



# School District No. 59 (Peace River South)

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## Open Board Meeting Agenda

**Date:** March 12, 2025 @ 1:00 PM

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

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

### APPROVAL OF AGENDA

**RECOMMENDED MOTION:** THAT the Board of Education of School District No. 59 (Peace River South) adopt the March 12, 2025 Regular Board Meeting agenda as presented.

#### 1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – February 19, 2025
- R1.2 – Excerpts Closed Meeting – February 19, 2025

#### 2. BUSINESS ARISING

#### 3. ESSENTIAL ITEMS

#### 4. PRESENTATIONS

#### 5. CORRESPONDENCE

- R5.1 - February 19, 2025 - Letter to Minister of Education (Re: Barriers to Education)
- R5.2 – March 4, 2025 – Letter from Minister of Education (Re: Funding for Child Care on School Grounds)

#### 6. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

- R6.1 – School/Student News
- R6.2 – How Are We Doing? Indigenous Education Report
- R6.3 – BCPSEA Pre-Employment Hiring Incentives-2025
- R6.4 – 2025-2026 School Calendar



**Recommended Motion:** THAT the Board of Education of School District No. 59 (Peace River South) adopt the 2025-2026 School Calendar as presented.

#### 7. REPORTS FROM THE SECRETARY-TREASURER

- R7.1 – 2024-2025 Amended Budget Amendment

##### **Recommended Motions:**

THAT the Board of Education of School District No. 59 (Peace River South) Amended Annual Budget Bylaw-02 for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,817,590 for the 2024-2025 fiscal year be read a first time.

THAT the Board of Education of School District No. 59 (Peace River South) Amended Annual Budget Bylaw-02 for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,817,590 fiscal year be read a second time.

THAT the Board allows the third reading of the 2024-2025 Amended Budget Bylaw-02 to occur in the February 19, 2025 meeting.

THAT the Board of Education of School District No. 59 (Peace River South) Amended Annual Budget Bylaw-02 for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$68,817,590 fiscal year be read a third time, passed, and adopted.



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

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### R7.2 – 2025-2026 Annual Budget

- a) Survey Results
- b) MOECC Funding Announcement
- c) 1<sup>st</sup> Reading of Budget Bylaw

**Recommended Motion:** THAT the Board of Education School District No. 59 (Peace River South) Annual Budget Bylaw for the fiscal year 2025-2026 showing the estimated revenues and expenditures and the total budget bylaw amount of \$67,864,605 for the 2025-2026 fiscal year be read a first time.

### R7.3 - Capital Projects Report

### R7.4 - Secretary Treasurer Report – March 2025

## 8. TRUSTEE ITEM

R8.1 – BCSTA Update – R. Gulick

R8.2 - Board Chair Partner Liaison Meeting – C. Anderson

## 9. COMMITTEE REPORTS

R9.1 - Indigenous Education Councils

R9.2 – Policy Committee

## 10. DIARY

## 11. QUESTION PERIOD

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

## 12. FUTURE BUSINESS / EVENTS

R12.1 – April 2, 2025 - Special Open Board Meeting

R12.2 – April 2, 2025 - Public Consultation 2025-2026 Annual Budget

R12.3 – April 30, 2025 - Open Board Meeting

## ADJOURNMENT

**RECOMMENDED MOTION:** THAT the Regular Board Meeting of March 12, 2025 be adjourned.



# School District No. 59 (Peace River South)

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

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

### Open Board Meeting Minutes

DATE & TIME: February 19, 2025 – 1:00 PM

PLACE: School Board Office – Dawson Creek, BC

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

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

REGRETS: Nil

Called to Order – 1:00 PM

The Board Chair acknowledged that we share this territory with the people of Treaty 8.

### APPROVAL OF AGENDA

Additions: Nil

Deletions: Nil

(2025-02-007)

MOVED/SECONDED – Hillton/Schurmann

THAT the Board of Education of School District No. 59 (Peace River South) approve the February 19, 2025 Regular Board Meeting agenda as presented.

CARRIED

## 1.0 ITEMS FOR ADOPTION

### R1.1 Regular Board Meeting Minutes – January 22, 2025

The Chair asked for any corrections to the minutes.

(2025-02-008)

The Chair declared the minutes of the open meeting January 22, 2025 approved as presented.

### R1.2 Excerpts of Closed Board Meeting – January 22, 2025

(2025-02-009)

The Chair declared the excerpts of the closed board meeting January 22, 2025 approved as presented.

## 2.0 BUSINESS ARISING

## 3.0 ESSENTIAL ITEMS

## 4.0 PRESENTATIONS

### R4.1 Early Learning Program – M. Manuel & D. Bassendowski

Mary Manuel and Dianne Bassendowski presented the Early Learning Programs in the District.

SD59 has 6 StrongStart Programs. StrongStart is an Early Learning program designed for 0 to 5 years working in partnership with parents/caregivers, ECE/Facilitators and community partners. Curriculum is based on Early Learning Framework integrated with other philosophies and pedagogy of practice.

The Early Learning Hub housed the first early learning indoor playground in the province. The StrongStart program at Tremblay Elementary School also has Munchkinland incorporated in the space which offers specific learning centres for children to role play. Schools include the StrongStart students in many of the school events and activities. StrongStart Programs can also have field trips out into the community.

Ready Set Learn and Welcome to Kindergarten are big events in our district. The Early Learning Department works closely with Kindergarten teachers to prepare the young learners for their transition into Kindergarten.

A JustB4 Preschool program is offered at Tremblay Elementary School. The program offers an introduction into 'school life'. The students are involved in the school community and sets the young students up for a successful transition into school. The Ministry provided initial start up funding for this program for a 3-year period. Ministry funding will no longer be offered for the 2025-2026 school year; however, the district is committed to continuing with this successful program.

The Early Learning department also promotes and supports the early childhood education programs by offering class presentations and mentoring of practicum students.

Many events and activities are held throughout the year:

- Family Fun Day is offered on every Saturday from 9 am – 12 pm.
- The Baby Welcome Party celebrate babies born the previous year.
- Positive Discipline Parenting Workshop is offered for free to parents. The classes are 1 hr a week for 6 weeks. Child minding is offered to parents to allow them to attend the class.
- Participate in National Child Day in November of each year.
- Created and participates in the Dawson Creek Child Care Task Force.
- Early Development Instrument – data collected from Kindergarten teachers focussing on physical well being, social emotional learning.
- Partnership with YMCA to offer before and after school care programs. Currently 4 programs are operating.
- Actively involved in the New child care spaces capital projects.
- Early Years Health Fair 2025 – 53 families attended the event.

Building Learning Together Society is a partnership between the school district and community partners to support all things early learning.

*Trustee Wards left the meeting at 1:45 pm.*

## 5.0 CORRESPONDENCE

## 6.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

### R6.1 School/Student News

The Superintendent reported school/student news:

- Don Titus Montessori students are using math manipulatives to increase their literacy skills.
- As part of the Champions in the Classroom program, Parkland Elementary School students are learning about goal setting and working together to set school wide goals.
- Schools are participating in the Bear Mountain Downhill Ski Program.
- Ecole Frank Ross' library is set up for their book tasting event where students have the opportunity to 'taste' a variety of books. The Social Justice Club created Stop Bullying pins for Pink Shirt Day on February 26<sup>th</sup>. Some classes went bowling with their buddy classrooms. Students had fun making snow sculptures as part of La Tire activities that all EFR students participated in for French Immersion celebration week.
- The Tremblay Elementary Curling Team, Cool Beans, have had a great year and will be participating in the Elementary Curling League Bonspiel on March 1<sup>st</sup>. Tremblay students are also practicing Numeracy and Science skills.
- 100s Day was recently celebrated. At Tremblay Elementary Students and staff dressed up as if they were 100 years old and enjoyed a pancake and sausage breakfast.
- On February 14<sup>th</sup> Northern Lights College hosted the Regional Skills Competition event. The Try A Trade event and Women in Trades conference was held in conjunction with the skills competition. Gold medal winners in the junior and senior skills competitions are invited to compete at the provincial competition held in Abbotsford, BC on April 16<sup>th</sup>.
- Chetwynd Secondary School and Dawson Creek Secondary School teamed up for a ski trip to Jasper, AB.
- Students at Pouce Coupe Elementary School were challenged by the school's Leadership Team and Social Justice Club to create a logo design for Pink Shirt Day. Students worked hard at creating designs that promoted kindness and anti-bullying.

Congratulations to Maddison Terkilsen on your winning design! The school is purchasing pink shirts with Maddison's design for all students and staff to wear on February 26<sup>th</sup>.

- At Devereaux Elementary, Wayne Lariviere is helping students create a mural to compliment the Buddy Bench that they created last year. Monthly assemblies are fun at Devereaux Elementary as they always play a minute-to-win-it game. This month the students played a game called Sticky Face. The students had one minute to stick as many sticky notes as possible to their partner's face!
- Julie Hamilton has been appointed as acting vice-principal at DCSS Central Campus.

#### R6.2 K-12 Literacy Supports – Professional Learning Grants Update

In February 2025, the District was awarded a professional learning grant in the amount of \$238,867 to better support students' literacy development in the K-12 school system. The grant is to be used to provide professional learning for teachers and support staff in the area of evidence-based approaches to literacy development and literacy information/resources for parents and caregivers. The funds are to be fully expended by June 30, 2027.

### 7.0 REPORTS FROM THE SECRETARY TREASURER

#### R7.1 Monthly Financial Report – January 2025

The Secretary Treasurer presented the monthly finance report for January 2025. The report now reflects the amended budget. Substitutes filling in for regular position staffing vacancies are now being reported in regular salary budgets instead of substitutes to better align the budget.

#### R7.2 2024-2025 Amended Annual Budget & Bylaw

The Secretary Treasurer presented 2024-2025 Amended Annual Budget. Overall, the amended budget increased by \$4.3m, representing an overall increase of 6.4%.

(2025-02-010)

MOVED/SECONDED – Hillton/Gulick

THAT the School District No. 59 (Peace River South) Amended Annual Budget Bylaw for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$72,096,425 for the 2024-2025 fiscal year be read a first time.

CARRIED

MOVED/SECONDED – Gulick/Hillton

THAT the School District No. 59 (Peace River South) Amended Annual Budget Bylaw for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$72,096,425 for the 2024-2025 fiscal year be read a second time.

(2025-02-011)

MOVED/SECONDED – Gulick/Jones

That the Board of Education of School District No. 59 (Peace River South) move into committee of the whole.

CARRIED

The Board Chair made a recommendation to move out of the committee of the whole.

(2025-02-012)

MOVED/SECONDED – Gulick/Hillton

THAT the School District No. 59 (Peace River South) Amended Annual Budget Bylaw for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$72,096,425 for the 2024-2025 fiscal year be read a second time.  
CARRIED

(2024-02-013)

MOVED/SECONDED – Jones/Mounsey

THAT, the Board allows the third reading of 2024-2025 Amended Budget Bylaw to occur in this meeting.

CARRIED

(2024-02-014)

MOVED/SECONDED – Schurmann/Hillton

THAT the School District No. 59 (Peace River South) Amended Annual Budget Bylaw for the fiscal year 2024-2025 showing the estimated revenues and expenditures and the total budget bylaw amount of \$72,096,425 for the 2024-2025 fiscal year be read a third time, passed, and adopted.

CARRIED

#### R7.3 2025-2026 Budget

##### a) Enrolment Projections

The Secretary Treasurer presented 3-year enrolment projections. The 2025-2026 projections will be considered in developing the 2025-2026 annual budget. Overall, the district is projecting a slight increase in enrolment of 21.399 FTE to total 3,669 FTE.

##### b) Budget Survey

A budget survey is available for public input on the 2025-2026 annual budget. The consultation process allows for input on priorities and considerations in the budget development process. The survey is open until March 4, 2025. [2025-2026 Budget Survey Link](#)

#### R7.4 Capital Projects Report

##### Crescent Park Elementary School Expansion

Since January 22, 2025, the following have occurred:

- Tender closed - 4 bids received with prices ranging from \$3.1 to \$4.9 million and Fort Modular was awarded the contract for the modular portion of construction. [Our Completed Projects | Case Studies | Fort Modular](#)
- Project kick off meeting with Fort Modular, Engineer and SD59 project team, including Principal Richer.

##### ChildcareBC New Spaces – Tremblay & Tumbler Ridge Elementary

Since January 22, 2025, the following progress has occurred:

- Architect and Engineer continued working on civil and structural drawings.
- Architect completed costing for stick building the childcare facilities.
  - Tumbler childcare stick build cost \$ 5.6m
  - Dawson childcare stick build cost \$ 5.0m

- Architect and project team met to discuss costing and next steps. Architect still awaiting modular build costing to compare to stick build.
- Project team begins licensing applications with Northern Health for both locations.
- Architect and Director of Operations met with the City of Dawson Creek to discuss fire hydrant requirements and next steps in the building permit process.

Updates are available on the district website at [Capital Projects | School District 59 \(sd59.bc.ca\)](https://capitalprojects.sdschools.ca/sd59.bc.ca).

#### R7.5 Secretary Treasurer's Report – February 2025

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

### 8.0 TRUSTEE ITEMS

#### R8.1 BCSTA Update – R. Gulick

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

Trustees attended the Northern Interior Branch meeting held in Prince George on February 7 & 8, 2025. The meeting focussed on motion development for the BCSTA AGM which will be held in Vancouver from April 24-26, 2025, as well as an engaging MLA forum.

Trustee Gulick will attending the Provincial Council online, Saturday, February 22, 2025.

#### R8.2 Draft Letter to Minister of Education – C. Anderson

Trustees approved to send a letter to the Minister of Education and Child Care outlining some barriers to education that are a priority of the board to see addressed. In the letter, the Board noted the following: the need for an online/hybrid teacher education program and specifically the advancement of the UNBC Northern Cohort Bachelor of Education Program; interprovincial credential recognition to lessen unnecessary TRB/TQS costs and delays; streamlining of the Letter of Permission process; and reducing and coordinating provincial travel for meetings to relieve the higher costs and travel time for northern and remote districts to attend provincial meetings.

(2025-02-015)

MOVED/SECONDED – Schurmann/Gulick

THAT, the Board of Education of School District No. 59 (Peace River South) approve the letter to the Minister of Education and Child Care as presented.

CARRIED

### 9.0 COMMITTEE REPORTS

#### R9.1 Indigenous Education Councils

Trustee Hillton reported the Chetwynd Indigenous Council was presented with the How Are We Doing? Report. Council also reviewed the Bill 40 changes.

Trustee Jones reported the Dawson Creek Indigenous Council will be meeting on February 25, 2025, where the How Are We Doing? Report will be presented.

#### R9.2 Policy Committee



The Policy Committee revised Policy and Regulation 4585 Media in Schools and is recommending circulating both the policy and regulation for feedback.

(2025-02-016)

MOVED/SECONDED – Gulick/Schurmann

THAT, the Board of Education of School District No. 59 (Peace River South) approve to circulate Policy and Regulation 4585 Media in Schools for feedback for a minimum thirty days.

CARRIED

Revised Regulation 5170 Reimbursement of Expenses (Staff) was presented to the board for information.

10.0 DIARY

11.0 NOTICE OF MOTION

12.0 QUESTION PERIOD

A question-and-answer period was provided.

13.0 FUTURE BUSINESS

R13.1 - Regular Board Meeting – March 12, 2025

ADJOURNMENT

(2025-02-017)

MOVED – Hillton

THAT the Regular Board Meeting of February 19, 2025 be terminated. (3:21 PM)

CARRIED

CERTIFIED CORRECT:

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C. Anderson, Board Chair

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K. Morris Secretary Treasurer



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

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**MEETING:** Closed Board Meeting  
**DATE:** February 19, 2025 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 – January 22, 2025

### Business Arising

### Presentation

### 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:

- Draft Support Staff Bargaining Plan
- 2024-2025 Amended Budget

Adjournment Motion @ 11:57 a.m.

CERTIFIED CORRECT:

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C. Anderson, Board Chair

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K. Morris, Secretary Treasurer



# School District No. 59 (Peace River South)

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*(From the office of the Board of Education)*

February 19, 2025

Dear Minister Beare:

Thank you for taking on the task of leading the Ministry of Education and Child Care in what the Premier, in your mandate letter, described as “a profoundly challenging geopolitical environment” and “uncertain times.” However, challenges bring opportunities, and we’re as optimistic as ever about the future of public education in BC.

On behalf of the Board of Education of School District No. 59 (Peace River South) I would like to bring to your attention a few unnecessary costs and barriers that we believe should be removed as you complete the work described in the mandate letter, to “review all existing Ministry of Education and Child Care programs and initiatives to ensure programs remain relevant, are efficient, and improve the experience of British Columbians who access child care and education services in our province.”

Our suggestions relate to the most significant challenge that faces our district: the retention and recruitment of staff both in teaching positions, and across other roles in education.

## **Online / Hybrid Teacher Education Programs**

Our Board, through the BCPSEA<sup>1</sup> and BCSTA<sup>2</sup>, has for years advocated for online or hybrid teacher education programs in the style of the University of Calgary’s Werklund program. We would appreciate your support in accelerating the development and approval of a Made in BC online teacher education program. UNBC has been advancing a proposal for such a program to the BC Teachers’ Council (BCTC). Many potential candidates for such a program are Teachers on Letters of Permission (LOP) who are already teaching in classrooms under the supervision of northern and remote school districts. BCTC’s wish to increase in-person instructional hours would significantly drive up travel expenses and disincentivize LOPs to become certified teachers in BC, without real benefit to students and the system.

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<sup>1</sup> BCPSEA AGM 2021, January 2021 AGM Ordinary Motion O-1, “BE IT RESOLVED that the BCPSEA Board of Directors write a letter to the Minister of Advanced Education, the Deans of Education for BC Universities and the BC Teachers’ Council to encourage development of an online teacher training program in BC.”

<sup>2</sup> BCSTA 2023 AGM Motion # 20 : A202320, “That BCSTA advocate to BC Teachers’ Council (BCTC) for an online hybrid teacher training program with increased practicum opportunities in local communities.”

### **Interprovincial Credential Recognition: Unnecessary TRB / TQS Delays & Costs**

While we await a Made in BC online teacher education program, we implore the province of BC to recognize Canadian teaching certificates in BC without costly and redundant paperwork requirements through the Teacher Regulation Branch (TRB). Some celebrate the reduction of trade barriers between provinces for products like wine, but we believe those with a Canadian teaching degree are a much more precious resource. Someone with an Alberta teaching degree hoping to teach in BC should not have to run a regulatory gauntlet, paying hundreds of dollars for transcripts and registration processes to become a certified teacher first in Alberta, only to be required to go through the same tedious and expensive certification process again in BC, waiting months for processing at the TRB and Teacher Qualification Service (TQS).<sup>3</sup>

While provincial regulatory preferences have developed over the decades, it is to the detriment of BC students that we should so strongly discourage new certified teachers from coming to our province.<sup>4</sup>

### **Letters Of Permission Red Tape Reduction**

At the Northern Interior Branch meeting in early February, our branch colleagues supported the Board's motion to advocate for a common sense streamlining of Letter of Permission (LOP) procedures. At present, a detailed application to the Teacher Regulation Branch must be filed for an LOP for each school facility to which a district has hired them. And if they are to be hired for another position in the same year in another school, or in another district, the process is duplicated again, at significant waste of money and time for our overstretched human resources staff. Additionally, if the district is unable to fill that teaching position with a certified teacher in the following year, and the district wishes to hire that same individual as an LOP again, the paperwork and fees and processing times must be endured yet again.

Our motion was passed by the Northern Interior Branch and will be going through the legislative committee process to advance to this spring's BCSTA AGM. It proposes that a single LOP application would be sufficient for an individual, and that it would be acceptable across the district and, indeed, across the province for a period of two years instead of one.

We see no value to students and the system in running the LOP process in a loop multiple times per year for the same individual. Until we see a return to an abundance of certified teachers, with improved access to teacher education with an online program, and dramatically streamlined credential recognition, LOPs are a fact of life and we can at least utilize them efficiently.

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<sup>3</sup> BCSTA 2020 Provincial Council Motion #: 9.7 : P120209.7, "That BCSTA advocate to the Ministry of Education to ensure that credential reviews by the Teacher Regulation Branch (TRB) are completed on a timelier basis."

<sup>4</sup> BCSTA AGM 2023 Motion # 21 : A202321, "That BCSTA urge BC Teachers' Council (BCTC) and the Teacher Regulation Branch (TRB) to streamline the certification process for interprovincial and international applicants for BC teaching certificates."

### **Reducing & Coordinating Provincial Travel for Meetings**

District administration human resources are already strained in small, northern, rural and remote districts.<sup>5</sup> We would ask that reporting, travel and meeting responsibilities be monitored through a small-district lens that considers the fatigue and workload on district administrators who keep education functioning and thriving despite a generational labour shortage. The additional hours and days of travel required by rural and remote administrators' geographies, and their smaller teams, make frequent cycles of in-person Vancouver meetings burdensome. These meetings come at the cost of progress that can only be made when staff are present and working in-district. Coordinating in-person meeting dates and allowing hybrid online meetings, where possible, would be beneficial and would result in real cost savings.

We are inspired by the remarks with which the premier ended your mandate letter, "...do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province."

The Board of Education of School District No. 59 recognizes our responsibility to take a similarly thoughtful and decisive approach in our work here in Peace River South.

We would be happy to meet with you to discuss further, and we invite your staff to communicate with our district administrators to get more detail on these proposals.

Sincerely,



Chad Anderson  
SD59 Board of Education, Chair

Enc. (5)

cc: Helen Gilbert, BCSTA Northern Interior Branch President  
Carolyn Broady, BCSTA President  
The Honourable Larry Neufeld, MLA Peace River South

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<sup>5</sup> BCSTA AGM 2024 Motion #: 16 : A202416, "That the BCSTA advocate to Ministry of Education and Child Care to address the inadequate and inequitable Human Resources capacity in rural and remote Districts."

## BCPSEA Annual General Meeting Disposition of Motions

### Ordinary Motions 26th AGM - January 30-31, 2020

| Resolution No. | Submitted by                                  | Motion  | Disposition        |
|----------------|---|---|--------------------|
| O-1            | School District No. 59<br>(Peace River South) | BE IT RESOLVED that the BCPSEA Board of Directors write a letter to the Minister of Advanced Education, the Deans of Education for BC Universities and the BC Teachers' Council to encourage development of an online teacher training program in BC.   | Carried            |
| O-2            | BCPSEA Board of Directors                     | BE IT RESOLVED that issues related to the employment relationship between principals and vice principals and their employer boards of education, including development and revision of terms and conditions of employment in alignment with the BCPSEA statutory mandate, continue to be best addressed at the local school district level in order to facilitate, enhance, and reflect each district's organizational structure and culture and that BCPSEA develop, in consultation with BCPVPA, preferred template language that districts may use at the local level. | Carried as amended |
|                | BCPSEA Board of Directors                     | BE IT RESOLVED that KPMG be appointed auditors to the British Columbia Public School Employers' Association for the 2019-2022 fiscal years.   | Carried            |
|                | BCPSEA Board of Directors                     | BE IT RESOLVED that the membership approve the proposed BCPSEA budget for April 1, 2020 through March 31, 2021 as presented.  | Carried            |

## 20. Online Teacher Program

### Category: Teachers/Personnel and Employee Relations

|                     |              |                 |   |
|---------------------|--------------|-----------------|---|
| <b>Motion #:</b>    | 20 : A202320 | <b>Sponsor:</b> | Northern Interior Branch                |
| <b>Meeting:</b>     | AGM 2023     | <b>Action:</b>  | <i>not specified</i>                    |
| <b>Category:</b>    |              | <b>Outcome:</b> | <b>COMPLETE/On-going</b> work with MECC |
| <b>Disposition:</b> | Carried      |                 |   |

#### Motion as Adopted:

##### BE IT RESOLVED:

That BCSTA advocate to BC Teachers' Council (BCTC) for an online hybrid teacher training program with increased practicum opportunities in local communities.

#### Motion as Presented:

##### BE IT RESOLVED:

That BCSTA advocate to BC Teachers' Council (BCTC) for an online hybrid teacher training program with increased practicum opportunities in local communities.

#### Rationale:

Many districts have teachers on Letters of Permission or staff working in support roles that would like to become fully certified teachers. These individuals need to work and stay in community while working towards certification and completion of practicums.

Supports and opportunities are needed for Indigenous language and culture specialists to attain certification.

Fully online programs with practicums in local schools are offered in other jurisdictions and is something we need to strive for in British Columbia.

This would support current recruitment and retention initiatives.

#### Reference(s):

University of Alberta Aboriginal Teacher Education Program

Aboriginal Teacher Education Program ([ualberta.ca](http://ualberta.ca))

BCSTA Motion #9.1: P120219.1 Provincial Teacher Shortage

BCSTA Motion #30 A201830 Local Teacher Education Program

Select Standing Committee on Finance and Government Services Report on the 2023 Consultation pg. 77-84

<https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2023-Consultation-Report.pdf>

Select Standing Committee on Finance and Government Service Report on the 2022 Consultation Nov. 2021 pg. 70-76

[https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/2nd-session/fgs/budget-consultation/42-2-2\\_FGS-Report\\_Budget-2022-Consultation.pdf](https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/2nd-session/fgs/budget-consultation/42-2-2_FGS-Report_Budget-2022-Consultation.pdf)

**This relates to Foundational Statement 6.1.**

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**



## 9.7. Timelier Response from Teacher Regulation Branch

### Category: Teachers/Personnel and Employee Relations

**Motion #:** 9.7 : P120209.7

**Sponsor:** Peace River North

**Meeting:** PC Oct 2020

**Action:** *not specified*

**Category:**

**Outcome:** This motion was originally submitted for consideration at the 2020 AGM. As the 2020 AGM was canceled due to COVID-19, the motion was referred to the October 2020 Provincial Council meeting. The BCSTA Board of Directors will bring this request forward to the new Minister of Education in December 2020, both in writing and through face-to-face meetings. This specific concern will also be raised with the Executive Director of the TRB as well as the BC Teachers Council.

**Disposition:** Carried

#### **Motion as Adopted:**

##### **BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Education to ensure that credential reviews by the Teacher Regulation Branch (TRB) are completed on a timelier basis.

#### **Motion as Presented:**

##### **BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Education to ensure that credential reviews by the Teacher Regulation Branch (TRB) are completed on a timelier basis.

#### **Rationale:**

This motion is needed because the current wait times contribute to recruitment and retention challenges. 25% of the province's new teachers are coming from out of province. The TRB website indicates that people wanting to come to the province should apply six months to one year ahead of when they want to teach in BC. This wait is not an attractant.

As a northern district, we recruit heavily out of province (46% of our new teachers). In some cases, it is taking the TRB more than one year to complete credential reviews for teachers.

Once the TRB process is complete, documentation goes to the Teacher Qualification Service (TQS). While new hires are waiting for these processes to complete, they are paid at a base scale that is not consistent with their training and experience. In some cases, the teacher will not get retroactive pay back to the date when they started working.

In addition to being frustrating for the teachers, the workload for school district's human resources and accounting departments is increased by the delays.

Ideally, the TRB can complete most credential reviews within three months.

**Reference(s):**

- [Government of BC – Applying for a B.C. Teaching Certificate](#)

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

## 21. Interprovincial/International Certification Barriers

### Category: Teachers/Personnel and Employee Relations

|                     |              |                 |   |
|---------------------|--------------|-----------------|---|
| <b>Motion #:</b>    | 21 : A202321 | <b>Sponsor:</b> | Northern Interior Branch                |
| <b>Meeting:</b>     | AGM 2023     | <b>Action:</b>  | <i>not specified</i>                    |
| <b>Category:</b>    |              | <b>Outcome:</b> | <b>COMPLETE/On-going</b> work with MECC |
| <b>Disposition:</b> | Carried      |                 |   |

#### Motion as Adopted:

##### BE IT RESOLVED:

That BCSTA urge BC Teachers' Council (BCTC) and the Teacher Regulation Branch (TRB) to streamline the certification process for interprovincial and international applicants for BC teaching certificates.

#### Motion as Presented:

##### BE IT RESOLVED:

That BCSTA urge BC Teachers' Council (BCTC) and the Teacher Regulation Branch (TRB) to streamline the certification process for interprovincial and international applicants for BC teaching certificates.

#### Rationale:

Provincial post-secondary institutions do not graduate enough teachers to fill the available positions in the province. Teachers from other jurisdictions must be hired to fill BC vacancies. The work force is aging, and retirements will increase the number of teachers needed.

Teachers seeking certification from other areas find the process difficult and the time the process can be lengthy. In other areas such as health care, the government is looking at streamlining processes for credentials of internationally trained workers as well as providing supports to navigate the process. The Teacher Regulation Branch (TRB) and Teacher Qualification Service (TQS) are separate applications that need the same information, one application form could serve both bodies.

#### Reference(s):

BCSTA Motion #9.7P120209.7 Timelier Response from Teacher Regulation Branch

Select Standing Committee on Finance and Government Services Report on the 2023 Consultation pg. 77-84

[Budget 2023 Consultation - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/speical/budget/2023/Budget-2023-Consultation-Province-of-British-Columbia)

Select Standing Committee on Finance and Government Service Report on the 2022 Consultation Nov. 2021 pg. 70-76

[42-2-2\\_FGS-Report\\_Budget-2022-Consultation.pdf \(leg.bc.ca\)](https://www2.gov.bc.ca/gov/content/speical/budget/2022/Budget-2022-Consultation-Report)



**This relates to Foundational Statement 6.1.**

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

## 16. Human Resources Capacity in Northern Districts

### Category: Teachers/Personnel and Employee Relations

**Motion #:** 16 : A202416

**Sponsor:** Northern Interior Branch

**Meeting:** AGM 2024

**Action:** *not specified*

- May 2024: Meeting with Ministry staff re: motion
- Jun 2024: Meeting with BCPSEA staff to discuss the two new ministry funded positions for recruitment and retention of staff in rural and remote districts (18 month positions).
- Jun 2024: Joint meeting with BCPSEA and BCSTA boards. Reiterated the need in rural and remote districts and acknowledged the BCPSEA CEO is attending an upcoming Rural and Remote Network Meeting (RRN).
- Aug 2024: letter sent to ECC, Parliamentary Sec Rural Health (Jennifer Rice), Parliamentary Sec Rural Development (Roly Russell) - copy BCPSEA (see attached letter)
- Nov 2024: Presentation to RRN by Linda Beddouche (ECC Recruitment and Retention)
- Dec 2024: Update by Linda Beddouche to CEO and President at ECC meetings in Victoria

**Category:**

**Outcome:**

**Disposition:** Carried as amended

**Motion as Adopted:**

**BE IT RESOLVED:**

That the BCSTA advocate to Ministry of Education and Child Care to address the inadequate and inequitable Human Resources capacity in rural and remote Districts.

**Motion as Presented:**

**BE IT RESOLVED:**

**That the BCSTA advocate to Ministry of Education and Child Care to address the inadequate and inequitable Human Resources capacity in Northern Districts.**

**Rationale:**

It is important to recognize the increased efforts for human resources departments recruiting qualified and high-caliber staff in northern districts.

Northern districts continue to face a significant increase in investigations, support and mental health needs, mentorship needs and professional development needs for our new teachers, teachers on Letter of Permission, uncertified TTOC's and other educational staff.

Northern districts have a small number of senior leaders who take on a plethora of responsibilities, including this ever-increasing human resources load. While larger districts may have departments, many districts rely on their experienced senior staff to manage the ever evolving human needs in districts.

Support needs to be **systemic and ongoing** in order to keep strong leaders in northern districts which will support the path to recruit qualified and talented employees for the education sector.

It is clear, supporting recruitment and retention in all areas of district operations remains a challenge. Northern districts have been managing shortages for a number of years now and this is at a critical point which must be addressed.

**Reference(s):**

[Draft British Columbia Rural Education Report Results and Recommendations Developed Through Citizen Engagement. 2017 pg 10 and pg 40](#)



March 4, 2025

Ref: 306782

Dear Board of Education Chairs:

I am writing to provide you with an update on funding for child care on school grounds pilots in your respective school districts.

Like you, I firmly believe that schools are at the heart of communities and that they offer the potential to help address the child care needs of families. Since the launch of the Child Care BC plan in 2018, the Ministry of Education and Child Care gradually introduced several child care on school ground pilot initiatives.

These pilots are referred to as the “Integration Inquiry Project”, which occurred in 3 school districts, the “Just B4” preschool offered in 24 districts, a “School Age Child Care” project in 3 districts and a “Seamless Day Kindergarten” pilot in 33 districts. These various pilot models were designed to explore the integration of education and child care through different program models and service delivery approaches. There are currently 38 of 60 school districts participating in 1 or more pilots.

The Ministry is extending funding for an additional year with the condition that districts work with the Ministry in establishing more sustainable models of child care delivery. Funding allocations will be determined based on the pilot programs the district is operating, and will be targeted to support sustainability of existing child care spaces.

The year ahead will be focused on transition, with support from the Ministry, to ensure that the existing child care spaces families depend on are operational next school year. The Ministry will also be working on government policy, and with each of these districts over the coming school year, to support continued expansion of child care on school grounds.

.../2

I also want to share that the Ministry has been evaluating the various models. Findings have highlighted key learnings, opportunities and barriers that school districts experience when it comes to expanding child care on school grounds, particularly in terms of school-aged care. This includes specific challenges with moving from pilot models to sustainable child care programs as highlighted in the Trustee motion put forward in September 2024, Stable Operating Funding to Support Coordination of School District Child Care Spaces. All of this will be incorporated in our work over the next school year.

The Ministry is committed to continue working to expand access to school age care on school grounds and ensure continuity of care that meets the needs of children, families, and school communities.

I hope you find this information helpful. I wish your Board every success with the child care pilot projects and commend you for your leadership and collaboration in the continued success of child care initiatives in schools across the province.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Beare', written in a cursive style.

Lisa Beare  
Minister

cc: Superintendents  
Secretary Treasurers





# Aboriginal Report

## How Are We Doing?

### 2023/2024

**School District: 059**  
**Peace River South**

#### QUESTIONS/COMMENTS CONTACT:

Governance & Analytics Division  
Ministry of Education and Child Care

[educ.reportingunit@gov.bc.ca](mailto:educ.reportingunit@gov.bc.ca)  
[studentsuccess.gov.bc.ca](http://studentsuccess.gov.bc.ca)



BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

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electronic version of report: <https://studentsuccess.gov.bc.ca/>

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## ABORIGINAL REPORT - HOW ARE WE DOING?

Self-Identification: Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website: <https://studentsuccess.gov.bc.ca>

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

### POINTS OF INQUIRY

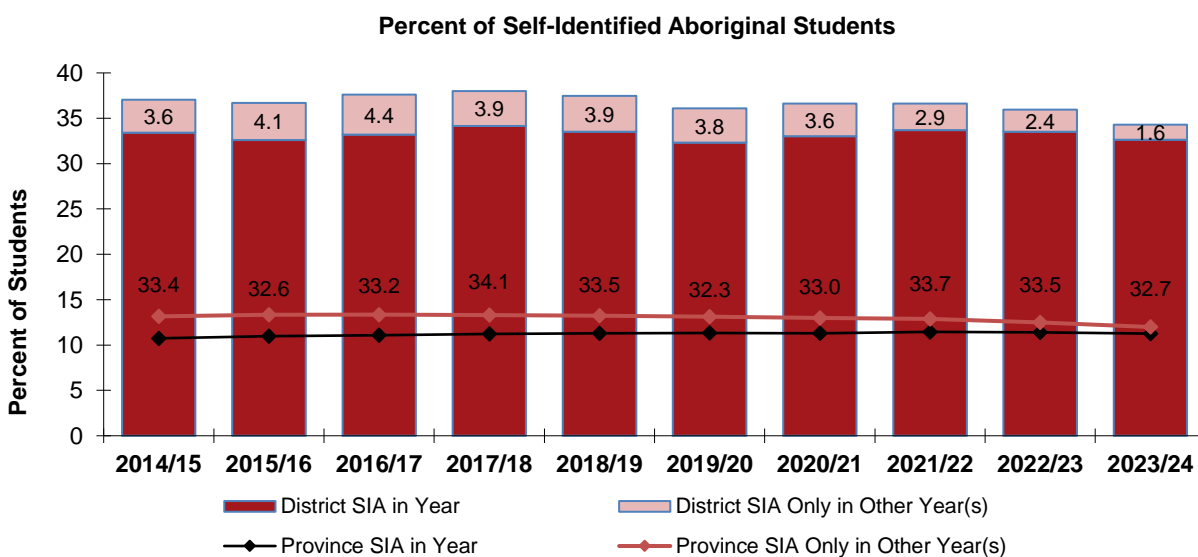
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

| School Year | District     |              |      |                            |     | Province *   |              |      |                            |     |
|-------------|--------------|--------------|------|----------------------------|-----|--------------|--------------|------|----------------------------|-----|
|             | All Students | SIA in Year* |      | SIA Only in Other Year(s)* |     | All Students | SIA in Year* |      | SIA Only in Other Year(s)* |     |
|             | #            | #            | %    | #                          | %   | #            | #            | %    | #                          | %   |
| 2014/15     | 3,500        | 1,170        | 33.4 | 127                        | 3.6 | 552,785      | 59,382       | 10.7 | 13,462                     | 2.4 |
| 2015/16     | 3,444        | 1,123        | 32.6 | 141                        | 4.1 | 553,375      | 60,706       | 11.0 | 13,089                     | 2.4 |
| 2016/17     | 3,442        | 1,143        | 33.2 | 152                        | 4.4 | 557,624      | 61,801       | 11.1 | 12,665                     | 2.3 |
| 2017/18     | 3,488        | 1,191        | 34.1 | 135                        | 3.9 | 563,240      | 63,182       | 11.2 | 11,796                     | 2.1 |
| 2018/19     | 3,585        | 1,202        | 33.5 | 141                        | 3.9 | 568,982      | 64,326       | 11.3 | 11,062                     | 1.9 |
| 2019/20     | 3,649        | 1,179        | 32.3 | 138                        | 3.8 | 576,000      | 65,215       | 11.3 | 10,440                     | 1.8 |
| 2020/21     | 3,562        | 1,176        | 33.0 | 128                        | 3.6 | 568,284      | 64,272       | 11.3 | 9,478                      | 1.7 |
| 2021/22     | 3,621        | 1,220        | 33.7 | 106                        | 2.9 | 578,797      | 66,282       | 11.5 | 8,372                      | 1.4 |
| 2022/23     | 3,648        | 1,223        | 33.5 | 88                         | 2.4 | 590,583      | 67,285       | 11.4 | 6,573                      | 1.1 |
| 2023/24     | 3,724        | 1,216        | 32.7 | 61                         | 1.6 | 604,738      | 68,098       | 11.3 | 4,417                      | 0.7 |



**Note:**

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

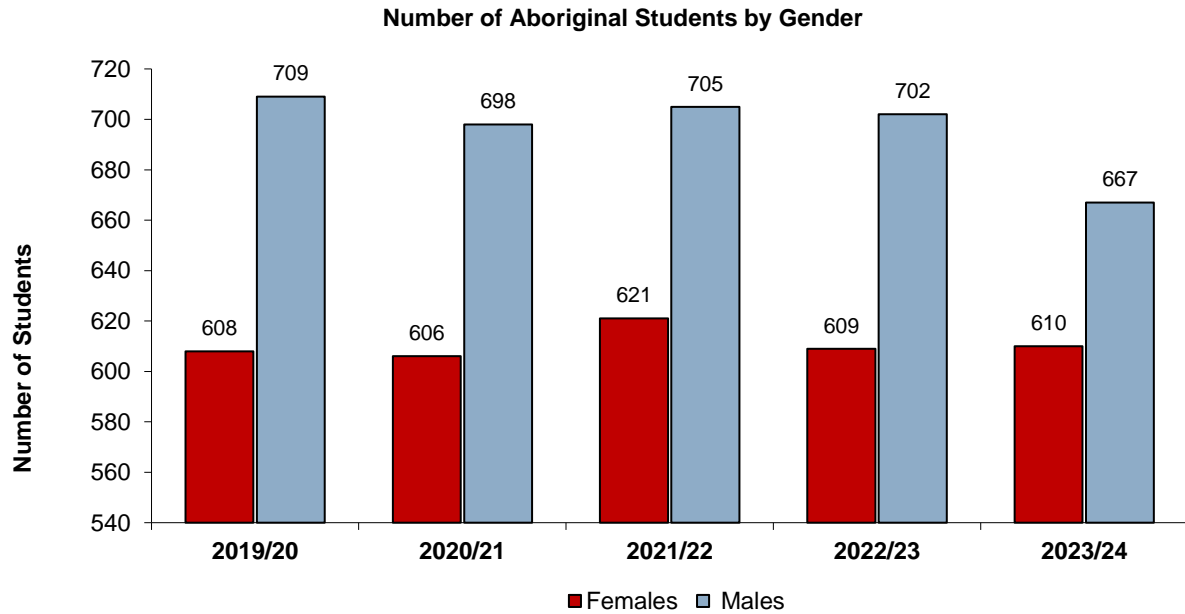
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In ECC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

| School<br>Year | District             |            |      |                            |                         |                          |                         | Province *                  |                            |                          |
|----------------|----------------------|------------|------|----------------------------|-------------------------|--------------------------|-------------------------|-----------------------------|----------------------------|--------------------------|
|                | All<br>Students<br># | Aboriginal |      | Aboriginal<br>Females<br># | % of<br>All<br>Students | Aboriginal<br>Males<br># | % of<br>All<br>Students | Aboriginal<br>Students<br># | Aboriginal<br>Females<br># | Aboriginal<br>Males<br># |
|                |                      | Students   |      |                            |                         |                          |                         |                             |                            |                          |
|                |                      |            |      |                            |                         |                          |                         |                             |                            |                          |
| 2019/20        | 3,649                | 1,317      | 36.1 | 608                        | 16.7                    | 709                      | 19.4                    | 75,655                      | 37,515                     | 38,140                   |
| 2020/21        | 3,562                | 1,304      | 36.6 | 606                        | 17.0                    | 698                      | 19.6                    | 73,750                      | 36,654                     | 37,096                   |
| 2021/22        | 3,621                | 1,326      | 36.6 | 621                        | 17.1                    | 705                      | 19.5                    | 74,654                      | 37,107                     | 37,547                   |
| 2022/23        | 3,648                | 1,311      | 35.9 | 609                        | 16.7                    | 702                      | 19.2                    | 73,858                      | 36,624                     | 37,234                   |
| 2023/24        | 3,724                | 1,277      | 34.3 | 610                        | 16.4                    | 667                      | 17.9                    | 72,515                      | 35,995                     | 36,520                   |



