

REGULAR - June 21, 2021

Meeting Date	Meeting	Topic	Action Item/Recommendation	Assigned to:	Unfinished Business	Completed
Oct 5/20	COTW	City of FSJ/Joint District Meetings	Connect with Hudson's Hope of potential meeting at Cameron Lake	Helen	Postponed	
Nov 16/20	Board	Meeting w/ City - December 1	Confirm attendance/agenda items from City	Helen/Leah	Postponed	
Jan 25/21	Board	BCSTA - Motion 9.7 TRB	HR leadership to report out on any changes to TRB in re: to BCSTA Motion 9.7	Leah	Oct 2021	
Jan 25/21	Board	Advocacy Letter Feedback	Place on agenda for future meeting w/ PRRD & request a copy of their assessment	Helen/Erin	x	
Mar 8/21	Board	PRRD Connectivity for Rural Students	Helen to let Brad Spirling (PRRD) a motion has been put forward to the BCSTA	Helen	x	
Apr 19/21	Board	Internet Advocacy	Chair Gilbert & Trustee Evans to work on sending follow up letter re: BCSTA motion passe	Helen	x	
May 7/21	COTW	Audit Committee Update	Amend Terms of Reference and re-circulate to Audit Committee members	Angela	x	
May 7/21	COTW	Finance Consultation - Standing Com	Research where our funding percentage expenditures are in comparison to "like" districts	Angela	x	
May 21/21	Board	Partner Group Meetings Update	Forward agenda items to SD 59 & 81 and establish a date and time for meeting	Helen	x	
May 21/21	Board	Partner Group Meetings Update	Follow up with NLC & get feedback from Erin and other school district staff connected	Helen/Stephen	x	
May 21/21	Board	AFG	Bring report to June meeting	Angela		June 21/21
May 21/21	Board	Policy Committee	Send out 4035, 1003, 1001, 1002 for Notice of Motion/Back to June Board Meeting	Leah		June 21/21
June 7/21	COTW	CSBA Conference	Helen to look into registration and time details and confirm with trustees	Helen		June 21/21
June 7/21	COTW	Retirement Appreciation	Staff appreciation - look into further details and email trustees updates	Helen		x
June 7/21	COTW	Operations Report	Communicate an update to Upper Halfway First Nation re: Upper Halfway capital project	Angela		June 21/21
June 7/21	COTW	Operations Report	Look into Wonowon water details and bring info back to the Board	Angela		June 21/21
June 7/21	COTW	Operations Report	Look into complaints of heat being on in a few schools during +20 days	Angela		June 21/21
Completed						
May 25/20	Board	SD #59, #60, & MLA Meeting	Trustees to confirm attendance via Zoom or in person by May 27 a.m.	Helen		Done
Apr 6/20	COTW	2020-2021 Annual Budget	Annual Budget on Regular meeting for adoption (3 readings)	Brenda/Leah		June 22/20
May 4/20	COTW	Post April Employment & Comp	Draw up a thank you letter to CUPE members	Helen		Done
May 25/20	Board	Policy Committee	Policy 4000.1 out for Notice of Motion and bring back for adoption	Leah		June 22/20
May 25/20	Board	Budget 2021 Consultation	Finalize submission and submit by June 26/2020	Helen/Brenda/Leah		June 22/20
June 8/20	COTW	COVID - Stage 3	Bring an update to the June Board Meeting	Stephen		June 22/20
June 8/20	COTW	2020-2021 Draft Annual Budget	AFG capital plans presentation for approval	Brenda/Leah		June 22/20
June 8/20	COTW	2020-2021 Draft Annual Budget	Budget - three readings and approval	Brenda/Leah		June 22/20
May 25/20	Board	Budget 2021 Consultation	Discussion on presentation details/Trustees provide feedback to Helen	Helen/Leah		June 8/20
May 25/20	Board	Budget 2021 Consultation	Leah to send last year's submission to trustees	Leah		Done
May 25/20	Board	Announcements & Reminders	Hudson's Hope Grad - update the Board of details	Stephen		Done
May 25/20	Board	Superintendent's Report	School Fees - going forward w/ more naming consistency and details	Leah		Done
June 22/20	Board	PRNTA Update	Correction to branding/wording on Budget Snapshot & redistribute	Brenda/Leah		Completed
Mar 9/20	COTW	District Website Re-Vamp Update	Bring back to the Board before going live	Helen		Completed
May 4/20	COTW	Board Retreat	Trustees & District Staff to place retreat in calendars and work on details/agenda	Helen/Leah		Completed
June 8/20	COTW	COVID - Stage 3	Board advocate re: K-5 Stage 3 density issue	Helen		Completed
June 8/20	COTW	2020-2021 Draft Annual Budget	Draft budget to be uploaded to district website	Brenda/Leah		Completed
June 8/20	COTW	School Project Guidelines	Post to district website once finalized	Brenda/Leah		Completed
			& set up public meeting to receive input from stakeholders			
June 8/20	COTW	2020-2021 Draft Annual Budget	Facilities project report to October 5 COTW Meeting			Oct 5/20

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Sept 21/20	Board	2019-2020 Financial Statements	Documentation related to financial statements to be signed/submitted by Sept 30	Brenda		Sept 25/20
Oct 5/20	COTW	Trustee Advance Follow Up	Place Annual Work Plan on October Board Meeting	Leah		Oct 19/20
Oct 5/20	COTW	Public Participating in Board Mtgs	Bring back more information re: ability to ask/answer questions live from meeting	Stephen		Oct 19/20
Oct 5/20	COTW	City of FSJ/Joint District Meetings	Connect with the City on potential Nov/Dec dates	Leah		Oct 19/20
Oct 5/20	COTW	2019/2020 Financial Statement Analy	Add Student FTE information to spreadsheet	Brenda		x
Oct 5/20	COTW	Trustee Advance Follow Up	Professional Development - set up a meeting date (check with Nicole)	Helen		x
Nov 2/20	COTW	Trustee Academy	Register all Trustees and Executive Staff	Leah		x
		Enterprise Risk Management	Presentation & Report to the Board	Brenda/Leah		Nov 16/20
Oct 19/20	Board	Business Arising	DPAC Meeting Elections - Helen to contact Teresa and send info to trustees	Helen		x
Oct 19/20	Board	Annual Work Plan	Helen to send out the annual work plan once finalized	Helen		x
Oct 19/20	Board	Meeting with City of FSJ	Staff to follow up to confirm date, time, location, agenda or meet and greet	Leah		Nov 16/20
Oct 19/20	Board	Northern BC Volleyball Club	Connect with administrators, etc. to gather more information and bring back to Board	Stephen		Nov 16/20
Oct 5/20	COTW	Internet Letter	Send out to appropriate stakeholders	Erin		x
Nov 2/20	COTW	Provincial Council	Motion submission process	Erin		x
Nov 16/20	Board	Internet Advocacy Letter Update	Generate additional letters and distribute	Helen/Leah		Nov 17/20
Nov 16/20	Board	Snow Clearing Concern	1-800-910-4222 number to be circulated to trustees/public	Stephen		x
Nov 16/20	Board	BCPSEA	BCPSEA AGM - details to come	Helen/Ida		Jan 25/21
Nov 30/20	COTW	Operations Report	ST to present final ARYES report	Teri		Jan 25/21
Dec 14/20	Board	ST Report	Board Staff to write letter to BCSTA and bring back to Board	Teri		Jan 25/21
Dec 14/20	Board	Policy Committee	Policy 7017 & 8001.1 be put forward for Notice of Motion	Leah		Jan 25/21
Dec 14/20	Board	Statement of Financial Disclosures	Trustees to complete, sign and date btw Jan 1 - 15 and return to ST Office			Completed
Dec 14/20	Board	PRNTA Update	Share Framework Presentation schedule with Michele	Leah		Completed
Jan 25/21	Board	BCSTA - Prov Council Motion Review	Review motions for Provincial Council at Feb 8/21 COTW Meeting	Leah		Feb 8/21
Jan 25/21	Board	Energizing Our Future/City of FSJ	Review document and bring back to the Board for further discussion	Leah		Feb 8/21
Jan 25/21	Board	Policy Committee Update	District Staff to circulate adopted policies #7017 and 8001.1	Stephen		x
Jan 25/21	Board	Policy Committee Update	District Staff to send out Policy 7018 for Notice of Motion & place on Feb 22 agenda	Leah		Feb 22/21
Jan 25/21	Board	Policy Committee Update	Place Policy 4014 - Travel on February 22 Reg Agenda for Notice of Motion	Leah		Feb 22/21
Jan 25/21	Board	BCSTA - Motion 9.7 TRB	Board Chair to bring TRB advocacy up at the NIB MLA meeting & with Brad/PRRD	Helen		x
Feb 8/21	COTW	Provincial Council Motion Review	Bring more information re: Rapid Response Team	Stephen		Feb 22/21
Feb 8/21	COTW	Provincial Council Motion Review	Internet Connectivity - BCSTA AGM Motion to be drafted by Erin & sent to Trustees	Erin		Feb 15/21
Feb 8/21	COTW	Provincial Council Motion Review	Assessment & Interventions Funding - BCSTA AGM Motion to be drafted by Erin & sent to Trustees	Erin		Feb 15/21
Feb 22/21	Board	BAA Course	Provide a list of all BAA Courses and uptick details (if available)	Stephen		March 8/21
Mar 8/21	Board	PRRD Connectivity for Rural Students	Stephen - provide info on school based capacity & affected district families for COTW	Stephen		April 6/21
Feb 22/21	Board	Policy 4014 Travel	Bring back to April 19 Board Meeting for motion to adopt	Leah		Apr 19/21
Apr 6/21	COTW	Employee Recognition	Helen to consult with HR CUPE for more information & bring back to board	Helen		Apr 19/21
Apr 19/21	Board	Announcements & Reminders	Provide Trustees with dates & details of graduation plans in the district	Stephen		Done
Apr 6/21	COTW	Audit Committee Update	Staff & trustees to review workload, scope & T of R for further discussion	Angela/Helen		May 3/21
Apr 6/21	COTW	Operations Report	Angela to provide Helen with more information re: the Carbon Neutral Report	Angela		May 3/21
Apr 6/21	COTW	Operations Report	Angela to share more info regarding the Health & Safety site on Sharepoint	Angela		May 3/21

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Meeting Date	Meeting	Topic	Action Item/Recommendation	Assigned to:	Unfinished Business	Completed
April 19/21	Board	Policy Committee	Bylaw 1/90 - Notice of Motion - Bring forward for adoption	Leah		May 17/21
April 19/21	Board	Policy Committee	Policy 2003 - Notice of Motion - Bring forward for deletion	Leah		May 17/21
April 19/21	Board	Unfinished Business	Partner Group Meetings - Chair Gilbert to reach out to NLC, SD 59 & Ft Nelson	Helen		May 17/21
May 7/21	COTW	Board of Trustees Meeting Schedule	Put on May 17 Board agenda for adoption	Leah		May 17/21
May 7/21	COTW	BCSTA COVID Feedback	Make updates to the letter and bring back to the Board to review	Helen		May 17/21
May 21/21	Board	Annual Budget Consultation Update	Ask schools to post survey on their school Facebook pages	Angela		June 2021

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

**10112 – 105 Avenue
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Board of Education



A G E N D A B O O K

FOR THE

REGULAR BOARD MEETING

BOARD ROOM

MONDAY, JUNE 21, 2021 @ 6:30 p.m.

OUR MISSION

All our students will graduate, crossing the stage with dignity and grace.

OUR VALUES

The core values that guide the work of the school division are *RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS.*

OUR STRATEGIES

As a district, we are committed to FOUR OVER-ARCHING STRATEGIES:

- ❖ DELIVERY OF EXCELLENT EDUCATIONAL PROGRAMMING FOCUSSED ON STUDENT OUTCOMES
- ❖ PROVISION OF ETHICAL LEADERSHIP FOCUSSED ON RELATIONSHIPS AND CONTINUOUS IMPROVEMENT
- ❖ EXEMPLARY MANAGEMENT PRACTISES FOCUSSED ON ALIGNING RESOURCES FOR OPTIMAL RESULTS
- ❖ ENGAGED GOVERNANCE FOCUSSED ON ADVOCACY, ACCOUNTABILITY, AND COMMUNITY PARTNERSHIPS



THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60
REGULAR BOARD MEETING
MONDAY, JUNE 21, 2021
6:30 P.M.

AGENDA

1.0 Call to Order

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

Recognition of Indigenous Day

2.0 Additions to the Agenda/Acceptance of the Agenda

3.0 Presentations/Delegations

4.0 Trustee Input (Celebrations)

5.0 Minutes of the Regular Board Meeting, May 17, 2021 (pages 7-13)

5.1 Approval of the Minutes

5.2 Business Arising from the Minutes
(See attached Action Item List for completed and ongoing items)

6.0 Approval of Excerpts of the In Camera Board Meeting April 19, 2021 (page 14)

7.0 Announcements and Reminders

June 21	Indigenous Day		
June 23	Joint District Meeting (SD 59, 60 & 81)	4:00-5:30 p.m.	Virtual
June 24	Last Day for Students		
June 25	Hudson's Hope Grad		
June 25	Administrative Day – Schools Close		
July 7-9	CSBA Conference (Virtual)		
August 29-30	Board Advance		
August 30	Board Meeting	5:00 p.m.	Board Room
September 7	School Open		

8.0 Senior Staff Reports

8.1 Superintendent's Report (page 15-16)

8.2 Secretary-Treasurer's Report (page 17)

9.0 Reports of Regular Committee of the Whole Meeting, June 7, 2021 (pages 18-20)

9.1 Approval of Minutes

9.2 Business Arising
(See attached Action Item List for completed and ongoing items)

a) CSBA Conference Registration
Chair Gilbert

9.3 Policy Committee – *Trustee Evans (Attachment – Notes)*

a) **Policy #4035- Public Interest Disclosure Act (PIDA)** (Attachment)
Gilliss/

THAT the Board of Education adopt Policy #4035 – Public Interest Disclosure Act (PIDA)

b) **Policy #1003 – School Board Meeting Delegations** (Attachment)
Scott-Moncrieff/

THAT the Board of Education adopt Policy #1003 – School Board Meeting Delegations

c) **Policy #1001 – School Board Duties and Authority** (Attachment)
Gilliss/

THAT the Board of Education adopt the deletion of Policy 1001 – School Board Duties and Authority

d) **Policy #1002 – Board Member Authority** (Attachment)
Snow/

THAT the Board of Education adopt the deletion of Policy 1002 – Board Member Authority

e) **Policy #1001- Roles and Responsibilities of the Board of Trustees** (Attachment)
First/

THAT the Board of Education put forward Policy #1001 - Roles and Responsibilities of the Board of Trustees for Notice of Motion

f) **Policy #1010 – Code of Conduct** (Attachment)
First/

THAT the Board of Education put forward the deletion of Policy #1010 - Code of Conduct for Notice of Motion

g) **Policy #2001 – School Fees** (Attachment)
First/

THAT the Board of Education put forward Policy #2001 - School Fees for Notice of Motion

h) **Policy #2004 – Student Admission & Choice** (Attachment)
First/

THAT the Board of Education put forward Policy #2004- Student Admission & Choice for Notice of Motion

10.0 Other Reports

10.1 BCSTA – *Trustee Evans*

10.2 BCPSEA – *Trustee Campbell*

10.3 Board Pro-D Committee – *Chair Gilbert*

11.0 **2021-2022 Annual Budget** (Attachments)

- 11.1 THAT in accordance with Section 68(4) of the *School Act*, all three readings of the 2021-2022 Annual Budget be given at this meeting.
- 11.2 THAT the Board adopt the First Reading of Annual Budget Bylaw 2021-2022
- 11.3 THAT the Second and Third Reading be read in short form
- 11.4 THAT the Board adopt the Second Reading of Annual Budget Bylaw 2021-2022
- 11.5 THAT the Board adopt the Third and Final Reading of Annual Budget Bylaw 2021-2022.

12.0 **Capital Plan Bylaw No. 2021/22-CPSD60-01** (Attachments)

- 12.1 THAT in accordance with Section 68(4) of the *School Act*, all three readings of the Capital Bylaw No. 2021/22-CPSD60-01 be given at this meeting
- 12.2 THAT the Board adopt the First Reading of Capital Bylaw No. 2021/22-CPSD60-01
- 12.3 THAT the Second and Third Reading be read in short form
- 12.4 THAT the Board adopt the Second Reading of Capital Bylaw No. 2021/22-CPSD60-01
- 12.5 THAT the Board adopt the Third and Final Reading of Capital Bylaw No. 2021/22-CPSD60-01

13.0 **Five-Year Capital Plan 2022-2023** (Attachment)

Recommended Motion: That the Board of Education approve the attached 2022-2023 Capital Plan

14.0 **2021-2022 Annual Facilities Grant Submission** (Attachment)

Recommended Motion: THAT the Board of Education approve the attached Annual Facilities Grant Submission

15.0 **Correspondence**

16.0 **Unfinished Business**

- 16.1 Partner Group Meetings (SD 59,60 & 81) Update
Chair Gilbert

17.0 **New Business**

- 17.1 Electronic Board Meetings for 2021-2022 School Year
Chair Gilbert

18.0 **PRNTA Update** – Michele Wiebe, President

19.0 **CUPE Local #4653 Update** – Jennie Copeland, President

20.0 **District Parent Advisory Council (DPAC) Report** – Cassandra Kramer, President

21.0 **Questions from the Press and Public**

22.0 **In Camera Motions brought forward for implementation**

23.0 **Adjournment**

Please Note:

Where an individual/group knows in advance they wish to address the Board, a request in writing should be made to the Secretary-Treasurer one week in advance of the Board Meeting in accordance with Board Policy #1003.1.

The request must indicate the subject of the presentation, any technology requirements (ie. screen, projector, laptop use) and the estimated time required for the presentation. Presentations will be limited to a maximum of 10 minutes, unless approved otherwise.

If approval is granted, an electronic/written copy of the presentation must be provided no later than Thursday of the week before the date of presentation.

“PROVISIONAL” MINUTES SCHOOL DISTRICT NO. 60 (Peace River North)

REGULAR MEETING

**Monday, May 17, 2021
6:30 p.m.**

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Nicole Gilliss, Vice-Chair (Area 3)
David Scott-Moncrieff, Trustee (Area 2)
Bill Snow, Trustee (Area 5)

Stephen Petrucci, Superintendent of Schools
Angela Telford, Secretary-Treasurer
Leah Reimer, Recording Secretary

(Guests/Media)

None

Regrets: Erin Evans, Trustee (Area 5)
Ida Campbell, Trustee (Area 4)



Call to Order

Chair Gilbert called the meeting to order at 6:30 p.m.

Chair Gilbert acknowledged the traditional territorial lands of the Dane Zaa and Treaty 8.

Agenda

Approval of the Agenda

Motion #49-21

Gilliss/Scott-Moncrieff
THAT the agenda be accepted as presented.

CARRIED.

Presentations/Delegations

None

Trustee Input

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

Trustee Campbell

- Not present

Trustee Evans

- Not present

Trustee Gilliss

- Field trip with students to Cameron Lake as a parent

Vice-Chair Lehmann

- SUPAC meeting

- PAC Meeting at Clearview – issues with busing
- Labour Management Meeting – overall things are running smoothly

Trustee Scott-Moncrieff

- Been in contact with of administrators...handling stress quite well. Vaccine seems to be calming some down

Trustee Snow

- Calls and messages to administrators
- Visited NPSS

Chair Gilbert

- PAC meetings at four liaison schools
- Participated in the NE Roundtable Meeting - nothing relevant to bring back
- Judged class speeches at ARYES. Thank you to Trustees Gills, Snow and Scott-Moncrieff for agreeing to judge the ARYES virtual speech competition
- SPARK Conference for Women in Leadership that was organized locally. 250 participants. Some were our students from NPSS, Prespatou and Hudson's Hope. Done on WHOVA app that provided opportunity for good discussion and information sharing
- Evening Public Budget Consultation Meeting – good discussion
- Acknowledgement of the creativity of the Bert Bowes PAC who are working hard with the staff to do “school leaving” events for Grade 9's.
- MMMCS - excited they have garden beds going in and adding raspberries
- ARYES – Ready Set Learn – featured the Heather Hannaford Arts Space
- Asked to record a message on behalf of the Board for the NPSS grad. Trustees are asked to send anything they want included

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #50-21

Scott-Moncrieff/Snow

THAT the Regular Meeting Minutes of April 19, 2021 be adopted.
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

Partner Group Meetings Update

School District #59 & #81

- Chair Gilbert reached out to Board Chairs at SD #59 and #81 in regards to our districts meeting around COVID recovery
- SD #59 would like particular agenda topics
- Agenda items:
 - Enrollment changes in regards to COVID regulations
 - COVID learning impacts

- Silver Linings (ie. extra cleaning protocols, etc.)
- Worries or fears coming out of pandemic moving into the next school year
- What has percolated in the community from stakeholders, parents (ie. consultation with parent groups)
- Cross border potential travel restrictions for field trips (ie. Peace River, Grande Prairie, etc.)
- User groups in schools

ACTION: Chair Gilbert to forward agenda items to SD #69 and #81 and move towards choosing a date and time to set up a virtual meeting

Northern Lights College

- Board Chair reached out to Donald Fajemisin who is going to contact the NLC Board and get back to us
- Get feedback from Trustee Evans and school district staff who have connections in their departments with the college

ACTION: Follow up with NLC as well as get feedback from Trustee Evans and other school district staff who have connections with the college

Approval of Excerpts

Motion #51-21

Gilliss/Snow

THAT the excerpts from the March 8, 2021 In-Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.

