



PUBLIC BOARD MEETING

The Board of Education of SD59 (PRS) will be holding their Public Board Meeting on Wednesday, February 15, 2023 starting at 1:00 pm in Dawson Creek as the School District Board Office (11600-7th Street, Dawson Creek, BC).

Anyone wishing to attend the public board meeting may do so in person or via Zoom. Individuals must pre-register by noon (12 pm) on Tuesday, February 14, 2023 to receive the Zoom link.

Please contact Richell Schwartz to register for the meeting:

Phone: 250-782-8571, ext. 217

Email: rschwartz@sd59.bc.ca



School District No.59 (Peace River South)

Open Board Meeting Agenda

Date: February 15, 2023 1:00 PM

Place: School District Board Office – Dawson Creek, BC

“We acknowledge that we share this territory with the people of Treaty 8”

APPROVAL OF AGENDA

1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – January 18, 2023
- R1.2 – Excerpts Closed Meeting – January 18, 2023

2. BUSINESS ARISING

3. ESSENTIAL ITEMS

4. PRESENTATIONS

5. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

- R5.1 – School/Student News
- R5.2 – Field Trips
 - Costa Rica – Final approval request
 - Quebec – Approval in principle granted
- R5.3 – TRAX Update (Ministry Student Reporting Software)
- R5.4 – K-12 Anti-racism Action Plan
- R5.5 – erase Student and Family Resources



6. REPORTS FROM THE SECRETARY-TREASURER

- R6.1 – Finance Reports
- R6.2 – 2022-23 Amended Operating Budget/Bylaw
- R6.3 – 2023-24 Enrollment Projections

7. TRUSTEE ITEM

- R7.1 – BCSTA Update – R. Gulick

8. COMMITTEE REPORTS

9. DIARY

10. QUESTION PERIOD

Questions or comments must relate to items in this meeting's agenda.

11. FUTURE BUSINESS / EVENTS

- R11.1 – Open Board Meeting – March 15, 2023 – Dawson Creek



School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

11600 – 7TH Street, Dawson Creek, BC V1G 4R8

Open Session Minutes

DATE & TIME: January 18, 2023 – 1:00 PM

PLACE: School District Board Office, Dawson Creek, BC

PRESENT: Trustees:

C. Anderson (Chair)
C. Hillton (Vice-Chair)
R. Gulick - absent
S. Mounsey
A. Schurmann
C. Wards
T. Jones via zoom

C. Fennell, Superintendent
M. Readman, Assistant Superintendent
M. Panoulis, Secretary-Treasurer
R. Schwartz, Recording Secretary

The meeting was called to order at 1:05 pm.

“We acknowledge that we share this territory with the people of Treaty 8.”

APPROVAL OF AGENDA

Additions:

Deletions:

(2023-01-005)

MOVED/SECONDED – Wards/Hillton

THAT, the regular meeting agenda be approved as printed.

CARRIED

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – December 14, 2022

The Chair asked for any corrections to the minutes.

(2023-01-006)

The Chair declared the minutes of the open meeting December 14, 2022 approved as printed.

R1.2 Excerpts of Closed Board Meeting – December 14, 2022

(2023-01-007)

The Chair declared the excerpts of the closed board meeting December 14, 2022 approved as printed.

R1.3 Excerpts of Special Closed Board Meeting – December 16, 2022

(2023-01-008)

The Chair declared the excerpts of the special closed board meeting December 16, 2022 approved as printed.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

4.1 Dawson Creek and Area Child Care Action Plan – P. Chisholm, Director of Instruction
The Ministry of Education now has the responsibility of overseeing child care in the province of BC. The district worked in partnership with the Building Learning Together Society, to develop a child care action plan to assess child care needs and infrastructure in the area. Mr. Chisholm presented an overview of the action plan which will assist the district in prioritizing child care needs in the district, identify key partnerships, and provide information to help in developing programs to assist families in their child care needs.

5.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 School/Student News

The Superintendent reported school/student news:

- Devereaux elementary students collective items for the food bank and are enjoying winter activities such as sledding, skating rink, snowshoeing and skiing. Students are also imaginatively creating a snow town.
- Canalta Elementary is excited to move the classroom that has been housed in the gym since the beginning of the year into the new portable. Students and teachers are happy to have their gym space back. Kindergarten students created their own fireworks through art, and Mrs. Hiebert's class has been exploring unique ways to make hot chocolate. Ms. Lockhart's grade 6-7 class is working with core competencies – moving towards growth.
- Two photography students from DCSS south Peace are taking pictures across the district to use with various promotional tools for the district. Some of the pictures will be used on the new recruitment and hiring website.

- Chetwynd Secondary students are going to Powder King, the girls' basketball team is currently ranked first in their zone. CSS has been focusing on building pride and school culture.
- Windrem Elementary School hosted a welcome back lunch and served soup and bannock to students and families; the event was well attended.
- Four students from Tumbler Ridge Secondary School attended the 94th Youth Parliament in Victoria over the winter break. The aim of the Youth Parliament is promotion of youth service in communities.
- DCSS Central Campus is having a school wide skate on January 26th, with a hockey game to follow. The basketball teams are on the court and enjoying success early in the season.
- At Tremblay Elementary, Mr. Bricker's class inflated cow lungs in their exploration of body systems.

R5.2 2023-24 School Calendar - DRAFT

The proposed 2023-24 school calendar was presented. The draft calendar reflects the current collective agreement language around start, end and break times with special provision for the two-week spring break. The draft calendar also has September 30 designated day for observance as the National Day for Truth and Reconciliation; October 2nd has been marked at a federal statutory day in the draft calendar but may change if further guidance is provided by the province.

The calendar will be circulated until March 3, 2023 to allow for public feedback. The consultation period allows for public feedback before the calendar is adopted by the board and submitted to the Ministry before March 31st.

R5.3 Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a voluntary online questionnaire developed by UBC that is targeted for students in grades 4 to 8 that asks about their experiences in school, in the home, and in the community. The MDI uses a strengths-based approach to assess five dimensions of child development (social and emotional well being, health, academic achievement, and overall success through school and life). The district has access to the results which is useful to the district in developing programs, prioritizing initiatives and allocating resources.

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 Finance Reports

The finance reports as of December 31, 2022 were reported. The reports were based on initial budget amounts and did not include the new funding for the collective agreements. The reports will be adjusted after the amended budget is balanced.

R6.2 2022-23 Amended Operating Grant

The Secretary Treasurer reviewed the amended operating grant funding which was announced in December. The Amended Operating Grant increased by \$60,626 (0.1%).

R6.3 New Spaces Grant

The district is submitting an application for the ChildCareBC New Spaces Fund to support child care services within the district. The application is for infrastructure to support twelve Under 36 Months spaces and twenty five 30 Months to School Age spaces.

As part of the application, the board must commit to covering any ineligible project costs. The secretary treasurer reviewed the list of ineligible costs as outlined in the funding guidelines.

(2023-01-009)

MOVED/SECONDED – Hillton/Wards

THAT the board approve to cover any ineligible project costs related to the ChildCareBC New Spaces project if the application is successful.

CARRIED

R6.4 Portable Update

An occupancy permit has been issued for the refurbished portable placed at Canalta Elementary School. The school classroom that was housed in the gym since the beginning of the year moved into the “like new” portable at the beginning of January. The second refurbished portable was placed at Crescent Park Elementary; work continues on this portable to have it ready for a classroom within the next few weeks.

The Secretary-Treasurer updated the board on the project costs to purchase, transport, and set up the two refurbished portables. The original project was estimated to be \$400,000; however, with the delays and additional architect fees, the new estimated project cost is \$500,000 which is still within the original board approved total cost allowance (\$600,000).

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – R. Gulick

The Board Chair provided an update on the latest news and events from BCSTA. The Northern Interior Branch meeting will be held in Prince George on January 20 & 21, 2023. BCSTA Provincial Council will be held in Vancouver in February. Boards are required to have any proposed motions submitted by January 25, 2023.

8.0 COMMITTEE REPORTS

R8.1 Indigenous Councils

The Indigenous Councils (Chetwynd and Dawson Creek) had a presentation on Sense of Belonging in Schools. Both councils reflected on the Enhancement Agreement goals and reviewed the graduation data that was recently released for 2022 grad year. Councils were also asked for input on the Indigenous focused non-instructional day scheduled on May 1st, 2023.

R8.2 Policy Committee

The Policy Committee presented two policies for circulation. Policy 4115 is for review and Policy 3110 is being recommended for repeal.

(2023-01-010)

MOVED/SECONDED – Schurmann/Jones

THAT, the Board circulate the following policies for review for a minimum of period of 45 days;

- Policy 4115 Function of School Libraries (policy was previously known as Policy 4115 School Library Programs) – For Review
- Policy 3110 Responsibilities of School Personnel – For Repeal

CARRIED

9.0 DIARY

10.0 NOTICE OF MOTION

11.0 QUESTION PERIOD

A question and answer period was provided.

12.0 FUTURE BUSINESS

R12.2 – Regular Board Meeting – February 15, 2023

ADJOURNMENT

(2023-01-011)

MOVED – Hillton

THAT, the Regular Meeting be terminated. (2:50 PM)

CARRIED

CERTIFIED CORRECT:

(C. Anderson) Board Chair

(M. Panoulis) Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Closed Board Meeting
DATE: January 18, 2023 11:00 AM
PLACE: School Board Office – Dawson Creek

The meeting was called to order and the following was reported.

Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – December 14, 2022
- Special Closed Meeting Minutes – December 16, 2022

Business Arising

Trustee Items

Items discussed and reported included:

- BCPSEA Update

Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

Secretary Treasurer's Reports

Items discussed and reported included:

N/A

Adjournment Motion

CERTIFIED CORRECT:

C. Anderson, Board Chair

M. Panoulas, Secretary Treasurer



School District No.59 (Peace River South)

January 31, 2023

To: The Board of Education

Re: Final approval for a student field trip to Costa Rica from March 17th to March 26th, 2023

This letter is to inform you that Chetwynd Secondary School teacher Andree-Ann Rivard, and school principal Katy Clark are proceeding with the planning for a student trip to Costa Rica in March 2023 and the trip is ready for your final approval.

The trip is for 10 female students in grades 9 – 12 from Chetwynd Secondary School. The final itinerary has students traveling to San Jose, where they will take part in sightseeing, volunteer service activities and basketball games and practices with teams from Costa Rica. The trip dates are March 17th to March 26th, 2023. Andree-Ann Rivard from Chetwynd Secondary will be accompanied by Colleen Simpson and will act as chaperones. The trip is organized by World Strides Canada, a company with offices in Canada, with more than 50 years of success providing over 9 million students with outstanding experiences.

Based upon the paperwork received to date, this trip will be a valuable experience for our students providing them with authentic experiences and memories that will last a lifetime.

Recommendation: That the Board of Education provide final approval to proceed with this trip as planned.

Thank you for considering this final request.

Sincerely,

Mike Readman
Assistant Superintendent

Dear School Board Trustees,

In accordance with SD59 Policy, Chetwynd Secondary School is requesting approval to proceed from the Board of Education for an Out-of-Province field trip. This trip would involve girls basketball students who will be travelling to Costa Rica from March 19-26 2023.

The purpose of this trip is for the Chetwynd Secondary School Girls Basketball teams to extend their skill and team building opportunities to a cross-cultural experience involving basketball and community service. By teaming up with Beyond Sports we have created a trip that combines sport and volunteering with sightseeing and cultural immersion. Costa Rica would provide the perfect opportunity to further the players education, broaden their understanding of culture and diversity, practice financial planning, and experience the joy of giving. Our team will also be presented the opportunity to be coached by international coaches to broaden our skills and appreciation for the game.

Beyond Sport accompanies the group with 2 full time staff members who stay at the hotel and serve as 24/7 emergency resource. They also include international health insurance through Geo Blue. All transportation during the tour will be on a private bus by Marvi Transporte, who the Beyond Sport team has worked with for 6 years. The players will have a chance to play at least two basketball games against a Costa Rican team, practice with a local coach and be part of at least two community service activities involving sports with children and the Special Olympics. The team would also be accompanied by 2 teachers and a few more volunteer parents and coaches, many who work for the school board.

According to travel advisories from the Government of Canada, Costa Rica currently “exercises a high degree of caution due to high levels of crime” as well as “Exercises a high degree of caution due to second update on the second of presidential election” There are also Covid19 travel advisories.
<https://travel.gc.ca/destinations/costa-rica#disasters>.

Our goal is to take 20 students and 4 staff members. To cut down on costs students have been doing extensive fundraising for this trip since September 2020. Some of their efforts have included bottle drives, pie day, Purdys, growing smiles, popcorn at lunch and plan to do many more as the year progresses. These fundraisers help keep costs down for families, as the first \$200 is due July 1st 2022, 50% by November 1st 2022 and the final payment is required January 15th 2023.

The deposit payment of \$200 per person would be non-refundable but could be used as a 100% credit towards a future trip if the group/school decided that they would like to postpone travel to a future year. If the trip was cancelled after the second payment deadline of November 1st and before the final payment deadline of January 15th (2023), we would be able to provide a 50% cash refund or 100% credit towards a future trip. If the group cancelled the trip after the final payment deadline of January

15th, 2023, the trip would be non-refundable. Once we get inside 60 days of the departure date, flights will have been ticketed and all local accommodations would have been fully paid.

The girls on the basketball teams are all outstanding student athletes. They are leaders in the school and consistently volunteer to make CSS a better place. They are responsible, enthusiastic and welcoming. They look forward to this opportunity to get outside their comfort zone, experience a new culture and grow as a team. It is important for students to recognize that both local and global communities need support. Through volunteering globally, students can have a greater impact and a greater sense of accomplishment, while also having the opportunity to immerse themselves into a different culture.

Thank you for your consideration,

Ms. Rivard & Ms. Simpson

PRE TRIP EDUCATIONAL ACTIVITIES

Students will research Costa Rica; focusing on culture, biodiversity and economics. Students will examine the language, culinary, traditions and history of Costa Rica. Students will also explore the biodiversity of Costa Rica comparison to the Peace Region. Students will investigate the economy in Costa Rica, with an emphasis on import/export, currency strength and taxes.

LEARNING OUTCOMES LINKED TO CLASSROOM IRPs

Students who attend the trip have the opportunity to obtain 3 college credits upon completion of an on-line course.

This trip fits in perfectly with BC's Core Competencies; including Communication, Thinking and Personal & Social Responsibility.

Students will keep a reflection journal while on the trip.

Students will volunteer to clean up a local community as well as with a local school to increase their social awareness and responsibility.

Students will participate in basketball games and practices with Costa Rican teams. This will help broaden their view on healthy living and empower them to continue to improve their skills.

Students will explore the natural world and biodiversity in Costa Rica. This will help them think critically and make ethical decisions.

