



School District No.59 (Peace River South)

PUBLIC BOARD MEETING

The Board of Education of SD59 (PRS) will be holding their Public Board Meeting on Wednesday, October 19, 2022 starting at 1:00 pm in Chetwynd at Little Prairie Elementary School (4200-51st Avenue, Chetwynd, 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, October 18, 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



School District No.59 (Peace River South)

Open Board Meeting Agenda

Date: October 19, 2022 1:00 PM

Place: Little Prairie Elementary School – Chetwynd, 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 – September 21, 2022
- R1.2 – Excerpts Closed Meeting – September 21, 2022

2. BUSINESS ARISING

3. ESSENTIAL ITEMS

4. OTHER PRESENTATIONS

- CSS Student Presentation – Truth & Reconciliation Assembly



5. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

- R5.1 – School/Student News
- R5.2 – Framework for Enhancing Student Learning Report
- R5.3 – 2022-23 School Calendar Amendment
- R5.4 – Early Learning Update

6. REPORTS FROM THE SECRETARY-TREASURER

- R6.1 – 2022-23 Final Enrollment
- R6.2 – Executive Compensation Disclosure
- R6.3 – Official Election Results
- R6.4 – Portable Update

7. TRUSTEE ITEM

- R7.1 – BCSTA Update – T. Ziemer
- R7.2 – Regulation 2205-Trustee Benefits

8. COMMITTEE REPORTS

- R8.1 Recruitment & Retention Committee Update

9. DIARY

10. QUESTION PERIOD

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

11. FUTURE BUSINESS / EVENTS

- R11.1 – Inaugural Board Meeting – November 9, 2022 – Dawson Creek
- R11.2 - Open Board Meeting – November 16, 2022 – Dawson Creek



School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

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

Open Session Minutes

DATE & TIME: September 21, 2022 – 1:00 PM

PLACE: School Board Office, Dawson Creek, BC

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

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

The meeting was called to order at 1:04 pm.

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

APPROVAL OF AGENDA

Additions: R7.2 Trustee Benefits

Deletions:

(2022-09-005)
MOVED/SECONDED – Hillton/Lalonde
THAT, the regular meeting agenda be approved as amended.
CARRIED

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – June 22, 2022

The Chair asked for any corrections to the minutes.

(2022-09-006)

The Chair declared the minutes of the open meeting June 22, 2022 approved as printed.

R1.2 Excerpts of Closed Board Meeting – June 22, 2022

(2022-09-007)

The Chair declared the excerpts of the closed board meeting June 22, 2022 approved as printed.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

R4.1 Auditor

Mr. Neufeld from Sander Rose Bone Grindle accounting firm presented the audit report to the Board. The auditor found the financial statements to present fairly, in all material aspect, in accordance with all required regulation.

5.0 REPORTS FROM THE SECRETARY TREASURER

R5.1 2021-22 Audited Financial Statements

The Secretary-Treasurer reviewed the 2021-22 Audited Financial Statements with the Board. The district was in an Accumulated Operating Surplus position as at June 30, 2022 and ended the year with a total Operating Surplus of \$1.5 million.

An operating reserve balance of \$10 million is available, of which \$3.6 million is internally restricted.

(2022-09-008)

MOVED/SECONDED – Jones/Hillton

THAT, the Board approve the 2021-22 Audited Financial Statements as presented.

CARRIED

R5.2 Audit Management Letter

The audit management letter was reviewed. The audit letter indicates any concerns, observations, and recommendations. The auditors found no major issues and no additional internal controls were recommended.

R5.3 2021-22 Financial Statement Discussion & Analysis Report

The Secretary Treasurer reviewed the 2021-22 Financial Statement Discussion & Analysis Report. The report is an overview of the financial statement discussion with the Board.

R5.4 Preliminary Enrollment

The preliminary enrollment was reported at 3673 FTE (an increase of 18 FTE from projected enrollment). Canalta Elementary and Crescent Park Elementary schools have seen significant increases to their enrollment. Final enrollment numbers for ministry funding will be determined as of September 29th and reported in the October board meeting.

R55 Minor Capital Submission

The Secretary Treasurer reviewed the 2023-24 Minor Capital Plan initiatives to be submitted to the Ministry.

(2022-09-009)

MOVED/SECONDED – Gulick/Lalonde

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No.59 (*Peace River South*) hereby approves the proposed Five-Year Capital Plan (Minor Capital Programs) for 2023/24, as provided on the Five-Year Capital Plan Summary for 2023/24 submitted to the Ministry of Education and Child Care.

CARRIED

R5.6 Portable Update

The District was able to secure two refurbished portables at a total cost of \$299,300. An additional \$100,000 is estimated to be incurred for set up costs. They are expected to be delivered and set up by the end of October.

R5.7 Long Range Facilities Plan-DRAFT

The Secretary Treasurer has been developing a Long Range Facilities Plan. The plan is still in draft phase as consultation still needs to be completed.

6.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R6.1 School/Student News

The Superintendent reported school/student news:

- The districts leadership team held a retreat at the Pat O'Reilly Education Site at Gwillim Lake on August 28-29, 2022.
- TRSS has window murals painted representing Truth and Reconciliation which will be recognized on September 30th.
- Little Prairie and Devereaux elementary students are harvesting their gardens that were planted before school ended in June.
- Many schools are inviting the Cops for Cancer Tour to give presentations at their school to bring awareness to their fundraising tour which supports childhood cancer research.
- CSS has been very busy with student field trips activities.
- Don Titus Elementary has started their breakfast program and a ukulele group.
- DCSS-South Peace unveiled their new penguin mural in the gym. School athletes are celebrated with banners in the gym.
- Ecole Frank Ross started their cross-country running club. Students in grade 4/5 enjoyed creating their Picasso portraits, and French immersion grade 5/6 students are thinking of ideas of how to make their town better, some ideas include having a pump track, recycling, more police officers and a swimming pool by the school!
- Moberly Lake Elementary school hosted a pancake breakfast for students and their families.

- Crescent Park Elementary School has some amazing bulletin boards that welcomed students back to school.
- PRSTA is hosting Aiming for Excellence Conference on October 24 & 25.
- SD59 will be represented at the UBC teacher hiring fair.
- The district is implementing an elementary athletic director position to help support elementary extra-curricular activities.

The Superintendent announced the following principal appointments since the last meeting in June. The appointments were effective August 1, 2022:

- Joanne Dueck – Principal at McLeod Elementary
- JoAnne Malkinson – Vice-Principal at DCSS Central Campus
- Heather McInnis – Vice-Principal at Crescent Park Elementary
- James McKechnie – Vice-Principal at Tremblay Elementary

R6.2 Early Learning Initiatives

The province is offering school districts funding to expand their early learning initiatives and child care spaces on school grounds. All school districts must complete an Environmental Scan during the 2022-23 school year. Completing an Environmental Scan will support schools, districts and the Ministry of Education and Child Care to understand the provincial landscape of early learning and child care. The environmental scan will provide baseline data to support a planned, integrated approach to strengthen capacity in schools and districts and to grow early learning and child care on school grounds.

One of the first initiatives of the district will be starting a pilot project in 2023. The “Just B4” Early Childhood Education Child Care Program is specifically designed for 4 year old children to attend “Just B4” Kindergarten. Just B4 will utilize one of our Strong Start spaces in the afternoon. The district will reach out to parents in the next few months to pre-register in the program and choose the days they would like to attend. Just B4 is a licensed pre-school program and therefore parents do not need to attend. More information will come out in the next few months.

R6.3 Mental Health Funding

The Ministry is providing grant funding in the amount of \$3.633 million to support mental health and well-being in schools and provide additional support for students, families, and educators.

The district has received \$55,000 in grant funding that will be used to continue to support Social Emotional Learning initiatives, trauma-informed practices, mental health literacy, and compassionate systems leadership training for SD59 staff including mental health wellness.

R6.4 Student and Family Affordability Fund

The province has announced that \$60 million will be provided to school districts through the Student and Family Affordability Fund to help families feeling the effects of global inflation. The one-time funding will be provided directly to school districts to help expand school meal programs, make sure students have the school supplies they need and cover any additional fees so that students in need can take part in activities, such as field trips.

Plans for this additional funding are already underway as many schools have expanded their meal programs. The district will connect with schools, the DPAC and the Indigenous Advisory Councils, to seek input on how to best support the meal programs, school supplies and other school expenses.

R6.5 Enhancing Student Learning Ministry Cooperate Group

The Ministry started a support program to assist school districts in their strategic planning process. The program is now in year two. School districts are grouped into two categories (Communicate or Cooperate) based on what year of their current Strategic Plan they are in. School District No. 59 (PRS) is in the Cooperate component which is designed for all 60 districts to cycle through using a 4-year cycle. Districts will participate in a peer review process that will include a self-assessment and focused conversation. Board Chairs, Superintendents, Secretary Treasurers, and other district leaders will be involved in the process.

The Framework for Enhancing Student Learning is an annual report that combines accountability with evidence-based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual, social and career development of all students in the K-12 public system. The report is due to the Ministry by September 30th of each year. The district is in the final stages of completing the report and will present it at the October board meeting.

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – T. Ziemer

Trustee Ziemer provided the latest news and events from BCSTA.

The Board Chair presented certificates of recognition and pins on behalf of BCSTA to Trustee Ziemer for serving as a school trustee for 4 terms and Trustee Hillton for serving two terms.

The Board Chair congratulated Lynne Brissard, a teacher from CSS, that has been selected as a finalist in the 2022 Premier's Awards for Excellence in Education. The award winners will be announced at a ceremony at Government House in Victoria on October 14, 2022.

R7.2 Trustee Benefit – R. Gulick

Trustee Gulick asked for clarification in Regulation 2205 Trustee Remuneration, Benefits and Recognition in regard to purchasing technology at the end of term or leave of office. Members of the board weighed in on their intent of the regulation; the board would accept a motion at the October board meeting if a trustee wants to bring forward a change to the current regulation.

8.0 COMMITTEE REPORTS

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 – October 19, 2022 (Chetwynd)

ADJOURNMENT

(2022-09-010)

MOVED – Hilton

THAT, the Regular Meeting be terminated. (3:42 PM)

CARRIED

CERTIFIED CORRECT:

(C. Anderson) Board Chair

(M. Panoulas) Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Closed Board Meeting
DATE: September 21, 2022 10:30 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 – June 22, 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



Enhancing Student Learning Report 2022-2023

**In Review of Board of Education of School District
No. 59 (PRS) Strategic Plan 2020-2024
(Year 3 of 4)**





District Context

School District No. 59 (Peace River South) is located in northeastern British Columbia, and consists of Dawson Creek, Chetwynd, Tumbler Ridge, and Pouce Coupe municipalities along with rural areas spanning from the BC/Alberta border north to the Peace River and west to the Pine Pass. The district has approximately 3600 students, of which 1135 identify as being Indigenous. The district works closely with Sauleau First Nations and West Moberly First Nations, our strong Metis community, and our urban Indigenous population from First Nations across Canada.

In 2020-21, student learning was impacted by a number of factors that created many challenges for the district, the most significant being the pandemic. More challenges were faced in 2021-22 due to the pandemic than compared to the first year of the pandemic.

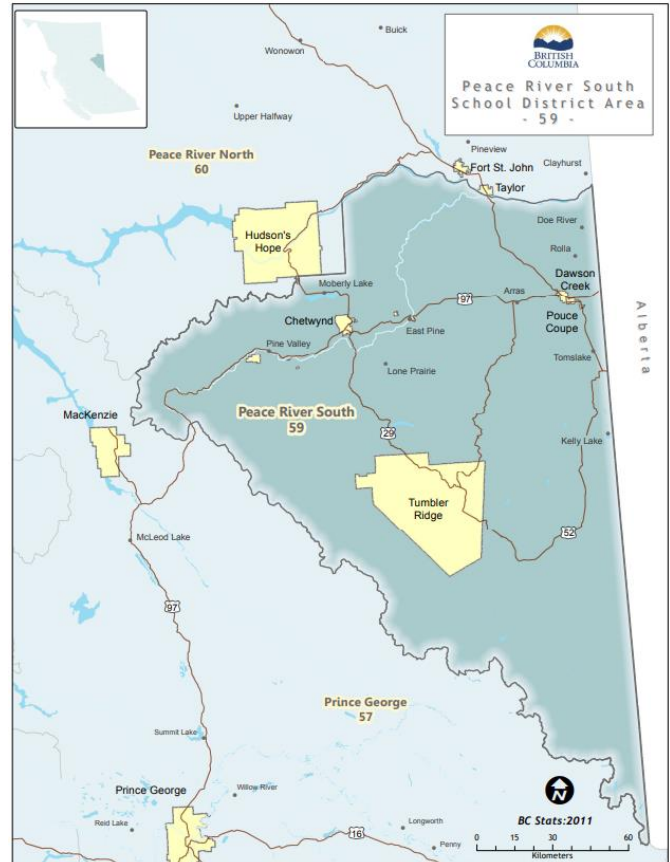
The district started the year with many unfilled positions due to recruitment issues in the north. We hired our largest number of uncertified teachers to date to fill classroom teacher roles. As the year progressed, the district had many situations where positions were posted and due to the shortage of teachers and teachers on call, the leaves were not filled. This meant there were rotating substitute teachers (who are also not certified) or the principal was called away from their position to take over the teaching of those classrooms.

There were also many Educational Assistant positions that went unfilled throughout the year, this included positions in the Indigenous Education Department. Positions were posted all year with no applications submitted.

Other data that made our strive for equity challenging was student attendance due to the pandemic. On average, **23.93%** of the student population was absent on any given day; mathematically, that means **866** students were not in our schools on any regular school day. This data is even more significant when you factor in non-bus days which typically sees a substantial decrease in the student population across the district. At certain times throughout the year, our student absentee rate topped 35%.

Layering the student absence data on top of the staffing challenges the district faced, (an average of 25 to 30% of our workforce was also away on any given day), the district was constantly being creative to keep schools and classrooms open. The district often did not have TTOC's, TOC's or casual employees to cover the number of vacant positions that were open on a daily basis. These challenges layered together made it hard to have successes and gains consistently through the year.

