SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

10112 – 105 Avenue Fort St. John, BC V1J 4S4 Telephone: (250) 262-6000

BOARD OF EDUCATION



AGENDA BOOK

for the

REGULAR BOARD MEETING

MONDAY, DECEMBER 15, 2025 @ 5:30 p.m.



SCHOOL DISTRICT 60 PEACE RIVER NORTH

2024-2029 BOARD STRATEGIC PLAN SUMMARY

MISSION

All students will graduate, crossing the stage with dignity, purpose and options.

VALUES

Respect | Compassion | Honesty | Responsibility | Relationships Dane ejíínúúnaleh |Ts'úúnayéh | Ihọ?eh | Dááhwóghelh | Ehtah wes29h

STRATEGIC VISION

School District 60 is an inclusive and engaging learning environment, where every individual feels supported to thrive. Together, we build school communities that respect the diversity of our communities, prioritizing collaboration, well-being, personal development, and strong community connections.

2024-2029 STRATEGIC PRIORITIES



School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.



School District 60 will foster a welcoming and inclusive environment that prioritizes the well-being, development, and professional growth of all employees.

School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.



School District 60 Board and leaders will prioritize collaboration, accountability, and transparency in ensuring student-centered decisionmaking.





School District 60 recognizes that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.



School District 60 will provide an early learning and child care environment that supports a positive transition for children from home, pre-school and day care into schools.



Read the complete 2024-2029 Board Strategic Plan at prn.bc.ca

TOGETHER WE LEARN

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60 REGULAR BOARD MEETING MONDAY, DECEMBER 15, 2025

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**

3.1 Halfway River First Nation & School District #60 Local Education Agreement 2025 (Attachment)
Helen Gilbert, Board Chair

4.0 <u>Trustee Engagement/Celebrations</u>

5.0 Minutes of the Regular Board Meeting, November 17, 2025 (pages 6-17)

- 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, October 20, 2025 (page 18)

7.0 Announcements and Reminders

December 22 - January 2	Christmas Vacation		
January 12	COTW Meeting	2:30 p.m.	Board Room
January 19	Board Meeting	5:30 p.m.	Board Room
January 23/24	NIB Meeting	•	Prince George
January 27	SUP-PAC Meetings (Lehmann/Scott-Monci	12:00 p.m. rieff)	Board Room
January 30	Prespatou Graduation	3:00 & 6:00 p.m.	Prespatou School
January 30	NID (District Turnaround	(b	·
February 2	COTW Meeting	2:30 p.m.	Dr. Kearney
February 16	Family Day	•	•
February 17 <i>Tues</i>)	Board Meeting	5:30 p.m.	Board Room
February 19	Indigenous Council Mee	eting .	
February 23	Board Advance 9:0	00a.m. – 4:00 p.m.	Board Room
February 24	SUP-PAC Meetings (Sn	ow) 12:00 p.m.	Board Room
February 27	NID Day (Report Writing	a)	

Regular Agenda: December 15, 2025 Page 4

8.0 Senior Staff Reports

- 8.1 Superintendent's Report (page 19-20)
- 8.2 Secretary-Treasurer's Report (page 21)

9.0 Reports of Regular Committee of the Whole Meeting, December 1, 2025 (pages 22-24)

- 9.1 Approval of Minutes
- 9.2 Business Arising (See attached Action Item List for completed and ongoing items)
- 9.3 Policy Committee

Policy 5004.2 Child Abuse Reporting Protocols

Scott-Moncrieff/

That the Board of Education approves the adoption of Policy 5004.2 Child Abuse Reporting Protocols with the noted correction.

CARRIED.

Policy 5004 Child Abuse

Campbell/

That the Board of Education approves the deletion of Policy 5004 Child Abuse

Policy 5004.1 Reporting of Suspected Child Abuse & Neglect

Gilliss/

That the Board of Education approves the deletion of Policy 5004.1 Reporting of Suspected Child Abuse & Neglect

CARRIED.

Policy 5013 Emergency Health Response – AEDs and Naloxone Kits

Whitton/

That the Board of Education approves the adoption of Policy 5013 Emergency Health Response – AED's and Naloxone Kits

CARRIED.

10.0 Indigenous Education Council (IEC) Updates

11.0 Other Reports

- 11.1 BCSTA *Trustee Snow*
 - a) Trustee Academy Report Out
- 11.2 BCPSEA Trustee Lehmann
- 11.3 Board Pro-D Committee Chair Gilbert
- 11.4 DPAC Report Chair Gilbert
- 11.5 Northern Interior Branch Meeting (Jan 23 & 24, 2026) Chair Gilbert

12.0 Correspondence

13.0 **Unfinished Business**

- 13.1 Community Advisory Council/Good Neighbourhood Group OPS Site Update (Attachment)
 Helen Gilbert, Board Chair
- 14.0 New Business
- 15.0 **PRNTA Update** Donna Bulmer, President
- 16.0 <u>CUPE Local #4653 Update</u> Jennie Copeland, President
- 17.0 <u>District Parent Advisory Council (DPAC) Report</u> Athena Andritz, President
- 18.0 Questions from the Press and Public Related to Agenda Items
- 19.0 Suspend Regular Meeting & Move into In-Camera Meeting
- 20.0 In Camera Motions brought forward for implementation
- 21.0 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.

Regular Agenda: December 15, 2025

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

REGULAR MEETING

Monday, November 17, 2025 5:30 p.m.

Page 6

Present: Helen Gilbert, Chair – Board of Education (Area 5)

Bill Snow, Vice-Chair (Area 5)
Ida Campbell, Trustee (Area 4)
Nicole Gilliss, Trustee (Area 3)
Madeleine Lehmann, Trustee (Area 1)
David Scott-Moncrieff, Trustee (Area 2)
Tom Whitton, Trustee (Area 5) (via Zoom)

Stephen Petrucci, Superintendent of Schools

Wade Hart, Assistant Superintendent Angela Telford, Secretary-Treasurer Leah Reimer, Recording Secretary

(Guests/Media)

Donna Bulmer, PRNTA President

Gwenn Bourdon



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

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

Any use of an electronic device such as a computer or cell phone is related to the business of the meeting

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

Call to Order Secretary-Treasurer, Angela Telford, 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 #137-25 Scott-Moncrieff/Snow

THAT the agenda be accepted as presented with the following addition:

5.0 Presentations & Celebrations

Board Contribution to District Christmas Dinner CARRIED.

Declaration of Conflict of Interest

The following trustees declared a "conflict of interest":

- Trustee Campbell daughter employed by Northern Health and a daughter employed by School District #60 (BCPSEA – Red Zone)
- Trustee Snow spouse is a teacher for School District #60 as well as Trustee Snow is a member of the BCGEU with his employer (BCPSEA – Red Zone)
- Trustee Gilbert daughter and son-in-law are part of groups bargained by the public sector (ie. Northern Health) (BCPSEA – Yellow Zone)
- Trustee Scott-Moncrieff daughter works for School District #60 (BCPSEA – Yellow Zone)
- Trustee Gilliss not currently in conflict but may be in the spring because daughter works for the BCGEU union
- Trustee Whitton mother works for Northern Health (BCPSEA Yellow Zone)

Election of Board Officers

Election of Board Chair

The Secretary-Treasurer announced the Election of Board Chair and called for nominations by secret ballot.

The Assistant Superintendent and Secretary-Treasurer distributed, gathered and sorted the ballots. The Secretary-Treasurer then announced the following nominees and asked if they would let their name stand for Board Chair:

Nicole Gilliss Declined
Madeleine Lehmann Declined
Helen Gilbert Accepted

The Secretary-Treasurer declared Helen Gilbert the Board Chair by acclamation.

Election of Vice-Chair

Chair Gilbert took the chair and called for nominations by secret ballot for Vice-Chair.

The Assistant Superintendent and Secretary-Treasurer gathered and sorted the ballots and the Board Chair announced the following nominees:

Madeleine Lehmann Accepted Nicole Gilliss Accepted Bill Snow Accepted

Trustees shared why they would like to let their name stand for this position.

Voting proceeded and the ballots were gathered and sorted by the Assistant Superintendent and Secretary-Treasurer.

A tie was declared between Madeleine Lehmann and Nicole Gilliss.

Voting again proceeded and the ballots were gathered and sorted by the Assistant Superintendent and Secretary-Treasurer.

The Board Chair declared Nicole Gilliss the Vice-Chair.

Election of Provincial Councilor Rep

The Board Chair called for nominations by secret ballot for Provincial Councilor Rep.

Ballots were gathered and sorted by the Assistant Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

Ida Campbell	Declined
Madeleine Lehmann	Declined
Bill Snow	Accepted
David Scott-Moncrieff	Declined
Helen Gilbert	Declined

The Board Chair declared Trustee Snow the Provincial Councilor Rep. by acclamation.

Election of Alternate Provincial Councilor Rep

The Board Chair called for nominations by secret ballot for Alternate Provincial Councilor Rep.

Ballots were gathered and sorted by the Assistant Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

David Scott-Moncrieff	Accepted
Nicole Gilliss	Declined
Ida Campbell	Declined
Helen Gilbert	Declined

The Board Chair declared David Scott-Moncrieff the Alternate Provincial Councilor Rep. by acclamation.

Election of BCPSEA Rep

The Board Chair called for nominations by secret ballot for BCPSEA Rep.

Helen Gilbert, Ida Campbell, Nicole Gilliss, David Scott-Moncrieff, Bill Snow and Thomas Whitton have declared a "conflict of interest"

Ballots were gathered and sorted by the Assistant Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

Madeleine Lehmann Accepted Nicole Gilliss Declined

The Board Chair declared Madeleine Lehmann the BCPSEA Rep. by acclamation.

Election of Alternate BCPSEA Rep

The Board Chair called for nominations by secret ballot for Alternate BCPSEA Rep.

Helen Gilbert, Ida Campbell, Nicole Gilliss, David Scott-Moncrieff, Bill Snow and Thomas Whitton have declared a "conflict of interest".

Ballots were gathered and sorted by the Assistant Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

Nicole Gilliss Accepted Helen Gilbert Accepted Thomas Whitton Declined

Voting proceeded and the ballots were gathered and sorted by the Assistant Superintendent and Secretary-Treasurer.

The Board Chair declared Nicole Gilliss the Alternate BCPSEA Rep.

Motion #138-25

Scott-Moncrieff/Campbell

THAT the secret paper ballots be destroyed.

CARRIED.

Other Board Duties

Audit Committee

- Audit Committee meets four times a year and needs three trustees to attend aside from the Board Chair to achieve guorum
- Trustee Lehmann, Vice-Chair Gilliss, Trustee Snow and Trustee Scott Moncrieff will attend. Trustee Campbell will also attend, when available
- Trustee Lehmann will continue to chair this committee

School Liaison Reps

- Trustees had previously been asked if they would like to see any changes
- Vice-Chair Gilliss would like to add a middle school to her portfolio.
 Further discussion will take place with applicable trustees on making that change.

Presentations/Delegations

None

Trustee Engagement/Celebrations

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

Remembrance Day Presentation (Attachment)

 Chair Gilbert shared a presentation of trustee and students' involvement at Remembrance Day ceremonies. A big thank you and shout out to the staff of the schools and the work they did in schools around this special day

Trustee Campbell (Area 4)

- Liaison schools at Hallowe'en
- Remembrance Day in Taylor along with Trustee Scott-Moncrieff and international students.
- PAC Meetings
- Taylor PAC craft sale
- Baldonnel carnival this Friday
- Phone call with MLA

Vice-Chair Gilliss (Area 3)

- Hudson's Hope school for Hallowe'en parade
- Remembrance Day activities
- Met with Hudson's Hope administrator
- Went with Volleyball team to Chetwynd
- Student Council meeting

Trustee Lehmann (Area 1)

- Clearview and Robert Ogilvie PACs
- Remembrance Day Ceremony in Cecil Lake
- BCPSEA Symposium online

Trustee Scott-Moncrieff (Area 2)

- COTW @ Alwin Holland enjoyed tour with the student and ambassadors
- Remembrance Day in Taylor with international students
- Update on construction at Wonowon School
- Spoke with most liaison administrators

Trustee Snow (Area 5)

- Volleyball elementary matches
- NPSS volleyball fundraiser where they played against alumni teams. As well, the girls volleyball team will be going to provincial championships at the end of November.
- Visited liaison schools
- Remembrance Day Ceremonies in Fort St. John as well as NPSS and Bert Bowes schools
- Wearing the red suit for a couple of school fundraisers
- Bert Bowes Entrepreneurial Fair

Trustee Whitton (Area 5)

- Remembrance Day Ceremony in Fort St. John
- COTW Meetings @ Alwin Holland Elementary School
- Petroleum Association Bonspiel
- Conversation with parents and those interested in running in the next election

Chair Gilbert (Area 5)

- Learning Forward AI presentation
- Provincial Council as an observer
- BCPSEA Symposium online
- Labour Management Meeting
- Board Chair Call
- Remembrance Day in Hudson's Hope
- Volleyball games at Robert Ogilive and Margaret Ma Murray schools
- Taylor PAC craft sale
- Band Fundraiser looking for silent auction items
- COTW Meetings at Alwin Holland Elementary School

NEW Board Contribution to District Christmas Dinner

• Does the board want to contribute again this year? Trustee Campbell is willing to make three door prize baskets again.

ACTION: Trustees to give any donations to the baskets to Trustee Campbell by November 28, 2025

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #139-25

Lehmann/Whitton

THAT the Regular Meeting Minutes of October 20, 2025 be adopted. CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

 Thank you to the Superintendent for drafting the letter of support for the Redevelopment of the UBC Med in School Psychology Program. The letter was also captured in one of the BCSTA Weekly emails.

Approval of Excerpts

Motion #140-25

Campbell/Scott-Moncrieff

THAT the excerpts from the September 22, 2025 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes. CARRIED.

Announcements & Reminders

November 19/20	Elementary V-Ball Tournament		ARYES
November 25	SUP-PAC Meetings (Snow/Scott-Moncrieff)		
		12:00 p.m.	Board Room
November 26/27	Early Dismissal Days		
November 27	SD60 Band Concert	6:00 p.m.	NPCC
November 27-29	BCSTA Trustee Academy	-	Vancouver
November 28	NID Day (Parent-Teacher Inte		
December 1	COTW Meeting	2:30 p.m.	Baldonnel

December 4	NPAA Christmas Party		Northern Grand
December 6	District Christmas Dinner/Da	Pomeroy Hotel	
December 11	IEC Council Meeting		
December 15	Board Meeting	5:30 p.m.	Board Room
December 22 -	Christmas Vacation		
January 2			
January 12	COTW Meeting	2:30 p.m.	Board Room
January 19	Board Meeting	5:30 p.m.	Board Room
January 27	SUP-PAC Meetings (Lehmann/Scott-Moncrieff)	12:00 p.m.	Board Room
January 30	NID (District Turnaround)		

Senior Staff Reports

Superintendent's Report

A written and <u>electronic report</u> 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/2025/11/13/superintendents-report-november-2025/

For information purposes

Out-of-District Field Trips

• See motion below

Posts of Responsibility

See motion below

Motion #141-25 Snow/Whitton

THAT the Board accept the Superintendent's Report with the exception of Out-of-District Field Trips and Posts of Responsibility.

CARRIED.

Motion #142-25 Gilliss/Lehmann

THAT the Board approves the Out-of-District Field Trips as presented.

CARRIED.

Motion #143-25 Scott-Moncrieff/Snow

THAT the Board approves the Posts of Responsibility as presented. CARRIED.

Secretary-Treasurer's Report

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

Finance Update to October 31, 2025

- For information purposes
- \$179,494 Miscellaneous Revenue includes proceeds from the school bus that was written off; an option to "buy back" afterwards was not given.

2025-2026 School District #60 Enrolment - Actual vs. Projected

- Down 27 in brick-and-mortar enrolment and 13.6 in online learning resulting in a \$524,000 decrease in funding based on the brick-andmortar numbers
- There are no obvious trends as to the decreases
- In January, when ministry updates the enrolment in all schools, including Independent Schools, we can access additional information

Human Resources Support Staff Summary

For information purposes

Motion #144-25 Scott-Moncrieff/Whitton

THAT the Board accept the Secretary-Treasurer's Report.

CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – November 3, 2025

Motion #145-25 Gi

Gilliss/Whitton

THAT the Board accept the Regular Committee of the Whole minutes of November 17, 2025 and its recommendations

CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

STARS Air Ambulance Subscription Angela Telford, Secretary-Treasurer

- Directly registered so when an emergency does arise, they have all
 of our information and will deploy services quickly, however it
 doesn't provide us with preferential treatment.
- Service for staff is provided by the district for locations more than 20 minutes away from major hospitals (ie. Buick Creek, Clearview, Upper Halfway, and Wonowon). Hudson's Hope and Camp Cameron have now been added.
- Cost for the service is \$200 per site per year

Student Voice Follow-Up

- It was noted, that trustees need to take turns being prepared to answer any questions that the students may have; preferably a trustee that is not a liaison at the school where the meeting is taking place to allow them to get to know other trustees better.
- Trustee Scott-Moncrieff will be ready for the December 1, 2025
 COTW Meeting at Baldonnel School

Policy Committee

Policy 5004.2 Child Abuse Reporting Protocols

 An edit around duplication of wording was noted under Guidelines and Principles Motion #146-25 Scott-Moncrieff

That the Board of Education issue a Notice of Motion for the adoption of Policy 5004.2 Child Abuse Reporting Protocols with the noted correction. CARRIED.

Policy 5004 Child Abuse

Campbell/ Motion #147-25

That the Board of Education issue a Notice of Motion for the deletion of

Policy 5004 Child Abuse

CARRIED.

Policy 5004.1 Reporting of Suspected Child Abuse & Neglect

Motion #148-25 Gilliss/

That the Board of Education issue a Notice of Motion for the deletion of Policy 5004.1 Reporting of Suspected Child Abuse & Neglect

CARRIĔD.

Policy 5003 Emergency Health Response – AEDs and Naloxone Kits Motion #149-25

Whitton/

That the Board of Education issue a Notice of Motion for the adoption of Policy 5003 Emergency Health Response – AED's and Naloxone Kits CARRIED.

ACTION: Policies 5004, 5004.1, 5004.2 and 5003 to be sent out for Notice of Motion with the noted change as well as communication around the consolidation of two policies into one.

