



COVID-19 PRECAUTIONS FOR PUBLIC BOARD MEETING

The Public Board Meeting will be held at the School District No.59 Board Office (11600-7th Street, Dawson Creek) on Thursday, May 28, 2020. The meeting will be available for viewing online as well as limited seating in the gallery. Anyone wishing to attend the public board meeting must pre-register by 3:00 pm on Wednesday, May 27, 2020.

Pre-registration is mandatory so COVID-19 protocol established for the School Board Office can be maintained. Individuals signed up for the meeting will be contacted prior to the meeting to be informed of the protocol.

Zoom link:

<https://sd59.zoom.us/j/98665118919?pwd=V2hnaUg2d2MvdYtLdExBSzI1TGMydz09>

Please contact Richell Schwartz to register for the meeting:

Phone: 250-782-8571, ext. 217

Email: rschwartz@sd59.bc.ca



School District No.59 (Peace River South)

Open Board Meeting Agenda

Date: May 28, 2020 1:00 PM

Place: School Board Office – Dawson Creek

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

APPROVAL OF AGENDA

1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – April 23, 2020
- R1.2 – Excerpts Special Closed Meeting – April 23, 2020
- R1.3 – Excerpts Closed Meeting – April 23, 2020

2. BUSINESS ARISING

3. ESSENTIAL ITEMS

4. OTHER PRESENTATIONS

- 4.1 French Immersion Program in Chetwynd - Student Parents of CPF (Chetwynd Branch)

5. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

- R5.1 – School/Student News
- R5.2 – French Immersion Program-CSS
- R5.3 – K-12 Education Restart Plan
- R5.4 – High School Graduation Plans
- R5.5 – Principal Announcements

6. REPORTS FROM THE SECRETARY-TREASURER

- R6.1 – Interim Audit Report
- R6.2 - Finance Reports
- R6.3 – 2019-20 Capital Addition
- R6.4 – 2020-21 Budget Recommendations

7. TRUSTEE ITEMS

- R7.1 – BCSTA – T. Ziemer
- R7.2 – Retirement & Long Service Recognition – C. Hillton
- R7.3 – Strategic Plan Update – C. Anderson
- R7.4 – Student Led Initiatives – T. Jones

8. COMMITTEE REPORTS

- R8.1 – Policy Committee

R8.1.2 Policies for Circulation:

- Policy 2320 School Closure
- Policy 4500 Communicable Disease

R8.1.2 Policies for Adoption:

- Policy 4200 Career Development Education
- Policy 4580 Electronic/Social Media Communication and Information Access

R8.1.3 Policies for Repeal:

- Policy 4060 Determination of Class Sizes

9. DIARY

10. QUESTION PERIOD

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

11. FUTURE BUSINESS / EVENTS

- 11.1 Open Board Meeting – June 24, 2020



School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

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

Open Session Minutes

DATE & TIME: April 23, 2020 – 1:00 PM

PLACE: School Board Office – Dawson Creek

(Note: Due to COVID-19 pandemic the meeting was scheduled using zoom for members to attend electronically.)

PRESENT: Trustees:
T. Ziemer – via zoom
C. Hillton (Vice-Chair) – via zoom
R. Gulick – via zoom
T. Jones – via zoom
C. Anderson (Chair)
B. Borton – via zoom
J. Lalonde – via zoom

C. Clouthier, Superintendent
C. Fennell, Assistant Superintendent – via zoom
M. Panoulis, Secretary-Treasurer
R. Schwartz, Recording Secretary

Called to Order – 1:02 PM

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

APPROVAL OF AGENDA

Additions: R5.5 - French Immersion – CSS
R7.3 – Joint MLA Meeting

Deletions:

(2020-04-008)
MOVED/SECONDED – Gulick/Lalonde
THAT, the Regular Meeting agenda be approved as amended.
CARRIED UNANIMOUSLY

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – March 12, 2020

The Chair asked for any corrections to the minutes.

(2020-04-009)

The Chair declared the minutes of the open meeting March 12, 2020 approved as presented.

R1.2 Excerpts of Closed Board Meeting – March 12, 2020

(2020-04-010)

The Chair declared the excerpts of the closed board meeting March 12, 2020 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

5.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 School/Student News

The Superintendent reported school/student news:

- Schools are adjusting to offering continuity of learning in a new way.
- TRE challenging students to make a recycle-a-sauras. The challenge is to build a dinosaur out of recycled materials only.
- TRSS is engaging students with fun at home cooking lessons. These lessons have created fun family connections as other family members at home are participating as well.
- Many teachers are finding creative ways to have students do projects at home. Students are sending in pictures of their assignments.
- Shop students at DCSS – Central Campus are being given challenges to build and design projects like pinball machines and puck games.
- Videos and pictures were presented from Little Prairie, DCSS and Don Titus were shown all the different ways students are learning at home. Highlighted student learning activities included lessons in literacy, numeracy, physical education, STEM, woodworking and cooking.

R5.2 Student Discipline Report

The student discipline summary report for the month of March 2020 was presented. A total of 16 suspensions were reported. Following is a breakdown of the main offences:

- Safety of Others 9
- Controlled Substance 3
- Fighting 3

R5.3 COVID-19 Update

The school district has been focusing their efforts in the following four areas:

1. Maintain a healthy and safe environment for all students, families and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

Protocol has been implemented at all school district sites to ensure the health and safety of all staff. Procedures have been established for parents or students to pick up education materials at the schools.

Child care is being offered for Tier 1 essential workers in all three communities. Four sites are currently being used. The district will continue to work with parents/guardians identified as essential workers to provide child care if required.

Meal support is being provided in all three communities. Breakfast and lunch kits are being delivered to families each week. Kits are assembled at Chetwynd Secondary, Tumbler Ridge Secondary, and Tremblay Elementary.

Staff have been working diligently to transition to a new way of learning for students. The focus has been on the social emotional well-being of students, support of meaningful curriculum and setting reasonable expectations for the amount of time each child spends learning at home each week. There are many innovative solutions happening as we navigate this new type of education. Students and teachers are being creative in the way they present learning.

The district also recognizes this is an incredibly difficult time for many families and encourages anyone that is having difficulty to reach out to their school teacher or principal for support.

The Ministry has announced new assessment requirements. Report cards for students in the primary grades will be much the same with teachers using different ways of assessing learning.

Students in Grade 4 to Grade 9 will be receiving, at minimum, a final letter grade for Language Arts/English, Math, Science and Social Studies. There may be anecdotal or letter grades for other areas of learning like PE, Art, French etc. Third or fourth term marks will be primarily through anecdotal comments.

Students in Grades 10-11 will receive final grades for courses in second semester and will receive at a minimum, anecdotal comments for third term. Grade 12's will receive third term marks as post-secondary institutions still require them for early admissions. Students who are on track to graduate need to complete sufficient requirements for the courses in which they are registered in order to complete requirements for graduation.

The Board Chair thanked everyone for their work in adapting to this new way of learning and providing service during COVID-19.

R5.4 Principal Announcements

The Superintendent announced the following appointments, effective August 1, 2020:

- Shane Mould, Principal of Chetwynd Secondary School
- Dianne Bassendowski, Principal of Windrem Elementary

R5.5 French Immersion – CSS

The Superintendent reviewed the recent history of the French Immersion program in Chetwynd. The elementary stream of the program was closed in 2018 and only existing high school students were being transitioned through an adapted program at Chetwynd Secondary School. Since then, the number of students enrolled in the program at the high school level has declined.

With only two students enrolled in the French Immersion program at Chetwynd Secondary School, the program is no longer feasible academically or financially. The Superintendent will be bringing forward a recommendation in the May board meeting to discontinue the program.

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 Finance Reports

The monthly finance reports were reviewed.

R6.2 2020-21 Preliminary Grant Funding

The Secretary Treasurer discussed the Preliminary Grant Funding as announced at the end of March for the 2020-21 school year.

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – T. Ziemer

Trustee Ziemer presented the latest news and events from the BCSTA. With the cancellation of the BCSTA AGM, the election process for the BCSTA's 2020-21 Board of Directors will be held electronically.

Trustees are to email the board chair by Friday with their candidate selections for BCSTA Director positions. The board chair will submit the vote electronically on behalf of the board by 3:00 pm on April 24, 2020.

R7.2 Board Meetings – C. Anderson

Due to the Coronavirus pandemic the format for holding public board meetings will be different. Because of the change in practice, the trustees voted to hold board meetings electronically with a live stream option for public viewing. The live stream format will allow for a public question and answer period.

(2020-04-011)

MOVED/SECONDED – Gulick/Ziemer

THAT, the open board meetings be offered in an online format to allow members of the public access to the meetings while the public gallery is closed due to the COVID-19 pandemic.

CARRIED UNANIMOUSLY

R7.3 Joint MLA Meeting

The Board chair has received an invitation from SD60 to participate in a joint meeting with the local MLA. A meeting date has not been arranged yet.

8.0 COMMITTEE REPORTS

R8.1 Policy Committee

The Policy Committee brought forward the following recommendations:

R8.1.1 Policy for Discussion

Policy 5180 Benefits on Leave of Absence was brought forward to the policy committee requesting the Director of Human Resources have the discretion to modify the policy under extenuating circumstances directly related to the coronavirus pandemic.

(2020-04-012)

MOVED/SECONDED – Gulick/Lalonde

THAT, the board give authority and discretion to the Director of Human Resources to modify, under extenuating circumstances, the requirement of the employee to pay both portions of the benefit premium (per Policy 5180) while on leave of absence if the leave is directly related to COVID-19 circumstances.

CARRIED UNANIMOUSLY

R8.1.2 Policies for Adoption

The Policy Committee presented Bylaw 3-08 Student Appeal Procedure for the final reading and adoption.

(2020-04-013)

MOVED/SECONDED – Lalonde/Gulick

THAT, amended Bylaw 3-08 Student Appeal Procedure be read a third time, passed, and adopted as presented.

CARRIED UNANIMOUSLY

R8.1.3 Policies for Repeal

The Policy Committee recommended repealing the following policies as they were combined into other policies that were previously adopted.

(2020-04-014)

MOVED/SECONDED – Hillton/Gulick

THAT, the board repeal the following policies, effective immediately:

- Policy 2155 Board Authority and Responsibility (Combined into Policy 2150)
- Policy 2200 Trustee Stipend (Combined into Policy 2205)
- Policy 2230 Trustee Reimbursement of Expenses (Combined into Policy 2205)
- Policy 2231 Trustee Benefits (Combined into Policy 2205)
- Policy 2235 Trustee Recognition (Combined into Policy 2205)
- Policy 2270 Delegations to Board Meetings (Combined into Policy 2260)
- Policy 2280 Participation by the Public (Combined into Policy 2260)

CARRIED UNANIMOUSLY

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 – May 28, 2020

ADJOURNMENT

(2020-04-015)

MOVED – Jones

THAT, the Regular Meeting be terminated. (2:00 PM)

CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

(C. Anderson) Board Chair

(M. Panoulis) Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Special Closed Board Meeting
DATE: April 23, 2020 10:30 PM
PLACE: School Board Office – Dawson Creek

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

1. BCTF MoA

Adjournment

CERTIFIED CORRECT:

C. Anderson, Board Chair

Melissa Panoulis, Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Closed Board Meeting
DATE: April 23, 2020 10:45 AM
PLACE: School Board Office – Dawson Creek

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

Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – March 12, 2020

Business Arising

Trustee Items

Items discussed and reported included:

- BCPSEA Update

Superintendent's Reports

Items discussed and reported included:

- Personnel Matters
- COVID-19 Update

Secretary Treasurer's Reports

- O'Brien Property
- AFG Plan
- Standard Bus Contract

Adjournment Motion

CERTIFIED CORRECT:

C. Anderson, Board Chair

M. Panoulas, Secretary Treasurer



School District No.59 (Peace River South)

May 20, 2020

To: SD #59 Board of Education

From: Candace Clouthier, Superintendent

Re: French Immersion Program - Chetwynd Secondary School

At the Open Board Meeting of April 28th, 2020, I provided the following information regarding the French Immersion Program at Chetwynd Secondary School:

“Based on information received from the principal at Chetwynd Secondary School on Tuesday, April 21, 2020, a review of the viability of offering a French Immersion program needs to be discussed.