The district is trying many strategies to overcome some of the recruitment and retention challenges that continually face our district year after year. While the district has had uncertified teachers in the past, the ratio has increased in recent years. Increasing student attendance will be a focus in the coming year that will encompass strategies that involve connecting with families and students to determine barriers and obstacles that are keeping students from attending school.





Current Strategic Plan Priorities

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).



The three areas of focus for the 2020-2024 Strategic Plan are:

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

District Successes

As a result of the Strategic Plan engagement, five key areas of strength in the district were highlighted:

- opportunities for professional development and building capacity
- strong foundational skills in primary literacy
- strong Indigenous Education program striving for equity
- access and availability of supports and resources that allow for differentiation and inclusion
- strong new teacher mentorship program, a leadership academy, and growth in creating a framework for Kindergarten to grade 3 numeracy (which has been implemented and will impact future student achievement in numeracy)

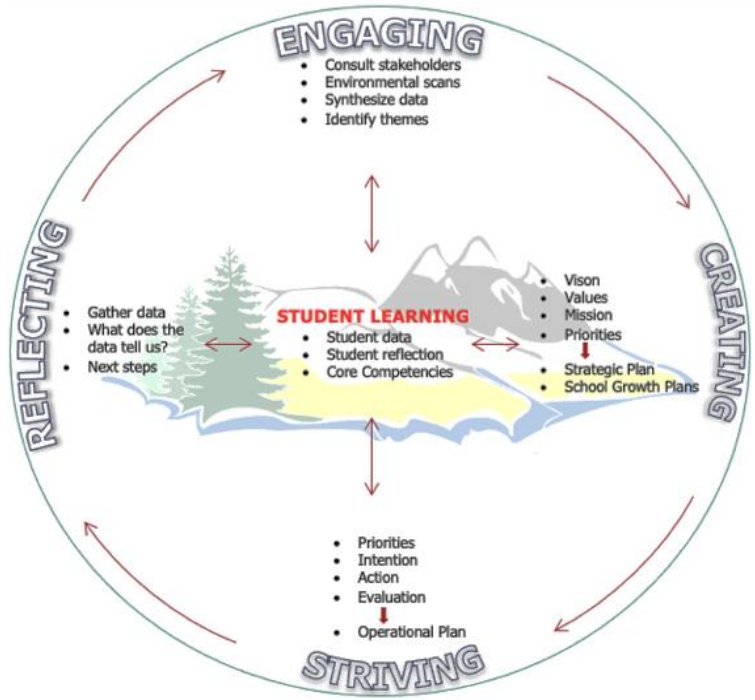
While not focused on as much in this report, the district also had success within Priority 3 – Sustainable Use of Resources. In 2021-22 the following goals were addressed: completed our technology inventory of the district, completed a capacity review of each school, created a Long-Range Facility Plan, continued to plan for infrastructure needs in buildings that are over capacity, and created a multi-year expenditure plan that supports the Strategic Plan and the framework for Enhancing Student Learning. The third cohort of the 18-month leadership program also successfully completed their journey.



Strategic Engagement

To create the Strategic Plan, an environmental scan was done with all employees in the district that allowed them to share their voice in the process. Both Indigenous Education Advisory Councils were included, DPAC, the Board of Education and the principal and vice-principal groups participated as well. In these meetings strength, weaknesses, opportunities, and challenges to learning in SD 59 were voiced and recorded. Themes were then identified, and they become priorities.

Each year, both Indigenous Education Advisory Councils in Chetwynd and Dawson Creek, meet with all principals and coach mentors to look at each school’s data for Indigenous students. With a council member, each school then creates a goal they have identified to work on; each school presents their data back to the council in May of that school year. The goals are linked to the Enhancement Agreement goals. The district has been using this cycle for the last 8 years and it is effective in building relationships of trust and creating change within each school.



Each year, as soon as the Ministry of Education and Child Care produces that year’s “Aboriginal Education – How Are We Doing Report,” it is shared with the Board of Education, the principals and vice-principals, both Indigenous Education advisory councils, and the Indigenous Education department. Principals also use this data, when working with staff to create their school growth plans.

Student Performance Data Analysis & Interpretation

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

As you can see in the following graphs, we have had a substantial drop in our Grade 4 FSA results, which are currently our grade 5’s. We will use a response to intervention approach through our intermediate literacy Professional Learning Community (PLC), and our Learning Resource teachers to address what gaps the current grade 5’s have that are affecting their reading. Assessment will be done on sight words, fluency and comprehension to provide the right intervention.



