

Board of Education

Regular Public Meeting

June 25, 2024



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, June 25, 2024

Boardroom – 2100 Ferry Avenue

A G E N D A

The Board of Education is committed to providing a safe and respectful environment. The Board expects all participants to model respectful communication in order to foster positive relationships and build understanding between all school district partners.

Trustees as members of the corporate Board shall act prudently, ethically and legally, in keeping with the requirements of provincial legislation. This includes proper use of authority and appropriate decorum in terms of group and individual behaviour.

Trustees will ensure that their comments are issue based and not personal, demeaning, derogatory or disparaging with regard to Board staff or fellow Trustees, including comments made to media or news outlets.

-
1. **CALL TO ORDER**
 2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**
 3. **APPROVAL OF AGENDA**
That the agenda be approved as presented.
 4. **SCHOOL DISTRICT NEWS**
 5. **PRESENTATIONS**
 - 5.1 District Student Advisory Council

6. MINUTES OF PREVIOUS MEETINGS

- 6.1 Regular Public Meeting of May 28, 2024 Page 1

That the minutes of the May 28, 2024 regular public meeting be approved as presented.

- 6.2 Record of Minutes of the Regular In Camera and Special In Camera Meetings Page 6

That the record of minutes of the regular in camera meeting of May 24, 2024 and special in camera meetings of June 4 and June 18, 2024 be approved as presented.

7. BUSINESS ARISING FROM THE MINUTES**8. OLD BUSINESS****9. NEW BUSINESS**

- 9.1 Board Authorized Course- Basketball 12 Page 7

- 9.2 2025/26 Five-Year Major Capital Plan Page 19

- 9.3 Policy 5131 District Code of Student Conduct (Revised) Page 21

- 9.4 Draft School District Calendars

- 2025/26 School District Calendar Page 41
- 2026/27 School District Calendar Page 43

10. ADVISORY COMMITTEE

- 10.1 Committee Report Page 45

11. AD HOC POLICY COMMITTEE

- 11.1 Committee Report Page 46

- New Policy on Board Committees Page 49
- Terms of Reference: Policy Advisory Committee Page 51

- Terms of Reference: Committee of the Whole Page 53
 - New Policy on Policy Development, Revision, Adoption and Repeal Page 54
- 11.2 September 2024 Board Meeting Calendar and Work Plan (Draft) Page 57
- 12. **DISTRICT ADMINISTRATION REPORTS**
 - 12.1 Office of the Superintendent
- 13. **TRUSTEE REPORTS**
 - 13.1 BC School Trustees' Association
 - 13.2 District Parent Advisory Council
 - 13.3 District Student Advisory Council
- 14. **CORRESPONDENCE** Page 59
- 15. **ADJOURNMENT**

PUBLIC REMARKS:

In accordance with Policy 7 Board Operations:

- *There shall be a public remarks period of up to 30 minutes (Note – maximum of six (6) speakers) 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.*
- *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.*

Additional Notes:

- *The Board of Education has a legal responsibility to create and maintain a respectful workplace*
- *Respectful language and behaviour at all times*
- *Right to disagree but done in a respectful manner*
- *All individuals are entitled to their opinion but not at the expense of others' dignity*
- *Model the behaviour that you would want your children to engage in*
- *No signage is allowed in the meeting room*

DRAFT
Minutes
Regular Public
Meeting

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

2024.05.28
4:00 p.m.

Present:

Craig Brennan, Chair
Erica McLean, Vice Chair
Cory Antrim, Trustee
Sarah Holland, Trustee
Shar McCrory, Trustee
Bob Thompson, Trustee
Rachael Weber, Trustee

Jameel Aziz, Superintendent of Schools
Lynda Minnabarriet, Secretary Treasurer
Diane Nygaard, Executive Assistant (Recorder)

In Attendance:

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

1. **CALL TO ORDER**

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

2. **WELCOME AND 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**

MOVED and SECONDED

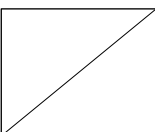
That the agenda be approved as presented.

CARRIED

4. **SCHOOL DISTRICT NEWS**

Trustees provided an overview on the following school district news items:

- Elizabeth Barna, CHSS Grade 12 Student – Honourable Mention International Essay Writing Contest
- Tree Legend Unveiling at Lac des Bois
- DP Todd / Valemount Secondary Ts'udelhti Ceremony on May 23, 2024



5. PRESENTATION**5.1 Duchess Park Family of Schools**

Principals and Vice Principals from the Duchess Park Family of Schools provided a presentation on learning in their schools as it relates to the priorities of the Strategic Plan.

5.2 District Student Advisory Council

Representatives from the District Student Advisory Council provided an overview of their recent activities.

6. MINUTES OF THE PREVIOUS MEETINGS**6.1 Regular Public Meeting of April 30, 2024**

MOVED and SECONDED

That the minutes of the April 30, 2024 regular public meeting be approved as presented.

CARRIED

6.2 Special Public Meeting of May 14, 2024

MOVED and SECONDED

That the minutes of the May 14, 2024 special public meeting be approved as presented.

CARRIED

6.3 Record of Minutes of Regular and Special In Camera Meetings

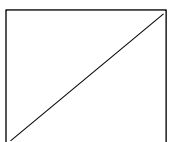
MOVED and SECONDED

That the record of the regular in camera meeting of April 29, 2024 and special in camera meetings of May 7 and May 21, 2024 be approved as presented.

CARRIED

7. BUSINESS ARISING FROM THE MINUTES

None.



8. OLD BUSINESS**8.1 Report from March 13, 2024 Special In Camera Meeting**

The Board Chair reviewed the information included in the agenda package.

9. NEW BUSINESS**9.1 2024/25 Draft Annual Budget**

MOVED and SECONDED

That, in accordance with Section 68 (4) of the *School Act*, all three readings of Annual Budget Bylaw 2024-2025 be given at tonight's meeting.

CARRIED UNANIMOUSLY

MOVED and SECONDED

That the 2024-2025 Annual Budget Bylaw be read a first time the 28th day of May 2024.

CARRIED

MOVED and SECONDED

That the 2024-2025 Annual Budget Bylaw be read a second time the 28th day of May 2024.

CARRIED

MOVED and SECONDED

That the 2024-2025 Annual Budget Bylaw be read a third time, passed and adopted the 28th day of May 2024.

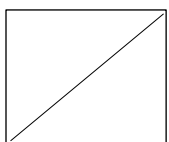
CARRIED

9.2 2024/25 Schedule of Fees and Deposits

MOVED and SECONDED

That, in accordance with section 82 (6) Fees and Deposits of the *School Act*, the 2024-2025 Schedule of Fees and Deposits be approved and published.

CARRIED



9.3 2024/25 Annual Facility Grant Plan

MOVED and SECONDED

That the 2024/25 Annual Facility Grant Plan be received.

CARRIED

10. **DISTRICT ADMINISTRATION REPORTS**

10.1 Office of the Superintendent

Office of the Superintendent staff provided a presentation with a focus on the directions of the Strategic Plan.

11. **TRUSTEE REPORTS**

11.1 Ad Hoc Policy Committee

Trustee Holland provided an overview of the Board's policy manual review and the progress to date conducted through AZ Cooper Consulting.

11.2 BC School Trustees' Association

None.

11.3 District Parent Advisory Council

Trustee Thompson provided an overview of the May 6, 2024 District Parent Advisory Council meeting.

Trustee Holland acknowledged retiring DPAC representatives Gillian Burnett and Andrea Beckett for their service over the past years.

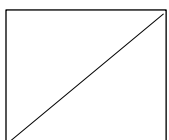
11.4 District Student Advisory Council

11.4.1 May 6, 2024 Meeting

Trustee Thompson provided an overview of the May 6, 2024 District Student Advisory Council meeting.

11.4.2 May 27, 2024 Leadership Event

The Board Chair and Trustee Holland provided an overview of the District Student Advisory Council Leadership Event held at Duchess Park Secondary School on May 27, 2024.



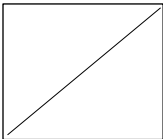
12. **ADJOURNMENT**

 The meeting adjourned at 5:46 p.m.

Chairperson

Secretary Treasurer

DRAFT



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 29, 2024 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 April 29, 2024 and special in camera meetings of May 7 and May 21, 2024.
4. Discussion and decision regarding governance matters.
5. Receipt of information related to personnel matters.

The meeting was called to order at 4:00 p.m. and adjourned at 4:45 p.m.

June 4, 2024 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Discussion and decision regarding a governance matter.

The meeting was called to order at 12:00 p.m. and adjourned at 12:28 p.m.

June 18, 2024 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Discussion and decision regarding a governance matter.

The meeting was called to order at 6:02 p.m. and adjourned at 7:58 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 30, 2024

MEMORANDUM

TO: Board of Education
FROM: District Staff
SUBJECT: **BOARD AUTHORIZED COURSE:**
BASKETBALL 12

RECOMMENDED MOTION

That Basketball 12 be approved as a Board
authorized course.

* * * * *

RATIONALE:

1. This is a new course for the 2024-2025 school year.
2. The new graduation program requires Grade 10 – 12 courses to be either Ministry authorized or Board authorized in order to count toward graduation.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District No. 57 (Prince George)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD No. 57
Developed by: Nicholas Novak	Date Developed: April 2024
School Name: Shas Ti/Kelly Road Secondary School	Principal's Name: Chris Molcak
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Basketball 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Physical and Health Education 10, Basketball 11 and a recommendation from a PHE teacher

Special Training, Facilities or Equipment Required:

Teacher should be certified as a physical educator preferably with some National Coaching Certification in Basketball

Course Synopsis:

This course has been developed to help students learn the leadership qualities and coaching skills necessary for the youth level of sports. Assessment of advanced basketball skills will be used to determine appropriate delivery model ranging from intermediate to advanced level of

proficiency. Games-based situations will be used and include a constraint-led approach, a focus on team play and basketball community building, as well as etiquette and responsibility for team members. On court training will be embedded into classroom theory, with detailed sessions on film, coaching, leadership and also nutrition. Several different training sessions will take place in the weight room, and also elementary school classrooms to build more community.