In June of 2017, the Superintendent reviewed the information brought forward regarding French Immersion enrolment in Chetwynd. At that time, the number of registrations at Ecole Windrem Elementary fell short of the registration needed to sustain a French Immersion program.

A motion was made at the open board meeting of June 21, 2017 and was carried unanimously:

‘THAT, no new student registrations in the Chetwynd French Immersion Program will be allowed beginning in the 2017 – 18 school year, and existing students be transitioned through the current program, for as long as the per student funding is sufficient to provide for the program.’

In 2018, we communicated with parents of students involved in French Immersion in Chetwynd (6 students) indicating to them that on-line French Immersion courses were no longer an option and that we would seek to find a solution for the 2019/20 school year. The Principal was able to find a solution that could work partially relying on funding through the Federal French budget. Parents were provided with communication about the concerns of being able to continue with a French Immersion program.

At the beginning of the 2019/20 school year there were 5 students enrolled in the French immersion program. Two of the students will graduate this year with a dual dogwood, one student (Gr. 10) will be moving out of our district this summer, leaving two students (Gr. 9) at CSS for the 2020/21 school year. With only two students remaining for the 2020/21 school year, the ability to provide a program is no longer viable.”

With only two Grade 10 students enrolled in the French Immersion Program at Chetwynd Secondary School for the 2020/2021 school year, it is my opinion that the program is no



School District No.59 (Peace River South)

longer financially sustainable as the per student funding will not meet the needs of the program. It is also my opinion that the program is not educationally viable.

I would recommend that the Board of Education support the closure of the French Immersion Program at Chetwynd Secondary School effective June 30, 2020.

Sincerely,

Candace Clouthier
Superintendent
SD 59 Peace River South



K-12 Education Restart Plan

Ministry of Education



The Ministry of Education has a five-stage approach for resuming in-class instruction in a measured way to align with [B.C.'s Restart Plan](#). Each stage will be guided by health and safety guidelines, measures, protocols and orders as well as the principles developed for continuity of learning during the pandemic:

- Maintain a healthy and safe environment for all students, families and employees
- Provide the services needed to support the children of our essential workers (ESWs)
- Support vulnerable students who may need special assistance
- Provide continuity of educational opportunities for all students

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
SCHOOL DENSITY TARGETS 100%	SCHOOL DENSITY TARGETS K-7: 100% Grade 8-12: 40%	SCHOOL DENSITY TARGETS K-5: 50% Gr. 6-12: 20%	SCHOOL DENSITY TARGETS K-12: 20%	SCHOOL DENSITY TARGETS K-12: 0%
In-class instruction: K-12: 5 day per week	In-class instruction: K-7: 5 days per week Grade 8-12: 2 days per week ----- 5 days per week available for: ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports ----- Remote/online instruction: Balance of learning	In-class instruction: K-5: 2 to 3 days per week Gr. 6-7: 1 day per week Gr 8-12: 1 day per week 5 days per week available for: ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports ----- Remote/online instruction: Parent/Guardian choice to return to in-class instruction optional Balance of learning	In-class instruction: K-12: Limited ----- 5 days per week available for: ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports ----- Remote/online instruction: K-12: Majority of all students	In-class instruction: K-12: None ----- Suspend all in-class instruction for all grades and students ----- Remote/online instruction: K-12: All Students

Moving from Stage 4 to Stage 3 on June 1

As part of B.C.'s Restart Plan, the focus for the K-12 sector is to increase in-class instruction in a gradual and controlled manner while ensuring health and safety measures to reduce the risk of Covid-19 transmission are in place. School density targets have been established to ensure the number of students in the K-12 environment is manageable and aligns with public health guidance. Both the school density targets and the individual choices made by parents and guardians to send their children back to school will impact classroom schedules. Guidelines for days of in-class instruction have been established by the Ministry of Education for each stage of the K-12 Education Restart Plan to provide clarity to families, students and school districts about what to expect. This document is intended to provide a framework for what Stage 3 might look like in schools throughout the Province.

Next Steps: Ministry, Boards of Education & Independent School Authorities

May 15th

- Release of K-12 Education Restart Plan and Planning & Reporting template.

May 15th – 22nd

- School districts and independent schools will develop plans outlining their approach to delivering education during Stage 3.
- If school districts or independent schools anticipate they will not be able to move to Stage 3 due to local circumstances, they should contact the Ministry. First Nations independent schools do not need to develop or submit a plan.
- As a part of the plan, school districts and authorities will outline how:
 - ✓ *Measures will put in place to meet the requirements of Provincial COVID-19 Health & Safety Guidelines for K-12 Settings.*
 - ✓ *In-person instruction will be offered within the school density targets and the recommended days per week (e.g. alternate days, half-days, blended model).*
 - *To accommodate health and safety measures including physical distancing and reducing physical contact, classes must be limited to a small number of students at any one time (e.g., be less than 50% of the normal class enrolment).*
 - ✓ *Children of ESWs and students requiring additional support will be supported full-time if requested.*
 - ✓ *Remote, online and in-person learning will be delivered and balanced over the school week.*
 - ✓ *Supports like meals and technology loans will continue.*
- School districts must ensure the teacher and support staff workloads between in-class and on-line delivery are balanced and manageable. Districts must also ensure the appropriate leadership is available and on-site at schools to ensure health and safety measures are in place.
- Prior to June 1, Boards of Education and local unions must facilitate a process with education partners to develop multiple suggested delivery models that do not increase current teacher workload and meet the needs of students during Stage 3. The decision regarding the model adopted by school districts will be done in collaboration with the local union.
- School districts/authorities should engage with parents/guardians to assess the number of students who are planning to return to in-class instruction.

May 19th – 22nd

- Districts and FISA Member Associations will submit their plans to the Ministry for review.

June 1st

- Stage 3 of the K-12 Restart Plan starts.

What can Parents and Students Expect in Stage 3?

Regular Communication

- Contact from school or school district/authority to enquire about interest in resuming in-person instruction.
- Regular information updates on school and district websites.

Options to Attend School In-Person

- Guidelines established for the K-12 sector:
 - *Grades K-5 (2-3 days per week)*
 - *Grades 6 – 12 (1 day per week)*
 - *5 days week available for children of Essential Service Workers, students with disabilities/ diverse abilities, and students requiring additional supports.*
 - **Note: teachers, administrators and support staff should be considered ESWs.**
- School districts and independent schools will organize their daily and weekly schedules based on school density targets and the number of children who are choosing to return to in-class instruction. This means children may not have their regular classroom teacher or classmates.
- Bussing and transportation services to be implemented in accordance with operation plans.

Increased Health & Safety Measures

- Parents will be asked to monitor their children daily for symptoms and not to send them to school if they are sick. People who are sick will not be allowed in school.
- Students will be asked to wash their hands frequently, including before coming to school. They will have access to hand sanitizer when hand washing is not available.
- Schools will be cleaned more frequently, including classrooms and high touch areas.
- Schools may implement staggered drop-off and pick up times and modify lunch and recess hours.
- School and classrooms might look different:
 - *Increased spacing between students in classrooms and smaller group activities*
 - *No physical contact sports but more time outside with classmates*
 - *Limitations on assemblies and other large gatherings*
- Wearing non-medical masks will be a personal choice for students and teachers.
- Students will be asked to label their personal items and not to share them.
- Parents may need to remind children to minimize physical contact with their friends.

On-Going Learning & Supports

- Continuation of online/remote learning opportunities to supplement in-school instruction.
- Focus on mental health supports for students returning to school and those who continue to learn remotely.

- Meal programs available with additional health and safety, physical distancing and hygiene measures in place. Meal pick up will continue for students not in attendance.



School District No.59 (Peace River South)

May 21, 2020

To: Board of Education of SD59 (PRS)

From: Candace Clouthier, Superintendent

Re: Agenda Topic R5.4 High School Graduation Plans

Each of the three secondary schools in SD 59 have worked with their graduating students and parents to develop a plan that will celebrate their graduation and keeping within the physical distancing measures and gathering size limits put in place by the Province of BC.

Dawson Creek Secondary School: South Peace Campus

Events or Activities will be held in June for graduates (approximately 180 grads) which will include:

- A mini graduation ceremony hosted at Unchagah Hall:
 - Fifteen (15) graduates and 2 guests per graduate;
 - Graduates would sign up for a ceremony indicating the names of their guests;
 - There will be 12 time slots that graduates can sign up for over the course of 4 days;
 - The program will consist of opening remarks, speeches from the Valedictorian and Historian (either live or pre-recorded), Principal's address, handing out of graduation certificates (in a socially distanced way), and a throwing of the cap at the end of the ceremony.
 - The ceremonies will be live streamed on Facebook so families can view from home if they can't be in attendance.

- Other Activities still in the planning stages:
 - All graduates will receive a cap and gown that they can keep;
 - Scholarship and bursary evening will be held digitally on June 16th;
 - Collaborating with Legacy Signs and the City of Dawson Creek to have banners up around town congratulating the graduates;
 - Working with Flowers by Charene and Eagle Vision Productions to put together a commemorative video of the events;
 - Planning to have professional photographs during the event;
 - Working to create a time capsule to commemorate the uniqueness of the COVID-19 pandemic graduation;



School District No.59 (Peace River South)

Chetwynd Secondary School

The graduating class (37 graduates) and their families are presently in discussions regarding two options for a modified graduation ceremony:

- A mini graduation ceremony hosted in the CSS gym:
 - Option 1;
 - Small groups of graduates and their parents or guests would enter the gym at designated times to take part in the graduation ceremony and parent or guest and student dance;
 - Awards and bursaries would be done digitally.
 - Option 2;
 - The entire graduation class in the gym without parents or guests;
 - The ceremony would be recorded
 - Awards and bursaries would be done digitally.

Tumbler Ridge Secondary School

The graduating class of TRSS (22 students) have decided to stay together as a group and the ceremony will be as follows:

- All Graduates will sit in the gym bleachers with appropriate physical distancing and will come up one at a time to accept diplomas;
- Each graduating student will have two guests at one of two mini ceremonies;
- At the end of the first ceremony, the guests leave, and a new group of guests will enter for the second ceremony;
- The ceremony will be recorded and graduating students will receive a copy;
- Photographs will be taken by a professional.



