Board of Education

Regular Public Meeting

November 28, 2017

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

7:00 p.m., Monday, November 28, 2017

Boardroom – 2100 Ferry Avenue

AGENDA

1. CALL TO ORDER

2. APPROVAL OF AGENDA

3. PUBLIC INPUT

Thirty minutes maximum; limit of five minutes per speaker

4. SCHOOL DISTRICT NEWS

5. MINUTES OF PREVIOUS MEETINGS

5.1 Regular Public Meeting of October 30, 2017

5.2 Record of Minutes of Regular In Camera Meeting of October 30, 2017 and Special In Camera Meetings of November 14 and 20, 2017

6. BUSINESS ARISING FROM THE MINUTES
7. **EDUCATION SERVICES COMMITTEE**

7.1 City of Prince George Heritage Register – Quinson Elementary  
Page 8

7.2 Committee Report (B. Wiebe)

8. **MANAGEMENT AND FINANCE COMMITTEE**

8.1 Committee Report (S. Warrington)

8.2 2018-2019 Budget Consultation – Expanded Committee of the Whole  
Page 12

8.2.1 Terms of Reference  
Page 13

8.2.2 Suggested Agenda and Meeting Dates  
Page 15

9. **EDUCATION PROGRAMS AND PLANNING COMMITTEE**

9.1 Committee Report (T. Cable)

10. **POLICY AND GOVERNANCE COMMITTEE**

10.1 Committee Report (T. Perrin)

10.2 Draft Policy 3513.5 Energy and Sustainable Conservation  
Page 16

10.3 Draft Policy 1230 Aboriginal Education  
Page 21

11. **DISTRICT ADMINISTRATION REPORTS**

11.1 Superintendent of Schools  
Page 30
12. **TRUSTEE REPORTS**

12.1 BC School Trustees' Association (S. Warrington)

12.2 District Parent Advisory Council (B. Harris)

12.3 District Student Advisory Council (B. Wiebe)

13. **NEW BUSINESS**

14. **ADJOURNMENT**

**UPCOMING MEETINGS:**

- Inaugural Meeting – December 5, 2017
- Policy and Governance Committee – January 3, 2018
- Education Services Committee – January 8, 2018
- Management and Finance Committee – January 15, 2018
- Education Programs and Planning Committee – January 16, 2018
- Public Board Meeting – January 30, 2018
PRESENT:

Tim Bennett, Chair
Trish Bella, Vice-Chair
Bob Harris, Trustee
Brenda Hooker, Trustee
(telephone/Skype)
Sharel Warrington, Trustee
Bruce Wiebe, Trustee

Marilyn Marquis-Forster, Superintendent of Schools
Allan Reed, Secretary Treasurer
Diane Nygaard, Executive Assistant (Recorder)

ABSENT:

Tony Cable, Trustee

1. CALL TO ORDER

The meeting was called to order at 7:00 p.m.

2. APPROVAL OF AGENDA

Additions to the agenda:

School District News (T. Bella)

The agenda was approved as amended.

3. PUBLIC INPUT

Sharon MacDermott, a member of the Prince George District Teachers’ Association and British Columbia Music Educators Association provided an overview of the history of Singfest, a non-competitive adjudicated choral music festival. Ms. MacDermott stated that due to the shortage of Teachers’ Teaching on Call, the school district is unable to provide coverage for release days required to drive the adjudicator to the schools during the event. She advised that if TTOC coverage is not provided the event will have to be cancelled. Ms. MacDermott provided Trustees with letters from other School District No. 57 music teacher requesting support music programs and the approval for an Arts Resource Teacher in the school district.
Joanne Hapke representing the Prince George District Teachers' Association stated that support teachers are being reassigned to classrooms when Teachers Teaching on Call are not available to cover approved teacher leaves. Ms. Hapke stated that support teachers have reported that there have been a number of days during this school year that have left schools without support systems for students. She requested that the Board of Education advise the Ministry of Education that a quick solution for recruitment and retention issues is required.

Gillian Burnett representing the District Parents' Advisory Council reported that a group of parents recently received Foodsafe certification to participate in programs within our schools. Ms. Burnett advised that the BC Confederation of Parent Advisory Council will be hosting the 2017 District Parent Advisory Council Fall Summit on November 24th and 25th. She noted that each DPAC may designate two delegates to attend the event.

4. SCHOOL DISTRICT NEWS

4.1 Prince George Chamber of Commerce Business Excellence Awards 2017

Trustee Bella congratulated Tim Bennett on receiving the Business Person of the Year Award for his role with Big Brothers Big Sisters of Prince George.

4.2 College Heights Elementary School

Trustee Bella reported that Mayor Hall, Fire Chief Iverson and Manager of Aquatics Jim Worthington, made a presentation to the students of College Heights Elementary School in response to the school's request to receive information on municipal government referendums. Ms. Bella stated the presentation was well received and much appreciated by the students and staff.

5. MINUTES OF PREVIOUS MEETINGS

5.1 Public Meeting

The minutes of the regular public meeting of September 26, 2017 were adopted as circulated.

