



PUBLIC BOARD MEETING

The Board of Education of School District No. 59 (Peace River South) will be holding its Public Board Meeting on Wednesday, February 21, 2024 starting at 1:00 pm at the School 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 20, 2024 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 21, 2024 @ 1:00 PM

Place: School Board Office – Dawson Creek, BC

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

APPROVAL OF AGENDA

RECOMMENDED MOTION: THAT the Board of Education of School District No. 59 (Peace River South) approve the February 21, 2024 Regular Meeting agenda as presented.

1. ITEMS FOR ADOPTION

R1.1 – Regular Board Meeting Minutes – January 24, 2024

R1.2 – Excerpts Closed Meeting – January 24, 2024

2. BUSINESS ARISING

3. ESSENTIAL ITEMS

4. PRESENTATIONS

5. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 – School/Student News

R5.2 – International Field Trip

RECOMMENDED MOTION: THAT the Board of Education of School District No. 59 (Peace River South) grant approval, in principle, to Dawson Creek Secondary School - Central Campus to proceed with planning the Spring 2025 international field trip to Europe.

R5.3 – Framework for Enhancing Student Learning Feedback

R5.4 – BCPSEA Pre-employment Hiring Incentives for SD59

6. REPORTS FROM THE SECRETARY-TREASURER

R6.1 – Monthly Financial Report - January 2024

R6.2 – 2023-2024 Amended Annual Budget

RECOMMENDED MOTIONS:

THAT the School District No. 59 (Peace River South) Amended Annual Budget Bylaw for the fiscal year 2023-2024 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,241,442 for the 2023-2024 fiscal year be read a first time.

THAT the School District No. 59 (Peace River South) Amended Annual Budget Bylaw for the fiscal year 2023-2024 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,241,442 for the 2023-2024 fiscal year be read a second time.

THAT the Board allows the third reading of 2023-2024 Amended Budget Bylaw to occur in the February 21, 2024 meeting.



School District No.59 (Peace River South)

THAT the School District No. 59 (Peace River South) Amended Annual Budget Bylaw for the fiscal year 2023-2024 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,241,442 for the 2023-2024 fiscal year be read a third time, passed, and adopted.

R6.3 – 2024-2025 Budget:

- a) Opportunities for Focus
- b) Three Year Enrolment Projections
- c) January 24, 2024 Consultation Report

R6.4 – Major Capital Update: Crescent Park Elementary Expansion Project

RECOMMENDED MOTION: *THAT, the Board of Education of School District No. 59 (Peace River South) approve the Crescent Park Expansion project estimated cost of \$9,200,000 for Option 3: Connected Five Classroom Addition with Universal Washrooms, new Administration Office and Library; AND FURTHER, that the Board of Education allocate the incremental cost of the project over and above the Ministry of Education and Child Care funding of \$7.5 million, from operating reserves to a maximum of \$1,700,000.*

R6.5 – Secretary Treasurer Report – February 2024

7. TRUSTEE ITEM

- R7.1 – BCSTA Update – R. Gulick
R7.2 – Use of School Facilities - C. Anderson

8. COMMITTEE REPORTS

- R8.1 – Indigenous Education Councils

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 13, 2024

ADJOURNMENT

RECOMMENDED MOTION: *THAT the Regular Meeting be adjourned.*



School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59

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

Open Board Meeting Minutes

DATE & TIME: January 24, 2024 – 1:00 PM

PLACE: School Board Office, Dawson Creek, BC

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

C. Fennell, Superintendent
K. Morris, Secretary-Treasurer
R. Schwartz, Recording Secretary

Called to Order – 1:04 PM

The Board Chair acknowledged that we share this territory with the people of Treaty 8.

APPROVAL OF AGENDA

Additions: Nil

Deletions: Nil

(2024-01-004)
MOVED/SECONDED – Wards/Mounsey
THAT, the Regular Meeting agenda be approved as printed.
CARRIED

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – December 20, 2023

The Chair asked for any corrections to the minutes. It was noted to change R. Gulick to T. Jones (page 5 agenda title R7.2).

(2024-01-005)

The Chair declared the minutes of the open meeting December 20, 2023, approved as amended.

R1.2 Excerpts of Closed Board Meeting – December 20, 2023

(2024-01-006)

The Chair declared the excerpts of the closed board meeting December 20, 2023, approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

5.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 School/Student News

The Superintendent reported school/student news:

- The Feeding Futures programs are going well in schools.
- Grade 1 students at Canalta Elementary are setting goals, and students are writing about 'snow many ways to be kind' and posting their kind notes on the welcome bulletin board at the entrance of the school.
- Little Prairie grade 1 students are working on engineering skills; the school held a winter celebration and the public health nurse to come in and talk about germs.
- Moberly Lake Elementary students had fun swimming at the local recreation centre in Chetwynd.
- Grade 1 students at Don Titus are practicing their literacy skills and grade 5,6,7 students are working on STEM projects.
- Tumbler Ridge Secondary School students are completing some amazing artwork, the Mayor of Tumbler Ridge and MLA Bernier visited the school's fish farm.
- McLeod Elementary received a grant from Shell and the Northern Health IMAGINE grant to purchase new outdoor sporting activity equipment. The school was able to purchase new cross-country ski, skating, and curling equipment.
- Students at Crescent Park Elementary School are celebrating their learning - Mrs. Bricker's grade 3-4 class studied the book, Be a Good Ancestor and then shared their learning; Mrs. Graham's Kindergarten class learned about various jobs in healthcare and animal care and then invited parents to be patients and learn about these careers.
- Parkland Elementary students had fun completing the egg drop test.
- Tremblay Elementary School had their first visit to Bear Mountain Ski Hill.

- Chetwynd Secondary School students created a dream catcher for the grade 7 students and placed a feather in the dream catcher which represents their belonging to the school. This was an impactful and welcoming gesture by the students and very appreciated by the grade 7 students entering the building.
- Ann Sherk has been appointed as the Principal of South Peace Elementary School.
- Caron Myint has been appointed as the Principal of Peace View Elementary School.

R5.2 Student Voice Initiatives Follow-up

Mr. Chisholm presented the information and follow up report on the student voice initiative to the board.

The student voice student group completed an environmental scan and presented their findings and recommendations to the board in June 2023. Since then, the student voice group prioritized their recommendations and costing was completed by the Director of Operations.

The three priority initiatives that students would like addressed are: connectivity, washrooms and lighting.

Issues with connectivity may be related to technology and software. A technology review may be helpful to assess current issues and a systematic plan with a multi-year timeline needs to be developed to address the issues raised by the students.

Under the washroom initiative, the students identified four areas of priority: non-gender washrooms, privacy (gaps in stall partitions), feminine products and sink taps.

It was apparent the students' preference was to have non-gender washrooms. Updating washrooms to non-gender washrooms is a priority of the district as well. Three new non-gender washrooms are in the AFG plan; two will be completed by September 2024 and the third one will be completed in the 2024-25 school year. The facilities department will purchase gap fillers for all multi-stall washrooms. The district will move to plastic tampons and work with school staff and students to determine the best method to distribute them since there are no wall dispensers available for that type of tampon. The students also indicated they would like all sink taps to be sensor driven which would be environmentally sustainable as it would be saving water and increase the level of cleanliness in school washrooms by deterring mischievous behaviour. This initiative is already on the radar of the facilities department and to date approximately 75% of all washroom sinks have sensor taps and an ongoing plan to change out the remaining taps.

Lighting was the third priority of the student voice group; the students asked for consistency across the district. The district has a standard lighting protocol and is currently in the process of updating all fluorescent lights to LED fixtures. The facilities department dedicates \$150,000 per year to lighting upgrades. There is currently a five-year plan to move all fixtures to LED.

R5.3 Northern Teaching Practicum Incentive

The Northern Recruitment and Retention Pilot working group is collaborating with the Ministry of Education and Child Care to launch the Northern BC Rural Practicum Placement Awards. The \$8,000 incentive will be available to teacher candidates that complete a practicum in identified Northern School Districts. Funding for the incentive is provided through the Stronger BC Future Ready Action Plan. The program is being delivered as a pilot starting in the spring of 2024, and how the pilot does will help inform an approach for future decisions.

R5.4 Enrolment Limits for Don Titus Montessori

To help ensure students have access to their identified catchment area school, class size limits have been set at Don Titus Montessori school (a school of choice). The intent is to allow the school to have a few seats open that can be used to accommodate new student enrolment for families moving into the school's catchment area throughout the year. Due to space constraints, new classrooms will not be opened in the school. The class size limits will follow the class size adjustment averages set by the District.

R5.5 2024-25 School Calendar Draft

Director of Instruction, Jan Proulx presented the draft school calendar for the 2024-25 school year to the board. 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 calendar will be circulated for feedback. The consultation period allows for public feedback before the calendar is adopted by the board and submitted to the Ministry of Education and Child Care before March 31st.

R5.6 International Field Trip

Final approval for the March 2024 international field trip to Europe was requested by Dawson Creek Secondary School – South Peace Campus. Mr. Chisholm reviewed the documentation in place for the trip and brought forward the recommendation to come to the Board.

(2024-01-007)

MOVED/SECONDED – Hillton/Schurmann

THAT, the Board grant final approval to Dawson Creek Secondary School for the international field trip to Europe from March 18th to 29th, 2024.

CARRIED

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 Secretary Treasurers Report for January 2024

The Secretary Treasurer's report for January was provided for information.

R6.2 Financial Report for December 2023

The monthly financial report was presented by the Secretary-Treasurer.

A new format for the monthly financial report was presented. The reporting compares actual expenditure categories to budgets with a focus on the budget remaining for the rest of the fiscal year ending June 30, 2024. The new format provides more detail to the Board around revenues, expenses, and school budgets. Over time the reports will also evolve to a comparison to previous year.

R6.3 2024-2025 Preliminary Budget – Draft 1

The Secretary Treasurer presented the first draft of the 2024-2025 Preliminary Budget.

The Secretary Treasurer reviewed the budget cycle and the steps in developing a budget. The budget is developed considering enrolment projections, revenue assumptions, adjustments to accounting treatment, expense assumptions, and existing surplus and reserves. The budget

must also consider risk and other unexpected conditions such as enrolment changes, contract changes, projects, interest rate changes etc. The Secretary Treasurer will be incorporating three-year projection modelling which will assist in forecasting for future budgets and connect resource allocation to the strategic plan.

The Board is hosting an engagement opportunity this evening for budget consultation and strategic plan discussions to occur. The feedback from this opportunity will be factored into the development of the 2024-25 Preliminary Budget and the next strategic plan.

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – R. Gulick

Trustee Gulick presented the latest news and events from the BCSTA. The BCSTA Provincial Council meeting will be held on February 24, 2024.

The BCSTA Northern Interior Branch meeting will be held in Prince George on February 2-3, 2024.

The date for the BCSTA Leadership series workshop originally scheduled for May 4th in Prince George is being changed. New dates are April 27th or May 18th. Confirmation will be sent out.

8.0 COMMITTEE REPORTS

R8.1 Indigenous Education Councils

Trustee representatives for the Indigenous Education Councils reported on the latest news from the Education councils. Both Education Councils reviewed Indigenous student data from the How Are We Doing (HAWD) report. The annual report is specific to Indigenous students in BC and school districts can access data specific to their district. The report is used to identify success as well as identify areas for growth. Councils also discussed the changes in the budget process.

The Indigenous Education Council in Chetwynd had a presentation from Windrem Elementary grade 7 students who shared how their mentorship program with Chetwynd Secondary School is helping students feel confident and comfortable with the transition into the high school. Council also reflected on the enhancement meeting that was held in November.

R8.2 Policy Committee

The Policy Committee has updated Policy 2150 Trustee Roles and Responsibilities to include more specific information related to trustee code of conduct. The Policy Committee is also recommending a change to the name of the policy to Trustee Code of Conduct. The Policy Committee brought forward the policy and regulation to be circulated for review.

(2024-01-008)

MOVED/SECONDED – Gulick/Jones

THAT, the Board circulate Policy and Regulation 2150 Trustee Roles and Responsibilities (new proposed name – Trustee Code of Conduct) for feedback for a minimum of period of 45 days.

CARRIED

9.0 DIARY

10.0 NOTICE OF MOTION

11.0 QUESTION PERIOD

A question-and-answer period was provided.

12.0 FUTURE BUSINESS

R12.1 - Regular Board Meeting – February 21, 2024

ADJOURNMENT

(2024-01-009)

MOVED – Jones

THAT, the Regular Meeting be terminated. (2:48 PM)

CARRIED

CERTIFIED CORRECT:

C. Anderson, Board Chair

K. Morris, Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Closed Board Meeting
DATE: January 24, 2024 11:00 AM
PLACE: School Board Office – Dawson Creek, BC

The meeting was called to order at 11:38 a.m. and the following was reported:

Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – December 20, 2023

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:

Nil

Adjournment Motion @ 11:54 a.m.

CERTIFIED CORRECT:

C. Anderson, Board Chair

K. Morris, Secretary Treasurer



School District No.59 (Peace River South)

February 21, 2024

To the Board of Education of School District No.59, Peace River South

Regarding approval to proceed for student trip to Europe, Spring Break, 2025.

This letter is to inform you that Lauren Groff, teacher, and Cynthia Percy, Principal at Dawson Creek Secondary School: Central Campus have asked for approval to begin the formal planning process for a student trip to Europe in the spring of 2025.

The trip would be open to grade 9 students from the Dawson Creek Secondary School: Central Campus. The tentative itinerary has students traveling to cities in France, Germany, and England to tour areas known to be predominantly Canadian battle fields during World Wars I and II. The tentative trip dates are March 16th – March 31st, 2025, during Spring Break. The trip is being booked through EF Educational Tours, a well-established Canadian company with over 55 years of experience offering educational trips for students. The EF Tours website describes their mission and foundation: Our company's roots are in language learning and cultural exchange, and over time, EF's mission to provide immersive, life-changing education has remained the same (<https://www.eftours.ca/our-story>). School District No. 59 students will be responsible for the cost of international travel, visitor visa and administration fees. The total cost for each student to travel will be approximately \$5,500. Ms. Groff has significant plans to work with the students to offset costs through fundraising activities.

The trip includes typical tourist activities, cultural events, and organized tours of historically significant sites.

Based upon the paperwork received to date, this trip could 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 of School District No. 59 (Peace River South) grant approval, in principle, to Dawson Creek Secondary School - Central Campus to proceed with planning the international field trip to Europe in the spring of 2025.

I will continue to work with the trip organizers to ensure that student safety is at the forefront in their planning.

Sincerely,

Paul Chisholm
Director of Instruction
SD No.59, Peace River South



From Vimy to Juno: History of Canada in the World Wars

10 or 12 DAYS

Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

Not included in the program fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

Overnight stays: Berlin (2); Amsterdam (2); Vimy region (1); Normandy region (1); Paris (2); [London \(2\)](#).

Sightseeing tours led by an expert:

Berlin; Sachsenhausen Concentration Camp Memorial Site; National Liberation Museum; Amsterdam; Paris; [London](#).

Entrances included: Cold War Panel Discussion; Groesbeek Canadian War Cemetery; Freedom Museum; Anne Frank House; Essex Farm Cemetery; In Flanders Fields Museum; Last Post Ceremony at the Menin Gate; Vimy Ridge Historic Site; Beaumont-Hamel Newfoundland War Memorial; Juno Beach Centre; [Churchill War Rooms](#) or [HMS Belfast](#).

Optional Excursions: Volendam & Zaanse Schans; Versailles.

Please note that the following is a sample timed itinerary for this EF tour with approximate addresses, activity durations, and transfer times. Exact timing may vary based on available flights, hotel location, scheduled activity bookings, traffic, etc. Your EF Tour Director is available to the group 24/7 while on tour. EF works with Group Leaders to ensure that travellers have a safe and memorable experience while on tour.

Day 1: Fly overnight to Berlin!

Day 2: Berlin

Afternoon: Arrive in Berlin

Welcome to historic Berlin, once again the German capital. For many years the city was defined by the wall that separated its residents, but since the monumental events that ended Communist rule in the East, Berlin has re-emerged as a treasure of arts and architecture with a vibrant heart.

5:00pm: Group dinner at a restaurant in central Berlin

7:00pm: Travel by private motorcoach to the hotel in Berlin

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 3: Berlin

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to central Berlin

10:00am: Guided sightseeing of Berlin

On your guided bus tour over to the Eastern sector, pass the Reichstag, former seat of the parliaments of the German Empire and the Weimar Republic. Arrive at the Brandenburg Gate, once the symbol of the undeclared Cold War, and now the symbol of a reunited Berlin. It was at this gate that the famous images of East and West Berliners dancing atop the crumbling Berlin Wall were filmed and broadcast around the world. As you see Checkpoint Charlie and remnants of where the Berlin Wall actually stood, imagine the bleak watchtowers and piercing spotlights that guarded "the border" until November 1989.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Guided excursion to Sachsenhausen Concentration Camp Memorial Site

Located north of Berlin, Sachsenhausen was a German concentration camp that operated from 1936 to 1945. It was primarily used by Nazi forces as a detention camp for political prisoners. From 1945 to 1950, it was referred to as "Special Camp #7" by occupying Stalinist Soviet forces who also used it to house political prisoners.

5:00pm: Panel Discussion about the Cold War

Today, learn about German history from those who lived it as you participate in a panel discussion about life in East and West Germany. Hear the Cold War memories from both a "Wessi" (someone from West Germany) and an "Ossi" (someone from East Germany). Find out where they were and how they experienced the fall of the Wall, as well as their reflections on how their lives and the country changed in the years after.

6:30pm: Group dinner at a restaurant in central Berlin

8:30pm: Travel by private motorcoach to the hotel in Berlin

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 4: Berlin | Arnhem region | Amsterdam

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by train to the Arnhem region

10:00am: Visit the Groesbeek Canadian War Cemetery

Groesbeek Canadian War Cemetery is a Commonwealth War Graves Commission cemetery containing the largest number of Canadian war dead in the Netherlands. Set amongst the soft, rolling green hills and farmland of rural Holland, Groesbeek Canadian War cemetery feels like a sacred place. Young and old, Canadian and non-Canadian alike, will find it difficult to escape the overwhelming sense of loss of life and deep pride in honouring the brave men who sacrificed their lives for us.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Guided visit of the Freedom Museum

The Freedom Museum 1944-1945 is set in one of the most beautiful locations in the Netherlands in a landscape of hills and woods. This museum, on the German border South-East of Nijmegen and Arnhem, is a place where history comes to life. The smells of the 1940's, displays and dioramas, original film footage, lectures and music enable you to experience the liberation of the Netherlands and Europe at first hand. The museum shows the real meaning of freedom, democracy and human rights to young and old alike.

4:00pm: Transfer to the hotel in Amsterdam

Welcome to Amsterdam, capital of the Netherlands. Known both as a center of entertainment and as a city of classic design and architecture, Amsterdam is a city of astonishing contrast.

5:00pm: Group dinner at the hotel in Amsterdam**9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out****Day 5: Amsterdam****6:00am: Wake-up call****7:00am: Breakfast at the hotel****8:00am: Travel by private motorcoach to central Amsterdam****10:00am: Guided Sightseeing of Amsterdam**

A local guide introduces you to Amsterdam, a city where 1,200 bridges crisscross postcard-worthy canals, making it one of Europe's most charming capitals. See Westerkerk (West Church) where "Dutch Golden Age" painter Rembrandt lies buried, and then move on to Dam Square, home of the Royal Palace. Be sure to watch out for numerous bicyclists as you continue to the Flower Market and Jewish Quarter.

12:00pm: Visit the Anne Frank House

Enter through the secret staircase up to where the young girl hid with her family from 1942 to 1944- and where she penned the poignant diary that has been translated into dozens of languages worldwide. (Pending availability due to entrance capacities and limited group reservations)

1:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Optional Activity - Guided Excursion to Volendam & Zaanse Schans

Today, enjoy an optional half-day excursion to the heart of the Dutch countryside. Visit the picturesque fishing village of Volendam and the living and working neighborhood of Zaanse Schans, re-created to look like an old Dutch village. Make your way down the winding, cobblestone streets, past windmills, charming shops and crooked houses. Also, you will enjoy a demonstration on cheese and clog making.

6:00pm: Group dinner at the hotel in Amsterdam**9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out****Day 6: Amsterdam | Ypres | Vimy region****6:00am: Wake-up call****7:00am: Breakfast at the hotel****8:00am: Travel by private motorcoach to the Vimy region via Ypres****12:00pm: Time for lunch in small, supervised groups**

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Essex Farm Cemetery

This small and sometimes overlooked place remains a moving and important First World War site for Canadians. Essex Farm is the location where Lieutenant Colonel John McCrae penned the famous and haunting war poem "In Flanders Fields". The advanced dressing station where McCrae was stationed remains remarkably intact and shares the site with a small Commonwealth cemetery.

3:30pm: Visit the In Flanders Fields Museum

This award-winning museum is located in the eastern end of the beautiful and grand Cloth Hall in Ypres. Focusing on the horrors of war, this interactive museum invites participants to engage emotionally in the presentation of the past.

5:00pm: Group dinner at a restaurant in Ypres**8:00pm: Attend the "Last Post Ceremony" at the Menin Gate**

Experience a unique and moving nightly ceremony to honour the dead of WWI. At exactly 8 pm up to six members of the regular buglers from the local volunteer Fire Brigade step into the roadway under the memorial arch and play the Last Post, followed by a short silence and Reveille. The Last Post Ceremony has become part of daily life in Ieper (Ypres) and the local people are proud of this simple but touching tribute to the courage and self-sacrifice of those who fell in defense of their town.

