

Board of Education

Regular Public Meeting

April 26, 2022



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, April 26,, 2022
Mackenzie Secondary School

A G E N D A

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. APPROVAL OF AGENDA

4. PUBLIC INPUT

Thirty minutes maximum; limit of five minutes per speaker

5. PRESENTATIONS

- 5.1 Kelly Johansen, President
Prince George Principals' and Vice Principals' Association

6. SCHOOL DISTRICT NEWS

7. MINUTES OF PREVIOUS MEETINGS

- 7.1 Regular Public Meeting of March 8, 2022 Page 1
- 7.2 Record of Minutes of Regular In Camera Meeting of
March 8, 2022 and Special In Camera Meetings of March
7, March 30 at 5:30 p.m. and 6:30 p.m. and April 4, 2022. Page 10

8. BUSINESS ARISING FROM THE MINUTES

- 8.1 Aboriginal Report 2016/17 – 202/21 How Are We Doing?
– Follow-Up (C. Heitman)

9. EDUCATION PROGRAMS AND PLANNING COMMITTEE

9.1 Committee Report (R. Polillo) Page 13

9.2 Board Authorized Course – Environmental Ed 10 Page 15

10. MANAGEMENT AND FINANCE COMMITTEE

10.1 Committee Report (T. Bennett) Page 29

10.2 2022-23 Annual Budget

10.2.1 2022-23 Budget Assumptions Page 31

10.2.2 Regular Public Board Meeting – May 2022

10.3 Capital Plan Bylaw No. 2022/23-CPSD57-01 Page 33

10.4 Appointment of Election Officials for 2022 School Trustee Election Page 39

11. POLICY AND GOVERNANCE COMMITTEE

11.1 Committee Report (B. Bekkering) Page 40

11.2 Policy 3170 Financial Plan Development, Monitoring and Reporting Page 41

11.3 Policy 3433.2 Accumulated Operating Surplus Page 50

12. OLD BUSINESS

12.1 Draft Bylaw No. 4 (C. Heitman) Page 56

12.2 Ad Hoc Language Planning Committee – Terms of Reference (T. Bennett) Page 66

12.3 Ad Hoc Long Range Facility Use Committee (B. Thompson) Page 71

13. NEW BUSINESS

13.1 Student Transportation Service Contract (S. Warrington)

14. DISTRICT ADMINISTRATION REPORTS

14.1 Superintendent of Schools

15. TRUSTEE REPORTS

15.1 BC School Trustees' Association (R. Polillo) Page 73

15.2 BC Public School Employers' Association
(B. Bekkering)

15.3 District Parent Advisory Council (M. Mahoney)

15.4 District Student Advisory Council (B. Bekkering) Page 74

15.5 Indigenous Education Advisory Committee
(R. Polillo) Page 75

15.6 Various Trustee Reports

15.6.1 Trustee Bekkering Page 76

15.6.2 Trustee Mahoney Page 77

15.6.3 Trustee Polillo Page 78

15.6.4 Other Trustees

16. CORRESPONDENCE

16.1 Letter of Response dated March 30, 2022 to the Prince
George District Teachers' Association Page 79

17. ADJOURNMENT

UPCOMING MEETINGS:

Budget Consultation Meeting – May 4, 2022
Education Services Committee – May 9, 2022
Policy and Governance Committee – May 10, 2022
Management and Finance Committee – May 16, 2022
Education Programs and Planning Committee – May 17, 2022
Public Board Meeting – May 31, 2022

DRAFT
Minutes
Regular Public
Meeting

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

2022.03.08
6:00 p.m.

Present:

Sharel Warrington, Chair
Ron Polillo, Vice Chair
Betty Bekkering, Trustee
Tim Bennett, Trustee
Milton Mahoney, Trustee
Bob Thompson, Trustee
Rachael Weber, Trustee

Cindy Heitman, Superintendent of Schools
Darleen Patterson, Secretary Treasurer
Lee Karpenko, Assistant Superintendent
Kap Manhas, Assistant Superintendent (Zoom)
Diane Nygaard, Executive Assistant (Recorder)

1. **CALL TO ORDER**

The meeting was called to order at 6:01 p.m.

2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

The Board Chair acknowledged that today is International Women's Day. Ms. Warrington provided a moment to think about the people of Ukraine.

The Board Chair provided a formal acknowledgement of the ancestral lands, culture and people of the Lheidli T'enneh Nation, McLeod Lake Indian Band and Simpcw First Nation.

3. **APPROVAL OF AGENDA**

The agenda was amended to include an addition under New Business as item 13.3 Correspondence to the Board – M. Briggs and to postpone the Presentation from the Prince George Principals' and Vice Principals' Association to the next regular public meeting.

The agenda was approved as amended.

4. **PUBLIC INPUT**

Daryl Beauregard representing the Prince George District Teachers' Association acknowledged International Women's Day. Mr. Beauregard spoke in support of the March 4, 2022 Ministry announcement regarding the new graduation requirement of 4 credits of a First People focused course. He spoke regarding a shortage of teachers teaching on call related to supports for students.

Suzanne Dallman representing CUPE 3742 congratulated the District Student Advisory Council on the release of their anti-racism videos. Ms. Dallman drew attention to draft childcare policy included in the Policy and Governance Committee report and requested that childcare be provided by CUPE 3742 workers. Ms. Dallman also drew attention to the draft 2023/24 calendar that is included on this evening's agenda and requested that the winter break be revised by moving the winter break to December 18 to December 29, 2022.

Andrea Beckett representing the District Parent Advisory Council acknowledged International Women's Day. Ms. Beckett advised that the Superintendent provided a presentation on the school district's budget process at its last meeting. Ms. Beckett spoke regarding the importance of inclusion and equality in schools.

5. **PRESENTATION**

The presentation from the Prince George Principals' and Vice Principals' Association was postponed to the next regular public meeting.

6. **SCHOOL DISTRICT NEWS**

Trustee Polillo provided positive comments regarding the Drumming Circle at Lac des Bois Elementary on February 25th. In recognition of International Women's Day, Mr. Polillo congratulated and provided an overview of the senior girls' basketball results for CHSS, Duchess Park Secondary and Shaq Ti Kelly Road. He extended best wishes to boys' basketball teams that will be participating in provincials.

Trustee Bekkering provided an overview of the following events:

- Drumming Circle – Lac des Bois Elementary
- Raising the Bar - District Student Advisory Council
- Prince George Olympic Celebration – Meryeta O'Dine

Trustee Warrington provided positive comments regarding the Drumming Circle and Community Breakfast held this morning at Westwood Elementary School. Ms. Warrington noted that members of the Indigenous Education Department lead drumming circles at one of our schools each morning.

7. **MINUTES OF THE PREVIOUS MEETINGS**

7.1 Regular Public Meeting of February 22, 2022

The minutes of the regular public meeting of February 22, 2022 were adopted as published.

A recess was called at 6:49 p.m. and the meeting was reconvened at 6:53 p.m.

MOVED and SECONDED

That votes in opposition be recorded in the minutes of in camera and public meetings moving forward, and that if practical, past minutes of the in camera and public meetings since January 25, 2022 be amended to include votes in opposition.

CARRIED

7.2 Record of Minutes of Special In Camera Meeting of February 22, 2022 and Regular In Camera Meetings of February 22, 2022.

The report on the items discussed and decisions made at the special in camera meeting of February 22, 2022 and regular in camera meeting of February 22, 2022 were approved.

8. **BUSINESS ARISING FROM THE MINUTES**

8.1 Ad Hoc Language Planning Committee – Terms of Reference

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

MOVED and SECONDED

That the Board of Education postpone the motion to approve the Terms of Reference for the Ad Hoc Language Planning Committee to a future regular public meeting to allow for consultation with the Indigenous Education Leadership Table.

CARRIED

8.2 Aboriginal Report 2016/17 – 2020/21 How Are We Doing? – Follow-Up

The Superintendent shared a PowerPoint presentation providing a detailed review of the Student Learning Survey included in the Aboriginal Report 2016/17 – 2020/21 How Are We Doing? for SD57.

The Superintendent responded to questions from the Trustees.

9. **EDUCATION PROGRAMS AND PLANNING COMMITTEE**

9.1 Committee Report

Trustee Polillo reviewed the February 2022 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 15, 2022 be received.

CARRIED

10. **EDUCATION SERVICES COMMITTEE**

10.1 Committee Report

Trustee Thompson reviewed the February 2022 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 7, 2022 be received.

CARRIED

10.2 Ad Hoc Long Range Facility Use Committee

Trustee Thompson reviewed the recommendation and rationale that was included in the agenda package. Mr. Thompson drew attention to the terms of reference that was also included in the agenda package.

MOVED and SECONDED

That the Board of Education approve the Terms of Reference for the Ad Hoc Long Range Facility Use Committee as presented.

The Trustees discussed how to incorporate the consultation with the Indigenous Education Leadership Table into the terms of reference.

The Superintendent advised that the school district committee structures will be discussed with the Indigenous Education Leadership Table.

The Superintendent and Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED

That the Board of Education postpone the motion to approve the Terms of Reference for the Ad Hoc Long Range Facility Use Committee to a future regular public meeting to allow for consultation with the Indigenous Education Leadership Table and potential inclusion of the Metis Nation.

CARRIED

Trustee Bennett voted in opposition of the motion.

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

Trustee Bekkering reviewed the February 2022 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 8, 2022 be received.

CARRIED

11.2 Draft Policy 1120 Access to the Board

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package. Ms. Bekkering drew attention to the draft policy that was also included in the agenda package.

The Trustees requested that the draft policy be amended to include Takla Nation as a member of the Rightsholder and Stakeholder groups.

MOVED and SECONDED

That the Board of Education approve draft Policy 1120 Access to the Board as amended.

CARRIED

11.3 Draft Policy Anti-Racism – Terms of Reference

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

MOVED and SECONDED

That the Terms of Reference for the Anti-Racism, Anti-Discrimination Policy Development Group be received.

Trustee Bekkering responded to questions from the Trustees.

MOVED and SECONDED

That this item be referred back to the Policy and Governance Committee for clarification.

CARRIED

Trustee Bennett voted in opposition to this motion.

12. **OLD BUSINESS**

None.

13. **NEW BUSINESS**

13.1 Draft 2022-23 Calendar

Trustee Bennett reviewed the recommendation included in the agenda package.

Assistant Superintendent Karpenko reviewed the background and rationale that was included in the agenda package and responded to questions from the Trustees.

Trustees Bennett and Polillo provided their input as the Calendar Committee Trustee representatives.

MOVED and SECONDED

That the proposed local school calendar for 2022-2023 be approved as presented.

CARRIED

13.2 Draft 2023-24 Calendar

Trustee Polillo reviewed the recommendation included in the agenda package.

Assistant Superintendent Karpenko drew attention to the background and rationale that was included in the agenda package.

Trustees Bennett and Polillo provided their input as the Calendar Committee Trustee representatives.

MOVED and SECONDED

That the proposed local school calendar for 2023-2024 be approved as presented.

The Trustees discussed the request made during this evening's public input from CUPE 3742 to revise the 2023-2024 school calendar by moving the winter break to be December 18 to December 29, 2022.

The Superintendent and Assistant Superintendent Karpenko responded to questions from the Trustees.

The motion was amended as follows:

MOVED and SECONDED

That the proposed local school calendar for 2022-2023 be approved as amended to move the Christmas Break to be from December 18th to December 29th with the return to school on January 2nd following the statutory holiday.