Students will take part in a guided historical tour of San Jose focusing on the Democracy plaza, Cathedral and National theatre which will help them become more active informed citizens.



School District No.59 (Peace River South)

January 17, 2023

To the Board of Education
School District 59, Peace River South

Re: Approval in principle for student trip to Quebec in May-June 2023

This letter is to inform you that Cynthia Percy, Principal and Jordan Simao the French-Immersion teacher at DCSS Central Campus has asked for approval in principle for a student trip to Quebec in the spring of 2023.

The trip would include 24 grade 8 and 9 French Immersion students. The itinerary has students traveling to Quebec City, Montreal, and Ottawa. The trip dates are May 25th - June 3rd, 2023. We will continue to monitor travel requirements as well as School District 59 protocols as we approach this date.

This purpose of the trip is to provide an amazing opportunity for students to experience French-speaking Canada for themselves, as well as discover some of the historical heritage sites of Canadian history. The trip is being coordinated through Education First (EF) Educational Tours who will be providing tour leaders, planning support as well as providing for the safety and security of the tour group. In addition to EF Tours, three parent chaperones along with the teacher chaperone, Jordan Simao, will be traveling with the group.

The parents have been consulted and have indicated their support and approval for this trip. Students and parents have been fundraising for the past two years to cover the costs of the trip. Families are aware of the evolving nature of the pandemic and the challenges this presents. The school will be covering the sub cost for Jordan Simao's absence.

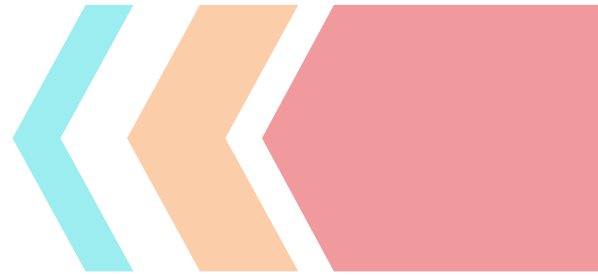
This trip could be a valuable experience the students, providing them with authentic experiences and memories that will last a lifetime. Based upon the paperwork received to date, I have granted approval in principle to proceed with planning the trip as described in this letter.

This letter is intended simply to provide the Board of Education with an update on the progress of the trip preparations.

Sincerely,

Mike Readman
Assistant Superintendent
SD 59, Peace River South

Racial Equity Together



K-12 Anti-Racism Action Plan



Ministry of
Education and
Child Care

The Ministry of Education and Child Care acknowledges that its offices are situated on the Ləkʷəŋən territory of the Esquimalt and Songhees Nations and on the territories of the xʷməθkʷəy̓əm (Musqueam), Sḵw̓x̓wú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations.

The K-12 Education and Child Care sector carries out its work on the territories of the 204 First Nations communities across B.C., each with unique cultures, languages, legal traditions and relationship to these lands and waters. We also respectfully acknowledge and honour the Métis and Inuit people living in B.C.

The Ministry of Education and Child Care gratefully recognizes the honesty and vulnerability that so many students, staff, families, and community members have offered in sharing their stories, experiences, and ideas. The generous sharing of this lived and living experience has been foundational to the creation of this action plan. The ministry recognizes the personal stories as truths.



TABLE OF CONTENTS

Message from Honourable Rachna Singh Minister of Education and Child Care	1
Message from Honourable Mable Elmore Parliamentary Secretary for Anti-Racism Initiatives.....	3
Vision.....	5
Introduction	5
Racism and Mental Health	6
What We've Heard	7
The K-12 Anti-Racism Action Plan.....	8
Foundational Understandings	9
Principles	10
Priority Actions	10
Conclusion	14
Appendix.....	15



Message from
Honourable Rachna Singh
Minister of Education and Child Care

Much of what we learn during our time in school shapes us as adults. During these years, we begin to understand the fundamentals of learning and build the foundations of literacy and numeracy across all subject areas – Language Arts, Social Studies, Mathematics, Arts Education, and Science – to name a few. As we learn these skills, we also seek to strengthen our personal and social development in understanding our identity and place in society.

It is vital younger generations learn about racism and discrimination and how it has impacted – and continues to impact – people throughout B.C. By understanding the realities of racism and discrimination, we can continue on a positive path forward, with young people as part of the solution towards making a more equitable and welcoming province for everyone.

*“It is vital younger generations learn about discrimination and how it has impacted – and **continues to impact** – people throughout B.C.”*

In B.C., we have taken several steps to recognize and address racism and discrimination head-on, both in communities and schools. In the K-12 education system, we have made changes to the provincial curriculum to support more Indigenous languages, cultural learning opportunities, and an increase to the number of social justice courses for students.

We have developed anti-racism training resources for teachers and ensured codes of conduct and policies are in place in all 60 school districts and independent schools. In addition, we have expanded **erase**, our provincial safety action plan, to provide more anti-racism resources for students and families.

I am pleased to release the K-12 Anti-Racism Action Plan as a key initiative to dismantle systemic racism and discrimination. It provides training and resources to help students and educators understand what it means to be anti-racist. By empowering students and educators with tools to safely stand against and respond to discrimination, this action plan will help create a province where all communities are celebrated and respected.

This action plan will help create a province where all communities are celebrated and respected

The action plan has been developed from dialogues, stories, personal reflections, and ideas shared by First Nations, Indigenous Partners, IBIPOC Community organizers, community organizations¹, education partners, and students through the Community Roundtables on Anti-Racism in Education and the Youth Dialogue Series.

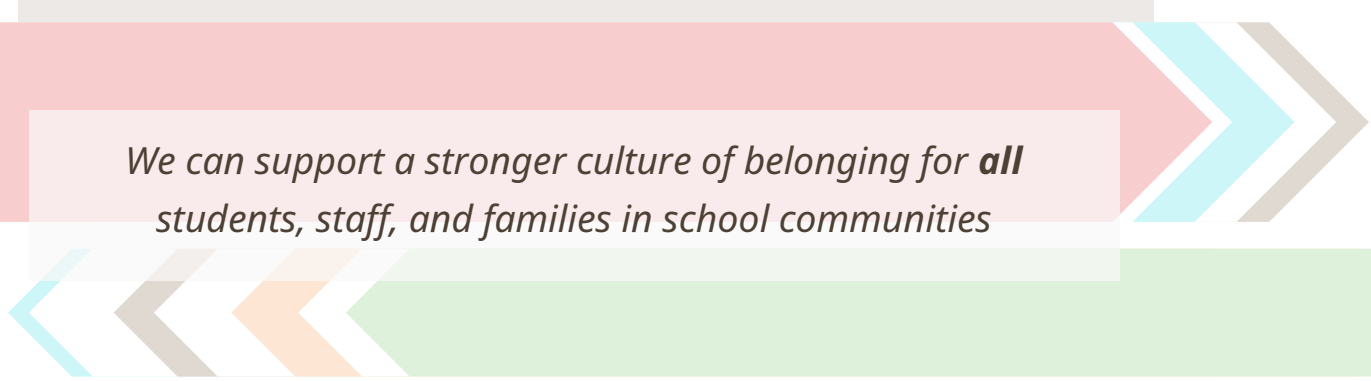
I thank everyone who helped to inform this province-wide plan for the education sector so we can support a stronger culture of belonging for all students, staff and families in school communities.

Let us continue to stand up against racism and discrimination every day.

By truly acknowledging our past, and teaching about historic and current injustices and inequities, we can learn from our shared history, and embrace diversity and inclusion while creating ever-lasting change toward a future that is anti-racist.

Sincerely,

Rachna Singh,
Minister of Education and Child Care



*We can support a stronger culture of belonging for **all** students, staff, and families in school communities*

¹ Community organizations are referenced throughout this document as a broad term representing a range of diverse and unique Indigenous, Black, and People of Colour identities including, but not limited to, multicultural, ethnic, and faith-based organizations.



Message from
Honourable Mable Elmore
Parliamentary Secretary for Anti-Racism Initiatives

From an early age, our perspectives and values are shaped by our families, communities, and peers. The interactions we have with others, the interactions we see in our communities and in the media, as well as the teachings we receive from caregivers and educators impact our opinions and worldviews. This includes how we see our own place, and that of our peers, in society.

These experiences can empower young people to grow into confident leaders, mentors, and allies. For too long, however, not all British Columbians have been given the skills, knowledge, or opportunities to identify patterns of discrimination and racism in their communities. Educating students about B.C.'s and Canada's full history is a crucial first step in helping more people understand the power dynamics that continue to impact Indigenous, Black, and People of Colour. Only then are they equipped to identify and address overt and subtle racism where and when they see it.

When we share this knowledge with the youngest generations and support them to develop the knowledge, skills, and attitudes necessary for responding to racism and discrimination, we are creating a generation of future leaders with the confidence to build a more equitable province for everyone.

We know that this work is only one part of the puzzle. While we are investing in a bright future for our province through this K-12 Anti-Racism Action Plan, we are also addressing racism and discrimination happening right now.

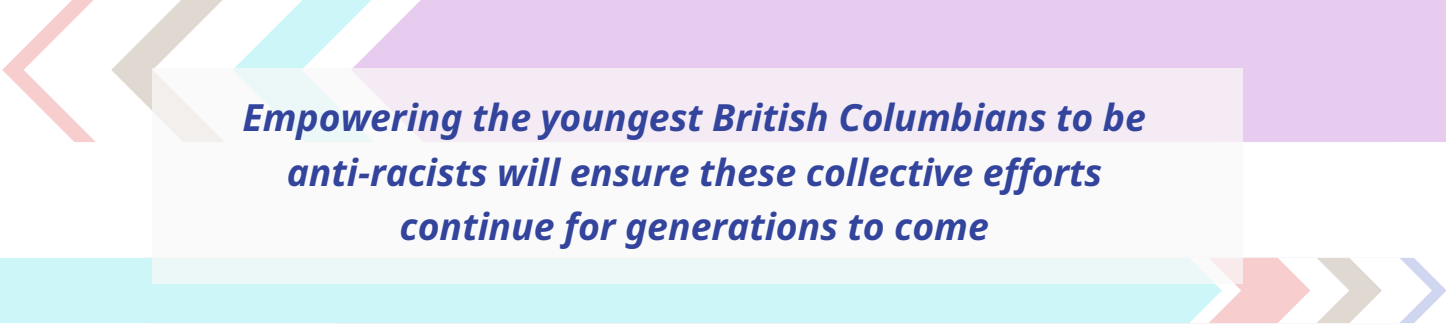
We are creating a generation of future leaders with the confidence to build a more equitable province for everyone

Through the Resilience BC Anti-Racism Network, we're giving local organizations the tools they need to fight hate and respond to incidents of racism and hate in their communities. Through the Anti-Racism Data Act, we're working to identify and break down the barriers Indigenous and racialized people face when accessing government services. We're also developing a broader Anti-Racism Act that will further address systemic racism within government.

We have made important progress in dismantling systemic racism and there is more work ahead. We are committed to working across government and with all partners to build a better, more inclusive B.C. for everyone. Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come.

Sincerely,

Mable Elmore,
Parliamentary Secretary for Anti-Racism Initiatives




Empowering the youngest British Columbians to be anti-racists will ensure these collective efforts continue for generations to come

Vision

B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued.

Introduction



Systemic racism and settler colonialism have shaped our province for generations, and this continues to hurt Indigenous, Black, and People of Colour in B.C. To help address discrimination, dismantle racism and make B.C. a more equitable, inclusive, and welcoming province for everyone, we are investing in anti-racism initiatives, such as the Anti-Racism Data Act, anti-racism legislation, and the Resilience BC Anti-Racism Network. To reaffirm this commitment, equity and anti-racism are foundational principles for all Minister's mandate letters.

The B.C. education system also holds great responsibility in addressing the systemic and interpersonal racism that continues to exist throughout the education system today. B.C.'s **Vision for Student Success** is for learners to develop their individual potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and sustainable economy. A necessary piece to achieving this vision is ensuring government and education partners listen and learn from Indigenous and racialized partners and communities to work collaboratively towards an education system that is free from racism and systemic barriers and promotes equity for all students. In July 2020, a **statement of support** for anti-racism efforts was released from the Minister of Education and B.C.'s education partners².

² First Nations Education Steering Committee, First Nations Schools Association, BC School Trustees Association, BC Teachers' Federation, CUPE BC, BC Confederation of Parent Advisory Councils, BC Principals' and Vice-Principals' Association, BC School Superintendents Association, BC Association of School Business Officials and the Federation of Independent School Associations

Racism and Mental Health

We know that racism has adverse impacts on young people and on their ability to thrive in society. As stated in the **Mental Health in Schools Strategy**, giving children the best possible start is key to better long-term mental health outcomes. Wellness promotion and prevention needs to be the focus, starting in the early years and spanning throughout a child's life. The effects of racism on mental health are well documented and have been consistently linked with higher instances of stress, poor health outcomes, and suicidal thoughts and attempts in youth.

Students, staff, and families representing Indigenous, Black, and People of Colour have been reporting experiences of interpersonal and systemic racism and oppression in B.C.'s education system for generations. Studies indicate that exposure to racial discrimination, particularly in youth, is a significant predictor of depressive symptoms.

We know that

In 2018, 14% of racialized students, who completed the BC Adolescent Health Survey (BC AHS), reported experiencing discrimination because of race, ethnicity, or skin colour. This is an increase from 11% in 2013 (BC AHS 2013, 2018).³

Three-in-five (58%) B.C. students say they have seen other students insulted, bullied, or excluded based on their race or ethnicity (ARI-UBC, 2021)⁴.

B.C. youth who experienced racial discrimination reported poorer health and well-being than their peers, including being less likely to feel hopeful for their future and to feel good about themselves (BC AHS 2018).


Racial discrimination was also associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide (BC AHS 2018).

A safe and supportive school environment, as well as the presence of caring school staff and feelings of being treated fairly, were associated with more positive outcomes among those who had experienced racism including feeling safe at school and feeling good about themselves (BC AHS 2018).

³ The British Columbia Adolescent Health Survey (**BC AHS**) is a province-wide survey conducted by the McCreary Centre Society issued to youth in grades 7 to 12 every five years since 1992. The survey highlights health trends among students to help identify risks and protective factors. Special topic fact sheets are created on certain issues such as **racial discrimination**.

⁴ The Angus Reid Institute (ARI) partnered with the University of British Columbia (UBC) to conduct **an online survey** from Aug. 24-27, 2021 among a representative randomized sample of 872 Canadians aged 12 to 17, whose parents are members of Angus Reid Forum.

