

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

**10112 – 105 Avenue
Fort St. John, BC V1J 4S4**

Telephone: (250) 262-6000

Fax: (250) 262-6048

Board of Education



A G E N D A B O O K

FOR THE

REGULAR BOARD MEETING

BOARD ROOM

MONDAY, NOVEMBER 21, 2022 @ 6:00 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, NOVEMBER 21, 2022
6:00 P.M.

This meeting will be recorded and available on our School District website.

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.

2.0 Declaration of Conflict of Interest

3.0 Additions to the Agenda/Acceptance of the Agenda

4.0 Election of Board Officers

- 4.1 Election of Chairperson – Secretary/Treasurer
- 4.2 Election of Vice-Chairperson – Chairperson
- 4.3 Election of Provincial Councillor – Chairperson
- 4.4 Election of Alternate Provincial Councillor – Chairperson
- 4.5 Election of BCPSEA Rep – Chairperson
- 4.6 Election of Alternate BCPSEA Rep – Chairperson
- 4.7 Notice to Destroy Ballots – Chairperson

Other Duties

- 4.8 Audit Committee Members
- 4.9 School Liaison Reps

5.0 Presentations/Delegations

6.0 Trustee Input (Celebrations)

7.0 Minutes of the Regular Board Meeting, October 24, 2022 (pages 6-13)

- 7.1 Approval of the Minutes
- 7.2 Business Arising from the Minutes
(See attached Action Item List for completed and ongoing items)

8.0 **Minutes of the Special Regular Board Meeting, October 31, 2022** (page 14-15)

8.1 Approval of the Minutes

9.0 **Approval of Excerpts of the In Camera Board Meeting, September 12, 2022** (page 16)10.0 **Announcements and Reminders**

November 22	SUP-PAC Meetings (<i>Campbell/Gilbert</i>)	12:00 p.m.	Board Room
November 23/24	Early Dismissal Days		
November 24	Band Concert	6:30 p.m.	Cultural Center
November 25	NID (Parent-Teacher Interviews)		
December 1-3	BCSTA Orientation & Trustee Academy		Vancouver
December 3	District Christmas Party	5:30 p.m.	Pomeroy
December 5	COTW Meetings	12:30 p.m.	Board Room
December 8	NPAA Christmas Dinner	TBD	TBD
December 12	Board Meetings	5:00 p.m.	Board Room
December 19 to January 3	Christmas Vacation		
January 16	NPAA Meeting	5:00 p.m.	NPSS
January 9	COTW Meetings	12:30 p.m.	Board Room
January 23	Board Meetings	5:00 p.m.	Board Room
January 24	SUP-PAC Meetings (Gilbert/???)	12:00 p.m.	Board Room
January 27	NID (Pro-D) Day		

11.0 **Senior Staff Reports**

11.1 Superintendent's Report (page 17-18)

11.2 Secretary-Treasurer's Report (page 19)

12.0 **Reports of Regular Committee of the Whole Meeting, October 31, 2022** (pages 20-21)

12.1 Approval of Minutes

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

12.3 Policy Committee

13.0 **Other Reports**

13.1 BCSTA

13.2 BCPSEA
BCPSEA AGM – January 26-27, 2022 (Attachment)
• Motion & Nomination Deadline – December 7, 202213.3 Board Pro-D Committee – *Chair Gilbert*14.0 **Correspondence**15.0 **Unfinished Business**

16.0 **New Business**

16.1 **Board of Trustees Meetings – Possible Format Changes**
Stephen Petrucci, Superintendent

16.2 **Financial Support for NPAA Christmas Dinner**
Recommended Motion: That the Board approve that the costs are shared equally between the Board and the NPAA

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

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

19.0 **District Parent Advisory Council (DPAC) Report** – President

20.0 **Questions from the Press and Public**

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

22.0 **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, October 24, 2022
6:00 p.m.**

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Ida Campbell, Trustee (Area 4)
Erin Evans, Trustee (Area 5) *(via Zoom)*
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)

Dave Lueneberg, Alaska Highway News

Regrets: Nicole Gilliss, Trustee (Area 3)



Call to Order

Chair Gilbert called the meeting to order at 6:02 p.m.

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

Meeting to be recorded and archived on our District website

Agenda

Approval of the Agenda

Motion #112-22

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

10.1 b) BCSTA – Special Recognition

CARRIED.

Presentations/Delegations

Trustee Election Presentation (Attachment)

Angela Telford, Chief Elections Officer

- Board Chair publicly thanked staff for taking on this role and their desire to leave a legacy for the next election
- There is a lot of confusion around boundaries in the community. There needs to be much better maps for the public access
- Trustee Campbell – in the past looked at changing our “areas” and went through the process but decided in the end not to change boundaries. Hudson’s Hope at one time was its own school district. Staff was asked to investigate and gather information
- There are different view and thoughts in the community around voting for Trustees (ie. I don’t have kids in school so I can’t vote for

school trustees) and lack of awareness of where to vote or who is running for election

- Discussion around having zones as opposed to voting “at large”
- Chair Gilbert - PRNTA held an Open House for candidates...low in attendance and lack of understanding as to what a trustee role is. As a board need to discuss communication processes
- Trustee Campbell – in the past, a year before elections, we would go to Rotary, the PAC's, Chamber of Commerce and did a presentation on what a trustee is, why you should run, etc.
- Trustee Evans – provincial elections in general have low voter rates for different reasons. Trustees in the past were invited to debates along with city councilor candidates.

ACTION: District staff asked to research and gather information around past discussions regarding changing boundaries to the “electoral areas”

Trustee Input

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

Trustee Campbell

- Contacted a couple of schools
- Appreciate the apple delivery as I've been away

Trustee Evans

- Nothing to report

Trustee Gilliss

- Regrets

Vice-Chair Lehmann

- PAC Meetings (Charlie Lake, Robert Ogilvie & Clearview)
- Upper Halfway visit with District Staff
- DPAC/SUPAC
- Apple delivery

Trustee Scott-Moncrieff

- Apple delivery and visits to schools

Trustee Snow

- Visited schools
- Apple delivery

Chair Gilbert

- Terry Fox Run @ Baldonnel
- DPAC/SUPAC Meeting
- PAC meetings for Baldonnel, MMMCS & Bert Bowes
- MMMCS Open House
- Elementary Soccer Tournament
- Apple delivery to a number of schools and district facilities
- Upper Halfway visit with District Staff
- Joint Health & Safety Committee meeting
- NPAA dinner and meeting
- Meeting with opposition MLA's

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #113-22

Evans/Lehmann

THAT the Regular Meeting Minutes of September 12, 2022 be adopted.
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:
None

Approval of Excerpts

Motion #114-22

Campbell/Scott-Moncrieff

THAT the excerpts from the June 20, 2022 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
CARRIED.

Announcements & Reminders

October 25	SUP-PAC Meetings (<i>Lehmann/Snow</i>)		
October 29	Provincial Council Motion Deadline		
October 31	COTW Meetings	12:30 p.m.	Board Room
November 11	Remembrance Day		
November 14	NPAA Meeting (<i>Snow</i>)	5:00 p.m.	NPSS
November 21	Board Meetings	5:00 p.m.	Board Room
November 22	SUP-PAC Meetings (???)		
November 23/24	Early Dismissal Days		
November 25	NID (Parent-Teacher Interviews)		
December 1-3	BCSTA Orientation & Trustee Academy		Vancouver
December 3	District Christmas Party	5:30 p.m.	Pomeroy
December 5	COTW Meetings	12:30 p.m.	Board Room
December 8	NPAA Christmas Dinner	TBD	TBD
December 12	Board Meetings	5:00 p.m.	Board Room
December 19 to January 3	Christmas Vacation		

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

Superintendent's Report

- For information purposes
- BCMEA Award
 - Stephen was awarded the Outstanding Administrator Award from the BC Music Educators' Association

- This is due, in part, to the support of the Board who have made the arts a priority
- Teachers for the music program are doing a phenomenal job...we have returning students wanting to now teach in this area in our district
- Maximum registration number for this year was reached

Community Coaches

- See motion below

Out of District Sports/Field Trips

- See motion below

BAA Courses (*Attachment*)

- See motion below
- Courses are on offer at the Key Learning Center
- Discussion around communicating the courses to all high school students in the district to raise awareness

Motion #115-22

Snow/Evans

THAT the Board of Trustees accept the Superintendent's Report with the exception of Community Coaches, Out of District Field Trips and BAA Courses.

CARRIED.

Motion #116-22

Snow/Campbell

THAT the Board of Trustees approve the attached 2022-2023 Community Coach.

CARRIED.

Motion #117-22

Snow/Evans

THAT the Board of Trustees approve the attached Out of District Sports/Field Trips.

CARRIED.

Motion #118-22

Scott-Moncrieff/Snow

THAT the Board of Trustees approve the attached BAA Courses.

CARRIED.

Secretary-Treasurer's Report

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

Finance Update to September 30, 2022

- For information purposes
- A deficit of \$1.3 million...not actually a deficit as we don't see funding until October...projected to receive \$6.6 million. By December, we will be back on track
- Funding doesn't align, but expenses do
- Correction – we will be receiving funding for Alberta students (ie. 2 new students...approximately 9 total)

Human Resources Summary Report

- For information purposes

- Two EA's have been "terminated" because positions were terminated at Dr. Kearney due to overstaffing...no one was "fired". EA's have the option to apply to other district positions

Oath of Office Ceremony – October 31, 2022

- Special Regular Board Meeting from 1:00 – 1:30 p.m. for Trustees to be "sworn in"

Remembrance Day Ceremony – Wreath Placement

- Taylor – Trustee Campbell will be away but will find someone to do it (ie. students) or check with the newly elected trustee, Thomas Whitton
- Hudson's Hope – Trustee Gilliss - confirm
- City of FSJ – Trustee Snow

ACTION: District staff to confirm trustee presentations for Taylor and Hudson's Hope

BCSTA Trustee Academy – December 1-3, 2022

- Attending: Chair Gilbert, Vice-Chair Lehmann, Trustee Snow
- Not attending: Trustee Scott-Moncrieff
- Unknown - Trustee Campbell & Trustee Gilliss

Motion #119-22

Evans/Scott-Moncrieff
THAT the Board accept the Secretary-Treasurer's Report.
CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – October 3, 2022

Motion #120-22

Scott-Moncrieff/Lehmann
THAT the Board accept the Regular Committee of the Whole minutes of October 3, 2022 and its recommendations
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

Policy Committee

Policy Committee Meeting Notes – October 3, 2022

- For information purposes

3003 Selection of Learning Resources Update

- There are issues with some of the content
- Ministry is also going to provide more guidance around learning resources early next year

8001 Annual Operating Budget

Motion #121-22

Lehmann/
That the Board of Education put forward Policy 8001 Annual Operation Budget for a Notice of Motion.

7017 Employer-Installed Video Surveillance

- Changes are based on legal advice
- Housekeeping changes need to be done (ie. School Act sections need to be added) before sending out for Notice of Motion

Motion #122-22

Campbell/

That the Board of Education put forward Policy 7017 Video Surveillance for Notice of Motion with the addition of the missing sections of the School Act

Other Reports

BCSTA

Funding for Exempt Compensation Grids Letter

- Speaks to the impacts of budget, inflation and seeing CUPE receive a raise and anticipating teacher's seeing a raise as well
- There have been a lot of asks for provincial funding for Exempt Staff around the province

BCPSEA

Special Recognition

- Trustee Campbell – life members pin and certificate for 28 years of service
- Trustee Snow – pin and certificate for two completed terms of service
- Trustee Evans – pin and certificate for three completed terms of service

Trustee Evans – Recognition of Service

- Chair Gilbert presented Trustee Evans with a gift for her years of service as a Trustee with special recognition of her involvement with the Indigenous Committee

BCPSEA Symposium (November 6 & 7, 2022)

- Trustee Gilliss, Chair Gilbert, the Superintendent and Secretary-Treasurer will be attending
- There will BCPSEA/BCSTA session at the Trustee Academy
- CUPE Bargaining is ongoing...local bargaining from December 6 - 8

Board Pro-D Committee

- Looking at orientation for the new Board

Correspondence

Hudson's Hope Evacuation Letter to City of Fort St. John

- For information purposes
- District Staff attended an Open House & BBQ at the Hudson's Hope School
- Chair Gilbert thanked Mayor Ackerman in person. The City has made a note that if this was to happen again, access to recreational facilities would again be free to affected students

Unfinished Business

The following unfinished business arose from the previous meeting minutes:

SD 60 History Project Follow-Up

Chair Gilbert

- Chair Gilbert, Margaret Little, Bruce Christensen and Michele Wiebe attended a presentation at the Museum on October 5, 2022.
- The archives are now uploaded to the museum website
- Margaret Little is working on additions...it will be a live document
- Asking District Staff to have it on our district website to ensure all of our schools and students have access to it

ACTION: District Staff to have it on our district website to ensure all of our schools and students have access to it

MLA Meeting Follow-Up

Chair Gilbert

- Wanting to be consistent with our key messages when doing advocacy around Recruitment & Retention. There are shortages across the province, but not all shortages are equal or equitable

New Business

None

PRNTA Update – Michele Wiebe, President

No report - absent

CUPE Local #4653 Update – Jennie Copeland, President

No report - absent

District Parent Advisory Council (DPAC) Report – President

No report - absent

Questions from Press/Public

At this time, opportunity was given for questions from the press

Election advertising - please let us know what we can do to make it easier, whether by paper or virtual. I understand the timelines do not necessarily line up

All Candidate Forum – we were not aware of any trustee candidate meetings, so if in the future groups could let the media know...

