

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

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

Telephone: (250) 262-6000

Board of Education



A G E N D A B O O K

FOR THE

REGULAR BOARD MEETING

BOARD ROOM

MONDAY, SEPTEMBER 23, 2024 @ 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 23, 2024
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.

- 1.1 Protocols for Board/Public Success
Chair Gilbert
 - a) Trustee Code of Conduct (*Attachments*)
 - b) Presentation/Delegation Process (*Attachments*)
 - c) Public Board Meeting Procedures

2.0 Additions to the Agenda/Acceptance of the Agenda

3.0 Presentations/Delegations

- 3.1 2023-2024 Financial Statements – Auditor Presentation (*Attachments*)
Corey Naphtali, KPMG/Angela Telford, Secretary-Treasurer
Recommended Motion: That the Board of Education approve the 2023-2024 Financial Statements as presented.
- 3.2 Project Heavy Duty Update
Jeff Mayer, NPSS

4.0 Trustee Engagement/Celebrations

5.0 Minutes of the Regular Board Meeting, June 17, 2024 (pages 7-16)

- 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 21, 2024 (page 17)

7.0 Announcements and Reminders

September 24	SUP-PAC Meeting (<i>Gilbert/Lehmann</i>)	12:00 p.m.	Board Room
September 25	Cross Country Run (Clearview)	3:00 p.m.	Kin Park
September 30	Truth & Reconciliation Day		
October 2	Cross Country Run (Taylor)	1:00 p.m.	
October 4/5	Northern Interior Branch Meeting		Prince George
October 5	Soccer Tournament – Elementary		Central School

October 7	COTW Meeting/ Gymnasium Grand Opening	1:00 p.m.	Upper Halfway School
October 14	Thanksgiving Day		
October 21	Board Meetings	5:30 p.m.	Board Room
October 22	SUP-PAC Meeting	1:00 p.m.	Board Room
October 25	NID Day (Pro-D Provincial)		
October 25/26	Provincial Council Meeting	5:30 p.m.	Vancouver
November 4	COTW Meetings	1:00 p.m.	Duncan Cran School
November 4	NPAA Meeting	4:45 p.m.	Dr. Kearney Middle School
November 11	Remembrance Day		
November 18-20	Volleyball Tournament (Elementary)		Anne Roberts Young
November 21-23	Trustee Academy		Vancouver
November 26	SUP-PAC Meeting	1:00 p.m.	Board Room
November 27/28	Early Dismissal Days		
November 29	NID (Parent-Teacher Interviews)		

8.0 **Senior Staff Reports**

- 8.1 Superintendent's Report (page 18-19)
- 8.2 Secretary-Treasurer's Report (page 20)

9.0 **Reports of Regular Committee of the Whole Meeting**

- 9.1 Policy Committee (*Attachments*)
 - a) Policy 2010 - Discipline
Scott-Moncrieff/
That the Board of Education delete Policy 2010 Discipline
 - b) Policy 4031 – Teachers – Sick Leave Credit
Lehmann/
That the Board of Education adopt Policy 4031 – Teachers – Sick Leave Credit
 - c) Policy 4033 – Teachers Teaching On-Call – Non-Certified Remuneration
Campbell/
That the Board of Education adopt Teachers Teaching On-Call – Non-Certified Remuneration

10.0 **Other Reports**

- 10.1 BCSTA – *Trustee Campbell*
 - a) Northern Interior Branch/BCSTA Leadership Series
– October 4/5, 2024 – *Chair Gilbert*
 - b) Provincial Council Meeting – October 25/26, 2024
 - c) Trustee Academy Registration – November 21-23, 2024 – *Chair Gilbert*
 - d) CSBA 2024 Report – *Trustee Gilliss (Attachment)*
 - e) Provincial Election Advocacy – *Chair Gilbert (Attachments – Letters)*
- 10.2 BCPSEA – *Vice-Chair Lehmann*
- 10.3 Board Pro-D Committee – *Chair Gilbert*

11.0 **Correspondence**

- 11.1 Minister Singh Letter re: Trustee Codes of Conduct (*Attachment*)
Chair Gilbert
- 11.2 Metis Nation Letter re: BC's Bill 40 – the School Amendment Act and the new Provincial Ministerial Order on IECs (*Attachment*)
Chair Gilbert
- 11.3 BBCIC Resolution 2024-35 “Implementing a Proper Distinctions-Based Approach in Public Education” (*Attachment*)
Chair Gilbert
- 11.4 BCSTA 2024/2025 Member Fees (*Attachment*)
Chair Gilbert

12.0 **Unfinished Business**

- 12.1 2024-2025 Schedule of Board Meetings – Revision (*Attachment*)
Chair Gilbert
Recommended Motion: That the Board of Education adopt the “revised” 2024-2025 Schedule of Board Meetings
- 12.2 North East Round Tables Report – June 5 (*Attachments*)
Chair Gilbert

13.0 **New Business**

- 13.2 Youth Advisory Report (*Attachment*)
Chair Gilbert

14.0 **Minor Capital Plan 2025-2026** (*Attachments*)

Angela Telford, Secretary-Treasurer
Recommended Motion: That the Board of Education approve the Minor Capital Plan 2025-2026

15.0 **School Food Infrastructure Program (FIP) 2025-2026** (*Attachments*)

Angela Telford, Secretary-Treasurer
Recommended Motion: That the Board of Education approve the School Food Infrastructure Program (FIP) 2025-2026

16.0 **PRNTA Update** – Donna Bulmer, President

17.0 **CUPE Local #4653 Update** – Jennie Copeland, President

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

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

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

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

22.0 **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 17, 2024
5:30 p.m.**

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Ida Campbell, Trustee (Area 4)
Nicole Gilliss, Trustee (Area 3) *(via Zoom)*
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)

Michele Wiebe, PRNTA President
Tania Finch, Broken Typewriter
Caitlin Coombs, Energetic City



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

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

Any use of an electronic device such as a computer or cell phone is related to the business of the meeting

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

Call to Order Chair Gilbert called the meeting to order at 5:33 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 #91-24

Whitton/Snow
THAT the agenda be accepted as presented.

CARRIED.

Presentations/Delegations

Electric Vehicle Teams – NPSS & Prespatou Students
Ian Zackodnik & Will McColm, Teachers
Prespatou & NPSS Students

- Teachers and students met outside with trustees and staff and demonstrated the electric vehicles they constructed and took to competition. Trustees and staff were also given the opportunity to try out the vehicles.

Robotics Team – NPSS Students (*Attachment*)

Brant Churchill, Teacher

Josh Coenders & Nolan Cote, Students

- Team won regionals, provincials and then went on to the national competition in Quebec
- Staff and students answered questions and received congratulations for a job well done from the trustees

Trustee Engagement/Celebrations

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

Trustee Campbell (Area 4)

- Duncan Cran & Baldonnel PAC meetings
- DPAC
- Taylor School sale put on by students
- Equity Scan Meeting
- Taylor Council Dinner
- June 21 – Graduation, Celebration of an Author in Taylor and Baldonnel Fun Day

Trustee Gilliss (Area 3)

- District Speech Competition – Hudson’s Hope won the trophy
- Visited the Hudson’s Hope School

Vice-Chair Lehmann (Area 1)

- Classroom Champions recognition for Ruth Lee at Bert Ambrose
- Taylor Council Dinner
- Pre-Audit Touchbase
- Budget Deep Dive presentation
- Retirement & Long Service Dinner
- Clearview PAC meeting

Trustee Scott-Moncrieff (Area 2)

- Prespatou & Buick PAC
- Pre-Audit Touchbase
- Retirement & Long Service Dinner
- Touchbase with liaison schools

Trustee Snow (Area 5)

- Visits to NPSS, ELC, Dr. Kearney
- Elementary Softball Tournament
- Rugby game
- Retirement & Long Service Dinner. Also, delivered a couple of flower baskets to some retirees that couldn’t attend

Trustee Whitton (Area 5)

- DPAC
- Retirement Service Awards
- Doig Days
- Taylor Council dinner
- June 21st – Grad, National Indigenous Day, and Northern Lights College events
- Attended the finalization of Project Heavy Duty

Chair Gilbert (Area 5)

- Judged District Public Speaking. Speeches were well done with broad representation from district elementary schools. Thank you to everyone for their work to support our public speakers. The bar is high for next year.
- Participated in two Board Chair calls. Information has been sent to trustees
- Bert Ambrose – Classroom Champions Celebration BBQ
- Taylor Council Dinner
- NE Roundtable Meeting – sent out information and will bring more back to the September meeting
- Assisted a strong district team at the District Track Meet...got to see finish line action. Thanks to all the staff that make this event possible.
- Retirement & Long Service Dinner – was truly a district celebration and believe our efforts were appreciated. The feedback related to the event has been positive.
- Indigenous Graduation – a spirit of accomplishment and celebration was evident

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #92-24

Snow/Scott-Moncrieff
THAT the Regular Meeting Minutes of May 21, 2024 be adopted.
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:
None

Approval of Excerpts

Motion #93-24

Scott-Moncrieff/Whitton
THAT the excerpts from the April 22, 2024 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
CARRIED.

Announcements & Reminders

June 21	NPSS Graduation	1:30 p.m.	NPSS
June 27	Last Day for Students		
June 28	Hudson’s Hope Graduation	1:00 p.m.	HH School
June 28	Administrative Day – Schools Close		
August 26	Board Meetings (<i>Tentative</i>)	5:30 p.m.	Board Room
September 3	Schools Open		
September 20	NID (School Planning)		
September 23	Board Meetings	5:30 p.m.	Board Room
September 30	Truth & Reconciliation Day		

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
- All five incentives were used in order to hire rural teachers; at this point we are fully staffed rural. Also, at this point, it’s looking good in town.
- Will be looking at LOP’s in French and other areas; tends to grow once the fall starts

Superintendent’s Report

<https://togetherwelearn.prn.bc.ca/2024/06/13/superintendents-report-june-2024/>

Community Coaches Protocols

- The system and practices we have in place are working
- Chair Gilbert noted that there is no report on rural schools
- Trustee Gilliss – brought up last fall as there was no Grade 4-6 volleyball teams at Hudson’s Hope School. Trustee Gilliss had volunteered to coach but because there wasn’t a staff member available, they couldn’t go ahead with a team. Feel it will be the same for this fall for Grades 4-6 and Grades 7-9.
- Superintendent – there can be exceptions. BC Schools Sports doesn’t require that there be a school staff member (ie. the district can work with exceptional circumstances and still be within the BC School Sports guidelines).
- Our district policy may need to be brought up in the future as it is hasn’t been reviewed in some time

Out-of-District Field Trips

- See motion below

Audit Follow-Up

- For information purposes
- Leaders have connected with auditors to confirm practices will continue
- Have systemically changed the rules and guiding documents to ensure the guidelines are followed

- Hired the auditor to connect with the departments to provide guidance
- The de-listing information is available on the Board SharePoint

Security Issues in Schools Update

- This was in follow up to OPS concerns
- Can keep the Board apprised of any concerns that arise in the future
- Board would like to see a report once a year as an accountability piece
- Chair Gilbert – the OPS site is not up and running to its full potential at the moment

ACTION: Diarize the Security Issues in Schools report for May/June Board Meeting on an annual basis

Motion #94-24

Whitton/Lehmann

THAT the Board accept the Superintendent’s Report with the exception of Out-of-District Field Trips.

CARRIED.

Motion #95-24

Scott-Moncrieff/Campbell

THAT the Board approve the attached Out-of-District Field Trips as presented.

CARRIED.

Secretary-Treasurer’s Report

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

Finance Update to May 31, 2024

- For information purposes
- Hoping to see an increase in spending as the cut off for the schools was May 31 and invoices are coming in

Carbon Neutral Report

- For information purposes
- In the BCSTA Reducing Emissions in BC Public Schools Capstone Project report, we were the only district that went up with our carbon emissions by 6%, however we added two new buildings during that time frame

Annual Facilities Grant (AFG)

- AFG is used to make improvements to our schools (ie. HVAC, Asbestos abatement, etc.)
- We can have a plan but an emergency would take precedence
- The BCSTA Capital Planning and Accountability attachment gives more details
- AFG is calculated on per capita of district size, not on needs of buildings and maintenance in our district; it doesn’t cover what is needed for aging infrastructure.
- Outside of the AFG, the budget has a line in operations for day-to-day maintenance
- AFG funding window runs from April 1 to March 31 and during that

time we have six months of winter. Anything exterior like paving or HVAC has to take place when it's warmer. We were approved by Ministry for an extension to June 30, however they don't like to do that as their year-end is March 31. As a district, we have to start moving forward with the projects as soon as possible in the spring.

EFAP Committee Update

- Committee members met in March with every group being represented. The following topics were discussed:
 - Need to meet more and do reviews of what we're offering employees...next meeting is in October
 - Provide training and job descriptions for site reps
 - Look into alternate service providers that may be more cost effective, add more features and a more up to date model
 - How do we bring more awareness to the program
 - Can't find history of the funding, but will be reviewing where we land and how we go forward

PAC/DPAC Funding

- The district provides each PAC with a base allocation of \$118.00 plus 22 cents per student enrolled as of September 30
- DPAC – no payment history as far back as 2011-2012; that is as far as accounting program will go back to.
- DPAC's have access to gaming grants
- Trustee Campbell – Board didn't give funding to DPAC's only PAC's. Every school had a PAC, but not every PAC belonged to DPAC. Some of the PAC's would then give it to the DPAC.

Early Learning & Childcare Finance Report

- All are Special Purpose Funds that we've been getting consistently
- Discussion took place on past, current and future funding
- Discussion around future streamlining by Ministry of the different programs and funding

Human Resources Summary Report

- For information purposes
- Trustee Snow - will there be a future job fair? Secretary-Treasurer – have tried job fairs a couple of times but they have not been successful, potentially due to private sector competition. Could look into doing it again.

Motion #96-24

Whitton/Scott-Moncrieff
THAT the Board accept the Secretary-Treasurer's Report
CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – June 3, 2024

Motion #97-24

Snow/Whitton
THAT the Board accept the Regular Committee of the Whole minutes of June 3, 2024 and its recommendations
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:
None

Policy Committee

Motion #98-24
Policy 2006 - Discrimination, Assault, Bullying and Harassment Prevention: District Student Code of Conduct
Scott-Moncrieff/Whitton
That the Board of Education adopt Policy 2006 Discrimination, Assault, Bullying and Harassment Prevention: District Student Code of Conduct
CARRIED.

Motion #99-24
Policy 2010 – Discipline
Scott-Moncrieff/
That the Board of Education issue a Notice of Motion for the deletion of Policy 2010 – Discipline
CARRIED.

Motion #100-24
Policy 4031 – Teacher – Sick Leave Credit
Lehmann/
That the Board of Education issue a Notice of Motion for Policy 4031 – Teacher – Sick Leave Credit
CARRIED.

Motion #101-24
Policy 4033 – Teachers on Call – Non-Certified
Campbell/
That the Board of Education issue a Notice of Motion for Policy 4033 – Teachers on Call – Non-Certified
CARRIED.

Other Reports

BCSTA

- *Superintendent* - Safe Access Zones – originated from group protests around the province that were infringing on school sites. Legislation passed is only in effect for another two weeks and does not apply to school board offices. They have the option of re-enacting it in the fall if they choose to do so. We have not seen this happen in our district to date
- Section 17 still exists for individuals on school properties

BCPSEA

- Bargaining Survey was sent out to those who are not in conflict. Vice-Chair Lehmann filled it out and submitted.

Board Pro-D Committee

- Nothing to report

Correspondence

Seamless Before & After School Care Request Letter

- Chair Gilbert will respond to let her know there are many opportunities for childcare in our district, using information from Tracey Lariviere, District Principal and Secretary-Treasurer’s presentation
- Vice-Chair Lehmann – there may be some confusion around the different places and types of care we have going on in our district

ACTION: Chair Gilbert will send a letter of response.

Minister of Education Funding Model Response Letter

- Response to a letter sent from six area districts around inflation not being addressed in our districts

Minister of Education Letter re: Anti-Semitism in BC Classrooms

- For information purposes

Unfinished Business

Strategic Planning

- Finalized copy was distributed
- Will be following up with distribution

Motion #102-24

Snow/Scott-Moncrieff
THAT the Board of Education approve the attached 2024-2029 Strategic Plan as presented.

CARRIED.

Early Childhood Funding Letter

- Trustees reviewed the draft letter
- Suggestion to add a “cc” to our current MLA as well as attaching Tracey Lariviere’s report to the letter
- Discussion around looking into options for assistance from Northern Health as there are spots allocated to health care workers at Anne Roberts Young daycare. Also, Robert Ogilvie daycare operates with extended hours to accommodate health care workers.
- We have the same concerns with our teaching staff. Solution is to move forward with more childcare spaces and perhaps accommodating those health care workers working different shifts

ACTION: Chair Gilbert will make necessary changes and add Tracey Lariviere’s report to the letter before sending

Board of Trustees 2024-2025 Meetings Schedule

Motion #103-24

Whitton/Campbell
THAT the Board of Education approve the attached Board of Trustees 2024-2025 Meetings Schedule.

CARRIED.

2024-2025 Annual Budget

- Ministry has reviewed the budget and made minimal adjustments
- Secretary-Treasurer presented the highlights

Motion #104-24

Scott-Moncrieff/Snow
THAT the Board of Education proceed with the Third and Final Reading of Annual Budget Bylaw 2024-2025.

CARRIED.

Motion #105-24

Campbell/Snow
THAT the Board of Education adopt the Third and Final Reading of Annual Budget Bylaw 2024-2025.

CARRIED.

2025-2026 Major/Five-Year Capital Plan

- Only change from last year’s submission was upgraded costs
- Capital Planning agent suggested a two-tier approach to get the classrooms built regarding Dr. Kearney, Bert Bowes and Charlie Lake (ie. use modulars for classroom space and then the gym, hallway, tech room would be stick build). Charlie Lake was built in the 1940’s and approaching it’s end of life.

Motion #106-24

Lehmann/Gilliss

THAT the Board of Education approve the attached 2025-2026 Major/Five-Year Capital Plan submission.

CARRIED.

New Business

None

PRNTA Update – Michele Wiebe, President

- This is my last meeting as President after 12 years. Thank you to the Board for its great service to students as well as the staff and incoming and outgoing board members. I’m going to teach Grade 3-4 at Alwin Holland in the fall
- The new PRNTA President is Donna Bulmer and Naomi Broadhead, Vice-President
- The Board recognized and thanked Michele for her 12 years as the PRNTA President and presented her with a “back to the classroom” basket

CUPE Local #4653 Update – Jennie Copeland, President

- Nothing to report – not present

District Parent Advisory Council (DPAC) Report – President

- Nothing to 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 #107-24

Snow/Scott-Moncrieff

THAT the Board suspend the Regular Meeting and move into the In-Camera Meeting.

CARRIED.

Motion #108-24

Scott-Moncrieff & Snow

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

CARRIED.

Adjournment

Motion #109-24

Whitton/Snow

THAT the meeting be adjourned. (9:10 p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

**EXCERPTS
FROM THE MAY 21, 2024
“IN CAMERA” MEETING MINUTES**

The meeting was called to order and the In-camera Meeting Minutes, April 22, 2024 were read and adopted.

Business Arising

None

Superintendent’s Report

Items discussed and reported included:

- Superintendent’s Review

Secretary-Treasurer’s Report

Items discussed and reported included:

- Labour Management Meeting Minutes – May 15, 2024

Other Reports

- BCSTA
- BCPSEA
- COTW Discussion Topics
- Framework Presentation Follow-Up

Correspondence

- None

Unfinished Business

- Strategic Plan

New Business

None

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

Monday, September 23, 2024

Human Resources

1. Human Resources Summary Report for Teachers

HR Summary Report for Teachers & AO's - 2024/2025					
<i>for the period of June 14 – September 19, 2024</i>					
	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	36	1		7	24
Changes to existing	19	10			
Return from leave	3	4			
Payout prep	4				

Education

1. **Superintendent’s Report**
<https://togetherwelearn.prn.bc.ca/2024/09/18/superintendents-report-september-2024/>
2. **Cameron Lake Outdoor Education Centre – Annual Report (Attachment)**
3. **Inclusive Child Care Strategy Report (Attachment)**

4. **FESL Reports – Ministry and District Submission** (*Attachments*)
Recommended Motion: That the Board approves the submission of the FESL plans for the 2024-2025 school year.

5. **Alignment of Operations with Board Strategic Plan** (*Attachment*)

6. **Feeding Futures Summary Report** (*Attachment*)

7. **Out-of-District Field Trips** (*Attachment*)
Recommended Motion: That the Board of Education approve the attached Out-of-District Field Trips as presented.

8. **Posts of Responsibility** (*Attachment*)
Recommended Motion: That the Board of Education approve the attached Posts of Responsibility as presented.

9. **Community Coaches** (*Attachment*)
Recommended Motion: That the Board of Education approve the attached Community Coaches as presented.

Respectfully submitted

Stephen Petrucci, EdD
Superintendent of Schools

**REPORT TO THE
BOARD OF EDUCATION
FROM THE SECRETARY-TREASURER
Monday, September 23, 2024
REGULAR MEETING**

Operations

1. **Finance Update to August 31, 2024** *(Attachment)*

Human Resources

1. **Staff Updates**

2. **Human Resources Support Staff Summary**

Human Resources Summary Report for Support Staff
For period of June 14th, 2024, to September 20th, 2024

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	28	4	14
Changes to existing	26		
Return from leave	1		
Layoff	1		
Retirements	1		
Termination			

Angela Telford,
Secretary-Treasurer

Trustees Code of Conduct Project

Update to BCSTA Board Chairs – September 5, 2024



1

2023/24 Trustees Code of Conduct Project

2022	ECC review of Trustees CoCs
2022-23	Development of Provincial Criteria for School Trustees Codes of Conduct with BCSTA
August 1, 2023	Minister letter to board chairs – request to update CoCs in alignment with Provincial Criteria
April 30, 2024	Boards submit revised CoCs to ECC
Summer 2024	ECC review of updated Trustees CoCs



2

2024 Trustees CoC Review

Scope

- All Trustee CoCs reviewed
 - 52 submitted updated CoCs
 - 8 existing CoCs
 - Any corresponding board policies

Goal

- Determining alignment with Provincial Criteria



BRITISH
COLUMBIA

Ministry of Education
and Child Care

3

Summary - Findings

- 52 boards had formally submitted revised CoCs to ECC
- Analysis shows Trustees Codes of Conduct Project improved the quality, consistency, and accountability measures in CoCs
- Most boards have policies that support and/or expand on their Trustees CoC
- Areas flagged for ongoing CoC improvement
 - Provision for trustee training and onboarding
 - Mechanisms for review and affirmation of the CoC
 - Breaches and sanctions policy



BRITISH
COLUMBIA

Ministry of Education
and Child Care

4

CoC Review Results: 2022 vs. 2024

2022 Results	No. of CoCs	2024 Results	No. of CoCs
Meets or exceeds 2022 guidelines	22/60	Meets all or most Provincial criteria	55/60
Includes breaches and sanctions policy	28/60	Includes breaches and sanctions policy	53/60
Exemplars	5/60	Exemplars	12/60

2024 CoC Review Highlights



Exemplar CoCs

12



Breaches & Sanctions

53



Do not meet most criteria

5

(/60 Districts total)

2024 Review Results by Criteria



Plain Language	60
BCSTA principles (conflict of interest, confidentiality, integrity, relationships, respect, responsibility)	59
Alignment w/ Prov and Fed legislation	58
Emphasis on Student Achievement, Equity, Well-being	56
Policy/procedures for breaches and sanctions	53
Provisions on respectful workplace, anti-racism, reconciliation and relations w/ FN, social media use	50
Board Training/Trustee Onboarding	46
Mechanisms for review and affirmation of CoC	30

Next Steps

- Follow-up with districts that have not submitted
- Minister Letter to Board Chairs
- BCSTA leadership in supporting boards with CoCs



BOARD OF EDUCATION
School District No. 60
(Peace River North)

1000 Governance

1001 Roles and Responsibilities of the Board and Trustees

Adopted: 2021-08

Revised:

Reviewed:

Reference: *School Act*, Bylaw 1/90

Policy

The statutory powers and duties of the Board are referenced in the *School Act*, noted above. The role, responsibilities, and expectations of trustees are expanded upon in this policy. Overall, the role of the trustee is to contribute to the Board as it carries out its mandate to improve student achievement and inspire confidence in the public education system.

Guidelines/Principles

- The corporate Board governs through policy and is guided by the Board Strategic Plan, which sets out broad educational and operational goals. Staff develop detailed operational plans to align with the Board Strategic Plan and provide updates on progress to the Board. The administration of the District is the responsibility of the Superintendent/CEO

Role of Chair

The main duty of the Board Chair is to ensure that each member of the Board has a full and fair opportunity to be heard and understood by his/her peers so that a collective opinion can be developed which is truly based on the thinking of the group.

Specific Duties of the Chair

1. Those listed in Procedural Bylaw No. 1-90

To demonstrate leadership and facilitate effective operation of the Board by helping Board members operate together as a group to accomplish their goals and by helping to resolve differences in philosophy through meaningful debate.

2. To convene Board meetings with the Secretary-Treasurer and Superintendent of Schools, and jointly develop the agenda for these meetings. To make certain that

trustees are provided with sufficient information to assess the matters before them by arranging for an agenda and information package to be distributed in advance of meetings.

3. To preside at all regular Board meetings and establish and maintain, with Board members, an atmosphere conducive to permitting calm deliberation with effective and timely conduct of the Board's affairs. To know the basics of parliamentary procedures, to refer to rules of order when necessary and to ensure that all questions are decided with due consideration. To monitor the implementation of directives.
4. To accept the prime responsibility for the establishment of procedures which have dignity and meaning to members of the public who are in attendance at meetings. To act as a cordial host to delegates, ensuring their presentation is appropriately heard by the Board.
5. To encourage the Board's attention to policy questions rather than administrative matters.
6. To encourage the Board to develop and keep up-to-date, the Board's bylaws and policy file to meet the changing needs of the school system. To provide continuing direction for the administration by clarifying the intent of Board policy. To protect the senior administration and staff from inappropriate demands from individual trustees. To work for support and trust of the administration and staff.
7. To enlist the interest of Board members in the education programs being offered in the schools so that policy making at Board meetings is done intelligently. To keep up-to-date on changes affecting the local education system.
8. To foster the development of good relationships between the Board and:
 - a. local elected governments within school district boundaries;
 - b. other educational institutions within school district boundaries;
 - c. the general public including local community and parent groups.
9. To assume some responsibility for the orientation of new trustees by introducing them to key representatives of the system and by providing them with background information concerning the operation of the Board and the system.
10. To act as official spokesperson for the Board and to present the corporate viewpoint on matters relating to Board policy. To represent public school education in the community and to promote public interest and participation in the operation of the school system. To ensure that the press are provided with the information needed to accurately report on Board meetings.

Trustee Responsibilities

1. To observe the bylaws, policies and regulations of the Peace River North Board of Education; the *School Act*, Regulations and Orders; and other relevant statutes.

2. As an individual, it is my responsibility to devote time, thought and study to trusteeship in order to render effective and credible service as an advocate for students and public education.
3. To recognize that the expenditures of public funds is a public trust and will see that such expenditures are done efficiently, economically and for the best interest of students in the district.
4. To be cognizant of legislation and policy concerning conflict of interest and will abstain from discussing or voting on issues where such conflict exists.
5. To remember at all times that as an individual, there is no legal authority held outside the meetings of the Board. Relationships with staff, citizens and media will be conducted on this basis.
6. To abide by majority decisions of the Board and will accept these decisions as essential to the democratic process and will not undermine these decisions.
7. To hold the closed business of the Board in strictest confidence and shall continue to do so even after retiring from the Board.
8. To observe proper decorum and behavior at all times.
9. To treat my fellow Trustees with respect and consideration in order to facilitate a full and open discussion of the business at hand.
10. To endeavor to attend all Board, Committee and external agency meetings to which I am appointed. As a courtesy, to notify the Secretary-Treasurer's office or Chair of any absences.
11. To recognize the role of the Superintendent as Chief Executive Officer responsible for the day-to-day administration of the school district and will not in any way interfere with, or undermine his or her authority.
12. When members of the public raise concerns regarding the school system, to refer them to the Superintendent and/or Secretary-Treasurer.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

1000 Governance

1010 Trustee Code of Conduct

Adopted: 2024-01

Revised:

Reviewed: 2023-12

Reference: [School Act - Sections 49, 50, \(Part 5 Sections 55-64\), 65, 85, 94, 95](#)

Policy

Trustees as members of the corporate Board of Education shall act prudently, ethically and legally in keeping with the requirements of provincial legislation. This includes proper use of authority and appropriate decorum in terms of group and individual behaviour.