What We Have Heard



Over the summer months of 2019, the provincial government hosted community dialogues across B.C. to hear stories of racism and discrimination. Dialogue participants shared that acts of racism were on the rise, were adversely affecting more and more British Columbians, and these experiences were taking place in a variety of public sectors including education. Story by story, it became clear that many individuals and communities were deeply affected by historical and current acts of racism, and that communities were looking for provincial leadership.

A new Community Roundtable on anti-racism in education was created in July 2020 to support the development of an anti-racism action plan. The first Minister's Community Roundtable on Racism in Education hosted key participants in B.C., including Indigenous organizations and partners, community organizations, and education partners. The draft K-12 Anti-Racism Action Plan was developed in part from feedback received and stories shared at this Roundtable.

At the second Community Roundtable in 2021, participants expressed that racism

towards their communities was on the rise. Participants noted that some of their communities were struggling to deal with the response to heightened levels of racist incidents with limited community capacity in order to support those affected. They identified that both immediate supports and long-term systemic changes in education were needed to achieve racial safety and equity. The Community Roundtables will continue on an annual basis to ensure the community conversation on racism in education continues.

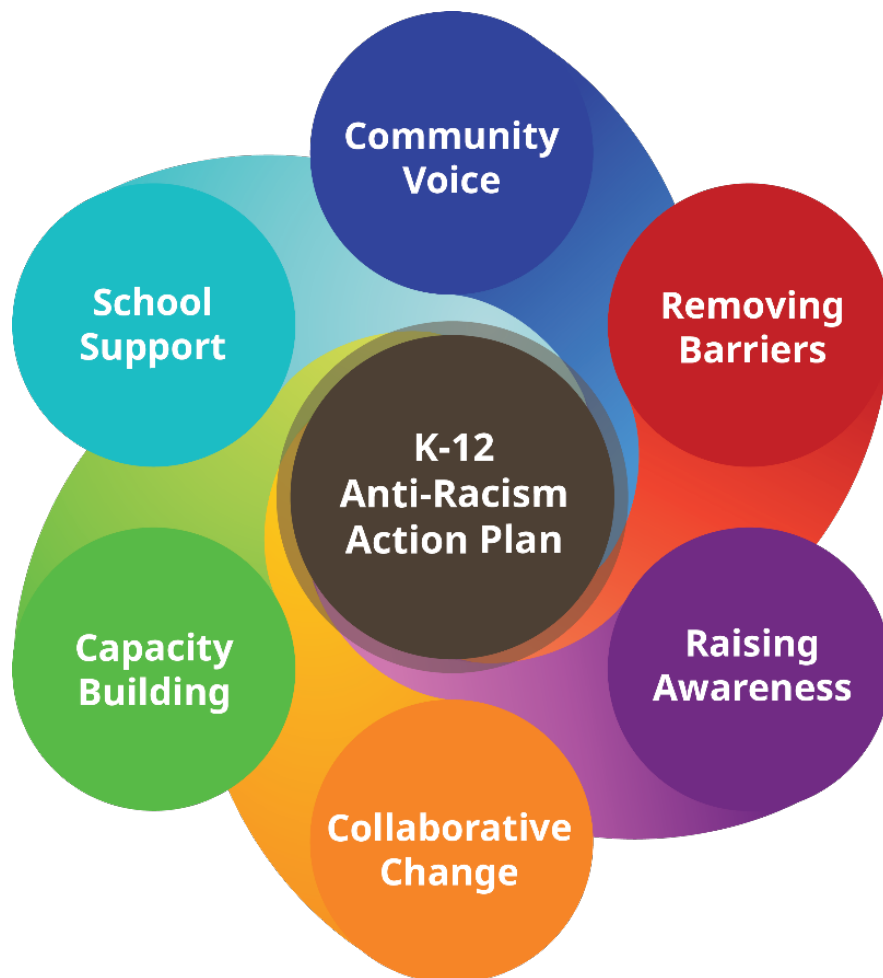
In 2022, Minister's Youth Dialogue Sessions were hosted for students in grades 7-12 from across the province to share their experiences of racism in B.C. schools. The stories and ideas shared by the students were key in informing how the ministry and school leaders can create anti-racist, equitable, and safe learning environments for all. The youth described how important it is that system leaders ensure caring and responsive opportunities for racialized students to share their stories and be heard by their teachers, principals, and district staff. This powerful dialogue series shaped the design and implementation of the K-12 Anti-Racism Action Plan.

The K-12 Anti-Racism Action Plan

The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families. This is the first phase of what will be many years of collective commitment to dismantle systemic racism in the K-12 provincial education sector.

The current plan is designed to improve outcomes for racialized students and support sector-wide understanding and growth of anti-oppressive systemic practises and content. The Action Plan provides supports and builds equity-based initiatives to start to address historical and oppressive barriers and ultimately lead to student success.

The Ministry is committed to Indigenous-specific strategies in the **Declaration Act Action Plan** for all Indigenous students. One of these strategies includes a First Nations Anti-Racism strategy led by the First Nations Education Steering Committee (FNESC) and supported by the Ministry.



Foundational Understandings

Although students' individual experiences of racism vary, racism holds all students back from truly thriving as individuals and communities. The following elements establish the foundational understanding of this Action Plan as we work together to move forward and stop further harm to racialized communities.

Indigenous Worldviews and Perspectives – There is growing understanding and acknowledgment of the mistreatment and disrespect that First Nations, Métis, and Inuit peoples have endured throughout Canada's colonial history. This harm continues in present day. The necessary commitment to truth, reconciliation, and healing must include the lens of understanding the connections and relationships that create holistic learning.

Affirmation and Recognition - Stories of racism and discrimination have been told time and time again. Moving forward, this strategy acknowledges these experiences without requiring those impacted to retell their stories and prove the harm that has occurred and continues to occur. These experiences are real, they are harmful, they are the truth, and they must be addressed in all contexts of K-12 education.

Equity and Inclusion – Students, staff, and families may have their own experiences of discrimination and oppression; however, the unique experiences of racism must be specifically addressed to create positive and system level change. Anti-racism cannot be addressed in siloes. Although the strategy is focussed on anti-racism, there is recognition that different experiences are shaped by the intersection of unique identities (e.g., intersectionality).

Adult Well-being – Racialized staff report experiences of racism in their school communities and working environments. The **Mental Health in Schools Strategy** emphasizes the importance of addressing the well-being of adults in the education system. In addition to effects on mental health, racism experienced by staff leads to issues with recruitment and retention, which further leads to less racial diversity in schools. This perpetuates racism further for students who do not see themselves represented in their leaders. Anti-racism initiatives must recognize the importance of supporting adults as well as students.

Principles

The K-12 Anti-Racism Action Plan is guided by the following principles as we move forward:

Recognize and respect Indigenous rights and titles in accordance with Section 35 of the *Constitution Act, 1982*, United Nations Declaration on the Rights of Indigenous Peoples, Declaration on the Rights of Indigenous Peoples Act, and the Truth and Reconciliation Calls to Action

Engage First Nations, Indigenous partners, education partners, community organizations representing racialized people, school boards, school communities, and students to work collaboratively, share voice, and integrate work across the sector and within the ministry.

Amplify and defer to the voices and perspectives of those with lived and living racism experiences.

Demonstrate humility and respect and a continuous improvement mind-set.

Apply evidence-based decision-making reflecting current knowledge and data about anti-racism related systems-level change.

Priority Actions

The K-12 Anti-Racism Action Plan includes six priority areas of action: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building, and School Support.

Community Voice

Community Voice ensures that all actions in this plan are guided and co-led by First Nations, Indigenous partners, education partners, community organizations, and students with lived and living experience of racism. These voices have been missing, historically, from key conversations and decisions in government systems.

Annual Minister's Community Roundtable

An annual event for the Minister to engage directly with the IBPOC community to hear their experiences, perspectives, and recommendations on the Action Plan

Minister's Youth Dialogue Series

The Minister of Education and Child Care will host at least two Youth Dialogue Series: one for intersectional and diverse youth and one for Indigenous youth

Removing Barriers

Removing Barriers creates a system and communication paths to ensure racism cannot thrive through policy and culture.

Roundtable participants, as well as community and sector representatives, asked for more accountability to be embedded in the plan after the first draft, not just for ministry actions, but also for leaders in the system. They also shared the importance of communicating with parents and guardians on the action plan and progress, as well supporting resources to feel connected to their school community.

Anti-racism in district plans

Embed anti-racism reporting requirements within strategic plans

Parent Engagement Plan

A co-developed plan with BC Confederation of Parent Advisory Councils to inform parents of Action Plan initiatives and provide supporting details and information that will promote parent and guardian understanding and welcome their involvement in planning school anti-racism initiatives

Raising Awareness

Raising Awareness provides resources and engagement opportunities to highlight the unique identities and experiences across the province and how we can better appreciate each other, as well as to increase understanding of racism and its harmful effects.

Roundtable participants asked for a calendar to supplement district and school calendars to include more diversity as a first step to ensuring that schools reflect all identities as valued and important. Student-to-student racism was also identified as needing to be addressed, and that starts with foundational understanding of racism, equity, and inclusion.

Inclusion Calendar

Provide districts with a calendar identifying significant events of advocacy, celebration, or honour

Youth Engagement

Presentations and workshops hosted by B.C. Lions to grades 6-10 to explore and engage with issues of anti-racism, diversity, equity, and inclusion

Collaborative Change

Collaborative Change engages all layers of the education system to create system level change. It is imperative that the ministry, school districts, education partners, school staff, students, and families build on existing partnerships and create networks to champion anti-racism work.

Students have shared that only some school staff provide culturally safe and welcoming learning environments, and that is an everyday experience to be met with racism in their day at school in different forms. System level change requires the commitment of all layers of the sector to not only support this work, but also compel it.

Education Partner Collaborative

A committee of education partners, including Indigenous partners, to work collaboratively to address systemic racism

Educator Network

A committee for educators at both district and school level, built over phases, to provide peer support, build internal capacity, and identify needs to engage in anti-racism work

Capacity Building

Capacity Building creates the foundational understanding of racism for all staff in the sector, to recruit diversity in the workforce so that all students see themselves represented in school leadership, and to create a system that is welcoming to all staff.

Students have told the ministry of their hardship from moving through the K-12 system without seeing school leaders who represent and understand them. As well as watching Indigenous, Black, People of Colour (IBPOC) and allied school staff being treated with discrimination. In addition, educators and other school staff have shared the challenges of working in a system that does not feel welcoming and inclusive.

Recruitment and Retention Strategy

Grow diversity in the education workforce so that students see themselves in their teachers and have access to diverse role models through their educational journey
Create better working environments for IBPOC teachers to improve retention

Anti-Racism Training (for everyone)

Develop a foundational online training course available to a sector-wide audience including all ministry, school, and district staff

Develop additional professional learning opportunities to support specific roles and to build on foundational learning

School Support

School Support provides resources, support, and guidance for schools to create anti-racism learning environments.

Students have acknowledged the amount of time they spend in school in their young lives and the influence this environment has on their well-being and development. For students to thrive, they need to see themselves represented as valued members of the school community, as well as in their learning materials and content. They also need safe reporting processes for acts of racism. School leaders to receive those reports with understanding and action-oriented responses.

Incident Response Guidelines & Resource Guide

Develop resources to support districts and schools to identify and respond to incidents of racism, as well as define common terms to establish collective understanding
Develop a resource guide for the sector to provide recommended practices for implementing anti-racism work and ensuring learning environments are safe, welcoming, and inclusive

Curriculum Resources

Inventory existing anti-racism curriculum resources, identify gaps in the inventory, and address existing gaps in resources

Conclusion



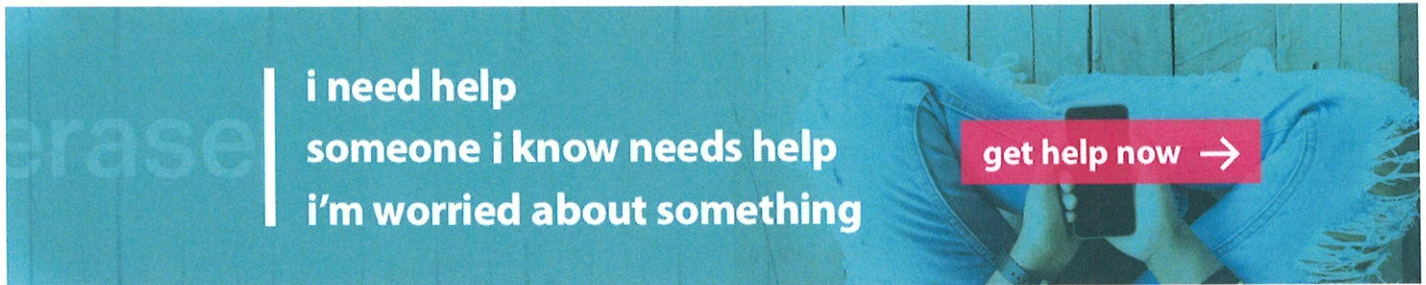
The K-12 Anti-Racism Action Plan is a multi-year path forward and an opportunity to bring the education sector together to confront racism in all its forms, but it is only the beginning. This plan outlines the first three years of the provincial school community working together to establish a strong foundation and to chart a path forward for many years of continued dedication to come. This work must always include listening to students, staff, and families, and to be quick to adapt to shifting issues and experiences.

Everyone can play a role in identifying and addressing racism in the education system. System level change requires a shared understanding of our collective responsibility in dismantling racism in schools. Moving forward requires tough and uncomfortable conversations and a willingness to adopt new approaches to delivering education programs that ensure everyone in the school community know they are valued and important members.

The Honourable Murray Sinclair said, “Education got us into this mess and education will get us out of it.” The K-12 Anti-Racism Action Plan sets out to ensure that all students in the B.C. education system can learn in an environment where they feel welcome and valued so that school experiences can help shape a more inclusive and respectful society for everyone.



erase = expect respect & a safe education



erase is all about building safe and caring school communities. This includes empowering students, parents, educators and the community partners who support them to get help with challenges, report concerns to schools, and learn about complex issues facing students.

- [Read about the work erase has been doing](#)

Mental Health in Schools Strategy

A vision and pathway for mental health promotion in the B.C. K-12 education system.

- [Read the Mental Health in Schools Strategy \(PDF\)](#)
- [Stratégie pour la santé mentale à l'école \(PDF\)](#)

Services and Information Topics

Online safety

erase cyberbullying | embrace compassion

The internet is a great tool. It can also expose us to dangers like cyberbullying, identity theft, online predators or scams. See how you can stay safe online.

[Check out our new site](#)

Mental health and well-being

erase stigma | embrace understanding

Mental health includes our emotional, psychological and social well-being. We need to take care of our mental health because it's an important part of our overall health.

Bullying

erase bullying | embrace kindness

Bullying is intentional and repeated behaviour that makes others feel uncomfortable, scared or hurt. Learn what bullying is and how to stand up against it.

