

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

**10112 – 105 Avenue
Fort St. John, BC V1J 4S4**

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Board of Education



A G E N D A B O O K

FOR THE

REGULAR BOARD MEETING

BOARD ROOM

MONDAY, SEPTEMBER 18, 2023 @ 5:30 p.m.

OUR MISSION

All our students will graduate, crossing the stage with dignity and grace.

OUR VALUES

The core values that guide the work of the school division are *RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS*.

OUR STRATEGIES

As a district, we are committed to FOUR OVER-ARCHING STRATEGIES:

- ❖ DELIVERY OF EXCELLENT EDUCATIONAL PROGRAMMING FOCUSSED ON STUDENT OUTCOMES
- ❖ PROVISION OF ETHICAL LEADERSHIP FOCUSSED ON RELATIONSHIPS AND CONTINUOUS IMPROVEMENT
- ❖ EXEMPLARY MANAGEMENT PRACTISES FOCUSSED ON ALIGNING RESOURCES FOR OPTIMAL RESULTS
- ❖ ENGAGED GOVERNANCE FOCUSSED ON ADVOCACY, ACCOUNTABILITY, AND COMMUNITY PARTNERSHIPS



THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60**REGULAR BOARD MEETING****MONDAY, SEPTEMBER 18, 2023****5:30 P.M.****AGENDA****1.0 Call to Order**

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

2.0 Additions to the Agenda/Acceptance of the Agenda**3.0 Presentations/Delegations**

- 3.1 2022-2023 Financial Statements – Auditor Presentation (*Attachments*)
KPMG Auditors/Angela Telford, Secretary-Treasurer

4.0 Trustee Engagement**5.0 Minutes of the Regular Board Meeting, June 19, 2023** (pages 6-14)

- 5.1 Approval of the Minutes
- 5.2 Business Arising from the Minutes
(*See attached Action Item List for completed and ongoing items*)

6.0 Approval of Excerpts of the In Camera Board Meeting, May 23, 2023 (page 15)**7.0 Announcements and Reminders**

September 20	Provincial Council Motion Deadline		
September 20	Cross Country		MMMCS
September 22	NID (School Planning)		
September 26	SUP-PAC Meetings (<i>Gilbert/Lehmann</i>)	12:00 p.m.	Board Room
September 27	Cross Country		Upper Pine
October 2	Truth & Reconciliation Day		
October 3 (<i>Tues</i>)	COTW Meetings	12:30 p.m.	Board Room
October 4	Cross Country (Districts)		Taylor
October 7	Soccer Tournament		Central/Prespatou
October 9	Thanksgiving Day		
October 13/14	NIB/NWD Joint Meeting		Prince George
October 16	Board Meetings	5:30 p.m.	Board Room
October 19	BCSTA Advocacy Day		Victoria
October 20	NID Day (Pro-D Provincial)		
October 20/21	BCSTA Provincial Council		Vancouver
October 24	SUP-PAC Meetings	12:00 p.m.	Board Room

November 2/3	BCPSEA Symposium		Vancouver
November 6	COTW Meetings	12:30 p.m.	Board Room
November 6	NPAA Meeting	5:00 p.m.	Dr. Kearney
November 13	Remembrance Day		
November 20	Board Meetings	5:30 p.m.	Board Room
November 20/21	Volleyball Tournament		ARYES
November 22/23	Early Dismissal		
November 23-25	BCSTA Trustee Academy		Vancouver
November 24	NID (Parent-Teacher Interviews)		

8.0 **Minor Capital Plan 2024-2025** (*Attachments*)

9.0 **Senior Staff Reports**

9.1 Superintendent's Report (page 16)

9.2 Secretary-Treasurer's Report (page 17-18)

10.0 **Reports of Regular Committee of the Whole Meeting, June 5, 2023** (pages 19-20)

10.1 Approval of Minutes

10.2 Business Arising
(*See attached Action Item List for completed and ongoing items*)

10.3 Policy Committee (*Attachments*)

Policy 4024 Teachers – Early Retirement Incentive Payout
Whitton/

That Policy 4024 Teacher – Early Retirement Incentive Payout be adopted.
CARRIED.

Policy 1002 Communications and Community Engagement
Scott-Moncrieff/

That Policy 1002 Communication and Community Engagement be adopted.
CARRIED.

Policy 4027 Teacher Leaves
Lehmann/

That Policy 4027 Teacher Leaves be adopted.

CARRIED

11.0 **Other Reports**

11.1 BCSTA – *Trustee Gilliss*

a) Climate Change Working Group Report (*Attachment*)
Chair Gilbert

b) Virtual Orientations

Value Based, Evidence-Informed Decision Making – October 3 @ 5:00 p.m.
Planning for Student Success – November 16 @ 6:00 p.m.

11.2 BCPSEA – *Vice-Chair Lehmann*

11.3 Board Pro-D Committee – *Chair Gilbert*

12.0 **Correspondence**

- 12.1 City of Fort St. John – Zoning Amendment Bylaw No. 2579, 2023 Institutional Zone Permitted Uses (*Attachment*)
Angela Telford, Secretary-Treasurer

13.0 **Unfinished Business**

- 13.1 Advocacy Update (*Attachments*)
Chair Gilbert
- 13.2 School Trustee Codes of Conduct Criteria – MECC (*Attachment*)
Chair Gilbert
- 13.3 Strategic Plan Update
Chair Gilbert

14.0 **New Business**

- 15.0 **PRNTA Update** – Michele Wiebe, President

- 16.0 **CUPE Local #4653 Update** – Jennie Copeland, President

- 17.0 **District Parent Advisory Council (DPAC) Report** – Corrie Bennie, President

18.0 **Questions from the Press and Public Related to Agenda Items**

19.0 **Suspend Regular Meeting & Move into In-Camera Meeting**

20.0 **In Camera Motions brought forward for implementation**

21.0 **Adjournment**

Please Note:

Where an individual/group knows in advance they wish to address the Board, a request in writing should be made to the Secretary-Treasurer one week in advance of the Board Meeting in accordance with Board Policy #1003.1.

The request must indicate the subject of the presentation, any technology requirements (ie. screen, projector, laptop use) and the estimated time required for the presentation. Presentations will be limited to a maximum of 10 minutes, unless approved otherwise.

If approval is granted, an electronic/written copy of the presentation must be provided no later than Thursday of the week before the date of presentation.

“PROVISIONAL” MINUTES SCHOOL DISTRICT NO. 60 (Peace River North)

REGULAR MEETING

**Monday, June 19, 2023
5:30 p.m.**

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Ida Campbell, Trustee (Area 4)
David Scott-Moncrieff, Trustee (Area 2)
Bill Snow, Trustee (Area 5)
Tom Whitton, Trustee (Area 5)

Stephen Petrucci, Superintendent of Schools
Angela Telford, Secretary-Treasurer
Leah Reimer, Recording Secretary

(Guests/Media)

None

Regrets: Nicole Gilliss, Trustee (Area 3)



This Regular Board Meeting will be recorded and uploaded to our district website

Disclaimer: The definitive documentation and decisions are documented in the meeting minutes

Call to Order Chair Gilbert called the meeting to order at 5:31 p.m.

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

Agenda

Approval of the Agenda

Motion #78-23

Snow/Lehmann
THAT the agenda be accepted as presented with the following addition:

Superintendent's Report – Posts of Responsibility

CARRIED.

Presentations/Delegations

None

Trustee Input

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

Trustee Campbell

- School PAC meetings, the last ones of the year

- Lisa Frankham's Retirement Tea at Taylor School. A good turnout.
- Meet the Author @ Taylor School. Students did well again with their books. Spoke as a rep for the district
- Retirement & Long Service Awards dinner

Trustee Gilliss

- Expressed regrets
- Chair Gilbert – Trustee Gilliss has put in nomination papers to run for Mayor of Hudson's Hope

Vice-Chair Lehmann

- Retirement & Long Service Awards dinner
- Northern Health Meeting
- BCPSEA meeting re: recruitment incentives
- NIB planning meeting for the fall
- NPSS audit meeting
- Grievance meeting

Trustee Scott-Moncrieff joined the meeting at 5:38 p.m.

Trustee Scott-Moncrieff

- Connected with almost all schools...all is going well
- Retirement & Long Service Awards dinner

Trustee Snow

- Retirement & Long Service Awards dinner
- Visited all schools
- Bert Ambrose art display. Nice to see Grade 6 students come with Grade 1 students to help them. Also helped the softball team with practice at lunch time
- Northern Health meeting
- Appointed to the BCSTA Provincial Committee for Inclusion
- Retirement & Long Service Awards dinner
- Ready, Set, Learn presentation
- Doig Days
- District Track Meet
- NPSS Audit Meeting
- Project Heavy Duty

Trustee Whitton

- Central School PAC Meeting
- Dr. Kearney tour and met with the administrator
- Speech contest
- Doig Days – went well. There were 300-400 students in attendance in spite of the local wildfires

Chair Gilbert

- District public speaking contest judge...high caliber speeches
- Part of the Prespatou Vice-Principal interview panel
- Finance Standing Committee presentation in Dawson Creek
- Retirement & Long Service Awards dinner
- Aboriginal Graduation ceremony

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #79-23

Snow/Scott-Moncrieff

THAT the Regular Meeting Minutes of May 23, 2023 be adopted.

CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

Policy Committee – BASC policy/guidelines is on the list of action items and will be revisited at the next policy committee meeting

Approval of Excerpts

Replacement Correction (Attachment): Replace the April 25, 2022 with the April 24, 2023 Excerpts

Motion #80-23

Snow/Whitton

THAT the excerpts from the April 24, 2023 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes with the above noted replacement correction.

CARRIED.

Announcements & Reminders

June 23	NPSS Graduation	1:30 p.m.	NPSS NP Arena
June 29	Last Day for Students		
June 30	Hudson's Hope Graduation	1:00 p.m.	Hudson's Hope
June 30	Administrative Day – Schools Close		
August 28	Board Meetings (<i>Tentative</i>)	5:30 p.m.	Board Room
September 5	Schools Open		
September 18	Board Meetings	5:30 p.m.	Board Room
September 22	NID (School Planning)		
October 2	Truth & Reconciliation Day		
October 3 (<i>Tues</i>)	COTW Meetings	12:30 p.m.	Board Room
October 9	Thanksgiving Day		
October 16	Board Meetings	5:30 p.m.	Board Room

Senior Staff Reports

Superintendent's Report

A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO's

- For information purposes

Superintendent's Report

<https://togetherwelearn.prn.bc.ca/2023/06/19/superintendents-report-june-2023/>

- The report was presented and discussion took place varying topics

International Travel Procedures & Guidelines

- The draft is in follow up to the previously adopted Policy 2003 International Travel and is being presented to the Board for review
- Discussion around ensuring that parents have access to the policy as well as the guidelines
- When a trip involves staff and students, it has to be approved by the Board. As referenced in the policy, these would apply to educational trips, not for vacations
- Will this be international travel only or Canada as well, as referenced on page 6...need clarification on that
- Will also be looking at condensing the document for the next version
- Discussion around having an equity plan to ensure everyone is included. Superintendent - moving away from EF Tours will help with this

Out of District Field Trips

- See motion below

NEW - Post of Responsibility (*Attachment*)

- See motion below

Motion #81-23

Snow/Campbell

THAT the Board accept the Superintendent's Report with the exception of Out of District Field Trips and Post of Responsibility.

CARRIED.

Motion #82-23

Scott-Moncrieff/Campbell

That the Board of Education adopt the Out of District Field Trips as presented

CARRIED.

Motion #83-23

Whitton/Lehmann

That the Board of Education adopt the Post of Responsibility as presented

CARRIED.

Secretary-Treasurer's Report

A written report was presented. Topics discussed and reported included:

Finance Update to May 31, 2023

- Upcoming Ministry Funding Claw back – must align with current year as it affects the current year funding. The funding is given every month and would have been paid out entirely at the end of June
- The amount reported is no longer coming to us so it is reflected entirely in this month's report
- It will affect our accumulated surplus for next year but not next year's operating budget
- It was noted that, although we are able to cover the claw back using surplus, it still affects service to student's overall

SD60 Emergency Preparedness Plan & Emergency Management and Guidance

- Trustee Snow – have heard about discrepancies in regards to some students not being able to go outside due to poor air quality from smoke but others going on field trips. Superintendent - the district provides the best guidance we can and administrators make decisions for their individual locations. The guidelines have gone out to all locations
- The Safety Supervisor spearheads the plan as well as each school has a health and safety committee reviewing the procedures
- Discussion took place around the Board advocating for better communication between other ministries, municipalities, etc. together with the school district as this was not the case when it came to the wildfire emergency alerts, etc. The Superintendent has been invited to a debrief meeting in Dawson Creek
- Discussion around special circumstances in some rural schools (ie. Clearview), knowing where evacuation site keys are located, if secondary sites have changes in their leadership roles and if they are up to date on the procedures

Human Resources Summary Report

- For information purposes

Motion #83-23

Whitton/Snow

THAT the Board accept the Secretary-Treasurer's Report
CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – June 5, 2023

Motion #84-23

Lehmann/Campbell

THAT the Board accept the Regular Committee of the Whole minutes of June 5, 2023 and its recommendations

CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

None

Policy Committee

Motion #85-23

Policy 4024 Teachers – Early Retirement Incentive Payout
Whitton/

That a Notice of Motion be issued for Policy 4024 Teachers – Early Retirement Incentive Payout

CARRIED.

Motion #86-23

Policy 1002 Communications and Community Engagement
Scott-Moncrieff/

That a Notice of Motion be issued for Policy 1002 Communications and Community Engagement

CARRIED.

Motion #87-23

Policy 4027 Teacher Leaves

Lehmann/

That a Notice of Motion be issued for Policy 4027 Teacher Leaves
CARRIED

Other Reports

BCSTA

- All past virtual presentations are available through the BCSTA Hub

BCPSEA

- Discussion around looking at the program for the Symposium this fall and see how much the content applies to all trustees

ACTION: Trustees to look at the program and then bring forward to the next Board meeting to confirm attendance

Board Pro-D Committee

Correspondence

NPSS Senior Band – Thank You

- For information purposes

Unfinished Business

The following unfinished business arose from the previous meeting minutes:

French Hiring Incentive

- This specific incentive was negotiated with BCPEA and the BCTF
- Every school district has been provided with an incentive of \$1,500 per teacher, with specific terms around it
- Discussion took place around recruitment and retention issues of French teachers at Central School and the two middle schools

Finance Standing Committee

- Chair Gilbert presented to the Select Standing Committee on June 6. A copy of the presentation has now been sent to MLA's Dan Davies and Mike Bernier as well as the PRRD Director. Will also be sending to Carolyn Broady, President of BCSTA
- It was suggested to also send to the following to provide background information that they can take to their specific meetings
 - MP, Bob Zimmer
 - Districts of Taylor and Hudson's Hope
 - City of Fort St. John
 - NE BC Education Critic
- Chair Gilbert will meet with the Superintendent and then follow up with Mike Starchuk from the Select Standing Committee on questions he asked after the presentation

ACTION: Chair Gilbert to send presentation to additional contacts listed

ACTION: Chair Gilbert to meet with the Superintendent and then follow up with questions from Mike Starchuk, Select Standing Committee

Trustee Code of Conduct Updated Information

- Provincial criteria and guidelines have been released

- Still waiting for the letter specific to our district. Will then revisit when we've received it

Kindergarten Vision Screening Letter from Margaret Little Response

- For information purposes

ACTION: Chair Gilbert will generate a letter to Dr. Jong at Northern Health requesting a follow up when it becomes available

Five-Year Capital Plan 2024-2025

- It is forecasted that in the next few years we will see Bert Bowes hitting maximum enrolment and a few years later, Dr. Kearney is forecasted to hit their maximum enrolment.
- When our District's Long Range Facilities Plan (LRFP) was generated for 2018-2028, they were planning and asking for an entirely new middle school. In the current Five-Year Capital Plan submission, we're still seeing the middle school need, however we're addressing it through expansions instead of a new school with all new staff when what we need is additional classroom spaces, a gym and spaces where students can meet
- Our Ministry rep has indicated that this is still in line with our LRFP. There was a suggestion that, although the LRFP is for 10 years, redoing the plan every five years would be beneficial. Ministry has indicated that enrollment pressure is what they need to address as a priority and will be looking at expansions
- Discussion followed around a replacement school for Charlie Lake. Ministry considers portables a more permanent than temporary solution for additional space for schools so replacement at this time is unlikely
- In regards to long term planning, we have asked for land purchases in the Parkwood area
- The priority for our District at this time would be the expansion at Bert Bowes as it's reaching its maximum quickly
- Discussion around whether the high school should be added to the future plan with the high enrollment at the middle schools. The high school has ways of adjusting enrollment by shifting the blocks (ie. flex system – 5 blocks a day with no common lunch hour). Ministry has also said that they are not looking at new high schools and new builds in general as the need down south is so great
- In the past, we were anticipating continued growth as well as Ministry predicting 10-15% growth in industry in this area...this has not happened

Motion 88-23

Snow/Scott-Moncrieff

THAT the Board of Education approve the attached 2024-2025 Five-Year Capital Plan submission.

CARRIED.

2023-2024 Annual Budget

- The Secretary-Treasurer presented the budget and answered questions from trustees
- Discussion around the Special Needs and ELL students increases and where we will have pressure points in our district

- Snapshot attachment and clarification questions were answered.
Snapshot to be updated around the ratio of teachers to students.
Ratio should only include enrolling teachers

ACTION: Secretary-Treasurer to adjust the Budget Snapshot to reflect enrolling teachers only

Motion 89-23 Scott-Moncrieff/Lehmann
THAT in accordance with Section 68(4) of the *School Act*, all three readings of the Annual Budget Bylaw 2023-2024 be given at this meeting
CARRIED.

Motion 90-23 Campbell/Whitton
THAT the Board adopt the First Reading of Annual Budget Bylaw 2023-2024
CARRIED.

Motion 91-23 Scott-Moncrieff/Lehmann
THAT the Second and Third Reading be done in short form
CARRIED.

Motion 92-23 Scott-Moncrieff/Snow
THAT the Board adopt the Second Reading of the Annual Budget Bylaw 2023-2024
CARRIED.

Motion 93-23 Campbell/Snow
THAT the Board adopt the Third and Final Reading of Annual Budget Bylaw 2023-2024
CARRIED.

New Business

None

PRNTA Update – Michele Wiebe, President

No report – not present

CUPE Local #4653 Update – Jennie Copeland, President

No report – not present

District Parent Advisory Council (DPAC) Report – President

No report – not present

Questions from Press/Public

At this time, opportunity was given for questions from the press
None

Suspension & Move into In-Camera Meeting

Motion #94-23 Scott-Moncrieff/Snow
THAT the Board suspend the Regular Meeting and move into the In-Camera Meeting.
CARRIED.

Motion #95-23

Snow/Scott Moncrieff

THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.

CARRIED.

Adjournment

Motion #96-23

Scott-Moncrieff/Snow

THAT the meeting be adjourned. (9:45 p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

**EXCERPTS
FROM THE MAY 23, 2023
“IN CAMERA” MEETING MINUTES**

The meeting was called to order and the In-camera Meeting Minutes, April 24, 2023 were read and adopted.

Business Arising

None

Superintendent’s Report

Items discussed and reported included:

None

Secretary-Treasurer’s Report

Items discussed and reported included:

- Joint Health & Safety Committee Meeting Minutes – April 20, 2023

Other Reports

- BCSTA
- BCPSEA
- COTW Discussion Topics

Correspondence

None

Unfinished Business

None

New Business

None

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

Monday, September 18, 2023

Human Resources

1. Human Resources Summary Report for Teachers

Human Resources Summary Report for Teachers & AO's
for period of June 16th to September 14th, 2023

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	28	2		10	22
Changes to existing	26	5			
Return from leave					
Payout prep					

RETIREEES only:

2. Recruitment & Retention Update (Attachment)

Education

1. **Superintendent's Report**
<https://togetherwelearn.prn.bc.ca/2023/09/14/superintendents-report-september-2023/>
2. **District Framework for Enhancing Student Learning (Attachments)**
Recommended Motion: That the Board of Education adopt the 2023-2024 Framework for Enhancing Student Learning.
3. **Early Learning Environment Scan (Attachments)**
4. **Ministry Update re: Education Mandate (Attachment)**

5. **Leadership Advance Planning** (*Attachment*)
6. **Leadership Academy** (*Attachment*)
7. **Audit Pro-D Update**
8. **Out of District Field Trips** (*Attachment*)
Recommended Motion: That the Board of Education adopt the Out of District Field Trips as presented.
9. **2023-2024 Community Coaches** (*Attachment*)
Recommended Motion: That the Board of Education adopt the 2023-2024 Community Coaches as presented.
10. **2023-2024 Posts of Responsibility** (*Attachment*)
Recommended Motion: That the Board of Education adopt the 2023-2024 Posts of Responsibility as presented.

Respectfully submitted

Stephen Petrucci, EdD
Superintendent of Schools

**REPORT TO THE
BOARD OF EDUCATION
FROM THE SECRETARY-TREASURER
Monday, September 18, 2023
REGULAR MEETING**

Operations

1. **Finance Update to August 31, 2023** *(Attachment)*
2. **Food Security Grant – Allotment of Funds Update**
3. **Wonowon School Upgrade Announcement** *(Attachment)*
4. **Upper Halfway Update**

Human Resources

1. **Human Resources Support Staff Summary**

Human Resources Summary Report for Support Staff
For period of June 16th, 2023 to September 14th, 2023

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	27	3	14
Changes to existing	18		
Return from leave	1		
Layoff	5		
Retirements	3		
Termination			

Angela Telford,
Secretary-Treasurer

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES
MONDAY, JUNE 5, 2023
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Bill Snow, Trustee
Thomas Whitton, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Executive Assistant

Guests/Media:
Michele Wiebe, PRNTA President
Wayne Bell
D. Johnson
Mr. & Mrs. D. Bourdon

Regrets: Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations

Clearview Elementary/Jr. Secondary School

Craig Brownlee, Administrator

- Presentation was made and questions from the Board were answered

Buick Creek/Key Learning Centre

Sean Thomas, Administrator

Christine Mann, Vice-Principal

- Presentation was made and questions from the Board were answered

Careers and International Education

Brian Campbell, Principal – Careers, International & SWIS

- Presentation was made and questions from the Board were answered

~~Bert Ambrose Elementary School~~

~~Laurie Wright, Administrator~~

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- Upper Halfway – there may be a delay in opening the gymnasium due to the wildfire activity
- Ecole Central fencing – fencing is going between the KEY and Central School. We will be maintaining two access points to Ecole Central. They will be building in a fence with gate access to the new track at Bert Bowes.
- Custodial schedule change – first year of implementation
- Picture provided is the actual signage going up at Cameron Lake

Carbon Neutral Report

Angela Telford, Secretary-Treasurer

- For information purposes
- Discussion followed on process and the purposes and relevance of detail within the report

Audited Financial Statements of

School District No. 60 (Peace River North)

And Independent Auditors' Report thereon

June 30, 2023

School District No. 60 (Peace River North)

June 30, 2023

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School District No. 60 (Peace River North)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 60 (Peace River North) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 60 (Peace River North) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 60 (Peace River North) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 60 (Peace River North)

DRAFT

Signature of the Superintendent of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer

Date Signed



KPMG LLP
177 Victoria Street, Suite 400
Prince George BC V2L 5R8
Canada
Telephone (250) 563-7151
Fax (250) 563-5693

INDEPENDENT AUDITORS' REPORT

To the Board of Education of the School District No. 60 (Peace River North), and

To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 60 (Peace River North) (the Entity), which comprise:

- the statement of financial position as at June 30, 2023
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2023 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



Emphasis of Matter – Financial Reporting Framework

We draw attention to note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Matter – Comparative Information

As part of our audit of the financial statements for the year ended June 30, 2023, we also audited the adjustments that were applied to restate certain comparative information presented for the year ended June 30, 2022. In our opinion, such adjustments are appropriate and have been properly applied.

Other Information

Management is responsible for the other information. Other information comprises:

Information, other than the financial statements and the auditors' report thereon, included in Unaudited Schedules 1-4 attached to the audited financial statements

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Information, other than the financial statements and the auditors' report thereon, included in the Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.



Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants
Prince George, Canada
September 18, 2023

School District No. 60 (Peace River North)

Statement 1

Statement of Financial Position

As at June 30, 2023

	2023 Actual	2022 Actual (Restated)
	\$	\$
Financial Assets		
Cash and Cash Equivalents	15,674,320	13,629,527
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	705,386	369,342
Due from Province - Other	-	426,410
Due from First Nations	-	310,019
Other (Note 3)	498,962	673,333
Inventories for Resale	116,477	116,477
Total Financial Assets	16,995,145	15,525,108
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	6,736,441	6,392,856
Unearned Revenue (Note 5)	185,910	312,828
Deferred Revenue (Note 6)	3,857,847	2,958,428
Deferred Capital Revenue (Note 7)	108,658,250	108,304,735
Employee Future Benefits (Note 8)	1,367,325	1,139,165
Asset Retirement Obligation (Note 14)	6,242,260	6,242,260
Total Liabilities	127,048,033	125,350,272
Net Debt	(110,052,888)	(109,825,164)
Non-Financial Assets		
Tangible Capital Assets (Note 9)	135,759,136	135,911,978
Prepaid Expenses	328,708	375,192
Supplies Inventory	70,943	
Total Non-Financial Assets	136,158,787	136,287,170
Accumulated Surplus (Deficit)	26,105,899	26,462,006
Accumulated Surplus (Deficit) is comprised of:		
Accumulated Surplus (Deficit) from Operations	26,105,899	26,462,006
Accumulated Remeasurement Gains (Losses)		
	26,105,899	26,462,006

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 60 (Peace River North)

Statement 2

Statement of Operations
Year Ended June 30, 2023

	2023 Budget	2023 Actual	2022 Actual (Restated)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	80,696,246	81,034,844	75,423,513
Other	152,002	284,969	272,186
Federal Grants	262,114	286,788	255,951
Tuition	744,289	809,072	870,691
Other Revenue	3,913,517	4,221,422	4,600,799
Rentals and Leases	101,200	114,962	104,785
Investment Income	320,000	451,169	102,211
Amortization of Deferred Capital Revenue	4,419,938	4,514,233	4,436,835
Total Revenue	90,609,306	91,717,459	86,066,971
Expenses			
Instruction	69,122,672	69,776,884	63,343,948
District Administration	2,537,874	2,517,571	2,235,473
Operations and Maintenance	15,499,544	14,722,724	14,661,733
Transportation and Housing	5,886,803	5,056,387	4,745,065
Total Expense	93,046,893	92,073,566	84,986,219
Surplus (Deficit) for the year	(2,437,587)	(356,107)	1,080,752
Accumulated Surplus (Deficit) from Operations, beginning of year		26,462,006	25,381,254
Accumulated Surplus (Deficit) from Operations, end of year		26,105,899	26,462,006

School District No. 60 (Peace River North)

Statement 4

Statement of Changes in Net Debt
Year Ended June 30, 2023

	2023 Budget	2023 Actual	2022 Actual (Restated)
	\$	\$	\$
Surplus (Deficit) for the year	<u>(2,437,587)</u>	<u>(356,107)</u>	<u>1,080,752</u>
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(6,918,414)	(5,762,731)	(4,773,671)
Amortization of Tangible Capital Assets	5,983,648	5,915,573	5,836,618
Total Effect of change in Tangible Capital Assets	<u>(934,766)</u>	<u>152,842</u>	<u>1,062,947</u>
Acquisition of Prepaid Expenses		(328,708)	(375,192)
Use of Prepaid Expenses		375,192	392,341
Acquisition of Supplies Inventory		(70,943)	
Total Effect of change in Other Non-Financial Assets	<u>-</u>	<u>(24,459)</u>	<u>17,149</u>
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>(3,372,353)</u>	<u>(227,724)</u>	<u>2,160,848</u>
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		<u>(227,724)</u>	<u>2,160,848</u>
Net Debt, beginning of year		<u>(109,825,164)</u>	<u>(111,986,012)</u>
Net Debt, end of year		<u><u>(110,052,888)</u></u>	<u><u>(109,825,164)</u></u>

School District No. 60 (Peace River North)

Statement 5

Statement of Cash Flows
Year Ended June 30, 2023

	2023 Actual	2022 Actual (Restated)
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(356,107)	1,080,752
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	574,755	(1,179,808)
Supplies Inventories	(70,943)	
Prepaid Expenses	46,484	17,149
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	343,586	(2,086,452)
Unearned Revenue	(126,918)	(87,143)
Deferred Revenue	899,419	(188,519)
Employee Future Benefits	228,160	229,728
Amortization of Tangible Capital Assets	5,915,573	5,836,618
Amortization of Deferred Capital Revenue	(4,514,233)	(4,436,835)
Total Operating Transactions	2,939,776	(814,510)
Capital Transactions		
Tangible Capital Assets Purchased	(3,494,963)	(4,483,628)
Tangible Capital Assets -WIP Purchased	(2,267,768)	(290,043)
Total Capital Transactions	(5,762,731)	(4,773,671)
Financing Transactions		
Capital Revenue Received	4,867,748	3,443,985
Total Financing Transactions	4,867,748	3,443,985
Net Increase (Decrease) in Cash and Cash Equivalents	2,044,793	(2,144,196)
Cash and Cash Equivalents, beginning of year	13,629,527	15,773,723
Cash and Cash Equivalents, end of year	15,674,320	13,629,527
Cash and Cash Equivalents, end of year, is made up of:		
Cash	15,674,320	13,629,527
	15,674,320	13,629,527

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12th, 1946 operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 60 (Peace River North)", and operates as "School District No. 60 (Peace River North)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 60 (Peace River North) is exempt from federal and provincial corporate income taxes.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(f) and 2(l).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in Notes 2(f) and 2(l), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense.

As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
-YEAR ENDED JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

a) Basis of Accounting (cont'd)

- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

The impact of this difference on the financial statements of the School District is as follows:

Year-ended June 30, 2022 – decrease in annual surplus by \$992,850

June 30, 2022 – increase in accumulated surplus and decrease in deferred contributions by \$108,304,735

Year-ended June 30, 2023 – decrease in annual surplus by \$353,515

June 30, 2023 – decrease in accumulated surplus and increase in deferred contributions by \$108,658,250

b) Cash and Cash Equivalents
PS 1201.104-.105

Cash and cash equivalents include cash and highly liquid securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

e) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2 (l).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished. See note 2 (a) for the impact of this policy on these financial statements.

f) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

g) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

The liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District has been initially recognized using the modified retroactive method. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2 i)). Assumptions used in the calculations are reviewed annually.

h) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
— YEAR ENDED JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

i) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

j) Prepaid Expenses

Prepaid insurance, annual software licenses, subscriptions, membership fees and travel expenses are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
—YEAR ENDED JUNE 30, 2023—

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

k) Supplies Inventory

Supplies inventory held for consumption or use include custodial supplies and are recorded at the lower of historical cost and replacement cost.

l) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. See note 2(a) for the impact of this policy on these financial statements.

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

m) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Interest expense includes bank charges and fees.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and Indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

n) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, bank overdraft, accounts payable and accrued liabilities, long term debt and other liabilities.

Except for portfolio investments in equity instruments quoted in an active market that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition and amortized using the effective interest rate method. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

n) Financial Instruments – (cont'd)

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

o) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2 a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

p) Future Changes in Accounting Policies

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	2023	2022
Due from Federal Government	\$234,145	\$225,422
Other	387,300	558,386
Allowance for Doubtful Accounts	<u>(122,483)</u>	<u>(110,475)</u>
	<u>\$498,962</u>	<u>\$673,333</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER

	2023	2022
Trade payables	\$1,485,930	\$1,435,921
Salaries and benefits payable	4,408,347	4,133,439
Accrued vacation pay	681,498	632,569
Other	160,666	190,927
	<u>\$6,736,441</u>	<u>\$6,392,856</u>

NOTE 5 UNEARNED REVENUE

	2023	2022
Balance, beginning of year	\$312,828	\$399,971
Changes for the year:		
Increase:		
Tuition fees	185,910	312,828
Decrease:		
Tuition fees	312,828	399,971
Net changes for the year	<u>(126,918)</u>	<u>(87,143)</u>
Balance, end of year	<u>\$185,910</u>	<u>\$312,828</u>

NOTE 6 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled. Detailed information about the changes in deferred revenue is included in Schedule 3A.

NOTE 7 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired. Detailed information about the changes in deferred capital revenue is included in Schedules 4C and 4D.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 8 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2023	2022
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$1,473,330	\$1,486,939
Service Cost	181,490	164,861
Interest Cost	52,558	40,522
Benefit Payments	(72,215)	(61,132)
Increase (Decrease) in obligation due to Plan Amendment	0	0
Actuarial (Gain) Loss	(59,859)	(157,860)
Accrued Benefit Obligation – March 31	<u>\$1,575,304</u>	<u>\$1,473,330</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$1,575,304	\$1,473,330
Market Value of Plan Assets – March 31	0	0
Funded Status – Surplus (Deficit)	(1,575,304)	(1,473,330)
Employer Contributions After Measurement Date	0	0
Benefits Expense After Measurement Date	(60,137)	(58,512)
Unamortized Net Actuarial (Gain) Loss	268,116	392,677
Accrued Benefit Asset (Liability) – June 30	<u>\$(1,367,325)</u>	<u>\$(1,139,165)</u>
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$1,139,165	\$909,437
Net expense for Fiscal Year	300,375	290,860
Employer Contributions	(72,215)	(61,132)
Accrued Benefit Liability – June 30	<u>\$1,367,325</u>	<u>\$1,139,165</u>
Components of Net Benefit Expense		
Service Cost	\$179,059	\$169,018
Interest Cost	56,614	43,531
Immediate Recognition of Plan Amendment	0	0
Amortization of Net Actuarial (Gain)/Loss	64,702	78,311
Net Benefit Expense (Income)	<u>\$300,375</u>	<u>\$290,860</u>
	2023	2022

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

Discount Rate – April 1	3.25%	2.50%
Discount Rate – March 31	4.00%	3.25%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	11.6	11.6

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 9 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2023	Net Book Value 2022 (restated - Note 18)
Sites	\$13,019,087	\$13,019,087
Buildings	111,812,389	113,487,173
Buildings – work in progress	2,497,793	290,043
Furniture & Equipment	4,528,106	4,733,178
Vehicles	2,741,907	3,105,175
Computer Software	9,700	23,012
Computer Hardware	1,150,154	1,254,310
Total	\$135,759,136	\$135,911,978

June 30, 2023

Cost	Balance at June 30, 2022 (Restated- Note 18)	Additions	Disposals	Transfers (WIP)	Total 2023
Sites	\$13,019,087	\$	\$	\$	\$13,019,087
Buildings	187,903,029	2,398,889			190,301,918
Buildings – work in progress	290,043	2,267,768		(60,018)	2,497,793
Furniture & Equipment	7,002,819	497,100	(459,296)		7,040,623
Vehicles	7,073,102	311,899	(954,755)		6,430,246
Computer Software	76,152		(19,187)		56,965
Computer Hardware	2,299,120	347,093	(432,842)		2,213,371
Total	\$217,663,352	\$5,822,749	\$(1,866,080)	\$(60,018)	\$221,560,003

Accumulated Amortization	Balance at June 30, 2022 (Restated-Note 18)	Annual Amortization	Disposals	Total 2023
Sites	\$ -	\$	\$	\$
Buildings	74,415,856	4,073,673		78,489,529
Furniture & Equipment	2,269,641	702,172	(459,296)	2,512,517
Vehicles	3,967,927	675,167	(954,755)	3,688,339
Computer Software	53,140	13,312	(19,187)	47,265
Computer Hardware	1,044,810	451,249	(432,842)	1,063,217
Total	\$81,751,374	\$5,915,573	\$(1,866,080)	\$85,800,867

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 9 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2022

Cost	Balance @ June 30, 2021	ARO (see Note 33)	Additions	Disposals	Transfers (WIP)	Total 2022 (restated see Note 33)
Sites	\$13,019,087	\$	\$	\$	\$	\$13,019,087
Buildings	178,732,654	6,242,260	2,928,115			187,903,029
Buildings – work in progress	180,353		290,043		(180,353)	290,043
Furniture & Equipment	5,719,271		1,545,831	(262,283)		7,002,819
Furniture & Equipment – work in progress	712,456				(712,456)	-
Vehicles	6,682,847		499,073	(108,818)		7,073,102
Computer Software	102,736			(26,584)		76,152
Computer Hardware	2,426,916		403,418	(531,214)		2,299,120
Total	\$207,576,320	\$6,242,260	\$5,666,480	\$(928,899)	\$(892,809)	\$217,663,352

Accumulated Amortization	Balance @ June 30, 2021	ARO (see Note 33)	Annual Amortization	Disposals	Total 2022 (restated see Note 33)
Sites	\$	\$	\$	\$	\$
Buildings	64,200,706	6,201,580	4,013,570		74,415,856
Furniture & Equipment	1,895,820		636,104	(262,283)	2,269,641
Vehicles	3,388,948		687,797	(108,818)	3,967,927
Computer Software	61,835		17,889	(26,584)	53,140
Computer Hardware	1,103,420		472,604	(531,214)	1,044,810
Total	\$70,650,729	\$6,210,580	\$5,827,964	\$(928,899)	\$81,751,374

- Buildings – work in progress having a value of \$2,497,793 (2022: \$290,043) have not been amortized. Amortization of these assets will commence when the asset is put into service.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 10 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2022, the Teachers' Pension Plan has about 51,000 active members and approximately 41,000 retired members. As of December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 30,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020, indicated a \$1,584 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The school district paid \$5,584,196 for employer contributions to the plans for the year ended June 30, 2023 (2022: \$5,275,027).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. The next valuation for the Municipal Pension Plan will be as at December 31, 2024, with results available in 2025.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 11 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2023, were as follows:

- \$677,419 transferred from the operating fund to the capital fund for capital asset purchases.
- \$230,549 transferred from the special purpose fund to the capital fund for capital asset purchases.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 12 RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

NOTE 13 BUDGET FIGURES

Amended budget figures presented in the financial statements are not audited. They were approved by the Board through the adoption of an amended annual budget on February 22, 2023.

Reconciliation to the annual budget approved by the Board on June 20, 2022 is presented below:

	2022/23 Original Annual Budget	Amendments	2022/23 Amended Annual Budget
Revenues			
Provincial Grants			
Ministry of Education Grants	75,309,282	5,386,964	80,696,246
Other	121,519	30,483	152,002
Federal Grants	240,000	22,114	262,114
Tuition	910,000	(165,711)	744,289
Other Revenue	3,363,870	549,647	3,913,517
Rentals and Leases	101,200	0	101,200
Investment Income	80,000	240,000	320,000
Amortization of Deferred Capital Revenue	4,446,101	(26,163)	4,419,938
	\$84,571,972	\$6,037,334	\$90,609,306
Expenses			
Instruction	63,545,697	5,576,975	69,122,672
District Administration	2,374,938	162,936	2,537,874
Operations and Maintenance	14,889,721	609,823	15,499,544
Transportation and Housing	4,616,874	1,269,929	5,886,803
	\$85,427,230	\$7,619,663	\$93,046,893
Budget Surplus (Deficit), for the year	(855,258)	(1,582,329)	(2,437,587)
Budgeted Allocation (Retirement) of Surplus (Deficit)	-	1,573,877	1,573,877
Budget Surplus (Deficit), for the year	(855,258)	(8,452)	(863,710)

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 16 INTERNALLY RESTRICTED SURPLUS – OPERATING FUND

Internally Restricted (appropriated) by Board for:	
Carryforward Budget Allocation of Reserve Carryforward	\$ 50,237
Mentorship Funding	115,134
Educational Initiatives	570,500
Construction Projects	1,050,000
Equipment Purchases	420,000
Staffing Initiatives	10,000
Planned Projects	85,000
Subtotal Internally Restricted	<u>2,300,871</u>
Unrestricted Operating Surplus (Deficit) - Contingency	<u>2,453,065</u>
Total Available for Future Operations	<u>\$4,753,936</u>

NOTE 17 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and Child Care and various governmental agencies to carry out its programs. These consolidated financial statements have been prepared on a going concern basis.

NOTE 18 PRIOR PERIOD ADJUSTMENT – CHANGE IN ACCOUNTING POLICY

On July 1, 2022 the School District adopted Canadian public sector accounting standard PS 3280 Asset Retirement Obligations. This new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of certain tangible capital assets such as asbestos removal in buildings that will undergo major renovation or demolition in the future (see Note 14). This standard was adopted using the modified retroactive approach.

On July 1, 2022 the School District recognized an asset retirement obligation relating to several owned buildings that contain asbestos and other hazardous materials. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The associated costs have been reported as an increase to the carrying value of the associated tangible capital assets. Accumulated amortization has been recorded from the later of, the date of acquisition of the related asset or April 1, 1988 (effective date of the *Hazardous Waste Regulation (April 1, 1988) – Part 6 – Management of Specific Hazardous Wastes*).

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 19 RISK MANAGEMENT *(Continued)*

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk.

c) **Liquidity risk**

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2022 related to credit, market or liquidity risks.

School District No. 60 (Peace River North)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2023

Schedule 1 (Unaudited)

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Actual	2022 Actual (Restated)
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year					
Prior Period Adjustments	4,616,671		21,845,335	26,462,006	31,574,180
Accumulated Surplus (Deficit), beginning of year, as restated	<u>4,616,671</u>	<u>-</u>	<u>21,845,335</u>	<u>26,462,006</u>	<u>(6,192,926)</u>
Changes for the year					
Surplus (Deficit) for the year	814,684	230,549	(1,401,340)	(356,107)	1,080,752
Interfund Transfers	(677,419)	(230,549)	907,968	-	-
Tangible Capital Assets Purchased	<u>137,265</u>	<u>-</u>	<u>(493,372)</u>	<u>(356,107)</u>	<u>1,080,752</u>
Net Changes for the year	<u>4,753,936</u>	<u>-</u>	<u>21,351,963</u>	<u>26,105,899</u>	<u>26,462,006</u>
Accumulated Surplus (Deficit), end of year - Statement 2					

School District No. 60 (Peace River North)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2023

	2023 Budget	2023 Actual	2022 Actual (Restated)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	72,072,250	72,847,062	68,679,921
Other	127,502	232,296	272,186
Tuition	744,289	809,072	870,691
Other Revenue	1,359,539	1,158,766	1,509,850
Rentals and Leases	101,200	114,962	104,785
Investment Income	320,000	451,169	102,211
Total Revenue	74,724,780	75,613,327	71,539,644
Expenses			
Instruction	58,551,265	58,987,576	54,422,675
District Administration	2,537,874	2,517,571	2,235,473
Operations and Maintenance	9,561,919	9,142,289	9,338,758
Transportation and Housing	4,947,599	4,151,207	3,860,372
Total Expense	75,598,657	74,798,643	69,857,278
Operating Surplus (Deficit) for the year	(873,877)	814,684	1,682,366
Budgeted Appropriation (Retirement) of Surplus (Deficit)	1,573,877		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(700,000)	(677,419)	(549,497)
Total Net Transfers	(700,000)	(677,419)	(549,497)
Total Operating Surplus (Deficit), for the year	-	137,265	1,132,869
Operating Surplus (Deficit), beginning of year		4,616,671	3,483,802
Operating Surplus (Deficit), end of year		4,753,936	4,616,671
Operating Surplus (Deficit), end of year			
Internally Restricted		4,753,936	4,616,671
Total Operating Surplus (Deficit), end of year		4,753,936	4,616,671

School District No. 60 (Peace River North)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2023

	2023 Budget	2023 Actual	2022 Actual (Restated)
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	70,759,203	70,842,592	68,857,021
ISC/LEA Recovery	(1,041,556)	(947,540)	(976,903)
Other Ministry of Education and Child Care Grants			
Pay Equity	241,350	241,350	241,350
Funding for Graduated Adults	39,000	35,210	53,758
Student Transportation Fund	425,785	425,785	425,785
Support Staff Benefits Grant	68,232	69,824	68,323
FSA Scorer Grant	8,187	8,187	8,187
Early Learning Framework (ELF) Implementation	991	991	2,400
Labour Settlement Funding	1,925,098	2,762,400	
Decrease Enrollment in Distance Learning	(354,040)		
2022/23 Audit Findings		(591,737)	
Total Provincial Grants - Ministry of Education and Child Care	72,072,250	72,847,062	68,679,921
Provincial Grants - Other	127,502	232,296	272,186
Tuition			
International and Out of Province Students	744,289	809,072	870,691
Total Tuition	744,289	809,072	870,691
Other Revenues			
Funding from First Nations	1,041,556	947,540	976,903
Miscellaneous			
Miscellaneous	317,983	211,226	532,947
Total Other Revenue	1,359,539	1,158,766	1,509,850
Rentals and Leases	101,200	114,962	104,785
Investment Income	320,000	451,169	102,211
Total Operating Revenue	74,724,780	75,613,327	71,539,644

School District No. 60 (Peace River North)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Budget	2023 Actual	2022 Actual (Restated)
	\$	\$	\$
Salaries			
Teachers	28,212,741	28,163,314	26,773,693
Principals and Vice Principals	5,325,599	5,360,188	5,254,375
Educational Assistants	5,372,471	5,781,124	5,006,853
Support Staff	8,786,152	8,239,773	8,287,023
Other Professionals	1,890,448	1,906,095	1,757,828
Substitutes	2,163,772	2,190,381	1,692,536
Total Salaries	51,751,183	51,640,875	48,772,308
Employee Benefits	11,831,576	12,088,117	10,600,503
Total Salaries and Benefits	63,582,759	63,728,992	59,372,811
Services and Supplies			
Services	1,464,890	1,176,443	1,143,565
Student Transportation	1,656,842	1,153,868	349,988
Professional Development and Travel	925,957	959,189	683,294
Rentals and Leases	26,758	30,229	34,208
Dues and Fees	43,852	50,266	98,645
Insurance	278,999	248,292	219,179
Interest	13,061	10,981	11,649
Supplies	5,392,994	5,267,585	5,739,418
Utilities	2,212,545	2,172,798	2,204,521
Total Services and Supplies	12,015,898	11,069,651	10,484,467
Total Operating Expense	75,598,657	74,798,643	69,857,278

School District No. 60 (Peace River North)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

Schedule 2C (Unaudited)

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	21,552,099	1,593,238	965	1,775,861	435,239	1,437,106	26,794,508
1.03 Career Programs	265,911	45,446		25,763		4,800	341,920
1.07 Library Services	847,016	64,506		77,801			989,323
1.08 Counselling	793,992				10,878		804,870
1.10 Special Education	3,498,198	392,010	5,130,686	83,471		431,587	9,535,952
1.30 English Language Learning	732,997					3,840	736,837
1.31 Indigenous Education	473,101	136,666	649,473	46,184	26,755	10,022	1,342,201
1.41 School Administration		2,771,460		597,811			3,369,271
1.62 International and Out of Province Students		57,670		25,807	22,586	6,131	112,194
Total Function 1	28,163,314	5,060,996	5,781,124	2,632,698	495,458	1,893,486	44,027,076
4 District Administration							
4.11 Educational Administration		299,192			338,860		638,052
4.40 School District Governance					106,344		106,344
4.41 Business Administration				120,233	677,669		797,902
Total Function 4	-	299,192	-	120,233	1,122,873	-	1,542,298
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				55,849	199,865		255,714
5.50 Maintenance Operations				3,084,907		74,241	3,159,148
5.52 Maintenance of Grounds				470,833		74,993	545,826
5.56 Utilities							-
Total Function 5	-	-	-	3,611,589	199,865	149,234	3,960,688
7 Transportation and Housing							
7.41 Transportation and Housing Administration					87,899		87,899
7.70 Student Transportation				1,875,253		147,661	2,022,914
Total Function 7	-	-	-	1,875,253	87,899	147,661	2,110,813
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	28,163,314	5,360,188	5,781,124	8,239,773	1,906,095	2,190,381	51,640,875

School District No. 60 (Peace River North)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

Schedule 2C (Unaudited)

	Total Salaries \$	Employee Benefits \$	Total Salaries and Benefits \$	Services and Supplies \$	2023 Actual \$	2023 Budget \$	2022 Actual (Restated) \$
1 Instruction							
1.02 Regular Instruction	26,794,508	6,431,469	33,225,977	2,903,537	36,129,514	35,998,101	33,970,802
1.03 Career Programs	341,920	75,024	416,944	41,823	458,767	429,298	510,796
1.07 Library Services	989,323	229,586	1,218,909	107,928	1,326,837	1,228,445	1,108,925
1.08 Counselling	804,870	175,220	980,090	10,124	990,214	1,001,732	980,883
1.10 Special Education	9,535,952	2,213,165	11,749,117	996,761	12,745,878	12,378,809	10,931,042
1.30 English Language Learning	736,837	163,506	900,343	9,375	909,718	947,336	742,630
1.31 Indigenous Education	1,342,201	328,631	1,670,832	316,477	1,987,309	2,026,396	1,888,915
1.41 School Administration	3,369,271	738,193	4,107,464	2,158	4,109,622	4,001,355	3,814,129
1.62 International and Out of Province Students	112,194	23,882	136,076	193,641	329,717	539,793	474,553
Total Function 1	44,027,076	10,378,676	54,405,752	4,581,824	58,987,576	58,551,265	54,422,675
4 District Administration							
4.11 Educational Administration	638,052	130,197	768,249	110,736	878,985	881,696	775,490
4.40 School District Governance	106,344	6,805	113,149	94,159	207,308	223,760	188,924
4.41 Business Administration	797,902	191,595	989,497	441,781	1,431,278	1,432,418	1,271,059
Total Function 4	1,542,298	328,597	1,870,895	646,676	2,517,571	2,537,874	2,235,473
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	255,714	63,914	319,628	384,889	704,517	684,463	563,796
5.50 Maintenance Operations	3,159,148	764,387	3,923,535	1,528,228	5,451,763	5,578,225	5,726,414
5.52 Maintenance of Grounds	545,826	115,964	661,790	202,479	864,269	934,345	952,619
5.56 Utilities	-	-	-	2,121,740	2,121,740	2,364,886	2,095,929
Total Function 5	3,960,688	944,265	4,904,953	4,237,336	9,142,289	9,561,919	9,338,758
7 Transportation and Housing							
7.41 Transportation and Housing Administration	87,899	21,477	109,376	9,441	118,817	124,772	115,932
7.70 Student Transportation	2,022,914	415,102	2,438,016	1,594,374	4,032,390	4,822,827	3,744,440
Total Function 7	2,110,813	436,579	2,547,392	1,603,815	4,151,207	4,947,599	3,860,372
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	51,640,875	12,088,117	63,728,992	11,069,651	74,798,643	75,598,657	69,857,278

School District No. 60 (Peace River North)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2023

	2023 Budget	2023 Actual	2022 Actual (Restated)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	8,623,996	8,187,782	6,743,592
Other	24,500	52,673	
Federal Grants	262,114	286,788	255,951
Other Revenue	2,553,978	3,062,656	3,090,949
Total Revenue	11,464,588	11,589,899	10,090,492
Expenses			
Instruction	10,571,407	10,789,308	8,921,273
Operations and Maintenance	644,970	340,029	174,154
Transportation and Housing	248,211	230,013	196,896
Total Expense	11,464,588	11,359,350	9,292,323
Special Purpose Surplus (Deficit) for the year	-	230,549	798,169
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(230,549)	(798,169)
Total Net Transfers	-	(230,549)	(798,169)
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		-	-

School District No. 60 (Peace River North)

Changes in Special Purpose Funds and Expense by Object

Schedule 3A (Unaudited)

Year Ended June 30, 2023

Deferred Revenue, beginning of year

Add: Restricted Grants

Provincial Grants - Ministry of Education and Child Care
Provincial Grants - Other
Federal Grants
Other

Less: Allocated to Revenue

Deferred Revenue, end of year

Revenues

Provincial Grants - Ministry of Education and Child Care
Provincial Grants - Other
Federal Grants
Other Revenue

Expenses

Salaries

Teachers
Principals and Vice Principals
Educational Assistants
Support Staff
Other Professionals
Substitutes

Employee Benefits
Services and Supplies

Net Revenue (Expense) before Interfund Transfers

Interfund Transfers

Tangible Capital Assets Purchased

Net Revenue (Expense)

Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
\$	\$	\$	\$	\$	\$	\$	\$
230,310		142,673	1,655,883	2,249	45,642	52,223	190,448
299,020	245,496			148,000	46,550	123,119	600,374
299,020	245,496		2,022,716	148,000	46,550	123,119	600,374
364,943	245,496	-	2,059,559	146,908	43,507	101,146	718,823
164,387	-	142,673	1,619,040	3,341	48,685	74,196	71,999
364,943	245,496			146,908	43,507	101,146	718,823
364,943	245,496	-	2,059,559	146,908	43,507	101,146	718,823
73,169	188,762			104,017	210	27,227	119,623
112,458				1,700		13,156	64,140
				8,858			192,080
185,627	188,762	-	-	114,575	6,283	20,409	52,104
40,323	56,734			25,420	8,673	60,792	74,343
31,660			1,966,232	6,913	1,987		3,120
257,610	245,496	-	1,966,232	146,908	32,847	28,199	505,410
					43,507	101,146	112,096
107,333	-	-	93,327	-	-	-	101,317
(107,333)			(93,327)				718,823
(107,333)	-	-	(93,327)	-	-	-	-
-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Changes in Special Purpose Funds and Expense by Object

Schedule 3A (Unaudited)

Year Ended June 30, 2023

Deferred Revenue, beginning of year

Add: Restricted Grants
 Provincial Grants - Ministry of Education and Child Care
 Provincial Grants - Other
 Federal Grants
 Other

Less: Allocated to Revenue

Deferred Revenue, end of year

Revenues

Provincial Grants - Ministry of Education and Child Care
 Provincial Grants - Other
 Federal Grants
 Other Revenue

Expenses

Salaries
 Teachers
 Principals and Vice Principals
 Educational Assistants
 Support Staff
 Other Professionals
 Substitutes

Employee Benefits
 Services and Supplies

Net Revenue (Expense) before Interfund Transfers

Interfund Transfers

Tangible Capital Assets Purchased

Net Revenue (Expense)

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Federal Safe Return to Class / Ventilation Fund	Seamless Day Kindergarten
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year				35,569	89,295		115,640	667
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care	378,958	4,265,992	742,976	242,642	52,000	6,750		55,400
Provincial Grants - Other								
Federal Grants								
Other								
Less: Allocated to Revenue								
Deferred Revenue, end of year	378,958	4,265,992	742,976	242,642	52,000	6,750	-	55,400
	378,958	4,265,992	701,962	230,013	80,865	4,521	82,419	56,067
	-	-	41,014	48,198	60,430	2,229	33,221	-
Revenues								
Provincial Grants - Ministry of Education and Child Care	378,958	4,265,992	701,962	230,013	80,865	4,521	82,419	56,067
Provincial Grants - Other								
Federal Grants								
Other Revenue								
Expenses								
Salaries								
Teachers								
Principals and Vice Principals	196,977	3,456,292	218,123		28,230			
Educational Assistants			1,016		25,395			
Support Staff	37,676			124,124	393			37,214
Other Professionals	77,198							8,185
Substitutes			26,208		2,592	3,044		
Employee Benefits	311,851	3,456,292	245,347	124,124	56,610	3,044	-	45,399
Services and Supplies	67,107	809,700	34,965	28,542	11,353	700		10,215
	378,958	4,265,992	421,650	77,347	12,902	777	82,419	453
			701,962	230,013	80,865	4,521	82,419	56,067
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-
Interfund Transfers								
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Changes in Special Purpose Funds and Expense by Object

Schedule 3A (Unaudited)

Year Ended June 30, 2023

	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)	SWIS	Misc	EFAP
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	24,500			14,380		29,871	329,078	
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care		687,149	50,000	19,000	175,000			
Provincial Grants - Other	41,467					284,735		
Federal Grants							1,060,144	61,830
Other							1,060,144	61,830
	41,467	687,149	50,000	19,000	175,000			
	52,673	509,916	50,000	25,116	175,000	286,788	941,267	61,830
Less: Allocated to Revenue								
Deferred Revenue, end of year	13,294	177,233	-	8,264	-	27,818	447,955	-
Revenues								
Provincial Grants - Ministry of Education and Child Care		509,916	50,000	25,116	175,000			
Provincial Grants - Other	52,673					286,788		
Federal Grants							941,267	61,830
Other Revenue							941,267	61,830
Expenses								
Salaries								
Teachers	41,553						29,712	
Principals and Vice Principals				14,460	130,835	43,253		
Educational Assistants			13,650			148,815	80,363	
Support Staff		28,433					306,897	
Other Professionals			23,462		13,287		64,360	
Substitutes			493				192	
Employee Benefits	41,553	28,433	37,605	14,460	144,122	192,068	481,524	-
Services and Supplies	11,120	7,770	9,953	2,905	30,878	51,028	108,283	
		473,713	2,442	7,751	43,692		321,571	61,830
	52,673	509,916	50,000	25,116	175,000	286,788	911,378	61,830
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	29,889	-
Interfund Transfers								
Tangible Capital Assets Purchased							(29,889)	
							(29,889)	
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2023

	Integration Inquiry Project	TOTAL
	\$	\$
Deferred Revenue, beginning of year		2,958,428
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care	880,000	9,018,426
Provincial Grants - Other		41,467
Federal Grants		284,735
Other		3,144,690
	880,000	12,489,318
	6,130	11,589,899
	873,870	3,857,847
Less: Allocated to Revenue		
Deferred Revenue, end of year		
Revenues		
Provincial Grants - Ministry of Education and Child Care	6,130	8,187,782
Provincial Grants - Other		52,673
Federal Grants		286,788
Other Revenue		3,062,656
	6,130	11,589,899
Expenses		
Salaries		
Teachers		3,895,713
Principals and Vice Principals		503,303
Educational Assistants	3,303	781,963
Support Staff	1,881	634,169
Other Professionals		373,966
Substitutes		62,341
	5,184	6,251,455
Employee Benefits	751	1,433,985
Services and Supplies	195	3,673,910
	6,130	11,359,350
Net Revenue (Expense) before Interfund Transfers	-	230,549
Interfund Transfers		
Tangible Capital Assets Purchased	-	(230,549)
Net Revenue (Expense)	-	-

School District No. 60 (Peace River North)

Schedule 4 (Unaudited)

Schedule of Capital Operations—
Year Ended June 30, 2023

	2023 Budget	2023 Actual			2022 Actual (Restated)
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Amortization of Deferred Capital Revenue	4,419,938	4,514,233		4,514,233	4,436,835
Total Revenue	4,419,938	4,514,233	-	4,514,233	4,436,835
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	5,292,655	5,240,406		5,240,406	5,148,821
Transportation and Housing	690,993	675,167		675,167	687,797
Total Expense	5,983,648	5,915,573	-	5,915,573	5,836,618
Capital Surplus (Deficit) for the year	(1,563,710)	(1,401,340)	-	(1,401,340)	(1,399,783)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	700,000	907,968		907,968	1,347,666
Total Net Transfers	700,000	907,968	-	907,968	1,347,666
Total Capital Surplus (Deficit) for the year	(863,710)	(493,372)	-	(493,372)	(52,117)
Capital Surplus (Deficit), beginning of year		21,845,335		21,845,335	28,090,378
Prior Period Adjustments					
To Recognize Asset Retirement Obligation					(6,192,926)
Capital Surplus (Deficit), beginning of year, as restated		21,845,335	-	21,845,335	21,897,452
Capital Surplus (Deficit), end of year		21,351,963	-	21,351,963	21,845,335

School District No. 60 (Peace River North)

Tangible Capital Assets

Year Ended June 30, 2023

Schedule 4A (Unaudited)

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	13,019,087	181,660,769	7,002,819	7,073,102	76,152	2,299,120	211,131,049
Prior Period Adjustments							
To Recognize Asset Retirement Obligation							
Cost, beginning of year, as restated	13,019,087	187,903,029	7,002,819	7,073,102	76,152	2,299,120	217,373,309
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,914,235		311,899			2,226,134
Deferred Capital Revenue - Other		203,794	157,067				360,861
Operating Fund		113,509	216,817			347,093	677,419
Special Purpose Funds		107,333	123,216				230,549
Transferred from Work in Progress		60,018					60,018
	-	2,398,889	497,100	311,899	-	347,093	3,554,981
Decrease:							
Deemed Disposals			459,296	954,755	19,187	432,842	1,866,080
	-	-	459,296	954,755	19,187	432,842	1,866,080
Cost, end of year	13,019,087	190,301,918	7,040,623	6,430,246	56,965	2,213,371	219,062,210
Work in Progress, end of year		2,497,793					2,497,793
Cost and Work in Progress, end of year	13,019,087	192,799,711	7,040,623	6,430,246	56,965	2,213,371	221,560,003
Accumulated Amortization, beginning of year							
Prior Period Adjustments							
To Recognize Asset Retirement Obligation							
Accumulated Amortization, beginning of year, as restated							
Changes for the Year							
Increase: Amortization for the Year							
Decrease:							
Deemed Disposals			702,172	675,157	13,312	451,249	5,915,573
			459,296	954,755	19,187	432,842	1,866,080
	-	-	459,296	954,755	19,187	432,842	1,866,080
Accumulated Amortization, end of year			2,512,517	3,688,339	47,265	1,063,217	85,800,867
Tangible Capital Assets - Net	13,019,087	114,310,182	4,528,106	2,741,907	9,700	1,150,154	135,759,136

School District No. 60 (Peace River North)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2023

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	290,043				290,043
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	2,267,768				2,267,768
	2,267,768	-	-	-	2,267,768
Decrease:					
Transferred to Tangible Capital Assets	60,018				60,018
	60,018	-	-	-	60,018
Net Changes for the Year	2,207,750	-	-	-	2,207,750
Work in Progress, end of year	2,497,793	-	-	-	2,497,793

School District No. 60 (Peace River North)

Schedule 4C (Unaudited)

Deferred Capital Revenue—
Year Ended June 30, 2023

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	97,931,456	3,863,514	5,739,371	107,534,341
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,226,134	360,861		2,586,995
Transferred from Work in Progress	60,018			60,018
	2,286,152	360,861	-	2,647,013
Decrease:				
Amortization of Deferred Capital Revenue	4,108,488	218,082	187,663	4,514,233
	4,108,488	218,082	187,663	4,514,233
Net Changes for the Year	(1,822,336)	142,779	(187,663)	(1,867,220)
Deferred Capital Revenue, end of year	96,109,120	4,006,293	5,551,708	105,667,121
Work in Progress, beginning of year	290,043	-	-	290,043
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	2,267,768			2,267,768
	2,267,768	-	-	2,267,768
Decrease				
Transferred to Deferred Capital Revenue	60,018			60,018
	60,018	-	-	60,018
Net Changes for the Year	2,207,750	-	-	2,207,750
Work in Progress, end of year	2,497,793	-	-	2,497,793
Total Deferred Capital Revenue, end of year	98,606,913	4,006,293	5,551,708	108,164,914

School District No. 60 (Peace River North)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2023

Schedule 4D (Unaudited)

	Bylaw Capital \$	MECC Restricted Capital \$	Other Provincial Capital \$	Land Capital \$	Other Capital \$	Total \$
Balance, beginning of year		28,626		451,725		480,351
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	4,493,902		360,861			4,854,763
Other	4,493,902	-	360,861	12,985	-	12,985
						4,867,748
Decrease:						
Transferred to DCR - Capital Additions	2,226,134		360,861			2,586,995
Transferred to DCR - Work in Progress	2,267,768					2,267,768
	4,493,902	-	360,861	-	-	4,854,763
Net Changes for the Year	-	-	-	12,985	-	12,985
Balance, end of year	-	28,626	-	464,710	-	493,336



School District No. 60 (Peace River North)

Financial Statement Presentation

September 18, 2023

Agenda

- Auditors' Report
- Financial statement review
- Financial statement notes
- Questions

Audit Report

- Independent Auditors' Report
 - Compliance report issued in respect of the financial statements from Statement 1 through the Notes to the Financial Statements
 - Clean audit opinion to be issued

Assets of School District No. 60 – June 30, 2023

Statement of Financial Position (in thousands of dollars)

	2023	2022 (restated)
Cash and Cash Equivalents	\$ 15,674	13,629
Receivables	1,204	1,779
Inventories for resale	116	116
Prepaid Expenses	329	375
Supplies Inventory	71	-
Tangible Capital Assets	\$ 135,759	\$ 135,912

Receivables of School District No. 60 – June 30, 2023

Statement of Financial Position (in thousands of dollars)

	2023	2022 (restated)	change
Due from the Ministry of Education	\$ 705	\$ 369	\$ 336
Due from the Province - Other	-	426	(426)
Due from First Nations	-	310	(310)
Other Receivables	499	673	174
Total Receivables	\$ 1,204	\$ 1,779	\$ 1,025

Tangible Capital Assets of School District No. 60 – June 30, 2023

Statement of Financial Position (in thousands of dollars)

	2023	2022 (restated)	Change
Sites	\$ 13,019	\$ 13,019	\$ -
Buildings	190,302	187,903	2,399
Buildings – Work in progress	2,498	290	2,208
Furniture and Equipment	7,041	7,002	39
Furniture and Equipment – Work in progress	-	-	-
Vehicles	6,430	7,073	(643)
Computer Software	57	76	133
Computer Hardware	2,213	2,299	(86)
Computer Hardware – Work in progress	-	-	-
Total Tangible Capital Assets - Gross	221,560	217,663	3,897
Accumulated amortization	(85,801)	(81,751)	4,050
Total Tangible Capital Assets - Net	\$ 135,759	\$ 135,912	\$ (153)

Liabilities of School District No. 60 – June 30, 2023

Statement of Financial Position (in thousands of dollars)

	2023	2022 (restated)
Accounts payable and accrued liabilities	\$ 6,736	\$ 6,393
Unearned revenue	186	313
Employee future benefits	1,367	1,139
Total liabilities (before deferred revenue and deferred capital revenue)	\$ 8,290	\$ 7,845

Deferred Revenues of School District No. 60 – June 30, 2023

Statement of Financial Position (in thousands of dollars)

	2023	2022 (restated)	Change
Deferred Revenue	\$ 3,858	\$ 2,958	\$ 900
Deferred Capital Revenue	108,658	108,304	\$ 354
Total Deferred Revenues	\$112,516	\$ 111,263	\$ 1,253

Results of School District No. 60 – June 30, 2023

Schedule of Operations (in thousands of dollars)

	Budget 2023	Actual 2023	Actual 2022 (restated)
Revenues	\$ 90,609	\$ 91,717	86,067
Expenses	93,047	92,074	84,986
Surplus (Deficit)	\$ (2,438)	\$ (357)	\$ 1,081

Operating Surplus Breakdown of School District No. 60 – June 30, 2023

Schedule of Changes in Accumulated Surplus (Deficit) by Fund (in thousands of dollars)

	Actual 2023	Actual 2022 (restated)
Operating Fund	\$ 137	\$ 1,132
Capital Fund	(493)	(52)
Accumulated Surplus	\$ (356)	\$ 1,080

Total Accumulated Surplus Breakdown S.D. No. 60 – June 30, 2023

Schedule of Changes in Accumulated Surplus (Deficit) by Fund (in thousands of dollars)

	Actual 2023	Actual 2022 (restated)
Operating Fund	\$ 4,754	\$ 4,617
Special Purpose Fund	-	-
Capital Fund	21,352	21,845
Restatement	-	-
Accumulated Surplus	\$ 26,106	\$ 26,462

Key Notes of the Financial Statements

- Significant accounting policies and practices are disclosed in Note 2 to the financial statements

Questions

Questions on the financial statements?