By the end of the course, students will be able to apply skills of shooting and driving, coaching theory, personal fitness, nutrition, and leadership in the community of Prince George.

Basketball 12 will promote a healthy lifestyle, positivity towards team members, and promote physical and mental health to contribute to other aspects of basketball in our community.

Ultimately, Basketball 12 will promote not only skills and the ability to play at a high level, but also the importance of how to be a leader in the class and in the community.

Goals and Rationale:

This course rationale for Basketball 12 has multiple concepts. The course provides opportunities for students to play basketball and refine their skills on a daily basis. The expense of elite travel team basketball takes away opportunities for students to play organized basketball. This class allows all kinds of students to experience the game of basketball in a very affordable fashion, as well as in an environment that is non-threatening. This class allows students to enjoy basketball as a lifetime activity, whether this means at the post-secondary level or for a community basketball league. This course provides the opportunity for an extending basketball player to develop skills, and train with no extra cost. This course will develop skills in the areas of refined goal setting, solid team sportsmanship, and ultimately leadership in the game of basketball including experiential learning, and guest coaching. The Basketball 12 course off-site location alleviates pressure from schools and effectively utilizes the Rolla-Dome/School District 57 joint use agreement. The student use of a community facility provides the opportunity to show the development of acceptable behavior and care of a public facility. A primary focus in Basketball 12 is to demonstrate leadership by positively being active in the community with elementary schools, and providing support to men's league teams.

Students in Basketball 12 will gain knowledge in a variety of areas: personal fitness; individual basketball skill development; sports nutrition; character building; social responsibility; community leadership; life skills; and most importantly learning how to be a positive role model as a coach, ref, or former players giving back to their school. Students will learn from instruction and demonstration in fundamental skills such as passing/receiving, form shooting, dribbling, individual defense/offense, rebounding, footwork/balance and team principles of defense/offense. This advanced course is geared towards developing the tactical skills, not so much the technical skills of the game. Technical skills are defined as, specific procedures to move one's body to perform a task that needs to be accomplished. Tactically, students will be expected to analyze, critique and execute advanced offensive and defensive strategies. Students will apply and transfer learned skills in small sided games to full sided regular games.

Students will learn the rules of FIBA and apply those rules both on the court in game situations and off the court as minor officials. Knowledge gained can contribute directly to coaching and refereeing within our own sports programs and local organizations. For many this becomes an opportunity to learn more, share their expertise, gain leadership experience and earn employment for the first time. Students will learn sport specific nutrition and weight training and its implications for sport performance, physical fitness, and wellness. This training will focus on strength, speed, agility and flexibility (at this age it will be geared towards mastering their own body composition).

This course is strongly linked to the core competencies of communication, critical thinking, and personal awareness and responsibility. The communication competency encompasses connecting and engaging with peers within a team environment while trying to understand the strategies and concepts of the game itself. The skill to collaborate and carry out a strategy or game plan for success on the court is paramount to gaining and developing their basketball IQ. A major focus will be analyzing, critiquing, formulating scouting reports and developing strategies to execute a comprehensive game plan. When learners gain knowledge of skills necessary to communicate and encourage teammates to self-regulate, stay focused, and put the well-being of the team first, they can develop more personal awareness and responsibility. It is expected that students will gain an appreciation and understanding of the importance of respect, collaboration, and team play as it relates to being a player, teammate, minor official, referee, coach and spectator. The challenge to be their best without conceit, compromise, comparison, crowds and callousness will be at the forefront of their mental training. The personal awareness and responsibility competency address the skills, strategies and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress and persevere in difficult situations.

Goals:

- Develop a growth mindset when faced with challenges and adversity both physically and mentally as an athlete.
- To further develop sound games-based skills related to the sport of basketball.
- Develop the knowledge and application of the Rules of FIBA as a referee.
- To encourage student to be their best version of themselves with skills of mental toughness
- Develop the knowledge and understanding of key basketball concepts (tactics) and apply them to a game situation.
- Develop the knowledge of nutrition and weight training for specific sports performance, physical fitness, and wellness in basketball.
- Develop a variety of leadership skills and abilities through teaching the skills and drills of basketball to younger athletes.
- Develop confidence and community by going into elementary school classrooms to build a tournament scouting reports and game plans that supports the strengths of the team and possible strategic game plan.

Aboriginal Worldviews and Perspectives

Declaration of First People's Principles of Learning

- Learning to be a good teammate is holistic, reflexive, reflective, experiential and relational.
- Learning is embedded in memory, history and story.
- Becoming an athlete requires exploration of one's identity, mental fortitude and ethics.
- Learning skills and strategies involves patience and time.
- Becoming an athlete supports the well-being of self in support of connecting with others in a team setting.

Declaration of Aboriginal Worldviews and Perspectives

Learning to become an athlete and teammate is inseparable from connectedness and relationships: specifically:

- Experiential learning
- Flexibility ● Leadership
- The power of story
- A positive learner-centered approach
- Emphasis on identity
- Awareness of history
- Community engagement

BIG IDEAS

Basketball skill development on and off the court will lead to active leadership in the community throughout our lives.

Mental and Physical Training with proper technique and guidelines can help us obtain healthy habits in the present and future.

Basketball activity promotes mental well-being, overall health, healthy habits, and an ongoing process of community and personal relationships.

Leadership roles in the community will lead to well-developed relationships with students, players, coaches, teachers, and many others in the basketball community.

Basketball specific fitness training and nutrition not only prepares your body to perform at optimal levels but helps teach those younger than you to make healthy choices for future training.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Physical Literacy • Develop, refine, and apply basketball skills in a variety of physical activities and environments • Develop and apply a variety of tactical concepts and strategies of basketball in game like environments • Analyze, evaluate and self-evaluate motor skills and apply methods to improve the efficiency of movement in their skill development • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and apply problem solving and decision-making strategies to individual and team competition • Demonstrate an understanding of game management and tactical decision making in the full court. • Apply methods of monitoring and adjusting game management acquisition	<i>Students are expected to know the following:</i> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills that are related to basketball skill acquisition • movement concepts and strategies related to utilization of tactical skills and game management strategies • ways to monitor and adjust physical exertion levels in training • how to participate in different types of physical activities, including individual and team activities, and games • training principles to enhance personal fitness levels including the FITT principle, SAID principle, and specificity • healthy nutrition specific to basketball

Healthy and active living ● Participate daily in physical activity designed to enhance and maintain health components of fitness ● Describe and apply how proper nutrition and weight training can positively impact them reaching their potential as an athlete in the future ● Demonstrate the ability to maintain a personal fitness log that reflects an understanding of the overload principle when training with weights ● Demonstrate how to use proper safety techniques when strength training ● Identify current levels of fitness as a baseline to measure improvement in their overall fitness ● Identify nutritional needs specific to being a basketball player ● Explain the factors that affect fitness while applying the stages involved in a balanced workout that includes a warm-up, conditioning period and cool down Mental well-being ● Develop a growth mindset towards dealing with challenging situations, outcomes of competition, and motivating yourself to improve ● Develop and demonstrate the philosophy of doing their best without conceit, comparison, crowds, compromise and callousness Leadership ● Propose strategies for avoiding and/or responding to potentially challenging, abusive, or exploitive situations ● Propose and demonstrate strategies for building and maintaining healthy relationships within a team environment ● Create strategies for promoting the health and well-being of teammates and school community ● Be a leader by modeling the way and showing appreciation and respect for teammates, opponents and officials ● Demonstrate leadership in the community and elementary schools ● Demonstrate growth in personal and community relationship ● Propose individual and group opportunities to support sport in the community	● potential short-term and long-term consequences of health decisions, including those involving nutrition, and weight training ● basic rules of FIBA ● how to minor officiate and referee a game ● develop leadership skills that promote inclusion and participation in a team setting ● concepts of fair play and sportsmanship ● how to develop mental training routines ● positive communications skills that include, self-talk and communication to others ● First Peoples perspective connecting basketball to local culture in our Northern Communities ● how to utilize growth mindset strategies to promote and facilitate self-improvement ● how to apply the concepts of read and react to the movement of the ball utilizing the motion principles ● offensive and defensive strategies related to man to man and zone situations in both the full and half court
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● Demonstrate positive behaviors that show respect for individual abilities, interests, gender, and cultural backgrounds of demonstrating self-respect and self-confidence	
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Big Ideas – Elaborations

- Young athletes need to embrace the concept that learning and development happens when you are challenged beyond your comfort zone in an environment that values learning from mistakes with timely, positive, specific feedback and self-reflection.
- Becoming an M.V.P (More Valuable Player) for teammates that you train and compete with. Develop and share your skills and strengths that make everyone around you better.
- Leadership is not knowing but rather doing. Providing an environment where opinions and comments are encouraged is critical to ensuring students have a voice and learn how to communicate their thoughts and feelings in a healthy proactive manner.