Indigenous Education Council (IEC) Updates

- Next meeting is December 11, 2025
- A Pro-D presentation was made on the Indigenous Cultural Safety Manual prior to this meeting

Other Reports

BCSTA

- Provincial Council Chair Gilbert attended as an observer. There was some duplication of information with the call with the Branch President and the Board Chair call.
 - Information around AGM Processes & Protocols was brought to the November 3, 2025 Discussion Topics
 - The Legislation Committee is looking at reviewing BCSTA's 0 policies
 - Provincial Council meeting information is available on the 0 BCSTA Portal, including extensive reports from the President and CEO

Board Chair Call

- The exploration of regional representation was a motion that was made at AGM; they are in the process of putting together an extensive report that will come back to membership. Did a historic of who has served as directors and presidents of BCSTA...there was a vision that it has been dominated by metro districts which has proved to not be the case; the branch with most representation is Thompson-Okanagan.
- In all communication, the BCSTA is looking at aligning their operational capacity and being more focused

- 1. Public education matters included in a lot of motions...an increase in non-targeted funds (eq. Feeding Futures)
- 2. Building public education champions (eg. Pro-D through Trustee Academy and the upcoming Leadership Series)
- 3. You matter in education with emphasis on role of Boards

BCPSEA

- AGM is coming up in January and looking for nominations to replace Linda Martens who will not be letting her name stand
- Trustee Lehmann is considering running, with the nomination package submission deadline of December 2, 2025

Board Pro-D Committee

- An Indigenous Cultural Safety Manual Pro-D Session took place previous to today's Board Meetings
- Trustees to let Board Chair know of any other Pro-D they'd like to see

French Advisory Committee (FAC)

None

Correspondence

Letter of Support for the Redevelopment of the UBC M Ed in School Psychology Program

For information purposes

Unfinished Business

The following unfinished business arose from the previous meeting

minutes:

OPS Site Update

- The site is currently on pace for an opening in spring of 2026; right now they are using a tent that is attached to one of the church sites
- Discussion around only getting five visits and would that increase once the building is open
- Within the community, there is a petition circulating and they had hoped to meet with Northern Health, but that will not be happening

New Business

None

PRNTA Update - Donna Bulmer, President

- Revealed her "Kids Matter Teacher's Care" red t-shirt; we are here in solidarity with our bargaining team as well as the BCPSEA bargaining team who are all working together down in Vancouver. "BC Red for Ed" involves all things related to the work the bargaining teams are doing.
- Happy to announce that all teaching positions in our district are filled at this time
- TTOC's coverage when we have enough TTOC's, the teachers

- can be sick without stress. We can also offer union rep training which we will be having on Friday with approximately 15 teachers attending.
- Annual Board Elections during the voting processes, what would happen if all trustees declined to let their name stand? Vice-Chair Gilliss - as trustees, we wouldn't allow that to happen, someone would step up; we can't run with vacancies in our assignments.
- When the Board Chair states at the beginning of the meeting "any use of an electronic device such as a computer or cell phone is related to the business of the meeting", is that for guests/observers as well? Chair Gilbert it is for trustees and district staff, so the public knows that they are focused on the matters related to the meeting.

CUPE Local #4653 Update – Jennie Copeland, President

No report, not present

District Parent Advisory Council (DPAC) Report – Athena Andritz, President No report, not present

Questions from Press/Public

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

Gwenn Bourdon – Remembrance Day Ceremonies – appreciate the trustees engagement here; they have been well attended. There were some upset seeing an armed RCMP officer on top of the Board Office building.

Chair Gilbert, - when crowds of a certain size are gathered for the ceremony, the RCMP request to use our roof for coverage.

Trustee Campbell – started after 9/11. The arena in Taylor has one as well.

Gwenn Bourdon – Supreme Courts are no longer allowing poppies to be worn in court rooms as it could sway public opinion. It is at the judge's discretion

Gwenn Bourdon – asking for more clarification on the affiliation of the request for support made by the UBC Med in School Psychology Program. Chair Gilbert – there are two different bodies...we're interested in a program that would allow us to work on supporting local training for a school psychologist. We have had a shortage around the province for some time. They are looking to change some of the restrictions on where, when and how they are offering their program that would allow them to have candidates in our district.

Suspension & Move into In-Camera Meeting

Motion #150-25 Snow/Whitton

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

CARRIED.

Motion #151-25 Snow/Campbell

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

CARRIED.

Adjournment

Motion #152-25 Snow/Lehmann

THAT the meeting be adjourned. (8:30 p.m.)

ANGELA TELFORD, HELEN GILBERT, CHAIR,

BOARD OF EDUCATION

SECRETARY-TREASURER

EXCERPTS FROM THE OCTOBER 20, 2025 "IN CAMERA" MEETING MINUTES

The meeting was called to order and the In-camera Meeting Minutes, September 22, 2025 were read and adopted.

Business Arising

None

Superintendent's Report

Items discussed and reported included:

Personnel Issue

Secretary-Treasurer's Report

Items discussed and reported included:

District Joint Health & Safety Committee Meeting Minutes – October 9, 2025

Other Reports

- BCSTA
- BCPSEA
- COTW Discussion Topics

Correspondence

None

Unfinished Business

None

New Business

None

REGULAR MEETING REPORT TO THE BOARD OF SCHOOL TRUSTEES FROM THE SUPERINTENDENT OF SCHOOLS Monday, December 15, 2025

Human Resources

1. Human Resources Summary Report for Teachers

HR Summary Report for Teachers & AO's - 2025/2026 for the period of November 14 to December 11, 2025

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	1	1		1	
Changes to existing	4	10			
Return from leave		1			
Payout prep	2				

Education

1. Superintendent's Report

https://togetherwelearn.prn.bc.ca/2025/12/11/superintendents-report-december-2025/

2. SD60 Artificial Intelligence Guidelines (Attachment)

Recommended Motion: That the Board of Education approve the overarching guidelines for Artificial Intelligence use in School District 60.

3. Community Coaches (Attachment)

Recommended Motion: That the Board of Education approve the attached Community Coaches as presented

4. Out-of-District Field Trips (Attachment)

Recommended Motion: That the Board of Education approve the attached Out-of-District Field Trips as presented

5. Posts of Responsibility (Attachment)

Recommended Motion: That the Board of Education approve the attached Posts of Responsibility as presented

Operations

1. Security Issues in Schools

Respectfully submitted,

Stephen Petrucci, EdD Superintendent of Schools

REPORT TO THE

BOARD OF EDUCATION

FROM THE SECRETARY-TREASURER

Monday, December 15, 2025

REGULAR MEETING

Operations

1. Finance Update to November 30, 2025 (Attachment)

Human Resources

1. Human Resources Support Staff Summary

Human Resources Summary Report for Support Staff For period of November $14^{\rm th}$, 2025, to December $11^{\rm th}$, 2025

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	8	1	2
Changes to existing	6		
Return from leave			
Layoff			
Retirements	1		
Termination			

Angela Telford, Secretary-Treasurer Regular Agenda: December 15, 2025 Page 22

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

MONDAY, DECEMBER 1, 2025 2:30 P.M.



Present: Helen Gilbert, Chair, Board of Education

Nicole Gilliss, Vice Chair Ida Campbell, Trustee

Stephen Petrucci, Superintendent Wade Hart, Assistant Superintendent Jarrod Bell, Director of Instruction Angela Telford, Secretary Treasurer Leah Reimer, Executive Assistant

Media/Guests:

Candace Andres, Baldonnel Parent

Regrets: Madeleine Lehmann, Trustee

David Scott-Moncrieff, Trustee

Bill Snow, Trustee

Thomas Whitton, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations

Baldonnel Elementary School (Attachment)

Craig Brownlee, Administrator

 Mr. Brownlee presented Baldonnel's framework and answered questions from the Board and District Staff

Student Voice (Attachment)

 Two students were in attendance and provided feedback relating to the Student Voice questions provided by the Board

FESL Review

Anne Roberts Young Elementary School

They have 15 divisions this year; that is up from 13 divisions. They are accepting

- variances, but don't have a lot of space. They have capacity for 21 divisions without losing their multi purpose spaces. They've seen more variance requests in than out
- We have the summary of the data, which is appreciated. Seeing the actual data is important though and a link was provided which is appreciated
- SEL would be nice to see the tools their using
- MDI is referenced and is linked to student voice. This allows us to see the commonalities and challenges between schools
- o Fulsome and robust communication background

North Peace Secondary School

- o Department by department smart set adds clarity to the picture of the school
 - Having those smart goals by department, did it contribute to more alignment within the department as sometimes that could lead to better progress?
- o In their Planning Day, they set the stage using Ministry direction, the District's FESL and the Board's Strategic Plan
- o A variety of ways the Learning Support Fund is being used (see page 15)
- Like the breakout of behavior and suspension data...vaping is still a significant issue they are dealing with
- Attendance concerns...is this percentage missed? Any record of non-attendance?
 It is noted that the number one behavior concern is non-attending.
- A very comprehensive document and visual data; lots to think about it
- They have done a lot of work on their own surveys that they feel is relevant for moving them forward; they work at getting everyone to participate
- Discussion followed around diversity in individual site's FESLs (eg. overarching numeracy goal, but diversity within that for each site and what is priority to them)

Governance

Board Meeting Follow Up Questions/Discussion

Helen Gilbert, Board Chair

None

Operations

Operations Report (Attachment)

Angela Telford, Secretary-Treasurer

- Question about the discoloration of the roof in the Baldonnel portable we're meeting
 in. There are roof leaks this year...a work order has gone in
- NPSS they have replaced the greenhouse glass with other material; it hasn't been used as a greenhouse for a long time, it's been used for storage
- School construction projects are both completing trades on the 22nd, but now it's the occupancy wait. The inspectors wait for the signoffs to go the architects.
- o In follow-up to the November 12 Labour Management meeting concern brought forward around garbage disposal, safety procedures have been created
- Chair Gilbert at Academy, the lawyer in one of the presentations spoke about an

- increase in mental health/wellness in the workplace complaints. Our district's flow chart was referenced. Wade we haven't seen an increase, but we do get complaints and we follow up using the process.
- o Transportation parts inventory with new staff comes new vision; they are taking inventory of what we have on hand and updating it to the needs of our current fleet
- Thank you to the Transportation Department for their coordination of buses for a number of schools to attend the Para Olympics event in Dawson Creek.

R	EGULAR	- December 15, 2025			Unfinished	
Meeting Date	Meeting	Topic	Action Item/Recommendation	Assigned to:	Business	Completed
Oct 4/21	COTW	Facilities Review - FCI Update	Provide more detailed information in regards to the FCI report	Angela	х	
Nov 4/24	COTW	Policy Committee Meeting	Trustees to review Policy Summary and bring foward policies they see need reviewing		Ongoing	
Feb 18/25	Board	Superintendent's Report	Discussion around recognition of community donations for a future meeting	Angela	х	
Apr 14/25	Board	Capital Plan Bylaw	Provide further details to the board re: SSAC	Angela	х	
Oct 20/25	Board	Indigenous Education Council (IEC)	Trustee Campbell to bring a full report to a future Board Meeting	lda	х	
Nov 3/25	COTW	Connection w/ Local Governments	Helen to look into further & bring back to a future meeting	Helen	х	
Nov 3/25	COTW	Operations Report	Look into having Facilities Dept staff come a couple times a year to report to the Board	Angela	х	
Nov 17/25	Board	Policy Committee Meeting	Notice of Motion for Policies 5004, 5004.1, 5004.2 with edit & amalgamation note	Leah		Х
Completed June 21/24	Board	Correspondence	Seamless BASC Request Letter - will send a response	Helen		Х
June 21/24	Board	Unfinished Business	Early Childhood Funding Letter	Helen		X
Apr 14/25	Board	New Business	Bring back Finance Standing Committee presentation to a future meeting	Helen		Sept 22/25
May 20/25	Board	Policy Committee Meeting	Send out Policies 5009 & 8005 & bring back to Sept 22 Board Mtg for adoption	Leah		Sept 22/25
Apr 14/25	Board	Other Reports - BCSTA	Improving Student Outcomes Report - bring back to a future meeting for discussion	Helen		Oct 6/25
9/22/2025	Board	Superintendent's Report	Cameron Lake Annual Report - Forward report to WMFN	Helen		X
9/22/2025	Board	Superintendent's Report	Framework Summary Report Review & Approval - Confirm additional 24 spaces (page 27)	Stephen		X
Oct 20/25	Board	Correspondence - BCASP	Compose a draft letter and send to Board Chair for review	Stephen		X
Oct 20/25	Board	New Business - Board Annual Plan	Add to Nov 3 COTW Agenda re: connecting with local governments	Helen		Nov 3/25
Oct 6/25	COTW	Framework Presentations (Student Voice)	Administrator to compile responses to Student Voice & forward	Leah		Ongoing
Jan 13/25	COTW	Operations Report	Look into the future of CM Finch Rink	Angela		х
Oct 20/25	Board	New Business - School Liaison Reps	Add to Nov 17 Regular Agenda to finalize	Leah		Х
Nov 3/25	COTW	Operations Report	District Staff to look into details around STARS Air Ambulance subscription	Angela		Nov 17/25
May 20/25	Board	Superintendent's Report	Bring back an update re: the UBC Dental Health Project @ Taylor & Wonowon schools	Stephen		х

LOCAL EDUCATION AGREEMENT 2025

Collaborating for the Future
The Halfway River First Nation
Where Knowledge is Power



and

School District No. 60

Where Together We Learn

On the Traditional Territory of the Dane Zaa



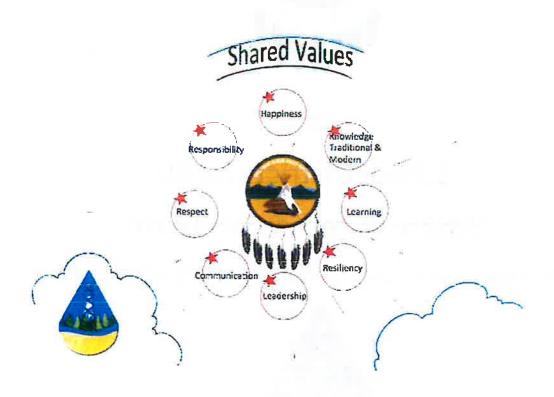
Je aa haanach'e

We live and learn on the traditional territory of the Dane-zaa, within Treaty 8.

INTRODUCTION

The negotiation and adoption of a Local Education Agreement (LEA) provides a significant opportunity for Halfway First Nation and the Peace River North Board of Education to focus attention on improving educational outcomes for First Nations Students and on developing the relationship necessary to accomplish that mutual goal.

The purpose of this Local Education Agreement is to establish shared and individual responsibilities in the education of our students from the Halfway River First Nation. Both parties will reconfirm their unwavering commitment to helping First Nations Students reach their highest potential. The terms of this Local Education Agreement reflect the BC Tripartite Education Agreement between Canada, British Columbia, and the First Nations Education Steering Committee to support First Nations Student success.





Halfway River First Nation AND School District No. 60



Local Education Agreement 2020

VISION

Believing in the success of each student from the Halfway River First Nation, School District No. 60 & the Halfway River First Nation Community will work together to ensure that *all* are thriving on their chosen path. Students will reach their greatest potential, graduating as happy, healthy, skilled, confident young adults ready for post-secondary education, workplace training and employment, proud of their traditions and culture.

MISSION

We will work together to support our students from HRFN to be successful, happy and engaged at all levels of their education from Kindergarten to Graduation.

We will create classroom environments that promote safe spaces for all children to belong, to be seen and to be heard. Classrooms where children may make mistakes or ask for help, understanding that mistakes are simply opportunities to learn more.

As they leave our supported school system, students will understand their first steps toward independence as a healthy, competent young adult, excited about the future.



What Success Looks Like

- Work with purpose toward goals Graduate with dignity & options
 - Good health: physical, mental,
 - spiritual
- education, trades, employment Understand the next steps to adulthood: post-secondary Strong Identity: value

differences, everyone has a

special gift, pride in

- Happiness. Joy, fun with learning, peace with self achievements
 - Confidence
- Resilience: 'stick-with-it', Dersistence
- Being Individually strong but aiso connected to family & COMMUNICA



Education Access to Quality

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SHARED VALUES

Leadership/Responsibility Knowledge/Learning Communication Hoppiness

Residency Respect

Community will work together to ensure that all are pst-secondary education, workplace training and healthy, skilled, confident, young adults ready for thriving on their chosen poth. Students will mach their greatest potential, graduating as happy, Belleving In the success of each student from Halfway Alver Nation, the School District & loyment; proud of their tradition

Communicating for the Future Collaborating and

Open, respectful staring of ideas and information to make educational decisions for our students. Regularly scheduled meetings at least 3 times per year, with a process for meeting more often should HRFN or SC60 wish to gather for

A

A

discussion.

Both partier recognize the importance of working together for the Both partier four children from the Halfway River First Nation, so that they may reach their utmost potential throughout their educational Journey.

We will work together to support our students from HRFN to be successful, happy and engaged at all levels of their education from Kladergarten to Graduation,

heord, Spaces where children may make mistakes or ask for We will areate safe classroom environments that promote safe places for all children to belong, to be seen and to be bes are opportunities help; understanding that learn



Halfway River FN

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School District 60



Our Dreams for the Children of the Halfway River First Nation are:

My dream is that each child of our nation becomes a productive, accomplished, responsible, graduated adult, at peace in their heart.

~Joyce Audit, Halfway River First Nation Education Counselor

My dream for children of our nation is to succeed at any endeavor they set their goals to. Reach for the stars and love what life path they take.

~ Kimberley Field, Halfway River First Nation Education Coordinator

We dream of a future where the children of Halfway River thrive with wisdom, strength, and endless possibilities, guided by our traditions and community spirit.

~ Blesson Joseph, Halfway River First Nation, Band Manager

My dream for Halfway River First Nation students is to have them achieve their holistic journey to the best of their ability. To understand "education is the key to unlocking their future" and becoming the best they can be for themselves, their community and the world!

~ Pat Jansen, District Principal, Indigenous Education Center

My dream for the children of Halfway River First Nation is that they graduate with everything needed to contribute to health and happiness and that of others. The time spent in our schools should help students build the strengths needed for the success they seek.

~ Helen Gilbert, School District No. 60, Trustee (Board Chair)

My hope for Halfway River First Nation students is that their individual stories are honoured and that they continue to have the opportunity to shape their own life path with the support of parents, community, peers and educators.

~ Carleen Andrews, Director of Instruction, School District No. 60

You are the author of your own life story. You can start a new chapter anytime you choose.