Financial Presentation – clarify “deficit”? Secretary-Treasurer – not a “deficit” but timing of funding...we run September fully staffed but not funded for it until November or December. The funding is catching up with the expenses. Expenses are online, we’re not overspent. Current funding is based on the preliminary annual budget submitted in June.

Motion #123-22

Evans/Snow

THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.

CARRIED.

Adjournment

Motion #124-22

Snow/Evans

THAT the meeting be adjourned. (7:35p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

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

SPECIAL REGULAR BOARD MEETING

**Monday, October 31, 2022
1:00 p.m.**

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Ida Campbell, Trustee (Area 4)
Nicole Gilliss, Trustee (Area 3) *(via Zoom)*
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:

Honourable Judge Daley
Thomas Whitton, Trustee (Area 5)
Jennie Copeland, Local CUPE #4653 President
Dan Davies, MLA
Rick Gilbert, Public
David Lueneberg, Alaska Highway News



Regrets: Erin Evans, Trustee (Area 5)

In accordance with Board By-law 1/90 (5.1), the purpose of this Special Regular Board Meeting is to “swear in” newly elected School District #60 Board of Education Trustees

The meeting commenced at 1:10 p.m.

Oath of Office & Allegiance Ceremony

The following newly elected School District 60 Trustees read and signed the Oath of Office and optional Oath of Allegiance before Honourable Judge Daley:

Helen Gilbert
Ida Campbell
Nicole Gilliss *(via Zoom)*
Madeleine Lehmann
David Scott-Moncrieff
William (Bill) Snow
Thomas Whitton

The meeting adjourned @ 1:36 p.m.

HELEN GILBERT, BOARD CHAIR
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

**EXCERPTS
FROM THE SEPTEMBER 12, 2022
“IN CAMERA” MEETING MINUTES**

The meeting was called to order and the In-camera Meeting Minutes, June 20, 2022 were read and adopted.

Business Arising

- Superintendent's Report – District Principal Early Learning & Childcare

Superintendent's Report

Items discussed and reported included:

- Affordability Fund
- Hudson's Hope Start-Up Delay
- Halfway River First Nations Open House Invitation
- HR Update – Staffing & Personnel Issues
- Recruitment & Retention Initiatives

Secretary-Treasurer's Report

Items discussed and reported included:

- No items

Committee of the Whole Reports – Business Arising

- None

Other Reports

- BCSTA
- BCPSEA

Correspondence

None

Unfinished Business

None

New Business

- Staff Appreciation Day – October 5, 2022

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

Monday, November 21, 2022

Human Resources

1. Human Resources Summary Report for Teachers

Human Resources Summary Report for Teachers & AO's
for period of October 21st to November 17th, 2022

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	2			1	2
Changes to existing	6	1			
Return from leave					
Payout prep					

RETIREEES only:

Education

1. **Superintendent's Report**
<https://togetherwelearn.prn.bc.ca/2022/11/18/superintendents-report-november-2022/>
2. **Hybrid Teacher Education Programs – SFU (Attachment)**
3. **Community Coaches (Attachment)**
Recommended Motion: THAT the Board of Trustees approve the attached Community Coaches for Taylor Elementary School
4. **BAA Courses (Attachment)**
Recommended Motion: THAT the Board of Trustees approve the attached BAA Courses

...2

5. Out of District Sports/Field Trip (Attachment)

Recommended Motion: THAT the Board of Trustees approve the attached Out of District Field Trip for Bert Bowes Middle School

Respectfully submitted

Stephen Petrucci, EdD
Superintendent of Schools

**REPORT TO THE
BOARD OF EDUCATION
FROM THE SECRETARY-TREASURER
Monday, November 21, 2022
REGULAR MEETING**

Operations

1. **Finance Update to October 31, 2022** (*Attachment*)
2. **PDR Report for Wonowon Elementary School**

Human Resources

1. **Human Resources Support Staff Summary**

Human Resources Summary Report for Support Staff
For period of October 21st, 2022 to November 17th, 2022

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	22	2	4
Changes to existing	5		
Return from leave			
Layoff	1		
Retirements			
Termination			

2. **CUPE Bargaining Update**

Governance

Angela Telford,
Secretary-Treasurer

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES

MONDAY, OCTOBER 31, 2022
1:30 P.M.

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

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

Media/Guests:
Jennie Copeland, Local #4653 President
Jarrod Bell, Director of Instruction
Wade Hart, Director of Instruction
David Lueneberg, Alaska Highway News

Regrets: Erin Evans, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentation

Indigenous Education

Pat Jansen, District Principal

Carleen Andrews, Director of Instruction

- Pat presented and answered questions from Trustees
- Indigenous Advisory Council – Chair Gilbert – how can the Board be more involved as far as flow of information so that the Board can support and understand where you're at? Pat – Trustees are invited to come to events and to visit

ACTION: Will continue discussions as to how we can have better and supportive communication

- Superintendent – the Equity Scan will provide more concrete information by the spring and help the Board to develop a new Strategic Plan, in particular looking at Indigenous student success

- We are seeing successes, but still have challenges (ie. gaps in community, attendance, etc.) We are improving, however we're struggling with attendance in the middle years

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- Upper Halfway playground is gone due to gym construction requirements
- Clarification that Risk Management is in regards to health & safety within schools. The safety committee at each site is accessing potential risks at their location. It is a WCB driven process. The goal is to have them all completed by the end of November. It is a long, detailed process
- Starlink Internet is driven by Ministry to provide connectivity to rural locations (eg. Camp Cameron). Our district contract with Starlink allows for three different locations
- Bus driver's recruitment is still ongoing for in-town Wonowon; high school students are still being bussed into the city. Parents of in-town students are being reimbursed for driving their children to school
- Bus route cancellations are very low so far this year

Human Resources

None

Governance

None

REGULAR - November 21, 2022					Unfinished	
Meeting Date	Meeting	Topic	Action Item/Recommendation	Assigned to:	Business	Completed
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	
Oct 4/21	COTW	Facilities Review - FCI Update	Provide more detailed information in regards to the FCI report	Angela	x	
Sept 12/22	Board	ST Report - Surplus Appropriation	Provide board with a more detailed summary	Angela	x	
Oct 24/22	Board	Election Presentation	Research past discussions re: changing electoral areas	Angela/Leah	x	
Oct 31/22	COTW	FESL - Indigenous Education	Continue discussions re: communication between the Board & Indigenous Advisory Council		x	
Completed						
Dec 13/21	Board	Election of Board Officers	Call Regular Special Board Meeting to elect Alt BCPSEA Rep	Helen		Dec 17/21
Aug 30/21	Board	Board Pro-D Committee	Helen & Nicole to meet & create a Pro-D list to submit to BCSTA	Helen		Jan 24/22
Nov 15/21	Board	COTW Business Arising	K-12 Sector Guidelines uploaded to website/Facebook - pre-amble ref to Ministry	Helen		x
Dec 13/21	Board	Election of Board Officers	Bylaw 1/90 be brought to Policy Committee Mtg for review of wording (see minutes)	Leah		x
Dec 13/21	Board	Business Arising - HR Summary	Provide number of positions employed in each area, etc.	Angela		Jan 24/22
Dec 13/21	Board	Finance Update	Sick leave additional costs	Angela		Jan 24/22
Dec 13/21	Board	Policy Committee	Send Policy 7006, 2005 and 4018 out for Notice of Motion	Leah		Jan 24/22
Dec 13/21	Board	Correspondence	BCTF Funding Brief for 2022...find electronic version and send out to trustees	Helen		x
Jan 10/22	COTW	Statement of Financial Disclosures	Trustees to complete by January 15, 2022	Leah		x
Jan 24/22	Board	Board Pro-D Committee	Financial Literacy Presentation on the Feb 7 COTW Meeting	Angela		Feb 7/22
Jan 24/22	Board	Presentation/Delegations	Northern BC Science Fair - bring forward "asks" to future Board Meeting	Leah		Feb 22/22
Feb 22/22	Board	BCSTA	Refer code of conduct policy to the Policy Committee	Leah		Mar 7/22
May 21/21	Board	Partner Group Meetings Update	Follow up with NLC & get feedback from Erin and other school district staff connected	Helen		x
Feb 22/22	Board	Policy Committee	Place 8001.2, 8001.3 and Bylaw 1/90 on future Board Meeting for adoption	Leah		Apr 25/22
Feb 22/22	Board	Board Pro-D	Helen to connect with Angela on finishing financial presentation	Helen		Apr 11/22
Oct 5/20	COTW	Joint District Meetings	Connect with Hudson's Hope of potential meeting at Cameron Lake	Helen	IC List	
Feb 22/22	Board	Regional Science Fair	Helen to write a letter of thank you and respond to the "asks"	Helen		x
Apr 25/22	Board	Policy Committee	Angela to forward election bylaw 4/22 to BCSTA for review	Angela		x
May 9/22	COTW	Preliminary Operating Budget	Place on May 24, 2022 In Camera & Regular Agendas	Leah		May 24/22
May 9/22	COTW	2022-2023 Board Meeting Schedule	Place on May 24, 2022 Regular Agenda for approval	Leah		May 24/22
Apr 25/22	Board	Policy Committee	Leah to place on the June 20 agenda for 2nd & 3rd readings	Leah		June 30/22
May 24/22	Board	2022-2023 Annual Budget	Place the 2022-2023 Annual Budget 2nd & 3rd Reading on the June 20 Regular Agenda	Leah		June 30/22
Apr 25/22	Board	Select Standing Committee	Angela & Helen to meet to work on presentation	Helen		June 2022
June 20/22	Board	Presentations/Delegations	Creative Hub - ongoing communication re: synergies and/or partnerships	Stephen		x
Sep 12/22	Board	Superintendent's Report - Field Trips	Provide more clarification on chaperones for Clearview field tips	Stephen	x	x
Sep 12/22	Board	Superintendent's Report - Field Trips	Diarize, by semester to follow up on field trips to get more data info	Stephen	x	x
Oct 24/22	Board	SD 60 History Project Follow Up	District Staff to ensure the link is available on our website for access to all staff/students	Stephen		x
Oct 24/22	Board	Remembrance Day - Wreaths	Confirm trustee presentations for Hudson's Hope and Taylor	Leah		x

BAA Courses

for BOARD APPROVAL – November 21st, 2022

- Mythology & Folklore 12
- Introduction to
Manufacturing 12



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: Introduction to Manufacturing

Grade: 12



TRAX Code: YPPR-2A
(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:

Stephen Petrucci

Date:

Nov. 16, 2022

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:

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:



Board/Authority Authorized Course Introduction to Manufacturing 12 (MYED YPPR-2A)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: October 30, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): November 16 th , 2022	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introduction to Manufacturing	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:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Think about the last time you visited your favorite store. Have you ever wondered how the products you buy make it to the store shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In this course, you'll learn about the types of manufacturing systems and processes used to create the products we buy every day. You'll also be introduced to the various career opportunities in the manufacturing industry including those for engineers, technicians, and supervisors. As a culminating project, you'll plan your own manufacturing process for a new product or invention! If you thought manufacturing was little more than mundane assembly lines, this course will show you just how exciting and fruitful the industry can be.

