Board of Education

Regular Public Meeting

June 19, 2018

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., Tuesday, June 19, 2018
Boardroom – 2100 Ferry Avenue

AGENDA

1. CALL TO ORDER

2. PRESENTATIONS

2.1 Peden Hill Community Partnership Canoe Project (T. Perrin)

Joshua Seymour in attendance

3. APPROVAL OF AGENDA

4. PUBLIC INPUT

Thirty minutes maximum; limit of five minutes per speaker

5. SCHOOL DISTRICT NEWS

6. MINUTES OF PREVIOUS MEETINGS

6.1 Regular Public Meeting of May 29, 2018 Page 1

6.2 Record of Minutes of Regular In Camera Meeting of May 29, 2018 Page 11

7. BUSINESS ARISING FROM THE MINUTES

7.1 Amendments to Bylaw No. 1 (B. Harris) Page 12
8. MANAGEMENT AND FINANCE COMMITTEE

8.1 Committee Report (S. Warrington) Page 26

9. EDUCATION PROGRAMS AND PLANNING COMMITTEE

9.1 Draft Framework for Enhancing Student Learning 2017-2021 (T. Cable) Page 27

9.2 Strategic Plan 2016 – 2021(T. Cable) Page 45

10. EDUCATION SERVICES COMMITTEE

10.1 Committee Report (B. Wiebe) Page 56

10.2 2019-2020 Five Year Capital Plan Summary Page 58

10.3 Policy 7233 Playgrounds – Glenview Elementary School Page 62

11. POLICY AND GOVERNANCE COMMITTEE

11.1 Committee Report (T. Perrin) Page 71

12. TRUSTEE REPORTS

12.1 BC School Trustees’ Association (S. Warrington)

12.2 District Parent Advisory Council (S. Warrington)

13. NEW BUSINESS
14. **CORRESPONDENCE**

14.1 Letter dated May 30, 2018 to the Minister of Finance and Minister of Education regarding unfunded expenses

14.2 Letter date May 30, 2018 to the Minister of Finance and Minister of Education regarding the funding review model

Page 72

Page 73

15. **ADJOURNMENT**

**UPCOMING MEETINGS:**

**Tentative Dates** -
Education Services Committee – September 10, 2018
Policy and Governance Committee – September 12, 2018
Management and Finance Committee – September 17, 2018
Education Programs and Planning Committee – September 18, 2018
Public Board Meeting – September 25, 2018
Present:

Tim Bennett, Chair
Trish Perrin, Vice Chair
Tony Cable, Trustee
Bob Harris, Trustee
Brenda Hooker, Trustee
(telephone/Skype)
Sharel Warrington, Trustee

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

Absent:

Bruce Wiebe, 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:
- 2018 Graduates (T. Bennett)
- Celebration of Life – Phil Redmond (T. Cable)
- Edgewood Elementary School – BBQ and Talent Show (B. Harris)
- Leadercast 2018 (T. Cable)

New Business:
- 10.4 Unfunded Expenses (S. Warrington)
- 10.5 Funding Model Review (S. Warrington)

The agenda was approved as amended.

3. PUBLIC INPUT

Erin Dunphy Bamber, Giscome Elementary School Parent Advisory Council member presented a request to have the catchment area for students living between Highway 16 East and the Beaver Forest Road to be both Blackburn and Giscome Elementary Schools.

Gillian Burnett representing the District Parents’ Advisory Council congratulated the newly elected DPAC Executive and commented on the success of the recent Food Safe course. Ms. Burnett requested that a reference to Policy 5101 Financial Hardship be included on all communications to parent/guardian(s) regarding fees and deposits. She drew attention to the June 9th PAC Café available for all volunteer members of parent advisory councils.

4. SCHOOL DISTRICT NEWS

4.1 2018 Graduates

Trustee Bennett extended the Board of Education’s congratulations and best wishes to the 2018 graduates from School District No. 57 (Prince George).

4.2 Celebration of Life – Phil Redmond

Trustee Cable commented on the Celebration of Life for Phil Redmond a former Superintendent of the school district.

4.3 Edgewood Elementary School – BBQ and Talent Show

Trustee Harris congratulated Edgewood Elementary School on the success of the May 25th BBQ and Talent Show.

4.4 Leadercast 2018

Trustee Cable commented on the success of Leadercast 2018 held on May 4, 2018.

5. MINUTES OF PREVIOUS MEETINGS

5.1 Public Meeting

Corrections:
- Item 11 Old Business to include Trustee Wiebe’s comment that additional funding may be made available from the Transportation budget.
- Housekeeping items

The minutes of the regular public meeting of May 1, 2018 were adopted as amended.
5.2 Record of In Camera Meeting Minutes

The report on the items discussed and decisions made at the Regular In Camera meeting of April 30, 2018 and Special In Camera Meeting of May 15, 2018 was approved.

6. MANAGEMENT AND FINANCE COMMITTEE

6.1 Committee Report

Trustee Warrington reviewed and discussed the May 2018 Management and Finance Committee Report that was included in the agenda package.

MOVED and SECONDED
That the report of the Management and Finance Committee meeting held on May 14, 2018 be received.
CARRIED

All Trustees in attendance voted in favour of the motion.

6.2 Report of the Budget Consultation – Expanded Committee of the Whole

Trustee Warrington reviewed the Report of the Expanded Committee of the Whole that was included in the agenda package. Ms. Warrington responded to questions from the Trustees.

MOVED and SECONDED
That the Report of the Expanded Committee of the Whole 2018-2019 Budget Consultation be received.
CARRIED

All Trustees in attendance voted in favour of the motion.

6.3 Annual Budget Bylaw

Trustee Warrington noted that under Section 113 (1) of the School Act, the Board was required to adopt, by bylaw, an annual budget on or before June 30 each year for the next fiscal year. She noted that the Act also required a bylaw to be given three distinct readings and that all three readings could be given at one meeting if the trustees present at the meeting agree unanimously to do so.

MOVED and SECONDED
That Annual Budget Bylaw 2018-2019 be given first reading.
CARRIED

All Trustees in attendance voted in favour of the motion.
MOVED and SECONDED
That Annual Budget Bylaw 2018-2019 be given second reading.
CARRIED

All Trustees in attendance voted in favour of the motion.

The Secretary Treasurer reviewed the budget document and the PowerPoint presentation prepared by Darleen Patterson, Director of Finance. Mr. Reed responded to questions from the Trustees.

MOVED and SECONDED
That, in accordance with Section 68 (4) of the School Act, all three readings of Annual Budget Bylaw 2018-2019 be given at tonight’s meeting.
CARRIED

All Trustees in attendance voted in favour of the motion.

MOVED and SECONDED
That Annual Budget Bylaw 2018-2019 be given third and final reading.
CARRIED

All Trustees in attendance voted in favour of the motion.

The Chair called a recess at 8:55 p.m.

The meeting reconvened at 9:01 p.m.

7. **EDUCATION PROGRAMS AND PLANNING COMMITTEE**

7.1 **Committee Report**

Trustee Cable drew attention to the May 2018 Education Programs and Planning Committee Report that was included in the agenda package.

MOVED and SECONDED
That the report of the Education Programs and Planning Committee meeting held on May 22, 2018 be received.
CARRIED

All Trustees in attendance voted in favour of the motion.
7.2 Schedule of Fees and Deposits for 2018-2019

Trustee Cable reviewed the recommendation and rationale that was included in the agenda package and drew attention to the reference to Policy 5101 Financial Hardship included in the schedule of fees and deposits.

MOVED and SECONDED
That, in accordance with section 82(6) of the School Act and Ministerial Order 236/07, the Schedule of Fees and Deposits for 2018 - 2019 be approved and published.
CARRIED

The Superintendent responded to questions from the Trustees.

All Trustees in attendance voted in favour of the motion.

8. EDUCATION SERVICES COMMITTEE

8.1 Committee Report

Trustee Warrington drew attention to the May 2018 Education Services Committee Report that was included in the agenda package.

MOVED and SECONDED
That the report of the Education Services Committee meeting held on May 7, 2018 be received.
CARRIED

The Secretary Treasurer responded to questions from the Trustees.

All Trustees in attendance voted in favour of the motion.

8.2 Springwood Portables

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

MOVED and SECONDED
That the Board of Education approve a maximum $425,000 appropriation of operating surplus at June 30, 2018 to acquire, install, and equip two portable classrooms for Springwood Elementary School to accommodate enrolment growth.
CARRIED
The Superintendent and Secretary Treasurer responded to questions from the Trustee.

All Trustees in attendance voted in favour of the motion.

8.3 Policy 7223 Playgrounds – Valemount Elementary

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

MOVED and SECONDED
That the installation of the Cascade Climber play structure at Valemount Elementary School, as proposed by the school and funded by its parent advisory council, be approved.
CARRIED

The Secretary Treasurer responded to questions from the Trustees.

All Trustees in attendance voted in favour of the motion.

9. POLICY AND GOVERNANCE COMMITTEE

9.1 Committee Report

Trustee Perrin drew attention to the May 2018 Policy and Governance Committee Report that was included in the agenda package.

MOVED and SECONDED
That the report of the Policy and Governance Committee meeting held on May 8, 2018 be received.
CARRIED

All Trustees in attendance voted in favour of the motion.

9.2 Draft Policy 3541 Student Transportation – Home and School

MOVED and SECONDED
That the proposed revisions to Policy 3541 Student Transportation – Home and School be approved.
CARRIED

All Trustees in attendance voted in favour of the motion.
9.3 Draft Policies – Financial Health Working Group

Trustee Perrin drew attention to the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED
That the proposed new Draft Policy 3170 Budget Development, Monitoring and Reporting, Draft Policy 3433.2 Accumulated Operating Surplus and Draft Policy 3434 Audit Committee be approved.
CARRIED

The Secretary Treasurer responded to questions from the Trustee.

All Trustees in attendance voted in favour of the motion.

9.4 Draft Policies – Ministry of Education Compliance

Trustee Perrin reviewed the recommendation and rationale included in the agenda package.

MOVED and SECONDED
That the proposed new Draft Policy 5111.5 Ordinarily Resident, Draft Policy 5119.7 Student Withdrawal and revised Draft Policy 6176 In-District Student Work Experience be approved.
CARRIED

All Trustees in attendance voted in favour of the motion.

10. NEW BUSINESS

10.1 Draft Bylaw No. 1

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

MOVED and SECONDED
That Bylaw No. 1, A Bylaw to provide for the organization and operation of the Board, be amended by adding section 1.12 to provide for trustee participation in or attendance at a meeting of the Board by telephone or other means, and to change section 2.1 with respect to the date of the inaugural meeting of the Board.
CARRIED

All Trustees in attendance voted in favour of the motion.
10.2 Draft Bylaw No. 5 Elections

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

MOVED and SECONDED
That Bylaw No. 5, a Bylaw to provide for the determination of various procedures for the conduct of trustee elections, be updated to correctly reference the relevant sections of the Local Government Act.
CARRIED

All Trustees in attendance voted in favour of the motion.

10.3 Notice of Motion Bylaw No. 1

Trustee Bennett drew attention to the notice of motion being brought by Trustee Harris to be presented at the June 19, 2018 regular public meeting and that was included in the agenda package.

