



## **PUBLIC BOARD MEETING**

The Board of Education of School District No. 59 (Peace River South) will be holding its Public Board Meeting on Wednesday, November 27, 2024 starting at 1:00 pm at the School Board Office (11600 7 Street, Dawson Creek, BC).

Anyone wishing to attend the public board meeting may do so in person or via Zoom. Individuals must pre-register by noon (12 pm) on Tuesday, November 26, 2024 to receive the Zoom link.

Please contact Richell Schwartz to register for the meeting:

Phone: 250-782-8571, ext. 217

Email: [rschwartz@sd59.bc.ca](mailto:rschwartz@sd59.bc.ca)



# School District No. 59 (Peace River South)

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## Open Board Meeting Agenda

**Date:** November 27, 2024 @ 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 November 27, 2024 Regular Board Meeting agenda as presented.*

#### 1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – October 23, 2024
- R1.2 – Excerpts Closed Meeting – October 23, 2024

#### 2. BUSINESS ARISING

#### 3. ESSENTIAL ITEMS

#### 4. PRESENTATIONS

#### 5. CORRESPONDENCE

- R5.1 – From: Union of BC Indian Chiefs re: UBCIC Resolution 2024-57 “Provincial MMIWG2S+ Anti-Violence Curriculum”
- R5.2 – To: Pouce Coupe Council (Mayor Veach) re: feedback of draft Official Community Plan

**Recommended Motion:** *That the Board of Education of School District No. 59 (Peace River South) receive the correspondence.*

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

- R6.1 – School/Student News
- R6.2 – Montessori Program Review

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

- R7.1 – Appointment of Auditors

**Recommended Motion:** *THAT the Board of Education of School District No. 59 (Peace River South) extend the audit contract of Sander Rose Bone Grindle LLP to March 31, 2027.*

- R7.2 - Monthly Financial Report
- R7.3 – 2024-2025 Budget Change Report
- R7.4 - Secretary Treasurer Report – November 2024
- R7.5 – Capital Projects Report
- R7.6 – Student Symposium Report

#### 8. TRUSTEE ITEM

- R8.1 – BCSTA Update – R. Gulick
- R8.2 – Trustee Code of Conduct – C. Anderson

#### 9. COMMITTEE REPORTS

- R9.1 - Indigenous Education Councils



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

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### R9.2 - Policy Committee

- 4270 Policy/Regulation District Scholarship Awards
- 4330 Policy/Regulation Dismissal of Students

**RECOMMENDED MOTION:** *THAT, the Board circulate the following policies for feedback for a minimum of 30 days:*

- 4270 Policy/Regulation District Scholarship Awards
- 4330 Policy/Regulation Dismissal of Students

### 10. DIARY

### 11. QUESTION PERIOD

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

### 12. FUTURE BUSINESS / EVENTS

R12.1 – Open Board Meeting – December 18, 2024

### ADJOURNMENT

**RECOMMENDED MOTION:** *THAT the Regular Board Meeting of November 27, 2024 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: October 23, 2024 – 1:00 PM

PLACE: Little Prairie Elementary School – Chetwynd, 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 – 1:04 PM

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

### APPROVAL OF AGENDA

Additions: Nil

Deletions: Nil

(2024-10-004)

MOVED/SECONDED – Hillton/Gulick

THAT the Board of Education of School District No. 59 (Peace River South) approve the October 23, 2024 Regular Meeting agenda as presented.

CARRIED



## 1.0 ITEMS FOR ADOPTION

### R1.1 Regular Board Meeting Minutes – September 25, 2024

The Chair asked for any corrections to the minutes.

(2024-10-005)

The Chair declared the minutes of the open meeting September 25, 2024 approved as presented.

### R1.2 Excerpts of Closed Board Meeting – September 25, 2024

(2024-10-006)

The Chair declared the excerpts of the closed board meeting September 25, 2024 approved as presented.

## 2.0 BUSINESS ARISING

## 3.0 ESSENTIAL ITEMS

## 4.0 PRESENTATIONS

### R4.1 Student Voice Presentation - CSS

Students, Laila Gentry and Mara Mamic from Chetwynd Senior Secondary presented to the Board of Education about Student Voice. The students talked about the SOAR process they did last year to assist in providing the *students' voice* in developing the new strategic plan. The students also discussed how Student Voice would like to expand to include elementary students in the group as well.

## 5.0 CORRESPONDENCE

R5.1 – From: Ministry of Education and Child Care – Thank-you re: updating Trustee Code of Conduct

(2024-10-007)

MOVED/SECONDED – Hillton/Gulick

That the Board of Education of School District No. 59 (Peace River South) accept the September 6, 2024 letter from the Ministry of Education and Child Care as received.

CARRIED

R5.2 – To: Bernier-Invitation to meet with Board of Education – K-12 Education

R5.3 – To: Bigsby-Invitation to meet with Board of Education – K-12 Education

R5.4 – To: Neufeld-Invitation to meet with Board of Education – K-12 Education

(2024-10-008)

MOVED/SECONDED – Gulick/Mounsey

That the Board of Education of School District No. 59 (Peace River South) accept the invitations to local candidates as received.

CARRIED

R5.5 – CC: Ministry of Education and Child Care to District of Tumbler Ridge – Incentives for Rural and Remote School Districts

(2024-10-009)

MOVED/SECONDED – Hillton/Schurmann

That the Board of Education of School District No. 59 (Peace River South) accept the carbon copy of the October 2, 2024 letter sent to the District of Tumbler Ridge from the Ministry of Education and Child Care as received.

CARRIED

R5.6 – From: Village of Pouce Coupe – Official Community Plan

(2024-10-010)

MOVED/SECONDED – Gulick/Schurman

That the Board of Education of School District No. 59 (Peace River South) move for discussion the email dated October 9, 2024 from the Village of Pouce Coupe requesting feedback on its Official Community Plan.

CARRIED

Areas brought forward by the trustees included mention of use of the school/district, school buses, and expansion of daycare and after school care.

(2024-10-011)

MOVED/SECONDED – Hillton/Schurmann

That the Board Chair to reply to the request for feedback on behalf of the Board of Education of School District No. 59 (Peace River South) addressing the areas listed in the draft Official Community Plan that are under the direction of the School District.

CARRIED

6.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R6.1 School/Student News

The Superintendent reported school/student news:

- South Peace Elementary students are learning about poems. The students created an acrostic poem about October.
- Moberly Lake Elementary enjoyed a pizza party!
- Schools throughout the district recognized Truth and Reconciliation Day and Orange Shirt Day.
- McLeod Elementary held a successful meet the teacher night where staff hosted a BBQ for all families.
- Many schools (both elementary and secondary) partnered with BC Elections and held their own mock vote. The results mirrored the provincial election.
- Canalta Elementary participated in team building activities. The school is excited to have three student teachers. The primary students are doing theme work in literacy and the intermediate students enjoyed a fall field trip to Swan Lake.
- Chetwynd Secondary School students made new mural made out of cloth which was unveiled at the school's Truth and Reconciliation assembly.
- High schools are hosting post-secondary institution fairs.

- Dawson Creek Secondary School – Central Campus had over 100 students in grades 8 & 9 come out for the school's volleyball teams.
- Ecole Frank Ross administrators joined in on some fundraising. The students had a great time taping Mrs. Haugen (aka Spiderwoman) to the wall and dying Mr. Henry's hair pink!
- The Student Representative Club (SRC) at Don Titus Montessori hosted a Friendship Soup on the Friday before Thanksgiving. The SRC also hosted a leaf pile contest for all classes. Students were given a designated area to collect leaves from and then had 20 minutes to build the biggest pile they could.

#### R6.2 erase (Expect Respect and Safe Education) website

The Ministry of Education and Child Care has refreshed the [Expect Respect and a Safe Education \(erase\) website](#). The new website features a streamlined design with improved access to information and resources for students, adults, and school staff.

#### R6.3 Jackson Award Arbitration

In 2019, Arbitrator Marguerite Jackson issued an award finding that references to special education designation categories in restored teacher collective agreement language held the meanings attributed to them at the time the language was removed. The Jackson Award particularly impacted current designation categories G and Q (formerly G and J, respectively).

The District reviewed students with designation of Category Q and G to determine if they met the language from 1995 to determine if they should be included in remedy as part of the review.

### 7.0 REPORTS FROM THE SECRETARY TREASURER

#### R7.1 2023-2024 Executive Compensation Report

The 2023-2024 Executive Compensation Disclosure report was presented. The report is an annual reporting requirement and includes the compensation philosophy of the district, including labour market comparators, cash and non-cash compensation, compensation administration and accountability. The disclosure includes the executive level decision makers with compensation over \$125,000. The report is reviewed by both BCPSEA and PSEC.

(2024-10-012)

MOVED/SECONDED – Hillton/Gulick

THAT, the Board of Education of School District No. 59 (Peace River South) receive the 2023-2024 Executive Compensation Report as presented.

CARRIED

#### R7.2 Monthly Financial Report – September 2024

The Secretary Treasurer presented the monthly finance report for September 2024. As of October, budgets on a 12-month cycle should have 75% left and 10-month budgets should have 90% of their budget remaining.

#### R7.3 2024-2025 Budget Change Report

The Secretary Treasurer presented the budget change report, indicating changes from the Preliminary Budget approved in May 2024. The Secretary Treasurer noted there has been a reduction in enrolment from February projections.

R7.4 2024-2025 Final Preliminary Enrolment

Final enrolment count is 3690 FTE, an increase of 15 FTE from the preliminary report presented in the September board meeting; however, the District had overall decrease of 44.9 FTE from the projections submitted in the Annual Budget. The Secretary Treasurer stated there was a significant over projection in Kindergarten numbers for fall enrolment and a reduction in enrolment in grades 11 & 12 that attributed to the decline in enrolment.

R7.5 Secretary Treasurer Report – October 2024

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

R7.6 Capital Projects Report

Crescent Park Elementary School Expansion

The engineer is creating a rendering of the front and back of the building to share with school and community members. The engineer and Director of Operations met to discuss the retaining wall and drainage around the building.

ChildcareBC New Spaces – Tremblay & Tumbler Ridge Elementary

Both sites have been surveyed and the project team has reviewed and discussed final details of the design with the architect. Heating options were selected, and plumbing details are being reviewed by the team.

8.0 TRUSTEE ITEMS

R8.1 BCSTA Update – R. Gulick

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

The trustees and Superintendent attended the Northern Interior Branch Meeting & Leadership Series in Prince George on October 4 & 5, 2024.

*Upcoming BCSTA Events:*

BCSTA Provincial Council – October 25-26, 2024 – Vancouver (Alternate Trustee Gulick will attend)

BCSTA Academy – November 21-23, 2024 – Vancouver

A new Minister of Education will be appointed once the new cabinet is sworn in on November 18, 2024.

9.0 COMMITTEE REPORTS

R9.1 Indigenous Education Councils

Trustee Jones reported the Dawson Creek Indigenous Council focussed on community members and roles within their organizations. The Council is also preparing for the upcoming enhancement meeting.

Trustee Hillton reported the Chetwynd Indigenous Education Council reviewed the enhancement agreement and LEA's. The council was presented with the Orange Shirt Day activities and looked at grad rates from last year. LEA meetings will be held with Sauteau First Nations and West Moberly First Nations.

R9.2 Policy Committee

The Policy Committee reported it is reviewing older policies to determine if updates are required.

The following policies are being reviewed:

- 4270 – District Scholarship Awards (2000)
- 4330 – Early Dismissal of Students (1986)
- 4660 - Retention and Destruction of Records (2000)
- 4180 – Grading Practices ( 2013) - review to make sure it aligns with new reporting order and includes a section on fair assessment
- 4585 – Media in Schools (2013)

10.0 DIARY

11.0 NOTICE OF MOTION

12.0 QUESTION PERIOD

A question and answer period was provided.

13.0 FUTURE BUSINESS

R12.1 - Regular Board Meeting – November 27, 2024

ADJOURNMENT

(2024-10-013)

MOVED – Hilton

THAT, the Regular Meeting of October 23, 2024 be terminated. (2:27 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:** October 23, 2024 10:45 AM  
**PLACE:** Little Prairie Elementary School – Chetwynd, BC

The meeting was called to order at 11:13 a.m. and the following was reported:

### Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – September 25, 2024

### Business Arising

### Presentation

### Trustee Items

Items discussed and reported included:

- BCPSEA Update

### Superintendent's Reports

Items discussed and reported included:

- Personnel Matters
- Jackson Award Arbitration

### Secretary Treasurer's Reports

Items discussed and reported included:

*Nil*

Adjournment Motion @ 11:50 a.m.

CERTIFIED CORRECT:

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C. Anderson, Board Chair

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K. Morris, Secretary Treasurer



# UNION OF BC INDIAN CHIEFS

OUR LAND IS OUR FUTURE

November 5, 2024

B.C. School Boards  
Via Email Only

**RE: UBCIC Resolution 2024-57 “Provincial MMIWG2S+ Anti-Violence Curriculum”**

Dear B.C. School Boards,

We are writing with respect to Union of BC Indian Chiefs (UBCIC) Resolution 2024-57 “Provincial MMIWG2S+ Anti-Violence Curriculum” which was presented, affirmed, and endorsed unanimously at the UBCIC Annual General Assembly on September 26, 2024 (enclosed)

By Resolution 2024-57, the UBCIC Chiefs-in-Assembly call on school districts, administrators and educators to implement Call for Justice 11.1 to educate and provide awareness in all levels of education about MMIWG2S+ and the root causes of violence

For your awareness, the UBCIC Chiefs-in-Assembly also call on the Government of British Columbia to co-develop province-wide anti-violence curriculum that specifically addresses and prevents the crisis of Murdered and Missing Indigenous Women, Girls, and Two-Spirit+ people, and to work with First Nations, First Nations organizations including the First Nations Education Steering Committee and Indigenous women and violence prevention organizations, School District 58, survivors and families of MMIWG2S+ in the co-development of anti-violence MMIWG2S+ curriculum.

Please keep us updated as this work develops.

**On behalf of the UNION OF BC INDIAN CHIEFS**

Grand Chief Stewart Phillip  
President

Chief Don Tom  
Vice-President

Chief Marilyn Slett  
Secretary-Treasurer

CC: UBCIC Chiefs Council  
First Nations Education Steering Committee  
School District 58

Encl: UBCIC Resolution 2024-57

**Kamloops Office**

209 - 345 Chief Alex Thomas Way  
Kamloops, BC, V2H-1H1  
Phone: 250-828-9746  
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**Vancouver Office**

Suite 401 - 312 Main Street  
Vancouver, BC, V6A-2T2  
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Fax: 604-684-5726

# OUR LAND IS OUR FUTURE

## UNION OF BRITISH COLUMBIA INDIAN CHIEFS

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**UNION OF B.C. INDIAN CHIEFS  
56<sup>TH</sup> ANNUAL GENERAL ASSEMBLY  
SEPTEMBER 24<sup>TH</sup> – 26<sup>TH</sup>, 2024  
MUSQUEAM COMMUNITY CENTRE, X<sup>W</sup>MƏƏK<sup>W</sup>ƏYƏM (MUSQUEAM TERRITORY)**

**Resolution no. 2024-57**

**RE: Provincial MMIWG2S+ Anti-Violence Curriculum**

**WHEREAS** widespread research and reports including the National Inquiry on Missing and Murdered Indigenous Women and Girls have made concrete recommendations recognizing education as integral to the prevention of systemic gender-based violence against Indigenous women, girls and two-spirit+ people;

**WHEREAS** in 2023 School District 58 Nicola-Similkameen piloted an Indigenized version of *Kids in the Know* curriculum to educate elementary and middle school children about Murdered and Missing Indigenous Women and Girls (MMIWG) and promote safety and violence prevention;

**WHEREAS** *Kids in the Know* is the [Canadian Centre for Child Protection](https://www.cccp.ca/)'s national safety education program. The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and offline;

**WHEREAS** the Indigenized curriculum piloted by School District 58 included traditional story, traditional activities, as well as the *Kids in the Know* and MMIWG lessons. The pilot has been well-met by administrators, educators, parents and students and is an integral step in promoting a culture of health and safety for future generations throughout the province;

**WHEREAS** on June 10, 2024, administrative representatives from School District 58 reported out to the UBCIC Chiefs Council on the Indigenized *Kids in the Know* MMIWG curriculum;

**Certified copy of a resolution adopted on the 26<sup>th</sup> day of September of 2024 in Musqueam Territory**

**Grand Chief Stewart Phillip, President**

**2024-57**  
*Page 1 of 3*



**WHEREAS** the *United Nations Declaration on the Rights of Indigenous Peoples*, which the government of Canada has adopted without qualification, and has, alongside the government of B.C., passed legislation committing to implement, affirms:

**Article 7(1):** Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person;

**Article 7(2):** Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.

**Article 22(1):** Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration;

**(2):** States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination;

**WHEREAS** the MMIWG2S+ crisis is deeply rooted and spans B.C.'s urban, rural and remote communities. Given the ongoing realities of violence against Indigenous women, girls and two-spirit+ people in the province, preventative education initiatives should be expanded, formalized and adopted as curriculum within the public education system province-wide;

**WHEREAS** by UBCIC Resolutions 2023-32; 2023-10; 2022-36; and 2021-31, the UBCIC Chiefs Council has worked to address issues of missing Indigenous people and gender-based violence and to advocate for the implementation of the Calls for Justice; and

**WHEREAS** Call for Justice 11.1 calls “upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of Their Voices Will Guide Us with children and youth.”

**THEREFORE BE IT RESOLVED** the UBCIC Chiefs-in-Assembly call on the Government of British Columbia to co-develop province-wide anti-violence curriculum that specifically addresses and prevents the crisis of Murdered and Missing Indigenous Women, Girls, and Two-Spirit+;

**THEREFORE BE IT FURTHER RESOLVED** the UBCIC Chiefs-in-Assembly call on the Government of British Columbia to work with First Nations, First Nations organizations including the First Nations Education Steering Committee and Indigenous women and violence prevention

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Certified copy of a resolution adopted on the 26<sup>th</sup> day of September of 2024 in Musqueam Territory



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Grand Chief Stewart Phillip, President

organizations, School District 58, survivors and families of MMIWG2S+ in the co-development of anti-violence MMIWG2S+ curriculum; and

**THEREFORE BE IT FINALLY RESOLVED** the UBCIC Chiefs-in-Assembly call on school districts, administrators and educators to implement Call for Justice 11.1 to educate and provide awareness in all levels of education about MMIWG2S+ and the root causes of violence.