School District No.59 (Peace River South)

May 21, 2020

The district is pleased to announce the following Principal and Vice Principal appointments effective August 1, 2020:

Principal of Tumbler Ridge Secondary School:	Brendan Bogle
Vice Principal of Tumbler Ridge Secondary School:	Stacie Deeley
Principal of Don Titus Montessori School	Jody Bougerolle

Respectfully,

Candace Clouthier
Superintendent
SD 59 Peace River South



CHARTERED PROFESSIONAL ACCOUNTANTS

Partners

- * Ben Sander, B. Comm., FCPA, FCA
- * Dale J. Rose, CPA, CA
- * Alan Bone, B. Comm., CPA, CA
- * Jason Grindle, B. Comm., CPA, CA
- * Jaron Neufeld, B. Comm., CPA, CA

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May 19, 2020

School District No. 59 (Peace River South)
11600 – 7 St
DAWSON CREEK BC V1G 4R8

Dear Board of Education

SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)

We have completed the interim audit of the School District No. 59 (Peace River South) for the year ended June 30, 2020. The purpose of our audit is to express an opinion on the financial statements. The audit includes consideration of internal controls relevant to the preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal controls. Matters that are reported to the Board of Education are limited to those deficiencies that the auditor has identified during the audit and that the auditor has concluded are of sufficient important to merit being reported to those charged with governance.

We are pleased to advise that our audit procedures to date have revealed no major weaknesses in internal controls and that we found the system of internal controls were functioning adequately.

If you have any questions regarding the above, do not hesitate to contact me.

Yours very truly
SANDER ROSE BONE GRINDLE LLP
CHARTERED PROFESSIONAL ACCOUNTANTS

Jaron Neufeld,
B. Comm., CPA, CA

cc: Melissa Panoulis, CPA, CA,
Secretary Treasurer



Member, Chartered Professional Accountants of British Columbia and Alberta

* Denotes Professional Corporations



School District No.59 (Peace River South)

May 20, 2020

School District #59 Trustees

RE: April 2020 Financial Reports

Following are explanations of major variances for the April 30, 2020 Financial Reports.

REVENUES:

1. The **Base Operating Grant** is above budget due to additional teacher collective agreement funding (\$148) and the February distributed learning count (\$63)
2. **Grants-Other Provincial Ministries** - at this time, we are \$37,700 ahead of plan for the ITA grants, the budget was \$100,000 for the year and we have received \$120,200.
3. **Interest Income** – we have seen a drop in interest rates and therefore I am expecting this unfavourable variance to increase for the remainder of the year.

DISTRICT EXPENSES:

1. **District Spec Ed/Helping Teachers** – This positive variance did increase from \$15,000 in March to \$30,000 in April. Most of this increase is from a reduction in O&M expenses related to the pandemic and the suspension of in-class instruction.
2. **District Programs Other** – The majority of this positive variance is Aboriginal Education \$117,000, literacy \$24,000, Resource Centre \$18,000 and speech and language \$15,000.
3. **Administration & Other** – This variance is a result of being under budget \$25,000 in supplies and services in education administration.
4. **Operations & Maintenance** – The large increase in the favorable variance as compared to last month is due to an increase in charge outs to AFG, decrease in casual custodians, and an increase in charge outs to the schools from the electronics department.



School District No.59 (Peace River South)

5. **Transportation** – The increase in the positive variance is due to decreased fuel costs in April as compared to previous months (\$7,600 in April, average month is \$55,000) and the decreased Chetwynd bus contract expense. The savings are directly related to the COVID-19 pandemic and the reduction of transportation services.
6. **District School** – This is the account that the difference between the average cost and actual wages are expensed to. The average costs do include a sub cost component. In the month of April staff replacements were not called, therefore the decrease in the district school expense is expected.
7. **Special Purpose** – The majority of this positive variance is from AFG \$33,000, strong start \$20,000 and CEF \$101,000.

Melissa Panoulas

Board Variance Report - Revenues

April 30, 2020

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

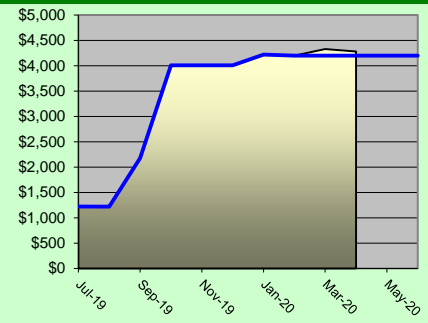
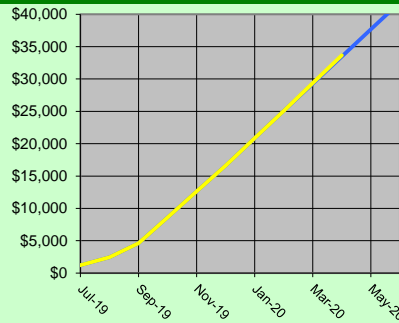
Monthly Revenues (\$000's):

BASE OPERATING GRANT

Year-To Date Results:

Budget	Actual	Variance
\$33,457	\$33,668	\$211

Overbudget 0.6%

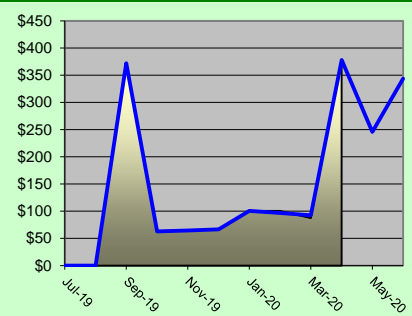
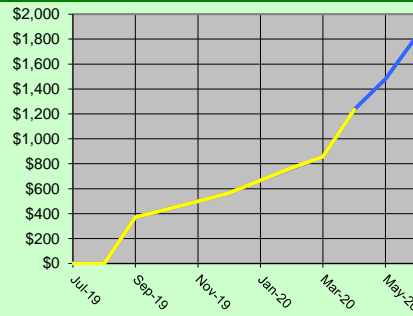


OTHER MoEd GRANTS

Year-To Date Results:

Budget	Actual	Variance
\$1,235	\$1,234	-\$1

Underbudget 0.1%

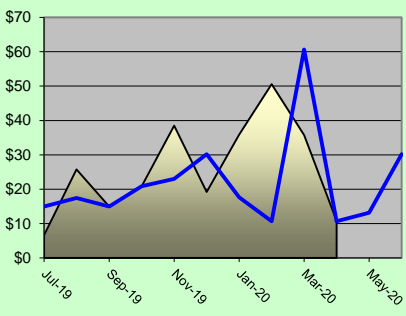
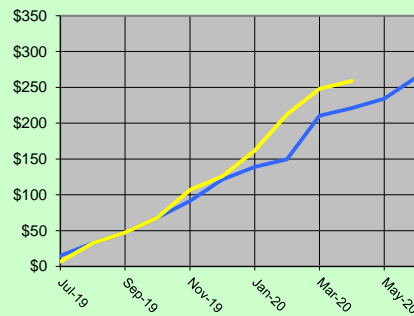


GRANTS-OTHER PROV.MINISTRIES

Year-To Date Results:

Budget	Actual	Variance
\$221	\$259	\$38

Overbudget 17.1%

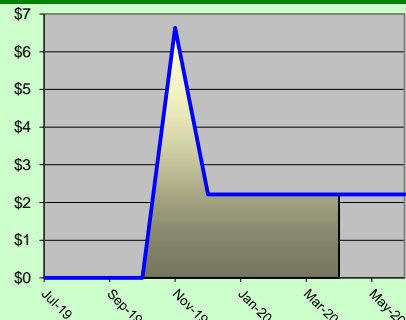
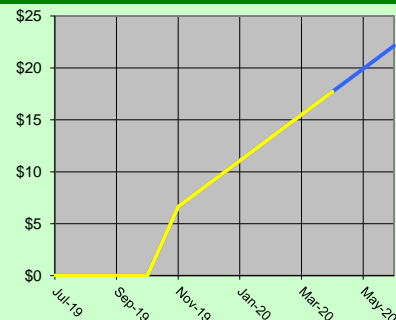


NON-RESIDENT TUITION

Year-To Date Results:

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

On Budget

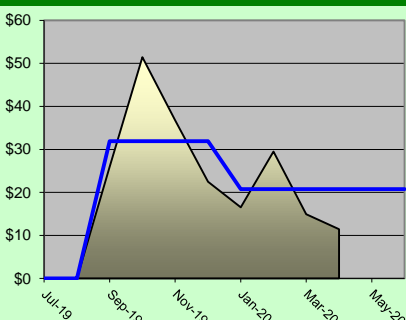
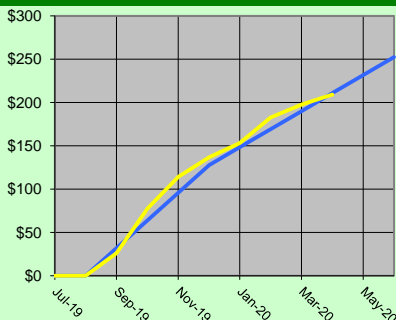


SECONDED/SUBSTITUTE TEACHER

Year-To Date Results:

Budget	Actual	Variance
\$211	\$209	-\$2

Underbudget 0.8%



Board Variance Report - Revenues

April 30, 2020

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

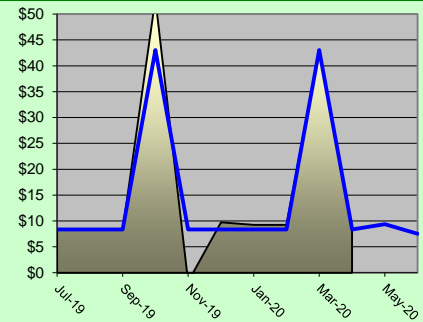
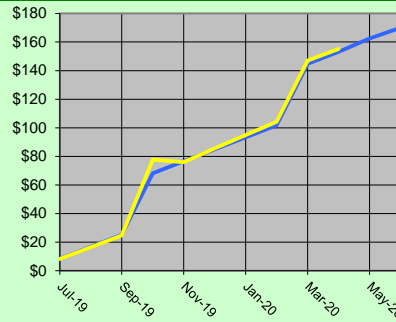
Monthly Revenues (\$000's):

RENTALS/LEASES

Year-To Date Results:

Budget	Actual	Variance
\$153	\$155	\$2

Overbudget 1.3%

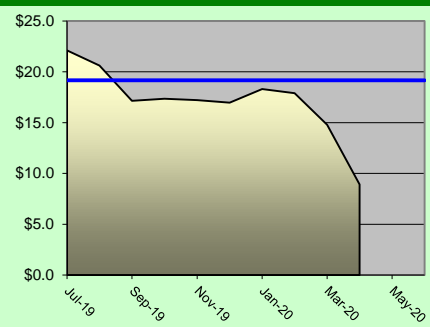
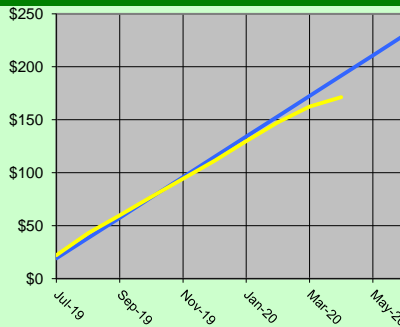


INTEREST INCOME

Year-To Date Results:

