

Board of Education

Regular Public Meeting

May 31, 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, May 31, 2022
Boardroom – 2100 Ferry Avenue

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 District Student Advisory Council

5.2 Trustee Bennett - 10 Year Pin (S. Warrington)

6. SCHOOL DISTRICT NEWS

7. MINUTES OF PREVIOUS MEETINGS

7.1 Regular Public Meeting of April 26, 2022 Page 1

7.2 Special Public Meeting of May 16, 2022 Page 12

7.3 Record of Minutes of Regular In Camera Meeting of
April 25, 2022 and Special In Camera Meetings of April
25, May 5, May 11, May 13 and May 16, 2022 Page 14

8. BUSINESS ARISING FROM THE MINUTES

- 8.1 Public Feedback – 2022-2023 Draft Annual Budget
(T. Bennett)

9. MANAGEMENT AND FINANCE COMMITTEE

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10. EDUCATION PROGRAMS AND PLANNING COMMITTEE

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11. EDUCATION SERVICES COMMITTEE

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12. POLICY AND GOVERNANCE COMMITTEE

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Care Page 45
12.3 Anti-Racism, Antidiscrimination and Cultural Safety and
Indigenous Racial Reconciliation Page 48
12.3.1 Policy 4116.14 Multiculturalism, Racial Harmony
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- 12.3.4 Administrative Procedures 170 Anti-Racism, Anti-Discrimination, Cultural Safety and Indigenous Racial Reconciliation and 202 Multicultural Recognition Page 66
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 - 12.4.1 Policy 3541 Student Transportation – Home and School Page 77
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 - Administrative Procedures 561 Accessible Transportation for Students Page 98
- 13. **OLD BUSINESS**
- 14. **NEW BUSINESS**
 - 14.1 Notice of Motion – Advocacy for Funding (T. Bennett)
- 15. **DISTRICT ADMINISTRATION REPORTS**
 - 15.1 Superintendent of Schools
- 16. **TRUSTEE REPORTS**
 - 16.1 BC School Trustees' Association (R. Polillo) Page 99
 - 16.2 BC Public School Employers' Association (B. Bekkering)

- 16.3 District Parent Advisory Council (B. Bekkering)
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- 16.5 Indigenous Education Advisory Committee
(R. Polillo) Page 101
- 16.6 Various Trustee Reports
 - 16.6.1 Trustee Polillo Page 102
 - 16.6.2 Other Trustees

17. ADJOURNMENT

UPCOMING MEETINGS:

Education Services Committee – June 6, 2022
Policy and Governance Committee – June 7, 2022
Management and Finance Committee – June 13, 2022
Education Programs and Planning Committee – June 14,
2022 Public Board Meeting – June 21, 2022

DRAFT
Minutes
Regular Public
Meeting

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

2022.04.26
6:00 p.m.

The meeting was held in the library at Mackenzie Secondary School, with a Zoom connection to the Boardroom at the Central Administration Office in Prince George.

Present:

Sharel Warrington, Chair
Ron Polillo, Vice Chair
Betty Bekkering, Trustee
Bob Thompson, Trustee
Rachael Weber, Trustee

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

Absent:

Tim Bennett, Trustee
Milton Mahoney, Trustee

1. **CALL TO ORDER**

The meeting was called to order at 6:08 p.m.

2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Trustee Weber provided a formal acknowledgement of the ancestral lands, culture and people of the McLeod Lake Indian Band.

3. **APPROVAL OF AGENDA**

The agenda was amended to include an addition under Old Business as item 12.4 Dissolution of the Ad Hoc Committee – Truth and Reconciliation and United Nations Declaration on the Rights of Indigenous Peoples.

The agenda was approved as amended.

4. **PUBLIC INPUT**

Fred Brumovsky, Mackenzie Secondary School Graduate, expressed concerns regarding a lack of preparation in work ethic and raw material which is required to be successful in post education. Mr. Brumovsky requested that the Board provide the students in Mackenzie with the resources to be successful in post secondary education.

Sylvia Brumosky, Mackenzie Secondary School Student, expressed concerns related to students not being permitted to put up murals in schools in support of school spirit. Sylvia also encouraged the school district to bring back award ceremonies to recognize Honour Roll and Principal List students. A response was requested to the input presented the Board.

Shannon Pride representing the Sub-Local of the Mackenzie Teachers' Association spoke regarding a shortage of teachers' teaching on call in Mackenzie. Ms. Pride requested that the Board lobby the provincial government to provide incentives for the recruitment of teachers to the school district and to investigate what incentives are provided to recruit teachers by other school districts. A response was requested to the input presented to the Board.

Joanne Hapke representing the Prince George District Teachers' Association congratulated Trustee Tim Bennett on being acclaimed to position of Vice President of the British Columbia School Trustees Association. Ms. Hapke stated that effective July 1st Daryl Beauregard will serve as President; Katherine Trepanier First Vice President, and Sherrie Pearce Second Vice President. Ms. Hapke acknowledged the positive progress happening within the school district under the leadership of Superintendent Heitman. She reminded Trustees to keep budget cuts away from the classroom when considering the 2022-23 annual budget.

Andrea Beckett representing the District Parent Advisory Council advised their Annual General Meeting will be held next month. Ms. Beckett provided an overview of the changes which have occurred over the last four years which she has been privileged and challenged to be a part of.

5. PRESENTATION

Kelly Johansen representing the Prince George Principals' and Vice Principals' Association stated that the Special Advisors Report dated June 24, 2021 included a recommendation *that each school principal be required to report on how Indigenous education, reconciliation and anti-racism work is being advanced in their schools, with examples of progress towards measurable outcomes*. Ms. Johansen publically affirmed the Principals' and Vice Principals' commitment to this recommendation and shared some stories of work that is happening in our schools.

6. SCHOOL DISTRICT NEWS

Pam Spooner, Indigenous Assistant Superintendent advised that April 29 to May 5 is the National Week of Action for Missing and Murdered Indigenous Women to call the nation and the world to action in honour of missing and murdered Indigenous women. Ms. Spooner provided an overview of ways to take action by participating in events, accessing online resources and ways to show support to promote awareness to say '*enough is enough*'. She noted that May 5th is the National Day of Awareness.

Trustee Polillo congratulated Trustee Tim Bennett on being acclaimed Vice President for the British Columbia School Trustees Association. Mr. Polillo also congratulated Mr. Bennett on the arrival of the fourth child to his family.

Trustee Thompson spoke regarding the success of the Annual General Meeting of the British Columbia School Trustees Association held in Vancouver on April 21 to 23, 2022.

The Board Chair extended gratitude to Teachers for everything they do for the students in the school district.

Trustee Bekkering reported that the school district will be returning to in person valedictory ceremonies for the 2022 graduating students.

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.

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

The report on the items discussed and decisions made at the regular in camera meeting of March 8, 2022 and special in camera meeting of March 8, March 30 at 5:30 p.m. and 6:30 p.m., and April 4, 2022 were approved.

8. BUSINESS ARISING FROM THE MINUTES**8.1 Aboriginal Report 2016/17 – 2020/21 How Are We Doing? – Follow-Up**

The Superintendent shared a PowerPoint presentation providing a detailed review of the Assessment Data 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 April 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 April 12, 2022 be received.

CARRIED

9.2 Board Authorized Course – Environmental Ed 10

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

Mark Hunter, Teacher, Shas Ti Kelly Road Secondary School reviewed a PowerPoint presentation of the key components of the proposed Environmental Ed 10 course.

Mr. Polillo drew attention to the course framework for the proposed authorized course that was also included in the agenda package.

MOVED and SECONDED

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

CARRIED

10. MANAGEMENT AND FINANCE COMMITTEE**10.1 Committee Report**

Trustee Polillo reviewed the April 2022 Management and Finance Committee report that was included in the agenda package.

MOVED and SECONDED

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

CARRIED

10.2 2022-23 Annual Budget**10.2.1 2022-23 Budget Assumptions**

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

MOVED and SECONDED

That in accordance with Policy 1160, Role of the Board, Regulation 8.2 the following assumptions be approved to guide the development of the 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.

CARRIED

10.2.2 Regular Public Board Meeting – May 2022

Trustee Polillo reviewed the recommendation and background that was provided as a handout.

MOVED and SECONDED

That the Board of Education hold a Special Public meeting on Monday, May 16, 2022 starting at 4:00 pm for the specific purpose of hearing first and second readings of the 2022/23 Annual Budget.

CARRIED

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

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

MOVED and SECONDED

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.

CARRIED

MOVED and SECONDED

That Capital Plan Bylaw No. 2022/23-CPSD57-01 be given first reading.

CARRIED

MOVED and SECONDED

That Capital Plan Bylaw No. 2022/23 CPD57-01 be given second reading.

CARRIED

The Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED

That Capital Plan Bylaw No. 2022/23-CPSD57-01 be given third and final reading.

CARRIED

10.4 Appointment of Election Officials for the 2022 School Trustee Election

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

MOVED and SECONDED

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.

CARRIED

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

Trustee Bekkering reviewed the April 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 April 5, 2022 be received.

CARRIED

11.2 Policy 3170 Financial Plan Development, Monitoring and Reporting

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package. Ms. Bekkering drew attention to the Policy 3170 that was also included in the agenda package.

MOVED and SECONDED

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

CARRIED

11.3 Policy 3433.2 Accumulated Operating Surplus

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package. Ms. Bekkering drew attention to the Policy 3433.2 that was also included in the agenda package.

MOVED and SECONDED

That Policy 3433.2 Accumulated Operating Surplus be given final approval.

CARRIED

12. OLD BUSINESS**12.1 Draft Bylaw No. 4**

The Superintendent reviewed the recommendation and rationale that was included in the agenda package. Ms. Heitman drew attention to draft Bylaw No. 4 that was also included in the agenda package.

MOVED and SECONDED

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.

CARRIED

12.2 Ad Hoc Language Planning Committee – Terms of Reference

Trustee Bekkering reviewed the recommendation, rationale and additional information that was included in the agenda package. Ms. Bekkering drew attention to the terms of reference that was also included in the agenda package.

The Superintendent and Secretary Treasurer responded to questions from the Trustees. Ms. Patterson noted a revision to the draft terms of reference to reflect that the Superintendent will chair the meetings.

MOVED and SECONDED

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

CARRIED

12.3 Ad Hoc Long Range Facility Use Committee

Trustee Thompson reviewed the recommendation, rationale and additional information that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED

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

CARRIED

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

Trustee Bekkering reviewed the recommendation and rationale that was provided in the handout.

MOVED and SECONDED

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

CARRIED

13. NEW BUSINESS**13.1 Student Transportation Service Contract**

The Board Chair reported that at a Special In-Camera meeting of the Board held March 30, 2022 the student transportation contract for the District was awarded to First Student Canada for the next eight school years.

Ms. Warrington stated that a procurement competition was held between November 2021 and March 2022 during which proponents were able to submit documents to the district as part of the tender process. First Student Canada held the successful bid.

14. DISTRICT ADMINISTRATION REPORTS**14.1 Superintendent of Schools**

The Superintendent provided an overview of the continuous review cycle and consultation plan related to the school district's 2021-2026 Strategic Plan and Implementation Plan.

The Superintendent responded to questions from the Trustees.

15. TRUSTEE REPORTS**15.1 BC School Trustees' Association**

Trustee Polillo provided an overview of the Annual General Meeting "*From grief to medicine moving forward with good hearts*" held in Vancouver from April 21 to 23, 2022. Mr. Polillo also provided an overview of the Provincial Council meeting held on April 23, 2022.

15.2 BC Public School Employers' Association

None.

15.3 District Parent Advisory Council

The Superintendent provided an overview of the District Parent Advisory Council meeting held on April 4, 2022. The theme of the meeting was "Mental Health, Our kids, Our families and Our Schools".

15.4 District Student Advisory Council

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

15.5 Indigenous Education Advisory Committee

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

15.6 Various Trustee Reports

15.6.1 Trustee Bekkering

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

15.6.2 Trustee Mahoney

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

15.6.3 Trustee Polillo

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

15.6.4 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 response dated March 30, 2022 to the Prince George District Teachers' Association

17. **ADJOURNMENT**

The meeting adjourned at 8:51 p.m.

Chairperson

Secretary Treasurer

DRAFT
Minutes
Special Public
Meeting

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

2022.05.16
4:00 p.m.

Present:

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

Cindy Heitman, Superintendent of Schools
Darleen Patterson, Secretary Treasurer
Jan Cote, Executive Assistant (Recorder)

Absent:

Milton Mahoney, Trustee

1. **CALL TO ORDER**

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

2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

The Board 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 approved as published.

4. **PUBLIC INPUT**

Daryl Beauregard representing the Prince George District Teachers' Association encouraged Trustees to ensure that any cuts to address the budget shortfall do not impact students in the classroom. Mr. Beauregard expressed concerns related to the use of non-enrolling teachers to cover teacher absences due to a shortage of teachers' teaching on call.

5. MANAGEMENT AND FINANCE COMMITTEE

5.1 Report of the 2022-23 Budget Consultation Committee

Trustee Bennett reviewed the recommendation and rationale that was included in the agenda package. Mr. Bennett drew attention to the Report of the 2022-23 Budget Consultation Committee that was also included in the agenda package.

MOVED and SECONDED

That the report of the 2022-23 Budget Consultation Committee be received.

CARRIED

5.2 2022-2023 Annual Budget Bylaw – First and Second Reading

Trustee Bennett noted that under Section 113 (1) of the *School Act*, the Board was required to adopt, by bylaw, an annual budget on or before June 30 each year for the next fiscal year. He stated that the *Act* also required a bylaw to be given three distinct readings and advised that the third and final reading will be given at the May 31, 2022 regular public meeting.

MOVED and SECONDED

That Annual Budget Bylaw 2022-2023 be given first reading.

CARRIED

MOVED and SECONDED

That Annual Budget Bylaw 2022-2023 be given second reading.

CARRIED

The Secretary Treasurer provided a PowerPoint presentation “2022-2023 Annual Public Board Meeting Budget Briefing” related to the budget document that was included in the agenda package.

Ms. Patterson responded to questions from the Trustees.

6. ADJOURNMENT

The meeting adjourned at 5:19 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

April 25, 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 March 7, 2022.
4. Adoption of the minutes of the special in camera meeting of March 15, 2022.
5. Adoption of the minutes of the special in camera meeting of March 30, 2022 at 6:30 p.m.

The meeting was called to order at 4:06 p.m. and adjourned at 4:10 p.m.

April 25, 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 March 8, 2022.
4. Adoption of the minutes of the special in camera meeting of March 30, 2022 at 6 p.m..
6. Adoption of the minutes of the special in camera meeting of April 4, 2022.
5. Receipt of an update related to personnel matters.
6. Discussion and a decision related to a governance matters.

The meeting was called to order at 4:15 p.m. and adjourned at 5:01 p.m.

May 5, 2022 Special In Camera Meeting

1. Approval of the agenda.
2. Discussions regarding a governance matter.

The meeting was called to order at 4:59 p.m. and adjourned at 7:58 p.m.

May 11, 2022 Special In Camera Meeting.

1. Acknowledgement of the Traditional Territories.
2. Motion to waive written notice.
3. Approval of the agenda.
4. Receipt of an update related to the 2022-2023 Draft Annual Budget.

The meeting was called to order at 4:02 p.m. and adjourned at 5:55 p.m.

May 13, 2022 Special In Camera Meeting

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

The meeting was called to order at 4:05 p.m. and adjourned at 4:54 p.m.

May 16, 2022 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Receipt of a report from the Ministry of Education.

