

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

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

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Board of Education



A G E N D A B O O K

FOR THE

REGULAR BOARD MEETING

BOARD ROOM

MONDAY, JUNE 19, 2023 @ 5:30 p.m.

OUR MISSION

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

OUR VALUES

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

OUR STRATEGIES

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

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



THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60
REGULAR BOARD MEETING
MONDAY, JUNE 19, 2023
5:30 P.M.

AGENDA

1.0 Call to Order

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

2.0 Additions to the Agenda/Acceptance of the Agenda

3.0 Presentations/Delegations

4.0 Trustee Input (Celebrations)

5.0 Minutes of the Regular Board Meeting, May 23, 2023 (pages 6-14)

5.1 Approval of the Minutes

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

6.0 Approval of Excerpts of the In Camera Board Meeting, April 24, 2023 (page 15)

7.0 Announcements and Reminders

June 23	NPSS Graduation	1:30 p.m.	NPSS
June 29	Last Day for Students		
June 30	Hudson's Hope Graduation		Hudson's Hope
June 30	Administrative Day – Schools Close		
August 28	Board Meetings (<i>Tentative</i>)	5:30 p.m.	Board Room
September 5	Schools Open		
September 18	Board Meetings	5:30 p.m.	Board Room
September 22	NID (School Planning)		
October 2	Truth & Reconciliation Day		
October 3 (<i>Tues</i>)	COTW Meetings	12:30 p.m.	Board Room
October 9	Thanksgiving Day		
October 16	Board Meetings	5:30 p.m.	Board Room

8.0 Senior Staff Reports

8.1 Superintendent's Report (page 16)

8.2 Secretary-Treasurer's Report (page 17)

9.0 Reports of Regular Committee of the Whole Meeting, June 5, 2023 (pages 18-19)

- 9.1 Approval of Minutes
- 9.2 Business Arising
(See attached Action Item List for completed and ongoing items)
- 9.3 Policy Committee (*Attachments*)
 - a) Policy 4024 Teachers – Early Retirement Incentive Payout
First/
That a Notice of Motion be issued for Policy 4024 Teachers – Early Retirement Incentive Payout
 - b) Policy 1002 Communications and Community Engagement
First/
That a Notice of Motion be issued for Policy 1002 Communications and Community Engagement
 - c) Policy 4027 Teacher Leaves
First/
That a Notice of Motion be issued for Policy 4027 Teacher Leaves

10.0 Other Reports

- 10.1 BCSTA – *Trustee Gilliss*
 - Values-Based, Evidenced Informed Decision Making
Virtual Presentation - October 3, 2023 @ 5:00 p.m
 - Provincial Council – October 20/21, 2023
- 10.2 BCPSEA – *Vice-Chair Lehmann*
 - BCPSEA Symposium – November 2/3, 2023
- 10.3 Board Pro-D Committee – *Chair Gilbert*

11.0 Correspondence

- 11.1 NPSS Senior Band – Thank You (*Attachment*)

12.0 Unfinished Business

- 12.1 French Hiring Incentive
Angela Telford, Secretary-Treasurer
- 12.2 Finance Standing Committee Follow Up (*Attachment*)
Chair Gilbert
- 12.3 Trustee Code of Conduct Updated Information (*Attachment*)
Chair Gilbert
- 12.4 Kindergarten Vision Screening Letter from Margaret Little Response (*Attachment*)
Chair Gilbert

13.0 **Five-Year Capital Plan 2024-2025** (Attachment)

Recommended Motion: That the Board of Education approve the attached 2024-2025 Five-Year Capital Plan submission

14.0 **2023-2024 Annual Budget** (Attachment)

- 14.1 THAT in accordance with Section 68(4) of the *School Act*, all three readings of the Annual Budget Bylaw 2023-2024 be given at this meeting
- 14.2 THAT the Board adopt the First Reading of Annual Budget Bylaw 2023-2024
- 14.3 THAT the Second and Third Reading be done in short form
- 14.4 THAT the Board adopt the Second Reading of the Annual Budget Bylaw 2023-2024
- 14.5 THAT the Board adopt the Third and Final Reading of Annual Budget Bylaw 2023-2024

15.0 **New Business**

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

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

18.0 **District Parent Advisory Council (DPAC) Report** – Corrie Bennie, President

19.0 **Questions from the Press and Public Related to Agenda Items**

20.0 **Suspend Regular Meeting & Move into In-Camera Meeting**

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

**Tuesday, May 23, 2023
5:30 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)
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)

Wayne Bell
Deborah Johnson
Gwen Bourdon



Regrets: Tom Whitton, Trustee (Area 5)

This Regular Board Meeting will be recorded and uploaded to our district website

Disclaimer: The definitive documentation and decisions are documented in the meeting minutes

Call to Order Chair Gilbert called the meeting to order at 5:30 p.m.

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

Agenda

Approval of the Agenda

Motion #64-23

Snow/Scott-Moncrieff
THAT the agenda be accepted as presented with the following additions:

Unfinished Business

- 12.2 Recruitment & Retention Update
- 12.3 Meeting with Moberly Lake First Nations re: TLE Land Selection of Cameron Lake

CARRIED.

Presentations/Delegations

None

Trustee Input

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

Trustee Campbell

- Grateful for rain...going from evacuation alerts to flood warnings
- Thank you to District staff for the updates and touch base on the wildfires
- Spring Band Concert...we have some talented students out there
- MMMCS Speech Contest judge
- Taylor School – cardboard box creations...PAC put on hot dog meal
- Indigenous Learning Day @ NPSS
- Will be attending the retirement tea for Lisa Frankham at Taylor School

Trustee Gilliss

- BCSTA AGM in Vancouver – found it very relevant
- Central School Speech Competition judge
- Indigenous Learning Day @ NPSS
- Hudson's Hope School Sports Day
- Would like to give Helen Gilbert accolades for running and campaigning for the BCSTA Board Director position...it has inspired me to put my name forward for Hudson's Hope Mayor

Vice-Chair Lehmann

- BCSTA AGM in Vancouver
- Public Budget Presentation
- Speech Contest judge at Robert Ogilvie...also saw their cardboard creations

Trustee Scott-Moncrieff

- Talked with all liaison schools
- Prespatou fundraiser raised \$20,000 for a playground (ie. carnival night, hot dog sales)
- Upper Pine – going well
- Buick Creek – going smooth
- Upper Halfway – landscaping needs to be done
- NPSS play was brilliant

Trustee Snow

- Speech Contest judge at Bert Ambrose
- Visited Bert Ambrose, ELC & Dr. Kearney, especially after the evacuation alerts went out
- BCSTA AGM in Vancouver
- Attended an Indigenous presentation to the students

Trustee Whitton

- Not present, no report

Chair Gilbert

- Thanks to staff for holding things down in an interesting two-week period with community emotions running high. We are holding steady and learning from the experience
- Thank you for the support in my run for BCSTA Director, it was a learning experience and, who knows, I may try again in two years
- Board Chair Call – May 4. Ministry of Education is going through every board's policies and procedures regarding codes of conduct.

They want to see a strong code of conduct policy by April 2024 and will send a letter once the review is done. Budget concerns – inflation and funding for exempt staff increases

- Attended Xplorfest and watched big and little kids doing things
- Public Budget Meeting
- Baldonnel Entrepreneur Fair
- NPAA Meeting was cancelled due to wildfires
- C.M. Finch 50th birthday pancake celebration
- Indigenous Education Day
- MMMCS – soap stone carvings done by Mr. McColm's class are on display...encouraging all trustees to go and see them

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #65-23

Snow/Lehmann

THAT the Regular Meeting Minutes of April 24, 2023 be adopted.
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

Finance Standing Committee Presentation

- The Board Chair and Secretary-Treasurer have met. The presentation will be similar to last years, speaking to the following three categories:
Northern Factors
K-12 Education
General
- The in-person presentation is June 6, 2023 in Dawson Creek at 3:25 p.m.

Board of Trustees Meeting Schedule 2023-2024

- No feedback has been received

Motion #66-23

Scott-Moncrieff/Lehmann

THAT the Board of Education adopt the Board of Trustees Meeting Schedule 2023-2024 as presented.

CARRIED.

Approval of Excerpts

Motion #67-23

Gilliss/Scott-Moncrieff

THAT the excerpts from the March 13, 2023 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.

CARRIED.

Announcements & Reminders

May 30	SUP-PAC Meetings (<i>Gilbert/TBD</i>)	12:00 p.m.	Board Room
June 2	Elementary Track Meet	8:30 a.m.	

June 5	COTW Regular Meeting	1:30 p.m.	Board Room
June 7	District Long-Service & Retirement Dinner	6:00 p.m.	Northern Grand
May 25 June 8	Doig Days		DRFN
June 8	Indigenous Grad BBQ		
June 9	Clearview Slo-Pitch Tournament		Clearview
June 19	Board Regular Meeting	5:30 p.m.	Board Room
June 23	NPSS Graduation	1:30 p.m.	NPSS
June 29	Last Day for Students		
June 30	Hudson's Hope Graduation		Hudson's Hope
June 30	Administrative Day – Schools Close		
July 3-5	CSBA Congress		Banff

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

- <https://togetherwelearn.prn.bc.ca/2023/05/19/superintendents-report-may-2023/>

Out of District Field Trips

- See motion below

2023-2024 School Charges

- See motion below

Motion #68-23

Snow/Scott-Moncrieff

THAT the Board accept the Superintendent's Report with the exception of Out of District Field Trips and the 2023-2024 School Charges
CARRIED.

Motion #69-23

Campbell/Gilliss

That the Board of Education adopt the Out of District Field Trips as presented

CARRIED.

Motion #70-23

Campbell/Lehmann

That the Board of Education adopt the 2023-2024 School Charges as presented

CARRIED.

Secretary-Treasurer's Report

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

Finance Update to April 30, 2023

- For information purposes

2023-2024 Annual Budget Update

- Requesting three readings for the June 19, 2023 Board Meeting due to Exempt Compensation funding not yet received and Ministry is not available to review the budget until after May 30
- The Secretary-Treasurer provided a more detailed “deep dive” and answered questions from the Trustees

Annual Facilities Grant (AFG)

- For information purposes
- Any unused funds can be carried forward

SD60 Emergency Response Plan (Rural) - Wildfires

- For information purposes
- Suggestion to add something about students who have special equipment needs and how they will be transported and items that should be brought if evacuated
- Suggestion that something be added in regards to lines of communication from emergency services into our system (ie. how, when and who do they get a hold of)
- Discussion around the school district needing to be looped in sooner in the major lines of communication. Trustee Campbell recommended getting paperwork that was started at a previous NIB meeting in regards to this issue
- It was noted that there was a previous BCSTA session at Academy regarding this issue as well

BASC (Before and After School Care) Update

- Seeing a growing need for BASC. Currently, C.M. Finch students are being brought to Duncan Cran and then being bused to their school in the morning. We will now be opening 12 spaces at C.M. Finch with the potential of 24 spots. This will then allow for additional students from Robert Ogilvie to be bused to Duncan Cran
- RASCALS Before & After School Care has notified the district that this will be their last year. The District will be taking the program over and moving it out of its current location to other portables. We have 24 spots that are already full with a waiting list. Registration is based on a first come, first serve basis
- Trustee Gilliss – should we be looking at if first come, first serve is the best process or should it be based on student needs
- Board Chair - as a Board, we approved four BASC locations and now the Board is just hearing about two being added after the fact...I heard about it from the community first. It also is on record that this was a cost neutral project, however we are now hearing that won't take place until down the road. I have serious concerns regarding the lack of communication coming to the Board about this
- Secretary-Treasurer – I must have misunderstood and thought the Board had approved moving forward with daycares in general. I was waiting for more information and planned to bring it forward to this meeting
- Trustee Campbell – suggest to meet together as a Board to put together a policy as to how to go forward from here in regards to communication and details in regards to how registration takes place (ie. first come/first serve or based on student needs)

- In regards to cost recovery, grants have and continue to be applied for. Tracey Lariviere presented more information to the Board at the May 8, 2023 COTW Meeting
- It was noted that there are a lot of moving parts in regards to Ministry moving from K-12 to include Child Care
- We have a new BASC Coordinator, Susanne Currie (currently an ECE member in Taylor)

ACTION: Bring forward to the June 5, 2023 Policy Committee Meeting for further discussion on timeliness in communication as well as registration processes

Financial Audit Services – RFP Extension

- See motion below

Human Resources Summary Report

- For information purposes

Motion #71-23

Gilliss/Scott-Moncrieff

THAT the Board accept the Secretary-Treasurer's Report with the exception of Financial Audit Services – RFP Extension.

CARRIED.

Motion #72-23

Campbell/Scott-Moncrieff

THAT the Board extend the contract with KPMG for Financial Audit Services for the June 30, 2023 fiscal year.

CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – May 8, 2023

Motion #73-23

Gilliss/Lehmann

THAT the Board accept the Regular Committee of the Whole minutes of May 8, 2023 and its recommendations

CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

CSBA Congress

- No Trustees attending

Policy Committee

- Received feedback and made revisions to the policy

Motion #74-23

Campbell/Gilliss

THAT Policy 5005 Criminal Records Checks be adopted with the attached revisions.

CARRIED.

Other Reports

BCSTA – AGM Report Out

- Motions have been brought forward as attachments as record of the advocacy the Board has been doing

- Trustee Lehmann – many good speakers. Student Voice was good. Strategic Planning is coming up. How do you define success? Feel confident, independent and know what you want. Success = passion.
- Trustee Gilliss – Student Voice spoke to me...would love to have admins start bringing some students to present at Framework Presentations
- Trustee Campbell – although I was unable to attend the AGM, some colleagues reached out and said they were impressed with Helen. Regarding Student Voice, we used to have an Education committee that we had different student's sit on. Would suggest going back to something like that
ACTION: Explore ideas related to Student Voice (eg. Having them attend a Framework presentation, Education Committee rep, etc.)
- Chair Gilbert – missed the dialogue due to technical issues with the voting system. Would like to look at advocacy planning amongst our Board. BCSTA is looking into this topic as well in the fall. There is a difference between advocacy and lobbying (ie. lobbying is more specific and you have to register whereas advocacy your speaking on a broader topic and to a group of varied people). Federal government has a good advocacy guide.
- Discussion took place around the new reporting standards

BCPSEA

- A reminder that the BCPSEA Regional Meeting that Chair Gilbert and Vice-Chair Lehmann attended in-person in Prince George is now being offered virtually on May 31, 2023 from 1:00 – 2:30 p.m. Trustees are encouraged to register and attend

Board Pro-D Committee

Correspondence

None

Unfinished Business

The following unfinished business arose from the previous meeting minutes:

Northern Health – Safe Injection Site Letter

- The Board is having a closed meeting with Northern Health on June 8, 2023 to get answers from them in regards to the letter sent out
- The Board Chair continues to gather information from other stakeholders in the province and will send the results of this meeting to trustees
- Also suggesting that we add the question regarding Northern Health discontinuing the Vision Screening in schools
- After the meeting, if we have specific asks in regards to safety plans and communication and to solidify any commitments we're able to get, we will follow up with another letter

***NEW – Recruitment and Retention**

- Trustee Snow – seems to be a lot of shuffling in the district between schools. We also want to do our best to cut down on Letters of Permission
 - Superintendent – we have at least 8 new teachers hired from outside of the district, resulting mainly from job fairs.
 - Shuffling of staff can vary from school to school
 - Recruiting continues to happen. The percentage of returning teachers is very high
 - We're one of the first districts to start posting positions (ie. January). Other districts may have different contract obligations.
 - There aren't many that are on temporary contracts that are leaving. We always try to fill with certified teachers before hiring LOP's
 - The Northern Recruitment & Retention Specialist is helping some of the other struggling northern districts. The next phase of the working group is to check in with those that are hired and how to support and retain them. They are looking at this across all sectors. The pilot work is winding up and we're hoping it has made a difference. A couple of districts offered incentives and now BCPSEA is looking into that. We want to be careful to not go outside of our collective agreements and contracts.
- Board Chair – we will bring this forward again at the Finance Standing Committee presentation
- Superintendent – in terms of advocacy, we would like the Board to
 - 1) Look at a systemic approach similar to the Alberta Bursary program and 2) Mid-contract modifications where teachers that go to northern and rural remote areas start on Step 2 and 3 of the salary grid. We'd ask that Ministry develop a triage through differentiated salary points. I've put a lot of time into the pilot, but we need to expand into something more structural and not be doing it off the sides of our desks
 - We have seen that post-secondary institutions are listening and there are clear, concrete programs and they are offering hybrid programs for our students across the north

***NEW - Meeting with Moberly Lake First Nation Regarding TLE Land Selection of Cameron Lake**

- Trustee Gilliss – are we going to request a meeting with them as they are now the owners of the land that our Cameron Lake site is on? A conversation with them would be timely
- Board Chair – Ministry doesn't have the parameters worked out for those who are renting the land from a First Nation compared to a straight transfer. The finer details are not done yet and part of the later window
- Should this be a joint meeting? Do we reach out to Moberly Lake or MIRR?

ACTION: Board Chair will investigate further and bring it back to a future meeting

New Business

None

PRNTA Update – Michele Wiebe, President

No report – not present

CUPE Local #4653 Update – Jennie Copeland, President

No report – not present

District Parent Advisory Council (DPAC) Report – President

No report – not present

Questions from Press/Public

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

Safe Site Injection Site – Wayne Bell

- This letter to Northern Health, can we share it? Board Chair – yes, it's public domain
- Have the “press” got a hold of it? Would help the cause of the downtown core...I will walk down there and pay to have it published, if needed. Everybody is concerned about this (ie. City, PRRD, downtown core). Board Chair – yes, media would have received it on Friday when the agenda package was distributed

Wildfires – Wayne Bell

- Spoke to the help of the local community people coming together to fight the fires, it would have been way worse than it was
- Received calls that police were threatening to take children away because they refused to evacuate. Some of these are teenage kids that were helping on the farms that were 30 km away from the fire
- Thank you, folks, please keep up the good work. It's a thankless job and you get more ridicule than blessings. I've been going out of my way to say what a good job you're doing and appreciate your ethics.

Suspension & Move into In-Camera Meeting

Motion #75-23

Snow/Scott-Moncrieff

THAT the Board suspend the Regular Meeting and move into the In-Camera Meeting.

CARRIED.

Motion #76-23

Campbell/Snow

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

CARRIED.

Adjournment

Motion #77-23

Scott-Moncrieff/Snow

THAT the meeting be adjourned. (7:57 p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

EXCERPTS FROM THE APRIL 25, 2022 “IN CAMERA” MEETING MINUTES

The meeting was called to order and the In-camera Meeting Minutes, March 7, 2022 were read and adopted.

Business Arising

- Conflict of Interest
- Joint Meeting Discussions

Superintendent's Report

Items discussed and reported included:

- COVID Q & A
- Track & Field Recognition Ceremony
- NEW – Proposed BC Food Guidelines
- Bargaining Update
- Admin Movement for September 2022
- BCSSA Northern Chapter Representation

Secretary-Treasurer's Report

Items discussed and reported included:

- Labour Management Meeting Minutes – March 9, 2022
- Joint Health & Safety Meeting Minutes – March 16, 2022
- Operating Budget 2022-2023 Update

Committee of the Whole Reports – Business Arising

- BCSTA AGM Motions – Indigenous Representation on Boards of Education
- Public Engagement Survey
- Retirement & Long Service Dinner
- FESL Presentations

Other Reports

- BCSTA – Indigenous-Focused Graduation Requirement
- BCPSEA

Correspondence

- None

Unfinished Business

- None

New Business

- None

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

Monday, June 19, 2023

Human Resources

1. Human Resources Summary Report for Teachers

Human Resources Summary Report for Teachers & AO's
for period of May 19th to June 15th, 2023

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	14			2	5
Changes to existing	10	3			
Return from leave					
Payout prep					

RETIREEES only:

Education

1. Superintendent's Report

2. International Travel Procedures & Guidelines (Attachment)

- For information purposes

3. Out of District Field Trips (Attachment)

Recommended Motion: That the Board of Education adopt the Out of District Field Trips as presented.

Respectfully submitted

Stephen Petrucci, EdD
Superintendent of Schools

**REPORT TO THE
BOARD OF EDUCATION
FROM THE SECRETARY-TREASURER
Monday, June 19, 2023
REGULAR MEETING**

Operations

1. **Finance Update to May 31, 2023** *(Attachment)*
2. **SD60 Emergency Preparedness Plan & Emergency Management and Guidance** *(Attachments)*

Human Resources

1. **Human Resources Support Staff Summary**

Human Resources Summary Report for Support Staff
For period of May 19th, 2023 to June 15^h, 2023

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	3	1	7
Changes to existing	10		
Return from leave	2		
Layoff	7		
Retirements	6		
Termination	1		

Angela Telford,
Secretary-Treasurer

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

MONDAY, JUNE 5, 2023
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Bill Snow, Trustee
Thomas Whitton, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Executive Assistant

Guests/Media:
Michele Wiebe, PRNTA President
Wayne Bell
D. Johnson
Mr. & Mrs. D. Bourdon

Regrets: Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations

Clearview Elementary/Jr. Secondary School

Craig Brownlee, Administrator

- Presentation was made and questions from the Board were answered

Buick Creek/Key Learning Centre

Sean Thomas, Administrator

Christine Mann, Vice-Principal

- Presentation was made and questions from the Board were answered

Careers and International Education

Brian Campbell, Principal – Careers, International & SWIS

- Presentation was made and questions from the Board were answered

~~Bert Ambrose Elementary School~~

~~Laurie Wright, Administrator~~

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- Upper Halfway – there may be a delay in opening the gymnasium due to the wildfire activity
- Ecole Central fencing – fencing is going between the KEY and Central School. We will be maintaining two access points to Ecole Central. They will be building in a fence with gate access to the new track at Bert Bowes.
- Custodial schedule change – first year of implementation
- Picture provided is the actual signage going up at Cameron Lake

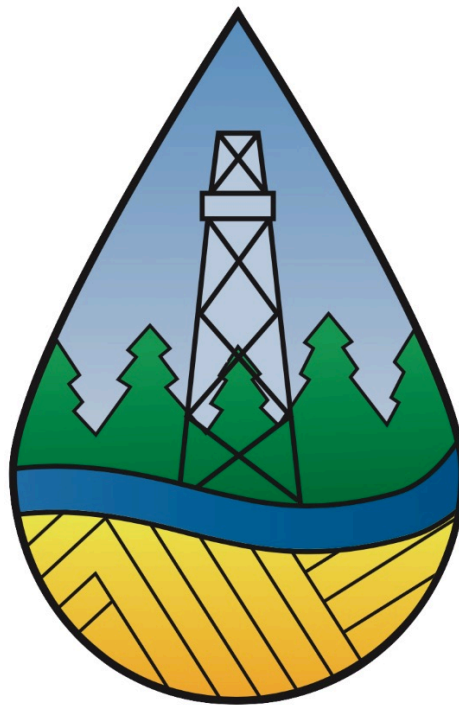
Carbon Neutral Report

Angela Telford, Secretary-Treasurer

- For information purposes
- Discussion followed on process and the purposes and relevance of detail within the report

REGULAR - June 19, 2023					Unfinished	
Meeting Date	Meeting	Topic	Action Item/Recommendation	Assigned to:	Business	Completed
May 7/21	COTW	Finance Consultation - Standing Comm	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	
Mar 13/23	Board	Other Report - Board Pro-D	Form a working committee to review the Strategic Plan	Helen	x	
Apr 24/23	Board	Business Arising/Standing Committee	Trustee forward other topics; Board Chair/ST to put together a presentation for submission	Helen	x	
Apr 24/23	Board	ST Report/Finance Update	Look into details re: post COVID expenses & potentially add to Standing Comm presentation	Angela	x	
Apr 24/23	Board	ST Report/Food Security Grant	Bring forward allotment of funds update to a future Board Meeting	Angela	x	
May 23/23	Board	BASC Update	Bring forward to a Policy Committee Mtg re: communication & registration details	Leah	x	
May 23/23	Board	BCSTA - AGM Report Out	Student Voice ideas (ie. attend FESL, Education Committee rep, etc.)	Helen	x	
May 23/23	Board	Mtg w/ MLFN re: TLE & Cameron Lake	Investigate the process of communication and with who (MLFN/MIRRR/Canada)	Helen	x	
June 5/23	Policy Comm		Bring forward Policies 4024, 1002 and 4027 for Notice of Motion	Leah		June 19/23
Completed						
Dec 12/22	Board	Business Arising - Audit Committee	Bring back Policy 1011 & ToR to a future meeting	Angela		Feb 6/23
Feb 6/23	COTW	NEW - Special Regular Board Mtg	Reschedule to February 13, 2023 @ 1:00 w/ Zoom option to ratify CUPE MoA	Leah		x
Dec 12/22	Board	Business Arising - Trustee Crim Checks	Look into other policies around the province & bring back for further discussion	Angela		Feb 6/23
Feb 6/23	COTW	Operations Report	Helen to draft a letter to Dawson Road Maintenance/MoT re: road conditions	Helen		x
Jan 23/23	Board	Superintendent's Report	Proposed Three Year Calendar on March 13 Regular Agenda	Leah		Mar 13/23
Feb 21/23	Board	Business Arising - K-12 Reporting	Provide trustees with support document referenced by Jarrod Bell	Stephen		x
Feb 21/23	Board	Supt Report - Comm Coaches/PoR	Provide more detailed info regarding Community Coaches and PoR	Leah		x
Feb 21/23	Board	New Business - Recording Reg Mtgs	Include disclaimer in minutes and Board Chair script	Leah		x
Feb 21/23	Board	Supt Report - French Immersion Week	Draft a letter and organize a picture to be presented by Trustee Whitton	Helen		x
Mar 13/23	Board	Announcements & Reminders	Science Fair details will be sent out to Trustees once finalized	Helen		x
Mar 13/23	Board	Proposed Three Year Calendar	Look into whether those whose provided feedback have been responded to	Stephen		x
Feb 6/23	COTW	Framework Presentations	Sup't & ST to discuss communication options between schools and trustees	Stephen/Leah		x
Feb 21/23	Board	Business Arising - K-12 Reporting	Summarize key speaking points as it comes out and bring draft to the Board Chair	Stephen		Apr 24/23
Mar 13/23	Board	Announcements & Reminders	Confirm Science Fair details & send out to trustees	Helen		x
Mar 13/23	Board	New Business - SD60 Overdose Response	Look into current policies, processes, practices in regards to drug prevention and education in our district and bring back to the Board	Stephen		Apr 24/23
Mar 13/23	Board	ST Report - Standing Finance Committee	Register to do an oral presentation & bring back to April 24 Board mtg for topic discussion	Helen		Apr 24/23
Mar 13/23	Board	New Business - SD 60 Overdose Response	Communicate with colleagues through the BCSTA HUB to see if there are other districts dealing with safe injections sites near their schools	Helen		x
Mar 13/23	Board	New Business - SD 60 Overdose Response	Connect with colleagues to of any injections sites in their districts have had any problems since the injection site has opened	Helen		x
Mar 13/23	Board	New Business - SD 60 Overdose Response	Draft a letter inquiring around their processes in regards to communication and how these decisions are made in regards to choosing a location for a safe injection site	Helen		x
Apr 24/23	Board	Other Reports - Board Pro-D	Bring forward registration information re: CSBA to the May 8 COTW Meeting	Leah		May 8/23
Feb 21/23	Board	Policy Committee	Send out Policy 5005 for Notice of Motion & bring to May 23 Board Meeting for adoption	Leah		May 23/23
Mar 13/23	Board	Questions from Public & Press	Draft a letter & bring back to trustees for review; check process for sharing publicly	Helen		May 23/23