Trustee Harris noted a housekeeping edit to the proposed amendment of Regulation 2.9.

10.4 Unfunded Expenses

Trustee Warrington reviewed and discussed the recommendation and rationale that was provided as a handout with the Trustees.

MOVED and SECONDED
That a letter be sent to the Minister of Education and the Minister of Finance urging government once again to fund expenses currently not covered in the Education budget, specifically but not limited to:
- Exempt staff salary increases
- Inflationary costs
- Employee Benefits
- Utility Increase
- Transportation Cost Increases
- Employer Health Tax
CARRIED

All Trustees in attendance voted in favour of the motion.
10.5 Funding Model Review

Trustee Warrington reviewed and discussed the recommendation and rationale that was provided as a handout with the Trustees.

MOVED and SECONDED
That a letter be sent to the Minister of Finance and the Minister of Education providing further support for the two motions related to the current funding model review process passed at BCSTA Annual General meeting and support for the follow-up letter from BCSTA President Gordon Swan to Chris Trumpy, Chair of the Funding Model Review Committee.
CARRIED

Trustees Bennett, Cable, Harris, Perrin and Warrington voted in favour of the motion.

Trustee Hooker was opposed to the motion.

11. BUSINESS ARISING FROM THE MINUTES

11.1 Draft Consultation Plans

11.1.1 French Immersion Programming

The Superintendent drew attention to the draft consultation plan for French Immersion programming that was included in the agenda package. Ms. Marquis-Forster provided an overview of the proposed survey process and timelines.

MOVED and SECONDED
That the consultation plans for French Immersion Programming be approved as presented.
CARRIED.

The Superintendent responded to questions from the Trustees.

All Trustees in attendance voted in favour of the motion.
11.1.2 Edgewood Elementary School

The Superintendent drew attention to the draft consultation plan for Edgewood Elementary School that was included in the agenda package. Ms. Marquis-Forster provided an overview of the proposed survey process and timelines.

MOVED and SECONDED
That the consultation plans for Edgewood Elementary School be approved as presented.
CARRIED.

The Superintendent responded to questions from the Trustees.

All Trustees in attendance voted in favour of the motion.

12. TRUSTEE REPORTS

12.1 BC School Trustees’ Association

Trustee Warrington provided Trustees with a copy of the letter dated May 22, 2018 from the BCSTA to Chris Trumpe, Chair of the Funding Model Review. The letter provides a summary of the items discussed during the BCSTA Board of Directors meeting with members of the Funding Model Review panel to exchange information, perspectives and questions.

12.2 District Parent Advisory Council

No report.

12.3 District Student Advisory Council

Trustee Harris reported on the District Student Advisory Council meeting held on May 7, 2018. Agenda items included a discussion with Trustees Wiebe, Bennett, Warrington and Harris regarding the 2018/19 Budget, 2018 Trustee Election and electoral areas. Mr. Harris provided an overview of the advisory council’s suggestions for future budget opportunities.

13. ADJOURNMENT

The meeting adjourned at 10:26 p.m.

Chairperson        Secretary Treasurer
May 29, 2018 - Regular In Camera

1. Adoption of the minutes of the regular in camera meeting of April 30, 2018 and special in camera meetings of May 15, 2018.

2. Discussion and decisions regarding personnel matters.

3. Receipt of a staffing report.

The meeting was called to order at 4:04 p.m. and adjourned at 5:18 p.m.
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 19, 2018

MEMORANDUM

TO: Board of Education

FROM: Bob Harris, Trustee

SUBJECT: AMENDMENTS TO BYLAW NO. 1

______________________________________________________________

RECOMMENDATION

That Bylaw No. 1, A Bylaw to provide for the organization and operation of the Board, Section 1.12, be amended to include the statement that it is expected that Trustees will attend all regular Board meetings in person and will attend all education and strategy sessions.

and

Sections 2.8, 2.8.1 and 2.9 be amended to allow Trustees as a corporate Board to determine and approve appointments to standing committees and other appointments.

* * * * * * * *

RATIONALE

1. The proposed amendments to Bylaw No. 1, Section 1.12 offer the potential to help maximize the effectiveness of the Board through the expectation of “in person” participation in Board deliberations while allowing, where necessary, participation “by telephone or other means”. Further, the amendments confirm the governance responsibilities of the corporate Board by requiring all Board members to jointly determine participation in its standing committees.

The Board Resourcing and Development Office of the (BC) Premier in its BC Governance and Disclosure Guidelines for Governing Boards of Public Sector Organizations – Best Practices Guidelines states “... it is expected that directors (read trustees) will attend 100 % of regular board meetings in person, and will attend all education and strategy sessions. While teleconferencing may be available to some boards in exceptional circumstances, this is a poor substitute for face-to-face meetings".
2. It is recommended that trustees acknowledge their governance responsibilities by jointly determining the roles of Chairperson and members of each of the Board's standing committees. The proposed change would allow trustees as a corporate Board to actively discuss and determine participation on the very important Board standing committees rather than simply approving appointments determined by two Board members and the Superintendent.

3. Section 8.2 of Bylaw No. 1 provides that insubstantial amendments to a bylaw may be made by a majority vote of the trustees present.

BH/dln
BYLAW NO. 1

“A bylaw to provide for the organization and operation of the Board”

1. BOARD MEETINGS

1.1 The Board will publish a calendar of regular meeting dates at the beginning of each school year. Regular meetings shall be scheduled not less than once each month while district schools are in session.

1.2 One regular Board meeting per year shall be held outside the city of Prince George, within the geographic region of School District No. 57.

1.3 In all meetings of the Board of Trustees, procedures shall be guided by Robert’s Rules of Order, except where provisions of the bylaws of the Board or the School Act may conflict, in which case the latter shall prevail. Details regarding meeting procedures are outlined in the School Board Meeting Handbook.

1.4 The Chairperson may enter into debate and vote as any other trustee.

1.5 A special meeting of the Board may be called by:

   1.5.1 The Chairperson.

   1.5.2 The Secretary-Treasurer, upon written request of a majority of the trustees holding office.

   1.5.3 A majority of the Board at a meeting of the Board.

1.6 No business other than that for which the meeting was called shall be conducted at a special meeting.

1.7 The Board shall provide an opportunity at regular and special public meetings for formal public presentations and informal community input.

1.8 Prior to a decision being made on an issue, a trustee may make a motion requesting that a public hearing, forum, focus group, task force, survey or poll or an ad hoc committee be formed to address the specific issue.
1.9 Forty-eight hours' notice in writing shall be given of each special meeting of the Board, which notice must be given to each trustee by delivery of the same at the place designated by him or her for notice, or failing any such designated place, then at the trustee's address as set out in the trustee's nomination paper.

1.10 Written notice of any special meeting of the Board may be waived provided that reasonable steps shall have been taken to notify all trustees of the meeting and that not less than the number of trustees required to make a quorum agree to the waiving of the written notice.

1.11 A quorum shall be a majority of trustees holding office at the time of the meeting. No decision may be made in the absence of a quorum except to adjourn or recess the meeting or to take steps to establish a quorum.

1.12 It is expected that Trustees will attend all regular Board meetings in person and will attend all education and strategy sessions. In the event that a Trustee is unable to attend a meeting in person, trustee may participate in or attend a meeting of the Board by telephone or other means of communication if all trustees and other persons participating in or attending the meeting are able to communicate with each other.

1.13 All matters coming before the Board shall be considered in public sessions except the following:

1.13.1 Personnel matters
   a) Salary claims and negotiations
   b) Efficiency, discipline or retirement of employees
   c) Employee promotion or termination

1.13.2 Legal matters
   a) Accident claims
   b) Legal actions brought by or against the Board
   c) Legal opinions respecting any matters which are to be considered in private session

1.13.3 Student matters
   a) Indigent students
   b) Student discipline
1.13.4 Property matters
   a) Negotiations regarding purchase, lease or sale of property
   b) Future site planning and designation

1.13.5 Investigations regarding possible school closures

1.13.6 Auditors' management letter

1.13.7 Medical matters respecting individual students or employees

1.13.8 Other matters that the Chairperson considers appropriate for initial discussion in camera

1.13.9 Such matters as the Board may determine

1.14 No trustee shall disclose to the public the proceedings of an in camera meeting unless a motion has been passed at the meeting to allow such disclosure.

1.15 A trustee may make a motion to place an in camera item of business onto the agenda of the public session and, upon the motion being seconded and discussed, a simple majority vote in favour of the motion shall be sufficient cause to move the item into the public session.

1.16 Subject to appropriate sections of the School Act, its attendant regulations, and existing contracts, the Board may exclude from attendance at an in camera meeting an employee under consideration by the Board relative to the employee's salary, promotion or termination, efficiency, discipline, retirement or any other matter directly concerning the employee.

2. INAUGURAL MEETING

2.1 The inaugural meeting of the Board shall be held in November of each year at the time, place and date determined by the previous Board. In the event that the board shall not so determine, then such meeting shall be held at the hour of 8:00 p.m. in the board room of the administration building on the first Tuesday after the first Monday in November. In an election year, the inaugural meeting shall be held on the Tuesday following the first Monday after November 1, in accordance with Sections 49 and 67 of the School Act.

2.2 In a non-election year, an inaugural meeting may be followed by a regular public meeting.
2.3 The Superintendent of Schools or, in the Superintendent's absence, the Secretary-Treasurer, shall call the meeting to order and shall preside at such meeting until a chairperson shall have been elected. If the inaugural meeting takes place in an election year, the presiding official shall proceed to read to the Board the results of the election as certified by the returning officer or city clerk, and shall then report whether or not the trustees-elect have completed the declarations required by the School Act.

2.4 A trustee-elect shall become a trustee upon the signing of the Declaration with respect to qualifications to hold office and the Trustees' Code of Ethics attached hereto as Appendix “A”.

2.5 The presiding official shall then conduct the election of a chairperson according to the rules provided herein.

2.6 Nominees for all positions will have up to three minutes each to comment on their reasons for accepting the nominations.

2.7 Upon election, the Chairperson shall assume the chair and shall immediately conduct the election of the Vice-Chairperson, the B.C.S.T.A. Provincial Councillor and the representative to the B.C. Public School Employer's Association.

2.8 Prior to the next regularly scheduled board meeting following the inaugural meeting, the Board Chairperson, Vice-Chairperson and Superintendent of Schools shall meet to appoint one trustee to serve as chairperson and two trustees to serve as members of each of the Board's standing committees and shall name the Board's appointees to liaison schools and other boards and organizations as are required. The appointments shall be made by the Chairperson only after trustees have had an opportunity to make their preferences known.

2.8.1 In order to assist the Board Chairperson, Vice-Chairperson and Superintendent of Schools in making the appointments required under Part 2, Section 6 above, trustees will be provided with a list of the standing committees and other appointments and asked to notify the Chairperson of their preferences for these appointments.

2.8.2 A trustee shall not be appointed as liaison to a school attended by his or her child or a child in his or her care or at which an immediate family member is employed.

