



School District No.59 (Peace River South)

PUBLIC BOARD MEETING

The Board of Education of School District No. 59 (Peace River South) will be holding its Public Board Meeting on Wednesday, March 13, 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, March 12, 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



Open Board Meeting Agenda

Date: March 13, 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) adopt the March 13, 2024 Regular Meeting agenda as presented.*

1. ITEMS FOR ADOPTION

R1.1 – Regular Board Meeting Minutes – February 21, 2024

R1.2 – Excerpts Closed Meeting – February 21, 2024

2. BUSINESS ARISING

3. ESSENTIAL ITEMS

4. PRESENTATIONS

R4.1 International Field Trip – Dawson Creek Secondary School – South Peace Campus – S. Heilly

5. CORRESPONDENCE

R5.1 - Letter from District of Tumbler Ridge re: Invitation to Strategic Planning – February 22, 2024

RECOMMENDED MOTION:

THAT the Board of Education of School District No. 59 (Peace River South) receive the correspondence.

RECOMMENDED MOTION:

THAT the Board of Education of School District No. 59 (Peace River South) direct the Board Chair to reply to the Mayor and Council of Tumbler Ridge, thanking them for their February 22, 2024 letter and feedback relative to the Strategic Plan and Budget Consultation session.

6. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R6.1 – School/Student News

R6.2 – Field Trips

- i) Dawson Creek Secondary School – South Peace Campus International Trip to Europe
- ii) Dawson Creek Secondary School -Central Campus French Immersion Trip to Quebec

RECOMMENDED MOTIONS:

THAT the Board of Education of School District No. 59 (Peace River South) grant approval, in principle, to Dawson Creek Secondary School – South Peace Campus to proceed with planning the May 2025 French Immersion international field trip to France.

THAT the Board of Education of School District No. 59 (Peace River South) grant final approval to Dawson Creek Secondary School – Central Campus to proceed with the June 2024 French Immersion Trip to Quebec.



School District No.59 (Peace River South)

R6.3 – 2023 Adolescent Health Survey
R6.4 – 2024-25 School Calendar

RECOMMENDED MOTION:

THAT the Board of Education of School District No. 59 (Peace River South) adopt the 2024-25 School Calendar as presented.

7. REPORTS FROM THE SECRETARY-TREASURER

R7.1 – 2024-2025 Budget – Draft 2

RECOMMENDED MOTION:

THAT the School District No. 59 (Peace River South) Annual Budget Bylaw for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,328,840 for the 2024-2025 fiscal year be read a first time.

R7.2 – Secretary Treasurer Report – March 2024

8. TRUSTEE ITEM

R8.1 – BCSTA Update – R. Gulick

9. COMMITTEE REPORTS

R9.1 – Indigenous Education Councils

R9.2 – Policy Committee

10. DIARY

11. QUESTION PERIOD

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

12. FUTURE BUSINESS / EVENTS

R12.1 – Open Board Meeting – April 24, 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: February 21, 2024 – 1:00 PM

PLACE: School Board Office, Dawson Creek, BC

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

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

REGRETS: T. Jones, Trustee

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

(2024-02-004)

MOVED/SECONDED – Schurmann/Wards

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

CARRIED

1.0 ITEMS FOR ADOPTION

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

The Chair asked for any corrections to the minutes.

(2024-02-005)

The Chair declared the minutes of the open meeting January 24, 2024, approved as printed.

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

(2024-02-006)

The Chair declared the excerpts of the closed board meeting January 24, 2024, approved as printed.

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:

- Mr. Join created a “Mathematic Escape Room” for his grade 4/5 students at Little Prairie Elementary School. Each task was carefully designed to review all major concepts taught in math. It was an engaging learning opportunity that incorporated a different Core Competency task in each challenge. Little Prairie also held a school dance and created cosmic bowling lanes in the gym.
- Students at Ecole Frank Ross were busy building spaghetti bridges in anticipation of the Junior Skills Competition. Students are having fun learning how to play crib to build their numeracy skills. French immersion week was celebrated, and basketball season is in full swing.
- Several schools in the district are using hydroponic grow towers to enjoy fresh vegetables all year long. Ecole Frank Ross has a great crop of lettuce growing!
- Devereaux celebrated the Lunar New Year. 2024 is the year of the dragon. The students designed and created their dragons then had a parade in the gym to show them off. Students dived into project-based learning creating obstacle courses and marble races.
- Central outdoor education class went snowshoeing. DCSS Central hosted a staff versus students’ hockey game. The basketball teams have been busy attending tournaments and students were preparing for the Junior Skills Competition.
- Parkland Elementary students were building shapes based on Applied Design, Skills, and Technologies (ADST) curriculum - experiential, hands-on program of learning.

- Woodworking students at Tumbler Ride Secondary School built Adirondack chairs.
- DCSS – South Peace Campus grade 12 students are working on their capstone projects of which projects from two students were highlighted: one student designed and built a homemade BBQ, and the other student created a metal art statue. Both projects are amazing!
- South Peace Student Council has been very busy. They have started a public speaking group, been involved in grad planning, created a valentine's photo booth, and are having a writing contest.
- Students in grades 4/5 at Crescent Park Elementary participated in a book tasting event. The classroom was decorated as a book café and the students' sampled books while enjoying snacks and drinks at the café.
- Don Titus Elementary had a snowman building contest. The students created beautiful watercolour paintings with Mr. Goldie.
- Tremblay Elementary has created a wall mural with Mr. Lariviere. The Timberwolf is the new school mascot.
- Canalta elementary celebrated 100's day. Students in Ms. Harman's Kindergarten class designed their dream toque and then a very generous parent knitted each uniquely designed toque for the students.
- Many students throughout the district participated in the Regional Skills Competition event hosted at Northern Lights College on February 16, 2024. Many events were held on this day which included Junior and Senior Skills Competitions, Women in Trades, and Try A Trade. Gold medal winners will travel to the provincial competition in Abbotsford on April 17, 2024.

R5.2 International Field Trip

Dawson Creek Secondary School – Central Campus submitted a request for approval in principle to proceed with planning a Spring 2025 international field trip to Europe. The itinerary includes travel to cities in France, Germany, and England to tour areas known to be predominantly Canadian battle fields during World War I and II.

(2024-02-007)

MOVED/SECONDED – Schurmann/Gulick

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.

CARRIED

R5.3 Framework for Enhancing Student Learning Feedback

The district has received feedback from the Ministry of Education and Child Care on the Enhancing Student Learning report. The Ministry feedback includes strengths and considerations in five focus areas:

1. Approach to continuous improvement
 - a. The district's strength was the report shows continuous improvement.
 - b. The recommendation is to articulate the cycle of continuous improvement the district is using.
2. Data and evidence
 - a. The District's strength is its use of data.
 - b. The recommendation is further analysis for areas of growth, especially Grade 10 numeracy.

3. Ongoing engagement
 - a. The District’s strength is its evidence of strategic engagement with First Nations.
 - b. The recommendation is to engage other stakeholders.
4. Alignment and adaptations
 - a. The District’s strength is its alignment of resources to plans.
 - b. The recommendation is to align school growth plans with Enhancing Student Learning and Strategic Plan.
5. Improving equity for learning outcomes, with a focus on three priority populations – Indigenous students, children and youth in care, and students with disabilities or diverse abilities.
 - a. The Superintendent acknowledged Director Proulx and the absence of any recommendations in the children and youth care area.

R5.4 BCPSEA Incentives

The rural and remote pilot program allows Northern school districts to offer approved hiring incentives for new hire employees, commencing employment April 1, 2024 or later. School District No. 59 submitted eleven incentive requests for positions in Tumbler Ridge and Chetwynd. The district received approval for five Tier 1 incentives to be used for positions in Chetwynd. The incentives will be attached to specific employment positions.

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 Monthly Financial Report – January 2024

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

R6.2 2023-2024 Amended Annual Budget

The Secretary Treasurer presented 2023-2024 Amended Annual Budget with a report providing an analysis of changes and explanations of significant variances from the preliminary budget.

(2024-02-008)

MOVED/SECONDED – Gulick/Wards

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.

CARRIED

(2024-02-009)

MOVED/SECONDED – Gulick/Mounsey

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.

CARRIED

(2024-02-010)

MOVED/SECONDED – Wards/Schurmann

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

CARRIED

(2024-02-011)

MOVED/SECONDED – Schurmann/Gulick

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.

CARRIED

R6.3 2024-2025 Budget

a) Opportunities for Focus

Key areas of focus related to the priorities and goals of the Strategic Plan were presented to the board for consideration in developing the 2024-2025 budget. It was reported that all areas of focus can be met with current resource levels except technology which will require more investment pending the technology review. It was noted that current resource levels similar to 2023-24 include the use of \$2+ million in surplus dollars.

Next steps are:

- 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
- Alignment of human and financial resources (budget) to goals of the strategic plan

b) Three-Year Enrollment Projections

The three-year projection enrollment data suggests the district will stay fairly consistent in enrollment with a slight increase in the 2024-2025 school year. The enrollment projections are considered when developing future budgets.

c) January 24, 2024 Strategic Plan and Budget Consultation Report

The Board held a community meeting on January 24, 2024, to outline the strategic plan and budget as part of its consultation process. In total, seventy-one individuals attended the event, with representatives from district staff, community partners, stakeholders, First Nations, Indigenous Councils, municipalities, and regional district.

The evening included a dinner, presentation from district staff, and table discussions on four pre-determined topics. The tables notes were combined and then themed using AI. The discussion notes will be considered in the development of the new strategic plan and future budgets.

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

The Secretary-Treasurer and Director of Operations engaged an engineering firm to develop four options for the Crescent Park Elementary Expansion.

The options include:

- 1) Stand-Alone Five Classroom Building with Universal Washrooms.
- 2) Connected Five Classroom Addition with Universal Washrooms.
- 3) Connected Five Classroom Additional with Universal Washrooms, new Administration Office, and Library.
- 4) Connected Five Classroom Additional with Universal Washrooms, new Administration Office, Library, Parking Lot Expansion, Existing Washroom Conversion to Universal, Roof Replacement and New Building Envelope.

The Secretary Treasurer recommended Option 3 as the preferred choice. Option 3 adds capacity, improves the accessibility to the school entrance and library and allows for flexible space within the school. Option 3 does require the Board to allocate \$1.7 million of the Board's reserve to the project. 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.

Trustees asked questions of staff relative to the options.

(2024-02-012)

MOVED/SECONDED – Hillton/Schurmann

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.

CARRIED

R6.6.5 Secretary Treasurers Report - February 2024

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

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – R. Gulick

Trustee Gulick presented the latest news and events from the BCSTA.

BCSTA AGM registration opens on February 28th.

Trustees, the Superintendent and the Secretary-Treasurer attended the Northern Interior Branch meeting in Prince George on February 2 & 3, 2024. Motions were put forward from the branch to the BCSTA legislative assembly.

Board Chair Anderson attended a partner liaison meeting on February 9, 2024.

The latest BCSTA Weekly reports provide information related to:

- New Make a Future website for recruiting French teachers.
- SOGI Facts – Ministry of Education and Child Care has compiled a list of resources to help parents understand the truths and non-truths of SOGI-inclusive education.
- Changes to provincial electoral boundaries in BC.

The BCSTA Provincial Council meeting is being held virtually on February 24, 2024.

R7.2 Use of School Facilities – C. Anderson

After a recent rental request from a political party to use a school facility for a community meeting, Trustee Anderson requested the Policy Committee review the Use of School Facilities policy to provide clear guidelines for political party rentals.

(2024-02-013)

MOVED/SECONDED – Gulick/Schurmann

THAT the Board of Education of School District No. 59 refer Policy and Regulation 5190 Use of School Facilities to the Policy Committee for review;

AND FURTHER, that the Board withhold approval of political party event rentals until the policy and regulation review is completed.

CARRIED

8.0 COMMITTEE REPORTS

R8.1 Indigenous Education Councils

Trustee Hillton reported on the latest Indigenous Education Council meeting held in Chetwynd. Council looked at information on new grad requirement courses. Students provided positive feedback about the new curriculum and described what they are learning in the classes and why it is important. Council also heard about the graduation stories of students that did not graduate. An update was provided on the planning for the District's Truth and Reconciliation focused professional learning day to be held on April 29, 2024.

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 – March 13, 2024

ADJOURNMENT

(2024-02-014)

MOVED/SECONDED – Gulick/Wards

THAT, the Regular Meeting be adjourned. (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: February 21, 2024 11:00 AM
PLACE: School Board Office – Dawson Creek, BC

The meeting was called to order at 11:05 a.m. and the following was reported:

Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – January 24, 2024

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:

- Major Capital Update: Crescent Park Elementary Expansion Project

Adjournment Motion @ 11:38 a.m.

CERTIFIED CORRECT:

C. Anderson, Board Chair

K. Morris, Secretary Treasurer



February 22, 2024

School District No 59 (Peace River South)
11600 7 St.
Dawson Creek, BC V1G 4R8

To whom it may concern:

RE: Invitation to Strategic Planning

The District of Tumbler Ridge is writing to express their gratitude for the invitation to participate in the Strategic Planning session received at the January 15th, 2024, Council Meeting by School District 59. The opportunity to contribute to the strategic planning of SD59 was both exciting and rewarding.

Furthermore, I would like to suggest to SD59 to consider hosting the strategic planning sessions and engage with smaller communities within our region to gather diverse perspectives and input for the strategic planning process. As we strive to ensure inclusivity and representation, reaching out to various communities will enrich the dialogue and foster a sense of ownership and unity in our shared educational goals.

By hosting sessions in smaller communities, meaningful discussions can be facilitated, address specific concerns, and harness the collective wisdom and creativity of all stakeholders. This grassroots approach will not only strengthen the strategic planning process but also cultivate a deeper sense of belonging and investment in the outcomes.

The District is confident that by embracing inclusivity and collaboration, SD59 will develop a strategic plan that reflects the aspirations and priorities of the entire educational community.

Once again, thank you for the opportunity to be part of this important endeavor. The District of Tumbler Ridge looks forward to the continued collaboration and the positive impact it will have on the students and communities served by SD59.

Sincerely,



Darryl Krakowka,
Mayor



School District No.59 (Peace River South)

March 7, 2024

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

Regarding approval to proceed for student trip to France, May 1 - 12, 2025

This letter is to inform you that Sandra Heily, French Immersion teacher at Dawson Creek Secondary School: South Peace Campus has asked for approval to begin the formal planning process for a student trip to France in the spring of 2025. The school principal, Judy Eagles, has approved the Field Trip Application Form.

The trip would be open to grade 11 and 12 students who are currently enrolled in French Immersion at from the Dawson Creek Secondary School: South Peace Campus. The tentative itinerary has students traveling to France to tour Paris, Avignon, the French Riviera, and Milan. Each day of the trip includes guided tours of significant cultural attractions and locations like the Notre-Dame Cathedral, Place de la Concorde, Champs-Elysees, Eiffel Tower, the Louves and much more. The tentative trip dates are May 1st – May 12th, 2025. 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>). SD59 students will be responsible for the cost of international travel, visitor visas and administration fees. The total cost for each student to travel will be approximately \$6,107. Ms. Heily 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 – South Peace Campus to proceed with planning the May 2025 French Immersion international field trip to France.

I will continue to work with Ms. Heily to ensure that student safety is at the forefront in her planning.

Sincerely,

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

Paul Chisholm, District Principal
SD 59 Peace River South
11600-7th Street
Dawson Creek, BC V1G 4R8

Monday February 26th 2024

Subject: Approval Request for French Immersion Trip to France

Dear Mr. Chisholm,

I am writing to request approval for an exciting educational trip to France for our French Immersion students. The field trip involves 19 French Immersion students in grade 11/12 students who will be travelling to Paris, France from May 1st- May 12th, 2025. As you are aware, our students who are pursuing their education in both English and French, they are completing their studies to earn a dual Dogwood diploma. Now, I believe it is time to offer them an enriching opportunity to apply their language skills in an immersive setting and to immerse themselves in the vibrant culture of France.

The proposed trip aims to provide our students with a unique learning experience that goes beyond the confines of the classroom. By spending time in a French-speaking country, they will have the chance to practice their language skills in authentic situations, thereby reinforcing their proficiency and confidence in French. Additionally, they will be able to engage with native speakers, expanding their cultural understanding and appreciation.

Furthermore, this trip aligns perfectly with our educational objectives to foster global citizenship and cultural competence among our students. Experiencing life in a different country will broaden their perspectives, cultivate empathy, and promote tolerance and understanding of diverse cultures. These are invaluable lessons that cannot be fully taught within the walls of a classroom.

The trip is being coordinated through Education First (EF) Educational Tours who will be providing tour leaders, planning support as well as providing for the safety and security of the tour group. In addition to EF Tours, we will be sending two parent chaperones along with the teacher chaperone, Sandra Heily. I am committed to adhering to all relevant policies and procedures set forth by the board office.

I am confident that this trip will be a transformative experience for our students, enhancing their language proficiency, cultural awareness, and personal growth. I kindly request your approval and support for this endeavor, recognizing the immense value it holds for our students' educational journey.

Thank you for considering this proposal. I am more than willing to provide any additional information or address any concerns you may have. Together, let us provide our students with the opportunity of a lifetime to explore, learn, and grow.

Sincerely,

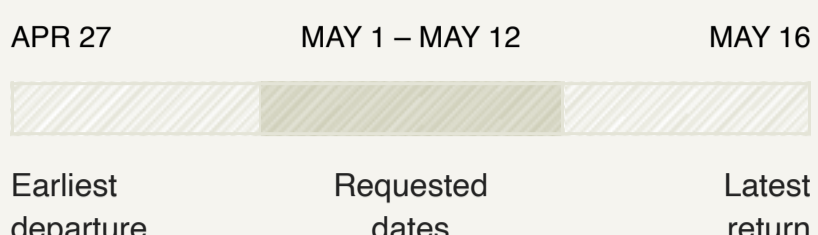
Sandra Heily
French immersion teacher
DCSS

Paris & the Riviera

Questions? I'm available. Just let me know.