Budget	Actual	Variance
\$192	\$171	-\$20

Underbudget 10.6%

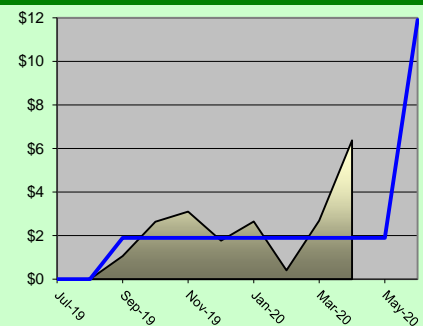
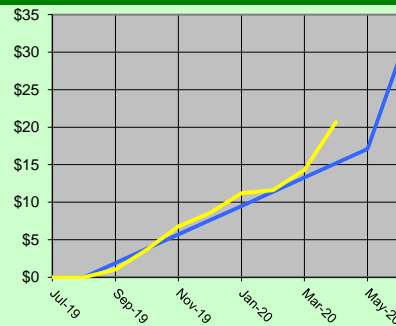


OTHER REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$15	\$21	\$5

Overbudget 36.0%

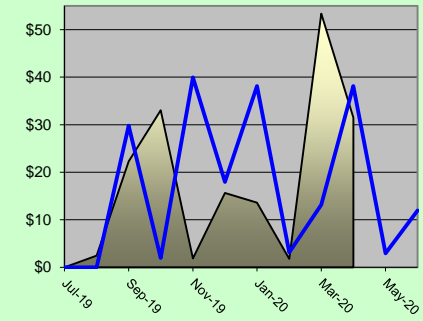
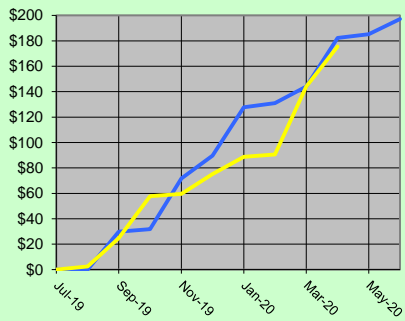


MISCELLANEOUS REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$182	\$175	-\$7

Underbudget 3.7%

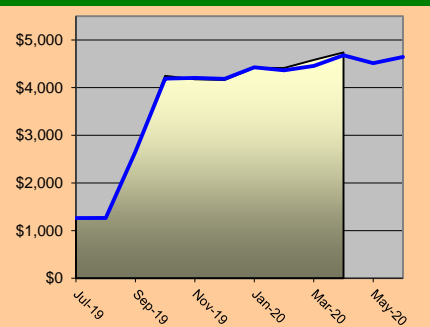
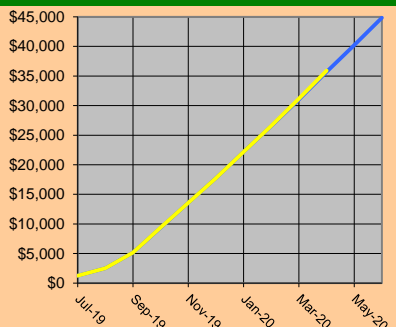


TOTAL REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$35,683	\$35,910	\$227

Overbudget 0.6%



Board Variance Rpt. - Expenditures

April 30, 2020

— YTD Budget — YTD Actual

— Compensation — O&M — Budget

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

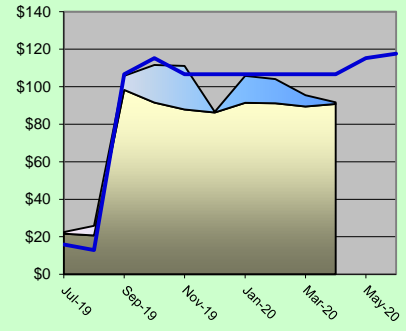
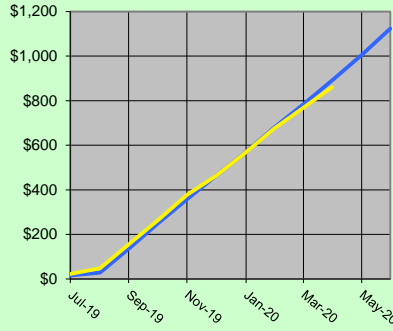
Monthly Costs (\$000's):

DISTRICT SPEC. ED./HELP.TCHRS

Year-To Date Results:

	Budget	Actual	Variance
Comp	783	769	14
O&M	107	91	16
Total	891	860	30

Underbudget 3%

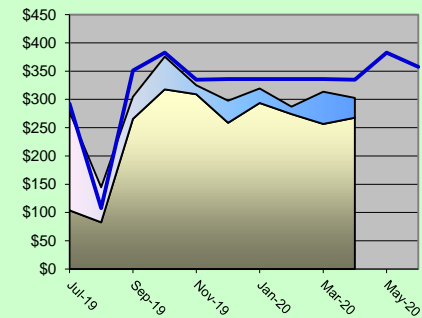
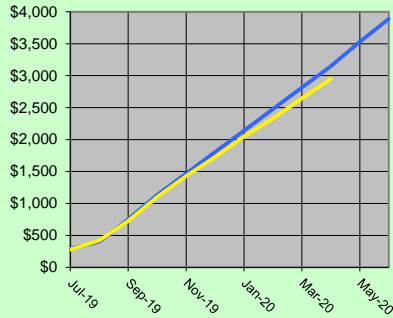


DISTRICT PROGRAMS-OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	2,566	2,430	136
O&M	583	519	64
Total	3,148	2,948	200

Underbudget 6%

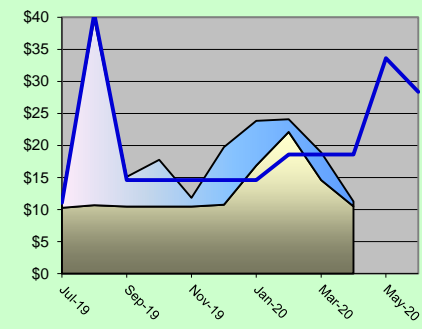
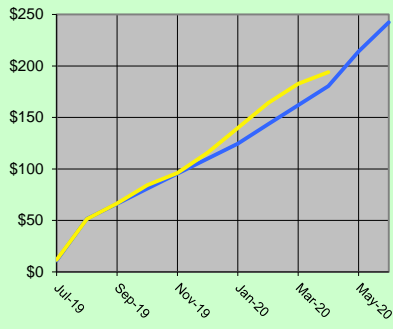


BOARD OF TRUSTEES

Year-To Date Results:

	Budget	Actual	Variance
Comp	106	127	-22
O&M	75	67	8
Total	180	194	-14

Overbudget 8%

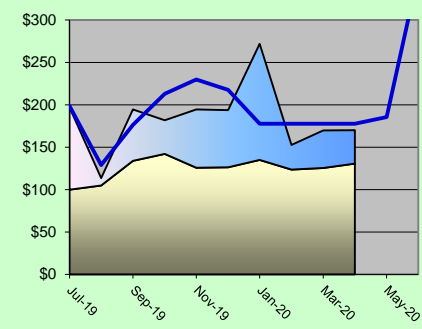
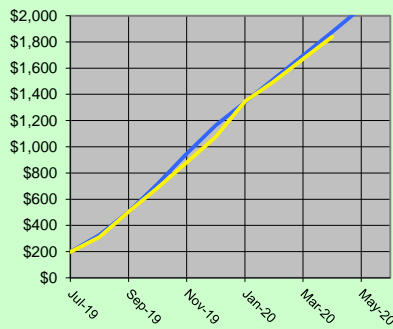


ADMINISTRATION & OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,265	1,247	18
O&M	610	592	18
Total	1,875	1,839	36

Underbudget 2%

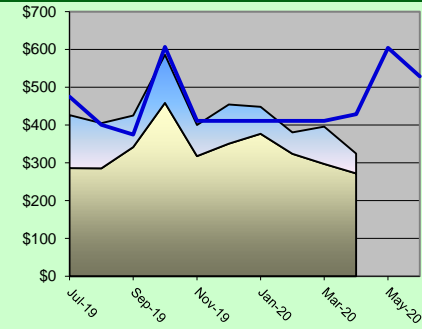
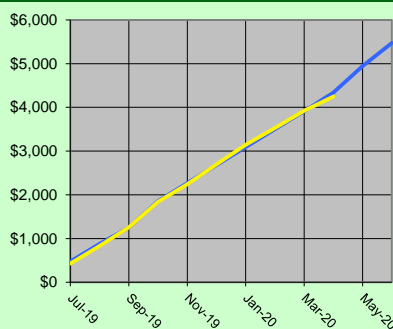


OPERATIONS & MAINTENANCE

Year-To Date Results:

	Budget	Actual	Variance
Comp	3,421	3,310	111
O&M	919	937	-18
Total	4,340	4,246	94

Underbudget 2%



Board Variance Rpt. - Expenditures

April 30, 2020

YTD Budget YTD Actual

Compensation O&M Budget

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

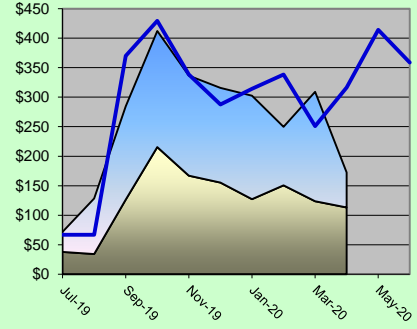
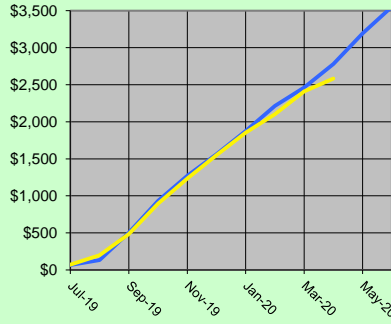
Monthly Costs (\$000's):

TRANSPORTATION

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,309	1,251	59
O&M	1,470	1,333	138
Total	2,780	2,583	197

Underbudget 7%

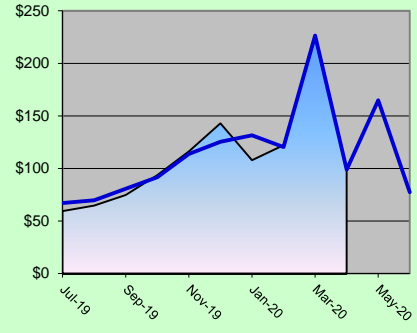
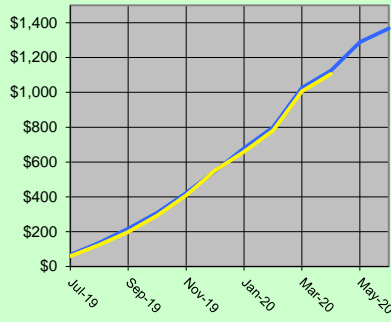


UTILITIES

Year-To Date Results:

	Budget	Actual	Variance
Comp	0	0	0
O&M	1,125	1,105	19
Total	1,125	1,105	19

Underbudget 2%

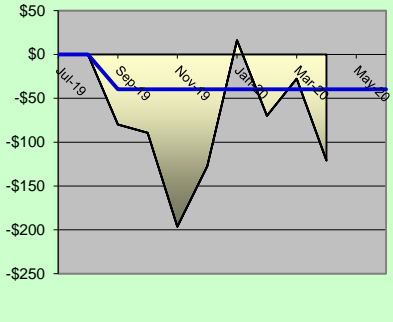
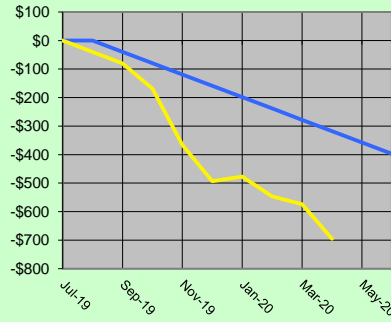