Curricular Competencies – Elaborations

- Ethics: moral judgements in competing with self and others
- Objectives: setting personal goals and balancing winning, fun and development
- Certifications: include level 1 refereeing
- Technical Skills: motor skills necessary to complete a physical movement
- Tactical Skills: combining technical skill with reading the situation and decision making
- Communication: students will practice positive self-talk (self-affirmations) as a means of mental training
- My Best without Comparison: compare yourself to your inner standard of personal excellence
- My Best without Compromise: hard work has an accumulative effect . . . 110% effort pays off
- My Best without Conceit: it is better to remain silent and be thought a hero than to speak up and soon be your only fan
- My Best without Crowds: learn to play without one applause
- My Best without Callousness: play the game with others as you would have them play the game with you...teammates and opponents

Content – Elaborations

- Physical training basics: energy fitness, muscular fitness, cardiovascular fitness and the basics of periodization
- Challenge Zone: is a planned action (drill) that challenges your abilities with the primary goal of increasing your courage and confidence to maximize student success and potential

Recommended Instructional Components:

- Direct instruction – ensure demonstrations are clear and concise and that students are receiving critical feedback to adjust their steps or strategies of practice and tracking their own performance.
- Interactive instruction- use a variety of means to present new information so that it is motivating and connected to the real world and prior knowledge they may already have. This may include peer to peer feedback and instruction. Accessing online resources and doing video analysis for skills and strategies.
- Cooperative activities - activities that transfer skill acquisition into game like situations and require more understanding and thinking. Important to provide small sided games so technical and tactical skills are developed to their maximum potential
- Experiential learning –whereby learners have an opportunity to observe themselves or others, gain and form new concepts, with an opportunity to test out new ideas in a game like situation.
- Guest Speakers (Nutritional Expert, Referee or High-Level Coach)

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- Collection of data that reflects both the students’ declarative knowledge such as: knowledge, comprehension, ability to apply, analyze, synthesize, evaluate, compare, solve problems, express a point of view, predicting, decision making, and the students’ procedural knowledge such as: using self-regulating skills, practicing of skill acquisition and character traits.

Peer Assessment

Self-Assessment

Presentations in support of sharing knowledge, ideas and leadership in the service of others

Learning Resources:

Baechle, Thomas R., and Earle, Roger W. *Weight Training: Steps to Success Human Kinetics Incorporated*, Champaign Illinois, 2005

Brown, Lee E and Ferrigno, Vance A. *Training for Speed, Agility, and Quickness Human Kinetics Incorporated*, Champaign Illinois, 2005

Gnadolfi, Giorgio, Brown, Hubie. *NBA Coaches Playbook: Techniques, Tactics, and Teaching Points*. Human Kinetics Inc. United States: Champaign, Illinois, 2009.

Grover, Tim S. *Relentless: From Good to Great to Unstoppable*. Relentless Publishing, New York, NY, 2013.

Grover, Tim S. *Jump Attack: The Formula for Explosive Athletic Performance, Jumping Higher, and Training like the Pros*. Scribner: ATTACK Athletics Publishing, New York, NY 2000.

Jackson, Phil. *Eleven Rings: The Soul of Success*. Penguin Press, New York, NY, 2013, 2014.

Health Canada. *The Canadian Physical Activity, Fitness, & Lifestyle Approach Canadian Society for Exercise Physiology*, 1996

Nurse, Nick, foreword Jackson, Phil. *Rapture: Fifteen teams, Fpir countries, one NBA championship and how to find a way to win—damn near anywhere*. Hachette Book Group, Little Brown and Company, 2020.

NCCP Coaching Manuals, Coaching Association of Canada, 1990.

Sarama, Alex. *Transforming Basketball: Changing How We Think about Basketball Performance*. SSG OU, 2024.

Sports Medicine Council of Alberta. *Sports Nutrition, Resource Manual 2nd Edition Sport Medicine Council of Alberta*.

Temertzoglou, Ted and Challen, Paul. Exercise Science Thompson Education Publishing Incorporated, 2003

Wooden, John. Wooden: A Lifetime of Observations and Reflections On and Off the Court. McGraw-Hill Professional, 1997.

Wooden, John. My Personal Best: Life Lessons from an All-American Journey McGraw-Hill Professional, 2007

www.basketball.bc.ca – Basketball BC

www.basketballimmersion.com –basketball Immersion

www.bcboa.org – British Columbia Basketball Officials Association

www.fiba.com – Federation of International Basketball Associations

www.hc-sc.gc.ca – Health Canada, Canada’s Nutrition Guide and Guide to Active Living

Additional Information:

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 25, 2024

Memorandum

TO: Board of Education

FROM: District Staff

SUBJECT: **2025/26 FIVE-YEAR MAJOR CAPITAL PLAN**

RECOMMENDED MOTION

That the 2025/26 Five-Year Major Capital Plan
Submission be approved as presented.

The Director of Facility Services will review the attached 2025/26 five-year major capital plan submission.

RATIONALE:

1. The Ministry of Education requires school districts to prepare five-year capital plans.
2. The district's 2025/26 Major Capital plan must be submitted to the Ministry by June 30, 2024, and must contain an Approved Board Resolution.
3. The 2025/26 five-year capital plan addresses capacity challenges at DP Todd Secondary School through two options: a replacement project and an addition/renovation projection.
4. Also included in this submission are Addition projects for 4 classrooms, a daycare and a multipurpose room at each of Edgewood Elementary School, Malaspina Elementary School, Springwood Elementary School.



Submission Summary

Submission Summary:	Major 2025/2026 2024-06-30 MAIN - K12 & CC Integrated		
Submission Type:	Capital Plan		
School District:	Prince George (SD57)		
Open Date:	2024-04-08		
Close Date:	2024-06-30		
Submission Status:	Draft		

Submission Category	Sum Total Project Cost
Addition	\$116,824,043
Replacement/Renovation	\$130,896,514
Total	\$247,720,557

ADDITION				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description
1	150044	Edgewood Elementary	Addition	4 Classrooms Daycare Multipurpose room addition
2	150079	Malaspina Elementary	Addition	4 Classrooms Daycare Multipurpose room addition
3	150124	Springwood Elementary	Addition	4 Classrooms Daycare Multipurpose room addition
4	153192	D P Todd Secondary	Addition	Addition and renovations to increase capacity from 600 to 900 capacity.
			Submission Category Total: \$116,824,043	
REPLACEMENT/RENOVATION				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description
1	150249	D P Todd Secondary	Full Replacement	Replacement to increase capacity to 900 students
			Submission Category Total: \$130,896,514	
				Total Project Cost
				\$8,560,383
				\$9,091,633
				\$10,587,258
				\$88,584,769
				\$116,824,043
				Total Project Cost
				\$130,896,514
				\$130,896,514

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 18, 2024

MEMORANDUM

TO: Board of Education

FROM: Superintendent of Schools

SUBJECT: **POLICY 5131 DISTRICT CODE OF STUDENT CONDUCT REVISIONS**

RECOMMENDED MOTION:

That the Board of Education approve the revised
Policy 5131 District Code of Student Conduct as presented.

RATIONALE:

The Minister of Education and Child Care has amended the Provincial Standard for Codes of Conduct order, effective July 1, 2024, to require all Boards of Education to include one or more statements restricting student use of personal digital devices (including cell phones) at school, Ministerial Order attached. The attached Policy and Regulations have been amended to comply with the legislation.

In order to comply with the July 1, 2024 timeline, it is recommended that the changes be approved at tonight's meeting in accordance with Policy 10 – Policy and Policy Development, #12 - *The Board, at their discretion, may adopt a policy which has not followed the policy development and revision process*. The revisions were discussed at the Advisory Committee meeting on June 18, 2024. Based on feedback from the public and the committee, the regulations now includes language on exemptions.

There is also a minor change recommended in the title of the policy as highlighted on the attached.

PROVINCE OF BRITISH COLUMBIA

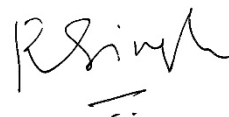
**ORDER OF THE MINISTER OF
EDUCATION AND CHILD CARE**

School Act

Ministerial Order No. M89

I, Rachna Singh, Minister of Education and Child Care, order that, effective July 1, 2024, the Provincial Standards for Codes of Conduct Order, MO 276/07 is amended as set out in the attached schedule.

March 21, 2024



Date

Minister of Education and Child Care

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: *School Act*, R.S.B.C. 1996, c. 412, s. 168 (2) (s.1)

Other: MO 276/2007; MO 208/2014; MO 341/2016

SCHEDULE

1 Section 1 of the Provincial Standards for Codes of Conduct Order, is repealed and the following substituted:

1 In this order:

“**board**” includes a francophone education authority as defined in the *School Act*;

“**personal digital device**” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

2 ***Section 6 is amended by adding the following paragraph:***

- (d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;

3 ***The following section is added:***

8 Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

- (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
- (b) use of personal digital devices for instructional purposes and digital literacy;
- (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
- (d) accessibility and accommodation needs;
- (e) medical and health needs;
- (f) equity to support learning outcomes.



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

POLICY 5131

~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

APPROVED: 1995.03.28

REVISED:

1999.03.30 2007.01.30

2000.12.05 2007.05.29

2001.03.13 2008.05.27

2003.06.24 2009.01.27

2003.12.02 2011.06.28

2017.05.30

2024.XX.XX

POLICY

There shall be a ~~District Code of~~ **Student Code of Conduct** for School District No. 57 (Prince George).

DEFINITIONS:

“Bullying” is targeted or repeated incidents of cruel actions toward one or more individuals. Bullying is a pattern of unwelcome or aggressive behaviour with a goal of making others uncomfortable, scared or hurt.

“Collaborative process” is an organized decision-making method, encouraged by the Board of Education, whereby the principal consults with students, staff and parent/guardian(s) with regard to proposed changes within a school before their implementation. Decisions ultimately taken may come as a result of a consensus of opinion or a majority of those consulted reaching a common understanding, but in those cases where consensus or majority opinion cannot be achieved, the principal will make a decision after considering the input provided by those consulted.

“Controlled substance or dangerous drug” is any substance or drug so defined by provincial or federal law (for example, marijuana, stimulants, depressants, amphetamines, barbiturates, etc.).

“Cyberbullying” involves first time and/or repeated use of electronic information and communication technologies, to engage in conduct or behavior that is intended to, or can reasonably be expected to, cause: fear, intimidation, humiliation, distress or other damage or harm, to another’s health, emotional well-being, or reputation.

“Extortion” is obtaining, or attempting to obtain, something through intimidation or violence.



DISTRICT CODE OF STUDENT CODE OF CONDUCT

“Fight” is a physically aggressive or hostile exchange.