Travel dates 2025



Depart from Grande Prairie (AB)

Price valid until 2/29/2024

STUDENT	ADULT
\$6,107 or \$455/ 13 mos	\$7,427 or \$556/ 13 mos

PRICE DETAILS



DAY 1 Fly overnight to France

DAY 1 Fly overnight to France

DAY 2 Paris

Meet your Tour Director at your destination

Take a walking tour of Paris

Catch a glimpse of Notre-Dame Cathedral

DAY 3 Paris

Take a guided tour of Paris

With your expert local guide you will see:

- Place de la Concorde
- Champs-Élysées
- Arc de Triomphe
- Les Invalides
- Eiffel Tower

Versailles

Enjoy an excursion to the grand palace of Versailles, where Louis XIV held court in the most lavish style imaginable. On a tour, stroll through the elegantly landscaped gardens, the historic Hall of Mirrors, and the ornately decorated State Apartments. *Note: Versailles is closed on Mondays.*

DAY 4 Paris

Visit the Louvre

Enjoy a Seine River Cruise

DAY 5 Paris • Provence

Travel by TGV train to Avignon

Visit the Papal Palace

Walking tour of Avignon

Visit the Pont du Gard

DAY 6 Provence

Take a tour of Arles

Visit the Arles Amphitheater

Visit the stunning hilltop village of Les Baux-de-Provence

DAY 7 Provence • French Riviera

Travel to the French Riviera

DAY 8 French Riviera

Take a day trip to Monaco and Eze

Visit a French perfume factory

Take a walking tour of Nice

With your tour director you will see:

- Vieille Ville
- Promenade des Anglais

DAY 9 French Riviera • San Remo • Cinque Terre

Travel to Cinque Terre via San Remo

Explore San Remo on your own

DAY 10 Cinque Terre

Spend the Day Exploring Cinque Terre

DAY 11 Cinque Terre • Milan

Travel to Milan

Take a guided tour of Milan

Visit the Milan Cathedral

Explore the Galleria Vittorio Emanuele on your own

DAY 12 Depart for home

We're here to help, call us:

Teachers and Group Leaders
1-800-387-1460

Students and Parents
1-800-263-2806

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School District No.59 (Peace River South)

March 7, 2024

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

Regarding final approval for the student trip to Ottawa, Quebec and Montreal, May 28 – June 6, 2024

This letter is to inform you that Dawson Creek Secondary School: Central Campus teacher, Jordan Simao and school vice-principal JoAnne Malkinson are proceeding with the planning for a student trip to Ottawa, Quebec and Montreal in May-June and the trip is ready for final approval.

This trip is for 11 female and 14 male students in grades 8 and 9 at Dawson Creek Secondary School. This final itinerary has students traveling to Ottawa for guided sightseeing tours and museum visits for two days. The students will venture to Quebec City after two days in Ottawa for more guided tours and sightseeing for the next two days. A similar schedule of sightseeing and guided tours is slated for three-day visit to Montreal. There are three activities the students will engage in while in Montreal where additional work was required to ensure student safety was addressed: the Motorboat Excursion, time spent at La Ronde Amusement Park and the Trapeze workshop. Mr. Simao gathered additional information to ensure parents were completely aware of what these activities will entail. The activities have been a part of the itinerary of past trips taken by School District No 59 to Ottawa, Quebec and Montreal and are supported by EF Educational Tours.

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>).

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

Recommendation: THAT the Board of Education of School District No. 59 (Peace River South) grant final approval to Dawson Creek Secondary School – Central Campus to proceed with the June 2024 French Immersion Trip to Quebec.

Thank you for considering this final request.

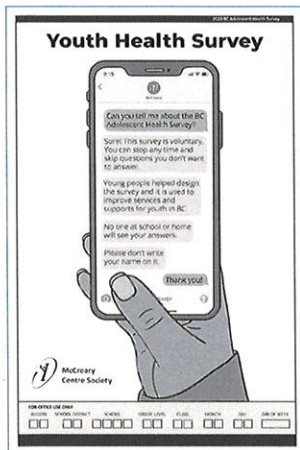
Sincerely,

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



McCreary
Centre Society

Results from the 2023 BC Adolescent Health Survey



SCHOOL DISTRICT 59: PEACE RIVER SOUTH

Photo: Shipyard and Titanic Trail, Tumbler Ridge, British Columbia, Canada.

2023 BC Adolescent Health Survey Results
School District 59 – Peace River South

McCreary Centre Society
3552 East Hastings Street
Vancouver, BC, V5K 2A7

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INTRODUCTION

Thank you to all the students and school district staff who supported the data collection for the 2023 BC Adolescent Health Survey (BC AHS). This report provides an overview of the findings from the 2023 survey for this district.

To accompany this report, we have created an infographic which shares some findings, highlights the role of protective factors, and compares a few 2023 results to results in 2018.

This report is the property of your school district and will not be released by McCreary to any other party, unless written permission is received from the school district. You may receive direct requests from the Ministry of Education, other government ministries, and public health agencies to access this report. It is the decision of the school district whether or not you release this information.

We have produced a provincial report using the data from this and the 58 other participating school districts, and will shortly begin the process of producing local Health Service Delivery Area (HSDA) reports. No direct comparisons between school districts will be released.

Your school district data cannot be directly compared to data from the provincial or regional reports, or to other school districts without additional statistical tests. Comparing data between survey years (e.g., between 2023 and 2018) also requires statistical testing. We would be happy to support you in conducting additional analysis of your data, if we are able to.

When reading the report please note that the 2023 BC AHS included some questions which students only answered if they had answered 'yes' to a screening question. For example, if they answered 'no' to the question 'Have you ever vaped', they would not answer the vaping specific questions that followed. In these cases, the tables are labelled to indicate this occurred (e.g., the table headline would include 'among students who had ever vaped').

If "NR" appears instead of a percentage this means that the percentage was not releasable due to the risk of deductive disclosure. For the same reason, some results may be reported descriptively instead of quantitatively.

Due to rounding, percentages for a survey item may not always total 100%.

If you have any queries relating to this report or the BC AHS, please contact Karen (karen@mcs.bc.ca) or Annie (annie@mcs.bc.ca).

We would be happy to visit and share the survey findings with school administrators, students, and/or parents.

Finally, McCreary's Youth Action and Advisory Council offers grant funding up to \$750 for students who wish to deliver projects to address youth health issues identified in the 2023 BC AHS. For more details, please contact yag@mcs.bc.ca or visit https://www.mcs.bc.ca/youth_action_grants.

STUDENTS IN SD 59 WHO PARTICIPATED IN THE BC AHS

Students in Grades 7–12 in this district participated in the 2023 BC Adolescent Health Survey. They provided demographic information such as age, race, and gender.

Age

Age of survey participants	
12 or younger	11%
13 years	15%
14 years	17%
15 years	19%
16 years	17%
17 years	15%
18 years or older	5%

Note: Percentages do not total to 100% due to rounding.

Gender identity and sexual orientation

In this school district, 51% of students identified as male, 44% as female, 2% as non-binary, and the remainder were not yet sure of their gender identity. For 94% of students, their gender identity matched their sex assigned at birth.

The majority of students identified their sexual orientation as straight.

Sexual orientation	
Straight	76%
Mostly straight	4%
Bisexual or pansexual	11%
Gay or lesbian	2%
Asexual	2%
Not sure	5%
Other	NR

NR: The percentage could not be reported due to risk of deductive disclosure.

Ethnic background

Students came from a range of backgrounds. The most common background was European.

Family background	
Indigenous	30%
African	1%
Caribbean	1%
European	42%
East Asian	2%
South Asian	1%
Southeast Asian	8%
Middle Eastern	NR
Latin American, South American, Central American	2%
Australian, Pacific Islander	1%
Other	3%
Don't know	27%

Note: Students could mark all that applied.

NR: The percentage could not be reported due to risk of deductive disclosure.

Indigenous students

Among Indigenous students:

- 57% identified as First Nations, 44% as Métis, and 4% identified another Indigenous background including Inuit.
- 8% had previously lived on reserve and 17% were currently living on reserve.
- 30% could speak at least a few words of an Indigenous language.
- 7% identified as Two-Spirit.

Indigenous students were also asked about their family history of residential school: 36% did not know their family history but 48% reported that a family member had been in residential school.

Racial identity and religious affiliation

For the first time, the BC AHS asked students about their racial identity and religious affiliation.

Racial identity	
White	76%
Black	2%
Asian	9%
Indigenous	18%
Latin American/Hispanic	2%
Mixed race	3%
Other	1%

Note: Students could mark all that applied.

Religious affiliation	
None	52%
Buddhist	1%
Christian	27%
Hindu	NR
Jewish	1%
Muslim	1%
Sikh	NR
Traditional (Indigenous) spirituality	4%
Don't know	12%
Other	3%

Note: Students could mark all that applied.

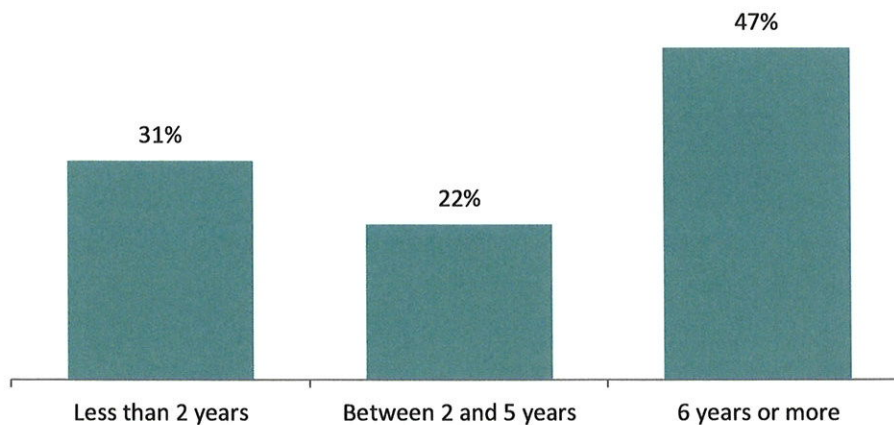
NR: The percentage could not be reported due to risk of deductive disclosure.

Time in Canada

Most students in this school district were born in Canada.

Immigration	
Born in Canada	90%
Arrived in Canada as an international student	3%
Arrived in Canada as a refugee	1%
Born abroad and now a permanent resident or Canadian citizen	6%

How long students have lived in Canada (among those born abroad)



HOME LIFE

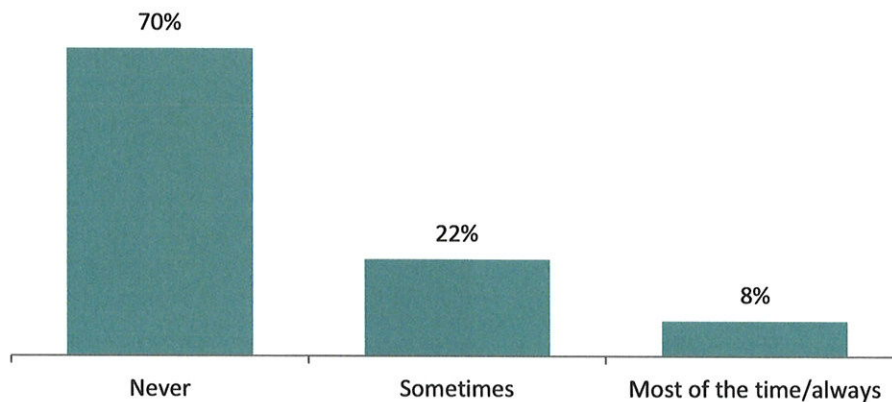
Students in this school district reported a range of living situations.

Who students lived with most of the time	
Mother/stepmother	81%
Father/stepfather	74%
Two mothers or two fathers	2%
Grandparent(s)	8%
Foster parent(s)	1%
Sibling(s)/stepsibling(s)	55%
Their own child or children	NR
Other children or youth	2%
Other adults related to them	3%
Other adults not related to them	2%
Lived alone	NR
Lived with both parents at different times	12%

Note: Students could mark all that applied.

NR: The percentage could not be reported due to risk of deductive disclosure.

How often students speak a language other than English at home



Caretaking responsibilities

On an average school day, 29% of students took care of a relative (e.g., a relative with a disability, or their younger siblings), and 78% took care of a pet or other animal.

Government care experience

Students had experienced a variety of different types of government care (including through a delegated agency), as well as alternatives to government care, such as a Youth Agreement.

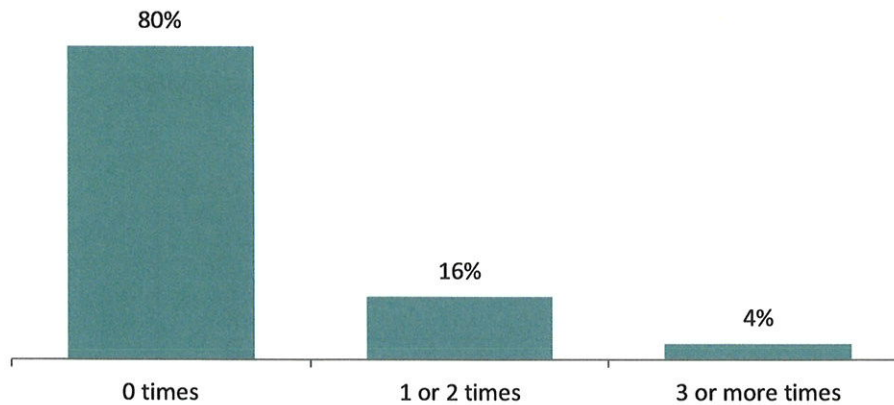
Types of care students had experienced	
Foster home	3%
Group home	2%
Youth Agreement	1%
Extended Family Program or Out of Care Order	4%
Custody centre/detention centre	1%

Note: Youth could mark all that applied.

Unstable housing

In the past 12 months, 8% of students in this school district ran away from home, 5% were kicked out, and 3% were homeless.

Times students moved in the past 12 months



Parental monitoring

Students were asked how much they felt their parents monitored what they were doing in their free time and online in the past 30 days. Parents were more likely to know what students were doing with their free time than their time online.

How much students felt their parents knew what they were doing ...			
	Never/ rarely	Sometimes	Most of the time/ always
With their free time	16%	18%	66%
Online	44%	17%	39%

MATERIAL WELL-BEING

Employment

During the school year, 37% of students worked at a paid job, including 5% who worked 21 or more hours a week.

Students' reasons for working (among those who worked)	
Needed the money	46%
Wanted spending money	53%
To contribute to family income	12%
To build their résumé	29%
To learn skills	36%
To save for school	38%
Other	8%

Note: Youth could mark all that applied.

Material deprivation

In 2018, McCreary developed a 10-item Youth Deprivation Index with the help of 800 students across the province. In preparation for the 2023 BC AHS, over 500 students reviewed the Index to determine if it was still relevant. They confirmed that the 10 items still captured deprivation from a youth's perspective but they also indicated the need for the addition of an 11th item – personal hygiene products.

Most students had each of the items in the Index.

Students who lacked but wished they had ...	
Money to spend on themselves	16%
Clothes to fit in	4%
Access to transportation	4%
Smartphone	4%
Lunch for school/money to buy lunch	5%
Access to the Internet	1%
Space of their own to hang out in	5%
Equipment/clothes for extracurricular activities	5%
Money for school supplies, school trips, and extracurricular activities	6%
A quiet place to sleep	3%
Personal hygiene products (e.g., soap, deodorant)	1%

Food security

In the past 12 months, 10% of students had cut the size of meals or skipped meals because there was not enough money for food. Also, 13% went to bed hungry at least sometimes because there was not enough money for food.

SCHOOL EXPERIENCE

Students were asked how much they agreed with a series of statements about their school experience.

Students' feelings about their school experience			
	Disagreed/ Strongly disagreed	Neither agreed nor disagreed	Agreed/ Strongly agreed
Felt like a part of their school	18%	42%	41%
Happy to be at school	31%	33%	36%
Felt school staff treated them fairly	13%	30%	57%
Felt school staff expected them to do well	6%	23%	72%
Felt safe at school	18%	32%	51%
Felt teachers cared about them	13%	34%	54%
Felt other school staff cared about them	15%	37%	48%

Note: Percentages in each row may not total to 100% due to rounding.

School absences

They were also asked about their reasons for missing school in the past 30 days.

Reasons for missing school in the past 30 days		
	Missed 1 or 2 days	Missed 3 or more days
Illness	28%	20%
Skipping	27%	15%
Bullying	5%	1%
Suspension	3%	2%
Family responsibilities	18%	6%
Work	5%	3%
Sleeping in	21%	7%
No transportation	9%	3%
Appointments	34%	8%
Own mental health (e.g., anxiety, depression)	13%	13%

Education plans

The majority of youth planned to finish high school and pursue post-secondary education.

School plans	
Did not expect to finish high school	2%
Planned to finish high school but not go to post-secondary	14%
Planned to go to post-secondary	63%
Hadn't thought about it	12%
Didn't know	9%

School safety

Students generally felt safe at school, and getting to and from school. However, they were more likely to feel safe in supervised locations such as classrooms and libraries, than in less supervised spaces.

How often students felt safe			
	Never/rarely	Sometimes	Usually/always
Classrooms	8%	13%	79%
Washrooms	19%	18%	63%
Changing rooms	21%	13%	66%
Hallways and stairwells	12%	15%	74%
Library	6%	8%	86%
Cafeteria	10%	14%	76%
Outside on school grounds	12%	17%	71%
Getting to and from school	8%	13%	79%

Note: Percentages in each row may not total to 100% due to rounding.

Sex education at school

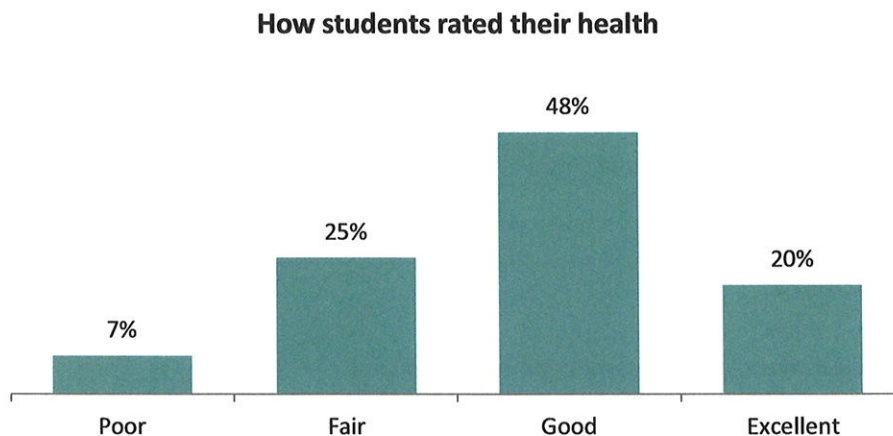
For the first time, the BC AHS asked students about their views on the sexual health education they received at school. In total, 66% reported receiving sex education at school, including 41% who had found it helpful and 25% who had not found it helpful.