9:00pm: Travel by private motorcoach to the hotel in the Vimy region**11:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out**

Day 7: Vimy region | Normandy region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to the Normandy region via the Vimy Ridge Historic Site

10:00am: Visit the Vimy Ridge Historic Site

Walk along Vimy Ridge, where in 1917, Canadian troops came together to accomplish what larger British and French forces had failed to do, and what would become a defining moment in the first World War. See where these brave soldiers charged over the ridge, marching under continuous, heavy fire and cleverly isolating the German troops in their dugouts. A towering, white marble monument now marks Hill 145, the place where the capture of Vimy Ridge ended in a bayonet charge against machine-gun nests. Learn more about this stunning victory that Brigadier-General A.E. Ross called “the birth of a nation.”

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Beaumont-Hamel Newfoundland Memorial

This afternoon you will have a guided visit of the Beaumont-Hamel Newfoundland Memorial, built to commemorate and honour all of the soldiers from Newfoundland and Labrador who were killed during the First World War. Opened in 1925, the memorial features a 15m bronze caribou overlooking the battlefield and remaining trenches. The site also includes an excellent visitors' centre which details the story of the Royal Newfoundland Regiment. As the largest memorial site of the six memorials erected by the Government of Newfoundland following the First World War, it is an immersive, contemplative, humbling and emotional experience for all who visit.

3:00pm: Continue by private motorcoach to the Normandy region

Transfer to Normandy, location of many of the battles that turned the course of World War II. Despite its connection with major military events, Normandy is also a region of scenic beauty with elegant landscapes and patchwork fields as well as the majesty of its two major towns—Caen and Rouen.

5:00pm: Arrive at the hotel in the Normandy region

6:00pm: Group dinner at the restaurant in the Normandy region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 8: Normandy region | Paris

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to Paris via the Juno Beach Centre

9:30am: Visit the Juno Beach Centre

Visit the Juno Beach Centre, the first memorial of its kind for Canadian veterans of WWII. The Centre was conceptualized by Canadian veterans who fought in the June 6, 1944 D-Day invasion of Normandy and stands at Courseulles-sur-Mer, the site of the invasion. The Centre is an educational facility designed to teach Canadians more about Canada's role in the war, whether on land, sea or air.

11:00am: Visit Arromanches

Visit the seaside town of Arromanches, whose coastline hosted some of the D-Day landings in 1944. As part of the designated ‘Gold Beach’ area, British troops landed here. Arromanches was also important in WWII as one of the chosen sites for the Mulberry Harbours built by the British forces to aid in the allied invasion of Normandy. The massive concrete blocks can still be seen today.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

5:00pm: Arrive in Paris

Welcome to Paris, the cosmopolitan City of Light. While visiting, learn why Paris has grown to become the undisputed center of France, and one of the world's most important cities both culturally and politically.

6:00pm: Group dinner at a restaurant in Paris

8:00pm: Travel by private motorcoach to the hotel in Paris

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 9: Paris

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer from the hotel to central Paris

10:00am: Guided sightseeing of Paris

Discover the city on the Seine during your panoramic bus tour. An expert local guide will accompany you as you drive through Paris' lively Latin Quarter. Nearby, see Notre-Dame Cathedral, standing tall at the center of the city. You will also drive down the elegant, tree-lined Champs-Élysées. Finally, be sure to snap a photo at the magnificent Eiffel Tower, an unmistakable and controversial symbol of Paris since its appearance at the 1889 World's Fair.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Optional Activity – Guided Excursion to Versailles

Step back into le grand siècle as you experience the opulence of Versailles, the elaborate palace of Louis XIV. Built to be the envy of all Europe, France's most extravagant château continually threatened to bankrupt the national treasury. Here the Sun King held court in the most lavish style imaginable. At one point, 1,000 nobles were attended by 4,000 servants inside the palace, while 15,000 soldiers and servants inhabited the annexes. You'll also tour the State Apartments of the King himself and walk through the historic Hall of Mirrors, where France, Spain and England officially recognized the independence of the United States in 1783, and where the Treaty of Versailles, which ended WWI, was signed. You'll also witness the ornate decor of the Queen's State Apartments, furnished for Marie Antoinette. After your visit inside the palace, be sure to take some time to stroll through the elaborate gardens, designed by André Le Nôtre. Because of the extreme popularity of Versailles, guided visits of the interior cannot be guaranteed during peak seasons. In this case, your group will hear a presentation from your guide before entering the palace.

5:30pm: See Notre-Dame Cathedral

Built between 1163 and 1361 over the remains of an ancient Roman temple, it was here that Napoleon crowned himself emperor in 1804. Victor Hugo once described the sculptured façade of Notre Dame as "a vast symphony in stone." However, had it not been for the creation of his famous hunchback, Quasimodo, the cathedral might never have returned to its former glory. Hugo's novel *The Hunchback of Notre-Dame* helped inspire a 23-year restoration of the cathedral that began in 1841.

6:00pm: Group dinner at a restaurant in central Paris

8:00pm: Travel by private motorcoach to the hotel in Paris

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 10: Depart for Home

4:30am: Wake-Up Call

5:30am: Breakfast at Hotel

6:30am: Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.

+ For an additional cost add the following
2-day extension:

Day 10: Paris | London

6:30am: Wake-Up Call

7:30am: Breakfast at Hotel

8:30am: Travel by private motorcoach to the train station in Paris

10:00am: Transfer to London on the Eurostar
In Paris, board the high-speed Eurostar that runs through the tunnel connecting continental Europe with Britain. Completed in May of 1994, the Channel Tunnel provides travelers with easy access to and from the continent. Eurostar trains reach top speeds of up to 186 mph, keeping journey times at about two hours.

12:00pm: Arrive in London

Welcome to London, covering an area of some 620 square miles and home to almost 9 million people. During your stay, observe the stunning architecture, vibrant street life and royal majesty of this bustling metropolis.

1:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

3:00pm: See the Canada House

Home of the High Commission of Canada in the UK, Canada House is an impressive structure that stands directly on central London's Trafalgar Square. A beacon to Canadians in London since 1925, Canada House was also a popular retreat for Canadian troops in the city during World War II.

5:00pm: Group dinner at a restaurant in central London

7:00pm: Travel by private motorcoach to the hotel in London

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 11: London

6:00am: Wake-Up Call

7:00am: Breakfast at Hotel

8:00am: Travel by private motorcoach to central London

10:00am: Guided sightseeing of London
Tour London with your expert local guide. From the London Bridge to the Houses of Parliament, Great Britain's royal tradition and rich history greet you at every turn. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus as well as Hyde Park's urban greenery. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben from the banks of the River Thames.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Churchill War Rooms or HMS Belfast

5:00pm: Group dinner at a restaurant in central London

7:00pm: Travel by private motorcoach to the hotel in London

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 12: Depart for Home

4:30am: Wake-Up Call

5:30am: Breakfast at Hotel

6:30am: Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.



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February 5, 2024

Ref: 296194

Christy Fennell
Superintendent
School District No. 59, Peace River South
Email: cfennell@sd59.bc.ca

Dear Christy:

On behalf of the Ministry of Education and Child Care (the Ministry), I would like to thank you and your team for your work on district 59's 2023 Enhancing Student Learning Report submission.

The work we are undertaking is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

Following engagement with education partners in 2022/23, the Ministry adapted the annual review process and approach. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the work of districts, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. As part of this process, they developed criteria to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. approach to continuous improvement
2. data and evidence (quantitative and qualitative data)
3. ongoing engagement (qualitative data)
4. alignment and adaptations
5. improving equity for learning outcomes, with a focus on the three priority populations - indigenous students, children and youth in care, and students with disabilities or diverse abilities

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached feedback report.

This year's review process has provided foundational information needed to inform ongoing capacity building for our sector. As we all work together for continuous improvement, the Ministry recognizes that districts are continuously identifying areas for growth and refining Reports to best reflect district processes, successes, and opportunities. The annual review process is also being refined to best support system improvement; further engagement on this will occur at the All Superintendents and Partner Liaison Meetings in February. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

You will also soon be hearing from me with more details about the "Aboriginal How Are We Doing?" Report (AHAWD), highlighting provincial trends for Indigenous student outcomes in the 2022/23 school year as well as specific areas of opportunity and challenge in your district. I would encourage you to continue to use the AHAWD data as well as your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous students.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Christina Zacharuk
Deputy Minister

Attachments: *SD 59 2023 Annual Review Feedback Report*

cc: Chad Anderson, canderson@sd59.bc.ca

Ref: 296196

Peace River South - SD 59

September 2023 Annual Review

Enhancing Student Learning Report Feedback

A continuous improvement approach allows districts to review, analyze, and interpret data and evidence to identify and implement operational adjustments, adaptations, and next steps in an ongoing process. These continuous improvement cycles ensure a focus on raising educational outcomes for all students in the sector.

The Enhancing Student Learning Report (ESLR) is an annual touchpoint for districts to review, reflect, and plan within the continuous improvement cycle and between the creation of multi-year strategic plans. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis.

As part of the Framework for Enhancing Student Learning's (the Framework) Annual Review, a team comprised of ministry and sector representatives read every district's ESLR with particular attention to 5 focus areas:

1. approach to continuous improvement
2. data and evidence (qualitative data)
3. ongoing engagement (qualitative evidence)
4. alignment and adaptations
5. improving equity of learning outcomes

The review team then built consensus on strengths and considerations for each district in these focus areas. For additional context during the process, the team also referred to a number of other district documents, including but not limited to the district strategic plan, the How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This document is intended to support SD 59's continuous improvement efforts by providing constructive feedback on the 2023 Enhancing Student Learning Report. SD 59's feedback is outlined below.

Strengths and Considerations by Focus Area

Focus Area 1 – District’s Approach to Continuous Improvement

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Evidence of a continuous improvement approach in the district, including:
 - Evidence of reflective processes (graphics, [continuous improvement cycles](#), descriptions, etc.).
 - Evidence of using quantitative and qualitative evidence to:
 - Illuminate trends (data analysis), and
 - Draw conclusions based on local context (interpretation).
 - An explanation of how the conclusions from the data analysis and interpretation influenced the development of existing strategies and/or the selection of new strategies.
 - Evidence of a process to monitor the effectiveness of implemented strategies (i.e., how does the district know that these strategies are positively impacting student growth and achievement?).
- Evidence of how the continuous improvement approach connects to school-level work.

The district’s report shows evidence that the district employs selected components of continuous improvement processes while working to build upon their application.

Strength:

The report shows components of a continuous improvement cycle.

Consideration:

Future reports would benefit from an explicit description of the continuous improvement cycle at the district level, including the work underway in schools.

Focus Area 2 – Data and Evidence (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Visual representations of the district’s student learning data and evidence, masked where necessary, and accompanied by a brief analysis/interpretation for each of the following pillars:
 - Intellectual Development
 - Human and Social Development
 - Career Development
- Visual representations of all the data required by the [Enhancing Student Learning Reporting Order](#), disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse

abilities. Where results cannot be presented due to small populations, districts should acknowledge that the data has been analyzed.

- Other important local and contextual sources of information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements, How Are We Doing Reports).
- Both qualitative and quantitative sources of data, triangulated where applicable.
- Demonstrates a strong connection between data and district priorities, including:
 - Any existing or emerging areas for growth (“so what?”) based on the outcome of the analysis/interpretation of data and evidence.
 - Evidence of reflective analysis and interpretation of this data which point to addressing identified gaps and trends.
 - Identifying which of these areas for growth are addressed in the current strategic plan and which are not.

The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.

Strength:

The report utilizes provincial and local data and connects these to the areas for growth.

Consideration:

Future reports would benefit from further analysis of emerging areas for growth (e.g., grade 10 numeracy).
--

Focus Area 3 – Ongoing Engagement (Qualitative Evidence)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A brief description of the district’s process for inclusive and ongoing engagement specific to continuous improvement (i.e., addressing student learning outcomes). For example:
 - **What** issues were raised as part of the engagement process?
 - **Who** did the district engage?
 - **How** did the district approach on-going, meaningful engagement for continuous improvement (i.e., how were engagement processes created and what do these processes involve?)
 - Specifics on the engagement process with:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Education Council; and
 - Indigenous parents and students.
- The extent to which ongoing engagement contributed to adjustments or adaptations based on the gathered feedback.
 - How the feedback received through collaboration with local First Nation(s) helped to shape the district’s next steps.

- How feedback received through additional engagement processes with Indigenous communities, including Métis and Inuit, helped shape the district's next steps.
- How feedback received through additional engagement processes with the community helped shape the district's next steps.

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength:
The report shows evidence of strategic engagement with rights holders in First Nation communities.
Consideration:
Future reports would benefit from articulating a plan for engaging other stakeholders and how the feedback informs next steps.

Focus Area 4 – Alignment and Adaptations

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A description of how individual school plans are aligned with the educational objectives from the district strategic plan. (Vertical alignment.)
- A brief description of how the district leveraged and/or re-allocated existing resources to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. (Horizontal alignment.)

The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength:
The report shows the steps to align the district resources to the strategic plan.
Consideration:
Future reports would benefit from explicit details about alignment between the strategic plan and school plans.

Focus Area 5 – Improving Equity of Learning Outcomes

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- An explanation of the district’s response to the trends, identified inequities, and effectiveness of currently implemented strategies.
- A clearly articulated focus outlined through evidence-informed strategies that are in place to address identified gaps pertaining to **each** of the three priority populations (Indigenous students, children and youth in care, and students with disabilities or diverse abilities).
 - Includes an explanation of the district’s process for tracking and supporting small populations of students in these priority populations whose results are masked.

Focus Area 5.1 – Focus on Indigenous Students

The district’s report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
Strength:
The report identifies some focus on Indigenous students through the data analysis and strategic plan priorities.
Consideration:
Future reports would benefit from specific targeted strategies, such as those captured in the Equity in Action plan.

Focus Area 5.2 – Focus on Children and Youth in Care

The district’s report shows clear evidence that the district has focussed attention on children and youth in care.
Strength:
The report shows a strong focus on children and youth in care through evidence-informed strategies.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

The district’s report shows clear evidence that the district has focussed attention on students with disabilities or diverse abilities.
Strength:
The report shows a strong focus on students with disabilities or diverse abilities through evidence-informed strategies.



School District No.59 (Peace River South)

February 21, 2024

To: Board of Education of School District No. 59 (PRS)

Re: BCPSEA Pre-Employment Hiring Incentives for SD59

BCPSEA received Round 2 applications from 26 school districts with requests totaling more than \$1.5 million from the available funding of \$500,000. There were 16 school districts that received approval for a total of 58 incentives. These incentives are available for new hire employees that commence employment April 1, 2024, or later.

BCPSEA noted that difficult choices had to be made to ensure equitable allocation of incentives. Requests were prioritized based on key factors, including:

- Risk of functional school closure
- Significant recruitment challenges due to the nature of the location (e.g., remote schools)
- Vacancy rate for enrolling teachers
- Potential impact of unfilled vacancies on students facing systemic barriers
- Significant risk of large number of uncertified teachers in enrolling positions
- Number of individuals hired under a letter of permission (and rate in comparison to the overall district enrolling teacher workforce)

Specific school district areas or schools were prioritized due to greater and more immediate and urgent needs based on the criteria outlined above.

School District No. 59 (Peace River South) submitted requests for eleven Tier 1 positions, which is a \$10,000 incentive on each position, and two Tier 2 positions, which is a \$5 000 incentive, between Chetywnd and Tumbler Ridge schools. Based on the criteria above, the District received five Tier 1 incentives to be used for positions in Chetywnd. The incentives will be attached to specific positions starting on April 1, 2024, or later.

Christy Fennell
Superintendent

MONTHLY FINANCIAL REPORT - OPERATING - JANUARY MONTH END

	2023-2024 Budget (Preliminary)	2023-2024 Budget (Amended)	YTD	Available	%
6210 MOE Grant - Operating	48,930,616	49,395,939	24,900,930	24,495,009	50%
6290 MOE Grants - Other	2,239,581	2,219,394	811,386	1,408,008	63%
6410 Other Ministries	253,295	125,000	115,276	9,724	8%
6460 Services		20,000	0	20,000	100%
6470 Non-Resident Tuition	24,666	16,250	18,922	-2,672	-16%
6480 Local Education Agreements	1,136,627	1,278,023	425,965	852,058	67%
6489 NEW! Careers	-	75,000	37,160	37,840	50%
6490 Miscellaneous	122,500	150,000	47,834	102,166	68%
6491 Seconded Teacher Recovery	235,000	237,000	119,873	117,127	49%
6492 Substitute Staff Recovery	80,000	85,000	53,507	31,493	37%
6495 Central Stores Recovery		4,500	2,355	2,145	48%
6496 Resource Centre Recoveries		0	8,721	-8,721	0%
6500 Community Use of Facilities	158,000	213,000	88,317	124,683	59%
6601 Interest	540,000	675,000	395,870	279,130	41%
6760 Surplus Internally Restricted	2,219,759	1,934,077	0	1,934,077	100%
6770 Surplus Schools	-	371,294	0	371,294	100%
GRAND TOTAL	55,940,044	56,799,477	27,026,116	29,773,361	52%

MONTHLY FINANCIAL REPORT - OPERATING - JANUARY MONTH END

	2023-2024 Budget (Preliminary)	2023-2024 Budget (Amended)	YTD	Available	%
SALARIES					
1050 Principal Vice-Principal Salaries	3,999,055	4,167,363	1,960,572	2,206,791	53%
1100 Teacher Salaries	17,777,120	18,257,838	8,057,279	10,200,560	56%
1200 Support Staff Wages	6,489,188	5,278,866	2,343,212	2,935,654	56%
1204 Clerical Wages		1,185,804	545,901	639,903	54%
1208 Summer Worker Student Wages		75,833	35,319	40,514	53%
1230 Education Assistant Wages	4,808,470	5,323,132	1,850,275	3,472,857	65%
1300 Other Professionals Wages	2,300,391	2,119,435	990,541	1,128,894	53%
1303 Para Educator Wages		126,893	58,081	68,812	54%
1400 Replacement Wages - Teachers	1,882,728	1,624,745	760,309	864,436	53%
1404 Replacement Wages - Clerical		22,469	5,209	17,260	77%
1411 Recoverable Wages - Casual		0	40,216	-40,216	0%
1430 Replacement Wages - Ed Assistants		67,753	79,881	-12,128	0%
TOTAL SALARIES	37,256,952	38,250,131	16,726,795	21,523,336	56%
BENEFITS					
2000 Benefits - Regular Employees		8,989,461	3,448,302	5,541,159	62%
2004 Benefits - Casual Employees		262,081	111,458	150,623	57%
TOTAL BENEFITS	8,933,588	9,251,542	3,559,760	5,691,782	62%
SERVICES & SUPPLIES					
3100 Professional and Technical Services	1,651,391	7,000	0	7,000	100%
3101 Legal		133,000	61,225	71,775	54%
3102 Audit		20,000	10,775	9,225	46%
3103 Labour Relations		5,000	0	5,000	100%
3104 Contract Services		1,327,990	630,505	697,485	53%
3105 Telephone		104,450	51,564	52,886	51%
3106 Photocopy		90,000	38,444	51,556	57%
3107 Postage		21,420	8,781	12,639	59%
3108 Advertising		20,800	-4,158	24,958	120%
3300 Student Transportation	1,117,600	233,100	110,643	122,457	53%
3301 Bussing Contract		841,435	364,702	476,733	57%
3303 Transportation Allowance		12,500	2,991	9,509	76%
3400 Travel	545,117	195,100	106,296	88,804	46%
3405 Recruitment Travel		0	510	-510	0%
3406 Travel - Kilometres		134,350	63,509	70,841	53%
3409 Registration Fees		81,335	114,388	-33,053	-41%
3410 Recruitment Incentives		59,660	35,655	24,005	40%
3415 Professional Development		15,000	9,695	5,305	35%
3499 Meals and Meal Supplies		112,889	49,151	63,738	56%
3600 Rentals & Leases	26,000	16,000	53,298	-37,298	-233%
3601 Equipment Rental		9,500	10,758	-1,258	-13%
3700 Dues/Fees/Licenses	296,847	512,938	445,527	67,411	13%
3706 Radio Licenses		4,700	0	4,700	100%
3707 Criminal Record Checks		3,600	2,996	604	17%
3710 Scholarships		5,000	1,000	4,000	80%
3900 Insurance	186,800	200,000	171,042	28,958	14%

MONTHLY FINANCIAL REPORT - OPERATING - JANUARY MONTH END

	2023-2024 Budget (Preliminary)	2023-2024 Budget (Amended)	YTD	Available	%
4124 Bank Service Charges		3,000	1,467	1,533	51%
5100 Supplies General	3,109,549	1,917,512	899,586	1,017,926	53%
5101 Books		191,464	96,541	94,923	50%
5102 Other Supplies		10,000	781	9,219	92%
5103 Non-Violent Crisis Intervention		5,000	225	4,775	96%
5400 Utilities - Electricity	1,984,200	465,000	118,562	346,438	75%
5401 Utilities - Natural Gas		410,000	95,395	314,605	77%
5402 Utilities - Propane		35,000	5,781	29,219	83%
5403 Vehicle Fuel		650,000	300,796	349,204	54%
5404 Utilities - Water & Sewer		160,000	55,400	104,600	65%
5405 Utilities - Garbage		50,000	47,867	2,133	4%
5406 Carbon Offsets		70,000	-26,080	96,080	137%
5407 Next Generation Network (NGN)		145,600	0	145,600	100%
5800 Equipment		278,878	757,348	-478,470	-172%
5900 Computer Replacements		361,100	0	361,100	100%
TOTAL SERVICES & SUPPLIES	8,917,504	8,919,321	4,692,967	4,226,354	47%
GRAND TOTAL	55,108,044	56,420,994	24,979,521	31,441,473	56%