**Moved:** Judy Wilson, Osoyoos Indian Band (Proxy)  
**Seconded:** Chief Elgin Cutler, Witset First Nation  
**Disposition:** Carried  
**Date:** September 26, 2024

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Certified copy of a resolution adopted on the 26<sup>th</sup> day of September of 2024 in Musqueam Territory



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Grand Chief Stewart Phillip, President

2024-57  
Page 3 of 3



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

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

October 30, 2024

Dear Mayor Veach:

Congratulations on your draft Official Community Plan and thanks to Mr. Stavrou for sending it to School District 59 for consideration.

The Board of Education reviewed the draft and asked me to raise one concern with regard to Section 5.3, Policy 5, specifically the concept of using school buses outside of school hours as public transportation. Trustees have doubts about the practicality of that proposal.

School District 59's Transportation Policy 6070 and its regulations describe how our busing system operates, including a few exceptions that allow for certain bus riders who are not public school students (Regulation 6070.2.)

It is uncommon for district-owned buses to be used outside of school district purposes, though Regulation 6070.8 does prescribe how requests may be submitted to the board. Our policies are found at [www.sd59.bc.ca](http://www.sd59.bc.ca) under District Info / District Policies.

We remain committed to working together on areas of mutual interest as mentioned in Sections 4 and 5 of the draft OCP, such as coordinating to address future growth, preparing for emergency response, supporting recreational facilities and promoting childcare. Most directly, School District and Village staff cooperate according to our Pouce Coupe Community Centre Joint Use Agreement.

All the best of success with your work in finalizing your Official Community Plan as we both work toward building strong and well-educated communities in Pouce Coupe and Peace River South.

Sincerely,

Chad Anderson  
SD59 Board of Education, Chair



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

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November 27, 2024

School District #59 Trustees

Re: Review Process for Don Titus Montessori Program

The 2024-25 Montessori program review is in follow-up to the review completed in 2018-19; whereas, a recommendation was implemented to conduct a review of the program every five years. The intent of the review is to ensure that the Montessori program is operating in accordance with Montessori principles. As a school of choice, with a Montessori program, it is important that the Board of Education have the confidence in supporting and recognizing that the program is authentic and sustainable.

The process for review of the Montessori program will be as follows:

- Meeting with Principal and district staff to discuss the intent and process of the review;
- A rubric will be developed to measure the Essential Elements of Successful Public Montessori Schools relative to the context of the Don Titus Montessori Program. The following areas would be addressed:
  - Montessori Adults (teachers, EA's, Principal, volunteers etc.);
  - Montessori Learning Environment;
  - Family Engagement;
  - Leadership and Organizational Development;
  - Assessment.
- Meetings with Staff to provide evidence for the elements in the rubric;
- Survey for parents;
- Survey for students if deemed appropriate;
- Gathering of data and information to provide feedback and identify areas for improvement;
- District staff would provide feedback to school staff;
- Review of recommendations from 2018-19 Montessori Program Review Report:
  - a. *That the school staff create a process for annual review of the Montessori program.*
  - b. *That the staff continues to seek solutions to challenges and barriers that might impact the ability to fully implement Montessori methodology within the BC curriculum.*
  - c. *That staff hired to the school, have a commitment to gaining the Montessori qualification.*
  - d. *That the district conducts a review of the Montessori program every five years.*

Note that this review will be completed by the end of June 2025.

Christy Fennell  
Superintendent



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

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November 27, 2024

Board of Education

### **RE: Appointment of Auditor**

The current audit services contract expires in March 2025. Within the same contract is a provision for the option of a two-year extension by mutual consent.

Pursuant to Policy and Regulation 2020 Auditors and Bankers found here [5020 Auditors and Bankers.pdf](#), the Board may wish to exercise the extension or go to market by issuing an RFP/tender.

Given the service, local vendor and modest year over year price increases from the Board's current auditors, the recommendation is to extend the current auditors' contract for two years per the contract option.

### **Recommended motion:**

That the Board of Education of School District No. 59 (Peace River South) extend the audit contract of Sander Rose Bone Grindle LLP to March 31, 2027.

Kim Morris  
Secretary-Treasurer/CFO

## MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

	2024-2025 Budget (Preliminary)	2024-2025 Budget (Amended)	2024-2025 Adjustments	YTD	Available	%
6210 MOE Grant - Operating	51,803,154			11,064,015	40,739,139	79%
6290 MOE Grants - Other	1,839,912			469,402	1,370,510	74%
6410 Other Ministries	204,594			62,765	141,829	69%
6470 Non-Resident Tuition	16,250			10,934	5,316	33%
6480 Local Education Agreements	1,278,023			-	1,278,023	100%
6490 Private School Bussing	50,000			38,191	11,809	24%
6488 NEW! JustB4	9,500			1,708	7,792	82%
6489 Careers	75,000			13,562	61,438	82%
6490 Miscellaneous	54,000			7,356	46,644	86%
6495 Central Stores Recovery	-			976	-976	
6496 Resource Centre Recoveries	-			5,716	-5,716	
6500 Community Use of Facilities	180,000			77,192	102,808	57%
6601 Interest	608,169			354,375	253,794	42%
6760 Surplus Internally Restricted	750,000	2,046,853		-	2,796,853	373%
6770 Surplus Schools	250,000	459,326		-	709,326	284%
<b>GRAND TOTAL</b>	<b>57,118,602</b>	<b>2,506,179</b>	<b>-</b>	<b>12,106,192</b>	<b>47,518,589</b>	<b>83%</b>

## MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

	2024-2025 Budget (Preliminary)	2024-2025 Budget (Amended)	2024-2025 Adjustments	YTD	Available	%
<b>SALARIES</b>						
1050 Principal Vice-Principal Salaries	4,491,916			1,451,044	3,040,872	68%
1100 Teacher Salaries	18,828,964			3,720,459	15,108,505	80%
1200 Support Staff Wages	5,513,685			1,496,405	4,017,280	73%
1204 Clerical Wages	1,216,131			370,096	846,035	70%
1208 Summer Worker Student Wages	93,197			37,013	56,184	60%
1230 Education Assistant Wages	4,972,852			1,040,063	3,932,789	79%
1300 Other Professionals Wages	1,929,366			656,620	1,272,746	66%
1303 Para Educator Wages	437,355			33,462	403,893	92%
1400 Replacement Wages - Teachers	1,305,381			271,131	1,034,250	79%
1400 Replacement Wages - Maintenance & Custodial	272,717			114,986	157,731	58%
1400 Replacement Wages - Transportation	97,264			27,627	69,637	72%
1404 Replacement Wages - Clerical	0			1,938	-1,938	
1411 Recoverable Wages - Casual	0			-2,012	2,012	
1430 Replacement Wages - Ed Assistants	125,965			29,570	96,395	77%
<b>TOTAL SALARIES</b>	<b>39,284,793</b>	<b>0</b>	<b>0</b>	<b>9,248,402</b>	<b>30,036,391</b>	<b>76%</b>
<b>BENEFITS</b>						
2000 Benefits - Regular Employees	8,571,185			1,953,661	6,617,524	77%
2004 Benefits - Casual Employees	233,034			62,768	170,266	73%
<b>TOTAL BENEFITS</b>	<b>8,804,219</b>	<b>0</b>		<b>2,016,429</b>	<b>6,787,790</b>	<b>77%</b>
<b>SERVICES &amp; SUPPLIES</b>						
3100 Professional and Technical Services	0			0	0	
3101 Legal	83,000			3,339	79,661	96%
3102 Audit	20,000			-361	20,361	102%
3103 Labour Relations	5,000			0	5,000	100%
3104 Contract Services	1,529,750			494,616	1,035,134	68%
3105 Telephone	93,885			30,436	63,449	68%
3106 Photocopy	88,700			22,961	65,739	74%
3107 Postage	23,722			4,007	19,715	83%
3108 Advertising	6,600			508	6,092	92%
3300 Student Transportation	233,700			57,807	175,893	75%
3301 Bussing Contract	841,435			233,601	607,834	72%
3303 Transportation Allowance	12,500			2,111	10,389	83%
3400 Travel	175,500			44,070	131,430	75%
3405 Recruitment Travel	0			0	0	
3406 Travel - Kilometres	148,050			41,158	106,892	72%
3409 Registration Fees	84,400			24,444	59,956	71%
3410 Recruitment Incentives	59,660			40,554	19,106	32%
3415 Professional Development	15,000			9,304	5,696	38%
3499 Meals and Meal Supplies	115,054			35,996	79,058	69%
3600 Rentals & Leases	16,000			3,027	12,973	81%
3601 Equipment Rental	12,600			2,132	10,468	83%
3700 Dues/Fees/Licenses	426,734			258,882	167,852	39%
3706 Radio Licenses	4,700			0	4,700	100%
3707 Criminal Record Checks	6,000			2,099	3,901	65%
3710 Scholarships	5,000			2,000	3,000	60%
3900 Insurance	199,900			200,400	-500	0%
4124 Bank Service Charges	3,000			1,205	1,795	60%
5100 Supplies General	1,843,659			465,163	1,378,496	75%
5101 Books	150,039			39,835	110,204	73%
5102 Other Supplies	10,000			2,938	7,062	71%
5103 Non-Violent Crisis Intervention	5,000			5,129	-129	-3%
5400 Utilities - Electricity	465,000			164,298	300,702	65%
5401 Utilities - Natural Gas	410,000			51,892	358,108	87%
5402 Utilities - Propane	35,000			5,192	29,808	85%

## MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

	2024-2025 Budget (Preliminary)	2024-2025 Budget (Amended)	2024-2025 Adjustments	YTD	Available	%
5403 Vehicle Fuel	650,000			167,173	482,827	74%
5404 Utilities - Water & Sewer	160,000			39,996	120,004	75%
5405 Utilities - Garbage	60,000			21,958	38,042	63%
5406 Carbon Offsets	70,000			-22,593	92,593	132%
5407 Next Generation Network (NGN)	145,000			1,010	143,990	99%
5800 Equipment	216,000			33,624	182,376	84%
5900 Computer Replacements	450,000			46,592	403,408	90%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>8,879,588</b>	<b>0</b>		<b>2,536,503</b>	<b>6,343,085</b>	<b>71%</b>
<b>GRAND TOTAL</b>	<b>56,968,600</b>	<b>0</b>		<b>13,801,334</b>	<b>43,167,266</b>	<b>76%</b>



## MONTHLY FINANCIAL REPORT - OPERATING -OCTOBER MONTH END

	2024-2025 Budget (Preliminary)	2024-2025 Budget (Amended)	YTD	Available	%
<b>FUNCTION 1: INSTRUCTION</b>					
102 Regular (Classroom)	24,964,886		5,324,295	19,640,591	79%
103 Career Prep	414,956		167,469	247,487	60%
107 Library	499,806		99,886	399,920	80%
108 Counselling	830,190		200,336	629,854	76%
110 Inclusion	8,711,079		1,740,316	6,970,763	80%
130 ELL	135,814		22,843	112,971	83%
131 Indigenous Education	2,205,407		508,857	1,696,550	77%
141 School Administration	4,161,290		1,392,777	2,768,513	67%
162 Offshore Students	200,000		37,000	163,000	82%
<b>TOTAL INSTRUCTION</b>	<b>42,123,428</b>	<b>-</b>	<b>9,493,779</b>	<b>32,629,649</b>	<b>77%</b>
<b>FUNCTION 4: ADMINISTRATION</b>					
411 District Education Administration	607,349		244,910	362,439	60%
420 Early Learning & Child Care	-		0	0	
440 Governance	242,991		93,154	149,837	62%
441 Business Administration	1,566,248		515,957	1,050,291	67%
<b>TOTAL ADMINISTRATION</b>	<b>2,416,588</b>	<b>-</b>	<b>854,021</b>	<b>1,562,567</b>	<b>65%</b>
<b>FUNCTION 5: OPERATIONS &amp; MAINTENANCE</b>					
541 Maintenance Administration	618,288		367,588	250,700	41%
550 Maintenance & Custodial	5,523,329		1,505,541	4,017,788	73%
552 Grounds	639,106		252,502	386,604	60%
556 Utilities	1,350,000		261,685	1,088,315	81%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>8,130,723</b>	<b>-</b>	<b>2,387,316</b>	<b>5,743,407</b>	<b>71%</b>
<b>FUNCTION 7: TRANSPORTATION</b>					
741 Transportation Administration	313,130		99,393	213,737	68%
770 Student Transportation	3,984,731		966,825	3,017,906	76%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>4,297,861</b>	<b>-</b>	<b>1,066,218</b>	<b>3,231,643</b>	<b>75%</b>
<b>GRAND TOTAL</b>	<b>56,968,600</b>	<b>-</b>	<b>13,801,334</b>	<b>43,167,266</b>	<b>76%</b>

**SCHOOLS BUDGET - OPERATING & CLASSROOM ENHANCEMENT FUND (CEF) -OCTOBER MONTH END**

School	Pupil Budget Ratio	Enrolment Headcount	2023-2024 Operating Budget	Operating Budget	Expenditures										CEF Budget	Expenditures																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
					Instruction	Careers	Library	Counselling	Inclusion	ELL	Indigenous	School Admin	YTD Total	Remaining		% Rem	Instruction	Library	Counselling	Inclusion	ELL	YTD Total	Remaining	% Rem																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Canalta Elementary	9,249	254	2,452,890	2,267,624	302,486	0	809			144,612	0	0	86,136	534,043	1,733,581	76%	81,735																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						

## 2024-2025 BUDGET CHANGE REPORT - OPERATING

	Revenues	Expenses
2024-2025 Preliminary Budget (Board Approved May 8, 2024)	56,118,602	56,968,600
Budgeted Surplus to Balance Preliminary Budget	1,000,000	
Assets Purchase from Local Capital from Operating		150,000
	<u>57,118,602</u>	<u>57,118,600</u>
2023-2024 Financial Statement Carry Forwards		
Schools' Surpluses (in excess of \$250k prelim)	459,326	459,326
Capital Projects	1,700,000	1,700,000
Indigenous Education Surplus	67,822	67,822
Service Improvement Allocation	17,031	17,031
Art Starts Grants	12,000	12,000
	<u>2,256,179</u>	<u>2,256,179</u>
Changes:		
District Resource Centre Cost of District Events Unbudgeted		16,000
Exempt Staff Wages		11,772
Increase in Bussing Fees to Private Schools	1,500	
Telephone for Additional Employee		550
Correct Inclusion Wages and Benefits		47,559
Travel - FocusED CIO Meeting		2,000
Bus Contract Renewal		121,221
Teacher Average Salary & Benefits		-114,000
Fuel Increase based on Historical Trending		20,000
Atrieve Migration from On Prem to Hosted -Annual Fees		12,000
Bus Purchase Cost > COA Funding (x 4)		64,000
2324 Retro Grid Increase		7,046
2324 Training Retro		1,448
Ministry Labour Settlement Funding Increase	35,945	
Operating Grant/Enrolment Decline	-400,284	
Contingency Decrease		-400,284
CEF Overhead Charges credit to Operating		-116,057
Off Shore Tuition Increase (Out of Province Growth 3 students)	38,442	
Additional Teaching Staff		198,346
Contingency Decrease		-109,464
SPP Insurance Premium Increase		4,676
Teacher Staffing to Special Purpose		-39,669
		November
		November
Total Changes	<u>-324,397</u>	<u>-272,856</u>
Amended Budget	<u>59,050,385</u>	<u>59,101,923</u>
Reserve & Contingencies		
Unrestricted	5,299,919	
24-25 Contingency for Fall Enrolment Changes	0	
Benefits Contingency	40,710	
Total Reserve & Contingencies (9.0% of Expenses)	<u>5,340,629</u>	



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

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November 27, 2024

Board of Education

### **RE: Secretary-Treasurer's Report for November 2024**

The purpose of this memo is to keep the Board apprised of some of the activities of the Secretary-Treasurer to November 22, 2024.

I had the opportunity to attend two Enhancement Agreement goal setting meetings in Chetwynd and Dawson Creek and so appreciate the rich conversations and plans for the future success of Indigenous learners in SD59. The Student Symposium was another highlight as secondary students from across the District gathered to provide input and student voice to the Board's 2025-2026 budget.

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

- Budget meetings with two Principals
- Tech and Electronics Teams joint meeting
- Amazon Business Account Implementation meetings with Amazon
- SD59 Technology Planning Working Group meeting
- Second of three School Finance Refresher meetings
- Two bargaining sessions
- Risk register meetings with management team members
- Atrieve/Powerschool migration to hosted planning meetings
- Crescent Park Elementary School PAC meeting re expansion project
- Two internal school trust account audits
- BCSTA Academy
- BCASBO Zone 3 meeting
- Weekly meetings with each of the Finance Manager, the Director of Operations and Technology Systems Manager
- Weekly stand-up meetings with Finance Team
- Weekly Senior Leadership Team meetings

### School Trust Account Audits

The School Trust Account Handbook was finalized and implemented in Spring 2024. A component of the Handbook includes an internal audit program for school trust accounts. To date, Crescent Park Elementary and Devereaux Elementary schools have been audited by the Secretary-Treasurer and the Finance Manager. Many thanks to the Principals and

the Clerical Staff at the schools for their excellent work. All schools' trust accounts will be audited in the 2024-2025 school year.

#### Amazon Business Account

The District's business account is now fully implemented, including access to prime free for one year. Approvers and requisitioners were trained remotely and the District received its first district invoice with all schools' purchases included, at the end of October. The business account is intended to save schools and departments money, consolidate billing for streamlined administration, and put the approval of purchases before the order is placed instead of after the invoice is received.

#### IT4K12 Conference

SD59 presented at the IT4K12 Conference in early November 2024. Ken McCleary, Manager of Information Systems, provided a session on the following topic:

*School District #59 currently uses a combination of open-source tools married with Microsoft Intune to manage a fleet of roughly 1500 Macs with a ratio of over 200 computers per tech. This hybrid model has yielded significant cost savings and time efficiencies through automation and self-service options, while at the same time, not sacrificing on the great user experience our teachers and students have come to expect from the Mac platform.*

The session was well attended with many questions to Ken after the session. Gratitude to Ken for taking the time out of a busy portfolio to provide leadership provincially to the technology sector in K-12.