CARRIED

13.3 Correspondence from Monica Briggs

The Superintendent stated that a letter has been received from an individual in our community expressing concerns related to supports for students. Ms. Heitman indicated that a meeting has been scheduled to discuss the concerns early next week. A copy of the letter was provided as a handout.

14. **DISTRICT ADMINISTRATION REPORTS**

14.1 Superintendent of Schools

The Superintendent provided a PowerPoint presentation which included information on the March 4, 2022 Ministry announcement regarding the new graduation requirement of 4 credits of a First People focused course and an update related to the 2022 Strategic Implementation Plan-Continuous Improvement Cycle.

The Superintendent responded to questions from the Trustees.

15. **TRUSTEE REPORTS**

15.1 BC School Trustees' Association

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

15.2 BC Public School Employers' Association

Trustee Bekkering provided an overview of the information received from BCPSEA related to the COVID-19 rapid testing program.

15.3 District Parent Advisory Council

The Board Chair drew attention to the report of the District Parent Advisory Council meeting held on February 7, 2022 that was included in the agenda package.

Trustee Polillo reported on the District Parent Advisory Council meeting held on March 7, 2022. Mr. Polillo advised that the Superintendent provided an overview of the school district's budget process and responded to questions.

15.4 Indigenous Education Advisory Committee

The Board Chair drew attention to the report that was included in the agenda package.

15.5 Various Trustee Reports

15.5.1 Trustee Bekkering

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

15.5.2 Trustee Polillo

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

15.5.3 Trustee Warrington

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

15.5.4 Other Trustees

None.

16. **CORRESPONDENCE**

Trustee Warrington drew the Board's attention to the following correspondence that was included in the agenda package:

- o Letter of Support dated January 25, 2022 to the First People's Cultural Council
- o Letter dated January 26, 2022 from the National Defence, Rocky Mountain Rangers
- o Letter to Minister Whiteside dated March 3, 2022 regarding an invitation to visit the school district

17. **ADJOURNMENT**

The meeting adjourned at 8:56 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

March 7, 2022 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Adoption of the minutes of the special in camera meeting of February 22, 2022.
4. Discussion and decision related to personnel matters.
5. Receipt of an updated related to an appeal under Bylaw No. 4.
6. Receipt of an update related to a personnel matter.
7. Receipt of an update regarding a legal matter.
8. Discussions related to governance matters.

The meeting was called to order at 4:02 p.m. and adjourned at 5:30 p.m.

March 8, 2022 Regular In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Adoption of the minutes of the regular in camera meeting of February 22, 2022.
4. Ratification of the 2022 Local Matters Agreement with the Prince George and District Teachers Association.
5. Receipt of updates related to property matters.

The meeting was called to order at 4:07 p.m. and adjourned at 5:42 p.m.

March 15, 2022 Special In Camera Meeting

1. Motion to waive written notice.
2. Approval of the agenda.
3. Acknowledgement of the Traditional Territories.
4. Receipt of an update regarding a legal matter.

The meeting was called to order at 4:32 p.m. and adjourned at 6:15 p.m.

March 30, 2022 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Motion to waive written notice.
3. Approval of the agenda.
4. Approval of draft letter of response to the Prince George District Teachers' Association including a motion to move out of in camera.
5. Discussion and decision related to the Student Transportation Contract.

The meeting was called to order at 5:37 p.m. and adjourned at 6:25 p.m.

March 30, 2022 Special In Camera Meeting at 6:30 p.m.

1. Motion to waive written notice.
2. Approval of the agenda.
3. Discussions related to governance matters.

The meeting was called to order at 6:30 p.m. and adjourned at 6:53 p.m.

April 4, 2022 Special In Camera Meeting.

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Discussion and decisions related to personnel matters.
4. Discussion and decision related to a property matter.
5. Receipt of an update related to a property matter.
6. Discussion related to a governance matter.
7. Approval of a late motion submission to the British Columbia School Trustees Association.

The meeting was called to order at 4:05 p.m. and adjourned at 5:51 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 26, 2022

MEMORANDUM

TO: Board of Education

FROM: Trustee Polillo, Chair
Education Programs and Planning Committee

SUBJECT: **COMMITTEE REPORT – APRIL 2022**

RECOMMENDATION

That the report of the Education Programs and Planning Committee meeting held on April 12, 2022 be received.

* * * * *

REPORT:

1. The Education Program and Planning Committee met on April 12, 2022.
2. The meeting's agenda items were:
 - a. **Approval of the minutes of the previous meeting held.**
 - b. **Proposed Board Authorized Course, Environmental Education Grade 10:** This item appears on this evening's agenda for consideration of the Board's approval.
 - c. **Family of Schools – Duchess Park Secondary:** The Principal of Harwin Elementary presented a PowerPoint Presentation outlining the school's Pre-Kindergarten connection and literacy program.
 - d. **Student Learning**
 - The district teacher responsible for the provincial physical activity project delivered a PowerPoint Presentation that included multiple aspects of physical activities to support teachers.
 - The district teacher responsible for providing Information Technology for Student Learning provided a PowerPoint Presentation of the support provided to teachers and students related to their Microsoft Office 365 account.
 - e. **Mental Health Literacy:** The Vice Principal of Inclusive Education delivered a PowerPoint Presentation that included the various ways the department supports schools and students with mental health resources.

- f. **Building Stronger Schools:** The Principal of Building Stronger Schools delivered a PowerPoint Presentation of the Strengthening Compassionate Systems program provided to schools during the three-year program.
 - g. **Yearly Plan:** Review and update of the yearly plan.
3. The next Education Programs and Planning Committee meeting will be held on May 17, 2022.

/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 12, 2022

MEMORANDUM

TO: Board of Education
FROM: Education Programs and Planning Committee
SUBJECT: **BOARD AUTHORIZED COURSE:**
ENVIRONMENTAL EDUCATION 10

RECOMMENDATION

That Environmental Education 10 be approved
as a Board authorized course.

* * * * *

RATIONALE:

1. This is new course for the 2022-2023 school year.
2. The new graduation program requires Grade 10 - 12 courses to be either Ministry authorized or Board authorized in order to count toward graduation.

/jc



SD No. 57 Prince George, Board Authorized Course

School District/Independent School Authority Name: School District 57, Prince George	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 57
Developed by: Mark Hunter and James Kondratuk	Date Developed: February 7, 2022
School Name: Kelly Road Secondary School	Principal's Name: Randy Halpape
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only): Superintendent, Cindy Heitman
Board/Authority Approval Date:	Board/Authority Chair Signature: Sharel Warrington, Board Chair
Course Name: Environmental Education 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Special Training:

Successful completion of the Conservation and Outdoor Recreation Education (CORE) course

Recommended certifications: CORE Examiners Certificate*

* In order for students to be able to apply to the B.C.W.F. for their C.O.R.E. Certificate, they must pass both a written test and a practical firearm safety test with a score of 75%. Both tests must be administered or overseen by a qualified C.O.R.E. Examiner.

Facilities:

Class room: TV/DVD, Computer and LCD Projector/Screen

Outdoor spaces: Local forest/parkland hiking, Rod and Gun Club Shooting Range

Recreational equipment:

Deactivated firearms training sets at District Learning Commons. SD57 standards for user access and protocols established.

Course Synopsis:

The course prepares the student to successfully complete the two tests required by the Conservation and Outdoor Recreation Education (C.O.R.E. program) to obtain their C.O.R.E. certification which is required to obtain a Hunter Registration number.

Goals and Rationale:

The C.O.R.E. program instituted across B.C. in 1975 has succeeded in reducing the hunter accident rate dramatically in the last 43 years. New hunters are in need of the C.O.R.E. training so as to be a safe and ethical outdoors person.

The Prince George School District draws a large percentage of its students from rural areas where hunting is considered to be an important activity. As well students from urban areas within the school district have expressed an interest in outdoor education. Therefore the offering of the provincially developed C.O.R.E. program is filling a need. A large percentage of the population in the Prince George area are hunters.

This C.O.R.E. course was originally approved in 1975 (Wilkins) by the Board of School Trustees as a locally developed course and was rewritten to fit the current B.C. provincial C.O.R.E. curriculum in approximately 1990.

Recreational pursuits are strongly linked to core competencies of communication, personal awareness and responsibility to others/the environment, and thinking (trip planning and safety/ survival strategies).

Communication competencies encompass abilities that students use to impart and exchange information, share experiences and ideas, examine the world around them, and utilize and effectively engage students in the use of digital media. This competency is taken a step further as learners gain the knowledge and skills necessary to communicate effectively with one another when working together on a hunt, transport of game animals, and when mandatory reporting of harvested game animals is required.

Personal (self-awareness and self-management) and Social competencies (situational group interactions, effective conversations, and feedback) are explored through activities that promote self-efficacy, planning and experiential leadership.

Environmental Education 10 provides cross curricular opportunities in science (identification of fauna and flora, human impact on wild spaces and species, ecology), Indigenous practices (food gathering), math (map and compass work) and PHE (basic first aid awareness and importance of fitness).

Course material and outdoor learning opportunities develop environmentally responsible citizens, giving participants a greater appreciation for the wild spaces they will recreate in while instilling conservation practices like “Leave no Trace” principles. Learning experiences lead to a life-long appreciation and protection of the natural environment and its inhabitants.

Goals

The main goals of the course are:

- To familiarize the student with various ecological aspects of the environment
- To familiarize the student with common birds and animals that are encountered in the local environment.
- To give basic training in emergency procedures used in the bush.
- To demonstrate a good understanding of the safe use and care of firearms.
- To make clear those legal regulations which affect individuals in the bush.
- To encourage development of a mature and responsible attitude toward the environment.

Indigenous Worldviews and Perspectives:

Declaration of First Peoples’ Principles of Learning:

Environmental Education 10:

- Supports the development of the well-being of self, the community and the land
- Recognizes the role of Indigenous knowledge of plant life and history of locations
- Nurtures: Learning by doing, established through experiences and reflections on those experiences
 Learning about and perceiving the consequences we leave when we recreate in wild spaces
 Learning manifested through remembering and recounting the events of personal outings
- Promotes perfecting outdoor skills developed over time, achieved with patience and perseverance
- Champions land stewardship: appreciation and conservation of outdoor environments requires personal exploration of one’s identity, philosophy and ethics
- Builds fellowship: leading and being lead in outdoor recreational pursuits supports connecting with others, and learning from mentors

Declaration of Indigenous Worldviews and Perspectives:

Environmental Education 10 provides access to First Nation groups, particularly Elders in wilderness settings helping students to:

- Develop an understanding of the relatedness of all things in the natural world and how it is at the heart of Indigenous culture.
- Gain insight into how many Indigenous communities use traditional and contemporary Indigenous technologies in daily life that are in harmony with nature
- Observe how traditional Indigenous culture used natural resources for transportation (canoeing, snow shoeing), shelter and food gathering
- Discover how Indigenous societies value the land and resources it provides in distinct ways.
- Experience learning at a deeper level from storytelling and its importance for imparting knowledge and cultural expression that promote preservation of natural/ wild spaces

Course Name: Outdoor Recreation 10**Grade: 10****BIG IDEAS**

Conservation is the managed use of resources so that they will still be available for future generations.

Ethics and Laws are the legal and non-legal rules that outdoor users follow to keep everyone safe and hunting perceived as a positive practice.

Safety encompasses all of the actions taken to ensure all outdoor users stay as safe as possible and prepare for emergency situations.

Animal Identification is a requirement to ensure that only the proper types and numbers of animals are harvested.