Guidelines/Principles:

1. Integrity and Dignity of the Office

Trustees of the Board Shall:

- 1.1 Discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the board;
- 1.2 Act as a trustee of this district and work carefully to ensure that it is well maintained, fiscally secure, and operating in the best interest of those we serve;
- 1.3 Recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently in the best interests of students in the district;
- 1.4 Work together with fellow trustees to communicate to the electorate accurate information about the district and our schools;
- 1.5 Do their utmost to attend regular board meetings, meetings of the board committees to which they have been appointed, and meetings for which they have been appointed to serve as board representatives;
- 1.6 Provide leadership to the community through setting goals and policies for district operations and educational programs and by regularly evaluating to determine if intended results are achieved; and

- 1.7 Not use the position of trustee for personal advantage or to the advantage of any other individual apart from the total interest of the district and resist outside pressure to so use the position.

2. Compliance with Legislation

Trustees of the Board Shall:

- 2.1. Observe bylaws and rules of order, the policies and procedures of the district, and the laws, rules and regulations governing education in British Columbia; and
- 2.2. Respect and understand the roles and duties of the individual trustees, board of education, superintendent of schools and the chair of the board.

3. Civil Behaviour

Trustees of the Board Shall:

- 3.1. Represent the board of education responsibly in all board-related matters and act with decorum at all times. (Decorum: behaviour that is controlled, calm, and polite);
- 3.2. Work with fellow trustees, the superintendent of schools and the district as a whole, in a spirit of respect, openness, harmony and co-operation, encouraging the free exchange of diverse views on any topic at all times and expressing any contrary opinions in a respectful and constructive manner;
- 3.3. Not make disparaging remarks in or outside board meetings, about other board members or their opinions, and be respectful of staff, students and the public;
- 3.4. Use social media responsibly, including an acknowledgment that opinions expressed are those of the individual not the board.

4. Upholding Decisions

Trustees of the Board Shall:

- 4.1. Base their decisions on all available facts, data and perspectives of an issue, respect the opinions of others and diligently pursue what they believe to be in the best interest of the students and others of the district;
- 4.2. Accept that authority rests with the board and that no trustee has individual authority to direct district staff other than that delegated by the board;
- 4.3. Uphold publicly the majority decisions of the board of education and the implementation of any board resolutions; and
- 4.4. Accept that the chair of the board is the spokesperson to the public on behalf of the board, unless otherwise determined by the board. No other trustee shall speak on

behalf of the board unless expressly authorized by the chair of the board or board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the board.

5. Respect for Confidentiality

Trustees of the Board Shall:

- 5.1. Keep confidential any information disclosed or discussed at a meeting of the board or committee of the board, or part of a meeting of the board or committee of the board that was closed (in-camera) to the public, and keep confidential the substance of deliberations of a meeting closed (in-camera) to the public unless required to divulge such information by law or authorized by the board to do so;
- 5.2. Not use confidential information for personal gain or to the detriment of the board or district; and
- 5.3. Not divulge confidential information, including personal information about an identifiable individual or information subject to lawyer-client privilege that a trustee becomes aware of because of their position, except when required by law or authorized by the board to do so.

Trustee Code of Conduct Sanctions

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct. Failure by trustees to conduct themselves in compliance with this policy may result in the board instituting sanctions.

Code of Conduct Sanctions other than a Failure of Security

2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. Conciliatory measures will normally include:
 - 3.1 The trustee who believes a violation has occurred will engage in an individual private conversation with the trustee affected.
 - 3.2 Failing resolution through the private conversation, the parties will engage the board chair, vice-chair to gain resolution. If the concern is with the board chair, the concern is to be raised with the vice-chair.
 - 3.3 The chair, and at the chair's option, the chair and vice-chair will attempt to resolve the matter to the satisfaction of the trustees involved.
4. A trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the board chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code

of Conduct that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the board chair, or where otherwise applicable in what follows, by the vice-chair, within five (5) days of receipt by the board chair of the letter of complaint. If the complaint is with respect to the conduct of the board chair, the letter of complaint shall be filed with the vice-chair.

5. When a trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the board may be disclosed by the board chair only at the direction of the board, following the disposition of the complaint by the board at a Code of Conduct hearing.
6. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other trustee must provide to the board chair within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
7. Where no letter supporting a hearing is received by the board chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The board chair shall notify all other trustees in writing that no further action of the board shall occur.
8. Where a letter supporting a hearing is received by the board chair in the three (3) day period referred to in section 5 above, the board chair shall convene, as soon as is reasonable, a closed (in-camera) meeting of the board to allow the complaining trustee to present their views of the alleged violation of the Code of Conduct.
9. At the closed (in-camera) meeting of the board, the board chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted.

Without limiting what appears below, the board chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

- 9.1 The Code of Conduct complaint shall be heard at a Code of Conduct hearing, at a closed (in-camera) board meeting convened for that purpose. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
- 9.2 The sequence of the Code of Conduct hearing shall be:
 - 9.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;
 - 9.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;

- 9.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - 9.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - 9.2.5 The remaining trustees of the board shall be given the opportunity to ask questions of both parties;
 - 9.2.6 The complaining trustee shall be given the opportunity to make final comments; and
 - 9.2.7 The respondent trustee shall be given the opportunity to make final comments.
- 9.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration, other than the continuing presence of the secretary treasurer, shall remain in compliance. The board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).
- 9.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 9.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
- 9.6 The remaining trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the respondent trustee.
- 9.7 The presiding chair shall reconvene the parties to the Code of Conduct hearing.
- 9.8 All documentation that is related to the Code of Conduct hearing shall be returned to the superintendent immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
- 9.9 The presiding chair shall call for a resolution(s) to be placed before the board.
- 9.10 The presiding chair shall declare the closed (in-camera) board meeting adjourned.
10. A violation of the Code of Conduct may result in the board instituting, without limiting what follows, any or all of the following sanctions:
- 10.1 Having the board chair write a letter of censure marked "personal and confidential" to the offending trustee, on the approval of a majority of those trustees present and

- allowed to vote at the closed (in-camera) meeting of the board;
- 10.2 Having a motion of censure passed by a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board;
- 10.3 Having a motion to remove the offending trustee from one (1), some or all board committees or other appointments of the board passed by a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board.
- 10.4 Having a motion to remove the offending trustee from one (1), some or all board committees or other appointments of the board passed by a majority of those trustees present and allowed to vote at the public meeting of the board.
11. The board may, in its discretion, make public its findings where the board has not upheld the complaint alleging a violation of the Trustee's Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

Failure of Security

12. The Trustee Code of Conduct requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature. Failure to comply with this requirement constitutes a failure of security. An individual trustee may bring a suspected breach of security to the attention of the board, at a closed (in-camera) meeting of the board. If by majority vote the board agrees that a failure has occurred, the failure shall be recorded by the board and the following procedure shall be invoked:
- 12.1 The board chair shall request that the superintendent (as head of the district under the *Freedom of Information and Protection of Privacy Act*), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at a closed (in-camera) meeting of the board. This decision shall immediately be approved in a public meeting of the board.
- 12.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the board chair and to the superintendent.
- 12.3 The board chair shall present at a closed (in-camera) meeting of the board, the report of the independent investigator. At this time, the trustee in question shall have an opportunity to present any additional, relevant information.
- 12.4 If it is determined by a majority vote of the board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked "Personal and Confidential" is required to be discussed and agreed upon by a majority of trustees present at a closed (in-camera) meeting of the board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the board.
- 12.5 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the board. This motion shall be approved by a majority vote of trustees present at such a meeting.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

BY-LAW NO. 1/90

"A BY-LAW TO PROVIDE FOR THE ORGANIZATION OF THE BOARD".

Adopted: 1990-12
Revised: 1992-03, 1994-06, 2006-11, 2013-02, 2013-03, 2019-11, 2021-05, 2022-04
Reviewed: 1997-12, 2021-04

Reference:

INAUGURAL MEETINGS:

- 1.1** Each electoral year, the first meeting of the Board shall be called by the Secretary-Treasurer and shall be as soon as possible after the general election, and, in any event, no later than November 30th of that year.
- 1.2** Until such time as the Board Chairperson has been elected, either the Secretary-Treasurer or Superintendent of Schools shall serve as the interim Chairperson.
- 1.3** Each Trustee will declare any relationship that exists which may be interpreted as a conflict of interest.
- 1.4** Following the swearing in of new Trustees, the interim Chairperson shall call for nominations by secret ballot for the position of Board Chairperson. The nominees shall have opportunity to speak to their nomination, if they so choose. The election shall be conducted by secret ballot. The person receiving a clear majority shall be declared Board Chairperson. If no person receives a clear majority, the nominees shall be invited to speak to their candidacy and then another secret ballot shall be taken. Should a tie still occur; the election shall be decided by drawing of lots.
- 1.5** Following the election of Board Chairperson, the order of business shall be election of a Vice-Chairperson.

The election of Vice-Chairperson shall be conducted in the same manner as the election of Chairperson.

An election of Provincial Councilor and alternate shall be conducted.

An election of a British Columbia Public School Employers' Association (BCPSEA) representative and alternate shall be conducted.
- 1.6** A majority of the Board may elect a new Chairperson or Vice-Chairperson at any time by proposing a motion to elect by secret ballot at the following meeting.

- 1.7 Trustees who are attending the election meeting electronically need to submit their votes to a scrutineer who is in attendance at the meeting. Staff will set up protocols and process prior to the meeting. All evidence whether electronic or by secret ballot will be destroyed.
- 1.8 Trustees who know they will be unavailable during the election shall let the Board Chairperson know prior to the meeting what position(s) they will let their name stand for, if nominated.

CHAIRPERSON AND PRESIDING OFFICERS

- 2.1 The Chairperson and the Vice-Chairperson shall be elected at the first meeting held after the general election, as referred to in Clause 1.1. In a non-electoral year, the Chairperson and the Vice-Chairperson shall be elected at the first meeting in November.
- 2.2 The Chairperson shall preside at all meetings of the Board, but may vacate the chair in order to enter substantive debate. The Chairperson should vacate the chair to propose or second a substantive motion and should not resume the chair until his/her motion has been fully disposed of.
- 2.3 The Vice-Chairperson shall preside in the absence of the Chairperson or when the Chairperson vacates the chair.
- 2.4 In the event that neither the Chairperson nor the Vice-Chairperson are able or willing to take the chair, the presiding officer shall be elected by the Board for that meeting.
- 2.5 The Chairperson shall rule on all points of order and shall state his/her reasons and the authority for ruling when making a ruling. The Chairperson's ruling shall be subject to appeal of the Board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 2.6 The Chairperson shall vote in accordance with Section 11.4.

MEETINGS - GENERAL INFORMATION

- 3.1 The Secretary-Treasurer must be present at the time that a decision of the Board is rendered and must record any decision.
- 3.2 If the Secretary-Treasurer is unable to attend the meeting or if the meeting concerns the work performance for employment of the Secretary-Treasurer, the Board may designate another employee of the Board to attend the meeting in place of the Secretary-Treasurer to perform the duties of the Secretary-Treasurer at the meeting.
- 3.3 Minutes shall be a record of matters discussed and decisions reached.
- 3.4 All regular meetings of the Board shall be open to the public. If, in the opinion of the Board, the public interest so requires, persons other than Trustees and the Secretary-Treasurer may be excluded from meeting.

- 3.5 The Chairperson may expel and exclude from a Board Meeting any member of the general public or staff person who they consider have been guilty of improper conduct.
- 3.6 A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct.

REGULAR MEETINGS

- 4.1 A regular meeting shall be held a minimum of once per month, unless otherwise decided by a motion of the Board.
- 4.2 The quorum for a regular meeting shall be a majority of Trustees holding office at that time.
- 4.3 All regular meetings shall stand adjourned at four hours after their commencement unless a resolution is passed by a two-thirds majority to extend the hour of adjournment.
- 4.4 At the appointed time for commencement of a meeting, the Chairperson shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these by-laws.
- 4.5 After a meeting has commenced, if notice is drawn to a lack of quorum, the Chairperson shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to a time certain or to the next regular meeting date, at his/her discretion.
- 4.6 The agenda and notice of meetings shall be prepared by the Secretary-Treasurer under the direction of the Chairperson. The proposed agenda must be available to each Trustee at least seventy-two (72) hours in advance of the meeting.
- 4.7 A change to the prescribed order of business may be proposed by a Trustee and shall be accepted by consensus.
- 4.8 The Board may conduct its meetings electronically providing that two-way communication is possible.

SPECIAL MEETINGS

- 5.1 A Special Meeting of the Board may be called by the Chairperson or, upon request of a majority of the Trustees, may be called by the Secretary-Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.
- 5.2 (a) Notice, either written or verbal, of a special meeting shall be given to each Trustee at least twenty-four (24) hours in advance of the meeting.

- (b) Notwithstanding Section 5.2 (a) above, a special meeting of the Board may be held at any time without previous notice if every Trustee agrees to waive notice.

ELECTRONIC MEETING EXPECTATIONS

6.1 Rationale for Developing Expectations for Trustees for Electronic Meetings

- Fully electronic meetings or blended electronic meetings will be needed for quite sometime
- All trustees have expressed some concerns related to the “electronic meetings” that we have held
- As more meetings have been done electronically, our understanding of our needs and how to do things has developed

6.2 Prior to the Meeting

- Make sure you have log in information available
- Sign into the meeting at least 10 minutes ahead of the meeting start time; this gives us time to sort out technical difficulties ahead of the meeting’s scheduled start time

6.3 Guidelines for Trustees Joining an Online Meeting

- Use district provided devices and school district provided emails for board business, this addresses security concerns
- A recommended browser works best for accessing Online Meetings
- Location where trustees are calling in from to attend the meeting should be one where there is minimal background disruption
- Ensure good lighting to avoid appearing in shadow. Avoid uncovered windows or bright light sources behind you
- Let others know that you are participating in a meeting and that you can’t be interrupted during the meeting
- If you use earphones, the meeting will not be audible to others in the location that you are calling in from
- It is especially important during the in-camera portion of the meeting that the meeting is not audible to others and others can’t see your computer screen

6.4 Guidelines for Trustees During the Meeting

- Roll call should be done so that everyone is aware of who is attending the meeting. This is especially important during our Regular Meetings where quorum must be established.
- Speak clearly and slowly; this is important to the minute taker and shows consideration for the fact that minute taking in an electronic and blended environment is more difficult. This also assists the understanding of others in the meeting.
- Trustees should give their full name when making or seconding a motion
- There should be one conversation at a time
- The Online meeting “chat” function will be available for use during the meeting. Use chat to confirm that you wish to speak and add your questions/comments there.
- Mute your microphone when you are not talking
- Leave your webcam on for the duration of the meeting. Body language is an important aspect of communication. It is also important that others can note your presence especially if you are needed for meeting the number requirement for quorum. An informed vote can only be cast if you have been

listening to the full conversation around the issue. If a participant is needing to leave for a break during the meeting, notify the chair so that your absence for a portion of the meeting can be noted, if necessary (ie. ensuring quorum is met or for voting on a motion). If you have to leave a meeting early, notify the chair so that the time that you left can be documented appropriately in the minutes.

- When voting is required, either physically raise your hand and/or verbally give your response (eg. For, Against, Abstaining)
- Be present in an electronic meeting the same way that you would be during a regular meeting. Silence your phone. Stay seated and focused.
- Return from breaks on time

CLOSED SESSION (The "In Committee" portion of regular or special meetings.)

7.1 The Board may conduct meetings without the public, or without the public and staff present, at which matters of a confidential nature shall be discussed. No Trustee shall disclose to the public the proceedings of a closed meeting unless a resolution has been passed at the closed meeting to allow disclosure.

7.2 Minutes of a closed meeting shall be kept in the same manner as a regular meeting but shall be approved only by the Board in closed meeting and shall be filed separately.

In addition to the minutes, a record containing general statements of matters discussed and decisions reached shall be prepared. The record is open to inspection to anyone excluded from a meeting.

7.3 Unless otherwise determined by the Board, the following matters shall be considered in closed session:

(1) Personnel Matters

- salary claims and negotiations
- evaluation, discipline or retirement of employees
- employee assignment, promotion or termination.

(2) Legal Matters

- accident claims
- legal actions brought by or against the Board
- legal opinions respecting any matters which are to be considered in private session.

(3) Student Matters

- indigent students
- student discipline.

(4) Property Matters

- negotiations regarding purchase, lease or sale of property
- future site planning and designation
- investigations regarding possible school closures.

- (5) Auditors' Management Letter
- (6) Medical matters respecting individual students or employees
- (7) A statement referring to the safety, security or protection of students, personnel or Board property.
- (8) Such matters as the Board may in public session determine.
- (9) A member of the Board may make a motion to place a closed-session item of business onto the agenda of the public session and, upon the motion being seconded and discussed, a simple majority vote in favor of the motion shall be sufficient cause to move the item into the public session.

RULES OF ORDER

- 8.1** Where these rules are silent and where not inconsistent with these rules, Robert's Rules of Order shall apply to the conduct of meetings, provided further that, where both these Rules and Robert's Rules of Order are silent, the Standing Orders of the British Columbia legislature shall be followed. Where there is an inconsistency between these rules and the School Act, the School Act shall apply over the rule in question.
- 8.2** The Board may adopt a procedural rule for one or more meetings by resolution of a majority of two-thirds of the Trustees present at the meeting. A rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
- 8.3** The rules may be amended by By-law only, at a meeting of which notice of intention to propose the amendment has been given at a previous meeting.
- 8.4** The Chairperson's ruling on a point of order shall be based on rules of order as stated in paragraph 7.1 herein.
- 8.5** An appeal of a ruling of the Chairperson shall be decided without debate by a majority vote of Trustees present. When an appeal is successful, it does not necessarily set a precedent.
- 8.6** All questions shall be decided by a vote on motion.

MOTIONS

- 9.1** Motions shall be phrased in a clear and concise manner so as to express an opinion or achieve a result. A preamble does not form part of a resolution when passed.
- 9.2** The Chairperson may divide a motion containing more than one subject if they feel this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.

- 9.3** No motion, other than to postpone consideration of a question or a procedural motion, shall be repeated during the calendar year except by the reconsideration process.
- 9.4** All motions shall be seconded.
- 9.5** All motions are debatable except the following:
- (a) Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for re commencement of debate or for a new meeting;
 - (b) Motion to fix time for adjournment of a meeting;
 - (c) Motion to proceed to the next business;
 - (d) Motion to go into committee of the whole or closed session.
- 9.6** All motions shall be subject to amendment except the following:
- (a) Motion that the question be now put;
 - (b) Motion for adjournment of debate or adjournment of a meeting;
 - (c) Motion to table unless such a motion contains a date for further consideration of the matter tabled;
 - (d) Motion to refer to committees;
 - (e) Motion to proceed to next business.
- 9.7** An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and the same shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

RECONSIDERATION

- 10.1** A question may be reconsidered only if notice of a request for reconsideration has been given at a previous meeting and if reconsideration is approved by a two-thirds majority.

DEBATE

- 11.1** Debate shall be strictly relevant to the question before the meeting and the Chairperson shall warn speakers who violate this rule.
- 11.2** No Trustee shall speak more than once to a question except the mover of a motion, who shall have the right to speak first and to make a reply when all other Trustees who wish to speak have spoken. No Trustee shall speak for a period in excess of three minutes at one time. The Chairperson may caution a Trustee who persists in tedious and repetitious debate and may direct them to discontinue if they persist.
- 11.3** A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.

- 11.4 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order to a point of privilege.

VOTING

- 12.1 All Trustees present at a meeting must vote, although a Trustee must abstain from voting in the event that they have a conflict of interest by reason of having a direct or indirect pecuniary interest in a vote. A Trustee may also abstain from voting if they state at the meeting their reasons thereon.
- 12.2 Voting shall be by a show of hands and only the results recorded unless a Trustee requests recording of names. Where names are recorded, both positive and negative votes shall be recorded.
- 12.3 Where a Trustee is present at a meeting and abstains from voting without stating a reason that shall be deemed to be an affirmative vote.
- 12.4 The Chairperson shall vote at the same time as the other members of the Board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chairperson shall so declare.
- 12.5 All questions shall be decided by a majority of the votes of the Trustees present and voting save as otherwise provided by these Bylaws.

COMMITTEES

- 13.1 Standing Board Committees of the whole will address issues/topics brought forward for both in-camera or regular in-depth discussions. The Board Chairperson will chair the meetings or assign another Trustee to act as Chair for specific topics.
- 13.2 The Committee Chairperson may invite resource persons as required.
- 13.3 Committees shall report to the Board on a regular basis.
- 13.4 Standing committees shall have jurisdiction to consider and make recommendations to the Board in matters assigned to them or in other matters within their terms of reference. No action shall be taken on the Standing Committee report until the report has been formally approved by the Board.
- 13.5 Special or ad hoc committees for any purpose may be appointed by the Board Chairperson as required.

BY-LAWS AND RESOLUTIONS

- 14.1 All matters shall be dealt with by Motion, Notice of Motion or By-Law.
Notice of Motion shall have one reading and a By-Law shall have three readings.
- 14.2 The following shall only be resolved by By-Law:

- (a) amendments to By-Laws;
- (b) acquisition or disposal of property owned or administered by the Board.
- (c) where required by the School Act or the Act gives the Board the power to develop.

PROCEDURE ON BY-LAWS

- 15.1** With the exception of School Loan By-Laws, Budget By-Laws and/or Budget and School Referendum Tax Rate By-Laws, written notice of intention to propose a By-Law shall be given at the meeting prior to the first reading.
- 15.2** Every By-Law shall be dealt with as follows:
- (a) Before it is passed, a By-Law of the Board must be given 3 distinct readings.
 - (b) Except as provided in subsection (c), at each reading of a By-Law, the By-Law must be read in full.
 - (c) If a written or printed copy of a By-Law is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the By-Law is to be read, a reading of a By-Law may consist of a description of the By-Law by:
 - its title, and
 - a summary of its contents.
 - (d) The Board shall not give a By-Law more than 2 readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the By-Law all 3 readings at that meeting.
- 15.3** When a By-Law has been amended, it shall be reprinted as amended and shall not be further proceeded with until the amended version has been distributed, except by vote of a two-thirds majority.
- 15.4** A By-Law may be advanced two or more stages in one day by a two-thirds majority, or on urgent or extraordinary occasions, the determination of which shall be by the Chairperson.
- 15.5** The Secretary-Treasurer shall certify on a copy of each By-Law that the By-Law was read a first, second and third time, and shall note the date that the By-Law was finally passed and adopted. Any amendments passed shall also be noted in the same manner.
- 15.6** The Trustee who introduces a By-Law may withdraw the same at any stage with unanimous consent.

PROCEDURE FOR NOTICES OF MOTION

- 16.1** A Notice of Motion permits the Board to consider and prepare for the question or questions that will be placed before them for consideration, thereby facilitating

discussion and contributing to the efficient and satisfactory discharge of the matter.

OR

If a substantial issue is to be raised affecting the constitution, policies or procedures of the Board, notice will be given at one meeting that such issue will be introduced by Motion at the next or a subsequent meeting.

16.2 The following shall only be resolved by Notice of Motion:

- election of Chairperson or Vice-Chairperson as defined in
- Section 1.6;
- policies;
- variances to the budget;
- items brought forward for closure at next meeting;
- all new Board By-Laws;
- amendments to all Board By-Laws.

16.3 Notices of Motion shall be dealt with in the following stages:

- Notice of Motion made by Trustee.
- Notice of Motion brought forward to the agenda of either public or committee meeting
- Motion seconded and voted on unless referred for further consideration.

If referred for further consideration, a date shall be given as to when the item is to be brought back.

This By-Law may be cited for all purposes as "School District No. 60 (Peace River North) By-Law No. 1/90" - a By-Law to provide for the conduct to meetings of the Board and is passed in compliance with the requirements of the School Act.

Read a first time the 25th day of April, 2022.

Read a second time the 25th day of April, 2022.

Read a third time, passed and adopted the 25th day of April, 2022.

Chairperson

Secretary-Treasurer



BOARD OF EDUCATION

School District No. 60
(Peace River North)

1000 Governance

1003 School Board Meeting Delegations

Adopted: 1998-12-09
Revised: 2012-02; 2021-06
Reviewed: 2021-05

Reference:

Policy

Public delegations may address the Board, in accordance with the following guidelines/principles.