DISTRICT SCHOOL

Year-To Date Results:

	Budget	Actual	Variance
Comp	-318	-695	377
O&M	0	0	0
Total	-318	-695	377

Underbudget 119%

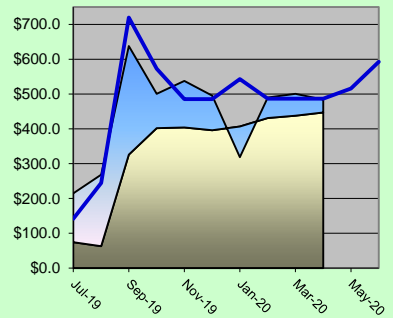
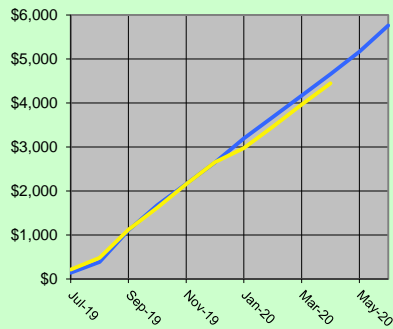


SPECIAL PURPOSE FUNDS

Year-To Date Results:

	Budget	Actual	Variance
Comp	3,580	3,389	191
O&M	1,074	1,060	14
Total	4,654	4,448	206

Underbudget 4%

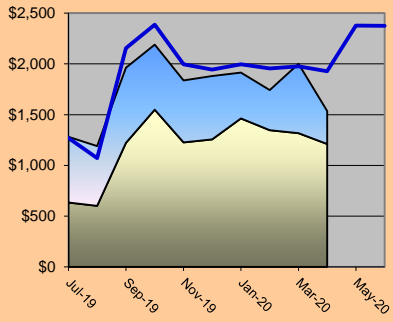
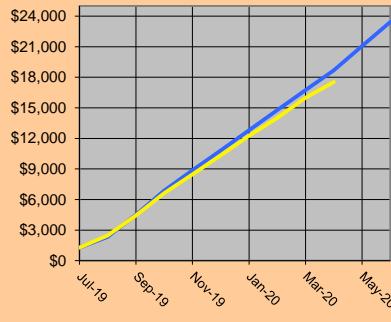


DISTRICT TOTALS - EXPENDITURES

Year-To Date Results:

	Budget	Actual	Variance
Comp	12,712	11,827	885
O&M	5,963	5,703	260
Total	18,675	17,530	1,145

Underbudget 6%



Board Variance Report - Schools

April 30, 2020

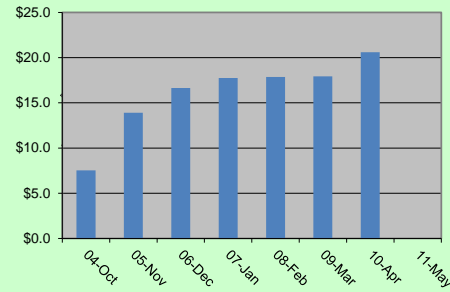
Actual Budget
YTD Surplus (\$000's):

CANALTA (101)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,074	\$1,073	\$1
Supp.Staff	363	366	-3
Disc.Subs	19	13	6
Supp & Serv.	49	32	17
Total	1,505	1,484	21

Underbudget 1.4%

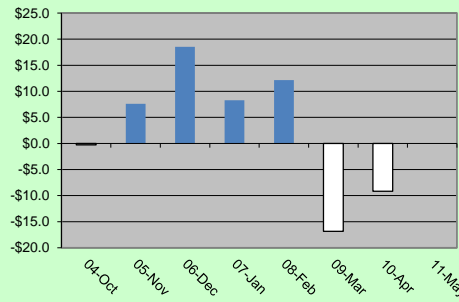


CHETWYND SECONDARY (111)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,307	\$1,256	\$51
Supp.Staff	283	265	18
Disc.Subs	5	23	-18
Supp & Serv.	74	134	-60
Total	1,669	1,678	-9

Overbudget 0.5%

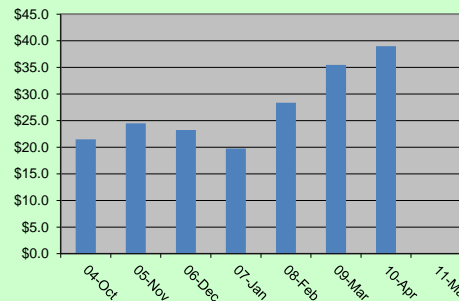


CRESCENT PARK (103)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$998	\$965	\$32
Supp.Staff	267	263	4
Disc.Subs	13	19	-6
Supp & Serv.	35	27	8
Total	1,313	1,274	39

Underbudget 3.0%

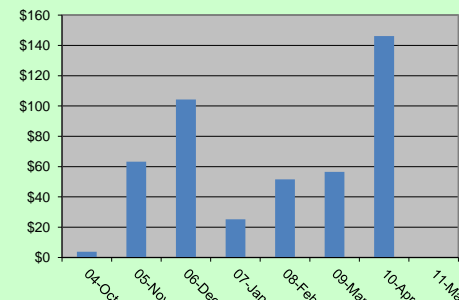


DAWSON CREEK SECONDARY (108)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$2,531	\$2,464	\$67
Supp.Staff	593	565	28
Disc.Subs	36	40	-4
Supp & Serv.	362	306	55
Total	3,521	3,375	146

Underbudget 4.2%



Board Variance Report - Schools

April 30, 2020

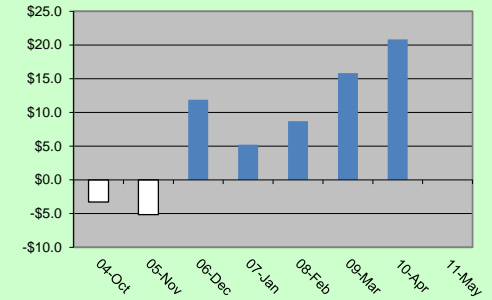
YTD Surplus (\$000's):

DEVEREAUX (114)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$432	\$405	\$27
Supp.Staff	104	103	1
Disc.Subs	4	17	-13
Supp & Serv.	28	22	6
Total	568	547	21

Underbudget 3.7%

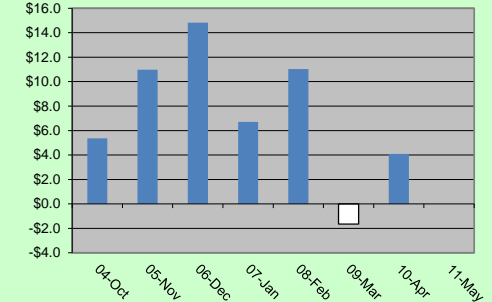


DON TITUS (113)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$516	\$517	\$0
Supp.Staff	165	178	-13
Disc.Subs	11	2	9
Supp & Serv.	47	39	9
Total	740	736	4

Underbudget 0.6%

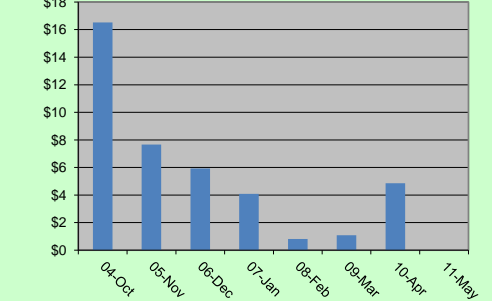


FRANK ROSS (105)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$2,276	\$2,268	\$9
Supp.Staff	358	349	9
Disc.Subs	26	26	0
Supp & Serv.	47	60	-13
Total	2,707	2,703	5

Underbudget 0.2%

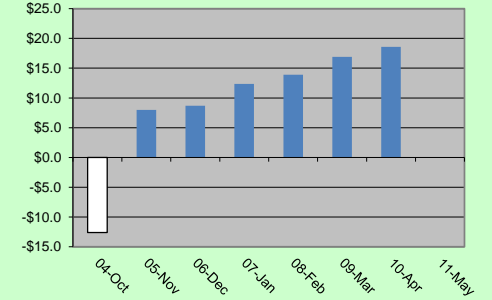


LITTLE PRAIRIE (131)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,069	\$1,073	-\$4
Supp.Staff	155	148	7
Disc.Subs	6	9	-3
Supp & Serv.	56	37	18
Total	1,285	1,267	19

Underbudget 1.4%



Board Variance Report - Schools

April 30, 2020

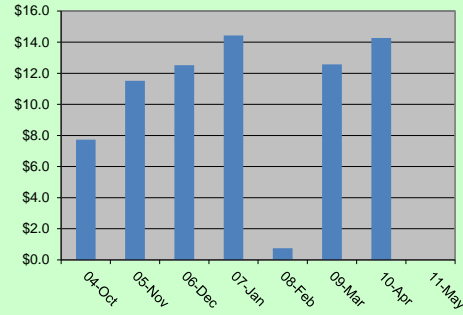
Actual Budget
YTD Surplus (\$000's):

MCLEOD (119)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$331	\$329	\$2
Supp.Staff	39	35	3
Disc.Subs	3	0	3
Supp & Serv.	20	15	6
Total	393	379	14

Underbudget 3.6%

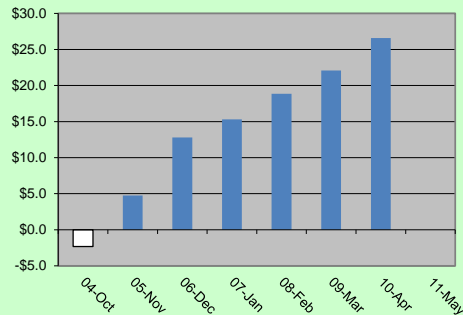


MOBERLY LAKE (118)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$234	\$234	-\$1
Supp.Staff	64	61	3
Disc.Subs	5	2	3
Supp & Serv.	29	8	21
Total	331	304	27

Underbudget 8.0%

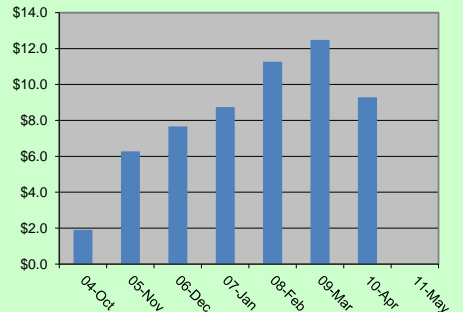


PARKLAND (124)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$292	\$286	\$7
Supp.Staff	39	41	-2
Disc.Subs	5	6	-1
Supp & Serv.	14	8	6
Total	350	340	9

Underbudget 2.7%

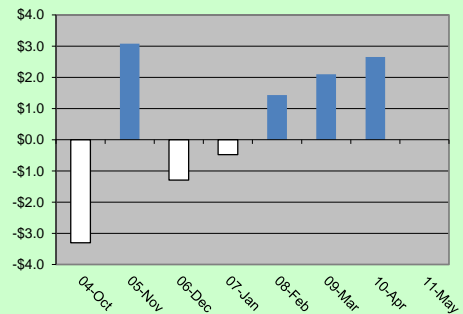


PEACEVIEW (132)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$126	\$126	\$0
Supp.Staff	0	0	0
Disc.Subs	1	0	1
Supp & Serv.	15	13	2
Total	142	139	3