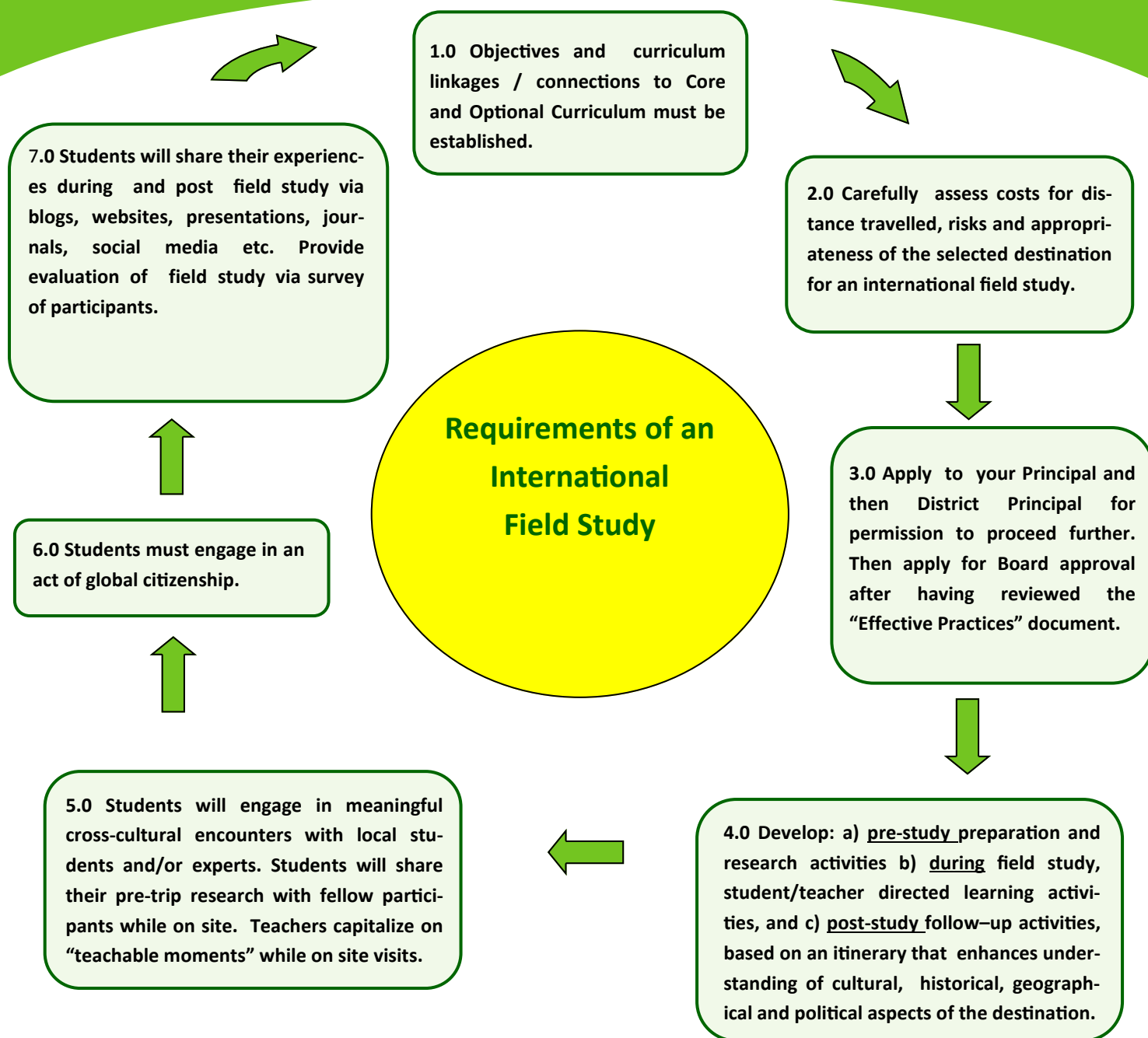
May 8/23	COTW	CSBA Congress	Chair to do a final confirmation of any trustees wanting to attend	Helen		May 23/23
May 8/23	Board	Board of Trustees Meeting Schedule	Board to provide any additional feedback and bring back to the May Board Meeting	Leah		May 23/23
Apr 24/23	Board	Correspondence - Vision Screening Ltd	Bring forward more information to a future board meeting	Stephen		June 5/23



School District #60
EFFECTIVE PRACTICES
OPERATIONAL REQUIREMENTS and
CHECKLISTS INTERNATIONAL FIELD STUDY

May 2023
www.studyinthepeace.com

Operational Requirements for International Field Studies



Elements of Culture:

Customs, Traditions, History, Language, Technology, Food, Politics, Economy, Arts, Literature, Clothing, Geography

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Operational Requirements of International Field Study –Chart

Requirements for Effective Practices in International Field Studies –Preamble

Practice 1 The school must establish a planning, approval, and documentation process as well as a rotational schedule for each international field study. In addition, elements to be examined include: curriculum connections, effective field study delivery and assessments of risks and hazards.

Part A: Conceptual Approval

Principal and District Principal of International Education

Part B: Board of Trustees Approval

Field Study Management Check List

- Budget
- Transportation
- Accommodations
- Parent Information and Informed Consent
- Risk Assessment
- Documentation Travel
- Medical Insurance
- Specialized Equipment
- Medical Considerations
- Finances and Budgeting

Practice 2

The school will have a process for ensuring the selection and preparedness of students.

Practice 3

The school must have a process for ensuring the selection and preparedness of employees and volunteers.

Practice 4

The school will develop clear travel practices.

Practice 5

The school must develop a communication process with all stakeholders for both routine and emergency situations.

Practice 6

The school will establish contingency and emergency processes for each off-site activity.

Practice 7

The school must have a process to review, celebrate & evaluate the international field study experience.

Developing Global Citizens Through Field Study

"...we all have an obligation as citizens of this earth to leave the world a healthier, cleaner, and better place for our children and future generations."

~ Blythe Danner, actor

"If you reject the food, ignore the customs, fear the religion and avoid the people, you might better stay at home."

~ James Michener,
Canadian author



"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

~ Margaret Mead,
anthropologist



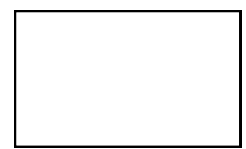
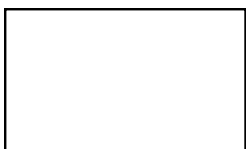
"Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends."

~ Maya Angelou, author, poet



"Canadians consider themselves more Canadian than ever and are proud of their national accomplishments. At the same time, there has been a noticeable increase in the number of Canadians who describe themselves as world citizens."

~ Jen Welsh, Oxford University



Required Practices in International Field Studies

“An international field study can be defined as an educational trip to a national or international destination for observing and/or making research relevant to the curriculum of the participants.”

“In this perspective, these trips represent a widely regarded and useful delivery mechanism for such enriching educational experience and competencies, where students can learn via firsthand experiences. This makes the international field trip approach one of the “optimal” models for positive learning outcomes as long as it is linked with the project started in the classroom and continued after the return from the trip.”

(Edwards, 2009 (Fuller, Edmonson, France, Higgitt, & Ratinen, 2006; Houser, Brannstrom, Quiring, & Lemmons, 2011)

[Cultivating the Pedagogy of Experience Through International Field Trips](#)



All travel is valuable; however, international field studies offered by schools must contain elements to maximize student learning that link to the curriculum.

Field Studies provide a gateway for students to develop the knowledge and skills needed to participate productively in local and global communities. Ultimately, the goal of field studies is to inspire students to continue the life long journey of being active learners & engaged global citizens.

Field Studies in Canada and international destinations must allow students to make connections between their learning and the world around them. Field Studies should be designed in such a way as to maximize the experience for students and to have direct meaningful links to the curriculum. The Field Study should provide opportunities for students to enrich their academic experience, to broaden their perspectives, and to develop as global citizens.

School sponsored field studies must ensure equitable access, inclusion and equal opportunity to learn. Participation rates in field studies must provide for equitable access across income levels, genders, ethnicities and must accommodate those students with diverse learning needs.

Any student who emerges into our culturally diverse society speaking only one language and with a mono-cultural perspective on the world can legitimately be considered educationally ill-prepared.

-Sonia Nieto (2004)

International field study programs that contain pre-trip planning activities and research, teacher and student directed learning during the actual field study and post trip sharing of learning are the most educationally sound. Depending on the nature and focus of field study, itineraries that offer careful examinations of the cultural, geographical, historical and political aspects of the destination are most desirable.

Field studies organized to focus on sound educational outcomes and cross-cultural understanding and that provide for equitable access will be supported by the Board of Trustees.

Operational Requirement 1

The school must establish a planning, approval, and documentation process as well as a rotational schedule for each international field study. In addition, elements to be examined include: curriculum connections, effective field study delivery and assessments of risks and hazards.

While all travel is educational, as a school district we have a responsibility to provide a sound pedagogical experience during the International Field Study rather than a simple tourism experience. Field Studies in Canada and in international destinations must allow students to make connections between their learning and the world around them. Field Studies should be designed in such a way as to maximize the experience for students and to have **direct meaningful links** to the curriculum. The field study must provide opportunities for students to enrich their academic experience, to broaden their perspectives, and to develop as global citizens.

Part A –Conceptual Approval

After discussion with the Principal, the Principal and or field study leader will write a formal application letter to the District Principal of International to seek conceptual approval which refers to and outlines :

- ☐ Proposed dates
- ☐ Proposed destination
- ☐ Grade level (s)
- ☐ Outline rough costs per student

- ☐ Outline specific curricular objectives and outcomes of the international fields study which would relate to specific outcomes in both CORE curriculum and OPTIONAL curriculum.

- ☐ Include links to the Global International Studies course where applicable
- ☐ **Include a tentative program and itinerary which includes:**
 - ☐ -Learning activities that reflect cultural, historical, geographical, and political aspects of the destination.
 - ☐ -an act of global citizenship

Provide examples and proposals for :

- ☐ -pre-trip preparation and research and how this will be delivered
- ☐ -educationally directed “on trip activities”
- ☐ -sharing and celebrating outcomes post trip
- ☐ -evaluation and feedback on the field study

- ☐ Outline methods of sharing learning and evaluation of field study

Operational Requirement 1

The school must establish a planning, approval, and documentation process as well as a rotational schedule for each international field study. In addition, elements to be examined include: curriculum connections, effective field study delivery and assessments of risks and hazards.

(Part B) -Board of Trustees Approval

Once conceptual approval has been received, complete the [field trip approval form](#) after having reviewed this check list and submit for Board consideration.

- ☐ Identify courses and credits and applicable course linkages
- ☐ Identify links to the [Global International Studies](#) Program (high school)
- ☐ Destination and daily itinerary provided
- ☐ Transportation arrangements outlined - direct flights from Vancouver or Calgary if possible
- ☐ Budget estimate including excursions and gratuities as necessary
- ☐ Health Insurance arrangements as provided by the district
- ☐ Accommodation
- ☐ Target students: group size/age/grades/class
- ☐ Standards for student conduct and behavior are set
- ☐ Experience and qualifications of staff
- ☐ Names of leader and accompanying staff
- ☐ Identification of any students with IEP or medical considerations
- ☐ Risks for activities and programs are identified (travel provider assists with risk assessment planning)
- ☐ Risk mitigation strategies are identified
- ☐ Any specific activities not permitted are outlined

School sponsored field studies must ensure equitable access, inclusion and the equal opportunity to learn. Participation rates in field studies must provide for equitable access across income levels, genders, ethnicities and must accommodate those students with diverse learning needs.

Budget

- ☐ Budget is prepared and reviewed (costs are all in and clear)
- ☐ Overall trip costs should be as cost effective as possible to ensure affordable access to students
- ☐ Transparent banking arrangements are in place as necessary
- ☐ Finance needs and methods are communicated effectively to students and parents
- ☐ Methods and timing of payment are established
- ☐ Policy for payment of funds and use of funds and return of surplus funds follows district policy
- ☐ Money is set aside and accounted for to provide customary gratuities

Transportation Considerations

- ☐ Policies for use of school vehicles are followed if used
- ☐ Suitable insurance is in place if using a private vehicle
- ☐ Contingency plans are in place to transport students home for an unexpected emergency
- ☐ Appropriate transport arrangements are made for each off-site activity
- ☐ Transportation in destination cities should be considered
- ☐ Public transit fees and rules, use of cabs

Operational Requirement 1

The school must establish a planning, approval, and documentation process as well as a rotational schedule for each international field study. In addition, elements to be examined include: curriculum connections, effective field study delivery and assessments of risks and hazards.

Accommodations

- ☐ Accommodation is appropriate for the aims and objectives of the off-site activity
- ☐ Suitability is assessed by a reliable source (travel provider)
- ☐ Safety and emergency procedures are in place and are communicated to staff and students
- ☐ Room locations of staff, students and gender are considered
- ☐ Room assignment lists are given to all supervisors
- ☐ Hotels should have night guards or locked doors after certain hours
- ☐ 24 hour communication with the hotel is available

Parent Information Meeting and Informed Consent

- ☐ Parents receive a written information package via hard copies or on email outlining all aspects of the program
- ☐ Parents' meetings, web sites and videos are used to fully convey the nature of the program to parents. Request the presence of the travel provider to assist.
- ☐ Acknowledgment of Risk and Informed Consent forms are created and communicated to administration, staff, students and parents
- ☐ Waiver and Release Forms are signed as required
- ☐ Parent communication contains all pertinent information for informed consent
- ☐ Procedure for collection and storage of forms is implemented
- ☐ Parent responsibilities are clearly communicated to them

Risk Assessment

- ☐ Risks are assessed and reviewed by appropriate staff, trip leaders and travel provider
- ☐ **Risk assessment considers, but is not limited to:**
- ☐ Transportation
- ☐ Supervision
- ☐ Accommodation
- ☐ Communication
- ☐ First Aid
- ☐ Emergency procedures
- ☐ Activities
- ☐ Expected behaviour
- ☐ Environmental conditions
- ☐ Risk assessment is communicated to all stakeholders
- ☐ Government of Canada website is visited is consulted for travel advisory
- ☐ Non-staff adult supervisors have current police record checks and child welfare checks in place
- ☐ Register all travelers at <https://travel.gc.ca/travelling/registration>

Operational Requirement 1

The school must establish a planning, approval, and documentation process as well as a rotational schedule for each international field study. In addition, elements to be examined include: curriculum connections, effective field study delivery and assessments of risks and hazards.

Documentation

- ☐ Documentation is collected and reviewed prior to departure
- ☐ Responsibility for obtaining documentation is clearly communicated to all stakeholders
- ☐ Service provider responsibilities in documentation process are clear

Documentation required may include but is not limited to:

- ☐ Passports
- ☐ Visas (if required)
- ☐ Permits (if required)
- ☐ Certificates
- ☐ Permission forms/consents/waivers
- ☐ Student medical insurance and emergency contact information
- ☐ Birth certificates
- ☐ Immunization Records where appropriate
- ☐ British Columbia Health Services Number

Travel and Medical Insurance

- ☐ Adequate insurance policies are secured (medical, trip cancellation, repatriation, liability, etc.)
- ☐ Any activities not insured are communicated effectively
- ☐ Procedure for claims is communicated effectively
- ☐ Insurance policy must reimburse students for travel costs should the Board of Trustees vote to cancel student travel for health or safety concerns as a result of travel ban imposed by the Federal Government travel.gc.ca
- ☐ Consider that cruise ships or small boats supply a safety documentation, insurance information and life jackets inclusions/requirements

Specialized Equipment

- ☐ The tour provider and/or operator ensures that any equipment required is appropriate and in good repair
- ☐ The tour provider and/or operator ensures that instruction is given for the use of specialized/personal protection equipment
- ☐ The tour provider and/or operator ensures that personal protection equipment is provided or highlighted
- ☐ The tour provider and/or operator ensures that a personal equipment list is provided for a required activity
- ☐ The tour provider and/or operator ensures that checks are made on personal equipment to ensure suitability

Operational Requirement 1

The school must establish a planning, approval, and documentation process as well as a rotational schedule for each international field study. In addition, elements to be examined include: curriculum connections, effective field study delivery and assessments of risks and hazards.

Medical Considerations

- ☐ Current health status of staff and students is considered
- ☐ Written confirmation is obtained on previous and/or pre-existing medical conditions of staff and students. Authorization form for emergency treatment is signed by parents.
- Pertinent medical information is obtained regarding, but not limited to:**
 - ☐ Previous and/or current medical conditions
 - ☐ Previous surgeries
 - ☐ Previous and/or current medications
 - ☐ Specialist medication pertaining to destination
 - ☐ Dietary requirements
 - ☐ Individual requirements
 - ☐ Name of doctor
 - ☐ Permission for treatment
- ☐ The use and documentation of prescription and over-the-counter medication is communicated effectively
- ☐ Reporting mechanism for accidents and incidents exists
- ☐ Environmental illness pertinent to destination country are identified and communicated effectively – advised immunizations acquired as necessary
- ☐ Travel medical insurance in place
- ☐ Collect Healthcare insurance numbers
- ☐ It is recommended that tour director and lead teacher have first aid training

Finances

- ☐ A budget is prepared
- ☐ Clear monitoring system for funds in and out of account established following district policy
- ☐ The allocation of contingency/emergency funds is established
- ☐ Protocols are established outlining the use of contingency/emergency funds
- ☐ Staff have access to contingency/emergency funds
- ☐ A method of making funds accessible in destination country is arranged
- ☐ Students advised on spending money
- ☐ Students are advised on money matters whilst in destination country
- ☐ Students given advice on fund-raising (if appropriate)

Operational Requirement 2

The school will have a process for ensuring the selection and preparedness of students.

- ☐ Criteria for selection of students is established and communicated to all stakeholders
- ☐ Pertinent information on each student is gathered
- ☐ Competency and maturity of each student is assessed
- ☐ Student responsibilities are communicated effectively
- ☐ Information meetings are held for students
- ☐ Students are provided with written overview
- ☐ Students are provided with advice on laws and cultural awareness of the destination country
- ☐ The school has a policy or Code of Conduct are clearly communicated to all stakeholders
- ☐ Pre-trip preparation and selection of students will consider:
 - ☐ Physical fitness
 - ☐ Preventative medical treatment
 - ☐ First Aid
 - ☐ Activity specific training
 - ☐ Language skills
 - ☐ Cultural skills
 - ☐ Emergency procedures
 - ☐ In-country orientation
 - ☐ Hygiene and health
 - ☐ Equipment and clothing

Operational Requirement 3

The school must have a process for ensuring the selection and preparedness of employees and volunteers.

- ☐ Criteria for selecting staff and volunteers is established
- ☐ Clear roles and responsibilities are established for staff and communicated effectively
- ☐ **Competencies may include:**
 - ☐ Prior trip leadership experience
 - ☐ Proven reasoned decision making
 - ☐ Knowledge of school policies and expectations
 - ☐ Familiarity with students
- ☐ Staff training is monitored and kept current
- ☐ Competencies are assessed by qualifications, experience or specific training
- ☐ Specific responsibilities are assigned to each trip leader
- ☐ Adult participants have undergone a criminal record check
- ☐ It is recommended at least one trip leader or tour provider has previously visited the destinations

Operational Requirement 4

The school will establish clear travel practices.

- ☐ All adults are aware of their supervisory duties
- ☐ All adults on the field study must have a supervisory role. i.e. spouses, parents
- ☐ Supervision levels and unsupervised time are considered and explained to participants and clearly articulated. Unstructured time is minimized
- ☐ Students know what to do in an emergency if separated from the group.
- ☐ Students know what to do in an emergency if the an alarms sound in a hotel
- ☐ Staff have a good knowledge of the students in their care and monitor for behavioral changes
- ☐ Students are made aware of responsibilities and boundaries at all times but especially if there is a brief period if unstructured time.
- ☐ Effective security measures are established for night time supervision
- ☐ Gender balance of staff is considered when considering supervisory duties
- ☐ Specific responsibilities are assigned to each trip leader
- ☐ Adult participants have undergone a criminal record check
- ☐ It is recommended that at least one trip leader or tour provider has previously visited the destinations

Operational Requirement 5

The school must have a communication process with all stakeholders for both routine and emergency situations.

- ☐ A communication plan is established and communicated effectively to all stakeholders
- ☐ A 24-hour school base contact is established and is accessible by staff and parents
- ☐ Appropriate methods of communication are established and technology checked as operable in the area of travel, i.e. social media, texting, blogging, trip web page, Whatsapp etc.
- ☐ Training in methods of communication is offered
- ☐ Satellite phones are used in remote access areas

Operational Requirement 6

The school will establish contingency and emergency processes for each off-site activity.

Written contingency plans include, but are not limited to:

- ☐ Common contingencies such delayed or missed flights
- ☐ Provision for a student that cannot reach or maintain a required level of activity
- ☐ An emergency plan is communicated to all stakeholders
- ☐ All teachers and supervisors understand their roles and responsibilities in the emergency plan
- ☐ It is recommended tour guides and lead teachers are appropriately trained in first aid
- ☐ First Aid kits are available and appropriate for the off-site activity including buses and hotels
- ☐ Medical protocols are communicated effectively to all stakeholders
- ☐ Procedures are in place for the use, storage and administration of all medications if necessary (consider any special documentation or parent permission forms)
- ☐ Consideration of local medical or environmental related illness is discussed by staff, students and parents

Operational Requirement 7

The school must have a process to review, celebrate and evaluate the international field study experience.

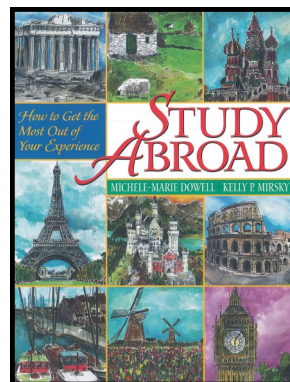
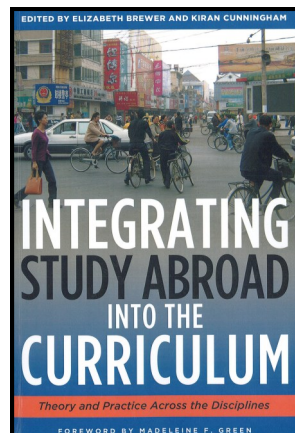
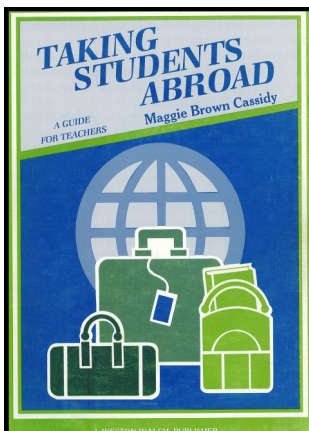
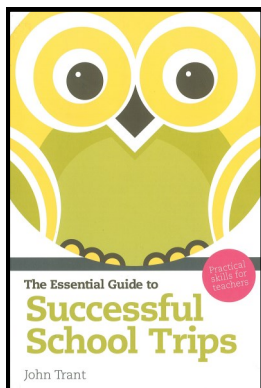
Evaluation procedure is established for off-site activities includes, but is not limited to:

- ☐ Aims and objectives
- ☐ Itinerary and activities
- ☐ Curricular Objectives
- ☐ Global Citizenship
- ☐ Transportation and accommodations
- ☐ Value for money
- ☐ Safety procedures
- ☐ Incidents and near misses
- ☐ Student satisfaction
- ☐ Students to share and reflect learning that has occurred via blogs, trip book, presentations etc. Incorporate learning into the exit presentation
- ☐ Evaluation documentation stored and reviewed
- ☐ Annual evaluation of all operating procedures

Resources

Available resources to plan effective curriculum based international field study programs

(Click on images or links).