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

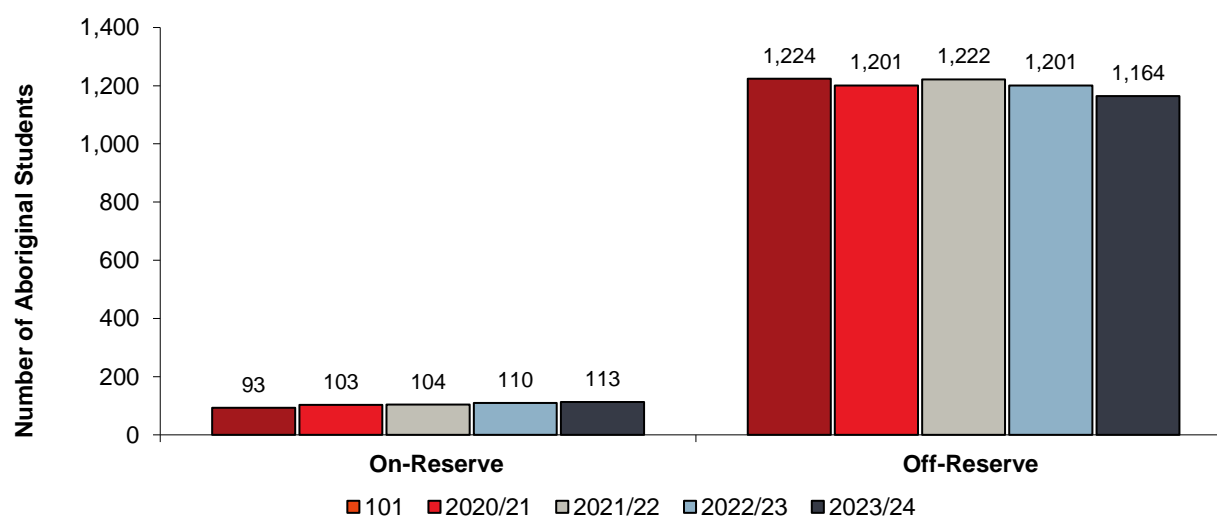
### September Count

| School Year | Aboriginal Students # | District             |                    |                    |                      |                    |                    | Province *          |                    |
|-------------|-----------------------|----------------------|--------------------|--------------------|----------------------|--------------------|--------------------|---------------------|--------------------|
|             |                       | On-Reserve           |                    |                    | Off-Reserve          |                    |                    | Aboriginal Students |                    |
|             |                       | Aboriginal Females # | Aboriginal Males # | Total Aboriginal # | Aboriginal Females # | Aboriginal Males # | Total Aboriginal # | On-Reserve          | Off-Reserve        |
|             |                       |                      |                    |                    |                      |                    |                    | Total Aboriginal #  | Total Aboriginal # |
| 2019/20     | 1,317                 | 48                   | 45                 | 93                 | 560                  | 664                | 1,224              | 8,209               | 67,446             |
| 2020/21     | 1,304                 | 57                   | 46                 | 103                | 549                  | 652                | 1,201              | 7,754               | 65,996             |
| 2021/22     | 1,326                 | 56                   | 48                 | 104                | 565                  | 657                | 1,222              | 7,992               | 66,662             |
| 2022/23     | 1,311                 | 55                   | 55                 | 110                | 554                  | 647                | 1,201              | 8,074               | 65,784             |
| 2023/24     | 1,277                 | 55                   | 58                 | 113                | 555                  | 609                | 1,164              | 8,127               | 64,388             |

### February Count

| School Year | Aboriginal Students # | District             |                    |                    |                      |                    |                    | Province *          |                    |
|-------------|-----------------------|----------------------|--------------------|--------------------|----------------------|--------------------|--------------------|---------------------|--------------------|
|             |                       | On-Reserve           |                    |                    | Off-Reserve          |                    |                    | Aboriginal Students |                    |
|             |                       | Aboriginal Females # | Aboriginal Males # | Total Aboriginal # | Aboriginal Females # | Aboriginal Males # | Total Aboriginal # | On-Reserve          | Off-Reserve        |
|             |                       |                      |                    |                    |                      |                    |                    | Total Aboriginal #  | Total Aboriginal # |
| 2019/20     | 1,299                 | 48                   | 44                 | 92                 | 554                  | 653                | 1,207              | 8,056               | 67,371             |
| 2020/21     | 1,291                 | 56                   | 46                 | 102                | 538                  | 651                | 1,189              | 7,713               | 65,958             |
| 2021/22     | 1,303                 | 52                   | 48                 | 100                | 562                  | 641                | 1,203              | 7,916               | 66,147             |
| 2022/23     | 1,298                 | 53                   | 57                 | 110                | 556                  | 632                | 1,188              | 8,001               | 65,503             |
| 2023/24     | 1,251                 | 53                   | 55                 | 108                | 534                  | 609                | 1,143              | 8,035               | 63,986             |

Number of Aboriginal Students, On or Off-Reserve (September Count)

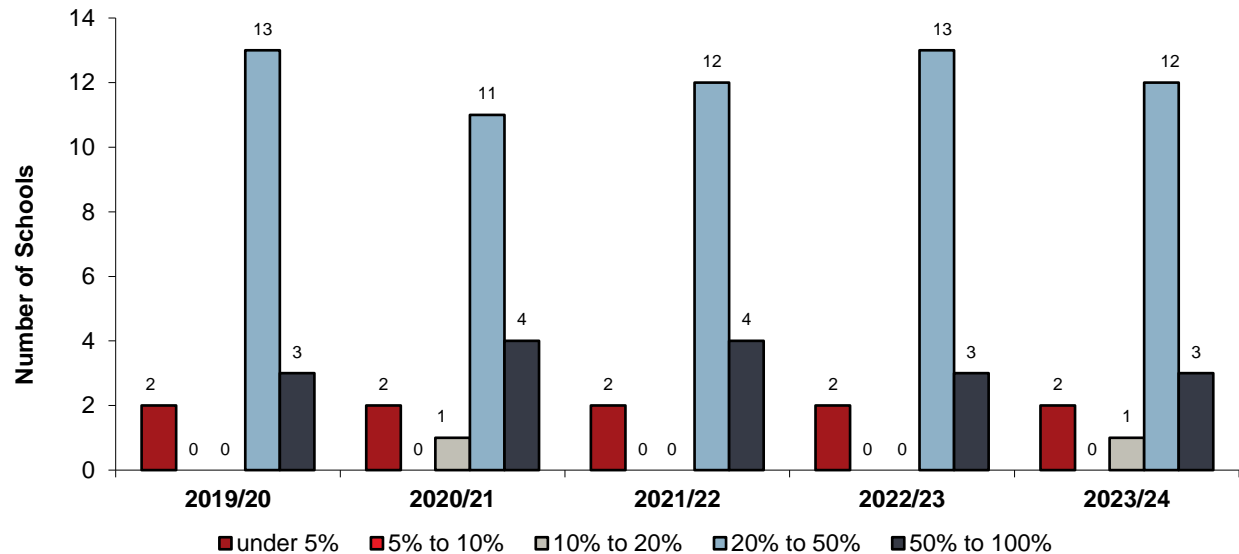


\* Public schools only

## NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

| District    |                 |                   |           |            |            |             | Province *      |                   |           |            |            |             |
|-------------|-----------------|-------------------|-----------|------------|------------|-------------|-----------------|-------------------|-----------|------------|------------|-------------|
| School Year | Total Schools # | Number of Schools |           |            |            |             | Total Schools # | Number of Schools |           |            |            |             |
|             |                 | under 5 %         | 5 to 10 % | 10 to 20 % | 20 to 50 % | 50 to 100 % |                 | under 5 %         | 5 to 10 % | 10 to 20 % | 20 to 50 % | 50 to 100 % |
| 2019/20     | 18              | 2                 | 0         | 0          | 13         | 3           | 1,386           | 370               | 212       | 322        | 386        | 96          |
| 2020/21     | 18              | 2                 | 0         | 1          | 11         | 4           | 1,395           | 380               | 214       | 331        | 370        | 100         |
| 2021/22     | 18              | 2                 | 0         | 0          | 12         | 4           | 1,402           | 387               | 239       | 335        | 344        | 97          |
| 2022/23     | 18              | 2                 | 0         | 0          | 13         | 3           | 1,409           | 409               | 245       | 326        | 338        | 91          |
| 2023/24     | 18              | 2                 | 0         | 1          | 12         | 3           | 1,409           | 431               | 241       | 316        | 332        | 89          |

**Number of Standard Public Schools with Aboriginal Students (%) - School District**

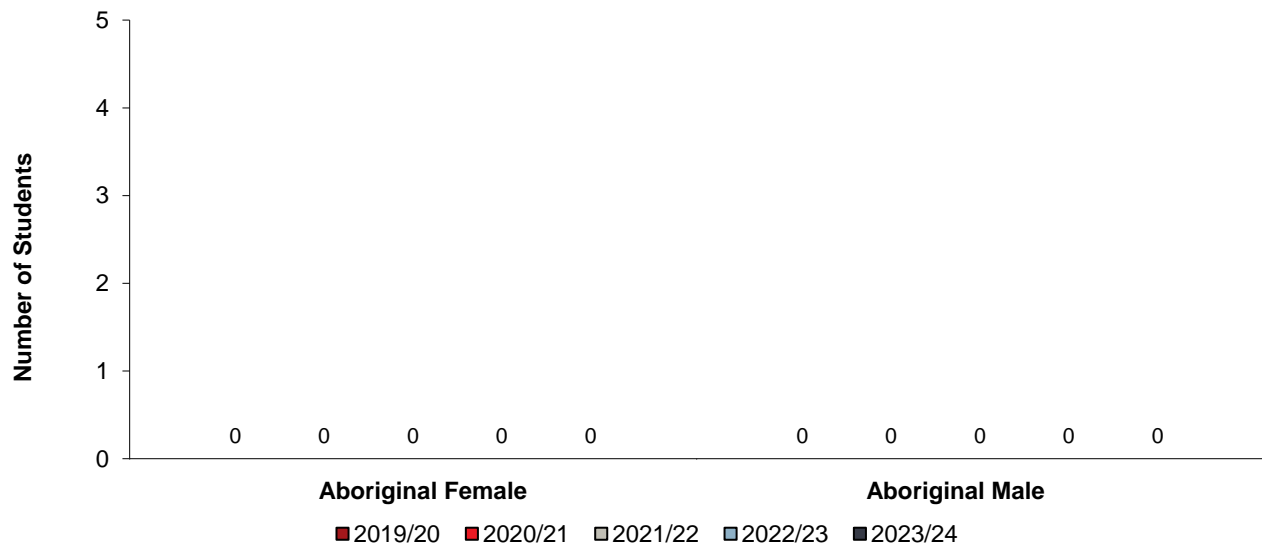


\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS

|             |                | District   |        |         |                |        |         | Province * |        |                |        |
|-------------|----------------|------------|--------|---------|----------------|--------|---------|------------|--------|----------------|--------|
|             |                | Aboriginal |        |         | Non-Aboriginal |        |         | Aboriginal |        | Non-Aboriginal |        |
| School Year | All Students # | Female #   | Male # | Total # | Female #       | Male # | Total # | Female #   | Male # | Female #       | Male # |
|             |                |            |        |         |                |        |         |            |        |                |        |
| 2019/20     | Msk            | Msk        | Msk    | Msk     | 0              | 0      | 0       | 1,580      | 1,508  | 2,114          | 2,525  |
| 2020/21     | 0              | 0          | 0      | 0       | 0              | 0      | 0       | 1,430      | 1,327  | 1,778          | 1,830  |
| 2021/22     | 0              | 0          | 0      | 0       | 0              | 0      | 0       | 1,455      | 1,265  | 1,758          | 1,630  |
| 2022/23     | 0              | 0          | 0      | 0       | 0              | 0      | 0       | 1,524      | 1,268  | 1,997          | 1,739  |
| 2023/24     | 0              | 0          | 0      | 0       | 0              | 0      | 0       | 1,577      | 1,250  | 2,066          | 1,828  |

**Number of Aboriginal Students in Alternate Programs - School District**



\* Public schools only

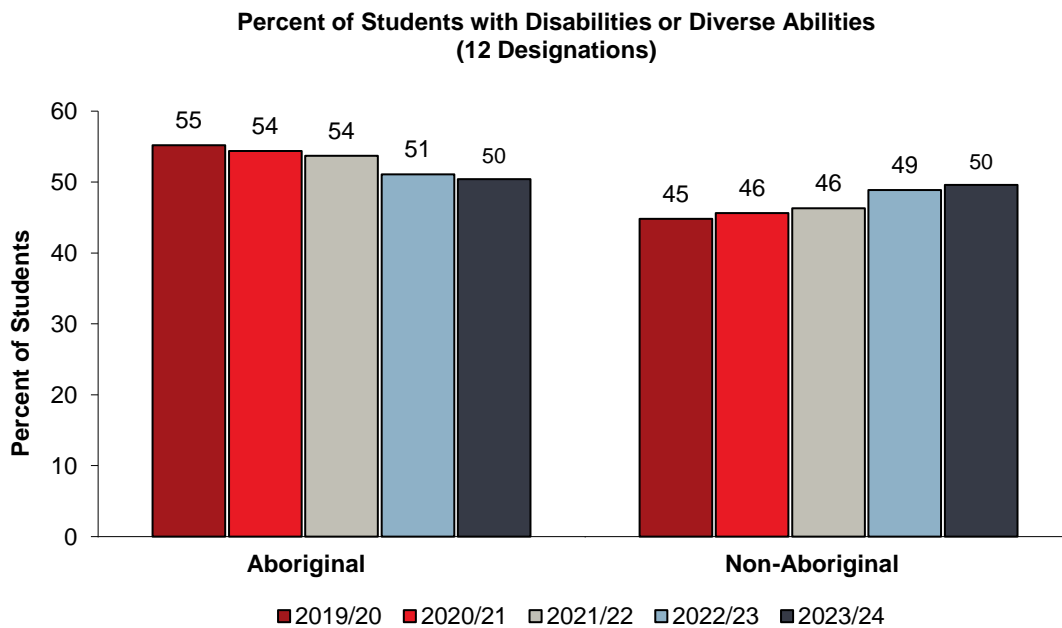


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

The Ministry is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the term “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

| School Year | All Students | Aboriginal |    | Non-Aboriginal |    |
|-------------|--------------|------------|----|----------------|----|
|             | Total #      | Total #    | %  | Total #        | %  |
| 2019/20     | 413          | 228        | 55 | 185            | 45 |
| 2020/21     | 421          | 229        | 54 | 192            | 46 |
| 2021/22     | 458          | 246        | 54 | 212            | 46 |
| 2022/23     | 452          | 231        | 51 | 221            | 49 |
| 2023/24     | 496          | 250        | 50 | 246            | 50 |

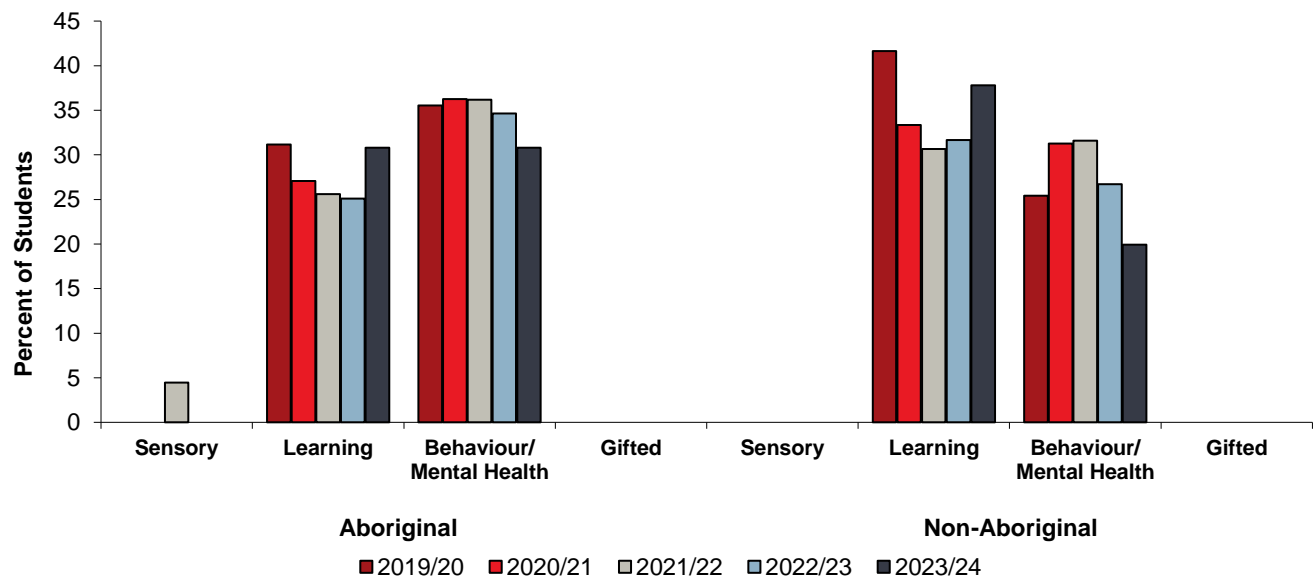


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

Sensory Designation include E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designations include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Designation includes P (Gifted).

|             |            |                | Sensory Designation |     |                |     | Learning Designation |    |                |    | Behaviour/Mental Health Designations |    |                |    | Gifted Designation |   |                |   |
|-------------|------------|----------------|---------------------|-----|----------------|-----|----------------------|----|----------------|----|--------------------------------------|----|----------------|----|--------------------|---|----------------|---|
| School Year | Aboriginal | Non-Aboriginal | Aboriginal          |     | Non-Aboriginal |     | Aboriginal           |    | Non-Aboriginal |    | Aboriginal                           |    | Non-Aboriginal |    | Aboriginal         |   | Non-Aboriginal |   |
|             | #          | #              | #                   | %   | #              | %   | #                    | %  | #              | %  | #                                    | %  | #              | %  | #                  | % | #              | % |
| 2019/20     | 228        | 185            | Msk                 | Msk | Msk            | Msk | 71                   | 31 | 77             | 42 | 81                                   | 36 | 47             | 25 | 0                  | 0 | 0              | 0 |
| 2020/21     | 229        | 192            | Msk                 | Msk | Msk            | Msk | 62                   | 27 | 64             | 33 | 83                                   | 36 | 60             | 31 | 0                  | 0 | 0              | 0 |
| 2021/22     | 246        | 212            | 11                  | 4   | Msk            | Msk | 63                   | 26 | 65             | 31 | 89                                   | 36 | 67             | 32 | 0                  | 0 | 0              | 0 |
| 2022/23     | 231        | 221            | Msk                 | Msk | Msk            | Msk | 58                   | 25 | 70             | 32 | 80                                   | 35 | 59             | 27 | 0                  | 0 | 0              | 0 |
| 2023/24     | 250        | 246            | Msk                 | Msk | Msk            | Msk | 77                   | 31 | 93             | 38 | 77                                   | 31 | 49             | 20 | 0                  | 0 | 0              | 0 |

Percent of Students with Disabilities or Diverse Abilities  
(Selected Designations)



## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

Behaviour/Mental Health Designations include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

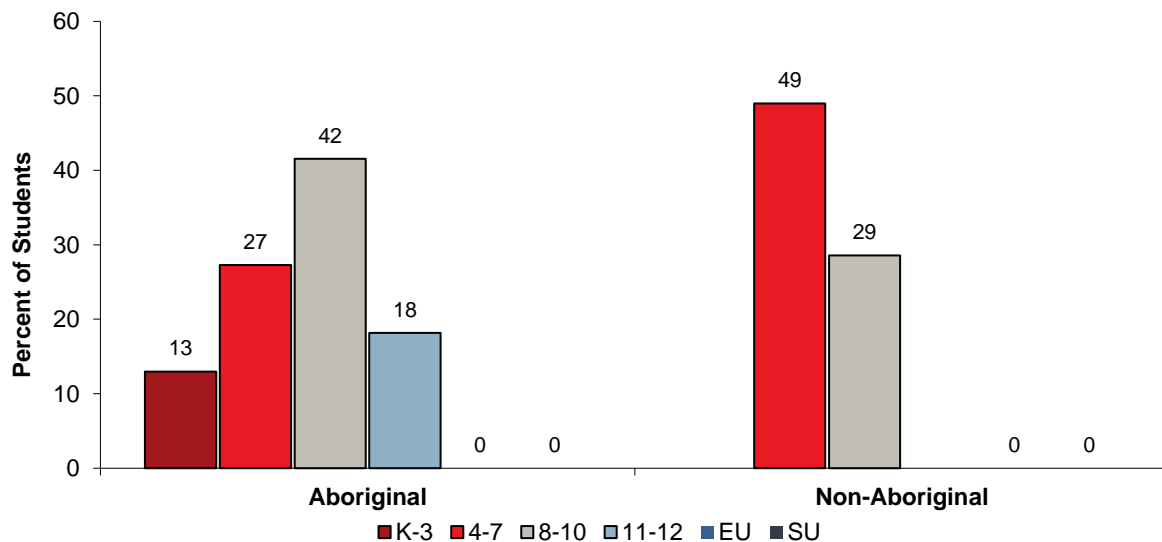
### Aboriginal Students

| School Year | Total Designations # | K-3 |     | 4-7 |    | 8-10 |    | 11-12 |     | Elementary Ungraded (EU) |   | Secondary Ungraded (SU) |   |
|-------------|----------------------|-----|-----|-----|----|------|----|-------|-----|--------------------------|---|-------------------------|---|
|             |                      | #   | %   | #   | %  | #    | %  | #     | %   | #                        | % | #                       | % |
| 2019/20     | 81                   | Msk | Msk | 32  | 40 | 29   | 36 | Msk   | Msk | 0                        | 0 | 0                       | 0 |
| 2020/21     | 83                   | 10  | 12  | 37  | 45 | 26   | 31 | 10    | 12  | 0                        | 0 | 0                       | 0 |
| 2021/22     | 89                   | Msk | Msk | 31  | 35 | 48   | 54 | Msk   | Msk | 0                        | 0 | 0                       | 0 |
| 2022/23     | 80                   | Msk | Msk | 29  | 36 | 31   | 39 | Msk   | Msk | 0                        | 0 | 0                       | 0 |
| 2023/24     | 77                   | 10  | 13  | 21  | 27 | 32   | 42 | 14    | 18  | 0                        | 0 | 0                       | 0 |

### Non-Aboriginal Students

| School Year | Total Designations # | K-3 |     | 4-7 |     | 8-10 |     | 11-12 |     | Elementary Ungraded (EU) |   | Secondary Ungraded (SU) |   |
|-------------|----------------------|-----|-----|-----|-----|------|-----|-------|-----|--------------------------|---|-------------------------|---|
|             |                      | #   | %   | #   | %   | #    | %   | #     | %   | #                        | % | #                       | % |
| 2019/20     | 47                   | 17  | 36  | 12  | 26  | Msk  | Msk | Msk   | Msk | 0                        | 0 | 0                       | 0 |
| 2020/21     | 60                   | 18  | 30  | Msk | Msk | 17   | 28  | Msk   | Msk | 0                        | 0 | 0                       | 0 |
| 2021/22     | 67                   | Msk | Msk | 21  | 31  | 19   | 28  | Msk   | Msk | 0                        | 0 | 0                       | 0 |
| 2022/23     | 59                   | Msk | Msk | 26  | 44  | 16   | 27  | Msk   | Msk | 0                        | 0 | 0                       | 0 |
| 2023/24     | 49                   | Msk | Msk | 24  | 49  | 14   | 29  | Msk   | Msk | 0                        | 0 | 0                       | 0 |

**Percent of Students with Behaviour/Mental Health Designations  
Grade Distribution 2023/24**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially affecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

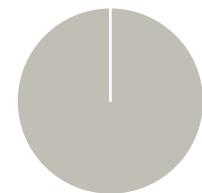
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 4: ABORIGINAL

Grade 4: Aboriginal

| School Year | Writers Only # | Participation % | Emerging |     | On Track |    | Extending |     |
|-------------|----------------|-----------------|----------|-----|----------|----|-----------|-----|
|             |                |                 | #        | %   | #        | %  | #         | %   |
| 2019/20     | 90             | 96              | Msk      | Msk | 48       | 53 | Msk       | Msk |
| 2020/21     | 94             | 90              | Msk      | Msk | 66       | 70 | Msk       | Msk |
| 2021/22     | 88             | 88              | Msk      | Msk | 51       | 58 | Msk       | Msk |
| 2022/23     | 93             | 96              | 41       | 44  | 52       | 56 | 0         | 0   |
| 2023/24     | 82             | 93              | Msk      | Msk | 52       | 63 | Msk       | Msk |

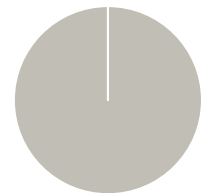


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

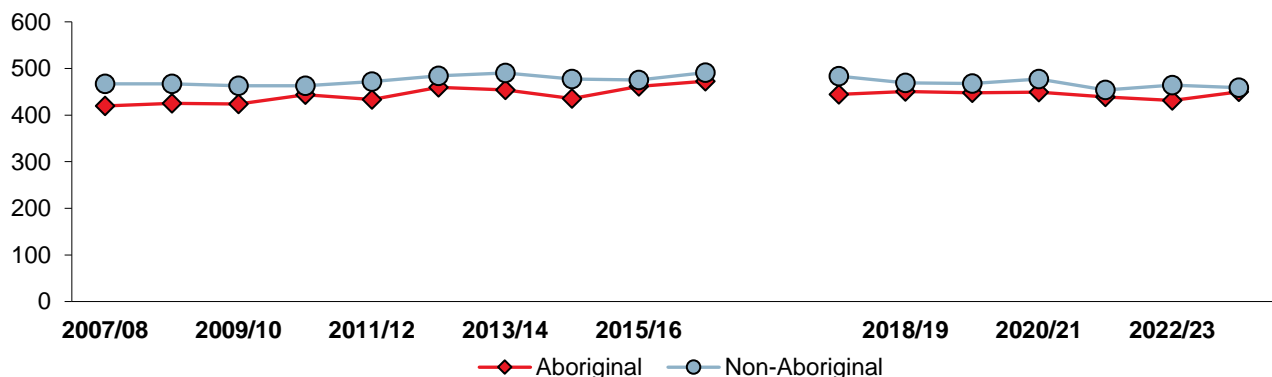
Grade 4: Non-Aboriginal

| School Year | Writers Only # | Participation % | Emerging |     | On Track |    | Extending |     |
|-------------|----------------|-----------------|----------|-----|----------|----|-----------|-----|
|             |                |                 | #        | %   | #        | %  | #         | %   |
| 2019/20     | 165            | 96              | 48       | 29  | 98       | 59 | 19        | 12  |
| 2020/21     | 171            | 91              | 35       | 20  | 126      | 74 | 10        | 6   |
| 2021/22     | 155            | 95              | 54       | 35  | 86       | 55 | 16        | 10  |
| 2022/23     | 193            | 97              | 57       | 30  | 116      | 60 | 20        | 10  |
| 2023/24     | 196            | 96              | Msk      | Msk | 121      | 62 | Msk       | Msk |



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 4 Reading/Literacy



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially affecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

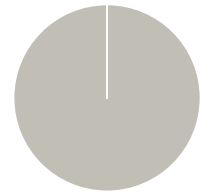
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 4: ABORIGINAL

| School Year | Writers Only # | Participation % | Emerging |     | On Track |     | Extending |     |
|-------------|----------------|-----------------|----------|-----|----------|-----|-----------|-----|
|             |                |                 | #        | %   | #        | %   | #         | %   |
| 2019/20     | 91             | 97              | Msk      | Msk | 47       | 52  | Msk       | Msk |
| 2020/21     | 92             | 88              | Msk      | Msk | 54       | 59  | Msk       | Msk |
| 2021/22     | 89             | 89              | 52       | 58  | Msk      | Msk | Msk       | Msk |
| 2022/23     | 91             | 94              | 55       | 60  | Msk      | Msk | Msk       | Msk |
| 2023/24     | 81             | 92              | Msk      | Msk | 48       | 59  | Msk       | Msk |

### Grade 4: Aboriginal

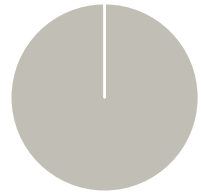


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

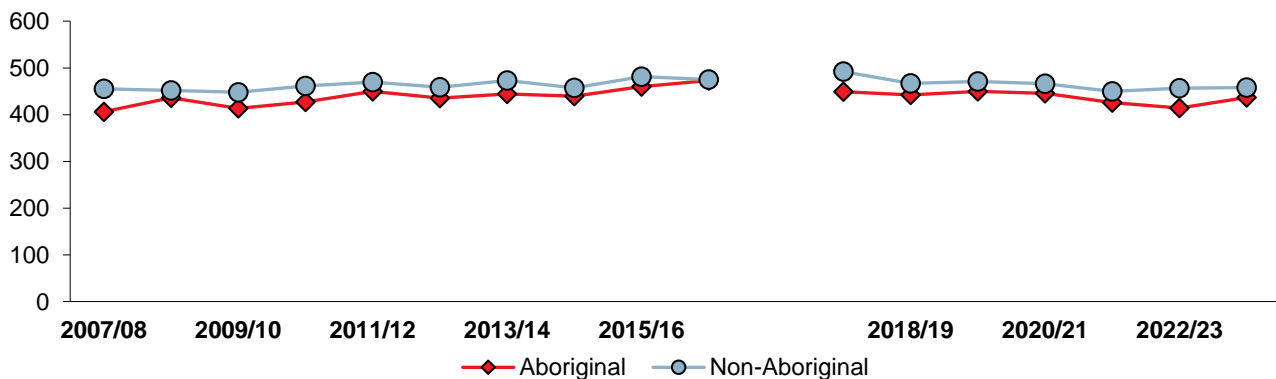
| School Year | Writers Only # | Participation % | Emerging |     | On Track |    | Extending |     |
|-------------|----------------|-----------------|----------|-----|----------|----|-----------|-----|
|             |                |                 | #        | %   | #        | %  | #         | %   |
| 2019/20     | 164            | 95              | 61       | 37  | 93       | 57 | 10        | 6   |
| 2020/21     | 170            | 91              | 62       | 36  | 98       | 58 | 10        | 6   |
| 2021/22     | 155            | 95              | Msk      | Msk | 74       | 48 | Msk       | Msk |
| 2022/23     | 191            | 96              | Msk      | Msk | 114      | 60 | Msk       | Msk |
| 2023/24     | 196            | 96              | Msk      | Msk | 116      | 59 | Msk       | Msk |

### Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 4 Numeracy



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially affecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

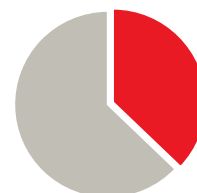
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 7: ABORIGINAL

Grade 7: Aboriginal

| School Year | Writers Only # | Participation % | Emerging |     | On Track |    | Extending |     |
|-------------|----------------|-----------------|----------|-----|----------|----|-----------|-----|
|             |                |                 | #        | %   | #        | %  | #         | %   |
| 2019/20     | 86             | 91              | Msk      | Msk | 48       | 56 | Msk       | Msk |
| 2020/21     | 84             | 79              | 29       | 35  | 55       | 65 | 0         | 0   |
| 2021/22     | 81             | 87              | 33       | 41  | 48       | 59 | 0         | 0   |
| 2022/23     | 91             | 97              | 42       | 46  | 49       | 54 | 0         | 0   |
| 2023/24     | 105            | 93              | 39       | 37  | 66       | 63 | 0         | 0   |

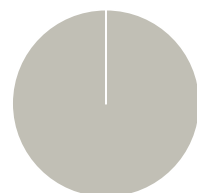


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

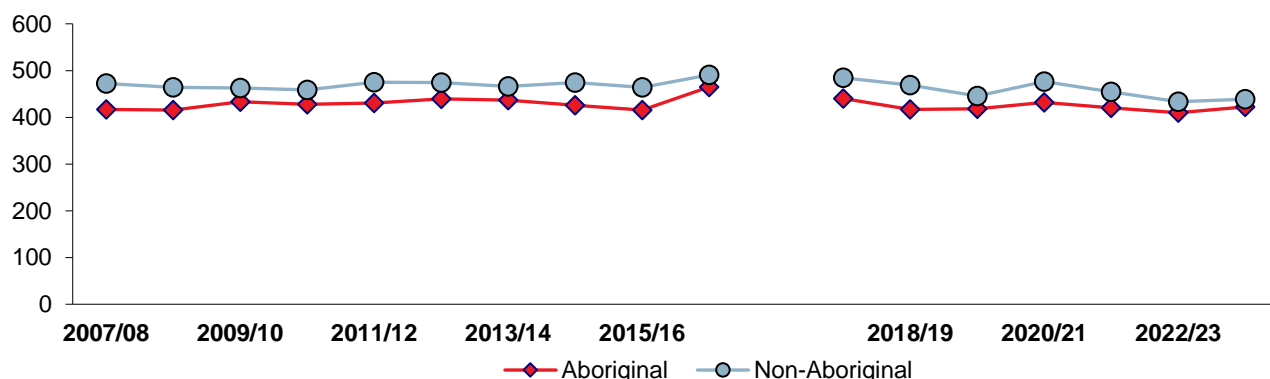
Grade 7: Non-Aboriginal

| School Year | Writers Only # | Participation % | Emerging |     | On Track |    | Extending |     |
|-------------|----------------|-----------------|----------|-----|----------|----|-----------|-----|
|             |                |                 | #        | %   | #        | %  | #         | %   |
| 2019/20     | 188            | 98              | Msk      | Msk | 129      | 69 | Msk       | Msk |
| 2020/21     | 146            | 91              | Msk      | Msk | 120      | 82 | Msk       | Msk |
| 2021/22     | 147            | 94              | Msk      | Msk | 112      | 76 | Msk       | Msk |
| 2022/23     | 163            | 97              | Msk      | Msk | 100      | 61 | Msk       | Msk |
| 2023/24     | 197            | 96              | Msk      | Msk | 126      | 64 | Msk       | Msk |



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading/Literacy



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially affecting results.