Guidelines/Principles

- A group or individual wishing to speak to the Board shall submit a request addressed to the Secretary-Treasurer so that it is received at least 2 weeks prior to the Board meeting at which the party wishes to appear. This request will be in writing and will contain an outline of the matter to be presented, any accompanying materials, and the name(s) of the spokesperson(s). A form will be provided for this purpose through the Secretary-Treasurer's office
- Matters pertaining to personnel issues, individual students, or parent complaints will not be addressed by public delegation but rather through the District complaints process and finally through the appeals process pursuant to Section 11 of the School Act.
- The Chairperson, or in the absence of the Chairperson, the Vice-Chairperson, in consultation with the Superintendent and/or the Secretary-Treasurer, shall decide whether the request will be granted. In the case of a refusal, the applicant may appeal to the Board in writing.
- Presentations will be limited to 10 minutes with 5 minutes allocated for questions and remarks.
- All remarks and questions, whether from delegates or Trustees, shall be directed through the Board Chairperson. Such remarks and questions shall be pertinent to the topic described in the initial request to appear.
- The Board will generally reserve a decision on a response to the matter raised by a delegation, until the next Board meeting. If action results, the delegation will be advised by the Board.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

SCHOOL BOARD MEETINGS – DELEGATIONS
Policy 1003
Required Information

1. **Topic of Delegation:** _____

2. **Name of Group or Individual:** _____

3. **Contact Information:**

Mailing address: _____

Home Phone Number: _____

Work Phone Number: _____

Email: _____

4. **Name of Presenter:** _____

5. **Attached slides/handouts:** _____

6. **Technology Requirements:** _____

7. **Summary of Presentation:**

Audited Financial Statements of

School District No. 60 (Peace River North)

And Independent Auditors' Report thereon

June 30, 2024

School District No. 60 (Peace River North)

June 30, 2024

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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, 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 Comptroller of the Board 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, 2024
- 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, 2024 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 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 23, 2024

DRAFT

School District No. 60 (Peace River North)

Statement of Financial Position

As at June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	18,495,004	15,674,320
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	771,869	705,386
Due from First Nations	394,978	-
Other (Note 3)	561,480	498,962
Inventories for Resale	116,477	116,477
Total Financial Assets	20,339,808	16,995,145
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	8,384,990	6,736,441
Unearned Revenue (Note 5)	248,123	185,910
Deferred Revenue (Note 6)	4,700,862	3,857,847
Deferred Capital Revenue (Note 7)	109,246,884	108,658,250
Employee Future Benefits (Note 8)	1,615,869	1,367,325
Asset Retirement Obligation (Note 14)	6,242,260	6,242,260
Total Liabilities	130,438,988	127,048,033
Net Debt	(110,099,180)	(110,052,888)
Non-Financial Assets		
Tangible Capital Assets (Note 9)	136,105,364	135,759,136
Prepaid Expenses	380,493	328,708
Supplies Inventory	4,066	70,943
Total Non-Financial Assets	136,489,923	136,158,787
Accumulated Surplus (Deficit)	26,390,743	26,105,899

Approved by the Board

DRAFT

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 of Operations
Year Ended June 30, 2024

	2024 Budget (Note 13)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	87,339,985	87,995,772	81,034,844
Other	156,022	316,241	284,969
Federal Grants	359,214	420,971	286,788
Tuition	602,659	586,122	809,072
Other Revenue	4,412,111	4,530,834	4,221,422
Rentals and Leases	118,087	147,711	114,962
Investment Income	640,000	698,571	451,169
Amortization of Deferred Capital Revenue	4,546,390	4,548,939	4,514,233
Total Revenue	<u>98,174,468</u>	<u>99,245,161</u>	<u>91,717,459</u>
Expenses (Note 15)			
Instruction	75,983,191	75,969,532	69,776,884
District Administration	2,766,718	2,660,972	2,517,571
Operations and Maintenance	15,466,207	15,469,727	14,722,724
Transportation and Housing	5,285,812	4,860,086	5,056,387
Total Expense	<u>99,501,928</u>	<u>98,960,317</u>	<u>92,073,566</u>
Surplus (Deficit) for the year	<u>(1,327,460)</u>	<u>284,844</u>	<u>(356,107)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		26,105,899	26,462,006
Accumulated Surplus (Deficit) from Operations, end of year		<u>26,390,743</u>	<u>26,105,899</u>

School District No. 60 (Peace River North)

Statement of Changes in Net Debt
Year Ended June 30, 2024

	2024 Budget (Note 13)	2024 Actual	2023 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(1,327,460)	284,844	(356,107)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(7,607,377)	(6,304,313)	(5,762,731)
Amortization of Tangible Capital Assets	5,853,050	5,958,085	5,915,573
Total Effect of change in Tangible Capital Assets	(1,754,327)	(346,228)	152,842
Acquisition of Prepaid Expenses	-	(380,493)	(328,708)
Use of Prepaid Expenses	-	328,708	375,192
Acquisition of Supplies Inventory	-	(4,066)	(70,943)
Use of Supplies Inventory	-	70,943	-
Total Effect of change in Other Non-Financial Assets	-	15,092	(24,459)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(3,081,787)	(46,292)	(227,724)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(46,292)	(227,724)
Net Debt, beginning of year		(110,052,888)	(109,825,164)
Net Debt, end of year		(110,099,180)	(110,052,888)

School District No. 60 (Peace River North)

Statement of Cash Flows
Year Ended June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	284,844	(356,107)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(523,978)	574,755
Supplies Inventories	66,878	(70,943)
Prepaid Expenses	(51,784)	46,484
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	1,648,548	343,586
Unearned Revenue	62,211	(126,918)
Deferred Revenue	843,015	899,419
Employee Future Benefits	248,544	228,160
Amortization of Tangible Capital Assets	5,958,085	5,915,573
Amortization of Deferred Capital Revenue	(4,548,939)	(4,514,233)
Total Operating Transactions	<u>3,987,424</u>	<u>2,939,776</u>
Capital Transactions		
Tangible Capital Assets Purchased	(5,312,312)	(3,494,963)
Tangible Capital Assets -WIP Purchased	(992,001)	(2,267,768)
Total Capital Transactions	<u>(6,304,313)</u>	<u>(5,762,731)</u>
Financing Transactions		
Capital Revenue Received	5,137,573	4,867,748
Total Financing Transactions	<u>5,137,573</u>	<u>4,867,748</u>
Net Increase (Decrease) in Cash and Cash Equivalents	<u>2,820,684</u>	<u>2,044,793</u>
Cash and Cash Equivalents, beginning of year	<u>15,674,320</u>	<u>13,629,527</u>
Cash and Cash Equivalents, end of year	<u>18,495,004</u>	<u>15,674,320</u>
Cash and Cash Equivalents, end of year, is made up of:		
Cash	18,495,004	15,674,320
	<u>18,495,004</u>	<u>15,674,320</u>

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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, 2024

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, 2023 – decrease in annual surplus by \$356,107

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

Year-ended June 30, 2024 – increase in annual surplus by \$90,928

June 30, 2024 – decrease in accumulated surplus and increase in deferred contributions by \$109,246,427

b) Cash and Cash Equivalents

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, 2024

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, 2024

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, 2024

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, 2024

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 from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the 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.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

l) Revenue Recognition – (cont'd)

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.

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.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

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

n) Financial Instruments – (cont'd)

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.

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.

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	2024	2023
Due from Federal Government	\$ 291,063	\$ 234,145
Other	270,417	387,300
Allowance for Doubtful Accounts	-	(122,483)
	\$ 561,480	\$ 498,962

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2024	2023
Trade payable	\$ 2,232,225	\$ 1,485,930
Salaries and benefits payable	5,324,958	4,408,347
Accrued vacation pay	666,040	681,498
Other	161,767	160,666
	\$ 8,384,990	\$ 6,736,441

NOTE 5 UNEARNED REVENUE

	2024	2023
Balance, beginning of year	\$ 185,910	\$ 312,828
Changes for the year:		
Increase:		
Tuition fees	248,123	185,910
Decrease:		
Tuition fees	185,910	312,828
Net changes for the year	62,213	(126,918)
Balance, end of year	\$ 248,123	\$ 185,910

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, 2024

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.

	2024	2023
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 1,575,304	\$ 1,473,330
Service Cost	171,767	181,490
Interest Cost	68,781	52,558
Benefit Payments	(52,809)	(72,215)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial (Gain) Loss	(48,153)	(59,859)
Accrued Benefit Obligation – March 31	\$ 1,714,890	\$ 1,575,304
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$ 1,714,890	\$ 1,575,304
Market Value of Plan Assets – March 31	-	-
Funded Status – Surplus (Deficit)	(1,714,890)	(1,575,304)
Employer Contributions After Measurement Date	-	-
Benefits Expense After Measurement Date	(61,401)	(60,137)
Unamortized Net Actuarial (Gain) Loss	160,421	268,116
Accrued Benefit Asset (Liability) – June 30	\$ (1,615,869)	\$ (1,367,325)
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$ 1,367,325	\$ 1,139,165
Net expense for Fiscal Year	301,353	300,375
Employer Contributions	(52,809)	(72,215)
Accrued Benefit Liability – June 30	\$ 1,615,869	\$ 1,367,325
Components of Net Benefit Expense		
Service Cost	\$ 170,635	\$ 179,059
Interest Cost	71,177	56,614
Immediate Recognition of Plan Amendment	-	-
Amortization of Net Actuarial (Gain)/Loss	59,542	64,702
Net Benefit Expense (Income)	\$ 301,353	\$ 300,375

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

	2024	2023
Discount Rate – April 1	4.00%	3.25%
Discount Rate – March 31	4.25%	4.00%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARS� – March 31	11.6	11.6

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 9 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value June 30, 2024	Net Book Value June 30, 2023
Sites	\$ 13,019,087	\$ 13,019,087
Buildings	113,736,708	111,812,389
Buildings – work in progress	922,840	2,497,793
Furniture & Equipment	4,147,024	4,528,106
Furniture & Equipment – work in progress	90,447	-
Vehicles	3,186,548	2,741,907
Computer Software	2,003	9,700
Computer Hardware	1,000,707	1,150,154
Total	\$ 136,105,364	\$ 135,759,136

June 30, 2024

Cost	Balance at June 30, 2023	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2024
Sites	\$ 13,019,087	\$ -	\$ -	\$ -	\$13,019,087
Buildings	190,301,918	6,088,952	-	-	196,390,870
Buildings – WIP	2,497,793	901,554	-	(2,476,507)	922,840
Furniture & Equipment	7,040,623	322,647	(329,316)	-	7,033,954
Furniture & Equipment - WIP	-	90,447	-	-	90,447
Vehicles	6,430,246	1,085,740	(1,124,253)	-	6,391,733
Computer Software	56,965	-	(36,964)	-	20,001
Computer Hardware	2,213,371	291,480	(308,951)	-	2,195,900
Total	\$ 221,560,003	\$8,780,820	\$(1,799,484)	\$(2,476,507)	\$226,064,832

Accumulated Amortization	Balance at June 30, 2023	Annual Amortization	Disposals	Balance at June 30, 2024
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	78,489,529	4,164,633	-	82,654,162
Furniture & Equipment	2,512,517	703,729	(329,316)	2,886,930
Vehicles	3,688,339	641,099	(1,124,253)	3,205,185
Computer Software	47,265	7,697	(36,964)	17,998
Computer Hardware	1,063,217	440,927	(308,951)	1,195,193
Total	\$ 85,800,867	\$5,958,085	\$(1,799,484)	\$89,959,468

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 9 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2023

Cost	Balance at June 30, 2022	Additions	Disposals	Transfers (WIP)	Balance at June 30, 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	Annual Amortization	Disposals	Balance at June 30, 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

- Buildings – work in progress having a value of \$922,840 (2023: \$2,497,793) have not been amortized. Amortization of these assets will commence when the asset is put into service.
- Furniture & Equipment – work in progress having a value of \$90,447 (2023: \$0) 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, 2024

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 plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2023, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 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 next valuation will be December 31, 2023, with results available in 2024.

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 next valuation will be 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.

The school district paid \$6,044,515 for employer contributions to the plans for the year ended June 30, 2024 (2023: \$5,584,196).

NOTE 11 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2024, were as follows:

- \$1,040,233 transferred from the operating fund to the capital fund for capital asset purchases.
- \$195,947 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, 2024

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 20, 2024.

Reconciliation to the annual budget approved by the Board on June 19,2023 is presented below:

	2023/24 Original Annual Budget	Amendments	2023/24 Amended Annual Budget
Revenues			
Provincial Grants			
Ministry of Education Grants	87,254,510	85,475	87,339,985
Other	127,502	28,520	156,022
Federal Grants	339,500	19,714	359,214
Tuition	828,513	(225,854)	602,659
Other Revenue	3,659,594	752,517	4,412,111
Rentals and Leases	116,468	1,619	118,087
Investment Income	320,000	320,000	640,000
Amortization of Deferred Capital Revenue	4,599,987	(53,597)	4,546,390
	\$97,246,074	\$928,394	\$98,174,468
Expenses			
Instruction	74,086,931	1,896,260	75,983,191
District Administration	2,726,326	40,392	2,766,718
Operations and Maintenance	16,031,460	(565,253)	15,466,207
Transportation and Housing	5,455,652	(169,840)	5,285,812
	\$98,300,369	\$1,201,559	\$99,501,928
Budget Surplus (Deficit), for the year	(1,054,295)	(273,165)	(1,327,460)
Budgeted Allocation (Retirement) of Surplus (Deficit)	411,182	309,618	720,800
Budget Surplus (Deficit), for the year	(643,113)	36,453	(606,660)

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 13 BUDGET FIGURES *(continued)*

Budgeted Surplus (Deficit), for the year comprised of:

Operating Fund Surplus (Deficit)	-	-	-
Special Purpose Fund Surplus (Deficit)	-	-	-
Capital Fund Surplus (Deficit)	(643,113)	36,453	(606,660)
Budgeted Surplus (Deficit), for the year	(643,113)	36,453	(606,660)

NOTE 14 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials within some district owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized using the modified retroactive approach as at July 1, 2022. The obligation was measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

Asset Retirement Obligation, July 1, 2023	\$ 6,242,260	
Settlements during the year	-	
Asset Retirement Obligation, closing balance	<u>\$ 6,242,260</u>	

NOTE 15 EXPENSE BY OBJECT

	2024	2023
Salaries and benefits	\$ 78,123,382	\$ 74,798,643
Services and supplies	14,878,850	11,359,350
Amortization	5,958,085	5,915,573
	<u>\$ 98,960,317</u>	<u>\$ 92,073,566</u>

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 16 INTERNALLY RESTRICTED SURPLUS – OPERATING FUND

Internally Restricted (appropriated) by Board for:	
Carryforward Budget Allocation of Reserve Carryforward	80,137
Mentorship Funding	110,658
Indigenous Education	91,152
Educational Initiatives	854,467
Construction Projects	900,000
Equipment Purchases	550,000
Staffing Initiatives	301,600
Planned Projects	85,000
Subtotal Internally Restricted	<u>2,973,014</u>
Unrestricted Operating Surplus (Deficit) - Contingency	<u>2,238,732</u>
Total Available for Future Operations	<u>\$ 5,022,127</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 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management’s opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions.

SCHOOL DISTRICT NO.60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024

NOTE 18 RISK MANAGEMENT *(continued)*

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held, and purchases made in foreign currency are insignificant.

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 2023 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, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Actual	2023 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,753,936		21,351,963	26,105,899	26,462,006
Changes for the year					
Surplus (Deficit) for the year	1,502,567	191,423	(1,409,146)	284,844	(356,107)
Interfund Transfers					
Tangible Capital Assets Purchased	(1,044,757)	(191,423)	1,236,180	-	
Net Changes for the year	457,810	-	(172,966)	284,844	(356,107)
Accumulated Surplus (Deficit), end of year - Statement 2	5,211,746	-	21,178,997	26,390,743	26,105,899

School District No. 60 (Peace River North)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget (Note 13)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	77,696,948	78,734,719	72,847,062
Other	127,502	274,356	232,296
Tuition	602,659	586,122	809,072
Other Revenue	1,117,551	1,755,332	1,158,766
Rentals and Leases	118,087	147,711	114,962
Investment Income	640,000	698,571	451,169
Total Revenue	<u>80,302,747</u>	<u>82,196,811</u>	<u>75,613,327</u>
Expenses			
Instruction	63,339,767	64,185,187	58,987,576
District Administration	2,766,718	2,660,972	2,517,571
Operations and Maintenance	9,757,668	9,825,216	9,142,289
Transportation and Housing	4,459,394	4,022,869	4,151,207
Total Expense	<u>80,323,547</u>	<u>80,694,244</u>	<u>74,798,643</u>
Operating Surplus (Deficit) for the year	<u>(20,800)</u>	<u>1,502,567</u>	<u>814,684</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>720,800</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(700,000)	(1,044,757)	(677,419)
Total Net Transfers	<u>(700,000)</u>	<u>(1,044,757)</u>	<u>(677,419)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>457,810</u>	<u>137,265</u>
Operating Surplus (Deficit), beginning of year		4,753,936	4,616,671
Operating Surplus (Deficit), end of year		<u>5,211,746</u>	<u>4,753,936</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		2,973,014	2,300,871
Unrestricted		2,238,732	2,453,065
Total Operating Surplus (Deficit), end of year		<u>5,211,746</u>	<u>4,753,936</u>

School District No. 60 (Peace River North)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Budget (Note 13)	2024 Actual	2023 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	76,226,662	77,396,768	70,842,592
ISC/LEA Recovery	(1,017,551)	(945,949)	(947,540)
Other Ministry of Education and Child Care Grants			
Pay Equity	241,350	241,350	241,350
Funding for Graduated Adults	39,000	43,012	35,210
Student Transportation Fund	425,785	425,785	425,785
Support Staff Benefits Grant	69,824	69,824	69,824
FSA Scorer Grant	8,187	8,187	8,187
Child Care Funding	-	131,993	-
Early Learning Framework (ELF) Implementation	-	-	991
Labour Settlement Funding	1,311,243	1,311,243	2,762,400
2022/23 Audit Findings	-	-	(591,737)
FRSP - Teacher Recruitment and Retention	33,000	46,317	-
Teacher Workforce Strategy	6,189	6,189	-
February 2024 DL Recount Funding	329,739	-	-
February 2024 Special Needs Recount Funding	23,520	-	-
Total Provincial Grants - Ministry of Education and Child Care	77,696,948	78,734,719	72,847,062
Provincial Grants - Other	127,502	274,356	232,296
Tuition			
International and Out of Province Students	602,659	586,122	809,072
Total Tuition	602,659	586,122	809,072
Other Revenues			
Funding from First Nations	1,017,551	945,949	947,540
Miscellaneous			
Miscellaneous	100,000	92,126	211,226
Childcare Fees	-	717,257	-
Total Other Revenue	1,117,551	1,755,332	1,158,766
Rentals and Leases	118,087	147,711	114,962
Investment Income	640,000	698,571	451,169
Total Operating Revenue	80,302,747	82,196,811	75,613,327

School District No. 60 (Peace River North)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Budget (Note 13)	2024 Actual	2023 Actual
	\$	\$	\$
Salaries			
Teachers	30,510,110	30,691,113	28,163,314
Principals and Vice Principals	5,595,908	5,646,911	5,360,188
Educational Assistants	6,533,463	6,429,662	5,781,124
Support Staff	9,380,992	9,562,446	8,239,773
Other Professionals	1,962,367	2,012,776	1,906,095
Substitutes	2,439,259	2,291,778	2,190,381
Total Salaries	56,422,099	56,634,686	51,640,875
Employee Benefits	13,045,362	13,289,145	12,088,117
Total Salaries and Benefits	69,467,461	69,923,831	63,728,992
Services and Supplies			
Services	1,816,948	1,838,656	1,176,443
Student Transportation	1,212,601	702,408	1,153,868
Professional Development and Travel	903,284	852,489	959,189
Rentals and Leases	59,643	61,508	30,229
Dues and Fees	44,403	58,511	50,266
Insurance	270,390	311,233	248,292
Interest	10,323	11,009	10,981
Supplies	4,247,768	4,753,309	5,267,585
Utilities	2,290,726	2,181,290	2,172,798
Total Services and Supplies	10,856,086	10,770,413	11,069,651
Total Operating Expense	80,323,547	80,694,244	74,798,643

School District No. 60 (Peace River North)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	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	23,110,964	1,717,939	5,270	1,917,221	362,243	1,490,739	28,604,376
1.03 Career Programs	235,886	46,077	-	27,809	-	-	309,772
1.07 Library Services	852,395	34,202	-	81,735	-	-	968,332
1.08 Counselling	949,776	-	-	-	-	-	949,776
1.10 Special Education	4,006,769	358,949	5,691,942	88,716	-	473,758	10,620,134
1.20 Early Learning and Child Care	-	-	37,493	367,983	83,351	11,889	500,716
1.30 English Language Learning	887,081	-	-	-	-	8,141	895,222
1.31 Indigenous Education	514,089	145,360	694,957	57,134	69,098	10,024	1,490,662
1.41 School Administration	-	2,961,491	-	647,106	-	-	3,608,597
1.60 Summer School	-	-	-	-	-	-	-
1.61 Continuing Education	-	-	-	-	-	-	-
1.62 International and Out of Province Students	134,153	61,435	-	27,559	24,111	7,629	254,887
1.64 Other	-	-	-	-	-	-	-
Total Function 1	30,691,113	5,325,453	6,429,662	3,215,263	538,803	2,002,180	48,202,474
4 District Administration							
4.11 Educational Administration	-	321,458	-	-	367,102	-	688,560
4.20 Early Learning and Child Care	-	-	-	-	-	-	-
4.40 School District Governance	-	-	-	-	110,552	-	110,552
4.41 Business Administration	-	-	-	122,424	693,704	-	816,128
Total Function 4	-	321,458	-	122,424	1,171,358	-	1,615,240
5 Operations and Maintenance							
5.20 Early Learning and Child Care	-	-	-	-	-	-	-
5.41 Operations and Maintenance Administration	-	-	-	59,358	208,864	-	268,222
5.50 Maintenance Operations	-	-	-	3,606,971	-	75,827	3,682,798
5.52 Maintenance of Grounds	-	-	-	490,395	-	72,722	563,117
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	-	-	-	4,156,724	208,864	148,549	4,514,137
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	-	93,751	-	93,751
7.70 Student Transportation	-	-	-	2,068,035	-	141,049	2,209,084
7.73 Housing	-	-	-	-	-	-	-
Total Function 7	-	-	-	2,068,035	93,751	141,049	2,302,835
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	30,691,113	5,646,911	6,429,662	9,562,446	2,012,776	2,291,778	56,634,686

School District No. 60 (Peace River North)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Actual	2024 Budget	2023 Actual
	\$	\$	\$	\$	\$	(Note 1.3)	\$
1 Instruction							
1.02 Regular Instruction	28,604,376	6,908,862	35,513,238	3,140,610	38,653,848	37,804,281	36,129,514
1.03 Career Programs	309,772	67,705	377,477	41,286	418,763	442,911	458,767
1.07 Library Services	968,332	223,497	1,191,829	109,197	1,301,026	1,270,303	1,326,837
1.08 Counselling	949,776	208,685	1,158,461	11,541	1,170,002	1,174,832	990,214
1.10 Special Education	10,620,134	2,469,916	13,090,050	710,674	13,800,724	14,398,032	12,745,878
1.20 Early Learning and Child Care	500,716	101,509	602,225	52,882	655,107	-	-
1.30 English Language Learning	895,222	195,315	1,090,537	13,141	1,103,678	1,110,312	909,718
1.31 Indigenous Education	1,490,662	380,054	1,870,716	263,173	2,133,889	2,229,735	1,987,309
1.41 School Administration	3,608,597	783,314	4,391,911	3,377	4,395,288	4,354,544	4,109,622
1.60 Summer School	-	-	-	-	-	-	-
1.61 Continuing Education	-	-	-	-	-	-	-
1.62 International and Out of Province Students	254,887	57,876	312,763	240,099	552,862	554,817	329,717
1.64 Other	-	-	-	-	-	-	-
Total Function 1	48,202,474	11,396,733	59,599,207	4,585,980	64,185,187	63,339,767	58,987,576
4 District Administration							
4.11 Educational Administration	688,560	139,387	827,947	116,586	944,533	959,985	878,985
4.20 Early Learning and Child Care	-	-	-	-	-	-	-
4.40 School District Governance	110,552	7,275	117,827	90,380	208,207	203,141	207,308
4.41 Business Administration	816,128	177,331	993,459	514,773	1,508,232	1,603,592	1,431,278
Total Function 4	1,615,240	323,993	1,939,233	721,739	2,660,972	2,766,718	2,517,571
5 Operations and Maintenance							
5.20 Early Learning and Child Care	-	-	-	-	-	-	-
5.41 Operations and Maintenance Administration	268,222	68,451	336,673	373,497	710,170	732,034	704,517
5.50 Maintenance Operations	3,682,798	876,392	4,559,190	1,608,037	6,167,227	5,879,433	5,451,763
5.52 Maintenance of Grounds	563,117	124,908	688,025	256,843	944,868	914,453	864,269
5.56 Utilities	-	-	-	2,002,951	2,002,951	2,231,748	2,121,740
Total Function 5	4,514,137	1,069,751	5,583,888	4,241,328	9,825,216	9,757,668	9,142,289
7 Transportation and Housing							
7.41 Transportation and Housing Administration	93,751	23,120	116,871	13,901	130,772	134,194	118,817
7.70 Student Transportation	2,209,084	475,548	2,684,632	1,207,465	3,892,097	4,325,200	4,032,390
7.73 Housing	-	-	-	-	-	-	-
Total Function 7	2,302,835	498,668	2,801,503	1,221,366	4,022,869	4,459,394	4,151,207
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	56,634,686	13,289,145	69,923,831	10,770,413	80,694,244	80,323,547	74,798,643

School District No. 60 (Peace River North)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2024

	2024 Budget (Note 13)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	9,643,037	9,261,053	8,187,782
Other	28,520	41,885	52,673
Federal Grants	359,214	420,971	286,788
Other Revenue	3,294,560	2,775,502	3,062,656
Total Revenue	<u>13,325,331</u>	<u>12,499,411</u>	<u>11,589,899</u>
Expenses			
Instruction	12,643,424	11,784,345	10,789,308
Operations and Maintenance	463,407	327,525	340,029
Transportation and Housing	218,500	196,118	230,013
Total Expense	<u>13,325,331</u>	<u>12,307,988</u>	<u>11,359,350</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>191,423</u>	<u>230,549</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(191,423)	(230,549)
Total Net Transfers	<u>-</u>	<u>(191,423)</u>	<u>(230,549)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u>-</u>	<u>-</u>

School District No. 60 (Peace River North)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	164,387	-	142,673	1,619,040	3,341	48,685	74,196	71,999	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	299,020	294,126	-	-	148,000	46,550	308,292	632,321	399,801
Provincial Grants - Other	-	-	-	-	-	-	-	-	-
Federal Grants	-	-	-	-	-	-	-	-	-
Other	-	-	-	2,132,668	-	-	-	-	-
Less: Allocated to Revenue	299,020	294,126	-	2,132,668	148,000	46,550	308,292	632,321	399,801
Recovered	305,302	294,126	-	2,165,322	151,341	43,422	313,704	539,857	399,801
Deferred Revenue, end of year	158,105	-	142,673	1,586,386	-	51,813	68,784	164,463	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	305,302	294,126	-	-	151,341	43,422	313,704	539,857	399,801
Provincial Grants - Other	-	-	-	-	-	-	-	-	-
Federal Grants	-	-	-	-	-	-	-	-	-
Other Revenue	-	-	-	2,165,322	-	-	-	-	-
Expenses									
Salaries									
Teachers	-	-	-	-	-	2,227	59,750	19,588	-
Principals and Vice Principals	-	-	-	-	14,536	14,536	30,543	67,133	194,936
Educational Assistants	-	228,642	-	-	85,836	433	-	190,270	-
Support Staff	78,396	-	-	-	1,085	-	-	278	52,392
Other Professionals	120,055	-	-	-	13,897	-	-	76,846	74,214
Substitutes	-	-	-	-	734	7,589	31,165	8,704	-
Employee Benefits	198,451	228,642	-	-	116,088	24,785	182,458	362,819	321,542
Services and Supplies	46,350	65,484	-	-	29,745	3,304	27,213	93,944	78,259
	41,419	-	-	2,165,322	5,508	13,925	104,033	77,505	-
	286,220	294,126	-	2,165,322	151,341	42,014	313,704	534,268	399,801
Net Revenue (Expense) before Interfund Transfers	19,082	-	-	-	-	1,408	-	5,589	-
Interfund Transfers									
Tangible Capital Assets Purchased	(19,082)	-	-	-	-	(1,408)	-	(5,589)	-
	(19,082)	-	-	-	-	(1,408)	-	(5,589)	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	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	Early Childhood Education Dual Credit Program	Student & Family Affordability
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	41,014	48,198	60,430	2,229	33,221	-	13,294	177,233
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	4,439,753	1,036,221	214,228	52,000	6,750	-	55,400	-	141,000
Provincial Grants - Other	-	-	-	-	-	-	-	40,500	-
Federal Grants	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Less: Allocated to Revenue	4,439,753	1,036,221	214,228	52,000	6,750	-	55,400	40,500	141,000
Recovered	4,439,753	1,036,221	196,118	72,303	2,287	33,221	55,400	41,885	16,823
Deferred Revenue, end of year	-	41,014	66,308	40,127	6,692	-	-	11,909	301,410
Revenues									
Provincial Grants - Ministry of Education and Child Care	4,439,753	1,036,221	196,118	72,303	2,287	33,221	55,400	-	16,823
Provincial Grants - Other	-	-	-	-	-	-	-	41,885	-
Federal Grants	-	-	-	-	-	-	-	-	-
Other Revenue	-	-	-	-	-	-	-	-	-
Expenses									
Salaries									
Teachers	3,595,814	275,734	-	338	-	-	-	19,110	-
Principals and Vice Principals	-	-	-	27,011	-	-	-	-	-
Educational Assistants	-	-	-	-	-	-	31,216	-	-
Support Staff	-	-	140,171	6,040	-	-	12,828	-	-
Other Professionals	-	-	-	-	-	-	-	-	-
Substitutes	-	54,697	-	870	1,239	-	-	1,536	-
Employee Benefits	3,595,814	330,431	140,171	34,259	1,239	-	44,044	20,646	-
Services and Supplies	843,939	48,757	31,689	6,209	297	-	11,356	8,293	-
	-	657,033	24,258	31,835	751	33,221	-	12,946	16,823
	4,439,753	1,036,221	196,118	72,303	2,287	33,221	55,400	41,885	16,823
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
Year Ended June 30, 2024