MONTHLY FINANCIAL REPORT - OPERATING - JANUARY MONTH END

	2023-2024 Budget (Preliminary)	2023-2024 Budget (Amended)	YTD	Available	%
FUNCTION 1: INSTRUCTION					
102 Regular (Classroom)	24,607,737	24,761,753	10,403,665	14,358,089	58%
103 Career Prep	347,388	479,413	224,877	254,536	53%
107 Library	432,697	510,975	256,395	254,580	50%
108 Counselling	905,266	893,141	349,335	543,806	61%
110 Inclusion	8,356,150	9,025,479	3,204,783	5,820,696	64%
130 ELL	189,139	145,475	39,000	106,475	73%
131 Indigenous Education	2,165,031	2,157,010	791,713	1,365,297	63%
141 School Administration	3,965,458	4,113,481	2,017,861	2,095,620	51%
160 Summer School	-	0	0	0	0%
162 Offshore Students	103,277	247,144	144,858	102,287	41%
TOTAL INSTRUCTION	41,072,143	42,333,871	17,432,486	24,799,099	59%
FUNCTION 4: ADMINISTRATION					
411 District Education Administration	814,404	803,640	340,569	463,071	58%
420 Early Learning & Child Care	58,069	0	0	0	0%
440 Governance	236,463	224,314	123,491	100,823	45%
441 Business Administration	1,330,618	1,412,192	721,496	690,696	49%
TOTAL ADMINISTRATION	2,439,554	2,440,146	1,185,556	1,254,590	51%
FUNCTION 5: OPERATIONS & MAINTENANCE					
541 Maintenance Administration	703,684	731,518	427,010	304,508	42%
550 Maintenance & Custodial	4,814,557	4,793,090	2,371,719	2,421,371	51%
552 Grounds	749,536	744,774	430,896	313,878	42%
556 Utilities	1,334,200	1,335,600	298,063	1,037,537	78%
TOTAL SERVICES & SUPPLIES	7,601,977	7,604,982	3,527,688	4,077,294	54%
FUNCTION 7: TRANSPORTATION					
741 Transportation Administration	312,046	309,325	39,325	270,000	87%
770 Student Transportation	3,682,324	3,732,670	1,561,778	2,170,892	58%
TOTAL SERVICES & SUPPLIES	3,994,370	4,041,995	1,601,103	2,440,892	60%
GRAND TOTAL	55,108,044	56,420,994	23,746,833	32,571,875	58%

School	Pupil Budget		Operating Budget	Expenditures										CEF						
	Ratio	Enrolment Headcount												Budget	Expenditures					
				Instruction	Careers	Library	Counselling	Inclusion	ELL	Indigenous	School Admin	YTD Total	Remaining		% Rem	Instruction	Library	Counselling	Inclusion	ELL
Canalta Elementary	9,891	260	2,431,400	795,257	-	686	-	319,940	-	-	155,368	1,271,251	1,160,149	48%	140,186	TBD	TBD	TBD	TBD	TBD
Crescent Park Elementary	10,049	265	2,495,316	799,120	-	1,759	-	246,350	-	-	154,752	1,201,981	1,293,335	52%	167,741	TBD	TBD	TBD	TBD	TBD
Devereaux Elementary	12,321	79	910,048	265,888	-	7,414	-	123,372	-	15	53,969	450,658	459,390	50%	63,324	TBD	TBD	TBD	TBD	TBD
Don Titus Montessori	10,016	155	1,429,745	403,100	-	9,139	-	171,112	-	-	77,100	660,451	769,294	54%	122,738	TBD	TBD	TBD	TBD	TBD
Ecole Frank Ross Elementary	9,058	461	3,984,877	1,433,883	-	63,856	-	345,503	2,578	171	206,650	2,052,641	1,932,236	48%	190,702	TBD	TBD	TBD	TBD	TBD
Little Prairie Elementary	10,425	207	1,861,608	537,476	-	10,914	-	135,286	-	-	149,706	833,382	1,028,226	55%	296,326	TBD	TBD	TBD	TBD	TBD
McLeod Elementary	7,628	84	612,136	240,444	-	498	-	33,431	1,737	15	27,639	303,764	308,372	50%	28,605	TBD	TBD	TBD	TBD	TBD
Moberly Lake Elementary	13,440	37	480,348	147,550	-	62,192	-	-	-	-	23,377	233,119	247,229	51%	16,919	TBD	TBD	TBD	TBD	TBD
Parkland Elementary	12,305	58	672,601	200,764	-	6,680	-	57,902	-	-	28,418	293,764	378,837	56%	41,088	TBD	TBD	TBD	TBD	TBD
Peace View Colony	13,041	31	257,084	95,545	-	157	-	-	12,020	-	31,949	139,671	117,413	46%	147,194	TBD	TBD	TBD	TBD	TBD
Pouce Coupe Elementary	12,151	122	1,278,827	316,354	-	729	-	185,767	-	111	77,162	578,665	700,162	55%	203,633	TBD	TBD	TBD	TBD	TBD
South Peace Elementary	13,102	37	337,564	127,372	-	2,242	-	18,014	8,509	-	23,378	179,515	158,049	47%	147,196	TBD	TBD	TBD	TBD	TBD
Tremblay Elementary	11,251	182	1,920,650	583,537	-	673	-	234,922	-	163	144,550	963,845	956,805	50%	126,965	TBD	TBD	TBD	TBD	TBD
Tumbler Ridge Elementary	8,950	217	1,841,908	593,248	-	29,806	-	113,234	-	-	124,598	860,886	981,022	53%	100,185	TBD	TBD	TBD	TBD	TBD
Windrem Elementary	15,481	48	699,119	210,504	-	9,594	-	77,190	-	-	54,130	351,418	347,701	50%	43,989	TBD	TBD	TBD	TBD	TBD
Elementary Total	10,276	2243	21,213,231	6,750,042	-	204,881	-	2,062,023	24,844	475	1,332,746	10,375,011	10,838,220	51%	1,836,791					
Chetwynd Secondary	10,293	261	2,576,540	819,277	56,270	36,162	24,534	211,639	24	-	187,650	1,335,556	1,240,984	48%	109,875	TBD	TBD	TBD	TBD	TBD
DCSS - Central	8,888	377	3,174,491	998,179	-	55,134	71,430	208,840	9,575	322	209,454	1,552,934	1,621,557	51%	176,296	TBD	TBD	TBD	TBD	TBD
DCSS - South Peace	8,465	613	4,933,694	1,539,087	90,113	52,379	158,066	496,318	-	578	305,441	2,641,982	2,291,712	46%	255,437	TBD	TBD	TBD	TBD	TBD
Tumbler Ridge Secondary	10,199	181	1,720,641	579,750	21,233	341	333	122,323	-	-	124,144	848,124	872,517	51%	125,321	TBD	TBD	TBD	TBD	TBD
Secondary Total	9,129	1432	12,405,366	3,936,293	167,616	144,016	254,363	1,039,120	9,599	900	826,689	6,378,596	6,026,770	49%	666,929					
Distributed Learning	5,932	106	628,758	224,490	35,699	-	-	562	-	-	48,149	308,900	319,858	51%	0	0	0	0	0	
District Total	9,720	3,781	34,247,355	10,910,825	203,315	348,897	254,363	3,101,705	34,443	1,375	2,207,584	17,062,507	17,184,848	50%	2,503,720					



School District No.59 (Peace River South)

February 21, 2024

Board of Education

RE: 2023-2024 Amended Annual Budget

This report provides an analysis of changes and explanation of significant variances from the 2023-2024 preliminary budget submitted June 28, 2023 to the 2023-2024 amended budget as of February 2024 for which staff is seeking the Board's approval at its February 21, 2024 Regular Open Board Meeting.

The amended budget is due to the Ministry of Education by February 29, 2024.

Where variances were less than one percent, little analysis was done unless the amount was material.

OPERATING FUND

Schedule 2 Operating Revenue and Expense

REVENUE

Changes in revenues from preliminary to amended budget are shown in the table below:

	Preliminary	Amended	Variance	%
Operating Grant	50,067,243	50,673,962	606,719	1.2%
ISC/LEA Recovery	-1,136,627	-1,278,023	-141,396	12.4%
Pay Equity	944,395	944,395	0	
Student Transportation Fund	441,458	441,458	0	
Support Staff Benefits Grant	16,094	0	-16,094	-100.0%
FSA Scorer Grant	8,187	4,094	-4,093	-50.0%
Labour Settlement Funding	829,447	829,447	0	
Provincial Grants Other	253,295	200,000	-53,295	-21.0%
Tuition	24,666	16,250	-8,416	-34.1%
Funding from First Nations	1,136,627	1,278,023	141,396	12.4%
Seconded Staff Recoveries	235,000	237,000	2,000	0.9%
Substitute Staff Recoveries	80,000	85,000	5,000	6.3%
Bus Charges	50,000		-50,000	-100.0%
Miscellaneous	72,500	174,500	102,000	140.7%
Rentals and Leases	158,000	213,000	55,000	34.8%
Investment Income	540,000	675,000	135,000	25.0%
Total Revenues	53,720,285	54,494,106	773,887	1.4%

Operating Grant

Overall, the operating grant increased by 1.2%. Compared to the June 2023 budget, the operating grant:

- Increased by \$536,411 due to a K-12 enrolment increase of sixty-six students
- Decreased by \$117,360 due to a smaller number of complex needs students in Level 2 and Level 3 funding categories
- Increased by \$90,220 for an increased number of English Language Learners
- Decreased by \$20,520 due to a smaller number of Indigenous Education Students
- Increased by \$116,733 in Teacher Salary Differential due to the District's average salary increasing in relation to the Province's average teacher salary, and small increase for the increased K-12 enrolment factor

LEA Recovery & Funding from First Nations

The Local Education Agreement reduction in the operating grant and subsequent increase in the LEA revenue, is due to an increase of ten students living on reserve and being billed the Nations.

Support Staff Benefits Grant

This grant is received annually but is not reflected on Ministry Grant Summary of Grants for 2023-2024. Staff will record this revenue if received and it will be reflected on the Financial Statements at year end.

FSA Marking

The amended budget amount of \$4,094 reflects the Ministry Grant Summary however the annual grant is usually in line with the preliminary budget of \$8187. Staff will record this revenue when received and it will be reflected in the Financial Statements at year end.

Provincial Grants Other

This category of revenue is made up of grants from Skilled Trades BC (formerly Industry Training Authority or ITA) for our careers funding, Ministry of Children and Families for physio and occupational therapies staff, and the family support contracts, the After School Sports Arts Initiative (ASSAI) which is received then paid to the City as the programmer, and the Child Care Operating Fund for JustB4 subsidies.

The amended budget reflects a decrease in funding due to timing of some of the 2023-2024 amounts received from Skilled Trades BC in revenue. Some revenues recorded in the current year are accruals from the previous year. The reduction in the amended budget will better match the revenues to the fiscal year for which they are received.

Accruals of revenue owing to the District on June 30, 2024 will be carefully monitored and accrued as revenue for 2023-2024 at year end, avoiding future unmatched revenues and fiscal years.

Tuition

In 2023-2024 one out of province student attends in School District No. 59 which matches the preliminary budget. Also, in the preliminary budget there was a planned international student. The district does not have international enrolment in the 2023-2024 school year, hence the reduction in revenue of \$8,416, net of an increased charge for the out of province student.

Substitute Staff Recoveries

Estimates for increased absences for which a third party will reimburse indicate an increase in staff recoveries of 6.3% or 5,000.

Bus Charges

The preliminary budget contemplates \$50,000 in bus charges for the District. The District does not charge bus fees to riders except to schools when booking bussing for curricular and extra-curricular trips. These charges to schools are not revenue, but a reimbursement and credit back to expenses.

Miscellaneous

Miscellaneous revenues are made up of JustB4 service payments, third party bussing for independent and private schools, and various grants and other non-routine revenue receipts. Revenues have been adjusted for revenues received to date and estimated to the end of the year.

Rentals and Leases

Rentals are expected to increase in 2023-2024 due to joint use agreement renegotiations with two municipalities, school rental promotion and better web access to policy and rental forms, as well as development and implementation of a district rental fee sheet.

Investment Income

Interest rates have remained higher as a continuation of the 2022-2023 rates as well as the awarding of the District's banking tender to a new bank providing better rates. The revenue has been increased by \$135,000 or 25% and is proving itself out in trending monthly interest payments.

EXPENSES

Changes in expenses from preliminary to amended budget are shown in the table below:

	Preliminary	Amended	Variance	%
Salaries - Teachers	17,777,120	18,257,839	480,719	2.7%
PVP	3,999,055	4,167,363	168,308	4.2%
Education Assistants	4,808,470	5,323,132	514,662	10.7%
Support Staff	6,489,188	6,540,502	51,314	0.8%
Other Professionals	2,300,391	2,246,328	-54,063	-2.4%
Substitutes	1,882,728	1,714,967	-167,761	-8.9%
Benefits	8,933,588	9,251,542	317,954	3.6%
Services	1,651,391	1,797,320	145,929	8.8%
Student Transportation	1,117,600	1,087,035	-30,565	-2.7%
Pro-D and Travel	545,117	538,674	-6,443	-1.2%
Rentals and Leases	26,000	25,500	-500	-1.9%
Dues and Fees	296,847	521,238	224,391	75.6%
Insurance	186,800	200,000	13,200	7.1%
Supplies	3,109,549	2,763,954	-345,595	-11.1%
Utilities	1,984,200	1,985,600	1,400	0.1%
Total	55,108,044	56,420,994	1,312,950	2.4%

Teacher Salaries

Teacher salaries have increased by \$480,719 as a result the increased K-12 enrolment of sixty-six students and required 4 FTE teachers based on the district average pupil teacher ratio (PTR), as well as the District's average teacher salary increasing from \$93,345 to \$93,922 per FTE.

Principal/Vice-Principal Salaries

Since the preliminary budget and new in 2023-2024, is one District Principal added to offset the non-replacement of an Assistant Superintendent. As well from February to June 2024, the District has implemented a two Principal model of staffing the colony schools instead of 1 Principal shared between the two schools. This has increased the salary category by 4.2%.

Education Assistants

Education Assistants are staffed according to each students' complex needs. Education Assistant wages have increased by 10% in the amended budget representing up to ten additional Education Assistants, despite a decrease in the number of students with complex needs claimed in the operating grant. This shows growing support for students that have a designation for funding as well as supports for children that do not have a designation. The

district spends in excess of its funding for students with complex needs which is a trend in the province.

Other Professionals

The amended budget indicates a reduction in this salary category due to the non-replacement of an Assistant Superintendent offsetting the increase in Principal-Vice-Principal salaries with the addition of one District Principal.

Substitutes

The amended budget reflects a reduction of 8.9% in replacement wages due to unfilled absences.

Benefits

Benefits have increased by 3.6% due to the increase in wage related remittances for the overall increase of approximately \$1 million in wages as well as increased benefit premiums effective in the 2023-2024 year. Benefits includes the Employer Health Tax assessment.

Services & Supplies

In all the remaining categories of services and supplies, there are hundreds of line items that increase or decrease from preliminary budget to amended and according to the needs of each department each year. The major increases or decreases will be outlined in this section.

Services

Services are made up of legal, audit, contracts, phone, postage, photocopies and advertising. The majority of the 8.8% increase to services is made up of an \$80,000 in legal costs and \$19,000 in support of provincial volleyball championships and \$10,000 support for the U18 Women's Hockey Championships. The remaining variance is made up of district and school account increases and decreases.

Student Transportation

The amended budget has decreased by 2.7% and is due to very conservative contract budgeting in Spring 2023 given the bargaining process the contractor was undergoing last year. As a result of the contractor bargaining, less SD59 budget was required to pay for the 2023-24 bussing contract.

Dues and Fees

The amended budget has increased by 76.5% or 224,391 from preliminary. An increased number of Kelly Lake students attending school in Alberta have increased the costs by \$79,000. Reallocation for \$116,000 software and application license or subscription renewals for technology have been moved to Dues and Fees from Services. As well there is one invoice timing issue for 2022-2023 Kelly Lake students that should have been accrued in last year's financial statements but was not, thus expending this year's budget.

Insurance

Insurance has increased 7.1% or \$13,200 due to an increase of \$12,000 to School Protections Program, the provincial liability insurer for school districts. The remainder is increased costs for fleet vehicle insurance on buses and white fleet.

Supplies

Supplies have decreased by 11.1% or \$345,595 since the preliminary budget. Approximately \$178,000 of this variance can be attributed to the estimated 2022-23 carry forward for schools of \$550,000 and the actual carry forward of 378,843 on June 30, 2023. The remaining decrease is attributable to schools using their surplus for supplies, thus reducing the actual 2023-24 allocations for supplies and spending it in other areas of their budgets such as services and staffing.

Assets Purchased from Operating

Each year the District transfers operating funds to Local Capital for asset purchases or expends money from the operating fund for the purchase of goods having a life cycle of more than a year. During the preliminary budget it was estimated the District would expend \$832,000 from operating on such assets. In reviewing projected spending to the end of the year with staff, primarily operations and tech departments, and due to a change in accounting treatment where only assets with an individual cost of \$5,000 or more per unit or project, are considered a capital asset, the amount of capital assets being purchased from operating is reduced to \$378,483.

Schools

\$32 million of the District's \$56 million budget is allocated directly to schools for Principal and Vice-Principal, Teacher, Education Assistants and Clerical wages and benefits along with the services and supplies required to operate the school for the year. Enrolment in schools grew by 2% and budgets (expenditures) grew by 2%. Enrolment is not the only factor in a school's allocation. Students with complex needs, English Language learners and

Indigenous students are additional supplements to a school's budget allocation. Also, school carry forwards from year-to-year impact the bottom line in schools.

The table below summarizes the enrolment and budget variance from preliminary to amended for schools.

Operating	Enrolment Preliminary 2023-2024	Budget Preliminary 2023-2024	Enrolment Amended 2023-2024	Budget Amended 2023-2024	Enrolment Variance	Budget Variance
Canalta Elementary	244.000	2,371,518	260.000	2,431,400	7%	3%
Crescent Park Elementary	260.000	2,317,675	265.000	2,495,316	2%	8%
Devereaux Elementary	79.000	875,801	79.000	910,048	0%	4%
Don Titus Montessori	141.000	1,357,907	155.000	1,429,745	10%	5%
Ecole Frank Ross Elementary	470.000	4,098,229	461.000	3,984,877	-2%	-3%
Little Prairie Elementary	205.000	1,789,518	207.000	1,861,608	1%	4%
McLeod Elementary	69.000	584,751	68.000	612,136	-1%	5%
Moberly Lake Elementary	33.000	479,317	37.000	480,348	12%	0%
Parkland Elementary	60.000	649,534	58.000	672,601	-3%	4%
Peace View Colony	31.000	210,712	31.000	257,084	0%	22%
Pouce Coupe Elementary	121.000	1,230,031	122.000	1,278,827	1%	4%
South Peace Elementary	36.000	252,757	37.000	337,564	3%	34%
Tremblay Elementary	161.000	1,691,158	182.000	1,920,650	13%	14%
Tumbler Ridge Elementary	208.000	1,780,505	217.000	1,841,908	4%	3%
Windrem Elementary	62.000	625,676	48.000	699,119	-23%	12%
Elementary Total	2,180.000	20,315,089	2,227.000	21,213,231	2%	4%
Chetwynd Secondary	270.000	2,851,773	263.563	2,576,540	-2%	-10%
DCSS - Central	372.000	3,207,490	378.000	3,174,491	2%	-1%
DCSS - South Peace	570.000	5,052,517	586.125	4,933,694	3%	-2%
Tumbler Ridge Secondary	165.000	1,590,227	182.750	1,720,641	11%	8%
Secondary Total	1,377.000	12,702,007	1,410.438	12,405,366	2%	-2%
Distributed Learning	83.000	643,082	78.000	628,758	-6%	-2%
District Total	3,640.000	33,660,178	3,715.438	34,247,355	2%	2%

SURPLUS

Use of Surplus

The use of surplus to balance the shortfall of expenses from revenue was estimated in the preliminary budget to be \$2,219,759. The financial statements on June 30 after audit, and presented to the Board in September 2023, finalized an internally restricted surplus of \$2,305,371 which remains the intended expenditure of surplus in the 2023-24 amended budget.

	Preliminary	Amended	Variance	%	
Total Revenues	53,720,285	54,494,106	773,887	1.4%	Increase
Total Expenses	55,108,044	56,420,994	1,312,950	2.4%	Increase
Total Shortfall	-1,387,759	-1,926,888	-539,129	38.8%	Increase
Use of Surplus to Balance	2,219,759	2,305,371	85,612	3.9%	Increase
Assets Purchased from Operating	832,000	378,483	-453,517	-54.5%	Decrease

The breakdown of the uses of surplus from preliminary to amended budget are provided below. Because the preliminary budget surplus is a projection in Spring before financial statements are produced, there is always a difference in the need of surplus to balance a budget or that will be actually used and expended.