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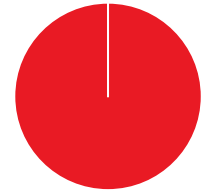
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### GRADE 7: ABORIGINAL

#### Grade 7: Aboriginal

| School Year | Writers Only # | Participation % | Emerging |     | On Track |     | Extending |     |
|-------------|----------------|-----------------|----------|-----|----------|-----|-----------|-----|
|             |                |                 | #        | %   | #        | %   | #         | %   |
| 2019/20     | 85             | 89              | 52       | 61  | 33       | 39  | 0         | 0   |
| 2020/21     | 82             | 77              | Msk      | Msk | 40       | 49  | Msk       | Msk |
| 2021/22     | 83             | 89              | Msk      | Msk | 41       | 49  | Msk       | Msk |
| 2022/23     | 90             | 96              | 47       | 52  | Msk      | Msk | Msk       | Msk |
| 2023/24     | 105            | 93              | 55       | 52  | Msk      | Msk | Msk       | Msk |



■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

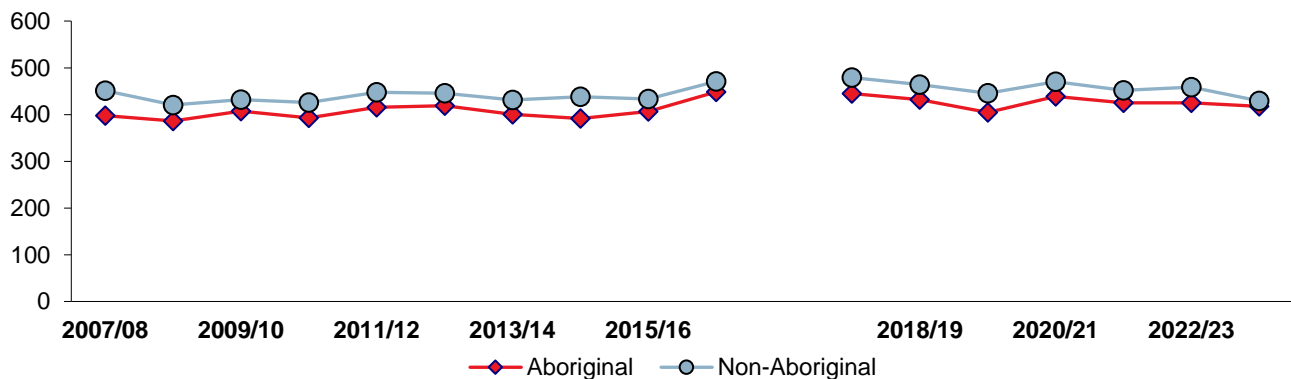
#### Grade 7: Non-Aboriginal

| School Year | Writers Only # | Participation % | Emerging |    | On Track |     | Extending |     |
|-------------|----------------|-----------------|----------|----|----------|-----|-----------|-----|
|             |                |                 | #        | %  | #        | %   | #         | %   |
| 2019/20     | 189            | 98              | 91       | 48 | Msk      | Msk | Msk       | Msk |
| 2020/21     | 146            | 91              | 49       | 34 | 86       | 59  | 11        | 8   |
| 2021/22     | 148            | 95              | 57       | 39 | Msk      | Msk | Msk       | Msk |
| 2022/23     | 162            | 96              | 64       | 40 | 88       | 54  | 10        | 6   |
| 2023/24     | 196            | 96              | 99       | 51 | Msk      | Msk | Msk       | Msk |



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Numeracy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Numeracy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

### 2019/20 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |     | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|-----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %   | #         | %   |
| Aboriginal        | 2               | 36        | Msk      | Msk | 16                     | 44 | Msk        | Msk | 0         | 0   |
| Non-Aboriginal    | 0               | 91        | 22       | 24  | 51                     | 56 | 18         | 20  | 0         | Msk |

### 2020/21 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 8               | 106       | 38       | 36  | 54                     | 51 | 14         | 13 | 0         | 0   |
| Non-Aboriginal    | 9               | 230       | Msk      | Msk | 110                    | 48 | 63         | 27 | Msk       | Msk |

### 2021/22 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |     | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|-----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %   | #         | %   |
| Aboriginal        | 5               | 71        | 18       | 25  | 36                     | 51 | Msk        | Msk | Msk       | Msk |
| Non-Aboriginal    | 7               | 154       | Msk      | Msk | 86                     | 56 | 36         | 23  | Msk       | Msk |

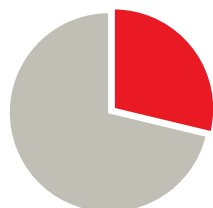
### 2022/23 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 34              | 106       | Msk      | Msk | 55                     | 52 | 24         | 23 | Msk       | Msk |
| Non-Aboriginal    | 20              | 175       | Msk      | Msk | 82                     | 47 | 56         | 32 | Msk       | Msk |

### 2023/24 Grade 10

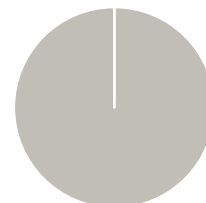
| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |     | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|-----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %   | #         | %   |
| Aboriginal        | 26              | 69        | 16       | 23  | 39                     | 57 | Msk        | Msk | Msk       | Msk |
| Non-Aboriginal    | 31              | 202       | Msk      | Msk | 90                     | 45 | 58         | 29  | Msk       | Msk |

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It is a graduation requirement and students take the assessment in their Grade 10 year. It assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. It also assesses the ability of students to communicate their ideas. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

### 2019/20 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 32              | 37        | Msk      | Msk | 16                     | 43 | 19         | 51 | Msk       | Msk |
| Non-Aboriginal    | 33              | 58        | Msk      | Msk | 19                     | 33 | 31         | 53 | Msk       | Msk |

### 2020/21 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |    | Performance Developing |    | Proficient |    | Extending |   |
|-------------------|-----------------|-----------|----------|----|------------------------|----|------------|----|-----------|---|
|                   |                 |           | #        | %  | #                      | %  | #          | %  | #         | % |
| Aboriginal        | 66              | 130       | 15       | 12 | 61                     | 47 | 54         | 42 | 0         | 0 |
| Non-Aboriginal    | 83              | 249       | 19       | 8  | 71                     | 29 | 146        | 59 | 13        | 5 |

### 2021/22 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 58              | 88        | Msk      | Msk | 39                     | 44 | 39         | 44 | Msk       | Msk |
| Non-Aboriginal    | 78              | 148       | Msk      | Msk | 35                     | 24 | 101        | 68 | Msk       | Msk |

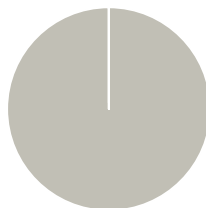
### 2022/23 Grade 10

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 65              | 86        | Msk      | Msk | 38                     | 44 | 36         | 42 | Msk       | Msk |
| Non-Aboriginal    | 83              | 177       | Msk      | Msk | 67                     | 38 | 99         | 56 | Msk       | Msk |

### 2023/24 Grade 10

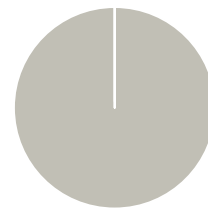
| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 73              | 95        | Msk      | Msk | 41                     | 43 | 43         | 45 | Msk       | Msk |
| Non-Aboriginal    | 88              | 210       | Msk      | Msk | 67                     | 32 | 128        | 61 | Msk       | Msk |

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

The Grade 12 Literacy Assessment is a provincial measure that assesses student proficiency in Literacy. It is a graduation requirement and completed during students' Grade 12 year. This assessment was introduced in 2021/22 school year. It assesses a students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts. The assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-12-literacy-assessment>

Participation Rate (new):

Denominator: All grade 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 12 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 12 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

### 2021/22 Grade 12

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 68              | 87        | Msk      | Msk | 32                     | 37 | 46         | 53 | Msk       | Msk |
| Non-Aboriginal    | 80              | 181       | Msk      | Msk | 53                     | 29 | 108        | 60 | Msk       | Msk |

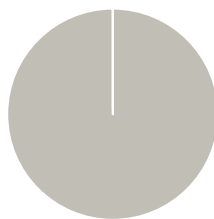
### 2022/23 Grade 12

| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 66              | 83        | Msk      | Msk | 37                     | 45 | 40         | 48 | Msk       | Msk |
| Non-Aboriginal    | 84              | 159       | Msk      | Msk | 59                     | 37 | 90         | 57 | Msk       | Msk |

### 2023/24 Grade 12

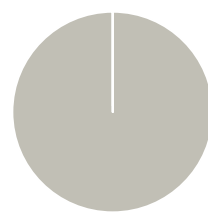
| Demographic Group | Participation % | Writers # | Emerging |     | Performance Developing |    | Proficient |    | Extending |     |
|-------------------|-----------------|-----------|----------|-----|------------------------|----|------------|----|-----------|-----|
|                   |                 |           | #        | %   | #                      | %  | #          | %  | #         | %   |
| Aboriginal        | 72              | 64        | Msk      | Msk | 24                     | 38 | 35         | 55 | Msk       | Msk |
| Non-Aboriginal    | 88              | 148       | Msk      | Msk | 49                     | 33 | 82         | 55 | Msk       | Msk |

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

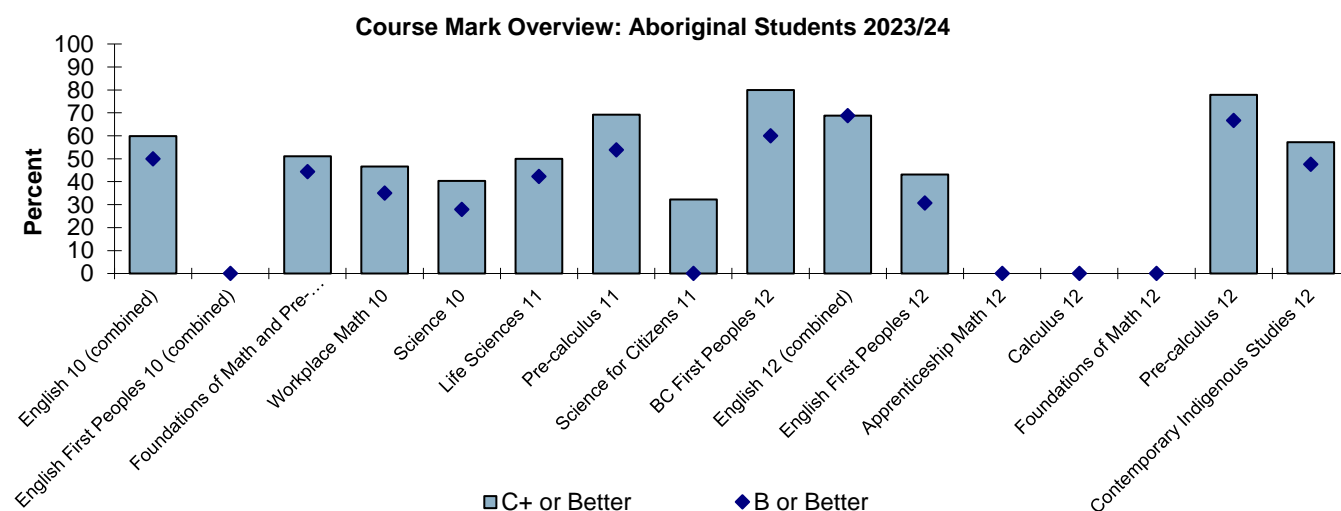
## COURSE MARK RESULTS 2023/24: OVERVIEW

**BC Residents**

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

|   | Aboriginal        |              |     |             |     | Non-Aboriginal    |              |     |             |     |
|---|-------------------|--------------|-----|-------------|-----|-------------------|--------------|-----|-------------|-----|
|   | Course Mark Count | C+ or Better |     | B or Better |     | Course Mark Count | C+ or Better |     | B or Better |     |
|   | #                 | #            | %   | #           | %   | #                 | #            | %   | #           | %   |
| English 10 (combined)*                  | 204               | 122          | 60  | 102         | 50  | 395               | 286          | 72  | 250         | 63  |
| English First Peoples 10 (combined)*    | 12                | Msk          | Msk | Msk         | Msk | 32                | 32           | 100 | 32          | 100 |
| Foundations of Math and Pre-calculus 10 | 45                | 23           | 51  | 20          | 44  | 163               | 121          | 74  | 103         | 63  |
| Workplace Math 10                       | 60                | 28           | 47  | 21          | 35  | 59                | 29           | 49  | 24          | 41  |
| Science 10                              | 104               | 42           | 40  | 29          | 28  | 207               | 135          | 65  | 119         | 57  |
| Life Sciences 11                        | 26                | 13           | 50  | 11          | 42  | 86                | 64           | 74  | 60          | 70  |
| Pre-calculus 11                         | 26                | 18           | 69  | 14          | 54  | 124               | 82           | 66  | 73          | 59  |
| Science for Citizens 11                 | 31                | 10           | 32  | Msk         | Msk | 44                | 20           | 45  | 14          | 32  |
| BC First Peoples 12                     | 20                | 16           | 80  | 12          | 60  | 30                | 25           | 83  | 21          | 70  |
| English 12 (combined)*                  | 16                | 11           | 69  | 11          | 69  | 67                | 50           | 75  | 41          | 61  |
| English First Peoples 12                | 65                | 28           | 43  | 20          | 31  | 99                | 68           | 69  | 64          | 65  |
| Apprenticeship Math 12                  | -                 | -            | -   | -           | -   | -                 | -            | -   | -           | -   |
| Calculus 12                             | -                 | -            | -   | -           | -   | 14                | 14           | 100 | 14          | 100 |
| Foundations of Math 12                  | Msk               | Msk          | Msk | Msk         | Msk | 17                | Msk          | Msk | Msk         | Msk |
| Pre-calculus 12                         | 18                | 14           | 78  | 12          | 67  | 79                | 71           | 90  | 66          | 84  |
| Contemporary Indigenous Studies 12      | 21                | 12           | 57  | 10          | 48  | 87                | 74           | 85  | 63          | 72  |



**Note:**

For combined courses (as marked), the course mark count will be greater than the student count.

English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

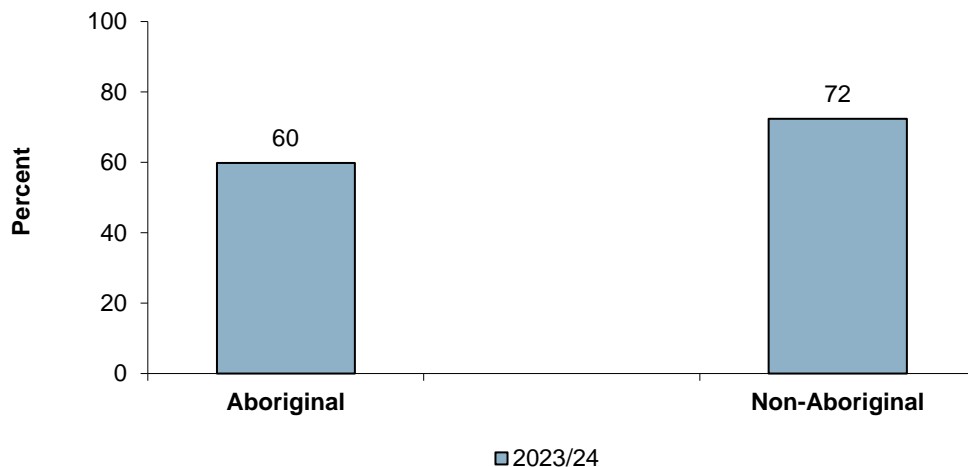
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

| Aboriginal     |            |              |    |             |    | Non-Aboriginal |              |    |             |    |  |
|----------------|------------|--------------|----|-------------|----|----------------|--------------|----|-------------|----|--|
| School<br>Year | Course     | C+ or Better |    | B or Better |    | Course         | C+ or Better |    | B or Better |    |  |
|                | Mark Count |              |    |             |    | Mark Count     |              |    |             |    |  |
|                | #          | #            | %  | #           | %  | #              | #            | %  | #           | %  |  |
| 2019/20        | 226        | 98           | 43 | 84          | 37 | 389            | 230          | 59 | 206         | 53 |  |
| 2020/21        | 242        | 102          | 42 | 75          | 31 | 375            | 246          | 66 | 200         | 53 |  |
| 2021/22        | 202        | 74           | 37 | 57          | 28 | 312            | 183          | 59 | 151         | 48 |  |
| 2022/23        | 211        | 76           | 36 | 55          | 26 | 397            | 246          | 62 | 192         | 48 |  |
| 2023/24        | 204        | 122          | 60 | 102         | 50 | 395            | 286          | 72 | 250         | 63 |  |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 10 #           | Non-Gr 10 # |                     | #                      | Gr 10 #           | Non-Gr 10 # |  |
| 2019/20     | 226                 | 115                    | 187               | 39          | 389                 | 174                    | 317               | 72          |  |
| 2020/21     | 242                 | 126                    | 193               | 49          | 375                 | 172                    | 303               | 72          |  |
| 2021/22     | 202                 | 121                    | 177               | 25          | 312                 | 160                    | 263               | 49          |  |
| 2022/23     | 211                 | 112                    | 160               | 51          | 397                 | 197                    | 347               | 50          |  |
| 2023/24     | 204                 | 111                    | 154               | 50          | 395                 | 213                    | 356               | 39          |  |

**English 10 (combined): C+ or Better**



**Note:**

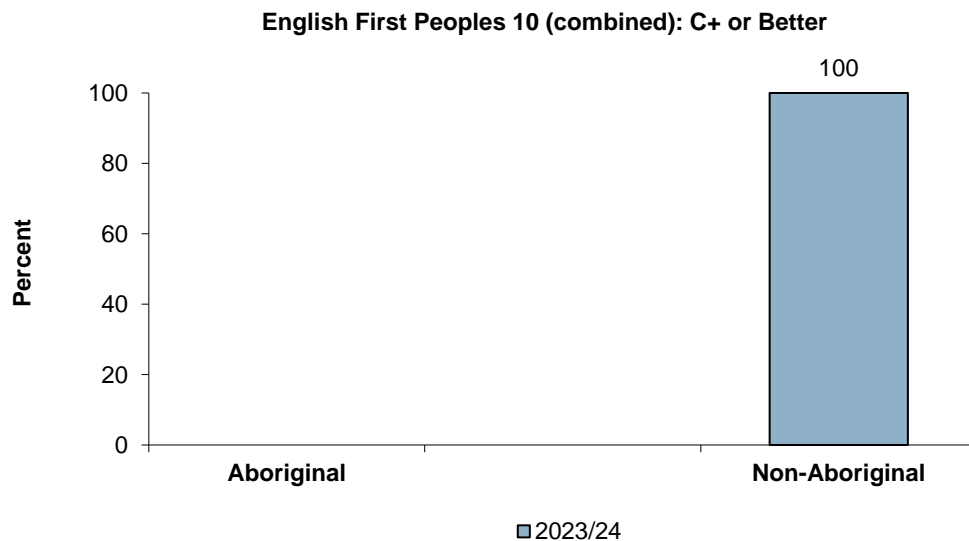
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.  
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.  
 These courses carry 2 credits each and students are expected to take 2 courses.

## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

| Aboriginal  |                   |              |     |             |     | Non-Aboriginal    |              |     |             |     |  |
|-------------|-------------------|--------------|-----|-------------|-----|-------------------|--------------|-----|-------------|-----|--|
| School Year | Course Mark Count | C+ or Better |     | B or Better |     | Course Mark Count | C+ or Better |     | B or Better |     |  |
|             | #                 | #            | %   | #           | %   | #                 | #            | %   | #           | %   |  |
| 2019/20     | -                 | -            | -   | -           | -   | -                 | -            | -   | -           | -   |  |
| 2020/21     | -                 | -            | -   | -           | -   | Msk               | Msk          | Msk | Msk         | Msk |  |
| 2021/22     | -                 | -            | -   | -           | -   | -                 | -            | -   | -           | -   |  |
| 2022/23     | Msk               | Msk          | Msk | Msk         | Msk | Msk               | Msk          | Msk | Msk         | Msk |  |
| 2023/24     | 12                | Msk          | Msk | Msk         | Msk | 32                | 32           | 100 | 32          | 100 |  |

| Aboriginal     |            |                |                      |           | Non-Aboriginal |                |                      |           |
|----------------|------------|----------------|----------------------|-----------|----------------|----------------|----------------------|-----------|
| School<br>Year | Course     | Total<br>Gr 10 | Course Mark<br>Count |           | Course         | Total<br>Gr 10 | Course Mark<br>Count |           |
|                | Mark Count | Students *     | Gr 10                | Non-Gr 10 | Mark Count     | Students *     | Gr 10                | Non-Gr 10 |
|                | #          | #              | #                    | #         | #              | #              | #                    | #         |
| 2019/20        | -          | 115            | -                    | -         | -              | 174            | -                    | -         |
| 2020/21        | -          | 126            | -                    | -         | Msk            | 172            | Msk                  | Msk       |
| 2021/22        | -          | 121            | -                    | -         | -              | 160            | -                    | -         |
| 2022/23        | Msk        | 112            | Msk                  | Msk       | Msk            | 197            | Msk                  | Msk       |
| 2023/24        | 12         | 111            | Msk                  | Msk       | 32             | 213            | 32                   | 0         |



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

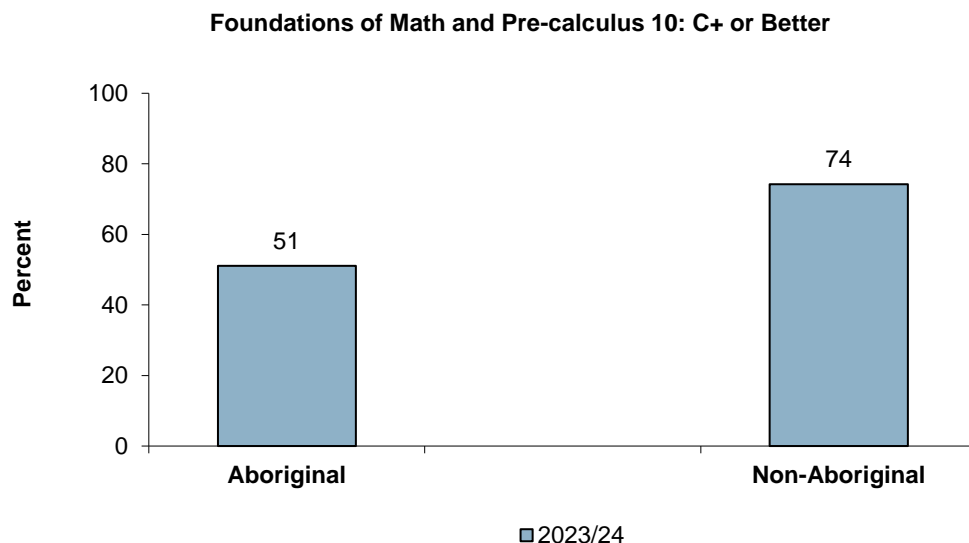
These courses carry 2 credits each and students are expected to take 2 courses.

## COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

| Aboriginal     |                      |              |    |             |    | Non-Aboriginal       |              |    |             |    |   |
|----------------|----------------------|--------------|----|-------------|----|----------------------|--------------|----|-------------|----|---|
| School<br>Year | Course<br>Mark Count | C+ or Better |    | B or Better |    | Course<br>Mark Count | C+ or Better |    | B or Better |    |   |
|                | #                    | #            | %  | #           | %  |                      | #            | #  | %           | #  | % |
| 2019/20        | 54                   | 29           | 54 | 27          | 50 | 152                  | 123          | 81 | 115         | 76 |   |
| 2020/21        | 57                   | 36           | 63 | 32          | 56 | 125                  | 102          | 82 | 93          | 74 |   |
| 2021/22        | 55                   | 29           | 53 | 21          | 38 | 121                  | 91           | 75 | 81          | 67 |   |
| 2022/23        | 46                   | 23           | 50 | 20          | 43 | 131                  | 95           | 73 | 80          | 61 |   |
| 2023/24        | 45                   | 23           | 51 | 20          | 44 | 163                  | 121          | 74 | 103         | 63 |   |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 10 #           | Non-Gr 10 # |                     | #                      | Gr 10 #           | Non-Gr 10 # |  |
| 2019/20     | 54                  | 115                    | Msk               | Msk         | 152                 | 174                    | 131               | 21          |  |
| 2020/21     | 57                  | 126                    | Msk               | Msk         | 125                 | 172                    | Msk               | Msk         |  |
| 2021/22     | 55                  | 121                    | 44                | 11          | 121                 | 160                    | Msk               | Msk         |  |
| 2022/23     | 46                  | 112                    | 34                | 12          | 131                 | 197                    | 120               | 11          |  |
| 2023/24     | 45                  | 111                    | Msk               | Msk         | 163                 | 213                    | 144               | 19          |  |



**Note:**

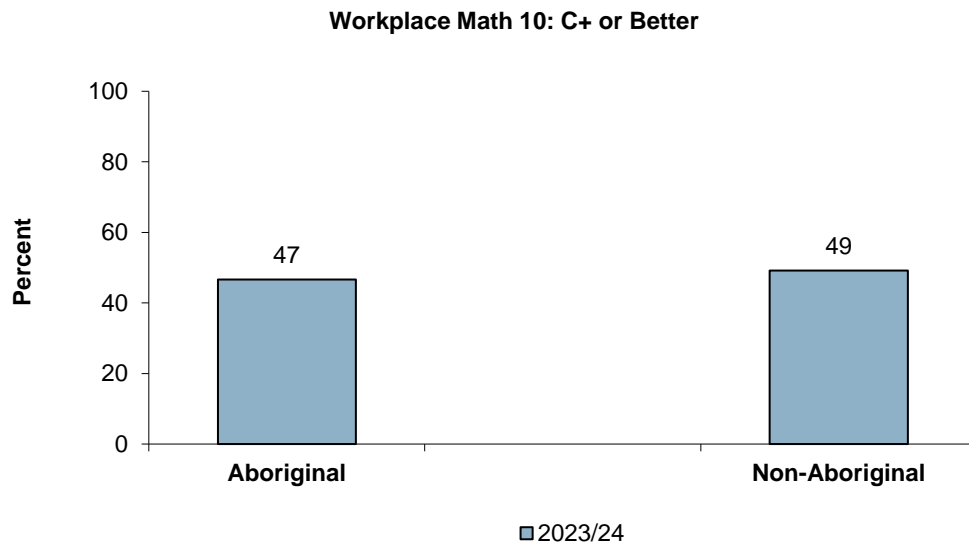
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: WORKPLACE MATH 10

BC Residents

| Aboriginal     |            |              |    |             |    | Non-Aboriginal |              |    |             |    |  |
|----------------|------------|--------------|----|-------------|----|----------------|--------------|----|-------------|----|--|
| School<br>Year | Course     | C+ or Better |    | B or Better |    | Course         | C+ or Better |    | B or Better |    |  |
|                | Mark Count |              |    |             |    | Mark Count     |              |    |             |    |  |
|                | #          | #            | %  | #           | %  | #              | #            | %  | #           | %  |  |
| 2019/20        | 55         | 15           | 27 | 12          | 22 | 42             | 21           | 50 | 17          | 40 |  |
| 2020/21        | 54         | 28           | 52 | 22          | 41 | 44             | 25           | 57 | 20          | 45 |  |
| 2021/22        | 62         | 20           | 32 | 15          | 24 | 32             | 18           | 56 | 14          | 44 |  |
| 2022/23        | 60         | 34           | 57 | 24          | 40 | 58             | 36           | 62 | 32          | 55 |  |
| 2023/24        | 60         | 28           | 47 | 21          | 35 | 59             | 29           | 49 | 24          | 41 |  |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 10 #           | Non-Gr 10 # |                     | #                      | Gr 10 #           | Non-Gr 10 # |  |
| 2019/20     | 55                  | 115                    | 44                | 11          | 42                  | 174                    | 32                | 10          |  |
| 2020/21     | 54                  | 126                    | 42                | 12          | 44                  | 172                    | 30                | 14          |  |
| 2021/22     | 62                  | 121                    | 43                | 19          | 32                  | 160                    | 22                | 10          |  |
| 2022/23     | 60                  | 112                    | 44                | 16          | 58                  | 197                    | Msk               | Msk         |  |
| 2023/24     | 60                  | 111                    | 43                | 17          | 59                  | 213                    | 44                | 15          |  |



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

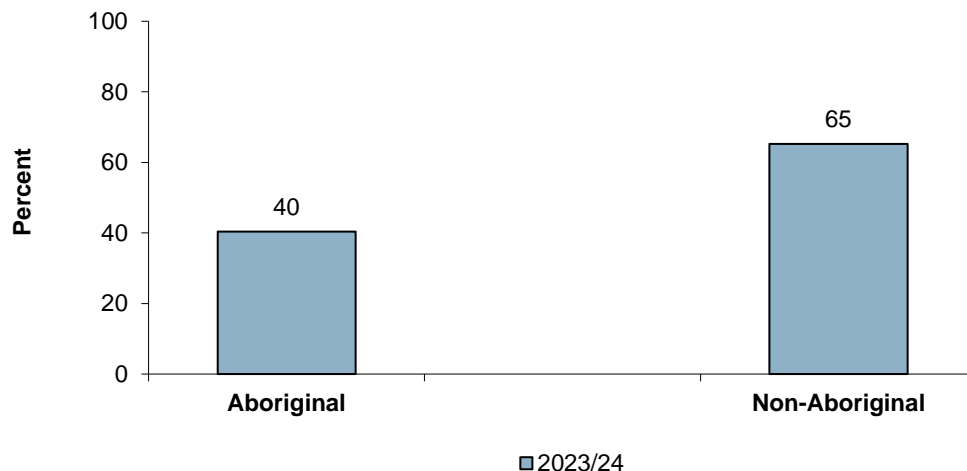
## COURSE MARKS: SCIENCE 10

BC Residents

| Aboriginal     |                      |              |    |             |    | Non-Aboriginal       |              |    |             |    |   |
|----------------|----------------------|--------------|----|-------------|----|----------------------|--------------|----|-------------|----|---|
| School<br>Year | Course<br>Mark Count | C+ or Better |    | B or Better |    | Course<br>Mark Count | C+ or Better |    | B or Better |    |   |
|                | #                    | #            | %  | #           | %  |                      | #            | #  | %           | #  | % |
| 2019/20        | 109                  | 47           | 43 | 29          | 27 | 181                  | 115          | 64 | 97          | 54 |   |
| 2020/21        | 110                  | 50           | 45 | 39          | 35 | 162                  | 111          | 69 | 94          | 58 |   |
| 2021/22        | 103                  | 32           | 31 | 23          | 22 | 155                  | 88           | 57 | 72          | 46 |   |
| 2022/23        | 105                  | 33           | 31 | 27          | 26 | 185                  | 117          | 63 | 93          | 50 |   |
| 2023/24        | 104                  | 42           | 40 | 29          | 28 | 207                  | 135          | 65 | 119         | 57 |   |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 10 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 10 #           | Non-Gr 10 # |                     | #                      | Gr 10 #           | Non-Gr 10 # |  |
| 2019/20     | 109                 | 115                    | 87                | 22          | 181                 | 174                    | 163               | 18          |  |
| 2020/21     | 110                 | 126                    | 93                | 17          | 162                 | 172                    | 148               | 14          |  |
| 2021/22     | 103                 | 121                    | 83                | 20          | 155                 | 160                    | 136               | 19          |  |
| 2022/23     | 105                 | 112                    | 77                | 28          | 185                 | 197                    | 170               | 15          |  |
| 2023/24     | 104                 | 111                    | 78                | 26          | 207                 | 213                    | 189               | 18          |  |

**Science 10: C+ or Better**



**Note:**

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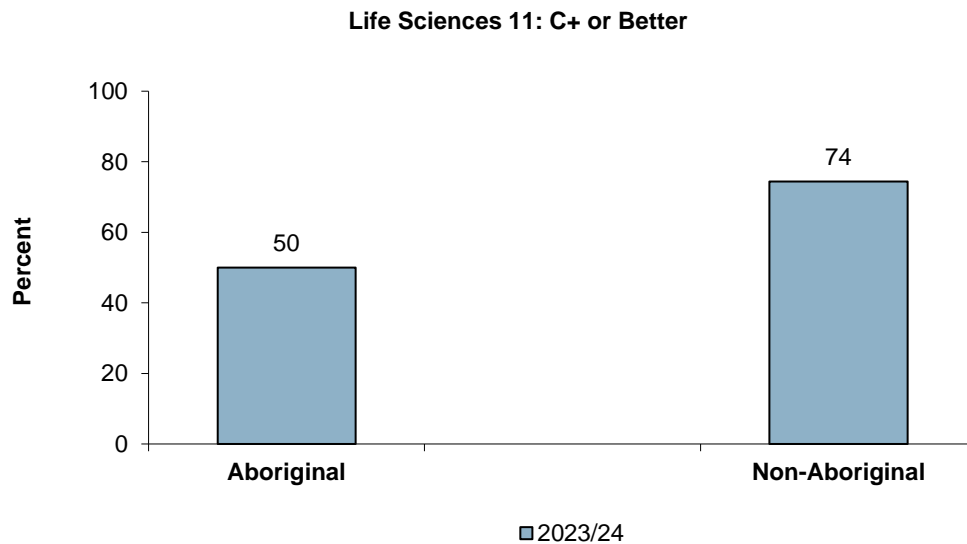


## COURSE MARKS: LIFE SCIENCES 11

BC Residents

| Aboriginal     |            |              |     |             |     | Non-Aboriginal |              |    |             |    |  |
|----------------|------------|--------------|-----|-------------|-----|----------------|--------------|----|-------------|----|--|
| School<br>Year | Course     | C+ or Better |     | B or Better |     | Course         | C+ or Better |    | B or Better |    |  |
|                | Mark Count |              |     |             |     | Mark Count     |              |    |             |    |  |
|                | #          | #            | %   | #           | %   | #              | #            | %  | #           | %  |  |
| 2019/20        | 15         | Msk          | Msk | Msk         | Msk | 63             | 45           | 71 | 40          | 63 |  |
| 2020/21        | 27         | 20           | 74  | 16          | 59  | 79             | 60           | 76 | 54          | 68 |  |
| 2021/22        | 36         | 15           | 42  | 13          | 36  | 66             | 45           | 68 | 39          | 59 |  |
| 2022/23        | 19         | 11           | 58  | Msk         | Msk | 67             | 52           | 78 | 44          | 66 |  |
| 2023/24        | 26         | 13           | 50  | 11          | 42  | 86             | 64           | 74 | 60          | 70 |  |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 11 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 11 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 11 #           | Non-Gr 11 # |                     | #                      | Gr 11 #           | Non-Gr 11 # |  |
| 2019/20     | 15                  | 102                    | Msk               | Msk         | 63                  | 189                    | Msk               | Msk         |  |
| 2020/21     | 27                  | 120                    | Msk               | Msk         | 79                  | 177                    | 64                | 15          |  |
| 2021/22     | 36                  | 129                    | 26                | 10          | 66                  | 180                    | 55                | 11          |  |
| 2022/23     | 19                  | 125                    | Msk               | Msk         | 67                  | 165                    | 56                | 11          |  |
| 2023/24     | 26                  | 113                    | Msk               | Msk         | 86                  | 208                    | Msk               | Msk         |  |



**Note:**

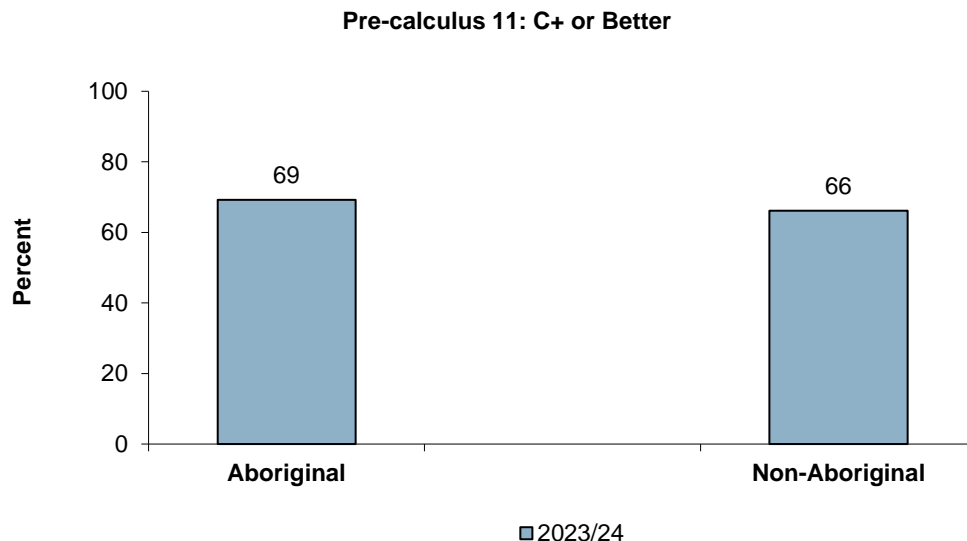
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 11

BC Residents

| Aboriginal     |                      |              |    |             |     | Non-Aboriginal       |              |    |             |    |   |
|----------------|----------------------|--------------|----|-------------|-----|----------------------|--------------|----|-------------|----|---|
| School<br>Year | Course<br>Mark Count | C+ or Better |    | B or Better |     | Course<br>Mark Count | C+ or Better |    | B or Better |    |   |
|                | #                    | #            | %  | #           | %   |                      | #            | #  | %           | #  | % |
| 2019/20        | 26                   | 12           | 46 | Msk         | Msk | 114                  | 80           | 70 | 71          | 62 |   |
| 2020/21        | 41                   | 26           | 63 | 22          | 54  | 116                  | 84           | 72 | 79          | 68 |   |
| 2021/22        | 40                   | 26           | 65 | 19          | 48  | 121                  | 90           | 74 | 81          | 67 |   |
| 2022/23        | 39                   | 13           | 33 | 10          | 26  | 98                   | 68           | 69 | 56          | 57 |   |
| 2023/24        | 26                   | 18           | 69 | 14          | 54  | 124                  | 82           | 66 | 73          | 59 |   |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 11 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 11 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 11 #           | Non-Gr 11 # |                     | #                      | Gr 11 #           | Non-Gr 11 # |  |
| 2019/20     | 26                  | 102                    | Msk               | Msk         | 114                 | 189                    | 99                | 15          |  |
| 2020/21     | 41                  | 120                    | Msk               | Msk         | 116                 | 177                    | 103               | 13          |  |
| 2021/22     | 40                  | 129                    | Msk               | Msk         | 121                 | 180                    | 101               | 20          |  |
| 2022/23     | 39                  | 125                    | Msk               | Msk         | 98                  | 165                    | 86                | 12          |  |
| 2023/24     | 26                  | 113                    | Msk               | Msk         | 124                 | 208                    | 106               | 18          |  |



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

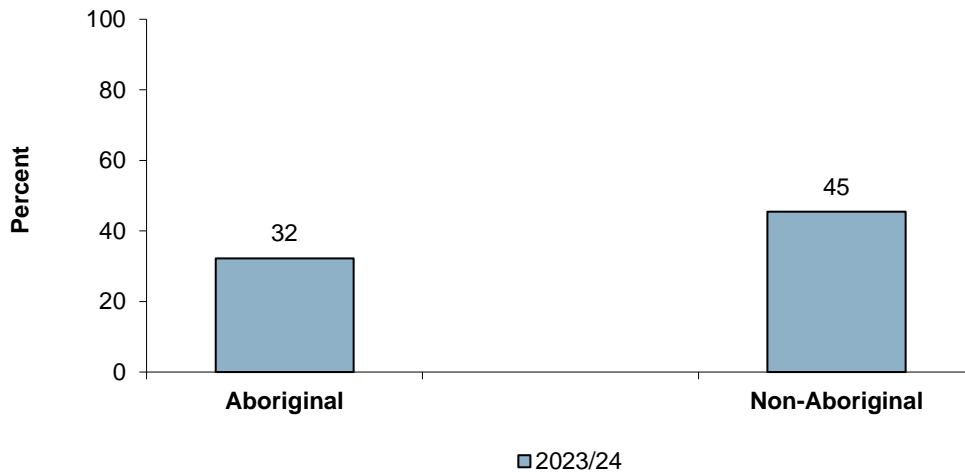
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

| Aboriginal     |                      |              |     |             |     | Non-Aboriginal       |              |     |             |     |  |
|----------------|----------------------|--------------|-----|-------------|-----|----------------------|--------------|-----|-------------|-----|--|
| School<br>Year | Course<br>Mark Count | C+ or Better |     | B or Better |     | Course<br>Mark Count | C+ or Better |     | B or Better |     |  |
|                | #                    | #            | %   | #           | %   |                      | #            | %   | #           | %   |  |
| 2019/20        | 36                   | 18           | 50  | 14          | 39  | 55                   | 34           | 62  | 24          | 44  |  |
| 2020/21        | 28                   | Msk          | Msk | Msk         | Msk | 22                   | 10           | 45  | Msk         | Msk |  |
| 2021/22        | 20                   | 10           | 50  | Msk         | Msk | 22                   | Msk          | Msk | Msk         | Msk |  |
| 2022/23        | 38                   | 20           | 53  | 13          | 34  | 33                   | 15           | 45  | Msk         | Msk |  |
| 2023/24        | 31                   | 10           | 32  | Msk         | Msk | 44                   | 20           | 45  | 14          | 32  |  |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 11 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 11 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 11 #           | Non-Gr 11 # |                     | #                      | Gr 11 #           | Non-Gr 11 # |  |
| 2019/20     | 36                  | 102                    | 22                | 14          | 55                  | 189                    | 33                | 22          |  |
| 2020/21     | 28                  | 120                    | Msk               | Msk         | 22                  | 177                    | Msk               | Msk         |  |
| 2021/22     | 20                  | 129                    | Msk               | Msk         | 22                  | 180                    | Msk               | Msk         |  |
| 2022/23     | 38                  | 125                    | 28                | 10          | 33                  | 165                    | 20                | 13          |  |
| 2023/24     | 31                  | 113                    | Msk               | Msk         | 44                  | 208                    | Msk               | Msk         |  |

**Science for Citizens 11: C+ or Better**



**Note:**

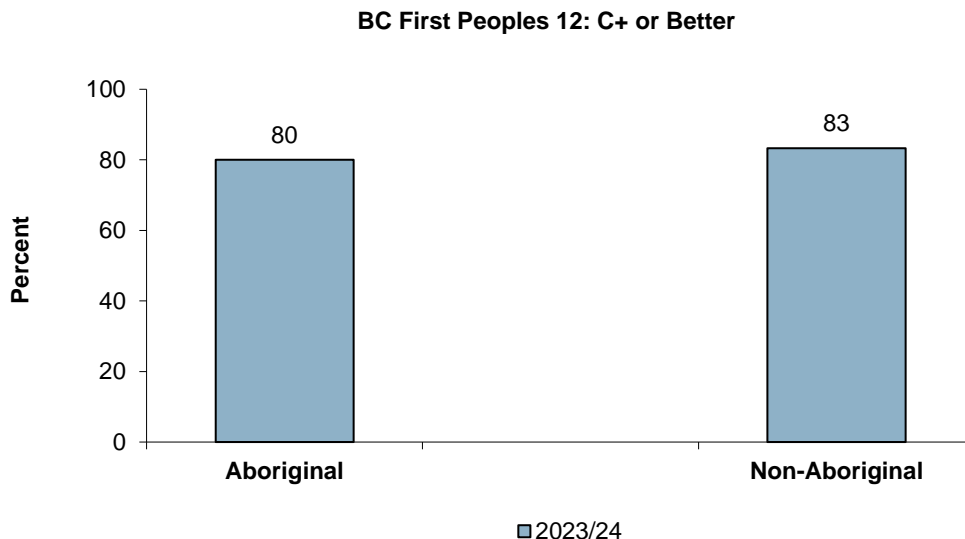
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

| Aboriginal     |            |              |     |             |     | Non-Aboriginal |              |     |             |     |  |
|----------------|------------|--------------|-----|-------------|-----|----------------|--------------|-----|-------------|-----|--|
| School<br>Year | Course     | C+ or Better |     | B or Better |     | Course         | C+ or Better |     | B or Better |     |  |
|                | Mark Count |              |     |             |     | Mark Count     |              |     |             |     |  |
|                | #          | #            | %   | #           | %   | #              | #            | %   | #           | %   |  |
| 2019/20        | 15         | Msk          | Msk | Msk         | Msk | 10             | Msk          | Msk | Msk         | Msk |  |
| 2020/21        | 17         | 12           | 71  | 10          | 59  | Msk            | Msk          | Msk | Msk         | Msk |  |
| 2021/22        | 15         | Msk          | Msk | Msk         | Msk | Msk            | Msk          | Msk | Msk         | Msk |  |
| 2022/23        | 17         | Msk          | Msk | Msk         | Msk | 29             | 20           | 69  | 18          | 62  |  |
| 2023/24        | 20         | 16           | 80  | 12          | 60  | 30             | 25           | 83  | 21          | 70  |  |

| Aboriginal     |            |                |                      |           | Non-Aboriginal |                |                      |           |  |
|----------------|------------|----------------|----------------------|-----------|----------------|----------------|----------------------|-----------|--|
| School<br>Year | Course     | Total<br>Gr 12 | Course Mark<br>Count |           | Course         | Total<br>Gr 12 | Course Mark<br>Count |           |  |
|                | Mark Count | Students *     | Gr 12                | Non-Gr 12 | Mark Count     | Students *     | Gr 12                | Non-Gr 12 |  |
|                | #          | #              | #                    | #         | #              | #              | #                    | #         |  |
| 2019/20        | 15         | 105            | Msk                  | Msk       | 10             | 226            | 0                    | 10        |  |
| 2020/21        | 17         | 87             | Msk                  | Msk       | Msk            | 190            | Msk                  | Msk       |  |
| 2021/22        | 15         | 111            | 0                    | 15        | Msk            | 196            | Msk                  | Msk       |  |
| 2022/23        | 17         | 116            | Msk                  | Msk       | 29             | 184            | 10                   | 19        |  |
| 2023/24        | 20         | 97             | Msk                  | Msk       | 30             | 165            | Msk                  | Msk       |  |