Rationale and Goals:

Canada manufactures many items needed by other countries in the world. The government of Canada also imports many goods to be made available to its citizens, the consumers. Covid brought to light many areas that were lacking in the Canadian manufacturing scene as we needed various items that were produced in other countries and we were dependent on their stocks.

Canada also has a robust manufacturing industry: vehicle vehicles and parts, food products, petroleum products, and chemical products. There are many jobs and professions related to this industry from manufacturing products to transportation to marketing and consumer needs analysis. Students may be interested in a career they haven't even previously thought of but may learn more about the manufacturing field, which could spur interest in a related career.

The goals of this course are:

- to develop an understanding of the process of developing a product from an idea
- to know the steps involved in the manufacturing process
- to be able to describe how a product gets to the consumer - the phases and stages it goes through
- to explore the roles in the manufacturing industry in Canada - government, industry, transportation, marketing, consumer
- to broaden perspectives about the industry
- to explore the environmental and ethical considerations in the manufacturing industry
- to understand how a team is created, team dynamics, team communication and the roles of team members

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - students will understand the importance of finding ways to produce goods using sustainable methods
 - students will understand that some products are wanted/needed by consumers but sometimes transportation of goods is difficult
- Learning is embedded in memory, history and story.
 - the manufacturing industry changes with the needs of consumers
 - goods are ever changing, dependent on the times

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - as students learn about manufacturing stages and processes, they will further understand the needs for the future

BIG IDEAS

Manufacturing is important to the economy of Canada.

Canada's leading industries are **motor vehicles and parts** (\$103 billion), food products (\$101 billion), coal and petroleum products (\$51.2 billion), and chemical products (\$50.3 billion).

The supply chain in Canada is affected by regulations. Government regulations can help or hinder a specific "product to consumer" pathway.

New processes in the industry will include environmental guidelines.

Transportation of goods is an important aspect of the manufacturing industry.

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Unit 1: Introduction to Manufacturing

Our society has become accustomed to the luxury of purchasing commodities from retail stores in a way that is convenient and affordable. Most of us don't take the time to think much past the checkout line, however. Where do these products come from exactly? Were they made in our country or shipped in from somewhere else entirely? What machines and equipment were used to make the items we purchase? Who are the people involved in manufacturing and assembling the finished goods that line the shelves of our favorite stores? This course will give you a behind-the-scenes look at the vast industry called manufacturing. In this unit, you'll examine the basics of manufacturing, including a brief history and some of the basic processes and principles that work together to transform raw materials into useful and valuable commodities.

- discuss the field of manufacturing, including disciplines within manufacturing such as engineering, science, and technology and how they work together toward an end
- describe manufacturing processes such as input, output, and feedback
- distinguish between different types of manufacturing methods and processes
- list the steps in the risk-management process

Unit 2: Success in Manufacturing Part 1: Soft Skills

After learning about the various processes involved in manufacturing, you may think that strength or attention to detail is the key to being a successful employee in the manufacturing industry. Many people are surprised to learn that some of the most important skills required in this field aren't at all physical in nature. In this unit, you'll explore some of the "soft" skills that, when properly developed, can jump-start a career in manufacturing.

- discuss regulations and expectations in the workplace
- demonstrate communication techniques necessary to succeed in manufacturing
- define work ethic
- use time-management techniques
- explain how negotiation affects conflict resolution

Students are expected to know the following:

Unit 1: Introduction to Manufacturing

- aspects found in the field of manufacturing, including disciplines within manufacturing such as engineering, science, and technology and how they work together
- definitions and examples of manufacturing processes such as input, output, and feedback
- different types of manufacturing methods and processes
- steps in the risk-management process

Unit 2: Success in Manufacturing Part 1: Soft Skills

- Workplace regulations and expectations in the workplace
- communication techniques necessary to succeed in manufacturing
- definition and examples of good work ethic
- time-management techniques
- negotiation skills
- conflict resolution skills

Unit 3: Success in Manufacturing Part 2: Teamwork

- team building skills
- effective team communication and collaboration skills
- identify team roles
- theories of motivation
- stages of team development

Unit 4: Success in Manufacturing Part 3: Hard Skills

- roles and tasks common in the manufacturing industry
- how 'quality' is measured in manufacturing
- definition and examples of quality control systems
- inventory management processes and procedures
- define work systems design
- aspects of human resource management

Unit 5: Success in Manufacturing Part 4: Engineering Applications (Hard Skills)

- engineering concepts
- how to produce engineering drawings

Unit 3: Success in Manufacturing Part 2: Teamwork

Think back to a time when you were required to work alongside others to achieve a common goal. Perhaps it was a school project or an extracurricular activity, such as a sport. What challenges did you face together? Many people have experienced or witnessed conflicts with others when working in teams. These conflicts can damage relationships and keep the team from accomplishing its goals. When a team is dysfunctional at work, it can cost the company money, so good teamwork is particularly important in the workplace. In this unit, you'll learn about some of the most important teamwork skills employees need to be successful on the job, particularly in the manufacturing industry.

- describe how teams function together, solve problems, and measure results
- identify team roles
- discuss theories of motivation
- identify the stages of team development

Unit 4: Success in Manufacturing Part 3: Hard Skills

As you learned in the previous units, "soft" skills are those skills necessary to work well with people. People skills aren't the only things to be concerned with in the manufacturing industry, however. Many employees who work in this field must operate machinery and equipment for manufacturing and assembling products. Others must develop strategies for manufacturing goods in a way that saves the company time and money. In this unit, you'll discover some of these "hard" skills that enable employees in the manufacturing industry to do their jobs effectively.

- discuss roles and tasks common in the manufacturing industry
- describe quality and how it is measured in manufacturing
- discuss how inventory is managed in the manufacturing industry
- evaluate different quality control applications in manufacturing
- define work systems design and human resource management

- the similarities and differences between lean manufacturing and lean engineering
- define manufacturing engineering and systems engineering

Unit 6: Safety in Manufacturing

- workers' rights - different unions in the field of manufacturing
- how to evaluate hazards manufacturing employees face
- identify government regulations that protect workers in the manufacturing industry
- how to identify and dispose of hazardous material

Unit 7: Careers in Manufacturing

- the various specializations in manufacturing
- the education and training required for various careers in manufacturing
- careers in the manufacturing industry
- job outlook in the manufacturing industry
- personal career goals

Unit 8: Professional Skills in Forestry

- stages of new product development
- how companies have new products manufactured
- effective marketing techniques
- marketing using social media platforms
- operation of a manufacturing project

Unit 5: Success in Manufacturing Part 4: Engineering Applications (Hard Skills)

As you've learned, engineering and manufacturing are closely related fields. Engineers are those men and women who work behind the scenes studying the manufacturing process, choosing the best equipment and machinery for the job, and even designing new products. While some of the tasks may overlap, engineers typically need a different skill set than manufacturing employees do. In this unit, you'll learn about some of those skills that help engineers do their jobs to the best of their abilities.

- analyze engineering concepts
- describe and produce engineering drawings
- compare and contrast lean manufacturing and lean engineering
- define manufacturing engineering and systems engineering

Unit 6: Safety in Manufacturing

There are many advantages to working in the manufacturing industry, but one of the downsides is the exposure to risks and hazards. Because of the heavy equipment involved, manufacturing is one of the most dangerous industries there is. Each year, many workers in this field are injured and even killed on the job. Because of these serious risks, government regulations have been put into place to keep manufacturing employees safe while at work. In this unit, you'll examine some of the most important guidelines that employers must follow to protect the men and women who work for them.

- discuss workers' rights
- evaluate hazards manufacturing employees face
- identify government regulations that protect workers in the manufacturing industry
- explain how to identify and dispose of hazardous material

Unit 7: Careers in Manufacturing

Over the duration of this course, you've learned about many different areas of manufacturing, from assembly line work to human resource management. Because the industry is so vast and complex, it offers many diverse career opportunities for potential employees. In this unit, you'll explore some of those career opportunities. You'll also have the chance to develop some personal career goals of your own.

- analyze the various specializations in manufacturing
- identify the education and training required for various careers in manufacturing
- report on a specific career in the manufacturing industry

- evaluate personal career goals

Unit 8: Culminating Manufacturing Project

Over the duration of this course, you've learned quite a bit about the manufacturing industry. In this unit, you'll finally get to apply all that new knowledge to a project of your very own. If you've ever imagined inventing a new product, then you're in luck! For this manufacturing project, you'll be creating a new product from scratch, starting with the design and engineering process. You'll get to choose how your product is manufactured and even develop a marketing plan for selling your finished goods.

- discuss the stages of new product development
- examine how companies have new products manufactured
- describe effective marketing techniques
- participate in the operation of a manufacturing project

Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about various common products manufactured in Canada
- observe manufacturing practices through video
- analyze the current issues in the industry - ie. governmental regulations, tariffs, importing goods, exporting goods etc.
- investigate questions and problems in the industry
- explore possibilities to overcome conflicts between the industry, government and customer needs
- evaluate trading routes and logistics in transportation of goods in BC or areas of interest to the student
- be open minded to different perspectives as participants may have a range of experience in this industry
- be aware of bias and judgment one may have gathered from news and social media, especially in regard to different political embargoes

Labs

- working directly with tools and applications to be able to analyze a product for quality control
- working with different applications and graphic organizers to outline the various stages of the manufacturing process

Observation

- of various people at work in the manufacturing industry through video
- of how a product comes to market
- of how a product is created and manufactured

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practice

Video and Website - explore, research, view and analyze

- real life scenarios of various manufacturing, transportation/logistics and marketing professionals at work

Use of Graphic Organizers

- for organizing information to see how a product goes from idea creation to product manufacturing to logistics to consumer

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

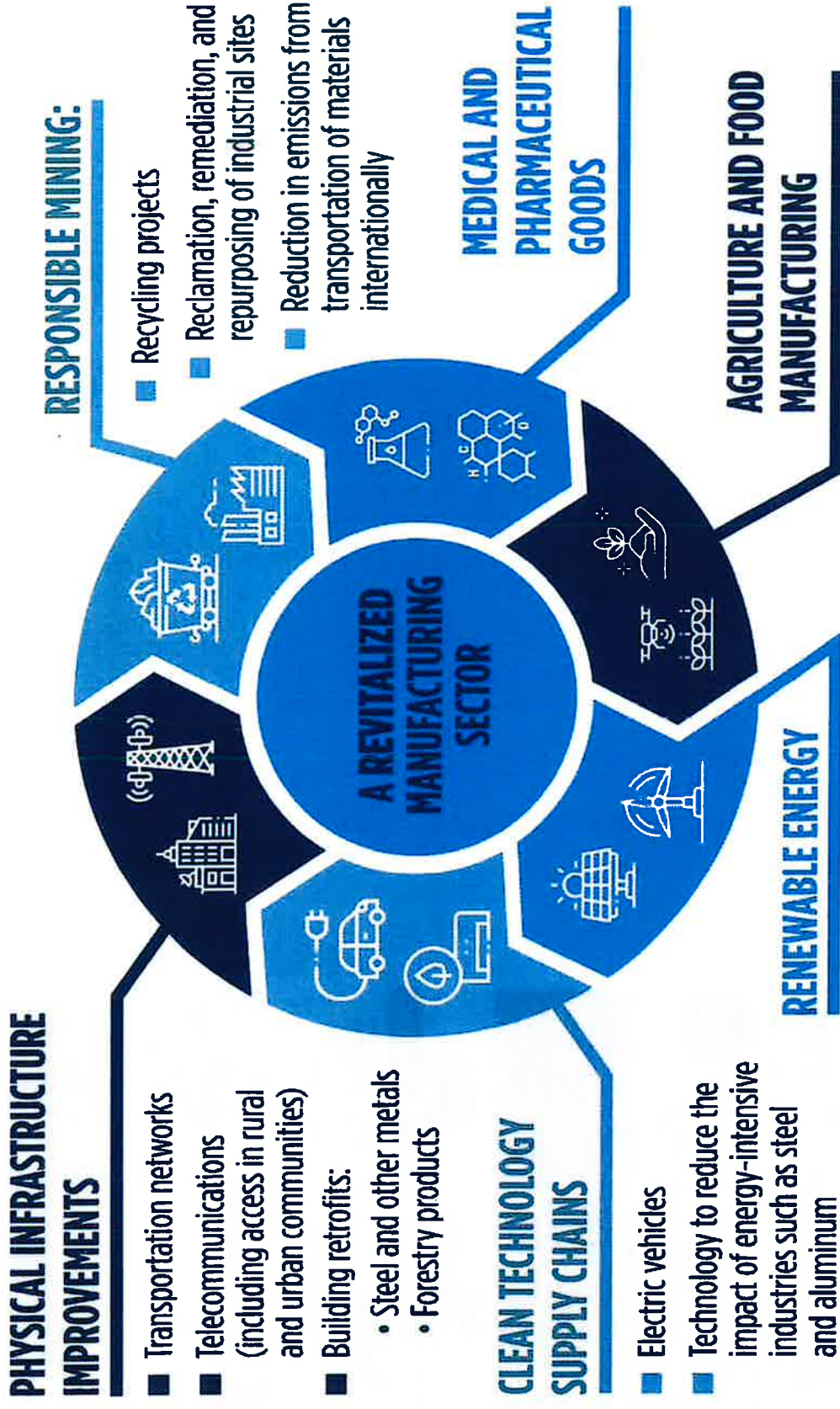
Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Government of Canada: Canadian Manufacturing Sector Gateway:
<https://ised-isde.canada.ca/site/canadian-manufacturing-sector-gateway/en>
- Canadian Manufacturing Coalition:
<http://www.manufacturingourfuture.ca/english/manufacturing-in-canada/manufacturing-in-canada.html>
- Global Industrial Manufacturing Coverage: https://www.industrialinfo.com/database/industrial_manufacturing/