Indigenous Peoples & Hunting In B.C. includes the recognition of Indigenous Peoples' rights of cultural practices on Traditional Territories.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Respect For The Environment - Develop an outdoor philosophy that values wilderness pursuits and activities. - Explain the relationship between good stewardship of resources and continued health of the environment. - Explain the relationship between good preparation for the outdoors and personal well-being. - Identify factors that affect choices of outdoor pursuits for life. - Demonstrate personal safety practices and preparation routines. - Identify factors to consider when planning outdoor activities and the impact of physical activities on the environment. Respect For Wildlife - Develop an outdoor philosophy that values wildlife and their role in maintaining a healthy environment. - Explain the importance of practicing hunting skills to minimize the waste of game meat.	<i>Students are expected to know the following:</i> Conservation - importance of hunting in maintaining healthy wildlife populations - history and role of hunters in conservation and wildlife management practices - define ecology and wildlife management terms - identify the basic requirements of all wildlife and how human activities can affect those - state how wildlife managers protect and manage wildlife and habitat Ethics & Laws Ethics - define terms related to ethics, hunting techniques, and game care - state examples of ethical and non-ethical behaviors employed by outdoor users and hunters, and how it affects public perceptions - explaining the role of a person's moral compass when faced with an ethical dilemma - explain shot placement, hunting techniques, and game care methods used by hunters that help promote respect for wildlife

Respect For Laws • Develop a respect for the laws the govern hunting and their importance in maintaining healthy game and non-game animal populations. • Identify how to determine the rules and laws each year that govern hunting and trapping. Personal and Social Responsibility • Communicate and demonstrate safe and appropriate participation in outdoor activities – able to follow the rules, routines, and procedures of safety in a variety of activities. • Demonstrate self-confidence while participating in varied outdoor pursuits and CORE certification opportunity. • Demonstrate appropriate social behaviour while working cooperatively in group activities. • Demonstrate hunting and outdoor etiquette; concept of fair chase, proper animal identification, conservation, ethical behavior and respect of private and crown land. • Demonstrate a knowledge of the legal requirements surrounding hunting activities; transportation requirements, open season dates, limited entry hunting requirements, use of motorized vehicles, etc. • Identify and demonstrate positive behaviours that show respect for: • Individual's potential, interests, and cultural backgrounds. • The environment. • Identify leadership skills used while participating in outdoor education. Community Building & Collaboration: • Employ leadership techniques to improve group dynamics in a variety of recreational activities. • Develop relational skills amongst members of the hunting community.	• Laws • difference between ethics and laws • explain federal firearm and wildlife laws related to gun ownership and the use of firearms while hunting • explain how municipal and provincial laws affect hunting and the discharge of firearms • explain the laws and regulations that govern the use of firearms and archery equipment, and hunting in B.C. • obtain information from the Hunting and Trapping Synopsis and LEH Regulation Synopsis Safety • Outdoor Survival and Safety • explain safety concerns/risks while participating in outdoors recreational activities and the reasons for pre-trip planning and its related procedures • state procedures/steps used during emergency situations and basic first aid treatment employed by outdoors recreational users • identify orienteering equipment and its usage • identify common field equipment used by hunters and campers during outdoors recreational activities and explain that equipment's proper usage and related safety concerns • Firearms • identify firearms and their components • select appropriate modern ammunition • explain firearm and ammunition safety • apply firing techniques and procedures • demonstrate safe firearm handling procedures Animal Identification • Animal Identification • identify ungulate species hunted in B.C. • identify common small game animals hunted or trapped in B.C. • identify carnivore animals hunted or trapped in B.C. • Bird Identification • identify wetland game birds of B.C.
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	• identify upland game birds of B.C. • identify raptors and other protected/endangered birds of B.C. • define common terms related to birds Indigenous Peoples & Hunting in B.C. • legal foundation and history of Indigenous Peoples' rights • importance of hunting to Indigenous Peoples' culture
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Big Ideas – Elaborations

- **Conservation**

Sample questions to support inquiry with students:

- What is the relationship between hunter's heritage, ecology and wildlife management?
- What is the difference between conservation and protection of wildlife?
- What are some methods used to manage wildlife populations?
- What is hunting a valuable tool that can be used to manage wildlife populations?

- **Ethics and Laws**

Sample questions to support inquiry with students:

- What is the difference between ethics and laws?
- Why is it important that hunters and other outdoor recreation users act ethically and responsibly?
- What are examples of acceptable behaviors and attitudes by hunters and other outdoor recreation users based on the use of ethics?
- What are the laws affecting hunters and firearm owners?
- Which government agencies are responsible for the enforcement of these laws?

- **Safety**

Sample questions to support inquiry with students:

- What are the basic procedures that can be employed by hunters and other outdoor recreation users prior to, and during their venture into the outdoors, to increase their chances of survival in emergency situations?
- How can a map and compass be used for orienteering?
- How should firearms and ammunition be handled to ensure maximum safety of both the user and their surroundings?

- **Animal Identification**

Sample questions to support inquiry with students:

- How do you use characteristics, habitats, and distribution to identify game animals and protected/endangered species?
- How do you use characteristics, habitats, and distribution to identify game birds of B.C. and protected/endangered species?

- **Indigenous Peoples & Hunting in BC**

Sample questions to support inquiry with students:

- Why is hunting an important part of Indigenous Peoples' rights and culture?
- What are the laws surrounding Indigenous Peoples' rights to harvest wildlife?

Curricular Competencies – Elaborations

Respect For The Environment

Sample questions to support inquiry with students:

- What type of actions and behaviours promote a healthy outdoor environment?
- How can hunters participate in maintaining a healthy environment?
- What actions should be taken when observing others that are engaging in activities that are damaging or dangerous to the environment?
- What actions can the government invoke if too many people abuse B.C.'s wilderness?

Respect For Wildlife

Sample questions to support inquiry with students:

- What is meant by the concept of "fair chase"?
- Why is it important to be able to correctly and accurately identify game and non-game species?
- Explain the importance of shooting practice and respect for the animals a person may hunt.
- Explain the importance of safely and quickly handling a harvested game animal.

Respect For Laws

Sample questions to support inquiry with students:

- Why do hunting, trapping and fishing laws exist, and how do these laws maintain healthy wildlife populations?
- Identify laws regarding motor vehicle use in specific hunting areas.
- Explain the correct way to transport various types of wild game.
- How do you correctly look up bag limits for different game animals in different areas of the province?
- Identify which types of wildlife are covered by provincial laws and/or federal laws.
- What actions would you take when observing another outdoor user who is deliberately breaking the law?

Personal and Social Responsibility

Sample questions to support inquiry with students:

- How do you safely handle firearms and ammunition?
- What actions would you take when observing another outdoor user who is deliberately breaking the law?
- What type of information should be left with a contact when participating in outdoor activities?
- What are examples of good etiquette when participating in single day hunting trips?
- What are examples of good etiquette when participating in multi-day hunting trips?
- What are examples of good etiquette when hunting on private land?

Community Building & Collaboration:

Sample questions to support inquiry with students:

- What are some ways that local First Nations groups contribute to wildlife management?
- Name some of the local groups that are involved with maintaining or enhancing outdoor areas or wildlife populations
- Identify ways in which you could contribute to one or more of the groups identified above.

Content – Elaborations

The following elaborations are possible illustrations of the Content:

Conservation

- wildlife harvesting numbers are based on the estimated percentage of the population that will die during the winter due to starvation and disease.
- all animals need 4 things – food, water, space and shelter
- human activities that affect the above 4 requirements for healthy populations
- spring animal feeding programs
- methods of determining population sizes – aerial surveys, animal tagging, mandatory or optional game animal harvest reporting

Ethics & Laws

- **Ethics**
 - difference between ethics and laws
 - poor ethics could result in more restrictive laws
 - examples of good ethical behaviour – sharing camp duties, good shot placement, etc.
 - examples of poor ethical behaviour – not sharing harvest if on private land, shooting in potentially unsafe conditions, etc.

- **Laws**

- using the B.C. Hunting and Trapping Synopsis
- penalties for illegal behaviour
- reporting procedures for illegal behaviour
- identifying federal and municipal laws
- applying for Limited Entry Hunting opportunities

Safety

- **Outdoor Survival and Safety**
 - developing trip safety plans
 - making a first aid and survival kit
 - proper outdoor wear

Content – Elaborations
• map, compass and GPS use • Firearms • ACTS and PROVE safe firearm handling • modern ammunition identification • matching shot size to game animals • safe firearm storage • safe carries for firearms when alone or in a group Animal Identification • Animal Identification • identify ungulate species hunted in B.C. • identify common small game animals hunted or trapped in B.C. • identify carnivore animals hunted or trapped in B.C. • Bird Identification • identify wetland birds of B.C. • identify upland birds of B.C. • identify raptors and other protected/endangered birds of B.C. Indigenous Peoples & Hunting in B.C. • gain an understanding of the origin, historic content and extent of Indigenous Peoples’ rights in relation to hunting • gain an understanding of the importance of wildlife to Indigenous Peoples

Recommended Instructional Components:

- Direct Instruction – Teacher and invited guests (Indigenous Elders, Certified instructors)
- Demonstrations – invited guests and certified instructors
- Modelling
- Student-in-Role – preparatory training for field trips and onsite learning during field trips
- Project Work
- Flexible Grouping of Students
- Experiential Learning – hands on learning (discovery by doing) in classroom setting and day trips

Recommended Assessment Components:

- Activities and Projects – use of map and compass, Rod & Gun Club trip, animal and bird identification
- Quizzes – formative assessment (ethics, types of firearms, B.C. Hunting & trapping Synopsis use)
- Test – summative assessment (unit tests)

Learning Resources:

- B.C. Wildlife Federation C.O.R.E. manual and videos
- Videos – Cougars: Ghost of the Rockies, Life on the Vertical (Stikine Mountain Goats), Burn’s Bog (Ecosystems)
- B.C. Hunting & Trapping Synopsis and LEH Synopsis
- Ministry of Environment animal pamphlets
- maps and compasses
- Montana Bear ID website

Additional Information:

This 1 semester long class will be taught inside the regular timetable/ school day, with the exception being optional field trips that extend pass the 1 block (79 min) time frame.

Organizational Structure (Unit, Topic, modules)

Unit	Title	Time (hours)
1	Conservation	15
2	Ethics	15
3	Laws & Regulations	15
4	Outdoor Survival & Safety	15
5	Firearms	20
6	Animal Identification	20
7	Bird Identification	15
8	Indigenous Peoples & Hunting In B.C.	5
Total Hours		120

Learning Outcomes

Unit 1 Conservation

(15 hours)

The student will explain the relationship between hunter's heritage, ecology and wildlife management. It is expected that student will:

1. State the purpose of hunter education.
2. Identify hunter heritage and the hunter's role in wildlife management.
3. Define ecology and wildlife management terms.
4. List the basic requirements of all wildlife.
5. State how wildlife managers protect and manage wildlife and habitat.

Unit 2 Ethics

(15 hours)

The student will explain acceptable/unacceptable behaviours and attitudes by hunters and other outdoor recreation users based on the use of ethics. It is expected that student will:

1. Define terms related to ethics, hunting techniques, and game care.
2. State examples of ethical and non-ethical behaviours employed by outdoor users and hunters.
3. Explain shot placement, hunting techniques, and game care methods used by hunters that help promote respect for wildlife.