Underbudget 1.9%



Board Variance Report - Schools

April 30, 2020

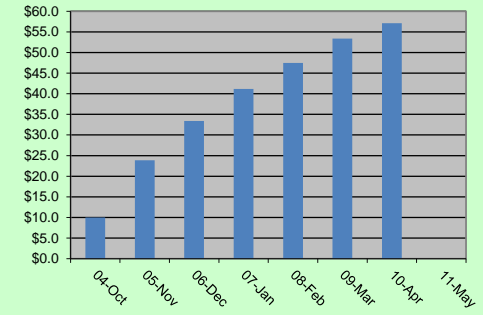
YTD Surplus (\$000's):

POUCE COUPE (110)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$639	\$631	\$8
Supp.Staff	123	79	44
Disc.Subs	7	14	-7
Supp & Serv.	31	18	12
Total	799	742	57

Underbudget 7.1%

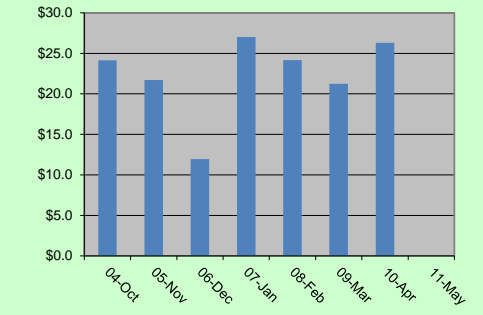


CENTRAL MIDDLE (102)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,617	\$1,630	-\$14
Supp.Staff	\$491	\$466	25
Disc.Subs	\$22	\$32	-10
Supp & Serv.	\$113	\$88	25
Total	2,242	2,216	26

Underbudget 1.2%

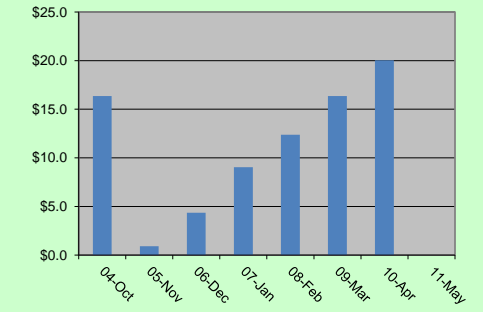


SP DIST LEARNING (138)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$332	\$333	-\$1
Supp.Staff	36	33	4
Disc.Subs	4	0	4
Supp & Serv.	21	8	13
Total	394	374	20

Underbudget 5.1%

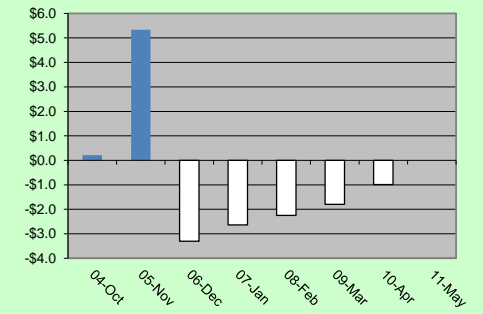


SOUTH PEACE ELEMENTARY (125)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$124	\$124	\$0
Supp.Staff	28	28	0
Disc.Subs	1	1	1
Supp & Serv.	6	7	-1
Total	159	160	-1

Overbudget 0.6%



Board Variance Report - Schools

April 30, 2020

YTD Surplus (\$000's):

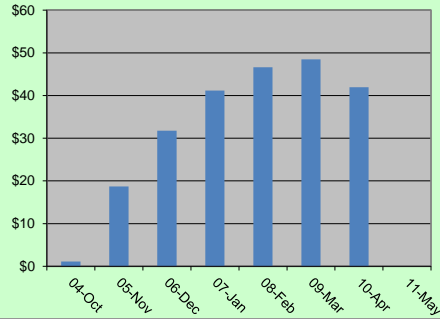
Actual Budget

TREMBLAY (109)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$806	\$796	\$10
Supp.Staff	245	218	27
Disc.Subs	15	17	-2
Supp & Serv.	74	67	6
Total	1,139	1,097	42

Underbudget 3.7%

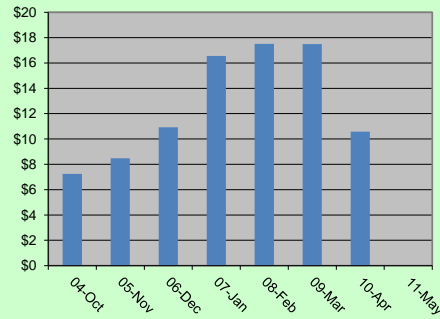


TUMBLER RIDGE ELEMENTARY (129)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,054	\$1,050	\$4
Supp.Staff	148	141	7
Disc.Subs	4	6	-2
O&M	33	31	2
Total	1,239	1,229	11

Underbudget 0.9%



Board Variance Report - Schools

April 30, 2020

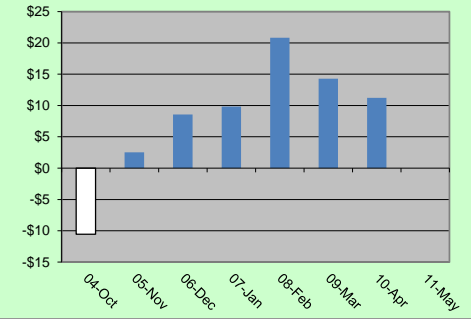
YTD Surplus (\$000's):

TUMBLER RIDGE SECONDARY (127)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$799	\$764	\$35
Supp.Staff	214	194	20
Disc.Subs	9	21	-11
Supp & Serv.	59	91	-32
Total	1,081	1,070	11

Underbudget 1.0%

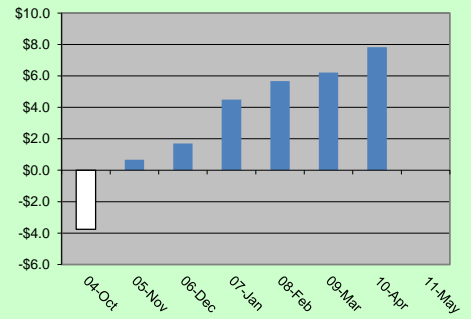


WINDREM (112)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$421	\$420	\$1
Supp.Staff	75	77	-2
Disc.Subs	4	1	3
Supp & Serv.	12	6	6
Total	512	504	8

Underbudget 1.5%

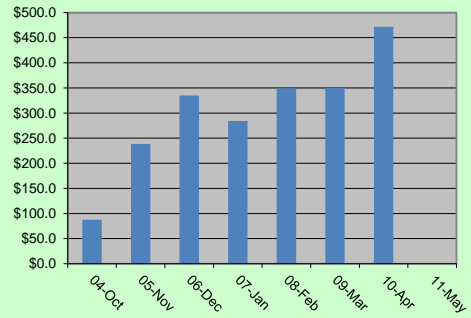


TOTAL ALL SCHOOLS

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$16,977	\$16,744	\$233
Supp.Staff	3,789	3,610	179
Disc.Subs	200	246	-47
Supp & Serv.	1,123	1,017	106
Total	22,089	21,617	472

Underbudget 2.1%



**RECONCILIATION OF SCHOOL BASED SURPLUSES
AS AT APRIL 30, 2020**

	Surplus per School Rec.	Recount Adjust	Misc	Final Surplus	% of Budget	2.5%	3%
101 - CANALTA	35,999	13,416		49,415	2.70%	45,726	49,415
102 - DCSS CMS	48,522	27,627		76,149	2.80%	68,062	76,149
103 - CRESCENT PARK	56,380	13,357		69,737	4.38%	39,778	47,734
105 - ECOLE FRANK ROSS	17,013	16,397		33,410	1.03%	33,410	33,410
108 - DCSS	200,555			200,555	4.70%	106,657	127,989
109 - TREMBLAY	61,532	27,083		88,615	6.40%	34,612	41,535
110 - POUCE COUPE	77,585	20,561		98,146	10.18%	24,099	28,919
111 - CHETWYND SECONDARY SCHOOL	-4,025	-9,694		-13,719	-0.68%	-13,719	-13,719
112 - WINDREM	11,795			11,795	1.91%	11,795	11,795
113 - DON TITUS	9,051	3,722		12,773	1.42%	12,773	12,773
114 - DEVEREAUX	29,210	-9,358	-5,012	14,840	2.16%	14,840	14,840
118 - MOBERLY LAKE	35,267		-6,351	28,916	7.18%	10,068	12,081
119 - MCLEOD	19,168		-9,556	9,612	2.03%	9,612	9,612
124 - PARKLAND ELEMENTARY	12,643	18,862	-8,235	23,270	5.53%	10,526	12,631
125 - SOUTH PEACE ELEMENTARY	-472			-472	-0.24%	-472	-472
127 - TUMBLER RIDGE SECONDARY SCHOOL	18,883	20,759		39,642	3.03%	32,739	39,287
129 - TUMBLER RIDGE ELEMENTARY SCHOOL	18,022	7,444		25,466	1.71%	25,466	25,466
131 - LITTLE PRAIRIE ELEMENTARY	28,509			28,509	1.84%	28,509	28,509
132 - PEACEVIEW COLONY	3,308			3,308	1.94%	3,308	3,308
138 - SP DISTRIBUTED LEARNING	25,759			25,759	5.44%	11,828	14,194
Sub-Total	704,704	150,176	-29,154	825,726		509,617	575,455



School District No.59 (Peace River South)

May 20, 2020

To: School District #59 Trustees

Agenda Item: R6.3 – 2019-20 Capital Addition

I am requesting the board approve an addition to the capital budget of \$12,000 to purchase two C-Cans. The C-Cans would only be purchased out of the 2019-20 capital budget if additional storage is needed before the end of this fiscal year. The idea is to have the C-Cans placed in the storage compound at DCSS-South Peace Campus or on the administration/facilities site. The C-Can storage units are ideal as they can be moved quite easily if needed. The storage space would be primarily used to store stages, chairs, bulk repair materials and other seasonal use equipment.

Melissa Panoulis
Secretary Treasurer



School District No.59 (Peace River South)

May 20, 2020

School District #59 Trustees

RE: 2020/21 Budget Recommendations

Following are our budget recommendations for this year:

1. Base Per-Student Grant

The base per student grant from the government increased by \$92, increasing the base per student funding to \$7,560. This increase does not include funding for the Teachers' labour settlement. Given the teacher settlement increases have not been included in the average wage costs; this increase will not be passed on to schools in the preliminary budget.

The reduction of \$233 per student FTE to Dawson Creek Secondary School (incl. Central campus) will continue. The economies of scale available to large schools, as well as their larger class sizes, allow them to operate on less funding than smaller schools.

The proposed 2020/21 rates, as well as, the preceding year amounts are summarized as follows:

Per Student Funding:

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Dist. Learning	\$5,603	\$5,647	\$5,647	\$5,647	\$5,647	\$5,647
DCSS	\$5,670	\$5,714	\$5,762	\$5,857	\$5,887	\$5,887
Other Schools	\$5,903	\$5,947	\$5,995	\$6,090	\$6,120	\$6,120

2. Class Size Adjustment

For each student over the adjust level the per-student funding is reduced by 50%. This recognizes the fact that large classes generate significant income over and above what is necessary to cover the cost of that classroom. The adjustments are as follows:

	Max	Adjust. Level
Kindergarten	22	>19
Grades 1-3	24	>20
Grade 3+ split	24	>21
Grades 4-7	30	>26

Some of this money will be reinvested in schools to deal with difficult configuration issues.