At minimum, a revitalized manufacturing sector would focus on the following:







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: Mythology & Folklore

Grade: 12



TRAX Code: YLE--2B
(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:

Nov. 16, 2022

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:

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:



Board/Authority Authorized Course Mythology and Folklore 12 (MYED YLE--2B)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: November 1, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): November 16 th , 2022	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Mythology and Folklore	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:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Mighty heroes. Angry gods and goddesses. Cunning animals. Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. This course focuses on the many myths and legends woven into cultures around the world. Starting with an overview of mythology and the many kinds of folklore, the student will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how they are still used to shape society today.

Rationale and Goals:

Studying different literary genres helps readers to increase their understanding of theme, characterization and literary devices found in text. There are several important and famous literary works found in the genre of Myths and Folklore and exposure to these texts will expand the knowledge of students of the historical time periods in which they were written, for example, how people viewed men and women. Through literature, students can gain understanding of how societal norms have changed over time.

Indigenous people have always explained their world through legends and oral storytelling and there is a rich history of stories within our local context. By studying different local legends, one can gain a better understanding of the people of the nation where the story originated.

The goals of this course are:

- to develop a deeper understanding of the genre of myths and folklore including fairytales, legends and oral storytelling
- to develop an appreciation of the themes, characters and literary devices presented in myths and folklore
- to increase comprehension skills when reading a new genre
- to become more flexible in one's thinking
- to broaden perspectives to understand how women and men were treated differently in different historical time periods and were referenced in myths and the stories told during a specific time period
- to understand the role of heroes and heroines in this genre and how important these archetypes were to cultures at the time
- to read, recite, and experience several myths, legends, fairytales and stories
- to increase critical thinking skills

Aboriginal Worldviews and Perspectives:

- Learning requires exploration of one's identity
 - our history and culture determines much about our identity
 - during the time periods when many legends and stories originated, these stories were told to explain the world at the time or natural phenomenon
- Learning involves recognizing the consequences of one's actions.

- some stories explain the mistakes made by characters and the consequences, so that younger people can learn from these legends
- Learning is embedded in memory, history and story.
 - the legends and stories told by 'the storytellers' taught others about their way of life, creation, and dangers to avoid
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - learning about other cultures and historical time periods benefits the self and community
 - learning from stories has always been a powerful tool and people remember the lessons taught through oral storytelling

BIG IDEAS

Myths, fairytales, and legends have cultural significance.	There is a relationship between women, culture and society that is depicted by 'Warrior Women' in myths and folklore throughout history.	The archetypes of the hero and heroine, found in myths and folklore, have cultural and historical significance.	Myths and legends are used to explain the natural world.	Indigenous legends and storytelling are used to teach younger generations.
--	--	---	--	--

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Unit 1: Introduction to Mythology and Folklore

Since prehistoric times, people have passed important stories down from generation to generation. Although cultures differed significantly throughout history, many of these oral traditions are similar. In fact, did you know that for most of the gods in Greek mythology, there are corresponding gods in Roman mythology, along with striking similarities in the stories? As time moved from prehistory (before writing) into history (the written age), these stories were written down so that others could learn from them and enjoy them. All of these stories—myths, legends, folktales, and fairy tales—serve a distinct purpose in the literature of the world.

- identify characteristics of myths, folklore, folktales and fairytales
- describe the different types of myths
- identify the purposes of myths
- compare the different types of folklore: legends, folktales and fairy tales

Unit 2: Warrior Women

Throughout the ages, women have often been at the forefront of battles, fighting to protect their people, land, and way of life. These women warriors have been historically viewed as strong, proud women with unfailing courage. The tradition of women warriors is deeply rooted in ancient Greek, Celtic, and Norse mythology. This unit is organized so that you will be able to easily compare mythological warrior women with those from history. First, you will learn about the characteristics of women warriors in mythology and folklore. Next, you will read about the Amazons (mythological, then historical), then about Celtic goddesses and a warrior queen from the first century A.D. You will also learn of the deeds of Valkyries, the Norse warrior-goddesses, as well as a Norse warrior woman from around the year 1000. Finally, you will consider the effects of these on women in ancient societies.

- identify the warrior women, covered in the unit, and their actions
- describe the characteristics of warrior women in history, mythology, legend and folklore
- identify the time period in which the warrior women, covered in this unit, lived and/or gained importance

Students are expected to know the following:

Unit 1: Introduction to Mythology and Folklore

- the characteristics of myths, folklore, folktales and fairytales
- the different types of myths
- the purposes of myths
- comparison of different types of folklore: legends, folktales and fairy tales
- different types of legends found within local Indigenous cultures

Unit 2: Warrior Women

- characteristics of the warrior women, covered in the unit, and their actions
- characteristics of warrior women in history, mythology, legend and folklore
- big ideas in the time period in which the warrior women, covered in this unit, lived and/or gained importance
- the cultural and historical effects of mythological warrior women on the treatment of women in ancient Greek, Norse, and Celtic society
- the relationship between women and culture, society
- historical time periods and the view, societal expectations and the treatment of women at the various time periods
- the view, societal expectations and the treatment of women in Indigenous mythology

Unit 3: The Heroic Monomyth in Mythology and Folklore

<ul style="list-style-type: none"> • describe the cultural and historical effects of mythological warrior women on the treatment of women in ancient Greek, Norse, and Celtic society <p>Unit 3: The Heroic Monomyth in Mythology and Folklore</p> <p>Since the beginning of time, humans have told stories of heroes around the hearth or campfire at night. While each story is unique, it is also universal in its ability to speak to humankind and the need for a brave hero or heroine who embodies the ideals that define society. We need to believe we can take on something bigger than ourselves and win, and that good ultimately triumphs over evil. As we study the heroic monomyth, you will learn exactly what sets a hero apart from the rest of humanity. You will follow heroes on each leg of their journeys, and learn to differentiate between the types of stories used to tell of their brave deeds.</p>	<ul style="list-style-type: none"> • the elements that define and 'set apart' a hero from the rest of society • types of hero and heroine stories • the specific archetypes found in hero stories • the common stages of a Hero's Journey • the cultural and historical importance of heroes and heroines - in different cultures throughout the world • the cultural and historical importance of heroes and heroines in local Indigenous cultures
<p>Unit 4: The Roles of Animals</p> <p>Animals have walked the earth since the dawn of time, and they have been woven into the human experience throughout the ages. Animals, both real and mythical, are an integral part of myths and legends from around the world. They play many different roles in literature. Animals may be gods or heroes, faithful companions or terrifying monsters. Sometimes they help humans succeed in a quest, and other times they act as clever tricksters and attempt to sabotage it. Often in myths and legends, the line between animals and people becomes blurred and one takes on the characteristics of the other. In this unit, you will explore the role of animals in myths and legends.</p> <ul style="list-style-type: none"> • define what sets apart a hero from the rest of society • identify types of hero and heroine stories • describe the specific archetypes found in hero stories • trace the stages of a Hero's Journey • describe the cultural and historical importance of heroes and heroines <p>Unit 4: The Roles of Animals</p> <p>Animals have walked the earth since the dawn of time, and they have been woven into the human experience throughout the ages. Animals, both real and mythical, are an integral part of myths and legends from around the world. They play many different roles in literature. Animals may be gods or heroes, faithful companions or terrifying monsters. Sometimes they help humans succeed in a quest, and other times they act as clever tricksters and attempt to sabotage it. Often in myths and legends, the line between animals and people becomes blurred and one takes on the characteristics of the other. In this unit, you will explore the role of animals in myths and legends.</p> <ul style="list-style-type: none"> • explain the varied roles animals play in legends and mythology • identify creation stories where animals play an important role • describe the symbolic nature of animals as portrayed in myths and legends • trace transformation myths from around the globe • identify modern myths and legends involving animals 	<p>Unit 4: The Roles of Animals</p> <ul style="list-style-type: none"> • the varied roles animals play in legends and mythology • creation stories where animals play an important role • the symbolic nature of animals as portrayed in myths and legends • transformation myths from around the globe • modern myths and legends involving animals • legends involving animals found in local Indigenous culture • creation stories told within local Indigenous cultures using animals as mythological creatures <p>Unit 5: The Social Significance</p> <ul style="list-style-type: none"> • the communal importance of myths and legends • how myths and legends are used to explain the natural world • the understanding that myths are the basis of cultural activities in a society • how myths provide meaning to everyday life • the use of myths and legends to establish guidelines for living

Unit 5: The Social Significance

The myths and legends of a society are often the cornerstone on which its culture is built. Most cultural activities and beliefs can be traced back to a society's stories. Myths and legends provide a basis for moral boundaries and establish the basic guidelines for the way people within a society live. As you learn about myths from around the world, you will find that many cultures have similar stories. These common threads can be traced back to a time before people migrated to the far corners of the globe. In this unit, you will learn how myths and legends link the past with the present and provide continuity from ancient times to the modern. You will discover why we need them and how they shape the world around us.

- explain the communal importance of myths and legends
- identify how myths and legends are used to explain the natural world
- understand that myths are the basis of cultural activities in a society
- describe how myths provide meaning to everyday life
- identify the use of myths and legends to establish guidelines for living

Unit 6: Myths of the World

Almost every ancient culture had a pantheon of gods and goddesses as the cornerstone of their mythology. In this unit, you will study the themes early cultures built their mythology upon, and learn the characteristics of various gods and goddesses. You will also explore the cultural effects of mythological systems and see how they compare. You will see how myths influenced architecture, and you will learn what kind of places of worship various cultures built for their deities.

- understand that gods and goddesses are the cornerstones of mythology
- identify the mythological themes in each culture's mythological system
- explain the characteristics of gods and goddesses of ancient mythology
- describe the cultural effects of mythological systems

- how Indigenous cultures used legends and oral storytelling to teach children about the dangers of living in the forests ie. wild animals, rivers, freezing to death etc.

Unit 6: Myths of the World

- the understanding that gods and goddesses are the cornerstones of mythology
- the mythological themes in each culture's mythological system
- the characteristics of gods and goddesses of ancient mythology
- the cultural effects of mythological systems
- the places of worship built for gods and goddesses
- the local natural places of worship of local Indigenous cultures
- the common characters who are revered in local Indigenous stories and legends

Unit 7: Comparative Mythology

- the purpose of comparative mythology
- the role linguists play in finding the origin of a myth or legend
- the underlying structure in myths and legends
- how comparative religion is used to compare the themes of sacred myths
- the psychology behind shared symbolism
- the history of oral storytelling of certain legends found in local Indigenous cultures ie. the origin or creation stories

Unit 8: Modern Myths and Legends

- the purposes of urban legends in today's society

- identify places of worship built for gods and goddesses

Unit 7: Comparative Mythology

While every culture has its own unique myths and legends, certain themes show up in almost every culture, from isolated tribes in the jungles of the Amazon to the great civilizations in Europe and even to the scattered islands of the Pacific Ocean. In this unit, you will learn about the similarities of these worldwide myths and legends, and you will search for the historical facts behind them. You will learn how the need for humans to provide a sense of balance to their world lends a degree of commonality to their stories, even when cultures are completely different. Finally, you will look at how the myths and legends surrounding sacred objects can be found in all lands.