District	Preliminary	Financial Statements	Amended	Variance (Prelim to Amended)	%
MyEd Training - Student Information System	15,000		15,000	0	
Technology	250,000		250,000	0	
Indigenous Education Surplus	50,000		79,573	29,573	59%
Diversabilities: Universal Design for Learning	86,000		86,000	0	
Primary Literacy	25,000		15,000	-10,000	-40%
Digital Citizen	25,000		25,000	0	
Reporting Order	45,000		45,000	0	
Student Voice	50,000		25,550	-24,450	-49%
Recruitment & Retention	40,000		40,000	0	
Social Emotional Learning (SEL)	20,000		20,000	0	
Middle Years Development Instrument	25,000		25,000	0	
Numeracy	30,000		30,000	0	
Succession planning - VPs schools	212,265		212,265	0	
Exempt PVP increases	181,494		114,240	-67,254	-37%
Risk Management - Fireproof Room			193,000	193,000	
Other to balance budget	-		201,260	201,260	
District Sub-Total	1,054,759	1,934,077	1,376,888	322,129	31%
Schools	550,000	371,294	550,000	0	
Transfer to Local Capital for Assets from Operating	650,000	-	378,483	-271,517	-42%
Total	2,254,759	2,305,371	2,305,371	50,612	-2%

Overall, the operating revenue has increased by 1.4% from preliminary and the operating expenses have increased by 2.4%.

SPECIAL PURPOSE

Schedule 3A – Changes in Special Purpose Funds

The Special Purpose Funds (SPF) are utilized to track funding for designated purposes. The balances can often be deferred to subsequent years for the intended purpose. Some of the funds require ministry approval to carry forward surpluses, whereas any carry forward in the Classroom Enhancement Fund will reduce the funding allocated in the next fiscal year.

The change from preliminary to amended budget in each special purpose funds are shown below, along with a variance analysis of the estimated carry forwards in each fund at the preliminary budget stage compared to the actual carry forwards on the financial statements at year end. Carry forwards impact the overall expenditure plans in the current year. While the intent is to fully spend all special purpose funds each year, carry forwards do occur, especially in the first and second year of a new fund.

In 2023-24, special purpose fund expenditures increased by 16% and carry forwards increased by 7%, due to new Health Career Dual Credit grant and increased carry forwards.

Special Purpose	Budget Preliminary 2023-2024	Budget Amended 2023-2024	Budget Variance	Carry Forward 2023-2024	Carry Forward 2023-2024	Carry Forward Variance
Ministry Targeted						
Annual Facility Grant	285,789	305,083	7%	-	43,617	
Learning Improvement Fund	189,511	231,696	22%	-	42,185	
Strong Start	262,000	220,055	-16%	-	28,055	
Ready Set Learn	31,850	37,282	17%	-	5,432	
OLEP Federal French	116,872	95,375	-18%	30,000	8,503	-72%
Community LINK	408,136	559,027	37%	-	150,891	
CEF - Overhead	320,690	320,690	0%	-	-	
CEF - Staffing	3,525,562	3,636,673	3%	-	-	
CEF - Remedies	-	202,419		-	-	
First Nations Student Transportation	29,782	35,909	21%	15,000	20,012	33%
Mental Health in Schools	60,000	127,956	113%	60,000	72,956	22%
Early Childhood Education Dual Credit	110,000	343,266	212%	110,000	116,018	5%
Just B4	25,000	25,000	0%	-	-	
Early Care & Learning	135,000	175,000	30%	-	-	
Student & Family Affordability Fund	-	144,372		144,372	-	
NEW! Feeding Futures	521,677	521,677		-	-	
NEW! Health Career Dual Credit	-	25,000		-	-	
Ministry Total	6,021,869	7,006,480	16%	359,372	487,669	36%
District Targeted						
School Generated Funds	700,000	850,000	21%	878,000	840,949	-4%
Career Grants	25,000	28,309	13%	15,000	15,309	2%
Early Learning	40,000	20,000		45,000	41,849	-7%
District Total	765,000	898,309	17%	938,000	898,107	-4%
Total	6,786,869	7,904,789	16%	1,297,372	1,385,776	7%

CAPITAL

Schedule 4 – Capital Revenue and Expense

The Board has one surface capital lease with Pacific Norther Gas in Pouce Coupe which generates \$1,000 in revenue annually. The lease was signed in 2020 and because it has a term of 20 years, and the Board went through a deemed disposal process as a result, the lease is a capital lease, and the income has moved to the capital fund.

Interest rates have remained higher as a continuation of the 2022-2023 rates as well as the awarding of the District’s banking tender to a new bank providing better investment revenue.

The Ministry of Education grant of \$1.5m is the capital portion of the Annual Facilities Grant. The operating portion of the funding is included in the special purpose funds above. The estimated preliminary grant and the amended grant remain unchanged.

Amortization of both the deferred capital revenue and capital assets are lower than anticipated by 0.7% and 6.6% respectively. This reduction may be a result of less assets being added to buildings, computer hardware and software, equipment and vehicles than anticipated in the 2022-2023 resulting in lower amortization rates per year.

Capital	Budget Preliminary	Budget Amended	Budget Variance
	Fund Balance	Fund Balance	
Revenue			
Ministry of Education and Child Care	1,503,128	1,503,128	0.0%
Rentals & Leases	-	1,000	
Investment Income	600	2,028	238.0%
Amortization of Deferred Capital Rev	1,725,498	1,712,580	-0.7%
Total	3,229,226	3,218,736	-0.3%
Expenses			
Operations & Maintenance	1,503,128	1,503,128	0.0%
Amortization of Capital Assets - Operations & Maintenance	1,780,736	1,564,572	-12.1%
Amortization of Capital Assets - Transportation & Housing	505,010	469,476	-7.0%
Total	3,788,874	3,537,176	-6.6%
Tangible Capital Assets Purchased	832,000	378,483	-54.5%
Total	272,352	60,043	-78.0%

BYLAW

Statement 2 – Revenue and Expense

The bylaw amount has increased by \$1.7 million as a result of the above analysis, representing an overall increase of 2.6%. This is consistent with the majority of the budget being made up of wages and benefits and the collective agreement lifts in 2023-24 being over 2%.

Bylaw	Budget Preliminary Bylaw	Amended Budget Bylaw	Budget Variance
Operating - Total Expense	55,108,044	56,420,994	2.4%
Operating - Tangible Capital Assets Purchased	832,000	378,483	-54.5%
Special Purpose Funds - Total Expense	6,786,869	7,904,789	16.5%
Capital Fund - Total Expense	3,788,874	3,537,176	-6.6%
Total	66,515,787	68,241,442	2.6%

It is staff's recommendation that the 2023-24 Amended Annual Budget be given its three readings in order to submit the approved budget to the Ministry by February 29, 2024.

Kim Morris
Secretary-Treasurer/CFO

Amended Annual Budget

School District No. 59 (Peace River South)

June 30, 2024

School District No. 59 (Peace River South)

June 30, 2024

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*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 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the 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 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$68,241,442 for the 2023/2024 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 2023/2024.

READ A FIRST TIME THE 21st DAY OF FEBRUARY, 2024;

READ A SECOND TIME THE 21st DAY OF FEBRUARY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF FEBRUARY, 2024;

(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 2023/2024, adopted by the Board the 21st DAY OF FEBRUARY, 2024.

Secretary Treasurer

School District No. 59 (Peace River South)

Statement 2

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

	2024 Amended Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,692,938	3,701,438
Total Ministry Operating Grant Funded FTE's	3,692,938	3,701,438
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	60,124,941	55,054,095
Other	200,000	273,065
Tuition	16,250	24,666
Other Revenue	2,670,832	2,678,539
Rentals and Leases	214,000	157,000
Investment Income	679,028	440,600
Amortization of Deferred Capital Revenue	1,712,580	1,702,419
Total Revenue	65,617,631	60,330,384
Expenses		
Instruction	49,897,668	44,892,251
District Administration	2,440,146	2,378,439
Operations and Maintenance	10,977,765	10,644,427
Transportation and Housing	4,547,380	4,438,961
Total Expense	67,862,959	62,354,078
Net Revenue (Expense)	(2,245,328)	(2,023,694)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,305,371	2,315,771
Budgeted Surplus (Deficit), for the year	60,043	292,077
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	60,043	292,077
Budgeted Surplus (Deficit), for the year	60,043	292,077

School District No. 59 (Peace River South)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	56,420,994	51,624,112
Operating - Tangible Capital Assets Purchased	378,483	843,563
Special Purpose Funds - Total Expense	7,904,789	7,295,822
Capital Fund - Total Expense	3,537,176	3,434,144
Total Budget Bylaw Amount	68,241,442	63,197,641

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

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, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(2,245,328)</u>	<u>(2,023,694)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(378,483)</u>	<u>(843,563)</u>
Total Acquisition of Tangible Capital Assets	<u>(378,483)</u>	<u>(843,563)</u>
Amortization of Tangible Capital Assets	<u>2,034,048</u>	<u>2,254,505</u>
Total Effect of change in Tangible Capital Assets	<u>1,655,565</u>	<u>1,410,942</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(589,763)</u></u>	<u><u>(612,752)</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, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	9,493,672	-	5,596,343	15,090,015
Changes for the year				
Net Revenue (Expense) for the year	(1,926,888)		(318,440)	(2,245,328)
Interfund Transfers				
Tangible Capital Assets Purchased	(378,483)		378,483	-
Net Changes for the year	(2,305,371)	-	60,043	(2,245,328)
Budgeted Accumulated Surplus (Deficit), end of year	7,188,301	-	5,656,386	12,844,687

School District No. 59 (Peace River South)

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

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	51,615,333	47,349,321
Other	200,000	273,065
Tuition	16,250	24,666
Other Revenue	1,774,523	1,907,852
Rentals and Leases	213,000	157,000
Investment Income	675,000	440,000
Total Revenue	54,494,106	50,151,904
Expenses		
Instruction	42,333,871	38,289,770
District Administration	2,440,146	2,378,439
Operations and Maintenance	7,604,982	7,051,655
Transportation and Housing	4,041,995	3,904,248
Total Expense	56,420,994	51,624,112
Net Revenue (Expense)	(1,926,888)	(1,472,208)
Budgeted Prior Year Surplus Appropriation	2,305,371	2,315,771
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(378,483)	(843,563)
Local Capital		
Total Net Transfers	(378,483)	(843,563)
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, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	50,673,962	46,111,425
ISC/LEA Recovery	(1,278,023)	(1,426,352)
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
FSA Scorer Grant	4,094	8,187
Early Learning Framework (ELF) Implementation		522
Labour Settlement Funding	829,447	1,252,592
Premier's Award for Excellence in Education Bursary		1,000
Total Provincial Grants - Ministry of Education and Child Care	51,615,333	47,349,321
Provincial Grants - Other	200,000	273,065
Tuition		
International and Out of Province Students	16,250	24,666
Total Tuition	16,250	24,666
Other Revenues		
Funding from First Nations	1,278,023	1,426,352
Miscellaneous		
Seconded Staff Recoveries	237,000	229,000
Substitute Staff Recoveries	85,000	95,000
Bus Charges	-	50,000
Miscellaneous	174,500	107,500
Total Other Revenue	1,774,523	1,907,852
Rentals and Leases	213,000	157,000
Investment Income	675,000	440,000
Total Operating Revenue	54,494,106	50,151,904

School District No. 59 (Peace River South)

Schedule 2B

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

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	18,257,839	16,831,170
Principals and Vice Principals	4,167,363	3,366,278
Educational Assistants	5,323,132	4,715,076
Support Staff	6,540,502	5,907,237
Other Professionals	2,246,328	2,103,065
Substitutes	1,714,967	1,858,832
Total Salaries	38,250,131	34,781,658
Employee Benefits	9,251,542	8,192,893
Total Salaries and Benefits	47,501,673	42,974,551
Services and Supplies		
Services	1,797,320	1,792,294
Student Transportation	1,087,035	1,065,035
Professional Development and Travel	538,674	526,803
Rentals and Leases	25,500	26,000
Dues and Fees	521,238	393,988
Insurance	200,000	180,973
Interest		
Supplies	2,763,954	2,493,868
Utilities	1,985,600	2,170,600
Total Services and Supplies	8,919,321	8,649,561
Total Operating Expense	56,420,994	51,624,112

School District No. 59 (Peace River South)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	15,213,938	902,149	111,541	595,116	195,152	1,017,667	18,035,563
1.03 Career Programs	40,045	89,701	-		186,519	3,734	319,999
1.07 Library Services	235,323		74,505			46,133	355,961
1.08 Counselling	581,894		41,115	76,040		5,930	704,979
1.10 Special Education	1,665,326		4,606,260	190,146	69,241	189,105	6,720,078
1.20 Early Learning and Child Care							-
1.30 English Language Learning	49,229		40,725			72	90,026
1.31 Indigenous Education	439,214	628,024	367,814	131,023	5,815	11,985	1,583,875
1.41 School Administration	32,870	2,462,568		687,646		61,306	3,244,390
1.61 Continuing Education							-
1.62 International and Out of Province Students							-
Total Function 1	18,257,839	4,082,442	5,241,960	1,679,971	456,727	1,335,932	31,054,871
4 District Administration							
4.11 Educational Administration		84,921		19,973	506,797	9,000	620,691
4.40 School District Governance					123,000		123,000
4.41 Business Administration				175,000	636,837	2,500	814,337
Total Function 4	-	84,921	-	194,973	1,266,634	11,500	1,558,028
5 Operations and Maintenance							
5.20 Early Learning and Child Care							-
5.41 Operations and Maintenance Administration				54,258	344,855	5,000	404,113
5.50 Maintenance Operations				2,800,532		267,370	3,067,902
5.52 Maintenance of Grounds				484,618			484,618
5.56 Utilities							-
Total Function 5	-	-	-	3,339,408	344,855	272,370	3,956,633
7 Transportation and Housing							
7.41 Transportation and Housing Administration				58,059	178,112		236,171
7.70 Student Transportation			81,172	1,268,091		95,165	1,444,428
Total Function 7	-	-	81,172	1,326,150	178,112	95,165	1,680,599
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	18,257,839	4,167,363	5,323,132	6,540,502	2,246,328	1,714,967	38,250,131

School District No. 59 (Peace River South)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	18,035,563	4,269,016	22,304,579	2,457,174	24,761,753	22,454,937
1.03 Career Programs	319,999	64,914	384,913	94,500	479,413	372,385
1.07 Library Services	355,961	82,496	438,457	72,518	510,975	403,987
1.08 Counselling	704,979	167,962	872,941	20,200	893,141	877,107
1.10 Special Education	6,720,078	1,983,489	8,703,567	321,912	9,025,479	8,100,769
1.20 Early Learning and Child Care	-	-	-	-	-	-
1.30 English Language Learning	90,026	24,443	114,469	31,006	145,475	218,709
1.31 Indigenous Education	1,583,875	396,856	1,980,731	176,279	2,157,010	2,078,219
1.41 School Administration	3,244,390	672,682	3,917,072	196,409	4,113,481	3,682,739
1.61 Continuing Education	-	-	-	-	-	-
1.62 International and Out of Province Students	-	-	-	247,144	247,144	100,918
Total Function 1	31,054,871	7,661,858	38,716,729	3,617,142	42,333,871	38,289,770
4 District Administration						
4.11 Educational Administration	620,691	113,599	734,290	69,350	803,640	735,594
4.40 School District Governance	123,000	9,000	132,000	92,314	224,314	249,033
4.41 Business Administration	814,337	170,425	984,762	427,430	1,412,192	1,393,812
Total Function 4	1,558,028	293,024	1,851,052	589,094	2,440,146	2,378,439
5 Operations and Maintenance						
5.20 Early Learning and Child Care	-	-	-	-	-	-
5.41 Operations and Maintenance Administration	404,113	89,005	493,118	238,400	731,518	665,932
5.50 Maintenance Operations	3,067,902	696,538	3,764,440	1,028,650	4,793,090	4,356,128
5.52 Maintenance of Grounds	484,618	112,756	597,374	147,400	744,774	708,995
5.56 Utilities	-	-	-	1,335,600	1,335,600	1,320,600
Total Function 5	3,956,633	898,299	4,854,932	2,750,050	7,604,982	7,051,655
7 Transportation and Housing						
7.41 Transportation and Housing Administration	236,171	58,254	294,425	14,900	309,325	288,975
7.70 Student Transportation	1,444,428	340,107	1,784,535	1,948,135	3,732,670	3,615,273
Total Function 7	1,680,599	398,361	2,078,960	1,963,035	4,041,995	3,904,248
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	38,250,131	9,251,542	47,501,673	8,919,321	56,420,994	51,624,112

School District No. 59 (Peace River South)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	7,006,480	6,525,135
Other		
Other Revenue	896,309	770,687
Investment Income	2,000	
Total Revenue	7,904,789	7,295,822
Expenses		
Instruction	7,563,797	6,602,481
District Administration		
Operations and Maintenance	305,083	654,100
Transportation and Housing	35,909	39,241
Total Expense	7,904,789	7,295,822
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, 2024

	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	\$ 43,617	\$ 42,185	\$ 840,949	\$ 28,055	5,432	\$ 8,503	\$ 150,891	\$ -	\$ -
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	261,466	189,511		192,000	31,850	86,872	408,136	320,690	3,636,673
Other			750,000						
Investment Income									
	261,466	189,511	750,000	192,000	31,850	86,872	408,136	320,690	3,636,673
Less: Allocated to Revenue	305,083	231,696	850,000	220,055	37,282	95,375	559,027	320,690	3,636,673
Deferred Revenue, end of year	-	-	740,949	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	305,083	231,696		220,055	37,282	95,375	559,027	320,690	3,636,673
Other Revenue			850,000						
Investment Income									
	305,083	231,696	850,000	220,055	37,282	95,375	559,027	320,690	3,636,673
Expenses									
Salaries									
Teachers						31,221	42,995	175,998	2,969,766
Principals and Vice Principals									
Educational Assistants						32,435	277,951	19,365	
Support Staff	65,000	189,086		144,226			32,756	27,154	
Other Professionals				6,021	10,752		16,521	34,940	
Substitutes					6,000	13,863			139,466
	65,000	189,086	-	150,247	16,752	77,519	370,223	257,457	3,109,232
Employee Benefits	16,250	42,610		46,171	3,872	17,856	98,595	58,326	527,441
Services and Supplies	223,833		850,000	23,637	16,658		90,209	4,907	
	305,083	231,696	850,000	220,055	37,282	95,375	559,027	320,690	3,636,673
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 59 (Peace River South)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	ECL Early Care & Learning	Feeding Futures Fund	Career Grants
Deferred Revenue, beginning of year	\$ -	\$ 20,012	\$ 72,956	\$ 116,018	\$ 144,372	\$ -	\$ -	\$ -	\$ 15,309
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	202,419	15,897	55,000	227,248		25,000	175,000	521,677	
Other									13,000
Investment Income									
	202,419	15,897	55,000	227,248	-	25,000	175,000	521,677	13,000
Less: Allocated to Revenue	202,419	35,909	127,956	343,266	144,372	25,000	175,000	521,677	28,309
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	202,419	35,909	127,956	343,266	144,372	25,000	175,000	521,677	
Other Revenue									28,309
Investment Income									
	202,419	35,909	127,956	343,266	144,372	25,000	175,000	521,677	28,309
Expenses									
Salaries									
Teachers	113,112								
Principals and Vice Principals	28,164						93,532		
Educational Assistants								40,700	
Support Staff						16,170		42,400	
Other Professionals									
Substitutes	10,369		50,000						
	151,645	-	50,000	-	-	16,170	93,532	83,100	-
Employee Benefits	50,774		9,000			4,601	17,677	17,602	
Services and Supplies		35,909	68,956	343,266	144,372	4,229	63,791	420,975	28,309
	202,419	35,909	127,956	343,266	144,372	25,000	175,000	521,677	28,309
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 59 (Peace River South)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Health Career Dual Credit Program	Early Learning Funds BLT	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	-	41,849	1,530,148
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	25,000		6,374,439
Other		8,000	771,000
Investment Income		2,000	2,000
	25,000	10,000	7,147,439
Less: Allocated to Revenue	25,000	20,000	7,904,789
Deferred Revenue, end of year	-	31,849	772,798
Revenues			
Provincial Grants - Ministry of Education and Child Care	25,000		7,006,480
Other Revenue		18,000	896,309
Investment Income		2,000	2,000
	25,000	20,000	7,904,789
Expenses			
Salaries			
Teachers			3,333,092
Principals and Vice Principals			121,696
Educational Assistants			370,451
Support Staff			516,792
Other Professionals			68,234
Substitutes			219,698
	-	-	4,629,963
Employee Benefits			910,775
Services and Supplies	25,000	20,000	2,364,051
	25,000	20,000	7,904,789
Net Revenue (Expense)	-	-	-

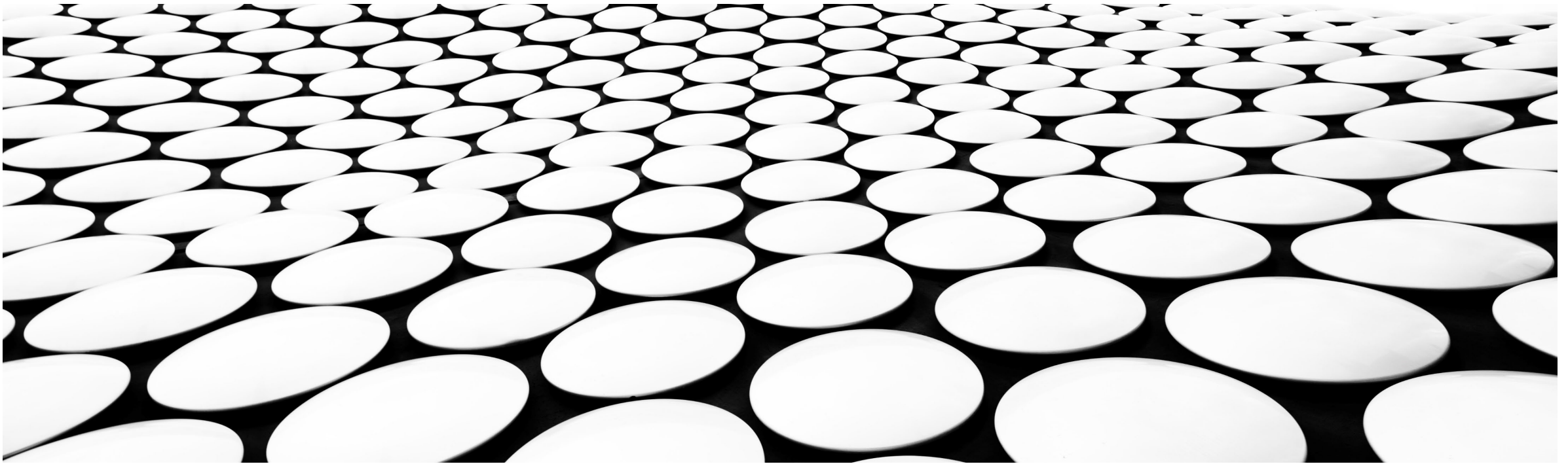
School District No. 59 (Peace River South)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,503,128		1,503,128	1,179,639
Rentals and Leases		1,000	1,000	
Investment Income		2,028	2,028	600
Amortization of Deferred Capital Revenue	1,712,580		1,712,580	1,702,419
Total Revenue	3,215,708	3,028	3,218,736	2,882,658
Expenses				
Operations and Maintenance	1,503,128		1,503,128	1,179,639
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,564,572		1,564,572	1,759,033
Transportation and Housing	469,476		469,476	495,472
Total Expense	3,537,176	-	3,537,176	3,434,144
Net Revenue (Expense)	(321,468)	3,028	(318,440)	(551,486)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	378,483		378,483	843,563
Total Net Transfers	378,483	-	378,483	843,563
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	57,015	3,028	60,043	292,077



2024-2025 BUDGET – OPPORTUNITIES FOR FOCUS

FEBRUARY 21, 2024 BOARD MEETING - OPEN

STRATEGIC PLAN PRIORITIES



P1: EQUITY

Each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.