CARRIED.

Announcements & Reminders

May 24	Victoria Day		
May 25	SUP-PAC Meeting (<i>Evans/Gilbert</i>)	12:00 p.m.	Virtual
June 7	NPAA Meeting	5:30 p.m.	Virtual
June 7	COTW Meetings	12:30 p.m.	Board Room
June 9	Policy Committee Meeting	11:00 a.m.	Board Room
June 18	NPSS Live Stream & Reverse Parade		
June 21	Board Meetings	5:30 p.m.	Board Room
June 21	Budget Submitted for Approval	6:30 p.m.	Board Room
June 24	Last Day for Students		
June 25	Hudson's Hope Grad	1:00 p.m.	
June 25	Administrative Day – Schools Close		

**Recognition of Retirees and Long Service Employees through alternate forms

Senior Staff Reports

Superintendent's Report

A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO's

- For information purposes
- Remove Cathy Cooper as it has not been confirmed if she is retiring

Workforce Report

- For information purposes
- We are below average in terms of illnesses

Motion #52-21

Posts of Responsibility

Snow/Lehmann

THAT the Board approve the Posts of Responsibility at Bert Bowes as presented.

CARRIED.

Motion #53-21

School Charges

Scott-Moncrieff/Snow

THAT the Board approve the School Charges as presented.

CARRIED.

- Discussion around making school fees more universal in regards to school supplies and district purchasing

Motion #54-21

***NEW – Out of District Field Trip Approval (*Attachment*)**

Scott-Moncrieff/Snow

THAT the Board approve the attached International Education Out of District Field Trip.

CARRIED.

Superintendent's Report (*Attachment*)

Guiding Principles for Learning Support Fund

- For information purposes

Motion #55-21

Scott-Moncrieff/Gilliss

THAT the Board accept the Superintendent's Report with the exception of Posts of Responsibility, School Fees and Out of District Field Trip Approval.

CARRIED.

Secretary-Treasurer's Report

A written report was presented. Topics discussed and reported included:

Annual Facilities Grant Bylaw Update

- Ministry has a new capital planning tool that is not available for us to submit anything at this point
- Historically submitted a spreadsheet, but now Ministry wants to have everything entered into a program to track AFG, 5 year capital plans, etc.
- Program will provide a lot more information for COA projects (HVAC's, etc.). It will be a good tool.
- The report is ready once we're able to complete inputting and then will submit

ACTION: Bring forward to the June 21, 2021 Board Meeting for further review

Administration Office - Summer Hours & Summer Closure

- For information purposes

Annual Budget Consultation Update

- District Annual Plan timeline had us passing budget today, however it will not be ready until the June 21, 2021 meeting
- Public Consultation Meeting – one person attended...good interaction
- Sent out specific invitations to our partners (ie. PRNTA, CUPE, NPAA) as well as public partners (ie. DPAC, 3 First Nation groups). Need to review how and when our invitations go out
- Met with administrators at DLTM – good feedback from some as well as emails with questions afterwards
- Met one on one with department leads (ie. Indigenous Ed, KLC, Learning Services, etc.)
- Put out public survey online...as of today had 9 responses
- Work to be done on better communication.
- Presentation piece is good and can be adjusted and added to moving forward
- Suggestion made to ask schools to post survey link on the Facebook pages

ACTION: District Staff to ask schools to post survey link on their Facebook pages again.

Human Resources Summary Report

- For information purposes

Motion #56-21

Gilliss/Lehmann
THAT the Board accept the Secretary-Treasurer's Report.
CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – May 3, 2021

Motion #57-21

Lehmann/Snow
THAT the Board accept the Regular Committee of the Whole minutes of May 3, 2021 and its recommendations
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

Board of Trustees Meeting Schedule

- COTW Minutes should read "April 25 date was chosen for the April board meeting"

BCSTA COVID Feedback Letter

- No changes recommended

Policy Committee

Motion #58-21

Policy #1008 – Trustee Indemnity (Attachment)
Gilliss/Lehmann
THAT Policy #1008 be adopted as presented.
CARRIED.

- Motion #59-21 **Bylaw 1/90 Organization of the Board (Attachment)**
Evans/Gilliss
THAT in accordance with Section 68(4) of the *School Act*, all three readings of Bylaw 1/90 Organization of the Board be given at this meeting.
CARRIED.
- Motion #60-21 Lehmann/Gilliss
THAT the Board adopt the First Reading of Bylaw 1/90 Organization of the Board.
CARRIED.
- Motion #61-21 Snow/Scott-Moncrieff
THAT the Board adopt the Second Reading of Bylaw 1/90 Organization of the Board.
CARRIED.
- Motion #62-21 Snow/Scott-Moncrieff
THAT the Board adopt the Third Reading of Bylaw 1/90 Organization of the Board.
CARRIED.
- Motion #63-21 **Policy #2003 – Student Placement/Kindergarten to Grade 7 (Attachment)**
Evans/Snow
THAT Policy 2003 – Student Placement – Kindergarten to Grade 7 for be adopted for deletion.
CARRIED.
- Motion #64-21 **Policy #4035- Public Interest Disclosure Act (PIDA) (Attachment)**
Gilliss/
THAT the Board of Education put forward the new Policy #4035 – Public Interest Disclosure Act (PIDA) for Notice of Motion.
CARRIED.
- Motion #65-21 **Policy #1003 – School Board Meeting Delegations (Attachment)**
Scott-Moncrieff/
THAT the Board of Education put forward the Policy #1003 – School Board Meeting Delegations for Notice of Motion.
CARRIED.
- Motion #66-21 **Policy #1001 – School Board Duties and Authority (Attachment)**
Gilliss/
THAT the Board of Education put a forward a Notice of Motion for deletion of Policy 1001 – School Board Duties and Authority.
CARRIED.
- Motion #67-21 **Policy #1002 – Board Member Authority (Attachment)**
Snow/
THAT the Board of Education put a forward a Notice of Motion for deletion of Policy 1002 – Board Member Authority.
CARRIED.

ACTION: Send Policies 4035, 1003, 1001, 1002 out for Notice of Motion and place on the June 21, 2021 Regular Board Meeting for adoption.

Other Reports

BCSTA

- Nothing to report

BCPSEA

- Nothing to report

Board Pro-D Committee

- Nothing to report

Correspondence

Assessment Advocacy

- Discussion around including a target date in the letter
- Add MCFD to “cc”
- Indigenous Health has access to funding and grants
- There is opportunity in Prince George for a private assessment. Provincially, private assessments are backlogged due to COVID as well

ACTION: District Staff can discuss a reasonable target date to include in the letter

Unfinished Business

The following unfinished business arose from the previous meeting minutes:
None

New Business

None

PRNTA Update – Michele Wiebe, President

Absent – no report

CUPE Local #4653 Update – Maureen Hummel, President

Absent – no report

District Parent Advisory Council (DPAC) Report – Teresa Brown, President

Absent – no report

Questions from Press/Public

At this time, opportunity was given for questions from the press
None

Adjournment

Motion #68-21

Scott-Moncrieff/Snow
THAT the meeting be adjourned. (7:49 p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

**EXCERPTS
FROM THE APRIL 19, 2021
“IN CAMERA” MEETING MINUTES**

The meeting was called to order and the In-camera Meeting Minutes March 8, 2021 were read and adopted.

Business Arising

- NEW – Section 11 Follow Up

Approval of Excerpts

- NEW – Administration Demographic Report

Superintendent’s Report

Items discussed and reported included:

- COVID-19 Update – Q & A

Secretary-Treasurer’s Report

Items discussed and reported included:

- Labour Management Meeting Minutes
- 2021-2022 Budget Presentation
- Finance Department Update

Committee of the Whole Reports

- NEW – Employee Recognition

Other Reports

- BCSTA
- BCPSEA

Correspondence

- Cameron Lake Follow-Up

Unfinished Business

- None

New Business

- None

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

Monday, June 21, 2021

Human Resources

1. Human Resources Summary Report for Teachers

Human Resources Summary Report for Teachers & AO's
for period of May 14th to June 17th, 2021

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	14	4		8	7
Changes to existing	10	8			
Return from leave					
Payout prep					
Total #					

RETIREEES only:

Education

1. **Superintendent's Report** (*Attachment*)
<https://togetherwelearn.prn.bc.ca/2021/06/18/superintendents-report-june-2021/>
2. **Workforce Report** (*Attachment*)
3. **BAA Courses** (*Attachment*)
 - a) Role-Playing Games 10
 - b) Role-Playing Games 11
 - c) Role-Playing Games 12

Recommended Motion: THAT the Board of Education approve the above mentioned BAA Courses.

4. Post of Responsibility (Attachment)

Recommended Motion: THAT the Board of Education approve the attached Post of Responsibility.

5. Seamless Day Kindergarten Pilot 2021-2024 (Attachment)

Recommended Motion: THAT the Board of Education approve the Seamless Day Kindergarten Pilot for School District #60 (Peace River North)

Respectfully submitted,

Stephen Petrucci
Superintendent of Schools

REPORT TO THE BOARD OF EDUCATION**FROM THE SECRETARY-TREASURER****Monday, June 21, 2021****REGULAR MEETING****Operations**

1. **Upper Halfway First Nation Communication Update**
2. **Wonowon Water Update**
3. **School Heating Issue**

Human Resources

1. **Human Resources Support Staff Update**

Human Resources Summary Report for Support Staff
For period of May 12th, 2021 to June 16th, 2021

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	6	4	7
Changes to existing	7		
Return from leave	4		
Layoff	22		
Retirements	5		

List of Retirees

Kathy Kelly
Val Braithwaite
Susan Canuel
Sandra LeClerc
Maureen Hummel

Respectfully submitted,

Angela Telford,
Secretary-Treasurer

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES
MONDAY, JUNE 7, 2021
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Erin Evans, Trustee (*via Zoom*)
Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee
Bill Snow, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Recording Secretary

Guests: Michele Wiebe, PRNTA President

Regrets:

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations

Taylor Elementary School (1:30 – 2:15 p.m.)

Craig Brownlee, Administrator

- Fielded follow up questions from trustees

Baldonnel Elementary School (2:15 – 3:00 p.m.)

Christine Todd, Administrator

- Fielded follow up questions from trustees

Social Emotional Learning Initiatives (3:00 – 3:30 p.m.)

Carleen Andrews, Director of Instruction

- Fielded follow up questions from trustees

Governance

Schedule of Board of Trustees Meeting – Edit

Helen Gilbert, Board Chair

ACTION: Change Monday February 21, 2022 meeting date to Tuesday, February 22, 2022

Joint District Meeting Update

Helen Gilbert, Board Chair

- Sent an email to SD #59 & #81 regarding a virtual meeting
- Suggested meeting later in the week after June 15 or the following week, waiting to see if there would be any change in COVID guidelines
- Agenda item: Cleaning protocols in COVID recovery

ACTION: Helen will reach out to confirm dates

- Have not heard back from the Northern Lights College yet on setting up a meeting

CSBA Equity & Inclusion Virtual Conference

- Registration would be a flat rate of \$1,000 which is based on number of students in our district
- Trustees could attend any sessions they would like. Also would be open to district staff
- Some trustees expressed a possible interest

ACTION: Helen will look into registration and times in more detail

Deputy Minister's Bulletin re: Policy Changes

Helen Gilbert, Board Chair

- Implications for policy and audit committees
- Early work looked at accumulated surplus policy and having to implement a percentage. In a smaller district, it didn't allow them to save for a larger project
- There is guidance and practices that are encouraged in this policy. There are guiding principles and not a set percentage
- For a long time, Ministry has suggested that surplus money for districts had to be used. With this policy, it's clear boards can save money to meet certain goals. It won't be looked at by Treasury Board that the districts have money (ie. a rainy day fund), so it has to be used
- Work continues to be done

Human Resources

Retirement Appreciation Update

Helen Gilbert, Board Chair

- Continued to have retirees added and implemented a June 1 deadline date for acknowledgement of retirement for this school year
- Additional baskets had to be purchased
- The sense from those who had baskets delivered or picked up was that they were appreciated
- Have placed an order with Norbert's Greenhouse for next year to ensure supply
- Is there something we could do for all of our staff to thank them for hanging in there during a difficult year (ie. coffee for schools, baked goods, etc.). Trustees agreed

ACTION: Helen will look into further and keep trustees up to date by email

Trustee Evans left the meeting @ 2:47 p.m.

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- Funding for Bert Bowes Secondary playground is being funded out of the principal's trust account
- No update from Ministry in regards to the Wonowon school replacement
- Ministry reached out regarding the Upper Halfway build, inquiring if there was district monies that could be put towards the project. The response was no...haven't heard anything further.
ACTION: Angela to communicate with the Upper Halfway First Nation band with an update
- Wonowon School water – discussion around supply costs, mineral content and water that is brought in versus well water
ACTION: Angela will look into Wonowon water details and bring back to the Board
- Concerns from a few schools regarding the heat being on at the school during plus 20 days
ACTION: Angela will look into this further
- Paving of the Bert Ambrose parking lot is being paid for out of AFG funding. City is paving road in front of school this summer

***NEW Audit Committee Meeting on June 17, 2021 @ 12:00 p.m.**

- There will be a detailed budget review
- All trustees are welcome to attend

B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Role-Playing Games 10

Grade: 10



TRAX Code: YIPS 10B
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:



Date: 06/04/2021

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date: 06/04/2021

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: 06/04/2021



Board/Authority Authorized Course

Role-Playing Games 10 - YIPS-0B (MyEd) / YIPS 10B (TRAX)

School District/Independent School Authority Name: Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #60
Developed by: Tyler Mika / Jennifer Andrews	Date Developed: May 2021
School Name: North Peace Secondary School	Principal's Name: Randy Pauls
Superintendent Approval Date (for School Districts only): <i>June 4, 2021</i>	Superintendent Signature (for School Districts only): <i>Steve Kelly</i>
Board/Authority Approval Date: <i>June 21, 2021</i>	Board/Authority Chair Signature:
Course Name: Role-Playing Games 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Class set of computers, art supplies, reference books

Course Synopsis:

This course has been designed for students to develop creative thinking skills and practice positive social interactions through role-playing games. Students will gain an understanding of role-playing games and how they can help develop their fundamental soft skills to be successful, supportive members of a community. Students will improve their communications skills, creative and critical problem solving skills, as well as organizational skills.

Goals and Rationale:

Rationale:

Role-playing games (rpgs) are communal storytelling experiences. They give students the opportunity to engage in conversations and situations that allow them to expand their perspectives in a safe environment. Rpgs challenge students to think creatively and critically when given a problem to solve. Students will develop their communication skills through oral, written and expressive activities. They will be given the opportunity to practice and develop soft skills such as teamwork, organization, conflict management, adaptability, and resourcefulness. Students will practice taking leadership roles in a safe community environment. They will be encouraged to continue using rpgs as a healthy lifelong activity to maintain positive social interactions beyond the high school setting.

Goals:

- Develop communication skills
- Practice soft skills
- Become community leaders in safe, accessible social activities
- Improve decision making skills
- Engage in healthy lifelong activity
- Build positive relationships

Aboriginal Worldviews and Perspectives:

- Storytelling is the key component of rpgs
- The process is reflective, experiential and rational.
- Learning involves patience and time.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
- Learning involves recognizing the consequences of one's actions.

BIG IDEAS

Cultivating networks and reciprocal relationships can support and broaden self awareness and opportunities.

Role-playing games involve soft skills and decision making.

People understand situations differently depending on their worldviews and perspectives.

The exploration of **text, story** and social interactions deepens our understanding of diverse, complex ideas about identity, others, and the world.

Self awareness includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Learning Standards

Curricular Competencies

*Students are expected to **do** the following:*

Communication

- Collaborate with peers to improve cooperation
- Demonstrate inclusive, respectful, and safe interactions in diverse environments
- Develop communication skills
- Practice soft skills: personality, attitude, flexibility, motivation, and manners
- Develop and practice appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes

Critical Thinking

- Analyze information and data from a variety of maps, graphs, and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).

Content

*Students are expected to **know** the following:*

Content

Note: the following assumes using Dungeons and Dragons 5e as the **RPG** of choice (the content may vary using a different system)

- 3 pillars of an **RPG**
 - Exploration
 - Social interaction
 - Combat
- Design of an **RPG** as collaborative storytelling
 - Social expectations and role of the **player**
 - Social expectations and role of the **game master**
- Rules of an **RPG**
 - Ability scores
 - Advantage and disadvantage
 - Ability checks
 - Saving Throws
 - Interacting with the environment
 - Social interactions
 - Resting
 - Between adventures
 - Combat

- Determine and assess the long- and short-term causes and consequences of a decision
- Analyze and reflect on how different perspectives of people, places, issues, and events influence decision making
- Discuss the standards of right and wrong across varying context
- Assess and defend a position on a problem, an issue, or a topic.
- Demonstrate organizational skills by planning, implementing, and assessing strategies to meet specified goals
- Identify and clarify a problem or issue.
- Develop decision making skills
- Explore probability theory

Creative Thinking

- Creating solutions to situations and resolve creative challenges
- Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences
- Include elements of story development
- Practice using established, new, and **emerging technologies** used in visual communication

Personal and Social

- Explore cooperative roles in safe, accessible social activities by taking part in group activities
- Build positive relationships
- Practice social interactions
- Recognize personality differences
- Recognize personal strengths and areas in need of improvement

- The order of combat
- Movement and position
- Actions in combat
- Making an attack
- Cover
- Damage and healing
- Special rules in combat
 - Spellcasting
 - Conditions
- Creating a character
 - Choosing Race, Class, Personality and Background, and Equipment
 - Customization options
 - Different methods of character creation
 - Writing a backstory
- Dice theory
 - Dice with different numbers of faces
 - Chance, probability and averages
 - Calculating risk in a game with chance involved
- Visual communication skills
 - Sample topics:
 - characters sketches
 - painting
 - drawing
 - 3d printing
 - sculptures

Strategies and Processes

- **Reading strategies**
- Story writing strategies
- **Oral language strategies**
- **Metacognitive strategies**
- **Writing processes**
- Presentation techniques & styles
- Note taking and organization

Reflection and Understanding

<ul style="list-style-type: none"> ● Respectfully exchange ideas and viewpoints from diverse perspectives 	<ul style="list-style-type: none"> ● Self identity and an individual's relationship to others ● Strategies for maintaining well-being in personal and social life ● Preferred ways of knowing and learning ● Self-assessment and reflection strategies ● How your behaviour and attitude impacts others ● Inclusive practices, including taking different worldviews and diverse perspectives into consideration ● Models of decision making and innovative thinking for flexible planning and goal setting <p>Sample Experiential Activities (Source)</p> <ul style="list-style-type: none"> ● Emotional: Getting into character! How does your character feel about Good, Evil, Law and Chaos? ● Intellectual: Mapping, using figures and distance scale to arrive at agreed upon physics, timing and variables that render fair probabilities to represent a common time-line flow of interactions, battles, dimensions, trajectories, areas of effect, consequences and contingencies. ● Intrapersonal: What is your character's demeanor vs your character's nature? Develop challenges for other players that will put them in morally incompatible situations. ● Physical: Play/simulate challenges and encounters with "foam" weapons to get a real-time sense of action, risk and timing. ● Makers space: Design, build and play with miniature terrain environments ● Sustainability: Put a real life ecological issue into a fantasy setting and get players to come up with, consider and execute solutions that are diplomatic, mindful and sustainable. Simulate how the consequences of their actions play out in realistic ways
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Big Ideas – Elaborations

- **Role-playing games:** A role-playing game (RPG) is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting, or through a process of structured decision-making regarding character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines. ([Source](#))
- **text:** "Text" and "texts" are generic terms referring to all forms of oral, written, visual, or digital communication:
 - Oral texts include speeches, poems, oral stories, and songs.