**Note:**

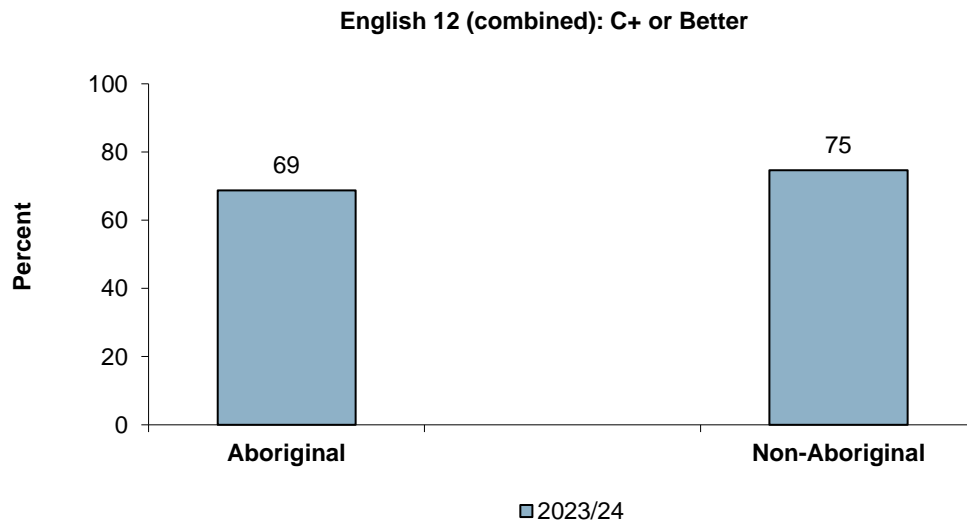
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

| Aboriginal     |                      |              |    |             |    | Non-Aboriginal       |              |    |             |    |   |
|----------------|----------------------|--------------|----|-------------|----|----------------------|--------------|----|-------------|----|---|
| School<br>Year | Course<br>Mark Count | C+ or Better |    | B or Better |    | Course<br>Mark Count | C+ or Better |    | B or Better |    |   |
|                | #                    | #            | %  | #           | %  |                      | #            | #  | %           | #  | % |
| 2019/20        | 58                   | 25           | 43 | 18          | 31 | 149                  | 97           | 65 | 81          | 54 |   |
| 2020/21        | 56                   | 22           | 39 | 19          | 34 | 170                  | 104          | 61 | 83          | 49 |   |
| 2021/22        | 76                   | 29           | 38 | 22          | 29 | 158                  | 91           | 58 | 76          | 48 |   |
| 2022/23        | 72                   | 33           | 46 | 28          | 39 | 145                  | 84           | 58 | 62          | 43 |   |
| 2023/24        | 16                   | 11           | 69 | 11          | 69 | 67                   | 50           | 75 | 41          | 61 |   |

| Aboriginal  |                     |                          |                   |             | Non-Aboriginal      |                          |                   |             |  |
|-------------|---------------------|--------------------------|-------------------|-------------|---------------------|--------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 12 Students * # | Course Mark Count |             | Course Mark Count # | Total Gr 12 Students * # | Course Mark Count |             |  |
|             |                     |                          | Gr 12 #           | Non-Gr 12 # |                     |                          | Gr 12 #           | Non-Gr 12 # |  |
| 2019/20     | 58                  | 105                      | 42                | 16          | 149                 | 226                      | 129               | 20          |  |
| 2020/21     | 56                  | 87                       | 39                | 17          | 170                 | 190                      | 129               | 41          |  |
| 2021/22     | 76                  | 111                      | 61                | 15          | 158                 | 196                      | 123               | 35          |  |
| 2022/23     | 72                  | 116                      | 59                | 13          | 145                 | 184                      | 119               | 26          |  |
| 2023/24     | 16                  | 97                       | Msk               | Msk         | 67                  | 165                      | 42                | 25          |  |



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

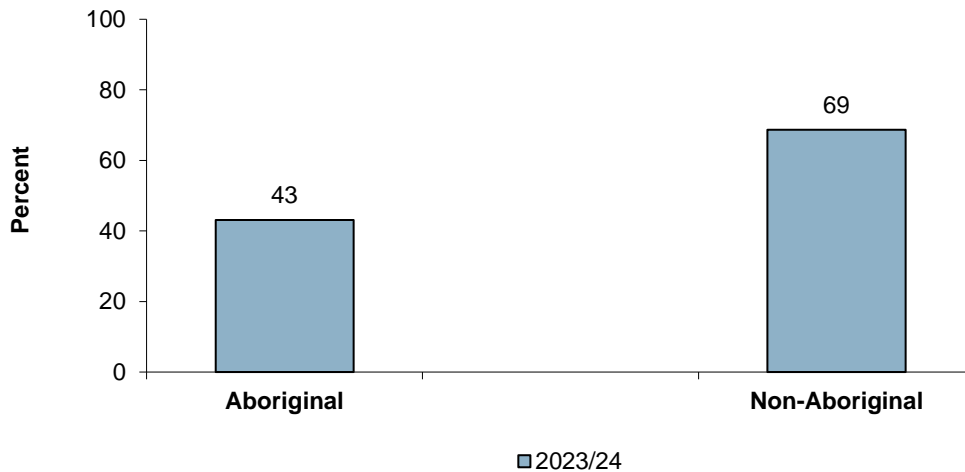
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

| Aboriginal     |                      |              |     |             |     | Non-Aboriginal       |              |     |             |     |  |
|----------------|----------------------|--------------|-----|-------------|-----|----------------------|--------------|-----|-------------|-----|--|
| School<br>Year | Course<br>Mark Count | C+ or Better |     | B or Better |     | Course<br>Mark Count | C+ or Better |     | B or Better |     |  |
|                | #                    | #            | %   | #           | %   | #                    | #            | %   | #           | %   |  |
| 2019/20        | -                    | -            | -   | -           | -   | -                    | -            | -   | -           | -   |  |
| 2020/21        | 20                   | 11           | 55  | Msk         | Msk | Msk                  | Msk          | Msk | Msk         | Msk |  |
| 2021/22        | Msk                  | Msk          | Msk | Msk         | Msk | Msk                  | Msk          | Msk | Msk         | Msk |  |
| 2022/23        | 31                   | 16           | 52  | 10          | 32  | 31                   | 25           | 81  | 22          | 71  |  |
| 2023/24        | 65                   | 28           | 43  | 20          | 31  | 99                   | 68           | 69  | 64          | 65  |  |

| Aboriginal  |                     |                          |                   |             | Non-Aboriginal      |                          |                   |             |  |
|-------------|---------------------|--------------------------|-------------------|-------------|---------------------|--------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 12 Students * # | Course Mark Count |             | Course Mark Count # | Total Gr 12 Students * # | Course Mark Count |             |  |
|             |                     |                          | Gr 12 #           | Non-Gr 12 # |                     |                          | Gr 12 #           | Non-Gr 12 # |  |
| 2019/20     | -                   | 105                      | -                 | -           | -                   | 226                      | -                 | -           |  |
| 2020/21     | 20                  | 87                       | Msk               | Msk         | Msk                 | 190                      | Msk               | Msk         |  |
| 2021/22     | Msk                 | 111                      | Msk               | Msk         | Msk                 | 196                      | Msk               | Msk         |  |
| 2022/23     | 31                  | 116                      | 15                | 16          | 31                  | 184                      | 13                | 18          |  |
| 2023/24     | 65                  | 97                       | 53                | 12          | 99                  | 165                      | 68                | 31          |  |

**English First Peoples 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

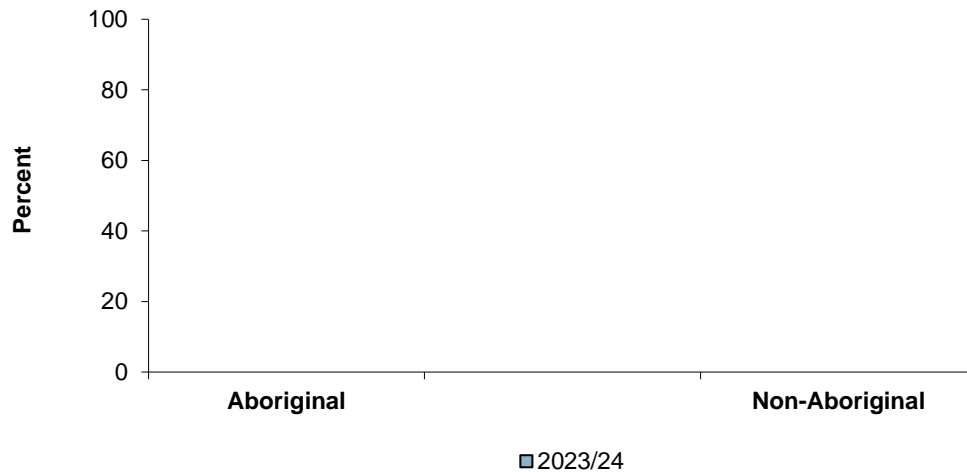
## COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

| Aboriginal     |                      |              |   |             |   | Non-Aboriginal       |              |   |             |   |  |
|----------------|----------------------|--------------|---|-------------|---|----------------------|--------------|---|-------------|---|--|
| School<br>Year | Course<br>Mark Count | C+ or Better |   | B or Better |   | Course<br>Mark Count | C+ or Better |   | B or Better |   |  |
|                | #                    | #            | % | #           | % | #                    | #            | % | #           | % |  |
| 2019/20        | -                    | -            | - | -           | - | -                    | -            | - | -           | - |  |
| 2020/21        | -                    | -            | - | -           | - | -                    | -            | - | -           | - |  |
| 2021/22        | -                    | -            | - | -           | - | -                    | -            | - | -           | - |  |
| 2022/23        | -                    | -            | - | -           | - | -                    | -            | - | -           | - |  |
| 2023/24        | -                    | -            | - | -           | - | -                    | -            | - | -           | - |  |

| Aboriginal  |                        |                           |                   |                | Non-Aboriginal         |                           |                   |                |  |
|-------------|------------------------|---------------------------|-------------------|----------------|------------------------|---------------------------|-------------------|----------------|--|
| School Year | Course Mark Count<br># | Total Gr 12<br>Students * | Course Mark Count |                | Course Mark Count<br># | Total Gr 12<br>Students * | Course Mark Count |                |  |
|             |                        | #                         | Gr 12<br>#        | Non-Gr 12<br># |                        | #                         | Gr 12<br>#        | Non-Gr 12<br># |  |
| 2019/20     | -                      | 105                       | -                 | -              | -                      | 226                       | -                 | -              |  |
| 2020/21     | -                      | 87                        | -                 | -              | -                      | 190                       | -                 | -              |  |
| 2021/22     | -                      | 111                       | -                 | -              | -                      | 196                       | -                 | -              |  |
| 2022/23     | -                      | 116                       | -                 | -              | -                      | 184                       | -                 | -              |  |
| 2023/24     | -                      | 97                        | -                 | -              | -                      | 165                       | -                 | -              |  |

### Apprenticeship Math 12: C+ or Better



**Note:**

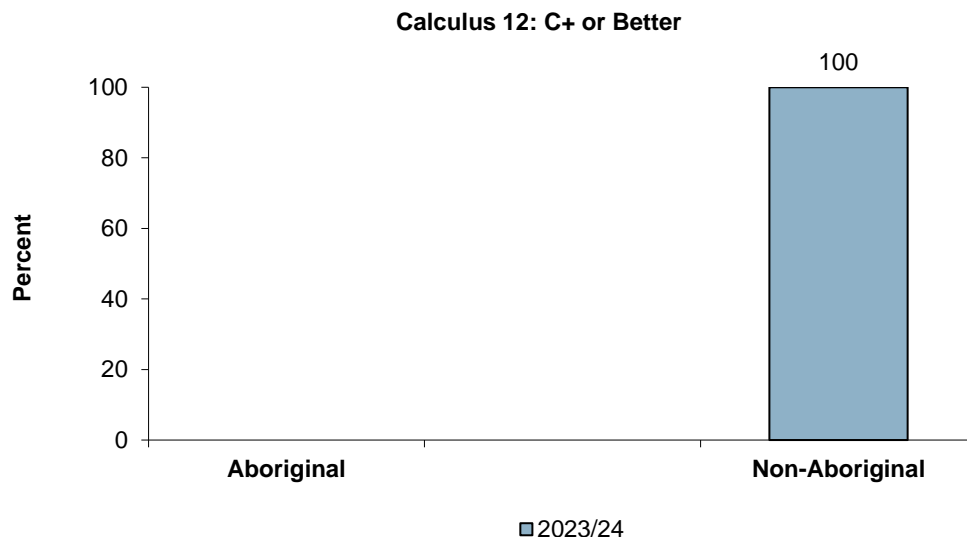
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: CALCULUS 12

BC Residents

| Aboriginal     |                      |              |     |             |     | Non-Aboriginal       |              |     |             |     |  |
|----------------|----------------------|--------------|-----|-------------|-----|----------------------|--------------|-----|-------------|-----|--|
| School<br>Year | Course<br>Mark Count | C+ or Better |     | B or Better |     | Course<br>Mark Count | C+ or Better |     | B or Better |     |  |
|                | #                    | #            | %   | #           | %   |                      | #            | %   | #           | %   |  |
| 2019/20        | -                    | -            | -   | -           | -   | 19                   | 16           | 84  | 15          | 79  |  |
| 2020/21        | Msk                  | Msk          | Msk | Msk         | Msk | 19                   | 18           | 95  | 18          | 95  |  |
| 2021/22        | -                    | -            | -   | -           | -   | 16                   | 16           | 100 | 15          | 94  |  |
| 2022/23        | Msk                  | Msk          | Msk | Msk         | Msk | Msk                  | Msk          | Msk | Msk         | Msk |  |
| 2023/24        | -                    | -            | -   | -           | -   | 14                   | 14           | 100 | 14          | 100 |  |

| Aboriginal     |            |                |                      |           | Non-Aboriginal |                |                      |           |
|----------------|------------|----------------|----------------------|-----------|----------------|----------------|----------------------|-----------|
| School<br>Year | Course     | Total<br>Gr 12 | Course Mark<br>Count |           | Course         | Total<br>Gr 12 | Course Mark<br>Count |           |
|                | Mark Count | Students *     | Gr 12                | Non-Gr 12 | Mark Count     | Students *     | Gr 12                | Non-Gr 12 |
|                | #          | #              | #                    | #         | #              | #              | #                    | #         |
| 2019/20        | -          | 105            | -                    | -         | 19             | 226            | Msk                  | Msk       |
| 2020/21        | Msk        | 87             | Msk                  | Msk       | 19             | 190            | 19                   | 0         |
| 2021/22        | -          | 111            | -                    | -         | 16             | 196            | 16                   | 0         |
| 2022/23        | Msk        | 116            | Msk                  | Msk       | Msk            | 184            | Msk                  | Msk       |
| 2023/24        | -          | 97             | -                    | -         | 14             | 165            | 14                   | 0         |



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.



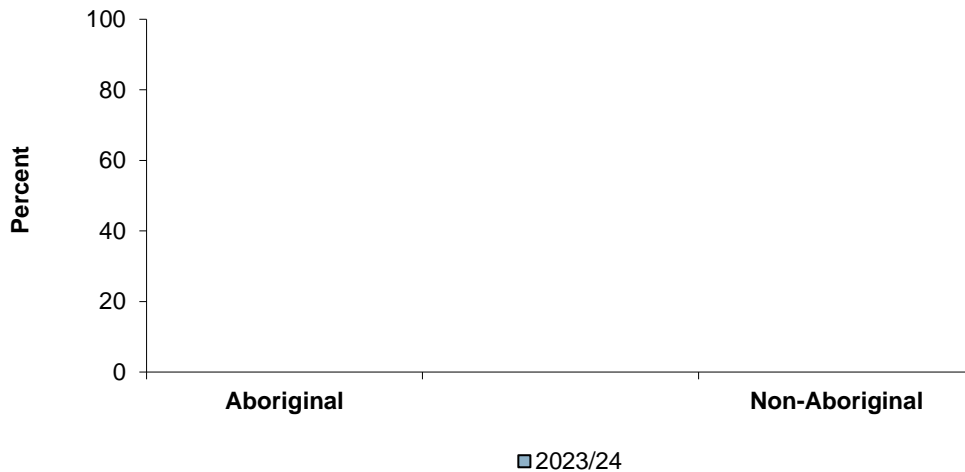
## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

| Aboriginal     |                      |              |     |             |     | Non-Aboriginal       |              |     |             |     |  |
|----------------|----------------------|--------------|-----|-------------|-----|----------------------|--------------|-----|-------------|-----|--|
| School<br>Year | Course<br>Mark Count | C+ or Better |     | B or Better |     | Course<br>Mark Count | C+ or Better |     | B or Better |     |  |
|                | #                    | #            | %   | #           | %   |                      | #            | %   | #           | %   |  |
| 2019/20        | Msk                  | Msk          | Msk | Msk         | Msk | Msk                  | Msk          | Msk | Msk         | Msk |  |
| 2020/21        | Msk                  | Msk          | Msk | Msk         | Msk | Msk                  | Msk          | Msk | Msk         | Msk |  |
| 2021/22        | -                    | -            | -   | -           | -   | 12                   | Msk          | Msk | Msk         | Msk |  |
| 2022/23        | -                    | -            | -   | -           | -   | -                    | -            | -   | -           | -   |  |
| 2023/24        | Msk                  | Msk          | Msk | Msk         | Msk | 17                   | Msk          | Msk | Msk         | Msk |  |

| Aboriginal     |            |                |                      |           | Non-Aboriginal |                |                      |           |  |
|----------------|------------|----------------|----------------------|-----------|----------------|----------------|----------------------|-----------|--|
| School<br>Year | Course     | Total<br>Gr 12 | Course Mark<br>Count |           | Course         | Total<br>Gr 12 | Course Mark<br>Count |           |  |
|                | Mark Count | Students *     | Gr 12                | Non-Gr 12 | Mark Count     | Students *     | Gr 12                | Non-Gr 12 |  |
|                | #          | #              | #                    | #         | #              | #              | #                    | #         |  |
| 2019/20        | Msk        | 105            | Msk                  | Msk       | Msk            | 226            | Msk                  | Msk       |  |
| 2020/21        | Msk        | 87             | Msk                  | Msk       | Msk            | 190            | Msk                  | Msk       |  |
| 2021/22        | -          | 111            | -                    | -         | 12             | 196            | Msk                  | Msk       |  |
| 2022/23        | -          | 116            | -                    | -         | -              | 184            | -                    | -         |  |
| 2023/24        | Msk        | 97             | Msk                  | Msk       | 17             | 165            | Msk                  | Msk       |  |

### Foundations of Math 12: C+ or Better



**Note:**

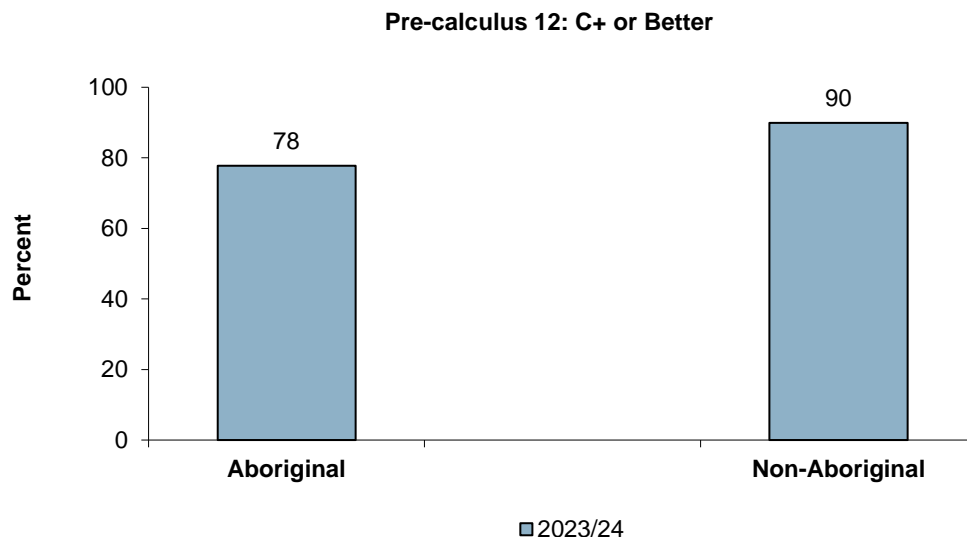
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: PRE-CALCULUS 12

BC Residents

| Aboriginal     |                      |              |     |             |     | Non-Aboriginal       |              |    |             |    |  |
|----------------|----------------------|--------------|-----|-------------|-----|----------------------|--------------|----|-------------|----|--|
| School<br>Year | Course<br>Mark Count | C+ or Better |     | B or Better |     | Course<br>Mark Count | C+ or Better |    | B or Better |    |  |
|                | #                    | #            | %   | #           | %   |                      | #            | %  | #           | %  |  |
| 2019/20        | 20                   | 14           | 70  | 13          | 65  | 100                  | 90           | 90 | 86          | 86 |  |
| 2020/21        | 10                   | Msk          | Msk | Msk         | Msk | 66                   | 62           | 94 | 58          | 88 |  |
| 2021/22        | 25                   | 18           | 72  | 14          | 56  | 82                   | 72           | 88 | 65          | 79 |  |
| 2022/23        | 18                   | 12           | 67  | 11          | 61  | 65                   | 48           | 74 | 45          | 69 |  |
| 2023/24        | 18                   | 14           | 78  | 12          | 67  | 79                   | 71           | 90 | 66          | 84 |  |

| Aboriginal  |                     |                        |                   |             | Non-Aboriginal      |                        |                   |             |  |
|-------------|---------------------|------------------------|-------------------|-------------|---------------------|------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 12 Students * | Course Mark Count |             | Course Mark Count # | Total Gr 12 Students * | Course Mark Count |             |  |
|             |                     | #                      | Gr 12 #           | Non-Gr 12 # |                     | #                      | Gr 12 #           | Non-Gr 12 # |  |
| 2019/20     | 20                  | 105                    | Msk               | Msk         | 100                 | 226                    | 76                | 24          |  |
| 2020/21     | 10                  | 87                     | Msk               | Msk         | 66                  | 190                    | 56                | 10          |  |
| 2021/22     | 25                  | 111                    | Msk               | Msk         | 82                  | 196                    | 70                | 12          |  |
| 2022/23     | 18                  | 116                    | Msk               | Msk         | 65                  | 184                    | 53                | 12          |  |
| 2023/24     | 18                  | 97                     | Msk               | Msk         | 79                  | 165                    | 58                | 21          |  |



**Note:**

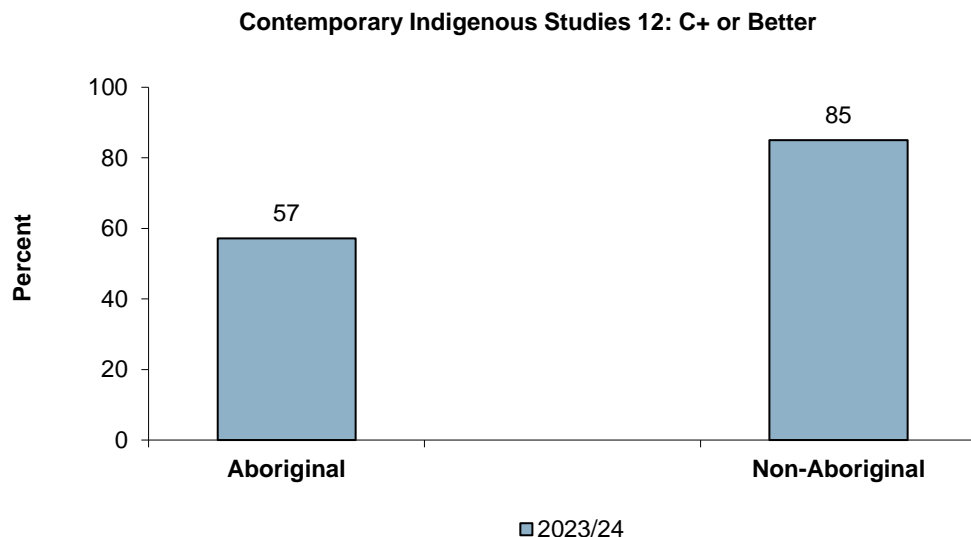
\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

| Aboriginal     |                      |              |    |             |     | Non-Aboriginal       |              |    |             |    |  |
|----------------|----------------------|--------------|----|-------------|-----|----------------------|--------------|----|-------------|----|--|
| School<br>Year | Course<br>Mark Count | C+ or Better |    | B or Better |     | Course<br>Mark Count | C+ or Better |    | B or Better |    |  |
|                | #                    | #            | %  | #           | %   | #                    | #            | %  | #           | %  |  |
| 2019/20        | -                    | -            | -  | -           | -   | -                    | -            | -  | -           | -  |  |
| 2020/21        | -                    | -            | -  | -           | -   | -                    | -            | -  | -           | -  |  |
| 2021/22        | -                    | -            | -  | -           | -   | -                    | -            | -  | -           | -  |  |
| 2022/23        | 18                   | 10           | 56 | Msk         | Msk | 43                   | 32           | 74 | 27          | 63 |  |
| 2023/24        | 21                   | 12           | 57 | 10          | 48  | 87                   | 74           | 85 | 63          | 72 |  |

| Aboriginal  |                     |                          |                   |             | Non-Aboriginal      |                          |                   |             |  |
|-------------|---------------------|--------------------------|-------------------|-------------|---------------------|--------------------------|-------------------|-------------|--|
| School Year | Course Mark Count # | Total Gr 12 Students * # | Course Mark Count |             | Course Mark Count # | Total Gr 12 Students * # | Course Mark Count |             |  |
|             |                     |                          | Gr 12 #           | Non-Gr 12 # |                     |                          | Gr 12 #           | Non-Gr 12 # |  |
| 2019/20     | -                   | 105                      | -                 | -           | -                   | 226                      | -                 | -           |  |
| 2020/21     | -                   | 87                       | -                 | -           | -                   | 190                      | -                 | -           |  |
| 2021/22     | -                   | 111                      | -                 | -           | -                   | 196                      | -                 | -           |  |
| 2022/23     | 18                  | 116                      | Msk               | Msk         | 43                  | 184                      | Msk               | Msk         |  |
| 2023/24     | 21                  | 97                       | Msk               | Msk         | 87                  | 165                      | 11                | 76          |  |



**Note:**

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## FIRST NATIONS LANGUAGES COURSES (GRADE 10-12) 2019/20 - 2023/24

BC Residents

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

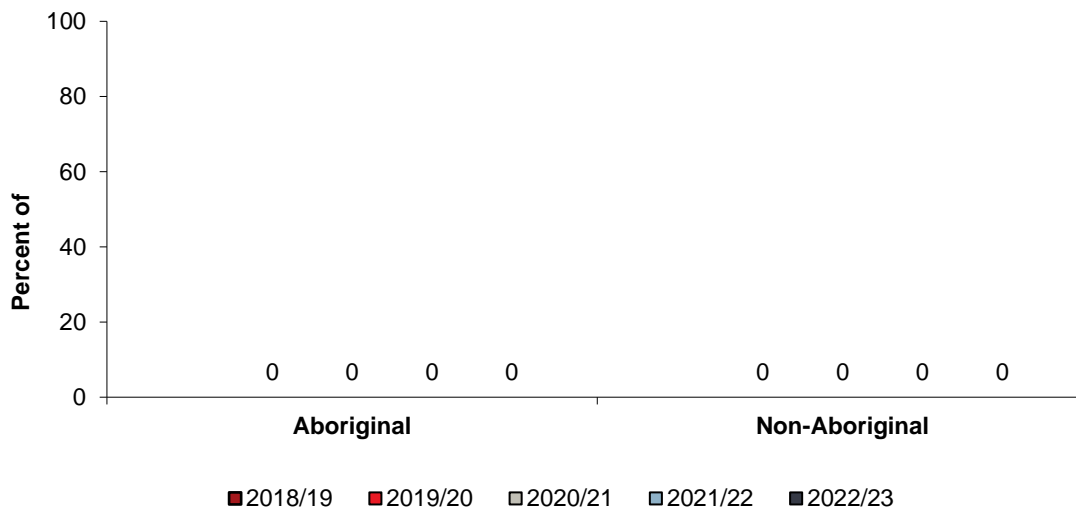
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

|         | Aboriginal        |              |   |             |   | Non-Aboriginal    |              |   |             |   |
|---------|-------------------|--------------|---|-------------|---|-------------------|--------------|---|-------------|---|
|         | Course Mark Count | C+ or Better |   | B or Better |   | Course Mark Count | C+ or Better |   | B or Better |   |
|         |                   | #            | % | #           | % |                   | #            | % | #           | % |
| 2019/20 | -                 | -            | - | -           | - | -                 | -            | - | -           | - |
| 2020/21 | -                 | -            | - | -           | - | -                 | -            | - | -           | - |
| 2021/22 | -                 | -            | - | -           | - | -                 | -            | - | -           | - |
| 2022/23 | -                 | -            | - | -           | - | -                 | -            | - | -           | - |
| 2023/24 | -                 | -            | - | -           | - | -                 | -            | - | -           | - |

List of First Nations Languages Courses in District:

First Nations Languages Courses: C+ or Better



### Note:

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education and Child Care for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

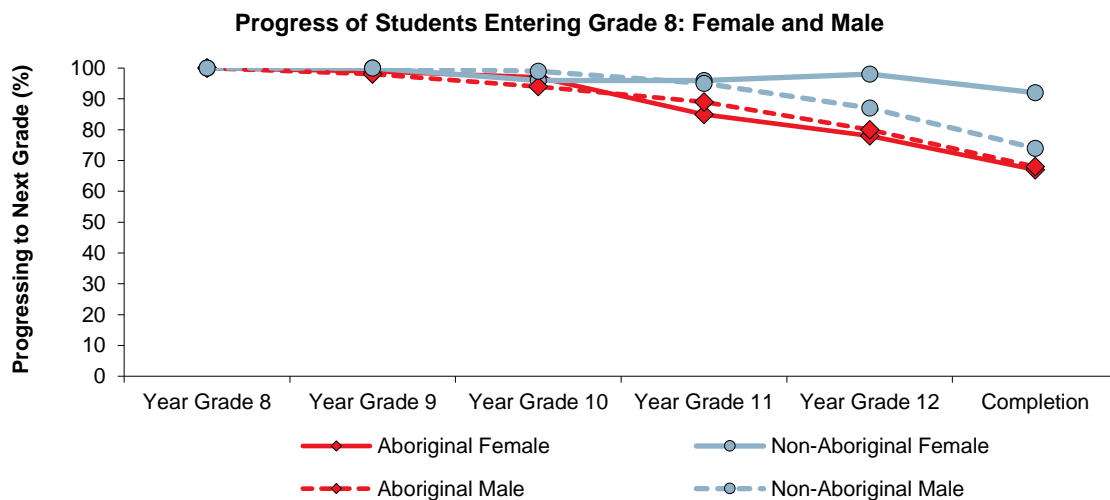
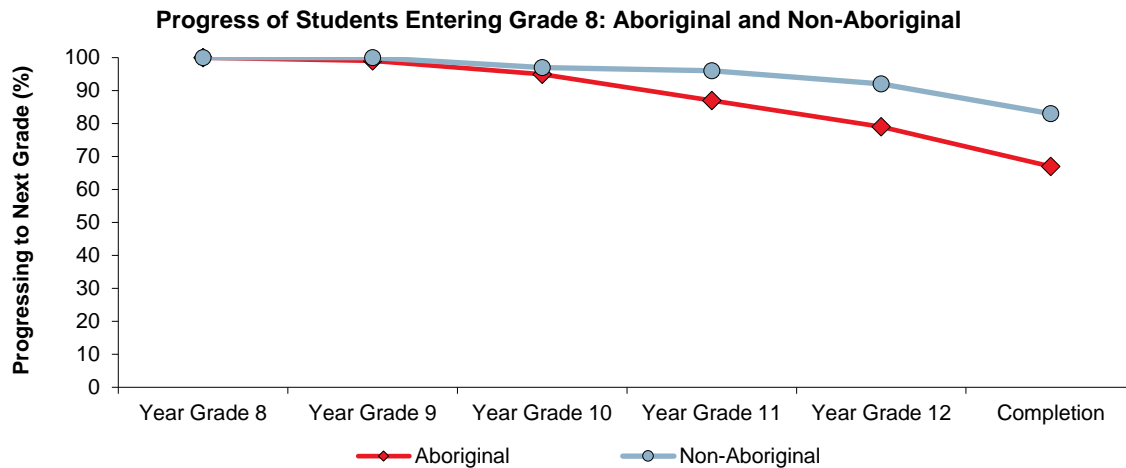
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

| School Year | Year       | Aboriginal |          |        | Non-Aboriginal |          |        |
|-------------|------------|------------|----------|--------|----------------|----------|--------|
|             |            | Total %    | Female % | Male % | Total %        | Female % | Male % |
| 2018/19     | Grade 8    | 100        | 100      | 100    | 100            | 100      | 100    |
|             | Grade 9    | 99         | 99       | 98     | 100            | 100      | 100    |
|             | Grade 10   | 95         | 97       | 94     | 97             | 96       | 99     |
|             | Grade 11   | 87         | 85       | 89     | 96             | 96       | 95     |
|             | Grade 12   | 79         | 78       | 80     | 92             | 98       | 87     |
| 2023/24     | Completion | 67         | 67       | 68     | 83             | 92       | 74     |



## FIVE-YEAR COMPLETION RATE, 2019/20 - 2023/24

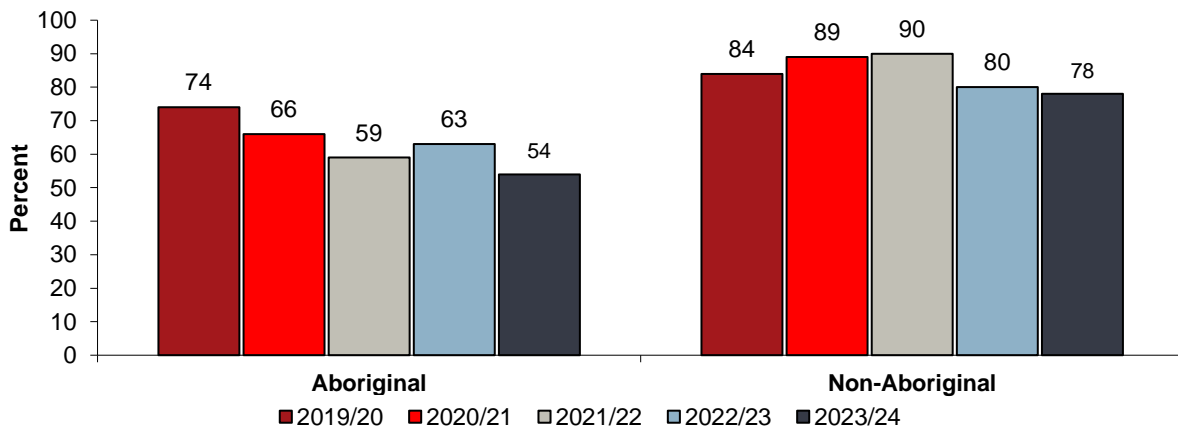
**BC Residents**

The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

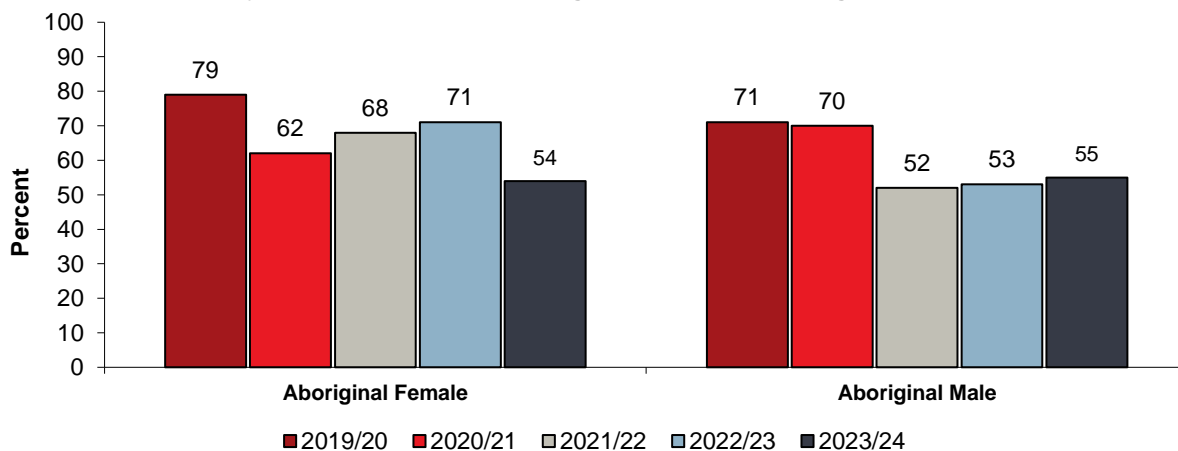
### FIVE-YEAR COMPLETION RATE

| School Year | Aboriginal |          |        | Non-Aboriginal |          |        |
|-------------|------------|----------|--------|----------------|----------|--------|
|             | Total %    | Female % | Male % | Total %        | Female % | Male % |
| 2019/20     | 74         | 79       | 71     | 84             | 88       | 80     |
| 2020/21     | 66         | 62       | 70     | 89             | 94       | 84     |
| 2021/22     | 59         | 68       | 52     | 90             | 97       | 84     |
| 2022/23     | 63         | 71       | 53     | 80             | 84       | 74     |
| 2023/24     | 54         | 54       | 55     | 78             | 90       | 68     |

**Five-year Completion Rate: Aboriginal and Non-Aboriginal**



**Five-year Completion Rate: Aboriginal Female and Aboriginal Male**



## SIX-YEAR COMPLETION RATE, 2019/20 - 2023/24

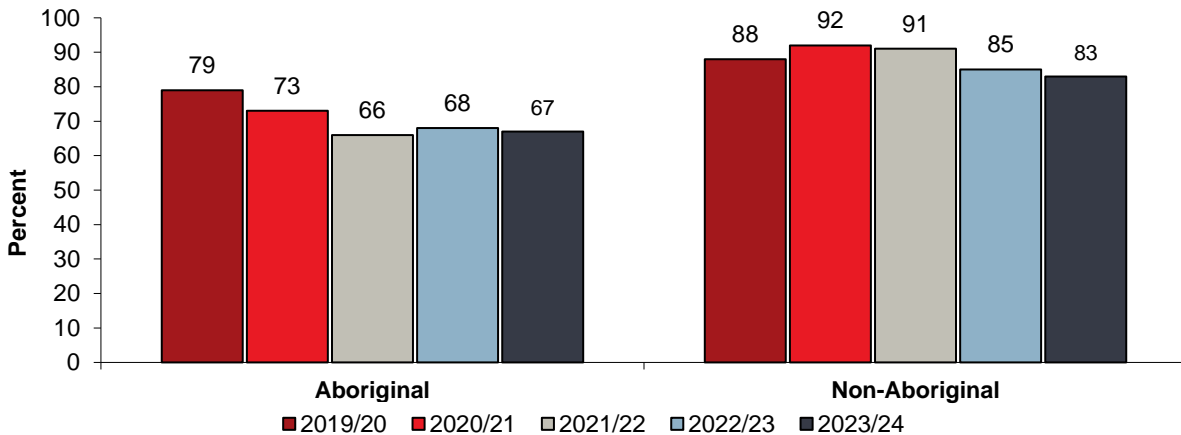
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

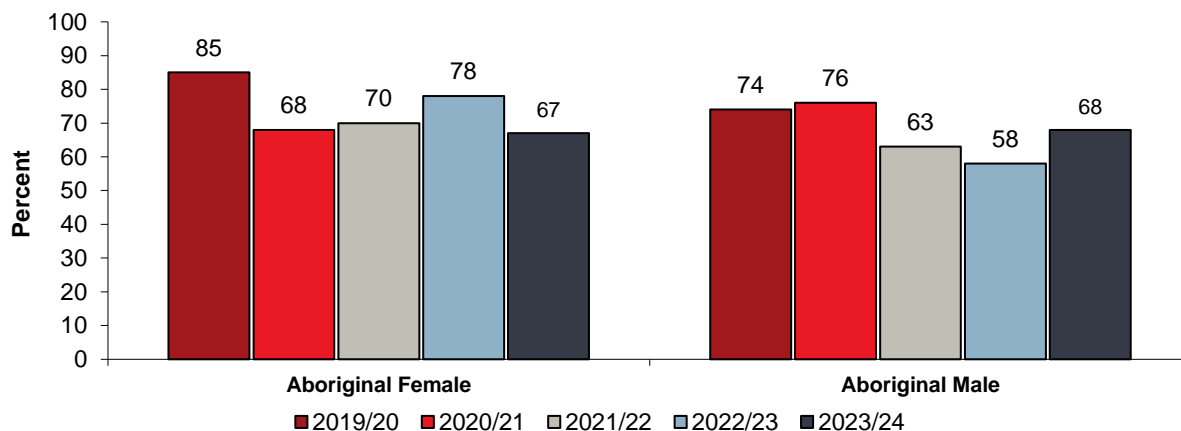
### SIX-YEAR COMPLETION RATE\*

| School Year | Aboriginal |          |        | Non-Aboriginal |          |        |
|-------------|------------|----------|--------|----------------|----------|--------|
|             | Total %    | Female % | Male % | Total %        | Female % | Male % |
| 2019/20     | 79         | 85       | 74     | 88             | 89       | 86     |
| 2020/21     | 73         | 68       | 76     | 92             | 99       | 86     |
| 2021/22     | 66         | 70       | 63     | 91             | 97       | 85     |
| 2022/23     | 68         | 78       | 58     | 85             | 89       | 79     |
| 2023/24     | 67         | 67       | 68     | 83             | 92       | 74     |

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



\* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.

## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

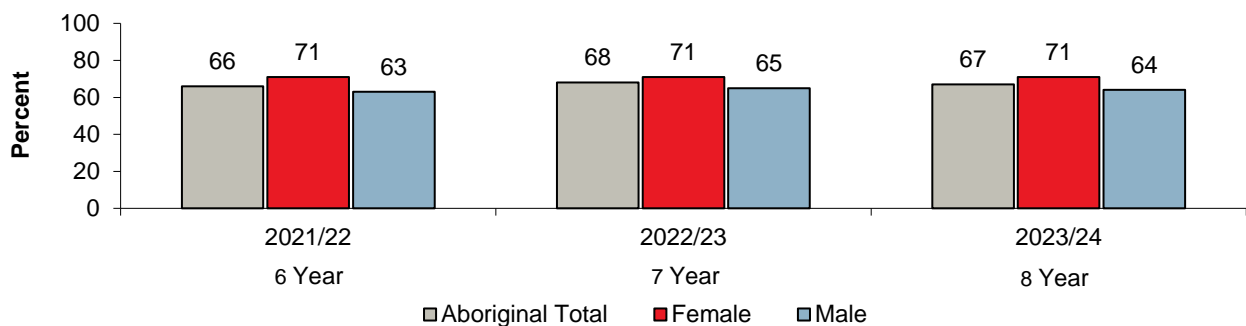
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2017/18 and 2018/19 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

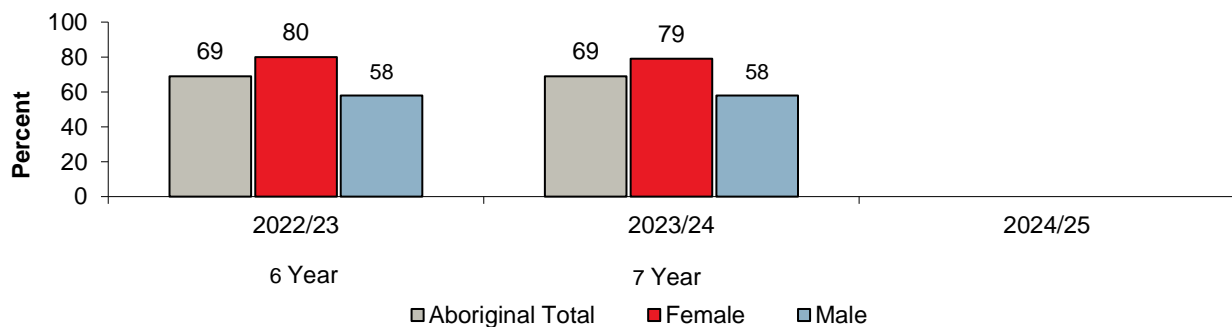
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

| Student Cohort<br>Start Year | Six-year Completion Rate |             |           | Seven-year Completion Rate |             |           | Eight-year Completion Rate |             |           |
|------------------------------|--------------------------|-------------|-----------|----------------------------|-------------|-----------|----------------------------|-------------|-----------|
|                              | Aboriginal<br>Total<br>% | Female<br>% | Male<br>% | Aboriginal<br>Total<br>%   | Female<br>% | Male<br>% | Aboriginal<br>Total<br>%   | Female<br>% | Male<br>% |
| 2016/17                      | 66                       | 71          | 63        | 68                         | 71          | 65        | 67                         | 71          | 64        |
| 2017/18                      | 69                       | 80          | 58        | 69                         | 79          | 58        | -                          | -           | -         |
| 2018/19                      | 67                       | 67          | 68        | -                          | -           | -         | -                          | -           | -         |

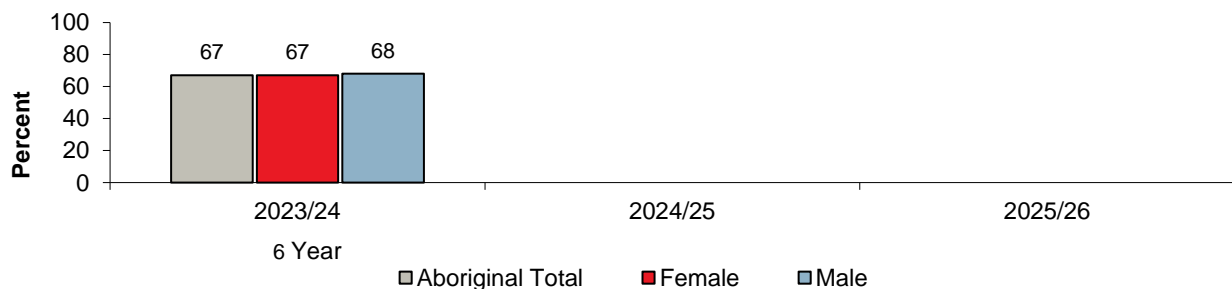
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



Six-, Seven- and Eight-year Aboriginal Completion Rates, 2017/18 Cohort



Six-, Seven- and Eight-year Aboriginal Completion Rates, 2018/19 Cohort



\* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.



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## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

The Certificate of Graduation or "Dogwood Diploma" issued upon successful completion of the provincial graduation requirements.

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### BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

| School Year | Aboriginal                     |  |     | Non-Aboriginal                 |  |     |
|-------------|--------------------------------|--|-----|--------------------------------|--|-----|
|             | September<br>Gr 12<br>Students | BC School<br>Completion<br>Certificate |     | September<br>Gr 12<br>Students | BC School<br>Completion<br>Certificate |     |
|             | #                              | #                                      | %   | #                              | #                                      | %   |
| 2019/20     | 98                             | Msk                                    | Msk | 220                            | Msk                                    | Msk |
| 2020/21     | 85                             | Msk                                    | Msk | 182                            | Msk                                    | Msk |
| 2021/22     | 109                            | 0                                      | 0   | 191                            | 0                                      | 0   |
| 2022/23     | 111                            | Msk                                    | Msk | 177                            | 0                                      | 0   |
| 2023/24     | 90                             | Msk                                    | Msk | 158                            | 0                                      | 0   |

### BC CERTIFICATE OF GRADUATION ("Dogwood")

| School Year | Aboriginal                     |                                 |    | Non-Aboriginal                 |                                 |    |
|-------------|--------------------------------|---------------------------------|----|--------------------------------|---------------------------------|----|
|             | September<br>Gr 12<br>Students | BC Certificate of<br>Graduation |    | September<br>Gr 12<br>Students | BC Certificate of<br>Graduation |    |
|             | #                              | #                               | %  | #                              | #                               | %  |
| 2019/20     | 98                             | 57                              | 58 | 220                            | 168                             | 76 |
| 2020/21     | 85                             | 47                              | 55 | 182                            | 147                             | 81 |
| 2021/22     | 109                            | 70                              | 64 | 191                            | 147                             | 77 |
| 2022/23     | 111                            | 68                              | 61 | 177                            | 133                             | 75 |
| 2023/24     | 90                             | 62                              | 69 | 158                            | 131                             | 83 |

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

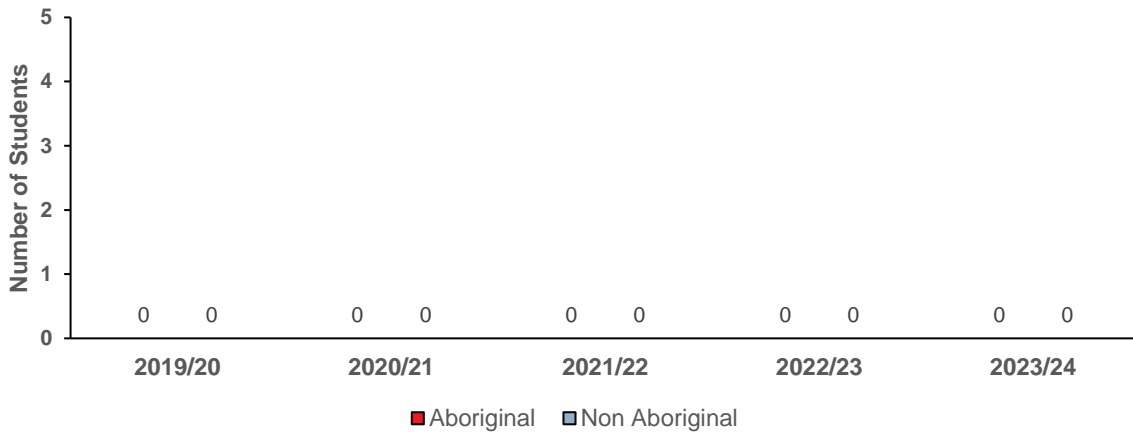
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

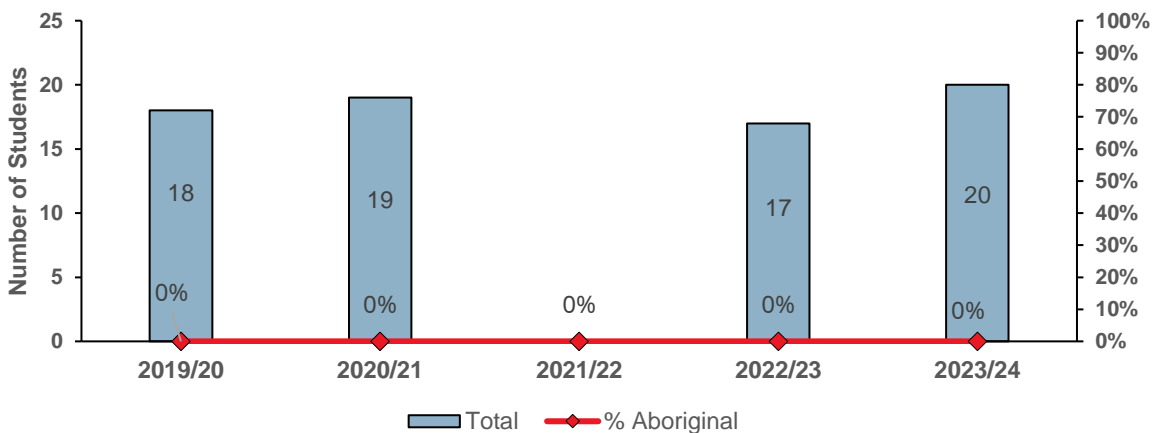
### NUMBER OF ADULT DOGWOOD

| School Year | Total | Aboriginal |     | Non-Aboriginal |     |
|-------------|-------|------------|-----|----------------|-----|
|             | #     | #          | %   | #              | %   |
| 2019/20     | 18    | Msk        | Msk | Msk            | Msk |
| 2020/21     | 19    | Msk        | Msk | Msk            | Msk |
| 2021/22     | Msk   | Msk        | Msk | Msk            | Msk |
| 2022/23     | 17    | Msk        | Msk | Msk            | Msk |
| 2023/24     | 20    | Msk        | Msk | Msk            | Msk |

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

| School Year | Standard     |                  | Alternate    |                  | Continuing Ed |                  | Online Learning |                  |
|-------------|--------------|------------------|--------------|------------------|---------------|------------------|-----------------|------------------|
|             | Aboriginal % | Non-Aboriginal % | Aboriginal % | Non-Aboriginal % | Aboriginal %  | Non-Aboriginal % | Aboriginal %    | Non-Aboriginal % |
| 2019/20     | 92           | Msk              | -            | -                | -             | -                | Msk             | -                |
| 2020/21     | 100          | Msk              | -            | -                | -             | -                | -               | -                |
| 2021/22     | Msk          | Msk              | -            | -                | -             | -                | -               | -                |
| 2022/23     | Msk          | 92               | -            | -                | -             | -                | -               | Msk              |
| 2023/24     | 93           | Msk              | -            | -                | -             | -                | Msk             | Msk              |

### NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

#### ABORIGINAL

| School Year | Age: Under 19 |     | Age: 19-20 |     | Age: Over 20 |     |
|-------------|---------------|-----|------------|-----|--------------|-----|
|             | #             | %   | #          | %   | #            | %   |
| 2019/20     | 10            | 77  | Msk        | Msk | Msk          | Msk |
| 2020/21     | Msk           | Msk | Msk        | Msk | Msk          | Msk |
| 2021/22     | Msk           | Msk | Msk        | Msk | -            | -   |
| 2022/23     | -             | -   | Msk        | Msk | -            | -   |
| 2023/24     | Msk           | Msk | Msk        | Msk | -            | -   |

#### NON-ABORIGINAL

| School Year | Age: Under 19 |     | Age: 19-20 |     | Age: Over 20 |     |
|-------------|---------------|-----|------------|-----|--------------|-----|
|             | #             | %   | #          | %   | #            | %   |
| 2019/20     | Msk           | Msk | -          | -   | -            | -   |
| 2020/21     | Msk           | Msk | Msk        | Msk | -            | -   |
| 2021/22     | Msk           | Msk | Msk        | Msk | -            | -   |
| 2022/23     | 10            | 83  | Msk        | Msk | Msk          | Msk |
| 2023/24     | Msk           | Msk | Msk        | Msk | -            | -   |

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

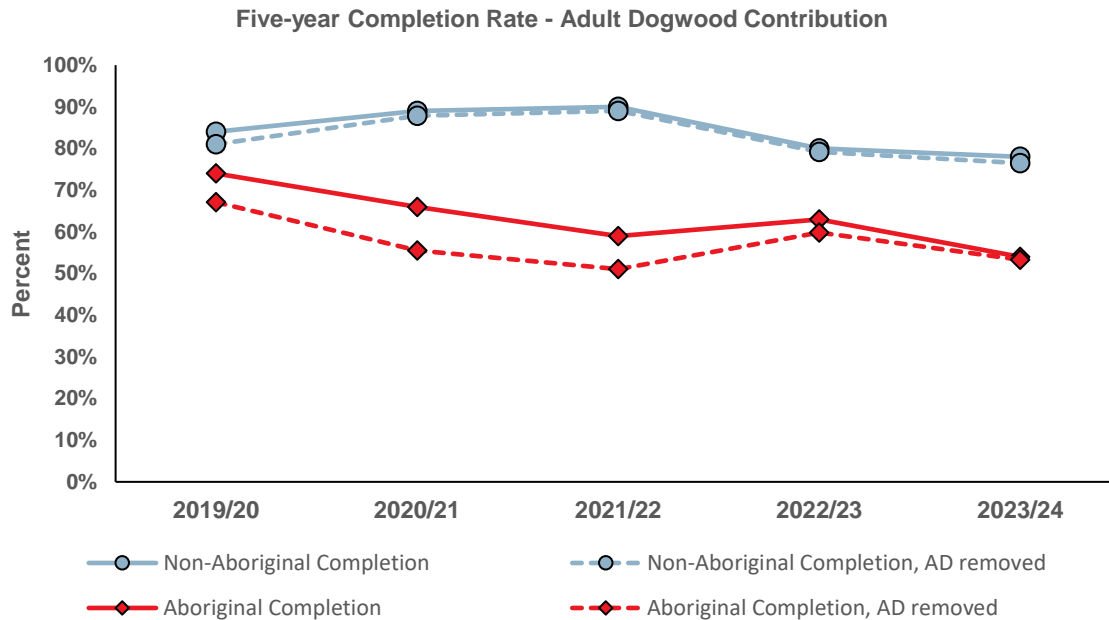
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of BC. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

### FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

| School Year | Aboriginal      |                       |               | Non-Aboriginal  |                       |               |
|-------------|-----------------|-----------------------|---------------|-----------------|-----------------------|---------------|
|             | Completion Rate | Adult Dogwood removed | Adjusted Rate | Completion Rate | Adult Dogwood removed | Adjusted Rate |
|             | %               | %                     | %             | %               | %                     | %             |
| 2019/20     | 74              | -7                    | 67            | 84              | -3                    | 81            |
| 2020/21     | 66              | -10                   | 56            | 89              | -1                    | 88            |
| 2021/22     | 59              | -8                    | 51            | 90              | -1                    | 89            |
| 2022/23     | 63              | -3                    | 60            | 80              | -1                    | 79            |
| 2023/24     | 54              | -1                    | 53            | 78              | -2                    | 76            |



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

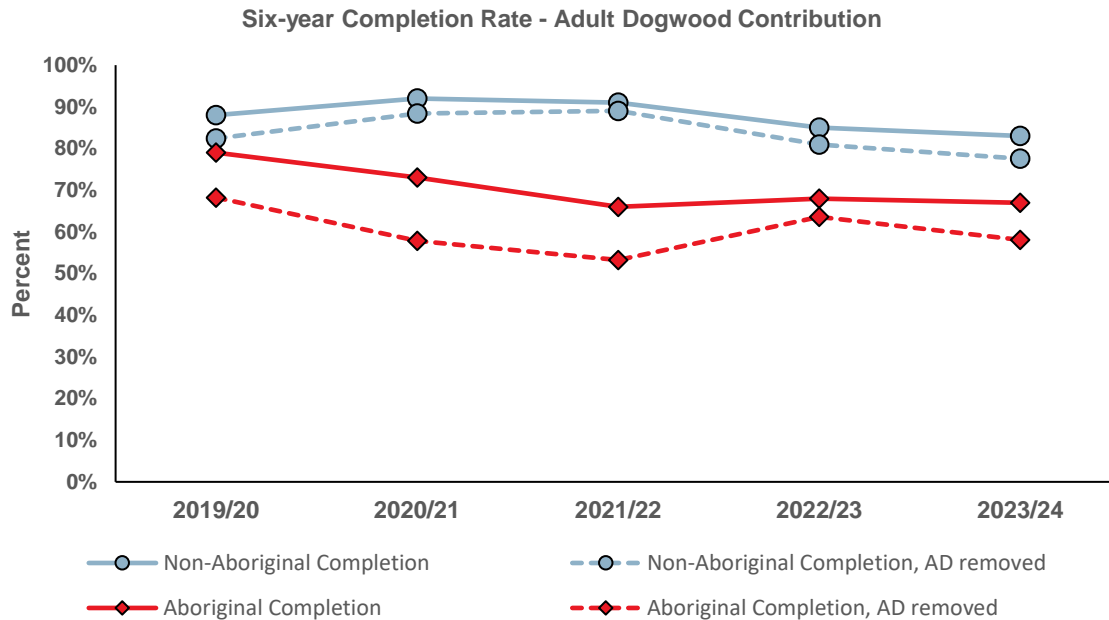
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of BC. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

| School Year | Aboriginal      |                       |               | Non-Aboriginal  |                       |               |
|-------------|-----------------|-----------------------|---------------|-----------------|-----------------------|---------------|
|             | Completion Rate | Adult Dogwood removed | Adjusted Rate | Completion Rate | Adult Dogwood removed | Adjusted Rate |
|             | %               | %                     | %             | %               | %                     | %             |
| 2019/20     | 79              | -11                   | 68            | 88              | -6                    | 82            |
| 2020/21     | 73              | -15                   | 58            | 92              | -4                    | 88            |
| 2021/22     | 66              | -13                   | 53            | 91              | -2                    | 89            |
| 2022/23     | 68              | -4                    | 64            | 85              | -4                    | 81            |
| 2023/24     | 67              | -9                    | 58            | 83              | -5                    | 78            |



## EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

In this report, Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").

These three groups are combined into an All Legal Groups cohort, which count all students in the individual groups only once regardless of how many arrangements they have in each group.

The CYIC dataset was obtained from the MCFD in the fall of each year and matched with the student achievement data in the Education Data Warehouse. The following numbers are different from the CYIC numbers reported in the MCFD website that include more age groupings and more categories. The MCFD also uses "In Year" instead of "Ever" to report the CYIC data. Please note that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the MCFD while enrolled in the BC school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset."

MCFD website: <https://mcf.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care>

### ALL LEGAL GROUPS (EVER)

| School Year | Total            | Aboriginal       |    | Non Aboriginal   |    |
|-------------|------------------|------------------|----|------------------|----|
|             | All Legal Groups | All Legal Groups |    | All Legal Groups |    |
|             | #                | #                | %  | #                | %  |
| 2018/19     | 179              | 141              | 79 | 38               | 21 |
| 2019/20     | 166              | 139              | 84 | 27               | 16 |
| 2020/21     | 158              | 131              | 83 | 27               | 17 |
| 2021/22     | 171              | 141              | 82 | 30               | 18 |
| 2022/23     | 166              | 135              | 81 | 31               | 19 |

### ABORIGINAL ALL LEGAL GROUPS (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

| School Year | Aboriginal Total | Aboriginal       |    |
|-------------|------------------|------------------|----|
|             | September        | All Legal Groups |    |
|             | #                | #                | %  |
| 2018/19     | 1,338            | 141              | 11 |
| 2019/20     | 1,314            | 139              | 11 |
| 2020/21     | 1,300            | 131              | 10 |
| 2021/22     | 1,323            | 141              | 11 |
| 2022/23     | 1,310            | 135              | 10 |

### ALL LEGAL GROUPS (EVER) SIX-YEAR COMPLETION RATE - DOGWOOD ONLY

| School Year | Total            | Aboriginal |        |      | Non Aboriginal |        |      |
|-------------|------------------|------------|--------|------|----------------|--------|------|
|             | All Legal Groups | Total      | Female | Male | Total          | Female | Male |
|             | %                | %          | %      | %    | %              | %      | %    |
| 2018/19     | Msk              | Msk        | Msk    | Msk  | Msk            | Msk    | Msk  |
| 2019/20     | Msk              | Msk        | Msk    | Msk  | Msk            | Msk    | Msk  |
| 2020/21     | Msk              | Msk        | Msk    | Msk  | Msk            | Msk    | 0    |
| 2021/22     | Msk              | Msk        | Msk    | Msk  | 0              | 0      | -    |
| 2022/23     | Msk              | Msk        | Msk    | Msk  | Msk            | Msk    | Msk  |

### ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

| School Year | Total            | Aboriginal |        |      | Non Aboriginal |        |      |
|-------------|------------------|------------|--------|------|----------------|--------|------|
|             | All Legal Groups | Total      | Female | Male | Total          | Female | Male |
|             | %                | %          | %      | %    | %              | %      | %    |
| 2018/19     | Msk              | Msk        | Msk    | Msk  | Msk            | Msk    | Msk  |
| 2019/20     | 100              | Msk        | Msk    | Msk  | Msk            | Msk    | Msk  |
| 2020/21     | 100              | Msk        | Msk    | Msk  | Msk            | Msk    | -    |
| 2021/22     | Msk              | Msk        | Msk    | Msk  | -              | -      | -    |
| 2022/23     | 83               | Msk        | Msk    | Msk  | Msk            | Msk    | Msk  |

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

|                   |         | Transition to Community Colleges |     |           |      |              |      |              |     |               |     |
|-------------------|---------|----------------------------------|-----|-----------|------|--------------|------|--------------|-----|---------------|-----|
| Demographic Group |         | Grade 12 Graduates               |     | Immediate |      | 1 year delay |      | 2 year delay |     | 3+ year delay |     |
|                   |         | #                                | %   | #         | %    | #            | %    | #            | %   | #             | %   |
| Aboriginal        | 2018/19 | 59                               | 100 | 13        | 22.0 | Msk          | Msk  | Msk          | Msk | Msk           | Msk |
|                   | 2019/20 | 57                               | 100 | Msk       | Msk  | Msk          | Msk  | Msk          | Msk | Msk           | Msk |
|                   | 2020/21 | 47                               | 100 | Msk       | Msk  | Msk          | Msk  |              |     |               |     |
|                   | 2021/22 | 69                               | 100 | 14        | 20.3 |              |      |              |     |               |     |
| Non-Aboriginal    | 2018/19 | 144                              | 100 | 34        | 23.6 | Msk          | Msk  | Msk          | Msk | Msk           | Msk |
|                   | 2019/20 | 164                              | 100 | 30        | 18.3 | 17           | 10.4 | Msk          | Msk |               |     |
|                   | 2020/21 | 146                              | 100 | 28        | 19.2 | 13           | 8.9  |              |     |               |     |
|                   | 2021/22 | 147                              | 100 | 19        | 12.9 |              |      |              |     |               |     |

### GRADE 12 GRADUATES ENTERING INSTITUTES

|                   |         | Transition to Institutes |     |           |     |              |     |              |     |               |   |
|-------------------|---------|--------------------------|-----|-----------|-----|--------------|-----|--------------|-----|---------------|---|
| Demographic Group |         | Grade 12 Graduates       |     | Immediate |     | 1 year delay |     | 2 year delay |     | 3+ year delay |   |
|                   |         | #                        | %   | #         | %   | #            | %   | #            | %   | #             | % |
| Aboriginal        | 2018/19 | 59                       | 100 | Msk       | Msk | Msk          | Msk | -            | -   | -             | - |
|                   | 2019/20 | 57                       | 100 | Msk       | Msk | Msk          | Msk | Msk          | Msk |               |   |
|                   | 2020/21 | 47                       | 100 | Msk       | Msk | -            | -   |              |     |               |   |
|                   | 2021/22 | 69                       | 100 | -         | -   |              |     |              |     |               |   |
| Non-Aboriginal    | 2018/19 | 144                      | 100 | Msk       | Msk | -            | -   | -            | -   | -             | - |
|                   | 2019/20 | 164                      | 100 | -         | -   | Msk          | Msk | Msk          | Msk |               |   |
|                   | 2020/21 | 146                      | 100 | Msk       | Msk | -            | -   |              |     |               |   |
|                   | 2021/22 | 147                      | 100 | Msk       | Msk |              |     |              |     |               |   |

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

|                   |         | Transition to Research-Intensive Universities |     |           |     |              |     |              |   |               |   |
|-------------------|---------|---|-----|-----------|-----|--------------|-----|--------------|---|---------------|---|
| Demographic Group |         | Grade 12 Graduates                            |     | Immediate |     | 1 year delay |     | 2 year delay |   | 3+ year delay |   |
|                   |         | #   | %   | #         | %   | #            | %   | #            | % | #             | % |
| Aboriginal        | 2018/19 | 59  | 100 | Msk       | Msk | -            | -   | -            | - | -             | - |
|                   | 2019/20 | 57  | 100 | Msk       | Msk | -            | -   | -            | - | -             | - |
|                   | 2020/21 | 47  | 100 | Msk       | Msk | Msk          | Msk |              |   |               |   |
|                   | 2021/22 | 69  | 100 | Msk       | Msk |              |     |              |   |               |   |
| Non-Aboriginal    | 2018/19 | 144   | 100 | 13        | 9.0 | Msk          | Msk | -            | - | -             | - |
|                   | 2019/20 | 164   | 100 | 11        | 6.7 | Msk          | Msk | -            | - |               |   |
|                   | 2020/21 | 146   | 100 | Msk       | Msk | -            | -   |              |   |               |   |
|                   | 2021/22 | 147   | 100 | 12        | 8.2 |              |     |              |   |               |   |

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

|                   |         | Transition to Teaching-Intensive Universities |     |           |     |              |     |              |     |               |   |
|-------------------|---------|---|-----|-----------|-----|--------------|-----|--------------|-----|---------------|---|
| Demographic Group |         | Grade 12 Graduates                            |     | Immediate |     | 1 year delay |     | 2 year delay |     | 3+ year delay |   |
|                   |         | #   | %   | #         | %   | #            | %   | #            | %   | #             | % |
| Aboriginal        | 2018/19 | 59  | 100 | -         | -   | -            | -   | Msk          | Msk | -             | - |
|                   | 2019/20 | 57  | 100 | Msk       | Msk | -            | -   | Msk          | Msk |               |   |
|                   | 2020/21 | 47  | 100 | Msk       | Msk | -            | -   |              |     |               |   |
|                   | 2021/22 | 69  | 100 | Msk       | Msk |              |     |              |     |               |   |
| Non-Aboriginal    | 2018/19 | 144   | 100 | Msk       | Msk | Msk          | Msk | Msk          | Msk | -             | - |
|                   | 2019/20 | 164   | 100 | Msk       | Msk | Msk          | Msk | Msk          | Msk |               |   |
|                   | 2020/21 | 146   | 100 | Msk       | Msk | Msk          | Msk |              |     |               |   |
|                   | 2021/22 | 147   | 100 | Msk       | Msk |              |     |              |     |               |   |



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## STUDENT LEARNING SURVEY RESULTS, 2019/20 - 2023/24

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

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### CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

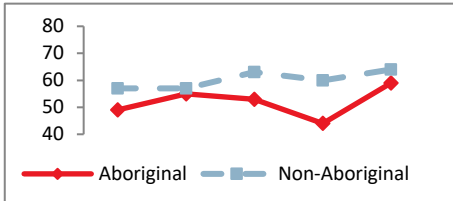
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

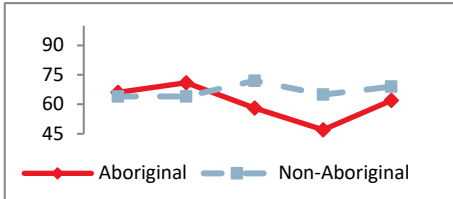
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



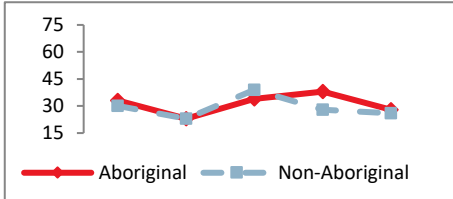
| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 61               | 30                            | 49 | 110              | 63                            | 57 |
| 2020/21     | 76               | 42                            | 55 | 142              | 81                            | 57 |
| 2021/22     | 77               | 41                            | 53 | 129              | 81                            | 63 |
| 2022/23     | 79               | 35                            | 44 | 176              | 106                           | 60 |
| 2023/24     | 69               | 41                            | 59 | 170              | 109                           | 64 |

### Do adults in the school treat all students fairly?



| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 61               | 40                            | 66 | 110              | 70                            | 64 |
| 2020/21     | 76               | 54                            | 71 | 143              | 91                            | 64 |
| 2021/22     | 79               | 46                            | 58 | 131              | 94                            | 72 |
| 2022/23     | 76               | 36                            | 47 | 178              | 115                           | 65 |
| 2023/24     | 68               | 42                            | 62 | 169              | 117                           | 69 |

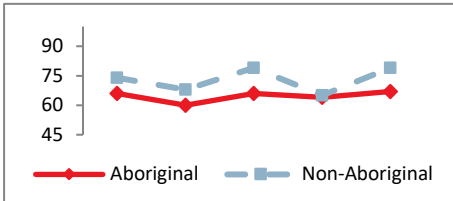
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 60               | 20                            | 33 | 109              | 33                            | 30 |
| 2020/21     | 75               | 17                            | 23 | 136              | 31                            | 23 |
| 2021/22     | 77               | 26                            | 34 | 130              | 51                            | 39 |
| 2022/23     | 77               | 29                            | 38 | 177              | 50                            | 28 |
| 2023/24     | 68               | 19                            | 28 | 168              | 44                            | 26 |

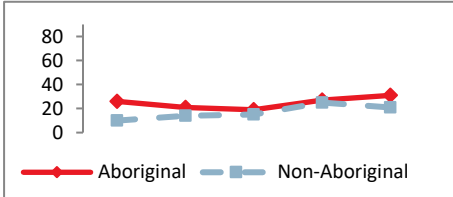
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

### Do you feel safe at school?



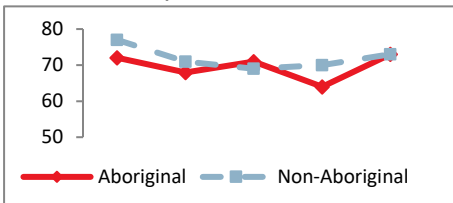
| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 53               | 35                            | 66 | 115              | 85                            | 74 |
| 2020/21     | 72               | 43                            | 60 | 146              | 99                            | 68 |
| 2021/22     | 73               | 48                            | 66 | 133              | 105                           | 79 |
| 2022/23     | 72               | 46                            | 64 | 182              | 118                           | 65 |
| 2023/24     | 66               | 44                            | 67 | 174              | 138                           | 79 |

### Have you ever felt bullied at school?



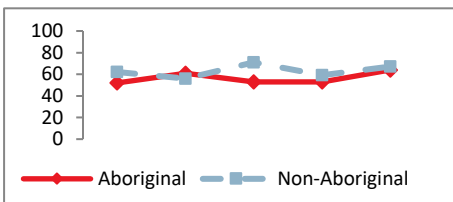
| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 54               | 14                            | 26 | 114              | 11                            | 10 |
| 2020/21     | 71               | 15                            | 21 | 144              | 20                            | 14 |
| 2021/22     | 72               | 14                            | 19 | 133              | 20                            | 15 |
| 2022/23     | 71               | 19                            | 27 | 183              | 45                            | 25 |
| 2023/24     | 62               | 19                            | 31 | 170              | 36                            | 21 |

### How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)



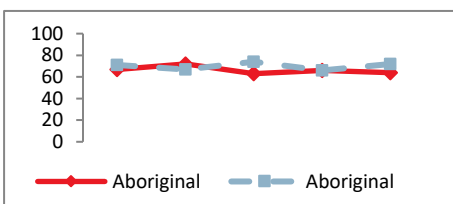
| School Year | Aboriginal       |                    |    | Non-Aboriginal   |                    |    |
|-------------|------------------|--------------------|----|------------------|--------------------|----|
|             | Gr 4 Respondents | Two adults or more |    | Gr 4 Respondents | Two adults or more |    |
|             | #                | #                  | %  | #                | #                  | %  |
| 2019/20     | 61               | 44                 | 72 | 108              | 83                 | 77 |
| 2020/21     | 73               | 50                 | 68 | 142              | 101                | 71 |
| 2021/22     | 78               | 55                 | 71 | 128              | 88                 | 69 |
| 2022/23     | 76               | 49                 | 64 | 178              | 125                | 70 |
| 2023/24     | 67               | 49                 | 73 | 171              | 125                | 73 |

### I am happy at my school.



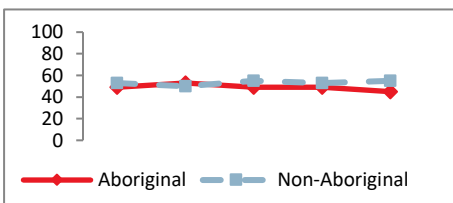
| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 60               | 31                            | 52 | 109              | 68                            | 62 |
| 2020/21     | 74               | 45                            | 61 | 140              | 79                            | 56 |
| 2021/22     | 79               | 42                            | 53 | 128              | 91                            | 71 |
| 2022/23     | 75               | 40                            | 53 | 176              | 103                           | 59 |
| 2023/24     | 67               | 43                            | 64 | 168              | 112                           | 67 |

### Do you feel welcome at your school?



| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 60               | 40                            | 67 | 109              | 77                            | 71 |
| 2020/21     | 74               | 53                            | 72 | 141              | 94                            | 67 |
| 2021/22     | 78               | 49                            | 63 | 131              | 97                            | 74 |
| 2022/23     | 76               | 50                            | 66 | 178              | 117                           | 66 |
| 2023/24     | 67               | 43                            | 64 | 169              | 121                           | 72 |

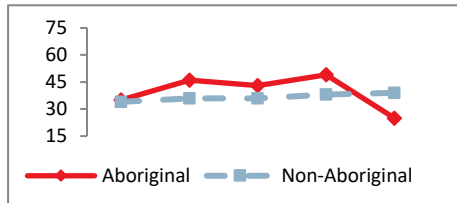
### Is school a place where you feel like you belong?



| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 4 Respondents | All of the time or many times |    | Gr 4 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 61               | 30                            | 49 | 108              | 57                            | 53 |
| 2020/21     | 73               | 39                            | 53 | 142              | 71                            | 50 |
| 2021/22     | 78               | 38                            | 49 | 128              | 70                            | 55 |
| 2022/23     | 76               | 37                            | 49 | 178              | 94                            | 53 |
| 2023/24     | 66               | 30                            | 45 | 170              | 93                            | 55 |

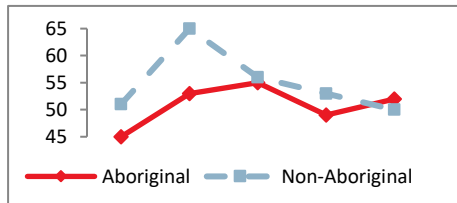
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



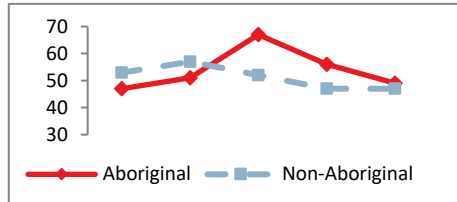
| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 7 Respondents | All of the time or many times |    | Gr 7 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 54               | 19                            | 35 | 133              | 45                            | 34 |
| 2020/21     | 78               | 36                            | 46 | 135              | 49                            | 36 |
| 2021/22     | 67               | 29                            | 43 | 107              | 38                            | 36 |
| 2022/23     | 77               | 38                            | 49 | 139              | 53                            | 38 |
| 2023/24     | 89               | 22                            | 25 | 170              | 67                            | 39 |

### Do adults in the school treat all students fairly?



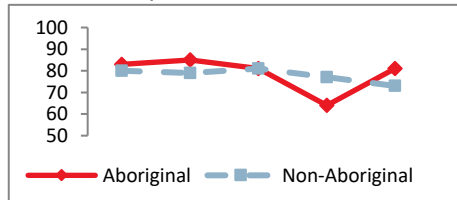
| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 7 Respondents | All of the time or many times |    | Gr 7 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 55               | 25                            | 45 | 134              | 68                            | 51 |
| 2020/21     | 78               | 41                            | 53 | 136              | 89                            | 65 |
| 2021/22     | 66               | 36                            | 55 | 110              | 62                            | 56 |
| 2022/23     | 77               | 38                            | 49 | 139              | 74                            | 53 |
| 2023/24     | 89               | 46                            | 52 | 170              | 85                            | 50 |

### How many teachers help you with your schoolwork when you need it?



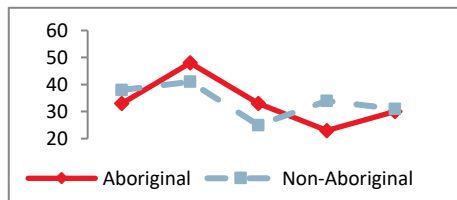
| School Year | Aboriginal       |                      |    | Non-Aboriginal   |                      |    |
|-------------|------------------|----------------------|----|------------------|----------------------|----|
|             | Gr 7 Respondents | Two teachers or more |    | Gr 7 Respondents | Two teachers or more |    |
|             | #                | #                    | %  | #                | #                    | %  |
| 2019/20     | 55               | 26                   | 47 | 135              | 71                   | 53 |
| 2020/21     | 78               | 40                   | 51 | 135              | 77                   | 57 |
| 2021/22     | 66               | 44                   | 67 | 108              | 56                   | 52 |
| 2022/23     | 77               | 43                   | 56 | 139              | 65                   | 47 |
| 2023/24     | 88               | 43                   | 49 | 172              | 81                   | 47 |

### At school, do you respect people who are different from you (for example, think, act, or look different)?



| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 7 Respondents | All of the time or many times |    | Gr 7 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 52               | 43                            | 83 | 133              | 107                           | 80 |
| 2020/21     | 78               | 66                            | 85 | 134              | 106                           | 79 |
| 2021/22     | 63               | 51                            | 81 | 109              | 88                            | 81 |
| 2022/23     | 75               | 48                            | 64 | 136              | 105                           | 77 |
| 2023/24     | 88               | 71                            | 81 | 169              | 124                           | 73 |

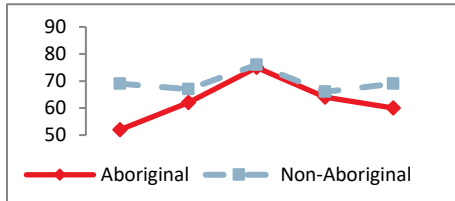
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



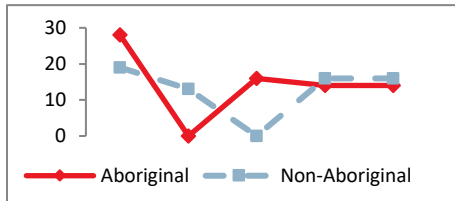
| School Year | Aboriginal       |                               |    | Non-Aboriginal   |                               |    |
|-------------|------------------|-------------------------------|----|------------------|-------------------------------|----|
|             | Gr 7 Respondents | All of the time or many times |    | Gr 7 Respondents | All of the time or many times |    |
|             | #                | #                             | %  | #                | #                             | %  |
| 2019/20     | 55               | 18                            | 33 | 133              | 50                            | 38 |
| 2020/21     | 79               | 38                            | 48 | 135              | 55                            | 41 |
| 2021/22     | 64               | 21                            | 33 | 108              | 27                            | 25 |
| 2022/23     | 78               | 18                            | 23 | 137              | 46                            | 34 |
| 2023/24     | 88               | 26                            | 30 | 170              | 52                            | 31 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

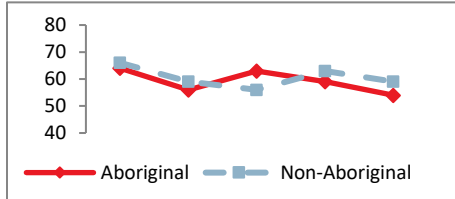
### Do you feel safe at school?