2.9 The announcement of the appointments made by the Board Chairperson, Vice-Chairperson and Superintendent of Schools shall be formally approved subject to the approval of the Board at the next regularly scheduled board meeting following the inaugural meeting.
2.10 The procedure for election of Chairperson, Vice-Chairperson, B.C.S.T.A. Provincial Councillor and representative to the B.C. Public School Employers’ Association, and such other Board officer as may be required from time to time, shall be as follows:

2.10.1 Any other trustee may nominate any trustee and no seconder shall be required.

2.10.2 Nominations shall be called three times.

2.10.3 All voting shall be by ballots.

2.10.4 Should more than two nominations be received, balloting shall continue until one trustee receives a clear majority of the votes. The name of the trustee receiving the least number of votes shall be dropped from the list of nominees for each succeeding ballot. In the event of two trustees being tied for the least number of votes, a special ballot shall be taken for the purpose of determining which name shall be dropped.

3. STANDING COMMITTEES

3.1 The standing committees of the Board shall be as follows:

3.1.1 The Education Programs and Planning Committee
3.1.2 The Education Services Committee
3.1.3 The Management and Finance Committee
3.1.4 The Policy and Governance Committee

3.2 Trustees are appointed to standing committees as outlined in Clause 2.6 above.

3.3 The Education Programs and Planning Committee shall meet with the Superintendent of Schools or designate, other members of senior administration as required, one representative from each educational partner group, and other appropriate persons to receive information, review and make recommendations to the Board on any issue relating to the development of, review of, or change to an education program or policy, and specifically on the following:
3.3.1 Student learning initiatives
3.3.2 Curriculum implementation and program requirements
3.3.3 School learning resources and supplies
3.3.4 Aboriginal education
3.3.5 Special education
3.3.6 Assessment, evaluation and reporting
3.3.7 Career preparation programs
3.3.8 District Resource Centre
3.3.9 Career Technical Centre
3.3.10 Continuing Education
3.3.11 Distance Education
3.3.12 Locally developed and Board authorized courses
3.3.13 Other matters referred by the Board.

3.4 The Education Services Committee shall meet with the Secretary-Treasurer, other members of senior administration as required, one representative from each educational partner group, and other appropriate persons to receive information, review, and make recommendations to the Board on any issue relating to services that support an education program, or to the implementation of a policy, and specifically on the following:

3.4.1 Facilities, planning and utilization
3.4.2 Capital planning
3.4.3 Enrolment
3.4.4 School boundaries
3.4.5 Accommodation
3.4.6 Student transportation and district administrative services
3.4.7 Property maintenance services
3.4.8 Technology
3.4.9 Other matters referred by the Board.
3.5 The Management and Finance Committee shall meet with the Superintendent and the Secretary-Treasurer, and other members of senior administration as required, to receive information, review and make recommendations to the Board in the following areas:

3.5.1 Personnel
3.5.2 Labour relations
3.5.3 Legal and audit
3.5.4 Corporate sponsorships, donations and partnerships
3.5.5 Office of the superintendent
3.5.6 Office of the secretary-treasurer
3.5.7 Budget review
3.5.8 Liaison with other levels of government
3.5.9 Other matters as referred by the Board.

3.6 The Policy and Governance Committee shall meet with the Superintendent of Schools or designate, one representative from each educational partner group, and other appropriate persons to receive information, review and make recommendations as directed by the Board in the following governance areas:

3.6.1 Bylaw revision
3.6.2 Policy revision
3.6.3 Upon request, the Policy and Governance Committee may also assist the other standing committees in the development of new policies or the revision of current policies that are within the jurisdiction of that standing committee.

3.6.4 Other matters as referred by the Board.

3.6.5 Notwithstanding Clause 3.6, at the discretion of the chair of the committee, or as per Section 69 (2) of the School Act, partner group representatives and/or other persons may be excluded from meetings when issues related to personnel matters or other in camera or sensitive items, as listed in Clause 1.12, are discussed.

3.7 Standing committees shall meet as required.

3.8 Standing committees may not exercise any of the rights, duties or powers of the Board.
3.9 For all standing committees, a quorum shall consist of a majority of the trustee members of the committee.

3.9.1 The Board Chairperson, or in the Board Chairperson’s absence, the Board Vice-Chairperson, may be called upon and counted along with trustee members of a committee in forming a quorum, except on committees on which they are appointed members.

3.10 Trustees may attend meetings of any standing committee of the Board as observers and may ask questions and provide input to the committee members on the topics being considered.

3.11 A meeting of any standing committee shall be called by the chairperson of the committee, but any two trustees on a committee may request that the chairperson call a meeting.

3.12 After two hours have passed, any standing committee meeting may be continued, with the agreement of the trustees present.

3.13 The procedures applying to Board meetings shall be observed in standing committee meetings so far as they are applicable.

3.14 Should a vacancy occur on any standing committee, the Chairperson of the Board shall appoint a successor.

3.15 All standing committee chairpersons shall report to the Board on a regular basis.

3.16 Standing committees shall consider and make recommendations to the Board in matters assigned to them or in other matters within their jurisdiction. No action shall be taken on the report of any committee until the Board has formally approved the report.

3.17 The Superintendent of schools and/or the Secretary-Treasurer and/or the Assistant Superintendents shall confer with and keep all chairpersons of standing committees informed on matters within the jurisdiction of the committee, and shall meet with the committee at such times as the committee may desire.

3.18 No trustee shall serve as chairperson of more than one standing committee. The Chairperson of the Board may not be the chair of any standing committee.

3.19 Each trustee except the Board Chairperson must be appointed to no more than two standing committees, except in extraordinary circumstances. The Board Chairperson may be appointed to no more than one standing committee, except in extraordinary circumstances.
BYLAW NO.1

3.20 Opportunities may be provided for education partners and members of the community to place items on the agendas of the Board's standing committees.

3.21 An opportunity shall be provided, at the beginning of each standing committee meeting, for committee members to comment on or question items considered by the Board.

3.22 At the discretion of the Board Chairperson, policies, major presentations and significant reports may be referred directly to the Board without discussion at committee level.

4. AD HOC COMMITTEES

4.1 Ad hoc committees may be appointed for any purpose by the Board.

4.2 The mandate and membership of each ad hoc committee will be determined by the Board and announced at a public meeting.

4.3 When an ad hoc committee has been appointed by the Board, all information pertaining to the issue before that committee shall be directed to the committee chairperson.

4.4 No business other than that for which an ad hoc committee was appointed shall be conducted by that committee.

4.5 The final report of an ad hoc committee will be received by the Board at a public meeting, unless the subject matter of the report is such that it may not be made public.

5. FORUMS

5.1 The Board may schedule a forum to receive information on a specific issue.

5.2 Forums may be public or by invitation.

5.3 Notice of public forums will be given in the form of advertisements in the local media.
6. CONFLICT OF INTEREST

6.1 The Board considers conflict of interest to include:

6.1.1 Pecuniary interest—a matter that could monetarily affect a trustee.

6.1.2 Indirect pecuniary interest—where the trustee is a shareholder, officer or employee of a firm with a pecuniary interest in the matter Indirect pecuniary interest—where the trustee is a shareholder, officer or employee of a firm with a pecuniary interest in the matter.

6.1.3 Deemed pecuniary interest—a matter in which the trustee knows that his spouse, parent or child has a pecuniary interest.

6.2 A trustee with a conflict of interest in a matter, who is present at a Board or committee meeting at which the matter is to be considered, must, at that meeting:

6.2.1 disclose the general nature of the interest;

6.2.2 refrain from any discussion or vote on the matter;

6.2.3 not attempt in any way, before, during or after the meeting, to influence any vote relating to the matter.

6.3 If the meeting at which a trustee discloses a conflict of interest is an in camera meeting, the trustee, in addition to the requirements of 6.2 above must leave the meeting during the Board’s consideration of the matter.

6.4 If a trustee’s conflict of interest is not disclosed at a meeting because the trustee is not in attendance at the meeting, the trustee shall disclose the interest at the next Board meeting and also comply with 6.2.2 and 6.2.3 above.

6.5 The duty to disclose a pecuniary, deemed pecuniary or indirect pecuniary interest does not apply where the interest is of a general, widespread or insignificant nature.

6.6 A trustee with a direct or indirect pecuniary interest in teacher or support staff collective bargaining shall not participate or represent the Board in those activities.

(Reference: School Act, Sections 55-59)
7. **PASSAGE OF BYLAWS**

7.1 Bylaws will be read in accordance with Section 68 of the *School Act*.

7.2 The first reading of a bylaw is not debatable.

8. **AMENDMENT OF BYLAWS**

8.1 Bylaws may be amended by a two-thirds vote of the trustees present at any regular meeting of the Board, provided the amendment was submitted in writing at the previous regular meeting.

8.2 Insubstantial amendments to a bylaw or to an amendment to a bylaw may be made by a majority vote of the trustees present.

8.3 Notwithstanding Section 1, a substantial amendment to a bylaw shall be permitted, provided written notice of proposed amendments is waived by a two-thirds vote of the trustees present and provided the amendment is approved by a majority of the trustees constituting the Board.

This Bylaw may be cited for all purposes as “School District No. 57 (Prince George) Bylaw No. 1 - a Bylaw to provide for the organization and operation of the Board” and is in all respects in accordance with the provisions of the *School Act*.

Read a first time the 10th day of July, 1984.
Read a second time the 10th day of July, 1984.
Read a third time the 10th day of July, 1984.
Reconsidered, finally passed and adopted the 10th day of July, 1984.

Amended by Bylaw No. 10 the 5th day of November, 1985.
Amended by Bylaw No. 11 the 8th day of November, 1988.
Further amended by the Board on the eighth day of November, 1988.
Further amended by the Board on the 20th day of November, 1990.
Further amended by the Board on the 15th day of December, 1992.
Further amended by the Board on the 22nd day of September, 1998.
Further amended by the Board on the fifth day of December, 2000.
Further amended by the Board on the 15th day of May, 2001.
Further amended by the Board on the 25th day of June, 2002.
Further amended by the Board on the 26th day of November, 2002.
Further amended by the Board on the 24th day of February, 2004.
Further amended by the Board on the 29th day of June, 2004.
Further amended by the Board on the 15th day of March, 2005.
Further amended by the Board on the 28th day of November, 2006.
Further amended by the Board on the 29th day of March, 2011.
Further amended by the Board on the 24th day of April, 2012.
Further amended by the Board on the 27th day of November, 2012.
Further amended by the Board on the 29th day of May, 2018.
Further amended by the Board on the XX day of XXX, XXXX.
June 18, 2018

MEMORANDUM

TO: Board of Education

FROM: Sharel Warrington, Trustee, and Chair Management and Finance Committee

SUBJECT: COMMITTEE REPORT – JUNE 2018

RECOMMENDATION

That the report of the Management and Finance Committee Meeting held on June 18, 2018 be received.

* * * * * * *

REPORT:

* To be provided under separate cover
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 22, 2018

MEMORANDUM

TO: Board of Education

FROM: Education Programs and Planning Committee

SUBJECT: UPDATED FRAMEWORK FOR ENHANCING STUDENT LEARNING 2017-2021

-----------------------------------

RECOMMENDATION

That the updated Framework for Enhancing Student Learning 2017-2021 be approved.