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Links to District Resources

(click on images or links)

EFFECTIVE PRACTICES
OPERATIONAL REQUIREMENTS and CHECKLISTS
INTERNATIONAL FIELD STUDY

EFFECTIVE PRACTICES
OPERATIONAL REQUIREMENTS and CHECKLISTS
INTERNATIONAL FIELD STUDY



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS 2022-2023

FOR BOARD APPROVAL

JUNE 2023

SCHOOL: NORTH PEACE - MAIN CAMPUS

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)
EFP 11 Class Live Theatre Performance (30 students)	June 8, 2023 (depart NPSS about 3:30 p.m. & return by 10:00 p.m.)	Grande Prairie, AB	School Bus	Students will be watching a play at Grande Prairie Live Theatre. This is the same play that the students are doing as part of their English First Peoples 11 class, and they are given the opportunity to talk with the director and actors after the play about the production. Teacher: Naomi Broadhead <i>* special approval given by Superintendent by email on May 29th, 2023</i>
Rugby League Finals	June 9, 2023	Grande Prairie, AB	School Bus	Teacher: Crystal Dutchak Non-Staff Coaches: Sean Dignan, Barry Holloway, Jason Dutchak <i>* special approval given by Superintendent by email on June 5th, 2023</i>

Operating Revenue	Actual	Budget	% of budget received	# of Months	Explanations
Ministry of Education Grants	\$ 43,001,518	\$ 70,219,175	61.2%	12	Funding varies as some SPF comes later in the school year.
Provincial Grants - School Age Therapy	\$ 143,356	\$ 121,519	118.0%	12	On Track
Offshore Tuition	\$ 338,310	\$ 825,000	41.0%	10	Offshore Tuition recognized each month
Alberta Students, DL-, 3rd Party Billings	\$ 87,382	\$ 85,000	102.8%	10	Invoiced Student Funding Only
LEA Revenue	\$ 663,501	\$ 929,640	71.4%		Billed 50% to Doig; 70% to Blueberry & Halfway as per LEA This includes Apple schools funding, ITA, and other miscellaneous funds that come into the District. Have now received \$56k from ITA
Miscellaneous Revenue	\$ 165,468	\$ 324,000	51.1%	12	Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals & Indigenous Rent
Rentals	\$ 72,153	\$ 101,200	71.3%	12	Interest rates have increased from 1.7% in May to 4.50% in December
Interest	\$ 239,867	\$ 80,000	299.8%	12	Have not received funding, but have been given our amount
Operating Revenue Before LEA Adjustment	\$ 44,711,555	\$ 72,685,534	61.5%		
LEA Revenue	-\$663,501	-\$929,640			
Operating Revenue with LEA Adjustment	\$44,048,054	\$71,755,894			
Accumulated Surplus - Educational Initiatives	\$ 78,200	\$ 936,900	8.3%	10	
Accumulated Surplus - Inflationary Contingency	\$ 330,396	\$ 495,593	66.7%	12	
Accumulated Surplus - Furniture	\$ 96,000	\$ 96,000	100.0%		
Accumulated Surplus - Learning Support Model	\$ 206,960	\$ 400,000	51.7%	10	
Funding from Accumulated Surplus	\$ 711,555	\$ 1,928,493			
Total Operating Revenue	\$44,759,609	\$73,684,387			
Operating Expense	Actual	Annual Budget	% of budget expended	# of Months	Explanations
Salaries					
Teachers	14,109,383	26,896,882	52.5%	10	Higher due to increases; will be more aligned once using the amended budget
Principals and Vice-Principals	3,072,550	5,229,188	58.8%	12	Higher due to increases; will be more aligned once using the amended budget
Educational Assistants	2,414,128	4,993,525	48.3%	10	On Track as should be approx 50% YTD
Support Staff	4,415,829	7,977,811	55.4%	10	On Track as should be approx 50% YTD
Other Professionals	1,101,766	1,870,622	58.9%	12	On Track as should be approx 60% YTD
Substitutes (TOC's)	731,721	2,148,363	34.1%	10	Lower than expected as should be approx 50% YTD - we budgeted higher based on previous years
Total Salaries	25,845,377	49,116,391	52.6%		
Employee Benefits					
Total Salaries and Benefits	\$31,409,957	\$62,468,763	41.7% 50.3%		On Track with 40%- dependant on how pay periods fall
Services and Supplies					
	5,074,610	10,715,624	47.4%	12	Lower than expected as should be approx 60% YTD; Supply chain issues contributing to this. This number varies throughout the year.
Total Operating Expenses	\$36,484,567	\$73,184,387	49.9%		
Capital Purchases from Operating					
Application of Reserves	\$408,044	\$500,000	81.6%	12	Purchases vary through year
Operating Net Revenue (Expense)	\$0	\$0			
Application of Reserves					
Balanced		\$0			

The retro pay salary increases for Teachers, PVP, and exempt have been included in the above salary numbers. We are will be receiving \$1,925,098 in funding for the year to cover

Site-based Emergency Response Plan planning/guidance document

Each site is required to develop a site-specific emergency response plan in alignment with the SD60 Emergency Preparedness Plan to address the requirements, specific needs and capabilities of each site. The Administrator or his/her designee, in collaboration with the Joint Health & Safety Committee, will be responsible for adding and updating site specific information.

To ensure that all essential components of an emergency response plan are fulfilled, this planning document has been provided to each site. This document serves as guidance and direction to ensure that all necessary aspects of the emergency response plan are effectively addressed and implemented.

When complete, please forward a copy to the Safety Department at safety@prn.bc.ca.

The Ministry of Education distributed a guide to school districts to provide guidance in regards to school emergency preparedness.

You can refer to the document here:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf>

District Guiding Principles

- Keep students and staff safe in the event of an emergency
- Make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency
- Clearly describe the roles and responsibilities of personnel in the school site during an emergency
- Ensure that there are prompt communications to staff and the parent community
- Train all staff on procedures
- Minimize disruption and ensure the continuity of education for all children

Outline

1. Plan in consultation with Joint Health & Safety Committee
2. Develop a school profile
3. Establish a site-based response team and assign roles
4. Develop a response plan in the event of evacuation
5. Develop a communications plan for staff and parent community
6. Complete student release plan
7. Maintain a grab and go bag in the event of an evacuation
8. Complete the Site-Specific Emergency Response Plan template
9. Post emergency plan and conduct training
10. Conduct annual drill requirements
11. Review and revise annually

1. Plan in Consultation with Joint Health & Safety Committee

The site-specific emergency response plan must be developed and annually reviewed in consultation with the members of the Joint Health & Safety Committee.

2. Develop a School Profile

- School demographics (e.g. number of students, students with special needs, staff).
- Consider including building tenants and after school activity groups in your emergency planning committee. Include in your profile:
 - Names and contact information of tenants.
 - Days and times of use.
 - Identification of persons requiring assistance.
 - Any additional appropriate information.
- Contact information for individuals with responsibilities under the emergency response plan as well as other emergency resources.
- Hazard analysis and risk assessment/mitigation.
- Floor plan of the school showing any potential hazards, evacuation routes, assembly areas, gas and water shutoff, eyewash stations, first aid stations etc.
- Map of the surrounding area showing any potential risks, hazards, evacuation routes and assembly areas. This part of the plan pays attention to the particular surroundings of a school including student/parent reunification sites or designated community assembly areas.

3. Establish a Site-based Emergency Response Team

The site-based emergency team should include:

- Administrator / Vice-Administrator
- Administrative Assistant
- Teaching staff representative
- Support staff representative
- Parent representative
- Joint Health & Safety Committee member

Roles and Responsibilities

Assign roles and responsibilities to staff under the emergency response plan. The Administrator should identify staff members who are most suited to each role. A valuable exercise at the beginning of the year is to survey all staff regarding special skills that might be useful in an emergency.

- Staff are preassigned to emergency response roles as early as possible in the emergency planning process.
- Assignments are made based on the best use of staff talents and qualifications.
- Assignments are reviewed annually at the start of the school year to address changes in staffing and other adjustments.

- Staff members are cross-trained, so that each person is familiar with more than one role. This allows for individuals to fill multiple roles and to fill in for employees who may not be at the school during an emergency.
- Staff plan for the possibility that they may not be able to return to their home for some time following an emergency. If a situation arises in which a staff member is unable to make arrangements for dependents who may be left alone and vulnerable after a disaster, consideration must be given to how best to address the competing needs of the staff member and the school community.
- A school-based VTRA team should be listed in the emergency response plan.

4. Develop Site-Specific Emergency Response

Refer to the emergency procedure section in this document. Adapt the protocols for your site. Identify and develop site-specific protocols in the event of the listed emergencies.

Groups to be included in the plan:

Classes on Field Trips

Students and staff may not always be on school property when an emergency occurs. There may be times when school is in session but students and staff may be out of the building – recess, lunch breaks, PE classes, field trips or attending tournaments or other events.

School plans need to include protocols and communication plans in the event of the need for response during school sponsored events that take place off school property (e.g. field trips, attending tournaments or other events).

Include a plan for how you will account for those groups that are off-site during an emergency.

Special Needs

Student and staff requiring assistance or have particular medical needs, medical alerts or medication will need to be identified and supported. Add the details to the template below.

3rd Party User Groups

Ensure the emergency response plan has been provided to user groups utilizing facilities after hours. This will serve to inform and educate user groups on how to effectively respond in the event of an emergency when using facilities outside of regular hours.

Volunteers and Visitors

All volunteers must be provided with both the emergency preparedness plan and site-specific safety plan to ensure they are well-informed and educated on how to effectively respond in the event of an emergency.

5. Develop a Communication Plan for Staff and Parent Community

Detail the communication plan to each group in the event of an emergency:

- Staff Communication
- Parent Community

See communication network below. The plan should clearly outline what information will be communicated, when, how and by whom. Keep a current phone list attached to the plan.

6. Complete Student Release Plan

School plans must include a student release plan outlining how, when and to whom students will be released from the school during or after an emergency. Plans include preassigned sites for reunification and parents should know the location of the primary and secondary sites. It is important for schools to be prepared for both small-scale and large-scale reunifications.

- Assign roles to staff:
 - to control traffic in the parking lot and at each “gate” to avoid confusion and congestion.
 - Parent check-in “gate”
 - Student release “gate”
 - Runners
- Plan a “double-gated system” for parent reunification. Pre-assign sites for parent check-in and student release.
 - Parents arrive at the check in “gate” but do not enter the area where students are being held. Provide information and then parent is moved to student release “gate” to pick up their child/ren. Create an easy flow through process to eliminate congestion.
- Ensure student information forms are being updated annually and maintained up-to-date. This information should be kept in hard copy and electronically, with the ability to access remotely in the event of an evacuation.

**Refer to Parent Guide for reunification procedures found in Appendix C of the SD60 Emergency Preparedness Plan

7. Assemble and Maintain Grab and Go Bag in the Event of an Evacuation.

- Copy of School Emergency Response Plan including map of school area
- Fire Safety Plan binder
- Student data
- Staff data (names, phone number, emergency contact, medical information, etc.)
- Traffic safety vests
- Portable first-aid kit
- Portable radios and batteries
- Whistle
- Flashlights and batteries
- Dust masks
- Foil emergency blankets

8. Complete the Site-Specific Emergency Response Plan Template

- Complete fillable form below to create site-specific plan.
- Print and attach floor plan of location to Site-based Emergency Response Plan.
 - ➔ Floor plans of all locations can be found [here](#).
- If there are any hazards within close proximity to the school that have been identified, detail and attach aerial map of location indicating the location of hazard.

9. Post Site-Specific Emergency Response Plan and Conduct Training

Ensure the plan has been posted in the office and on the safety board in the staff room. Distribute a copy to each staff member and review annually at a staff meeting in September.

Ensure staff members have been provided a copy of the plan and they know where to find the posted copies.

Educate and train staff members where to access event-specific emergency response procedures. These can be found on the health & safety sharepoint site and information is also available on the safety board.

10. Conduct Annual Drill Requirements

Each school is required to conduct the following drills on an annual basis:

- 6 fire drills (3 in spring, 3 in fall)
- 2 lockdown drills

11. Review and Revise Annually

Site-Based Emergency Response Plans must be reviewed and revised on an annual basis or when there have been significant changes to the staff within the building.

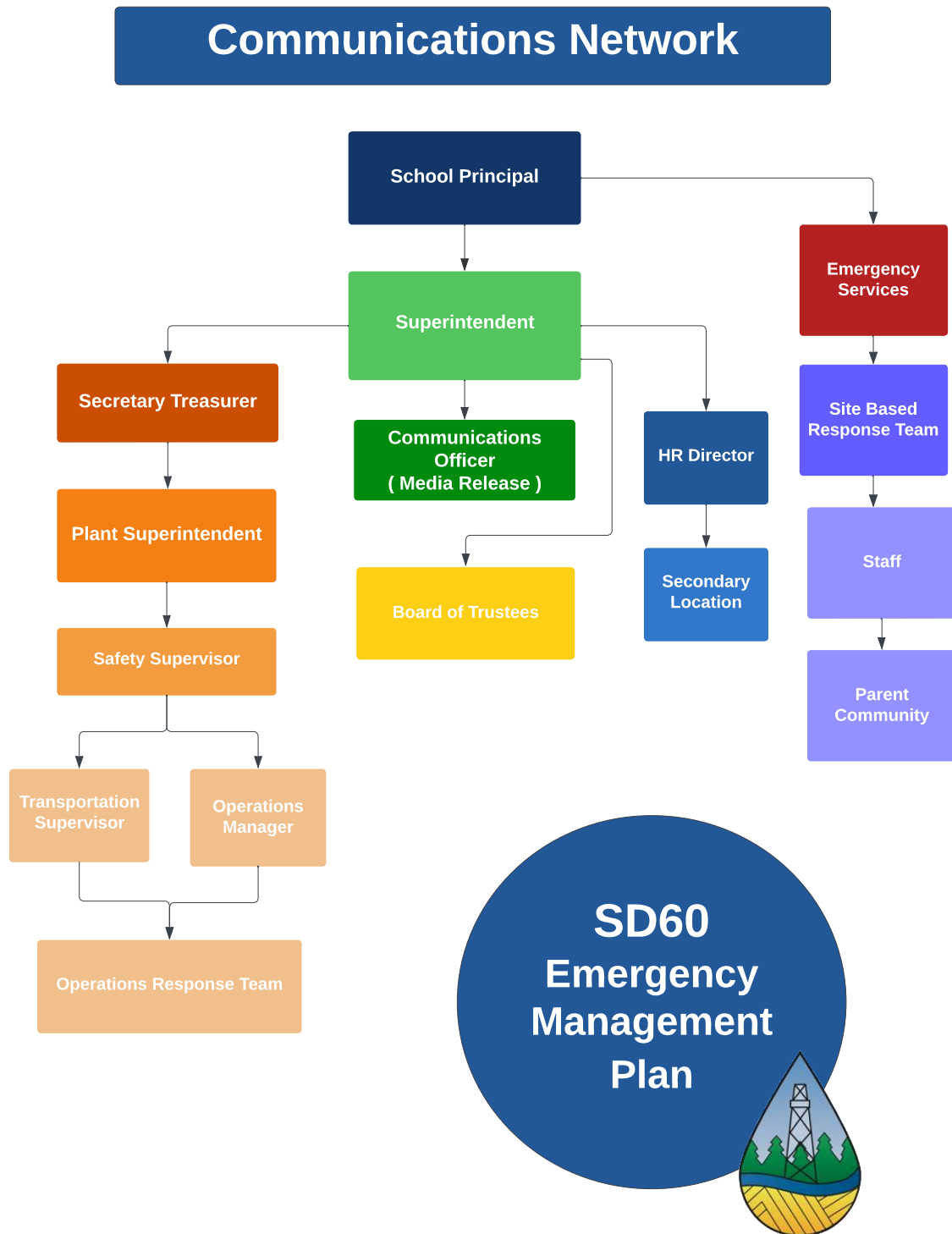
****The following pages will become your site-specific emergency response plan once completed.**



SD60 Emergency Response Plan

Location

Communications Network



Emergency Telephone Numbers

Ambulance, Fire, Police	911
Poison Control Centre	1-800-567-8911
Fort St. John Hospital	250-262-5200
Sniders Alarm Monitoring	1-877-526-8221
City Answering Service	250-785-6781
BC Hydro Power Outage	1-888-769-3766
Natural Gas Emergency	1-800-663-1173
MSDS Online	https://bit.ly/2uj6Bie
City of Fort St. John	250-785-8150
District of Taylor	250-789-3543
District of Hudson's Hope	250-783-9901
Peace River Regional District	250-784-3200

STARS Vigilant Emergency Response – Rural Schools

In the event of a serious injury at a rural school location, STARS will be contacted:

Stars Vigilant Emergency Response 1-888-888-4567

- Buick Creek # 14392
- Clearview # 14379
- Prespatou # 4404
- Upper Halfway # 4239
- Wonowon # 14382

Designated Personnel

District Administration Office	250-262-6000
Stephen Petrucci, Superintendent of Schools	250-264-7644
Angela Telford, Secretary Treasurer	250-262-5565
Jarrold Bell, Director of Instruction	250-262-8324
Wade Hart, Director of Human Resources	250-793-0840
Carleen Andrews, Director of SEL	250-794-6867

Facilities Department	250-785-1577
Chad Cushway, Plant Superintendent	250-224-2309
Sabrina Bourdon, Safety Supervisor	250-263-1997
Cindy Dettling, Transportation Supervisor	250-262-9965
Radu Grigoras, Operations Manager	250-262-4007

Technology Department	250-785-4357
Rick Phillips, IT Manager	250-794-5058

SITE EMERGENCY PREPAREDNESS INFORMATION

SITE NAME:

ADDRESS:

COORDINATES FOR RURAL LOCATIONS

Latitude:

Longitude:

PHONE NUMBER:

ADMINISTRATORS

NAME/S:

PHONE NUMBER:

ADMIN ASSISTANT NAME/S:

FIRE WARDEN:

FIRST AID ATTENDANTS:

Name:

Level of First Aid:

MUSTER AREA:

SECONDARY SHELTER WITHIN CLOSE PROXIMITY:

CONTACT NAME:

PHONE NO:

EMERGENCY RESPONSE TEAM:

Administrator:

Admin Assistant:

Teaching Staff Representative:

Support Staff Representative:

Parent Representative:

Additional Members:

JOINT HEALTH & SAFETY COMMITTEE MEMBERS:

Management Rep:

PRNTA Rep:

PRNTA Rep:

CUPE Rep:

Additional members:

VIOLENCE THREAT RISK ASSESSMENT TEAM:

PARENT REUNIFICATION PLAN – RESPONSE TEAM:

Check-in gate staff:

Student release gate staff:

Runners:

Foot traffic control staff:

Additional team members:

Name:

Role:

DESIGNATED PARENT CHECK-IN GATE LOCATION:

DESIGNATED STUDENT RELEASE GATE LOCATION:

COMMUNICATION PLAN:

TO STAFF:

TO PARENTS:

TO BUILDING TENANTS (Daycares):

STUDENTS & STAFF REQUIRING ASSISTANCE:

IDENTIFIED HAZARDS IN AREA OF SCHOOL:

ADDITIONAL SITE-SPECIFIC CONSIDERATIONS:

DATE OF REVIEW:

PERSON/S INVOLVED IN ANNUAL REVIEW:

Emergency Response Plan

All-Hazards Approach

1. Assess the situation
2. Administrator establishes command
3. Determine and activate appropriate emergency response
4. Activate school team
5. Execute the plan
6. Contact Board Office and Authorities
7. Manage the incident
8. Review

EMERGENCY RESPONSE

Response - Drop, Cover and Hold On

Activated in an event such as an earthquake, where the physical structure becomes unstable. Students and staff must go into a drop-cover-hold on position to reduce the risk of injury.

Examples:

- Earthquake
- Explosion

Procedure:

Staff and students inside the school:

1. Administrator and staff will direct students to DROP-COVER and HOLD ON.
2. Instruct everyone to move away from windows, bookshelves and overhead hazards.
3. Crouch down near an inside wall and cover.
4. Staff will survey for injuries and render first aid if necessary.
5. Once shaking has stopped, wait for instruction from Administrator.
6. Evacuate building to muster area, if safe to do so.
7. DO NOT use elevators.
8. Before exiting, consider hazards such as downed powerlines, falling objects.
9. Account for all staff and students. If anyone is missing, report to Administrator.
10. DO NOT re-enter the building.
11. Notify emergency services
12. Await further instructions.

Staff and students outside the school:

1. All students and staff outside the building should move to a safe area away from large structures, trees and overhead hazards.
2. Instruct staff and students to kneel and cover head.
3. Stay in position until shaking stops.
4. Take attendance and account for all staff and students. If anyone is missing, report to Administrator.
5. DO NOT re-enter the building.
6. Wait for instructions from Administrator or emergency services.

Response - Evacuation

Activated when the building or area becomes unsafe. In an evacuation, students and staff are to leave the building and go to a previously identified muster location outside of the building. If it is safe to do so, students and staff are able to re-enter the building.

Examples:

- Fire
- Chemical Accident
- Explosion or threat of explosion
- Bomb threat - [see Appendix A - Threat Checklist](#)
- Post-earthquake

In inclement weather, students and staff will be relocated to a previously designated secondary shelter within close proximity of the school.

Procedure:

1. Fire and smoke events will automatically activate the fire alarm bells. In an emergency event that does not activate the automatic detection system, immediately activate the alarm system by pulling a fire alarm.
2. All occupants of the building must immediately leave by the nearest exit, or alternate exit if the nearest exit is blocked, closing all doors and windows behind them.
3. Students should take coats, hats, and mitts only if it is safe to do so.
4. Once outside the building, all occupants will assemble at the muster point.
5. The Administrator/designate will check to ensure that all occupants have left the building.
6. DO NOT re-enter building until deemed safe to do so by the Administrator/designate or Fire Department / emergency services.
7. Report any missing persons to emergency services.
8. If it is not possible to return to the building, then staff and students will proceed to the designated secondary site.
9. Administrator will notify Superintendent.
10. Notify Facilities Department to activate appropriate response.
11. If necessary, activate parent reunification plan for student pickup.

Appendix A: Threat Checklist



THREAT TELEPHONE CHECKLIST OCCUPATIONAL SAFETY

THREAT TELEPHONE CHECKLIST

Note 1: Be calm and courteous, and listen carefully .

Nature of Threat _____

Caller's identity: Male Female Adult Juvenile Estimated age: _____

Origin of call: Local Long Distance Phone Booth Caller ID

Note 2: Pretend difficulty with your hearing and keep the caller talking.

If caller is agreeable to further conversation, ask questions like:

- ▶ How do you know so much about this threat? _____
- ▶ Why are you doing this? _____
- ▶ What is your name and address? _____
- ▶ Where are you calling from? _____

Voice: Loud Soft High pitched Deep
 Raspy Pleasant Intoxicated Other _____

Speech: Fast Slow Distinct Distorted Stutter
 Nasal Slurred Lisp Other _____

Language: Excellent Good Fair Poor
 Foul Other _____

Accent: Local Not Local Foreign Regional Race

Manner: Calm Rational Coherent Deliberate Righteous
 Angry Irrational Emotional Laughing Incoherent

Background Noises: Trains Airplanes Music Quiet Voices
 Party Animals Traffic Mixed Bedlam
 Office machines Factory machines

Note 3: Does the caller appear familiar with the building by their description and remarks?

Yes No

**Note 4: Immediately notify your Administrator / Supervisor.
Treat the information discreetly.**

Date of Call _____ **Time of Call** _____

Name _____

The designated secondary sites are as follows:

Primary Facility	Secondary Location
Administration Building	The Legion
Alwin Holland School	Calvary Baptist Church
Anne Roberts Young School	Fort St John Hospital
Baldonnel School	Freedom Thinkers School
Bert Ambrose School	Northern Lights College
Bert Bowes Middle School	E'cole Central School
Buick Creek School	Buick Creek Arena
Charlie Lake	Charlie Lake Hall
Clearview	Clearview Arena
CM Finch	Mennonite Brethern Church
Dr. Kearney	Christian Life School
Duncan Cran	Evangelical Free Church
E'cole Central School	Bert Bowes Middle School
Energetic Learning Campus	North Peace Arena
Facilities Department	Bert Bowes Middle School
Hudson's Hope School	Hudson's Hope Community Hall
Margaret Ma Murray School	Peace Glass
North Peace Secondary School	Robert Ogilvie School
Prespatou School	Teacherages
Robert Ogilvie School	North Peace Secondary School
Taylor School	Anglican Church
Technology/Indigenous Education	Inland Kenworth
The Key/ Distance Education	Bert Bowes Middle School
Upper Halfway School	Community Hall
Upper Pine School	Dawson Road Maintenance Shop
Wonowon School	Teacherages

Designated Relocation Sites

In the event a site is required to evacuate the school and surrounding area, students will be relocated to either Bert Ambrose School or Charlie Lake School depending on the proximity of the evacuated school. **Site plans can be found [here](#).** Parents would be notified. Refer to 'Parent Guide' in the SD60 Emergency Preparedness Plan.

Transportation Department

In the event that a school has to evacuate the facility and immediate area, Transportation will have bus drivers on standby in order to respond to an evacuation. Transportation will maintain a list of secondary drivers to respond in the event a primary driver is unavailable.

Transportation routes will be directed by the Transportation Supervisor at the time of evacuation. This may/will be determined by the Regional District and/or Municipal Authorities.

Response - Shelter In Place

Activated when a situation outside of the school is not safe. For personal safety, it is important for students and staff to remain inside the school. Exterior doors are locked and monitored to allow students and staff to enter. Once inside, no one leaves the building.

Examples:

- Environmental events e.g. chemical or hazardous materials spill external to the school
- Weather events e.g. wildfires or severe winter storms
- Gas leaks (outdoors)
- Dangerous wild animal e.g. moose, bear, cougar
- Missing child
- Any situation where evacuation may pose a greater risk than shelter in place

Procedure:

Staff and students inside the school:

1. Administrator will announce the activation of SHELTER-IN-PLACE.
2. Staff are instructed to close all doors and windows.
3. Exterior doors are to be locked and monitored .
4. Contact Facilities Department to notify of event to activate appropriate response.
5. Remain indoors until instruction of "ALL CLEAR" from Administrator.

Staff and students outside the school:

1. All staff and students outside must immediately enter building.

End of Shelter-In-Place:

Administrator or designate shall announce ATTENTION ALL CLEAR (3 times).

Response - Lockdown

Activated in response to a significant act or threat of violence. If a lockdown is initiated by the Administrator, 911 is contacted for immediate response from the RCMP and other support agencies as necessary. Exterior doors and interior classroom doors are locked and no individual is permitted in or out of any area. Only the RCMP are permitted access to the school until the lockdown is over.

Examples:

- Dangerous intruder
- Barricaded suspect
- Active shooter

Procedure:

1. Administrator or designate: CALL 911
2. Administrator or designate announces on the PA system: ATTENTION THIS IS A LOCKDOWN (3 times)

Staff and students inside the school:

1. Follow localized plan for safe sweep of areas
2. Go to the closest room. Close and lock the door if possible
3. If gymnasium does not have safe area, exit to the outside and find a safe location
4. Turn off cell phones. Don't post details publicly to social media
5. Sit on the floor away from doors and windows.
6. Remain on the floor until you are further directed.

Staff and students outside the school:

1. All students and staff outside the building should move to a safe site nearby and remain there until further directed by Administration or RCMP.

End of Lockdown:

Administrator or designate shall announce ATTENTION ALL CLEAR (3 times).