October and November have been filled with a myriad of provincial and Ministry deadlines. Thanks to the Finance team for quality and on-time submissions to keep the District in compliance.

Kim Morris  
Secretary-Treasurer/CFO



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

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November 27, 2024

Board of Education

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

#### Crescent Park Elementary School Expansion Project

Since October 18, 2024 the following have occurred:

- November 5,2024
  - Engineer, Director of Operations and Secretary-Treasurer met to discuss the tendering process rendering of the front of the school.
- November 5,2024
  - Director of Operations and Secretary-Treasurer attended a Crescent Park PAC meeting where a slide deck presentation was provided to the PAC . PAC was given a copy of the rendering, site plan and floor plan to be posted at the school, as well as a copy of the presentation.
- November 19, 2024
  - Engineer and Director of Operations met to set schedule for tendering of the modular construction portion of the project.
- **Tentative Schedule**
  - November 26, 2024- Final meeting between electrical, mechanical and structural engineers
  - December 2, 2024 -Post on BC Bid
  - Mid December 2024-Bidders site visit
  - January 6, 2025 – Tender close and award

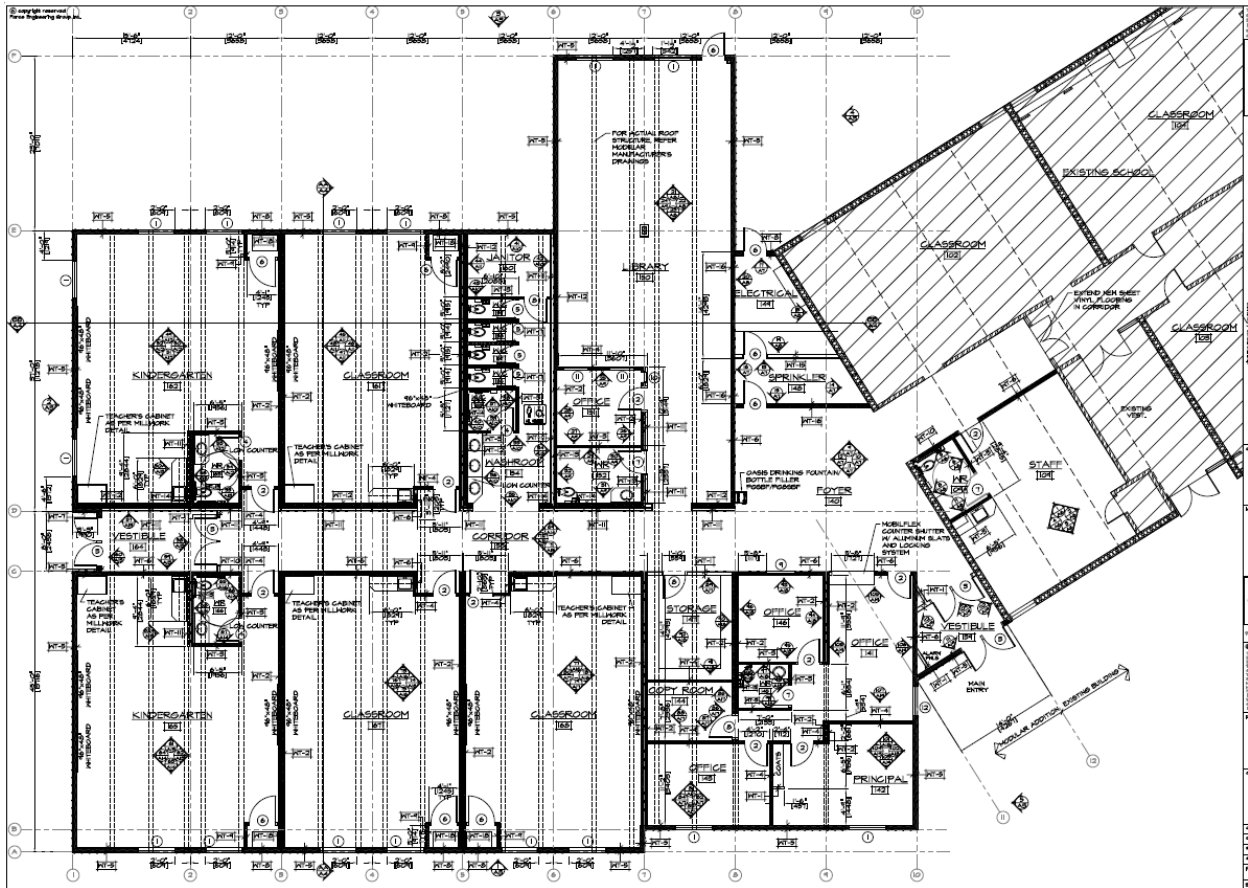
The project budget is:

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: \$ 121,315







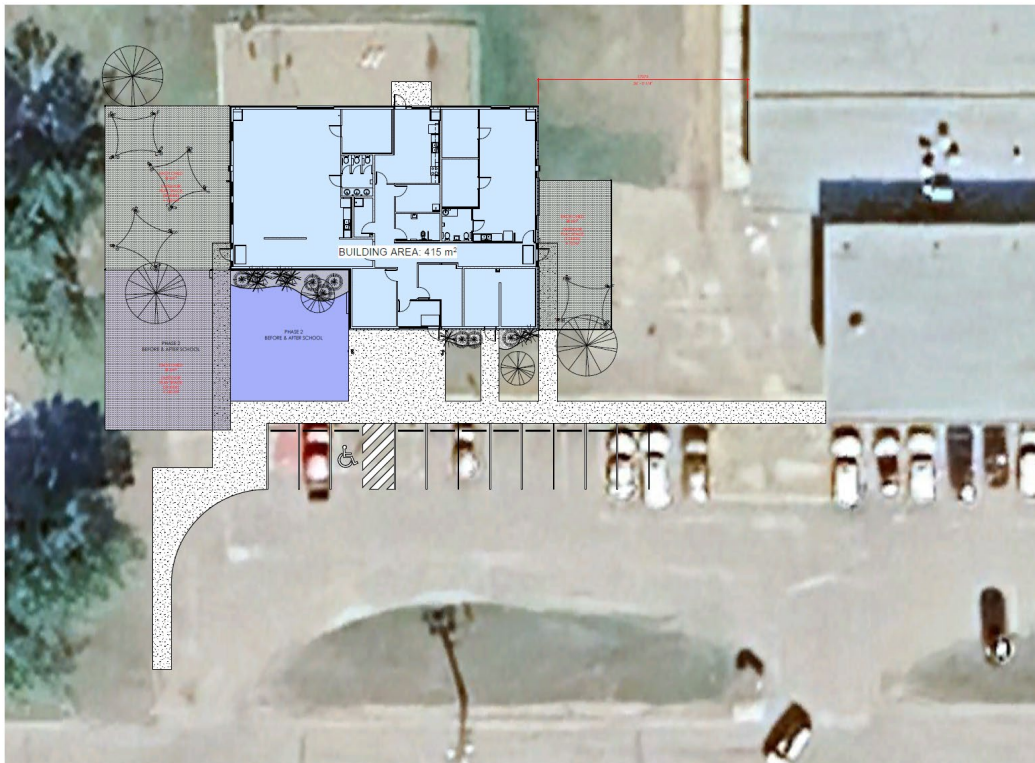
## ChildCareBC New Spaces – Tremblay & Tumbler Ridge Elementary Schools

Since the last Board meeting the following have occurred:

- November 13, 2024
  - Architect sent project team a complete set of drawing to review. Once reviewed drawings are ready to issue cost consultant and energy modeler.
- November 15, 2024
  - Architect sent the project team a preliminary Modular Construction Class D cost estimate and will send a more refined analysis of the cost in the near future.
- November 20, 2024
  - Director of Operations completed BC Hydro authorization form for both facilities.



## Dawson Creek Child Care Centre





## Budget

<b><u>Dawson Creek</u></b>	Budget	YTD Exp	Remainder	% Rem
Revenue				
Ministry	3,974,000	1,589,600	2,384,400	60%
Interest	1,000	-	1,000	100%
Total Revenue	3,975,000	1,589,600	2,385,400	60%
Expenses				
Audit	1,040		1,040	100%
Contract Services	385,000	51,562	333,438	87%
Building Initiatives	3,138,960		3,138,960	100%
Equipment	450,000		450,000	100%
Total Expenses	3,975,000	51,562	3,923,438	99%

## Tumbler Ridge Child Care





## Budget

<b><u>Tumbler Ridge</u></b>	Budget	YTD Exp	Remainder	% Rem
Revenue				
Ministry	3,974,000	1,589,600	2,384,400	60%
Interest	1,000	-	1,000	100%
Total Revenue	3,975,000	1,589,600	2,385,400	60%
Expenses				
Audit	1,040		1,040	100%
Contract Services	397,000	53,053	343,947	87%
Building Initiatives	3,126,960		3,126,960	100%
Equipment	450,000		450,000	100%
Total Expenses	3,975,000	53,053	3,921,947	99%

Please follow <https://www.sd59.bc.ca/district/capital-projects> for updates on these projects.

Kim Morris  
Secretary-Treasurer/CFO



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

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November 27, 2024

Board of Education

### **RE: Budget 2025-2026 - Student Symposium 2024 Report**

On October 30, a student symposium for the 2025-2026 budget was held at the McLeod Community Hall as part of the Board's budget engagement process. The student symposium is an opportunity to hear directly from students about their learning. Topics are broad and are intended to draw out themes for decision-makers to consider when making human and financial resource allocations for the 2025-2026 budget.

60 students from the three secondary schools were invited and selected by their principals. 40 students and 7 adults attended as follows:

#### Students

Chetwynd Secondary School	20
Tumbler Ridge Secondary School	16
Dawson Creek Secondary, South Peace Campus	4

#### Adults

Trustees	3
Administration	1
School Staff	2
Board Office Staff	1

The day began at 9:45 am with a budget presentation (Appendix A) and then students participated in the following four discussion topic sessions for about 15-20 minutes each:

1. Technology (Facilitator: L. Norbury, Teacher, Tumbler Ridge Secondary)
2. Cultural Responsiveness (Facilitator: P. David, Vice-Principal, Chetwynd Secondary)
3. Advocacy (Facilitator: Trustee and Chair Anderson)
4. Engagement (Facilitator: D. Walsh, Education Assistant, Tumbler Ridge Secondary)

Facilitators were provided at each grouping to draw out quiet voices to ensure everyone was heard, and to provide guiding prompts to focus the conversation. Following each session presentation, the students were given an opportunity to provide feedback which

was collected with stickie notes. Raw stickie note data, prompts and hints/definitions provided to facilitators and the top five themes for each topic (generated by AI based on the raw data) are included in Appendix B.

Trustees in attendance participated and listened to students. Arrival snacks and lunch, prepared by the McLeod Elementary School PAC, were provided.

After lunch, students gathered at tables and were given a budget simulation with set revenues and expense attached in Appendix C. With \$996k leftover as discretionary, students were asked to consider the conversations they had had in the morning and decide how to spend their budget. They needed to prioritize where they would spend their money.

During the completion of this activity while working toward a balanced budget, the students were informed that some unexcepted costs had come up, a school roof fell in, an international field trip opportunity presented itself but not all students could afford to go, and unexpected students registered for school after the funding deadline requiring an additional teacher. The students then needed to re-evaluate original decisions and re-calculate their budgets to balance to zero by the end. Artifacts of student budgets are included as Appendix D.

Students used a number of approaches and strategies to balance their budgets and determine priorities: needs vs. wants, voting democracy, equality – something for everyone and more. Team members had to collaborate with colleagues with competing priorities or disengagement.

The end of the day wrapped up at 1:30 pm with students sharing “One Thing” they wanted to make sure that Trustees and district staff were aware of (if you wanted the Board to hear one thing from you today, what would it be?). This feedback is also included in Appendix A of this report.

Thank you to the trustees and school staff who were able to attend for part or all day. Thank you to Principals that sent students. The biggest thank you is to the students. Students took time out of high-pressure, busy schedules, were honest and open about their opinions, articulated what they need for their learning, and added student voice to the 2025-2026 budget process.

Kim Morris  
Secretary-Treasurer/CFO

# Cultural Responsiveness

## Facilitator Prompts

What does it mean to be culturally responsive?

What is personal bias?

How is school helping you to become culturally responsive?

## Hints & Definitions:

### **What is cultural responsiveness?**

being open to new ideas that may conflict with the ideas, beliefs and values of your own culture, and being able to see these differences as equal.

It means being respectful of everyone's backgrounds, beliefs, values, customs, knowledge, lifestyle and social behaviours. It helps you provide culturally appropriate care and support, so people are empowered to meet their potential through education.

Cultural responsiveness is important for all social and cultural groups, including:

- Indigenous peoples
- people from culturally and linguistically diverse backgrounds
- refugees or displaced migrants
- people at all life stages, including end of life
- people with different abilities, including intellectual and cognitive disabilities
- LGBTQ people
- people from priority populations and sub-cultures, such as the deaf and vision-impaired community.

Cultural responsiveness involves continuous learning, self-exploration and reflection. It draws on a number of concepts, including cultural awareness, cultural sensitivity, cultural safety and cultural competence.

### **How to be culturally responsive**

It is important to remember that becoming culturally responsive is an ongoing reflective practice

Over time, you should aim to develop the following skills and knowledge.

- An awareness and understanding of different cultures, with the ability to accept differences without judgements about right and wrong.
- The ability to identify unique qualities among specific groups without stereotyping people.
- The ability to identify risks contributing to increased vulnerability in specific groups and take action to improve their outcomes.
- An awareness of your own culture and understanding your inherent biases towards your own cultural values and behaviours.

- The ability to work with people from different cultures in a way that is safe and supportive and is not discriminatory or harmful.
- The ability to respond appropriately to attitudes, feelings and circumstances of different people.
- An understanding of the structures and services that are necessary to deliver cultural support and bring about systemic change.

Top Five Themes (AI generated from students' stickies raw data below)

1. **Inclusion of Diverse Cultures and Histories:** Students want schools to celebrate and acknowledge multiple cultures through holidays, traditions, and historical narratives, beyond just one dominant culture (e.g., Western holidays).
2. **Language and Communication:** There is a strong desire for learning opportunities in diverse languages, hiring translators, and fostering easier communication among students who speak different languages.
3. **Combatting Racism and Bias:** Many students highlighted racism as a significant issue, suggesting harsher punishments for discriminatory behavior and more efforts to address peer pressure and unconscious biases.
4. **Representation and Safe Spaces:** Students emphasized the need for cultural representation in the curriculum and spaces where they feel safe to express their cultural identities or learn about others.
5. **Practical Learning Approaches:** Suggestions included incorporating cultural foods into cooking classes, teaching world religions, and hosting multicultural events or themed weeks to promote deeper cultural understanding and engagement.

Student Stickies Raw Data

1. Bring in expert speakers to talk about their culture
2. Build school community that connects students culturally
3. If there's a large group of one specific culture/language, have optional classes to increase awareness for others
4. Offering other languages for longer
5. More inclusivity between race and culture
6. Celebrate different holidays for different cultures/religions
7. It teaches you things like Orange Shirt Day of the 14 of July for France of 4<sup>th</sup> of July for the America. School just teaches the past and to be aware of religion
8. Have cultural foods in foods class (i.e. kosher)
9. Everything should be equal for kids and not think of people differently
10. Are welcome rooms a place for everybody?
11. Hire a translator or give them more opportunities to learn your language
12. More cultures shared. First Nations culture is required learning, but no other cultures
13. Have classes to learn about different cultures
14. Better, on the side talking, goal setting, educational help
15. A huge issue in classes is racism from students. I can't think of ways to fix it, but I see it everyday
16. Represent more cultures



17. More supports for everybody in the school (money gets spread to everyone)
18. Classes that give more education of a specific career for people who are deeply dedicated to their future career
19. Multi-cultural goal setting with all students
20. Being myself
21. Being aware of people's perspectives and future careers can help give them more acknowledgement for them to thrive in their careers
22. More description and acknowledgement of the chosen topic/career
23. Have a Romanian learning class
24. Ask kids what language they want to learn
25. Have more language learning opportunities
26. Have access to learning websites
27. Learn about different foods in cooking classes
28. Helping out people who have disorders
29. Supports for students that leave school for cultural purposes (ceremonies, holidays etc.) and miss assignments
30. Give everyone the freedom to speak
31. Teaching about all cultures throughout present day and history (Christianity beliefs, Indigenous beliefs) and how it affects us now
32. Supporting people who are different
33. Talk more about other cultures and talk about traditions
34. Learning more diverse languages
35. Learn about people's histories and backgrounds
36. Listening is good cultural responsiveness
37. Indigenous peoples are wondering if they are good enough to its our job to listen to them
38. Learn more about life in other cultures such as life in Romania and Germany, not just cultures around you
39. Giving students the chance to share ideas
40. Respect people's space, opinion, needs and wants, and appearance
41. We can't take the human factor out of a human. Bias is there and always will be. Don't stress it, manage it.
42. Get taught about more languages and cultures
43. A very big cause of racism is peer pressure. Address peer pressure somehow. Maybe punish or a fine or something. Peer pressure is bad!
44. More informative of all countries
45. Easier to speak with student who speak other languages; inclusivity
46. To be aware and accept; we use culture and religion in our learning lots
47. A week of school with each day centred around a different culture
48. World religion classes actually offered
49. Including holidays and celebrations from other cultures in the school calendar
50. Be aware of everyone's culture and getting their input on different things; understand different cultures
51. Schools should be more involved in cultural events
52. Make sure we communicate with one another

53. The welcome room is where everybody is welcome
54. Make sure everyone is involved in their education and what's going on in school
55. Safe spaces for cultural learning
56. Focus on more than one culture; not just one
57. Make the punishment harsher for racism, sexism etc. like we did with phones
58. Cultural history classes
59. More language learner apps
60. Hire translators maybe? Provide help to those who don't know English
61. Giving everyone the same treatment, and the same respect; just because you're special doesn't mean treat you like you're five.
62. It's helping us listen and learn about culture and Indigenous peoples

# Advocacy and Agency

## Facilitator Prompts

When you think of having agency in your learning - taking ownership and control – where have you had a choice or a decision to make about your education along the way (graduation path; giving up one thing to focus on another; student council etc.)