	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)	Feeding Futures Fund	Health Career Grants	Integration Inquiry Project	Project Penny Copper	SWIS	EFAP
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	8,264	-	-	-	873,870	-	27,818	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	50,000	19,000	175,000	806,483	75,000	880,000	109,629	-	-
Provincial Grants - Other	-	-	-	-	-	-	-	-	-
Federal Grants	-	-	-	-	-	-	-	416,248	-
Other	-	-	-	-	-	-	-	-	78,549
Less: Allocated to Revenue	50,000	19,000	175,000	806,483	75,000	880,000	109,629	416,248	78,549
Recovered	50,000	21,559	175,000	801,336	23,648	281,747	8,084	420,971	78,549
Deferred Revenue, end of year	-	5,705	-	5,147	51,352	1,472,123	101,545	23,095	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	50,000	21,559	175,000	801,336	23,648	281,747	8,084	-	-
Provincial Grants - Other	-	-	-	-	-	-	-	-	-
Federal Grants	-	-	-	-	-	-	-	420,971	-
Other Revenue	-	-	-	-	-	-	-	-	78,549
Expenses									
Salaries									
Teachers	-	-	-	-	-	-	-	-	-
Principals and Vice Principals	-	15,359	108,795	-	-	16,175	-	46,077	-
Educational Assistants	33,269	-	-	-	-	120,506	-	144,005	-
Support Staff	-	-	-	259,878	2,448	91,619	-	-	-
Other Professionals	6,948	-	34,742	28,989	-	-	-	52,085	-
Substitutes	115	-	-	-	-	3,419	-	-	-
Employee Benefits	40,332	15,359	143,537	288,867	2,448	231,719	-	242,167	-
Services and Supplies	7,570	3,062	31,463	72,399	592	44,466	-	66,789	-
	2,098	3,138	-	357,345	20,608	5,562	8,084	100,967	78,549
	50,000	21,559	175,000	718,611	23,648	281,747	8,084	409,923	78,549
Net Revenue (Expense) before Interfund Transfers	-	-	-	82,725	-	-	-	11,048	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	(82,725)	-	-	-	(11,048)	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 60 (Peace River North)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Miscellaneous \$	TOTAL \$
Deferred Revenue, beginning of year	447,955	3,857,847
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care	-	10,188,574
Provincial Grants - Other	-	40,500
Federal Grants	-	416,248
Other	526,901	2,738,118
	526,901	13,383,440
	531,631	12,499,411
Less: Allocated to Revenue	-	41,014
Recovered	-	41,014
Deferred Revenue, end of year	443,225	4,700,862
Revenues		
Provincial Grants - Ministry of Education and Child Care	-	9,261,053
Provincial Grants - Other	-	41,885
Federal Grants	-	420,971
Other Revenue	531,631	2,775,502
	531,631	12,499,411
Expenses		
Salaries		
Teachers	29,415	4,001,976
Principals and Vice Principals	-	535,101
Educational Assistants	52,552	886,729
Support Staff	81	645,216
Other Professionals	10,510	479,286
Substitutes	-	110,068
	92,558	6,658,376
Employee Benefits	19,995	1,541,175
Services and Supplies	347,507	4,108,437
	460,060	12,307,988
Net Revenue (Expense) before Interfund Transfers	71,571	191,423
Interfund Transfers		
Tangible Capital Assets Purchased	(71,571)	(191,423)
	(71,571)	(191,423)
Net Revenue (Expense)	-	-

School District No. 60 (Peace River North)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2024

	2024	2024 Actual			2023
	Budget (Note 13)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
Revenues					
Amortization of Deferred Capital Revenue	4,546,390	4,548,939		4,548,939	4,514,233
Total Revenue	4,546,390	4,548,939	-	4,548,939	4,514,233
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	5,245,132	5,316,986		5,316,986	5,240,406
Transportation and Housing	607,918	641,099		641,099	675,167
Total Expense	5,853,050	5,958,085	-	5,958,085	5,915,573
Capital Surplus (Deficit) for the year	(1,306,660)	(1,409,146)	-	(1,409,146)	(1,401,340)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	700,000	1,236,180		1,236,180	907,968
Total Net Transfers	700,000	1,236,180	-	1,236,180	907,968
Total Capital Surplus (Deficit) for the year	(606,660)	(172,966)	-	(172,966)	(493,372)
Capital Surplus (Deficit), beginning of year		21,351,963		21,351,963	21,845,335
Capital Surplus (Deficit), end of year		21,178,997	-	21,178,997	21,351,963

School District No. 60 (Peace River North)

Tangible Capital Assets
Year Ended June 30, 2024

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	13,019,087	190,301,918	7,040,623	6,430,246	56,965	2,213,371	219,062,210
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	-	3,295,967	2,603	675,482	-	-	3,974,052
Deferred Capital Revenue - Other	-	28,626	73,454	-	-	-	102,080
Operating Fund	-	261,245	91,349	410,258	-	281,905	1,044,757
Special Purpose Funds	-	26,607	155,241	-	-	9,575	191,423
Transferred from Work in Progress	-	2,476,507	-	-	-	-	2,476,507
Decrease:							
Deemed Disposals	-	6,088,952	322,647	1,085,740	-	291,480	7,788,819
Cost, end of year							
Work in Progress, end of year							
Cost and Work in Progress, end of year	13,019,087	196,390,870	7,033,954	6,391,733	20,001	2,195,900	225,051,545
		922,840	90,447				1,013,287
	13,019,087	197,313,710	7,124,401	6,391,733	20,001	2,195,900	226,064,832
Accumulated Amortization, beginning of year							
Changes for the Year							
Increase: Amortization for the Year							
Decrease:							
Deemed Disposals							
		78,489,529	2,512,517	3,688,339	47,265	1,063,217	85,800,867
		4,164,633	703,729	641,099	7,697	440,927	5,958,085
Accumulated Amortization, end of year							
		-	329,316	1,124,253	36,964	308,951	1,799,484
		82,654,162	2,886,930	3,205,185	17,998	1,195,193	89,959,468
Tangible Capital Assets - Net	13,019,087	114,659,548	4,237,471	3,186,548	2,003	1,000,707	136,105,364

School District No. 60 (Peace River North)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2024

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	2,497,793	-	-	-	2,497,793
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	901,554	90,447	-	-	992,001
	<u>901,554</u>	<u>90,447</u>	<u>-</u>	<u>-</u>	<u>992,001</u>
Decrease:					
Transferred to Tangible Capital Assets	2,476,507	-	-	-	2,476,507
	<u>2,476,507</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,476,507</u>
Net Changes for the Year	<u>(1,574,953)</u>	<u>90,447</u>	<u>-</u>	<u>-</u>	<u>(1,484,506)</u>
Work in Progress, end of year	<u>922,840</u>	<u>90,447</u>	<u>-</u>	<u>-</u>	<u>1,013,287</u>

School District No. 60 (Peace River North)

Schedule 4C (Unaudited)

Deferred Capital Revenue
Year Ended June 30, 2024

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	96,109,120	4,006,293	5,551,708	105,667,121
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	3,974,052	102,080	-	4,076,132
Transferred from Work in Progress	2,476,507			2,476,507
	<u>6,450,559</u>	<u>102,080</u>	<u>-</u>	<u>6,552,639</u>
Decrease:				
Amortization of Deferred Capital Revenue	4,131,844	230,783	186,312	4,548,939
	<u>4,131,844</u>	<u>230,783</u>	<u>186,312</u>	<u>4,548,939</u>
Net Changes for the Year	<u>2,318,715</u>	<u>(128,703)</u>	<u>(186,312)</u>	<u>2,003,700</u>
Deferred Capital Revenue, end of year	<u>98,427,835</u>	<u>3,877,590</u>	<u>5,365,396</u>	<u>107,670,821</u>
Work in Progress, beginning of year	2,497,793	-	-	2,497,793
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	992,001	-	-	992,001
	<u>992,001</u>	<u>-</u>	<u>-</u>	<u>992,001</u>
Decrease				
Transferred to Deferred Capital Revenue	2,476,507	-	-	2,476,507
	<u>2,476,507</u>	<u>-</u>	<u>-</u>	<u>2,476,507</u>
Net Changes for the Year	<u>(1,484,506)</u>	<u>-</u>	<u>-</u>	<u>(1,484,506)</u>
Work in Progress, end of year	<u>1,013,287</u>	<u>-</u>	<u>-</u>	<u>1,013,287</u>
Total Deferred Capital Revenue, end of year	<u>99,441,122</u>	<u>3,877,590</u>	<u>5,365,396</u>	<u>108,684,108</u>

School District No. 60 (Peace River North)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2024

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	-	28,626	-	464,710	-	493,336
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	5,040,606		83,982	12,985		5,124,588
Other	5,040,606	-	83,982	12,985	-	5,137,573
Decrease:						
Transferred to DCR - Capital Additions	3,974,052	28,626	73,454			4,076,132
Transferred to DCR - Work in Progress	992,001					992,001
	4,966,053	28,626	73,454			5,068,133
Net Changes for the Year	74,553	(28,626)	10,528	12,985		69,440
Balance, end of year	74,553	-	10,528	477,695	-	562,776



School District No. 60 (Peace River North)

Financial statement presentation to the Board of Trustees

September 23, 2024

Agenda

01

Auditor's Report

02

Consolidated financial
statements

03

Highlights

04

Questions

Auditor's Report

Independent Auditor's Report

- Clean audit report issued in respect of the consolidated financial statements in accordance with Canadian public sector accounting standards

Audited Consolidated Financial Statements

Statement of Financial Position:

Financial assets

	2024	2023
Cash and cash equivalents	\$18,495,004	\$15,674,320
Accounts Receivable:		
Due from Province- Ministry of Education and Child Care	771,869	705,386
Due from First Nations	394,978	-
Other	561,480	498,962
Inventories for Resale	116,477	116,477
Total financial assets	\$20,339,808	\$16,995,145

Statement of Financial Position:

Financial liabilities and net debt

	2024	2023
Accounts Payable	\$8,384,990	\$6,736,441
Unearned Revenue	248,123	185,910
Deferred Revenue	4,700,862	3,857,847
Deferred Capital Revenue	109,246,884	108,658,250
Employee Future Benefits	1,615,869	1,367,325
Asset Retirement Obligation	6,242,260	6,242,260
Total financial liabilities	\$130,438,988	\$127,048,033
Net debt	(\$110,099,180)	(\$110,052,888)

Statement of Financial Position: Non-financial assets

	2024	2023
Tangible Capital Assets	\$136,105,364	\$135,759,136
Prepaid Expenses	380,493	328,708
Supplies Inventory	4,066	70,943
Total non-financial assets	\$136,489,923	\$136,158,787

Statement of Operations and Accumulated Surplus

	Budget (Amended)	2024	2023
Revenue	\$98,175,468	\$99,245,161	\$91,717,459
Expenses	99,501,928	98,960,317	92,073,566
Annual Surplus (Deficit)	(\$1,327,460)	\$284,844	(\$356,107)
Accumulated surplus, beginning of year		\$26,105,899	\$26,462,006
Accumulated surplus, end of year		\$26,390,743	\$26,105,899

Statement of Changes in Net Debt

	Budget	2024	2023
Annual Surplus (Deficit)	(\$1,327,460)	\$284,844	(\$356,107)
Total effect of change in tangible capital assets	(1,754,327)	(346,228)	152,842
Total effect of change in other non-financial assets	-	15,092	(24,459)
(Increase) in Net Debt	(3,081,787)	(46,292)	(227,724)
Net Debt, beginning of year		(110,052,888)	(109,825,164)
Net Debt, end of year		(\$110,099,180)	(\$110,052,888)

Highlights - Tangible Capital Assets Net Book Value

	2024	2023
Sites	\$13,019,087	\$13,019,087
Buildings	113,736,708	111,812,389
Buildings- work in progress	922,840	2,497,793
Furniture & Equipment	4,147,024	4,528,106
Furniture & Equipment- work in progress	90,447	-
Vehicles	3,186,548	2,741,907
Computer Software	2,003	9,700
Computer Hardware	1,000,707	1,150,154
Total tangible capital assets	\$136,105,364	\$135,759,136

Highlights - Accumulated Surplus (Deficit)

	2024	2023
Operating Fund	\$5,211,746	\$4,753,936
Special Purpose Fund	-	-
Capital Fund	21,178,997	21,351,963
Total accumulated surplus	\$26,390,743	\$26,105,899

Questions?

Thank you



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The information contained herein is of a general nature and is not intended to address the circumstances of any particular individual or entity. Although we endeavour to provide accurate and timely information, there can be no guarantee that such information is accurate as of the date it is received or that it will continue to be accurate in the future. No one should act on such information without appropriate professional advice after a thorough examination of the particular situation.

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06/2024

OUTDOOR EDUCATION
SCHOOL DISTRICT 60

CAMERON LAKE

ANNUAL REPORT



OVERVIEW

This annual report for 2023/24 breaks down the operations at Cameron Lakes Outdoor Education Centre. We'll review our activities, bookings, ongoing projects, and shares the key challenges from the year.

By: Lorene Hamre

Outdoor Education Coordinator
Cameron Lake Outdoor Education Centre



**SCHOOL DISTRICT 60
PEACE RIVER NORTH**



cameronlake.prn.bc.ca

SD60

SCHOOL DISTRICT USE

Classroom Presentations:

Continued efforts have been made to engage local schools with in-class presentations on ecology, reaching out to students within their classroom learning environments.

Student Visitors to the Camp:

Our facilities were in high demand with bookings throughout the year, with 34 successful student visits. Many additional bookings were unfortunately canceled due to wildfires, weather conditions and lack of adult volunteers.



Our most frequent visitors include:

- Kindergarten to Grade 3 students from Hudson's Hope School.
- Grade 5 to Grade 7 students from Fort St. John and surrounding areas.
- International students and Outdoor Ed students from North Peace Secondary School.

PROGRAM HIGHLIGHTS

Technical and Career-Based Learning:

We are continually developing our program to incorporate more technical application and career-based learning. New scientific equipment has enabled a more hands-on approach to environmental practice and research. Notably, new equipment such as Quadrat sampling supplies and microscopes has enhanced hands-on learning experiences.

Outdoor Skills Development:

There is significant enthusiasm among students for improving their survival and bushcraft skills. These activities keep students engaged and enhance their confidence and self-reliance in natural settings.

Teacher Support Efforts are underway to develop teachers' guides for each activity, which will assist educators in delivering each lesson effectively and enrich the learning experience for students.



FAMILY RENTALS AND EVENTS:

The centre sees increasing numbers of family bookings during the holiday seasons, even though poor winter conditions this year led to reduced activity.

Looking ahead to the summer, nearly every weekend is booked, reflecting strong interest for private use, including a growing number of community events and weddings.

FACILITY

Challenges

- Temporary fixes have been made to the generator, allowing continued program operation, although a permanent solution is still needed.
- The hot water heater in the shower unit suffered damage due to freezing conditions in the spring, posing additional challenges for facility maintenance.
- We are looking to conduct a fire smart assessment, aiming to mitigate potential wildfire risks and ensure the safety of both the environment and our visitors.



Projects and Development

Infrastructure Projects

- Development of a new student shelter is underway. We are working on acquiring the necessary funds to complete the project.
- A number of utility poles has been donated to the camp to contribute to a replacement challenge course for our students. We are seeking funding for development.

SUMMER PREDICTIONS



OUTLOOK

As we transition into the warmer months, the Cameron Lakes Outdoor Education Centre experiences a significant shift in its operational focus. During this time, the center becomes a bustling hub for private events, with every weekend fully booked with family gatherings and various community events. These private bookings are crucial, as they represent a significant source of revenue, emphasizing the importance of the summer months in sustaining our operations. The influx of private users during this season allows us to maintain financial stability and continue offering a wide range of programs throughout the year.

CONCLUSION

The diverse range of users we attract—from school groups participating in educational programs during the academic year to families and organizations seeking a scenic venue for their summer events—highlights the center's crucial role within the community. This mixture not only enriches our operational landscape but also ensures a steady stream of engagement and support, which are vital for the center's ongoing success and development. The variety in bookings helps us foster a strong community connection and allows us to continuously improve and expand our facilities and offerings, further cementing our reputation as a key resource for education and recreation in the region.

PROJECTS AND PARTNERSHIPS

UPDATE

Challenge Course Development:

- Status: In planning phase, with designs finalized and awaiting funding.
- Costs: Estimated total cost is \$54,000. After in-kind donations of utility poles, remaining need is approx \$35,000.
- Sponsorship Proposal prepared.

Shelter Replacement:

- Status: Partially funded, with construction delayed
- Costs: Total project quoted at \$65,000. Secured \$30,000 from Tourmaline Industries, requiring an additional \$35,000 to complete.
- Possible funds coming from Shell.
- Sponsorship Proposal prepared.
- Applying for grants

FUNDRAISING

Sponsorship Proposal:

- Developed tiered sponsorship packages to attract corporate donors, offering various recognition opportunities.

Grant Applications:

- Actively researching grants suitable for educational and recreational facility enhancements.

Fundraising Event:

- Consider planning a recreation festival to raise awareness and funds, involving community activities and showcasing our programs. Volunteer support is anticipated from local teachers.

FUTURE PROJECTS

Resource Building Classroom

- Renovation: Renovate the resource building classroom to provide students with a clean, healthy, and modern educational space conducive to learning.

Interpretive Signs:

- Place interpretive signs at key locations along trails to offer educational information about the environment, wildlife, and geological features. These signs will serve as trail maps and enhance the experience for both students and public guests. Additionally, they will provide navigational information for the trail network.

Campground Camping Pads:

- Install camping pads off the parking lot area to improve seasonal revenue, accommodate the community, and potentially offer a summer management position to a student beneficiary.

B.C. Inclusive Child Care Strategy and Engagement Report Release – Key Messages and Q&As

June 28, 2024

Key Messages – Top Messages

- All children benefit from inclusive child care settings that are welcoming and celebrate the diverse identities and abilities of children, families and staff.
- We know families of children with support needs face unique challenges, and we're committed to building a future where inclusive child care is a core service that families can rely on. This means working towards equitable access to inclusive child care, where all children of every ability and background can fully participate and truly belong.
- Some child care providers have become experts in inclusivity, and some providers are in the early stages of their journey towards inclusive, culturally safe child care.
- To truly build inclusive child care as a core service, a systems-wide approach to inclusion and equity of access is necessary.
- We are working to make equitable access to inclusive child care a reality by launching the [Inclusive Child Care Strategy](#) and investing in resources to build on providers' foundational knowledge and skills in providing inclusive child care.
- The Province has released both an engagement report and a strategy on inclusive child care and they can both be found on the [ChildCareBC website](#).
- The [Inclusive Child Care Strategy](#) describes the foundation for a future state where every child has access to child care. This foundation includes:
 - Embedding equity and inclusion in all aspects of child care;
 - Supporting child care providers and professionals in gaining the knowledge and skills to provide inclusive, culturally safe child care; and
 - Meeting the specific needs of children who are neurodiverse, have a disability, or have other support needs.
- A requirement to develop and implement an inclusion policy is part of the new Operating Funding Model testing at a group of ChildCareBC \$10 a Day centres. The results of this process will inform future approaches.

Secondary Messages

- As demand remains high for inclusive child care supports, government continues to invest in Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs that are enabling more children to access inclusive child care in communities throughout the province.
- Engagement and consultation will continue to inform progress toward inclusive child care as a core service. This process will also include cross-ministry partnership and collaboration with child care partners.

Key Messages: Cross Government Collaboration

- The Ministry of Children and Family Development (MCFD) is currently engaging with the public to inform the design of an effective service delivery model to support children and youth with support needs. This includes the delivery of SCD and ASCD programs.
- The Ministry of Education and Child Care and MCFD will collaborate to develop key actions for children and youth with support needs in child care settings following MCFD public engagement.
- As this engagement continues, the Ministry of Education and Child Care will continue to learn alongside MCFD to make progress towards a future where child care providers are empowered to deliver truly inclusive, culturally safe child care.

Key Messages: Child Care and K-12

- The Ministry of Education and Child Care is working to increase school district capacity in supporting child care on school grounds. This work will help the Province make progress towards equitable access to inclusive child care, where all children of every ability and background can fully participate and truly belong.
- Each district across BC is required to have a child care policy ([Ministerial Order 326/20](#)) with a description of how the board will support inclusive child care.
- We know that families of children with support needs face unique challenges, including during the transition from child care to school and before-and-after school care.
- That is why the Province is continuing to explore how to strengthen supports for a smooth transition from child care to school and beyond for children and families who need support.
- As part of this work, the Province is working on pilot programs to test models to support child care on school grounds, ensuring continuity during the transition into K-12. Pilots help the province identify ways to support children with inclusive needs in board operated child care.
- The District Early Learning and Child Care Leads improve district capacity to integrate child care into the broader learning environment and expand access to child care on school grounds.

Questions and Answers

Q1. What's in the Engagement Report?

- From 2023 to early 2024, the Province facilitated a series of engagements to gain a deeper understanding of the existing barriers and opportunities to increasing access to child care for those who are experiencing inequity, including children with support needs.
- These shared experiences and insights have informed the development of the goals and actions described in the Inclusive Child Care Strategy.
- The [full Report](#) provides an overview of child care in B.C. and the themes heard during the engagement.
- Engagement and consultation will remain ongoing to inform progress toward inclusive child care as a core service.
- Past engagement participants include child care providers, families, Indigenous partners, inclusion and equity subject matter experts, school districts, cross-ministry partners and other sector partners.

Q2. What's in the Inclusive Child Care Strategy?

- The Inclusive Child Care Strategy document outlines the Province's commitment to equitable, inclusive child care as a core service and identifies early actions the Province can take.
- The Inclusive Child Care Strategy is intended to describe a foundation for a future vision where every child has access to child care. The strategy looks towards a future which:
 - Embeds equity and inclusion in all aspects of child care,
 - Supports child care providers and professionals in gaining the knowledge and skills to provide inclusive, culturally safe child care; and
 - Meets the specific needs of children who are neurodiverse, have a disability, or have other support needs.

Q3. Will there be new funding for inclusive child care supports?

- The Inclusive Child Care Strategy describes early actions that the Province will take to build equitable, inclusive child care as a core service.
- One of these early actions involves examining barriers within the current approach to inclusive child care supports, in collaboration with the Ministry of Children and Family Development.
- In the current approach, Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs help families and children access and participate in fully inclusive child care settings by assessing children's needs, working with child care providers and families to develop strategies for inclusion, and providing support worker hours if needed.
- Along with federal support, the Province increased funding for SCD and ASCD by more than \$30 million in 2022-23 – in addition to the annual \$70 million in provincial base funding and \$10 million in federal funding.

- As a result of this ongoing funding more children are receiving services through the SCD/ASCD programs on average per month, and the number of service hours children are receiving has increased.
- However, demand for SCD and ASCD is high and will continue to increase as new child care spaces are created.
- The Ministry of Children and Family Development (MCFD) is currently engaging with the public to inform the design of an effective service delivery model to support children and youth with support needs. This includes the delivery of SCD and ASCD programs. More information can be found through MCFD's CYSN [Engagement Portal](#).
- The Ministry of Education and Child Care and MCFD will collaborate to develop key actions for children and youth with support needs in child care settings following MCFD public engagement.

Q4. Is the Province developing new programs to support inclusion and equity of access in child care?

- To support child care providers and professionals in building and enhancing their foundational knowledge and skills for inclusive child care, government has invested in several resources and online training modules, which can be accessed on the [Inclusive Child Care website](#).
- Recently, in partnership with CanAssist, government released the Behaviour in the Early Years Initiative, which includes free online training and a set of resources to support child care professionals in understanding and responding to children's behaviours, particularly those that challenge adults.
- The Inclusive Child Care Strategy identifies goals and early actions for the Province, as it makes progress towards inclusive child care as a core service.

Q5. Why does the Province need an Inclusive Child Care strategy?

- We know families of children with support needs face unique challenges, and we're committed to building a future where inclusive child care is a core service that families can rely on. This means building a foundation for a future vision of inclusive and equitable child care, where all children of every ability and background can fully participate and truly belong.
- All children benefit from inclusive child care settings that are welcoming and celebrate diverse identities and abilities of children, families and staff.
- Expanding support for all child care, especially inclusive child care helps reduce poverty and inequities for families across B.C.
- The Inclusive Child Care Strategy describes how government will take a systems-wide approach to building child care as a core service that all families can rely on.

Q6. How was the ICC strategy developed/created?

- The Province conducted research and organized a series of engagements to gain a deeper understanding of the existing barriers and opportunities to increasing access to inclusive child care.
- Engagement participants included child care providers, families, Indigenous partners, inclusion and equity subject matter experts, school districts, cross-ministry partners and other sector partners.
- The experiences and expertise shared through these engagements informed the development of the Inclusive Child Care Strategy.
- Engagement and consultation will continue to inform progress toward inclusive child care as a core service. This process will also include cross-ministry partnership and collaboration with child care partners.

Q7. Does the release of the engagement report mean that the Ministry is finished engagement related to inclusion in child care?

- The Inclusive Child Care Strategy identifies goals and early actions for the Province as it makes progress towards inclusive child care as a core service.
- Further development, engagement and consultation is needed and actions will be taken to collaboratively plan this with First Nations, including Modern Treaty Nations, the First Nations Leadership Council (FNLC), as well as Indigenous communities and organizations including Métis Nation BC.
- More engagement with families and child care providers is also needed, to more deeply inform the specific work required to move towards an inclusive core service.
- The Ministry of Children and Family Development (MCFD) is currently engaging with the public to inform the design of an effective service delivery model to support children and youth with support needs. This includes the delivery of SCD and ASCD programs.

- The Ministry of Education and Child Care and MCFD will collaborate to develop key actions for children and youth with support needs in child care settings following MCFD public engagement.

Q8. Can child care providers turn away/exclude a child because of the child’s support needs?

- In B.C, child care providers in receipt of the Child Care Operating Fund (CCOF) and the Child Care Fee Reduction Initiative (CCFRI) are expected to make every reasonable effort to provide an inclusive and supportive environment for all children, including children with support needs; child care providers participating in the \$10 a Day ChildCareBC initiative must be willing to accept children with support needs into their program. However, as independent business owners, each child care provider sets their own program policies and determines admission according to their facility’s capacity to meet the needs of individual children.
- Unlike B.C.’s education system there is no legislated entitlement to child care.
- Some child care providers and professionals are experts in inclusivity, and some are in the early stages of their journey towards inclusive child care.
- Child care professionals with Infant Toddler Educator or Special Needs Educator certificates, also known as “specialized” or “post-basic” certificates will be eligible to receive the annual ECE Specialized Certification Grant child care professionals holding both specialized certificates will be eligible for a \$3,000/year, and those holding a specialized certificate will be eligible for \$2,000/year.
- B.C. is currently testing a requirement to develop and implement an inclusion policy in a group of ChildCareBC \$10 a Day centres as part of the new Operating Funding Model testing, and the results of this process will inform future approaches.

Q9. What work is underway to support the integration of child care and education?

- School districts are always focused on serving their students, this includes extending supports used during the school day to before-and-after school care.
- The Ministry of Education and Child Care is working with school districts to increase district capacity in supporting child care on school grounds. This work will help the Province make progress towards equitable access to inclusive before and after school child care, where all children of every ability and background can fully participate and truly belong.
- Each district across BC has a child care policy ([Ministerial Order 326/20](#)) with a description of how the board will support inclusive child care.
- We know that families of children with support needs face unique challenges, including during the transition from child care to school.
- That is why the Province is continuing to explore how to strengthen supports for a smooth transition from child care to school and beyond for children and families who need support.
- As part of this work, the Province is working on pilot programs to test models to support child care on school grounds, ensuring continuity during the transition into K-12.
 - Using existing StrongStart BC spaces, the Just B4 licensed preschool pilot is designed to support three- and four- year-old children the year before they enter kindergarten.
- The District Early Learning and Child Care Leads improve district capacity to integrate child care into the broader learning environment and expand access to child care on school grounds.
- The School Age Care Project is a two-year pilot that explores board operated before and after school care.
- Pilots help the province identify ways to support children with inclusive needs in board operated child care.

Q10. What work is underway to support anti-racism in the child care sector?

- All children benefit from culturally safe and inclusive child care settings that are welcoming and celebrate the diverse identities of children, families, and staff.
- The Inclusive Child Care Strategy identifies how the Province will build out child care as a core service where all children can truly belong.
- Implementation of the early actions in the Inclusive Child Care Strategy will include supporting and empowering ECEs and other child care professionals to provide culturally safe environments that foster anti-racist and anti-ableist practice.
- This work will include collaborating with our K-12 partners to learn from the implementation of the K-12 Anti-Racism Action Plan.