- Written texts include novels, articles, and short stories.
- Visual texts include posters, photographs, and other images.
- Digital texts include electronic forms of all of the above.
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** The parts of a story consist of five main elements: characters, setting, plot, and conflict along with theme. ([Source](#))

Curricular Competencies – Elaborations

- **emerging technologies:** There are a variety of programs and products that can be used to promote organization, creativity and functionality of the course content: software, apps, websites, 3d printing, as well as crafting and painting supplies.

Content – Elaborations

- **RPG:** A role-playing game (RPG) is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting, or through a process of structured decision-making regarding character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines. ([Source](#))
- **player:** Each player in an RPG controls a character they have developed.
- **game master, GM:** One player who organizes the world, setting and events that takes place for the other players to interact with.
- **Reading strategies:** There are many strategies that readers use when making sense of text. Students consider what strategies they need to use to “unpack” text. They employ strategies with increasing independence depending on the purpose, text, and context. Strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting.
- **Oral language strategies:** includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **Metacognitive strategies:**
 - thinking about our own thinking, and reflecting on our processes and determining strengths and challenges
 - Students employ metacognitive strategies to gain increasing independence in learning.
- **Writing processes:** There are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing,

Recommended Instructional Components:

- Direct instruction

- Demonstration and video
- Modelling
- Simulations and problem solving
- Peer teaching
- Self Reflection
- Experiential Learning
- Independent Learning
- Cooperative, collaborative learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative Assessment

- Self assessment and reflection (project management, weekly reflection)
- Questioning - by asking reflective questions teachers can assess the level of understanding by students
- Peer evaluation - students discuss challenges, highlights and improvements for future activities
- Descriptive feedback - describe what the student is doing correctly, what they need to do next and where they are going
- Students as owners of their learning - where students are able to describe what they are doing well, what they need to work on, and what their next step may be, also where they may need to seek help to become better

Summative Assessment

- Performance Assessment - teacher observes interactions
- Projects and assignments - Assess various written and visual tasks
- Final Project - Students reflect on their classroom experiences and discuss their growth and learning, and how their skill development connects to long term goals.

Learning Resources:

- Software:
 - 3D modeling software: Blender, Tinkercad, or GT Box
 - 3D Printing software: MatterControl, ChitUBox
 - Syrnscope
 - Wonderdraft, Dungeondraft
- Books:
 - [D&D Players Handbook](#)
 - [The Ultimate RPG Character Backstory Guide](#)
 - [How to Draw Fantasy Art and RPG Maps](#)
- Web Resources:
 - [Running a School RPG or D&D Club](#): Video by Ethan Schoonover explaining his recommendations for creating a RPG club or class

- [D&D with High School Students S01E01 - DnD, Dungeons & Dragons, newbies](#): Bill Allan demonstrates how he teaches students the basics to start playing an RPG
- [How Schools spark Excitement for Learning with Role Playing Games](#): by Paul Darvasi. He explains how some schools are experimenting with PRGs and gives insights and resources for teachers and students.
- [The Monsters Know What They're Doing](#) - insight into creature's movements, values and decision making during encounters
- [Hero Forge](#): 3d custom character creation tool
- [Roll20](#): online campaign visual and organizational tool
- [Microsoft OneNote](#): organizational tool for notes

Additional Information:



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Role-Playing Games 11

Grade: 11



TRAX Code: YIPS 11B
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date: 06/04/2021

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date: 06/04/2021

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

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Name of Inspector of Independent Schools or Designate:

Signature:

Date: 06/04/2021



Board/Authority Authorized Course

Role-Playing Games 11 - YIPS-1B (MyEd) / YIPS 11B (TRAX)

School District/Independent School Authority Name: Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #60
Developed by: Tyler Mika / Jennifer Andrews	Date Developed: May 2021
School Name: North Peace Secondary School	Principal's Name: Randy Pauls
Superintendent Approval Date (for School Districts only): <i>June 4, 2021</i>	Superintendent Signature (for School Districts only): <i>[Signature]</i>
Board/Authority Approval Date: <i>June 21, 2021</i>	Board/Authority Chair Signature: <i>[Signature]</i>
Course Name: Role-Playing Games 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Class set of computers, art supplies, reference books

Course Synopsis:

This course has been designed for students to develop creative thinking skills and practice positive social interactions through role-playing games. Students will gain an understanding of role-playing games and how they can help develop their fundamental soft skills to be successful, supportive members of a community. Students will improve their communications skills, creative and critical problem solving skills, as well as organizational skills.

Goals and Rationale:

Rationale:

Role-playing games (rpgs) are communal storytelling experiences. They give students the opportunity to engage in conversations and situations that allow them to expand their perspectives in a safe environment. Rpgs challenge students to think creatively and critically when given a problem to solve. Students will develop their communication skills through oral, written and expressive activities. They will be given the opportunity to practice and develop soft skills such as teamwork, organization, conflict management, adaptability, and resourcefulness. Students will practice taking leadership roles in a safe community environment. They will be encouraged to continue using rpgs as a healthy lifelong activity to maintain positive social interactions beyond the high school setting.

Goals:

- Develop communication skills
- Practice soft skills
- Become community leaders in safe, accessible social activities
- Improve decision making skills
- Engage in healthy lifelong activity
- Build positive relationships

Aboriginal Worldviews and Perspectives:

- Storytelling is the key component of rpgs
- The process is reflective, experiential and rational.
- Learning involves patience and time.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
- Learning involves recognizing the consequences of one's actions.

BIG IDEAS

Cultivating networks and reciprocal relationships can support and broaden self awareness and opportunities.

Role-playing games involve soft skills and decision making.

People understand situations differently depending on their worldviews and perspectives.

The exploration of **text, story** and social interactions deepens our understanding of diverse, complex ideas about identity, others, and the world.

Self awareness includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Learning Standards

Curricular Competencies

*Students are expected to **do** the following:*

Communication

- Collaborate with peers to reach a consensus where every participant is heard and helps to develop a story
- Demonstrate inclusive, respectful, and safe interactions in diverse environments
- Practice communication skills
- Practice soft skills: personality, attitude, flexibility, motivation, and manners
- Practice and demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes

Critical Thinking

- Analyze and interpret information and data from a variety of maps, graphs, and tables.

Content

*Students are expected to **know** the following:*

Content

Note: the following assumes using Dungeons and Dragons 5e as the **RPG** of choice (the content may vary using a different system)

- 3 pillars of an **RPG**
 - Exploration
 - Social interaction
 - Combat
- Design of an **RPG** as collaborative storytelling
 - Social expectations and role of the **player**
 - Social expectations and role of the **game master**
- Rules of an **RPG**
- Advanced character creation
 - Advanced options and/or homebrewing for Race, Class, Personality and Background, and Equipment
 - Customization options
 - Different methods of character creation
 - Playing against stereotype
 - Working with the GM to create an intricate backstory
 - Including meaningful story elements
 - Providing loose ends or hooks for the **game master**

- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of a decision
- Analyze, discuss and reflect on how different perspectives of people, places, issues, and events influence decision making
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Demonstrate organizational skills by planning, implementing, and assessing strategies to meet specified goals
- Identify and clarify a problem or issue.
- Improve decision making skills
- Understand probability theory and use this to calculate risk

Creative Thinking

- Demonstrate innovation in creating solutions to situations and resolving creative challenges
- Use writing and design processes to plan, develop, and create engaging texts for a variety of purposes and audiences
- Include a variety of elements of story development
- Develop skills with established, new, and **emerging technologies** used in visual communication

- An introduction on how to be a **game master** for a single session or short campaign
 - Creating a campaign
 - Choosing a module or to create your own adventure
 - Creating nonplayer characters
 - Adventure environments
 - Awarding treasure
 - Running the game
 - The role of dice
 - Using ability scores
 - Social interactions
 - Combat
 - Combat encounter design
 - Understanding challenge rating
 - Choosing the right monster for the encounter
- Dice theory
- Visual communication skills
 - sample topics:
 - map building
 - characters sketches
 - painting
 - drawing
 - 3d printing
 - sculptures
 - dioramas
- Time management

Strategies and Processes

- **Reading strategies**
- Story writing strategies
- **Oral language strategies**
- **Metacognitive strategies**
- **Writing processes**
- Presentation techniques & styles
- Note taking and organization
- Project development

<p>Personal and Social</p> <ul style="list-style-type: none"> ● Explore cooperative roles, including leadership roles, in safe, accessible social activities by taking initiative ● Build positive relationships ● Engage in social interactions ● Recognize personality differences ● Recognize personal strengths and areas in need of improvement ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding 	<p>Reflection and Understanding</p> <ul style="list-style-type: none"> ● Self identity and an individual's relationship to others ● Strategies for maintaining well-being in personal and social life ● Preferred ways of knowing and learning ● Self-assessment and reflection strategies ● How your behaviour and attitude impacts others ● Inclusive practices, including taking different worldviews and diverse perspectives into consideration ● Models of decision making and innovative thinking for flexible planning and goal setting <p>Sample Experiential Activities (Source)</p> <ul style="list-style-type: none"> ● Emotional: Getting into character! How does your character feel about Good, Evil, Law and Chaos? ● Intellectual: Mapping, using figures and distance scale to arrive at agreed upon physics, timing and variables that render fair probabilities to represent a common time-line flow of interactions, battles, dimensions, trajectories, areas of effect, consequences and contingencies. ● Intrapersonal: What is your character's demeanor vs your character's nature? Develop challenges for other players that will put them in morally incompatible situations. ● Physical: Play/simulate challenges and encounters with "foam" weapons to get a real-time sense of action, risk and timing. ● Makers space: Design, build and play with miniature terrain environments ● Sustainability: Put a real life ecological issue into a fantasy setting and get players to come up with, consider and execute solutions that are diplomatic, mindful and sustainable. Simulate how the consequences of their actions play out in realistic ways
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Big Ideas – Elaborations

- **Role-playing games:** A role-playing game (RPG) is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting, or through a process of structured decision-making regarding character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines. ([Source](#))

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 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** The parts of a story consist of five main elements: characters, setting, plot, and conflict along with theme. ([Source](#))

Curricular Competencies – Elaborations

- **emerging technologies:** There are a variety of programs and products that can be used to promote organization, creativity and functionality of the course content: software, apps, websites, 3d printing, as well as crafting and painting supplies.

Content – Elaborations

- **RPG:** A role-playing game (RPG) is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting, or through a process of structured decision-making regarding character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines. ([Source](#))
- **player:** Each player in an RPG controls a character they have developed.
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- **Reading strategies:** There are many strategies that readers use when making sense of text. Students consider what strategies they need to use to “unpack” text. They employ strategies with increasing independence depending on the purpose, text, and context. Strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting.
- **Oral language strategies:** includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **Metacognitive strategies:**
 - thinking about our own thinking, and reflecting on our processes and determining strengths and challenges
 - Students employ metacognitive strategies to gain increasing independence in learning.
- **Writing processes:** There are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing,

Recommended Instructional Components:

- Direct instruction
- Demonstration and video
- Modelling
- Simulations and problem solving
- Peer teaching
- Self Reflection
- Experiential Learning
- Independent Learning
- Cooperative, collaborative learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative Assessment

- Self assessment and reflection (project management, weekly reflection)
- Questioning - by asking reflective questions teachers can assess the level of understanding by students
- Peer evaluation - students discuss challenges, highlights and improvements for future activities
- Descriptive feedback - describe what the student is doing correctly, what they need to do next and where they are going
- Students as owners of their learning - where students are able to describe what they are doing well, what they need to work on , and what their next step may be, also where they may need to seek help to become better

Summative Assessment

- Performance Assessment - teacher observes interactions
- Projects and assignments - Assess various written and visual tasks
- Final Project - Students reflect on their classroom experiences and discuss their growth and learning, and how their skill development connects to long term goals.

Learning Resources:

- Software:
 - 3D modeling software: Blender, Tinkercad, or GT Box
 - 3D Printing software: MatterControl, ChitUBox
 - Syrnescape
 - Wonderdraft, Dungeondraft
- Books:
 - [D&D Players Handbook](#)
 - [The Ultimate RPG Character Backstory Guide](#)
 - [How to Draw Fantasy Art and RPG Maps](#)
- Web Resources:

- [Running a School RPG or D&D Club](#): Video by Ethan Schoonover explaining his recommendations for creating a RPG club or class
- [D&D with High School Students S01E01 - DnD, Dungeons & Dragons, newbies](#): Bill Allan demonstrates how he teaches students the basics to start playing an RPG
- [How Schools spark Excitement for Learning with Role Playing Games](#): by Paul Darvasi. He explains how some schools are experimenting with PRGs and gives insights and resources for teachers and students.
- [The Monsters Know What They're Doing](#) - insight into creature's movements, values and decision making during encounters
- [Hero Forge](#): 3d custom character creation tool
- [Roll20](#): online campaign visual and organizational tool
- [Microsoft OneNote](#): organizational tool for notes

Additional Information:



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Role-Playing Games 12

Grade: 12



TRAX Code: YIPS 12B
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date: 06/04/2021

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date: 06/04/2021

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: 06/04/2021



Board/Authority Authorized Course

Role-Playing Games 12 - YIPS-2B (MyEd) / YIPS 12B (TRAX)

School District/Independent School Authority Name: Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #60
Developed by: Tyler Mika / Jennifer Andrews	Date Developed: May 2021
School Name: North Peace Secondary School	Principal's Name: Randy Pauls
Superintendent Approval Date (for School Districts only): <i>June 4, 2021</i>	Superintendent Signature (for School Districts only): <i>Stephen Peterson</i>
Board/Authority Approval Date: <i>June 21, 2021</i>	Board/Authority Chair Signature:
Course Name: Role-Playing Games 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Class set of computers, art supplies, reference books

Course Synopsis:

This course has been designed for students to expand their creative thinking skills, practice positive social interactions and explore leadership roles through role-playing games. Students will gain an understanding of role-playing games and how they can help develop their fundamental soft skills to be successful, supportive members of a community. Students will improve their communications skills, creative and critical problem solving skills, as well as organizational skills.

Goals and Rationale:

Rationale:

Role-playing games (rpgs) are communal storytelling experiences. They give students the opportunity to engage in conversations and situations that allow them to expand their perspectives in a safe environment. Rpgs challenge students to think creatively and critically when given a problem to solve. Students will develop their communication skills through oral, written and expressive activities. They will be given the opportunity to practice and develop soft skills such as teamwork, organization, conflict management, adaptability, and resourcefulness. Students will practice taking leadership roles in a safe community environment. They will be encouraged to continue using rpgs as a healthy lifelong activity to maintain positive social interactions beyond the high school setting.

Goals:

- Develop communication skills
- Practice soft skills
- Become community leaders in safe, accessible social activities
- Improve decision making skills
- Engage in healthy lifelong activity
- Build positive relationships

Aboriginal Worldviews and Perspectives:

- Storytelling is the key component of rpgs
- The process is reflective, experiential and rational.
- Learning involves patience and time.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
- Learning involves recognizing the consequences of one's actions.

BIG IDEAS

Cultivating networks and reciprocal relationships can support and broaden self awareness and opportunities.

Role-playing games involve soft skills and decision making.

People understand situations differently depending on their worldviews and perspectives.

The exploration of **text, story** and social interactions deepens our understanding of diverse, complex ideas about identity, others, and the world.

Self awareness includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Learning Standards

Curricular Competencies

*Students are expected to **do** the following:*

Communication

- Lead a collaborative process with peers to reach a consensus where every participant is heard and helps to develop a story
- Demonstrate inclusive, respectful, and safe interactions in diverse environments
- Apply communication skills effectively
- Display soft skills: personality, attitude, flexibility, motivation, and manners
- Lead peers by demonstrating appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Practice leadership skills in a small group setting

Content

*Students are expected to **know** the following:*

Content

Note: the following assumes using Dungeons and Dragons 5e as the **RPG** of choice (the content may vary using a different system)

- 3 pillars of an **RPG**
 - Exploration
 - Social interaction
 - Combat
- Design of an **RPG** as collaborative storytelling
 - Social expectations and role of the **player**
 - Social expectations and role of the **game master**
- Advanced character creation and **player** options
- How to be a **game master** for a full campaign
 - Creating a campaign
 - Choosing a module or to create your own world
 - Creating adventures
 - Creating nonplayer characters
 - Adventure environments
 - Downtime activities
 - Awarding treasure
 - Running the game

Critical Thinking

- Interpret information and data from a variety of maps, graphs, and tables, then be able to create maps, graphs and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Determine, assess and analyze the long- and short-term causes and consequences, and the intended and unintended consequences, of a decision
- Analyze, discuss and reflect on how different perspectives of people, places, issues, and events influence decision making
- Lead a peer group in analyzing controversial actions in the past or present, while considering the context and standards of right and wrong, to make reasoned ethical judgments
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Demonstrate organizational skills by planning, implementing, and assessing strategies to meet specified goals
- Identify and clarify a problem or issue.
- Improve decision making skills and reflect upon choices made
- Understand probability theory and use this to calculate risk

Creative Thinking

- Demonstrate innovation in creating solutions to situations and resolving creative challenges
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences

- The role of dice
 - Using ability scores
 - Social interactions
 - Combat
 - Pace of leveling up characters
 - Combat encounter design
 - Understanding challenge rating
 - Choosing the right monster for the encounter
 - Traps/complications
 - Environmental effects
 - GM styles and players styles
 - Visual communication skills
 - sample topics:
 - map building
 - characters sketches
 - painting
 - drawing
 - 3d printing
 - sculptures
 - dioramas
 - Time management
- Strategies and Processes
- **Reading strategies**
 - Story writing strategies
 - **Oral language strategies**
 - **Metacognitive strategies**
 - **Writing processes**
 - Presentation techniques & styles
 - Note taking and organization
 - Project development
- Reflection and Understanding
- Self identity and an individual's relationship to others
 - Strategies for maintaining well-being in personal and social life
 - Preferred ways of knowing and learning

<ul style="list-style-type: none"> ● Incorporate a variety of elements of story development in creating a world setting and narrative story ● Utilize established, new, and emerging technologies, used in visual communication <p>Personal and Social</p> <ul style="list-style-type: none"> ● Explore leadership roles in safe, accessible social activities by taking initiative ● Build positive relationships ● Actively engage in, lead and direct social interactions ● Recognize personality differences ● Recognize personal strengths and areas in need of improvement ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking 	<ul style="list-style-type: none"> ● Self-assessment and reflection strategies ● How your behaviour and attitude impacts others ● Inclusive practices, including taking different worldviews and diverse perspectives into consideration ● Models of decision making and innovative thinking for flexible planning and goal setting ● Ways to contribute to community and society that take cultural influences into consideration ● Value of volunteerism for self and community <p>Sample Experiential Activities (Source)</p> <ul style="list-style-type: none"> ● Emotional: Getting into character! How does your character feel about Good, Evil, Law and Chaos? ● Intellectual: Mapping, using figures and distance scale to arrive at agreed upon physics, timing and variables that render fair probabilities to represent a common time-line flow of interactions, battles, dimensions, trajectories, areas of effect, consequences and contingencies. ● Intrapersonal: What is your character's demeanor vs your character's nature? Develop challenges for other players that will put them in morally incompatible situations. ● Physical: Play/simulate challenges and encounters with "foam" weapons to get a real-time sense of action, risk and timing. ● Makers space: Design, build and play with miniature terrain environments ● Sustainability: Put a real life ecological issue into a fantasy setting and get players to come up with, consider and execute solutions that are diplomatic, mindful and sustainable. Simulate how the consequences of their actions play out in realistic ways
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- [Microsoft OneNote](#): organizational tool for notes

Additional Information:

Math Assessment and Practice - Spring 2021

Percentage of students that are meeting or exceeding expectations

F=Fall

Percentage of students that Meets / Exceeds		Grade 4F	Grade 4	Grade 5F	Grade 5	Grade 6F	Grade 6
Communicating & Representing		92	93	91	92	87	79
Understanding & Solving		71	76	83	81	72	73
Connecting & Reflecting		59	63	73	80	65	73
Reasoning & Analyzing		78	79	75	85	87	84

Percentage of students that Meets / Exceeds		Grade 8F	Grade 8	Grade 9F	Grade 9		
Communicating & Representing		75	83	78	88		
Understanding & Solving		75	75	64	63		
Connecting & Reflecting		64	79	64	80		
Reasoning & Analyzing		83	83	72	79		

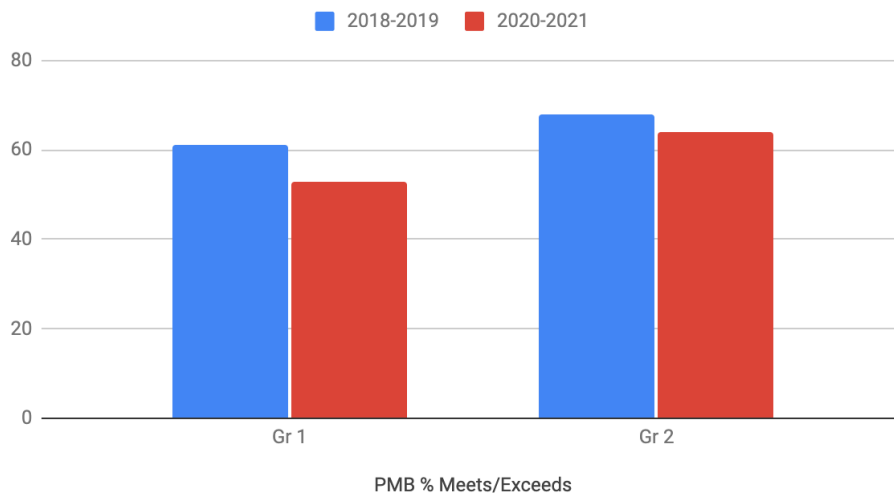
Percentage of students that Meets / Exceeds		Grade 10F	Grade 10	Grade 11F	Grade 11	Grade 12F	Grade 12
Communicating & Representing		89	87	82	57	33	33
Understanding & Solving		70	76	18	71	33	100
Connecting & Reflecting		81	78	81	57	33	33
Reasoning & Analyzing		73	77	27	29	33	33

- grade 7 results are not part of the District collection as we have the FSA results. Some teachers put in results for grade 4 anyways.

