

**School District #60 (Peace River North)**  
**Committee of the Whole**  
**Regular Meeting**  
**Monday, January 15, 2024 @ 1:30 p.m.**  
**AGENDA**

**Education**

**1. Education Update**

*Stephen Petrucci, Superintendent*

Framework Presentations & Departmental Reports (Attachments)

- |  |                  |
|--|------------------|
| a) Accessibility BC Act<br><i>Jarrod Bell, Director of Instruction</i> | 1:30 – 2:00 p.m. |
| b) Prespatou School<br><i>Margaret Wiebe, Administrator</i>            | 2:15 – 2:45 p.m. |
| c) Upper Pine Elementary<br><i>Palma Vasarhelyi, Administrator</i>     | 3:30 – 4:00 p.m. |

**Governance**

**1. BCSTA Capital Planning Learning Guide**  
*(Attachment)*

3:00 – 3:30 p.m.

*Helen Gilbert, Board Chair*

**Operations**

**1. Operations Report (Attachment)**

*Angela Telford, Secretary-Treasurer*

**2. Preliminary Operating Budget Process (Attachment)**

*Angela Telford, Secretary-Treasurer*



**Accessible**

**BC Act**

**January 2024**

**Update**

**Jarrold Bell –**

**Director of  
Instruction**



# **What is the Accessible BC Act?**

**The Accessible British Columbia Act aims to support the identification, prevention, and removal of barriers that people with disabilities face in their day-to-day lives.**

**The Ministry responsible for the Act is the Ministry of Social Development and Poverty Reduction.**

**There are more than 926,000 British**

# **What are the goals of the Act?**

- **Increase meaningful participation in communities (including our schools!)**
- **Develop standards**
- **Enhance service delivery**
- **Increase harmony with other jurisdictions**



# **What are important definitions in the Act?**

## **Disability**

- An inability to participate fully and equally in society as a result of the interaction of an impairment and a barrier.**

# **What are important definitions in the Act? (cont.)**

## **Barrier**

- **Essentially, anything that hinders the full and equal participation in society of a person with an impairment**

# **What are important definitions in the Act? (cont.)**

## **Impairment**

- A physical, sensory, mental, intellectual, or cognitive impairment which is permanent, temporary, or episodic.**

# **What are the requirements for School districts under the Act?**

**By September 1, 2023, school districts must have established:**

- An accessibility committee (DONE!)**
- An accessibility plan (DONE!)**
- A mechanism to receive feedback on the accessibility plan and how accessible the organization is generally (DONE!)**

# **Jointly developed Northern Plan & SD60 Feedback Mechanism**

**<https://www.prn.bc.ca/district/accessibility/>**

**Priority #1 – Accessibility Inventory**

**Priority #2 - Policies and Practices Scan**

**Priority #3 - Accessibility and Inclusion  
Education**

# **Priority #1 – Accessibility Inventory**

through the development of surveys, online feedback forms, working groups, etc., each district will gather information to identify attitudinal, physical, communication, systemic, technology, and sensory barriers to develop strategies, action plans, and timelines to prevent and remove barriers that people with disabilities face when interacting in and with our

**Through the development of surveys, focus groups, online feedback forms, working groups, etc., each district will review existing policies and practices to:**

- understand to what extent current policies and practices align with the principles of accessibility,**
- identify gaps in staff training or knowledge on accessibility issues,**
- summarize and celebrate existing accessibility practices, and**
- inform actions and timelines for improvement**

**Priority #2 -  
Policies and  
Practices Scan**

## **Priority #3 - Accessibility and Inclusion Education**

**through the creation of the Northern BC School District Advisory Committee and the Northern BC School District Accessibility Plan and invite students, staff, and the public to provide feedback using the online feedback tools provided. Based on ongoing feedback provided, districts will develop strategies to:**

- increase visibility of those with disabilities**
- develop targeted education and training programs**
- increase meaningful**



# **What is the role of the committee?**

- **Develop a plan to identify, remove, and prevent barriers to individuals in or interacting with the organization and must consider specific principles: inclusion, adaptability, diversity, collaboration, self-determination and universal design.**
- **Establish a process for receiving comments from the public on the accessibility plan and on barriers to individuals in or interacting with the organization.**

# **What about human rights legislation?**

- **In BC, the BC Human Rights Code prevails over other laws, protecting individuals from discrimination in employment and services on the basis of disability.**
- **The new act goes a step further.**

# **What are the key themes of the act?**

**Generally:**

- **Breaking down barriers**
- **Advancing human rights**
- **Promoting fairness and equity**

# **What are the key themes of the act?**

**(cont.)**

## **Specific to Education:**

- Increased visibility of those with disabilities**
- Public education campaigns to include those with disabilities in the education system**
- Development of targeted education and training programs**
- Increased integration in schools**
- Focus on accessibility, empathy and**

# **What are examples of barriers to accessibility?**

- **Attitudinal:** when people think, and act based upon false assumptions
- **Physical:** when obstacles in an environment make access difficult
- **Information or Communication:** when people with disabilities are excluded because they use other ways to communicate

# What are examples of barriers to accessibility? (cont.)

- **Systemic:** when an organization's policies, practices and procedures result in exclusion
- **Technology:** when technology can't be accessed by people with disabilities
- **Sensory:** when sensory information such as lights, sounds, smells, etc. prevent participation in the environment

# Further Information

- [Accessible British Columbia Act \(gov.bc.ca\)](http://gov.bc.ca)
- [Accessible British Columbia Regulation \(gov.bc.ca\)](http://gov.bc.ca)
- [Accessible BC Act K-12 Handout.pdf \(vuturevx.com\)](http://vuturevx.com)

# Framework for Enhancing Student Learning

**Prespatou Elementary  
Secondary School**

2023/2024





# Prespatou Elementary-Secondary School



**Student Population: 292**



## **Mission Statement**

Prespatou School challenges students to be successful by providing a nurturing, safe, and inclusive learning environment, which honours diversity, individuality and creativity.

## **Worth Celebrating!**

### **School-Wide Events**

Pancake Breakfast  
Tea for Moms  
Teacher Appreciation Night  
Christmas Concert



### **Effective Staff Collaboration & Program Implementation**

Buy-in and collaboration with reading groups  
Mathology implementation

# Planning Day



## Staff

### Shape of the Day

9:00 - 9:15	Soft start: Morning Coffee & Chat
9:15 - 10:30	Recent Events: Debrief & Discuss - School-Wide Supports & Action
10:30 - 10:45	Break
10:45 - 12:00	1. Vision for the 2023/2024 School Year (Goals & Plans) 2. Class Reviews - Debrief & Next Steps
12:00 - 12:45	Potluck Lunch
12:45 - 1:45	New Reporting System
1:45 - 3:00	Elementary - Reading Goal (Discussion, Plan of Action & Collaboration) (Bring Plans) Secondary - HHT & Self-Assessment (Discussion, Plan of Action & Collaboration)

## Parents

Pac Meeting – mini Planning Day activity

In conjunction with the skills of our Learning Assistance Teacher, ELL Teacher, Classroom Teachers, and Educational Assistants, we are using our allocated Learning Support Funds to facilitate **purposeful planning, targeted interventions** and **professional growth** in the following areas:



**Reading Interventions**



**Math Programming Supports**



**Purposeful IEPs  
(Development & Implementation)**



**Effective Benchmarking & Data Collection**



**One-to-One Supports (EAs & LAT)**



**Staff Collaboration**

Great focus is being placed on developing students' **reading & numeracy skills.**



# Elementary Reading

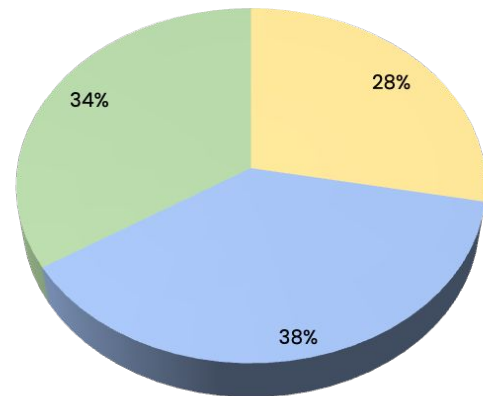
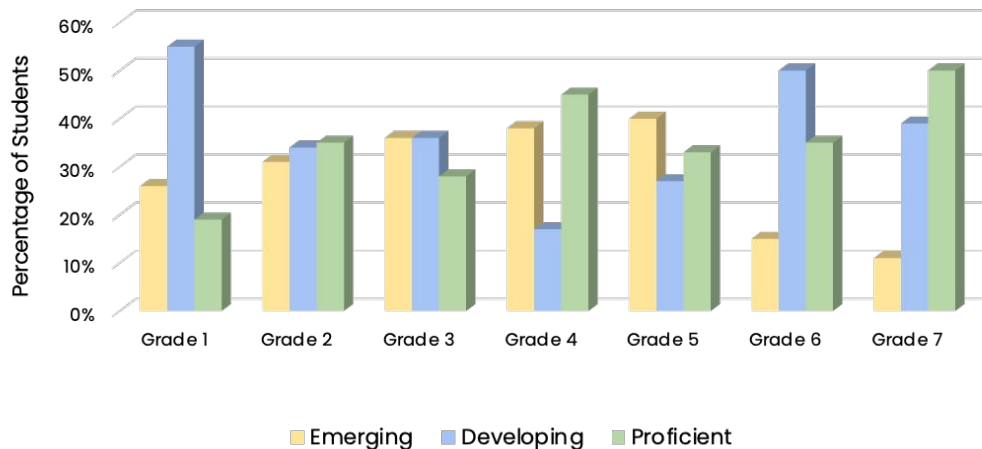
## The Data