What choices could have made your experience more meaningful and successful?

Students can advocate in many ways:

- To your teacher
- To your principal
- To the Superintendent
- To the Board (board meetings – upcoming budget processes)
- To the Municipality (attend a council meeting)
- To the premier
- To the Prime Minister
- To the UN and other worldwide agencies

When you have fought for something, you believe in, how did you go about it?

If you have concerns about school, your community, the climate, government etc., what are some strategies you can use to advance your cause?

## Hints and Definitions

What does agency mean to you?

Learner agency refers to the feeling of ownership and sense of control that students have over their learning.

Agentive learners have a growth mindset

Agentive learners are also lifelong learners

What does advocacy mean to you?

Advocacy is an activity by an individual or group that aims

**to influence decisions** within political, economic, and social institutions.

includes activities and publications to influence public policy, laws and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public

can include many activities that a person or organization undertakes, including media campaigns, public speaking, commissioning and publishing research.

Lobbying (often by lobby groups) is a form of advocacy where a direct approach is made to legislators on a specific issue or specific piece of legislation

Top five themes (AI generated from students' stickies raw data below)

1. **Desire for Greater Autonomy in Learning:**

Students want more choices in their education, such as selecting classes, creating or joining clubs, and deciding how they learn (e.g., incorporating interactive classes, study blocks, or plant-based studies).

2. **Equitable and Responsible Use of Technology:**

Many students advocate for balanced policies on technology use, emphasizing its value for research and learning when used responsibly while opposing blanket bans.

3. **Improving Student Engagement and Teacher Support:**

There is a call for teachers to better adapt to different learning styles and increase engagement during class. Students also highlighted the need for more interactive and relevant classes.

4. **Community and Environmental Initiatives:**

Suggestions included planting trees, improving infrastructure (e.g., roads and sidewalks), and organizing events for cross-school interaction to enhance community spirit.

5. **Reforming School Policies:**

Students expressed concerns about punishment policies (e.g., phone confiscation), advocating for reduced punitive measures and policies that consider their needs and responsibilities, such as healthier lunch options and shorter school days

Student Stickies Raw Data

6. No matter what we say phones are the future and that won't change ever. If its being misused take it but let us use it to be helpful.
7. Stop spending money on shows and tourists, instead give it back to the community
8. Student council in all schools
9. Students shouldn't be allowed on phones because it messes with student education and behaviour
10. Our mindset holds us back. We think phones are bad, addicting and sometimes that's true. But phones are also helpful and like an assistant
11. I think something that would be good to change is teachers working with the way students work, we all have different learning ways and the ways teachers teach make it difficult for some
12. More interactive classes
13. I also think we need longer lunch. I always seem to be rushed when trying to get lunch. I think we should get at least 50 min max
14. More skiing trips for schools
15. Education has changed a lot in the past couple of years. A class needs tech. We spent years perfecting a portable computer only to ban it.
16. I feel like students should be in class more and not in the hallways

17. Teachers should be a little bit more engaged more in class time
18. Need a school generator
19. Sports and busses: for when we travel or its cold outside
20. Shorter days
21. Shorter classes
22. School start
23. Don't suspend us when the phone gets taken away
24. Start welding lanterns to the bridge
25. More events for cross-school mingling and comradery
26. Add more clubs. Make them and let students make them. Chess or DnD or something
27. A cell phone is arguably in our top 5 inventions of all time, near fire, wheels etc.  
Classrooms are evolving so should we
28. Plant new tress
29. Allow phones for research stuff
30. Better care for roads, sidewalks
31. Give students more choices in what they learn. Some students have choice is where they sit but troublemakers have a seating plan.
32. Get to pick what classes I have
33. Reduce punishment , allow phone usage in the right time. This might help us. We can control our urges, and us it wisely and responsibly
34. Healthier or different lunch options for once
35. No punishment for phones being taken away
36. Change the way we are allowed to sit and have study blocks
37. School district bus!
38. Classrooms are evolving, so should we
39. More greenery; maybe a class for plants and their uses (medicinal etc.))
40. Classes I really need
41. More fundraising for sports trips
42. There is a lack of specialized classes
43. 50-minute classes
44. Bus
45. Tech is the future if we like it or not. Suppressing it won't help. Sure, if it is distracting, take it but don't ban it from all.

# Technology

## Prompt

IBM Student Survey attached

Personal Digital Devices – how has the ban impacted you? Your learning? Your mental health?

When you think about technology in your learning – what could schools do to help you ?

Top five themes (AI generated from students' stickies raw data below)

1. **Improvement in Technological Infrastructure:**  
Students frequently mentioned the need for faster Wi-Fi, better laptops, updated computers, and more reliable hardware to support their learning.
2. **Rules and Restrictions on Device Use:**  
Opinions varied, with some students opposing strict bans on personal devices like phones, citing their utility for learning and focus (e.g., taking notes, checking time, or listening to music). Others acknowledged that restrictions helped improve classroom focus.
3. **Inadequate Resources and Accessibility:**  
There were complaints about limited availability of devices (e.g., laptops, iPads) and issues accessing necessary tools, which affected productivity and research capabilities.
4. **Equity and Proper Use:**  
Students highlighted the need for fair access to technology, emphasizing that some teachers monopolized tech labs or that device bans penalized those who could use them responsibly.
5. **Role of Technology in Learning and Personal Growth:**  
Technology was seen as essential for enhancing research, career preparation, and personal experiences, such as making memories with friends or using music for focus.

## Student Stickies Raw Data

1. Better quality of Wi-Fi and a more intelligent filter
2. Some needed websites are banned
3. We should be able to use personal devices when teachers say
4. On ipads people could airdrop inappropriate photos to every ipad or people setting timers on ipads
5. I liked having phones. Personally, I made lots of memories with my friends and we also used them for learning
6. More people not using technology properly so people who need it for work can't use it
7. School internet could be better
8. Faster Wi-Fi
9. It's gotten louder since the cell phone rule
10. New computers and chargers for ipads
11. These punishments for having phones are ridiculous. It's honestly stupid. We don't need harsh punishments
12. With budget get more technology such as laptops and better ipads; can't sign into peace.net and tech issues

13. Harder to find information in/for class
14. Class without cell phones is better because everyone is working on school work
15. Computers are slow. Update them every 5-6 years. It takes 30 minutes for the computers to start
16. All schools should have the proper amount of technology
17. Phones have useful uses! Check time/date, photos of school work, take notes
18. Get better laptops
19. Not able to access personal devices for school work is difficult
20. The ban has ??? medical device
21. Sometimes the home folder doesn't open
22. With limited access to technology, it can be difficult to do the needed research
23. We spend years perfecting a portable computer, only to ban it. Phones are addicting when wrong, but really helpful when right. We should allot class time to use phones
24. New laptops for teachers. New computers and keypads for students
25. Some teachers monopolize tech labs meaning some teachers can't get labs
26. Better hardware – its not a Wi-Fi problem
27. Personal digital device ban is positive for in class learning. I feel as if there is lower attendance in class because of it though
28. Better apps and faster speed for projects/work
29. The computers may be slow in some classes. Faster Wi-Fi. More laptops
30. In class we can't use phones, even for reference or research. The only solution right now is ipads which are only in one class and bad computers
31. The ban has made it hard to get devices because we don't have enough and don't work very well. More apple laptops would really help. Or better computers
32. Device exemptions for students who prove they can use devices responsibly
33. Less restrictive rules for tech in class
34. Reduce phone punishments. You're on your phone missing school, only to get suspended for 2 days missing school. Do a phone call home.
35. Tech is a good thing to have during school because we can search up stuff
36. One laptop, one ipad, one lab, one library
37. Tech is good because music helps me calm down and do more work
38. Music devices allowed for student who need it for focus/calming down
39. WorkBC can give you more of an idea of the chosen career and more description for the job
40. The use of head phones helped me with concentration and blocked out noise
41. Outdated technology; very slow
42. School has 5 laptop carts. We just got a couple of ipads and have no laptops
43. Need tech problems dealt with
44. Replace/fix the computers that don't work
45. Fix all the computers because something is always broken
46. No access mostly because only maybe 20 computers , 10-ish laptops and ipads; internet barely works; printer doesn't work sometimes
47. Technology for careers can help make more knowledge of job descriptions
48. Should be allowed to listen to music at specific times

# Engagement

## Prompts

Engagement comes in many forms:

- Participation / non-participation
- Taking initiative
- Being inclusive
- Providing opportunities
- Taking action
- Passion or expertise in a discipline
- Wanting to make things better

What makes you feel like coming to school each day and how could that be enhanced?

The attendance slide showed that on any given day of the week 24% to 29% students are absent.

- Why do you think that could be?

What ways have you been engaged in your school and community and what was there a result you can articulate?

Student SOAR mentioned students having more say – what could that look like?

Top five themes (AI generated from students' stickies raw data below)

- 1. Class Structure and Timing**
  - Shorter or more flexible class durations (e.g., shorter blocks, alternating fun and challenging classes).
  - Later school start times to accommodate student sleep cycles.
  - Longer breaks, especially lunch.
- 2. Teacher Quality and Support**
  - Teachers better suited to their subjects and more consistent staffing (less teacher turnover).
  - Teachers listening to student feedback and understanding student needs.
- 3. Diverse and Relevant Opportunities**
  - More extracurriculars and clubs, including cheerleading, drama, music, and diverse sports.
  - Additional and varied class offerings (e.g., advanced courses like calculus or science electives).
  - Learning practical life skills relevant to future careers.
- 4. Student-Centric Policies**
  - Addressing issues like overly rushed schedules (e.g., bathroom breaks or lunch).
  - Better support for academically struggling students or those with challenging home lives.
  - Flexibility around personal digital device use.



## 5. School Environment and Culture

- Improvements to facilities (e.g., removing hazards like mold and asbestos).
- More inclusive activities and fostering a holistic student community.
- Open discussions on issues like drug use or mental health.

### Student Stickie Notes Raw Data

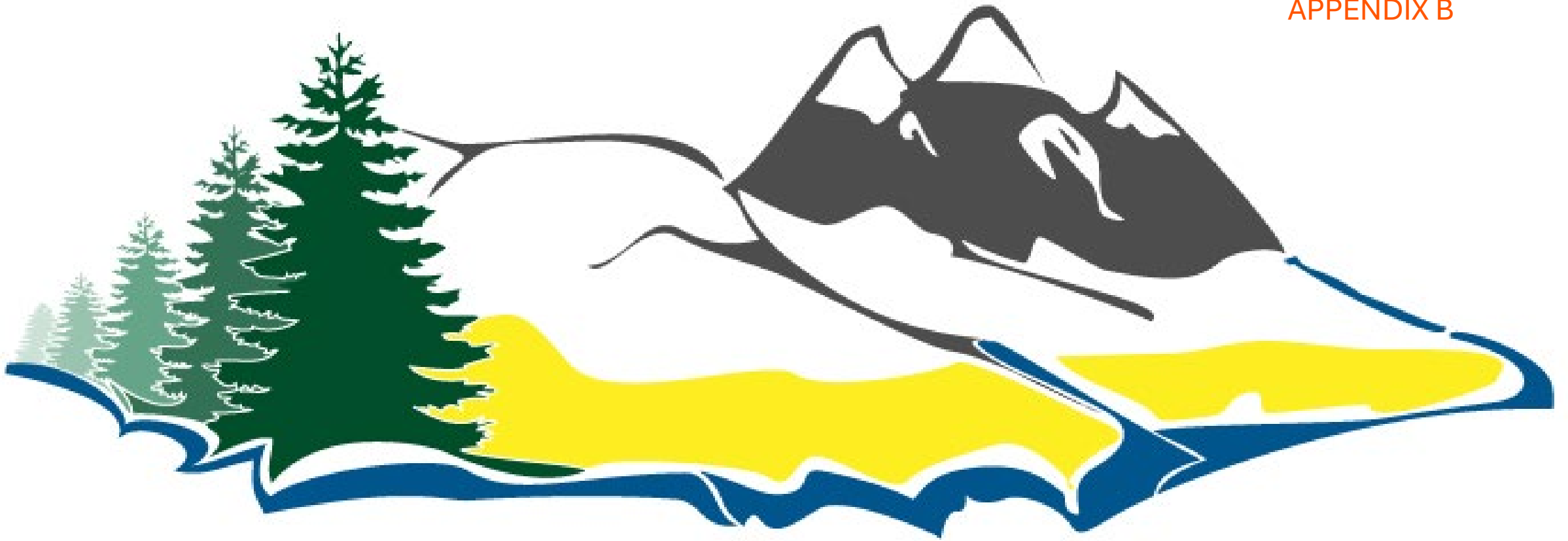
1. Longer breaks
2. Talk to students that aren't showing up every day
3. Start school later
4. Have less work all at once; slow down work
5. I like 80 min classes because lots of learning time
6. More inclusivity in class
7. More diverse classes
8. More extra-curricular
9. Less teacher talking
10. Teachers listening to student feedback
11. More braille
12. Longer lunch break
13. Longer breaks; maybe 15 minutes
14. Some of my teachers don't fully understand course content
15. School band!
16. Student should try to engage more
17. Some years a teacher would keep quitting and we had to go through many and I would just like to have a steady teacher with more EA's
18. Gardening class
19. You can't take the human factor out of a human
20. With teachers changing constantly for some classes it's difficult to learn
21. Holistic student community; develop an interconnected network of student groups to build buy in
22. 80 minutes is too long for certain classes
23. Music class
24. Hearing more of the students' opinions
25. A little more no school days
26. More fun classes
27. Have a fun class in the morning then a boring class and alternate
28. Teachers leaving so, kids year kids are frustrated because they didn't get info year before, so they don't show up
29. More available sports teams
30. Better sports programs
31. Mornings are too early; school starts too early
32. Better teachers suited to teach the subjects they teach
33. I sometimes feel tired when going to school
34. We need more basketball practices
35. Schools need to stop rushing when we are using the bathroom

36. When personal digital devices were allowed, I could at least play on my phone when I wasn't doing anything else
37. Additional resources for students' learning
38. The reason I don't show up is because there is nothing I am learning. I won't go if there is nothing to do.
39. More help for those that are less academically inclined
40. Some classes are too long that we lose interest so we will skip because we don't learn anything and are bored. Or we are half asleep in the morning.
41. More full school activities
42. Have more qualified teachers
43. Have more academic help
44. Shorter blocks
45. The educational system is very useful for future workers. I'd be able to have my future career if the school system gives me the knowledge
46. Students don't attend because they might have a bad home life or have a hard time getting transportation
47. Cheerleading squad
48. Teacher who knows what they're doing
49. More sports timeframes
50. Longer breaks between classes
51. Volleyball. Everyone else has their hockey and basketball. Where's volleyball?
52. Provide resources for more scientific, extra-curricular and electives
53. School is early and tiring. Sometimes it's either super boring and not doing anything or it's stressful or I have to miss hockey, or I'm not engaged because of tired from hockey
54. Better screening for subs
55. Places for students to do other work if they're uncomfortable with the subject matter
56. I enjoy being alone so I can get more work done
57. Be human . You can't stop that. Be yourself
58. Lunch is very rushed; only have 35 minutes; needs to be longer
59. Student council
60. Shorter blocks
61. Open education about drug abuse to break drug seeking behaviour
62. Make practice for sports later in the day
63. Better jerseys for sports
64. Better opportunities for sports and sports teams
65. Stop vaping
66. Shorter classes
67. Sports; assemblies; new sports equipment
68. Sports bus
69. More class offerings (calculus 12, more chemistry/physics)
70. Make days longer so every second Friday off
71. All extra-curriculars should have acceptance based on attendance
72. Easier to find supervisors
73. Make shorter classes

74. Get involved in activities
75. Learn things that will be very important when we're older instead of learning random things
76. More EA's can keep the students in focus of their education and learning
77. Basketball tournaments; make practice not right after school
78. Have music and drama classes; more clubs
79. Slightly shorter classes
80. Longer lunch
81. Volleyball in PE
82. Need actual teachers
83. Sometimes not having enough time to do something because of school
84. Vending machine in the cafeteria please
85. School should end at 1:30 pm on Thursdays
86. Knowing that our school has black mould and asbestos makes me not want to come ; we need a new school
87. Some teachers are just placeholders who don't teach the subject, and they don't give us work for that subject or the work is below grade level
88. 15 minutes longer lunch and school day from 8:30 to 3:00
89. After school clubs
90. No big classes in the morning
91. Teams: lacrosse, football, baseball
92. Understanding going to school give you your education and knowledge of your future and chosen career
93. Start school at 10:30 and end at 3:30
94. School start should be 10 am
95. Half day Fridays
96. Code of conduct getting phones taken away. There are 4 stages: first 2 are taken for the day; 3<sup>rd</sup> is in school suspension; 4<sup>th</sup> is 2 days out of school suspension. I think that making us miss school just because we were on our phones isn't good.
97. We would rather go to school and hand our phones in or have our phone in our locker
98. 5 classes a day, not 4. Shorter classes
99. Stress or fidget toys
100. Cheer club
101. More clubs after school

## The ONE Thing

1. More laptops or computers that work well. Because of the no phone rule, we never have any technology available.
2. Vending machine
3. More acknowledgement of courses for medical programs
4. Laptops
5. Shorter days
6. New school with no asbestos or black mould
7. Coming from a Christian family, I feel that sex, politics and religion have no place in schools. If we truly want to be inclusive the way towards that is being neutral in all those areas to avoid conflict and teaching tolerance.
8. New floors
9. Sports bus
10. New school; roof is drooping and there's water stains on the roof of the computer lab
11. More money needs to be put towards sports, bussing and practices
12. Students have a little more of a discussion on what they want to learn based on their culture and beliefs
13. Increase challenge for students (AP classes etc.)
14. Lift the phone ban
15. More money towards sports, sports equipment and jerseys
16. More technology. Very little tech in our school; lost personal tech access and media lab was removed
17. Generators
18. More help for some students
19. Student leadership programs focus
20. Art, drama music classes
21. New school
22. Music class
23. Plant trees around the school
24. Better lunch options
25. More safe spaces
26. New jerseys
27. Music classes like instrument lessons and maybe singing lessons for people who want to be musicians
28. Shorter school day