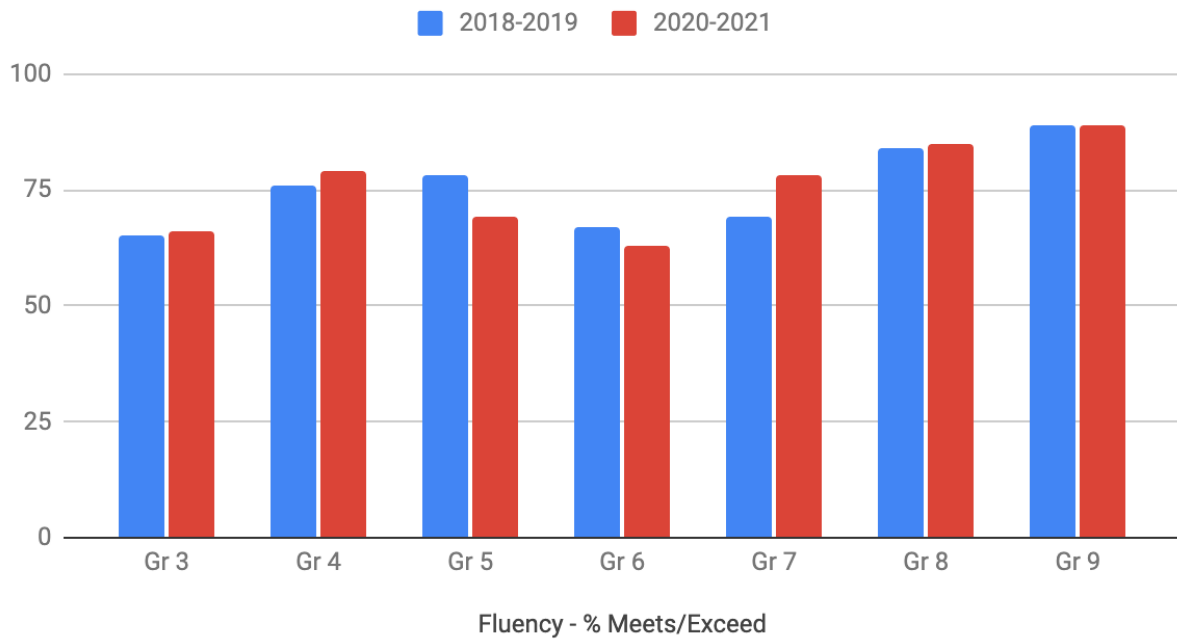
Spring Literacy Results - Comparison Between Spring 2019 and Spring 2021

PMB % Meets/Exceeds	Gr 1	Gr 2					
2018-2019	61	68					
2020-2021	53	64					
Fluency - % Meets/Exceed	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
2018-2019	65	76	78	67	69	84	89
2020-2021	66	79	69	63	78	85	89
Comprehension - % Meets/Exceeds	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
2018-2019	55	61	69	51	57	64	70
2020-2021	58	60	66	55	63	36	37

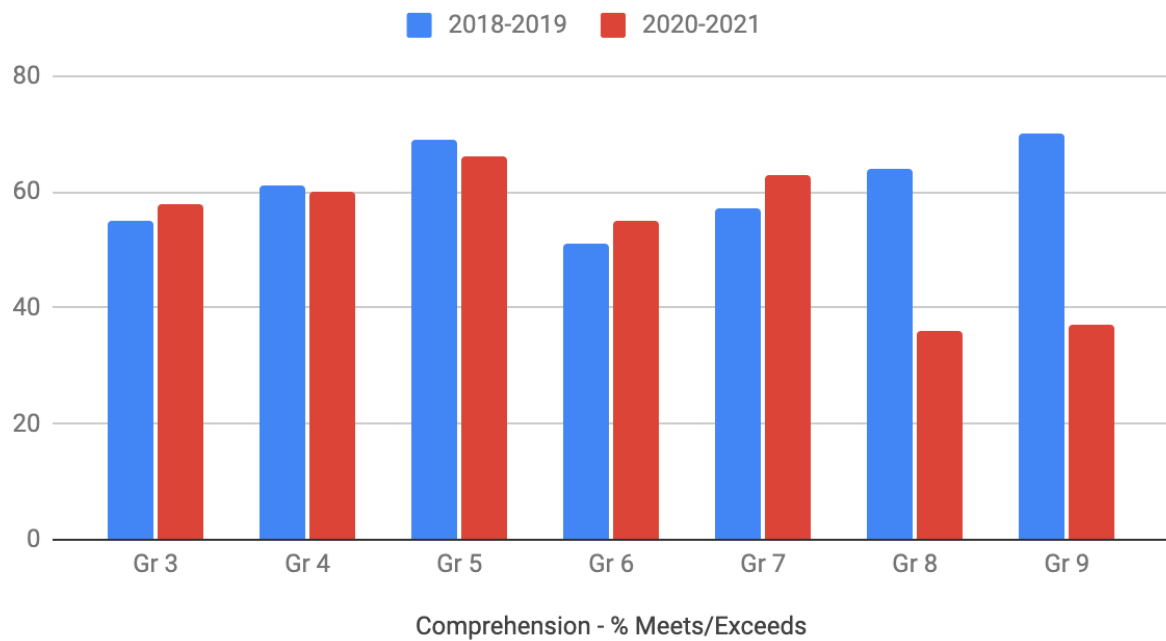
PMB Reading - Grade 1 & 2 Percent Meets / Exceeds



Fluency - Gr 3 - 9 - % Meets/Exceeds



Comprehension - Gr 3 - 9 - % Meets/Exceeds





Sharon Schell <sschell@prn.bc.ca>

Fwd: Change of POR

8 messages

Stephen Petrucci <spetrucci@prn.bc.ca>
To: Sharon Schell <sschell@prn.bc.ca>

Mon, May 31, 2021 at 8:17 AM

FYI -

----- Forwarded message -----

From: **Randy Pauls** <rpauls@prn.bc.ca>
Date: Mon, May 31, 2021 at 8:12 AM
Subject: Change of POR
To: Anita Deng <adeng@prn.bc.ca>
Cc: Angela Telford <atelford@prn.bc.ca>, Stephen Petrucci <spetrucci@prn.bc.ca>

Post of Responsibility
- change for
May 1 - June 30, 2021

Good Morning. Harmony Shaw was POR for the English department. She is on mat. leave now and I have appointed Melissa Paakkonen as English POR for the remainder of the year and for next year as well. As she has assumed the duties of the POR, can we please assign the POR stipend to her for the last two months of this year? Thanks

<https://togetherwelearn.prn.bc.ca/>

Mr. Stephen Petrucci
Superintendent
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
250 264 7644 (cell)
www.prn.bc.ca
s1petrucci (Twitter)



Sharon Schell <sschell@prn.bc.ca>
To: Randy Pauls <rpauls@prn.bc.ca>

Mon, May 31, 2021 at 9:38 AM

I see that Harmony's maternity leave began on April 28th, 2021.
You would like Melissa's PoR to be effective April 28th to June 30th, 2021, correct?
And you will add Melissa to your PoR list for the 2021-2022 year, correct?
[Quoted text hidden]

NO, MAY 1st to
JUNE 30th x

* * * * *

Sharon Schell
Executive Assistant

Stephen Petrucci, Superintendent
Jarrod Bell, Director of Instruction
Wade Hart, Director of Instruction
Carleen Andrews, Director of Instruction
School District No. 60 (Peace River North)
(250) 262-6017 tel
(250) 262-6046 fax

Randy Pauls <rpauls@prn.bc.ca>
To: Sharon Schell <:ssschell@prn.bc.ca>

Mon, May 31, 2021 at 9:43 AM

Hi Sharon. This years POR for Melissa can start May 1 to June 30th, that way it is clearly a two month situation. She is the POR for next year too. Thanks

POR's for Next year. There is one change - not sure I sent to you. Athletics/PE is just Jaclyn McNicol.

- English- Melissa Paakkonen
- Social Studies- Rob Dempsey
- Sciences - Lindsay Lynn
- Math - Torben Graham
- Learning Services - Krista Peregoodoff
- Career Programs/Tech. Ed(Shops) - Jeff Mayer
- Fine Arts / Applied Skills / Technology - Kim Ans
- Athletics/PE - Jaclyn McNicol
- ELC - Jerrick Salinas

[Quoted text hidden]

Sharon Schell <:ssschell@prn.bc.ca>
To: Randy Pauls <rpauls@prn.bc.ca>

Mon, May 31, 2021 at 9:46 AM

Perfect ... thank you!

[Quoted text hidden]

Sharon Schell <:ssschell@prn.bc.ca>
To: Stephen Petrucci <spetrucchi@prn.bc.ca>

Mon, May 31, 2021 at 9:48 AM

Are you able to give special approval for Melissa's May-June PoR appointment?
or do we add it to the June 21 Board Meeting agenda for their approval then and retroactive pay in May?

[Quoted text hidden]

Stephen Petrucci <spetrucchi@prn.bc.ca>
To: Sharon Schell <:ssschell@prn.bc.ca>

Mon, May 31, 2021 at 10:37 AM

We should probably include it on June 21 meeting and do retro. Please let Randy know that.

Stephen

[Quoted text hidden]

Sharon Schell <:ssschell@prn.bc.ca>
To: Randy Pauls <rpauls@prn.bc.ca>

Mon, May 31, 2021 at 10:48 AM

Good morning Randy:

Just want you to be aware that this PoR will need to be approved by the Board at the June 21st Board Meeting, so Melissa will receive her May and June stipends on her June monthend pay. If you wouldn't mind making her aware, so that she doesn't think that we've missed out on her PoR pay on May's monthend pay.

Thank you.

On Mon, May 31, 2021 at 9:43 AM Randy Pauls <rpauls@prn.bc.ca> wrote:

[Quoted text hidden]



Seamless Day Kindergarten Pilots in BC Schools, 2021

Maureen Dockendorf: BC Ministry of Education, Early Care and Learning Consultant

Photos are from the SD 53 Seamless Day Educator Team and reflect the context of the learning community

Additional photos are from the BC Early Learning Framework, and 'Unsplash'

BC Government is creating a universally accessible, quality early care and learning system and is moving responsibility for child care to the Ministry of Education.

Ministry of Education is:

- in the process of providing universal access to before and after school care on school grounds so children have consistent relationships with the same people and places
- using existing Kindergarten/Primary classrooms for expanding before and after school care
- licensing the classrooms with resulting new programs (e.g., Seamless Day Pilot) operated directly by the School District
- ensuring high quality early care and learning by providing Early Childhood Educator expertise



Once classrooms are licensed, School Districts can deliver two models of before and after school child care:

Model #1: Seamless Day Kindergarten Pilot

Staff: An Educator team of 1 Kindergarten Teacher and 2 Early Childhood Educators (ECE) employed by the School District

Description: before and after school care is offered from approx. 7:15 am to 5:30 pm with the two ECEs providing the care and working alongside the Kindergarten teacher, in the licensed Kindergarten classroom, during the school day (maximum 12 children).

Age Group of Children: Kindergarten children take priority and if there is space, Grade 1 – Grade 2 children are welcome (priority given to siblings)



Model #2: Extended Day

Staff: employees of the School District

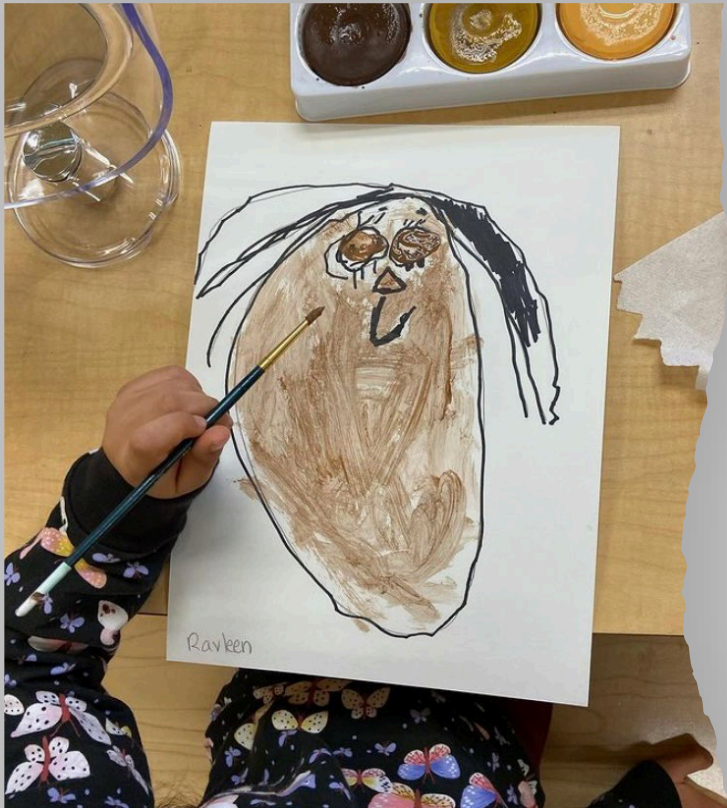
Description: before and after school care programs are offered in existing Kindergarten/Primary classrooms that have been licensed by the School District (maximum 12 children).

Age Group of Children: Kindergarten to Grade 2 children

Ministry of Education is supporting School Districts to provide before and after school care on school grounds as a first step to universal access for all children under 12 whose families choose it. One model is the Seamless Day Kindergarten Pilot.

NOTE: The remainder of the PowerPoint reflects information on Model #1, the Seamless Day Model, with the exception of a description of a new MOE Early Care and Learning Pilot Program: ‘JUST B4’.

- currently learning from School District champions & early adopters
- 3 Seamless Day Kindergarten Pilots opened in Spring, 2021
- 20 Seamless Day Kindergarten Pilots opening in Fall, 2021
- 1 new MOE Early Care and Learning ‘JUST B4’ Pilot Program opening in May 2021
- StrongStart BC Centre in the morning and a 4-year-old early years program in the afternoon in the same licensed classroom with the same Early Childhood Educator



Seamless Day Kindergarten Pilots: Examples on School Grounds

School District	Piloting Year
Okanagan-Similkameen – SD 53	Year 2 opened in Sept. 2019
Sunshine Coast – SD 46	Year 1 opened in March 2021
West Vancouver SD – 45	Year 1 opened in April 2021
Qualicum – SD 69	Year 1 opening in May 2021

Seamless Day Kindergarten Pilot ...

- implements an 'Educator Team': a collaborative structure of Early Childhood Educators working alongside Kindergarten Teachers during the school day
 - AM ECE Shift: 7:15 am - 1:15 pm
 - PM ECE Shift: 11:30 am - 5:30 pm
- reduces daily transitions for children and families (seamless), reduces stress (OECD)
- provides an inclusive, equitable, high-quality early learning program that supports all children
- offers new opportunities for recruitment and retention of ECEs and honors ECEs as professionals
- engages in respectful dialogue with Primary Teachers to ensure that collaborative use of classroom space is the **teacher's choice** and builds on examples of success where shared space is working well



British Columbia Early Learning Framework



Seamless Day Kindergarten Pilot ...

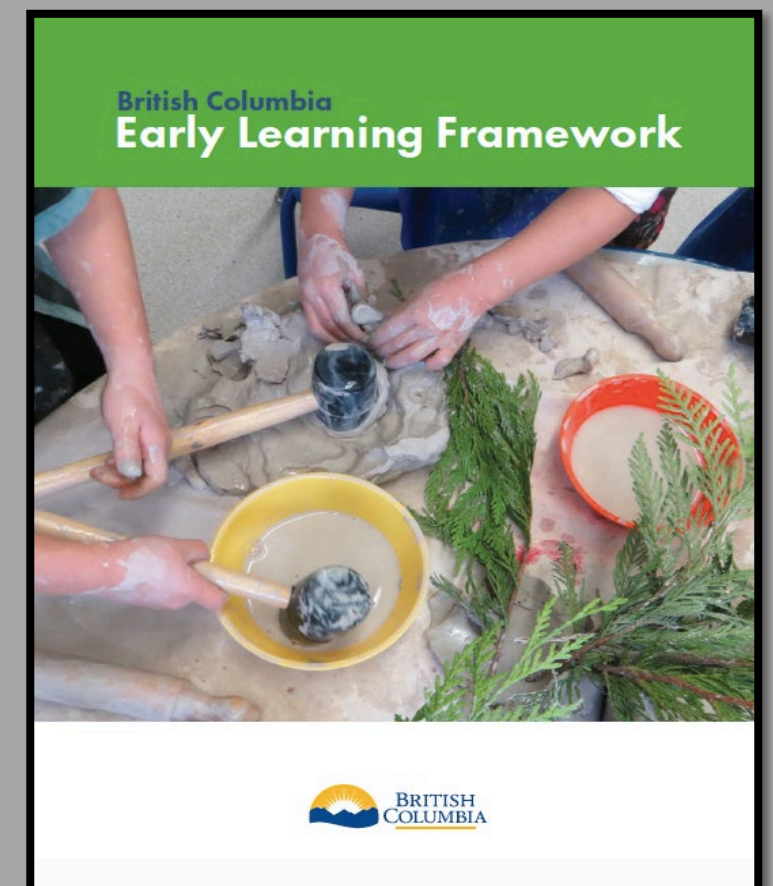
- adopts the BC Early Learning Framework as a foundational support to quality early learning experiences and to provide a vision for early childhood education
- supports children to be creative and critical thinkers
- provides learning continuity and coherence in pedagogy between the Early Years and the Primary Grades
- creates a daily continuum of care and learning for children and families
- reduces transitions between early care and learning programs, schools and other services
- includes Grade 1 - Grade 3 children before and after school where space permits with priority for siblings

Seamless Day Kindergarten Pilot is grounded in The BC Early Learning Framework and the BC Education Curriculum Core Competencies

- shares philosophies that support the educator team in designing environments that are flexible, responsive, and relevant to their local community
- promotes the purposeful design, organization and implementation of learning environments that leverage young children's inclination to play
- inspires and supports the creation of rich, joyful early childhood spaces where children, adults, ideas, and materials come together and where knowledge is constructed about learning and living in ways that are local, inclusive, ethical and democratic (ELF, pg. 11)
- meeting place for joint Professional Learning for Early Childhood Educators and Primary Teachers
- aligns in vision, principles, rethinking of practice and context relevant to working with children and families



BC Curriculum Core Competencies





The pedagogy of the Seamless Day Kindergarten Pilot is based on:

the image of the child as strong, capable in their uniqueness, and full of potential, living and growing in complex interdependence with humans and all world relations. (Early Learning Framework, page 15)

The Seamless Day Educator Team at Oliver Elementary School, SD 53

- Educator Team: 2 Early Childhood Educators and 1 Kindergarten teacher
- photo was taken during the 45 minutes when Educators transition from the morning ECE to the afternoon ECE
- 19 children (some are working independently with materials)





Seamless Day Educator Team Collaborative Planning

25 minutes each week is built in for the Educator Team to meet and plan

The Educator Team continually engages in the BC Early Learning Framework practices of:

- collaborative dialogue
- pedagogy of listening
- pedagogical narration
- critical reflection inviting comments, questions, and interpretations

*What have we noticed?
What do we wonder?
What have we learned?
Where to next?*

Seamless Day Kindergarten Pilot offers before and after school care option with seamless transitions for children and families ...

- children have consistent relationships with the same people and places
- 1 cubby for their belongings
- 1 parent message book
- 1 place for take home artifacts
- 1 parent newsletter
- children spend their day in one space, including the school gym and the outdoor environment everyday
- Grade 1 – 2 children can attend before and after school care, space permitting



@seamless_day_kindy



The Seamless Day Kindergarten Pilot Year 1 Research and Evaluation Report 2019 – 2020

The Seamless Day Research and Evaluation Report is available on the SD 53 Website.