Response - Hold and Secure

Activated when it is necessary to secure the school because there is a security threat occurring in close proximity. Exterior doors are locked and monitored to allow students and staff to enter. Once inside, no one leaves the building.

Examples:

- Police incident in area e.g. serious criminal offence in close proximity to a school or where a suspect has been pursued by police and/or on foot near a school

Procedure:

** In-class instruction continues

1. Administrator/designate announces: Attention, this is hold and secure (3 times)
2. Any staff and students outside are directed inside
3. Exterior doors are locked
4. Local plan for entry/exit of people
5. Contact Safe Schools Coordinator who will then pass on information to various stakeholders
6. Administrator or designate ends Hold and Secure by announcing: All Clear (3 times)

End of Hold and Secure:

Administrator or designate shall announce ATTENTION ALL CLEAR (3 times)

First Aid Response

Each location is required to have a designated primary and secondary first aid attendant to respond in the event of an injury. 911 will be called for all serious medical emergencies.

Procedure:

1. Assess situation and approach only if safe to do so.
2. Contact Administrative Assistant immediately. First aid attendant will be located and sent to respond.
3. If deemed necessary, relocate person/s to prevent additional injuries
4. Stay with injured person/s. Keep them covered and warm.
5. First aid will assess injury and respond as trained.
6. **Call 911 for all serious medical emergencies.**

SITE-SPECIFIC PROCEDURES:



**SCHOOL DISTRICT 60
PEACE RIVER NORTH**

Emergency Procedures

Lock Down

Performed when there is a real and imminent threat of violence and it may be dangerous to evacuate a building: Stay inside and hide, lock and barricade doors.

During a Lockdown

An announcement will be made:

'Attention This Is A Lockdown' x 3

- Follow localized plan for safe sweep of areas.
- Go to the closest room.
- Close and lock the door if possible.
- If gymnasium does not have a safe area, exit to the outside and find a safe location.
- Turn off cell phones
- Don't post publicly to social media.
- Sit on the floor away from doors and windows.
- Remain on the floor until you are further directed.

If you are outside:

- All students and staff should move to a safe site nearby and remain there until further directed by Administrator or RCMP.

End of Lockdown

An announcement will be made:

'Attention All Clear' x 3

- Administrator or RCMP will tour school and ensure everyone knows the lockdown is over.

Armed Intruder

- Remain calm. Be courteous and confident.
- Keep your distance from intruder.
- Quickly determine the best way to protect yourself and call 911 when it is safe to do so and alert the Administrator.
- Wait for instructions from RCMP or Administrator.
- The Administrator will determine and initiate the appropriate procedure:

Lockdown, Evacuation, Hold & Secure

Hold & Secure

An announcement will be made:

'Attention This Is Hold & Secure' x 3

- All staff and students outside are directed inside.
- Exterior doors are locked.
- Wait for instructions from Administrator.
- Administrator ends Hold & Secure by announcing: 'All Clear' x 3

EMERGENCY PHONE NUMBERS

Fire, Police, Ambulance:	911
Poison Control Centre	1.800.567.8911
Security Services	250.785.6781
Power Outage BC Hydro	1.888.769.3766
Gas Emergency	1.800.663.1173

Facilities 250.785.1577
Health & Safety 250.263.6422

Evacuate

When it is unsafe to remain in a building: Immediately exit the building and proceed to the designated Muster Point. If outside, proceed to the nearest Muster Point.

Gas Leak

- If you smell gas, or suspect a gas leak, **DO NOT** pull the fire alarm.
- **DO NOT** use your cell phone or landline, or operate electrical switches.
- Announce the evacuation.
- Leave doors and windows open.
- Proceed to the Muster Area and report the leak to Facilities at 250.785.1577.
- **DO NOT** re-enter the building.

Earthquake

- Drop, Cover and Hold on!
- Drop, take cover and hold on until the shaking stops. *No table - crouch down near an inside wall and cover.
- Safely evacuate the building to the Muster Area
- **DO NOT** use elevators
- Before exiting, consider hazards such as downed power lines, falling objects and debris.

Fire

- If you see a fire or smell smoke, pull the fire alarm.
- If trained and safe, use a fire extinguisher.
- Evacuate by nearest exit, close windows and doors if possible.
- Proceed to Muster Area, **DO NOT** re-enter the building.
- If you or someone cannot evacuate, alert the Fire Warden.
- When safe, call Facilities 250.785.1577.

Bomb Threat/ suspicious object

If you receive a bomb threat by telephone, follow these steps:

- Complete the bomb threat checklist to document information about the threat.
**Checklist available at office.
- Stay calm, keep the caller on the phone.
- Ask a lot of questions:
 - Where is the bomb?
 - What does it look like?
 - When is it set to go off?
 - Permit the caller to say as much as possible without interruption.
- Ensure you are safe and call 911.
- Immediately notify Administrator and Health & Safety Department.

SUSPICIOUS OBJECT

- **DO NOT** touch or disturb the object.
- Move to a safe location, call 911 and 250.785.1577.

Shelter in Place

When it may be hazardous to go outside: Remain indoors and close any open doors and windows. If you're outside, proceed indoors to the nearest building.

Power Outage

- Report the outage by calling Facilities at 250.785.1577.
- Unplug voltage sensitive equipment.
- Secure any lab equipment and shut off gases.
- Secure any mechanical equipment/processes and shut off gases.
- Wait for further instructions from your Administrator.

Dangerous Wildlife

- Report dangerous wildlife sightings that could pose a risk to the public (e.g. bear, moose, cougar, deer) by calling 250.785.1577.
- Do not approach or attempt to interact with dangerous wildlife.
- Stay inside.
- Have any outside staff/children immediately enter school.
- Wait for further instructions from Administrator or an "ALL CLEAR" message.

First Aid

* Notify the Secretary of a First Aid Emergency. Secretary will immediately locate and send a First Aid Attendant to respond.

First Aid Attendants:

Call 911 For All Medical Emergencies

YOU ARE HERE

Bldg / Rm #: _____

Address: _____

Muster Area: _____

Phone: _____

Fire Warden: _____

Last revised January 2020

District procedures and guidelines on specific events can be accessed [HERE](#) or on the health & safety sharepoint site.

To include:

- Asbestos Exposure
- Bomb Threat & Checklist
- Hazardous Materials Exposure
- Transportation Emergency Response Plan
- Wildfires Emergency Response Plan
- Etc.

Site-Specific Emergency Response Plan Checklist

	YES	NO
Is the Site-Specific Emergency Plan template completed ?		
Has it been submitted to the Safety Department?		
Has the plan been posted in the office and on the safety board?		
Has the staff been educated and trained on the plan?		
Have the students been educated and trained on the plan?		
Have the following been made aware of emergency response plan:		
• Volunteers		
• 3 rd Party User Groups		
• Contractors		
• Visitors		
Are the Emergency Response posters posted throughout building?		
Has the Fire Safety Plan been updated?		
Has the annual fire safety equipment Inspection been conducted?		



**SD60
Emergency
Preparedness**

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Purpose

The purpose of this Emergency Preparedness Plan is to provide a framework for responding to all types of emergencies that could impact the safety of students, staff, and facilities. This plan outlines the specific procedures and protocols to be followed in the event of an emergency and provides guidance on how to minimize risks and ensure the safety of everyone in the school community.

The plan aims to establish a clear chain of command, roles and responsibilities for key personnel, including school administrators, teachers and support staff.

This includes setting up procedures for timely and accurate communication with the school community regarding the emergency situation, evacuation plans, and other critical information.

In the event of an emergency, boards of education and educators – teachers, principals, and superintendents - must ensure that students are cared for until such time as they can be safely reunited with their parents.

As employers, boards of education are also responsible, pursuant to the Workers Compensation Act and Occupational Health and Safety Regulation, for the safety of employees.

This plan will be reviewed and updated on an annual basis by the District Joint Health & Safety Committee and key District personnel. The District Emergency Preparedness Plan will be approved by the Superintendent and Board of Trustees.

District Guiding Principles

The District adopts emergency response protocols from the British Columbia Emergency Management Planning Guide for Schools, Districts and Authorities which outlines the following priorities:

- Keep students and staff safe in the event of an emergency
- Make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency
- Clearly describe the roles and responsibilities of personnel in our school system during an emergency
- Ensure that there are communications and protocols aligned to your community, and
- Minimize disruption and ensure the continuity of education for all children.

This plan has been developed to align with the four phases of emergency management, which are as follows:

1. **Mitigation and Prevention:** Proactive measures are implemented to reduce the likelihood and impact of emergencies. This includes identifying and addressing

potential risks, implementing safety protocols, and promoting awareness and education within the school community.

2. **Planning and Preparedness:** Comprehensive plans are established to ensure readiness in the face of emergencies. This involves developing emergency response procedures, conducting risk assessments, organizing drills and training sessions, and establishing communication channels to effectively respond to emergencies.
3. **Response:** When an emergency occurs, immediate actions are taken to address the situation and ensure the safety of students and staff. This includes activating emergency protocols, coordinating resources and personnel, providing assistance and support, and implementing necessary measures to mitigate the impact of the emergency.
4. **Recovery:** Following the resolution of an emergency, efforts are focused on recovery and restoring normalcy. This phase involves assessing damages, initiating necessary repairs and restoration, providing emotional and physical support to affected individuals, and implementing strategies to enhance future emergency response capabilities.

By incorporating these four phases into the emergency preparedness plan, the District aims to effectively address emergencies, safeguard the well-being of students, staff, and facilities, and facilitate a prompt and efficient recovery process.

Important Terms

Emergency: An event or circumstance that is caused by accident, fire, explosion, technical failure, human action or force of nature, that requires prompt coordination of action or special regulation of persons or property to protect the health, safety or welfare and/of a person or to limit damage to property.

Disaster: An event, generally considered to have an even greater impact than an emergency, caused by an accident, fire, explosion or technical failure, or by the forces of nature, and has resulted in serious harm to the health, safety and/or welfare of people, or in widespread damage to property

Critical Incident: Any incident, whether natural or human-caused, that has a negative emotional impact on those affected resulting in a state of stress or discomfort and feelings of loss of control.

Duty of Care: A well-established legal principle that educators are expected to use the same standard of care towards their students – both within the school and on school-sponsored field trips – as a prudent or careful parent would in the same circumstances.

All-Hazard: Any incident or event, natural or human caused that requires an organized response by a public, private, and/or government entity in order to protect life, public health and safety, and to minimize any disruption of government, social, and economic services.

Threat: Any expression of intent to do harm or to act out violently.

Roles and Responsibilities

Superintendent

The Superintendent oversees and ensures the implementation of effective management at both the district and school levels on behalf of the boards of education. They are responsible for ensuring that policies and standards are followed, overseeing the development, maintenance, and evaluation of emergency plans for the district and individual schools, and providing regular reports on the district's preparedness to the board of education. In the event of a significant emergency, the Superintendent or their appointed representative takes charge at the district level to ensure a coordinated response.

Principals

The principal plays a crucial role in the effective operation and management of a school, with a particular emphasis on ensuring the safety and well-being of students and staff during an emergency situation. While first responders such as firefighters and police are typically called upon to assist, it is the principal's responsibility to communicate and collaborate with staff until their arrival, after which the management of the situation becomes a shared effort.

Principals are expected to have a comprehensive emergency response plan specifically tailored to their school. During an emergency at the school, the principal or their designate assumes the role of Incident Commander On-site. They are responsible for activating and executing the emergency plan, ensuring its proper implementation during such events.

Teachers, Support Staff and Students

It is essential for all members of the school community, including teachers, education assistants, administrative staff, maintenance staff and others, as well as students, to have a thorough understanding of the emergency management plan and their specific roles within it for proper response during an emergency event.

Teachers and support staff have the crucial responsibility of ensuring the duty of care for the students under their supervision. In the event of an emergency, they are accountable for the well-being and safety of the students within their classroom.

Parents

Parents play an important part in the support of the school's emergency plan by:

- Staying informed about the procedures outlined in the site-specific plan set out by their school.
- Providing essential and current information regarding emergency contacts, medical details, and student release information.

- Encouraging their children to approach drills seriously and with a sense of responsibility.
- Adhere to the protocols outlined in the 'Parent Guide'. See Appendix C.

Volunteers

It is the responsibility of the school principal to ensure that volunteers are well-informed about emergency procedures and understand their responsibilities in the event that they are on-site during an emergency event.

3RD Party User Groups

To ensure the safety of user groups utilizing district facilities after hours, both the emergency preparedness plan and site-specific safety plan will be provided to them. This will serve to inform and educate user groups on how to effectively respond in the event of an emergency while utilizing district facilities outside of regular hours.

Facilities and Operations

In preparedness for an emergency event or disaster, The Plant Superintendent:

- Must ensure a facilities response plan is in place in order to support sites during an event;
- Coordinates the response of the Facilities Department;
- Assigns responsibilities to the Facilities Department staff;
- Reports any structural defects or safety hazards;
- Ensures all sites have been equipped with evacuation plans and fire safety equipment;
- Works in close cooperation with local authorities and utility companies to ensure a prompt and appropriate response.

Mitigation and Preparedness

Site Risk Assessments

Comprehensive risk assessments of all sites have been conducted, and they will be regularly reviewed and updated as needed. This proactive approach allows us to identify and mitigate potential risks, ensuring the safety and well-being of students, staff, and visitors.

Violence Threat Risk Assessment (VTRA)

The District employs a multi-disciplinary process to thoroughly investigate specific behaviours, such as threats of self-harm or harm towards others. Instances where direct threats or information regarding worrisome behaviours or potential dangers arise can trigger the initiation of a Violence Threat Risk Assessment (VTRA). By activating a VTRA, the school and district can assess the level of concern or threat and respond in a manner that mitigates risks to the school community. This comprehensive approach

ensures a proactive and systematic response to potential threats, prioritizing the safety and well-being of the entire school community.

Emergency Planning

The foundation of an effective emergency response lies in continuous assessment, prevention, planning, and training to ensure preparedness for potential emergency situations.

To reinforce preparedness, annual emergency drills will be conducted at all sites. These drills provide valuable opportunities for students and staff to practice the All-Hazards Approach to emergency management. By actively participating in these drills, individuals gain the necessary knowledge and confidence to respond swiftly and effectively during emergencies.

Each year, the principal schedules and oversees the following emergency drills:

- Six evacuation fire drills, which simulate the safe and orderly evacuation of the premises in the event of a fire or similar emergency.
- Two lockdown / hold and secure drills, which prepare students and staff to quickly secure themselves in a designated area, ensuring their safety during potential threats or hazards.

By conducting these drills, we ensure that everyone within the school community is well-equipped to handle emergency situations, fostering a safer environment for all.

Communications Network

To ensure a rapid and efficient response to emergency events, an effective communications network has been established. **See Appendix A.**

All-Hazards Approach

The District takes an All-Hazards Approach in response to all emergency events. An All-Hazards approach focuses on planning that involves a small number of responses that can be used in different types of emergencies.

School emergencies can be on a small scale, confined to one site, or on a larger scale, potentially impacting an entire school district. A small, localized fire within a school, for example, will require a different response than a chemical leak from a train derailment that can affect a whole community.

This plan will provide all-hazards protocols for both schools and the district as they plan for emergencies.

Emergency Response

In the event of an emergency, the District operationalizes the All-Hazards approach to emergency management. The All-Hazards approach incorporates key responses that must be activated appropriately based on the context of an emergency.

Throughout all facilities, Emergency Procedures posters have been strategically placed to ensure easy visibility and accessibility. These posters serve as important visual aids, providing instructions on the specific procedures to be followed in the event of an emergency. By prominently displaying these posters, we aim to enhance awareness and preparedness among individuals, empowering them to respond promptly and appropriately during emergency situations.

See Appendix B. A downloadable copy of the Emergency Procedure poster can be found [here](#).

Drop-Cover-Hold On

Activated in an event such as an earthquake, where the physical structure becomes unstable. Students and staff must go into a drop-cover-hold on position to reduce the risk of injury.

Examples:

- Earthquake
- Explosion

Evacuation

Activated when the building or area becomes unsafe. In an evacuation, students and staff are to leave the building and go to a previously identified muster location outside of the building. If it is safe to do so, students and staff are able to re-enter the building.

Examples:

- Fire
- Chemical Accident
- Explosion or threat of explosion
- Bomb threat
- Post-earthquake

In inclement weather, students and staff will be relocated to a previously designated secondary shelter within close proximity of the school.

The designated secondary sites are as follows:

Primary Facility	Secondary Location
Administration Building	The Legion
Alwin Holland School	Calvary Baptist Church
Anne Roberts Young School	Fort St John Hospital
Baldonnel School	Freedom Thinkers School
Bert Ambrose School	Northern Lights College
Bert Bowes Middle School	E'cole Central School
Buick Creek School	Buick Creek Arena
Charlie Lake	Charlie Lake Hall
Clearview	Clearview Arena
CM Finch	Mennonite Brethern Church
Dr. Kearney	Christian Life School
Duncan Cran	Evangelical Free Church
E'cole Central School	Bert Bowes Middle School
Energetic Learning Campus	North Peace Arena
Facilities Department	Bert Bowes Middle School
Hudson's Hope School	Hudson's Hope Community Hall
Margaret Ma Murray School	Peace Glass
North Peace Secondary School	Robert Ogilvie School
Prespatou School	Teacherages
Robert Ogilvie School	North Peace Secondary School
Taylor School	Anglican Church
Technology/Indigenous Education	Inland Kenworth
The Key/ Distance Education	Bert Bowes Middle School
Upper Halfway School	Community Hall
Upper Pine School	Dawson Road Maintenance Shop
Wonowon School	Teacherages

Designated Relocation Sites

In the event of an evacuation that requires a site to evacuate the school and immediate area, students will be relocated to either Bert Ambrose School or Charlie Lake School depending on the proximity of the evacuated school. **Site plans can be found [here](#).**

Transportation Department

In the event that a school has to evacuate the facility and immediate area, Transportation will have bus drivers on standby in order to respond to an evacuation. Transportation will maintain a list of secondary drivers to respond in the event a primary driver is unavailable.

Transportation routes will be directed by the Transportation Supervisor at the time of evacuation. This may/will be determined by the Regional District and/or Municipal Authorities.

Shelter-in-Place

Activated when a situation outside of the school is not safe. For personal safety, it is important for students and staff to remain inside the school. Exterior doors are locked and monitored to allow students and staff to enter. Once inside, no one leaves the building.

Examples:

- Environmental events e.g. chemical or hazardous materials spill external to the school
- Weather events e.g. wildfires or severe winter storms
- Gas leaks
- Dangerous wild animal e.g. moose, bear, cougar
- Missing child
- Any situation where evacuation may pose a greater risk than shelter in place

Hold and Secure

Activated when it is necessary to secure the school because there is a security threat occurring in close proximity. Exterior doors are locked and monitored to allow students and staff to enter. Once inside, no one leaves the building.

Examples:

- Police incident in area (e.g. serious criminal offence in close proximity to a school or where a suspect has been pursued by police and/or on foot near a school)

Lockdown

Activated in response to a significant act or threat of violence. If a lockdown is initiated by the principal, 911 is contacted for immediate response from the RCMP and other support agencies as necessary. Exterior doors and interior classroom doors are locked and no individual is permitted in or out of any area. Only the RCMP are permitted access to the school until the lockdown is over.

Examples:

- Dangerous intruder
- Barricaded suspect
- Active shooter

First Aid

Each location has a designated primary and secondary first aid attendant to respond in the event of an injury. 911 will be called for all serious medical emergencies.

Event-specific Emergency Response Plans

In order to ensure preparedness for specific incidents (e.g. asbestos exposure, chemical spill), the District has developed and implemented event-specific emergency procedures that outline the necessary actions for staff to follow.

Critical Incident Response Plan

The District maintains a critical incident team that provides support to schools, students, and staff in the aftermath of a traumatic event. In collaboration with external agencies, the district works diligently to address the needs of students and staff during the recovery process following such incidents.

Recognizing the significance of schools as safe spaces within the community, the district acknowledges the importance of keeping them open. This is particularly crucial for vulnerable students who rely on the school environment for security and support. By prioritizing the well-being of students, the district strives to ensure that schools continue to serve as a safe haven within the community, offering stability and resources during challenging times.

Student Release Plan

The district has developed a Student Reunification Protocol to reunite children with their parents or guardian as quickly as possible subsequent to or during an emergency that requires parent pickup.

A parent guide has been created for the school community to provide information and clear instruction on the Student Reunification Protocol. Parents and guardians are asked to adhere to the protocols.

See Appendix C. The parent guide can also be found [here](#).

Recovery

The following key elements will require attention post emergency:

- Emotional and psychological supports.
- Physical and structural needs of district facilities.
- Continuity of operations (e.g., alternate site arrangements).
- Restoring learning.
- Debriefing to support moving forward.

Restoring normalcy holds great importance not just for the school community, but also for the broader community as it facilitates the re-establishment of daily routines, such as families sending children to school and individuals returning to work. It is crucial that schools and district proactively develop recovery plans prior to the occurrence of any catastrophic event. The following outlines the strategies for bringing the system back to normal and addressing the following five areas of recovery:

1. **Emotional and Psychological Recovery:** Support will be provided for the emotional and psychological well-being of students, staff, and the wider school community. Providing counseling services, creating safe spaces for expression, and implementing trauma-informed practices are vital components that will be utilized during this recovery phase.
2. **Physical and Structural Recovery:** Plans are in place to assess, restore, and repair physical infrastructure and facilities to ensure a safe and functional environment. Assessing damages, undertaking necessary repairs, and implementing safety measures are key aspects of this recovery plan.
3. **Continuity of Operations:** Strategies are in place to ensure the smooth continuation of essential school operations and functions, even during the recovery process. This includes managing logistics and maintaining communications channels to support ongoing operations.
4. **Restoration of Learning:** The district will facilitate a seamless transition back to regular academic programs.
5. **Debrief:** A debriefing process will be conducted in order to evaluate the effectiveness of the response and recovery plan. This involves reviewing actions taken, identifying areas for improvement, documenting lessons learned, and integrating feedback to enhance future preparedness.

By addressing these five areas of recovery in advance, schools and districts can effectively guide the return to normalcy, supporting the well-being of the school community and fostering a sense of stability within the broader community.

Site Specific Plans

Each site will adapt the emergency response plan to address the requirements, specific needs and capabilities of each site. The principal or his/her designee will be responsible for adding and updating site specific information.

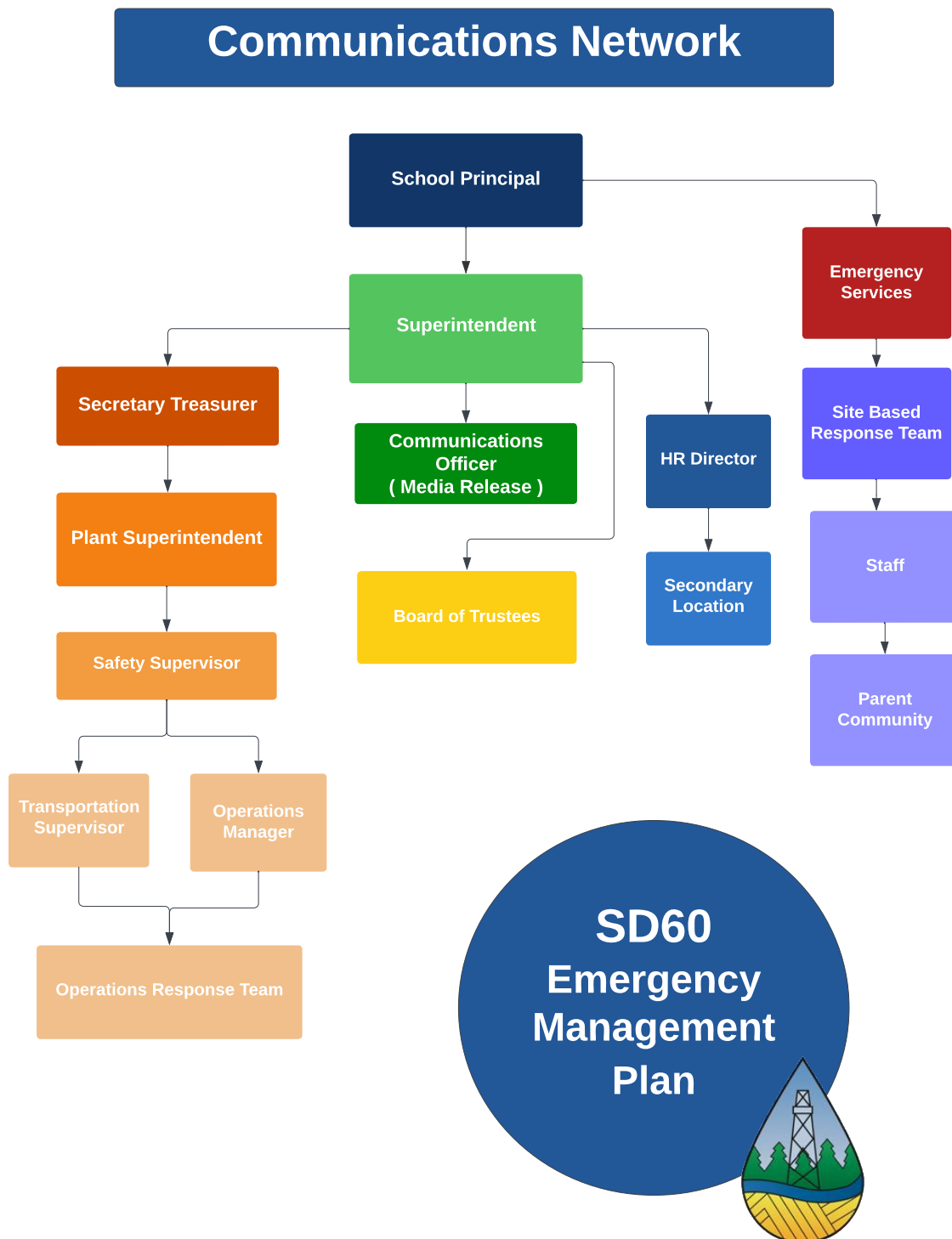
To ensure that all essential components of an emergency response plan are fulfilled, a comprehensive planning document has been provided to each site. This document serves as a valuable resource, offering guidance and direction to ensure that all necessary aspects of the emergency response plan are effectively addressed and implemented. By utilizing this planning document, each site can ensure that they have met the required standards and have a well-rounded emergency response plan in place.