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

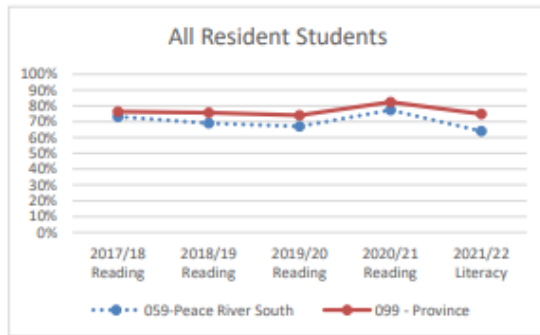


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

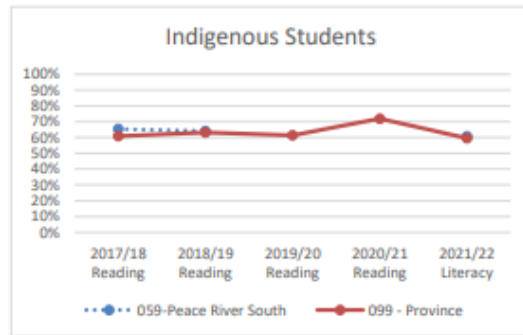


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

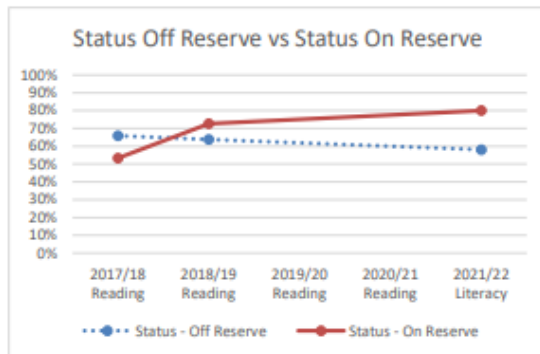


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

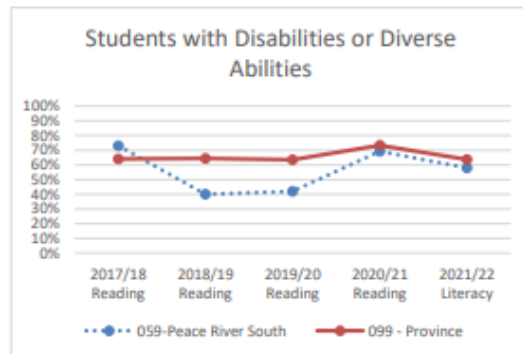


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

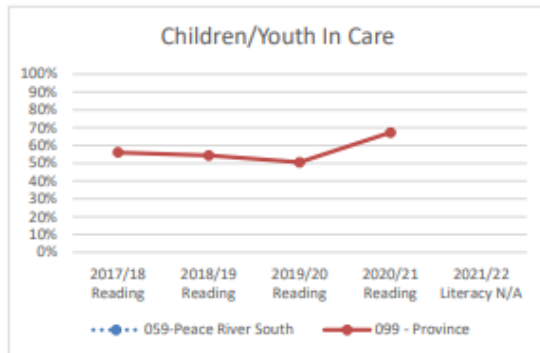


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

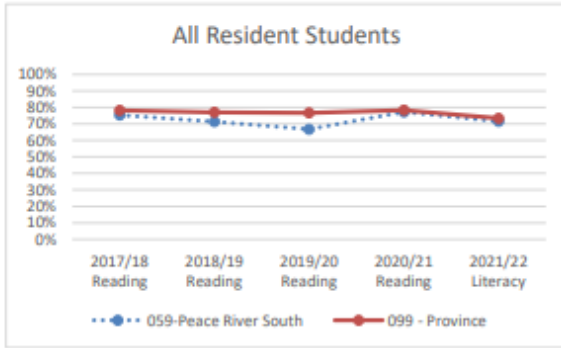


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

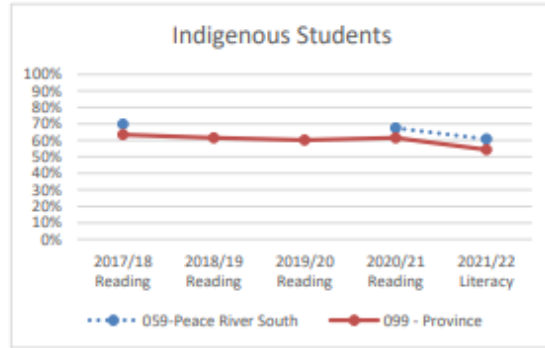


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

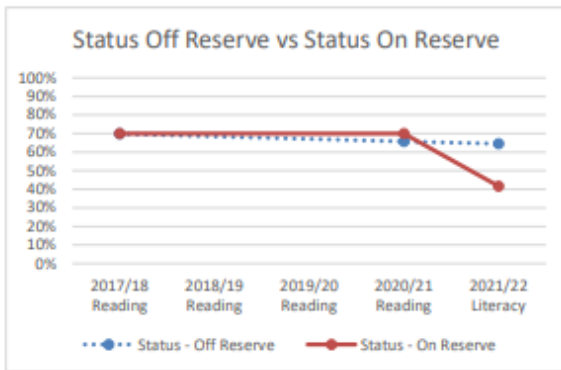


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

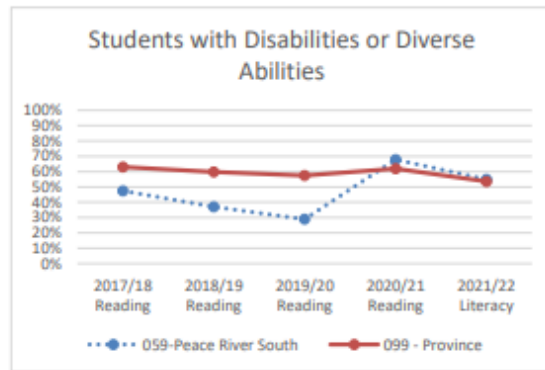


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

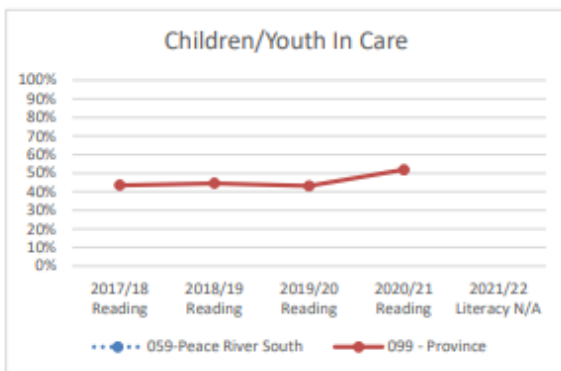


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

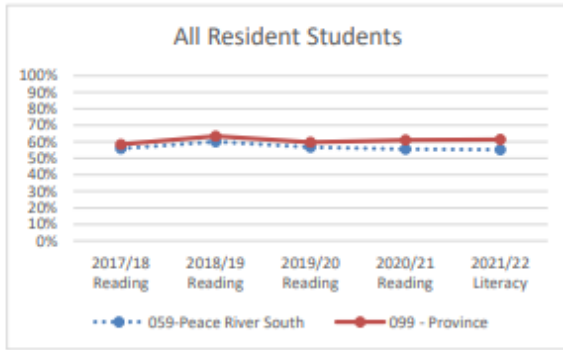


Figure 11: FSA Grade 4 Reading - All Resident Students

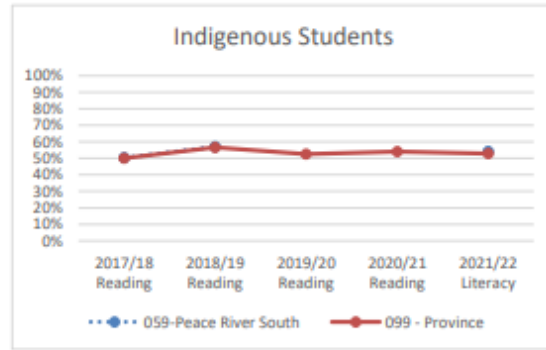


Figure 12: FSA Grade 4 Reading - Indigenous Students

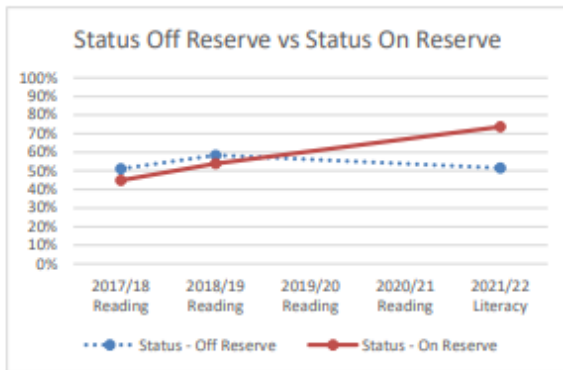


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

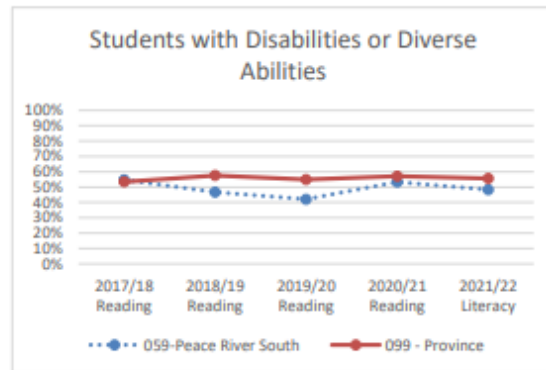


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

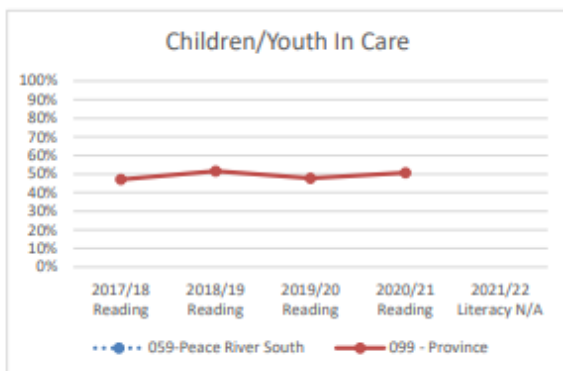


Figure 15: FSA Grade 4 Reading - Children/Youth In Care



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

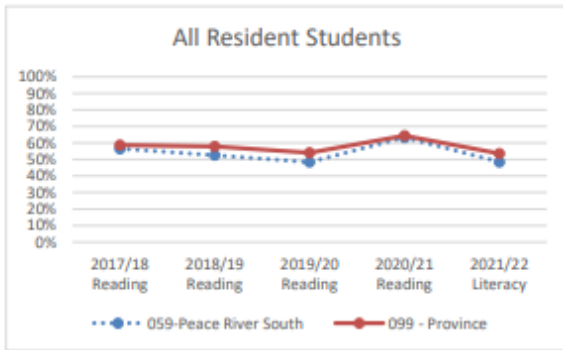


Figure 16: FSA Grade 7 Reading - All Resident Students

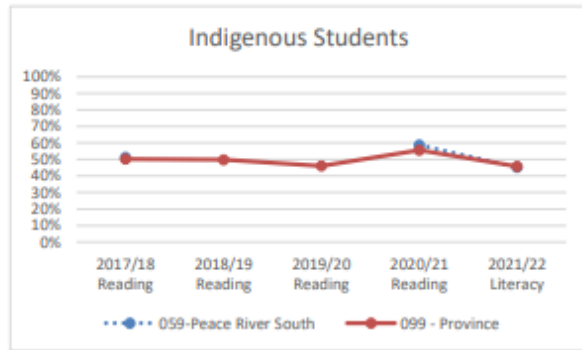


Figure 17: FSA Grade 7 Reading - Indigenous Students

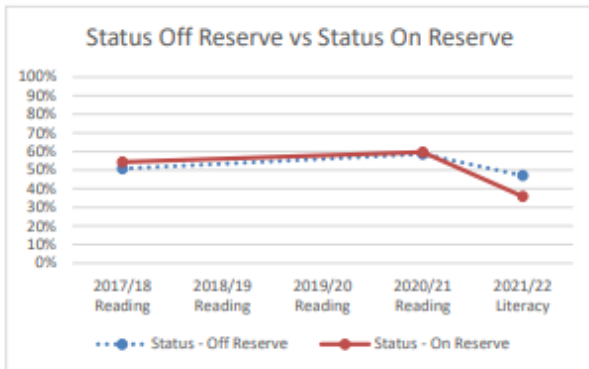


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

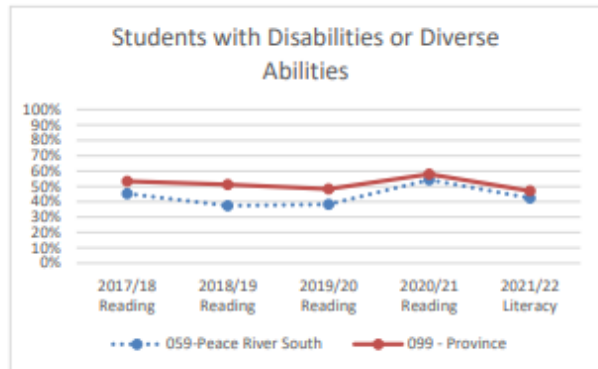


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

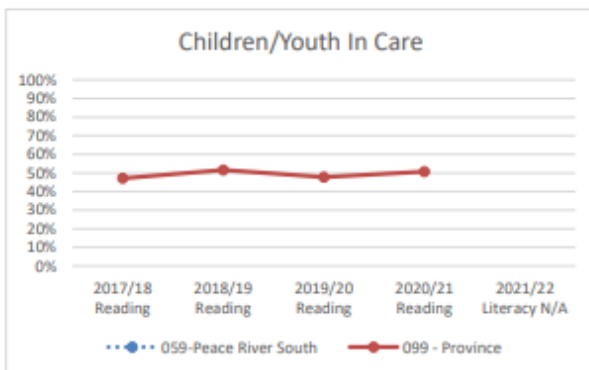
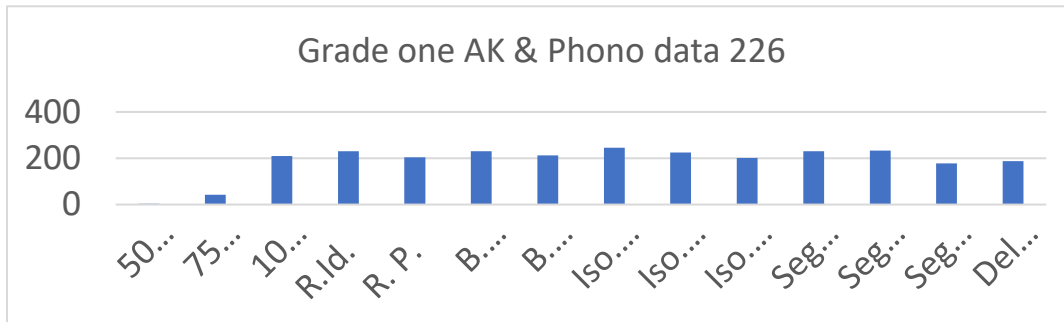
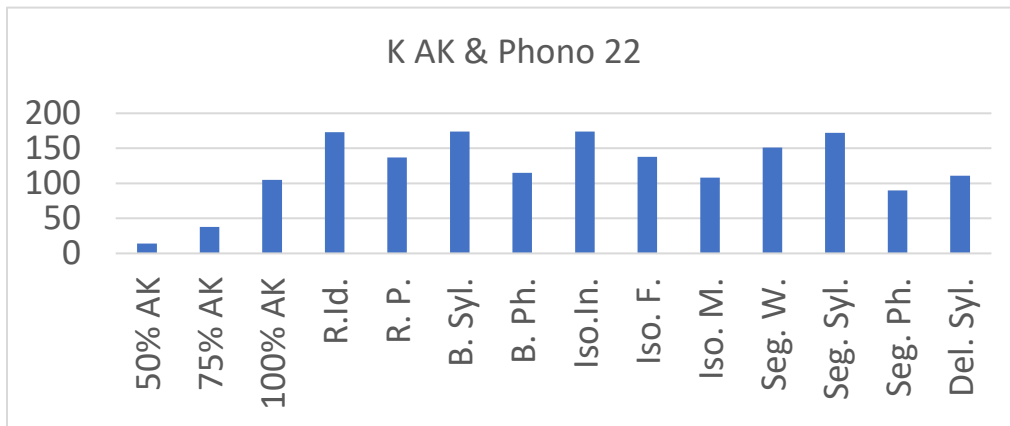


Figure 20: Grade 7 Reading - Children/Youth In Care

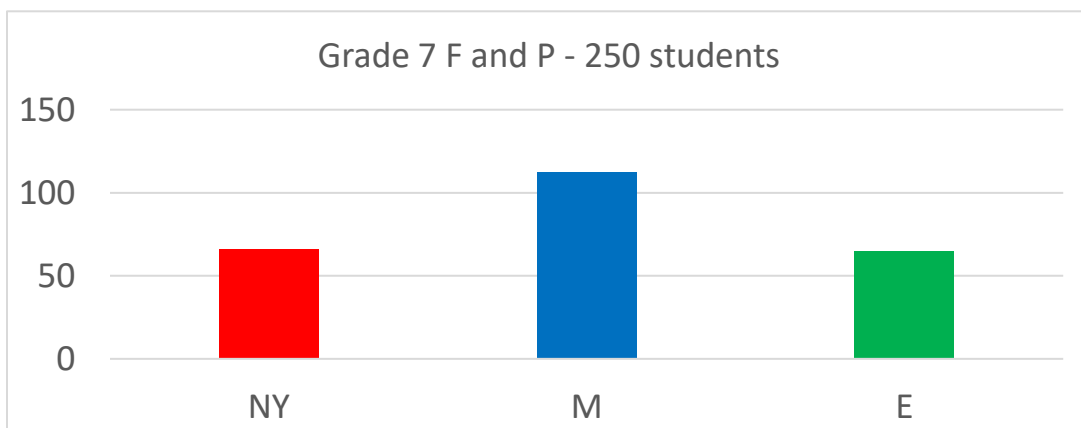
Decreases were identified in every area last year, except for the Grade 7 FSA's. They continue to be in-line with provincial results. The rest of our data seems to correlate with our absence data of last year where 20 to 30% of the student population was absent each day. The district is re-engaging with teachers through our district primary and intermediate literacy programs. The data will be reviewed through a response to intervention approach to determine what intervention struggling reader's need, and then provide strategies to close those skill-based gaps. However, with our in-district data for Kindergarten to grade 3, the district is still on track with previous years.



From Kindergarten to grade 3, data is collected on alphabet knowledge (knowing each letter four ways) and phonological/phonemic awareness skills which are the foundational skills for literacy. The district wide data is presented below.



Another highlight is our in district grade 7 Fountas and Pinnell scores for students meeting or exceeding at grade level as shown below.





Measure 1.2: Grade 10 Literacy Expectations

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

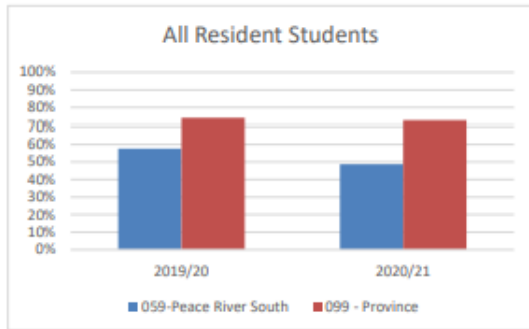


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

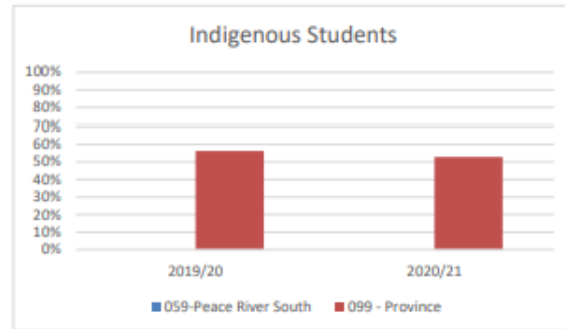


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

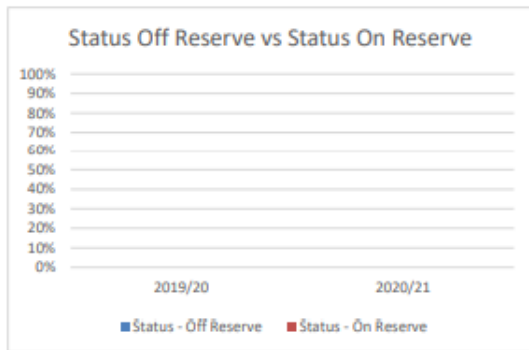


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

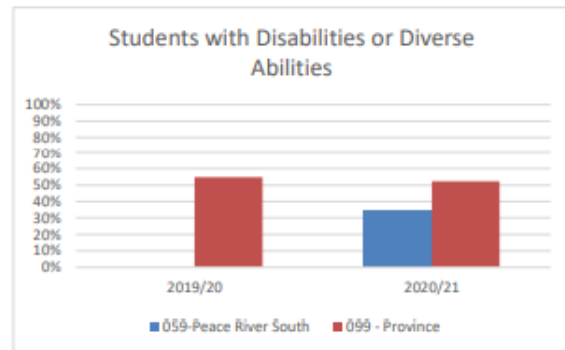


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

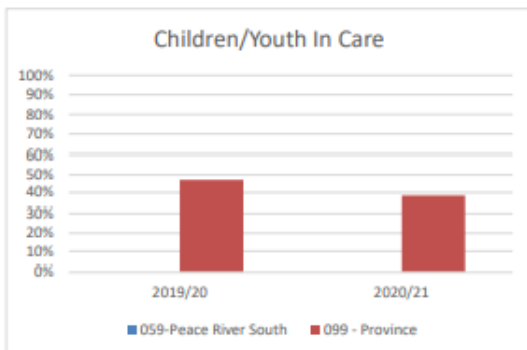


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

For this assessment we would like to see an increase in achievement. Our Learning Resource teachers will work with each high schools' English departments to identify areas that need to be addressed, and to analyze the data to find out what story it is telling. Appropriate interventions will be put in place based on the findings. The district will also be looking at the number of times students have to write the grade 10 literacy assessment and what is happening in-between those times to address any gaps students have.



Educational Outcome 2: Numeracy

Based on our data, numeracy is an area we must continue to work on improving. While the grade 7 students had slight gains, the grade 4's had their lowest on track score in a five-year trend.

Last year, a K-3 Primary Numeracy project was created and piloted on a small group of students in select schools. This year it will expand to all schools. This program is based on the foundational numeracy skills students need to know. Through formative assessment, when a skill is missing there will be a game type intervention to help students close that gap, to further have success in Numeracy.

Last year the district also created a SNAP 8/9 assessment tool that will be introduced to teachers in September. This tool will assist teachers in working with their students on number sense and operations at the middle years level. In the spring of 2023, the first round of data from this group will be collected to establish a baseline at the grade 8 and 9 level. The district is expecting achievement will be shown on the grade 10 numeracy assessment in the next 2 to five years.

