



## **PUBLIC BOARD MEETING**

The Board of Education of SD59 (PRS) will be holding their Public Board Meeting on Wednesday, November 16, 2022 starting at 1:00 pm in Dawson Creek as the School District Board Office (11600-7<sup>th</sup> 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, November 15, 2022 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](mailto:rschwartz@sd59.bc.ca)



# School District No.59 (Peace River South)

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## Open Board Meeting Agenda

**Date:** November 16, 2022 1:00 PM

**Place:** School District Board Office – Dawson Creek, BC

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

### APPROVAL OF AGENDA

**1. ITEMS FOR ADOPTION**

- R1.1 – Regular Board Meeting Minutes – October 19, 2022
- R1.2 – Excerpts Closed Meeting – October 19, 2022
- R1.3 – Inaugural Board Meeting Minutes – November 9, 2022

**2. BUSINESS ARISING**

**3. ESSENTIAL ITEMS**

**4. OTHER PRESENTATIONS**

**5. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**

- R5.1 – School/Student News
- R5.2 – Strategic & Operational Plan Update
- R5.3 – K-12 Student Reporting
- R5.4 – Before/After School Care Program at Pouce Coupe
- R5.5 – Indigenous Education Councils Updates
- R5.6 – Field Trip Request



**6. REPORTS FROM THE SECRETARY-TREASURER**

- R6.1 – Donation from Canadian Natural Resources
- R6.2 - Multi-year Financial Planning Update
- R6.3 – School Portables Update

**7. TRUSTEE ITEM**

- R7.1 – Committee Reps/School Liaisons

**8. COMMITTEE REPORTS**

**9. DIARY**

**10. QUESTION PERIOD**

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

**11. FUTURE BUSINESS / EVENTS**

- R11.1 – Open Board Meeting – December 14, 2022 – Dawson Creek



# School District No.59 (Peace River South)

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## BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

11600 – 7<sup>TH</sup> Street, Dawson Creek, BC V1G 4R8

### Open Session Minutes

DATE & TIME: October 19, 2022 – 1:00 PM

PLACE: Little Prairie Elementary School, Chetwynd, BC

**PRESENT:** Trustees:

C. Anderson (Chair)  
C. Hillton (Vice-Chair)  
T. Ziemer – absent  
R. Gulick  
T. Jones  
B. Borton  
J. Lalonde

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

The meeting was called to order at 1:02 pm.

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

### APPROVAL OF AGENDA

Additions:

Deletions:

(2022-10-004)

MOVED/SECONDED – Borton/Hillton

THAT, the regular meeting agenda be approved as printed.

CARRIED

### 1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – September 21, 2022

The Chair asked for any corrections to the minutes.

(2022-10-005)

The Chair declared the minutes of the open meeting September 21, 2022 approved as printed.

R1.2 Excerpts of Closed Board Meeting – September 21, 2022

(2022-10-006)

The Chair declared the excerpts of the closed board meeting September 21, 2022 approved as printed.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

R4.1 CSS Student Presentation – Truth & Reconciliation Assembly

Students from the English First Peoples class at Chetwynd Secondary School shared what they learned from the process of putting together the Truth and Reconciliation assembly for the school. The students talked about their role in the assembly and how they were inspired by listening, learning, honouring and valuing Indigenous First Peoples. The students and the audience were impacted by the assembly and everyone involved took pride in the celebration.

5.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 School/Student News

The Superintendent reported school/student news:

- Schools held events to recognize September 30<sup>th</sup> as a National Day for Truth & Reconciliation. The events included showcasing Indigenous literature, assemblies, dancing, culture activities, honouring orange shirt day, murals, bulletin boards, etc.
- Thanksgiving was celebrated across the district. Central Campus celebrated by serving over 350 bowls of turkey soup and Canalta Elementary students created a Thankful Tree; the students wrote on the leaves what they were thankful for.
- Red Merrick plants potatoes in his fields and allows schools to harvest the potatoes as school fundraisers. This year over 3000 lbs of potatoes were harvested. A huge thank-you to Red Merrick as this has been happening for 30 years!
- Cross country running events are happening at most schools.
- The Kindergarten class at Canalta Elementary are learning how to program blue bots to identify letters of the alphabet.
- Fire safety week activities are being held at all schools. Many elementary schools have the fire department in to teach the students about fire safety.
- Crescent Park Elementary students are participating in weekly walking field trips to spend time in nature and practice Social Emotional Learning strategies such as spending time in quiet spots.
- Students in grades 4-6 at Devereaux Elementary are learning the Wonder of Science, which includes learning about ecosystems and biomes.

- TRSS grade 9 Foods class learned how to filet a salmon through traditional Indigenous culture.
- Classes are taking advantage of the great fall weather and still enjoying field trips to the Pat O'Reilly Education Centre at Gwillim Lake.

*Trustee Jones left the meeting at 2:14 pm.*

#### R5.2 Framework for Enhancing Student Learning Report

The Framework for Enhancing Student Learning (FESL) report was presented to the Board. This is a formal document that is used to set, create and maintain a strategic plan, annually report on student outcomes and put systems in place with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system, including Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

#### R5.3 2022-23 School Calendar Amendment

The 2022-23 School Calendar was amended to accommodate the closure of schools on September 19, 2022 for the National Day of Mourning to mark the passing of Queen Elizabeth II. The amendment to the calendar is to reflect the addition of the school closure day and the reduction of the minimum hours of instruction by five hours. The Ministry of Education and Child Care has waived the consultation requirements for the amendment.

(2022-10-007)

MOVED/SECONDED – Hillton/Borton

THAT the 2022-23 School Calendar be adopted as amended to include September 19, 2022 as a National Day of Mourning;

Whereas, the minimum hours of instruction for the 2022-23 school year is reduced by 5 hours.

CARRIED

#### R5.4 Early Learning Update

The Superintendent announced that the district has partnered with YMCA to open an additional before and after school care program at Pouce Coupe Elementary School. The program is scheduled to open November 1<sup>st</sup>, 2022.

### 6.0 REPORTS FROM THE SECRETARY TREASURER

#### R6.1 2022-23 Final Enrollment

The Secretary-Treasurer presented final enrollment data for the 2022-23 school year. The district is reporting a total of 3655 FTE that was submitted to the Ministry. There was an overall increase of 24.7 FTE from 2021-22 school year, and 41.8 FTE increase as reported in the preliminary budget.

#### R6.2 Executive Compensation Disclosure

The 2021-22 Executive Compensation Disclosure report was presented. The report is an annual reporting requirement which includes the compensation philosophy of the district, including labour market comparators, cash and non-cash compensation, compensation administration and accountability. The disclosure includes the top five executive level decision

makers with compensation over \$125,000. The report is reviewed by both BCPSEA and PSEC. This report is posted on the district website.

(2022-10-008)

MOVED/SECONDED – Gulick/Borton

THAT, the Board receive the 2021-22 Executive Compensation Disclosure report as presented.

CARRIED

### R6.3 Portable Update

The Secretary Treasurer reported that there has been a delay in delivery of the portables. Finishing touches are being completed on the portables while the district is preparing the sites for arrival.

## 7.0 TRUSTEE ITEMS

### R7.1 BCSTA Update – T. Ziemer

Trustee Ziemer was absent from the meeting to provide a report.

The BCSTA Academy and New Trustee Orientation Conference will be held in Vancouver on December 1-3, 2022.

### R7.2 Regulation 2205 - Trustee Benefits – R. Gulick

Trustee Gulick brought forward a motion to amend Regulation 2205 to remove the option for trustees to purchase their computer/iPad at the end of their term.

MOVED/SECONDED – Gulick/

THAT, the trustee benefit to purchase a computer/iPad upon leaving office of trustee be removed from Regulation 2205 Trustee Remuneration, Benefits, and Recognition (paragraph 3.1.4), effective immediately.