Racism

erase racism | embrace diversity

Schools should be safe places where students have equal opportunities to learn, grow, and achieve their full potential, and where diversity is celebrated. Learn more about racism and actions you can take to be anti-racist.

School safety

erase violence | embrace compassion

[Check out our new site](#)

School safety is a shared responsibility that requires cooperation, collaboration and communication. Read about ways B.C. is keeping schools safe.

Sexual Orientation and Gender Identity (SOGI)

erase discrimination | embrace inclusion

SOGI stands for sexual orientation and gender identity. It's an inclusive term that represents everyone. Learn more about SOGI and how to promote it at your school.

Substance use

erase not knowing | embrace open conversations

Many people use drugs, alcohol, tobacco or e-cigarettes/vapour products. It's important to know what happens when we do. Find out how to stay safe and talk openly and honestly about using drugs, alcohol, tobacco or vapour products.

Compassionate Systems Leadership

erase isolation | embrace relationships

To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Learn more about how compassionate systems leadership can support systems change.

[Check out our new site](#)

Gender-Based Violence

erase assumptions | embrace consent

Consent is an agreement to engage in an activity. Gender-based violence (GBV) is violence that is committed against someone based on their gender identity, gender expression, or perceived gender. Knowing how to ask for and give consent is an important action to help prevent gender-based violence. Learn more about consent and gender-based violence.

Tools for Schools



Get involved in promoting erase in your school community.

[Access tools for schools](#)

[Check out our new site](#)

erase: The Story



Read about the erase strategy and find out what you can do to help create a safe and caring school.

[Learn about erase](#)

[Check out our new site](#)



School District No.59 (Peace River South)

February 10, 2023

School District #59 Trustees

RE: January 2023 Financial Reports

Following are explanations of major variances for the January 31, 2023 Financial Reports. These reports are based on the Amended 2022/23 Budget (prior to receiving the support collective agreement funding). The support collective agreement funding is to be announced on February 10, 2023.

REVENUES:

Revenues reports are on track as expected.

DISTRICT EXPENSES:

1. **District Special Ed/Helping Teachers** – \$34,000 of the \$72,000 is related to the delayed hire of the elementary counsellor in Chetwynd. The remaining balance is spread out over the other Learning Service areas.
2. **District Programs Other** – The majority of the \$273,000 favourable variance is from Technology (\$76,000) and Indigenous Education (\$184,000).
3. **Administration & Other** – Education Administration was overbudget in the prior month and a correction was made to adjust one staff member to the correct budget allocation. Now that this correction has been made, Education Administration is now underbudget by \$126,000 so further review is required of this account.
4. **Operations & Maintenance** – This favourable variance is mainly contributed to savings across a variety of departments in wages and benefits.
5. **Transportation** breakdown is as follows.
 - a. \$52,000 favourable variance in Wage & Benefits
 - b. \$90,000 favourable fuel variance
 - c. \$34,000 favourable supplies
 - d. \$17,000 contract services



School District No.59 (Peace River South)

6. The **District School** is below budget. This budget is made up of the net difference between average and actual wage costs, as well as budgeted and actual absence rates.

7. **Special Purpose** breakdown is as follows.
 - a. \$294,000 Annual Facilities Grant
 - b. \$100,000 Community Links
 - c. \$63,000 Classroom Enhancement Fund Remedies
 - d. \$39,000 Learning Improvement Fund
 - e. \$40,000 early learning accounts
 - f. \$45,000 Mental Health in Schools
 - g. \$179,000 Family Affordability Fund

SCHOOL EXPENSES:

There are three schools that show large differences from the prior month (Tumbler Ridge Secondary, Windrem Elementary and South Peace Elementary). Although there was a shift from the prior month it should be noted the Y axis in those graphs is a relatively small range as compared to other schools; therefore, there is no major concern for this change in variance.

Melissa Panoulis

Board Variance Report - Revenues

January 31, 2023

Year-to-Date Revenues (\$000's):

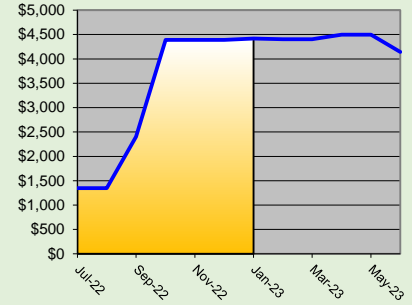
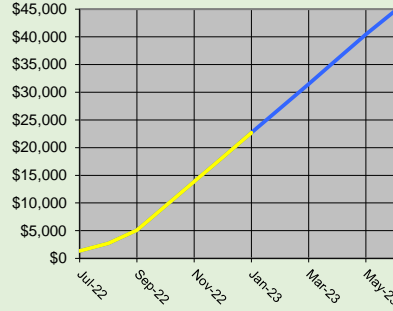
Monthly Revenues (\$000's):

BASE OPERATING GRANT

Year-To Date Results:

Budget	Actual	Variance
\$22,679	\$22,679	\$0

On Budget

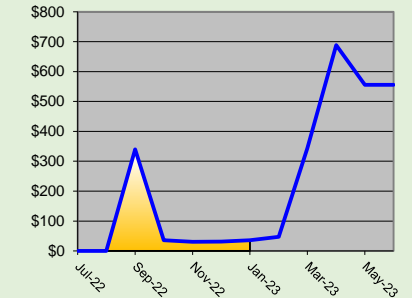
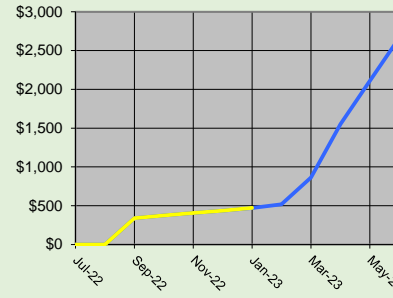


OTHER MoEd GRANTS

Year-To Date Results:

Budget	Actual	Variance
\$473	\$473	\$0

On Budget

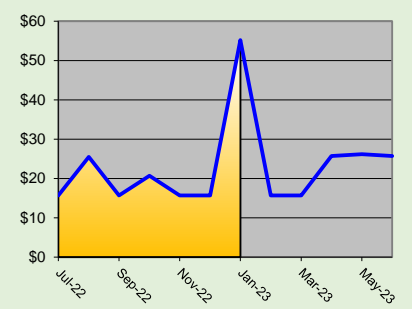
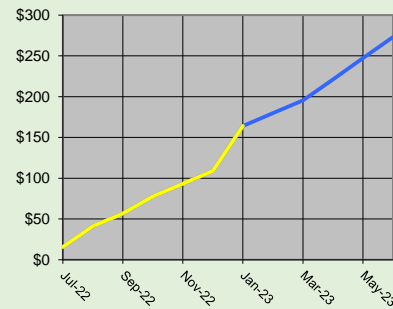


GRANTS-OTHER PROV.MINISTRIES

Year-To Date Results:

Budget	Actual	Variance
\$164	\$164	\$0

Overbudget 0.0%

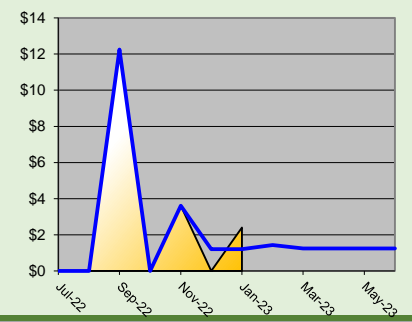
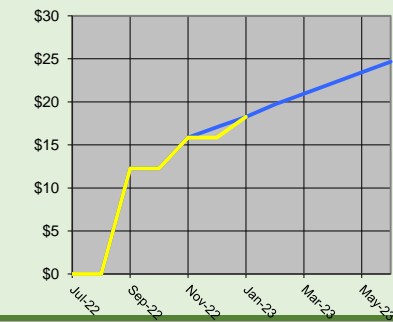


NON-RESIDENT TUITION

Year-To Date Results:

Budget	Actual	Variance
\$18	\$18	\$0

On Budget

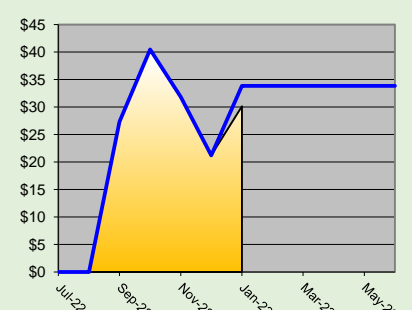
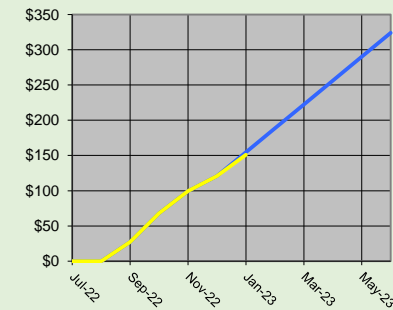


SECONDED/SUBSTITUTE TEACHER

Year-To Date Results:

Budget	Actual	Variance
\$155	\$151	-\$4

Underbudget 2.4%



Board Variance Report - Revenues

January 31, 2023

Year-to-Date Revenues (\$000's):

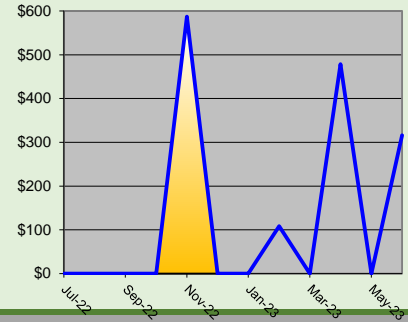
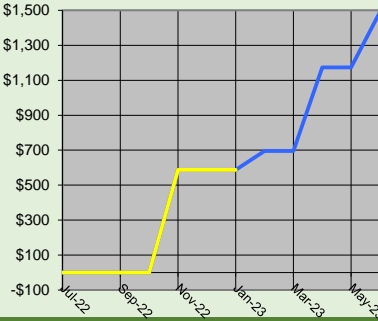
Monthly Revenues (\$000's):

FUNDING FIRST NATION

Year-To Date Results:

Budget	Actual	Variance
\$587	\$587	\$0

Overbudget 0%

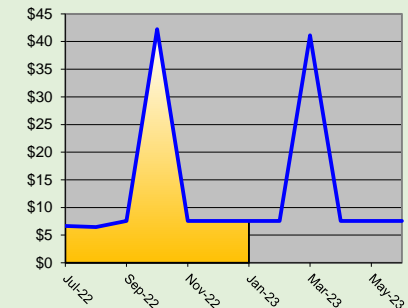
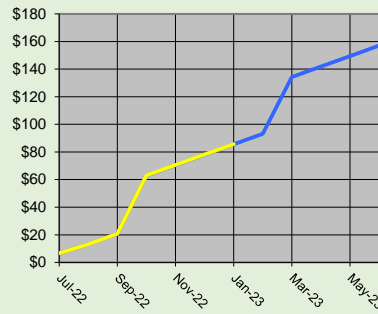


RENTALS/LEASES

Year-To Date Results:

Budget	Actual	Variance
\$86	\$86	\$0

Overbudget 0.1%

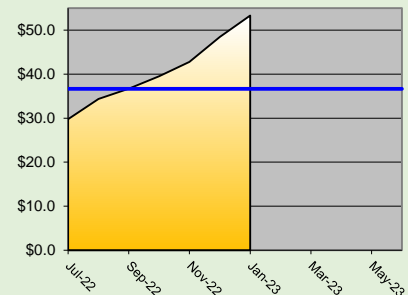
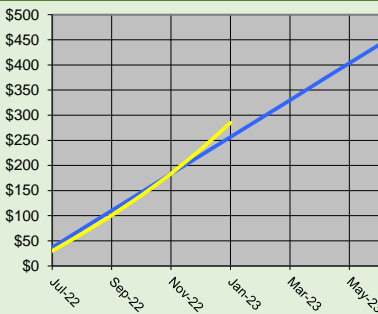


INTEREST INCOME

Year-To Date Results:

Budget	Actual	Variance
\$257	\$285	\$28

Overbudget 11.0%

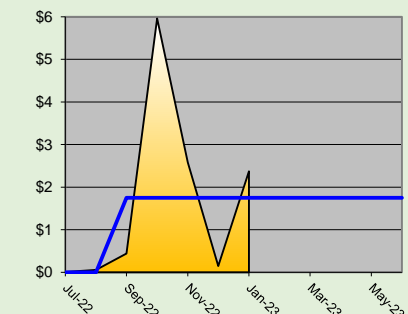
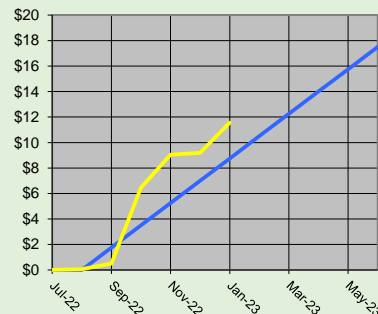


OTHER REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$9	\$12	\$3

Overbudget 32.1%

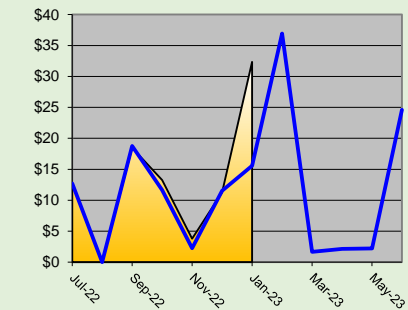
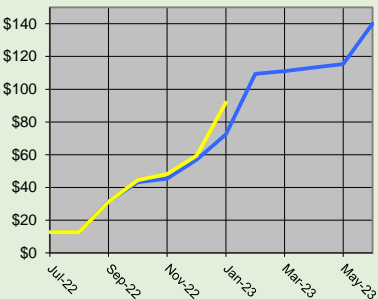


MISCELLANEOUS REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$72	\$92	\$19

Overbudget 26.7%



Board Variance Report - Revenues
January 31, 2023

Year-to-Date Revenues (\$000's):

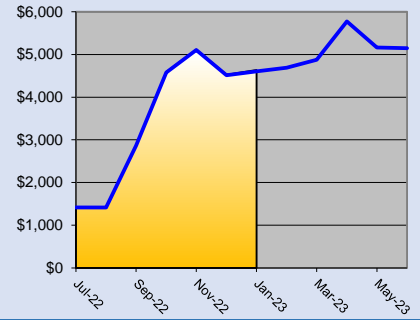
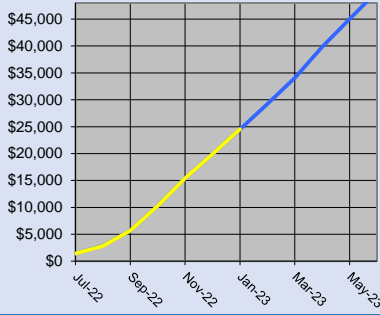
Monthly Revenues (\$000's):