**B.C. Ministry of
Education and Child Care**

**June
2024**

Where All Children Belong: B.C. Inclusive Child Care Strategy



ChildCareBC

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Territorial Acknowledgment

The Ministry of Education and Child Care acknowledges the territories of First Nations around B.C. and is grateful to carry out our work on these lands.

As the ministry is committed to reconciliation, we acknowledge the rights, interests, priorities and concerns of all Indigenous Peoples – First Nations, Métis and Inuit – respecting and acknowledging their distinct cultures, histories, and rights. We are committed to building child care as a core service where all First Nations, Métis and Inuit children have access to inclusive, culturally safe care.

The ministry gratefully recognizes the honesty and vulnerability that so many child care providers, child care professionals, families and community members have offered in sharing their stories, experiences and ideas. The generous sharing of this lived and living experience has been foundational to the creation of this strategy.



Message from Mitzi Dean, Minister of State for Child Care

Child care is more than just a space for children to be cared for while their parents are working or going to school. A rich early learning environment provides opportunities for children to explore, investigate and learn about the world around them and to build connections with children who have diverse backgrounds and abilities. For school-aged children it is a chance to be active, try new things and build social connections before and after school. For families, access to affordable, quality, inclusive, culturally safe child care can have profound impacts on their lives. For our province, access to child care contributes to improved equality for women, a reduction in poverty and an increase in the well-being of future generations.

For too long, early learning and child care was not treated like a necessity, leaving families to bear the high costs of scarce, market-driven care. That is why in 2018, the Province of B.C. introduced the 10-year [ChildCareBC plan](#) which recognizes the critical role that access to affordable, quality, inclusive, culturally safe child care has in the lives of families and children. To date, the Province has invested \$4.4 billion to build a future where child care is a core service that families can rely on. Thanks to investments in space creation, the child care workforce and child care operations, the sector has grown significantly, and families and their children are benefitting every day.

The child care sector is complex, and the work of building child care into a sustainable core service is significant and long term. The historic investments into child care from the Province and the Government of Canada through two [early learning and child care agreements](#)¹ have resulted in provincewide mobilization to improve access to affordable, culturally-based, quality and inclusive child care. Families have seen life-changing reductions in their child care fees from \$45 a day to \$18 a day on our path to \$10 a day. Since the start of ChildCareBC, the number of licensed child care spaces participating in provincial programs has increased from 111,000 child care spaces in 2017-18 to 146,600 – an increase of approximately 32% licensed child care spaces, with more spaces opening every month.

¹ The development of the Inclusive Child Care Strategy supports a commitment under the [2021 to 2026 Canada-wide Early Learning and Child Care Agreement](#) with Government of Canada to develop a plan and make progress to enable equitable access to licensed child care for diverse populations including but not limited to children living in low income; Indigenous children; Black and other racialized children; children with disabilities and children needing enhanced or individual supports; children of newcomers to Canada; and official language minorities, have equitable access to regulated child care spaces, in proportion to their presence in the population.

We know child care professionals are the heart of child care. Since 2018, early childhood educators are better supported to enter and remain in the workforce, with median wages growing from \$19 per hour to \$29 per hour. To help continue supporting the workforce into the future, B.C. has developed and is testing a first iteration of a wage grid with a selection of \$10 a Day ChildCareBC centers so that child care professionals are compensated fairly and recognized as skilled career professionals.

Families across the province are diverse, with a multitude of languages, cultures, identities and experiences, each bringing unique gifts, interests and perspectives to their communities. Government is committed to building a core service that removes barriers for families experiencing inequity and empowers child care professionals to engage with, and to reflect, the communities they serve within the early learning environments they create. Since 2018, government has invested in Indigenous-led spaces by funding the creation of more than 2,340, new licensed Indigenous-led child care spaces through the New Spaces Fund, and over 940 more through partnerships with the First Nations Health Authority, Métis Nation BC and the Aboriginal Head Start Association of BC. Through the Provincial Nominee Program, B.C. has supported over 1,260 child care professionals who are new to Canada to work in child care settings across the province. Diversity in the child care workforce supports connection and belonging in child care for all B.C. families and children.

Our continued investments, in partnership with the Government of Canada, in the Supported Child Development and Aboriginal Supported Child Development programs have resulted in an increase from 6,000 to more than 7,700 children receiving inclusive child care services per month. We continue to invest in resources to build child care providers' foundational knowledge and skills including the [Inclusive Child Care Toolkit](#) and the [Behaviour in the Early Years Initiative](#). Government is working to build the foundation for child care as a core service that families can rely on, however, there is much more work still to be done.

We know many families continue to face challenges in securing child care that meets their needs. Indigenous families, newcomers to Canada, Francophone families and racialized families experience more significant barriers than others in accessing and being meaningfully included in child care and may experience multiple challenges to securing child care for their children. Children with support needs are being disproportionately excluded from child care in comparison to their peers without support needs. True inclusion requires addressing these barriers and ultimately benefits everyone, enabling children, families and child care professionals to know that they belong.

Families of children with support and complex medical needs access services and supports through multiple ministries and organizations. Navigating these supports can be challenging and work is ongoing across government to make this process less burdensome for families. This strategy is our roadmap towards the ChildCareBC vision of child care as a core service. This vision will be achieved by working collaboratively with partners to enable child care providers to deliver quality, inclusive, culturally safe child care to all families and children. There is a lot of work to do to fulfill this vision and it cannot be done quickly or simply – but we remain committed to making this a reality for children and families in B.C. This continued effort requires a systemic approach and necessitates embedding inclusion and equity into all aspects of child care as a core service.

Sincerely,


Mitzi Dean

Minister of State for Child Care



ChildCareBC Vision for Affordable, Quality, Inclusive, Culturally Safe Child Care

Government is committed to building quality, inclusive, culturally safe child care as a core service – a service that is there for families when they need it, at a price they can afford.

The ChildCareBC vision of child care as a core service is a significant part of government’s cross-ministry commitment to improve outcomes for families and children. Research has demonstrated that participating in quality, inclusive, culturally safe early care and learning settings supports their long-term health and well-being, enabling all children to thrive. Equitable access to affordable, inclusive, culturally safe licensed child care contributes to a strong provincial economy and to the well-being of families who experience inequity, as described in [TogetherBC: British Columbia’s Poverty Reduction Strategy](#) and [Safe and Supported: British Columbia’s Gender-Based Violence Action Plan](#).

Multiple partners are needed to collectively make inclusion and equitable access to licensed child care a reality. The work towards the vision of child care as a core service is advanced under the Ministry of Education and Child Care in partnership with the Government of Canada as well as other B.C. ministries, such as the Ministry of Children and Family Development, local governments, First Nations governments, Indigenous communities, school boards and community partners.

Inclusive child care means that children of all abilities and backgrounds, including neurodiverse children, children with a disability and children with other support needs have equitable access to quality child care. Inclusive child care recognizes the individual strengths and inherent gifts of each child and all children are supported to belong and learn through play along with other children in a child care program of the family’s choosing.

Equity of access means that barriers to accessing inclusive, quality and affordable child care are removed for families from diverse populations, including but not limited to: low-income families, Black or other racialized populations, Indigenous populations, newcomers to Canada, families of children with disabilities or children needing enhanced supports and families experiencing vulnerability.

Culturally safe child care meets the distinct needs and interests of First Nations, Métis, Inuit people and Indigenous organizations with equitable access to affordable, inclusive, quality, culturally relevant programs and services.

Legislative Foundation for ChildCareBC

In 2020, the mandate letter for the Minister of State for Child Care stated a commitment to “enshrine the concept of universal child care in legislation to protect the principles of affordable, accessible, inclusive and quality child care.” The Early Childhood Educators Act (ECEA) and the Early Learning and Child Care Act (ELCCA) received Royal Assent on October 28, 2021. These Acts will be brought into force once the regulations are developed to support them. Together, these Acts form a legislative foundation to implement inclusive, quality, affordable child care.

The B.C. government is committed to taking action on reconciliation, as described in B.C.’s Declaration on the Rights of Indigenous Peoples Act, which is why the Province is working to implement a meaningful consultation process to bring the ELCCA and the ECEA into force.

- The Early Learning and Child Care Act confirms government’s ongoing commitment to making child care more affordable and will improve the inclusiveness of B.C. child care programs.
- The Early Childhood Educators Act will support improved oversight of early childhood educators and educational programs to ensure standards of care and quality of practice for people working with young children.





Engagement Summary

To inform the development of the Inclusive Child Care Strategy, the Ministry of Education and Child Care completed a series of initial engagements to understand how inclusion is currently supported in licensed child care settings and determine what actions are needed to build a core service over the short and long term. Findings of these engagements are summarized in the Equity, Inclusion and Child Care in B.C.: Engagement Report available on the [ChildCareBC](#) website. The report provides an overview of the key themes heard during engagement, which draws on participants' experiences, insights and hopes for the future.

The work of building inclusive child care as a core service will take time. The Ministry of Education and Child Care will learn from partner ministry engagements and will continue to engage with First Nations, Indigenous communities and organizations, families, child care providers, child care professionals and the communities that support them to inform this ongoing work. This work will also require specific consultation with First Nations title and rights holders in alignment with B.C.'s obligations under the [Declaration on the Rights of Indigenous People Act](#).

Common and collective feedback heard throughout these initial engagement sessions includes:

- Families and children need to be at the centre of inclusive child care. Indigenous participants emphasized that children are at the centre of all things and there is a collective responsibility to care for them.
- Children need to feel like they belong, which means their needs are met, their unique identities and cultures are celebrated and their language is welcomed and shared.
- Families want to feel secure knowing that when their child is in an early learning and child care environment, they are safe, respected, and emotionally supported even if they are using big behaviors to communicate.
- Families want to know that any disruptions to the care of children with support needs will be well-informed, reasonable and like those experienced by other children without support needs.
- When families need supports or services they want them to be easy to find and access. It can be very challenging navigating different, but interrelated supports delivered through different ministries.
- Child care providers want to be empowered to provide inclusive, culturally safe child care services.

Engagement reflected three themes of barriers to truly inclusive child care as a core service:

- 1. Inequity of access to child care:** Families are having difficulty finding and accessing care that meets their unique needs.
- 2. Exclusion of children with support needs:** Children with support and complex needs are being disproportionately excluded from child care in comparison to their peers without support needs.
- 3. Limited support for an inclusion- and equity-focused workforce:** The child care workforce is not well supported to deliver inclusive, culturally safe child care to families and children of all backgrounds and abilities.

The Inclusive Child Care Strategy identifies goals and early actions for the Province as it makes progress towards inclusive child care as a core service. Through this process, ongoing engagement,

including engagement and consultation with First Nations and Modern Treaty Nations, will inform the evolution of the early actions and development of further actions to support and enable child care providers to deliver quality, inclusive, culturally safe child care to all families.

The Ministry of Children and Family Development (MCFD) is currently engaging with the public to inform the design of an effective service delivery model to support children and youth with support needs. Because this engagement is currently underway, learnings were not reflected in this report. The Ministry of Education and Child Care and MCFD will collaborate closely to develop further actions related to children with support needs in child care settings following MCFD's public engagement in order to realize a future where child care providers are empowered to deliver truly inclusive, culturally safe child care.



The ChildCareBC plan recognizes that the Province is obligated to ensure that Indigenous children, families and communities have access to child care that meets their distinct needs. In 2019, B.C. became the first jurisdiction in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as the Province's framework to reconciliation with Indigenous Peoples through the [Declaration on the Rights of Indigenous People Act](#). Under this Act, and in consultation and cooperation with Indigenous Peoples, in 2022 the Province released the Declaration Act Action Plan to achieve the objectives of UNDRIP. The [Declaration Act Action Plan](#) includes 89 priority actions to advance the work of reconciliation over a five year period, including action 4.19, which commits the Province to work in collaboration with B.C. First Nations, Métis, and Inuit Peoples to implement a distinctions-based approach to support and move forward jurisdiction over child care for First Nations, Métis, and Inuit Peoples who want and need it in B.C. Additionally, the approach to Indigenous-led, distinctions-based child care is informed by the federal Indigenous [Early Learning and Child Care Framework](#), anchored in self-determination, centered on children, and grounded in culture.

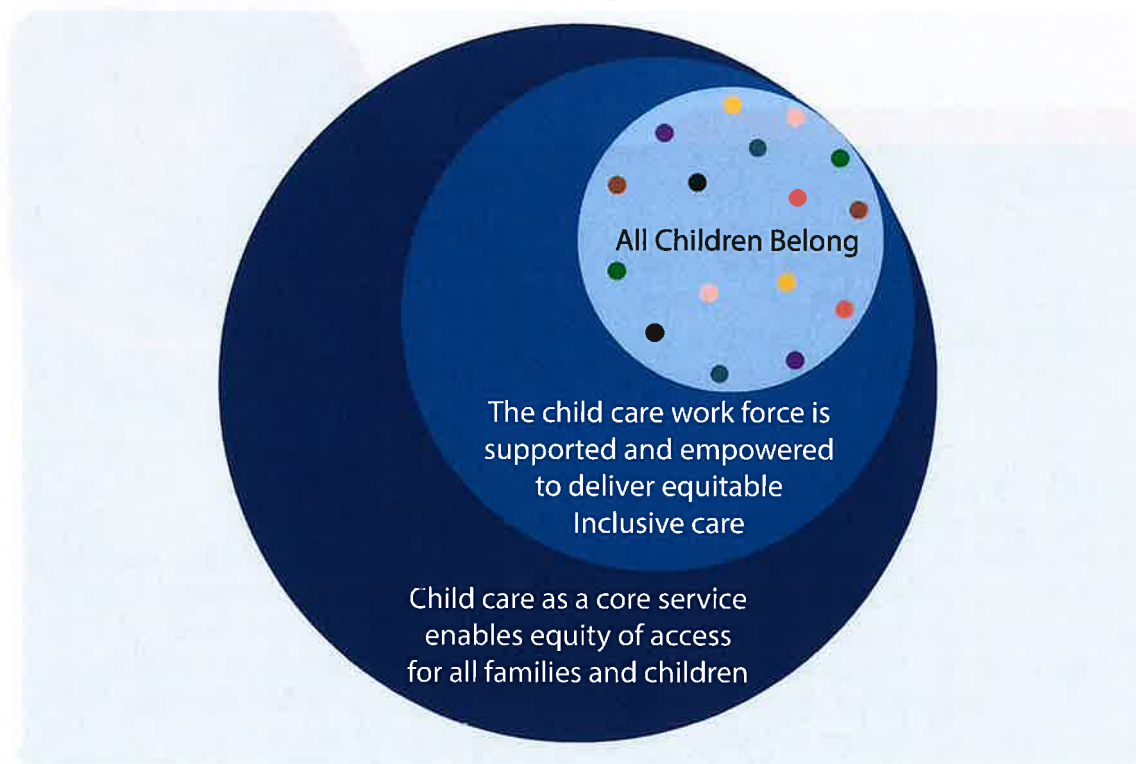
The Inclusive Child Care Strategy

The Inclusive Child Care Strategy places children at the centre. The Indigenous Early Learning and Child Care Framework asserts that “children hold a sacred place in the cultures of Indigenous Peoples. With that comes a sacred responsibility to care for them.”² Family, community and culture are critical to children’s well-being and belonging. Early childhood educators and other child care professionals care for children within a broad range of ages, stages, identities, needs and cultures, supporting their development and inclusion through play-based learning. To enable this important work, child care professionals must also be well supported.

This strategy is focused primarily on licensed child care but recognizes intersections with other early learning and care settings. It identifies the foundational building blocks needed to achieve inclusive child care as a core service, including:

- A set of guiding principles which government will use to inform current and future ChildCareBC initiatives.
- Three interrelated long-term goals each with multiple areas of focus and early actions - figure 1 shows how the three long-term goals fit together.
- A plan for updating and refreshing actions and reporting on progress towards the strategy’s long-term goal.

Figure 1. Inclusive Child Care Strategy Goals



² [Indigenous Early Learning and Child Care Framework](#): The Indigenous Early Learning and Child Care Framework represents the Government of Canada and Indigenous peoples’ work to co-develop a transformative Indigenous framework that reflects the unique cultures, aspirations and needs of First Nations, Inuit and Métis children across Canada. The Framework sets out a shared vision, principles and a path forward for Indigenous early learning and child care—a Canada where all Indigenous children have the opportunity to experience high-quality, culturally rooted early learning and child care programming.



Guiding Principles for B.C.'s Inclusive Child Care Core Service

The principles for inclusive child care as a core service will guide the Ministry of Education and Child Care's work to enable child care providers, child care professionals and community organizations to improve access to quality, inclusive, culturally safe child care.

The principles are intended to complement the conventions³ and legislative frameworks that support inclusivity, accessibility and equity for B.C. children and families, including the Human Rights Code, the Accessibility Act, the Anti-Racism Act⁴ and the Declaration on the Rights of Indigenous People Act. These principles also align with the Canada Early Learning and Child Care Act,⁵ the B.C. Early Childhood Educator Act and the B.C. Early Learning and Child Care Act.

³This includes the UN Convention on the Rights of the Child, the UN Convention on the Rights of Indigenous People and the UN Convention on the Rights of People with Disabilities

⁴At the time of this writing, the B.C. Anti-Racism Act had completed its first reading as [Bill 23-2024: Anti-Racism Act](#).

⁵At the time of this writing, the Canada Early Learning and Child Care Act had received royal assent as Bill C-35, an Act respecting early learning and child care in Canada.

Early Learning and Child Care Frameworks provide guidance to educators and other child care professionals to help them create quality, inclusive, culturally appropriate environments in early years child care programs.

[BC Early Learning Framework \(ELF\)](#)

The BC ELF establishes a vision for respectfully living and learning together. It supports the rich early learning experiences of children, provides a focal point for dialogue among British Columbians, and creates a common language and greater understanding of the vital importance of early learning for all young children.

[Indigenous Early Learning and Child Care Framework \(I-ELCC\)](#)

This overarching framework provides a guide for communities, program administrators, service providers, policy makers and governments to work towards achieving a shared vision that all Indigenous children have the opportunity to experience high-quality, culturally-strong early learning and child care. The overarching I-ELCC framework uses a distinctions-based approach that respects the specific priorities of First Nations, Inuit and the Métis Nation by supporting distinct First Nations, Métis, and Inuit frameworks.



Principles for Inclusive Child Care

These principles complement frameworks which guide child care providers and child care professionals in creating child care environments that provide enriching, inclusive, culturally rooted experiences that celebrate diversity. These frameworks include the [BC Early Learning Framework](#) and the [Indigenous Early Learning and Child Care Framework](#). The principles for inclusive child care as a core service are:

Child and Family Centered

Inclusive child care as a core service recognizes and values the rights of children, focusing on their well-being and positive outcomes. Child care as a core service supports all families to access child care and enables their meaningful involvement.

Valuing and Supporting Child Care Providers and the Child Care Workforce

Inclusive child care as a core service recognizes the value of early childhood education and supports providers, educators and other child care professionals in building foundational skills, knowledge and capacity for equitable, inclusive and trauma-informed child care.

Meaningful and Effective Communication and Collaboration

Inclusive child care as a core service enables meaningful and effective communication and collaboration between provincial ministries; child care providers; child care professionals; families; Indigenous communities, partners, governments and title and rights holders; and agencies that support children, families and communities.

Actively Responsive to Diverse Identities

Inclusive child care as a core service enables child care providers and child care professionals to celebrate the diverse identities of children, families and staff, including their cultural identities, sexual orientation and gender identities, family structures, ethnicity, abilities and other ways of knowing and being.

Culturally Safe, Anti-Racist and Anti-Ableist

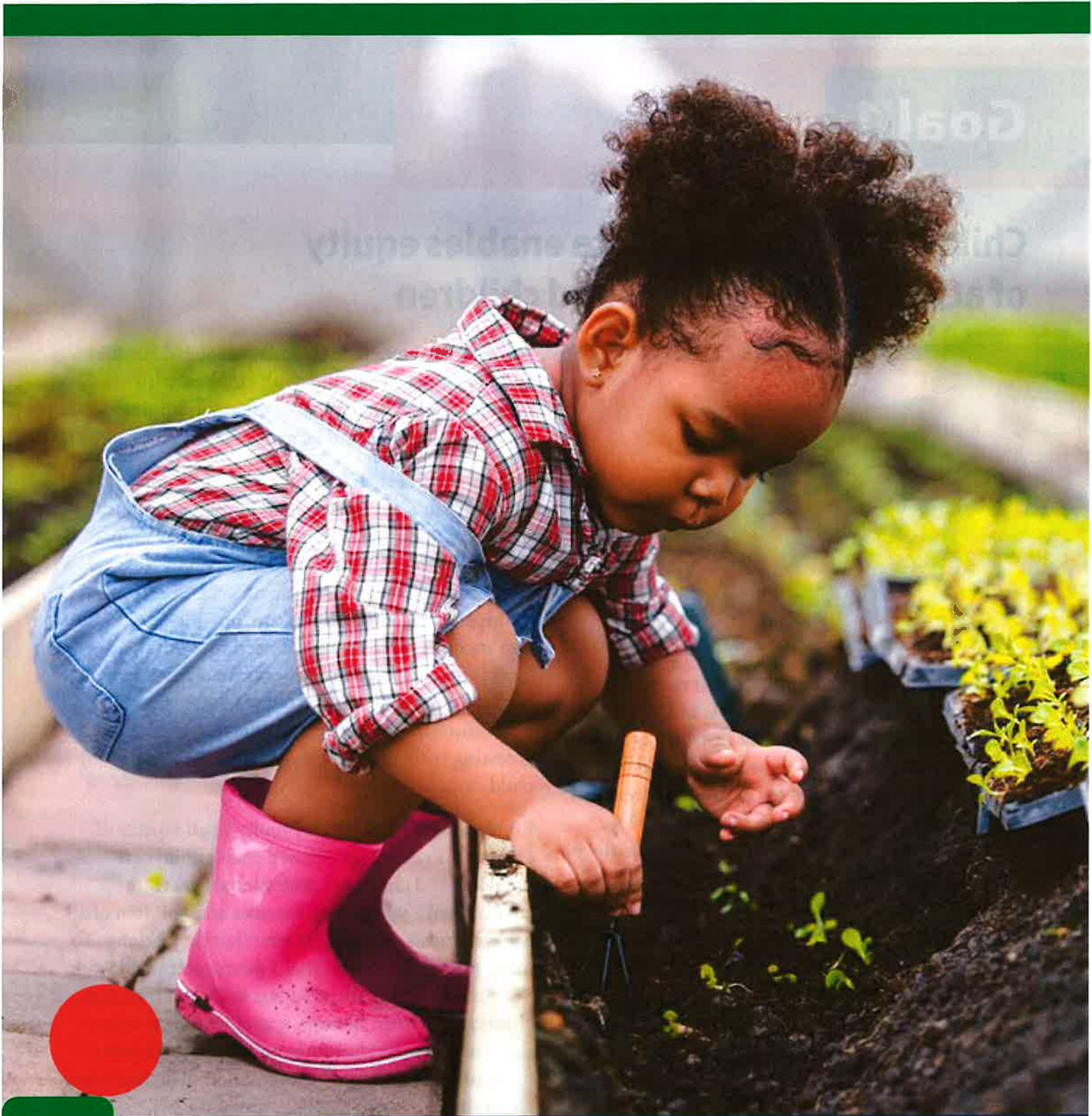
Inclusive child care as a core service enables child care providers and child care professionals to deliver inclusive, culturally safe environments that foster anti-racist, anti-ableist practice.

Evidence-Informed

Inclusive child care as a core service is evidence-informed, reflecting current knowledge, data and meaningful engagement to support continuous improvement.

Supporting Continuity of Care

Inclusive child care as a core service promotes continuity of care for children and supports families and children during times of transition.



Strategy Goals and Early Actions

Goal 1

Child care as a core service enables equity of access for all families and children



Finding a child care space in B.C. that meets a family's needs can be challenging. As of December 2023, there were over 146,000 licensed child care spaces participating in B.C. government child care funding programs, enough for 23% of children ages 12 and under. This represents a substantial 32% increase in licensed spaces available to families since ChildCareBC was introduced in 2018, with others still in development. However, demand continues to grow in many communities, while the province continues efforts to support and enable the expansion of available child care spaces.

Families throughout B.C. may experience multiple barriers to finding and accessing a child care space in their community that meets their needs and is truly inclusive and culturally relevant. Access to child care is particularly precarious for families of children with support needs who may be required to navigate multiple programs across different ministries and organizations to access needed supports. This challenge may be even greater for Indigenous

families, newcomers to Canada, racialized families and Francophone families with children with support needs who may experience overlapping barriers to securing child care.

As vital parts of their communities, child care professionals are encouraged to develop relationships with local resources and organizations that support families, such as Child Care Resource and Referral organizations, child development centres and multicultural centres. Child care providers are also encouraged to create connections with their local Indigenous communities and organizations, such as friendship centres. These relationships help minimize the barriers families experience in accessing truly inclusive, culturally appropriate child care.

Embedding inclusivity and equity in all aspects of child care as a core service will enable child care providers and child care professionals to create environments where staff, families and children of all backgrounds and abilities know that they belong. To make progress towards Goal 1 government will work to empower child care providers to deliver inclusive child care services, increase spaces when and where they are needed, continue to enhance affordability for families and support the provision of distinctions-based care.



Empowering child care providers to deliver equitable, inclusive child care

The B.C. government is committed to enabling child care providers and child care professionals to deliver quality, inclusive, affordable services to all families and children. Initiatives such as the \$10 a Day ChildCareBC program and the Child Care Fee Reduction Initiative are helping families and child care providers see benefits now, while building the foundations for child care as a core service. To further enable child care providers to deliver quality, inclusive child care, government will take the following actions:

- **Action:** Examine options through the \$10 a Day program to enable child care providers to deliver quality, inclusive and culturally safe child care.
- **Action:** Support providers in developing and implementing an inclusion policy for their program.

Enabling equitable availability of child care programs

Finding a child care space that is available and meets a family's unique needs can be a challenge in B.C., in particular for rural and remote communities that face barriers recruiting and retaining sufficient child care professionals to operate licensed child care programs, limiting available child care spaces for families living there. Since the start of ChildCareBC

the sector has grown by over 35,000 licensed child care spaces thanks to combined provincial and federal investments in space creation, workforce supports and operational funding. B.C. is on track to meet its Canada-wide Early Learning and Child Care Agreement commitments to create an additional 30,000 licensed spaces by spring 2026. However, demand is increasing as more affordable child care spaces become available to families. More work needs to be done to enable a future state where early learning and child care environments are designed to welcome and support the belonging of all families and children, and that enough spaces are created and distributed in ways that meet the diverse needs of B.C. families. To enable equitable availability of child care programs, government will take the following actions:

- **Action:** Continue to enable growth of child care spaces in the province and work towards a future state where licensed child care spaces are built where and when they are most needed using a data-informed approach to funding.
- **Action:** Explore opportunities to enhance accessibility and inclusivity in the physical, social and cultural environment.
- **Action:** Examine barriers to accessing child care services for families who may experience inequity such as Indigenous families, newcomers to Canada, racialized families and parents with disabilities.

Making child care affordable for all families

For too long child care costs have been unaffordable. That is why in 2018, government committed to taking action to reduce the cost of child care for families with the introduction of the ChildCareBC Plan. Since then, average child care fees have been reduced from \$45 a day to \$18 a day through combined provincial and federal investments in the Child Care Fee Reduction Initiative, the \$10 a Day program, the Affordable Child Care Benefit and the Aboriginal Head Start program. Thousands of families across the province are paying \$10 a day, or less, through the combined investments in these programs. Now families are facing the additional pressures of balancing rising costs because of global inflation. To continue the work of enhancing affordability for families as access to child care grows across the province, government will take the following actions:

- **Action:** Continue to support B.C. families with reduced child care fees.
- **Action:** Examine barriers to accessing existing affordability programs for families experiencing inequity.