The Seamless Day Program - Year 1 Research and Evaluation Report (click here)

This pilot program was implemented at Oliver Elementary School in September of 2019. This report provides information on the process, effect on families and children, observations and evidence. Find out how this program has contributed to the community!



Follow on Instagram: @seamless_day_kindy



Starting Strong V: Transitions



Focus on transitions to primary school underscores the value of common governance and consistent coherent pedagogy from the early years into primary education.

OECD, 2019



Contacts:

Maureen Dockendorf: maureen.dockendorf@gov.bc.ca

Kira Reynolds: kira.reynolds@gov.bc.ca

Bev Young, Superintendent of Schools SD 53
byoung@sd53.bc.ca

Kindergarten Teacher Melia Dirk: mdirk@sd53.bc.ca

Seamless Kindergarten Day Information from the Ministry of Education

NOTE: maximum number is twelve K – 2/3 children based on licensing requirements

A qualified Early Childhood Educator (ECE) begins the before school care at approximately 7:30 am and provides a quality early childhood education experience in the licensed Kindergarten classroom for the K – 2/3 children registered in the program (could be less than 12 children).

The ECE remains in the Kindergarten classroom when school begins and provides early childhood expertise working alongside the Kindergarten teacher who has chosen to work in the Seamless Day Kindergarten Pilot. The morning ECE leaves at approximately 1:30 and a second ECE arrives to work alongside the Kindergarten teacher in the afternoon, in the licensed Kindergarten classroom. When the school day ends, the ECE continues to provide quality after school care in the same licensed Kindergarten classroom. The ECEs are full time School District employees.

The up-front Ministry funding for the Seamless Day is a \$150,000 grant to the School District to cover 3 years of operation.

* Each year, this funds one full time Early Childhood Educator (ECE) position, including benefits, which equates to approximately \$43,000 dollars, depending on the School District's contract.

* There is approx. \$7,000 remaining which goes towards funding either a second ECE or funding the staffing for an after-school care program if the School District does not have the budget allocation to fund a second full time ECE.

Key Elements

- Funding
 - 50K per year from Ministry
 - Cost to families? - We are able to charge fees - families have options if unable to pay
 - Possible partnership with District of Taylor?
 - Federal Government announcing initiatives/support in the future
- Licensing
 - School act or Community Care and Assisted Living act
- Staffing availability - full-time posting with benefits will help
- How does this work with a BASC already in place? - separate
- Critical to have K-teacher buy-in
- Looking at Taylor for Plan A, Finch for Plan B

Meeting Notes - May 28

- Going to cabinet June 9 for decision making
- Not dismantling the daycare provider system
- Iterative process. SD's will not be responsible for 0-5 immediately
- Start with Before and After School Care
- Two ways to start on governance around care
 - Use existing classroom space
 - Seamless day
- 190k kids without before/after care
- Care isn't new, what is new is the governance under the board, employees of board
- MoE wants to learn from SDs about process and impact
- 50k grant.... Actually 150k over three years (embargoed as budget not cleared --July)
- Looking for one school to start with engaged school principal and Kindergarten teacher
- Oliver model - ECE starts at 7:15 - 1:15
- Chosen schools - low SES, engaged team, considering neighbourhood providers already in place (not trying to put people out of business, add-on instead), charge same fees
- Could go with one ECE in morning, one responsible adult for after school if we cannot hire both
- ECE advertised as full time job is attractive (ECEA working toward certification is a possibility)
- What if the ECE is sick? Casual Responsible Adult coverage, strongstart facilitator could cover, EA could cover
- Not following the Ontario model of upping class size and adding ECE. Aim is to support K teacher with ECE. Have met with BCTF, CUPE to discuss
- 3 year commitment

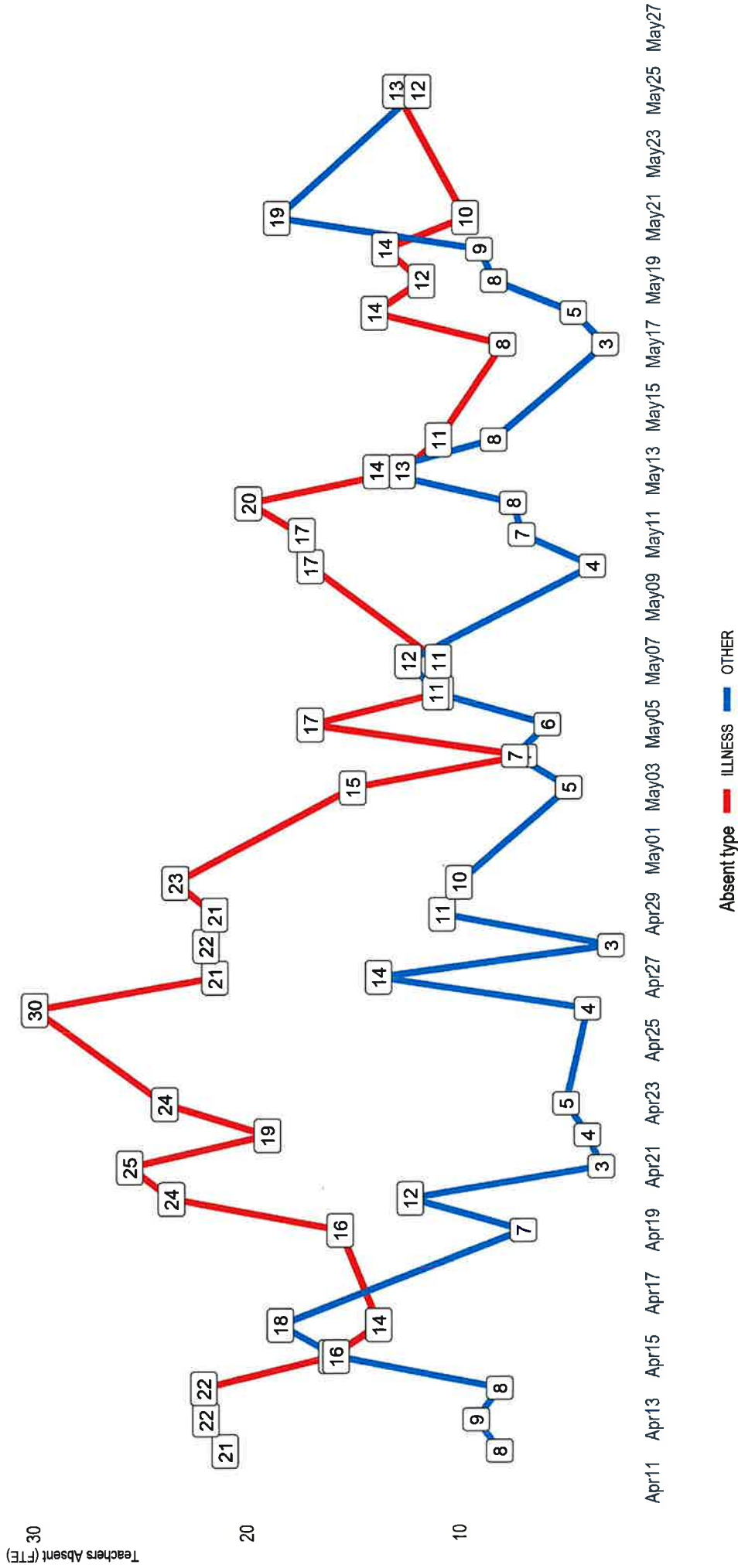
** Staff Recommendation is to move ahead with this initiative with the objective of enhancing early learning educational opportunities for Taylor School. Achievement and socio-economic data support this.

** This information is confidential as it has not officially been passed by cabinet

Workforce Report

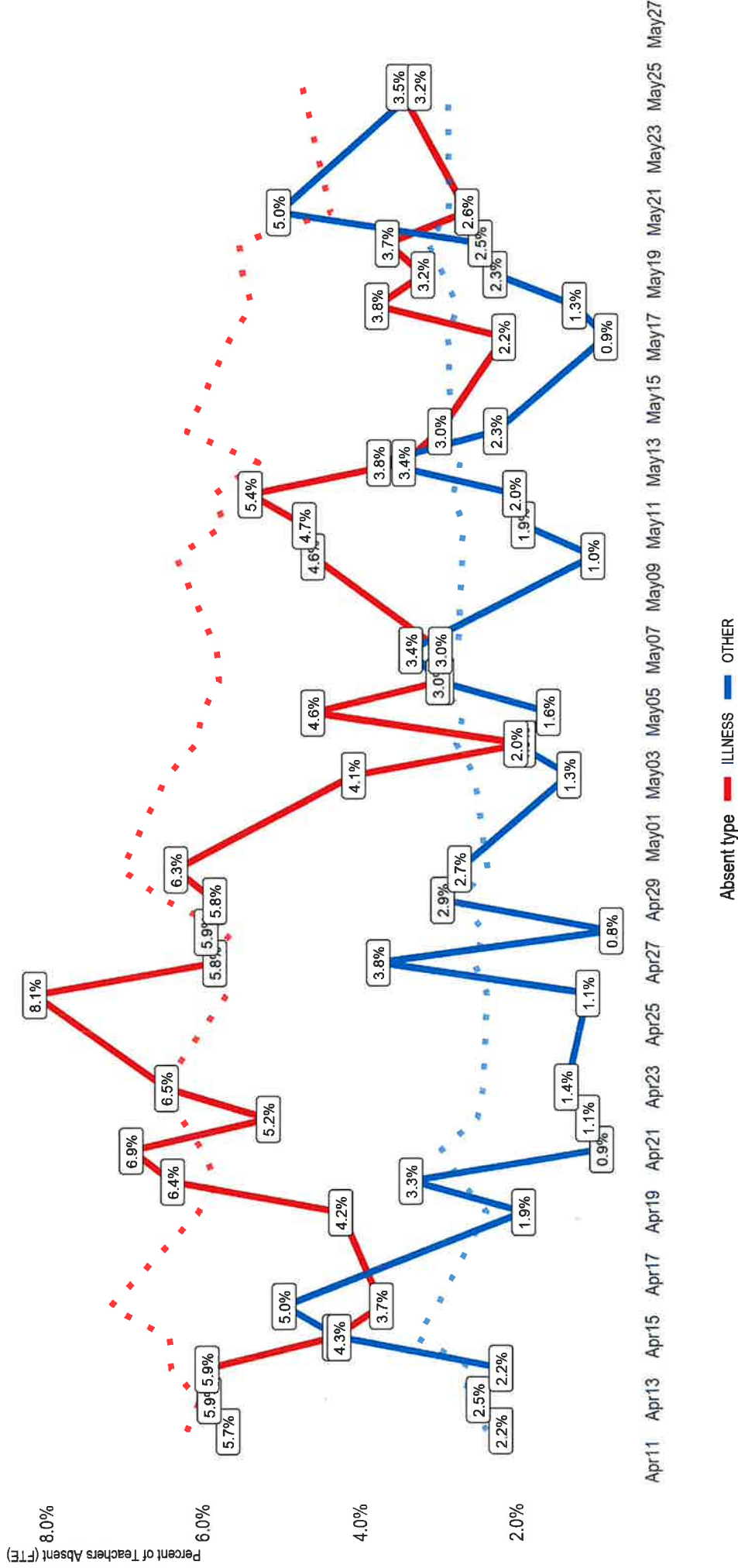
Education Analytics Office
May 2021

Teachers Absent (FTE) in School District 60 - Peace River North



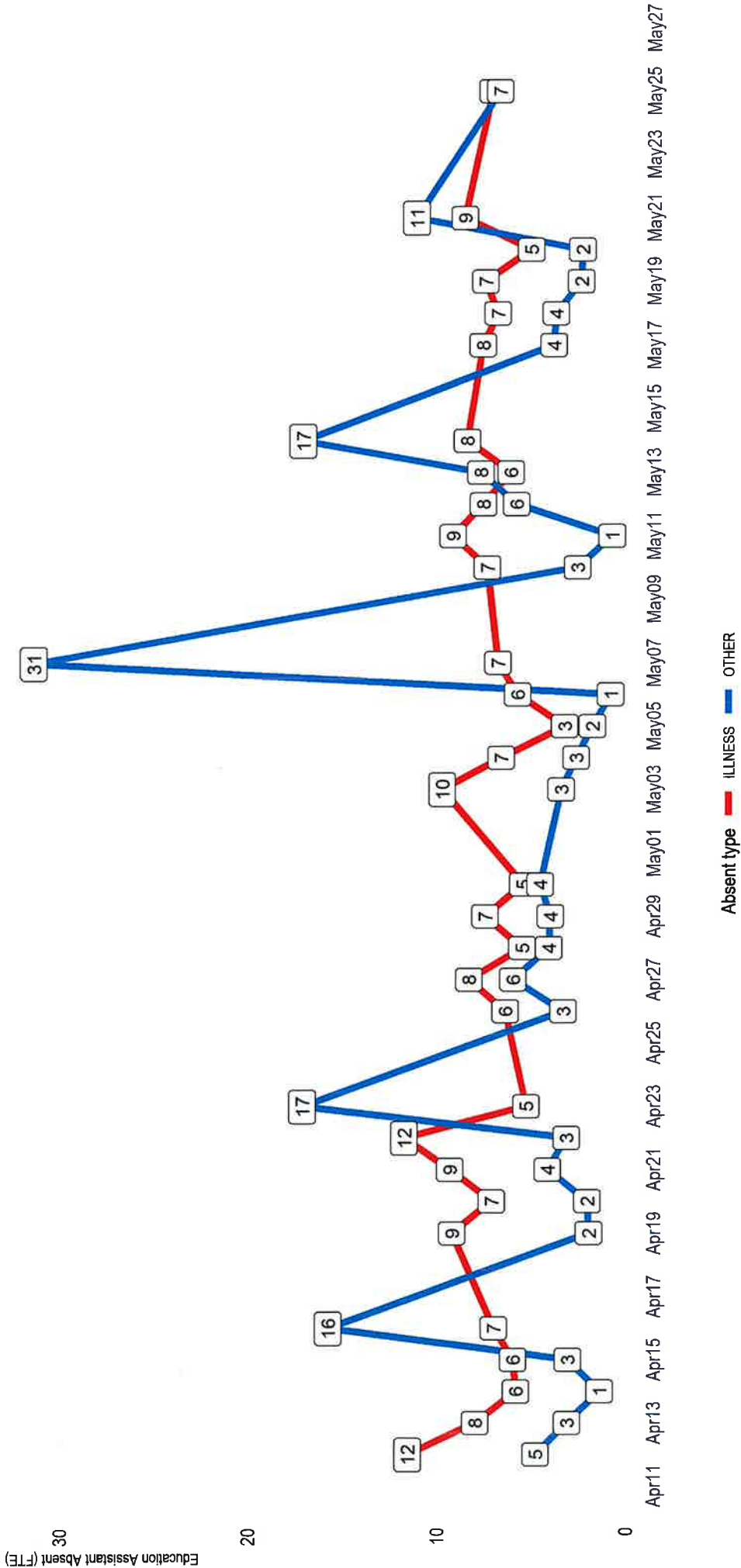
FTE: full time equivalent; ILLNESS includes sickness and COVID-19

Percent of Teachers Absent (FTE) in School District 60 - Peace River North



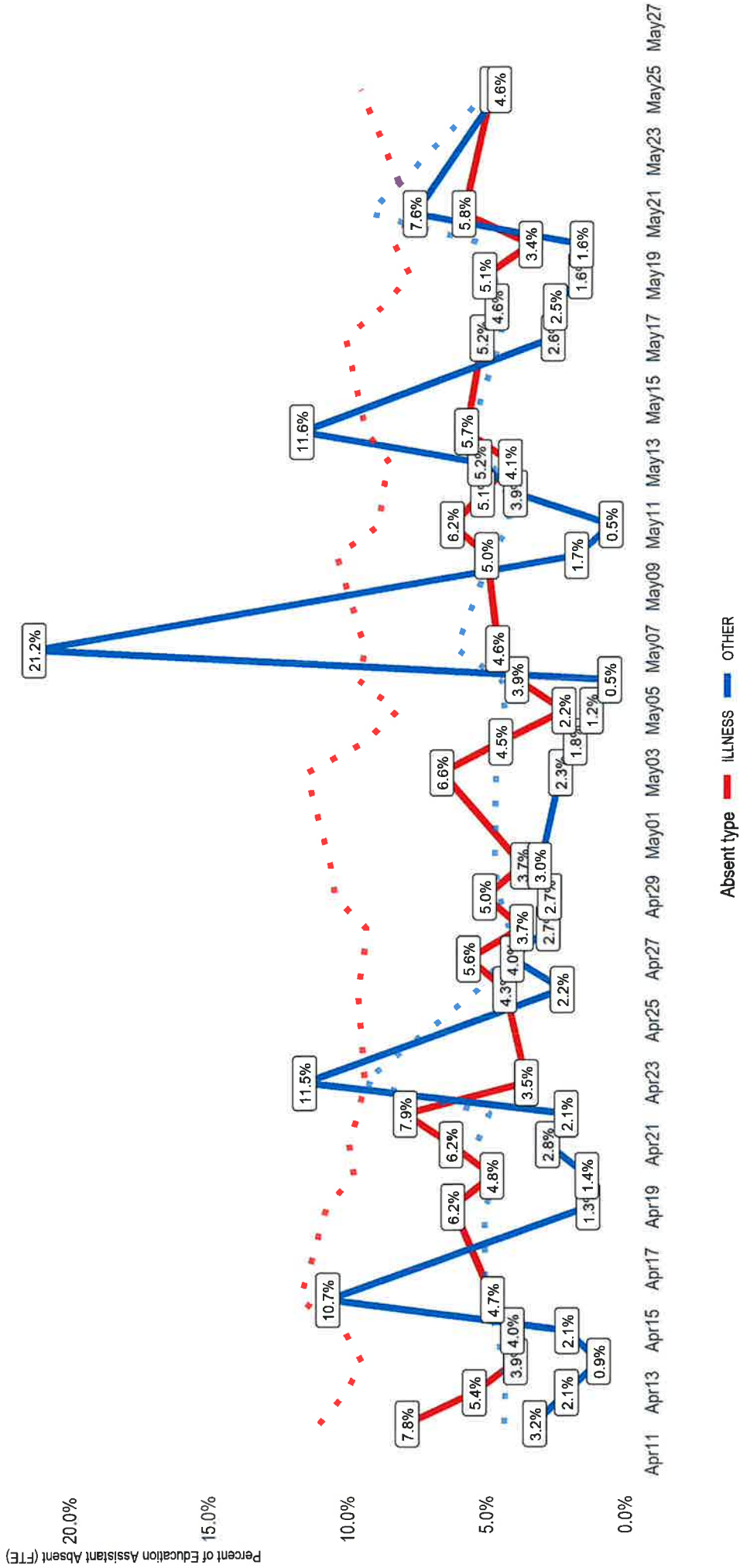
dotted lines are the BC averages; %'s based on full time equivalent (FTE) staff; ILLNESS includes sickness and COVID-19