“Harassment” is a form of discrimination. It involves any unwanted physical or verbal behaviour that offends or humiliates.

“Home-schooling program” is an educational program for a student for whom the parent/guardian(s) assumes the primary role of responsibility for supervision and student conduct, supported by the school district and assigned staff but delivered away from school facilities.

“Intimidation” is any action that causes fear, by gestures, threats or violence.

“Personal Internet-Connected Devices” include, but are not limited to, cell phones, tablet computers, smartwatches, and portable video game systems.

“Physical assault” is an intentional attack.

“Refer” means to request further consideration and/or action.

“Report” means to forward information for consistency, data collection and monitoring purposes and to provide information as a resource for future action.

“Respect” means treat with consideration: avoid interfering with, harming, degrading, insulting, injuring or interrupting.

“Restorative Practice” is a strategy that seeks to repair relationships that have been affected. It attempts to enable healthy relationships, positive responsible behaviour and restorative action.

“School-based team” is a formal committee or team of school staff who meet regularly to review educational plans of students who, for a variety of reasons that may include behaviour and/or discipline issues, present a challenge for classroom teachers in the school.

“Sexting” is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device.

“Sextortion” involves individuals who coerce students into sending sexual images or engaging in sexual acts via social media or electronic device and then blackmail them with the threat of distributing the sexual images/videos if they do not meet stated demands.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

“Social Media” includes but is not limited to, the following: social networks, emailing, blogging, tweeting, podcasts, videos, texting, online gaming communities and other IT base platforms.

“Student Conduct Review Committee” is a formal committee established by the Board, made up of district and school-based administrators, to which certain violations of the student code of conduct must be referred, and others may be referred, for further action. (see Policy 5131.2)

“Student Support Services” includes a group of professional staff, including psychologists speech pathologists, occupational therapists, behaviour specialists and support staff who provide support to schools and their staff within an assigned area of the district.

“Threats” are expressed intentions to hurt.

“Weapon” is:

- a) Anything used, designed to be used or intended for use in causing death or injury to any person, or
- b) Anything used, designed to be used or intended for use for the purpose of threatening or intimidating any person.

Responsibility Centre: Assistant Superintendents

References: *School Act*, Sections 6, 10, 76 and 85, Ministerial Order 267/07

Policies 5131.1, 5131.2, 5131.3 and 5131.4



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

PREAMBLE

School District No. 57 (Prince George) believes that schools and school-related activities must provide a safe, caring and orderly environment for learning and working.

The ~~District Code of~~ Student Code of Conduct formalizes the expectations for student behaviour that provide the best possible learning environment. Individual school codes of conduct are developed within this framework in a collaborative process that includes administration, staff, students and parent/guardian(s).

Students have the responsibility for conducting themselves in accordance with the codes of conduct established by the school district and by their schools.

Approved: 1995.03.28

Revised: 2008.05.27, 2009.01.27, 2017.05.30



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

REGULATIONS:

1. Community residents have a right to privacy, private property and freedom from abusive behaviour. While the district does not assume responsibility for student behaviour outside of the school's jurisdiction, it will take disciplinary action against a student if the circumstances warrant. The school will report to and cooperate with the police in all cases where students violate the law.
2. The school's jurisdiction over its students includes:
 - 2.1. Any activity occurring during a regular school day on school premises (building and grounds).
 - 2.2. Any activity that is sponsored by or organized by the school, regardless of time or place.
 - 2.3. Student conduct occurring outside the regular school day and on school premises (building and grounds), if in the opinion of the principal circumstances warrant.
 - 2.4. Student conduct occurring in connection with an activity that is sponsored by or organized by the school, regardless of time or place.
 - 2.5. Student conduct on school buses or transportation contracted or arranged by the Board.
 - 2.6. Student conduct while travelling to school and returning home from school, if in the opinion of the principal circumstances warrant.
 - 2.7. Other circumstances where engaging in unacceptable behaviour will, in the opinion of the school principal, have an impact on the school environment. (Authority for this jurisdiction is provided in Ministerial Order 267/07 – Provincial Standards for Codes of Conduct Order.)
3. The following are specific expectations that the Board regards as essential for student success and for a positive, safe learning environment. Therefore, each school, in consultation with parent/guardian(s), students and staff, will develop a school code of student conduct that will establish clear standards based on these district expectations and mandate specific consequences for students in violation of the school's code of student conduct.
 - 3.1. Students will attend school during the regular school hours every school day.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

- 3.2. Students will participate to the best of their ability in their school's program by:
 - 3.2.1. Attending school on a daily basis.
 - 3.2.2. Being on time.
 - 3.2.3. Having all necessary materials for class.
 - 3.2.4. Completing all work assigned.
 - 3.2.5. Submitting only original work for assessment.
 - 3.2.6. Being aware of the potential consequences of what they post online. Knowing that anything shared online will leave a digital footprint that is public, permanent, and searchable (even after it is deleted).
- 3.3. Students will be considerate of others by:
 - 3.3.1. Respecting personal property, school property, and equipment.
 - 3.3.2. Respecting sexual orientation, ethnicity, culture, religion and linguistic heritage.
 - 3.3.3. Respecting the feelings of others by engaging in good manners, sportsmanship and common courtesy.
 - 3.3.4. Wearing clothing that is neither offensive to others nor inappropriate in a school setting.
 - 3.3.5. Students are expected to use social media responsibly, and to demonstrate and show respect, not only for themselves and their future, but for their friends, peers, and other users they interact with online.
 - 3.3.6. Students must not impersonate by using someone else's identity online. (This includes creating fake profiles and deliberately compromising another person's social media accounts.)
- 3.4. Sikh students may wear kirpans in school, provided they are compliant with the faith tenets of the Khalsa Sikh religion.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

- 3.5. Students will not discriminate against others on the basis of race, religion, sex, sexual orientation and/or perceived sexual orientation, disability or for any other reason set out in the *Human Rights Code of British Columbia*.
- 3.6. Students will speak with staff in an appropriate manner.
- 3.7. Students will report to the office upon arrival when visiting another school for other than school-related activities and will adhere to that school's code of student conduct.
- 3.8. Violation of the School Code of ~~Student~~ Conduct will result in disciplinary action which may include:
 - 3.8.1. Restorative practice or restitution.
 - 3.8.2. The assignment of a learning activity to address the behaviour and develop a plan for improvement.
 - 3.8.3. A loss of privileges related to the behaviour.
 - 3.8.4. An assignment of an in-school suspension.
 - 3.8.5. A placement on a behaviour contract (which may include mandatory counseling, behaviour modification programs, etc.).
 - 3.8.6. A requirement to attend Saturday school.
 - 3.8.7. An assignment of an out-of-school suspension.
 - 3.8.8. An alternate placement within the home school.
 - 3.8.9. A transfer to another school.
 - 3.8.10. Assignment to an alternate placement outside the regular school hours.
- 3.9. For disciplinary actions 3.8.4 to 3.8.8 as listed above, the infraction may be recorded in an office file and the parent/guardian(s) will be notified.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

- 3.10. Serious or repeated infractions of the School Code of Student Conduct will be recorded in an office file; the parent/guardian(s) will be notified; and, depending on the seriousness of the situation and repetition, the student may be referred to the Student Conduct Review Committee, which may result in, but not be limited to:
 - 3.10.1. An extended suspension.
 - 3.10.2. A placement in another school within the district.
 - 3.10.3. A placement on a home schooling program.
 - 3.10.4. A placement in a distance education program.
 - 3.10.5. A refusal of an educational program.
4. Consequences assigned to students will take account of the student's age, maturity and special needs, if any. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, sensory, emotional or behavioural nature. Staff should refer to the district document *Guidelines for the Suspension and Expulsion of Students with Special Needs* in such cases.
5. Whenever possible and appropriate, consequences will be restorative in nature rather than punitive.
6. All reasonable steps must be taken to prevent retaliation by a person against any student who has made a complaint of a breach of a code of conduct.
7. There are offenses that will result in a limited duration suspension of the student from a school for up to five school days. With the authorization of the Assistant Superintendent, an administrator may, depending on the nature, severity and repetition of the incident, increase the suspension for up to an additional five school days. Administrators may transfer a student to another school depending upon the nature and severity of the offense. More serious offenses may result in long-term suspensions with the provision of an alternative educational program that may include home schooling, or, where the student is 16 years old or older, in the refusal of an educational program.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

7.1. Weapons

- 7.1.1. No student shall be in possession of a weapon while under the school's jurisdiction.
- 7.1.2. Students in possession of life-threatening weapons shall be:
 - 7.1.2.1. Immediately reported to the RCMP.
 - 7.1.2.2. Reported to the Assistant Superintendent.
 - 7.1.2.3. Suspended and referred to the Student Conduct Review Committee as outlined in Section 3.8.
 - a) Prince George schools send a copy of the suspension letter to the Prince George RCMP, Attention: Officer in Charge.
 - b) McBride/Valemount/Mackenzie area schools send a copy of the suspension letter to the local RCMP detachment, Attention: Detachment Commander.
- 7.1.3. Students in possession of objects that could be used as weapons while under the school's jurisdiction shall be reported to the parent/guardian(s), and, depending on the student's intent, be reported or referred to the Student Conduct Review Committee. The Student Conduct Review Committee shall send a summary to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.
 - 7.1.3.1. Should a student use a kirpan as a weapon, he or she will forfeit the right to wear the kirpan in school and will be subject to the consequences outlined in this policy.
- 7.1.4. Students who are not in possession of a weapon but who issue a threat that makes reference to a life-threatening weapon shall be:
 - 7.1.4.1. Reported to the Assistant Superintendent and may, depending on the student's intent, be reported or referred to the RCMP.
 - 7.1.4.2. Reported or referred to the Student Conduct Review Committee.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

7.2. Alcohol and Drugs

- 7.2.1. While under the school's jurisdiction, no student shall or shall attempt to possess, use or transmit, or shall be under the influence of, any of the following prohibited substances:
 - 7.2.1.1. Any controlled substance or dangerous drug.
 - 7.2.1.2. Alcohol or any alcoholic or intoxicating beverage.
 - 7.2.1.3. Any abusable glue, aerosol, paint, or any other volatile chemical substance for inhalation.
 - 7.2.1.4. Any other intoxicant or mood-changing, mind-altering or behaviour-altering drug.
- 7.2.2. The possession, transmittal, sale, or attempted transmittal or sale of what is represented to be any of the above-listed substances, or any type of drug paraphernalia, is also prohibited under this policy.
- 7.2.3. This policy authorizes school personnel to act where they have reasons to believe a student is in violation of sections 7.2.1 or 7.2.2 (above), including the authority to inspect student lockers.
- 7.2.4. A student who uses a drug in accordance with a prescription authorized by a physician for the student's own use only shall not be considered to have violated this policy.
- 7.2.5. Students in contravention of this regulation will be reported to the parent/guardian(s) and the Student Conduct Review Committee, and may be referred to the Student Conduct Review Committee and may be reported or referred to the RCMP. A summary of the committee's decision shall be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.