- understand the purpose of comparative mythology
- describe the role linguists play in finding the origin of a myth or legend
- identify the underlying structure in myths and legends
- explain how comparative religion is used to compare the themes of sacred myths
- identify the psychology behind shared symbolism

Unit 8: Modern Myths and Legends

We often think of myths and legends as stories from long ago, but they can still be found in many different forms in our world today. Modern myths and legends have been renamed urban legends, but they are just as culturally important as legends of long ago. In this unit, you will learn the purpose behind urban legends. You will find out which superstitions are still alive and well. Was that a black cat that just walked by? You will join the search for animals of modern myth and long-lost cities. Finally, you will decide if there are legends associated with mystical places like the Bermuda Triangle are true or nothing more than modern legends.

- explain the purposes of urban legends in today's society
- recognize the superstitions that are still around today
- describe what cryptids are and their role in myths and legends
- name the mythological cities for which archaeologists still search
- identify the areas of the world that have legends associated with them

- the superstitions that are still around today
- what cryptids are and their role in myths and legends
- the mythological cities for which archaeologists still search
- the areas of the world that have legends associated with them
- the areas of local interest that are referenced in Indigenous oral storytelling
- the superstitions that were referenced in Indigenous storytelling

Recommended Instructional Components:

Critical Thinking Questions

- analyze the various characteristics of myths, legends, fairytales and stories found in different cultures
- compare legends from different cultures
- compare the roles held by women and men and how they were depicted in myths, legends, fairytales and stories

Labs

- working directly with tools and applications
- practice reading comprehension skills
- practice reading analysis skills

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between different themes presented in various works

Video and Website - explore, research, view and analyze

- examples of the heroes and heroines found in different stories from different cultures

Use of Graphic Organizers

- for organizing information
- for comparing works of literature

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Where Happiness Dwells: A History of the Dane-Zaa First Nations by Robin Ridington & Jillian Ridington
- Youtube of N'we Jinan Artists: <https://www.youtube.com/watch?v=idNNN8kHVZ0>

- SD44 Myths, Fairytales and Indigenous Legends
<https://libguides.sd44.ca/c.php?g=393819&p=5222447#:~:text=The%20sacred%20legends%20of%20four,Traditions%20of%20First%20Nations%20peoples.>
- Canadian Museum of History: Traditional Stories and Creation Stories
<https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/>
- University of Sask Traditional Stories:
http://portal.usask.ca/index.php?sid=316346402&t=sub_pages&cat=882&rttype_limit=38
- Legends for Kids: <https://www.twinkl.ca/teaching-wiki/native-american-mythology>





Community Coaches

Sharon Schell <sschell@prn.bc.ca>

Parent coaches at Taylor

2 messages

Nancy Maxfield <nmaxfield@prn.bc.ca>

Fri, Nov 4, 2022 at 1:53 PM

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

Hi Sharon and Stephen,

I have two parents that would like to do some coaching as soon as possible:

Tinesha Folk - criminal record check - good

Delisa Attfield - criminal record check - good

Thanks

Nancy6

Nancy Maxfield
Principal - Taylor Elementary
250-789-3323
250-263-7711

Stephen Petrucci <spetrucci@prn.bc.ca>

Fri, Nov 4, 2022 at 2:06 PM

To: Nancy Maxfield <nmaxfield@prn.bc.ca>

Cc: Sharon Schell <sschell@prn.bc.ca>

Hi Nancy,

I can approve these now and we'll bring them forward at the November 21 board meeting.

Stephen
[Quoted text hidden]

Dr. Stephen Petrucci
Superintendent/CEO
<https://togetherwelearn.prn.bc.ca/>
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
<https://togetherwelearn.prn.bc.ca/>





Out-of-District
Field/Sports Trip Sharon Schell <sschell@prn.bc.ca>

Re: Special Approval Needed

1 message

Stephen Petrucci <spetrucchi@prn.bc.ca>
To: J Gill <jasongill@prn.bc.ca>
Cc: Sharon Schell <sschell@prn.bc.ca>

Wed, Nov 9, 2022 at 1:57 PM

Hi Jason,

I can approve this now and bring it forward at the next Board meeting. We will make note that it is a high-risk field trip and will follow all the relevant requirements. I've attached a copy of those requirements.

Thanks,
Stephen

On Wed, Nov 9, 2022 at 1:22 PM J Gill <jasongill@prn.bc.ca> wrote:

Hey there...

I have a special request that I need your approval for. I have a teacher looking to take students on a trip in March (20-24) but they need to register by Nov 18th. Can you provide approval for it please and thanks. I have provided a screen capture of the Field Trip :



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS 2022-2023 FOR BOARD APPROVAL

SCHOOL: _____ BERT BOWES MIDDLE SCHOOL

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Ski Trip ~ Jasper	March 20-24, 2023	Jasper Alberta	Coach Bus	Teacher sponsor: Tyson Collier and 3 chaperones 43 students Leave FSJ March 20th/Return on March 24th. Ski/Snowboard (2 days), Guided canyon Ice-Walk, Guided snowshoe tour.

Having done the ski trip for Bowes back in the day, the teacher would be required to do all of the necessary steps for this type of event (mandatory parent/student meeting prior to the event, waivers signes, money collected, etc.).

Thanks
Jason

Dr. Stephen Petrucci
Superintendent/CEO
<https://togetherwelearn.prn.bc.ca/>
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
<https://togetherwelearn.prn.bc.ca/>

High Risk Activity / Field Trip Guidelines School District #60

High risk activities are defined as those where there is higher potential for tragic consequences. Examples of such activities are as follows, but not limited to: skiing, scuba diving, river canoeing/kayaking, rock climbing, winter camping. The following guidelines shall apply to all high risk activities.

Note: A High Risk Consent and Waiver Form must be submitted prior to the activity.

1. Information to parents must include a detailed description of the activity

This includes:

- a. Reference to necessary skills or competencies
- b. Detail of training and safety equipment required
- c. Detail of supervision that will or will not be provided
- d. Comprehensive summary of any applicable risks
- e. Rules of conduct expected by each participant
- f. Transportation arrangements
- g. Parent/Student Orientation/Consultation session prior to the event/trip (a minimum of two weeks prior to the activity)
- h. Signed Consent and Waiver Form (please find the attached sample forms)

2. Supervision

- a. The obligation of supervisors is that of "a reasonable and prudent parent with equivalent knowledge".
- b. Supervision requirements are assessed on an "activity-by-activity" basis (without appropriate levels of supervision the trip must be cancelled or postponed. There will be a distinction between a chaperone and capable supervisor).
- c. The experience of supervisors must be considered
- d. For some off-site activities special certified supervisors are required (back-country skiing, canoeing, scuba diving)

3. Access to Prohibited or Restricted Areas

- a. Organizers must assess whether or not extra supervision is required to monitor access to restricted areas.
- b. Students must be made aware of the rules regarding restricted areas and the zero tolerance policy in place should those rules be broken.

4. Student Skill Levels

- a. Skill and ability levels of participants must be assessed (this may include asking parents for their own indication of their child's abilities).
- b. Parents must be provided with information regarding the details of any preliminary assessment of skills and abilities (who will assess? what will they assess?).
- c. Instruction for students at the beginner/novice level should be mandatory.

5. Assess Risks on a Trip-by-Trip basis

- a. Supervisors must be adequately oriented to the facility and any unique emergency procedures.
- b. Travel risks and weather concerns must be considered prior to each trip.

6. Safety Equipment

- a. Insist upon the use of safety equipment if the activity warrants it.

7. Staff/Supervisor/Volunteer Awareness of Policies and Procedures

- a. Review the roles and obligations of staff, supervisors, and volunteers on a regular basis.

8. Alternative Assessment

- a. If participation in a high-risk activity includes assessment for grading purposes, alternative assessments must be available for students who choose not to participate.

**JOHN DOE SCHOOL
CONSENT AND WAIVER FORM**

Date: _____

(Administrators are asked to refer to High Risk Activity Guidelines when completing this form).

1. Date and description of the activity:
2. Transportation requirements:
3. Comprehensive summary of risks:
4. Specific reference to necessary training/skills or competencies required:
5. Safety equipment required:
6. Detail of supervision that will or will not be provided:
7. Rules of conduct expected of each participant:
8. Alternative assessment arrangements if student does not participate:
9. Parent Orientation/Consultation date and location:

Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the school board or its employees or agents or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring and agree that this activity, as described above, is suitable for your child.

I give _____ *(name of student)* permission to participate in the field trip on _____ *(mm/dd/yy)*. I understand that my child may be exposed to certain risks while participating in this activity. Accidents and injuries may occur.

Signature of Parent/Guardian

Date:

Printed name of Parent/Guardian

Address of Parent/Guardian

JOHN DOE SCHOOL
CONSENT AND WAIVER FORM
For Child Participating In High Risk Activity

In consideration of School District No. offering my child, _____, an opportunity to participate in a field trip for Grade students on month/date/year, I waive any and all claims I may have against, and release from all liability and agree not to sue The Board of Trustees of School District No. and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip, arising out of any cause whatsoever, including negligence.

Initial

I hereby give my consent, and acknowledge by my signature that:

Students will be going to (location), and will be away from the school from to (times). They will be traveling by (i.e. school bus, public transport, foot).

Initial

On this field trip, up to (number) students will be:
(describe all activities – i.e. skiing, hiking, walking, using climbing apparatus, cooking meals on camp stoves, tenting)

Initial

The students will be supervised by _____ (a typical response might be "2 school employees and hopefully 2 - 4 parent volunteers". It is important to indicate supervisory arrangements that will not be modified or reduced. For instance, consider whether the trip will proceed even if there are no parent volunteers, or if a specific teacher is sick, but a substitute is available. **** With older grades, you should add a sentence saying: Your child will not necessarily be supervised by an adult at all times.**)

Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as described here: _____

Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip, and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to: (provide specific and comprehensive information on any risks that are applicable. Some examples follow.)

1. Unorthodox or high risk travel arrangements
2. Program locations
3. Rugged terrain
4. Rock fall and avalanches
5. Weather
6. Equipment breakages, failures
7. Delayed rescue, accessibility
8. Conduct of the guide, chaperone or other group members.
9. The possibility that your child may not heed safety instructions or restrictions given to the group.

Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including:

I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing.

Initial

My child and I understand that the school's Code of Conduct applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home.

Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

Initial

In signing this Consent and Waiver, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent and Waiver.

Initial

I am 19 years of age or more and have read and understand the terms of this consent and waiver, and understand that it is binding upon me, my heirs, executors and administrators.

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

Date:

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This consent and waiver must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.



FOR BOARD APPROVAL

SCHOOL: BERT BOWES MIDDLE SCHOOL

[illegible]

DRAFT

EXPLORE TEACHING

**DO YOU HAVE A MINIMUM OF TWO YEARS
OF EXPERIENCE WORKING IN SCHOOLS?**

**ARE YOU CURRENTLY WORKING IN
SCHOOLS ON A LETTER OF PERMISSION?**

PLP PEACE REGION

PLP | Professional
Linking
Program

Find out more at sfu.ca/education/plp

DEVELOP A TEACHING CAREER IN NORTHERN B.C.

Pursue your passion for a professional teaching career.

The Professional Linking Program (PLP) is designed for working paraprofessionals and para-educators with at least two years of in-school experience on letters of permission. Inclusive to those who live in and around northern B.C., the PLP Peace Region is a great way to obtain certification as a K-12 teacher in B.C. without leaving your community.

For over 50 years, SFU's Faculty of Education has been pushing the boundaries of education. Taking a nontraditional, community-first approach, we are a global leader in educational research and a pathfinder in Canadian Teacher education — successfully developed over 20,000 teachers since 1965.

Northern Lights College is located on the territory of the First Nations people of the Cree, Dane-zaa, Dene, Denek'eh, Dunne-za, Iroquois, Kaska, Sauteaux, Tsaa' Ché Ne Dane, Tse'khene, Tahltan, and Tlingit.

SFU's three campuses are located on the unceded traditional territories of the x̱m̱əθḵw̱əy̱əm (Musqueam), Sḵw̱x̱w̱ú7mesh Úxwumixw (Squamish), sə́l ilw̱ ətaʔl (Tsleil-Waututh), q̱ícəy̱ (Katzie), ḵw̱íḵw̱əł əm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples.