The meeting was called to order at 5:30 p.m. and adjourned at 7:21 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 31, 2022

Memorandum

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: **ANNUAL BUDGET BYLAW 2022-2023**

RECOMMENDATION

1. That Annual Budget Bylaw 2022-2023 be given third and final reading.

* * * * *

RATIONALE:

1. Section 113 (1) of the *School Act* requires that the Board adopt, by bylaw, an annual budget on or before June 30th of each year for the next fiscal year.
2. First and second reading of the bylaw was given at the special public meeting held on May 16, 2022.

DP/dln

Annual Budget

School District No. 57 (Prince George)

June 30, 2023

DRAFT

School District No. 57 (Prince George)

June 30, 2023

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 57 (PRINCE GEORGE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 57 (Prince George) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$175,504,897 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE _____ DAY OF _____, 2022;

READ A SECOND TIME THE _____ DAY OF _____, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2022;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 57 (Prince George) Annual Budget Bylaw 2022/2023, adopted by the Board the _____ DAY OF _____, 2022.

Secretary Treasurer

School District No. 57 (Prince George)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,045.000	13,079.063
Adult	11.375	51.375
Other	12.500	13.250
Total Ministry Operating Grant Funded FTE's	13,068.875	13,143.688
Revenues	\$	\$
Provincial Grants		
Ministry of Education	164,511,893	165,876,079
Other	241,380	404,097
Tuition		12,000
Other Revenue	2,983,144	3,542,188
Rentals and Leases	765,000	500,000
Investment Income	253,000	272,000
Amortization of Deferred Capital Revenue	4,283,966	4,246,987
Total Revenue	173,038,383	174,853,351
Expenses		
Instruction	131,928,392	138,296,681
District Administration	7,126,119	7,331,211
Operations and Maintenance	30,219,906	30,375,091
Transportation and Housing	5,757,854	4,709,184
Total Expense	175,032,271	180,712,167
Net Revenue (Expense)	(1,993,888)	(5,858,816)
Budgeted Allocation (Retirement) of Surplus (Deficit)	335,854	4,953,048
Budgeted Surplus (Deficit), for the year	(1,658,034)	(905,768)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(1,658,034)	(905,768)
Budgeted Surplus (Deficit), for the year	(1,658,034)	(905,768)

School District No. 57 (Prince George)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	148,520,499	152,548,040
Operating - Tangible Capital Assets Purchased	472,626	1,360,576
Special Purpose Funds - Total Expense	17,342,583	18,882,034
Capital Fund - Total Expense	9,169,189	9,282,093
Total Budget Bylaw Amount	175,504,897	182,072,743

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of Superintendent

Date Signed

Signature of Secretary/Treasurer

Date Signed

DRAFT - Not Finalized

May 13, 2022 13:22

School District No. 57 (Prince George)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,993,888)	(5,858,816)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(472,626)	(1,360,576)
Total Acquisition of Tangible Capital Assets	(472,626)	(1,360,576)
Amortization of Tangible Capital Assets	6,414,626	6,513,331
Total Effect of change in Tangible Capital Assets	5,942,000	5,152,755
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	3,948,112	(706,061)

DRAFT

School District No. 57 (Prince George)

Schedule 2

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2023

	2023 Annual Budget \$	2022 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education	146,474,747	146,330,655
Other	241,380	404,097
Tuition		12,000
Other Revenue	926,144	1,458,816
Rentals and Leases	765,000	500,000
Investment Income	250,000	250,000
Total Revenue	148,657,271	148,955,568
Expenses		
Instruction	115,337,266	120,297,087
District Administration	7,042,005	7,233,440
Operations and Maintenance	20,383,374	20,439,854
Transportation and Housing	5,757,854	4,577,659
Total Expense	148,520,499	152,548,040
Net Revenue (Expense)	136,772	(3,592,472)
Budgeted Prior Year Surplus Appropriation	335,854	4,953,048
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(472,626)	(1,360,576)
Total Net Transfers	(472,626)	(1,360,576)
Budgeted Surplus (Deficit), for the year	-	-

DRAFT

School District No. 57 (Prince George)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Annual Budget \$	2022 Amended Annual Budget \$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	143,533,836	143,792,719
ISC/LEA Recovery	(441,144)	(441,144)
Other Ministry of Education Grants		
Pay Equity	2,271,692	2,271,692
Support Staff Benefits Grant	687,663	687,663
FSA Scorer Grant	-	15,693
Early Learning Framework	-	4,032
Special Education Funding Receivable	422,700	-
Total Provincial Grants - Ministry of Education	146,474,747	146,330,655
Provincial Grants - Other	241,380	404,097
Tuition		
International and Out of Province Students	-	12,000
Total Tuition	-	12,000
Other Revenues		
Other School District/Education Authorities	320,000	320,000
Funding from First Nations	441,144	441,144
Miscellaneous		
Administrative Fees	100,000	97,771
Cafeteria Recoveries	40,000	40,000
Miscellaneous	-	519,901
Municipal Purchasing Program Group Mastercard	25,000	20,000
Career Education Society Grant	-	20,000
Total Other Revenue	926,144	1,458,816
Rentals and Leases	765,000	500,000
Investment Income	250,000	250,000
Total Operating Revenue	148,657,271	148,955,568

School District No. 57 (Prince George)
Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

Schedule 2B

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Salaries		
Teachers	57,050,420	57,302,455
Principals and Vice Principals	10,009,816	9,983,727
Educational Assistants	14,195,794	15,141,906
Support Staff	11,971,309	12,165,145
Other Professionals	7,885,501	7,782,403
Substitutes	3,416,275	4,000,478
Total Salaries	104,529,115	106,376,114
Employee Benefits	23,086,896	23,982,798
Total Salaries and Benefits	127,616,011	130,358,912
Services and Supplies		
Services	4,801,968	5,864,437
Student Transportation	5,671,197	4,521,359
Professional Development and Travel	1,214,766	1,636,162
Rentals and Leases	431,235	488,077
Dues and Fees	115,235	86,098
Insurance	344,000	335,705
Supplies	4,815,766	6,247,080
Utilities	3,510,321	3,010,210
Total Services and Supplies	20,904,488	22,189,128
Total Operating Expense	148,520,499	152,548,040

DRAFT

School District No. 57 (Prince George)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	46,262,492	785,718	164,536	61,969	-	2,591,163	49,865,878
1.03 Career Programs	531,914	-	-	4,197	-	-	536,111
1.07 Library Services	1,262,265	-	-	431,751	-	-	1,694,016
1.08 Counselling	1,518,548	17,032	-	-	-	-	1,535,580
1.10 Special Education	5,094,053	412,941	11,336,122	79,454	2,232,635	69,074	19,224,279
1.30 English Language Learning	1,280,133	-	-	-	-	-	1,280,133
1.31 Indigenous Education	537,196	250,530	2,695,136	40,925	879,848	9,690	4,413,325
1.41 School Administration	-	7,842,947	-	2,724,441	369,109	447,086	11,383,583
1.60 Summer School	35,365	-	-	-	-	-	35,365
1.64 Other	-	-	-	91,034	-	-	91,034
Total Function 1	56,521,966	9,309,168	14,195,794	3,433,771	3,481,592	3,117,013	90,059,304
4 District Administration							
4.11 Educational Administration	528,454	554,120	-	128,513	1,019,196	66,800	2,297,083
4.40 School District Governance	-	-	-	-	145,305	-	145,305
4.41 Business Administration	-	146,528	-	824,999	1,414,881	10,121	2,396,529
Total Function 4	528,454	700,648	-	953,512	2,579,382	76,921	4,838,917
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	-	-	-	97,734	871,561	-	969,295
5.50 Maintenance Operations	-	-	-	6,748,545	909,693	140,104	7,798,342
5.52 Maintenance of Grounds	-	-	-	671,195	-	82,237	753,432
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	-	-	-	7,517,474	1,781,254	222,341	9,521,069
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	51,324	43,273	-	94,597
7.70 Student Transportation	-	-	-	15,228	-	-	15,228
7.73 Housing	-	-	-	-	-	-	-
Total Function 7	-	-	-	66,552	43,273	-	109,825
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	57,050,420	10,009,816	14,195,794	11,971,309	7,885,501	3,416,275	104,529,115

School District No. 57 (Prince George)
 Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2023

	Total Salaries \$	Employee Benefits \$	Total Salaries and Benefits \$	Services and Supplies \$	2023 Annual Budget \$	2022 Amended Annual Budget \$
1 Instruction						
1.02 Regular Instruction	49,865,878	10,565,859	60,431,737	3,106,647	63,538,384	64,527,294
1.03 Career Programs	536,111	123,364	659,475	147,220	806,695	1,072,368
1.07 Library Services	1,694,016	395,625	2,089,641	203,982	2,293,623	2,350,779
1.08 Counseling	1,535,580	353,183	1,888,763	1,450	1,890,213	2,099,518
1.10 Special Education	19,224,279	4,289,863	23,514,142	1,067,805	24,581,947	25,818,043
1.30 English Language Learning	1,280,133	294,431	1,574,564	11,550	1,586,114	2,115,240
1.31 Indigenous Education	4,413,325	1,051,047	5,464,372	460,261	5,924,633	6,595,474
1.41 School Administration	11,383,583	2,657,819	14,041,402	294,650	14,336,052	14,733,639
1.60 Summer School	35,365	8,134	43,499	-	43,499	17,840
1.64 Other	91,034	22,203	113,237	222,869	336,106	966,892
Total Function 1	90,059,304	19,761,528	109,820,832	5,516,434	115,337,266	120,297,087
4 District Administration						
4.11 Educational Administration	2,297,083	527,304	2,824,387	516,901	3,341,288	3,569,524
4.40 School District Governance	145,305	7,411	152,716	170,000	322,716	376,759
4.41 Business Administration	2,396,529	548,792	2,945,321	432,680	3,378,001	3,287,157
Total Function 4	4,838,917	1,083,507	5,922,424	1,119,581	7,042,005	7,233,440
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	969,295	215,581	1,184,876	445,100	1,629,976	1,585,085
5.50 Maintenance Operations	7,798,342	1,816,519	9,614,861	3,315,822	12,930,683	13,557,011
5.52 Maintenance of Grounds	753,432	183,762	937,194	835,000	1,772,194	1,766,574
5.56 Utilities	-	-	-	4,050,521	4,050,521	3,531,184
Total Function 5	9,521,069	2,215,862	11,736,931	8,646,443	20,383,374	20,439,854
7 Transportation and Housing						
7.41 Transportation and Housing Administration	94,597	22,285	116,882	4,300	121,182	105,015
7.70 Student Transportation	15,228	3,714	18,942	5,605,730	5,624,672	4,460,644
7.73 Housing	-	-	-	12,000	12,000	12,000
Total Function 7	109,825	25,999	135,824	5,622,030	5,757,854	4,577,659
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	104,529,115	23,086,896	127,616,011	20,904,488	148,520,499	152,548,040

School District No. 57 (Prince George)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	15,282,583	16,776,662
Other Revenue	2,057,000	2,083,372
Investment Income	3,000	22,000
Total Revenue	17,342,583	18,882,034
Expenses		
Instruction	16,591,126	17,999,594
District Administration	84,114	97,771
Operations and Maintenance	667,343	653,144
Transportation and Housing	-	131,525
Total Expense	17,342,583	18,882,034
Budgeted Surplus (Deficit), for the year	-	-

DRAFT

School District No. 57 (Prince George)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

Schedule 3A

Deferred Revenue, beginning of year

Add: Restricted Grants
Provincial Grants - Ministry of Education
Other
Investment Income

Less: Allocated to Revenue
Deferred Revenue, end of year

Revenues
Provincial Grants - Ministry of Education
Other Revenue
Investment Income

Expenses
Salaries
Teachers
Educational Assistants
Support Staff
Other Professionals
Substitutes

Employee Benefits
Services and Supplies

Net Revenue (Expense)

Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
\$	\$	\$	\$	\$	\$	\$	\$	\$
-	-	-	-	-	-	-	225,000	-
667,343	488,553	-	-	320,000	78,400	172,306	2,197,842	395,411
-	-	59,000	1,998,000	-	-	-	-	-
-	-	1,000	2,000	-	-	-	-	-
667,343	488,553	60,000	2,000,000	320,000	78,400	172,306	2,197,842	395,411
667,343	488,553	60,000	2,000,000	320,000	78,400	172,306	2,422,842	395,411
-	-	-	-	-	-	-	-	-
667,343	488,553	-	-	320,000	78,400	172,306	2,422,842	395,411
-	-	59,000	1,998,000	-	-	-	-	-
-	-	1,000	2,000	-	-	-	-	-
667,343	488,553	60,000	2,000,000	320,000	78,400	172,306	2,422,842	395,411
-	-	-	-	-	-	-	-	-
-	-	-	-	-	17,810	50,605	206,783	-
-	392,759	-	-	228,521	25,760	-	189,890	-
68,054	-	-	-	-	-	-	178,113	117,649
-	-	-	-	-	-	-	964,137	-
68,054	392,759	-	-	228,521	43,570	50,605	1,538,923	117,649
14,972	95,794	-	-	55,736	10,379	11,639	338,604	28,695
584,317	-	60,000	2,000,000	35,743	24,451	110,962	525,315	249,067
667,343	488,553	60,000	2,000,000	320,000	78,400	172,306	2,422,842	395,411
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-

School District No. 57 (Prince George)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

Deferred Revenue, beginning of year**Add: Restricted Grants**
Provincial Grants - Ministry of Education

Other

Investment Income

Less: Allocated to Revenue**Deferred Revenue, end of year****Revenues**

Provincial Grants - Ministry of Education

Other Revenue

Investment Income

Expenses

Salaries

Teachers

Educational Assistants

Support Staff

Other Professionals

Substitutes

Employee Benefits

Services and Supplies

Net Revenue (Expense)

Classroom Enhancement Fund - Staffing	PRP Hospital Program	PRP Two Wolves	POP FASD	TOTAL
\$	\$	\$	\$	\$
-	-	-	-	225,000
9,417,824	352,661	259,059	708,184	15,057,583
-	-	-	-	2,057,000
-	-	-	-	3,000
9,417,824	352,661	259,059	708,184	17,117,583
9,417,824	352,661	259,059	708,184	17,342,583
-	-	-	-	-
9,417,824	352,661	259,059	708,184	15,282,583
-	-	-	-	2,057,000
-	-	-	-	3,000
9,417,824	352,661	259,059	708,184	17,342,583
7,656,767	212,157	182,574	312,303	8,638,999
-	28,250	-	-	865,180
-	-	8,547	20,418	324,727
-	-	-	124,095	1,156,286
-	6,279	-	-	6,279
7,656,767	246,686	191,121	456,816	10,991,471
1,761,057	56,896	44,076	104,111	2,541,959
-	49,079	23,862	147,257	3,809,153
9,417,824	352,661	259,059	708,184	17,342,583
-	-	-	-	-
-	-	-	-	-

School District No. 57 (Prince George)

Schedule 4

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2023

	2023 Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	2,754,563		2,754,563	2,768,762
Amortization of Deferred Capital Revenue	4,283,966		4,283,966	4,246,987
Total Revenue	7,038,529	-	7,038,529	7,015,749
Expenses				
Operations and Maintenance	2,754,563		2,754,563	2,768,762
Amortization of Tangible Capital Assets				
Operations and Maintenance	6,414,626		6,414,626	6,513,331
Total Expense	9,169,189	-	9,169,189	9,282,093
Net Revenue (Expense)	(2,130,660)	-	(2,130,660)	(2,266,344)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	472,626		472,626	1,360,576
Total Net Transfers	472,626	-	472,626	1,360,576
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	(1,658,034)	-	(1,658,034)	(905,768)

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 17, 2022

MEMORANDUM

TO: Board of Education

FROM: Trustee Polillo, Chair
Education Programs and Planning Committee

SUBJECT: **COMMITTEE REPORT – MAY 2022**

RECOMMENDATION

That the report of the Education Programs and Planning Committee meeting held on May 17, 2022 be received.