3. Equity of Opportunity Supplement

The Equity of Opportunity Supplement grant of \$197,601 is used to support additional services to students by recognizing children and youth in care, children and youth receiving non-clinical mental health supports and low-income families in the school district. This funding will be used to support classroom profile meetings that help ensure equity is occurring in classrooms, elementary counsellors, family support worker, additional EA support, work force training and the occasional purchase of PPE for students entering career programs or transitioning to work.

4. Excluded Compensation

Estimated increases to excluded compensation grids have been included in the preliminary budget.

5. Tremblay School (\$50,000)

Tremblay has historically been allocated additional funds to support students and allow for increased administration time. During the 2019/20 school year the funding was \$50,000 with 50% of the funding coming from CommunityLINK. The carry-forward funding available from CommunityLINK for the 2020/21 school year is not available and therefore the full \$50,000 will be funded through the operating budget.

The administrators would have the discretion to spend the \$50,000 on areas that will have a positive impact on student learning.

6. Average costs proposed:

	Current 2019/20	Proposed 2020/21	Change	% Change
Teachers (annual)	\$101,850	\$101,850	+\$0	+0%
Aides (per hour)	\$38.80	\$40.35	+\$1.55	+3.99%
Secretaries (per hour)	\$37.65	\$38.85	+\$1.20	+3.19%
Para Educators (per hour)	\$41.65	\$44.05	+\$2.40	+5.76%
Discretionary Subs (per day)	\$405.00	\$405.00	+\$0.00	0.00%

7. Reading Recovery Support (\$237,000)

Reading Recovery is a one-on-one early literacy intervention that focuses on grade 1 students who are most at risk in regards to their literacy skills. It uses a set of structured, guided, individualized lessons that take place over 12-20 weeks. The goal is to have 0.4 FTE support at all larger elementary schools.

2020/21 was originally scheduled to be a training year, this would have allowed to re-train a teacher to provide support to Little Prairie and replace the position at Canalta. At this time, with the uncertainty of what school will look like in the fall due to the pandemic we will not be able to successfully structure a training year that will meet Health and Safety protocols and Reading Recovery guidelines. The training year will be delayed to 2021/22.

For the 2020/21 school year 2.2 FTE will be supported towards Reading Recovery. This is a reduction of 0.4 FTE at Canalta and 0.1 FTE at Moberly Lake Elementary that was supported in the 2019/20 school year.

8. Career Education

The career education budget has historically been supplemented with funding from several external sources. Northern Opportunities Partnership (NOPs) provides \$95,000 to support “shoulder tappers” at the district and school level. The Industry Training Authority (ITA) makes a grant of \$20,000 available each year for Youth Work in Trades program. Additionally, the ITA supports the district with Youth Train in Trades (formerly ACE IT) funding based on enrollment and successful completion of students in Red Seal Dual Credit programs. Historically, this funding has been around \$100,000 per year.

For the 2020/21 school year external funding is estimated at less than half of what was received during the 2019/20 school year.

- The five-year funding agreement between NOPs and the Ministry of Education is ending June 30, 2020. NOPs will be distributing the last of the remaining funds from the agreement, this will be \$40,000 for the 2020/21 school year. There will likely be no funding from NOPs past the 2020/21 school year.
- The Youth Work in Trades Grant will be applied for but there is no guarantee that this will be made available to us.
- The district’s enrollment projections in Youth Train in Trades are down considerably from the 2019/20 school year. This is partially due to a dip in interest in dual credit programs, this is concerning but not inconsistent with the cyclical nature of interest in programs. Additionally, students and parents are more hesitant and cautious about enrolling in dual credit programs for the 2020/21 school year given that program delivery maybe moved to an online format due to the pandemic. Families could also be facing financial uncertainty which may make mandatory fee payments and deposits more difficult.

To compensate for the decrease in funding the 0.25 FTE District Vice-Principal of Career Education position has been eliminated. Career programs and initiatives will continue to be supported at the District level through increased involvement from the Director of Instruction. School staff (Career Coordinators and Work Experience staff) will be tasked with supporting the programs more at the school level.

	<u>2019/20</u>	<u>2020/21</u>
DCSS – South Peace Campus	\$25,500	\$35,000
Chetwynd Secondary	\$18,250	\$13,500
Tumbler Ridge Secondary	\$12,125	\$9,000

9. Literacy K-9 (\$85,000)

The gains made in primary literacy since 2013 will be maintained through Literacy Helping positions and Professional Learning Communities (PLCs). With the increased number of new teachers in our primary classrooms it is important we continue to develop and support the primary literacy project.

As a result of the collaborative work done at PLCs Intermediate literacy continues to improve throughout the district. We would like to continue to fund this area in literacy to maintain and increase the reading and writing levels in intermediate grades.

For 2020/21 this support will be in the form of:

- Travel costs for Tumbler Ridge and Chetwynd participants to attend PLCs.
Meals for all participants
- Literacy Helping positions, who will continue to support student learning in the classroom and provide ongoing professional development opportunities, these

positions will count as a CEF ratio position and therefore will not need to be funded by the district operating budget

- \$40,000 in sub costs for reading assessments
- \$15 000 to bring in recognized literacy experts to build capacity

Investment in literacy will continue to be required to work towards our strategic goal of having 90% of students leaving grade 7 reading and writing at grade level. The end of this school year has presented a challenge as we have not been able to collect as much data as we would have normally collected around Kindergarten to Grade 7 Literacy.

10. Numeracy (\$40,000)

The previous goal in the strategic plan for numeracy is “To build the capacity and skills of all learners in numeracy and math”. While still focusing on this goal we would also like to include the goal, “To build the capacity and skills of all teachers to have confidence in teaching numeracy.”

This year primary numeracy will partner with primary literacy to ensure capacity building is happening at PLC’s around Numeracy and Literacy. Following the LRT model that works in the district we will be creating Numeracy LRT’s that are located in schools to help with interventions around numeracy. This will be ratio positions that will be of no extra cost to the district as CEF funds are used. The money will be used to provide in-service training to the Numeracy LRT’s to assure they are providing the right intervention and working with classroom room teachers to impact numeracy achievement.

At the same time and intermediate/high school numeracy PLC will be created to look at what research shows to be the best instructional strategies to incorporate in math classes to further impact students’ achievement.

11. Strategic Plan Initiatives Funded from Reserves:

While the strategic plan for 2020/21 is still being developed I would recommend \$150,000 funded out of reserves to be able to allocate towards future initiatives that will support the strategic plan. These areas could include student voice, mental health, SOGI, etc. If the need for on-going support is required, the goal is to budget those funds out of the operating budget when possible.

Melissa Panoulis
Secretary-Treasurer



School District No.59 (Peace River South)

May 20, 2020

To: The Board of Education of SD59 (PRS)

RE: Agenda Item R7.2 – Retirement & Long Service Recognition

The Board of Education has historically always honoured retirees and long service award recipients through a dinner event held in June of each year. Policy 3090 specifically references that individuals will receive an invitation to a recognition dinner. Unfortunately, due to the COVID-19 pandemic and the restrictions to large group gatherings, the Board is not able to host the dinner event this year.

Since the event will look differently this year, a motion is required to make an exception to policy.

I am recommending the Board approve an exception to Policy 3090 (Long Service/Retirement Recognition) to allow an alternate recognition event in lieu of holding a dinner to honour the retiree and long service award recipients.

Crystal Hillton
Trustee

May 21, 2020

To: Board of Education

From: Trustee Jones

Re: Agenda Topic R7.4 - Student Led Initiatives

Purpose: To provide local students opportunity to contribute to the increased quality, safety, or development of their own education experience throughout the district as a whole or specific age and/or group range. By providing students access to funds to support their projects/ideas based on senior administration criteria and involvement.

Goal: Increased student participation in district development and ownership of their own education.

Budget: \$10,000.00

Eligibility: K-12 students may apply.

Rationale: Public school districts continuously state they take student opinion and voice into consideration. By approving this motion/opportunity, our district will stand firmly behind that statement, and put our money where our mouth is. This would significantly empower students to generate ideas, business plans and brainstorm opportunities to improve specific areas of their own education using entrepreneurial and problem-solving skills. In addition to having an increased ownership of their own education and environment with provided guidance and support from senior administration and/or board of education. This motion would be a first of its kind at a district level in the province and potential country. Utilizing a minimal trial budget of \$10,000 for the upcoming 2020/21 academic year with review in May of 2021.

Assumption: Some individual schools already have some budgets that allow for funds to be accessed by students typically for capstone (grad) programs. It is understanding that capstone funds can be access to support external business ventures. The student lead initiative funds would strictly be used for internal projects only.

Process: Student(s) creates an idea and/or concept, conducts research and generates a presentation to Senior Administration. Senior Administrations verifies significances and vitality and approves or disapproved project request. Upon approval students are required to provide updates, completion timelines, and success information. Senior Administration to determine their own time and support contributions if requested.

Note: Not all project requests will be approved, and project significance can change based on external factors.

Motion:

“That the Board approve a student led initiative program for implementation in September 2020 with funds up to \$10,000 allocated each school year to the program, whereas, District Administration will create a criteria rubric for the program.”

Trustee Jones



School District No.59 (Peace River South)

DATE: May 28, 2020

CHAIR: Roxanne Gulick

Policies/Regulations for Discussion:

Policies/Regulations for Adoption:

- Policy 4200 Career Development Education
- Policy 4580 Electronic/Social Media Communication and Information Access

Policies/Regulations for Circulation:

- Policy 4500 Communicable Disease
- Policy 2320 School Closure

Policies/Regulations for Further Review:

Policies/Regulations for Repeal:

- Policy 4060 Determination of Class Sizes

2320 School Closure

Policy 2320

STATUS: **FOR REVIEW**

SCHOOL CLOSURE

Adopted: May 16, 2001

Last Revised: May 20, 2009

Description:

The Board of Education recognizes that it is responsible for the provision of school facilities that allow for operational efficiency and effectiveness, health and safety of all occupants and program effectiveness for students. In addressing this responsibility, the Board may have to consider, on occasion, closure or consolidation of schools.

The Board recognizes that permanent school closure decisions require that persons in the community who could be significantly affected be given sufficient opportunity to provide input on any proposed closures, before final decisions are made.

With regard to school closure, the district will develop regulations consistent with Ministerial Order 194/08 (M194.08) (School Opening and Closure order: Ministry of Education).

SCHOOL CLOSURE

Adopted: November 12, 2003

Last Revised: May 20, 2009

Description:

The following regulation applies in cases of permanent school closures where, consistent with Ministerial Order 194/08 - School Opening and Closure Order. Permanent means that for a period of more than 12 months, the building will not be used to provide educational programs to students. This regulation does not apply where the Board intends to reopen the school following renovations, repairs or additions.