5.2 Record of In Camera Meeting Minutes

The report on the items discussed and decisions made at the Regular In Camera meeting of September 26, 2017 and Special In Camera Meetings of October 10, 2017 was approved.
6. PRESENTATION

6.1 Early Learning

Kap Manhas, District Principal, Learning Innovations and Andrea Maurice, Early Learning Coordinator presented a PowerPoint presentation on the early learning initiatives, programs and collaborations within the School District. The presentation focused on how the school district’s early learning opportunities are linked and supported by the School District’s strategic goals in the areas of Learning, Engagement and Opportunity.

7. BUSINESS ARISING FROM THE MINUTES

7.1 Overnight Accommodation in Schools

The Superintendent provided an update on the motion approved at the regular public meeting held June 20, 2017 that directed the Superintendent to work with the Facilities Services Department to ensure a workable solution be found for out of town student team/groups to stay overnight in a school in Prince George, Mackenzie, McBride and Valemount.

Ms. Marquis-Forster reported that feedback was collected from secondary principals regarding the feasibility of overnight accommodation for students and staff in their respective school, an overview of the criteria required for students and staff to safely stay in a facility that was not designed for overnight accommodation provided by the Facility Services Department was shared with Trustees at a meeting held earlier this evening. She noted that more discussion is required with staff and that funding is currently available in school budgets to offset the cost of the overnight accommodation for students.

8. MANAGEMENT AND FINANCE COMMITTEE

8.1 Committee Report

Trustee Warrington reported on the Management and Finance Committee meeting held on October 16, 2017.

Ms. Warrington advised that the committee completed their review of draft Policy 3170 Budget Development, Monitoring and Reporting and reviewed the policy statement, definitions and preamble of draft Policy 3433.2 Accumulated Operating Surplus. Other agenda items included the review of the 2016/2017 appropriated operating surplus, the analysis of the ten year history of accumulated operating surplus and the analysis of Trustee travel expenses.
9. EDUCATION PROGRAMS AND PLANNING COMMITTEE

9.1 Committee Report

Trustee Bella reported on the Education Programs and Planning Committee meeting held on October 17, 2017. Agenda items included a presentation providing updates on the Comprehensive Academic Intervention Strategy (CAIS), After School Academic Proficiency Program (ASAP), and the District Awards program.

Other agenda items included a presentation on Early Learning that was presented at this evening’s meeting.

10. POLICY AND GOVERNANCE COMMITTEE

10.1 Committee Report

Trustee Bella reported on the Policy and Governance Committee meeting held on October 3, 2017. Agenda items included the review of a draft policy on Energy and Sustainable Conservation that was referred to senior administration for review and an update from the Superintendent regarding legal advice requested by the committee on feedback received related to Policy 4112.5 Administrative Appointments. Ms. Bella advised the committee will continue the review of these draft policies at the November committee meeting.

10.2 Policy 1160 Role of the Board – Appendix A

Trustee Bella reviewed the recommendation and rationale included in the agenda package

MOVED and SECONDED
That the revised Board Annual Work Plan be received.
CARRIED

All Trustees that were present voted in favour of the motion.

11. DISTRICT ADMINISTRATION REPORTS

11.1 Superintendent of Schools

The Superintendent reviewed her response to issues raised by community members during the public input portion of the September 26, 2017 regular public meeting that was included in the agenda package.
12. TRUSTEE REPORTS

12.1 BC School Trustees' Association

Trustee Warrington provided an overview of the BCSTA Provincial Council held on October 27 and 28, 2017. Agenda items included BCSTA audited financial statement to June 30, 2017, 2018/19 Budget planning, Policy on Travel Expenses, motions to provincial council and an Issues Forum.

Trustee Warrington reported on the BCSTA Northern Interior Branch meeting held in Dawson Creek on October 13 and 14, 2017. Agenda items included a question and answer period with the Minister of Education, a presentation from School District No. 59 on building capacity, and a presentation regarding bargaining.

12.2 District Parent Advisory Council

Trustee Harris reported on the District Parent Advisory Council meeting held on October 2, 2017. Agenda items included a presentation by Heather Glesier, Youth Services Librarian on the programs offered at the Prince George Public Library, an overview of the school district’s policy and procedures regarding the administration of medicine to students at schools and a staffing update.

12.3 District Student Advisory Council

Trustee Wiebe reported on the District Student Advisory Council meeting held on October 2, 2017. Agenda items included the review of the council’s mission statement, 2017/18 agenda planning, a review of Policy 5131.2 Student Conduct Review Committee and Policy 1160 Role of the Board, and assignment of representatives at standing committee meeting of the Board.

12.4 Ministry of Education 3rd Annual Partner Liaison Meeting and British Columbia School Trustees' Association Chairs Meeting

Trustee Bella reported that the Ministry of Education’s the 3rd Annual Partner Liaison Meeting was held on October 25, 2017. She advised that she will forward the slide presentation to Trustees.

Trustee Bella reported on the BCSTA meeting of Board Chairs held on October 26, 2017. Agenda items included presentations on media relations and interview training, and natural disaster response to catastrophic earthquakes.
13. **NEW BUSINESS**

None.

14. **ADJOURNMENT**

The meeting adjourned at 8:33 p.m.

_________________________  __________________________
Chairperson                  Secretary Treasurer
October 30, 2017 - Regular in Camera

1. Adoption of the minutes of the regular in camera meeting of September 26, 2017 and special in camera meeting of October 10, 2017.