Students who received sex education were asked whether this education had met their needs:

- 78% felt the sex education they received had started at the right age for them.
- 78% felt it was relevant to their gender identity.
- 75% felt it was relevant to their sexual orientation.
- 50% felt it was relevant to any disability or health condition they had.
- 77% felt it was respectful of their culture/religion.

PHYSICAL HEALTH AND WELL-BEING

The majority of students rated their health as good or excellent.



Sleep

The night before completing the survey, 39% of students slept for at least eight hours. The majority of students were able to sleep undisturbed that night. However, 32% reported that their sleep was interrupted.

Hours that students slept the night before completing the survey	
4 hours or less	12%
5 hours	11%
6 hours	14%
7 hours	24%
8 hours	25%
9 hours or more	13%

Note: Percentages do not total to 100% due to rounding.

Most students engaged in at least one activity after they were expected to be asleep, and 36% went offline (e.g., they put their phone on silent, turned it off, or put it in another room).

Activities students were engaging in after they were expected to be asleep	
Chatting or texting	66%
Playing/watching esports	23%
Gaming (other than esports)	37%
Doing homework	40%
Scrolling through social media	71%
Doing other things online (e.g., watching videos)	70%

Health conditions and disabilities

When asked about any health conditions and disabilities, students most commonly reported having a mental health condition.

Health conditions and disabilities	
A mental health condition (e.g., depression, bipolar disorder, eating disorder, OCD)	31%
A physical disability (e.g., cerebral palsy, use a wheelchair)	2%
Deaf or hard of hearing	4%
Blind or visual impairment which cannot be corrected with glasses/contact lenses	2%
A long-term/chronic medical condition	7%
A learning disability (e.g., dyslexia)	8%

Note: Students could mark all that applied.

Students were also asked about some specific conditions and disabilities.

Specific conditions and disabilities	
FASD/FAS/FAE	1%
Autism Spectrum Disorder	4%
Depression	19%
Post-Traumatic Stress Disorder (PTSD)	7%
Anxiety disorder	30%
Attention Deficit Hyperactivity Disorder (ADHD/ADD)	20%
Eating disorder	11%
Obsessive-Compulsive Disorder (OCD)	9%
Alcohol or other substance use addiction	9%

Note: Students could mark all that applied.

Among students with a health condition or disability, 32% did not experience any barriers because of their condition, 46% had what they needed to overcome the barriers they experienced, and 22% did not have what they needed to overcome the barriers they faced.

Injuries

In the past 12 months, 34% of students had been injured seriously enough to require medical attention. Also, 18% had experienced one or more concussions where they had lost consciousness, or were dazed, confused, or suffered a gap in memory during this time period.

Students who had experienced at least one concussion in the past 12 months were asked whether they had received medical treatment for their most serious head injury, and 33% indicated they had. They were also asked what they were doing when they got their concussion.

How students got their most serious concussion in the past 12 months	
Riding/driving in a motor vehicle	11%
Riding a bike	9%
Skateboarding	6%
Playing/training for organized sports	30%
Playing recreational sports (without a coach)	15%
Fighting with another person	8%
Using alcohol or other substances	11%
Working	8%
Other	31%

Note: Students could mark all that applied.

Access to health care

In the past 12 months, students had accessed a range of health care options. However, not all students got the care they needed.

Where students got health care in the past 12 months	
Did not need health care	31%
Did not get the health care they needed	3%
Family doctor	48%
Specialist (e.g., dermatologist, psychiatrist, etc.)	18%
Nurse	9%
Walk-in clinic	20%
School wellness centre	2%
Youth clinic	1%
Emergency Room (ER)	16%
Traditional healer	2%
Counsellor/psychologist	12%
Foundry centre/Foundry Virtual BC	1%
Other	4%

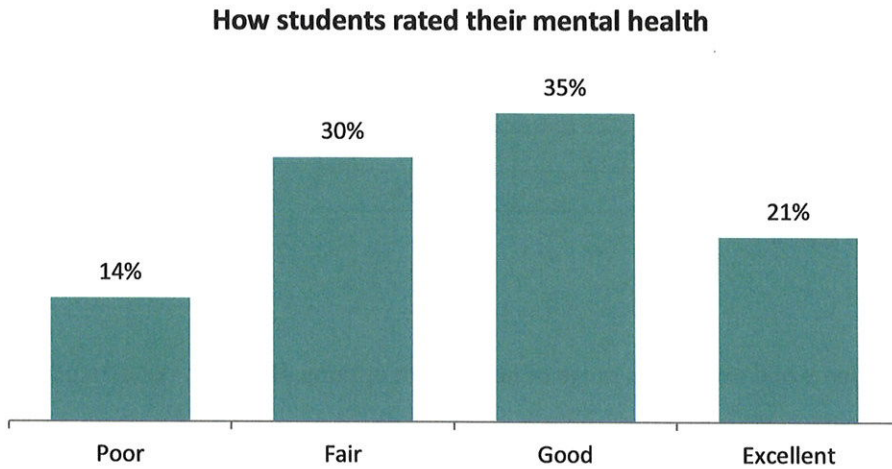
Note: Students could mark all that applied.

In the past 12 months, the majority of students had not needed medical treatment specifically because they were physically sick or hurt. Among those who needed medical help, 74% had received the treatment they needed, and 26% had not.

Most students had seen a dentist within the past two years, including 74% who had been within the past year. However, 11% had last been to the dentist more than two years ago, and 2% had never been to the dentist.

MENTAL HEALTH AND WELL-BEING

Students were asked to rate their mental health.



Students also rated their quality of life (subjective well-being).

How much students ...			
	Disagreed/ Strongly disagreed	Neither agreed nor disagreed	Agreed/ Strongly agreed
Felt their life was going well	14%	25%	61%
Wished they had a different life	54%	27%	18%
Felt they had a good life	6%	23%	71%
Had what they wanted in life	20%	29%	52%
Felt life was going just right	21%	31%	48%

Note: Percentages in each row may not total to 100% due to rounding.

Around half (46%) of students felt good about themselves, and 71% could name something they were good at.

More than a quarter (28%) felt lonely often or always, and 16% never felt lonely.

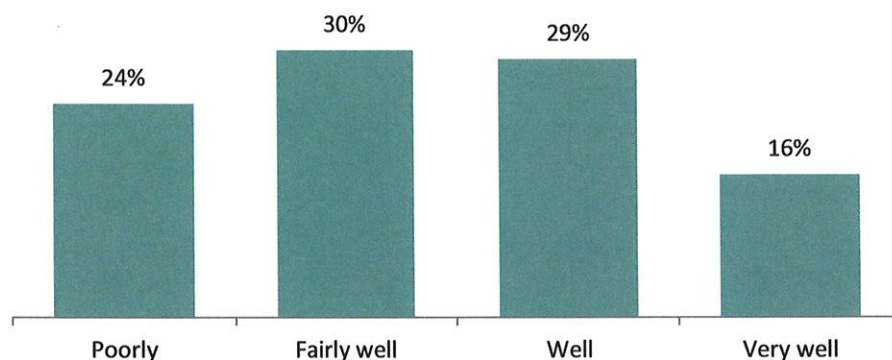
Most students experienced at least a little happiness, as well as stress, and despair. In the past month:

- 57% felt happy most or all of the time, and 1% never felt happy.
- 87% experienced at least a little stress, including 15% who were so stressed they could not function properly.
- 66% experienced some level of despair, including 11% who felt so sad, hopeless, or discouraged that they wondered if anything was worthwhile.

The majority of students reported feeling hopeful for their future, with 53% feeling quite or very hopeful. However, 24% were not at all or only a little hopeful.

The majority of students who experienced stress felt that they handled their stress at least fairly well.

**How well students manage their stress
(among those who experienced stress)**



Note: Percentages do not total to 100% due to rounding.

Self-harm and suicidality

Students were asked about various forms of self-harm. In total, 27% had cut or injured themselves on purpose in the past 12 months without the intention of killing themselves, including 20% who had done so on multiple occasions.

Types of self-harm students engaged in during the past 12 months, beyond cutting	
Got into a physical fight	6%
Overdosed	3%
Used alcohol or other substances	16%
Drove recklessly	3%
Made a medical situation worse	5%
Had unsafe sex	4%
Over-exercised or exercised while injured	14%
Starved self	24%
Overused laxatives	1%

Note: Students could mark all that applied.

In the past 12 months, 24% of students had seriously considered killing themselves, and 7% had attempted suicide. Also, 38% had a relative or close friend who had attempted suicide, including 17% who had this experience within the past 12 months.

Bereavement

When asked whether someone close to them had died, 79% of students had had this experience.

Reasons someone close to them had died ...	
COVID-19	6%
Other illness	56%
Accident	17%
Old age/natural death	48%
Overdose	12%
Violence	6%
Suicide	13%
Other	2%

Note: Students could mark all that applied.

Access to mental health services

In the past 12 months, 69% of students had not felt that they needed mental health services, 12% were able to access the services they needed, and 19% did not access the services they needed.

Students offered a variety of reasons for not accessing the mental health services they needed.

Reasons students did not access mental health services in the past 12 months (among those who felt they needed these services)	
Didn't know where to go	48%
Had no transportation	9%
Didn't think they could afford it	31%
Couldn't go when it was open	NR
Parent/guardian wouldn't take them	19%
Afraid someone they knew might see them	37%
Worried their information would not be kept confidential	51%
Didn't want parent/guardian to know	62%
Afraid of what they would be told	52%
Thought or hoped the problem would go away	49%
The service was not available in their community	NR
On a waiting list	10%
Had negative experience(s) before	19%
Too busy to go	33%

Note: Students could mark all that applied.

NR: The percentage could not be reported due to risk of deductive disclosure.

Students were asked about accessing professional counselling or treatment for their mental health over the phone, by email, or through video calling, as well as where they went for reliable information on mental health.

In the past 12 months, 13% of students had accessed virtual counselling or treatment for their mental health. This included 11% who preferred this to in-person counselling, and 2% who would have preferred to access in-person counselling.

Where students go to access reliable information on mental health	
A friend/peer	38%
A family member	40%
School staff	9%
Mental health professional	13%
Website/online resource	21%
Another source	2%
Don't know where to go for reliable information on mental health	8%
Don't go anywhere for this information	28%

Note: Students could mark all that applied.

EATING BEHAVIOURS AND BODY IMAGE

Food consumption

Students were asked about meals and snacks they had consumed on the day before taking the survey, and about where these came from (including food they took home from a school food program).

Ate or drank at least once yesterday	
Fruit, vegetables, and salad	81%
Sweets (cookies, cakes, candies, etc.)	72%
Fast food (pizza, hot dogs, fries, etc.)	46%
Traditional food from their background	22%
Energy drinks	22%

Source of meals and snacks yesterday	
Prepared themselves	64%
Prepared by parent/caregiver	75%
Restaurant, food court, or delivery service	33%
Food bank	4%
Taken home from a school food program	8%

Note: Students could mark all that applied.

Meals eaten in the past 7 days					
	0 days	1-2 days	3-4 days	5-6 days	All 7 days
Breakfast	24%	24%	12%	13%	27%
Lunch	5%	16%	19%	18%	43%
Dinner	NR	4%	7%	15%	73%

Note: Percentages for each type of meal may not total to 100% due to rounding.

NR: The percentage could not be reported due to risk of deductive disclosure.

Where students get breakfast on school days	
Don't eat breakfast on school days	36%
At home	58%
At school	10%
On the way to school	10%

Note: Students could mark all that applied.

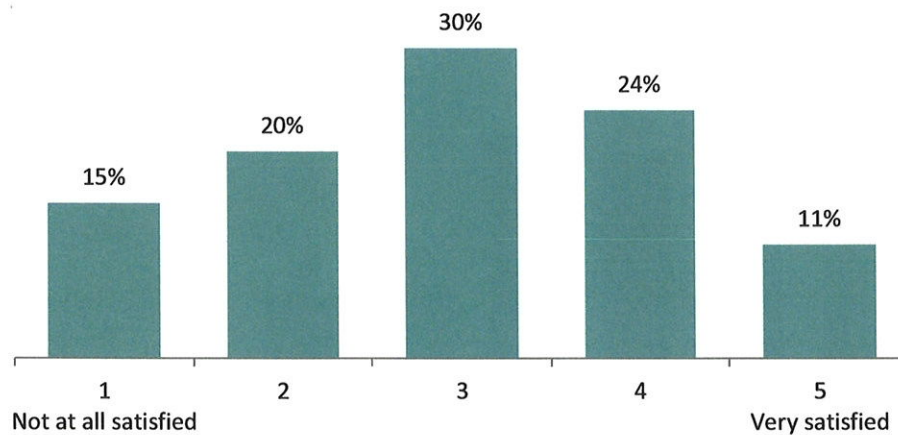
Disordered eating and body image

In the past 30 days, 31% of students worried that they had lost control of how much they ate.

In the past 12 months, 21% of students had vomited on purpose after eating, including 2% who did so at least weekly.

Students were asked to rate how satisfied they were with how their body looked.

How satisfied students felt with how their body looked



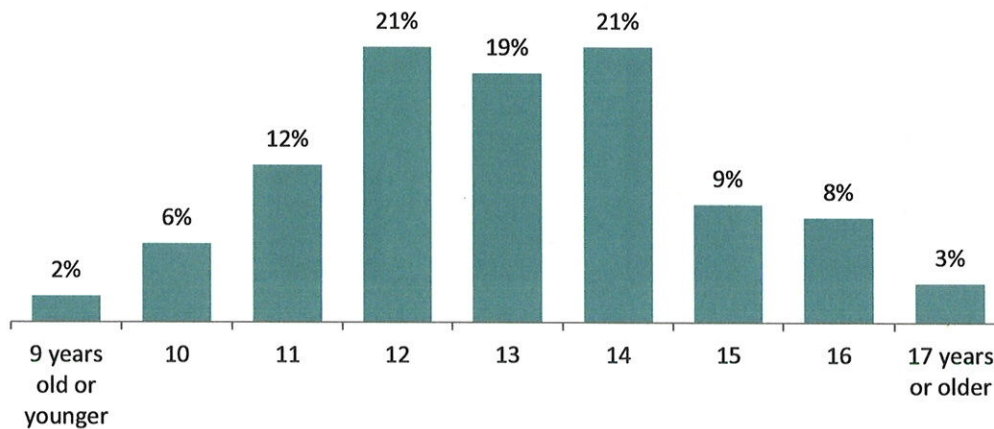
SUBSTANCE USE

Students were asked about their vaping and smoking, as well as their use of alcohol, cannabis, and other substances. They were also asked about their reasons for using substances and the consequences of their use.

Vaping

In this school district, 38% of students had ever vaped.

**Age students first vaped
(among those who had ever vaped)**



Note: Percentages do not total to 100% due to rounding.

The majority of students who had tried vaping, had vaped in the past 30 days.

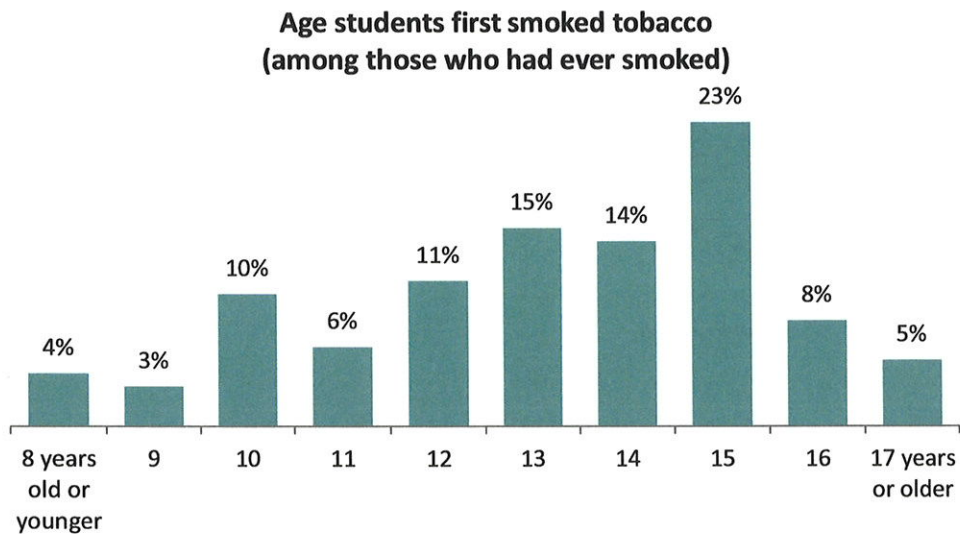
Number of days students vaped in the past 30 days (among those who had ever vaped)	
0 days	40%
1 or 2 days	13%
3 to 5 days	8%
6 to 9 days	4%
10 to 19 days	9%
20 to 29 days	9%
All 30 days	17%

Students who vaped were asked how soon after waking up they had their first vape.

How soon after waking up students had their first vape (among those who vaped every day in the past 30 days)	
Within 5 minutes	57%
Within 6 to 30 minutes	30%
After 30 minutes	13%

Smoking

Locally, 23% of students had smoked tobacco (excluding ceremonial tobacco).



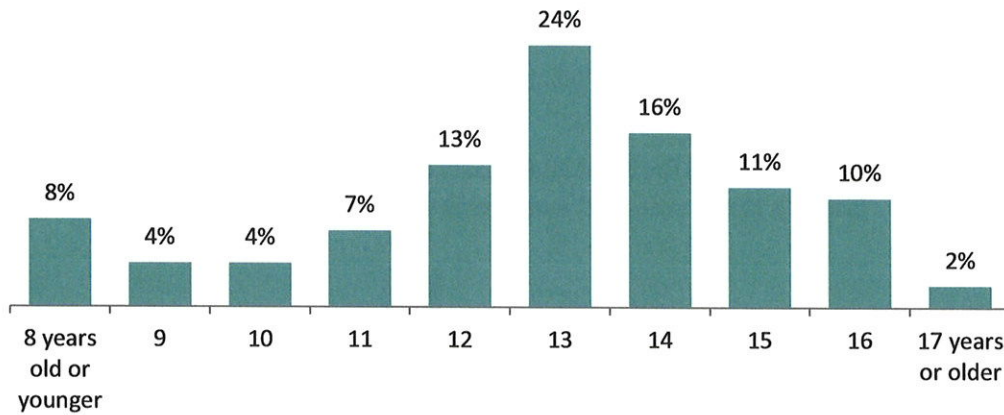
Note: Percentages do not total to 100% due to rounding.