* * * * *

REPORT:

1. The Education Program and Planning Committee met on May 17, 2022.
2. The meeting's agenda items were:
 - a. **Approval of the minutes of the previous meeting held.**
 - b. **Skills, Trades and Careers:**
 - Career and Technical Centre: Doug Borden, Career and Technical Centre Coordinator provided a Power Point Presentation of the various trade programs offered through the Career and Technical Centre and responded to questions.
 - Erin Thomas, District Career Education Coordinator provided a PowerPoint Presentation on the MyBlueprint Education Planner for students in Grade 7-12 and responded to questions.
 - c. **Indigenous Education Update:**
 - The Secondary School Indigenous Grad Coaches provided PowerPoint Presentations of the various supports provided to Secondary students.
 - The Vice Principal of Indigenous Education, Academic Support provided a PowerPoint Presentation on the Honouring Identity Grade 8 course and the information received from a student survey.

- d. **Choice Management Committee:** The Principal of Spruceland Traditional Elementary School provided a verbal presentation on the characteristics that make Spruceland Traditional school different from other district elementary schools.
 - e. **Schedule of Fees and Deposits:** This items appears on this evening's agenda for consideration of the Board's approval.
 - f. **Yearly Plan:** Review and update of the yearly plan.
3. The next Education Programs and Planning Committee meeting will be held on June 14, 2022.

/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 17, 2022

MEMORANDUM

TO: Board of Education
FROM: Education Programs and Planning Committee
SUBJECT: **SCHEDULE OF FEES AND DEPOSITS**

Recommendation

That, in accordance with section 82(6) of the *School Act* and Ministerial Order 236/07, the Schedule of Fees and Deposits for the 2022-2023 school year be approved and published.

RATIONALE:

1. Section 82(6) of the School Act requires a Board to publish a schedule of fees to be charged and deposits required and make it available to students and parents before the beginning of the school year.
2. Ministerial Order 236/07 specifies the fees that may be charged by school boards.

LK/jc

FEES AND DEPOSITS

2022 - 2023

Policy 5101 – Financial Hardship

Policy 5101 is to be referenced in conjunction with this schedule to ensure that no student is denied an opportunity to participate in a course, class or program because of financial hardship. A copy of the policy is found at the following link [SD57 Financial Hardship Policy](#).

Course Fees

There are no fees for elementary, secondary courses or courses for non-graduated adults offered in School District No. 57 schools. Secondary students who choose a project beyond the learning outcomes of a course may supply their own materials or they may be charged for materials used to complete that project (e.g. type of wood chosen for a woodworking project). Students must be able to complete all of the required learning outcomes of all courses without being required to pay any fees or other charges.

Deposits

Deposits are required and are refundable upon return:

- | | |
|---|---------------------|
| • Center for Learning Alternatives, District Learner Support textbook deposit | \$50.00 |
| • Pre-Calculus 11 and 12 graphing calculator | \$145.00 |
| | Up to \$150.00 |

External Credit Exam Fee

- | | |
|----------------------|---------------------|
| • Advanced Placement | \$30.00 first exam |
| | \$20.00 second exam |

Optional Charges and Costs

Specialty Academies

A Specialty Academy is an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the Ministry of Education regulations. A Specialty Academy may charge a fee for its program. The schedule of fees for the academy must be communicated yearly to the Parent Advisory Council connected to the academy for approval. (Section 82.1 School Act). The Specialty Academies are then approved by the Board of Education.

Canadian Sport School—Northern BC

Prince George Canadian Sport School – Engage Sport North

\$180.00 monthly paid directly to [Engage Sport North](#) and includes:

- Transportation to Northern Sports Centre located at University of Northern B.C.
- (Monday to Thursday school yearlong from home school)
- Portion of Northern Sport Centre Strength and Conditioning coach staff fees
- Access to UNBC Sports Centre

Student Planners

Schools may require students to have planners. Planners are supplied by schools on a cost recovery basis. These planners include, in addition to the daily calendar, school rules, expectations, important dates and events, staff names, services available in the school for students and parents, study hints and other information specific to the school.

Student Services

A \$10.00 charge for student services is used by secondary schools for activities and assistance for all students. Examples include:

- Student Council activities, such as dances
- School wide events such as school spirit weeks
- Positive behaviour incentive programs that recognize student achievements
- Financial assistance to individual students to attend events outside the district eg: UBC connect
- Assistance to school groups such as clubs, teams, individual classes to travel and represent the school
- Motivational speakers on topics such as:
 - accepting diversity and accepting physical disabilities
 - leadership
 - avoiding drinking and driving

These opportunities are only made possible through the student services account.

Cultural Activities

Elementary schools in particular, and secondary schools occasionally, may offer cultural activity opportunities to students at an annual cost of up to \$10.00 per student.

Postage

Newsletters are usually electronically emailed to Parents/Guardians, to ensure that communication between home and school remains timely, however, Parents/Guardians may choose to have school newsletters mailed to their homes to ensure that communication between the home and school remains timely. Costs vary from school to school depending upon the number of mailings scheduled for the school year. Where a family has more than one child in the same school, there is only one mailing charge.

Locks

Schools may charge a cost recovery for locks up to \$8.00 each. at \$6.00 each.

Yearbook

Students may choose to purchase school yearbooks, if available. The cost of yearbooks varies from school to school based upon the decision of the student yearbook committee regarding the size, content and number of colour pages to be included. The yearbook is a student-produced annual record of people and events in and around the school.

Field Trips

Schools may, from time to time, offer learning opportunities for students through field trips. Field trips are optional. Students choosing to participate may be expected to reimburse the school for costs associated with field trips. (New) Please note, no student will be denied an opportunity to participate because of financial hardship. [SD57 Financial Hardship Policy](#). Students who choose not to participate will be assigned a project or activity that will ensure that the prescribed learning outcomes are met.

Valedictory Ceremonies

Most schools with grade 12 students offer a valedictory ceremony near year's end. The participation in such ceremonies is optional. Students who wish to participate will be expected to pay the shared cost of such a ceremony.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 9, 2022

MEMORANDUM

TO: Board of Education

FROM: Bob Thompson, Committee Chair
Education Services Committee

SUBJECT: **COMMITTEE REPORT – MAY 2022**

RECOMMENDATION

That the report of the Education Service Committee meeting held on May 9, 2022 be received.

* * * * *

REPORT:

1. The Education Services Committee met on May 9, 2022.
2. The meeting's agenda included the following topics:
 - a. **Minutes of Previous Meeting** – The minutes of the February 7, 2022 meeting were approved as presented.
 - b. **Mackenzie Elementary School Update** - The Secretary Treasurer advised the district would not demolish the closed building during the 2022-2023 school year and responded to questions.
 - c. **Energy and Sustainable Conservation Update – January to April 2022** -The Energy and Sustainable Conservation Coordinator, provided a written Energy and Sustainable Conservation update report and responded to questions.
 - d. **Shas Ti Kelly Road Secondary School Capital Project** – The Director of Facility Services provided a verbal update on the Shas Ti Kelly Road Secondary Capital Project advising that outside work continues on sidewalks, sports fields, landscaping, fencing, paving and other minor projects.
 - e. **Annual Facility Grant Project Update** – The Manager of Capital Planning and Projects reviewed the recommendation of the 2022/2023 Annual Facility Grant Plan that is on this evening's agenda for the Board's consideration.
 - f. **Child Care Capital Funding Bylaw** – The Secretary Treasurer reviewed the Child Care Capital Funding Bylaw recommendation that is on this evening's agenda for the Board's consideration.
 - g. **Purchase Orders Over \$25,000, January to March 2022** – The committee reviewed the Purchase Orders over \$25,000 report and the Secretary Treasurer responded to questions.
3. The next Education Services Committee meeting is scheduled to be held June 6, 2022.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 9, 2022

MEMORANDUM

TO: Board of Education

FROM: Education Services Committee

SUBJECT: **2022-2023 ANNUAL FACILITY GRANT PLAN**

RECOMMENDATION

That the 2022/23 Annual Facility Grant Plan be received.

* * * * *

RATIONALE:

1. The Ministry of Education requires school districts to prepare an Annual Facility Grant plan for the upcoming school year.
2. The district's 2022/23 Annual Facility Grant plan must be submitted to the Ministry by May 31, 2022.
3. This submission includes a variety of projects at a number of the sites owned by the District as outlined in the submission summary attached.

DP/jc

Submission Summary

Submission Summary:	AFG 2022/2023 2022-05-31
Submission Type:	Expenditure Plan
School District:	Prince George (SD57)
Open Date:	2022-04-01
Close Date:	2022-05-31
Submission Status:	Draft

Submission Category	Sum Total Project
AFG	\$3,365,111
Total	\$3,365,111

AFG

Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	Project Description	Total Project Cost
156332	Yes	Blackburn Elementary	Exterior Wall Systems	820323	Gym Block Wall Painting and Upgrades	\$15,000
156343	Yes	Blackburn Elementary	Roofing (AFG)	216296	Replace Roofing section 2	\$40,000
156330	Yes	Buckhorn Elementary	Exterior Wall Systems	820372	Exterior Painting	\$65,000
156342	Yes	Buckhorn Elementary	Roofing (AFG)	216483	Replace Roofing section 1	\$7,000
156345	Yes	Buckhorn Elementary	Site Upgrades	1604592	Site Improvements New East Side Drainage Rock	\$25,000
156329	Yes	College Heights Elementary	Exterior Wall Systems		Exterior Painting	\$85,000
156338	Yes	College Heights Elementary	Roofing (AFG)	216902	Replace Roofing section 4,5	\$40,480
156348	Yes	College Heights Secondary	Site Upgrades	208319	Parking Lot Lighting Replacement	\$260,000
156340	Yes	Ecole Lac Des Bois	Roofing (AFG)	208496	Repalce Roofing section 1,3	\$751,397
156334	Yes	Edgewood Elementary	Exterior Wall Systems	217922	Exterior Window Replacement	\$85,000
156335	Yes	Hart Highlands Elementary	Exterior Wall Systems		Exterior Skylight Replacement	\$6,500
156336	Yes	Hart Highlands Elementary	Roofing (AFG)	218108	Replace roofing section 2,3	\$343,256
156341	Yes	Harwin Elementary	Roofing (AFG)		Replace Roofing section 5	\$7,000
156322	Yes	Heather Park Elementary	Electrical (AFG)	820256	Replace Fire Alarm Panel and Devices	\$50,000
156333	Yes	Heather Park Elementary	Exterior Wall Systems		Exterior Masonry Brick Replacement	\$40,000
156339	Yes	Heritage Elementary	Roofing (AFG)	209071	Replace Roofing section 5,6	\$149,957
156320	Yes	Mackenzie Secondary	Asbestos Abatement	219387	Asbestos Flooring Removal room 108,110,112,114	\$11,000
156327	Yes	Mackenzie Secondary	Electrical (AFG)	214653	Replace Security System	\$25,000
156326	Yes	Morfee Elementary	Electrical (AFG)	214829	Replace Security System	\$20,000
156349	Yes	Morfee Elementary	Interior Construction	264065	Boys Washroom 11 Improvements	\$75,000
156316	Yes	Prince George Secondary	Asbestos Abatement	209538	Asbestos Flooring Removal Corridor 1118	\$10,000
156323	Yes	Prince George Secondary	Electrical (AFG)	1601046	Replace Fire Alarm Panel and Devices	\$180,000
156328	Yes	Prince George Secondary	Electrical (AFG)	208960	Replace Security System	\$35,000
156344	Yes	Prince George Secondary	Site Upgrades	223437	Parking Lot Design completion	\$25,000

Submission Summary

Submission Summary:	AFG 2022/2023 2022-05-31
Submission Type:	Expenditure Plan
School District:	Prince George (SD57)
Open Date:	2022-04-01
Close Date:	2022-05-31
Submission Status:	Draft

Submission Category	Sum	Total Project
AFG		\$3,365,111
Total		\$3,365,111

AFG							Total Project Cost
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	Project Description		
156325	Yes	Quinson Elementary	Electrical (AFG)	205280	Replace Security System		\$20,000
156319	Yes	Springwood Elementary	Asbestos Abatement		Asbestos Flooring Removal Boy's change room		\$8,000
156324	Yes	Spruceland Traditional	Electrical (AFG)	205516	Replace Fire Alarm Panel and Devices		\$50,000
156331	Yes	Spruceland Traditional	Exterior Wall Systems		Exterior Painting		\$107,000
156346	Yes	Van Bien Elementary	Site Upgrades	223572	Parking Lot BC Hydro works		\$10,000
156318	Yes	Vanway Elementary	Asbestos Abatement		Asbestos Flooring Removal corridor 107		\$28,000
156347	Yes	Vanway Elementary	Site Upgrades	233185	Exterior Concrete Wall and Staircase Replacement		\$35,000
156321	No	Various sites	Asbestos Abatement		Asbestos emergent works		\$32,000
156350	No	Various sites	Interior Construction		Flooring Renewals Various sites.		\$88,915
156351	No	Various sites	Accessibility Upgrades		Educational Changes/Health & Safety Projects		\$80,000
156317	Yes	Westwood Elementary	Asbestos Abatement		Asbestos Flooring Removal Corridor 136		\$24,000
156337	Yes	Westwood Elementary	Roofing (AFG)	208845	Replace Roofing section 1-7		\$530,606
					Submission Category Total:		\$3,365,111

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 9, 2022

MEMORANDUM

TO: Board of Education

FROM: Education Services

SUBJECT: **CHILD CARE CAPITAL FUNDING BYLAW C2254060011986**

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 the Child Care Capital Funding Bylaw C2254060011986 be given first reading.
3. That the Child Care Capital Funding Bylaw C2254060011986 be given second reading.
4. That the Child Care Capital Funding Bylaw C2254060011986 be given third and final reading.

* * * * *

RATIONALE:

1. The Ministry of Education and Childcare has announced funding support for a Child Care Capital project under the Childcare BC New Spaces Fund.
2. Funding support in the amount of \$1,164,637 will be provided for the renovation of an existing building for use as a child care facility.
3. This project will see the creation of 50 group child care (30 months to school age) new licensed child care spaces.
4. The school district will enter into a Child Care Capital Program Childcare BC New Spaces Fund Funding Agreement with the Ministry of Education and Child Care for this projects.
5. 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.

DP/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 10, 2022

MEMORANDUM

TO: Board of Education

FROM: Betty Bekkering, Chair
Policy and Governance Committee

SUBJECT: **COMMITTEE REPORT – MAY 2022**

RECOMMENDATION

That the report of the Policy and Governance Committee meeting held on May 10, 2022 be received.

* * * * *

REPORT:

- 1) The Policy and Governance Committee met on May 10, 2022.
- 2) The meeting's agenda items were:
 - a) Approval of the minutes of the previous meeting held.
 - b) **Provision of Child Care** – This item appears on this evening's agenda.
 - c) **Anti-Racism, Anti-Discrimination, and Cultural Safety** – This item appears on this evening's agenda.
 - d) **Draft Policy Indigenous Anti-Racism** – This item appears on this evening's agenda.
 - e) **Student Transportation Services**– This item appears on this evening's agenda.
- 3) The next Policy and Governance Committee meeting will be held on June 7, 2022.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 10, 2022

MEMORANDUM

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **DRAFT POLICY 25 PROVISION OF CHILD CARE**

RECOMMENDATION

That the draft Policy 25 Provision of Child Care be approved in principle and distributed for 60-days consultation to Stakeholder and Rightsholder groups for input.