P2: FOUNDATIONAL SKILLS & CORE COMPETENCIES

Strong literacy and numeracy skills connected with growth in thinking, communication and social awareness result in students who are successful in education, career and life.



P3: SUSTAINABLE USE OF OUR RESOURCES

Responsible stewardship of financial resources and infrastructure enhance the success of each student.

PRIORITY 1: EQUITY

Each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.

GOAL 1:

School District No.59 (PRS) will address areas of inequity within the district with a focus on Indigenous Education, Children in Care and Students with Diversabilities.

GOAL 2:

School District No.59 (PRS) schools will build a positive culture that addresses social emotional learning and effective communication within the school community.

**GOAL 1: ADDRESS
AREAS OF
INEQUITY WITH
FOCUS ON
INDIGENOUS
STUDENTS**

Continue: Current investment and supports

Stretch: Parity

Stretch: Narratives from range of grade levels

Stretch: Focus on high school transitions

- Stretches addressed through status quo budget

**GOAL 1: ADDRESS
AREAS OF
INEQUITY WITH
FOCUS ON
CHILDREN IN
CARE**

Continue: Current investment and supports

Stretch: Scheduled annual planning with MCFD

Stretch: Fine tune CIC plan to differentiate care agreements

- Stretches addressed through status quo budget

**GOAL 1: ADDRESS
AREAS OF
INEQUITY WITH
FOCUS ON
STUDENTS WITH
DIVERSABILITIES**

Continue: Current investment and supports

Stretch: Assistive technology access & training

Stretch: Completion of inclusive education manual

Stretch: UDL training at middle and secondary

Stretch: Expanding implementation of differentiation at all grade levels

- Stretches addressed through status quo budget

GOAL 2: POSITIVE CULTURE ADDRESSING SOCIAL EMOTIONAL LEARNING

Continue: Current investment and supports

Stretch: Adapt CASEL's SEL Framework and Rubric

Stretch: Completion of inclusive education manual

Stretch: SEL goal in all school growth plans

Stretch: Consistent Implementation of SEL and Mental Health Literacy at middle and high school

Stretch: Develop capacity in staff through Compassionate Systems Leadership training

Stretch: Share resources with Parents/Guardians

- Stretches addressed through status quo budget

**GOAL 2: POSITIVE
CULTURE
ADDRESSING
EFFECTIVE
COMMUNICATION**

Continue: Current investment and supports

Stretch: District social media guide for schools, school communication plans including school to home

Stretch: Support student voice and student led initiatives

Stretch: Communicate new strategic plan

- Stretches addressed through status quo budget

PRIORITY 2: FOUNDATIONAL SKILLS AND CORE COMPETENCIES

Strong literacy and numeracy skills connected with growth in thinking, communication and social awareness result in students who are successful in education, career and life.

GOAL 1:

School District No.59 (PRS) will integrate core competencies into all K-12 curricular areas as a foundation for learning.

GOAL 2:

School District No. 59 (PRS) will build the skills and efficacy of all learners in balanced numeracy and literacy.

**GOAL 1:
INTEGRATE CORE
COMPETENCIES
INTO ALL K-12
CURRICULAR
AREAS**

Continue: Current investment and supports

Stretch: Locally developed unit plans interwoven with Core Competencies

Stretch: Grow in-service opportunities

- Stretches addressed through status quo budget

**GOAL 2: BUILD
THE SKILLS AND
EFFICACY OF ALL
LEARNERS IN
BALANCED
NUMERACY**

Continue: Current investment and supports

Stretch: Increase Professional Learning at the Grade 4-7 Level

Stretch: Implement a Professional Learning Community for the Grade 4-7 Level

Stretch: Develop and implement a Scope and Sequence for Grades 4-7

Stretch: Focus on closing gaps and increasing achievement scores in intermediate and high school students

- Stretches addressed through status quo budget

**GOAL 2: BUILD
THE SKILLS AND
EFFICACY OF ALL
LEARNERS IN
BALANCED
LITERACY**

Continue: Current investment and supports

Stretch: **Address gaps in foundational literacy skills in primary through workshops for new teachers**

Stretch: **Closing gaps in intermediate and high school literacy through specific interventions**

- Stretches addressed through status quo budget

PRIORITY 3: SUSTAINABLE USE OF OUR RESOURCES

Responsible stewardship of financial resources and infrastructure enhance the success of each student.

GOAL 1:

School District No. 59 (PRS) will effectively manage district facilities and anticipate future infrastructure needs in support of education.

GOAL 2:

School District No. 59 (PRS) will ensure equitable and effective use of resources within all educational programs and initiatives.

GOAL 3:

School District No. 59 (PRS) will provide equitable access to technology at schools and educate students and staff to be responsible, problem solving, digital citizens.

**GOAL 1: MANAGE
DISTRICT
FACILITIES AND
ANTICIPATE
FUTURE
INFRASTRUCTURE
NEEDS IN
SUPPORT OF
EDUCATION**

Continue: Current investment and supports

Stretch: Proactive extension of building life cycle
while providing engaging learning environments

Stretch: Long Range Facilities Plan refresh,
including catchment review

Stretch: Advocacy for renewal funding

- Stretches addressed through status quo budget

**GOAL 2: ENSURE
EQUITABLE AND
EFFECTIVE USE OF
RESOURCES
WITHIN ALL
EDUCATION
PROGRAMS AND
INITIATIVES**

Continue: Current investment and supports

Stretch: Risk management process

Stretch: Multi-year financial and program review

- Stretches addressed through status quo budget

**GOAL 3: EQUITABLE
ACCESS TO
TECHNOLOGY AT
SCHOOLS AND
EDUCATION
STUDENTS AND
STAFF TO BE
RESPONSIBLE,
PROBLEM SOLVING,
DIGITAL CITIZENS**

Continue: Current investment and supports

Stretch: Technology Planning Working Group

Stretch: IT Organizational and Critical Infrastructure Optimization Review

Stretch: Address replacement of copper voice services through fiber or wireless by 2026

- **Stretches** addressed through status quo budget
- Plus
- Additional funds for review **and fibre/wireless voice recommendations**



NEXT STEPS

- Complete operational plan review with Board
- Refine initiative costs to determine increased spending by the Board, if any
- Transition the strategic plans ending June 2024 and starting July 2024
 - 24-25 is the first year of the new strat plan, not yet established, approved by the Board nor communicated to the organization
- Alignment of human and financial resources (budget) to goals of the strategic plan

Step 1: Enter your school district number here: **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.

	2023/24 Interim Base	Estimated Enrolment						Notes
		2024/25		2025/26		2026/27		
		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)	3,650.9375	3,693.2490	3,702.9224	3,664.8700	3,665.9332	3,620.2180	3,620.9463	
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	
Online Learning FTE (School-Age)	42.0000	42.0000	42.0000	42.0000	42.0000	42.0000	42.0000	
Total Estimated School-Age Enrolment	3,692.9375	3,735.2490	3,744.9224	3,706.8700	3,707.9332	3,662.2180	3,662.9463	
Change from Previous Year		42.3115	51.9849	-28.3790	-36.9892	-44.6520	-44.9869	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	4	4	4	4	4	4	4	
Level 2 Special Needs FTE	181	188	206	192	234	196	266	
Level 3 Special Needs FTE	107	105	117	108	128	112	140	
English Language Learning FTE	157	170	170	175	184	178	199	
Indigenous Education FTE	1,178	1,170	1,180	1,170	1,182	1,170	1,184	
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, Online 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
Online Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Online 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
Online 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 Online 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
Online Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Online Learning FTE Grades 10-12 (School-Age)	36.0000	36.0000	36.0000	36.0000	36.0000	36.0000	36.0000	Include only new post-February enrolment activity
Online Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	

*Notes: Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2023/24 operating grant autumn recalculation

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Online Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2023/24 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2023/24 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2024/25. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2024 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2024/25	Comments:
Net provincial in-migration		Dawson Creek Secondary Central Campus typically transitions 15-20 students from Notre Dame catholic to CDSS Central campus in Grade 8;
Net international in-migration		Ecole Frank Ross had very low K numbers in 23 24 which they expect to return to normal in 2425 causing an increase of 22; remainder is
Net migration to/from independent schools	17.0000	miscellaneous increases and decreases across all schools.
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	25.0000	
Total Estimated School-Age Enrolment Movement	42.0000	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes: Y No:

Step 5: Please provide a contact for follow-up questions:

Name:
 Title:
 Email address:

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 59 Enrolment Estimates> no later than Thursday, February 15, 2024



School District No.59 (Peace River South)

February 21, 2024

Board of Education

RE: Strategic Plan and Budget Community Meeting

On January 24, 2024 the Board held community meeting to outline the strategic plan and budget as part of its consultation process.

Invitees along with Senior Staff and Trustees gathered for dinner, a presentation by the Superintendent and the Secretary-Treasurer, and facilitated table talk on four pre-determined topics:

Topic 1

The Ministry of Education and Childcare's focus is to enable students to graduate as educated citizens with the necessary qualities to seize a wide array of opportunities.

We want our students in K-12 to graduate with dignity, purpose and options.

What are some steps we can take to achieve this?

What does this look like?

If we want students to thrive what qualities/competencies do they need?

What supports are needed?

Topic 2

We have a responsibility to Truth and Reconciliation through the findings of the Truth and Reconciliation Commission and the 94 Calls to Action, as well as the BC Declaration on the Rights of Indigenous Peoples Action Plan.

What have you experienced that upholds a commitment to Truth and Reconciliation?

What should a school district's or community's commitment to Truth and Reconciliation look like?

Topic 3

We are all members of various communities: global, provincial, regional, municipal, district, school, staff and students, and family.

What are the characteristics of a community that is welcoming, supportive and engaging?

What role do each of us play in supporting education in the community?

Topic 4

The three pillars of sustainability are environment, economy and society. All of them, directly and indirectly, impact each other – none of these pillars stand alone.

On your tables is a handout setting out the District's goals as they relate to sustainability. What does a sustainable community look like under each of the pillars and what role do we each play?

Attendees:

BCGEU	9	West Moberly Lake First Nations	2
CUPE	5	Salteau First Nations	2
DPAC	5	Indigenous Education Advisory - Dawson Creek	1
Teamsters	2	City of Dawson Creek	3
PRSPVPA	7	District of Tumbler Ridge	1
PRSTA	8	Northern Lights College	7
Senior Staff	11	Regional District	1
Trustees	6	Village of Pouce Coupe	1
		Total	71

Senior Staff served as table facilitators and trustees moved around the room to a different table after each topic. One person from each table was assigned as the recorder to take notes from the conversation.

Table notes and comment cards were gathered at the end of the event which were then transcribed by staff at the Board Office. The notes were then themed by topic by AI. There were no comment cards sent through the QR code provided. The presentation was posted to the District website under District Info/Financial Information/2024-2025 and can be found here: [Financial Information | School District 59 \(sd59.bc.ca\)](https://www.sd59.bc.ca/financial-information).

Comment card comments, topic themes and table notes are attached to this memo.

Many thanks to all participants for the informative, open and respectful discussion. Special thanks to Richell Schwartz for assistance in organizing and typing the table notes.

Kim Morris
Secretary-Treasurer/CFO



School District No.59 (Peace River South)

Comment Cards:

- Thank-you for including so many voices. Would love students at this next time.
- Excellent format, very productive. More time might be needed, difficult in the evenings.
- Parental attendance for different style of meeting?
- Wonderful event. Great conversation and lots of opportunity.
- Very well organized and productive.
- Informative. Was great to meet and greet everyone who was part of it.
- A great resource of info. My thoughts were expanded by fellow round table members.
- Well presented SD59.
- Thanks for including us! This was well organized and effective.
- It was a well organized amazing event.
- I enjoyed meeting new people with new and different perspectives on education in SD59. I learned a lot and look forward to the next one.



School District No.59 (Peace River South)

Topic One:

The Ministry of Education and Childcare's focus is to enable students to graduate as educated citizens with the necessary qualities to seize a wide array of opportunities.

We want our students in K-12 to graduate with dignity, purpose and options.

What are some steps we can take to achieve this?

What does this look like?

If we want students to thrive, what qualities/competencies do they need?

What supports are needed?

Top Themes (AI Generated from Each Tables' Notes Typed by Staff)

1. **Student-Centered Education:** There is a strong emphasis on tailoring education to meet the needs and interests of students. This includes promoting student self-understanding, purpose, and competencies, as well as providing exposure to a wide range of experiences to open doors and options for their future.
2. **Technology Integration and Access:** Recognizing the importance of technology in future careers, there is a call for better integration and access to technology in schools, particularly at the K-12 level. This includes ensuring that schools have adequate technology resources and infrastructure to support learning.
3. **Curriculum Alignment and Practical Skills:** There is a concern that the curriculum may not always align with assessments or adequately prepare students with practical skills needed for numeracy, literacy, and real-life situations. There is a desire to bridge this gap and ensure that curriculum content is relevant and practical for students.
4. **Support Systems and Community Engagement:** Addressing absenteeism, promoting engagement, and supporting students' mental health and well-being are highlighted as crucial aspects of education. This includes fostering community connections, mentorship programs, parental involvement, and providing support for students facing various challenges.
5. **Pathway Options and Post-Secondary Readiness:** Recognizing that not all students will follow a traditional post-secondary path, there is a focus on providing diverse pathway options, including dual credit programs, trades, and certifications. Additionally, there is a need to ensure that students are adequately

prepared for post-secondary education or the workforce, with an emphasis on critical thinking, problem-solving, and practical life skills.

All Tables' Notes

Tech. All careers will need tech in the future and most schools even high schools don't have adequate technology.

What do students need to graduate? Maybe a post grad survey. The question is how to capture this though.

Curriculum doesn't always match the test or assessments. Or curriculum doesn't match numeracy skills assessment test. Practical skills are missing in academic classes. Strong literacy skills are needed for numeracy assessment. These assessments have shown a huge weakness in our curriculum.

How does our students with diverse needs compare to other districts, grad rates for these students?

How do we capture students' interests? There is a direct trades path and direct university path, but what about the kids in between? Make dual credit more appealing to females or gender diverse students. What else can be included in dual credits, nursing, Xray tech, accounting.

Absenteeism. Can google classrooms be used for students who would like to stay home. Absenteeism vs being aware of keeping kids home if they are sick or unwell, plus mental health day. Offer schoolwork to students who are at home.

Dual Credit options allows student an alternative option than the traditional path. Students need to know pathway options.

We are good at offering different opportunities for students – math option, science options, etc.

How many students that go to University are successful?

If we want most of our students to graduate, what are we doing to support the students.

Students not attending school need alternate options besides Distance Learning. Don't like to push kids through the system. If they can't do the work, they are going to fail. Offer different tracks at an earlier time frame (grade 7, 8, 9).

More opportunity for students to try different tracks so they get an idea of what they want to do.

More flexibility for students in younger grades.

Technology is not going to solve the problem.

Students need intervention at all grades, can't pinpoint intervention only at certain grades.

Students are diverse, we need to acknowledge and recognize it.

Students need accountability. Too many leniencies. Not preparing for university or employment. (assessment policy we can't penalize – can only assess what they hand in).

Need real life learning (financial, income tax, complete forms, etc.).

Need mental health support.

Pandemic affected children socially. Kids have anxiety leaving homes. We don't socialize like we used to. Encourage kids to join clubs, sports, activities to help socialize.

Greater connection with community and businesses. More consultation with community and employers.

Diverse programs.

Consistent quality instruction, collective efficacy, increase year grad

Leaves of a teacher is an issue.

Absenteeism of students – really grabbed me

- Engagement

Community doesn't value education

- Trust
- 12K/yr post-secondary – not attainable / hard to get info

Trades in NLC – Nicole

- Not just cost; rigor of program entry
- Need for cert options that are more realistic
- Local stay local

Awareness-generational

Future orientation – more pathways

Younger and younger

Goals

Nothing important until grade 10

I didn't graduate; important for me ?? student graduate

Grade 10 dual program

Transportation is a factor for extra supports

NLC finds grade 12 not prepared

Take less courses / do well / coddled in secondary school

Consistent, proper instruction (e.g. leaves interfere)

Collective efficacy within staff - collaboration & communication, having the same goals
Engagement / absentee rate

Covid showed there were other options.

Community does not value education the same way they did.

College/university may be out of reach for many students; why strive for excellence?
Increasing difficulty to get degrees; rigor.

More need for certification that may be more realistic.

Awareness of options. Missing the drive to strive for post-secondary. More pathways besides post-secondary.

Set goals with students.

Providing options for students to know what they want.
Drawing from engagement.

Accountability.

Why go to school if there is a sub?

My daughter doesn't have a path / ambition / engagement

She loves project based.

My son 17 Grade 7 Expectations / accountability
 Grade 4 ↓ ↓

Relationship. Respect.

There's a sub; I'm not going.

Too late in high school

Tech access

- In TRSS – iPads

We teach curriculum – we don't teach numeracy skills

- Develop ??? - ie taxes – more practical

Numeracy assessment 10 – you must be able to read and understand literacy well to do the numeracy assessment.

Where does SD59 compare to the province in IEP's?

Survey students after graduation.

Connect more for dual credit more appealing to all genders. Feels like trades are young men and women don't go into them.

- We have a new hospital being built

Sense of belonging – safety – better attendance

Source of truancy – Demo breakdown.

Demos of diversity of learners – morning struggles.

Parent/school check-ins?

External options to school system / value of public education.

Sickness overplayed? Excused vs unexcused – less push back.

Would absenteeism ?? = better grad rates?

Barriers – Transport, pre/post school / illness, supports

Funding and staffing to skill sets – support staff (drives / EAs)

Communication with school.

Motivation / inspiration – discipline & resiliency.

Cultural differences in education – social media.

Local environmental status of economy.

Use of technology – effects on students vs teachers.

Google it! Have teachers decided to relent on the fight.

District policy on cell phone usage.

AI & new tech – integrate vs hold back.

Supports:

- Technology needed in places with some restrictions
- Parental supports to community supports / ??
- Barriers to younger kids in school vs school population

Thrive – qualities

Positive self esteem – confident

Resilience – able to deal with difficult challenges.

Pandemic has put up barriers - lower achieve.

Lack with communication skills.

Skills sets – lacking communication due to electronics.

Work ethic – showing up every day and work hard.

Ensure that children have many choices with a confident mindset. It is OK to change your path.

