

Board of Education

Regular Public Meeting

April 25, 2023



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
4:00 p.m., Tuesday, April 25, 2023
Boardroom – 2100 Ferry Avenue

A G E N D A

1. **CALL TO ORDER**
2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**
3. **APPROVAL OF AGENDA**
4. **SCHOOL DISTRICT NEWS**
 - 4.1 Science Fair Recognition (C. Brennan)
 - 4.2 CHSS Japanese Exchange (R. Weber)
 - 4.3 Other
5. **PRESENTATIONS**
 - 5.1 District Student Advisory Council – Leadership Summit
Dylan Clifford, Vice Principal
 - 5.2 Prince George District Teachers' Association – Sexual Orientation and Gender Identity (SOGI)
Daryl Beauregard, President
 - 5.3 Prince George District Parent Advisory Council - Value
Laura Weller, President

5.4 CUPE 3742

- Policies 23 and 24
- Workplace Violence

Paula Bass, President

6. **MINUTES OF PREVIOUS MEETINGS**

6.1 Regular Public Meeting of February 28, 2023 Page 1

6.2 Record of Minutes of the Regular In Camera Meeting of February 27, 2023 and Special In Camera Meetings of February 27, March 7, March 9, March 29 at 6 p.m. and 6:30 p.m., April 4, April 11, April 13 at 7:55 p.m. and 8 p.m. and April 19, 2023 Page 9

7. **BUSINESS ARISING FROM THE MINUTES**8. **OLD BUSINESS**

8.1 Final Approval Policies 23 and 24 (P. Spooner) Page 13

- Policy 23 – Anti-Racism, Anti-Discrimination and Cultural Safety Page 16

- Policy 24 Indigenous Racial Reconciliation Page 19

9. **BUSINESS COMMITTEE**

9.1 Committee Report (C. Brennan) Page 25

9.2 Capital Plan Bylaw No. 2023/24 – CPSD57-01 Page 26

10. **EDUCATION COMMITTEE**

10.1 Committee Report (B. Thompson/R. Weber) Page 31

11. **ADVISORY COMMITTEE**

11.1 Committee Report (C. Antrim) Page 32

12. NEW BUSINESS

- 12.1 Trustee Committee and Liaison Appointments –
April 2023 (R. Weber)

Page 33

13. DISTRICT ADMINISTRATION REPORTS

- 13.1 Acting Superintendent of Schools
- *Duchess Park Family of Schools*

14. TRUSTEE REPORTS

- 14.1 BC School Trustees' Association (E. McLean)
- 14.2 BC Public School Employers' Association
(E. McLean)
- 14.3 District Parent Advisory Council (C. Antrim)
- 14.4 District Student Advisory Council (E. McLean)
- 14.5 Indigenous Education Leadership Table (C. Brennan)

15. ADJOURNMENT**UPCOMING MEETINGS:**

Education Committee – May 2, 2023
Business Committee – May 9, 2023
Advisory Committee – May 16, 2023
Regular Public Board – May 30, 2023

PUBLIC REMARKS:

In accordance with Policy 7 Board Operations:

- *There shall be a public remarks period of up to 30 minutes following the adjournment of every regularly scheduled public Board meeting, to provide an opportunity for members of the public to make comments to the Board. Public remarks shall be relevant to items on the evening's approved regular public agenda. The Board will listen respectfully to comments, however may not respond to questions during this time.*
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- *Members of the public may submit written comments relevant to items on the evening's approved regular public agenda to the Board Chair by email at publicinput@sd57.bc.ca for consideration by the Board. Written submissions must be received by 5 p.m. on the Monday prior to the regular public meeting.*
- *Individuals or groups wishing to make public remarks must identify themselves and the issue(s) to be presented on a speakers' list which will be available following the adjournment of the regular public meeting.*
- *Each speaker from the public will be allowed five minutes to make comments. At the discretion of the Chairperson, additional time may be allotted.*

DRAFT
Minutes
Regular Public
Meeting

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

2023.02.28
4:00 p.m.

Present:

Rachael Weber, Chair
Craig Brennan, Vice Chair
Cory Antrim, Trustee
Betty Bekkering, Trustee
Gillian Burnett, Trustee
Erica McLean, Trustee
Bob Thompson, Trustee (until 5 p.m.)