* * * * *

RATIONALE:

1. At the November 9, 2022 Policy and Governance Committee meeting, the Committee reviewed and approved the proposed purpose, scope and membership of the Child Care Policy Development Group to develop a draft Child Care policy in response to the Minister of Education and Child Care's prescriptive order with respect to the contents required in the Board policy.
2. At the May 10, 2022 Policy and Governance Committee meeting, the Committee reviewed and discussed draft Policy 25 Child Care.
3. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
4. Policy 8310 Policy and Policy Development states, "The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
5. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy shall not include the summer break.

Policy 25

PROVISION OF CHILD CARE

The Board of Education supports the use of Board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the Board or third party licensees.

1. The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.
2. The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rights holders, Indigenous service providers, municipal partners and existing child care operators. The process for engagement will be reviewed on an ongoing basis, and conducted in a manner acceptable to the Board.

Legal References: *School Act, Sections 85.1, 85.2, 85.3 and 85.4,*
Community Care and Assisted Living Act, Chapter 75
Collective Agreements
Order M326 The Child Care Order

Related Administrative Procedure: AP 551 Provision of Child Care

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 31, 2022

MEMORANDUM

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **ADMINISTRATIVE PROCEDURE 551 –
PROVISION OF CHILD CARE**

RECOMMENDATION

That the Board of Education receives Administrative Procedure 551 -
Provision of Child Care as presented.

* * * * *

RATIONALE:

1. The administrative procedures attached to Policy 25 Provision of Child Care have been developed through the Child Care Policy Development Group and in consultation with Senior Administration.
2. The policy statement of Policy 8310 Policy and Policy Development states that *administrative procedures including appendices, are the jurisdiction of the Superintendent of Schools.*
3. As defined in Policy 8310 *“administrative procedures” set out the specific management actions necessary at the school or department level to ensure that the policy and regulations are fully implemented.*
4. In accordance with Policy 8310 *revisions to administrative procedures that are approved by senior administration must be reported to the Board at a public meeting.*

Administrative Procedure 551

PROVISION OF CHILD CARE

Background

The Board of Education is supportive of the positive community benefits that occur when appropriate school district spaces or sites are utilized by licensed childcare providers.

Definitions

"Board property", in relation to a board, means land or improvements that are owned or leased by the board, that are within the board's school district, and that are, have been or are intended to be used for educational activities;

"Business day" means a day other than Saturday, Sunday or a holiday;

"Child care" means a program that is prescribed for the purposes of the definition of "care" in section 1 of the *Community Care and Assisted Living Act*:

Supervision that is provided to:

- a child through a prescribed program,
- a child or youth through a prescribed residential program, or

"Educational activities" means the provision of educational programs, early learning programs and extracurricular school activities;

"Licensee", in relation to a child care program, means the person licensed under the Community Care and Assisted Living Act to provide the child care program.

Procedures

1. The Board will consider operational viability of school district staff to provide before and after school care.
2. The Board will consider the availability of space within the school.
3. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
4. Child care programs, if operated by the Board, will be operated for a fee no greater than the costs the Board incurs in providing the child care program.
5. Fees for the use of Board property by licensees other than the Board will not exceed the costs the Board incurs in making Board property available for the child care program in accordance with the School Act and set by the Secretary-Treasurer from time to time.
6. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy and all policies of the Board.

Administrative Procedure 551

7. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals that maintain a program philosophy and management concept congruent with the values of this Policy and the Board's Strategic Plan:
 - foster Indigenous reconciliation in child care;
 - provide inclusive child care;
 - demonstrate successful experience as a licensed childcare operator;
 - opt into the Provincial Child Care Reduction Initiative;
 - demonstrate financial stability; and
 - utilize the BC Early Learning Framework to guide and support learning experiences in childcare settings.
8. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - fosters Indigenous reconciliation in child care. In particular, the child care
 - program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education";
 - is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code;
 - incorporates input from local indigenous parents, students, organizations and First Nations communities; especially as it relates to the implementation and development of Indigenous education, language, and culture; and
9. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review annually. The contract must contain:
 - a description of the direct and indirect costs for which the licensee is responsible, including a provision for late payment or default;
 - an agreement by the licensee to comply with this policy and all other applicable policies of the Board;
 - a provision describing how the agreement can be terminated by the Board or the licensee;
 - an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - a requirement for the licensee to maintain appropriate standards of performance; and
 - a requirement that the licensee must at all times maintain the required license to operate a child care facility.

Reference: Policy 25 Provision of Child Care

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 26, 2022

MEMORANDUM

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **DRAFT POLICY 23 ANTI-RACISM, ANTI-DISCRIMINATION,
AND CULTURAL SAFETY**

RECOMMENDATION

That the Board of Education rescind Policy 4116.14 Multiculturalism,
Racial Harmony and Anti-Racism effective May 31, 2022

And

That the Board of Education approves in principle Policy 23
Anti-Racism, Anti-Discrimination, and Cultural Safety and distributes it for
60-days consultation to Stakeholder and Rightsholder groups for input.

* * * * *

RATIONALE:

1. At the February 8, 2022 Policy and Governance Committee meeting, the Committee reviewed and approved the proposed purpose, scope and membership of the Anti-Racism, Anti-Discrimination Policy Development Group to review and revise Policy 4116.14 Multiculturalism, Racial Harmony and Anti-Racism.
2. The working group met four times and reviewed Policy 4116.14 and other policies from across the province for exemplars.
3. The suggested revisions align with the provincial K-12 Anti-Racism Education Action Plan.
4. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
5. Policy 8310 Policy and Policy Development states, "The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
6. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy shall not include the summer break.



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

POLICY 4116.14

MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM

APPROVED: 1985.03.19

REVISED: 1996.07.02
 1999.01.26
 2002.01.29

POLICY

Students from all linguistic, racial, religious and socioeconomic backgrounds shall have equal opportunity to develop their educational potential in School District No. 57.

The district is committed to a policy of respect and acceptance of the many cultures within its schools and will foster the development of awareness, understanding and respect for people of all ethnic, cultural and linguistic heritages. In this regard, the Board will see and be receptive of community input.

The Board will conduct its affairs in such a way as to act as a model of racial and ethnic harmony to students, staff and the community in general and, to this end, will not tolerate racial bias in any form by its students or staff.

DEFINITIONS:

"Anti-racism" is the practice of identifying, challenging and changing the values, structures and behaviours that perpetuate systemic racism.

"Discrimination" is the unfair treatment of a person or persons because of race, gender, national origin, ethnicity, colour, physical or mental ability, religion, sexual orientation, age or class.

"Equal opportunity employer" is an employer who prohibits discriminatory employment practices based on race, national/ethnic/place of origin, colour, religion/creed, marital status, age, gender or sexual orientation.

"Multicultural" means many cultures.

"Multicultural society" means people of many cultures living in the same community.

MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM

"Multiculturalism" is people living in a multicultural society accepting and appreciating the different cultures in their community. It is through the celebration of diversity and the recognition of similarities that understanding and meaning are built.

"Racial harassment" is any overt or covert racial conduct, whether of a physical or verbal nature, that is unwelcome and unwanted by the person being harassed. Examples of racial harassment can include, but are not limited to, racial language or comments, display of racially exploitative pictures, cartoons, graffiti and jokes.

"Racial harmony" is achieved when individuals respectfully co-exist within all environments through the appreciation, understanding and preservation of diversity, which includes ethnicity, language, religion, cultural traditions and belief systems.

Responsibility Centre: Director of Human Resources

References: *School Act*, Section 85

Charter of Rights and Freedoms

Human Rights Act

Policy 1170 Rights and Responsibilities of Trustees

Policy 1170.1 Rights and Responsibilities of Students

Policy 1170.3 Rights and Responsibilities of Employees

Policy 4116.14 Sexual Harassment

Policy 5131 District Code of Student Conduct

Policy 5131.7 School Codes of Student Conduct

Policy 5145.5 Sexual Harassment of Students

Policy 6143.1 Selection of Learning Resources

Policy 6145.3 Controversial Learning Resources

District Beliefs and Values



MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM

PREAMBLE

“Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, sex or mental or physical disability.”

Equality Rights, Section 15 (1)
Charter of Rights and Freedoms

Approved: 1985.03.19



MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM**REGULATIONS:**

1. The school district considers multiculturalism, racial harmony and anti-racism to be important goals. Alleged racial harassment by staff or students will be investigated promptly, thoroughly and in a sensitive manner, adhering to the principles of confidentiality and due process.
2. This policy will not be exclusive of those provisions relating to multiculturalism, racial harmony and anti-racism that have already been adopted by the Board. Policies entitled Rights and Responsibilities, District Code of Student Conduct, Selection of Learning Resources and Controversial Learning Resources, as well as the school district's Statement of Philosophy and Goals, include statements that encourage the development of awareness, understanding and respect for others of different ethnic, cultural and linguistic heritages.
3. Principals shall not knowingly admit to the school or classroom any person, group or association whose intent it is to discriminate or imply discrimination on the basis of race, creed, colour, gender, age, sexual orientation, mental or physical disability, nationality or ethnicity, or place of origin.
4. School District No. 57 shall continue to be an equal opportunity employer, recognizing that multicultural sensitivity is one of the important criteria to be used in the process of personnel selection.
5. Staff Development
 - 5.1 Opportunities for awareness and training programs in human relations, racial/ethnic relations and human rights shall be encouraged for all employees to equip them with the skills necessary to relate knowledgeably and sensitively to people of different racial and ethnic backgrounds.
6. Curriculum and Student Programs
 - 6.1 The Board recognizes the school's responsibility in assisting students to develop a strong sense of self-esteem and pride in their own cultural heritage, as well as an appreciation of and respect for the backgrounds of others.
 - 6.2 Efforts will be made to help students develop cross-cultural competencies consisting of interpersonal and communication skills, attitudes and knowledge needed to function in the larger community while retaining an appreciation for their own background.
 - 6.3 The Board will support activities that promote opportunities for children to learn about their own heritage and that of others to increase knowledge of and develop positive attitudes toward Canada's multicultural diversity.



MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM

- 6.4 The Board will encourage the use of approved local curriculum developed to respond to the educational needs of the diverse cultural communities within School District No. 57.
- 6.5 The Board supports exchange programs that encourage the acceptance and appreciation of cultural diversity.
- 6.6 Program/materials maintenance and development shall be supported for the following programs:
 - 6.6.1 Aboriginal education programs shall be supported.
 - 6.6.2 All schools in the district shall be encouraged to develop programs and activities to increase multicultural understanding and eliminate all forms of harassment.
 - 6.6.3 The practice of acquiring program support materials in Canada's two official languages shall be supported.
- 7. Program Delivery
 - 7.1 ESL programs shall be supported.
 - 7.2 ESD programs shall be supported.
 - 7.3 With sensitivity to and consideration of language or cultural differences, schools will communicate effectively with parents regarding their children's placement and success in school.
- 8. School and Community Relations
 - 8.1 Community participation in the development of racial harmony will be encouraged.
 - 8.2 The Board shall provide, when necessary, an interpreter to assist in communications involving staff, students and parents.
 - 8.3 To explain the scope and operation of the school district to parents, if appropriate and practicable, the district will cooperate with volunteers to assist in developing materials in languages other than English. Topics that would be covered include:
 - a) Goals
 - b) Student placement procedures
 - c) Role of parents
 - d) Expectations for students



MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM

- e) Alternative programs
- f) Support services
- g) Evaluation and reporting procedures
- h) Role of school advisory councils

Approved: 1984.04.13

Revised: 1984.06.11, 1984.06.28, 1984.10.02, 1986.02.25, 1996.07.02, 2002.01.29



MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM

ADMINISTRATIVE PROCEDURES:

1. The principal of the school will establish a communication plan and processes to ensure that students and staff are made aware of this policy.
2. Upon request, the principal will ensure that copies of this policy and other relevant policies and procedures that affect students and staff are available to them

Approved: 2002.01.29



Policy 23

ANTI-RACISM, ANTI-DISCRIMINATION, AND CULTURAL SAFETY

All members of the School District 57 community have the right to expect that policies, procedures, programs and communications are inclusive and respectful; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.

The District is committed to creating safe, caring inclusive schools where all learners, staff and community members feel their identities are affirmed and valued through education and restorative practices.

Racism exists. Racism is a set of mistaken assumptions, opinions and actions based on the unfounded belief that one group of people, categorized by colour, ancestry or culture, is inherently superior or inferior to another. Racism is often implicit in attitudes; everyday behaviour, policies and practices, and/or values. Racism has profound, adverse social consequences including discrimination, hatred, bullying, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy, physical and mental illness, self-harm and suicide.

The Board has developed this policy in accordance with its Mission, Vision and Values Statements as well as the British Columbia Human Rights Code, the Multiculturalism Act, the B.C. Declaration on the Rights of Indigenous Peoples Act, the Canadian Human Rights Act, Truth and Reconciliation Calls to Action, Bill C-15 An Act respecting the United Nations Declaration on the Rights of Indigenous Peoples, and the Canadian Charter of Rights and Freedom.

Definitions

“Anti-racism” refers to a form of action against racial hatred, bias, systemic racism, and the oppression of marginalized groups. Anti-racism is usually structured around conscious efforts and deliberate actions to provide equitable opportunities for all people on an individual and systemic level.

“Anti-Discrimination” refers to acts that are opposed to or intended to prevent discrimination (unfair treatment of someone because of their sex, race, age, gender, socio-economic, etc.)

“Cultural Safety” recognizes and strives to address power imbalances pervasive and inherent in society. It results in anti-racist environments, where everyone feels safe and a sense of belonging. We must actively honour the lived experiences of our diverse students, staff, and community members, including economic, religious, linguistic, sexual orientation and gender identity (SOGI), and other intersectional factors. This action requires self-reflection, examination of our privilege, our bias, and our behaviour.

Policy 23

Regulations

1. The Board is responsible for providing an education system that is a safe, welcoming environment free from racism, discrimination, harassment, and violence and that is inclusive and affirming for all students, staff and community members.
2. The Board recognizes and values diversity and celebrates diversity within its school communities and believes that each individual contributes to the richness of the school district's culture.
3. The Board recognizes that some students, staff and other school community members experience a unique set of challenges within schools and communities, including being targets of racism by virtue of visible and less visible perceived differences in race, skin colour, ancestry, ethnicity and/or culture.
4. The Board recognizes that racism in all of its forms is harmful not only to those directly affected, but also to all students, staff, families and community members.
5. The Board expects each member of the school district community to work to eliminate racism and to address the effects of historic, organizational, systemic and attitudinal racism by:
 - 5.1. Ensuring knowledge and awareness of this policy
 - 5.2. Committing to equity and inclusion in all contexts, activities and places;
 - 5.3. Ensuring commitments to Reconciliation and Indigenization are incorporated into our shared responsibilities and accountabilities.
 - 5.4. Participating in required annual training for all employees to enhance their awareness and competence in working effectively with people of diverse backgrounds. Through participation in Professional Development, all staff share the collective professional responsibility of creating safe, supportive, and inclusive learning environments for individuals of diverse racial, cultural, gender, socio-economic and ethnic backgrounds.
 - 5.5. For the purpose of curricular and extra-curricular, not knowingly admitting to the school, classroom or building any group or individual who does not adhere to this policy.
 - 5.6. A formal acknowledgement of the ancestral lands of the Lheidli T'enneh First Nation, McLeod Lake Indian Band and the Simpcw First Nation whose lands we live, work and plan is expected to be at the start of any important function, such as a school assembly, awards night, graduation, a celebration including Indigenous communities or at an important meeting or presentation (e.g. beginning of school board meetings).