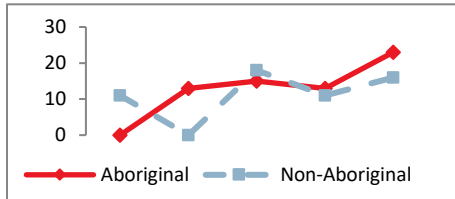
### At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



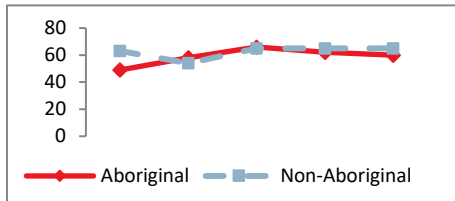
### How many adults at your school care about you? (Percentage responding 2 adults or more.)



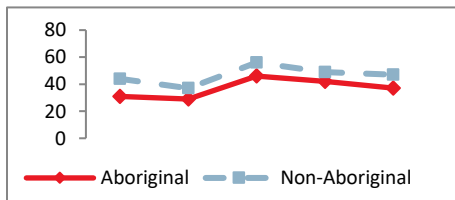
### I would like to go to a different school.



### Do you feel welcome at your school?



### Is school a place where you feel like you belong?



### Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |    |
|-------------|-----------------------|-------------------------------|----|
|             |                       | #                             | %  |
| 2019/20     | 50                    | 26                            | 52 |
| 2020/21     | 74                    | 46                            | 62 |
| 2021/22     | 60                    | 45                            | 75 |
| 2022/23     | 69                    | 44                            | 64 |
| 2023/24     | 84                    | 50                            | 60 |

### Non-Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |    |
|-------------|-----------------------|-------------------------------|----|
|             |                       | #                             | %  |
| 2019/20     | 137                   | 94                            | 69 |
| 2020/21     | 140                   | 94                            | 67 |
| 2021/22     | 115                   | 87                            | 76 |
| 2022/23     | 145                   | 95                            | 66 |
| 2023/24     | 175                   | 120                           | 69 |

### Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |     |
|-------------|-----------------------|-------------------------------|-----|
|             |                       | #                             | %   |
| 2019/20     | 50                    | 14                            | 28  |
| 2020/21     | 73                    | Msk                           | Msk |
| 2021/22     | 61                    | 10                            | 16  |
| 2022/23     | 69                    | 10                            | 14  |
| 2023/24     | 84                    | 12                            | 14  |

### Non-Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |     |
|-------------|-----------------------|-------------------------------|-----|
|             |                       | #                             | %   |
| 2019/20     | 139                   | 27                            | 19  |
| 2020/21     | 138                   | 18                            | 13  |
| 2021/22     | 115                   | Msk                           | Msk |
| 2022/23     | 146                   | 23                            | 16  |
| 2023/24     | 175                   | 28                            | 16  |

### Aboriginal

| School Year | Gr 7 Respondents<br># | Two adults or more |    |
|-------------|-----------------------|--------------------|----|
|             |                       | #                  | %  |
| 2019/20     | 55                    | 35                 | 64 |
| 2020/21     | 78                    | 44                 | 56 |
| 2021/22     | 67                    | 42                 | 63 |
| 2022/23     | 78                    | 46                 | 59 |
| 2023/24     | 89                    | 48                 | 54 |

### Non-Aboriginal

| School Year | Gr 7 Respondents<br># | Two adults or more |    |
|-------------|-----------------------|--------------------|----|
|             |                       | #                  | %  |
| 2019/20     | 135                   | 89                 | 66 |
| 2020/21     | 135                   | 80                 | 59 |
| 2021/22     | 110                   | 62                 | 56 |
| 2022/23     | 138                   | 87                 | 63 |
| 2023/24     | 170                   | 100                | 59 |

### Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |     |
|-------------|-----------------------|-------------------------------|-----|
|             |                       | #                             | %   |
| 2019/20     | 55                    | Msk                           | Msk |
| 2020/21     | 78                    | 10                            | 13  |
| 2021/22     | 67                    | 10                            | 15  |
| 2022/23     | 77                    | 10                            | 13  |
| 2023/24     | 87                    | 20                            | 23  |

### Non-Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |     |
|-------------|-----------------------|-------------------------------|-----|
|             |                       | #                             | %   |
| 2019/20     | 133                   | 15                            | 11  |
| 2020/21     | 134                   | Msk                           | Msk |
| 2021/22     | 108                   | 19                            | 18  |
| 2022/23     | 138                   | 15                            | 11  |
| 2023/24     | 171                   | 27                            | 16  |

### Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |    |
|-------------|-----------------------|-------------------------------|----|
|             |                       | #                             | %  |
| 2019/20     | 55                    | 27                            | 49 |
| 2020/21     | 78                    | 45                            | 58 |
| 2021/22     | 67                    | 44                            | 66 |
| 2022/23     | 78                    | 48                            | 62 |
| 2023/24     | 89                    | 53                            | 60 |

### Non-Aboriginal

| School Year | Gr 7 Respondents<br># | All of the time or many times |    |
|-------------|-----------------------|-------------------------------|----|
|             |                       | #                             | %  |
| 2019/20     | 133                   | 84                            | 63 |
| 2020/21     | 135                   | 73                            | 54 |
| 2021/22     | 110                   | 72                            | 65 |
| 2022/23     | 138                   | 90                            | 65 |
| 2023/24     | 171                   | 112                           | 65 |

### Aboriginal

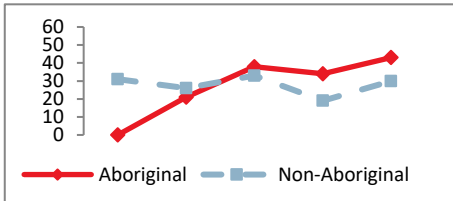
| School Year | Gr 7 Respondents<br># | All of the time or many times |    |
|-------------|-----------------------|-------------------------------|----|
|             |                       | #                             | %  |
| 2019/20     | 55                    | 17                            | 31 |
| 2020/21     | 78                    | 23                            | 29 |
| 2021/22     | 67                    | 31                            | 46 |
| 2022/23     | 78                    | 33                            | 42 |
| 2023/24     | 89                    | 33                            | 37 |

### Non-Aboriginal

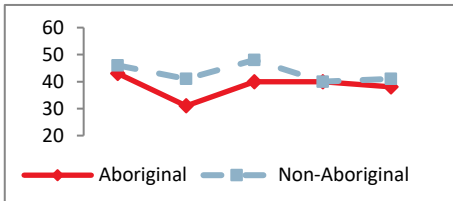
| School Year | Gr 7 Respondents<br># | All of the time or many times |    |
|-------------|-----------------------|-------------------------------|----|
|             |                       | #                             | %  |
| 2019/20     | 133                   | 59                            | 44 |
| 2020/21     | 134                   | 50                            | 37 |
| 2021/22     | 108                   | 60                            | 56 |
| 2022/23     | 138                   | 68                            | 49 |
| 2023/24     | 171                   | 80                            | 47 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 10

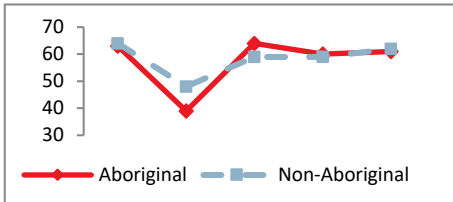
### Do you like school?



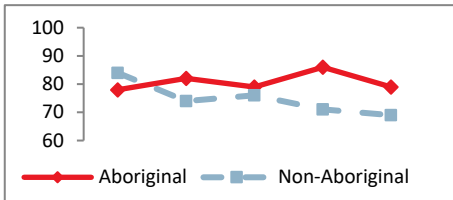
### Do adults in the school treat all students fairly?



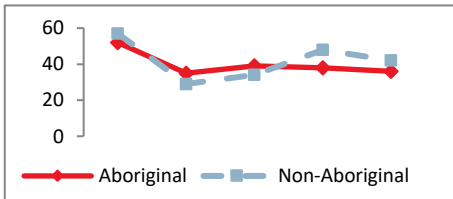
### How many teachers help you with your schoolwork when you need it?



### At school, do you respect people who are different from you (for example, think, act, or look different)?



### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



### Aboriginal

| School Year | Gr 10 Respondents<br># | All of the time or many times |     |
|-------------|------------------------|-------------------------------|-----|
|             |                        | #                             | %   |
| 2019/20     | 44                     | Msk                           | Msk |
| 2020/21     | 76                     | 16                            | 21  |
| 2021/22     | 52                     | 20                            | 38  |
| 2022/23     | 50                     | 17                            | 34  |
| 2023/24     | 44                     | 19                            | 43  |

### Non-Aboriginal

| School Year | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 45                     | 14                            | 31 |
| 2020/21     | 117                    | 31                            | 26 |
| 2021/22     | 88                     | 29                            | 33 |
| 2022/23     | 124                    | 24                            | 19 |
| 2023/24     | 114                    | 34                            | 30 |

### Aboriginal

| School Year | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 42                     | 18                            | 43 |
| 2020/21     | 77                     | 24                            | 31 |
| 2021/22     | 53                     | 21                            | 40 |
| 2022/23     | 50                     | 20                            | 40 |
| 2023/24     | 45                     | 17                            | 38 |

| School Year | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 46                     | 21                            | 46 |
| 2020/21     | 116                    | 47                            | 41 |
| 2021/22     | 88                     | 42                            | 48 |
| 2022/23     | 124                    | 50                            | 40 |
| 2023/24     | 113                    | 46                            | 41 |

### Aboriginal

| School Year | Gr 10 Respondents<br># | Two teachers or more |    |
|-------------|------------------------|----------------------|----|
|             |                        | #                    | %  |
| 2019/20     | 43                     | 27                   | 63 |
| 2020/21     | 75                     | 29                   | 39 |
| 2021/22     | 53                     | 34                   | 64 |
| 2022/23     | 47                     | 28                   | 60 |
| 2023/24     | 44                     | 27                   | 61 |

| School Year | Gr 10 Respondents<br># | Two teachers or more |    |
|-------------|------------------------|----------------------|----|
|             |                        | #                    | %  |
| 2019/20     | 44                     | 28                   | 64 |
| 2020/21     | 107                    | 51                   | 48 |
| 2021/22     | 88                     | 52                   | 59 |
| 2022/23     | 122                    | 72                   | 59 |
| 2023/24     | 112                    | 69                   | 62 |

### Aboriginal

| School Year | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 40                     | 31                            | 78 |
| 2020/21     | 73                     | 60                            | 82 |
| 2021/22     | 52                     | 41                            | 79 |
| 2022/23     | 44                     | 38                            | 86 |
| 2023/24     | 42                     | 33                            | 79 |

| School Year | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 43                     | 36                            | 84 |
| 2020/21     | 110                    | 81                            | 74 |
| 2021/22     | 86                     | 65                            | 76 |
| 2022/23     | 117                    | 83                            | 71 |
| 2023/24     | 108                    | 75                            | 69 |

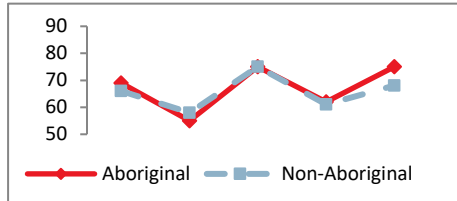
### Aboriginal

| School Year | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 42                     | 22                            | 52 |
| 2020/21     | 75                     | 26                            | 35 |
| 2021/22     | 51                     | 20                            | 39 |
| 2022/23     | 45                     | 17                            | 38 |
| 2023/24     | 44                     | 16                            | 36 |

| School Year | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 44                     | 25                            | 57 |
| 2020/21     | 111                    | 32                            | 29 |
| 2021/22     | 87                     | 30                            | 34 |
| 2022/23     | 122                    | 58                            | 48 |
| 2023/24     | 112                    | 47                            | 42 |

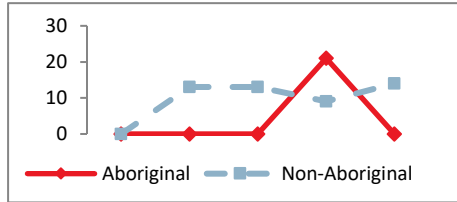
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



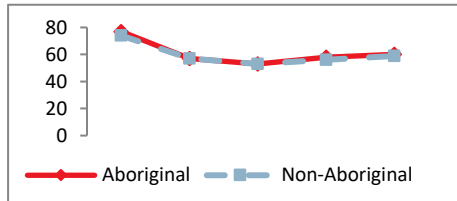
| School Year | Aboriginal        |                               |    | Non-Aboriginal    |                               |    |
|-------------|-------------------|-------------------------------|----|-------------------|-------------------------------|----|
|             | Gr 10 Respondents | All of the time or many times |    | Gr 10 Respondents | All of the time or many times |    |
|             | #                 | #                             | %  | #                 | #                             | %  |
| 2019/20     | 42                | 29                            | 69 | 47                | 31                            | 66 |
| 2020/21     | 76                | 42                            | 55 | 112               | 65                            | 58 |
| 2021/22     | 51                | 38                            | 75 | 89                | 67                            | 75 |
| 2022/23     | 47                | 29                            | 62 | 122               | 74                            | 61 |
| 2023/24     | 44                | 33                            | 75 | 114               | 77                            | 68 |

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



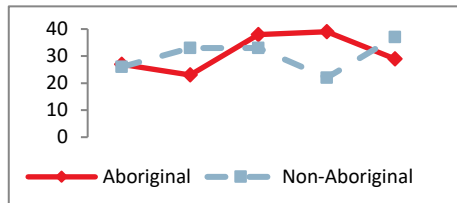
| School Year | Aboriginal        |                               |     | Non-Aboriginal    |                               |     |
|-------------|-------------------|-------------------------------|-----|-------------------|-------------------------------|-----|
|             | Gr 10 Respondents | All of the time or many times |     | Gr 10 Respondents | All of the time or many times |     |
|             | #                 | #                             | %   | #                 | #                             | %   |
| 2019/20     | 41                | Msk                           | Msk | 46                | Msk                           | Msk |
| 2020/21     | 75                | Msk                           | Msk | 113               | 15                            | 13  |
| 2021/22     | 51                | Msk                           | Msk | 90                | 12                            | 13  |
| 2022/23     | 47                | 10                            | 21  | 123               | 11                            | 9   |
| 2023/24     | 44                | Msk                           | Msk | 115               | 16                            | 14  |

**How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)**



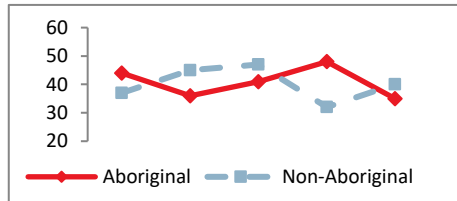
| School Year | Aboriginal        |                    |    | Non-Aboriginal    |                    |    |
|-------------|-------------------|--------------------|----|-------------------|--------------------|----|
|             | Gr 10 Respondents | Two adults or more |    | Gr 10 Respondents | Two adults or more |    |
|             | #                 | #                  | %  | #                 | #                  | %  |
| 2019/20     | 43                | 33                 | 77 | 46                | 34                 | 74 |
| 2020/21     | 77                | 44                 | 57 | 117               | 67                 | 57 |
| 2021/22     | 53                | 28                 | 53 | 86                | 46                 | 53 |
| 2022/23     | 50                | 29                 | 58 | 123               | 69                 | 56 |
| 2023/24     | 45                | 27                 | 60 | 113               | 67                 | 59 |

**Are you satisfied that school is preparing you for a job in the future?**



| School Year | Aboriginal        |                               |    | Non-Aboriginal    |                               |    |
|-------------|-------------------|-------------------------------|----|-------------------|-------------------------------|----|
|             | Gr 10 Respondents | All of the time or many times |    | Gr 10 Respondents | All of the time or many times |    |
|             | #                 | #                             | %  | #                 | #                             | %  |
| 2019/20     | 41                | 11                            | 27 | 43                | 11                            | 26 |
| 2020/21     | 73                | 17                            | 23 | 109               | 36                            | 33 |
| 2021/22     | 50                | 19                            | 38 | 86                | 28                            | 33 |
| 2022/23     | 46                | 18                            | 39 | 118               | 26                            | 22 |
| 2023/24     | 42                | 12                            | 29 | 110               | 41                            | 37 |

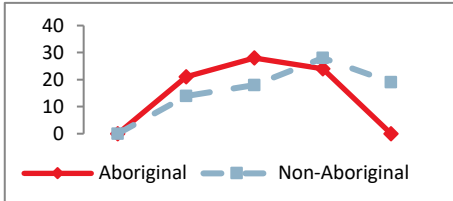
**Are you satisfied that school is preparing you for post-secondary education?**



| School Year | Aboriginal        |                               |    | Non-Aboriginal    |                               |    |
|-------------|-------------------|-------------------------------|----|-------------------|-------------------------------|----|
|             | Gr 10 Respondents | All of the time or many times |    | Gr 10 Respondents | All of the time or many times |    |
|             | #                 | #                             | %  | #                 | #                             | %  |
| 2019/20     | 41                | 18                            | 44 | 43                | 16                            | 37 |
| 2020/21     | 73                | 26                            | 36 | 110               | 50                            | 45 |
| 2021/22     | 49                | 20                            | 41 | 86                | 40                            | 47 |
| 2022/23     | 44                | 21                            | 48 | 117               | 37                            | 32 |
| 2023/24     | 43                | 15                            | 35 | 109               | 44                            | 40 |

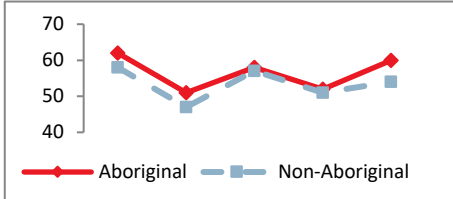
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

### I would like to go to a different school.



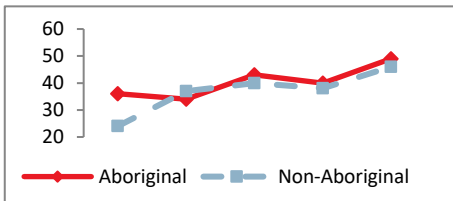
| School Year | Aboriginal             |                               |     | Non-Aboriginal         |                               |     |
|-------------|------------------------|-------------------------------|-----|------------------------|-------------------------------|-----|
|             | Gr 10 Respondents<br># | All of the time or many times |     | Gr 10 Respondents<br># | All of the time or many times |     |
|             |                        | #                             | %   |                        | #                             | %   |
| 2019/20     | 43                     | Msk                           | Msk | 45                     | Msk                           | Msk |
| 2020/21     | 77                     | 16                            | 21  | 117                    | 16                            | 14  |
| 2021/22     | 53                     | 15                            | 28  | 87                     | 16                            | 18  |
| 2022/23     | 50                     | 12                            | 24  | 123                    | 34                            | 28  |
| 2023/24     | 45                     | Msk                           | Msk | 112                    | 21                            | 19  |

### Do you feel welcome at your school?



| School Year | Gr 10 Respondents<br># | All of the time or many times |    | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|------------------------|-------------------------------|----|
|             |                        | #                             | %  |                        | #                             | %  |
|             |                        | #                             | %  |                        | #                             | %  |
| 2019/20     | 42                     | 26                            | 62 | 45                     | 26                            | 58 |
| 2020/21     | 76                     | 39                            | 51 | 115                    | 54                            | 47 |
| 2021/22     | 53                     | 31                            | 58 | 88                     | 50                            | 57 |
| 2022/23     | 50                     | 26                            | 52 | 123                    | 63                            | 51 |
| 2023/24     | 45                     | 27                            | 60 | 113                    | 61                            | 54 |

### Is school a place where you feel like you belong?

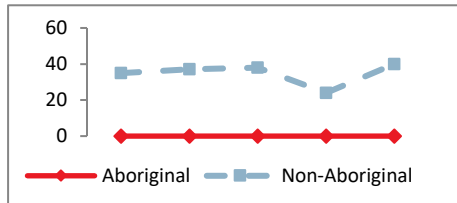


| School Year | Gr 10 Respondents<br># | All of the time or many times |    | Gr 10 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|------------------------|-------------------------------|----|
|             |                        | #                             | %  |                        | #                             | %  |
|             |                        | #                             | %  |                        | #                             | %  |
| 2019/20     | 44                     | 16                            | 36 | 46                     | 11                            | 24 |
| 2020/21     | 77                     | 26                            | 34 | 114                    | 42                            | 37 |
| 2021/22     | 53                     | 23                            | 43 | 88                     | 35                            | 40 |
| 2022/23     | 50                     | 20                            | 40 | 124                    | 47                            | 38 |
| 2023/24     | 45                     | 22                            | 49 | 112                    | 52                            | 46 |

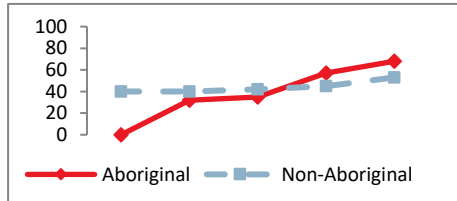


## STUDENT LEARNING SURVEY RESULTS, GRADE 12

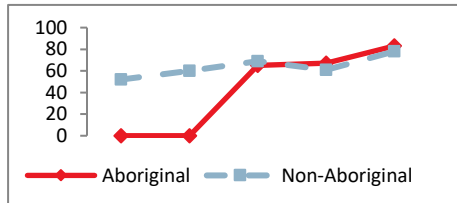
### Do you like school?



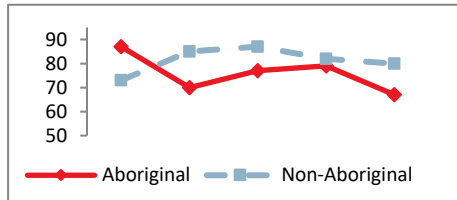
### Do adults in the school treat all students fairly?



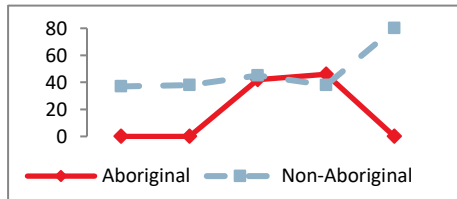
### How many teachers help you with your schoolwork when you need it?



### At school, do you respect people who are different from you (for example, think, act, or look different)?



### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



### Aboriginal

| School Year | Gr 12 Respondents<br># | All of the time or many times |     |
|-------------|------------------------|-------------------------------|-----|
|             |                        | #                             | %   |
| 2019/20     | 15                     | Msk                           | Msk |
| 2020/21     | 31                     | Msk                           | Msk |
| 2021/22     | 31                     | Msk                           | Msk |
| 2022/23     | 28                     | Msk                           | Msk |
| 2023/24     | 19                     | Msk                           | Msk |

### Non-Aboriginal

| School Year | Gr 12 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 51                     | 18                            | 35 |
| 2020/21     | 82                     | 30                            | 37 |
| 2021/22     | 52                     | 20                            | 38 |
| 2022/23     | 41                     | 10                            | 24 |
| 2023/24     | 48                     | 19                            | 40 |

### Aboriginal

| School Year | Gr 12 Respondents<br># | All of the time or many times |     |
|-------------|------------------------|-------------------------------|-----|
|             |                        | #                             | %   |
| 2019/20     | 15                     | Msk                           | Msk |
| 2020/21     | 31                     | 10                            | 32  |
| 2021/22     | 31                     | 11                            | 35  |
| 2022/23     | 28                     | 16                            | 57  |
| 2023/24     | 19                     | 13                            | 68  |

### Non-Aboriginal

| School Year | Gr 12 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 50                     | 20                            | 40 |
| 2020/21     | 82                     | 33                            | 40 |
| 2021/22     | 53                     | 22                            | 42 |
| 2022/23     | 42                     | 19                            | 45 |
| 2023/24     | 47                     | 25                            | 53 |

### Aboriginal

| School Year | Gr 12 Respondents<br># | Two teachers or more |     |
|-------------|------------------------|----------------------|-----|
|             |                        | #                    | %   |
| 2019/20     | 15                     | Msk                  | Msk |
| 2020/21     | 29                     | Msk                  | Msk |
| 2021/22     | 31                     | 20                   | 65  |
| 2022/23     | 27                     | 18                   | 67  |
| 2023/24     | 18                     | 15                   | 83  |

### Non-Aboriginal

| School Year | Gr 12 Respondents<br># | Two teachers or more |    |
|-------------|------------------------|----------------------|----|
|             |                        | #                    | %  |
| 2019/20     | 50                     | 26                   | 52 |
| 2020/21     | 82                     | 49                   | 60 |
| 2021/22     | 52                     | 36                   | 69 |
| 2022/23     | 41                     | 25                   | 61 |
| 2023/24     | 46                     | 36                   | 78 |

### Aboriginal

| School Year | Gr 12 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 15                     | 13                            | 87 |
| 2020/21     | 30                     | 21                            | 70 |
| 2021/22     | 30                     | 23                            | 77 |
| 2022/23     | 24                     | 19                            | 79 |
| 2023/24     | 15                     | 10                            | 67 |

### Non-Aboriginal

| School Year | Gr 12 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 52                     | 38                            | 73 |
| 2020/21     | 81                     | 69                            | 85 |
| 2021/22     | 52                     | 45                            | 87 |
| 2022/23     | 39                     | 32                            | 82 |
| 2023/24     | 41                     | 33                            | 80 |

### Aboriginal

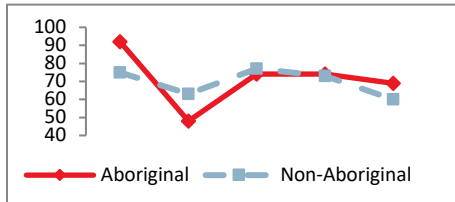
| School Year | Gr 12 Respondents<br># | All of the time or many times |     |
|-------------|------------------------|-------------------------------|-----|
|             |                        | #                             | %   |
| 2019/20     | 15                     | Msk                           | Msk |
| 2020/21     | 30                     | Msk                           | Msk |
| 2021/22     | 31                     | 13                            | 42  |
| 2022/23     | 26                     | 12                            | 46  |
| 2023/24     | 18                     | Msk                           | Msk |

### Non-Aboriginal

| School Year | Gr 12 Respondents<br># | All of the time or many times |    |
|-------------|------------------------|-------------------------------|----|
|             |                        | #                             | %  |
| 2019/20     | 52                     | 19                            | 37 |
| 2020/21     | 82                     | 31                            | 38 |
| 2021/22     | 53                     | 24                            | 45 |
| 2022/23     | 40                     | 15                            | 38 |
| 2023/24     | 46                     | 37                            | 80 |

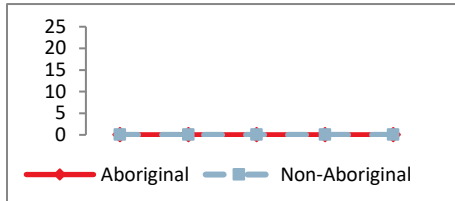
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



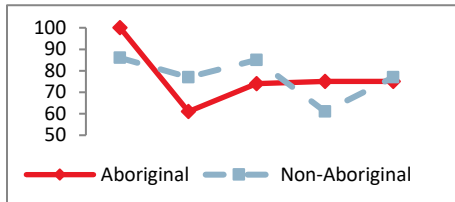
| School Year | Aboriginal        |                               |    | Non-Aboriginal    |                               |    |
|-------------|-------------------|-------------------------------|----|-------------------|-------------------------------|----|
|             | Gr 12 Respondents | All of the time or many times |    | Gr 12 Respondents | All of the time or many times |    |
|             | #                 | #                             | %  | #                 | #                             | %  |
| 2019/20     | 13                | 12                            | 92 | 52                | 39                            | 75 |
| 2020/21     | 29                | 14                            | 48 | 83                | 52                            | 63 |
| 2021/22     | 31                | 23                            | 74 | 53                | 41                            | 77 |
| 2022/23     | 27                | 20                            | 74 | 41                | 30                            | 73 |
| 2023/24     | 16                | 11                            | 69 | 47                | 28                            | 60 |

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



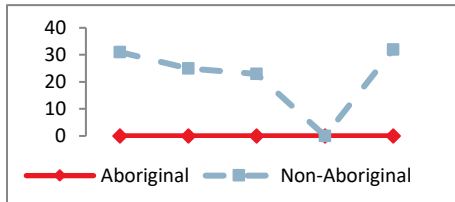
| School Year | Aboriginal        |                               |     | Non-Aboriginal    |                               |     |
|-------------|-------------------|-------------------------------|-----|-------------------|-------------------------------|-----|
|             | Gr 12 Respondents | All of the time or many times |     | Gr 12 Respondents | All of the time or many times |     |
|             | #                 | #                             | %   | #                 | #                             | %   |
| 2019/20     | 15                | Msk                           | Msk | 52                | Msk                           | Msk |
| 2020/21     | 29                | Msk                           | Msk | 81                | Msk                           | Msk |
| 2021/22     | 31                | Msk                           | Msk | 53                | Msk                           | Msk |
| 2022/23     | 27                | Msk                           | Msk | 41                | Msk                           | Msk |
| 2023/24     | 17                | Msk                           | Msk | 47                | Msk                           | Msk |

**How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)**



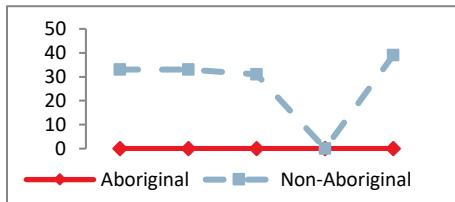
| School Year | Aboriginal        |                    |     | Non-Aboriginal    |                    |    |
|-------------|-------------------|--------------------|-----|-------------------|--------------------|----|
|             | Gr 12 Respondents | Two adults or more |     | Gr 12 Respondents | Two adults or more |    |
|             | #                 | #                  | %   | #                 | #                  | %  |
| 2019/20     | 15                | 15                 | 100 | 51                | 44                 | 86 |
| 2020/21     | 31                | 19                 | 61  | 82                | 63                 | 77 |
| 2021/22     | 31                | 23                 | 74  | 53                | 45                 | 85 |
| 2022/23     | 28                | 21                 | 75  | 41                | 25                 | 61 |
| 2023/24     | 20                | 15                 | 75  | 48                | 37                 | 77 |

**Are you satisfied that school is preparing you for a job in the future?**



| School Year | Aboriginal        |                               |     | Non-Aboriginal    |                               |     |
|-------------|-------------------|-------------------------------|-----|-------------------|-------------------------------|-----|
|             | Gr 12 Respondents | All of the time or many times |     | Gr 12 Respondents | All of the time or many times |     |
|             | #                 | #                             | %   | #                 | #                             | %   |
| 2019/20     | 15                | Msk                           | Msk | 52                | 16                            | 31  |
| 2020/21     | 30                | Msk                           | Msk | 80                | 20                            | 25  |
| 2021/22     | 31                | Msk                           | Msk | 52                | 12                            | 23  |
| 2022/23     | 26                | Msk                           | Msk | 38                | Msk                           | Msk |
| 2023/24     | 15                | Msk                           | Msk | 41                | 13                            | 32  |

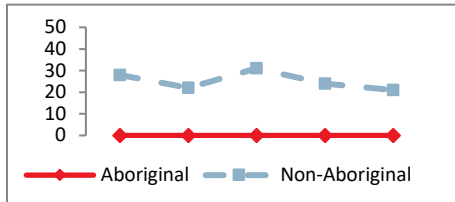
**Are you satisfied that school is preparing you for post-secondary education?**



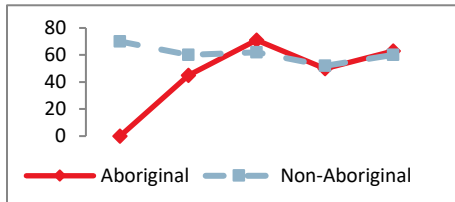
| School Year | Aboriginal        |                               |     | Non-Aboriginal    |                               |     |
|-------------|-------------------|-------------------------------|-----|-------------------|-------------------------------|-----|
|             | Gr 12 Respondents | All of the time or many times |     | Gr 12 Respondents | All of the time or many times |     |
|             | #                 | #                             | %   | #                 | #                             | %   |
| 2019/20     | 15                | Msk                           | Msk | 52                | 17                            | 33  |
| 2020/21     | 30                | Msk                           | Msk | 81                | 27                            | 33  |
| 2021/22     | 31                | Msk                           | Msk | 52                | 16                            | 31  |
| 2022/23     | 26                | Msk                           | Msk | 39                | Msk                           | Msk |
| 2023/24     | 15                | Msk                           | Msk | 41                | 16                            | 39  |

## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

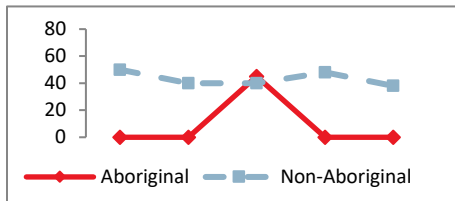
**I would like to go to a different school.**



**Do you feel welcome at your school?**



**Is school a place where you feel like you belong?**



### Aboriginal

| School Year | Gr 12<br>Respondents<br># | All of the time or<br>many times |     |
|-------------|---------------------------|----------------------------------|-----|
|             |                           | #                                | %   |
| 2019/20     | 15                        | Msk                              | Msk |
| 2020/21     | 30                        | Msk                              | Msk |
| 2021/22     | 30                        | Msk                              | Msk |
| 2022/23     | 28                        | Msk                              | Msk |
| 2023/24     | 20                        | Msk                              | Msk |

### Non-Aboriginal

| School Year | Gr 12<br>Respondents<br># | All of the time or<br>many times |    |
|-------------|---------------------------|----------------------------------|----|
|             |                           | #                                | %  |
| 2019/20     | 50                        | 14                               | 28 |
| 2020/21     | 81                        | 18                               | 22 |
| 2021/22     | 52                        | 16                               | 31 |
| 2022/23     | 42                        | 10                               | 24 |
| 2023/24     | 48                        | 10                               | 21 |

### Aboriginal

| School Year | Gr 12<br>Respondents<br># | All of the time or<br>many times |     |
|-------------|---------------------------|----------------------------------|-----|
|             |                           | #                                | %   |
| 2019/20     | 15                        | Msk                              | Msk |
| 2020/21     | 31                        | 14                               | 45  |
| 2021/22     | 31                        | 22                               | 71  |
| 2022/23     | 28                        | 14                               | 50  |
| 2023/24     | 19                        | 12                               | 63  |

### Non-Aboriginal

| School Year | Gr 12<br>Respondents<br># | All of the time or<br>many times |    |
|-------------|---------------------------|----------------------------------|----|
|             |                           | #                                | %  |
| 2019/20     | 50                        | 35                               | 70 |
| 2020/21     | 82                        | 49                               | 60 |
| 2021/22     | 53                        | 33                               | 62 |
| 2022/23     | 42                        | 22                               | 52 |
| 2023/24     | 48                        | 29                               | 60 |

### Aboriginal

| School Year | Gr 12<br>Respondents<br># | All of the time or<br>many times |     |
|-------------|---------------------------|----------------------------------|-----|
|             |                           | #                                | %   |
| 2019/20     | 15                        | Msk                              | Msk |
| 2020/21     | 30                        | Msk                              | Msk |
| 2021/22     | 31                        | 14                               | 45  |
| 2022/23     | 27                        | Msk                              | Msk |
| 2023/24     | 20                        | Msk                              | Msk |

### Non-Aboriginal

| School Year | Gr 12<br>Respondents<br># | All of the time or<br>many times |    |
|-------------|---------------------------|----------------------------------|----|
|             |                           | #                                | %  |
| 2019/20     | 52                        | 26                               | 50 |
| 2020/21     | 81                        | 32                               | 40 |
| 2021/22     | 52                        | 21                               | 40 |
| 2022/23     | 42                        | 20                               | 48 |
| 2023/24     | 47                        | 18                               | 38 |

## GLOSSARY

| GLOSSARY ITEM                            | DEFINITION   |
|--|--|
| <b>Aboriginal Student</b>                | A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.   |
| <b>Alternate Programs</b>                | Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Programs must be offered in separate facilities.   |
| <b>Children and Youth in care</b>        | Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").  |
| <b>Course Mark</b>                       | The result achieved by student, as assigned by the teacher at the school level, in a particular course.  |
| <b>Eligible Grade 12 Graduation Rate</b> | The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Eligible to graduate reporting only includes Dogwood (BC Secondary Graduation Diploma), and does not include Adult Dogwood (BC Adult Graduation Diploma) or Evergreen (BC School Completion Certificate).  |
| <b>Enrolment</b>                         | A record of a student, reported to the Ministry, entering into an educational program offered by a BC Board of Education, Francophone Education Authority or BC Certified Independent Schools (including Offshore Schools). A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are enrolled in the BC K-12 system. Registered homeschooled children are not considered an enrolment.   |
| <b>Graduation</b>                        | A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the BC Provincial Graduation Requirements.  |
| <b>Headcount</b>                         | A count of unique individuals, rather than enrolments.   |
| <b>Hyphen</b>                            | A hyphen (-) is used in two situations:<br>1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used.<br>2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.  |
| <b>Msk</b>                               | Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry reports or otherwise publicly releases aggregated data. For more information please refer to:<br><br><a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations">https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations</a> |
| <b>Off-Reserve Aboriginal Student</b>    | Includes only Aboriginal students who live off a reserve and attend a BC public school.  |

|  |   |
|--|---|
| <b>On-Reserve Aboriginal Student</b>                     | Includes only Aboriginal students who live on a reserve and attend a BC public school.  |
| <b>Participant (Foundation Skills Assessment)</b>        | A student who responded meaningfully to at least one question in the assessment.  |
| <b>Participation Rate (Foundation Skills Assessment)</b> | The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.   |
| <b>Participation Rate (Graduation Assessment)</b>        | Denominator: All grade 10 or 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 or 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).<br>Numerator: Count of students from the denominator who took the assessment in a specific school year.  |
| <b>Performance (Foundation Skills Assessment)</b>        | In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are: <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>  |
| <b>Performance (Graduation Assessment)</b>               | Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results: <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul> Denominator: Include all students who took the assessment in a school year regardless of their grades. (Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts). |
| <b>Public School</b>                                     | A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board of education. Types of public schools include Standard Schools, Short-term and Long-term Provincial Resource Programs, Youth Custody, Continuing Education Centres, Alternate Programs and Online Learning Programs.  |
| <b>Resident (student)</b>                                | Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools. The ministry provides operating grant funding for: <ul style="list-style-type: none"> <li>• Children who, along with their guardian(s), are ordinarily resident in British Columbia</li> <li>• Children who are deemed ordinarily resident in BC under the School Regulation</li> <li>• Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy</li> </ul>   |
| <b>School District</b>                                   | A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.  |
| <b>School Year</b>                                       | The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.  |

|  |  |
|--|--|
| <b>Six-year Completion Rate</b>  | <p>The proportion of students who graduate, with a BC Certificate of Graduation ("Dogwood") or BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.</p> <p>Six-year completion rates are not produced at the school level, as outmigration adjustments (to account for students leaving the province) cannot be estimated from Ministry data. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-year Completion Rate is determined.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.</p> |
| <b>Students with Disabilities or Diverse Abilities (Selected Designations)</b> | <p>Selected designations include the following:</p> <ul style="list-style-type: none"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul>   |
| <b>Students with Disabilities or Diverse Abilities</b>                         | <p>Category A – Physically Dependent<br/> Category B – Deafblind<br/> Category C – Moderate to Profound Intellectual Disability<br/> Category D – Physical Disability / Chronic Health Impairment<br/> Category E – Visual Impairment<br/> Category F – Deaf or Hard of Hearing<br/> Category G – Autism Spectrum Disorder<br/> Category H – Intensive Behaviour Interventions / Serious Mental Illness<br/> Category K – Mild Intellectual Disability<br/> Category P – Gifted<br/> Category Q – Learning Disability (formerly Category J)<br/> Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>  |
| <b>Student</b>   | A person, of any age, who is reported by a BC Board of Education, Francophone Education Authority or BC-certified Independent school (including offshore schools), as enrolling in and receiving educational services.   |
| <b>Student Cohort</b>  | A group of students who share particular characteristics and who are tracked over a period of time.  |



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

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March 12, 2025

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

### **Re: BCPSEA Pre-Employment Hiring Incentives for SD59-2025**

BCPSEA has reviewed school district applications for Round 3 hiring incentives, which are funded by the Ministry of Education and Child Care as part of initiatives under the K-12 Workforce Plan. These incentives are available for new hire employees that commence employment April 1, 2025, or later.