7.3. Abusive Behaviours

- 7.3.1. To create a safe, caring and orderly learning environment for students and staff, no student will engage in activities that lead to or result in assault, threats, bullying, extortion, harassment, sexual harassment, or intimidation of any person while on school property or under the school's jurisdiction.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

- 7.3.2. Any student known to have engaged in, organized and/or encouraged any abusive behaviour will be reported to the parent/guardian and, depending on the severity or the repetitive nature of the abusive behaviour, may be reported or referred to the RCMP and/or the Student Conduct Review Committee.

7.4. Fire, Fire Alarms, Fireworks and Explosives

- 7.4.1. Students who are deliberately involved with fire and/or flammable materials will be reported to the parent/guardian(s) and to the Student Conduct Review Committee. Such cases may be referred to the fire department, the RCMP and to the Student Conduct Review Committee. A summary of the committee's decision shall be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.
- 7.4.2. Students deliberately setting off fire alarms shall be reported to the fire department, the parent/guardian(s) and the Student Conduct Review Committee. These cases may be reported or referred to the RCMP and may be referred to the Student Conduct Review Committee. A summary of the committee's decision will be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.
- 7.4.3. The possession or use of fireworks or explosives is prohibited.
- 7.4.4. Students in possession of fireworks shall be reported to the parent/guardian(s) and the Student Conduct Review Committee, and may be referred to the fire department and/or the Student Conduct Review Committee. A summary of the committee's decision shall be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.
- 7.4.5. Students in possession of explosives other than fireworks will be reported to the parent/guardian(s) and the Student Conduct Review Committee and may be reported to the RCMP. Such cases may be referred to the Student Conduct Review Committee and the RCMP. A summary of the committee's decision shall be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

7.5. Toxic or Noxious Substances

- 7.5.1. The possession and/or use of toxic or noxious substances are prohibited.
- 7.5.2. Students in possession of and/or using such substances or devices will be reported to the parent/guardian(s) and the Student Conduct Review Committee, and may be referred to the fire department and/or the RCMP and the Student Conduct Review Committee. A summary of the committee's decision shall be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.

7.6. Vandalism/Theft

- 7.6.1. Students shall respect their school, including the buildings, equipment, furniture, the surrounding property and its appearance.
- 7.6.2. Students shall also respect the property of others.
- 7.6.3. Students will be held responsible for the care and return of textbooks and other educational materials on loan from the school and will be charged for the replacement of lost or damaged materials.
- 7.6.4. No student shall take, or borrow, any property that does not belong to him or her without the consent of the person to whom the property belongs.
- 7.6.5. Therefore, in accordance with the *School Act*, if the property of the Board is destroyed, damaged, lost or converted by the intentional or negligent act of a student, the student and the student's parent/guardian(s) are jointly and severally liable to the Board with respect to the act of the student. Other measures of discipline or restitution may be administered at the discretion of the principal.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

7.6.6. Students in contravention of this regulation shall be reported to the parent/guardian(s) and, depending upon the severity or the repetitive nature of the vandalism and/or theft, may be reported or referred to the RCMP and/or the Student Conduct Review Committee. A summary of the committee's decision shall be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.

7.7. Disruptive Behaviour or Disobedience

7.7.1. To allow learning and teaching to proceed in an orderly manner, no student shall disrupt or interfere with the conduct of classes or other school activities.

7.7.2. No student shall disobey or fail to comply with lawful directives issued by a teacher or other identified employee of the Board.

7.7.3. Depending upon the severity or repetitive nature of the disruptive behaviour or disobedience, the student may be reported to the parent/guardian(s) and may be reported or referred to the Student Conduct Review Committee. A summary of the committee's decision shall be sent to the parent/guardian(s), the school administrator and the Superintendent of Schools or his designate.

7.8. Smoking or Vaping (Refer to Policy 5131.62)

7.9. Electronic Devices and Personal Internet-Connected Devices

7.9.1. This regulation applies to all electronic communication devices including, but not limited to, cell phones, cameras, tablet computers, phones, pagers and text messaging devices, smart watches, portable video game systems, as well as, where applicable, digital photographic equipment.

7.9.2. During instructional time, use of these devices shall be at the discretion of the classroom teacher/supervisor. Use of these devices out of class time is at the discretion of the school. At elementary schools, there is no access to, or use of cell phones or personal internet-connected devices at any time during the school day.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

- 7.9.3. At secondary schools, access to, and the use of cell phones and personal internet-connected devices will not be permitted during instructional time. Devices will be permitted during lunch hour; however, this privilege may be restricted if its use disrupts instructional time learning in any way.
- 7.9.4. Exemptions to these restrictions may be made for the following circumstances:
- 7.9.4.1. At the teacher's discretion, when the use of such devices supports a specific curricular objective and is part of instructional planning.
 - 7.9.4.2. For students on an Individual Education Plan (IEP), Learning Support Plan (LSP), or with a health issue that specifically outlines the need for these devices for full inclusion in specific learning activities.
- 7.9.5. No device capable of taking a photograph or recording shall be used in private areas such as washrooms and change rooms. Photographs shall only be taken in public places and with the full knowledge and consent of the subject.
- 7.9.6. The use of any such devices to record or transmit information or materials relating to student assessment (such as tests, quizzes, report, assignments, exams, etc.) is forbidden.
- 7.9.7. Students who violate this regulation will be subject to progressive discipline, which may include the following consequences:
- 7.9.7.1. Forfeiture of the device for a period of time to be determined by the school.
 - 7.9.7.2. Loss of the privilege of bringing such a device to school for a period of time to be determined by the school.
 - 7.9.7.3. In the case of a violation of Regulation 7.9.4, consequences may include those specified in the school's academic honesty regulations.
 - 7.9.7.4. Suspension from school.
 - 7.9.7.5. Referral to the RCMP.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

7.9.7.6. Report or referral to the Student Conduct Review Committee)

7.10. Cyberbullying

- 7.10.1. While the district understands the importance of free expression, it will not tolerate the publication, electronic or otherwise, of material that:
- 7.10.1.1. Is abusive, demeaning, hateful or insulting.
 - 7.10.1.2. Is threatening, bullying or intimidating.
 - 7.10.1.3. Incites harmful behaviour towards others.
 - 7.10.1.4. Discriminates or harasses on the basis of race, religion, sex, sexual orientation, gender identity or expression, disability or for any other reason set out in the *Human Rights Code of British Columbia*.
 - 7.10.1.5. Creates, or is likely to create, an environment which negatively impacts or causes significant disruption to, the school.
- 7.10.2. The school will investigate and take action, as appropriate, in situations where such material is published:
- 7.10.2.1. Through networks hosted by the school district (see also Policy 6179 (Acceptable Use of Networks)).
 - 7.10.2.2. Through other networks if, in the opinion of the principal, the behaviour will have an impact on the school environment.
- 7.10.3. Students who violate this regulation will be subject to progressive discipline, which may include the following consequences:
- 7.10.3.1. Contact with parent/guardian(s).
 - 7.10.3.2. Suspension from school.
 - 7.10.3.3. Restrictions on the use of school district networks.
 - 7.10.3.4. Referral to the RCMP.
 - 7.10.3.5. Report or referral to the Student Conduct Review Committee.



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

8. In all cases of repetitive and/or serious violations of the District or School Code of Conduct, it is understood that the school and the school district will attempt to engage whatever preventive program and/or support is needed to assist the student in changing his/her behaviour. This may include, but not be limited to, referral to the school-based team, alcohol and drug prevention programs, access to area support team personnel and involvement of other agencies such as the Ministry of Social Services.

Approved: 1995.03.28

Revised: 1996.10.15, 1998.03.30, 2000.12.05, 2001.03.13, 2003.06.24, 2003.12.02, 2007.01.30, 2007.05.29, 2008.05.27, 2009.01.27, 2011.06.28, 2017.05.30, 2024.XX.XX



~~DISTRICT CODE OF~~ STUDENT CODE OF CONDUCT

ADMINISTRATIVE PROCEDURES:

1. Individual school codes of student conduct consistent with the ~~District Code of Student Code of Conduct~~ and other Board policies will be developed using a collaborative process that includes the administration, school staff, students and parent/guardian(s). School Codes of ~~Student Conduct~~ have been in place since September 1, 1995 and must:
 - 1.1 Include disciplinary procedures that are logical and realistic.
 - 1.2 Recognize the principle of progressive discipline.
 - 1.3 Be clearly written so that they can be easily understood and followed by students, staff, administration and parent/guardian(s).
 - 1.4 Be clearly communicated to all staff, students, parent/guardian(s) and district administrators.
2. Schools shall incorporate changes to their School Codes of ~~Student Conduct~~ that reflect ~~District Code of Student Conduct~~ amendments.