Site-specific emergency response plans can be found [here](#).

Training

The SD60 Emergency Preparedness Plan and Site-specific Plans will be distributed to all District staff. Those that have roles and responsibilities for planning and responding to emergencies and disasters will have more engaged training.

Appendix A: Communications Network



Appendix B: Emergency Procedures



Emergency Procedures

<h3>Lock Down</h3> <p>Performed when there is a real and imminent threat of violence and it may be dangerous to evacuate a building: Stay inside and hide, lock and barricade doors.</p>	<h3>Evaluate</h3> <p>When it is unsafe to remain in a building: Immediately exit the building and proceed to the designated Muster Point. If outside, proceed to the nearest Muster Point.</p>	<h3>Shelter in Place</h3> <p>When it may be hazardous to go outside: Remain indoors and close any open doors and windows. If you're outside, proceed indoors to the nearest building.</p>
<h4>During a Lockdown</h4> <p>An announcement will be made: 'Attention This Is A Lockdown' x 3</p> <ul style="list-style-type: none"> Follow localized plan for safe sweep of areas. Go to the closest room. Close and lock the door if possible. If gymnasium does not have a safe area, exit to the outside and find a safe location. Turn off cell phones Don't post publicly to social media. Sit on the floor away from doors and windows. Remain on the floor until you are further directed. <p>If you are outside:</p> <ul style="list-style-type: none"> All students and staff should move to a safe site nearby and remain there until further directed by Administrator or RCMP. <h4>End of Lockdown</h4> <p>An announcement will be made: 'Attention All Clear' x 3</p> <ul style="list-style-type: none"> Administrator or RCMP will tour school and ensure everyone knows the lockdown is over. 	<h4>Gas Leak</h4> <ul style="list-style-type: none"> If you smell gas, or suspect a gas leak, DO NOT pull the fire alarm. DO NOT use your cell phone or landline, or operate electrical switches. Announce the evacuation. Leave doors and windows open. Proceed to the Muster Area and report the leak to Facilities at 250.785.1577. DO NOT re-enter the building. 	<h4>Power Outage</h4> <ul style="list-style-type: none"> Report the outage by calling Facilities at 250.785.1577. Unplug voltage sensitive equipment. Secure any lab equipment and shut off gases. Secure any mechanical equipment/processes and shut off gases. Wait for further instructions from your Administrator.
<h4>Armed Intruder</h4> <ul style="list-style-type: none"> Remain calm. Be courteous and confident. Keep your distance from intruder. Quickly determine the best way to protect yourself and call 911 when it is safe to do so and alert the Administrator. Wait for instructions from RCMP or Administrator. The Administrator will determine and initiate the appropriate procedure: <p style="text-align: center;">Lockdown, Evacuation, Hold & Secure</p> <h4>Hold & Secure</h4> <p>An announcement will be made: 'Attention This Is Hold & Secure' x 3</p> <ul style="list-style-type: none"> All staff and students outside are directed inside. Exterior doors are locked. Wait for instructions from Administrator. Administrator ends Hold & Secure by announcing: 'All Clear' x 3 	<h4>Earthquake</h4> <ul style="list-style-type: none"> Drop, Cover and Hold on! Drop, take cover and hold on until the shaking stops. *No table - crouch down near an inside wall and cover. Safely evacuate the building to the Muster Area DO NOT use elevators Before exiting, consider hazards such as downed power lines, falling objects and debris. 	<h4>Dangerous Wildlife</h4> <ul style="list-style-type: none"> Report dangerous wildlife sightings that could pose a risk to the public (e.g. bear, moose, cougar, deer) by calling 250.785.1577. Do not approach or attempt to interact with dangerous wildlife. Stay inside. Have any outside staff/children immediately enter school. Wait for further instructions from Administrator or an "ALL CLEAR" message.
<h4>EMERGENCY PHONE NUMBERS</h4> <p>Fire, Police, Ambulance: 911</p> <p>Poison Control Centre: 1.800.567.8911</p> <p>Security Services: 250.785.6781</p> <p>Power Outage BC Hydro: 1.888.769.3766</p> <p>Gas Emergency: 1.800.663.1173</p> <p style="text-align: center;">Facilities 250.785.1577 Health & Safety 250.263.6422</p>	<h4>Fire</h4> <ul style="list-style-type: none"> If you see a fire or smell smoke, pull the fire alarm. If trained and safe, use a fire extinguisher. Evacuate by nearest exit, close windows and doors if possible. Proceed to Muster Area, DO NOT re-enter the building. If you or someone cannot evacuate, alert the Fire Warden. When safe, call Facilities 250.785.1577. 	<h3>First Aid</h3> <div style="background-color: white; color: black; padding: 10px; margin: 10px auto; width: 80%;"> <p>* Notify the Secretary of a First Aid Emergency. Secretary will immediately locate and send a First Aid Attendant to respond.</p> <p>First Aid Attendants:</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> </div> <p style="text-align: center; font-size: small;">Call 911 For All Medical Emergencies</p>
<h3>YOU ARE HERE</h3> <div style="background-color: white; color: black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Bldg / Rm #: _____</p> <p>Address: _____</p> <p>_____</p> <p>Muster Area: _____</p> <p>Phone: _____</p> <p>Fire Warden: _____</p> <p style="font-size: x-small;">Last revised January 2020</p> </div>		
<h4>Bomb Threat/suspicious object</h4> <p>If you receive a bomb threat by telephone, follow these steps:</p> <ul style="list-style-type: none"> Complete the bomb threat checklist to document information about the threat. **Checklist available at offices. Stay calm, keep the caller on the phone. Ask a lot of questions: <ul style="list-style-type: none"> Where is the bomb? What does it look like? When is it set to go off? Permit the caller to say as much as possible without interruption. Ensure you are safe and call 911. Immediately notify Administrator and Health & Safety Department. <p>SUSPICIOUS OBJECT</p> <ul style="list-style-type: none"> DO NOT touch or disturb the object. Move to a safe location, call 911 and 250.785.1577. 		

Appendix C: Parent Guide – Reunification Plan

SD60 Emergency Response Plan

Guide for Families

IN CASE OF AN EMERGENCY EVACUATION



DO keep your phone close by for notifications from the district.

DO check the website at www.prn.bc.ca and official SD60 Facebook page for information.

DO rely only on official communication from school or public safety officials.

DO wait for official information regarding reunification with your child.

DO stay calm. Parents/guardians will be notified.

DO follow the parent reunification procedures.

DO NOT phone the school or the district office. Lines need to be open for emergency calls.

How can I be reunited with my child/ren?

Reunification Procedures

In the event of a school evacuation:

- Parents/guardians will be alerted by the school via email, district website and official SD60 Facebook Page to come pick up your child/ren.
- A “double-gated system” for parent reunification will be used.
- School staff will be on-site to direct parents.
- Parents/guardians arrive at the check in “gate” but do not enter.
- Parents/guardians identify themselves and their children’s name and move to student release “gate” to pick them up.
- Parents/guardians are asked to follow all on-site instructions.
- Students will only be released to an individual designated as the legal parent/guardian or emergency contact on the student contact information form.
- Once parents/guardians have been reunited with their child/ren, please exit the area immediately to minimize traffic congestion.



Emergency Response Procedures

In the event of an evacuation

- ☐ The Superintendent of Schools, in consultation with the Regional District and/or Municipal Authorities, has the authority to evacuate any school.
- ☐ Parents/guardians will be notified to come to the school to pick-up child/ren.
- ☐ If necessary, students and staff may be transported to a relocation site by school bus. School bus transportation will be arranged by the Transportation Supervisor in consultation with the Superintendent of Schools. Parents/guardians will be notified of relocation site.
- ☐ The student reunification plan will take place at site.
- ☐ Primary and secondary designated first aid attendants will be on-site to respond in the event of an injury.
- ☐ If students and staff have to remain at the site for a length of time, contingency plans are in place.
- ☐ Any students and staff requiring assistance or have particular medical needs, medical alerts or medication will be supported.
- ☐ Parents/guardians will be notified and updated via email, district website and official SD60 Facebook page.

How Can Parents and Guardians Help?

BE PREPARED FOR A SCHOOL EMERGENCY

- ☐ Ensure that your child's emergency contact information is accurate and up-to-date.
- ☐ Become familiar with this emergency response plan.

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
POLICY COMMITTEE NOTES
MONDAY, JUNE 5, 2023
12:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Bill Snow, Trustee
Thomas Whitton, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Executive Assistant

Absent: Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee

Policy 4024 Teachers – Early Retirement Incentive Payout

Angela Telford, Secretary-Treasurer

- Removed the dates and Schedule A as the dates fluctuate and Sharon Schell has the forms and procedures diarized. 6. Does not reflect where we are as a district with shortages, recognizing that teachers that have retired often come back to fill in

ACTION: Place on the June Board Meeting for Notice of Motion

Policy 1002 Communications and Community Engagement

Stephen Petrucci, Superintendent

- BCSTA has similar recommendation and guidelines. There is also information on media relations
- Change of wording in 3.

ACTION: Place on the June Board Meeting for Notice of Motion

Policy 4027 Teacher Leaves (Attachment)

Stephen Petrucci, Superintendent

- Discussion around the wording “connect to only student related activities” and being a good community partner
- When things like search and rescue, winter games, etc. we’ve been very open to accommodating staff to do those things. Things like winter games, it comes to the board for approval and there is also LWOP options

- Decided to change the wording highlighted to...attend activities that benefit students.

ACTION: Place on the June Board Meeting for Notice of Motion

Next Meeting Dates



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

4000 Personnel

4024 Teachers – Early Retirement Incentive Payment

Adopted: 1992-05
Revised: 1992;06; 1994-05; 2002-03; 2014-09; 2015-05; 2016-20; 2016-09;
2016-10
Reviewed: 2023-06

Reference:

Policy

In accordance with the attached regulations, the Board will pay an allowance to teachers who resign from the school district and retire from teaching before reaching age sixty-five (65).

Guidelines/Principles:

1. On an annual basis, the Board will establish a budget line item as an Early Retirement Incentive Fund in the amount of \$30,000 to be divided among eligible applicants with the maximum available to any one individual set at \$3,000.
2. In order to qualify for the Early Retirement Incentive Payment, applicants must:
 - a) be between age fifty-five (55) and (64) by June 30th of the current School year.
 - b) be on a continuing contract
 - c) be on the maximum step of any category
 - d) have completed 10 or more years of service with the District
 - e) retire from teaching ~~(see paragraph 6 below)~~
3. The total Early Retirement Incentive Payment will be pro-rated based on the number of teachers accepted.
4. The Early Retirement Incentive Payment will be paid as a one-time payout.
5. In accordance with Revenue Canada Regulations, tax will be withheld as required.
6. ~~Teachers who receive the Early Retirement Incentive Payment will be eligible for the Teacher On Call list, however, work in one position will be limited to a maximum of five consecutive days. From time to time, the Board may deem it necessary to alter the~~

~~regulations to provide classroom continuity and/or accommodate Teacher On-Call requirements.~~

PROCEDURES

- ~~1. Correspondence will be sent to eligible teachers by March 15th (sample attached as Schedule A).~~
- ~~2. Teachers must respond by April 5th.~~
- ~~3. The Board will advise applicants by April 10th.~~

SCHEDULE A

(Applicable Date)

Eligible Teacher

Dear Eligible Teacher,

The Board has had a policy in place for some time that addresses an opportunity for teachers to receive a small payment if they choose to retire early. You are being contacted not because we believe that you are preparing for retirement but simply because you have met certain criteria as laid out in the Policy. In order to be fair with all, every year those teachers who meet these criteria are made aware of this opportunity. If you are not contemplating retirement at this time then this letter does not apply to you, please forgive the intrusion, however we still require a response, even though it may not apply to you.

The criteria, as laid out in Board Policy 4024, is that teachers are to be between the ages of 55 (by June 30 of the current School year) and 64 who have a minimum of 10 years of service with the District. To qualify for this incentive, teachers must be on a continuing contract and on the maximum step of any category. Also, teachers must retire from teaching. Teachers will be eligible for the Teacher On-Call list; however, work in one position will be limited to a maximum of five consecutive days.

The deadline to apply for the Local Early Retirement Incentive Payment is April 5, _____. The form attached must be returned by the above date to indicate that it has been received.

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

Secretary-Treasurer

DB:sh
cc: _____ President, PRNTA
_____ Superintendent of Schools
_____ Principal, District Administration Office

____ YES I _____ wish to apply for the local early retirement incentive.
____ (name - please print)

____ NO I _____ do not wish to apply for the local early retirement
incentive.
____ (name - please print)

Date _____ Signature _____

Please RETURN THIS FORM to, Human Resources Officer at the Board Office by (April 5, _____)



BOARD OF EDUCATION

School District No. 60
(Peace River North)

1000 Governance

1002 Communications and Community Engagement

Adopted:

Revised:

Reviewed:

Reference:

Policy

The purpose of School District 60's Communications Framework is to present a clear and concise direction for communicating with the school system's community. The plan primarily addresses two types of school district audiences: internal (students, teachers, staff, unions, administration and School Board) and external (media, parents, businesses, civic groups, and other members of the district's community) and considers the processes to be used to reach these audiences.

Guidelines/Principles

- Meaningful decision-making and consultation processes are respectful of and use different ways to engage with our diverse educational partners
- District decision-making information is accessible, understandable, relevant and responsive to the needs of the community
- Briefings to the Board may include communication ideas and or recommendations (where appropriate)
- The Board will, as part of its deliberation process, consider if, when or how they will communicate or engage with the educational partners
- The corporate board is not a political organization
- Board and individual trustee communication on any decisions or information will follow protocols outlined in this framework and in the trustee code of conduct

	INFORM → CONSULT → INVOLVE → COLLABORATE → EMPOWER				
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decision.	To work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
EXAMPLE TOOLS	<ul style="list-style-type: none"> • Fact sheets • Websites • Open houses 	<ul style="list-style-type: none"> • Public comment • Focus groups • Surveys • Public meetings 	<ul style="list-style-type: none"> • Workshops • Deliberate polling 	<ul style="list-style-type: none"> • Citizen Advisory committees • Consensus building • Participatory • Decision-making 	<ul style="list-style-type: none"> • Citizen juries • Ballots • Delegated • Decisions

1. Recognizing that as you move from left to right in the chart above, taken from the [IAP2 Spectrum of Public Participation](#), the communication process becomes increasingly participative and increases the engagement level of the public/staff in the process
2. Depending on the content and follow-up, senior staff may incorporate a communications plan recommendation as to the most effective manner to engage the public based on a balance between time and importance of gaining public feedback on the topic
3. As appropriate, data or summary information collected through the engagement process will be shared by placing it on the district web-page or through other communication media
4. The data will be analyzed by staff and will be shared with the Board as part of the decision-making process
5. The Board's decision will be made public through the public school board meeting process

MEDIA RELATIONS

Background

The Superintendent ensures positive external and internal communications are developed. The news media are an important vehicle through which the District keeps the electorate accurately informed and increases public awareness of education.

The following processes will be followed when the district or schools are involving the media:

1. Information releases to communicate the Board's business to the public, are issued by persons authorized by the Board which is usually the Board Chair or designate
2. The Superintendent shall approve all information released to the media from the School Board Office. All media queries need to be directed to the Superintendent of Schools.
3. Representatives of the media may be permitted into the schools for legitimate reporting and promotional purposes. This is at the discretion of the Principal. Particular care must be exercised in protecting the rights of students when media are present.
4. Appropriate District and school release forms are to be completed
5. Media representatives may be asked by the Principal or District staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so
6. In the event of emergency or crisis interactions, the Superintendent or designate shall determine what information shall be given to the media, and by whom



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

4000 Personnel

4027 Teacher Leaves

Adopted:

Revised:

Reviewed: 2023-06

Reference:

Policy

The Board will consider the requests of leaves of teachers by the Human Resources department and/or the Superintendent or designate as per operational needs in accordance with this policy.

Principles/Guidelines

Short-term Leaves with Pay

- I. A paid leave of ½ day or less may be granted by the principal provided that no TTOC is required. Requests will only be considered after all other applicable leave options under the Collective Agreement have been exhausted.
- II. A paid leave of one (1) day or longer will require both the principal's and the superintendent's approval. Requests will only be considered after all other applicable leave options under the Collective Agreement have been exhausted.
- III. A teacher may request to take a paid leave of one (1) day for their university convocation. Principal approval is required.

Short-term Leaves without Pay

- I. Leaves without pay will only be considered in special circumstances and will require the approval of both the principal and the superintendent. Requests will only be considered after all other applicable leave options under the Collective Agreement and BC Employment Standards Act have been exhausted.

Short-term Leaves with Pay Less the Cost of a TTOC

- I. Leaves in this category may be granted to allow a teacher to attend activities which benefit students.

- II. The deductions to the employee will be determined by the TTOC rate in effect for the year of the leave.
- III. These leaves require the approval of both the principal and superintendent

Long-Term Leaves

Long-term leaves are granted on either a full-time or part-time basis for the period of one (1) school year. Consecutive leave requests will only be considered under exceptional circumstances.

- I. Eligibility:
 - i. Teacher must have continuing status to the District
 - ii. Teacher must have completed a minimum of two (2) consecutive years in the District at the time of the leave
- II. When assessing leave requests, the District must consider the following conditions:
 - i. The welfare of the learning situation
 - ii. Staffing needs of the school system
- III. Leave requests will be assessed in accordance with the following ordered priorities:
 - 1. Leave to assume teaching duties as recognized in the Collective Agreement
 - 2. Leave to study or gain educational experiences helpful to present teaching post
 - 3. Leave for travel or other personal reasons
- IV. Timelines:
 - i. New leave requests must be submitted in writing by the end of February for the following school year
 - ii. Teachers currently on a leave of absence must notify the District of their intentions to return or apply for another leave of absence by the end of February
- V. Leave will be granted in the following manner:
 - i. If the leave is a full-time leave, it will be granted from the District and as such the vacated position will not be held for the teacher. During the leave the teacher will maintain their continuing status to the District. When returning to work from the leave, the teacher must apply for available positions.
 - ii. If the leave is a part-time leave and the teacher has continuing status at the school, then the leave will be granted from the school. Upon the end of the leave, the teacher is entitled to return to their continuing FTE at the school.
- VI. There shall be no loss of seniority during the leave

Policy

~~The Board will consider the approval of leaves to teachers by principals and or the superintendent or his/her designate for special circumstances according to the guidelines outlined within this policy and it's regulations.~~

Regulations

A) ~~Short Term Leaves:~~

~~1) Leave "with" pay.~~

- ~~➤ A paid leave of ½ day or less may be granted by the principal provided no T.O. C. is required.~~
- ~~➤ A paid leave of one (1) day or longer will require both the principal's and superintendent's approval.~~
- ~~➤ A teacher may take a paid leave of one (1) day for his/her university convocation. Principal approval is required for this leave.~~

~~2) Leave "without pay".~~

- ~~➤ Leaves without pay require the approval of both the principal and the superintendent.~~

~~3) Leaves with pay "less" cost of T.O. C.~~

- ~~➤ Leaves in this category may be granted to allow a teacher to attend activities which involve students as well as non-students.~~
- ~~➤ The deductions to the employee will be determined by the T.O. C. rate in effect for the year of the leave.~~
- ~~➤ These leaves require the approval of both the principal and superintendent.~~

B) ~~Long Term Leaves:~~

~~1. To be eligible for a Professional Leave, a teacher must be on the permanent teaching staff of School District No. 60.~~

~~2. He/she must have completed a minimum of two (2) consecutive years in the District at the time of the leave.~~

~~3. The following conditions must be considered:~~

~~_____ a) The welfare of the learning situation.~~

~~_____ b) Staffing needs of the school system.~~

~~_____ c) Provided applications are received before the end of February.~~

~~_____ d) Each case will be considered separately. District seniority will be a factor.~~

~~_____ e) Preference will be given according to the following priorities:~~

~~_____ Leave to assume teaching duties as recognized in the PRNTA Contract.~~

~~_____ Leave to study or gain educational experience helpful to present teaching post.~~

~~_____ Leave for travel or other personal reasons.~~

~~_____ f) Leave will be granted either:~~

~~_____ From and to a particular school.~~

~~_____ or~~

~~_____ From an administrative position to a teaching position in that school.~~

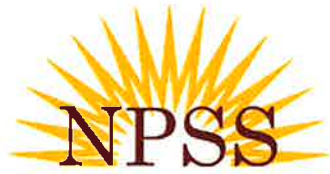
~~_____ or~~

~~_____ From an administrative position to an administrative position.~~

~~_____ g) Teachers should expect notification of acceptance or rejection of their request following the first Board Meeting in March.~~

~~_____ h) Teachers granted leave under this policy must confirm their intention to return by March 15th if a position is to be made available the following September. Failure to do so may result in the School District no longer having a position available.~~

~~_____ i) A teacher on a temporary appointment will be utilized to fill the leave period.~~



Thank you very much for your support with the Senior Concert and Senior Jazz Band participation in the MusicFest Canada festival in Niagara Falls, Ontario from May 14 to 18, 2023.

The support given to us by the entire community of Fort St. John has been overwhelming, and our gratitude is immense.

The experiences we had, and the learning that we gained, will remain with us all for a lifetime.

Once again, thank you.



Sincerely,

David Price

School District 60 Senior Band Director

**Thank You For Supporting Our Efforts To Attend
MusicFest Canada 2023
Your Generosity Will Be Remembered Forever**



Report to the Board

Regarding the Select Standing Committee on Finances and Government Services' 2024.

Due to COVID this is the first time that I have done a report to the Standing Committee in person. The current process allows both a written submission giving up to three recommendations and a five minute spoken presentation followed by five minutes of questions. In the written submission, you are allowed 50 words for your recommendation and 300 words for your explanation.

Select Standing Committee on Finances and Government Services' 2024 Members Mike Starchuk (Chair), Surrey Cloverdale NDP, Tom Shypitka (Deputy Chair) Kootenay East BC United Party, Susie Chant North Vancouver-Seymour, NDP, George Chow Vancouver-Fraserview, NDP, Bruce Banman, Abbotsford South, BC United Party, Ronna Rae-Leonard, Courtenay-Comox, NDP, Ben Stewart. Westside-Kelowna, BC United Party, Adam Walker Parksville-Qualicum NDP, Henry Yao Richmond South Centre NDP

Funding Review Submission School District # 60 Peace River North June 2023

Introduction

Peace River North school district is a vast, diverse district serving just over 6000 students and their families in 23 schools ranging from small two room schools in rural communities to a large secondary school in the City of Fort St. John. The needs and interests of those students vary; meeting those needs is the Board of Education's highest priority.

Area 1 Northern Factors

Recommendation

Equity of access, opportunity and student outcomes are priorities in the current MECC Service Plan. Northern Factors that influence equity must be more fully explored and addressed through funding revisions. Transportation, facilities upgrades, assessment wait times and rural connectivity are specific areas of concern.

Recommendation 1 Explanation

In July 2011, there were revisions to the Student Location Factor formula that reduced the funding we receive for transportation. The Funding Formula Review revisions did not address our transportation costs. In 2021/22, we again spent more than we received for district transportation costs. The district transportation expenditure was 5.53% of our total operating expenditures while the provincial average for transportation was 1.6 %.

The province expects districts to reduce their carbon footprints in order to meet climate change goals. In July of 2021, VFA assessed our buildings, 27 or 78% received a poor or critical rating (41% poor and 37% critical). The FCI index for rural schools places 56% of the buildings in the poor category and 44% in the critical category. Buildings in poor or critical shape require a high degree of maintenance and this means travel to those locations. The state of buildings does not contribute to energy conservation and we do spend more to heat buildings during our cold winter months. Our Annual Facilities Grant does

not allow the degree of upgrades needed to meet greenhouse gas reduction targets. We pay high carbon taxes because of the state of our buildings.

Equity for students with disabilities/diverse abilities is also a Ministry focus. Assessment wait times throughout the province are long but more so in the north. The current wait time for a Northern Autism Network Assessment is two years and for a Complex Development Assessment it is 18 months. Early intervention provides better life outcomes. Assessment is a gateway to appropriate interventions.

Improved rural connectivity should be a continued focus. In urban areas there are opportunities for access to free internet and wi fi, also good cell phone coverage. These opportunities do not necessarily exist in rural areas where access costs are high.

Recommendation 2 Recruitment and Retention

The MECC identifies that there has been long-standing recruitment pressures in rural and remote communities which impacts equity in terms of access to quality of education and student outcomes (see Service Plan). Work to address this issue must continue.

Recommendation 2 Explanation

There is no Ministry funding to support the recruitment efforts needed and that increasingly involve international recruiting. International recruiting is complex and costly. Teacher Regulation Branch processes are slower for international applicants. The international documents required by the TRB do not line up with the international teacher qualifications or practices (i.e. Need proof of unpaid practicum but not every country does that). Most of our new teachers come from out of province. To be fully staffed we have had to increase the use of non-certified teachers for regular classroom positions, specialist positions and our Teachers Teaching on Call list. We currently have 32 teachers on Letters of Permission in rural and urban schools. The number of non-certified teachers on the TTOC list almost equals that of certified teachers. International teachers, teachers trained in other provinces and non-certified teachers require a higher degree of support than those trained within BC.

Even with the use of non-certified TTOC's we face staffing shortages. As of May 21 st we had 209 FTE days where schools had to use back up plans that involve shuffling non-enrolling teachers or administration to cover classrooms or pulling educational assistants from their regular assignment to TTOC. This shuffling takes a toll on the system.

The Northern Pilot Recruitment Project focused on recruitment for four northern communities. Follow up on the findings needs to occur. For our region, it is clear that a supportive bursary program for teachers like those given by Northern Health and the Northern Alberta Trust are necessary to attract staff. It would also be helpful to have mid contract modifications where teachers that go to northern and rural remote areas start higher up on the salary grid. We would like to see the Ministry develop a plan of differentiated salary points based on the recruitment challenges districts face. Supplemental housing compensation may assist with recruitment in some areas.

Area 3 General

Recommendation 3

When school district budgets are developed inflationary pressures must be considered and factored into the overall budget allocations. When the MECC adds expectations to school districts, funding should also come to provide the supports needed to meet the expectations.