2. Discussion and decision related to effective Board meetings.

3. Discussion and decision regarding a shared use agreement.

4. Receipt of a report on BCPSEA governance.

5. Receipt of an update on the process for the annual evaluation for the Superintendent of Schools.


7. Receipt of an update on legal matters.

The meeting was called to order at 4:02 p.m. and adjourned at 5:23 p.m.

October 14, 2017 – Special In Camera

1. Motion to waive notice to add an agenda item to the meeting.

2. Receipt of an update on personnel matters.

3. Discussion regarding a governance matter.

The meeting was called to order at 6:16 p.m. and adjourned at 7:40 p.m.

October 20, 2017 – Special In Camera

1. Discussion and decision regarding a governance matter.

The meeting was called to order at 6:01 p.m. and adjourned at 7:15 p.m.
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

November 7, 2017

MEMORANDUM

TO: Board of Education

FROM: Education Services Committee

SUBJECT: CITY OF PRINCE GEORGE HERITAGE REGISTER
        – QUINSON ELEMENTARY

RECOMMENDATION

THAT the Board of Education support the addition of Quinson Elementary School to the City of Prince George Heritage Register.

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BACKGROUND

1. The Superintendent of Schools received a letter from the City of Prince George on June 29, 2017 advising that the City's Heritage Commission has deemed Quinson Elementary School to have heritage value. In that letter the City indicated that the Heritage Commission would like to add the school to the City's Heritage Register.

2. The Education Services Committee discussed this request at its meeting held on September 11, 2017. It determined that additional information was required, and asked representatives of the City of Prince George Heritage Commission to make a presentation to the Committee.

3. Two representatives of the Heritage Commission attended the Education Services Committee meeting held on November 6, 2017. They provided a brief presentation and responded to questions provided by school district staff in advance of the meeting, and to questions from Committee members attending the meeting.

4. A summary of the heritage value of Quinson Elementary School provided by the City of Prince George Heritage Commission is attached.

CO/dln
QUINSON SCHOOL

Address: 251 South Ogilvie Street
Prince George, B.C.
Construction Date: 1962-1965
Architect: T.A. Morrow
Builder: H. Erickson & Sons
Last Updated: 2010

Site Description:

The location of Quinson Elementary School is in a neighbourhood which expanded rapidly west of Central Street (Highway 97) as part of the 1953 city boundary expansion program. The school building is on the south-west corner of 2nd Avenue and Ogilvie Street, with the whole site surrounded by residential development occurring circa 1960. The site is isolated by three streets and a lane which divides the block.

Heritage Value:

The heritage value of Quinson rests with the school being the first departure in Prince George from the standard classroom plans issued by the Department of Education. By 1960, the buoyant provincial economy and overall optimism saw a loosening of purse strings by the government which allowed educational innovations.

A re-assessment of teaching methods in this same time period produced differing classroom plans which now contribute to heritage values in the community. Superintendent David Todd was interested in providing flexible space in the classroom to allow small groups for instructional purposes. The pentagonal shaped classroom was born with the idea of allowing new student-teacher relationships during periods of instruction.

Heritage values lie also in the facilities for expanded activity programs of the 1960s, which would be undertaken with a commodious gymnasium. The hexagonal-shaped gymnasium resulted, Ample floor space with student crush space at each end of the playing surface was provided, a large stage facility, and space for several storage and food service rooms were included.

In our heritage value repertoire, Quinson Elementary School stands as the singular attempt to cater to innovation within an individual classroom environment.
Character-Defining Elements:

Classrooms & Gymnasium 1970

+ The resulting classroom shape is pentagonal, with the fifth corner of the room designated as an independent activity area. Corridor indents provided for doors leading into the classrooms.

+ Space allocation for sink facilities in the classroom was required, another need was for small independent seating for special education and small group activity, a third was the option for differing seating orientation. Coat space was a need in classrooms.

Classroom Wing 1965

Quinson Pentagonal Classroom

+ Window patterns provide daylighting in three of the five corners.

+ Interior finish throughout the classrooms is exposed wood decking on glued laminated beams.
The gymnasium included a spacious stage facility on one side of the principle playing area, and storage areas, equipment rooms, and small food dispensing area on the opposite side of the main floor area. A mezzanine area over these storage facilities provided space for music or other special needs. Out of these requirements, a hexagonal floor plan evolved which was integrated with the classroom and administrative block.

Quinson Hexagonal Gymnasium

The gymnasium has concrete block walls, whereas the two classroom wings are wood frames construction. The massing of the building has remained, no structural changes have occurred.

The exterior finish on the Classroom blocks has lost the distinctive wood application integrated into the original design. Stucco has been applied to the exterior and the colour scheme has been altered.

References:
Morrow, Trelle A.
Perkins, Lawrence B.
MEMORANDUM

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: BUDGET CONSULTATION EXPANDED COMMITTEE OF THE WHOLE TERMS OF REFERENCE

RECOMMENDATION

THAT the Terms of Reference of the Budget Consultation Expanded Committee of the Whole, and suggested meeting timelines and proposed agendas, be confirmed for the 2018-2019 Annual Budget process.

*

BACKGROUND

1. The Terms of Reference for the Budget Consultation Expanded Committee of the Whole were revised by the Board of Education at its meeting held February 28, 2017.

