



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 25, 2023 starting at 1:00 pm Windrem Elementary School, (5004 46 Street, 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 24, 2023 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 25, 2023 1:00 PM

Place: Windrem 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 20, 2023 (COI correction)
 - R1.2 – Excerpts Closed Meeting – September 20, 2023
 - R1.3 – Special Open Meeting Minutes – October 4, 2023
2. **BUSINESS ARISING**
3. **ESSENTIAL ITEMS**
4. **PRESENTATIONS**
 - R4.1 – Windrem Elementary (K, 1, 2) – Mrs. Salman
5. **REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**
 - R5.1 – School/Student News
 - R5.2 – Framework for Enhancing Student Learning
 - R5.3 – Accessibility Plan
 - R5.4 – Sr. Girls AAA Volleyball Provincials
 - R5.5 – Secretary Treasurer Position
6. **REPORTS FROM THE SECRETARY-TREASURER**
 - R6.1 - 2023-24 Final Enrollment
 - R6.2 - Executive Compensation Disclosure
 - R6.3 - Capital Bylaw No. 2023/24-CPSD59-03
7. **TRUSTEE ITEM**
 - R7.1 – BCSTA Update – R. Gulick
 - R7.2 – Student Voice Presentation – C. Hillton
8. **COMMITTEE REPORTS**
 - R8.1 – Indigenous Council
 - R8.2 – Policy Committee
9. **DIARY**
10. **QUESTION PERIOD**

Questions or comments must relate to items in this meeting's agenda.
11. **FUTURE BUSINESS / EVENTS**
 - R11.1 – Open Board Meeting – November 29, 2023



School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

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

Open Board Meeting Minutes

DATE & TIME: September 20, 2023 – 1:00 PM

PLACE: School District Board Office – Dawson Creek, BC

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

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

The Organizational Meeting was called to order by the Secretary Treasurer at 1:04 PM

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

Election of Chair & Vice-Chair

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

Trustee Hillton nominated Trustee Anderson (accepted)

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

(2023-09-004)

MOVED to cease nominations – Jones

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

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

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

Trustee Schurmann nominated Crystal Hillton. (accepted)

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

(2023-09-005)

MOVED to cease nominations – Wards

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

The following declarations were made:

- Trustee Hillton declared employment with District of Chetwynd.
- Trustee Anderson declared conflict with family member belonging to BCNU.
- Trustee Mounsey declared conflict with family member belonging to BCPVP Association.
- Trustee Wards declared conflict with family member belonging to CUPE local 2403.
- Trustee Schurmann declared no conflicts.
- Trustee Gulick declared conflict as a Councillor with District of Tumbler Ridge.
- Trustee Jones declared conflict with family member belong to BCTF.

APPROVAL OF AGENDA

Additions:

Deletions:

(2021-09-006)

MOVED/SECONDED – Mounsey/Jones

THAT, the Regular Meeting agenda be approved as presented.

CARRIED

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – June 28, 2023

The Chair asked for any corrections to the minutes.

(2023-09-007)

The Chair declared the minutes of the open meeting June 28, 2023 approved as presented.

R1.2 Excerpts of Closed Board Meeting – June 28, 2023

(2023-09-008)

The Chair declared the excerpts of the closed board meeting June 28, 2023 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

R4.1 Artwork Presentation – W. Lariviere, J. McKechnie

Mr. Lariviere was on hand to present the artwork that was created at the Leadership Retreat. The artwork is a representation of connectedness, leadership and stewardship of the land and is a collective work of five groups. All the groups started with a discussion about “Who we are”, and then decided as a group what they would paint. The process allowed the individuals to come together and make a connection with themselves, their group and the land.

Mr. McKechnie thanked Mr. Lariviere for his work with the district and his ability to bring people together with purpose, connections, and artwork.

R4.2 Auditors Report – J. Neufeld, Sander Rose Bone Grindle, LLP

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 aspects, in accordance with all required regulations.

(2023-09-009)

MOVED/SECONDED - Wards/Jones

The Board accept the Auditors Report as presented.

CARRIED

5.0 REPORTS FROM THE SECRETARY TREASURER

R5.1 Audited Financial Statements 2022-23

The Secretary-Treasurer reviewed the 2022-23 Audited Financial Statements with the Board. The district was in an Accumulated Operating Surplus position as at June 30, 2023 and ended the year with a total Operating Deficit of \$591,680.

An operating reserve balance of \$9,493,672 is available, of which \$2,305,371 million is internally restricted.

(2023-09-010)

MOVED/SECONDED – Wards/Hillton

THAT, the Board approve the 2022-23 Audited Financial Statements as presented.

CARRIED

R5.2 Audit Management Letter

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

R5.3 2022-23 Financial Statement Discussion & Analysis Report

The Secretary Treasurer reviewed the 2022-23 Financial Statement Analysis Report. The report is an overview of the financial statement discussion with the Board.

R5.4 Preliminary Enrollment

The preliminary enrolment is currently being reported at 3739 FTE (an increase of 54 FTE from projected enrollment). Don Titus Montessori, Tremblay Elementary and Tumbler Ridge Secondary school have seen significant increases to their enrollment. Dawson Creek Secondary School, Windrem Elementary and Little Prairie Elementary had the largest decreases in enrollment. Final enrollment numbers for ministry funding will be determined as of September 29th and will be reported in the October board meeting.

R5.5 Minor Capital Submission

The Secretary Treasurer reviewed the 2024-25 Minor Capital Plan initiatives to be submitted to the Ministry.

(2023-09-011)

MOVED/SECONDED – Hillton/Wards

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 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

CARRIED

6.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R6.1 School/Student News

The Superintendent reported school/student news:

- A Leadership Retreat for Administrators and Senior Leadership was held at the district's outdoor education site at Gwillim Lake in late August.
- Schools are welcoming students, staff, and parents back for another exciting school year.
- Schools and classrooms are decorated with welcome back bulletin boards; bulletin board are an important staple in schools as they create a welcoming culture for everyone.
- Little Prairie Library has been transformed into Hogwarts School of Reading.
- Canalta Elementary is excited about their new universally accessible playground and buddy bench.
- Chetwynd Secondary School has started their School Spirit Days – students and staff participated in Jersey Day with the winning classroom receiving ice cream vouchers from the local Bistro Café.
- Schools are preparing for the annual Terry Fox Run; Canalta Elementary School received their special Terry Fox shirt that was designed with input from Ryan Reynolds.
- Moberly Lake Elementary School has been actively involved in the Caribou Recovery Project that has seen a local herd of caribou grow from 16 to 128 over 10 years.

R6.2 Feeding Futures

The Feeding Futures program will address the immediate need of feeding students and builds on the progress made with Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most. The district has created a staffing position to assist schools in managing this program.

R6.3 New Reporting Order

The New Reporting Order came into effect starting this school year.

The goal of communicating student learning is to ensure that:

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning

The use of the Provincial Proficiency Scale (Grades K-9) or letter grades and percentages (Grades 10-12) gives students, parents, and caregivers a clear understanding of what students can already do and areas for future growth. Classroom assessment and reporting that is focused on student proficiency in relation to the established learning standards, rather than on marks, leads to increased student engagement and deeper learning that transfers into life outside the classroom. Descriptive feedback provides students, parents, and caregivers with a clear understanding of both what students can already do and areas for future growth.

R6.4 New Strategic Plan Timeline

The Board of Education is in the final year of their 2020-2024 Strategic Plan. A strategic plan sets priorities of the Board and establishes goals and accountability that fosters student success in aligning with the Ministry of Education and Child Care's mandate to develop the "**Educated Citizen**," through support of the BC school system to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy

The Board will work with the Superintendent to complete environmental scans to be completed by mid-year. The scans will be reviewed to pull out common themes to be used along with the data from the Enhanced Student Learning Plan to develop priorities for the Strategic Plan. Once a new Strategic Plan is complete, an Operational Plan will be developed.

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – R. Gulick

Trustee Gulick presented the latest news and events from the BCSTA. Provincial Council in October. BCSTA is hosting a Board Chair's Advocacy day in Victoria.

R7.2 Recognition, Appreciation, Condolence Practices – C. Anderson

Trustee Anderson brought forward a motion to revoke the previous process for recognition, appreciation, and condolence practices on behalf of the board to allow the Board Chair the responsibility as spokesperson of the Board.

(2023-09-011)

MOVED/SECONDED – Hillton/Schurmann

That the board agrees to revoke motion 2021-06-018 with regard to recognition, appreciation and condolences practices, returning the responsibility for such communications to the Chair, acting as spokesperson of the Board of Education.

Trustee Jones made a motion for amendment:

(2023-09-012)

MOVED/SECONDED – Jones/Hillton

Add the following to the main motion:

WHEREAS, the board will be notified of such communication from the Board Chair.

CARRIED

The amendment was added to the main motion and a vote was called.

(2023-09-011)

MOVED/SECONDED – Hillton/Schurmann

That the board agrees to revoke motion 2021-06-018 with regard to recognition, appreciation and condolences practices, returning the responsibility for such communications to the Chair, acting as spokesperson of the Board of Education;

WHEREAS, the board will be notified of such communication from the Board Chair.

CARRIED

R7.3 2023-24 Board Committees & Reps

The Board assigned trustees to standing committees and schools for the 2023-24 school year, effective October 1, 2023.

An vote was held when more than one trustee was running for the same committee.

(2023-09-013)

MOVED to destroy all ballots – Schurmann

CARRIED

8.0 COMMITTEE REPORTS

R8.1 Policy Committee

The Policy Committee brought forward the following recommendations:

R8.1.1 Policies for Adoption

The Policy Committee brought back Policy 5140 Moving Assistance for adoption. No changes were made during the feedback period.

(2023-09-014)

MOVED/SECONDED – Gulick/Wards

THAT, the Board adopt Policy 5140 Moving Assistance as presented.

CARRIED

9.0 DIARY

10.0 NOTICE OF MOTION

11.0 QUESTION PERIOD

A question and answer period was provided.

12.0 FUTURE BUSINESS

R12.1 - Regular Board Meeting – October 25, 2023 - Chetwynd

ADJOURNMENT

(2023-09-015)

MOVED – Schurmann

THAT, the Regular Meeting be terminated. (4:02 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 20, 2023 11:00 AM
PLACE: School Board Office – Dawson Creek, BC

The meeting was called to order at 11:00 a.m. and the following was reported:

Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – June 28, 2023

Business Arising

Trustee Items

Items discussed and reported included:

- BCPSEA Update

Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

Secretary Treasurer's Reports

Items discussed and reported included:

Nil

Adjournment Motion @ 11:43 a.m.

CERTIFIED CORRECT:

C. Anderson, Board Chair

M. Panoulas, Secretary Treasurer



School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

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

MINUTES OF THE SPECIAL OPEN BOARD MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59 (PRS)

DATE & TIME: October 4, 2023 – 2:00 PM

PLACE: School District Board Office, Dawson Creek

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

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

Called to order – 2:03 PM

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

APPROVAL OF AGENDA

(2023-10-001)
MOVED/SECONDED – Hillton/Wards
THAT, the Special Meeting agenda be approved as printed.
CARRIED

1.0 2023-24 Minor Capital Submission (FIP)

The Secretary Treasurer presented the 2024-25 minor capital plan submission for the School Food Infrastructure Program. The Ministry of Education and Child Care reviews all the

submissions from the districts across the province and will notify districts of approved projects in the Spring of 2024.

(2023-10-002)

MOVED/SECONDED – Gulick/Hillton

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 (School Food Infrastructure Program) 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

ADJOURNMENT

(2023-10-003)

MOVED – Hillton

THAT, the Special Open Meeting be terminated. (2:21 PM)

CARRIED

CERTIFIED CORRECT:

C. Anderson, Board Chair

M. Panoulias, 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 4 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 3650 students, of which 1191 identify as being Indigenous. The district works closely with Saulteau First Nations and West Moberly First Nations, our strong Metis community, and our urban Indigenous population from First Nations across Canada.

In 2022-23, student learning was impacted by a number of factors that created many challenges for the district. The district continued to work on closing learning gaps that emerged post pandemic.

The district continued to face teacher recruitment and retention issues in the north. We hired our largest number of uncertified teachers to date to fill classroom teacher roles which comprised 18% of our teaching population. 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. Over the course of the year, there were 691 unfilled teacher absences in the 2022-2023.

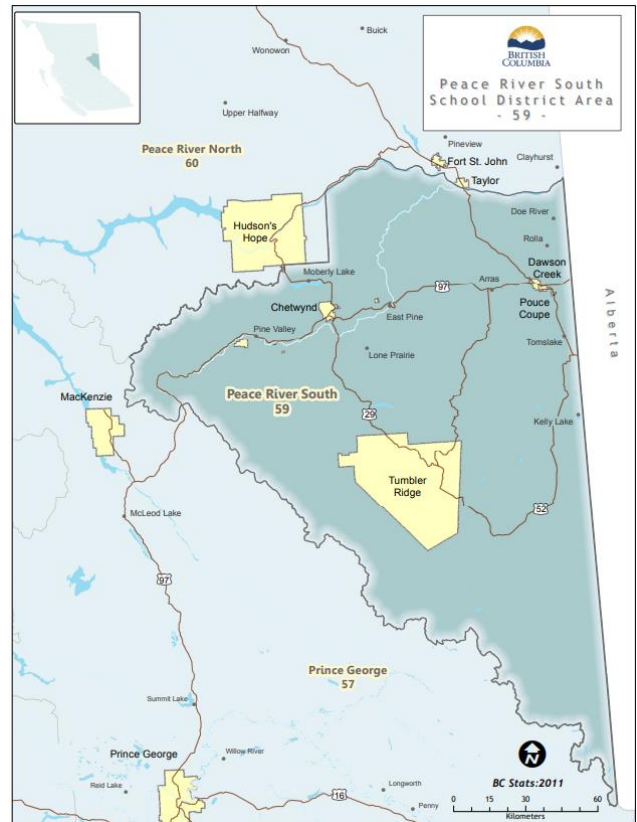
Staff including principals, educational assistants, specialty teachers, worked together to cover these absences in order to keep classes running and schools open.