Education Assistant Absent (FTE) in School District 60 - Peace River North



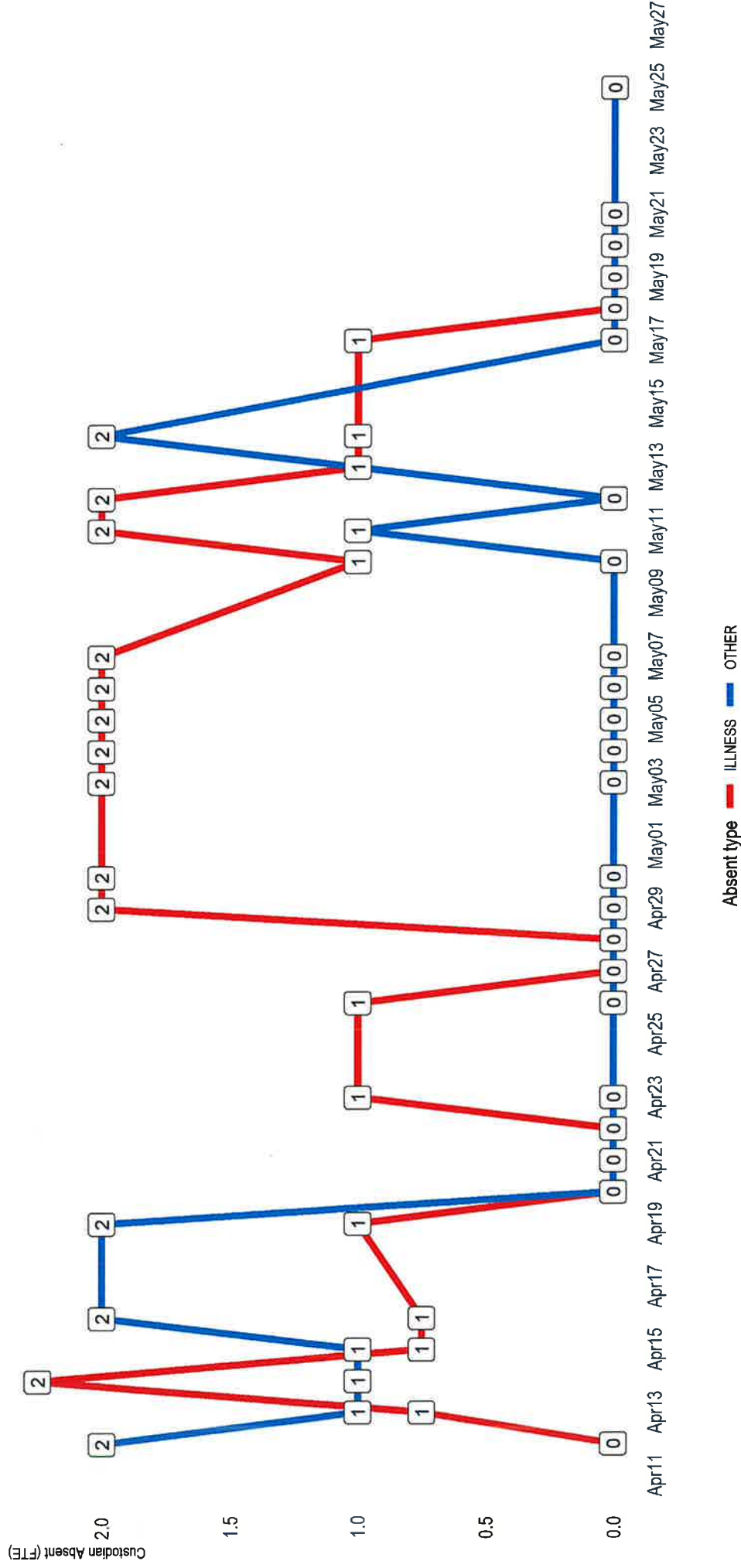
FTE: full time equivalent; ILLNESS includes sickness and COVID-19

Percent of Education Assistant Absent (FTE) in School District 60 - Peace River North



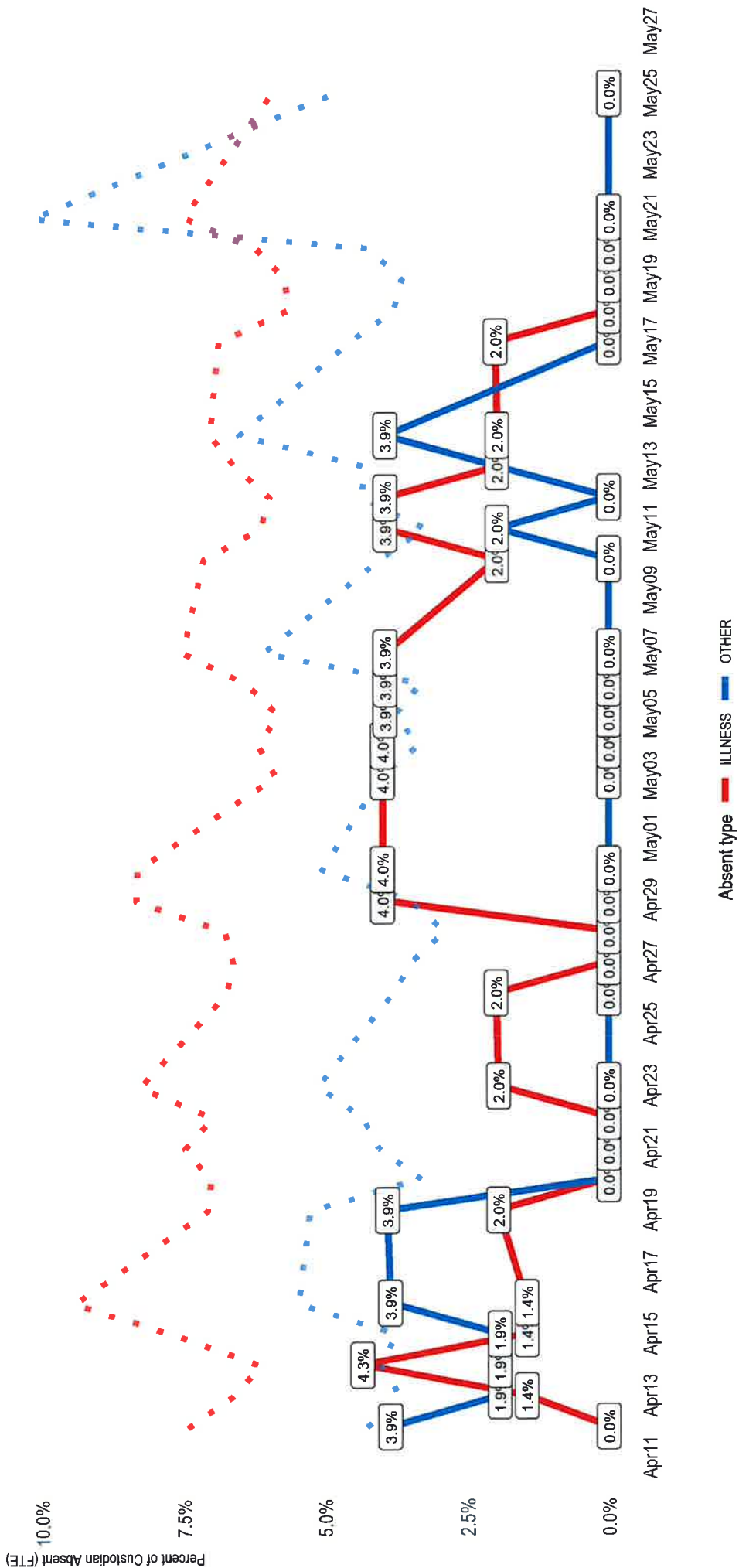
dotted lines are the BC averages; %'s based on full time equivalent (FTE) staff; ILLNESS includes sickness and COVID-19

Custodian Absent (FTE) in School District 60 - Peace River North



FTE: full time equivalent; ILLNESS includes sickness and COVID-19

Percent of Custodian Absent (FTE) in School District 60 - Peace River North



dotted lines are the BC averages; %'s based on full time equivalent (FTE) staff; ILLNESS includes sickness and COVID-19

Policy Committee Meeting Notes
Wednesday, June 9, 2021
11:00 a.m.

Attendees: Stephen Petrucci, Superintendent
Erin Evans, Policy Committee Chair
Helen Gilbert, Board Chair
Madeleine Lehmann, Vice-Chair
Ida Campbell - Trustee
Leah Reimer – Executive Assistant

Regrets: Angela Telford, Secretary-Treasurer

#1001 Roles and Responsibilities of the Board and Trustees

- Replacing Code of Ethics, Roles & Responsibilities and enhancing Bylaw 1/90
- Small changes and then send for Notice of Motion

ACTION: Place on the June 21, 2021 Regular Board Meeting for Notice of Motion

#1010 Code of Conduct

- Content has been added to new policy 1001

ACTION: Place on the June 21, 2021 Regular Board Meeting for Notice of Motion

#2001 School Fees

- Insert red/strikethrough of old policy for removal

ACTION: Place on the June 21, 2021 Regular Board Meeting for Notice of Motion

#2004 Student Admission & Choice

- Red/strikethrough – removed because it's procedural and is reflective in the School of Choice letter that was circulated to the committee after the last meeting for review
- Some language is outdated as well

ACTION: Place on the June 21, 2021 Regular Board Meeting for Notice of Motion

NEW - Next Meeting Agenda Items:

1. #??? International Travel

- Will need to prioritize International Travel policy for clarification in regards to 3rd party tours, EF Tours, etc.

ACTION: Stephen will provide information, examples, etc. before the next meeting

2. #2005 Curricular & Extra Curricular Field Trips - review

3. #1012 Records Management - NEW

ACTION: Bring draft to next meeting

4. #???? NEW - Conducting Educational Research – Draft

ACTION: Bring draft to next meeting

5. #4018 Prevention of Harassment/Respectful Workplace
Reconnect prior to meeting and see where we're at

Agenda Setting Date: Wednesday, September 29, 2021 @ 1:00 p.m.

Next Meeting Date: Monday, October 4, 2021 @ 11:00 p.m.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

4000 Personnel

4035 Public Interest Disclosure Act (PIDA)

Adopted:

Revised:

Reviewed:

Reference:

Policy

Purpose

The Board of Education of School District No. 60 (Peace River North) is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency. The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* ("PIDA").

The purpose of this Policy and related Procedures is to establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

Scope of Policy

This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

Guidelines/Principles:

Definitions

In this Policy and the Procedures, the following capitalized terms are defined as indicated:

"Advice" means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or the PIDA;

"Discloser" means an Employee or Trustee who makes a Disclosure or seeks Advice or

makes a complaint about a Reprisal;

“Discloser” means an Employee or Trustee who makes a Disclosure;

“Disclosure” means a report of Wrongdoing made under this Policy;

“Employee” refers to a past and present employee of the School District;

“FIPPA” means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto;

“Investigation” means an investigation undertaken by the School District under this Policy or by the Ombudsperson under the PIDA;

“Personal Information” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred;

“Personnel” means Employees and Trustees;

“PIDA” means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto;

“Procedure” means the School District’s Administrative Procedure associated with this Policy, as amended;

“Reprisal” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of a member of Personnel because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation;

“Trustee” means a past or present member of the School District’s Board of Education; and

“Wrongdoing” refers to:

- a. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- b. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee’s duties or functions;
- c. a serious misuse of public funds or public assets;
- d. gross or systematic mismanagement;
- e. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

Statement of Principles

- The School District is committed to supporting ethical conduct in its operations, and seeks to foster a culture in which Employees and Trustees are encouraged to disclose Wrongdoing, including by receiving, investigating and responding to Disclosures and by providing information and training about the PIDA, this Policy and the Procedures.
- The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
- The School District will not commit or tolerate Reprisals against any Employee or Trustee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation or makes a complaint under this Policy.
- The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

Privacy and Confidentiality

All Personal Information that the School District collects, uses or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in this Policy, the Procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

Reporting

Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

Responsibility

The Superintendent is responsible for the administration of this Policy, and shall ensure that training and instruction is available to all Employees and Trustees concerning this Policy, the Procedures and the PIDA.

In the event that the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of Personnel.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

1000 Governance

1003 School Board Meeting Delegations

Adopted: 1998-12-09

Revised: 2012-02

Reviewed: 2021-05

Reference:

Policy

Public delegations may address the Board, in accordance with the following guidelines/principles.

Guidelines/Principles

- A group or individual wishing to speak to the Board shall submit a request addressed to the Secretary-Treasurer so that it is received at least 2 weeks prior to the Board meeting at which the party wishes to appear. This request will be in writing and will contain an outline of the matter to be presented, any accompanying materials, and the name(s) of the spokesperson(s). A form will be provided for this purpose through the Secretary-Treasurer's office
- Matters pertaining to personnel issues, individual students, or parent complaints will not be addressed by public delegation but rather through the District complaints process and finally through the appeals process pursuant to Section 11 of the School Act.
- The Chairperson, or in the absence of the Chairperson, the Vice-Chairperson, in consultation with the Superintendent and/or the Secretary-Treasurer, shall decide whether the request will be granted. In the case of a refusal, the applicant may appeal to the Board in writing.
- Presentations will be limited to 10 minutes with 5 minutes allocated for questions and remarks.
- All remarks and questions, whether from delegates or Trustees, shall be directed through the Board Chairperson. Such remarks and questions shall be pertinent to the topic described in the initial request to appear.
- The Board will generally reserve a decision on a response to the matter raised by a delegation, until the next Board meeting. If action results, the delegation will be advised by the Board.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

SCHOOL BOARD MEETINGS – DELEGATIONS
Policy 1003
Required Information

1. **Topic of Delegation:** _____

2. **Name of Group or Individual:** _____

3. **Contact Information:**

Mailing address: _____

Home Phone Number: _____

Work Phone Number: _____

Email: _____

4. **Name of Presenter:** _____

5. **Attached slides/handouts:** _____

6. **Technology Requirements:** _____

7. **Summary of Presentation:**

SCHOOL DISTRICT NO. 60 (Peace River North)

POLICY NO.: ~~1001~~ **DATE APPROVED:** ~~1992-04~~

SUBJECT: ~~School Board Duties and Authority~~

Policy

~~The Board acknowledges that the statutory powers and duties of the Board are set forth in the School Act, and recognize that the rights, powers, duties and liabilities of the Board of Education rest only with the legally constituted Board, and not with committees of Trustees or individual Trustees.~~

SCHOOL DISTRICT NO. 60 (Peace River North)

POLICY NO.: ~~1002~~ **DATE APPROVED:** ~~1992-04~~

SUBJECT: ~~Board Member Authority~~

Policy

~~The duty of each individual Board member is to remain committed to reaching and supporting group decisions, of the Board.~~



BOARD OF EDUCATION

School District No. 60
(Peace River North)

1000 Governance

1001 Roles and Responsibilities of the Board and Trustees

Adopted:

Revised:

Reviewed:

Reference: *School Act*, Bylaw 1/90

Policy

The statutory powers and duties of the Board are referenced in the *School Act*, noted above. The role, responsibilities, and expectations of trustees are expanded upon in this policy. Overall, the role of the trustee is to contribute to the Board as it carries out its mandate to improve student achievement and inspire confidence in the public education system.

Guidelines/Principles

- The corporate Board governs through policy and is guided by the Board Strategic Plan, which sets out broad educational and operational goals. Staff develop detailed operational plans to align with the Board Strategic Plan and provide updates on progress to the Board. The administration of the District is the responsibility of the Superintendent/CEO

Role of Chair

The main duty of the Board Chair is to ensure that each member of the Board has a full and fair opportunity to be heard and understood by his/her peers so that a collective opinion can be developed which is truly based on the thinking of the group.

Specific Duties of the Chair

1. Those listed in Procedural Bylaw No. 1-90

To demonstrate leadership and facilitate effective operation of the Board by helping Board members operate together as a group to accomplish their goals and by helping to resolve differences in philosophy through meaningful debate.

2. To convene Board meetings with the Secretary-Treasurer and Superintendent of Schools, and jointly develop the agenda for these meetings. To make certain that

trustees are provided with sufficient information to assess the matters before them by arranging for an agenda and information package to be distributed in advance of meetings.

3. To preside at all regular Board meetings and establish and maintain, with Board members, an atmosphere conducive to permitting calm deliberation with effective and timely conduct of the Board's affairs. To know the basics of parliamentary procedures, to refer to rules of order when necessary and to ensure that all questions are decided with due consideration. To monitor the implementation of directives.
4. To accept the prime responsibility for the establishment of procedures which have dignity and meaning to members of the public who are in attendance at meetings. To act as a cordial host to delegates, ensuring their presentation is appropriately heard by the Board.
5. To encourage the Board's attention to policy questions rather than administrative matters.
6. To encourage the Board to develop and keep up-to-date, the Board's bylaws and policy file to meet the changing needs of the school system. To provide continuing direction for the administration by clarifying the intent of Board policy. To protect the senior administration and staff from inappropriate demands from individual trustees. To work for support and trust of the administration and staff.
7. To enlist the interest of Board members in the education programs being offered in the schools so that policy making at Board meetings is done intelligently. To keep up-to-date on changes affecting the local education system.
8. To foster the development of good relationships between the Board and:
 - a. local elected governments within school district boundaries;
 - b. other educational institutions within school district boundaries;
 - c. the general public including local community and parent groups.
9. To assume some responsibility for the orientation of new trustees by introducing them to key representatives of the system and by providing them with background information concerning the operation of the Board and the system.
10. To act as official spokesperson for the Board and to present the corporate viewpoint on matters relating to Board policy. To represent public school education in the community and to promote public interest and participation in the operation of the school system. To ensure that the press are provided with the information needed to accurately report on Board meetings.

Trustee Responsibilities

1. To observe the bylaws, policies and regulations of the Peace River North Board of Education; the *School Act*, Regulations and Orders; and other relevant statutes.

2. As an individual, it is my responsibility to devote time, thought and study to trusteeship in order to render effective and credible service as an advocate for students and public education.
3. To recognize that the expenditures of public funds is a public trust and will see that such expenditures are done efficiently, economically and for the best interest of students in the district.
4. To be cognizant of legislation and policy concerning conflict of interest and will abstain from discussing or voting on issues where such conflict exists.
5. To remember at all times that as an individual, there is no legal authority held outside the meetings of the Board. Relationships with staff, citizens and media will be conducted on this basis.
6. To abide by majority decisions of the Board and will accept these decisions as essential to the democratic process and will not undermine these decisions.
7. To hold the closed business of the Board in strictest confidence and shall continue to do so even after retiring from the Board.
8. To observe proper decorum and behavior at all times.
9. To treat my fellow Trustees with respect and consideration in order to facilitate a full and open discussion of the business at hand.
10. To endeavor to attend all Board, Committee and external agency meetings to which I am appointed. As a courtesy, to notify the Secretary-Treasurer's office or Chair of any absences.
11. To recognize the role of the Superintendent as Chief Executive Officer responsible for the day-to-day administration of the school district and will not in any way interfere with, or undermine his or her authority.
12. When members of the public raise concerns regarding the school system, to refer them to the Superintendent and/or Secretary-Treasurer.

SCHOOL DISTRICT NO. 60 (Peace River North)

POLICY NO. 1010 **DATE APPROVED: 1992-04**

SUBJECT: Code of Ethics

Policy

~~This Policy will establish a Code of Ethics for Trustees.~~

SCHOOL DISTRICT NO. 60 (Peace River North)

REGULATIONS

POLICY NO.: ~~7402~~ **DATE APPROVED:** ~~1992-04~~

SUBJECT: ~~Code of Ethics~~

It is recognized that Trustees:

- ~~have been entrusted with the educational development of the children and youth of this community;~~
- ~~first and greatest concern to be in the best interest of each and every one of these young people without distinction as to who they are or what their background might be;~~
- ~~should devote time, thought and study to the duties and responsibilities of office and should endeavor to attend and responsibly participate in all Board meetings;~~
- ~~Recognizes the future welfare of this community, of this province, and the nation depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner;~~
- ~~Acknowledge legal authority of the Board is derived from the province which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy;~~
- ~~Understand expenditure of funds is a public trust, and shall endeavor to see that all such funds be expended efficiently, economically and for the best interest of the student~~

In view of the foregoing considerations, Trustees shall endeavor to:

- ~~work with Board members in a spirit of harmony and cooperation treating others with respect and consideration; ; maintain confidentiality of privileged information, sharing info or knowledge on matters of concern;~~
- ~~base decisions upon all available facts in each situation, vote with honest conviction in every case, be unswayed by partisan bias of any kind, and thereafter abide by and uphold the final majority decision of the Board;~~
- ~~remember at all times that legal authority rest with the corporate body of the Board and individuals conduct their relationships on the basis of this fact;~~
- ~~bear in mind under all circumstances that the primary function of the Board is to establish policies by which the schools are to be administered, but that the administration of school business shall be left to the Superintendent of Schools, the Secretary-Treasurer and respective staff;~~
- ~~to be informed of provincial and national developments in education;~~
- ~~resist every temptation and outside pressure to use their position as a trustee to benefit themselves or any other individual or agency apart from the total interest of the school district;~~
- ~~strive towards ideal conditions for most effective school board service to the community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.~~



BOARD OF EDUCATION
School District No. 60
(Peace River North)

2000 Students

2001 School Fees

Adopted: 2003-03
Revised: 2012-02
Reviewed: 2021-06

Reference: *School Act – Section 82*

Policy

In keeping with the provisions of the School Act, its accompanying Regulations and/or Orders of the Minister, the Board of School trustees authorizes the charging of fees for goods and services, and the requiring of deposits for educational resource materials.

Guidelines/Principles:

The Principal of a School:

- is responsible for establishing school fees as provided in this policy.
- shall consult with appropriate teachers, students and/or parental organizations prior to establishing a fee.
- shall ensure that all fees are established at the minimum level necessary to recover the cost of an activity, course or program.
- shall make certain that there is a fair and confidential procedure for waiving a fee, in whole or in part, for cases where a student would not be able to participate in activities due to financial hardship.
- shall prepare a schedule of fees and provide this schedule to the Superintendent:

The Superintendent:

- shall review annually the schedule of fees for all schools to ensure that fees are appropriate throughout the School District.
- shall prepare a schedule of fees for all schools in the School District and provide this to the Board for information and approval:

Publication of School Fees:

- The principal of each school is responsible for making students and parents aware of fees established under this policy. A schedule of fees shall be published in school handbooks, school course selection guides, or school newsletters, prior to or upon school opening in September.
- Publicity regarding fees shall include a reference to the possibility of a fee waiver in cases of financial hardship and the means by which such a waiver may be obtained.