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

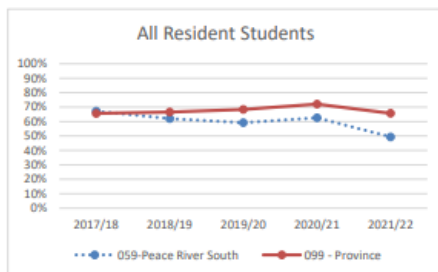


Figure 26: FSA Grade 4 Numeracy - All Resident Students

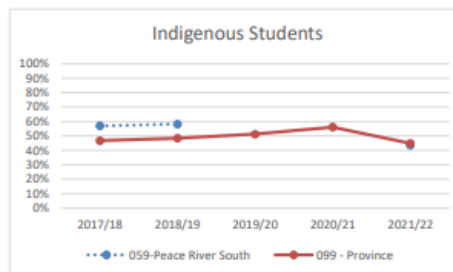


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

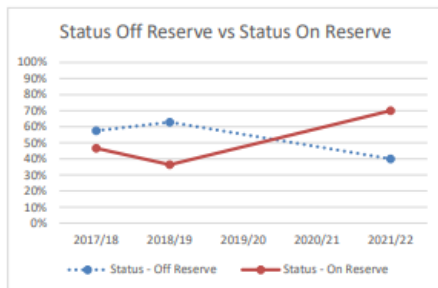


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

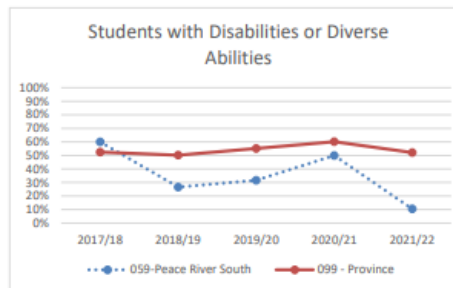


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

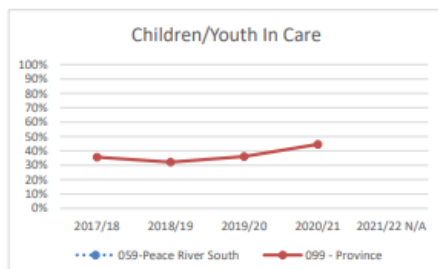


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care



Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

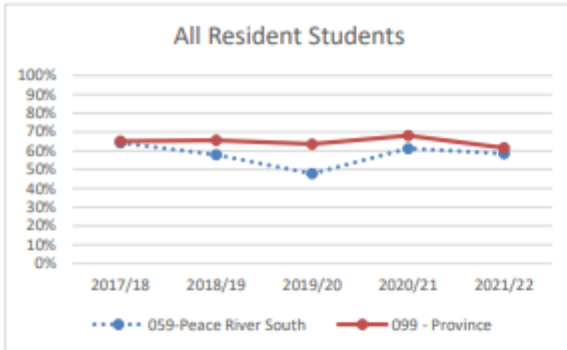


Figure 31: FSA Grade 7 Numeracy - All Resident Students

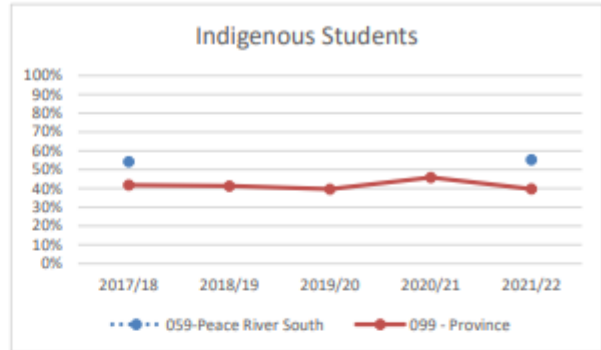


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

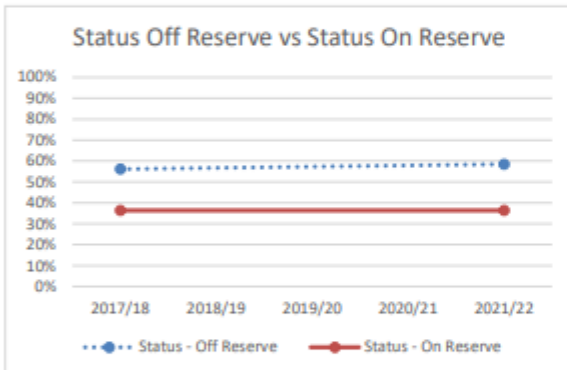


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

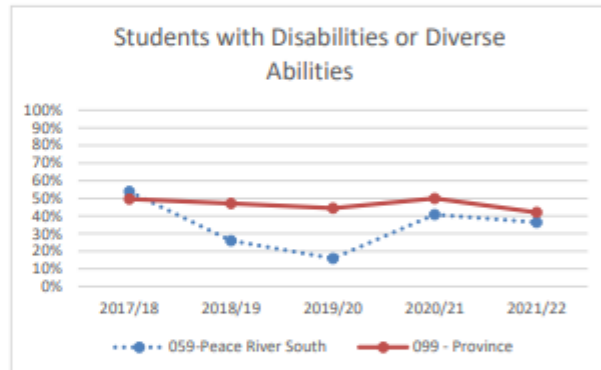


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

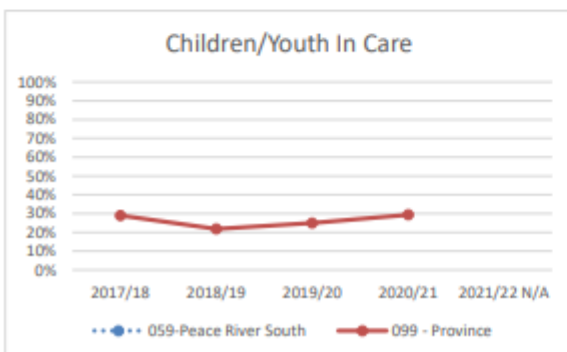


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

In 2021-22, the district had small gains in numeracy at the grade 7 level. Over the last two years, the SNAP assessment was adapted to become more of a formative tool to help guide instruction. The district believes to see more significant increases in numeracy over the next 3 to 5 years.

The district is aware that more work still needs to be done at the grade 4/5 level to determine what skills students are lacking that attributes to declining scores on the Foundational Skills Assessment.



Measure 2.2: Grade 10 Numeracy Expectations

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

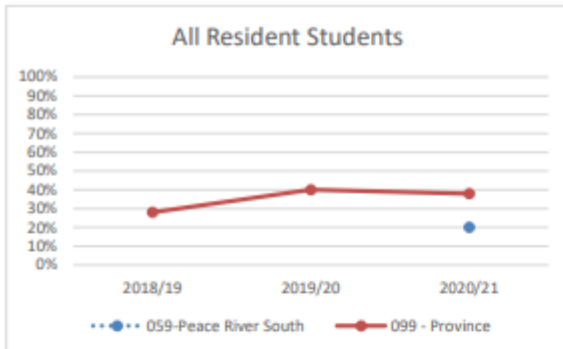


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

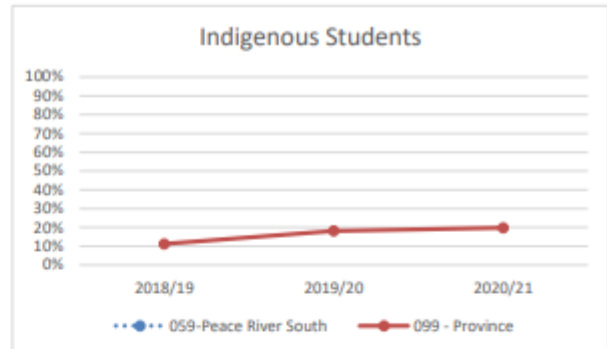


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

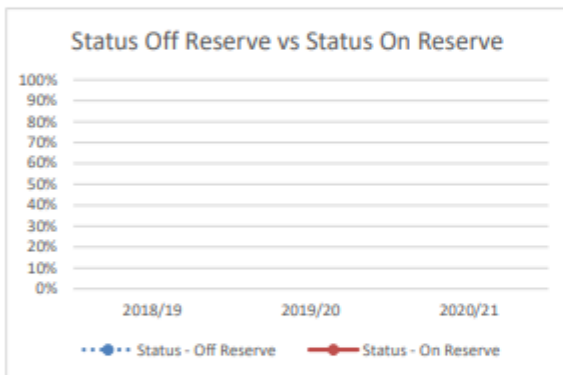


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

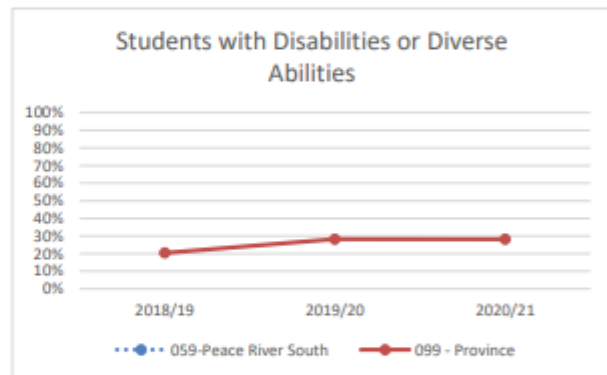


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

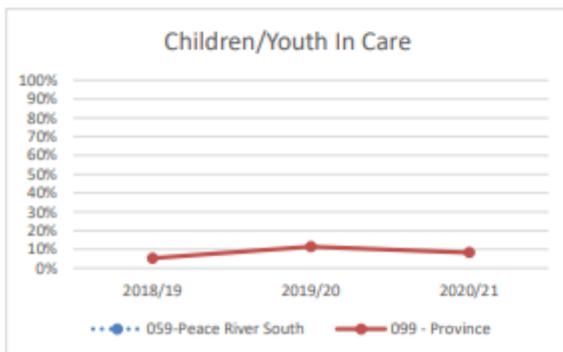


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

In this area our data is masked, and/or significantly below the province. We are anticipating that our collection of SNAP data in grades 8 and 9 this year will provide information to determine what specific skills need to be taught in a response to intervention model so that more students are having success on the Numeracy 10 assessment.