Many students transitioning to trade not post-secondary.

Many students go to Alberta which doesn't show in data – BC.

Average age of student in NLC – 27.

Industry jobs initially seem like a good choice but students come back.

English preventing some students from graduating.

Math skills create barriers – NLC students lack math skills.

Importance of math in trades.

Try-A-Trade program – opening doors but we need more doors opening for other careers.

SD59 makes students go through many electives and options in high school.

Dual credit pathway is a great option for students.

- Challenges to funding
- Dual credit does make students ready for other post-secondary

Youth and trades / Apprentice

University / College student recruit / less 15% for students.

Parents are #1 influencer of decisions on post-secondary.

Critical thinking and problem solving.

Different options for apprenticeship.

Students need to learn natural consequences

- More life skills related to learning

Different kids have different paths.

Education systems create cultural shift.

Big disconnect between education as a system and the workforce they're trying to join.

K-12 is about meeting needs of students.

Post-secondary is about preparation for work.

Curriculum (subject matter) change has to happen for kids to have exposure to more jobs/careers.

We don't want to lock kids in too early either.

We need more teaching about social-emotional skills for interpersonal skills.

Social-emotional skills are key. Lack of skills can get in the way of curriculum learning.

The kids in the college programs aren't prepared for the culture they are going to be a part of in the workplace.

- Lots of bullying / hazing
- Diverse viewpoints
- Lack of understanding between things like phone/social media usage and their bosses

Dual credit was created to respond to low grad rates.

How do we re-engage to dual credit?

Are we capitalizing on our partnerships from the community? (No not to NLC)

Kids aren't always give the best advice.

Dual credit has been hindered by the province.

Kids need guidance.

Attendance

- Lower attend since pandemic because work is posted online & at home learning more normalized.

Need:

- internal motivation to learn
- invested in their learning
- rich environment

Need to foster community connection.

Community mentorship program

- similar to Big Brother & Big Sister
- Rotary Manor
- Individual community involvement

Core Competencies

Critical Thinking

Educators spending time with students with behaviours.

Absenteeism – students can't handle the tense environment, ie bullying, disruptive behaviours.
Which age group do we see these absences grow?

Parental involvement with student engagement.

- How do we track parents, students arriving without food
- How much do they value education, “no work on Friday's” mindset

Supports needed.

- Pandemic impact on this generation, do families have support on how to overcome these gaps?
- In school supports exist around mental health, speech therapy, social/emotional programming
- Next step is communicating this to parents
- Community engagement is essential
- Increased screen time has lowered developmental levels for students starting school, “catch up” issue
- Community members being educated, assuming a lot about adult literacy rates

- Intimidating how to take the next step – enrolling in post-secondary
- Teaching to high school students, how to access and enroll

Lacking in numeracy and literacy, how do we streamline our resources to target this in classrooms?

- Suggested EA in every room to accommodate the gap amongst students

Teacher absenteeism, unfilled jobs – how do we retain employees

- Paying for post-secondary, student loans, educating people from here, bonuses (like healthcare)
- \$10,000 bonus from August resulted in 1 January hire
- Community must support this, professionals must have community connections

Holding teachers accountable, cultivate community values around education, change the narrative.

Student Centered:

- Promote student self-understanding
- Purpose and understanding competencies
- Looking to future

Exposure to wide experiences so they have breadth to see potential opportunities

Show students “open doors”

Promote sense of belonging (particularly in priority student body)

Promote positive student models (students who have succeeded or tried an experience telling others).

After-school / extra-curricular bussing on reserve is providing access.

Connecting students to the school community. (Extra-curricular; clubs, etc.)

- Promoting sense of belonging

Remove barriers of transport, food, etc.

Focus on relationships, especially between student & teacher.

Teach students to advocate for themselves.

Include students in their learning, learning plans/pathways, such as IEP planning.



Topic Two:

We have a responsibility to Truth and Reconciliation through the findings of the Truth and Reconciliation Commission and the 94 Calls to Action, as well as the BC Declaration on the Rights of Indigenous Peoples Action Plan.

What have you experienced that upholds a commitment to Truth and Reconciliation?

What should a school district's or community's commitment to Truth and Reconciliation look like?

Top Themes (AI Generated from Each Tables' Notes Typed by Staff)

1. **Commitment to Truth and Reconciliation:** There is a clear recognition of the responsibility to uphold the findings of the Truth and Reconciliation Commission and the 94 Calls to Action, as well as the BC Declaration on the Rights of Indigenous Peoples Action Plan. This commitment involves actions such as acknowledging the past, honoring Indigenous history and culture, and implementing initiatives to promote reconciliation.
2. **Education and Awareness:** A key aspect of the commitment to Truth and Reconciliation is educating students, families, and the community about Indigenous history, culture, and the impacts of colonization. This includes integrating Indigenous content into the curriculum, organizing events such as Orange Shirt Day and Truth and Reconciliation Day, and providing resources for teachers and students.
3. **Cultural Representation and Inclusion:** There is an emphasis on creating inclusive and culturally safe environments in schools by incorporating Indigenous artwork, cultural displays, and Indigenous languages and teachings. Efforts are made to ensure Indigenous students feel represented and respected, and to promote acceptance and normalization of Indigenous culture.

4. **Community Engagement and Partnership:** Building strong relationships with Indigenous communities and involving them in decision-making processes is highlighted as essential for meaningful reconciliation. This involves collaborating with Indigenous leaders, inviting elders to share knowledge, and fostering connections between schools and Indigenous families.
5. **Support for Indigenous Students:** Ensuring the success and well-being of Indigenous students is prioritized through initiatives such as coach mentor programs, goal setting, and providing resources and support tailored to their needs. Efforts are made to address barriers to participation in sports and clubs, increase graduation rates, and empower Indigenous students to advocate for themselves.

All Tables' Notes

Teaching each kids history. Identify strong indigenous adults who can teach their history and culture. Encourage first nations to apply for LOP positions to be the ones teaching their history. Encourage good relationships with school and families.

Goal setting encompassing students fears. Keep goals attainable. Knowing your students and connecting with them to ensure they have a community they feel connected to at school. Keeping consistent staff in these positions of connection with students.

Recognizing racism still exists in our communities and work to continue to educate.

Encourage strong start classrooms in every school, specifically elementary schools. This creates a safe early contact with schools. Culturally safe for everyone.

Track classes that statistically have more priority learners and add resources.

Evolution of Land acknowledgements.

First Peoples courses in curriculum.

Indigenous NID in May.

Honour the Truth and Reconciliation Day in October.
Orange Shirt Day.

Local Enhancement Agreements.

Barrier free access to equitable opportunities

Increase Indigenous language/culture classes.

Acknowledging the past/history and include in education. The more you speak about it the more you educate.

Bridge the gap in achievement data and graduation rates.

We are good at raising students up.

Coach mentor program is a unique program in the district.

Indigenous artwork, collaboration, displays, proud.

Moose hide campaign.

Inclusive for all employees (campaigns are commonly done in schools – include all departments, custodians, maintenance, board office, bus drivers)

More jobs created for Indigenous peoples. E.g. Ab Ed coach mentor.

Building acceptance / normalization of culture.

Content in curriculum.

Invite elders to come in?

Making families feel comfortable.

Lack of northern BC / local indigenous bands.

District has done a good job at bringing in local voices.

Moberly working on local knowledge resources.

Land acknowledgement is happening in the district.

Everyone being involved with land acknowledgement.

Management can take this up in regular meetings

Needs to be okay to “mess up” and “make mistakes”.

Coach mentor investment.

Acceptance of culture – red dress, ?? Orange shirt.

Landscape and culture.

NLC – elders?

trying to connect with elders at NLC.

Family involved

- Trust
- Comfort
- Most urbans done have support of Nation
- ??

How do you access your culture when urban?

Join council.

Gathering some history.

Connect with land.

Change from mother to her son's education.

SD59 great job artists in schools.

West Moberly trying to build a resource.

Acknowledgment.

CSS – Truth and Reconciliation conference organized by students.

- Dance @ end
- Increase numbers

Tech – yes evolving.

Risk taking – mistake making.

?? – all Metis

- staff

Indigenous Days – culture celebration.

Indigenous content – using teaching aids with Indigenous examples.

- Use of Elders to community connections
- Engagement of heritage here use other areas

Are gathering spaces “open” to everyone?

Embracing of culture vs larger ???

How are we empowering Ab Ed students?

- Connecting to Indigenous communities

Respecting and celebrating diversity of everyone.

- Ensure those who need supports have access to them

Land acknowledgement regularly.

Student involve.

School District has active responsibility of what reconciliation is, continuous learning.

Events that include whole community.

Resource Centre full of good resources.

Indigenous content being immersed what teachers are taking back to classroom.

Land based learning.

Knowledge is turning into empathy and relating to real life.

Safe spaces dedicated to Indigenous culture.

Circles – safe places for all.

Outdoor learning

Visually representation in and outside of schools.

Exposure to Indigenous language.

Indigenous education council for 20 years.

NID dedicated to Indigenous.

Teachers becoming more comfortable teaching.

Grade 12 requirement. Increasing curricular implementation in meaningful ways.

Students wanting to take the courses, becoming more popular.

New curriculum is being embraced by educators, parents and students.

Community → Family

SD59 Coach Mentor – connecting with families.

Indigenous leaders sharing pathways of success.

Local Indigenous persons being present in schools.

Spring Pro D day for SD59.

NLC is beginning to assemble councils/groups to inspire learning.

\$\$ for resources.

Coach mentors in schools.

Cultural events in the schools.

Embedded in the curriculum.

Should look like – you need to recognize that you're leaders in that work.

Education needs to happen community wide.

Kids are leaving protected spaces at schools and are put into problematic situations in the workplace.

Kids need to learn to stand up for others and not to stand by/ignore.

Kids have more exposure to other cultures/ideas/concepts.

We need to reach out to partners to broaden this work.

What can they take with them beyond K-12?

Kids do have to take Indigenous Ed now to graduate.

We need to influence our community.

We also have diverse learners (immigrants) who want to know about Indigenous learners.

Visual reminders all year – EFR, Crescent Park.

We need to capitalize on partnerships for money as well.

We need more elders/Indigenous peoples in the schools.

First Nations – Indigenous learning styles – hands on.

- How have the learning styles be catered to?

Indigenous Education in the options for courses.

Coach/mentor to support the First Nations/Indigenous Students.

- Goal setting
- Work on their level
- Build relationships – networks

Resource kits made by coach/mentor and Indigenous education worker available to teachers.

Keep it visible, relevant and in conversation.

Members from West Moberly present.

Opening conversations and connections between Indigenous communities, better relationships in local government, building connections.

Relationships are the foundation.

Enhancement agreement has led us to form councils to hear from community members and influence decisions.

- Huge progress in past decade

Groundwork of sincerity from actual district members.

Coach mentor role in schools, set goals with students, focus on attendance, graduation.

Focus on internet – accessible devices with pandemic, students and families entertained at home, less community involvement – human engagement has changed.

Truth and Reconciliation from big picture, is it reflected in actions.

BC First Peoples now a Social Studies requirement for graduation.

- How local is it? Local elders to bring in context, focus here on Cree, Metis, Sauteau / not just West Coast – Knowledge Keepers.

Knowledge around Treaty info, our connection to it, lack of knowledge and dismissive.

It's like learning a language.

Every school has representation that has been created by students and led by a leader.

- Explicit teaching in elementary schools to frontload more in-depth conversations as they grow.
- Coach mentors distribute resources for teachers to help create genuine and unique experiences. Ex. Louis Riel Day unique to our district along with Orange Shirt Day, MMIW, Moose Hide Campaign.

Observed that this was not available even a decade ago in schools.

Elders hosting circles with non-community members has impact in FSJ.

Creating community connections through stories.

Attention paid to individual needs.

Understanding what “Truth and Reconciliation” means. Educating families and children on the history of residential schools.

Understanding of generational trauma and how its realized in the current context.

There is an effort to represent Indigenous culture in our schools. It is a shift that is apparent when one walks into buildings.

Curriculum is reflective of renewed commitments.

Coach mentors in each school build connections with families and students.

Indigenous focused non-instructional day.



School District No.59 (Peace River South)

Topic Three:

We are all members of various communities: global, provincial, regional, municipal, district, school, staff and students, family.

What are the characteristics of a community that is welcoming, supportive and engaging?

What role do each of us play in supporting education in the community?

Top Themes (AI Generated from Each Tables' Notes Typed by Staff)

1. **Community Engagement and Partnerships:** There is a strong emphasis on building relationships with the community and fostering partnerships to support school policies and goals. This includes initiatives such as collaborating with local businesses, involving parents in decision-making processes, and working with organizations to provide resources and opportunities for students.
2. **Student Support and Well-being:** Ensuring the well-being of students is a priority, with a focus on providing avenues for them to find their niche, access to resources such as food programs, and opportunities for social activities both within and outside of the school. Efforts are also made to address absenteeism and support mental health.
3. **Diversity and Inclusion:** The importance of diversity and inclusion is recognized, with efforts made to welcome and support students from diverse backgrounds. Initiatives such as multicultural events, language support, and cultural celebrations contribute to creating a safe and inclusive environment for all students.
4. **Communication and Collaboration:** Open communication and collaboration are key themes, with a focus on creating opportunities for dialogue between schools, the community, and stakeholders. This includes sharing information about available programs and resources, engaging in public discourse forums, and fostering positive relationships between educators and community members.
5. **Professional Development and Retention:** There is a recognition of the importance of supporting educators and staff, including initiatives such as mentorship programs, cultural training, and equity, diversity, and inclusion training. Efforts are made to retain and recruit educators by cultivating a positive

culture and addressing issues such as public behavior and perceived devaluation of education.

All Tables' Notes

Welcoming, inclusive, caring, responsive, meeting needs, open communication, hear other people, goals aligned, backing of community to support school policy/goals (ie: don't allow students in store/restaurant during school hours).

providing avenues to help kids find their niche, more options in community/places for kids after school – open gyms, community activities, drop in – free, parent involvement.

accessibility to information of what is available.

City offers a lot of programs. Help advertising through schools.

Library offers programs.

Maker space at Networks.

Take the opportunity to teach when you can outside of classroom. Everyone is responsible to educate kids.

Work experience, job shadowing opportunities.

Try A Trade – includes maintenance staff.

Sharing of resources between community and schools. Look at FUA's.

Feed the kids. Less stigma for kids who need food, access for all.

What facilities could be used to facilitate connections to communities. Drop-in sports, community classes. Priorities are a few evenings a month for movie nights, or cake walks, or fun evenings. Getting community groups to run these perhaps? Low or no cost. Approach large industry to sponsor this.

Foster connections with local RCMP. Drop in sports, lunches.

Retaining our staff members – Daycare, connecting new educators in our community to established community or even to other new teachers so they have connections as they navigate their new jobs, community, life.

Our region is diverse; lots of stuff happening.

Central growth plan includes building community

Getting to know students so they know they matter. It spreads. Students now greet each other.

Inviting new members of the community.

Unique that we have centralized operations between management/facilities/etc.

Lack of band program. Art & music should be included. How do we pull people from the community for “extracurriculars”.

People don’t volunteer.

Decline in information sharing.

Partnering with DPAC.

Oil company sponsored farm safety program.

Rural schools being involved with people that come in. Busing is the issue?

Connecting more in the province? Separation between business and people.

Burnout of volunteers because not spreading the work. People working cause of lack of volunteerism?

Student representation.

Absenteeism - covid made people more health conscious, changed view to being an “option”.

Get them off phones.

Know of someone new, tell them about the great things about school district and then help them at getting connected.

Early connections with new families in communities.

Try to know all the students name in the school.

Make feel people important – know their name.

Know who the custodians, maintenance folks are – names.

Kids should look forward to coming to school – welcoming.

Support community – bring as many options (early, grades 8-9) to the students that are available HERE (NLC, Dual Credit programs, academic, nursing).

Incentives to pay off school loans.

Businesses involved in apprenticeship programs – who does them, when can you start?

Needs indoor recreation centre – spaces to do things in the winter – indoor soccer, pickleball, volleyball, getting bigger – no spaces to keep programs going.

Food programs for students – ALL, feeding futures.

Field trips to Colonies – does this happen? Learn about another culture that is part of our community.

Rural schools – families, work ethic, closely knit.

What do we do – show up with everything we have, supporting education is demonstrating life long learning.

Ag program – gardens, fish farm, kits @ District Resource Centre, “Agriculture in the classroom”

Hatching ducks/chickens in elementary schools.

Outdoor classrooms – are they still being used?

Grand buddies at elementary school.

Student council and student voice.

Ice rinks at school again.

Central growth plan.

- Build community in and outside of school
- Know the students; they matter
- Want them to stay as adults in the community

Acts of kindness.

Noble/social – career path.

Lost

- Art
- Band
- Shop
- Gwillim lake

Volunteerism

Communication building awareness.

DPAC partner on speaker.

Farm Safety.

Small rural schools – speakers Bev Lambert.

Unified voice – NLC, SD59, City.

Student reps monthly basis.

What do students say or parents say?

Transportation.

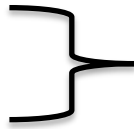
Keep students home more if sick – absenteeism.

Feeding Futures – food – grab and go.

- Who's ?? – everyone

Could we use our facilities to have more community interaction.

- Art classes
- Gym
- Unchagah hall – once a month movie night
- Family night to invite into schools
- Community partnerships
- Police officers get together with students and play basketball.



Charge ??
Sponsorship like free pool
nights
City run @ school

Divisions in community echoes in schools.

Accessibility to resources.

Families more involved – guest protocol.

Social activities within and without of the school.

Barriers to new comers to various activities.

Athletic to non-athletic programs needed – community supports.

Managing time and expectations.

Using students try to engage other students.

Community leadership (welcoming/supportive)

People leave our community because of poor culture in the workplace.

Partnerships look like:

- Cultural training
- Equity, diversity, inclusion training
- How do we act as leaders
- Welcoming to new employees

Increased diversity in our schools.

- International students
- Immigrants
 - Ukrainians
 - Filipino

Diverse languages being heard in schools.

Be humble and teachable as the adult.

We want to be a safe place.

We want to be free to have cultural change.

Partnerships bring opportunity to have more resources.

- Personnel for special projects

Working more between schools, age levels.

We need to support people who come in who have no support, no cultural connections.

We need more occasions to be welcoming like socials – use partnerships.

We need to rebuild the gathering.

Have parents, families come into the schools to share.

Identity is more than what we do.

Slightly more liberal.

Health.

Parental involvement.

Curate the environment.

Attend cultural events.

- Relationship building & trust
- Ethnicities

Profoundly safe community.

Where wonder is honoured.

Forgiving when Learning.

Critical Thinking.

Opportunity to build community between students.

May need:

- increase in access to mental health supports
- teacher education on mental health literacy
- support for counsellors? And LA.

Connect with Indigenous/First Nations Communities and elders for traditional support for mental health.

Role models, maintaining relationships with the community, speaking out against public issues.

Retention and recruitment – how rural communities are perceived impacts who moves here.

Cultivate positive culture, push back against bad behaviour (ie: Pouce Coupe Mayor) * prior

Devaluing of educators & education relates to absenteeism.

Bad public behaviour – people withdraw, disengage, isolation.

2016-2021 immigrant population doubled, we would be in decline without them, how are we integrating our new community members.

Schools taking on new celebrations, valuing school more.

Multicultural fusion festival, KPAC hosts – broaden appeal to community, food rocks.

Everyone as an educator.

Public discourse around COVID, SD59 isolated to avoid exposure and community backlash.

Maintaining connections after this, now creating public discourse forums (like this meeting).

Teachers connecting face to face with community members, relationship and trust building – people need to show up.

Set up discourse to have decorum, construct criticism, positive feedback.

The importance around showing up.

Kind of wants pre-involvement from community prior to actual teaching.

- Communities can feel alienated not knowing 9/5 curriculum.

Pre-conceived notions about curriculum, lack of communication, no specific forum.

Creating events that promote sense of community.

Working together to empower.

Build bonds between new staff, students, to the community?

Speed dating night for new teachers

ACHOTE

Dual Credit



School District No.59 (Peace River South)

Topic Four:

The three pillars of sustainability are environment, economy and society. All of them, directly and indirectly, impact each other – none of these pillars stands alone.

What does a sustainable community look like under each of the pillars and what role do we each play?

Top Themes (AI Generated from Each Tables' Notes Typed by Staff)

1. **Infrastructure and Resource Management:** This theme encompasses concerns about maintaining and upgrading physical assets such as buildings, ensuring access to technology and transportation, and addressing the challenges posed by aging infrastructure and limited resources.
2. **Education and Technology Integration:** The text highlights the importance of integrating technology into education, ensuring students are proficient in tech skills, and exploring innovative teaching methods such as virtual classrooms. There is also a focus on supporting teachers and providing adequate resources.
3. **Sustainability and Environmental Initiatives:** Discussions center around promoting sustainability, implementing green initiatives, and educating students about environmental stewardship. This includes efforts like recycling old tech, promoting energy efficiency, and engaging in conservation projects.
4. **Community Engagement and Retention:** The text emphasizes the importance of community involvement, attracting and retaining talent, and fostering a sense of belonging among residents. Initiatives such as mentorship programs, volunteering, and supporting local industries are highlighted.
5. **Economic Development and Financial Literacy:** This theme encompasses efforts to stimulate economic growth, promote financial literacy, and explore career paths in industries such as forestry,

agriculture, and technology. There's also a focus on equitable resource distribution and collaboration with external partners for sustainable development.