### Reading Proficiency (gr. 1 - 7)

October 2023 - Prespatou Elementary-Secondary

### Reading Proficiency (by grade)

October 2023 - Prespatou Elementary-Secondary



Emerging Developing Proficient



## Goal #1 – Improve students' reading and comprehension success.

Observations (What We Noticed)	Strategies (What We Are Doing)	Outcomes (What we hope to see in the future)
<ul style="list-style-type: none"><li>- Limited class-to-class consistency for language, strategies and models used to teach reading</li><li>- Students receiving pull-out supports were missing out on important opportunities to develop classroom language and strategies provided by their in-class teacher</li><li>- Teachers interested in developing purposeful collaboration between ELL, LAT and classroom teachers</li></ul>	<ul style="list-style-type: none"><li>- Reading Groups (4x weekly   on rotation)</li><li>- Working toward providing more opportunities to read, especially at the secondary level (current: scheduled library times)</li><li>- High-interest and level-appropriate resources (Magazines, graphic novels and areas of interest)</li><li>- Training and supporting classroom teachers in completing reading assessments</li><li>- Teaching Reading Strategies (Reading Recovery, Heggerty)</li><li>- ELL &amp; LAT supports (1:1 and small groups) for "Red Zone" students</li></ul>	<ul style="list-style-type: none"><li>- Ultimate goal is to have 100% of students display growth</li><li>- Classroom teachers collect current reading assessments to help recognize and act on students' reading difficulties (data collection: Oct/January/May)</li><li>- Students displaying greater interest in reading</li><li>- Greater teacher confidence in teaching reading strategies and assessing skills</li><li>- A trend of improving FSA results in Grade 4 and Grade 7</li></ul>

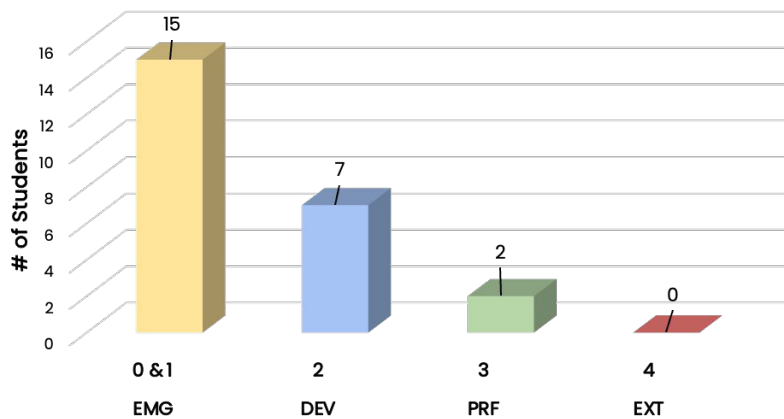


# Numeracy

## What are we focusing on this year?

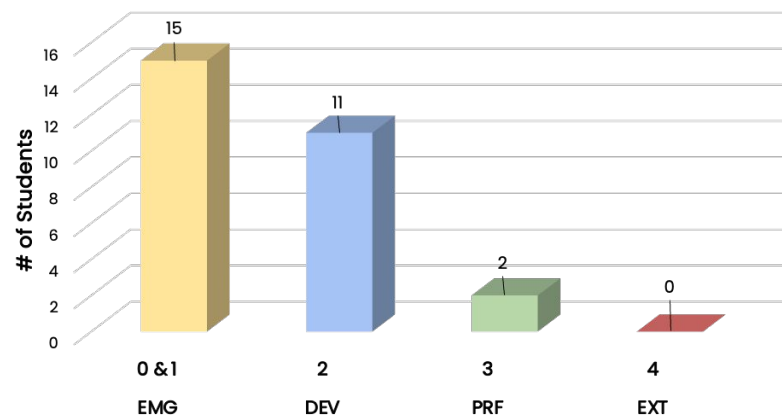
- New Numeracy goal
- Building shared language & practice through the Mathology program
- All staff purposefully planning daily math lessons that align with curriculum

**Grade 4 Numeracy FSA Score Averages (Nov. 2023)**



FSA Scores: Points Average (1 - 4) & Proficiency Scale

**Grade 7 Numeracy FSA Score Averages (Nov. 2023)**



FSA Scores: Points Average (1 - 4) & Proficiency Scale



**Goal # 2** – Improvements being made in basic, grade-level operational skills, while displaying heightened levels of perseverance and independence.

<b>Observations</b> (What We Noticed)	<b>Strategies</b> (What We Are Doing)	<b>Outcomes</b> (What we hope to see in the future)
<ul style="list-style-type: none"> <li>- Challenges with number sense &amp; base-ten concepts</li> <li>- Struggles with fast Math facts (+, -, x &amp; /)</li> <li>- Many students displaying skills below grade level</li> <li>- Reluctance to initiate problem-solving independently</li> <li>- Need for enhanced mental Math strategies and abilities</li> <li>- Difficulties in effectively utilizing manipulatives to support problem solving</li> <li>- Lack of engagement in lessons</li> <li>- Lack of confidence surrounding Math skills</li> </ul>	<p>Curriculum and Resources:</p> <ul style="list-style-type: none"> <li>- Mathology</li> <li>- Building Fact Fluency</li> <li>- Daily Math lessons</li> <li>- Offer a variety of manipulatives (10-Frames, Number Lines, Blocks, etc.) and teach students how to effectively utilize them</li> </ul> <p>Instructional Approaches:</p> <ul style="list-style-type: none"> <li>- Hands-on Activities</li> <li>- Small group &amp; 1:1 instruction</li> <li>- Math Centres</li> <li>- Cross-curricular integration</li> <li>- Real-life examples and tactile experiences</li> </ul>	<p>Attitudes and Confidence:</p> <ul style="list-style-type: none"> <li>- Positive outlook towards math classes</li> <li>- More confidence and independence</li> </ul> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>- Improvements in fast Math facts/skills</li> <li>- When stuck, students demonstrate an ability to implement a variety of strategies to problem-solve</li> </ul> <p>Communication and Explanation:</p> <ul style="list-style-type: none"> <li>- Demonstrating an ability to explain "why?"</li> <li>- Growth in shared mathematical vocabulary</li> </ul>



**Goal # 3** – Students will deepen their social-emotional skills and work toward becoming socially responsible citizens, as they move through school and life.

<b>Observations</b> (What We Noticed)	<b>Strategies</b> (What We Are Doing)	<b>Outcomes</b> (What we hope to see in the future)
<ul style="list-style-type: none"><li>- Reports of low self-confidence, especially surrounding academic abilities</li><li>- Increase in challenging behaviours and negative attitudes toward school and learning, in general</li><li>- Challenges with attendance, beyond contextual reasons (farming, hunting, etc.)</li><li>- Struggles with self-regulation, especially during unstructured times</li></ul>	<ul style="list-style-type: none"><li>- Proactive Brain Breaks &amp; Sharing Circles</li><li>- Fostering self-confidence &amp; self-esteem by using strength-based language in report cards</li><li>- Modelling positive self-talk</li><li>- Morning check-ins with students</li><li>- Zones of Regulation</li><li>- Growth Mindset strategies</li><li>- Consistent, whole-school expectations</li><li>- HHT – Healthy Habit Time</li><li>- Middle-Years Development Index (MDI)</li><li>- Supplemental SEL survey for all students</li></ul>	<ul style="list-style-type: none"><li>- Improving visible social-emotional health (i.e. decreases in challenging behaviours, improved attendance, etc.)</li><li>- Visible increases in students' emotional intelligences (i.e. using proactive, self-soothing strategies to problem solve, increases in the use of verbal communication rather than physical physically to problem solve, less reports of bullying-behaviour)</li><li>- Positive improvements illustrated on MDI and school-based survey</li></ul>





**Goal # 4** – Students will work on developing an understanding of the connection between school and real-world career opportunities.