Measure 2.3: Grade to Grade Transitions

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

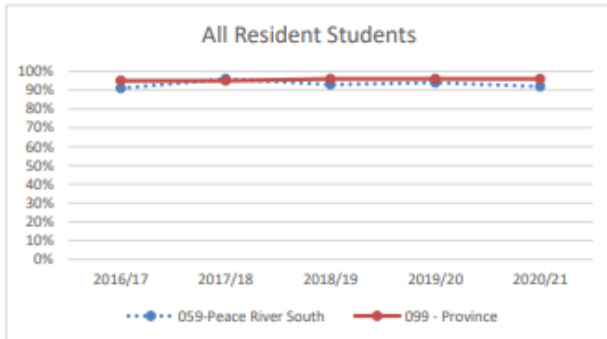


Figure 41: Transition Grade 10 to 11 - All Resident Students

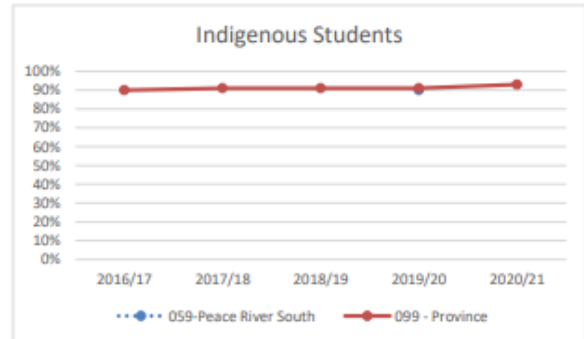


Figure 42: Transition Grade 10 to 11 - Indigenous Students

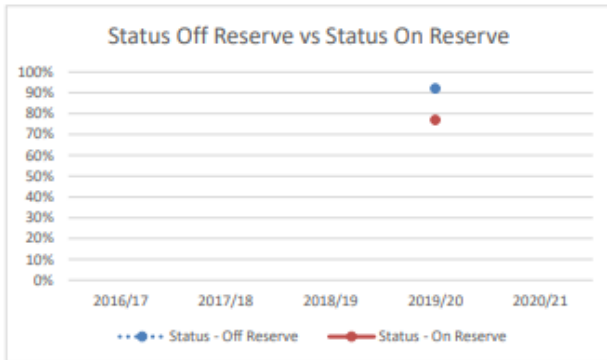


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

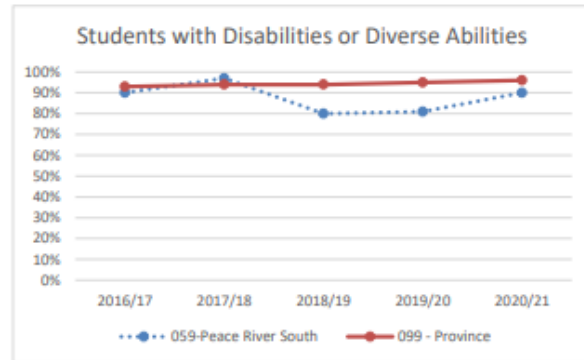


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

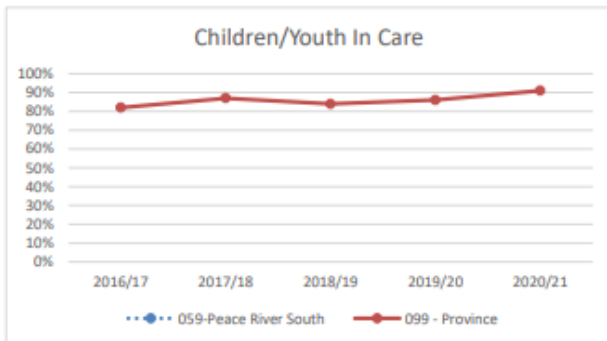


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care



Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

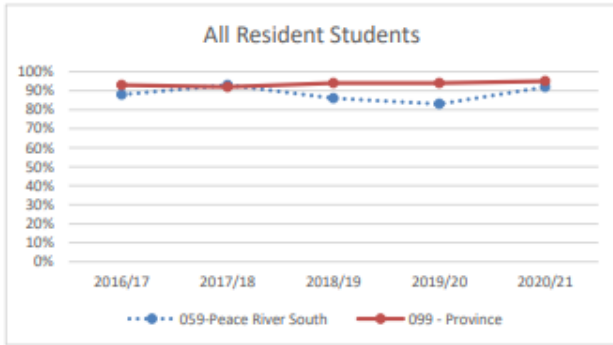


Figure 46: Transition Grade 11 to 12 - All Resident Students

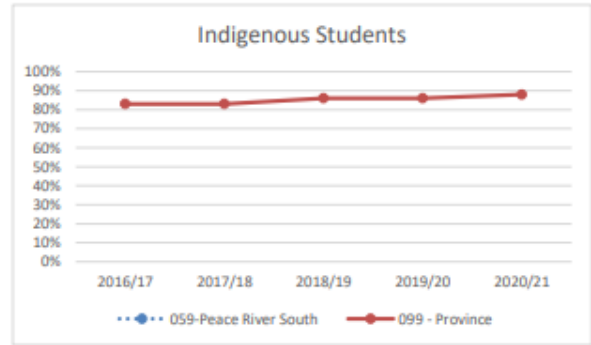


Figure 47: Transition Grade 11 to 12 - Indigenous Students

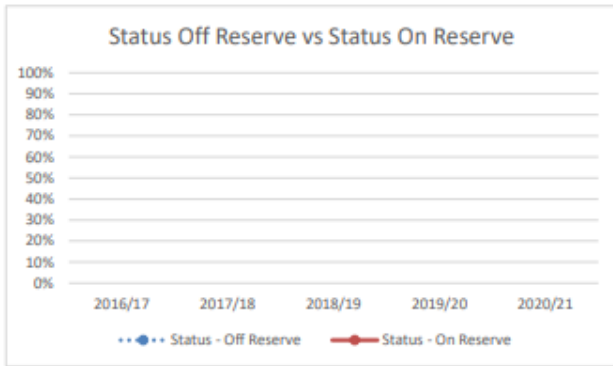


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

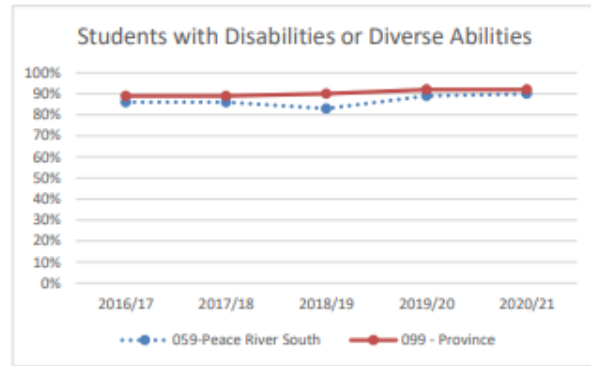


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

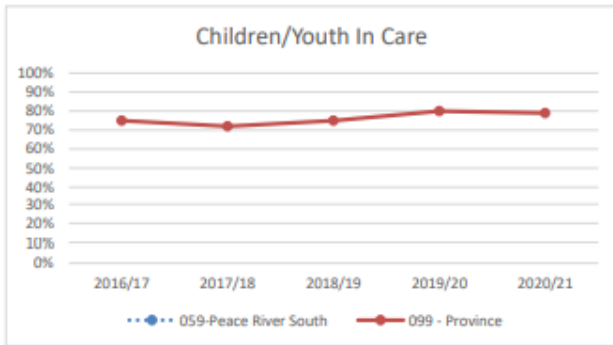


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

There is relative consistency across the grades for transitions from grade-to-grade for students in grades 1 through grade 8 with regular transitions in the mid-90s% to high 90s%. Percentages less than 100% often represent students who have left the district.

The grade-to-grade regular transitions in grades 9, 10 and 11 dropped slightly below this average:

- Grade 9s - 90%,
- Grade 10s - 88%
- Grade 11s - 86%

In addition, the transition rate for grades 8-10 are trending downwards.



The district will look at specific transition planning for these grades through School-Based Teams and by specific intentional planning for students transitioning between schools, especially in the transition to high school. Within the grade-to-grade transitions, the district needs to continue to focus on supporting our Indigenous students by working with them to set meaningful academic goals, collaborating with classroom teachers to create class profiles and through building relationships so each student can identify a minimum two adults in school who care about them. In addition, when a grade-to-grade transition involves changing schools, the district will work to establish connections between students and adults in the next building through specific transition planning.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

This is a measure where the district is falling below the provincial average. Although sense of belonging in school is on the decline across the province, our data shows that less than 50% of our students feel a strong sense of belonging in their schools.

Student Learning Survey (SLS) - Feel Welcome

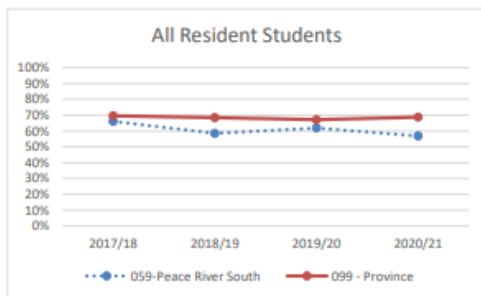


Figure 51: SLS - Feel Welcome - All Resident Students

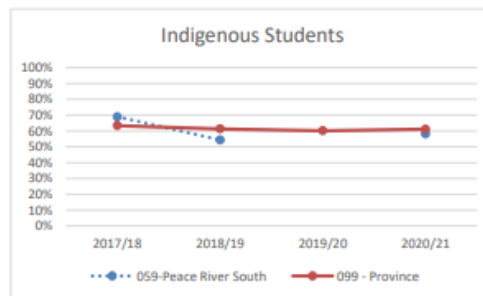


Figure 52: SLS - Feel Welcome - Indigenous Students

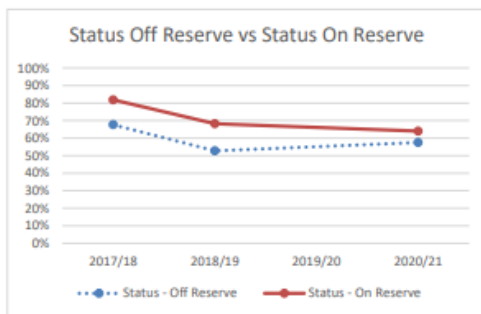


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

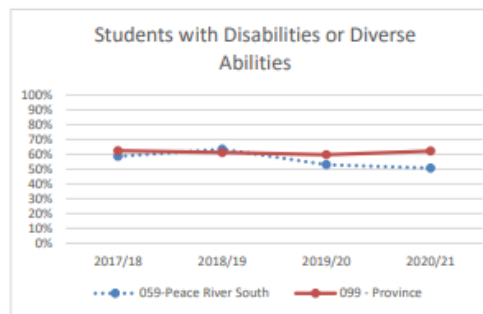


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

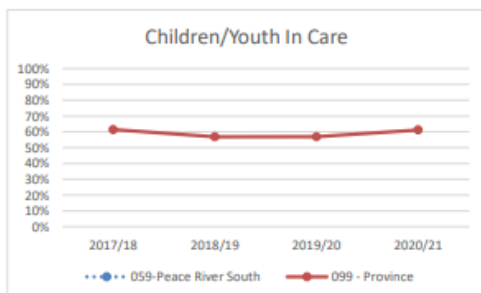


Figure 55: SLS - Feel Welcome - Children/Youth In Care



Student Learning Survey (SLS) - Feel Safe

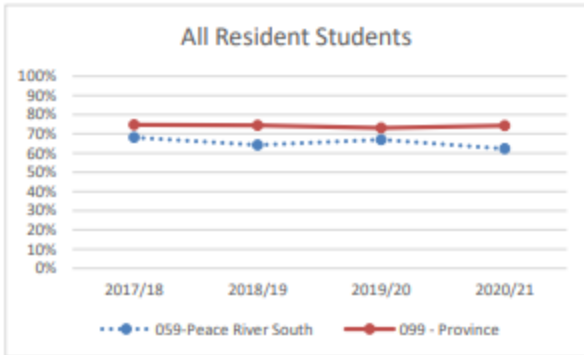


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

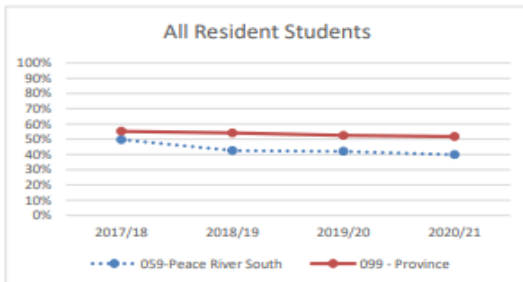


Figure 57: SLS - School Belong - All Resident Students

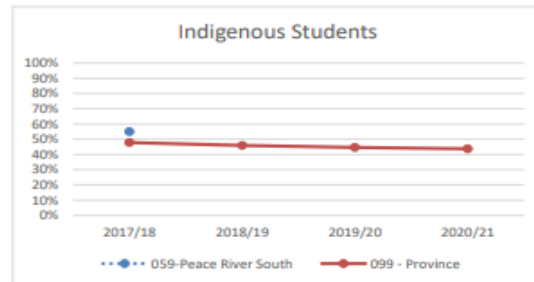


Figure 58: SLS - School Belong - Indigenous Students

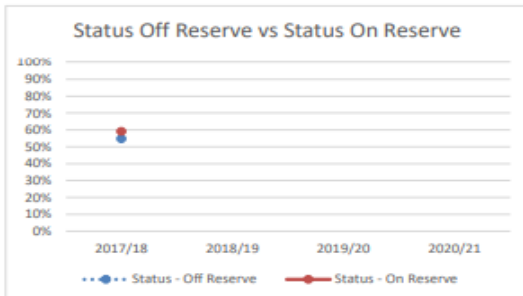


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

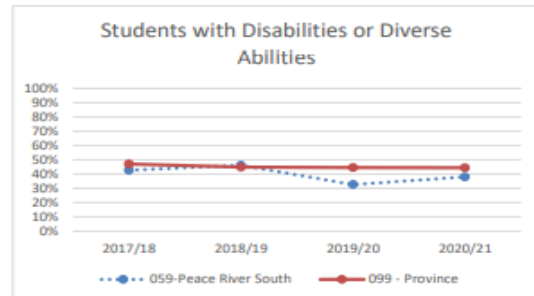


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

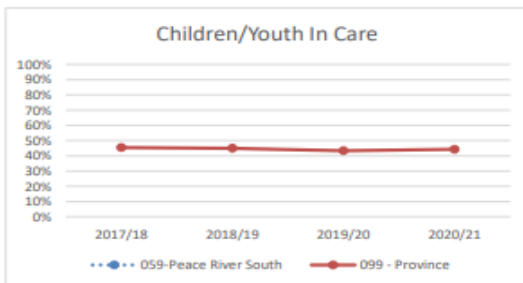


Figure 61: SLS - School Belong - Children/Youth In Care



Measure 3.2: Two or More Adults who Care About Them

Student Learning Survey (SLS) - Adults Care

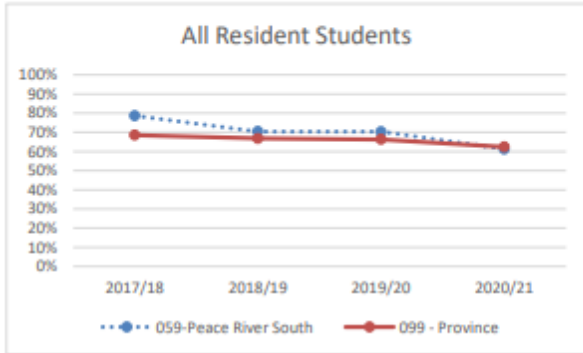


Figure 62: SLS - Adults Care - All Resident Students

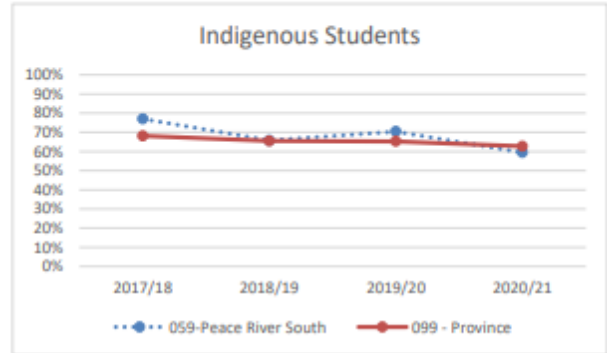


Figure 63: SLS - Adults Care - Indigenous Students

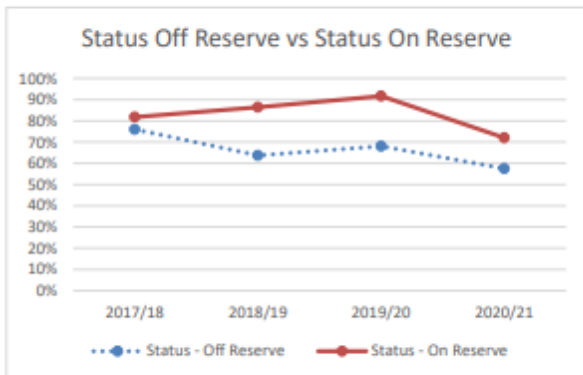


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

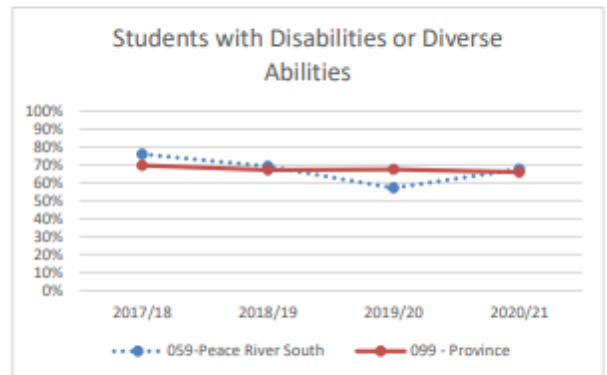


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

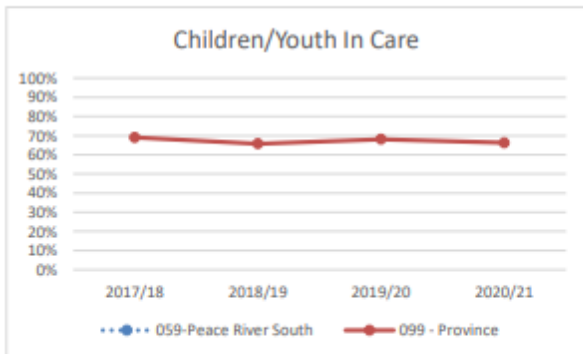


Figure 66: SLS - Adults Care - Children/Youth In Care

The Student Learning Survey question asking students if they have two or more adults who care about them in the school is showing a similar trend to what is being seen provincially. Part of the decline may be due to the frequent staff turnover that is occurring in SD 59. The district has been experiencing a 15 – 20% turnover in teaching staff over the past few years, as well as staff absenteeism (noted above), which may be contributing factors to student’s feelings about adults caring for them.