TOTAL REVENUE

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
<u>\$24,499</u>	<u>\$24,547</u>	<u>\$47</u>

Overbudget 0.2%



Board Variance Rpt. - Expenditures
January 31, 2023

Year-to-Date Costs (\$000's):

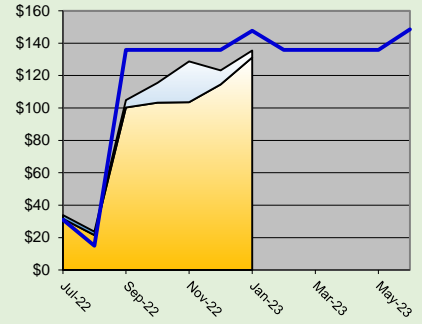
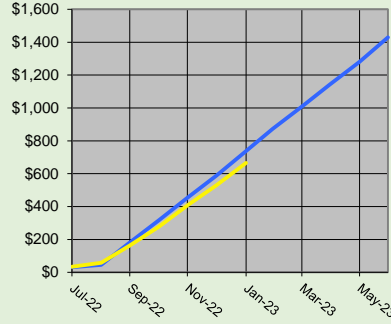
Monthly Costs (\$000's):

DISTRICT SPEC. ED./HELP.TCHRS

Year-To Date Results:

	<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
Comp	661	606	55
O&M	77	59	17
Total	737	665	72

Underbudget 10%

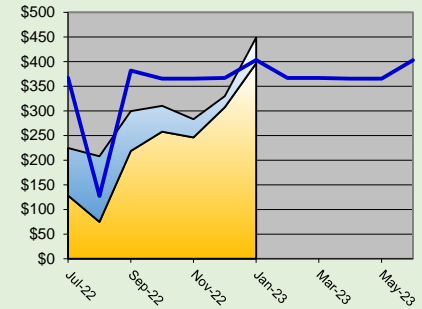
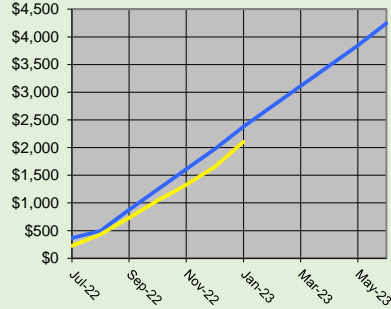


DISTRICT PROGRAMS-OTHER

Year-To Date Results:

	<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
Comp	1,704	1,630	73
O&M	674	474	200
Total	2,377	2,104	273

Underbudget 11%

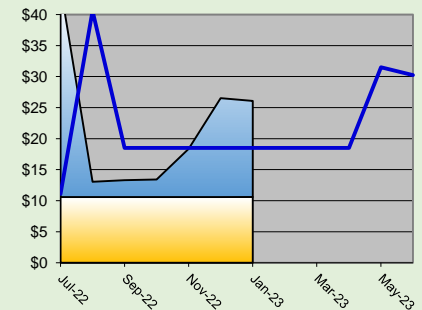
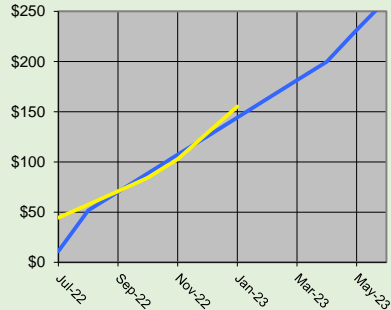


BOARD OF TRUSTEES

Year-To Date Results:

	<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
Comp	74	74	0
O&M	70	81	-11
Total	144	155	-11

Overbudget 8%

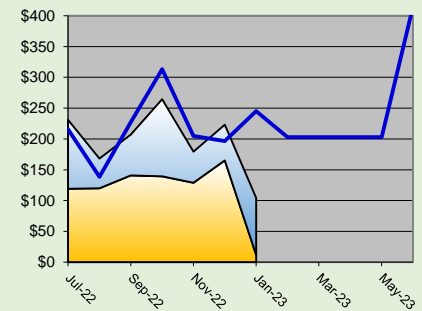
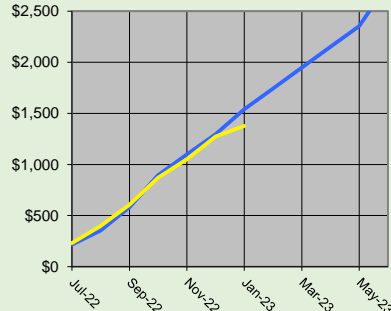


ADMINISTRATION & OTHER

Year-To Date Results:

	<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
Comp	945	825	120
O&M	596	552	44
Total	1,541	1,377	164

Underbudget 11%

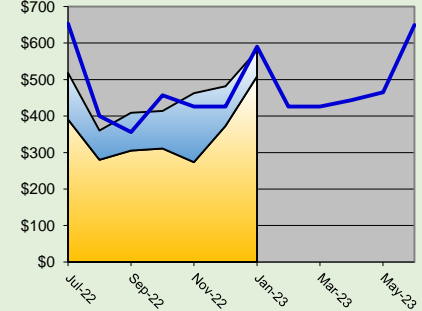
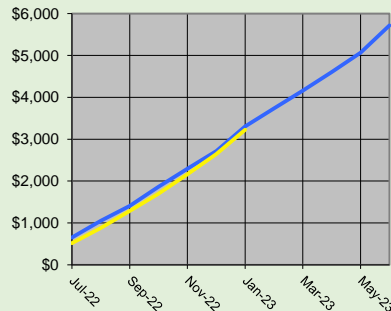


OPERATIONS & MAINTENANCE

Year-To Date Results:

	<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
Comp	2,583	2,443	141
O&M	724	782	-58
Total	3,307	3,224	83

Underbudget 3%



Board Variance Rpt. - Expenditures

January 31, 2023

Year-to-Date Costs (\$000's):

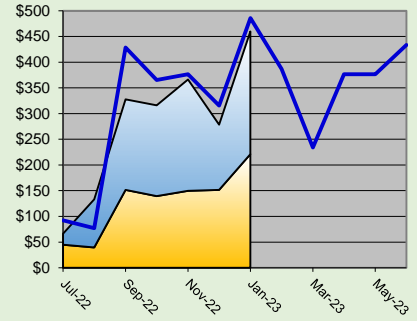
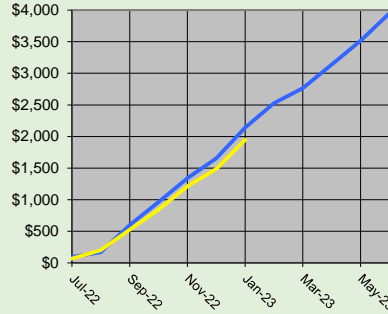
Monthly Costs (\$000's):

TRANSPORTATION

Year-To Date Results:

	Budget	Actual	Variance
Comp	950	898	52
O&M	1,191	1,050	141
Total	2,142	1,948	194

Underbudget 9%

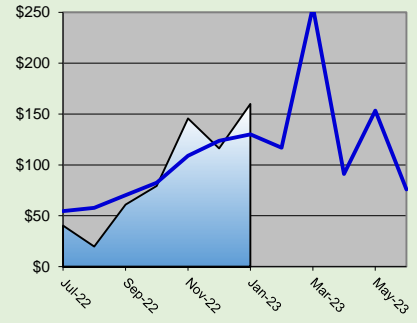
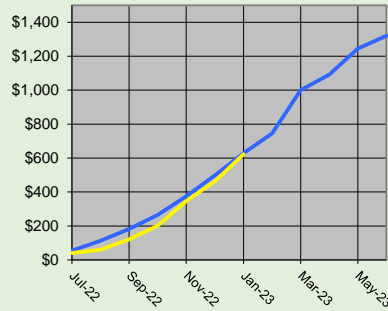


UTILITIES

Year-To Date Results:

	Budget	Actual	Variance
Comp	0	0	0
O&M	628	622	6
Total	628	622	6

Underbudget 1%

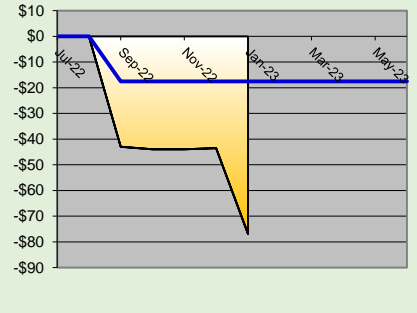
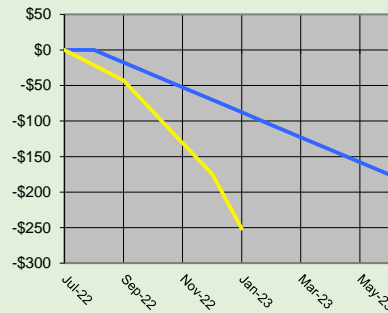


DISTRICT SCHOOL

Year-To Date Results:

	Budget	Actual	Variance
Comp	-88	-251	164
O&M	0	0	0
Total	-88	-251	164

Underbudget 187%

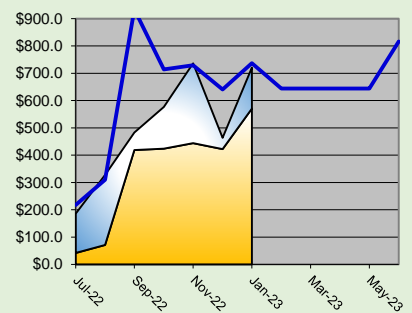
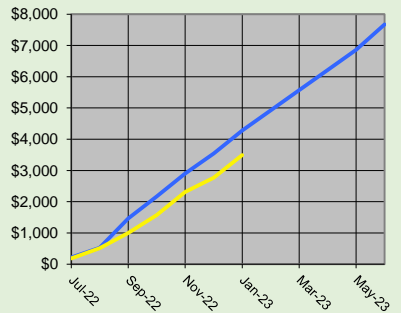


SPECIAL PURPOSE FUNDS

Year-To Date Results:

	Budget	Actual	Variance
Comp	2,864	2,394	470
O&M	1,417	1,099	319
Total	4,282	3,493	789

Underbudget 18%

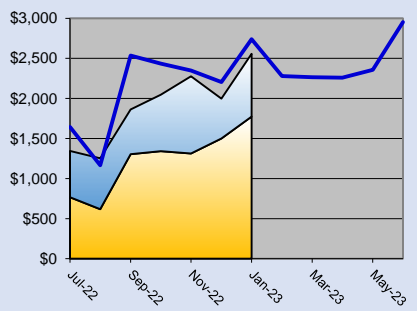
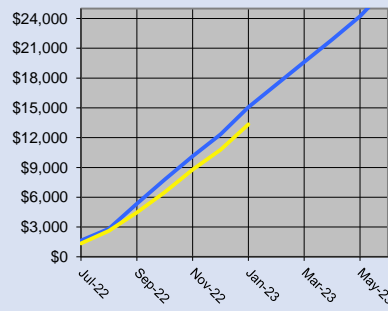


DISTRICT TOTALS - EXPENDITURES

Year-To Date Results:

	Budget	Actual	Variance
Comp	9,694	8,619	1,075
O&M	5,377	4,720	658
Total	15,071	13,339	1,732

Underbudget 11%



Board Variance Report - Schools

January 31, 2023

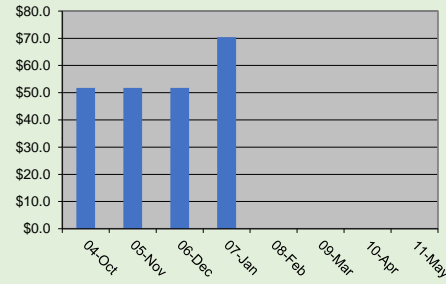
Actual Budget
YTD Surplus (\$000's):

CANALTA (101)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$826	\$816	\$10
Supp. Staff	397	335	62
Disc. Subs	15	18	-3
Supp & Serv.	48	46	2
Total	1,286	1,215	70

Underbudget 5.5%

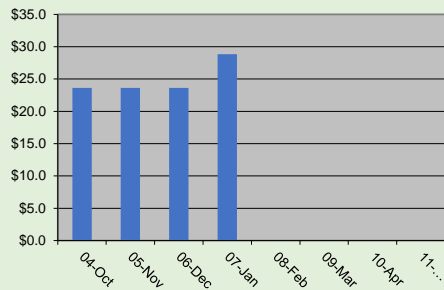


CHETWYND SECONDARY (111)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$930	\$914	\$16
Supp. Staff	314	279	35
Disc. Subs	17	15	2
Supp & Serv.	59	83	-24
Total	1,319	1,291	29

Underbudget 2.2%

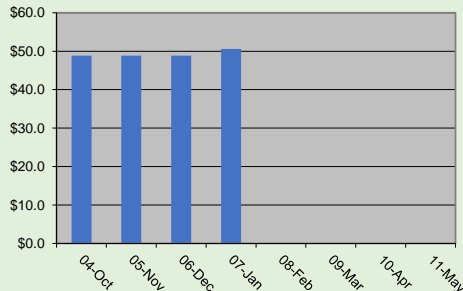


CRESCENT PARK (103)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$819	\$809	\$10
Supp. Staff	322	288	34
Disc. Subs	9	10	-1
Supp & Serv.	47	40	8
Total	1,198	1,147	51

Underbudget 4.2%

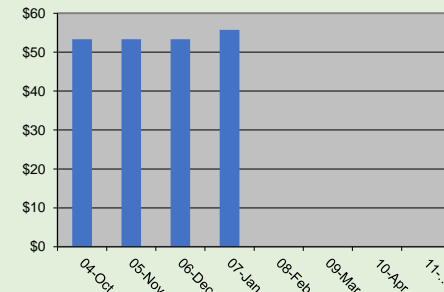


DAWSON CREEK SECONDARY (108)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$1,752	\$1,750	\$2
Supp. Staff	554	499	54
Disc. Subs	17	21	-4
Supp & Serv.	175	172	3
Total	2,498	2,442	56

Underbudget 2.2%



Board Variance Report - Schools

January 31, 2023

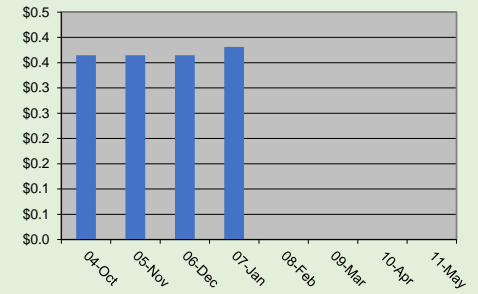
YTD Surplus (\$000's):