School District No. 59 Peace River South

## **Student Symposium**

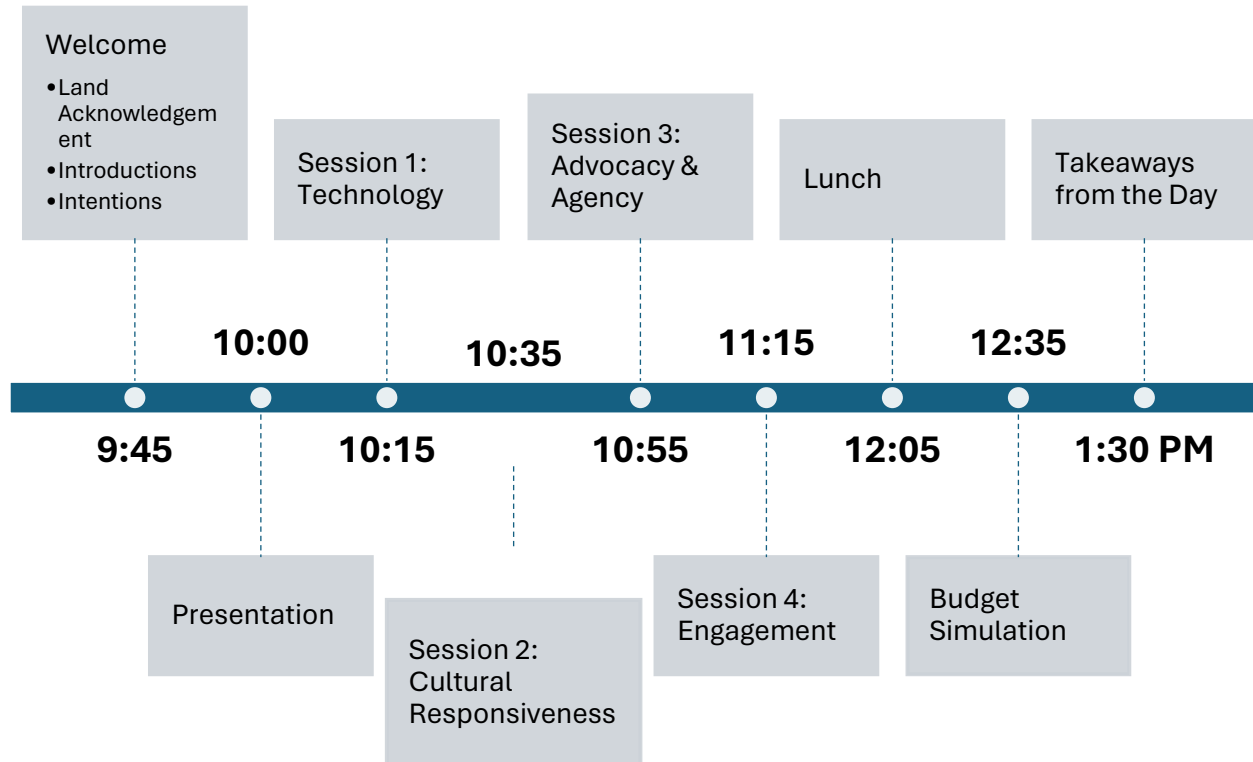
Informing Budget 2025-2026

October 30, 2024



# Budget 2025-2026 Student Symposium

## Agenda







### **LAND ACKNOWLEDGEMENT**

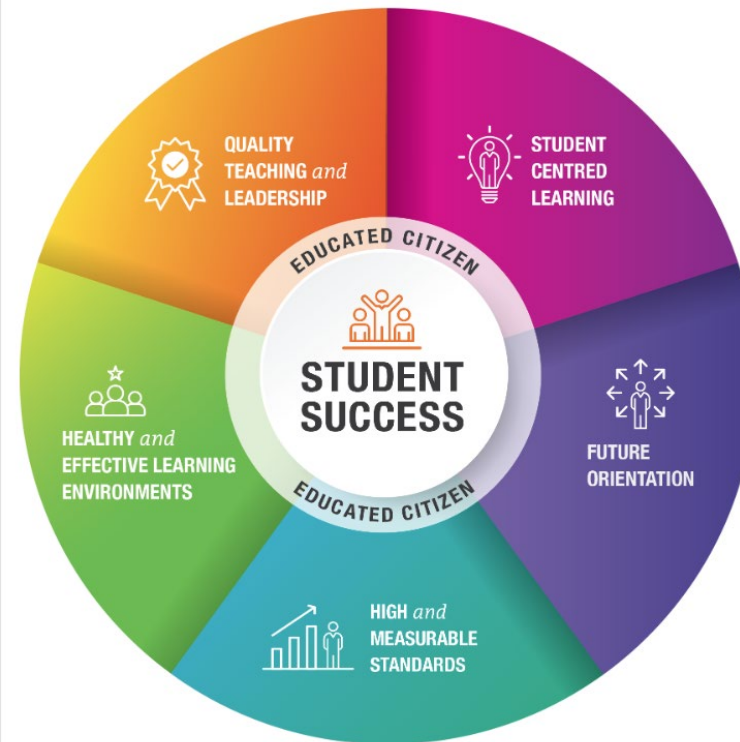
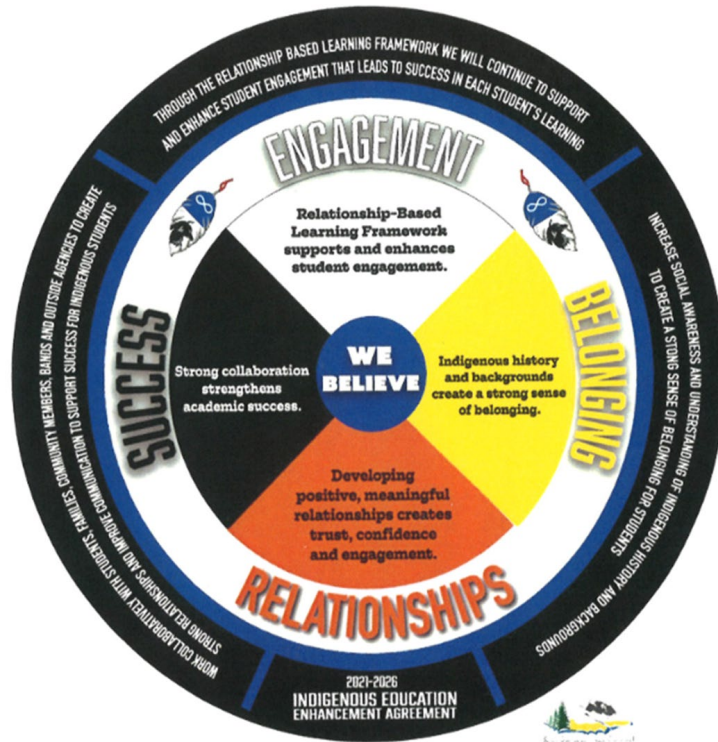
*School District No. 59 (Peace River South) is located on Treaty 8 territory in northeastern British Columbia. The District works closely with Saulteau First Nations, West Moberly First Nations, our strong Metis community, Inuit families and students, and First Nations students and families from across Canada. We are grateful to do our work on this land and acknowledge the Indigenous footsteps that have marked this land for centuries.*

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# What Guides Our Work?





## Locally & Provincially



# Strategic Plan 2024-2028



School District No. 59

# Our Context



## Local Government

- Dawson Creek
- Chetwynd
- Tumbler Ridge
- Pouce Coupe
- Peace River Regional District

Rural areas from the BC/Alberta border north to the Peace River and west to the Pine Pass

Saulteau First Nations

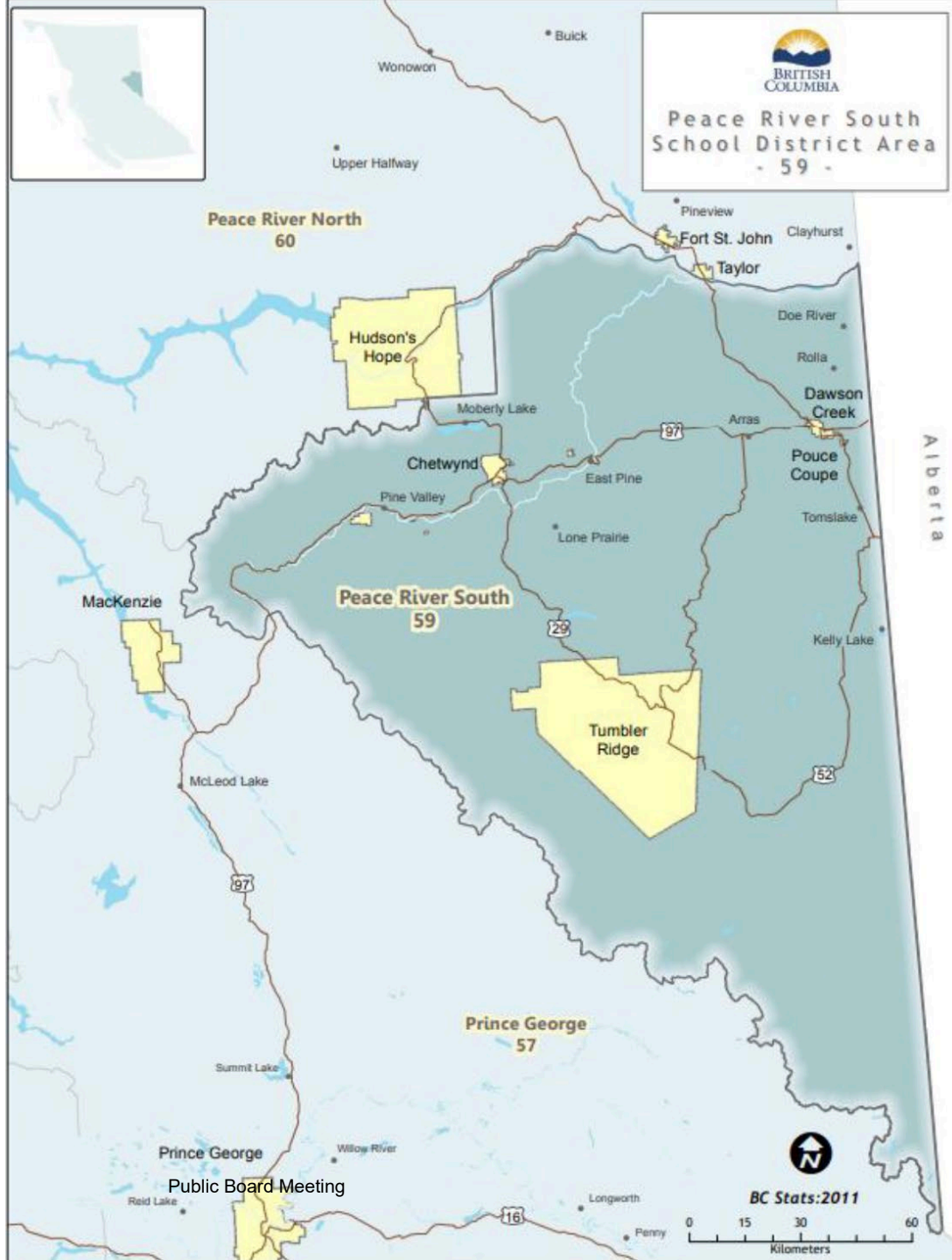
West Moberly First Nations

Strong Métis community

Urban Indigenous population from First Nations and Inuit across Canada



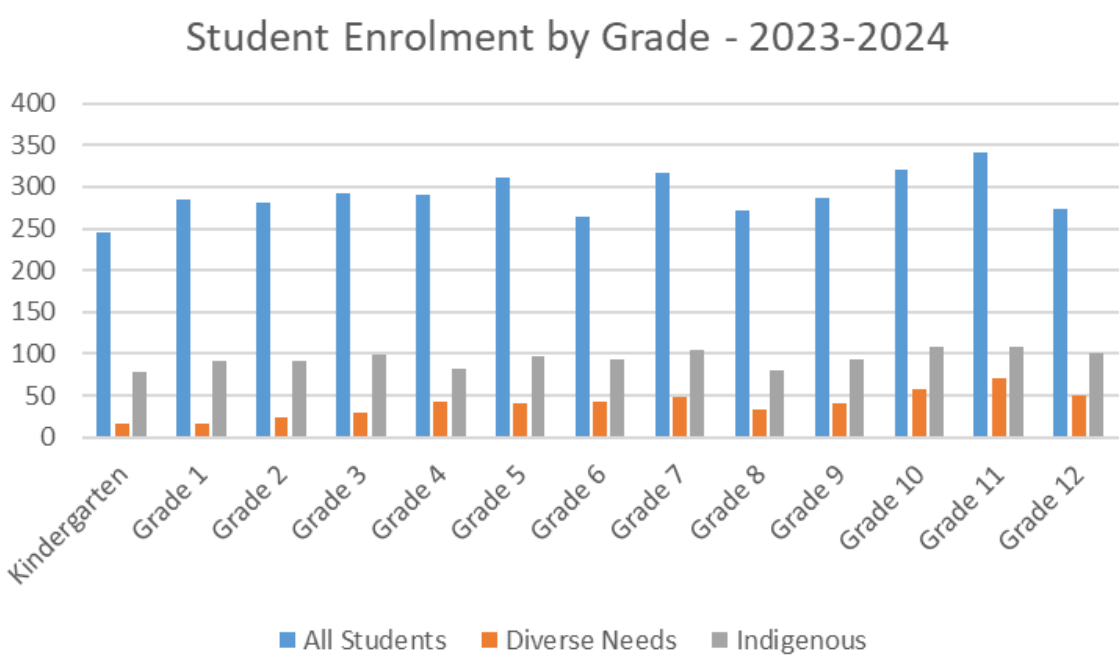
## 19 Schools Covering Peace River South



- Chetwynd:
  - Chetwynd Secondary
  - Don Titus Montessori
  - Little Prairie Elementary
  - Moberly Lake Elementary
  - Windrem Elementary
- Dawson Creek:
  - Canalta Elementary
  - Crescent Park Elementary
  - Dawson Creek Secondary School (Central Campus and South Peace Campus)
  - Ecole Frank Ross
  - South Peace Distributed Learning
  - Tremblay Elementary
- Dawson Creek Rural:
  - Devereaux Elementary
  - McLeod Elementary
  - Parkland Elementary
  - Peace View Elementary
  - South Peace Elementary
- Pouce Coupe
  - Pouce Coupe Elementary
- Tumbler Ridge:
  - Tumbler Ridge Elementary
  - Tumbler Ridge Secondary

November 27, 2024

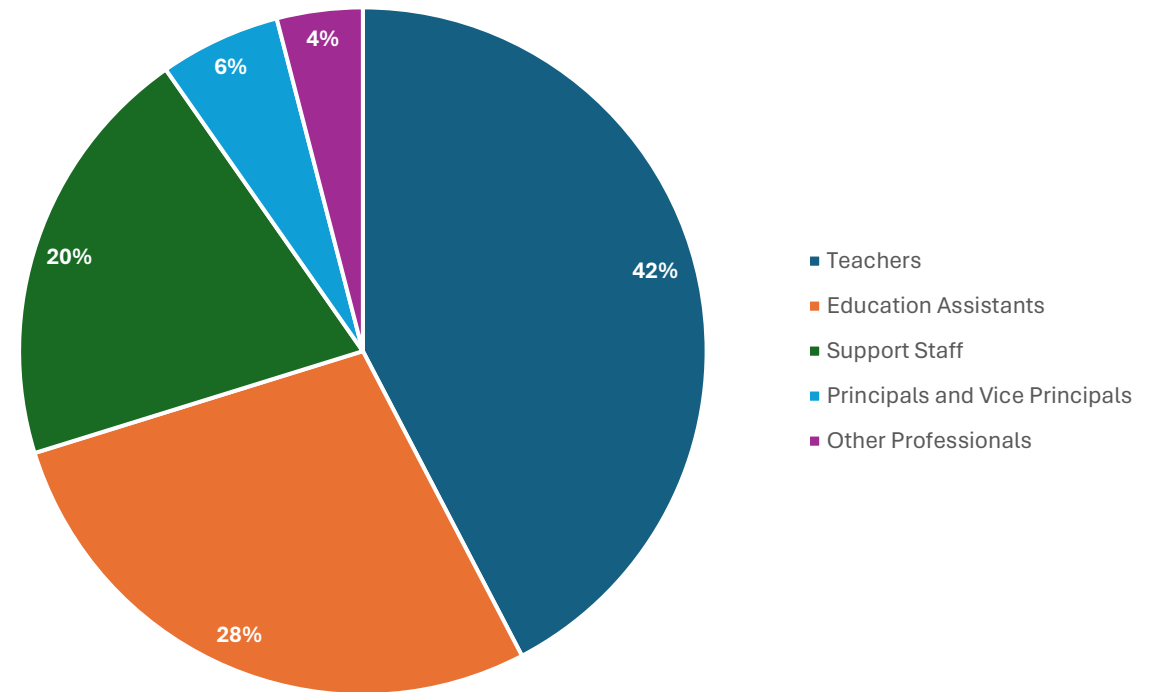
# Student Enrolment



# Employee Demographics



2023/24 Operating Staffing FTE



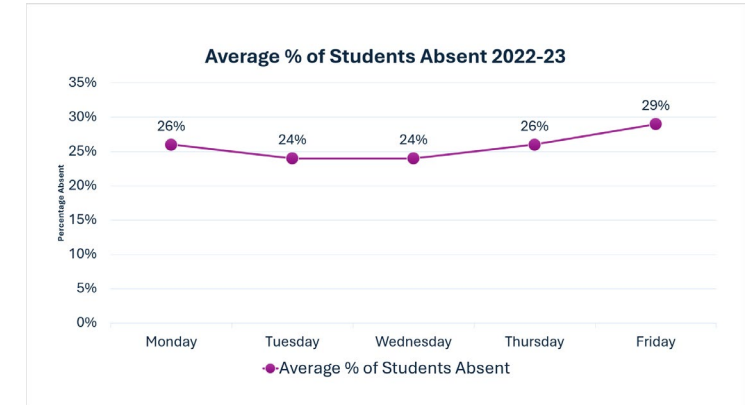
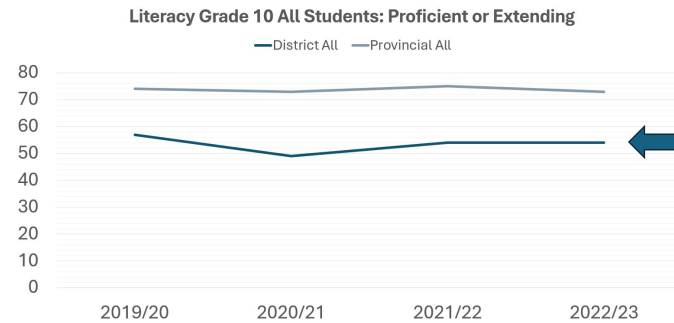


# The Strategic Plan

**Three Specific Priorities defined within the 2024-2028 Strategic Plan**

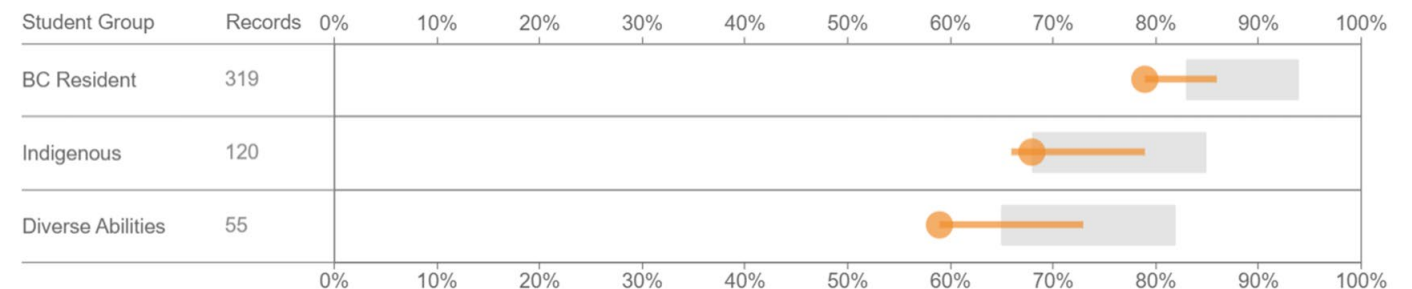
# Priority 1: Student Success

## Provincial Literacy Data



- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

## Completion Rates





# Priority 1: Student Success

Through an equity lens, each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.