Policy 23

- 5.7. Ensuring that cultural competencies, diverse knowledge and ways of being are embedded within activities undertaken to support this anti-racism policy.
 - 5.8. Ensuring accountability and measures of success in implementing this policy are developed and fully integrated into public and ongoing reporting mechanisms.
 - 5.9. Ensuring trauma-informed practices, reconciliation, cultural humility and restorative justice are core features of all approaches to personal and collective forms of learning about anti-racism.
 - 5.10. Celebrating, recognizing and honouring all diverse identities as a means of instilling pride in all who are a part of the school district community.
 - 5.11. Through developmentally appropriate ways, becoming aware of privilege, bias, prejudice, stereotyping, discrimination and racism in all forms, and by making connections to the Personal and Social Core Competencies;
 - 5.12. Learning about how to act, directly or as bystander, against all forms of racism and hate crime;
 - 5.13. Developing cross-cultural interactions to create understanding, show respect for, and to celebrate racial, ethnic and cultural identity.
6. For the purpose of being responsive and current this policy will be reviewed on an annual basis.

References: Policy 5131 District Code of Conduct
Policy 24 Indigenous Racial Reconciliation
British Columbia Human Rights Code,
Multiculturalism Act,
B.C. Declaration on the Rights of Indigenous Peoples Act,
Canadian Human Rights Act,
Truth and Reconciliation Calls to Action
Bill C-15 An Act respecting the United Nations Declaration on the Rights of Indigenous Peoples,
Canadian Charter of Rights and Freedom

Related Administrative Procedures:
170 Anti-Racism, Anti-Discrimination, Cultural Safety and Indigenous Racial Reconciliation
202 Multicultural Recognition

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 10, 2022

MEMORANDUM

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **DRAFT POLICY 24 INDIGENOUS RACIAL RECONCILIATION**

RECOMMENDATION

That the Board of Education approves in principle Policy 24 Indigenous Racial Reconciliation and distributes it for 60-days consultation to Stakeholder and Rightsholder groups for input.

* * * * *

RATIONALE:

1. At the February 8, 2022, Policy and Governance Committee meeting, the Superintendent and Director of Instruction, Indigenous Education discussed a proposed draft policy to include restorative practices with the Committee. The Committee provided support for the development of a draft policy in consultation with the Nations.
2. The Indigenous Assistant Superintendent worked collaboratively with the Nations in the development of the draft policy.
3. The suggested revisions align with the provincial K-12 Anti-Racism Education Action Plan.
4. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
5. Policy 8310 Policy and Policy Development states, "The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
6. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy shall not include the summer break.

Policy 24

INDIGENOUS RACIAL RECONCILIATION

Indigenous Voices Matter:

*"I always wished that I could be white"
 "how dirty and stupid I was made to feel being an Indian". "You're just another dumb Indian"
 "just go back to the reserve where you belong"
 "I used to scrub my skin with bleach to try and be white"*

Racism in Schools: A Barrier to Education among Indigenous Students

Indigenous racism exists. It has existed historically and continues to be embedded within communities and individuals. It has deeply harmed countless people and communities. It has been operationalized in all systems, including systems of education. White people and settlers have benefited from these systems of exclusion so learning about how systems discriminate and exclude through existing rules and procedures is also essential. Sometimes these are easily identified, and sometimes they are more implicit. Many reports exist condemning the state of Indigenous education in Canada and calling for system wide efforts to improve conditions and outcomes for Indigenous students. This work will not be easy, but it must happen. It requires ongoing commitment to actively review and then enact processes that are inclusive. The Board of Education ("Board") commits to eliminating Indigenous racism in all of its forms.

"It is difficult to imagine how an Indian child attending an ordinary public school could develop anything but a negative self-image. First, there is nothing from his culture represented in the school or valued by it. Second, the Indian child often gains the impression that nothing he or other Indians do is right when compared to what non-Indian children are doing... They have little reason to like or to be interested in the school in any way, in or out of the classroom, and it does not provide a path to the jobs some expect from it" (Hawthorn, 1967, p.6, 142).

"For the most part, the school represents a new and strange cultural atmosphere to which they cannot easily adapt. In addition, many Native youngsters face a crisis in terms of their identity and must suffer the low esteem in which they are held by the majority of their classmates" (Sullivan, 1988, p.207).

A decade later, the Royal Commission on Aboriginal Peoples (1996) reiterated the myriad ways in which public schools fail their Aboriginal students, including: racism; the use of biased standardized assessments; guiding Aboriginal students away from rigorous academic programs; the absence of Aboriginal perspectives in the curriculum; a lack of Aboriginal teachers, staff, administrators and decision-makers; and inadequate funding. Five years later, the BC Human Rights Commission (2001) reported that: "It is obvious from the literature and observation of the situation in British Columbia that Aboriginal children and youth still do not receive equal education" (p.9).

Policy 24

BC's Auditor General reported recently that, although there has been some progress, the BC government's commitment to close the Aboriginal/non-Aboriginal gaps in education by 2015 has not been fulfilled. Persistent gaps remain and Aboriginal students continue to face barriers to success in public schools—including racism. (Directions Evidence and Policy Research Group, LLP, p.4-5).

"Our public education system needs to influence behaviour by undertaking to teach our children—Aboriginal and non-Aboriginal—how to speak respectfully to, and about, each other in the future" (TRC Background & Elaboration).

Building a foundation for change by removing barriers in employment, justice, and social participation. We need to promote a district where every person is able to fully participate and have an equal opportunity to succeed. Building a district that is free of racism requires ongoing commitment from people at all levels. If we demonstrate Leadership in this work, and we empower communities, we can build awareness and change attitudes. We need to increase public awareness and understanding of the historical roots of racism and its different impacts on Indigenous people.

The Board is committed to working with its community to ensure all Indigenous identities are valued and that Indigenous people feel safe, included, and belong. The Board is committed to humbly acknowledge that we must listen and learn about Indigenous experiences – and then take actions that honour the wisdom and experience of Indigenous communities. We must authentically and purposely respond to the calls for action and reconciliation with Indigenous peoples of Canada.

The Board recognizes that Indigenous students, staff and school community members experience racism. It also recognizes that racism and stereotyping is harmful to everyone in the educational community, and requires a deep, shared commitment with persistent, ongoing actions to dismantle its effects on Indigenous people.

Racism presents itself in many forms. The racism of low expectations has been identified as a pattern in BC schools, where Indigenous children/learners are assumed to need remediation or extra help because of their culture or family practices. It also exists in systems – such as assigning Indigenous children into an English as a second language class. Racism isn't always intentional: but it always harms.

The Board recognizes its obligations in the context of Canada's Charter of Rights and Freedoms, the BC Human Rights Code and the Canadian Human Rights Act, the United Nations Declaration on the Rights of Indigenous peoples (UNDRIP), the Declaration of the Rights of Indigenous Peoples Act (DRIPA) and accepts its responsibility to live to the spirit and intentions of these legislative tools.

Policy 24

Apology and Recognition of Harm

The Board recognizes its current and historical role in discriminating against people of Indigenous backgrounds. In particular, it recognizes that education has been an instrument of significant harm to Indigenous peoples.

As a Board, we apologize for our complicity with these discriminatory practices, acknowledge the significant and ongoing harm experienced as a result of members of Indigenous communities, and commit to leading and empowering all members of our community in ensuring we create inclusive and safe spaces for Indigenous people. The Board commits to addressing all educational recommendations from the Truth and Reconciliation Report and ensure that the Declaration of the Rights of Indigenous Peoples Act (BC) are adopted.

Preamble

The Indigenous Racial Reconciliation policy will set the groundwork to help disrupt and dismantle systemic racial discrimination, and promote anti-racism work in the District. The Indigenous Racial Reconciliation policy objectives will be, but not limited, to the following:

- Being proactive in dismantling practices and structures that are racist and discriminatory
- Entrench the recognition of the longstanding inequities that Indigenous have experienced in the District
- Establish common language and implement anti-racism work to address inequitable outcomes for Indigenous communities

This policy will attempt to disrupt processes and practices that most negatively impact Indigenous students, staff and communities.

The Indigenous Racial Reconciliation policy intersects with all areas of the Board's Strategic Plan and will have a positive impact in the area of accountability ensuring such acts are named and reported. This policy will address disparities and disproportionalities in areas such as student discipline and streaming.

To build the relationship with Indigenous communities, the Board's entrustment to the local First Nations to develop this policy was critical. The creation of this policy will honour the lived experiences of the Indigenous people from the local First Nations communities. This demonstrates the important role that the First Nations of this land play in the development of this policy.

Policy 24

Definitions:

“Racism” Defining racism as “a series of persistent practices that systemically and unjustly allocate advantages to certain groups and individuals” (Ran, 1998, p.2) acknowledges both the harm that results from racism perpetuated in the context of power imbalance and the systematic nature of power-based racism. The role of power and inequitable distributions of privilege in racism has been acknowledged by many other scholars, who refer to exploitative intergroup relations (Miles, 1989), the propagation and justification of unequal treatment (Essed, 1990), producing disparities in life chances (Pettman, 1986), and maintaining or exacerbating inequality of opportunity (Berman & Paradies, 2010).

There are several categories of racism, including verbal attacks, psychological abuse, low expectations, low attendance, social isolation and marginalization, professional indifference, systemic racism, and denial of racism and its effects.

“Anti-racist Education” (also called racism awareness) addresses racism directly through discussion of past and present racism and by examining the economic, structural and historical roots of inequality. It also includes self-examination to identify internal biases and unacknowledged race based privilege. The purpose of anti-racist education is to develop an understanding of the dynamics of racism and to build capacity to respond to racism.

“Indigenous Racism” is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial practices in Canada.

Prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of Indigenous ancestry and is rooted in their history and experience of colonization. Systemic Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is deeply entrenched in Canadian institutions, policies and practices, such that Indigenous racism is either functionally normalized or rendered invisible to the larger non-Indigenous society. Indigenous racism is manifested in the legacy of the current social, economic, and political marginalization of Indigenous people in society such as the lack of opportunities, lower socio-economic status, higher unemployment, significant poverty rates, inequitable outcomes in education, well-being, health, and an over representation in the criminal justice system and child welfare systems. (from Black racism definition). Individual lived experiences of Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.

“Cultural Safety” recognizes and strives to address power imbalances pervasive and inherent in society. It results in anti-racist environments, where everyone feels safe and a sense of belonging. We must actively honour the lived experiences of our diverse students, staff, and community members, including economic, religious, linguistic, sexual orientation and gender identity (SOGI), and other intersectional factors. This action requires self-reflection, examination of our privilege, our bias, and our behaviour.

Policy 24

Board of Education Commitments:

The Board commits to championing Indigenous racial reconciliation and leading bold and courageous conversations in order to end racism, marginalization, bias and exclusion of Indigenous people by incorporating the following principles and values:

1. The district will celebrate, recognize, honour, develop and support an environment that affirms, respects, reflects and celebrates the Indigenous ways of Knowing and Being and will honour the diversity the Indigenous communities have to offer our society. The District is committed to increasing knowledge and understanding of the histories, cultures and experiences of Indigenous people as the First Peoples of Canada, with a focus on First Peoples British Columbia and the affects of the Indian Residential School System. The District will commit to using quality teaching and assessment practices and resources that are culturally inclusive.
2. Ensuring commitments to reconciliation and Indigenization are incorporated into our shared responsibilities and accountabilities.
3. The District considers Indigenous racial reconciliation to be an important goal. Alleged harassment by staff or students will be investigated promptly, thoroughly and in a sensitive manner, adhering to the principles of confidentiality and due process.
4. This policy will not be exclusive of those provisions relating to multiculturalism, racial harmony and anti-racism that have already been adopted by the Board. Policies entitled Rights and Responsibilities, District Code of Student Conduct, Selection of Learning Resources and Controversial Learning Resources, as well as the District's Statement of Philosophy and Goals, include statements that encourage the development of awareness, understanding and respect for others of different ethnic, cultural and linguistic heritages.
5. Principals shall not knowingly admit to the school or classroom any person, group or association whose intent it is to discriminate, imply discrimination, stereotype, show prejudice and/or hate to others based on Indigenous ancestry. Ensuring equity for all by identifying and removing barriers of exclusion, overcoming implicit and explicit bias, stereotyping, creating Indigenous anti-racism, inclusive programming and creating cultures of belonging in every school and worksite in the district.
6. The Board will support educational equity through the provision of quality programs that will support our Indigenous Learners to success. The District values the skills, experiences and knowledge of Indigenous people and will increase the participation and retention of Indigenous students in schools. The District is committed to implementing Indigenous studies programs, Indigenous language programs, Indigenous cross-curricular content within schools, and Indigenous perspectives in education.
7. Ensuring individuals who are targets of prejudice, discrimination, hate and/or racism are offered support following an incident.

Policy 24

8. Ensuring trauma-informed practices, reconciliation, cultural humility and restorative justice are core features of all approaches to personal and collective forms of learning about Indigenous racism.
9. The District is committed to ensure that all schools' Codes of Conducts make explicit reference to the prohibited grounds of discrimination in the BC Human Rights Code.
10. The District shall support employment equity, through the provision of effective processes to recruit, retain and develop all staff of Indigenous ancestry.
11. The Board is committed to creating a workplace environment that values the Indigenous people of this land. The District is committed to collaborative decision making with Indigenous Peoples, parents, caregivers, families and their communities. The District recognizes the Indigenous Education Leadership Table with representatives from the Lheidli T'enneh First Nation (LTFN) and McLeod Lake Indian Band (MLIB) as an advisory body to District on Indigenous education at all levels and in all stages of planning and decision making.
12. Ensuring accountability and measures of success in implementing this policy are developed and fully integrated into public and ongoing reporting mechanism.
13. For the purpose of being responsive and current this policy will be reviewed on an annual basis.

References: Policy 5131 District Code of Conduct
 Policy 23 Anti-Racism, Anti-Discrimination, and Cultural Safety
 British Columbia Human Rights Code,
Multiculturalism Act,
B.C. Declaration on the Rights of Indigenous Peoples Act,
Canadian Human Rights Act,
 Truth and Reconciliation Calls to Action
 Bill C-15 An Act respecting the United Nations Declaration on the Rights of Indigenous Peoples,
 Canadian Charter of Rights and Freedom

Related Administrative Procedure:

170 Anti-Racism, Anti-Discrimination, Cultural Safety and Indigenous Racial Reconciliation
 202 Multicultural Recognition

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 31, 2022

MEMORANDUM

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **ADMINISTRATIVE PROCEDURES**
170 ANTI-RACISM, ANTI-DISCRIMINATION, AND CULTURAL
SAFETY AND 202 MULTICULTURAL RECOGNITION

RECOMMENDATION

That the Board of Education receives the following Administrative Procedures effective May 31, 2022 as presented:

- AP 170 Anti-Racism, Anti-Discrimination and Cultural Safety
- AP 202 Multicultural Recognition

* * * * *

RATIONALE:

1. The administrative procedures support Policy 23 Anti-Racism, Anti-Discrimination, and Cultural Safety and Policy 24 Indigenous Racial Reconciliation.
2. The policy statement of Policy 8310 Policy and Policy Development states that *administrative procedures including appendices, are the jurisdiction of the Superintendent of Schools.*
3. As defined in Policy 8310 *“administrative procedures” set out the specific management actions necessary at the school or department level to ensure that the policy and regulations are fully implemented.*
4. In accordance with Policy 8310 *revisions to administrative procedures that are approved by senior administration must be reported to the Board at a public meeting.*

Administrative Procedure 170

ANTI-RACISM, ANTI-DISCRIMINATION, CULTURAL SAFETY AND INDIGENOUS RACIAL RECONCILIATION

Background

All members of the School District 57 community have the right to expect that policies, procedures, programs and communications are inclusive and respectful; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.