Observations (What We Noticed)	Strategies (What We Are Doing)	Outcomes (What we hope to see in the future)
<ul style="list-style-type: none"><li>- Emergent stages of developing key transferable skills required in many workplaces</li><li>- High student interest in learning more about the trades</li><li>- Parents wanting to help by offering funding</li><li>- PAC interest surrounding this topic</li></ul>	<p>Secondary</p> <ul style="list-style-type: none"><li>- Work-experience opportunities</li><li>- Dual Credit Program</li><li>- Project Heavy Duty</li><li>- Incentives to graduate</li><li>- Changes in language use: Move from “dropping out” to “transitioning to employment”</li></ul> <p>Elementary</p> <ul style="list-style-type: none"><li>- Classroom teachers delving deeper into Career Ed curriculum</li></ul> <p>Whole-School</p> <ul style="list-style-type: none"><li>- Opportunities for students to talk about their learning, strengths &amp; struggles</li><li>- Project-Based Learning</li></ul>	<ul style="list-style-type: none"><li>- Have a 100% transition from Grade 9 to Grade 10</li><li>- Provide contextually relevant Career Education course work</li><li>- Career and Post-Secondary Education Counselling supports</li><li>- Strength-based and career oriented language</li></ul>



# Communication Plan

## Ongoing Parent & Staff Communication

### Current Strategies:

1. PAC & Staff Meetings
2. Monthly Newsletters
3. Direct parent-teacher and parent-principal communication regarding learning and behaviour
4. Week Ahead document for staff - Community Concerns

### Working toward...

1. Increasing communication from teachers to families regarding in-class learning (classroom newsletters)
2. Updated Website
3. Holding Open Houses & School Visits
4. Proactively communicating with parents regarding concerns surrounding behaviour and learning
5. Communicating with families for celebratory/positive reasons



# Upper Pine Elementary School



Our school prioritizes the safety and sense of belonging for our students, fostering personal responsibility in their learning and interactions. Students are encouraged to express their voice and make choices, actively engaging in academics, arts, and athletics. As a staff, we collaborate to identify and address the most pressing needs for improving student learning. We allocate resources strategically to support these areas of focus. Our parent community is highly supportive of school initiatives, safety measures, and partnerships with the school. Parents play an integral role in our planning process and are valued partners in their child's education at our school. We warmly welcome parents' participation in the school community to whatever extent they are able.

Our School Motto is S.O.A.R. - Safe, Outstanding, Accountable, Respectful

Our School Strategic Plan includes the following four overarching pillars:

Delivery of Excellent  
Educational Programming  
Focused on Student  
Learning

Leadership focused on  
Relationships and  
Continuous Improvement

Management practices  
focused on Aligning  
Resources to best meet the  
needs of the students

Focus on Accountability  
and Community  
Partnerships



# Upper Pine Elementary School

## Framework for Enhancing Student Learning 2023-2024

### Goal 1: Numeracy

- To improve students' performance regarding their independence, knowledge, skills and attitudes related to Mathematics and problem solving

### Goal 2: Literacy

Improve reading comprehension and fluency in Grades K-8

### Goal 3: Social and Human Development

- Increase Student Social/Emotional Well Being

## Introduction

Welcome to Upper Pine, a wonderful K-Grade 8 school situated in the picturesque Rose Prairie, just a short 30-minute drive north of Fort St John. Our school community encompasses students from various rural areas, including Rose Prairie, North Pine, Montney, Osbourne, Doig River First Nation, and Blueberry River First Nation. With an enrollment of 177 students, we embrace diversity and inclusivity as core values. Among our student population are 59 Indigenous students (approximately 30% of the total) and 38 ELL/ESD students.

At Upper Pine School, our dedicated staff is committed to prioritizing the well-being and success of our students. Every member of our team takes responsibility for fostering a safe learning environment for all. We strive to meet the diverse needs and abilities of each student by focusing on their academic growth as well as their social, emotional, and physical development. We respect and honor the unique backgrounds and cultures represented within our student body and families. Fostering inclusion and cultural awareness is at the forefront of our priorities as we work together to create a strong sense of belonging within our school community.

Upper Pine School have a strong team consisting of a full-time administrator along with eight divisions consist of eleven teachers and six support staff members who provide invaluable assistance in various roles such as Learning Assistant Teacher, Teacher Librarian, and English Language Learner Support teacher. Additionally, we have dedicated support staff including a secretary, two custodians, four Educational Assistants, a Speech Language Assistant, an Indigenous Student Support Worker and seven bus drivers who ensure smooth operations daily.

As a unified team at Upper Pine School, we collaborate closely to identify areas where we can enhance student learning. By strategically allocating resources based on these priorities, we maximize opportunities for growth. Together with shared goals in mind, we are dedicated to

creating an environment where every learner can thrive and feel connected within their educational journey.



# Upper Pine Elementary School

## Framework Development Process

Staff met in September on planning day and reviewed the Framework goals from the previous year. Throughout the school year the staff continues to work on our Framework goals at monthly staff meetings and weekly school based team meetings. Where possible classroom formative and summative data is collected on a regular and ongoing basis and strategies are adjusted throughout the school year.

## What the Evidence Tells Us

### Ongoing strategies and structures:

- Whole school data collection and analyzation
- Individual or small group collaboration
- Class Review conversations in October and throughout the school year based on needs
- Framework Updates and checkins regarding our goals at staff meetings and Weekly School Based Team Meetings
- Opportunity for teachers to debrief and adjust plans when necessary

## Focus

**A systemic and collaborative approach to improving student achievement.**

**Goal 1:** To improve students' performance regarding their independence, knowledge, skills and attitudes related to Mathematics and problem solving

**Objective 1.1:** 70% of our school population will reach proficiency in mathematical independence

## Key Strategies



# Upper Pine Elementary School

- Being familiar where to find math tool kits with a variety of aids such as 100 dot arrays, number lines, 100 number charts etc...
- Understanding structure of a textbook and worksheets - mini lessons in classrooms
- Having anchor and vocabulary charts displayed
- Learn how to self advocate and ask questions when needed

## Targets

- 70 % of our students will reach proficiency at grade level demonstrating mathematical independence

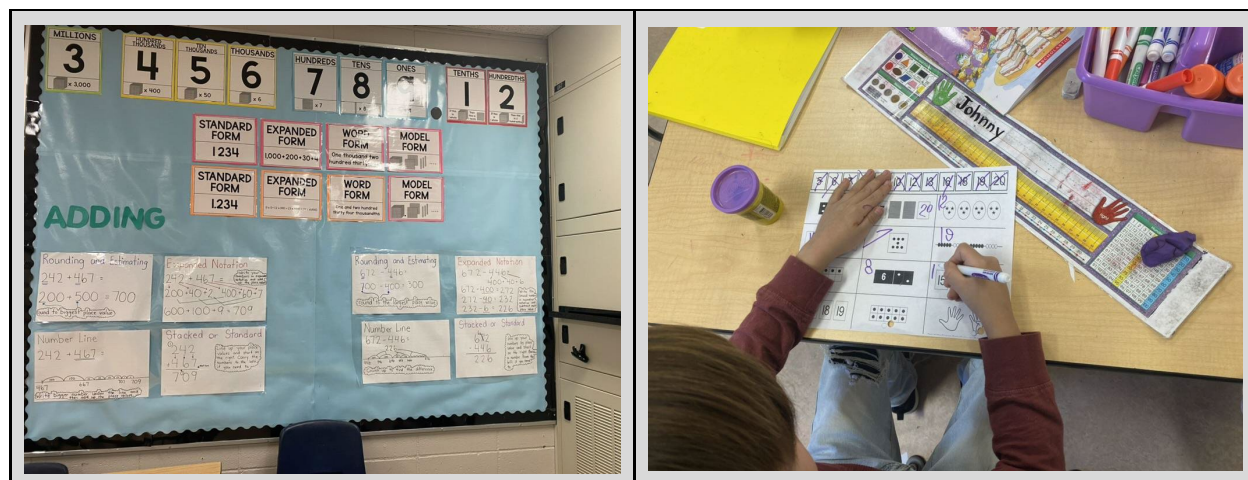
**Objective 1.2: 70% of our students will reach proficiency at grade level in math facts and number sense through problem solving**

## Key Strategies

- Mathology - all teachers up to grade 4 are participating in the Mathology program
- Stenhouse Fact Fluency Program
- Release time for teachers to observe each other teaching
- Explore Primary MAPS for assessment and instruction
- Daily math facts practice
- Regular practice with word problems
- Review math manipulative access in each classroom and update resources where needed - in progress

## Targets

- 70 % of our students will reach proficiency at grade level math facts and number sense



# Upper Pine Elementary School

## Focus

**A strong foundation in Social Emotional Learning is key to engagement and academic success.**

## Goal 2: Increase Literacy Skills

### Objective 2.1: Improve reading comprehension and fluency in Grades K-8

## Key Strategies

- 0.1 Reading Intervention Teacher - focusing on yellow/red readers in Grades 2, 3 & 4.
- Guided Reading Collaboration in Primary classrooms - continuous adjustment of guided reading groupings at team meetings.
- Home Reading Program in Grade 1 to Grade 3
- Heggerty Phonemic Awareness Pilot Program - Kindergarten/Grade 1 & Grade 1-2 class.
- LAT, ELL, ISSW supporting small group reading, writing and wordwork groups
- Reading Data updated throughout the remainder of the school year - with school based team input for intervention.
- Data wall for at risk readers in Grades 2, 3& 4, updated formally 4 times a year
- Reading Challenge by Library
- Ongoing professional development in relation to reading data with the school team.

## Indicators/Evidence -

- Grade 2, 3 & 4 "At Risk Reader's" Data collection
- Grade 1 Reading Data collection
- Kindergarten Phonological Data
- ASSESS - District Reading Data - October and June

## Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Track students identified as red/yellow in Grade 2 and 3 for the next 3 years.