THIS AGREEMENT made and entered into this day of	2025
shall be effective from the 1* day of	2025.
BETWEEN:	
THE HALFWAY RIVER FIRST NATION	
AND:	
THE BOARD OF EDUCATION	
SCHOOL DISTRICT NO. 60	

WHEREAS

- A. On July 1, 2018, the Province of British Columbia, the Government of Canada and the First Nations Education Steering Committee entered into the BC Tripartite Education Agreement ("BCTEA"), agreeing to work together to make systemic shifts to support successful educational outcomes of all First Nation Students, regardless of where they live or are enrolled in school in British Columbia, through the provision of high quality and culturally relevant elementary and secondary educational programs and services, and supported by funding that is responsive to unique needs of First Nation Students, First Nation Schools and communities.
- B. The parties to the BCTEA recognize Local Education Agreements ("LEAs") as an integral part of the delivery of education services to First Nation students attending BC Schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools to support improved First Nation student outcomes.
- C. The Parties recognize that the signing of this LEA is a step consistent with the Province of British Columbia's commitment to adopting and implementing the United Nations Declaration on the Rights of Indigenous People (the "UN Declaration") and the Truth and Reconciliation Commission (TRC) Calls to Action for reconciliation. In addition, the Parties agree that this approach intends to follow British Columbia's Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples.
- D. The Board has the authority, under section 86 (3) of the School Act, to enter into agreements with a Council of a Band as defined in the federal Indian Act, RSC, c. 1-5, or the council of an Indian band established by another Act of the government of Canada, with respect to the education of First Nations Students.
- E. The First Nation, pursuant to its inherent jurisdiction over educational matters, has the authority and responsibility for the education of First Nation Students and desires to ensure its students all have access to, and receive, quality education that is respectful and reflective of their unique culture and history.

- F. The Parties agree that the principals, teachers and other staff in BC Public Schools have a central and important role to play in the provision of quality education programs and services and in the implementation and effectiveness of a LEA.
- G. The Parties wish to enter into this Agreement to set out the terms and conditions regarding the purchase of education services by the First Nation from the Board for the First Nation's Students.

THEREFORE the Parties agree as follows:

1.0 PURPOSE

- 1.1 The Parties agree that the purposes of this Agreement are to:
 - a) Confirm the mutual commitment of the Parties, and acknowledge the important role of Schools, to build a positive, effective, collaborative and constructive relationship to improve the First Nation's Students' educational outcomes and achieve high levels of First Nation Student success, graduation and transition to post-secondary education and training, or employment;
 - Set out the roles and responsibilities of the Parties and School(s) to meet the purposes and objectives of this Agreement, consistent with the BCTEA; and
 - c) Serve as a core shared accountability mechanism for both the First Nation and the Board regarding the education of First Nations Students in the School District.

2.0 GUIDING PRINCIPLES

2.1 The Parties will be guided by the following principles:

First Nations' Central Role in First Nations Education

- a) Indigenous families and communities have the right to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child, and Indigenous peoples have the right to open and respectful communication with the school district for the educational benefit of their children.
- b) Halfway River First Nation will encourage, help to advise and support schools and departments in offering opportunities for learning the languages of the territory and appropriate cultural methods of teaching and learning. HRFN prefers to undertake their own traditional teachings while encouraging the school district to provide general crafts and stories without a spiritual nature. HRFN is currently exploring the how to offer some language development onsite at the HRFN Education Center.

- Together with the School District, "Halfway River First Nation" has control of, and decision-making responsibility for the education of the children of their community and will enter into dialogue with School District No. 60 about areas going well and about areas requiring further attention or focus.
- d) Halfway River First Nation has a central role in the education of their students, regardless of where they attend school.

First Nation Students Access to Quality Education

- e) The Halfway River First Nation Students, at all levels of education, must have access to educational opportunities that:
 - are structured to support the growth, safety and unique needs of each student;
 - offer groupings within schools and classrooms that promote a sense of belonging and inclusion;
 - iii. Offer multiple opportunities for open communication so HRFN Students may find their 'voice' and feel welcome to share their ideas and thoughts:
 - ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
 - v. support transitions at all levels of education:
 - i. first time entry at any grade level from the HRFN Community
 - ii. movement from elementary school to middle school
 - iii. movement from middle school to secondary school
 - iv. secondary school to life after Grade 12 (access/customize process already in place - i.e. Learning Journeys, myBlueprint and Capstone Project)
 - vi. give HRFN Students the skills they need to thrive in contemporary society, including 21st century technological skills;
- vii. prepare them to access any opportunities they choose for higher learning, employment and life choices; and
- viii. support HRFN Students to develop a strong identity, proud of their heritage.

Reconciliation & Collaboration in First Nation Education

- f) First Nations education in British Columbia is highly complex, engaging federal, provincial and First Nation authorities, roles and responsibilities and, therefore, requiring collaboration and cooperation to ensure that all First Nation Students are supported to achieve successful education outcomes.
- g) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education.
- h) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfill their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.

- Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC's Calls to Action and the UN Declaration.
- j) Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs.
- k) Curriculum, materials and resources will meaningfully reflect the First Nations' culture, values, language and traditions, as outlined in all curriculum materials in the revised BC Curriculum advised by the First Nations Education Steering Committee (FNESC). At some point in the year, each classroom will offer experiential learning opportunities as Halfway River First Nation Students regularly participate in 'hands on' learning to acquire skills taught by their Elders. It is expected that experiential teaching will increase chances of school success for HRFN Students, should it be encouraged in school district classrooms.
- LEAs are an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation.
- m) The standards set by the United Nations Declaration on the Rights of Indigenous Peoples apply to First Nations education.
- n) The Truth and Reconciliation Commission's Calls to Action set out a framework for reconciliation, including with regard to First Nations education, that must inform the relationships and collaboration between First Nations, the Province and boards of education.

Parental Choice

The BC School Act sets out a process for a First Nations to designate which school First Nation S students living on community, on self-governing First Nation lands or Treaty lands are entitled to attend. The Act acknowledges the importance of providing educational opportunities that align with the preferences and needs of HRFN students and families. HRFN and the School Board will work towards establishing a specific date by which HRFN will designate their preferred school. It is important to note this designation is optional and does not impact existing school choice Arrangements HRFN parents/guardians had made with the board of education (BC School Act)

o) Parents have the right to decide where their children will be enrolled to receive the benefit of an education program and School District No. 60 is dedicated to providing the best possible educational placement for the students from The Halfway First Nation community.

The following process will occur if there is an issue with a HRFN Student's placement:

- a. The child's parent, guardian or representative from the HRFN community will contact the School District executive staff member responsible for Indigenous Education, to describe the issue and to request a meeting.
- b. A mutually convenient date and place will be set for a meeting to occur, with all parties bringing their thoughts and ideas to the table.

- c. School District No. 60 will attempt to provide solutions to the placement situation and may be able to offer alternatives that the HRFN member may wish to consider.
- d. School District No. 60 is committed to the understanding that sometimes alternative class and school placements may be required for the success of the child and will investigate all class availability in the current school and other schools, as requested.

First Nation Student Safety

p) Halfway First Nation Students have a right to feel safe at school, including safety from racism (students and staff), indifference, bias, marginalization, bullying and stereotyping.

The district is committed to enhancing cultural competency, specifically addressing the needs of the HRFN community. To this end, we will implement continuous cultural competency and anti-racism training for all educators, administrators, trustees, and staff. This ongoing training will cover indigenous history, culture, and contemporary issues, with a focus on recognizing and addressing biases and privilege. By fostering a deeper understanding and respect for Indigenous perspectives, we aim to create a more inclusive and equitable educational environment for HRFN students.

Shared Accountability and Data-Sharing

- q) LEAs are more than a mere financial transaction and serve as a core shared accountability mechanism for both Halfway River First Nation and School District No. 60 regarding First Nations education in our district.
- r) Timely and relevant data is required to inform decision-making to support First Nation Students. The executive staff member, responsible for Indigenous Education, will organize no less than 3 informational meetings per year with the Halfway River First Nations representatives to share relevant data regarding academic achievement, attendance and special education enrolment.
- s) School District No. 60 will consistently use the SD60 Assessment Dashboard to monitor the progress of all Halfway First Nation Students in an attempt to be proactive, both in celebrating successes and in intervening when there are struggles.

3.0 RESPONSIBILITIES & COMMITMENTS

- 3.1 The School District No. 60 Board of Trustees agrees to:
 - a) Ensure that Halfway River First Nation Students have equitable access to educational programs in the School District, and to continue to strive towards high levels of First Nation Student success in educational programs;
 - b) Ensure all classroom teachers understand the importance of understanding the talents, gifts, interests and needs of all students in their class. Professional development on creating class profiles and student profiles will continue to be provided to all district teachers.

- c) Ensure that all students from the Halfway River First Nation are encouraged to meet with career counselors to complete career interest surveys and to discuss education, career and training options. This should begin in Grade 10 as part of the Career course requirements for Graduation.
- d) Continue to explore ways and means of supporting the HRFN community in their quest to provide Indigenous language instruction in the community setting, with a possibility of including some basic language instruction in the school setting perhaps at a later date. (Retaining their rights to initially teach their language at their own Education Center, is at the request of the HRFN community.)
- e) Approve educational resource materials that promote an understanding of and appreciation for the history, language and culture of the Halfway River First Nation people in British Columbia, including required curriculum on the residential school experience;
- f) Promote the offering of, and enrollment in, BC First Peoples 12, Indigenous Studies 12 and Learning from Our Elders 11&12. It is understood that all English 10, 11 and 12 courses will include narrative, expository and poetry texts that present the Indigenous experience in the local area/British Columbia/Canada to enable Halfway River First Nation students to 'see' themselves reflected in the materials in their coursework;
- g) Support principals and teachers in effectively delivering educational programs referred to in sections 3.1 (b), (c), (d), (e) and (f);
- Promote the focused teaching of the Core Competencies for all Halfway River First Nation Students so that they are able to withstand peer pressure, to be confident in their ability to 'rise', to become self sufficient and to be happy in making responsible life choices;
- Ensure Schools support and encourage Halfway River First Nation Students to participate in extracurricular and sports activities;
- Ensure teachers provide information to Parents regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the School Act);
- communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, in particular principals and teachers;
- Ensure the implementation of this agreement through all administration structures;
- m) Spend Indigenous Education (Targeted) Funds on Indigenous Education Programs and Services identified through the direct involvement of Halfway River First Nation representatives (members who sit on the Indigenous Education Council) working with School District 60 personnel to support the success of Aboriginal Students; and

Spend Targeted Indigenous Education Funds on Indigenous education programs and

services identified through the direct involvement of HRFN representatives of the 'Indigenous Education' Council working with School District staff to support the success of students. Indigenous Education Councils (IECs) are responsible for approving the planning, spending, and reporting of Indigenous Education Targeted Funding. This approval process ensures that IEC members are involved in decisions related to the funding of programs and support for Indigenous students. Any underspend of targeted Funding also falls under this process (Province of BC, Order of the Minister of Education and Childcare - School Act - Ministerial Order No. M217)

n) Endeavor to find appropriate First Nations or Non-Indigenous mentors for Haifway River First Nations Students who are enrolled in the Career Life Connections 12 course. The HRFN Community is especially concerned with providing their students with competencies, confidence and an understanding of the steps involved in applying to post-secondary education, completing safety and job training requirements and/or attaining employment in a field that embraces their passions, interests and talents.

3.2 The Halfway River First Nation agrees to:

- a) Promote the active participation and involvement of parents and other community members of the First Nation in the education of their children, including any available processes or forums in School District No. 60 (such as parent clubs and other committee processes) and School District or School activities;
- b) Encourage and support Halfway River First Nations Students to participate in extracurricular and sports activities; and
- c) Organize and host parent/guardian information sessions to explain various educational processes in School District No 60, to promote an understanding of the role parents and guardians play in the education of their children so HRFN community members feel more comfortable in their participation. HRFN will explore ways to encourage parent participation in informational sessions.
- d) Provide an opportunity for youth in the HRFN Community to gather to support one another in their future goals. Possibly establish a Youth Council that could receive nominal funding to perhaps organize a homework club, language practice and/or information sessions on such topics as post-secondary education, safety training, personal safety, and cultural studies etc.
- Encourage students to respect their land, community and peers through a career poster campaign and community gatherings. Students will learn to support one another as they grow, learn and achieve success.
- f) Provide a space where all students from the Halfway River First Nation are encouraged to meet with career counselors to complete interest and career surveys and to discuss education, career and training options onsite in the Halfway River First Nations Training Center.

- g) Subject to receiving Tuition Funding from Indigenous Services, pay the Board the Tuition Fees received from the federal government as agreed to and set out in this Agreement; and
- h) Endeavor to find appropriate First Nations or Non-Indigenous mentors for Halfway River First Nation Students who are enrolled in the Career Life Connections 12 course. The HRFN Community is especially concerned with providing their students with competencies, confidence and an understanding of the steps involved in applying to post-secondary education, completing safety and job training requirements and/or attaining employment in a field that embraces their passions, interests and talents.
- 3.3 Consistent with the purposes, principles and objectives of this Agreement, School District No. 60, in making available an educational program to Halfway River First Nation Students, will:
 - a) Work with the HRFN, to develop and implement strategies to keep First Nation Students in school and maintain and implement an Attendance Protocol;
 - Work with HRFN, to develop and implement strategies to keep students in school and maintain and implement an Attendance Protocol, via the district's First Nation support liaison who provides a direct link to the school, home and community for HRFN students and families.
 - In the case of an Early School Leaver, work with the HRFN to collaborate on a plan that best meets the educational needs for that First Nation Student;
 - c) List all courses with Indigenous content in the course selection handbook in a manner that clearly indicates Indigenous Education so that any student wishing to enroll can easily locate these courses;
 - d) Promote and support First Nation cultural activities, including Orange Shirt Day activities, in schools within School District No. 60;
 - e) Promote and support effective professional development focused on local First Nations history, language and culture;
 - f) Work with Halfway River First Nation, and Indigenous Education Council where applicable on how to effectively use the Targeted Aboriginal Education Funding.
 - g) Communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, and in particular principals and teachers; and
- 3.4 Wherever this Agreement provides that a School, within School District 60, will perform any obligation under this Agreement, the Board will provide direction to the superintendent, principals, teachers, and other school staff as needed to fulfill that commitment.

4.0 EDUCATIONAL RESOURCES

- 4.1 The Parties agree to, individually, together, and with Schools, make best efforts to:
 - a) Introduce more culturally relevant educational resources and activities in all subject areas for all students, such as through Board/Authority Authorized courses, and for events and ceremonies that takes place at a School; and
 - Offer courses with appropriate, local Indigenous content and residential schools curriculum;
 - c) Develop and review curricular resources for Indigenous Education, through a district committee, which includes members of the local First Nations communities.
 - d) Collaborate with the SD60 Indigenous Education Center to support the services, resources, counseling, teaching and cultural development that personnel in this department are dedicated to undertaking for all Indigenous Students, including those from HRFN.
- 4.2 The Parties will work together to address the history of the Indian residential school system through the development and implementation of curriculum, materials and resources, and through professional development opportunities, in a sensitive and appropriate manner.
- 4.3 The Parties will work in partnership to develop and implement First Nation language programs, respectful of the dialect of the Beaver language spoken by the Elders the Halfway River First Nation. The Halfway River First Nations educational leaders will decide who and where this language instruction will take place.
- 4.4 With regard to intellectual property rights, the Parties acknowledge article 31 of UN Declaration:

Article 31 1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions. 2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

- 4.5 Consistent with article 31 of UN Declaration, the Parties agree that:
 - a) the First Nation retains any intellectual property and copyrights of any curriculum content developed in collaboration or cooperation with them regarding their First Nations languages, cultural heritage, traditional knowledge and traditional cultural expressions;
 - b) the use of such information is intended to be for instructional purposes only at a local

level and for the school district's staff's professional development purposes; and

c) any other proposed or intended use requires written consent from the First Nation.

5.0 DOGWOOD GRADUATION

- 5.1 School District No. 60 and the Halfway River First Nation will encourage and support each and every First Nation Student who is capable of achieving the Dogwood Diploma to pursue that graduation credential.
- 5.2 For greater clarity, School District No. 60, will ensure the intentional or unintentional streaming or marginalization of Halfway River First Nation Students is not tolerated and that each and every capable HRFN Student is placed in an educational program that leads to graduation with a Dogwood Diploma and a full range of opportunities, such as training, post-secondary education and employment.
- 5.3 The School District will ensure First Nation Students and their parents are provided with information about the implications of a Dogwood Diploma, as compared with the Adult Dogwood Diploma and other school leaving certificates, to support informed decision-making by those First Nation Students and parents. It is recommended that if a student is *not* on track to complete a Dogwood Graduation Certificate, a parent/student informational meeting will be held as soon as possible, perhaps even as soon as the end of grade 9 or beginning of grade 10.
- 5.4 School District No. 60 and Halfway River First Nation will work collaboratively to ensure that all students in Grades 10 to 12 clearly understand the grades they must attain in various courses to attend the college or training of their choice.
- 5.5 School District No. 60 will ensure there is appropriate and timely (i.e. early) counselling support for career and post-secondary education planning available to First Nation Students.
- 5.6 Halfway River First Nation will ensure career, post-secondary education and training materials, pamphlets and course catalogues are available for students onsite at the HRFN Youth Center at the Band Office.
- 5.7 School District No. 60 and Halfway River First Nation will work together to investigate and establish a tutoring program where students would be provided food and encouraged to come for homework completion, 'catch up' or relearning concepts they did not understand.

SPECIAL EDUCATION CONSIDERATION

Note: All points described under Special Education sections 6.0, 6.1, 6.2, 6.3, 7.0, 7.1, 7.2, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, and 8.10 are considered 'best practice' in School District No. 60 and are mandated for *all* students, including First Nations students.

6.0 IDENTIFICATION OF FIRST NATION STUDENTS REQUIRING SPECIAL EDUCATION ASSESSMENT

- 6.1 In order to ensure that Halfway River First Nation Students are appropriately identified as requiring special education supports, the Board will ensure School(s) work with the First Nation and Parents to ensure appropriate and transparent ongoing informal assessments of First Nation Students to identify those who may require more formal special education assessment.
- 6.2 In particular, School District No. 60 and the Halfway First Nation will jointly review and determine the criteria and processes used for the identification of kindergarten First Nation Students who may require assessment and additional supports or services, recognizing that early identification is necessary to promote student success, and, for a First Nation Student who is identified as having a special need before entering a School, the First Nation Student's assessment and programming information will be requested immediately upon enrollment to permit appropriate and effective planning and implementation of relevant interventions.
- 6.3 in cases where a Halfway First Nation Student is identified as likely having diverse abilities or a disability upon enrolment in kindergarten, or when transferring into a School at a later grade level, or when a First Nation Student has an obvious disability that has not been previously assessed, the School District and more specifically, the Learning Services Department, will ensure there is a timely determination of the need for assessment and/or intervention plan.

7.0 SPECIAL EDUCATION ASSESSMENT AND PLACEMENT

7.1 The Parties agree that special education assessment and placement of, or timetable changes or new timetables for, Halfway River First Nation Students will follow the School District referral process, and the Ministry of Education, Special Education Services: A Manual of Policies, Procedures and Guidelines, as amended from time to time.