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. Additionally, approximately 333 days unfilled absences occurred amongst this staff resulting in unfilled positions daily in schools.

Other data that continues to make our strive for equity challenging is student attendance. On average, **23.5%** of the student population was absent on any given day; mathematically, that means **849** 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 TTC's, TOC's or casual employees to cover the number of vacant positions that were open on a daily basis. Even with these challenges the district was still able to improve learning for students; however, there are still many areas of growth needed.

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 continue to 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 (PR) 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 (PR). We are currently in our fourth year of the four-year plan.



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, building capacity, and leadership: new teacher mentorship program, leadership academy, professional learning communities, compassionate systems training, and universal design for learning
- 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 foundational skills in primary numeracy - implementation of K-3 numeracy framework

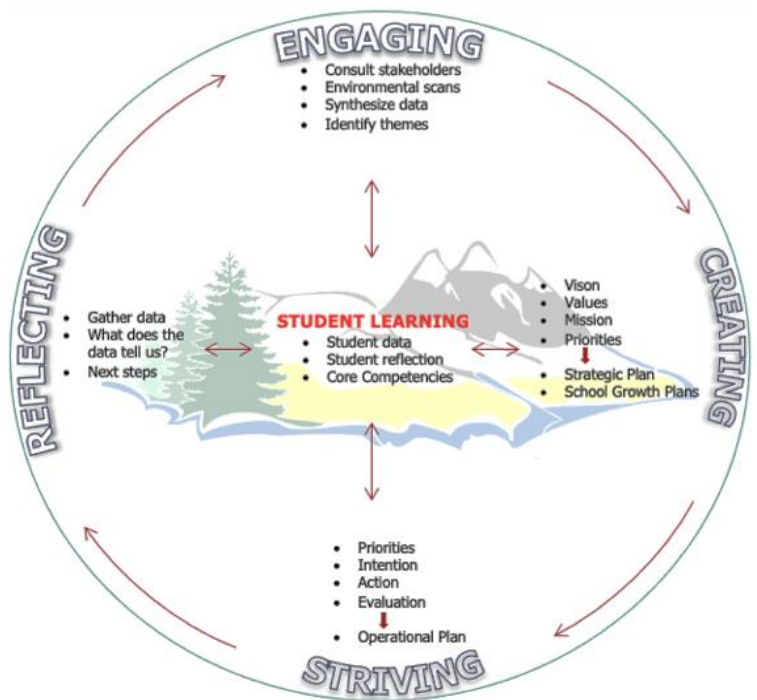
The district also had success within Priority 3 – Sustainable Use of Resources. In 2022-23 the following goals were addressed: assessment and replacement of technology, purchase of technology to support learning and communication for student with diverse abilities, upgrading our outdoor education facility at Gwillim Lake Provincial Park, continued to plan for infrastructure needs in buildings that are over capacity, and continued with the multi-year expenditure plan that supports the Strategic Plan and the framework for Enhancing Student Learning. In addition, the fourth cohort of the 18-month leadership program began their journey. Three new vice-principal positions were created and filled to support growing elementary school populations.



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, the 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

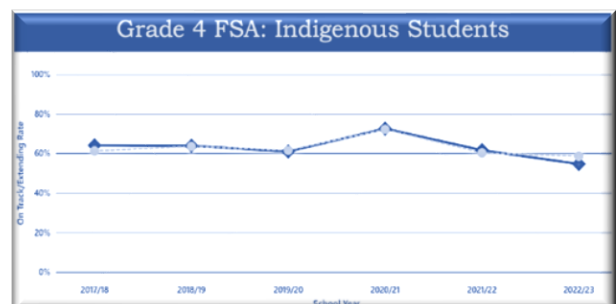
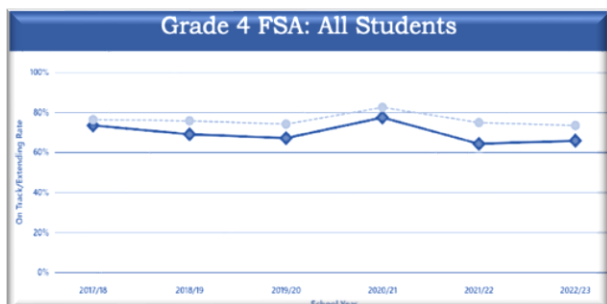
Intellectual Development

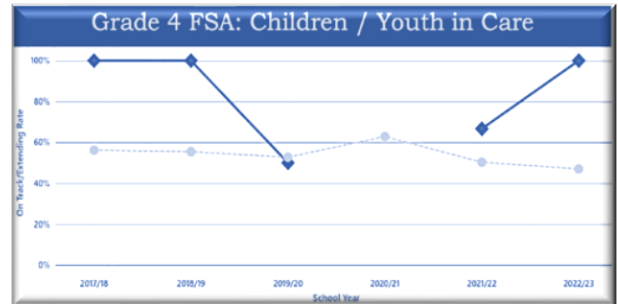
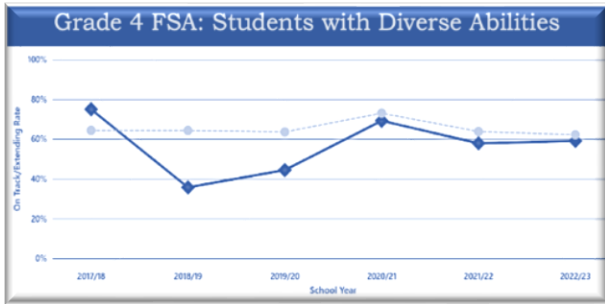
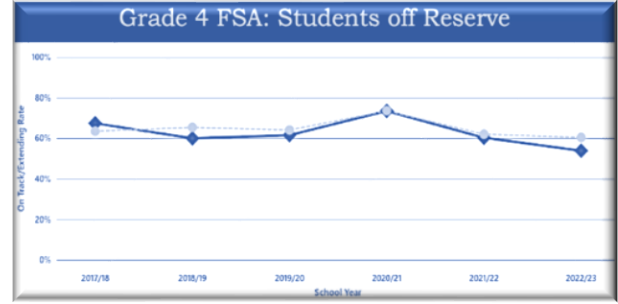
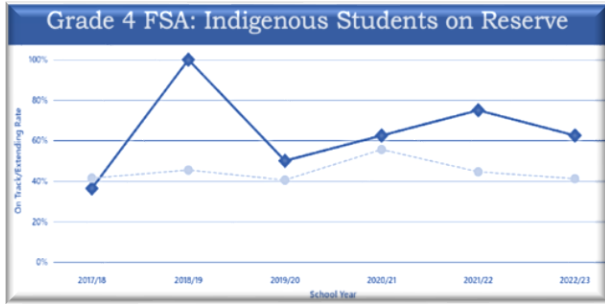
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 FSA Literacy/ Reading Assessment

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

◆ School District 59 Peace River South ● Provincial Average



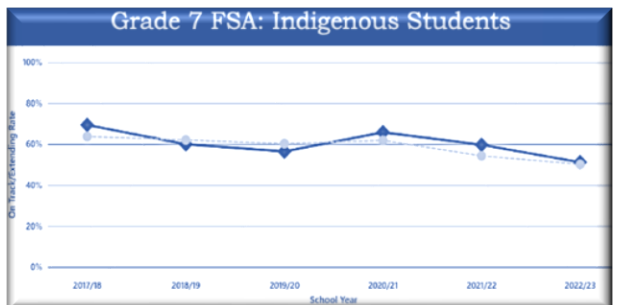
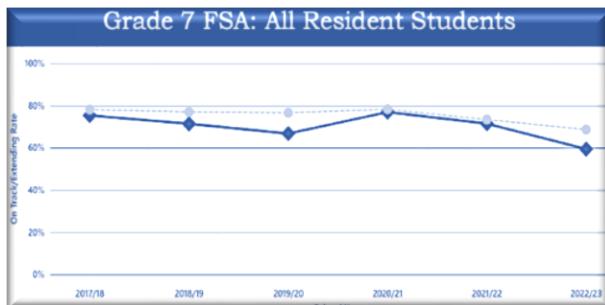


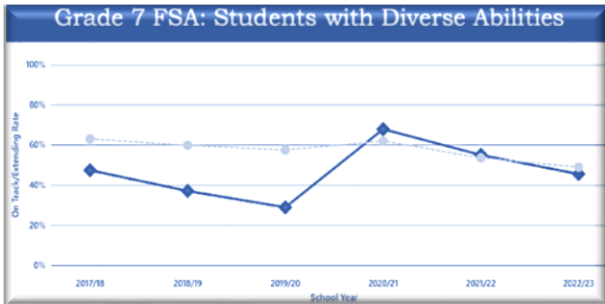
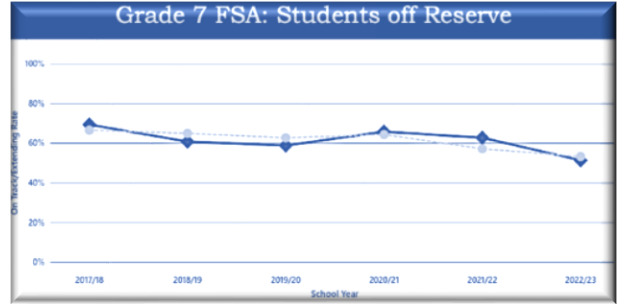
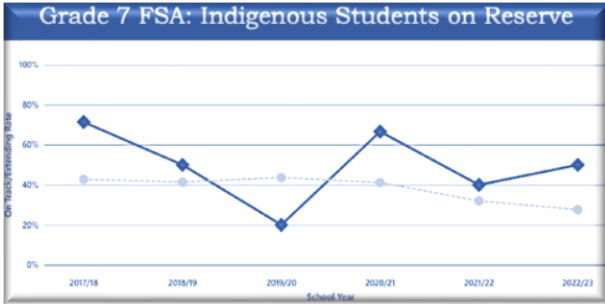
As you can see from the above graphs, we had a slight improvement in our Grade 4 FSA results, who are currently our grade 5's. We will continue to use a response to intervention approach through our intermediate literacy Professional Learning Community (PLC), and our Learning Resource teachers to address what gaps the current grade 5's have that are affecting their reading. The focus of the PLC this year will be on research-based reading interventions for intermediate grades. Assessment will continue to focus on sight words, decoding, fluency, and comprehension to provide the right intervention.

Measure 1.2: Grade 7 FSA Literacy/ Reading Assessment

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

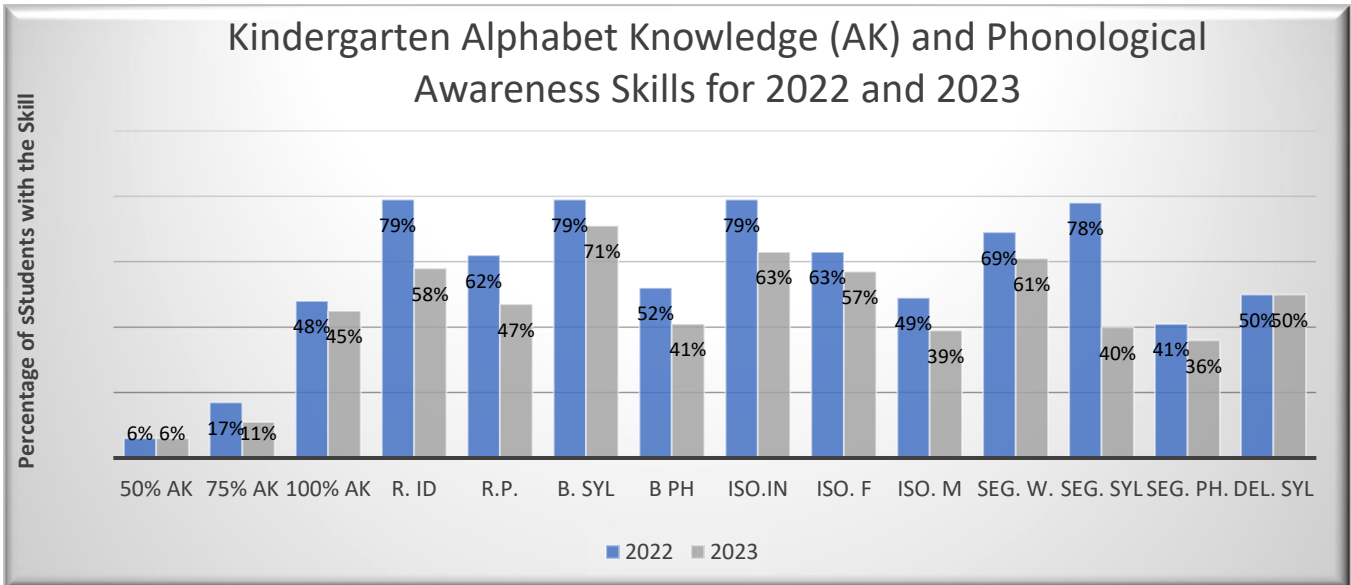
◆ School District 59 Peace River South ● Provincial Average