2. The Management and Finance Committee reviewed and discussed the Terms of Reference at its meeting held November 20, 2017.

3. The Management and Finance Committee also reviewed proposed dates and agendas for two Expanded Committee of the Whole meetings to be held related to the 2018-2019 Budget Consultation.

CO/dln
School District No. 57 (Prince George)

EXPANDED COMMITTEE OF THE WHOLE – BUDGET

TERMS OF REFERENCE

Purpose

To provide input to the Board of Education on establishing its annual operating budget, and to provide an opportunity for open communication and an understanding of the annual operating budget.

The Expanded Committee of the Whole will consider the 2016-2021 Strategic Plan goals of Learning, Engagement, Opportunity, and Sustainability in its discussions.

Scope

1. To receive information on revenue of the school district including operating, special purpose and capital funds.

2. To receive information on expenditures of the school district including operating, special purpose and capital funds.

3. To receive information on the internally restricted operating fund surplus of the school district.

4. To receive information on the school district’s operating fund school organization process and department budget process and the related compilation of a draft annual operating budget based on these processes.

5. To provide input on operational challenges and efficiencies to be considered in the development of the annual operating budget.

6. In the event that operating revenues exceed operating expenditures after compilation of a draft annual operating budget, the committee will provide input to the Board of Education as to options to be considered for additional expenditures in support of student learning.

7. In the event that operating expenditures exceed operating revenues after the compilation of a draft annual operating budget, the committee will provide input to the Board of Education as to options to be considered for additional revenue or reduced/decreased expenditures.

8. To consider options and provide advice to the Board of Education on the appropriation of surplus to support student learning and increase staff capacity in the adoption of the annual operating budget bylaw by the Board of Education.
Membership

Trustees (7)
Senior Administration (7)
Prince George District Teachers' Association (2)
CUPE 3742 (2)
CUPE 4991 (2)
District Parent Advisory Council (2)
District Student Advisory Council (2)
Aboriginal Education Committee (2)
Exempt Staff (2)
Prince George Principals and Vice Principals Association (2)

Chair

Chairperson, Management & Finance Committee

Staff Responsible

Secretary Treasurer
Director of Finance
Executive Assistant

Reporting

The Expanded Committee of the Whole – Budget will rise and report to the Board of Education at the regular public meeting following the last meeting of the committee. In addition, the disposition of matters reported on through the rise and report process will be identified during the presentation in support of the second reading of the annual operating budget bylaw.

Meetings

Two or three meetings will be held from January to June. The actual meeting dates and agenda will be determined by the committee chair within the parameters of funding announcements and internal operational deadlines.

January 14, 2014; Revised February 28, 2017

a\execassistant\committees and other meetings\other meetings 2016-2017\2017.02.28 budget committee of the whole - terms of reference.docx
Wednesday, April 18, 2018, 4:00 to 8:00 p.m., Board Room

1. Review ECOW Terms of Reference
2. Overview of Strategic Plan goals of Learning, Engagement, Opportunity and Sustainability
   a. Specific goals,
   b. quality indicators, and
   c. achievement strategies related to development of 2018-2019 Annual Budget
3. Review Budget Assumptions set in accordance with Policy 1160, Regulation 8.2
4. Review the expected March 15, 2018 Ministry Funding Announcement for 2018-2019
5. Review expected revenues and expenses for 2018-2019
6. Review the allocation of expected revenues and expenses made through school organization
   meetings and department budget meetings
7. Review Accumulated Operating Surplus at June 30, 2017
8. Present the 2018-2019 Annual Budget financial opportunity or challenge at this date
9. Roundtable discussion to Identify the 2018-2019 Annual Budget operational opportunities and
   challenges

Thursday, May 3, 2018, 4:00 to 6:00 p.m., Board Room

1. Update the 2018-2019 Annual Budget financial opportunity or challenge at this date
2. Review how the 2018-2019 Annual Budget supports the 2016-2021 Strategic Plan
3. Discussion of specific 2018-2019 Annual Budget opportunities or challenges identified at the
   previous meeting
4. Roundtable discussion to Identify additional 2018-2019 Annual Budget opportunities or
   challenges
5. Discussion of committee report to the Board of Education

Tuesday, May 29, 2018 – Regular Meeting of the Board of Education

1. Board of Education to receive Report of the Budget Consultation Expanded Committee of the
   Whole
2. Board of Education to consider first, second, third and final readings of the 2018-2019 Annual
   Budget Bylaw
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

November 14, 2016

MEMORANDUM

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: DRAFT POLICY 3513.5 ENERGY AND SUSTAINABLE CONSERVATION

RECOMMENDATION

That the proposed new Policy 3513.5 Energy and Sustainable Conservation be approved for distribution to reference groups for input.

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RATIONALE

1. The Board of Education seeks to ensure that every reasonable effort is made to conserve energy and natural resources, by fostering a culture of sustainability and environmental stewardship, through education, equipment upgrades, facility upgrades and behavioral change.

2. In support of this goal, policy regarding energy and sustainable conservation has been developed for consideration.

3. At the October 3, 2017 the Policy and Governance Committee received the draft Policy 3513.5 Energy and Sustainable Conservation received from senior administration. Mr. Barry Bepple, Energy & Sustainable Conservation Coordinator was in attendance to respond to questions from the committee.