Number of days students smoked in the past 30 days (among those who had ever smoked)	
0 days	64%
1 or 2 days	15%
3 to 5 days	6%
6 to 19 days	4%
20 to 29 days	3%
All 30 days	8%

Alcohol

Students were more likely to have tried alcohol than to have smoked or vaped, as 53% of students had ever drunk alcohol (beyond just trying a few sips).

**Age students first drank alcohol
(among those who had ever used alcohol)**



Note: Percentages do not total to 100% due to rounding.

The Canadian Low Risk Drinking Guidelines recommend that youth do not drink until they are of legal drinking age. However, if they decide to drink, the guidelines suggest they should not drink alcohol more than once or twice a week, and that they should never have more than two drinks on any one occasion.

Number of days students drank alcohol in the past 30 days (among those who had ever used alcohol)	
0 days	33%
1 or 2 days	39%
3 to 5 days	15%
6 to 9 days	6%
10 to 19 days	7%
20 or more days	NR

NR: The percentage could not be reported due to risk of deductive disclosure.

Number of days students drank 5 or more drinks within a few hours in the past 30 days (among those who had ever used alcohol)	
0 days	59%
1 or 2 days	25%
3 to 5 days	10%
6 to 9 days	4%
10 to 29 days	2%
All 30 days	0%

Number of days students had more than 2 drinks in the past 7 days (among those who had ever used alcohol)	
0 days	70%
1 day	16%
2 days	8%
3 or more days	7%

Note: Percentages do not total to 100% due to rounding.

Students who had used alcohol were asked about the types of alcohol they had drunk on the Saturday before taking the survey.

Types of alcohol used last Saturday (among those who had ever used alcohol)	
Did not drink last Saturday	64%
Beer	8%
Wine	3%
Coolers	24%
Liquor	23%

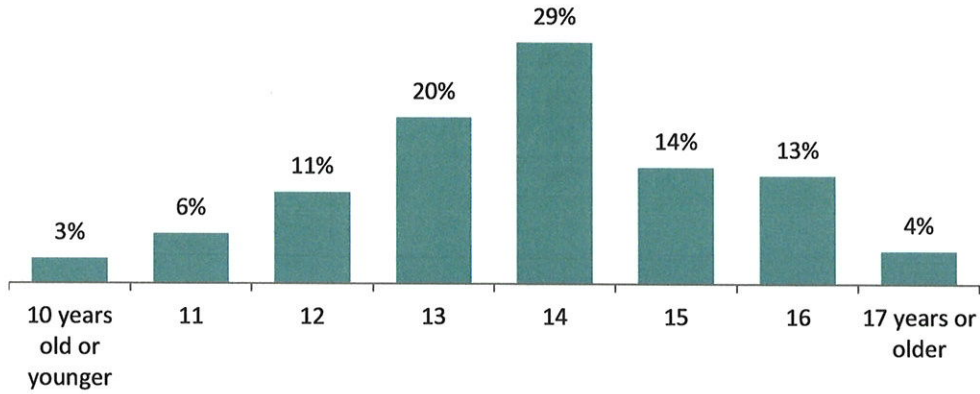
Note: Students could mark all that applied.

Cannabis

Lower risk cannabis use guidelines for youth were recently developed by researchers at the University of Victoria (Card et al., 2023: <https://www.uvic.ca/research/centres/cisur/assets/docs/youth-cannabis-guidelines.pdf>). The researchers' suggestions included recommending youth consider waiting until they are older before using; "starting low and going slow" with the amount of cannabis they consume; being aware of the source of their cannabis and what it might contain; and knowing the different health risks associated with the various modes of cannabis consumption.

In this school district, 31% of students had ever used cannabis. Among those who used cannabis, 44% used it on the Saturday before taking the survey.

**Age students first used cannabis
(among those who had ever used cannabis)**



Number of days students used cannabis in the past 30 days (among those who had ever used cannabis)	
0 days	32%
1 or 2 days	23%
3 to 5 days	7%
6 to 9 days	7%
10 to 19 days	5%
20 to 29 days	10%
All 30 days	15%

Note: Percentages do not total to 100% due to rounding.

Most recent method of cannabis use (among those who had ever used cannabis)	
Smoked it	68%
Vaped it	43%
Ate it	15%
Other	NR

Note: Students could mark all that applied.

NR: The percentage could not be reported due to risk of deductive disclosure.

Most recent source of cannabis (among those who had ever used cannabis)	
It was shared among a group of friends	53%
Friend or family member gave it to them	40%
Someone they did not know gave it to them	3%
Bought it from friend or family	9%
Bought it from someone they did not know	3%
Bought it from a website	NR
Bought it from a cannabis store	14%

Note: Students could mark all that applied.

NR: The percentage could not be reported due to risk of deductive disclosure.

Other substances

Students were asked about their lifetime use of other substances, including their misuse of prescription medications.

Substances students had ever used	
Benzodiazepines without a doctor's consent	1%
Other prescription pills without a doctor's consent	5%
Cocaine	2%
Ecstasy/MDMA	1%
Mushrooms	8%
Other hallucinogens	3%
Inhalants	2%
Amphetamines	1%
Crystal meth	NR
Heroin, fentanyl, or other opioids	NR
Ketamine, GHB	1%
More of their own prescription than prescribed	6%

NR: The percentage could not be reported due to risk of deductive disclosure.

Reasons for using and consequences of substance use

Students reported using substances for a variety of reasons, including to manage their emotions.

Reasons students used substances the last time (among those who had used alcohol or other substances)	
Friends were doing it	29%
To manage physical pain	7%
Because of stress	24%
Thought it would help them focus	5%
Felt down or sad	21%
Wanted to have fun	63%
Wanted to experiment	25%
Felt pressured into doing it to fit in	3%
Didn't mean to (e.g., drink was spiked)	1%
There was nothing else to do	15%
To change the effect of another substance	2%
Because of an addiction	9%

Note: Students could mark all that applied.

The majority of students (55%) had not used alcohol or other substances in the past 12 months, and the majority of those who had used substances did not report any negative consequences.

Consequences of substance use experienced in the past 12 months (among students who had used alcohol or other substances)	
Passed out	23%
Got injured	12%
School work or grades changed	12%
Argued with family members	12%
Got into a physical fight	4%
Damaged property	4%
Lost friends or broke up with romantic partner	10%
Got in trouble with police	3%
Had to get medical treatment	NR
Had sex when they didn't want to	4%
Overdosed	3%
Was told they did something they couldn't remember	25%
Used alcohol or other substances but none of these happened	55%

Note: Students could mark all that applied.

NR: The percentage could not be reported due to risk of deductive disclosure.

Most students had not mixed substance use with driving, and had not been a passenger in a vehicle with a driver who had been using substances.

Students who had ...		
	Driven a vehicle after using	Been a passenger in a vehicle with a driver who had been using
Alcohol	5%	29%
Cannabis	7%	25%
Other substances	1%	8%

Note: Students could mark all that applied.

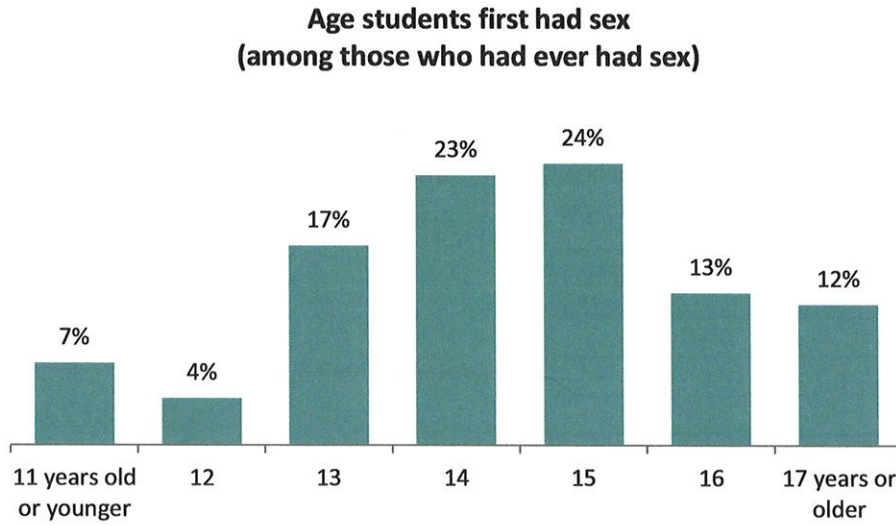
Students were asked whether they felt or had been told that they needed help for their substance use and other potentially addictive behaviours (gambling, gaming, and social media use). The most common area students needed help with was social media use.

In the past 12 months, students felt or were told they needed help for ...	
Vaping	8%
Alcohol use	5%
Cannabis use	8%
Other substance use	2%
Social media use	16%
Video gaming	13%
Gambling	2%

SEXUAL HEALTH

In this school district, 25% of students had ever had oral sex, and 23% of these students had used a condom or other barrier the last time they had oral sex.

Also, 22% had ever had sexual intercourse, and 58% of these students had used a condom or other barrier/protection the last time they had intercourse.



Among students who had ever had sexual intercourse, 91% had engaged in sexual intercourse within the past 12 months. Also, 25% reported they had used substances before they had sex the last time.

Among all students, 1% had ever been told that they had a sexually transmitted infection/disease.

Pregnancy involvement and prevention

Locally, 2% of students reported they had been pregnant or had gotten somebody pregnant, and 2% were unsure if they had been involved in a pregnancy.

Students who had engaged in sexual intercourse were asked if they had made any efforts to prevent pregnancy the last time they had sex.

Efforts students made to prevent pregnancy the last time they had sex (among those who had ever had sex)	
Did not try to prevent pregnancy	NR
Withdrawal	38%
Emergency contraception	6%
Condoms	53%
Birth control pills/patch/ring	29%
Depo-Provera	NR
IUD	6%
Last time they had sex was with a same-sex partner	8%
Not sure	4%

Note: Students could mark all that applied.

NR: The percentage could not be reported due to risk of deductive disclosure.

Sources of information about sexual health

Students who wanted reliable information about sexual health commonly approached their peers and family for this information. However, some also approached school staff and other in-person and online sources.

Where students go to access reliable information about sexual health	
A same-aged friend or peer	25%
An older youth	14%
Parent/guardian	31%
Other family member	8%
Adult outside their family	5%
Pornography	6%
School staff	5%
Sexual health professional	6%
Other professional	2%
Website/online resource	25%
Printed resource (e.g., book, brochure, poster)	4%
Did not know where to go	5%
Did not go anywhere	36%

Note: Students could mark all that applied.

SAFETY, VIOLENCE, HARASSMENT, AND ABUSE

Most students felt safe in their school, home, and community. (School safety is discussed in the 'School Experience' section.)

How often students felt safe			
	Never/rarely	Sometimes	Often/always
In their neighbourhood during the day	7%	9%	84%
In their neighbourhood at night	18%	23%	59%
Inside their home	5%	6%	89%
On transit (among those who used transit)	27%	28%	45%

During the past 12 months, 42% of students had experienced verbal sexual harassment, and 28% had experienced physical sexual harassment.

Students were also asked specifically if they had been forced into sexual activity against their will. Locally, 9% had been forced into sexual activity by another youth and 4% by an adult.

In their lifetime, 22% of students had been physically abused and 16% reported they had been sexually abused. The percentage of students who had experienced sexual abuse increased to 18% when experiences of forced sexual activity, and being the younger of an illegal age pairing the first time they had sex, were included.

Dating violence

The majority of students who had been in a dating relationship in the past 12 months had not experienced physical or online abuse within that relationship. However, 10% of those who had been in a relationship reported they had experienced physical violence (such as being hit, punched, or slapped), and 14% reported that the person they dated had used social media to try to control, embarrass, or hurt them.

Discrimination

In addition to asking about reasons youth might have experienced discrimination, new questions were added to the 2023 BC AHS to determine the locations and regularity of discrimination students experienced.

Where students experienced discrimination in the past 12 months	
At school	32%
On the street	5%
In store/restaurant	4%
At work	4%
On public transit	2%
In hospital or other health care setting	1%
On social media/online	16%
In extracurricular activities (e.g., sports)	5%
Other	3%

Note: Students could mark all that applied

Reasons students perceived they had been discriminated against in the past 12 months	
Race, ethnicity, or skin colour	14%
Religion	7%
Sexual orientation	9%
Gender/sex	17%
Disability	7%
Health condition	8%
Physical appearance	30%
How much money they/their family has	11%
Weight	24%

Note: Students could mark all that applied.

The majority of students who had experienced discrimination had this experience rarely. However, 11% who had experienced discrimination in the past 12 months reported that it happened regularly.

Victimization

Students were asked about their experiences of victimization as a victim and as a perpetrator in the past 12 months.

In-person victimization experiences in the past 12 months while at school or on the way to/from school	
As victim	
Teased to the point of feeling extreme discomfort	40%
Socially excluded	42%
Physically attacked or assaulted	11%
As perpetrator	
Teased, socially excluded, or physically attacked another youth	10%

In addition to in-person victimization, 20% of students reported they had been cyberbullied (including through texts and social media), and 12% had perpetrated online bullying.

RELATIONSHIPS AND CONNECTIONS

When asked whether they got along with the people around them, 66% of students agreed, 26% neither agreed nor disagreed, and 8% disagreed.

Friendships

Most students had at least one close friend in their school or neighbourhood, and 62% had three or more such friends. Also, 22% had three or more close friends online whom they had never met in person.

The majority of students (65%) reported that they had friends whom they could share their ups and downs with.

In this district, 16% of students had dated someone online in the past 12 months whom they had never met in person.

Supportive adults

Youth were asked about the roles that adults played in their life. (Results for school-based adults are in the 'School Experience' section.)

- 75% had at least one adult in their neighbourhood or community (outside of their family and school) who they felt cared about them.
- 72% had an adult inside their family who they would feel comfortable talking to if they had a serious problem, and 33% had such an adult outside their family.

Students who had an adult to help with ... (among those who needed help)	
Homework	78%
Making/getting to appointments	95%
Preparing for university, college, or trade school	84%
Getting a job	88%
Learning life skills (e.g., cooking, budgeting)	91%

Family connectedness

The majority of students felt connected to their family.

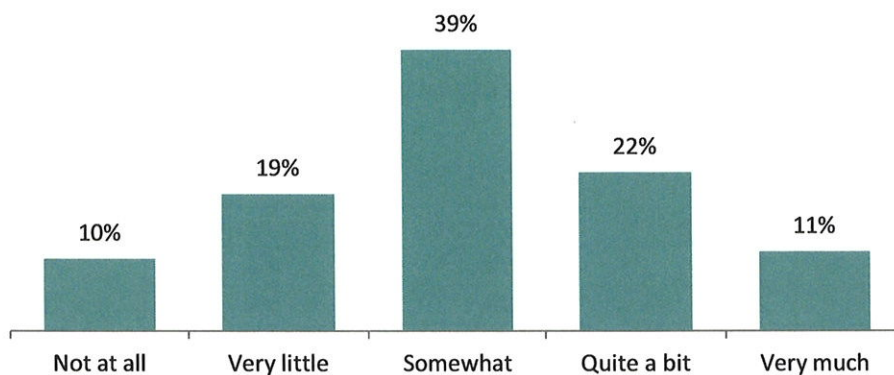
How much students felt their family ...			
	Not at all/ very little	Somewhat	Quite a bit/ very much
Understood them	27%	27%	46%
Had fun together	14%	20%	66%
Paid attention to them	14%	24%	62%
Respected them	15%	20%	66%

Note: Percentages in each row may not total to 100% due to rounding.

Community connectedness

Most students felt at least a little connected to their community.

How much students felt like a part of their community



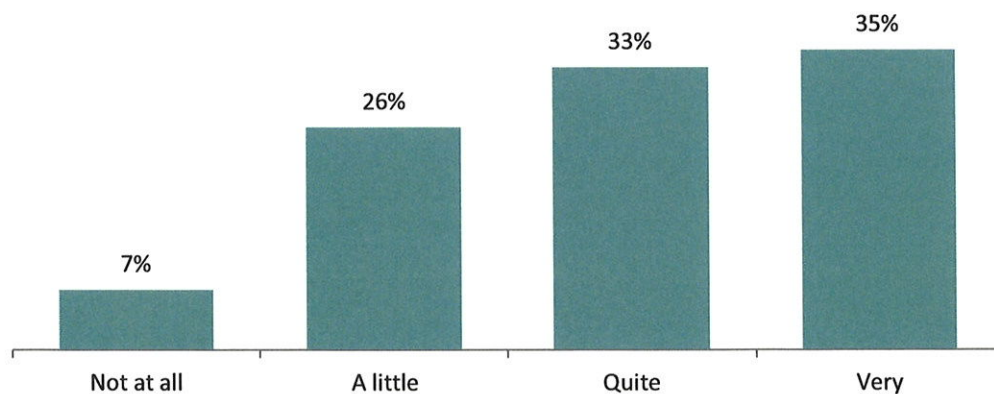
Note: Percentages do not total to 100% due to rounding.

Other types of connectedness

Cultural pride

Students were asked how proud they felt to be part of the background(s) they identified with.

How proud students felt to be part of their background(s) (among those who identified a background)



Note: Percentages do not total to 100% due to rounding.

Spirituality

The majority of students (52%) felt that spirituality was at least a little important to them, including 14% for whom it was very important.

Connection to the land/nature

The majority of students felt connected to the land at least sometimes (62%), including 7% who always felt this way.

Time to do the things they want

Students generally felt they got to spend the right amount of time with family, friends, on their own, and in nature.

How much time students get with ...			
	Not enough	Right amount	Too much
Family	23%	72%	6%
Friends	26%	69%	5%
On their own	24%	61%	15%
In nature	35%	60%	5%

Note: Percentages in each row may not total to 100% due to rounding.