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Submission Summary

Submission Summary:	Minor 2024/2025 2023-09-30
Submission Type:	Capital Plan
School District:	Peace River North (SD60)
Open Date:	2023-04-14
Close Date:	2023-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
BUS	\$1,157,683
SEP	\$1,130,000
Total	\$2,287,683

BUS					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	163440	Transportation	Replacement	This is a 2014 bus with 371,747 KM as of today. It is constantly throwing codes and faults. We have replaced the actuators, ecm, actuator kit as well as a number of sending units and sensors. Because of road conditions, the unit has been sent to a welding/fabrication shop to have an entire new door frame built per code. Would like this replaced with the same C(52-57)	\$178,993
2	163454	Transportation	Replacement	This is a 2013 bus with 346,167 KM as of today. It is a very tired bus and the road conditions are a huge part of the condition of this bus. It has had emergency door frame, window frame, fenders, battery tray, latches, leaf springs, supports and emergency door have all had to be either reinforced or replaced. This bus has stranded students on the road in the past and in January of this year was towed back to our shop. Please replace with the same C976)	\$184,649
3	163481	Transportation	Replacement	It is a 2012 with 364,284 KMs on it as of today's date. As you will see from the work orders and invoices, it has a new engine which was over \$55,000 alone not to mention springs, shocks, repairs and tightening of all components due to the washboard and roads these buses travel on. Please replace with the same (84RE)	\$247,082
4	163486	Transportation	New (BUS)	As of June 30, 2023, SD #60 no longer has private contractors whereas in previous years, we had three. These 3 routes were being serviced by 2 x C(70) and 1 X C(54). Bus replacements needed as we are very short of backup buses that are used during breakdowns and services	\$183,983
5	163487	Transportation	New (BUS)	As of June 30, 2023, SD #60 no longer has private contractors whereas in previous years, we had three. These 3 routes were being serviced by 2 x C(70) and 1 X C(54). Bus replacements needed as we are very short of backup buses that are used during breakdowns and services	\$183,983
6	163488	Transportation	New (BUS)	As of June 30, 2023, SD #60 no longer has private contractors whereas in previous years, we had three. These 3 routes were being serviced by 2 x C(70) and 1 X C(54). Bus replacements needed as we are very short of backup buses that are used during breakdowns and services	\$178,993
Submission Category Total:					\$1,157,683
SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	163489	Upper Halfway Elem-Jr Sec	Exterior Wall Systems (SEP)	All existing walls will be strapped and insulated with 2" comfort board insulation. Walls, fascia and soffit to have new 24Ga Westform metal cladding installed. Fascia and Main building cladding profile to be determined. A Colored band to be Pro-Board 6 metal cladding. All existing bay windows will be removed and framed flush with the building face. Existing store front and steel doors to remain. Any painting of railings, doors etc. to be updated to match new color scheme. Currently finishing up a gym and would like to create a cohesive space for the students.	\$85,000
2	163490	Hudson's Hope School	HVAC (SEP)	Part #2 of Complete Retrofit of the School; this entails new piping, HVAC controls and Boilers. The aging boilers will be moving to high efficiency boilers; existing boilers are getting harder to find parts for and in some scenarios can no longer find parts for repairs. We are starting to see increasing repair costs at this site. This is the existing system put in place in 1996.	\$1,000,000
3	163491	North Peace Secondary	Food Infrastructure (SEP)	This cafeteria is the original to the existing building from its opening is 1989. We are looking to remove the flooring and reinstalling it throughout the ancillary spaces such as the cafeteria and food storage an the learning space. We will also be installing some new countertops via District Staff to improve the food education area.	\$45,000
Submission Category Total:					\$1,130,000

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 60 (*Peace River North*) hereby approves the proposed Five-Year Capital Plan (Minor Capital Programs) for 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Minor Capital Programs) for 2024/25 adopted by the Board of Education, on this the 18th day of September 2023.

Secretary-Treasurer Signature

Angela Telford, Secretary-Treasurer



Stephen Petrucci <spetrucchi@prn.bc.ca>

[External Sender] Update – September 2023 hiring incentives

1 message

BCPSEA Communications <Communications@bcpsea.bc.ca>

Tue, Aug 15, 2023 at 3:48 PM

To: "60 - Stephen Petrucci (spetrucchi@prn.bc.ca)" <spetrucchi@prn.bc.ca>

This email was sent to Superintendents, Secretary Treasurers, HR contacts, Trustee representatives and Management associations.

Applications were received from 27 school districts with requests for more than \$2 million from the available funding of \$500,000. Nineteen (19) school districts were approved for a total of 66 incentives.

Difficult choices had to be made to ensure equitable allocation of incentives. Requests were prioritized based on a number of factors, including:

- Risk of functional school closure for September 2023
- Significant recruitment challenges due to the nature of the location (e.g., remote schools)
- Vacancy rate for enrolling teachers
- Potential impact of unfilled vacancies on students facing systemic barriers
- Significant risk of having a large number of uncertified teachers in enrolling positions
- Number of individuals hired under a letter of permission (and rate in comparison to the overall district enrolling teacher workforce)

Specific school district areas or schools were prioritized due to greater and more immediate and urgent needs based on the criteria outlined above.

Below is the list of successful school districts and the incentive allocations:

School District	Tier 1 incentives	Tier 2 incentives	Schools/Town/Area
SD 5 (Southeast Kootenay)	2		Elkford
SD 27 (Cariboo-Chilcotin)	3		Alexis Creek; Anahim Lake; Naghtanequed
SD 28 (Quesnel)	2		Nazko; Wells/Barkerville
SD 49 (Central Coast)	4		Central Coast
SD 50 (Haida Gwaii)	3		Tahayghen; Gudangaay Tlaats'gaa Naay
SD 52 (Prince Rupert)		5	Roosevelt; Prince Rupert Middle; Charles Hays; Lax Kxeen
SD 54 (Bulkley Valley)		6	Houston

SD 57 (Prince George)		3	Valemount; Morfee; Mackenzie; McBride; Hixon
SD 59 (Peace River South)	4		Chetwynd; Tumbler Ridge
SD 60 (Peace River North)	5		Wonowon; Clearview; Hudson's Hope; Central/Bert Bowes
SD 73 (Kamloops-Thompson)	1	1	Blue River; Vavenby
SD 78 (Fraser-Cascade)	1		Boston Bar
SD 81 (Fort Nelson)	2		Fort Nelson
SD 82 (Coast Mountains) [±]	1	4	Kitwanga; Hazelton
SD 84 (Vancouver Island West)	5		Kyuquot; Captain Meares; Ray Watkins
SD 85 (Vancouver Island North)	3		Alert Bay; Exe-Me-XI; Eagle View
SD 87 (Stikine) [±]	2		Tahltan
SD 91 (Nechako Lakes) [±]	1	3	William Konkin; Lakes District
SD 92 (Nisga'a) [±]	5		Nathan Barton; Alvin A. McKay; Nisga'a Elementary Secondary
Total	44	22	

[±] Note: top ups to the Northern pilot incentives were provided to ensure equitable dollar value incentive allocations

In July, BCPSEA met with the BCTF to inform them of the urgent challenges to fill vacancies in remote and rural districts. We proposed discussions regarding amending the Northern Pilot LOA and a potential broader sector-wide agreement. BCTF is aware of the incentives in general and the sector-wide recruitment and retention challenges, however, they were not able to enter into discussions over the summer to reach agreement in the timeline proposed by BCPSEA (in time for September incentives). We anticipate future discussions between BCPSEA and the BCTF.

We recognize that school districts are all facing recruitment challenges. This immediate-need incentives program is a temporary measure to help address urgent needs for this coming September 2023. The Incentives Working Group will also be working on a longer-term plan for incentives, as more money is available from the Ministry of Education and Child Care for future recruitment. The working group will also gather additional data to help inform decision making. School districts will be consulted as part of this process. Further information will be shared with you when it becomes available.

In addition, the Ministry of Education and Child Care is working with sector partners on the development of a comprehensive workforce strategy that will include other types of initiatives and actions to strengthen the training, recruitment and retention of K-12 staff (support staff, teachers and administrators).

Sincerely,

Bruce L. Anderson Chief Executive Officer

pronouns: he/him/his

.....
D: 604 730 4511 | C: 604 562 9344 | F: 604 730 0787

300 – 2889 East 12th Avenue Vancouver BC V5M 4T5

www.bcpsea.bc.ca

I would like to gratefully acknowledge that I live and work on the traditional and unceded territory of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) peoples.



-- IMPORTANT NOTICE ---

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School District 60: Peace River North Framework for Enhancing Student Learning



School District No. 60 is a place where:

- Our **students** are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice and are fully engaged in their learning in arts and athletics as well as academics
- Our **employees** are engaged and passionate about their work; they take personal responsibility, take risks and are empowered to make a difference for students
- Our **schools** are student-focused, inclusive, welcoming and reflective of community needs and values
- Our **communities** are fully engaged with and share ownership of our schools

The core values that guide our work:

Respect, Compassion, Honesty, Responsibility, Relationships

Achieving our “North Star” will require the involvement and commitment of everyone in our Peace River North school community.

Our 2018 - 2023 Board Strategic Plan includes the following four overarching pillars:

Delivery of Excellent
Educational Programming
Focused on Student
Outcomes

Provision of Ethical
Leadership Focused on
Relationships and
Continuous Improvement

Exemplary Management
Practices Focused on
Aligning Resources for
Optimal Results

Engaged Governance
Focused on Advocacy,
Accountability, and
Community Partnerships

Framework for Enhancing Student Learning 2021-2025

2023 Update

Goal 1: Increase Dogwood Completion Rates

Goal 2: Increase Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Goal 4: Support Student Achievement Through a Systemic Learning Support Model

Goal 5: Expand Early Learning and Child Care

Introduction

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. We live, work, and learn on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Communities of Fort St John (Gat Tah Kwą), Hudson's Hope, and Taylor, Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation, and several other rural areas contribute to a population of over 35,000 inhabitants. Our student population is approximately 5974 in our 22 standard schools. We also have a Provincial Online Learning School that provides service to K-12 and adult students. 13 of our schools are in urban areas with 10 in rural areas. The school district employs 1100 staff (786 FTE) with an operating budget of \$71.3 million for 2022-2023. School District 60 works to engage with our communities that we serve. Our Board of Education, Senior Staff, School Leaders and teachers strive to connect with families, communities, and partners.

Truth and Reconciliation

Our work continues on Truth & Reconciliation through our Equity Scan, our Local Education Agreements (LEAs) with the Doig River First Nation, Halfway River First Nation, and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our planning at the school and District level.

Framework Development Process

From the [Board Strategic Plan](#) that was developed in 2018 with education stakeholders and from local and provincial learning evidence, the goals for the Framework for Enhancing Student Learning (FESL) were established. Progress is reviewed regularly through annual school FESL presentations and Board Reports. The Board Strategic plan pillars were developed independently from the FESL goals. We will work towards alignment in 2024.



What the Evidence Told Us

While significant progress has been made with regards to Indigenous graduation rates over the last five years, there was a decline in the 2022 grad results. The gap still needs to be addressed, along with the overall 5-year and 6-year graduation rates. Literacy achievement is relatively strong in the primary years as reflected in district and provincial assessments, but declines in the middle/transition years. Support for numeracy instruction and achievement is needed system-wide. There is an ongoing need to support the social and emotional learning of our students and staff.

Data figures are footnoted and analysis is provided at the end of the document by figure.

Goal 1: Increase Dogwood Completion Rates

Objective 1.1: Increase Indigenous Engagement & Achievement with a Focus on school connectedness and numeracy

Key Strategies

- Indigenous Education Transition Coach Program in middle/secondary schools
- Middle/High Indigenous Support Teachers/ High School Counsellor
- Early awareness, prevention and re-engagement of Indigenous students at risk of dropping out. Re-engagement with programs such as the Key Learning (Online Learning), Work Experience, and Youth Work in Trades. Processes inspired by the Local Education Agreement (LEA).
- Communicating Student Learning strategy for Indigenous students (learning updates, core competencies, goal setting, graduation progress)
- Connecting with LEA First Nations about Learning Updates twice a year, with a third meeting for students at risk in the spring
- Review mathematics Learning Update proficiency scales in K-9 (report card marks) at school and district level
- Identifying at risk students due to absenteeism in October, December, and March
- Review How Are We Doing Student Learning Survey results

Objective 1.2: Build capacity and understanding of instructional planning

Key Strategies

- Support understanding of the structure of the BC Curriculum



- Continue to develop understanding of universal design for learning within all professional development offerings
- Support understanding of planning tools by Shelley Moore within inservice, workshops and professional development opportunities within the district
- Workshops offered during 2023-24 specific to short term and long range planning approaches and formats including lesson design and assessment
- Create samples of instructional design
- On-going support for assessment for learning approaches to support instructional planning through coaching and collaboration programs
- Continue to expand Tier 1 supports and strategies to classroom teachers

Objective 1.3: Foster confident, competent & creative numeracy learners K-9

Key Strategies

- District numeracy mandate reflected in all school frameworks
- Complete implementation of the anchor numeracy resource Mathology in primary classrooms
- Implementation and professional development in number sense routines using anchor resources by Stenhouse Publishing
- Balanced numeracy & learning resources guidelines K-9
- Professional development of the *Thinking Classrooms* method in intermediate/middle
- Development and promotion of the district Concept Classroom to support conceptual learning
- Increase numeracy competencies in ADST lessons along with assessment tools
- On-going implementation of district problem solving framework grades 3-9
- Ongoing work with district Problem solving assessment committee
- Continued implementation of Computation MAP
- Pilot learning resources for math intervention with elementary learning assistants
- Increase District Numeracy Coach support as staffing permits.
- Increase use of newly developed primary MAP from Duncan Cran Elementary in other schools
- Professional development opportunities for Educational Assistants in numeracy
- Vertical Teaming/Collaboration regarding numeracy development
 - Data review
 - Curriculum review
 - Essential Learnings at each grade level
 - Universal strategies, consistent foundational resource
 - Intervention strategies



Objective 1.4: Increase successful transitions in grades 6-10

Key Strategies

- Develop Middle School working groups to review and improve Elementary to Middle school transitions for students, parents, and staff. Each Middle school will review current student data with relation to Social Emotional Learning (MDI and Ministry's Student Learning Survey) as well as literacy and numeracy data (FSA). Schools will review previous transition practices and relevant research. Middle schools committee members will develop a District document outlining supported transition practices. This document will address actions in all stages of transitions (before, during and after) and include identified timelines as well as roles and responsibilities. The draft document will be shared with Elementary feeder schools for feedback. Document will be created in the 2023-24 school year and strengthened practices implemented in the Spring of 2024.
- Vertical Teaming/Collaboration regarding numeracy development (see 1.3)
- Continue District-wide Middle to Secondary Transitions Inquiry Group (Year 4)
 - Three Collaboration meetings per year (High School and Feeder Schools)
 - Review newly implemented or enhanced actions from original inquiry;
- Leverage qualitative and quantitative data including - Cohort tracking, RTI focus on Numeracy 6-9, using Learning Update proficiency scale data - follow up for struggling students (exit interviews, planning tools, collaboration, intervention planning)

Objective 1.5: Focus on the writing process within a balanced literacy approach

Key Strategies

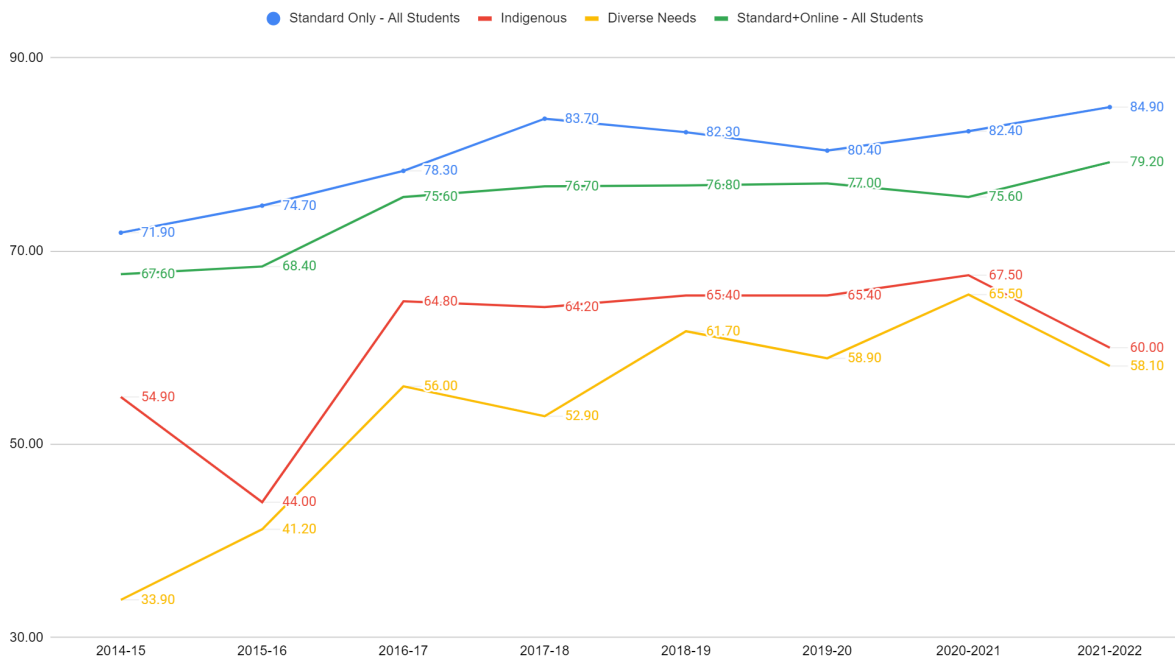
- Professional development opportunities around literacy teaching practices
- Adrienne Gear workshops (2) for elementary teachers with focus on writing
- Adrienne Gear workshop with kindergarten and ECE group
- Ongoing coaching and collaboration in the area of literacy
- On-going work with draft of new district cold writes
- SMART learning
- Development of district guidelines in support of literacy across the curriculum
- Support and development of district literacy assessments
- Development of grade 3 reading comprehension assessment

Indicators



Graduation -Six-Year Dogwood Completion Rate - 2014-2022¹ **UPDATED**

Six-Year Completion Rate - SD60 - 2014-2015 to 2021-2022

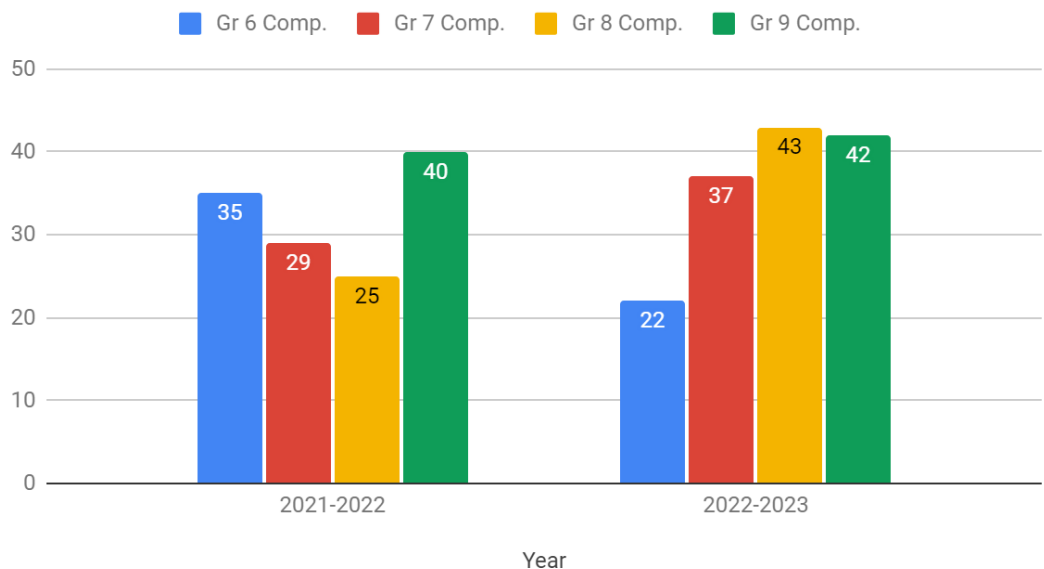


Reading Comprehension

² **UPDATED**

Grades 6-9

Reading Comprehension (% Meet/Exceed) Grade 6-9 - READ73



¹ Figure 1 - Graduation 6 Year Completion Rate

² Figure 2 - Reading Comprehension Grades 6-9



Grade to Grade Transitions³ **UPDATED**

Year	Grade	Grade to Grade Rate
2018/2019	9	92%
	10	92%
	11	88%
2019/2020	9	89%
	10	92%
	11	83%
2020/2021	9	94%
	10	95%
	11	91%
2021/2022	9	93%
	10	91%
	11	90%

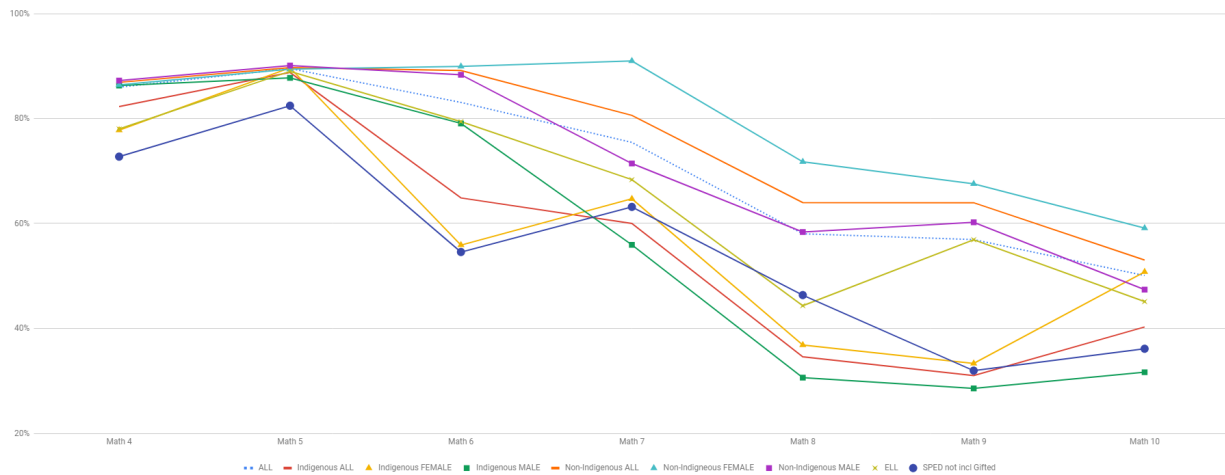
Drawn from Ministry FESL 2022 data.

³ Figure 3 - Grade to Grade Transitions



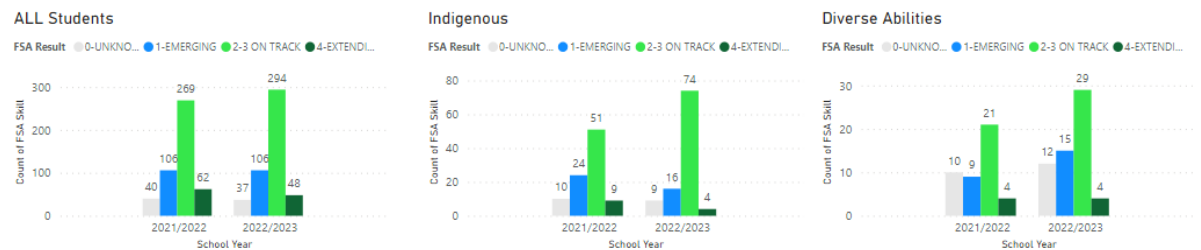
C+ or Better in Grades 4-10 in Mathematics⁴

Math C+ or Better 2023

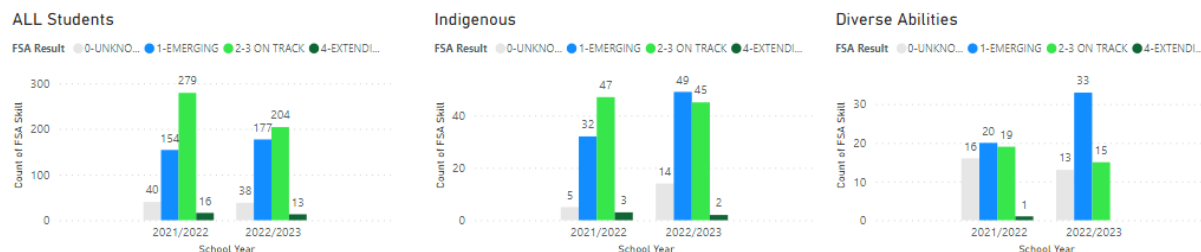


Foundation Skills Assessment by Skill and Sub Population⁵

FSA - Literacy - Grade 4 - by Sub Population



FSA - Literacy - Grade 7 - by Sub Population

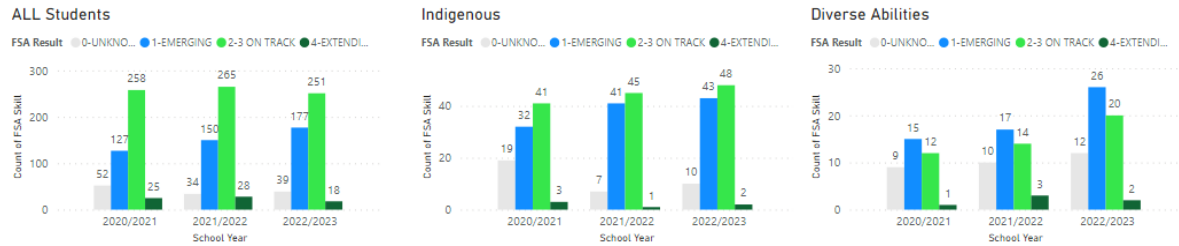


⁴ Figure 4 C+ or Better in Grade 4-10 Mathematics

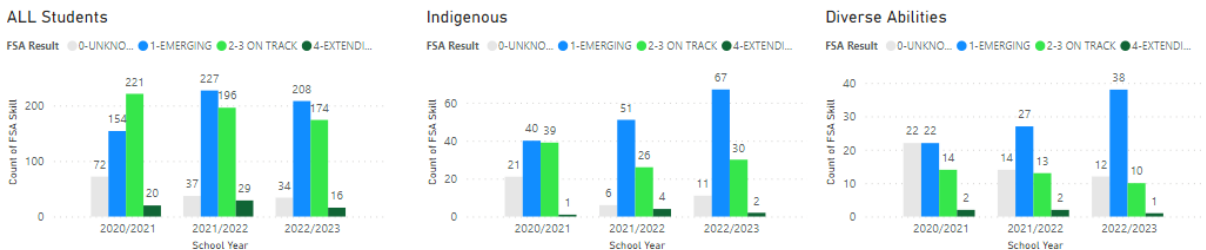
⁵ Figure 5 - FSA by Sub Population Grade 4, 7 - Literacy, Numeracy



FSA - Numeracy - Grade 4 - by Sub Population



FSA - Numeracy - Grade 7 - by Sub Population



Targets

- A trend of improving 5 and 6-year completion rates for all students with a target of reaching the provincial average
- A trend of sustained and/or improving achievement in reading comprehension between grades 6-9 with a target of 70% meeting or exceeding expectations
- A trend of sustained and/or improving achievement between grades 4-10 in Learning Updates Math marks (report card marks) with a target of 75% achieving On Track (Developing or Proficient) or Extending in grade 9
- A trend of improving FSA results and closing achievement gaps between groups

Alignment of Resource Allocations With This Goal:

- Numeracy Initiatives: \$290,500.00 for 2023-24
- District Collaboration: \$50,000 for 2023-24
- Literacy Initiatives: \$80,000.00 for 2023-24
- Coaching for literacy & numeracy support: \$32,000.00 for 2023-24



Goal 2: Support Student & Staff Social/Emotional Competency

Objective 2.1: Establish SEL as being foundational to school practices and student achievement

Key Strategies

- Professional development sessions are made available to school staff throughout the school year aimed at foundational social-emotional learning facilitated by district counsellors and SEL specialists.
- Social-emotional learning embedded into DLTM meetings with school administrators
- School teams will be supported in the completion of the CASEL Indicators of School-Wide SEL.
- Implement the Middle Years Development Index (MDI) at grades 5 and 8
- Assist schools in forming actionable school SEL FESL goals that are research-based and evidence - informed from the MDI data and CASEL Indicators of School - Wide SEL
- Increase understanding and utilization of the scope and role of counsellor consultants, SEL Specialists, SEL teachers, and youth care workers.
- SEL Specialists and district counsellors support school and classroom communities in the implementation of tier SEL practices
- Through consultation and collaboration through the School Based Team, schools are supported by counsellor consultants through strengths-based approaches and Response to Intervention practices

Objective 2.2: Cultivate a Community of Adults Who Engage in Their Own Social/Emotional Learning

Key Strategies

- Professional development sessions are made available to school staff throughout the school year aimed at adults engaging in their own social-emotional learning, facilitated by district counsellors and SEL specialists
- A learning series for administrators will be provided specifically on adult SEL; Compassionate Systems Leadership tools
- SEL district team will continue to support and monitor the district initiatives around staff wellness



Objective 2.3: Increase Student Understanding of Mental Health Literacy and the Pathway to Care

Key Strategies

- Offer “A Mental Health Literacy Approach Go-To-Educator Training” professional development multiple times per year
- Continue to support mental health literacy programming implementation in tier 1 classroom levels

Objective 2.4: Prioritize Positive Staff-Family Relationships

- Facilitate SEL parenting session throughout the school year
- Offer school administrators weekly SEL tips to put into weekly updates/newsletters sent home to families, with the intent of providing families ongoing, positive suggestions to support their student(s) social emotional development

Objective 2.5: Cultural Safety / Anti-Racism

- Beginning with training for our administrators, the District will convene a working leadership committee to review the Ministry guidelines (due this Fall) and develop a framework for addressing racism and consolidating our current resources.
- Continue with Cultural Safety training
- Administrator professional development on implementing anti-racism strategies in schools



Indicators



⁶ Grade 8 MDI Well-being Index (%) and Number of Children Responding

⁷ Grade 8 MDI Connectedness with Adults - “At my school there is an adult that believes in my success”



Targets

- A minimum of 10 professional development sessions will be offered (including on all ProD days) with a minimum of 10 people attending each session
- Data from CASEL Indicators of School-Wide SEL and the MDI data will be used to inform and measure school FESL social-emotional goals
- Increase percentage of grade 8 students indicating “Thriving” on the MDI Well-Being Index (2023/2024 school year)
- Increase percentage of grade 8 students indicating “Connected with Adults at School” on the MDI

Alignment of Resource Allocations With This Goal:

- SEL Specialists: 4 FTE
 - Counsellors: 3.6 FTE
 - TTOC time for coaching/collaboration and Professional Development sessions: \$7,000
 - Indigenous curriculum development: \$50,000
 - SEL/Mental Health Wellness ProD/ Resources: \$15,000
-



Goal 3: Enhance Student Options and Engagement through diverse learning experiences with Career Education

Objective 3.1: Increase the number of Indigenous Students completing Career Pathway programs at High School and increase their satisfaction with career and post-secondary education preparation. This will ultimately lead to increased graduation rates.

Key Strategies

- Career Education presentations for Grade 9 (Middle Schools) and for Grade 10-12 students - Career Education Staff
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Staff/Industry Professionals)
- Annual Presentations to the communities of Upper Halfway, Doig River and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)
- Project Heavy Duty - engage Indigenous high school students in heavy equipment career opportunities.
- Workforce Training Certificate 12 - engage Indigenous high school students in Workforce Training Certificate.
- Expand options for Indigenous student to pursue mentorship opportunities within Business, Finance, and Marketing fields (JELLY Marketing, CPA Martin Mentorship Program/MNP)
- College Program Tours for Indigenous students
- *Grade 9 Welding Camp for Indigenous Students - 17 Indigenous students to participate in Welding camp for 5 days at NPSS*

Objective 3.2: Increase the integration of Numeracy within Applied Design Skills and Technology

Key Strategies

- Create new ADST lessons and activities to be added to the current bank found on the District Digmore Learning Commons. Grade 5 target with numeracy skill development focus. This serves as a resource for all Elementary teachers to increase the quantity and quality of learning experiences for our students. Each will include a demonstration

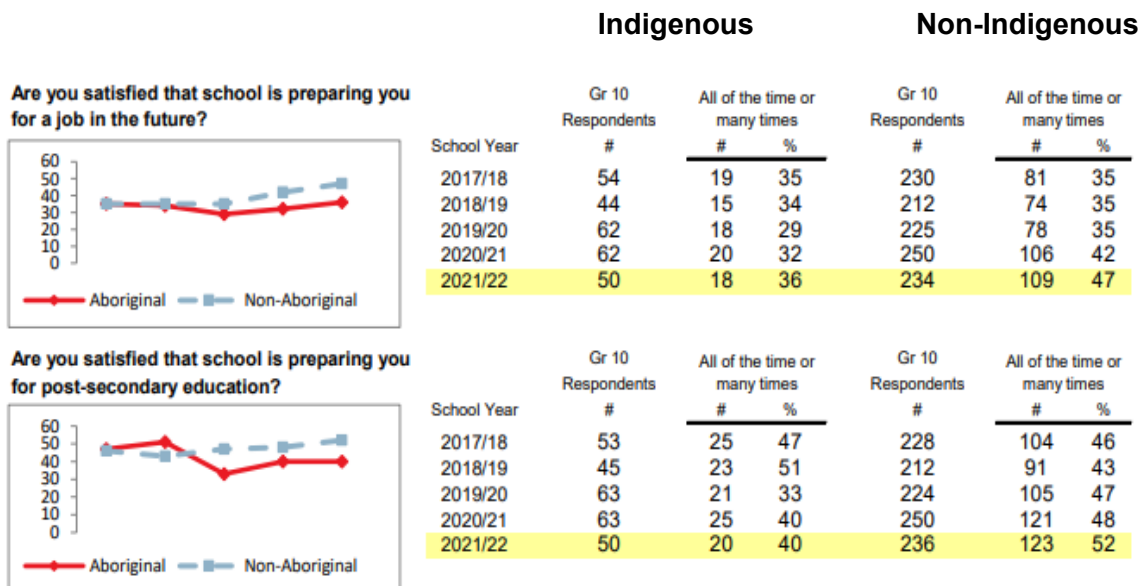


video and a detailed lesson plan including assessment rubrics. (5 new lessons developed in 2022-23)

- Create task neutral rubrics attached to lessons to support teacher assessment of ADST & Careers to support K-6 teachers with new reporting policy.
- Professional Development session offered to Elementary teachers focused on these resources and ADST instruction - (to be offered in the 2023-24 school year)
- Monthly email to all Grade 5 teachers promoting a specific ADST lesson found on the Digmore website
- XPlorefest - 1 day event for all Grade 5 students across the district to participate in ADST activities in connection with local Industry partners.

Indicators

- Percentage of indigenous students participating in Career Programs
- Monitor Implementation level across the district for ADST in elementary
- Student Satisfaction levels - Job / Post Secondary Preparation⁸; **UPDATED**



⁸ Student Satisfaction levels - Job / Post Secondary Preparation



Targets

- Increasing levels of student satisfaction with job and post secondary preparation
- Number of integrated ADST lessons and activities (revised or new) created and added to the District Digmore Learning Commons - goal of 5 new lessons with numeracy focus reached in 2023-24.
- Number of Elementary teachers using the integrated ADST Lessons and Activities - goal of 60% Grade 5 teachers.
- Rate of Teacher and Student satisfaction with regards to engagement in learning - goal of 80% satisfied or very satisfied. (short survey for each activity to be developed for 2023-2024)

Alignment of Resource Allocations With This Goal:

- Teacher release time for professional development preparation - 1 TTOC day = \$500
- ADST Supplies for professional development - \$1000
- Welding Camp for 16 students - \$15 000
- Lesson Development - 2 TTOC day = \$1000 or numeracy coach or combination
- Workforce Training Certificate 12 - \$TBD
- Numeracy and ADST lesson development - \$TBD

Goal 4: Support Student Achievement through A Systemic Learning Support Model

Objective 4.1: Support A Sustainable, Transparent, School-Based Learning Support Model with a Focus on Classrooms

Key Strategies

- Engage with School Teams and Education Committee to support implementation of the Learning Support Model.
- Support School-Based Teams to play a leadership role with this objective.
- Schools align Learning Support Fund allocations to Framework goals and learning evidence
- Invite six schools over the course of the school year to join Education Committee meetings to discuss their Learning Support Model in a very intentional way relative to the needs of their school environment.
- Consistent and meaningful collaboration between School Based Teams and Learning Services around student need, IEP goals and objectives, transition, resource allocation,



and targeted interventions- all under the guise of the Learning Support Model at each individual school within the district.

Objective 4.2: Increase Achievement and Independence of Students with Diverse Needs Through an Inclusive Classroom Support Plan

Key Strategies

- Class Review, School Based Team, Learning Services
- Follow guiding principles for the allocation of these funds.
- Explore all appropriate interventions that respond to the specific needs of the class grouping: ie. teacher intervention, resources, professional development, Education Assistants, Youth Care Workers, teacher collaboration, coaching, mentorship, etc.
- Share successes and challenges on diverse interventions through collaboration opportunities.
- Monitor for progress in relation to learning evidence through school frameworks

Objective 4.3: Create a Universal Menu of Supports (Tier 1) for the Classroom

Key Strategies

- Establish a leadership group to review various structures, processes and resources for a universal classroom approach - meet regularly throughout the 2023-24 school year. Completed.
- Engage teachers, support staff and education stakeholders to collaborate on this resource - this is the focus for 2023-24 school year..
- Build capacity with school based teams in planning with students in mind and assessment based on learning standards. A focus on the key concepts and essential questions that underlie inclusive supports and targeted strategies for student achievement, and can help identify future Framework goals and evidence within the Learning Support Model.

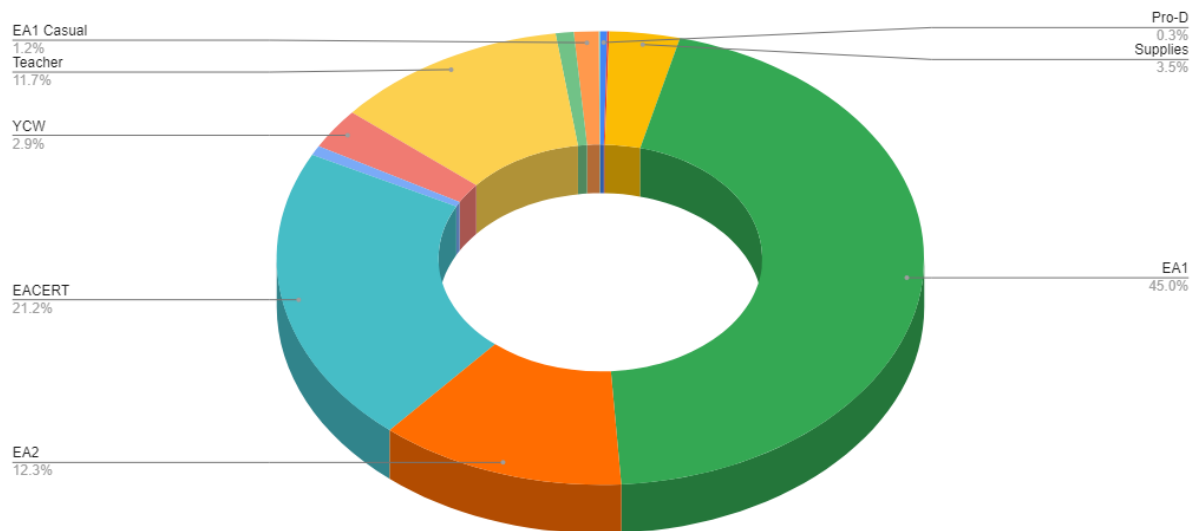
Indicators

Diverse Allocations of Learning Support Model Fund across District in 2022-2023⁹
UPDATED June 13, 2023

⁹ District Allocations of Learning Support Model Fund 2022-2023



District - Percentage of LSM Budget Allocations 2022-2023



Alignment of Resource Allocations With This Goal:

- Time spent at DLTM.
- Time spent with School Based Teams joining the District Education Committee for Learning Support Model.
- Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately \$7M to begin the 2023-24 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding allocated at \$294,126.00 targeted specifically towards educational assistants supporting personal care and delegated medical plans. Phase 3 (contingency) funding to be allocated after Sept 30th for emergent needs which develop in the district.
- Collaboration time between individual school administration and Learning Services department around effective practices, resource allocation, staffing, and professional development.



Goal 5 Expand Early Learning & Child Care

Objective 5.1: Connect with Community on future needs

Key Strategies

- Connect with SD60 Indigenous Education Council about future child care and early learning needs
- Connect with service providers and communities about future child care and early learning needs.

Objective 5.2: Address needs by connecting and enhancing programs

Key Strategies

- Working with the Integration Inquiry Project examine opportunities for Just B4 preschool Early Childhood Educators to be included in Kindergarten Classrooms
- Build capacity within Early Learning and Child Care department
- Expand Before and After School care where financially sustainable
- Utilize the Early Learning Framework in developing programming for child care and early learning in SD60.
- Work to foster reconciliation through opportunities and programming in early learning and child care.

Indicators

- Numbers of contacts with communities and organizations (2023-2024)
- Number and type of offered programs in district schools
 - 4 district run Before and After School Care programs with 2 coming in fall of 2023, 3 through a service provider
 - 1 Seamless Day Kindergarten program
 - 2 Just B4 Preschool, increase by one in 2023-2024
 - 2 Preschools
 - 7 StrongStart / outreach locations
 - 4 Infant / Toddler / 30 months+ daycare run by services providers



Alignment of Resource Allocations With This Goal:

- 1 FTE District Principal
- 2 FTE exempt coordinators for early learning and child care
- Further resources to be announced through the Child Care Integration Inquiry Project



Data Analysis

The following are notes regarding data in this document as well as the Ministry FESL data addendum that follows.

SD60 Document Data

Figure 1: Graduation 6 Year Completion Rate

- Source: Ministry Completion Rates
- Noted decline for Indigenous students and students with diverse abilities last year
- long term increasing trend over period with significant improvement for students with diverse abilities.
- A significant gap continues to exist between Diverse Abilities and Indigenous sub populations, and the All Students measure.
- Standard school completion rate is notably higher than the measure with online school completion rate

Figure 2: Reading Comprehension Grades 6-9

- Source: Read73 Local assessment data
- A significant drop in comprehension in 2020-2021 was noted for grades 8 and 9.
- First year of new assessment (Read73) data in 2021-2022

Figure 3: Grade to Grade Transitions

- Source: Ministry FESL Data
- Increases over previous year noted in successful grade to grade transitions
 - Grade 9 to 10 (+5%)
 - Grade 10 to 11(+3%)
 - Grade 11 to 12(+8%).

Figure 4: C+ or Better in Grade 4-10 Mathematics

- Source: Final Marks
- Decline noted after grade 6 in all sub populations.
- Noticeable gap exists for Indigenous measures after grade 6.
- Decreasing rate of C+ or better compared to last year in grades 8-10

Figure 5: FSA by Sub Population Grade 4, 7 - Literacy, Numeracy

- Source: Local Power BI reporting with Ministry data
- Lower participation rates noted for Diverse Abilities
- Strong literacy results
- Weaker numeracy results, especially in Grade 7

Figure 6: Grade 8 MDI Well-being Index (%) and Number of Children Responding

- Source: Middle Years Development Instrument



- Small increase to percentage of students in Low category for Well-being index.

Figure 7: Grade 8 MDI Connectedness with Adults - “At my school there is an adult that believes in my success”

- Source: Middle Years Development Instrument
- Consistent results over four years noted.

Figure 8: Student Satisfaction levels - Job / Post Secondary Preparation

- Source: How Are We Doing report
- Improving results in job preparedness
- Gap continues between Indigenous and Non-Indigenous

Figure 9: District Allocations of Learning Support Model Fund 2022-2023.

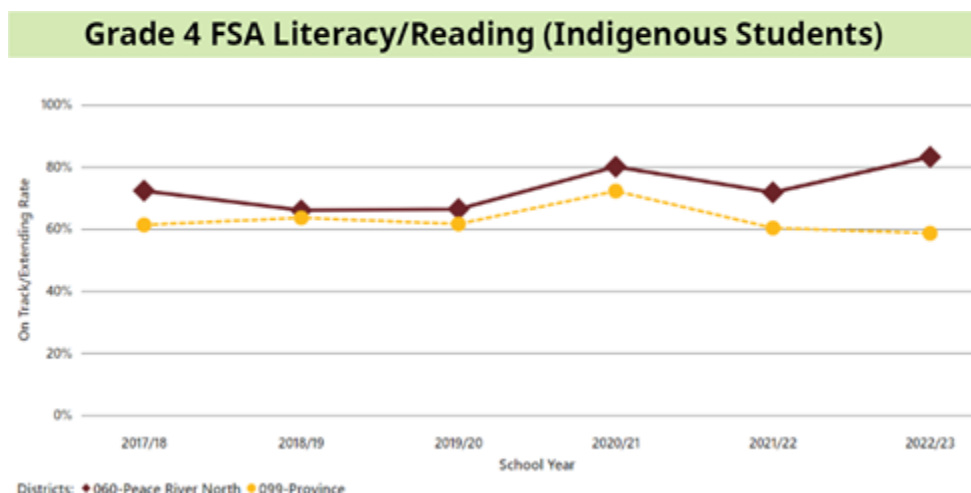
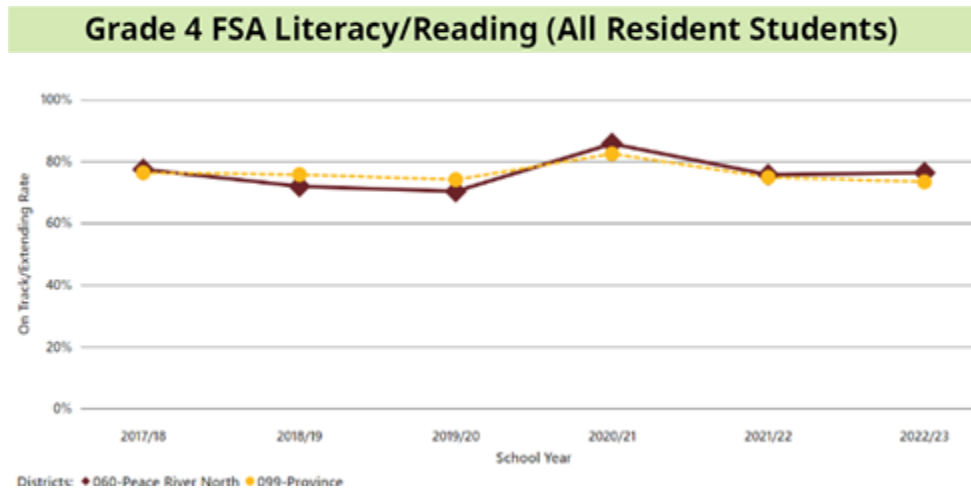
- Source: Local data
- Schools have added additional Youth Care Workers and Teacher FTE through the Learning Support Model in 2021-2022, and 2022-2023
- Majority spent on Education Assistants

Ministry Enhancing Student Learning Report Data

In the following pages we have included the Ministry provided Enhancing Student Learning Report Data. Our analysis is provided below by themes of Intellectual Development, Human and Social Development, and Career Development. Listed Outcomes and Measures are as per [Ministerial Order 302/20](#). Data is masked where an identifiable group has 9 or fewer students in the data. Other items that are blank in the following graphs are due to masking of the data. Where appropriate we provide general comments about the masked data in the analysis.



Intellectual Development
Educational Outcome 1: Literacy
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

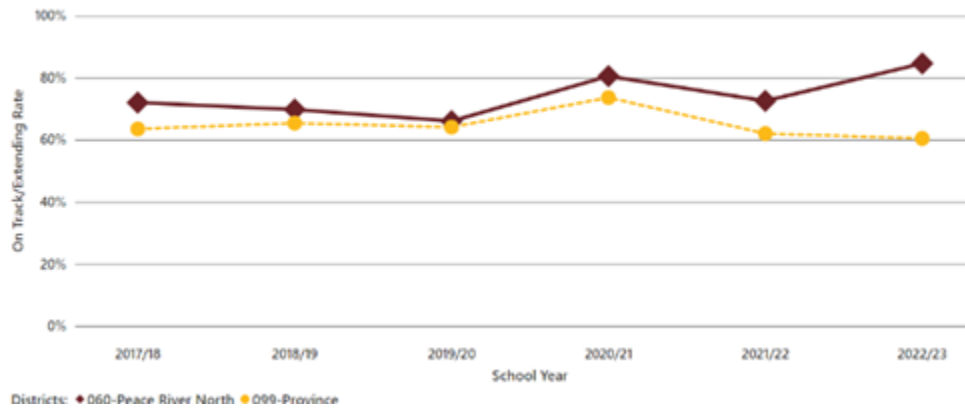


Grade 4 FSA Literacy/Reading (Indigenous Students on Reserve)

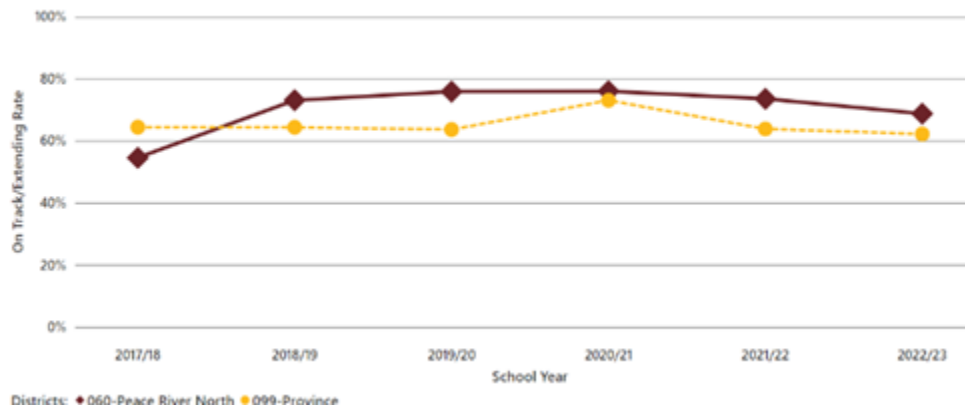
Data has been masked due to an identifiable population of 9 or less students.



Grade 4 FSA Literacy/Reading (Indigenous Students off Reserve)



Grade 4 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)

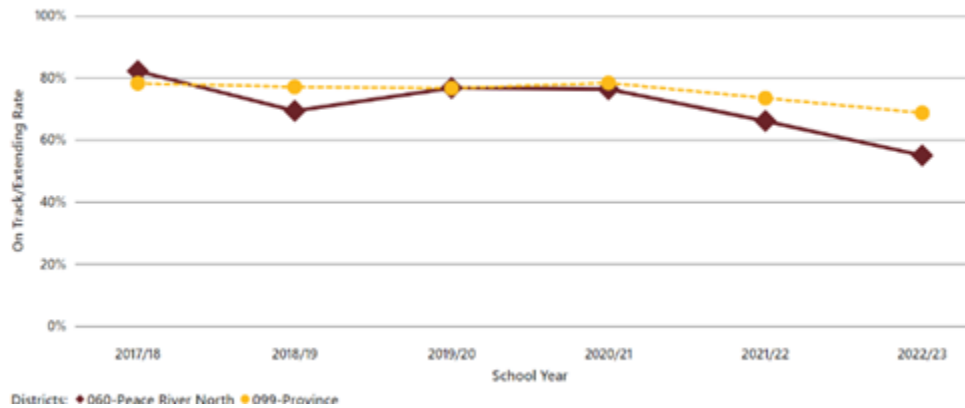


Grade 4 FSA Literacy/Reading (Children/Youth in Care)

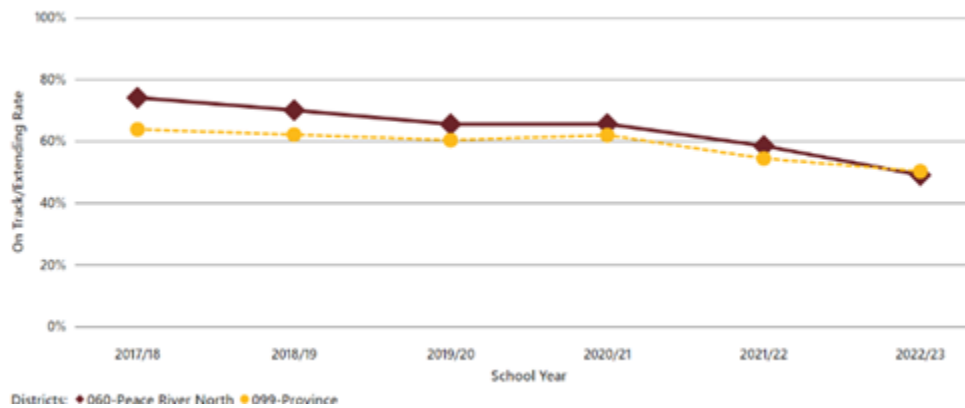
Data has been masked due to an identifiable population of 9 or less students.