DEVEREAUX (114)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$301	\$302	\$0
Supp. Staff	106	104	2
Disc. Subs	3	6	-2
Supp & Serv.	17	16	1
Total	428	427	0

Underbudget 0.1%

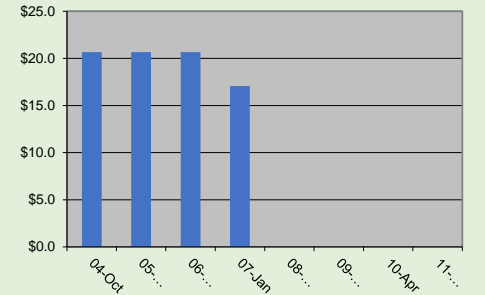


DON TITUS (113)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$363	\$372	-\$9
Supp. Staff	181	164	17
Disc. Subs	5	5	0
Supp & Serv.	20	11	9
Total	569	552	17

Underbudget 3.0%

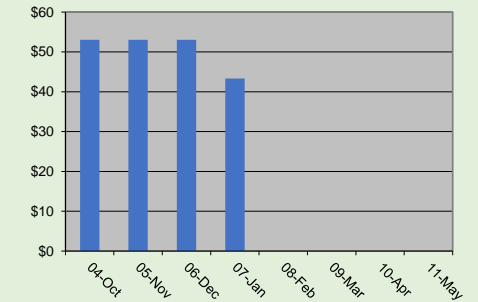


FRANK ROSS (105)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$1,542	\$1,545	-\$2
Supp. Staff	358	307	51
Disc. Subs	16	14	1
Supp & Serv.	36	43	-6
Total	1,952	1,909	43

Underbudget 2.2%

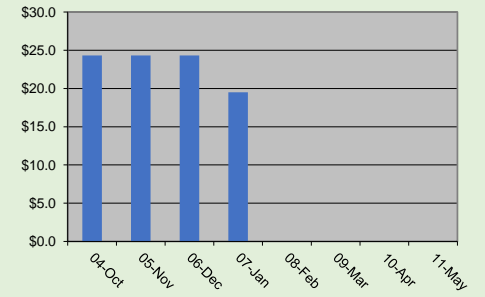


LITTLE PRAIRIE (131)

Year-To Date Results:

	Budget	Actual	Variance
Prof. Staff	\$731	\$744	-\$13
Supp. Staff	164	141	23
Disc. Subs	2	1	1
Supp & Serv.	22	13	9
Total	919	899	20

Underbudget 2.1%



Board Variance Report - Schools

January 31, 2023

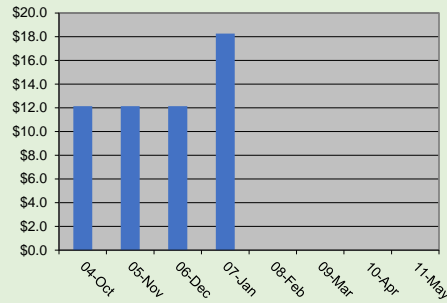
Actual Budget
YTD Surplus (\$000's):

MCLEOD (119)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$236	\$235	\$2
Supp.Staff	26	26	0
Disc.Subs	3	2	2
Supp & Serv.	29	14	15
Total	294	276	18

Underbudget 6.2%

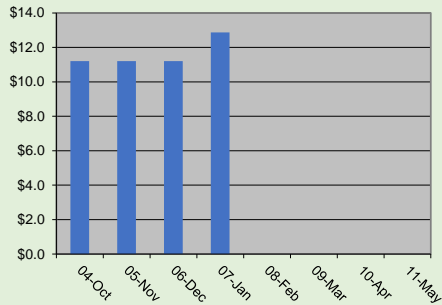


MOBERLY LAKE (118)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$170	\$172	-\$2
Supp.Staff	54	44	9
Disc.Subs	1	2	0
Supp & Serv.	13	7	6
Total	238	225	13

Underbudget 5.4%

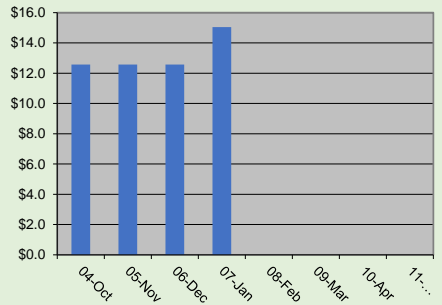


PARKLAND (124)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$239	\$238	\$0
Supp.Staff	64	66	-3
Disc.Subs	5	1	4
Supp & Serv.	26	12	14
Total	333	318	15

Underbudget 4.5%

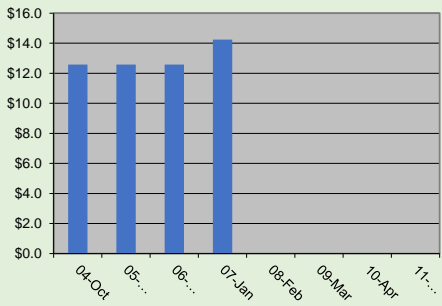


PEACEVIEW (132)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$79	\$65	\$13
Supp.Staff	0	0	0
Disc.Subs	1	6	-5
Supp & Serv.	13	8	6
Total	93	79	14

Underbudget 15.3%



Board Variance Report - Schools

January 31, 2023

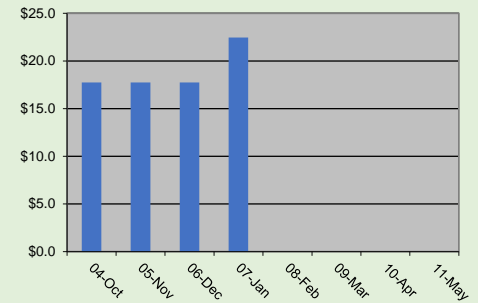
YTD Surplus (\$000's):

POUCE COUPE (110)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$443	\$443	\$0
Supp.Staff	160	135	26
Disc.Subs	4	7	-2
Supp & Serv.	8	8	-1
Total	615	592	22

Underbudget 3.7%

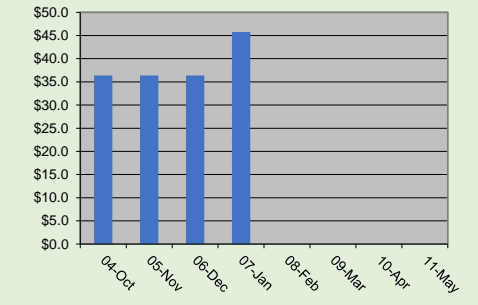


CENTRAL MIDDLE (102)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,220	\$1,230	-\$10
Supp.Staff	327	286	41
Disc.Subs	6	10	-4
Supp & Serv.	78	59	19
Total	1,631	1,585	46

Underbudget 2.8%

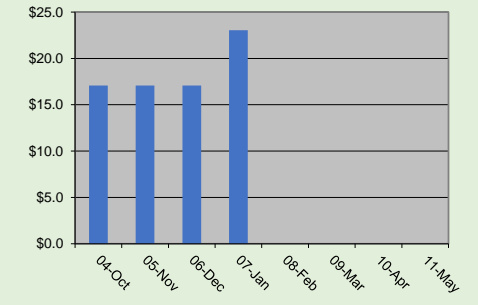


SP DIST LEARNING (138)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$240	\$241	-\$2
Supp.Staff	59	40	19
Disc.Subs	0	0	0
Supp & Serv.	22	17	5
Total	321	298	23

Underbudget 7.2%

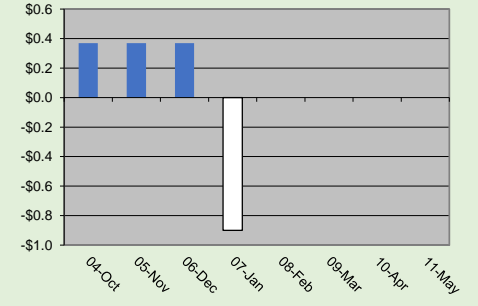


SOUTH PEACE ELEMENTARY (125)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$106	\$104	\$1
Supp.Staff	22	20	1
Disc.Subs	1	6	-5
Supp & Serv.	13	11	1
Total	141	141	-1

Overbudget 0.6%



Board Variance Report - Schools

January 31, 2023

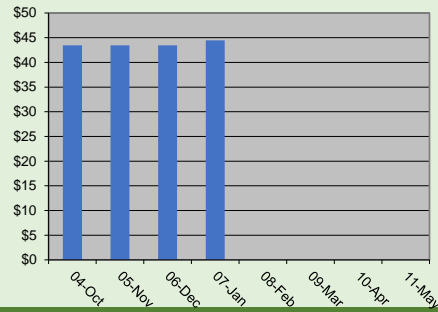
Actual Budget
YTD Surplus (\$000's):

TREMBLAY (109)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$559	\$565	-\$7
Supp.Staff	197	156	41
Disc.Subs	10	9	0
Supp & Serv.	44	34	10
Total	810	765	44

Underbudget 5.5%

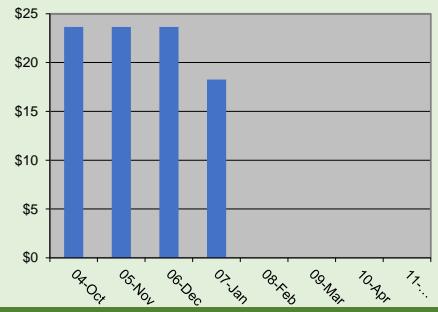


TUMBLER RIDGE ELEMENTARY (129)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$670	\$671	-\$1
Supp.Staff	154	152	2
Disc.Subs	4	7	-2
O&M	39	20	19
Total	868	849	18

Underbudget 2.1%



Board Variance Report - Schools

January 31, 2023

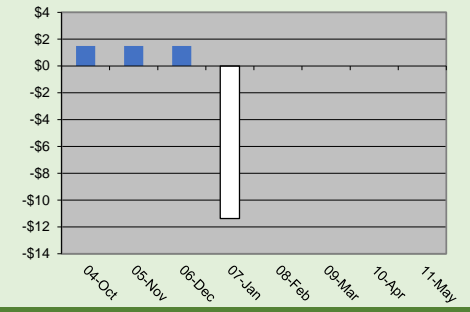
YTD Surplus (\$000's):

TUMBLER RIDGE SECONDARY (127)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$589	\$589	\$0
Supp.Staff	177	169	9
Disc.Subs	9	14	-5
Supp & Serv.	30	44	-15
Total	806	817	-11

Overbudget 1.4%

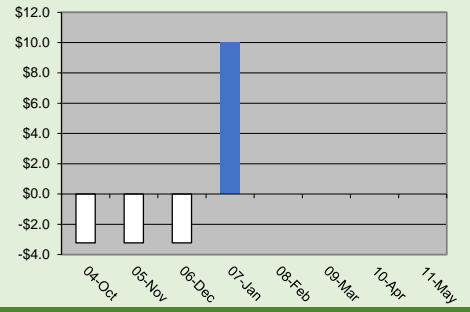


WINDREM (112)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$236	\$235	\$2
Supp.Staff	75	69	6
Disc.Subs	3	2	1
Supp & Serv.	12	10	2
Total	326	316	10

Underbudget 3.1%

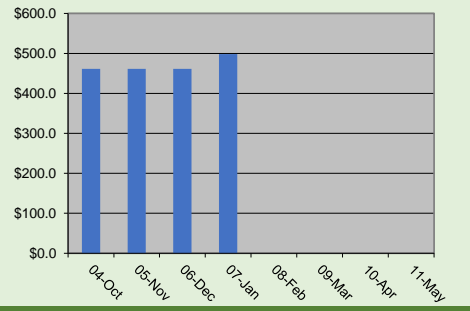


TOTAL ALL SCHOOLS

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$12,050	\$12,040	\$10
Supp.Staff	3,709	3,280	429
Disc.Subs	131	154	-23
Supp & Serv.	751	668	83
Total	16,640	16,142	498

Underbudget 3.0%



Amended Annual Budget

School District No. 59 (Peace River South)

June 30, 2023

School District No. 59 (Peace River South)

June 30, 2023

Table of Contents

Bylaw	1
Amended Annual Budget - Revenue and Expense - Statement 2	2
Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1	5
Amended Annual Budget - Operating Revenue and Expense - Schedule 2	6
Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source	7
Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object	8
Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object	9
Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3	11
Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds	12
Amended Annual Budget - Capital Revenue and Expense - Schedule 4	15

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 59 (Peace River South) Amended Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$63,197,641 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2022/2023.

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

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

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

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 59 (Peace River South) Amended Annual Budget Bylaw 2022/2023, adopted by the Board the _____ DAY OF _____, 2023.