SPORTS, GAMBLING, AND OTHER LEISURE ACTIVITIES

Participation in physical activity

Students were asked about their participation in a range of sports and exercise, including swimming. Locally, 9% of students reported they could not swim, 30% could swim but not confidently, and 61% were confident swimmers.

Participated in sports and exercise at least weekly in the past 12 months	
Informal sports (without a coach)	54%
Organized sports (with a coach)	44%
Dance, yoga, or exercise classes with an instructor	10%
Extreme sports	17%
Exercise at a gym or rec centre	36%
Exercise to an online video or online class	12%

Youth aged 12-17 should participate in at least 60 minutes of moderate to vigorous exercise every day, and older youth should get at least 150 minutes a week. Most students in this district exercised for at least 60 minutes once a week or more.

Number of days in the past week students got at least 60 minutes of moderate to vigorous exercise	
0 days	12%
1-2 days	19%
3-4 days	27%
5-6 days	23%
All 7 days	19%

The majority of students reported that they enjoyed exercising and being physically active at least somewhat (88%), including 35% who enjoyed exercising very much. However, students reported a number of barriers to participating in sports and exercise, with the most common being that they were too busy.

Barriers students experienced to participating in sports and exercise in the past 12 months	
Couldn't afford to	13%
Worried about being bullied by an adult	7%
Worried about being bullied by another youth	16%
Worried about catching something (e.g., COVID)	3%
Didn't feel welcome	13%
Thought it would be too competitive	13%
Couldn't get there or get home	14%
Was too busy	35%
Activity wasn't available in their community	11%
Too anxious/depressed	23%
Parents wouldn't allow it	8%
Health needs/disability could not be accommodated	4%
Was injured	20%

Note: Students could mark all that applied.

Participation in cultural and volunteer activities

Students were asked about their engagement in their community outside of school, and specifically about their engagement in cultural activities and volunteering without pay. Over the past 12 months, 10% had engaged in cultural activities at least weekly, and 16% had volunteered this frequently.

Connection to activities

Most students felt that the activities they engaged in were meaningful to them, including 47% who felt this way quite a bit or a lot. Also, 27% felt their ideas were listened to and valued quite a bit/a lot.

Gambling

The BC AHS has always asked students about gambling. Additional questions were added to the 2023 BC AHS to capture students' online gambling behaviours, as this has become an issue of increasing concern in BC. In addition to gambling for money in the past 12 months, 14% of students gambled for something of value other than money, and 33% gambled 'just for fun'.

Ways that students gambled for money in the past 12 months	
Played cards/dice in person	11%
Played cards/dice online	4%
Sports betting in person	6%
Sports betting online	4%
Bought lottery tickets/scratch cards	8%
Played in a gaming tournament	7%
Streamed video games (e.g., Twitch)	7%
Bought in-game items (e.g., loot boxes)	20%

There is some concern in BC that betting for virtual credits within video games can lead to gambling for money, and potentially problematic gambling. Students were therefore asked whether they had bet for virtual credits within the past 30 days (they could mark all that applied):

- 26% had not played video games in the past 30 days.
- 11% had bet with virtual credits they purchased using real money.
- 12% had bet with virtual credits they had won or earned in a video game.
- 8% had bet for prizes.
- 52% had not bet with virtual credits.

Phone use

Most students (96%) in this school district had a phone or tablet, and used it for a variety of activities.

What students used phone/tablet for on their last school day	
Gambling	3%
Playing/watching esports	17%
Gaming other than esports	26%
Sexting	2%
Watching porn	6%
Connecting with family and friends	56%
Scrolling through social media	71%
None of these	13%

TOPICS STUDENTS WOULD LIKE TO LEARN MORE ABOUT

The final page of the survey offered students the opportunity to share anything about their health which they had not been asked about, and to identify any topics they would like to learn more about. In this district, 8% of students provided a comment about their health, and identified a range of topics they wanted to learn more about.

The most common topic students wanted to learn more about was mental health, including wanting to learn more about specific conditions; and how to manage emotions.

"I think maybe in Grade 6/7, we could learn more about how to deal with stress and anxiety." – Female, aged 14

"[I want to learn more about] eating disorders." – Female, aged 15

"How long does it usually take for people to get over PTSD?" – Female, aged 15

"I think the school should cover more on mental health disorders." – Female, aged 14

"More time dedicated to mental health." – Male, aged 15

"Why do some trauma responses not apply to certain individuals, even if they have been through the trauma that results in that trauma response." – Male, aged 16

Other common topics students wanted to learn more about were sexual health, diversity and healthy relationship skills.

"Sex talk. My school has not [gone] over it yet." – Female, aged 14

"I want to learn about consent and that it's not okay for people to do things when you say [no]." – Female, aged 15

"Relationships (significant others, friends, family, etc.). Emotional intelligence & communication." – Female, aged 16

"I would like to learn more about my religion." – Non-binary youth, aged 12

"LGBTQ+ stuff. stuff about that." – Non-binary youth, aged 15

RESOURCES

As noted in the introduction to this report, if you have any questions or would like to request additional data or dissemination materials, please contact Karen at karen@mcs.bc.ca or 604-291-1996, ext. 230. We would also be happy to visit and share the survey findings with school administrators, students, and/or parents.

Additional 2023 BC AHS results

The school district reports and infographics are the first materials to be produced from the 2023 BC AHS findings. These reports are not made public unless specifically requested by the district. The first public report of the 2023 BC AHS data will be the provincial highlights report, and will share an overview of the combined results for all participating school districts. It will include youth health trends, gender and grade differences, emerging issues, and risk and protective factors for healthy development. The report will be released in early 2024. Regional reports, special topic reports, posters, and fact sheets will follow. All resources will be available at: <https://mcs.bc.ca/ahs>.

To ensure you receive notification of all upcoming releases, please consider joining our community mailing list. Please contact mccreary@mcs.bc.ca to be added to the list.

Next Steps workshop toolkit

The Next Steps workshop toolkit is a resource that provides facilitators (e.g., teachers, Public Health Nurses, youth workers, and other adult supports) with a workshop template that can be used to share results of the survey with young people aged 12 to 19 in British Columbia. It includes an introduction to the results, activities to learn about risk and protective factors, and discussion questions to explore youth health in your school or community.

McCreary staff are also available to facilitate the workshop. To learn more about the Next Steps, or for support to adapt this resource to meet the needs of your school district, please email mccreary@mcs.bc.ca.

Youth Action Grants (YAGs)

YAGs are a project of McCreary Centre Society's Youth Advisory and Action Council (YAC). YAGs are available to BC youth (ages 12 to 19) in school districts that participated in the 2023 BC AHS. YAGs offer up to \$750 for projects which address findings from the BC AHS and which seek to support or improve youth health. For more information or to apply, please visit https://mcs.bc.ca/youth_action_grants.

Application forms and information for students are available in English and French. For youth wanting additional support with the application process, the YAC offers a grant writing workshop – please contact yag@mcs.bc.ca.



YOUTH HEALTH IN PEACE RIVER SOUTH: Findings from the BC Adolescent Health Survey



To read more results from the survey and learn about the Youth Action Grants program, please visit mcs.bc.ca.

In 2018...

77% of students rated their overall health as good or excellent, and **69%** rated their mental health this highly.

28% were injured seriously enough to require medical attention.

61% had tried alcohol, **28%** had used cannabis, and **35%** had smoked tobacco.

71% took care of a pet or other animal.

27% did not eat breakfast on school days.

45% slept for at least 8 hours.

58% felt like a part of their school, and **60%** felt safe at school.

73% planned to attend post-secondary.

In 2023...

68% of students rated their overall health as good or excellent, and **56%** rated their mental health this highly.

34% were injured seriously enough to require medical attention.

53% had tried alcohol, **31%** had used cannabis¹, and **23%** had smoked tobacco.

78% took care of a pet or other animal.

36% did not eat breakfast on school days.

39% slept for at least 8 hours.

41% felt like a part of their school, and **51%** felt safe at school.

63% planned to attend post-secondary.

Also in 2023...

88% exercised for at least 60 minutes in the past week, and **19%** did so daily.

74% of those who needed medical help got the care they needed.

38% had tried vaping.

75% had an adult in their community who cared about them.

13% went to bed hungry at least sometimes because there was not enough money for food.

32% reported that their sleep was interrupted.

28% missed school in the past month because they slept in.

37% worked at a paid job during the school year.

Students reported better health and well-being when they...

- Participated in regular physical activity.
- Could access the services they needed.
- Had supportive friends.
- Felt connected to their community.
- Had access to nutritious, healthy meals.
- Got at least 8 hours of sleep.
- Felt connected to school.
- Had supportive adults in their family, school, and community.

¹ The change over time was not statistically significant.



School District No.59 (Peace River South)

March 6, 2024

To: Board of Education of SD59

From: Jan Proulx, Director of Instruction

Agenda Item: Proposed 2024-25 School Calendar

The draft school calendar was circulated for feedback. The consultation period allowed for the public to provide input on the school calendar before it is adopted and submitted to the Ministry of Education by March 31st, 2024.

In total, there was feedback from 4 people. The feedback commented on the scheduling of the non-instructional days (NIDs). In addition, the Peace River South Teachers' Association did a survey of its members asking for feedback on the scheduling of early dismissal days and non-instructional days (NIDs).

After reviewing the feedback, no revisions were made to the calendar.

I recommend the proposed 2024-25 School Calendar be adopted as presented.

Jan Proulx
Director of Instruction

SD59 CALENDAR FOR 2024/2025 DRAFT

July-24						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Canada Day STAT	2	3	4	5	6
7	8 Break	9 Break	10 Break	11 Break	12 Break	13
14	15 Break	16 Break	17 Break	18 Break	19 Break	20
21	22 Break	23 Break	24 Break	25 Break	26 Break	27
28	29 Break	30 Break	31 Break			

August-24						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Break	2 Break	3
4	5 BC Day STAT	6	7	8 Break	9 Break	10
11	12 Break	13 Break	14 Break	15 Break	16 Break	17
18	19 Break	20 Break	21 Break	22 Break	23 Break	24
25	26 Break	27 Break	28 Break	29 Break	30 Break	31

September-24						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labour Day STAT	3 NID Curriculum Implementation District	4 First Day Students Start 2h late End 1h early	5 First Full Day	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 National Day for Truth and Reconciliation STAT				18 Instructional Days	

October-24						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Thanksgiving STAT	15	16	17	18	19
20	21	22	23	24	25 NID Pro-D Provincial/District	26
27	28	29	30	31		
					21 Instructional Days	

November-24						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 End of Quarter Secondary Schools	9
10	11 Remembrance Day STAT	12	13	14	15	16
17	18	19	20 Early Dismissal	21 Early Dismissal	22	23
24	25	26	27	28	29	30
					20 Instructional Days	

December-24						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 NID Pro-D School	3	4	5	6 End of Term 1 Elementary Schools	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Winter Break Break	24 Break	25 Christmas Day STAT	26 Boxing Day STAT	27 Break	28
29	30 Winter Break Break	31 Break			14 Instructional Days	

LEGEND	
13 Stat	Statutory or General Holidays
61 Break	Break Days (Winter, Spring or Summer)
8 NID	Non-Instructional Days (Prof Dev or Admin)

0 NIS	Not-In-Session Day (No School Activities)
179	Instructional Days

SD59 CALENDAR FOR 2024/2025-DRAFT

January-25						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 New Year's Day STAT	2 Winter Break Break	3 Break	4
5	6 Schools Reopen	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30 End of Semester 1 Secondary Schools	31 NID Pro-D School	
						19 Instructional Days

February-25						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Beginning of Semester 2 Secondary Schools	4	5	6	7	8
9	10	11	12	13	14	15
16	17 Family Day STAT	18	19	20	21	22
23	24	25	26 Early Dismissal	27 Early Dismissal	28	
						19 Instructional Days

March-25						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 End of Term 2 Elementary Schools	15
16	17 Break	18 Break	19 Spring Break Break	20 Break	21 Break	22
23	24 Break	25 Break	26 Spring Break Break	27 Break	28 Break	29
30	31 Schools Reopen					11 Instructional Days

April-25						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7 NID Pro-D District	8	9	10	11 End of Quarter Secondary Schools	12
13	14	15	16	17	18 Good Friday STAT	19
20 Easter Sunday	21 Easter Monday STAT	22	23	24	25	26
27	28	29	30			
						19 Instructional Days

May-25						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 NID Truth and Reconciliation	6	7	8	9	10
11	12	13	14	15	16	17
18	19 Victoria Day STAT	20	21	22	23	24
25	26	27	28	29	30	31
						20 Instructional Days

June-25						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 NID Pro-D School	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Last Day of Classes End of Sem 2 End of Term 3	27 NID Year End Admin Day	28
29	30 Break					18 Instructional Days

LEGEND	
13 Stat	Statutory or General Holidays
61 Break	Break Days (Winter, Spring or Summer)
8 NID	Non-Instructional Days (Prof Dev or Admin)

0 NIS	Not-In-Session Day (No School Activities)
179	Instructional Days

School District 59 Calendar 2024/2025 DRAFT

Monday, September 2	Labour Day STAT
Tuesday, September 3	Non-Instructional Day: Curriculum Implementation Day
Wednesday, September 4	First Day for Students (arrival 2 hours late, dismissal 1 hour early)
Monday, September 30	National Day for Truth And Reconciliation STAT
Monday, October 14	Thanksgiving Day STAT
Friday, October 25	Non-Instructional Day: Professional Development (Provincial/District)
Monday, November 11	Remembrance Day STAT
Wed & Thurs, Nov 20 & 21	Early Dismissal (1h) for Parent Interviews
Monday, December 2	Non-Instructional Day: Professional Development (School)
Dec 23 to Jan 3	Winter Break (Collective Agreement language - Winter Break starts on the Monday directly preceding Boxing Day)
Monday, January 6	Schools Reopen
Friday, January 31	Non-Instructional Day: Professional Development (School)
Monday, February 17	Family Day STAT
Wed & Thurs, Feb 26 & 27	Early Dismissal (1h) for Parent Interviews
March 17 to March 28	Spring Break (Collective Agreement language - Spring Break starts on the third Monday in March)
Monday, March 31	Schools Reopen
Monday, April 7	Non-Instructional Day: Professional Development (District)
Friday, April 18	Good Friday STAT
Monday, April 21	Easter Monday STAT
Monday, May 5	Non-Instructional Day: Truth and Reconciliation
Monday, May 19	Victoria Day STAT
Friday, June 6	Non-Instructional Day: Professional Development (School)
Thursday, June 26	Last Day of Attendance for Students
Friday, June 27	Non-Instructional Day: Year End Administrative Day

Notes

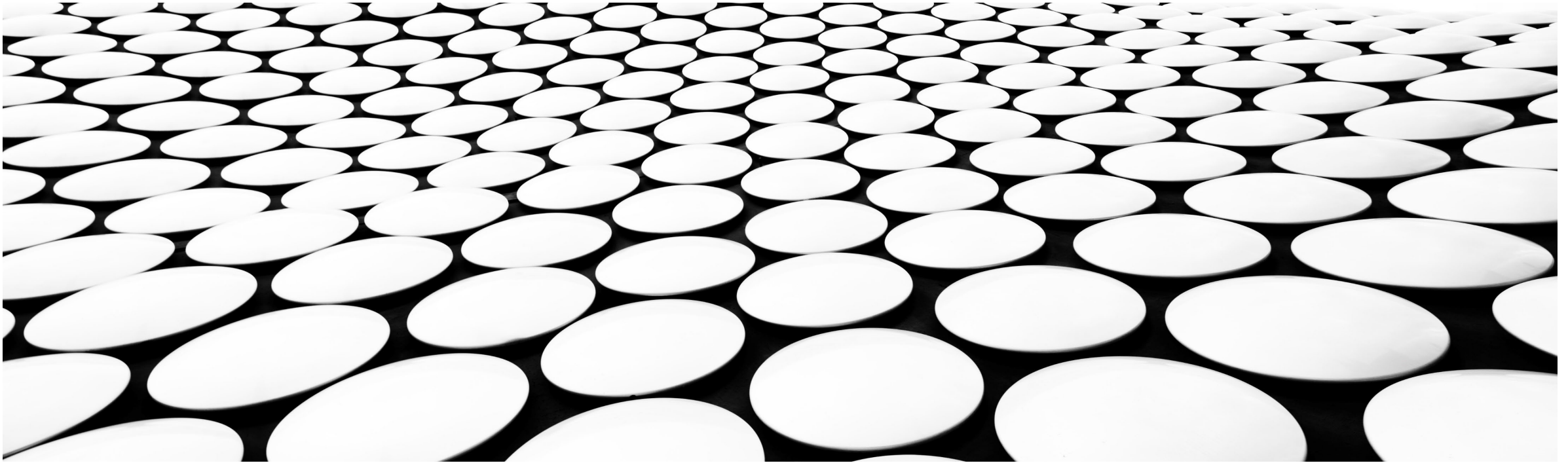
Elementary - required hours of instruction 878 minimum required 4 hours 55 minutes per day;
 required hours of instruction for kindergarten 853 minimum to allow for gradual entry in September
 Secondary - required hours of instruction 952 minimum required 5 hours 20 minutes per day
 Total Instructional Days: 179

Elementary Terms

Term 1	Sept 4 to Dec 6 (63 instructional days)
Term 2	Dec 9 to Mar 14 (58 instructional days)
Term 3	Mar 31 to June 26 (58 instructional days)

Secondary Semesters

Semester 1	Sept 4 to Jan 30 (92 instructional days)
Semester 2	Feb 3 to June 26 (87 instructional days)