Grade 7 FSA Literacy/Reading (All Resident Students)



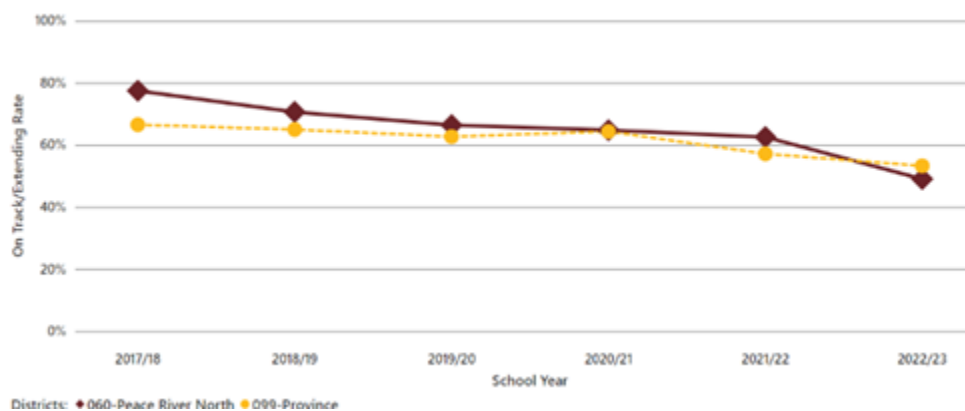
Grade 7 FSA Literacy/Reading (Indigenous Students)



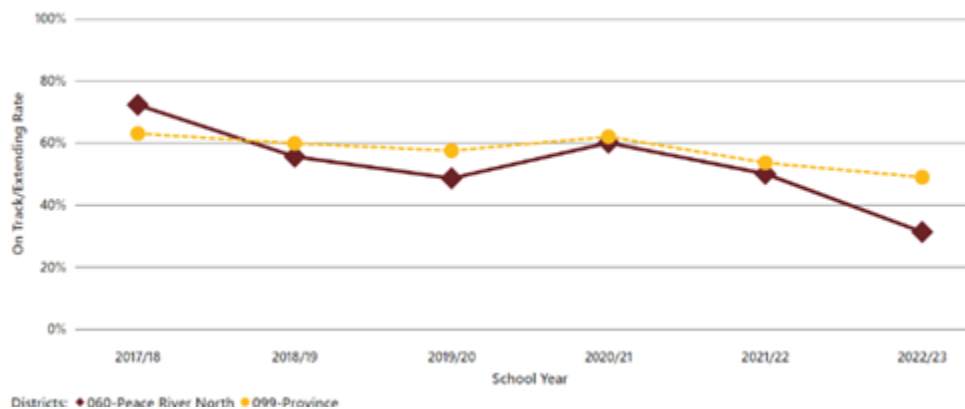
Grade 7 FSA Literacy/Reading (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Literacy/Reading (Indigenous Students off Reserve)



Grade 7 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)



Grade 7 FSA Literacy/Reading (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

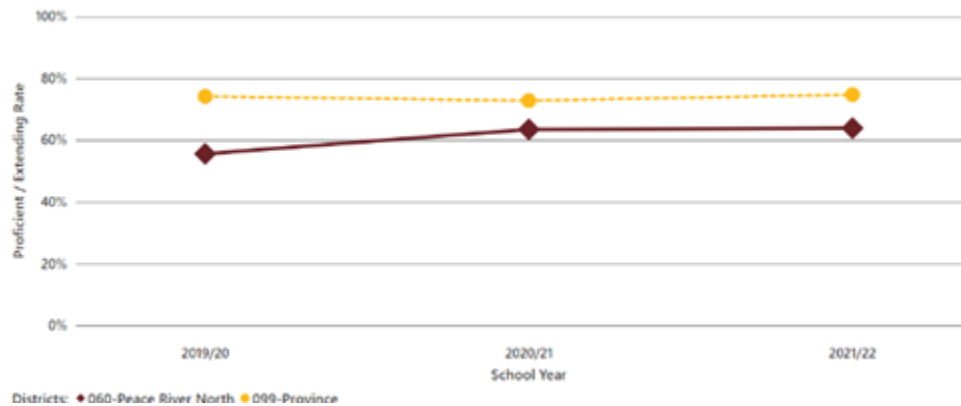
Data Analysis for Measure 1.1

- Grade 4
 - All Students measure shows results at or above provincial rate for last three years.
 - Indigenous students have a higher level of achievement than the provincial results for all years of the data including a significant positive difference in the last year. Indigenous students have a higher level of achievement compared to the All Students measure last year.
 - Indigenous students on reserve while masked shows more years above the provincial rate than below in the data (four compared to two)
 - Students with Disabilities / Diverse Abilities are above the provincial results for five of the last six years.
 - CYIC results are masked due to small numbers with significant variability in the data
- Grade 7
 - A decline in literacy / reading in FSA7 is noted for both Provincial and District results with district results showing a larger negative slope to the trend over the last three years
 - Indigenous students are performing similarly but with a slightly higher results than province
 - Indigenous students on reserve while masked shows higher results that the province for the last five of six years
 - Students with Disabilities / Diverse Abilities are following a similar decline as All students in district and province
 - CYIC results are masked due to small numbers with significant variability in the data

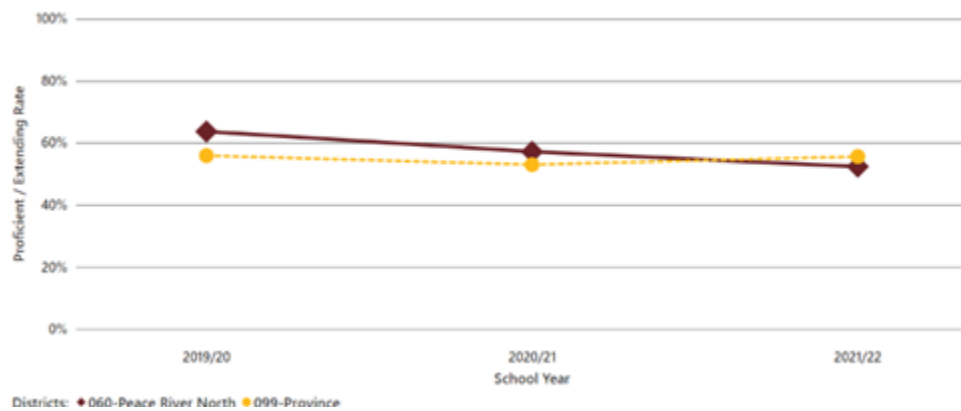


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (All Resident Students)



Grade 10 Grad Assessment Literacy (Indigenous Students)

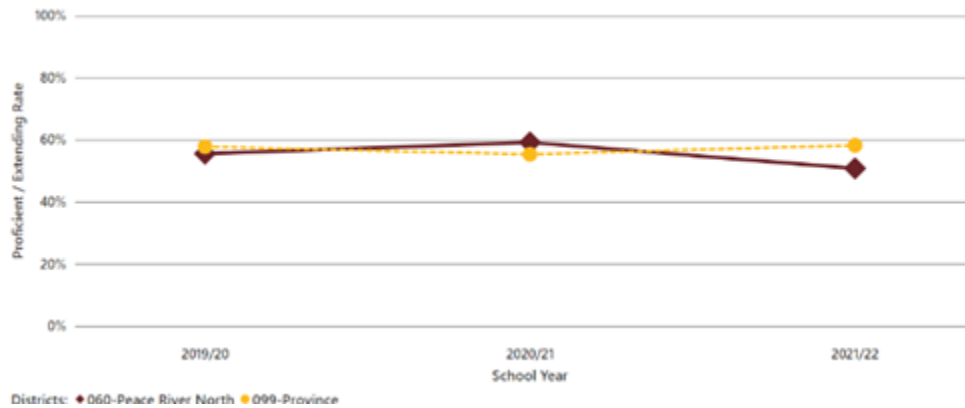


Grade 10 Grad Assessment Literacy (Indigenous Students on Reserve)

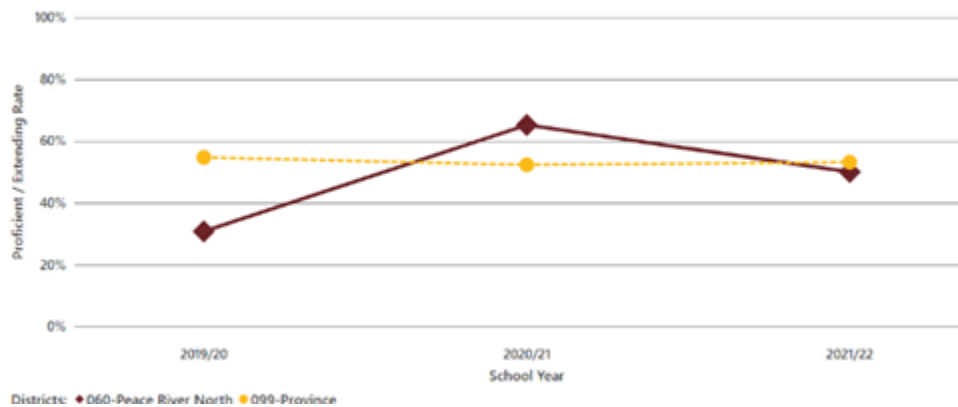
Data has been masked due to an identifiable population of 9 or less students.



Grade 10 Grad Assessment Literacy (Indigenous Students off Reserve)



Grade 10 Grad Assessment Literacy (Students with Disabilities/Diverse Abilities)



Grade 10 Grad Assessment Literacy (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

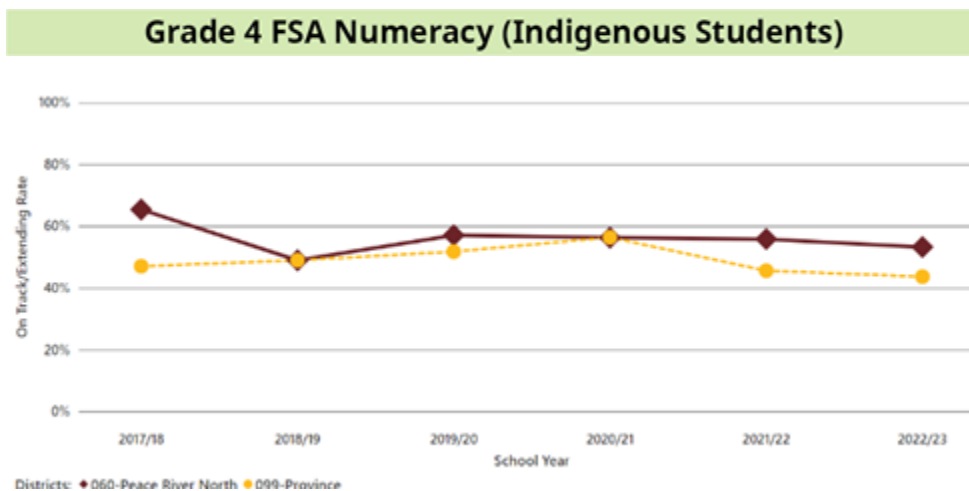
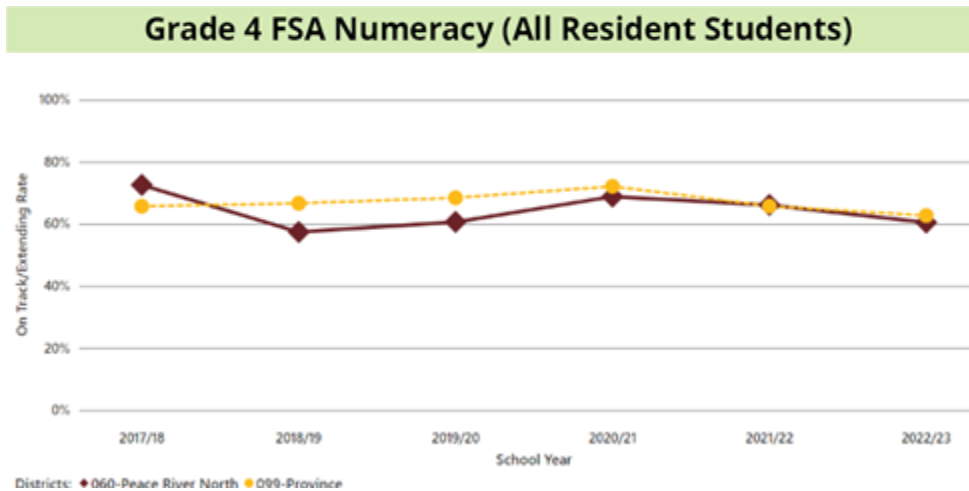
Data Analysis for Measure 1.2

- A gap exists between the Provincial rate of proficient/extending compared to the lower District results for all students
- Indigenous students have a higher proficient / extending rate compared to the province for two of the last three years. A growing negative gap between Indigenous students and All Student measure in district is noted.
- Indigenous students on reserve data while masked has been at or significantly above the provincial results for the last three years
- CYIC results are masked due to small numbers with significant variability in the data



Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

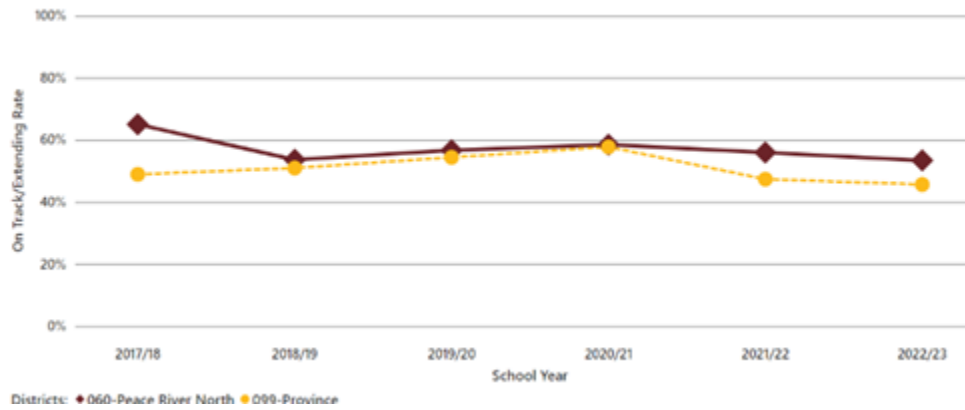


Grade 4 FSA Numeracy (Indigenous Students on Reserve)

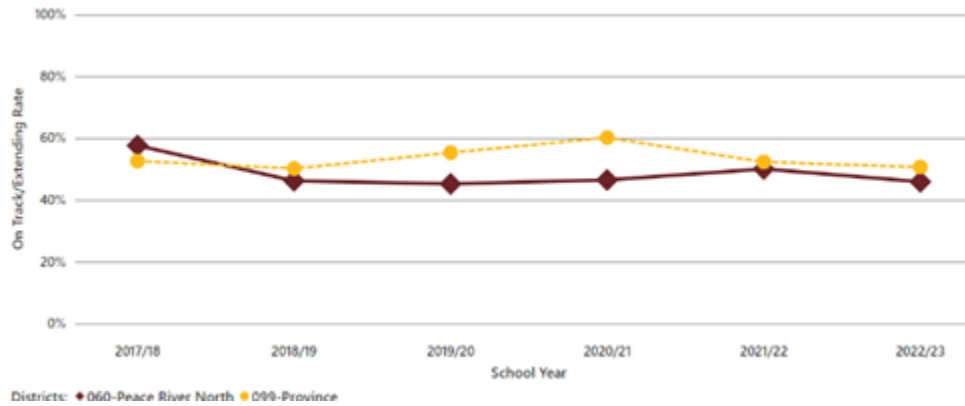
Data has been masked due to an identifiable population of 9 or less students.



Grade 4 FSA Numeracy (Indigenous Students off Reserve)



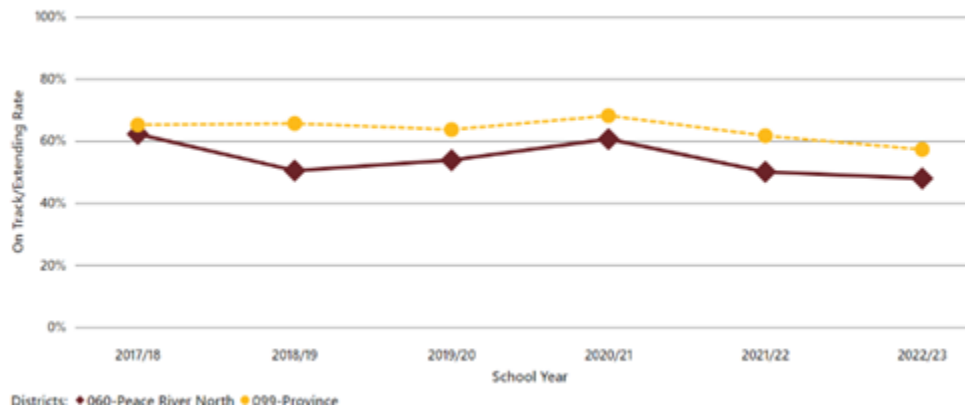
Grade 4 FSA Numeracy (Students with Disabilities/Diverse Abilities)



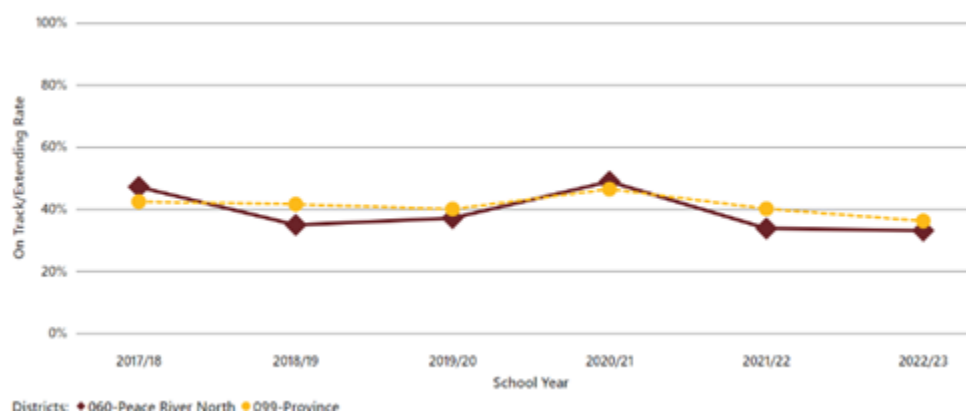
Grade 4 FSA Numeracy (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Numeracy (All Resident Students)



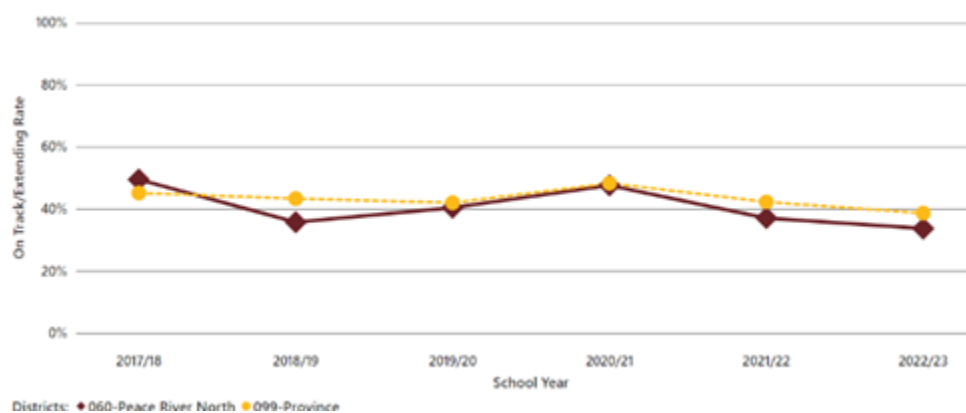
Grade 7 FSA Numeracy (Indigenous Students)



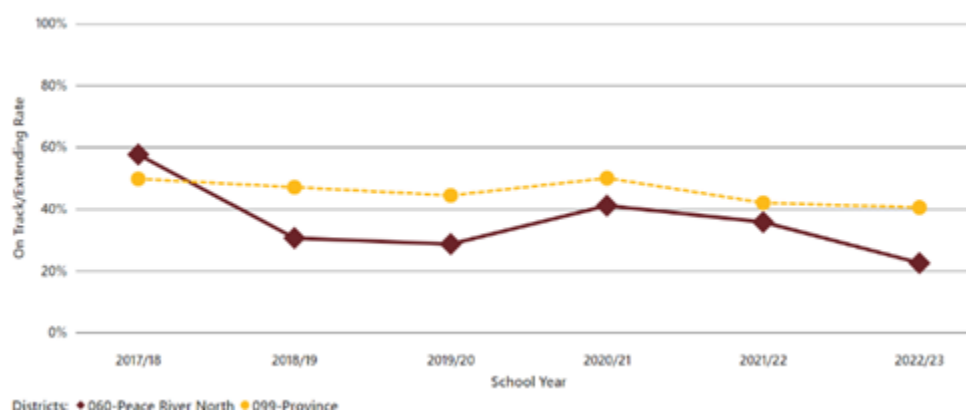
Grade 7 FSA Numeracy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Numeracy (Indigenous Students off Reserve)



Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)



Grade 7 FSA Numeracy (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

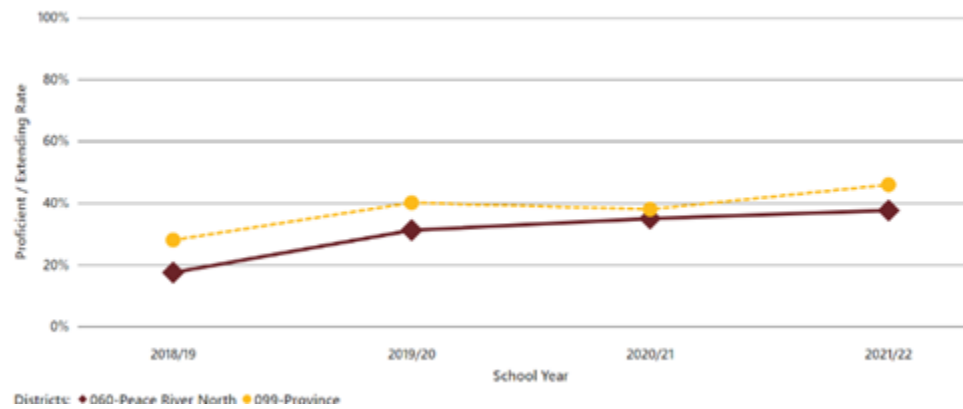
Data Analysis for Measure 2.1

- Grade 4
 - Results for all students in District closely follow the Provincial results
 - A positive gap has appeared for Indigenous students over the last two years compared to the provincial results. A negative gap exists between the district All Students and Indigenous students exists.
 - Indigenous students on reserve data while masked has been above the provincial results for four of the last six years
 - Students with Disabilities / Diverse Abilities results show a closing of the gap between the District and Provincial results
 - CYIC results are masked due to small numbers with significant variability in the data
- Grade 7
 - Results for all students in District follow the Provincial results with a negative gap for district results over that last five years
 - Indigenous student results closely follow the Provincial results
 - Indigenous students on reserve results are masked due to small numbers with significant variability in the data
 - Students with Disabilities / Diverse Abilities results show a negative gap between the District and Provincial results
 - CYIC results are masked due to small numbers with significant variability in the data

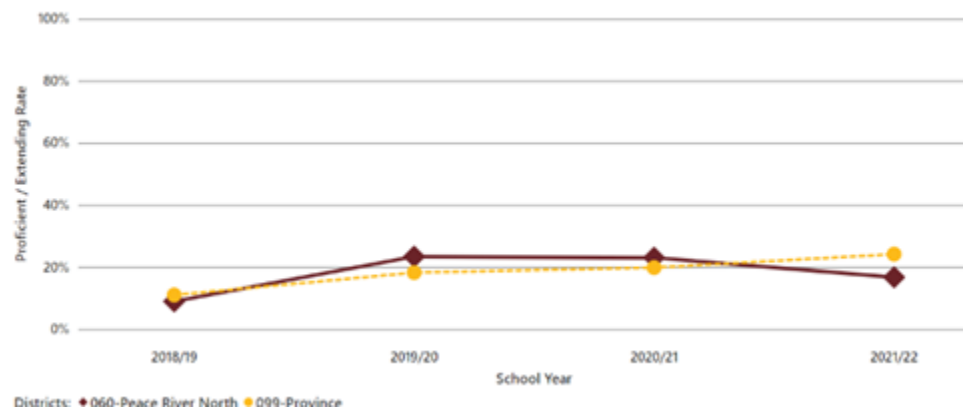


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (All Resident Students)



Grade 10 Grad Assessment Numeracy (Indigenous Students)

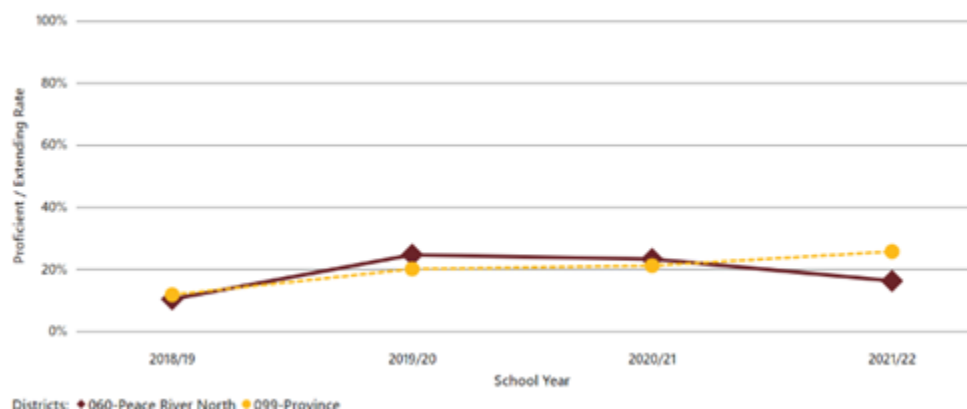


Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)

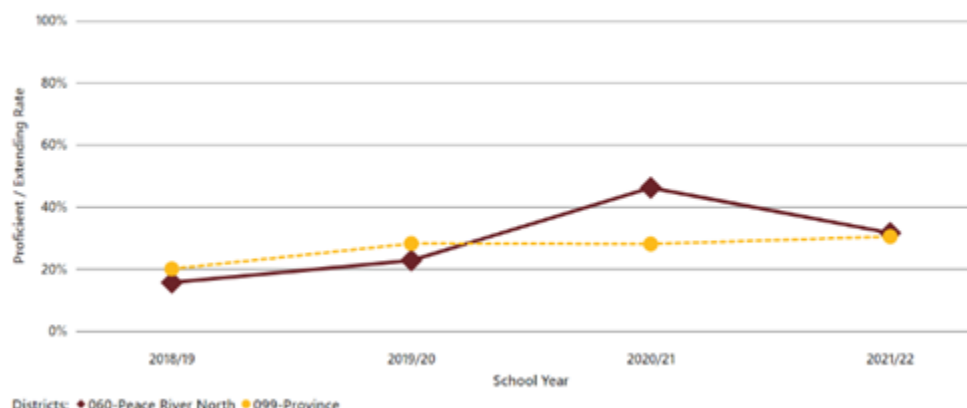
Data has been masked due to an identifiable population of 9 or less students.



Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)



Grade 10 Grad Assessment Numeracy (Students with Disabilities/Diverse Abilities)



Grade 10 Grad Assessment Numeracy (Children/Youth in Care)

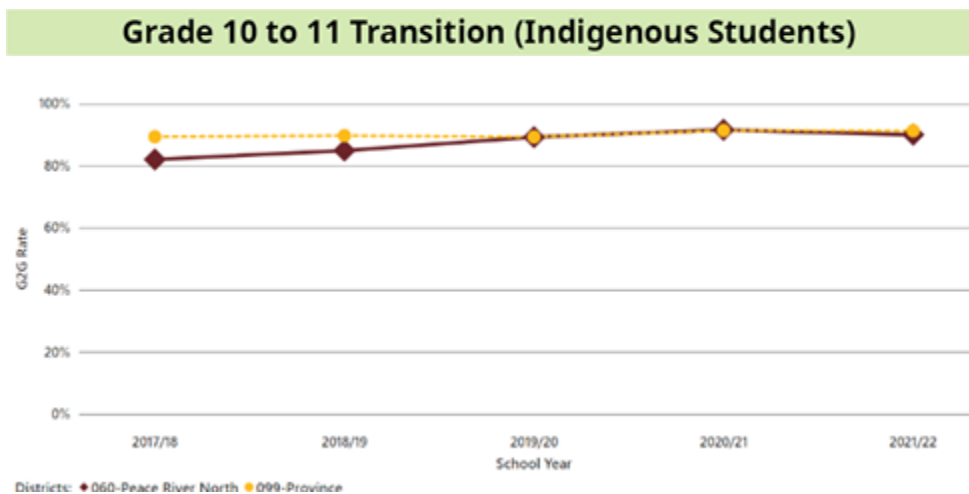
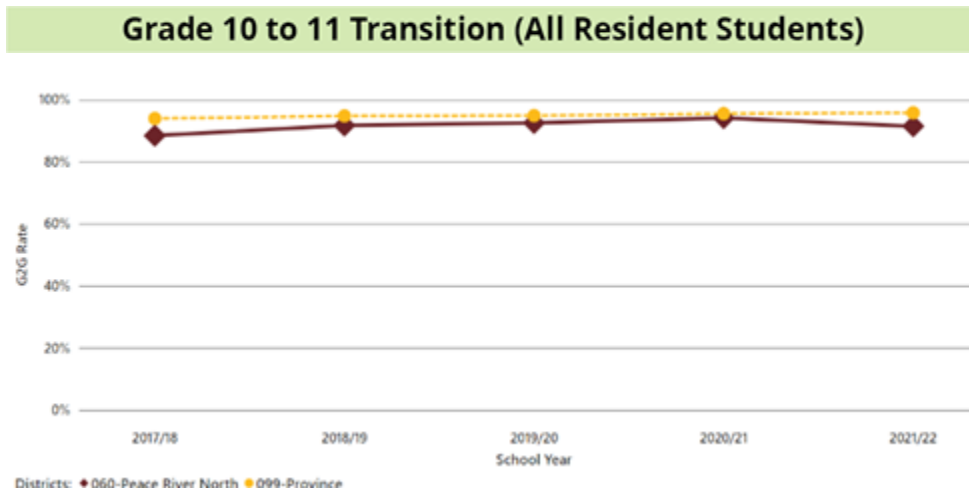
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 2.2

- Proficient / Extending rate is improving over four years with a negative gap compared to Provincial results
- Indigenous students while similar to the Provincial results have a significant gap compared to the All Student results
- Indigenous students on reserve results are masked with a large negative gap between the All Students results, but a significant positive difference with Provincial results.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results.
- CYIC results are masked due to small numbers.



Measure 2.3: Grade to Grade Transitions

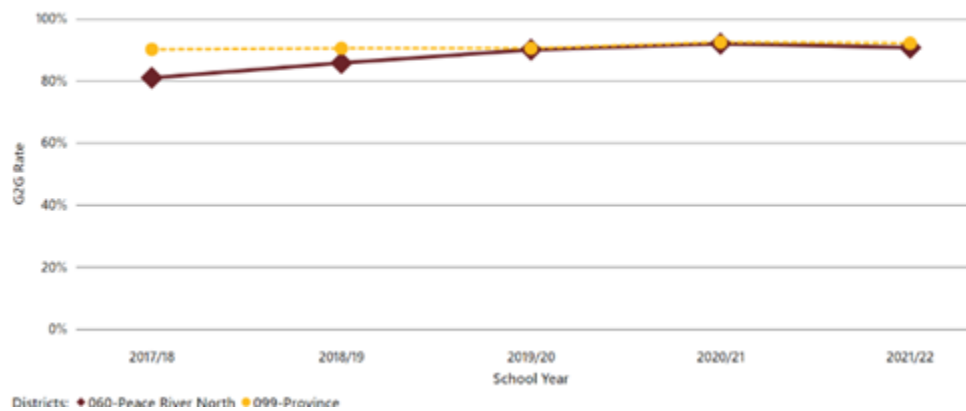


Grade 10 to 11 Transition (Indigenous Students on Reserve)

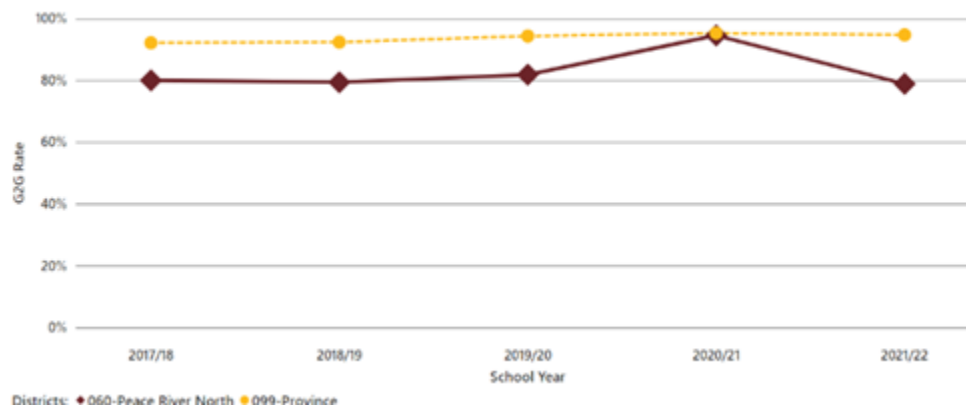
Data has been masked due to an identifiable population of 9 or less students.



Grade 10 to 11 Transition (Indigenous Students off Reserve)



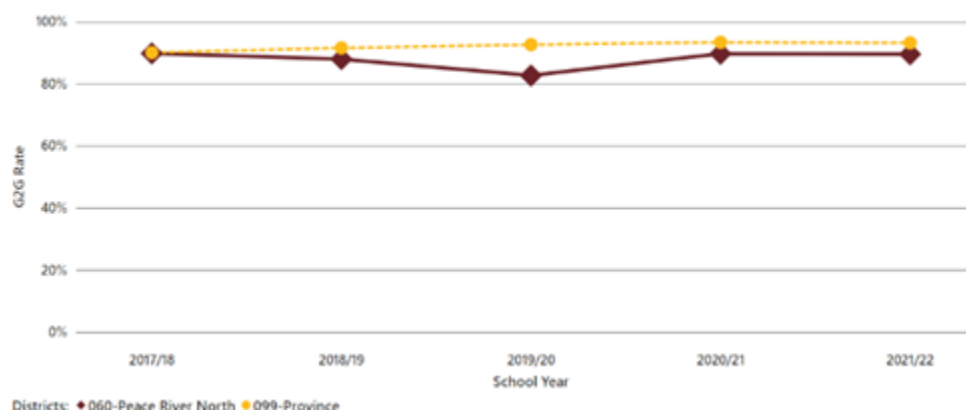
Grade 10 to 11 Transition (Students with Disabilities/Diverse Abilities)



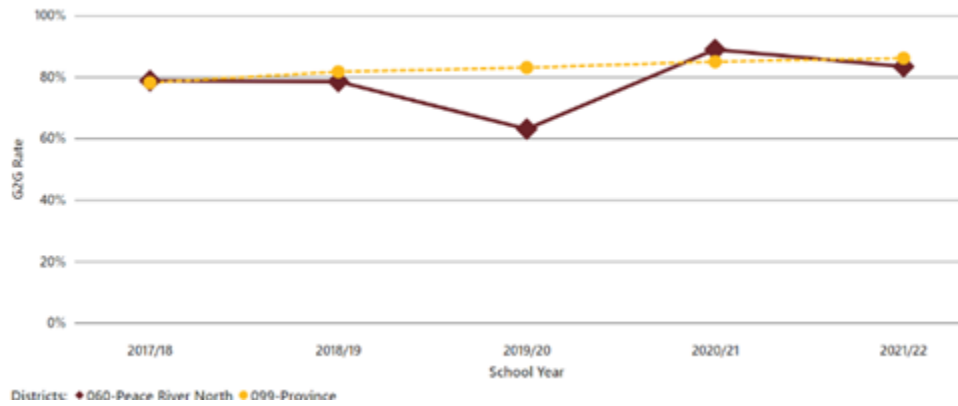
Grade 10 to 11 Transition (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

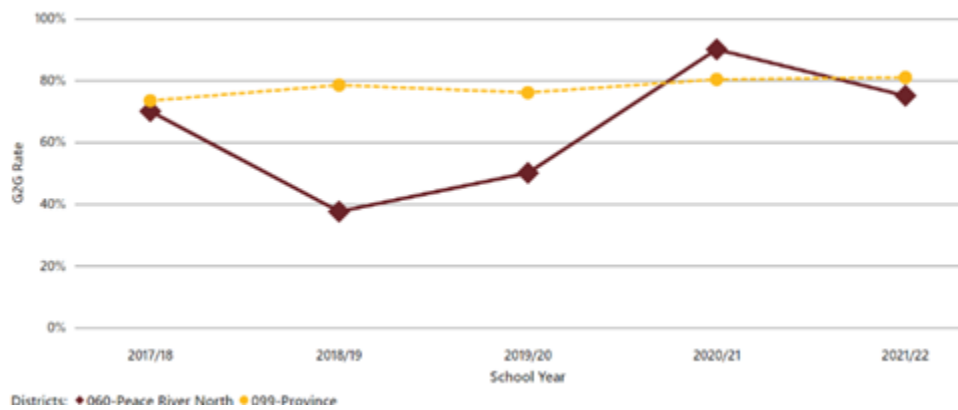
Grade 11 to 12 Transition (All Resident Students)



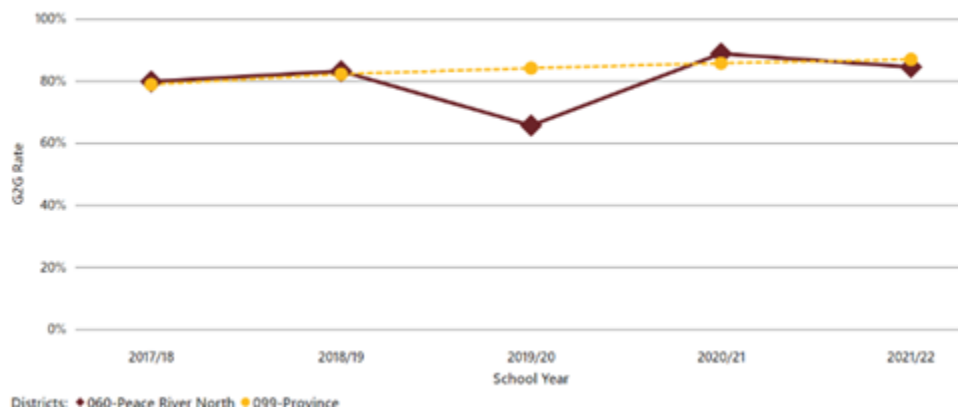
Grade 11 to 12 Transition (Indigenous Students)



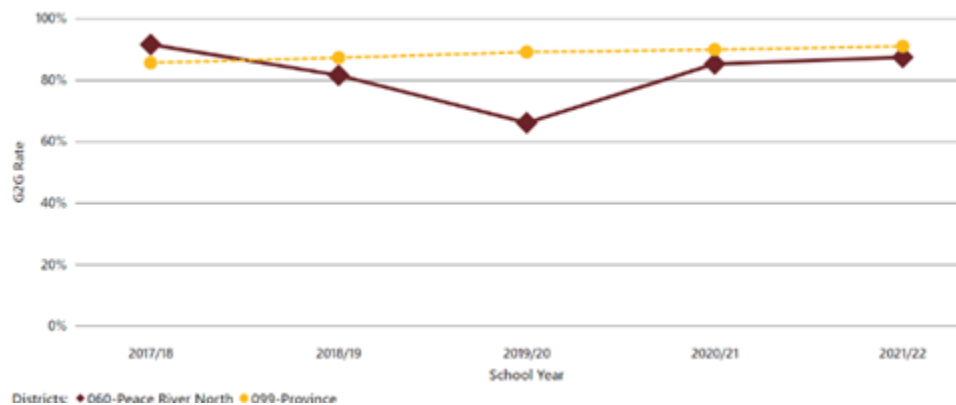
Grade 11 to 12 Transition (Indigenous Students on Reserve)



Grade 11 to 12 Transition (Indigenous Students off Reserve)



Grade 11 to 12 Transition (Students with Disabilities/Diverse Abilities)



Grade 11 to 12 Transition (Children/Youth in Care)

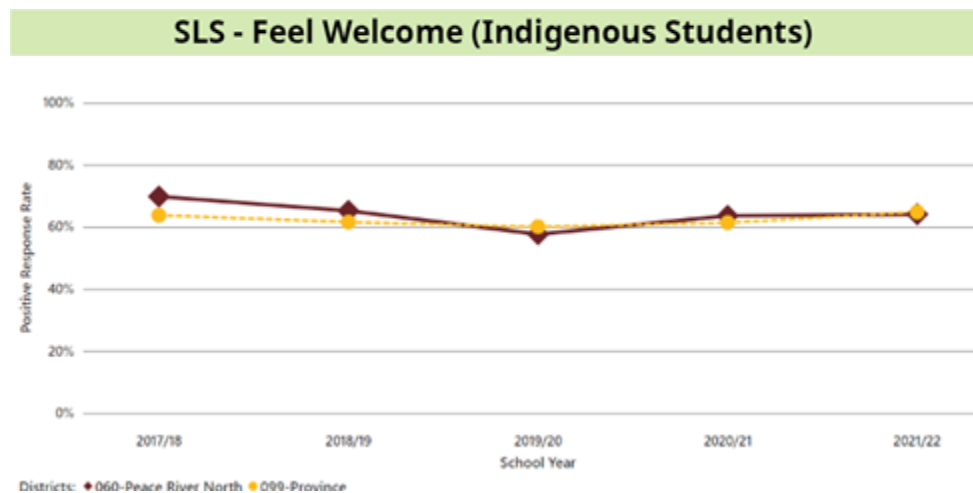
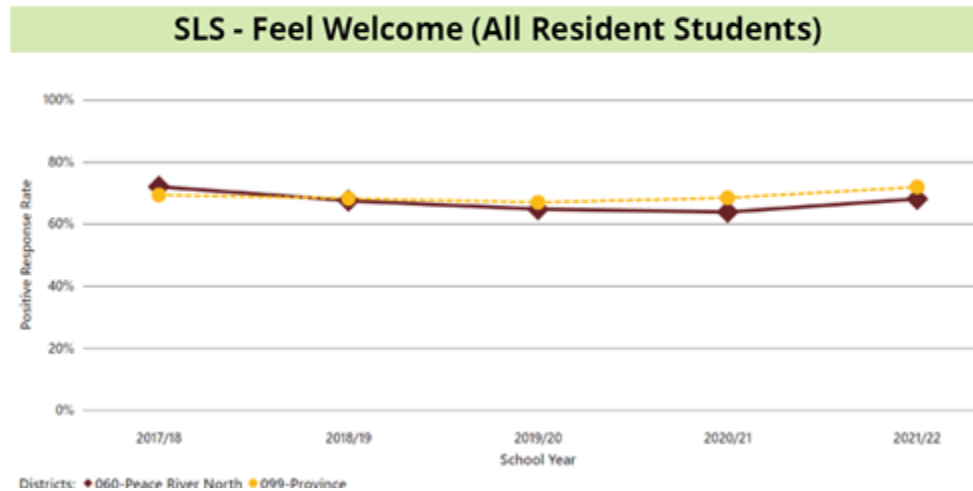
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 2.3

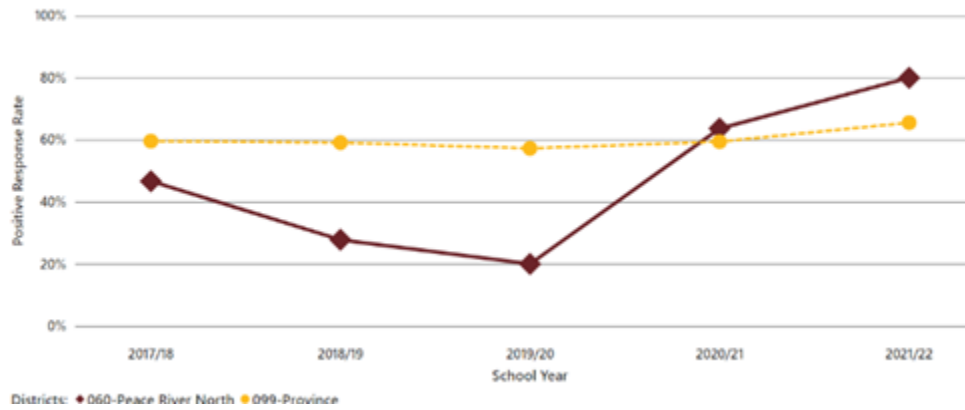
- Grade 10 to 11
 - District data closely resembles Provincial results over the five years.
 - While masked the results for Indigenous Students on Reserve resembles the provincial data with a negative gap compared to the All Students results.
 - Students with Disabilities / Diverse Abilities has maintained a consistent negative gap compared to the province for four of the five years with one year on par.
 - CYIC results are masked due to small numbers but has an improving trend over five years
- Grade 11 to 12
 - District data closely resembles Provincial results over the five years.
 - Transition rates for Indigenous Students on reserve have improved over the last several years however a negative gap exists compared to the All Students results.
 - An improving trend over the last three years is notes for Students with Disabilities / Diverse Abilities.
 - CYIC results are masked due to small numbers but has an improving trend over the last three years



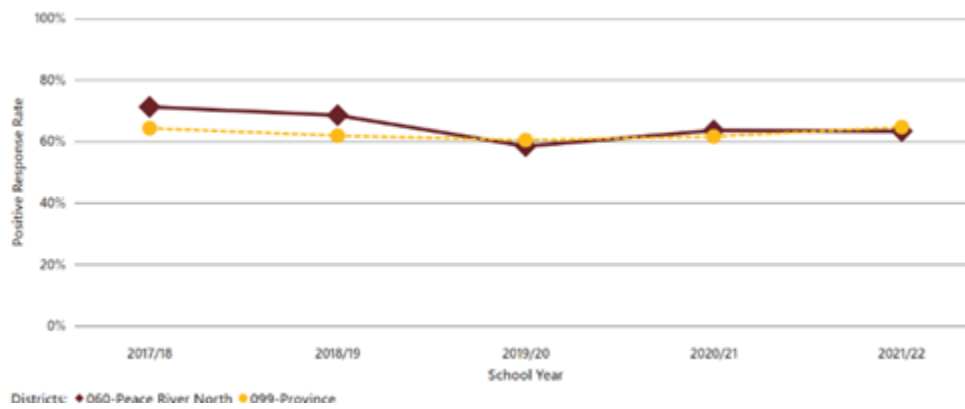
Human and Social Development
Educational Outcome 3: Students Feel Welcome, Safe, and Connected
Measure 3.1: Student Sense of Belonging



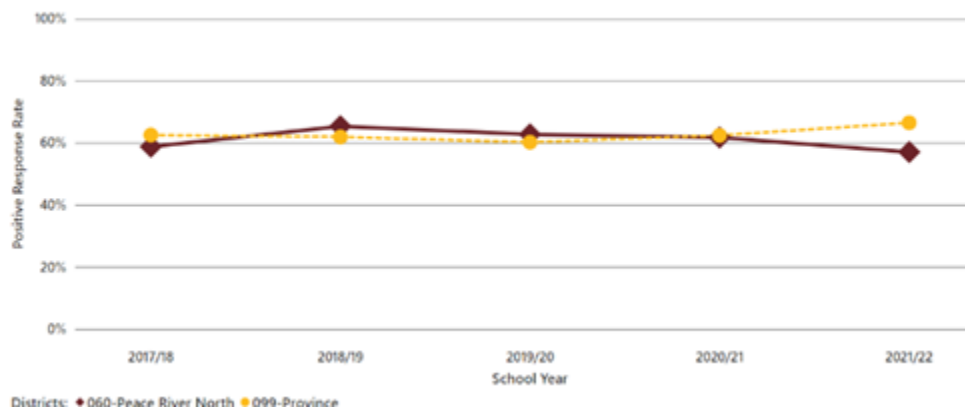
SLS - Feel Welcome (Indigenous Students on Reserve)



SLS - Feel Welcome (Indigenous Students off Reserve)



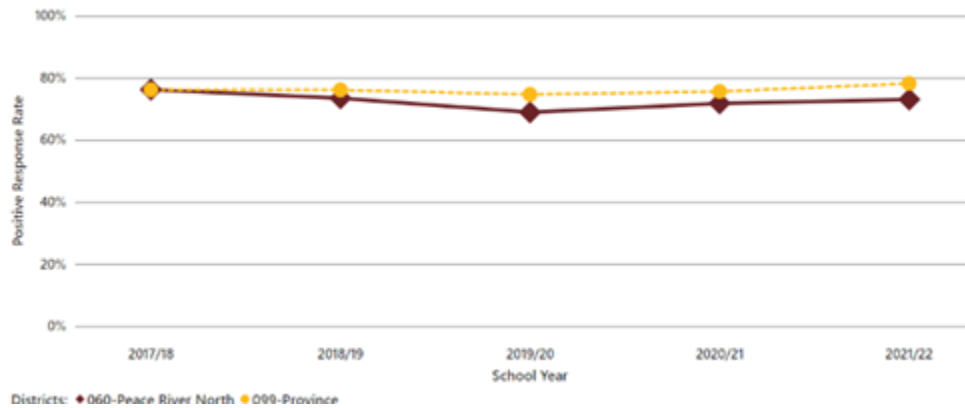
SLS - Feel Welcome (Students with Disabilities/Diverse Abilities)



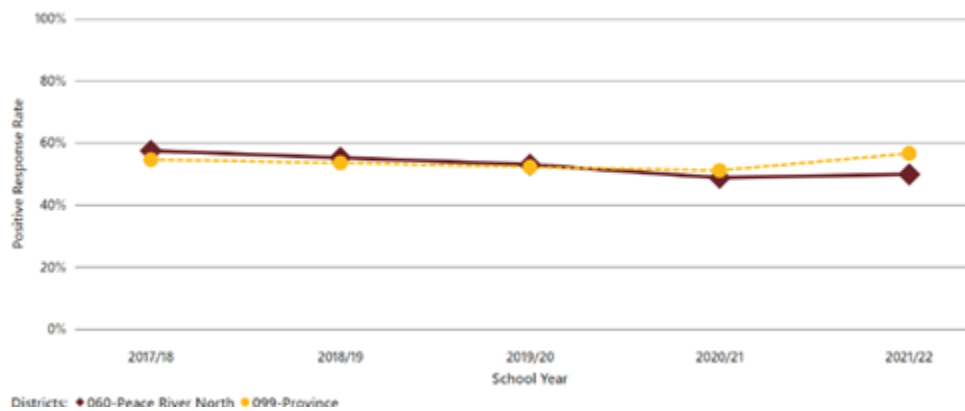
SLS - Feel Welcome (Children and Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

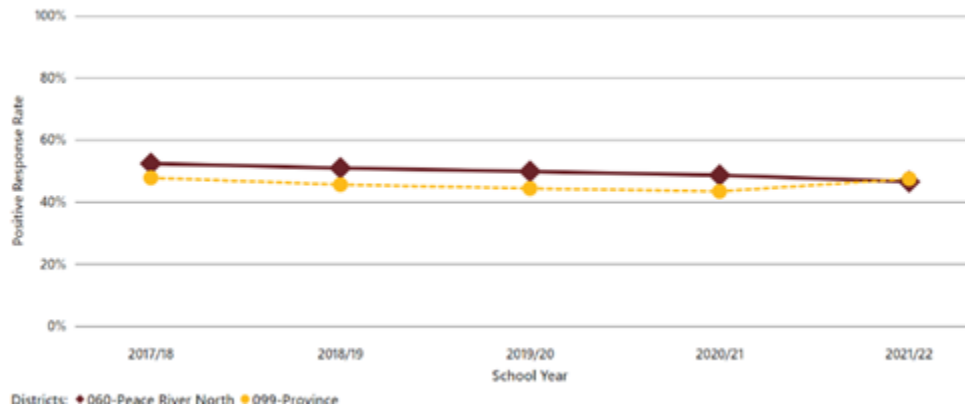
SLS - Feel Safe (All Resident Students)



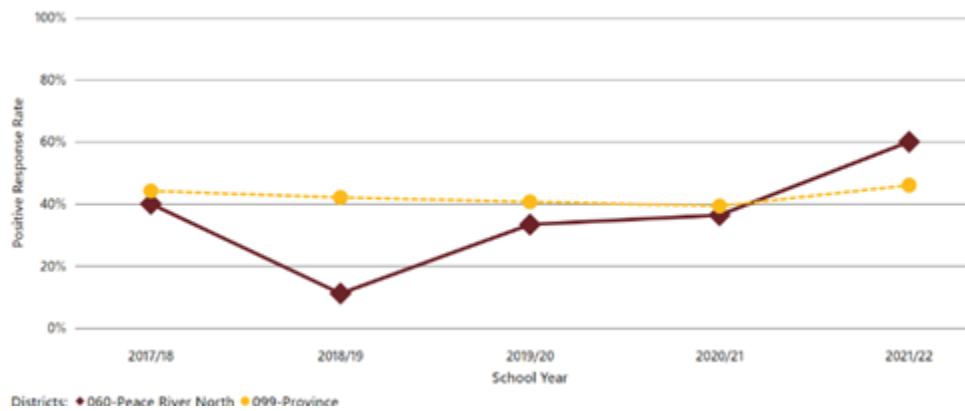
SLS - School Belong (All Resident Students)



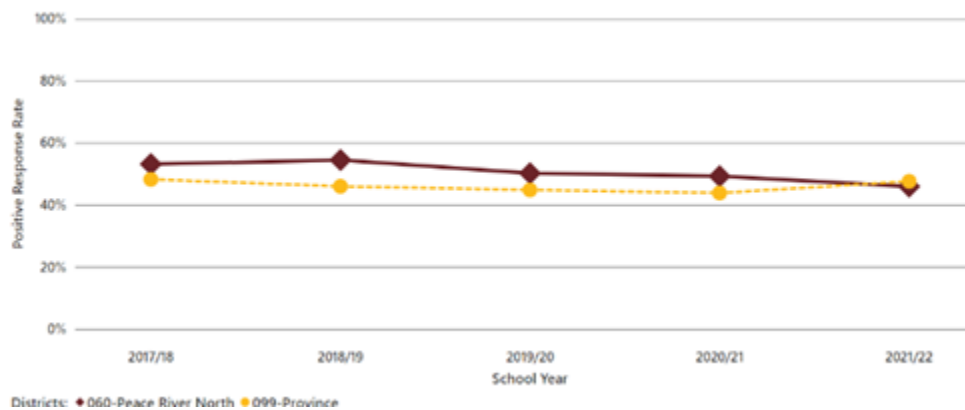
SLS - School Belong (Indigenous Students)



SLS - School Belong (Indigenous Students on Reserve)

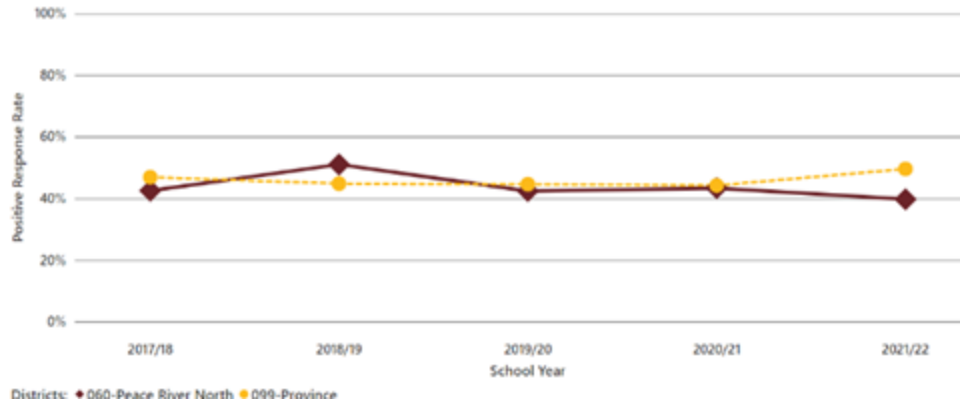


SLS - School Belong (Indigenous Students off Reserve)



SLS - School Belong (Students with Disabilities/Diverse Abilities)





SLS - School Belong (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

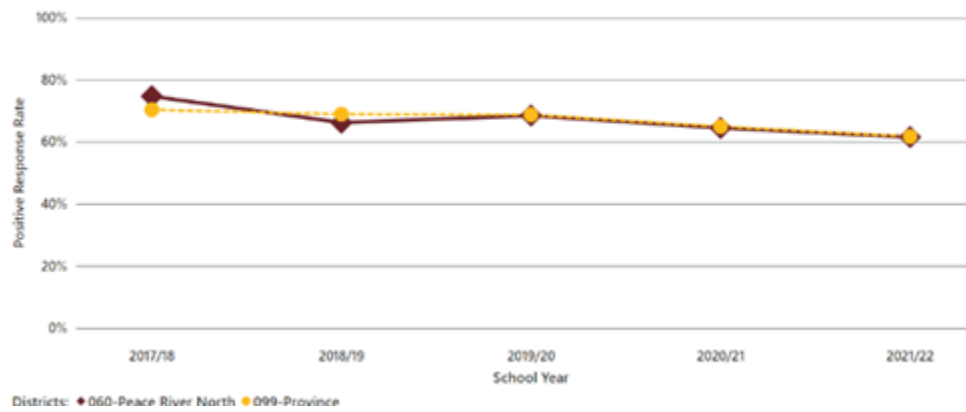
Data Analysis for Measure 3.1

- Feel Welcome
 - Results for All Students, Indigenous Students, and Students with Disabilities / Diverse abilities follow Provincial results.
 - Results for Indigenous Students on Reserve show a significant positive change over three years with the last two years showing a higher positive result compared to the All Students measure.
 - CYIC results are masked due to small numbers and show variability over the last three years.
- Feel Safe
 - Data limited to All Students measure only
 - While the District results follows the Provincial results there is a small negative gap for the District compared to the Province.
- School Sense of Belonging
 - Results for All Students closely follows the Provincial results.
 - While the Indigenous students results closely follows the Provincial result there is a significant negative gap compared to the All Students results
 - Results for Indigenous Students on Reserve is showing a positive trend over three years and was higher than the Provincial results but lower than the All Students result.
 - Results for Students with disabilities / diverse abilities follow Provincial results with a negative gap compared to All Students results.
 - CYIC results are masked due to small numbers and show variability over the last five years.

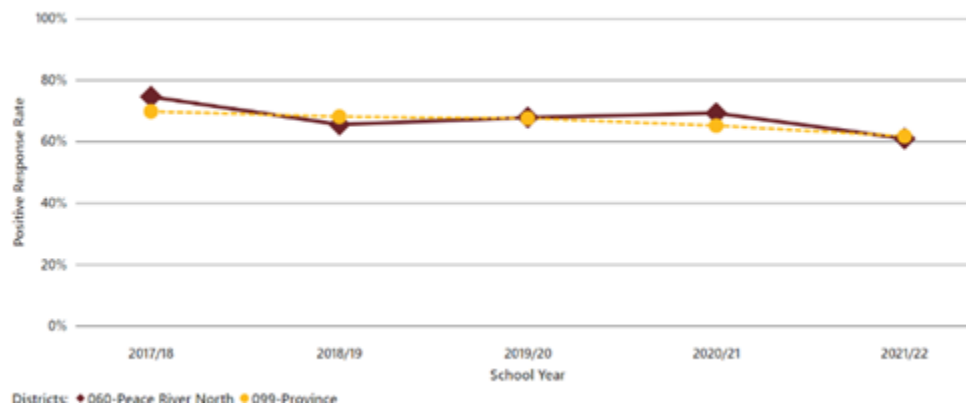


Measure 3.2: Two or More Adults who Care About Them

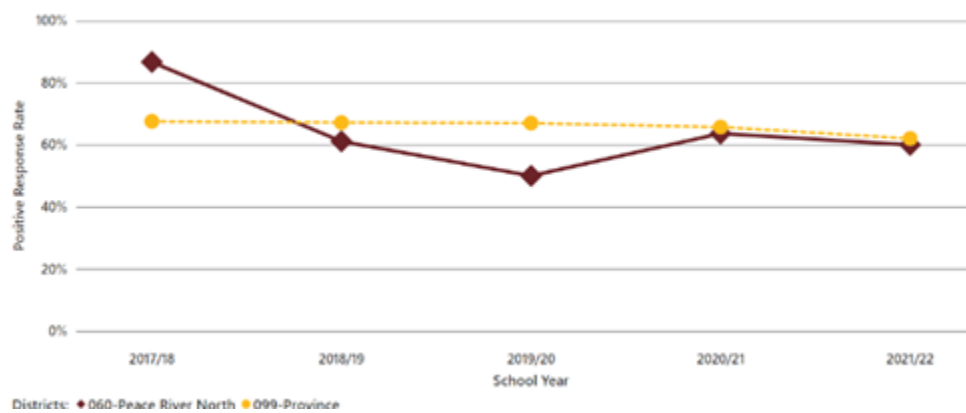
SLS - Adults Care (All Resident Students)



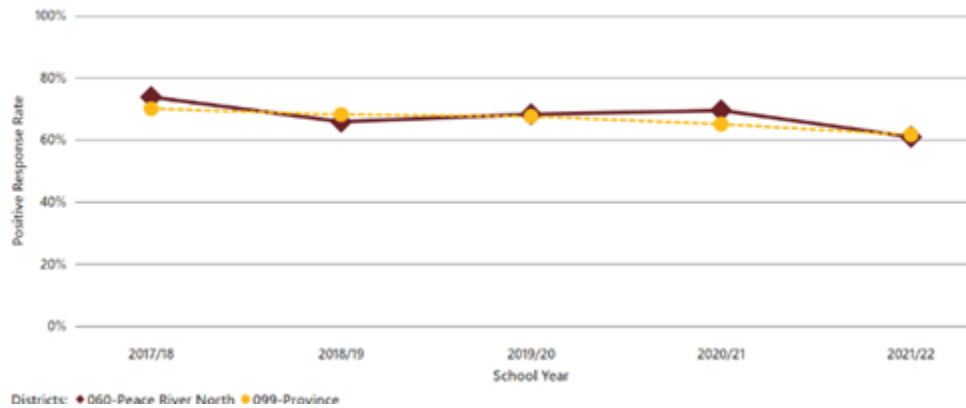
SLS - Adults Care (Indigenous Students)



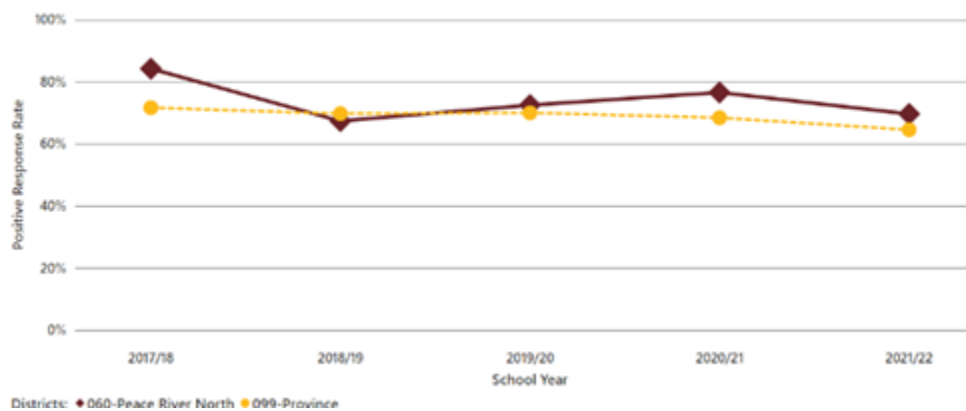
SLS - Adults Care (Indigenous Students on Reserve)



SLS - Adults Care (Indigenous Students off Reserve)



SLS - Adults Care (Students with Disabilities/Diverse Abilities)



SLS - Adults Care (Children/Youth in Care)

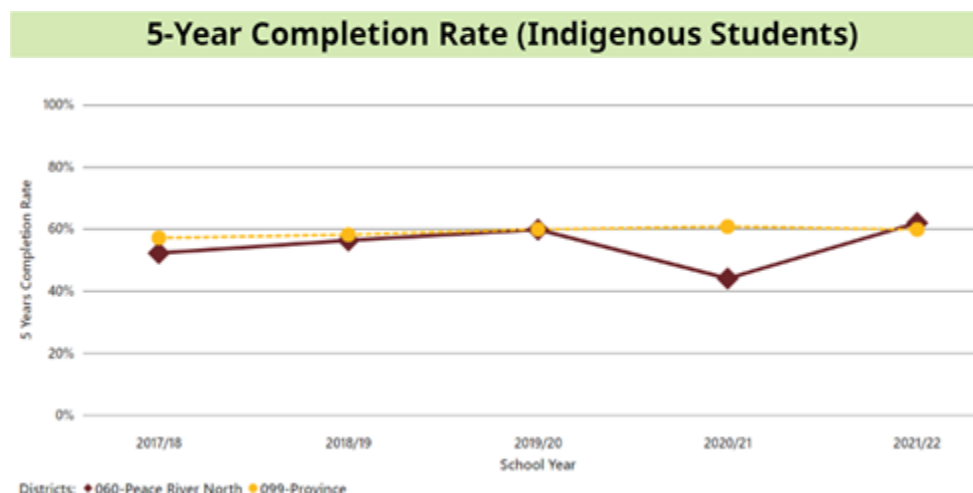
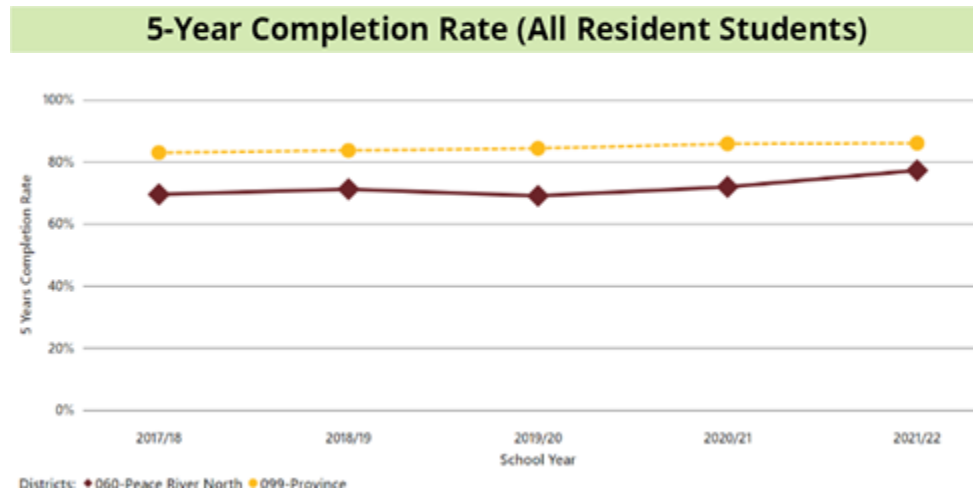
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 3.2

- Results for Indigenous Students and All Students closely match each other and the Provincial Results. All have a slight negative trend over five years.
- With some variability results for Indigenous students on reserve follow the Provincial results and have a negative trend over five years.
- Results for Students with disabilities / diverse abilities show a higher percentage of students reporting that 2 or more adults care about them compared to other measures. Over five years there is a negative trend.
- CYIC results are masked due to small numbers, follow Provincial results, and show a negative trend over five years.