In 2022-23, the district will be implementing the MDI (Middle Years Development Instrument), and the YDI (Youth Development Instrument) with the intent of gathering more data about these two specific age groups. The MDI will be surveying grade 6 and 8 students, while the YDI focusses on those students in grade 11. Additionally, SD 59 will be taking part in the McCreary 2023 BC Adolescent Health Survey (BC AHS). Again, the district hopes to gather insights into which areas of adolescent health need to be prioritized.

Career Development

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

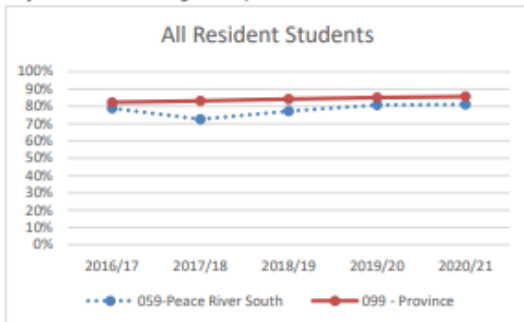


Figure 67: 5 Year Completion Rate - All Resident Students

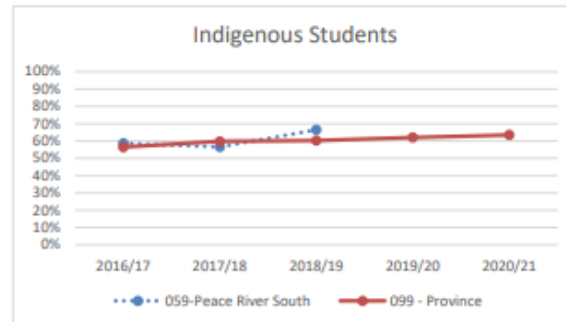


Figure 68: 5 Year Completion Rate - Indigenous Students

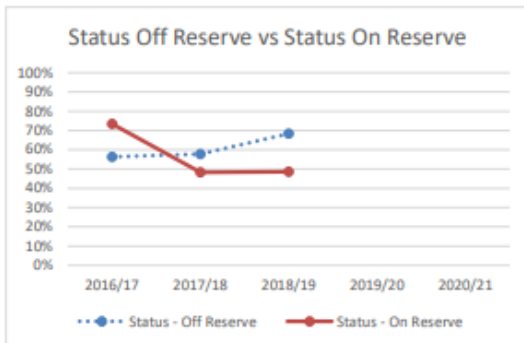


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

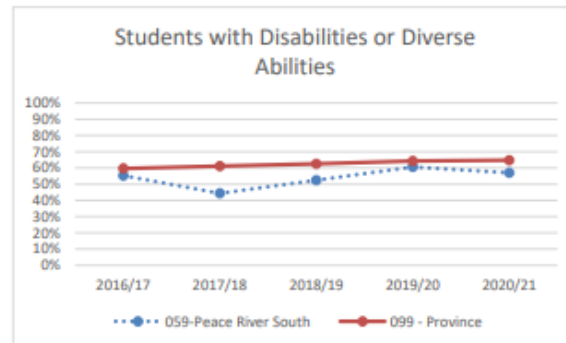


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

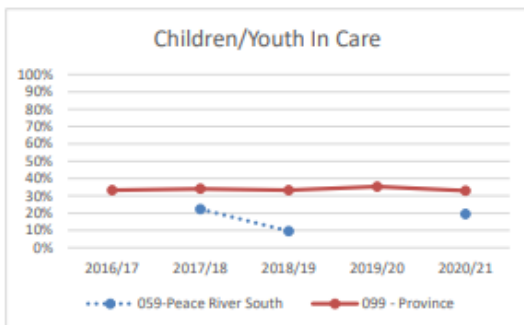
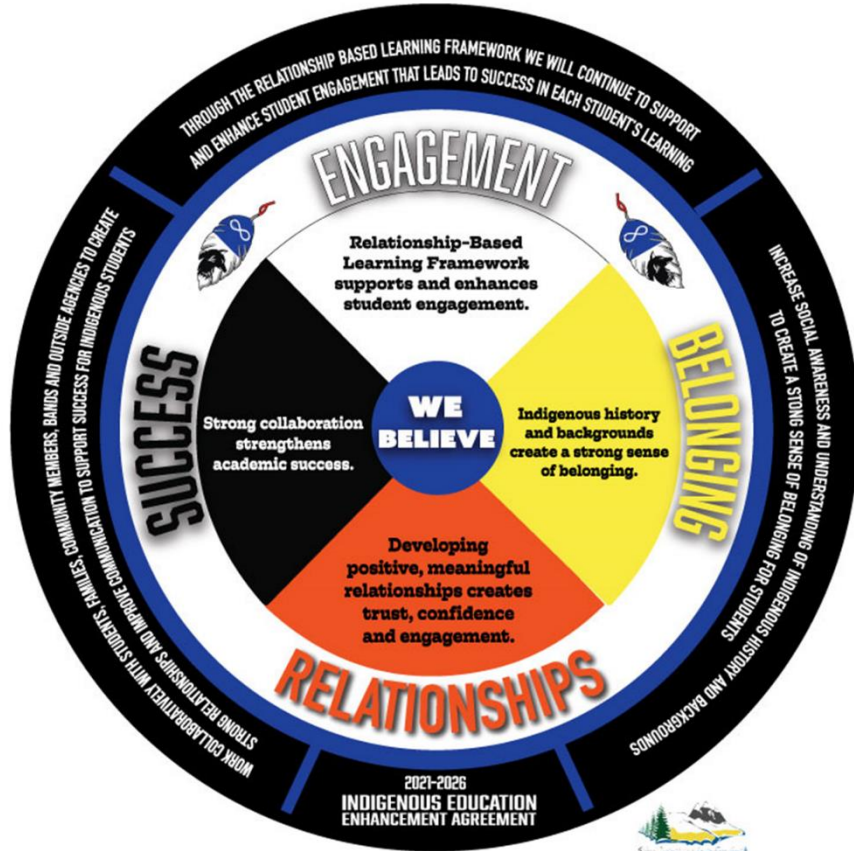


Figure 71: 5 Year Completion Rate - Children/Youth In Care



While School District No. 59 (Peace River South) was pleased to see an improvement in the 5-year graduation rate over the previous 3 years, from 73% to 81%, our rates still fall a few points short of the provincial average and did not improve in the 2021-22 school year. The gap between the results for all students and the results for Indigenous students increased in 2021-22, which indicates that the district needs to continue to focus efforts in supporting Indigenous students to graduation. The district has identified that grade and grad coaching for Indigenous students makes a difference in these rates; therefore, the district is committed to continue to support students in this area. Additionally, our improved use of data to identify students at risk of not graduating is allowing for earlier timely interventions. As mentioned above, student absenteeism is having an impact on overall success rates for both Indigenous and non-Indigenous students.





Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

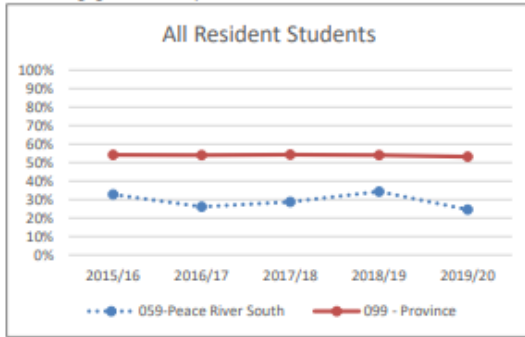


Figure 72: Post-Secondary Institute Transition - All Resident Students

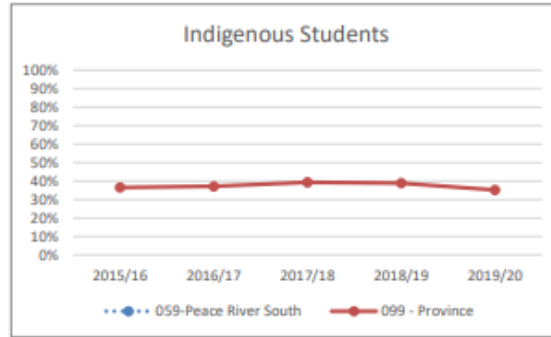


Figure 73: Post-Secondary Institute Transition - Indigenous Students

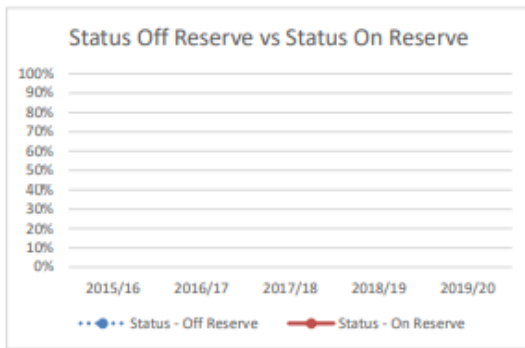


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

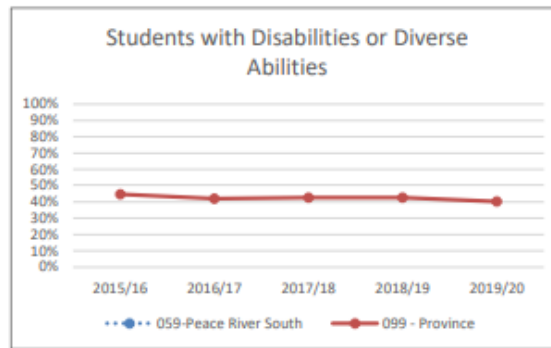


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

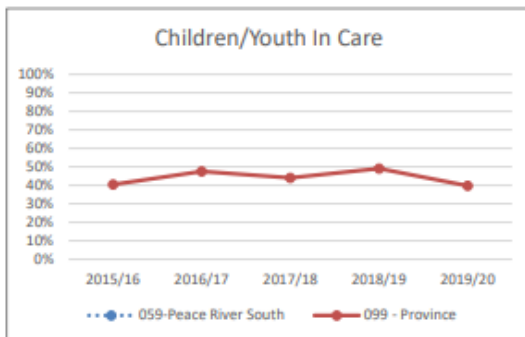


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care



Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

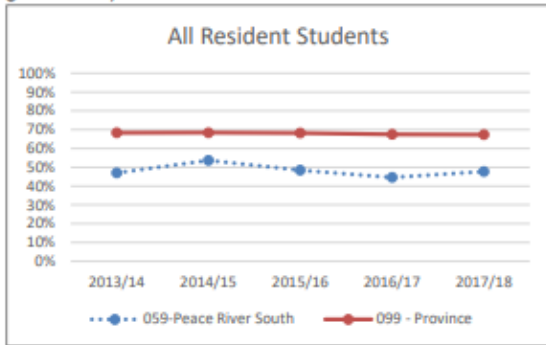


Figure 77: Post-Secondary Institute Transition - All Resident Students

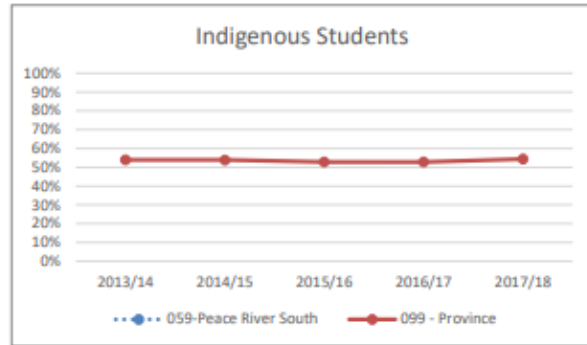


Figure 78: Post-Secondary Institute Transition - Indigenous Students

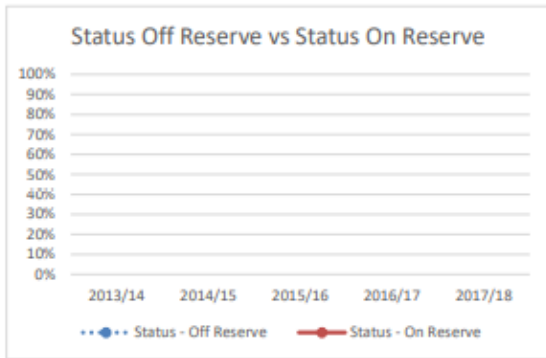


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

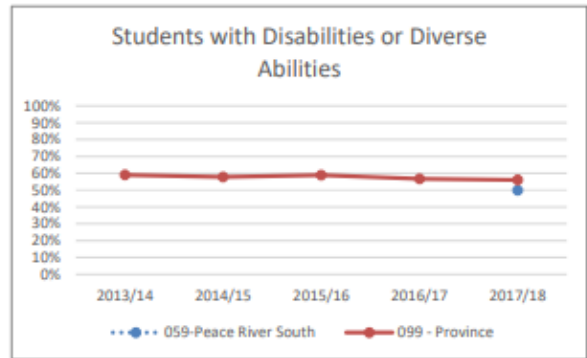


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

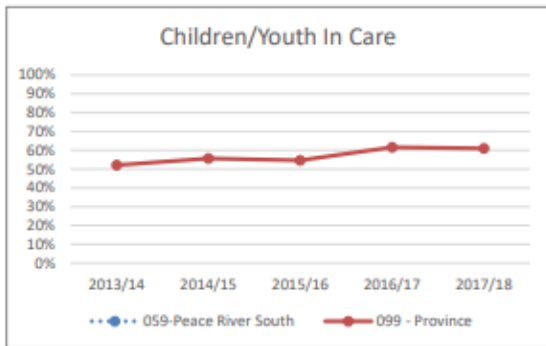


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

School District No. 59 appears to have a much lower percentage of students transitioning to post-secondary institutions than the provincial average (25% district average versus 54% provincial average transition within 1 year; 48% vs 68% respectively within 3 years). However, SD 59’s close proximity to the Alberta border, the distance from most of the major post-secondary institutions in British Columbia, and anecdotal information suggests that a large number of our students are heading to post-secondary institutions in Alberta. In the transition at the end of the 2021-2022 school year, 40 students were confirmed to have transitioned to post-secondary institutions in Alberta. This puts the transition to post-secondary rate at closer to 45%. Additionally, several students complete dual credit trades and vocational programs with Northern Lights College, while still in their grade 12 year. This is an additional 20 to 30 students each year who transition to post-secondary who may not be counted in the Ministry’s data.