DESIGNED TO BE FLEXIBLE

FOR PARAPROFESSIONALS AND PARA-EDUCATORS

- Student support workers
- Education assistants
- Child and youth care workers
- Counsellors
- Settlement workers
- Independent schools educators

WHY PLP?

The PLP's unwavering commitment to inquiry-based learning in a community of practice makes it different from other programs. In other words, we help you to develop the skills you need to become a teacher and a lifelong learner in a supportive community of world-class educators. Our professional teacher education programs use a unique staffing model — teaming tenure-track faculty members with highly-skilled seconded teachers as instructors — and are structured to provide you with ample opportunities to develop solid relational practices. At SFU, teaching is all about relationships.

PROGRAM OUTCOMES

Upon completion of the PLP, you will be recommended by SFU to the Teacher Certification Branch of the BC Ministry of Education for a **teaching certificate**. You must satisfy the program's ten goals and demonstrate a successful transition from paraprofessional to teacher.

DID YOU KNOW... With careful course selection during the EDUC 404 semester, degree holders may complete a **Bachelor of Education as a second degree** without adding additional cost or time to the program. You can visit our website for more information on this option.

PLP PEACE REGION

PLP | Professional
Linking
Program

Find out more at sfu.ca/education/plp



PROGRAM STRUCTURE

Over four semesters, the PLP seamlessly integrates theory and practice by exploring important educational ideas and their application in the classroom. Encompassing professional coursework, field experiences, and a teaching practicum, the program will equip you with critical inquiry and reflection tools for lifelong professional development.

EDUC 402: Studies of Educational Theory & Practice (Fall 2023)

EDUC 403: Studies in Teaching and Learning (Spring 2024)

EDUC 404: Professional Coursework (Summer 2024)

EDUC 405: Teaching Practicum (Fall 2024)

The PLP is designed with busy working schedules in mind. While student teachers can complete most of the program part-time, they will be required to complete a full-time placement and teaching practicum.

AT A GLANCE

Next Intake:	Fall 2023
Applications Open:	November 4, 2022
Applications Close:	February 15, 2023
Location:	Peace Region (Northern B.C.)
Length:	16 months
Format:	Blended Delivery
Tuition:	Approx. \$12,750 (total for all semesters, excluding student fees and books)

ADMISSION REQUIREMENTS

ELEMENTARY ADMISSION REQUIREMENTS

OPTION 1

- ▶ A completed, recognized Bachelor's degree
- ▶ Completion of the English and Elementary prerequisite courses by August 31, 2023 prior to program start in September, 2023

OPTION 2

- ▶ At the time of application, a minimum of 76 units of courses acceptable for credit at SFU towards a Bachelor's degree
- ▶ Completion of the English and Elementary prerequisite courses by August 31, 2023 prior to program start in September, 2023

PREREQUISITE COURSES

- ▶ 6 credits of English (including a minimum 3 credits of English Literature)
- ▶ 3 credits of Canadian History
- ▶ 3 credits of Canadian Geography
- ▶ MATH 190 (Principles of Mathematics for Teachers) or equivalent
- ▶ 3 credits of Laboratory Science

QUESTIONS

For more information about the PLP program, visit our [website](#), attend an information session, or contact the Admissions team.

Phone: 778-728-8974 (Surrey)
778-782-3599 (Burnaby)

Email: pps_admissions@sfu.ca

www.sfu.ca/education/plp



PLP applicants must have a GPA of 2.0+ (approximately the last 60 units of undergraduate coursework) at the time of application.

SECONDARY ADMISSION REQUIREMENTS

COMPLETION OF A 4-YEAR BACHELOR'S DEGREE, INCLUDING THE FOLLOWING:

- ▶ At least 1 major OR 2 minors in teachable subject area(s)
- ▶ 6 credits of English (minimum 3 credits of English literature) completed by August 31, 2023 prior to program start in September 2023

TEACHABLE SUBJECTS

Secondary applicants must have a major or two minors in the following subjects:

- ▶ English
- ▶ World Literature
- ▶ Mathematics
- ▶ Applied Mathematics
- ▶ Biological Sciences
- ▶ Earth Science
- ▶ Chemistry
- ▶ Physics
- ▶ Visual Arts
- ▶ Music (see additional Music course requirements)
- ▶ Social Studies (see additional Social Studies course requirements)

In the PLP, Theatre, Dance, Computing Science, and Physical Education (Kinesiology) are considered to be teachable minors and must be combined with another teachable subject.



SD 60 Operating Financial Report - July 1 2021 to October 31, 2022

Operating Revenue	Actual	Budget	% of budget received	# of Months	Explanations
Ministry of Education Grants	\$ 14,796,251	\$ 70,219,175	21.1%	12	Low as do not start funding students until October 2022. July through September funding is much lower than the rest of the year
Provincial Grants - School Age Therapy	\$ 46,489	\$ 121,519	38.3%	12	On Track
Offshore Tuition	\$ 106,525	\$ 825,000	12.9%	10	Offshore Tuition recognized each month
Alberta Students, DL, 3rd Party Billings	\$ -	\$ 85,000	0.0%	10	Unsure if we will receive this funding this year
LEA Revenue	\$ 185,928	\$ 929,640	20.0%		Funding has not been received yet
Miscellaneous Revenue	\$ 20,623	\$ 324,000	6.4%	12	This includes Apple schools funding, ITA, and other miscellaneous funds that come into the District. Have not received any funds from ITA currently
Rentals	\$ 35,549	\$ 101,200	35.1%	12	Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals & Indigenous Rent
Interest	\$ 98,639	\$ 80,000	123.3%	12	Interest rates have increased from 1.7% in May to 3.70% in October
Operating Revenue Before LEA Adjustment	\$ 15,290,004	\$ 72,685,534	21.0%		
LEA Revenue	-\$ 185,928.00	-\$929,640.00			Funding has not been received yet
Operating Revenue with LEA Adjustment	\$15,104,076	\$71,755,894			
Accumulated Surplus - Educational Initiatives	\$ 51,695	\$ 936,900	5.5%	10	
Accumulated Surplus - Inflationary Contingency	\$ 165,198	\$ 495,593	33.3%	12	
Accumulated Surplus - Furniture	\$ 94,350	\$ 96,000	98.3%		
Accumulated Surplus - Learning Support Model	\$ 75,642	\$ 400,000	18.9%	10	
Funding from Accumulated Surplus	\$ 386,884	\$ 1,928,493			
Total Operating Revenue	\$15,490,960	\$73,684,387			
Operating Expense	Actual	Annual Budget	% of budget expended	# of Months	Explanations
Salaries					
Teachers	5,400,422	26,896,882	20.1%	10	On Track as should be approx 20% YTD
Principals and Vice-Principals	1,642,573	5,229,188	31.4%	12	On Track as should be approx 33% YTD
Educational Assistants	989,938	4,993,525	19.8%	10	On Track as should be approx 20% YTD
Support Staff	2,321,591	7,977,811	29.1%	10	Higher than expected 1/2 of out support work 12 months per year
Other Professionals	605,098	1,870,622	32.3%	12	On Track as should be approx 33% YTD
Substitutes (TOC's)	251,911	2,148,363	11.7%	10	Lower than expected as should be approx 20% YTD - we budgeted higher based on previous years
	11,211,533	49,116,391	22.8%		
Total Salaries					
Employee Benefits	2,414,073	13,352,372	18.1%		On Track as should be approx 20% YTD
Total Salaries and Benefits	\$13,625,606	\$62,468,763	21.8%		
Services and Supplies	3,114,315	10,715,624	29.1%	12	On Track as should be approx 33% YTD
Total Operating Expenses	\$16,739,921	\$73,184,387	22.9%		
Capital Purchases from Operating	\$227,633	\$500,000	45.5%	12	Purchases vary through year
Application of Reserves	\$0				
Operating Net Revenue (Expense)	-\$1,476,594	\$0			
Application of Reserves					
Balanced		\$0			

170 is are completed end of September, so we receive a smaller amount of funds in July, August and September. This balances out throughout the rest of the year. It is typical to be in a loss position for the first few months of a new year until the funding events out.

Annual General Meeting First Notice: Call for Proposed Resolutions and Nominations for Election to the Board of Directors

The 29th Annual General Meeting (AGM) of the British Columbia Public School Employers' Association (BCPSEA) is scheduled for **January 26-27, 2023** at the Coast Coal Harbour Hotel, Vancouver, BC. Detailed program information will follow in the coming weeks.

Please note: This AGM will address governance issues, including debate of any proposed resolutions and elections to the Board of Directors (staggered cycle by region), as well as emergent labour relations/human resources issues in the K-12 public education sector.

A block of rooms is being held at the Coast Coal Harbour Hotel at a special rate of \$185 per night (not including taxes). The special rate will be honoured based on availability and will be in effect until January 4, 2023. After January 4, 2023, the hotel will continue to accept reservations on a space available basis at current available rates.

Delegates are required to make their own reservations as soon as possible and arrange payment directly with the hotel. When calling the hotel, delegates must request the central reservations department and indicate they are attending the **BCPSEA 2023 Annual General Meeting** to ensure they receive the special conference rate.

Reservations may be made by:

- Clicking the Booking Link: <https://book.passkey.com/e/50383885>
- Calling the hotel reservation department directly at 1 800 716 6199 or
- Calling locally: 604 697 0202

Attendance at the AGM

Each board of education is represented by a Trustee Representative who must not be in a conflict of interest situation as defined by the association's bylaws:

- "2.4 No person with a direct or indirect pecuniary interest, within the meaning of the *School Act*, in teacher or support staff collective bargaining is eligible
- a. to be elected to the Board of Directors of the Association,
 - b. to represent a member at any general meeting of the Association,
 - c. to represent a member at any other function of the Association."

The Trustee Representative carries the vote of their board of education at the AGM.

Submission of Proposed Resolutions

The submission of proposed resolutions to the AGM is governed by the following rules:

1. There shall be two kinds of resolutions for conducting the business at a general meeting: special and ordinary.

SPECIAL RESOLUTIONS are for:

- a. a change in the bylaws of the association (note: all bylaw changes must be approved by the Minister of Finance)
- b. a change in the objectives of the association.

ORDINARY RESOLUTIONS are for providing direction to the Board of Directors for conducting BCPSEA business.

2. Resolutions may be submitted by member boards or the Board of Directors to the Governance Committee, which shall be appointed each year by the Chair.
3. Resolutions must not be inconsistent with the legislation governing the association; e.g., *Public Sector Employers Act*, *Public Education Labour Relations Act*, *Societies Act*.
4. Notice of all special and ordinary resolutions to be dealt with at a general meeting shall be submitted to the Governance Committee no later than 50 calendar days prior to the general meeting (by December 7, 2022). The Governance Committee will forward the resolutions to be presented to the general meeting to the members no later than 30 calendar days prior to the meeting.

The deadline for submitting special and ordinary resolutions for consideration at the AGM is December 7, 2022. Please see the attached Form for Submission of Proposed Resolutions.

Please email the resolutions to donnav@bcpsea.bc.ca or fax to 604 730 0787.

5. Notices of resolutions submitted after the requirements in 4. above must arise out of an event subsequent to the deadline (i.e., an event subsequent to December 7, 2022). The decision to present a late resolution to the general meeting shall be made by the Governance Committee; a negative decision may be appealed to the general meeting.

If you have any questions on the process of submitting proposed resolutions, please contact Donna Verones at 604 730 4501 or donnav@bcpsea.bc.ca; or Deneka Michaud at 604 730 4521 or denekam@bcpsea.bc.ca.

Election of Directors

At this AGM, the members will be electing one Trustee Director from each of the following regions based on the staggered three-year election cycle as set out in Schedule 3 of the Bylaws (attached):

- Northern Interior
- Metro Vancouver

Candidates MUST be a trustee from one of the boards of education in the specific region as noted above.

Please see the attached Summary of AGM 29 (2023) Elections Process: Trustee Directors.

The rules governing the nominations process are as follows:

1. Candidates for the elected directors' positions in the specific regions as set out above may be nominated from the floor at the AGM prior to that section of the business that features speeches by the nominated candidates. **(Nominations from the floor will take place on Thursday, January 26; candidate speeches and voting will occur Friday morning, January 27.)**
2. Candidates are encouraged to take advantage of the pre-nomination process in order to have their name and statement circulated to all members prior to the AGM.
3. **Pre-nominations, signed by at least two trustees, must be mailed, faxed, or emailed to the BCPSEA office. A nomination form is attached to this notice.** Those who are pre-nominated shall also provide their candidate statement (no longer than 500 words please) and a photograph. The candidate statement and photo can be mailed to the BCPSEA office, or emailed to donnav@bcpsea.bc.ca.