Career Development
Educational Outcome 4: Students Will Graduate
Measure 4.1: Achieved Dogwood Within 5 Years

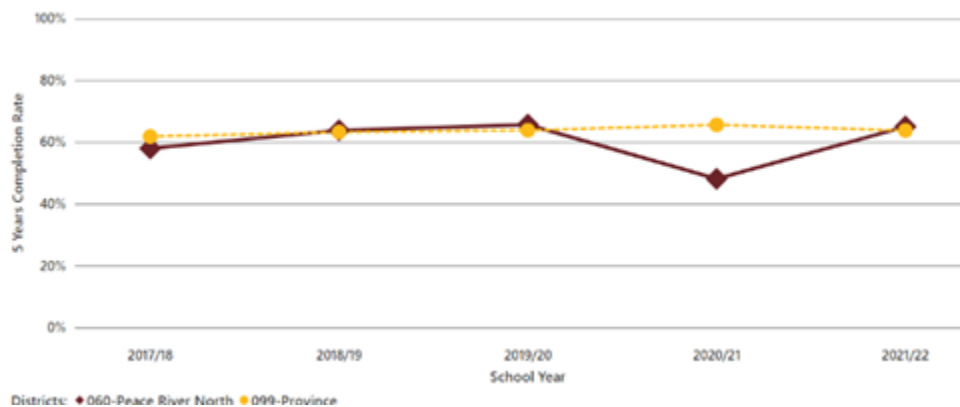


5-Year Completion Rate (Indigenous Students on Reserve)

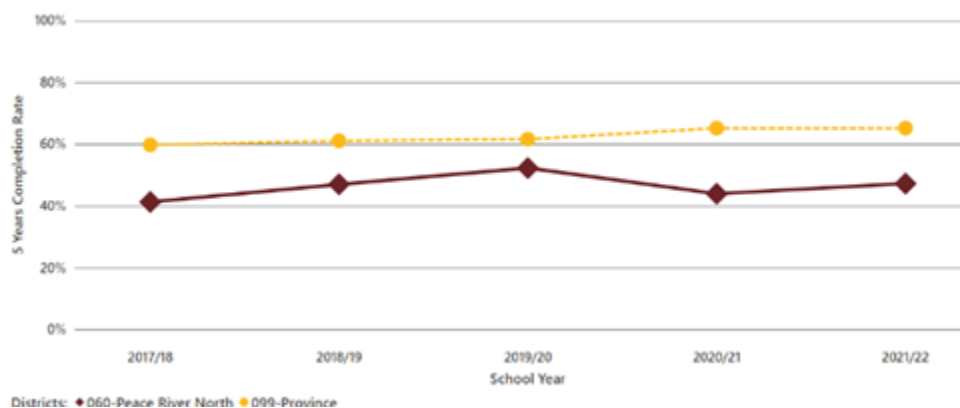
Data has been masked due to an identifiable population of 9 or less students.



5-Year Completion Rate (Indigenous Students off Reserve)



5-Year Completion Rate (Students with Disabilities/Diverse Abilities)



5-Year Completion Rate (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 4.1

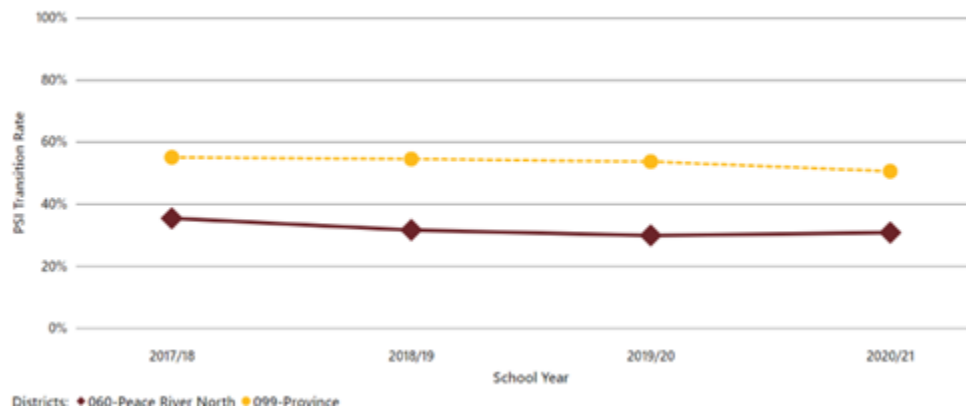
- The All Students result gap is closing on the Provincial results
- The Indigenous Students results follows the province and has a significant negative gap compared to the All Students results.
- While masked, the results for Indigenous students on reserve are improving with last year matching the Provincial results. A significant negative gap exists for students on reserve compared to the All Students, Indigenous students measures.
- Results for Students with Disabilities / Diverse Abilities shows a negative gap compared to the Provincial results and a lower rate than the All Students measure.
- CYIC results are masked due to small numbers and show variability over the last three years.



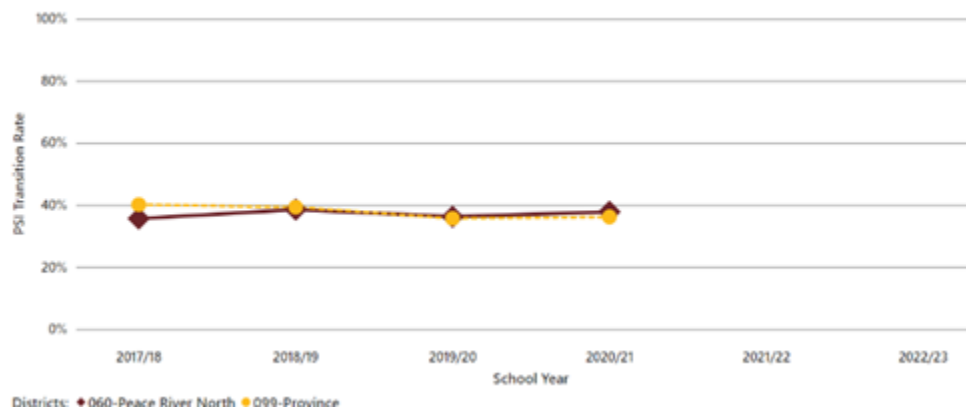
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post Secondary Transition - Immediate (All Resident Students)



Post Secondary Transition - Immediate (Indigenous Students)

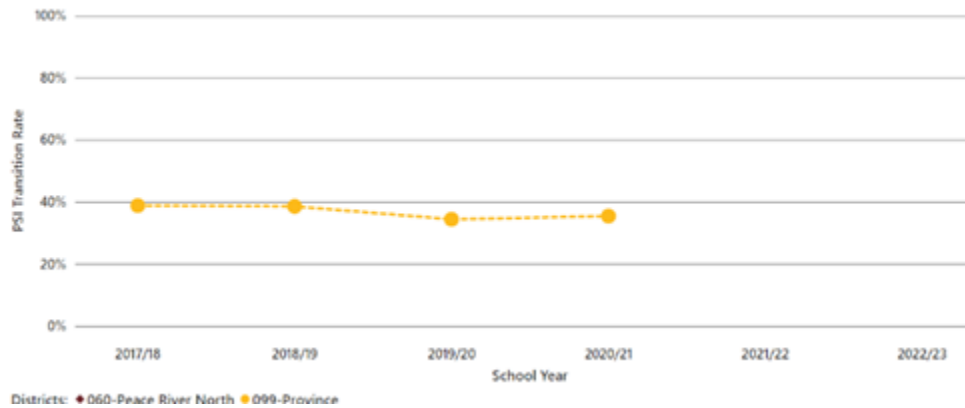


Post Secondary Transition - Immediate (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.



Post Secondary Transition - Immediate (Indigenous Students off Reserve)



The above graph provided by the province should indicate that our Indigenous student off reserve had a immediate transition rate of 37% in 2019/2020 and 36% in 2020/2021

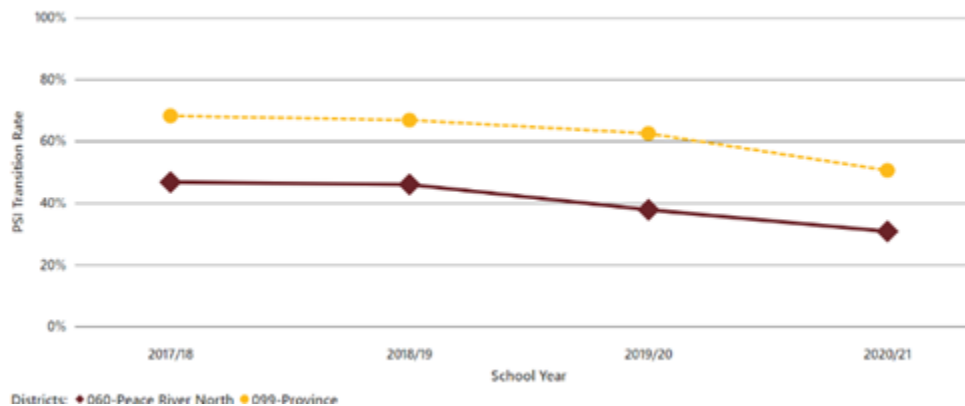
Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)

Data has been masked due to an identifiable population of 9 or less students.

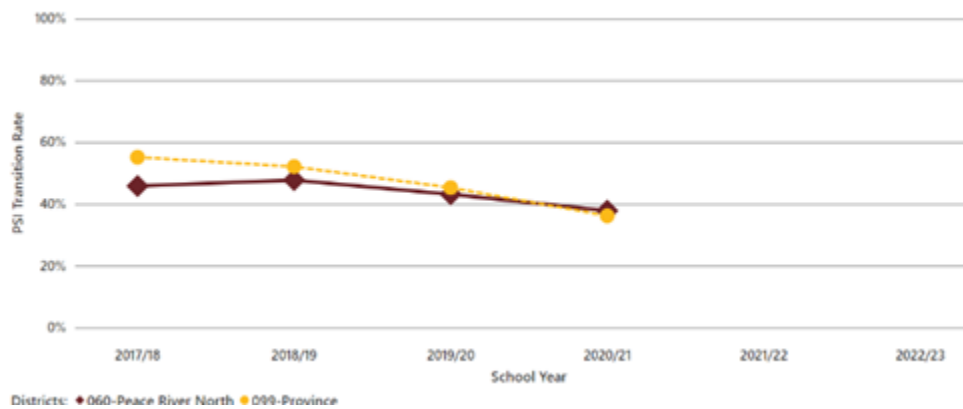
Post Secondary Transition - Immediate (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Post Secondary Transition - 3-Year (All Resident Students)



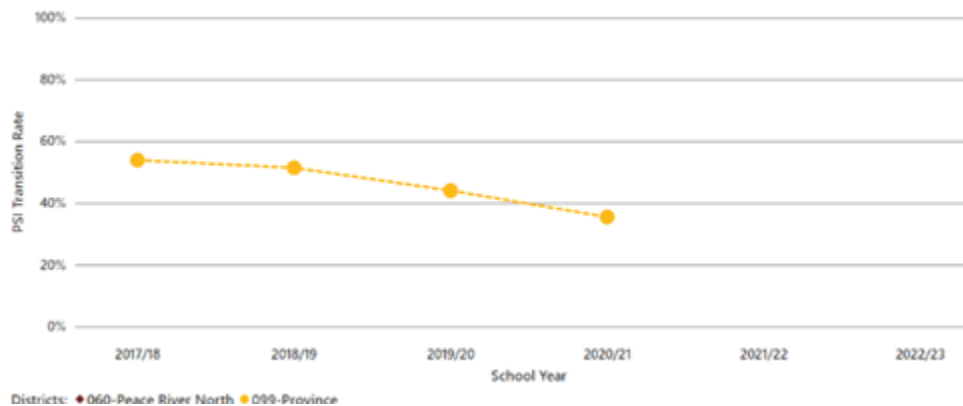
Post Secondary Transition - 3-Year (Indigenous Students)



Post Secondary Transition - 3-Year (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

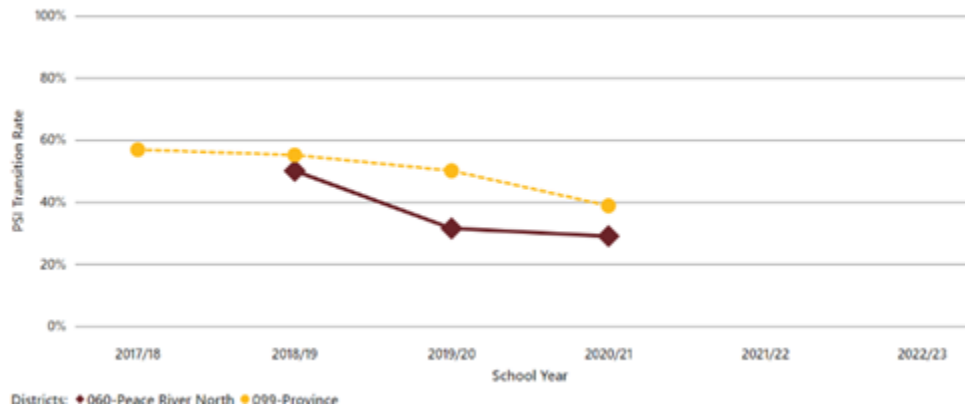
Post Secondary Transition - 3-Year (Indigenous Students off Reserve)



The above graph provided by the province should indicate that our Indigenous student off reserve had a 3-Year transition rate of 30% in 2019/2020 and 30% in 2020/2021



Post Secondary Transition - 3-Year (Students with Disabilities/Diverse Abilities)



Post Secondary Transition - 3-Year (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 5.1

- Post Secondary Transition Rates do not incorporate transitions to post secondary outside of British Columbia.
- A gap exists between transition to post secondary in British Columbia for our All Students measure
- Indigenous Students results closely match the Provincial results.

Glossary

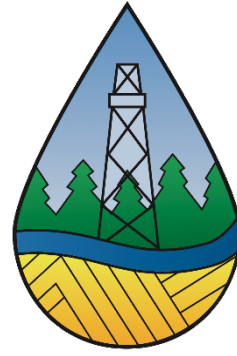
A glossary of terms is available on our website at the bottom of the page at <https://www.prn.bc.ca/district/fesl/>





Together We Learn





Enhancing Student Learning Report

September 2023

In Review of Year 5 of our 2018-2023 Strategic Plan



Approved by Board on September 18, 2023

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Introduction: District Context

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. We live, work, and learn on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Communities of Fort St John (Gat Tah Kwą), Hudson's Hope, and Taylor, Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation, and several other rural areas contribute to a population of over 35,000 inhabitants. Our student population is approximately 5974 in our 22 standard schools. We also have a Provincial Online Learning School that provides service to K-12 and adult students. 13 of our schools are in urban areas with 10 in rural areas. The school district employs 1100 staff (786 FTE) with an operating budget of \$71.3 million for 2022-2023. School District 60 works to engage with the communities that we serve. Our Board of Education, Senior Staff, School Leaders and teachers strive to connect with families, communities, and partners.

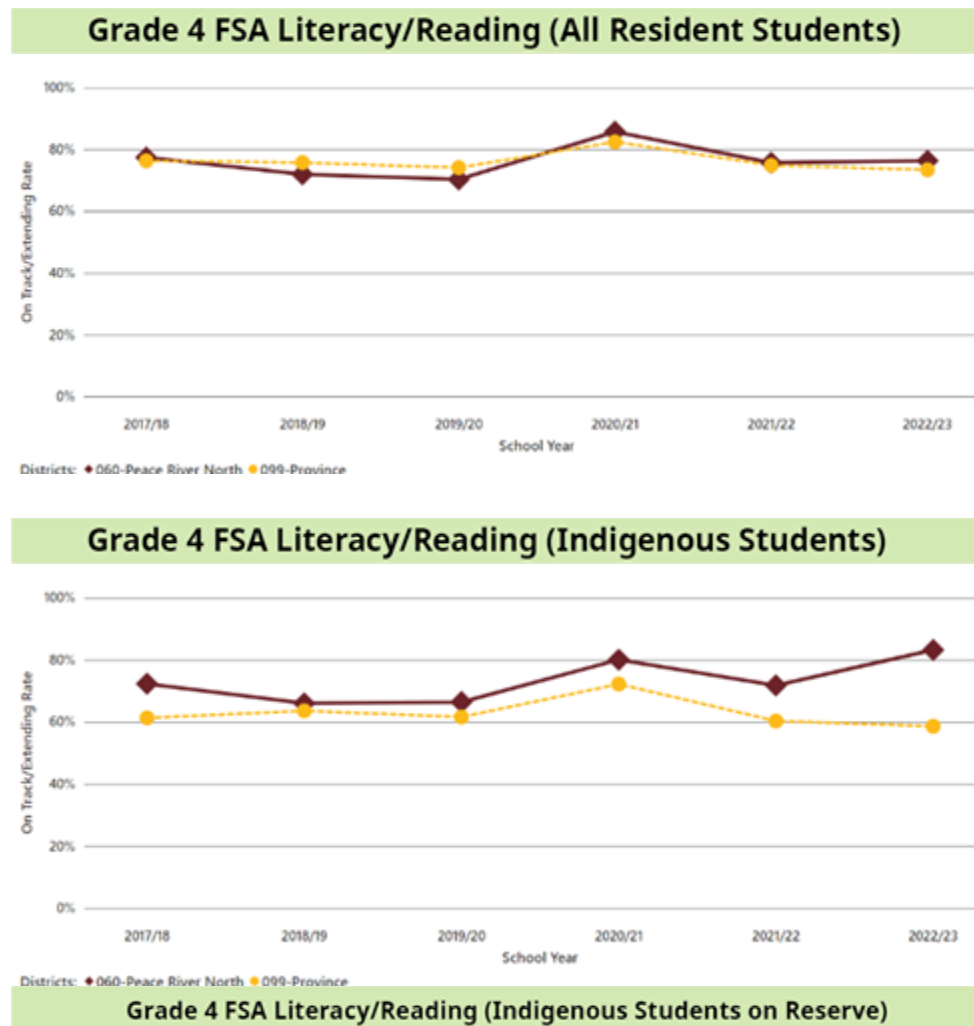
Section A: Reflecting Back

2022-23 Student Learning Outcomes

Intellectual Development

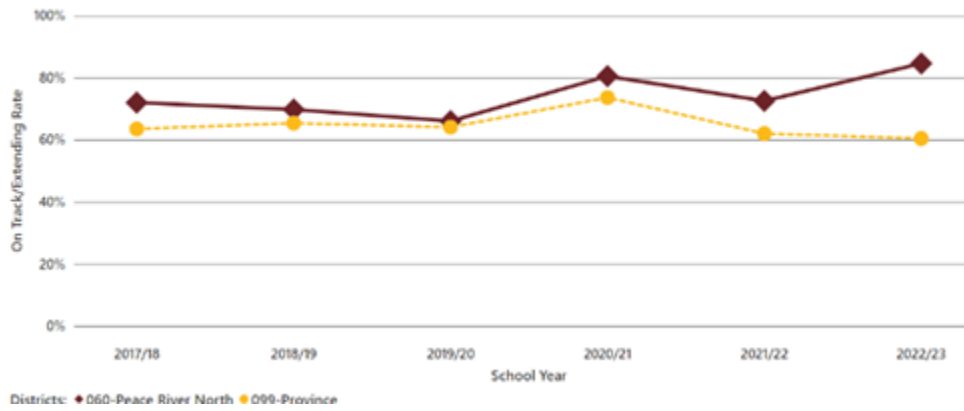
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

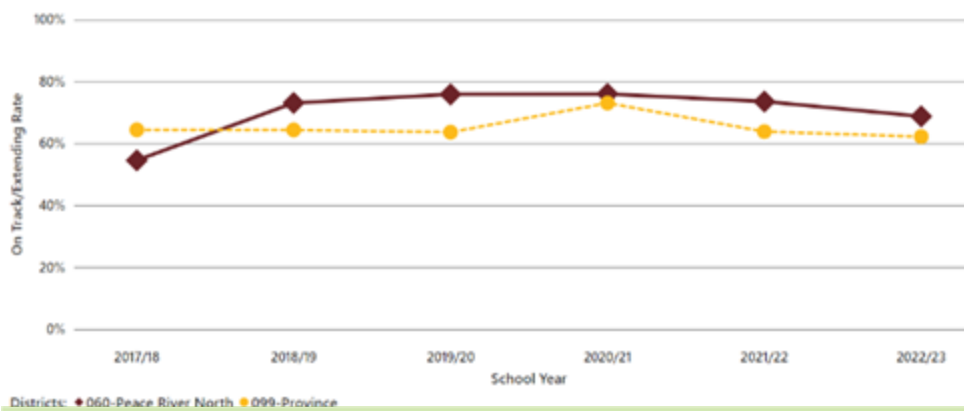


Data has been masked due to an identifiable population of 9 or less students.

Grade 4 FSA Literacy/Reading (Indigenous Students off Reserve)



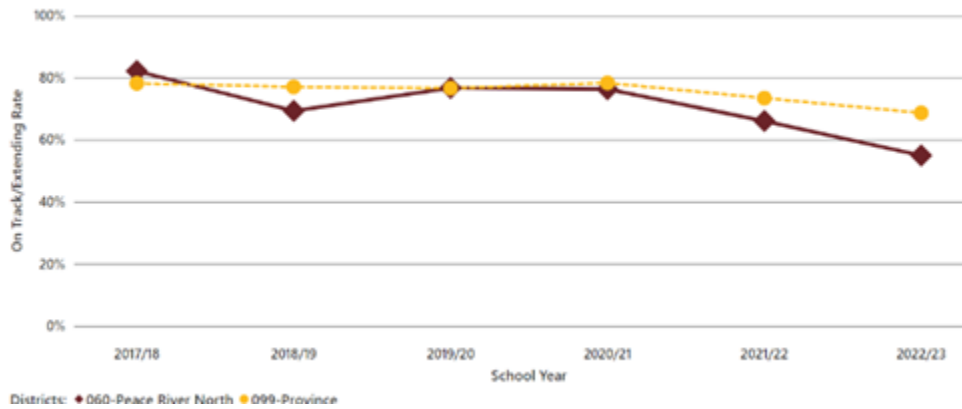
Grade 4 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)



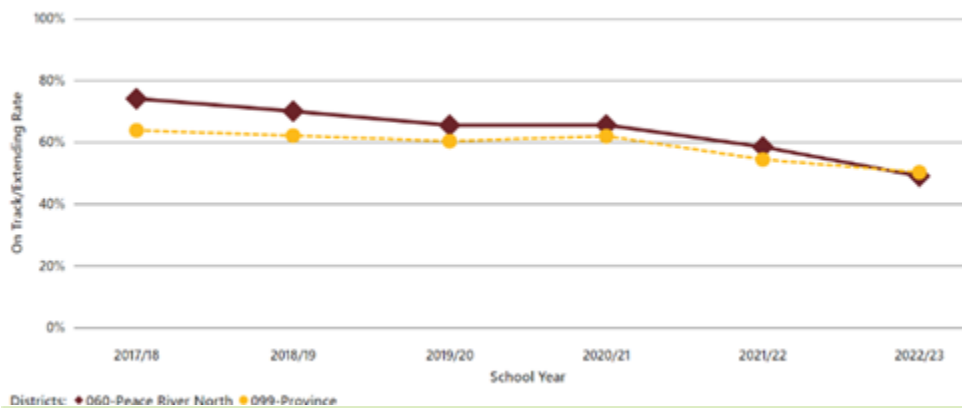
Grade 4 FSA Literacy/Reading (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Literacy/Reading (All Resident Students)



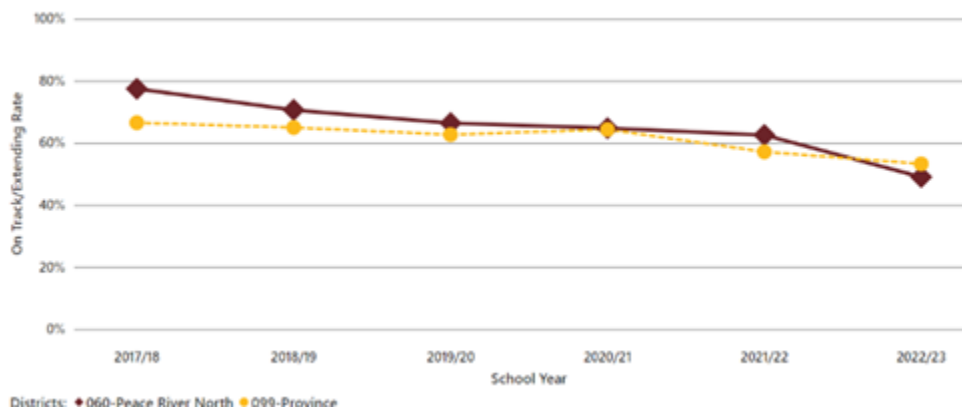
Grade 7 FSA Literacy/Reading (Indigenous Students)



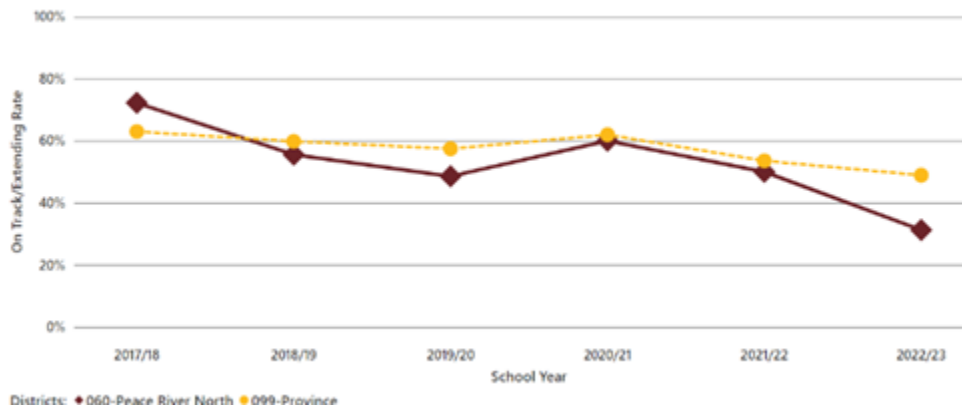
Grade 7 FSA Literacy/Reading (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Literacy/Reading (Indigenous Students off Reserve)



Grade 7 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)



Grade 7 FSA Literacy/Reading (Children/Youth in Care)

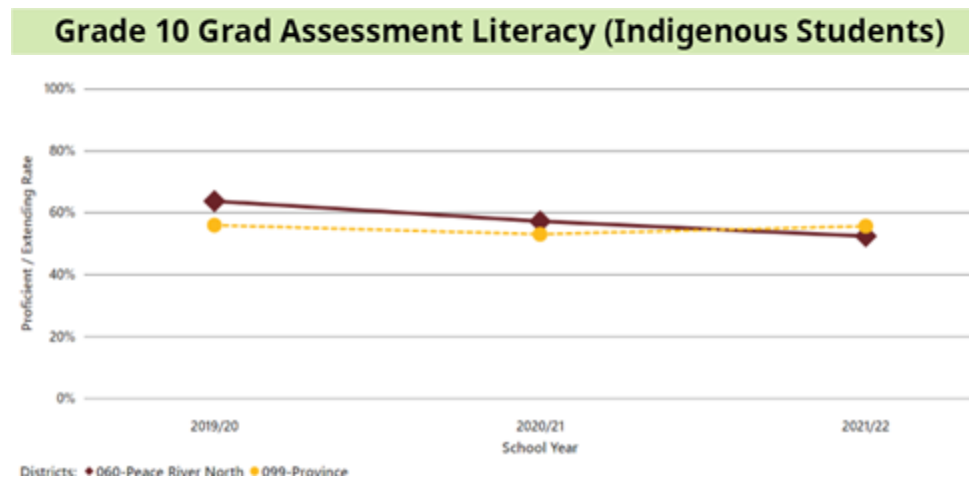
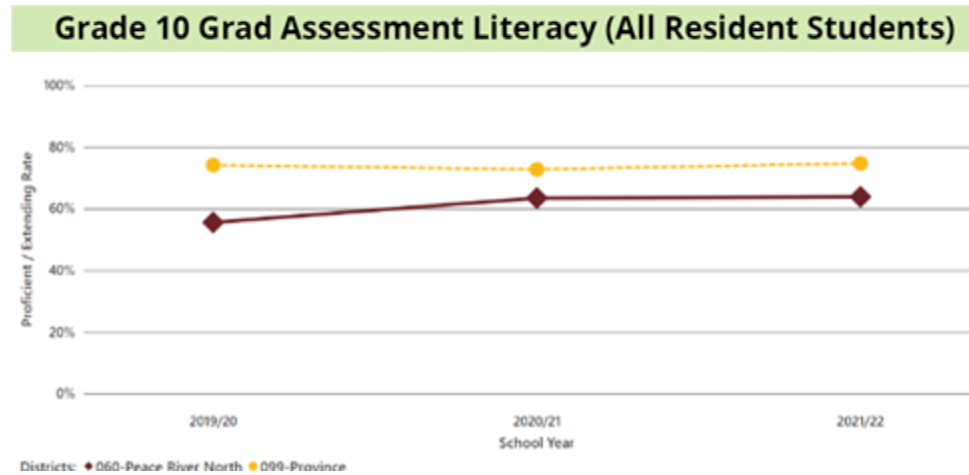
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 1.1

- Grade 4
 - All Students measure shows results at or above provincial rate for last three years.
 - Indigenous students have a higher level of achievement than the provincial results for all years of the data including a significant positive difference in the last year. Indigenous students have a higher level of achievement compared to the All Students measure last year.
 - Indigenous students on reserve while masked shows more years above the provincial rate than below in the data (four compared to two)
 - Students with Disabilities / Diverse Abilities are above the provincial results for five of the last six years.
 - CYIC results are masked due to small numbers with significant variability in the data
- Grade 7
 - A decline in literacy / reading in FSA7 is noted for both Provincial and District results with district results showing a larger negative slope to the trend over the last three years
 - Indigenous students are performing similarly but with a slightly higher results than province
 - Indigenous students on reserve while masked shows higher results that the province for the last five of six years
 - Students with Disabilities / Diverse Abilities are following a similar decline as All students in district and province

- CYIC results are masked due to small numbers with significant variability in the data

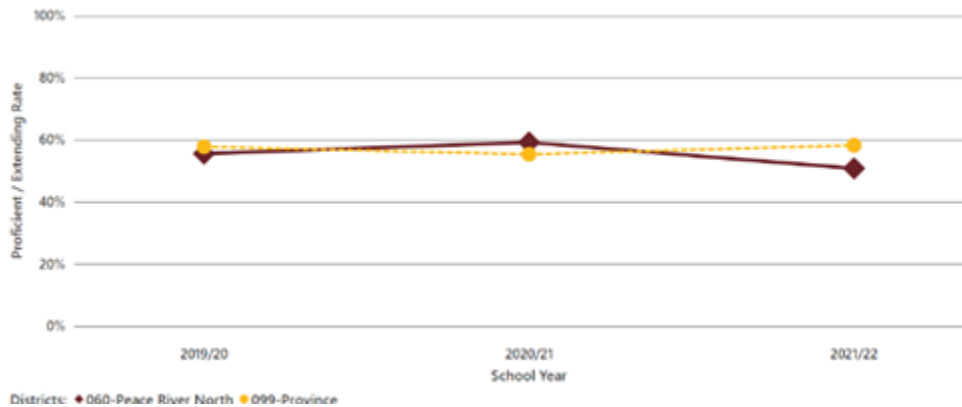
Measure 1.2: Grade 10 Literacy Expectations



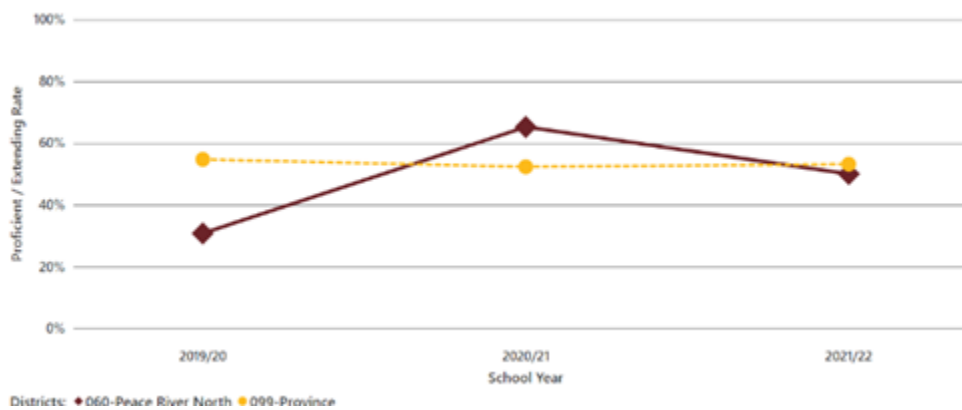
Grade 10 Grad Assessment Literacy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 10 Grad Assessment Literacy (Indigenous Students off Reserve)



Grade 10 Grad Assessment Literacy (Students with Disabilities/Diverse Abilities)



Grade 10 Grad Assessment Literacy (Children/Youth in Care)

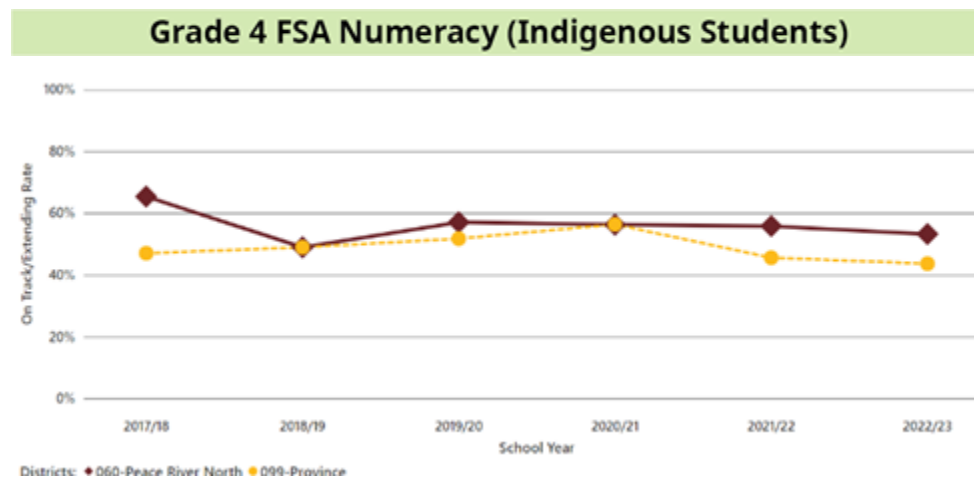
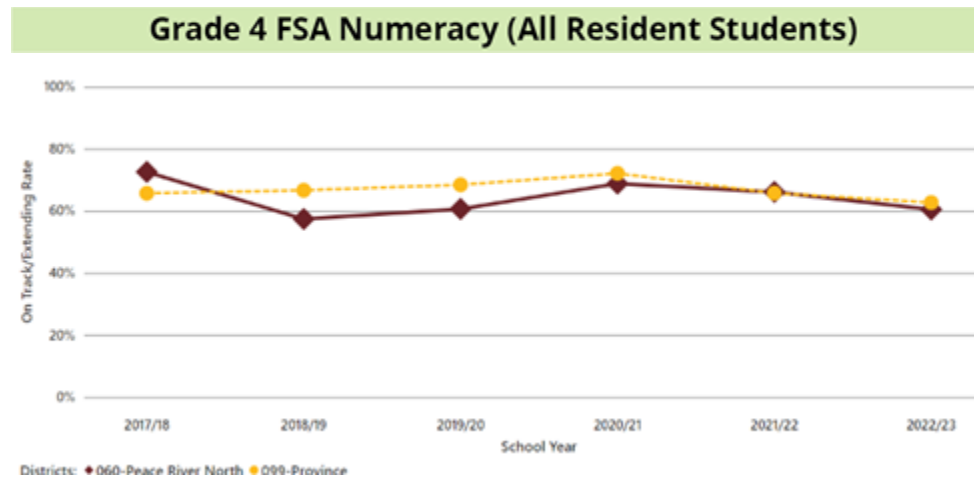
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 1.2

- A gap exists between the Provincial rate of proficient/extending compared to the lower District results for all students
- Indigenous students have a higher proficient / extending rate compared to the province for two of the last three years. A growing negative gap between Indigenous students and All Student measure in district is noted.
- Indigenous students on reserve data while masked has been at or significantly above the provincial results for the last three years
- CYIC results are masked due to small numbers with significant variability in the data

Educational Outcome 2: Numeracy

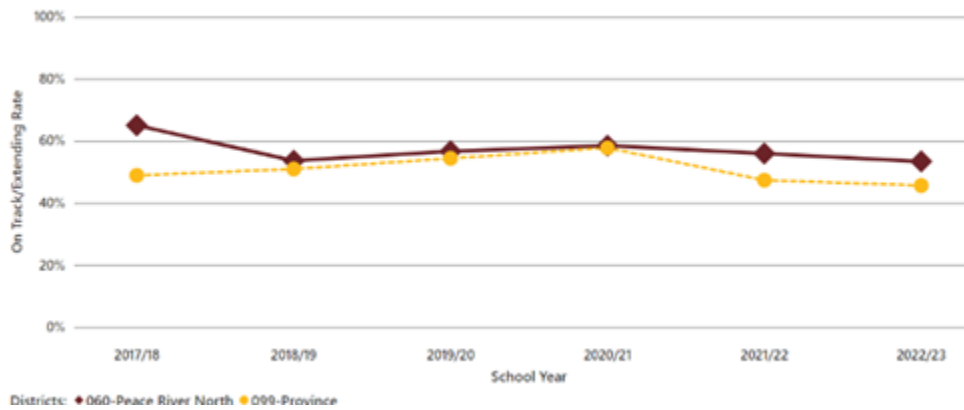
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



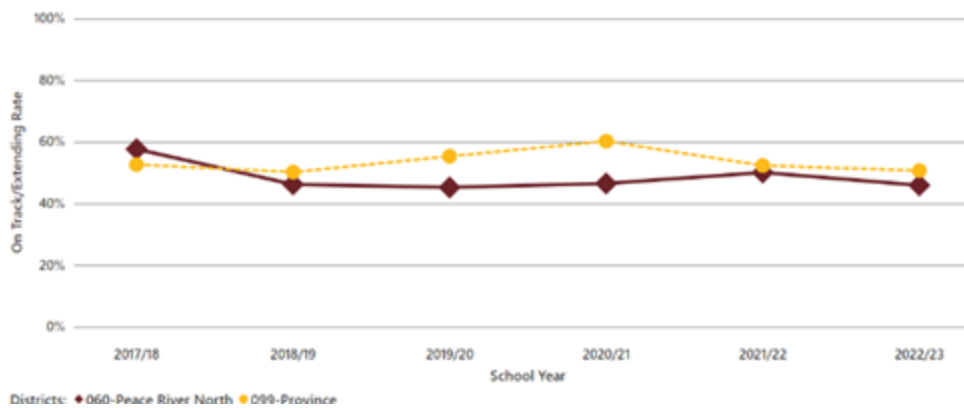
Grade 4 FSA Numeracy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 4 FSA Numeracy (Indigenous Students off Reserve)



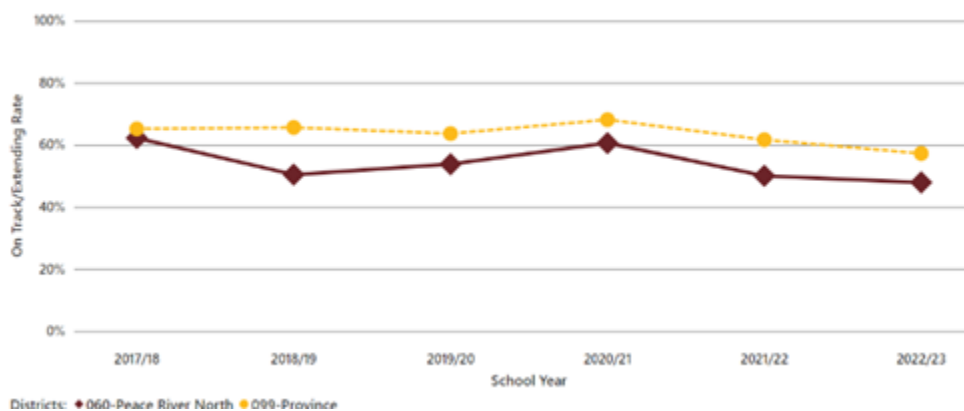
Grade 4 FSA Numeracy (Students with Disabilities/Diverse Abilities)



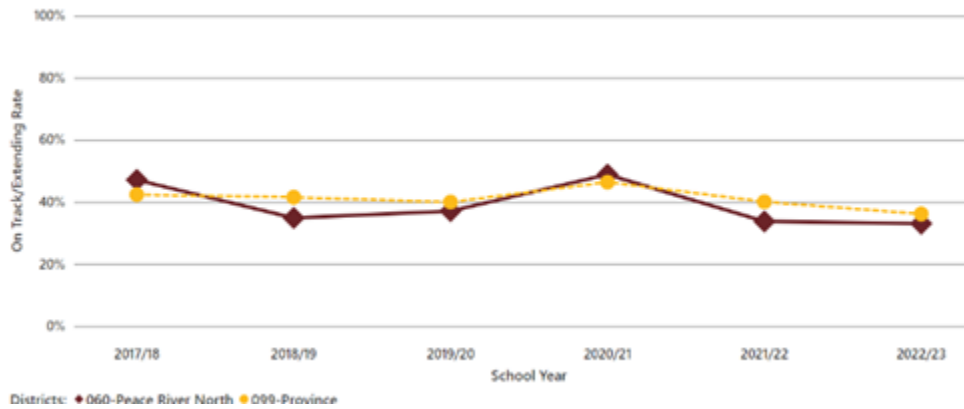
Grade 4 FSA Numeracy (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Numeracy (All Resident Students)



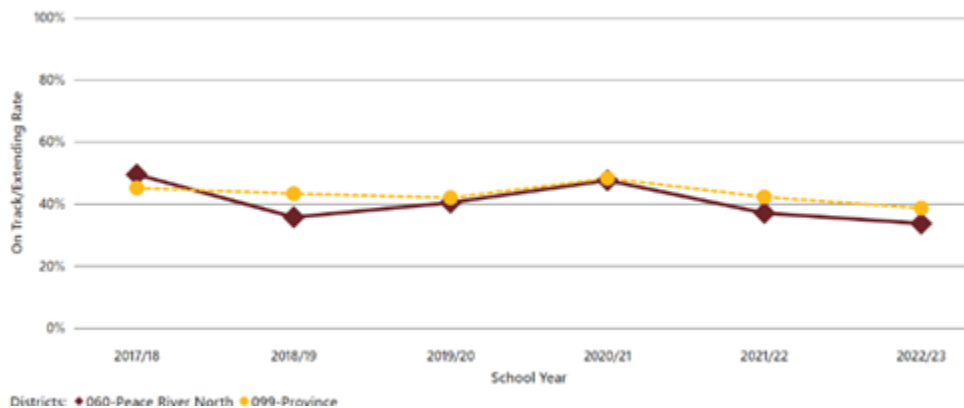
Grade 7 FSA Numeracy (Indigenous Students)



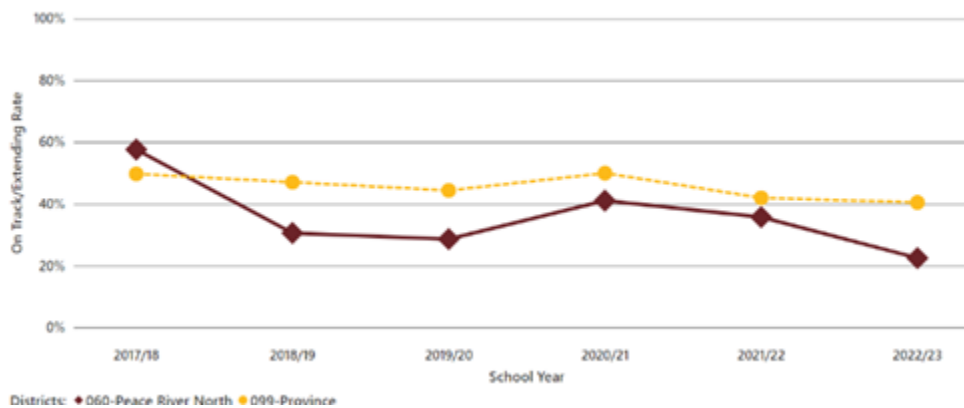
Grade 7 FSA Numeracy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Numeracy (Indigenous Students off Reserve)



Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)



Grade 7 FSA Numeracy (Children/Youth in Care)

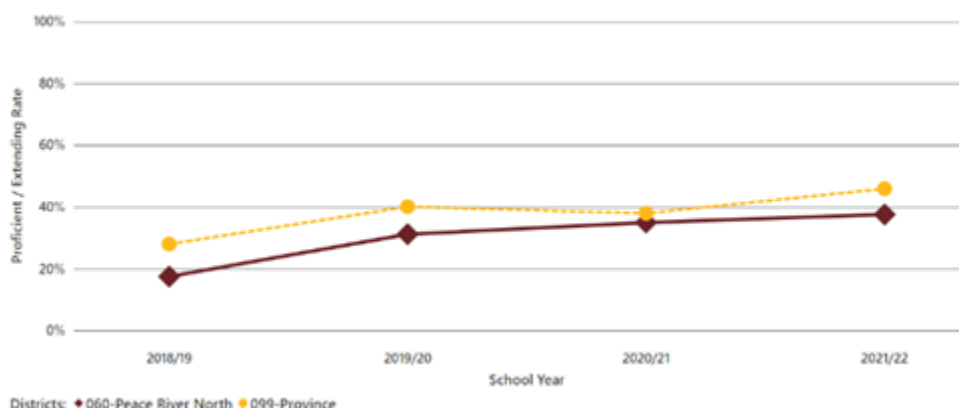
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 2.1

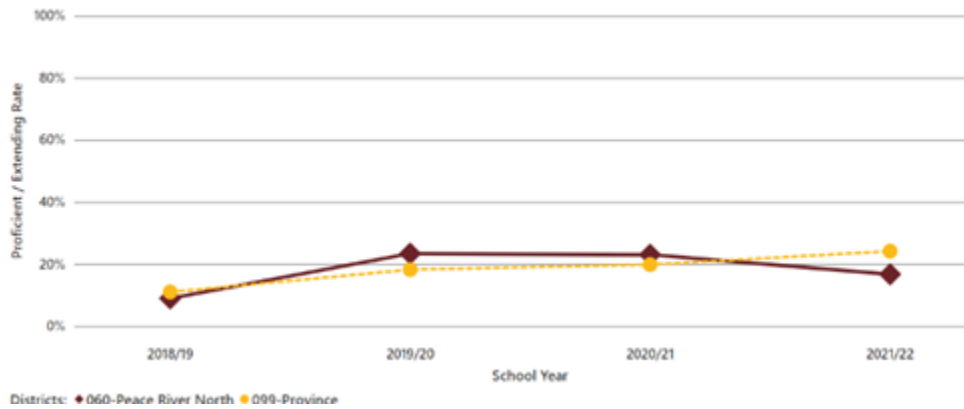
- Grade 4
 - Results for all students in District closely follow the Provincial results
 - A positive gap has appeared for Indigenous students over the last two years compared to the provincial results. A negative gap exists between the district All Students and Indigenous students exists.
 - Indigenous students on reserve data while masked has been above the provincial results for four of the last six years
 - Students with Disabilities / Diverse Abilities results show a closing of the gap between the District and Provincial results
 - CYIC results are masked due to small numbers with significant variability in the data
- Grade 7
 - Results for all students in District follow the Provincial results with a negative gap for district results over that last five years
 - Indigenous student results closely follow the Provincial results
 - Indigenous students on reserve results are masked due to small numbers with significant variability in the data
 - Students with Disabilities / Diverse Abilities results show a negative gap between the District and Provincial results
 - CYIC results are masked due to small numbers with significant variability in the data

Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (All Resident Students)



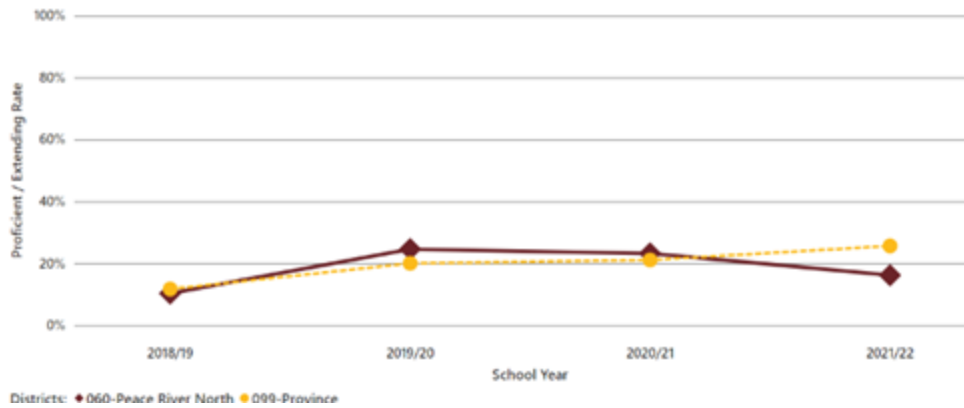
Grade 10 Grad Assessment Numeracy (Indigenous Students)

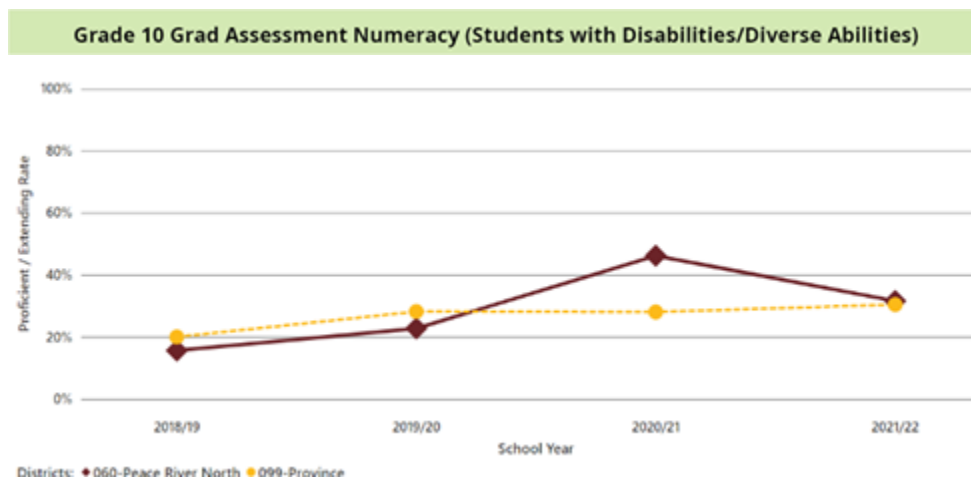


Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)





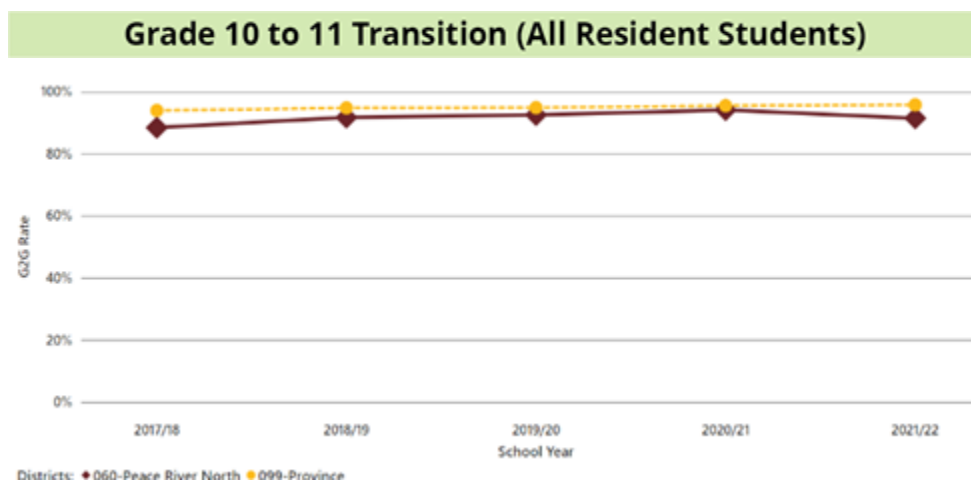
Grade 10 Grad Assessment Numeracy (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

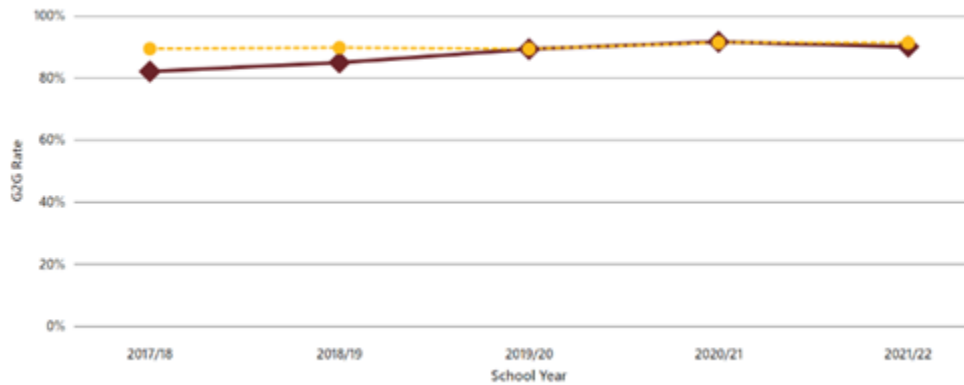
Data Analysis for Measure 2.2

- Proficient / Extending rate is improving over four years with a negative gap compared to Provincial results
- Indigenous students while similar to the Provincial results have a significant gap compared to the All-Student results
- Indigenous students on reserve results are masked with a large negative gap between the All Students results, but a significant positive difference with Provincial results.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results.
- CYIC results are masked due to small numbers.

Measure 2.3: Grade to Grade Transitions



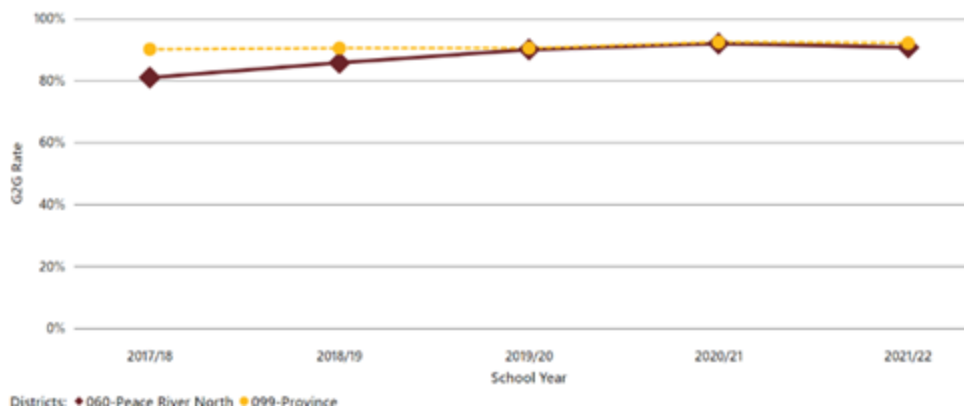
Grade 10 to 11 Transition (Indigenous Students)



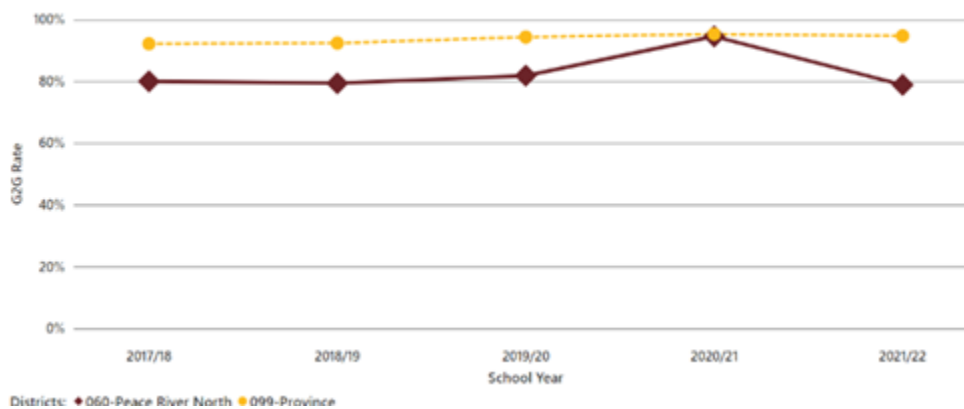
Grade 10 to 11 Transition (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 10 to 11 Transition (Indigenous Students off Reserve)



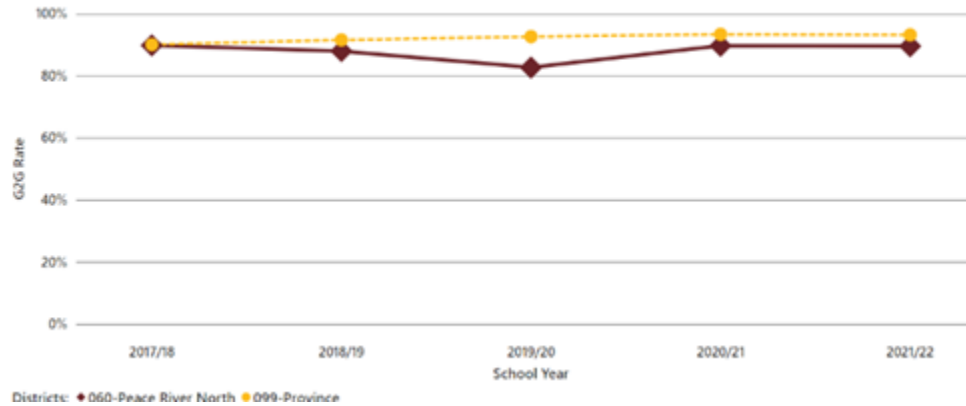
Grade 10 to 11 Transition (Students with Disabilities/Diverse Abilities)



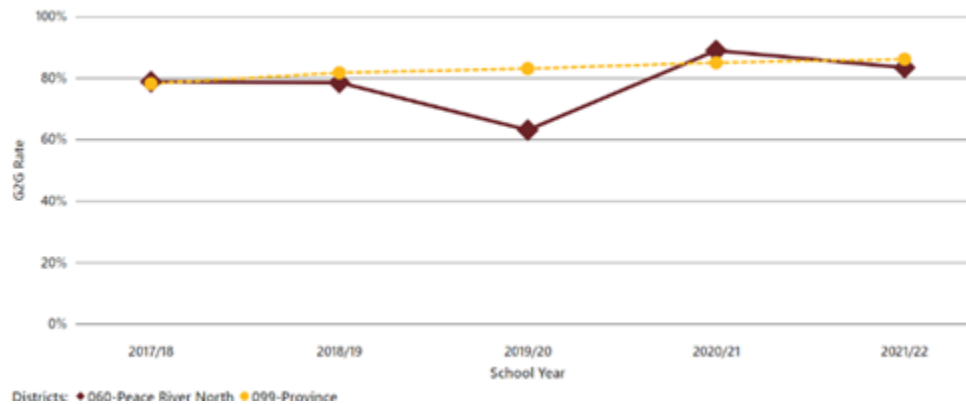
Grade 10 to 11 Transition (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

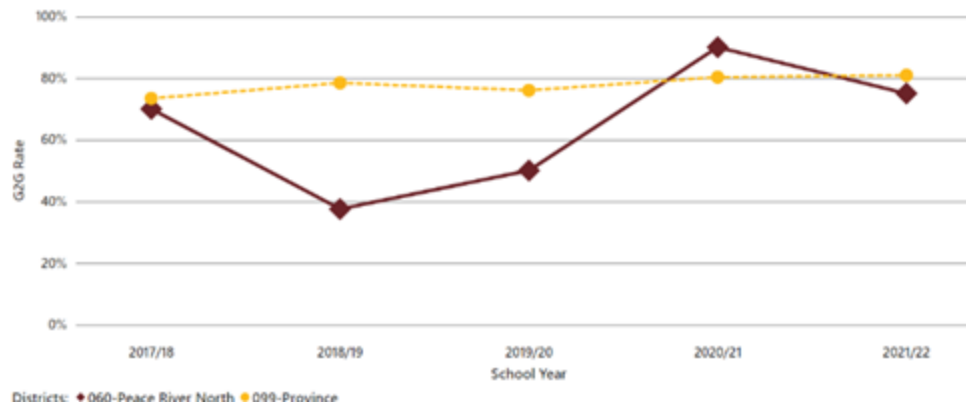
Grade 11 to 12 Transition (All Resident Students)



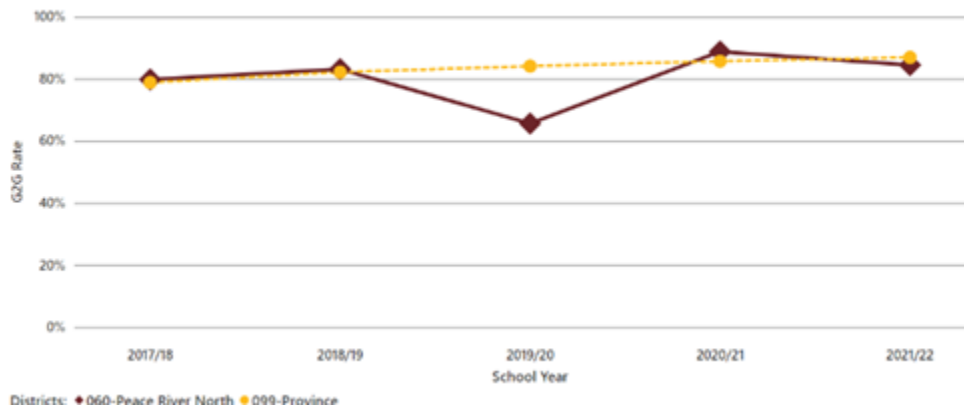
Grade 11 to 12 Transition (Indigenous Students)



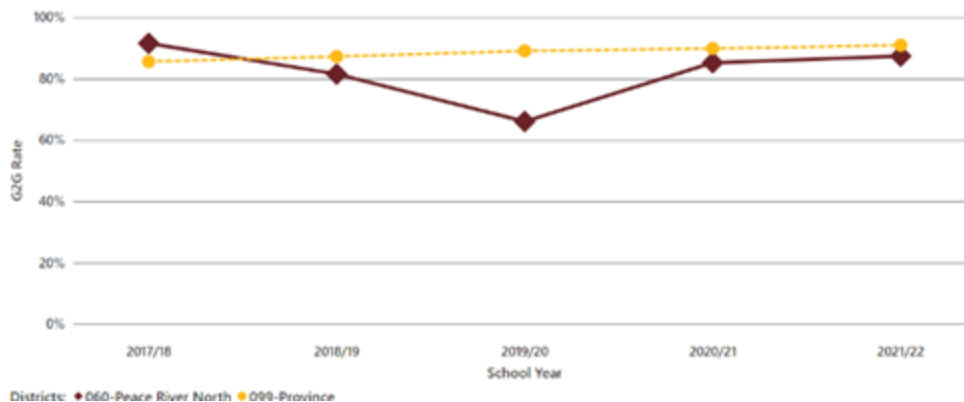
Grade 11 to 12 Transition (Indigenous Students on Reserve)



Grade 11 to 12 Transition (Indigenous Students off Reserve)



Grade 11 to 12 Transition (Students with Disabilities/Diverse Abilities)



Grade 11 to 12 Transition (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 2.3

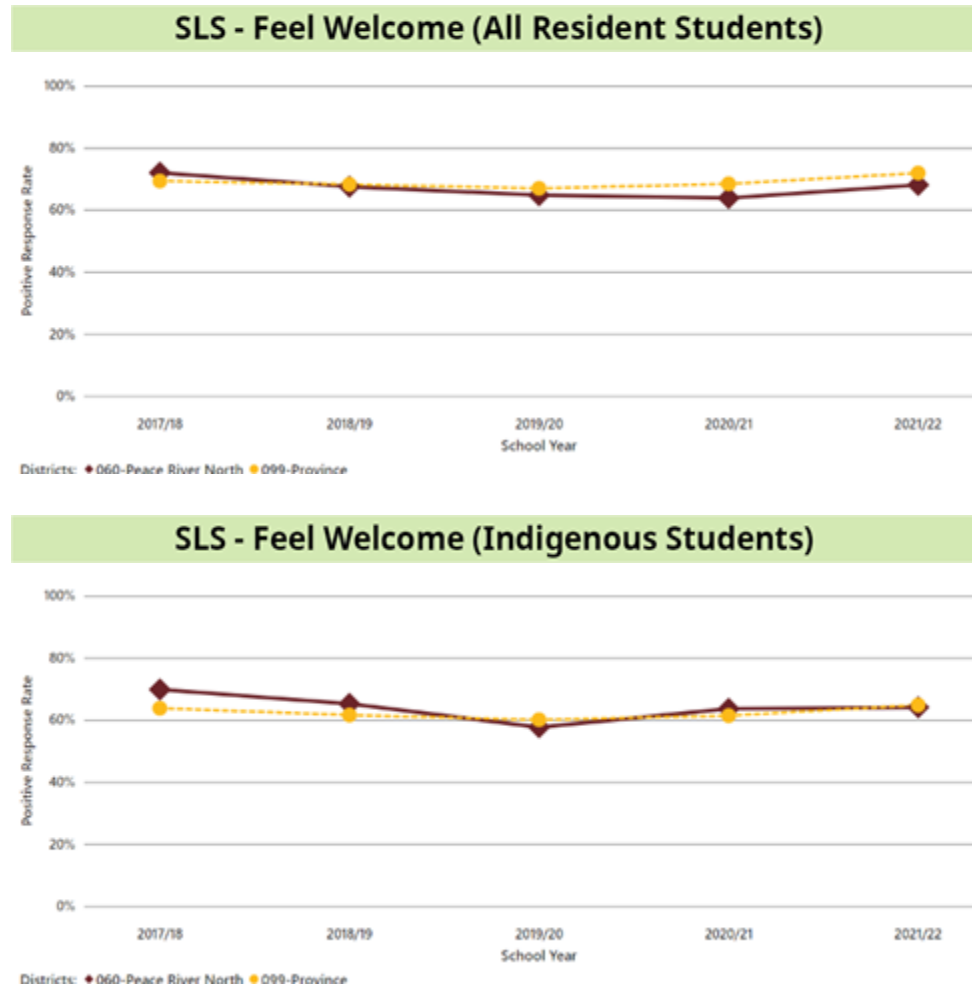
- Grade 10 to 11
 - District data closely resembles Provincial results over the five years.
 - While masked the results for Indigenous Students on Reserve resembles the provincial data with a negative gap compared to the All Students results.
 - Students with Disabilities / Diverse Abilities has maintained a consistent negative gap compared to the province for four of the five years with one year on par.
 - CYIC results are masked due to small numbers but has an improving trend over five years
- Grade 11 to 12
 - District data closely resembles Provincial results over the five years.
 - Transition rates for Indigenous Students on reserve have improved over the last several years however a negative gap exists compared to the All Students results.