# Upper Pine Elementary School

## Alignment of Resource Allocations With This Goal:

- O.1 Reading Support Teacher
- Home Reading Resources Update

### What's next?

- Concepts about Print data - Kindergarten
- Update Home Reading books
- Guided Reading Room - Clean and Resource Update



## Goal 3: Increase Student's Social/Emotional Well Being

### Objective 3.1: Increase School SEL Team's understanding of the CASEL Framework

#### Key Strategies

- Creating a cohesive SEL team
- Hosting SEL sessions for all staff
- Implementing the district SEL team approach in all classes
- Continuing Mental Health Literacy course for Grade 4 teachers

School District 60: Peace River North | [www.prn.bc.ca](http://www.prn.bc.ca)

Upper Pine School: [upperpine.pine.prn.bc.ca](http://upperpine.pine.prn.bc.ca)





# Upper Pine Elementary School

- Continuing Mental Health Literacy course for 7/8
- Staff becoming more aware of and being able to use the CASEL website and all its resources
- EASE program taught collaboratively with SEL team
- SBT meetings combined with the SEL team's support
- Building relationships with students: community ties - Ready Set Learn with siblings, family nights, welcome students off the bus in the morning, celebrating student successes, assemblies
- collaborative teaching to regroup students to deal with split grade
- making individual connections in and beyond the classroom

## Objective 3.2: To improve students' sense of belonging, leadership, and self-advocacy skills

- Student Survey
- Student participation in Assemblies, showcasing what they are interested in and proud of
- Student led Land Acknowledgment
- Student Leadership Club
- School wide hotdog days led by the Grade 3/4 class
- Spirit days and SOAR activities
- Food programs, pantry
- APPLE School initiatives

### Targets

- recognize bus drivers' role in school culture - bus drivers spend up to 4 hrs per day with some students - personal visits at arrival or dismissal time to thank them for their work with our students.
- supporting staff well-being and understanding the ripple effect to the students.



# Upper Pine Elementary School



## Alignment of Resource Allocations With This Goal:

- Meeting and introducing the buss drivers, and maintaining an ongoing communication
- Collaboration time given when needed

## Communication Plan

At our school, we prioritize effective communication with parents, using various methods to keep them informed and engaged. We utilize in-person interactions, emails, and phone calls as means of reaching out. To ensure consistent updates, we send weekly emails every Friday that provide parents/guardians and the school community with comprehensive information about



# Upper Pine Elementary School

school happenings. These emails also include an ongoing calendar that outlines upcoming events months in advance, allowing families ample time to plan accordingly.

We actively encourage parental involvement by extending regular invitations for their participation in a wide range of events. These events can be whole-school activities or specific activities taking place within individual classrooms. Teachers are encouraged to maintain open lines of communication with parents using strategies such as agendas for daily/weekly updates. They utilize phone calls and emails extensively; for instance, we make use of the mass email option in MyEd to distribute newsletters and notices. Additionally, during special occasions like project presentation days or end-of-unit celebrations where parent participation is invited, we also provide paper-based communications.

To enhance convenience and accessibility, we leverage technology by incorporating platforms like Zoom or video conferencing when showcasing student presentations or arranging meetings and visits if necessary.

Our Parent Advisory Council (PAC) plays a crucial role within our school community. Regular PAC meetings serve as collaborative platforms where parents can voice concerns, share ideas, and provide feedback on school programs. The PAC also actively contributes by organizing various school events and activities that involve parent engagement. These initiatives encompass fundraising events, volunteer opportunities, and whole-school celebrations. Parents who participate in these events have valuable opportunities to interact not only with staff

members but also with other parents, fostering stronger connections within our educational community. Overall, the collaboration between the PAC and the school greatly contributes to creating a positive and inclusive learning environment.



# Upper Pine Elementary School





# Capital Planning and Accountability

*for Boards of Education*

Updated December 2023

**BCSTA**

British Columbia  
School Trustees  
Association



## Acknowledgment

BCSTA'S Learning Guides were first created in 2017. Updates are shared with the recognition that BCSTA'S office is located on the unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səllwətaʔ (Tsleil-Waututh) who have lived here since time immemorial and are rights-holders and stewards of these lands and waters. We are grateful to live, work and be in relation with people from across many traditional and unceded territories, covering all regions of British Columbia. We are honoured to live on this land and, with this acknowledgment, are committed to acts of reconciliation, decolonization and building relationships in our communities and schools. One of these acts is recognizing our role in leading for equity.

The redesign of these guides comes from our commitment to leading for equity, which requires us to reassess structures and processes to determine if they are responsive to the communities we serve. To center equity in our actions and decision-making we will seek and invite the voices and experiences of equity-deserving communities as we continue to co-design these resources. We commit to sharing ongoing updates that show the interconnectedness between our strategic plan, equity statement and resources. We welcome input at any time during the process as we move forward in this work together.





## Inside

This guide includes:

- Capital planning
- Ministry capital programs
- Capital plan submissions
- Procurement and implementation
- Accountability
- Board of education property





## Capital Planning

The school buildings and land owned by boards of education form the largest asset base that is managed by school districts. A district's facilities provide the physical locations in which the educational programming goals in the strategic plan are delivered. As such, they need to be safe, secure and accessible environments for students and staff. Funding for public school buildings and structural improvements is shared between the provincial government and boards and is allocated fairly and in a cost-effective way. Funding for new schools and school sites is intended to address growing student enrolment and to replace buildings that have reached the end of their useful lives. Funding for structural improvements to existing buildings is intended to be a cost-effective approach to rehabilitate them to address the significant cost of maintaining and operating those buildings or to seismically upgrade them.

This Learning Guide will provide trustees with information on the province's Capital Asset Management Framework, capital planning, the Ministry of Education and Child Care capital programs, how capital plans are submitted, approved and responded to by the ministry, the resolutions and bylaws that are required and school district property, including school closure and disposal considerations.





## Capital Asset Management

The Capital Management Branch of the Ministry of Education and Child Care (MECC) provides detailed information on the province's [Capital Asset Management Framework](#). An overview of responsibilities under the framework is summarized below.

ROLE	RESPONSIBILITIES
Provincial government	<ul style="list-style-type: none"> <li>• Provide standards for the design and construction of schools.</li> <li>• Allocate capital funds based on district needs and government priorities.</li> </ul>
Boards of education	<ul style="list-style-type: none"> <li>• Design/construct school buildings according to specified standards.</li> <li>• Ensure school buildings and grounds are safe, secure and properly maintained.</li> <li>• Operate school buildings efficiently.</li> <li>• Submit capital plans to the ministry.</li> </ul>

## Capital Planning

Capital planning is the most significant activity that boards of education will undertake when managing its asset base of buildings and land. [Section 142 \(1\)](#) of the *School Act* requires boards to submit a capital plan to the minister, when required. Under that authority, the ministry has established that capital plans will be submitted annually for its review. Therefore, the minister issues capital plan instructions annually for submission of a five-year capital plan. The instructions for the five-year capital plan submission are typically issued in early spring, with a reference to the next fiscal year of the government, which begins the following April. Approved projects would be funded in that government year (the prospective year).

The capital plan instructions are published by the ministry to ensure that individual capital plans submitted by boards meet the provisions of the *School Act*, which are detailed in [Section 142 \(3\)](#). The five-year submission period has been established as the appropriate time period for government capital planning purposes. The submissions from boards seeking capital funding from the various ministry capital programs are used by the ministry to determine which priority capital projects may be included in the ministry's capital plan for the following fiscal years. Not all projects submitted are approved as the ministry's capital plan is subject to annual capital funding approval by the Treasury Board, which also approves capital funding for other provincial ministries. The submissions also provide the ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public K-12 education system.



# Ministry Capital Programs

The ministry classifies capital programs under three categories:

## **MAJOR CAPITAL PROGRAMS**

Seismic Mitigation Program (SMP)  
Expansion Program (EXP)  
School Replacement Program (REP)  
Rural Districts Programs (RDP)

## **MINOR CAPITAL PROGRAMS**

School Enhancement Program (SEP)  
Carbon Neutral Capital Program (CNCP)  
Bus Acquisition Program (BUS)  
Playground Equipment Program (PEP)  
School Food Infrastructure Program (FIP)

## **OTHER CAPITAL PROGRAMS**

Building Envelope Program (BEP)  
Annual Facilities Grant (AFG)

The annual capital plan instructions contain detailed information on these capital programs. Brief, high-level descriptions of these programs follow on the next page.





## Seismic Mitigation Program

The Seismic Mitigation Program (SMP) is a major province-wide initiative to make schools in earthquake zones safer by minimizing the probability of structural collapse during a seismic event. The assessment and mitigation of seismic risk for schools is done by members of the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC). They have developed Seismic Retrofit Guidelines (SRG) by which all seismic assessments and seismic mitigation work will be assessed and completed.

Using these guidelines, schools are given a seismic rating. Prior to the [2023-2024 Capital Plan Instructions](#), these were the ratings used by districts when seeking SMP capital funding, with the understanding that ministry funding was focused on the H1, H2 and H3 categories.

RATING	DEFINITION
High 1 (H1)	Most vulnerable; at highest risk of widespread damage or structural failure; not reparable after event. Structural and non-structural seismic upgrades required.
High 2 (H2)	Vulnerable; at high risk of widespread damage or structural failure; likely not reparable after event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure to building elements such as walls are expected; building likely not reparable after event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the capital plan when it has reached the end of its useful life.
Low (L)	Least vulnerable. Would experience isolated damage and would probably be reparable after an event. Non-structural upgrades may be required.

In the current capital plan instructions, the ratings in the table still apply but to a significant earthquake (1 in 2500-year event). The rating criteria for H1 buildings has been refined to evaluate structure performance under the conditions of a less severe, but more likely to occur moderate earthquake (1 in 1000-year event), resulting in the Probable Event Risk Rating criteria below.