* * * * * * *

RATIONALE

The School Act requires each Board of Education to prepare and publish the Framework for Enhancing Student Learning with respect to student performance and plans for improving achievement.

The Framework for Enhancing Student Learning is a multi-year plan, updated annually, and is the basis for the Superintendent’s annual achievement report to the Board of Education.

The Framework for Enhancing Student Learning mandates:

- System-wide focus on intellectual, human and social, and career development;
- Multi-year plan district and school plans that are updated annually;
- Meaningful and effective evidence reported at least annually by districts and the province;
- System-wide capacity building team-based supports focused on continuous improvement.

MMF/dln
Framework for Enhancing Student Learning

School District No. 57 Prince George

2017-2021
Introduction

The Framework for Enhancing Student Learning is a public statement of commitment by the Board of Education to work towards success for each student in the district. School District No. 57 remains committed to “Learning that Enriches the Life of Each Student.” To this end, actions are required to support the learning of all students and adult learners.

This document parallels our plan to operationalize School District No. 57’s Strategic Plan. Through consultation with community and district partners this document outlines our goals and strategies to unify the effort, expectation, and support to schools, educators and support staff, and to continue with a focus on learning for all members of the organization. Our plan is founded on a systemic approach to personalize student learning as well as a commitment to ensure students in School District No. 57 “be educated and equipped for success after Grade 12 graduation”.

Demographic Data

School District No. 57 acknowledges that we are 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 located in the centre of the province, extending north to Mackenzie, south to Hixon, and east to McBride and Valemount. The district encompasses 52,000 square kilometers and is the second largest school district in the province in geographical size. It has a student population of approximately 13,000 students enrolled in 32 elementary schools, 8 secondary schools, and a Centre for Learning Alternatives which includes continuing, distance, international and alternate programs. The district administers an operating budget of $139,000,000 and employs 805 (FTE) teachers and 663 (FTE) support staff.

Uniqueness

The Prince George School District faces the unique challenge of being a geographically large district, with three outlying communities included within our boundaries. Approximately 7% of our student population live in McBride (two hours east), Valemount (three hours east), and Mackenzie (two hours north).

School District No. 57 offers not only diversity in communities, it offers diversity in programs and opportunities in our schools. We provide families with choice programs in the areas of French Immersion, Montessori, Traditional, and Aboriginal education. In addition to choice schools, many of our schools offer a variety of programs including sports academies, dual credit, Industry Trades Authority (ITA) and performing arts programs.
District Profile

School District No. 57 is a diverse learning community. Currently our district is leading the province in enrolment increases for French Immersion (FI). Although the percent of FI students decreased, French Immersion enrollment increased by 60 students.

We are pleased to offer families both dual track and single track elementary programs as well as a secondary French Immersion program at Duchess Park Secondary.

School District No. 57 has the largest number of self identified Aboriginal students within the province of British Columbia. Our school district houses British Columbia’s only Aboriginal School of Choice. This program offers an academic program with an Aboriginal cultural context.

StrongStart early learning programs are offered in 14 of our schools including the rural communities of Mackenzie and McBride.

<table>
<thead>
<tr>
<th>Demographic</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal</td>
<td>26.56%</td>
<td>27.55%</td>
<td>27.13%</td>
</tr>
<tr>
<td>ELL</td>
<td>10.76%</td>
<td>11.59%</td>
<td>10.09%</td>
</tr>
<tr>
<td>Special Needs</td>
<td>9.61%</td>
<td>9.95%</td>
<td>9.62%</td>
</tr>
<tr>
<td>French Immersion</td>
<td>8.07%</td>
<td>8.17%</td>
<td>7.54%</td>
</tr>
</tbody>
</table>

* Students who are SU (Secondary Ungraded) or GA (Graduated Adult)
** Includes Non - Funded students Fee Paying
*** Includes all students including those also registered at a regular school
Data Summary

- **Literacy** continues to be a focus for School District No. 57. Over the past 4 years we have collected multiple data sets using a variety of tools to ensure we get an overall snapshot of how our students are doing from Grades 2-12. Despite a small increase in the number of students reading at grade level for Grade 2, as measured by the District Reading Assessments (DRA), 53% of our students are reading at expected levels for Grade 2. In addition, we continue to notice our students fall behind the provincial average for reading and writing in both Grades 4 & 7 as measured in the provincial Foundation Skills Assessment (FSA).

By collecting cohort data over time, we have been able to identify an interesting pattern for all literacy strands. Our students are showing an increase in skills from Grades 3 to 6, however, the data suggests a decrease in literacy skills from grades 6 to 9, 14% overall. This 2017-2018 school year we collected Canadian Achievement Test (CAT) at Grades 3, 5, 7 and 9 to ensure we are identifying struggling readers as they progress through our school system. Our district reading CAT results for scores average or above in Gr. 3, 5 & 7 are higher than the Canadian Norm of 78%, ranging from 79% to 81%.

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Grade Level</th>
<th>% of Student Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA</td>
<td>2</td>
<td>53% Reading at DRA level 18 (Grade 2)</td>
</tr>
<tr>
<td>CAT</td>
<td>3</td>
<td>81% Reading (Stanine 4 or above)</td>
</tr>
<tr>
<td>FSA</td>
<td>4</td>
<td>73% meeting expectation</td>
</tr>
<tr>
<td>CAT</td>
<td>5</td>
<td>79% Reading (Stanine 4 or above)</td>
</tr>
<tr>
<td>FSA</td>
<td>7</td>
<td>66% meeting expectations</td>
</tr>
<tr>
<td>CAT</td>
<td>7</td>
<td>80% (stanine 4 or higher)</td>
</tr>
<tr>
<td>CAT</td>
<td>9</td>
<td>73% (stanine 4 or higher)</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>99% pass 72% C+ or higher</td>
</tr>
</tbody>
</table>

- In School District No. 57 **Numeracy** data indicates we continue to fall below the provincial average for both FSA assessments at Grades 4 & 7. Beginning in the 2015/16 school year, we started to collect numeracy information for students in the primary grades. By using the computation component of the Diagnostic Math Assessment (DMA), we have been able to identify more specific skills our students need to improve. This 2017-2018 school year we collected Canadian Achievement Test (CAT) at Grades 3, 5, 7 and 9 in math and computation to ensure we are identifying areas of need for numeracy intervention.

Our district math CAT results for scores average or above in Grades 5 & 7 are higher than the Canadian Norm of 78%, ranging from 79% to 87%, while Grades 3 & 9 scores fall below the Canadian norm. The data shows that our Grade 3 learners need instructional interventions to develop more fluency and understanding with subtraction of whole numbers and our Grade 9 learners need instructional support to develop more conceptual understanding in areas such as Patterns & Relations.
Aboriginal student graduation rates have increased since 2011. While there is incremental growth, improving Aboriginal graduation rates continues to be a main priority for School District No. 57. From 2015/16 to 2016/17 the Six Year Completion rate for Aboriginal students decreased from 62% to 57%. School District No. 57 is committed to researching, examining and implementing effective school strategies and interventions to grow and improve School District No. 57 Aboriginal student graduation rates. The gap between our Aboriginal learners and our Non Aboriginal learners as outlined in the How Are We Doing Report continues to exist on the FSA Grades 4 & 7, and provincial data measures for Courses Leading to Graduation. The Framework for Enhancing Student Learning goals for Aboriginal Education were developed following 40 consultation meetings with the community. For this 2017-2018 school year, strategic initiatives, such as the Comprehensive Academic Intervention Strategy (CAIS) and After School Academic Proficiency Program (ASAP), have shown academic gains in reading fluency (accuracy & comprehension) for Aboriginal and non-Aboriginal primary students.

SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

<table>
<thead>
<tr>
<th>School Year</th>
<th>All Students</th>
<th>Aboriginal</th>
<th>Non-Aboriginal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Female %</td>
<td>Male %</td>
</tr>
<tr>
<td>2012/13</td>
<td>56</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>2013/14</td>
<td>49</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>2014/15</td>
<td>61</td>
<td>68</td>
<td>54</td>
</tr>
<tr>
<td>2015/16</td>
<td>62</td>
<td>69</td>
<td>56</td>
</tr>
<tr>
<td>2016/17</td>
<td>57</td>
<td>60</td>
<td>55</td>
</tr>
</tbody>
</table>

Our Skills, Trades and Careers data indicates we are making strides towards "providing opportunities and experiences for all students in School District No 57 to develop Career Pathways that align with their skills, knowledge, values, and dispositions". We have been pleased with the increase in programs and opportunities offered, from 8 to 18, as well as the participation rates within our district.

The provincial data on the Six Year Completion Rates, as well as the FSA show a flat-line trend. Our Six Year Completion Rates fall below the provincial average by 10%. To this end, as we collect more information about our students, we continue to develop strategies to support our learners in reaching their academic potential.

- Alignment of Professional Development with the Strategic Plan goals and structuring school effectiveness planning within the Effective Schools Model
- Comprehensive Academic Intervention Strategy (CAIS) consists of implementation of comprehensive curriculum resources and materials, professional development and teacher training, incorporating assessment for, as and of learning including specific ongoing measures of progress
- After School Academic Proficiency Program (ASAP) – intentional intervention and cultural programming after school 3 days a week for 32 weeks including academic intervention in literacy and numeracy, cultural programming, health and nutrition and mindfulness.
- Full implementation of My Blueprint and All about Me tools

School District No.57 (Prince George) May 19, 2018
Framework for Enhancing Student Learning

2017-2021

SD57 students will:
✓ Practice an inquiry approach to living and learning
✓ Master British Columbia’s Ministry of Education Curricular and Core Competencies to individual potential
✓ Function as healthy, active citizens
✓ Be educated and equipped for success after Grade 12 graduation

SD57 student success is supported by the wider community of stakeholders:
✓ Parents
✓ Families
✓ Indigenous Communities
✓ Post-secondary Partners
✓ Community Organizations
✓ Business and Industry
✓ Civic Leaders

All SD57 students are supported to achieve short and long-term goals:
✓ Aboriginal Education
✓ Centre for Learning Alternatives
✓ Learning Innovations
✓ Skills, Trades and Careers
✓ Student Support Services
1 LEARNING GOAL: OUR STUDENTS WILL PRACTICE AN INQUIRY APPROACH TO LIVING AND LEARNING

1.1 CRITICAL THINKING, CREATIVITY, PROBLEM SOLVING AND GROWTH MINDSET ARE CONSIDERED CENTRAL TO ACADEMIC, SOCIAL AND EMOTIONAL LEARNING

Specific Goals
- All SD57 students will use critical thinking, creativity, problem solving and growth mindset to their fullest potential while studying Grades K through 12

Achievement Strategies
- Structuring school effectiveness planning and delivery within the effective schools model
- Aligning individual, school-wide and District professional development plans with Strategic Plan goals
- Ongoing supervision for learning of academic and support staff to align with Strategic Plan goals

Quality Indicators
- Record of professional development within individual, school and District plans
- Evidenced in teaching day, unit and long-range plans
- Student achievement with BC Ed assessments and other selected District measures

2 LEARNING GOAL: OUR STUDENTS WILL MASTER BRITISH COLUMBIA MINISTRY OF EDUCATION’S CURRICULAR AND CORE COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL

2.1 ALL SD57 STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

2.2 ALL SD57 STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.
Specific Goals

- SD57 student achievement will meet or exceed average provincial achievement levels in all BC Education assessments
- Student achievement on selected District-wide longitudinal benchmark assessments will meet or exceed grade level or IEP expectations
- District-wide summary results for pupils in Grades 3, 5, 7 and 9 will exceed the 50th National Percentile in all subtests of the Canadian Achievement Tests (CAT4)
- The number of students in Grades 3, 5, 7 and 9 scoring at Stanine 4 and above on all Canadian Achievement Tests (CAT4) subtests will reach or exceed 85%
- Graduation rates will meet or exceed those of the Province of BC
- Graduation rates for Aboriginal Students will meet or exceed BC provincial graduation rates
- The number of SD 57 graduates earning a minimum of two senior science credits will increase over time
- All graduates will have achieved mastery of multiple literacies

Achievement Strategies

- Structuring school effectiveness planning within the effective schools model
- Aligning individual, school-wide and District professional development plans with Strategic Plan goals
- Specific professional learning opportunities provided to teachers in the areas of literacy, numeracy and science, Grades K through 12
- Ongoing supervision for learning of academic and support staff to align with Strategic Plan goals
- Consistent, high quality teaching and learning resources available in all schools
- Teaching and learning supported by effective and efficient use of information technology
- Implementation of Comprehensive Academic Intervention Strategy (CAIS).
- Implementation of After School Academic Proficiency (ASAP)
- Student participation in the My Blueprint program
- Specific attention to teaching financial literacy
- Choice School options including: Aboriginal Focus, French Immersion, Montessori and Traditional
- School embedded, locally developed programming designed to develop mastery of particular literacies

Quality Indicators

- Annual BC Education assessment results
- Annual Canadian Achievement Test CAT(4) results
- Graduation rate data
- Annual BC Education How Are We Doing? report
- Longitudinal records of individual student benchmark assessment in reading and mathematics
- School by school analysis of quality indicator data showing improved student. achievement over time
- Analysis of individual student achievement demonstrating growth over time
- Record of graduates numbers having earned a minimum of two senior science credits increasing over time
- Student achievement in physical, artistic, cultural, technological, financial and environmental literacies
3 LEARNING GOAL: OUR STUDENTS WILL FUNCTION AS HEALTHY, ACTIVE CITIZENS

3.1 ALL SD57 STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

3.2 ALL SD57 STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

Specific Goals

- Students will choose and display behaviours that demonstrate respect for self, others and the environment
- Students will make healthy personal and social choices
- Students will complete an Open Door academic plan through graduation
- Students will graduate equipped to participate as local and global citizens.

Achievement Strategies

- Structuring school effectiveness planning within the effective schools model
- Aligning individual, school-wide and District professional development plans with Strategic Plan goals
- Specific professional learning opportunities provided to staff in the areas of Real Restitution, by Diane Gossen and Judy Anderson, Developmental Psychology as taught by Dr. Gordon Neufeld, current neural science research, Trauma Informed Practice and Aboriginal wisdom teachings, Grades K through 12
- Implementation of student personal development programs in all schools
- Implementation of student leadership development programs in all schools

Quality Indicators

- School discipline logs over time showing improved social behaviour
- Number of students completing an Open Door academic plan increasing over time
- Record of student participation in citizenship projects and activities both local and global
- Graduation rates increasing over time
4 Learning Goal: Our students will be educated and equipped for success

4.1 All SD57 students will graduate as confident learners with a secured pathway, equipped to succeed with options and purpose into employment, post-secondary education, training or community living.

Specific Goals
- Every SD57 student will complete the My Blueprint program in regular consultation with parents/guardians.
- All students will graduate with a secured pathway.

Achievement Strategies
- Structuring school effectiveness planning and delivery within the effective schools model
- Full implementation of My Blueprint program
- Parent/guardian involvement in pathway planning process beginning in Grade 6
- Development and implementation of 1 year, 3 year and 5 year post-graduate surveys, What are They Doing?

Quality Indicators
- Record of My Blueprint participation
- Record of parent/guardian participation in the pathway process
- 1 year, 3 year and 5 year post-graduate surveys, What are They Doing?
- Tracking progress over time with the number of students reporting success after graduation
1 ENGAGEMENT GOAL: STUDENT SUCCESS IN LIVING AND LEARNING
SUPPORTED BY THE WIDER COMMUNITY

1.1 A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND
COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.

Specific Goals
- All SD57 students will be actively engaged in learning and leadership opportunities.
- All parents and guardians of the SD57 students will be active partners in educational planning and
  processes for students.
- Meaningful stakeholder involvement characterizes the regular practice of SD57.

Achievement Strategies
- SD57 Strategic Plan Stakeholder Steering Committee
- Structuring school effectiveness planning within the effective schools model
- Implementing the practice of achieving a "Culture of Trust" as outlined
- Development and implementation of a comprehensive SD57 Communication Plan
- Choice School options including: Aboriginal Focus, K to 7; French Immersion, K to 12; Montessori,
  K to 12; and Traditional, K to 7
- School and geographically embedded specialized programming including but not limited to
  Athletics, Skills and Trades, Dual Credit opportunities with post-secondary partners, Work
  Experience, Outdoor Education, Environmental Stewardship, Performing Arts, Live Different Builds,
  etc.

Quality Indicators
- Record of parent/guardian participation in school related activities and educational planning
  processes
- Student survey results from annual Ministry of Education assessment
- Annual BC Education How Are We Doing? Report
- SD57 Parent/Guardian School Climate Survey annual results showing increased satisfaction and
  engagement over time
- Stakeholder participation and feedback during annual Stakeholder, Community Voices Key
  Directions event
1. OPPORTUNITY GOAL: EVERY STUDENT EQUIPPED AND INSPIRED TO SUCCEED

1.1 INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT NO. 57

1.2 INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

1.3 INCREASE ABORIGINAL WAYS OF KNOWING THROUGHOUT SD57 TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

1.4 INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT NO. 57

Specific Goals

INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT NO. 57

- Self identified SD57 Aboriginal students will meet or exceed achievement of SD57 non-Aboriginal students
- Increase transitions and connections for Aboriginal children in the early learning years
- Increase the number of Aboriginal students who can read at Grade level by the end of Grade three
- Increase the number of Aboriginal students who transition into Grade 10 at Grade level
- Increase the number of Aboriginal students who graduate with a BC Dogwood diploma

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

- Increase participation and experiences of land-based learning for all students
- Increase awareness and commitment of environmental sustainability with the use of Traditional Environmental Knowledge (TEK) for all students

INCREASE ABORIGINAL WAYS OF KNOWING THROUGHOUT SD57 TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

- Honour and acknowledge the traditional territory and teachings of Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw at all formal gatherings (e.g. assemblies, staff meetings)
- Include Aboriginal perspectives in teaching and administrative practices that flow into the school and classroom environments
- Increase the visibility of Aboriginal languages within the classrooms and school communities
- Ensure classrooms are equipped with resources that embed local Aboriginal language, culture and traditional Aboriginal ways of knowing

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT NO. 57

- Increase the presence and contributions of Aboriginal people
- Create and support opportunities for students to engage in the exploration of self-identity
Achievement Strategies

- Sustain and expand partnerships with community early learning programs (HeadStart etc.)
- Provide staffing to support Early Learning including community partnerships and access to appropriate resources and training
- Provide staffing to support oral language in primary grades including access to appropriate resources and training
- Provide staffing to support high school transitions, academic and grad coaching
- After School Academic Proficiency program (ASAP)
- Provide land-based professional development, workshops and training in environmental stewardship and the learning FOCI
- Create a District directory of resources on the Aboriginal Education Department website that are accessible and appropriate for this goal
- Provide cultural training and youth culture camps throughout the summer months
- Provide professional development to support Aboriginal Ways of Knowing, including instructional strategies, Aboriginal Education 101 and First Peoples Principles of Learning
- Develop a protocol for when to acknowledge the traditional territory in a culturally respectful way
- Continue to offer Aboriginal Learning Team Grants
- Support the acquisition of resources that embed language, culture and traditional ways of knowing
- Provide professional development training and support throughout each school year around cultural awareness, racism, Residential Schools, First Peoples Principles of Learning and Aboriginal Education curriculum
- Provide training and support around Aboriginal Education School Plans and Self-Assessment Rubrics
- Host meaningful consultation with the Indigenous Elders Advisory Council, the Aboriginal Education Committee, Local Education Agreements and the Aboriginal Community Aboriginal Education to support schools
- Participate in policy development in support of outlined goals

Quality Indicators

- Attendance rates for all Aboriginal students increasing over time
- Ministry of Education Student Learning Survey
- District and Ministry of Education assessments for Literacy and Numeracy
- Graduation rates, school leaving rates, Grade transition rates showing increased success over time
- Schools' Annual Report on Aboriginal Education and Self-Assessment Rubric pre and post academic year
- Annual How Are We Doing? Report
- Evidenced in the School Plan for Student Success
- Enhancement Agreement Self-Assessment Rubric
- Visibility of space dedicated for TEK within each school community
- Increased attendance in professional development and training offered by the Aboriginal Education Department
- Increased Aboriginal Learning Team Grants

School District No.57 (Prince George) May 19, 2018
1.5 TO FACILITATE LEARNING SUCCESS FOR ALL REGISTERED STUDENTS WITHIN INDIVIDUALIZED LEARNING PROGRAMS

**Specific Goals**
- Provide on-line, self-paced asynchronous courses to support options access for all learners
- Provide access to creditable after-school and summer learning programs
- Provide targeted support programs for students requiring alternate learning environments
- Develop, in partnership with apprenticeship and trades industry, a specialized graduation program

**Achievement Strategies**
- Work collaboratively with schools to identify course options not available through mainstream school timetables
- Further enhance courses delivered through DL programs
- Work collaboratively with District programs and supports to identify and develop unique learning opportunities
- Investigate the development and implementation of a K to 7 Learning Alternative program

**Quality Indicators**
- Increase the successful completion of student enrolled in DL courses
- Tracking successful transitions of students from alternate to mainstream programs
- Tracking successful completion of students enrolled in summer learning opportunities
- Increase in the number of courses offered/enrolled through after school programs

---

1.6 LEARNING INNOVATIONS WILL PROVIDE PROFESSIONAL LEARNING OPPORTUNITIES, RESOURCES AND SUPPORT FOR SD57 STAFF ALIGNING WITH THE 2016-2021 STRATEGIC PLAN LEARNING GOALS.