2024-2025 BUDGET – DRAFT 2

MARCH 13, 2024 BOARD MEETING - OPEN

PROCESS

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)					
2024-2025 BUDGET PROCESS					
December 20, 2023 (BOARD APPROVED 2023 12 20)					
Preamble:					
The Board and District Staff are interested in increased engagement in the budget process.					
District Staff see recruitment at an earlier stage in the year as crucial to securing competitive staffing along side neighbouring districts					
Board approval of the budget(bylaw readings) should occur over more than one meeting in order to provide time to understand and seek further information and feedback from Rights Holders, Stakeholders and Constituents.					
Description	Meeting Description/Tasks	Attendees	Date	Time	Location
Regular Open Board Meeting	Process Approval	Board	December 20, 2023	1:00 PM	Dawson Creek
News Release	Board Approves 2024-2025 Budget Process		January 8, 2024		
Invitation	Invitation to Rights Holders, Stakeholders and Public to Strategic Plan and Budget conversation		January 8, 2024		
	Kindergarten Registration Opens <i>Pending Bill 40 Consultation</i>		January 8, 2024		
Regular Open Board Meeting	Draft 1 - Status Quo	Board	January 24, 2024	1:00 PM	Dawson Creek
Strategic Plan/Budget Conversation	Engagement Opportunity to discuss learning in SD59/Ideal State	All	January 24, 2024	5:00 PM	Coyote Rock Café
Student Symposium	Engagement Opportunity	Students, SLT, Trustees	February TBD	10 am - 2:30 pm	TBD
	3 Year Enrolment Projections Due to Ministry	Staff	February 15, 2024		
Regular Open Board Meeting	Learning Presentation by Senior Team - Opportunities for Focus	Board	February 21, 2024	1:00 PM	Dawson Creek
Regular Open Board Meeting	Draft 2 / First Bylaw Reading	Board	March 13, 2024	1:00 PM	Dawson Creek
	Ministry Funding Announcement	Staff	March 15, 2024		
Regular Open Board Meeting	Draft 3 / Second Bylaw Reading	Board	April 24, 2024	1:00 PM	Dawson Creek
Budget Presentation /Feedback	Engagement Opportunity to discuss budget and alignment to strategic plan	All	April 24, 2024	5:00 PM	TBD
SPECIAL Open Board Meeting	Draft 4 / Third and FINAL Bylaw Reading/ BUDGET APPROVED	Board	May 8, 2024	5:00 PM	TBD
Regular Open Board Meeting	Process Debrief - What Went Well-What to Improve	Board	May 15, 2024	1:00 PM	Tumbler Ridge



PRINCIPLES

- Effective Resource Allocation
 - Organizational goal alignment
 - Student/learning centered
 - Sustainable
 - Consultative
 - Diverse
 - Legislative and Ministry mandates

STRATEGIC PLAN PRIORITY 3: SUSTAINABLE USE OF RESOURCES



GOAL 1:

effectively manage district facilities and anticipate future infrastructure needs in support of education



GOAL 2:

ensure equitable and effective use of resources within all educational programs and initiatives



GOAL 3:

provide equitable access to technology at schools and educate students and staff to be responsible, problem solving, digital citizens



STRATEGIC PLAN & BUDGET CONSULTATION

EDUCATED CITIZEN & GRADUATION

Student-Centered Education

- tailoring education to meet the needs and interests of students
- promoting student self-understanding, purpose, and competencies
- providing exposure to a wide range of experiences to open doors and options for their future.

Technology Integration and Access

- importance of technology in future careers,
- better integration and access to technology in schools
- ensuring that schools have adequate technology resources and infrastructure to support learning

Curriculum Alignment and Practical Skills

- curriculum may not always align with assessments or adequately prepare students with practical skills needed for numeracy, literacy, and real-life situations.
- bridge this gap
- ensure that curriculum content is relevant and practical for students

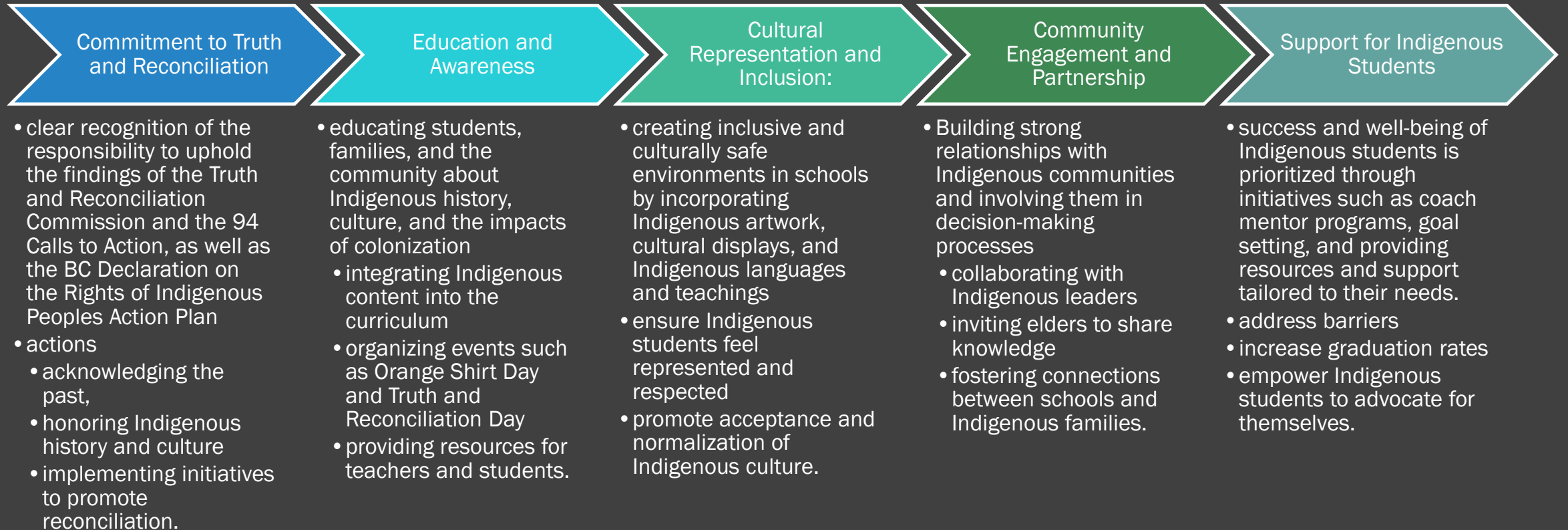
Support Systems and Community Engagement

- Addressing absenteeism
- promoting engagement
- supporting students' mental health and well-being.
- fostering community connections, mentorship programs, parental involvement, and providing support for students facing various challenges

Pathway Options and Post-Secondary Readiness

- not all students will follow a traditional post-secondary path
- 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
- emphasis on critical thinking, problem-solving, and practical life skills.

TRUTH & RECONCILIATION



COMMUNITY

Community Engagement and Partnerships

- building relationships with the community and fostering partnerships to support school policies and goals
 - collaborating with local businesses
- involving parents in decision-making processes
- working with organizations to provide resources and opportunities for students

Student Support and Well-being

- 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
 - opportunities for social activities both within and outside of the school.
- address absenteeism and support mental health

Diversity and Inclusion

- importance of diversity and inclusion is recognized
- 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.

Communication and Collaboration

- Open communication and collaboration
- creating opportunities for dialogue between schools, the community, and stakeholders
 - sharing information about available programs and resource
- engaging in public discourse forums
- fostering positive relationships between educators and community members.

Professional Development and Retention

- supporting educators and staff
 - mentorship programs
 - cultural training,
 - equity, diversity, and inclusion training.
- retain and recruit educators by cultivating a positive culture and addressing issues such as public behavior and perceived devaluation of education.

SUSTAINABILITY



Infrastructure and Resource Management

encompasses concerns about maintaining and upgrading physical assets such as buildings

ensuring access to technology and transportation

addressing the challenges posed by aging infrastructure and limited resources



Education and Technology Integration

ensuring students are proficient in tech skills

exploring innovative teaching methods such as virtual classrooms

focus on supporting teachers and providing adequate resources



Sustainability and Environmental Initiatives

promoting sustainability, implementing green initiatives

educating students about environmental stewardship

- recycling old tech
- promoting energy efficiency
- engaging in conservation projects.



Community Engagement and Retention

importance of community involvement

attracting and retaining talent fostering a sense of belonging among residents

mentorship programs, volunteering, and supporting local industries are highlighted.



Economic Development and Financial Literacy

efforts to stimulate economic growth

promote financial literacy

explore career paths in industries such as forestry, agriculture, and technology.

equitable resource distribution and collaboration with external partners for sustainable development

OPPORTUNITIES FOR FOCUS

- February 21, 2024 Staff Presentation ([Financial Information | School District 59 \(sd59.bc.ca\)](https://www.sd59.bc.ca/financial-information))
- Can continue to meet the priorities and goals of the strategic plan with current funding
- Plus extra funding required for
 - IT Organizational and Critical Infrastructure Optimization Review
 - Replacement of copper voice services through fibre or wireless by 2026
- **REMINDER!** Current funding levels include the use of \$2.3m reserves



ENROLMENT

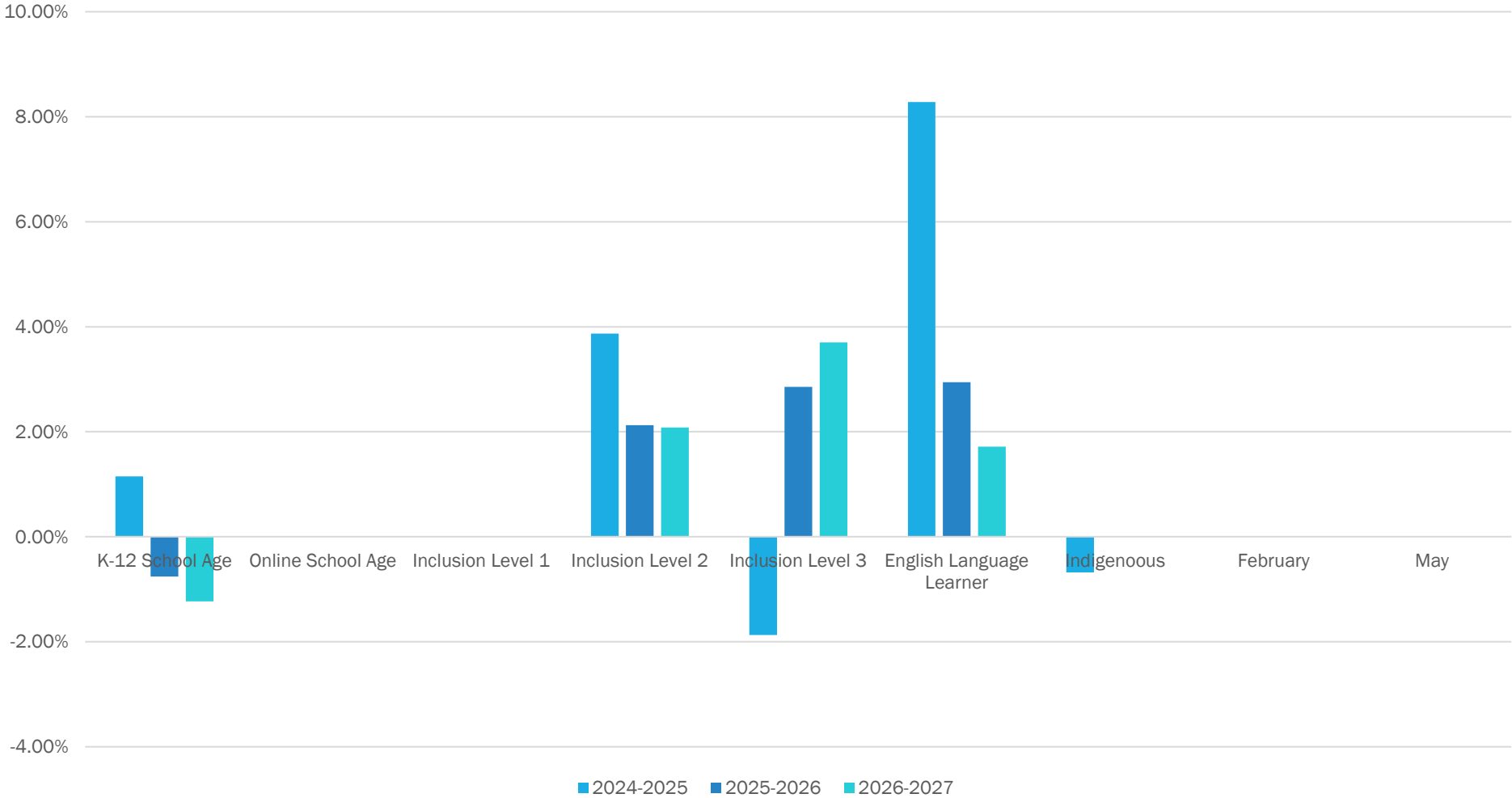
- Submitted February 15, 2024
- Monitor between now and budget approval
- Monitor between now and September

	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	

March 13, 2024

Public Board Meeting

3 Year Projected Enrolment Change % from Previous Year





REVENUE - OPERATING

- Revenues are estimated for 2024-2025
- Operating Grant – assumes 2% increase in funding unit rates
 - Funding announcement: March 14th
 - Reflects enrolment submission
- Accounting treatment change for seconded and substitute employees (not revenue, will net against expenses)
- Interest rate on CDP has decreased by 0.5% effective March 1, 2024

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Funded FTE	3,693	3,735		3,735	42
Operating Grant	50,673,962	52,015,526		52,015,526	1,341,564
LEA Recovery	-1,278,023	-1,278,023		-1,278,023	0
Pay Equity	944,395	944,395	✔	944,395	0
Student Transportation Fund	441,458	441,458	✔	441,458	0
FSA Scorer Grant	4,094	8,187	✔	8,187	4,093
Labour Settlement Funding	829,447	829,447	✔	829,447	0
Provincial Grants Other	125,000	0	✔	0	-125,000
SkilledTradesBC - Careers Grants	75,000	75,000	✔	75,000	0
MCFD PT/OT Therapy	0	103,495		103,495	103,495
MCFD Family Support	0	84,799		84,799	84,799
After School Sports & Arts Initiative (ASSAI)	0	8,300	✔	8,300	8,300
Child Care Operating Fund (Just Before Subsidies)	0	8,000	✔	8,000	8,000
Tuition	16,250	16,250	✔	16,250	0
Funding from First Nations	1,278,023	1,278,023		1,278,023	0
Seconded Staff Recoveries	237,000	0	✔	0	-237,000
Substitute Staff Recoveries	85,000	0	✔	0	-85,000
Miscellaneous	174,500	50,000	✔	50,000	-124,500
Bussing - Private and Independent Schools		50,000		50,000	50,000
Child Care Revenue (Just B4)		9,500		9,500	9,500
French Camp (Gwillim)		4,000		4,000	4,000
Rentals & Leases	213,000	180,000	✔	180,000	-33,000
Investment Income	675,000	608,169		608,169	-66,831
Surplus - District	1,934,077	0	750,000	750,000	-1,184,077
Surplus - Schools	371,294	0	250,000	250,000	-121,294
Total Revenue	56,799,477	55,436,526	1,000,000	56,436,526	-362,951

EXPENSES - OPERATING

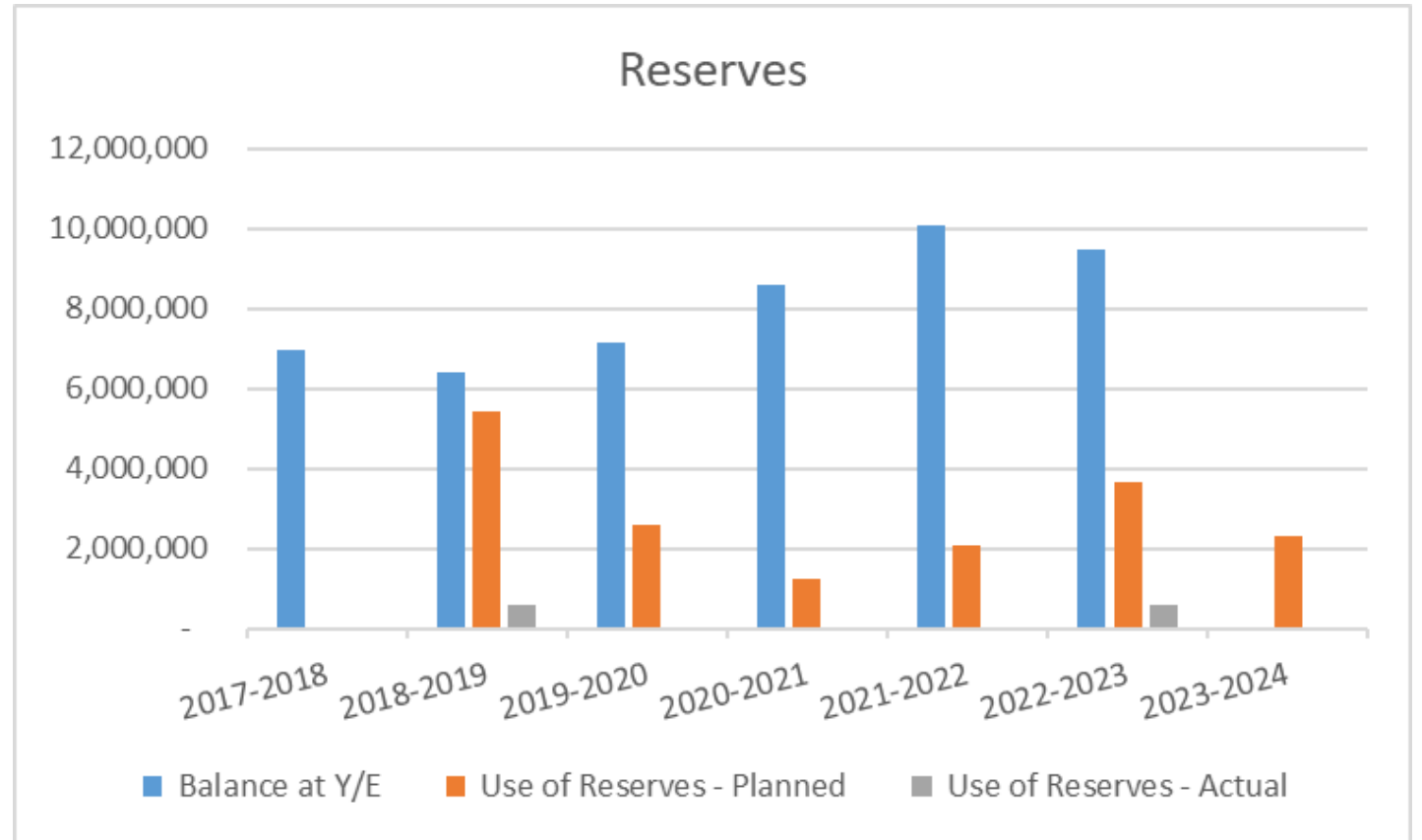
- Schools have completed their school organizations
 - Number of classes/divisions and blocks to determine teachers
 - Enrolling and non-enrolling ratios using restored language met
 - Inclusion students identified and allocated
 - Administration allocated
 - Services and supplies allocated
- Department budgets complete: Indigenous Education, Early Learning, Transportation, Technology, Secretary-Treasurer
- Department budget to come: Operations and Maintenance, Curriculum, Inclusion, HR, Superintendent, Governance