RATING	DEFINITION
High 1 (H1) (P1)	Probable Event 1 (P1) - highest risk of widespread damage or structural failure; not reparable after event
High 1 (H1) (P2)	Probable Event 2 (P2) - high risk of widespread damage or structural failure; likely not reparable after event.
High 1 (H1) (P3)	Probable Event 3 (P3) - moderate risk of widespread damage or structural failure; costly repairs after event.
High 1 (H1) (P4)	Probable Event 4 (P4) - least risk of widespread damage or structural failure; readily reparable after event.

Districts that submit projects under the SMP are required to undertake detailed analyses of the seismic condition of their buildings and obtain capital costing for a variety of options including full replacement, partial replacement and seismic upgrade. The detailed analyses can provide the district with the opportunity to create enough seismically safe seats for the current and projected student enrolment by removing a wing of a school or only seismically upgrading certain blocks of a school. The ministry will work with district staff in completing those analyses and will provide capital funding for the lowest cost option. If the lowest cost option is a seismic upgrade, a district can receive approval for a replacement school if it provides local capital funds to cover the cost differential between the seismic upgrade and the replacement option.

## Expansion Program (EXP)

EXP projects include a new school, an addition to an existing school, or the acquisition of a school site for a new or expanded school. All EXP requests must be supported by the need to accommodate student enrolment in a permanent education setting.

Where an expansion of an existing school site or a new school site is required, the respective EXP projects should be split into two separate capital project requests, with the initial project being the site acquisition and the subsequent project being the design and construction either of an addition to an existing school or a new school. The EXP capital project request for a site acquisition must provide supporting information that allows the ministry to determine whether a request for the subsequent addition or new school may be supported for capital funding in a future ministry capital plan. A board of education must first have a [School Site Acquisition Charges](#) (SSAC) scheme in place for its school district before the ministry will consider supporting a site acquisition project request. For districts that have a SSAC scheme there is an annual requirement in [Section 142 \(2\)](#) of the *School Act* for the district to consult with each local government located in the district on their community plan prior to the submission of their five-year capital plan. More information on this annual requirement is provided in Part VI of the capital plan instructions.

## Replacement Program (REP)

REP projects include a full replacement school or a partial replacement of an existing school. A school building has a useful life of forty or fifty years, although many schools in the province are older than that. Districts that have ongoing enrolment pressures have school buildings that are essential to the provision of educational programming for students. When a building has reached the end of its useful life and all strategies to keep it operational have been exhausted, the district may be able to request a replacement school in its five-year capital plan. Such a request must be supported by a recent building condition assessment and engineering reports substantiating that the school building or a portion of a school has reached or will shortly reach the end of its expected useful life.

## Rural Districts Program (RDP)

RDP provides capital funds for projects to assist those school districts with schools in rural communities. The intention of the RDP is to target funding for specific types of projects that would directly benefit rural communities but are typically not included under another Major Capital Program or Minor Capital Program. Specifically, the RDP will provide funding for the full and partial demolition of board-owned buildings, as well as for capital projects such as renovations associated with the consolidation of under-utilized schools to allow for appropriate educational programming to occur when student populations are combined. RDP funding will only be considered for communities with a population of less than 15,000 inhabitants in those school districts located outside of the Lower Mainland, Greater Victoria, and Kelowna.

## School Enhancement Program (SEP)

SEP provides capital funding specifically for projects that improve the safety, facility condition, operational efficiency, and functionality of existing schools to extend their useful physical life. Eligible projects include upgrades to roofs, electrical systems, plumbing, HVAC systems and others. Eligible projects must be valued at more than \$100,000, but not exceed \$2,000,000. Districts are reminded to include at least one project valued at \$500,000 or less. A district can submit a maximum of five separate projects that could be completed by March 31st of the prospective government fiscal year. To meet the \$100,000 threshold, districts can combine the same projects, such as a power supply upgrade, each with a value of less than \$100,000 for more than one school where the total of the projects exceeds \$100,000.

## Carbon Neutral Capital Program (CNCP)

A program that provides capital funding specifically for energy-efficiency projects that lower a school district's carbon emissions. In evaluating submitted project proposals, the ministry will consider the measurable emissions reductions and operational cost-savings expected as a result of the completed project. In addition to those reductions and cost savings, a district, when selecting priorities for CNCP funding, should also consider if the project can be coordinated with other capital program needs for the school (i.e., SMP or SEP). A maximum of five separate CNCP projects may be submitted per school district for funding consideration by the ministry. As with the SEP, only CNCP projects that can be completed by March 31 of the prospective government fiscal year should be submitted.

## Bus Acquisition Program (BUS)

School buses are considered capital assets and capital funding requests to acquire any new or replacement buses must be made to the ministry as part of a school district's annual five-year capital plan submission.

Program funding can be approved to replace buses that have reached a certain age and/or mileage or have major safety or mechanical issues. Funding can also be approved for new school buses to support new trips on existing routes due to increased student enrolment or new routes to newly served areas of the school district without a current student transportation service.

The BUS will be used by districts that have chosen to acquire and maintain a bus fleet to provide student transportation services. Some districts contract transportation services for their students with outside providers. [Section 75.1](#) of the *School Act* requires boards to establish school catchment areas consisting of the geographical area surrounding the school. Boards that decide to provide student transportation should approve policies that outline walk limits for students to determine eligibility for use of the school bus system.

## Play Equipment Program (PEP)

PEP was established to provide playground equipment systems at schools that do not currently have one, or to replace aging playground equipment systems that may pose health and safety hazards. It also supports inclusion and accessibility for all children by providing specific funding to purchase and install new or replacement playground equipment that is universal in design and is in compliance with the accessibility measures defined through the Canadian Standards Association. Equipment acquired through the program is to be permanently fixed on a school site and include appropriate ground cover for fall protection, improved access, and increased mobility. Only elementary schools (K-7) are eligible to apply for equipment and the proposals must be for full playground equipment replacement. Projects for partial replacement of existing equipment or repair of existing equipment will not be considered. A district can submit a maximum of three separate projects in its five-year capital plan submission and, as with the SEP and CNCP, only PEP projects that can be completed by March 31st of the prospective government fiscal year should be submitted.

## School Food Infrastructure Program (FIP)

The FIP is a new ministry capital program that is associated with the province's Feeding Futures Food initiative announced in April 2023. The Feeding Futures Food initiative is a three-year government investment of \$214 million to create and expand local food programs in B.C. schools. In addition to funding to purchase food and hire dedicated staff to coordinate providing meals to students, it is intended to assist boards with creating, improving, or expanding infrastructure to feed students. Eligible projects include acquiring new or used kitchen equipment and delivery vehicles, making space and functionality improvements and creating food storage options.

The creation of entire new kitchens will only be considered in the FIP if there is evidence there is no opportunity for community partnerships to assist with the delivery of local school food programming. Boards are encouraged to work with their community partners wherever possible. To allow the ministry flexibility in approving FIP projects, districts are encouraged to submit at least one project in their FIP submissions valued at \$100,000 or less. Only FIP projects that can be completed by March 31st of the prospective government fiscal year will be considered.

## Building Envelope Program (BEP)

Established in 2002 to help B.C. school districts with remediation of schools suffering water damage due to premature building envelope failure. School facilities that are eligible for funding under BEP are facilities built between 1985 and 2000 and have a risk assessment report facilitated by BC Housing. The ministry uses the BC Housing list of BEP projects as a guide to plan for funding future BEP projects. BC Housing has established an industry-accepted repair process, and has an experienced team to effectively assess, prioritize, and project manage repairs to impacted buildings supported by the ministry.

## Annual Facilities Grant (AFG)

The [Annual Facility Grant](#) is part of the Asset Rehabilitation and Maintenance suite of funding programs which include the Building Envelope Program (BEP), the Carbon Neutral Capital Program (CNCP) and the School Enhancement Program (SEP). AFG funding is provided to boards of education to be used at their discretion to address repair and maintenance priorities at schools to ensure these facilities are safe and functioning well.

There are nine main categories of eligible AFG expenditures: accessibility upgrades, asbestos abatement, electrical upgrades, exterior wall system upgrades, HVAC upgrades, interior construction upgrades, plumbing upgrades, roofing upgrades and site upgrades.

Expenditures for annual facility projects may include any associated consultant fees. Districts are given an annual funding amount which is accounted for as a Special Purpose Fund. AFG work can be of an operating nature or a capital nature, depending on the project undertaken. An annual spending plan, which does not require a board bylaw, is required to be uploaded to the Capital Asset Planning System (MyCAPS) system.



# Capital Plan Submissions

The ministry provides a web-based Capital Asset Planning System (MyCAPS) that school districts must use for submitting their annual five-year capital plans. District facilities and planning staff will have access to this system to enter information, but the approval of submissions is restricted, usually to the district secretary-treasurer. Districts are also required to enter ten-year enrolment projections in MyCAPS with each annual plan submission.

## Long-Range Facilities Plan

In addition to the five-year capital plan, the ministry may require districts to submit additional reports or documentation in support of projects that have been requested in the plan. All districts are expected to have a Long-Range Facilities Plan (LRFP) in place with at least a ten-year planning horizon, but with consideration of other longer-term factors. The LRFP should align the strategies that the district has in place for managing its capital assets with the educational programming goals in the district's strategic plan. With that alignment, the district will be able to demonstrate to the ministry that the district is using its facilities effectively and efficiently in support of those educational goals. An effective LRFP should provide the rationale for a district's capital investment decisions by including detailed information on the current condition of existing facilities (including seismic needs), projected student enrolment, educational programming, anticipated changes in land use and other long-term factors. It also should provide the rationale for the district's requests in its five-year capital plan.