All Tables' Notes

Take care of our assets and buildings.

Watching enrollment rates and full schools' portables vs new builds.

Collaborating with municipalities on direction with new residential areas.

Tech budget between apple-based districts vs windows-based districts. Is what we spend on computers saving on support and security? Students are graduating high school without being tech savvy, every career they will have will require some level of tech. Our students don't have access to classroom computers or even working computer labs.

Would access to transportation increase attendance. In town busing options? Especially as the city bus in dc is cutting back. Busing options in other municipalities. Safety for walking kids? Crossing guards, street smarts. Increased supervision times before school.

Would a shorter school week help solve some absentee. Are 4 days more attainable than 5?

Environment is lacking in current strategic plan.

Can't have electric cars because they we don't have enough electricity.

Career paths for sustainability. Engineering.

Guest presentations from college?

Don Pettit / Peace Energy?

Recycle old tech

Evergreening labs purchased by donation?

Meeting with peers more regularly

Rural; not everyone has regular access to internet.

Don't pigeon hole our community – oil and gas, mining – so many other things make a sustainable community.

Greener initiatives and what is our goal that is attainable and fiscally responsible (having electric buses isn't realistic for us for now)

Older buildings – make improvements where we can; definitely easier on new projects.

Education of sustainability

Destination Conservation and audits, student involvement, education, challenges. This was a good program.

Community involvement from the energy sector, education, get them involved more.

Society is very global now which can be very overwhelming, make a difference of where you live, it starts with you.

Use technology to support education in classrooms, virtual classrooms, share teaching resources between communities.

How do we attract those that go off to university to come back to our community?

We can offer scholarships for the ACHOTE program.

Need attraction **to** programs not once they are in it. None of the education programs are full, students aren't choosing them.

A company is known by the people they retain.

Treat customers how you would want to be treated.

Community support

What does sustainability mean? Are they influx or balance.

Changes in economy – what is the draw

How do we market our advantages? City of Dawson Creek is trying – see Kevin.

Go Global Warning - -30 can suck.

Pathways to grow HERE.

Integrating efforts together.

Environment is missing – students care.

ADST – power unit – forward thinking – how long

Oil and gas town

- Group in Dawson Creek started windmills

Career paths as well.

Robotics/future oriented/sustainability

Teachers/resources

- Instructors from college come to present at schools

No Community

- Turnover or ?? – recycle

Useful to society.

Admin training.

Digital – access rural (no internet/Netflix, etc.).

Most buildings need upgrades.

As a whole, aging infrastructure (minus Pouce Coupe).

Upgrades in technology – can't keep up – cost and aging.

Can't runaway from it – embrace it.

AI – how to use properly and ethically.

Cyber security ?? - must in to keep information safe.

Sustain the amount of staff that we have and recruit more.

Changing the nature of education – very “blamable” profession.

Economy impacts – lots of jobs in industry – no need to get into education.

Local education program so locals can get the training/education here and then stay here (teacher/health care).

What can you do to give back to your community? Volunteer.

Big picture not seen anymore – the about us generation – not seeing how things effect others instead of just ourselves.

How do the core competencies affect how we can give back to community.

Culture changed – needing 2 parents working 40 hrs/wk – how do we have the time to volunteer and give back to the community.

Our ability to have time and energy to socialize with community members.

We need more facilities/space.

Building codes changed to make things more difficult.

We want goals that we are able to achieve that are measurable.

Measurement.

How can we teach kids what sustainability is?

What do we use that is sustainable?

How can we go beyond the basics of recycling?

Geothermal – greenhouse project.

Reach out to partners for exposure to things happening in the community.

Buy resources that are going to last.

Engage partners to help with initiatives.

Indigenous communities are also leading sustainability. – could lead to more Indigenous representation in schools.

Partnerships between schools for programs between SPSS and elementary.

Plant trees, gardens, flowers, etc.

Tracking carbon footprint and off setting

- Is the info public?
- Piloting new environmental initiatives

Economy

- How to encourage a community/people to move here?
- Arts and culture

Society

- Citizen retainment
- Student survey re how are we doing.

How are we connecting the students to the best parts of our communities? Foster a sense of belonging.

Community mentorship program

- Include: seniors, Indigenous and First Nation Elders and communities, students

To foster connection.

Add support for mental health needs.

Honour wonder and curiosity.

Keep Truth and Reconciliation commitment upheld.

Encourage critical thinking.

Mindful of water, prioritize use, storage.

Tied to petroleum, fracking, recirculating water.

Plant has made it more efficient due to drought.

Environmental changes – June indoors due to smoke, maintenance had to monitor CO2 levels in schools, relocating classrooms to different areas.

Retrofit schools to accommodate air purifying equipment.

More resilient buildings to changes in environment.

Economy:

- Financial literacy in the community, educate parents on sustainable practices.
- CLC 10 classes, community connection to financial literacy create consistency to foster this as a value in the community.

Tree planning endeavors, kids, community gardens.

Public parks have space available.

Caribou reclamation project. (YAY!)

- Celebration at Moberly Elementary, only successful in the world.

Creating sense of stewards of the land.

Understanding of watershed, we don't have a source nearby, up stream impacts.

Lack of agriculture education in the district

- Creating sustainable agriculture program

Work experience, trades explore program.

More collaboration with college, SD59, private schools for sustainable local programs.

Connected classroom model – as per First Nation Model. (Cheri Koenig)

Overcoming the inequity of how much we spend as a district compared to the rest of the province on transportation infrastructure – is enhanced technology the answer to this?

B.A. = Forestry/Agriculture/Silviculture.

YETS.

Understanding our watershed – where is the source.

10/11/12 Composting programs.

Agricultural land.

Collaborate with private schools that compliments local culture and industry.

Dealing with extreme events.

Tree planning and naturalized gardens.

Water resource.

Financial literacy.

Where can we connect.

Teach land stewardship

- Involve Elders and Knowledge Keepers

Composting – better recycling.

Get children/schools engaged in naturalized gardens, community gardens, teaching outdoors.

How can we support teachers and EA's more?

Do all schools have working equipment and training for teachers?



School District No.59 (Peace River South)

February 21, 2024

Board of Education

RE: Major Capital Update: Crescent Park Elementary Expansion Project

Background:

On October 25, 2023 the Board gave three readings to an amended 2023-2024 capital plan bylaw 2023/24-CPSD59-03 including the amendments for a Crescent Park - 5 modular classroom addition.

Crescent Park Elementary is a 63-year-old school with 2 additions constructed in 1966 and 1967 respectively. The operating capacity of the originally constructed school is 175 seats. There are three ancillary buildings on site: one Annex housing the library (3 washrooms/stalls) and two stand-alone modular classrooms (no washrooms) which increase the capacity of the school by 75 seats to 250. With 2023-2024 enrolment of 265, the school is at 106% capacity with the ancillary buildings and 151% capacity of the original ‘as built’ construction of the school.

The facility condition index (FCI) as determined by MOECC auditors is 0.62. The provincial average in 2022 was 0.42. Note the higher the FCI the worse condition of the school. Ideal state for K-12 facilities planning is to have all buildings at FCI 0.35 or lower.

Deferred maintenance or unfunded future liability costs according to VFA are \$5.594m including the Annex. Most of the estimated cost is under the category of “Beyond Useful Life.”

The maintenance work orders from January 1, 2020 to November 20, 2023 total 1,092, excluding routine work orders not related to the maintenance of the building such as paper delivery.

As reflected on the 2022-2023 financial statements, operating and capital surpluses are:

Operating Unrestricted	\$7,188,301
Local Capital (Board’s Discretion)	\$ 171,958
Ministry Restricted Capital (Ministry’s Permission)	\$ 150,000
Other Capital	<u>\$ 36,259</u>
Total:	<u>\$7,546,518</u>

Modular structures are not traditionally funded by the Ministry of Education & Child Care and are purchased and added to the asset inventory using Board funds at the local level.

This is a pilot project in the province along with 4-5 other districts facing capacity pressures.

The expected life of the modular structure is approximately 30 years. A replacement school has an expected life of 80 years.

The District has not been successful in securing capital funding for a replacement school.

The District has had good experience with modular additions in Pouce Coupe, in quality of space and adherence to schedule and budget.

The Crescent Park site is complex and challenging due to:

1. topography (not flat and steep grade banks)
2. traffic flow (staff, parent and public parking along with bus drop off and pick up in close proximity)
3. busyness of school (high enrolment and accompanying staff)

Consideration:

Leveraging the \$7.5m Ministry of Education & Child Care expansion project with Board capital and operating reserves to increase educational opportunities, administrative enhancements, capacity for future childcare and prolong the life of the asset.

With a \$7.5m injection of funding for five additional classrooms, including a wash cart/washroom, the Board may wish to invest some of its capital and/or operating surplus into other amenities that would have occurred with a new replacement school. To that end the Director of Operations and the Secretary-Treasurer met with an engineering firm to develop options for the Board's consideration.

In all options

1. The classrooms and additional space components are
 - a. Modularity
 - b. Single story
2. The two existing portables on site are removed and repurposed
3. The annex currently housing the library remains
4. Significant contingency for March 2024 BC building code updates
5. Kindergarten washrooms in two modularity
6. Modularity washrooms are universal

Option 1

Stand-Alone Five Classroom Building with Universal Washrooms

A cluster of five modulars, one washroom modular and ancillary spaces for electrical and custodial spaces separate and distinct from the existing building.

Estimated cost: \$6.5m

Schedule: December 2024 – March 2025

Option 2

Connected Five Classroom Addition with Universal Washrooms

A cluster of five modulars, one washroom modular connected to the existing building at the north end. Because the addition is connected to the school, they are considered one building and would require upgraded sprinkler and fire alarm systems, included in the option.

Estimated cost: \$7.2m

Schedule: September 2025

Option 3

Connected Five Classroom Addition with Universal Washrooms, new Administration Office and Library

A cluster of five modulars and one washroom modular connected to the existing building at the north end. The seven modulars would accommodate five classrooms, relocated administration offices for a more central location in the building, and new library space relocated to the school from the annex. Upgraded sprinkler and fire alarm systems are included in this option.

Estimated cost: \$9.2m

Schedule: September 2025

Option 4

Connected Five Classroom Addition with Universal Washrooms, new Administration Office, Library, Parking Lot Expansion, Existing Washroom Conversion to Universal, Roof Replacement and New Building Envelope

A cluster of seven modulars and one washroom modular connected to the existing building at the north end. The seven modulars would accommodate 5 classrooms, relocated administration offices for a more central location in the building, and new library space relocated to the school from the annex. Upgraded sprinkler and fire alarm systems included in this option. Also included are roof replacement, exterior building cladding replacement, parking lot reconstruction and paving, and renovating existing washrooms so that all washrooms in the school would be universal.

Estimated cost: \$11.2m

Schedule: September 2025 (building); Summer 2026 (parking lot)

A simple scoring matrix of evaluation factors is provided in the following table for information.

Option Evaluation Matrix				
	Option 1	Option 2	Option 3	Option 4
1 Cost & Fiscal Sustainability	4	3	2	1
2 Schedule	4	3	2	1
3 Added Learning Amenities	2	2	4	4
4 Added Administration Amenities	0	0	4	4
5 Added Washrooms	4	4	4	4
6 Health & Safety	1	1	2	4
7 Childcare Opportunities	0	0	4	4
8 Flexible, Accessible and Inclusive	1	1	3	4
Total	16	14	25	26
	High Score			Low Score
The lower the cost of the option and the least amount of surplus required to leverage the option, the higher the score	4	3	2	1
2 The faster the project completion the higher the score	4	3	2	1
3 Options with Library in the building score higher	4	3	2	1
4 Options with Office moved more centrally score higher	4	3	2	1
5 The more bathrooms the higher the score	4	3	2	1
6 Options with improved staffroom & universal washrooms & parking upgrades score higher	4	3	2	1
7 Options that leave space for future childcare score higher	4	3	2	1
8 Options that create opportunities for flexible use of space, make the building more accessible and inclusive score higher)	4	3	2	1

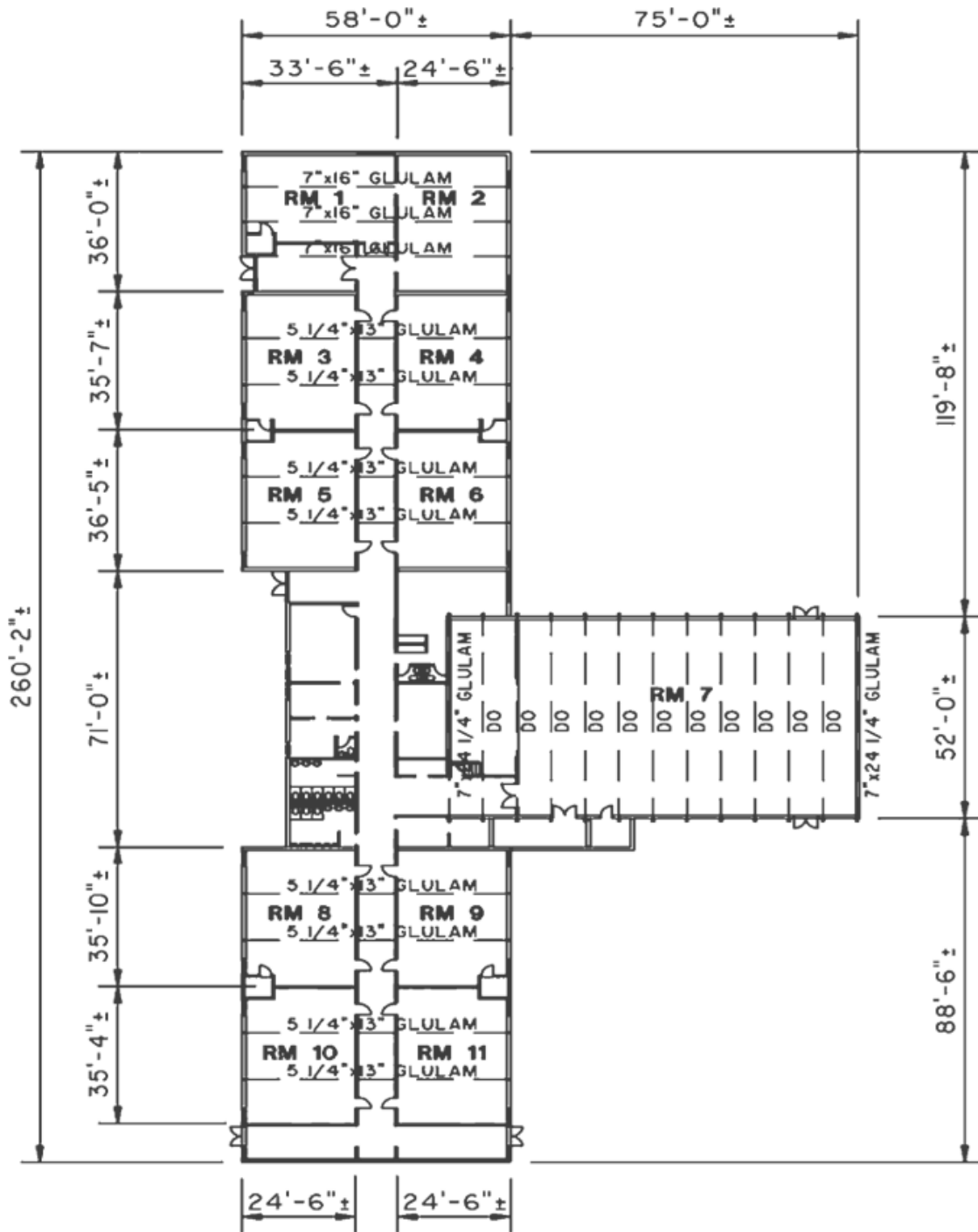
Action:

It is Staff’s recommendation to advance Option 3 as the preferred expansion project. Option 3 adds capacity to the school well in the future and improves accessibility to the school entrance and the library. Relocated offices to a central location allows for streamlined work flow given the bigger footprint, improved safety and a more welcoming location for students with all abilities. Moving the library into the school improves access and learning opportunities for students while freeing up the annex for possible future child care provision on site. Option 3 allows for flexible space within the school, giving staff and students spaces for privacy as well as small group projects and grouping and regrouping students for learning. While Option 3 does require \$1,700,000 of the Board’s reserve, the Option does leave \$5.8m in reserve. It is Staff’s recommendation that Option 3 best leverages the Ministry of Education and Child Care and Board funding to provide the most learning and administrative improvements possible while maintaining fiscal sustainability into the future.

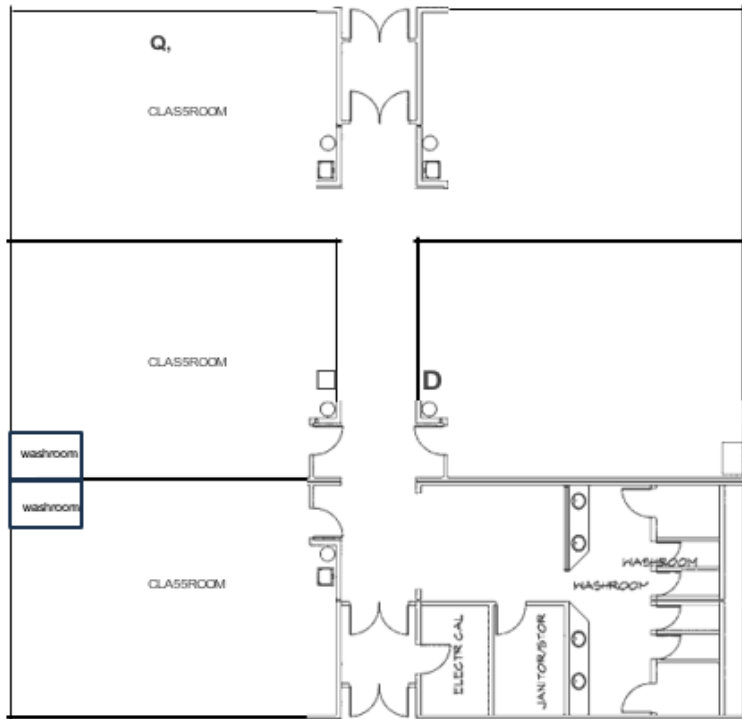
RECOMMENDED MOTION:

That the Board of Education of School District No. 59 (Peace River South) approve the Crescent Park Expansion project estimated cost of \$9,200,000 for Option 3: Connected Five Classroom Addition with Universal Washrooms, new Administration Office and Library; AND FURTHER that the Board of Education allocate the incremental cost of the project over and above the Ministry of Education and Child Care funding of \$7.5m, from operating reserves to a maximum of \$1,700,000.