SURPLUS - OPERATING

- Not projected in any detail yet
- Various options around use of surplus to follow
- Schools monitor their budgets in April, May, June for room to spend
- Monitor these months for spending patterns
- Generally speaking, the district carries school and department surpluses at year end to use for balancing the following year

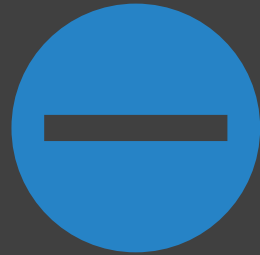
SURPLUS

March 13, 2024

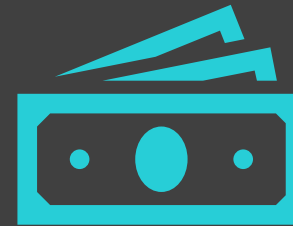


Public Board Meeting

SURPLUS



Of the orange planned surplus use in the previous slide, only the grey actual surplus was required



Area of improvement

Budgeting and monitoring throughout each fiscal year

- Board
- Schools
- Departments

More accurate surplus projections during spring budgeting process

District	2023-2024 Amended
MyEd Training - Student Information System	15,000
Technology	250,000
Indigenous Education Surplus	79,573
Diversabilities: Universal Design for Learning	86,000
Primary Literacy	15,000
Digital Citizen	25,000
Reporting Order	45,000
Student Voice	25,550
Recruitment & Retention	40,000
Social Emotional Learning (SEL)	20,000
Middle Years Development Instrument	25,000
Numeracy	30,000
Succession planning - VPs schools	212,265
Exempt PVP increases	114,240
Risk Management - Fireproof Room	193,000
Other to balance budget	201,260
District Sub-Total	1,376,888
Schools	550,000
Transfer to Local Capital for Assets from Operating	378,483
Total	2,305,371

2023-2024 USE OF SURPLUS

OPTIONS 1-4

- No option is recommended
- Recommended option will come on April 24th
- Examples of starting to think about
 - Balancing
 - Investing in strategic plan
 - Maintaining services
 - Financial stewardship & sustainability

DRAFT 2 – OPTION 1

- Assumptions:
- Revenue Estimated and Updated
 - Pending MOE Grant Announcement March 14
- Wages +2% & Benefits Updated
- Expenses Status Quo 2023-2024
- No projected 2023-2024 carry forward
- 24-25 use of reserves = 23-24 level \$2.3m

DRAFT 2 – OPTION 1

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Funded FTE	3,693	3,735		3,735	42
Operating Grant	50,673,962	52,015,526		52,015,526	1,341,564
LEA Recovery	-1,278,023	-1,278,023		-1,278,023	0
Pay Equity	944,395	944,395	✓	944,395	0
Student Transportation Fund	441,458	441,458	✓	441,458	0
FSA Scorer Grant	4,094	8,187	✓	8,187	4,093
Labour Settlement Funding	829,447	829,447	✓	829,447	0
Provincial Grants Other	125,000	0	✓	0	-125,000
SkilledTradesBC - Careers Grants	75,000	75,000	✓	75,000	0
MCFD PT/OT Therapy	0	103,495		103,495	103,495
MCFD Family Support	0	84,799		84,799	84,799
After School Sports & Arts Initiative (ASSAI)	0	8,300	✓	8,300	8,300
Child Care Operating Fund (Just Before Subsidies)	0	8,000	✓	8,000	8,000
Tuition	16,250	16,250	✓	16,250	0
Funding from First Nations	1,278,023	1,278,023	✓	1,278,023	0
Seconded Staff Recoveries	237,000	0	✓	0	-237,000
Substitute Staff Recoveries	85,000	0	✓	0	-85,000
Miscellaneous	174,500	50,000	✓	50,000	-124,500
Bussing - Private and Independent Schools		50,000		50,000	50,000
Child Care Revenue (Just B4)		9,500		9,500	9,500
French Camp (Gwillim)		4,000		4,000	4,000
Rentals & Leases	213,000	180,000	✓	180,000	-33,000
Investment Income	675,000	608,169		608,169	-66,831
Surplus - District	1,934,077	1,934,077		1,934,077	0
Surplus - Schools	371,294	371,294		371,294	0
Total Revenue	56,799,477	57,741,897	0	57,741,897	942,420

Salaries

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Teachers	18,257,839	18,626,202		18,626,202	368,363
Principals Vice Principals	4,167,363	4,453,948		4,453,948	286,585
Educational Assistants	5,323,132	5,254,631		5,254,631	-68,501
Support Staff	6,540,502	6,370,435		6,370,435	-170,067
Other Professionals	2,246,328	2,291,255		2,291,255	44,927
Substitutes	1,714,967	2,144,470		2,144,470	429,503
Sub-Total - Salaries	38,250,131	39,140,940	0	39,140,940	890,809
Benefits	9,251,542	9,251,542		9,251,542	0
Sub-Total - Salaries & Benefits	47,501,673	48,392,482	0	48,392,482	890,809

Supplies & Services

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Services	1,797,320	1,797,320		1,797,320	0
Student Transportation	1,087,035	1,087,035		1,087,035	0
Professional Development & Travel	538,674	538,674		538,674	0
Rentals & Leases	25,500	25,500		25,500	0
Dues & Fees	521,238	521,238		521,238	0
Insurance	200,000	200,000		200,000	0
Supplies	2,763,954	2,763,954		2,763,954	0
Utilities	1,985,600	1,985,600		1,985,600	0
Capital Assets Purchased Transfers	378,483	378,483		378,483	0
Surplus	0	0	Included in 24-25	0	0
Sub-Total - Supplies & Services	9,297,804	9,297,804	0	9,297,804	0
Total Expenditures	56,799,477	57,690,286	0	57,690,286	890,809
Surplus/(Deficit)	0	-2,253,760	2,305,371	51,611	89

DRAFT 2 – OPTION 1 - CHARACTERISTICS

- Maintains staffing and service levels in all categories, including use of reserve
- Reduces reserve to \$3.2m
- Maintains all initiatives 23-24 use of surplus
- Modest \$51k to reinvest in strategic plan

Impact on Operating Reserves				
	2023-2024	2024-2025	2025-2026	2026-2027
Opening Balance	9,493,672	7,188,301	3,182,930	877,559
Use of Reserves:				
Strategic Plan and other priorities	-2,305,371	-2,305,371	-2,305,371	-877,559
Crescent Park Elementary Modular Expansion		-1,700,000		
Remaining Reserve	7,188,301	3,182,930	877,559	0

DRAFT 2 – OPTION 2

- Assumptions:
- Revenue Estimated and Updated
 - Pending MOE Grant Announcement March 14
- Wages +2% & Benefits Updated
- Expenses Status Quo 2023-2024
 - Less 22-23 use of surplus except where surplus paid for wages and benefits for regular employees
 - Plus 23-24 projected carry forward
- Projected use of 2023-2024 carry forward of \$1m
- 2024-2025 use of reserves = \$0

DRAFT 2 – OPTION 2

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Funded FTE	3,693	3,735		3,735	42
Operating Grant	50,673,962	52,015,526		52,015,526	1,341,564
LEA Recovery	-1,278,023	-1,278,023		-1,278,023	0
Pay Equity	944,395	944,395	✓	944,395	0
Student Transportation Fund	441,458	441,458	✓	441,458	0
FSA Scorer Grant	4,094	8,187	✓	8,187	4,093
Labour Settlement Funding	829,447	829,447	✓	829,447	0
Provincial Grants Other	125,000	0	✓	0	-125,000
SkilledTradesBC - Careers Grants	75,000	75,000	✓	75,000	0
MCFD PT/OT Therapy	0	103,495		103,495	103,495
MCFD Family Support	0	84,799		84,799	84,799
After School Sports & Arts Initiative (ASSAI)	0	8,300	✓	8,300	8,300
Child Care Operating Fund (Just Before Subsidies)	0	8,000	✓	8,000	8,000
Tuition	16,250	16,250	✓	16,250	0
Funding from First Nations	1,278,023	1,278,023	✓	1,278,023	0
Seconded Staff Recoveries	237,000	0	✓	0	-237,000
Substitute Staff Recoveries	85,000	0	✓	0	-85,000
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Surplus - Schools	371,294	0	250,000	250,000	-121,294
Total Revenue	56,799,477	55,436,526	1,000,000	56,436,526	-362,951

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Support Staff	6,540,502	6,370,435		6,370,435	-170,067
Other Professionals	2,246,328	2,291,255		2,291,255	44,927
Substitutes	1,714,967	2,144,470	-120,000	2,024,470	309,503
Sub-Total - Salaries	38,250,131	39,140,940	-234,240	38,906,700	656,569
Benefits	9,251,542	9,251,542		9,251,542	0
Sub-Total - Salaries & Benefits	47,501,673	48,392,482	-234,240	48,158,242	656,569

Supplies & Services

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Services	1,797,320	1,797,320	-386,810	1,410,510	-386,810
Student Transportation	1,087,035	1,087,035		1,087,035	0
Professional Development & Travel	538,674	538,674	-23,500	515,174	-23,500
Rentals & Leases	25,500	25,500		25,500	0
Dues & Fees	521,238	521,238		521,238	0
Insurance	200,000	200,000		200,000	0
Supplies	2,763,954	2,763,954	-1,161,073	1,602,881	-1,161,073
Utilities	1,985,600	1,985,600		1,985,600	0
Capital Assets Purchased Transfers	378,483	378,483	-378,483	0	-378,483
Surplus	0	0		0	0
Sub-Total - Supplies & Services	9,297,804	9,297,804	-1,949,866	7,347,938	-1,949,866
Total Expenditures	56,799,477	57,690,286	-2,184,106	55,506,180	-1,293,297
Surplus/(Deficit)	0	-2,253,760	3,184,106	930,346	930,346

DRAFT 2 – OPTION 2 - CHARACTERISTICS

- Maintains staffing levels in most categories
- Reduces services levels in school leadership, substitutes, services & supplies
- Reduces reserve to \$5.5m
- Resets strategic plan investments and provides approximately \$1m to reinvest in new strategic plan

Impact on Operating Reserves				
	2023-2024	2024-2025	2025-2026	2026-2027
Opening Balance	9,493,672	7,188,301	5,488,301	5,488,301
Use of Reserves:				
Strategic Plan and other priorities	-2,305,371			
Crescent Park Elementary Modular Expansion		-1,700,000		
Remaining Reserve	7,188,301	5,488,301	5,488,301	5,488,301

DRAFT 2 – OPTION 3

- Assumptions:
- Revenue Estimated and Updated
 - Pending MOE Grant Announcement March 14
- Wages +2% & Benefits Updated
- Expenses Status Quo 2023-2024
 - Less 22-23 use of surplus in all categories
- 2024-2025 use of reserves = \$0

DRAFT 2 – OPTION 3

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Funded FTE	3,693	3,735		3,735	42
Operating Grant	50,673,962	52,015,526		52,015,526	1,341,564
LEA Recovery	-1,278,023	-1,278,023		-1,278,023	0
Pay Equity	944,395	944,395	▲	944,395	0
Student Transportation Fund	441,458	441,458	▲	441,458	0
FSA Scorer Grant	4,094	8,187	▲	8,187	4,093
Labour Settlement Funding	829,447	829,447	▲	829,447	0
Provincial Grants Other	125,000	0	▲	0	-125,000
SkilledTradesBC - Careers Grants	75,000	75,000	▲	75,000	0
MCFD PT/OT Therapy	0	103,495		103,495	103,495
MCFD Family Support	0	84,799		84,799	84,799
After School Sports & Arts Initiative (ASSAI)	0	8,300	▲	8,300	8,300
Child Care Operating Fund (Just Before Subsidies)	0	8,000	▲	8,000	8,000
Tuition	16,250	16,250	▲	16,250	0
Funding from First Nations	1,278,023	1,278,023	▲	1,278,023	0
Seconded Staff Recoveries	237,000	0	▲	0	-237,000
Substitute Staff Recoveries	85,000	0	▲	0	-85,000
Miscellaneous	174,500	50,000	▲	50,000	-124,500
Bussing - Private and Independent Schools		50,000		50,000	50,000
Child Care Revenue (Just B4)		9,500		9,500	9,500
French Camp (Gwillim)		4,000		4,000	4,000
Rentals & Leases	213,000	180,000	▲	180,000	-33,000
Investment Income	675,000	608,169		608,169	-66,831
Surplus - District	1,934,077	0		0	-1,934,077
Surplus - Schools	371,294	0		0	-371,294
Total Revenue	56,799,477	55,436,526	0	55,436,526	-1,362,951

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Salaries					
Teachers	18,257,839	18,626,202		18,626,202	368,363
Principals Vice Principals	4,167,363	4,453,948	-326,505	4,127,443	-39,920
Educational Assistants	5,323,132	5,254,631		5,254,631	-68,501
Support Staff	6,540,502	6,370,435		6,370,435	-170,067
Other Professionals	2,246,328	2,291,255		2,291,255	44,927
Substitutes	1,714,967	2,144,470	-120,000	2,024,470	309,503
Sub-Total - Salaries	38,250,131	39,140,940	-446,505	38,694,435	444,304
Benefits					
Sub-Total - Salaries & Benefits	47,501,673	48,392,482	-446,505	47,945,977	444,304
Supplies & Services					
Services	1,797,320	1,797,320	-386,810	1,410,510	-386,810
Student Transportation	1,087,035	1,087,035		1,087,035	0
Professional Development & Travel	538,674	538,674	-23,500	515,174	-23,500
Rentals & Leases	25,500	25,500		25,500	0
Dues & Fees	521,238	521,238		521,238	0
Insurance	200,000	200,000		200,000	0
Supplies	2,763,954	2,763,954	-1,070,073	1,693,881	-1,070,073
Utilities	1,985,600	1,985,600		1,985,600	0
Capital Assets Purchased Transfers	378,483	378,483	-378,483	0	-378,483
Surplus	0	0		0	0
Sub-Total - Supplies & Services	9,297,804	9,297,804	-1,858,866	7,438,938	-1,858,866
Total Expenditures	56,799,477	57,690,286	-2,305,371	55,384,915	-1,414,562
Surplus/(Deficit)	0	-2,253,760	2,305,371	51,651	51,611

March 13, 2024

DRAFT 2 – OPTION 3 - CHARACTERISTICS

- Reduces school leadership and substitute staffing levels
- Dramatically reduces services levels in services & supplies
- Reduces reserve to \$5.5m
- Modest \$51k to reinvest in strategic plan
- Sustainable: 24-25 revenues closely match 24-25 expenses

Impact on Operating Reserves				
	2023-2024	2024-2025	2025-2026	2026-2027
Opening Balance	9,493,672	7,188,301	5,488,301	5,488,301
Use of Reserves:				
Strategic Plan and other priorities	-2,305,371			
Crescent Park Elementary Modular Expansion		-1,700,000		
Remaining Reserve	7,188,301	5,488,301	5,488,301	5,488,301

DRAFT 2 – OPTION 4

- Assumptions
- Revenue Estimated and Updated
 - Pending MOE Grant Announcement March 14
- Wages +2% & Benefits Updated
- Expenses Status Quo 2023-2024
 - Less 22-23 use of surplus in all categories except
 - Universal Design for Learning (UDL) is maintained \$86,000
 - IT Organizational and Critical Infrastructure Optimization Review \$250k investment for multiple years
 - Replacement of copper voice services through fiber or wireless by 2026 \$200k investment for year 1 of 3
- Projected use of 2023-2024 carry forward of \$1m
- 2024-2025 use of reserves = \$0

DRAFT 2 – OPTION 4

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Funded FTE	3,693	3,735		3,735	42
Operating Grant	50,673,962	52,015,526		52,015,526	1,341,564
LEA Recovery	-1,278,023	-1,278,023		-1,278,023	0
Pay Equity	944,395	944,395		944,395	0
Student Transportation Fund	441,458	441,458		441,458	0
FSA Scorer Grant	4,094	8,187		8,187	4,093
Labour Settlement Funding	829,447	829,447		829,447	0
Provincial Grants Other	125,000	0		0	-125,000
SkilledTradesBC - Careers Grants	75,000	75,000		75,000	0
MCFD PT/OT Therapy	0	103,495		103,495	103,495
MCFD Family Support	0	84,799		84,799	84,799
After School Sports & Arts Initiative (ASSAI)	0	8,300		8,300	8,300
Child Care Operating Fund (Just Before Subsidies)	0	8,000		8,000	8,000
Tuition	16,250	16,250		16,250	0
Funding from First Nations	1,278,023	1,278,023		1,278,023	0
Secoded Staff Recoveries	237,000	0		0	-237,000
Substitute Staff Recoveries	85,000	0		0	-85,000
Miscellaneous	174,500	50,000		50,000	-124,500
Bussing - Private and Independent Schools		50,000		50,000	50,000
Child Care Revenue (Just B4)		9,500		9,500	9,500
French Camp (Gwillim)		4,000		4,000	4,000
Rentals & Leases	213,000	180,000		180,000	-33,000
Investment Income	675,000	608,169		608,169	-66,831
Surplus - District	1,934,077	0	750,000	750,000	-1,184,077
Surplus - Schools	371,294	0	250,000	250,000	-121,294
Total Revenue	56,799,477	55,436,526	1,000,000	56,436,526	-362,951

Salaries

	2023-2024 Amended	2024-2025	2023-2024 Carry Forwards	2024-2025 Preliminary	Total Change
Teachers	18,257,839	18,626,202		18,626,202	368,363
Principals Vice Principals	4,167,363	4,453,948		4,453,948	286,585
Educational Assistants	5,323,132	5,254,631		5,254,631	-68,501
Support Staff	6,540,502	6,370,435		6,370,435	-170,067
Other Professionals	2,246,328	2,291,255		2,291,255	44,927
Substitutes	1,714,967	2,144,470	-60,000	2,084,470	369,503
Sub-Total - Salaries	38,250,131	39,140,940	-60,000	39,080,940	830,809