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

In Attendance:

Kap Manhas, Assistant Superintendent
Lee Karpenko, Assistant Superintendent
Pam Spooner, Indigenous Assistant Superintendent

1. **CALL TO ORDER**

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

2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

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

3. **APPROVAL OF AGENDA**

The Vice Chair provided a notice of motion related to items 8.1 to 8.4 of tonight's agenda.

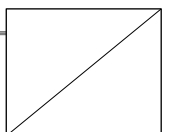
MOVED and SECONDED

That the agenda be approved as amended.

CARRIED

4. **SCHOOL DISTRICT NEWS**

Trustee Bekkering acknowledged the commitment and talent of the DP Todd Secondary School Intermediate Band.



5. PRESENTATION**5.1 Literacy and Numeracy**

Literacy Resource Teacher Nancy Reid provided a PowerPoint presentation on the following:

- Assessment Supports
- Collaboration Blocks
- Takla First Nation Literacy Project
- Literacy: Equity, Learning, Wellness and Truth & Reconciliation

Numeracy Resource Teacher Jennifer Dionne provided a PowerPoint presentation on the following:

- Mathematical Mindsets
- Collaboration/Support
- Finding Math in Indigenous Stories

6. MINUTES OF THE PREVIOUS MEETINGS**6.1 Regular Public Meeting of January 31, 2023**

MOVED and SECONDED

That the minutes of the regular public meeting of January 31, 2023 be approved as presented.

CARRIED

6.2 Record of Minutes of Regular and Special In Camera Meetings

MOVED and SECONDED

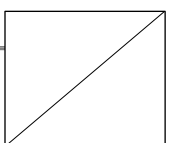
That the record of the in camera meetings be approved as presented:

- January 30, 2023 Regular In Camera
- January 30, 2023 Special In Camera
- February 14, 2023 Special In Camera

CARRIED

7. BUSINESS ARISING FROM THE MINUTES

None.



8. OLD BUSINESS**8.1 2023 -2024 Amended School Calendar**

MOVED and SECONDED

That the local school calendar for the 2023 – 2024 school year be received as amended.

CARRIED

8.2 Policies

The Vice Chair brought forward the following recommendation and provided a verbal rationale.

MOVED and SECONDED

That the final approval of Policies 1 through 9, 12, 17, 23, 24 and 25 be tabled to the June 27, 2023 public meeting of the Board.

CARRIED

Trustees Bekkering, Burnett and Thompson voted in opposition to the motion.

8.2.1 Final Approval of Policies

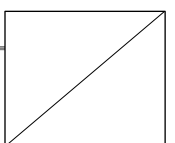
- Policy 1 – Foundational Statements
- Policy 2 – Role of the Board
- Policy 3 – Role of the Trustee
- Policy 4 – Trustee Code of Conduct
- Policy 5 – Role of the Board Chair
- Policy 6 – Role of the Vice Chair
- Policy 7 – Board Operations
- Policy 8 – Board Committees
- Policy 9 – Board Representatives
- Policy 12 – Role of the Superintendent

These items were tabled to the June 27, 2023 regular public meeting.

8.2.2 Final Approval for Policy 17

- Policy 17 – School District Transportation Services

This item was tabled to the June 27, 2023 regular public meeting.



8.2.3 Final Approval of Policies 23 and 24

- Policy 23 – Anti-Racism, Anti-Discrimination and Cultural Safety
- Policy 24 Indigenous Racial Reconciliation

These items were tabled to the June 27, 2023 regular public meeting.

8.2.4 Final Approval of Policy 25

- Policy 25 – Provision of Child Care

This item was tabled to the June 27, 2023 regular public meeting.

8.2.5 Final Approval of Bylaw 2

- Bylaw 2 – Indemnification

MOVED and SECONDED

That bylaw 2 – Indemnification which received first and second readings June 22, 2022 be given third and final reading.

CARRIED

9. **BUSINESS COMMITTEE**

9.1 Committee Report

MOVED and SECONDED

That the report of the Business Committee meeting held on February 14, 2023 be received.

CARRIED

Trustee Thompson excused himself from the meeting at 5 p.m.

9.2 2023 – 2024 Amended Annual Budget

MOVED and SECONDED

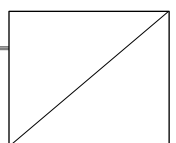
That, in accordance with Section 68 (4) of the *School Act*, all three readings of Amended Annual Budget Bylaw 2022-2023 be given at this meeting.