- An improving trend over the last three years is noted for Students with Disabilities / Diverse Abilities.
- CYIC results are masked due to small numbers but has an improving trend over the last three years

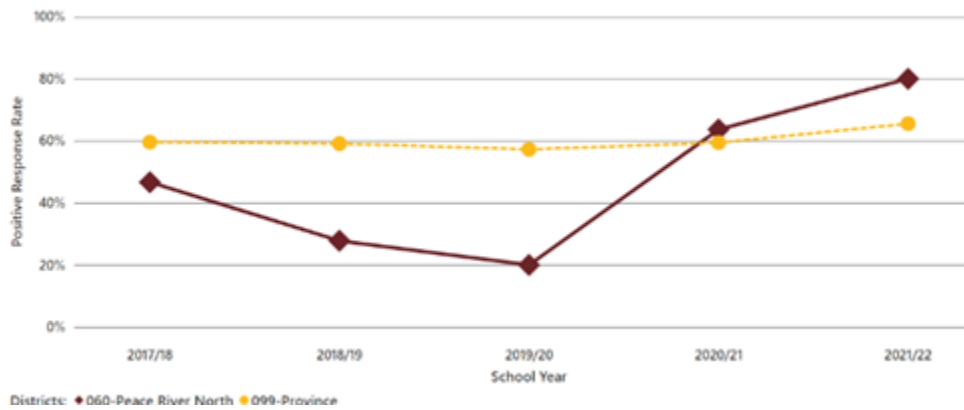
Human and Social Development

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

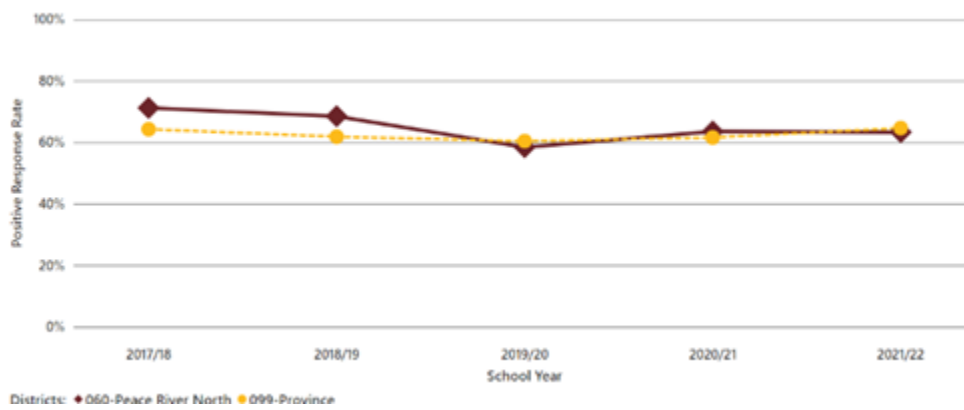
Measure 3.1: Student Sense of Belonging



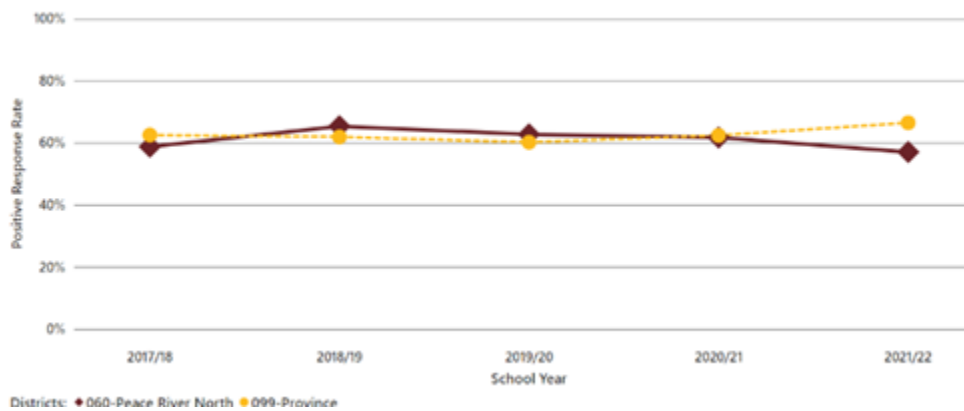
SLS - Feel Welcome (Indigenous Students on Reserve)



SLS - Feel Welcome (Indigenous Students off Reserve)



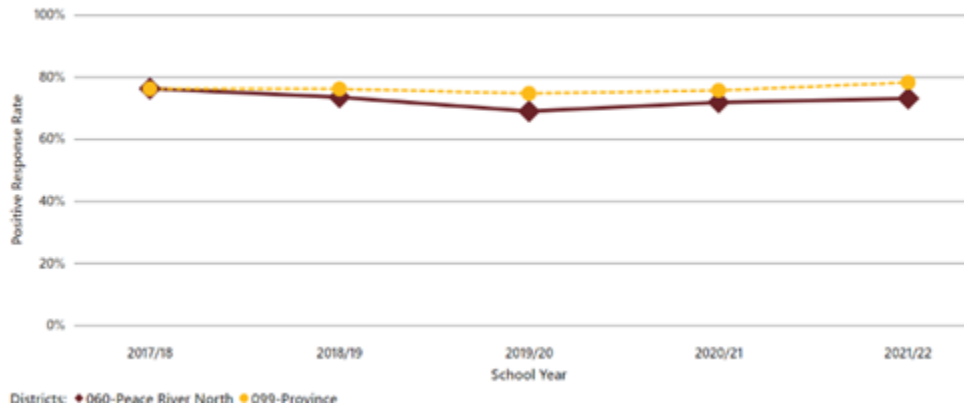
SLS - Feel Welcome (Students with Disabilities/Diverse Abilities)



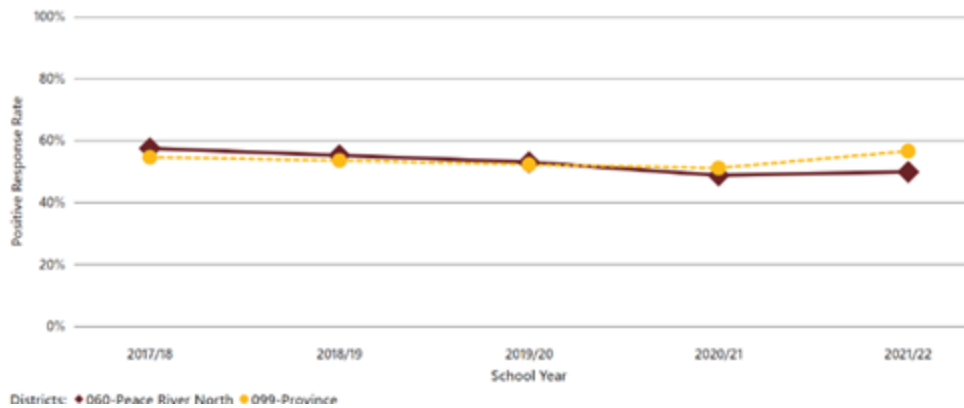
SLS - Feel Welcome (Children and Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

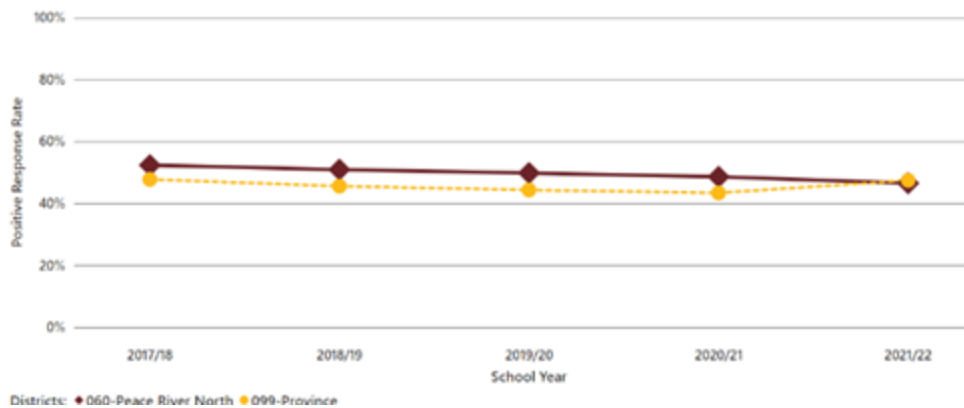
SLS - Feel Safe (All Resident Students)



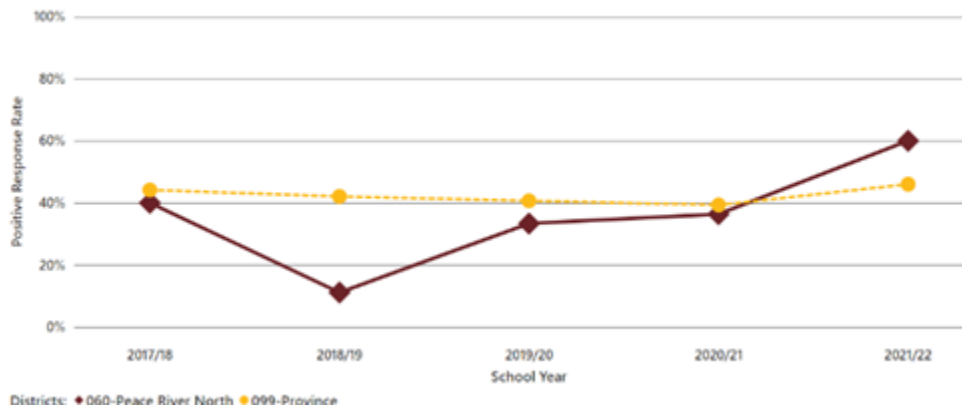
SLS - School Belong (All Resident Students)



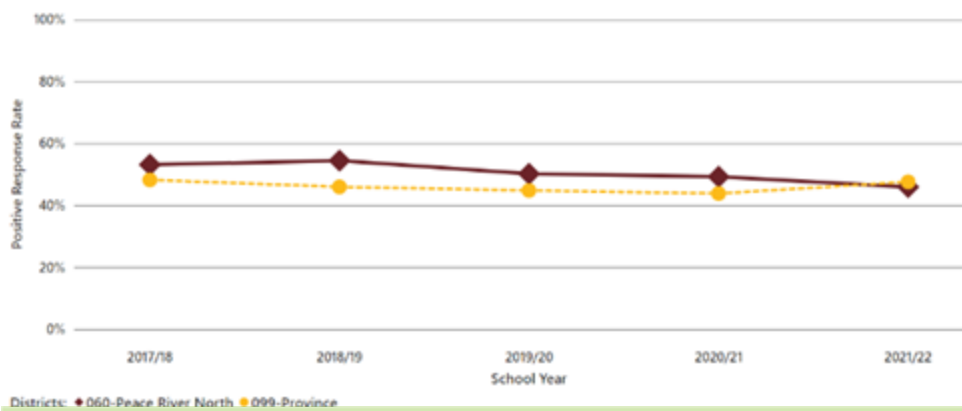
SLS - School Belong (Indigenous Students)



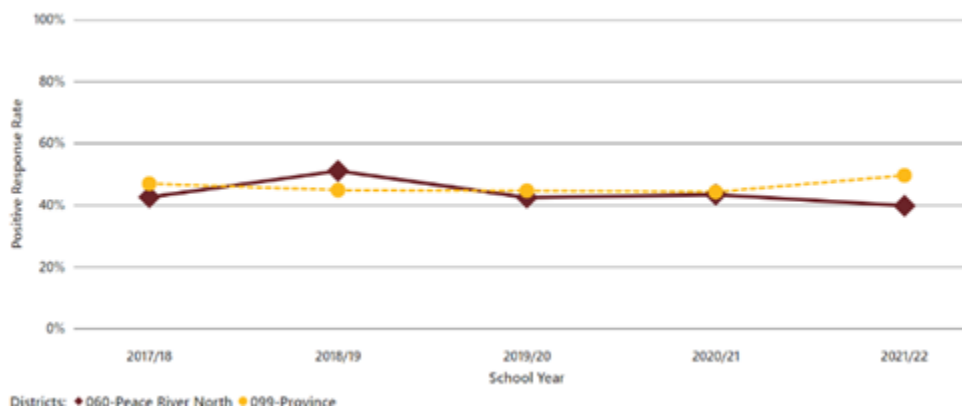
SLS - School Belong (Indigenous Students on Reserve)



SLS - School Belong (Indigenous Students off Reserve)



SLS - School Belong (Students with Disabilities/Diverse Abilities)



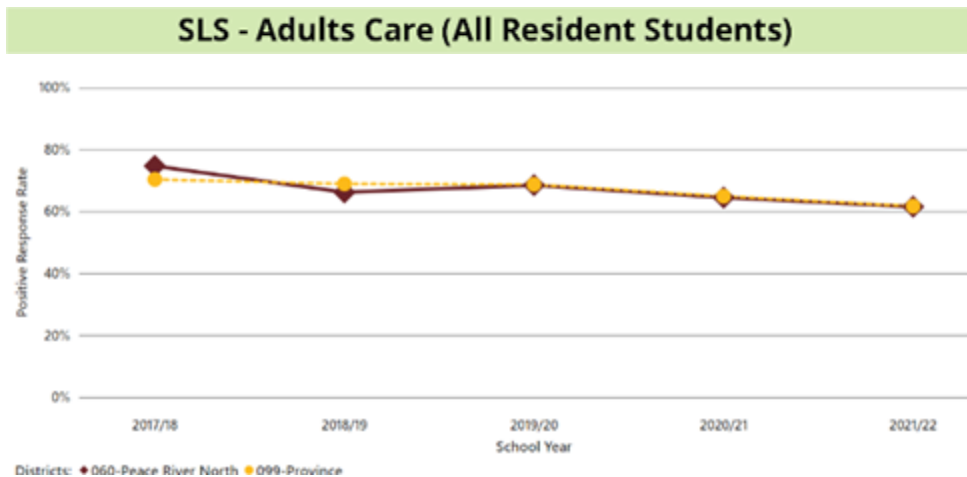
SLS - School Belong (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

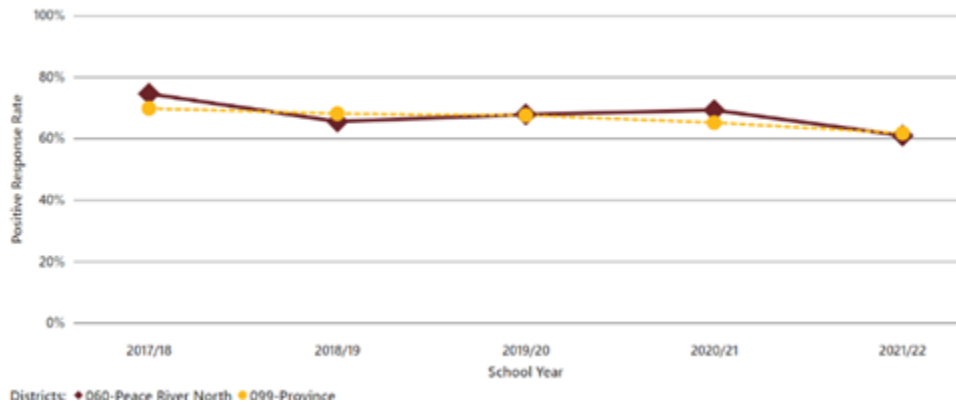
Data Analysis for Measure 3.1

- Feel Welcome
 - Results for All Students, Indigenous Students, and Students with Disabilities / Diverse abilities follow Provincial results.
 - Results for Indigenous Students on Reserve show a significant positive change over three years with the last two years showing a higher positive result compared to the All Students measure.
 - CYIC results are masked due to small numbers and show variability over the last three years.
- Feel Safe
 - Data limited to All Students measure only
 - While the District results follows the Provincial results there is a small negative gap for the District compared to the Province.
- School Sense of Belonging
 - Results for All Students closely follows the Provincial results.
 - While the Indigenous students results closely follows the Provincial result there is a significant negative gap compared to the All Students results
 - Results for Indigenous Students on Reserve is showing a positive trend over three years and was higher than the Provincial results but lower than the All Students result.
 - Results for Students with disabilities / diverse abilities follow Provincial results with a negative gap compared to All Students results.
 - CYIC results are masked due to small numbers and show variability over the last five years.

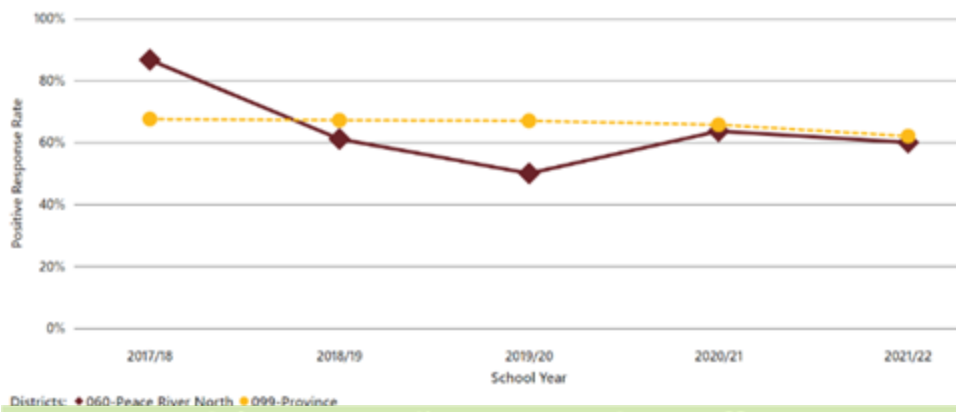
Measure 3.2: Two or More Adults who Care About Them



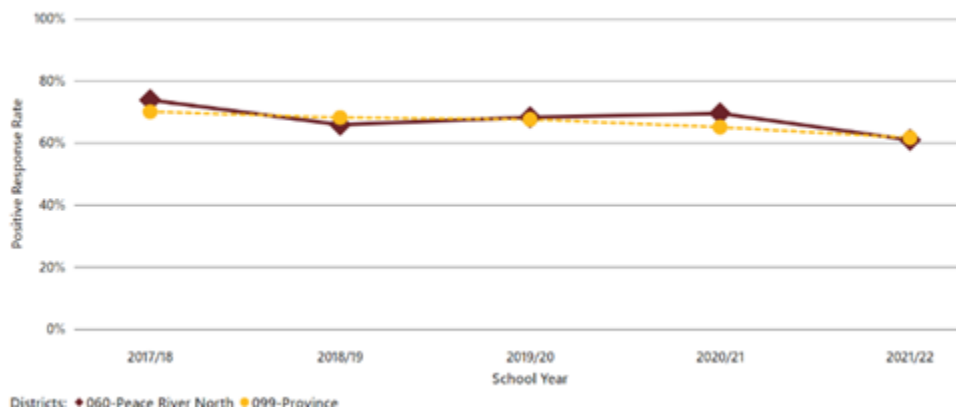
SLS - Adults Care (Indigenous Students)



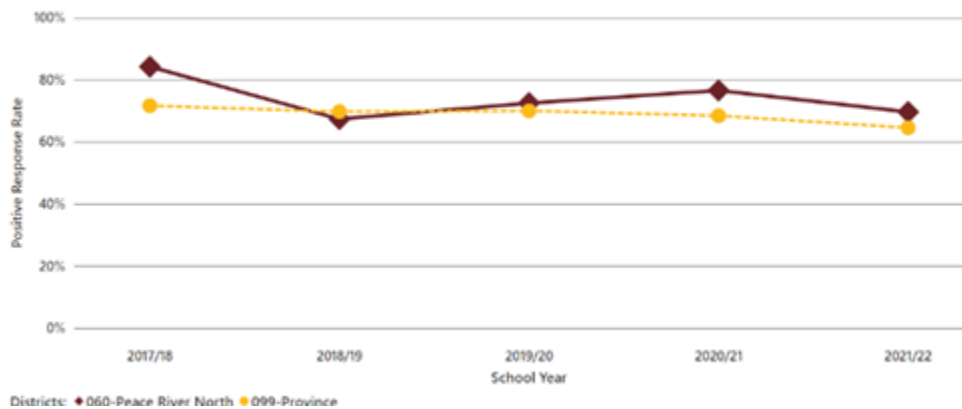
SLS - Adults Care (Indigenous Students on Reserve)



SLS - Adults Care (Indigenous Students off Reserve)



SLS - Adults Care (Students with Disabilities/Diverse Abilities)



SLS - Adults Care (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

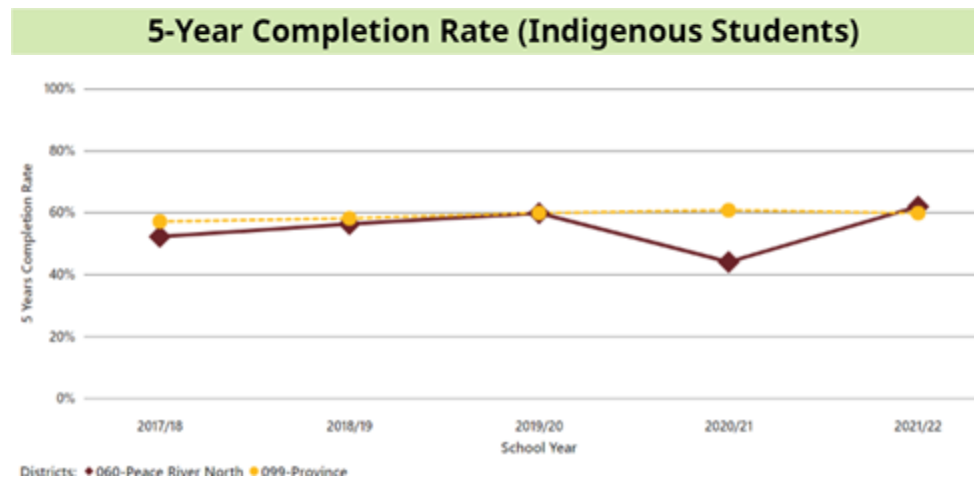
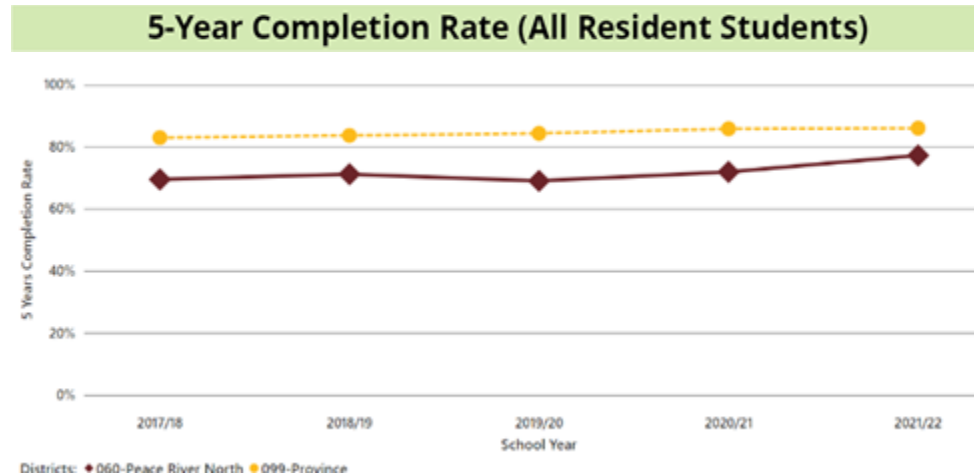
Data Analysis for Measure 3.2

- Results for Indigenous Students and All Students closely match each other and the Provincial Results. All have a slight negative trend over five years.
- With some variability results for Indigenous students on reserve follow the Provincial results and have a negative trend over five years.
- Results for Students with disabilities / diverse abilities show a higher percentage of students reporting that 2 or more adults care about them compared to other measures. Over five years there is a negative trend.
- CYIC results are masked due to small numbers, follow Provincial results, and show a negative trend over five years.

Career Development

Educational Outcome 4: Students Will Graduate

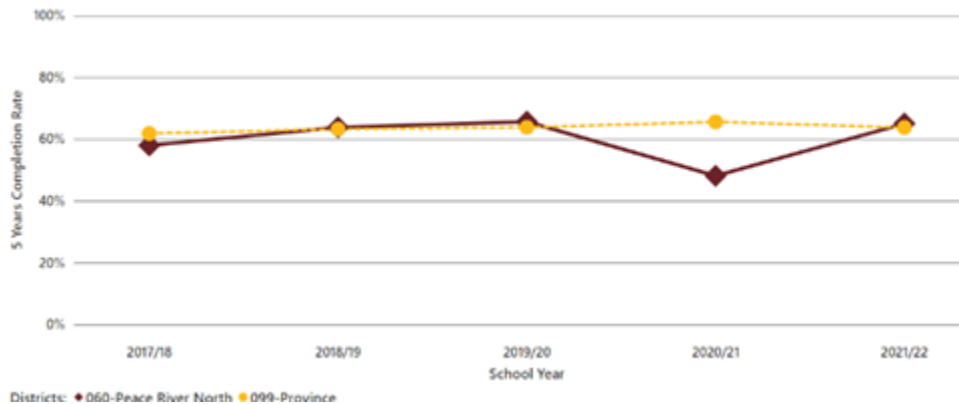
Measure 4.1: Achieved Dogwood Within 5 Years



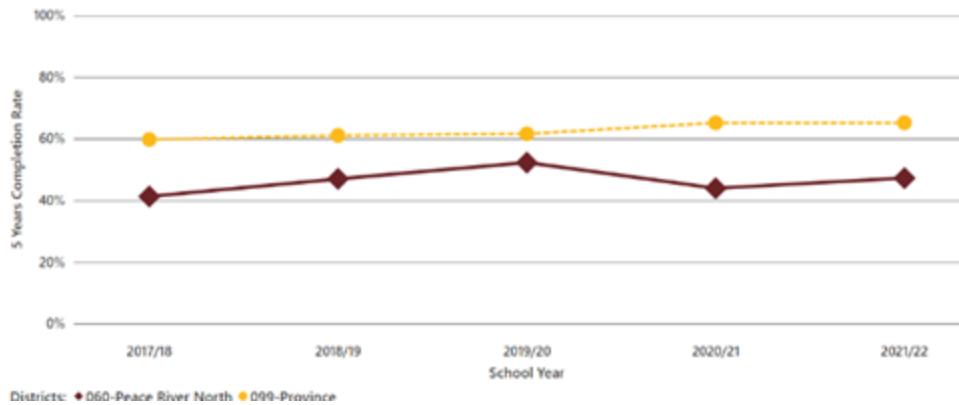
5-Year Completion Rate (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

5-Year Completion Rate (Indigenous Students off Reserve)



5-Year Completion Rate (Students with Disabilities/Diverse Abilities)



5-Year Completion Rate (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

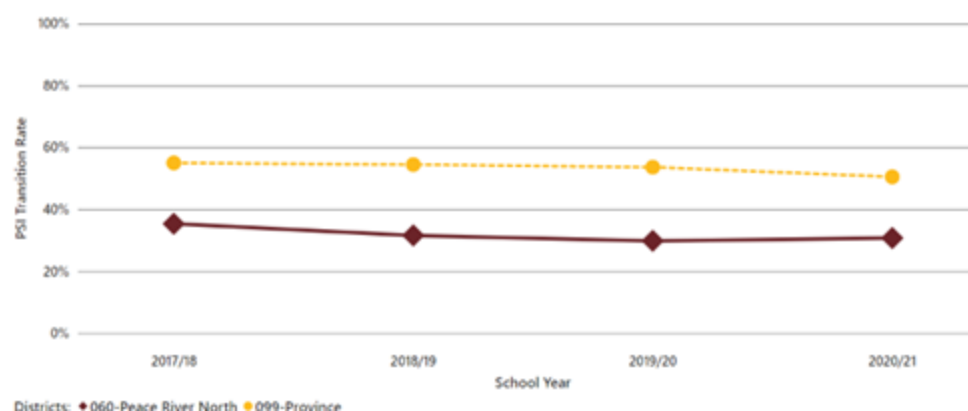
Data Analysis for Measure 4.1

- The All Students result gap is closing on the Provincial results
- The Indigenous Students results follows the province and has a significant negative gap compared to the All Students results.
- While masked, the results for Indigenous students on reserve are improving with last year matching the Provincial results. A significant negative gap exists for students on reserve compared to the All Students, Indigenous students measures.
- Results for Students with Disabilities / Diverse Abilities shows a negative gap compared to the Provincial results and a lower rate than the All Students measure.
- CYIC results are masked due to small numbers and show variability over the last three years.

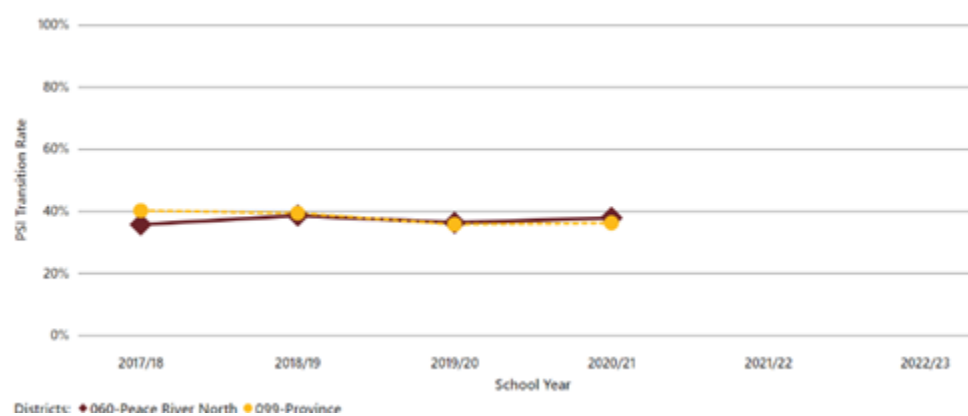
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post Secondary Transition - Immediate (All Resident Students)



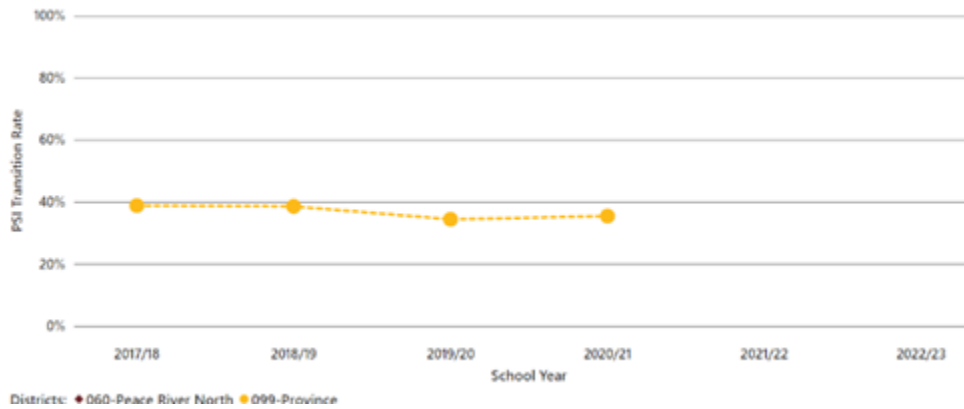
Post Secondary Transition - Immediate (Indigenous Students)



Post Secondary Transition - Immediate (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Post Secondary Transition - Immediate (Indigenous Students off Reserve)



The above graph provided by the province should indicate that our Indigenous student off reserve had an immediate transition rate of 37% in 2019/2020 and 36% in 2020/2021

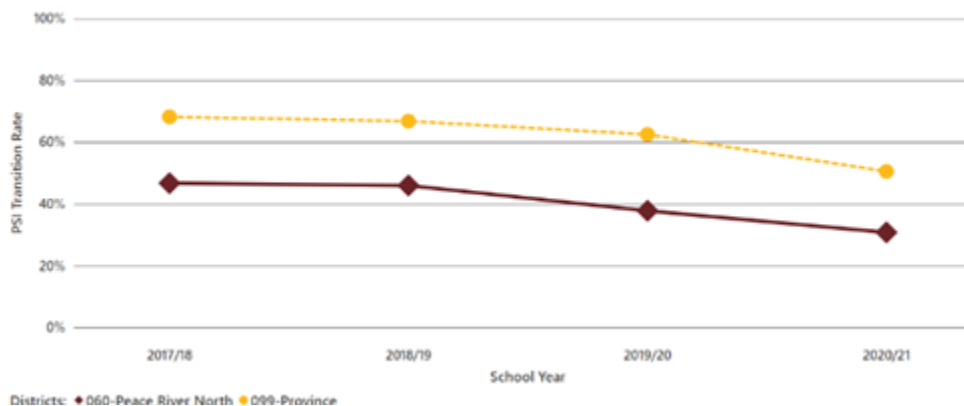
Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)

Data has been masked due to an identifiable population of 9 or less students.

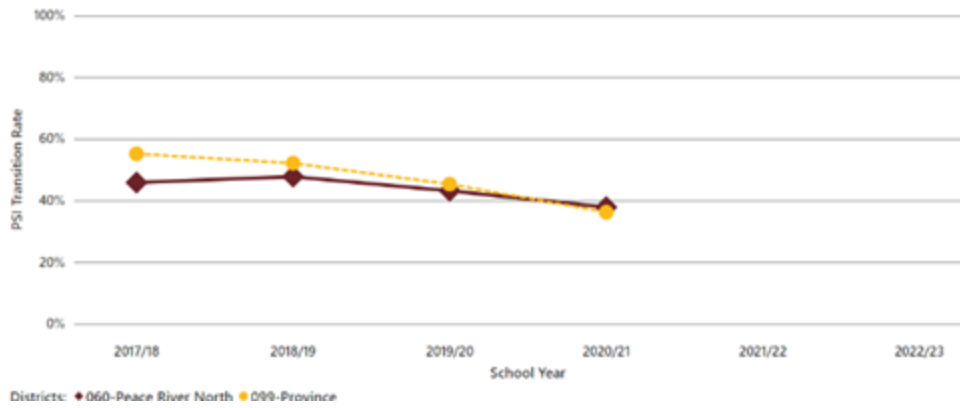
Post Secondary Transition - Immediate (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Post Secondary Transition - 3-Year (All Resident Students)



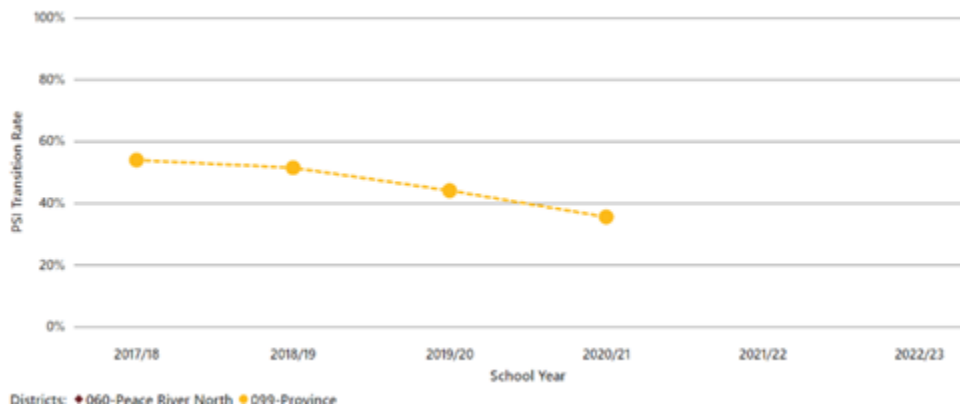
Post Secondary Transition - 3-Year (Indigenous Students)



Post Secondary Transition - 3-Year (Indigenous Students on Reserve)

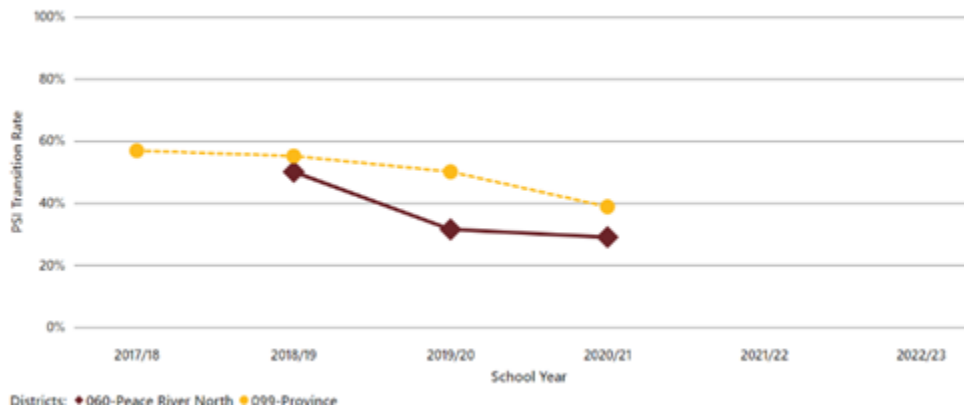
Data has been masked due to an identifiable population of 9 or less students.

Post Secondary Transition - 3-Year (Indigenous Students off Reserve)



The above graph provided by the province should indicate that our Indigenous student off reserve had a 3-Year transition rate of 30% in 2019/2020 and 30% in 2020/2021

Post Secondary Transition - 3-Year (Students with Disabilities/Diverse Abilities)



Post Secondary Transition - 3-Year (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 5.1

- Post Secondary Transition Rates do not incorporate transitions to post secondary outside of British Columbia.
- A gap exists between transition to post secondary in British Columbia for our All Students measure
- Indigenous Students results closely match the Provincial results.

Relevant Additional/Local Data and Evidence

Further relevant local data and analysis is available in our Framework for Enhancing Student Learning 2023 Update at <https://www.prn.bc.ca/district/fes/> including:

- 6-year Dogwood Completion Rate
- Grade 6-9 Reading Comprehension
- Grade to Grade Transitions
- FSA Literacy and Numeracy data by All / Indigenous / Diverse Abilities and Disabilities
- Middle Developmental Instrument
- Student Satisfaction Level for Job / Post Secondary Preparation
- Distribution of Learning Support Budget Allocations

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

Four Pillars of the Board Strategic Plan

Pillar 1: Delivery of Excellent Educational Programming Focused on Student Outcomes

Pillar 2: Provision of Ethical Leadership Focused on Relationships and Continuous Improvement

Pillar 3: Exemplary Management Practices Focused on Aligning Resources for Optimal Results

Pillar 4: Engaged Governance Focused on Advocacy, Accountability, and Community Partnerships

Our 2023-2024 FESL Goals align within Pillar 1

Goal 1: Increase Dogwood Completion Rates

Goal 2: Increase Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

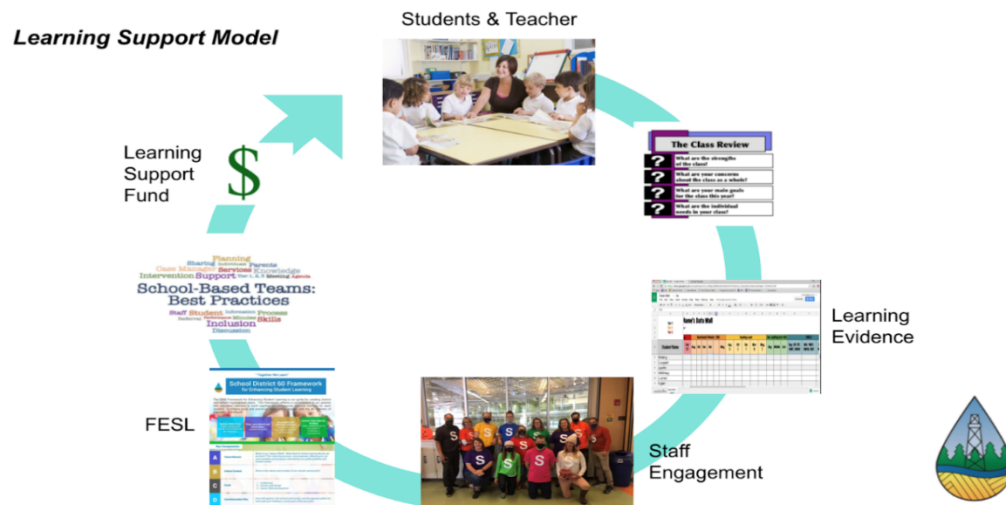
Goal 4: Support Student Achievement Through a Systemic Learning Support Model

Goal 5: Expand Early Learning and Childcare

Our work continues on Truth & Reconciliation through our Equity Scan, our Local Education Agreements (LEAs) with the Doig River First Nation, Halfway River First Nation, and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our planning at the school and District level.

Celebrating our Successes for the Past Year

1. **Broad implementation of a continuous improvement cycle** within schools to better align and allocate resources based on classroom/school needs. All schools have established a School-Based Team to consider and allocate the resources available through their Learning Support Fund. This collaboration is based upon embedded structures such as the class review along with classroom, district and provincial learning evidence.



2. **Expansion of anchor numeracy resources** in our Elementary Schools. We were able to work with several schools and their teachers on the implementation of the resource Mathology. This has led to school-wide collaboration on scope and sequence and a focus on numeracy in general. In the year ahead, the remaining elementary schools will receive pro-d and training in order to reach full implementation across the District. We will be looking to our classroom, district and provincial data sets for improvement in student achievement in this area.
3. **Equity Scan completed.** All data has been gathered for this project and we are excited to move forward with the Equity in Action Plan, which will coincide with the development of a new Board Strategic Plan. Input was received through our Indigenous Education Council, parent meetings and consultations with our First Nations rights holders.
4. **Collaboration between elementary, middle and secondary teams to better facilitate transitions.** Learning evidence points to overall declines in student achievement in our district between the transitions of grades 6-7 and between grades 9-10. This past year saw the creation of a committee to provide better student transition information between the teachers and leaders of these grade levels.

Existing and/or Emerging Areas for Growth

While significant progress has been made with regards to Indigenous graduation rates over the last five years, there was a decline in the 2022 grad results. The gap still needs to be addressed, along with the overall 5-year and 6-year graduation rates. Literacy achievement is relatively strong in the primary years as reflected in district and provincial assessments but declines in the middle/transition years. Support for numeracy instruction and achievement is needed system wide. There is an ongoing need to support the social and emotional learning of our students and staff.

Strategic Engagement

Strategic Engagement takes place through several structures, cycles, and events:

1. **Reviews of learning evidence, strategies, goals and the allocation of resources.** This takes place with several stakeholders, including the Board of Trustees, our First Nations partners, our Principal/Vice-Principal leadership group, our District Parent's Advisory Council and in some cases our students who are involved in Planning Day at the school level. This engagement includes a data walk to review classroom, District & Provincial data as well as a review of the strategies employed, the goals developed and the impact of our interventions. Below are some examples of the structures/activities used for engagement on this topic:
 - **Monthly Committee of the Whole meetings** where 3 schools present their Framework goals, evidence, etcetera to Trustees, District Staff and the public. Departments such as our Learning Services also present an update on their work and impact.
 - **Two meetings per year with our First Nations Partners** in the context of our Local Education Agreement - to review student successes and challenges
 - **Monthly Leadership Team meetings** with principals and vice-principals where, depending on the cycle of assessment, learning evidence and strategies are reviewed.
 - **Budget development cycle** – beginning in February, there are a series of meetings along with a public survey that seek input on budget allocations, based on the data, strategies and goals provided. Specific meetings are set up with our First Nations partners.
 - **Monthly SUPAC meetings** (Superintendent with all the PAC presidents) where there is both the opportunity to engage on school/district initiatives as well as receive input on trends and patterns that parents are noticing in schools.
 - **Trustee Retreat in February of each year** to review and discuss the past year's learning evidence in the context of our Framework goals and strategies
 - **Planning Day.** Each September, school staff along with their PAC executive look at the learning evidence of their students and make adjustments to their strategies and goals. The school then submits their Framework to District staff and presents it to Trustees

- **Posts of Responsibility.** Six times per year, department heads from the middle and secondary schools participate in professional development workshops led by District staff where they review learning evidence and collaborate on district-wide strategies around assessment, instructional strategies and reporting.
- **Equity Scan.** The District recently completed this engagement process with our First Nations families and communities. Meetings were organized both in urban areas as well as on community. Our next step is to use this feedback to develop our Equity in Action Plan, as part of our new Board Strategic Plan.
- **Indigenous Education Council.** Representatives from our three first nations as well as Metis, Nenan, Nenas and Indigenous school reps – meet monthly to review programs and Indigenous student success. District staff review learning evidence with this group, especially from the context of the HAWD report and receive input from our Indigenous partners on strategies that are working or interventions that need to change.
- **Monthly meetings with the Community Table** of service providers. Our Director of Instruction participates in these monthly meetings where representatives from all the outside agencies come together with a view to supporting youth both in and out of school.
- **Weekly Education Committee Meetings.** Senior educational staff, representing all departments, review ongoing programming and strategies. School leadership teams are invited to these meetings on a rotating basis to brainstorm strategies and issues that arise.

Analysis: There are robust structures in place for internal and external engagement. We have learned the power of referring to the “3rd Point” - that is to have accessible learning data that drives informed and constructive conversation.

Adjustment Adaptations and Alignment: Next Steps and Alignment of Resources for Successful Implementation

Goal 1: Increase Dogwood Completion Rates

Objective 1.1: Increase Indigenous Engagement & Achievement with a Focus on school connectedness and numeracy

- Indigenous Education Transition Coach Program in middle/secondary schools
- Middle/High Indigenous Support Teachers/ High School Counsellor
- Early awareness, prevention and re-engagement of Indigenous students at risk of dropping out. Re-engagement with programs such as the Key Learning (Online Learning), Work Experience, and Youth Work in Trades. Processes inspired by the Local Education Agreement (LEA).
- Communicating Student Learning strategy for Indigenous students (learning updates, core competencies, goal setting, graduation progress)

- Connecting with LEA First Nations about Learning Updates twice a year, with a third meeting for students at risk in the spring
- Review mathematics Learning Update proficiency scales in K-9 (report card marks) at school and district level
- Identifying at risk students due to absenteeism in October, December, and March
- Review How Are We Doing Student Learning Survey results

Objective 1.2: Build capacity and understanding of instructional planning

- Support understanding of the structure of the BC Curriculum
- Continue to develop understanding of universal design for learning within all professional development offerings
- Support understanding of planning tools by Shelley Moore within in-service, workshops and professional development opportunities within the district
- Workshops offered during 2023-24 specific to short term and long-range planning approaches and formats including lesson design and assessment
- Create samples of instructional design
- On-going support for assessment for learning approaches to support instructional planning through coaching and collaboration programs
- Continue to expand Tier 1 supports and strategies to classroom teachers

Objective 1.3: Foster confident, competent & creative numeracy learners K-9

- District numeracy mandate reflected in all school frameworks
- Complete implementation of the anchor numeracy resource Mathology in primary classrooms
- Implementation and professional development in number sense routines using anchor resources by Stenhouse Publishing
- Balanced numeracy & learning resources guidelines K-9
- Professional development of the *Thinking Classrooms* method in intermediate/middle
- Development and promotion of the district Concept Classroom to support conceptual learning
- Increase numeracy competencies in ADST lessons along with assessment tools
- On-going implementation of district problem solving framework grades 3-9
- Ongoing work with district Problem solving assessment committee
- Continued implementation of Computation MAP
- Pilot learning resources for math intervention with elementary learning assistants
- Increase District Numeracy Coach support as staffing permits.
- Increase use of newly developed primary MAP from Duncan Cran Elementary in other schools
- Professional development opportunities for Educational Assistants in numeracy
- Vertical Teaming/Collaboration regarding numeracy development
 - Data review
 - Curriculum review

- Essential Learnings at each grade level
- Universal strategies, consistent foundational resource
- Intervention strategies

Objective 1.4: Increase successful transitions in grades 6-10

- Develop Middle School working groups to review and improve Elementary to Middle school transitions for students, parents, and staff. Each Middle school will review current student data with relation to Social Emotional Learning (MDI and Ministry's Student Learning Survey) as well as literacy and numeracy data (FSA). Schools will review previous transition practices and relevant research. Middle schools committee members will develop a District document outlining supported transition practices. This document will address actions in all stages of transitions (before, during and after) and include identified timelines as well as roles and responsibilities. The draft document will be shared with Elementary feeder schools for feedback. Document will be created in the 2023-24 school year and strengthened practices implemented in the Spring of 2024.
- Vertical Teaming/Collaboration regarding numeracy development (see 1.3)
- Continue District-wide Middle to Secondary Transitions Inquiry Group (Year 4)
 - Three Collaboration meetings per year (High School and Feeder Schools)
 - Review newly implemented or enhanced actions from original inquiry;
- Leverage qualitative and quantitative data including - Cohort tracking, RTI focus on Numeracy 6-9, using Learning Update proficiency scale data - follow up for struggling students (exit interviews, planning tools, collaboration, intervention planning)

Objective 1.5: Focus on the writing process within a balanced literacy approach

- Professional development opportunities around literacy teaching practices
- Adrienne Gear workshops (2) for elementary teachers with focus on writing
- Adrienne Gear workshop with kindergarten and ECE group
- Ongoing coaching and collaboration in the area of literacy
- On-going work with draft of new district cold writes
- SMART learning
- Development of district guidelines in support of literacy across the curriculum
- Support and development of district literacy assessments
- Development of grade 3 reading comprehension assessment

Goal Targets

- A trend of improving 5 and 6-year completion rates for all students with a target of reaching the provincial average
- A trend of sustained and/or improving achievement in reading comprehension between grades 6-9 with a target of 70% meeting or exceeding expectations

- A trend of sustained and/or improving achievement between grades 4-10 in Learning Updates Math marks (report card marks) with a target of 75% achieving On Track (Developing or Proficient) or Extending in grade 9
- A trend of improving FSA results and closing achievement gaps between groups

Alignment of Resource Allocations with This Goal:

- Numeracy Initiatives: \$290,500.00 for 2023-24
- District Collaboration: \$50,000 for 2023-24
- Literacy Initiatives: \$80,000.00 for 2023-24
- Coaching for literacy & numeracy support: \$32,000.00 for 2023-24

Goal 2: Support Student & Staff Social/Emotional Competency

Objective 2.1: Establish SEL as being foundational to school practices and student achievement

- Professional development sessions are made available to school staff throughout the school year aimed at foundational social-emotional learning facilitated by district counsellors and SEL specialists.
- Social-emotional learning embedded into DLTM meetings with school administrators
- School teams will be supported in the completion of the CASEL Indicators of School-Wide SEL.
- Implement the Middle Years Development Index (MDI) at grades 5 and 8
- Assist schools in forming actionable school SEL FESL goals that are research-based and evidence - informed from the MDI data and CASEL Indicators of School - Wide SEL
- Increase understanding and utilization of the scope and role of counsellor consultants, SEL Specialists, SEL teachers, and youth care workers.
- SEL Specialists and district counsellors support school and classroom communities in the implementation of tier SEL practices
- Through consultation and collaboration through the School Based Team, schools are supported by counsellor consultants through strengths-based approaches and Response to Intervention practices

Objective 2.2: Cultivate a Community of Adults Who Engage in Their Own Social/Emotional Learning

- Professional development sessions are made available to school staff throughout the school year aimed at adults engaging in their own social-emotional learning, facilitated by district counsellors and SEL specialists
- A learning series for administrators will be provided specifically on adult SEL; Compassionate Systems Leadership tools
- SEL district team will continue to support and monitor the district initiatives around staff wellness

Objective 2.3: Increase Student Understanding of Mental Health Literacy and the Pathway to Care

- Offer “A Mental Health Literacy Approach Go-To-Educator Training” professional development multiple times per year
- Continue to support mental health literacy programming implementation in tier 1 classroom levels

Objective 2.4: Prioritize Positive Staff-Family Relationships

- Facilitate SEL parenting session throughout the school year
- Offer school administrators weekly SEL tips to put into weekly updates/newsletters sent home to families, with the intent of providing families ongoing, positive suggestions to support their student(s) social emotional development

Objective 2.5: Cultural Safety / Anti-Racism

- Beginning with training for our administrators, the District will convene a working leadership committee to review the Ministry guidelines (due this Fall) and develop a framework for addressing racism and consolidating our current resources.
- Continue with Cultural Safety training
- Administrator professional development on implementing anti-racism strategies in schools

Goal Targets

- A minimum of 10 professional development sessions will be offered (including on all ProD days) with a minimum of 10 people attending each session
- Data from CASEL Indicators of School-Wide SEL and the MDI data will be used to inform and measure school FESL social-emotional goals
- Increase percentage of grade 8 students indicating “Thriving” on the MDI Well-Being Index (2023/2024 school year)
- Increase percentage of grade 8 students indicating “Connected with Adults at School” on the MDI

Alignment of Resource Allocations with This Goal:

- SEL Specialists: 4 FTE
- Counsellors: 3.6 FTE
- TTOC time for coaching/collaboration and Professional Development sessions: \$7,000
- Indigenous curriculum development: \$50,000
- SEL/Mental Health Wellness ProD/ Resources: \$15,000

Goal 3: Enhance Student Options and Engagement through diverse learning experiences with Career Education

Objective 3.1: Increase the number of Indigenous Students completing Career Pathway programs at High School and increase their satisfaction with career and post-secondary education preparation. This will ultimately lead to increased graduation rates.

- Career Education presentations for Grade 9 (Middle Schools) and for Grade 10-12 students - Career Education Staff
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Staff/Industry Professionals)
- Annual Presentations to the communities of Upper Halfway, Doig River and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)
- Project Heavy Duty - engage Indigenous high school students in heavy equipment career opportunities.
- Workforce Training Certificate 12 - engage Indigenous high school students in Workforce Training Certificate.
- Expand options for Indigenous student to pursue mentorship opportunities within Business, Finance, and Marketing fields (JELLY Marketing, CPA Martin Mentorship Program/MNP)
- College Program Tours for Indigenous students
- *Grade 9 Welding Camp for Indigenous Students - 17 Indigenous students to participate in Welding camp for 5 days at NPSS*

Objective 3.2: Increase the integration of Numeracy within Applied Design Skills and Technology

- Create new ADST lessons and activities to be added to the current bank found on the District Digmore Learning Commons. Grade 5 target with numeracy skill development focus. This serves as a resource for all Elementary teachers to increase the quantity and quality of learning experiences for our students. Each will include a demonstration video and a detailed lesson plan including assessment rubrics. (5 new lessons developed in 2022-23)
- Create task neutral rubrics attached to lessons to support teacher assessment of ADST & Careers to support K-6 teachers with new reporting policy.
- Professional Development session offered to Elementary teachers focused on these resources and ADST instruction - (to be offered in the 2023-24 school year)
- Monthly email to all Grade 5 teachers promoting a specific ADST lesson found on the Digmore website
- XPlorefest - 1 day event for all Grade 5 students across the district to participate in ADST activities in connection with local Industry partners.

Goal Targets

- Increasing levels of student satisfaction with job and post secondary preparation
- Number of integrated ADST lessons and activities (revised or new) created and added to the District Digmore Learning Commons - goal of 5 new lessons with numeracy focus reached in 2023-24.
- Number of Elementary teachers using the integrated ADST Lessons and Activities - goal of 60% Grade 5 teachers.
- Rate of Teacher and Student satisfaction with regards to engagement in learning - goal of 80% satisfied or very satisfied. (short survey for each activity to be developed for 2023-2024)

Alignment of Resource Allocations with This Goal:

- Teacher release time for professional development preparation - 1 TTOC day = \$500
- ADST Supplies for professional development - \$1000
- Welding Camp for 16 students - \$15 000
- Lesson Development - 2 TTOC day = \$1000 or numeracy coach or combination
- Workforce Training Certificate 12 - \$TBD
- Numeracy and ADST lesson development - \$TBD

Goal 4: Support Student Achievement through A Systemic Learning Support Model

Objective 4.1: Support A Sustainable, Transparent, School-Based Learning Support Model with a Focus on Classrooms

- Engage with School Teams and Education Committee to support implementation of the Learning Support Model.
- Support School-Based Teams to play a leadership role with this objective.
- Schools align Learning Support Fund allocations to Framework goals and learning evidence
- Invite six schools over the course of the school year to join Education Committee meetings to discuss their Learning Support Model in a very intentional way relative to the needs of their school environment.
- Consistent and meaningful collaboration between School Based Teams and Learning Services around student need, IEP goals and objectives, transition, resource allocation, and targeted interventions- all under the guise of the Learning Support Model at each individual school within the district.

Objective 4.2: Increase Achievement and Independence of Students with Diverse Needs Through an Inclusive Classroom Support Plan

- Class Review, School Based Team, Learning Services
- Follow guiding principles for the allocation of these funds.
- Explore all appropriate interventions that respond to the specific needs of the class grouping: ie. teacher intervention, resources, professional development, Education Assistants, Youth Care Workers, teacher collaboration, coaching, mentorship, etc.
- Share successes and challenges on diverse interventions through collaboration opportunities.
- Monitor for progress in relation to learning evidence through school frameworks

Objective 4.3: Create a Universal Menu of Supports (Tier 1) for the Classroom

- Establish a leadership group to review various structures, processes and resources for a universal classroom approach - meet regularly throughout the 2023-24 school year. Completed.
- Engage teachers, support staff and education stakeholders to collaborate on this resource - this is the focus for 2023-24 school year..
- Build capacity with school based teams in planning with students in mind and assessment based on learning standards. A focus on the key concepts and essential questions that underlie inclusive supports and targeted strategies for student achievement, and can help identify future Framework goals and evidence within the Learning Support Model.