Benefits

Sub-Total - Salaries & Benefits	47,501,673	48,392,482	-60,000	48,332,482	830,809
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Supplies & Services

Services	1,797,320	1,797,320	-360,810	1,436,510	-360,810
Student Transportation	1,087,035	1,087,035		1,087,035	0
Professional Development & Travel	538,674	538,674	-23,500	515,174	-23,500
Rentals & Leases	25,500	25,500		25,500	0
Dues & Fees	521,238	521,238		521,238	0
Insurance	200,000	200,000		200,000	0
Supplies	2,763,954	2,763,954	-370,073	2,393,881	-370,073
Utilities	1,985,600	1,985,600		1,985,600	0
Capital Assets Purchased Transfers	378,483	378,483	-228,483	150,000	-228,483
Surplus	0	0		0	0
Sub-Total - Supplies & Services	9,297,804	9,297,804	-982,866	8,314,938	-982,866

Total Expenditures

Total Expenditures	56,799,477	57,690,286	-1,042,866	56,647,420	-152,057
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Surplus/(Deficit)

Surplus/(Deficit)	0	-2,253,760	2,042,866	-210,894	-210,894
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DRAFT 2 – OPTION 4 - CHARACTERISTICS

- Maintains all staffing levels except substitutes
- Dramatically reduces services levels in services & supplies
- Maintains UDL learning initiative and invests in 2 large infrastructure projects for technology
- Reduces reserve to \$5.5m
- **Example** of a spending option
- Not sustainable: does not balance

Impact on Operating Reserves				
	2023-2024	2024-2025	2025-2026	2026-2027
Opening Balance	9,493,672	7,188,301	5,488,301	5,488,301
Use of Reserves:				
Strategic Plan and other priorities	-2,305,371			
Crescent Park Elementary Modular Expansion		-1,700,000		
Remaining Reserve	7,188,301	5,488,301	5,488,301	5,488,301

DRAFT 2 – OPTIONS SUMMARY

- Options for information only
- **No option is recommended**
- Work ahead is to reach ideal state
- April 24 – Staff Recommendations
 - Balanced
 - Educationally sound
 - Sustainable
 - Maintains as many services as possible
 - Invests in strategic plan

Summary	Option 1	Option 2	Option 3	Option 4	Option 5 - Ideal State
Revenues	55,436,526	55,436,526	55,436,526	55,436,526	55,436,526
Expenses	57,690,286	55,506,180	55,384,915	56,647,420	55,436,526
Use of 2022-2023 Reserve	2,305,371	0	0	0	0
Use of 2023-2024 Carry Forward	0	1,000,000	0	1,000,000	1,000,000
Deficit?	No	No	No	Yes	No
Impact on Service Levels/Learning	890,809	-1,293,297	-1,414,562	-982,866	?
Investment in Strategic Plan	51,611	930,346	51,611	0	1,000,000
Reserve Level by Year 3	0	5,488,301	5,488,301	5,488,301	5,488,301
Sustainable	No	Yes	Yes	No	Yes
Educationally sound	Yes	No	No	Yes	Yes

SPECIAL PURPOSE

Special Purpose	Budget Amended	Preliminary Budget												Preliminary Budget	Net	Closing		
	2023-2024	2024-2025	Opening	Revenue			Expense							2024-2025			Revenue (Expense)	
				Ministry	Other	Interest	Total	Teachers	PVP	Education Assistants	Support Staff	Other Professionals	Substitutes	Benefits	Services & Supplies	Total		
Ministry Targeted																		
Annual Facility Grant	305,083	0	261,466				261,466				66,300			16,575	178,591	261,466	0	0
Learning Improvement Fund	231,696	0	189,511				189,511				154,660			34,851		189,511	-0	-0
Strong Start	220,055	0	192,000				192,000				142,000	4,870		45,130	0	192,000	-0	-0
Ready Set Learn	37,282	0	31,850				31,850					10,967	6,120	3,949	10,814	31,850	-0	-0
OLEP Federal French	95,375	0	86,872				86,872	29,845		29,000			12,000	16,027		86,872	0	0
Community LINK	559,027	0	408,136				408,136	38,855		209,000	25,756	13,000		76,525	45,000	408,136	-0	-0
CEF - Overhead	320,690	0	320,690				320,690	178,500		19,650	27,697	35,639		59,204		320,690	0	0
CEF - Staffing	3,636,673	0	3,636,673				3,636,673	2,967,000					142,255	527,418		3,636,673	-0	-0
CEF - Remedies	202,419	0	202,419				202,419	113,600	28,000				10,000	50,819		202,419	0	0
First Nations Student Transportation	35,909	0	15,897				15,897								15,897	15,897	0	0
Mental Health in Schools	127,956	0	127,956				127,956						50,000	9,000	68,956	127,956	0	0
Early Childhood Education Dual Credit	343,266	120,000	227,248				227,248								247,248	247,248	-20,000	100,000
Just B4	25,000	0	25,000				25,000				18,000		5,000		2,000	25,000	0	0
Early Care & Learning	175,000	0	175,000				175,000		95,403					18,031	61,567	175,000	-0	-0
Student & Family Affordability Fund	144,372	0	0				0			0	0			0	0	0	0	0
NEW! Feeding Futures	521,677	200,000	521,677				521,677			80,000	55,000			28,595	450,000	613,595	-91,918	108,082
NEW! Health Career Dual Credit	25,000	0	25,000				25,000								25,000	25,000	0	0
Ministry Total	7,006,480		6,447,395	0	0	6,447,395	3,327,800	123,403	337,650	489,413	64,476	225,375	886,124	1,105,073	6,559,314	-111,919	208,081	
District Targeted																		
School Generated Funds	850,000	740,949		750,000			750,000								850,000	850,000	-100,000	640,949
Careers Grants	28,309	0	13,000				13,000								13,000	13,000	0	0
Early Learning (BLT)	20,000	40,000		18,000		2,000	20,000								20,000	20,000	0	40,000
District Total	898,309		13,000	768,000	2,000	783,000	0	0	0	0	0	0	0	883,000	883,000	-100,000	680,949	
Total	7,904,789		6,460,395	768,000	2,000	7,230,395	3,327,800	123,403	337,650	489,413	64,476	225,375	886,124	1,988,073	7,442,314	-211,919	889,030	

CAPITAL

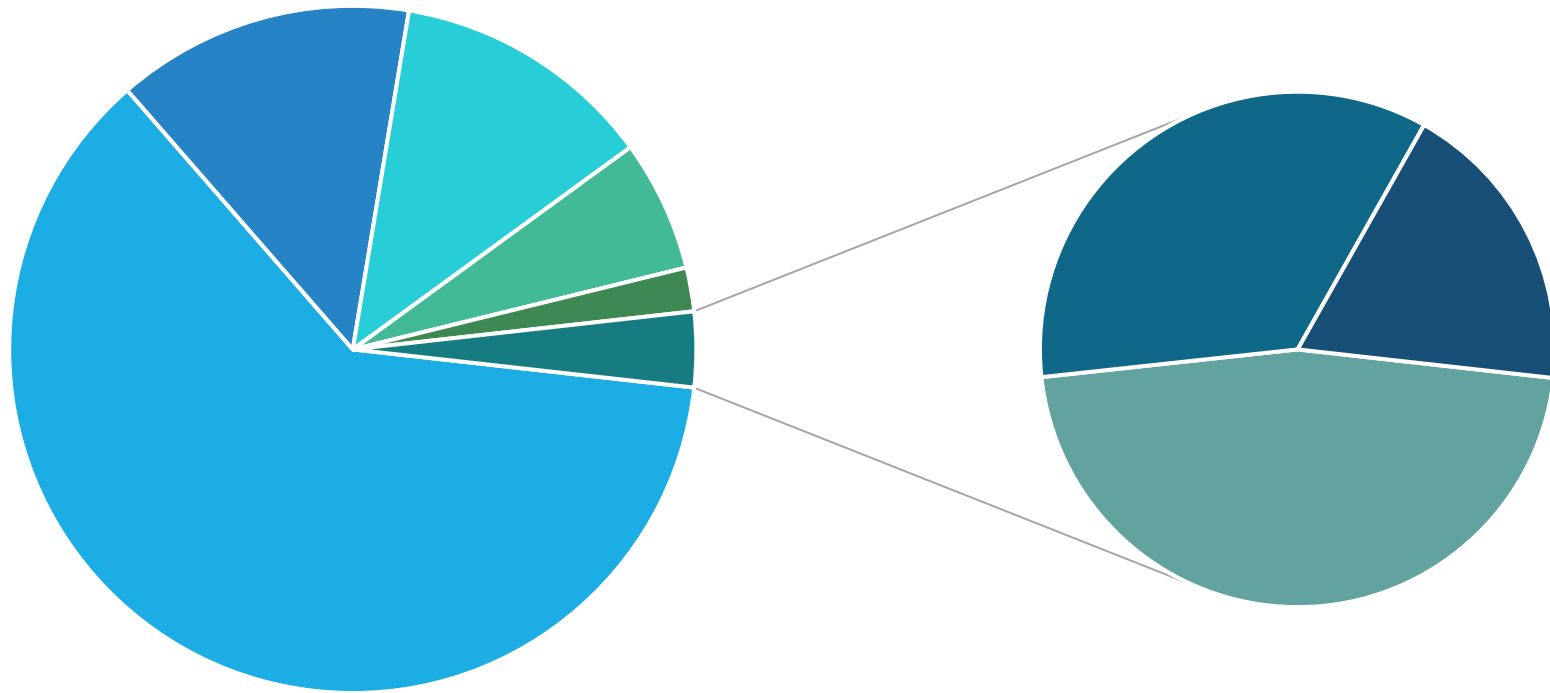
- Projects anticipated for funding

■ Crescent Park Expansion Project – Ministry Funded	\$ 7,500,000
■ <i>Crescent Park Expansion Project – Board Funded</i>	\$ 1,700,000
■ Bus	\$ 200,000
■ Carbon Neutral	\$ 250,000
■ Food Infrastructure	\$ 80,000
■ School Enhancement	\$ 750,000
■ Annual Facilities Grant	\$ 1,500,000
■ <i>Assets Purchase from Operating – Vehicles & Equip</i>	\$ 150,000
■ <i>Other</i>	\$ 500,000
■ Total	\$12,630,000

- However

- Most of the bylaw capital does not appear on the capital budget; will be detailed on financial statements
- Ministry instructions
- Only some of the anticipated expenditures do not involve bylaw capital such as
 - Assets purchased from operating \$ 150,000
 - Board’s contribution \$1,700,000
 - Bylaw revenue not spent on capital \$ 500,000

Anticipated Capital Projects



- Crescent Park Expansion - Ministry
- Crescent Park Expansion - Board
- Annual Facilities Grant
- School Enhancement
- Carbon Neutral
- Bus
- Vehicles & Equipment from Operating
- Food Infrastructure

		2025 Preliminary Annual Budget			2024 Amended Annual Budget
		Invested in Capital Assets	Local Capital	Fund Balance	
Revenues					
	Provincial Grants				
	Ministry	500,000		500,000	1,503,128
	Rentals and Leases		1,000	1,000	1,000
	Investment Income		1,750	1,750	2,028
	Amortization of Deferred Capital Revenue	1,800,000		1,800,000	1,712,580
	Total Revenue	2,300,000	2,750	2,302,750	3,218,736
Expenses					
	Operations & Maintenance	500,000		500,000	1,503,128
	Amortization of Tangible Capital Assets				
	Operations & Maintenance	1,600,000		1,600,000	1,564,572
	Transportation & Housing	500,000		500,000	469,476
	Total Expense	2,600,000	0	2,600,000	3,537,176
	Net Revenue (Expense)	-300,000	2,750	-297,250	-318,440
	Net Transfer(s) from other Funds				
	Tangible Capital Assets Purchased	1,850,000		1,850,000	378,483
	Total Net Transfers	1,850,000	0	1,850,000	378,483
	Other Adjustments to Fund Balances				
	Total Other Adjustments to Fund Balances	0	0	0	
	Budgeted Surplus (Deficit), for the year	1,550,000	2,750	1,552,750	60,043

DRAFT 2

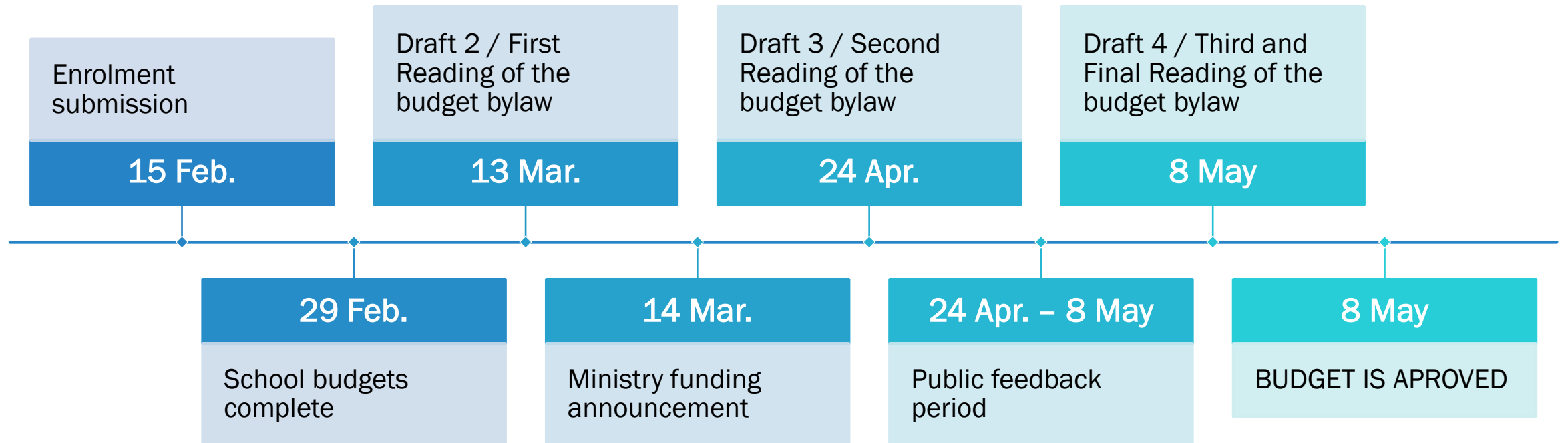
- Bylaw Reading 1 - Operating
 - Operating revenues are established \$55,436,526
 - Operating surplus projection established (high level) \$ 1,000,000
 - If the budget must be balanced by third reading, assume expenses including capital assets purchased
 - Will match revenues
 - Are limited to the revenue and carry forward projection available

BYLAW READING 1

THAT the School District No. 59 (Peace River South) Annual Budget Bylaw for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,328,840 for the 2024-2025 fiscal year be read a first time.

Budget Bylaw Amount - Preliminary 2024-2025 Reading 1	
Operating - Total Expense	56,436,526
Operating - Tangible Capital Assets Purchased	1,850,000
Special Purpose Funds - Total Expense	7,442,314
Capital Fund - Total Expense	2,600,000
Total Budget Bylaw	68,328,840
*NOTE Bylaw Readings 2 and 3 Amounts Subject to Change	

KEY DATES





School District No.59 (Peace River South)

March 13, 2024

Board of Education

RE: Secretary-Treasurer Report for March

The purpose of this memo is to keep the Board apprised of some of the activities of the Secretary-Treasurer to March 13, 2024.

Gratitude to the Facilities department for the participation and leadership in the Try a Trade at the Regional Skills Competition. Electricians, carpenters and plumbers had students installing toilets, building toolboxes, renovating drywall and installing wiring – all in a safe, practice environment of course. We all contribute to learning and it was wonderful to see our trades workers teaching our students and making their professions tangible.

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

- Skills Competition at Northern Lights College
- Infrastructure BC Market Sounding - Prefabricated Classroom Initiative
- Ministry call with Superintendents and ST's relative to funding
- Department 2024-2025 Budget meetings with District Principal Bassendowski, Director Proulx, District Principal Leroux, Director Simlik and Manager Lindgren, Director Chisholm, Transportation Manager Lekstrom, Manager of Information Systems McCleary
- Crescent Park Expansion Project information meeting for staff
- Surplus projection meetings with three Principals
- Finance Team Staff Meeting
- Digital Records and Document Management meeting with Managers of Finance and Technology
- Clerical Non-Instructional Day – Collaborative Learning Session
- Crescent Park PAC Meeting re expansion project
- Board Office Staff SOAR
- Contract review meeting with Superintendent and PRPVPA
- 2024-2025 Benefits renewal meeting
- 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 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. A huge shoutout to Principals and Senior Leadership for advancing this timeline by a month in order to post teaching jobs earlier to be competitive with the region in recruiting teachers. All school allocations, including staffing levels, were complete by our target date of February 29, 2024.

Lead in Water Testing

Annual lead in water testing is complete. A reminder that all school districts are required to test schools on a 3-year cycle with one third of schools being tested each year. The results have been submitted to the Ministry of Education and communicated to Northern Health. A full reporting of the results and interpretation will come to the April board meeting.

Crescent Park Elementary School Expansion Project

Since the Board's approval of the project in February, the following events have occurred:

February 26, 2024 meeting with engineer regarding build options to develop a fee schedule for Architecture and engineering by early March.

February 27, 2024 meeting with Crescent Park staff to review the preliminary design proposal and solicit feedback for suggestions and concerns around construction and design. Feedback is expected from the School Principal by March 15, 2024.

March 5, 2024 attendance at PAC meeting to provide similar information as was presented to staff.

Kim Morris
Secretary-Treasurer/CFO



School District No.59 (Peace River South)

DATE: March 13, 2024

CHAIR: Roxanne Gulick

Policy for Discussion:

Policy for Circulation:

Policy for Adoption:

Policy/Regulation for Under Review:

- Policy 5190 Use of School Facilities
- Policy 2150 Trustee Code of Conduct* *New name*

**Previous name - Roles and Responsibilities of the Board*

Policy/Regulation for Repeal:

Regulations for Board Information:

11600-7th Street,
Dawson Creek, B.C. V1G 4R8
Phone: (250) 782-8571 Fax: (250) 782-3204