Supporting distinctions-based child care

Many families in B.C. experience inequitable access to child care and inclusive, culturally safe services. Indigenous families and children in the province may face additional barriers to accessing care that meets their distinct needs. Government will continue to take a distinctions-based approach to working alongside Indigenous Peoples to improve access to child care for First Nations, Métis and Inuit children and families. This includes investing in the creation of new, Indigenous-led child care spaces and supporting Early Childhood Educators and child care professionals to enhance their skills in creating inclusive, culturally safe environments. To continue supporting distinctions-based child care, government will take the following initial action:

- **Action:** Collaboratively plan with Indigenous Peoples to enable equitable access to inclusive, culturally safe child care for First Nations, Métis and Inuit children and families.



Goal 2

The child care workforce is supported and empowered to deliver equitable, inclusive, culturally safe care

The child care workforce is vital to the development of child care as a core service. Child Care professionals provide care, connection and guidance for children and are an important part of a wider community of supports that enable families to thrive. Early Childhood Educators and other child care professionals help prepare children for the future, providing important experiences and caring learning environments at some of the most important times in their lives. To make progress towards Goal 2, government is committed to supporting the work of training, recruiting and retaining a skilled, diverse and stable workforce of child care educators who are well-equipped to practice reflectively and deliver quality, inclusive and culturally appropriate child care services.

Since 2018, the B.C. government has increased wages through the Early Childhood Educator Wage Enhancement (ECE-WE) by up to \$6 per hour for eligible ECEs⁶ working in licensed child care facilities, bringing the median wage for ECEs up to \$29 per hour. Free professional development and resources, such as the Inclusive Child Care Toolkit and the Behaviour in the Early Years Initiative, are available through the [ChildCareBC](#) website to support child care professionals to enhance their understanding of inclusive practices. While some child care providers and professionals are experts in inclusivity, many are in the early stages of their journey towards inclusive child care. A more comprehensive approach is needed to support both

new and experienced child care professionals in providing inclusive, culturally safe child care. This includes comprehensive education and professional development, as well as ongoing supports in the workplace that help child care professionals build their skills in providing inclusive child care.



⁶ In recognition of recent negotiated wage increases and to address inequities, ECEs in the non-public sector are eligible to receive a wage enhancement of \$6/hour and those in the public sector are eligible to receive \$4/hour.



Supporting a skilled, diverse and stable workforce

More skilled and experienced child care professionals are needed to ensure that child care environments are sufficiently staffed with people who have the skills and capacity to deliver inclusive, culturally appropriate child care services in all early learning and child care settings in B.C. More is needed to support child care professionals to feel that their work is valued and well-compensated. Released in 2018, the [Early Care and Learning Recruitment and Retention Strategy](#) set out government's plan to improve supports for current and prospective child care professionals in the child care sector. To build child care as a core service that supports a skilled, diverse and stable workforce with the capacity to provide inclusive child care, government will:

- **Action:** Continue to support programs and initiatives that work to improve compensation and working conditions for child care professionals.
- **Action:** Support recognized post-secondary programs to embed inclusion and cultural safety in early childhood education and care programs.
- **Action:** Explore updates to the B.C. Child Care Sector Occupational Competencies related to inclusivity and cultural safety.
- **Action:** Continue to support programs and initiatives that enable diverse representation of families and communities in the child care workforce.

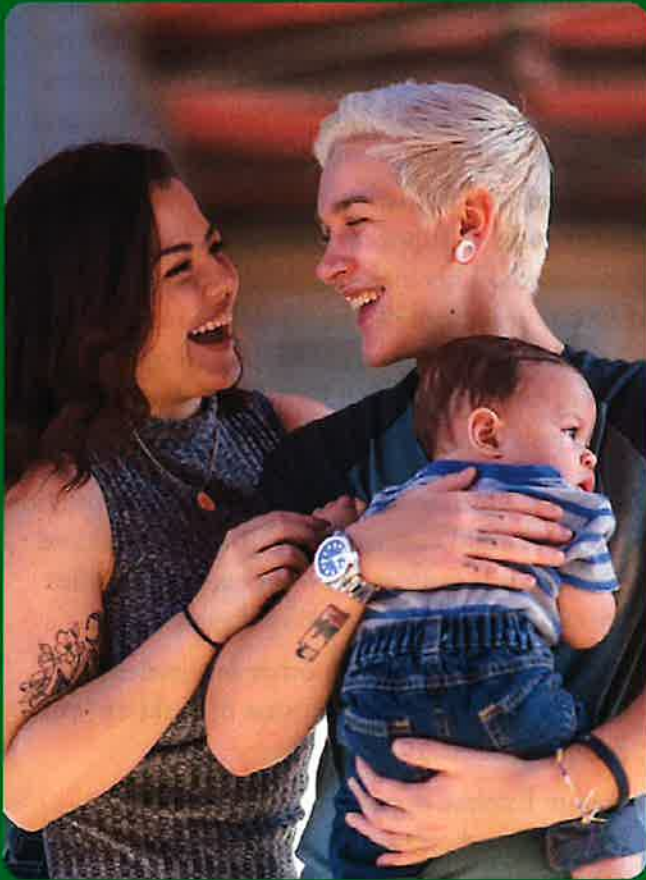
Supporting reflective practice and capacity building

To deliver quality, inclusive, culturally appropriate child care services ECEs and other child care professionals need the tools, guidance and professional development opportunities that enable them to practice reflectively and build their capacity over time. Since 2018, government has funded the development of free, online training and resources, access to mentorship and support for implementation of inclusive pedagogy. Specifically, government has funded the development of resources to support child care professionals in creating distinctions-based, culturally appropriate child care environments through the [BC Aboriginal Child Care Society \(BCACCS\)](#), the [Aboriginal Child Care Resource and Referral \(ACCRR\)](#) program and the [BC Association of Aboriginal Friendship Centres](#). To further empower child care providers and professionals to enhance the inclusivity of their programs overall, many of the Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs offer program-wide consultation to child care providers and child care professionals. To expand on these initiatives and further support child care professionals to more easily access resources that enable them to build their skills and knowledge, government will take the following actions:

- **Action:** Develop a quality guide/tool to support reflective practice and continuous improvement among child care professionals.
- **Action:** Increase access to quality professional development and mentorship opportunities, including but not limited to training in cultural safety, anti-racism, supporting children's mental health, understanding and responding to children's behaviours and providing trauma-informed care.
- **Action:** Continue to enable SCD and ASCD programs to increase their emphasis on capacity building in partnership with child care providers.

Goal 3

All children belong



B.C. children have multiple identities and intersectional experiences, each bringing their unique interests and perspectives to each day. Inclusive, culturally responsive child care recognizes that inclusion benefits everyone, celebrating the diverse identities and inherent gifts of each child while supporting their individual needs.

For many children, requiring some form of additional support to meaningfully participate is part of the makeup of their unique identities, background and experiences. In some cases, temporary or

ongoing accommodations or modifications are needed to provide children with support needs with the opportunities to participate in all activities meaningfully and authentically. Key to supporting children's inclusion in child care settings are the community-based SCD and ASCD programs. Through these programs, consultants work with child care professionals and families to develop strategies for full participation of children with support needs. Additionally, SCD and ASCD programs may connect families and providers to other support services such as early intervention therapies. In partnership with the Government of Canada, B.C. has made substantial increased investments in SCD and ASCD programs and significantly more children are being supported. However, these new investments are not fully meeting the demand for supports and many families continue to experience long wait times to access SCD or ASCD services.

This demonstrates the need for government to take a systematic approach to building the foundation for child care as a core service, empowering child care providers to create truly inclusive and culturally safe early learning and care environments. To make progress towards Goal 3, government is committed to working towards a future where there is clearer insight into the experiences of families and children accessing child care, that access to inclusive child care is equitable and children with support needs experience a smoother transition between child care programs and school



Understanding the experiences and outcomes for families and children

Like many other jurisdictions, B.C. currently has limited insight into the experiences of families and children accessing child care services. Since 2018, the Province has taken significant early steps to expand collection of meaningful information from child care providers, child care professionals and families and apply the learnings to evolving policy and programs. This includes the implementation of the annual Provider Profile Survey and the 2023/24 School-Aged Child Care Demand Parent Survey. However, more engagement with families is needed to understand how child care is impacting the well-being, cultural connectivity and belonging of B.C. children and their families. To further understand these impacts, government will take the following early action:

- **Action:** Explore options for understanding the experiences and outcomes for families and children participating in child care.

Enabling full inclusion of children with support needs

Child care providers in the current state have varied capacity to provide quality, inclusive child care services to children of all backgrounds and abilities. SCD and ASCD programs provide critical supports for inclusive child care, but these programs are not fully meeting demand across the province and many families face long wait times. Government is committed to taking a cross-ministry approach to removing barriers and increasing access to services that support inclusive child care for all families and children. MCFD is currently engaging with the public to inform the design of an effective service delivery model to support children and youth with support needs. This includes the delivery of SCD and ASCD programs. To build child care as a core service where all children are supported to belong the following early actions will be informed by MCFD's ongoing public engagement:

- **Action:** Continue to work with MCFD to provide inclusive child care supports through SCD and ASCD while examining what barriers families are experiencing in accessing these services
- **Action:** Collaborate with other ministries to identify strategies for inclusion of children with complex medical needs.
- **Action:** Explore opportunities to strengthen inclusion and cultural safety in school-aged child care (before- and after-school care).
- **Action:** Collaborate with other ministries to explore barriers to and opportunities for access to appropriate after-school care for children and youth over the age of 12.

The Ministry of Education and Child Care and MCFD will collaborate to develop further actions for children and youth with support needs in child care settings following MCFD's public engagement.

Strengthening transitions between child care and school

Making the transition from child care to school is a significant change for children and families. For families of children with support needs this transition can be especially challenging as they learn about new environments and new systems of support. While supports for transition to kindergarten are available provincewide, a successful transition from child care to school for children with support needs often requires individualized planning in advance of their school entry. Many school boards, ECEs and other child care professionals, SCD/ASCD workers and others have developed strong policies

and programs to support families of children with support needs in making these challenging transitions. However, B.C. does not currently have a provincially coordinated approach to support families of children with support needs in this transition from child care to school. To smooth this experience for families and children with support needs, government will take the following early action:

- **Action:** Develop a provincial approach for strengthening supports for transition from child care to kindergarten and beyond for children with support needs.





Reporting on Progress

The B.C. government is committed to working towards a future state where child care is a core service that families can rely on. While there has been significant progress made to reduce parent fees, increase the number of child care spaces and increase ECE wages, there is still a long way to go before quality, inclusive, culturally safe child care is equitably available to all families and children. The Inclusive Child Care Strategy describes the areas of focus and early actions government must now take to build the foundation for inclusive child care as a core service. As this work continues over the long term, government is committed to reporting on the progress of the early actions while updating the strategy’s areas of focus and actions as the way forward becomes clearer.

As part of this commitment to reporting on progress, the Ministry of Education and Child Care will continue to engage with partner ministries, First Nations, Indigenous communities and organizations, community partners and interested parties, child care providers and families. In alignment with government’s responsibilities under the Declaration of the Rights of Indigenous People Act, this includes taking a distinctions-based approach to engagement with Indigenous Peoples, to ensure that barriers to accessing quality, inclusive, culturally safe child care services are identified and removed for First Nations, Métis and Inuit families and children.

Strategy Release Summer 2024	Short-Term Spring 2026	Mid-Term 2028 and 2030	Long-Term 2032
Inclusive Child Care Strategy Released	Updated Actions & First Progress Report	Refreshed Actions & Progress Report	Renewed Inclusive Child Care Strategy

While there is a long way yet to go, there is reason to celebrate the progress that has been made so far by governments, child care providers and the many organizations that support child care professionals, families and children across the province. Included in the appendix are some early measures demonstrating that government is making progress towards a future state where child care is a core service that families can rely on. These measures will be updated and further refined in future Inclusive Child Care Strategy progress reports.



Conclusion

While significant progress has been made in reducing child care costs for families, finding a licensed child care space that meets their needs remains challenging for many B.C. families. Some families, such as those in rural communities, newcomers to Canada, Indigenous families, racialized families and others experience multiple barriers in accessing inclusive, culturally safe child care. Access to child care is particularly precarious for families of children with support needs who may be required to navigate multiple programs across multiple ministries and organizations to access needed supports.

Government is committed to building a future where quality, inclusive, culturally appropriate child care is a core service that families can rely on. This Inclusive Child Care Strategy affirms this commitment, demonstrates the early progress that has been made and identifies early actions that will help B.C. make progress towards the vision of child care as a core service where all children of every ability and background can fully participate and truly belong.

Glossary

Children with support needs

Children with support needs refers to children who are experiencing, or have an increased likelihood of experiencing, developmental delay or disability and who require support to optimize their development, functional abilities and quality of life. Children may be experiencing developmental delay as a result of neurobiological factors or as a result of social/environmental factors. This definition is not limited to children with a diagnosis. For many children, the need for support surrounds behaviours that challenge staff. Children communicate through behaviour, and big behaviours may be responses to factors in their environment. See the [Inclusive Child Care Toolkit](#) for more information.

Culturally safe child care

Culturally safe child care meets the distinct needs and interests of First Nations, Métis, Inuit people and Indigenous organizations with equitable access to affordable, inclusive, quality, culturally relevant programs and services.

A Distinctions-based approach

A distinctions-based approach, and appropriate respect for Indigenous laws and jurisdictions means that the scope of rights enjoyed by an Indigenous People is contextual and that the Province's relations and dealings with First Nations, Métis and Inuit will be conducted in a manner that is appropriate for the specific context, recognizing and respecting the distinct and different rights, laws, legal systems and systems of governance of each. See the [B.C. Government Distinctions-Based Approach Primer](#) (December 2023) for more information.

Equity of access

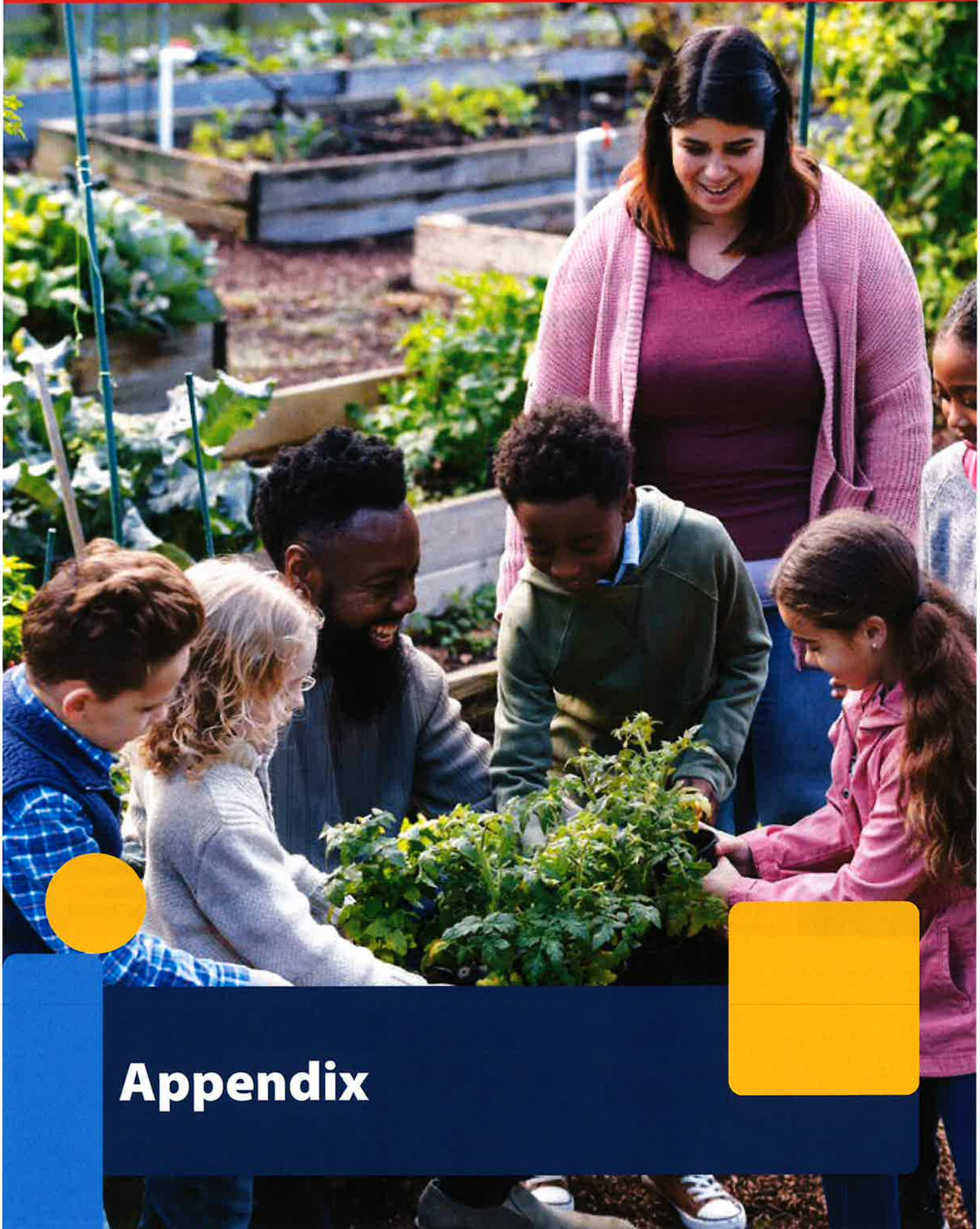
Equity of access means that barriers to accessing inclusive, quality and affordable child care are removed for families from diverse populations, including but not limited to: low-income families, Black or other racialized populations, Indigenous populations, newcomers to Canada, families of children with disabilities or children needing enhanced supports and families experiencing vulnerability.

Inclusive child care

Inclusive child care means that children of all abilities and backgrounds, including neurodiverse children, children with a disability and children with other support needs have equitable access to quality child care. Inclusive child care recognizes the individual strengths and inherent gifts of each child and all children are supported to belong and learn through play along with other children in a child care program of the family's choosing.

School-Aged child care

School-aged child care is a program that provides before or after school hours or on a day of school closure, care to children who attend school, including kindergarten. See the [Community Care and Assisted Living Act](#) and the Child Care Licensing Regulations for more information.



Appendix

Early Measurements of Progress

Goal 1: Child care as a core service enables equity of access for all families and children			
Focus Area	ChildCareBC Work Completed or Underway	Early Measures of Progress	
		2018/2019	2023/2024 (all data YTD to Dec 2023)
Supporting child care providers to deliver equitable, inclusive child care	<ul style="list-style-type: none"> Expanding the \$10 a Day ChildCareBC Program and testing an Operating Funding Model (OFM Test) <ul style="list-style-type: none"> Testing a wage grid and compensation standard Testing how funding supports providers in providing quality, inclusive and culturally safe services Testing a requirement for OFM Test participants to develop and implement an inclusion policy 	<ul style="list-style-type: none"> Number of \$10 a Day ChildCareBC program spaces: Over 950 	<ul style="list-style-type: none"> Number of \$10 a Day ChildCareBC program spaces: Over 13,000
Enabling equitable availability of child care programs	<ul style="list-style-type: none"> Continuing to support and fund the growth of long-term licensed child care in the community that are operated by public organizations and not-for-profit organizations, including schools and school districts Exploring the development of a data-informed approach to enable child care expansion Developing child care design guidelines to support the creation of functional, safe, quality inclusive child care spaces 	<ul style="list-style-type: none"> Number of child care spaces participating in ECC funding programs: 114,632 Coverage Rate (Space to Population Ratio) Ages 12 and Under: 19% 	<ul style="list-style-type: none"> Number of child care spaces participating in ECC funding programs: 146,628 Coverage Rate (Space to Population Ratio) Ages 12 and Under: 23%
Making child care affordable for all families	<ul style="list-style-type: none"> Expanding the Child Care Fee Reduction Initiative (CCFRI) Continuing to support families with low income to access affordable child care through the Affordable Child Care Benefit (ACCB) 	<ul style="list-style-type: none"> Percent of CCOF spaces accessing CCFRI: 83% Number of children accessing ACCB: 34,349 	<ul style="list-style-type: none"> Percent of CCOF spaces accessing CCFRI: 96% Number of children accessing ACCB: 35,022

Goal 1: Child care as a core service enables equity of access for all families and children

Focus Area	ChildCareBC Work Completed or Underway	Early Measures of Progress	
		2018/2019	2023/2024 (all data YTD to Dec 2023)
Supporting distinctions-based child care	<ul style="list-style-type: none"> Expanding the availability of culturally appropriate child care through the Aboriginal Head Start Initiative and Métis Nation BC Continued investments in ASCD Provision of First Nations' Grants to support child care Enhancing consultation and collaborative engagement with First Nations title and rights holders, Indigenous organizations and partners and Indigenous child care providers and families 	<ul style="list-style-type: none"> Number of Aboriginal Head Start spaces: Over 643 spaces 	<ul style="list-style-type: none"> Number of Aboriginal Head Start spaces: Over 1,700 spaces More than 90% of First Nations in B.C. received the 2022/23 First Nations Early Learning and Child Care Grant

Goal 2: The child care workforce is supported and empowered to deliver equitable, inclusive care

Focus Area	ChildCareBC Work Completed or Underway	Early Measures of Progress	
		2018/2019	2023/2024 (all data YTD to Dec 2023)
Supporting a skilled, diverse and stable workforce	<ul style="list-style-type: none"> Continuing to support the recruitment and retention of skilled, certified early childhood professionals through a series of initiatives that increase wages, support access to and recognize education and training, and support professionals in the province to enter the workforce. Continuing to support the Work Integrated Learning (WIL) program, which enables students to obtain or upgrade their provincial ECE certification while remaining employed. Continuing to support immigration pathways for ECEs and ECE Assistants through the Provincial Nominee Program (PNP). 	<ul style="list-style-type: none"> Number of Aboriginal Head Start spaces: Over 643 spaces Number of Active Child Care Worker Registry Certifications: <ul style="list-style-type: none"> Basic: 19,298 SN Educator: 3,544 I/T Educator: 5,520 ECE-A: 7,073 ECE-WE: \$1/hour for eligible ECEs Number of ECEs receiving ECE-WE (monthly average): 7,668 Number of people participating in WIL Pilot: 76 Number of new student spaces created in public post-secondary ECE programs: 182 	<ul style="list-style-type: none"> Number of Active Child Care Worker Registry Certifications: <ul style="list-style-type: none"> Basic: 27,416 SN Educator: 5,710 I/T Educator: 9,278 ECE-A: 12,921 ECE-WE: \$6/hour for eligible ECEs Number of ECEs receiving ECE-WE (monthly average): 13,536 Number of people have participated WIL Program to date: 308 Number of new student spaces created in public post-secondary ECE programs: 2,237 Number of child care workers supported through PNP to date:¹ 1,269

¹ Early childhood educators and early childhood educator assistants became eligible for the Provincial Nominee Program in 2021. Data includes nominees from 2021 to 2023.

Goal 2: The child care workforce is supported and empowered to deliver equitable, inclusive care

Focus Area	ChildCareBC Work Completed or Underway	Early Measures of Progress	
		2018/2019	2023/2024 (all data YTD to Dec 2023)
Supporting reflective practice and capacity building	<ul style="list-style-type: none"> Increasing and highlighting resources available to child care professionals to enhance inclusive practices such as the Inclusive Child Care Toolkit Developing and implementing free, online training to support child care professionals' capacity for inclusive practice, including the Foundations of Inclusive Child Care and Behaviour in the Early Years courses Enabling SCD/ASCD programs to partner with child care providers to build capacity for inclusive child care programming through new investments 		<ul style="list-style-type: none"> Number of participants who have registered for the Foundations of Inclusive Child Care online training: 2,847 Number of participants who have registered for the Behaviour in the Early Years online training: 1,121

Goal 3: All children belong

Focus Area	ChildCareBC Work Completed or Underway	Early Measures of Progress	
		2018/2019	2023/2024 (all data YTD to Dec 2023)
Understanding the experiences and outcomes for families and children	<ul style="list-style-type: none"> Continuing to inform programs and policies using data from the annual Provider Profile Survey completed by child care providers participating in the Child Care Operating Fund program and \$10 a Day program Understanding the child care needs of families of school-aged children through a family school-age survey Continuing to engage with the sector to understand how ChildCareBC can make progress towards child care as an inclusive, quality core service 		<ul style="list-style-type: none"> For data and information about child care in BC, including space creation, see the BC Child Care Data & Reports site. For information about where to find child care programs in B.C., see the BC Child Care Map. For information about how B.C. is making progress on the ChildCareBC Plan, see the ChildCareBC: Our Plan site.
Enabling full inclusion of children with support needs	<ul style="list-style-type: none"> Increased investments in the SCD and ASCD programs to enable more children to be supported Working collaboratively with the Ministry of Health to explore how children with complex health needs can be supported in child care settings Exploring barriers and opportunities to enhance supports for children with support needs in school age child care 	<ul style="list-style-type: none"> Average number of children served by SCD/ASCD per month: 5,975 Number of unique children served by SCD/ASCD annually: 9,862 	<ul style="list-style-type: none"> Average number of children served by SCD/ASCD per month: 7,704 Number of unique children served by SCD/ASCD annually: 12,552 Percent of licensed child care facilities receiving operating funding that serve at least one child with support needs: 48%
Strengthening transitions between child care and school	<ul style="list-style-type: none"> Exploring barriers and opportunities to enhance transitions to kindergarten for children with support needs 		This work is too early in progress to demonstrate measures at this time.



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



Framework for Enhancing Student Learning 2021-2025 2024 Update

OUR MISSION

All students will graduate crossing the stage with dignity, purpose and options.

OUR VALUES

The core values that guide the work of the school district are:

- Respect
- Compassion
- Honesty
- Responsibility
- Relationships

Board Strategic Priority Goals

Student Learning - School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.

People Development - School District 60 will foster a welcoming and inclusive environment that prioritizes the well-being, development, and professional growth of all employees.

Operations & Facilities - School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.

Governance - School District 60 Board and leaders will prioritize collaboration, accountability, and transparency in ensuring student-centered decision-making.

Truth & Reconciliation - District 60 recognizes that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

Early Learning & Child Care - School District 60 will provide an early learning and child care environment that supports a positive transition for children from home, pre-school and day care into schools.

For more on our Board Strategic Plan visit <https://www.prn.bc.ca/board/strategicplan/>

Framework for Enhancing Student Learning 2021-2025 2024 Update Goals

Goal 1: Increase Dogwood Completion Rates

Goal 2: Support Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning

Goal 4: Support Student Achievement through Inclusion

Goal 5: Provide quality Early Learning & Child Care opportunities to address community need



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, 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 5951 in our 21 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 1185 staff (1042 FTE) with an operating budget of \$80.3 million for 2023-2024. 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

We recognize that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

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. Our long established Indigenous Education Council is a further connection to local First Nations and local Métis, Cree, and other Indigenous people.

Framework Development Process & Engagement

A newly updated Board Strategic Plan is available at <https://www.prn.bc.ca/board/strategicplan/> that was developed through a comprehensive consultation process that enabled community voice from stakeholders in our communities. The Framework for Enhancing Student Learning goals are aligned with the Board's Strategic Priorities. We use quantitative and qualitative data from local and provincial sources to develop goals and monitor progress. The goals in the Framework for Enhancing Student Learning are reviewed regularly through school FESL presentations, Board Reports, and annual updates to this document.



To inform the development of the Board Strategic Plan, comprehensive engagement was conducted with members of the School District 60 community, including staff, students, families, and First Nations community partners.

Engagement focused on gathering input on six key areas, including:

- Student Learning and Wellness
- Early Learning and Childcare
- Truth and Reconciliation
- Operations and Facilities
- People Development
- Governance

Specific audiences that were targeted through the engagement process included, **Senior leadership and administration, Staff**, including teaching, support and operational staff; **Parents, families, and guardians**, through the Parent Advisory Councils and District Parent Advisory Council; **Students**, elementary, middle and secondary students; **First Nations** communities and Indigenous partner organizations, including the **Indigenous Education Council**; **External community partner organizations**, including the City of Fort St. John, Peace River Regional District, Chamber of Commerce, the **local unions**, and more.