MOTION FAILED

Trustee Gulick put a second motion on the floor to amend Regulation 2205 to restore the old language and allow trustees to purchase their computer/iPad at the end of each term.

MOVED/SECONDED – Gulick/

THAT, That the language is restored in Regulation 2205 to allow trustees to purchase their computer/iPad at the end of each term, effective immediately.

MOTION FAILED

Trustee Gulick inquired if there is an option for trustees to use their own technology and receive a reimbursement.

The Secretary Treasurer provided information from the technology department regarding using a personal device versus a district issued device.

## 8.0 COMMITTEE REPORTS

### R8.1 Recruitment & Retention Committee

Trustee Borton provided an update to the board from the first committee meeting. The committee reviewed the recruitment and retention strategies of the district and discussed how to use the voice of the northern school districts through the BCSTA Northern Interior Branch to advocate for recruitment and retention.

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 – Inaugural Board Meeting – November 9, 2022

R12.2 - Regular Board Meeting – November 16, 2022

ADJOURNMENT

(2022-10-009)

MOVED – Lalonde

THAT, the Regular Meeting be terminated. (3:18 PM)

CARRIED

CERTIFIED CORRECT:

\_\_\_\_\_  
(C. Anderson) Board Chair

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(M. Panoulias) Secretary Treasurer



## School District No.59 (Peace River South)

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**MEETING:** Closed Board Meeting  
**DATE:** October 19, 2022 10:00 AM  
**PLACE:** Moberly Lake Elementary School – Moberly Lake

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

### Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – September 21, 2022

### Business Arising

#### Trustee Items

Items discussed and reported included:

- BCPSEA Update

#### Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

#### Secretary Treasurer's Reports

Items discussed and reported included:

- Property Update

### Adjournment Motion

CERTIFIED CORRECT:

\_\_\_\_\_  
C. Anderson, Board Chair

\_\_\_\_\_  
M. Panoulas, Secretary Treasurer





# School District No.59 (Peace River South)

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## BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

11600 – 7<sup>TH</sup> Street, Dawson Creek, BC V1G 4R8

### Open Session Minutes of the Inaugural Meeting

DATE & TIME: November 9, 2022 – 1:00 PM

PLACE: School Board Office – Dawson Creek

PRESENT: Trustees:  
C. Anderson  
C. Hillton  
R. Gulick  
S. Mounsey  
A. Schurmann  
C. Wards

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

Called to Order – 1:00 PM

The Inaugural Meeting was opened by the Secretary Treasurer.

The Secretary-Treasurer acknowledged that we share this territory with the people of Treaty 8.

#### APPROVAL OF AGENDA

Additions:

Deletions:

(2022-11-001)  
MOVED/SECONDED – Gulick/Anderson  
THAT, the meeting agenda be approved as printed.  
CARRIED UNANIMOUSLY

### 1.0 Election of Chair & Vice-Chair

The Secretary Treasurer called for nominations for the position of Board Chair.

Trustee Gulick nominated Trustee Anderson. (accepted)

The Secretary Treasurer made a second and third call for further nominations.

(2022-11-002)

MOVED to cease nominations – Gulick

Congratulations to Trustee Anderson to hold position as Board Chair by acclamation.

The Secretary Treasurer turned the gavel over to the Board Chair.

The Board Chair called for nominations for the position of Vice-Chair.

Trustee Gulick nominated Crystal Hillton. (accepted)

The Board Chair made a second and third call for further nominations for the position of Vice-Chair of the Board.

(2022-11-003)

MOVED to cease nominations – Gulick

Congratulations to Trustee Hillton to hold position as Vice-Chair.

### 2.0 Declaration of Conflict of Interest

- Trustee Hillton declared employment with District of Chetwynd and belonging to CUPE local 3052.
- Trustee Anderson declared conflict with family member belonging to BCNU and owner of New Harvest Media.
- Trustee Mounsey declared conflict with family member belonging to BCTF.
- Trustee Wards declared conflict with family member belonging to CUPE local 2403.
- Trustee Schurmann declared conflict as owner of Gear 0 Rama (International truck dealership services district school buses).
- Trustee Gulick declared conflict as a Councillor with District of Tumbler Ridge.

### QUESTION PERIOD

A question and answer period was held.

### FUTURE BUSINESS

Regular Board Meeting – November 16, 2022 – Dawson Creek

### ADJOURNMENT

(2022-11-004)

MOVED – Gulick

THAT, the Regular Meeting be terminated. (1:13 PM)

CARRIED UNANIMOUSLY

**CERTIFIED CORRECT:**

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Chad Anderson, Board Chair

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(M. Panoulis) Secretary Treasurer



# BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59 (PEACE RIVER SOUTH)

## STRATEGIC PLAN 2020-2024



*School District 59 ~ Peace River South*

# INTRODUCTION

## STRATEGIC PLAN 2020-2024

The Board of Education of School District No.59 (PRS) is guided by practices that challenge all to learn, work and lead together in equitable and effective ways. The Board values inclusion, equity, effective communication and positive culture within school communities that focus on student learning. We look forward to advancing our plan to ensure the success of each learner in School District No.59 (PRS).

### ENGAGEMENT PROCESS

Throughout the 2019-2020 school year the Board of Education undertook an extensive consultation process to determine priorities for the school district.

The engagement process identified five areas of strengths of the district:

1. Opportunities for professional development and building capacity.
2. Strong foundational skills in primary literacy.
3. Strong Indigenous Education program and striving for equity.
4. Access and availability of supports and resources that allow for differentiation and inclusion.
5. Strong new teacher mentorship program.

The engagement process also identified three areas of focus for the 2020-2024 Strategic Plan:

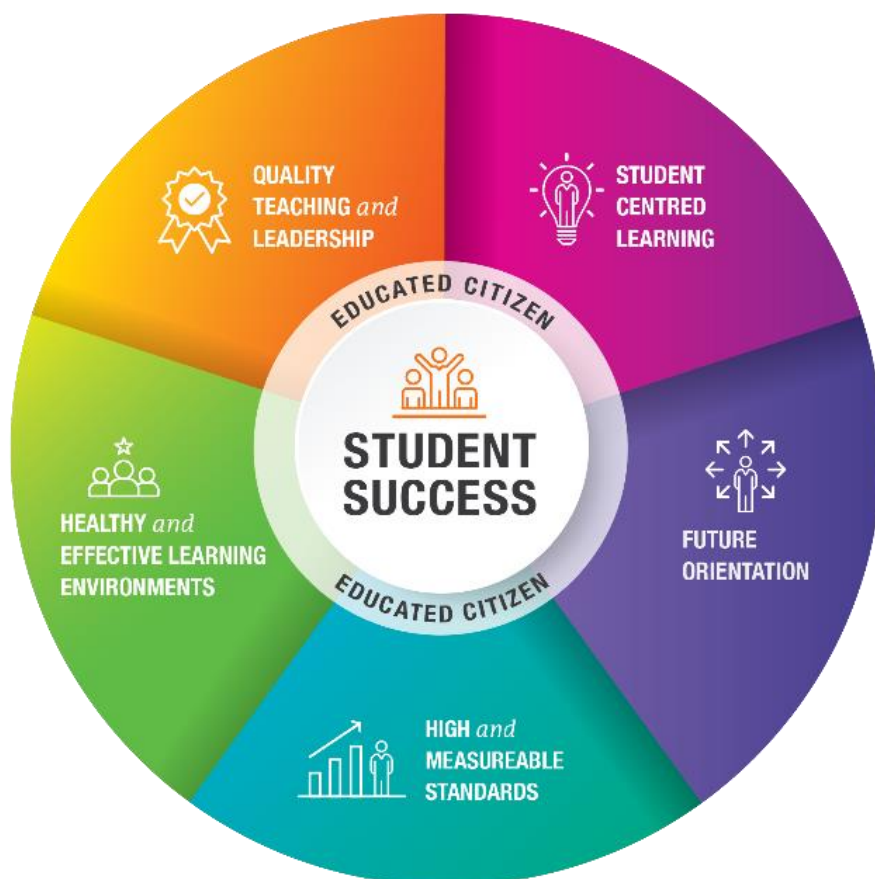
1. Equity.
2. Foundational Skills and Core Competencies.
3. Sustainable Use of our Resources.