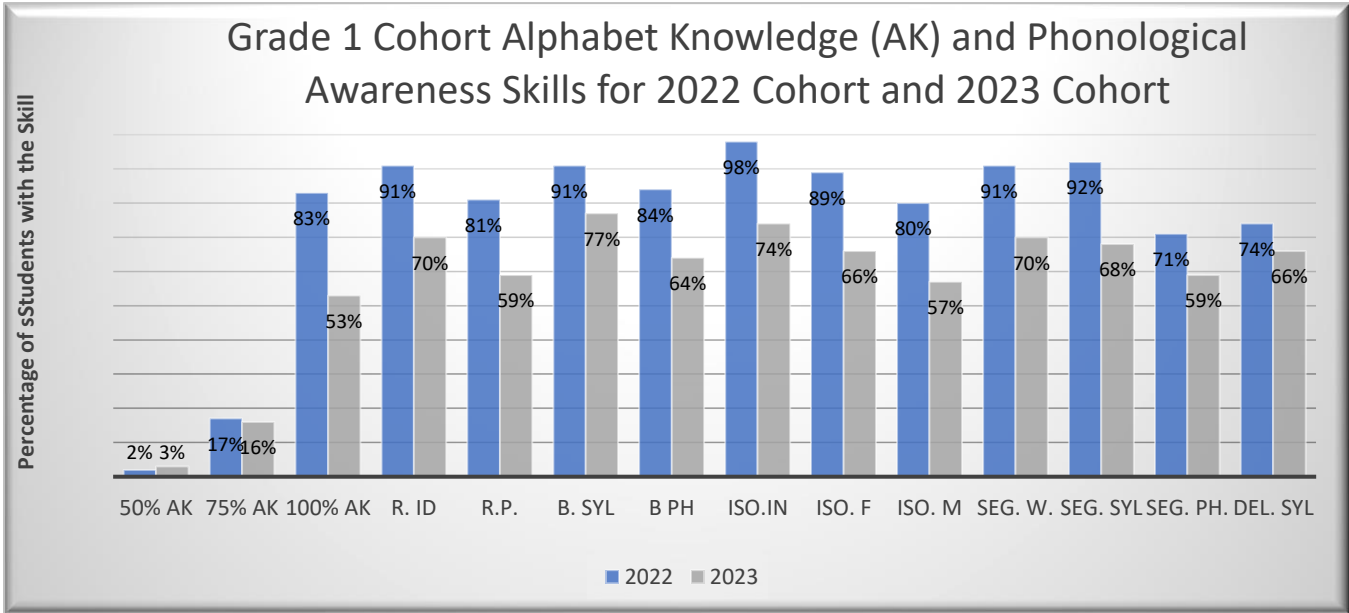




As you can see in the above graphs, our grade 7 FSAs dropped slightly and were below the provincial average. Of note, our priority populations (excluding Children and Youth in Care) were in line with or above the provincial average. The district continues to engage with teachers through our district primary and intermediate literacy programs. There will be an increased focus on research-based reading interventions in the intermediate grades. The data will be reviewed through a response to intervention approach to identify and implement appropriate interventions based on readers' needs.

Measure 1.3: Primary (Kindergarten and Grade 1) Local Literacy Assessments

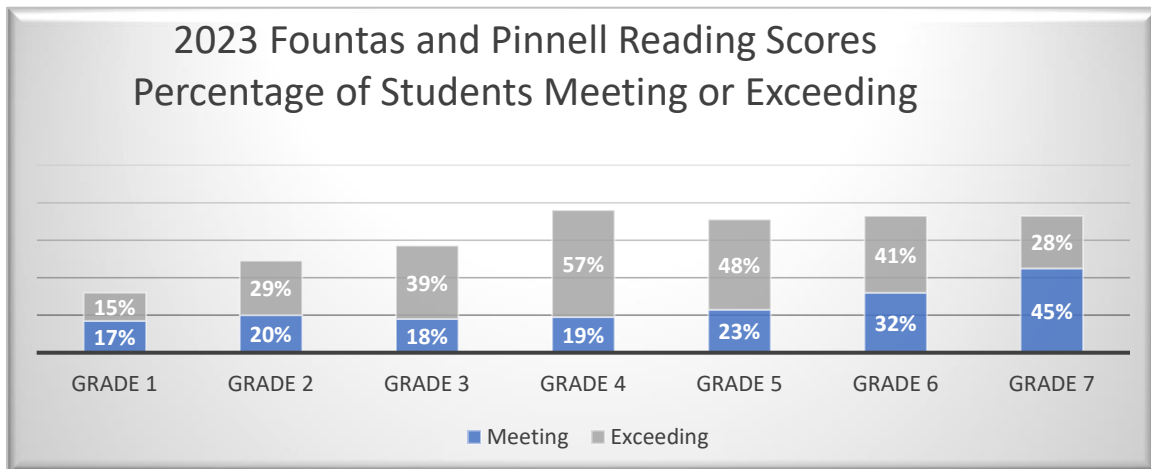




From Kindergarten to grade 3, data is collected on alphabet knowledge (knowing each letter four ways) and phonological/phonemic awareness skills which are the foundational skills for literacy. The district wide data is presented above with two cohorts represented. Although there is a distinctive difference in the skill set of the two years, the cohorts themselves have gained skills. The kindergartens from the first graph in 2022 would be the grade 1 students in 2023. An example of gained skills is on the kindergarten graph for Alphabet Knowledge 100% (AK 100%) 48% of students had the skill. In grade 1, that same cohort increased to 53%. Similar gains are apparent in phonological/phonemic awareness skills.

The primary professional learning community continues to meet monthly with a large percent of our primary teachers in attendance. Based on our grade 1 phonological data the district is prioritizing teaching phonological awareness at a tier one and tier two level. Additionally, focus of intentional researched based interventions for other skills with a response to intervention lens continues across the district. Data collection to inform interventions and instruction continues to be embedded in our culture.

Measure 1.4: Reading Assessment Fountas and Pinnell

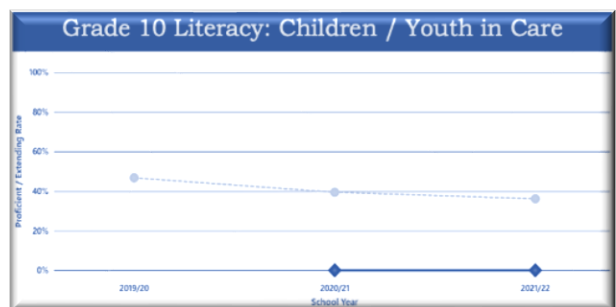
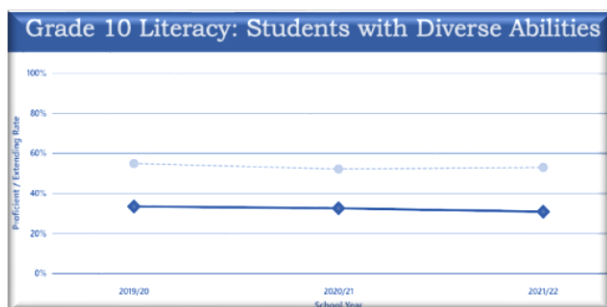
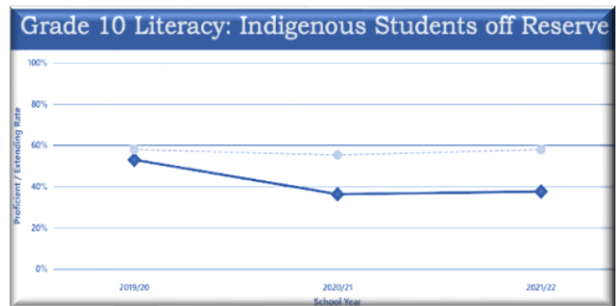
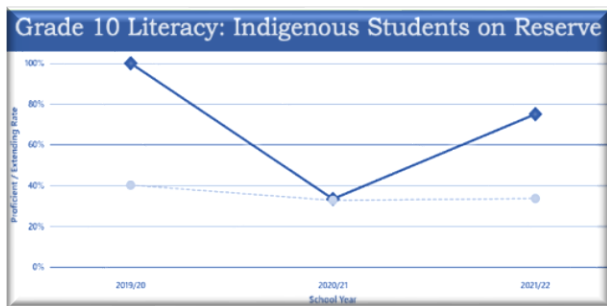
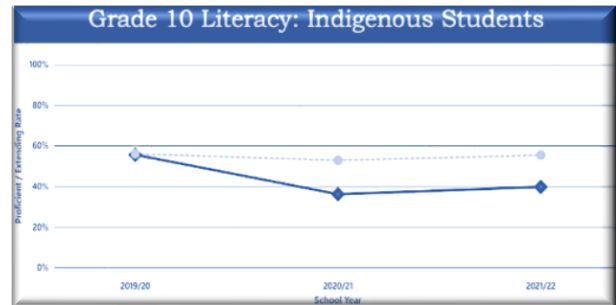
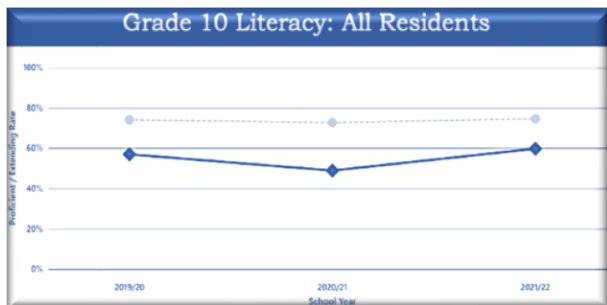




Another highlight is our in-district Fountas and Pinnell scores for students meeting or exceeding at grade level as shown above in grades K, 4, 5, 6, 7. Grade 1, 2 and 3 (now in grades 2, 3, and 4) emerged as an area of focus. The data will be reviewed through a response to intervention approach to determine what intervention struggling reader's need, and then provide strategies to close those skill-based gaps. Phonological awareness interventions at a primary level will target missing skills to improve reading scores.

Measure 1.5: Grade 10 Graduation Literacy Assessment

◆ School District 59 Peace River South ● Provincial Average



The 2022 -2023 Grade 10 literacy assessment demonstrates improved achievement although the results are still below the provincial average. High school English departments will identify areas that need to be addressed through analyzing the data to find out what story it is telling. School-Based teams and Learning Assistance Teachers will focus on the achievement of students with diverse abilities and CYIC. Appropriate interventions will be put in place based on the findings. The district will also continue to look 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. While still below the provincial average, we improved access to writing the literacy assessment in grade 10.

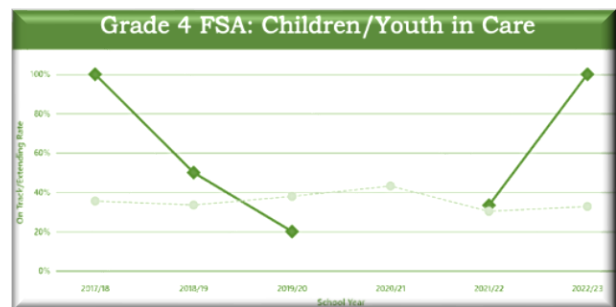
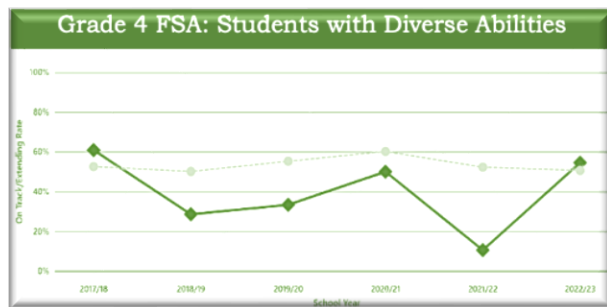
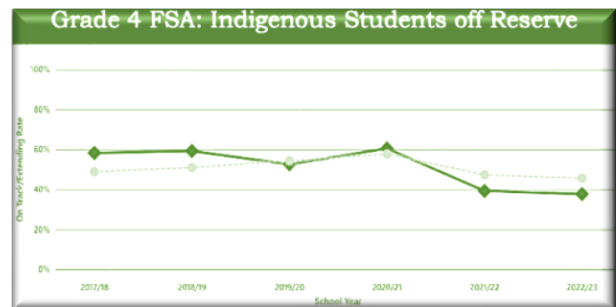
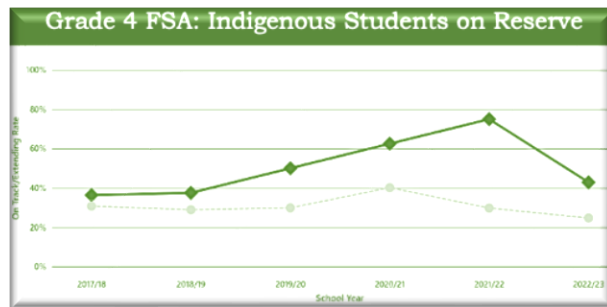
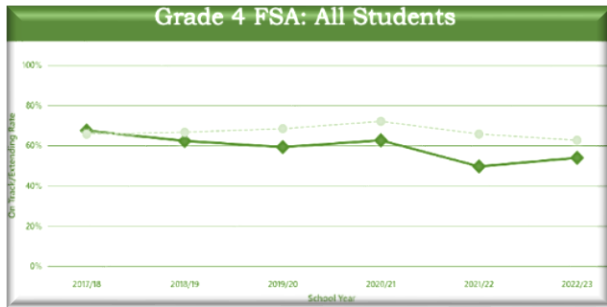


Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 Foundation Skills Assessment Numeracy

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

◆ School District 59 Peace River South ● Provincial Average



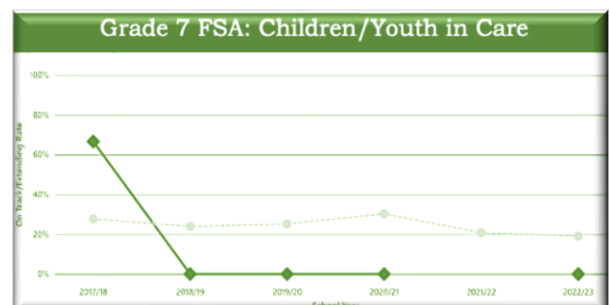
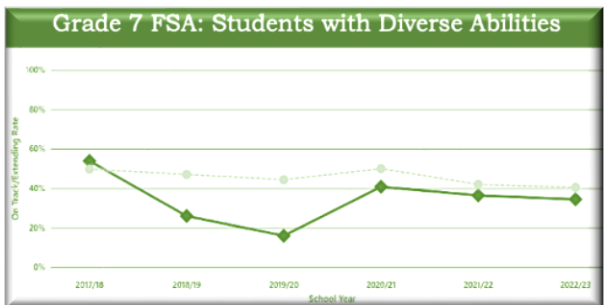
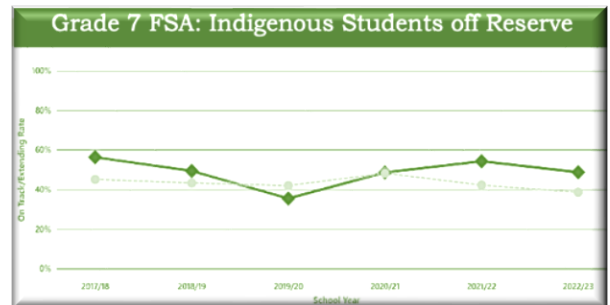
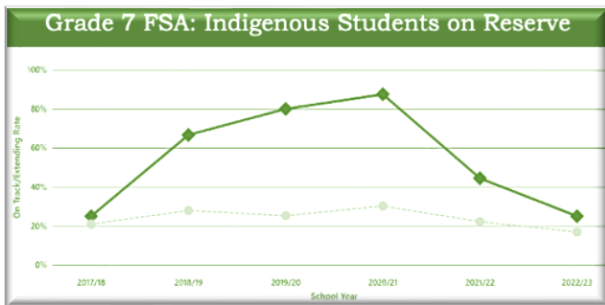
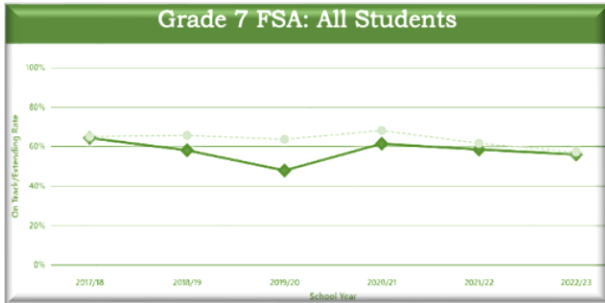
Our grade 4 FSA numeracy data, as shown above, shows a slight improvement of all students results. However, when looking at each group of students not all groups saw an increase. Some groups such as on reserve indigenous students and CYIC have a significant increase. Overall, we are still below provincial average. In all grades the district has continued its focus on thinking strategies and numeracy skills through the utilization of the SNAP (student numeracy assessment practice).



Measure 2.2 Grade 7 Foundation Skills Assessment Numeracy

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

◆ School District 59 Peace River South ● Provincial Average

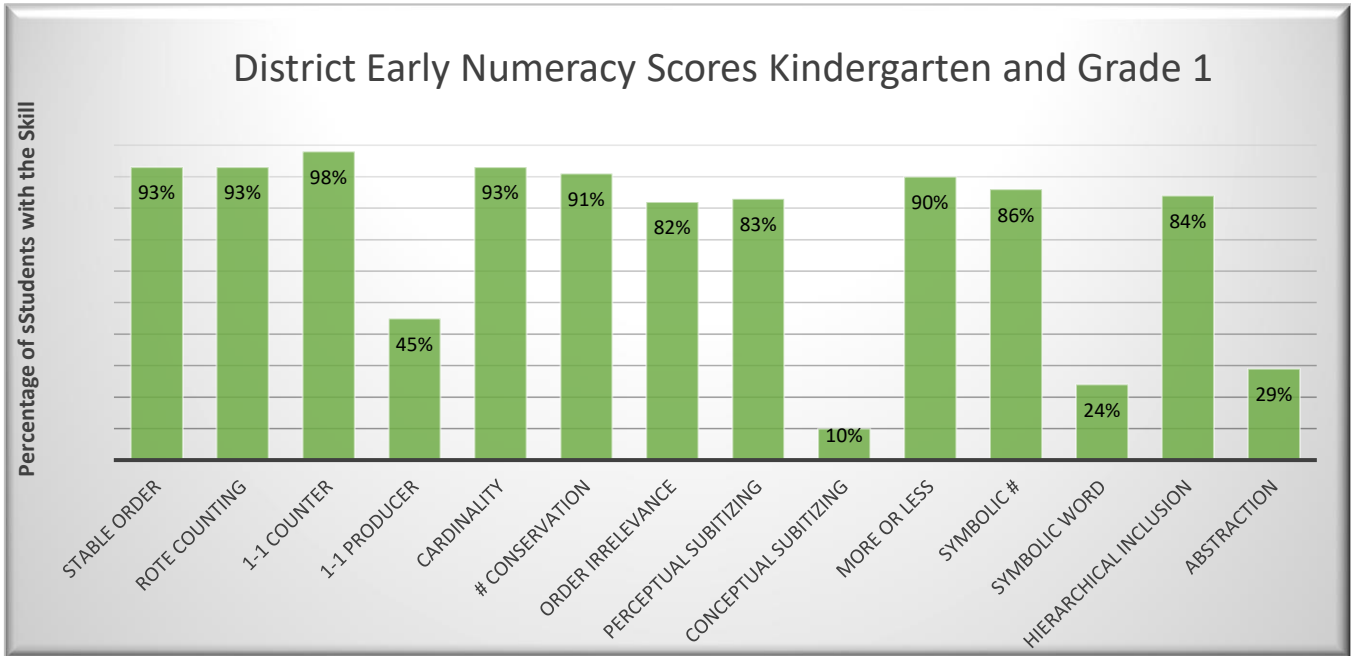


In 2022-2023, the district had a decline in numeracy at the grade 7 level; however, our indigenous students achieved above the provincial average. The district believes with the implementation of early numeracy skills assessments and interventions along with the continued use of the SNAP, numeracy skills will increase.

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 2.3: Early Numeracy Skills: Counting and Quantity Principles



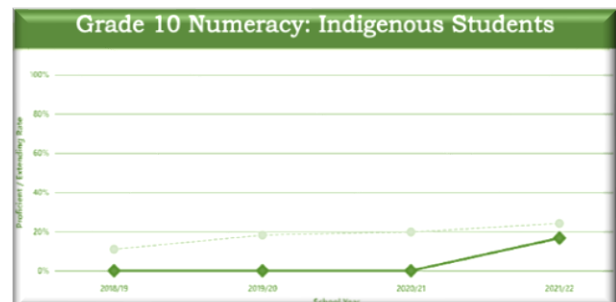
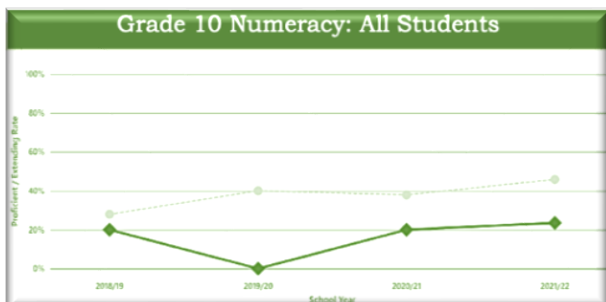
In the 2022-2023 school year all students in kindergarten and grade 1 were assessed on counting and quantity principals. The data from the assessment is shown above. The data shows that stable order, rote counting, one to one correspondence counter, cardinality, number consecration, and more or less are known principles and are understood by 90% or higher of the kindergartens and grade 1s. Work still needs to be done to close gaps with one-to-one correspondence producer, conceptual subitizing, symbolic word representation, and abstraction. Utilizing this data, numeracy resource teachers in the spring of 2023 targeted missing skills with play-based interventions.

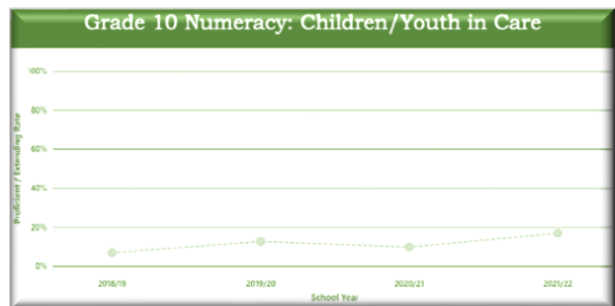
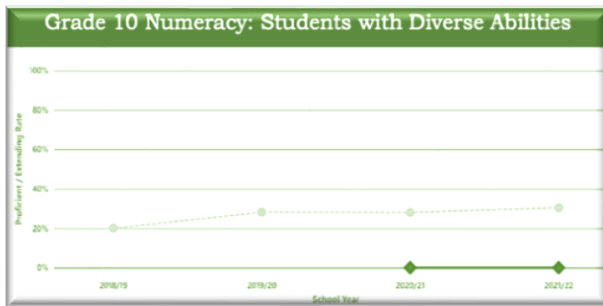
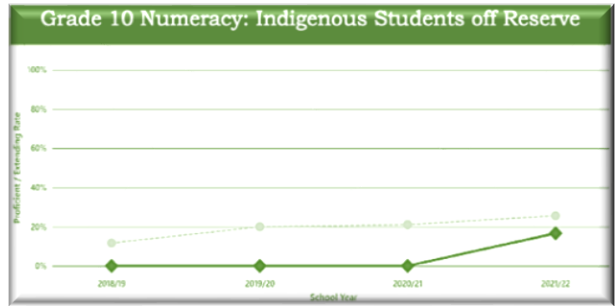
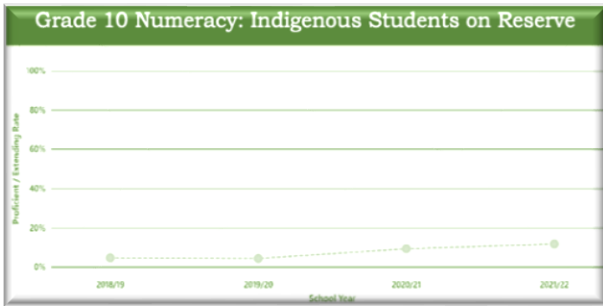
Research shows that these early numeracy skills and number understandings are needed to grow numerate, mathematical thinking students and form the foundation for all other mathematical understandings.

The district continues to provide professional development during PLC sessions on early numeracy skills and research based instructional strategies to teachers.

Measure 2.4: Grade 10 Graduation Assessment Numeracy

◆ School District 59 Peace River South
 ● Provincial Average

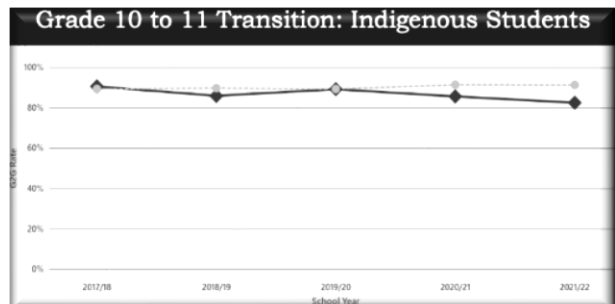
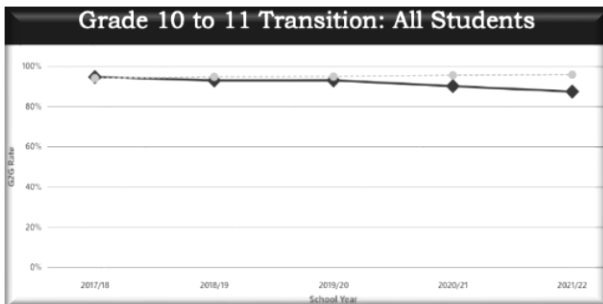