Unit 3 Laws & Regulations

(15 hours)

The student will identify the laws affecting hunters and firearms owners, and the agencies responsible for enforcement of these laws. It is expected that student will:

1. Explain federal firearm and wildlife laws related to gun ownership and the use of firearms while hunting.
2. Explain the laws and regulations that govern the use of firearms and archery equipment in B.C.
3. Explain how municipal laws affect hunting and the discharge of firearms.
4. Obtain information for the B.C. Hunting & Trapping Synopsis and the LEH Regulation Synopsis.

Unit 4 Outdoor Survival & Safety

(15 hours)

The student will identify procedures employed by hunters and other outdoor recreation users prior to and during their venture into the outdoors. It is expected that student will:

1. Explain safety concerns/risks found while participating in outdoor recreational activities and the reasons for pre-trip planning and its related procedures.
2. State procedures/steps used during emergency situations and basic first aid treatment employed by outdoor recreational users.
3. Identify orienteering equipment and its usage.
4. Identify common field equipment used by hunters and campers during outdoor recreational activities and explain that equipment's proper usage and related safety concerns.

Unit 5 Firearms (20 hours)

The student will operate basic firearm actions.

It is expected that student will:

1. Identify firearms and their components.
2. Identify modern ammunition.
3. Explain firearm and ammunition safety.
4. Demonstrate safe firearm handling procedures.
5. Demonstrate firing techniques and procedures.

Unit 6 Animal Identification (20 hours)

The student will identify game animals and protected/endangered species through knowledge of their characteristics, habitats and distribution.

It is expected that student will:

1. Identify ungulate species hunted in B.C.
2. Identify common small game animals hunted or trapped in B.C.
3. Identify carnivore animals hunted or trapped in B.C.
4. Define common terms related to animals.

Unit 7 Bird Identification (15 hours)

The student will identify game birds of BC and protected/endangered species through knowledge of their characteristics, habitats and distribution.

It is expected that student will:

1. Identify wetland game birds of B.C.
2. Identify upland game birds of B.C.
3. Identify raptors and other protected/endangered birds of B.C.
4. Define common terms related to birds.

Unit 8 Indigenous Peoples & Hunting in B.C. (5 hours)

The student will learn about the historic context and importance of wildlife to Indigenous People of B.C.

It is expected that students will:

1. Identify that the harvesting of wildlife is an important part of Indigenous Peoples' culture.
2. Explain the extent of Indigenous rights with regards to harvesting practices of Indigenous People.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 11, 2022

MEMORANDUM

TO: Board of Education

FROM: Tim Bennett, Trustee
Management and Finance Committee

SUBJECT: **COMMITTEE REPORT – MARCH 2022**

RECOMMENDATION

That the report of the Management and Finance Committee meeting held on April 11, 2022 be received.

* * * * *

REPORT:

- 1) The Management and Finance Committee met on April 11, 2022.
- 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 corrected.
 - b) **Staffing Update** – The Director of Human Resources provided a staffing update and responded to questions from to the Committee. The update included an update on the daily absence tracking within the school district.

Mr. Norum was also provided with an update regarding the number of vacant teaching and Education Assistant positions within the school district and responded to questions from the Committee.

- c) **Financial Update to March 31, 2022** - The Committee received a financial update for the first nine months of the school and fiscal year to March 31, 2022. 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 2022 and it will continue to monitor the results of operations for the year.

The Secretary Treasurer and Director of Finance responded to questions from the Committee.

Ms. Brown also provided an overview of the costs related to the January 15, 2022 School Trustee By-Election.

The Director of Finance will provide an update related to the Federal and Provincial Safe Return to School funding and costs at the next Committee meeting.

- d) **2022-23 Annual Budget**
 - **2022-23 Budget Assumptions** – This item appears on this evening's agenda.
 - **March 2022 Funding Announcement** – The Secretary Treasurer drew attention the March 2022 Ministry of Education funding announcement for the 2022/23 school year that was included in the agenda package. Ms. Patterson noted that this information was also shared at the April 30th Budget Consultation meeting.
 - **Preliminary Anticipated Budget Challenge at April 11, 2022** – The Secretary Treasurer discussed the preliminary anticipated budget challenge at April 11, 2022 with the Committee.
 - e) **Regular Public Board Meeting – May 2022** – This item appears on this evening's agenda.
 - f) **Capital Plan Bylaw No. 2022/23-CPSD57-01**– This item appears on this evening's agenda.
 - g) **Trustee Compensation Survey Results** – The Secretary Treasurer provided the Committee with a copy of Trustee compensation survey results compiled by the British Columbia Trustees Association for information purposes only.
 - h) **Appointment of Election Officials for 2022 School Trustee Election** – This item appears on this evening's agenda.
 - i) **Analysis of Trustee Travel** - A report was presented to the Committee on expenditures and/or reimbursements to date.
 - j) **Office of the Auditor General of British Columbia** – The Secretary Treasurer provided the Committee with a copy of the letter dated February 15, 2022 from the Office of the Auditor General of British Columbia stating that the school district was selected for limited audit procedures.
- 3) The next Management and Finance Committee meeting will be held on May 16, 2022.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 26, 2022

MEMORANDUM

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: **2022/23 BUDGET ASSUMPTIONS**

RECOMMENDATION

That in accordance with Policy 1160, Role of the Board, Regulation 8.2 the following assumptions be approved to guide the development of the 2022/23 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 2022/23 organization on a similar basis as the prior year based on enrolment assumptions.
3. Departments will be expected to develop their 2022/23 budgets on the same basis as the prior year.
4. Cost pressures, primarily from inflation and statutory requirements will be addressed for all expenditures including employee benefits, student transportation and utilities.
5. Salaries and wages will be budgeted based on known general wage increases, expected step increases and estimated school district average salaries and benefits.
6. In accordance with the scope outlined in the Terms of Reference for the Budget Consultation Committee, that Committee will:
 - Employ the values of Transparency, Integrity, Equity, Inclusion, Respect and Community contained in the 2021-2026 Strategic Plan in conjunction with the directions of Truth and Reconciliation, Equity of Access, Wellness and Learning.
 - In the event that anticipated operating revenues exceed anticipated 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 anticipated operating expenditures exceed anticipated 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 increases negotiated during the current round of collective bargaining as well as the resulting increase in employee benefits costs for the Prince George District Teachers' Association, CUPE 3742 and CUPE 4991 will be fully funded by the Ministry of Education through distribution of labour settlement funding.
 8. 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.

* * * * *

RATIONALE

1. Policy 1160, Regulation 8, Fiscal Accountability in Regulation 8.1 indicates that the Board shall approve budget process and timelines at the outset of the budget process. The Board did so in approving the 2022/2023 Budget Consultation draft agenda and meeting schedule at the Board of Education meeting held on December 14, 2021.
2. Regulation 8.2 indicates that the Board shall, in collaboration with the Superintendent, identify budget assumptions and draft Board priorities to be used in the creation of the annual operating budget.
3. Draft Administrative Procedure 500 Annual Operating Budget, Procedure 2.3 indicates that the annual budget assumptions approved by the Board shall form part of the basis for the annual budget.
4. The Superintendent and Secretary Treasurer reviewed the 2022/23 budget assumptions with the Management and Finance Committee on April 11, 2022.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 11, 2022

MEMORANDUM

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: **CAPITAL PLAN BYLAW NO. 2022/23-CP-SD57-01**

RECOMMENDATION

1. That, in accordance with Section 68 (4) of the *School Act*, all three readings of Capital Plan Bylaw No. 2022/23-CPSD57-01 be given at tonight's meeting.
2. That Capital Plan Bylaw No. 2022/23-CPSD57-01 be given first reading.
3. That Capital Plan Bylaw No. 2022/23 CPD57-01 be given second reading.
4. That Capital Plan Bylaw No. 2022/23-CPSD57-01 be given third and final reading.

* * * * *

RATIONALE:

1. The Ministry of Education has announced support for projects on the Five Year Capital Plan approved by the Board of Education June 2021.
2. Support is provided from the School Enhancement Program for Heating, Ventilation and Air Conditioning (HVAC) upgrades at the following schools:
 - a. Van Bien Elementary School - \$525,000
 - b. Pineview Elementary School - \$610,000
3. Support is provided from the Carbon Neutral Capital Program for a Heating, Ventilation and Air Conditioning (HVAC) upgrade at the following schools:
 - a. Buckhorn Elementary School - \$325,000
 - b. Heather Park Elementary School - \$350,000

4. Support is provided from the Playground Equipment Program for universally accessible playground equipment at the following schools:
 - a. Hart Highlands Elementary School - \$165,000
 - b. Ecole College Heights Elementary School - \$165,000
5. The school district will enter into a Capital Project Funding Agreement with the Ministry of Education for these projects. All projects are estimated to be completed by March 31, 2023.
6. Section 68 (4) of the School Act allows a board to give all three readings of a bylaw at one meeting if the trustees present at the meeting agree unanimously to do so.



March 15, 2022

Ref: 218161

To: Secretary-Treasurer and Superintendent
School District No. 57 (Prince George)

Capital Plan Bylaw No. 2022/23-CPSD57-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2022/23

This letter is in response to your School District's 2022/23 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs, and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

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

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

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

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

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

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Van Bien Elementary	SEP - HVAC Upgrades	\$525,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Pineview Elementary	SEP - HVAC Upgrades	\$610,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Buckhorn Elementary	CNCP - HVAC Upgrades	\$325,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Heather Park Elementary	CNCP - HVAC Upgrades	\$350,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
Hart Highlands Elementary	PEP - New - Universally Accessible Playground Equipment	\$165,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
College Heights Elementary	PEP - New - Universally Accessible Playground Equipment	\$165,000	Proceed to design, tender & construction. To be completed by March 31, 2023.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2022/23 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2022/23 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Mary-Anne North at mary-anne.north@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2022/23 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2023/24 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

NOTE: School districts' Capital Plan submission deadlines for the 2023/24 fiscal year, using the CAPS online platform, will be as follows:

- Major Capital Programs (SMP, EXP, REP, RDP, BEP) – June 30, 2022
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2022

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2022 deadline.

Please refrain from proactively reaching out to media regarding approved projects until the Province has made public announcements regarding minor capital approvals and playgrounds. Procurement and operational disclosure can continue.

When preparing public announcements pertaining to these approvals after the provincial announcements, please have District communications staff contact Meghan McRae, Communications Director, Government Communications and Public Engagement, at (250) 952-0622

Additionally, the Annual Facility Grant (AFG) project requests for the 2022/23 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2022.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Francois Bertrand". The signature is fluid and cursive, with a long horizontal stroke at the end.

Francois Bertrand, Executive Director
Capital Management Branch

pc: Rob Drew, Director, Major Capital Projects, Capital Management Branch
Damien Crowell, A/Director, Minor Capital Programs and Finance Unit, Capital
Management Branch

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 26, 2022

MEMORANDUM

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: **APPOINTMENT OF ELECTION OFFICIALS FOR 2022**
SCHOOL TRUSTEE ELECTION

RECOMMENDATION

Appointment of Chief Election Officer
and Deputy Chief Election Officer.

THAT pursuant to Section 41(1) and (2) of the *Local Government Act* Ms. Jan Cote be appointed Chief Election Officer for conducting the 2022 general local elections with power to appoint other election officials as required for the administration and conduct of the 2022 general local elections;

AND THAT Ms. Ellen Bryden be appointed Deputy Chief Election Officer for the 2022 general local elections.