The Board expects all students, staff, parent/guardian(s), stakeholders/rightsholders and members of our school communities to adhere to a practice of educative, preventative and restorative response.

The District supports the values and objectives contained in the Canada's Charter of Rights and Freedoms, the BC Human Rights Code and the Canadian Human Rights Act, the United Nations declaration on the Rights of Indigenous peoples (UNDRIP), The Declaration of the Rights of Indigenous peoples Act (DRIPA), and the BC Multiculturalism Act and accepts its responsibility to live to the spirit and intentions of these legislative tools. The intent of this administrative procedure is to ensure that an environment of inclusion, equity, and respect is supported throughout the District's working and learning community.

All members of the District are committed to and supportive of:

- Providing students with educational programs that will assist them in participating in and contributing to a diverse society,
- Acknowledging the true history of School District 57 and working to heal the historical wrongs to Indigenous peoples in Canada;
- Hiring employees based on merit consistent with the *Human Rights Code*, *TRC*, *DRIPA*
- Providing professional development opportunities to educators on anti-racism, anti-discrimination and human rights,
- Creating an environment in the District that promotes non-discrimination consistent with the Human Rights Code,
- Provide educational tools to support schools in responding to incidents involving discrimination and racism,
- Reducing language and cultural barriers; and,
- Communicating effectively with all students, parents, employees, visitors and other partner groups in our diverse community regarding the processes and procedures outlined in this Administrative Procedure.

Administrative Procedure 170

Procedures

Alleged racial harassment by staff or students will be investigated promptly, thoroughly and in a sensitive manner, adhering to the principles of confidentiality and due process.

1. All members of the District shall support the development and implementation of procedures, practices and programs that support the rights and freedoms enshrined in the *B.C. Declaration on the Rights of Indigenous Peoples Act, Human Rights Code*, and that promote and foster a learning environment in the District that emphasizes acceptance, equity, inclusion, and non-discrimination.

- 1.1. All Educators shall support educational experiences that promote awareness, understanding and acceptance of the diversity that exists within our society.
- 1.2. The District continues to be an equal opportunity employer, recognizing that intercultural sensitivity is one of the important criteria to be used in the process of personnel selection.

2. Conduct

All students, employees, contractors, visitors, other persons and groups who use District facilities shall be required to conduct themselves in accordance with Policy 23 Anti-Racism, Anti-Discrimination, Cultural Safety and Policy 24 Indigenous Racial Reconciliation and the District's commitment to non-discrimination, human rights and inter-culturalization.

- All Schools shall include in their school code of conduct clear statements and rules reflecting the District's commitment to non-racist, non-discrimination, cultural safety and human rights.
- The Director of Human Resources shall ensure employees aware of this Administrative Procedure upon being hired.
- Allegations of racism and/or discrimination will be reported to the Principal in the case of students, and to the immediate Supervisor in the case of employees.
- Allegations of racism and/or discrimination of visitors will be reported to the school Principal or building Supervisor/Manager.

- 2.1. Any act such as name calling, slurs, graffiti, digital violence or physical violence which is aimed at depicting a particular group in an unfavourable light, or which can be reasonably viewed as a racist and/or discriminatory act, may be subject to discipline. In the case of students, referrals will be made to the Principal. Incidents involving employees will be dealt with by the Director of Human Resources, incidences involving visitors or non-district staff will be made to the Principal of the school or Supervisors/Managers of the building.

Administrative Procedure 170

- 2.2. All parent/guardian(s) will be informed of the appeal process available to them regarding student discipline and placement decisions [Board Policy - Appeals Bylaw](#).
- 2.3. All members of the learning community (students, staff, parent/guardian(s), community members) can additionally report allegations to an external body, the [Office of the Ombudsperson](#) or the [Indigenous Services Department](#) within the Office of the Ombudsperson.

3. Curriculum

In alignment with Administrative Procedure 202 Multicultural Recognition, the District supports curricular goals and learning objectives that provide students with the necessary knowledge, skills and attitudes to contribute to a society that is free of racism and discrimination, and which will allow students to deal constructively with racism and/or discrimination that they may encounter in their daily life experiences.

- 3.1. All Educators shall support intercultural, anti-racist and human rights education infused into curricula.
- 3.2. All Educators recognizes the school's responsibility in assisting students to develop a strong sense of pride in their own ancestry and/or cultural heritage, as well as an appreciation of and respect for the backgrounds of others.
- 3.3. Educators assist students in developing intercultural competencies consisting of interpersonal and communication skills, attitudes and knowledge needed to function in the larger community while retaining an appreciation for their own background.
- 3.4. All Educators supports activities that promote opportunities for children to learn about their own ancestry, heritage and that of others to increase knowledge of and develop positive attitudes toward Canada's multicultural diversity.
- 3.5. All Educators commit to the development and use of instructional materials for use in all appropriate curriculum areas that reflect the true history of Canada and contributions of minority groups in Canada.
- 3.6. Educators are must the use of approved local curriculum and Board Authorized courses to respond to the educational needs of the diverse cultural communities within School District No. 57.
- 3.7. Schools and Departments must ensure that Local First Nations are consulted on the development of resources and Board Authorized Courses where local histories, stories and teachings are included.
- 3.8. International education students and exchange programs are encourage the acceptance and appreciation of cultural diversity.

Administrative Procedure 170

3.9. All Educators will regularly audit curriculum and all learning resources to ensure they promote human rights, anti-racism, anti-discrimination, cultural safety and intercultural competence.

3.10. All Principals will support schools to participate in curricular events and programs focused on anti-racism and anti-discriminatory practices (such as Orange Shirt Day, Pink Shirt Day, Black History Month and Latin-American Month).

4. Staff Training

The Superintendent will seek to eliminate racism and discrimination through an effective in-service program that promotes attitudinal change. The Director of Human Resources will support opportunities for training of all staff and elected trustees to develop their knowledge, awareness and skills in the areas of human rights, anti-racism, anti-discrimination, cultural safety and cross-cultural understanding.

4.1. In-service sessions will be required annually to district employees to raise awareness and equip them with the skills necessary to relate sensitively to people of different racial and ethnic backgrounds, different sexual orientation, gender identity, ability, religion, culture and socio-economic status. In-service programs shall include the topics of anti-racism, intercultural issues, human rights, and valuing diversity.

4.2. In-service regarding a specific culture should be provided by a person of that culture or in collaboration with a person of that culture. Local First Nations should be included in the in-service related to local First Nations.

4.3. Newly hired employees will receive a copy of relevant administrative procedures and training through the District's on-boarding process, using material provided by the local First Nations in relation to Lheidli T'enneh First Nation, McLeod Lake Indian Band and Simpcw First Nation.

4.4. District employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues, including sensitivity to ethno-cultural hiring issues.

5. Assessment and Student Placement

All Educators recognize the need to support positive and equitable learning and instructional initiatives and/or alternative approaches and strategies designed to allow all students to realize their full potential. Assessment and placement of students shall not be unduly inhibited by a cultural/language barrier.

Expectations of students shall not be based on prejudice or stereotypes.

Administrative Procedure 170

- 5.1. All decisions regarding student assessment and placement will be based upon consideration of a student's educational needs, aptitudes and abilities, and it will not tolerate discrimination in the provision of instructional programs and services contrary to the BC Human Rights Code.
- 5.2. Assessment and student placement practices and procedures are to be free from cultural bias. In order to ensure that assessment and student placement procedures are adapted to meet the needs of students from different ethno-cultural groups. Consideration is to be given to testing instruments, student placement, interviewing, counselling, monitoring and meaningful communications with parents/caregivers.
- 5.3. Standardized testing and other formal types of school assessments are not to be undertaken by a student whose first language is not English until the student has had adequate time to achieve facility with the English language, the curriculum and the local school culture. In the interim, appropriate non-standardized assessment practices are to be utilized.
- 5.4. All parent/guardian(s) will be informed of the appeal process available to them regarding student placement decisions [Board Policy - Appeals Bylaw](#).

6. Home, School and Community Relations

The diversity of the school community results in a variety of learning, behaviours, modes of communication and expectations within the school system.

- 6.1. All communications between home and school and between schools and the broader community will be made with sensitivity to intercultural considerations.
- 6.2. When racist incidents occur, supports and resources will be provided to those who have been harmed.
- 6.3. All members of the District shall engage in open and transparent forms of consultation with diverse communities and student representatives to ensure inclusion and anti-racism efforts are responding to expressed needs.
- 6.4. Annual updates will be provided on anti-racism work as part of its public reporting processes.

7. Community as Experts

All members of the District recognizes the expertise that exists within the community and will utilize the community partners and agencies for support, and training when appropriate. (ie Local First Nations, Immigrant and Multicultural Services, Native Friendship Center, Carrier Sekani)

Administrative Procedure 170

8. Responding to Reports of Discrimination or Racism

- 8.1. Employees responsible for responding to reports of discrimination or racism must conduct a thorough investigation.
- 8.2. Where applicable, investigations regarding the conduct of an employee will be in accordance with collective agreements.
- 8.3. Investigations regarding the conduct of a student will be in accordance with the Student Code of Conduct.
- 8.4. Investigations regarding the conduct of a visitor or non-district employee will be concluded within 10 days of the report. If required, an extension may be approved upon request of the Director of Human Resources.
- 8.5. Consideration will be given to explore options for culturally responsive resolutions (ie, Restorative Circles).
 - 8.5.1. Participate in formal and informal processes of reconciliation and restitution when asked to do so, making efforts to demonstrate cultural humility, trauma informed responses and openness to diverse worldviews and ways of being.
 - 8.5.2. Support district employees charged with assisting and/or leading talking circles created to resolve discriminatory, racist or marginalizing behaviours.
 - 8.5.3. Model compassion and encouragement to learners and their families engaged in processes of reconciliation and healing.
 - 8.5.4. Assist students in identifying someone in their school who they can safely report and discuss issues of racism or discrimination.
 - 8.5.5. Support students in developing genuine restitution plans focused on righting wrongs and learning inclusive strategies.
 - 8.5.6. Assist students and their families in understanding their obligations to participate in processes of restitution and healing as a means of mitigating the harm brought on those subjected to racism, discrimination or marginalization. Where language barriers require additional support, the district will provide families/caregivers/students with interpreters.

Administrative Procedure 170

Reference: *School Act*, ss 8, 8.4, 8.5, 20, 22, 65, 85, 177

Human Rights Code, RSBC 1996

Multiculturalism Act, RSBC 1996

Canadian Charter of Rights and Freedoms, Constitution Act, 1982

Canadian Human Rights Act, RSC 1985

Canadian Multiculturalism Act, RSC 1985

Criminal Code, RSC 1985

Collective agreements

Declaration on the Rights of Indigenous Peoples Act, 2019

Policy 23 Anti-Racism, Anti-Discrimination, Cultural Safety

Policy 24 Indigenous Racial Reconciliation

Related Administrative Procedure:

202 Multicultural Recognition

Administrative Procedure 202

MULTICULTURAL RECOGNITION

Background

The District supports equitable access to education for all learners, while honouring the diversity that each learner contributes to our society.

As outlined in the *School Act*, school-age residents are entitled to enroll in District schools. Therefore, the District commits to the following statements outlined within the *School Act's* preamble:

...it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

...the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

We, School District No. 57 (Prince George), are guided by the following statements:

- We believe in the equitable participation and appreciation of the contributions of all learners;
- We promote understanding, acceptance, dignity, mutual respect and inclusion, in order to make our school communities equitable for all learners; and,
- We provide high quality education to all learners in a setting that is most enabling and least restrictive.

Procedures

Aligned to the Ministry of Education's Diversity in B.C. Schools policy, School District No. 57 (Prince George) provides conditions that foster success for all students, as follows:

1. All members of the District shall provide equitable access to and equitable participation in quality education for all learners;
2. All members of the District shall enable District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities it serves;
3. All members of the District will strive to advance quality education for all Indigenous students in order to improve the success of Indigenous students and equitable achievement results;
4. All members of the District shall regard accommodation of Indigenous culture and identity as a core responsibility in order to transform the relationship between Indigenous peoples and Canadian society;

Administrative Procedure 202

5. All members of the District shall ensure that school cultures promote understanding of others and respect for all;
6. All members of the District shall provide learning and working environments that are safe and welcoming, and free from discrimination, harassment and violence;
7. All members of the District shall ensure fair decision-making processes that give a voice to all members of the school community; and,
8. All members of the District shall ensure that policies and practices promote fair and equitable treatment of all learners.

Reference: *School Act*, Sections 17, 20, 22, 65 and 85
 Human Rights Code, RSBC 1996
 Multiculturalism Act, RSBC 1996
 Canadian Charter of Rights and Freedoms, *Constitution Act*, 1982
 Policy 23 Anti-Racism, Anti-Discrimination and Cultural Safety
 Policy 24 Indigenous Racial Reconciliation

Related Administrative Procedure:
 170 Anti-Racism, Anti-Discrimination, Cultural Safety and Indigenous Racial Reconciliation

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 10, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **STUDENT TRANSPORTATION SERVICES POLICY**

RECOMMENDATION

That the Board of Education rescind Policy - 3541 Student Transportation – Home and School and Policy 5131.1 – Bus Conduct effective May 31, 2022.

And

That the Board of Education approves in principle Policy 17 – School District Transportation Services and distributes it for 60-days to Stakeholders and Rightsholders for input.

* * * * *

RATIONALE:

1. At a Special In-Camera meeting of the Board held March 30, 2022 the student transportation services contract for the District was awarded to First Student Inc. for the next eight school years.
2. In response to the contract award, District staff has again reviewed the draft Policies and Administrative Procedures related to Student Transportation Services which were originally compiled during the process undergone in 2019 and 2020 to review and revise the school districts policies. Minor revisions have been made to ensure that they align with the services under the new contract.
3. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
4. Policy 8310 Policy and Policy Development states, "The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
5. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy does not include the summer break.

DP/dln



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

POLICY 3541

STUDENT TRANSPORTATION – HOME AND SCHOOL

APPROVED: 1982.04.20

REVISED: 1984.07.01

1988.11.08

1993.02.09

1999.01.26

2002.11.26

2004.06.29

2011.11.22

2018.05.29

POLICY

The Board of Education will provide transportation for students attending a regular program within their catchment area school who reside more than 4.0 kilometres from the school or where the safety of the student is determined by the Board to represent an unacceptable risk. A transportation assistance allowance will be provided for students living beyond 3.2 kilometres from the nearest existing bus route, and where transportation is not practical.

The Board of Education will not provide transportation or a transportation assistance allowance for students attending a choice program or school.

DEFINITIONS:

“Catchment area” means the geographical area established by the Board as the attendance area for a school.

“Choice programs” are the district's French Immersion, Aboriginal, Montessori and Traditional programs or any program approved in accordance with Policy 6172 (Establishment of Choice Programs and Schools). A choice program may be offered as the only option in a school (a “choice school”) or in a dual-track model in a school that also offers a regular program.

“Choice school” is a school that offers a choice program as its only option.

“Regular program” is the regular curriculum offered by most district schools, without a unique or significant focus that makes it different from other schools.

“Non-catchment area child” means a person of school age who resides in School District No. 57 and attends a regular program but not in the catchment area of the school.

Responsibility Centre: Secretary-Treasurer

References: *School Act*, Section 85, *Motor Vehicle Act*, *Motor Carrier Act*, National Safety Code

STUDENT TRANSPORTATION – HOME AND SCHOOL

PREAMBLE

There is a need to establish procedures to determine bus routes and other student transportation matters from home to school.