Student belonging, wellness, and mental health are key components of the success of our learners.

## GOAL 1:

- Schools will 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.

## Priority 2: Building Capacity



# Priority 2: Building Capacity

In an ever-changing world, students and staff need to be provided with new learning based on research and best practice and have access to resources and supports that enhance their rich, learning experience.

## GOAL 1:

- School District No. 59 will 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:

- School District No. 59 will resource our schools and departments to meet the needs of students and staff. This will include recruitment and retention, training, policy development, inclusion and diversity, anti-racism, truth and reconciliation, technology, and implementation of the Accessibility Act.



## Priority 3: Communication



# Priority 3: Communication

Consistent and clear communication impacts the culture of a school district at all levels.

Through an equity lens, communication needs to be accessible for everyone, in different forms. Positive communication will further increase our connectedness and strong relationships.

## GOAL 1:

- Improve collaborative partnerships with families to strengthen academic success, relationships, and connectedness to school. School District No. 59 will provide timely information to students and families to allow for informed decision-making.

## GOAL 2:

- School District No. 59 will showcase and celebrate student learning and initiatives.

## GOAL 3:

- School District No. 59 will engage with all rightsholders, stakeholders, and community partners to facilitate collaborative communication.

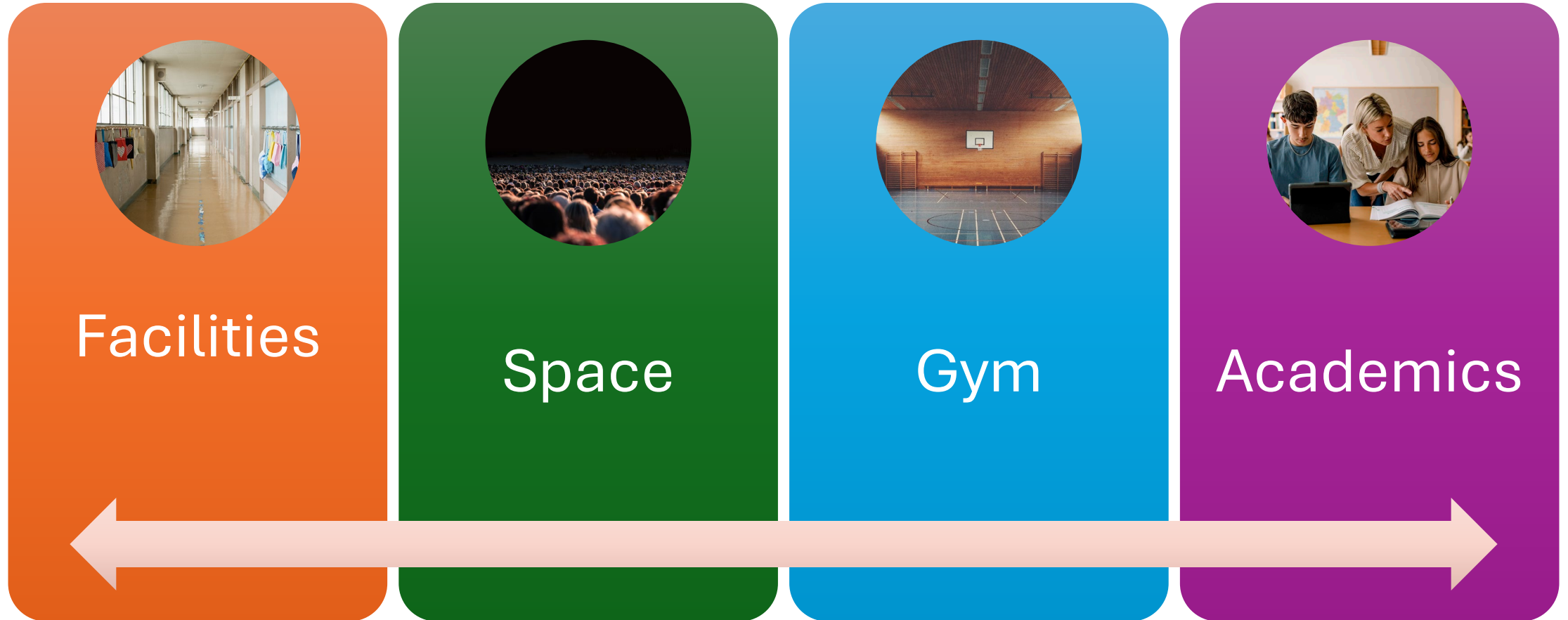
## The Board of Education values:

- *The dedication and willingness to learn, listen, and make changes where needed.*
- *Support from top to bottom of staff/students, a good working environment, and the work that is invested to understand what is needed to improve student success.*
- *The caring of our staff and the ideals they hold and share throughout the district, and their commitment to learning and equity.*
- *That what is best for students guides our work.*
- *Innovation, community, communication, and a variety of experiences.*
- *That we are inclusive in our schools.*
- *Our curiosity to learn and do better.*
- *Our leadership team, staff and students.*
- *The knowledge that each individual is valued in the district.*

# Students' Opinions Matter



# Student SOAR





# Student Voice SOAR



Extra-Curricular



Mental Health



Kindness



# SOAR: Strengths Opportunities ASPIRATIONS RESULTS

## Aspirations

Environment

More inclusivity

Less bullying/kinder kids

Less vandalism

More space

Bigger parking lots

More outdoor activities (gardens, etc.)

Better layout for school

Less boring halls (colour, art)

Improvement bathroom

Bigger lockers

Cleaners – school smells bad

More welcoming and friendly

Student lounges

More kids taking responsibility

Independency

Teachers listening to students

Larger desks

More food

## Results

More improved sports

Better attendance

Cleaner school

Better water access

More space

More emergency drills

Improved playgrounds

More storage

Larger learning spaces

More extra help

Less vandalism

School opportunity awareness

Less bullying

Improved sports and equipment

More participation

More after school activities

Bigger variety of food available

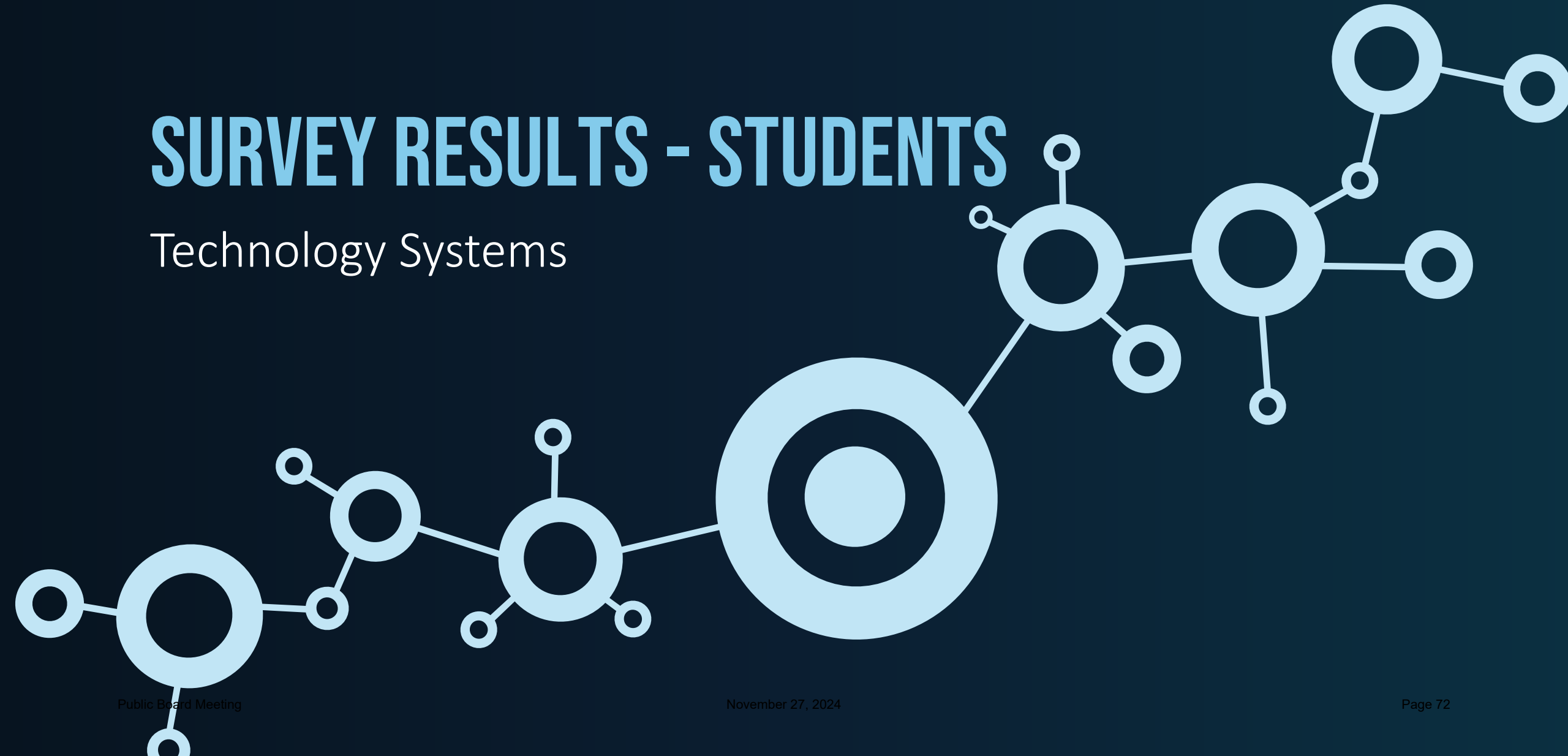
# PEACE RIVER SOUTH (SD 59)

High-Level Optimization Review of IT Plan & Evergreen Strategy

**IBM Canada K-12 Education**

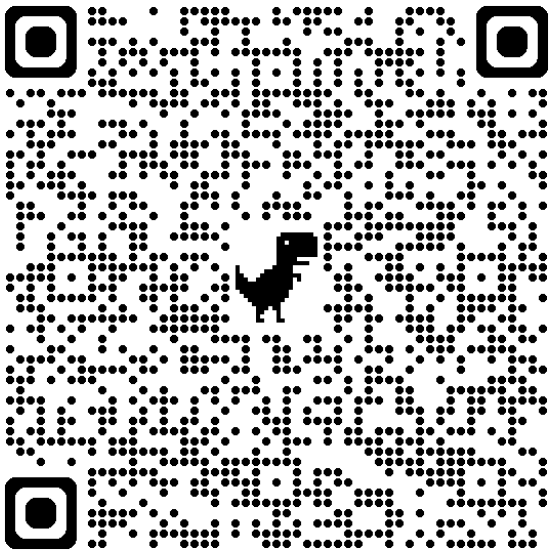
# SURVEY RESULTS - STUDENTS

## Technology Systems



Student Survey Results  
Question 1

Link to Results Summary for Full  
Survey



Student Survey Summary

1. What grade grouping are you in?

[More Details](#)

	Grades 4 - 6	95
	Grades 7 - 9	106
	Grade 10 - 12	107



Student Survey Results

Student Survey  
Results  
Question 2

more and new  
laptops, better  
internet, allow  
YouTube for  
learning and tips for  
learning

for somebody like me I don't  
know how to use computers  
very well so I think the  
school could teach more  
students how and what to  
do on them

I would greatly appreciate  
having more instruction on  
how to use the technology  
especially answers for my  
questions that are answered  
by teachers, I find that most of  
the teachers also do not know  
how to use the technology so  
work on their part would be  
greatly appreciated as well.

2. Please respond to the questions below based on your experience this school year.

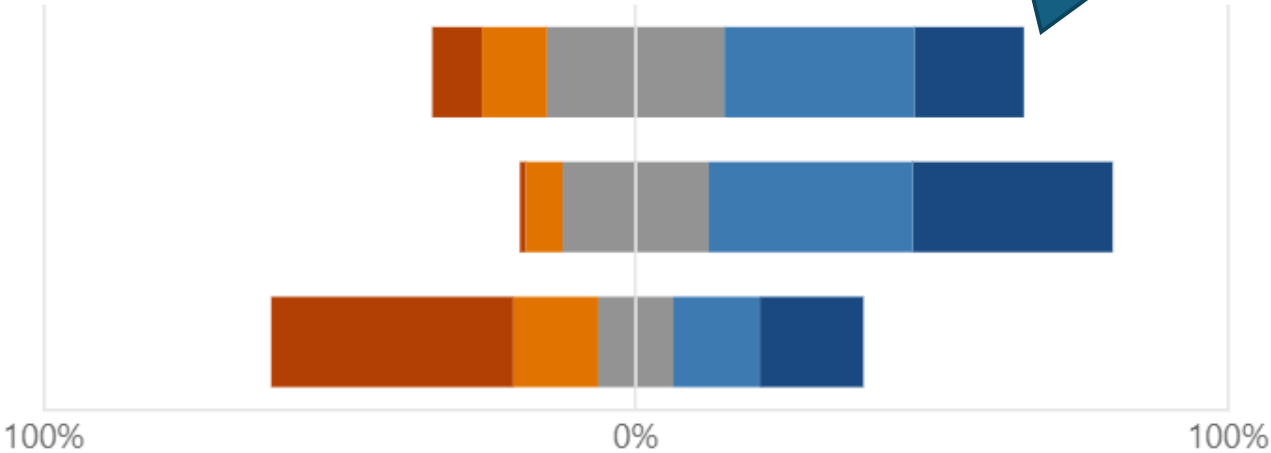
[More Details](#)

Never Rarely Sometimes Often Very Often

I use a school owned device, such as a laptop or  
tablet, to complete my school work.

My teacher(s) uses technology to teach.

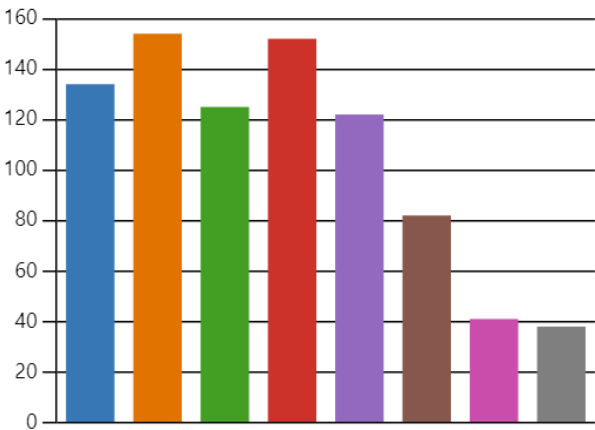
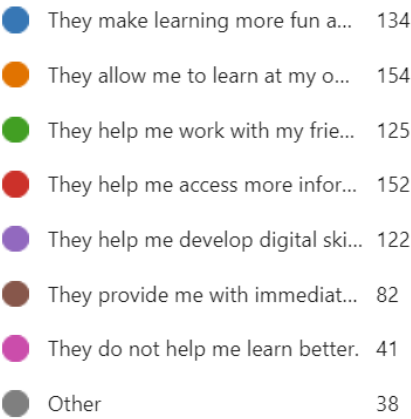
I use my personal device (phone, tablet, laptop) to  
complete school work at school.