One item to note regarding a dip in the transition rate to post-secondary is that during the COVID-19 pandemic, many post-secondary institutions chose to go online or switch to a hybrid model. For students and for families, the uncertainty over the method of course delivery may have led to a decline in student transitions. Anecdotally, counselors and career education teachers are noticing that there is increased uncertainty in students and more students are reluctant to make career or post-secondary decisions over the last two years.

Existing and/or Emerging Areas of Need

While equity used to be an area of strength for the district, the data is showing that there is an equity gap which the district is relating to recruitment and retention factors and attendance of both students and staff due to the pandemic.

Working with our senior administrative team and our principals and vice-principals, a district wide initiative will be implemented that will focus on connecting with families to help them re-engage with the school system and understand what the barriers they may be facing and to determine how the district can assist in overcoming the identified barriers. This connection should also help address attendance issues. Staffing positions for student outreach have been created to connect with students and families to goal set and plan on re-connecting to school.

Children and Youth in Care (CYIC)

When reflecting on the data for the different measures in the SD 59 FESL, one of the areas the district prioritizes in its Strategic Plan is supporting Children and Youth in Care (CYIC). The following data reflections is for students who have been identified to SD 59 as in care by the Ministry of Children and Families as of the 2021/2022 school year.

District wide data is reflective of the small number of CYIC in SD 59. As a result, there is limited unmasked data on CYIC in SD 59 so much of the data referenced below is collected at a school level. Although it is important to keep in mind that this data reflects a small group of students, when connecting the school data with the measures identified in the SD 59 FESL, key themes immerge.

CYIC K-7 themes:

- The majority of CYIC in grades 4 and 7 were on-track or extending in the FSA Literacy assessment during 2021/2022.
- Half of CYIC in grades 4 and 7 were not yet meeting or approaching expectations in the FSA numeracy assessment during 2021/2022.
- The majority of CYIC are approaching or meeting all grade level outcomes
- All K-7 students in care are completing grade to grade transitions on time

A particular area of concern within the CYIC K-7 data is the numeracy data which is reflective of the district's overall data. Based on district data, numeracy is an area that needs improvement. The expansion of the K-3 Primary Numeracy project, as mentioned earlier in this report, will also support our CYIC. This program is based on the foundational numeracy skills students need to know. Through formative assessment, when a skill is missing there will be a game type intervention to help students close that gap, to further have success in numeracy.

CYIC 8-12 themes:

- The majority of CYIC in grades 8-12 have more than 20 absences
- The majority of CYIC in grades 8-9 are not consistently meeting grade level outcomes
- Half of CYIC in grades 10-12 are considered on track to graduate (have sufficient credits)
- Overall, grade-to-grade transitions decline in grades 8-12.

Areas of concern for CYIC in grades 8-12 include: number of absences, grade-to-grade transitions and the number of students not meeting grade level outcomes or not on track to graduate. There is also a large difference between the overall success with K-7 CYIC and the 8-12 students. The district will take the following steps to address these concerns:



- Review the current Children in Care planning document and create a document that address the needs of our grade 8-12 CYIC
- Create targeted action plans with the district’s middle school and high schools for our CYIC in 8-12 including:
 - Use the School Based Team to collect and monitor data on CYIC
- Establish and implement regular process for reviewing progress of CYIC through School-Based Team including:
 - Monitoring academic progress and implementing supports
 - Establishing regular check-ins with students and their support systems
 - Monitoring attendance and implementing supports

Students with Diversabilities/Disabilities (SWD)

When reflecting on the data for the different measures in the SD 59 FESL, one of the areas the district prioritizes in its Strategic Plan is supporting Students with Diversabilities/Disabilities (SWD). The following data reflects students in all designations as of the 2021/2022 school year. When looking at the variety of measures in the FESL, a number of themes for SWD emerged:

- District Foundational Skills Assessment (FSA) literacy data reflected provincial FSA literacy data for SWD in both grades 4 and 7 with a slight decrease in the number of students meeting or exceeding expectations
- The number of SWD meeting or exceeding expectations on the grade 4 FSA Numeracy assessment was significantly lower than the province at 10%
- The number of SWD meeting or exceeding expectations on the grade 7 FSA Numeracy assessment was similar to the province (40%), but still low at 39%
- Limited data on the grade 10 literacy and numeracy assessments for SWD
- When looking into school-based data on grade-to-grade transitions, most SWD are consistently doing well; however, the data shows that students with learning disabilities and students needing behaviour supports are needing additional supports with grade-to-grade transitions
- The majority of SWD identified that they feel safe in schools and have adults at school who care about them, but struggle with feeling like they belong

Adjustments and Adaptations

The district will take the following steps to address the above-mentioned areas:

- The use of the inclusive and competency-based individual education plan (ICBIEP) on MyEducation BC will now be expanded to all elementary schools with the expansion continuing to grade 8-12 in 2023.
- The ICBIEP meaningfully incorporates student and family voice. It also allows for teachers to focus on curricular competencies for literacy and numeracy.
- In the past school year, the district trained 25 “train-the-trainers” in the 3 Block Model of Universal Design for Learning with Dr. Jennifer Katz. These trainers will continue to work with Dr. Katz this year, as well as, working with teachers in their own schools to differentiate instruction to support all learners.
- Review the impact of the essential supports and interventions for literacy and numeracy for SWD. Essential supports for SWD K-7 will now be listed in MY ED
- The expansion of the Primary Numeracy Project as well as the SNAP 8/9 will provide tier 2 supports in numeracy to all students.

Alignment for Successful Implementation



While the district has encountered a number of obstacles this last year, we are still on track with year 3 of our Strategic Plan, with some adjustments to the timelines in the operational plan. While there were no large gains in student achievement, the district felt it did still have successes and is committed to identifying the opportunities for growth. One key factor is ensuring school growth plans align with the district's Strategic Plan. The district is looking to begin our next steps to create our timeline for developing our new strategic plan in the 2023-24 school year. This will once again consist of an environmental scan of everyone in our district so that their voice is heard.

Conclusion

The district will continue to strive for equity for students so that all opportunities are available to them which correlates to success throughout life. Reviewing and monitoring student achievement data will be an ongoing process to ensure student achievement and equity is tracked and reported. It is important to implement strategies early to meet the needs of all learners. This year the district will begin steps to create a timeline for developing a new strategic plan in the 2023-24 school year. This will once again consist of an environmental scan that includes all employee groups, parents, students, and community stakeholders to ensure all voices are heard and to identify over-arching themes.

LINKS

- **Strategic Plan**
<https://www.sd59.bc.ca/sites/default/files/2021-03/Strategic%20Plan-2020-2024-FINAL.pdf>
- **Operational Plan**
<https://www.sd59.bc.ca/sites/default/files/2021-03/Operational%20Plan%202020-2024%20Final.pdf>
- **Enhancement Agreement**
<https://www.sd59.bc.ca/sites/default/files/2021-10/Indigenous%20Education%20Enhancement%20Agreement-2021-2026.pdf>
- **Previous Framework for Enhancing Student Learning**
https://www.sd59.bc.ca/sites/default/files/2021-09/Framework%20For%20Enhanced%20Student%20Learning-2021_1.pdf
- **Local LEA's with Saulteau First Nations and West Moberly First Nations**
<https://www.sd59.bc.ca/sites/default/files/2022-04/LEA-Saulteau-2020-25-SIGNED.pdf>
<https://www.sd59.bc.ca/sites/default/files/2022-04/LEA-WestMoberly-2020-25-SIGNED.pdf>
- **Long Range Facility Plan-DRAFT**
<https://www.sd59.bc.ca/sites/default/files/2022-09/Long%20Range%20Facility%20Plan-DRAFT.pdf>



School District No.59 (Peace River South)

October 11, 2022

To: Board of Education of SD59

From: Jan Proulx, Director of Instruction

Agenda Item 5.3: Amended 2022-23 School Calendar – Addition of federal holiday in observance of the National Day of Mourning on September 19, 2022

On September 13, 2022, Premier John Horgan announced that British Columbia would follow the lead of the federal government and join with other provinces in observing the National Day of Mourning on September 19, 2022 to commemorate the funeral of Queen Elizabeth II. In this announcement, Premier Horgan included that all public K–12 schools across the province would be closed that day which was confirmed by the Ministry of Education and Child Care on September 16, 2022.

On October 5, 2022, the Ministry of Education and Child Care made the decision to amend the School Calendar Regulation to reduce the number of hours of instruction by five hours for the 2022-23 school year. This amendment was to accommodate the closure of schools on September 19, 2022, for the National Day of Mourning to mark the passing of Queen Elizabeth II.

Please note, that while the school board is required to amend its school calendar, the Ministry of Education and Child Care will be waiving the consultation requirements for the amendment. As such, boards will not be required to make the amendment publicly available prior to taking effect, and the amendment can be effective retroactively.

School District No. 59 has amended the 2022-2023 calendar to reflect the addition of the National Day of Mourning on September 19, 2022 and the reduction of the minimum hours of instruction by 5 hours. This change reduces the required hours of instruction to a minimum of 873 hours for elementary schools and 947 hours for secondary schools. There is no impact to the daily instructional hours for schools in School District 59 which remain at 4 hours 56 minutes per day for elementary schools and for 5 hours 21 minutes per day for secondary schools.

I recommend the 2022-23 School Calendar be adopted as amended.

Jan Proulx
Director of Instruction

SD59 2022/23 Final Enrollments (FTE's)

School	Prelim. Budget	Sep-22	Change	Sep-21	Sep-22	Change
Canalta	232.0	267.0	35.0	236.0	267.0	31.0
Chetwynd Secondary	276.0	268.1	(7.9)	276.0	268.1	(7.9)
Crescent Park	230.0	256.0	26.0	237.0	256.0	19.0
Devereaux	89.0	86.0	(3.0)	92.0	86.0	(6.0)
Don Titus	120.0	124.0	4.0	122.0	124.0	2.0
Ecole Frank Ross	478.0	466.0	(12.0)	479.0	466.0	(13.0)
Distributed Learning & Kelly Lake	81.0	89.0	8.0	95.0	89.0	(6.0)
Little Prairie	217.0	217.0	0.0	221.0	217.0	(4.0)
McLeod	60.0	66.0	6.0	60.0	66.0	6.0
Moberly Lake	32.0	33.0	1.0	37.0	33.0	(4.0)
Parkland	63.0	61.0	(2.0)	64.0	61.0	(3.0)
Peace View School	32.0	32.0	0.0	27.0	32.0	5.0
Pouce Coupe	116.0	114.0	(2.0)	112.0	114.0	2.0
South Peace Elementary	33.0	33.0	0.0	32.0	33.0	1.0
Dawson Creek Secondary	988.0	985.6	(2.4)	1,007.0	985.6	(21.4)
Tremblay	154.0	153.0	(1.0)	150.0	153.0	3.0
Tumbler Ridge Elementary	206.0	216.0	10.0	192.0	216.0	24.0
Tumbler Ridge Secondary	154.0	160.0	6.0	165.1	160.0	(5.1)
Windrem	63.0	70.0	7.0	68.0	70.0	2.0
District	31.0	0.0	(31.0)	0.0	0.0	0.0
Total FTE	3655.00	3696.75	41.8	3672.06	3696.75	24.7

SUMMARY:

Elementary	2,125.0	2,194.0	69.0	2,129.0	2,194.0	65.0
Secondary	1,418.0	1,413.8	(4.3)	1,448.1	1,413.8	(34.3)
Distributed Learning & Kelly Lake	81.0	89.0	8.0	95.0	89.0	(6.0)
District School	31.0	0.0	(31.0)	0.0	0.0	0.0
Total FTE	3,655.0	3,696.8	41.8	3,672.1	3,696.8	24.7

SUMMARY:

Elementary:

Urban Dawson Creek	1,094.0	1,142.0	48.0	1,102.0	1,142.0	40.0
Rural Dawson Creek	393.0	392.0	(1.0)	387.0	392.0	5.0
Chetwynd Area	432.0	444.0	12.0	448.0	444.0	(4.0)
Tumbler Ridge	206.0	216.0	10.0	192.0	216.0	24.0
	2,125.0	2,194.0	69.0	2,129.0	2,194.0	65.0

Secondary:

Dawson Creek	988.0	985.6	(2.4)	1,007.0	985.6	(21.4)
Chetwynd	276.0	268.1	(7.9)	276.0	268.1	(7.9)
Tumbler Ridge	154.0	160.0	6.0	165.1	160.0	(5.1)
	1,418.0	1,413.8	(4.3)	1,448.1	1,413.8	(34.3)
Distributed Learning & Kelly Lake	81.0	89.0	8.0	95.0	89.0	(6.0)
District School	31.0	0.0	(31.0)	0.0	0.0	0.0

Public Sector Executive Compensation Disclosure Report 2021/22 School District No. 59 (Peace River South)

The Board of Education of School District #59 encourages and adopts practices that enable the district to attract, retain, incent, and reward qualified, high-performing employees, who are critical to the delivery of quality public education programs to students in School District No.59 (Peace River South)

A key component of this approach is the development and maintenance of a framework for executive and exempt staff compensation that is rational, defensible, competitive and able to be effectively administered.

Compensation Philosophy

The Board's compensation philosophy aligns with the statutory system of exempt staff compensation administration in the K-12 public education sector and the British Columbia Public School Employers' Association (BCPSEA) exempt staff compensation management plan (BCPSEA Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.