Alignment of Resource Allocations with This Goal:

- Time spent at District Leadership Team Meetings.
- Time spent with School Based Teams joining the District Education Committee for Learning Support Model.
- Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately \$7M to begin the 2023-24 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding allocated at \$294,126.00 targeted specifically towards educational assistants supporting personal care and delegated medical plans. Phase 3 (contingency) funding to be allocated after Sept 30th for emergent needs which develop in the district.
- Collaboration time between individual school administration and Learning Services department around effective practices, resource allocation, staffing, and professional development.

Goal 5 Expand Early Learning & Child Care

Objective 5.1: Connect with Community on future needs

- Connect with SD60 Indigenous Education Council about future child care and early learning needs
- Connect with service providers and communities about future child care and early learning needs.

Objective 5.2: Address needs by connecting and enhancing programs

- Working with the Integration Inquiry Project examine opportunities for Just B4 preschool Early Childhood Educators to be included in Kindergarten Classrooms
- Build capacity within Early Learning and Child Care department
- Expand Before and After School care where financially sustainable
- Utilize the Early Learning Framework in developing programming for child care and early learning in SD60.
- Work to foster reconciliation through opportunities and programming in early learning and child care.

Alignment of Resource Allocations with This Goal:

- 1 FTE District Principal
- 2 FTE exempt coordinators for early learning and child care
- Further resources to be announced through the Child Care Integration Inquiry Project

District ELCC Lead – Final Capacity Building Report

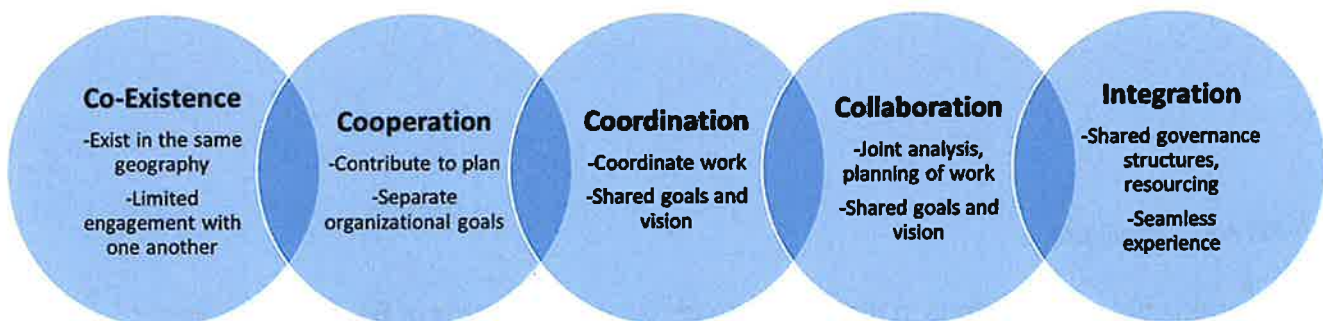
Full Name

School District *(Required)*



Early Learning and Child Care Continuum Framework

the Environmental Scan Information Package, the Ministry introduced the use of this ELCC Continuum Framework. We used this tool to check-in for the interim report, and are requesting again in this final report.



Directions:

Please provide responses to the following questions.

1. Review the continuum of integration noted above and reflect on where your school district currently sits when considering child care on school grounds (ages: 0-5 & 6-12). Please identify what stage on the continuum currently reflects the School District context and list supportive evidence. *(Required)*

0 of 1000 max characters

Reminder: school districts will be in various places on the continuum, each stage is acceptable.

2. What challenges have you faced as you champion and lead projects and initiatives to expand access to and/or create new child care within your district (e.g. with the Board, with community partners)? *(Required)*

0 of 1000 max characters

3. What actions did you or others in the district take to support Boards of Education to better understand child care, the district's role, and identify opportunities to expand access to child care and integrate child care into the broader learning environment? *(Required)*

0 of 1000 max characters

4. Has district leadership or the board expressed a preference for district-operated child care or third-party operated child care? *(Required)*

Select



4b. Please share the rationale (if known) for this preference or non-preference. *(Required)*

0 of 1000 max characters

5. What activities and accomplishments have been achieved by the District ELCC role and the school district in the 23/24 school year? *(Required)*

0 of 1000 max characters

6. Please describe how existing ELCC initiatives were strengthened, supported, or expanded over this school year. *(Required)*

0 of 1000 max characters

7. Which roles or organizations (internally and externally) do you consider to be champions for child care in your district? *(Required)*

0 of 1000 max characters

Please do not include names of individuals.

8. From your perspective, please describe how this role has strengthened relationships with Indigenous people, communities and nations regarding child care on school grounds? *(Required)*

0 of 1000 max characters

9. Each school district structured the District ELCC role differently. What could be improved in how your role was structured; what worked? *(Required)*

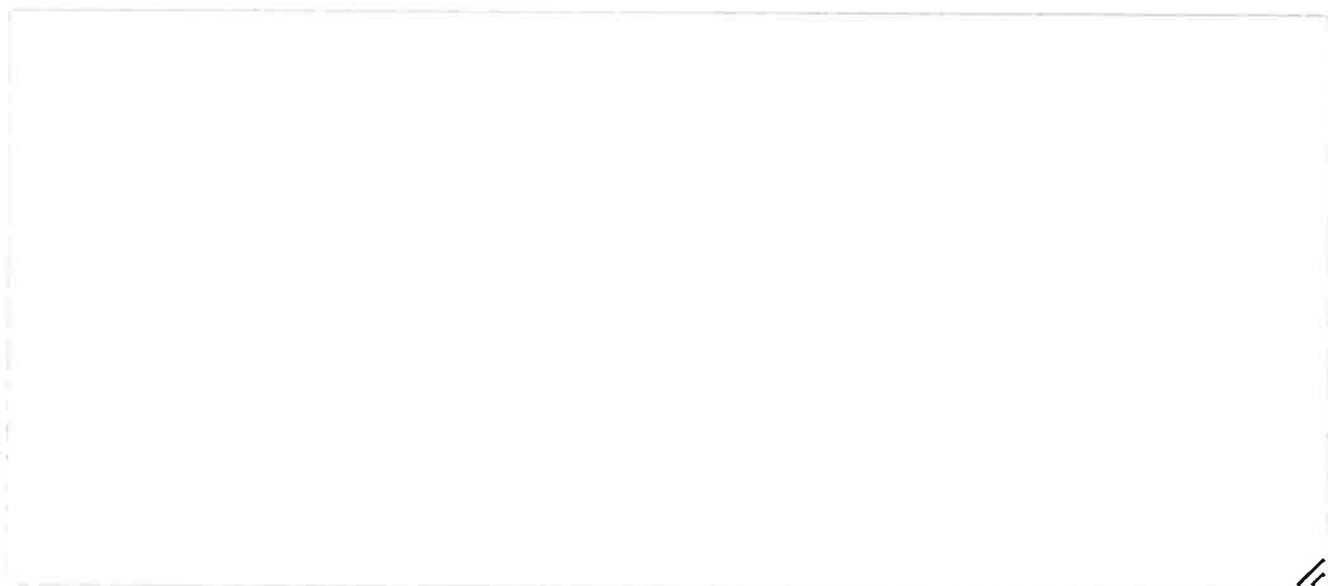
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10. Please describe the school district's relationship with the local Child Care Resource and Referral. Has collaboration with Child Care Resource and Referral supported ELCC work over this school year? Why or why not/what could be improved? *(Required)*



0 of 1000 max characters

11. Is there anything else that you would like the Ministry to know? *(Required)*



0 of 1000 max characters

Submit

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Reflecting on this year has been good for me. While it has been hard with the evacuations and constant bumps with staffing there have been so many highlights and I'm very appreciative of the opportunity to work on blending the 2 systems together. I've worked in the district for 28 years and have always felt that building a strong foundation sets our children on a trajectory for future success. I truly feel blessed and feel that I'm where I should be right now as I'm able to draw from my experiences as I work to support staff and families.

I was fortunate to have Early Learning added to my portfolio as a Vice Principal a couple of years ago. Now with the Ministry supporting the ELCC's role there is the ability to make a bigger impact. As a district we are now working to bring Early Learning and Child Care in as part of the Framework for Enhancing Student Learning.

Processes continue to be put in place as we expand to provide more child care spaces and there is a continued effort to implement quality programming and professional development. I believe that weaving the Ministry and district initiatives together supports the foundation for staff and students. My ability to work with staff, building on their current understandings and pulling from the different initiatives has allowed participants to deepen their "image of the child" and plan engaging learning activities that meet the child where they are at not where they want them to be.

Early Learning and Child Care - Supportive Practices

Ministry

- BC is on the path to making child care more available and more affordable
 - New Spaces Fund
 - Affordable Child Care Benefit (ACCB) - households earning up to 111,000 are eligible
 - Child Care Fee Reduction Initiative (CCFRI) - starting Sept 2023 available to families with children 12 and under
- Financial support both Provincially and Federally
 - ECE Training, Recruitment and Retention
 - ECE Bursaries available through ECEBC
 - \$4 Wage Enhancement
 - Programs and Initiatives
 - Community Partners, Educators and Families
 - Focused on transitions to school system
- Resources - high quality early learning experiences
 - BC Early Learning Framework
 - Play Today
 - Let's Play
- Professional Development
 - Community of Practice Meetings on Zoom



Ministry COP Zoom



Early Learning and Child Care - District Initiatives

Ready Set Learn (RSL)

StrongStart BC - ECE Facilitators

Strengthening Early Years to Kindergarten (SEY2K)

Welcome To Kindergarten (WTK)

Changing Possibilities for Young Children (CP4YC)

Early Learning InService - ECE & Kindergarten Teachers

District POPEY Lead

Reading Recovery



Responsive to family needs.

Foundational experiences when woven together.

Licensed Programs

PreSchool - ECE Facilitators

JUST B4! PreSchool - ECE Facilitators

Seamless Day - ECE Facilitators

Before and After School Care (BASC) - EA's or RA's



This Environment Scan has shown that the schools offer many programs that engage children of all ages. Many administrators have indicated that they want to work on ways to reach families before they hit the school system. I look forward to the results from the CHEQ and EDI this year so that we can look at the current needs of the community. We'll continue to build on our current relationship with the CCRR as they have been connecting with school administrators and even presenting at staff meetings.

I believe the information in the Excel spreadsheet shows a great deal of what is offered to children in the schools, but I know there is so much more being done for students. Not listed on the Excel doc is all the team sports. In all schools' students had the opportunity to participate in school run activities such as, Cross Country, Soccer, Basketball, Badminton as well as Track and Field. Coaches would practice before, on breaks or after school depending on their own schedules. Administrators worked tirelessly to organize referees, transportation and gym schedules to provide students will access. While Fort St John does offer plenty of locally run sporting and art activities, these can be expensive. Access at the school level is crucial for many students especially now when many families are experiencing financial hardship. It was my grade 6 teacher and coach that helped me see the value of school, so I know from experience that this feeling of "connectedness" is an essential part of the school experience. This experience is why I became an Educator.

Participating in the ELCC COP meetings and sharing resources has been invaluable to this process. I often feel like we are trying to cross a bridge connecting both systems as we are building it. Having access to resources and shared stories is crucial to the strength of the bridge. I often feel isolated, so this gave me the opportunity to network and learn about different groups (SEED, First Call and Northern BC Healthy Child Development Alliance,) which has

broadened my own understandings. I have been able to share from these groups at the district level. I know there is more out there and look forward to next year as I expand my network in the province as well as connect with other district colleagues.

Staffing in our district has been a little challenging with Union constraints but it is an evolving process. I continue to have discussions with HR as we all learn about Licensing regulations, but it is always interesting when debates are being had within the licensing body itself. We are fortunate to combine positions and provide staff full time positions. The biggest challenge has been staffing positions on a casual basis. We are working with HR to post and hire casuals as the 3 staff (BASC Coordinator, Early Learning Lead Educator and myself) are not able to keep up.

Early Learning and Child Care - Team and Structure

Early Learning Programs

Early Learning Lead Educator - Pam Essensa

StrongStart BC Full Time

- Duncan Cran - Loretta Harms
- Hudson's Hope - Natilie Pringle (Mat Leave)
- Robert Ogilvie - Christine Bennett

StrongStart BC Outreach

- Buick Creek - Tamara Wieler
- Prespatou - Barb Froese
- Taylor - Ashley True

StrongStart BC Virtual

- KLC - Deb Wormley

Ministry and District Initiatives

Ready Set Learn
 Strengthening Early Years to Kindergarten
 Welcome to Kindergarten
 Changing Possibilities for Young Children
 Early Learning Pro D - ECE & Kindergarten Teachers
 District POPEY Lead
 Reading Recovery Teacher Leader
 Curriculum Team

Licensed Child Care Programs

PreSchool - 40 Child Care Spots

- Duncan Cran - Loretta Harms
- Robert Ogilvie - Christine Bennett

Just B4! PreSchool - 30 Child Care Spots

- Bert Ambrose - Jennifer Cox
- Hudson's Hope - Natilie Pringle (Mat Leave)

Seamless Day

- Taylor - Ashley True, Sheena Taillefer

BASC Coordinator - Susanne Currie

BASC Working Lead - Wendy Daneluk

156 Child Care Spots - AH, BA, CL, CMF, DC and Taylor
 EC and RO - Transportation to DC

BASC staff often work multiple positions in program or in the school as an EA

Staffing - AH (4), BA (2), CL (3), CMF (4), DC (7), Taylor (2),
 Transportation (2)
 Inclusive Support - 4 staff



Looking at the Excel data, we have noted that this year attendance in some programs has been impacted by illness, evacuations and the general hardships families are experiencing. We also tried to connect with community ECE's as part of the CP4YC initiative, but they had to withdraw to due coverage difficulties at their own Centres.

I look forward to the work next year and appreciate all the support!

Thank You,
 Tracey

Submitted Online Earlier

District ELCC Lead – Final Capacity Building Report

1.

Collaboration moving into Integration.

For many years the Early Learning portfolio has had a tremendous support from our Superintendent. Relationships and supporting educators and families has been my number one priority in my 28 years in the district.

3 supportive roles were added to the Early Learning and Child Care Department as we added 2 JUST B4! Programs this year and will add 2 BASC programs next year.

The SD Framework for Enhancing Student Learning (FESL) will have Early Learning and Child Care embedded within it. There will be several objectives listed that identify strategies within the district to meet the goals set out in the Ministries ChildCare BC Plan.

Strengthening Early Years to Kindergarten continues to be a focus. We'll have the CHEQ and EDI this year to utilize. In 2023/24 – JUST B4! ECE will be working in the kindergarten room in the afternoon.

Working with Community and Regional partners continues to be something that we're prioritizing.

2.

I feel that it's important to go slow and establish a firm foundation of understanding and establish clear processes, but this can be difficult when you are "crossing the bridge between 2 systems as you are building it". Taking time to carefully plan is crucial to future success!

Thinking about staffing for 12 months is now an important component to consider. There are so many pieces needed to be in place to make a 12-month childcare system work within a 10-month education system.

Staffing continues to be one of the biggest obstacles. We don't have an LOU yet, so our CUPE staff are unable to work 8 hours to support our BASC programs. Trained ECE's don't want to be on a casual list so finding coverage for our PreSchool programs is difficult. We are lucky that our Early Learning Lead Educator and BASC Coordinator can provide coverage when needed. I'm also having to step in and provide coverage in the BASC programs which takes me away from my own responsibilities.

3.

I was able to present to the School Board and share the work our Early Learning and Child Care department did this year. We were able to relate the integration of the 2 systems and stress the importance behind weaving both systems together.

I present to all school administrators at the August Administrator Advance as well share department information at the monthly District Leadership Team Meetings.

ECE's in our SD StrongStarts/PreSchools connect with their schools and attend planning day.

I work out of Learning Services which has allows me to connect with Inclusion, Curriculum, Counsellors, Settlement Workers in Schools (SWIS) departments.

This role allows for the opportunities to bring in the different Ministry and District Early Learning Initiatives (RSL, StrongStart, PreSchool, JUST B4!, SEY2K, WTK, CP4YC, Seamless Day, District POPEY Lead, Reading Recovery Teacher Leader, and BASC) and truly thread the goals and understandings together in a cohesive way for all educators.

4.

The district wants to support families in all areas and district operated childcare can often offer seamless transitions for families.

District staff know the importance of the early years and when we work together it makes the transition for families easier. Staff also are able to learn from each other as they collaborate bringing in their own education and experiences.

We also want to be able to integrate the child care staff within our other school district positions as this makes it more attractive when staffing.

While it can be difficult and more work to run/staff the Child Care programs, we are willing to put in the work for staff and families.

5.

There are so many...

We opened 2 new JUST B4! Preschools with 30 spots available. We were able to work with SD transportation and the Licensing Officer so that some of these children could ride the bus home.

We participated in the CP4YC this year with great success. At the start, we were able to bring in community partners, but many had to leave due to the lack of coverage at their centres. The sharing between the educators was amazing.

The Story Workshop Collab group met throughout the year. We explored both the PreSchool and the Kindergarten learner worked on in our SEY2K as well as the Core/Curricular competencies. We brought in loose parts to enhance learning and engagement by building Story Workshop kits. From this work more administrators/staff are wanting to be part of the learning next year.

We worked with HR and CUPE to bring in the BASC Working Lead role to support the BASC Coordinator.

In September we will be opening 2 new BASC programs, each offering 24 spots.

6.

Several schools identified the need for more Ready Set Learn events which we supported. Every year, the value of these events continues to grow at the school level.

Once again, the district provided the WTK bags. Some inclusion teachers make social stories for children. There is a plan to make the bags available to bring to different Ready Set Learn events throughout the year.

The learning from SEY2K, CP4YC and Story Workshop was woven together. Focusing on the social and emotional well-being facets and the continuum of learning. Many participants want to continue to explore ways to be more “reflective” of themselves and students next year.

The Early Learning Framework, Play Today and Let’s Play resources were shared with BASC Staff to help with Programming. The Early Learning Lead Educator, BASC Coordinator along with a Counselor worked with BASC Staff. Having BASC in my portfolio also allowed for the opportunity to connect BASC staff with different district training.

7.

ECE’s – PreSchool/StrongStart have always worked to support families and provide them with information and continue to support children on their learning journey.

CCRR has become a great connection as we work together on many different initiatives.

Early Learning Lead Educator – supports all childcare programs. She takes care of CCOF and helps families to access ACCB, CCFRI, MCCB. She supports ECE’s and BASC staff to understand programming.

BASC – the before and after school care that they provide for families is crucial.

SWIS – this department keeps us linked to community groups through their established partnerships.

SD 60 Superintendent – always willing to listen and work with the needs of the department. District Principal of Early Learning and Child Care (I was told to put me in here). Ability to oversee operation and program as well as mentor new staff is appreciated. Manage to learn and be the connective link between the Ministry, District and Staff.

8.

We always reflect on the Indigenous lands we work on and how we can respectfully live and learn together. The ELF provides us with the First Peoples Principles of Learning to embed in our thinking. The resources we use are important and we update our inventory.

Participants in CP4YC were given “I Hope” by Monique Gray Smith to use with their children. The Stories shared during the Story Workshop Collab group show that children are engaging in ways to express their identity.

Our Early Learning Lead Educator works with families to access Metis Child Care Benefit to help reduce childcare fees for families in our PreSchool, JUST B4! And BASC programs.

I’m able to be part of the Local Education Agreement (LEA) meetings with the Doig River First Nation and the School District. We are committed to work together to help DRFN children reach their highest potential.

There is more that needs to be done and we are exploring it as part of the IIP and District FESL.

9.

There are many initiatives that weave together beautifully and the ELCC role connects to many things.

With BASC being added to the ELCC portfolio it is continuing to grow. It is a balancing act especially when we add the work needed to license and register families for the 2 new BASC programs. Plus, I've had to cover in program when needed as there was no casual list established. We are currently building our casual list, but this takes time and training of new staff.

The Early Learning Lead Educator was working with our PreSchool program and many of the different early learning initiatives. The role has now adapted with some added BASC responsibilities to support the department.

A secretary for the department is needed as we are continuing to expand childcare spots and staffing. There's added work with the CCFRI now being to age 12. More parents require information. The number of families requiring assistance is growing and the work needed to assist them is important.

10.

Our relationship with the CCRR is wonderful. They were a fabulous resource to me when I first started as nobody really was able to help me at the School District level. We support each other as we work to help families in the community. We are also going to work together to help families complete the CHEQ in the fall. We collaborate monthly on many Ministry initiatives – SEY2K, CP4YC. We were able to re-establish the Fort St John Early Years Table and look forward to what next year brings.

It is hard at times to connect as we are in different locations. Early Learning is busy everywhere and it would be amazing if we could work side by side. We could seamlessly support families.

11

As a department grows there is always the need to be careful not to isolate and work in a silo. Bridging our work with other departments/initiatives is so important and that means our schedules become inflexible at times.

The needs of families in Child Care are always evolving. How do we support families and staff while staying fiscally responsible? We'll continue to provide quality programming where children feel safe and secure.

Being part of the Integration Inquiry Project is going to allow our district to go deeper in our work as all areas (Finance, Facilities, HR, CUPE, community partners) will truly work together as we bring the understandings of childcare into the 10-month education system.

Ministry of Education and Child Care

Collective Accountability *for* Student Success, Equity *and* Well-being

AUGUST 18, 2023



BRITISH
COLUMBIA

Ministry of Education
and Child Care



Territorial Acknowledgement.

Squamish and Lil'Wat First Nations



Ministry Executive.



Christina Zacharuk
Deputy Minister



Melanie Stewart
Learning and Education Programs

Education programs, curriculum and assessment.



Jennifer McCrea
System Liaison and Supports

Student supports and sector engagement.



Chris Brown
Resource Management

Capital management and funding and financial accountability.



Eleanor Liddy
Services and Technology

Online learning and technical services.



Patricia Boyle
Child Care

Childcare policy, capital management, operating funding and benefits.



Cloë Nicholls
Governance and Analytics

Governance and legislation, data & analytics, teacher reg., Independent/offshore schools & workforce development.



Denise Augustine
Superintendent Indigenous Education

DRIPA, reconciliation, and Indigenous learner outcomes.



Brad Baker
Associate Superintendent Indigenous Ed.

First Nations engagement, language revitalization and Indigenous youth well-being.

Today's Agenda.

SETTING THE CONTEXT

EQUITY & WELL-BEING

- *Feeding Futures*
- *Child Care on School Grounds*
- *Truth & Reconciliation*

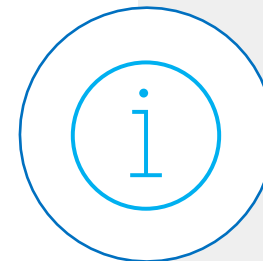
LEARNING ENVIRONMENT

- *Capital*
- *Technology Services for Equity and Access*
- *K-12 Workforce Update*

SUPPORTING STUDENT SUCCESS

- *Mental Health, Substance Use and Safety*
- *Focus on Learning: Next Steps*

CLOSING REMARKS



** Slides will be made available after the presentation.*





Christina Zacharuk

DEPUTY MINISTER

Ministry of Education
and Child Care

Setting the Context.

- Government priorities
 - *Affordability*
 - *Truth & Reconciliation*
 - *Sustainable, Clean, Secure & Fair Economy*
- Election cycle
- External noise and reality



**Collective Accountability
for Student Success,
Equity and Well-being**

*Reconciliation
Social-Emotional Wellness
Learning Environment
Accountability
Academics
Careers*



Equity & Well-being.



Feeding Futures.

Jennifer McCrea

Assistant Deputy Minister

StrongerBC
for everyone



Agenda.



1. Feeding Futures Framework
2. Foundation Year
3. Advisory Committee
4. Next Steps

Driver for Change

- ✓ Food insecurity in schools is a reflection of food insecurity in the surrounding community
- ✓ The need for school food programming is growing

Food Insecurity

- ✓ Households with lower incomes are more likely to be food-insecure
- ✓ Negatively impacts a child's academic and health outcomes



• School Food Framework Objectives.



Provincial consistency while recognizing local context and delivery methods



Improve affordability and **reduce poverty** for families



Prioritize B.C. and locally produced food to support communities

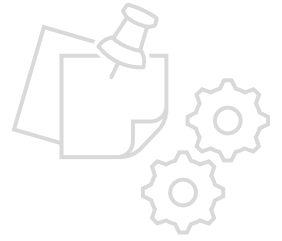


Ensure **students are properly fed** to improve **student academics and health**

Feeding Futures Framework.



- **SY 22/23** – Student and Family Affordability Funding to help offset rising costs of food for families
- **Budget 2023** – \$214 M over 3 years
- **SY 23/24** and **24/25** – flexible funding criteria to expedite growth of programs
- **April 2023** – School Food Program Website launched and school district allocations announced
- **Fall 2023** – School districts receive operational and capital funding
- **Nov 2023** – Feeding Futures Fall Gathering



Foundational Year – School Year 23/24.



DISTRICTS

- Address immediate need of feeding students
- Develop long-term programming
- Build community connections and partnerships



FUNDING

- Multi-year operating funding
- Capital (FIP) submission #2



COORDINATION

- Fall food gathering for district school food coordinators
- Introduce Feed BC
- ECC launch additional resources



REPORT / EVALUATION

- Spring 2024 School Food Survey
- End of year reporting

● Feeding Futures Advisory Committee.



One-year advisory committee - Indigenous partners, community organizations and subject matter experts

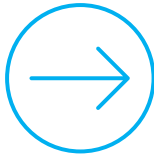


Purpose - provide input on implementation of two key framework objectives: ***provincial consistency and local food integration***



K-12 Education partners engagement

Next Steps.



Feeding Futures Advisory Committee



Feeding Futures fall gathering



Feed BC program and resources



Capital Food Infrastructure Project submissions - #2



Expand *Build a School Food* website to include additional resources



*Reconciliation
Social-Emotional Wellness
Learning Environment
Accountability
Academics
Careers*



Child Care on School Grounds.

Jennifer McCrea

Assistant Deputy Minister

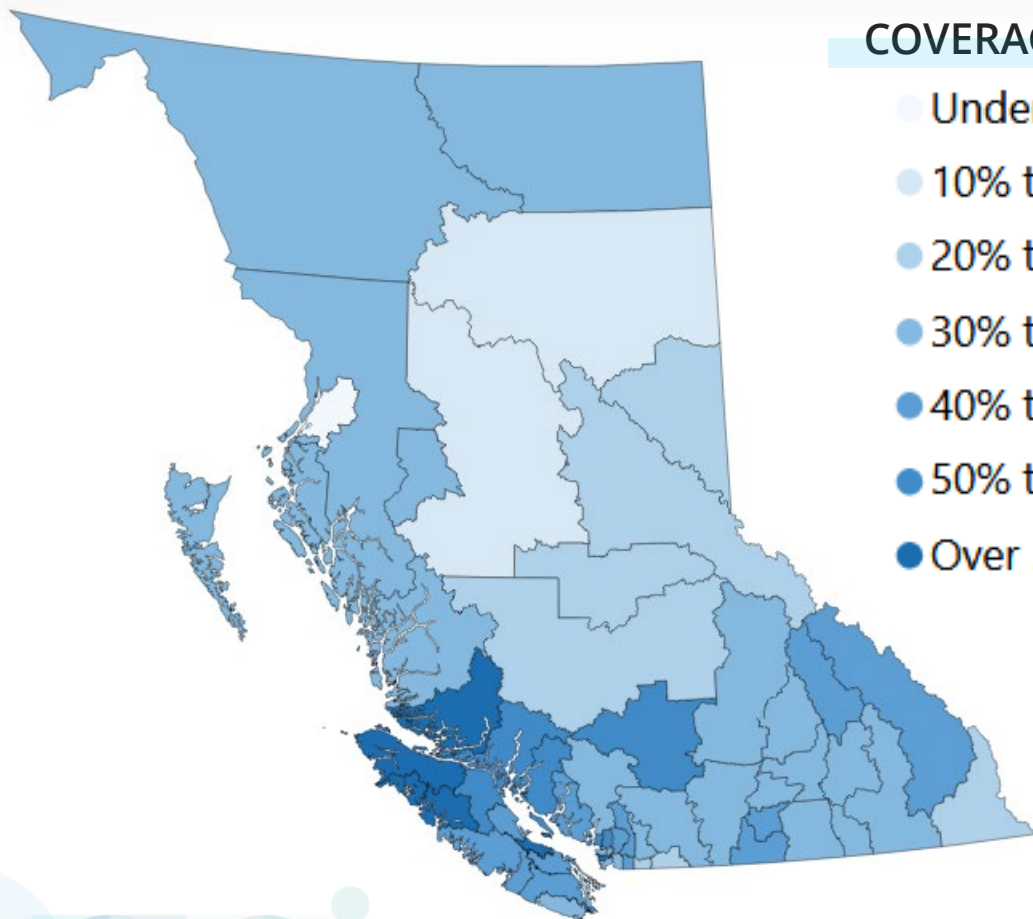
School year 2023/24.

School districts prioritize a *focus on child care on school grounds* – before and after school care and 0-5 years



Child Care Coverage by School District

UNDER 5 YEARS



COVERAGE RATE

- Under 10%
- 10% to 19%
- 20% to 29%
- 30% to 39%
- 40% to 49%
- 50% to 59%
- Over 59%

6-12 YEARS



What We've Heard

Key Themes.



ALL SUPERINTENDENTS (MAY 17, 2023)

Priorities – *workforce, costing, operational impacts in schools, roles and responsibilities*

CHILD CARE ENGAGEMENT AND COMMUNICATIONS (CURRENT AND ONGOING)

Themes – *inconsistent approach to lease agreements; inconsistent access to space on school grounds; space/access that does not support quality child care programs*

ELCC ENVIRONMENTAL SCAN (July, 2023)

Early Themes – *Relationships; high level need infant/toddler; partnerships with non-profit, for-profit and municipalities; early years tables; 1/3 of those tables focus on child care planning for space creation and recruitment. More results expected in October 2023.*

DISTRICT CAPACITY BUILDING REPORT (JULY 15, 2023)

Movement towards *integrating early learning and child care*



What We are Doing.

18-month Roadmap – connection between our collective mandate, what we have heard from child care providers, school districts, families, and community and how we are addressing what we heard to support child care on school grounds.

We are committed to continuing to build ***child care as a core service.***



- A cross-ministry collective approach
- Focusing on short-term and long-term outcomes
- Inviting consultation and recommendations





● **Here's what
we are
exploring.**

- ***New approaches*** to capital planning and funding that support both child care and K-12
- ***Understanding demand*** through parent perspective and a parent survey

**...and how
you can help**

Designing ***innovative solutions*** – reimagining child care on school grounds

*Reconciliation
Social-Emotional Wellness
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Accountability
Academics
Careers*



● Truth & Reconciliation.

Denise Augustine

Superintendent of Indigenous Education

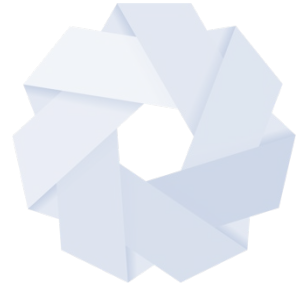
Brad Baker

Associate Superintendent of Indigenous Education

Declaration on the Rights of Indigenous Peoples Act (DRIPA).

- Serves as a crucial legislative framework, recognizing and safeguarding the fundamental rights of Indigenous Peoples
- Begins to address historical injustices and promote reconciliation
- Aims to protect the inherent dignity, culture, and identity of Indigenous communities, upholding their right to self-determination, participation in decision-making processes, and access to resources vital for their social, economic, and cultural development
- Fosters respect for traditional knowledge, land rights, and preservation of sacred sites

BC Tripartite Education Agreement (BCTEA).



- Is a collaborative framework between the B.C. provincial government, the Government of Canada and First Nations Education Steering Committee
- Aims to improve educational opportunities and outcomes for First Nations Students – addressing historic disparities and ensuring culturally relevant and inclusive learning environments
- Empowers Indigenous communities in shaping educational systems, preserves languages and culture, and advances the overall well-being and success of First Nations learners

Who have we been talking to?

FIRST NATIONS

- ✓ Ahousaht
- ✓ Lax Kw'alaams Band
- ✓ Cowichan Tribes
- ✓ Taku River Tlingit First Nation
- ✓ Klahoose First Nation
- ✓ Lower Nicola Indian Band
- ✓ Tla'amin Nation
- ✓ Cheam Band
- ✓ Xatsull First Nation
- ✓ Tsawwassen First Nation
- ✓ Maa-nulth Nations
- ✓ Nisga'a Nation
- ✓ Okanagan Indian Band

INDIGENOUS ORGANIZATIONS

- ✓ FNEsc – Regional Session (*Spring, 2023*)
- ✓ Métis Nation BC

... AND MORE

Who have we been talking to?

BCSSA Meetings

- Board of Directors – April 2023
- Metro Vancouver Chapter – January 2023
- Valley Metro Chapter – April 2023
- Okanagan Chapter – April 2023

All Superintendents Meetings

- February 2022 and October 2022
- February 2023 and May 2023

DPAC

- November 2022 and May 2023

BCSTA

- March 2022 and September 2022

BCASBO

- January 2023

Partner Liaison Meeting

- February 2023



What have we heard?

- Nations appreciate seeing **shifts that empower them in decision making** (*School of Choice, LEAs, IECs*).
- **Local context matters.**
- **Meeting with leadership from each band/nation** and building positive relationships is a priority.
- **Negotiating LEAs** formalizes and can strengthen School District/Nation relationships.
- **LEA policy provides clarity** regarding roles and expectations.
- **IEC policy sets a standard** for targeted funding spending and involvement of First Nations.
- **Work is challenging** in districts where there is conflict among bands/nations.
- **First Nations don't always have enough staff** to accommodate the consultation requested of them.





What have we heard?



- Need **more Indigenous educators** in public schools.
- A desire to **support teachers** through **professional development**.
- **Including First Nations in the decision-making regarding staff hiring** in schools is important.
- First Nations **require access to data relating to their students** including attendance and adult dogwood graduation rates.
- Too many Indigenous students are **graduating without required numeracy and literacy skills and knowledge**.
- Ensuring that **equity of educational outcomes and First Nations culture/language is “alive” in all schools** will reduce the need for school of choice.
- Ensure that FESL is being used as a tool to **improve outcomes and life chances for Indigenous learners**.

When will we see changes?

Policy development and consultation underway.

Expect updates in the Fall of 2023.

Proposed implementation is for the next school year 2024/25.

Please think about how these changes will affect your district and what the implications are. *We are interested to hear your concerns and questions.*



Thank you.

Denise Augustine

Denise.Augustine@gov.bc.ca

Brad Baker

Brad.Baker@gov.bc.ca



Health break.



RELAX
REFRESH
RECHARGE



*Reconciliation
Social-Emotional Wellness
Learning Environment
Accountability
Academics
Careers*



● Learning Environment.





Capital.

Chris Brown
Assistant Deputy Minister



Strategic Context.

- After decades of enrolment decline, British Columbia has seen **student enrolment growth since 2015** (*from births, interprovincial and mostly international migration*). This growth is placing **severe pressure on existing school infrastructure** in many communities.
- The Ministry of Education and Child Care continues to invest significant sums in public school infrastructure, with Budget 2023 committing **\$3.4 billion over 3 years** for major and minor capital programs – with a **focus on expansion projects** to accommodate student growth.
- To complement these investments and in light of rapid demographic growth, the ministry is working with school districts and other partners to address school infrastructure pressures and **create complete, sustainable communities**.



Capital Funding Requests, Capital Budget and Spending Priorities.



\$14.7B requested for 5-year period

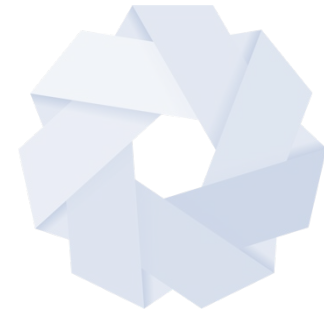


\$3.4B budgeted for 3-year period (2023)

SPENDING PRIORITIES TO BE ACCOMMODATED

- ✓ Site acquisitions, new schools, additions (*enrolment growth*)
- ✓ Seismic mitigation program (*health and safety*)
- ✓ Routine capital (school condition and performance)
- ✓ Expand access to Francophone education
- ✓ Construction cost escalation

Improvements Made to Date.



Continue historic **investments** into K-12 capital infrastructure



Shorten the major project approval process by 1 year by waiving the need for concept plans for straightforward projects and the ministry approving projects up to \$50 million



Extend capital project offices in key growth districts and investigate opportunities to stretch that capacity to other areas in need



Acquire needed and available school sites proactively using slippage (*unrealized capital expenses*)



Improvements Under Way.

- Deliver an approach to support **pre-fabricated additions** as a way to save time, costs and **meet the urgent student demand** across high growth communities.
- Investigate **simple, repeat designs** and other efficiencies to **reduce the time** and cost associated with school design, construction and maintenance.
- Develop **urban schools as part of integrated developments** along key transit corridors.
- Establish an option to provide **lease funding** as an **alternative to portable classrooms** in high growth communities.

*Reconciliation
Social-Emotional Wellness
Learning Environment
Accountability
Academics
Careers*



Technology Services for Equity and Access.

Eleanor Liddy

Assistant Deputy Minister

3D PRINTING



BIOTECHNOLOGY



**AI AND
MACHINE
LEARNING**



**AUTONOMOUS
VEHICLES**



**BLOCKCHAIN AND
CRYPTOCURRENCY**



WIFI



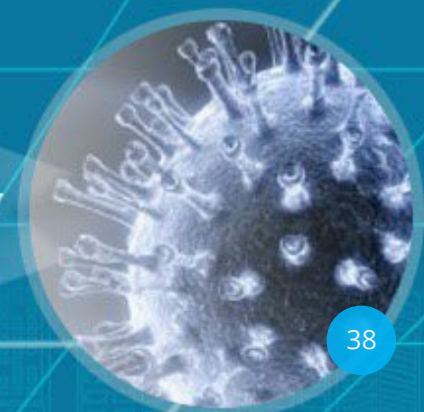
**CLOUD
COMPUTING**



BIG DATA



NANOTECHNOLOGY





Modernization.

MyEducation BC

- MyEdBC Insights
- Authentication
- K-12 Reporting
- Indigenous Names

TRAX to GRAD.

Modernized management
of student achievement data

OUT WITH THE OLD

→ 30-year-old technology



IN WITH THE NEW

→ Opportunity for modern, digital solutions
that support continuous improvement



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 MAIN MENU

Current Report Date : SEP 30 2018 Collection : September SNAPSHOT

PROCESS 1701 DATA 01 Process and Edit 02 Pre-Print Form Menu	PROCESS OTHER DATA 11 Pre-Print Form Menu 12 Process and Edit
POSTED STUDENT DATA 51 View Posted Data 52 Standard Reports 53 Miscellaneous Reports & Extracts	SUPPORT TABLES 61 Schools and Districts 62 Independent Schools Menu 63 Miscellaneous Tables Menu
91 Manager's Menu 92 Programmer's Menu	95 TASQ WHO? KCORDNER_SLD

Collections SN September Snapshot SP February Snapshot DL Distributed Learning CE Cont Ed Full Yr SL Summer Learning
 Commands CD Change Report Date DD Document Dir PW Change Your Password Q View/Change Batch/Print Queues

Education Data Xchange.

BRITISH COLUMBIA Education Data Exchange (EDX)

MENU Student Level Data (1701) | Eagle View Elementary School

Student Level Data (1701)

September 2022 Collection

[← Return to Data Collections](#)

Verify School Details (1601) 1

Verify School Contacts (1601) 2

Upload Data 3

Review & Fix Data Issues 4

Edit/Verify Data & Submit 5

Please review and verify that the details on record for the school are accurate.

08585023 - Eagle View Elementary School

085 - Vancouver Island North

Open + phone + email 250-949-6485

School Details

Open Date	Close Date	Facility Type
1970/07/01	-	Standard School
Grades Offered	School Organization	NLC Activity
Kindergarten Fulltime, 1, 2, 3, 4, 5, 6, 7	10 month	Early Learning, Community

Addresses

[+ address](#)



Future-Focused Learning.



K-12 Workforce Update.

Cloë Nicholls

Assistant Deputy Minister



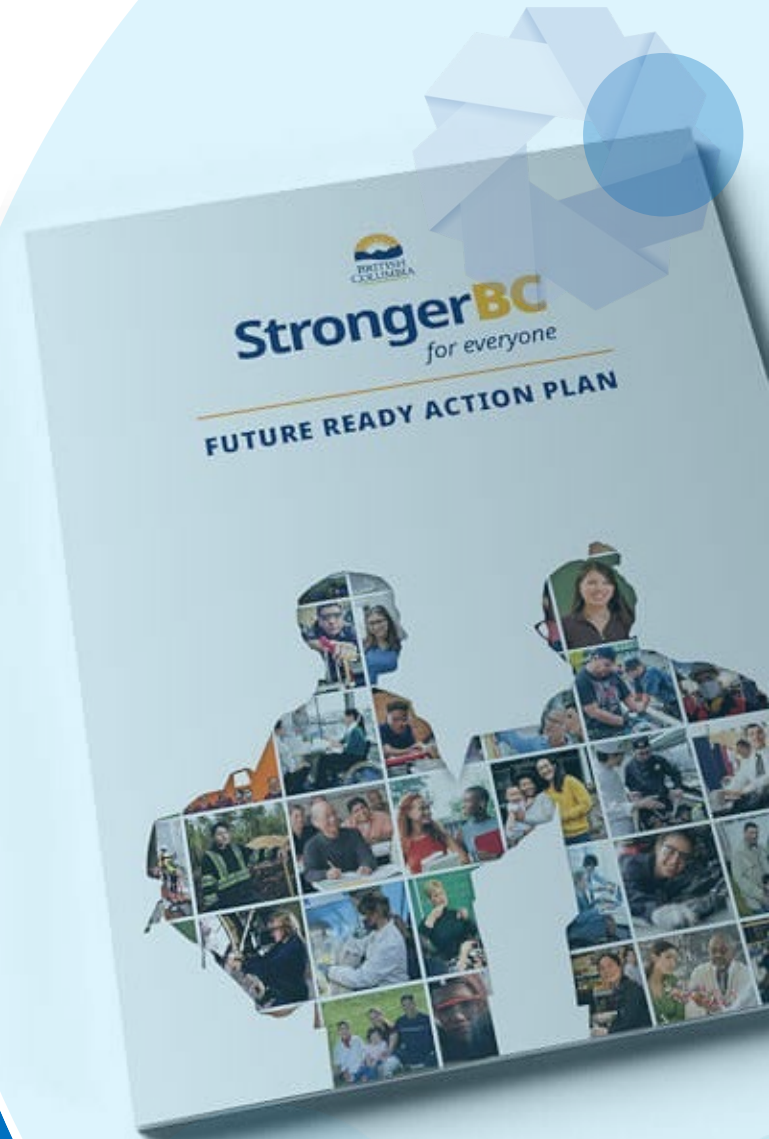
StrongerBC Future Ready Action Plan.

Cross-sector plan to help people get skills for in-demand jobs and succeed in the changing economy

- *Our economy is innovating quickly, workplaces are transforming, & we have a significant number of job openings*
- *Reflects Government's commitment to building a stronger, cleaner and more inclusive economy*
- *Includes a focus on the Care Economy*

Two initiatives to support K-12 teacher training, recruitment/retention

1. Targeted supports for **teacher recruitment** and **retention** in rural/remote areas – **\$3.7M** over **3 years**
2. Investments to train, recruit and retain **Indigenous teachers** – **\$8.9M** over **3 years**





K-12 Workforce Initiatives Underway.

EXPANSION OF THE NORTHERN INQUIRY PROJECT

Support a broader number
of northern and rural
school districts with their
hiring needs

ESTABLISHMENT OF BARGAINING- RELATED COMMITTEES (BCPSEA)

LOU 4: *Employment Equity
– Indigenous Peoples*

LOU 5: *Remote recruitment and
retention allowance*

LOU 13: *Committee to Discuss
Indigenous Peoples Recognition
and Reconciliation*

ESTABLISHMENT OF A WORKING GROUP ON INCENTIVES (BCPSEA)

Develop a coordinated
approach for the use of
incentives, including the use
of StrongerBC Future Ready
Action Plan funding

DEVELOPMENT OF A PROVINCIAL K-12 WORKFORCE STRATEGY

Work collectively as a sector
to support a stable, qualified,
and engaged workforce (*support
staff, teachers and administrators*)

K-12 Workforce Strategy – *Draft Framework*



Vision

A high-quality and inclusive K-12 education system, delivered by an engaged workforce empowered through rewarding and valued career opportunities.

Mission

As a sector, collectively support and sustain a stable, qualified, engaged and respected workforce for the K-12 education system.

Guiding Principles

- Equity
- Resilience
- Coordination
- Reconciliation
- Flexibility
- Future-oriented
- Diversity
- Student-focused
- Evidence-based



Focus Areas

IGNITING TALENT

Attracting the right people for the right position

RESPONSIVE TRAINING PATHWAYS

Establishing flexible and innovative training pathways, policies and delivery models

EMPOWERING PROFESSIONALS

Supporting individuals for success at each stage of their K-12 education career journey

REWARDING CAREERS

Providing engaging career options that recognize people's unique strengths and contributions

AN AGILE EDUCATION SYSTEM

Implementing initiatives to leverage people's expertise & support equity across BC



K-12 Workforce Strategy

Timelines & Next Steps...

MAY – Initial planning session with sector partners

JUNE – Development of a draft framework for the strategy

JULY/AUGUST – Cross-sector working groups developing draft recommendations for the five focus areas:

- *Igniting Talent*
- *Responsive Training Pathways*
- *Empowering Professionals*
- *Rewarding Careers*
- *An Agile Education System*

EARLY FALL – Reconvene sector partners to review the draft K-12 Workforce Strategy



Implementation – Starting in school year 2024/2025

*Reconciliation
Social-Emotional Wellness
Learning Environment
Accountability
Academics
Careers*



Supporting Student Success. *Learning Agenda*



Mental Health, Substance Use and Safety.

Jennifer McCrea

Assistant Deputy Minister

Context – *Snapshot of BC Kids.*

- Multiple complex factors impacting student mental health and wellness in our current environment
- We are working collectively across the provincial system to better understand the current landscape. Data includes:
 - *Self-reported (child and youth) and administrative data (hospitals, triage)*
 - *Collected from the Education and Child Care, Cross-Ministry Partners, National Data and Community Partners*
- What we have heard, what we are paying attention to and how we continue to support school districts this coming year



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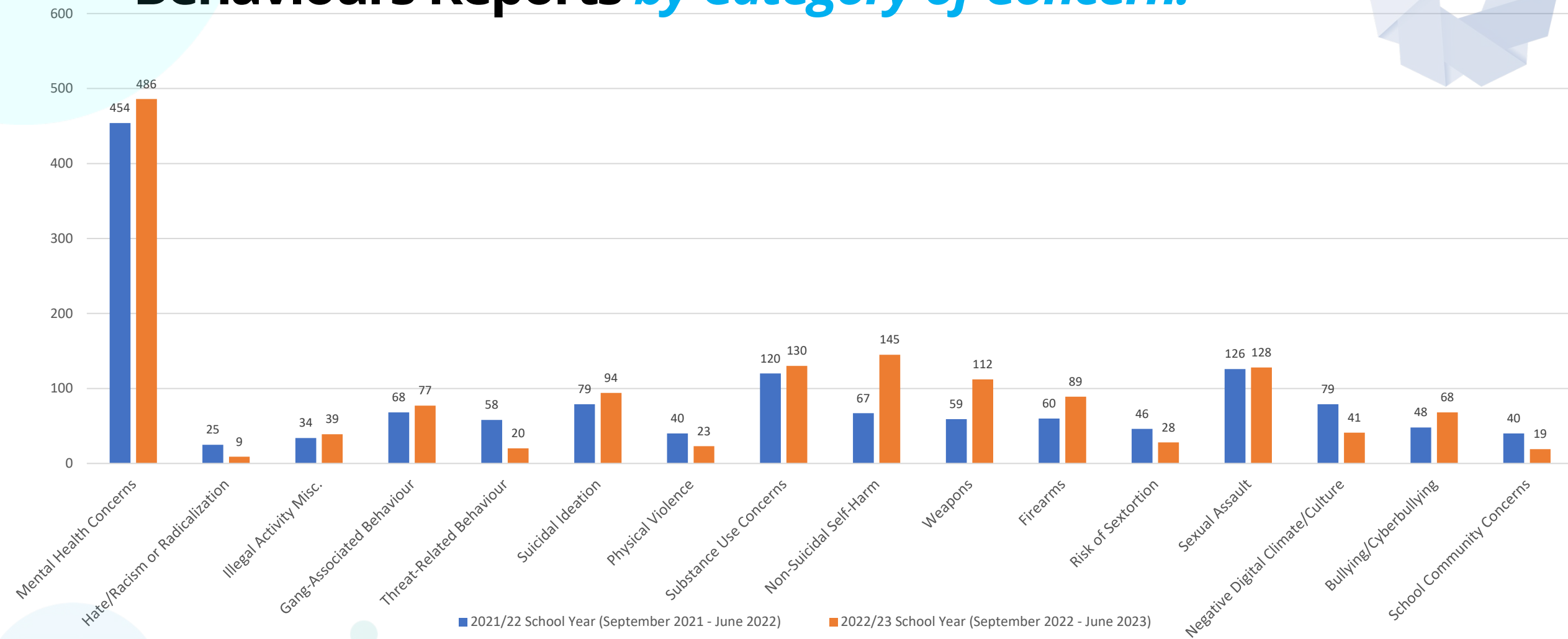
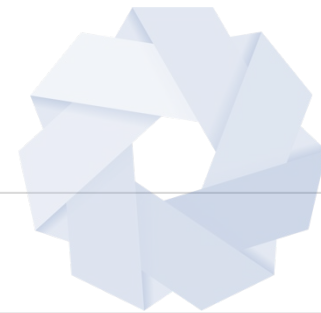


Current Data – Mental Health of Children and Youth in BC.

- **85%** of youth agree mental health is important
- Fewer BC youth perceive their mental health as positive (**58%**) than the national average (**62%**)
- Children in older grades report lower levels of well-being
- Increase in anxiety, depression, ADHD, PTSD
- BC youth perceive life stress at a higher percentage (**17%**) than the national average (**14%**)



Behaviours identified in Worrisome Online Behaviours Reports *by Category of Concern.*



What We Are Paying Attention to.

Youth Suicide and Self Harm

- Heightened risk of **self-harm** and **suicide**
- **Suicide** is the **second-leading cause of death** among BC youth age 15 to 24
- **Females** account for **72%** of self-harm hospitalizations among those age **10–19**
- **Female** and **non-binary/transgender youth** are at **higher risk** of hospitalization due to attempted suicide and/or self-harm
- The 2018 BC Adolescent Health Survey indicated that **17%** of BC students age **12–19** had **self-harmed** in the previous year, up from **15%** in 2013
- **Indigenous people** continue to be **disproportionately affected** by **self-harm** and **suicide**

Sextortion



815% increase in reports of online sexual luring targeting children between **2018–2022**





What We Are Paying Attention to.

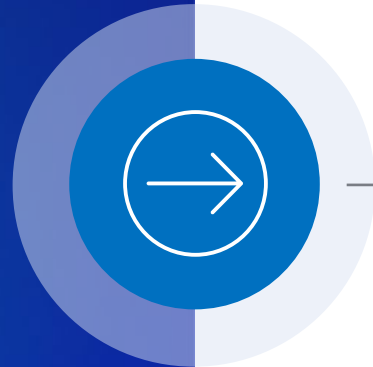
Substance Use

- **Alcohol, tobacco** and **nicotine** use have **declined**
- Hospitalizations due to **poisonings** have **continuously increased** annually over the 10-year period between **2012-2021**

Death from Drug Poisoning

- **Drug deaths of youth (0-18)** was the leading cause of unnatural deaths among youth **from 2017 to 2022**
- Most common **age range for youth fatalities** from drug toxicity is **16 to 18 years old**
- This average number of deaths is more than triple the average number of deaths in the five years between **2012-2016**
- **67%** of the youth that died had **mental concerns**

How we are responding.



SYSTEM-WIDE APPROACHES

- Integrated Child and Youth (ICY) Teams
- Anti-Racism

CAPACITY BUILDING OPPORTUNITIES

- School District Mental Health Leads Network
- Continued support for student safety including updated trainings and guidelines through erase

RESOURCES

- **Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources – June 2023**
- erase website

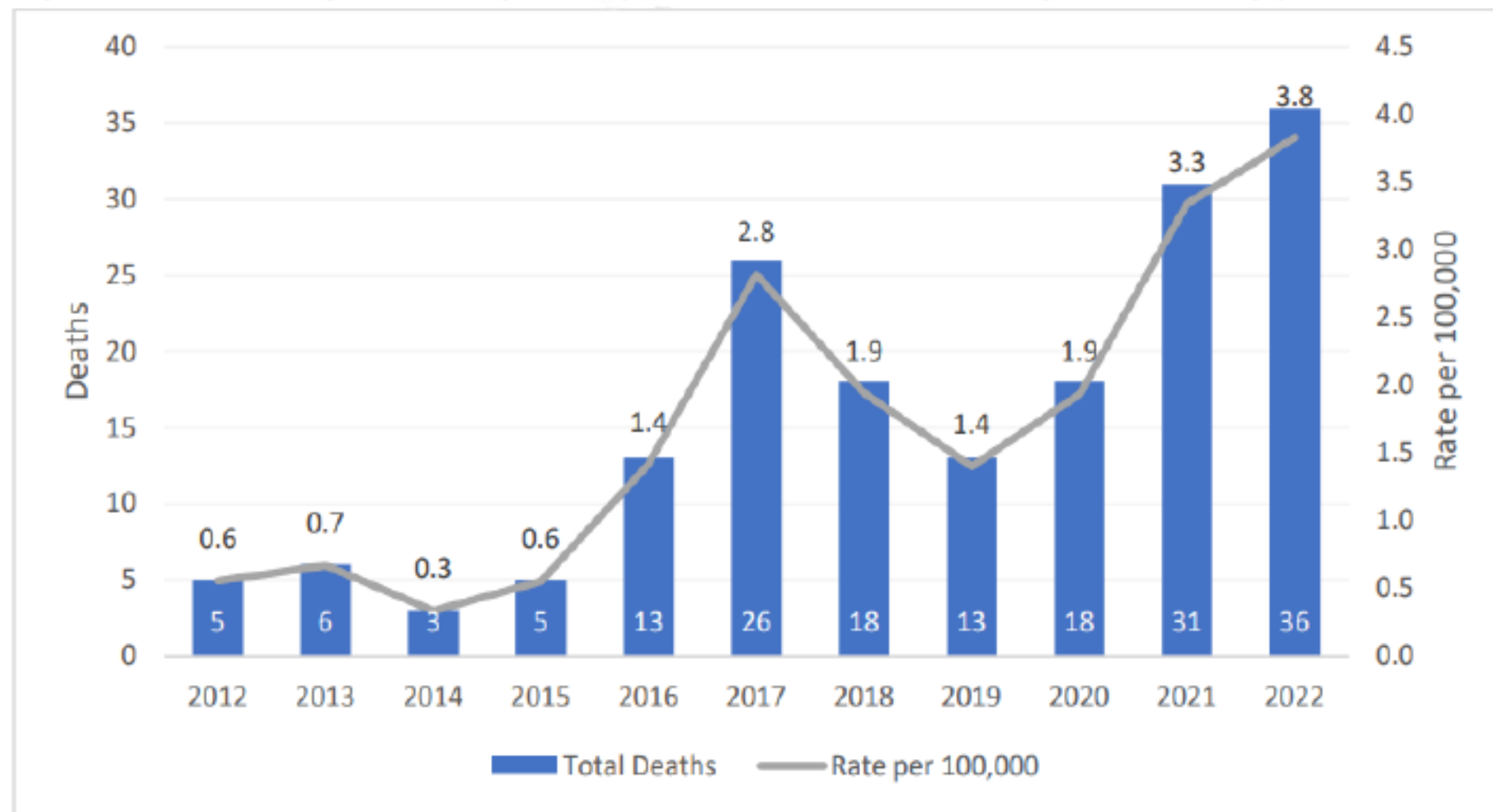
DIRECT SUPPORTS

- Continued Mental Health in School Grant Funding
- 24/7 Safety Subject Experts

APPENDIX

Drug Toxicity Deaths in Children and Youth.

Figure 2: Youth unregulated drug toxicity deaths and rates of death per 100,000 by year 2012-2022



Source: Coroners Service Report, Youth Unregulated Drug Toxicity Deaths in British Columbia 2017-2022

*Reconciliation
Social-Emotional Wellness
Learning Environment
Accountability
Academics
Careers*



Focus on Learning *Next Steps.*

Melanie Stewart

Assistant Deputy Minister

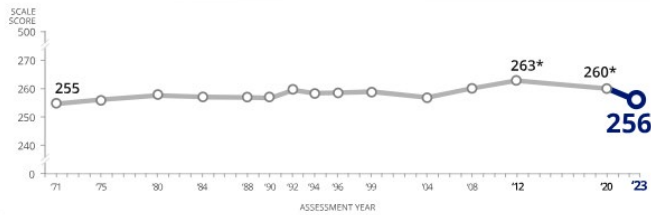
Cloë Nicholls

Assistant Deputy Minister

FIGURE | Trend in NAEP long-term trend reading and mathematics average scores for 13-year-old students

DISPLAY AS **GRAPH** TABLE

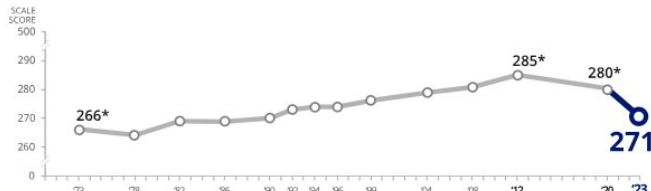
READING



Score change between 2020 and 2023



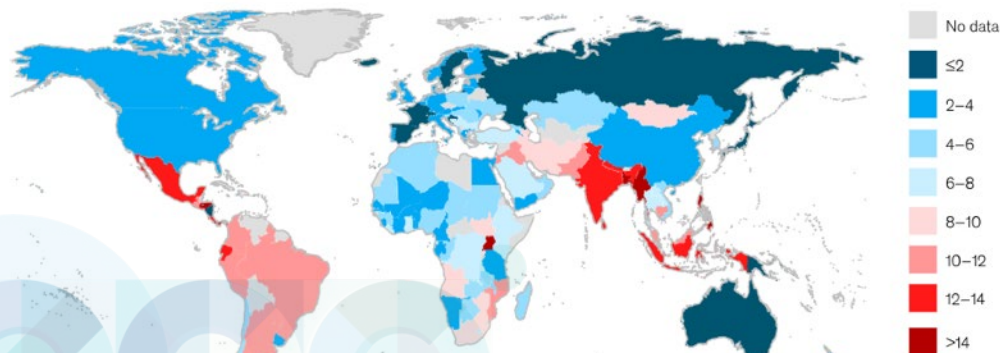
MATHEMATICS



Score change between 2020 and 2023



Estimated learning delay in months by country,¹ Feb 16, 2020–Jan 31, 2022



BCSSA SUMMER LEADERSHIP // 2023

Context.

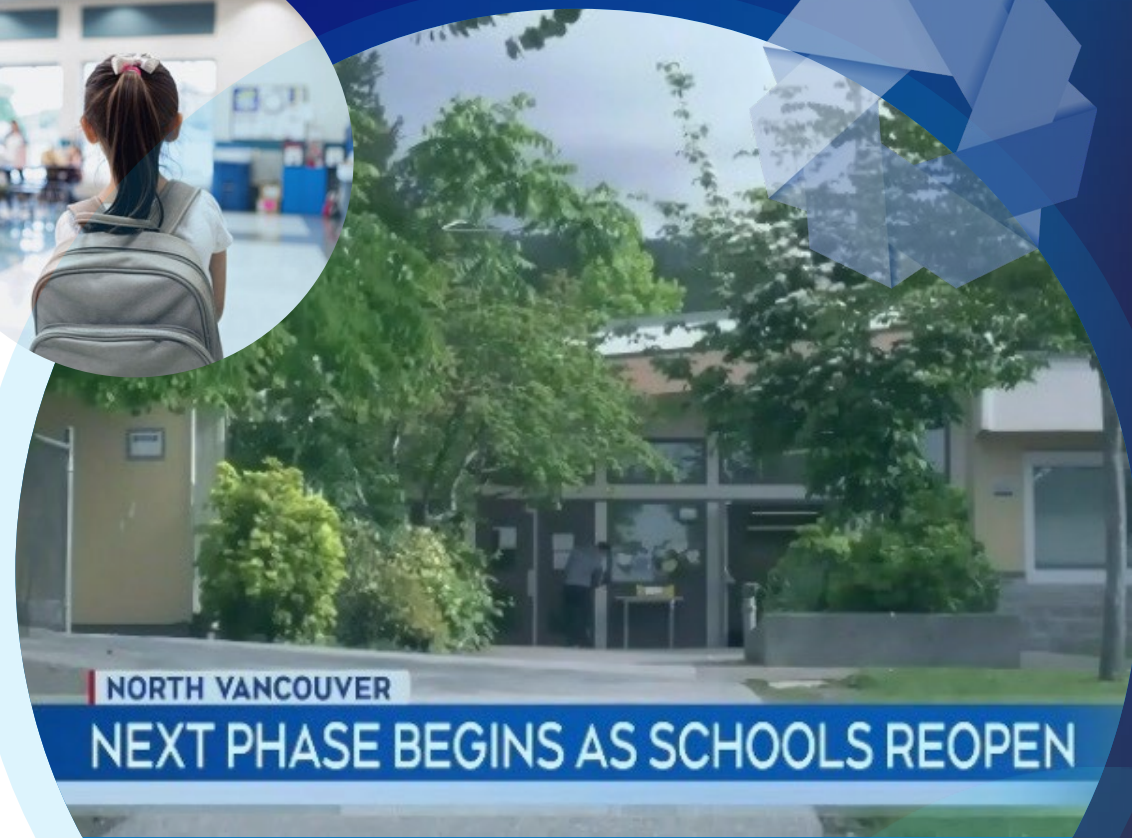
- **COVID learning loss** has been a significant global conversation
- Post-pandemic, many jurisdictions are reporting **profound academic** and **social** and **emotional impacts**
- Globally, **COVID learning loss** has **worsened inequalities** within many jurisdictions

Abstract

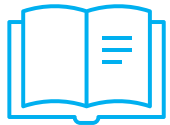
It is widely discussed that the pandemic has impacted educational inequalities across the world. However, in contrast to data on health or unemployment, data on education outcomes are not timely. Hence, we have extremely limited knowledge about pandemic-related learning losses at the national and cross-national levels. As it might take years to get suitable comparative data, this study uses the latest large-scale international achievement survey from before the pandemic, the Trends in International Mathematics and Science Study 2019, to answer two research questions. First, which European countries are most likely to have experienced higher learning loss among their children? Second, which European countries have most likely experienced the greatest increases in learning inequalities? Results based on 4th graders' school achievements indicate that educational inequalities between and within countries are likely to have augmented substantially throughout Europe. Some European countries are probably already facing an education crisis.