Public consultation is a key element in the development of a new LRFP or when updating an existing LRFP, especially with respect to the desired provision of childcare and other alternative community uses of space in open schools and closed schools, and to increased public access to school grounds. This consultation must include students, parents, community agencies, local government, First Nations, business interests, and all other engaged members within the educational community. Input from local bands regarding Indigenous student attendance trends and programming will be an important consideration in any meaningful LRFP.

The LRFP does not have to be submitted with the five-year capital plan, but the ministry may request pertinent sections of it while it reviews the district's submission requests.



## Submission Requirements

Boards are asked to request projects in their five-year capital plan submissions under two categories: Major Capital Programs and Minor Capital Programs. Each category must be accompanied by a board resolution. All submissions are required to have an estimate of the capital cost of the projects.

The programs under the major category are:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- School Replacement Program (REP)
- Rural Districts Program (RDP)

Districts with BEP projects typically will include those requests in the major capital programs submission as Year One projects. This will require a separate board resolution. The submission deadline for major capital projects is June 30th. Major Capital Program projects requested in the first three years of the five-year capital require a project-specific Project Request Fact Sheet (PRFS), project-specific Seismic Project Request Fact Sheet (SPRFS) or a project-specific Demolition Project Request Fact Sheet (DPRFS), as applicable and available in MyCAPS. Districts that have a large Indigenous student population should discuss the need for the capital request with their rights-holders to provide the ministry with additional context and perspective.

Year One projects should be sufficiently developed to provide a reliable assessment of need, scope of work, schedule and cost estimate. This information allows the ministry to properly evaluate an individual project request against both ministry capital program criteria, and other capital priorities across school districts. If the ministry supports a proposed capital project identified as a Year One priority, then it is expected that the project can reasonably be delivered at the scope, schedule and budget identified in the five-year capital plan. Projects supported by the ministry are usually Year One projects. However, the ministry may request a project listed in Year Two to be accelerated to accompany a Year One project or to replace a Year One project. Year Four and Year Five projects are understood to be notional, based on the best cost estimate, scope and schedule information for the project that is available at the time.

The programs under the minor category are:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)
- Playground Equipment Program (PEP)
- School Food Infrastructure Program (FIP)

The submission deadline for minor capital projects is September 30. However, they can be submitted with major capital projects by June 30th if the district wishes to. The staggered times are intended to provide the ministry with input required to initiate planning for the next provincial budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Minor capital programs may only be proposed as Year One projects entered in MyCAPS. As Year One projects, they should be sufficiently developed to provide a reliable assessment of need, scope of work, schedule and cost estimate. If the ministry supports a Minor Capital Program project, the school district will be expected to deliver it at the scope, schedule and budget, as submitted in the five-year capital plan, at or before the end of the prospective fiscal year. SEP and CNCP projects may be phased over multiple years, as further explained in the Capital Plan Instructions.

## Capital Planning Approval Process

The ministry uses different processes for approving project requests submitted in a district's five-year capital plan, depending on the program.

### ONE STAGE PROCESS

For project requests in the Minor Capital Programs category, a one-stage process is followed. All SEP, CNCP, BUS, PEP, FIP project requests will go through this approval process. BEP projects will also go through the one-stage approval process. To improve the likelihood of having a project approved, it is important for districts to include as much information as possible when these projects are submitted because that is the only information the ministry will consider in this one-stage process when approving projects.

STAGE ONE



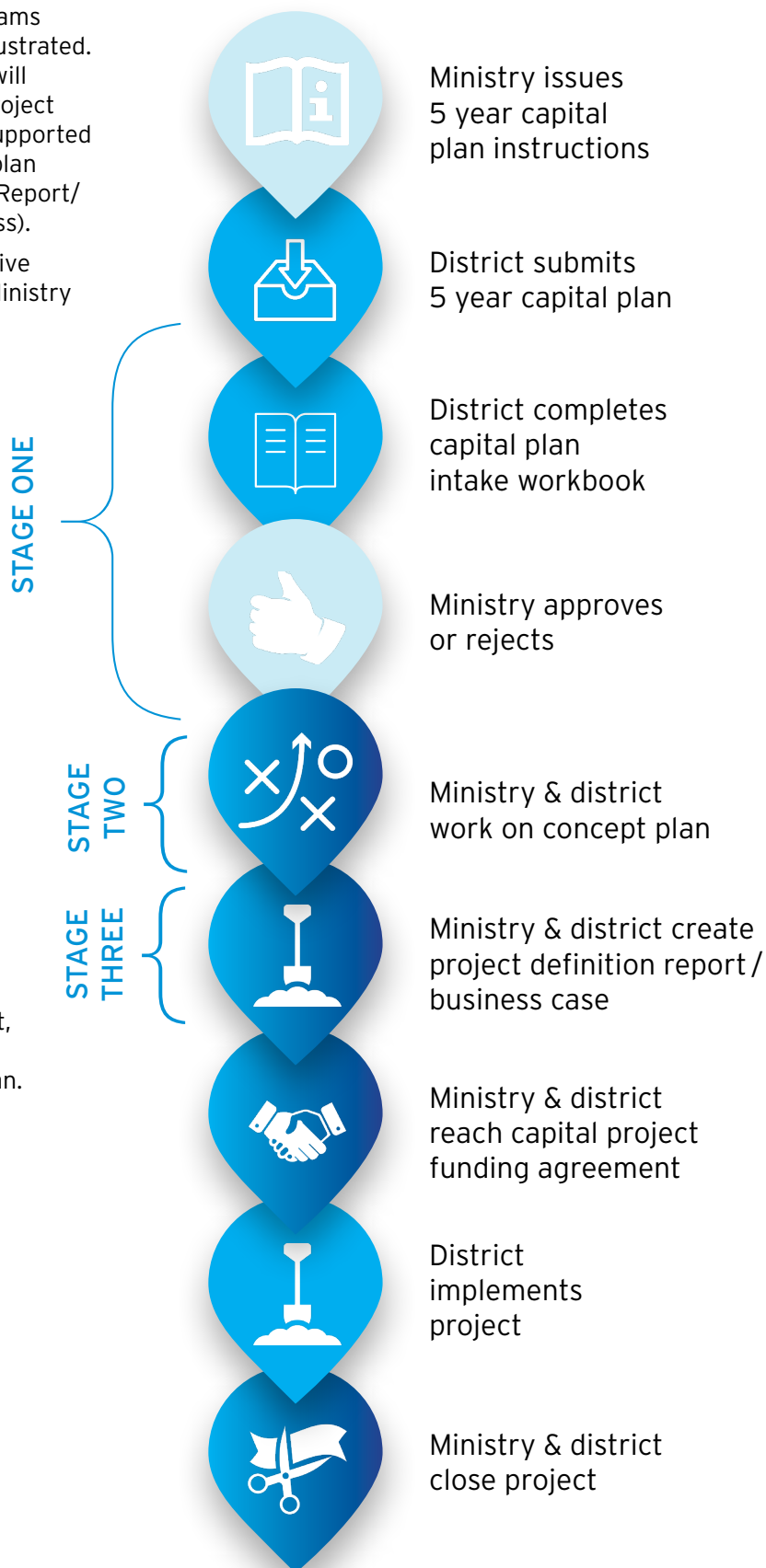
## THREE STAGE PROCESS

The approval process for the Major Capital Programs SMP, EXP and REP is a three-stage process, as illustrated. Once a project is supported in Stage 1, a district will be asked to prepare a concept plan and then a Project Definition Report/Business Case. Districts with supported RDP projects will not have to prepare a concept plan and would simply move to the Project Definition Report/Business Case stage (a two-stage approval process).

Concept Plans and Business Cases are not exclusive to the MECC. They have been developed by the Ministry of Finance to apply to all provincial ministries as important components of the Capital Asset Management Framework mentioned at the beginning of this guide. Guidance documents for both can be found in the framework material for those who are interested.

A concept plan is meant to provide decision makers with information about the need for capital investment, as well as an analysis of potential service delivery options. Decision makers will consider the information contained in the concept plan and provide direction on project scope, timing, budget/financing and other priorities before the ministry or agency commits additional time and resources to develop a detailed business case for the project.

A project definition report/business case helps ministries and agencies develop business plans for capital projects and provides clarity on how to meet existing and emerging requirements for capital planning and approvals. The purpose of a business plan is to provide decision makers with enough information to approve the scope, budget, timing and implementation of a capital project. It has more detailed information than a concept plan.