CARRIED

MOVED and SECONDED

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

CARRIED



MOVED and SECONDED

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

CARRIED

The Secretary Treasurer provided a PowerPoint presentation on the 2022-2023 amended annual budget document that was included in the agenda package. Ms. Patterson responded to questions from the Trustees.

MOVED and SECONDED

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

CARRIED

9.2.1 Additional Priority

MOVED and SECONDED

That in the event staff are able to identify additional savings in current year operations that priority be given to repurposing those funds to support a recruitment and retention team for the remainder of the 2022/23 school year.

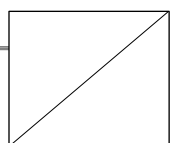
CARRIED

9.3 2023 – 2024 Budget Assumptions

MOVED and SECONDED

That in accordance with *Policy 2 - Role of the Board, 9 - Fiscal Accountability, The Board shall: 9.2 In collaboration with the Superintendent, identify budget assumptions and draft Board priorities to be used in the creation of the annual operating budget,* the following assumptions be approved to guide the development of the 2023/24 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 2023/24 organization on a similar basis as the prior year based on enrolment assumptions.
3. Departments will be expected to develop their 2023/24 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.



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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 & Multi-Year Financial Plan 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**.
 - The committee will submit a report to the Board of Education at the regular public meeting following the last meeting of the committee to provide input to the Board of Education as to options for consideration with respect to enhancement of service levels when there is an anticipated surplus or alternatively options for consideration with respect to reduction of services levels when there is an anticipated shortfall.
 7. Staff will gather information received from consultation opportunities offered in addition to the Consultation Committee process and present them to the Board of Education for consideration.
 8. 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 and Child Care through distribution of labour settlement funding.
 9. 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 and Child Care through the Classroom Enhancement Fund.

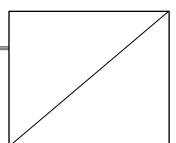
CARRIED

9.3.1 Staff Input

MOVED and SECONDED

That the District reach out specifically to staff, through a survey to solicit input moving forward into the 2023/24 Annual Budget process.

CARRIED



9.4 Trustee Remuneration

MOVED and SECONDED

That Policy 7 – Board Operations, 7 - Trustee Remuneration be revised, effective July 1, 2023, based on the same increment if any, as the grid lift directed by the British Columbia School Employers' Association (BCPSEA) for exempt staff.

CARRIED

Trustees Antrim and McLean voted in opposition to the motion.

10. **BOARD EDUCATION COMMITTEE**

10.1 Committee Report

MOVED and SECONDED

That the report of the Board Education Committee meeting held on February 7, 2023 be received.

CARRIED

11. **ADVISORY COMMITTEE**

11.1 Committee Report

MOVED and SECONDED

That the report of the Advisory Committee meeting held on February 21, 2023 be received.

CARRIED

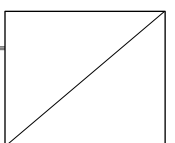
12. **NEW BUSINESS**

None.

13. **DISTRICT ADMINISTRATION REPORTS**

13.1 Superintendent of Schools

The Superintendent provided an overview of what is happening for students within the district. Ms. Heitman acknowledged the various activities and events for students within the district and congratulated students on their achievements at recent sporting events.



14. TRUSTEE REPORTS**14.1 BC School Trustees' Association**

Trustee McLean provided an overview of the Provincial Council meeting held in Vancouver on February 24 and 25, 2023.

14.2 BC Public School Employers' Association

Trustee Bekkering provided an overview of the BCPSEA Regional meeting scheduled that will be held in Prince George on April 17, 2023 and reviewed the highlights of the recent BCPSEA communications.

14.3 District Parent Advisory Council

Trustee Antrim provided an overview of the February 6, 2023 meeting.

14.4 District Student Advisory Council

Trustee Burnett provided an overview of the February 6, 2023 meeting.

15. CORRESPONDENCE

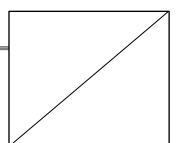
The Board Chair drew the Board's attention to the following correspondence that was included in the agenda package:

- Letter dated February 21, 2023 from the District of Mackenzie regarding Working Together

16. ADJOURNMENT

The meeting adjourned at 5:48 p.m.