# ALIGNMENT WITH THE MINISTRY OF EDUCATION PRIORITIES

This plan aligns with the Ministry of Education’s **Vision for Student Success**. As specified in the Statement of Education Policy Order, the Ministry’s mandate is to develop the “**Educated Citizen**,” through support of the BC school system to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

**British Columbia’s Policy for Student Success** states that continuous improvement on student success will be guided by the following principles:



# ALIGNMENT WITH THE INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT (2016-2021 and beyond)

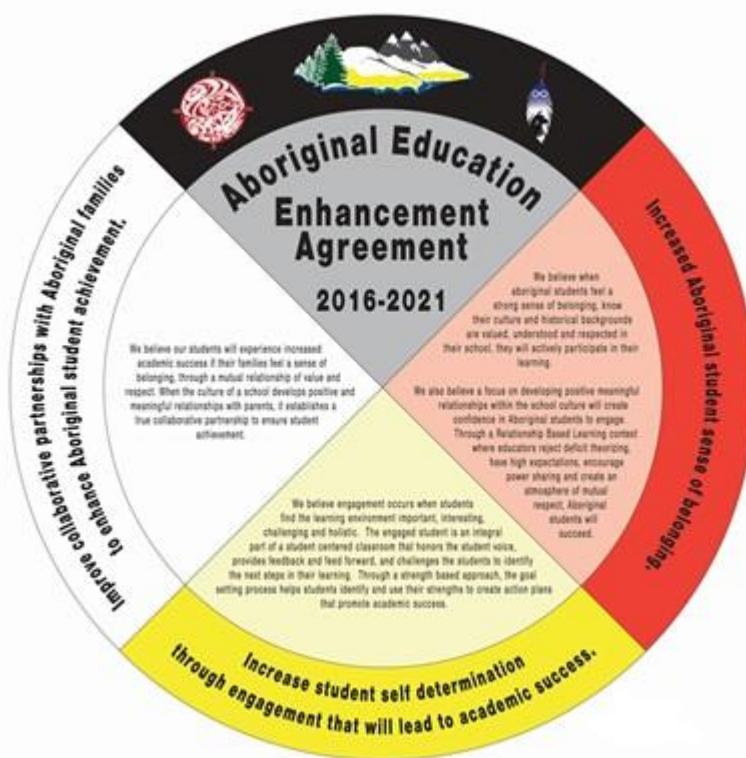
The Strategic Plan aligns with the Indigenous Education Enhancement Agreement (2016-2021) developed in partnership with the Dawson Creek Indigenous Education Council, Chetwynd Indigenous Education Council, and the Ministry of Education.

The vision and spirit of the agreement is to improve the educational performance and sense of belonging of each Indigenous learner within the School District’s jurisdiction.

School District No. 59 supports the Indigenous community’s commitment to the achievement of its children and the desire to receive educational benefits to fulfill personal and professional goals.

The 2016-2021 Indigenous Education Enhancement Agreement focuses on three priorities: Sense of Belonging, Self-determination to Academic Success, and Collaborative Partnership with Indigenous Families to Enhance Student Achievement.

A new 5 year Enhancement Agreement will be developed for 2021-2026. The agreement will have similar goals focusing on equity.



# STRATEGIC PLAN PRIORITIES 2020-2024

## PRIORITY 1: EQUITY

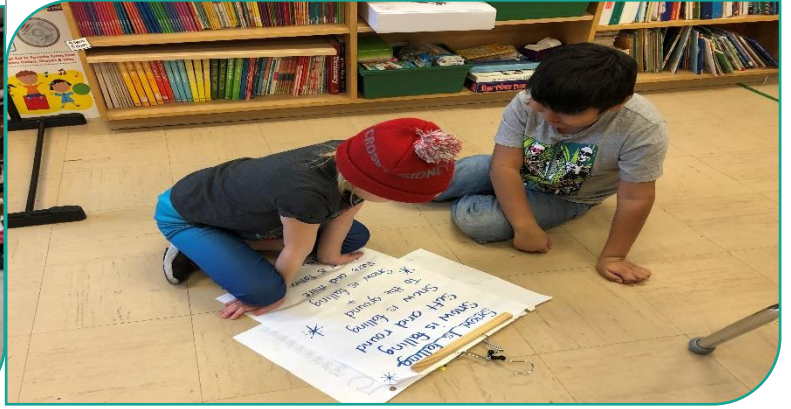
Each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.

### GOAL 1:

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

### GOAL 2:

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



## PRIORITY 2: FOUNDATIONAL SKILLS AND CORE COMPETENCIES

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

### GOAL 1:

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

### GOAL 2:

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



# PRIORITY 3: SUSTAINABLE USE OF OUR RESOURCES

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

## GOAL 1:

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

## GOAL 2:

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

## GOAL 3:

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

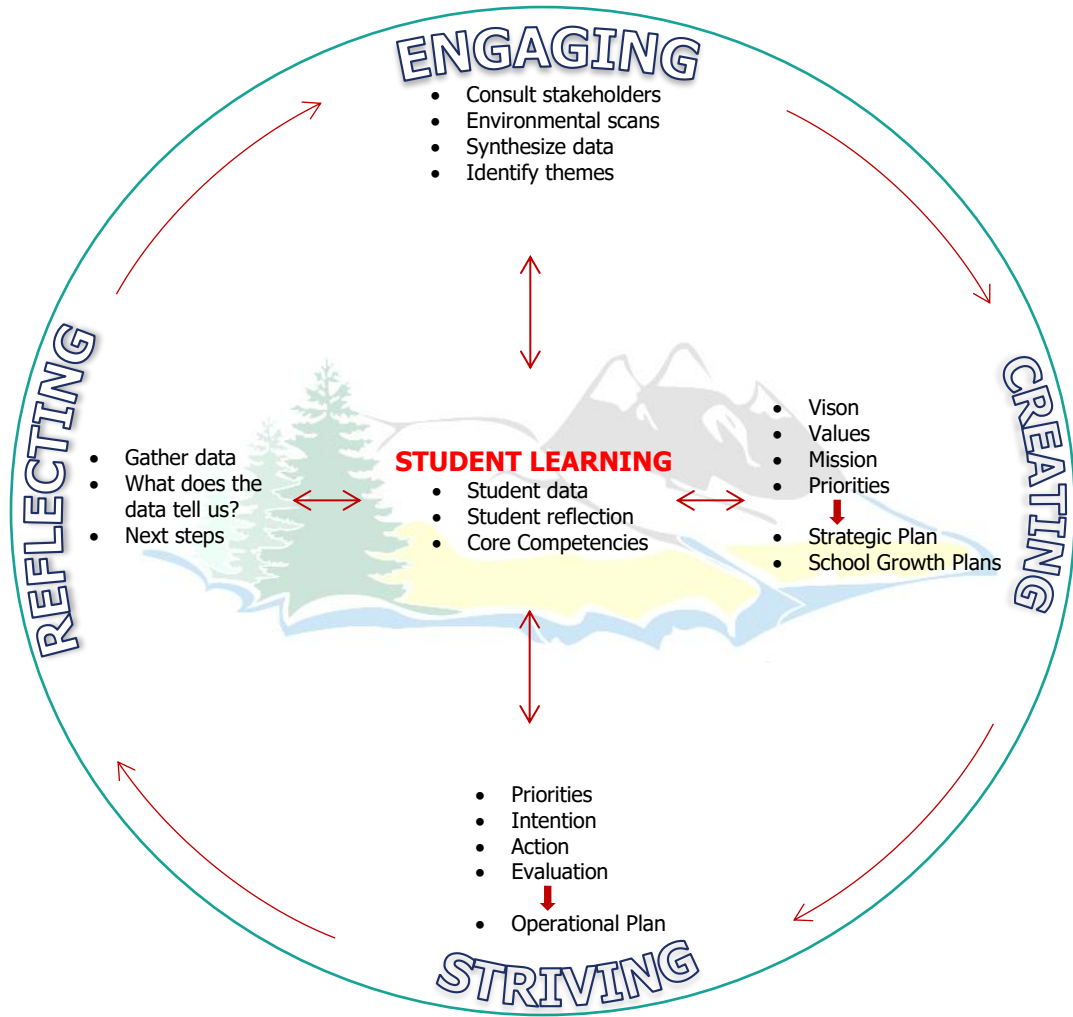
*“To embrace, inspire, and value learning, meaningful communication, and integrity for each individual and for the communities we serve.”*