Student Survey  
Results  
Questions 3 and 4

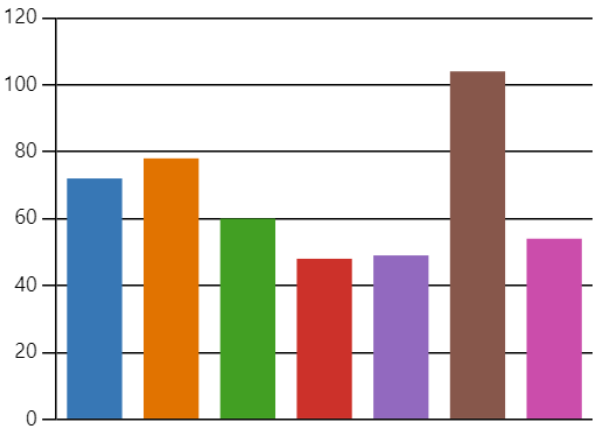
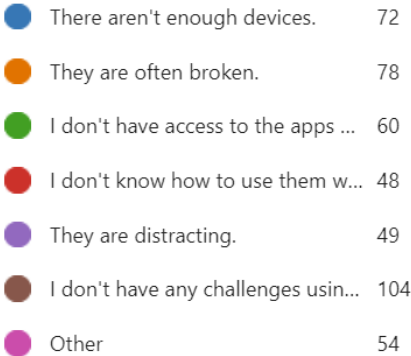
3. How do digital learning tools (Office 365, other apps, etc.) help you learn better? (Choose all that apply)

[More Details](#)

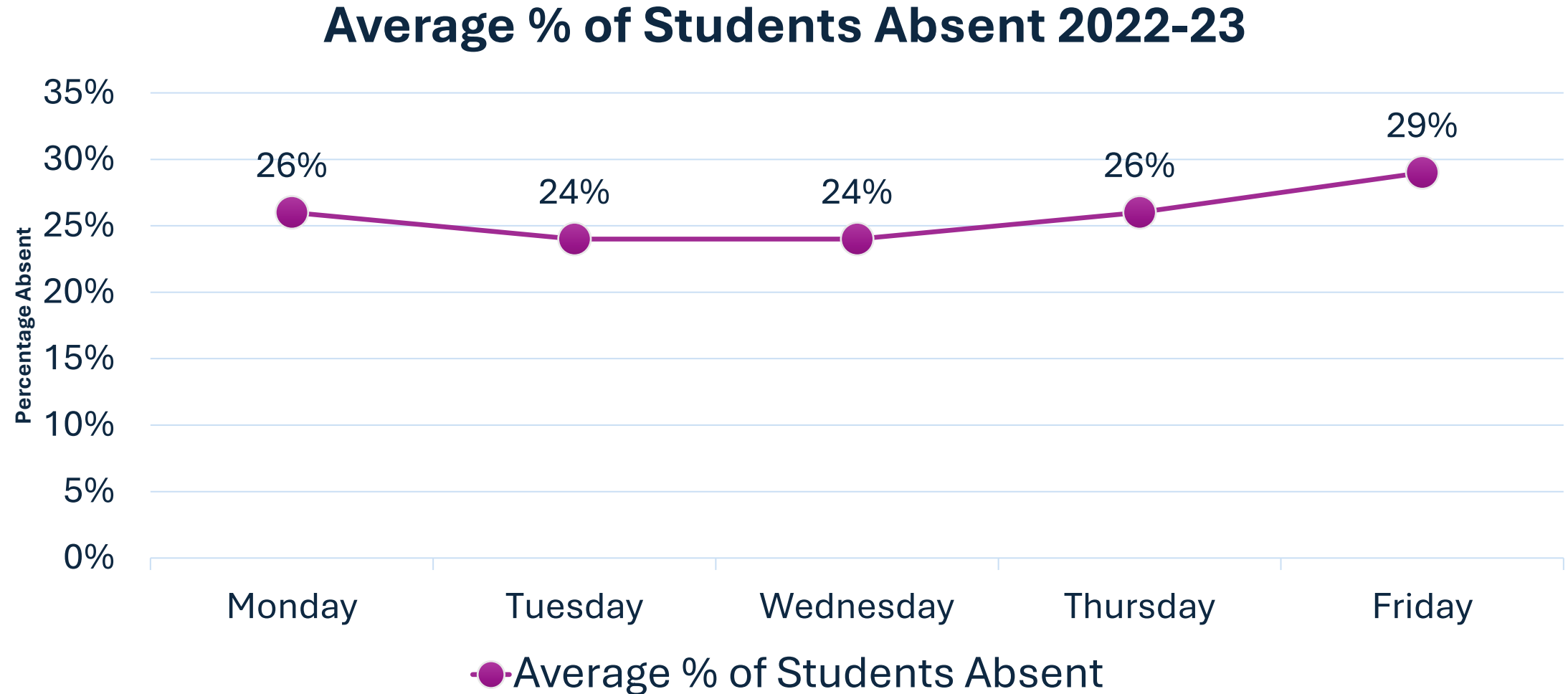


4. What are some challenges or difficulties you face when using digital learning tools (laptops, iPads) for learning? (Choose all that apply)

[More Details](#)



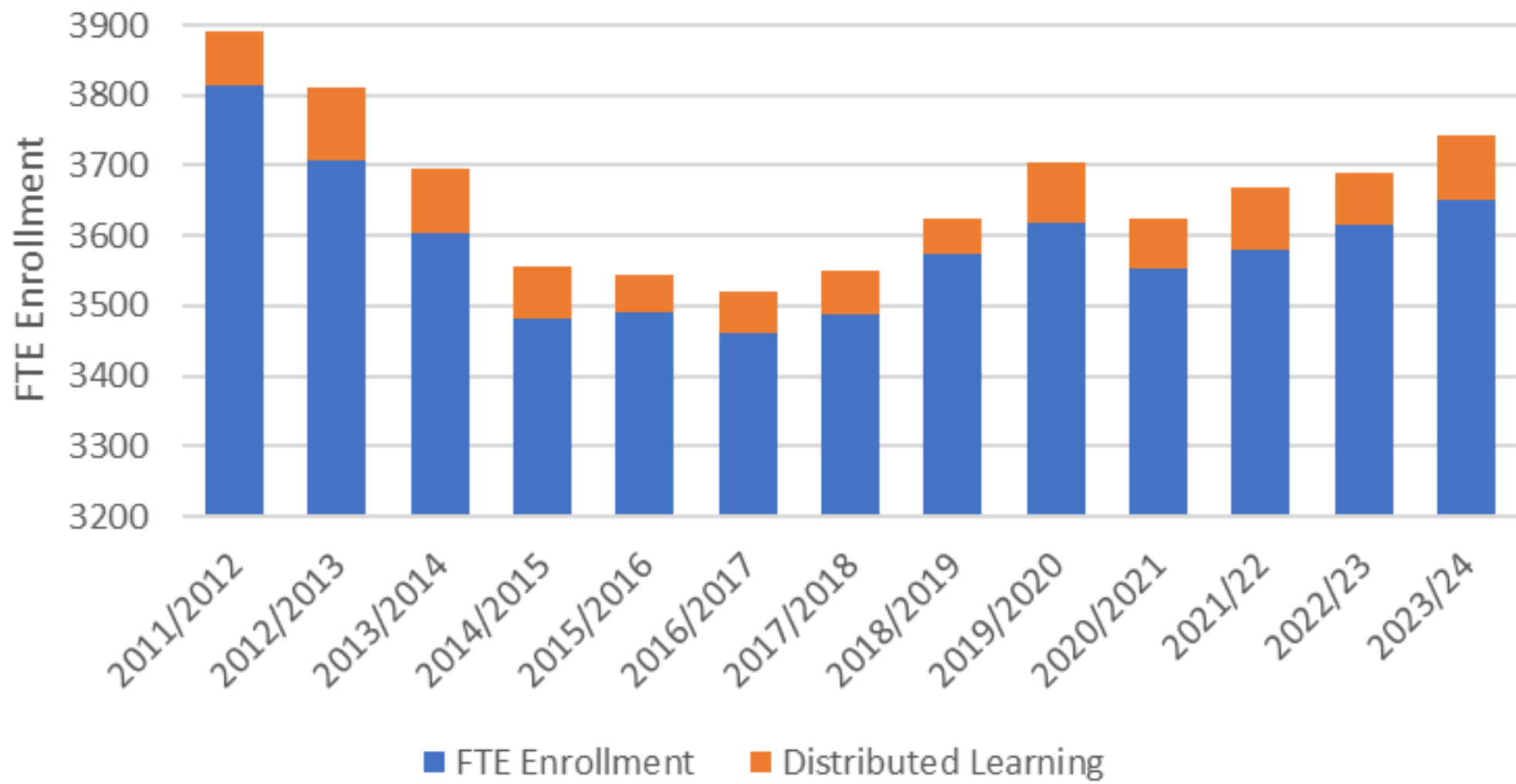
# How do we show up? Do we?





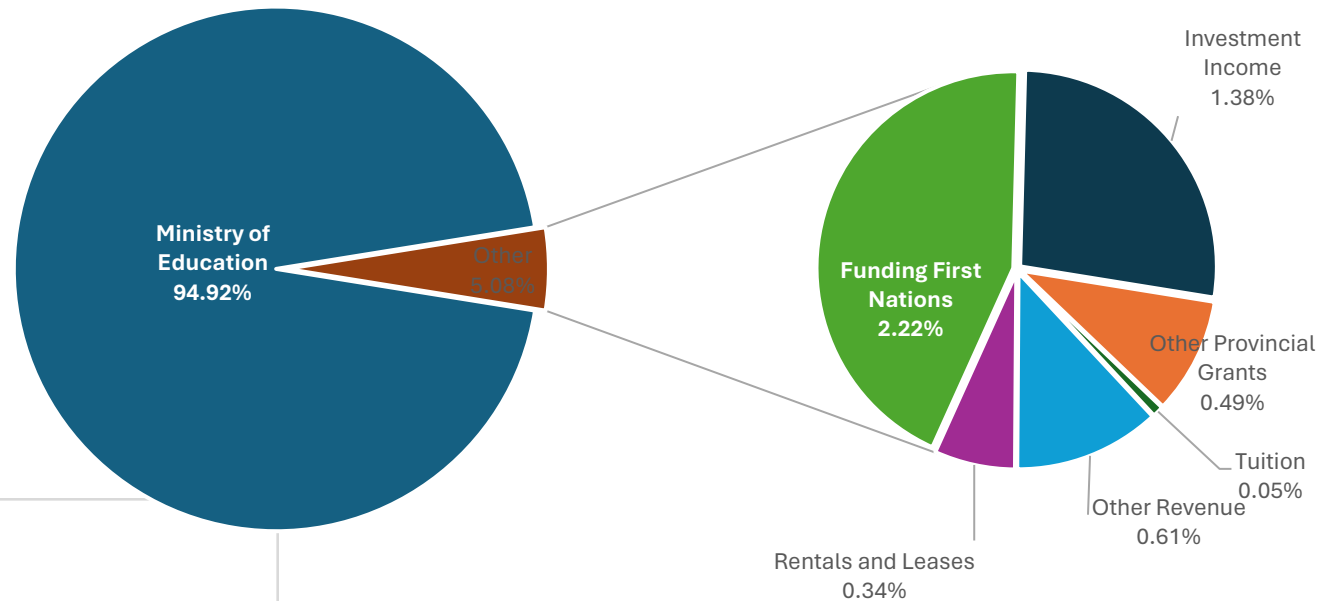
# Budget

# Enrollment Trend

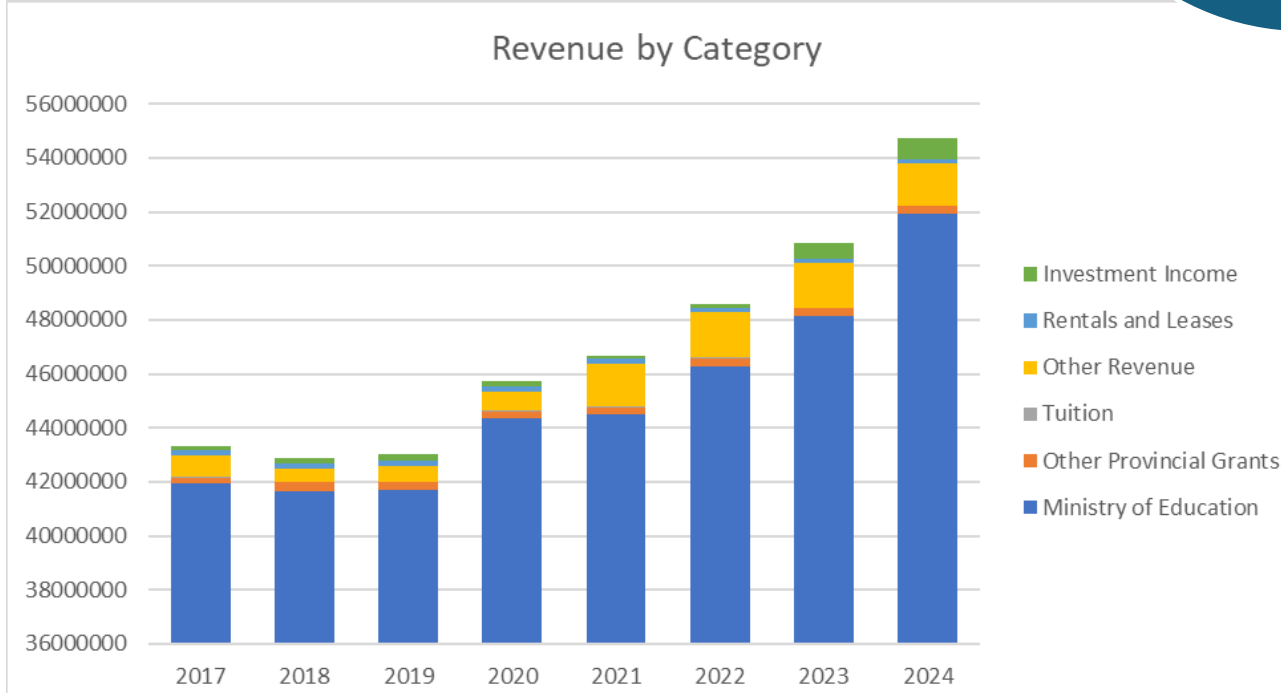


<b>75%</b> allocated through the Basic Allocation	<b>Basic Allocation</b>	
	Common per student amount for every FTE student enrolled by school type.	
	<b>Standard School</b>	\$8,915 per school age FTE
	<b>Alternate School</b>	\$8,915 per school age FTE
	<b>Continuing Education</b>	\$8,915 per school age FTE
<b>18%</b> allocated to recognize unique student enrolment	<b>Online Learning</b>	\$7,200 per school age FTE
	<b>Unique Student</b>	
	Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	<b>Level 1 Inclusive Education</b>	\$50,730 per student
	<b>Level 2 Inclusive Education</b>	\$24,070 per student
	<b>Level 3 Inclusive Education</b>	\$12,160 per student
	<b>English/French Language Learning</b>	\$1,795 per student
<b>7%</b> allocated to recognize unique district factors	<b>Indigenous Education</b>	\$1,770 per student
	<b>Adult Education</b>	\$5,690 per FTE
	<b>Unique District</b>	
	Additional funding to address uniqueness of district factors.	
	<b>Small Community</b>	For small schools located a distance away from the next nearest school
	<b>Low Enrolment</b>	For districts with low total enrolment
	<b>Rural Factor</b>	Located some distance from Vancouver and the nearest large regional population centre
	<b>Climate Factor</b>	Operate schools in colder/warmer climates; additional heating or cooling requirements
	<b>Sparseness Factor</b>	Operate schools that are spread over a wide geographic area
	<b>Student Location Factor</b>	Based on population density of school communities
<b>0.1%</b> allocated to buffer the effects of declining enrolment	<b>Supplemental Student Location Factor</b>	Level 1 and 2 inclusive education enrolment
	<b>Salary Differential</b>	Funding to districts that have higher average educator salaries
	<b>Funding Protection / Enrolment Decline</b>	
	<b>Funding Protection</b>	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
	<b>Enrolment Decline</b>	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
<b>CSF Supplement</b>		
District receives a 15% funding premium on allocated funding.		

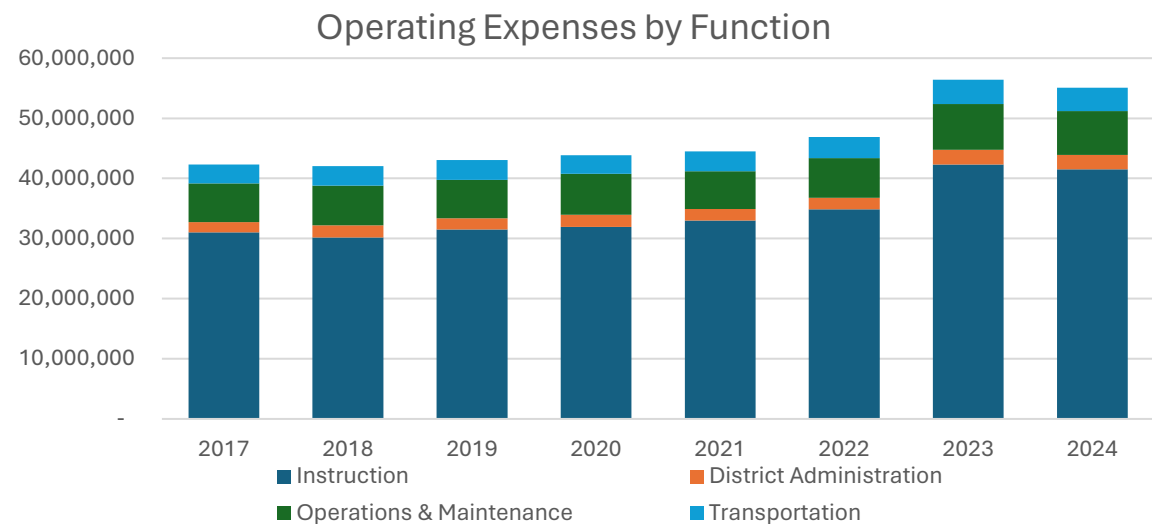
# Revenue



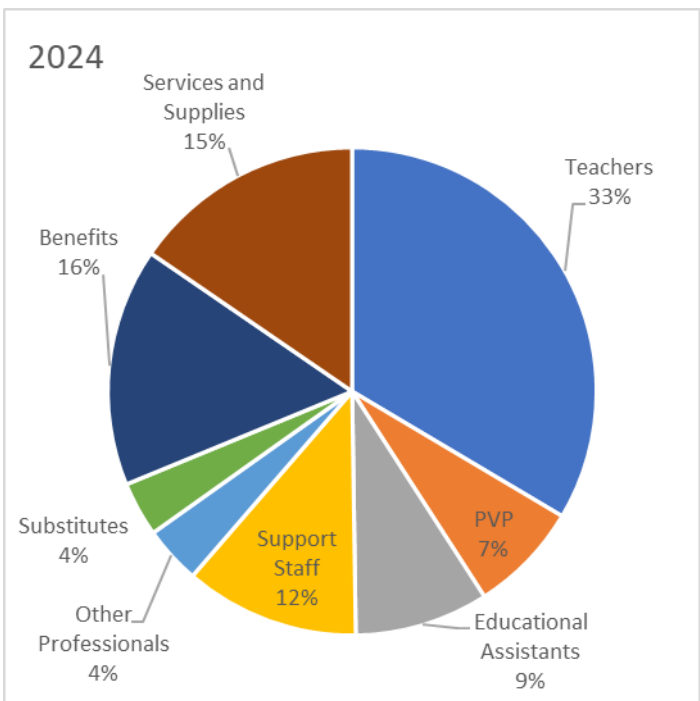
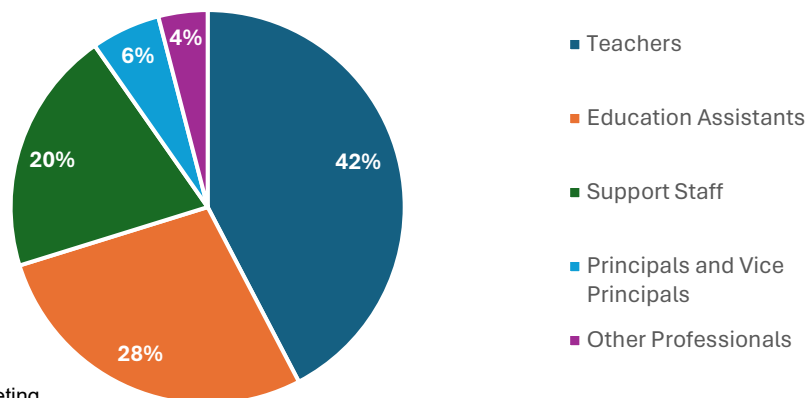
Revenue by Category



# Expenses



2023/24 Operating Staffing FTE



# Reserves: Savings Account

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Internally Restricted	2,223,621	3,468,717	3,106,063	2,610,153	3,157,953	5,410,944	2,570,088	1,256,241	2,058,880	3,643,721	2,305,371	3,506,179
Unrestricted	1,625,063	1,418,036	2,570,751	3,340,685	3,494,435	1,566,321	3,826,524	5,882,422	6,530,601	6,441,631	7,188,301	5,299,919
Total Operating Surplus	\$ 3,848,684	\$ 4,886,753	\$ 5,676,814	\$ 5,950,838	\$ 6,652,388	\$ 6,977,265	\$ 6,396,612	\$ 7,138,663	\$ 8,589,481	\$ 10,085,352	\$ 9,493,672	\$ 8,806,098
Unrestricted Surplus as a % of annual operating expenses	4%	3%	6%	8%	8%	4%	9%	13%	15%	14%	14%	10%

- Just like people should **save money for an emergency or a big future purchase**, the District does the same thing
- Operating reserves are \$7.1m or about 14% of the operating revenue

# How can we improve?

Financially we are solid: no deficit, no emergency cutbacks

But...