Chairperson

Secretary Treasurer

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

RECORD PURSUANT TO SECTION 72 OF THE *SCHOOL ACT*

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

February 27, 2023 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 January 30, 2023.
4. Receipt of information related to personnel matters.
5. Receipt of an update regarding personnel matters.
6. Receipt of an update regarding a property matter.

The meeting was called to order at 4:02 p.m. and adjourned at 4:22 p.m.

February 27, 2023 Special In Camera Meeting

1. Approval of the agenda.
2. Adoption of the minutes of the special in camera meetings of January 30, 2023 and February 14, 2023.
3. Discussion regarding governance matters.

The meeting was called to order at 5:25 p.m. and adjourned at 6:06 p.m.

March 7, 2023 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Motion to waive written notice.
3. Approval of the agenda.
4. Discussion and decision regarding governance matters.

The meeting was called to order at 5:10 p.m. and adjourned at 5:42 p.m.

March 9, 2023 Special In Camera Meeting

1. Approval of the agenda.
2. Discussion and decision regarding a personnel matter.

The meeting was called to order at 7:17 p.m. and adjourned at 7:45 p.m.

March 29, 2023 Special In Camera Meeting

1. Motion to waive written notice.
2. Approval of the agenda.
3. Appointment of a Chief Election Officer and Deputy Chief Election Officer for the 2023 Trustee By-Election.
4. Receipt of an updated related to personnel matters.
5. Receipt of an update related to the Annual General Meeting of the British Columbia School Trustees Association.
6. Discussion and decision regarding Committee and School Liaison appointments.
7. Decision regarding a governance matter.

The meeting was called to order at 5:11 p.m. and adjourned at 5:50 p.m.

March 29, 2023 Special In Camera Meeting at 6:30 p.m.

1. Motion to waive written notice.
2. Approval of the agenda.
4. Adoption of the minutes of the special in camera meeting of March 9, 2023.
3. Discussion and decision regarding a personnel matter.

The meeting was called to order at 5:55 p.m. and adjourned at 6:15 p.m.

April 4, 2023 Special In Camera Meeting

1. Appointment of an Acting Secretary Treasurer for the purpose of recording the proceedings of the meeting.
2. Acknowledgement of the Traditional Territories.
3. Approval of the agenda.
4. Receipt of an update regarding a governance matter.
5. Discussion regarding a personnel matter.
6. Motion to move the March 29, 2023 appointment of the Chief Election Officer and Deputy Chief Election Officer for the 2023 Trustee By-Election out of in camera.

The meeting was called to order at 5:56 p.m. and adjourned at 6:12 p.m.

April 11, 2023 Special In Camera Meeting

1. Motion to waive written notice.
2. Appointment of an Acting Secretary Treasurer for the purpose of recording the proceedings of the meeting.
3. Approval of the agenda.
4. Discussion regarding a governance matter.

The meeting was called to order at 8:04 p.m. and adjourned at 8:55 p.m.

April 13, 2023 Special In Camera Meeting

1. Motion to waive written notice.
2. Appointment of an Acting Secretary Treasurer for the purpose of recording the proceedings of the meeting.
3. Approval of the agenda.
4. Appointment of a Chief Election Officer and Deputy Election Officer for the 2023 Trustee By-Election and a motion to move the item out of in camera.

The meeting was called to order at 7:59 p.m. and adjourned at 8:03 p.m.

April 13, 2023 Special In Camera Meeting at 8 p.m.

1. Appointment of an Acting Secretary Treasurer for the purpose of recording the proceedings of the meeting.
2. Acknowledgement of the Traditional Territories.
3. Approval of the agenda.
4. Discussion and decision regarding a governance matter.

The meeting was called to order at 8:03 p.m. and adjourned at 9:17 p.m.

April 19, 2023 Special In Camera Meeting

1. Appointment of an Acting Secretary Treasurer for the purpose of recording the proceedings of the meeting.
2. Motion to waive written notice.
3. Acknowledgement of the Traditional Territories.
4. Approval of the agenda.
5. Discussion and decision regarding a property matter.
6. Discussion and decision related to a personnel matter.
7. Receipt of an update related to personnel matters.
8. Election of a representative and alternate representative for the British Columbia Public School Employers Association and a motion to move out of in camera.
9. Discussion and decisions related to governance matters.