**Specific Goals**
- Improve and enhance instruction and assessment practices that support the BC redesigned curriculum and align with the goals in SD57 Strategic Plan
- Ensure classrooms are equipped with relevant and effective resources
- Provide access to e-resources for all students for learning anytime and anywhere
- Provide universally accessible early learning opportunities in all elementary schools for students pre-kindergarten
- Support teachers with the development of professional learning goals
- Building capacity of principals and vice principals as instructional leaders
Achievement Strategies

- Ongoing, intentional in-service and professional development for effective instructional practices
- Resource acquisition and curation in schools and the District Learning Commons
- Instructional mentorship and coaching
- Organization of District and community information sessions and events
- In-service and training for administration of identified assessment for student achievement
- Using a variety of delivery strategies, offer leadership development training

Quality Indicators

- Student achievement with BC Ed assessments and other selected District measures
- Increased participation in professional development, individual, school and District
- Annual SD57 Educator Engagement Survey, beginning in 2018

1.7 PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS IN SCHOOL DISTRICT NO 57 TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

Specific Goals

Kindergarten – Grade 3 (Formative Years)
- Student can identify personal attributes, interests and accomplishment.
- Students will know jobs available in the local community.

Grades 4-9 (Middle Years)
- Schools staff will participate in All About Me or My Blueprint training.
- School staff will participate in levels 1 and 2 Learning Series training.
- Students can articulate either written or verbally their developing skill sets and link them to an Open Door Academic Plan evidenced in My Blueprint

Grades 10-12 (Graduation Program)
- All students can outline a primary and secondary Career Pathway upon completion of Grade 12.
- All students can clearly communicate their Career Pathways to school staff.
- All students are aware of the opportunities available to them in their local community.

Achievement Strategies

Kindergarten – Grade 3 (Formative Years)
- Career Education will support students in learning about themselves, their community, and the value of effective collaboration.
- Career Education will support staff in providing learning opportunities to help staff encourage student skill development and personal growth.
- Staff will provide a variety of learning experiences to students.
Grades 4-9 (Middle Years)

- The Career Education Department will provide professional development for all specific school staff working with My Blueprint.
- Career Education will provide school staff with Learning Series opportunities to enhance classroom practice.
- Career Education will develop an Elementary School Trades Program.
- Career Education will assist with the development and promotion of industry standards to students and parents/guardians.

Grades 10-12 (Graduation Program)

- Career Education will support students in providing diverse opportunities as students explore their Career Pathways.
- Career Education will continue to facilitate community partnerships to expand opportunities for Inspiring Learning Anywhere.
- Career Education will offer professional development opportunities to school staff.

### Quality Indicators

- All students will complete all the inventories in the software, “All About Me” up to Grade 3.
- Students can verbally explain jobs available in the local community.
- Students can articulate skills required for success as evidenced in Core Competencies Self Assessment.
- Students will complete the “My Blueprint” and All About Me” software to Grade 12.
- Students will participate in “Find Your Fit” at least one time.
- All students will participate in at least one Work Experience or Community Program offering that meets one of their Career Pathway choices.
- Community Program offerings to students are increased and/or improved yearly.
- All students access school staff who support students in finding opportunities that meet each student’s Career Pathway goal(s).

1.8 TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL SD57 STUDENTS.

### Specific Goals

- Student Support Services will provide ongoing opportunities to all school staff to support inclusive education values and practices.
- Student Support Services will provide teachers with ongoing access to professional learning for inclusive and specialized instructional strategies for students in need of specialized supports and services.
- Student Support Services will provide a proactive approach to service delivery that focuses on prevention and early intervention of educational problems.
- SD57 programming capacity for students that aligns to individual programming needs will increase.
- Student Support Services will anticipate, value and support diversity and learner differences.
### Achievement Strategies
- Work collaboratively with parents/guardians in planning, problem solving and educational decision making
- Maintain frequent communication with parents/guardians, providing a range of options in programs and programming choice
- Quarterly review of student achievement via IEP goals
- Provide multiple in-service and professional development opportunities throughout the year to all SD57 staff
- Track number of administrative requests for additional and immediate student educational assessments for investigation
- Track and review psycho educational waitlists and wait time for identified students for investigation
- Track and study the number of times a student is reviewed at Extended School Based Team meetings regarding difficulties with academics and/or behavior
- Track and review number and nature of parent concerns directed to Student Support Services
- Begin to administer applicable assessments to identified students in Grades K to 3
- Further enhance assessment capacity through targeted recruitment of specialized staff with expertise in inclusive and specialized support strategies

### Quality Indicators
- Improved student academic achievement and school readiness behaviours
- Reduction in number of school concerns directed to Student Support Services
- Increase in number of SD57 staff registering for skill building opportunities as provided by Student Support Services as posted on PD Registration
- Reduction in the number of administrative requests for immediate educational assessment
- Reduction in wait-time experienced before receiving needed psychoeducational assessments
- Enhanced performance by child/youth both academically and socially
- Reduction in number of times a student is reviewed at Extended School Based Team for problem solving with regards to academic and behavior issues
- Reduction in parent/guardian concerns directed to Student Support Services

**Summary**

Our district is in the midst of a transformation, both in terms of structure and moving to a more personalized learning platform with an Open Door Academic Plan. We understand that we are a part of a system that celebrates community from within as well as outside of the school district. We strive to ensure that each child masters the learning standards at the end of each grade level.
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 19, 2018

MEMORANDUM

TO: Board of Education

FROM: Education Programs and Planning Committee

SUBJECT: SCHOOL DISTRICT NO. 57 (PRINCE GEORGE) STRATEGIC PLAN 2016-2021 INSPIRING LEARNING ANYWHERE

RECOMMENDATION

That the amended operationalized School District No. 57 (Prince George) Strategic Plan 2016-2021, Inspiring Learning Anywhere be approved as presented.

* * * * * * *

RATIONALE

1. The Board of Education engaged a third-party consultant, Stormy Lake Consulting, to facilitate the development of a shared mission, vision, core values and goals that would provide overall strategic direction for the School District over the upcoming five years.

2. In the spring of 2015, Stormy Lake Consulting facilitated nine consultation meetings throughout the School District. These meetings were held at all School District No. 57 Secondary Schools, including Mackenzie, McBride, Valemount and the Centre for Learning Alternatives.

3. On April 26, 2016, the Board of Education received a summary report from Stormy Lake Consulting outlining an aspirational plan School District No. 57 (Prince George) Strategic Plan 2016-2021.

4. Throughout the 2016-17 academic year, the Superintendent in collaboration with Senior Administration, District Principals and Vice-Principals and various stakeholders worked to develop an operationalized School District No. 57 (Prince George) Strategic Plan 2016-2021, Inspiring Learning Anywhere. This working document includes models for school effectiveness, overall and specific goals, quality indicators and achievement strategies to be implemented.
5. School District No. 57 (Prince George) Strategic Plan 2016-2021, *Inspiring Learning Anywhere* is designed to inform and direct the work mandated by British Columbia's Ministry of Education with respect to student performance and plans for improved achievement.

6. Further, the operationalized plan *Inspiring Learning Anywhere* aligns with the BC School Act requirement that each Board of Education prepares and publishes the Framework for Enhancing Student Learning with respect to student performance and plans for improving achievement.

7. The operationalized School District No. 57 (Prince George) Strategic Plan 2016-2021, *Inspiring Learning Anywhere* as presented was approved by Board of Education at the May 30, 2017 regular public meeting.

At the time of presentation, specific plans for the Sustainability Goal, which includes the operations of the Facility Services, Finance and Human Resources Departments as well as Information Technology functioning under the Opportunity Goal, remained under construction.

8. Presented this evening is the completed School District No. 57 (Prince George) Strategic Plan 2016-2021, *Inspiring Learning Anywhere*. Areas under construction on May 30, 2017 that now have specific plans developed collaboratively over the course of the 2017-18 school year and reviewed by SD57 Strategic Plan Stakeholder Steering Committee on June 8, 2018.

The overall and specific goals presented along with the listed quality indicators and achievement strategies are designed to inform and direct the work mandated by British Columbia's Ministry of Education.

MMF/dIn
**Inspiring Learning Anywhere: SD57 Strategic Plan 2016-2021**  
**SUSTAINABILITY – Facility Services (Custodial, Purchasing, Operations, Capital)**

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
</table>
| To maintain facilities in a cost-effective, safe, clean, comfortable, sustainable and efficient manner. | ➢ Ensure school district facilities are clean, safe and healthy for all district staff and students.  
➢ Reduce costs by lowering energy consumption while promoting environmentally sustainable practices.  
➢ Communicate with all district staff to provide practical solutions for requests for all commodities and purchases.  
➢ Provide school with updated infrastructure to meet the needs of the changing curriculum.  
➢ Ensure building assets are maintained following best practices and responding to the specific needs of the schools.  
➢ Improve the strategic and financial planning culture at the department, school and board level | ➢ Reduced support related calls.  
➢ Positive feedback from schools and departments  
➢ Fiscally sound budget management.  
➢ Effective web-based communications and reporting systems between schools and department. | ➢ Recruiting and training new employees to achieve appropriate staffing levels in partnership with the Human Resources Department.  
➢ Deliver projects on time and budget.  
➢ Continue to develop preventative maintenance programs and work with asset management data.  
➢ Provide assistance and guidance for District Facility Planning, both short term and long range. |
**Inspiring Learning Anywhere: SD57 Strategic Plan 2016-2021**

**SUSTAINABILITY – Finance (Accounting, Data Management and Payroll)**

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
</table>
| To support a fiscally stable educational system district wide and the maintenance of its infrastructure | ➢ Base budget decisions on prioritized strategic initiatives | ➢ Sustainable balanced annual budget  
• Addressing, as appropriate, strategic plan priorities  
• Effectively utilizing surplus | ➢ Adoption of a sustainable balanced annual budget  
• Ensuring that budgeting follows the budget process established in Policy 3170 BUDGET DEVELOPMENT, MONITORING AND REPORTING  
• Ensuring that accumulation and use of surplus follows policy 3433.2 ACCUMULATED OPERATING SURPLUS  
• Furthering the clarity and transparency of financial reporting |
| ➢ Improve the strategic and financial planning culture at the department, school and board level | ➢ Improved fiscal stewardship demonstrated by maintaining a strong financial position with the ability to provide appropriate resources for student success and competitive employee compensation. | ➢ Ensure that operational decisions are made through the use of reliable and actionable data and are tied to the strategic plan  
• Furthering the clarity and transparency of financial reporting |
### Inspiring Learning Anywhere: SD57 Strategic Plan 2016-2021
**SUSTAINABILITY — Finance (Accounting, Data Management and Payroll)**

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
</table>
| To support a fiscally stable educational system district wide and the maintenance of its infrastructure | - Assists in the evaluation of program effectiveness to include fiscal responsibility analysis, impact on student success and delivery of services | - Improved system accountability as measured by:  
  - accurate, timely reporting  
  - improved student success  
  - delivery of fiscally responsible services | - Ensuring that the Board's oversight of the school district's finances follows POLICY 3434 AUDIT COMMITTEE  
  - System upgrade and integration for business system technology  
  - Furthering the clarity and transparency of financial reporting |
| | - Provide schools and departments with appropriate funding for the procurement of resources, both human and physical, to support staff and student success | - Improved customer service (schools and departments)  
  - Effective communications systems between and among schools and departments | - Ensuring that students and staff have access to the resources and tools necessary to support 21st century learning activities anytime and anywhere  
  - Integration and alignment of operational, business, technology and academic systems to support the needs of students, staff and schools |
## Inspiring Learning Anywhere: SD57 Strategic Plan 2016-2021