Engagement was carried out through a number of means. First of all through an online survey, which garnered over 600 responses and allowed the district to break out data by demographic information. Over 12 in-person workshops were also carried out across the entire geographic region of SD60. Students engaged through age-appropriate workshops and all 21 schools provided student feedback.

Reflection - 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. In the following year, 2023 saw a significant improvement in the Indigenous six-year completion rate (+19.4%). An upward trend for completion rates exists for all groups represented in the data. A 4.5% gap continues to exist between Indigenous and All students in the six-year completion rate. A significant gap exists for students with Disabilities and Diverse Abilities and All students (65.5% vs 83.9%) even though there is a positive trend in closing the gap. Gaps still need to be addressed, along with the overall 5-year and 6-year graduation rates compared to the province.

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.



Students with a special education designation have an achievement gap in measures including the FSA in grades 4 and 7, numeracy and literacy graduation assessments, and in five & six year completion rates. Students with a designation were equally likely as other groups to respond positively about the number of adults who cared about them, and had a higher 3-year transition rate to public post secondary compared to all other subgroups in 2018/19.

Students who have ever been a Child or Youth in Care (CYIC) are at significant risk of non-completion. As an identifiable group there are often too few students who are CYIC to report publicly due to privacy concerns. Even though there are significant variations in success for CYIC students it is observed over time that they are one of the most vulnerable populations.

Likewise, there is a large variation in results for Indigenous Students who live on reserve. Numbers are often too small to report on publicly due to privacy concerns. Even with significant variations in success for On-Reserve students it is observed over time that they are a group of students at risk for non-completion.

Learning Update (Report Card) marks for Indigenous students compared to Non-Indigenous students show that our Indigenous students experience an achievement gap compared to our Non-Indigenous students in middle and secondary grades in core academic course areas of English, Math, Science, and Socials.

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



Goal 1: Increase Dogwood Completion Rates

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness on Strategies and Resources

Aligned with the Board Strategic Plan goal on student learning, funding has aligned with learning initiatives in both literacy and numeracy in support of improving student success and achievement in both learning areas. Working with teachers and building self-efficacy supports improving student learning. The on-going implementation and side-by-side teacher support of anchor mathematics resources and working with the Thinking Classrooms framework both continue to support the diverse learning needs within the classroom, support inclusive practice and align with the First People's Principles of Learning. The focus on writing work with literacy consultant Adrienne Gear has provided a framework that teaches writing in an explicit manner rather than simply "doing" writing.

A closer focus on the numeracy achievement of Indigenous students at the middle school level will need to be a priority for the next school year. The hiring of 2.0 FTE numeracy support teachers for the 2024-25 school year will provide more in-depth support.

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

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
- Identifying at risk students due to absenteeism in October, December, and March -
- Review How Are We Doing Student Learning Survey results



Objective 1.2: Increase Indigenous Engagement and Achievement in numeracy with a focus on the middle school years

Key Strategies

- Establish meeting cycle to clearly define the “what” and the “now what” to support math understanding with the Indigenous Education Coaching teams
- Establish baseline data using district assessments that focus on conceptual understanding
- Investigate structures to support math teachers and Indigenous Coaching Team in mathematical pedagogy and intervention with Pam Harris, Math Consultant

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

Key Strategies

- District numeracy mandate reflected in all school frameworks with specific measurable goals that align with the learning standards
- On-going review of mathematics data to identify strengths and stretches in student learning
- Incorporate and further develop growth mindset and Math Identity as part of the math class
- Support primary classroom teachers with district anchor resources including Mathology and Zaner-Bloser’s Fact Fluency Program using 1:1 support model with district numeracy team.
- Expand Mathology into intermediate and middle grade spans
- On-going implementation of district numeracy assessment components including computation MAP, number sense primary MAP and problem solving assessment and practice (PSAP)
- Create and offer a professional development series for Educational Assistants on district NIDs for the 2024-25 school year
- Build understanding of the math curriculum and teaching with district parents
- Creation of numeracy guidelines for teachers and Administrators
- Professional development opportunities for teachers and Administrators including summer workshops, instructional planning and effective teaching practices and problem solving workshops
- Investigate structures to support math teachers in mathematical pedagogy and intervention with Pam Harris, Math Consultant for middle school



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. Middle schools committee members will develop a District document outlining supported transition practices, including those from our rural schools. 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 finalized in the 2024-25 school year.
- Survey will be created to gain feedback regarding Elementary to Middle School transitions from Elementary Administrators, Elementary Learning Assistance and Resource Teachers, and Elementary Counsellors. This feedback will inform the development of the district document.
- Committee to examine MDI data and other District processes to inform the development of the district document.
- Vertical Teaming/Collaboration regarding numeracy development (see 1.3)
- 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 Instructional practice of balanced literacy in primary & intermediate classrooms

Key Strategies

- Development of literacy guidelines for effective literacy instruction
- On-going review of literacy data to identify strengths and stretches of grade cohorts
- Literacy cohort to support balanced literacy in primary with Karen Filewych, literacy specialist during 2024-25 school year
- Literacy leadership information for leaders with Karen Filewych
- Rural residency project with POPEY with a focus on development of oral language in primary grades
- Investigate and pilot primary learner profiles instruments based on resources from other districts
- Professional development opportunities for teachers about literacy teaching practices including understanding of the BC curriculum, guided reading, instructional planning and reading assessment

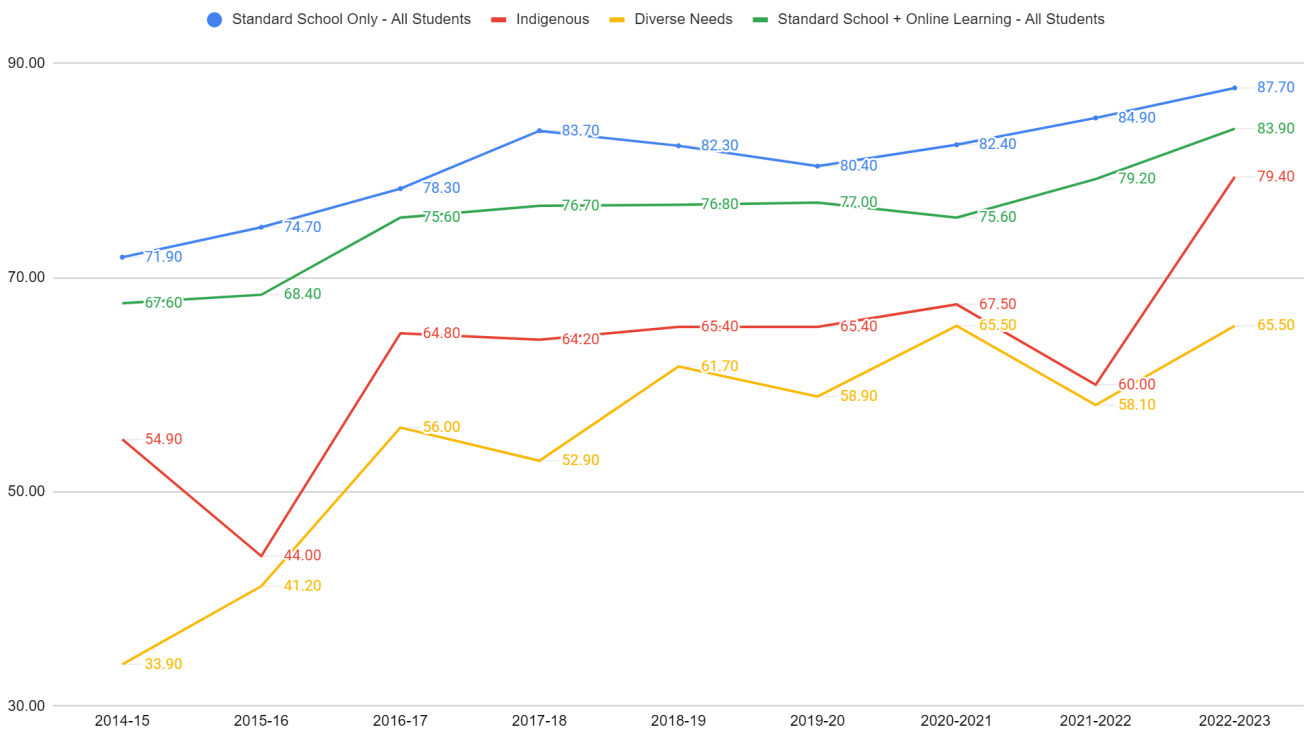


- On-going focus on comprehension development in middle school grades with focus on “what now” using results of district literacy assessments in the fall term to support instructional planning
- Focus on benchmarking district writing samples to establish common understanding of proficiency criteria across intermediate and middle grades

Indicators

Graduation -Six-Year Dogwood Completion Rate - 2014-2023¹

Six-Year Completion Rate - SD60 - 2014-2015 to 2022-2023



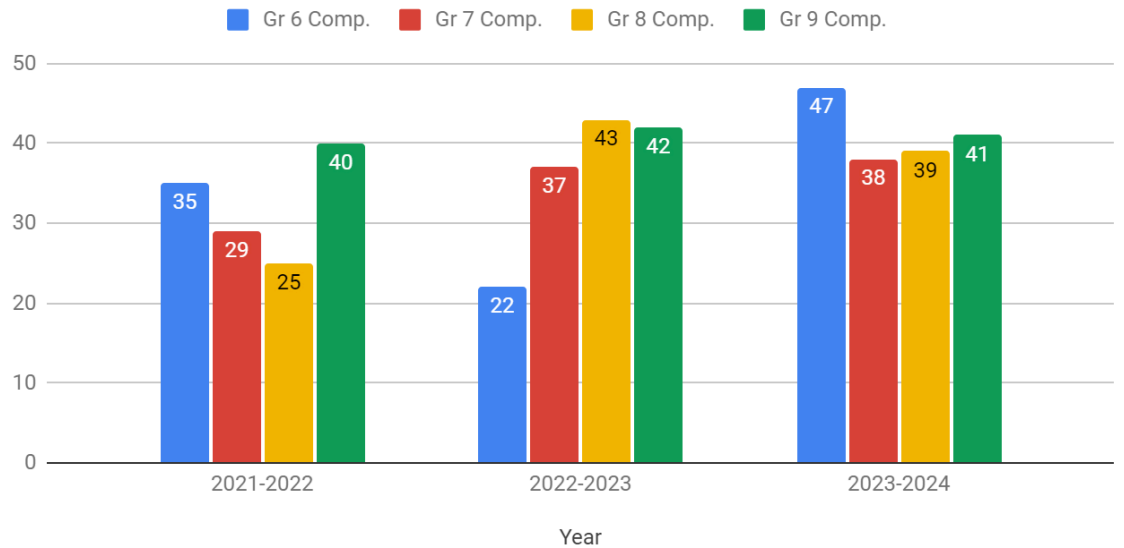
¹ Figure 1 - Graduation Six Year Completion Rate



Reading Comprehension
2

Grades 6-9

Reading Comprehension (% Proficient/Extending) Grade 6-9 - READ73



Grade to Grade Transitions³

Year	Gr 9 to 10	Gr 10 to 11	Gr 11 to 12
2018/2019	92%	92%	88%
2019/2020	89%	92%	83%
2020/2021	94%	95%	91%
2021/2022	93%	91%	90%
2022/2023	95%	90%	84%

Drawn from Ministry FESL Data.

² Figure 2 - Reading Comprehension Grades 6-9

³ Figure 3 - Grade to Grade Transitions

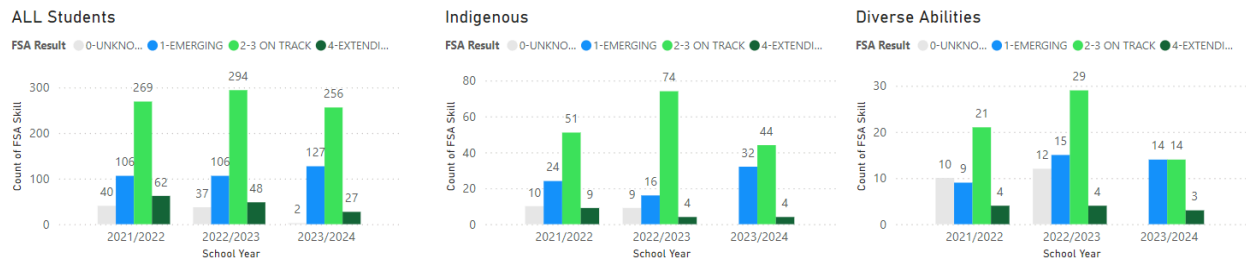


On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics⁴

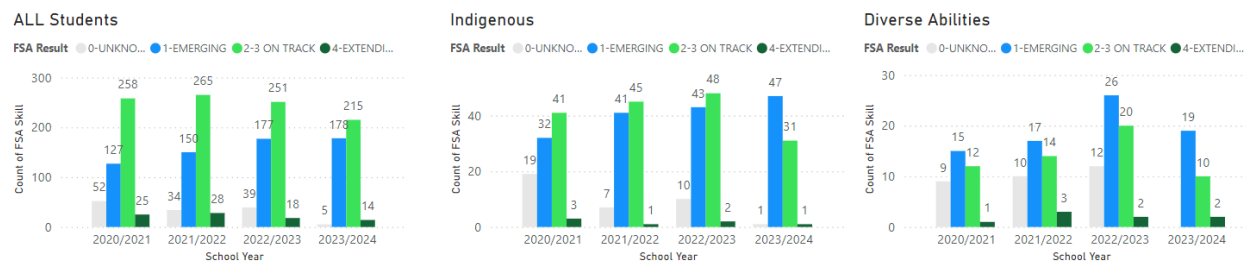
Group	Math 6	Math 7	Math 8	Math 9	Math 10
ALL	93%	81%	71%	67%	60%
Indigenous	87%	63%	57%	54%	46%
Indigenous Male	93%	69%	52%	48%	39%
Indigenous Female	81%	58%	62%	60%	54%
Non-Indigenous	94%	86%	77%	70%	57%
Non-Indigenous Male	92%	85%	70%	65%	54%
Non-Indigenous Female	97%	87%	85%	78%	60%
ELL	88%	80%	68%	62%	53%
Disabilities and Diverse Abilities not incl Gifted	85%	65%	58%	43%	42%

Foundation Skills Assessment by Skill and Sub Population⁵

FSA - Literacy - Grade 4 - by Sub Population



FSA - Numeracy - Grade 4 - by Sub Population

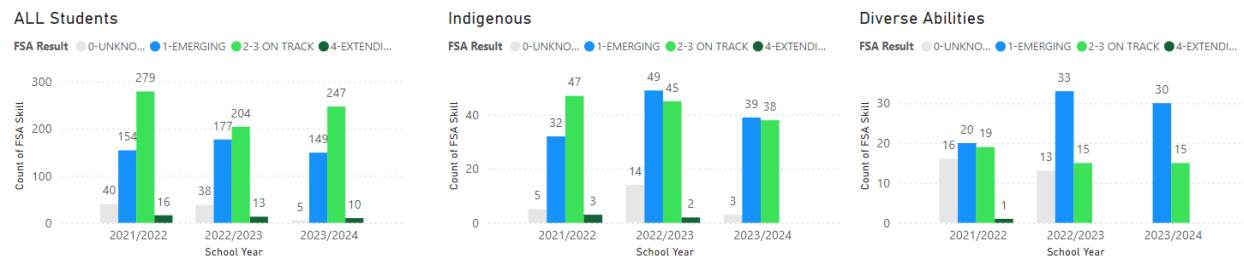


⁴ Figure 4 On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics

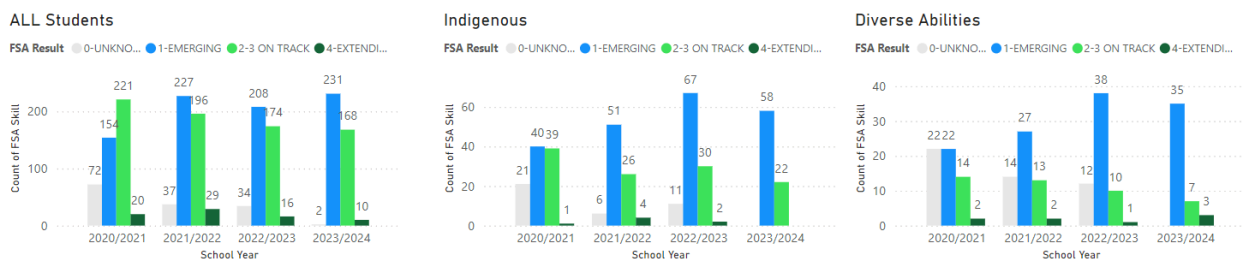
⁵ Figure 5 - FSA by Sub Population Grade 4, 7 - Literacy, Numeracy



FSA - Literacy - Grade 7 - by Sub Population



FSA - Numeracy - Grade 7 - by Sub Population



Focus on Indigenous Students

- Implementation of data strategy to bring school level data to educators to better understand gaps between groups. Collaboration around school level strategies to close gaps to follow.

Focus on Child and Youth In Care

- Implementation of a coordinator to support students who become or are a child and youth in care.

Focus on Students with Disabilities or Diverse Abilities

- Implementation of data strategy to bring school level data to educators to better understand gaps between groups. Collaboration around school level strategies to close gaps to follow.

Targets

- A trend of improving 6-year completion rates for all students with a target of reaching the provincial average
- A trend of improving achievement in reading comprehension between grades 6-9
- A trend of improving achievement between grades 7-9 in Learning Updates Math marks (report card marks)
- A trend of improving FSA results and closing achievement gaps between groups



Alignment of Resource Allocations With This Goal:

- Numeracy and Literacy Initiatives: \$400,000 for 2024-2027
- District Collaboration: \$50,000 for 2024-2025

Goal 2: Support Student & Staff Social/Emotional Competency

Strategic Plan Alignment - People Development

Reflection on Effectiveness on Strategies and Resources

Throughout the year, multiple well-attended social-emotional professional development sessions were offered to school district staff. These included Child-Centered Relation Play Skill sessions, Grief presentations for administrators/teachers and wellness sessions for school staff. Additionally, a monthly staff well-being art series aimed at increasing self-awareness were provided.

These professional development sessions aimed to enhance teachers' comfort and competency in teaching social-emotional learning (SEL) in the classroom. This goal will continue, as there is still room for growth in understanding that SEL is a shared responsibility embedded in daily school practices.

Monthly parenting SEL sessions focused on anxiety and building positive parent-child relationship skills through art, which have begun to increase staff understanding of the importance of positive staff-family relationships outside of school hours.

The Middle Years Development Index (MDI) was completed by 759 students in grades 5 and 8, and the Youth Development Index (YDI) by 459 students in grades 10 and 11. The data indicated a need to focus on school climate and belonging, particularly at the middle and high school levels. The MDI, YDI, and CASEL Indicators of School-Wide SEL will continue to inform school SEL FESL goals.

SEL was integrated into district processes by incorporating the CASEL 5 Social-Emotional Competencies into incident reports and creating a district behavior process grounded in a multi-tiered system of support. Compassionate Systems Leadership training continued for district leaders. A community of practice working group for administrators who have completed Introduction to Compassionate Systems Leadership will meet 4 times in the 2024/2025 school year, allowing them to apply tools and engage in their own SEL. Additionally, counselors received monthly clinical group supervision to enhance their own SEL and develop as SEL school leaders.

Objective 2.1: Establish Social Emotional Learning (SEL) as being foundational to school practices and student achievement



Key Strategies

- Meet 3 times a year with middle and high school administrators and counsellors to increase their understanding of district SEL initiatives and how they can align their own school SEL goals
- 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.
- Continue to administer 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 tiered SEL 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 at each Pro D day to school staff throughout the school year aimed at adults engaging in their own social-emotional learning, facilitated by district counsellors and SEL specialists
- SEL district team will continue to support and monitor the district initiatives around staff wellness
- Community of practice working group with trained Compassionate Systems Leaders to apply the tools and continue to engage in their own social-emotional learning.

Objective 2.3: Explicit SEL Programs and Practices are Implemented in the Classroom Setting

Key Strategies

- Offers professional development sessions to teachers to inform about quality, age-appropriate and research-based programs intended to be taught to students in classrooms
- Staff have access to SEL resources, materials and supports from the district and within their school context
- Staff are supported by District Counsellors and SEL Specialists to increase their confidence in their ability to facilitate SEL programs and practices independently



Objective 2.4: Prioritize Positive Staff-Family Relationships

Key Strategies

- Facilitate SEL parenting session throughout the school year
- Offer monthly parent-child relationship skills workshops through art, with a focus on children's social-emotional development based on the five CASEL indicators, and providing strategies for parents to support their children's development at home across four schools
- 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

Key Strategies

- 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

<p>Grade 8 MDI Well-being Index (%) and Number of Children Responding compared to province⁶</p>	<div style="text-align: center;"> <p>WELL-BEING IND. SD60 GRADE 8 2023-2024 (N=368)</p> <p>■ Low ■ Medium ■ Thriving</p> <table border="1"> <caption>SD60 Grade 8 Well-being Index Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>52%</td> </tr> <tr> <td>Medium</td> <td>27%</td> </tr> <tr> <td>Thriving</td> <td>21%</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>WELL-BEING IND. PROV. GRADE 8 2023-2024 (N=16,555)</p> <p>■ Low ■ Medium ■ Thriving</p> <table border="1"> <caption>Provincial Grade 8 Well-being Index Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>47%</td> </tr> <tr> <td>Medium</td> <td>28%</td> </tr> <tr> <td>Thriving</td> <td>25%</td> </tr> </tbody> </table> </div>	Category	Percentage	Low	52%	Medium	27%	Thriving	21%	Category	Percentage	Low	47%	Medium	28%	Thriving	25%					
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<p>Grade 8 MDI Connectedness with Adults - High - “At my school there is an adult that believes in my success” compared to province⁷</p>	<div style="text-align: center;"> <p>Connectedness with Adult at School - High SD60 vs Province</p> <table border="1"> <caption>Connectedness with Adult at School - High Data</caption> <thead> <tr> <th>Year</th> <th>SD60 %</th> <th>Prov %</th> </tr> </thead> <tbody> <tr> <td>2018-19 - Gr 7</td> <td>54</td> <td>58</td> </tr> <tr> <td>2019-20 - Gr 7</td> <td>58</td> <td>60</td> </tr> <tr> <td>2020-21 - Gr 7</td> <td>54</td> <td>57</td> </tr> <tr> <td>2021-22 - Gr 7</td> <td>55</td> <td>58</td> </tr> <tr> <td>2022-23 - Gr 8</td> <td>52</td> <td>52</td> </tr> <tr> <td>2023-24 - Gr 8</td> <td>49</td> <td>53</td> </tr> </tbody> </table> </div>	Year	SD60 %	Prov %	2018-19 - Gr 7	54	58	2019-20 - Gr 7	58	60	2020-21 - Gr 7	54	57	2021-22 - Gr 7	55	58	2022-23 - Gr 8	52	52	2023-24 - Gr 8	49	53
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⁶ Grade 8 MDI Well-being Index (%) and Number of Children Responding

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



Focus on Indigenous Students

- Two district Indigenous SEL Specialists (School Social Workers) dedicated to supporting Indigenous students and their families while building capacity with school staff. Indigenous SEL Specialists in the school district play a vital role in supporting Indigenous students and fostering a culturally responsive environment. Their work is focused on directly assisting students and their families while enhancing staff capacity to meet these students' needs.

Key Focus Areas:

Culturally Responsive Support: The specialists offer culturally relevant support, integrating students' cultural backgrounds and identities into the SEL framework to ensure they feel respected and valued, which is crucial for their well-being and academic success.

Family Engagement: They actively engage with families, providing resources and guidance, acting as a bridge between the school and Indigenous communities to foster trust and collaboration.

Staff Capacity Building: Specialists train school staff in understanding and addressing Indigenous students' needs through professional development on cultural awareness and trauma-informed practices, creating a more inclusive school environment.

Community Collaboration: They partner with local Indigenous communities to ensure support aligns with community values and needs, making the school district's approach culturally relevant.

Advocacy and Systemic Change: The specialists advocate for systemic changes within the district to remove educational barriers, promote equity, and integrate Indigenous perspectives into school policies.

Social-Emotional Development: Focusing on students' social-emotional growth, they provide counseling, develop culturally relevant SEL programs, and foster a sense of belonging within schools.

Through these efforts, Indigenous SEL Specialists significantly enhance the educational experience and overall well-being of Indigenous students.

Focus on Child and Youth In Care

- Assign a dedicated SEL Specialist (school social worker) to monitor the caseload of Children in Care. SEL Specialist will provide ongoing support and guidance to schools, ensuring the implementation of effective strategies tailored to the unique social, emotional, and educational needs of these students who often face significant challenges due to their backgrounds.
 - **Advocacy:** They act as advocates for these students within the school system, ensuring that their needs are met and that they have access to necessary resources. This may involve working closely with teachers, administrators, and



external agencies to create individualized education plans (IEPs) and other support mechanisms.

- **Collaboration with Caregivers:** The specialist collaborates with foster parents, social workers, and other caregivers to ensure a holistic approach to the child's well-being. This partnership helps create a consistent support system both at home and in school.
- **Training and Support for School Staff:** The specialist provides training and resources to teachers and school staff on trauma-informed practices, helping them understand the impact of trauma and how to effectively support students in care.

Focus on Students with Disabilities or Diverse Abilities

- **Individualized Approach:** Implement personalized SEL strategies tailored to students' unique needs, recognizing the diverse abilities and disabilities of each learner.
- **Inclusion and Accessibility:** Ensure that SEL programs are accessible to all students by adapting materials, activities, and approaches (e.g., visual aids, sensory tools, simplified language) for diverse learning profiles.
- **Collaborative Support Teams:** Work with educators, support staff (including Indigenous SEL specialists), and families to create a comprehensive support system that aligns SEL goals with Individual Education Plans (IEPs).
- **Trauma-Informed Practices:** Incorporate trauma-informed and culturally sensitive approaches to SEL, providing safe, inclusive spaces where students feel emotionally supported.
- **Professional Development:** Train teachers and staff in SEL strategies for diverse learners, including how to adapt the curriculum, manage challenging behaviors, and promote positive social interactions among peers.
- **Family Engagement:** Collaborate with families to support SEL practices at home, providing guidance and resources for consistent support.
- **Monitoring and Feedback:** Regularly assess SEL progress through student feedback, IEP reviews, and educator observations, adapting the approach as needed to ensure continuous growth.

Targets

- A minimum of 8 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 (2024/2025 school year)
- Increase percentage of grade 8 students rating "School Climate" and "School Belonging" as high 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: \$30,000
 - SEL/Mental Health Wellness ProD/ Resources: \$15,000
-



Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness on Strategies and Resources

Since the 2021-2022 school year, more career education opportunities have been created to benefit all students while focusing on increasing indigenous graduation rates. An example of this is the Grade 9 Indigenous Welding Camp. Seventeen indigenous students participated in this 5 day camp at NPSS. This camp helped students develop skills, learn about possible career pathways, and helped in their transition to high school. In the 2024-2025 school year, a new program will be offered to expose students to career pathways in the medical field. The five year completion rate for indigenous students in the 2022-2023 school year was 65%. This is trending upward from an average of 55% in the previous 4 years. This rate increased the most for indigenous females at 71% in 2022-2023 compared to a 57% average for the previous four years. While we have seen increases in the completion rates, indigenous students reported less satisfaction with perceptions of preparation for a job and post-secondary education in 2023.

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.

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. In 2023-2024 18% of participants were Indigenous.
- 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*
- Increase focus on expanding work experience opportunities in the healthcare career fields - ie. Adventures in Healthcare (work experience placements, post-secondary tours, learning events)



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

Key Strategies

- Mentorship support offered to Elementary teachers focused on these resources and ADST lessons - (to be offered in the 2024-25 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.
- Develop a numeracy lesson to enhance the new Pine Car challenge event for Grade 5 students (velocity, rates and ratios).