If the ENTIRE pre-nomination package (nomination form, candidate statement and photo) is not received by December 7, 2022, the candidate's information will NOT be included in the pre-AGM publicity package.

The deadline for pre-nominations (in order to take advantage of the pre-AGM publicity) is December 7, 2022.

Please email the candidate statement and photo to donnav@bcpsea.bc.ca or mail to the BCPSEA office.

4. Nominations received after December 7 will have to be made from the floor of the AGM and those candidates will not be eligible to have their information circulated prior to the AGM.

At least 30 calendar days prior to the AGM, BCPSEA will distribute to boards by email an information package including proposed resolutions as well as candidates' names and statements. This information will also be available on the BCPSEA public website.

Program and Registration: Registration is Open

The AGM program will follow in the coming weeks.

Registration is now open. The registration fee is \$250 plus GST (this fee applies to attendees **other than** the “Designated Voting Trustee Representative” as referenced on page one). The cost of Trustee Representatives to attend is paid for by BCPSEA. To register for the AGM, please visit our [online registration site](#).

Attachments:

- Form for Submission of Proposed Resolutions
- Trustee Director Nomination Form
- Summary of AGM 29 (2023) Elections Process: Trustee Directors

Conflict of Interest and Collective Bargaining

Frequently Asked Questions

Background

1. What are the rules concerning trustee conflicts of interest?

There are two sources of rules relating to trustee conflicts of interest.

First, the *School Act* prohibits a trustee from participating in or influencing decisions of the Board of Education (the Board) in respect of which the trustee has a pecuniary interest. A “pecuniary interest” is a direct or indirect interest that could monetarily affect the trustee or their spouse, parent, or child. Trustees must disclose pecuniary interests and not take part in the discussion or vote — or attempt to influence in any way the vote — of the Board in that matter.

It should be noted that the *School Act* also provides that a pecuniary interest does not preclude a trustee participating in or influencing a decision of the board if that interest is so remote or insignificant that it cannot reasonably be regarded as likely to influence the trustee.

Second, the common law places a duty on statutory bodies such as boards of education to ensure they act in accordance with their statutory duties. This includes protecting the integrity of their processes and ensuring that their members are not biased and do not have the appearance of bias. The test for a non-pecuniary conflict is whether a reasonably well-informed person, viewing the matter realistically and practically — and having thought the matter through — would conclude that the trustee could be influenced by the trustee’s personal interests. Participating in a decision in which a trustee has a personal interest is sufficient to establish bias or the appearance of bias.

2. How do I determine if my potential conflict would be considered “remote or insignificant”?

Even where a trustee may consider their pecuniary interest to be so remote or insignificant that it cannot reasonably be regarded as likely to influence the trustee, caution is recommended as the courts have typically applied a very narrow interpretation to this exception. The courts will consider whether a reasonable person, apprised of all the circumstances, would be more likely than not to regard the interest of the trustee as likely to influence their action and decision on the matter. In particular, where the terms of a collective agreement settlement would financially benefit a trustee’s family member, even by a small amount, the courts have tended to find that the pecuniary interest is not remote or insignificant.

Discussion of Example Conflict Questions

1. Can a trustee who is a member of a union participate in Board decisions relating to collective bargaining with teachers or support staff?

Being a member of a trade union does not automatically result in a trustee conflict of interest in collective bargaining. However, there are situations where membership in a union could give rise to a conflict of interest in relation to decisions of the Board concerning collective bargaining. For example, a clear conflict would arise if the trustee were a member of CUPE or the BCTF in another school district. Being a union member in the same or a neighbouring community and/or in a similar type of operation could also give rise to a conflict. It is common for unions and employers to refer to the terms of settlements achieved in other parts of the public sector, particularly in neighbouring communities or similar operations. It is therefore possible that bargaining between another union and employer for a collective agreement that applies to a trustee as an employee could be impacted by a collective agreement settlement between a district and either support staff or the BCTF. For this reason, it is possible that the trustee could be found to have a pecuniary interest (and therefore a conflict of interest) in both support staff and teacher bargaining. Each case must be determined on its own facts.

2. Does a conflict arise if a trustee has a spouse/parent/child who is a member of CUPE or the BCTF in the district?

Section 57 of the *School Act* deems the pecuniary interest of a spouse, a child or a parent of the trustee to also be the pecuniary interest of the trustee, if it is known to the trustee.

If a trustee's spouse/parent/child is a member of CUPE or the BCTF in the district, then the child would have a pecuniary interest in the CUPE or BCTF bargaining. Pursuant to s. 57 of the *School Act*, the trustee would therefore have a pecuniary interest as well. This will amount to a conflict of interest in almost all instances, unless it can be determined that the trustee's interests are so remote or insignificant that their spouse/parent/child would not benefit from the financial increases in the collective agreement. The courts have set a high threshold for establishing a remote or insignificant interest. Even a modest monetary gain or loss by the spouse/parent/child will be enough to trigger a deemed pecuniary interest.

In addition, it is possible that a non-pecuniary conflict may be present. A reasonable apprehension of bias (even if there is no actual bias) could be found on the basis that informed observers would believe that the trustee would favour a settlement with the BCTF that benefitted their spouse/parent/child.

Since it is possible that a support staff settlement could be impacted by the teacher settlement, and *vice versa*, this trustee would be in a conflict in relation to both teacher and support staff bargaining regardless of which union their spouse/parent/child was a member.

3. What if the spouse/parent/child is a member of CUPE or the BCTF in another district?

Since collective bargaining in one district could impact collective bargaining in another district, a pecuniary conflict can still be found in relation to both teacher and support

staff bargaining, regardless of the fact that a trustee's spouse/parent/child is a member of CUPE or the BCTF in another district.

4. What does the definition of “child” include?

“Child” is not restricted to a biological or adopted child and is defined to include a person whom the trustee has demonstrated a settled intention to treat as a member of his or her family. As a result, it is possible that “child” can be found to include a “step-child” and other persons. It’s also important to note that the jurisprudence makes no distinction between a dependent child and an adult independent child.

5. What does the definition of “spouse” include?

“Spouse” means a person who is married to a trustee or who is living with the trustee in a marriage-like relationship and has lived as such for a continuous period of at least two years. A person is not a “spouse” if they are separated and living apart from the trustee and they have entered into a separation agreement or there is a court order recognizing the separation.

6. What if a trustee’s sibling is a member of CUPE or the BCTF?

Unlike the terms “child,” “parent,” and “spouse,” the *School Act* does not list “sibling” as a family relationship that would trigger a deemed pecuniary interest.

However, a trustee’s sibling being part of a union may create a reasonable apprehension of bias under common law principles of conflict of interest. The existence of a sibling relationship may lead to concerns that a trustee will not act objectively in exercising their duties. A careful review of the circumstances of the relationship will need to be conducted to determine if a conflict exists.

7. What if a trustee has a family member who is a member of a public sector union outside K-12 public education?

The Public Sector Employers’ Council (PSEC) is responsible for overseeing bargaining for all public sector employers in British Columbia. PSEC establishes a mandate to which all public sector employers must adhere. Although other public sector unions are subject to different working conditions and environments, all public sector unions are still subject to the same bargaining mandate. Public sector unions may coordinate their bargaining strategy with respect to the PSEC mandate and model their proposals after other settlements in the public sector. A connection to a family member represented by a different public sector union could potentially create a conflict of interest for a trustee. Deals that improve the working conditions of BCTF or CUPE members could be used to improve the working conditions of other public sector unions.

A pecuniary interest could therefore be found in relation to a trustee’s spouse/parent/child who is a member of another public sector union. In addition, a reasonable apprehension of bias (even if there is no actual bias) could be found on the basis that informed observers would believe that the trustee would favour a settlement with the BCTF or CUPE that benefitted their family member in another public sector union.

8. What if a trustee or their spouse/parent/child is a retired teacher?

As long as the trustee or their spouse/parent/child has retired long enough ago that a retroactive wage settlement would not result in the receipt of any payments, then the fact that they are a retired teacher with no immediate plans to return to teaching is unlikely to give rise to a pecuniary interest or a non-pecuniary conflict, provided there are no immediate plans to return to teaching.

9. What if the trustee is a union official?

A trustee serving as a union official of the BCTF or CUPE would clearly be in conflict under the non-pecuniary conflict of interest principles. Depending on the situation, a trustee serving as a union official of a different union could be in a conflict under the non-pecuniary conflict of interest principles depending on the circumstances.

As a union official, the trustee's role is to represent members of that union and act in their best interests. This could lead to a reasonable apprehension of bias on the basis that a reasonable person may believe that the trustee would not act in the interests of the Board because they would not want the BCTF or CUPE collective agreement to contain terms that would be detrimental to the membership of the trustee's union.

In addition, it is common for union constitutions to contain rules concerning the conduct of officials that include the requirement to refrain from activities which could be detrimental to the members of that union and sanctions for breaching those rules. This could also lead to a reasonable apprehension of bias on the basis that if the BCTF or CUPE collective agreement contained terms the trustee's union believed to be detrimental to the interests of that union's membership, the trustee could be charged with misconduct under the union's constitution and could be subject to sanctions such as a written reprimand, a fine, suspension, or expulsion from membership or suspension from or prohibition on the right to hold office.

10. Is there a distinction between how the conflict "rules" apply with respect to provincial bargaining vs. local bargaining?

In teacher bargaining, monetary items are negotiated provincially and non-monetary items are negotiated locally. The ratification of monetary terms engages the pecuniary interest analysis and the ratification of non-monetary terms engages the reasonable apprehension of bias analysis. Therefore, both the pecuniary interest analysis and the reasonable apprehension of bias analysis apply to a board's ratification of the teacher collective agreement.

While support staff bargaining has been coordinated at a provincial level to provide a framework for bargaining, the bargaining agency for support staff collective agreements rests with each board of education. Each board of education is responsible for bargaining and ratifying its support staff collective agreement, which includes both monetary and non-monetary items. As a result, both the pecuniary interest analysis and the reasonable apprehension of bias analysis apply to support staff bargaining.

11. Do school district management staff involved in collective bargaining have a conflict of interest if they have a family member employed in the district?

The pecuniary conflict of interest provisions of the *School Act* do not apply to district employees.

The cases applying common law principles relating to a non-pecuniary interest typically arise in cases where the decision maker is exercising statutory authority; for example, elected officials, judges, tribunal members. District management staff who are involved in bargaining are not exercising statutory authority. They are required to work within parameters established by the Board. Furthermore, it is the Board, not district management staff, which has the authority to ratify a collective agreement. Accordingly, the concept of bias would generally not preclude the involvement of district management staff in collective bargaining, provided they are working within established policies of the Board concerning conflict of interest. It's also important to reference [BCPSEA Policy 9401, Conflict of Interest Guidelines for Employees Representing BCPSEA](#), which applies to all employees of the province's 60 public school districts, BCPSEA, and the BCPSEA Board of Directors.

Process Questions

1. Whose responsibility is it to determine whether there is a conflict of interest?

In general terms, the responsibility for determining whether a trustee is in conflict or not falls first upon the trustee themselves, second upon the Board, and ultimately upon the Court.

2. What could happen if a conflict is found?

Members of the public who believe a trustee has participated in a decision of the Board despite a conflict of interest can bring a court challenge. If a court finds a trustee has knowingly breached the *School Act* provisions, the court must vacate the trustee's seat and may order the trustee to pay financial restitution. Further, the Board may declare that the decision in question be declared void. If a court finds a trustee has participated in a decision contrary to the common law rules relating to conflicts of interest, the court may set aside the Board's decision in that matter.

3. How does a Board deal with disagreement over whether a conflict exists?

As a general principle, a board of education has the authority to protect and defend its own process. Accordingly, where the Board is concerned that a trustee may have a disqualifying conflict of interest, the Board should obtain information about the apparent conflict, refer to its own Board policies (e.g., Conflict of Interest; Trustee Code of Conduct) and, where appropriate, a legal opinion on the matter.

Based on the information and legal opinion(s) obtained, the Board may decide to take internal measures to prevent the trustee from participating in the decision making process, seek a declaration from the court concerning the conflict, or continue with its proceedings, with the knowledge that there is a risk of court challenge to its actions.