Recommendation 3 Explanation

The financial hardship that families were facing because of rising costs, inflation and supply chain issues was recognized in the Student Affordability fund that was made available for the 2022-23 school year. The same consideration was not given to school districts in the 2023-2024 budget allocations. Budgets were increased to cover the full cost of the negotiated wage settlement for union staff. Inflation however, was not a consideration in the budget allocations. The reality is that supply costs have increased in most areas but especially in transportation and custodial. Delivery costs to bring items to the north have increased. Percentage increase for standard bus parts are as high as 39%. The bus cannot run without the part and subsequent repair. Most of our part costs percentage increases are actually above the inflation rate. As more of our operating budget is being used for things like this, there will be an impact on the opportunities that we are able to provide for students.

During the school year we heard the welcome news that wage increases for exempt staff were going to be covered. However, instead of receiving the full 6.75% increase expected for exempt staff our increase was 5% and there is a shortfall of \$213,000. This money must be found from somewhere else as our hard working exempt staff deserve an equitable increase.

Truth and Reconciliation initiatives are important and necessary to address equity issues yet there is no funding to support the Calls to Action.

The inflation rate continues to be high; the dollars allocated for 2023-24 do not factor this in. The increases given in the 2023-24 will at most allow us to maintain the existing levels of service.

Financial Standing Committee Speech June 6, 2023

Good Afternoon

In Peace River North, we work, live and play on the traditional territory of the Dane- Zaa and Treaty 8. We are a vast, diverse district serving just over 6000 students and their families. We have 23 schools and a Provincial On Line Learning School. We have small rural schools and large urban ones.

We are proud of the accomplishments of our students and want them to have equity of opportunity.

Current funding practices do not provide this.

Geography and climate result in higher northern costs. Our district spends 14.2% of our funds on operations and the provincial average is 11.5 %. Our 21/22 transportation costs were 5.53% of the operating budget while the provincial average was 1.6 %.

We are expected to reduce our carbon footprint to meet climate change goals. 78% of our buildings have a poor or critical Facility Condition Index. The Annual facilities Grant does not allow the necessary upgrades to improve energy conservation.

Equity for students with disabilities/diverse abilities is a ministry focus. Provincial assessment wait times are long, but more so in the north. Northern Health's current wait time for an autism assessment is two years and a Complex Development Assessment is 18 months. Early intervention provides better life outcomes and assessments are a gateway to appropriate interventions.

Improved rural connectivity is also important. During recent wild fires, social media mobilized help for those where homes, equipment and livestock were threatened. Those without cell phone or internet connections did not get evacuations alerts like those with coverage did.

The Service Plan for the Ministry of Education and Childcare identifies that there has been long standing recruitment pressures in rural communities which impact equity in terms of access and quality of student education and outcomes.

We have been highlighting this concern for many years and finally a Northern Recruitment Pilot project occurred. The project helped four rural communities but follow up on the findings needs to happen for other areas of the north. We would like to see the Ministry and BCPSEA work to develop a plan of differentiated salary points based on the recruitment challenges a district faces. It would also be helpful to have mid contract modifications where teachers that go to northern and rural remote areas start

higher up on the salary grid. Northern Health has recruiting incentives, we need similar ones for education. Alberta offers the Northern Student Bursary that involves a three year return service commitment in a northern community.

We currently have 32 teachers on Letter of Permission in rural and urban schools in a wide ranging of assignments. Even with the use of non-certified Teachers Teaching on Call, we face staffing shortages. As of May 21st we had 209 FTE days where schools had to use back up plans that involve shuffling non enrolling teachers, administration or educational assistants from their regular assignments to fill in as TTOC. This shuffling takes a systemic toll and there is a loss of service to students that can't be made up. Recruiting efforts are costly as are supports for international applicants, out of province teachers, letter of permission teachers and non-certified TTOC's.

Inflationary pressures must be factored into the overall budget allocation a district receives. When districts are given increased expectations funding should come to allow expectations to be met.

Our 23/24 budget allocations do not reflect inflation and corresponding increases in delivery and supply costs. We especially see this in our transportation and custodial departments. Percentage increases for standard bus parts are as high as 39%. No part, no bus. The alternator that was \$338.57 in 2021 was \$417.76 in 2022. Costs are well above inflation.

The latest shock is the 6.75% increase that was anticipated for exempt staff did not materialize.

The 5% increase we got was appreciated but we are still left with a shortfall of \$213,000. The money must be found from somewhere else as our exempt staff deserve an increase that is equitable with that of our union staff.

Truth and Reconciliation Initiatives are important, yet there is no funding to support the calls to action.

Given all the budgetary pressures we face we hope to maintain existing levels of service to students but it is increasingly difficult to do so.

Thank you for taking the time to listen to this presentation and for coming to the Peace River Country.

SCHOOL TRUSTEES CODES OF CONDUCT: PROVINCIAL CRITERIA GUIDELINES

CONTEXT

PURPOSE

The purpose of this document is to set out best practices and provide guidelines for the voluntary development or refinement of a board of education's ('board') school trustee ('trustee') code of conduct.

This document is meant to be a resource to assist boards in the review of their trustee code of conduct and related policies and processes. The criteria outlined below will help set a common approach and ensure boards can focus on their core responsibilities to deliver an educational program and to support safe and inclusive schools and workplaces.

This document was developed in collaboration between the Ministry of Education and Child Care and the BC School Trustees Association. Its content is based on extensive research including a literature review, a cross-jurisdictional scan, interviews with experts, and learnings from other sectors. This document is not intended as legal advice and should not be relied upon for that purpose. Boards are responsible for developing codes of conduct in their respective districts. Boards are encouraged to seek independent legal advice and/or support from other sources, should circumstances warrant.

What is a code of conduct? Codes, or Standards of Conduct:

- Ensure values that guide ethical behaviour and norms for trustee relationships;
- Promote awareness regarding trustee roles and responsibilities; and
- Encourage respect for divergent views so that boards can focus on student achievement, equity and well-being.

CRITERIA OVERVIEW

The Ministry of Education and Child Care ('the Ministry' or 'ECC'), together with the BC School Trustees Association ('BCSTA') and education partners and rightsholders, have developed the following criteria for codes of conduct for school trustees. The code of conduct criteria is meant to support boards by providing trustees with a clear understanding of roles and expectations on conduct, as well as approaches to investigate breaches of conduct, determine consequences, and restore relationships. It will help ensure boards have the necessary tools and resources to focus decisions on the best interest of students.

It is highly recommended that boards work together with district senior staff to review their codes of conduct to ensure there is:

- ✓ Emphasis on student achievement, equity and well-being;
- ✓ Alignment with BCSTA's principles/standards for codes of conduct:
 - Confidentiality, [addressing] conflicts of interest, integrity, relationships, respect, and responsibility;
- ✓ Alignment with existing provincial and federal legislation;
- ✓ Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;
 - Acceptable use of social media;
- ✓ Policies and procedures for breaches and sanctions with public accountability;
- ✓ Mechanisms to regularly review and affirm the code;
- ✓ Board training, including with trustee onboarding; and
- ✓ The incorporation of plain language.

CRITERIA GUIDELINES

Together with education partners and rightsholders,¹ the Ministry and the BCSTA have applied research, legal findings, and expert insights to develop the following criteria for province-wide standards for codes of conduct. It is strongly recommended that boards work collaboratively to discuss and develop and/or refine their codes of conduct. The discussions arising from the review process at the board and district senior staff level will be as important as the updates that the board will make to its code of conduct.

The BCSTA and ECC extend appreciation to the boards identified in the following section for allowing excerpts of their policies and guidelines to be used throughout this document.

EMPHASIS ON STUDENT ACHIEVEMENT, EQUITY AND WELL-BEING

Under the *School Act*, a board of education is responsible, collectively, for the improvement of student achievement in their district. For example, boards may wish to include statements such as:

"Trustees make decisions in terms of the educational welfare of children/students and strive for public schools that will meet the needs of all students."

-- SD 73, Kamloops-Thompson

¹ The Ministry and BCSTA worked with an advisory committee (including the First Nations Education Steering Committee (FNESC), BC Public School Employers' Association (BCPSEA), BC School Superintendents Association (BCSSA), and BC Association of School Business Officials (BCASBO).

ALIGNMENT WITH BCSTA'S CORE VALUES

The BCSTA and best practices from other jurisdictions and organizations recommend that codes of conduct reflect the principles/standards of confidentiality, [addressing] conflict of interest, integrity, relationships, respect and responsibilities. These standards or principles are interrelated. Boards may integrate these throughout codes and/or combine them with other relevant criteria and provisions.

CONFIDENTIALITY

This commonly covers issues around trustees maintaining confidentiality, including of information discussed in closed sessions. Boards may wish to include provisions such as:

"Trustees shall preserve the confidentiality of information discussed at closed school board or committee meetings and shall not release privileged information in any format to the public until the Board has done so in an official capacity."

-- SD 44, North Vancouver

CONFLICTS OF INTEREST

The *School Act* requires trustees to voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board. Boards may wish to reference these requirements in their codes of conduct with relevant provisions, such as:

"As a trustee, I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue giving rise to the conflict."

-- SD 6 Rocky Mountain

INTEGRITY

Integrity includes reference to other criteria such as being student-centered and referencing applicable legislation. Integrity may also include:

- Trustees making all decisions based on available facts and their independent judgment and refusing to surrender that judgment to individuals or special interest groups; and
- Trustees acting with the highest standards of professional integrity and in a manner that inspires public confidence in the board.

Boards may wish to directly reference integrity in their codes of conduct provisions:

"Board members will do everything possible to maintain the integrity, confidence, and dignity of the office of School Trustee."

-- SD 35, Langley

RELATIONSHIPS

Relationships include those with other trustees, with district staff, and with all members of an educational community. This includes working respectfully with others, recognizing the importance of good relationships to boards' core responsibilities to deliver educational programs and support safe and inclusive schools and workplaces. Boards may wish to include reference to the principle of relationships:

"Trustees shall work with fellow board members in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board."

-- SD 44, North Vancouver

RESPECT

Respect includes reference to criteria on provisions for respectful workplaces and relationships with others, and anti-racism, reconciliation, and relations with local First Nations. This also includes respecting differing views and being prepared for board meetings and committee work. Boards may wish to emphasize respect in their codes of conduct:

"Trustees shall represent the Board in all Board-related matters with proper decorum and respect for others."

-- SD 63, Saanich

RESPONSIBILITY

In addition to the other responsibilities referenced in the provincial criteria, responsibility also includes upholding board decisions and ensuring effective stewardship of board resources in the best interests of students. Boards may wish to directly include provisions on responsibility such as:

"I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole."

-- SD 6, Rocky Mountain

ALIGNMENT WITH EXISTING PROVINCIAL AND FEDERAL LEGISLATION

Boards and trustees have legal responsibilities as set out in the *School Act* and under common law. Additionally, boards and trustees are subject to, and must comply with, all applicable provincial and federal laws. This includes the *Criminal Code*, *Freedom of Information and Protection of Privacy Act*, *Human Rights Code*, *Workers' Compensation Act*, and other applicable legislation. Boards may wish to include relevant provisions such as:

"Trustees shall abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act and the Oath of Office."

-- SD 63, Saanich

PROVISIONS ON:

RESPECTFUL WORKPLACES & RELATIONSHIPS WITH OTHERS

In addition to the guidance on the principles of respect and relationships, this provision relates to compliance with the Human Rights Code and the *Workers' Compensation Act*. As the employer, boards must work with staff, students, and communities abiding by applicable legislation, and supporting safe, inclusive workplaces and communities. Boards may wish to include provisions such as:

"This commitment includes... appropriate decorum in individual and group behaviour and fair and respectful treatment of students, parents, staff, members of the community and other Board members."

-- SD 35, Langley

ANTI-RACISM, RECONCILIATION & RELATIONS WITH LOCAL FIRST NATIONS

Boards have an important role in addressing systemic racism and promoting an active culture of anti-racism in schools. To uphold the Human Rights Code and support safe, inclusive educational communities, boards may wish to integrate the principles from the *Declaration on the Rights of Indigenous Peoples Act* and the Ministry's K-12 [Anti-Racism Action Plan](#) into their codes through provisions such as:

"Trustees will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate."

-- SD 37, Delta

ACCEPTABLE USE OF SOCIAL MEDIA

Boards may wish to directly include provisions on acceptable use of social media (including confidentiality, respect, conflict of interest) or reference their communications policy in their code of conduct. Provisions could include:

“The Board of Education remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.”

-- SD 6, Rocky Mountain

POLICIES AND PROCEDURES FOR BREACHES AND SANCTIONS, PUBLIC ACCOUNTABILITY

Misconduct and breaches may affect boards' abilities to deliver on their core responsibilities to offer an educational program and their ability to support safe and inclusive schools and workplaces. It is best to ensure boards take a proactive approach by establishing policies outlining processes to address breaches as well as steps to restore relationships after the occurrence of a breach.

When there are issues with misconduct, it is best to develop solutions to resolve issues early and with measures that are commensurate with the underlying factual context. When appropriate, boards could also take an incremental approach (i.e., having informal complaint processes and mediated conversations before a formal complaint process is triggered). A board may wish to seek legal advice depending on the nature of the complaint.

If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:

- Writing a letter of apology;
- Participating in a restorative justice process;
- Participating in specific training, coaching, or counselling as directed by the board;
- Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
- Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.²
 - It is important to note that, except as expressly permitted by the *School Act*, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

The board may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate. However, the board should be careful to avoid disclosing details that identify third parties or disclose confidential information. The board must comply with its obligations to protect the privacy of others under the *School Act* and the *Freedom of Information and Protection of Privacy Act*.

Boards should act in accordance with principles of administrative fairness, which includes avoiding bias (including the perception of bias). The Ombudsperson's Office has developed the [Complaint Handling](#)

² The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board meeting shall be deemed to be the authorization for the trustee to be absent from the meeting, and therefore not in violation of the *School Act* regarding absences from meetings.

[Guide](#) as a resource on the topic of fairness. Furthermore, the [Public Authority Consultation and Training Team](#) in the Ombudsperson's Office is available to provide support to public bodies, including boards of education, to ensure they incorporate and reflect administrative fairness principles. Boards may also contact the BCSTA for resources.

MECHANISMS TO REGULARLY REVIEW AND AFFIRM THE CODE

Effective codes are living documents that are strengthened through regular review and affirmation. Boards may wish to include requirements such as:

"The Board shall review this policy within six months of the Inaugural Board Meeting."

-- SD 44, North Vancouver

BOARD TRAINING, INCLUDING WITH TRUSTEE ONBOARDING

In addition to regular review and affirmation, board training strengthens the effectiveness and usefulness of codes of conduct. Boards may wish to include training provisions in their codes of conduct, such as:

"Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends."

-- SD 44, North Vancouver

The BCSTA provides sessions on governance and codes of conduct, and will also offer requested assistance or advice to boards. Please contact the BCSTA directly for support.

In addition, the Ministry and BCSTA have developed an onboarding approach to support trustees in their role. This training includes sessions on six key areas: Governance, Legislation, Roles and Responsibilities; Relations with First Nations; Working with People; Values-Based, Evidence-Informed Decision Making; Planning for Student Success; and Financial and Resource Management. Boards and trustees can find more information on BCSTA's HUB, in the [Virtual Orientations section](#).

PLAIN LANGUAGE

When revising a code of conduct, boards may wish to promote accessibility by presenting information in clear, understandable language. In addition to defining certain terms and refraining from using jargon, some boards have also written their codes with plain language and "I" statements. For example:

"I will do my best to protect, conserve, and advance public education, giving to the children of this District educational facilities and services that are as complete as it is possible to provide."

-- SD 6, Rocky Mountain



Ministry of
Education and
Child Care



British Columbia
School Trustees
Association

To support the principles underpinning codes of conduct and to promote consistency in the application of codes across the province, the Ministry and BCSTA encourage all boards to review their codes of conduct in accordance with these criteria guidelines. Please submit your updated codes to EDUC.Governance.Legislation@gov.bc.ca by **April 30, 2024**.

APPENDIX A: CODES OF CONDUCT

School District	Code of Conduct ³	Updated
SD05 Southeast Kootenay	Policy 4 - Trustee Code of Conduct	2021/08
SD06 Rocky Mountain	Policy 1500 - Trustee Role, Responsibility and Code of Ethics	2021/11
SD08 Kootenay Lake	Policy 130: Trustee Code of Professional and Ethical Conduct	2023/01
SD10 Arrow Lakes	Policy 120 – Governance (Section 4.0 Board of Education Code of Conduct)	2017/05
SD19 Revelstoke	Policy 2.2 - Composition, Roles and Conduct	2014/10
SD20 Kootenay-Columbia	Policy 5.12 - Trustee Code of Conduct	2018/01
SD22 Vernon	Policy 130 - Trustee Code of Ethics and Conduct	2022/09
SD23 Central Okanagan	125 - Trustee Code of Ethics	2021/09
SD27 Cariboo-Chilcotin	Policy 130 – Trustee Code of Conduct	2019/11
SD28 Quesnel	Policy 107 - Trustee Code of Ethics	2023/01
SD33 Chilliwack	130 - Trustee Code of Conduct Separate Policy – 131 Trustee Conflict of Interest	2022/03
SD35 Langley	Policy 4 - Trustee Code of Conduct	2020/12
SD34 Abbotsford	Policy 6 – Trustee Code of Ethics	2013/10
SD36 Surrey	Policy 2100 - Trustee Code of Conduct	2018/01
SD37 Delta	Policy 4 - Trustee Code of Conduct	2022/06
SD38 Richmond	Policy 200 – Trustee Role, Responsibilities and Code of Ethics	2008/09
SD39 Vancouver	Policy 4 - Trustee Code of Conduct	2021/12
SD40 New Westminster	Policy 4 - Trustee Code of Conduct	2017/05
SD41 Burnaby	Policy 1.05 Trustee Code of Conduct and Ethics	2021/04
SD42 Maple Ridge-Pitt Meadows	Policy 2919 - Trustees' Code of Conduct	2019/12
SD43 Coquitlam	Policy 4 - Trustee Code of Ethics	2019/02
SD44 North Vancouver	Policy 108 - Trustee Code of Ethics	2018/09
SD45 West Vancouver	Policy 108 – Trustee Code of Ethics	2022/06
SD46 Sunshine Coast	Policy 3 – Role of Trustee	2022/10

³ Generally captured as policy. As per [SD 20](#), policies are statements of principle whereas bylaws are legally enforceable resolutions of the board.

School District	Code of Conduct ³	Updated
SD47 Powell River	Policy 4: Trustee Code of Conduct	2022/05
SD48 Sea to Sky	Policy 204 - Trustee Code of Conduct	2022/03
SD49 Central Coast	Policy 120: Trustee Code of Conduct	2018/04
SD50 Haida Gwaii	Policy 2.0 - Governance	2018/09
SD51 Boundary	Policy 1110 - Trustee Code of Ethics	2018/03
SD52 Prince Rupert	6140 - Role of the Trustee and Trustee Code of Conduct Policy	2020/10
SD53 Okanagan Similkameen	Policy A-4 - Trustee Code of Conduct	2019/10
SD54 Bulkley Valley	Policy 1.180 - Trustee Code of Conduct	2021/04
SD57 Prince George	Policy 4 – Trustee Code of Conduct	2022/06
SD58 Nicola-Similkameen	Policy 205.3 - Trustee Code of Ethics and Conduct	2020/01
SD59 Peace River South	Policy 2150 – Roles and Responsibilities of the Board	2020/01
SD60 Peace River North	Policy 1001 - Roles and Responsibilities of the Board and Trustees	2021/08
SD61 Greater Victoria	Policy 8251 - Trustees' Code of Conduct	2022/05
SD62 Sooke	Policy A-105 – Trustee Code of Conduct	2021/01
SD63 Saanich	Policy 13 – Trustee Code of Conduct	2020/11
SD64 Gulf Islands	Policy 107 - Trustee Code of Conduct	2018/06
SD67 Okanagan Skaha	Policy 4 - Trustee Code of Conduct	2019/11
SD68 Nanaimo-Ladysmith	Policy 2.3 - Code of Conduct	2012/12
SD69 Qualicum	Trustee Code of Ethics included in Trustee Handbook (and Bylaw)	2022/09
SD70 Pacific Rim	Policy 112 - School Trustee Code of Conduct	2022/10
SD71 Comox Valley	Policy 4 – Trustee Code of Conduct	2023/03
SD72 Campbell River	Board Governance Policy 7 – Trustee Code of Conduct	2017/10
SD73 Kamloops/ Thompson	Policy 4 - Trustee Code of Conduct	2019/06
SD74 Gold Trail	Policy 1.100 Trustee Code of Conduct	2022/10
SD75 Mission	Policy 1.2 Trustee Code of Ethical Conduct	2022/06
SD78 Fraser-Cascade	Bylaw 17 - Trustee Code of Conduct ; Conflict of interest in stand alone Bylaw #7	2018/03
SD79 Cowichan Valley	Policy 4 – Trustee Code of Conduct	2018/09

School District	Code of Conduct ³	Updated
SD81 Fort Nelson	Policy 1111 - Trustee Code of Ethics; Policy 1112 – Expectations of Trustees	2015/03
SD82 Coast Mountains	Policy 5010 - Trustee Code of Ethics	2021/12
SD83 North Okanagan-Shuswap	Policy 133 - Trustee Code of Conduct	2022/04
SD84 Vancouver Island West	Policy 4 - Trustee Code of Ethics	2022/6
SD85 Vancouver Island North	Policy 1-03 - Trustee Code of Conduct Sanctions	2021/05
SD87 Stikine	Policy 3 – Role of Board – District Expectations - Trustees	2009/06
SD91 Nechako Lake	Policy 200.2 - Trustee Code of Conduct	2022/09
SD92 Nisga’a	Policy 4 - Trustee Code of Conduct	2020/12
SD93 CSF	Code of Ethics	2018/06

APPENDIX B: FURTHER RESOURCES

- British Columbia School Trustees Association [BCSTA]. (n.d.a). Our mission. *British Columbia School Trustees Association*. <https://bcsta.org/about/about-trustees/>
- British Columbia School Trustees Association [BCSTA]. (n.d.b). Rights & Responsibilities: A Resource Guide for School Trustees. *British Columbia School Trustees Association*.
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- Education Act, Statutes of New Brunswick (1997, c.E-1.12). Retrieved from the Acts and regulation website: [Education Act \(gnb.ca\)](#)
- Education Act, Statutes of Northwest Territories (1995, c.28). Retrieved from the justice website: [Education Act \(gov.nt.ca\)](#)
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- Ontario Regulation 246/18: Members of School Boards – Code of Conduct. <https://www.ontariocanada.com/registry/view.do?postingId=38892&language=en>
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[C.C.S.M. c. P250 \(gov.mb.ca\)](http://www.gov.mb.ca/ccl/ccl250.html)



Leah Reimer <lreimer@prn.bc.ca>

Fwd: Attached Image

5 messages

Helen Gilbert <hngilbert@prn.bc.ca>

Wed, Jun 14, 2023 at 1:08 PM

To: mackeno35@gmail.com

Cc: Stephen Petrucci <spetrucci@prn.bc.ca>, Leah Reimer <lreimer@prn.bc.ca>

Dear Margaret,

Thank you very much for the letter questioning the apparent cancellation of the Kindergarten Vision Screening Program. Recently, we had the opportunity to address Northern Health directly about this. The attached slides from Northern Health indicate that a review of the program is being done. There was not a timeline given but I will be following up to ask for the review to be shared with us. I am hoping that the program will begin again with updated equipment. Your letter did a good job of articulating the importance of vision screening.

Regards,

Helen Gilbert

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

From: **SD 60 Board Office** <workroom@prn.bc.ca>

Date: Wed, 14 Jun 2023 at 12:48

Subject: Attached Image

To: Helen N Gilbert <hngilbert@prn.bc.ca>

--
Helen Gilbert

School District #60 Trustee

Board Chair

District Address

[10112-105 Avenue, Fort St John, BC V1J 4S4](#)*Respecting the beautiful ancestral lands of the Dane Zaa and Treaty 8.***"Do the best you can until you know better. Then when you know better, do better."**

Maya Angelou

Kindergarten Vision Screening Program

**BC EARLY CHILDHOOD VISION
SCREENING PROGRAM**

- **Background**
 - Program began in 2007
 - NH provides screening for Kindergarten ages through Community Interprofessional Teams (IPTs)
- **2022-23 School year**
 - Ministry of Health is reviewing the program
 - Health Authorities will receive direction from the review
 - The review includes the need to replace out of date screening equipment
 - In Northern Health, local IPTs are providing vision health promotion materials and supporting families with information to access local optometrists

BC Early Childhood Vision Screening Program

Fort St. John

- Previously, screening happened at FSJ KG health circuits at the Health Unit
 - Screening administered by trained Primary Care Assistants or Admin supports
 - Through screening, appropriate referrals were made
- Additional Information:
 - BC Healthy Kids Benefits Program
 - BC Doctors of Optometry
 - Health Link BC Files
- Young Children and their Vision
- Elementary School Aged Children and their Vision

Submission Summary

Submission Summary:	Major 2024/2025 2023-06-30
Submission Type:	Capital Plan
School District:	Peace River North (SD60)
Open Date:	2023-04-14
Close Date:	2023-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Site Acquisition	\$10,780,000
Addition	\$44,916,745
Replacement/Renovation	\$38,348,124
Total	\$94,044,869

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	159114	Bert Bowes Middle School	Addition	We have some very tight years for classrooms within the school. We are experiencing slight growth in our community, and anticipate needing an additional 6 classrooms well as ancillary space and a gymnasium within the school	\$23,254,457
2	159120	Dr Kearney Middle School	Addition	We have some very tight years for classrooms within the school. We are experiencing slight growth in our community, and anticipate needing an additional 8 classrooms well as ancillary space and a gymnasium within the school	\$21,662,288
Submission Category Total:					\$44,916,745
REPLACEMENT/RENOVATION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150246	Charlie Lake Elementary	Full Replacement (Replace/Reno)	Replace existing school with an 80K/425 Capacity Elementary School, currently 9 portables being replaced, FCI Index 70 Very Poor, significant facilities issues including water ingress and mold, room in current site to construct	\$38,348,124
Submission Category Total:					\$38,348,124
SITE ACQUISITION					

Submission Summary

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	154956	New Northwest Area - Elementary	Site Acquisition	Require land for a new elementary school in the NW area. A developer beginning a 4000 unit development has contacted us regarding a land purchase. We have reviewed this land and other land available and determined this is a good location/land	\$4,885,000
2	154957	New Northwest Area - Secondary	Site Acquisition	Require land for a new high school in the NW area. A developer beginning a 4000 unit development has contacted us regarding a land purchase. We have reviewed this land and other land available and determined this is a good location/land. We currently do not need to build a secondary school, but to be able to secure land within City limits is not easy at this time.	\$5,895,000
				Submission Category Total:	\$10,780,000

Annual Budget

School District No. 60 (Peace River North)

June 30, 2024

School District No. 60 (Peace River North)

June 30, 2024

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 60 (Peace River North) Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$99,000,369 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE _____ DAY OF _____, 2023;

READ A SECOND TIME THE _____ DAY OF _____, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2023;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 60 (Peace River North) Annual Budget Bylaw 2023/2024, adopted by the Board the _____ DAY OF _____, 2023.