The meeting was called to order at 5:00 p.m. and adjourned at 5:58 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 20, 2023

Memorandum

TO: The Board of Education

FROM: Superintendent of Schools and
Secretary Treasurer

SUBJECT: **FINAL APPROVAL FOR POLICIES 23 & 24**

RECOMMENDATION

That Policies 23 – Anti-Racism, Anti-Discrimination and Cultural Safety and 24 – Indigenous Racial Reconciliation adopted in principle effective May 31, 2022 be given final approval as revised.

RATIONALE / BACKGROUND:

- 1) The Board has completed its review and evaluation of Policies 23 Anti-Racism, Anti-Discrimination and Cultural Safety and 24 – Indigenous Racial Reconciliation and is bringing these policies forward for consideration of final approval.
- 2) On February 28, 2022 at a public meeting of the Board of Education, the Board tabled Policy 23 Anti-Racism, Anti-Discrimination and Cultural Safety and 24 – Indigenous Racial Reconciliation to the June 27, 2023 regular public Board meeting to allow the Board an opportunity to continue with its review of policies and policy development.
- 3) On December 13, 2022 at a public meeting of the Board of Education the Board deferred the final approval of Policies 23 – Anti-Racism, Anti-Discrimination and Cultural Safety and 24 – Indigenous Racial Reconciliation to the February 28, 2023 regular public Board meeting to allow the new Board time to discuss in detail the new policies and work together to build consensus on their understanding on how these policies will impact this Board and the learning community as a whole.
- 4) Input received on Policies 23 – Anti-Racism, Anti-Discrimination and Cultural Safety and 24 – Indigenous Racial Reconciliation was included on the agenda for the Advisory Committee meeting held November 22, 2022. Input was reviewed and incorporated as appropriate into the policies at the Advisory Committee meeting held November 22, 2022. Suggested changes to the language are highlighted in the policies attached for final review and approval by the Board.
- 5) On May 31, 2022 at a public meeting of the Board of Education the Board adopted in principle Policies 23 – Anti-Racism, Anti-Discrimination and Cultural Safety and 24 –

- Indigenous Racial Reconciliation and were distributed for 60 days to Stakeholders and Rightsholders for input.
- 6) In April of 2022 Trustee Bekkering advised that at its last meeting the Indigenous Education Leadership Table provided approval for the Board to move forward with the draft Policy and Administrative Procedures Manuals.
 - 7) At the June 22, 2021 regular public meeting the Board Chair reviewed the following memorandum included in the agenda package "That the work of the (Ad Hoc Committee – Truth and Reconciliation and United Nations Declaration on the Rights of Indigenous Peoples) was suspended by the Committee Chair during the 2020/21 school year pending the outcome of recommendations from the Ministry appointed Special Advisory Committee. Consideration will be given to the ongoing work of the committee in the 2021/22 school year."
 - 8) In May of 2021 Trustee Bekkering, as the Chair of the Policy and Governance Committee reported that the Committee had completed their work on the Administrative Procedures Manual and inquired as to next steps.
 - 9) At the January 26, 2021 regular public meeting the Board of Education moved "That in accordance with Regulation 5, Policy 8310, Policy and Policy Development, while the Ad Hoc Committee on the United Nations Declaration on the Rights of Indigenous People proceeds with its mandate and its review of the Boards draft Policy Manual and draft Administrative Procedures Manual, the Policy and Governance Committee also undertake its review of the draft Administrative Procedures Manual"
 - 10) At the January 5, 2021 special public meeting, the Board of Education moved, seconded and carried "That the revised Terms of Reference for the Ad Hoc Committee – Truth and Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples be approved as presented." And, a motion moved, seconded and tabled at the June 16, 2020 regular public meeting "That the draft policies and procedures are referred to the Ad Hoc Committee to review how the school district can implement the calls to action for the Truth and Reconciliation Report as well as the United Nations Declaration for the rights of Indigenous People." was voted on and approved.
 - 11) At the November 3, 2020 regular public meeting, the Board of Education moved, seconded and carried "That the Terms of Reference for the Ad Hoc Committee – Truth and Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples be approved in principle as amended and referred to the committee for additional feedback at its first meeting.
 - 12) At the June 16, 2020 regular public meeting, the Board of Education moved and seconded "That the Board of Education rescind Bylaws No.1, 2, 4 and 5 and all existing Policies, Regulations and Administrative Procedures effective June 16, 2020". Prior to a vote being called the following motion was moved, seconded and carried "That the Draft Board Policy and Draft Administrative Procedures Manuals be tabled until the Terms of Reference of the Ad Hoc Committee – Truth and Reconciliation have been developed and approved by the Board".
 - 13) On June 9, 2020, Trustees participated in a Board Policy Workshop to review and consider the input received during the 60-day consultation period.