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



# NEXT STEPS:

The Strategic Plan is the foundation from which an Operational Plan is developed. The Board of Education is responsible for creating a Strategic Plan, while the senior administration staff develops the operational initiatives to meet the goals in each priority of the over-arching plan. Targets and fiscal responsibility (if required) are attached to each initiative and reviewed on an ongoing basis. At the end of the cycle, a new Strategic Plan will follow the same process to ensure the board’s vision and priorities are carried out.





## School District No. 59 (Peace River South)

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### **Board of Education of School District No. 59 (PRS) Operational Plan 2020 to 2024**

To embrace, inspire, and value learning, meaningful communication, and integrity for each individual and the communities we serve.

The Board of Education of School District 59 is guided by practices that challenge all to learn, work and lead together in equitable and effective ways. The Board values inclusion, equity, effective communication and positive culture within school communities that focus on student learning.

We look forward to advancing our plan to ensure the success of each learner in School District 59.





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

**★ Goal 1:**

School District 59 will address areas of inequity within the district with a focus on Indigenous Education, Children in Care and Students with Diversabilities.



**a. Indigenous Education**

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>Address areas of inequity in Indigenous education.</li> </ul>	<ul style="list-style-type: none"> <li>Gather data in all areas to determine the parity between Indigenous and non-Indigenous students: Literacy, Numeracy, Graduation Rates, Student Learning Survey</li> <li>Analyze the data to address gaps at each school. This will be done each November including Advisory Council reps, principals, and coach mentors.</li> <li>Each school creates a goal they will work on for the year to address areas of inequity at their location.</li> <li>Collect personal narratives from Indigenous students who have disengaged from school.</li> </ul>	<ul style="list-style-type: none"> <li>Gaps of inequity would decrease in FSA scores, graduation rates, literacy and numeracy scores, and Student Learning Surveys</li> </ul> <p><b>Target: Conducted every term and semester. Constant cycle.</b></p> <ul style="list-style-type: none"> <li>Meeting will be held in May for schools to present data around the goal they created for themselves and reflect on what their new data is showing them.</li> <li>Analyze themes from personal narratives to provide schools with context as to why students are disengaging from their school.</li> </ul> <p><b>Target: 3-year cycle. Completed by June 2022.</b></p>

# PRIORITY 1: EQUITY



	<ul style="list-style-type: none"> <li>To continue to monitor graduation rates. Collect data on why students did not graduate and look for themes.</li> </ul>	<ul style="list-style-type: none"> <li>Present data on students who did not graduate, identify themes and address them at the school level.</li> </ul> <p><b>Target: Completed each spring after graduation rates are released.</b></p>
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## b. Children in Care

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>Address areas of inequity with children in care.</li> </ul>	<ul style="list-style-type: none"> <li>Review and update our “Children in Care” planning document.</li> <li>To create a monthly cycle where the document is reviewed at school sites by the case manager.</li> <li>Foster better relationships with MCFD around planning and review of Children in Care.</li> <li>Collect data on how Children in Care are doing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of document.</li> </ul> <p><b>Target: May 2021</b></p> <ul style="list-style-type: none"> <li>Cycle was implemented and documented.</li> </ul> <p><b>Target: May 2021</b></p> <ul style="list-style-type: none"> <li>Cross ministry planning meeting occurs for each child.</li> <li>Ongoing check-ins among school, child and ministry are on-going throughout the year (documented).</li> <li>FSA’s, Literacy and Numeracy, Graduation Rates, and personal narrative.</li> </ul> <p><b>Target: Collected each term.</b></p>



c. Students with Diversabilities

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>• Create a plan to address areas of inequity for students with diversabilities.</li> <li>• Create district wide expectations for our inclusion beliefs.</li> <li>• Strengthen inclusion practices throughout the district.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and implement an Inclusion Review.</li> <li>• Using the inclusion review summary, identify areas of strength and inequity.                             <ul style="list-style-type: none"> <li>○ Implementation of interventions.</li> <li>○ Assessment of impact.</li> <li>○ Ongoing review process. (ongoing school-based inclusion review).</li> </ul> </li> <li>• Establish District Framework identifying standards and expectations for inclusive practices.</li> </ul> <p><b>Target: June 2023</b></p> <ul style="list-style-type: none"> <li>• Provide ongoing in-service for classroom teachers on Universal Design for Learning and other inclusion best practices to support inclusive planning.</li> </ul> <p><b>Target: UDL Train the Trainer program – May 2021 to June 2022.</b></p> <ul style="list-style-type: none"> <li>• Review/Pilot the Competency Based Individual Education Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Report / Summary outlining what inclusion looks like in each school.</li> </ul> <p><b>Target: Completed by June 2021</b></p> <ul style="list-style-type: none"> <li>• District Learning Services Teams prioritizes areas of inequity to determine delivery of interventions.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>• Complete based on data from review:                             <ul style="list-style-type: none"> <li>○ Ongoing monitoring of data such as FSA’s, Literacy and Numeracy, Graduation Rates, Report Cards.</li> </ul> </li> <li>• Attendance in in-service and evidence of implementation.</li> </ul> <p><b>Target: Ongoing training for teachers in the 2022/2023 and 2023/2024 school year.</b></p> <ul style="list-style-type: none"> <li>• Implement the Competency Based Individual Education Plan.</li> </ul> <p><b>Target: Pilot two schools in 2021/2022 school year. For 2022/2023 and 2023/2024 continue to on board schools.</b></p>



★ **Goal 2:**

School District 59 schools will build a positive culture that addresses social emotional learning and effective communication within the school community.

a. Social Emotional Learning

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>Build positive school culture through implementation of SEL.</li> </ul>	<p>District:</p> <ul style="list-style-type: none"> <li>Establish District Framework for Social Emotional Learning for all stakeholders.</li> <li>Compile and purchase a list of research-based resources and make these available through the District Resource Centre (DRC).</li> <li>Complete Compassionate Systems Leadership – Senior Leaders.</li> <li>Develop compassionate system leadership with school administrators.</li> </ul> <p>School:</p> <ul style="list-style-type: none"> <li>Collect data on what we are already doing well and what we need to improve on.</li> <li>Establish School Vision for SEL.</li> </ul> <p><b>Target: Included in school growth by October 2021.</b></p> <ul style="list-style-type: none"> <li>Establish School Action Plan/Review process – Strengthen Adult SEL and Student SEL.</li> </ul>	<ul style="list-style-type: none"> <li>District Framework is used by all stakeholders when implementing SEL.</li> </ul> <p><b>Target: Completed June 2023</b></p> <ul style="list-style-type: none"> <li>List is completed and resources are accessible at the DRC.</li> </ul> <p><b>Target: Completed June 2022</b></p> <ul style="list-style-type: none"> <li>Senior Leadership is able to implement Compassionate Systems training in monthly principal/vice-principal meetings.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>Principals and Vice-Principals can explain Compassionate Systems Leadership to their staff.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>Evidence of SEL vision within the School Growth Plan, Code of Conduct, and Student/Staff/Parent Handbook.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>Evidence that the School Growth Plan is connected to FESL (Framework for Enhancing Student Learning).</li> </ul> <p><b>Target: Reviewing each May/June.</b></p>