Secretary Treasurer

School District No. 60 (Peace River North)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	6,275.000	6,210.625
Adult	12.000	14.875
Other	0.250	0.250
Total Ministry Operating Grant Funded FTE's	6,287.250	6,225.750
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	87,254,510	80,696,246
Other	127,502	152,002
Federal Grants	339,500	262,114
Tuition	828,513	744,289
Other Revenue	3,659,594	3,913,517
Rentals and Leases	116,468	101,200
Investment Income	320,000	320,000
Amortization of Deferred Capital Revenue	4,599,987	4,419,938
Total Revenue	97,246,074	90,609,306
Expenses		
Instruction	74,086,931	69,122,672
District Administration	2,726,326	2,537,874
Operations and Maintenance	16,031,460	15,499,544
Transportation and Housing	5,455,652	5,886,803
Total Expense	98,300,369	93,046,893
Net Revenue (Expense)	(1,054,295)	(2,437,587)
Budgeted Allocation (Retirement) of Surplus (Deficit)	411,182	1,573,877
Budgeted Surplus (Deficit), for the year	(643,113)	(863,710)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(643,113)	(863,710)
Budgeted Surplus (Deficit), for the year	(643,113)	(863,710)

School District No. 60 (Peace River North)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	81,254,502	75,598,657
Operating - Tangible Capital Assets Purchased	700,000	700,000
Special Purpose Funds - Total Expense	11,102,767	11,464,588
Capital Fund - Total Expense	5,943,100	5,983,648
Total Budget Bylaw Amount	99,000,369	93,746,893

Approved by the Board

Signature _____	Chairman of the Board	_____	Date _____
Signature _____	Superintendent	_____	Date _____
Signature _____	Secretary/Treasurer	_____	Date _____

DRAFT

School District No. 60 (Peace River North)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,054,295)	(2,437,587)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(700,000)	(700,000)
From Deferred Capital Revenue	(6,137,375)	(6,218,414)
Total Acquisition of Tangible Capital Assets	(6,837,375)	(6,918,414)
Amortization of Tangible Capital Assets	5,943,100	5,983,648
Total Effect of change in Tangible Capital Assets	(894,275)	(934,766)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(1,948,570)	(3,372,353)

School District No. 60 (Peace River North)

Schedule 2

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	78,823,934	72,072,250
Other	127,502	127,502
Tuition	828,513	744,289
Other Revenue	1,326,903	1,359,539
Rentals and Leases	116,468	101,200
Investment Income	320,000	320,000
Total Revenue	81,543,320	74,724,780
Expenses		
Instruction	63,491,449	58,551,265
District Administration	2,726,326	2,537,874
Operations and Maintenance	10,217,970	9,561,919
Transportation and Housing	4,818,757	4,947,599
Total Expense	81,254,502	75,598,657
Net Revenue (Expense)	288,818	(873,877)
Budgeted Prior Year Surplus Appropriation	411,182	1,573,877
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(700,000)	(700,000)
Total Net Transfers	(700,000)	(700,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 60 (Peace River North)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	77,705,448	70,759,203
ISC/LEA Recovery	(976,903)	(1,041,556)
Other Ministry of Education and Child Care Grants		
Pay Equity	241,350	241,350
Funding for Graduated Adults	39,000	39,000
Student Transportation Fund	425,785	425,785
Support Staff Benefits Grant	69,824	68,232
FSA Scorer Grant	8,187	8,187
Early Learning Framework (ELF) Implementation		991
Labour Settlement Funding	1,311,243	1,925,098
Decrease Enrollment in Distance Learning		(354,040)
Total Provincial Grants - Ministry of Education and Child Care	78,823,934	72,072,250
Provincial Grants - Other	127,502	127,502
Tuition		
International and Out of Province Students	828,513	744,289
Total Tuition	828,513	744,289
Other Revenues		
Funding from First Nations	976,903	1,041,556
Miscellaneous		
Miscellaneous	350,000	317,983
Total Other Revenue	1,326,903	1,359,539
Rentals and Leases	116,468	101,200
Investment Income	320,000	320,000
Total Operating Revenue	81,543,320	74,724,780

School District No. 60 (Peace River North)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	30,737,914	28,212,741
Principals and Vice Principals	5,740,998	5,325,599
Educational Assistants	6,068,225	5,372,471
Support Staff	9,560,596	8,786,152
Other Professionals	2,016,017	1,890,448
Substitutes	2,264,888	2,163,772
Total Salaries	56,388,638	51,751,183
Employee Benefits	13,505,547	11,831,576
Total Salaries and Benefits	69,894,185	63,582,759
Services and Supplies		
Services	1,752,964	1,464,890
Student Transportation	1,239,974	1,656,842
Professional Development and Travel	1,167,601	925,957
Rentals and Leases	51,600	26,758
Dues and Fees	59,000	43,852
Insurance	265,000	278,999
Interest	13,000	13,061
Supplies	4,681,934	5,392,994
Utilities	2,129,244	2,212,545
Total Services and Supplies	11,360,317	12,015,898
Total Operating Expense	81,254,502	75,598,657

School District No. 60 (Peace River North)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	23,316,850	1,677,097	5,092	1,940,229	474,644	1,520,185	28,934,097
1.03 Career Programs	284,879	48,514		27,550		1,020	361,963
1.07 Library Services	836,467	68,860		79,004			984,331
1.08 Counselling	856,540						856,540
1.10 Special Education	4,004,279	418,470	5,374,540	85,130		406,419	10,288,838
1.30 English Language Learning	778,198					5,000	783,198
1.31 Indigenous Education	527,621	145,891	688,593	45,101	17,314	8,222	1,432,742
1.41 School Administration		2,996,875		631,145			3,628,020
1.62 International and Out of Province Students	133,080	61,563		36,531	24,111	2,500	257,785
Total Function 1	30,737,914	5,417,270	6,068,225	2,844,690	516,069	1,943,346	47,527,514
4 District Administration							
4.11 Educational Administration		323,728			361,733		685,461
4.40 School District Governance					122,640		122,640
4.41 Business Administration				120,575	631,527		752,102
Total Function 4	-	323,728	-	120,575	1,115,900	-	1,560,203
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				59,618	290,216		349,834
5.50 Maintenance Operations				3,535,016		72,185	3,607,201
5.52 Maintenance of Grounds				502,082		75,476	577,558
5.56 Utilities							-
Total Function 5	-	-	-	4,096,716	290,216	147,661	4,534,593
7 Transportation and Housing							
7.41 Transportation and Housing Administration					93,832		93,832
7.70 Student Transportation				2,498,615		173,881	2,672,496
Total Function 7	-	-	-	2,498,615	93,832	173,881	2,766,328
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	30,737,914	5,740,998	6,068,225	9,560,596	2,016,017	2,264,888	56,388,638

School District No. 60 (Peace River North)
Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	28,934,097	7,040,838	35,974,935	2,786,790	38,761,725	35,998,101
1.03 Career Programs	361,963	85,446	447,409	38,150	485,559	429,298
1.07 Library Services	984,331	234,964	1,219,295	71,075	1,290,370	1,228,445
1.08 Counselling	856,540	205,570	1,062,110	9,500	1,071,610	1,001,732
1.10 Special Education	10,288,838	2,452,893	12,741,731	967,309	13,709,040	12,378,809
1.30 English Language Learning	783,198	186,768	969,966	16,000	985,966	947,336
1.31 Indigenous Education	1,432,742	345,543	1,778,285	419,065	2,197,350	2,026,396
1.41 School Administration	3,628,020	787,130	4,415,150	3,000	4,418,150	4,001,355
1.62 International and Out of Province Students	257,785	60,394	318,179	253,500	571,679	539,793
Total Function 1	47,527,514	11,399,546	58,927,060	4,564,389	63,491,449	58,551,265
4 District Administration						
4.11 Educational Administration	685,461	153,659	839,120	141,623	980,743	881,696
4.40 School District Governance	122,640	13,674	136,314	113,470	249,784	223,760
4.41 Business Administration	752,102	175,395	927,497	568,302	1,495,799	1,432,418
Total Function 4	1,560,203	342,728	1,902,931	823,395	2,726,326	2,537,874
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	349,834	75,850	425,684	379,649	805,333	684,463
5.50 Maintenance Operations	3,607,201	892,467	4,499,668	1,684,322	6,183,990	5,578,225
5.52 Maintenance of Grounds	577,558	129,610	707,168	205,000	912,168	934,345
5.56 Utilities	-	-	-	2,316,479	2,316,479	2,364,886
Total Function 5	4,534,593	1,097,927	5,632,520	4,585,450	10,217,970	9,561,919
7 Transportation and Housing						
7.41 Transportation and Housing Administration	93,832	19,705	113,537	17,950	131,487	124,772
7.70 Student Transportation	2,672,496	645,641	3,318,137	1,369,133	4,687,270	4,822,827
Total Function 7	2,766,328	665,346	3,431,674	1,387,083	4,818,757	4,947,599
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	56,388,638	13,505,547	69,894,185	11,360,317	81,254,502	75,598,657

School District No. 60 (Peace River North)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	8,430,576	8,623,996
Other		24,500
Federal Grants	339,500	262,114
Other Revenue	2,332,691	2,553,978
Total Revenue	11,102,767	11,464,588
Expenses		
Instruction	10,595,482	10,571,407
Operations and Maintenance	507,285	644,970
Transportation and Housing		248,211
Total Expense	11,102,767	11,464,588
Budgeted Surplus (Deficit), for the year	-	-

School District No. 60 (Peace River North)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Schedule 3A

Deferred Revenue, beginning of year

Add: Restricted Grants
 Provincial Grants - Ministry of Education and Child Care
 Federal Grants
 Other

Less: Allocated to Revenue
Deferred Revenue, end of year

Revenues

Provincial Grants - Ministry of Education and Child Care
 Federal Grants
 Other Revenue

Expenses

Salaries
 Teachers
 Principals and Vice Principals
 Educational Assistants
 Support Staff
 Other Professionals
 Substitutes

Employee Benefits
 Services and Supplies

Net Revenue (Expense)

Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
\$	\$	\$	\$	\$	\$	\$	\$	\$
208,265	-	142,673	1,710,855	-	54,693	72,697	76,339	-
299,020	294,126	-	1,513,691	148,000	46,550	123,119	632,321	399,801
507,285	294,126	-	1,513,691	148,000	55,875	195,816	708,660	399,801
-	-	142,673	1,710,855	-	45,368	-	-	-
507,285	294,126	-	1,513,691	148,000	55,875	195,816	708,660	399,801
507,285	294,126	-	1,513,691	148,000	55,875	195,816	708,660	399,801
77,754	235,301	-	-	114,400	5,000	30,000	154,913	232,897
120,049	-	-	-	-	500	13,381	209,074	35,597
197,803	235,301	-	-	114,400	4,000	10,000	79,964	73,936
39,006	58,825	-	-	28,600	9,500	82,445	572,136	342,430
270,476	-	-	1,513,691	5,000	1,375	20,151	120,959	57,371
507,285	294,126	-	1,513,691	148,000	45,000	93,220	15,565	399,801
-	-	-	-	-	55,875	195,816	708,660	-
-	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Schedule 3A

Deferred Revenue, beginning of year

Add: Restricted Grants
Provincial Grants - Ministry of Education and Child Care
Federal Grants
Other

Less: Allocated to Revenue Deferred Revenue, end of year

Revenues
Provincial Grants - Ministry of Education and Child Care
Federal Grants
Other Revenue

Expenses

Salaries
Teachers
Principals and Vice Principals
Educational Assistants
Support Staff
Other Professionals
Substitutes

Employee Benefits
Services and Supplies

Net Revenue (Expense)

Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)
\$	\$	\$	\$	\$	\$	\$	\$	\$
	30,000	55,738			8,683	164,304		10,809
4,500,622	-	52,000	6,750	55,400	-	-	50,000	19,000
4,500,622	-	65,491	6,750	55,400	8,683	164,304	50,000	29,809
-	30,000	42,247	-	-	-	-	-	-
4,500,622		65,491	6,750	55,400	8,683	164,304	50,000	29,809
4,500,622	-	65,491	6,750	55,400	8,683	164,304	50,000	29,809
3,629,533		25,393		36,320	7,002		17,500	15,000
		15,000					20,000	
3,629,533	-	40,393	-	36,320	7,002	-	37,500	15,000
871,089		10,098		9,080	1,681		9,000	3,450
		15,000	6,750	10,000		164,304	3,500	11,359
4,500,622	-	65,491	6,750	55,400	8,683	164,304	50,000	29,809
-	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Deferred Revenue, beginning of year

Add: Restricted Grants

Provincial Grants - Ministry of Education and Child Care
Federal Grants
Other

Less: Allocated to Revenue Deferred Revenue, end of year

Revenues

Provincial Grants - Ministry of Education and Child Care
Federal Grants
Other Revenue

Expenses

Salaries

Teachers
Principals and Vice Principals
Educational Assistants
Support Staff
Other Professionals
Substitutes

Employee Benefits
Services and Supplies

Net Revenue (Expense)

	ECL Early Care & Learning	Feeding Futures Fund	SWIS	MISC	EFAP	Integration Inquiry Project	TOTAL
	\$	\$	\$	\$	\$	\$	\$
			28,000	342,174	-	880,000	3,785,230
	175,000	806,483	339,500			880,000	8,488,192
	175,000	806,483	339,500	749,300	70,000	880,000	339,500
							2,332,991
	175,000	806,483	339,500	749,000	70,000	258,471	11,102,767
	-	-	28,000	342,474	-	1,501,529	3,843,146
	175,000	806,483	339,500			258,471	8,430,576
	175,000	806,483	339,500	749,000	70,000		339,500
							2,332,691
	175,000	806,483	339,500	749,000	70,000	258,471	11,102,767
	93,928		43,250	13,453		33,550	3,865,294
			140,000	40,611		169,227	516,158
	42,000		70,000	270,914			976,314
		65,000		62,654			484,981
				512			506,603
	135,928	65,000	253,250	388,144	-	202,777	15,512
							6,364,862
	34,072	14,950	63,312	96,908		50,694	1,490,621
	5,000	726,533	22,938	263,948	70,000	5,000	3,247,284
	175,000	806,483	339,500	749,000	70,000	258,471	11,102,767
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	4,599,987		4,599,987	4,419,938
Total Revenue	4,599,987	-	4,599,987	4,419,938
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	5,306,205		5,306,205	5,292,655
Transportation and Housing	636,895		636,895	690,993
Total Expense	5,943,100	-	5,943,100	5,983,648
Net Revenue (Expense)	(1,343,113)	-	(1,343,113)	(1,563,710)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	700,000		700,000	700,000
Total Net Transfers	700,000	-	700,000	700,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	(643,113)	-	(643,113)	(863,710)

PRELIMINARY ANNUAL BUDGET

2023/24



AGENDA

- Overview of Preliminary 2023/24 Ministry of Education Funding and Enrolment projections
- Overview of Other Operating Revenues 2023/24
- Summary of Operating Expenditures by Type
- Summary of Operating Expenditures by Function
- Review of Schedule 3A
- Review of Schedule 2
- Review of Statement 2



School District 60

Peace River North

COMPONENTS OF MINISTRY OF EDUCATION FUNDING

FTE	2023/24 Preliminary Annual Budget	2022/23 Amended Annual Budget	Difference
School Age	6,275.0000	6,210.6250	64.3750
Adult	12.0000	14.8750	(2.8750)
Other	0.2500	0.2500	-
Total FTE	6,287.2500	6,225.7500	61.5000



School District 60
Peace River North

COMPONENTS OF MINISTRY OF EDUCATION FUNDING

Components of Ministry of Education Funding			
Funding Type	Preliminary	Amended	Difference
Enrolment Based	52,819,420	47,944,511	4,874,909
Unique Student Needs:			-
Special Education	9,005,000	7,652,360	1,352,640
English Language Learners	919,550	863,825	55,725
Indigenous Educations	2,197,350	1,982,855	214,495
Adult Education	22,020	24,521	- 2,501
Equity of Opportunity Settlement	282,203	235,227	46,976
Salary Differential	912,823	913,350	- 527
Unique Geographic Factors	10,563,690	9,907,344	656,346
BC Education Plan	54,942	54,569	373
Est. Distributed Learning	926,000	825,705	100,295
Summer Learning	2,450	896	1,554
Total Ministry Funding	77,705,448	70,405,163	7,300,285



School District 60

Peace River North

OPERATING REVENUES

	Revenues (Schedule 2A)	2023/24 Preliminary	2022/23 Amended	Difference
Provincial Grants	Operating Grants	77,705,448	70,405,163	5,375,187
	Pay Equity	241,350	241,350	0
	Graduated Adults Funding	39,000	39,000	0
	Transportation Funding	425,785	425,785	0
	FSA Funding	8,187	8,187	0
	Support Staff Benefits Grant	69,824	68,232	-68,232
	Early Learning Framework	0	991	-991
	Labour Settlement Funding	1,311,243	1,925,098	948,193
Other	MCFD – School Age Therapy	127,502	127,502	0
Fees	International and Out of Province	828,513	744,289	84,224
Misc.	Miscellaneous Income	350,000	317,983	32,017
	Rental and Leases	116,468	101,200	15,268
	Investment Income	320,000	320,000	0
	TOTAL REVENUES	81,543,320	74,724,780	6,385,666

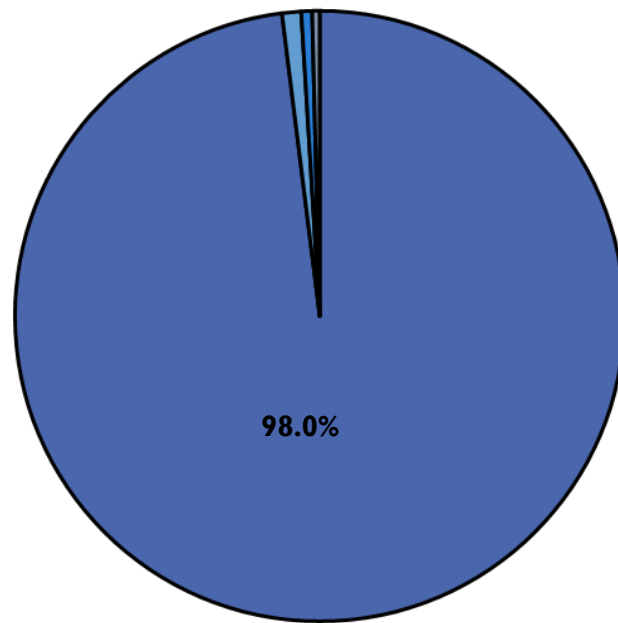


School District 60

Peace River North

OPERATING REVENUES

Total Operating Revenues
(Schedule 2)



- Ministry of Education Grants
- International and Alberta Tuition
- Miscellaneous Income including Rentals
- Investment Income



School District 60

Peace River North

OPERATING EXPENSES BY FUNCTION

Operating Expenses by Function				
	2024		2023 Amended	
	Annual Budget		Annual Budget	
	\$		\$	
Instruction	63,491,449	78.14%	58,551,265	77.45%
District Administration	2,726,326	3.36%	2,537,874	3.36%
Operations and Maintenance	10,217,970	12.58%	9,561,919	12.65%
Transportation and Housing	4,818,757	5.93%	4,947,599	6.54%
	<u>81,254,502</u>		<u>75,598,657</u>	

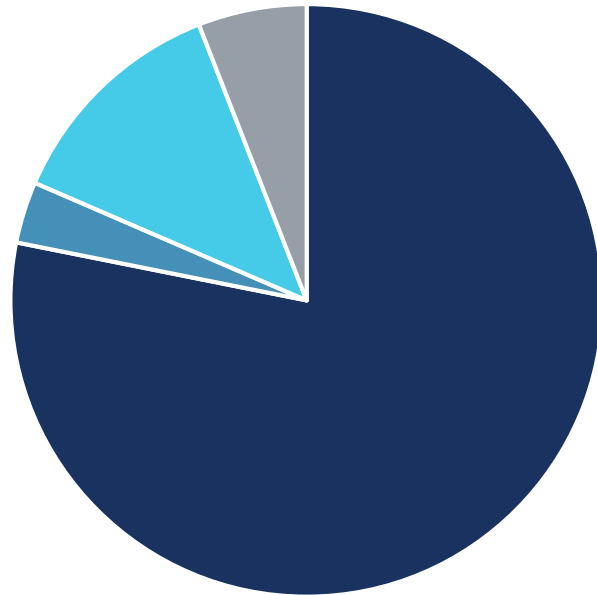


School District 60

Peace River North

OPERATING EXPENSES BY FUNCTION

Operating Expense by Function



- Instruction 78.14%
- District Administration 3.36%
- Operations and Maintenance 12.58%
- Transportation and Housing 5.93%



School District 60

Peace River North

OPERATING EXPENSES BY OBJECT

	Operating Expense by Object			
	2024		2023 Amended	
	Annual Budget		Annual Budget	
Salaries	56,388,638	69.40%	51,751,183	68.46%
Benefits	13,505,547	16.62%	11,831,576	15.65%
Salaries and Benefits	69,894,185	86.02%	63,582,759	84.11%
Services and Supplies	11,360,317	13.98%	12,015,898	15.89%
	<u>81,254,502</u>		<u>75,598,657</u>	

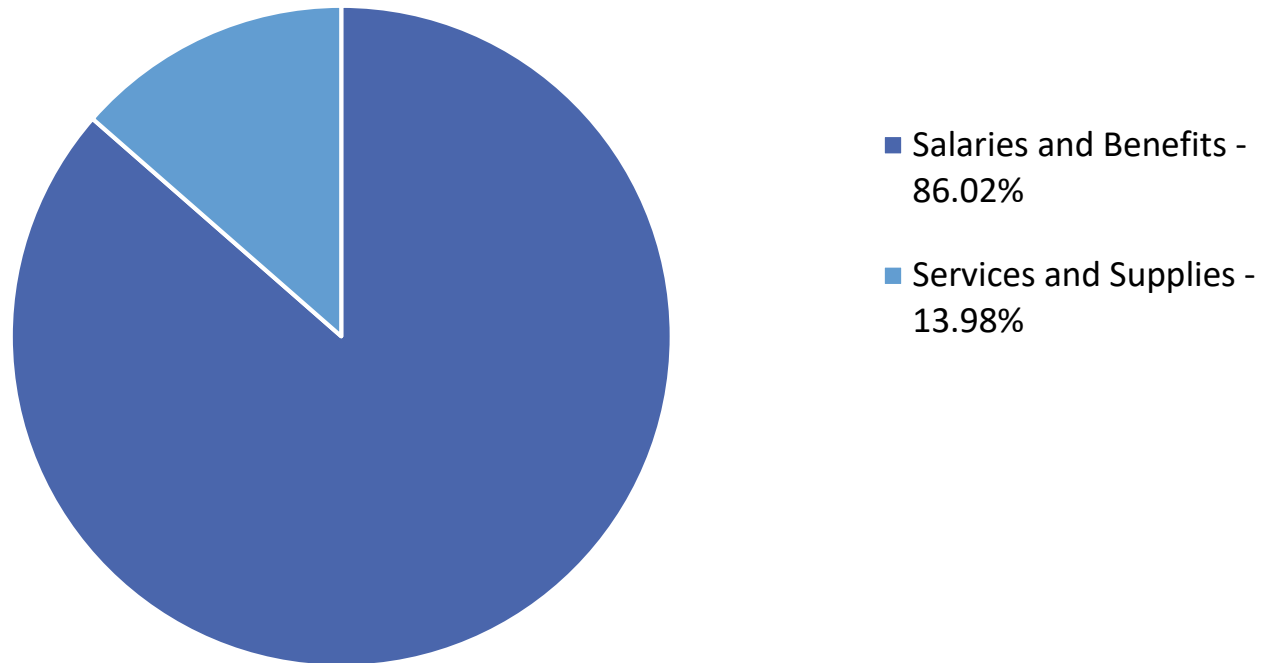


School District 60

Peace River North

OPERATING EXPENSES BY OBJECT

Operating Expense by Object
(Schedule 2b)



School District 60

Peace River North

SCHEDULE 2 SUMMARY

	2024		2023 Amended
	Annual Budget		Annual Budget
Total Revenue	81,543,320		74,724,780
Total Expenses	81,254,502		75,598,657
Net Revenue (Expense)	288,818	-	873,877
Net Transfers (Tangible Capital Assets)	- 700,000	-	700,000
Budgeted Surplus (Deficit) Appropriation	- 411,182	-	1,573,877



School District 60

Peace River North

SPECIAL PURPOSE FUNDS EXPENSES

Special Purpose Funds - Expenses 2023/2024

Planned Spending	Annual Facility Grant	507,285
	Learning Improvement Fund	294,126
	School Generated Funds	1,513,691
	Strong Start	148,000
	Ready, Set, Learn	55,875
	OLEP	195,816
	CommunityLINK	708,660
	CEF - Staffing	4,500,622
	CEF - Overhead	399,801
	Mental Health in Schools	65,491
	Changing Results for Young Children	6,750
	Seamless Day Kindergarten	55,400
	ECE Dual Credit Program	8,683
	Student and Family Affordability Fund	164,304
	Just B4 Preschool	50,000
	SEY2KT	29,809
	Early Care and Learning	175,000
	Feeding Futures Fund	806,483
	SWIS	339,500
	Miscellaneous	749,000
	EFAP	70,000
	Integration Inquiry Project	258,471
	11,102,767	

Special Purpose Fund - Revenue 2023/2024

Special Purpose Fund Revenue	11,102,767
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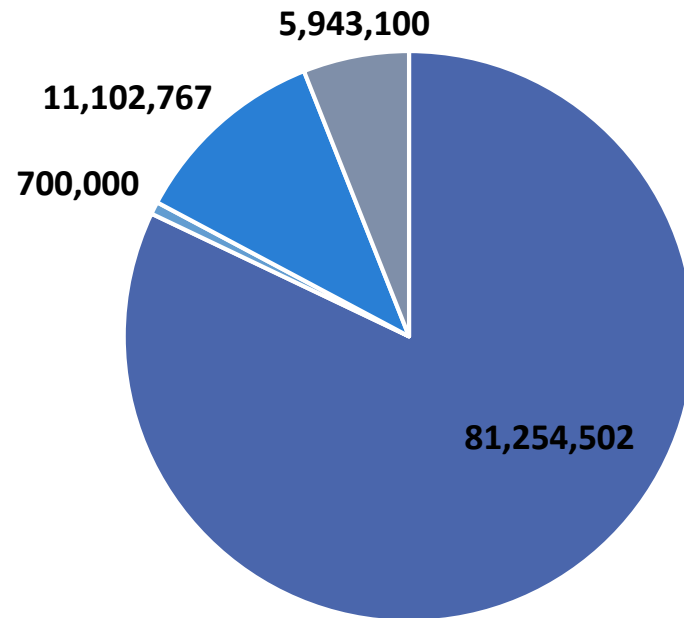
School District 60

Peace River North

BUDGET BYLAW STATEMENT 2

Preliminary Budget Bylaw 2023/2024

Total = \$99,000,369



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



School District 60

Peace River North

ADJUSTMENTS

- Increase of all wage groups of 6.75%
- All ratios for teacher time for counselor time, SERT, librarian, learning assistance and ELL
- Learning support model funds allocated to schools
- Transportation department changes include decrease of mechanics as can't recruit as well as removal of all contract drivers and moving towards District Staff.
- Incorporated known increases or decreases to utilities and telephone for the upcoming year.
- Additional funds given for Strategic plan funding for next year
- Funds allocated to Learning Services for hiring of an additional School Psychologist and Speech Language Pathologist
- Budget includes upgrading of technology
- Surplus allocation is for Portable Move to Wonowon, Numeracy Initiative and Literacy Initiative



QUESTIONS?