7.2 For greater clarity:

- a) prior to the placement of a Halfway River First Nation Student in a special education program, an assessment must be completed, with parental consent that identifies the First Nation Student as requiring supports and services. Depending on the program, this assessment may be a psycho-educational assessment, a mental health assessment, or a behaviour observation or inventory and should include an academic baseline achievement assessment;
- prior to diversion of a Halfway River First Nation Student to an Evergreen Certificate path, a psycho-educational assessment must be completed, with parental consent, and must identify the First Nation Student as having an intellectual disability; and
- c) the results of the assessment must be provided to and discussed with the Parent of that Halfway River First Nation Student, the school-based team, and First Nation support staff as may be designated by the First Nation Student's Parent.

8.0 SPECIAL EDUCATION PROGRAMMING

- 8.1 As soon as practical after a Halfway First Nations Student has been identified having diverse abilities or a disability:
 - a) appropriate supports and services will be identified in order to ensure that the Halfway River First Nation Student obtains an education that is most appropriate for his or her needs, and situated in regular classroom environments as much as possible;
 - b) the assessment results and educational services to be provided to the Halfway First Nation Student will be outlined in an Individual Education Plan (IEP), which must be completed with the invitation for parental involvement, for the purpose of assisting school staff to provide supports and services for the First Nation Student;
 - c) a Halfway First Nation Student with diverse abilities or disabilities will take an active role in the design of their IEP to the maximum extent that their developmental level and ability permit, noting that factors affecting First Nation Student participation in the development of an IEP will include: age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and consequences;
 - d) a written report stating the reason for placement of the First Nation Student, and the educational opportunities gained and lost by such placement, must be provided to the Parent and First Nation support staff as may be designated by the First Nation Student's Parent. The School District will develop a template for such a report;
 - e) in cases where the Parent appoints a delegate, the Parent and the delegate will receive a copy of the IEP;
 - f) in the event that the Parent declines to be involved in the IEP process and does not choose to appoint a delegate, the Board will ensure that the BC Public School will make every effort to ensure that the Halfway River First Nation Student's needs are fully met; and
 - g) a 'menu' of SD60 supports will be made available to a parent, so that they are aware of the various services, instructional supports and classroom accommodations that may be employed within SD60 in an effort to assist the student to be successful.
- 8.2 In developing an IEP, standards for students with diverse abilities or disabilities will be developed with high and appropriate expectations for achievement, and First Nation Students with IEPs will be expected to achieve all of the regular curricular competencies and/or outcomes, with supports.
- 8.3 The Board will ensure the School(s) work with Parents and, with their consent, the First Nation, to:
 - a) collaboratively identify any adaptations made to a Halfway First Nation Student's educational program;

- b) ensure that any modifications are made to a Halfway River First Nations Student's educational program only when necessary and only when adaptations have been tried and have proven insufficient to meet the HRFN Student's needs, and only with the Informed consent of the First Nation Student's Parent, or their designate; and
- c) if a HRFN Student has been put on a non-Diploma Evergreen Certificate path, ensure that the HRFN Student's program: is documented in an IEP; wherever possible, aligns as closely as possible with a graduation diploma program; and supports learning outcomes that match, as closely as possible, the learning outcomes of the applicable course, even when modified.
- 8.4 When requested, the Parent and, where appropriate and feasible, HRFN Students will have every opportunity to meet with school staff about the IEP and the HRFN Student's educational program within a reasonable timeframe, and no later than two weeks after the request has been made to school personnel.
- 8.5 School District No. 60 will ensure School(s) offer each HRFN Student who has diverse abilities or disabilities relevant learning activities, in accordance with the student's IEP.
- 8.6 Progress reports on their educational achievement in a special education program or on an Evergreen Certificate path must be provided to the Parent and First Nation support staff as designated by the First Nation Student's Parent, according to the same student progress reporting schedule as followed by the School and, in any event, not less than at the end of each term during the placement.
- 8.7 The Board will ensure that Parents are advised:
 - a) of their right to request a change to the placement of a First Nation Student in a special education program or on an Evergreen Certificate path;
 - b) that if the Parent wishes to request a change in a placement decision, they may file such a request in accordance with applicable Board bylaws, policies and/or procedures; and
 - where the Parent files a request, the Parent may request, and receive, support in the process from the First Nation and/or the Aboriginal Education Council.
- 8.8 The Parties agree that IEPs are not intended to be static and will be reviewed and revisited at least bi-annually in collaboration with the BRFN Student and his or her Parent, and the IEP will be either:
 - a) Updated;
 - b) Revised; or
 - c) Concluded, where it is determined that the HRFN Student no longer requires an IEP.

- 8.9 For greater certainty, the Parties agree that an IEP will only be put in place under sections 8.1 and 8.2 and it will only be updated, revised or concluded under section 8.8 where the prior informed Consent of the Parent or Guardian has been obtained.
- 8.10 The Parties agree that, in the case of all special education categories that are consistent, individual education plans for HRFN Students with special needs will be recognized and used as part of the planning process when those HRFN Students transition between First Nations Schools and Schools.

9.0 VULNERABLE STUDENT PLACEMENT

9.1 The School District will ensure that School(s) work with Parents and the Halfway River First Nation to identify Vulnerable Students and, where identification of a First Nation Student as a Vulnerable Student is supported by evidence and demonstrated need, that an Individual Learning Plan (ILP) will be created with parental involvement, and regularly reviewed, for that First Nation Student.

10.0 CHILDREN IN CARE

- 10.1 The School District will ensure appropriate learning plans and supports are identified and provided for Children in Care.
- 10.2 The Board will ensure appropriate staff are designated to be responsible for maintaining communications with the HRFN regarding Children in Care who are First Nation Students.
- 10.3 The Parties will make best efforts to work with supporting agencies to ensure appropriate supports are implemented to assist Halfway River First Nation Students who are Children in Care.

11.0 STUDENT CONDUCT & SAFETY

- 11.1 The Parties will confirm policies, practices and other appropriate measures to create a safe learning environment, including safety from racism (students and staff), discrimination, indifference, bias, marginalization, bullying and stereotyping for all students attending the School(s)
- 11.2 Both Parties have agreed to the continued use of the Band Parent Consent Form, renewed annually. By signing this form, parents and guardians consent to the sharing of data and information among members of the student's support team, including the Indigenous Support Workers, the Principal of Indigenous Education and the Halfway River First Nations Education Coordinator. This data and information will be in direct relation to a student's success and achievement in the school system and will be used as a proactive measure and in positive support of the student within School District No. 60 schools.

- 11.3 With written consent of a Halfway River First Nation Student's Parent/Guardian, School District ---60 will notify the First Nation of disciplinary action and potential escalation of disciplinary action in relation to that First Nation Student.
- 11.4 The Board will direct schools to take a team approach with First Nation Education representatives when dealing with general disciplinary issues involving First Nation Students, which may include parents or guardians, representatives from Halfway River First Nations, an Aboriginal Support Worker, and/or personnel from the Indigenous Education Center.

12.0 CULTURAL AWARENESS & HIRING IN THE SCHOOL DISTRICT

- 12.1 The Board, in cooperation with the First Nation, agrees to promote a greater awareness and inclusion of and respect by all School District staff and contractors for the First Nation's unique language, culture and history through its policies, practices, plans, curriculum and instruction.
- 12.2 As per the BC Tripartite Education Agreement, at least one non-instructional day per year will be focused on enhancing First Nations Students outcomes commencing in the 2019/20 School Year.

13.0 TRANSPORTATION

- 13.1 In order to access First Nations Transportation Fund, the Parties will identify First Nations Students' transportation needs and jointly develop and submit annually to the tripartite First Nation Student Transportation Committee, a Joint First Nation Student Transportation Plan setting out how the Parties will ensure First Nation Students have reliable and safe transportation services to the relevant School, including contingency measures for unexpected circumstances.
- 13.2 The Board agrees that, once transportation services are implemented pursuant to an approved Joint First Nation Student Transportation Plan with the First Nation, the Board will not make changes to those services without written agreement of the First Nation.
- 13.3 As per Schedule G of BCTEA, in the event that the Parties determine they need to revise their Joint First Nation Student Transportation Plan, and that the revisions require further funding, they may submit a revised plan to tripartite First Nations Student Transportation Committee.
- 13.4 Where the Parties make amendments to their Joint First Nation Student Transportation Plan, or agree to changes in transportation services, they will ensure that Parents receive notice within a reasonable time in order to respond to any such changes.
- 13.5 The Board agrees that First Nation Students will not be penalized and will be supported in the event of absences or late arrivals due to transportation challenges.

14.0 REPORTING

14.1 Periodic reports:

- At least 3 times per year, the School District will provide to the Halfway River First Nation:
 - the number of HRFN Students enrolled in alternate programs, secondary courses and ungraded programs;
 - a summary of the number and nature of HRFN Students with IEPs placed in Modified or Adapted programs;
 - iii) the number of Early School Leavers and information on supports implemented to prevent early leaving;
 - iv) the number of expulsions of HRFN Students and information on supports implemented to prevent expulsion;
 - v) school attendance of HRFN Students; and
 - vi) literacy and numeracy achievement of HRFN Students.

14.2 Annual Report:

- a) Once each year, the Board will produce and provide to the First Nation an annual report outlining the provision of educational programs to First Nations Students under this Agreement including the content in the Periodic Report, as well as:
 - financial reports related to this Agreement, which are prepared by the Board in the regular course of its operation and which include a copy of the audited financial statements;
 - a complete financial report on the Targeted Aboriginal Education Funding, Additional Funding and Special Education Funding, including ELL, which includes:
 - a. the number of staff employed using Targeted Aboriginal Education Funding, Additional Funding and Special Education Funding and designated to work with First Nation Students;
 - b. the proportion of the staff's time spent working directly with First Nation Students; and
 - c. the staff's duties and responsibilities;
 - iii) measures of success of First Nation Students through aggregate results for achievement including but not limited to the following:

- 1. attendance rates:
- percentage of students who are on track or extending for reading, writing and numeracy in grades 4 and 7 in the Foundations Skills Assessment;
- 3. participation rates for the Foundations Skills Assessments;
- 4. grade to grade transition rates;
- student retention rates;
- 6. graduation and six-year graduation rates;
- 7. proportion of students awarded a BC School Completion Certificate;
- 8. Six-year completion (graduation) rate for students in an Alternate program;
- 9. grades 10 to 12 math course participation rates,
- data related to assessments required for graduation purposes and other supports for successful transition to post-secondary education; and
- number of First Nation Students eligible to move on to post-secondary education.
- 14.3 The Board and First Nation will share two Nominal Roll student counts (September 30 & February 28) with the Ministry each School Year. The Board and HRFN will meet the week before the Sept. 30 submission deadline to cross reference student enrollment lists.
- 14.4 The Board will share with the First Nation its annual report to the Ministry on the spending of all First Nation Student Transportation Funding received and the amount of funding spent, which information should be clearly stated in the Board's audited financial statements for their verification;
- 14.5 Subject to the Freedom of Information and Protection of Privacy Act, upon request, the Board will provide First Nation community-specific student data to the First Nation to help inform them about their Students' progress, and to inform discussions between the First Nation and the Board on supporting those Students.
- 14.6 The First Nation may initiate the implementation of any formalized option agreed upon by FNESC and British Columbia, which may include an Information Sharing Protocol between the Board and the First Nation, to facilitate the provision and use of available First Nation student-specific data. SD60 Indigenous Education Centre has developed a release of information form.

15.0 COMMUNICATION

15.1 The Parties recognize the need for excellent communication and will establish agreed upon means for the successful and effective implementation of this Agreement, which may include, but not be limited to, regularized meetings and contact through newsletters and other correspondence, as appropriate.

- 15.2 The Parties recognize the need for effective and ongoing communication with Parents in the support of their child's successful education experience, and the Parties will advise Parents of opportunities for input and involvement in their child's education, such as course selection dates, reporting periods, parent-teacher interviews, application deadlines and procedures for post-secondary education, etc.
- 15.3 The Parties will encourage functions and meetings, such as parent-teacher interviews, to be held in the community.

16.0 TUITION PAYMENT

- 16.1 For eligible First Nation Students on the Nominal Roll attending Schools operated by the Board on September 30th, and for whom the First Nation has received Tuition Funding from Indigenous Services Canada, the First Nation will pay to the Board the Tuition Fees amount in accordance with this section 16.0 of this Agreement.
- 16.2 The Board will not charge the First Nation a greater amount for the First Nation Students attending a School within the School District than the First Nation Student Rate (as it pertains to tuition)
- 16.3 For greater certainty, the Parties agree that the First Nation is responsible only for Tuition Funding received from Indigenous Services for the Tuition Fees of the First Nation's Students according to the approved First Nations Student Rate and approved Nominal Roll. Unless otherwise agreed, the First Nation will not be responsible for paying any amounts for which it does not receive funding from Indigenous Services, or which exceeds the First Nation Student Rate.
- 16.4 The Parties agree the September 30th Nominal Roll enrolment will be verified by:
 - a) the First Nation; and
 - b) the Secretary-Treasurer of the Board.
- 16.5 The Parties agree that Tuition Fees payable for each School Year shall be paid by the First Nation to the Board according to the following schedule and based upon the September 30th Nominal Roll figures:
 - a) 70% based on the previous year's eligible Tuition Fees and Nominal Roll on or before December 15;
 - b) 30% of the current year's eligible Tuition Fees less (or, in addition to) the difference between the previous and current year's eligible Tuition Fees on or before March 31;
 - c) Year end reconciliation on or before June 30th.

- 16.6 In the event of a School closure due to a labour dispute, the Tuition Fees will be equitably adjusted by the agreement of the Parties and returned to the First Nation for the benefit of the First Nation's students in the same manner as occurs with the Ministry of Education.
- 16.7 The Parties agree that tuition fees under this Agreement will be paid in installments as set out in section 16.5 herein, except where:
 - a) a First Nation Student has withdrawn from school during the month ending one month before the payment due date; or
 - a First Nation Student has transferred to a First Nation School or a BC Independent School during the month ending one month before the payment due date,

in which case, any further Tuition Fees for that First Nation Student will be held by the First Nation to be used for Tuition Fees to the First Nation School or BC Independent School that the First Nation Student has transferred to, or to support the continued education of the First Nation Student in support of their potential re-entry into the public system, First Nation School or BC Independent School in the future.

- 16.8 The Parties agree that additional services or programs not contemplated by this Agreement may be provided by the Board through agreement by the Parties on the terms and costs for such service(s) and/or program(s).
- 16.9 Where Indigenous Services Canada is late in providing Tuition Funding to the First Nation,
 - a) the First Nation will notify the Board of the delay in receiving IS funding; and
 - the Board will not charge interest to the First Nation on any amount that is outstanding due to Indigenous Services' late provision of funding.

17.0 IMPLEMENTATION, MONITORING, REVIEW: LEA OVERSIGHT TEAM

- 17.1 The Parties hereby establish a joint LEA Oversight Team responsible for overseeing the implementation of this Agreement, with representation from the First Nation, the School District, and each school at which a First Nation Student attends.
- 17.2 The Parties agree to jointly develop terms of reference for the LEA Oversight Team before the implementation of this LEA agreement (September 8, 2020), which will become a Schedule to this Agreement, and which will include:
 - a) the membership of the LEA Oversight Team;
 - the roles and responsibilities of the LEA Oversight Team (e.g. managing the implementation of this Agreement, including delegating tasks as appropriate);

- a requirement that the LEA Oversight Team develop and finalize an LEA implementation plan for approval by the Parties within a specified timeframe and which, upon approval, will be appended to this Agreement;
- d) the relationship of the LEA Oversight Team with the Indigenous Education Council; and

18.0 DISPUTE RESOLUTION

- 18.1 If there is a dispute between the Parties with respect to any matter arising from this Agreement or relating to the interpretation and application of this Agreement, the Parties agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.
- 18.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.
- 18.3 The Parties agree to endeavour to resolve issues or disputes that may arise about this Agreement, or its implementation, in a manner that fosters an improved, ongoing and respectful relationship between the Board and the First Nation.

19.0 TERM & AMENDMENT

- 19.1 The term of this Agreement will be 4 years, beginning October 7, 2025 and ending October 7, 2029, unless the Parties agree, in writing, to:
 - a) terminate the Agreement; or
 - b) renew the Agreement, with or without amendments.
- 19.2 Each Party may suggest improvements and amendments to this Agreement and both Parties agree to discuss such suggestions in good faith with a view to better achieving the purposes of this Agreement.

20.0 NOTICES

Any notice, claim, consent, waiver, statement, or other documents or payment that either party may require or may desire to give, may be transmitted by mail, fax or personal delivery and will be conclusively deemed validly given or delivered or received by the addressee, if delivered personally on the date of delivery or, if mailed on the fifth business day after the mailing of the same in Canada by registered mail addressed or, if faxed with accompanying confirmation of completed transmission:

If to the First Nation:
Halfway River First Nation
16262 Rd 4
Wonowon, BC
VOC 2NO

If to the Board:
The Secretary-Treasurer
School District No. 60 (Peace River North)
10112 – 105 Avenue
Fort St John, BC
V1J 4S4

21.0 GENERAL

- 21.1 This Agreement will be governed by, and construed in accordance with, the laws in force in the Province of British Columbia.
- 21.2 This Agreement will be to the benefit of, and binding upon, the Partles hereto and their respective successors and assigns.
- 21.3 This Agreement supersedes any and all previous local education agreements between the Parties.

21.4 The Parties acknowledge that:

- a) nothing in this Agreement, or in the negotiation of this Agreement, or in any prior document leading to this Agreement, in any way defines or amends, recognizes, affirms, or denies the existence of, or in any way limits Aboriginal or treaty rights of the First Nation; and
- b) this Agreement is without prejudice to the rights of the Parties and the First Nation with respect to such matters.

IN WITNESS WHEREOF the Parties have executed this Agreement as of the date first above written.

SIGNED on behalf of the HALFWAY RIVER FIRST NA	TION by its duly authorized officer
Chief - Darlene Hunter	
Councillor – Charmaine Hunter	Jouncition - Joyce Audit
Councillor – Lori Wokeley	Councillor - William Field
in the presence of: Witness Blesson Joseph, Band Manager	
SIGNED on behalf of the SCHOOL DISTRICT NO. 60	- BOARD OF EDUCATION
Witness - Stephen Petrucci, Superintendent / CEO	
Chairperson – Helen Gilbert, Board of Trustees, Boa	rd Chair
Secretary-Treasurer – Angela Telford	

APPENDIX A: DEFINITIONS

1.0 DEFINITIONS

The following definitions apply to the Agreement:

"Aboriginal Education Council" means a council established by a board of education or school district, comprised primarily of representatives from First Nations within the school district, to provide advice to improve outcomes for Aboriginal students.

"Adaptations" are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

"Adult Dogwood" means an adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD) for adult learners (18 and older) who want to take courses in order to complete high school and obtain their adult high school diploma.