School District No. 59 (Peace River South) has been approved to offer the following Round 3 hiring incentives for enrolling teacher positions:

- 5x Teacher for \$10,000 (Tier 1) available for Tumbler Ridge
- 2x Teacher for \$10,000 (Tier 1) available for Chetwynd

Incentive amounts for positions that are not full-time (<1.0 FTE) must be pro-rated. Applicants can come from anywhere but must be teachers certified to teach in BC or eligible to become certified. The incentives are for new hires only (cannot be retroactively applied).

Christy Fennell  
Superintendent



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

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March 12, 2025

To: Board of Education of SD59

From: Jan Proulx, Director of Instruction

Agenda Item: Proposed 2025-26 School Calendar

The draft school calendar was circulated for feedback. The consultation period allowed for the public to provide input on the school calendar before it is adopted and submitted to the Ministry of Education by March 31, 2025.

In total, there was feedback from 2 people. The feedback commented on the scheduling of the parent-teacher interviews. After reviewing the feedback and seeking some additional information, no revisions were made to the calendar.

I recommend the proposed 2025-26 School Calendar be adopted as presented.

Jan Proulx  
Director of Instruction



# SD59 CALENDAR FOR 2025/2026 DRAFT

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

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

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

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

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

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

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

|          |   |
|----------|---|
| 0<br>NIS | Not-In-Session Day (No School Activities) |
| 179      | Instructional Days                        |
|          |   |

# SD59 CALENDAR FOR 2025/2026 DRAFT

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

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

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

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

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

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

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

|          |   |
|----------|---|
| 0<br>NIS | Not-In-Session Day (No School Activities) |
| 179      | Instructional Days                        |
|          |   |

## School District 59 Calendar 2025/2026 DRAFT

|                          |  |
|--------------------------|--|
| Tuesday, September 2     | Non-Instructional Day: Curriculum Implementation Day   |
| Wednesday, September 3   | First Day for Students (arrival 2 hours late, dismissal 1 hour early)  |
| Tuesday, September 30    | National Day for Truth And Reconciliation STAT   |
| Monday, October 13       | Thanksgiving Day STAT  |
| Mon & Tues, Oct. 27 & 28 | Non-Instructional Days: Professional Development (Conference/District)   |
| Tuesday, November 11     | Remembrance Day STAT   |
| Wed & Thurs, Nov 19 & 20 | Early Dismissal (1h) for Parent Interviews   |
| Friday, November 28      | Non-Instructional Day: Professional Development (School)   |
| Dec 22 to Jan 2          | Winter Break (Collective Agreement language - Winter Break starts on the Monday directly preceding Boxing Day) |
| Monday, January 5        | Schools Reopen   |
| Friday, January 30       | Non-Instructional Day: Professional Development (School)   |
| Monday, February 16      | Family Day STAT  |
| Wed & Thurs, Feb 25 & 26 | Early Dismissal (1h) for Parent Interviews   |
| March 16 to March 27     | Spring Break (Collective Agreement language - Spring Break starts on the third Monday in March)                |
| Monday, March 30         | Schools Reopen   |
| Friday, April 3          | Good Friday STAT   |
| Monday, April 6          | Easter Monday STAT   |
| Friday, May 1            | Non-Instructional Day: Truth and Reconciliation  |
| Monday, May 18           | Victoria Day STAT  |
| Monday, June 1           | Non-Instructional Day: Professional Development (School)   |
| Thursday, June 25        | Last Day of Attendance for Students  |
| Friday, June 26          | Non-Instructional Day: Year End Administrative Day   |

### Notes

**Kindergarten** - required hours of instruction 853 minimum to allow for gradual entry in September

**Elementary** - required hours of instruction 878 minimum required 4 hours 55 minutes per day

**Secondary** - required hours of instruction 952 minimum required 5 hours 20 minutes per day

Total Instructional Days: 179

### Elementary Terms

|        |   |
|--------|---|
| Term 1 | Sept 3 to Dec 5 (62 instructional days)   |
| Term 2 | Dec 8 to Mar 13 (58 instructional days)   |
| Term 3 | Mar 30 to June 25 (59 instructional days) |

### Secondary Semesters

|            |  |
|------------|--|
| Semester 1 | Sept 3 to Jan 29 (91 instructional days) |
| Semester 2 | Feb 2 to June 25 (88 instructional days) |



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

---

March 12, 2025

Board of Education

### **RE: 2024-2025 Amended Annual Budget – Amendment 1**

This report provides an update on three material changes in the budget since the bylaw reading on February 19, 2025 that warrant an amended bylaw reading for the 2024-2025 amended budget.

#### **1. Literacy Professional Learning Grant**

The \$238,867 grant announced February 5 was budgeted in operating revenue and operating services in the February 12 version of the budget. Since that time, Ministry instruction is to record as a special purpose grant. Because the grant is intended to be spent by June 2027, the 2024-2025 amended budget estimated spending is estimated to be \$75,000.

Impact:

Operating revenues and expenses decreased by \$238,867

Special Purpose revenues and expenses increase by \$75,000

Special Purpose deferred revenue increases by \$163,867

#### **2. Allocation of Ministry Funding Re-Calc**

The February 19 version of the budget included an addition to surplus, or a decrease in the use of surplus, of \$528,432, resulting from the Ministry's re-calc of SD59's operating grant. Senior leadership has had the opportunity to meet and recommend the following spending plan for the remainder of 2024-2025 budget year:

|  |                |                |
|--|----------------|----------------|
| Amount unallocated per amended budget                |                | 528,432        |
| <b>Strategic Plan</b>                                |                |                |
| - add Universal Design for Learning                  | 15,690         |                |
| - add Compassionate Systems                          | 12,000         | 27,690         |
| <b>Recruitment &amp; Retention</b>                   |                |                |
| - Recruitment Events                                 | 33,000         |                |
| - Advertising  | 35,000         |                |
| - Promotional Materials                              | 5,000          |                |
| - Moving Allowances Additional                       | 30,000         |                |
| - WHIP Incentives                                    | 4,250          | 107,250        |
| <b>Capital Projects</b>                              |                |                |
| - Board Office Renovation to Accommodate IT Team     | 75,000         | 75,000         |
| <b>Professional Development and Travel</b>           |                |                |
| - My Ed Conference - Expanded Team Travel            | 4,000          | 4,000          |
| <b>Staffing - Canalta</b>                            | 45,803         | 45,803         |
| <b>Total Reallocation</b>                            | <b>259,743</b> | <b>259,743</b> |
| <b>Remaining Unallocated (added back to surplus)</b> |                | <b>268,689</b> |

Impact:

Operating use of surplus increases by \$259,743

Operating expenses increase by \$259,743

### 3. Invested in Tangible Capital Assets

Schedule 4 of the February 19 version of the budget included expected capital revenue of \$3,160,711 and expected capital assets expenditures of 3,374,711. Schedule 4 is in fact meant to represent capital revenues received and spent on **non-capital items** of which the district records none. SD59 uses all capital funding for capital projects.

Impact:

Capital revenues decrease by \$3,160,711

Capital Operations and Maintenance expenditures decreased by \$3,374,711

## SURPLUS

Due to the operating revenue and expense increases and decreases outlined above, the use of surplus to balance the 2024-2025 amended budget has also changed.

### Use of Surplus to Balance the Operating Budget – Amendment 1

| Adjustments to Surplus                                  |            |
|---|------------|
| June 30, 2024 Financial Statements                      | 3,506,179  |
| School Surplus Correction                               | -250,000   |
| WebEx Funding Received 23-24 for 24-25                  | 50,000     |
| Integrated Child & Youth (ICY) Received 23-24 for 24-25 | 146,318    |
| Amendment 1: Allocation of Re-Calc                      | 259,743    |
| Unallocated Operating Grant                             | -528,432   |
| Less Capital  | -1,700,000 |
| Revised Use of 23-24 Surplus in Amended - Operating     | 1,483,808  |

|                                      | 2024-2025  |             |          |          |  | Previous Year |           |          |
|--------------------------------------|------------|-------------|----------|----------|--|---------------|-----------|----------|
|                                      | Amended    | Preliminary | Change   | Variance |  | Amended       | Change    | Variance |
| Total Revenues                       | 56,578,962 | 56,118,600  | 460,362  | 0.8%     |  | 54,494,106    | 2,084,856 | 3.8%     |
| Less Total Expenses                  | 57,773,770 | 56,968,600  | 805,170  | 1.4%     |  | 56,420,994    | 1,352,776 | 2.4%     |
| Less Assets Purchased from Operating | 289,000    | 150,000     | 139,000  | 92.7%    |  | 378,483       | -89,483   | -23.6%   |
| Total Surplus / (Shortfall)          | -1,483,808 | -1,000,000  | -483,808 | 48.4%    |  | -2,305,371    | 821,563   | -35.6%   |
| Use of Surplus to Balance            | 1,483,808  | 1,000,000   | 483,808  | 48.4%    |  | 2,305,371     | -821,563  | -35.6%   |

|   | 2024-2025  |             |            |          |
|---|------------|-------------|------------|----------|
|   | Amended    | Preliminary | Change     | Variance |
| School Surplus  | 709,326    | 250,000     | 459,326    | 183.7%   |
| District Surplus  | 1,000,000  | 750,000     | 250,000    | 33.3%    |
| Indigenous Education Carry Forward                        | 67,822     |             | 67,822     |          |
| Crescent Park Capital Expansion                           | 1,700,000  |             | 1,700,000  |          |
| Service Improvement Allocation                            | 17,031     |             | 17,031     |          |
| Art Starts Grant  | 12,000     |             | 12,000     |          |
| Less: School Surplus Correction                           | -250,000   |             | -250,000   |          |
| Add: WebEx Funding Received 23-24 for 24-25               | 50,000     |             | 50,000     |          |
| Add: Integrated Child & Youth (ICY) Received 23-24 for 24 | 146,318    |             | 146,318    |          |
| Amendment 1: Strategic Plan UDL                           | 15,690     |             | 15,690     |          |
| Amendment 1: Strategic Plan Compassionate Systems         | 12,000     |             | 12,000     |          |
| Amendment 1: Recruitment and Retention                    | 107,250    |             | 107,250    |          |
| Amendment 1: Capital Project - Board Office Renovation    | 75,000     |             | 75,000     |          |
| Amendment 1: Pro-D/Travel                                 | 4,000      |             | 4,000      |          |
| Amendment 1: Staffing                                     | 45,803     |             | 45,803     |          |
| Less: Unallocated Operating Grant                         | -528,432   |             | -528,432   |          |
| Less: Capital   | -1,700,000 |             | -1,700,000 |          |
| Total Operating   | 1,483,808  | 1,000,000   | 483,808    | 48.4%    |

## Bylaw

|   | February 19 | Amendment 1 | March 12   |
|---|-------------|-------------|------------|
| Operating - Total Expense                     | 57,827,894  | 20,876      | 57,848,770 |
| Operating - Tangible Capital Assets Purchased | 214,000     | 0           | 214,000    |
| Special Purpose Funds - Total Expense         | 8,373,511   | 75,000      | 8,448,511  |
| Capital Fund - Total Expense                  | 5,681,020   | -3,374,711  | 2,306,309  |
| Budget Bylaw                                  | 72,096,425  | -3,278,835  | 68,817,590 |

It is recommended that resulting from the three changes outlined above, the Board give three readings of the 2024-2025 Amended Budget bylaw Amendment 1 in the amount of \$68,817,590.

The amended budget deadline for submission to the Ministry is March 31, 2025.

Amended Annual Budget

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

June 30, 2025



# School District No. 59 (Peace River South)

June 30, 2025

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\*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 59 (Peace River South) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$68,817,590 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 12th DAY OF MARCH, 2025;

READ A SECOND TIME THE 12th DAY OF MARCH, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 12th DAY OF MARCH, 2025;

( Corporate Seal )

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Chairperson of the Board

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Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 59 (Peace River South) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

---

Secretary Treasurer

# School District No. 59 (Peace River South)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2025

|   | 2025 Amended<br>Annual Budget | 2024 Amended<br>Annual Budget |
|---|-------------------------------|-------------------------------|
| <b>Ministry Operating Grant Funded FTE's</b>                  |                               |                               |
| School-Age  | 3,600,688                     | 3,692,938                     |
| <b>Total Ministry Operating Grant Funded FTE's</b>            | <b>3,600,688</b>              | <b>3,692,938</b>              |
| <b>Revenues</b>   | \$                            | \$                            |
| Provincial Grants   |                               |                               |
| Ministry of Education and Child Care                          | 61,555,283                    | 60,124,941                    |
| Other   | 204,594                       | 200,000                       |
| Tuition   | 54,692                        | 16,250                        |
| Other Revenue   | 2,265,205                     | 2,670,832                     |
| Rentals and Leases  | 181,000                       | 214,000                       |
| Investment Income   | 769,699                       | 679,028                       |
| Amortization of Deferred Capital Revenue                      | 1,757,502                     | 1,712,580                     |
| <b>Total Revenue</b>  | <b>66,787,975</b>             | <b>65,617,631</b>             |
| <b>Expenses</b>   |                               |                               |
| Instruction   | 51,010,684                    | 49,897,668                    |
| District Administration                                       | 2,679,107                     | 2,440,146                     |
| Operations and Maintenance                                    | 9,988,160                     | 10,977,765                    |
| Transportation and Housing                                    | 4,850,639                     | 4,547,380                     |
| <b>Total Expense</b>  | <b>68,528,590</b>             | <b>67,862,959</b>             |
| <b>Net Revenue (Expense)</b>                                  | <b>(1,740,615)</b>            | <b>(2,245,328)</b>            |
| <b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>  | <b>1,483,808</b>              | <b>2,305,371</b>              |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>(256,807)</b>              | <b>60,043</b>                 |
| <b>Budgeted Surplus (Deficit), for the year comprised of:</b> |                               |                               |
| Operating Fund Surplus (Deficit)                              |                               |                               |
| Special Purpose Fund Surplus (Deficit)                        |                               |                               |
| Capital Fund Surplus (Deficit)                                | (256,807)                     | 60,043                        |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>(256,807)</b>              | <b>60,043</b>                 |

School District No. 59 (Peace River South)

Statement 2

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2025

|   | 2025 Amended<br>Annual Budget | 2024 Amended<br>Annual Budget |
|---|-------------------------------|-------------------------------|
| <b>Budget Bylaw Amount</b>                    |                               |                               |
| Operating - Total Expense                     | 57,773,770                    | 56,420,994                    |
| Operating - Tangible Capital Assets Purchased | 289,000                       | 378,483                       |
| Special Purpose Funds - Total Expense         | 8,448,511                     | 7,904,789                     |
| Capital Fund - Total Expense                  | 2,306,309                     | 3,537,176                     |
| <b>Total Budget Bylaw Amount</b>              | <b>68,817,590</b>             | <b>68,241,442</b>             |

Approved by the Board

|  |             |
|--|-------------|
| Signature of the Chairperson of the Board of Education | Date Signed |
| Signature of the Superintendent                        | Date Signed |
| Signature of the Secretary/Treasurer                   | Date Signed |

DRAFT

# School District No. 59 (Peace River South)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

|   | 2025 Amended<br>Annual Budget | 2024 Amended<br>Annual Budget |
|---|-------------------------------|-------------------------------|
|   | \$                            | \$                            |
| <b>Surplus (Deficit) for the year</b>                     | <b>(1,740,615)</b>            | <b>(2,245,328)</b>            |
| <b>Effect of change in Tangible Capital Assets</b>        |                               |                               |
| Acquisition of Tangible Capital Assets                    |                               |                               |
| From Operating and Special Purpose Funds                  | <b>(289,000)</b>              | <b>(378,483)</b>              |
| <b>Total Acquisition of Tangible Capital Assets</b>       | <b>(289,000)</b>              | <b>(378,483)</b>              |
| Amortization of Tangible Capital Assets                   | <b>2,306,309</b>              | <b>2,034,048</b>              |
| <b>Total Effect of change in Tangible Capital Assets</b>  | <b>2,017,309</b>              | <b>1,655,565</b>              |
|   | -                             | -                             |
| <b>(Increase) Decrease in Net Financial Assets (Debt)</b> | <b>276,694</b>                | <b>(589,763)</b>              |

# School District No. 59 (Peace River South)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2025

|   | Operating<br>Fund | Special Purpose<br>Fund | Capital<br>Fund | 2025 Amended<br>Annual Budget |
|---|-------------------|-------------------------|-----------------|-------------------------------|
|   | \$                | \$                      | \$              | \$                            |
| Accumulated Surplus (Deficit), beginning of year    | 7,188,301         |                         | 5,656,386       | 12,844,687                    |
| Changes for the year                                |                   |                         |                 |                               |
| Net Revenue (Expense) for the year                  | (1,194,808)       |                         | (545,807)       | (1,740,615)                   |
| Interfund Transfers                                 |                   |                         |                 |                               |
| Tangible Capital Assets Purchased                   | (289,000)         |                         | 289,000         | -                             |
| Net Changes for the year                            | (1,483,808)       | -                       | (256,807)       | (1,740,615)                   |
| Budgeted Accumulated Surplus (Deficit), end of year | 5,704,493         | -                       | 5,399,579       | 11,104,072                    |

# School District No. 59 (Peace River South)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

|  | 2025 Amended<br>Annual Budget | 2024 Amended<br>Annual Budget |
|--|-------------------------------|-------------------------------|
|  | \$                            | \$                            |
| <b>Revenues</b>                                  |                               |                               |
| Provincial Grants                                |                               |                               |
| Ministry of Education and Child Care             | 54,025,660                    | 51,615,333                    |
| Other  | 204,594                       | 200,000                       |
| Tuition  | 54,692                        | 16,250                        |
| Other Revenue                                    | 1,346,317                     | 1,774,523                     |
| Rentals and Leases                               | 180,000                       | 213,000                       |
| Investment Income                                | 767,699                       | 675,000                       |
| <b>Total Revenue</b>                             | <b>56,578,962</b>             | <b>54,494,106</b>             |
| <b>Expenses</b>                                  |                               |                               |
| Instruction                                      | 42,886,415                    | 42,333,871                    |
| District Administration                          | 2,679,107                     | 2,440,146                     |
| Operations and Maintenance                       | 7,868,783                     | 7,604,982                     |
| Transportation and Housing                       | 4,339,465                     | 4,041,995                     |
| <b>Total Expense</b>                             | <b>57,773,770</b>             | <b>56,420,994</b>             |
| <b>Net Revenue (Expense)</b>                     | <b>(1,194,808)</b>            | <b>(1,926,888)</b>            |
| <b>Budgeted Prior Year Surplus Appropriation</b> | <b>1,483,808</b>              | <b>2,305,371</b>              |
| <b>Net Transfers (to) from other funds</b>       |                               |                               |
| Tangible Capital Assets Purchased                | (289,000)                     | (378,483)                     |
| <b>Total Net Transfers</b>                       | <b>(289,000)</b>              | <b>(378,483)</b>              |
| <b>Budgeted Surplus (Deficit), for the year</b>  | <b>-</b>                      | <b>-</b>                      |

# School District No. 59 (Peace River South)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2025

|   | 2025 Amended<br>Annual Budget | 2024 Amended<br>Annual Budget |
|---|-------------------------------|-------------------------------|
|   | \$                            | \$                            |
| <b>Provincial Grants - Ministry of Education and Child Care</b>       |                               |                               |
| Operating Grant, Ministry of Education and Child Care                 | 53,266,050                    | 50,673,962                    |
| ISC/LEA Recovery  | (1,204,517)                   | (1,278,023)                   |
| Other Ministry of Education and Child Care Grants                     |                               |                               |
| Pay Equity  | 944,395                       | 944,395                       |
| Funding for Graduated Adults  |                               | 441,458                       |
| Student Transportation Fund   | 441,458                       |                               |
| FSA Scorer Grant  | 8,187                         | 4,094                         |
| Labour Settlement Funding   | 528,087                       | 829,447                       |
| Just B4 Supplemental  | 12,000                        |                               |
| Recruitment Incentives  | 30,000                        |                               |
| District Entered  |                               |                               |
| <b>Total Provincial Grants - Ministry of Education and Child Care</b> | <b>54,025,660</b>             | <b>51,615,333</b>             |
| <b>Provincial Grants - Other</b>                                      | <b>204,594</b>                | <b>200,000</b>                |
| <b>Tuition</b>  |                               |                               |
| International and Out of Province Students                            | 54,692                        | 16,250                        |
| <b>Total Tuition</b>  | <b>54,692</b>                 | <b>16,250</b>                 |
| <b>Other Revenues</b>   |                               |                               |
| Funding from First Nations  | 1,204,517                     | 1,278,023                     |
| Miscellaneous   |                               |                               |
| Seconded Staff Recoveries   |                               | 237,000                       |
| Substitute Staff Recoveries   |                               | 85,000                        |
| Miscellaneous   |                               | 174,500                       |
| Private School Bussing  | 51,500                        |                               |
| Careers   | 56,800                        |                               |
| Miscellaneous   | 24,000                        |                               |
| Just B4 Revenue   | 9,500                         |                               |
| <b>Total Other Revenue</b>  | <b>1,346,317</b>              | <b>1,774,523</b>              |
| <b>Rentals and Leases</b>   | <b>180,000</b>                | <b>213,000</b>                |
| <b>Investment Income</b>  | <b>767,699</b>                | <b>675,000</b>                |
| <b>Total Operating Revenue</b>  | <b>56,578,962</b>             | <b>54,494,106</b>             |



# School District No. 59 (Peace River South)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2025

|                                     | 2025 Amended<br>Annual Budget | 2024 Amended<br>Annual Budget |
|-------------------------------------|-------------------------------|-------------------------------|
|                                     | \$                            | \$                            |
| <b>Salaries</b>                     |                               |                               |
| Teachers                            | 18,778,547                    | 18,257,839                    |
| Principals and Vice Principals      | 4,544,864                     | 4,167,363                     |
| Educational Assistants              | 5,531,750                     | 5,323,132                     |
| Support Staff                       | 6,744,539                     | 6,540,502                     |
| Other Professionals                 | 2,025,054                     | 2,246,328                     |
| Substitutes                         | 1,893,116                     | 1,714,967                     |
| <b>Total Salaries</b>               | <b>39,517,870</b>             | <b>38,250,131</b>             |
| <b>Employee Benefits</b>            | <b>8,615,889</b>              | <b>9,251,542</b>              |
| <b>Total Salaries and Benefits</b>  | <b>48,133,759</b>             | <b>47,501,673</b>             |
| <b>Services and Supplies</b>        |                               |                               |
| Services                            | 2,300,560                     | 1,797,320                     |
| Student Transportation              | 1,225,056                     | 1,087,035                     |
| Professional Development and Travel | 591,520                       | 538,674                       |
| Rentals and Leases                  | 36,400                        | 25,500                        |
| Dues and Fees                       | 567,364                       | 521,238                       |
| Insurance                           | 241,900                       | 200,000                       |
| Supplies                            | 2,662,211                     | 2,763,954                     |
| Utilities                           | 2,015,000                     | 1,985,600                     |
| <b>Total Services and Supplies</b>  | <b>9,640,011</b>              | <b>8,919,321</b>              |
| <b>Total Operating Expense</b>      | <b>57,773,770</b>             | <b>56,420,994</b>             |

# School District No. 59 (Peace River South)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

|   | Teachers<br>Salaries | Principals and<br>Vice Principals<br>Salaries | Educational<br>Assistants<br>Salaries | Support<br>Staff<br>Salaries | Other<br>Professionals<br>Salaries | Substitutes<br>Salaries | Total<br>Salaries |
|---|----------------------|---|---------------------------------------|------------------------------|------------------------------------|-------------------------|-------------------|
|   | \$                   | \$  | \$                                    | \$                           | \$                                 | \$                      | \$                |
| <b>1 Instruction</b>                            |                      |   |                                       |                              |                                    |                         |                   |
| 1.02 Regular Instruction                        | 15,629,231           | 1,221,686                                     | 62,719                                | 635,100                      | 205,974                            | 922,599                 | 18,677,309        |
| 1.03 Career Programs                            | 106,859              | 81,863  | 101,318                               |                              | 25,777                             |                         | 315,817           |
| 1.07 Library Services                           | 237,444              |   | 63,920                                |                              |                                    | 44,904                  | 346,268           |
| 1.08 Counselling                                | 610,750              |   | 37,844                                | 78,333                       |                                    |                         | 726,927           |
| 1.10 Inclusive Education                        | 1,715,120            |   | 4,670,744                             | 195,568                      | -                                  | 416,511                 | 6,997,943         |
| 1.20 Early Learning and Child Care              |                      |   |                                       |                              |                                    |                         | -                 |
| 1.30 English Language Learning                  | 42,338               |   | 87,221                                |                              |                                    | 150                     | 129,709           |
| 1.31 Indigenous Education                       | 411,203              | 645,819                                       | 424,360                               | 110,661                      | 5,990                              | 5,000                   | 1,603,033         |
| 1.41 School Administration                      | 25,602               | 2,547,776                                     |                                       | 615,804                      |                                    | 118,282                 | 3,307,464         |
| 1.62 International and Out of Province Students |                      |   |                                       |                              |                                    |                         | -                 |
| <b>Total Function 1</b>                         | <b>18,778,547</b>    | <b>4,497,144</b>                              | <b>5,448,126</b>                      | <b>1,635,466</b>             | <b>237,741</b>                     | <b>1,507,446</b>        | <b>32,104,470</b> |
| <b>4 District Administration</b>                |                      |   |                                       |                              |                                    |                         |                   |
| 4.11 Educational Administration                 |                      | 47,720  |                                       |                              | 513,559                            | 6,000                   | 567,279           |
| 4.20 Early Learning and Child Care              |                      |   |                                       |                              |                                    |                         | -                 |
| 4.40 School District Governance                 |                      |   |                                       |                              | 125,569                            |                         | 125,569           |
| 4.41 Business Administration                    |                      |   |                                       | 228,005                      | 636,663                            |                         | 864,668           |
| <b>Total Function 4</b>                         | <b>-</b>             | <b>47,720</b>                                 | <b>-</b>                              | <b>228,005</b>               | <b>1,275,791</b>                   | <b>6,000</b>            | <b>1,557,516</b>  |
| <b>5 Operations and Maintenance</b>             |                      |   |                                       |                              |                                    |                         |                   |
| 5.41 Operations and Maintenance Administration  |                      |   |                                       | 55,878                       | 327,149                            | 7,000                   | 390,027           |
| 5.50 Maintenance Operations                     |                      |   |                                       | 2,948,472                    |                                    | 275,406                 | 3,223,878         |
| 5.52 Maintenance of Grounds                     |                      |   |                                       | 500,459                      |                                    |                         | 500,459           |
| 5.56 Utilities                                  |                      |   |                                       |                              |                                    |                         | -                 |
| <b>Total Function 5</b>                         | <b>-</b>             | <b>-</b>                                      | <b>-</b>                              | <b>3,504,809</b>             | <b>327,149</b>                     | <b>282,406</b>          | <b>4,114,364</b>  |
| <b>7 Transportation and Housing</b>             |                      |   |                                       |                              |                                    |                         |                   |
| 7.41 Transportation and Housing Administration  |                      |   |                                       | 55,840                       | 184,373                            | 3,928                   | 244,141           |
| 7.70 Student Transportation                     |                      |   | 83,624                                | 1,320,419                    | -                                  | 93,336                  | 1,497,379         |
| <b>Total Function 7</b>                         | <b>-</b>             | <b>-</b>                                      | <b>83,624</b>                         | <b>1,376,259</b>             | <b>184,373</b>                     | <b>97,264</b>           | <b>1,741,520</b>  |
| <b>9 Debt Services</b>                          |                      |   |                                       |                              |                                    |                         |                   |
| <b>Total Function 9</b>                         | <b>-</b>             | <b>-</b>                                      | <b>-</b>                              | <b>-</b>                     | <b>-</b>                           | <b>-</b>                | <b>-</b>          |
| <b>Total Functions 1 - 9</b>                    | <b>18,778,547</b>    | <b>4,544,864</b>                              | <b>5,531,750</b>                      | <b>6,744,539</b>             | <b>2,025,054</b>                   | <b>1,893,116</b>        | <b>39,517,870</b> |

# School District No. 59 (Peace River South)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

|   | Total Salaries    | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2025 Amended Annual Budget | 2024 Amended Annual Budget |
|---|-------------------|-------------------|-----------------------------|-----------------------|----------------------------|----------------------------|
|   | \$                | \$                | \$                          | \$                    | \$                         | \$                         |
| <b>1 Instruction</b>                            |                   |                   |                             |                       |                            |                            |
| 1.02 Regular Instruction                        | 18,677,309        | 4,182,613         | 22,859,922                  | 2,399,106             | 25,259,028                 | 24,761,753                 |
| 1.03 Career Programs                            | 315,817           | 66,356            | 382,173                     | 154,274               | 536,447                    | 479,413                    |
| 1.07 Library Services                           | 346,268           | 73,319            | 419,587                     | 60,094                | 479,681                    | 510,975                    |
| 1.08 Counselling                                | 726,927           | 164,325           | 891,252                     | 23,400                | 914,652                    | 893,141                    |
| 1.10 Inclusive Education                        | 6,997,943         | 1,554,429         | 8,552,372                   | 304,325               | 8,856,697                  | 9,025,479                  |
| 1.20 Early Learning and Child Care              | -                 | -                 | -                           | -                     | -                          | -                          |
| 1.30 English Language Learning                  | 129,709           | 29,833            | 159,542                     | 30,363                | 189,905                    | 145,475                    |
| 1.31 Indigenous Education                       | 1,603,033         | 342,296           | 1,945,329                   | 313,493               | 2,258,822                  | 2,157,010                  |
| 1.41 School Administration                      | 3,307,464         | 664,616           | 3,972,080                   | 219,103               | 4,191,183                  | 4,113,481                  |
| 1.62 International and Out of Province Students | -                 | -                 | -                           | 200,000               | 200,000                    | 247,144                    |
| <b>Total Function 1</b>                         | <b>32,104,470</b> | <b>7,077,787</b>  | <b>39,182,257</b>           | <b>3,704,158</b>      | <b>42,886,415</b>          | <b>42,333,871</b>          |
| <b>4 District Administration</b>                |                   |                   |                             |                       |                            |                            |
| 4.11 Educational Administration                 | 567,279           | 117,429           | 684,708                     | 73,850                | 758,558                    | 803,640                    |
| 4.20 Early Learning and Child Care              | -                 | -                 | -                           | -                     | -                          | -                          |
| 4.40 School District Governance                 | 125,569           | 8,426             | 133,995                     | 104,730               | 238,725                    | 224,314                    |
| 4.41 Business Administration                    | 864,668           | 181,811           | 1,046,479                   | 635,345               | 1,681,824                  | 1,412,192                  |
| <b>Total Function 4</b>                         | <b>1,557,516</b>  | <b>307,666</b>    | <b>1,865,182</b>            | <b>813,925</b>        | <b>2,679,107</b>           | <b>2,440,146</b>           |
| <b>5 Operations and Maintenance</b>             |                   |                   |                             |                       |                            |                            |
| 5.41 Operations and Maintenance Administration  | 390,027           | 80,906            | 470,933                     | 303,350               | 774,283                    | 731,518                    |
| 5.50 Maintenance Operations                     | 3,223,878         | 674,917           | 3,898,795                   | 1,079,250             | 4,978,045                  | 4,793,090                  |
| 5.52 Maintenance of Grounds                     | 500,459           | 100,596           | 601,055                     | 165,400               | 766,455                    | 744,774                    |
| 5.56 Utilities                                  | -                 | -                 | -                           | 1,350,000             | 1,350,000                  | 1,335,600                  |
| <b>Total Function 5</b>                         | <b>4,114,364</b>  | <b>856,419</b>    | <b>4,970,783</b>            | <b>2,898,000</b>      | <b>7,868,783</b>           | <b>7,604,982</b>           |
| <b>7 Transportation and Housing</b>             |                   |                   |                             |                       |                            |                            |
| 7.41 Transportation and Housing Administration  | 244,141           | 56,394            | 300,535                     | 16,650                | 317,185                    | 309,325                    |
| 7.70 Student Transportation                     | 1,497,379         | 317,623           | 1,815,002                   | 2,207,278             | 4,022,280                  | 3,732,670                  |
| <b>Total Function 7</b>                         | <b>1,741,520</b>  | <b>374,017</b>    | <b>2,115,537</b>            | <b>2,223,928</b>      | <b>4,339,465</b>           | <b>4,041,995</b>           |
| <b>9 Debt Services</b>                          |                   |                   |                             |                       |                            |                            |
| <b>Total Function 9</b>                         | <b>-</b>          | <b>-</b>          | <b>-</b>                    | <b>-</b>              | <b>-</b>                   | <b>-</b>                   |
| <b>Total Functions 1 - 9</b>                    | <b>39,517,870</b> | <b>8,615,889</b>  | <b>48,133,759</b>           | <b>9,640,011</b>      | <b>57,773,770</b>          | <b>56,420,994</b>          |

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

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2025

**Schedule 3**

|   | <b>2025 Amended<br/>Annual Budget</b> | <b>2024 Amended<br/>Annual Budget</b> |
|---|---------------------------------------|---------------------------------------|
|   | \$                                    | \$                                    |
| <b>Revenues</b>                                 |                                       |                                       |
| Provincial Grants                               |                                       |                                       |
| Ministry of Education and Child Care            | <b>7,529,623</b>                      | 7,006,480                             |
| Other Revenue                                   | <b>918,888</b>                        | 896,309                               |
| Investment Income                               |                                       | 2,000                                 |
| <b>Total Revenue</b>                            | <b>8,448,511</b>                      | 7,904,789                             |
| <b>Expenses</b>                                 |                                       |                                       |
| Instruction                                     | <b>8,124,269</b>                      | 7,563,797                             |
| Operations and Maintenance                      | <b>285,789</b>                        | 305,083                               |
| Transportation and Housing                      | <b>38,453</b>                         | 35,909                                |
| <b>Total Expense</b>                            | <b>8,448,511</b>                      | 7,904,789                             |
| <b>Budgeted Surplus (Deficit), for the year</b> | <b>-</b>                              | <b>-</b>                              |

# School District No. 59 (Peace River South)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

|  | Annual<br>Facility<br>Grant | Learning<br>Improvement<br>Fund | School<br>Generated<br>Funds | Strong<br>Start | Ready,<br>Set,<br>Learn | OLEP      | CommunityLINK | Classroom<br>Enhancement<br>Fund - Overhead | Classroom<br>Enhancement<br>Fund - Staffing |
|--|-----------------------------|---------------------------------|------------------------------|-----------------|-------------------------|-----------|---------------|---|---|
| <b>Deferred Revenue, beginning of year</b>               | \$ -                        | \$ 80,817                       | \$ 740,963                   | \$ 60,902       | 17,437                  | \$ 11,327 | \$ 80,756     | \$ -  | \$ -  |
| <b>Add:</b> Restricted Grants                            |                             |                                 |                              |                 |                         |           |               |   |   |
| Provincial Grants - Ministry of Education and Child Care | 285,789                     | 187,948                         |                              | 192,000         | 31,850                  | 100,251   | 416,681       | 327,104                                     | 3,572,233                                   |
| Other  |                             |                                 | 850,000                      |                 |                         |           |               |   |   |
| Investment Income  |                             |                                 |                              |                 |                         |           |               |   |   |
| District Entered   |                             |                                 |                              |                 |                         |           |               |   |   |
|  | 285,789                     | 187,948                         | 850,000                      | 192,000         | 31,850                  | 100,251   | 416,681       | 327,104                                     | 3,572,233                                   |
| <b>Less:</b> Allocated to Revenue                        | 285,789                     | 268,765                         | 850,000                      | 252,902         | 49,287                  | 111,578   | 497,437       | 327,104                                     | 3,572,233                                   |
| <b>Deferred Revenue, end of year</b>                     | -                           | -                               | <b>740,963</b>               | -               | -                       | -         | -             | -   | -   |
| <b>Revenues</b>  |                             |                                 |                              |                 |                         |           |               |   |   |
| Provincial Grants - Ministry of Education and Child Care | 285,789                     | 268,765                         |                              | 252,902         | 49,287                  | 111,578   | 497,437       | 327,104                                     | 3,572,233                                   |
| Other Revenue  |                             |                                 | 850,000                      |                 |                         |           |               |   |   |
|  | 285,789                     | 268,765                         | 850,000                      | 252,902         | 49,287                  | 111,578   | 497,437       | 327,104                                     | 3,572,233                                   |
| <b>Expenses</b>  |                             |                                 |                              |                 |                         |           |               |   |   |
| Salaries   |                             |                                 |                              |                 |                         |           |               |   |   |
| Teachers   |                             |                                 |                              |                 |                         | 49,487    | 45,065        | 521   | 3,003,341                                   |
| Principals and Vice Principals                           |                             |                                 |                              |                 |                         |           |               | 39,897                                      | 873   |
| Educational Assistants                                   |                             | 217,362                         |                              |                 |                         |           | 226,705       |   |   |
| Support Staff  | 88,500                      |                                 |                              | 144,226         |                         |           | 33,743        | 29,730                                      |   |
| Other Professionals                                      |                             |                                 |                              |                 | 10,752                  |           | 17,122        | 26,967                                      |   |
| Substitutes  |                             |                                 |                              |                 | 6,120                   | 5,400     |               | 184,518                                     | 8,442                                       |
|  | 88,500                      | 217,362                         | -                            | 144,226         | 16,872                  | 54,887    | 322,635       | 281,633                                     | 3,012,656                                   |
| Employee Benefits  | 18,698                      | 51,403                          |                              | 39,662          | 2,201                   | 11,270    | 84,322        | 41,823                                      | 559,577                                     |
| Services and Supplies                                    | 178,591                     |                                 | 850,000                      | 69,014          | 30,214                  | 45,421    | 90,480        | 3,648                                       |   |
|  | 285,789                     | 268,765                         | 850,000                      | 252,902         | 49,287                  | 111,578   | 497,437       | 327,104                                     | 3,572,233                                   |
| <b>Net Revenue (Expense)</b>                             | -                           | -                               | -                            | -               | -                       | -         | -             | -   | -   |