- 14) At the April 7, 2020 regular public meeting, the Board of Education approved the draft Board Policy Manual for distribution to reference groups for input for 60 days. The consultation period ended on June 6, 2020.
- 15) Using the Board Draft Policy Manual as the description of the Board's retained authority, the consultants developed a draft Administrative Procedures Manual which was reviewed and edited by a team of 23 members of the District Leadership Team on December 18 and 19, 2019.

All existing directional documents in the district (Policies, Regulations, Administrative Procedures, Bylaws) were reviewed in the development and editing of the Administrative Procedures Manual. The Administrative Procedures Manuals of other districts were also frequently examined to inform discussion and decision making.

Follow-up assignments were accepted by participants to ensure currency, accuracy and alignment with legislation, collective agreements and current practice. In addition areas for which administrative procedures needed to be developed or reviewed were identified and assigned.
- 16) In Draft Policy 11 - Board Delegation of Authority, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.
- 17) The consultant engaged in telephone meetings with the Superintendent/CEO and staff in September, October, November and December to clarify direction provided by the Board.
- 18) The Board further reviewed the draft Board Policy Manual and made edits as desired in meetings held in October 19 and December 9, 2019.
- 19) The consultant met with the Board on September 21, 2019 to review and edit the draft Board Policy Manual.
- 20) The consultants drafted all core policies as directed or agreed to during the initial session.
- 21) The consultants met with the Board for an initial meeting to elicit direction in regards to core governance policies to be included in the new Board Policy Manual and to provide initial training regarding the new model.
- 22) On July 3, 2019 the Board of Education approved the following motion "That the Board of Education enters into a contract with Dr. Leroy Sloan, Sloan Consultants Ltd. to conduct a review and revision of the school district policies."
- 23) 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.

/dln

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.

Discrimination exists. Discrimination is a set of behaviours that create and maintain the power of certain groups over others or re-inforce the disadvantage of certain groups based on their sex, gender, race, age, socio-economic etc.

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 discrimination and to address the effects of historic, organizational, systemic and attitudinal racism and discrimination 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 activities, 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 play 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: 2022.05.31

Revised: 2022.XX.XX

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 Language Learning or English as a second dialect support as a second language class or providing Indigenous children English Language Learning support without assessment to demonstrate the need for such support. 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 and acknowledge the significant and ongoing harm experienced by members of Indigenous communities as a result. We 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 effects 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 practices 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: 2022.05.31
Revised: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 11, 2023

MEMORANDUM

TO: Board of Education
FROM: Business Committee
SUBJECT: **COMMITTEE REPORT – APRIL 2023**

RECOMMENDATION

That the report of the Business Committee meeting held on
April 11, 2023 be received.

* * * * *

REPORT:

- 1) The Business Committee met on April 11, 2023.
- 2) The Business Committee meeting's agenda items were:
 - a) **Minutes of the Previous Meeting** – The minutes of the February 14, 2023 meeting were approved as presented.
 - b) **Staffing Update** – The Director of Human Resources provided a staffing update to the Committee regarding the following:
 - Workforce Planning and Talent Development
 - Daily Absence Tracking for Teachers
 - Labour and Employment Relations
 - c) **Financial Update to March 31, 2023** – The Director of Finance provided an update for the first eight months of the school and fiscal year to March 31, 2023. The update indicates that all schools and departments are currently operating within their approved budget.
 - d) **Capital Plan Bylaw No. 2023/24 – CPSD57-01** – This item appears on this evening's agenda.
 - e) **Analysis of Trustee Travel** - A report was presented to the Committee on expenditures and/or reimbursements to date.
 - f) **Purchase Orders over \$25,000 January to March 2023** – The Committee reviewed the Purchase Orders over \$25,000 report and the Director of Finance responded to questions.