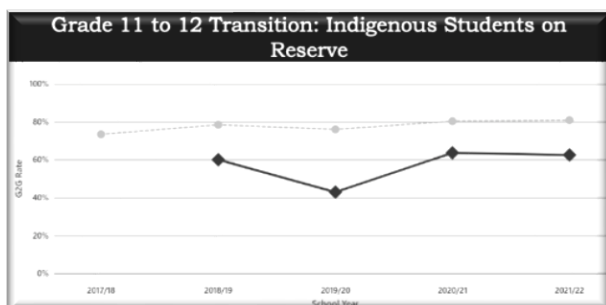
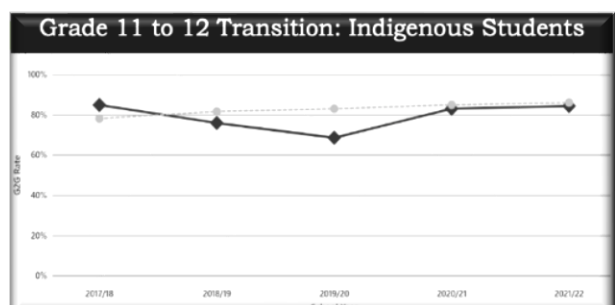
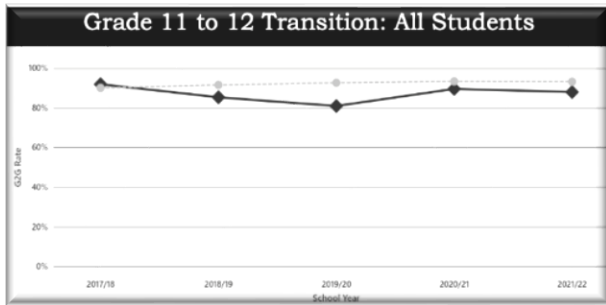
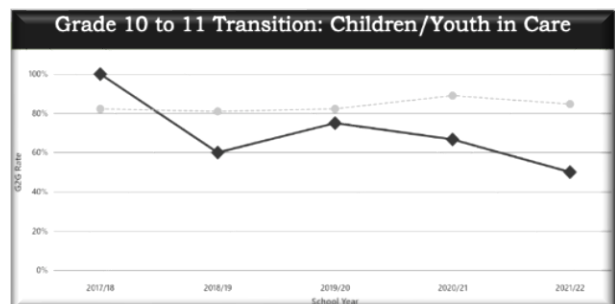
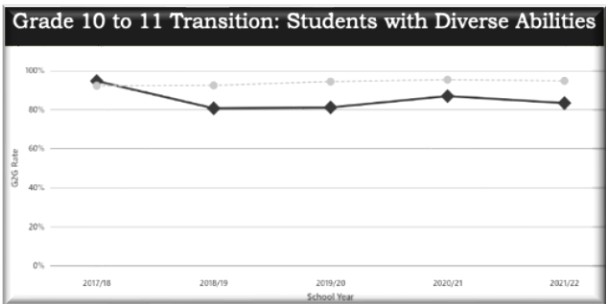
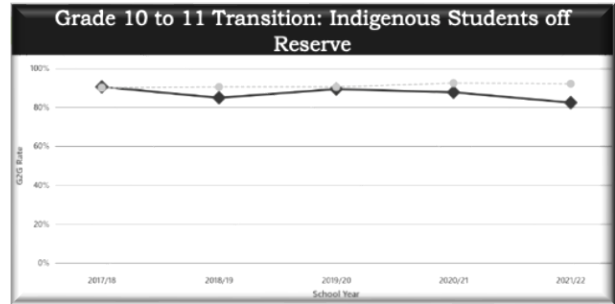
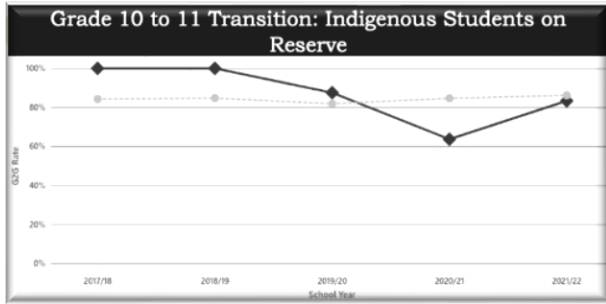


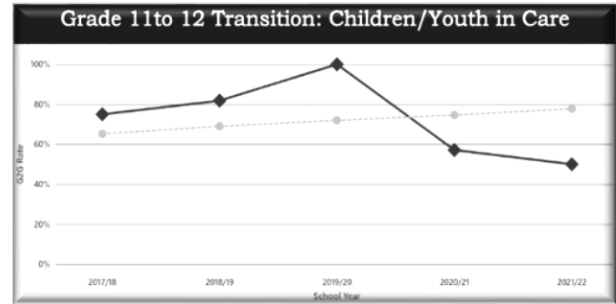
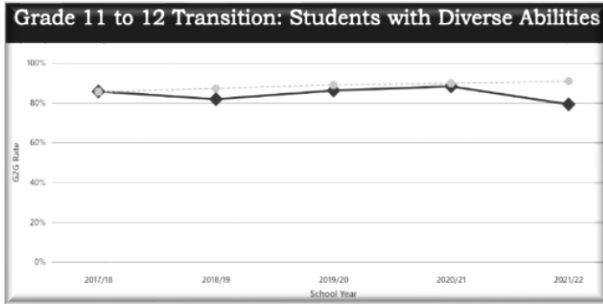
Last year was the first year of the implementation of the SNAP 8/9 district wide. This tool will assist teachers in working with their students on number sense and operations at the middle years level. The spring of 2023, the first round of data from this group was collected to establish a baseline at 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 2.4: Grade-to-Grade Transitions

◆ School District 59 Peace River South ● Provincial Average







When looking at district wide data, there is relative consistency across the grades for transitions for students in grades 1 through 9 with regular transitions in the high 90s%. Percentages less than 100% often represent students who have left the district. A further challenge in our area is that grade 11 and 12 students who leave school early to join the work force full time.

Of note when looking 1701 data, grade to grade transitions for grade 9 to 10 improved from 90% in 2021 to 96% in 2022. Specific actions were taken to connect grade 9s from our middle school to the high school through outreach and visitations. This included early course scheduling with the grade 9s allowing them to see their classrooms at high school prior to the end of the year.

The grade-to-grade regular transitions in grades 10 and 11 drop down slightly below this average; however, the grade 11 to 12 transition showed a slight increase from the previous year.

- Grade 10 to 11 - 88%
- Grade 11 to 12 - 88% (86% for 2021)

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. The district needs to increase its focus on students with diverse abilities and CYIC to ensure they have the supports and plans in place to successfully transition between grades on the path to graduation.

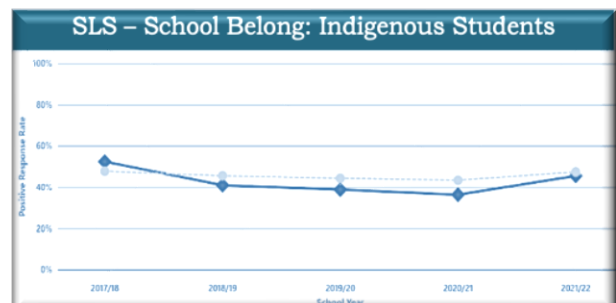
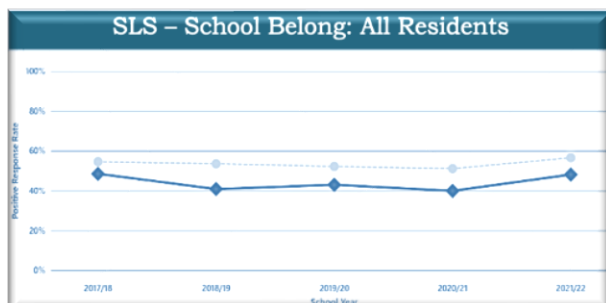
In addition, when a grade-to-grade transition involves changing schools, the district will continue to work to establish connections between students and adults in the next building through specific transition planning.

Human and Social Development

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

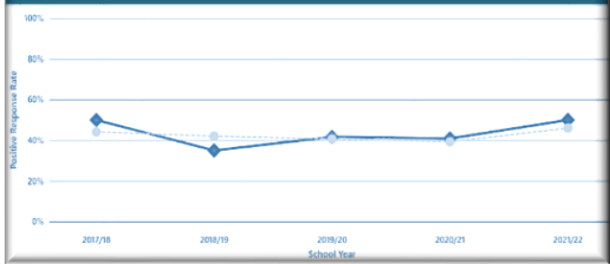
Measure 3.1: Student Sense of Belonging

◆ School District 59 Peace River South ● Provincial Average

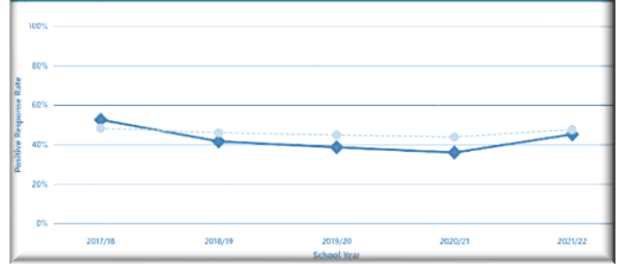




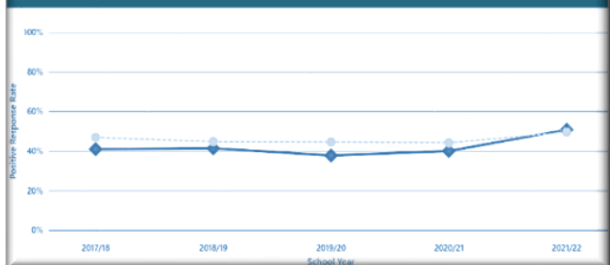
SLS–School Belong: Indigenous Students on Reserve



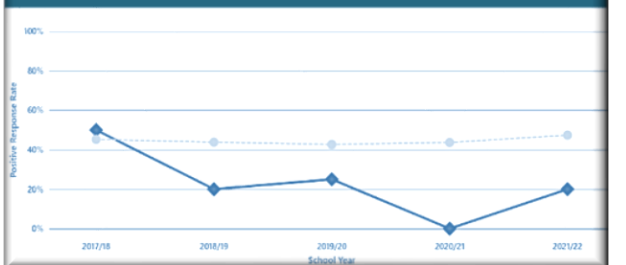
SLS–School Belong: Indigenous Students off Reserve



SLS–School Belong: Students with Diverse Abilities



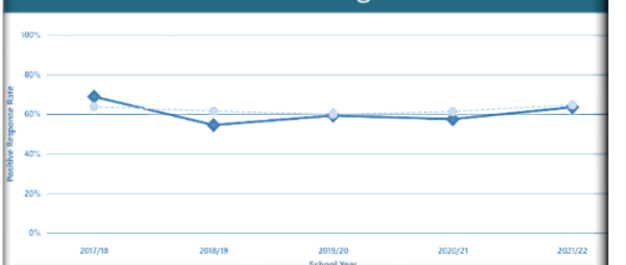
SLS–School Belong: Children/Youth in Care



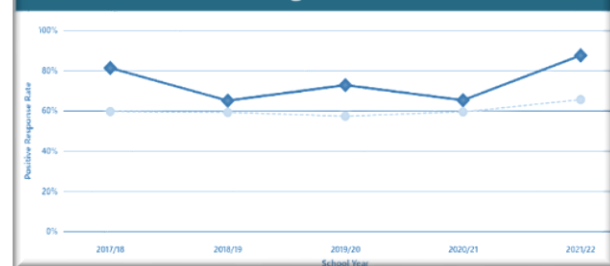
SLS – Feel Welcome: All Students



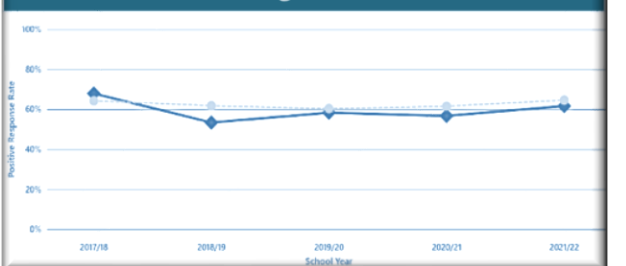
SLS – Feel Welcome: Indigenous Students

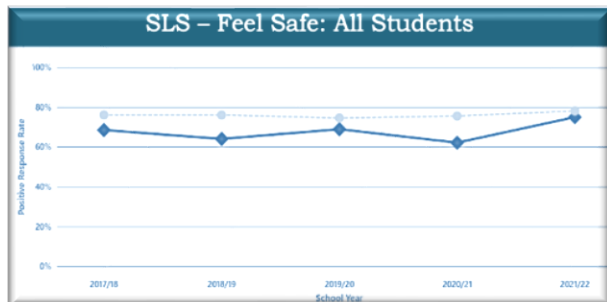
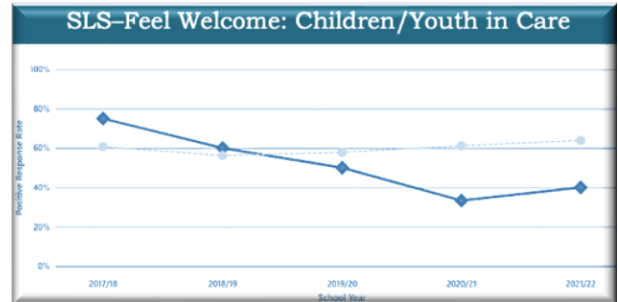
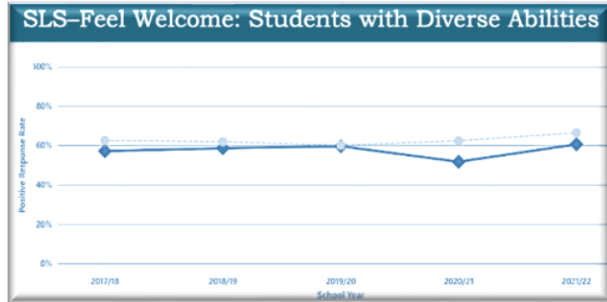


SLS–Feel Welcome: Indigenous Students on Reserve



SLS–Feel Welcome: Indigenous Students off Reserve





Improvement in school belonging can be attributed to an increase in school and community activities. Extra-curricular activities, school activities, and parent involvement all increased to pre pandemic norms. Although an increase is observed, results are still below 60%. Throughout the 2022-2023 school year the district engaged with students to develop and implement an environmental scan of each school. This year data from the scans will be shared with schools. This allows school teams to make plans based on the data.