### SUSTAINABILITY – Human Resources

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
</table>
| To recruit, support and sustain a highly effective, reliable and engaged workforce | **Recruit:** To provide effective management and coordination of:  
- Recruitment for ongoing and casual staff and casual dispatch services |  
- Fully staffed schools and departments  
- Increased number of TTOCs and support staff available for casual work  
- Reduced wait time for positions being filled |  
- Use of digital and social media platforms to promote SD57 as an employer  
- Alignment of recruiting strategies/initiatives across all employee groups  
- Building an employee workforce that is reflective of the community we serve  
- Utilization of effective employee candidate selection processes  
- New employee onboarding programs  
- Hiring trends and/or needs identified and a responsive framework developed and implemented |
### Inspiring Learning Anywhere: SD57 Strategic Plan 2016-2021

#### SUSTAINABILITY – Human Resources

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
</table>
| To **recruit**, **support** and **sustain** a highly effective, reliable and engaged workforce | **Support:** To provide effective management and coordination of:  
- Employee records  
- Employee attendance and disability management  
- Employee in-service training  
- Delegated human resource/labour relations activities  
- Best practices for employment |  
- Improved work flow efficiency in cooperation with other departments  
- Reduced absenteeism  
- Increased participation in training opportunities  
- Increased number of joint problem solving activities resulting in mutually beneficial outcomes  
- Increased employee engagement |  
- Collaboration with other departments to improve work flow efficiency while transitioning to a new business platform  
- Increased school-based and department manager involvement with attendance support  
- Develop/Implement a training framework for all employee groups  
- Assist in providing strategic labour relations support to schools and departments  
- Utilization of effective structures and processes for communication throughout the HR Department and the wider SD57 organization  
- Develop /implement initiatives to increase employee engagement |
## Inspiring Learning Anywhere: SD57 Strategic Plan 2016-2021

### SUSTAINABILITY – Human Resources

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
</table>
| To recruit, support and sustain a highly effective, reliable and engaged workforce | **Sustain:**
- To provide effective management and coordination of:
  - SD57 benefits programs
  - Employee Family Assistance Program (EFAP) provider services and wellness sessions
| ➢ Reduced number of concerns brought forward regarding access to benefits
➢ Annual EFAP report identifying usage and trends
➢ Increased employee participation in wellness activities and/or professional learning opportunities for employees identified and accessed
➢ Positive mental health benefits for employees identified and accessed
➢ Improved organizational responsiveness to anticipated/identified vacancies | ➢ Ongoing information available to employees regarding benefits and EFAP with personalized assistance where needed
➢ Ongoing wellness activities and/or professional learning opportunities offered to employees
➢ Implementation of an annual workplace positive health survey with results used by the SD57 EFAP Committee to set goals and implement initiatives
➢ Talent identification and training framework developed to support capacity building and organizational succession planning |
## INSPIRING LEARNING ANYWHERE: SD57 Strategic Plan 2016-2021
### SUSTAINABILITY—Communication

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive, effective and efficient communication structures and processes will characterize the functioning of School District No. 57.</td>
<td>Improved communication throughout the SD57 organization Increased organizational knowledge and employee engagement Networked communication between and among SD57 individual employees, departments, programs and functions</td>
<td>Increasingly constructive, effective and efficient communication structures and processes are utilized on a regular basis throughout SD57 operations as measured by staff feedback</td>
<td>Development of a comprehensive SD57 Communication Plan which includes structures within the organization. Implementation of a comprehensive SD57 Communication Plan which includes structures within the organization</td>
</tr>
</tbody>
</table>
## Inspiring Learning Anywhere: SD57 Strategic Plan 2016-2021
### Sustainability—Capacity Building and Succession Planning

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity building and succession planning will characterize the functioning of School District No. 57.</td>
<td>Increased capacity across all employee groups to move into new roles or roles of increasing responsibility within the organization.</td>
<td>SD57 staff successfully moving into new roles or roles of added responsibility within the organization.</td>
<td>Ongoing supervision of staff for professional development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-service professional learning opportunities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>External professional learning opportunities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leadership development opportunities across all employee groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Invitational mentorship opportunities available to all employees in both formalized and non-formalized settings.</td>
</tr>
</tbody>
</table>
### INSPIRING LEARNING ANYWHERE: SD57 Strategic Plan 2016-2021

#### OPPORTUNITY – Information Technology

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Specific Goals</th>
<th>Quality Indicators</th>
<th>Achievement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support all aspects of learning through the use of seamless and appropriate information technology that is relevant, accessible and reliable</td>
<td>➢ Ensure all classrooms are equipped with sustainable and appropriate technology to support all learners. ➢ Support systems to enhance communication with students, parents, staff and the community in compliance with privacy legislation ➢ Improve and support safe access to online learning resources. ➢ Ensure sufficient and reliable access and cost effective technology for learning</td>
<td>➢ Current State of Technology survey ➢ Ministry Student Learning Survey ➢ Increase in access to school and district portals ➢ Improved efficiency and ease of use of school and district websites ➢ Usage statistics for District Learning Common portal ➢ E-resources ➢ Subscriptions ➢ Usage statistics at schools for school-specific E-resources ➢ Increased accessibility to online learning resources ➢ Approval of a District Digital Citizenship policy ➢ Reduction of technology service requests ➢ School Effectiveness Plan will include technology use and its impact on student achievement</td>
<td>➢ Develop a current inventory of school technology equipment ➢ Determine ‘baseline’ classroom set-up for technology ➢ Review and update the District Standards for Educational Technology ➢ Develop questions for the annual Ministry Student Learning Survey to measure satisfaction with online learning tools ➢ Develop an implementation plan for the expanded use of the student information system in support of learning ➢ Use analytics to determine access to online tools ➢ Investigate options for cloud-based learning platforms ➢ In-service and training for staff on the use of online instructional tools ➢ In-service for staff/education for students on the safe, ethical and responsible use of technology ➢ Develop a District Digital Citizenship policy ➢ Review &amp; update Privacy and Security Handbook ➢ District Technology Advisory Committee on Student Learning to annually review and update district technology plan ➢ Schools to annually review and update technology plans</td>
</tr>
</tbody>
</table>
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 12, 2018

MEMORANDUM

TO: Board of Education

FROM: Bruce Wiebe, Trustee, Chair
       Education Services Committee

SUBJECT: COMMITTEE REPORT – JUNE 2018

______________________________________________________________

RECOMMENDATION

That the report of the Education Service Committee meeting held on June 11, 2018 be received.

* * * * * *

REPORT:

1. The Education Services Committee met on June 11, 2018. District Parent Advisory Council Representative Stephen Shannon advised the committee that this would be his last meeting as a parent representative. Trustee Wiebe thanked Mr. Shannon for his many years of service to the students of the School District.

2. Two items from the committee meeting are being recommended for approval by the Board of Education this evening. The first is the 2019-2020 Five Year Capital Plan which must be provided to the Ministry of Education by June 30, 2018. The second is the approval of a new playground at Glenview Elementary School.

3. The meeting’s agenda also included the following topics:

   a. Minutes of Previous Meeting – Committee members asked questions on two items from the minutes of the previous meeting:

      i. The Secretary Treasurer advised the committee that at its meeting held on May 29, 2018 the Board of Education had approved the appropriation of surplus to a maximum of $425,000 for two portable classrooms at Springwood Elementary School. He confirmed that the portable classrooms had been ordered and Mr. Bepple, the Energy and Sustainable Conservation Coordinator, provided details on the specifications of the portables.
ii. The Superintendent provided an update on the progress of the various consultations underway or planned for September 2019 Catchment and Capacity.

b. **Kelly Road Secondary School Capital Project** – Mr. Reed and Mr. Bepple provided an update on the Kelly Road Secondary School Capital Project. Tenders for the construction of the new school closed on May 18, 2018 and on May 30, 2018 the Ministry of Education provided its approval to award the construction contract to Yellowridge Construction Ltd. A meeting between the contractor and the school district was scheduled for June 13, 2018.

c. **Energy and Sustainable Conservation Update.** Mr. Bepple provided his report for the period from January 1 to April 30, 2018, including:
   i. Preparation for lighting work to be undertaken during the summer at Prince George Secondary, and Peden Hill and Heather Park Elementary schools
   ii. DDC (Direct Digital Control) graphics work for Pinewood and Vanway Elementary schools
   iii. A project with Grade 7 students at Heritage Elementary School to monitor energy consumption in their portable classroom through a programmable thermostat.
   iv. An update on Natural Gas, Propane Gas, and Electricity pricing in this reporting period, compared to pricing and consumption in the same period last year
   v. A Weather Update indicating that there was an 8.33% increase in heating degree days in 2018 compared to 2017.
   vi. Information on the school district’s carbon footprint indicating that although it was higher due to the increase in heating degree days this year, the increase was significantly reduced due to continued work to improve energy conservation measures and systems.

4. The next Education Services Committee meeting is tentatively scheduled for September 10, 2018.
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 11, 2018

Memorandum

TO: Board of Education

FROM: Education Services Committee

SUBJECT: 2019-2020 FIVE-YEAR CAPITAL PLAN SUMMARY

RECOMMENDATION

That the 2019/20 Five-Year Capital Plan Summary be approved.

* * * * * * *

RATIONALE:

1. The Ministry of Education requires school districts to prepare five-year capital plans.

2. The district’s 2019/20 plan must be submitted to the Ministry by June 30, 2018.

3. The 2019/20 five-year capital plan again addresses capacity challenges through an expansion project at D P Todd Secondary School.

4. This submission includes Carbon Neutral Capital Program projects and School Enhancement Program projects. This is the third year that these projects have been included in the five-year capital plan.

5. The Carbon Neutral Capital Program project calls for the replacement of a boiler, DDC controls, and the domestic hot water system at Ron Brent Elementary school.

6. There are nine School Enhancement Program projects included in the 2019/20 capital plan submission:

   a) Heather Park Elementary School – Replacement of the dust collection system in the industrial education classroom - $300,000
   b) Central Administration Office – Replacement of the dust collection system - $300,000
   c) Foothills Elementary School – Replacement of the high voltage transformer - $375,695
   d) Peden Hill Elementary School – Replacement of hot water heating boilers - $393,365
   e) Spruceland Elementary School – Replacement of the high voltage transformer - $448,923
f) Nukko Lake Elementary School – Replacement of hot water heating boilers - $396,915

  g) Peden Hill Elementary School – Replacement of exterior building enclosure - $239,508

  h) Quinson Elementary School – Replacement of exterior building enclosure - $394,000

  i) D. P. Todd Secondary School – Replacement of the high voltage transformer - $474,689

7. New to the 2019/20 Five Year Capital Plan submission is the Playground Equipment Program. The submission includes new standard playground equipment requests for:

a) Valemount Elementary School

b) Van Bien Elementary School

c) College Heights Elementary School

The 2018/19 Playground Equipment Program provided $90,000 of funding for a new playground at Glenview Elementary School.

8. The Ministry of Education announced approval of the following projects from the 2018-19 Five Year Capital Plan on March 26, 2018:

  a) Radon mitigation and control programs totaling $455,000 at

     i. College Heights Secondary

     ii. D. P. Todd Secondary

     iii. Edgewood Elementary

     iv. Harwin Elementary

     v. Quinson Elementary

     vi. Spruceland Elementary

  b) Replacement of the dust collection system in the industrial education wood shops at Prince George Secondary School totaling $475,000.