Accounting:

- All monies collected and distributed by a school are public funds and are subject to an audit by the Secretary-Treasurer.
 - proper accounting procedures shall be maintained at each school.
 - the principal shall be responsible for authorizing all expenditures.

Course Challenge or Equivalency, Distance Education College Credit Courses:

- The Board may charge students for costs incurred when students challenge a course or seek course equivalency.
- The Board will pay for students to enroll in Distance Education courses when such courses are required and unavailable within any of its schools. Such payment will be provided upon successful completion of the course.

Extra-Curricular Activities:

- Students might be charged for participation in some extra-curricular activities. It is expected that these costs will be kept to a minimum. These charges will be determined by the actual cost. Examples of these charges include travel, hotel accommodation and where the use of equipment, uniforms, and supplies are expended (e.g. sports team such as football.)

Policy

In keeping with the provisions of the School Act, its accompanying Regulations and/or Orders of the Minister, the Board of School trustees authorizes the charging of fees for goods and services, and the requiring of deposits for educational resource materials.

REGULATIONS

ESTABLISHMENT OF SCHOOL FEES

The principal of a school:

- is responsible for establishing school fees as provided in this policy.
- shall consult with appropriate teachers, students and/or parental organizations prior to establishing a fee.
- shall ensure that all fees are established at the minimum level necessary to recover the cost of an activity, course or program.
- shall make certain that there is a fair and confidential procedure for waiving a fee, in whole or in part, for cases where a student would not be able to participate in activities due to financial hardship.
- shall prepare a schedule of fees and provide this schedule to the Superintendent:

The Superintendent:

- shall review annually the schedule of fees for all schools to ensure that fees are consistent throughout the School District.
- shall prepare a schedule of fees for all schools in the School District and provide this to the Board for information and approval:

PUBLICATION OF SCHOOL FEES

The principal of each school is responsible for making students and parents aware of fees established under this policy. A schedule of fees shall be published in school handbooks, school course selection guides, or school newsletters, prior to or upon school opening in September.

Publicity regarding fees shall include a reference to the possibility of a fee waiver in cases of financial hardship and the means by which such a waiver may be obtained.

FINANCIAL HARDSHIP

Principals are responsible for establishing procedures to facilitate participation in school activities by students who would otherwise be excluded due to financial hardship. Insofar as possible, Principals will consult with teachers, students and parents in the development of such procedures.

The procedure must incorporate the principles of fairness, respect, dignity, confidentiality and sensitivity. Students, parents and staff will be advised of the procedure.

All communications with students and parents regarding fees must include a statement explaining that fees will not be a barrier to student participation in school activities.

No student will be denied Ministry-mandated educational opportunities offered at the school due to

~~financial hardship.~~

~~In secondary schools, the statement explaining that no student will be denied participation in Ministry mandated educational opportunities offered at the school will be published along with the fee schedule in the school course selection handbook. The procedure for addressing financial hardship will also be included in the handbook.~~

~~ALTERNATE PAYMENT~~

~~School personnel dealing with parents experiencing financial difficulty should be prepared to, where appropriate:~~

- ~~• waive fees to ensure no student is denied access to required programs or activity.~~
- ~~• make parents aware that if fee payment is a problem they may approach the school and be assured that confidences will be respected.~~
- ~~• ensure that staff needing to know of the alternative payment provision is so informed.~~

~~ACCOUNTING~~

~~All monies collected and distributed by a school are public funds and are subject to an audit by the Secretary-Treasurer.~~

- ~~• proper accounting procedures shall be maintained at each school.~~
- ~~• the principal shall be responsible for authorizing all expenditures.~~

~~COURSE CHALLENGE OR EQUIVALENCY, DISTANCE EDUCATION COLLEGE CREDIT COURSES~~

~~The Board may charge students for costs incurred when students challenge a course or seek course equivalency.~~

~~The Board will pay for students to enroll in Distance Education courses when such courses are required and unavailable within any of its schools. Such payment will be provided upon successful completion of the course.~~

~~EXTRA-CURRICULAR ACTIVITIES~~

~~Students might be charged for participation in some extra-curricular activities. It is expected that these costs will be kept to a minimum. These charges will be determined by the actual cost. Examples of these charges include travel, hotel accommodation and where the use of equipment, uniforms, and supplies are expended (e.g. sports team such as football.)~~



BOARD OF EDUCATION
School District No. 60
(Peace River North)

2000 Students

2004 School Admission and School Choice

Adopted: 1980-02
Revised: 2012-02
Reviewed: 2021-06

Reference: **School Act – Sections 2 & 3**

Policy

Student admission in School District No. 60 (Peace River North) is to be guided by the following principles:

- Access to neighbourhood school: The admission process should maximize the number of students able to attend their catchment area school in accordance with their wishes
- Choice: The admission process should maximize the student's and parent's ability to choose the school and educational program which best meets the student's educational needs.
- Efficient resource allocation: The admission process should enable school and district staffs to plan the allocation of space and instructional resources to best accommodate demand and minimize adjustments required at the beginning of the school year.

The Board will endeavor to provide programs that meet the interests and needs of district students.

REGULATIONS

1. Definitions

~~1.1 “catchment area child” means a person~~

~~(a) of school age, and~~

~~(b) resident in the catchment area of the school~~

~~1.2 “district choice programs” are programs established with a particular educational focus, offered at specific schools, for which application to the school district must be made. They may have special program entrance criteria and special catchment areas.~~

~~1.3 “feeder schools” and their associated “receiving schools” are as described by the board’s catchment areas, where the class from the highest grade offered by the feeder school would be enrolled the next year in a designated receiving school unless an application for enrolment elsewhere (variance) is accepted, under the district’s enrolment process for continuing students.~~

~~1.4 “non-catchment area child” means a person~~

~~(a) of school age,~~

~~(b) resident in the school district and~~

~~(c) not resident in the catchment area of the school~~

~~1.5 “non-school district child” means a person~~

~~(a) of school age,~~

~~(b) resident in British Columbia, and~~

~~(c) not resident in the school district.~~

~~1.6 “parent” includes a guardian of the person appointed by court order or under the will of a deceased parent, and does not include a non-custodial parent.~~

~~1.7 “place of residence”: For purposes of this policy, a student’s place of residence is deemed to be that of the student’s parent, unless satisfactory evidence is produced that the student’s ordinary place of residence during the school year is elsewhere.~~

~~1.8 “previous school year” means the school year previous to the school year for which the person is applying to enroll in an educational program.~~

~~1.9 “school district child” means a catchment area child, a non-catchment area child or a student from outside the district given special permission to enroll by the Board.~~

2. Determination of Available Space and Facilities

~~2.1 For purposes of section 74.1(6) and (7) of the School Act, space and facilities are available in a school to enroll a student or applicant if there is expected, based on reasonable~~

~~enrolment projections, to be capacity to provide the student or applicant with an educational program appropriate to his or her needs, taking into account physical and educational resources.~~

~~2.2 The board of trustees delegates to the Superintendent of Schools or his or her designate, the decisions whether space and facilities are available in individual schools and educational programs for purposes of section 74.1(6) and (7) of the *School Act*, in accordance with paragraphs 2.1 and 2.3.~~

~~2.3 Decisions on space and facilities availability will be made in consultation with the principal of the affected school and will be based on program capacity, including consideration of the following factors:~~

- ~~* the operating capacity of the school as defined by the Ministry of Education~~
- ~~* staff assigned to a school by the district~~
- ~~* the physical space in which instructional programs operate in the school~~
- ~~* the ability of the school to provide appropriate educational programs for the applicant and other students~~
- ~~* the needs of other programs located in the school~~
- ~~* the number of students in the classroom.~~

~~2.4 If space and facilities are determined to be available, enrolment in educational programs in the school will be offered in the following priority order, provided that application deadlines and requirements are met:~~

- ~~* catchment area child who attended the school during the previous school year~~
- ~~* other catchment area child~~
 - ~~i. who is a sibling of a child currently enrolled in the school~~
 - ~~ii. child who has moved into the catchment area but has not yet attended catchment school)~~
- ~~* non-catchment child who has attended the school for three (3) consecutive years is considered to become the equivalent of a catchment area child~~
- ~~* non-catchment child who attended the school during the previous school year~~
- ~~* non-catchment area child~~
- ~~* non-school district child.~~

~~2.5 The School Board reserves the right to alter and adjust catchment areas based on enrollment, facilities, staffing and current resources. In this event students will be assigned enrollment on the following basis:~~

- ~~* catchment area child who attended the school during the previous school year~~
 - ~~* other catchment area child~~
 - ~~i. who is a sibling of a child currently enrolled in the school~~
 - ~~ii. child who has moved into the catchment area but has not yet attended catchment~~

school)

~~non-catchment child who has attended the school for three (3) consecutive years is considered to become the equivalent of a catchment area child~~

- ~~* non-catchment child who attended the school during the previous school year~~
- ~~* non-catchment child who has a sibling that attends the school~~
- ~~* non-catchment area child~~
- ~~* non-school-district child.~~

~~2.6 Waitlists will be established for those not accepted. These waitlists are to be maintained throughout the school year and parents (in order of registration) will be notified as space becomes available.~~

~~2.7 Re-evaluation of space availability will take place throughout the school year to ensure that the maximum numbers of requests are met at the earliest time possible.~~

3. Tie-breaking

~~3.1 When applications made within time have the same priority, priority as between them will be determined by time and date of application.~~

4. Enrolment process for school district children

~~4.1 School district children who will be continuing at the same school or the related receiving school without a change of educational program are not required to apply. They will be automatically enrolled in the applicable educational program or school, subject to space availability and to meeting program requirements, unless transferred or withdrawn. Those applying first in their category will be given priority.~~

~~4.2 Parents of school district children who are applying to transfer from one school in the district to another school in the district or to a different educational program may apply through the school of origin or to the school of choice (variance).~~

~~It is expected that the school receiving the application will forward a copy of the application to~~

~~the other school that is affected by the application.~~

~~5. Dates for Applications to Enroll and Enrolment~~

- ~~5.1 Before 1st of February in each school year, the board will establish dates for submission of applications to enroll and for enrolment.
The board may establish different dates for different grades, educational programs, schools, or categories of applicant.
Applications to enroll and for enrollment (variance requests) should be submitted by March 15 prior to the pending school year. The board will give active consideration to the allocation of facility space and staff in an attempt to accommodate these requests. This consideration is to be complete by May 1 with possible approval of requests at that time. Those non-approved requests and those requests received after March 15 will be considered on a space available basis on the first Wednesday of September following the school opening.~~

~~6. Guarantee of educational program~~

- ~~6.1 School district children who apply for enrolment in an educational program will be provided with an educational program in the district, unless a parent of the student consents to a placement outside the school district.~~

~~7. Commitment~~

- ~~7.1 The district process shall encourage students (if of appropriate age) and their parents to jointly consider the student's educational needs before requesting an assignment to a school other than the current school or the catchment area school.~~
- ~~7.2 Applicants may apply for more than one educational program but may only be enrolled in one. When the applicant is offered and accepts enrolment in an educational program (in or out of the school district), applications for all other programs become invalid.~~
- ~~7.3 The superintendent or designate is authorized to enter into reciprocal agreements with other school districts to review wait lists and enrolment information in order to enforce this policy.~~

~~8. Program Requirements~~

~~Applicants for enrolment must meet all program requirements for the requested educational program.~~

~~9. Discretionary Acceptance: Suspended or Expelled Non-School District Children~~

~~9.1—Enrolment applications from non-school district children may be refused if the child:~~

- ~~(a) is under suspension from a BC public school or school district, or~~
- ~~(b) has been refused an educational program by a BC public school board under s. 85(3) of the *School Act* for refusing to comply with the code of conduct and other rules and policies of the board or has failed to apply himself or herself to his or her studies.~~

~~9.2—Such applications will be referred to the superintendent or designate for a decision on admission. Admissions may be made subject to terms and conditions.~~

10. Communication

~~Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to other communities within and outside the school district.~~

11. Transportation

~~The board does not provide transportation to accommodate requests to enroll students outside of the appropriate catchment area indicated by the parents address. Exceptions to this policy will be considered on a space available basis on the board's regularly scheduled buses.~~

Annual Budget

School District No. 60 (Peace River North)

June 30, 2022

School District No. 60 (Peace River North)

June 30, 2022

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 60 (Peace River North) Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$85,020,719 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 21st DAY OF JUNE, 2021;

READ A SECOND TIME THE 21st DAY OF JUNE, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF JUNE, 2021;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 60 (Peace River North) Annual Budget Bylaw 2021/2022, adopted by the Board the _____ DAY OF _____, 2021.

Secretary Treasurer

School District No. 60 (Peace River North)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	6,371,938	6,249,625
Adult	29,125	16,500
Other	1,880	1,250
Total Ministry Operating Grant Funded FTE's	6,402,943	6,267,375
Revenues	\$	\$
Provincial Grants		
Ministry of Education	75,894,510	77,055,526
Other	117,415	84,400
Federal Grants	223,081	242,752
Tuition	600,000	246,165
Other Revenue	2,404,109	2,971,093
Rentals and Leases	85,794	85,794
Investment Income	120,000	120,000
Amortization of Deferred Capital Revenue	4,061,475	3,418,006
Total Revenue	83,506,384	84,223,736
Expenses		
Instruction	62,378,993	63,660,220
District Administration	2,588,396	2,632,723
Operations and Maintenance	14,648,117	14,101,318
Transportation and Housing	4,705,213	4,495,532
Total Expense	84,320,719	84,889,793
Net Revenue (Expense)	(814,335)	(666,057)
Budgeted Allocation (Retirement) of Surplus (Deficit)		2,265,649
Budgeted Surplus (Deficit), for the year	(814,335)	1,599,592
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		393,600
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(814,335)	1,205,992
Budgeted Surplus (Deficit), for the year	(814,335)	1,599,592

School District No. 60 (Peace River North)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	70,625,574	68,837,427
Operating - Tangible Capital Assets Purchased	700,000	2,072,854
Special Purpose Funds - Total Expense	8,119,335	11,466,938
Capital Fund - Total Expense	5,575,810	4,585,428
Total Budget Bylaw Amount	85,020,719	86,962,647

Approved by the Board

Signature of the Chairperson of the Board		
Signature of the Superintendent		Date Signed
Signature of the Secretary/Treasurer		Date Signed

DRAFT

School District No. 60 (Peace River North)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2022

	2022 Annual Budget \$	2021 Amended Annual Budget \$
Surplus (Deficit) for the year	(814,335)	(666,057)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(700,000)	(2,072,854)
From Deferred Capital Revenue	(3,374,552)	(5,132,961)
Total Acquisition of Tangible Capital Assets	(4,074,552)	(7,205,815)
Amortization of Tangible Capital Assets	5,575,810	4,585,428
Total Effect of change in Tangible Capital Assets	1,501,258	(2,620,387)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	686,923	(3,286,444)

School District No. 60 (Peace River North)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget \$	2021 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education	69,248,130	67,252,176
Other	117,415	84,400
Tuition	600,000	246,165
Other Revenue	1,154,235	1,249,697
Rentals and Leases	85,794	85,794
Investment Income	120,000	120,000
Total Revenue	71,325,574	69,038,232
Expenses		
Instruction	54,953,950	52,692,354
District Administration	2,588,396	2,632,723
Operations and Maintenance	9,155,679	9,759,696
Transportation and Housing	3,927,549	3,752,654
Total Expense	70,625,574	68,837,427
Net Revenue (Expense)	700,000	200,805
Budgeted Prior Year Surplus Appropriation		2,265,649
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(700,000)	(2,072,854)
Total Net Transfers	(700,000)	(2,072,854)
Budgeted Surplus (Deficit), for the year	-	393,600

School District No. 60 (Peace River North)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Annual Budget \$	2021 Amended Annual Budget \$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	69,380,335	65,762,730
ISC/LEA Recovery	(929,640)	(927,352)
Other Ministry of Education Grants		
Pay Equity	241,350	241,350
Funding for Graduated Adults	55,000	32,857
Student Transportation Fund	425,785	425,785
Support Staff Benefits Grant	67,113	67,113
Teachers' Labour Settlement Funding		1,510,106
Early Career Mentorship Funding		125,000
FSA Funding	8,187	8,187
Eqarly Learning Framework		2,400
Equity Scan Implementation		4,000
Total Provincial Grants - Ministry of Education	69,248,130	67,252,176
Provincial Grants - Other	117,415	84,400
Tuition		
International and Out of Province Students	600,000	246,165
Total Tuition	600,000	246,165
Other Revenues		
Funding from First Nations	929,640	927,352
Miscellaneous		
Miscellaneous	224,595	322,345
Total Other Revenue	1,154,235	1,249,697
Rentals and Leases	85,794	85,794
Investment Income	120,000	120,000
Total Operating Revenue	71,325,574	69,038,232

School District No. 60 (Peace River North)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Salaries		
Teachers	25,828,518	25,262,158
Principals and Vice Principals	5,564,310	5,397,595
Educational Assistants	4,227,825	4,982,913
Support Staff	8,451,711	7,737,480
Other Professionals	1,755,552	1,705,859
Substitutes	1,619,541	1,616,261
Total Salaries	47,447,457	46,702,266
Employee Benefits	11,610,259	9,938,258
Total Salaries and Benefits	59,057,716	56,640,524
Services and Supplies		
Services	1,323,521	1,530,220
Student Transportation	793,850	309,651
Professional Development and Travel	797,092	642,594
Rentals and Leases	25,250	51,549
Dues and Fees	54,500	49,911
Insurance	313,000	265,602
Interest	11,830	13,031
Supplies	6,644,071	7,765,447
Utilities	1,604,744	1,568,898
Total Services and Supplies	11,567,858	12,196,903
Total Operating Expense	70,625,574	68,837,427

School District No. 60 (Peace River North)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	19,597,303	1,716,498		1,983,988	374,986	1,151,334	24,824,109
1.03 Career Programs	202,394	68,042	4,169	55,114		5,000	334,719
1.07 Library Services	750,985	19,928		77,386			848,299
1.08 Counselling	870,879						870,879
1.10 Special Education	3,200,164	438,939	3,614,960	59,433		292,170	7,605,666
1.30 English Language Learning	606,811	12,904					619,715
1.31 Indigenous Education	447,982	162,663	608,696	45,468	55,636	5,000	1,325,445
1.41 School Administration		2,810,280		520,773			3,331,053
1.62 International and Out of Province Students	152,000	56,474		20,355	18,912	5,000	252,741
Total Function 1	25,828,518	5,285,728	4,227,825	2,762,517	449,534	1,458,504	40,012,626
4 District Administration							
4.11 Educational Administration		278,582			285,220		563,802
4.40 School District Governance					100,533		100,533
4.41 Business Administration				110,641	647,620		758,261
Total Function 4	-	278,582	-	110,641	1,033,373	-	1,422,596
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				109,475	188,166		297,641
5.50 Maintenance Operations				3,097,185		60,000	3,157,185
5.52 Maintenance of Grounds				594,699			594,699
5.56 Utilities							-
Total Function 5	-	-	-	3,801,359	188,166	60,000	4,049,525
7 Transportation and Housing							
7.41 Transportation and Housing Administration					84,479		84,479
7.70 Student Transportation				1,777,194		101,037	1,878,231
Total Function 7	-	-	-	1,777,194	84,479	101,037	1,962,710
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	25,828,518	5,564,310	4,227,825	8,451,711	1,755,552	1,619,541	47,447,457

DRAFT - Not Finalized

June 18, 2021 10:12

School District No. 60 (Peace River North)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	24,824,109	5,947,069	30,771,178	3,313,257	34,084,435	33,242,403
1.03 Career Programs	334,719	83,390	418,109	45,151	463,260	407,384
1.07 Library Services	848,299	193,568	1,041,867	129,500	1,171,367	1,136,912
1.08 Counselling	870,879	188,136	1,059,015	3,088	1,062,103	866,719
1.10 Special Education	7,605,666	2,251,263	9,856,929	1,070,089	10,927,018	10,478,601
1.30 English Language Learning	619,715	130,221	749,936	19,881	769,817	769,595
1.31 Indigenous Education	1,325,445	316,872	1,642,317	233,998	1,876,315	1,778,175
1.41 School Administration	3,331,053	734,107	4,065,160	7,776	4,072,936	3,800,472
1.62 International and Out of Province Students	252,741	67,958	320,699	206,000	526,699	212,093
Total Function 1	40,012,626	9,912,584	49,925,210	5,028,740	54,953,950	52,692,354
4 District Administration						
4.11 Educational Administration	563,802	124,037	687,839	166,217	854,056	831,191
4.40 School District Governance	100,533	6,028	106,561	180,449	287,010	187,699
4.41 Business Administration	758,261	172,350	930,611	516,719	1,447,330	1,613,833
Total Function 4	1,422,596	302,415	1,725,011	863,385	2,588,396	2,632,723
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	297,641	62,504	360,145	300,616	660,761	586,697
5.50 Maintenance Operations	3,157,185	755,621	3,912,806	1,811,156	5,723,962	6,480,732
5.52 Maintenance of Grounds	594,699	118,452	713,151	260,000	973,151	929,965
5.56 Utilities	-	-	-	1,797,805	1,797,805	1,762,302
Total Function 5	4,049,525	936,577	4,986,102	4,169,577	9,155,679	9,759,696
7 Transportation and Housing						
7.41 Transportation and Housing Administration	84,479	17,042	101,521	20,400	121,921	115,759
7.70 Student Transportation	1,878,231	441,641	2,319,872	1,485,756	3,805,628	3,636,895
Total Function 7	1,962,710	458,683	2,421,393	1,506,156	3,927,549	3,752,654
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	47,447,457	11,610,259	59,057,716	11,567,858	70,625,574	68,837,427