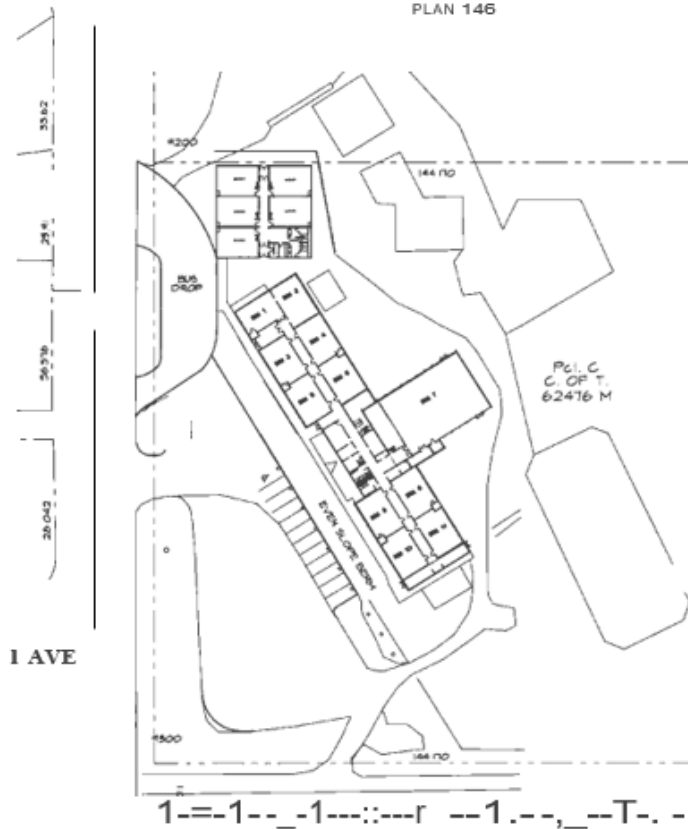
Kim Morris
Secretary-Treasurer/CFO



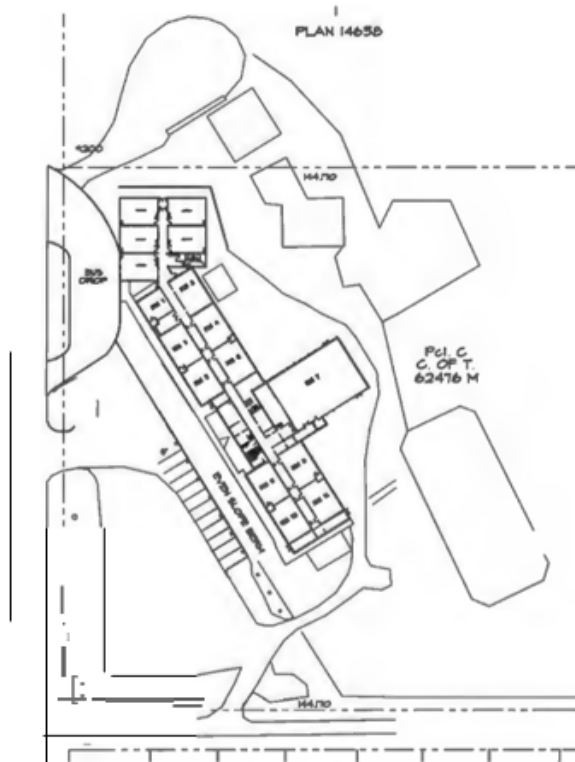
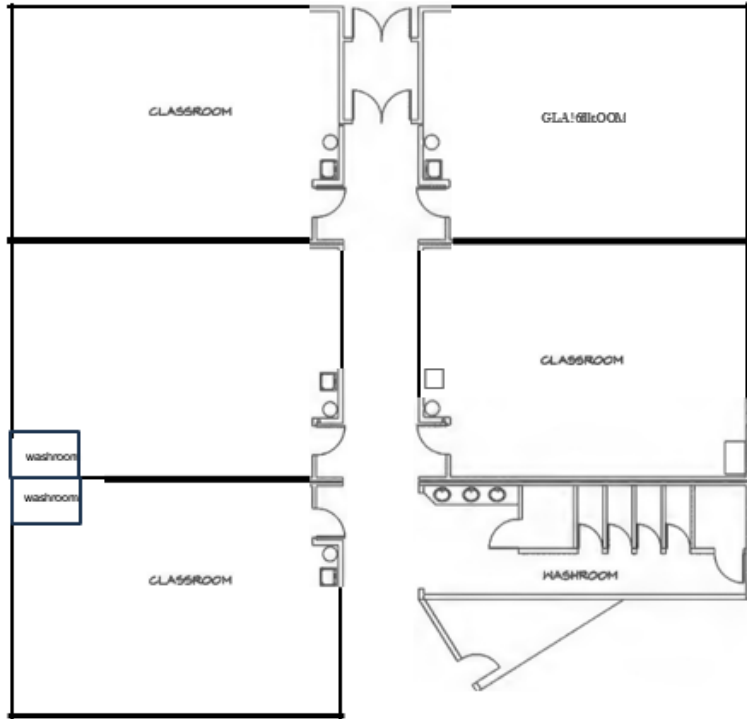
Existing Crescent Park Elementary Floor Plan



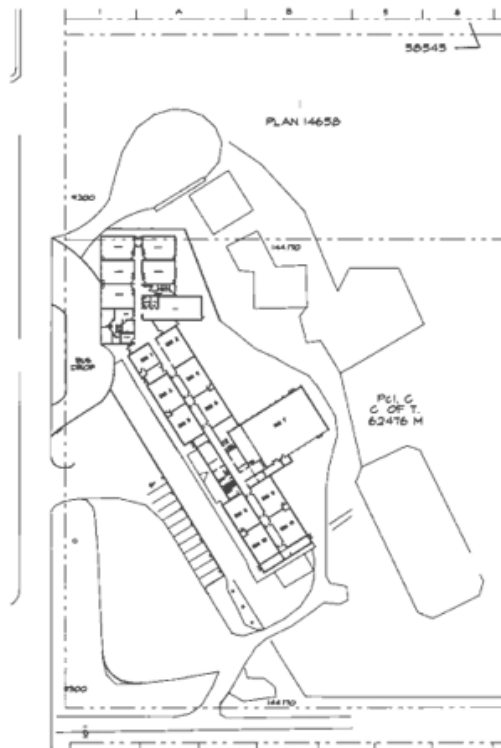
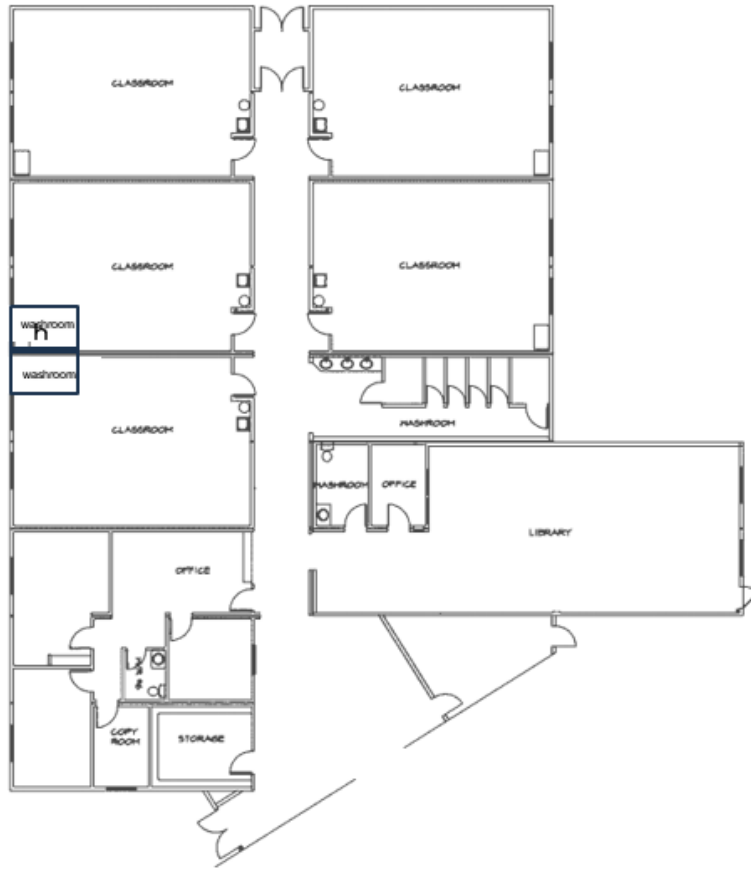
PLAN 146



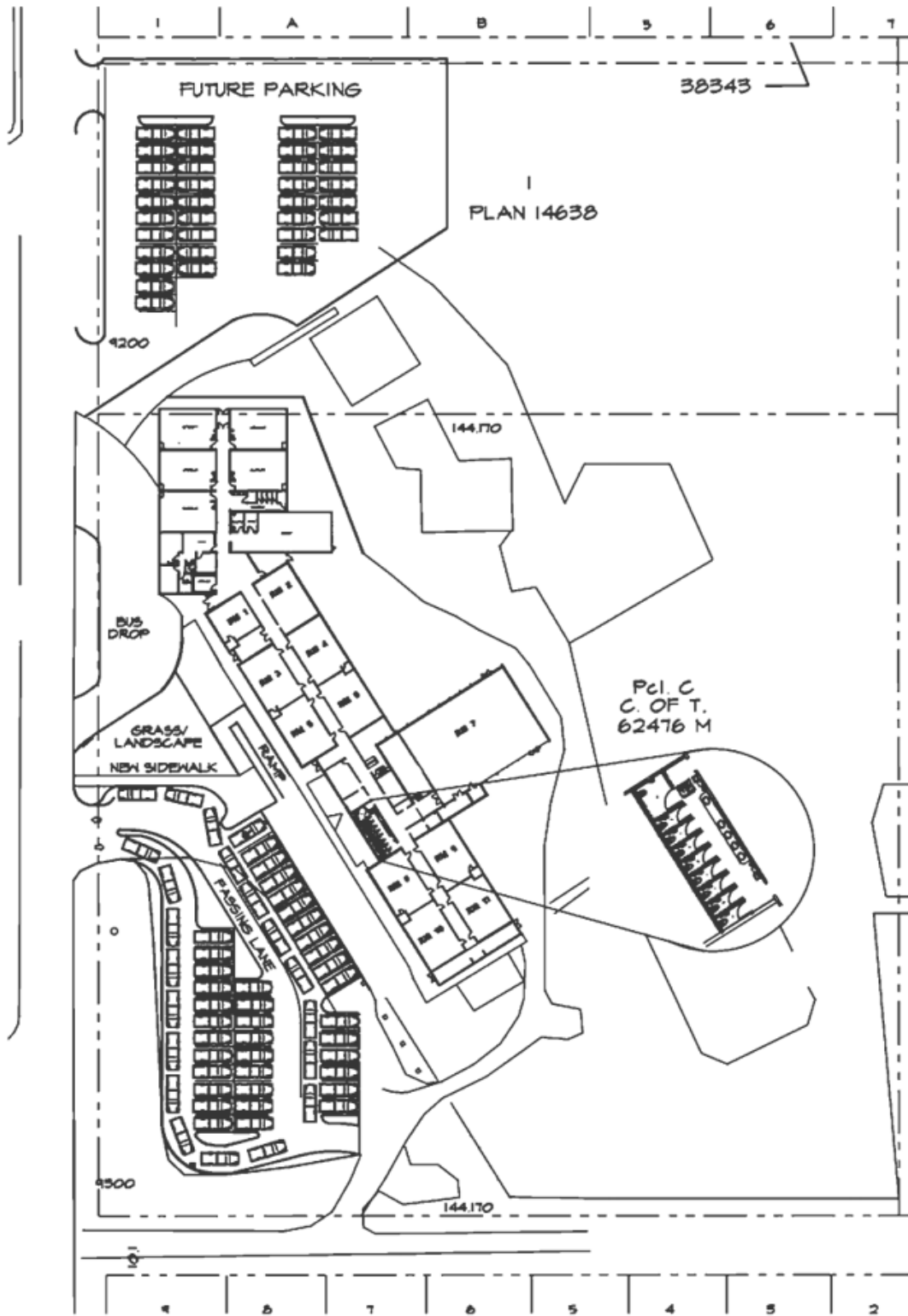
Option 1 Plan and Site Schematic Concept



Option 2 Plan and Site Schematic Concept



Option 3 Plan and Site Schematic Concept



Option 4 Site Schematic Concept



School District No.59 (Peace River South)

February 15, 2024

Board of Education

RE: Secretary-Treasurer Report for February

The purpose of this memo is to keep the Board apprised of some of the activities of the Secretary-Treasurer to February 15, 2024.

Gratitude to the Finance team for their work on T4's and Atrieve report support. It is a very high-pressure time for payroll and managers of Finance and despite that they never cease to jump in and support the ST and the District at large. Also, thanks to Trustee and staff for their leadership in the January 24 Strategic Plan and Budget consultation on January 24th. It cannot be overstated how much time, energy and passion goes into the work after work for all of you.

To date I have attended/initiated the following meetings and events:

- Principals/Vice-Principals/Admin meeting
- January 24, 2024 consultation dinner meeting
- Tremblay Elementary School Visit
- Minor Capital meeting with Director of Operations and Ministry of Education & Child Care Staff
- BCASBO Zone 3 Zoom meeting
- Dawson Creek Secondary School South Peace Campus school visit
- Two meetings relative to records management project discussion and demo with Ricoh re Laserfiche functionality and implementation
- Prefab Community of Practice meeting with districts that are recipients of the Ministry's pilot modular project
- Four meetings with individual school principals to orient, train and monitor budgets
- Northern Interior Branch Trustee meeting in Prince George
- Maintenance Foreperson meeting to thank for attendance on January 24 and to update on budget process
- BCASBO and Ministry of Education and Child Care Liaison meetings in Richmond
- IT Organizational and Critical Infrastructure Optimization Review project meeting with IBM and Technology Systems Manager
- Parkland Elementary School visit
- Infrastructure BC Market Sounding Prefabricated Classroom Initiative meeting
- Three-year enrolment submission
- Weekly meetings with each of the Finance Manager, the Director of Operations and Technology Systems Manager
- Weekly stand-up meetings with Finance Team

- Weekly Senior Leadership Team meetings

Focus this month has been on 2023-2024 Amended Budget finalization and 2024-2025 Preliminary budget preparation, including updating the Budget Developer app for Principals' use in planning their human and financial resource allocation for the upcoming year. We are very excited to have IBM visiting the district in Spring 2024 for the technology optimization review. This along with the Technology Planning Working Group will set a multi-year path for learning, investment and workflow in SD59.

Kim Morris
Secretary-Treasurer/CFO



School District No.59 (Peace River South)

(From the office of the Board of Education)

Feb. 15, 2024

RE: Policy 5190 Use of School Facilities and Political Party Rentals

A rental request recently came to a SD59 school from a provincial political party wishing to hold an evening event in a school facility. Staff do not recall single party political event rentals taking place at schools in the past. Some districts do have policy that specifically allows for political party rentals.

Given the upcoming provincial election and some concerns about inappropriate use of school grounds for political protest (sometimes during school hours) elsewhere in the province, and given that our policy and regulation 5190 do not specifically mention single political party rentals, I believe it would be appropriate for the Board of Education to review and clarify the policy.

I would recommend that the board refer Policy 5190 to the Policy Committee for review and direct staff to withhold approval of political party event rentals until the policy can be reviewed and revised by the board, if changes are required.

Sincerely,

Chad Anderson
SD59 Board of Education, Chair

Part B: Facilities

5190 Use of School Facilities

Policy 5190 STATUS: under revision January 2015

USE OF SCHOOL FACILITIES

Board Approved: March, 1972

Last Revised: June 19, 2013

Description:

Since all schools and district facilities are the property of the Board of Education, and since the facilities are established, maintained and operated by funds provided by taxpayers, the Board of Education accepts the responsibility for making its' facilities available to responsible organizations, associations, and individuals of the community for appropriate civic, cultural, child care, or recreational activities that do not infringe upon, nor interfere with, the operations, reputation and best interests of public education, and the community at large, and are in accordance with the policies and regulations of the school district.

When District facilities are made available to small business or commercial operations, care will be exercised to charge rent at rate commensurate with fair market value for the space provided, so as not to interfere with property owners who make their living through rental-properties in the private sector.

When District facilities are made available to day care - child care operations, who share the mandate of providing educational/developmental services to children, rental rates will reflect only the actual direct and/or indirect cost incurred by the Board [ref: S.85(3)(a)(b) School Act].

USE OF SCHOOL FACILITIES

Board Approved and Codified: November 4, 1985

Last Revised: June 19, 2013

Description:

Regulations Governing Use of All School District Facilities

1. All agreements with outside users of schools may be signed by the school Principal as designate of the Secretary-Treasurer.
2. Type of Activities Prohibited:
 - i) Promote any theory or doctrine subversive to the laws of Canada or any political subdivision thereof.
 - ii) Any activity that may violate the canons of good morals, manners or taste, or be injurious to the buildings, grounds or equipment.
 - iii) Any purpose in conflict with school activities.
 - iv) Activities that are discriminatory in the legal sense.
 - v) Smoking in school district buildings and vehicles.
 - vi) The use of alcoholic beverages is not permitted at school district facilities, except at events hosted or permitted by the Recreation and Social Services Societies that are associated with our schools, or property that is otherwise leased or rented to third parties, and where the board has given prior approval to consume alcohol. The group requesting permission to serve alcohol must have complied with any and all conditions that may be stipulated by the board, and the Province of British Columbia, prior to alcohol being served.
3. Type of Activities Promoted:
 - i) Day care – Child care services Board [ref: S.85(1)(a)(b)(c)(d)(e)(f) School Act]
 - ii) The Board of Education promotes the use of school facilities for use by licensed day care – child care operations on business days between the hours of 7 a.m. and 6 p.m. Board [ref: S.85(2) School Act]
 - iii) Said activities are welcome as room may be available and a schedule may be developed.
 - iv) Said activities shall not disrupt or interfere with the provision of educational activities and, rental fees to licensed day care operations will not be more than the direct and indirect costs incurred by the board as a result of making space available Board [ref: S.85(3)(a)(b) School Act].
4. All groups renting school premises are held responsible for acquainting themselves with these regulations, and for complying with them; this provision applies equally to regulations promoted by the Principal in respect of any particular school. Failure to comply with these regulations may result in withdrawal of renting privileges by the Board of School Trustees.

5. All groups or individuals are to be engaged by filling out an official Application For Use Of SD59 Premises form and Release Of School Liability and Indemnity form. The forms are available at the School Board Office or from the office of the Principal of the School. The rental may not be considered secured until these applications have been signed by the School Principal. All applications are to be submitted to the Principal who will keep a copy on file and will forward to the Board Office if requested. During the summer months, in the absence of the Principal, applications will be made directly to the Secretary-Treasurer or his designate.
6. Rent payment is due within ten days from the receipt of statement. Non-Payment may prejudice future use of premises by the organization concerned.
7. It is clearly understood by the Applicant that, except where rental refund has occurred (where applicable), School District #59 (Peace River South) assumes no responsibility whatsoever if last minute cancellations are caused by power failure, heat failure, Fire Marshal Regulations, or other causes beyond the control of the School Board.
8. Use of school premises by non-school organizations shall be subject to the needs of the school itself. School activities are given priority and it may be necessary to cancel arrangements with any group on certain dates or on a permanent basis. Whenever possible at least two weeks notice will be given of such cancellation.
9. Renting groups will be held responsible to replace or repair damages to school equipment or property occurring during their use of the premises.
10. All regulations required by the Fire Marshal's Office must be adhered to; to the maximum number of individuals allowed in any place of assembly, to the use of electrical devices and the wiring thereof, and to keeping fire exits clear of any obstructions (including parked cars).
11. Drama and choral groups using copyrighted publications shall assume full responsibility for payment of royalties.
12. When using school premises, the renting group must understand that the Board of School Trustees shall in no way be held liable for damage to, or loss of, property owned by the group or its members, either individually or collectively; neither shall the Board be held liable for the injury or death of any person, resulting from any cause whatsoever, and occurring on District-owned property.
13. Except in the case of small groups of students under the supervision of a teacher and other groups where the Principal has authorized teacher supervision, all after-hour use of school premises by students or public groups will have to bear the cost of custodial time provided custodial duties are required beyond regularly scheduled shift of the custodian.
14. The Board of Education reserves the right to terminate, alter any or all of these regulations without notice.
15. All staff are to co-operate in making school facilities, both plant and grounds, available to all community organizations as long as such arrangements do not interfere with the operation of the schools. All requests for use of school facilities must first be approved

by the school Principal, in consultation with affected staff. Rental rates apply and, in some cases, a fee is charged for cleaning or opening of facility where applicable.

16. Copy of Regulation No. 5190 “Regulations governing use of All School District Facilities”, shall accompany applicant’s approved copy of the Application for Use of SD (Premises, and Release of School Board Liability and Indemnity forms).
17. The use of school networks and internet capabilities to conduct research will be the responsibility of the user group to monitor and supervise. The user group must insure that all web use is done with the highest standards of care to prevent users from entering sites that contain hate literature, violent content, sexual content, or other related materials.

STUDENT GROUPS SPONSORED BY NON-SCHOOL ORGANIZATION

Student groups not sponsored directly by the school organization will generally be accorded the same privileges as school-sponsored groups and no rental will be charged, PROVIDED THAT school-sponsored groups shall have priority in the use of school premises and that no profit or gain is made by the sponsoring group. Whenever possible, non-school sponsored groups will be encouraged to use school premises between the hours of 3:30 to 10:30 p.m.

GROUPS EXEMPTED FROM PAYMENT OF RENTAL

Groups exempted from rental payment are:

1. Any groups designed to provide services mainly to students (school age children), educational assistants, teachers, or educational administrators where no admission to participants is applied.
2. Groups and organizations that are part of a joint use agreement with School District No. 59 including classes or activities sponsored by a municipality, district municipality or regional district with which the School District has an authorized joint use agreement.
3. Classes or activities sponsored by Northern Lights College or other non-profit groups providing similar services which are open to the general public.
4. Ratepayers associations duly constituted.
5. Municipal Corporations - for polling stations.
6. Political Forums when two or more parties are represented.
7. Northern Health Authority.
8. Royal Canadian Mounted Police for the purpose of training.
9. An organization sponsoring a Remembrance Day memorial service.
10. Not for profit youth organizations such as Girl Guides of Canada, Boy Scouts of Canada, Armed Forces Cadet Programs who are using the facilities for meetings. Rental rates may apply where revenue generating activities are occurring.

*Exemption from payment of rent does not mean cost-free. Where custodial or other services beyond the use of the facility are required, the school will charge at a cost-recovery rate.

USE OF SCHOOL EQUIPMENT AND RESOURCE CENTRE SERVICES

Use of school equipment by community:

1. School equipment including pianos, musical instruments, instructional and janitorial equipment shall not be routinely available for non school use.
2. An additional fee may be charged to the user group for the use of school equipment and supplies related to the activity associated with the rental (example gym equipment, canoes, technology etc.).
3. The services of the school district's resource centre are primarily provided for the public schools operating within the school district. Consequently, priority is to be given to meeting the needs of the school district teachers and students.

Services provided by the resource centre or directly funded by schools are not to be provided to outside agencies, i.e. science kits, supplementary readers, novels etc.

Independent schools may use the services of the resource centre on the following basis:

- priority for service is to be provided to public school students and teachers
- cost of producing materials and delivery charges must be borne by the borrowing agency
- a deposit may be required before having access to the loan of school district materials

Other non profit child/family centered agencies may borrow materials at the discretion of the Resource Centre Coordinator and on the same basis as independent schools.

USER LIABILITY INSURANCE

For profit users of school district facilities must carry a minimum of \$1,000,000 liability insurance as specified by the provincial School Protection Program. Other users may require insurance as outlined within the rental waiver, or as deemed necessary by the Principal or Secretary Treasurer.