In 2022-23, the district implemented the MDI (Middle Years Development Instrument), and the YDI (Youth Development Instrument) to gather more data about these two specific age groups. The MDI surveyed grades 5, 6 and 8, while the YDI focused on students in grade 11. Additionally, SD 59 took part in the McCreary 2023 BC Adolescent Health Survey (BC AHS).

Results from the MDI showed that 69% of students identified feeling a sense of belonging at school. The YDI grade 11 results identified that 77% of students feel belonging. Which are both higher than the Student Learning Survey results.

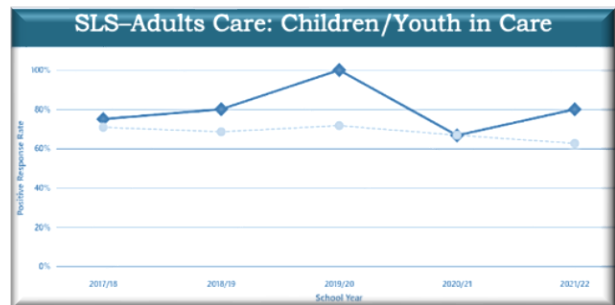
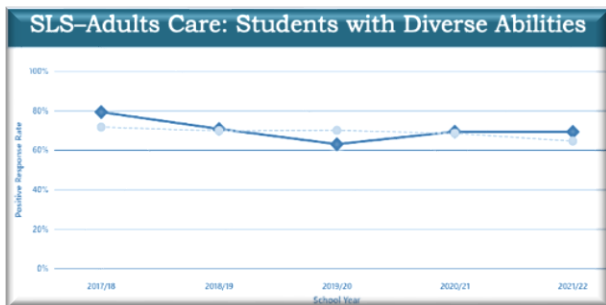
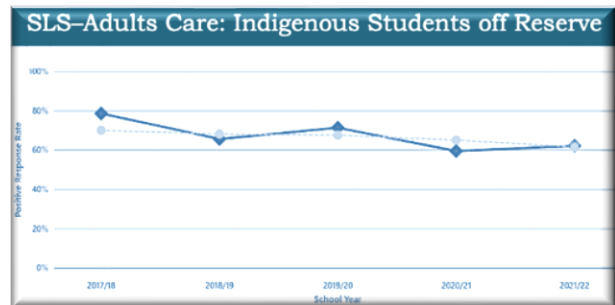
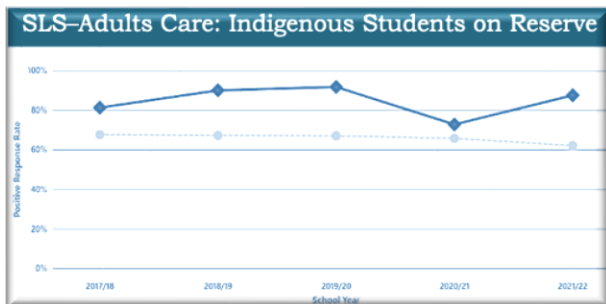
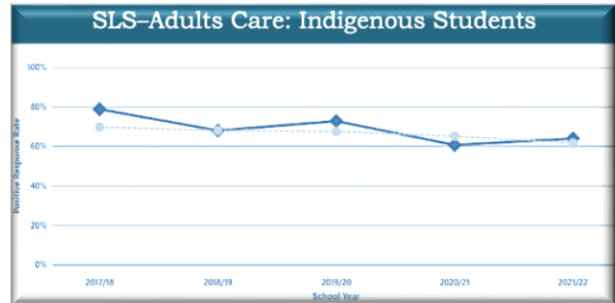
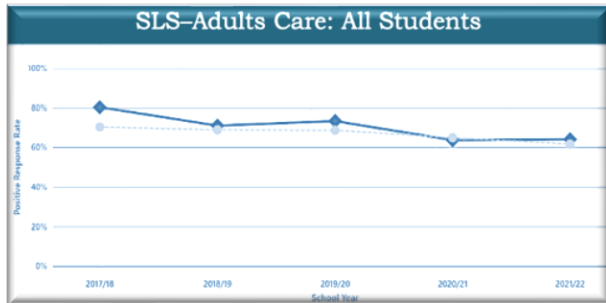
Additionally, both the MDI and YDI survey asked students about the school climate and “the overall tone of the school environment, including the way teachers and students interact and how students treat each other”. Grades 5 and 6 on the MDI both reported a 73% response on positive school climate; however, the grade 8s response was lower at 51%. YDI is slightly higher at a 63%.

The YDI questions students on how safe they feel at school. 83% of grade 11 students reported that they did feel safe. This aligns with the Student Learning Survey’s results.



Measure 3.2: Two or More Adults who Care About Them

◆ School District 59 Peace River South ● Provincial Average

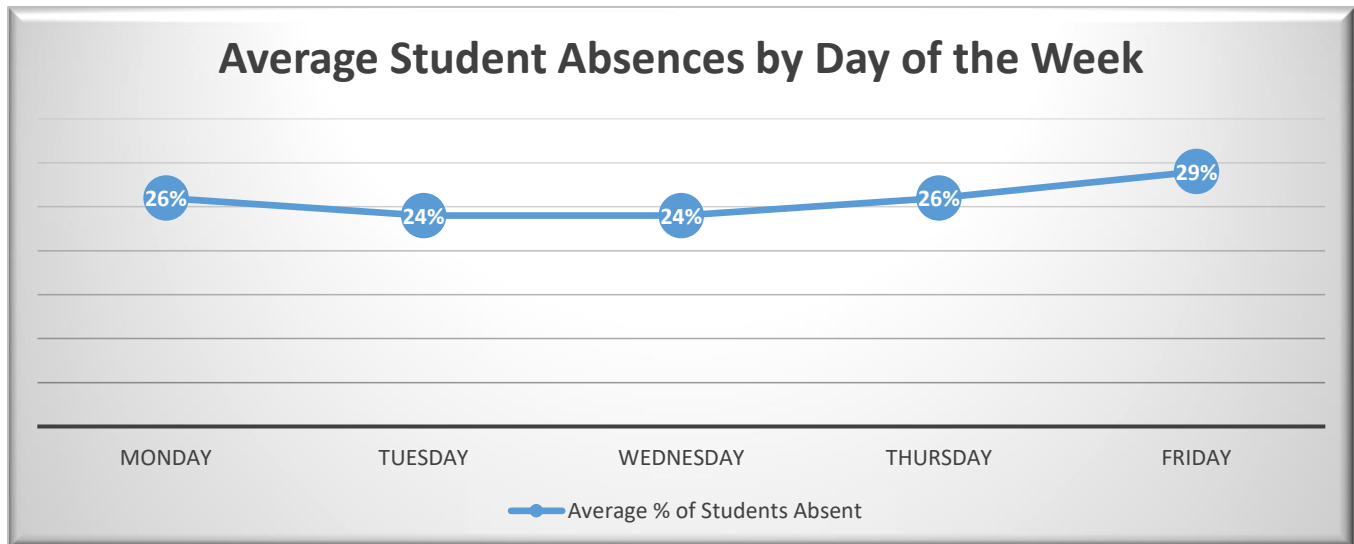


The Student Learning Survey question asking students if they have two or more adults who care about them in the school is showing a similar trend to what is being seen provincially. Successful increases are noted on the indigenous students on reserve and children/youth in care.

The MDI results showed that 90% of students reported that there is an adult believes that they will be a success. The YDI results showed that 77% of students in grade 11 feel connected to an adult.



Measure 3.3: Attendance Data



Information to Consider:

The above graph looks at an average of absences seen each day of the week from November 24th to June 30th. Student absences continues to be an issue in the district. There is a definite increase in absence seen on Mondays and Fridays. Thursdays are also high due to student absence increasing before a long weekend. Some additional information about the district absences are:

- There were 3613 students in district in the 2022-23 school year
 - 40% = 1445 students
 - **30% = 1084 students**
 - **20% = 723 students**
 - 10% = 361 students
- Most Days (104 days) we have between **20-30%** of our students absent.
- 5/129 Days = slightly less than 20% of the student population absent
- **20/129 days = more than 30%** of the student population absent.

We have seen slight improvement with the daily average data from 24% in the 2021-2022 school year to 23.5% in the 2022-2023 school year. Improving student attendance will continue to be a focus for the district as we know that attendance has a direct correlation to student achievement. Schools will continue to work on sharing the importance of consistent attendance with students and families.

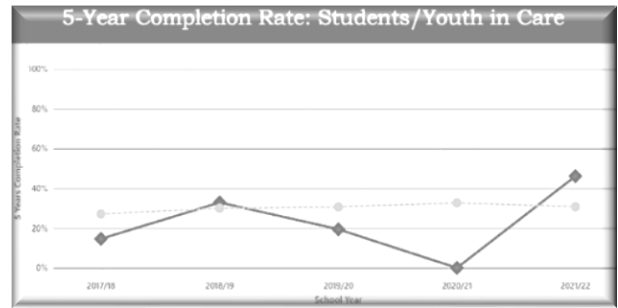
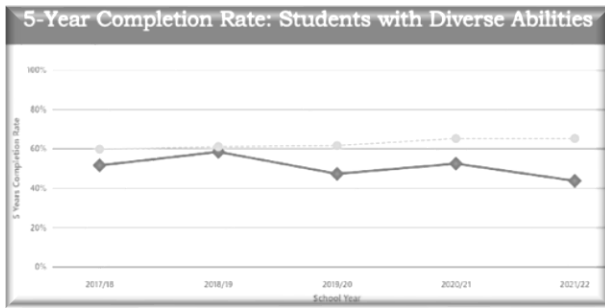
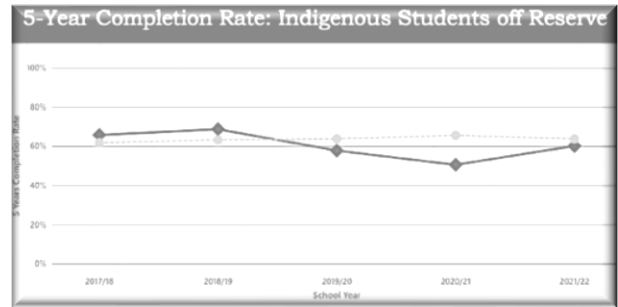
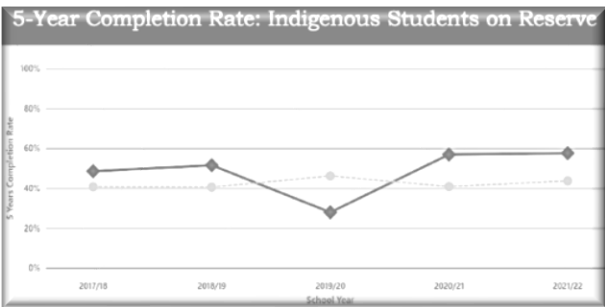
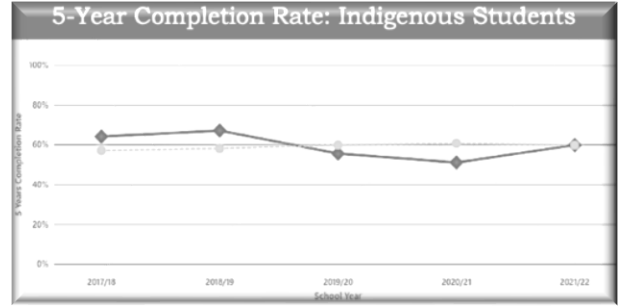
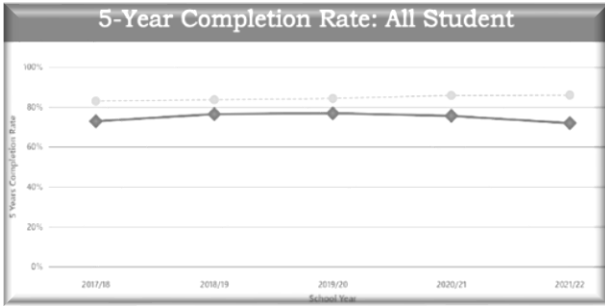