Approved: 1982.04.20
Revised: 2018.05.29



STUDENT TRANSPORTATION – HOME AND SCHOOL**REGULATIONS:**

1. The Board shall consider the safety of students, distances, road conditions, availability of public transportation, number of students involved and cost of delivering the service in establishing bus routes.
2. The Board may establish a route on a temporary basis.
3. The stops on the routes shall be established to provide the safest, most efficient and cost-effective manner of transporting students to and from school. These stops may be reviewed annually. Parent/guardian(s) are responsible for transporting and supervising students to/from the student's approved bus stop.
 - 3.1 The parent or guardian of a Kindergarten student is responsible to ensure the child is accompanied and supervised by an adult at the approved bus stop in the morning and from the approved bus stop in the afternoon.
 - 3.2 The parent or guardian may give written permission to the Transportation Department for another student to accompany and supervise the Kindergarten student at the approved bus stop in the morning and from the approved bus stop in the afternoon.
 - 3.3 If a Kindergarten student is unaccompanied and not supervised at the morning approved bus stop the student will be transported to the catchment school and the school principal will be notified.
 - 3.4 If a Kindergarten student is not met in the afternoon by an adult or accompanied by an authorized student, the Kindergarten student will be returned to the catchment school.
4. Regular bus routes are established by the Board, through the Transportation Administrator, for:
 - 4.1 Students enrolled in district schools who reside further than 4.0 kilometers from their catchment school by the nearest passable road.
 - 4.2 Students enrolled in district schools who reside within 4.0 kilometers from their catchment school and whose route to and from school represents an unacceptable safety risk and who cannot be served by public transportation. Each application will be considered individually.



STUDENT TRANSPORTATION – HOME AND SCHOOL

5. Courtesy riders will be accommodated within the catchment area of the student's school of enrolment as determined by the Transportation Administrator if there is space available; done at no additional cost; no scheduling or routing adjustments have to be made.

The following is listed in priority order:

- 5.1 Child Care Courtesy - students enrolled in district schools who are in the care of either a day care provider or a family member at a residence different than their home address; that care may be in or out of the catchment school's area for the home address.
- 5.2 Elementary Out-of-Catchment Courtesy – students enrolled in district schools who attend a school other than their catchment school and reside within a reasonable walking distance from an existing bus stop on an existing route to their school of choice.

Students enrolled in district schools who attend a school other than their catchment area school and have an approved plan for the care of the student at an agreed stop within the route that serves the school of choice.

- 5.3 Secondary Out-of-Catchment Courtesy – students enrolled in district schools (or programs) who attend a school other than their catchment school and either:
 - 5.3.1 Make use of an existing bus stop on an existing route that serves the school of registration, or
 - 5.3.2 Use an existing bus stop on an existing route that does not serve their school of registration, but which will require them to make their own travel arrangements between the school that the bus serves and the school of registration. Students and their parents/guardians will be required to sign a liability waiver for the portion of the journey that the student is unsupervised.
 - 5.3.3 Any student transportation service provided under regulation 5.3.2 must be approved by the principal or vice principal of the school to which the student is being transported.
- 5.4 Winter Courtesy – students enrolled in district schools who live between two and four kilometers from their catchment school. This service would be offered where city transit service is not available and as determined by and at the discretion of the Transportation Administrator between November 1 and Spring Break each year. The service may require that a temporary winter stop be added to existing runs at no additional cost to the school district and if time permits. The stop would be dependent on a site visit to identify a suitable, safe stop.



STUDENT TRANSPORTATION – HOME AND SCHOOL

- 5.5 After School Courtesy – issued by the school principal or designate to provide students who are registered at their school and have parent/guardian approval to go on the bus to an approved stop on an existing bus route. The school will document the parent/guardian request.
- 5.6 Unique Situations - Notwithstanding the above there may be a need to consider unique situations, e.g. student injury, discipline transfers, custody issues or students who are unable to attend their catchment school because the school is full and must attend another school while they are on the wait list. The Transportation Administrator will determine the method to address these needs and may require minor route extensions, or the use of custom buses if there is space and time or payment of a transportation assistance allowance.
6. Students transported under Section 6 (courtesy riders) must make application annually and are subject to being displaced if space is required by students transported under Section 5 (eligible riders). Once accepted courtesy riders will not displace other courtesy riders.
7. Custom busing services for students who require extraordinary support to travel to and from school outside of the regular school bus and public transportation services will be provided by the district within its means and are subject to the review and approval of the Transportation Administrator and the District Principal Student Support Services.
8. A transportation assistance allowance will be provided by the Board to those students who reside 3.2 km or further from the nearest existing bus route of the student's catchment school and where establishing or extending a regular or custom route is not reasonable.
9. Transportation services and allowances will not be provided to
- 9.1 Students over 19 years of age
- 9.2 Students not enrolled in district schools or programs.
10. Vehicles used to transport students must comply with the requirements of the *Motor Vehicle Act* and the *Motor Carrier Act*, the *School Act* and the *National Safety Code*, as prescribed by the Ministry of the Solicitor General.
11. Persons wishing to appeal a decision made by an employee of the Board under this policy should refer to Bylaw No. 4 – Appeals to the Board.

Approved: 1982.04.20

Revised: 1988.11.08, 1993.02.09, 2002.11.26, 2004.06.29, 2011.11.22, 2018.05.29



STUDENT TRANSPORTATION – HOME AND SCHOOL**ADMINISTRATIVE PROCEDURES:**

1. Students eligible for transportation service from their primary residence may be registered for service to and from one regular bus stop.
2. Students may be registered for courtesy transportation service to and from one regular bus stop from an alternate residence.
3. Bus stops will be established considering the following guidelines:
 - at safe intervals of approximately 800 metres,
 - at the intersection of side roads with a major road,
 - at a location that serves the majority of students assigned to the stop.
4. Bus stop change requests must be submitted on the approved form and will be reviewed three times annually.
5. The extensions of existing bus routes may be considered for more than 5 students.
6. Existing bus stops may be discontinued when fewer than 6 students are serviced and it is no longer the most efficient or cost effective manner of transporting students to and from school.

Revised: 2018.05.29





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

POLICY 5131.1

BUS CONDUCT

APPROVED: 1978.06.20

REVISED: 1993.06.01
1999.01.26
2001.06.05
2002.11.26
2003.05.27
2016.05.31
2020.09.29

POLICY

While being transported for extra-curricular travel, co-curricular travel, curricular travel or travel to and from school, students shall conform to the school district's Code of Conduct for Bus Students.

Responsibility Centre: Secretary-Treasurer
References: *School Act*, Sections 6 and 85
Policy 5131 District Code of Student Conduct

BUS CONDUCT

PREAMBLE

Students must follow the established school and district codes of conduct while being transported under the jurisdiction of the school district.

Approved: 1978.06.20



BUS CONDUCT**REGULATIONS:**

1. Students shall abide by the district's Code of Conduct for Bus Students. A copy of the code will be given annually to all students who travel on school buses. A copy of the code shall be available on each bus and will be reviewed by the driver with the students at the beginning of each school year.
2. The bus driver is responsible for the supervision of students while the students are loading, unloading and in the school bus, and will report inappropriate conduct to the school Principal or the SD57 Transportation Administrator.
 - 2.1 The school Principal or the SD57 Transportation Administrator will determine the appropriate intervention for a student who has exhibited inappropriate conduct after investigating the reported misconduct. The school Principal or the SD57 Transportation Administrator will issue conduct notices to parents.
 - 2.2 Students suspended for bus misconduct are expected to attend school.
 - 2.3 Discipline processes will be reviewed annually by the SD57 Transportation Administrator and the bus contractor.
3. A full recovery of costs will be undertaken when students vandalize a bus or district property while en route, loading or unloading.
4. Persons wishing to appeal a decision made by an employee of the Board under this policy should refer to Bylaw No. 4, Appeals to the Board.

Approved: 1978.06.20

Revised: 1993.06.01, 2002.11.26, 2016.05.31; 2020.09.29



BUS CONDUCT

ADMINISTRATIVE PROCEDURES for use with Policy 5131.1:

Administrative procedures, including appendices, are the jurisdiction of the Superintendent of Schools. They are included with policies for the purposes of transparency, clarity and ease of use.

“Administrative procedures” set out the specific management actions necessary at the school or department level to ensure that the policy and regulations are fully implemented

Background

Once students board a school bus they become the responsibility of the District. Therefore, the District regards a school bus as an extension of the classroom, and all students are required to conduct themselves in accordance with the same standards of behaviour that have been established for the classroom.

Students must follow the established school and District codes of conduct while being transported under the jurisdiction of the District.

Procedures

1. Students shall abide by the Appendix – Code of Conduct for Bus Students. A copy of the code will be given annually to all students who travel on school buses. A copy of the code shall be available on each bus.
2. At the beginning of each school year and as required during the year, bus drivers will advise students of the Appendix - Code of Conduct for Bus Students and the consequences for failing to follow the code.
3. Schools will review the information provided in the code of conduct for bus students with students each year.
4. Generally, intervention for bus misconduct will be determined by the school Principal and may be of escalating severity up to and including permanent suspension from riding the bus for continued inappropriate conduct.
5. Normally, the driver will notify the school and the SD57 Transportation Administrator of the misconduct at the time of the incident when the student disembarks from the bus.
6. Students who have been notified of a suspension from the bus are not to be refused entry to or expelled from a bus until the day following notice of suspension has been received by them. However, in extreme circumstances, where student safety or damage to the bus is involved, the bus driver has ultimate responsibility for the safety of the students and has the authority to refuse any student access to the bus.
7. When a conduct notice has been issued, the school Principal or the SD57 Transportation Administrator will contact the parents in writing, outlining the bus code of conduct and the determined intervention.



BUS CONDUCT

ADMINISTRATIVE PROCEDURES - Continued:

8. Indefinite suspensions may be issued without following the regular conduct process as a result of a serious infraction such as:
 - 8.1 Striking another student or the driver;
 - 8.2 Flagrant disregard for the bus driver;
 - 8.3 Fighting;
 - 8.4 Willful damage to the bus;
 - 8.5 Possession of drugs, alcohol or weapons on the bus;
 - 8.6 Any behaviour that places the safety of the driver and other passengers at risk.
9. Indefinite suspensions require an interview with the parent(s), student, the school Principal or the SD57 Transportation Administrator and a representative of the bus contractor as requested by the SD57 Transportation Administrator to review the incident and to determine the duration of the suspension, before a student can be reinstated on the bus.
10. An appeal of a suspension of more than two days is to be made within five days of the suspension notice date to the SD57 Transportation Administrator, who, in consultation with the contractor and the school Principal, shall decide on the merits of the case.
11. In the event that students cause the bus to become unsafe due to their behavior, or if there is a suspicion or confirmation of drugs or alcohol consumption, the bus may be returned to the school of origin and students may be dropped off in the care of a school Principal or Vice Principal.
12. Behaviour strategies that may be used by a driver for misconduct on the bus include:
 - 12.1 Discussion with a school Principal or Vice Principal and parents;
 - 12.2 Seat assignments;
 - 12.3 Oral warnings to the student;
 - 12.4 Contractor and District reserving the right to reassign a student to an alternate bus.
13. The objective of the District is to provide safe transportation for students. Every opportunity is taken to educate students of the Code of Conduct for Bus Students and the consequences of inappropriate behaviour.

Approved: 1978.06.20

Revised: 1993.06.01, 1999.01.26, 2001.06.05, 2002.11.26, 2016.05.31

Received: 2020.09.29



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

CODE OF CONDUCT FOR BUS STUDENTS

1. The SD57 Transportation Administrator and the District are committed to school transportation that respects three core values: SAFETY, RESPECT and RESPONSIBILITY.
 - 1.1. Students are responsible to:
 - 1.1.1. Follow the driver's directions the FIRST time they are given.
 - 1.1.2. Keep their hands, feet and objects to themselves.
 - 1.1.3. Stay in their seats unless directed to do otherwise.
 - 1.1.4. Talk quietly, using only appropriate language.
 - 1.1.5. Be at the bus stop five minutes before scheduled leave time.
 - 1.1.6. Not eat or drink on the bus, without prior approval from the bus driver.
 - 1.1.7. Not bully or intimidate others.
 - 1.1.8. Not smoke, vape, take drugs or alcohol on the bus or at the bus stop.
 - 1.2. Non-registered riders MUST provide a note from their parent, signed by the Principal, in order to ride on a school bus.
 - 1.3. Students wanting to disembark at a stop other than their designated stop must provide a permission slip, signed by the Principal.
2. Student behaviour that contravenes the above values or whose actions distract the driver, cause or have the potential to cause harm or discomfort to themselves or others, is subject to consequences, which includes the following:
 - 2.1. Verbal warning from the bus driver (initially, in routine situations).
 - 2.2. Issue of a School Bus Conduct Notice by the School Principal or the SD57 Transportation Administrator outlining the misconduct and determined intervention.

Received: 2020.09.30



Policy 17

SCHOOL DISTRICT TRANSPORTATION SERVICES

The Board will provide transportation for students attending a regular program within their catchment area school who reside more than 4.0 kilometres from the school or where the safety of the student is determined by the Board to represent an unacceptable risk.

Students must register annually with the Transportation Department before being transported by the School District.

All students must follow the guidelines provided in [Administrative Procedure 351 - Bus Conduct](#) as well as adhere to [Appendix – Code of Conduct for Bus Students](#).

A transportation assistance allowance will be provided for students who reside 3.2 kilometres or further from the nearest existing bus route of the student's catchment school, and where establishing or extending a regular or custom route is not reasonable.

The Board of Education will not provide transportation or a transportation assistance allowance for students attending a choice program or school.

Transportation services for students shall be evaluated in accordance with [Administrative Procedure 560 - Student Transportation – Home and School](#).

Transportation services for students with special needs shall be evaluated with on an individual basis in accordance with [Administrative Procedure 561 - Accessible Transportation for Students](#).

Transportation services and allowances will not be provided to students over 19 years of age or student not enrolled in a district schools or programs.

Legal Reference: *School Act* Sections 65, 83 and 85

Related Administrative Procedures:

351 – Bus Conduct

351 – Appendix – Code of Conduct for Bus Students

560 – Student Transportation – Home and School

561 – Accessible Transportation for Students

Approved: 2020.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 10, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **ADMINISTRATIVE PROCEDURES –
STUDENT TRANSPORTATION SERVICES**

RECOMMENDATION

That the Board of Education receives the following
Administrative Procedures effective May 31, 2022 as presented:

- AP 351 – Bus Conduct;
- AP 351 – Appendix – Code of Conduct for Bus Students;
- AP 560 – Student Transportation – Home and School; and
- AP 561 – Accessible Transportation for Students

* * * * *

RATIONALE:

1. At a Special In-Camera meeting of the Board held March 30, 2022 the student transportation services contract for the District was awarded to First Student Inc. for the next eight school years.
2. In response to the contract award, District staff has again reviewed the draft Policies and Administrative Procedures related to Student Transportation Services which were originally compiled during the process undergone in 2019 and 2020 to review and revise the school districts policies. Minor revisions have been made to ensure that they align with the services under the new contract.
3. The policy statement of Policy 8310 Policy and Policy Development states that *administrative procedures including appendices, are the jurisdiction of the Superintendent of Schools.*
4. As defined in Policy 8310 “*administrative procedures*” set out the specific management actions necessary at the school or department level to ensure that the policy and regulations are fully implemented.
5. In accordance with Policy 8310 *revisions to administrative procedures that are approved by senior administration must be reported to the Board at a public meeting.*

Administrative Procedure 351

BUS CONDUCT

Background

Once students board a school bus they become the responsibility of the District. Therefore, the District regards a school bus as an extension of the classroom, and all students are required to conduct themselves in accordance with the same standards of behaviour that have been established for the classroom.