4. The committee asked for certain clarifications and revisions to be made to the draft policy following further review by senior administration.

5. At the November 14, 2017 Policy and Governance Committee meeting the draft policy was returned to the committee with revisions from senior administration. The committee reviewed the revisions with Mr. Barry Bepple again in attendance.

6. The Policy and Governance Committee recommends that draft Policy 3513.5 Energy and Sustainable Conservation be distributed to reference groups for input, for a period of 60 days, in accordance with Policy 8310 (Policy and Policy Development).

MMF/dIn
ENERGY AND SUSTAINABLE CONSERVATION

APPROVED: 2017.XX.XX

POLICY

The Board of Education will ensure that every reasonable effort is made to conserve energy and natural resources, by fostering a culture of sustainability and environmental stewardship, through education, equipment upgrades, facility upgrades and behavioral change.

DEFINITIONS:

Sustainability means the capacity of a thing, action, activity or process to be maintained indefinitely and meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Environmental Stewardship refers to responsible use and protection of the natural environment through conservation and sustainable practices.

Responsibility Centre: Secretary-Treasurer
ENERGY AND SUSTAINABLE CONSERVATION

PREAMBLE

This policy sets out a philosophy and direction for the district in its working relationships with individual employees, employee groups and students related to energy and sustainable conservation practices. This will ensure the most efficient, effective and economic use of all energy resources, without prejudice to educational programs, while still providing a safe and healthy environment for all the students, staff and other building occupants. The district will encourage the development, where practical of education programs that increase student and staff awareness of the need for energy conservation.

Approved: 2017.XX.XX
ENERGY AND SUSTAINABLE CONSERVATION

REGULATIONS:

1. The district will develop a strategic energy management plan that will include both short-term and long-term goals and targets that will: reduce operating costs, minimize greenhouse gas emissions, and reduce the environmental impact of district operations.

2. Through the implementation of this Policy, the district will develop, in accordance with the strategic energy management plan, energy management programs.

3. The district will encourage and support a district-wide culture of conservation through energy awareness-activities, education programs and training.

4. In order to support continual improvements to mechanical, electrical and structural systems, any Operating Surplus at the end of each fiscal year in all Utilities accounts (Electricity, Heat, Water/Sewer, Garbage, Recycling and Carbon Offsets) will be appropriated to the next and future fiscal years as a funding source for projects designed to achieve such improvements.

Approved: 2017.XX.XX
ENERGY AND SUSTAINABLE CONSERVATION

ADMINISTRATIVE PROCEDURES:

1. Facility Services will maintain accurate records of energy consumption and the cost of energy and will provide periodic reports detailing consumption and costs to the Education Services Committee.

2. Facility Services, working with the school principal, will facilitate energy savings operations at the school level to ensure energy savings while minimizing greenhouse gas emissions.

3. Facility Services management will ensure that the efforts of all district facilities staff continues to improve the efficiency of mechanical, electrical and structural systems and operational procedures.

4. Facility Services management will develop and assist in the efficient and effective use of energy systems and practices.

5. The Secretary-Treasurer will review and authorize these practices, which will then be communicated to all schools and employee groups.
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

November 14, 2017

MEMORANDUM

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: POLICY 1230 ABORIGINAL EDUCATION

RECOMMENDATION

That the proposed revisions to Policy 1230 Aboriginal Education be approved.

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RATIONALE

1. At the February 7, 2017 Policy and Governance Committee meeting the committee requested that Draft Policy 1230 Aboriginal Education be reviewed by senior administration for revisions that may be required if the committee’s recommendation to rescind Policy 1231 Aboriginal Education is approved by the Board.

2. Policy 1231 Aboriginal Education Board was rescinded by the Board at its regular public meeting held on February 28, 2017.

3. On May 2, 2017, the Policy and Governance Committee received a report from the Aboriginal Education Department regarding Policy 1230 Aboriginal Education and received information on the Local Education Agreement and Enhancement Agreement. The committee requested that senior administration incorporate the notion of an affirmation statement in keeping with the mandates of School District No. 57 and the Ministry of Education.

4. On June 6, 2017, the Policy and Governance Committee reviewed and discussed draft revisions to Policy 1230 as brought forward by senior administration through consultation with the Aboriginal Education Department and requested minor revisions as presented.

5. On June 20, 2017 the Board of Education approved the distribution of the draft policy to reference groups for input for a 60 day consultation period. At the end of the consultation period of October 27, 2017 no further feedback was received.

6. On November 14, 2017 the Policy and Governance Committee received a verbal report stating that no feedback had been received during the 60 day consultation period. The committee reviewed the draft policy and requested minor housekeeping edits to the draft policy.
ABORIGINAL EDUCATION

APPROVED: 2011.06.28
REVISED: 2017.XX.XX

POLICY

The Board of Education recognizes that School District No. 57 (Prince George) exists on the traditional territories of the Lheidli T'enneh and Tse'khene First Nations.

School District No. 57 (Prince George) acknowledges that it is situated on the traditional territory of the Lheidli T'enneh people in Prince George and McBride, the McLeod Lake Indian Band in the Mackenzie region as well as the Simpcw First Nation in Valemount.