## Capital Plan Response Letter

Every district will receive a written response letter regarding the results of its five-year capital plan submission once the assessment of capital plan submissions from all school districts has been completed by the ministry, and the provincial budget has been released. These letters usually arrive in April of the year following the submission. A five-year capital plan will not be approved by the ministry in its entirety. [Section 142 \(5\)](#) of the *School Act* states that the minister “may approve, approve with modifications or reject a capital plan submitted to the minister under this section.” A capital plan with modification will instead be approved, which will only include those capital projects that have been identified in the Capital Plan Response Letter. The Letter will identify the specific capital projects from the Major Capital Programs that are supported for further business case development and from the Minor Capital Programs that are approved for procurement and capital funding. The Capital Plan Response Letter will also advise the school district of next steps for each of the supported or approved projects. These next steps may include:

- Proceed to acquire a site for EXP projects.
- Proceed to developing a business case (Concept Plan or Project Definition Report) for SMP, EXP, and REP projects.
- Proceed to develop a business case for RDP projects.
- Proceed to the design, tender and construction for SEP and CNCP projects.
- Proceed to acquire a bus for BUS projects.
- Proceed to purchase and installation of playground equipment for PEP projects.
- Proceed with the proposed scope of FIP projects, including the purchase and installation of equipment and/or the design, tender and construction of approved renovations.
- Work with BC Housing, when contacted, on developing BEP projects.

## Capital Plan Bylaw

Upon receipt of the Capital Plan Response Letter from the ministry, the board must adopt a single Capital Plan Bylaw, in accordance with [section 143 \(1\)](#) of the *School Act*. This capital bylaw encompasses all capital projects included in the Capital Plan Response Letter. The capital bylaw will reference the funding agreements referred to in the response letter, including the Annual Program Funding Agreement associated with the supported Minor Capital Programs. This agreement details the conditions for completion of projects and must be signed by an official district signing authority, usually the secretary-treasurer, and returned to the ministry for countersigning.

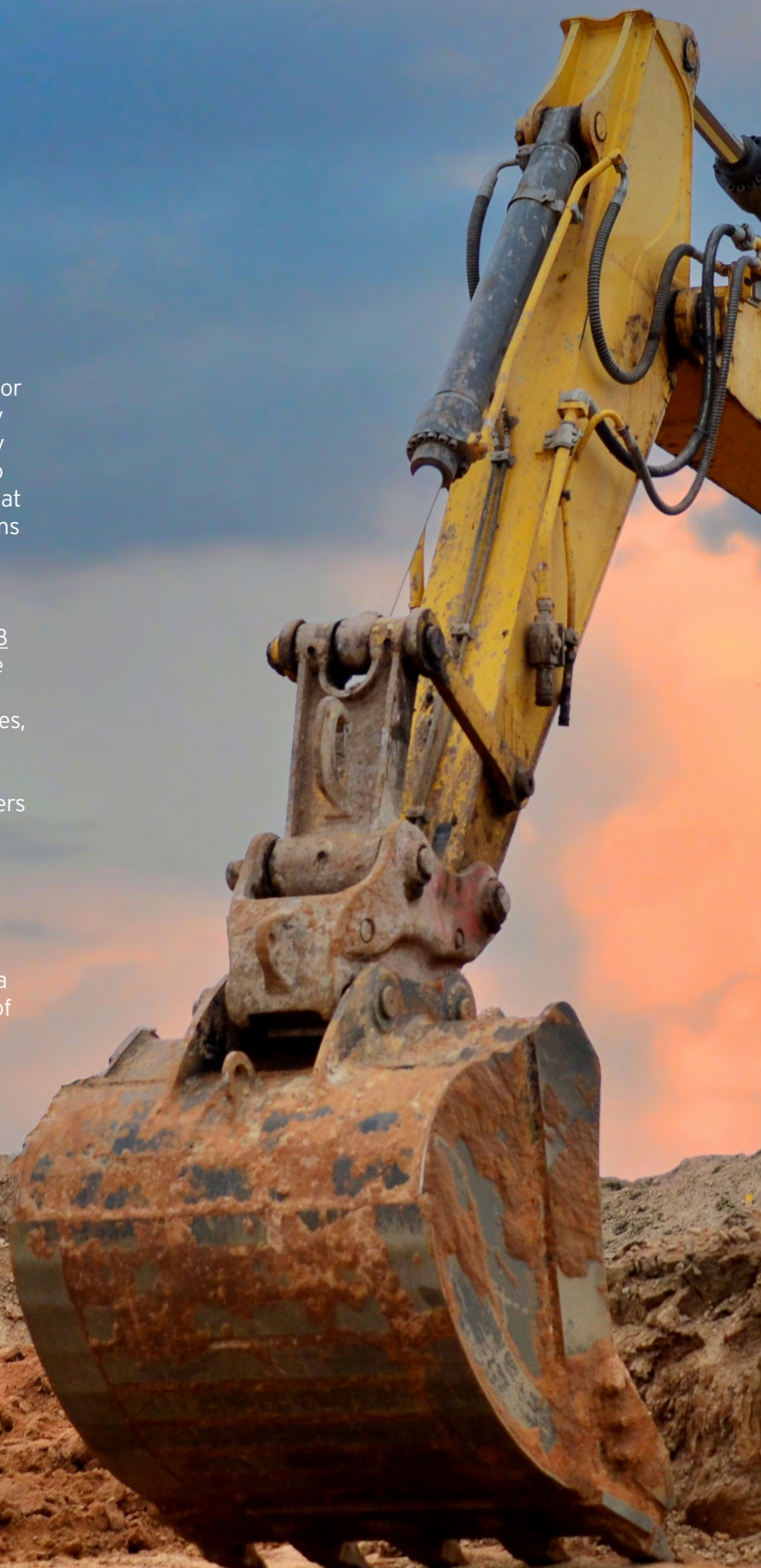
As illustrated in the three-stage approval process for SEP, EXP and REP projects and the two-stage approval process for RDP projects, ministry approval of the Project Definition Report/Business Case will lead to the signing of a Capital Project Funding Agreement. This funding agreement will detail the ministry's and the board's individual responsibilities under the agreement including how the project will be procured and the respective funding contribution of the parties to complete the project. It will be signed by the board chairperson and the secretary-treasurer and returned to the ministry for countersigning.



## Procurement & Implementation

There are detailed guidelines in section eight in the province's Capital Asset Management Framework on capital project procurement. Most school building capital projects will be procured through a design-bid-build process, although construction management and design build processes are also appropriate sometimes. All new or replacement schools are built to the latest seismic safety standards, LEED Gold® or equivalent and for elementary schools may include up to 15 per cent additional space to accommodate a neighbourhood learning center (NLC) that enables school districts to partner with local organizations to deliver community services. Consistent with the province's Early Learning Framework and ministry's mandate, NLC space is often used to create childcare spaces operated by outside providers as per Section 85.3 of the *School Act*. The board can also operate a childcare facility on its property as per Section 85.2 of the *School Act*. However, some districts have adopted other initiatives, in response to reconciliation and decolonization, such as using NLC space to bring their Indigenous and non-Indigenous communities together by establishing an Elders language center.

Identification of consultants to assist with procurement, such as a project director, architect and engineering services, are determined by boards, considering the in-house expertise available, the scope of the project and the form of procurement. The implementation phase of a capital project requires boards to also consider the use of construction apprentices and the *Wood First Act*.



## Project Cost Share

Current government policy requires boards of education to share in the cost of major capital projects, other than the lowest cost option for a seismic mitigation project. School district cost share contributions are set on a case-by-case basis and are dependent on the current financial situation of the school district, with consideration for local infrastructure priorities. A board's contribution to a project can come from either ministry restricted capital or from local capital.



## Accountability

The capital planning process requires boards to be accountable to the ministry to provide effective project management of capital projects in three key areas:

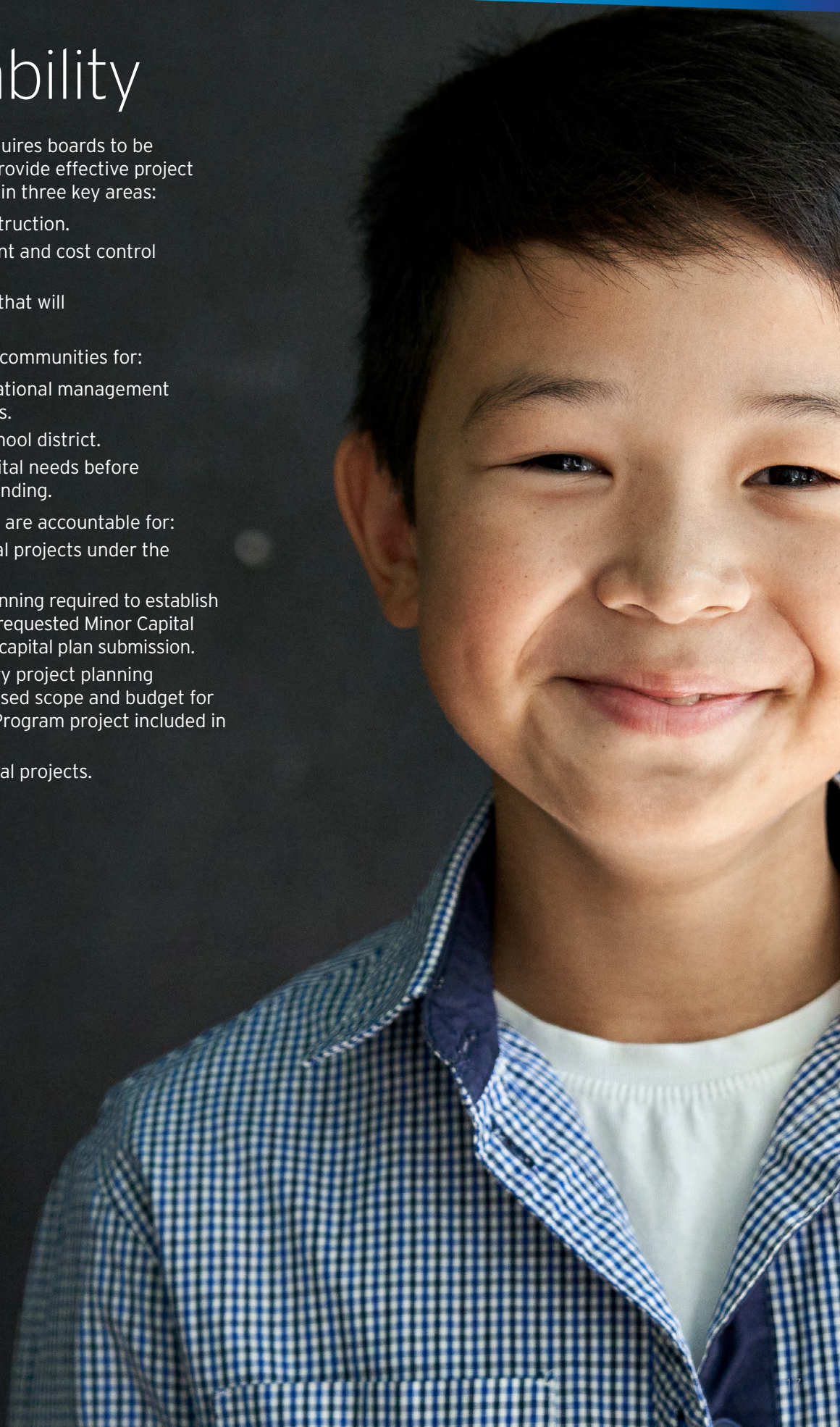
- Cost-effective design and construction.
- Competent project management and cost control through all project phases.
- Development of capital assets that will meet provincial guidelines.