1. Procedures and Process for Proposed School Closure:

- 1.1. Any proposed closure of a school will be raised at a regular open meeting of the Board.
- 1.2. When contemplating the closure of any school, the Board will consider information including:
 - 1.2.1. impact on students' educational experience;
 - 1.2.2. number of students affected;
 - 1.2.3. financial and operational impact of the closure;
 - 1.2.4. physical age and condition of the school;
 - 1.2.5. available alternative accommodations;
 - 1.2.6. education/course/program implication for affected students;
 - 1.2.7. safety;
 - 1.2.8. projected enrolment;
 - 1.2.9. the effect of the closure on other schools;
 - 1.2.10. communication to parents, guardians and staff.
- 1.3. Following the meeting where a motion is made to begin the school closure process, information will be made available to the school and community.
- 1.4. The process of consultation for school closure shall be at least 60 days commencing from the date when the Board provides public notice as to which specific schools(s) are proposed for closure. This notice will occur through First Reading and Second Reading of a bylaw proposing school closure. A separate bylaw will be required for each school the District is proposing to close.
- 1.5. First and Second Readings of the bylaw are typically done upon announcement, with debate occurring after Second reading.

- 1.6. Third and final reading is delayed until at least 60 days have been made available for public consultation. Third reading will determine the future of the school(s) proposed to close.
- 1.7. The process of consultation should provide an opportunity for those who will be affected by a proposed closure to participate in the process. Such participation should include trustees, parents, community members, district staff, and school staff.
- 1.8. The period for public consultation will be completed by the Board prior to making a final decision on any proposed closure of a school.
- 1.9. The Board will take the following steps to ensure that public consultation has taken place:
 - 1.9.1. Make available, in writing, a full disclosure of all facts and information being considered by the school board with respect to a proposed school closure, including:
 - reasons for the proposed school closure;
 - which specific school(s) are being considered for closure;
 - how the proposed closure would affect the current catchment area for each school;
 - the general effect on surrounding schools;
 - the number of students who would be affected at both the closed school(s) and surrounding schools;
 - the effect of proposed closures on board-provided student transportation;
 - education program/course implications for the affected students;
 - the proposed effective date of the closure(s);
 - financial considerations;
 - proposed use of the closed school(s) including potential lease or sale.
 - 1.9.2 Provide an adequate opportunity for affected persons to submit a written response to any proposed school closure and information and directions on how to submit a written response to the Board. The information and directions should advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in their written response that they wish their name and address to remain confidential
 - 1.9.3 Hold at least one public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options.

Discussions should include the following:

- implications of the closure
- implementation plans, including timing of the closure
- options that the Board considered as alternatives to closure
- possible future community growth in the area of the school

- contents of written submissions presented to the Board by members of the community
- 1.9.4 The time and place of the public meeting will be advertised to ensure adequate advance notification to affected persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, and a public notice.
 - 1.9.5 The Board will also specifically notify, in writing, any potentially affected local governments, First Nations, business associations, or community associations of the time and place of the public meeting.
 - 1.9.6 The Board will keep minutes of the public meeting which include a record of concerns or options raised to the proposal.
 - 1.9.7 Following the public meeting, the Board will give fair consideration to all public input prior to making its final decision.
 - 1.9.8 Written notice should go to the homes of the students to inform parents/guardians of the decision of the Board.
 - 1.9.9 Maintain records of all consultation, including agenda, minutes, dates of consultation working group and public community consultation meetings, copies of information provided at these meetings; names of trustee/district staff who attended these meetings, a record of individuals attending public community consultation meetings, record of questions asked, and a record of transition plans/activities identified for parent/staff/students at both the school considered for closure and the school to which the students would be moved

4500 Communicable Disease

Policy 4500

STATUS: **FOR REVIEW**

COMMUNICABLE DISEASE

Board Approved and Codified: April 28, 1986

Last Revised: June 19, 2013

Description:

The Board of Education recognizes that communicable diseases present a risk to students, staff and the community. As such, the District and schools will have procedures in place for dealing with students and staff who have contracted an infectious disease.

COMMUNICABLE DISEASES

Board Approved and Codified: April 28, 1986

Last Revised: June 14, 2000

Description:

1. Decisions by schools to intervene to prevent the spread of communicable diseases are to be made in collaboration with the Medical Health Officer and the Superintendent of Schools.
 - 1.1. The responsibility for providing medical information and controlling the spread of a communicable disease belongs with Northern Health, specifically with the Medical Health Officer. The School District takes direction from the Medical Health Officer in these situations. It should be noted that the circumstances surrounding each situation are unique and changes to plans may be required by the Medical Health Officer.
2. If a communicable disease is identified and involves significant risk to students, staff or community, the Superintendent of Schools will implement a plan and guidelines as outlined by the Medical Health Officer.
 - 2.1. The School District's role is helping health professionals with the logistics of informing staff, students and parents about procedures.
3. Procedures:
 - 3.1. Staff must be prepared to implement the following procedures immediately, when suspecting a communicable disease of students or staff.
 - 3.1.1. The Principal will contact the Superintendent of Schools.
 - 3.1.2. The Superintendent of Schools will contact the Medical Health Officer regarding the need for activating an action plan.
 - 3.1.3. The Principal will ensure that contact data for all students is up to date.
 - 3.1.4. The Principal will ensure that all students who may have been exposed are identified.
 - 3.1.5. The Superintendent of Schools and the Medical Health Officer will communicate frequently. The Medical Health Officer will give direction on:
 - What the planned response needs to be at the school, district and community level;
 - When and how information should be provided to parents and students.

4200 Career Development Education

Policy 4200 STATUS: **FOR ADOPTION**

Career Development Education

Board Approved: September 11, 1996

Last Revised: June 19, 2013; May 2020

Description:

The Board of Education believes students should be provided with opportunities to develop employability skills and investigate and experience a variety of career pathways through career programs/options in the district in helping them to make informed choices for future work possibilities. Student safety, safety training and workplace orientation will be key requirements to these programs/options. The district will communicate the programs/courses available outside of the regular career education curriculum.

Career Development Education

Board Approved: September 11, 1996

Last Revised: June 19, 2013; May 2020

Description:

1. **Career Education Programs/Courses:**

1.1. Schools will make available to students and encourage participation in the following career programs/courses that will include but not be limited to:

1.1.1. Youth Train in Trades (YTT) Programs:

The district will work with Northern Lights College and the Industry Training Authority (ITA) to facilitate students to enter trades and technical programs prior to graduation. Students will receive credits toward their graduation from secondary school, while also receiving credit for post-secondary training and/or coursework

2.1.2 Dual Credit Programs:

The district will work with Northern Lights College to facilitate students to enter academic and vocational programs prior to graduation. Students will receive credits toward their graduation from secondary school, while also receiving credit for post-secondary training and/or coursework.

2.1.3 Youth Work in Trades (YWT) Program:

The district will participate in programs jointly administered and approved by the Minister of Education and the Industry Training Authority, that registers high school students as apprentices in an occupation. Youth Work in Trades courses will be conducted to conform with the requirements described in the Ministry of Education's ITA/Youth Work in Trades Program Guide.

2.1.4 Work Experience (WEX 12A and WEX 12B):

Schools will provide opportunities for students to develop exposure to a career area through spending time within the work environment of that career. Students enter this course(s) with the desire to test their interest in a career path and to develop further skills. Work Experience courses will be conducted to conform with the requirements described in the Ministry of Education's Work Experience Program Guide.

4580 Electronic/Social Media Communication and Information Access - Students

Policy 4580

STATUS: **FOR ADOPTION**

Electronic/Social Media Communication and Information Access - Students

Adopted: March 26, 1997

Last Revised: June 19, 2013; December 4, 2019; May 2020

Description:

The Board supports access by students to information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. The intent of the Board is to enhance educational opportunities, remain committed to responsible digital citizenship and to minimize the risks associated with the use of electronic and social media communications, digital storage and resources.

The district will ensure that schools develop:

- Specific policies for access to electronic/social media communications, digital storage and resources. School policies must adhere to Board policy and regulations;
- Plans for staff to provide guidance and instruction to students in the appropriate use of electronic and social media communications, digital storage and resources;
- Appropriate standards for the protection of students and student information.

Electronic/Social Media Communication and Information Access - Students

Adopted: March 26, 1997

Last Revised: June 19, 2013; May 2020

Description:

1. Definitions

1.1. Digital Citizenship

Digital citizenship is defined as appropriate, responsible behaviour with regard to technology use.

1.2. Digital Footprint

A digital footprint is the data trace or trail left by someone's activity in a digital environment.

1.3. Educational Purposes

Educational purposes are those purposes which directly support student learning as outlined in the curriculum mandated by the Ministry of Education.

1.4. Electronic Communications Systems

Electronic communications systems include all electronic devices and related processes used for the purposes of transmitting, retrieving and storing of data, voice, or graphic images. These devices include but are not limited to computers, servers, local area networks, intranets, the Internet, electronic mail systems, online conferences, chats, blogs, videoconferences, cell phones, digital cameras, video cameras, fax machines, electronic tablets and handheld devices.

1.5. Social Media

Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue.

1.6. Digital Resources

Resources available online, such as websites, blogs, apps, and programs for digital portfolios.

1.7. Digital Storage

Storage refers to District computers and tablet devices, District servers and District cloud storage accounts.

2. School staff shall provide instruction on appropriate use of electronic communication, social media communication and digital storage and resources. Standards of behavior and the consequences of inappropriate behavior will be communicated.

3. In accessing electronic and social media communications, and digital storage and resources, it is expected that students will:
 - 3.1. Sign the district-developed Student Responsible Use Agreement used by all schools on an annual basis, in order to gain access to and use of the district's electronic communications systems and understand that compliance is a condition of access. Elementary and Secondary students must have returned a signed parent consent form prior to network access.
 - 3.2. Demonstrate digital citizenship by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with the District and School's Codes of Conduct and the Student Responsible Use Agreement.
 - 3.3. Practice safe online behaviour and report any inappropriate communication (e.g. distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others).
 - 3.4. Protect access to their individual network accounts by the use of a personal password, ensure their personal password is not shared, and agree not to use the password of any other individual.
 - 3.5. Respect the privacy of others (e.g. students, staff, parents and community members), including but not limited to, the sharing of photos, videos, and personal information, without informed consent.
 - 3.6. Ensure that personal use of electronic and social media communications, and digital storage and resources neither interferes with, nor distracts from, their learning or the learning of others.
4. Use of electronic and social media communication and digital storage and resources which violates the terms outlined in policy, the Student Responsible Use Agreement or the District or School Code of Conduct, may result in consequences including loss of access, suspensions and/or when applicable, police involvement may be warranted.
 - 4.1. The following activities are not permitted:
 - 4.1.1. Sending or displaying offensive messages or pictures;
 - 4.1.2. Sending personal information such as address, telephone number, etc.;
 - 4.1.3. Sending other people's personal information;
 - 4.1.4. Using obscene language;
 - 4.1.5. Harassing, insulting or attacking others;
 - 4.1.6. Damaging computers, computer systems or computer networks;
 - 4.1.7. Violating copyright laws;
 - 4.1.8. Using others' passwords;
 - 4.1.9. Trespassing in others' folders, work or files;
 - 4.1.10. Uploading or downloading any files for personal use;
 - 4.1.11. Employing the network for commercial purposes unless the activity is directly related to a school based program and receives prior authorization from the school.

4060 Determination of Class Sizes

Policy 4060

STATUS: **FOR REPEAL**

DETERMINATION OF CLASS SIZES

Board Approved: May 22, 2003

Last Revised: June 19, 2013

Description:

School District No. 59 will comply with the requirements as may be prescribed in legislation to establish class sizes and configurations within schools.