b. Effective Communication

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>Implement a Communications Program that is focused on consistent, inclusive, open and transparent two-way communication.</li> <li>Build trust in the district, the board and schools by ensuring stakeholders have timely access to information about education initiatives, current events, programs and activities in our schools.</li> <li>Foster strong relationships by providing opportunities for stakeholder engagement in public education.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen internal communications:                             <ul style="list-style-type: none"> <li>Develop a district-wide Social Media Guideline for schools.</li> <li>Each school will create a communication plan to activate when topics of concern arise that need clear messaging.</li> <li>Establish standards and practices regarding communications for school administrators to implement for school-home communication practices. These practices will be addressed through an equity lens to ensure all families receive timely and meaningful communication.</li> <li>Monthly Newsletters</li> <li>Websites</li> <li>Telephone Calls</li> </ul> </li> <li>Provide increased opportunities for meaningful communication with SD 59 schools, district leaders and Board of Education</li> <li>Identify key individuals from Board and senior management to represent district at business and community events.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>Establish a culture of team commitment and understanding that staff, employees, educators and administrators are district representatives (establishing collective efficacy).</li> </ul>	<ul style="list-style-type: none"> <li>Guideline is produced and presented on the first day with staff each year.</li> </ul> <p><b>Target: September 2021</b></p> <ul style="list-style-type: none"> <li>There will be a written communication plan in use for each school site. Plan is created as a result of data collected from families regarding their needs related to communication.</li> </ul> <p><b>Target: September 2021</b></p> <ul style="list-style-type: none"> <li>Every school will produce a monthly newsletter that is accessible by all families.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>Yearly schedule summarizing who is meeting with outside user groups to share district information. Use this data to address gaps in communication.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>Survey stakeholders to determine their understanding of the school district’s initiatives and programs.</li> </ul> <p><b>Target: Spring 2022</b></p>





<ul style="list-style-type: none"> <li>Enhance and protect the district's brand.</li> </ul>	<ul style="list-style-type: none"> <li>Create a Student Voice Adult Leadership Team (administration and teacher leaders at each school).</li> <li>Adult leaders create quarterly workshops for Student Voice Teams to attend.</li> <li>Student teams to take responsibility for school based (district based) projects connected to the Strategic Plan.</li> <li>Continue to update the district website to ensure consistent branding and provision of SD 59 information</li> <li>Senior Admin will produce monthly newsletters to showcase and highlight initiatives and events in the district starting December 2020 to be distributed to "All Staff."</li> </ul>	<ul style="list-style-type: none"> <li>Through communication plans and a focused effort on following process there are fewer concerns from all stakeholders.</li> </ul> <p><b>Target: Ongoing assessment</b></p> <ul style="list-style-type: none"> <li>Reduction in staff turn-over.</li> <li>Anecdotal evidence of pride in working for School District 59.</li> </ul> <p><b>Target: Ongoing</b></p> <ul style="list-style-type: none"> <li>Every school across School District 59 will have an active Student Voice group.</li> </ul> <p><b>Target: June 2022</b></p> <ul style="list-style-type: none"> <li>Student groups submit proposals for funding to carry out school plans.</li> </ul> <p><b>Target: November 2021</b></p> <ul style="list-style-type: none"> <li>Student Voice creates Student Ambassadors for Compassionate Systems Leadership.</li> </ul> <p><b>Target: Occurs during 2022/2023 school year.</b></p> <ul style="list-style-type: none"> <li>Increased connectedness between district and schools. We will seek feedback from all district stakeholders through questions posed within the newsletter. Evidence of readership through staff responses and through participation in monthly prize draws.</li> </ul> <p><b>Target: Beginning - April 2021 and then ongoing.</b></p>
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# PRIORITY 2: FOUNDATIONAL SKILLS AND CORE COMPETENCIES



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



**★ Goal 1:**

School District 59 will integrate core Competencies into all K-12 curricular areas as a foundation for learning.

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>All teachers will have a shared understanding and language connected to the Core Competencies in Kindergarten to Grade 12.</li> <li>All teachers will explicitly teach Core Competencies through all curriculum areas with linking of competencies to curricular outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Review what individual schools and classrooms are doing regarding Core Competency instruction and assessment.</li> <li>Collect exemplary resources.</li> <li>Create a Core Competency working group to create a scope and sequence timeline for meaningful, authentic connections between the curriculum and the core competencies to allow for student success.</li> <li>Provide in-service on linking core competencies across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Complete review.</li> </ul> <p><b>Target: April 2021 to November 2021</b></p> <ul style="list-style-type: none"> <li>A resource list has been completed and accessible for all teaching staff.</li> </ul> <p><b>Target: February 2022</b></p> <ul style="list-style-type: none"> <li>Scope and sequence timeline.</li> </ul> <p><b>Target: Beginning September 2021</b></p> <ul style="list-style-type: none"> <li>Review the impact that the in-service has had on connecting the curriculum and the competencies.</li> </ul> <p><b>Target: September 2021. Review twice a year (January/June).</b></p>

# PRIORITY 2: FOUNDATIONAL SKILLS AND CORE COMPETENCIES



## ★ Goal 2:

School District 59 will build the skills and efficacy of all learners in balanced numeracy and literacy.

### a. Numeracy

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>To create a balanced numeracy program based on research to increase student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Compile research on best teaching strategies to engage learners in numeracy.</li> <li>Create a primary numeracy project that models the primary literacy project.</li> </ul>	<ul style="list-style-type: none"> <li>In-service offered to primary and intermediate teachers. <b>Target: October 2020; ongoing</b></li> <li>Common language developed. <b>Target: Rollout September 2021; review yearly Integrated Primary PLC September 2021.</b></li> <li>Numeracy PLC is created. Numeracy bubble sheets. Tracking of foundational skills in Grades K-3. <b>Target: June 2022</b></li> <li>Increased scores on FSA's and District SNAP assessment. <b>Target: Ongoing. Full FSAs yearly. Spring SNAP yearly.</b></li> </ul>

# PRIORITY 2: FOUNDATIONAL SKILLS AND CORE COMPETENCIES



## b. Literacy

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>To sustain and grow a balanced literacy program based on research to increase student achievement .</li> </ul>	<ul style="list-style-type: none"> <li>To continue to have a district focus and support for the primary project.</li> <li>To continue to engage intermediate teachers through the Intermediate PLC.</li> <li>To develop a Grade. 7 – 12 Educated Citizen PLC.</li> <li>Targeted in-service for new teachers on foundational primary literacy skills .</li> <li>Ongoing in-service for teachers on research-based literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and reflect on literacy data:                             <ul style="list-style-type: none"> <li>FSA's</li> <li>F and P (Fontas and Pinnell)</li> <li>Primary bubble sheets about alphabet knowledge and phonological and phonemic awareness skills</li> </ul> </li> </ul> <p><b>Target: Ongoing. January/yearly; June/yearly.</b></p> <ul style="list-style-type: none"> <li>Provincial Literacy assessments.</li> </ul> <p><b>Target: Ongoing. January/yearly; June/yearly.</b></p>

# PRIORITY 3: SUSTAINABLE USE OF OUR RESOURCES



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

### ★ Goal 1:

School District 59 will effectively manage district facilities and anticipate future Infrastructure needs in support of education.



Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>We will develop a database to warehouse information to be used for internal infrastructure purposes.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Database</b> will consist of:</li> <li>Overview for each building in the district:                             <ul style="list-style-type: none"> <li><b>Building Details summary</b> <ul style="list-style-type: none"> <li>Age</li> <li>Heating System</li> <li>Roof replacement / upgrade</li> <li>Playground</li> <li>Bathroom</li> <li>Flooring, including gym, etc.</li> <li>Windows</li> <li>Other / etc.</li> <li>Fume Hoods</li> <li>Science Rooms</li> <li><i>Pictures to present current status.</i></li> </ul> </li> <li>Meet annually with each school-based administrator to <b>discuss school needs.</b> <ul style="list-style-type: none"> <li>School administrators will be consulted regarding the creation of multi-year plans for infrastructure for their schools.</li> </ul> </li> <li><b>Secretary Treasurer &amp; Director of Operations</b> - &gt; Qualitative comments or data related to the Building Details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Database completion</li> </ul> <p><b>Target: Completed database June 2023; update ongoing.</b></p> <p><b>Target: Ongoing - Yearly</b></p> <p><b>Target: Ongoing - Yearly</b></p>

# PRIORITY 3: SUSTAINABLE USE OF OUR RESOURCES



<ul style="list-style-type: none"> <li>• Identify potential school capacity concerns or challenges (Dawson Creek and Chetwynd catchment areas).</li> <li>• To develop a comprehensive planning tool (10 - year projection).</li> <li>• Anticipate future infrastructure needs.</li> </ul>	<p>summary by site, including plan for projects in annual capital</p> <ul style="list-style-type: none"> <li>- plan submission to the Ministry of Education.</li> <li>- <b>Capacity Review:</b> assess catchment versus in catchment area versus approved circumstances related to student enrolment.</li> <li>- A review of the ministry capacity number with the school plan to ensure the two align.</li> </ul> <ul style="list-style-type: none"> <li>• We will complete a Catchment Area Review to determine if the catchments match (Dawson Creek and Chetwynd</li> <li>• To create a Long-Range Facilities Plan (LRFP) by June 2022.</li> <li>• To continue AFG and Capital planning annual submissions.</li> <li>• Supporting Documents:             <ul style="list-style-type: none"> <li>- Assessment Reports                 <ul style="list-style-type: none"> <li>○ HVAC</li> <li>○ Roofing</li> <li>○ Playgrounds.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Balance the availability of capacity across each geographic area.</li> </ul> <p><b>Target: Yearly report to the Board for review. June 2022.</b></p> <ul style="list-style-type: none"> <li>• Complete the plan.</li> </ul> <p><b>Target: June 2022</b></p> <ul style="list-style-type: none"> <li>• Annual submission of reports to the Ministry of Education (Capital Management Branch) and to the Board of Education for approval if required.</li> </ul> <p><b>Target: Ongoing - Yearly.</b></p>
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# PRIORITY 3: SUSTAINABLE USE OF OUR RESOURCES



## ★ Goal 2:

School District 59 will ensure equitable and effective use of resources within all educational programs and initiatives.

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>To provide financial support for the SD59 Framework for Enhancing Student Learning.</li> <li>Review district programs to determine if they are impacting district achievement.</li> <li>Identify significant risks, prioritize these risks and implement appropriate risk mitigation strategies and monitoring procedures.</li> <li>Increase equity among school budgets.</li> <li>Increase availability of district resources.</li> </ul>	<ul style="list-style-type: none"> <li>To design a multi-year expenditure plan for reserve funds, the plan would align with the strategic plan timeline.</li> <li>Collect data for specific district programs.</li> <li>Complete an Enterprise Risk Management process, this will be done by engaging a professional through a Request for Proposal process.</li> <li>Create multi-year reports that compare school budgets, Secretary Treasurer to meet with admin once a year for an in-depth financial report review.</li> <li>Create Learning Commons and policy/handbook regarding intellectual property and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Submit plan to the board for approval.</li> </ul> <p><b>Target: Completed 2020. Ongoing review.</b></p> <ul style="list-style-type: none"> <li>Complete review and inform the board of the results.</li> </ul> <p><b>Target: Ongoing - Yearly</b></p> <ul style="list-style-type: none"> <li>Complete the process.</li> </ul> <p><b>Target: Complete June 2023</b></p> <ul style="list-style-type: none"> <li>Have reports available to the administrators to aide in budget development.</li> </ul> <p><b>Target: Ongoing – Annually</b></p> <ul style="list-style-type: none"> <li>Complete development of Learning Commons.</li> </ul> <p><b>Target: Completed</b></p> <ul style="list-style-type: none"> <li>Increase awareness of the Learning Commons.</li> </ul> <p><b>Target: June 2021</b></p> <ul style="list-style-type: none"> <li>Create policy regarding intellectual property and knowledge.</li> </ul> <p><b>Target: June 2021</b></p>

# PRIORITY 3: SUSTAINABLE USE OF OUR RESOURCES



<ul style="list-style-type: none"> <li>• Build leadership capacity within the district.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Academy for teachers and school-based principals and vice-principals.</li> <li>• Create a format where staff voice is honoured at the school level, data is collected, and feedback is given.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning January 2021 (18-month ongoing cycle) – Completion of this cycle = Summer 2022.</li> <li>• Established culture of team commitment and understanding that staff, employees, educators and administrators are all district representatives.</li> </ul> <p><b>Target: Creation of yearly Growth Plans; Yearly cycle beginning June 2021.</b></p> <ul style="list-style-type: none"> <li>• Evidence of a shift within the S.O.A.R. (Strengths, Opportunities, Aspirations and Results) Strategy.</li> </ul>
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# PRIORITY 3: SUSTAINABLE USE OF OUR RESOURCES



## ★ Goal 3:

School District 59 will provide equitable access to technology at schools and educate students and staff to be responsible, problem solving, digital citizens.

Intention	Action	Evaluation
<ul style="list-style-type: none"> <li>• <b>Equitable Access:</b></li> <li>• The district will have a database listing the technology allocation and access at each school, including hardware, software and web-based applications.</li> <li>• To promote consistency across the district, the purchase, access, and allocation of technology will be based on an approved list of hardware, software, and web-based applications.</li> <li>• <b>Educating Students and Staff:</b></li> <li>• All students and staff will become responsible digital/educated citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Each site will complete a technology survey which be used to populate a database. The database will be updated on a continual basis.</li> <li>• A formal app/web application approval process will be created and implemented.</li> <li>• The Technology Systems Manager will create a list of district approved technology to include hardware, software, and web-based applications.</li> <li>• Allocate resources to create equity for schools identified as in need.</li> <li>• Teachers will come together to create a definition of digital/educated citizenship, which will include a list of skills to be developed and a scope and sequence.</li> <li>• In-service/training for teacher librarians will be created to provide them with the skills and knowledge to be digital citizenship leaders in their schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed and in use.</li> <li>• <b>Target: June 2022</b></li> <li>• All schools have equal access to technology.</li> <li>• <b>Target: Ongoing</b></li> <li>• Teachers from K-12 are intentionally teaching digital literacy skills to students.</li> <li>• <b>Target: June 2022</b></li> <li>• <b>Target: June 2022</b></li> </ul>



## School District No.59 (Peace River South)

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November 13, 2022

Agenda Item: R5.3 K-12 Student Reporting

Presented by Christy Fennell

### **What is student reporting?**

Student reporting is the assessment and communication of student learning. Every student in B.C. receives communications from the school at different times in the school year that provide parents, caregivers, and students with information about student learning. The way teachers and schools communicate student learning, and the format of traditional report cards is shifting.

### **Why change K-12 Student Reporting Policy?**

From 1994 to 2016, K-12 Student Reporting Policy in B.C. remained largely unchanged. In 2016 the Ministry of Education and Child Care began implementing a redesigned [provincial curriculum](#) that is flexible, focuses on literacy, numeracy, and the First Peoples Principles of Learning, and supports deeper learning through concept-based and competency-driven education. This education shift to how and what students learn in the classroom requires a corresponding change to student reporting policies and practices.

The K-12 Student Reporting Policy Framework aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province. Updated reporting practices also ensures alignment with B.C.'s provincial assessment system. The use of the Provincial Proficiency Scale views learning as ongoing, rather than signaling learning is done. It also maintains high standards for students by focusing on helping all students attain proficiency in their learning.