Students must follow the established school and District codes of conduct while being transported under the jurisdiction of the District.

Procedures

1. Students shall abide by the Appendix – Code of Conduct for Bus Students. A copy of the code will be given annually to all students who travel on school buses. A copy of the code shall be available on each bus.
2. At the beginning of each school year and as required during the year, bus drivers will advise students of the Appendix - Code of Conduct for Bus Students and the consequences for failing to follow the code.
3. Schools will review the information provided in the code of conduct for bus students with students each year.
4. Generally, intervention for bus misconduct will be determined by the school Principal and may be of escalating severity up to and including permanent suspension from riding the bus for continued inappropriate conduct.
5. Normally, the driver will notify the school and the SD57 Transportation Administrator of the misconduct at the time of the incident when the student disembarks from the bus.
6. Students who have been notified of a suspension from the bus are not to be refused entry to or expelled from a bus until the day following notice of suspension has been received by them. However, in extreme circumstances, where student safety or damage to the bus is involved, the bus driver has ultimate responsibility for the safety of the students and has the authority to refuse any student access to the bus.
7. When a conduct notice has been issued, the school Principal or the SD57 Transportation Administrator will contact the parents outlining the bus code of conduct and the determined intervention.

Administrative Procedure 351

8. Indefinite suspensions may be issued without following the regular conduct process as a result of a serious infraction such as:
 - 8.1 Striking another student or the driver;
 - 8.2 Flagrant disregard for the bus driver;
 - 8.3 Fighting;
 - 8.4 Willful damage to the bus;
 - 8.5 Possession of drugs, alcohol or weapons on the bus;
 - 8.6 Any behaviour that places the safety of the driver and other passengers at risk.
9. Indefinite suspensions require an interview with the parent(s), student, the school Principal or the SD57 Transportation Administrator and a representative of the bus contractor as requested by the SD57 Transportation Administrator to review the incident and to determine the duration of the suspension, before a student can be reinstated on the bus.
10. An appeal of a suspension of more than two days is to be made within five days of the suspension notice date to the SD57 Transportation Administrator, who, in consultation with the contractor and the school Principal, shall decide on the merits of the case.
11. In the event that students cause the bus to become unsafe due to their behavior, or if there is a suspicion or confirmation of drugs or alcohol consumption, the bus may be returned to the school of origin and students may be dropped off in the care of a school Principal or Vice Principal.
12. Behaviour strategies that may be used by a driver for misconduct on the bus include:
 - 12.1 Discussion with a school Principal or Vice Principal;
 - 12.2 Seat assignments;
 - 12.3 Oral warnings to the student;
 - 12.4 Contractor and District reserving the right to reassign a student to an alternate bus.
13. The objective of the District is to provide safe transportation for students. Every opportunity is taken to educate students of the Code of Conduct for Bus Students and the consequences of inappropriate behaviour.

Reference: *School Act* Sections 6, 7, 11, 17, 20, 22, 65, 79, 85
School Regulation 265/89
Policy 17 School District Transportation Services

Administrative Procedure 351 Appendix

CODE OF CONDUCT FOR BUS STUDENTS

1. The SD57 Transportation Administrator and the District are committed to school transportation that respects three core values: SAFETY, RESPECT and RESPONSIBILITY.
 - 1.1. Students are responsible to:
 - 1.1.1. Follow the driver's directions the FIRST time they are given.
 - 1.1.2. Keep their hands, feet and objects to themselves.
 - 1.1.3. Stay in their seats unless directed to do otherwise.
 - 1.1.4. Talk quietly, using only appropriate language.
 - 1.1.5. Be at the bus stop five minutes before scheduled leave time.
 - 1.1.6. Not eat or drink on the bus, without prior approval from the bus driver.
 - 1.1.7. Not bully or intimidate others.
 - 1.1.8. Not smoke, vape, take drugs or alcohol on the bus or at the bus stop.
2. Student behaviour that contravenes the above values or whose actions distract the driver, cause or have the potential to cause harm or discomfort to themselves or others, is subject to consequences, which includes the following:
 - 2.1. Verbal warning from the bus driver (initially, in routine situations).
 - 2.2. Issue of a School Bus Conduct Notice by the driver outlining the misconduct and the School Principal or the SD57 Transportation Administrator determines the interventions.

Reference: [School Act](#) Sections 6, 7, 11, 17, 20, 22, 65, 79, 85
 School Regulation 265/89
 Policy 17 School District Transportation Services

Administrative Procedure 560

STUDENT TRANSPORTATION – HOME AND SCHOOL

Background

It is the practice of the District to provide transportation for students in accordance with Board [Policy 17 - School District Transportation Services](#).

There is a need to establish procedures to determine bus routes and other student transportation matters from home to school.

Definitions

Catchment area means the geographical area established by the Board as the attendance area for a school.

Choice programs are the District's French Immersion, Indigenous, Montessori and Traditional programs or any program approved in accordance with [Policy 6172.2 Establishment of Choice Programs and Schools](#). A choice program may be offered as the only option in a school (a "choice school") or in a dual-track model in a school that also offers a regular program.

Choice school is a school that offers a choice program as its only option.

Non-catchment area child means a person of school age who resides in the District and attends a regular program but not in the catchment area of the school.

Regular program is the regular curriculum offered by most District schools, without a unique or significant focus that makes it different from other schools.

Procedures

1. The District shall consider the safety of students, distances, road conditions, availability of public transportation, number of students involved and cost of delivering the service in establishing bus routes.
2. The District may establish a route on a temporary basis.
3. The stops on the routes shall be established to provide the safest, most efficient and cost-effective manner of transporting students to and from school. These stops may be reviewed annually. Parent/guardian(s) are responsible for transporting and supervising students to/from the student's approved bus stop.
 - 3.1. The parent/guardian(s) of a Kindergarten student is responsible to ensure the child is accompanied and supervised by an adult at the approved bus stop in the morning and from the approved bus stop in the afternoon.
 - 3.2. The parent/guardian(s) may give written permission to the Transportation Administrator for another student to accompany and supervise the Kindergarten student at the approved bus stop in the morning and from the approved bus stop in the afternoon.

Administrative Procedure 560

- 3.3. If a Kindergarten student is unaccompanied and not supervised at the morning approved bus stop the student will be transported to the catchment school and the Principal will be notified.
- 3.4. If a Kindergarten student is not met in the afternoon by an adult or accompanied by an authorized student, the Kindergarten student will be returned to the catchment school.
4. Regular bus routes are established by the Transportation Administrator, for:
 - 4.1. Students enrolled in District schools who reside further than 4.0 kilometers from their catchment school by the nearest passable road.
 - 4.2. Students enrolled in District schools who reside within 4.0 kilometers from their catchment school and whose route to and from school represents an unacceptable safety risk and who cannot be served by public transportation. Each application will be considered individually.
 - 4.3. Parent/guardian(s) of children that qualify for regular bussing to and from the child's home residence and their catchment area school are required to register annually.
5. Courtesy riders will be accommodated within the catchment area of the student's school of enrolment as determined by the Transportation Administrator if there is space available; done at no additional cost; and no scheduling or routing adjustments have to be made.

Courtesy riders will be accommodated in following priority order:

- 5.1. Alternate Custody Arrangement Courtesy – students enrolled in District schools who have more than one residence based on a legal alternate custody arrangement.
- 5.2. Child Care Courtesy - students enrolled in District schools who are in care at a residence different than their home address.
- 5.3. Elementary Out-of-Catchment Courtesy – students enrolled in District schools who attend a school other than their catchment school and reside within a reasonable walking distance from an existing bus stop on an existing route to their school of choice.

Students enrolled in District schools who attend a school other than their catchment area school and have an approved plan for the care of the student at an agreed stop within the route that serves their school of choice.
- 5.4. Secondary Out-of-Catchment Courtesy – students enrolled in District schools (or programs) who attend a school other than their catchment school and either:
 - 5.4.1. Make use of an existing bus stop on an existing route that serves the school of registration, or
 - 5.4.2. Use an existing bus stop on an existing route that does not serve their school of registration, but which will require them to make their own travel arrangements between the school that the bus serves and the school of registration. Students and their parent or guardian will be required to sign a liability waiver for the portion of the journey that the student is unsupervised.
 - 5.4.3. Any student transportation service provided under clause 5.4.2 must be approved by the Principal of the school to which the student is being transported.

Administrative Procedure 560

- 5.5. Winter Courtesy – students enrolled in District schools who live between two and four kilometers from their catchment school. This service would be offered where city transit service is not available and as determined by and at the discretion of the Transportation Administrator between November 1 and Spring Break each year. The service may require that a temporary winter stop be added to existing runs at no additional cost to the District and if time permits. The stop would be dependent on a site visit to identify a suitable, safe stop.
- 5.6. After School Courtesy – One day permission issued by the Principal to provide students who are registered at their school and have parent/guardian(s) approval to go on the bus to an approved stop on an existing bus route. The Principal will document the parent/guardian(s) request.
- 5.7. Unique Situations - Notwithstanding the above there may be a need to consider unique situations, e.g. student injury, discipline transfers, custody issues or students who are unable to attend their catchment school because the school is full and must attend another school while they are on the wait list. The Transportation Administrator will determine the method to address these needs and may require minor route extensions, or the use of custom buses if there is space and time or payment of a transportation assistance allowance.
6. Students transported under Section 5 (courtesy riders) must make application annually and are subject to being displaced if space is required by students transported under Section 4 (eligible riders). Once accepted courtesy riders will not displace other courtesy riders. Bussing for approved courtesy riders will commence mid October.
7. Custom busing services for students who require extraordinary support to travel to and from school outside of the regular school bus and public transportation services will be provided by the District in accordance with [Administrative Procedure 561 Accessible Transportation for Students](#).
8. A transportation assistance allowance will be provided by the District to those students who reside 3.2 km or further from the nearest existing bus route of the student's catchment school and where establishing or extending a regular or custom route is not reasonable. This payment will be made monthly based on the students school attendance.
9. Transportation services and allowances will not be provided to
 - 9.1. Students over 19 years of age
 - 9.2. Students not enrolled in District schools or programs.
10. Vehicles used to transport students must comply with the requirements of the *Motor Vehicle Act* and the *Motor Carrier Act*, the *School Act* and the *National Safety Code*, as prescribed by the Ministry of the Solicitor General.
11. Persons wishing to appeal a decision made by an employee of the District under this Administrative Procedure are to refer to Board Policy 13 – Appeals.
12. Students eligible for transportation service from their primary residence may be registered for service to and from one regular bus stop.

Administrative Procedure 560

13. Students may be registered for courtesy transportation service to and from one regular bus stop from an alternate residence.
14. Bus stops will be established considering the following guidelines:
 - 14.1. At safe intervals of approximately 800 metres,
 - 14.2. At the intersection of side roads with a major road,
 - 14.3. At a location that serves the majority of students assigned to the stop.
15. Bus stop change requests must be submitted on the approved form and will be reviewed three times annually.
16. The extensions of existing bus routes may be considered for more than 5 students.
17. Existing bus stops may be discontinued when fewer than 6 students are serviced and it is no longer the most efficient or cost effective manner of transporting students to and from school.

Reference: *School Act* Sections 22, 23, 65, 85
Motor Carrier Act
 National Safety Code
Society Act
 School Regulation 265/89
 Policy 17 School District Transportation Services

Related Administrative Procedures:
 351 Bus Conduct
 561 Accessible Transportation for Students

Administrative Procedure 561

ACCESSIBLE TRANSPORTATION FOR STUDENTS

Background

Transportation services for students who require extraordinary support are to be provided where possible, balancing the needs of the student with the requirement to safely transport all students to school. Requests for the transportation of a student requiring extraordinary support shall be considered on the individual circumstances of the student and the collective circumstances of the bus and bus route.

Procedures

1. Students with special needs that are mobile and exhibit a high level of self-control may be transported on the same basis as a regular passenger in accordance with [Administrative Procedure 560 Student Transportation – Home and School](#).
2. Students with special needs who require extraordinary support who are not mobile or do not exhibit a high level of self control may be transported to and from school provided that:
 - 2.1 An evaluation of the student has been completed by the Inclusive Education Department to provide information to assist with a decision.
 - 2.2 An Individual Education Plan (IEP) has been completed; such plan to include specific program needs that relate to riding independently.
 - 2.3 The Director of Instruction Inclusive Education is responsible for directing specific modifications that may be required to attend to the specific needs of the student.
 - 2.4 The bus driver, parents, Principal and Education Assistant keep an open line of communications regarding the needs and progress of the student.
 - 2.5 Where the student is secured through a harness or locking mechanism (as in the case of a wheelchair) that appropriate arrangements be made by the bus driver to release the student and assist them to safety in the case of an emergency.
3. Students with a disability such that they are unable to ride a regular bus or in other circumstances may be provided with a transportation assistance allowance.
4. Application for this transportation service must be made jointly by the School Principal and parent/guardian(s) of the student.

Reference: *School Act* Sections 22, 23, 65, 85
Policy 17 School District Transportation Services

Related Administrative Procedures:
351 Bus Conduct
560 Student Transportation – Home and School

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

May 31, 2022

TO: Board of Education

FROM: Trustee Polillo

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

It is a local election year and if you are thinking about running for School Trustee, I would highly recommend you read and review the new trustee candidate guide. It is an excellent resource and has a lot of helpful information! Local elections are Saturday, October 15th.

BCSTA has been busy doing some good advocacy work by following up on the motions passed at the annual general meeting last month. BCSTA has sent advocacy letters to the Ministry of Education and Child Care dealing with operating grants, outdoor learning centres and ventilation standards.

The new Board of Directors spent a couple of days last week planning for the year ahead! I know Vice President Trustee Bennett can elaborate further if he wishes.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

May 31, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **DISTRICT STUDENT ADVISORY COUNCIL**

These inspiring young students have been doing amazing work all year long! They are currently doing an in-school mentoring project at Ron Brent Elementary. It's made a significant impact on that school community and the students have found it very rewarding!

In addition, to close out the school year, the group is planning an Anti-Racism live stream learning session/workshop for grades 4 to 12 on Thursday, June 9th. One of their main goals this year was to get in the classroom, in front of students, and present their incredible video learning series they created!

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

May 31, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **INDIGENOUS EDUCATION ADVISORY COMMITTEE**

I attended the Indigenous Education Advisory Committee meeting on Monday, May 16th at the School Board Office. We heard Board committee reports from the Policy and Governance, Education Services and Education Programs and Planning meetings.

Partner Roundtable reports were presented by Takla Nation, Metis Nation BC, Prince George District Teachers Association, CUPE, District Student Advisory Council and UNBC.

We discussed and supported the draft 2022-2023 Indigenous Education Budget and discussed our terms of reference. As well, we agreed that at our next meeting on June 13th, we will discuss a less formal format and how we can include more roundtable discussions for our future meetings.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

May 31, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **TRUSTEE REPORT – MAY 2022**

May 2nd- District Student Advisory Committee Meeting

May 4th – Indigenous Education Leadership Table at the House of Ancestors

May 4th - Budget Consultation Meeting (Zoom)

May 9th - Education Services Committee Meeting

May 10th - Policy and Governance Committee Meeting

May 16th- Indigenous Education Advisory Committee Meeting

May 16th – Special Public Board Meeting – 1st and 2nd Reading of the 2022-2023 Draft Budget.

May 17th- Agenda Setting Meeting

May 17th - Education Programs and Planning Committee Meeting

May 18th- Heather Park Parent Advisory Council Meeting- (Zoom)

May 27th- Rocky Mountain Rangers Event

May 28th- DP Todd Graduation Ceremony

May 31st- Regular Public Board Meeting