* * * * *

RATIONALE

- 1) Part 4, Division 3, Sections 35 to 38 of the *School Act* governs the elections of School Trustees.
- 2) Section 35 (2) requires a general school election to be held on the third Saturday of October in the year of the election. In this election year, that date is Saturday, October 15, 2022.
- 3) Section 37 (3) requires the Board to conduct an election for School Trustees in certain areas.
- 4) By Ministerial Order dated April 6, 2018 the School District No. 57 (Prince George) Board of Education consists of seven Trustees elected from three Trustee Electoral Areas as follows: five from the Prince George Trustee Electoral Area, one from the Mackenzie Trustee Electoral Area and one from the Robson Valley Trustee Electoral Area.
- 5) As in prior years, the school district's Chief Election Officer and Deputy Chief Election Officer will work with the election officials of the City of Prince George, District of Mackenzie and the Regional District of Fraser-Fort George in the conduct of the 2022 general local elections.

DP/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 5 2022

MEMORANDUM

TO: Board of Education

FROM: Betty Bekkering, Chair
Policy and Governance Committee

SUBJECT: **COMMITTEE REPORT – APRIL 2022**

RECOMMENDATION

That the report of the Policy and Governance Committee meeting held on April 5, 2022 be received.

* * * * *

REPORT:

- 1) The Policy and Governance Committee met on April 5, 2022.
- 2) The meeting's agenda items were:
 - a) Approval of the minutes of the previous meeting held.
 - b) **Draft Policy 4116.3 Confidential Disclosure: Whistle-Blower Protection – Terms of Reference** - The Secretary Treasurer reviewed the Whistleblower Policy Development Working Group Terms of Reference with the Committee. The deadline for school districts to implement *Public Information Disclosure Act* policies is December 31, 2023.
 - c) **Draft Policy Child Care**– Assistant Superintendent Karpenko reported that the draft child care policy has been referred to Senior Administration for review and will be brought forward to Board in accordance with Policy 8310.
 - d) **Draft Policy Anti-Racism – Update**– The Superintendent stated that the Anti-Racism, Anti-Discrimination Policy Develop Group has three meetings scheduled in April. Ms. Heitman stated that it is anticipated that the draft policy will be presented to the Committee at its May meeting.
 - e) **Draft Policy Indigenous Anti-Racism – Update** – Indigenous Assistant Superintendent Pam Spooner provided an overview of the consultation with the Indigenous Education Leadership Table related to the development of an Indigenous Anti-Racism policy. Ms. Spooner will continue to consult with the Nations in the development of the draft policy.
 - f) **Policy 3170 Financial Plan Development, Monitoring and Reporting** – This item appears on this evening's agenda.
 - g) **Policy 3433.2 Accumulated Operating Surplus** – This item appears on this evening's agenda.
- 3) The next Policy and Governance Committee meeting will be held on May 10, 2022.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 5, 2022

Memorandum

TO: The Board of Education

FROM: Policy and Governance Committee

SUBJECT: **POLICY 3170 FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING**

RECOMMENDATION

That Policy 3170 Financial Plan Development, Monitoring and Reporting be given final approval.

RATIONALE:

- 1) On May 28, 2021 the Province of BC adopted the Financial Planning and Reporting Policy.
 - o The objective of the policy is to support transparency and accountability for the planning and reporting of the financial resources managed by Boards of Education
 - o The main purpose of the policy is to align Boards' multi-year financial planning and reporting processes with provincial priorities by providing direction and guidance
- 2) The suggested revisions to align Policy 3170 Budget Development, Monitoring and Reporting with the newly adopted Provincial policy on Financial Planning and Reporting.
- 3) The phased implementation timeline required that local policies guiding operating surplus and stakeholder engagement be in place January 1, 2022.
- 4) On December 14, 2021 the Board of Education approved the distribution of the draft policy to reference groups for input for a 60 day consultation period in accordance with Policy 8310 Policy and Policy Development prior to final approval by the Board.
- 5) At the April 5, 2022 Policy and Governance Committee received a verbal report stating that no feedback had been received during the 60 day consultation period. The committee reviewed the draft policies for final approval of the Board.

DP/dln



BOARD OF EDUCATION
School District No. 57
2100 Ferry Avenue
Prince George, B.C. V2L 4R5
(250) 561-6800

POLICY 3170

FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING

APPROVED: 2018.05.29

REVISED: 2021.12.14

POLICY

The Board of Education is committed to providing a transparent process for developing, monitoring, and reporting its annual financial plans.

Responsibility Centre: Secretary-Treasurer

References: *School Act*, Part 8, Division 2, Sections 110 to 113



FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING

PREAMBLE

A transparent process for the development, monitoring, and reporting of its financial plans will support the financial governance and accountability of financial resources managed by the school district.

Approved: 2018.05.29

Revised: 2021.12.14



FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING**REGULATIONS:****STRATEGIC PLAN**

1. The Board of Education will set, create and maintain a strategic plan in alignment with the Ministry of Education policy – ***Framework for Enhancing Student Learning*** and to meet the responsibilities of Policy 1160 Role of the Board, Specific Area of Responsibility No. 3 by through the adoption of a multi year Strategic Plan.
 - 1.1 The Strategic Plan will guide the process for identifying priorities and setting district directions to inform operational strategies and financial planning decisions to continuously improve the educational outcomes for all students and improve the equity for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.
 - 1.2 The Superintendent will develop an Implementation Plan to guide the short term Strategic Plan priorities and district directions which outlines actionable steps toward the continuous improvement of educational outcomes for all students and improvement of equity for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.
 - 1.3 The Superintendent will work with schools to develop School Plans to align all district annual operational plans with the educational objectives in the Strategic and Implementation Plans.
 - 1.4 The Superintendent will, in collaboration with all education and community Rightsholders and stakeholders, lead a continuous improvement review program. The process should assess the alignment of the Strategic and Implementation Plans with the results of educational outcomes for the school district to address student outcome deficiencies and inequities and provide recommendations related to findings.
 - 1.5 The Strategic and Implementation Plans will be made available on the school district website. School Plans will be made available on each school website.
 - 1.6 The Superintendent will conduct a collaborative review of the current Strategic Plan, and lead the consideration of a new Strategic Plan, undertaking the appropriate consultation of all education and community Rightsholders and stakeholders, at the beginning of the fifth year of the current plan.



FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING**LONG RANGE FACILITIES PLAN**

2. The Board of Education will establish a Long Range Facilities Plan in accordance with guidelines provided by the Ministry of Education to guide decisions regarding capital asset management in terms of facility operations and educational programming.
 - 2.1 The Long Range Facilities Plan will identify for consideration the geographic challenges, educational programs offered, current condition of school district facilities, projected student enrolment for a period of ten years, the nominal and operating capacity of the schools, the transportation of students, current and potential community use and properties surplus to the needs of the school district.
 - 2.2 The Long Range Facilities Plan will be made available on the school district website.
 - 2.3 The Superintendent will conduct a review at the end of the third and sixth years of the current Long Range Facilities Plan and undertake consultation with all education and community Rightsholders and Stakeholders, to inform adjustments to the plan.
 - 2.4 An external consultant may be engaged at the end of the ninth year of the Long Range Facilities Plan to work with local governments and other Rightsholders and stakeholders on future developments, school enrolment, and school site requirements.

FINANCIAL PLAN

3. The Board of Education will establish a multi-year financial plan that outlines how funding and resources will be used to support the Strategic Plan and to meet operational needs in the district.
 - 3.1 The Superintendent will lead the consideration of a multi-year financial plan aligned with the districts Strategic Plan in consultation with education and community Rightsholders and stakeholders.
 - 3.2 Consultation with education and community Rightsholders and stakeholders will be guided by the Mission, Vision, Values and District Directions of the Strategic Plan.
 - 3.3 An annual review of the Financial Plan will be conducted in conjunction with the development of the annual budget to ensure that adjustments to the plan are made when identified.
 - 3.4 The Superintendent will review and report performance against the plan as part of the continuous improvement review program outlined in 1.4.



FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING**ANNUAL BUDGET**

4. Budget Consultation Committee will be convened annually to facilitate development of the annual budget and to ensure alignment of the budget with the Strategic Plan of the district.
 - 4.1 The purpose of the Budget Consultation Committee is to provide an opportunity for open two-way communication to support the development of district financial plans in alignment with the educational plans of the district.
 - 4.2 The Budget Consultation Committee will be guided by the Mission, Vision, Values and District Direction of the Strategic Plan, the multi-year financial plan and by the budget assumptions approved by the Board of Education.
 - 4.3 The Board of Education will approve the Terms of Reference of the Budget Consultation Committee by January 31st of each school year.
 - 4.4 The membership of the Budget Consultation Committee will be included in the Terms of Reference and will include representation from education and community Rightsholder and Stakeholder groups and will be reviewed annually by the Board.
 - 4.5 The Budget Consultation Committee will report to the Board of Education at a regular public meeting prior to first reading of the Annual Budget Bylaw.
5. The Board of Education will meet with Senior Administration and all department managers during the budget process to discuss operational priorities and identified budget opportunities and challenges. School budgets, as determined during the spring school organization process, will be addressed by the Assistant Superintendents at this meeting.

MONITORING AND REPORTING

6. The Secretary Treasurer will prepare Annual Financial Statements for audit in accordance with Policy 3434 Audit Committee.
7. The Superintendent and Secretary Treasurer will prepare a Financial Statement Discussion and Analysis Report annually to report on the Board' progress towards meeting objectives as outlined in the multi-year financial plan.
8. The Audited Annual Financial Statements and the Financial Statement Discussion and Analysis Report will be made available on the school district website.
9. The Secretary Treasurer will ensure that there are internal processes in place to monitor and track financial progress and performance throughout the year and notify the Board in the event that adjustments to the plan are required.



FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING

- 9.1 The Management and Finance Committee will receive Quarterly Operating Reports in October, January and April from the Secretary Treasurer which will be included with the monthly committee report published in the Regular Public Meeting agenda package.
- 9.2 Monthly, from January to June, the Management and Finance Committee will receive a financial update on all school and department operating fund accounts from the Secretary Treasurer and the Director of Finance.

Approved: 2018.05.29
Revised: 2021.12.14



FINANCIAL PLAN DEVELOPMENT, MONITORING AND REPORTING

ADMINISTRATIVE PROCEDURES:

1. All Purchase Orders in excess of \$5,000 will be reviewed by the Finance Department staff to ensure that the Purchase Order is charged to an appropriate general ledger account, that there is sufficient budget for the purchase, and that it is approved by an authorized department manager or staff member.
2. All invoices over \$1,000 will be reviewed by the Secretary Treasurer or Director of Finance prior to processing for payment.
3. Annually, all schools and Central Administration Office departments will confirm their staff with authority to expend allocated budget to the Finance Department.

Approved: 2018.05.29



BUDGET DEVELOPMENT, MONITORING AND REPORTING**Budget and Financial Reporting Timeline**

Month	Action	Responsibility
January	Regular Board Meeting – consideration of the Amended Annual Budget Bylaw. (<i>School Act</i> Section 113 (2)).	Management and Finance Committee and Secretary Treasurer
February	Submit estimate of the number of students who may be enrolled in educational programs provided by the Board in the next school year to the Ministry of Education	Secretary Treasurer
	Identify and approve budget assumptions for the next school year with reference to the Strategic Plan	Superintendent and Secretary Treasurer
	Review annual remuneration for trustees in accordance with Policy 8230	Management and Finance Committee and Secretary Treasurer
March	Convene Expanded Committee of the Whole – Budget Consultation	Chair, Management and Finance Committee
April	School Organization Process	Assistant Superintendents
	Convene Expanded Committee of the Whole – Budget Consultation	Chair, Management and Finance Committee
	Convene Budget Consultation meeting with all department heads	Chair, Board of Education
May	Receive the Report of the Expanded Committee of the Whole – Budget Consultation	Board of Education
	Consider first, second, and third and final readings of the Annual Budget Bylaw	Chair, Board of Education
June	June 30 – Deadline for adoption and submission of Annual Operating Budget <i>School Act</i> (Section 113 (1)(a))	Secretary Treasurer
September	Approve the audited financial statements	Board of Education
October	Review Appropriated Operating Surplus balances as at June 30	Management and Finance Committee
November	Review and confirm Terms of Reference for an Expanded Committee of the Whole – Budget Consultation and set Committee meeting dates	Management and Finance Committee and Secretary Treasurer
December	Submit Statement of Financial Information to the Ministry of Education	Secretary Treasurer



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 5, 2022

Memorandum

TO: The Board of Education

FROM: Policy and Governance Committee

SUBJECT: **POLICY 3433.2 ACCUMULATED OPERATING SURPLUS**

RECOMMENDATION

That Policy 3433.2 Accumulated Operating Surplus
be given final approval.