Learn more about the [changes to K-12 Student Reporting Policy in B.C.](#)

### **Upcoming changes to K-12 Student Reporting Policy**

The K-12 Student Reporting Policy Framework "the framework" is the result of extensive consultation and engagement with rightsholders, education partners, teachers, parents,

caregivers, students, and the public. The framework provides an overview of the upcoming changes to the K-12 Student Reporting Policy, set to be implemented in the 2023/24 school year.

## **What's new**

- Student reporting practices that align with B.C.'s curriculum and provincial assessment system
- timely and responsive feedback on student learning that parents can understand
- Provincial Proficiency Scale at Grades K-9
- Graduation status update at Grades 10-12
- Student self-assessment and goal setting in all grades in the 3 written reports
- Changing the "I" reporting symbol to "IE" to denote "insufficient evidence" of learning instead of "incomplete" learning
- All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program

## **What's the same**

- 5 communications of student learning; 3 written and 2 of flexible format
- Written descriptive feedback to accompany scale or letter grade/percentage
- Letter grades and percentages at Grades 10-12

Learn more about the changes to student reporting by reading the [K-12 Student Reporting Policy Framework](#).

## **The Provincial Proficiency Scale**

The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning. It is a requirement for student reporting in Grades K-9. The four points on the scale include Emerging, Developing, Proficient, and Extending.

## Provincial Proficiency Scale for Grades K-9

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
<b>Proficiency Scale</b>	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

### **How does this change in K-12 Student Reporting Policy benefit students?**

Shifts in reporting are being made to ensure each student experiences success within the education system. The Reporting Policy Framework provides options for how learning is communicated to students allows for more meaningful conversations in the classroom and at home

Reporting practices at Grades K-9 using the Provincial Proficiency Scale and descriptive feedback provides students with information about where they are at in their learning and strategies for how they can move forward in their learning. This strengths-based reporting approach views learning as ongoing and focuses on all students achieving proficiency.

For students to successfully transition to post-secondary learning, letter grades and percentages will remain in the graduation years. However, the Ministry of Education and Child Care will work with post-secondary institutions in the coming years to explore the use of the Provincial Proficiency Scale at Grades 10-12.

In Grades K-12, student self-assessment of Core Competencies and goal setting promotes student responsibility over their learning and helps foster the mindset of lifelong learning. This student-centered reporting practice gives every student input into their learning, including where they go next.

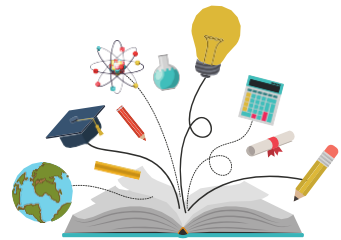
More information and resources will be developed over the next year to support students in understanding the proficiency scale, student self-assessment of Core Competencies and goal setting prior to changes in 2023/24.

### **How we're supporting families**

More information and resources will be developed over the next year to support families in understanding the proficiency scale prior to changes in 2023/24. In the meantime, download the [brochure for families \(PDF\)](#) | [dépliant destiné aux familles \(PDF\)](#) for more information.

## Learning is ongoing

Students come into every learning situation with their own experiences and background knowledge. A student does not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not only reach Proficient at the end of the school year. Reaching proficiency is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves proficiency during the school year, the goal becomes to further enhance their learning.



## Letter grades and percentages for grades 10-12

Most universities and colleges currently use letter grades and percentages as part of the admissions process. To continue the successful transition of B.C. students to post-secondary learning, letter grades and percentages will remain in the graduation years. However, the Ministry of Education and Child Care will work with post-secondary institutions in the coming years to explore the use of the Provincial Proficiency Scale at Grades 10-12.



Ministry of  
Education and  
Child Care

**REPORTING ON  
STUDENT LEARNING  
IS CHANGING IN B.C.**

Brochure for Families

# What is student reporting

Student reporting is the assessment and communication of student learning, often thought of as report cards. Every student in B.C. receives communications from the school throughout the school year that provide parents, caregivers, and students with information about student learning.

The way teachers and schools communicate student learning, and the format of traditional report cards is shifting.

## Upcoming changes to student reporting

The K-12 Student Reporting Policy Framework (“the framework”) is the result of many years of consultation and engagement with rightsholders, education partners, teachers, families, students, and the public.

The framework provides an overview of the upcoming changes to the K-12 Student Reporting Policy, set to be implemented in the 2023/24 school year.

### Student Information

- Shifts in reporting are being made to ensure each student experiences success within the education system
- Student self-assessment of Core Competencies and goal setting gives every student input into their learning, including where they go next
- Graduation status update in Grades 10-12 ensures students know they are on track to graduate

## What's new

- Student reporting practices that align with B.C.’s curriculum and provincial assessment system
- Provincial Proficiency Scale at Grades K-9
- Changing the “I” reporting symbol to “IE” to indicate “insufficient evidence” of learning instead of “incomplete” learning
- Student self-assessment of Core Competencies and goal setting, in all grades in the 3 written reports
- Graduation status updates at Grades 10-12
- All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program

## What's the same

- Timely and responsive feedback to families throughout the school year
- 5 communications of student learning; 3 written and 2 of flexible format
- Letter grades and percentages at Grades 10-12
- Written descriptive feedback to accompany scale or letter grade and percentage

### CONTACT US

✉ [student.reporting@gov.bc.ca](mailto:student.reporting@gov.bc.ca)

# The Provincial Proficiency Scale

The use of the Provincial Proficiency Scale gives students, parents and caregivers a clear understanding of what students can do now and areas for future growth.

Reporting scales are already being used by all districts in the province. There are currently 17 or more known reporting scales in use. The introduction of the Provincial Proficiency Scale will provide consistency and alignment across B.C. schools.

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

## Benefits of the provincial proficiency scale and descriptive feedback

- Views learning as ongoing, rather than signaling learning is done
- Provides feedback, to both families and students, on where the student is at and how to help them move forward in their learning
- Supports lifelong learning by shifting the focus to developing competencies rather than the achievement of marks
- Maintains high provincial standards by focusing on helping all students attain proficiency in their learning



## School District No.59 (Peace River South)

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October 21<sup>st</sup>, 2022

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

Re: approval to proceed with planning for student trip to Quebec in the May-June 2022

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

The trip would include grade 8 and 9 French Immersion students. The tentative itinerary has students traveling to Quebec City, Montreal, and Ottawa. The tentative trip dates are May 29<sup>th</sup> – June 7<sup>th</sup>, 2023. The trip fundraising and organization has already started, being led by a strong group of parent volunteers. Jordan Simao will be the teacher-supervisor on the trip. The trip will be supported by the tour company, EF Tours, which is the same company that has been used for previous trips.

I will be working closely with the trip planners assessing the risk for travel associated with the COVID-19 pandemic. I have outlined the possibility of cancelation should the risk become too great.

Based upon the information 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 provide approval to proceed with planning the trip as described in this letter.

Sincerely,

Mike Readman  
Assistant Superintendent





## School District No.59 (Peace River South)

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November 8, 2022

School District #59 Trustees

### **RE: Multi-year financial plans**

On May 28, 2021 the Ministry of Education adopted two new policies, a Financial and Reporting Policy and Accumulated Operating Surplus Policy. Both of these policies were part of Phase 1 actions from the K-12 Provincial Education Funding Model Review.

#### **Financial Planning and Reporting Policy**

This policy directs boards to develop multi-year financial plans that identify how funding and resources will support board strategic plans, operational needs of the school district and improve educational outcomes for students.

Boards were to develop, publish and maintain a local board policy that describes how they will engage with and report out to education partner and stakeholder groups, including local First Nations and Metis Nation BC on their multi-year financial plans.