THANK YOU!



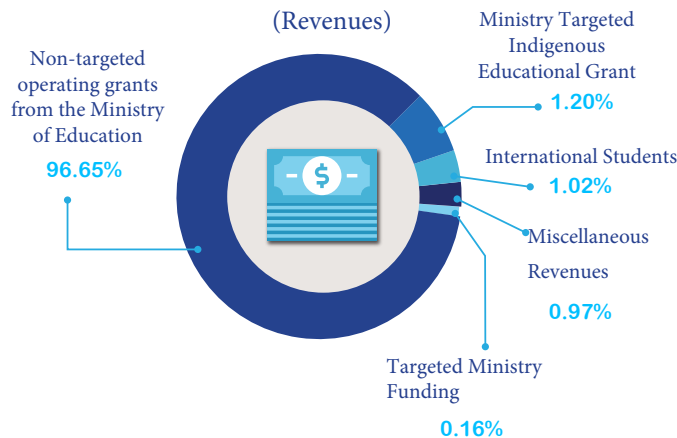
Snapshot 2023-2024

Together We Learn!

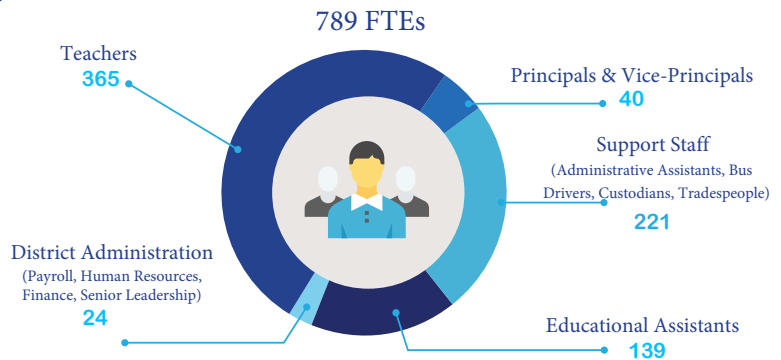
Operating Revenue: \$81.5 million

Operating Expenses: \$81.2 million

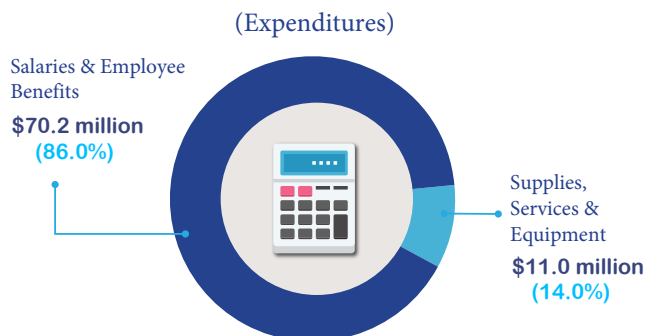
Where The Money Comes From



Our Staff Team



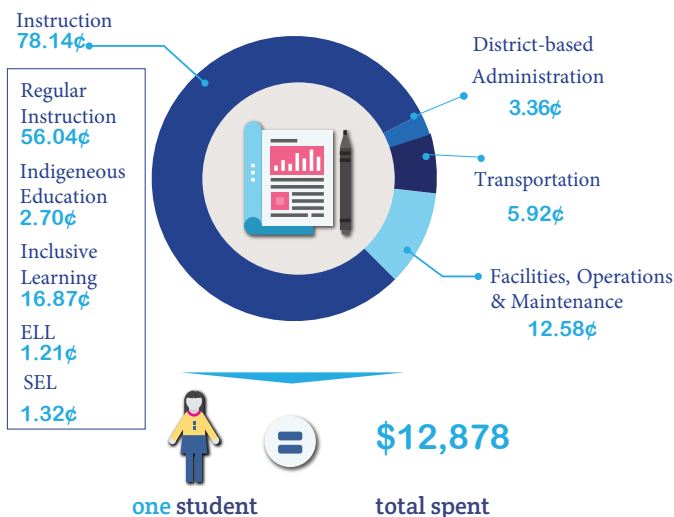
Where The Money Goes



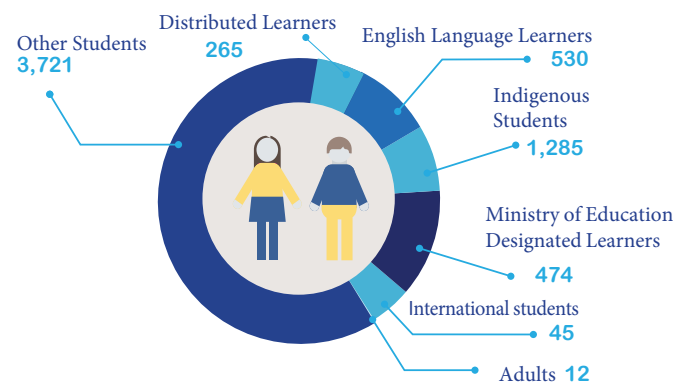
\$81.2 million operating budget



How Each Dollar is Spent

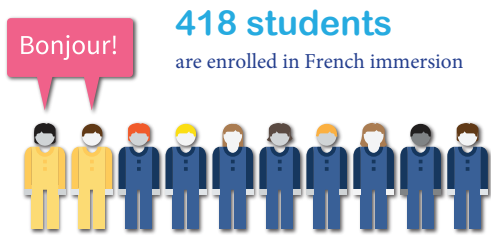


Our Student Population = 6,332



Enrollment is projected to have moderate growth over the next 10 years.

French Immersion



VIVE LE FRANCAIS!!

Inclusive Learning



Graduation Rates



Careers and Pathways



Framework for Enhancing Student Learning

FESL 2021-2025 Goals

- Goal 1: Increase Dogwood Completion Rates
- Goal 2: Increase Student Social/Emotional Competency
- Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education
- Goal 4: Support Student Achievement Through a Systemic Learning Support Model



prn.bc.ca

School District 60: Peace River North
10112 - 105 Avenue
Fort St John, BC, V1J 4S4
250.262.6000

Our Schools



- 14** Elementary Schools (K-6)
- 2** Middle Schools (7-9)
- 1** Secondary School (10-12)
- 1** Project Based Location (10)
- 1** Continuing/Alternate Education Center
- 2** K-12 Schools
- 1** K-8 School
- 1** K-9 School

School District #60 has a 13 urban schools and 10 rural schools.

Planned Capital Investments



Upper Halfway Gym
\$5,029,986
Annual Facility Grant
\$1,572,719



HVAC Upgrades
(Hudson's Hope, Ecole Central, Robert Ogilvie)
\$1,370,202



New Buses
\$367,633

The above improvements are funded through our annual facility grant and school enhancement project funding announced in April every year.

Engaging Our Community



18
Public Board of Education and Committee Meetings



13,807
Website Visitors Monthly



22
Parent Advisory Councils



Providing public education to students in:
3 Municipalities and 8 Remote Areas
(Fort St John, Hudson's Hope, Taylor, Baldonnel, Buick Creek, Charlie Lake, Clearview, Prespatou, Upper Halfway, Upper Pine, Wonowon)
3 Indigenous Communities
(Blueberry River, Doig River, Halfway River)

Our Mission:

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

Together We Learn!



SCHOOL DISTRICT 60
PEACE RIVER NORTH

OVERVIEW OF SCHOOL DISTRICT FUNDING & BUDGET PREPARATION

2023/2024

School District No. 60
(PEACE RIVER NORTH)
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The purpose of this document is to provide an overview of the School District's funding and how it is reflected in the Annual and Amended Budgets.

The majority of a School District's funding comes from the Ministry of Education by way of the Annual Operating Grant, Capital Funding, the Annual Facilities Grant and other Special Purpose Funds. Additional funding flows to the District from International Student Education Tuition, Federal French Funding, Rentals and Lease revenue, and other miscellaneous grants and donations.

The Ministry of Education requires all Schools Districts to submit the budgets in the same format, presenting them in three distinct funding categories: Operating Fund, Special Purpose Funds and Capital Funds.

OVERVIEW OF SCHOOL DISTRICT 60



**SCHOOL DISTRICT NO. 60
(PEACE RIVER NORTH) resides on the
traditional territories of the Tsáá? Çhé Ne
Dane peoples within Treaty 8.**

School District No. 60 (Peace River North) is a proud community partner with the Blueberry River First Nations, Doig River First Nation, FSJ Friendship Centre, Halfway River First Nation, FSJ Metis Society, NENAS, and NENAN.

The District boasts approximately 6,000 students and offers a full range of programs from Kindergarten to Grade 12 with additional programs for pre-school and adult learners. There are: 11 elementary schools; 2 middle schools; 7 rural elementary/secondary schools; 2 secondary schools (including a grade 10 campus) one online learning school – the Key Learning Centre (K-12); and approximately 850 employees.

The District encompasses the municipalities of Fort St. John, Taylor, Goodlow, Prespatou, Buick Creek, Wonowon, Hudson's Hope, Montney and many other communities which represent a population of approximately 23,690 (2016 & 2021 Census data). The School District No. 60 (Peace River North)'s 2023-24 annual consolidated budget is \$81.5 million.



OPERATING FUND

K-12 Funding & Allocation

The provincial government and BC's 60 elected Boards of Education co-manage the education system in British Columbia. Boards have the opportunity to present to the Select Standing Committee on Finance to share their ideas and priorities for consideration. The province establishes the amount of grant funding for public education annually, and uses a funding formula to allocate these funds to Boards of Education.

Boards manage and allocate their allotment based on local spending priorities that align with both the mandate of the Ministry of Education and Child Care and the School District's Framework for Enhanced Student Learning and Strategic Plan. In addition, the province provides capital costs and funding for special programs through supplemental government funds.

The funding allocation system provides financial resources for the operation of the K-12 system by using data collected from schools and districts and applying formulas to ensure equity across British Columbia.

Funding Allocation System (FAS)

The Sector Resourcing & Service Delivery Branch is responsible for developing and maintaining an equitable funding formula for the public Kindergarten to Grade 12 education system.

It develops financial management policies and standards that support the allocation of more than \$6.6 billion annually to public school boards.

The branch works closely with all education stakeholders to examine funding issues, ensuring that education funding is allocated on a fair and equitable basis. It develops and maintains various funding formulas to achieve our government's education goals.

It is also responsible for the work required to calculate and meet the demands of the ongoing and emerging needs of educators and support staff identified through collective bargaining.

OPERATING GRANT

The Funding Allocation System allocates the General Operating Grants using individual district enrolments and specific factors that apply to each school district. Annual Operating Grants are calculated based on projected enrolment data provided by school districts in February of each year. Grants are then updated based on actual enrolment and other data collected from school districts throughout the school year. The simplified funding formula comprises a student base allocation plus supplementary grants of which there are 6 broad categories.

The **September** enrolment count provides basic Enrolment-Based Funding for:

- Standard Schools Enrolment
- Continuing Education
- Distributed Learning
- Alternate Schools
- Home Schooling
- Course Challenges

Additional supplemental grants provide funding for:

- Salary differentials, for districts with higher average teacher salaries
- Unique student needs, including special needs, English Language Learning, Indigenous Education, and Adult Education programs
- Enrolment decline, where enrolment decreases by more than one per cent in a year (where applicable)
- Unique Geographic Factors (climate, remoteness, sparseness, low enrolment)
- Education Plan
- Funding Protection (where applicable)

The **February** enrolment count provides basic Enrolment-Based Funding for:

- Continuing Education
- Distributed Learning
- Special Needs Enrolment Growth
- Newcomer Refugees

The **May** enrolment count provides basic Enrolment-Based Funding for:

- Continuing Education
- Distributed Learning

** More detailed information on Ministry Funding and other supplemental grants provided to Districts, can be found on the Ministry website at,*

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/23-24/23-24-sd60-march-2023.pdf>

Basic Funding Allocations

For each eligible school-age full-time equivalent (FTE) student enrolled in Standard (Regular), Continuing Education and Alternate Schools and reported in the September enrolment count, 2023/24 - **projected enrolment for 23/24 is 6,010 students (\$8,625 per student), 274 Distance Learners (\$6,960 per student) and 12 Adult Learners (\$5,505)**

Home School Students

For each registered home school student (headcount) reported in the September enrolment count – **projected 34 students (\$250 per student)**

Course Challenges

For each eligible course challenge from the previous school year – **projected 1 student (\$270 per student)**



ADDITIONAL ALLOCATIONS FOR UNIQUE STUDENT NEEDS

Students with special needs may require additional support and accommodations to enable them to access and participate in educational programs. Additional supplementary funding recognizes the additional cost of providing programs for students with special needs. These funds are not targeted to specific students however, are provided to Boards of Education to support the needs of students within their district.

<i>CATEGORY</i>	<i>2023/24 FUNDING PER STUDENT</i>
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SPECIAL NEEDS STUDENTS

For Each Level 1 Headcount Student	\$49,070
For Each Level 2 Headcount Student	\$23,280
For Each Level 3 Headcount Student	\$11,760

OTHER UNIQUE STUDENT NEEDS

For Each English Language Learning (ELL) Headcount student	\$1,735
For Each Indigenous Education Headcount Student (Targeted)*	\$1,710
For Each Non-Graduated Adult Education FTE Student	\$5,505

* Funding received for Indigenous ancestry students is targeted for the Indigenous Education Program only. Any unspent amounts may be transferred to the next fiscal year upon approval by the Ministry of Education and Child Care.

Historical View of Peace River North District Student Enrolment (2014 - 2024)

Basic Funded FTE Enrolment

2014/15	5525
2015/16	5857
2016/17	5803
2017/18	5934
2018/19	5904
2019/20	5953
2020/21	5645
2021/22	5855
2022/23	5974
2023/24 PROJECTED	6010

Indigenous Education Headcount

2014/15	1028
2015/16	1030
2016/17	1089
2017/18	1151
2018/19	1163
2019/20	1209
2020/21	1129
2021/22	1200
2022/23	1267
2023/24 PROJECTED	1285

Funded Special Needs Headcount

2014/15	256
2015/16	275
2016/17	277
2017/18	287
2018/19	304
2019/20	356
2020/21	333
2021/22	372
2022/23	431
2023/24 PROJECTED	467

English Language Learning Headcount

2014/15	325
2015/16	396
2016/17	447
2017/18	499
2018/19	532
2019/20	541
2020/21	481
2021/22	500
2022/23	545
2023/24 PROJECTED	530

CAPITAL FUND

Funding for public school buildings and structural improvements is shared between the Provincial Government and Boards of Education. The Ministry of Education and Child Care resolves to allocate resources fairly and in a cost-effective way.

Boards of Education submit capital plans that include details on school building priorities in their school districts. The provincial government establishes an overall capital budget for schools based on the Ministry's capital allocation. Each capital request is analyzed according to specific criteria and available resources are allocated to the highest-priority projects in the province.

Capital funding from the provincial government covers both large and small projects. Large scale projects include costs for site acquisition, new school construction and school additions. Small scale projects include School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP) Bus Acquisition Program (BUS) and Playground Equipment Program (PEP). These programs address smaller projects that are required in the district to extend the useful life of schools.

School District No. 60 (Peace River North) has three approved Capital Projects for 23/24 with total funding of \$1.37 million.

Projects and purchases for the 2023/24 school year include construction of the Upper Halfway gymnasium, HVAC upgrades of Hudson's Hope Elementary-Secondary School, École Central Elementary School of the Arts, and Robert Ogilvie Elementary. Additionally, the purchase of two busses has been approved. Future projects may require Local Capital funding and will be identified by the District as needed. The School District must identify future needs for school sites and significant capital projects. This is identified annually in the District's 5-year Capital plan.

Local capital is mainly funded from the District's portion of the sale of surplus properties and through transfers from the Operating Fund. Transfers from the Operating Fund are budgeted to cover capital equipment costs such as the Annual Technology Plan and the Vehicle Replacement Program. Other capital expenditures may require further transfers from the Operating Fund during the year. This allows for timely equipment replacement.

SPECIAL PURPOSE FUNDS

Special Purpose Funds, provided largely by the Ministry of Education and Child Care, are targeted or restricted for a designated purpose, function or activity. (There are generally reporting requirements attached.)

Proceeds remaining at the end of the purpose/activity may have to be returned back to the Ministry of Education and Child Care or deferred to the next fiscal year for the same purpose.

The District's most significant Special Purpose Funds include:

AFG (Annual Facility Grant) - Funding provided to Boards of Education to use at their discretion for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets. The amount of the Annual Facility Grant will be calculated by the Ministry of Education and Child Care using a formula based on student enrolment and the average age of facilities, with an adjustment made for unique geographic factors. School District No. 60 (Peace River North)'s 2023/24 Annual Facilities Grant is \$1.57 million.

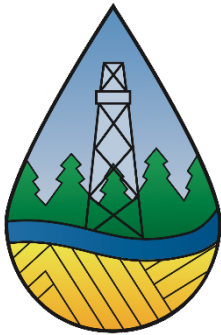
COMMUNITY LINK

(Learning includes Nutrition and Knowledge)

Funding designed to support the academic achievement and social functioning of vulnerable students. Programs and services have historically included breakfast, lunch and snack programs, academic supports, counselling, youth care workers and after-school programs. Decisions about specific programs and services are left to school boards so that the needs of individual students and local communities are met.



School District No. 60 (Peace River North) 2023/24 Community LINK funding allocation is \$632,321 and the majority of it is allocated to:



- ▶ Child Youth and Family Support Workers (examples below):
 - Counsellors
 - Social Workers
 - Behavioural Teachers
 - LAT Support Teachers
 - Social Emotional Learning Teachers
 - Education Assistants
- ▶ Programming for Vulnerable Students

FFSFP (Feeding Futures School Food Programs) – The Ministry is allocating multi-year funding to school districts to increase food security for students by expanding or creating school food programs. This is a commitment to ensure students are properly fed for learning in order to enhance positive academic and healthy outcomes. FFSFP addresses the top two barriers identified by schools in the province: sustainable and consistent food funding and human resources. For the 2023/24 school year, School District No. 60 (Peace River North)'s funding allocation is \$806,483.

LIF (Learning Improvement Fund) -The Support Staff Learning Improvement Fund provides an ongoing multi-year commitment of additional resources, specifically targeted to support complex classes that present challenging learning conditions. Districts have discretion in how they allocate these funds to improve the learning conditions for all students and support teachers in meeting student needs. School District No. 60 (Peace River North)'s 2023/24 funding allocation is \$294,126 and it provides the District with additional Education Assistant FTE.

CEF (Classroom Enhancement Fund) - This Fund was set up by the Ministry of Education in August 2017 as a result of the Supreme Court decision to assist school districts in implementing restored class size and composition limits. The fund originally provided for Capital needs relating to additional classrooms and supplies, overhead funding for the additional supports required for implementation, as well as the teachers necessary to staff the additional classrooms required by the restored language. School District No. 60 (Peace River North)'s allocation for 2023/24 is \$4.5 million for teaching staff and \$399,801 for overhead costs. CEF remedy is allocated based on classroom size and composition in October.

School Generated Funds – School Generated funds are funds that are raised and collected in the school or broader community. These funds are administered by the school Principal, and are raised or collected from sources other than the Board of Education's operating and capital budgets. School Generated Funds are a broad category which includes not only fundraising for school purposes, but all funds that are collected and paid out through school accounts to support a variety of programs such as payments to other third parties (e.g. field trips and hot lunch programs). The Ministry of Education and Child Care requires that School Districts forecast and budget for the amount of School Generated Funds that will be collected, for restricted purposes, during the year. For 2023/24 these funds will allow for planning of projects at the school level.



DISTRICT BUDGET

The Board of Education is responsible for preparing an Annual and an Amended Annual Budget in the form and containing the content specified by the Ministry of Education and Child Care. This financial plan funds the District's strategic goals, objectives and priorities in providing the best possible education to students as well as ensuring the most efficient, accountable and transparent use of Public Funds. The current process for approving the budget is by Board Approval and Bylaw.

The Secretary Treasurer and Finance Department are responsible for preparing and submitting the District's Annual Budget, on or before June 30th for the upcoming school year, as well as an Amended Annual Budget that must include all known changes from the original, by February 28th of the same school year. Budgets are to be presented to the Board of Education with all relevant, timely and supportive documentation, in order to provide a clear and concise picture of the District's financial plan, enabling the Board to govern in a fiscally responsible manner.

Budget development is guided by the District's current strategic plan, specifically, the key areas of focus in support of student learning as well as its overall goals and objectives.

The District's goals and objectives are guided by the four goals of the Board's Strategic Plan:

- ▶ Delivery of Excellent Educational Programming Focused on Student Outcomes
- ▶ Provision of Ethical Leadership Focused on Relationships and Continuous Improvement
- ▶ Exemplary Management Practices Focused on Aligning Resources for Optimal Results
- ▶ Engaged Governance Focused on Advocacy, Accountability, and Community Partnerships

Additional areas of focus include maintaining financial stability and continuity by reviewing, preparing and prioritizing three year budget planning and increased collaboration and engagement.

BUDGET DEVELOPMENT AND MONITORING

The Annual Budget process begins in January, for the next school year, and includes the following:

- Estimated student enrolment for funding purposes
- Identification of potential revenue and expenses, budget assumptions, planned changes from prior year, key risks, economic environment, asset management, capital planning, etc.
- Review of the Board's Strategic Plan, goals and objectives to define priorities for potential resource allocations
- Setting budget criteria and guiding principles, flowing from the Strategic Plan
- Review data and analytics for trends, demographics (student and employee), and analyzing various relevant data from other like size school districts for comparisons
- Review previous budget priorities
- Assess external environmental risks and opportunities such as changes in the funding formula, collective bargaining, elections, accounting rules, tax changes, etc.
- Receive departmental budget submissions outlining priorities, goals, objectives with data to support their needs and initiatives
- Meet with key Stakeholders and Partner groups
- Establish and present a draft Annual Budget to the Board of Education with supporting rationale for discussion, review and analysis
- Finalize the District's Annual Budget for Board adoption and Ministry submission, by June 30th
- Continuously control the Annual Budget through clearly defined managerial responsibility, monitoring performance against budgets and report any significant departures from the original budget to the Board
- Track and record any adjustments to the Annual Budget as they occur
- Provide the Board of Education with monthly Budget updates inclusive of comparisons to the original budget
- Prepare the District's Amended Annual Budget in January, including all changes to date
- Present the Amended Annual Budget to the Board of Education with supporting rationale for discussion, review and analysis
- Finalize the District's Amended Annual Budget for Board adoption and Ministry submission by February 28th

BUDGET PREPARATION

The School District Annual Budget is prepared by taking the current year's Amended Annual Budget, removing any one-time revenues and expenditures, making adjustments for new District initiatives and inserting anticipated or required changes. Preparation will include, but is not limited to, updates or adjustments to the following:

- District Student enrolment
- International Student enrolment/tuition
- Ministry operating funding
- Ministry Grants/other funding
- Provincial/Federal grants
- Current year's Annual Facilities Grant/plan
- Capital and Local Capital Funding, projects, and projected expenditures
- Adjustments to Accumulated Surplus
- Removal of prior years' one-time budget strategies (FTE or expenditures)
- Anticipated/required salary increases per Collective Agreements, employment contracts or Ministry direction
- Average teacher salary cost/average TTOC cost adjustments if substantiated by cost analysis
- Benefit rate adjustments if applicable
- Contractual obligations such as Professional Development Funds, release time, etc.
- Special Purpose Fund reorganizations, annual plans
- District initiatives/strategies to align with Board goals and objectives
- Potential expenditure adjustments (+/-) for utilities, supplies, equipment, software, insurance, legal fees, professional development, etc.
- Annual software license fees/contracts
- Rentals and leases
- Adjustment of premium and allowance costs for items such as Maternity/Paternity pay, Department Head allowances, shift and first aid premiums
- Actuarial expenses
- Adjustments for projected (or confirmed) costs for items such as the Next Generation Network contribution, Employee Future Benefits Liability, job evaluations and potential grievance/arbitration settlements, etc.

NOTES



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