RATIONALE:

- 1) On May 28, 2021 the Province of BC adopted the Accumulated Operating Surplus Policy.
 - o The objective of the policy is to ensure that consistent rules and guidelines are in place to enable Boards to engage in long-term planning, mitigate financial risk and support consistent service to all students in the province.
 - o The main purpose of the policy is to provide guidelines and resources for Boards to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus
- 2) The suggested revisions to align Policy 3433.2 Accumulated Operating Surplus with the newly adopted Provincial policies on Accumulated Operating Surplus.
- 3) The phased implementation timeline required that local policies guiding operating surplus and stakeholder engagement be in place January 1, 2022.
- 4) On December 14, 2021 the Board of Education approved the distribution of the draft policy to reference groups for input for a 60 day consultation period in accordance with Policy 8310 Policy and Policy Development prior to final approval by the Board.
- 5) At the April 5, 2022 Policy and Governance Committee received a verbal report stating that no feedback had been received during the 60 day consultation period. The committee reviewed the draft policies for final approval of the Board.

DP/dln



BOARD OF EDUCATION
School District No. 57
2100 Ferry Avenue
Prince George, B.C. V2L 4R5
(250) 561-6800

POLICY

3433.2

ACCUMULATED OPERATING SURPLUS

APPROVED: 2018.05.29

REVISED: 2021.12.14

POLICY

The Board of Education is committed to providing an accountable and transparent process with respect to the accumulation, spending and reporting of operating surpluses.

Responsibility Centre: Secretary-Treasurer

References: *School Act*, Part 8, Division 8 Accounts and Audits, Sections 156 to 166

ACCUMULATED OPERATING SURPLUS

PREAMBLE

Accumulated operating surpluses enable the Board to engage in long-term planning, mitigate financial risk and support consistent services to students.

Approved: 2018.05.29.

Revised: 2021.12.14



ACCUMULATED OPERATING SURPLUS**REGULATIONS:**

1. Internally Restricted Operating Surplus:
 - 1.1 To support long-term financial planning the Board may restrict operating surplus for use in future years within three categories:
 - 1.1.1 Internally restricted due to the nature of constraints on the funds. The Board may have commitments to spend certain operating funds, in future years, on identified activities.
 - 1.1.2 Internally restricted due to anticipated unusual expenses. Situations may occur where management has identified one-time and intermittent projects that will not be funded by revenues in that year.
 - 1.1.3 Internally restricted due to operations spanning multiple school years. Situations may occur where funds may need to be carried over to future years such as school or department carry-overs or operating projects in progress.
 - 1.1.3.1 The amount of Internally Restricted Operating Surplus – held in schools at the end of a fiscal year should not exceed two percent (2 %) of schools actual Operating Expenses for that year.
 - 1.1 The Board will approve the internally restricted operating surplus, annually with the approval of the audited financial statements prepared in accordance with Section 157 of the *School Act*. The categories of internally restricted operating surplus will be disclosed in the notes to the financial statements.
 - 1.2 The Board will approve all changes to the internally restricted operating surplus appropriations.
2. Unrestricted Operating Surplus (Contingency)
 - 2.1 To support effective planning, that includes risk mitigation strategies, the Board should maintain unrestricted operating surplus.
 - 2.1.1 The amount of unrestricted operating surplus at the end of a fiscal year should not exceed two percent (2%) of actual operating expenses for that year.
 - 2.1.2 All appropriations from unrestricted operating surplus will be considered by the Management and Finance Committee and approved by the Board of Education.



ACCUMULATED OPERATING SURPLUS

3. Restricted for Future Capital Cost Sharing
 - 3.1 To support major capital projects that are identified in the Board's 5 year Capital Plans, and approved by the Ministry for concept plan or business case development, the Board may restrict operating surplus to satisfy capital project cost share expectations.
4. Local Capital
 - 4.1 Local capital includes the Board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and earned interest.
 - 4.2 Transfers from operating funds may be made for specific initiatives that align with that Strategic and Financial Plans of the district, that address capital asset investment or that meet a specified need of the district.
5. Transfers of funds, including annual operating funds and accumulated operating surplus, between the Operating Fund, Special Purpose Fund and Capital Fund may be identified through the Budget processes and will be considered by the Management and Finance Committee and approved by the Board of Education.
6. Any transfers of funds including annual operating funds and accumulated operating surplus, between the Operating Fund, Special Purpose Fund and Capital Fund not included in the Annual Budget, or Amended Annual Budget will be considered by the Management and Finance Committee and approved by the Board of Education.
7. In the event that an operating deficit occurs, the Board will seek the approval of the Minister of Education in accordance with Section 156(12) of the *School Act*.
8. The Secretary Treasurer will include information in the Financial Statement Discussion and Analysis Report annually related to the use of accumulated surplus and local capital funds.

Approved: 2018.05.29

Revised: 2021.12.14



ACCUMULATED OPERATING SURPLUS**ADMINISTRATIVE PROCEDURES:**

1. Annually, the Management and Finance Committee will receive a report on accumulated operating surplus.
 - 1.1 The report will be based on information as of June 30 of the same year.
 - 1.2 The report will include the Unexpended Operating Budget of each elementary and secondary school.
 - 1.3 The report will include a ten year history of Accumulated Surplus from Operations including, at a minimum, total amounts:
 - 1.3.1 Appropriated for future budgets
 - 1.3.2 Unexpended by schools
 - 1.3.3 All other appropriations
 - 1.4 The report will provide a recommendation related to transfers to the Capital Fund for capital asset investment including technology, equipment and capital projects.

Approved: 2018.05.29
Revised: 2021.12.14



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 26, 2022

MEMORANDUM

TO: Board of Education

FROM: Bylaw No. 4 Working Group

SUBJECT: **DRAFT BYLAW NO. 4**

RECOMMENDATION

That the draft Bylaw No. 4 "A bylaw to provide for an appeal procedure under Section 11 of the School Act" be distributed for 60-days consultation to Stakeholder and Rightsholder groups for input.

* * * * *

RATIONALE:

1. The Board of Education met with the District Parent Advisory Council on October 18th and discussed the challenges faced by parents with the current bylaw and made recommendations for improvement.
2. At the October 26, 2021 regular public meeting the Board passed the following motion:

That the Board direct the Acting Superintendent in consultation with the District Parent Advisory Council to develop a Terms of Reference for a working group to review Bylaw 4,

and

That the Board direct the Acting Superintendent to develop and implement a process to resolve concerns which is accessible to parents/guardians and minimizes barriers until such time as the working group has had an opportunity to bring forward recommendations to the Board regarding Bylaw 4.
3. At the December 14, 2021 regular public meeting the Board approved the Terms of Reference for the Bylaw No. 4 Working Group.
4. The working group met four times and identified challenges with current processes in Bylaw 4. The group reviewed other bylaws from district across the province and has recommended revisions to Bylaw 4 to ensure the steps to problem solving in School District 57 is made public and accessible to the community, and is equitable, transparent, inclusive and respectful.
5. In accordance with Policy 8310 Policy and Policy Development a major revision to an existing policy approved by the board for consideration, it must be distributed for a 60-day public consultation period prior to final approval by the Board.



BOARD OF EDUCATION
School District No. 57
 2100 Ferry Avenue
 Prince George, B.C. V2L 4R5
 (250) 561-6800

BYLAW NO. 4

BYLAW NO. 4

“A bylaw to provide for an appeal procedure under Section 11 of the *School Act*”

The Board of Education recognizes that there may be times where parents, guardians and caregivers have concerns regarding a decision made by a district employee. We are committed to providing a fair and responsive opportunity for which parents and students can seek a review of decisions that significantly affect the education, health, or safety of a student. The Board strongly encourages parents and students to work together with their teachers and with school and Board administration to resolve disputes in an open and constructive manner both prior to and during the appeal process.

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties in disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction. Unresolved disputes may be appealed to the Board of Education.

The Board will hear appeals on administrative decisions (or failure to make a decision) of an employee, submitted in accordance with section 11 of the School Act, that significantly affect the education, health or safety of a student.

The Board of Education recognizes the need to have a safe and confidential appeal process. This process should be free from any direct or indirect form of retaliation against parents, guardians, caregivers or students because of the initiation or outcome of an appeal.

The appeal process is based on the principle of administrative fairness and includes:

- The right to be treated with respect and dignity.
- The right to speak on your own behalf or to have an advocate speak for or with you.
- The right to be heard.
- The right to participate in decisions that affect you.
- The right to receive clear, complete and appropriate reasons for a decision.
- The right to obtain all information that led to the initial decision or is being considered in an appeal.
- The right to an impartial review of a decision that affects you, a review that is accessible, flexible, timely and easy to use.
- The right to an appeal procedure that has a built-in mechanism to protect against retribution.

1. The following decisions will normally be considered to be matters that significantly affect the education, health or safety of a student:
 - 1.1 Disciplinary suspension from school for a period in excess of five (5) consecutive days;
 - 1.2 Suspension from school for a health condition;
 - 1.3 Placement in an educational program, including class placement;
 - 1.4 Grade promotion and graduation;
 - 1.5 Refusal to offer an educational program to a student 16 years of age or older; distributed learning required as part of a disciplinary matter;
 - 1.6 Bullying behaviours, including intimidation, harassment or threats of violence by a student against another student;
 - 1.7 Failure to consult with families regarding the goals and content of an individual education plan;
 - 1.8 Any other decision that, after receiving advice from the Superintendent, the Board believes significantly affects the education, health or safety of a student.
2. PRE-APPEAL DISPUTE RESOLUTION
 - 2.1 Prior to a decision (or lack of decision) being appealed to the Board, it must be appealed to the Office of the Superintendent and the "Guidelines for Resolving Problems or Concerns" (Appendix A) should be followed.
 - 2.2 If the Guidelines for Resolving Problems or Concerns process does not resolve the concern, an appeal is normally from the decision of the highest supervisory officer who dealt with the matter in that process.
3. STARTING AN APPEAL
 - 3.1 A parent and/or student begins the Board appeal process by presenting a Notice of Appeal in writing to the Secretary Treasurer within thirty (30) school days upon completion of Step 2.
 - 3.2 The Notice of Appeal must include:
 - 3.2.1 The name, address, phone number, date of birth and school placement of the student (including, where appropriate, grade level and home room teacher)
 - 3.2.2 The name and mailing address, phone number of the person(s) making the appeal.
 - 3.2.3 A description of the decision that is being appealed.