Approved: 1995.03.28

Revised: 2001.03.13, 2009.01.27, 2024.XX.XX



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 25, 2024

MEMORANDUM

TO: Board of Education

FROM: Calendar Committee

SUBJECT: **2025 - 2026 SCHOOL CALENDAR**

RECOMMENDATION

That the local school calendar for the
2025 - 2026 school year be approved as
presented.

* * * * *

BACKGROUND

1. The Ministry of Education's School Calendar Regulation specifies that "A board must make public a proposed school calendar one month before submitting it to the ministry."
2. The Board may submit calendars for up to 3 consecutive years.
3. The Calendar Committee, to which all Rightsholder and Partner groups were invited to send two representatives, reviewed the draft 2025-26 school calendar at its March 4, April 15 and May 13, 2024 meetings.

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

The dates for non-instructional days were determined in consultation with the Prince George District Teachers' Association.

The Rightsholder and Partner groups representatives agreed to consult with their members and solicit input regarding the draft school calendar.

RATIONALE:

1. In accordance with the School Calendar Regulation, the public has been provided a month to submit input prior to the Board approving the calendar. Input was solicited through the district's website and from the Board's Rightsholders and Partner groups.

LK/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

DRAFT**2025-2026 SCHOOL CALENDAR****AUGUST**

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

August 4: BC Day

SEPTEMBER

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

September 1: Labour Day

September 2: First Day of School

September 15: First full day of Kindergarten

September 29: Non-Instructional - Indigenous

Day of Learning

September 30: Day of Truth and Reconciliation

19

OCTOBER

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

October 13: Thanksgiving

October 24: Non Instructional Day - Provincial

21

NOVEMBER

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

November 10: Non Instructional Day

November 11: Remembrance Day

Observed

18

DECEMBER

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

December 22 - January 2: Winter vacation

December 25: Christmas Day

December 26: Boxing Day

15

JANUARY

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

January 1: New Years Day

January 5: Back to school

January 26: Non Instructional Day

19

FEBRUARY

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

February 16: Family Day

19

MARCH

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

March 16 - 27: Spring break

12

APRIL

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

April 3: Good Friday

April 6: Easter Monday

April 24: Non Instructional Day

19

MAY

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

May 18: Victoria Day

May 25: Non Instructional Day

19

JUNE

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

June 21: National Indigenous Peoples Day

Events

June 25: Last day of school

June 26: Administrative day

19

JULY

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

July 1: Canada Day

LEGEND: School/Statutory Holidays Non-Instructional Days

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 25, 2024

MEMORANDUM

TO: Board of Education

FROM: Calendar Committee

SUBJECT: **2026 - 2027 SCHOOL CALENDAR**

RECOMMENDATION

That the local school calendar for the
2026 - 2027 school year be approved as
presented.

* * * * *

BACKGROUND

1. The Ministry of Education's School Calendar Regulation specifies that "A board must make public a proposed school calendar one month before submitting it to the ministry."
2. The Board may submit calendars for up to 3 consecutive years.
3. The Calendar Committee, to which all Rightsholder and Partner groups were invited to send two representatives, reviewed the draft 2026-27 school calendar at its March 4, April 15 and May 13, 2024 meetings.

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

The dates for non-instructional days were determined in consultation with the Prince George District Teachers' Association.

The Rightsholder and Partner groups representatives agreed to consult with their members and solicit input regarding the draft school calendar.

RATIONALE:

1. In accordance with the School Calendar Regulation, the public has been provided a month to submit input prior to the Board approving the calendar. Input was solicited through the district's website and from the Board's Rightsholders and Stakeholders groups.

LK/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

DRAFT**2026-2027 SCHOOL CALENDAR****AUGUST**

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

August 3: BC Day

SEPTEMBER

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

September 7: Labour Day
September 8: First Day of School
September 21: First full day of Kindergarten
September 28: Non-Instructional - Indigenous Day of Learning
September 30: Day of Truth and Reconciliation

OCTOBER

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

October 12: Thanksgiving
October 23: Non Instructional Day - Provincial

NOVEMBER

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November 11: Remembrance Day Observed
November 27: Non Instructional Day

DECEMBER

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

December 21-January 1: Winter vacation
December 25: Christmas Day
December 28: Boxing Day Observed

JANUARY

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

January 1: New Years Day
January 4: Back to school

FEBRUARY

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

February 1: Non Instructional Day
February 15: Family Day

MARCH

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

March 15-29: Spring break
March 26: Good Friday
March 29: Easter Monday

APRIL

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

April 16: Non Instructional Day

MAY

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 14: Non Instructional Day
May 24: Victoria Day

JUNE

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

June 21: National Indigenous Peoples Day Events
June 29: Last day of school
June 30: Administrative day

JULY

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

July 1: Canada Day

LEGEND:
 School/Statutory Holidays

 Non-Instructional Days

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 18, 2024

MEMORANDUM

TO: Board of Education
FROM: Advisory Committee
SUBJECT: **COMMITTEE REPORT – JUNE 2024**

RECOMMENDATION

That the report of the Advisory Committee meeting held on
June 18, 2024 be received.

* * * * *

REPORT:

1. The Advisory Committee met on June 18, 2024. The agendas, handouts and a video archive are available on the district's website under [Our District / Board, Committee Meetings](#).
2. The meeting's agenda included the following topics:
 - a. **Approval of the minutes of the April 23, 2024 Advisory Committee Meeting** – The minutes of the previous meeting were approved as presented.
 - b. **Personal Digital Devices at School** – The Committee reviewed the revisions to the Policy 5131 District Code of Student Code to restrict student use of personal digital devices (including cell phones) at school effective July 1, 2024 presented at this evening's meeting.
 - c. **Draft Policies 1.5 Board Committees and 1.6 Policy Development, Revision, Adoption and Repeal** – The Committee reviewed the draft policies and terms of references presented at this evening's meeting.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 25, 2024

Memorandum

TO: Board of Education

FROM: Ad Hoc Policy Committee

SUBJECT: Policy Ad Hoc Committee Update and
Board Policy regarding Committees

Policy Ad Hoc Committee Update

Further to the discussion at the September 2023 Board meeting, and the approval to proceed with an Ad Hoc Policy Committee, the committee has met seven times.

With regard to policy assessment and renovation, the Ad Hoc Policy Committee recommended to the Board that a consultant be engaged to support this project, to:

- ✓ organize the myriads of written guidance provided within current district documentation;
- ✓ reflect on the efficacy of current bylaws, policies, regulations and procedures;
- ✓ identify any overlaps among the various documents;
- ✓ suggest a potential workplan to focus and refine the written guidance within the district;
- ✓ and finally, to support the Board with the necessary revisions.

The Board is pleased to advise that Anne Cooper of AZ Cooper Consulting has been selected to support this work. Anne is an experienced former school district Superintendent with significant expertise supporting policy development and revision. Over the past 10 years, Anne has established a strong record of success working with a number of boards to bring clarity and effectiveness to board policies.

Anne attended an Ad Hoc Policy Committee meeting in March of this year to present a detailed analysis of the bylaws, policies (both approved and not yet approved), regulations and administrative procedures. She provided a comprehensive overview of the state of written guidance within the district, and, of note, the abundance of documentation currently existing. District documents currently include:

- Bylaws (4)
- 'newer'¹ policies with their own unique numbering system (24)
- 'older' policies within seven sections (97), with the vast majority of those having embedded regulations which need careful scrutiny
- administrative procedures published on the website (8)
- draft administrative procedures, *some intended to replace policy*, provided by the district (195)

¹ Policies drafted in 2020, generally approved in 2022, some approved only in principle

Subsequent to Anne's initial analysis, and in accordance with the original discussion in September where it was noted that committee would "review outstanding policies, focusing on policies 7, 8, and 10 on Board Operations, Committees, and Policy to start", Policy 8 Board Committees has now been given close scrutiny. A full a review of current Standing Committee agendas and minutes this school year has been completed. Observations from that review include:

- a. The purpose and deliverables for each Standing Committee would benefit from clarification, as it is not clear what items are on which agendas, and the rationale for placement in a Standing Committee setting versus a Regular Board Meeting.
- b. The blanket closed positioning of the Business Committee should be reviewed as some topics appear not to meet the threshold for excluding the public.
- c. With the current policy detailing each Standing Committee terms of reference, including the meeting dates and times, there is little flexibility to make changes to Standing Committee functioning. An alternative would be for the Board to approve a terms of reference for each of the Standing Committee as a separate document, leaving the policy to articulate the high-level aspects of committee work. This anticipates changes in committee structure and new committees that will be established over time.
- d. With each Standing Committee functioning as a committee of the whole, there seems little reason for discussion and debate at Board meetings.
- e. There are significant numbers of district staff attending the three standing committees, in addition to their responsibilities with attendance at Ad hoc and Working Groups.

Further, an Indigenous Education Council will need to be established in compliance with Section 87.001 of the [School Act](#). This Council is not a committee of the Board, as the Council may make rules governing:

- a. the process to appoint members of a council;
- b. the conduct of a council's business;
- c. terms of reference in relation to a council.

Policy 8 Board Committee

The current committee structure has been reviewed with a view to having higher levels of transparency related to committee work. As a result, two standing committees are being contemplated, a Policy Advisory Committee with significant representation including Rightsholders and partners; and a Committee of the Whole that will function in an open setting.

The current Advisory Committee and the Business Committee content will be provided at Regular Board meetings, at the newly established Policy Advisory Standing Committee, or through the newly established Standing Committee of the Whole.

An updated Board Committees Policy has been revised to reflect:

- Removal of specific terms of reference for Standing Committees, leaving only a description of the types of committees and the standard elements for terms of references in general. Meeting frequency dates and times would be located within the stand-alone terms of reference rather than within the policy. The Board would approve an individual committee terms of reference for each Standing Committees.
- Replacing the Advisory Committee with a Policy Advisory Committee.