Career Development

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

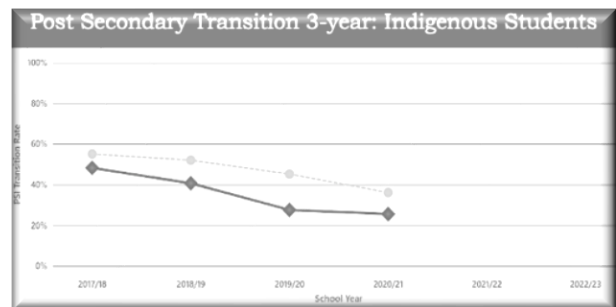
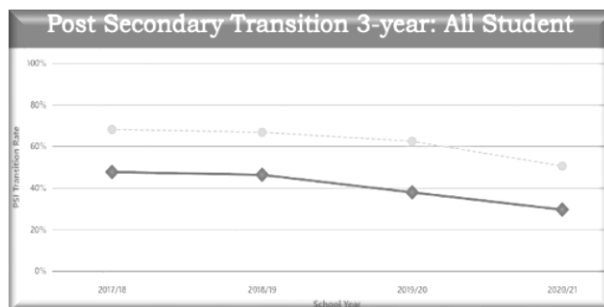
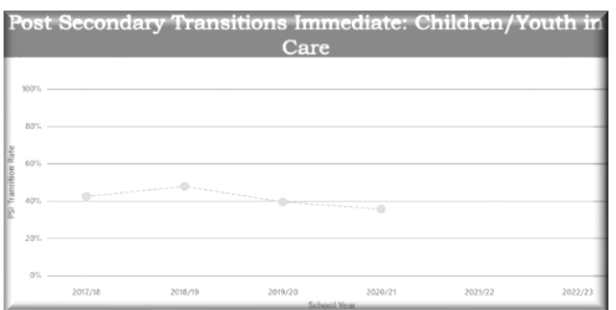
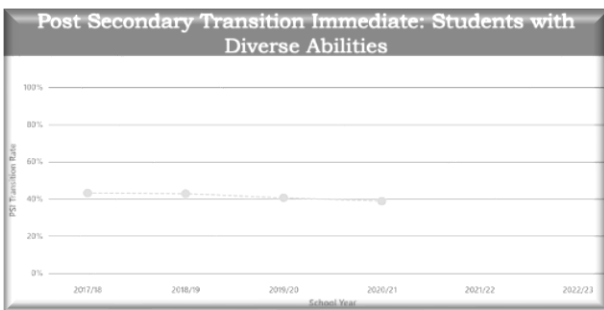
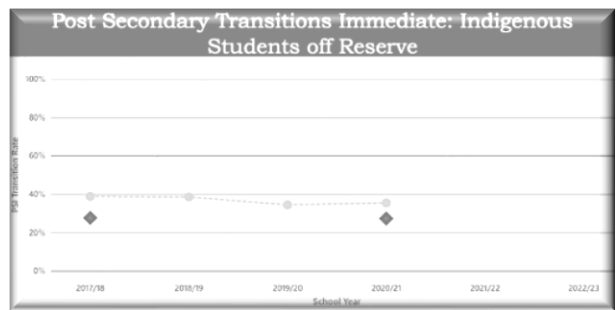
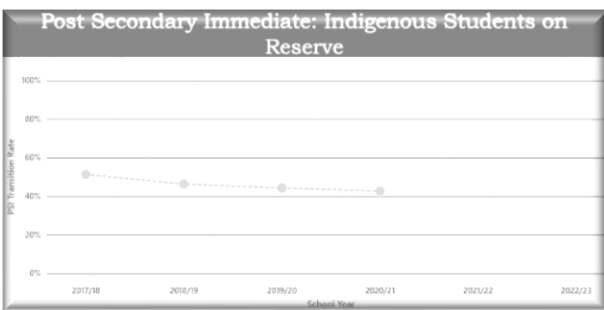
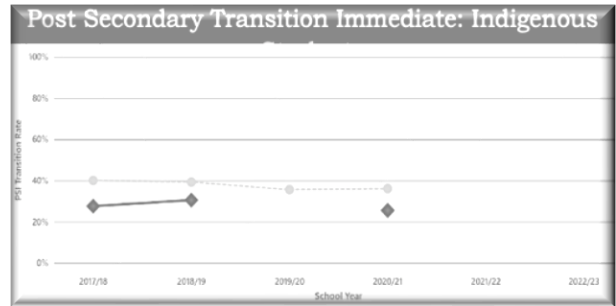
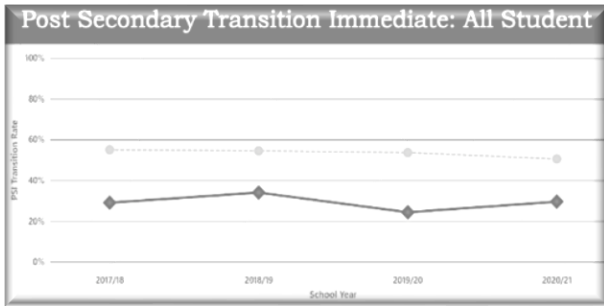
◆ School District 59 Peace River South ● Provincial Average

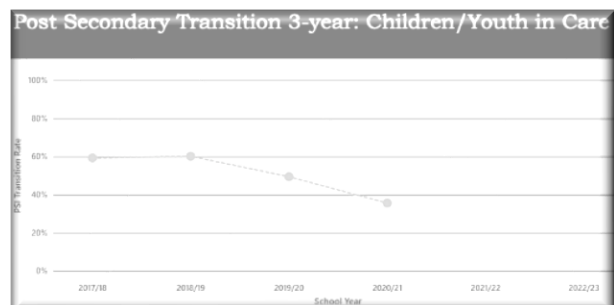
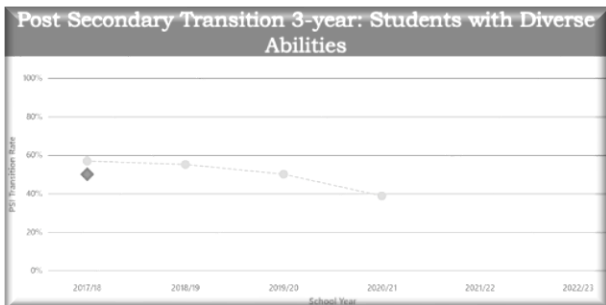
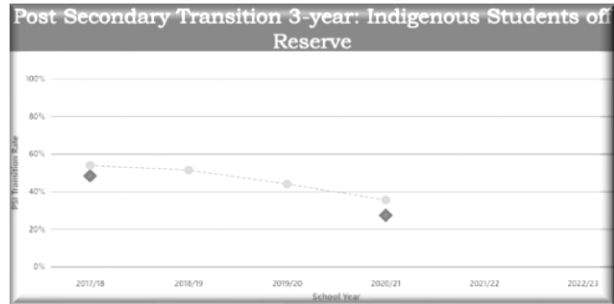
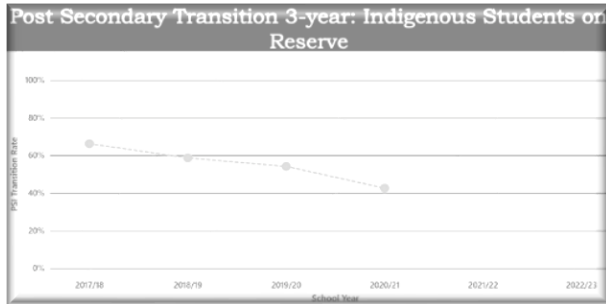


Overall, in 2022-2023 we trended down with our 5-year completion rate; however, we have some successes with students and youth in care as well as indigenous student on reserve. Although this past year saw success in closing the gap between completion rates for indigenous students and non-indigenous students there is still work to be done. Grade and grad coaching for Indigenous students continues to make 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





School District No. 59 appears to have a much lower percentage of students transitioning to post-secondary institutions than the provincial average (30% district average versus 50% provincial average transition within 1 year; 30% vs 50% respectively within 3 years). However, SD 59's 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 or to other provinces. In the transition at the end of the 2022-2023 school year, 40 students were confirmed to have transitioned to post-secondary institutions out of province. This puts the transition to post-secondary rate at closer to 51%. Additionally, last year 26 students complete dual credit trades and vocational programs with Northern Lights College, while still in their grade 12 year. These additional students may not be counted in the Ministry's data.

Existing and/or Emerging Areas of Need

Even though most of our data shows improvement from 2021-2022, equity continues to be an area of growth. The data is showing that there continues to be an equity gap which the district is relating to recruitment and retention factors and attendance of both students and staff.

Working with our senior administrative team and our principals and vice-principals, the district will continue to 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 to attending school.

Children and Youth in Care (CYIC)

When reflecting on the data for the different measures in the SD 59 ESL, 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 2022/2023 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 ESL, key themes immerge.

CYIC K-7 themes:

- The majority of CYIC in grade 4 were on-track or extending in the FSA Literacy and Numeracy assessment during 2022/2023.
- The majority of CYIC in grade 7 were not yet meeting or approaching in the FSA Literacy and Numeracy assessment during 2022/2023.
- The majority of CYIC in K-7 have less then 20 absences.
- The majority of CYIC in K-7 are approaching or meeting all grade level outcomes.
- All K-7 students in care are completing grade to grade transitions on time.

An improvement was seen from the previous year in the number of absences for CYIC in K-7 with 60% having less than 20 absences (50% in 2021-2022) . A particular area of concern within the CYIC K-7 data is the grade 7 FSA data which is reflective of the district's overall data. Based on district data, grade 7 literacy and numeracy are areas that need improvement. The focus on intermediate reading interventions outlined earlier in this report will also support our CYIC. The continued focus on numeracy and filling in skill gaps from K-7 will also support our CYIC.

CYIC 8-12 themes:

- The majority of CYIC in grades 8-12 have more than 20 absences.
- Half 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 10-12.

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 continues to be a 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:

- Establish a working group to look at the data for CYIC in grades 8-12.
- Collaborate with Ministry of Children and Family Development to support CYIC in grades 8-12.
- Continue to use the School Based Team and In Care planning document to make individual plans for CYIC including identifying the key adult connecting with CYIC.
- Review and update the process for monitoring 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 ESL, 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 2022/2023 school year. When looking at the variety of measures in the ESL, a number of themes for SWD immerged:

- District Foundational Skills Assessment (FSA) literacy data reflected provincial FSA literacy data for SWD in both grades 4 and 7 are similar to the provincial average. Grade 4 FSA results show an increase in achievement while grade 7s show a slight decrease.
- The number of SWD meeting or exceeding expectations on the grade 4 FSA Numeracy assessment was well above the provincial average and showed a significant increase from 2021-2022.
- 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 in grades 9-12.
- The data on sense of belonging, adults who care and feeling welcome continue to trend upwards for SWD.

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 schools with a focus on implementation in grades 9 - 12.
- 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 60 teachers in addition to the 25 district trainers in the 3 Block Model of Universal Design for Learning with Dr. Jennifer Katz. This year will see additional work on UDL done with our trainers, more teachers, administrators, and education assistants. The focus of this work is to build capacity to differentiate instruction to support all learners.
- A focus will be on expanding the implementation of UDL in grades 8-12.
- Review the impact of the essential supports and interventions for literacy and numeracy for SWD. Essential supports for SWD K-12 will now be listed in MY ED.
- The continued 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 the final year (year 4) of our current 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. This year the district is engaging in an environmental scan known as the SOAR (strengths, opportunities, aspirations, results) as we start the work to create the new strategic plan.

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. During the 2023-2024 school year, the district will engage in developing a new strategic plan. The first step will 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 20, 2023

Agenda Item: R5.3 Accessibility Plan

As part of the Accessible BC Act our school district has made available a form at the bottom of this page for members of the public that interact with us to provide feedback about accessibility in our organization.

The Accessible British Columbia Act aims to support the identification, prevention, and removal of barriers that people with disabilities face in their day-to-day lives.

Key Themes of the Act

- Breaking down barriers.
- Advancing human rights.
- Promoting fairness and equity.
-

Themes Specific to Education

- Increased visibility of those with disabilities.
- Public education campaigns to include those with disabilities in the education system.
- Development of targeted education and training programs.
- Increased integration in schools.
- Focus on accessibility, empathy and sensitivity training.

Important Definitions from the Act

Disability: An inability to participate fully and equally in society as a result of the interaction of an impairment and a barrier.

Barrier: Essentially, anything that hinders the full and equal participation in society of a person with an impairment.

Impairment: A physical, sensory, mental, intellectual, or cognitive impairment which is permanent, temporary, or episodic.

Examples of Barriers to Accessibility

- Attitudinal: when people think, and act based upon false assumptions.
- Physical: when obstacles in an environment make access difficult.
- Information or Communication: when people with disabilities are excluded because they use other ways to communicate.
- Systemic: when an organization's policies, practices and procedures result in exclusion.
- Technology: when technology can't be accessed by people with disabilities.

- Sensory: when sensory information such as lights, sounds, smells, etc. prevent participation in the environment.

Plan

Jointly developed with districts in Northern British Columbia, School District 59's accessibility plan is posted on the district website (<https://www.sd59.bc.ca/sites/default/files/2023-08/Northern%20BC%20School%20District%20Accessibility%20Plan%202023-2026.pdf>).

Feedback Mechanism

The feedback form posted on the website is an opportunity for input that is submitted to the advisory committee. The form is available at:

(https://forms.office.com/Pages/ResponsePage.aspx?id=8_eg6Gf6fUedBMfsn3s2ZL-cA8VbTKhMlIVZ8CV952pUNjBGNVhDWUJwMUg0VFNKSk1TRTJOVFZWWS4u).

The feedback received will be shared with both our Accessibility Advisory Committee and our Accessibility Working Group. Feedback is also shared to relevant department or school leaders.