Context.

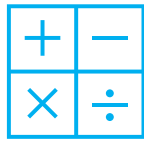
- British Columbia had some of the **shortest school closures in the world**, with the closure announced on March 17, 2020, and schools reopening as of June 1, 2020.
- The efforts of our teachers, school and district administrators, and support staff to keep schools open have had **clear benefits for our students**.
- However, while British Columbia has fared far better than many other jurisdictions, we have also experienced **post-COVID learning impacts**.



Data.



In 2022/23, for Literacy, the percentage of public-school students who are On-Track and Extending was 62% for Grade 4 and 65% for Grade 7



Similarly, for FSA Numeracy, the percentage of public-school students who are On-Track and Extending was 57% for Grade 4 and 48% for Grade 7



This is a decline from previous school years, particularly in Grade 7



Comparison with the 2020/2021 school year should be done with caution, as the FSA was administered in February, instead of October, impacting assessment participation rates and results

FSA Results.

FSA Grade 4 - Public School Students

School Year	Emerging		On Track		Extending	
	Reading/Literacy	Numeracy	Reading/Literacy	Numeracy	Reading/Literacy	Numeracy
2017/18	24%	34%	63%	59%	13%	6%
2018/19	24%	33%	64%	61%	12%	6%
2019/20	26%	32%	63%	61%	11%	7%
2020/21	18%	28%	68%	62%	15%	10%
2021/22	25%	34%	63%	58%	12%	8%
2022/23	27%	37%	62%	57%	12%	6%

FSA Grade 7 - Public School Students

School Year	Emerging		On Track		Extending	
	Reading/Literacy	Numeracy	Reading/Literacy	Numeracy	Reading/Literacy	Numeracy
2017/18	22%	35%	72%	55%	6%	10%
2018/19	23%	34%	72%	55%	5%	10%
2019/20	24%	36%	72%	52%	4%	12%
2020/21	22%	32%	74%	55%	4%	13%
2021/22	27%	38%	70%	51%	4%	11%
2022/23	31%	43%	65%	48%	3%	9%

* Dark grey indicates where the FSA administration was *later* in 2020/21

FSA Results.

Priority Populations

- For Indigenous students, the percentage of students On-Track and Extending has **declined** for Literacy and Numeracy at Grades 4 and 7 (*biggest declines are at grade 7*)
- Non-gifted special needs designated students have had **slight declines** in both Literacy and Numeracy at Grades 4 and 7 (*biggest declines are at Grade 7 in Reading/Literacy*)
- For English Language Learners, there have been **declines in both Literacy and Numeracy** at Grade 4 and 7, but Reading/Literacy Grade 4 has improved slightly

Percent of Indigenous Students On Track & Extending

Grade	Component	Number of Writers (2022/2023)	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
4	Reading/Literacy	3,987	63.9%	61.4%	72.7%	61.4%	59.5%
	Numeracy	4,001	48.8 %	51.7%	57.1%	46.1%	44.2%
7	Reading/Literacy	4,330	62%	61.2%	62.9%	55.1%	51.1%
	Numeracy	4,258	41.6%	40.2%	46.4%	40.1%	36.8%

Special Needs students (11 Reporting Groups/Categories)

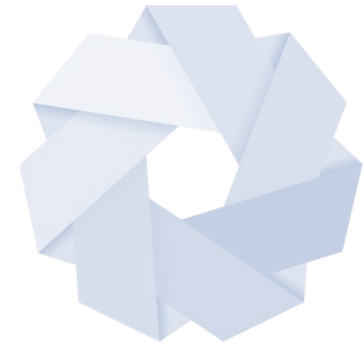
Percent of Non-Gifted Special Needs Students On Track and Extending

Grade	Component	Number of Writers (2022/2023)	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
4	Reading/Literacy	2,496	63.5%	62.7%	73.5%	63.4%	63%
	Numeracy	2,508	46.8%	53.5%	60.3%	51%	50.4%
7	Reading/Literacy	4,161	56.3%	55.4%	60.8%	52.8%	48.4%
	Numeracy	4,071	40.5%	39.3%	47.6%	39.1%	38.6%

Percent of Students On Track and Extending– English Language Learner (ELL) Students

Grade	Component	Number of Writers (2022/2023)	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
4	Reading/Literacy	6,273	68.3%	64.2%	76.1%	68.0%	69.0%
	Numeracy	6,271	59.6%	59.9%	64.6%	60.8%	57.1%
7	Reading/Literacy	1,960	62.6%	63.6%	64.3%	60.1%	56.2%
	Numeracy	1,962	62.0%	58.8%	61.6%	57.7%	52.4%

FSA Results – *Priority Populations*



Percent of CYIC EVER^ Students On Track & Extending

Grade	Component	Number of Writers (2022/2023)	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
4	Reading/Literacy	605	56.4%	52.9%	64.4%	55.4%	50.2%
	Numeracy	608	38.3%	42.2%	44.7%	35.1%	34.7%
7	Reading/Literacy	743	52.9%	50.7%	58.5%	44.9%	39.7%
	Numeracy	725	29.9%	30.5%	38.3%	27.9%	24.3%

[^]CYIC EVER - A flag indicating if the student was ever flagged as in care



For **Children and Youth in Care (CYIC) students**, the percentage of students On-Track and Extending has ***declined*** for **Literacy and Numeracy at Grades 4 and 7**



Discussion.



- Since 2017/18, overall student assessment performance had been **relatively stable leading up to the pandemic**
- Results in **2020/21 improved** due to the late administration of the FSA (*due to COVID*) and **proceeded to fall** again the following year
- Overall, in 2022/23, the percentage of students On-Track or Extending at Grade 4 and Grade 7 for FSA Numeracy and Literacy **declined from the previous year**
 - *The declines and equity gaps are more pronounced for priority populations*
- While results are **not** meant to be treated as causal, this is **feasibly linked to COVID impacts**
- Actions designed to support a **strengthened focus on learning** are being prioritized to address the declines and provide more **targeted supports for literacy and numeracy**

● Focus on Learning – *Next Steps.*

A strengthened focus on learning and transformation to support literacy and numeracy will require co-construction with the sector

EXAMPLES of what could be included

- *Planning, teaching, and assessment resources for teachers?*
- *Professional learning modules for educators?*
- *Learning implementation support teams?*
- *Focus professional development on literacy/numeracy?*
- *School district scan on promising practices in literacy/numeracy?*



Discussion 1.

Using these choices below, table groups will engage in discussion and a prioritizing exercise using SLIDO.

Part A (10 minutes): As a table, discuss the following question:

Where should the sector and ministry collectively focus their attention for optimum progress?

Part B (5 minutes): Individually prioritize the below examples using SLIDO

Which of these strategies will yield the most impact for your district?

- ✓ Planning, teaching, and assessment resources for teachers?
- ✓ Professional learning modules for educators?
- ✓ Learning implementation support teams?
- ✓ Focus professional development on literacy / numeracy
- ✓ School district scan on promising practices in literacy / numeracy?



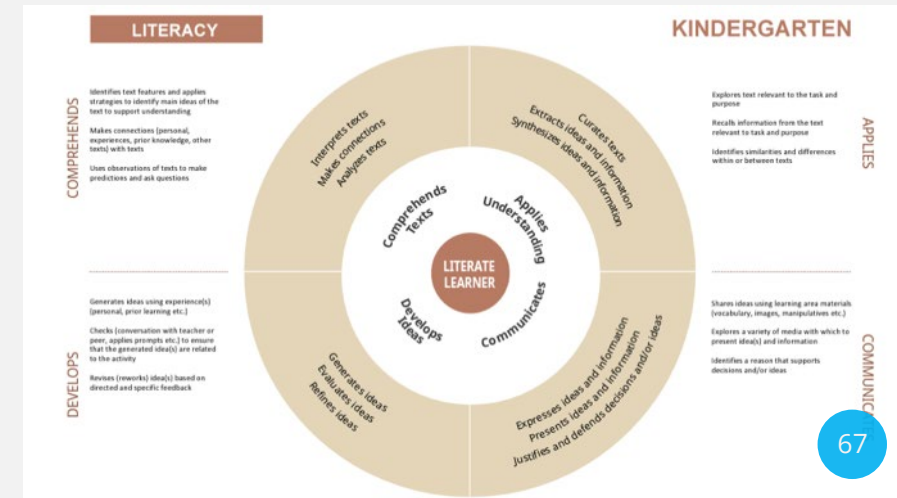
SLIDO.COM
CODE: 4234112
ROOM 1

Example – *Resources.*

- **BC Learning Pathways** is an ongoing set of resources which help teachers incorporate cross-curricular literacy and numeracy from K-12
- The initial resources are available for teacher use and feedback throughout the 2023/24 SY and will be finalized for the 2024/25 school year
- Initial feedback has indicated a desire for additional supports for foundational literacy and numeracy
- Another possible area for development as part of the BC Learning Pathways is an updated digital literacy framework, including recognizing and avoiding misinformation



BC LEARNING PATHWAYS: A Guide for Teachers





Example *Education Partners.*

- The Advisory Group on Provincial Assessment (AGPA I & II) made recommendations for the redesign, including moving from course-based to cross-curricular assessments.
- AGPA III has identified some recommendations for Minister consideration.
- The ministry is exploring ways to further incorporate aspects of the Core Competencies, such as student wellness, into provincial assessments.
- Assessment practices which value both cognitive and non-cognitive measures will be prioritized.
- AGPA III will also consider how to strengthen the focus on learning and provide recommendations to the ministry in the 2023/24 school year to guide further work.

Example – *Framework (CIP) Supports.*

- Provincial data indicates the 3 priority populations listed in the Enhancing Student Learning Reporting Order are experiencing an even bigger impact since COVID.
- Districts already report annually on FSA Literacy and Numeracy in the Enhancing Student Learning Reports, and are reviewing this data in advance of publishing the 2022/23 Annual Reports.
- Many districts already include literacy and numeracy priorities in their Strategic Plans – *for all students and for the 3 priority populations.*
- In Year 3 of the Framework, the Continuous Improvement Program will sponsor Communities of Practice, peer networking, and assist in identifying promising practices in response.



Discussion 2.

Table group discussion – *all participants* will individually record responses using SLIDO.

Part A (15 minutes): Discussion

Share your strategic plan priority that is focused on improving student learning?

- *What strategies have you identified and implemented?*
- *What successes or challenges have you experienced?*

Part B (10 minutes): SLIDO

1. Take a moment to record some of your responses to the questions above, specific to your district.
2. In what ways can the ministry and sector continue to work together? Select your preferred method for future engagement?



SLIDO.COM
CODE: 4234112
ROOM 2

Closing Remarks.



Collective Accountability
for Student Success,
Equity *and* Well-being



Thank you.



Ministry of
Education and
Child Care



Advance 23-24

This is the Way...

*Thank
you!*

Learning Intentions: Advance 2023

- Review Ministry and District educational mandate
- Review operations processes and communications
- Introduce leadership professional development through the book "Leadership Credibility"
- Review implications and timelines of new reporting policy - now in effect
- Mitigation of parent concerns - setting up a structure, process for success
- HR
- Learning Services plans and updates
- Cultural Safety
- Management Updates



Success Criteria: Our learning intentions will be met if:

- Participants learned some new things about each other, in particular with our new members, and feel a sense of belonging and support
- Participants understand the ministry direction as well as the priorities and goals of the District, for the 2023-24 school year
- Participants engaged in peer and self-reflection through the introduction of the book “Leader Credibility”
- Participants feel they have strategies for effective and proactive communication with parents
- Participants are aware of the upcoming key management requirements and programs from each department and have a sense of how they will be reflected at their school - ie. reporting, Learning Services, Framework, Facilities, etc.
- The school team/leader have a good sense of the shape and content of their first staff meeting and have triaged priority tasks for the next week

Glen Longley



Principal Charlie Lake

Hunter Mackay



Vice-Principal Charlie Lake

Cody Clements



Vice-Principal Ma Murray

Marge Wiebe



Principal Prespatou

Chris Nock



Principal Dr Kearney







Krista Peregoodoff

NPSS





Stephanie Parks

Prespatou





Jayson Jopio

Tech Services

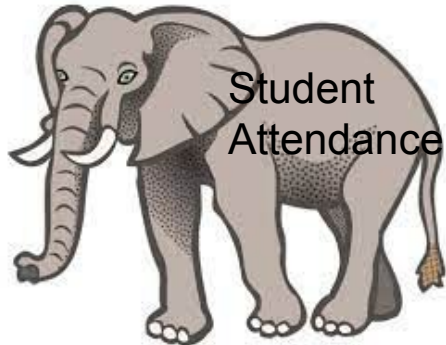


Big rocks 2023-24

- Board Strategic Plan
- Framework for Enhancing Student Learning
 - Learning Support Model
 - A Focus on numeracy
- Implementation of new Reporting Policy
- Consolidation of system-wide assessments, resources and programs (numeracy and literacy, e-Insight)
- Cultural Safety, Anti-Racism, Reconciliation and Equity Scan
- Renewal of LEAs with First Nations
- Full implementation of SEL model
- Growth & Consolidation of Early Learning and Childcare programs
- Food Security Fund
- Recruitment, Retention, Coverage
- Attendance - Valuing Education
- Equity gap

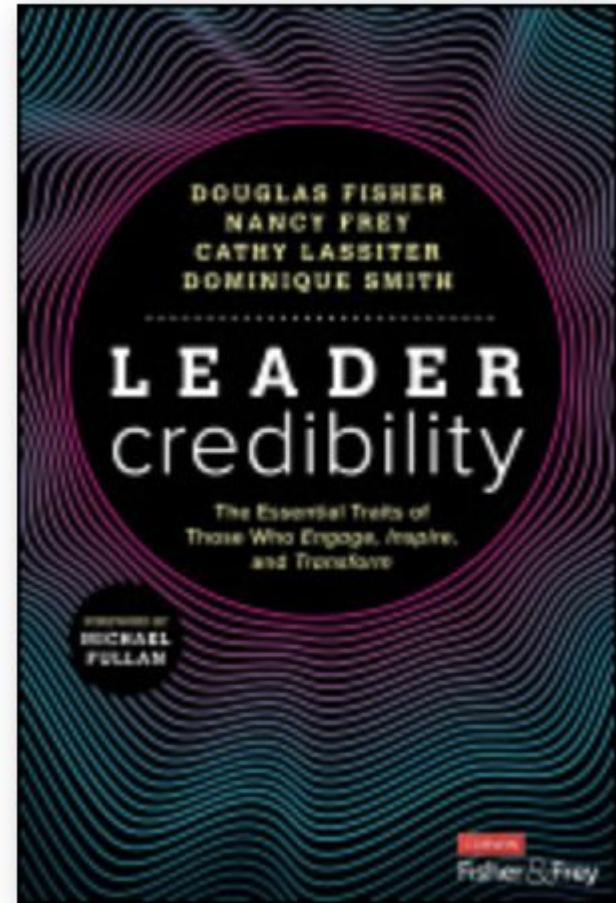


The elephants in the room



Operations: part of the orchestra...

Leadership Development



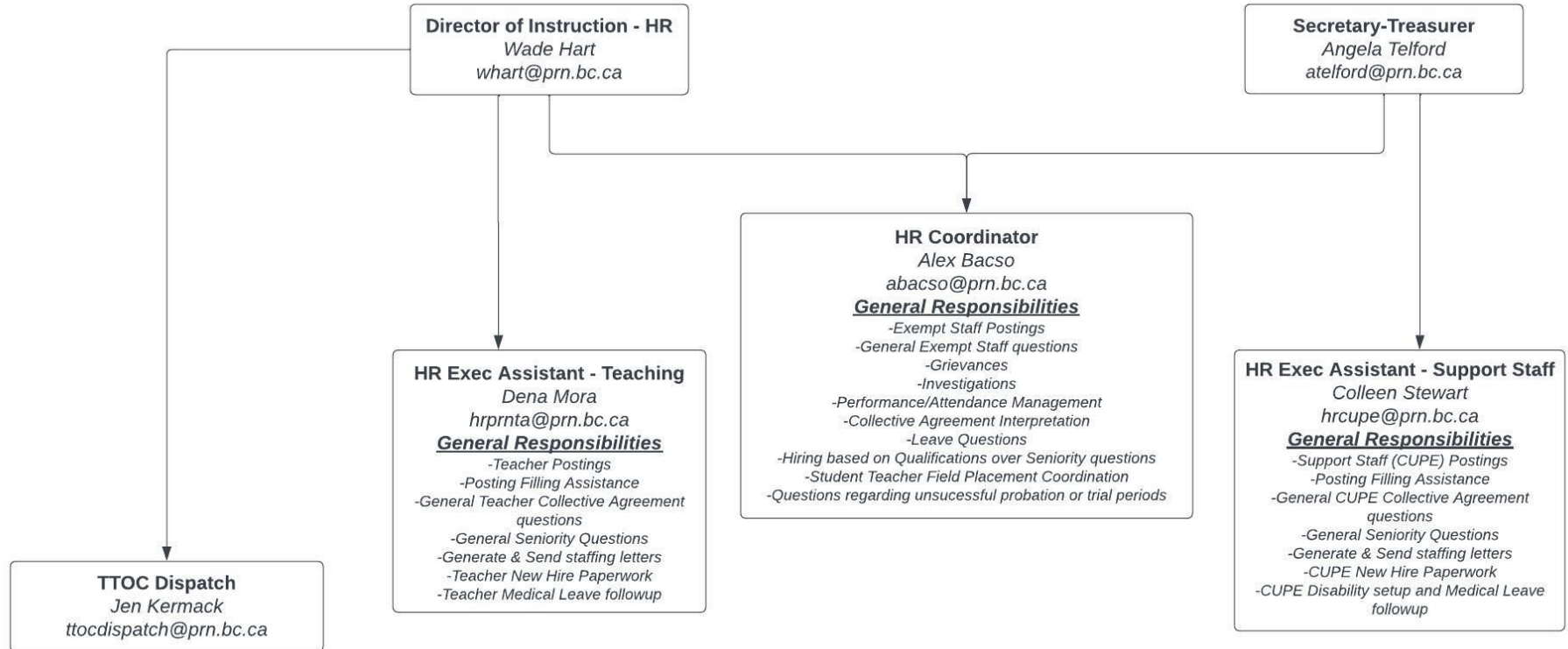
Truth and Reconciliation Day

- BC will observe Sept 30th as a holiday - Truth and Reconciliation Day
- In-Lieu day will be October 2nd - Schools Closed
- Please message this in your newsletters

1701 snapshot is Sept 29



HR Org Chart *in absence of HR Manager





Better Together Workshops

Strengthening our Roots for a Successful Year

Workshops to support planning
and starting your school year.



Options for early career and
experienced teachers at all grade levels.

Monday, Aug. 28	Tuesday, Aug. 29	Wednesday, Aug. 30	Thursday, Aug. 31
<p>9-3 Better Together: Strengthening our Roots: Gr. K-12</p> <ul style="list-style-type: none">-SD60 information-Navigating the BC Curriculum-Planning Information 	<p>9-12:00 Concept Studio Gr. K-9</p> <p>9-12:00 Word Work: Teaching Phonics, Vocabulary and Morphemes Gr. 3-6</p> <p>9-12:00 Word Study: Teaching Vocabulary and Morphemes Gr. 7-9</p>	<p>9-12 Literacy Planning Gr. K-3</p> <p>9-12:00 Using Technology to Support Inclusion Gr. K-12</p> 	<p>9-3 Intro to Learning Assistance</p> <p>9-3 Time to Plan: Plan to Learn Gr k-12</p> <p>9-12 Classroom Management Gr. K-12</p>
	<p>1-3:30 Literacy Planning Gr. 4-6 and 7-9</p> <p>1-3:30 Standard Based Grading & The New Reporting Order Grades 7-12</p>	<p>1-3:30 Numeracy Planning and Problem Solving Gr. K-12</p> <p>1-3:00 POPEY Learning Series Online Primary</p>	<p>1-3 Designing Your Classroom Space for Success Gr. K-10</p>

To register, email learningServices@prn.bc.ca by Thursday, June 30th, 2023.
If space is available, late registration will be accepted until Friday, August 18th.

Indigenous Cultural Safety, Humility, and Competency



Presenters: Pat Jansen and Carleen Andrews

Len Pierre

Len Pierre is Coast Salish from Katzie (kate-zee) First Nation. Len is an **educator, consultant, TEDx Speaker, social activist, change agent, & traditional knowledge keeper**. He has a Masters degree in Education from Simon Fraser University focusing on Indigenous curriculum and instructional design.

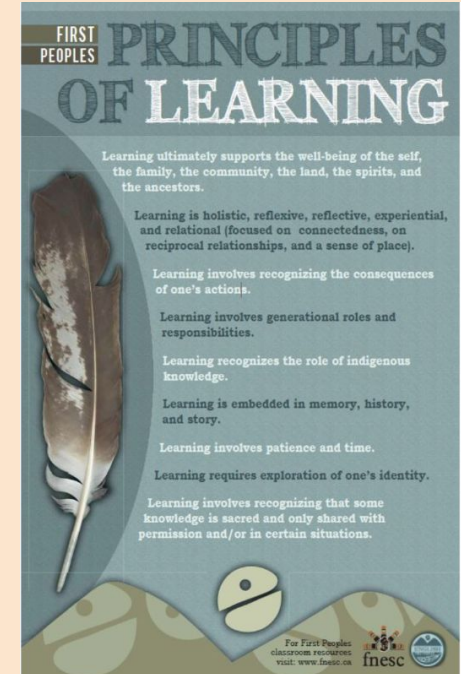
[Cultural Safety Education as the Blueprint for Reconciliation | Len Pierre | TEDxSFU](#)

Creating Culturally Safe School Environments

Reflection

- How aware are you of your own bias?
- What might you need to unlearn as much as learn?

(Jo Chrona, Wayi Wah!, 2022)





Cultural Awareness
& Sensitivity

Cultural
Competency

Cultural
Humility

INDIGENOUS CULTURAL SAFETY, HUMILITY, AND COMPETENCY GUIDE

We are grateful to - School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Secwepemcúl'ecw and recognizes that the Secwépemc people are the keepers of their traditions and knowledge. Aboriginal Principal Mike Bowden

<https://drive.google.com/drive/u/0/folders/1wByedDLu1iqREQdQpdoMd7OrFZxAtsBK>
<https://drive.google.com/drive/u/0/folders/1wByedDLu1iqREQdQpdoMd7OrFZxAtsBK>



Exec Staff



Jarrold	Carleen	Wade
Systems / Planning / Reporting	Indigenous & SEL	Transitions / HR
FESL / Achievement Dashboard	FESL / Achievement Dashboard	FESL / Achievement Dashboard
Childcare & Early Learning programming oversight	Indigenous achievement: LEA, Equity Scan, curriculum development	Transitions (6-7, 9-10) and Middle School model support
Rural Schools liaison	District support model for SEL/Counseling. District trauma and crisis response	Intellectual achievement in middle years
Posts of Responsibility Pro-D	Community Links / Vulnerable Students	HR oversight and compliance
Variances / Enrolment projections	Alt Programs - district liaison	Safe Schools Coordinator
My Ed / Insight Liaison	Student Conduct Committee Chair	Staff Planning / CEF/ Remedy
Calendar planning and Regulations	Parent Complaints - complex cases	Lead investigator
Technology Department oversight	Wellness Programs and teacher mentor contact	PRNTA district liaison
BAA courses	Band	FSA / Satisfaction Survey
Leadership Academy	Leadership Academy	Leadership Academy
Communications mgmt	Reporting Abuse policy and procedures	BCPSEA/MAF liaison
Online Admin handbook	Gifted Program	District wellness committee



Communication Pathways

- Parent Engagement
 - Call with PAC president prior to startup
 - Strategies for parent engagement
 - Invitation to Planning Day



Growth Plan

Template - https://docs.google.com/document/d/1ASR0bpXgl1KRdhZmA_B69XmkggtIZiLIOeAQ3sv_zDNg/copy



School District 60
Peace River North

School District #60 – Peace River North

ADMINISTRATIVE OFFICER PROFESSIONAL GROWTH PLAN

NAME: _____
SCHOOL YEAR: _____

PARTNER: _____
(Guide/Dimensions of Practice Available Below)

GOAL:

RATIONALE:



School District 60
Peace River North

School District #60 – Peace River North

PROFESSIONAL GROWTH PLAN

NAME: Jarrod Bell
SCHOOL YEAR: 2018-2019

GOAL: Standards Based Grading - Academic background OR Teacher Collective Agreement

Continue to increase my academic understanding of Standards-Based Grading/Assessment/Learning.

RATIONALE:

I have had experience implementing SBG, and have chaired a provincial committee that worked on provincial tools to support SBG. I have a personal connection to why SBG should be used in classrooms and schools and would like to increase my depth of academic understanding of why. In the last year I've spoken with teachers about the change of curriculum and parallel change of assessment practices that SBG aligns with.

OBJECTIVES:

- Have academic backing for conversations about how SBG moves assessment and evaluation practices towards student learning primarily that are also able to inform reporting

Et Altri

- Leadership Academy 2023-24
- Admin movement Fall 2024
- Anti-Racism initiatives
- Food Security Fund and programming

Team Time

- FESL planning & planning for Planning Day
 - Must include data walk, review of goals, strategies and action plans
 - Invite parent reps and students as appropriate (even if for part of day)
- First Staff Meeting
 - September Safety Talk
 - Slides and information from this deck
- Staff Profile (model, monitor, mitigate)





School District No. 60

PEACE RIVER NORTH

10112 - 105 Avenue, Fort St. John, British Columbia V1J 4S4 Phone: (250) 262-6000 Fax: (250) 262-6046
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

DISTRICT ADMINISTRATION OFFICE

September 8th, 2023

Re: SD60 Leadership Academy 2023-2024

Dear Teachers,

School District No. 60 is happy to announce that over the course of the next 6 months, we will be hosting a leadership academy for those with an interest in pursuing school leadership roles in the future. The first module will be held in November with a total of 5 modules in the program.

Participants will be given information, skills and strategies that allow them a new look at education through the lens of leadership. You will gain insight into the competencies of collaboration, motivation and empowering others to excel, all which contribute to building leadership capacity.

Sessions will be conducted by School and District leaders from **4:00 - 7:00 p.m.** on the dates listed below (Tuesdays) in the ***District Development Center at the Board Office***. Dinner will be provided. It is expected that those who apply to participate will commit to all five sessions.

Module 1: Leadership Styles & Ethics in Leadership - November 7th, 2023

Module 2: School Culture & Communication - December 5th, 2023

Module 3: Leading for Equity & Inclusion - January 9th, 2024

Module 4: Planning for student success using learning evidence - February 6th, 2024

Module 5: Difficult Conversations & Wrap-up - March 5th, 2024

*** potential for "The Change Game" workshop on Friday, February 2nd from 8:30 - 12:30*

Participation in this professional development opportunity will be limited to fifteen (15) participants.

A one page expression of interest outlining your experience, current role, and your interest in school leadership can be e-mailed to Sharon Schell (sschell@prn.bc.ca), by **Friday, October 6th, 2023**.

If you would like more information, please email me at spetrucci@prn.bc.ca.

Stephen Petrucci, EdD
Superintendent/CEO

SP/ss

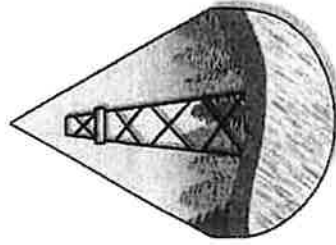
SEPTEMBER TO DECEMBER 2023 ONLY

SCHOOL: ECOLE CENTRAL ELEMENTARY

[illegible]

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS SEPTEMBER TO DECEMBER 2023 ONLY



FOR BOARD APPROVAL				
SCHOOL: <u>NPSS</u>				
Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Howler Cup- Volleyball Tournament All 4 volleyball teams, senior and junior	9/22/2023- 9/23/2023	Grande Prairie, Alberta	School Bus	Chaperones/ Coaches (Staff): Ian Zackodnik, Alex Bacso, Mackenzie Uskiw, Scott Hyde Non staff: Kathryn Rutherford 9/22/2023- 9/23/2023 2 days 48 students are attending Volleyball Tournament in Grande Prairie
Volleyball tournament for Senior Boys and Junior Girls	9/29/2023- 9/30/2023	Whitecourt, Alberta	School Bus	Chaperones/ Coaches (Staff): Mackenzie Uskiw, Scott Hyde 9/29/2023- 9/30/2023 2 days 24 students are attending Volleyball tournament for Senior Boys and Junior Girls in Whitecourt

UFV Volleyball Tournament Senior Girls	10/4/2023- 10/8/2023	Abbotsford, BC	Plane, 2 Rental Vans, Attached necessary Documents	Chaperones/ Coaches (Staff): Alex Bacso, Jaclyn McNicol Non Staff: Kathryn Rutherford 10/4/2023- 10/8/2023 4 days 12 students are attending UFV Volleyball Tournament in Abbotsford TTOC required 0.5 (periods 1 & 4)
Senior Volleyball Tournament (boys & girls)	11/3/2023- 11/4/2023	Prince George	School Bus	Chaperones/ Coaches (Staff): Mackenzie Uskiw, Alex Bacso Non Staff: Kathryn Rutherford, Jon Palfy 11/3/2023- 11/4/2023 2 days 24 students are attending TTOC required 1.0 for Mackenzie Uskiw

North Peace Secondary School

9304-86 Street
Fort St. John, BC
V1J 6L9
Phone: 250-785-4429
Fax: 250-785-4687

NPSS

Dear School District 60 Board,

The North Peace Secondary school would like to attend a highschool tournament at the University of the Fraser in Abbotsford, BC October 4th- October 8th. We would travel by Plane on the evening of the 4th and return on October 8th to Fort St. John. Transportation while down there will include two vans driven by Alex Bacso, and Jaclyn McNicol. Kathryn Rutherford will act as a back up driver in case of emergencies. Last year we competed at provincials and have now been invited to multiple tournaments in the Lower Mainland, and Alberta.

Why this is important to our program:

- Our team gets to travel and experience a high level competition that they do not see here in the North. There are teams they would face at the provincial tournament.
- The higher level of competition allows athletes to grow as players and as a team in technical skills and team skills early on in the season.
- Traveling as a team in this environment fosters an experience that adds value to their character development, and sportspersonship.
- Parents will approve of this trip prior to attending and fundraising is up to the student athletes.

Please consider this information in regards to this trip. If you have any further questions please feel free to contact NPSS.

Thank you,

Alex Bacso
NPSS SR. Girls Volleyball Coach

Kathryn Rutherford
NPSS SR. Girls Volleyball Coach


Jaclyn McNicol
NPSS Athletic Director


Todd Koponyas
Principal

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)



OUT-OF-DISTRICT SPORTS / FIELD TRIPS

SEPTEMBER TO DECEMBER 2023 ONLY

FOR BOARD APPROVAL

SCHOOL: DR. KEARNEY MIDDLE SCHOOL

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Volleyball Grade 9 Girls	Sept. 22-23	Grande Prairie, AB	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn
Volleyball Grade 7 & 8 Girls	Sept. 22-23	Grande Prairie, AB	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn
Volleyball Grade 7,8,9 Boys	Sept. 22-23	Grande Prairie, AB	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn
Volleyball Grade 9 Girls	Sept. 29-30	Grande Prairie, AB	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn
Volleyball Grade 7 & 8 Girls	Sept. 29-30	Grande Prairie, AB	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn
Volleyball Grade 7,8,9 Boys	Sept. 29-30	Grande Prairie, AB	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn

Volleyball Grade 9 Girls	Oct. 27-28	Dawson Creek, BC	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn
Volleyball Grade 7 & 8 Girls	Oct. 27-28	Dawson Creek, BC	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn
Volleyball Grade 7,8,9 Boys	Oct. 27-28	Dawson Creek, BC	School Bus	Staff Coach: Jonah Burridge Teacher Sponsor: Kim Telizyn

2023-2024 Community Coaches

for BOARD APPROVAL – September 18th, 2023

School / Department	Name of Coach	Coaching
NPSS	Kathryn Rutherford	Sr Girls Volleyball
NPSS	Blake Fleming	Jr Boys Basketball
NPSS	Tre Lopushinsky	<i>Sr Boys Basketball</i>
NPSS	Jon Palfy	Sr Boys Soccer
NPSS	Dan Turner	Sr Boys Soccer
NPSS	Ben Rauscher	Jr Girls Basketball
NPSS	Pam Sandberg	Jr Girls Basketball
NPSS	Ryan Galay	Sr Boys Basketball
Taylor	Tyler Huillery	Soccer, volleyball, basketball, badminton, baseball, track & field
Duncan Cran	Nicole Needham	Soccer, volleyball, basketball, badminton & track & field
Duncan Cran	Claire Seidler	Soccer, volleyball, basketball, badminton & track & field
Duncan Cran	Shawna Shewfelt	Volleyball & basketball
Bert Ambrose	Cee-Jay Stark	Cross-Country Running
Bert Ambrose	Ashley Faulkner	Cross-Country Running
Bert Ambrose	Dwayne Watson	Soccer (DKMS teacher)
Bert Ambrose	Char McLean	Volleyball
Bert Ambrose	Lucas Schuerkamp	Volleyball (DKMS student)
Bert Ambrose	Carlen Bubar	Volleyball, basketball
Bert Ambrose	Joe Mumma	Basketball, slow-pitch
Bert Ambrose	Michelle Elliot	Basketball
Bert Ambrose	Kayla Onciul	Basketball

2023-2024 Posts of Responsibility

for BOARD APPROVAL – September 18th, 2023

School / Department	FTE	Teacher Name	Subject / Area of PoR
Learning Services	1.0	Mary Tremain	Learning Services
District Band	1.0	Sandra Gunn	District Band
Hudson's Hope	1.0	Brent Heiberg	Gr 7-12 Social Studies, Science, Math, PE
Bert Bowes	1.0	Jennifer Spoklie	Grade 7 Team Leader + SEL
Bert Bowes	1.0	Cassandra Guilfoyle	Grade 8 Team Leader + Math/Science
Bert Bowes	1.0	Ryan Windhorst	Grade 9 Team Leader + Humanities
Bert Bowes	1.0	Cassidy Harris	Samplers/Electives/Career Education
Bert Bowes	1.0	Megan Bell	Physical Education/Athletics Team Leader
Dr. Kearney	1.0	Kim Asai	Math/Science
Dr. Kearney	1.0	Laurie Gould	English/Social Studies
Dr. Kearney	1.0	Matt Logan	Grade 7
Dr. Kearney	1.0	Kim Telizyn	Electives
Dr. Kearney	1.0	Mark Cresswell	Counsellor/Student Support
NPSS	1.0	Derek Glover	Math
NPSS	1.0	Brant Churchill	Science
NPSS	1.0	Kelsie Calliou	Counsellor
NPSS	1.0	Louis Vaccaro	Careers
NPSS	1.0	Melissa Paakkonen	English
NPSS	1.0	Rob Dempsey	Social Studies
NPSS	1.0	Kim Ans	Fine Arts
NPSS	1.0	Jaclyn McNicol	Athletics
ELC	1.0	Jerrick Salinas	PE/Social Studies

SD 60 Operating Financial Report - July 1 2023 to August 31, 2023

Operating Revenue	Actual	Budget	% of budget received	# of Months	Explanations
Ministry of Education Grants	\$ 4,112,885	\$ 78,823,934	5.2%	12	Low as do not start funding students until October 2022; July through September funding is much lower than the rest of the year
Provincial Grants - School Age Therapy	\$ 26,236	\$ 127,502	20.6%	12	On Track
Offshore Tuition	\$ 1,500	\$ 750,000	0.2%	10	Offshore Tuition recognized each month
Alberta Students, DL, 3rd Party Billings	\$ 78,513	\$ 78,513	0.0%	10	Unsure if we will receive this funding this year
LEA Revenue		\$ 976,903	0.0%		Funding has not been recieved yet
Miscellaneous Revenue	\$ 16,335	\$ 350,000	4.7%	12	This includes Miscellaneous funds that come into the District Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals & Indigenous Rent
Rentals	\$ 13,730	\$ 116,468	11.8%	12	
Interest	\$ 47,638	\$ 320,000	14.9%	12	Interest rates have increased from 1.7% in May to 3.95% in September
Total Operating Revenue	\$ 4,218,324	\$81,543,320	5.2%		
Application of Reserves	\$ -	\$411,182			
Operating Expense	Actual	Annual Budget	% of budget expended	# of Months	Explanations
Salaries					
Teachers	-	30,737,914	0.0%	10	On Track as should be approx 10% YTD
Principals and Vice-Principals	942,030	5,740,998	16.4%	12	On Track as should be approx 25% YTD
Educational Assistants	31,228	6,068,225	0.5%	10	Lower than expected as should be approx 10% YTD, only one pay period in September
Support Staff	746,906	9,560,596	7.8%	10	Higher than expected 1/2 of out support work 12 months per year
Other Professionals	326,446	2,016,017	16.2%	12	On Track as should be approx 25% YTD
Substitutes (TOC's)	43,477	2,264,888	1.9%	10	Lower than expected as should be approx 10% YTD
Total Salaries	2,090,087	56,388,638	3.7%		
Employee Benefits					
Total Salaries and Benefits	341,531	13,505,547	2.5%		On Track as should be approx 10% YTD
Services and Supplies					
Capital Purchases from Operating					
	1,341,228	11,360,317	11.8%	12	On Track as should be approx 25% YTD
	0	700,000			
Total Operating Expenses	\$3,772,846	\$81,954,502	4.6%	12	Purchases vary through year
Operating Net Revenue (Expense)	\$445,478	\$0			
Balanced		\$0			



August 29, 2023

Ref: 292190

Helen Gilbert, Chair
School District No. 60 (Peace River North)
Email: hngilbert@prn.bc.ca

Dear Helen Gilbert:

I am pleased to advise the Peace River North Board of Education (the District) of the approval for the partial replacement of Wonowon Elementary.

The partial replacement of Wonowon Elementary may proceed using Ministry of Education and Child Care (the "Ministry") capital funding up to a maximum of \$11.74 million with an additional \$5.08 million held by the Ministry in project supplementary budget items, economic adjustment, and risk reserves, to be allocated following sufficient justification and Ministry approval.

The following conditions apply to the funding approval:

1. The maximum project budget is \$16.82 million, which includes \$5.08 million in project reserves, all of which is fully funded by the Ministry.
2. The district is responsible for any cost overruns;
3. The procurement method is to be Construction Management.
4. The Ministry must approve any material changes to the approved scope, schedule, or budget; and,
5. Access to project reserves is based on Ministry approval and requires written justification, including any documentation required by the Ministry.

Ministry and District staff will work to finalize the Capital Project Funding Agreement, which lays out the obligations of the Board and Ministry to deliver the capital project within the established scope, schedule, and budget. Until such time as the Ministry and District have had an opportunity to coordinate publicly announcing the project, I would ask that you treat this approval as confidential.

If you require further information, please contact Chris Brown, Assistant Deputy Minister and Executive Financial Officer, by email at Chris.Brown@gov.bc.ca, or by phone at (778) 698-7584.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

4000 Personnel

4024 Teachers – Early Retirement Incentive Payment

Adopted: 1992-05
Revised: 1992;06; 1994-05; 2002-03; 2014-09; 2015-05; 2016-20; 2016-09;
2016-10
Reviewed: 2023-06

Reference:

Policy

In accordance with the attached regulations, the Board will pay an allowance to teachers who resign from the school district and retire from teaching before reaching age sixty-five (65).

Guidelines/Principles:

1. On an annual basis, the Board will establish a budget line item as an Early Retirement Incentive Fund in the amount of \$30,000 to be divided among eligible applicants with the maximum available to any one individual set at \$3,000.
2. In order to qualify for the Early Retirement Incentive Payment, applicants must:
 - a) be between age fifty-five (55) and (64) by June 30th of the current School year.
 - b) be on a continuing contract
 - c) be on the maximum step of any category
 - d) have completed 10 or more years of service with the District
 - e) retire from teaching ~~(see paragraph 6 below)~~
3. The total Early Retirement Incentive Payment will be pro-rated based on the number of teachers accepted.
4. The Early Retirement Incentive Payment will be paid as a one-time payout.
5. In accordance with Revenue Canada Regulations, tax will be withheld as required.
6. ~~Teachers who receive the Early Retirement Incentive Payment will be eligible for the Teacher On Call list, however, work in one position will be limited to a maximum of five consecutive days. From time to time, the Board may deem it necessary to alter the~~

~~regulations to provide classroom continuity and/or accommodate Teacher On-Call requirements.~~

PROCEDURES

- ~~1. Correspondence will be sent to eligible teachers by March 15th (sample attached as Schedule A).~~
- ~~2. Teachers must respond by April 5th.~~
- ~~3. The Board will advise applicants by April 10th.~~

SCHEDULE A

(Applicable Date)

Eligible Teacher

Dear Eligible Teacher,

The Board has had a policy in place for some time that addresses an opportunity for teachers to receive a small payment if they choose to retire early. You are being contacted not because we believe that you are preparing for retirement but simply because you have met certain criteria as laid out in the Policy. In order to be fair with all, every year those teachers who meet these criteria are made aware of this opportunity. If you are not contemplating retirement at this time then this letter does not apply to you, please forgive the intrusion, however we still require a response, even though it may not apply to you.

The criteria, as laid out in Board Policy 4024, is that teachers are to be between the ages of 55 (by June 30 of the current School year) and 64 who have a minimum of 10 years of service with the District. To qualify for this incentive, teachers must be on a continuing contract and on the maximum step of any category. Also, teachers must retire from teaching. Teachers will be eligible for the Teacher On-Call list; however, work in one position will be limited to a maximum of five consecutive days.

The deadline to apply for the Local Early Retirement Incentive Payment is April 5, _____. The form attached must be returned by the above date to indicate that it has been received.

Yours truly,
BOARD OF EDUCATION
School District No. 60
(Peace River North)

Secretary-Treasurer

DB:sh
cc: _____ President, PRNTA
_____ Superintendent of Schools
_____ Principal, District Administration Office

____ YES I _____ wish to apply for the local early retirement incentive.
____ (name - please print)

____ NO I _____ do not wish to apply for the local early retirement
incentive.
____ (name - please print)

Date _____ Signature _____

Please RETURN THIS FORM to, Human Resources Officer at the Board Office by (April 5, _____)



BOARD OF EDUCATION

School District No. 60
(Peace River North)

1000 Governance

1002 Communications and Community Engagement

Adopted:

Revised:

Reviewed:

Reference:

Policy

The purpose of School District 60's Communications Framework is to present a clear and concise direction for communicating with the school system's community. The plan primarily addresses two types of school district audiences: internal (students, teachers, staff, unions, administration and School Board) and external (media, parents, businesses, civic groups, and other members of the district's community) and considers the processes to be used to reach these audiences.

Guidelines/Principles

- Meaningful decision-making and consultation processes are respectful of and use different ways to engage with our diverse educational partners
- District decision-making information is accessible, understandable, relevant and responsive to the needs of the community
- Briefings to the Board may include communication ideas and or recommendations (where appropriate)
- The Board will, as part of its deliberation process, consider if, when or how they will communicate or engage with the educational partners
- The corporate board is not a political organization
- Board and individual trustee communication on any decisions or information will follow protocols outlined in this framework and in the trustee code of conduct

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decision.	To work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
EXAMPLE TOOLS	<ul style="list-style-type: none"> • Fact sheets • Websites • Open houses 	<ul style="list-style-type: none"> • Public comment • Focus groups • Surveys • Public meetings 	<ul style="list-style-type: none"> • Workshops • Deliberate polling 	<ul style="list-style-type: none"> • Citizen Advisory committees • Consensus building • Participatory • Decision-making 	<ul style="list-style-type: none"> • Citizen juries • Ballots • Delegated • Decisions

1. Recognizing that as you move from left to right in the chart above, taken from the [IAP2 Spectrum of Public Participation](#), the communication process becomes increasingly participative and increases the engagement level of the public/staff in the process
2. Depending on the content and follow-up, senior staff may incorporate a communications plan recommendation as to the most effective manner to engage the public based on a balance between time and importance of gaining public feedback on the topic
3. As appropriate, data or summary information collected through the engagement process will be shared by placing it on the district web-page or through other communication media
4. The data will be analyzed by staff and will be shared with the Board as part of the decision-making process
5. The Board's decision will be made public through the public school board meeting process

MEDIA RELATIONS

Background

The Superintendent ensures positive external and internal communications are developed. The news media are an important vehicle through which the District keeps the electorate accurately informed and increases public awareness of education.

The following processes will be followed when the district or schools are involving the media:

1. Information releases to communicate the Board's business to the public, are issued by persons authorized by the Board which is usually the Board Chair or designate
2. The Superintendent shall approve all information released to the media from the School Board Office. All media queries need to be directed to the Superintendent of Schools.
3. Representatives of the media may be permitted into the schools for legitimate reporting and promotional purposes. This is at the discretion of the Principal. Particular care must be exercised in protecting the rights of students when media are present.
4. Appropriate District and school release forms are to be completed
5. Media representatives may be asked by the Principal or District staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so
6. In the event of emergency or crisis interactions, the Superintendent or designate shall determine what information shall be given to the media, and by whom



BOARD OF EDUCATION
School District No. 60
(Peace River North)

4000 Personnel

4027 Teacher Leaves

Adopted:

Revised:

Reviewed: 2023-06

Reference:

Policy

The Board will consider the requests of leaves of teachers by the Human Resources department and/or the Superintendent or designate as per operational needs in accordance with this policy.

Principles/Guidelines

Short-term Leaves with Pay

- I. A paid leave of ½ day or less may be granted by the principal provided that no TTOC is required. Requests will only be considered after all other applicable leave options under the Collective Agreement have been exhausted.
- II. A paid leave of one (1) day or longer will require both the principal's and the superintendent's approval. Requests will only be considered after all other applicable leave options under the Collective Agreement have been exhausted.
- III. A teacher may request to take a paid leave of one (1) day for their university convocation. Principal approval is required.

Short-term Leaves without Pay

- I. Leaves without pay will only be considered in special circumstances and will require the approval of both the principal and the superintendent. Requests will only be considered after all other applicable leave options under the Collective Agreement and BC Employment Standards Act have been exhausted.

Short-term Leaves with Pay Less the Cost of a TTOC

- I. Leaves in this category may be granted to allow a teacher to attend activities which benefit students.

- II. The deductions to the employee will be determined by the TTOC rate in effect for the year of the leave.
- III. These leaves require the approval of both the principal and superintendent

Long-Term Leaves

Long-term leaves are granted on either a full-time or part-time basis for the period of one (1) school year. Consecutive leave requests will only be considered under exceptional circumstances.

- I. Eligibility:
 - i. Teacher must have continuing status to the District
 - ii. Teacher must have completed a minimum of two (2) consecutive years in the District at the time of the leave
- II. When assessing leave requests, the District must consider the following conditions:
 - i. The welfare of the learning situation
 - ii. Staffing needs of the school system
- III. Leave requests will be assessed in accordance with the following ordered priorities:
 - 1. Leave to assume teaching duties as recognized in the Collective Agreement
 - 2. Leave to study or gain educational experiences helpful to present teaching post
 - 3. Leave for travel or other personal reasons
- IV. Timelines:
 - i. New leave requests must be submitted in writing by the end of February for the following school year
 - ii. Teachers currently on a leave of absence must notify the District of their intentions to return or apply for another leave of absence by the end of February
- V. Leave will be granted in the following manner:
 - i. If the leave is a full-time leave, it will be granted from the District and as such the vacated position will not be held for the teacher. During the leave the teacher will maintain their continuing status to the District. When returning to work from the leave, the teacher must apply for available positions.
 - ii. If the leave is a part-time leave and the teacher has continuing status at the school, then the leave will be granted from the school. Upon the end of the leave, the teacher is entitled to return to their continuing FTE at the school.
- VI. There shall be no loss of seniority during the leave

Policy

~~The Board will consider the approval of leaves to teachers by principals and or the superintendent or his/her designate for special circumstances according to the guidelines outlined within this policy and it's regulations.~~

Regulations

A) ~~Short Term Leaves:~~

~~1) Leave "with" pay.~~

- ~~➤ A paid leave of ½ day or less may be granted by the principal provided no T.O. C. is required.~~
- ~~➤ A paid leave of one (1) day or longer will require both the principal's and superintendent's approval.~~
- ~~➤ A teacher may take a paid leave of one (1) day for his/her university convocation. Principal approval is required for this leave.~~

~~2) Leave "without pay".~~

- ~~➤ Leaves without pay require the approval of both the principal and the superintendent.~~

~~3) Leaves with pay "less" cost of T.O. C.~~

- ~~➤ Leaves in this category may be granted to allow a teacher to attend activities which involve students as well as non-students.~~
- ~~➤ The deductions to the employee will be determined by the T.O. C. rate in effect for the year of the leave.~~
- ~~➤ These leaves require the approval of both the principal and superintendent.~~

B) ~~Long Term Leaves:~~

~~1. To be eligible for a Professional Leave, a teacher must be on the permanent teaching staff of School District No. 60.~~

~~2. He/she must have completed a minimum of two (2) consecutive years in the District at the time of the leave.~~

~~3. The following conditions must be considered:~~

~~_____ a) The welfare of the learning situation.~~

~~_____ b) Staffing needs of the school system.~~

~~_____ c) Provided applications are received before the end of February.~~

~~_____ d) Each case will be considered separately. District seniority will be a factor.~~

~~_____ e) Preference will be given according to the following priorities:~~

~~_____ Leave to assume teaching duties as recognized in the PRNTA Contract.~~

~~_____ Leave to study or gain educational experience helpful to present teaching post.~~

~~_____ Leave for travel or other personal reasons.~~

~~_____ f) Leave will be granted either:~~

~~_____ From and to a particular school.~~

~~_____ or~~

~~_____ From an administrative position to a teaching position in that school.~~

~~_____ or~~

~~_____ From an administrative position to an administrative position.~~

~~_____ g) Teachers should expect notification of acceptance or rejection of their request following the first Board Meeting in March.~~

~~_____ h) Teachers granted leave under this policy must confirm their intention to return by March 15th if a position is to be made available the following September. Failure to do so may result in the School District no longer having a position available.~~

~~_____ i) A teacher on a temporary appointment will be utilized to fill the leave period.~~

Climate Change

Working Group Report



BCSTA

British Columbia
School Trustees
Association

Members

BCSTA Board

Tim Bennett, Prince George
John Chenoweth, Nicola-Similkameen

BCSTA Staff

Gordon Li

Chair

Allison Watson, Sooke

Members

Helen Gilbert, Peace River North
Tonya Ste. Marie, Sunshine Coast
Catherine Zaitsoff, Kootenay-Columbia
Estrellita Gonzalez, Vancouver
Adeana Young, Haida Gwaii



President's Note

In response to member requests, and with the approval of the board of directors, we are pleased to share this previously internal report to support our pursuit of climate change goals, both as individual boards of education and as a provincial organization.

While executing every action suggested in this report in the short term may not be feasible, we are enthusiastic about the report's long term potential and how it will continue to influence our decisions. BCSTA's board of directors has been heavily involved in this work, and are committed to reinstating the committee as climate change remains a top priority for the association.

We look forward to providing updates on the working group's efforts in the future and thank you for incorporating this work at the local level.

*Carolyn Broady
President
BC School Trustees Association*



Summary

1. The Climate Change Working Group (CCWG) formed to deliver on a BCSTA member motion from October 2020.
2. Work was conducted to address each of the points in the CCWG's terms of reference as defined by the BCSTA's board of directors.
3. Several recommendations have been developed for both the BCSTA's board and local school districts to consider in their work toward reducing their carbon footprint and meeting emission targets.



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Context

BACKGROUND

During BCSTA's October 2020 Provincial Council meeting, councillors adopted the following motion:

"That BCSTA establish a Climate Change Working Group (CCWG) comprised of staff and trustees to inform BCSTA's board about the ability of school districts, under the provincial government's current capital funding programs (including the Carbon Neutral Capital Program (CNCP)), to meet the CleanBC goal for public buildings to reduce emissions by 50% by 2030; consider examples of schools that demonstrate low/no emissions; provide recommendations on how the 50% emissions reduction target could be achieved; and, assist BCSTA in collaborating with the relevant provincial ministries to create and implement a plan to achieve the 50% emissions reduction target."

Due to unforeseen circumstances from the COVID-19 pandemic and BCSTA board elections, the CCWG was unable to begin their work until late November 2021.

TERMS OF REFERENCE

The terms of reference as laid out by BCSTA's board of directors:

1. Review all relevant motions previously adopted by the membership regarding climate change and/or climate mitigation strategies.
2. Review and document current best practices of schools/school districts that achieve the goal of lowering/no emissions.
3. Review and document current related BCSTA resources as well as appropriate external resources that might assist boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
4. Create guidelines and make recommendations for the development of new BCSTA resources to assist member boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
5. Identify and recommend to the board of directors possible liaison and collaboration opportunities with relevant provincial ministries and existing advocacy organizations in regard to assisting boards with their climate change goals.
6. Produce a summary report, including all of the recommended template resources and guidelines, to the board of directors regarding the work of the group and its recommendations by no later than June 30, 2022.

Report on Terms of Reference

The following sections reflect the work of the CCWG on each term of reference laid out by the board of directors.

Please note, the information provided through the survey was based off BCSTA member participation and feedback and may not reflect every district equally. In addition, the CCWG accessed policies and plans through BCSTA's database and district websites. As a result, the collected information may not reflect the most current documentation available.

Review of Relevant BCSTA Motions

BACKGROUND

The terms of reference for the CCWG indicates that the group "Review all relevant motions previously adopted by the membership regarding climate change and/or climate mitigation strategies."

Motions

CARBON OFFSETS

- 1) Return of Pacific Carbon Tax Funds, 2011 - No longer applicable. The provincial government stopped using the Pacific Carbon Trust Crown Corporation in 2013.
Outcome: not specified.
- 2) Retention of Carbon Offset Charges, 2012 - No longer applicable.
Outcome: not specified.
- 3) Moratorium on the Carbon Emission Offset Purchase Plan, 2010 - No longer applicable.
Outcome: not specified.
- 4) Amendment to Greenhouse Gas Reduction Targets Act, 2011 - No longer applicable.
Outcome: not specified.

EDUCATION/ CLIMATE LITERACY

- 5) Request for Climate Literacy Funding and Supports, 2021 - This motion addresses combating climate change through climate literacy and education in our schools.
Outcome: no additional funding has been introduced and the Ministry of Education and Child Care (MECC) does not provide targeted funding for specific learning resources, but instead leaves the use of general funding to be determined at the school district level.

The ministry wrote a letter committing to the following priorities:

1. Update the [*Environmental Learning and Experience: An Interdisciplinary Guide for Teachers*](#).
2. Identify and highlight K-12 climate change curriculum elaborations across learning areas.
3. Support the development of a validated and curated climate education resource collection.

FUNDING AND OPERATIONS

- 6) Renewable or Alternative Energy Strategies for Capital Projects, 2018 - Request for additional capital funding for new builds and seismic upgrades. Outcome: Under consideration by MECC on a case by case basis
- 7) Funding for Climate Action Charter and Carbon Neutral Initiatives, 2009 Though the request in this motion is out of date, the intent is similar to more recent motions. Outcome: not specified.
- 8) Implementing CleanBC Plan in School Districts, 2019 - Outcome: This remains an item of discussion between BCSTA and the MECC. While the ministry has moved to improve the energy efficiency of all new schools, there have been no operational guidelines provided.

Additionally, the greatest hurdle is the retrofitting of existing buildings, where there is no significant plan in place. Individual school districts can independently work toward the 2032 standards, but there is not enough government funding to support that move.
- 9) Carbon Neutral Plan for School Districts, 2009 - No longer applicable. Outcome: not specified.

- 10) Climate Action - Remove BC Hydro Metering Caps, 2022 - Outcome: letter sent May 31, 2022.

Summary

In response to the direction of the BCSTA board's terms of reference, 10 motions were compiled based off the following search terms: climate, energy, environment, carbon, nature, footprint and emissions. Three themes emerged from the motions: reduction and retention of carbon offsets, funding to support climate literacy and funding and operational guidelines. Five out of the 10 motions were no longer applicable due to the request in the motion not applying to the current systems in place.

THEMES

- 1) CARBON OFFSETS
(all motions addressing carbon offsets are no longer applicable): There were four motions requesting to redirect or retain offsets to go back into the schools and to invest in reducing carbon emissions. This process has changed since the most recent motion in 2012. See the [*2020 Climate Change Accountability Report*](#) for information on carbon offsets.
- 2) EDUCATION AND CLIMATE LITERACY
The MECC responded that they do not provide targeted funding for specific learning resources but instead leave the use of general funding to be determined at the school district level. The ministry wrote a letter committing to the following priorities:
 - a) Update the *Environmental Learning and Experience: An Interdisciplinary Guide for Teachers*.
 - b) Identify and highlight K-12 climate change curriculum elaborations across learning areas.

- c) Support the development of a validated and curated climate education resource collection.

This motion raises an important consideration in responding to climate change through education and climate literacy. There is significant work that can be done to continue to advocate for climate literacy.

3) FUNDING AND OPERATIONAL GUIDELINES - MEETING CLEANBC TARGETS: There has been an \$11 million increase in capital funding through Carbon Neutral Capital Plan (CNCP) from \$5 million to \$16.7 million in the past year. \$40 million in funding was requested by districts in 2021/22 and 16.7 million was given to districts (42 per cent of the requested funds). In [BCSTA's lifecycle funding report](#), it was requested that the CNCP funds be raised to 33.4 million in 2021/22. Approximately half (16.7 million) was distributed to 67 districts.

The CCWG cannot find information on actions taken by the ministry regarding operational guidelines for districts to meet emissions targets.

Best Practices District Survey

BACKGROUND

The Climate Change Working Group conducted a survey in April 2022, asking board chairs and/or secretary-treasurers the following questions:

- i. In the past year, has your board had any discussion related to CleanBC goals, carbon neutral program or climate change?
- ii. Does your board have climate action goals, energy conservation goals, environmental stewardship goals or a curricular focus on climate change initiatives as part of your strategic plan, FESL or policy?
- iii. Does your district have any strategies/best practices in place for lowering greenhouse gas emissions?
- iv. Do you have any resources that you could share related to the goals of CleanBC that the Climate Change Work Group can use?

The survey generated a 50 per cent response rate.



Results

DISCUSSING CLIMATE CHANGE

In the past year, has your board had any discussion related to CleanBC goals, carbon neutral program, or climate change?

Yes, in detail	63.33%
We've touched on it	23.33%
No, we plan to	3.33%
Not on the radar	10%

PLANNING & PROGRAMS

Does your board have climate action goals, energy conservation goals, environmental stewardship goals or a curricular focus on climate change initiatives as part of your strategic plan, FESL or policy?

Yes	63.33%
No	10%

GOALS

- Establishing a collective responsibility to reduce greenhouse gas emissions (students, education staff, operations staff, community that uses facilities).
- Board involvement in setting district targets for greenhouse gas reduction.
- Annual review of what has been done to reduce emissions and set intentions for the following year.
- Practicing climate literacy and nature education.

PLANS

- Climate action and stewardship is embedded in strategic plans.
- District energy management plans or energy sustainability plans: Operational plans with ongoing integrated and systemic approach to energy management.
- Quarterly reports to the board related to energy conservation practices.
- Establishing board climate action committees.
- Using various capital projects to reduce emissions, i.e. building envelope, CNCP.

POLICY

- Boards have policies related to environmental sustainability and reduction of the district carbon footprint. Elements of policy include:
 - delivery of effective environmental education
 - modelling environmentally responsible practices
 - alignment of what is taught in classrooms with school operations
 - reduction targets.
- Board policy related to environmental stewardship and sustainability is reflected in strategic plans, district FESL, school FESL and operational plans.
- Aligning policy with district practices and spending to support initiatives.

STRATEGY

Does your district have any strategies/
best practices in place for lowering
greenhouse gas emissions?

Yes 83.33%
No 16.67%

STRATEGY/BEST PRACTICES

- Providing land based environmental education opportunities.
- Inclusion of indigenous perspectives in environmental curriculum.
- Recognition that climate literacy is important.
- Focus on capital upgrades on facilities: boiler replacements, electric buses and white fleet, lighting to LED, building envelope thermal improvements and heat pumps.
- Hire energy specialist (position pays for itself in energy cost savings).
- Electric bus purchasing program.
- LEED gold standards in new builds, geothermal and solar.
- Commitment to end the use of fossil fuels.
- Partnerships with local governments and community organizations.
- Technology, remote direct digital controls for heating systems and virtual meetings.
- Awareness of all government expectations and have them embedded in district practice.
- Created district-wide grant incentive program to engage schools in climate action through behavioral changes (green teams).

PARTNERSHIPS

& COMMUNITY ENGAGEMENT

Question: Do you have any resources that you could share related to the goals of CleanBC that the Climate Change Work Group can use?

Yes 23.33%
No 76.67%

- Most districts have a contact person who is willing to share resources, but many districts didn't feel they had resources to share (see recommendations).
- Sharing energy surplus with utility providers from solar installations.
- Using the [Sustainable Schools Best Practices Guide](#) (2010) when creating regulations and policies



Resources for Districts

Provincial, National & International Mitigation Plans & Reports

This section can help us understand the impact of climate change and provincial and national mitigation strategies. By understanding global targets and our governments' commitments, we can work toward accountability in lowering emissions in the public education sector.

PROVINCIAL

[CleanBC Roadmap to 2030](#)

Trustees can understand the B.C. government's plan to meet net zero by 2050 and how the public sector is included in those plans.