The board can, by resolution, prohibit a trustee from participating in a debate or voting on a matter in respect of which the Board is of the view that the trustee has a conflict. Further, Section 70 provides that a majority of the trustees present at a meeting of the Board may expel a trustee from the meeting for improper conduct, which can include participating in discussions and influencing the vote on a matter in which the trustee has a conflict of interest or disqualifying bias. (Note: "improper conduct" is not defined in the *School Act* and the term "improper conduct" in this context has not been tested/interpreted in a BC court). Any decision to disqualify or exclude a trustee must be made through a fair process.

4. What steps must be taken where there is a pecuniary interest?

If a trustee has a pecuniary interest in any matter and is present at a meeting at which the matter is being considered, the trustee must:

- a. disclose his or her pecuniary interest and the general nature of the pecuniary interest;
- b. not take part in the discussion of or vote on any question in respect of the matter; and
- c. not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

In addition, if a meeting is not a public meeting, the trustee who has a pecuniary conflict of interest must leave the portion of the meeting during which the matter is under consideration.

5. What if, due to conflicts, our Board lacks quorum?

If, due to a pecuniary conflict, the number of trustees able to participate in a meeting is insufficient to constitute a quorum, the Board may apply to the Court for an order authorizing the Board to consider, discuss, and vote on the matter that led to the pecuniary conflict. The Board will want to consult with its legal counsel in this regard.

6. Who should I contact to discuss my potential conflict of interest situation?

We suggest that your first point of contact would be your school district's Secretary Treasurer or Superintendent.

Summary of AGM 29 (2023) Elections Process: Trustee Directors

Trustee Directors must be free from conflict of interest	<p>In accordance with BCPSEA Bylaw 2.4, candidates must be free from potential conflict of interest:</p> <p>2.4 No person with a direct or indirect pecuniary interest, within the meaning of the School Act, in teacher or support staff collective bargaining, is eligible:</p> <ul style="list-style-type: none"> a. to be elected to the Board of Directors of the Association b. to represent a member at any general meeting of the Association c. to represent a member at any other function of the Association.
Nominations "from the floor"	Call for further nominations will occur on Thursday, January 26, 2023
Number of Trustee Directors to be elected	Two (see below)
Trustee Directors elected by region	<p>At AGM 29, the members will be electing one Trustee Director from each of the following regions based on the Year 1 staggered three-year election cycle as set out in Schedule 3 of the Bylaws:</p> <ul style="list-style-type: none"> ▪ Northern Interior ▪ Metro <p>Candidates must be a trustee of a board of education in the region for which they are nominated</p>
Length of term	Staggered three-year terms as set out in Schedule 3, 3.4 (attached)
Voting structure	<ul style="list-style-type: none"> ▪ All boards are eligible to vote for candidates for Trustee Director in each region ▪ Voting is by weighted ballot ▪ A board of education will have the number of votes as set out in Schedule 1, 1.4 (attached) based on the total student full-time equivalent enrolment in its school district as published by the Ministry of Education
If there is one candidate nominated in a region	The candidate will be declared elected by acclamation
If there is more than one candidate in a region	An election will be held
	More than four candidates: The four candidates with the greatest number of votes on the first ballot will advance to a second ballot
	After second and subsequent ballots, the candidate with the least number of votes will be dropped from the succeeding ballot
	Voting will continue until a candidate receives 50% plus one of total votes cast in the ballot
Candidate speeches	<ul style="list-style-type: none"> ▪ Speeches from nominated candidates, by region, will commence Friday morning, January 27, 2023 ▪ Candidates will have a maximum of two minutes for their remarks

Summary of AGM 29 (2023) Elections Process: Trustee Directors

Voting process	<ul style="list-style-type: none">▪ Once all candidates have completed their speeches, we will move into voting for candidates in all regions for which a Director is to be elected.▪ Ballots for each region will be well-marked with the name of the region and will also be colour-coded; i.e., ballots for one region will be blue, ballots for another region will be green, ballots for another region will be orange, etc.▪ Ballot boxes for each region will be located in the ballroom; the ballot boxes will be well marked with the name of the region and will correspond in colour to the colour of the ballots for the region▪ Trustee Representatives will deposit their completed ballots for candidates in each region in the applicable ballot box located in the ballroom▪ Ballots will be counted by representatives from the BC Association of School Business Officials
Voting results	The meeting chair shall announce the results of each ballot by stating the number of votes cast for each candidate in a given region

Attachment

Attachment: Per BCPSEA Bylaws (Schedule 3)

SCHEDULE 3 and SCHEDULE 1

- 3.1 The Board selection and Minister confirmation of the Chair, and the election of Trustee Directors, will occur pursuant to Part 7 of the Bylaws.
- 3.2 A Trustee Director will be elected from each of the following seven regional groupings:

Employer Regional Groupings	
Kootenay Boundary SD 5 (Southeast Kootenay) SD 6 (Rocky Mountain) SD 8 (Kootenay Lake) SD 10 (Arrow Lakes) SD 20 (Kootenay-Columbia) SD 51 (Boundary)	Northwest SD 50 (Haida Gwaii) SD 52 (Prince Rupert) SD 54 (Bulkley Valley) SD 82 (Coast Mountains) SD 87 (Stikine) SD 92 (Nisga'a)
Northern Interior SD 27 (Cariboo-Chilcotin) SD 28 (Quesnel) SD 49 (Central Coast) SD 57 (Prince George) SD 59 (Peace River South) SD 60 (Peace River North) SD 81 (Fort Nelson) SD 91 (Nechako Lakes)	Thompson Okanagan SD 19 (Revelstoke) SD 22 (Vernon) SD 23 (Central Okanagan) SD 53 (Okanagan Similkameen) SD 58 (Nicola-Similkameen) SD 67 (Okanagan Skaha) SD 73 (Kamloops-Thompson) SD 74 (Gold Trail) SD 83 (North Okanagan-Shuswap)
Metro SD 35 (Langley) SD 36 (Surrey) SD 37 (Delta) SD 38 (Richmond) SD 39 (Vancouver) SD 40 (New Westminster) SD 41 (Burnaby) SD 43 (Coquitlam) SD 44 (North Vancouver) SD 45 (West Vancouver) SD 48 (Sea to Sky) SD 93 (Conseil scolaire francophone)	Vancouver Island/Coastal SD 46 (Sunshine Coast) SD 47 (Powell River) SD 61 (Greater Victoria) SD 62 (Sooke) SD 63 (Saanich) SD 64 (Gulf Islands) SD 68 (Nanaimo-Ladysmith) SD 69 (Qualicum) SD 70 (Pacific Rim) SD 71 (Comox Valley) SD 72 (Campbell River) SD 79 (Cowichan Valley) SD 84 (Vancouver Island West) SD 85 (Vancouver Island North)
Fraser Valley SD 33 (Chilliwack) SD 34 (Abbotsford) SD 42 (Maple Ridge-Pitt Meadows) SD 75 (Mission) SD 78 (Fraser-Cascade)	

- 3.3 To support Board continuity and Director development, the three year terms for trustee Directors and the Chair shall be staggered and scheduled such that approximately one-third of the terms expire at the conclusion of each annual general meeting.
- 3.4 At the general meeting where this schedule is adopted, an election will be held for all trustee Director positions and their terms will expire according to the following cycle:

Staggered, Three-Year Term Expiry Cycle	
Year 1	Kootenay Boundary, Thompson Okanagan, Northwest
Year 2	Northern Interior, Metro Vancouver
Year 3	Vancouver Island/Coastal, Fraser Valley, Board Chair

- 3.5 Starting at the first annual general meeting following the adoption of this schedule, the terms for the positions identified under Year 1 will expire at the conclusion of that annual general meeting. The terms for the Year 2 and Year 3 positions will expire at the conclusion of the second and third annual general meetings following the adoption of this schedule, respectively. This three year cycle will repeat in subsequent years.
- 3.6 If a trustee Director is unable to complete their term, an election may be held pursuant to Bylaw 7.19 or pursuant to Bylaw 7.14 at the next annual general meeting. Any individual elected to fill a mid-term vacancy will serve for the balance of the term as established in term expiry cycle pursuant to 3.4 of this Schedule.

SCHEDULE I

- 1.1 The purpose of this Schedule is to establish the method of voting in those situations in which the Association does not use a simple "one member, one vote" approach.
- 1.2 This Schedule permits weighted voting to accord the larger organizations a greater degree of influence in recognition of the number of students served while at the same time ensuring that the small members' interests are taken into account.
- 1.3 The Bylaws provide for three situations in which the weighted voting method is used:
- amendments to the Constitution and Bylaws (Bylaw 6.3)
 - election of Directors at the annual general meeting (Bylaw 7.16)
 - ratification of a province-wide collective agreement for teachers (Schedule 2).
- 1.4 A member board of education that has the total student enrolment in its school district referred to in Column 1 shall, on a resolution referred to in section 3 in this Schedule, have the number of votes referred to in Column 2:

<u>Column 1</u>	<u>Column 2</u>
Fewer than 400 student full-time equivalents	1 vote
400 to 999 student full-time equivalents	2 votes
1,000 to 1,999 student full-time equivalents	3 votes
2,000 to 5,999 student full-time equivalents	4 votes
6,000 to 11,999 student full-time equivalents	6 votes
12,000 to 17,999 student full-time equivalent	8 votes
18,000 to 23,999 student full-time equivalent	10 votes
24,000 to 29,999 student full-time equivalent	12 votes
30,000 and over student full-time equivalents	14 votes

NOMINATION FORM

WE HEREBY NOMINATE _____ of School District

No. ____ (_____) for the office of _____.

Nominators:

Trustee's Name:	School District:
Address:	
Signature:	

Trustee's Name:	School District:
Address:	
Signature:	

Nominee:

Note: In order to represent a school district at a BCPSEA general meeting, the nominee must not have a direct or indirect pecuniary interest in teacher or support staff bargaining.

A direct pecuniary interest means an interest that could monetarily affect the nominee, while an indirect pecuniary interest means an interest that could monetarily affect the nominee's spouse, parent, or child. Types of pecuniary interests that would preclude a candidate from representing a school district at a BCPSEA general meeting include membership in the BC Teachers' Federation, Canadian Union of Public Employees, or any other union that represents employees in K-12 or the BC public sector. Please refer to BCPSEA's *Conflict of Interest and Collective Bargaining: Frequently Asked Questions* dated November 2021 for more information.

BY MY SIGNATURE BELOW, I HEREBY I DECLARE THAT, TO THE BEST OF MY KNOWLEDGE, I DO NOT HAVE A DIRECT OR INDIRECT PECUNIARY INTEREST IN TEACHER OR SUPPORT STAFF BARGAINING AND HEREBY ACCEPT THE NOMINATION FOR THE OFFICE OF: _____.

Trustee's Name:	School District:
Address:	
Signature:	

Please mail, fax or email this nomination form to the BCPSEA office by **December 7, 2022** in order to qualify for pre-nomination publicity. **Please also send a brief candidate statement and photograph by mail or email.**

BC Public School Employers' Association
300 – 2889 East 12th Avenue
Vancouver, BC V5M 4T5
Tel: 604.730.0739 Fax: 604.730.0787
Email to: donnav@bcpsea.bc.ca

FOR BCPSEA OFFICE USE ONLY

Date received: _____
Trustees' Names Checked: _____
Signature: _____

Form for Submission of Proposed Resolutions to AGM 29 January 26-27, 2023

Submission Deadline: December 7, 2022

Title

Sponsor

Board of Education of School District No. ()

Authorization

To be completed by the Board Chair, Board Vice Chair, Superintendent, or Secretary Treasurer:

- ☐ This proposed resolution has been passed in final wording by a majority vote of the Board and that vote is recorded in the official proceedings of the Board
- ☐ Please provide the name, telephone number, and email address for the authorized Board contact in the event discussion and/or amendment of the proposed resolution is necessary.

BCPSEA Bylaws

Please indicate if the proposed resolution is an Ordinary Resolution or a Special Resolution in accordance with the definitions in section 1.1 of the [BCPSEA Bylaws](#).

- ☐ Ordinary Resolution
- ☐ Special Resolution

Proposed Resolution

Rationale

Please provide a concise description of the purpose of this proposed resolution:

Please email this completed form to donnav@bcpsea.bc.ca or fax to 604 730 0787.