Secretary Treasurer

School District No. 59 (Peace River South)

Statement 2

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,701,438	3,570,000
Total Ministry Operating Grant Funded FTE's	3,701,438	3,570,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	55,054,095	52,426,888
Other	273,065	253,295
Tuition	24,666	48,104
Other Revenue	2,678,539	2,452,045
Rentals and Leases	157,000	176,000
Investment Income	440,600	167,700
Amortization of Deferred Capital Revenue	1,702,419	1,703,519
Total Revenue	60,330,384	57,227,551
Expenses		
Instruction	44,892,251	42,094,444
District Administration	2,378,439	2,074,667
Operations and Maintenance	10,644,427	10,098,509
Transportation and Housing	4,438,961	4,282,292
Total Expense	62,354,078	58,549,912
Net Revenue (Expense)	(2,023,694)	(1,322,361)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,315,771	960,933
Budgeted Surplus (Deficit), for the year	292,077	(361,428)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	292,077	(361,428)
Budgeted Surplus (Deficit), for the year	292,077	(361,428)

School District No. 59 (Peace River South)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	51,624,112	49,294,265
Operating - Tangible Capital Assets Purchased	843,563	170,000
Special Purpose Funds - Total Expense	7,295,822	5,838,361
Capital Fund - Total Expense	3,434,144	3,417,286
Total Budget Bylaw Amount	63,197,641	58,719,912

Approved by the Board

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

School District No. 59 (Peace River South)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(2,023,694)</u>	<u>(1,322,361)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(843,563)</u>	<u>(170,000)</u>
Total Acquisition of Tangible Capital Assets	<u>(843,563)</u>	<u>(170,000)</u>
Amortization of Tangible Capital Assets	<u>2,254,505</u>	<u>2,237,647</u>
Total Effect of change in Tangible Capital Assets	<u>1,410,942</u>	<u>2,067,647</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(612,752)</u></u>	<u><u>745,286</u></u>

School District No. 59 (Peace River South)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2023

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	10,085,352		11,431,172	21,516,524
Changes for the year				
Net Revenue (Expense) for the year	(1,472,208)		(551,486)	(2,023,694)
Interfund Transfers				
Tangible Capital Assets Purchased	(843,563)		843,563	-
Net Changes for the year	(2,315,771)	-	292,077	(2,023,694)
Budgeted Accumulated Surplus (Deficit), end of year	7,769,581	-	11,723,249	19,492,830

School District No. 59 (Peace River South)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	47,349,321	46,256,488
Other	273,065	253,295
Tuition	24,666	48,104
Other Revenue	1,907,852	1,604,445
Rentals and Leases	157,000	176,000
Investment Income	440,000	165,000
Total Revenue	50,151,904	48,503,332
Expenses		
Instruction	38,289,770	36,580,818
District Administration	2,378,439	2,074,667
Operations and Maintenance	7,051,655	6,884,204
Transportation and Housing	3,904,248	3,754,576
Total Expense	51,624,112	49,294,265
Net Revenue (Expense)	(1,472,208)	(790,933)
Budgeted Prior Year Surplus Appropriation	2,315,771	960,933
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(843,563)	(170,000)
Total Net Transfers	(843,563)	(170,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 59 (Peace River South)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	46,111,425	46,050,799
ISC/LEA Recovery	(1,426,352)	(1,204,445)
Other Ministry of Education and Child Care Grants		
Pay Equity	944,395	944,395
Student Transportation Fund	441,458	441,458
Support Staff Benefits Grant	16,094	16,094
FSA Scorer Grant	8,187	8,187
Early Learning Framework (ELF) Implementation	522	
Premier's Award for Excellence in Education Bursary	1,000	
Labour Settlement Funding	1,252,592	
Total Provincial Grants - Ministry of Education and Child Care	47,349,321	46,256,488
Provincial Grants - Other	273,065	253,295
Tuition		
International and Out of Province Students	24,666	48,104
Total Tuition	24,666	48,104
Other Revenues		
Funding from First Nations	1,426,352	1,204,445
Miscellaneous		
Seconded Staff Recoveries	229,000	215,000
Substitute Staff Recoveries	95,000	80,000
Bus Charges	50,000	50,000
Miscellaneous	107,500	55,000
Total Other Revenue	1,907,852	1,604,445
Rentals and Leases	157,000	176,000
Investment Income	440,000	165,000
Total Operating Revenue	50,151,904	48,503,332

School District No. 59 (Peace River South)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Salaries		
Teachers	16,831,170	15,913,227
Principals and Vice Principals	3,366,278	3,210,865
Educational Assistants	4,715,076	4,262,680
Support Staff	5,907,237	5,752,883
Other Professionals	2,103,065	2,066,796
Substitutes	1,858,832	1,765,581
Total Salaries	34,781,658	32,972,032
Employee Benefits	8,192,893	7,855,625
Total Salaries and Benefits	42,974,551	40,827,657
Services and Supplies		
Services	1,792,294	1,578,109
Student Transportation	1,065,035	1,008,300
Professional Development and Travel	526,803	463,405
Rentals and Leases	26,000	26,000
Dues and Fees	393,988	393,291
Insurance	180,973	180,973
Supplies	2,493,868	2,669,209
Utilities	2,170,600	2,147,321
Total Services and Supplies	8,649,561	8,466,608
Total Operating Expense	51,624,112	49,294,265

School District No. 59 (Peace River South)

Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	13,970,647	759,750	109,108	542,501	179,306	1,021,759	16,583,071
1.03 Career Programs		30,872			174,060		204,932
1.07 Library Services	182,029		63,546			16,652	262,227
1.08 Counselling	563,345		46,030	71,235		19,703	700,313
1.10 Special Education	1,516,272		4,076,360	90,642	95,878	352,282	6,131,434
1.30 English Language Learning	62,068		86,597			6,144	154,809
1.31 Indigenous Education	506,339	381,988	310,542	122,744	64,413	40,000	1,426,026
1.41 School Administration	30,470	2,193,668		637,729		59,688	2,921,555
1.62 International and Out of Province Students							-
Total Function 1	16,831,170	3,366,278	4,692,183	1,464,851	513,657	1,516,228	28,384,367
4 District Administration							
4.11 Educational Administration				18,710	497,735	2,000	518,445
4.40 School District Governance					119,326		119,326
4.41 Business Administration				164,809	555,705		720,514
Total Function 4	-	-	-	183,519	1,172,766	2,000	1,358,285
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				50,855	316,900	1,000	368,755
5.50 Maintenance Operations				2,521,299		250,430	2,771,729
5.52 Maintenance of Grounds				454,519			454,519
5.56 Utilities							-
Total Function 5	-	-	-	3,026,673	316,900	251,430	3,595,003
7 Transportation and Housing							
7.41 Transportation and Housing Administration				54,413	99,742		154,155
7.70 Student Transportation			22,893	1,177,781		89,174	1,289,848
Total Function 7	-	-	22,893	1,232,194	99,742	89,174	1,444,003
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	16,831,170	3,366,278	4,715,076	5,907,237	2,103,065	1,858,832	34,781,658

School District No. 59 (Peace River South)

Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	16,583,071	3,799,228	20,382,299	2,072,638	22,454,937	21,650,966
1.03 Career Programs	204,932	47,553	252,485	119,900	372,385	409,337
1.07 Library Services	262,227	62,486	324,713	79,274	403,987	440,638
1.08 Counselling	700,313	159,644	859,957	17,150	877,107	801,815
1.10 Special Education	6,131,434	1,687,618	7,819,052	281,717	8,100,769	7,604,742
1.30 English Language Learning	154,809	40,561	195,370	23,339	218,709	160,899
1.31 Indigenous Education	1,426,026	337,309	1,763,335	314,884	2,078,219	1,910,900
1.41 School Administration	2,921,555	605,081	3,526,636	156,103	3,682,739	3,494,065
1.62 International and Out of Province Students	-	-	-	100,918	100,918	107,456
Total Function 1	28,384,367	6,739,480	35,123,847	3,165,923	38,289,770	36,580,818
4 District Administration						
4.11 Educational Administration	518,445	111,799	630,244	105,350	735,594	657,928
4.40 School District Governance	119,326	7,007	126,333	122,700	249,033	231,533
4.41 Business Administration	720,514	163,868	884,382	509,430	1,393,812	1,185,206
Total Function 4	1,358,285	282,674	1,640,959	737,480	2,378,439	2,074,667
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	368,755	83,077	451,832	214,100	665,932	649,402
5.50 Maintenance Operations	2,771,729	632,949	3,404,678	951,450	4,356,128	4,256,879
5.52 Maintenance of Grounds	454,519	107,076	561,595	147,400	708,995	680,603
5.56 Utilities	-	-	-	1,320,600	1,320,600	1,297,320
Total Function 5	3,595,003	823,102	4,418,105	2,633,550	7,051,655	6,884,204
7 Transportation and Housing						
7.41 Transportation and Housing Administration	154,155	35,520	189,675	99,300	288,975	241,132
7.70 Student Transportation	1,289,848	312,117	1,601,965	2,013,308	3,615,273	3,513,444
Total Function 7	1,444,003	347,637	1,791,640	2,112,608	3,904,248	3,754,576
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	34,781,658	8,192,893	42,974,551	8,649,561	51,624,112	49,294,265

School District No. 59 (Peace River South)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	6,525,135	4,990,761
Other Revenue	770,687	847,600
Total Revenue	7,295,822	5,838,361
Expenses		
Instruction	6,602,481	5,513,626
Operations and Maintenance	654,100	285,789
Transportation and Housing	39,241	38,946
Total Expense	7,295,822	5,838,361
Budgeted Surplus (Deficit), for the year	-	-

School District No. 59 (Peace River South)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
Deferred Revenue, beginning of year	\$ 368,311	\$ 23,525	\$ 804,636	\$ 29,701		\$ 63,237	\$ 80,773	\$	\$
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	285,789	156,745		192,000	31,850	86,872	380,505	293,013	3,200,786
Other			680,000						
	285,789	156,745	680,000	192,000	31,850	86,872	380,505	293,013	3,200,786
Less: Allocated to Revenue	654,100	180,270	700,000	221,701	31,850	150,109	461,278	293,013	3,200,786
Deferred Revenue, end of year	-	-	784,636	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	654,100	180,270		221,701	31,850	150,109	461,278	293,013	3,200,786
Other Revenue			700,000						
	654,100	180,270	700,000	221,701	31,850	150,109	461,278	293,013	3,200,786
Expenses									
Salaries									
Teachers						48,603	20,885	164,160	2,600,165
Educational Assistants		139,535				30,386	239,624		
Support Staff	156,578			139,804			30,686	18,139	
Other Professionals				14,877	9,298		15,011	31,893	
Substitutes					6,000	13,100		21,000	
	156,578	139,535	-	154,681	15,298	92,089	306,206	235,192	2,600,165
Employee Benefits	38,211	40,735		47,676	3,405	21,501	84,071	52,925	600,621
Services and Supplies	459,311		700,000	19,344	13,147	36,519	71,001	4,896	
	654,100	180,270	700,000	221,701	31,850	150,109	461,278	293,013	3,200,786
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 59 (Peace River South)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Federal Safe Return to Class / Ventilation Fund	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	ECL Early Care & Learning	Early Learning Funds
Deferred Revenue, beginning of year	\$	\$ 24,459	\$ 85,101	\$ 89,021	\$ 200,248	\$	\$	\$	\$ 49,193
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	202,338	14,782	55,000		2,000	459,079	25,000	175,000	10,000
Other									10,000
	202,338	14,782	55,000	-	2,000	459,079	25,000	175,000	10,000
Less: Allocated to Revenue	202,338	39,241	140,101	89,021	202,248	459,079	25,000	175,000	40,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	19,193
Revenues									
Provincial Grants - Ministry of Education and Child Care	202,338	39,241	140,101	89,021	202,248	459,079	25,000	175,000	40,000
Other Revenue									40,000
	202,338	39,241	140,101	89,021	202,248	459,079	25,000	175,000	40,000
Expenses									
Salaries									
Teachers					14,581				
Educational Assistants			16,687				15,624		
Support Staff								87,270	
Other Professionals					14,928				
Substitutes	169,151		66,321						
	169,151	-	83,008	-	29,509	-	15,624	87,270	-
Employee Benefits	33,187		18,878		7,271		4,391	18,253	
Services and Supplies		39,241	38,215	89,021	165,468	459,079	4,985	69,477	40,000
	202,338	39,241	140,101	89,021	202,248	459,079	25,000	175,000	40,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 59 (Peace River South)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Career Grants	TOTAL
	<u>\$</u>	<u>\$</u>
Deferred Revenue, beginning of year	20,687	1,838,892
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care		5,560,759
Other	10,000	700,000
	<u>10,000</u>	<u>6,260,759</u>
Less: Allocated to Revenue	30,687	7,295,822
Deferred Revenue, end of year	<u>-</u>	<u>803,829</u>
Revenues		
Provincial Grants - Ministry of Education and Child Care		6,525,135
Other Revenue	30,687	770,687
	<u>30,687</u>	<u>7,295,822</u>
Expenses		
Salaries		
Teachers		2,848,394
Educational Assistants		426,232
Support Staff		360,831
Other Professionals		173,277
Substitutes		275,572
	<u>-</u>	<u>4,084,306</u>
Employee Benefits		971,125
Services and Supplies	30,687	2,240,391
	<u>30,687</u>	<u>7,295,822</u>
Net Revenue (Expense)	<u>-</u>	<u>-</u>

School District No. 59 (Peace River South)

Amended Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2023

	2023 Amended Annual Budget			2023 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,179,639		1,179,639	1,179,639
Investment Income		600	600	2,700
Amortization of Deferred Capital Revenue	1,702,419		1,702,419	1,703,519
Total Revenue	2,882,058	600	2,882,658	2,885,858
Expenses				
Operations and Maintenance	1,179,639		1,179,639	1,179,639
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,759,033		1,759,033	1,748,877
Transportation and Housing	495,472		495,472	488,770
Total Expense	3,434,144	-	3,434,144	3,417,286
Net Revenue (Expense)	(552,086)	600	(551,486)	(531,428)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	843,563		843,563	170,000
Total Net Transfers	843,563	-	843,563	170,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	291,477	600	292,077	(361,428)

2022-2023 Amended Budget

SD No.59 Peace River South

Budget Monitoring and Reporting – Policy 5005

The Board of Education recognizes its responsibility for the effective use of funds received from the Ministry of Education and other sources. The Board of Education has a duty to govern the district in a fiscally responsible manner, while supporting the priorities and strategies of its Strategic Plan. The School Act requires the Board to develop an annual operating budget, in the form and containing the content specified by the Ministry of Education.

The Board will be provided with supporting materials, budget highlights and assumptions, implementation strategies and financial and business risks to assist in its understanding of the district's financial health prior to decision making. The budget will support the district's strategic priorities and operational plans.



Budget Timeline

One-year budget cycle

Enrollment Count

Sept 29, 2022



Budgets reviewed and amended to reflect Sept 29 FTE, staffing and other updated information.

Amended Funding

Dec 16, 2022



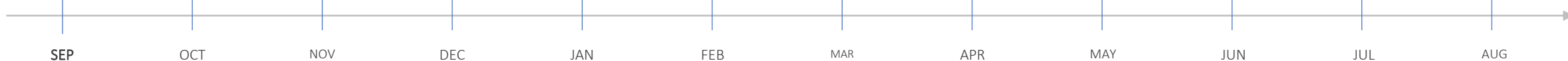
Adjustments as required from funding Announcement.

Amended Budget Bylaw

Feb 28, 2023



Amended Budget



Preliminary budget developed on assumptions for upcoming school year, public consultation period.



Preliminary Budget

Preliminary Funding

Mar 18, 2022

Preliminary Budget Bylaw

Jun 30, 2022

Fund Accounting

Operating Fund

District's daily operating transactions

- Instruction
- Learning Services
- District Administration
- Operations and Maintenance
- Transportation

Special Purpose Funds

Funds that are restricted for a specific purpose

- Ministry- designated activities
- School generated funds (trust accounts)
- Other sources with restrictions

Capital Funds

Financial activities related to tangible capital assets, including land, building, furniture, computers and equipment

- Ministry funded programs (SEP, CNCP, PEP, school buses)
- Capital asset purchases funded from the transfer of Operating Funds



Revenue Assumptions

Enrollment

K-12	365,362
English Language Learners	12,680
Indigenous Education	64,165
Special Education	28,860

Other Ministry Funding

Salary Differential	-410,237
Equity of Opportunity Supplement	-204
Early Learning Framework	522
Premier's Excellence Award	1,000
Collective Agreement Funding	1,252,592

Other

MCFD Contracts	9,270
District Mentorship Grant	10,500
Staff Recoveries	29,000
Rental Income	-19,000
Investment Income	275,000
Out of Province Enrollment	-23,438
Miscellaneous	52,500

TOTAL \$ 1,648,572

Collective Agreement Funding

The Amended Budget includes collective agreement funding of \$1,252,592 for teachers and excluded staff. Funding for support staff will be announced once all member locals have ratified agreements.