# School District No. 59 (Peace River South)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

|  | Classroom<br>Enhancement<br>Fund - Remedies | First Nation<br>Student<br>Transportation | Mental<br>Health<br>in Schools | Early Childhood<br>Education Dual<br>Credit Program | Student &<br>Family<br>Affordability | JUST<br>B4 | SEY2KT<br>(Early Years to<br>Kindergarten) | ECL<br>Early Care<br>& Learning | Feeding<br>Futures<br>Fund |
|--|---|---|--------------------------------|---|--------------------------------------|------------|--|---------------------------------|----------------------------|
| <b>Deferred Revenue, beginning of year</b>               | \$ 7,409                                    | \$ 22,749                                 | \$ 47,823                      | \$ 113,492  | \$ 136,193                           | \$ -       | \$   | \$ 43,962                       | \$ 202,208                 |
| <b>Add:</b> Restricted Grants                            |   |   |                                |   |                                      |            |  |                                 |                            |
| Provincial Grants - Ministry of Education and Child Care | 645,901                                     | 15,704                                    | 55,000                         | -   |                                      | 25,000     | 19,000                                     | 175,000                         | 516,303                    |
| Other  |   |   |                                |   |                                      |            |  |                                 |                            |
| Investment Income  |   |   |                                |   |                                      |            |  |                                 |                            |
| District Entered   |   |   |                                |   |                                      |            |  |                                 |                            |
|  | 645,901                                     | 15,704                                    | 55,000                         | -   | -                                    | 25,000     | 19,000                                     | 175,000                         | 516,303                    |
| <b>Less:</b> Allocated to Revenue                        | 653,310                                     | 38,453                                    | 102,823                        | 113,492   | 136,193                              | 25,000     | 19,000                                     | 218,962                         | 718,511                    |
| <b>Deferred Revenue, end of year</b>                     | -   | -   | -                              | -   | -                                    | -          | -  | -                               | -                          |
| <b>Revenues</b>  |   |   |                                |   |                                      |            |  |                                 |                            |
| Provincial Grants - Ministry of Education and Child Care | 653,310                                     | 38,453                                    | 102,823                        | 113,492   | 136,193                              | 25,000     | 19,000                                     | 218,962                         | 718,511                    |
| Other Revenue  |   |   |                                |   |                                      |            |  |                                 |                            |
|  | 653,310                                     | 38,453                                    | 102,823                        | 113,492   | 136,193                              | 25,000     | 19,000                                     | 218,962                         | 718,511                    |
| <b>Expenses</b>  |   |   |                                |   |                                      |            |  |                                 |                            |
| Salaries   |   |   |                                |   |                                      |            |  |                                 |                            |
| Teachers   | 40,618                                      |   |                                |   |                                      |            |  |                                 |                            |
| Principals and Vice Principals                           |   |   |                                | 15,928  |                                      |            |  | 96,338                          | 31,856                     |
| Educational Assistants                                   |   |   |                                |   |                                      |            |  |                                 | 93,370                     |
| Support Staff  |   |   |                                |   |                                      | 16,680     |  |                                 |                            |
| Other Professionals                                      |   |   |                                |   |                                      |            |  |                                 |                            |
| Substitutes  | 199,108                                     |   | 50,000                         |   |                                      |            | 4,000                                      |                                 |                            |
|  | 239,726                                     | -   | 50,000                         | 15,928  | -                                    | 16,680     | 4,000                                      | 96,338                          | 125,226                    |
| Employee Benefits  | 33,127                                      |   | 7,179                          | 3,096   |                                      | 3,900      | 819  | 19,720                          | 21,830                     |
| Services and Supplies                                    | 380,457                                     | 38,453                                    | 45,644                         | 94,468  | 136,193                              | 4,420      | 14,181                                     | 102,904                         | 571,455                    |
|  | 653,310                                     | 38,453                                    | 102,823                        | 113,492   | 136,193                              | 25,000     | 19,000                                     | 218,962                         | 718,511                    |
| <b>Net Revenue (Expense)</b>                             | -   | -   | -                              | -   | -                                    | -          | -  | -                               | -                          |

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

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

Schedule 3A

|  | Health<br>Career<br>Grants | Early<br>Learning<br>Grants | Career<br>Grants | K-12 Literacy<br>Professional<br>Learning Grant | TOTAL     |
|--|----------------------------|-----------------------------|------------------|---|-----------|
|  | \$                         | \$                          | \$               | \$  | \$        |
| <b>Deferred Revenue, beginning of year</b>               | 23,784                     | 46,329                      | 8,559            | -   | 1,644,710 |
| <b>Add:</b> Restricted Grants                            |                            |                             |                  |   |           |
| Provincial Grants - Ministry of Education and Child Care | 40,000                     |                             |                  | 238,867   | 6,844,631 |
| Other  |                            | 2,000                       | 12,000           |   | 864,000   |
| Investment Income  |                            | 2,000                       |                  |   | 2,000     |
| District Entered   |                            | -                           |                  |   | -         |
|  | 40,000                     | 4,000                       | 12,000           | 238,867   | 7,710,631 |
| <b>Less:</b> Allocated to Revenue                        | 63,784                     | 50,329                      | 18,559           | 75,000  | 8,448,511 |
| <b>Deferred Revenue, end of year</b>                     | -                          | -                           | 2,000            | 163,867   | 906,830   |
| <b>Revenues</b>  |                            |                             |                  |   |           |
| Provincial Grants - Ministry of Education and Child Care | 63,784                     | -                           | -                | 75,000  | 7,529,623 |
| Other Revenue  |                            | 50,329                      | 18,559           |   | 918,888   |
|  | 63,784                     | 50,329                      | 18,559           | 75,000  | 8,448,511 |
| <b>Expenses</b>  |                            |                             |                  |   |           |
| Salaries   |                            |                             |                  |   |           |
| Teachers   |                            |                             |                  |   | 3,139,032 |
| Principals and Vice Principals                           | 15,928                     |                             |                  |   | 200,820   |
| Educational Assistants                                   |                            |                             |                  |   | 537,437   |
| Support Staff  |                            |                             |                  |   | 312,879   |
| Other Professionals                                      |                            |                             |                  |   | 54,841    |
| Substitutes  | 8,000                      |                             |                  |   | 465,588   |
|  | 23,928                     | -                           | -                | -   | 4,710,597 |
| Employee Benefits  | 3,729                      |                             |                  |   | 902,356   |
| Services and Supplies                                    | 36,127                     | 50,329                      | 18,559           | 75,000  | 2,835,558 |
|  | 63,784                     | 50,329                      | 18,559           | 75,000  | 8,448,511 |
| <b>Net Revenue (Expense)</b>                             | -                          | -                           | -                | -   | -         |

# School District No. 59 (Peace River South)

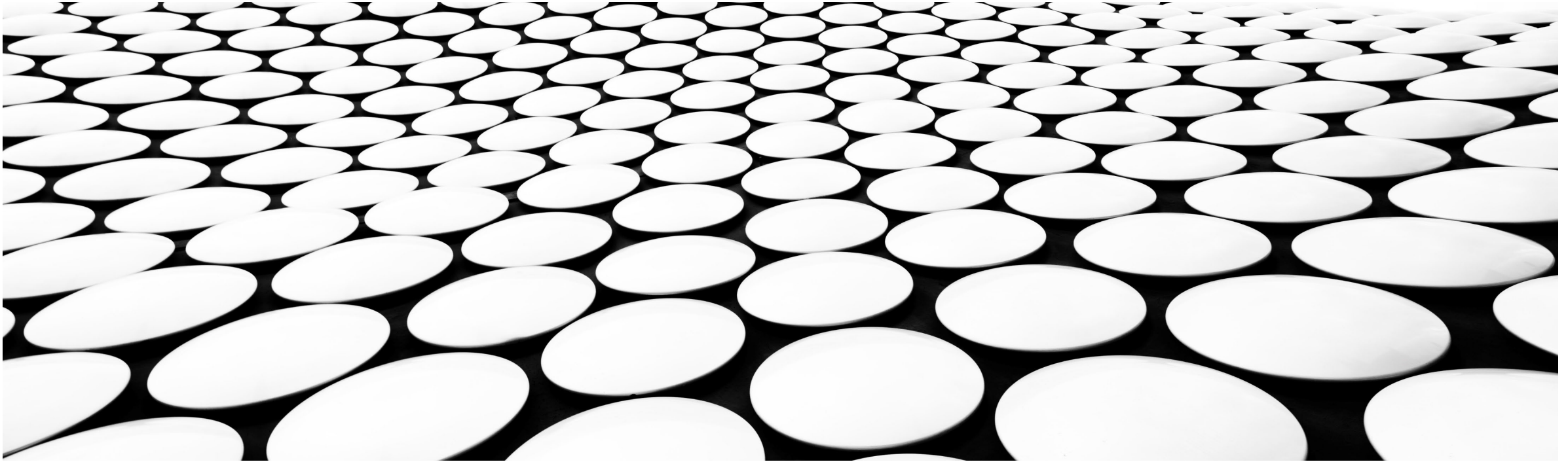
Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

|   | 2025 Amended Annual Budget          |               |                  | 2024 Amended Annual Budget |
|---|-------------------------------------|---------------|------------------|----------------------------|
|   | Invested in Tangible Capital Assets | Local Capital | Fund Balance     |                            |
|   | \$                                  | \$            | \$               | \$                         |
| <b>Revenues</b>                                 |                                     |               |                  |                            |
| Provincial Grants                               |                                     |               |                  |                            |
| Ministry of Education and Child Care            | -                                   |               | -                | 1,503,128                  |
| Other   |                                     |               | -                | -                          |
| Rentals and Leases                              |                                     | 1,000         | 1,000            | 1,000                      |
| Investment Income                               |                                     | 2,000         | 2,000            | 2,028                      |
| Amortization of Deferred Capital Revenue        | 1,757,502                           |               | 1,757,502        | 1,712,580                  |
| <b>Total Revenue</b>                            | <b>1,757,502</b>                    | <b>3,000</b>  | <b>1,760,502</b> | <b>3,218,736</b>           |
| <b>Expenses</b>                                 |                                     |               |                  |                            |
| Operations and Maintenance                      | -                                   |               | -                | 1,503,128                  |
| Amortization of Tangible Capital Assets         |                                     |               |                  |                            |
| Operations and Maintenance                      | 1,833,588                           |               | 1,833,588        | 1,564,572                  |
| Transportation and Housing                      | 472,721                             |               | 472,721          | 469,476                    |
| <b>Total Expense</b>                            | <b>2,306,309</b>                    | <b>-</b>      | <b>2,306,309</b> | <b>3,537,176</b>           |
| <b>Net Revenue (Expense)</b>                    | <b>(548,807)</b>                    | <b>3,000</b>  | <b>(545,807)</b> | <b>(318,440)</b>           |
| <b>Net Transfers (to) from other funds</b>      |                                     |               |                  |                            |
| Tangible Capital Assets Purchased               | 289,000                             |               | 289,000          | 378,483                    |
| <b>Total Net Transfers</b>                      | <b>289,000</b>                      | <b>-</b>      | <b>289,000</b>   | <b>378,483</b>             |
| <b>Other Adjustments to Fund Balances</b>       |                                     |               |                  |                            |
| Total Other Adjustments to Fund Balances        | -                                   | -             | -                | -                          |
| <b>Budgeted Surplus (Deficit), for the year</b> | <b>(259,807)</b>                    | <b>3,000</b>  | <b>(256,807)</b> | <b>60,043</b>              |





# 2025-2026 BUDGET – DRAFT 1

MARCH 12, 2025 BOARD MEETING - OPEN

# PROCESS

## 2025-2026 Budget Process - BOARD APPROVED - September 25, 2024

|   |   |                       |
|---|---|-----------------------|
| 25-Sep Board Meeting  | Process Draft & Approval                                |                       |
| 26-Sep Media Release  |   |                       |
| 23-Oct Board Meeting  |   |                       |
| 30-Oct Student Symposium  | TBD   | ENGAGEMENT            |
| 27-Nov Board Meeting  | Student Symposium Report                                |                       |
| 18-Dec Board Meeting  |   |                       |
| 06-Jan Survey or engagement opportunity for school and wider community to provide input |   | ENGAGEMENT            |
| 22-Jan Board Meeting  |   |                       |
| <b>14-Feb Enrolment due to MOECC</b>  |   |                       |
| 19-Feb Board Meeting  | Opportunities for Focus (Operational Plans) and Draft 1 |                       |
| 12-Mar Board Meeting  | Draft 2 and Reading 1                                   |                       |
| <b>14-Mar Ministry Funding Announcement</b>   |   |                       |
| 02-Apr Special Open   | Draft 3 and Reading 2/Superintendent Recommendations    |                       |
| 02-Apr Public Consultation  | Dinner meeting  | ENGAGEMENT            |
| 09-Apr Trustee Working Session  | Clarifying questions                                    | Attach to Round table |
| 30-Apr Board Meeting  | Draft 4 and Reading 3 & Approval                        |                       |
| 01-May Media Release  |   |                       |
| 28-May Board Meeting  | 25-26 process debrief                                   |                       |



# PRINCIPLES

- Effective Resource Allocation
  - Strategic plan alignment
  - Indigenous Education Agreement alignment
  - Student/learning centered
  - Sustainable
  - Consultative
  - Diverse
  - Legislative and Ministry mandates

# STRATEGIC PLAN PRIORITY 1: STUDENT SUCCESS



## GOAL 1:

Build foundational numeracy and literacy skills in all learners and provide supports and interventions to allow for success



## GOAL 2:

Each school will create and implement its plan for students' sense of belonging and wellness by explicitly teaching social emotional learning at all levels



## GOAL 3:

Through Applied Design Skills Technology (ADST) and career education, School District No. 59 will provide opportunities for students to connect and develop skills to successfully transition into their future

## STRATEGIC PLAN PRIORITY 2: BUILDING CAPACITY



### GOAL 1:

Integrate differentiated instruction and practices, and visible learning to meet students where they are at and move them forward in their individual success



### GOAL 2:

Resource schools and departments to meet the needs of students and staff, including recruitment and retention, training, policy development, inclusion and diversity, anti-racism, truth and reconciliation, technology, and implementation of the Accessibility Act.

## STRATEGIC PLAN PRIORITY 3: COMMUNICATION



### GOAL 1:

Improve collaborative partnerships with families to strengthen academic success, relationships, and connectedness to school. Provide timely information to students and families to allow for informed decision-making



### GOAL 2:

Showcase and celebrate student learning and initiatives



### GOAL 3:

Engage with all rightsholders, stakeholders, and community partners to facilitate collaborative communication.



# BUDGET CONSULTATION

- October 2024 Student Symposium, including Board working session
- February 2025 Community-wide Survey
- Upcoming April 2025 Talking Tables Dinner Meeting



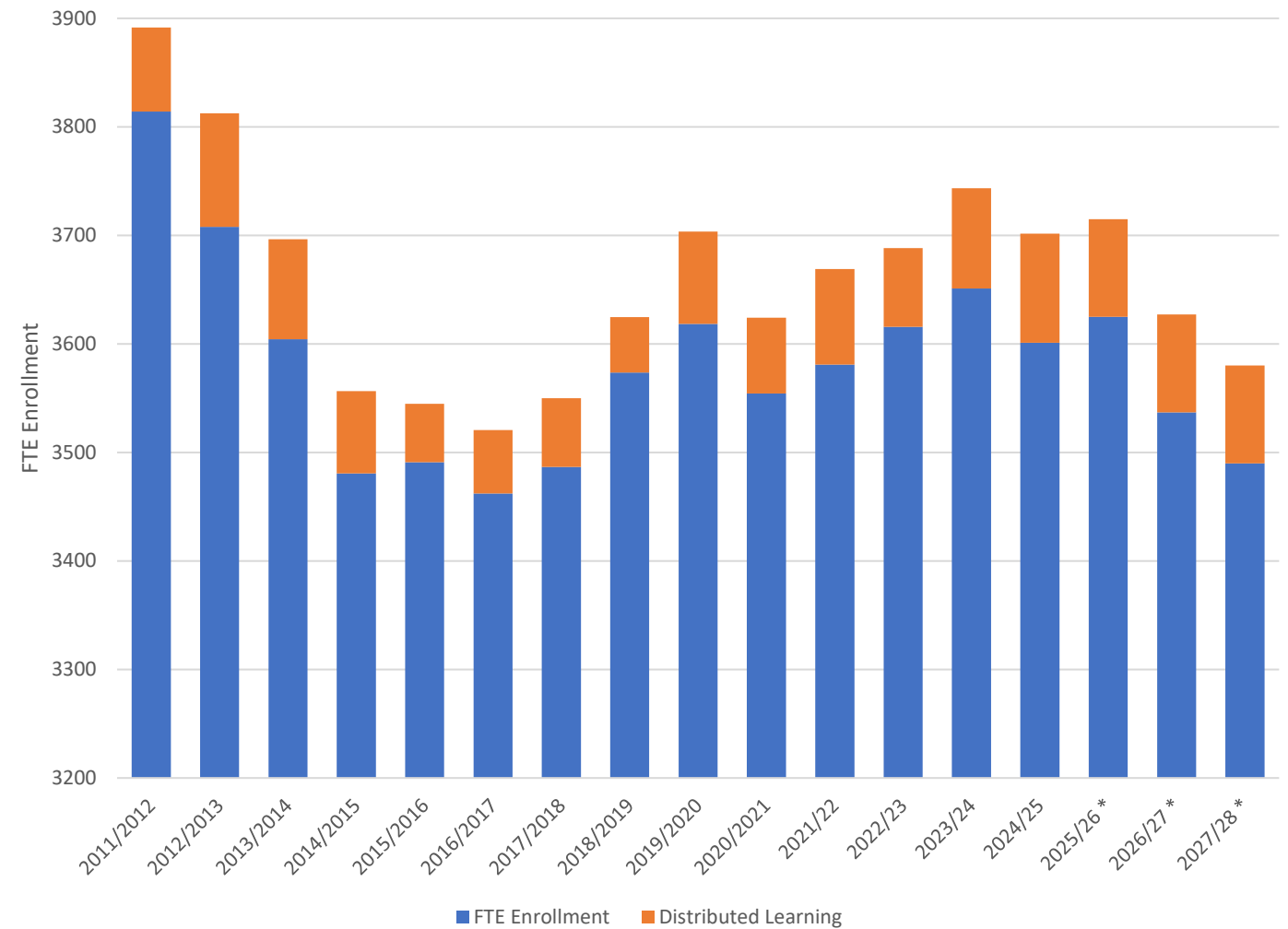
# OPPORTUNITIES FOR FOCUS

- Operational Plan – September 2024 Open Board Meeting
- How Are We Doing (HAWD) Report – February 2025 Board Working Session, March 2025 Open Board Meeting
- Early Learning Programs Presentation – February 2025 Open Board Meeting



# ENROLMENT

- Submitted February 14, 2025
- 20+ student FTE increase
- Monitor between now and budget approval
- Monitor between now and September



|   | 2024/25 Interim   | 2025/26           |                   | 2026/27           |                   | 2027/28           |                   |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|   | Base              | District          | Ministry*         | District          | Ministry*         | District          | Ministry*         |
| <b>July Enrolment Count</b>   |                   |                   |                   |                   |                   |                   |                   |
| Summer Learning: Grades 1-7 Headcount Enrolment   | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| Summer Learning: Grades 8-9 Course Enrolment  | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| Summer Learning: Grades 10-12 Course Enrolment  | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| Grade 8 & 9 Cross-Enrolment Courses   | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| <b>September Enrolment Count - School-Age Basic Allocation</b>  |                   |                   |                   |                   |                   |                   |                   |
| K-12 Standard (Regular) Schools FTE (School-Age)  | 3,600.6875        | 3,624.7110        | 3,550.2876        | 3,537.2370        | 3,492.1338        | 3,489.7620        | 3,379.7032        |
| Continuing Education FTE (School-Age)   | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Alternate Schools FTE (School-Age)  | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Online Learning FTE (School-Age)  | 42.6250           | 40.0000           | 42.6250           | 40.0000           | 42.6250           | 40.0000           | 42.6250           |
| <b>Total Estimated School-Age Enrolment</b>   | <b>3,643.3125</b> | <b>3,664.7110</b> | <b>3,592.9126</b> | <b>3,577.2370</b> | <b>3,534.7588</b> | <b>3,529.7620</b> | <b>3,422.3282</b> |
| <b>Change from Previous Year</b>  |                   | <b>21.3985</b>    | <b>-50.3999</b>   | <b>-87.4740</b>   | <b>-58.1538</b>   | <b>-47.4750</b>   | <b>-112.4306</b>  |
| <b>September Enrolment Count - Unique Student Needs</b>   |                   |                   |                   |                   |                   |                   |                   |
| Level 1 Inclusive Education Headcount   | 3                 | 3                 | 3                 | 3                 | 3                 | 3                 | 3                 |
| Level 2 Inclusive Education Headcount   | 194               | 195               | 215               | 200               | 239               | 205               | 265               |
| Level 3 Inclusive Education Headcount   | 111               | 112               | 114               | 115               | 118               | 120               | 122               |
| English Language Learning Headcount   | 161               | 170               | 181               | 176               | 203               | 185               | 228               |
| Indigenous Education Headcount  | 1,153             | 1,170             | 1,154             | 1,172             | 1,155             | 1,174             | 1,156             |
| Adult Education FTE (Non-Graduates only)  | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| <b>February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees</b> |                   |                   |                   |                   |                   |                   |                   |
| Continuing Education FTE - School-Age   | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Continuing Education FTE - Non-Graduate Adults  | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Online Learning FTE K-Grade 9 (School-Age)  | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Online Learning FTE Grades 10-12 (School-Age)   | 22.0000           | 20.0000           | 22.0000           | 20.0000           | 22.0000           | 20.0000           | 22.0000           |
| Online Learning FTE - Non-Graduate Adults   | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Level 1 Inclusive Education Headcount Growth (All Schools)  | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| Level 2 Inclusive Education Headcount Growth (All Schools)  | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| Level 3 Inclusive Education Headcount Growth (All Schools)  | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| Newcomer Refugees FTE (Standard & Alternate only)   | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| ELL Headcount (applies to Newcomer Refugees only)   | 0                 |                   | 0                 |                   | 0                 |                   | 0                 |
| <b>May Enrolment Count - Continuing Education and Online Learning</b>   |                   |                   |                   |                   |                   |                   |                   |
| Continuing Education FTE - School-Age   | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Continuing Education FTE - Non-Graduate Adults  | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Online Learning FTE K-Grade 9 (School-Age)  | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |
| Online Learning FTE Grades 10-12 (School-Age)   | 36.0000           | 30.0000           | 36.0000           | 30.0000           | 36.0000           | 30.0000           | 36.0000           |
| Online Learning FTE - Non-Graduate Adults   | 0.0000            |                   | 0.0000            |                   | 0.0000            |                   | 0.0000            |



## REVENUE - OPERATING

- Revenues are estimated for 2025-2026
- Operating Grant – assumes no increase in funding unit rates
  - Funding announcement: March 13<sup>th</sup>
  - Reflects enrolment submission
- Large 24-25 and 25-26 capital project expenses will reduce cash balances resulting in lower Interest
- Assumes 0% wages increases resulting in \$0 labour settlement funding

|                      |   | 2024-2025<br>Amended | 2025-2026<br>Preliminary | 2024-2025<br>Carry<br>Forwards | 2025-2026<br>Preliminary | Total Change   |
|----------------------|---|----------------------|--------------------------|--------------------------------|--------------------------|----------------|
| <b>Funded FTE</b>    |   | 3,643                | 3,665                    |                                | 3,665                    | 21             |
|                      | Operating Grant                           | 53,266,050           | 53,437,270               |                                | 53,437,270               | 171,220        |
|                      | LEA Recovery                              | -1,204,517           | -1,204,517               |                                | -1,204,517               | 0              |
|                      | Pay Equity                                | 944,395              | 944,395                  | ▼                              | 944,395                  | 0              |
|                      | Student Transportation Fund               | 441,458              | 441,458                  | ▼                              | 441,458                  | 0              |
|                      | FSA Scorer Grant                          | 8,187                | 8,187                    | ▼                              | 8,187                    | 0              |
|                      | Labour Settlement Funding                 | 528,087              | 0                        | ▼                              | 0                        | -528,087       |
|                      | Just B4                                   | 12,000               | 12,000                   | ▼                              | 12,000                   | 0              |
|                      | Recruitment Incentives                    | 30,000               | 70,000                   | ▼                              | 70,000                   | 40,000         |
|                      | Provincial Grants Other                   | 204,594              | 204,594                  | ▼                              | 204,594                  | 0              |
|                      | SkilledTradesBC - Careers Grants          | 56,800               | 56,800                   | ▼                              | 56,800                   | 0              |
|                      | Tuition                                   | 54,692               | 54,692                   | ▼                              | 54,692                   | 0              |
|                      | Funding from First Nations                | 1,204,517            | 1,204,517                |                                | 1,204,517                | 0              |
|                      | Miscellaneous                             | 20,000               | 20,000                   | ▼                              | 20,000                   | 0              |
|                      | Bussing - Private and Independent Schools | 51,500               | 51,500                   | ▼                              | 51,500                   | 0              |
|                      | Child Care Revenue (Just Before)          | 9,500                | 9,500                    | ▼                              | 9,500                    | 0              |
|                      | French Camp (Gwillam)                     | 4,000                | 4,000                    | ▼                              | 4,000                    | 0              |
|                      | Rentals & Leases                          | 180,000              | 180,000                  | ▼                              | 180,000                  | 0              |
|                      | Investment Income                         | 767,699              | 575,000                  | ▼                              | 575,000                  | -192,699       |
|                      | Surplus - Capital Projects                | 0                    | 0                        | 1,700,000 ▼                    | 1,700,000                | 1,700,000      |
|                      | Surplus - District                        | 514,739              | 0                        | 375,000 ▼                      | 375,000                  | -139,739       |
|                      | Surplus - Schools                         | 709,326              | 0                        | 125,000 ▼                      | 125,000                  | -584,326       |
| <b>Total Revenue</b> |   | <b>57,803,027</b>    | <b>56,069,396</b>        | <b>2,200,000</b>               | <b>58,269,396</b>        | <b>466,369</b> |

# EXPENSES - OPERATING

- Schools have completed their school organizations
  - Number of classes/divisions and blocks to determine teachers
  - Enrolling and non-enrolling ratios using restored language met
  - Inclusion students identified and allocated
  - Administration allocated
  - Services and supplies allocated
- Department budgets to come
- Projects/Initiatives beyond annual operating costs to come

# SURPLUS - OPERATING

- Not projected in any detail yet
- Schools monitor their budgets in April, May, June for room to spend
- Monitor these months for spending patterns
- Generally speaking, the district carries school and department surpluses at year end to use for balancing the following year
- Allocations to schools and departments were more conservative in 24-25 and may result in lower carry forwards
- Draft 1 reflects 50% of the carry forwards in 24-25 or \$500,000, not 1,000,000
- In 25-26 Crescent Park Expansion project will be completed for which the Board will spent up to \$1.7m of its surplus on the project

|  |                  |
|--|------------------|
| School Surplus   | 709,326          |
| District Surplus   | 750,000          |
| Indigenous Education Carry Forward                           | 67,822           |
| Crescent Park Capital Expansion                              | 1,700,000        |
| Service Improvement Allocation                               | 17,031           |
| Art Starts Grant   | 12,000           |
| Add: WebEx Funding Received 23-24 for 24-25                  | 50,000           |
| Add: Integrated Child & Youth (ICY) Received 23-24 for 24-25 | 146,318          |
| Less: Unallocated Operating Grant                            | -268,689         |
| Less: Capital  | -1,700,000       |
| <b>Total Operating</b>                                       | <b>1,483,808</b> |

# 2024-2025 USE OF SURPLUS

# SCENARIO 1

- Assumes
- Status quo services
- Less previous year surplus
- Increases or reduces teaching staff according to enrolment changes
- Uses surplus to balance
- Maintains services

| Scenario 1                               | 2024-2025<br>Amended at<br>March 12,<br>2025 | 2025-2026  | 2026-2027  | 2027-2028  |
|--|--|------------|------------|------------|
|  |  |            |            |            |
| Enrolment                                | 3,643  | 3,665      | 3,577      | 3,530      |
| Total Revenue Estimate                   | 56,578,962                                   | 56,069,396 | 55,644,990 | 55,220,219 |
| Total Expense Estimate                   | 57,773,770                                   | 56,417,867 | 55,855,087 | 55,554,511 |
| Capital Assets Purchased from Operating  | 289,000                                      | 1,850,000  | 150,000    | 150,000    |
| Surplus/(Deficit) Before Use of Reserve  | -1,483,808                                   | -2,198,471 | -360,097   | -484,292   |
| Use of Reserve                           | 1,483,808                                    | 2,198,471  | 360,097    | 484,292    |
| Balance                                  | -  | 0          | 0 -        | 0          |
| Use of Reserve                           |  |            |            |            |
| Internally Restricted to Balance         |  |            |            |            |
| District                                 | 774,482                                      | 2,198,471  | 360,097    | 484,292    |
| Schools                                  | 709,326                                      |            |            |            |
| Total Internally Restricted              | 1,483,808                                    | 2,198,471  | 360,097    | 484,292    |
| Opening Reserve Available for Future Use | 8,806,098                                    | 7,322,290  | 5,123,819  | 4,763,722  |
| Reserve Available for Future Use         | 7,322,290                                    | 5,123,819  | 4,763,722  | 4,279,430  |



## SCENARIO 2

- Assumes
- Services are reduced due to structural deficit
- Increases or reduces teaching staff according to enrolment changes
- Uses no surplus to balance
- Maintains reserves

| Scenario 2                               | 2024-2025<br>Amended at<br>March 12,<br>2025 | 2025-2026  | 2026-2027  | 2027-2028  |
|--|--|------------|------------|------------|
|  |  |            |            |            |
| Enrolment                                | 3,643  | 3,665      | 3,577      | 3,530      |
| Total Revenue Estimate                   | 56,578,962                                   | 56,069,396 | 55,644,990 | 55,220,219 |
| Total Expense Estimate                   | 57,773,770                                   | 54,219,396 | 55,494,990 | 55,070,219 |
| Capital Assets Purchased from Operating  | 289,000                                      | 1,850,000  | 150,000    | 150,000    |
| Surplus/(Deficit) Before Use of Reserve  | -1,483,808                                   | 0          | 0          | -0         |
| Use of Reserve                           | 1,483,808                                    | -          | -          | -          |
| Balance                                  | -  | 0          | 0 -        | 0          |
| Use of Reserve                           |  |            |            |            |
| Internally Restricted to Balance         |  |            |            |            |
| District                                 | 774,482                                      | -          | -          | -          |
| Schools                                  | 709,326                                      |            |            |            |
| Total Internally Restricted              | 1,483,808                                    | -          | -          | -          |
| Opening Reserve Available for Future Use | 8,806,098                                    | 7,322,290  | 7,322,290  | 7,322,290  |
| Reserve Available for Future Use         | 7,322,290                                    | 7,322,290  | 7,322,290  | 7,322,290  |

# BYLAW 1 – OPERATING

- Uses Scenario 1 Total Expense Estimated expenditures \$56,417,867
- Uses Scenario 1 Capital Assets Purchased from Operating \$1,850,000
  - Includes Board's contribution to Crescent Park Expansion
- Will change by April 2 for 2<sup>nd</sup> reading as the budget is built

# BYLAW 1 – SPECIAL PURPOSE

|   | 2025-2026        |
|---|------------------|
| <b>Ministry of Education Grants</b>           |                  |
| Annual Facility Grant                         | 285,789          |
| Learning Improvement Fund                     | 187,948          |
| StrongStart                                   | 192,000          |
| Ready Set Learn                               | 31,850           |
| French Language                               | 111,578          |
| Community Links                               | 416,681          |
| Mental Health in Schools                      | 55,000           |
| First Nation Student Transportation           | 15,704           |
| Classroom Enhancement Fund                    | 4,149,337        |
| Early Childhood Education Dual Credit Program | 0                |
| Student & Family Affordability Fund           | 0                |
| Just B4                                       | 25,000           |
| Early Care & Learning Grant                   | 175,000          |
| Feeding Futures                               | 516,303          |
| Health Careers Grants                         | 15,000           |
| Health Care Experiential Learning             | 0                |
| SEY2K (Early Years to Kindergarten)           | 19,000           |
| <b>Other Special Purpose Funds</b>            |                  |
| Work Experience Enhancement                   | 0                |
| School Generated Funds                        | 850,000          |
| Early Learning Funds                          | 4,000            |
| Career Grants                                 | 12,000           |
| <b>Total</b>                                  | <b>7,062,190</b> |

# CAPITAL

- Projects anticipated for funding
  - Crescent Park Expansion Project – Ministry Funded \$ 3,500,000
  - *Crescent Park Expansion Project – Board Funded* \$ 1,700,000
  - Minor Capital Announcement TBA \$1,500,000
  - Annual Facilities Grant \$1,540,827
  - *Assets Purchase from Operating – Vehicles & Equip* \$ 150,000
  - Total \$8,390,827
- However
- The capital expenditures do not appear on the capital budget; will be detailed on financial statements
- 2025/2026 Capital announcement not yet received

# BYLAW 1 - CAPITAL

- Amortization expense is the only cost associated in the budget bylaw for capital for SD59
- Estimated to be \$2,534,548
- Increase over 2024-2025 due to expenditures on large capital projects adding to the asset pool and the half-year amortization rule

# BYLAW READING 1

THAT the Board of Education of School District No. 59 (Peace River South) Annual Budget Bylaw for the fiscal year 2025-2026 showing the estimated revenues and expenditures and the total budget bylaw amount of \$67,864,605 for the 2025-2026 fiscal year be read a first time.

| Budget Bylaw                                  | Reading 1  |
|---|------------|
| Operating - Total Expense                     | 56,417,867 |
| Operating - Tangible Capital Assets Purchased | 1,850,000  |
| Special Purpose Funds - Total Expense         | 7,062,190  |
| Capital Fund - Total Expense                  | 2,534,548  |
| Budget Bylaw                                  | 67,864,605 |

## KEY DATES

|                  |   |
|------------------|---|
| 14 Feb.          | Enrolment submission  |
| 28 Feb.          | School budgets complete   |
| 12 Mar.          | Draft 1 / First Reading of the budget bylaw   |
| 13 Mar.          | Ministry funding announcement   |
| 2 Apr.           | Draft 2 / Second Reading of the budget bylaw moved and seconded and open for feedback |
| 2 Apr.           | Community consultation dinner   |
| 2 Apr. – 30 Apr. | Public feedback period  |
| 30 Apr.          | Draft 3 / Second and Third and Final Reading of the budget bylaw                      |
| 30 Apr.          | BUDGET IS APROVED   |



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

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March 12, 2025

Board of Education

### **RE: Capital Projects Update**

#### Crescent Park Elementary School Expansion Project

Since February 14, 2025 the following have occurred:

- February 24, 2025
  - Fort Modular, Force Engineering and SD59 project team met to discuss project timelines, building permits and interior finishes.
- February 26, 2025
  - Consultants meeting with Fort Modular, Force Engineering, Davis Engineering, TWS Engineering and SD59 to discuss and finalize structural, mechanical and electrical details in preparation for manufacturing.

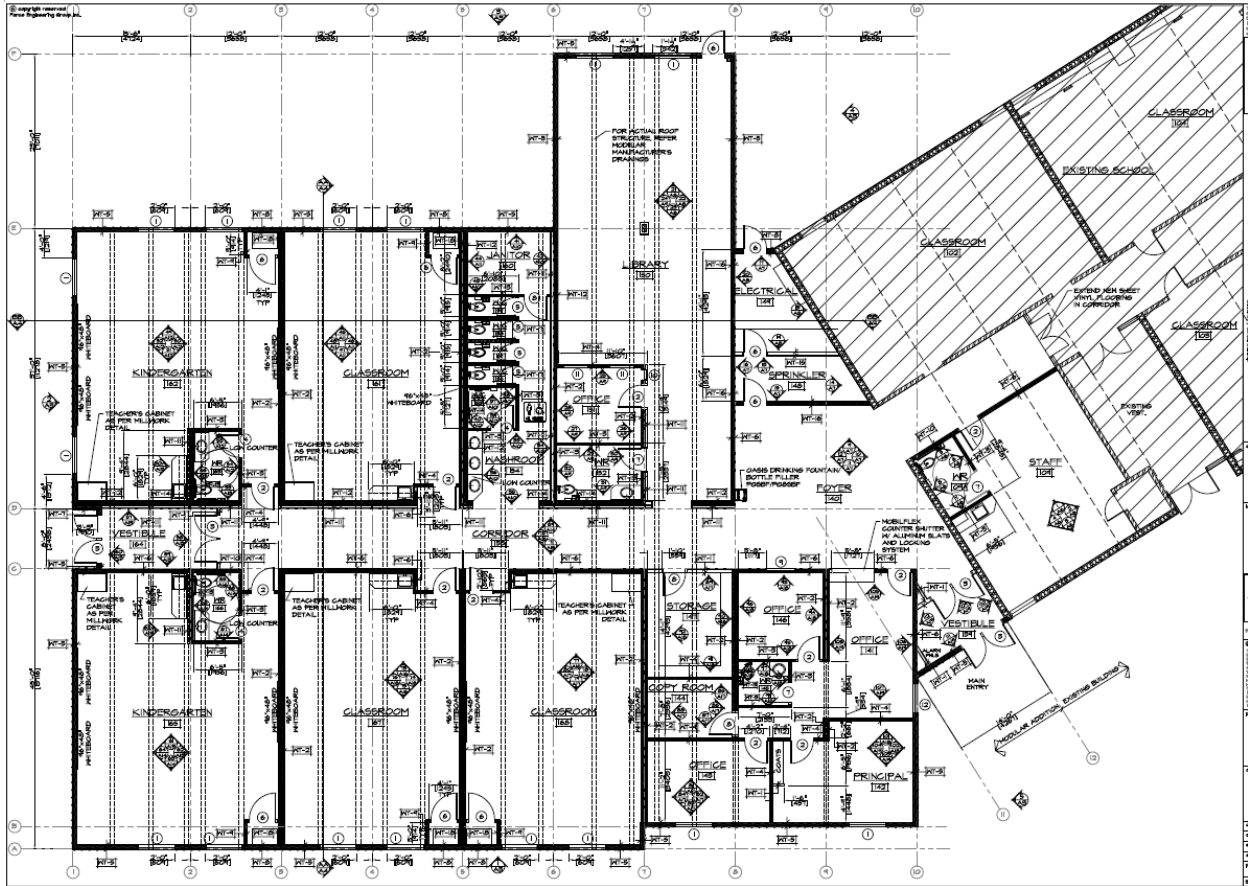
The project budget is:

|                              |                  |
|------------------------------|------------------|
| Ministry funding             | \$5,000,000      |
| Ministry contingency funding | 2,500,000        |
| Board Contribution           | <u>1,700,000</u> |
| Total                        | \$9,200,000      |

|                |            |
|----------------|------------|
| Spent to date: | \$ 186,953 |
|----------------|------------|







ChildCareBC New Spaces – Dawson Creek & Tumbler Ridge

Nil report. The architect continues to wait for the modular build estimates for both centres. The Secretary-Treasurer has escalated the timeline concern with the architect. The budget remains unchanged from February 19, 2025.



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

March 12, 2025

Board of Education

### **RE: Secretary-Treasurer's Report for March 2025**

The purpose of this memo is to keep the Board apprised of some of the activities of the Secretary-Treasurer to March 7, 2025.

The focus this month has been gathering information and performing analysis in the preparation of the 2025-2026 preliminary budget.

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

- BCASBO Zone Meeting
- Crescent Park Client Meetings Fort Modular
- Management meeting
- Benefits Renewal Meeting with Benefits Consultant
- Joint Use Agreement Renewal Meeting with Village of Pouce Coupe staff
- SD59 Technology Planning Working Group meeting
- Ministry of Education and Child Care Partner Liaison Meeting with Chairs, Superintendents and Secretary-Treasurers
- Weekly meetings with each of the Finance Manager, the Director of Operations and Technology Systems Manager
- Weekly meetings with Superintendent re 2025-2026 budget
- Weekly stand-up meetings with Finance Team
- Weekly Senior Leadership Team meetings

### **Facilities**

#### TRSS Air Quality

On January 27, 2025 TRSS reported an air quality concern citing an elevated level of mould in the school's air. School District 59 maintenance team inspected TRSS school for mould and potential sources of mould but found nothing. Halo Enterprises Inc. was contracted to test the air in the school for mould. On February 17, 2025 eleven air samples were taken from various locations in the school and sent to a lab for analysis. The air sample results were well within the acceptable limits for mould. A copy of the air quality report was forwarded to the TRSS Principal to share with

school staff and district staff confirm this information will be shared with staff on March 12 at the staff meeting and will be shared with parents at the upcoming PAC meeting.

## Retirement

We congratulate Wes Olsen, Electronics Foreman, on his well-deserved retirement at month end. The maintenance team will celebrate with a lunch and many best wishes for a long and happy retirement. Thank you Wes!

## Finance

A huge thank you to the Finance team, and in particular Finance Manager Lauralee Cooper, for timely issuance of T4's, always a huge project for any payroll department.

Kim Morris  
Secretary-Treasurer/CFO

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*11600-7<sup>th</sup> Street,  
Dawson Creek, B.C. V1G 4R8  
Phone: (250) 782-8571 Fax: (250) 782-3204  
www.sd59.bc.ca*

[ 2 ]



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

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DATE: March 12, 2025

CHAIR: Roxanne Gulick

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### **Policy for Discussion:**

### **Policy for Circulation:**

- 4585 – Media in Schools (2013) – feedback accepted until April 4, 2025

### **Policy for Adoption:**

### **Policy/Regulation Under Review:**

- 4660 - Retention and Destruction of Records (2000)
- 4180 – Grading Practices ( 2013) - review to make sure it aligns with reporting order and includes a section on fair assessment

### **Policy/Regulation for Repeal:**

### **Regulations for Board Information:**