Boards are accountable to their communities for:

- Undertaking the ongoing operational management and maintenance of its facilities.
- Establishing an LRFP for its school district.
- Pursuing local solutions to capital needs before requesting provincial capital funding.

In terms of capital funds, boards are accountable for:

- Planning and prioritizing capital projects under the ministry's capital programs.
- Funding all costs for project planning required to establish the scope and budget for each requested Minor Capital Program project included in its capital plan submission.
- Funding all costs for preliminary project planning required to establish the proposed scope and budget for each requested Major Capital Program project included in its capital plan submission.
- Funding cost overruns on capital projects.





# Board of Education Property

## Acquisition and School Closure

Our discussion on capital planning has been around the acquisition of capital assets. Section 96 (2)(a) of the *School Act* states that a board may “for educational purposes, acquire and hold land or improvements, or both, within its school district” and section 97 (1) states “Unless otherwise approved by the minister, a board may acquire assets only in its name.”

The opening of a new school or the closure of an existing school is governed by Ministerial Order M194/08 School Opening and Closure. Under the closure section of this order, boards are required to develop and implement a publicly available policy that includes a public consultation process. The consultation process must provide for fair consideration of the community's response to the proposed closure, consideration of future enrolment projection and possible alternative community use of the facility. The power of a board to permanently close a school under Section 73 of the *School Act* can only be exercised by passing a bylaw at the completion of the public consultation process.





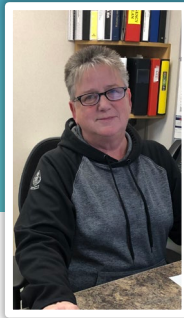
## Disposal of Land or Improvements

A board of education also can dispose of land or improvements. [Section 96 \(3\)](#) of the *School Act* states “Subject to the orders of the minister, the board may dispose of land or improvements, or both.” [Ministerial Order M193/08 Disposal of Land or Improvements](#) governs school district property disposals. The order requires boards to develop and implement publicly available policies and procedures with respect to the disposal of land or improvements under [section 96\(3\)](#) of the act. The order specifically states that a disposal of land or improvements by way of a sale or fee simple transfer or a lease of greater than ten years must be approved by the minister unless it is to another school district or independent school for educational purposes. The policies and procedures referred to in the order should include a public consultation process to determine that the board will not require the land or improvements for future educational purposes. The consultation must include students and parents, potentially impacted community agencies, local government, First Nations, local business interests, and any other engaged members within the educational community. Complete and appropriate consultation is a requirement of the bylaw the board would have to pass to approve the disposal, pursuant to [section 65 \(5\)](#) of the act.

Proceeds received by a board resulting from a disposal will be accounted for under the ministry’s [Allocation of Proceeds From Disposition of Capital Assets Policy](#).

# Operations Update

January 15, 2024



## Facilities

- Upper Halfway Gymnasium
  - Engineers and architects have done a walkthrough
  - Still awaiting Ministry timeline for official recognition, etc.
  - Still awaiting PRRD occupancy permit
- Wonowon School Replacement
  - RFP for Construction Manager has been awarded to WL Construction Ltd.
  - RFP's for architect and design team has been awarded to KMBR
- The District will be removing a dilapidated teacherage from Buick Creek.
- To prevent further break-ins to district vehicles at Facilities, trucks are being moved into bays, laser engraving is being done on all tools and an alarm and additional lights have been set up

## Safety & Custodial

### Safety

- Public Interest Disclosure Act training has been added to the District's HR training program
- Annual lead testing will take place in the coming weeks
- New Joint Health & Safety Committee Member Training – February 2, 2024 (Pro-D Day)

### Custodial

- A comprehensive and thorough cleaning, including deep cleaning and disinfection, was conducted across all sites during the break

## Technology

- Buick Creek – planning to set up 15 desktop computers to replace old ones
- District Network Consultant position – hiring is in process
- Installation of an access point has taken place at the Upper Halfway gymnasium and the Wi-fi connection is now operational
- Board Office internet upgrade is scheduled for January 2024

## Transportation

- One mechanic has been hired. The posting is still out for addition help
- New bus arrived from the 2022/23 Capital Plan purchases and the District is waiting for the 2023/24 purchases; the bus supply chain is very behind in fulfilling orders
- Busses were cancelled on Thursday, January 11<sup>th</sup> and Friday, January 12<sup>th</sup> due to extreme cold; cancellations were for all out of town school trips and school transportation



**The Board of Education**  
**OPERATING BUDGET CONSULTATION 2023/2024**  
**School District #60 (Peace River North)**  
**SPRING 2024**

<b>March 15</b> (Friday)	<ul style="list-style-type: none"> <li>● <b>Minister announces School District preliminary funding levels</b> (<i>School Act 106.3</i>)</li> </ul>
<b>March 15</b> (Friday)	<ul style="list-style-type: none"> <li>● <b>Online Public Surveys</b> <ul style="list-style-type: none"> <li>○ To be boosted on Monthly in April and May</li> </ul> </li> </ul>
<b>March 1 – April 30</b>	<ul style="list-style-type: none"> <li>● <b>Consult with Indigenous Bands and Metis Group</b> <ul style="list-style-type: none"> <li>○ Presentation at IEC Meeting</li> </ul> </li> </ul>
<b>March 1 – April 30</b>	<ul style="list-style-type: none"> <li>● <b>Meet with Department Heads</b></li> </ul>
<b>April 3</b> (Wednesday)	<ul style="list-style-type: none"> <li>● <b>Senior Admin Team Meeting (Ops Meeting)</b> <ul style="list-style-type: none"> <li>○ District budget Information review</li> </ul> </li> </ul>
<b>April 9</b> (Tuesday)	<ul style="list-style-type: none"> <li>● <b>District Leadership Team Meeting (DLTM)</b> <ul style="list-style-type: none"> <li>○ Elementary &amp; Secondary Budget Presentation</li> </ul> </li> </ul>
<b>April 22</b> (Monday)	<ul style="list-style-type: none"> <li>● <b>In-Camera Board Meeting</b> <ul style="list-style-type: none"> <li>○ Budget update and discussion</li> </ul> </li> </ul>
<b>April 23</b> (Tuesday)	<ul style="list-style-type: none"> <li>● <b>Present at SUPAC Meeting</b></li> </ul>
<b>May 6</b> (Monday) 12:30 – 4:00 p.m. District Board Office	<ul style="list-style-type: none"> <li>● <b>Partner Group Information/Discussion</b> <ul style="list-style-type: none"> <li>○ Budget update and information</li> <li>○ COTW Regular Meeting Agenda</li> </ul> </li> </ul>
<b>May 7</b> (Tuesday) Evening (Time 5:30) District Board Office	<ul style="list-style-type: none"> <li>● <b>Public Meeting</b> <ul style="list-style-type: none"> <li>○ Public</li> <li>○ Advertisement (Website, Twitter, Facebook)</li> </ul> </li> </ul>
<b>May 8</b> (Wednesday) 9:00 – 11:00 a.m.	<ul style="list-style-type: none"> <li>● <b>Senior Admin Team Meeting (Ops Meeting)</b> <ul style="list-style-type: none"> <li>○ District Budget information reviewed</li> </ul> </li> </ul>
<b>May 21</b> (Tuesday) 5:30 p.m.	<ul style="list-style-type: none"> <li>● <b>Regular Board Meeting</b> <ul style="list-style-type: none"> <li>○ Adopt Preliminary Budget (<i>Section 113</i>)</li> </ul> </li> </ul>