- Establishing a Committee of the Whole, that will meet in an open fashion, to replace the extended scope of the Business Committee. It is envisioned that numerous committee topics will move to the Regular Board Meeting.
- Fewer trustees serving on some Standing Committees.
- Fewer district staff supporting each Standing Committee.

The revised Board Committee policy, tentatively numbered 1.5, is attached, along with the current policy.

Standing Committee Terms of Reference

Terms of reference have been drafted for the Standing Policy Advisory Committee with significant representation of rightsholders and partners, and a Standing Committee of the Whole that will meet in an open setting.

Those terms of reference are attached.

Policy 10 Policy and Policy Development

Another priority for the Ad Hoc Policy Committee was to renovate the process for policy development, revision, adoption and repeal, including a Policy Advisory Committee to support the Board.

The revised Policy Development, Revision, Adoption and Repeal policy, tentatively numbered 1.6, is attached, along with the current policy.

RECOMMENDED MOTIONS:

- 1) That the Board of Education circulate Policy 1.5 Board Committees for feedback for 60 days in accordance with current Policy 10 Policy and Policy Development.
- 2) That the Board of Education, approve the Terms of Reference for a Policy Advisory Committee to function as a standing committee of the Board effective the Fall of 2024.
- 3) That the Board of Education approved the Terms of Reference for a Committee of the Whole to function as a standing committee of the Board effective immediately.
- 4) That the Board of Education circulate Policy 1.6 Policy Development, Revision, Adoption and Repeal for feedback for 60 days in accordance with current Policy 10 Policy and Policy Development.

Policy 1.5

BOARD COMMITTEES

The Board of Education may establish committees of the Board to assist with governance functions. Committees have no authority in themselves; all recommendations by a committee require the approval of the Board in a Board meeting. Further, committees of the Board shall never interfere with delegation of authority from Board to Superintendent. For clarity, an Indigenous Education Council is not a committee in accordance with the *School Act*.

Some committees with broad based membership, provide an opportunity to engage with students, Rightsholders, staff, employee and partner groups in areas of Board responsibility. The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. The Chair of a committee may place recommendations of the committee before the Board at a meeting of the Board in the form of a proper written motion.

Trustees not appointed to a committee may attend meetings of any Standing Committee of the Board as observers where they may ask questions and provide input on the topics being considered.

Types of Committees

The Board may appoint Standing Committees and Ad Hoc Committees, for which the Board shall prescribe the terms of reference.

Standing Committees provide advice to the Board on an ongoing basis. Standing Committees include:

- Policy Advisory Committee
- Committee of the Whole

Ad Hoc Committees may be established to assist the Board on a specific project for a specific period of time. When the purpose of the Ad Hoc Committee has been accomplished, the committee is retired.

Administration Working Committees are convened by the Superintendent and are not committees of the Board for purposes of this policy.

Terms of Reference

The terms of reference for each committee will be established by Board that will not conflict with the mandate of any other committee. For all standing committees, a quorum shall consist of a majority of the trustee members of the committee. Terms of reference will include:

- whether the committee is a Standing or Ad-Hoc committee;
- a clear description of the purpose of the committee, and any specific deliverables;
- designation of a chairperson;
- designation of any representative groups who will provide input to the committee;
- confirmation of how committee members are appointed;
- a determination regarding what constitutes a quorum;

Policy 1.5

- designation of district staff supports for the committee;
- meeting frequency and scheduling;
- any budget provisions ;
- expectations regarding agendas, supporting materials and minutes;
- reporting to the Board.

Representatives

The Chair of the Board shall, at the inaugural meeting or at a regular meeting appoint any Trustee representatives to Board committees, in consultation with Trustees. The Board Chair shall establish the Chair of any standing committee only after Trustees have an opportunity to make their preferences known.

Committee members representing Rightsholders, organizations or partners will be formally identified by the group providing the representative.

Where community member representation is required, the Committee Chair will work with administration on a process for advertising. The Board will review all applications and make the final selection for community representation.

Resource Personnel

The Superintendent shall appoint resource personnel to work with Standing and Ad Hoc Committees as necessary.

Related Legislation: School Act Section 65, 87.001(2)

Related Contract Article: Nil

Adopted: 2018-03-06

Amended: 2024.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

COMMITTEE TERMS OF REFERENCE

POLICY ADVISORY COMMITTEE

NATURE OF COMMITTEE

Standing Committee of the Board

PURPOSE

The Board of Education recognizes and accepts its responsibility to approve policy. The Board values consultation as an important part of policy development.

The Policy Advisory Committee will consider and make recommendations to the Board regarding changes to Board Policy to support the effectiveness of Board governance. The committee's mandate is to advise the Board on all matters save for the Board's governance policies or bylaws, unless invited by the Board.

DELIVERABLES

At the direction of the Board, the Policy Advisory Committee will:

1. Provide advice regarding new policies.
2. Provide feedback regarding policy revisions.
3. Provide input regarding minor amendments to existing policy.
4. Consider policy components that are no longer current.
5. Consider feedback and advice from representative groups regarding policy drafts.

CHAIRPERSON	A Trustee will serve as Chair
MEMBERSHIP	School District No. 57 Trustees (3) Secretary Treasurer or designate Superintendent or designate
RIGHTSHOLDER, PARTNER AND REPRESENTATIVES	Canadian Union of Public Employees Local 3742 (1) Canadian Union of Public Employees Local 4991 (1) District Parent Advisory Council (1) District Student Advisory Committee (1) Elders Advisory Council (1) Lheidli T'enneh First Nation (1) McLeod Lake Indian Band (1) Métis Community (1) Prince George Principals and Vice Principals Association (1) Prince George District Teachers' Association (1)
APPOINTMENT	The Chair of the Board will determine Trustee representatives in accordance with Policy 1.5 Board Committees Representatives are identified by the organization.

QUORUM	Two Trustees and the Superintendent or Secretary Treasurer (or their designates)
DISTRICT STAFF SUPPORT	Assistant Superintendent Indigenous Education
SECRETARIAT	Executive Assistant to the Secretary Treasurer
MEETINGS	Meetings are generally scheduled quarterly, or as needed due to workload. A scheduled meeting may be cancelled on an emergent basis by the Committee Chair in consultation with the Superintendent.
AGENDAS	Agendas with supporting materials will be circulated to the committee and representative groups, one week in advance of each meeting, wherever possible.
MINUTES	Minutes of committee meetings will be prepared and provided to the Board at a Regular Board meeting.
BUDGET	None

REPORTING MECHANISM

The committee is advisory in nature and makes recommendations to the Board through the chair of the committee.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

COMMITTEE TERMS OF REFERENCE

COMMITTEE OF THE WHOLE

NATURE OF COMMITTEE

Standing Committee of the Board

PURPOSE

The Committee of the Whole will examine issues or topics that the Board directs for consideration or further exploration.

DELIVERABLES

The Committee of the Whole will:

1. Serve as the Audit Committee for the school district.
2. Provide direction regarding public consultation.
3. Provide direction regarding Trustee orientation.
4. Consider options to undertake a Board evaluation.

CHAIRPERSON	The Chair will appoint the Vice-Chair or another trustee to serve as chairperson.
MEMBERSHIP	All School District No. 57 Trustees Secretary Treasurer or designate Superintendent or designate
RIGHTSHOLDER, PARTNER AND REPRESENTATIVES	None
APPOINTMENT	None, all trustees are members
QUORUM	A majority of the Board and the Superintendent or Secretary Treasurer (or their designates)
DISTRICT STAFF SUPPORT	As needed
SECRETARIAT	Executive Assistant to the Secretary Treasurer
MEETINGS	Meetings are scheduled as needed.
AGENDAS	Agendas with supporting materials will be circulated to the committee one week in advance of each meeting, wherever possible.
MINUTES	Minutes of committee meetings will be prepared and provided to the Board at a Regular Board meeting.
BUDGET	To be approved by the Board.

REPORTING MECHANISM

The committee makes recommendations to the Board through the Chair of the Committee.

Policy 1.6

POLICY DEVELOPMENT, REVISION, ADOPTION AND REPEAL

The governance of public education within the jurisdiction of the Board of Education is directed and guided by the policies of the Board.

Policy development is a key responsibility of the Board and policies provide effective direction and guidance for the actions of the Board, senior leadership, staff, students, partners, and the community. Policies also communicate the Board's values, beliefs and expectations. Adoption of new Board policies, and revision or repeal of existing policies, are the sole responsibility of the Board.

The development of administrative procedures, in support of the implementation of policy and operational matters are the responsibility of the Superintendent.

In the absence of Board policy, in emergent matters, the Superintendent may act at their discretion and then advise the Board.

Policy Development Process

1. Policy Planning and Initiation

- 1.1. The need for a new policy or revisions to existing policy may be identified by the Board, the Superintendent, Secretary Treasurer, or as a result of a Board Committee recommendation or provincial government requirements.
- 1.2. Any Trustee, Rightsholder, employee, parent, student or a member of the district community may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter, by presenting a proposal for a policy or revisions, in writing, to the Secretary Treasurer. The proposal shall contain a brief statement of purpose or rationale.
- 1.3. A policy proposal must be tabled for initial consideration at a meeting of the Board and then may be referred to the Policy Advisory Committee for further review.

2. Policy Development

- 2.1. The Board is responsible for the development of all policy.
- 2.2. It is the responsibility of the Superintendent and Secretary Treasurer to support the Board in policy development by obtaining necessary information, outlining policy alternatives and the preparation of draft policy.
- 2.3. When appropriate, the Superintendent or Secretary Treasurer shall seek legal or expert advice on any policy matter.
- 2.4. The Board may refer new policy or policy revisions to the Policy Advisory Committee for comment and suggestion on the policy draft prior to further consultation.

Policy 1.6

3. Consultation

3.1. For new policy drafts, major policy revisions, and minor revisions requiring broad consultation, the Board will seek the input of Rightsholders, interested and affected parties and public within the district. Such policy shall be presented at a Board Meeting, and authorized for consultation, depending on the nature of the policy, utilizing one or both of the mechanisms below.