NATIONAL

[Pan-Canadian Framework on Clean Growth and Climate Change](#)

A national climate plan that was developed with provinces and territories, and in consultation with Indigenous peoples.

INTERNATIONAL

[Intergovernmental Panel on Climate Change \(IPCC\)](#)

The IPCC is an intergovernmental body of the United Nations responsible for advancing knowledge on human-induced climate change. Below is a link that identifies ways political leaders (trustees) can educate, support and empower their district communities to move toward a sustainable future.

[Public Education and Information Mechanisms](#)

[IPCC final draft of Working Group III report to governments.](#)

Provincial Reporting & Legislation

Climate Change Accountability Act

This act includes public sector accountability reporting that requires districts to report their emissions to the B.C. government.

Becoming Carbon Neutral: B.C.'s Provincial Public Sector

Provides guidance to public sector organizations related to carbon neutral reporting requirements and expectations. The document assists trustees in understanding the climate change accountability report that each district is required to submit. The report contains links to regulations and resources that allow trustees to build a deeper understanding of carbon neutrality measures.

Canadian Net-Zero Emissions Accountability Act

The Canadian government's commitment to achieve net-zero greenhouse gas emissions by 2050.



Emissions & B.C. Public Schools

Climate Change Accountability Reports (CCAR)

Annual reports and CCAR's table section of the B.C. government's climate change website contains summary information that allows trustees to look at historical patterns of emissions as well as emission reports for their district and others.

The annual public sector summary reports provide a district comparison of greenhouse gas emissions. The most recent reports contain an explanation of weather normalization and helps us understand emissions figures. A brief summary of the weather impacts in the given year provides some historical context.

In 2020, a climate change accountability survey was done by public sector organizations. The summary table for CCAR survey responses provides information from survey respondents related to strategies to reduce emissions from stationary sources, strategies and goals related to emissions reductions for building retrofits, emission reduction strategies from mobile sources and fleet details. There is contact information in the survey that would allow follow up with another public sector organization that has programs of interest.

2020 B.C. Best Practices Methodology for Quantifying Greenhouse Gas Emissions

This report provides information on types of emissions and measurements.



Private Sector Energy Audit

PUMA comprises a combination of software and services that track over 23,000 electrical, natural gas, water and other fuel accounts for government. Each year, PUMA puts together a benchmarking report for school districts, advanced education and local governments.

[Ninth Annual Puma Benchmarking Summary for BC School Districts: 2021 calendar year](#)

[Prism Engineering](#) conducts the PUMA monitoring. Prism also conducts energy audits.



More Resources

[Sustainable Schools: Best Practice Guide](#)

Developed to help schools implement actions that support reduction of greenhouse gases. Promotes changes that result in a culture of environmental sustainability.

[Climate Caucus](#)

Climate Caucus allows elected leaders to connect around climate change. They provide research-led resources and a B.C. chapter.

[Sustainability Education Framework](#)

Developed by the Ministry of Education and Child Care, this document "encourages the K-12 education system to show leadership in adopting and promoting environmentally sustainable practices, and learning opportunities for students that support healthy and natural environments for current and future generations."

[The Sustainability and Education Policy Network: Responding to Climate Change: A Primer for K-12 Education](#)

[Climate Education Reform BC \(CERBC\)](#)

B.C. students have added their voice to the need for climate action. These students would like to see more climate literacy embedded in school curriculum. Student voice is important for trustees to be aware of.

[Ecoschools Canada](#)

Certifying as an EcoSchool is an opportunity to join a global movement of over 19 million environmental leaders around the globe. It sets the stage for students and educators to learn about climate change, engage in sustainable solutions, develop skills and form partnerships in their school communities. Trustees can encourage their district to join programs like this to support climate conscious changes in districts.

Plans in Other Provinces

[Green Schools Resource Guide: A Practical Resource for Planning and Building Schools in Ontario](#)

Released in January 2010 as a one-stop reference manual to help boards plan, design and build an energy efficient green school. Although aspects of the report are not current, Section 2.0, Green School Planning, would still be relevant to new school builds. The related checklist could be used to facilitate planning. There is also a section on "Whole Life Budget." The concept of moving to looking at life cycle planning and budgeting is included in the March 2021 BCSTA report; [The Case for Increased School Life Cycle Funding](#).



Summary of District Policies

The CCWG has created a table of individual school district sustainability plans, strategic energy management plans, climate change accountability reports and sustainability webpages.

KEY

SEMP – Strategic Energy Management Plan

CCAR – Climate Change Accountability Report – this report is sent to the ministry annually. Districts usually publish this information as their sustainability plan.

The CCAR webpage in the K-12, 2020 section will filter all the reports submitted from districts for 2020. The reports on the spreadsheet have been hyperlinked for easy reference.

Policies & Administrative Procedures (AP) or Regulations:
for districts without a sustainability plan, some are guided by policies and admin procedures. Wherever possible, this information has been included.



Policies

Name	Plan	SEMP	CCAR 2020	WEBPAGE
Abbotsford	No	No	Yes	Website
Arrow Lakes	No	No	Yes	
Boundary	No	No	Yes	
Bulkley Valley	No	No	Yes	
Burnaby	No	No	Yes	Website
Campbell River	No	Yes	Yes	
Cariboo-Chilcotin	No	No	Yes	
Central Coast	No	No	Yes	
Central Okanagan	No	No	Yes	
Chilliwack	Yes	No	Yes	
Coast Mountains	Yes	No	Yes	
Comox Valley	No	No	Yes	
Conseil Scolaire Francophone	No	No	Yes	
Coquitlam	No	No	Yes	
Cowichan Valley	No	No	Yes	
Delta	Yes	No	Yes	
Fort Nelson	No	No	Yes	Website
Fraser-Cascade	No	No	Yes	Website
Gulf Islands	No	No		
Gold Trail	Yes	No	Yes	
Greater Victoria	No	No	Yes	Website
Haida Gwaii	No	No	Yes	
Kamloops-Thompson	No	No	Yes	
Kootenay-Columbia	No	No	Yes	
Kootenay Lake	No *	No	Yes	
Langley	Yes	No	Yes	
Maple Ridge-Pitt Meadows	Yes	Yes	Yes	
Mission	Yes	No	Yes	Website
Nanaimo-Ladysmith	Yes	No	Yes	Website
Nechako Lakes	No	No	Yes	
New Westminster	No	No	Yes	

* No plan, but initiatives

Name	Plan	SEMP	CCAR 2020	WEBPAGE
Nicola-Similkameen	No	No	Yes	
Nisga'a	No	No	Yes	
North Okanagan-Shushwap	No	No	Yes	
North Vancouver	Yes	No	Yes	Website
Okanagan Similkameen	No	No	Yes	
Okanagan Skaha	No	No	Yes	Website
Pacific Rim	No	No	Yes	
Peace River North	No	No	Yes	
Peace River South	Yes	No	Yes	
Powell River	Yes	No	Yes	
Prince George	No	No	Yes	
Prince Rupert	No	No	Yes	
Qualicum	Yes	No	Yes	
Revelstoke	No	No	Yes	
Richmond	Yes	No	Yes	Website
Rocky Mountain	No	No	Yes	
Saanich	Yes	No	Yes	Website
Sea to Sky	No	Yes	Yes	
Southeast Kootenay	No	No	Yes	
Sooke	Yes	Yes	Yes	
Stikine	No	No	Yes	
Sunshine Coast	No	No	Yes	
Surrey	Yes	No	Yes	
Vancouver	Yes	Yes	Yes	
Vancouver Island North	No	No	Yes	
Vancouver Island West	No	No	Yes	
Vernon	No	No	Yes	
West Vancouver	No	No	Yes	

Summary of Policies & Administrative Procedures

- About 25 per cent of boards have an approved climate action plan or policy. Many district administrative procedures (AP) were not publicly available.
- There is a growing trend of districts consolidating policies and moving more under the jurisdiction of the administration.
- It is apparent that many districts are sharing resources as there are similarities in wording between APs in various districts. An example would be AP544 – Sustainability from Delta School District.
- Mission Public Schools has two APs, 702 (waste management) and AP 701 (grounds irrigation). While these APs are not recognized as an all-encompassing energy policy, they are valuable examples of sustainable APs that can reduce district emissions.
- The CCWG recommends reviewing the Richmond School District energy plan and website for an effective sustainability strategy.

Summary of Strategic Plans

- More districts are including sustainability as part of their strategic plan.
- Some standalone examples of where sustainability is included separately in a strategic plan is Cowichan Valley School District and Sunshine Coast School District.

Additional Emerging Practices

- Districts such as Price George have approved motions to make utilities a special purpose account. Any savings in utilities are reinvested the next year into energy saving capital upgrades (such as lighting upgrades). Sooke School District has created a similar savings program to electrify their fleet.
- Some districts have created energy specialist positions within their districts to look at sustainability and energy savings. The position often pays for itself in energy savings.

Guidelines & Resources

CAPSTONE PROJECT WITH UBC

The CCWG worked with UBC's Master of Engineering and Leadership and Master of Health Leadership and Policy [capstone projects](#) to conduct research for BCSTA to support its members.

In June 2022, BCSTA's board of directors approved the following proposal:

TERMS OF REFERENCE

The terms of reference as laid out by BCSTA's board of directors:

1. Review all relevant motions previously adopted by the membership regarding climate change and/or climate mitigation strategies.
2. Review and document current best practices of schools/school districts that achieve the goal of lowering/no emissions.
3. Review and document current related BCSTA resources as well as appropriate external resources that might assist boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
4. Create guidelines and make recommendations for the development of new BCSTA resources to assist member boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
5. Identify and recommend to the board of directors possible liaison and collaboration opportunities with relevant provincial ministries and existing advocacy organizations in regard to assisting boards with their climate change goals.
6. Produce a summary report, including all of the recommended template resources and guidelines, to the board of directors regarding the work of the group and its recommendations by no later than June 30, 2022.

Liaison & Collaboration Opportunities

Climate Literacy and Trustee Professional Learning Series

For trustees to truly be able to assist their communities in the fight against climate change, it is important for them to fully understand the role districts play in combating climate change. Though most trustees understand what climate change is and the importance of enacting measures to reduce emissions, there are many variables that are important to understand so we can take a calculated approach to this complex issue.

The CCWG sees immense opportunity in a BCSTA lead climate change learning series. The CCWG has had positive discussions with UBC on collaboration opportunities to develop such a learning series, but recognizes that there are many companies and post-secondary institutions that would make for strong collaborators.



University of British Columbia (UBC)

The info note below provides an outline of opportunities for grant funding to collaborating with UBC from a meeting held with UBC and CCWG members.

COLLABORATION BETWEEN UBC AND BCSTA INFO NOTE

BACKGROUND

On March 7th, 2022 BCSTA Director of Education Services Gordon Li and working group chair Allison Watson met with Jessica Dempsey and Sara Nelson of the UBC Centre for Climate Justice. The intention of this meeting was to discuss ways in which UBC and BCSTA could collaborate.

While both parties quickly identified ways we could work together, we acknowledged that the climate change working group's mandate is to present opportunities to BCSTA through recommendations.

There were four key areas that were identified where this collaboration could create meaningful change for districts in climate action in both the long term and short term.

1. Built environment:
Conducting research, assistance in identifying barriers and required action.
2. Climate justice:
Equity recommendations and adaption strategies.
3. Climate literacy: Professional Learning (PLC) opportunities.
4. BCSTA climate strategy plan:
For the CCWG: Campus and Community Planning at UBC has done significant work on UBC's climate strategy and plan.

Research options include (but are not limited to):

- A student could conduct a literature review of best practices and ideas/ approaches to help create a district handbook on climate action.
- Capstone project through UBC's Masters in Energy Leadership and Clean Energy Engineering program.
- Climate Change Curriculum, Vanessa de Oliveira Andreotti.
- School of Architecture and Landscape Architecture, Adam Rysanek.

FUNDING SUPPORT FOR RESEARCH

[MITACS](#) funding supports graduate student internships at businesses and nonprofits. They currently have a deal on where the non-profit partner puts in \$2,500 to \$5,000, then MITACS pays the rest (up to \$15,000). It could be used to support a student all spring/summer, even at smaller amounts.

MITACS powers research and development creation by connecting private sector with premier post-secondary institutions to solve organizational challenges.

There is enhanced leveraging so that partner contributions are matched 3:1 by MITACS vs. the usual 1:1 match.

[MITACS Accelerate](#) funding models for each four to six month internship:

- \$10,000 option: \$2,500 from the partner and \$7,500 from MITACS (full award paid to the intern)
- \$15,000 option: \$3,750 from the partner plus \$11,250 from MITACS (intern receives \$10,000 min, remainder available for research expenses)

- \$20,000 option: \$5,000 from the partner and \$15,000 from MITACS (intern receives \$10k min, remainder available for research expenses)

Please note the following limitations of the enhanced leveraging:

- Partner organization (company or NFP) must have less than 500 employees to qualify.
- Intern must be named (not listed as TBD) to qualify.
- There is a deadline depending on the time of year for accessing funding. The enhanced leveraging applies to all internships that meet these criteria.

Undergraduate students can complete up to three MITACS Accelerate internships, Masters students up to four, PhD students up to eight, and postdoctorals up to nine.

Ministry & Education Partners

In 2019, a motion was passed at BCSTA's AGM, "That BCSTA request the Ministries develop and provide, in a timely manner, operational guidelines to help school districts to meet CleanBC's 2032 standards to reduce emissions." Collaborating with these two Ministries to support district facilities would ensure that the unique needs of districts are met.

BCASBO QUESTIONS

The CCWG reached out to the BC Association of School Business Officials (BCASBO) with a series of questions.

- Please share how your members have committed to climate action and mitigation strategies.
- What are the biggest challenges members are facing in implementing measures to reduce emissions?

- Has BCASBO provided professional learning and resources for its members to look at climate mitigation strategies? If yes, please provide details.
- When Facility Condition Indexes are determined, what elements relate to energy conservation and reduction of greenhouse gas emissions?
- What are the kinds of projects that are covered under the CNCP? Is the CNCP providing enough funding for projects to meet emissions targets?
- What features would a project built to LEED Gold Standards have that an older school (20, 30, 40 years) would not?
- What are some of the more innovative systems using clean energy sources should districts be contemplating to meet CleanBC Energy Goals?

Ray Velestuk, BCASBO president, shared that BCASBO does not currently have a working group or a collective approach to climate action, but all districts have been working in this area. Velestuk informed the group that there are BCASBO members who are willing to assist in the quest for answers to the questions we posed.

The CCWG recognizes value in the BCSTA, MECC, Ministry of Environment and Climate Change Strategy, BCASBO and Educational Facility Managers Association of British Columbia (EFMA) working together to create operational a guide/framework to reduce emissions in districts.

Canadian School Boards Association

The CCWG asked that BCSTA reach out to the Canadian School Boards Association (CSBA) to ask the following questions:

1. Will CSBA share with the BCSTA Climate Change Working Group what other provinces are doing to address climate change and sustainability across the country?
2. Has CSBA recognized the integral role that public education plays in combating climate change?
3. How can BCSTA'S Climate Change Working Group support CSBA in supporting sustainability in school districts across the country?

BCSTA wrote the following letter to CSBA's president, Laura French:

Dear President French,

Subject: Climate Change Advocacy

Today, I write to you to on behalf of the British Columbia School Trustees Association (BCSTA) and our members to encourage the Canadian School Boards Association (CSBA) to include climate change as part of the advocacy plan for 2022.

As part of this ask, we request that CSBA prioritize a meeting with the Honourable Steven Guilbeault, minister of environment and climate change, as part of the 2022 day on Parliament Hill. We desire to see CSBA, and its member associations, advocate federally regarding the integral role that public education plays in combating climate change.

We feel compelled to address climate change with an understanding that the role of public education is two-fold. We must do more to reduce the harm done to the environment by improving our facilities, and we must also invest in educating young people on promoting change and positively impacting the planet's climate.

BCSTA has recently established a Climate Change Working Group that seeks to understand how school districts in B.C. are engaged in climate-change initiatives. The group is also documenting current best practices for lowering emissions in school districts across the province. BCSTA would be pleased to share these findings with CSBA when they become available to promote these best practices across the nation.

I look forward to your reply and extend an invitation to meet and discuss how we may collaborate on the tasks outlined above.

Sincerely,

*Stephanie Higginson,
President BCSTA*

Recommendations for BCSTA

Climate Strategy Plan: A Framework For Districts

- The CCWG recommends that BCSTA work with partners to create samples of district policies (by region) that reach provincial emissions targets.
- Distribute the sample policies and administrative procedures/regulations to all districts and trustees.
- Create a BCSTA climate strategy plan that will create a framework for BCSTA to assist its members in meeting emissions targets.

Climate Literacy/ Professional Development

- Create a professional learning series on climate change. Addressing how it impacts our schools and how trustees can make a difference in their own district.
- Promote resources on sustainability for districts.
- Create a listing of readings associated to climate change research in B.C. These could include scholarly research as well as traditional Indigenous research.

Advocacy

- Advocate to include reporting on climate action as part of the Framework for Enhancing Student Learning or other public reporting.
- Include climate action in BCSTA's strategic planning.
- Advocate with the MECC to include electric busses in their funding for districts.
- Recommendations for follow-up on motions:
 1. Follow-up on the priorities made by the Minister of Education and Child Care to:
 - a) Update the Environmental Learning and Experience: An Interdisciplinary Guide for Teachers.



- b) Identify and highlight K-12 climate change and sustainability curriculum elaborations across learning areas.
- c) Support the expansion of a validated and curated climate education and sustainability resource collection. The collection should include age appropriate materials for students in all grades K-12.

In addition, continue to advocate for an expansion of climate literacy in the K-12 curriculum. Ensure that resources are being provided by the ministry to districts based on current scientific understandings of climate change. These resources should reflect the urgency of the situation and do not reflect a bias to maintain the status quo.

- 2. Continue to advocate for operational guidelines for districts to meet global emissions targets.
- 3 Understand the amount of funds needed to meet emissions targets and continue to advocate for increased funding through CNCP.
- 4. BCSTA members may want to consider a motion that requests grant funding from the federal government to reduce emissions in districts.

Recommendations for Districts

- Boards should look to pass sustainable energy policies or include environmental sustainability in their district's strategic planning. Including goals around sustainability within strategic planning can be incorporated into capital projects, new builds, transportation, facilities and student and staff behavior engagement in reducing emissions.
- Trustees can create a climate change working group within their own districts.
- Trustees can encourage districts to use incentive programs to address climate change through the behavior of individuals in school communities. [sustbestpractices.pdf \(gov.bc.ca\)](#).





British Columbia
School Trustees
Association



16-June-2023
File # 3900-20
Bylaw No. 2579, 2023

The Board of Education of School
10112 105 AVE,
Fort St John, BC V1J 4S4

Dear: The Board of Education of School

Re: Zoning Amendment Bylaw No. 2579, 2023 Institutional Zone Permitted Uses

Your property has been identified as having a land use zone of INS-I Institutional.

City Council, at their Regular meeting on June 12, 2023, received an application from The City to amend the zoning of all Institutional zoned properties by Zoning Bylaw No. 2470, 2019, as per the following:

Amend Zoning Bylaw No. 2470, 2019 to permit the following uses on all properties within the INS-I Institutional Zone: ***Assisted Living, Independent Living - Senior, Seniors care Facility, Senior Housing, Seniors Lifestyle Building, Supportive Living, and Respite Housing.*** See attached map.

This change may not affect you. It is intended to remove a barrier to development for those owners of Institutional zoned lands that may be interested in developing vacant portions of their lands with specific housing that is currently in need in the community.

Council approved a first and second reading of the bylaws indicated above, and a Public Hearing is scheduled for June 26, 2023 at 6:00 p.m. in City Hall Council Chambers located at 10631 100 Street, to obtain comments from residents regarding this application.

Enclosed is the public hearing notice, a map of affected properties, as well as a leaflet that explains the public hearing process.

If you have any questions regarding this notification, please contact me at (250) 787-8188 or by email at cjackson@fortstjohn.ca.

Sincerely,



Charlene Jackson
Planning Manager

PUBLIC HEARING

ZONING AMENDMENT BYLAW NO. 2579, 2023

DATE AND TIME: Monday, June 26, 2023 at 6pm

LOCATION: City Hall, 10631 100 Street

The proposed bylaw affects all parcels of land zoned INS-I Institutional through Zoning Bylaw No. 2471, 2010 as shown highlighted on the map.

The City's Housing Needs Assessment has identified gaps that exist in the housing market, potential opportunities to fill those needs and the future housing needs of the City. Through multiple past inquiries and discussions with community members, First Nations, Developers and Seniors groups, staff have identified that amending the Institutional Zone could provide an opening for development of these deficient housing needs and provide opportunities for development and co-location of uses that are being sought by community stakeholders, developers and members of the community.

Therefore, the City, as Applicant, is seeking to amend Zoning Bylaw No. 2470, 2019 to permit the following uses on all properties within the INS-I Institutional Zone: ***Assisted Living, Independent Living - Senior, Seniors care Facility, Senior Housing, Seniors Lifestyle Building, Supportive Living, and Respite Housing***. This proposed zoning amendment will allow, in part, for the City to implement recommendations of the Housing Strategy to assist in meeting the current and future housing needs of Fort St. John residents, specifically for our Seniors, People with Disabilities and our Indigenous Peoples.

A copy of the proposed bylaw and related documents may be inspected at City Hall – 10631 100 Street, Fort St. John, BC between the hours of 8:30 am to 4:30 pm from June 22 to June 26, 2023.

Your comments are important and residents who wish to make comments on this proposed application can submit them in one of the following ways, by 4:30 pm on Friday, June 22, 2023:

- Mailing or hand delivering a letter to City Hall:
10631 - 100 Street, Fort St. John, BC V1J 3Z5
Attention: Bonnie McCue, Corporate Officer
By email to legislativeservices@fortstjohn.ca

Written comments received will be distributed to Council for their consideration at the meeting.

At the hearing, the public will be also allowed to make presentations to Council or present written submissions respecting matters contained in the proposed bylaws.

NOTICE OF PUBLIC HEARING REGARDING PROPERTY IN YOUR NEIGHBOURHOOD

Why Did I Receive This Notice?

You have received this notice of a Public Hearing because your property is within 100 metres of a property which is being considered for an Official Community Plan and/or Zoning Amendment.

Where Are Public Hearings Held?

Public Hearings are held in City Hall Council Chambers beginning at 6:00 p.m. unless otherwise stated. If you arrive early, please feel free to come in to the Council Chambers and sit in the chairs provided. A Regular Council Meeting may be in progress, but will recess at 6:00 p.m. for the Public Hearing.

Who Can Speak At A Public Hearing?

At a Public Hearing the public is allowed to make representations to Council. All persons present who believe that their interest in property is affected by the proposed bylaws will be given a reasonable opportunity to be heard and / or to present written submissions respecting matters contained in the proposed bylaw(s).

What Happens At A Public Hearing?

The Mayor will ask persons who wish to make a presentation to come forward and to:

- print your name and civic address on the speaker's list,
- clearly state your name and address, and
- present your views concerning the proposed bylaws.

Members of Council may, if they wish, ask questions of you following your presentation.

During a Public Hearing the main function of City Council members is to listen to the views of the public. It is not the function of Council to debate the merits of the proposed bylaw(s) with individual citizens.

Everyone will be given a reasonable opportunity to be heard at the hearing. No one will be prevented from making a presentation. No one should feel discouraged from making his or her views heard. Your only opportunity to verbally comment on the proposed bylaw(s) will be during the Public Hearing.

Written submissions can be provided in person at City Hall addressed to the Corporate Officer, or via email to legislativeservices@fortstjohn.ca. Written submissions must be received by the Friday before the Public Hearing.

Members of Council are not permitted to receive further submissions after the close of the hearing.

When Does Council Make A Decision On The Bylaws Discussed At A Public Hearing?

After the Public Hearing, City Council will adjourn the Public Hearing and resume the Regular Council Meeting. At this time, Council will receive the report of the Public Hearing and consider the bylaw(s) which were addressed at the Public Hearing. You are invited to stay for this portion of the meeting to see what action City Council takes with regard to the bylaws. Depending on the input received at the Public Hearing, Council may, without further notice, adopt or defeat the bylaw(s). At this time you may choose to stay for the remainder of the Council Meeting or leave.

Who Can I Call For More Information?

City of Fort St. John

(250) 787-8150

Charlene Jackson, Planning Manager

Bonnie McCue, Corporate Officer

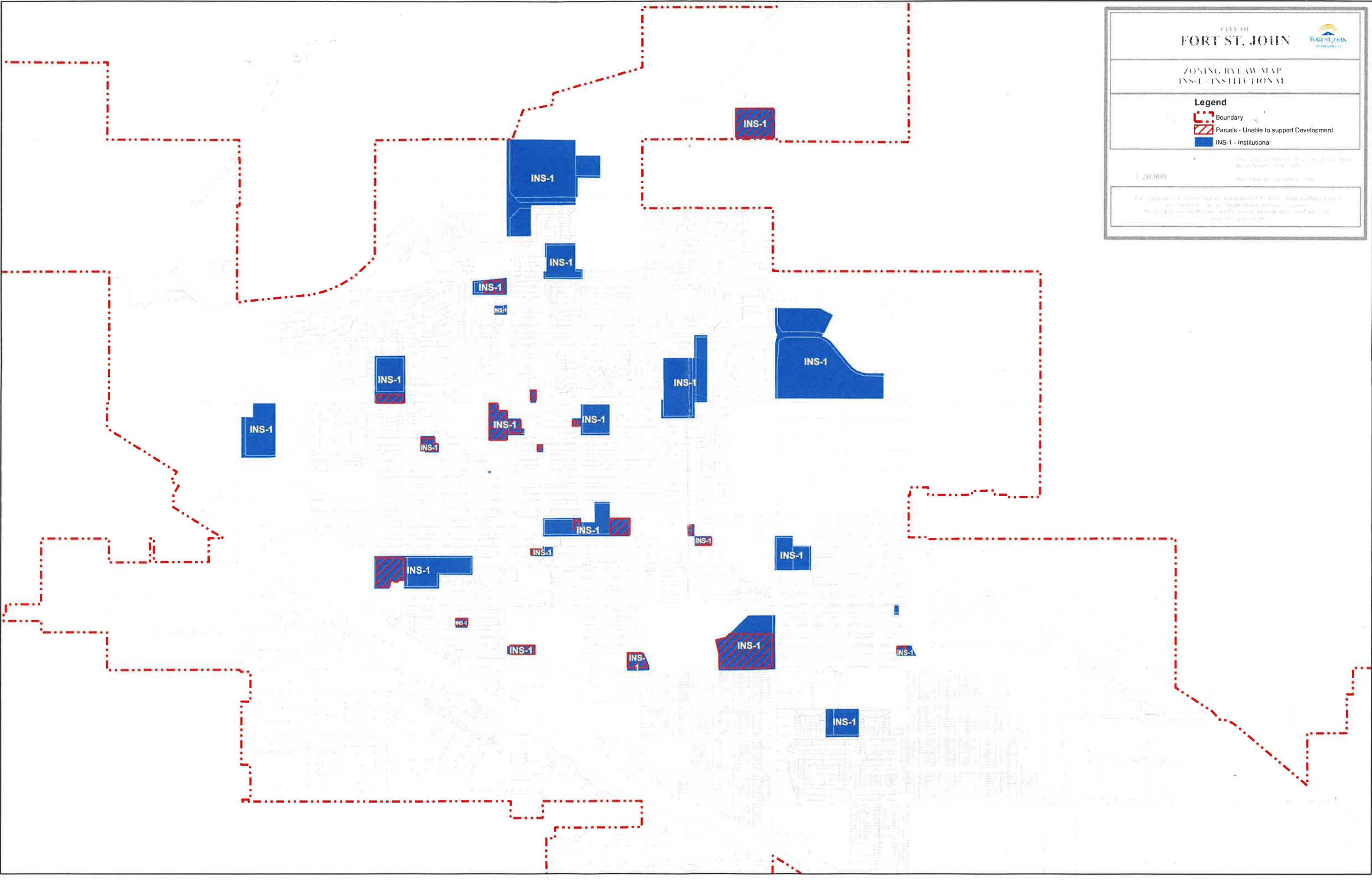
ZONING BYLAW MAP
INS-1 - INSTITUTIONAL

Legend

- Boundary
- Parcels - Unable to support Development
- INS-1 - Institutional

1:20,000

This map is a representation of the City of Fort St. John's Zoning Bylaw. It is not a legal document. For more information, please contact the City of Fort St. John's Planning Department.



Advocacy Follow Up from AGM Peace River North and NIB

AGM 2023 Peace River North Motion Assessment Wait Times

-no follow up information on the portal at this time

AGM 2023 NIB Online Teacher Programs

-June 2023 Ongoing work with MECC Workforce Committee

AGM 2023 NIB Interprovincial/International Certification Barriers

-Ongoing work with MECC Workforce Committee

AGM 2023 NIB Funding for Truth and Reconciliation

-Jul 2023: Letter o IEC Co-Chairs referring motion for IEC's review

AGM 2023 NIB Inflationary Costs

-May 2023: CEO and President met with ADM Brown (Victoria). Request a meeting with Minister Conroy.

Jul 2023: Letter sent to Minister Conroy requesting meeting

AGM 2023 NIB Annual Facilities Grant Funding to Meet Clean BC Goals

-letter sent to MECC Aug. 21, 2023

-Aug. 24, 2023: ADM Chris Brown and team make presentation to BCSTA BoD re: funding



K-12 EDUCATION AND CHILD CARE

During the Committee's consultation, challenges with K-12 education operational and capital funding, including growth and maintenance, were highlighted. The Committee also heard from numerous school districts, organizations and individuals about staffing shortages and the need to increase supports for students, especially the most vulnerable. Many organizations and individuals additionally noted challenges related to child care in schools and accessing affordable child care.

CAPITAL FUNDING

The British Columbia School Trustees Association advocated for increased capital funding, noting that capital projects and maintenance have been chronically underfunded, and that sufficient funding and processes for the proactive acquisition of school sites are imperative. Similarly, School District No. 36 (Surrey) recommended eliminating the requirement that local school districts contribute up to 50 percent of capital funding on major capital projects for new spaces as it creates significant budgetary pressures and is becoming increasingly unsustainable. School District No. 43 (Coquitlam) highlighted that over the past two years, it has added over 70 classroom spaces including approximately 20 portables using its own funds which are redirected out of the classroom when facility land acquisition and infrastructure funding is insufficient. As a result, the school district support limiting school district contributions towards capital projects. Additionally, School District No. 42 (Maple Ridge-Pitt Meadows) explained that the current capital funding model does not include funding for the administrative or maintenance facilities required to support the delivery of educational services in school districts. They further emphasized the need for funding to address all school district capital needs, including portable classrooms, additional specialized spaces in schools, administrative and maintenance buildings.

The Committee also heard about some specific capital needs. To address the issue of lack of access to schools in regions of large population growth and new housing developments, the BC Retired Teachers' Association recommended prebuilding

schools in areas where planners have already indicated there will be new or infill housing. The Institute for Public Education BC added that government needs to develop a more comprehensive and collaborative approach with school districts and municipalities for the building of new schools which better considers projected population growth, including large scale immigration into the province. School District No. 71 (Comox Valley) spoke to the need for a new capital fund for the purchase of portable classrooms, stating that their schools were already nearing capacity with over 50 portables in service with an additional 2,000 students projected in the next ten years. They also highlighted that each portable costs \$350,000 and can only be funded from operational funding. West Vancouver Schools requested targeted capital support for technology demands and general increases to address inflation noting that classrooms and facilities require robust infrastructure to support modern digital tools and solutions including connectivity, online learning, and personal devices. Finally, School District No. 71 (Comox Valley) recommended additional resources for projects in the carbon neutral capital plan. The school district stated that the funds currently available to districts were inadequate to cover the cost to electrify and change a single school to a heat pump which ranges from \$750,000 to \$2.2 million while the district's direct funding from government for carbon neutral projects per year was approximately \$350,000.

School districts along with parent and teachers' associations advocated for additional capital funding for the seismic mitigation program. School District No. 38 (Richmond) noted that currently 16 elementary schools and four secondary schools in the district remain unsupported for mitigation. Vancouver School District highlighted many Vancouver schools have H1 seismic ratings, meaning they would suffer irreparable damage. The Greater Victoria Teachers Association added that provincial funds for new builds and upgrades should fully cover all costs and provide the best environmentally sound, modern buildings without making sacrifices to space and functionality. All three of these organizations, along with the

BC Confederation of Parent Advisory Councils, recommended increased funding for seismic upgrades.

The Committee heard from school districts calling for capital investment to complete needed maintenance along with modernization to address aging infrastructure. School District No. 42 (Maple Ridge-Pitt Meadows) stated that deferred maintenance costs continue to accumulate while the condition of schools continues to deteriorate. Similarly, West Vancouver Schools noted that since capital funding has not kept pace with inflation, it has become increasingly difficult for them to cope with deferred maintenance. School District No. 5 (Southeast Kootenay) highlighted that in rural districts, the students' learning environment, and the health and safety of all employees suffers due to aging facilities and an elevated risk of failure of some key safety systems. They school district requested targeted funds to bring portables to an energy-efficient standard and to ensure that portables and aging infrastructure have HVAC systems in place to meet evolving health and safety needs. West Vancouver Schools also remarked that school districts now face additional challenges requiring capital funds such as covering technology costs in excess of \$1 million annually and modernizing washrooms to accommodate and make students of all genders welcome.

The Committee also heard a specific request from Wells-Barkerville Parent Advisory Committee regarding its aging school building, which is owned and operated by the municipality. An assessment of the building identified deferred maintenance, health and safety issues, and upgrades totaling approximately \$1.1 million. The community is at risk of having the building shut down and requested funding for the necessary maintenance upgrades.

Regarding funding for new schools, recommendations addressed issues of population growth and capacity. School District No. 38 (Richmond) noted that a 15.2 percent growth in total enrolment across elementary schools in Richmond City Centre led to the deployment of eight portable classrooms and that investment will be needed for two new elementary schools, 23 additional classrooms, and additions to existing schools to accommodate the projected population growth. School District No. 36 (Surrey) recommended funding for new school space capital projects in Surrey as one of their most significant challenges is the continued enrolment growth and critical shortage of school and classroom capacity to accommodate students. The City of Surrey added that to meet the classroom space needs of the new 1,200 students arriving

each year would require two new elementary schools to be constructed every year and urged an increase in funding and to make funding more predictable for school infrastructure in Surrey. The Greater Victoria Teachers Association noted that money for new builds will only cover the current student population which often results in schools being at or over capacity as soon as they are built. In response to school and classroom capacity shortages, School District No. 36 (Surrey) explained that they had to convert other specialty educational spaces such as computer labs and multi-purpose areas into classrooms and acquire portables to meet student growth demands. Additionally, the BC Confederation of Parent Advisory Councils remarked that when it comes to building new schools, discussions with the Ministry of Education and Child Care, and all stakeholders about what the area's future will look like are crucial, otherwise brand-new schools will continue to exceed capacity, and portables will need to be deployed.

The Committee also heard the importance of funding zero-emission school buses. For Our Kids expressed concern about the health effects of diesel exhaust. The organization recommended increasing funding so that all new school buses can be electric by default.

CHILD CARE AND EARLY CHILDHOOD DEVELOPMENT

Some organizations called for general increases to child care and early education funding. The BC Principals and Vice-Principals Association advocated for funding the true associated costs for school-based child care programs including leadership and administrative time, and staffing to effectively manage the new programs and responsibilities. First Call Child and Youth Advocacy Society highlighted that barrier-free drop-in programming and child care can help combat isolation for families with young children. The society recommended accelerated investments in quality child care, including a wage grid for early childhood educators (ECE), and increased funding for early intervention supports, therapies and programs. Additionally, IATSE Local 168 remarked that many of its members work outside of the traditional nine-to-five workday and that the live arts industry is not the only sector that works 24-7. To address this gap, IATSE supported an expanded child care program available on evenings and weekends.

In relation to the \$10 a Day Child Care Program, two individuals advocated for adequate funding for programs across the province providing regional parity and allowing programs to recruit and retain qualified educators. The Centre for Family Equity highlighted that there are currently only 12,729 spaces at \$10 a Day Child Care Programs and recommended the expedited completion of the \$10 a Day Child Care system, including before- and after-school care at school locations to increase capacity. YWCA Metro Vancouver stated that the requirement for providers of new child care spaces to operate for one year prior to being eligible for \$10-a-day funding puts unnecessary pressure on not for profit operators, leaving them uncertain about the financial risk of opening new facilities. Therefore, the organization recommended eliminating the one-year period to encourage the opening of more child care facilities.

Regarding subsidies, BGC Canada similarly noted that current funding and limits on fee hikes have made participation in the Child Care Fee Reduction Initiative unsustainable for not for profit providers. Currently, operators are prevented from increasing fees in line with inflation, forcing them to operate spaces at a loss which increases financial pressures on the organization, and severely limits their capacity to expand into new locations to meet growing demand. BGC Canada stated that a solution would be to work with existing not for profit providers to ensure that the Child Care Fee Reduction Initiative funding models are sustainable. Finally, the Revelstoke After School Society proposed an increase to the maximum income eligible to receive affordable child care benefits to \$200,000, noting that many families struggle to make ends meet, including those whose income exceeds the \$110,000 threshold for the current affordable child care benefit program. Committee Members also heard from the Revelstoke After School Society recommending funding for a summer camp subsidy. The society stated that access to affordable summer camps enables parents to work and would provide a valuable form of respite for parents, who often face additional stress during the summer months when children are out of school.

The Committee heard from the YWCA Metro Vancouver about aging child care centres and the reality that capital upgrades fall on not for profit operators, diverting funds from other essential services. To mitigate this need, the YWCA recommended the creation of a capital replacement fund to enable operators to replace aging infrastructure. Additionally, individuals highlighted the importance of a capital budget and planning process to create new child care facilities and the

need to stop the current practice of relying on an inequitable application-based process for child care expansion. They further noted that this approach would be more sustainable and that it would also allow for the implementation of design standards that create quality indoor and outdoor spaces for children and align with CleanBC. The Coalition of Child Care Advocates of BC remarked that fewer than 25 percent of children have access to a licensed space and that waiting lists remain years long while demand for child care continues to grow. To address this situation, the Coalition advised introducing a capital budget and plan to build high quality, climate-resilient new child care facilities with public, not for profit, and Indigenous partners.

Regarding child care providers, BGC Okanagan remarked that recent changes brought to the Child Care Fee Reduction Initiative have come at the cost of many child care providers, with fees not considering the costs of staff recruitment and retention as well as rising operational costs. The organization recommended eliminating restrictions on child care providers' fees by basing the formula on the true costs being incurred by providers. Another recommendation to reduce costs to child care providers, proposed by CEFA Early Learning, revolved around funding the tax portion of additional rent paid to landlords for early learning and child care operators. CEFA Early Learning stated that this type of subsidy would make it more attractive for providers to open much needed spaces in the province, especially in new developments. Finally, BGC Okanagan noted that by shifting responsibility for child care to the Ministry of Education and expanding the role of school districts, additional pressures such as large rental fee increases have been placed on not for profit providers and communities have been cut out of local child care decisions. BGC Okanagan stated that by prioritizing not for profit child care providers and requiring school districts to follow a cost recovery model when renting space would enable not for profit organizations to continue to provide affordable child care to their communities.

The need for increased capacity and additional investment for child care in schools was another key theme. School District No. 71 (Comox Valley) noted that with the addition of child care to the education mandate, school districts are being asked to take on an unfunded mandate or to spend education-focused funds, which is a barrier to creating and expanding much-needed child care spaces. CUPE Fraser Valley District Council noted that public child care in schools means fewer transitions and better care for kids and a single drop-off and

pickup location for parents. CUPE Kootenay District Council added that if parents are unable to find licensed spaces, they are faced with anxiety and guilt over having to place their children in unlicensed child care spaces, or they cannot work, which impacts the entire family. Several CUPE district councils advocated for investment in the creation of seamless and integrated child care, operated in-house by school districts to create thousands of new, affordable, and accessible child care spaces. With respect to before- and after-school care, Revelstoke After School Society recommended increased funding, stating that the cost of after-school care can be a significant financial burden for low-income families, and more space is needed in existing programs.

The Committee heard about the need to address recruitment and retention in the child care sector. BGC Canada and BGC Okanagan recommended a workforce strategy for the sector, highlighting the need to expand the pool of qualified staff. CUPE Vancouver Island District Council advocated for funding for increased hours for educational assistants (EAs) by delivering school aged child care publicly through school districts to reduce precarious work and labour shortages. Further, the Summit Community Services Society noted that wage discrepancies between ECEs and EAs is exacerbating worker shortages. The society recommended providing permanent wage top-ups and benefits for ECEs to incentivize more people to enter the field. YWCA Metro Vancouver added that funding a competitive, equitable wage grid with benefits is crucial to address ECE shortages while the Coalition of Child Care Advocates of BC, along with two individuals, advocated for the implementation of a wage grid for ECEs in the range of \$30-\$40 an hour. The Coalition also recommended funding existing \$10 a Day Child Care Programs to ensure regional consistency of ECE compensation and providing a three-year plan with funding to transition interested operators into the program using an equitable funding formula. The Committee also heard that funding education could help recruit new ECEs. CEFA Early Learning stated that the cost of schooling is a barrier for many, especially when ECE wages are still far below where they need to be, and they proposed fully funding tuition for any individual looking to enter a ECE program at either a college or university. Alternatively, YMCAs of BC suggested that the ECE workforce could be increased by scaling up the Work Integrated Learning program, with a revised financial model that compensates providers for their supervision and mentorship of students.

INDEPENDENT AND PRIVATE SCHOOLS

SelfDesign Learning Foundation recommended increasing per-learner funding for independent, group 1, provincial online schools to levels received prior to 2020 to allow the most vulnerable learners to get the support they need. The organization explained that its school, which is the largest school of record for children with support needs in BC, does not receive additional funding for students diagnosed with high-incident support needs. Therefore, the school must support these vulnerable learners with general per learner funding. Conversely, School District No. 46 (Sunshine Coast) argued that it was necessary to reassess and recalibrate funding allocations for private schools to redirect a portion of the resources into the public school system, stating that this could provide a sustainable solution to manage inflationary pressures while providing high-quality public education. One individual asked for high-tuition private schools funding to be permanently frozen at 2022 budget levels.

OPERATIONAL FUNDING

Several individuals and organizations recommended increases to operational funding. CUPE Local 728 advocated for funding to help school districts address structural shortfalls, noting that the current funding formula, based on student numbers, fails to properly account for the fixed costs, inflationary environment, and the additional funding needed for students with support needs. Several organizations advocated for increased operational funding specifically tied to inflation. The British Columbia School Trustees Association stated that with no funding to help offset additional costs caused by rising inflation, districts are being challenged to balance their budgets, and funding that should go to students is being diverted to cover inflation. School District No. 60 (Peace River North) added that while budgets were increased to cover the full cost of the negotiated wage settlement for union staff, inflation was not a consideration in the budget allocations. Similarly, the School District No. 46 (Sunshine Coast) highlighted how inflation continues to pose challenges in funding capital projects and meeting student needs.

Some organizations highlighted the need for funding related to programming for educators. The Greater Victoria Teachers Association advocated for paid training for provincially mandated initiatives. School District No. 38 (Richmond) added that to effectively implement initiatives they would need funding to support classroom resources, release time

for professional development, staffing support, new staffing positions, and adequate support for students with disabilities and diverse abilities. With respect to creating a more inclusive environment, BCEdAccess Society sought funding for curriculum supports for teachers around ableism, accessibility, and disabilities and to address obligations under the UN Convention on the Rights of Persons with Disabilities, the UN Convention of the Rights of the Child and UNDRIP.

Organizations and individuals also shared the need for funding related to programming for students. MOSAIC highlighted that due to a recent surge in hate crimes, racist incidents are occurring in schools every day and called for dedicated funding for anti-racism education in schools and communities. With a concern for inclusivity, the Diverse Abilities Programs recommended funding for disability awareness programming, such as aDAPT programs, tailored by grade. Others were concerned about introducing a climate curriculum. Pearson College UWC launched the Climate Action Leadership Diploma, a two-year, pre-university course, and is now looking to adapt the curriculum so that it can be applied and used in public and independent schools. In line with this goal, the College recommended supporting the development and implementation of a climate curriculum to ensure that youth are equipped with the knowledge and skillsets required to address climate change.

Regarding human resources, funding requests revolved around training to better prepare educators for new roles and training relating to specific groups and skills. The BC Principals and Vice-Principals Association noted that current labour shortages have seriously affected the education system and to bolster the ranks of school leadership, educators are being placed in their roles with little or no training. To address this issue, the BC Principals and Vice-Principals Association recommended increased funding for long-term leadership development. One individual proposed funding for the mentorship of classroom teachers in their first five years, remarking that new teachers can easily become isolated and the attrition rate for this group is very high. Dyslexia BC, supported by several individuals, recommended implementing legislation, policy, and teacher training for mandatory remediation programs, which can be accessed by both general and special education populations. Other individuals advocated for mandatory special education training for all teachers so that they would understand disabilities and be better equipped to teach kids with learning differences.

The Committee also heard calls for funding for Indigenous students. Pearson UWC noted that the new climate action leadership diploma program has helped to attract more Indigenous students from Western Canada than ever before in the college's history. The College advocated for the development of new programs to provide financial supports to offset costs for Indigenous students to participate in a broad range of educational opportunities. An individual recommended funding so that Indigenous education workers could invite both Indigenous and non-Indigenous children to take part in their planning stating that the best way to combat racism and discrimination is to ensure everybody is included.

With respect to rural and remote communities, School District No. 60 (Peace River North) shared that supply and delivery costs to bring items to the north have increased above inflation levels and explained that funding revisions addressing northern factors that influence equity were required to remedy the situation. The Wells Barkerville Parent Advisory Committee stated that the lack of policy guiding funding allocation through the Elementary Small Community Funding - Small Remote Schools meant that the school and community were left under-resourced and disadvantaged as the designated funds were absorbed into the district's general operating budget. Therefore, the organization recommended a policy that ensures funds allocated for rural schools are spent in a way that truly benefits the children of the communities that they serve. The Wells-Barkerville Parental Advisory Committee also advocated for the K-7 classroom at the school to be split into two classes with two teachers to better serve the needs of the primary and intermediate students.

Finally, an individual highlighted that teachers in small rural schools face many challenges and need more support including counselling services for students, preparation time and support to innovate, they stated that improving the one-size-fits all funding model for small rural schools would ensure K-12 students have access to a strong, well-supported education system that ensures inclusion and learning for all students.

RECRUITMENT AND RETENTION

The Committee heard about recruitment and retention challenges across the K-12 education sector. The BC Teachers' Federation stated that more than four out of five of its members reported feeling effects of staffing shortages, including higher workloads, less time to prepare lessons, and

skipping personal leave or sick days they felt they needed, and advocated for a recruitment fund to relieve the shortage of certified teachers and fill projected labour needs. Similarly, the BC Retired Teachers' Association recommended adopting a plan to increase the number of qualified teachers. School District No. 59 (Peace River South) favored the idea of reducing financial barriers and processing delays for out-of-province teacher certification as it would address workforce shortages and could encourage the return of BC residents who have completed their education outside of the province. School District No. 59 Board of Education (Peace River South) further noted that flexible recruitment incentives, including return of service bursaries, are needed to cover the high cost of moving skilled education staff to northern communities. The Greater Victoria Teachers Association supported an increase in the number of teacher counsellors, learning support, inclusive education teachers and teacher librarians noting that these specialists support students and enhance the programs classroom teachers provide. Finally, with regards to retention, 16 percent of BC Teachers' Federation members said they would likely leave teaching within the next two years, with more than half reporting poor working conditions or mental health concerns. In consequence, the federation advocated for the creation of a retention fund for experienced teachers.

In relation to rural and remote areas, the School District No. 46 (Sunshine Coast) discussed the need to implement comprehensive strategies to address recruitment and retention challenges in rural school districts. The school district added that on the Sunshine Coast, the high cost of living combined with a scarcity of affordable housing options creates hardships for staff, hinders their well-being and complicates recruitment and retention efforts. School District No. 60 (Peace River North) highlighted that unaddressed teacher shortages in rural and remote communities impact equity of access to quality education and student outcomes. The Institute for Public Education BC suggested that the shortage of qualified teachers should be addressed by recognizing qualified and experienced immigrants, and expanding teacher education programs, with a particular focus on attracting teachers to rural areas. School District No. 59 (Peace River South) spoke to the need for enhanced accessibility to teacher education in northern, rural and remote communities through further expansion of online and hybrid teacher education programs to allow more teachers teaching on letters of permission in schools to do their teacher education program online. Finally, BCEdAccess Society reported that there were around

80 uncertified teachers working in rural and remote areas and advocated for improved workforce planning for EAs and teachers, especially specialist teachers, in these areas.

Aside from teacher recruitment and retention issues, the Committee heard that EAs also face recruitment and retention issues as they struggle with lower incomes, higher workloads, and less-than-full-time work, along with the seasonal nature of an EA's job, all creating tremendous pressures on workers. An individual also requested funding for classroom EAs to address the changing role of teachers who now act as a hub for access to broader social and community services. Additionally, CUPE Local 728 and CUPE Vancouver Island District Council shared that trades wages in the K-12 sector are 9 to 12 percent lower than those paid for the same positions in the municipal sector, putting school districts at a disadvantage and leading to much higher costs as they are forced to contract externally. They therefore recommended addressing staff shortages and retention challenges in public education by funding solutions to the structural issues forcing workers out of the K-12 sector.

STUDENTS WITH SUPPORT NEEDS

Increased funding and resources for students with support needs were recommended by many school districts, parents, and organizations. School District No. 5 (Southeast Kootenay) advocated for increased special education funding stating that in the 2022-23 school year, approximately 16.2 percent of the district's students were identified as having diverse abilities or disabilities and requiring additional support, and that in the same year, the district received \$10.5 million in special education funding but expended over \$15.8 million. One individual added that the number of children getting designated with support needs is increasing but funding is insufficient to meet their needs and as a result it is important to make sure this increased funding is specifically allocated to them, just like funding for Indigenous learners is kept separate in the budget.

The British Columbia School Trustees Association recommended that the funding formula for inclusive education be evaluated, and funding increased to continue to support vulnerable students adequately. Similarly, the BC Teachers' Federation recommended closing the gap between the actual cost of inclusive education and provincial funding provided to school districts targeting funding to increase equity across the system, by ensuring special education funding can be accessed

by any student who needs it in any district. First Call Child and Youth Advocacy Society called for improved supports for school-age children through increased K-12 public education funding to reduce inequities. The society noted that additional staff and more professional development was needed to deal with increased student needs and highlighted that when supports are insufficient in the school setting, children are sent home, denying them their right to education.

The Vancouver School District explained that only about 20 percent of its schools are fully accessible due to the prohibitive costs of reconstruction and equipment installation in older buildings. As a result, the school board recommended reinstating the former special education equipment grant so children with mobility challenges can access all areas of schools including washrooms, labs, classrooms, and food areas. Similarly, with respect to access and equity, an individual highlighted the need for funding so that children with disabilities can attend school full-time and be included in field trips with their peers without placing undue burden on their parents.

Several stakeholders advocated for funding for early identification and intervention. A parent noted that the failure to support children when they first show additional needs leads to increased frustration, anxiety and a lack of personal growth and academic achievement. The BC Confederation of Parent Advisory Councils proposed increased funding for early identification and intervention for students with diverse learning needs and disabilities. School District No. 42 (Maple Ridge -Pitt Meadows) reiterated the need to support early intervention, programming, and assessments. The District also noted that many early primary students are awaiting medically based assessments due to long wait lists and that additional funding would expedite assessments for students with support needs, support the increased and evolving needs of students, and enhance access to community-based programs for students with diverse needs. Similarly, the BC Retired Teachers' Association advocated for increasing and targeting funding for psychoeducational testing to reduce wait times noting that developing appropriate educational programs for all students requires that testing be available when it is needed.

With respect to dyslexia, two individuals noted that schools are not currently providing the supports that children with dyslexia need and recommended that schools instead offer structured literacy programs for students with dyslexia and all struggling readers. Dyslexia BC highlighted that individuals

diagnosed with dyslexia are more likely to become homeless, are prone to addictions, unemployment, mental health issues, and are over-represented in the incarceration system. Considering this, Dyslexia BC recommended implementing legislation and policies to support children with dyslexia and other learning disabilities in the education system including switching to structured literacy and mandatory training for teachers in remediation programs. Dyslexia BC, along with several individuals, also advocated for funding for mandatory screening of children for dyslexia in kindergarten citing that early screening and prevention will change the trajectory of many youth.

BCEdAccess Society remarked that Inclusion BC and Family Support Institute are overwhelmed by requests from parents and families of children with support needs. The organization highlighted the importance of having knowledgeable people to support parents or children when they need to navigate the education system. The organization recommended a \$3 million investment to appoint an advocate per district to help parents and children in this area.

VULNERABLE STUDENTS

Some organizations advocated for additional supports for newcomer and refugee students. West Vancouver Schools stated its classrooms are increasingly diverse and require skilled professionals who can differentiate curriculum and provide individualized support. As such, West Vancouver Schools recommended funding to enable school districts to equitably support and prioritize funding to support English language learners and inclusive education. The English Language Learners Consortium asked for financial support to school districts that provide settlement supports for newcomers to Canada who are ineligible for federal funding, including refugee claimants and temporary foreign workers, noting that in some districts, between 30 to 50 percent of students receiving settlement supports in school are not being funded by the federal government. The organization further elaborated that these supports would include including removing the five-year limit on K-12 English Language Learning Funding and providing per-pupil funding retroactive to the date of enrollment to districts for all newcomer students who enroll after the September enrolment count. Additionally, School District No. 43 (Coquitlam) identified that increased support for vulnerable students, including those with special needs, mental health challenges, learning loss, and those in

need of CommunityLINK services would be crucial to students' academic success.

The need for school food programs was another key theme with School District No. 42 (Maple Ridge-Pitt Meadows), the BC Chapter of the Coalition for Healthy School Food, and the Breakfast Club of Canada recommending investments in school food programs. Organizations emphasized that all K-12 students need daily access to healthy food and school programs should meet guiding principles such as health promotion, universal accessibility, connection to curriculum, and community economic development. Additionally, the BC Chapter of the Coalition for Healthy School Food highlighted that pilot programs leveraging existing food hub assets within communities and supporting local farmers have been very successful for K-12 institutions in the United States, and recommended establishing a pilot project in four to five school districts to test the potential impact and effectiveness of local food procurement incentive programs at K-12 schools. First Call Child and Youth Advocacy Society highlighted that food programs should focus on meeting the nutritional needs of low-income children.

With respect to mental health supports, two individuals advocated for increased funding for counselling services offered at schools noting that better mental health supports educational outcomes and would allow schools to hire more staff who could then take a more preventive and proactive approach. First Call Child and Youth Advocacy Society highlighted that the COVID-19 pandemic exacerbated inequalities for low-income students and children with diverse learning needs and that as such, funding for improved mental health services was required. The Vancouver School District recommended targeted professional development and support for education staff, adding that students' mental health outcomes are greatly influenced by that of adults around them, including educators.

The Committee also received recommendations regarding increasing seamless funding for youth both inside and outside of the education system to invest in their future success; additional funding for adequate technology infrastructure in all school districts; enhanced cybersecurity; artificial intelligence guidance; and funding to support school boards and parents who are feeling left out of the school system to better know their rights so that they can play an active role in keeping their kids in school.

CONCLUSIONS

The Committee acknowledged challenges faced by school districts with respect to capital funding relating to capacity and portables. Members discussed how capital funding needs to be proactive and responsive to ensure that portable use is temporary and that infrastructure meets community needs. They also discussed the consequences of districts having to fund portables from operation budgets, taking away funding from other important areas and supported targeted funding for the purchase and maintenance of portables. The Committee also recommended continued funding for the seismic mitigation program to ensure that no existing capacity is lost within the school system and that aging infrastructure is safe for students.

Members additionally highlighted the value of zero-emissions school buses and emphasized the importance of provincial funding, so that school districts do not have to use funding intended for student supports. Members noted that there is made-in-BC technology for zero-emissions vehicles and suggested this should be used for school buses.

With respect to child care and early childhood development, Members acknowledged the significant input they received regarding improving accessibility to child care and the work that is ongoing in this area. Similarly, Committee Members recognized that summer camps provide child care for a large number of people enabling them to continue to work when their kids are not in school during the summer. In order to make them more accessible as a part of seamless child care, the Committee supported a means-tested summer camp subsidy.

As it relates to independent and private schools, Members noted that some students are better served by alternative methods of learning. The Committee discussed how the per learner rates for independent, group 1, provincial online schools, were decreased in 2020 and despite subsequent increases, have not returned to those levels. The Committee supported increasing funding for these schools, noting that the public school system does not work for many students, especially children with support needs.

With respect to operational funding, Committee Members emphasized that anti-racism education, disability awareness programming, and inclusive reconciliation activities are paradigm shifting educational programs and their important content requires adequate training and funding. The

Committee encouraged further examination of how education is delivered in rural settings and emphasized that all children have the right to an adequate education. Further, Members acknowledged the value and necessity of community-owned and operated institutions and recommended they receive funding for necessary maintenance upgrades, highlighting the example of the school of Wells-Barkerville.

Committee Members emphasized the need to close the gap between the actual cost of inclusive education and provincial funding provided to school districts to better support students. They recognized the importance of reducing wait times for psychoeducational testing as it poses a significant challenge for many students and families. Members considered ways to support inclusion and accessibility with dignity in schools. To do so, they agreed that funding is needed for the special

education equipment grant so that children with disabilities can go to school full-time and be included in field trips. Finally, Committee Members highlighted the need to support children with dyslexia across the province by funding structured literacy programs and mandatory screening for dyslexia starting in kindergarten to help students to reach a level of literacy that allows them to have a full and productive life.

With respect to vulnerable students, the Committee also acknowledged the need to support school districts that provide ELL services and settlement supports for newcomers to Canada who are ineligible for federal funding, including refugee claimants and temporary foreign workers. Members noted that schools are community hubs and often a first contact for newcomers and school-based settlement programming maximizes integration.

RECOMMENDATIONS

The Committee recommends to the Legislative Assembly that the provincial government:

Capital Funding

108. Provide targeted funding for the purchase, maintenance and relocation costs of portables and establish clearly defined timelines to ensure their use is temporary.
109. Allocate necessary capital funding for the seismic mitigation program.
110. Increase funding for zero-emission school buses so that all new school buses are zero-emission.
111. Acknowledge the value and necessity of community-owned and operated schools and provide funding for necessary maintenance upgrades including Wells-Barkerville Elementary.

Child Care and Early Childhood Development

112. Provide funding for a means-tested summer camp subsidy.

Independent and Private Schools

113. Increase per learner funding for independent, group 1, provincial online schools.

Operational Funding

114. Provide funding for anti-racism, disability awareness, and inclusive reconciliation programs.

Students with Support Needs

115. Close the gap between the actual cost of inclusive education and provincial funding provided to school districts.
116. Reduce wait times by increasing and targeting funding for psychoeducational testing.

117. Support the inclusion of students with support needs by reinstating the special education equipment grant so children with mobility challenges can access all areas of schools with dignity and increasing the ability for kids with disabilities to go to school full-time and be included in field trips with their peers.
118. Support students with dyslexia by offering structured literacy programs and providing targeted funding and mandatory dyslexia screening starting in kindergarten.

Vulnerable Students

119. Provide financial support to school districts that provide settlement supports for newcomers to Canada who are ineligible for federal funding, including refugee claimants and temporary foreign workers.



August 1, 2023

Ref: 291306

Helen Gilbert, Board Chair
School District No. 60 (Peace River North)
Email: hngilbert@prn.bc.ca

RE: School Trustee Codes of Conduct Criteria

Dear Helen Gilbert:

The Ministry of Education and Child Care and the BC School Trustees Association (BCSTA), in partnership with a sector advisory committee,¹⁷ has co-developed voluntary provincial criteria for school trustee codes of conduct. The intent of this project is to provide trustees with clarity on their roles and responsibilities respecting conduct. Codes of conduct can assist boards to focus on their core responsibilities to deliver educational programs and to support safe and inclusive schools and workplaces.

In the June 2, 2023, DM Bulletin, the Ministry and the BCSTA released the following criteria for school trustees codes of conduct:

- o Emphasis on student achievement, equity, and well-being;
- o Alignment with BCSTA's six principles/standards (integrity, respect, confidentiality, responsibility, conflict of interest and relationships);
- o Alignment with existing provincial and federal legislation (i.e., *Criminal Code*, *BC Human Rights Code*, *Freedom of Information and Protection of Privacy Act*, *School Act*, *Workers' Compensation Act*);
- o Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;
 - Acceptable use of social media;
- o Policies and procedures for breaches and sanctions with public accountability;
- o Mechanisms to regularly review and affirm the code;
- o Board training, including with trustee onboarding; and
- o Plain language.

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¹⁷ The Committee includes representatives from the Ministry, BCSTA, the BC Association of School Business Officials (BCASBO), the BC Public School Employers' Association (BCPSEA), the BC School Superintendents Association (BCSSA), and the First Nations Education Steering Committee (FNESC).

To support boards and senior district staff in revising their codes over the 2023/24 school year, a guidelines document and training supports are available [here](#).

Furthermore, a scan of all BC boards' codes of conduct has been completed to better understand and support individual boards in revising their codes of conduct. Based on the scan, the School District No. 60 (Peace River North) Board has been identified as not having a code with a breaches and sanctions component. I recommend working with your board to review and update the code with the new provincial criteria. If the board would like to collaborate on or receive support updating the code of conduct or developing a breaches and sanctions component, or if you have any questions or updates on the criteria, please contact the Ministry of Education and Child Care by email at EDUC.Governance.Legislation@gov.bc.ca.

The Ministry and the BCSTA are requesting that boards submit their revised codes to EDUC.Governance.Legislation@gov.bc.ca by April 30, 2024.

We look forward to working in partnership with the School District No. 60 (Peace River North) to continue to support student achievement, equity, and well-being.

Sincerely,



Rachna Singh
Minister

Attachments: School Trustees Codes of Conduct: Provincial Criteria Guidelines

pc: Christina Zacharuk, Deputy Minister
Cloe Nicholls, Assistant Deputy Minister
Suzanne Hoffman, CEO, BC School Trustees Association
Carolyn Broady, President, BC School Trustees Association
Stephen Petrucci, Superintendent, School District No. 60 (Peace River North)