"Assessment Dashboard" means an electronic assessment record of a student's progress both in the current year and yearend achievement year to year. Data includes: literacy levels, numeracy achievement, grades, attendance and behaviour infractions.

"Attendance Protocol" means an attendance procedure carried out at the schools in the District, which outlines the recording of attendance of students and the approach to excused and unexcused absences with the overall purpose of encouraging strong attendance necessary for success in schools.

"BC Public School" or "BC Public School(s)" means all public schools in British Columbia providing kindergarten to grade 12 education, but does not include BC Independent Schools or First Nation Schools.

"Board/Authority Authorized Courses" are courses offered by BC Public Schools to respond to the local needs of the schools and their communities while providing choice and flexibility for students, according to requirements set by the Ministry of Education.

"BRFN" is a recognized acronym for Blueberry River First Nations.

"Child in Care" means a First Nation child for whom the Director of Child Welfare is the sole guardian, and the Public Guardian and Trustee manages the child's estate.

"Dogwood Certificate or Diploma" means the British Columbia Certificate of Graduation that is awarded by the Minister to a student upon successful completion of the provincial graduation requirements, as set out in the provincial Graduation Program and, for greater clarity, does not include an Adult Dogwood.

"Early Leaver Prevention Plan" means a plan of student supports, services or accommodations developed and implemented, where parental consent has been provided, in a manner consistent with the Attendance Protocol and with the purpose of re-engaging the First Nation Student and

re-establishing strong attendance. The Plan applies where a First Nation Student misses more than 10% of scheduled classes in a month and will address academic, behavioural, attendance and any other relevant issues and will include interventions to be undertaken by the school, First Nation and parents.

"Early School Leavers" means:

- any First Nation Student leaving school prior to the completion of Grade 12, including students who are expelled; or
- a student who has 15 unexcused absences in a month, has missed 75% in any school month, or has missed 40% of a term or semester;

where the Early Leaver Prevention Plan has been unsuccessful and the First Nation Student has no Individual Education Plan.

"Evergreen (School Completion) Certificate" is a school-leaving certificate intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with special needs and an Individual Education Plan, who have met the goals of their education program, other than graduation (and not all students with special needs should be in an Evergreen Certificate Program.) The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. The Evergreen represents the completion of personal learning goals but does not represent graduation.

"First Nation Student Rate" means the education costs for a First Nation Student attending a BC Public School in a school district, as calculated annually by the Ministry in consultation with FNESC and Canada (formerly the "First Nations Billing Rate").

"First Nation Student" means a student who is ordinarily resident on a reserve of the First Nation in British Columbia and is eligible to be on the Nominal Roll.

"First Nation Transportation Fund" means the First Nation Student Transportation Fund established by Canada, British Columbia and FNESC to fund the transportation of First Nation Students to BC Public Schools, commencing in the 2019/20 School Year.

"HRFN" means Halfway River First Nation.

"Indigenous Services, IS, ISC or DISC" means the federal department of Indigenous Services.

"Individual Education Plan (IEP)" means a documented plan developed for a student that describes individualized goals, Adaptations, Modifications, and the services to be provided, and includes measures for tracking achievement, as required by the provincial Individual Education Plan Order M638/95 and addressed in the Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011), as may be amended from time to time.

"Individual Learning Plan (ILP)" is an education plan developed by the School-Based Team for a student who does not meet the criteria for an IEP but is considered to be a Vulnerable Student.

"Informed Consent" refers to the provision of approval or assent, particularly and especially after

thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld. In the context of assessment and placement and education referrals, informed Consent requires that the Parent be informed of:

- the assessment procedures to be carried out;
- the information to be collected;
- the intervention that may take place;
- the likely benefits and risks; and
- the option to refuse or withdraw at any time,

and be provided meaningful opportunity to provide input into the assessment and placement or education referral decision.

"Minister" means the Minister of Education (BC).

"Ministry" means the Ministry of Education (BC).

"Modifications" means instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes, which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.)

"Nominal Roll" means the annual census of eligible students living on-reserve and attending elementary/secondary school as of September 30.

"Operating Grants Manual" means the provincial manual, as amended from time to time, that sets out the provincial funding formula that comprises a student basic allocation plus supplementary grants to determine school district allocations.

"Ordinarily resident on-reserve" means that the student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the year, even if they live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by Canada as settlement lands of the Indian band of which the student is a resident.

"Parent" means, in respect of a student:

- the guardian of the person of the student;
- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student;

"School" or School(s)" means and includes any school operated by the Board.

"School Act" means the British Columbia School Act, RSBC 1996, Chapter 412.

"School District" or "District" means the area constituted under the School Act as School District #____

"School Year" means the period beginning on July 1 and ending on June 30 the following year.

"SD60" is a recognized acronym for School District No. 60

"Targeted Aboriginal Education Funding" means the funding provided to the School District by the Ministry of Education targeted for school age students of Aboriginal ancestry participating in Aboriginal Education Programs and Services offered by public schools, which must be spent on the provision of these programs and services.

"Tuition Fees" means the Tuition Funding per student received from Indigenous Services by the First Nation, which the First Nation pays to the Board for the purchase of education services, including any mandatory School Fees, for students in the School District at the rate set out by the Ministry of Education in its fiscal framework for a given School Year.

"Tuition Funding" means the Tuition Funding received by the First Nation from Indigenous Services Canada for the education of First Nation Students in the School District who are on the Nominal Roll, which is invoiced for by the Board as per the First Nation Student Rates established by the Ministry annually and as determined by the snapshot date of September 30th.

"Vulnerable Student" means a student who has been identified as finding learning more challenging based on the following factors: not meeting learning outcomes, significant absence from school, not transitioning to the next grade, failing courses, behaviour issues, under suspension, not at grade level and/or is a child in care.

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LOCAL EDUCATION AGREEMENT 2025

Collaborating for the Future
The Halfway River First Nation
Where Knowledge is Power



and

School District No. 60

Where Together We Learn

On the Traditional Territory of the Dane Zaa



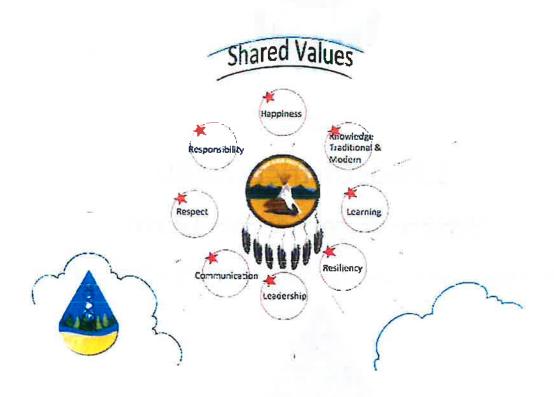
Je aa haanach'e

We live and learn on the traditional territory of the Dane-zaa, within Treaty 8.

INTRODUCTION

The negotiation and adoption of a Local Education Agreement (LEA) provides a significant opportunity for Halfway First Nation and the Peace River North Board of Education to focus attention on improving educational outcomes for First Nations Students and on developing the relationship necessary to accomplish that mutual goal.

The purpose of this Local Education Agreement is to establish shared and individual responsibilities in the education of our students from the Halfway River First Nation. Both parties will reconfirm their unwavering commitment to helping First Nations Students reach their highest potential. The terms of this Local Education Agreement reflect the BC Tripartite Education Agreement between Canada, British Columbia, and the First Nations Education Steering Committee to support First Nations Student success.





Halfway River First Nation AND School District No. 60



Local Education Agreement 2020

VISION

Believing in the success of each student from the Halfway River First Nation, School District No. 60 & the Halfway River First Nation Community will work together to ensure that *all* are thriving on their chosen path. Students will reach their greatest potential, graduating as happy, healthy, skilled, confident young adults ready for post-secondary education, workplace training and employment, proud of their traditions and culture.

MISSION

We will work together to support our students from HRFN to be successful, happy and engaged at all levels of their education from Kindergarten to Graduation.

We will create classroom environments that promote safe spaces for all children to belong, to be seen and to be heard. Classrooms where children may make mistakes or ask for help, understanding that mistakes are simply opportunities to learn more.

As they leave our supported school system, students will understand their first steps toward independence as a healthy, competent young adult, excited about the future.



What Success Looks Like

- Work with purpose toward goals Graduate with dignity & options
 - Good health: physical, mental,
 - spiritual
- education, trades, employment Understand the next steps to adulthood: post-secondary Strong Identity: value

differences, everyone has a

special gift, pride in

- Happiness. Joy, fun with learning, peace with self achievements
 - Confidence
- Resilience: 'stick-with-it', Dersistence
- Being Individually strong but aiso connected to family & COMMUNICA



Education Access to Quality

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SHARED VALUES

Leadership/Responsibility Knowledge/Learning Communication Hoppiness

Residency Respect

Community will work together to ensure that all are pst-secondary education, workplace training and healthy, skilled, confident, young adults ready for thriving on their chosen poth. Students will mach their greatest potential, graduating as happy, Belleving In the success of each student from Halfway Alver Nation, the School District & loyment; proud of their tradition

Communicating for the Future Collaborating and

Open, respectful staring of ideas and information to make educational decisions for our students. Regularly scheduled meetings at least 3 times per year, with a process for meeting more often should HRFN or SC60 wish to gather for

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discussion.

Both partier recognize the importance of working together for the Both partier four children from the Halfway River First Nation, so that they may reach their utmost potential throughout their educational Journey.

We will work together to support our students from HRFN to be successful, happy and engaged at all levels of their education from Kladergarten to Graduation,

heord, Spaces where children may make mistakes or ask for We will areate safe classroom environments that promote safe places for all children to belong, to be seen and to be bes are opportunities help; understanding that learn



Halfway River FN

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School District 60



Our Dreams for the Children of the Halfway River First Nation are:

My dream is that each child of our nation becomes a productive, accomplished, responsible, graduated adult, at peace in their heart.

~Joyce Audit, Halfway River First Nation Education Counselor

My dream for children of our nation is to succeed at any endeavor they set their goals to. Reach for the stars and love what life path they take.

~ Kimberley Field, Halfway River First Nation Education Coordinator

We dream of a future where the children of Halfway River thrive with wisdom, strength, and endless possibilities, guided by our traditions and community spirit.

~ Blesson Joseph, Halfway River First Nation, Band Manager

My dream for Halfway River First Nation students is to have them achieve their holistic journey to the best of their ability. To understand "education is the key to unlocking their future" and becoming the best they can be for themselves, their community and the world!

~ Pat Jansen, District Principal, Indigenous Education Center

My dream for the children of Halfway River First Nation is that they graduate with everything needed to contribute to health and happiness and that of others. The time spent in our schools should help students build the strengths needed for the success they seek.

~ Helen Gilbert, School District No. 60, Trustee (Board Chair)

My hope for Halfway River First Nation students is that their individual stories are honoured and that they continue to have the opportunity to shape their own life path with the support of parents, community, peers and educators.

~ Carleen Andrews, Director of Instruction, School District No. 60

You are the author of your own life story. You can start a new chapter anytime you choose.



THIS AGREEMENT made and entered into this day of	2025
shall be effective from the 1* day of	2025.
BETWEEN:	
THE HALFWAY RIVER FIRST NATION	
AND:	
THE BOARD OF EDUCATION	
SCHOOL DISTRICT NO. 60	

WHEREAS

- A. On July 1, 2018, the Province of British Columbia, the Government of Canada and the First Nations Education Steering Committee entered into the BC Tripartite Education Agreement ("BCTEA"), agreeing to work together to make systemic shifts to support successful educational outcomes of all First Nation Students, regardless of where they live or are enrolled in school in British Columbia, through the provision of high quality and culturally relevant elementary and secondary educational programs and services, and supported by funding that is responsive to unique needs of First Nation Students, First Nation Schools and communities.
- B. The parties to the BCTEA recognize Local Education Agreements ("LEAs") as an integral part of the delivery of education services to First Nation students attending BC Schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools to support improved First Nation student outcomes.
- C. The Parties recognize that the signing of this LEA is a step consistent with the Province of British Columbia's commitment to adopting and implementing the United Nations Declaration on the Rights of Indigenous People (the "UN Declaration") and the Truth and Reconciliation Commission (TRC) Calls to Action for reconciliation. In addition, the Parties agree that this approach intends to follow British Columbia's Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples.
- D. The Board has the authority, under section 86 (3) of the School Act, to enter into agreements with a Council of a Band as defined in the federal Indian Act, RSC, c. 1-5, or the council of an Indian band established by another Act of the government of Canada, with respect to the education of First Nations Students.
- E. The First Nation, pursuant to its inherent jurisdiction over educational matters, has the authority and responsibility for the education of First Nation Students and desires to ensure its students all have access to, and receive, quality education that is respectful and reflective of their unique culture and history.

- F. The Parties agree that the principals, teachers and other staff in BC Public Schools have a central and important role to play in the provision of quality education programs and services and in the implementation and effectiveness of a LEA.
- G. The Parties wish to enter into this Agreement to set out the terms and conditions regarding the purchase of education services by the First Nation from the Board for the First Nation's Students.

THEREFORE the Parties agree as follows:

1.0 PURPOSE

- 1.1 The Parties agree that the purposes of this Agreement are to:
 - a) Confirm the mutual commitment of the Parties, and acknowledge the important role of Schools, to build a positive, effective, collaborative and constructive relationship to improve the First Nation's Students' educational outcomes and achieve high levels of First Nation Student success, graduation and transition to post-secondary education and training, or employment;
 - Set out the roles and responsibilities of the Parties and School(s) to meet the purposes and objectives of this Agreement, consistent with the BCTEA; and
 - c) Serve as a core shared accountability mechanism for both the First Nation and the Board regarding the education of First Nations Students in the School District.

2.0 GUIDING PRINCIPLES

2.1 The Parties will be guided by the following principles:

First Nations' Central Role in First Nations Education

- a) Indigenous families and communities have the right to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child, and Indigenous peoples have the right to open and respectful communication with the school district for the educational benefit of their children.
- b) Halfway River First Nation will encourage, help to advise and support schools and departments in offering opportunities for learning the languages of the territory and appropriate cultural methods of teaching and learning. HRFN prefers to undertake their own traditional teachings while encouraging the school district to provide general crafts and stories without a spiritual nature. HRFN is currently exploring the how to offer some language development onsite at the HRFN Education Center.

- Together with the School District, "Halfway River First Nation" has control of, and decision-making responsibility for the education of the children of their community and will enter into dialogue with School District No. 60 about areas going well and about areas requiring further attention or focus.
- d) Halfway River First Nation has a central role in the education of their students, regardless of where they attend school.

First Nation Students Access to Quality Education

- e) The Halfway River First Nation Students, at all levels of education, must have access to educational opportunities that:
 - are structured to support the growth, safety and unique needs of each student;
 - offer groupings within schools and classrooms that promote a sense of belonging and inclusion;
 - iii. Offer multiple opportunities for open communication so HRFN Students may find their 'voice' and feel welcome to share their ideas and thoughts:
 - ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
 - v. support transitions at all levels of education:
 - i. first time entry at any grade level from the HRFN Community
 - ii. movement from elementary school to middle school
 - iii. movement from middle school to secondary school
 - iv. secondary school to life after Grade 12 (access/customize process already in place - i.e. Learning Journeys, myBlueprint and Capstone Project)
 - vi. give HRFN Students the skills they need to thrive in contemporary society, including 21st century technological skills;
- vii. prepare them to access any opportunities they choose for higher learning, employment and life choices; and
- viii. support HRFN Students to develop a strong identity, proud of their heritage.

Reconciliation & Collaboration in First Nation Education

- f) First Nations education in British Columbia is highly complex, engaging federal, provincial and First Nation authorities, roles and responsibilities and, therefore, requiring collaboration and cooperation to ensure that all First Nation Students are supported to achieve successful education outcomes.
- g) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education.
- h) The Parties have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfill their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.

- Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC's Calls to Action and the UN Declaration.
- j) Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs.
- k) Curriculum, materials and resources will meaningfully reflect the First Nations' culture, values, language and traditions, as outlined in all curriculum materials in the revised BC Curriculum advised by the First Nations Education Steering Committee (FNESC). At some point in the year, each classroom will offer experiential learning opportunities as Halfway River First Nation Students regularly participate in 'hands on' learning to acquire skills taught by their Elders. It is expected that experiential teaching will increase chances of school success for HRFN Students, should it be encouraged in school district classrooms.
- LEAs are an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation.
- m) The standards set by the United Nations Declaration on the Rights of Indigenous Peoples apply to First Nations education.
- n) The Truth and Reconciliation Commission's Calls to Action set out a framework for reconciliation, including with regard to First Nations education, that must inform the relationships and collaboration between First Nations, the Province and boards of education.

Parental Choice

The BC School Act sets out a process for a First Nations to designate which school First Nation S students living on community, on self-governing First Nation lands or Treaty lands are entitled to attend. The Act acknowledges the importance of providing educational opportunities that align with the preferences and needs of HRFN students and families. HRFN and the School Board will work towards establishing a specific date by which HRFN will designate their preferred school. It is important to note this designation is optional and does not impact existing school choice Arrangements HRFN parents/guardians had made with the board of education (BC School Act)

o) Parents have the right to decide where their children will be enrolled to receive the benefit of an education program and School District No. 60 is dedicated to providing the best possible educational placement for the students from The Halfway First Nation community.

The following process will occur if there is an issue with a HRFN Student's placement:

- a. The child's parent, guardian or representative from the HRFN community will contact the School District executive staff member responsible for Indigenous Education, to describe the issue and to request a meeting.
- b. A mutually convenient date and place will be set for a meeting to occur, with all parties bringing their thoughts and ideas to the table.

- c. School District No. 60 will attempt to provide solutions to the placement situation and may be able to offer alternatives that the HRFN member may wish to consider.
- d. School District No. 60 is committed to the understanding that sometimes alternative class and school placements may be required for the success of the child and will investigate all class availability in the current school and other schools, as requested.

First Nation Student Safety

p) Halfway First Nation Students have a right to feel safe at school, including safety from racism (students and staff), indifference, bias, marginalization, bullying and stereotyping.

The district is committed to enhancing cultural competency, specifically addressing the needs of the HRFN community. To this end, we will implement continuous cultural competency and anti-racism training for all educators, administrators, trustees, and staff. This ongoing training will cover indigenous history, culture, and contemporary issues, with a focus on recognizing and addressing biases and privilege. By fostering a deeper understanding and respect for Indigenous perspectives, we aim to create a more inclusive and equitable educational environment for HRFN students.