AR/dlm
### Expansion Projects: 2019 - 2020 Call for Projects

<table>
<thead>
<tr>
<th>Priority</th>
<th>Facility Name</th>
<th>Project Description</th>
<th>2019 - 2020</th>
<th>2020 - 2021</th>
<th>2021 - 2022</th>
<th>2022 - 2023</th>
<th>2023 - 2024</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DP Todd Secondary</td>
<td>Addition to Increase Capacity from 600 to 750 and remove portables</td>
<td>$9,366,061</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9,366,061</td>
</tr>
</tbody>
</table>

### Carbon Neutral Capital Program: 2019 - 2020 Call for Projects

<table>
<thead>
<tr>
<th>Priority</th>
<th>Facility Name</th>
<th>Project Description</th>
<th>Project Benefits</th>
<th>CNCP Funding</th>
<th>School District Contribution</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ron Brent Elementary</td>
<td>Boiler, DDC Controls and Domestic Hot Water system replacement</td>
<td>Improved heating plant reliability and reduced green house gas emissions</td>
<td>$375,000</td>
<td>$25,000</td>
<td>$400,000</td>
</tr>
</tbody>
</table>

### School Enhancement Program: 2019 - 2020 Call for Projects

<table>
<thead>
<tr>
<th>Priority</th>
<th>Facility Name</th>
<th>Project Description</th>
<th>Project Benefits</th>
<th>School Enhancement Funding</th>
<th>School District Contribution</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heather Park Elementary</td>
<td>Replacement of Dust Collection System</td>
<td>Improved air quality for students and staff</td>
<td>$300,000</td>
<td>$25,000</td>
<td>$325,000</td>
</tr>
<tr>
<td>2</td>
<td>Central Administration</td>
<td>Replacement of Dust Collection System</td>
<td>Improved air quality for employees</td>
<td>$300,000</td>
<td>$25,000</td>
<td>$325,000</td>
</tr>
<tr>
<td>3</td>
<td>Foothill Elementary</td>
<td>Replacement of High Voltage Transformer</td>
<td>Health and Safety</td>
<td>$375,669</td>
<td>$5,000</td>
<td>$380,669</td>
</tr>
<tr>
<td>4</td>
<td>Peden Hill Elementary</td>
<td>Replacement of Hot Water Heating Boilers</td>
<td>Energy savings and improved reliability</td>
<td>$300,365</td>
<td>$5,000</td>
<td>$305,365</td>
</tr>
<tr>
<td>5</td>
<td>Sproulstrand Elementary</td>
<td>Replacement of High Voltage Transformer</td>
<td>Health and Safety</td>
<td>$448,923</td>
<td>$5,000</td>
<td>$453,923</td>
</tr>
<tr>
<td>6</td>
<td>Nukko Lake elementary</td>
<td>Replacement of Hot Water Heating Boilers</td>
<td>Energy savings and improved reliability</td>
<td>$396,915</td>
<td>$5,000</td>
<td>$401,915</td>
</tr>
<tr>
<td>7</td>
<td>Peden Hill Elementary</td>
<td>Replacement of Exterior Building Enclosure</td>
<td>Energy savings and improved student learning</td>
<td>$239,508</td>
<td>$5,000</td>
<td>$244,508</td>
</tr>
<tr>
<td>8</td>
<td>Quincon Elementary</td>
<td>Replacement of Exterior Building Enclosure</td>
<td>Energy savings and improved student learning</td>
<td>$394,000</td>
<td>$5,000</td>
<td>$399,000</td>
</tr>
<tr>
<td>9</td>
<td>DP Todd Secondary</td>
<td>Replacement of High Voltage Transformer</td>
<td>Health and Safety</td>
<td>$474,889</td>
<td>$25,000</td>
<td>$499,889</td>
</tr>
<tr>
<td>Priority</td>
<td>Facility Name</td>
<td>Grade Configuration</td>
<td>Request for New Equipment or Replacement Equipment</td>
<td>Type of Equipment Request</td>
<td>Number of Existing Playgrounds</td>
<td>Age of Existing Equipment</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td>---------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Valemount Elementary</td>
<td>K to 7</td>
<td>YES - New Equipment (Complete)</td>
<td>Standard Playground Equipment</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Van Bien Elementary</td>
<td>K to 7</td>
<td>YES - New Equipment (Complete)</td>
<td>Standard Playground Equipment</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>College Heights Elementary</td>
<td>K to 7</td>
<td>YES - New Equipment (Complete)</td>
<td>Standard Playground Equipment</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 12, 2018

MEMORANDUM

TO: Board of Education

FROM: Education Services Committee

SUBJECT: PLAY STRUCTURE – GLENVIEW ELEMENTARY SCHOOL

RECOMMENDATION

That the installation of a playground structure at Glenview Elementary School, as proposed by the school and funded by the Ministry of Education 2018-2019 Playground Equipment Program and the school's Parent Advisory Council, be approved.

* * * * * * *

RATIONALE

1. Policy 7223 (Playgrounds) governs the installation of playground equipment on school grounds.

2. Glenview Elementary School and its Parent Advisory Council wish to add a new playground to the school’s play area.

3. The Ministry of Education has provided $90,000 from the 2018-2019 Playground Equipment Program. In addition the Glenview Elementary School Parent Advisory Council has fundraised $12,000 for this new play structure, including a donation of materials from the community.

4. The Facility Services Department has reviewed and approved the addition of this play structure, and its location, on the school grounds.

CO/dln
2018.06.19 Regular Public - Page 64 of 73

SCHOOL DISTRICT NO. 57
1894-9TH AVE. PRINCE GEORGE, B.C.
PH. 561-6800 FAX. 561-6801 V2M 1L7

GLENVIEW ELEMENTARY SCHOOL

SITE PLAN
SCALE: 1" = 100'-0"

LEGAL DESCRIPTION
LOT A
PLAN 80461
D. L. 4038
CABEREO DISTRICT, B.C.

DATE: 21-01-06
SCALE: 1"=100'-0"
DRAWN: T. EZAKI
CHECK: N. MALETI
APPROV.: PRINCIPAL

COMP. DRW.NO. 308GVE-S1
Ring-A-Ling

Double Swoosh Slide
Chimney Climb Across
Shockwave Climber
Dot-to-Dot Climber
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

May 8, 2018

MEMORANDUM

TO: Board of Education

FROM: Trustee Perrin, Chair
       Policy and Governance Committee

SUBJECT: COMMITTEE REPORT – JUNE 2018

________________________________________________________

RECOMMENDATION

That the report of the Policy and Governance Committee meeting held on June 12, 2018 be received.

* * * * * * *

REPORT:

1) The Policy and Governance Committee met on June 12, 2018.

2) The meeting's agenda items were:

   a) Approval of the minutes of the previous meeting held.

   a) **Draft Policy Global Positioning System (GPS) Equipment in District Owned Vehicles – Follow up** – The committee continued its review and discussion of the draft policy with the Facility Services General Manager Operations in attendance. The committee requested that the Superintendent collect information from another school district regarding their use of GPS equipment in district owned vehicles for further discussion at the September meeting.

   b) **Policy 3541.35 Winter Weather – Follow-up** The Committee continued the review and discussion of the Prince George District Teachers' Association request to revise Policy 3541.35 Winter Weather to provide the Superintendent the authority to close schools when deemed necessary. The PGDTA made the request related to the February 2018 severe winter road conditions and the safety of its members.

As requested at the March 6th committee meeting, the Superintendent provided the committee with policies adopted by other school districts in the province related to school closures and winter weather. The committee reviewed the policies provided and requested that the Superintendent consult with the RCMP for clarification of different winter road advisories issued for discussion at the September 2018 committee meeting.

3) The tentative date of the next Policy and Governance Committee meeting is September 12, 2018.

/dln
May 30, 2018

The Honourable Carole James  
Minister of Finance  
PO Box 9048, Stn Prov Govt  
Victoria, B.C. V8W 9E2

The Honourable Rob Fleming  
Minister of Education  
PO Box 9045, STN PROV GOVT  
Victoria, B.C.  
V8W 9E2

Dear Minister James and Minister Fleming:

At the Regular Meeting of the Board of Education held on May 29, 2018 the 2018-2019 Annual Budget was passed. During debate of the bylaw Trustees noted that the budget was balanced and that additional sustainable resources totaling $800,000 were provided in the budget in support of the Learning, Opportunity and Sustainability goals of our Strategic Plan.

Also noted during debate was the fact that many cost pressures faced by all school districts remain unfunded by government. Examples provided were:

- The recently introduced Employer Health Tax  
- Exempt staff salary increases as approved by the Public Sector Employers’ Council  
- The rising cost of employee health and welfare benefits such as dental and extended health coverage  
- Rate increases for electricity, natural gas, and other utilities  
- Inflationary increases such as those contractually required by contract. A specific example for School District No. 57 (Prince George) is our contract for student transportation.

It was further noted that Districts must find sustainable dollars from within existing budgets to cover these additional cost pressures.

We believe that a strong fully funded public education system is the key to a healthy and vibrant province. Our school district is hoping that a fully funded public education system is a top priority for the Government of British Columbia.

Sincerely,

Tim Bennett, Chair  
Board of Education

cc: Shirley Bond, MLA, Prince George-Valemount  
    Mike Morris, MLA, Prince George-Mackenzie  
    Dan Davies, MLA, Peace River North  
    BCSTA Boards of Education

BE/dln
May 30, 2018

The Honourable Carole James  
Minister of Finance  
PO Box 9048, Stn Prov Govt  
Victoria, B.C. V8W 9E2

The Honourable Rob Fleming  
Minister of Education  
PO Box 9045, STN PROV GOVT  
Victoria, B.C.  
V8W 9E2

Dear Minister James and Minister Fleming:

School District No. 57 (Prince George) was pleased to make a presentation to the Ministry of Education’s Funding Model Review Independent Panel on April 24, 2018. That presentation is posted on the Ministry’s website on the Inputs to Funding Model Review page.

British Columbia School Trustees’ Association (BCSTA) President Gordon Swan wrote to Mr. Chris Trumpy, Chair of the Funding Model Review Independent Panel on May 22, 2018. In that letter, which was copied to the Deputy Minister of Education, Mr. Swan provided a summary of the meeting held the previous week between the BCSTA Board of Directors and the Independent Panel.

Also included in that letter, Mr. Swan noted two motions related to the Funding Model Review that were passed by the assembly at the BCSTA Annual General Meeting held on April 28, 2018. One of those motions was brought forward by our Board of Education.

As Chair of the Board of Education of School District No. 57 (Prince George) I am writing to express this Board’s strong support for Mr. Swan’s letter to Mr. Trumpy, and the two motions supported by the BCSTA membership.

Sincerely,

Tim Bennett, Chair  
Board of Education

cc:  Shirley Bond, MLA, Prince George-Valemount  
Mike Morris, MLA, Prince George-Mackenzie  
Dan Davies, MLA, Peace River North  
BCSTA Boards of Education

BE/dln