School District No. 57 is fully committed to the delivery of Aboriginal Education as mandated through the British Columbia Ministry of Education and rooted within the communities it serves. School District No. 57 recognizes the significance of the First People Principles of Learning and Indigenous wisdom teachings to all learners.

DEFINITIONS:

"Aboriginal ancestry" includes First Nations (both Status and non-Status, on-reserve and off-reserve), Inuit and Métis people. Aboriginal designation is made through self-declaration, as prescribed by the British Columbia Ministry of Education.

"Aboriginal community" refers to the community that is composed of the parents/guardians, siblings and other representatives of the Aboriginal children who attend school in School District No. 57.

"Aboriginal education" is the incorporation of Aboriginal perspectives and philosophies in all curricular areas to inform all students of the past and contemporary lifestyles, indigenous knowledge and histories of the Aboriginal peoples of Canada. Aboriginal education encompasses the rich traditions and values of the various Aboriginal people and applies those concepts to relevant issues facing Aboriginal children and youth today, throughout curriculum and cultural activities in positive, student-centered learning experiences.

Aboriginal Education Board is an advisory council to the Board of Education on any matter relating to Aboriginal education, including the design of programs and services to enhance the success of Aboriginal students. The Aboriginal Education Board is responsible for collaborating with the Board of Education on the allocation of targeted Aboriginal education funding received from the Ministry of Education.
ABORIGINAL EDUCATION

Aboriginal Education Committee's role of the Aboriginal Education Committee is to support and advise the Aboriginal Education Department on Aboriginal Education Programs and Services as per the mandate from the Ministry of Education on Aboriginal Education and to involve the Aboriginal community where possible in Aboriginal Education initiatives that support Aboriginal students.

"Aboriginal Education Department", led by the District Principal of Aboriginal Education or a designate as determined by the Superintendent of Schools, is composed of itinerant and school-based employees of School District No. 57 who provide enhanced Aboriginal services and programs to students.

Aboriginal Education Department of School District No. 57 coordinates and supports the delivery of Aboriginal Education programs and services Language, Culture and Support Programs as mandated through the British Columbia Ministry of Education.

"Approved Aboriginal programs and services" are those that are developed, defined, approved and delivered by the Board of Education in collaboration with the Aboriginal Education Department, the Aboriginal Education Board and the Aboriginal communities served by School District No. 57.

"Aboriginal languages" are the ancestral languages of the Aboriginal people. The Aboriginal languages for the area within School District No. 57 are Dakelh (Lheidli T'enneh First Nation), Ts'ekhene (McLeod Lake Indian Band) and the Secwepemc (Simpcw First Nation).

"Aboriginal education support services" are designed to assist Aboriginal students to achieve success. Services shall be provided by personnel who are culturally competent in the Aboriginal world view and sensitive to the values, beliefs and needs of Aboriginal students.

"Cultural competency" is the development of the knowledge, skill and confidence to integrate Aboriginal perspectives into all aspects of educational endeavours, as well as the ability to work respectfully with Aboriginal people.

"Indigenous Elders Advisory Council "Elders Advisory Council" is a group of identified Aboriginal community Elders who meet monthly. Members: Elders share wisdom, knowledge and ancestral teachings with members of School District No. 57 in order to achieve cultural equity in education for Aboriginal students, families, staff and the community.

"Informed Consent" means that information has been given (in writing or verbally) to the local aboriginal communities and they were given the opportunities to respond. Initial lack of consensus with the local Aboriginal Communities does not preclude the Responsibility of the School District to deliver Aboriginal programs and services for Self-identified Aboriginal Students.
ABORIGINAL EDUCATION

Local Education Agreement Management Team is the management team established under section (20) of the Local Education Agreement and is comprised of representatives appointed by the Board of Education, the Schools and the First Nation community to develop and implement a plan for the full implementation of this agreement, and to oversee the implementation of this agreement.

"Targeted Aboriginal education funds" are provided by the British Columbia Ministry of Education to School Districts. School Districts are then required to follow the funding mandate for these targeted funds as prescribed by the British Columbia Ministry of Education.

1. Evidence that the Aboriginal Student has self-identified as being of Aboriginal Ancestry (First Nations, Status, Non-Status, Métis and Inuit). Aboriginal Ancestry is determined on a voluntary basis through self-identification.
2. Evidence that the parents or guardian of the student has been consulted.
3. Evidence that the Aboriginal Education Programs and Services have involved the Aboriginal community in planning and delivery, either through direct involvement or through a process of informed consent.
4. Evidence that the Aboriginal Education Programs and Services are in addition to any other programs and services to which the student is eligible.
5. Evidence that the Aboriginal Education Programs and Services provide a continuum of substantive learning experiences and/or support services for each self-identified claimed student throughout the school year.

requires the collaboration of Boards of Education and local Aboriginal communities to develop and deliver Aboriginal education programs and services that integrate academic achievement and Aboriginal culture and/or language.

"Traditional teachings" encompass an Aboriginal cultural group's accumulated knowledge, skills, values and principles passed down from generation to generation for the wellbeing and survival of its people for a particular Aboriginal Cultural group.

"Worldviews" are perspectives that encompass the aspects of physical, emotional, intellectual, and spiritual well-being, and how these interrelationships created and affected the past, present and future.