Shared Accountability and Data-Sharing

- q) LEAs are more than a mere financial transaction and serve as a core shared accountability mechanism for both Halfway River First Nation and School District No. 60 regarding First Nations education in our district.
- r) Timely and relevant data is required to inform decision-making to support First Nation Students. The executive staff member, responsible for Indigenous Education, will organize no less than 3 informational meetings per year with the Halfway River First Nations representatives to share relevant data regarding academic achievement, attendance and special education enrolment.
- s) School District No. 60 will consistently use the SD60 Assessment Dashboard to monitor the progress of all Halfway First Nation Students in an attempt to be proactive, both in celebrating successes and in intervening when there are struggles.

3.0 RESPONSIBILITIES & COMMITMENTS

- 3.1 The School District No. 60 Board of Trustees agrees to:
 - a) Ensure that Halfway River First Nation Students have equitable access to educational programs in the School District, and to continue to strive towards high levels of First Nation Student success in educational programs;
 - b) Ensure all classroom teachers understand the importance of understanding the talents, gifts, interests and needs of all students in their class. Professional development on creating class profiles and student profiles will continue to be provided to all district teachers.

- c) Ensure that all students from the Halfway River First Nation are encouraged to meet with career counselors to complete career interest surveys and to discuss education, career and training options. This should begin in Grade 10 as part of the Career course requirements for Graduation.
- d) Continue to explore ways and means of supporting the HRFN community in their quest to provide Indigenous language instruction in the community setting, with a possibility of including some basic language instruction in the school setting perhaps at a later date. (Retaining their rights to initially teach their language at their own Education Center, is at the request of the HRFN community.)
- e) Approve educational resource materials that promote an understanding of and appreciation for the history, language and culture of the Halfway River First Nation people in British Columbia, including required curriculum on the residential school experience;
- f) Promote the offering of, and enrollment in, BC First Peoples 12, Indigenous Studies 12 and Learning from Our Elders 11&12. It is understood that all English 10, 11 and 12 courses will include narrative, expository and poetry texts that present the Indigenous experience in the local area/British Columbia/Canada to enable Halfway River First Nation students to 'see' themselves reflected in the materials in their coursework;
- g) Support principals and teachers in effectively delivering educational programs referred to in sections 3.1 (b), (c), (d), (e) and (f);
- Promote the focused teaching of the Core Competencies for all Halfway River First Nation Students so that they are able to withstand peer pressure, to be confident in their ability to 'rise', to become self sufficient and to be happy in making responsible life choices;
- Ensure Schools support and encourage Halfway River First Nation Students to participate in extracurricular and sports activities;
- Ensure teachers provide information to Parents regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the School Act);
- communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, in particular principals and teachers;
- Ensure the implementation of this agreement through all administration structures;
- m) Spend Indigenous Education (Targeted) Funds on Indigenous Education Programs and Services identified through the direct involvement of Halfway River First Nation representatives (members who sit on the Indigenous Education Council) working with School District 60 personnel to support the success of Aboriginal Students; and

Spend Targeted Indigenous Education Funds on Indigenous education programs and

services identified through the direct involvement of HRFN representatives of the 'Indigenous Education' Council working with School District staff to support the success of students. Indigenous Education Councils (IECs) are responsible for approving the planning, spending, and reporting of Indigenous Education Targeted Funding. This approval process ensures that IEC members are involved in decisions related to the funding of programs and support for Indigenous students. Any underspend of targeted Funding also falls under this process (Province of BC, Order of the Minister of Education and Childcare - School Act - Ministerial Order No. M217)

n) Endeavor to find appropriate First Nations or Non-Indigenous mentors for Haifway River First Nations Students who are enrolled in the Career Life Connections 12 course. The HRFN Community is especially concerned with providing their students with competencies, confidence and an understanding of the steps involved in applying to post-secondary education, completing safety and job training requirements and/or attaining employment in a field that embraces their passions, interests and talents.

3.2 The Halfway River First Nation agrees to:

- a) Promote the active participation and involvement of parents and other community members of the First Nation in the education of their children, including any available processes or forums in School District No. 60 (such as parent clubs and other committee processes) and School District or School activities;
- b) Encourage and support Halfway River First Nations Students to participate in extracurricular and sports activities; and
- c) Organize and host parent/guardian information sessions to explain various educational processes in School District No 60, to promote an understanding of the role parents and guardians play in the education of their children so HRFN community members feel more comfortable in their participation. HRFN will explore ways to encourage parent participation in informational sessions.
- d) Provide an opportunity for youth in the HRFN Community to gather to support one another in their future goals. Possibly establish a Youth Council that could receive nominal funding to perhaps organize a homework club, language practice and/or information sessions on such topics as post-secondary education, safety training, personal safety, and cultural studies etc.
- Encourage students to respect their land, community and peers through a career poster campaign and community gatherings. Students will learn to support one another as they grow, learn and achieve success.
- f) Provide a space where all students from the Halfway River First Nation are encouraged to meet with career counselors to complete interest and career surveys and to discuss education, career and training options onsite in the Halfway River First Nations Training Center.

- g) Subject to receiving Tuition Funding from Indigenous Services, pay the Board the Tuition Fees received from the federal government as agreed to and set out in this Agreement; and
- h) Endeavor to find appropriate First Nations or Non-Indigenous mentors for Halfway River First Nation Students who are enrolled in the Career Life Connections 12 course. The HRFN Community is especially concerned with providing their students with competencies, confidence and an understanding of the steps involved in applying to post-secondary education, completing safety and job training requirements and/or attaining employment in a field that embraces their passions, interests and talents.
- 3.3 Consistent with the purposes, principles and objectives of this Agreement, School District No. 60, in making available an educational program to Halfway River First Nation Students, will:
 - a) Work with the HRFN, to develop and implement strategies to keep First Nation Students in school and maintain and implement an Attendance Protocol;
 - Work with HRFN, to develop and implement strategies to keep students in school and maintain and implement an Attendance Protocol, via the district's First Nation support liaison who provides a direct link to the school, home and community for HRFN students and families.
 - In the case of an Early School Leaver, work with the HRFN to collaborate on a plan that best meets the educational needs for that First Nation Student;
 - c) List all courses with Indigenous content in the course selection handbook in a manner that clearly indicates Indigenous Education so that any student wishing to enroll can easily locate these courses;
 - d) Promote and support First Nation cultural activities, including Orange Shirt Day activities, in schools within School District No. 60;
 - e) Promote and support effective professional development focused on local First Nations history, language and culture;
 - f) Work with Halfway River First Nation, and Indigenous Education Council where applicable on how to effectively use the Targeted Aboriginal Education Funding.
 - g) Communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, and in particular principals and teachers; and
- 3.4 Wherever this Agreement provides that a School, within School District 60, will perform any obligation under this Agreement, the Board will provide direction to the superintendent, principals, teachers, and other school staff as needed to fulfill that commitment.

4.0 EDUCATIONAL RESOURCES

- 4.1 The Parties agree to, individually, together, and with Schools, make best efforts to:
 - a) Introduce more culturally relevant educational resources and activities in all subject areas for all students, such as through Board/Authority Authorized courses, and for events and ceremonies that takes place at a School; and
 - Offer courses with appropriate, local Indigenous content and residential schools curriculum;
 - c) Develop and review curricular resources for Indigenous Education, through a district committee, which includes members of the local First Nations communities.
 - d) Collaborate with the SD60 Indigenous Education Center to support the services, resources, counseling, teaching and cultural development that personnel in this department are dedicated to undertaking for all Indigenous Students, including those from HRFN.
- 4.2 The Parties will work together to address the history of the Indian residential school system through the development and implementation of curriculum, materials and resources, and through professional development opportunities, in a sensitive and appropriate manner.
- 4.3 The Parties will work in partnership to develop and implement First Nation language programs, respectful of the dialect of the Beaver language spoken by the Elders the Halfway River First Nation. The Halfway River First Nations educational leaders will decide who and where this language instruction will take place.
- 4.4 With regard to intellectual property rights, the Parties acknowledge article 31 of UN Declaration:

Article 31 1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions. 2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

- 4.5 Consistent with article 31 of UN Declaration, the Parties agree that:
 - a) the First Nation retains any intellectual property and copyrights of any curriculum content developed in collaboration or cooperation with them regarding their First Nations languages, cultural heritage, traditional knowledge and traditional cultural expressions;
 - b) the use of such information is intended to be for instructional purposes only at a local

level and for the school district's staff's professional development purposes; and

c) any other proposed or intended use requires written consent from the First Nation.

5.0 DOGWOOD GRADUATION

- 5.1 School District No. 60 and the Halfway River First Nation will encourage and support each and every First Nation Student who is capable of achieving the Dogwood Diploma to pursue that graduation credential.
- 5.2 For greater clarity, School District No. 60, will ensure the intentional or unintentional streaming or marginalization of Halfway River First Nation Students is not tolerated and that each and every capable HRFN Student is placed in an educational program that leads to graduation with a Dogwood Diploma and a full range of opportunities, such as training, post-secondary education and employment.
- 5.3 The School District will ensure First Nation Students and their parents are provided with information about the implications of a Dogwood Diploma, as compared with the Adult Dogwood Diploma and other school leaving certificates, to support informed decision-making by those First Nation Students and parents. It is recommended that if a student is *not* on track to complete a Dogwood Graduation Certificate, a parent/student informational meeting will be held as soon as possible, perhaps even as soon as the end of grade 9 or beginning of grade 10.
- 5.4 School District No. 60 and Halfway River First Nation will work collaboratively to ensure that all students in Grades 10 to 12 clearly understand the grades they must attain in various courses to attend the college or training of their choice.
- 5.5 School District No. 60 will ensure there is appropriate and timely (i.e. early) counselling support for career and post-secondary education planning available to First Nation Students.
- 5.6 Halfway River First Nation will ensure career, post-secondary education and training materials, pamphlets and course catalogues are available for students onsite at the HRFN Youth Center at the Band Office.
- 5.7 School District No. 60 and Halfway River First Nation will work together to investigate and establish a tutoring program where students would be provided food and encouraged to come for homework completion, 'catch up' or relearning concepts they did not understand.

SPECIAL EDUCATION CONSIDERATION

Note: All points described under Special Education sections 6.0, 6.1, 6.2, 6.3, 7.0, 7.1, 7.2, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, and 8.10 are considered 'best practice' in School District No. 60 and are mandated for *all* students, including First Nations students.

6.0 IDENTIFICATION OF FIRST NATION STUDENTS REQUIRING SPECIAL EDUCATION ASSESSMENT

- 6.1 In order to ensure that Halfway River First Nation Students are appropriately identified as requiring special education supports, the Board will ensure School(s) work with the First Nation and Parents to ensure appropriate and transparent ongoing informal assessments of First Nation Students to identify those who may require more formal special education assessment.
- 6.2 In particular, School District No. 60 and the Halfway First Nation will jointly review and determine the criteria and processes used for the identification of kindergarten First Nation Students who may require assessment and additional supports or services, recognizing that early identification is necessary to promote student success, and, for a First Nation Student who is identified as having a special need before entering a School, the First Nation Student's assessment and programming information will be requested immediately upon enrollment to permit appropriate and effective planning and implementation of relevant interventions.
- 6.3 in cases where a Halfway First Nation Student is identified as likely having diverse abilities or a disability upon enrolment in kindergarten, or when transferring into a School at a later grade level, or when a First Nation Student has an obvious disability that has not been previously assessed, the School District and more specifically, the Learning Services Department, will ensure there is a timely determination of the need for assessment and/or intervention plan.

7.0 SPECIAL EDUCATION ASSESSMENT AND PLACEMENT

7.1 The Parties agree that special education assessment and placement of, or timetable changes or new timetables for, Halfway River First Nation Students will follow the School District referral process, and the Ministry of Education, Special Education Services: A Manual of Policies, Procedures and Guidelines, as amended from time to time.

7.2 For greater clarity:

- a) prior to the placement of a Halfway River First Nation Student in a special education program, an assessment must be completed, with parental consent that identifies the First Nation Student as requiring supports and services. Depending on the program, this assessment may be a psycho-educational assessment, a mental health assessment, or a behaviour observation or inventory and should include an academic baseline achievement assessment;
- prior to diversion of a Halfway River First Nation Student to an Evergreen Certificate path, a psycho-educational assessment must be completed, with parental consent, and must identify the First Nation Student as having an intellectual disability; and
- c) the results of the assessment must be provided to and discussed with the Parent of that Halfway River First Nation Student, the school-based team, and First Nation support staff as may be designated by the First Nation Student's Parent.

8.0 SPECIAL EDUCATION PROGRAMMING

- 8.1 As soon as practical after a Halfway First Nations Student has been identified having diverse abilities or a disability:
 - a) appropriate supports and services will be identified in order to ensure that the Halfway River First Nation Student obtains an education that is most appropriate for his or her needs, and situated in regular classroom environments as much as possible;
 - the assessment results and educational services to be provided to the Halfway First Nation Student will be outlined in an Individual Education Plan (IEP), which must be completed with the invitation for parental involvement, for the purpose of assisting school staff to provide supports and services for the First Nation Student;
 - c) a Halfway First Nation Student with diverse abilities or disabilities will take an active role in the design of their IEP to the maximum extent that their developmental level and ability permit, noting that factors affecting First Nation Student participation in the development of an IEP will include: age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and consequences;
 - d) a written report stating the reason for placement of the First Nation Student, and the
 educational opportunities gained and lost by such placement, must be provided to the
 Parent and First Nation support staff as may be designated by the First Nation Student's
 Parent. The School District will develop a template for such a report;
 - e) in cases where the Parent appoints a delegate, the Parent and the delegate will receive a copy of the IEP;
 - f) in the event that the Parent declines to be involved in the IEP process and does not choose to appoint a delegate, the Board will ensure that the BC Public School will make every effort to ensure that the Halfway River First Nation Student's needs are fully met; and
 - g) a 'menu' of SD60 supports will be made available to a parent, so that they are aware of the various services, instructional supports and classroom accommodations that may be employed within SD60 in an effort to assist the student to be successful.
- 8.2 In developing an IEP, standards for students with diverse abilities or disabilities will be developed with high and appropriate expectations for achievement, and First Nation Students with IEPs will be expected to achieve all of the regular curricular competencies and/or outcomes, with supports.
- 8.3 The Board will ensure the School(s) work with Parents and, with their consent, the First Nation, to:
 - a) collaboratively identify any adaptations made to a Halfway First Nation Student's educational program;

- b) ensure that any modifications are made to a Halfway River First Nations Student's educational program only when necessary and only when adaptations have been tried and have proven insufficient to meet the HRFN Student's needs, and only with the Informed consent of the First Nation Student's Parent, or their designate; and
- c) if a HRFN Student has been put on a non-Diploma Evergreen Certificate path, ensure that the HRFN Student's program: is documented in an IEP; wherever possible, aligns as closely as possible with a graduation diploma program; and supports learning outcomes that match, as closely as possible, the learning outcomes of the applicable course, even when modified.
- 8.4 When requested, the Parent and, where appropriate and feasible, HRFN Students will have every opportunity to meet with school staff about the IEP and the HRFN Student's educational program within a reasonable timeframe, and no later than two weeks after the request has been made to school personnel.
- 8.5 School District No. 60 will ensure School(s) offer each HRFN Student who has diverse abilities or disabilities relevant learning activities, in accordance with the student's IEP.
- 8.6 Progress reports on their educational achievement in a special education program or on an Evergreen Certificate path must be provided to the Parent and First Nation support staff as designated by the First Nation Student's Parent, according to the same student progress reporting schedule as followed by the School and, in any event, not less than at the end of each term during the placement.
- 8.7 The Board will ensure that Parents are advised:
 - a) of their right to request a change to the placement of a First Nation Student in a special education program or on an Evergreen Certificate path;
 - b) that if the Parent wishes to request a change in a placement decision, they may file such a request in accordance with applicable Board bylaws, policies and/or procedures; and
 - where the Parent files a request, the Parent may request, and receive, support in the process from the First Nation and/or the Aboriginal Education Council.
- 8.8 The Parties agree that IEPs are not intended to be static and will be reviewed and revisited at least bi-annually in collaboration with the BRFN Student and his or her Parent, and the IEP will be either:
 - a) Updated;
 - b) Revised; or
 - c) Concluded, where it is determined that the HRFN Student no longer requires an IEP.

- 8.9 For greater certainty, the Parties agree that an IEP will only be put in place under sections 8.1 and 8.2 and it will only be updated, revised or concluded under section 8.8 where the prior informed Consent of the Parent or Guardian has been obtained.
- 8.10 The Parties agree that, in the case of all special education categories that are consistent, individual education plans for HRFN Students with special needs will be recognized and used as part of the planning process when those HRFN Students transition between First Nations Schools and Schools.

9.0 VULNERABLE STUDENT PLACEMENT

9.1 The School District will ensure that School(s) work with Parents and the Halfway River First Nation to identify Vulnerable Students and, where identification of a First Nation Student as a Vulnerable Student is supported by evidence and demonstrated need, that an Individual Learning Plan (ILP) will be created with parental involvement, and regularly reviewed, for that First Nation Student.

10.0 CHILDREN IN CARE

- 10.1 The School District will ensure appropriate learning plans and supports are identified and provided for Children in Care.
- 10.2 The Board will ensure appropriate staff are designated to be responsible for maintaining communications with the HRFN regarding Children in Care who are First Nation Students.
- 10.3 The Parties will make best efforts to work with supporting agencies to ensure appropriate supports are implemented to assist Halfway River First Nation Students who are Children in Care.

11.0 STUDENT CONDUCT & SAFETY

- 11.1 The Parties will confirm policies, practices and other appropriate measures to create a safe learning environment, including safety from racism (students and staff), discrimination, indifference, bias, marginalization, bullying and stereotyping for all students attending the School(s)
- 11.2 Both Parties have agreed to the continued use of the Band Parent Consent Form, renewed annually. By signing this form, parents and guardians consent to the sharing of data and information among members of the student's support team, including the Indigenous Support Workers, the Principal of Indigenous Education and the Halfway River First Nations Education Coordinator. This data and information will be in direct relation to a student's success and achievement in the school system and will be used as a proactive measure and in positive support of the student within School District No. 60 schools.

- 11.3 With written consent of a Halfway River First Nation Student's Parent/Guardian, School District ---60 will notify the First Nation of disciplinary action and potential escalation of disciplinary action in relation to that First Nation Student.
- 11.4 The Board will direct schools to take a team approach with First Nation Education representatives when dealing with general disciplinary issues involving First Nation Students, which may include parents or guardians, representatives from Halfway River First Nations, an Aboriginal Support Worker, and/or personnel from the Indigenous Education Center.

12.0 CULTURAL AWARENESS & HIRING IN THE SCHOOL DISTRICT

- 12.1 The Board, in cooperation with the First Nation, agrees to promote a greater awareness and inclusion of and respect by all School District staff and contractors for the First Nation's unique language, culture and history through its policies, practices, plans, curriculum and instruction.
- 12.2 As per the BC Tripartite Education Agreement, at least one non-instructional day per year will be focused on enhancing First Nations Students outcomes commencing in the 2019/20 School Year.