The district is unable to budget for grants that have not yet been announced. If agreements have been ratified additional salary expenses should be included but will need to be covered by prior year surplus' that are available.



Operating Budget Comparison

	Revenue	Expenses	Net Revenue (Expenses)
Preliminary 22/23 Budget	48,503,332	49,294,265	-790,933
Changes			
Enrollment	471,067		471,067
Other MoEd Funding	843,673		843,673
Other Revenues	333,832		333,832
Collective Agreement/Excluded Increases		1,520,500	-1,520,500
Average Cost Adjustment		-207,500	207,500
Service Improvement Allocation		11,450	-11,450
Mentorship Grant - Intervention Support		10,500	-10,500
Indigenous Education		72,850	-72,850
Recruitment		80,000	-80,000
Staff Wellness		20,000	-20,000
Operations & Transportation		89,800	-89,800
Additional Curriculum Support - computer technician		26,380	-26,380
Admin Professional Development		24,500	-24,500
Funding to Schools		505,000	-505,000
Inclusive Education Equipment		35,000	-35,000
Miscellaneous		141,367	-141,367
Amended 22/23 Budget	50,151,904	51,624,112	-1,472,208
Local Capital Purchases			-843,563
Transfer from Internally Restricted			
Strategic Plan Initiatives			370,933
Prior Year Local Capital			174,436
Prior Year Service Improvement Allocation			11,453
Prior Year Indigenous Education Surplus			108,684
Estimated Support Staff Labour Settlement Funding			473,616
Legal - Environmental Remediation			85,000
Portables			500,000
Pouce Coupe Expansion Project			44,062
School Surpluses			547,587
Budgeted Surplus (Deficit), for the year			0

Capital Expenditures

Capital Expenditure	Preliminary Budget	Adjustment	Amended Budget
School Major Equipment Fund	50,000	0	50,000
School Capital Purchases		9,590	9,590
Bobcat Renewal Contract	15,000	0	15,000
Bus Replacement Over-charge	22,000	-590	21,410
Floor Burnisher	13,000	0	13,000
Box Sander	10,000	0	10,000
1 ton Van	60,000	0	60,000
Plow Truck		65,000	65,000
1/2 Ton Pickup Truck		38,987	38,987
SUV		30,637	30,637
Street Sweeper		7,500	7,500
Pouce Coupe Expansion Project		44,062	44,062
Two Portables		500,000	500,000
	170,000	695,186	865,186
Credit from Prior Year			-21,623
Tangible Capital Assets Purchased (Schedule 2)			843,563

Reserve Summary

	Est June 2023	2022	2021	2020	2019
Internally Restricted	1,786,567	3,643,721	2,058,880	1,256,241	2,570,088
Unrestricted	5,883,014	6,441,631	6,530,601	5,882,422	3,826,524
Total Operating Surplus	\$ 7,669,581	\$ 10,085,352	\$ 8,589,481	\$ 7,138,663	\$ 6,396,612
Unrestricted Surplus as a % of annual operating expenses	11%	14%	15%	13%	9%

Reserve Summary

Internally Restricted Reserves	Opening	Allocation	Closing
School Surpluses	547,586	-547,586	0
Service Improvement Allocation	11,453	-11,453	0
Indigenous Education Surplus	108,684	-108,684	0
Two Portables	600,000	-500,000	100,000
Strategic Plan Initiatives	2,157,500	-370,933	1,786,567
Pouce Coupe Expansion Project	44,062	-44,062	0
Capital Purchases	174,436	-174,436	0
	3,643,721	-1,757,154	1,886,567
Reallocation to unrestricted for Portables			-100,000
			1,786,567

Special Purpose Funds

Just B4

Just B4 is a new program within Tremblay Elementary, it is an early childhood education program which is specifically designed to support children the year before they enter kindergarten. It is a half-day licensed pre-school child care program that operates in conjunction with existing StrongStart BC spaces in schools. In SD59 the early childhood educator teaches StrongStart in the morning and Just B4 in the afternoon.

Early Care and Learning (ECL)

The province provided funding to all school districts to complete an environmental scan of existing early learning and child care on school grounds, both licensed child care programs and other programs that serve children and families through an inventory of programs, initiatives and pilots.

The Environmental Scan will support schools and districts and the Ministry of Education and Child Care to understand the landscape of early learning and child care and provide baseline data to support a planned, integrates approach to strengthen capacity in schools and districts and to grow early learning and child care on school grounds.

Student and Family Affordability Fund

The Student and Family Affordability Fund is one-time funding that is provided to districts to help make back-to-school more affordable for students and their families that are struggling with rising costs of living due to inflation.

The funding is to help expand school meal programs, make sure students have the school supplies they need and cover additional fees so that students in need can take part in activities.

Strategic Plan Initiatives



	Total Allocation	June 2022 Balance	Allocated 2022/23	Estimated June 2023 Balance
Initial Allocation - Jan 2021				
Diversabilities	30,000	0		0
Social Emotional Learning	30,000	20,000	0	20,000
Effective Communication	35,000	35,000	-25,000	10,000
Core Competencies	20,000	20,000	0	20,000
Numeracy	75,000	75,000	-30,000	45,000
Literacy	35,000	35,000	-20,000	15,000
Equitable and Effective use of Resources	135,000	135,000	0	135,000
Equitable access to technology and digital citizenship	125,000	75,000	-50,000	25,000
	485,000	395,000	-125,000	270,000
2nd Allocation - Jan 2022				
Recruitment and Retention	75,000	75,000	-35,000	40,000
Succession Planning	500,000	500,000	-63,933	436,067
Technology	250,000	250,000		250,000
Engineering Environmental Scan	60,000	60,000	-10,000	50,000
District Level Student Voice	50,000	50,000		50,000
MDI	67,500	67,500	-25,000	42,500
Implementing the K-12 Student Reporting Policy	55,000	55,000	-10,000	45,000
MyEd Training	55,000	55,000	-40,000	15,000
Staff Wellness	50,000	50,000	-20,000	30,000
Fireproof Room	550,000	550,000		550,000
Building Capacity - differential instruction	50,000	50,000	-42,000	8,000
	1,762,500	1,762,500	-245,933	1,516,567
Sub Total	2,247,500	2,157,500	-370,933	1,786,567

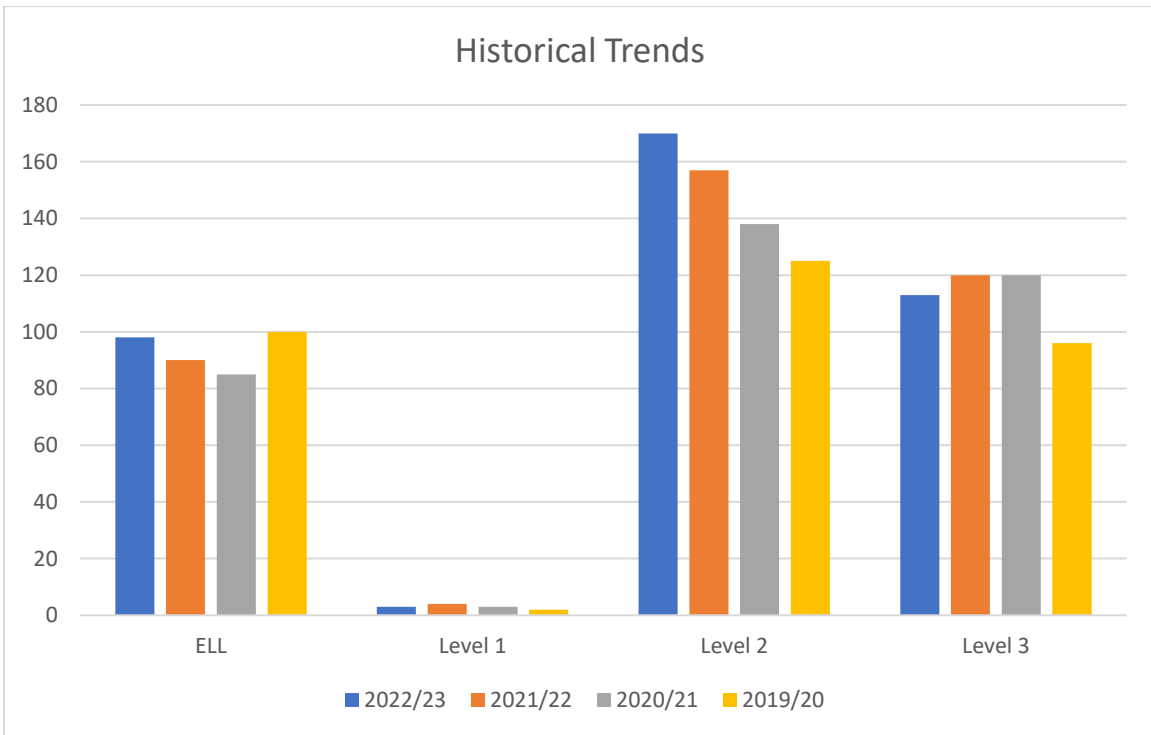
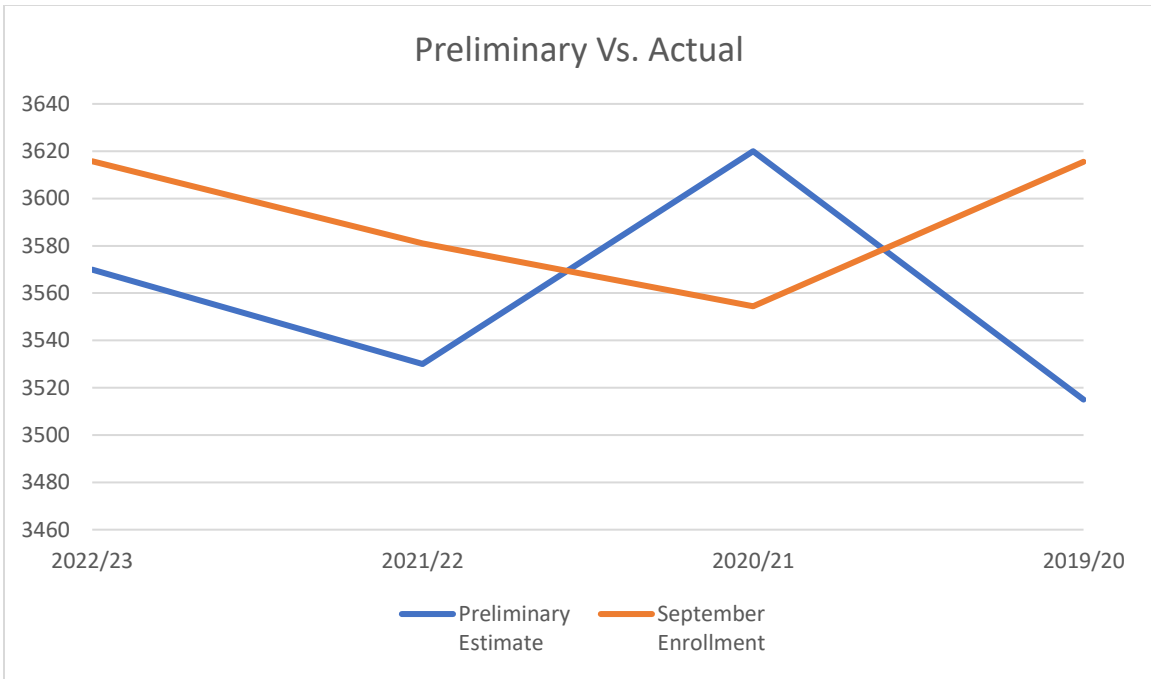
2023/24 Preliminary Enrollment

Individual School Administration Estimates

	School Projection	Actual 2022/23	Change
Canalta Elementary	247	267	-20
Crescent Park Elementary	260	256	4
Ecole Frank Ross Elementary	475	466	9
Dawson Creek Secondary - SPSS	585	594.625	-9.625
Dawson Creek Secondary - Central	364	391	-27
Tremblay Elementary	155	153	2
Pouce Coupe Elementary	120	114	6
Chetwynd Secondary	270	268.125	1.875
Windrem Elementary	69	70	-1
Don Titus Montessori	130	124	6
Devereaux Elementary	82	86	-4
Moberly Lake Elementary	31	33	-2
Parkland Elementary	63	61	2
South Peace Elementary	37	33	4
Tumbler Ridge Secondary	160	160	0
Tumbler Ridge Elementary	215	216	-1
Little Prairie Elementary	205	217	-12
Peace View School	31	32	-1
McLeod Elementary Secondary	64	66	-2
Kelly Lake	8	8	0
	3571	3615.75	-44.75

Historical Trends

	K-12 Standard						
	Preliminary Estimate	September Enrollment	Indigenous	ELL	Level 1	Level 2	Level 3
2022/23	3570	3615.75	1191	98	3	170	113
2021/22	3530	3581.06	1186	90	4	157	120
2020/21	3620	3554.44	1144	85	3	138	120
2019/20	3515	3615.56	1149	100	2	125	96



Step 1: Enter your school district number here:

59

Peace River South

Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2022/23 Interim Base	Estimated Enrolment						Notes
		2023/24		2024/25		2025/26		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0	
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0	
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0	
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	3,615.7500	3,605.0000	3,657.8169	3,615.0000	3,709.8997	3,625.0000	3,672.8408	
Continuing Education FTE (School-Age)	0.0000		0.0000		0.0000		0.0000	
Alternate Schools FTE (School-Age)	0.0000		0.0000		0.0000		0.0000	
Distributed Learning FTE (School-Age)	23.6875	22.0000	23.6875	22.0000	23.6875	22.0000	23.6875	
Total Estimated School-Age Enrolment	3,639.4375	3,627.0000	3,681.5044	3,637.0000	3,733.5872	3,647.0000	3,696.5283	
Change from Previous Year		-12.4375	42.0669	10.0000	52.0828	10.0000	-37.0589	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	3	4	3	4	3	4	3	
Level 2 Special Needs FTE	170	182	202	194	240	200	285	
Level 3 Special Needs FTE	113	115	124	120	136	125	149	
English Language Learning FTE	98	105	98	110	98	115	98	
Indigenous Education FTE	1,191	1,190	1,198	1,195	1,205	1,200	1,212	
Adult Education FTE (Non-Graduates only)	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	22.0000	22.0000	22.0000	22.0000	22.0000	22.0000	22.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0		0		0		0	
Level 2 Special Needs FTE Growth (All Schools)	0		0		0		0	
Level 3 Special Needs FTE Growth (All Schools)	0		0		0		0	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0		0		0		0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	40.0000	36.0000	40.0000	36.0000	40.0000	36.0000	40.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	