Are we sustainably nimble, aware and responsible?

Are we investing money in the right places?

If we could become more efficient and save money, how would we re-invest in ourselves to improve our results?



# Discussion







# Station 1

- Technology



## Station 2

- Cultural Responsiveness



# Station 3

- Advocacy and Agency



# Station 4

- Engagement



# Budget Simulation



A young child with light brown hair, wearing a blue and white striped t-shirt and pink shorts, is sitting on a wooden staircase. The child is holding a tablet computer and looking down at it. The staircase has wooden treads and risers, with the risers painted in alternating colors of yellow and light blue. A white handrail is visible on the right side of the stairs. The background is a plain white wall.

# Wrap Up and Next Steps



# Budget Timeline



Public Board Meeting

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</b>	<b>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</b>	<b>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	



Students are  
at the centre  
of every  
decision.



School District No. 59 (Peace River South)  
Annual Budget

School District Parameters  
2 schools: ABC School and 123 School

Starting Point/Minimal

	Grades	# of Students	# of Classroom		Principal	Education Assistants	Custodians /Janitors	Secretary	Absent Days		# of Computers					
			Teachers						(Sick, Vacation etc)							
ABC School	8-12	600	24		1	8	3	2	250		60					
123 School	K-7	400	17		1	6	1	1	175		30					
	Grades	# of Students	# of Classroom		Principal	Education Assistants	Custodians /Janitors	Secretary	Substitutes	Utilities (Energy		Carbon Tax	Learning &	Repairs to	Total	Budget from
			Teachers							Costs)			Office Supplies	Building	Minimum Budget	Board of Education
ABC School	8-12	600	24		\$ 105,000	\$ 320,000	\$ 150,000	\$ 100,000	\$ 75,000	\$ 75,000	\$ 10,000	\$ 150,000	\$ 100,000	\$ 1,085,000		\$ 1,700,000
123 School	K-7	400	17		\$ 105,000	\$ 240,000	\$ 50,000	\$ 50,000	\$ 75,000	\$ 45,000	\$ 4,000	\$ 75,000	\$ 75,000	\$ 719,000		\$ 1,100,000

Optional - Can Choose

To buy 1 of the following	It will cost you
Vice Principal	\$105,000
Teacher	\$100,000
Education Assistant	\$40,000
Custodian	\$50,000
Secretary	\$50,000
Learning & Office Supplies per Student	\$100
Solar Panel	\$5,000
School Garden Construction	\$5,000
One high school course (art, global perspectives, band, rugby academy, Atlas, Etc)	\$15,000
Counsellor - Full Time	\$100,000
Counsellor - Half Time	\$50,000
Librarian - Full Time	\$100,000
Librarian - Half Time	\$50,000
Playground Toy	\$10,000
Bus Trip	\$200
Computer	\$1,000
Rainy Day Fund	Up to you

Ways to Save Money
Each solar panel will save \$100 on Energy Costs
Each day someone doesn't need a sub will save
Ways to Raise Money (Revenue)

Up to you

Emergencies (thrown out of the blue after the exercise starts)

Roof fell in and requires \$300,000 repair  
International field trip opportunity but not all students can afford to go  
Arrival of students after funding date require an additional teacher

# BUDGET

615,000

- 100,000 - <sup>New</sup> Teacher

Librarian - Half time 50,000

✓ 300,000 - Roof

Garden - 5,000

- 3000 - Supplies

2 High School Course - 30,000

403,000

Instruments - 10,000

Vice Principal - 105,000

Rainey Day Fund - 10,000

615,000  
- 403,000  
212,000

Bus tips - 2,000

<sup>Students - 615  
25 per class</sup>  
 ABC - 50,000 Euro PE  
 Secondary - 50,000 rainy day  
 School - 50,000 (10 Solar panels)  
 6,15,000 - Vice principal  
 - 300,000 roof  
 60 computers 60,000  
 105,000

rainy day  
 100,000 total  
 50,000 each

123 School  
 10,30,2024 sheet.  
 Balance 381,000 total  
 Playground 20,000  
 Custodian 50,000  
 Supplies 5,000  
 Teacher 100,000  
 Garden 5,000  
 counsellor Half 50,000  
 course outdoor 15,000  
 Computer 30 30,000  
 Rainy day 50,000  
 Librarian Half 50,000  
 Solar Panel 5,000  
 Total 001,000.

Saved  
 600\$ on energy.

123 School  
 381 thousand \$  
 - 700,000  
 - 10,000 slide  
 Rainy day 20,000

Playground  
 10,000 x 2  
 20,000  
 Custodian  
 50,000  
 Supplies  
 100 x 50  
 = 5,000  
 306,000  
 - 100,000  
 + teacher



K. District No. 38 (Pence River South)  
in Budget

School District Parameters  
2 schools: ABC School and 123 School  
Starting Point: Minimal

ABC School  
123 School

ABC School  
123 School

#### Optional - Can Choose

To buy 1 of the following

Vice Principal

Teacher

Education Assistant

Custodian

Secretary

Learning & Office Supplies per student

Solar Panel

School Garden Construction

One high school course (art, global perspectives, band, robotics, etc)

Counselor

Librarian

Playground

Bus

Food

Supplies

Staff

Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

Staff (janitors, bus drivers, etc)

Buses

Supplies

Food

Playground

Supplies

Food

Staff

Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

Staff (janitors, bus drivers, etc)

Buses

Supplies

Food

Playground

Supplies

Food

Staff

Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

Staff (janitors, bus drivers, etc)

Buses

Supplies

Food

Playground

Supplies

Food

Staff

Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

Staff (janitors, bus drivers, etc)

Buses

Supplies

Food

Playground

Supplies

Food

Staff

Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

Staff (janitors, bus drivers, etc)

Buses

Supplies

Food

Playground

Supplies

Food

Staff

Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

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Supplies

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Supplies

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Staff

Sports bus

Supplies

Food/Kitchen

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T.As

Sports coaches

Staff (janitors, bus drivers, etc)

Buses

Supplies

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Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

Staff (janitors, bus drivers, etc)

Buses

Supplies

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Sports bus

Supplies

Food/Kitchen

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Sports coaches

Staff (janitors, bus drivers, etc)

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Supplies

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Sports bus

Supplies

Food/Kitchen

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T.As

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Sports bus

Supplies

Food/Kitchen

Teachers

T.As

Sports coaches

Staff (janitors, bus drivers, etc)

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Sports bus

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Food/Kitchen

Teachers

T.As

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T.As

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Food

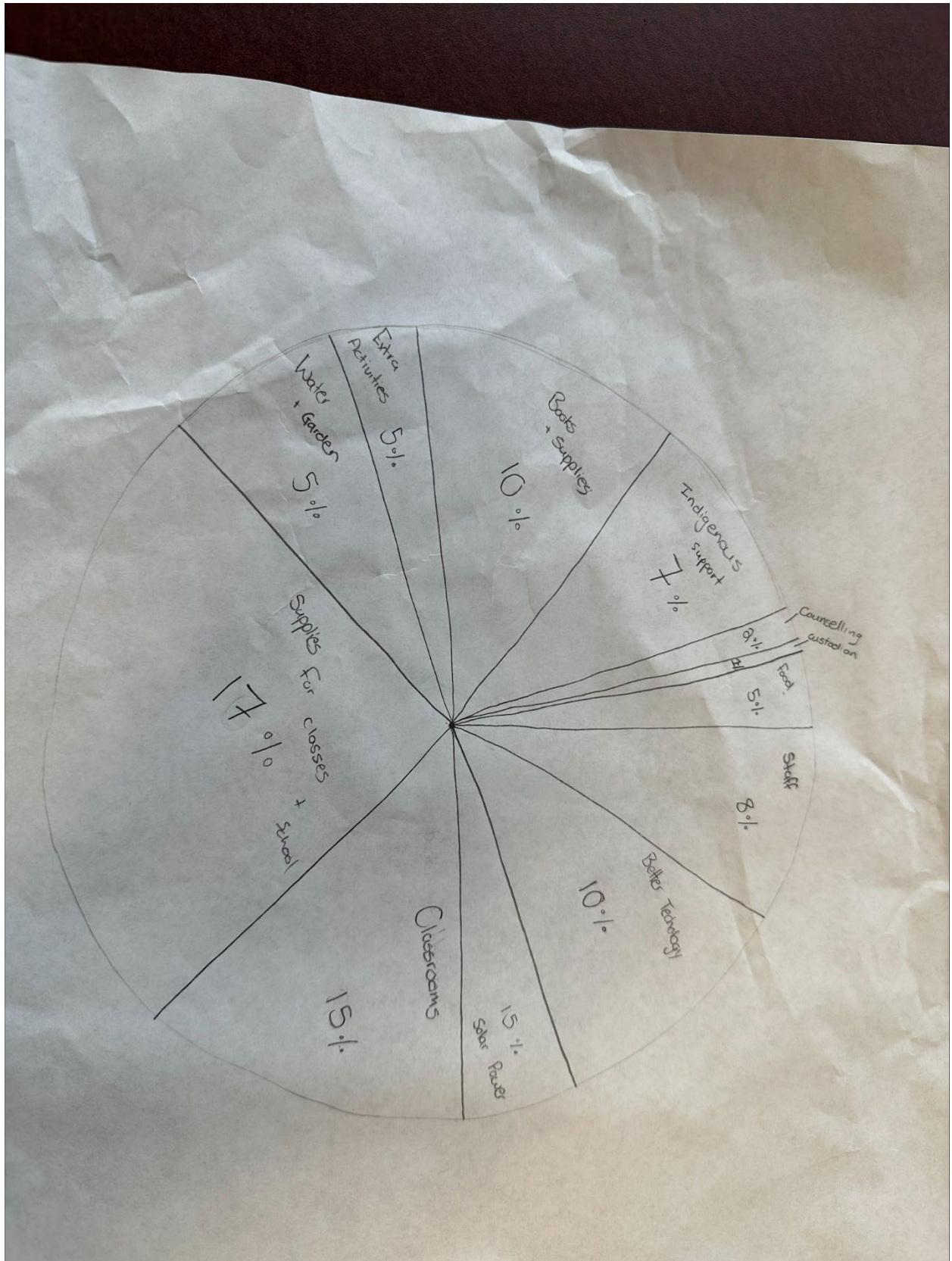
Staff

Sports bus

~~Get door Rink III ✓~~  
Patent know Foods Room III I  
Plasma table III  
~~Equipment for Academics III~~ New scoreboard  
Hockey nets I  
New bigye lakers III  
Gym floors Gym floors O  
Smart TV the Room New ~~computer~~ III  
New creative engine laptops III









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

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DATE: November 27, 2024

CHAIR: TBD

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### **Policy for Discussion:**

### **Policy for Circulation:**

- 4270 – District Scholarship Awards
- 4330 – Early Dismissal of Students

### **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
- 4585 – Media in Schools (2013)

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

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

## 4270 District Scholarship Awards

Policy 4270

STATUS: **FOR REVIEW**

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### *DISTRICT SCHOLARSHIP AWARDS*

Board Approved: December 8, 1975

Last Revised: June 14, 2000, November 28, 2024

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#### Description:

The Board of Education encourages the pursuit of excellence by students, in all endeavors throughout the School District. The Superintendent (or designate) will establish a fair process for the distribution of District Scholarships. In addition the Superintendent (or designate) will oversee the scholarship criteria and selection of winners in schools.

These winners will receive their awards through a process established by the Provincial Government.

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*DISTRICT SCHOLARSHIP AWARDS*

Board Approved and Codified: June 16, 1986

Last Revised: June 19, 2013, November 28, 2024

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Description:

The purpose of District Scholarships is to acknowledge excellence in fields other than academic pursuits. District Scholarships of ~~\$1000~~ \$1250 each (funded by the Ministry of Education) may be awarded to ~~bona-fide~~ grade twelve students who fulfill the provincial, district and school requirements.

The District Scholarships will be ~~proportionally~~ divided between the district's geographic areas based on grade 12 enrollment, and the merit of submissions.

Eligible candidates will be senior secondary students who have demonstrated excellence in a non-traditional field and intend to pursue credential in a related career.

Students who meet the above criteria will be able to demonstrate superior achievement in any of the following areas:

- ~~— Fine Arts (e.g. Visual Arts, Dance, Drama, Music).~~
- ~~— Applied Skills (e.g. Business Ed., Technology Ed., Home Economics).~~
- ~~— Physical Activity (e.g. Athletics, Dance Gymnastics, not limited to Physical Education).~~
- ~~— Second Languages (including Aboriginal Languages) with IRP's or External Assessments, including AP and IB courses.~~
- ~~— Community Service (Volunteer Activity).~~
- ~~— Technical and Trades Training (e.g. Carpentry, Automotive, Mechanics, Cook Training).~~

- Applied Design, Skills, and Technologies (e.g., Business, Technology, Home Economics, Media Arts, Tourism)
- Community Service (Volunteer Activity), which includes awareness of local, global, and cultural issues
- Fine Arts (e.g., Dance, Drama, Music, Visual Arts)
- Indigenous Languages and Culture, demonstrated at school or in the community
- Languages from the Languages Curriculum or External Assessments, including AP and IB courses
- Physical Activity (and Health) (e.g., Athletics, Dance, Gymnastics)
- Technical and Trades Training (e.g., Coding, Culinary Arts, Mechanics, Robotics, Woodwork)

Applicants must also fulfill the BC graduation requirements by August 31st of a student's graduating year.



## **SCHOLARSHIP COMMITTEES**

Committees at the school and District levels must ensure that the winning candidates have been fairly evaluated in the areas that students have chosen for presentation to the committee and satisfy other criteria which may include factors such as attendance, punctuality, work habits and citizenship.

### ***District Scholarship Committee***

1. The District Scholarship Committee will be comprised of a minimum of 2 senior administrators ~~s. and the Information Systems Manager.~~
2. Duties of the District Scholarship Committee shall include:
  - i) Annually reviewing district and provincial procedures and regulations governing district scholarships;
  - ii) Establishing dates and deadlines for District Scholarships;
  - iii) Approving local school selection procedures;
  - iv) Reporting selected candidates to the Ministry of Education;
  - v) Supporting students to receive their scholarships.

### ***School Scholarship Committee***

1. Each school shall establish a Scholarship Committee
2. The School Scholarship Committee shall be composed of at least 3 school staff.
3. Duties of the School Scholarship Committee shall include:
  - i) Establishing selection criteria and procedures for District Scholarships which comply with provincial and district procedures and regulations
  - ii) Submitting school criteria and procedures to the District Scholarship Committee for approval
  - iii) Selecting candidates for District Scholarships from the school applicants.

## **4330 Early Dismissal of Students**

Policy 4330

STATUS: **FOR REVIEW**

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### *EARLY DISMISSAL OF STUDENTS DURING THE SCHOOL DAY*

Board Approved: February 1971

Last Revised: March 14, 2001

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#### Description:

The Board of Education recognizes that, under warranted circumstances, ~~students~~/classes may be required to be dismissed from school prior to the completion of the regular school day.

The decision to dismiss classes will be made by the Superintendent of Schools.



*EARLY DISMISSAL OF STUDENTS DURING THE SCHOOL DAY*

Approved: February 24, 1986

Revisions:

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Description:

**Individual Students:**

1. Individual students may be dismissed from school prior to the completion of the normal school day when:
  - i) There is a written request from the parent or legal guardian.
  - ii) There is a request in person from the parent or legal guardian to the principal.

**Classes:**

1. Classes may be dismissed prior to the completion of a normal school day when there is an emergent concern for the safety and well being of the students:
  - i) where an emergency reason exists (eg; fires, natural disasters, infrastructure failures);
  - ii) where the bus fleet is called to duty during the school day (eg; severe winter storm weather);
  - iii) where the Superintendent of Schools has granted approval;
  - ~~iv) where the day is scheduled by calendar to be an early dismissal day.~~
2. Re-unification processes will be implemented based on the district's emergency response plans.