3.1.1. Public Notice and Comment – The policy may be circulated for comment and feedback, with the timelines coinciding with the dates for preparation of a subsequent Board Meeting Agenda.

3.1.2. Review by an existing committee – The policy may be presented to an existing committee for discussion and advice.

3.2. In accordance with the letter of understanding signed December 9, 2020 between the Board and the Prince George District Teachers' Association, the Prince George District Teachers' Association will be provided opportunity for input on new and revisions to Policies and Regulations which impact teachers prior to final adoption.

3.3. The Board may make amendments to policy without public notice and comment in cases where the changes are of a minor housekeeping nature, or the amendment does not substantively impact the policy.

4. Policy Adoption

4.1. Subsequent to the consultation period, the policy shall be brought forward to a Board Meeting, with the feedback summarized, for any further discussion and final approval.

4.1.1. Should the extent of feedback be such that the Board feels the policy would benefit from further input, the policy may be referred to the Policy Advisory Committee.

4.2. Minor updates that are factual changes, including district information and titles of individuals, organizations or legislation, etc. that do not change the intent of the policy may be presented directly to the Board for immediate approval.

4.3. The Board, at their discretion, may adopt a policy which has not followed this process.

4.4. Policies that are no longer current, or do not reflect current legislation or Ministry policy, shall be repealed by the Board in accordance with 1.3 above.

5. Policy Implementation

5.1. The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board and Superintendent relationship. The Superintendent is responsible for the implementation of all other policies.

Policy 1.6

6. Evaluation

- 6.1. The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The Board shall review its policies following a schedule that results in all policies being reviewed at least once in the Board's term of office.

7. Publication of Board Policy

- 7.1. All current Board policies and administrative procedures will be posted on the District's website, in a timely manner, for staff and public access.

Legislative References: School Act Sections 65.2.a and 85.2.a
Collective Agreement References: PGTA Letter December 9, 2020
Date of Adoption: 2022.06.22 In Principle Only
Date of Revision: 2024.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 25, 2024

Memorandum

TO: Board of Education

FROM: District Staff

SUBJECT: **SEPTEMBER BOARD MEETING CALENDAR AND WORK PLAN**

As discussed in Item 11.1 – Ad Hoc Policy Committee Report – the Committee has been discussing changes to Board committees. Normally in June, the Board would be approving its 2024/25 Board Meeting schedule and the 2024/25 Board Work Plan. However, these documents will be impacted by the Board decisions made during tonight's Ad Hoc Policy Committee Report.

Pending the decision of the Board regarding the Terms of Reference for Policy Advisory Committee and Committee of the Whole, a draft work plan for September is recommended as follows:

September 2024 Regular Board Meeting items:

- Approve Framework for Enhanced Student Learning Report
- Approve reports from Policy Committee (as required)
- Approve 2023/24 Audited Financial Statements and use of surplus funds
- Receive Financial Statement Discussion and Analysis report
- BCSTA Motion Submission (if applicable)
- Approve revised 2024/25 Board Work Plan
- Receive the annual report under the Public Interest Disclosure Act
- Facilities Department summer projects update

September 2024 In Camera Board Meeting:

- Review 2023/24 Auditor report
- Approve Annual Executive Compensation and Senior Employee Compensation Disclosure

Once the Board Committee structure decision is confirmed, staff will prepare the 2024/25 Board Meeting Calendar and 2024/25 Board Work Plan for approval at the September 2024 Regular Board Meeting.

There has also been discussion about changing the date of the Regular Board Meeting from the last Tuesday of the month to the 2nd Tuesday of the month and from a start time of 4:00 pm to 6:00 pm. While the day of the meeting is not specified in Policy 7 – Board Operations, the time of the meeting is specified in Policy. Approving the change of the meeting date would mean that the first Regular meeting of the Board would be held on September 10. Potential motions are outlined below if the Board wishes to change these items at tonight's meeting.

RECOMMENDED MOTIONS:

- 1) That the Board of Education approve the September 2024 Board Workplan.
- 2) That the Board of Education approve changing the date of the 2024/25 Board meetings from the last Tuesday of the month to the 2nd Tuesday of the month.
- 3) That the Board of Education approve a revision to Policy 7 Board Operations, Section 3.1, to change the start time of the regular public meeting from 4:00 pm to 6:00 pm.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 25, 2024

MEMORANDUM

TO: Board of Education

FROM: Secretary Treasurer

SUBJECT: **OPEN CORRESPONDENCE RECEIVED/SENT**

The attached correspondence has been received and/or sent since the last public Board meeting.

- 2024.05.08 Office of the Ombudsperson Quarterly Report: January 1 – March 31, 2024
- 2024.05.29 Letter from Shirley Bond, MLA Prince George-Valemount regarding Psychoeducational Assessments at McBride Centennial Elementary School
- 2024.05.31 Letter of Response to Shirley Bond, MLA Prince George-Valemount regarding School Psychologists

RECOMMENDED MOTION:

That the Board of Education receives the open correspondence received and/or sent as presented.



OMBUDSPERSON
BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

May 8, 2024

Craig Brennan
Board Chair
School District 57 (Prince George)
2100 Ferry Ave
PRINCE GEORGE BC V2L 4R5



Dear Craig Brennan:

Re: Office of the Ombudsperson Quarterly Report: January 1 - March 31, 2024

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 57 (Prince George) between January 1 and March 31, 2024. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.



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- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.
- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If your organization received too few complaints to produce a summary of complaint topics but you would like further information about the complaints our office received about your organization, our office's Policy, Research and Continuous Improvement team can provide further details upon request. Please contact the PRCI team at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact the PACT Team at consult@bcombudsperson.ca or 250-508-2950.

If you wish to update your organization's contact information, or if you notice any inaccuracies in the data provided, please contact us at info@bcombudsperson.ca.

Yours sincerely,

Jay Chalke
Ombudsperson
Province of British Columbia

Our office is located on the traditional lands of the Ləkʷəŋən (Lekwungen) people and ancestors, and our work extends across the traditional territories of the First Nations peoples within what we now call British Columbia. We honour the many territorial keepers of the lands and waters where we work.

Enclosures



OMBUDSPERSON
BRITISH COLUMBIA

Quarterly Report for 1 January - 31 March, 2024
School District 57 (Prince George)

Type of complaint closure for Authority: School District 57 (Prince George)	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	0
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	0
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	1
Reason for closing an Investigation	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	3
No benefit to complainant or person aggrieved	0



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Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

May 29, 2024

Superintendent Jameel Aziz
School District No. 57
2100 Ferry Avenue
Prince George, BC V2L 4R5

Dear Superintendent Aziz,

Subject: Psychoeducational Assessments at McBride Centennial Elementary School

I am writing to you today to ask for clarification about the number of psychoeducational assessments that are planned for students in the Robson Valley in the coming year. As you are no doubt aware, a psychoeducational assessment is an important tool that helps to determine individual strengths and weaknesses in a child's ability to learn so that accommodations can be made to ensure that each child can reach their full potential. Parents in McBride have contacted my office expressing their concern that there are currently no assessments being planned for this year in McBride.

One of the goals of School District 57's strategic plan is "Equity of Access," described as "Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for Indigenous learners, children and youth in care, and students with diverse abilities/disabilities." By providing no assessments in McBride, children who live in smaller, rural communities are not receiving equitable support or services. Rural residents already have difficulty accessing resources that are more readily available in larger urban centres. With fewer supports available in communities like McBride or Valemount, the lack of assessments being provided by School District No. 57 is a significant concern.

I urge the school district to review this matter in the context of their commitment to equity of access.

Shirley Bond, MLA Prince George-Valemount
1350 5th Avenue, Prince George, BC V2L 3L4
Phone: 250-612-4181 Fax: 250-612-4188
Shirley.Bond.MLA@leg.bc.ca

I look forward to hearing from you about this important matter. As always, I am available should you wish to have a discussion about these concerns.

Sincerely,



Shirley Bond, MLA
Prince George-Valemount

CC: Krista Cunningham, Inclusive Education Representative
McBride Centennial Elementary School PAC

Bob Thompson, Trustee
School District No. 57

Lisa Horswell, Director of Inclusive Education
School District No. 57



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

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

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

May 31, 2024

Shirley Bond, MLA Prince George-Valemount
1350 5th Avenue
Prince George BC V2L 3L4

By Email: Shirley.Bond.MLA@leg.bc.ca

Dear Ms. Bond,

I am writing in response to your letter dated on May 29, 2024. I confirm that the Board is committed to providing equity of access for all students and uses that lens when making its decisions. District staff also remain committed to meeting government requirements and supporting the needs of students despite the on-going staffing challenges such as in the positions of Licensed School Psychologists.

The district has a well-established process for bringing students of concern to the attention of School Psychologists and other professionals within the Inclusive Education Department. To maintain equity throughout the district, there is a centralized referral system in place. Within this referral model, School Based Teams initiate referrals for Inclusive Education services when the concerns about a student's learning or development are beyond the scope of typical school-based interventions. I can advise that there are several students in the Robson Valley identified for psychological educational assessment this school year.

We recognize the current district psychological educational assessment waitlist is considerable and wait times are variable. In addition to the publicly funded assessment services through the school system, families and healthcare providers may have additional options through their local health authority Assessment Network, Jordan's Principle funding, or other grants through charitable organizations in BC. Families with extended medical benefits may also wish to explore this avenue of funding for psychology services.

The Board appreciates the opportunity to respond to your concerns about assessment processes in the district. We look forward to continuing to discuss items of mutual interest and concern in the future.

Sincerely,

For the Board of Education

A handwritten signature in black ink, appearing to read 'Craig Brennan'. The signature is written in a cursive, flowing style.

Craig Brennan, Chair

Cc: Jameel Aziz, Superintendent of Schools