DRAFT - Not Finalized

June 18, 2021 10:12

School District No. 60 (Peace River North)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2022

	2022	2021 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	6,646,380	9,803,350
Federal Grants	223,081	242,752
Other Revenue	1,249,874	1,420,836
Total Revenue	8,119,335	11,466,938
Expenses		
Instruction	7,425,043	10,967,866
Operations and Maintenance	580,707	465,540
Transportation and Housing	113,585	33,532
Total Expense	8,119,335	11,466,938
Budgeted Surplus (Deficit), for the year	-	-

School District No. 60 (Peace River North)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	281,743	20,336	142,673	1,858,565	15,056	38,166	28,285	242,214	
Add: Restricted Grants									
Provincial Grants - Ministry of Education	298,964	241,562			148,000	46,550	109,359	583,311	365,296
Federal Grants									
Other				1,015,888					
	298,964	241,562	-	1,015,888	148,000	46,550	109,359	583,311	365,296
Less: Allocated to Revenue	580,707	261,898	-	1,015,888	163,056	84,716	137,644	825,525	365,296
Deferred Revenue, end of year	-	-	142,673	1,858,565	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	580,707	261,898			163,056	84,716	137,644	825,525	365,296
Federal Grants									
Other Revenue				1,015,888					
	580,707	261,898	-	1,015,888	163,056	84,716	137,644	825,525	365,296
Expenses									
Salaries									
Teachers						2,087	22,955	161,833	
Principals and Vice Principals					29,563		22,861	75,313	164,766
Educational Assistants		191,185			101,450	500	2,089	193,576	
Support Staff								68,887	40,823
Other Professionals	114,482								82,995
Substitutes							11,753	2,500	
	114,482	191,185	-	-	131,013	2,587	59,658	502,109	288,584
Employee Benefits	23,097	70,713			7,015	636	8,900	123,416	76,712
Services and Supplies	443,128	-		1,015,888	25,028	81,493	69,086	200,000	
	580,707	261,898	-	1,015,888	163,056	84,716	137,644	825,525	365,296
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School Grant	Federal Safe Return to Class Fund	SWIS	EFAP	Miscellaneous
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		113,585	23,301	23,752		320,000	30,000	8,015	127,888
Add: Restricted Grants									
Provincial Grants - Ministry of Education	3,746,900								
Federal Grants							223,081		
Other								36,000	233,212
	3,746,900	-	-	-	-	-	223,081	36,000	233,212
Less: Allocated to Revenue	3,746,900	113,585	23,301	23,752	-	320,000	223,081	36,000	197,986
Deferred Revenue, end of year	-	-	-	-	-	-	30,000	8,015	163,114
Revenues									
Provincial Grants - Ministry of Education	3,746,900	113,585	23,301	23,752	-	320,000			
Federal Grants							223,081		
Other Revenue								36,000	197,986
	3,746,900	113,585	23,301	23,752	-	320,000	223,081	36,000	197,986
Expenses									
Salaries									
Teachers	3,021,694		5,100						
Principals and Vice Principals			13,076	13,822			42,356		
Educational Assistants									31,047
Support Staff						90,000	127,385		87,290
Other Professionals									
Substitutes				2,500					
	3,021,694	-	18,176	16,322	-	90,000	169,741	-	118,337
Employee Benefits	725,206		5,125	2,903		30,000	38,340		29,649
Services and Supplies		113,585		4,527		200,000	15,000	36,000	50,000
	3,746,900	113,585	23,301	23,752	-	320,000	223,081	36,000	197,986
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

Schedule 3A

	<u>TOTAL</u>
	\$
Deferred Revenue, beginning of year	3,273,579
Add: Restricted Grants	
Provincial Grants - Ministry of Education	5,539,942
Federal Grants	223,081
Other	<u>1,285,100</u>
	7,048,123
Less: Allocated to Revenue	<u>8,119,335</u>
Deferred Revenue, end of year	<u>2,202,367</u>
Revenues	
Provincial Grants - Ministry of Education	6,646,380
Federal Grants	223,081
Other Revenue	<u>1,249,874</u>
	8,119,335
Expenses	
Salaries	
Teachers	3,213,669
Principals and Vice Principals	361,757
Educational Assistants	519,847
Support Staff	414,385
Other Professionals	197,477
Substitutes	<u>16,753</u>
	4,723,888
Employee Benefits	1,141,712
Services and Supplies	<u>2,253,735</u>
	8,119,335
Net Revenue (Expense)	<u>-</u>

School District No. 60 (Peace River North)**Schedule 4**

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget			2021 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Other Revenue			-	300,560
Amortization of Deferred Capital Revenue	4,061,475		4,061,475	3,418,006
Total Revenue	4,061,475	-	4,061,475	3,718,566
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,911,731		4,911,731	3,876,082
Transportation and Housing	664,079		664,079	709,346
Total Expense	5,575,810	-	5,575,810	4,585,428
Net Revenue (Expense)	(1,514,335)	-	(1,514,335)	(866,862)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	700,000		700,000	2,072,854
Total Net Transfers	700,000	-	700,000	2,072,854
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(814,335)	-	(814,335)	1,205,992

PRELIMINARY ANNUAL BUDGET 2021/22





School District 60

Peace River North

AGENDA

1. Overview of Preliminary 2021/22 Ministry of Education Funding and Enrolment projections
2. Overview of Other Operating Revenues 2021/22
3. Summary of Operating Expenditures by type - Salaries, Benefits, and Supplies
4. Summary of Operating Expenditures by function - Instruction, Admin, Operations, and Transportation
5. Review of Schedule 3A – Special Purpose Funds
6. Review of Schedule 2 - Operating Revenue and Expense
7. Review of Statement 2 - Budget Bylaw

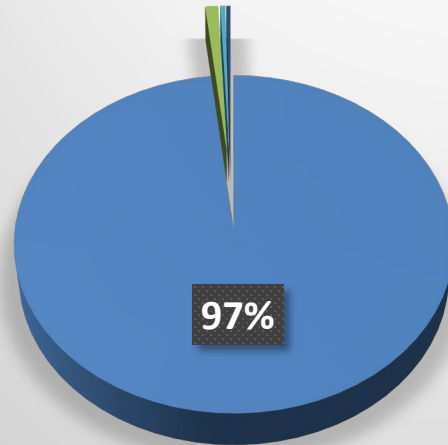


School District 60

Peace River North

OPERATING REVENUES

Total Operating Revenue (Schedule 2)



- Ministry of Education Grants
- International & AB Tuition
- Misc. Income including Rentals
- Investment Income



School District 60
Peace River North

COMPONENTS OF MINISTRY OF EDUCATION FUNDING

Enrolment			
FTE	2021-22 Prelim	2020-21 Amended	Difference
School Age	6,371.938	6,249.625	122.313
Adult	29.125	16.50	12.625
Other	<u>1.880</u>	<u>1.25</u>	<u>0.630</u>
Total FTE	<u>6,402.943</u>	<u>6,267.375</u>	<u>135.568</u>
Components of Ministry of Education Funding Include:			
Funding Type	2021-22 Prelim	2020-21 Amended	Difference
Enrolment based	47,653,096	45,037,990	2,615,106
Unique Student Needs:			
Special Education	6,779,290	5,997,900	781,390
English Language Learning	713,250	731,120	(17,870)
Aboriginal Education	1,801,315	1,693,500	107,815
Adult Education	56,588	31,350	25,238
Salary Differential	678,556	668,984	9,572
Supplement for Enrolment Decline		114,258	(114,258)
Funding Protection		396,716	(396,716)
Unique Geographic Factors	9,884,448	9,487,239	397,209
BC Education Plan	54,267	55,090	(823)
Equity of Opportunity Supplement	256,803	220,138	36,665
Est. Distributed Learning (Feb & May)	1,496,002	1,324,145	171,857
Summer Learning	6,720	<u>4,300</u>	<u>2,420</u>
Total Ministry Funding	<u>69,380,335</u>	<u>65,762,730</u>	<u>3,617,605</u>



School District 60

Peace River North

OPERATING REVENUES

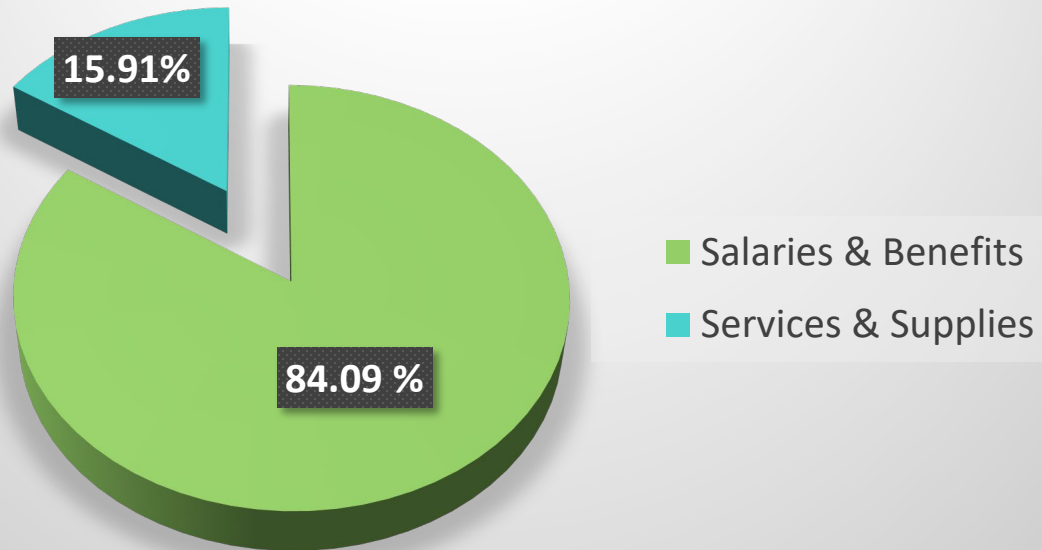
	Revenues (Schedule 2A)	2021-22 Prelim	2020-21 Amended	Difference
Provincial Grants	Operating Grants	69,380,335	65,762,730	3,617,605
	Pay Equity	241,350	241,350	-
	Graduated Adults Funding	55,000	32,857	22,143
	Transportation Funding	425,785	425,785	-
	FSA Funding	8,187	8,187	-
	Support Staff Benefits Grant	67,113	67,113	-
	Early Learning Framework		2,400	(2,400)
	Teachers' Labour Settlement		1,510,106	(1,510,106)
	Early Career Mentorship		125,000	(125,000)
	Equity Scan Implementation		4,000	(4,000)
Fees	MCFD - School Age Therapy	117,415	84,400	33,015
	International and Out of Province	600,000	246,165	353,835
Misc.	Miscellaneous Income	224,595	322,345	(97,750)
	Rental and Leases	85,794	85,794	-
	Investment Income	<u>120,000</u>	<u>120,000</u>	-
	Total Revenue	71,325,574	69,038,232	2,287,342



School District 60
Peace River North

OPERATING EXPENSES

Operating Expenses by Object
(Schedule 2B)





School District 60
Peace River North

OPERATING EXPENSES

Operating Expenses by Object

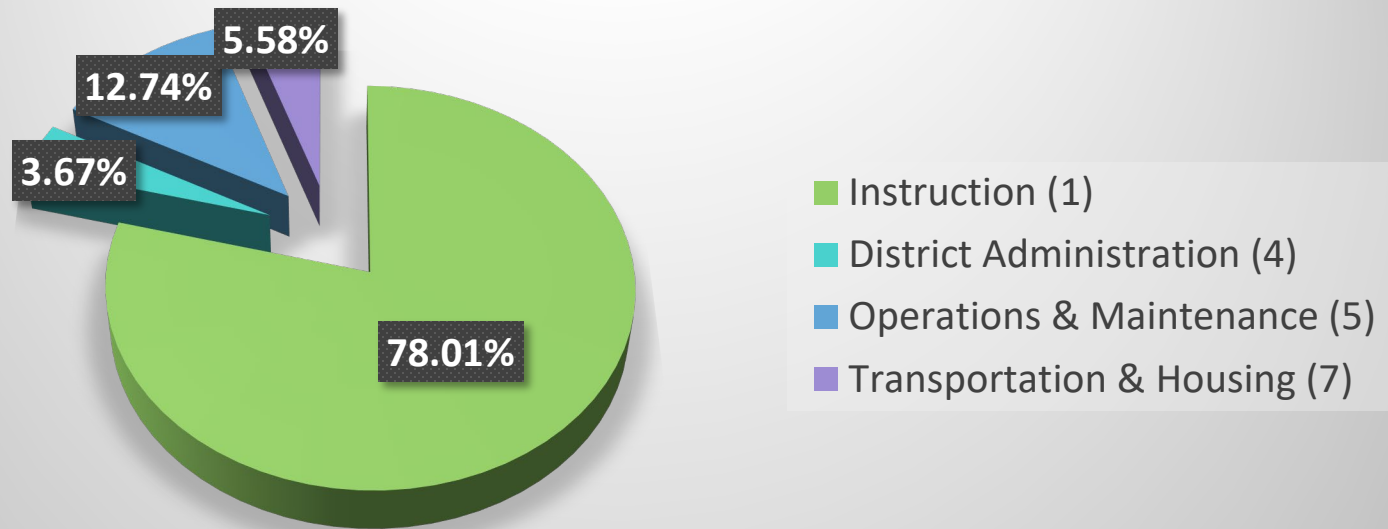
Object	2021/22		2020/21	
	Prelim		Amended	
Salaries	47,447,457	67.56%	46,702,266	67.84%
Benefits	<u>11,610,259</u>	<u>16.53%</u>	<u>9,938,258</u>	<u>14.44%</u>
Salaries & Benefits	59,057,716	84.09%	56,640,524	82.28%
Services & Supplies	<u>11,567,858</u>	16.21%	<u>12,196,903</u>	17.72%
	70,625,574		68,837,427	



School District 60
Peace River North

OPERATING EXPENSES

Operating Expense by Function
(Schedule 2C)





School District 60
Peace River North

OPERATING EXPENSES

Operating Expenses by Function

Function	2021/22		2020/21	
	Prelim		Amended	
Instruction (1)	54,953,950	78.01%	52,692,354	76.55%
District Administration (4)	2,588,396	3.67%	2,632,723	3.82%
Operations & Maintenance (5)	9,155,679	12.74%	9,759,696	14.18%
Transportation & Housing (7)	<u>3,927,549</u>	5.58%	<u>3,752,654</u>	5.45%
	70,625,574		68,837,427	



School District 60

Peace River North

SPECIAL PURPOSE FUNDS

SCHEDULE 3A

Special Purpose Funds – Expenses 2021/22

Planned Spending	Annual Facility Grant	580,707
	Learning Improvement Fund	261,898
	School Generated Funds	1,015,888
	Strong Start	163,056
	Ready Set Learn	84,716
	OLEP	137,644
	Community Links	825,525
	CEF - Overhead	365,296
	CEF - Staffing	3,746,900
	First Nation Student Transportation	113,585
	Mental Health in Schools	23,301
	Changing Young Results in Young Children	23,752
	Federal Safe Return to Class Fund	320,000
	SWIS	223,081
	EFAP	36,000
	Misc.	197,986
		\$8,119,335

Special Purpose Fund - Revenue 2021/22

Special Purpose Fund Revenue	\$7,048,123
Revenue plus application of Reserves	\$8,119,335



School District 60
Peace River North

SCHEDULE 2 SUMMARY

HIGHLIGHTS BASED ON ENROLMENT

Schedule 2			
	2021/22 Prelim	2020/21 Amended	
Total Revenue	71,325,574	69,038,232	
Total Expenses	<u>70,625,574</u>	<u>68,837,427</u>	
Net Revenue (Expense)	700,000	200,805	
Budgeted Prior Years Surplus Appropriation	-	2,265,649	
Net Transfers (Tangible Capital Assets)	<u>(700,000)</u>	<u>(2,072,854)</u>	
Budgeted Surplus (Deficit), for the year	-	393,600	

The Board has been able to balance their budget based on enrolment projections and all the resources provided. Board reserves were required to balance this budget.

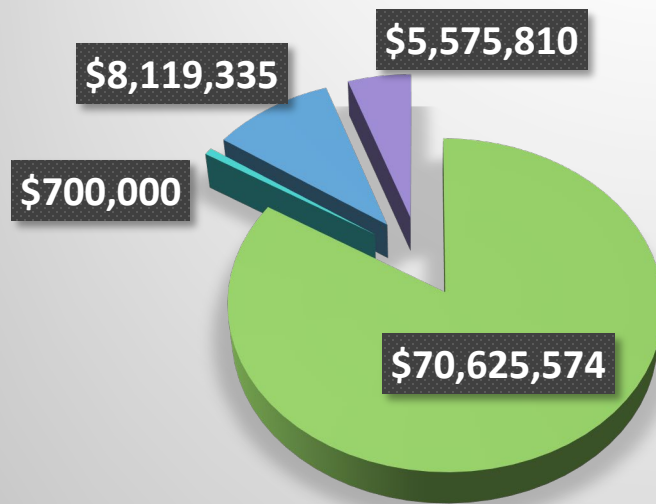


School District 60
Peace River North

BUDGET BYLAW STATEMENT 2

Preliminary Budget Bylaw 2021/22

Total = \$82,818,607



- The Total Operating Expense from Schedule 2
- The Tangible Capital Assets Purchased from Schedule 2
- The Special Purpose Fund Expenses from Schedule 3
- The Capital Fund Expenses from Schedule 4

CAPITAL BYLAW NO. 2021/22-CPSD60-01
CAPITAL PLAN 2021/22

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 60 (Peace River North) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *May 11, 2021*, is hereby adopted.
2. This Capital Bylaw may be cited as *School District 60 (Peace River North) Capital Bylaw No. 2021/22-CPSD60-01*.

READ A FIRST TIME THE 21st DAY OF June 2021;
READ A SECOND TIME THE 21st DAY OF June 2021;
READ A THIRD TIME, PASSED THE 21st DAY OF June 2021.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 60 (Peace River North) Capital Bylaw No. 2021/22-CPSD60-01* adopted by the Board the 21st day OF June 2021.

Secretary-Treasurer



2022/23 CALL FOR PROJECTS
CAPITAL MANAGEMENT BRANCH

SCHOOL ADDITIONS REQUEST			
GENERAL PROJECT INFORMATION			
Project Priority	Ministry Facility Code	Facility Name	Project Description
1	6060061	Upper Halfway School / Gym	The school has a current enrollment 52 with a predominately indigenous population. It is in the remotest area of our District and has never had a gymnasium.

NEW SCHOOL REQUEST			
GENERAL PROJECT INFORMATION			
Project Priority	Project Name	Facility Type	Project Description
1	North West Middle	Middle-Sec	New Middle-Secondary, Grade 7 - 9, enrolment pressurers within the City of Fort St John, 189 % of capacity, site acquired already

SITE ACQUISITION			
Project Priority	Ministry Facility Code	Facility Name	Project Description
2	N/A	New Northwest Area - Elementary	Require land for a new elementary school in the NW area. A developer beginning a 4000 unit development has contacted us regarding a land purchase. We have reviewed this land and other land available and determined this is a good location/land

SCHOOL REPLACEMENT			
Project Priority	Ministry Facility Code	Facility Name	Project Description
1	6060030	Wonowon Elementary	Replace existing school with a 4 classroom school to accommodate 75 students
2	6060006	Charlie Lake Elementary	Replace existing school with an 80K/425 Capacity Elementary School, currently 9 portables being replaced, FCI Index 70 Very Poor, significant facilities issues including water ingress and mould, room in current site to construct
3	6060007	Central Elementary	Replace existing school, this is our single-track French Immersion school with an FCI rating of 45 Poor. The school was built in 1945 and received renovations in 2017 due to serious water ingress