Responsibility Centre: Superintendent of Schools
References:
Aboriginal Education Consultation Chart
http://www.sd57.bc.ca/school/abed/Lists/Publications/Aboriginal%20Education%20Consultation.pdf
Aboriginal Education Targeted Funding Policy Ministry of Education British Columbia
http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/k-12-funding-aboriginal-education
PREAMBLE

The Board of Education recognizes that it serves a diverse population of learners and is committed to making education meaningful for, responsive to and inclusive of cultural diversity that characterizes our Canadian society. One aspect of that commitment is the recognition of significant Aboriginal populations within the district. The Board of Education acknowledges the significant Aboriginal student population within School District No.57 and is committed to transforming educational experiences and academic achievement for all learners.

The Board of Education:

- supports the development and delivery of Aboriginal Education programs and services that enhance and benefit both Aboriginal and non-Aboriginal students as mandated by the British Columbia Ministry of Education.

- will involve the Aboriginal community in the design of programs, services and curriculum delivery for Aboriginal students. Supports meaningful consultation with the Aboriginal community and the variety of methods used to achieve this throughout each school year.

- acknowledges and values the role of the Aboriginal Education Board in advising the Board of Education on any matter relating to Aboriginal Education.

- acknowledges and values the role of the Aboriginal Education Committee, Elders Advisory Council, and the Local First Nations within School District No.57 boundaries in enhancing and supporting Aboriginal Education.

The Aboriginal community has made known its understanding of Aboriginal education to mean as holistic. An Education that is inclusive of Aboriginal perspectives, including values, languages, histories and cultures.

This policy reflects the belief that education is a lifelong learning process that encompasses Aboriginal students, parents/guardians and the community. The Board of Education will work with all partners in the educational process to ensure that an education of high quality is provided, leading to academic achievement, social leadership, environmental stewardship, secured career pathways and full participation as local and global citizenship citizens.

Approved: 2011.06.28
Revised: 2017.XX.XX
ABORIGINAL EDUCATION

REGULATIONS:

1. Aboriginal Choice School (Nusdeh Yoh)
   1.1. The principal of the Aboriginal Choice School Programming at Nusdeh Yoh will ensure the integration of Aboriginal values, languages, histories and cultures in all aspects of education within the school community at the school.

2. Aboriginal Languages
   2.1. Within the requirements of the School Act and Board policy, School District No. 57 will work cooperatively to establish Aboriginal language programs, with priority given to Dakelh (Lheidli T'enneh First Nation), Ts’ekhene (McLeod Lake Indian Band) and the Secwepemcetsin (Simpcw First Nation).

3. Early Childhood Learning Initiatives
   3.1. The Board of Education shall support Aboriginal Education early childhood learning initiatives and early developmental assessments of the learning abilities of Aboriginal students. These initiatives will be identified and embedded within School District No.57 planning for student success.

4. Employment Equity
   4.1. The Board of Education shall recruit people of Aboriginal ancestry to provide positive role models for Aboriginal students and to enrich Aboriginal cultural and historical knowledge in our schools.

   4.2. The Board of Education shall maintain a Human Rights Special Program (Section 42) in order to recruit and develop a workforce that is representative of the Aboriginal communities within its jurisdiction in all job classification areas.

5. Evaluation and Assessment
   5.1. The Curriculum and Instruction Department and the Aboriginal Education Department will partner in the ongoing evaluation and assessment of programs. The assessment of educational programs will take into consideration the philosophy and goals of Aboriginal education.
ABORIGINAL EDUCATION

6. Cultural Competency

6.1 The Board of Education supports implementation of District Aboriginal Education goals that are designed to strengthen cultural competency for all members of school communities.

6.1. In collaboration with the Aboriginal Education Department, all-school plans will include strategies to increase the awareness, understanding and knowledge, for all staff and students, of Aboriginal histories, cultures and issues in order to provide an inclusive learning environment.

6.2. With the guidance of the Elders Advisory Council, the Aboriginal Education Board and the Aboriginal Education Department, members of the Aboriginal community will be welcomed in the development and implementation of Aboriginal awareness and cultural competency programs.

6.3. All School District No. 57 students, employees and administrators are responsible for fostering the understanding that the Aboriginal peoples have a valid historical and contemporary contribution to make to society.

7. Curriculum

7.1. School District No. 57 shall provide ongoing curricular support through the Aboriginal Education Department and the Curriculum and Instruction Department to ensure that Aboriginal perspectives, including the histories of Aboriginal peoples, their cultures, languages, indigenous knowledge and contemporary diversity of lifestyles are integrated throughout the curricula.

7.2. School District No. 57, through the Aboriginal Education Department and in collaboration with the Aboriginal Education Board, will continue to develop, support, coordinate and enhance initiatives in Aboriginal education.

The Board of Education supports the Aboriginal Education Department and the Learning Innovations Department with integration of Aboriginal Worldviews and Perspectives throughout all areas of the newly revised British Columbia Ministry of Education Curriculum
8. Parental Engagement in Education (Moved to Section 10, Mandate to Consult)

8.1 School principals in collaboration with the District Principal of Aboriginal Education or a designate as determined by the Superintendent of Schools and the Aboriginal Education Department, shall be responsible for developing respectful strategies to ensure active and meaningful participation of Aboriginal parents/guardians in the educational process.