#### **Accumulated Operating Surplus Policy**

This policy ensures consistency, transparency and accountability for the use and reporting of operating funding that is not used in the year in which it was provided. It acknowledges it is appropriate for boards to maintain an operating surplus to manage financial risk and is a component of sound financial and strategic planning.

To demonstrate accountable and transparent financial planning, boards were to develop a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC. This local policy will clearly explain the purpose of operating surplus, include guidelines on how inter-fund transfers will be managed, and outline how financial risk will be mitigated by establishing a contingency operating surplus.

Initial implementation timelines outlined that the two policies were to be developed by January 2022 and that the 2022/23 budget would be compliant with the new policies and multi-year financial plans developed and submitted to the ministry.

In May 2022, the board adopted Policy 5005 Financial Planning and Reporting and Policy 5010 Accumulated Operating Surplus. The board also held a public budget consultation meeting on June 2, 2022 to allow for public input on the preliminary budget.



## School District No.59 (Peace River South)

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Training on the multi-year financial planning plans was recently presented at a BCASBO Zone 3 meeting, presentations are expected to continue at the BCASBO meetings later this month. During the Zone 3 meeting, it was reported some districts are not compliant with the policy requirements and that they will be following up soon with those districts to provide support. I worked directly a Senior Policy Analyst when developing the policies for the district and therefore I am not expecting to hear that revisions are required.

Amended timelines were also presented that indicated a goal to have multi-year financial plans completed for the 2023/24 budget. The Ministry of Education and Child Care recognizes not all districts will meet this timeline and the expectation will be phased in over the next few years.

I will continue to update the board on the progress towards policy compliance.

Melissa Panoulis  
Secretary Treasurer

# Multi-Year Financial Plans vs Budgets

## **Budgets:**

- Manage funds/resources by tracking income, expenses and other financial elements over a time period.
- More detailed than financial plans.

## **Multi-Year Financial Plans:**

- Current financial situation and strategies to achieve strategic goals.
- Less detailed than budgets.
- Used to guide surplus and reserve decisions.



BRITISH  
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Ministry of Education  
and Child Care

# Multi-Year Financial Plan – Recommended Content

- Purpose
- School district overview
- Board of Education
- Multi-year financial plan alignment with strategic plan
- Budget development overview/process
- Upcoming fiscal year budget/financial plan
- Multi-year financial projections
- Special purpose fund/capital fund budget
- Engagement process summary

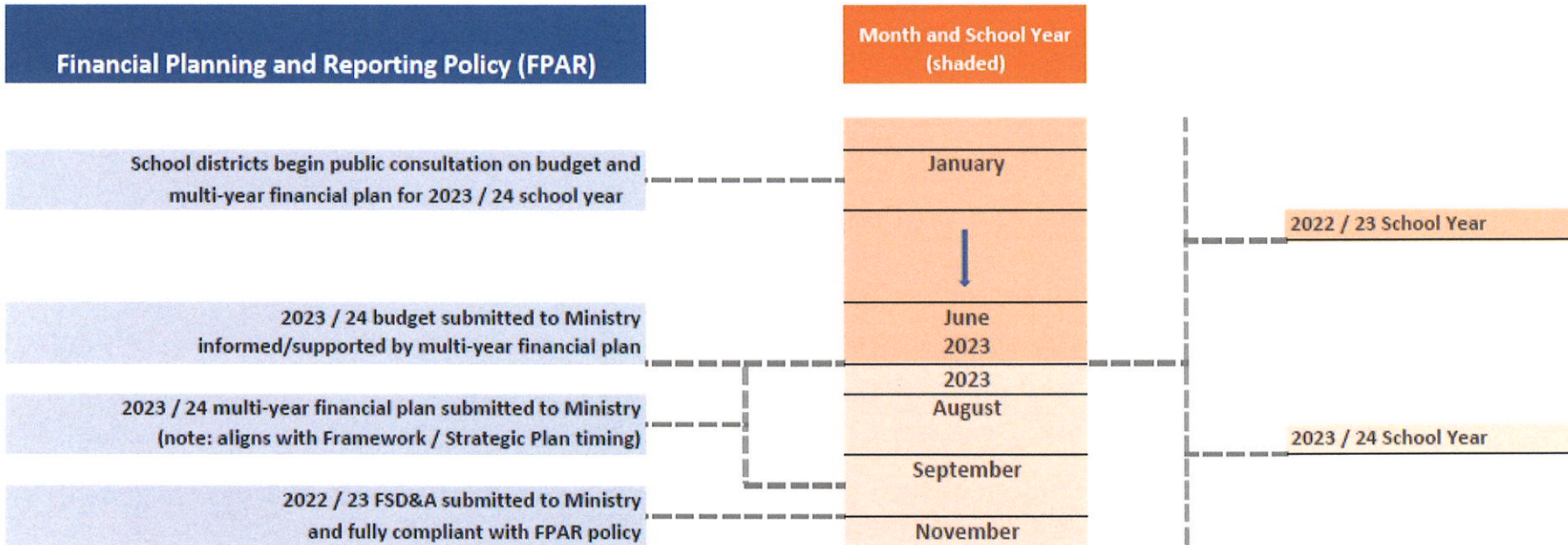


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# Timelines



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## School District No.59 (Peace River South)

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November 13, 2022

School District #59 Trustees

### **RE: Portable Update**

In June 2022 the board approved the capital purchase of two portables, one each for Canalta Elementary and Crescent Park Elementary. The portables arrived on November 9<sup>th</sup> and were placed on the pilings; however, any further set up work has been halted.

The district is unable to continue work on the portables until building permits are issued by the City of Dawson Creek. We are experiencing delays in obtaining buildings permits given the requirement for architectural drawings; the drawings were not obtained earlier on in the process given this requirement wasn't in place when two portables were installed last school year.

We are hoping to have this issue is resolved as soon as possible given that Canalta Elementary has been using their gym as a classroom since the beginning of the school year. The district recognizes the inconvenience of this situation for all staff and students.

Melissa Panoulias  
Secretary Treasurer



# School District No.59 (Peace River South)

## **2022-23 BOARD REPRESENTATIVES**

ELECTORAL AREA I (Chetwynd & Rural Area)		
Crystal Hillton		chillton@sd59.bc.ca
Sherry Mounsey		smounsey@sd59.bc.ca
ELECTORAL AREA II (Tumbler Ridge & Area)		
Roxanne Gulick		rgulick@sd59.bc.ca
ELECTORAL AREA III (City of Dawson Creek)		
Angelina Schurmann		achurmann@sd59.bc.ca
Christina Wards		chwards@sd59.bc.ca
ELECTORAL AREA IV (Rural Areas surrounding Devereaux, McLeod, Parkland, Colonies, Pouce Coupe)		
Chad Anderson		canderson@sd59.bc.ca
Travis Jones		trjones@sd59.bc.ca

### ***Committee Representatives:***

Policy Committee	(District Staff – M. Readman)
DPAC	(District Staff – P. Chisholm)
Indigenous Education Councils	Dawson Creek – Chetwynd – (District Staff – D. Bassendowski)
Transportation	Dawson Creek – Chetwynd - (District Staff – M. Panoulis/ W. Simlik/ J. Lekstrom)
Finance-Audit/Budget	Committee Of The Whole
Recruitment/Retention (Special)	(District Staff – C. Fennell)

### ***Provincial Council Liaisons:***

BCSTA

BCPSEA

### ***School Liaisons:***

Canalta Elem.		Moberly Lake Elem.	
DCSS (SP & Central)		Parkland Elem.	
Chetwynd Secondary		Peace View Elem.	
Crescent Park Elem.		Pouce Coupe Elem.	
Devereaux Elem.		South Peace Elem.	
Don Titus Montessori		Tremblay Elem.	
Ecole Frank Ross		Tumbler Ridge Elem.	
Little Prairie Elem.		Tumbler Ridge Sec.	
McLeod Elem.		Windrem Elem.	