13.0 TRANSPORTATION

- 13.1 In order to access First Nations Transportation Fund, the Parties will identify First Nations Students' transportation needs and jointly develop and submit annually to the tripartite First Nation Student Transportation Committee, a Joint First Nation Student Transportation Plan setting out how the Parties will ensure First Nation Students have reliable and safe transportation services to the relevant School, including contingency measures for unexpected circumstances.
- 13.2 The Board agrees that, once transportation services are implemented pursuant to an approved Joint First Nation Student Transportation Plan with the First Nation, the Board will not make changes to those services without written agreement of the First Nation.
- 13.3 As per Schedule G of BCTEA, in the event that the Parties determine they need to revise their Joint First Nation Student Transportation Plan, and that the revisions require further funding, they may submit a revised plan to tripartite First Nations Student Transportation Committee.
- 13.4 Where the Parties make amendments to their Joint First Nation Student Transportation Plan, or agree to changes in transportation services, they will ensure that Parents receive notice within a reasonable time in order to respond to any such changes.
- 13.5 The Board agrees that First Nation Students will not be penalized and will be supported in the event of absences or late arrivals due to transportation challenges.

14.0 REPORTING

14.1 Periodic reports:

- At least 3 times per year, the School District will provide to the Halfway River First Nation:
 - the number of HRFN Students enrolled in alternate programs, secondary courses and ungraded programs;
 - a summary of the number and nature of HRFN Students with IEPs placed in Modified or Adapted programs;
 - iii) the number of Early School Leavers and information on supports implemented to prevent early leaving;
 - iv) the number of expulsions of HRFN Students and information on supports implemented to prevent expulsion;
 - v) school attendance of HRFN Students; and
 - vi) literacy and numeracy achievement of HRFN Students.

14.2 Annual Report:

- a) Once each year, the Board will produce and provide to the First Nation an annual report outlining the provision of educational programs to First Nations Students under this Agreement including the content in the Periodic Report, as well as:
 - financial reports related to this Agreement, which are prepared by the Board in the regular course of its operation and which include a copy of the audited financial statements;
 - a complete financial report on the Targeted Aboriginal Education Funding, Additional Funding and Special Education Funding, including ELL, which includes:
 - a. the number of staff employed using Targeted Aboriginal Education Funding, Additional Funding and Special Education Funding and designated to work with First Nation Students;
 - b. the proportion of the staff's time spent working directly with First Nation Students; and
 - c. the staff's duties and responsibilities;
 - iii) measures of success of First Nation Students through aggregate results for achievement including but not limited to the following:

- 1. attendance rates:
- percentage of students who are on track or extending for reading, writing and numeracy in grades 4 and 7 in the Foundations Skills Assessment;
- 3. participation rates for the Foundations Skills Assessments;
- grade to grade transition rates;
- 5. student retention rates;
- 6. graduation and six-year graduation rates;
- 7. proportion of students awarded a BC School Completion Certificate;
- 8. Six-year completion (graduation) rate for students in an Alternate program;
- 9. grades 10 to 12 math course participation rates,
- data related to assessments required for graduation purposes and other supports for successful transition to post-secondary education; and
- number of First Nation Students eligible to move on to post-secondary education.
- 14.3 The Board and First Nation will share two Nominal Roll student counts (September 30 & February 28) with the Ministry each School Year. The Board and HRFN will meet the week before the Sept. 30 submission deadline to cross reference student enrollment lists.
- 14.4 The Board will share with the First Nation its annual report to the Ministry on the spending of all First Nation Student Transportation Funding received and the amount of funding spent, which information should be clearly stated in the Board's audited financial statements for their verification;
- 14.5 Subject to the Freedom of Information and Protection of Privacy Act, upon request, the Board will provide First Nation community-specific student data to the First Nation to help inform them about their Students' progress, and to inform discussions between the First Nation and the Board on supporting those Students.
- 14.6 The First Nation may initiate the implementation of any formalized option agreed upon by FNESC and British Columbia, which may include an Information Sharing Protocol between the Board and the First Nation, to facilitate the provision and use of available First Nation student-specific data. SD60 Indigenous Education Centre has developed a release of information form.

15.0 COMMUNICATION

15.1 The Parties recognize the need for excellent communication and will establish agreed upon means for the successful and effective implementation of this Agreement, which may include, but not be limited to, regularized meetings and contact through newsletters and other correspondence, as appropriate.

- 15.2 The Parties recognize the need for effective and ongoing communication with Parents in the support of their child's successful education experience, and the Parties will advise Parents of opportunities for input and involvement in their child's education, such as course selection dates, reporting periods, parent-teacher interviews, application deadlines and procedures for post-secondary education, etc.
- 15.3 The Parties will encourage functions and meetings, such as parent-teacher interviews, to be held in the community.

16.0 TUITION PAYMENT

- 16.1 For eligible First Nation Students on the Nominal Roll attending Schools operated by the Board on September 30th, and for whom the First Nation has received Tuition Funding from Indigenous Services Canada, the First Nation will pay to the Board the Tuition Fees amount in accordance with this section 16.0 of this Agreement.
- 16.2 The Board will not charge the First Nation a greater amount for the First Nation Students attending a School within the School District than the First Nation Student Rate (as it pertains to tuition)
- 16.3 For greater certainty, the Parties agree that the First Nation is responsible only for Tuition Funding received from Indigenous Services for the Tuition Fees of the First Nation's Students according to the approved First Nations Student Rate and approved Nominal Roll. Unless otherwise agreed, the First Nation will not be responsible for paying any amounts for which it does not receive funding from Indigenous Services, or which exceeds the First Nation Student Rate.
- 16.4 The Parties agree the September 30th Nominal Roll enrolment will be verified by:
 - a) the First Nation; and
 - b) the Secretary-Treasurer of the Board.
- 16.5 The Parties agree that Tuition Fees payable for each School Year shall be paid by the First Nation to the Board according to the following schedule and based upon the September 30th Nominal Roll figures:
 - a) 70% based on the previous year's eligible Tuition Fees and Nominal Roll on or before December 15;
 - b) 30% of the current year's eligible Tuition Fees less (or, in addition to) the difference between the previous and current year's eligible Tuition Fees on or before March 31;
 - c) Year end reconciliation on or before June 30th.

- 16.6 In the event of a School closure due to a labour dispute, the Tuition Fees will be equitably adjusted by the agreement of the Parties and returned to the First Nation for the benefit of the First Nation's students in the same manner as occurs with the Ministry of Education.
- 16.7 The Parties agree that tuition fees under this Agreement will be paid in installments as set out in section 16.5 herein, except where:
 - a) a First Nation Student has withdrawn from school during the month ending one month before the payment due date; or
 - a First Nation Student has transferred to a First Nation School or a BC Independent School during the month ending one month before the payment due date,

in which case, any further Tuition Fees for that First Nation Student will be held by the First Nation to be used for Tuition Fees to the First Nation School or BC Independent School that the First Nation Student has transferred to, or to support the continued education of the First Nation Student in support of their potential re-entry into the public system, First Nation School or BC Independent School in the future.

- 16.8 The Parties agree that additional services or programs not contemplated by this Agreement may be provided by the Board through agreement by the Parties on the terms and costs for such service(s) and/or program(s).
- 16.9 Where Indigenous Services Canada is late in providing Tuition Funding to the First Nation,
 - a) the First Nation will notify the Board of the delay in receiving IS funding; and
 - b) the Board will not charge interest to the First Nation on any amount that is outstanding due to Indigenous Services' late provision of funding.

17.0 IMPLEMENTATION, MONITORING, REVIEW: LEA OVERSIGHT TEAM

- 17.1 The Parties hereby establish a joint LEA Oversight Team responsible for overseeing the implementation of this Agreement, with representation from the First Nation, the School District, and each school at which a First Nation Student attends.
- 17.2 The Parties agree to jointly develop terms of reference for the LEA Oversight Team before the implementation of this LEA agreement (September 8, 2020), which will become a Schedule to this Agreement, and which will include:
 - a) the membership of the LEA Oversight Team;
 - the roles and responsibilities of the LEA Oversight Team (e.g. managing the implementation of this Agreement, including delegating tasks as appropriate);

- a requirement that the LEA Oversight Team develop and finalize an LEA implementation plan for approval by the Parties within a specified timeframe and which, upon approval, will be appended to this Agreement;
- d) the relationship of the LEA Oversight Team with the Indigenous Education Council; and

18.0 DISPUTE RESOLUTION

- 18.1 If there is a dispute between the Parties with respect to any matter arising from this Agreement or relating to the interpretation and application of this Agreement, the Parties agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.
- 18.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.
- 18.3 The Parties agree to endeavour to resolve issues or disputes that may arise about this Agreement, or its implementation, in a manner that fosters an improved, ongoing and respectful relationship between the Board and the First Nation.

19.0 TERM & AMENDMENT

- 19.1 The term of this Agreement will be 4 years, beginning October 7, 2025 and ending October 7, 2029, unless the Parties agree, in writing, to:
 - a) terminate the Agreement; or
 - b) renew the Agreement, with or without amendments.
- 19.2 Each Party may suggest improvements and amendments to this Agreement and both Parties agree to discuss such suggestions in good faith with a view to better achieving the purposes of this Agreement.

20.0 NOTICES

Any notice, claim, consent, waiver, statement, or other documents or payment that either party may require or may desire to give, may be transmitted by mail, fax or personal delivery and will be conclusively deemed validly given or delivered or received by the addressee, if delivered personally on the date of delivery or, if mailed on the fifth business day after the mailing of the same in Canada by registered mail addressed or, if faxed with accompanying confirmation of completed transmission:

If to the First Nation:
Halfway River First Nation
16262 Rd 4
Wonowon, BC
VOC 2NO

If to the Board:
The Secretary-Treasurer
School District No. 60 (Peace River North)
10112 – 105 Avenue
Fort St John, BC
V1J 4S4

21.0 GENERAL

- 21.1 This Agreement will be governed by, and construed in accordance with, the laws in force in the Province of British Columbia.
- 21.2 This Agreement will be to the benefit of, and binding upon, the Partles hereto and their respective successors and assigns.
- 21.3 This Agreement supersedes any and all previous local education agreements between the Parties.
- 21.4 The Parties acknowledge that:
 - a) nothing in this Agreement, or in the negotiation of this Agreement, or in any prior document leading to this Agreement, in any way defines or amends, recognizes, affirms, or denies the existence of, or in any way limits Aboriginal or treaty rights of the First Nation; and
 - b) this Agreement is without prejudice to the rights of the Parties and the First Nation with respect to such matters.

IN WITNESS WHEREOF the Parties have executed this Agreement as of the date first above written.

SIGNED on behalf of the HALFWAY RIVER FIRST NA	TION by its duly authorized officer
Chief - Darlene Hunter	
Councillor – Charmaine Hunter	Jouncition - Joyce Audit
Councillor – Lori Wokeley	Councillor - William Field
in the presence of: Witness Blesson Joseph, Band Manager	
SIGNED on behalf of the SCHOOL DISTRICT NO. 60	- BOARD OF EDUCATION
Witness - Stephen Petrucci, Superintendent / CEO	
Chairperson – Helen Gilbert, Board of Trustees, Boa	rd Chair
Secretary-Treasurer – Angela Telford	

APPENDIX A: DEFINITIONS

1.0 DEFINITIONS

The following definitions apply to the Agreement:

"Aboriginal Education Council" means a council established by a board of education or school district, comprised primarily of representatives from First Nations within the school district, to provide advice to improve outcomes for Aboriginal students.

"Adaptations" are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

"Adult Dogwood" means an adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD) for adult learners (18 and older) who want to take courses in order to complete high school and obtain their adult high school diploma.

"Assessment Dashboard" means an electronic assessment record of a student's progress both in the current year and yearend achievement year to year. Data includes: literacy levels, numeracy achievement, grades, attendance and behaviour infractions.

"Attendance Protocol" means an attendance procedure carried out at the schools in the District, which outlines the recording of attendance of students and the approach to excused and unexcused absences with the overall purpose of encouraging strong attendance necessary for success in schools.

"BC Public School" or "BC Public School(s)" means all public schools in British Columbia providing kindergarten to grade 12 education, but does not include BC Independent Schools or First Nation Schools.

"Board/Authority Authorized Courses" are courses offered by BC Public Schools to respond to the local needs of the schools and their communities while providing choice and flexibility for students, according to requirements set by the Ministry of Education.

"BRFN" is a recognized acronym for Blueberry River First Nations.

"Child in Care" means a First Nation child for whom the Director of Child Welfare is the sole guardian, and the Public Guardian and Trustee manages the child's estate.

"Dogwood Certificate or Diploma" means the British Columbia Certificate of Graduation that is awarded by the Minister to a student upon successful completion of the provincial graduation requirements, as set out in the provincial Graduation Program and, for greater clarity, does not include an Adult Dogwood.

"Early Leaver Prevention Plan" means a plan of student supports, services or accommodations developed and implemented, where parental consent has been provided, in a manner consistent with the Attendance Protocol and with the purpose of re-engaging the First Nation Student and

re-establishing strong attendance. The Plan applies where a First Nation Student misses more than 10% of scheduled classes in a month and will address academic, behavioural, attendance and any other relevant issues and will include interventions to be undertaken by the school, First Nation and parents.

"Early School Leavers" means:

- any First Nation Student leaving school prior to the completion of Grade 12, including students who are expelled; or
- a student who has 15 unexcused absences in a month, has missed 75% in any school month, or has missed 40% of a term or semester;

where the Early Leaver Prevention Plan has been unsuccessful and the First Nation Student has no Individual Education Plan.

"Evergreen (School Completion) Certificate" is a school-leaving certificate intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with special needs and an Individual Education Plan, who have met the goals of their education program, other than graduation (and not all students with special needs should be in an Evergreen Certificate Program.) The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. The Evergreen represents the completion of personal learning goals but does not represent graduation.

"First Nation Student Rate" means the education costs for a First Nation Student attending a BC Public School in a school district, as calculated annually by the Ministry in consultation with FNESC and Canada (formerly the "First Nations Billing Rate").

"First Nation Student" means a student who is ordinarily resident on a reserve of the First Nation in British Columbia and is eligible to be on the Nominal Roll.

"First Nation Transportation Fund" means the First Nation Student Transportation Fund established by Canada, British Columbia and FNESC to fund the transportation of First Nation Students to BC Public Schools, commencing in the 2019/20 School Year.

"HRFN" means Halfway River First Nation.

"Indigenous Services, IS, ISC or DISC" means the federal department of Indigenous Services.

"Individual Education Plan (IEP)" means a documented plan developed for a student that describes individualized goals, Adaptations, Modifications, and the services to be provided, and includes measures for tracking achievement, as required by the provincial Individual Education Plan Order M638/95 and addressed in the Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011), as may be amended from time to time.

"Individual Learning Plan (ILP)" is an education plan developed by the School-Based Team for a student who does not meet the criteria for an IEP but is considered to be a Vulnerable Student.

"Informed Consent" refers to the provision of approval or assent, particularly and especially after

thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld. In the context of assessment and placement and education referrals, informed Consent requires that the Parent be informed of:

- the assessment procedures to be carried out;
- the information to be collected;
- the intervention that may take place;
- the likely benefits and risks; and
- the option to refuse or withdraw at any time,

and be provided meaningful opportunity to provide input into the assessment and placement or education referral decision.

"Minister" means the Minister of Education (BC).

"Ministry" means the Ministry of Education (BC).

"Modifications" means instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes, which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.)

"Nominal Roll" means the annual census of eligible students living on-reserve and attending elementary/secondary school as of September 30.

"Operating Grants Manual" means the provincial manual, as amended from time to time, that sets out the provincial funding formula that comprises a student basic allocation plus supplementary grants to determine school district allocations.

"Ordinarily resident on-reserve" means that the student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the year, even if they live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by Canada as settlement lands of the Indian band of which the student is a resident.

"Parent" means, in respect of a student:

- the guardian of the person of the student;
- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student;

"School" or School(s)" means and includes any school operated by the Board.

"School Act" means the British Columbia School Act, RSBC 1996, Chapter 412.

"School District" or "District" means the area constituted under the School Act as School District #____

"School Year" means the period beginning on July 1 and ending on June 30 the following year.

"SD60" is a recognized acronym for School District No. 60

"Targeted Aboriginal Education Funding" means the funding provided to the School District by the Ministry of Education targeted for school age students of Aboriginal ancestry participating in Aboriginal Education Programs and Services offered by public schools, which must be spent on the provision of these programs and services.

"Tuition Fees" means the Tuition Funding per student received from Indigenous Services by the First Nation, which the First Nation pays to the Board for the purchase of education services, including any mandatory School Fees, for students in the School District at the rate set out by the Ministry of Education in its fiscal framework for a given School Year.

"Tuition Funding" means the Tuition Funding received by the First Nation from Indigenous Services Canada for the education of First Nation Students in the School District who are on the Nominal Roll, which is invoiced for by the Board as per the First Nation Student Rates established by the Ministry annually and as determined by the snapshot date of September 30th.

"Vulnerable Student" means a student who has been identified as finding learning more challenging based on the following factors: not meeting learning outcomes, significant absence from school, not transitioning to the next grade, failing courses, behaviour issues, under suspension, not at grade level and/or is a child in care.

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School District 60 Al Guidelines

1. Protect Privacy

Don't include personally identifiable information in AI prompts.

2. Follow School Instructions

- Use Al according to your teacher's and school's instructions.
- Reference your use of AI & maintain academic integrity

3. Respect the School Code of Conduct

• Use AI as you would act in class - be honest, respectful, and responsible.

4. Use Approved Al Tools

Only use AI tools that the school district has approved.

5. Check for Mistakes and Bias

• Remember, Al can sometimes be wrong or unfair. Double-check information.

6. Respect Indigenous Knowledge

Al may not show Indigenous oral traditions correctly. Be careful and respectful.

7. Support Inclusion

• Use AI to help all students learn and make sure everyone feels included.

School District 60 Al Guidelines



Protect Privacy

Don't include personally identifiable information in Al prompts.



Follow School Instructions

Use AI according to your teacher's and school's instructions. Reference your use of AI & maintain academic integrity.



Respect the School Code of Conduct

Use AI as you would act in class – be honest, respectful, and responsible.



Use Approved AI Tools

Only use Al tools that the school district has approved.



Check for Mistakes and Bias

Remember, Al can sometimes be wrong or unfair. Double-check information.



Respect Indigenous Knowledge

Al may not show Indigenous oral traditions correctly. Be careful and respectful.



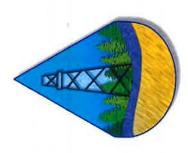
Support Inclusion

Use AI to help all students learn and make sure everyone feels included.