BYLAW NO. 4

- 3.2.4 The date on which the student and/or parent/guardian bringing the appeal were informed of the decision.
- 3.2.5 The name of the Board employee(s) who made the decision being appealed
- 3.2.6 Particulars of the effect on the student's education, health or safety.
- 3.2.7 The action requested, or resolution sought.
- 3.2.8 A summary of the steps taken by the student and/or parent/guardian to resolve the matter.
- 3.2.9 Whether the person making an appeal requires any special accommodation. In order to proceed with the appeal (such as interpretation services at the hearing of the appeal).

Anyone requiring assistance in submitting a Notice of Appeal should contact the Office of the Superintendent of Schools.

- 3.3 The Secretary Treasurer is responsible on behalf of the Board for:
 - 3.3.1 Receiving Notices of Appeal and informing the Superintendent
 - 3.3.2 Reviewing Notices of Appeal for completeness and timeliness.
 - 3.3.3 Giving any notices required under collective agreements.
 - 3.3.4 Receiving and distributing documents relevant to an appeal.
 - 3.3.5 Communicating with the appellants and others on matters relating to an appeal hearing, including whether the person making an appeal will attend the hearing.
 - 3.3.6 Arranging for any accommodation required.
 - 3.3.7 Scheduling hearings.

The Secretary Treasurer may designate another staff member to carry out these responsibilities. If the Secretary Treasurer has participated in the dispute resolution steps or is the employee whose decision is being appealed, another staff member shall be designated.



3.4 If the Secretary Treasurer is of the opinion that:

3.4.1 An appeal is not timely;

3.4.2 An appeal is not an appeal of a decision of a Board employee; or

3.4.3 There is any other preliminary matter that should be settled before a hearing of an appeal on its merits,

The Secretary Treasurer may meet with the appellant to clarify the appeal.

4. PRE-HEARING RESPONSIBILITIES

4.1 If the appellant is a student under the age of 19 and no parent is named as an appellant, a parent will be notified.

4.2 A report of the meeting with the Superintendent or designate shall be included in the report prepared under 3.4. The report may include the Superintendent's recommendations as to whether the dispute should be referred to an outside mediator.

4.2.1 The Superintendent or designate responsible for the investigation and presentation on the appeal will prepare a report for the Board concerning the matter under appeal and is responsible for gathering the information to be presented to the Board.

4.2.2 A copy of the report prepared will be provided to the appellant no later than 48 hours before the time set for hearing.

4.3 If requested by the appellant, the Board may determine that an appeal will be decided on the basis of written submissions only.

4.4 The appellant is notified of the date, time and place for hearing of the appeal and of the requirement to provide any documents in advance.

4.5 The appellant is required to provide copies of any documents on which he or she intends to rely, or copies of written submissions, no later than 24 hours before the date set for hearing.

4.6 Parents, or students as above, when appealing a decision to the Board, have the right to be represented or assisted by a person of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.



BYLAW NO. 4

5. HEARING AND DECISION

- 5.1 The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, an employee of the Board who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not participate in the deliberations of the Board of Education on the appeal.
- 5.2 Appeals and decisions on appeals will be held in closed session.
- 5.3 The Board may refuse to hear an appeal where:
 - 5.3.1 The appeal has not been commenced within the time set out under 3.1
 - 5.3.2 The student and/or parent or guardian has not adhered to procedures in Appendix A "Guidelines for Resolving Problems or Concerns";
 - 5.3.3 The student and/or parent or guardian has refused or neglected to discuss the decision under appeal with a person specified as directed by the Board; or
 - 5.3.4 The decision does not, in the Board's opinion, significantly affect the education, health or safety of the student.
- 5.4 The Board will decide the appeal based on the oral and/or written submissions presented to it and, for an oral hearing, will determine the order of, and time allotted for, submissions.
- 5.5 At any time, the Board may request further information from the appellant or the Superintendent or designate and may adjourn in order that such information may be obtained.
- 5.6 The Board may make any interim decision it considers necessary pending the disposition of the appeal.
- 5.7 The Board may invite submissions from any person whose interests may be affected by the Board's decision on the appeal.
- 5.8 The Board may hear an appeal despite any technical deficiencies.
- 5.9 The Board will confirm that each party has received all documentation provided by the other party prior to the hearing.
- 5.10 At the end of each party's submission, trustees may ask questions.



- 5.11 When questioning by trustees is complete, the parties will leave the proceedings and the Board will meet to make a decision regarding the appeal.
- 5.12 The Board must make a decision within 45 days from receiving the Notice of Appeal, but will make every effort to make the decision as soon as possible.
- 5.13 The parties will be promptly notified of the Board's decision. Written reasons will be provided within 48 hours following the conclusion of the hearing via a letter to the appellant.
- 5.14 Appellants who have appeal rights under *School Act Section 11.1* will be advised of those rights when they are notified of the Board's reasons for decision.

This Bylaw may be cited for all purposes as "School District No. 57 (Prince George) Bylaw No. 4 - a Bylaw to provide for an appeal procedure under Section 11 of the *School Act*" and is in all respects in accordance with the provisions of the *School Act*.

Read a first time the 9th day of January, 1990.

Read a second time the 9th day of January, 1990.

Read a third time the 5th day of June, 1990.

Reconsidered, finally passed and adopted the 5th day of June, 1990.

Amended by the Board on the 7th day of July, 1992.

Further amended by the Board on the 26th day of November, 2002.

Further amended by the Board on the 24th day of September, 2013

Further amended by the Board on the XXth day of XXXXXX, 2022



GUIDELINES FOR RESOLVING PROBLEMS OR CONCERNS

It is important that each step be given a chance to correct the problem before proceeding to the next step.

STEP ONE: Talk to the Source of the Conflict

Schools are no different than our communities at large and sometimes conflicts occur between students or even between teachers and students. It is important that parents share concerns and hear all sides. Sometimes issues are more complex than they appear, while other times solutions are simpler than we might think. For additional support, resources or advocacy please see [parent support, resources and advocacy](#) on the School District Website.

Contact and book an appointment with the source of the conflict or concern

Talk privately with the source of the conflict or concern

STEP TWO: Talk to the Immediate Supervisor (this may be the school Vice-Principal or Principal)

If conversation with the source of the conflict does not bring about a resolution, then talk to the immediate supervisor (this may be the school Vice-Principal or Principal. Principals). School Principals have autonomy and authority to solve many different kinds of problems and can provide access to resources and supports that can help resolve issues.

If the problem is not solved or you are still dissatisfied, contact the school Principal or Vice Principal

Talk privately with the school Principal or Vice Principal

New information is available to solve the concern

yes

no

Principal or Vice Principal will meet with the Teacher

Meeting will be held with all parties if necessary to resolve the concern



APPENDIX A

BYLAW NO. 4

STEP THREE: Contact the Office of the Superintendent

If you feel you have thoroughly discussed your problem with staff at the school and you still have concerns, contact the Board of Education Office and ask to speak to one of the Assistant Superintendents or the Superintendent. You will be asked to provide information regarding the steps you have taken to date.

If resolution is not reached contact the
Office of the Superintendent
officeofthesuperintendent@sd57.bc.ca
250-561-6800

Meet or talk privately with appropriate District Staff
member in the Office of the Superintendent

District Staff will confer with the Principal or
Vice Principal and Parent

STEP FOUR: Appeal to the Board of Education

SD57 has a policy allowing parents to appeal directly to the Board of Education in cases that "are deemed to significantly affect the education, health or safety of a student" as long as you have followed the previous steps. Appeals Bylaw No.4-contains the full policy and sets out the process and criteria for an appeal to the Board.

If resolution is not reached
Complete the Notice of Appeal form and submit to
the officeofthesecretarytreasurer@sd57.bc.ca
250-561-6800

See Appeals Bylaw 4 Section 3
for the process and details

STEP FIVE: Appeal to a Provincial Superintendent of Appeals

You cannot make an appeal to the Superintendent of Appeals until you have completed an appeal to your Board of Education. B.C.'s School Act allows parents or students to appeal a decision of a Board of Education to a provincial Superintendent of Appeals in certain circumstances, as long as the matter falls within the scope of the Appeals Regulation and relates to:

- Placement in an educational program, including class placement;
- Grade promotion and graduation;
- Refusal to offer an educational program to a student 16 years of age or older; distributed learning required as part of a disciplinary matter;
- Bullying behaviours, including intimidation, harassment or threats of violence by a student against another student;
- Failure to consult with families regarding the goals and content of an individual education plan;
- Any other decision that, after receiving advice from the Superintendent, the Board believes significantly affects the education, health or safety of a student.

Email: EDUC.StudentAppeals@gov.bc.ca
[sab_procedures_manual.pdf \(gov.bc.ca\)](#)



APPENDIX A

BYLAW NO. 4

OTHER Resources:**BC Ombudsperson**

BC's Ombudsperson also accepts complaints from the public regarding concerns about "unfair administrative decisions or actions, including lack of adequate reasons, unreasonable delay, unfair procedures, and arbitrary or unauthorized procedures."

www.bcombudsperson.ca

[Office of the Ombudsperson | Public Complaints - Office of the Ombudsperson \(bcombudsperson.ca\)](http://www.bcombudsperson.ca)

Revised: 2008.05.27, 2013.09.24, 2019.09.11. 2022.XX.XX



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

February 14, 2022

Memorandum

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: **AD HOC LANGUAGE PLANNING COMMITTEE**

RECOMMENDATION

That the Board of Education approve the Terms of Reference for the Ad Hoc Language Planning Committee as presented.

* * * * *

RATIONALE:

1. In alignment with a recommendation contained in the report of the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee “that the Board of Education establishes a Language Planning Committee to review the resource needs of the French Immersion program in relation to current staffing challenges”.
2. The Ad Hoc Language Planning Committee will require information and feedback from members of both the Education Programs and Planning Committee and Management and Finance Committee in order to ensure that the committee is able to consider all factors impacting their recommendations. In determining reporting structure, the focus was applied to the current staffing challenges which fall under the Management and Finance Committee.

ADDITIONAL INFORMATION:

1. At the March 8, 2022 regular public meeting the Board of Education postponed the approval of the terms of reference pending consultation with the Indigenous Education Leadership Table (IELT) regarding the participation of the Lheidli T'enneh Nation and McLeod Lake Indian Band in school district Committees.
2. At the collaborative meeting with the Indigenous Education Leadership Table, Trustees and Senior Staff held on April 13, 2022, an alternate consultation process was determined for the Lheidli T'enneh Nation and McLeod Lake Indian Band related to the Board of Education's Standing and Ad Hoc Committees.

DP/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

AD HOC LANGUAGE PLANNING COMMITTEETERMS OF REFERENCEPurpose

The committee is being formed in response to the following motion, adopted by the Board at its public meeting of January 25, 2022. “that the Board of Education establishes a Language Planning Committee to review the resource needs of the French Immersion program in relation to current staffing challenges”.

The committee will gather information and provide feedback and recommendations through the Management and Finance Committee to the Board of Education on the following relevant sections of Bylaw 1 contained in the mandates for both the Education Programs and Planning Committee and the Management and Finance Committee:

- Curriculum implementation and program requirements
- School learning resources and supplies
- Personnel

The committee’s feedback and recommendations to the Board will also inform the work of the 2022/2023 Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee.

The committee will consider the 2021-2026 Strategic Plan, including the district Directions of Truth and Reconciliation, Equity of Access, Wellness, and Learning as well as the district Values of Transparency, Integrity, Equity, Inclusion, Respect and Community in their discussions.