9. Responsibility

9.1 The District Principal of Aboriginal Education or a designate as determined by the Superintendent of Schools, with the Aboriginal Education Department, shall be responsible for operationalizing the vision for Aboriginal education defined by the Board of Education and the Aboriginal Education Board.

9.2 The Aboriginal Education Department, led by the District Principal of Aboriginal Education or a designate as determined by the Superintendent of Schools, shall be responsible for working collaboratively with other members of School District No. 57 such that equity of opportunity is realized by all Aboriginal students, the rich traditions and indigenous knowledge of local Aboriginal peoples are understood and celebrated and the teachings and learnings within the education system are inclusive of Aboriginal perspectives, including values, languages, histories and cultures.

9.1 The Aboriginal Education Department of School District No. 57 coordinates and supports the delivery of Aboriginal Education programs and services as mandated through the British Columbia Ministry of Education, in support of equity of educational opportunity and learning outcomes for all students.

10. Mandate to Consult

10.1 The Board of Education of School District No. 57 has a mandate from the British Columbia Ministry of Education to consult on Aboriginal Education Programs and Services. This mandate is defined in section(s) 2 and 3 of the audit requirements of Aboriginal Education Targeted Funding from the British Columbia Ministry of Education and reads as follows:

(2). Evidence that the parents or guardians of the student have been consulted. Interpretation consultation-represents communications between the school and parent/guardian.
ABORIGINAL EDUCATION

(3). Evidence that the Aboriginal Education Programs and Services have involved the Aboriginal communities in planning and delivery, either through direct involvement or through a process of informed consent.

School District No. 57 meets this mandate to consult as defined by the British Columbia Ministry of Education through a variety of processes; Local Education Agreements, Aboriginal Community Involvement, Indigenous Elders Advisory Council, Parental Engagement.

Approved: 2011.06.28
Revised: 2017.XX.XX
November 28, 2017

DISTRICT ADMINISTRATIVE REPORTS

Superintendent of Schools

1. Response to October 30, 2017 Public Input Speaker, Ms. Sharon MacDermott

The Superintendent is happy to provide a response to issues raised by School District No. 57 (Prince George) Music Teachers during the public input portion of the October 30, 2017 regular public meeting of the Board of Education. Ms. Sharon MacDermott, Music Teacher at École College Heights Elementary spoke in support of Singfest 2018 and recommended the addition of a District Arts Resource Teacher to School District No. 57 staff.

Following October 30th, the Office of the Superintendent responded to Ms. MacDermott and acknowledged receipt of written statements from four additional SD57 Music Teachers. Ms. MacDermott had provided a written copy of her comments along with those of the additional Music Teachers to the Superintendent. School District No. 57 Administration shares an acknowledgement that a robust educational program includes high quality arts instruction and experience.

The speaker began by outlining a concern regarding hosting Singfest 2018 in light of the current availability of SD57 Teachers Teaching on Call. The Singfest event has traditionally been orchestrated through the release of a number of teachers. Ms. MacDermott noted specifically that a Singfest committee member was required to drive an adjudicator from school to school.

The Superintendent discussed the concerns raised with Ms. Jennifer Rankin, District Principal Human Resources. Ms. Rankin confirms that requests for release of teachers during Singfest have been received and that prior to the October 30th address to the Board of Education, the process for booking the TTTOC’s required had been discussed and confirmed with organizers. The hope remains that coverage will be provided as in prior years. Also, if the need is truly one of transportation for the adjudicator, a pool car could be made available or budget found for hiring a taxi to provide this service.

Concerns raised on October 30, 2017 in relation to Singfest had not previously come to the Office of the Superintendent. It was communicated to Ms. MacDermott that any future questions, concerns or requests for additional support regarding this special event or any other School District-wide music project, would be most effectively addressed through contact with Senior Administration. The Superintendent looks forward to hearing from our Music Teachers regarding the progress being made toward a successful Singfest 2018.

In regards to the recommendation that an SD57 Fine Arts Resource Teacher position be added to teacher staffing in support of Arts programming throughout the School District, the annual budget consultation process will be taking place next spring. A submission from Arts/Music Teachers would be given serious and careful review, along with all other recommendations received. Ms. MacDermott has been provided with contact information to assist with planning to make such a recommendation during the spring 2018 budget consultation process.
The School District acknowledged additional observations and recommendations in support of music education through written submission from Ms. Carmen Beattie, Music Teacher, École Lac des Bois, Ms. Carolyn Duerksen, Music Teacher, Quinson Elementary School, Founder and Artistic Director, SD57 Tapestry Singers, Ms. Susan Phillips, École Lac des Bois/Glenview Elementary School Music Teacher and Ms. Krista Radway, Band/Music Teacher for the Hart Family of Schools.

The Superintendent expressed to Ms. MacDermott her willingness to meet with Music Teachers to further discuss music and fine arts programming plans in support of ensuring that each SD57 learner is equipped and inspired to succeed.

2. Verbal Update – Overnight Accommodation in School District No. 57 Schools

3. Verbal Update – Mackenzie Middle Years Program, 2017-18

Respectfully Submitted by:

Marilyn Marquis-Forster,
Superintendent of Schools