2025-2026 Community Coaches

for BOARD APPROVAL – December 15th, 2025

School / Department	Name of Coach	Coaching
Hudson's Hope	Aaron Lepine	Basketball
	Roger Gunderson	Basketball
Dr. Kearney	Chris Ennis	Basketball
	Bradley Moskalyk	Basketball
	,	*approved by Superintendent by email on
		December 10, 2025



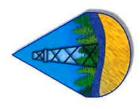
SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS 2025-2026 FOR BOARD APPROVAL

SCHOOL: NORTH PEACE SECONDARY

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)
Senior Girls (Grade 11/12 - 12 students) Senior Boys (Gr. 11/12 - 12 students) Junior Boys (Gr.10 - 12 Students) Junior Girls (Gr. 10 -10 students)	December 5 & 6	Grande Prairie	School Bus	Howler Cup Basketball Tournament- North West Polytechnic Coaches: Senior Girls - Mark Knoppers & Krista Knopper (parent) Senior Girls - Mark Knoppers & Krista Knopper (parent) Senior Boys - Ryan Galay & Rob McClelland Junior Boys - Blake Steven Flemmings Junior Girls - Earl Jan Labadia Teacher Sponsors: Cole Morash & Donald Fajemisin & Cat Imray Hotel: Days Inn Hotel conference * approved by Superintendent by email November 28, 2025

Junior Boys (Gr.10 - 12 Students) Junior Girls (Gr. 10 -10 students)	January 9-10, 2026	Prince George	School Bus	Prince George Secondary School Basketball Tournament <u>Coaches:</u> Junior Boys - Blake Steven Flemmings Junior Girls - Earl Jan Labadia <u>School District Staff:</u> Jactyn McNicol Hotel: Sandman
Senior Girls (Grade 11/12 - 12 students) Senior Boys (Gr. 11/12 - 12 students)	January 8-11, 2026	Edmonton	School Bus	East Glen High School Edmonton Basketball Tournament <u>Coaches:</u> Senicr Girls - Mark Knoppers & Krista Knoppers (parent) Senicr Boys - Ryan Galay & Rob McClelland <u>Teacher Sponsor:</u> Cole Morash Hotel: TBD
Senior Girls (Grade 11/12 - 12 students) Senior Boys (Gr. 11/12 - 12 students)	January 23-24, 2026	Prince George	School Bus	Tournament at DP Todd for girls team and College Heights tournament for boys <u>Coaches:</u> Senicr Girls - Mark Knoppers & Krista Knopper (parent) & Ben Rauscher Senicr Boys - Ryan Galay & Rob McClelland <u>Teacher Sponsors:</u> TBD Hotel: TBD
Junior Boys (Gr.10 - 12 Students)	February 6-7th, 2026	Dawson Creek	School Bus	Dawon Creek is hosting Zones for Junior boys Teams will travel Friday and come home, then travel Saturday. <u>Coach:</u> Blake Steven-Flemmings <u>Teacher Sponsors:</u> Cole Morash + Valerie Shipley
Junior Girls (Gr. 10 -10 students)	February 13-14, 2026	Prince George	School Bus	Prince George Secondary Coaches: Junior Girls - Earl Jan Labadia



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS 2025-2026 FOR BOARD APPROVAL

SCHOOL: CAREERS AND INTERNATIONAL

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)
Careers	January 15, 2025	NLC Dawson Creek	School Bus	Indigenous Healthcare Trip Name of Chaperones: Carla Lowther, Rick Ekkel, Brian Campbeli Number of Students: 25

				(+		

2025-2026 Posts of Responsibility

for BOARD APPROVAL – December 15, 2025

School / Department	FTE	Teacher Name	Subject / Area of PoR
Dr. Kearney	0.5	Dwayne Watson	Athletic Director (effective date December 9 th , 2025)

School District #60 Operating Financial Report - July 1, 2025 to November 30, 2025

S				174	2025/26				
AT 5.26,062,381 \$ 84,152,243 31,0% 12 42% AT 5.283,785 - \$ 978,618 29,0% 10 30% AT 5.324,157 \$ 978,461 24,7% 12 42% 5.324,157 \$ 954,461 34,0% 10/12 36% 5.324,157 \$ 954,461 34,0% 10/12 36% 10.534 \$ 198,359 \$ 230,000 86,2% 12 42% 8 61,514 \$ 142,978 43,0% 10/12 36% 5.172,526 \$ 360,000 47,9% 5.283,785 \$ 978,618 29,0% 10 30%	Operating Revenue	Actu	ial Spending	Pr Ann	eliminary ual Budget	% of budget received		Expected %	Explanations
S 26,062,381 \$ 84,152,243 31,0% 12 42% S 283,785 \$ 978,618 29,0% 10 30% \$ 50,633 \$ 121,519 41,7% 12 42% \$ 193,305 \$ 720,000 26,8% 10 30% by Billings S - S 51,196 0,0% 10 100% \$ 198,359 \$ 230,000 86,2% 12 42% \$ 61,514 \$ 142,978 43,0% 10/12 36% \$ 61,514 \$ 142,978 43,0% 10/12 36% \$ 283,788,21 \$ 360,000 47,9% 12 42% \$ 283,788,21 \$ 360,000 47,9% 10 30%									Payments from Ministry will start to align as the year goes on; will need to adjust to actual as Enrollment was less than
4. 283,785 - \$ 978,618 29,0% 10 30% 5 60,633 \$ 121,519 41,7% 12 42% 5 193,036 \$ 720,000 26,8% 10 30% 5 324,157 \$ 954,461 34,0% 10/12 36% 5 324,157 \$ 954,461 34,0% 10/12 36% 5 198,359 \$ 230,000 86,2% 10 100% 5 61,514 \$ 142,978 43,0% 10/12 36% 5 172,526 \$ 360,000 47,9% 12 42% 5 26,778,821 \$885,753,779 31,2% 10 30%	Ministry of Education Grants		26,062,381		84,152,243	31.0%	12	42%	paradical
S 50,633 \$ 121,519 41,7% 12 42% 5 193,036 \$ 720,000 26,8% 10 30% 324,187 \$ 954,461 34,0% 10/12 36% 4 1	LEA Revenue	é	283,785	64	978,618	29.0%	10	30%	On Track
A Party Billings S 193,036 \$ 720,000 26,8% 10 30% of 10 30% of 10 30% of 10 324,187 \$ 954,461 34,0% 10/12 36% of 10/12 36	Provincial Grants - SAT	(y)	50,633	69	121,519	41.7%	13	42%	On Track
d Party Billings S 324,157 \$ 954,461 34,0% 10/12 36% \$ 198,359 \$ 51,196 0.0% 10 100% \$ 198,359 \$ 230,000 86.2% 12 42% \$ 61,514 \$ 142,978 43.0% 10/12 36% \$ 172,526 \$ 360,000 47.9% 12 42% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 283,785 \$ 978,618 29.0% 10 30% \$ 300,000 \$ 978,618 20 30% 10 30% \$ 300,000 \$ 978,618 20 30% 10 30% \$ 300,0	Offshore Tuition	69	193,036	€9	720,000	26.8%	10	30%	Slightly lower than expected
d Party Billings	Childcare Fees	69	324,157	€9	954,461	34 0%	10/12	36%	On Track
\$ 198,359 \$ 230,000 86,2% 12 42%	Alberta Students, DL, 3rd Party Billings	69	¥	Ç4	51,196	%0"0	10	100%	Amounts will start once payment is invoiced and received; received late fall or early winter
S 61,514 \$ 142,978 43.0% 10/12 36% ue Before LEA Adjustment \$ 26,778,821 \$85,755,779 31,2%	Miscellaneous Rosenne		14k 140	¥	230-000	796 98	12	420%	This includes miscellaneous funds that come into the District and ITA funds, insurance proceeds, and Skills BC funds; varies throughout the year.
S 172,526 \$ 360,000 47.9% 12 42% perating Revenue Before LEA Adjustment \$ 26,778,821 \$85,753,779 31,2% 12 42% venue \$ 283,785 \$ 978,618 29,0% 10 30%	Rentals	69	61.514	. 49	142,978	43.0%	10/12	36%	Includes Dayczar Rental, Teacherage Rentals, Carneron Lake Rentals & Indigenous Rent and SWIS rent
perating Revenue Before L.E.A. Adjustment \$ 26,778,821 \$85,753,779 31.2% venue \$ 283,785 \$ 978,618 29.0% 10 30%	Interest	69	172,526	643	360,000	47.9%	12	42%	Interest rates for end of November 2025 is 2,45%; higher than expected
\$ 283,785 \$ 978,618 29.0% 10 30%	Total Operating Revenue Before LEA Adjustment	49	26,778,821	Н	621,53,779	31.2%			
	LEA Revenue	ы	283,785	69	978,618	29.0%	10	30%	On Track
\$27,062,606 \$86,732,397	Total Operating Revenue		\$27,062,606	"	586,732,397	31,2%	. 112		

		Preliminary	% of budget	Jo#		
Operating Expense	Actual Spending Annual Budget	Annual Budget	expended	Months		Explanations
Salaries						
Teachers	9,798,841	32,620,098	30.0%	10	30%	On track
Principals and Vice-Principals	2,438,386	5,877,646	41.5%	12	42%	On Track
Educational Assistants	1,880,096	7,481,495	25.1%	10	30%	Lower than expected
Support Staff	3,191,750	9,895,129	32,3%	10/12	36%	Lower than expected
Other Professionals	961,437	2,284,247	42.1%	1.2	42%	On Track
Substitutes (TOC's)	746,450	2,341,467	31.9%	01	30%	On Track; slightly higher than expected
Total Salaries	19,016,960	60,500,082	31,4%			
						Lower than expected; CPP, EI and WCB are maxed out for
						many staff, once they start again in January, we will start to see
Employee Benefits	4,219,365	14,629,293	28.8%	10/12	36%	alignment
Total Salaries and Benefits	\$23,236,325	\$75,129,375	30.9%			
Services and Supplies	4,260,128	11,393,249	37.4%	12	42%	Purchases vary through year
Total Operating Expenses	\$27,496,453	\$86,522,624				
Capital Purchases (Operating)	\$193,000	\$478,767	40.3%	12	42%	Purchases vary through year
Total Operating Expenses and Capital Purchases	\$27,689,453	\$87,001,391				
Operating Net Revenue (Expense)	-\$626,847	-\$268,994				
Application of Reserves to Date	\$282,273	\$268,994	¢.	12	42%	

2025/26

This document reflects the 2025/26 Preliminary Budget which is based on projected enrollment



BOARD OF EDUCATION

School District No. 60 (Peace River North)

5000 Health & Safety

5004.2 Child Abuse Reporting Protocols

Adopted: Revised: Reviewed:

Reference: <u>BC School Act</u>

Child, Family and Community Service Act (Part 3) Child Protection

Child, Family and Community Services Act

BC handbook for Action on Child Abuse and Neglect

Reporting Child Abuse in BC

Policy

When a School District No. 60 employee has reasonable grounds to suspect that a student has been abused—or if a student discloses and makes an allegation, the employee shall follow the guidelines below and all required district and legal procedures. This applies whether the suspected abuser is a **community member** or another **School District employee**.

Guidelines/Principles:

Staff will be guided by the **Child, Family and Community Services Act** and the procedures described in the British Columbia Handbook for Action on Child Abuse and Neglect, recognizing Child Abuse and Neglect can take physical, sexual, or emotional forms, or may take the form of parental neglect. The descriptions of physical abuse, emotional abuse, emotional harm, sexual abuse, sexual exploitation, and neglect are contained in the B.C Handbook for Action on Child Abuse and Neglect (2017).

Reporting Procedures

- 1. If the suspected abuser is a parent, caregiver, student, or adult in the community:
 - 1.1 Immediate Danger

Call **911** for police assistance

1.2 Report to MCFD

Contact the Ministry of Children and Family Development (MCFD):

- Working Hours (Mon-Fri, 8:30 a.m.-4:30 p.m.):
 - o Fort St. John Office: 250-263-0121

- Enquiry BC: 1-800-663-7867 (ask for local MCFD office)
- After Hours (Evenings, Weekends, Holidays):
 - o MCFD: 1-800-663-9122
 - o Helpline for Children: 310-1234 (no area code needed)

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1.3 Internal Notification

Inform the **Administrative Officer/Supervisor** that a report has been filed.

2. If the suspected abuser is a School District No. 60 employee:

2.1 Report to MCFD

2.2 Initial Reporting

Report to the **Administrative Officer/Supervisor**.

• If the alleged perpetrator is the Administrative Officer/Supervisor, report directly to the **Superintendent of Schools** or designate.

2.3 Escalation

The Administrative Officer/Supervisor will report to the **Superintendent** or designate and provide all required and relevant information.

2.4 Superintendent Responsibilities

- Notify relevant employee organizations or associations
- Investigate to determine if suspension is warranted (**School Act**)
- Notify parents/guardians of affected students
- Notify **RCMP** if criminal investigation is warranted
 - It is required by law that administrative officer/supervisors must cooperate with police in criminal investigations
- Notify **MCFD** if student protection is required

Reminders

- **Do not communicate** with the suspected abuser. This is the responsibility of MCFD and/or police.
- Schools must provide a private space for MCFD interviews.
- Only MCFD and police are responsible for investigations and informing families.
- Schools must **not release information** to other individuals or agencies.

Annual Review

This policy and procedure will be reviewed annually with staff annually



BOARD OF EDUCATION

School District No. 60 (Peace River North)

5000 Health & Safety

5004 Child Abuse

Adopted: 1995-01

Revised:

Reviewed: 2025-03

Reference: BC School Act

Child, Family and Community Service Act - Part 3 Child Protection

Policy

When a School District No. 60 employee has reasonable grounds for suspecting another employee is abusing a student or if a student discloses and makes an allegation naming a School District employee, the employee shall follow the steps as outlined below in the Regulations attached to this policy.

Guidelines/Principles:

When a School District No. 60 employee has reasonable grounds for suspecting another employee is abusing a student or if a student discloses and makes an allegation naming a School District employee, the employee shall immediately proceed with the following steps:

- Report to the administrative officer/supervisor. (Note In the case where the administrative
 officer/supervisor is the alleged perpetrator, the employee will report directly to the
 Superintendent of Schools.)
- 2. The administrative officer/supervisor will report directly to the Superintendent of Schools/Secretary-Treasurer or designate. If the Superintendent /Secretary-Treasurer is unavailable, the Assistant Superintendent / Controller shall be notified.

Information which the Superintendent/Secretary-Treasurer or designate will require includes:

- a) name, age, grade and telephone number of the student
- b) names of the parents/guardians
- c) details regarding the incident
- d) name and telephone number of the employee reporting
- e) name and telephone number of the employee accused

- The Superintendent/Secretary-Treasurer or designate will:
 - a) Notify any other people who may be appropriate, such as presidents of local employee organizations or associations involved.
 - b) Investigate to determine whether or not suspension of the employee is warranted. (See The School Act). An administrative officer/supervisor may be asked to assist in this task. The alleged perpetrator and the student making the allegation may or may not be notified/involved.
 - c) Be responsible for notifying the parents/guardians of any students who may have been affected.
 - d) Notify the R.C.M.P RCMP. if it has been determined there are grounds for a criminal investigation. It is required by law that Administrative officers/supervisors, by law, must cooperate with police in criminal investigations.
 - e) Notify the Organization??Superintendent of Family and Child Services, if necessary, to ensure the protection of students. Typically, protection would be assured by the temporary suspension from duties of the alleged offender.



BOARD OF EDUCATION

School District No. 60 (Peace River North)

5000 Health & Safety

5004.1 Reporting of Suspected Child Abuse and Neglect

Adopted: 2011-10

Revised:

Reviewed: 2025-03

Reference: Child, Family and Community Services Act

Responding to Child Welfare Concerns-

BC handbook for Action on Child Abuse and Neglect

Reporting Child Abuse in BC

Policy

When a School District No. 60 employee has reasonable grounds for suspecting a student has been abused or if a student discloses and makes an allegation, the employee shall follow the steps as outlined below: in the Regulations attached to this policy.

Guidelines/Principles:

In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the Child, Family and Community Services Act procedures described in the British Columbia Handbook for Action on Child Abuse and Neglect.

(www.mcf.gov.bc.ca/child.../pdf/handbook action child abuse).

- Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child.
 - 1.1 If a child is in immediate danger, call 911 for local police assistance
 - 1.2 If the suspected abuser is a parent, caregiver, student or adult in the community, report the incident to child welfare worker at the local Ministry of Children and Family Development (MCFD) office
 - 1.2.1 During working hours (Monday to Friday, 8:30 a.m. to 4:30 p.m.)
 - Children & Family Services, Fort St. John Office 250-263-0121
 - Enquiry BC: 1-800-663-7867 and ask for your local MCFD office

- 1.2.2 After Hours (Monday to Friday 4:30 p.m. to 8:30 a.m., Saturday, Sunday and statutory holidays)
 - MCFD: 1-800-663-9122
 - Helpline for Children: 310-1234 (no area code necessary)
- 1.3 Inform the Principal Administrative Officer/Supervisor that a report has been filed.

 The Administrative Office/Supervisor Principal will inform the Superintendent that a report has been made to the MCFD.
- 2. If the suspected abuser is a District employee, see Policy 5004 Child Abuse. inform the Principal of the suspected abuse. The Principal will inform the Superintendent. The Superintendent will contact the appropriate authorities.

3. Reminders

- 1.1 No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.
- 1.2 Schools must provide a private space where an MCFD child welfare worker can interview children.
- 1.3 It is the responsibility of the Ministry of Children and Family Development MCFD and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals.

4. Annual Review

This procedure of reporting suspected child abuse and neglect will be reviewed with Administrative Officers/Supervisors principals and their staff on an annual basis.



BOARD OF EDUCATION

School District No. 60 (Peace River North)

5000 Health & Safety

5013 Emergency Health Response – AEDs and Naloxone Kits

Adopted: Revised: Reviewed:

Reference: School Act - Section 88(1) and 168(2)(t)

Support Services for Schools Order

Policy

A timely and effective response to unexpected health emergencies is essential to ensuring a safe school environment. Unexpected health emergency incidents can occur without warning and require immediate action to improve survival outcomes by providing critical intervention before emergency responders arrive. Ensuring that our schools are equipped and prepared to respond supports student and staff safety at school, enabling school communities to focus on learning and well-being while increasing confidence and security.

Guidelines/Principles:

Automated external defibrillators (AEDs) and naloxone kits need to be made accessible at all schools.

- Tools need to be clearly marked with standardized signage to support easy identification and use
- Routine inspections need to be carried out to ensure functionality and monitor expiry dates
- Barrier-free access will be provided to accommodate diverse user needs
- Tools will be presented in a non-stigmatizing manner to encourage comfortable and equitable use

Fort St. John OPS Site - Monthly Visits

(Data from March 18 2025 to November 28, 2025)

