries to the Special Advisors attention, and move forward from there.

We are in agreement that our nations working cooperatively and collaboratively with SD57 is the way to move forward in the best interest of our students learning and success. Please accept this letter as acceptance for a discussion at a later date, which will be determined after we have had time to meet with the Special Advisors.

Thank you,

Jayde Duranleau, Deputy Chief,
McLeod Lake Indian Band

Clayton Pountney, Dayi, Lheidli
T'enneh First Nation