Christy Fennell
Superintendent

2023 'AAA' SENIOR GIRLS

VOLLEYBALL CHAMPIONSHIPS

NOV 30 - DEC 2, 2023



FREE ENTRY NOVEMBER 30TH

FOR ALL SCHOOL DISTRICT 59 STUDENTS (PLEASE BRING ID)

DAWSON CREEK MEMORIAL ARENA

OPENING CEREMONIES: NOV 30 9:00AM

TOURNAMENT PLAY: NOV 30, DEC 1, DEC 2

CONTACT TERRI SPENCER FOR MORE INFORMATION: TER_MATT@LIVE.COM

SD59 2023/24 Final Enrollments (FTE's)

School	Prelim. Budget	Sep-23	Change	Sep-22	Sep-23	Change
Canalta	244.0	260.0	16.0	267.0	260.0	(7.0)
Chetwynd Secondary	270.0	263.6	(6.4)	268.1	263.6	(4.6)
Crescent Park	260.0	265.0	5.0	256.0	265.0	9.0
Devereaux	79.0	79.0	0.0	86.0	79.0	(7.0)
Don Titus	141.0	155.0	14.0	124.0	155.0	31.0
Ecole Frank Ross	470.0	461.0	(9.0)	466.0	461.0	(5.0)
Distributed Learning & Kelly Lake	80.0	93.5	13.5	80.2	93.5	13.3
Little Prairie	205.0	207.0	2.0	217.0	207.0	(10.0)
McLeod	69.0	68.0	(1.0)	66.0	68.0	2.0
Moberly Lake	33.0	37.0	4.0	33.0	37.0	4.0
Parkland	60.0	58.0	(2.0)	61.0	58.0	(3.0)
Peace View School	31.0	31.0	0.0	32.0	31.0	(1.0)
Pouce Coupe	121.0	122.0	1.0	114.0	122.0	8.0
South Peace Elementary	36.0	37.0	1.0	33.0	37.0	4.0
Dawson Creek Secondary	942.0	964.1	22.1	985.6	964.1	(21.5)
Tremblay	161.0	182.0	21.0	153.0	182.0	29.0
Tumbler Ridge Elementary	208.0	217.0	9.0	216.0	217.0	1.0
Tumbler Ridge Secondary	165.0	182.8	17.8	160.0	182.8	22.8
Windrem	62.0	48.0	(14.0)	70.0	48.0	(22.0)
District	48.0	0.0	(48.0)	0.0	0.0	0.0
Total FTE	3685.00	3730.94	45.9	3687.94	3730.94	43.0

SUMMARY:

Elementary	2,180.0	2,227.0	47.0	2,194.0	2,227.0	33.0
Secondary	1,377.0	1,410.4	33.4	1,413.8	1,410.4	(3.3)
Distributed Learning & Kelly Lake	80.0	93.5	13.5	80.2	93.5	13.3
District School	48.0	0.0	(48.0)	0.0	0.0	0.0
Total FTE	3,685.0	3,730.9	45.9	3,687.9	3,730.9	43.0

SUMMARY:

Elementary:

Urban Dawson Creek	1,135.0	1,168.0	33.0	1,142.0	1,168.0	26.0
Rural Dawson Creek	396.0	395.0	(1.0)	392.0	395.0	3.0
Chetwynd Area	441.0	447.0	6.0	444.0	447.0	3.0
Tumbler Ridge	208.0	217.0	9.0	216.0	217.0	1.0
Total	2,180.0	2,227.0	47.0	2,194.0	2,227.0	33.0

Secondary:

Dawson Creek	942.0	964.1	22.1	985.6	964.1	(21.5)
Chetwynd	270.0	263.6	(6.4)	268.1	263.6	(4.6)
Tumbler Ridge	165.0	182.8	17.8	160.0	182.8	22.8
Total	1,377.0	1,410.4	33.4	1,413.8	1,410.4	(3.3)

Distributed Learning & Kelly Lake	80.0	93.5	13.5	80.2	93.5	13.3
District School	48.0	0.0	(48.0)	0.0	0.0	0.0

Public Sector Executive Compensation Disclosure Report 2022/23 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 \$150.00
 - 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 \$150.00

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.

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 2023

Name and Position	Salary	Holdback/Bonus/ Incentive Plan Compensation	Benefits	Pension	All Other Compensation (expanded below)	2022/2023 Total Compensation	Previous Two Years Totals Total Compensation	
							2021/2022	2020/2021
Christy Fennell, Superintendent	\$ 198,241	-	\$ 8,445	\$ 22,401	\$ 3,382	\$ 232,469	\$ 207,594	\$ 202,462
Melissa Panoulis, Secretary Treasurer	\$ 171,099	-	\$ 10,595	\$ 15,929	\$ 3,042	\$ 200,665	\$ 192,334	\$ 189,259
Michael Readman, Assistant Superintendent	\$ 162,958	-	\$ 10,200	\$ 18,414	\$ 3,478	\$ 195,050	\$ 185,100	\$ 180,710
Paul Chisholm, Director of Instruction	\$ 150,524	-	\$ 10,629	\$ 17,009	\$ 2,732	\$ 180,894	\$ 169,740	\$ 164,041
Jan Proulx, Director of Instruction	\$ 150,125	-	\$ 10,624	\$ 16,964	\$ 2,732	\$ 180,445	\$ 169,740	\$ 164,041

EXECUTIVE COMPENSATION DISCLOSURE

Summary Other Compensation Table at 2023

Name and Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle / Transportation Allowance	Perquisites / Other Allowances	Other
Christy Fennell, Superintendent	\$ 3,382	-	-	-	-	-	\$ 3,382
Melissa Panoulias, Secretary Treasurer	\$ 3,042	-	-	-	-	-	\$ 3,042
Michael Readman, Assistant Superintendent	\$ 3,478	-	-	-	-	-	\$ 3,478
Paul Chisholm, Director of Instruction	\$ 2,732	-	-	-	-	-	\$ 2,732
Jan Proulx, Director of Instruction	\$ 2,732	-	-	-	-	-	\$ 2,732

EXECUTIVE COMPENSATION DISCLOSURE

Notes

Christy Fennell, Superintendent	<p>General Note: Christy Fennell received a 5% performance-based salary increase as of August 1, 2022 and an additional 1.59% effective December 31, 2022. These increases were in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>
Melissa Panoulis, Secretary Treasurer	<p>General Note: Melissa Panoulis received a 5.0% performance-based salary increase as of August 1, 2022 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>
Michael Readman, Assistant Superintendent	<p>General Note: Michael Readman received a 5% performance-based salary increase as of August 1, 2022 and an additional 1.06% effective December 31, 2022. These increases were in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.</p> <p>Other Note: Benefit Allowance, Retirement Allowance, and EI rebate.</p>
Paul Chisholm, Director of Instruction	<p>General Note: Paul Chisholm received a 5% performance-based salary increase as of August 1, 2022 and an additional 2.83% effective December 31, 2022. These increases were in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>
Jan Proulx, Director of Instruction	<p>General Note: Jan Proulx received a 5% performance-based salary increase as of August 1, 2022 and an additional 2.83% effective December 31, 2022. These increases were in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.</p> <p>Other Note: Benefit Allowance and EI rebate.</p>



School District No.59 (Peace River South)

October 20, 2023

School District #59 Trustees

RE: 2023/24 Capital Plan Response Letter (Bylaw No. 2023/24-CPSD59-03)

Further to the letter received from the Capital Management Branch of the Ministry of Education and Child Care dated March 9, 2023, the district has received additional funding in regard to the 2023/24 Annual Five Year Capital Plan submission.

School districts' annual Five-Year Capital Plan submissions are used to inform the selection of priority capital projects for the Ministry's following fiscal year. The submissions include the following categories:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- **School Fund Infrastructure Program (FIP)***
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Replacement Program (BUS)

***Note: The FIP is a new program commencing in the 2023/24 fiscal year.**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS: (SMP, EXP, REP, SAP, RDP)

New projects

Project #	Project Name	Project Type	Comments
153848	Crescent Park Elementary	Addition	Project has been approved for a five classroom prefabricated modular addition. Your Regional Director will contact you with next steps.

The Ministry has reviewed all 60 school districts' submissions and identified the following minor capital projects specific to School District No. 59 (PRS) that are approved for funding and able to proceed to procurement.

MINOR CAPITAL PROJECTS: (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The additional funding received (updated from March 9, 2023 letter received) is specific to the School Fund Infrastructure Program (FIP).

New projects for SEP, CNCP, BEP, PEP, FIP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Dawson Creek Secondary (South Peace Campus)	SEP – Interior Construction Upgrades	\$150,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Canalta Elementary	SEP - Electrical Upgrades	\$125,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Dawson Creek Secondary (South Peace Campus)	SEP – HVAC Upgrades	\$620,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Windrem Elementary	CNCP - HVAC Upgrades	\$250,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Canalta Elementary	PEP – Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Canalta, Crescent Park, Devereaux, Don Titus Montessori, Ecole Frank Ross, Little Prairie, Moberly Lake, Parkland, Tremblay, Tumbler Ridge Secondary	FIP – Kitchen Equipment	\$50,000	Proceed to design, tender & construction. To be completed by March 31, 2024.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A-3593	C (70-75) with 0 wheelchair space(s)	\$183,984	Proceed to ordering the school bus(es) between April 3 rd and May 15 th , 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A-2592	C (64-69) with 0 wheelchair space(s)	\$181,876	Proceed to ordering the school bus(es) between April 3 rd and May 15 th , 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A-3590	C (70-75) with 0 wheelchair space(s)	\$183,984	Proceed to ordering the school bus(es) between April 3 rd and May 15 th , 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

In accordance with Sections 143 (2) and 144 (1) of the School Act, Boards of Education are required to adopt a single Capital Bylaw for its approved 2023/24 Five-Year Capital Plan.

Melissa Panoulis
Secretary Treasurer

CAPITAL BYLAW NO. 2023/24-CPSD59-03

A BYLAW by the Board of Education of School District No. 59 (Peace River South) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the *School Act*, the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) Upon ministerial approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated September 27, 2023, is hereby adopted.
- 2. This Bylaw may be cited as School District No.59 (Peace River South) Capital Bylaw No. 2023/24-CPSD59-03.

READ A FIRST TIME THE 25th DAY OF October, 2023;

READ A SECOND TIME THE 25th DAY OF October, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF October, 2023.

Chad Anderson, Board Chair

Melissa Panoulias, Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 59 (Peace River South) Capital Bylaw No.2023/24-CPSD59-03 adopted by the Board the 25th DAY OF October, 2023.

Melissa Panoulias, Secretary-Treasurer



School District No.59 (Peace River South)

DATE: October 25, 2023

CHAIR: Roxanne Gulick

Policy for Discussion:

Policy for Circulation:

Policy for Adoption:

Policy/Regulation for Further Review:

- Trustee Code of Conduct
 - Policy 2150 Roles and Responsibilities of the Board
 - Bylaw 1-99 Organization and Operation of the Board

Policy/Regulation for Repeal:

Regulations for Board Information:

- Regulation 4209 Energy Management and Sustainability
- Regulation 4570 Emergency Preparedness

ENERGY MANAGEMENT AND SUSTAINABILITY

Board Approved: March 07, 2012

Last Reviewed: June 19, 2013; October 25, 2023

Description:

In order to achieve the goals established by the Board, the Superintendent will establish an energy management plan. The group creating this plan will be the Secretary Treasurer, the Director of Operations, a Director of Instruction, and the Facilities Manager. The primary purpose of the energy management plan will be to provide targets that are established annually. At the same time the group will maintain a strategic, three-year plan that will prepare for larger projects and associated budget requirements.

The Secretary Treasurer will work with the Facilities Manager to anticipate the budget required for annual and/or multi-year, energy saving initiatives. The Secretary-Treasurer will propose the required budget to the Board for approval and will oversee the completion of the initiatives. The Secretary-Treasurer will report to the Board annually the status of the energy management plan.

The *Director of Instruction* will communicate the District's Energy Management Plan to Principals, and the Board's expectations. The Director of Instruction will work with Principals to enable the work of the energy management plan within schools.

The Director of Operations and District Facilities Manager will:

- will be responsible for identifying areas where savings can be developed and will generate recommendation that shape the energy management plan. They will keep the program visible, relevant and responsive;
- work with the Secretary Treasurer to establish the plan and budget required to carry forward the initiatives within the energy management plan;
- develop energy management initiatives and procedures for all facilities;
- develop maintenance priorities and practices to achieve reductions in energy consumption;
- establish construction and renovation practices that maximize savings in energy consumption;
- establish purchasing practices that maximize savings in energy consumption and eliminates the use of toxic or harmful products to the environment;
- develop quarterly audits of energy consumption and report to the energy management group, describing the progress toward meeting targets within the plan;
- communicate to the operational staff what the District targets are;
- assist schools in the development of energy-saving practices and foster a culture of environmental stewardship.

The Director of Instruction will:

- work with Principals to support and promote school based initiatives that will conserve energy, and report those to the Director of Instruction
- support classroom teachers to facilitate learning and project development in schools to study environmental issues and sustainable environments;
- promote waste reduction in schools;
- foster a district wide culture of environmental stewardship;
- champion the connection between energy conservation and the benefit to the environment.

All staff will be encouraged to participate in identifying strategies that will contribute to reducing the energy consumed or innovative strategies for reducing waste and reporting them to their supervisor.

Emergency Preparedness

Board Approved: September 23, 2020

Last Revised: October 25, 2023

Description:

1. Direct responsibility for what may occur immediately following a response to a 911 call will lie with the Prime Responders (such as the RCMP, fire department, Regional Emergency Operation Center, or NHA Medical Officer). The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate emergency plan.
2. A standardized emergency operations plan and procedures will be developed, implemented and maintained for all school, district facilities and school buses (See Standardized Emergency Operations Plan, on our website www.sd59.bc.ca) and that:
 - 2.1. All employees shall be made aware of the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others,
 - 2.2. Students and employees shall practice the emergency procedures implemented at their school or work site,
 - 2.3. Parents shall be advised of the emergency procedures developed at their child(ren)'s school(s).
 - 2.4. Plans will be posted at each school district site bright orange Emergency Preparedness document on wall, by door)
 - 2.5. This policy shall be reviewed annually by the District Emergency Response Committee, and school plans shall be reviewed annually by school Joint Health & Safety Committees.
3. Other Supporting Documents (please see website, www.sd59.bc.ca for these documents):

SD 59 Pandemic Response Plan
School Critical Event Response Plan