The next Business Committee meeting will be held on May 9, 2023

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 25, 2023

MEMORANDUM

TO: Board of Education

FROM: Business Committee

SUBJECT: **CAPITAL PLAN BYLAW NO. 2023/24-CP-SD57-01**

RECOMMENDATION

1. That, in accordance with Section 68 (4) of the *School Act*, all three readings of Capital Plan Bylaw No. 2023/24-CPSD57-01 be given at tonight's meeting.
2. That Capital Plan Bylaw No. 2023/24-CPSD57-01 be given first reading.
3. That Capital Plan Bylaw No. 2023/24 CPD57-01 be given second reading.
4. That Capital Plan Bylaw No. 2023/24-CPSD57-01 be given third and final reading.

* * * * *

RATIONALE:

1. In their March 9, 2023 response letter, the Ministry of Education announced support for the Mackenzie Elementary School demolition project on the Major Capital Project Annual Five-Year Capital Plan Submission for 2023/24 approved by the Board of Education June 22, 2022.
2. In their March 9, 2023 response letter, the Ministry of Education announced support for a number of Minor Capital Projects on the Annual Five-Year Capital Plan Submission for 2023/24 approved by the Board of Education September 27, 2022.
3. Support is being provided from the School Enhancement Program for Heating, Ventilation and Air Conditioning (HVAC) upgrades at the following schools:
 - a. Peden Hill Elementary School - \$471,562
 - b. Quinson Elementary School - \$275,000
 - c. Pineview Elementary School - \$601,112

4. Support is being provided from the Carbon Neutral Capital Program for a Heating, Ventilation and Air Conditioning (HVAC) upgrade at the following school Foothills Elementary School - \$425,000.
5. No support is being provided from the Playground Equipment Program for universally accessible playground equipment for the 2023/24 school year.
6. The school district will enter into a Capital Project Funding Agreement with the Ministry of Education for these projects. Peden Hill and Pineview Elementary School projects are to be completed by December 31, 2023. The projects for Quinson and Foothills Elementary Schools are to be completed by March 31, 2024.
7. Section 68 (4) of the School Act allows a board to give all three readings of a bylaw at one meeting if the trustees present at the meeting agree unanimously to do so.



March 9, 2023

Ref: 288311

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

Capital Plan Bylaw No. 2023/24-CPSD57-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

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

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

***Note: The FIP is a new program commencing in fiscal year 2023/24. FIP project requests are required to be submitted as part of the capital plan submissions that are due on June 30, 2023. School districts will be advised of approved FIP projects in early fall via an amended 2023/24 Capital Plan Response letter. Further information regarding the scope of the program, program criteria, and eligible projects will be included in the 2024/25 Capital Plan Instructions.**

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

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)**New Projects**

Project #	Project Name	Project Type	Comments
150146	Mackenzie Elementary	Demolition	Project has been supported for planning. Your Regional Director will contact you regarding next steps

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

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

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

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Peden Hill Elementary*	SEP - HVAC Upgrades	\$471,562	Proceed to design, tender & construction. To be completed by December 31, 2023.
Quinson Elementary	SEP - HVAC Upgrades	\$275,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Pineview Elementary*	SEP - HVAC Upgrades	\$601,112	Proceed to design, tender & construction. To be completed by December 31, 2023.
Foothills Elementary	CNCP - HVAC Upgrades	\$425,000	Proceed to design, tender & construction. To be completed by March 31, 2024.

**Please contact your Minor Capital planning officer for information on funding structure.*

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2023/24 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at Nathan.Whipp@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's Capital Planning webpage by April 1st, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

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

Sincerely,



Francois Bertrand, Executive Director
Capital Management Branch

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

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 4, 2023

MEMORANDUM

TO: Board of Education

FROM: Board Education Committee

SUBJECT: **COMMITTEE REPORT – APRIL 2023**

RECOMMENDATION

That the report of the Board Education Committee held on
April 4, 2023 be received.

* * * * *

REPORT:

1. The Board Education Committee met on April 4, 2023. The agendas, handouts and a video archive are available on the districts website under [Our District / Board, Committee meetings](#).
2. The meeting's agenda items were:
 - a. **Approval of the minutes of the February 7, 2023 Board Education Committee**
 - b. **Indigenous Education** – The Vice Principal of Indigenous Education, Language and Culture provided a PowerPoint presentation on the development planning and collaboration with School District No. 28, School District No. 91 and a grant received from the Ministry of Education and Child Care to work with Community to develop the districts Dakelh Language Curriculum.

The Indigenous Arts and Music Resource Teacher provided a PowerPoint presentation on the various ways her position supports educators through professional development, creating school songs, creating a list of local artists, Indigenous Music through Seasonal Rounds and Reconciliation Through Music focusing on the four directions of the Strategic Plan and advised of their presentations in Vancouver.