Compensation mandates/direction adopted by the Public Sector Employers' Council Secretariat (PSEC Secretariat) from time to time are the official policy of BCPSEA and any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

The Board's compensation philosophy is based upon a set of principles that guide development, maintenance and decision-making with respect to salary structures and total compensation packages and programs.

At its core is an integrated view of compensation and rewards — not only traditional, quantifiable elements such as salary and benefits (compensation), but also more intangible elements such as career opportunities, learning and career development, work challenge, and supportive culture (rewards). The total rewards compensation program further integrates with plans that establish the board of education's overall education, business, and human resources strategies and objectives to facilitate the attraction and retention of qualified, experienced, motivated and high-potential employees who are committed to the board's overarching goal of delivering a high quality public education experience to BC students.

Inherent in the compensation philosophy are the following core principles:

- **Performance:** The compensation structure and administration of the structure supports and promotes meaningful career growth and development opportunities, and a performance-based (merit) organizational culture.
- **Differentiation:** Differentiation of compensation is supported where there are differences in the scope of the position within an organization, and/or due to superior individual/team contributions.
- **Accountability:** Compensation decisions are objective and based upon a clear and well documented rationale that demonstrates the appropriate expenditure of public funds.
- **Transparency:** The compensation program is designed, managed, administered, and communicated in a manner that ensures the program is clearly understood by employees and the public while protecting individual personal information.

Labour Market Comparators

Key to the compensation philosophy is the need to maintain a meaningful level of competitiveness with the relevant external labour market. Consistent with industry standards, “labour market” is defined in the BCPSEA sectoral exempt compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*) as:

- The recruitment pool for these employees
- The destination sector for these employees.

The following considerations guide articulation of the relevant labour market:

- Degree of recruitment from these jurisdictions/organizations
- Size of the organization, as size drives the span of control and scope of accountability
- Geographic location
- Transferability of skills
- Comparability of qualifications and experience
- Comparability of authority and consequence of error.

For executive and exempt staff positions in the BC K-12 public education sector, the relevant labour market includes:

1. Other BC school districts (primary labour market)
2. Other BC public sector organizations
3. Other Canadian school districts where relevant (to the extent that BC school districts recruit from and lose employees to these jurisdictions, this segment of the labour market is weighted to Alberta and Ontario (and to a lesser extent, Saskatchewan) consistent with the industry-standard definition of labour market)
4. Selected private sector organizations where relevant.

The Board’s executive and exempt staff salary structure was developed on a total compensation basis, consistent with governance and technical best practice, as part of the BCPSEA Sectoral Exempt Staff Compensation Review Project conducted with the approval of the PSEC Secretariat. This comprehensive market review ensured development of an executive and exempt staff salary structure for each of the province’s 60 public school districts in alignment with each district’s relevant comparator labour market and internal organizational structure. This approach includes:

- Consideration of all components of the total reward model.
- Consideration of the relevant labour market for compensation comparison purposes.
- Linking pay ranges to neutral, relevant factors (e.g., job content (specific duties/responsibilities), required skill level, required competencies, required qualifications).
- Ensuring appropriate relationships exist between positions in the district’s organizational hierarchy.
- Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

In balancing external competitiveness with internal equity, the reference point for executive and exempt total compensation is currently the median of the relevant comparator labour market.

The Board's total compensation package for executive/senior management staff is comprised of the following elements.

Cash Compensation

Total cash compensation includes annual base salary and northern allowance.

- **Annual base salary**

Annual base salary is considered in the context of the total compensation package.

- **Northern allowance**

An amount of \$4,000 of the salary paid to the Employee shall be designated as a Northern Residents Travel benefit. This benefit shall be in effect within the guidelines of the Canada Revenue Agency as they exist and are changed by the Canada Revenue Agency from year to year and shall end when the Canada Revenue Agency ends the program. Northern Allowance for regular part-time employees will be pro-rated proportionate to the hours compensated.

Non-cash Compensation

The non-cash elements of the total compensation package include:

- **Health and welfare benefits**, such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- **Pension benefits** — executive/senior management employees are enrolled in either the Teachers' Pension Plan or the Municipal Pension Plan.
- **Long Service Recognition** — Continuing employees will be recognized by the Board of Education in progressive service intervals according to the following schedule:
 - 10 years service - presentation of 10 year pin
 - 15 years service - presentation of 15 year pin
 - 20 years service - presentation of 20 year (Silver) pin
 - 25 years service - presentation of 25 year (Gold) pin, Engraved Watch
 - 30 years service - presentation of 30 year (Gold with Ruby) pin, District Cheque of \$350
 - 35 years service - presentation of 35 year (Gold with Ruby & Diamond) pin, District Cheque for \$500
 - 40 years service - presentation of 40 year (Gold with Ruby, Sapphire & Diamond) pin, District Cheque for \$650
- **Retirement Recognition** — Retiring employees will be recognized by the Board of Education in progressive service intervals according to the following schedule:
 - Less than 10 years - presentation of a School District cheque in the amount of \$100, and gift certificate of choice in the amount of \$130.00
 - 10 years or more - presentation of a School District cheque in the amount of \$20/year of service to a maximum of \$500, and gift certificate of choice in the amount of \$130.00

In Addition: Departing District Management and Excluded Staff will be honoured by the Board with the presentation of a departing gift, the value of which will be commensurate with their length of service, in combination with their relationship to the Board.

- **Paid time off**, including an annual vacation entitlement between 15 and 40 days. Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

Further, executive/senior management employees receive up to 3 days of paid time off annually, in addition to annual vacation entitlement, in recognition of long and continuous service. These days are subject to the conditions specified below:

Completion of three years of service = one (1) day leave

Completion of four years of service = two (2) days leave

Completion of five years of service = three (3) days leave

These days may not be carried over from one fiscal year to another and are not eligible to be paid out if unused by the Employee.

Compensation Administration

The Board engages in consistent and ongoing administration of the compensation structure to ensure that reality matches philosophy and that equity is maintained. An ongoing system of compensation review conducted and managed through BCPSEA and the PSEC Secretariat ensures that total compensation levels are benchmarked externally against the appropriate labour market and internally against appropriate job criteria.

The Board works with BCPSEA to obtain information and advice relating to the executive and exempt compensation structures and to ensure alignment with the compensation mandates/directions established by PSEC.

- **Annual base salary administration**

The salary structure for executive and exempt positions is based on placement at the appropriate salary range in the structure reflective of labour market competitiveness and internal equity. Placement and progression through the salary range is dependent upon competency growth and performance. The maximum of the salary range typically represents the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the salary range reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase to the position of Superintendent only is at the sole discretion of the Board of Education and is the only executive/exempt position for which BCPSEA approval of an increase to any element of the compensation package is not required. In determining whether a salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. The Board typically utilizes market compensation data

and salary/compensation structures developed by BCPSEA for this position as well as all other positions in the exempt staff structure. Potential increases are considered within the Board's overall compensation budget.

▪ **BC Public Sector Executive Compensation Freeze Policy: 2020-2021 Performance Year**

Further to BCPSEA *Exempt Staff Issues* bulletin [No. 2020-04](#) dated August 31, 2020, as directed by the Minister of Finance in her letter dated August 31, BCPSEA amended the exempt staff compensation management plan for the K-12 public education sector ([BCPSEA Policy 95-06, Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement](#)), which is an approved compensation plan under the *Public Sector Employers Act*, "...to indicate there will be no increases or adjustments paid to executive-level employees for the 2020/21 performance year."

As increases in recognition of the 2020/21 performance year would be implemented during the current July 1, 2021 – June 30, 2022 reporting year, no performance-based salary adjustments were permitted for the following positions affected by the policy:

- Superintendent of Schools
- Secretary Treasurer
- Second-level education-side position regardless of position title —Deputy/Assistant/Associate Superintendent.

In acknowledging that boards of education in the K-12 public education sector have sole purview to determine compensation decisions for the position of Superintendent of Schools, in her August 31, 2020 letter, the Minister stated as follows:

"I am confident that Boards will see the value in ensuring this policy direction is applied equitably across all executive positions in the school system and that Superintendent compensation will, like other executives in the public sector, not be increased during this time."

Accountability

Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- the *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector
- the BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.
- compensation mandates/direction adopted by the PSEC Secretariat from time to time. Any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

Under the current compensation administration system in the K-12 sector:

- the Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools. As elected school trustees, the Board is accountable to its public and therefore ensures that it adheres to proper human resources practices including statutory requirements with respect to executive and exempt staff compensation.
- proposed salary range placement and compensation adjustments for all other executive and exempt positions in the district must be reviewed and approved by BCPSEA prior to implementation.

EXECUTIVE COMPENSATION DISCLOSURE

School District 59 (Peace River South)

Summary Compensation Table at 2022

Name and Position	Salary	Holdback/Bonus/ Incentive Plan Compensation	Benefits	Pension	All Other Compensation (expanded below)	2021/2022 Total Compensation	Previous Two Years Totals Total Compensation	
							2020/2021	2019/2020
Christy Fennell, Superintendent	\$ 176,398	-	\$ 8,117	\$ 19,933	\$ 3,146	\$ 207,594	\$ 202,462	\$ 177,529
Melissa Panoulas, Secretary Treasurer	\$ 163,600	-	\$ 10,156	\$ 15,583	\$ 2,995	\$ 192,334	\$ 189,259	\$ 177,806
Michael Readman, Assistant Superintendent	\$ 154,989	-	\$ 9,732	\$ 17,514	\$ 2,865	\$ 185,100	\$ 180,710	\$ 155,935
Paul Chisholm, Director of Instruction	\$ 141,057	-	\$ 10,137	\$ 15,940	\$ 2,606	\$ 169,740	\$ 164,041	
Jan Proulx, Director of Instruction	\$ 141,057	-	\$ 10,137	\$ 15,940	\$ 2,606	\$ 169,740	\$ 164,041	

EXECUTIVE COMPENSATION DISCLOSURE

Summary Other Compensation Table at 2022

Name and Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle / Transportation Allowance	Perquisites / Other Allowances	Other
Christy Fennell, Superintendent	\$ 3,146	-	-	-	-	-	\$ 3,146
Melissa Panoulis, Secretary Treasurer	\$ 2,995	-	-	-	-	-	\$ 2,995
Michael Readman, Assistant Superintendent	\$ 2,865	-	-	-	-	-	\$ 2,865
Paul Chisholm, Director of Instruction	\$ 2,606	-	-	-	-	-	\$ 2,606
Jan Proulx, Director of Instruction	\$ 2,606	-	-	-	-	-	\$ 2,606

EXECUTIVE COMPENSATION DISCLOSURE

Notes

Christy Fennell, Superintendent	<p>General Note: While compensation decisions for the role of Superintendent rest solely with the Board of Education, there was an expectation that compensation decisions for this position would be included within the spirit of the public sector compensation freeze as announced by the Minister of Finance on August 31, 2020. The Board has elected to apply this policy to the Superintendent position and no performance-based salary increase was awarded in recognition of the 2020/21 performance year.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>
Melissa Panoulis, Secretary Treasurer	<p>General Note: This position met criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was ineligible to receive a performance-based increase for the 2020/21 performance year.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>
Michael Readman, Assistant Superintendent	<p>General Note: This position met criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was ineligible to receive a performance-based increase for the 2020/21 performance year.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>
Paul Chisholm, Director of Instruction	<p>General Note: This position did not meet criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was eligible to receive a performance-based increase for the 2020/21 performance year.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>
Jan Proulx, Director of Instruction	<p>General Note: This position did not meet criteria for inclusion in the 2020/21 executive compensation freeze, which came into effect on August 31, 2020. As a result, this individual was eligible to receive a performance-based increase for the 2020/21 performance year.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>



School District No.59 (Peace River South)

October 17, 2022

Official Election Results – 2022 General School Trustee Election

I, Melissa Panoulis, Chief Election Officer, do hereby declare elected the following candidates, who received the highest number of valid votes for the office of School Trustee.

Area I – Chetwynd and Contiguous Rural Area – Two (2) to be elected

Crystal Hillton* - Acclaimed
Sherry Mounsey - Acclaimed

Area II – Tumbler Ridge – One (1) to be elected

Roxanne Gulick* - Acclaimed

Area III – City of Dawson Creek – Two (2) to be elected

Christina Wards – Elected (1223 Votes)
Angelina Schurmann – Elected (769 Votes)
Derek Nernberg – Not Elected (744 Votes)
Lynnsy Noll – Not Elected (591 Votes)

Area IV – Rural Areas Surrounding Dawson Creek and Pouce Coupe - Two (2) to be elected

Chad Anderson* – Acclaimed
Travis Jones* - Acclaimed

* indicates candidate is INCUMBENT

Dated at Dawson Creek, BC this 17th day of October, 2022.



Melissa Panoulis, Chief Election Officer



School District No.59 (Peace River South)

October 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 original estimated arrival date was October 3, 2022. We are experiencing delays but are working towards having them arrive and installed as soon as possible.

Finishing touches are currently being completed on the portables while the district is preparing the sites for when they arrive.

Melissa Panoulas
Secretary Treasurer



School District No.59 (Peace River South)

October 14, 2022

Agenda Item: R7.2 Regulation 2205-Trustee Technology

Presented by: Trustee Gulick

Regulation 2205 – Trustee Remuneration, Benefits and Recognition states:

3.1.4 The technology provided at the beginning of each term, remains the property of the school district unless the Trustee exercises his or her option to purchase the computer/i-pad when they leave office of trustee with SD 59. The original software with purchase will be included. Any software that is part of a district license will not be included.

Cost of the computer/i-pad will be:

- 1 year – 80% of original cost
- 2 years – 50% of original cost
- 3 years – 25% of original cost
- 4 years – 15% of original cost

My understanding is that there is no other staff in SD59 that have the option to buy their technology from the district besides the trustees. I would like to make a motion that paragraph 3.1.4 is removed from the regulation all together.

I would also like to discuss the possibility of a trustee being paid for their own technology as we do with our cell phones.

Roxanne Gulick
Trustee