Scope

1. To receive information provided to the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee considered during meetings of the committee.
2. To review and discuss the report of the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee received by the Board of Education January 25, 2022.
3. To identify trends, challenges and emergent issues based on the information received.
4. To make recommendations to the Board of Education, through the Management and Finance Committee on options for addressing the identified trends, challenges, and emergent issues.

Membership

Trustees (2) (Chair Management and Finance, Chair Education Programs and Planning)
Metis Nation (2)
Simpco First Nation (2)
Takla First Nation (2)
Indigenous Education Advisory Committee (2)
Assistant Superintendent
CUPE 3742 (2)
CUPE 4991 (2)
Director of Human Resources
Director of Instruction, Curriculum and Innovation
District Parent Advisory Council (2)
District Principal, Human Resources
District Student Advisory Council (2)
District Vice Principal, Curriculum and Innovation
Prince George District Teachers' Association (2)
Prince George Principals and Vice Principals Association (2)
Secretary Treasurer
Superintendent

Chair

Chair, Education Programs and Planning Committee

Reporting

The Ad Hoc Language Planning Committee will report to the Board of Education, through the Management and Finance Committee, no later than December 31, 2022.

Meetings

The Ad Hoc Language Planning Committee will meet as required between March 31, 2022 and December 31, 2022 - meeting dates to be determined.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

AD HOC LONG RANGE FACILITY USE COMMITTEETERMS OF REFERENCEPurpose

The committee is being formed in response to the following motion, adopted by the Board at its public meeting of January 25, 2022. "That the Board of Education establishes a Long Range Facility Use Committee to consider many of the challenges identified during the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee meetings".

The committee will gather information and provide feedback and recommendations through the Education Services Committee to the Board of Education on the following relevant sections of Bylaw 1:

- Facilities, planning and utilization
- Capital planning
- Enrolment
- School boundaries

The committee's feedback and recommendations to the Board will also inform the development of a new Long Range Facility Plan ("LRFP") for the district through the development of a wide-ranging vision for the use of the Board's current and potential future inventory of capital assets; a broad set of strategies for the most-effective delivery of education programs; and recommendations for the alternative community use of space in open schools and closed schools, as well as the use of school property.

The committee will consider the 2021-2026 Strategic Plan, including the district Directions of Truth and Reconciliation, Equity of Access, Wellness, and Learning as well as the district Values of Transparency, Integrity, Equity, Inclusion, Respect and Community in their discussions.

Scope

1. To receive information provided to the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee considered during meetings of the committee.
2. To review and discuss the report of the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee received by the Board of Education January 25, 2022.
3. To identify trends, challenges and emergent issues based on the information received.
4. To make recommendations to the Board of Education, through the Education Services Committee on options for addressing the identified trends, challenges, and emergent issues.

Membership

Trustees (Chair Education Services Committee)

Metis Nation (2)

Simpco First Nation (2)

Takla Nation (2)

Indigenous Education Advisory Committee (2)

Assistant Superintendent

CUPE 3742 (2)

CUPE 4991 (2)

Director of Facilities Services

District Parent Advisory Council (2)

District Student Advisory Council (2)

Energy and Sustainable Conservation Coordinator

Manager of Capital Planning and Projects

Prince George District Teachers' Association (2)

Prince George Principals and Vice Principals Association (2)

Secretary Treasurer

Superintendent

Chair

Secretary Treasurer

Reporting

The Ad Hoc Long Range Facility Use Committee will report to the Board of Education, through the Education Services Committee, no later than April 20, 2023.

Meetings

The Ad Hoc Long Range Facility Use Committee will meet as required between March 31, 2022 and April 30, 2023 - meeting dates to be determined.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

February 7, 2022

Memorandum

TO: Board of Education

FROM: Education Services Committee

SUBJECT: **AD HOC LONG RANGE FACILITY USE COMMITTEE**

RECOMMENDATION

That the Board of Education approve the Terms of Reference for the Ad Hoc Long Range Facility Use Committee as presented.

* * * * *

RATIONALE:

1. In alignment with a recommendation contained in the report of the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee "that the Board of Education establishes a Long Range Facility Use Committee to consider many of the challenges identified during the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee meetings and that the Committee be comprised of at least two (2) members from each of the Rightsholder and Stakeholder groups.
2. A comprehensive Long-Range Facilities Plan (LRFP) will guide the Board of Education in making decisions regarding capital asset management and capital plan submissions, both in terms of facility operations and educational programming.
3. Significant changes have occurred in the school district impacting a variety of factors which had originally informed the creation of the Long-Range Facilities Plan dated 2014/2015 to 2023/2024.

ADDITIONAL INFORMATION:

1. At the March 8, 2022 regular public meeting the Board of Education postponed the approval of the terms of reference pending consultation with the Indigenous Education Leadership Table (IELT) regarding the participation of the Lheidli T'enneh Nation and McLeod Lake Indian Band in school district Committees.
2. At the collaborative meeting with the Indigenous Education Leadership Table, Trustees and Senior Staff held on April 13, 2022, an alternate consultation process was determined for the Lheidli T'enneh Nation and McLeod Lake Indian Band related to the Board of Education's Standing and Ad Hoc Committees.

DP/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

April 26, 2022

TO: Board of Education

FROM: Trustee Polillo

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

Most of the Board attended the BCSTA Annual General Meeting in Vancouver April 21st through April 23rd at the Westin Bayshore Hotel in Vancouver.

I will give a verbal update at the Public Board meeting. As well, I represented School District 57 at the BCSTA Provincial Council meeting on Saturday April 23rd from 8am -9am.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

April 26, 2022

TO: Board of Education

FROM: Trustee Bekkering

SUBJECT: **DISTRICT STUDENT ADVISORY COUNCIL**

On April 4th, I attended the monthly District Student Advisory Council meeting as the Trustee Representative at the Van Bien Training and Development Centre.

Most of the meeting was a film presented by Principal Sonya Rock. It was a documentary of her survival of 10 years in Residential school. She expressed her roller coaster of feelings of physical and psychological pain, loss, loneliness and hopelessness.

It was an emotional, moving presentation and a “truth” we should all hear!

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

April 26, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **INDIGENOUS EDUCATION ADVISORY COMMITTEE**

I attended the Indigenous Education Advisory Committee (IEAC) meeting on Monday, April 11th at the Van Bien Training and Development Center. We heard committee reports from SD 57 Board of Education, Policy and Governance, Calendar Committee and Ad Hoc Committee on Catchment and Capacity.

Partner Roundtable Reports from Takla Nation, Metis Nation BC, Metis Federation, Prince George District Teachers Association, CUPE 3742, District Student Advisory Council and UNBC.

Other business on the agenda included an update on the Anti-Indigenous Racism Policy development, an IEAC budget presentation, a survey question development session with Superintendent Heitman and we discussed terms of reference for the IEAC.

Our next meeting will be Monday, May 16th at 9am.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

April 26, 2022

TO: Board of Education

FROM: Trustee Bekkering

SUBJECT: **TRUSTEE REPORT – MARCH AND APRIL 2022**

March 9th

Attended the first (historic) meeting of the Indigenous Education Leadership Table with Trustees and Senior Administration of SD57 at The House of Ancestors. It was an excellent start to the new Governance to Governance relationship!

March 10th

Attended the Orientation for new Trustees
New information for Trustee Mahoney and Trustee Webber and a refresher for the rest of us!

March 12th – 27th

I hope everyone enjoyed a much deserved Spring Break. I attended a lot of curling at CN Centre for Women's World Curling!

March 25th

Attended a brief meeting and lunch with Minister Whiteside. She gave a brief update and answered questions.

March 28th

The Special Advisors were here and Trustees and Senior Administration had a meeting with them for approximately 2 hours. Their appointment has been extended to December 2022.

April 5th

Pam Spooner appointed the first Indigenous Assistant Superintendent in BC!
Congratulations Pam!

April 13th

Attended the 2nd meeting of the Indigenous Education Leadership Team at The House of Ancestors. VERY productive meeting. Working together is looking so optimistic!

April 21, 22, 23.

Attending the British Columbia School Trustees Association Annual General Meeting. Will report at May Board Meeting.

Respectfully Submitted,

Trustee Betty Bekkering

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

April 26, 2022

TO: Board of Education

FROM: Trustee Mahoney

SUBJECT: **TRUSTEE REPORT – APRIL 2022**

April 13, 2022 – Duchess Park Family of Schools Meeting

The presentations were precise and informative, on point. I felt dedication and enthusiasm with a smidge of excitement within the room with what is ahead of us.

I wish to thank those responsible for the delicious snacks. I would be remiss if I didn't mention the very moving, charismatic song and drum to introduce and set a positive atmosphere.

Please extend my gratitude. Remember as a trustee and having the Duchess Park Family of Schools, I am your Advocate. As are the other Trustees with their Families.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

April 26, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **TRUSTEE REPORT – MARCH AND APRIL 2022**

March 9th - Indigenous Education Leadership Table Meeting

March 10th - New Trustee Orientation Session

March 25th - Board Visit with Minister of Education

March 28th - Meeting with Special Advisors

March 30th - Budget Consultation Meeting with Stakeholders (Zoom)

April 5th - Policy and Governance Committee Meeting

April 11th - Indigenous Education Advisory Committee meeting

April 11th - Management and Finance Committee Meeting

April 12th - Education Programs and Planning Committee Meeting

April 13th - Indigenous Education Leadership Table Meeting

April 13th - Duchess Park Family of Schools Meeting

April 19th - BCSTA Annual General Meeting Voting Seminar

April 20th - Budget Consultation Meeting with Stakeholders (Zoom)

April 21st- BCSTA Annual General Meeting in Vancouver

April 22nd- BCSTA Annual General Meeting in Vancouver

April 23rd- BCSTA Annual General Meeting/ Provincial Council in Vancouver

April 25th- Trustee/Senior Administration Meeting

April 26th- Board Visit to McLeod Lake Indian Band

April 26th- Regular Public Board Meeting in Mackenzie



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

March 30, 2022

Joanne Hapke, President
Prince George District Teachers' Association

By Email

Hadih Joanne:

Our apologies for not responding sooner to your presentation to the board on February 22nd. Thank you for coming before the board each month to speak on behalf of your members. We value your honesty and commitment. The board appreciates hearing directly from you about the challenges being faced by teachers in our schools. You have asked important questions regarding the board's work and responsibilities.

In response to the issue of a teacher shortage, over the years, the board along with boards of education throughout the northern interior have advocated strongly, through our associations BCSTA and BCPSEA, and through meetings with our MLA's, for the recruitment and retention of teachers to the north and for incentives to encourage that recruitment and retention. The board is committed to continue this advocacy.

The district is working hard to recruit more teachers, TTOC and TTUC support. The board understands how the shortage of TTOC's impacts the loss of hours of service to students. We also understand the additional stress placed on resource teachers and all educators as they struggle to meet the needs of their students. It is important your members and all our employees know that their work and commitment is acknowledged, valued and appreciated and their emotional and mental wellness is a top priority for the board.

You have asked several important questions regarding the district's budget process. In April, during the 2022/23 budget consultation, as in the past, there will be opportunity to collectively and collaboratively look at and ask questions on how the district revenues will need to be spent, how district programs are funded and how local decisions are made. We look forward to having everyone at the table for this important discussion.

In closing, the board values the respectful and collaborative relationship it has shared with the Prince George District Teachers' Association over these many years. As an association and as their leader, you have been an unwavering voice and advocate for your members. You have brought to light issues that must be addressed. Your participation in the work of the board and the district has made a difference not only for each of your members but for every student.

Mussih cho.

Sincerely,

Sharel Warrington, Chair
Board of Education