The Indigenous Social Worker provided an overview of the Indigenous Social Worker Program which provides culturally relevant and holistic support to indigenous students and their families to foster resiliency.

The Vice Principal of Indigenous Education Department, Academic Success provided a brief overview of the department staff who collaborate with Local First Nations, Indigenous Partner Groups, Indigenous Elders and Knowledge Holders Advisory Council and district staff so that all students leave the district with dignity, purpose and options that aligns with the districts Strategic Plan.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 18, 2023

MEMORANDUM

TO: Board of Education
FROM: Advisory Committee
SUBJECT: **COMMITTEE REPORT – APRIL 2023**

RECOMMENDATION

That the report of the Advisory Committee meeting held on
April 18, 2023 be received.

* * * * *

REPORT:

1. The Advisory Committee met on April 18, 2023. The agendas, handouts and a video archive are available on the districts website under [Our District / Board, Committee Meetings](#).
2. The meeting's agenda included the following topics:
 - a. **Approval of the minutes of the February 21, 2023 Advisory Committee Meeting** – The minutes of the previous meeting were approved as presented.
 - b. **Policy No. 10 Policy Development and Policy No. 11 Board Delegation of Authority** – The Committee reviewed the policies that completed the 60-day Public Consultation process and reviewed the one feedback for Policy No. 10 Policy and Policy Development.
 - c. **Draft Whistleblower Policy** - The Acting Superintendent drew attention to the Terms of Reference of the Draft Whistleblower Policy included in the agenda package regarding the membership and requested Representatives provide their names to the Executive Assistant to the Office of the Secretary Treasurer.
 - d. **The Feeding Futures Fund** – The Director of Finance, the Assistant Superintendents and the Director of Facility Services provided verbal reports and handout information on the Ministry of Education and Child Care's Feeding Future funding the district will receive, the districts Centralized Meal program, individual School meal programs and the Capital Management Branch's School Food Infrastructure Program.
 - e. **Call for agenda items** –The committee was reminded of the process to contact the Superintendent's office regarding agenda items.

The next Advisory Committee meeting will be held on May 16, 2023.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

April 25, 2023

MEMORANDUM

TO: Board of Education

FROM: Rachael Weber, Board Chair

SUBJECT: **TRUSTEE COMMITTEE AND LIAISON APPOINTMENTS – APRIL 2023**

RECOMMENDATION

That the Trustee Committee and Liaison Appointments
– April 2022 be approved.

RATIONALE:

1. The Trustee Committee and Liaison Appointments approved at the December 13, 2022 regular public meeting requires updating following the resignation of Trustees Bekkering and Burnett in March 2023.
2. At a Special In Camera meeting held on April 19, 2023, elections were held for the position of British Columbia Public School Employers' Association representative and alternate.
3. Trustees reviewed and updated the Committee and School Liaison appointments at a Special In Camera meeting held on March 29, 2023.
4. Policy 9 Board Representatives outlines the organizations / committees for appointment.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)TRUSTEE COMMITTEE AND LIAISON APPOINTMENTS – APRIL 2023**Standing Committees**

Advisory Committee	All Trustees Cory Antrim, Co-Chair Bob Thompson, Co-Chair
Board Education Committee	All Trustees Bob Thompson, Chair
Business Committee	All Trustees Cory Antrim, Co-Chair Craig Brennan, Co-Chair

Elected Positions

BCSTA Provincial Councillor	Erica McLean Alternate Cory Antrim
BCPSEA Representative	Erica McLean Alternate Cory Antrim

District Committee Representatives

Indigenous Education Advisory Committee	Vice Chair
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Liaison Appointments

District Parent Advisory Council	Alternating Schedule
District Student Advisory Council	Alternating Schedule

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

FAMILY OF SCHOOLS	Liaison Trustee
College Heights Secondary School	Cory Antrim
D. P. Todd Secondary School	All Trustees – Alternating Schedule
Duchess Park Secondary School John McInnis Centre	Rachael Weber
Mackenzie Secondary School	Craig Brennan
McBride Secondary School	Bob Thompson
Prince George Secondary School	All Trustees – Alternating Schedule
Shaᑭ Ti Kelly Road Secondary School	Erica McLean
Valemount Secondary School	Bob Thompson