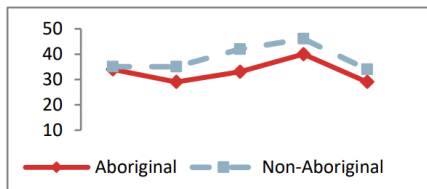
Indicators

- Graduation rate for Indigenous students
- 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;

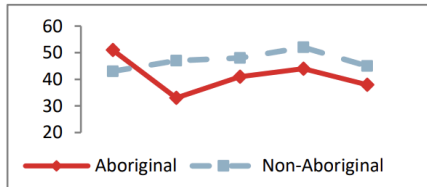
	Indigenous			Non-Indigenous	
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the many t #
School Year	#	#	%	#	#
2018/19	44	15	34	212	74
2019/20	62	18	29	225	78
2020/21	63	21	33	249	105
2021/22	55	22	40	229	105
2022/23	55	16	29	232	80

	Indigenous			Non-Indigenous	
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the many t #
School Year	#	#	%	#	#
2018/19	45	23	51	212	91
2019/20	63	21	33	224	105
2020/21	64	26	41	249	120
2021/22	55	24	44	231	119
2022/23	55	21	38	233	105

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



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



⁸ Student Satisfaction levels - Job / Post Secondary Preparation



Focus on Indigenous Students

- Developing Learning Journeys with Indigenous secondary students supported by Transition Coaches

Focus on Students with Disabilities or Diverse Abilities

- Career Education Department supporting Evergreen program students with work experience programs

Targets

- Increasing levels of student satisfaction with job and post secondary preparation
- Increasing graduation rates for Indigenous students

Alignment of Resource Allocations With This Goal:

- ADST Supplies for professional development - \$1000
- Welding Camp for 16 students - \$15 000

Goal 4: Support Student Achievement through Inclusion

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness on Strategies and Resources

The consolidation of special education funding, supplemented by other district funding has provided a robust inclusion education budget for every school in the district. In alignment with the ministry philosophy of student independence and a group approach to inclusion, our schools are slowly shifting away from the assignment of EA hours as the only intervention for student needs and now include a menu of supports for the entire classroom/school, including professional development, additional teacher time, learning resources and other specialists such as youth care workers and counselors. Whereas the allocation of EA time used to take 98% of the inclusion budget, it now accounts for 82%. Most importantly, the process for deciding support now includes a school-based team that works collaboratively to problem-solve and there is transparency with the budget.



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

Key Strategies

- With the School Based Team, the Principal will align Learning Support Fund allocations to Framework goals and learning evidence using guiding principles
- Invite four 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.

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

Key Strategies

- Implement, monitor, and review effective classroom strategies, including Tier 1 strategies and planning tools, through the Class Review process
- Learning supports are allocated in consideration of the strengths, needs, and abilities of the entire class in order to promote independence
- Assign an SEL Specialist (Social Worker) to supported schools with identified Children and Youth in Care
- Monitor for progress in relation to learning evidence through school frameworks using break out data (All, Indigenous, Diverse Needs)
- Professional Development for the use of Tier 1 planning tools

Focus on Indigenous Students

- Learning Journeys and Struggling Student processes

Focus on Child and Youth In Care

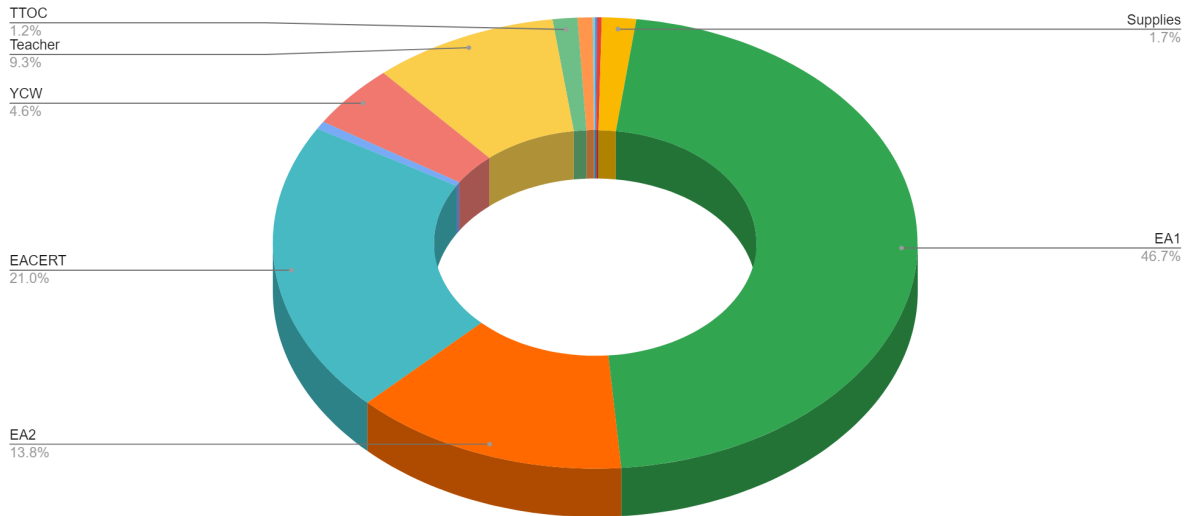
- Assigning a SEL Specialist to support schools with Children and Youth in Care



Indicators

Diverse Allocations of Learning Support Model Fund across District in 2023-2024⁹

District - Percentage of LSM Budget Allocations 2023-2024



Alignment of Resource Allocations With This Goal:

- Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately \$9M to begin the 2024-25 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding along with Community LINK allocated at \$332,596.00 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.

⁹ District Allocations of Learning Support Model Fund 2022-2023



Goal 5: Provide quality Early Learning & Child Care opportunities to address community need

Strategic Plan Alignment - Early Learning & Child Care

Reflection on Effectiveness on Strategies and Resources

In the past year we have connected with the Indigenous Education Council for School District 60, local municipalities, and service providers. We will continue work based on feedback from those groups and seek further discussions.

Other highlights from last year's objectives

- Two new Before and After School Care licensed centers were established.
- JustB4! Program opened at Alwin Holland
- ECE added in Kindergarten at Alwin Holland, Bert Ambrose, and Robert Ogilvie
- CPI training made available to Child Care and Early Learning staff
- ECE Learning Series with new ECE staff to district
- Joint inservice with Kindergarten teachers and ECE educators
- Ministry initiatives (SEY2K, CP4YC) supporting collaboration between school district staff and community ECE's.
- Application completed for new building project to increase infant/toddler seats in an accessible, culturally safe, and welcoming environment.

Objective 5.1: Connect with Local Communities on future needs

Key Strategies

- Follow up with SD60 Indigenous Education Council about previous consultation and future child care and early learning needs
- Continue to connect with service providers and communities about future child care and early learning needs.
- Develop a systems map of partners in our communities to collaborate with to plan future engagement meetings or training opportunities.



Objective 5.2: Address needs by connecting and enhancing programs

Key Strategies

- Build capacity within the Early Learning and Child Care department through professional development and quality programming using the Early Learning Framework and other Ministry resources.
- Enhance collaboration between Early Childhood Educators and Kindergarten teachers.
- Continue to address needs for Before and After School care where financially sustainable and needed
- Collaborate with Feeding Futures program to support nutritious food options with child care and early learning programs
- Work to foster reconciliation through opportunities and programming in early learning and child care.
- Examine expanding Preschool program to a morning / afternoon option with a language and fine art focus
- Work collaboratively with Learning Services Department

Indicators

- Numbers of contacts with communities and organizations
- Number and type of offered programs in district schools
 - 6 district run Before and After School Care programs, 4 additional programs through a service provider - examine new opportunities
 - 1 Seamless Day Kindergarten program
 - 3 Just B4 Preschool
 - 2 Preschools - examine one additional program
 - 7 StrongStart / outreach locations
 - 4 Infant / Toddler / 30 months+ daycare run by services providers
 - Number of licensed seats in district schools
- Number of collaboration opportunities with Learning Services professionals (e.g. Speech and Language)

Alignment of Resource Allocations With This Goal:

- 1 FTE District Principal
- 2 FTE exempt coordinators for early learning and child care
- Administrative Assistant



Focus on Indigenous Students

- Continue to work with Indigenous Education Council on culturally appropriate child care.
- Explore the new Learning in the Primary Years document and the Indigenous Early Learning and Child Care Framework and Métis Nation Early Learning and Child Care Framework with ECEs.
- Explore the Elements of Quality Child Care from the BC Aboriginal Child Care Society within our local context.

Focus on Child and Youth In Care

- Examine information sharing within School District departments.
- Engage with MCFD, NENAN, and Community Bridge to increase participation of children in care in early learning opportunities.

Focus on Students with Disabilities or Diverse Abilities

- Engage with community partners (Child Development Centre, Settlement Workers in Schools, etc.) to invite families into early learning opportunities.
- Support staff with professional development opportunities regarding inclusion

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
- Significant Increase for Indigenous students after a one year decline
- long term increasing trend over period with significant improvement for students with diverse abilities.
- A significant gap continues to exist between the Diverse Abilities sub population, and the All Students measure. A decreasing gap exists between Indigenous students and All Students.
- 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 increase in Grade 6 comprehension has been noted
- Comprehension remains an area of focus

Figure 3: Grade to Grade Transitions

- Source: Ministry FESL Data



- Grade to grade transitions notes
 - Drop in Grade 11 to 12 notes(-6%).
 - Rates within 5 year pattern
 - Positive results in grade 9-10 (95%)

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 and Diverse Ability measures after grade 6.

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

- Source: Local Power BI reporting with Ministry data
- Improved participation rates noted for Diverse Abilities compared to previous years (fewer unknowns)
- 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 - High - “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
- Decline in satisfaction after two years of improvement for both Indigenous and Non-Indigenous
- Gap continues between Indigenous and Non-Indigenous

Figure 9: District Allocations of Learning Support Model Fund 2023-2024.

- Source: Local data
- Schools have added additional Youth Care Workers and Teacher FTE through the Learning Support Model in 2021-2022, 2022-2023, 2023-2024
- Majority spent on Education Assistants

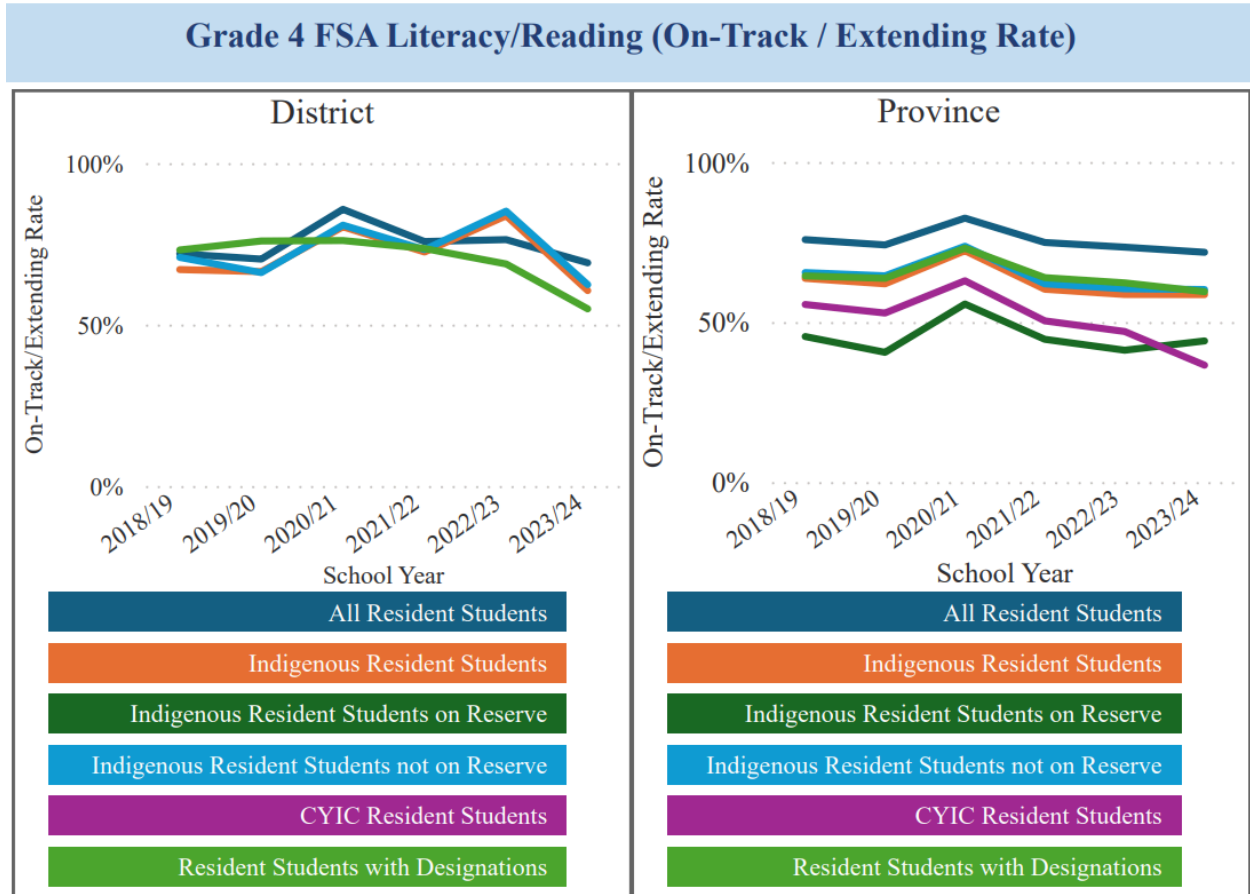
Ministry Enhancing Student Learning Report Data

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

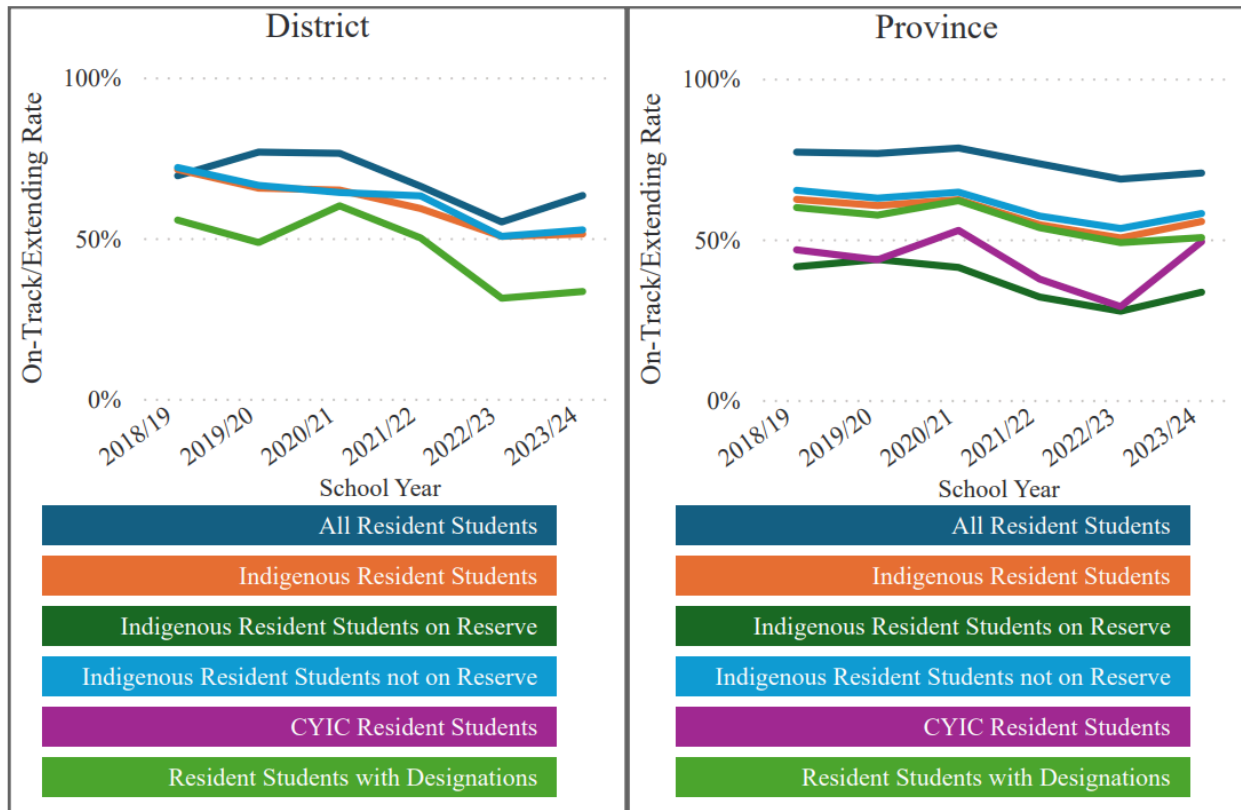


the data and data points will be omitted from the following graphs. Where appropriate analysis of unmasked data will provide further information.

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



Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



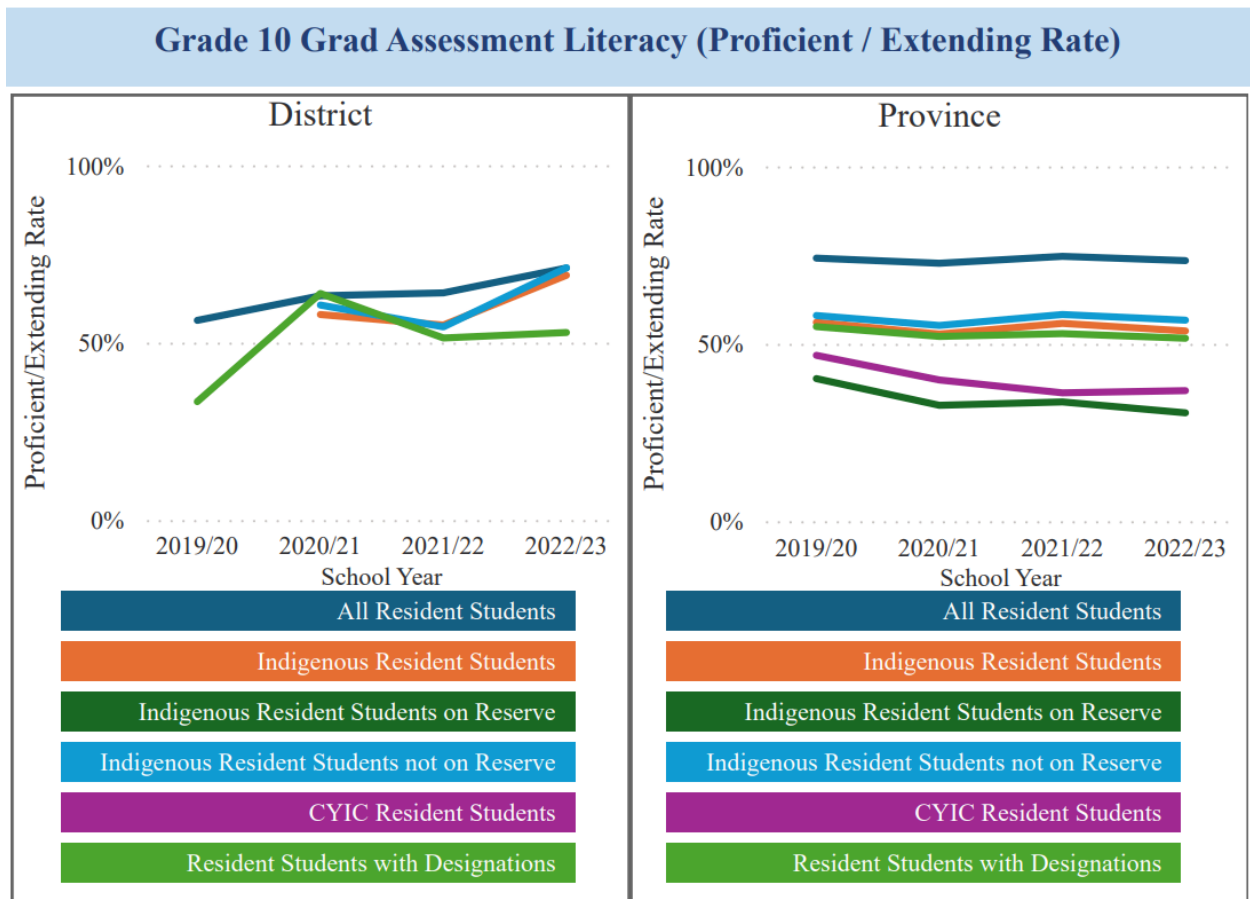
Data Analysis for Measure 1.1

- Grade 4
 - All Students measure shows results at or above provincial rate for previous three years with a noticeable decline in the last year
 - 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 two years ago.
 - Indigenous students on reserve data are masked due to small numbers. There are similar achievement rates to the province over multiple years.
 - Students with Disabilities / Diverse Abilities are above the provincial results for five of the last seven years.
 - CYIC results are masked due to small numbers. Results are below the provincial results.
- Grade 7
 - Small improvements are noted in sub populations after three years of decline at both district and provincial levels.
 - Indigenous students are performing similarly but with a slightly higher results than province in previous years



- Indigenous students on reserve data is masked. Year over year data is highly variable.
- Students with Disabilities / Diverse Abilities are following a similar change with a small improvement compared to last year
- CYIC results are masked due to small numbers. Results are below the provincial results.

Measure 1.2: Grade 10 Literacy Expectations



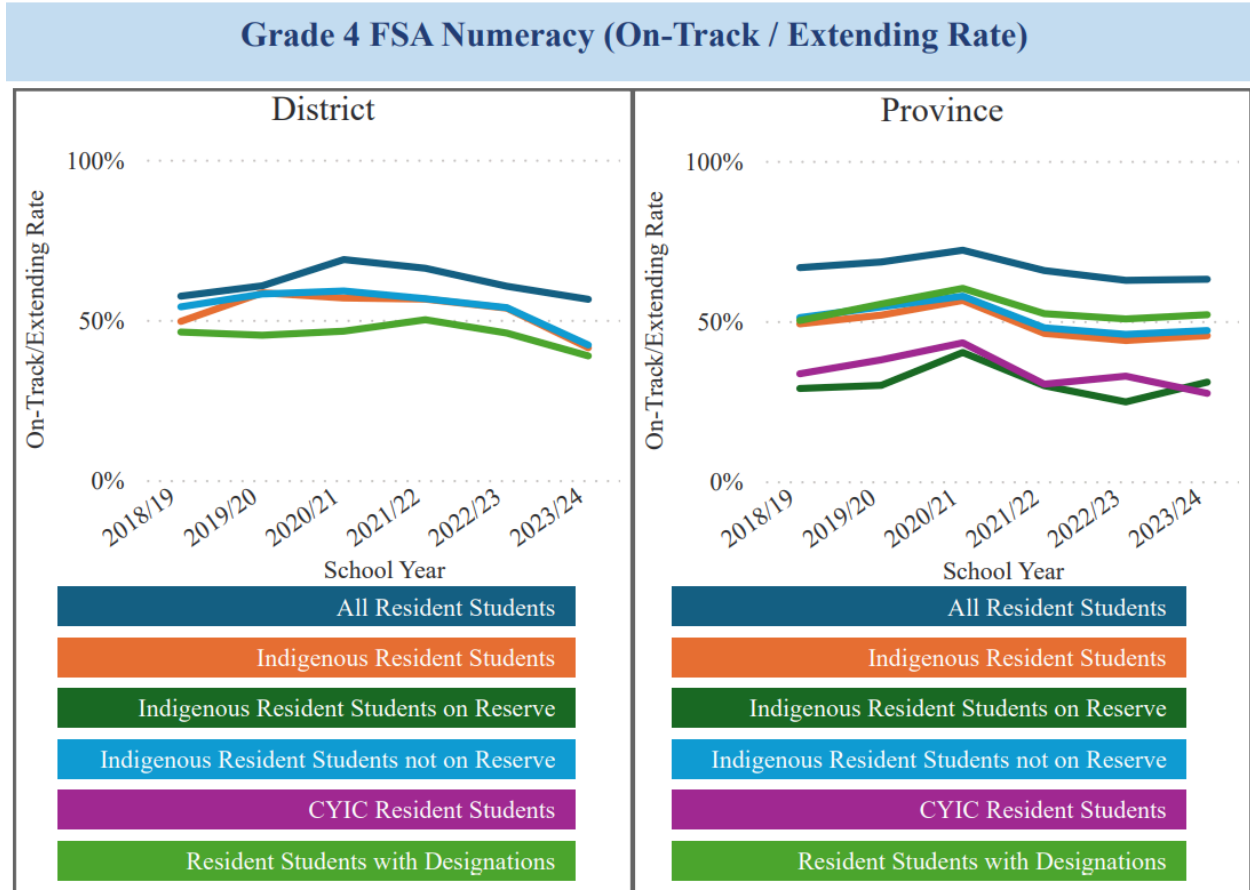
Data Analysis for Measure 1.2

- Gap eliminated in latest year for All Students, and Indigenous students
- Overall Improving trend for all sub populations with a noted gap for students with diverse abilities.
- Indigenous students on reserve data is masked. Achievement results were highly variable.
- No CYIC students are in the data for 22/23 for grade 10 Literacy. Previous years were masked due to small numbers.

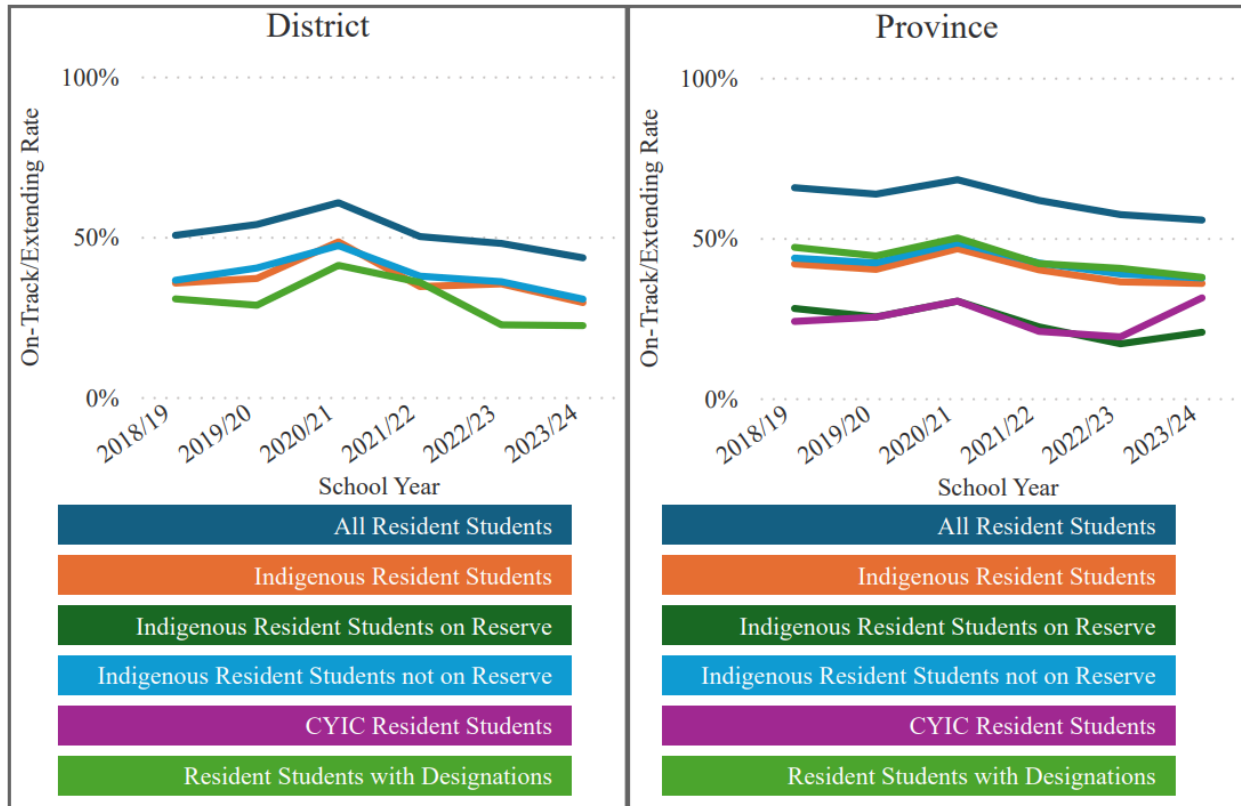


Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



Grade 7 FSA Numeracy (On-Track / Extending Rate)



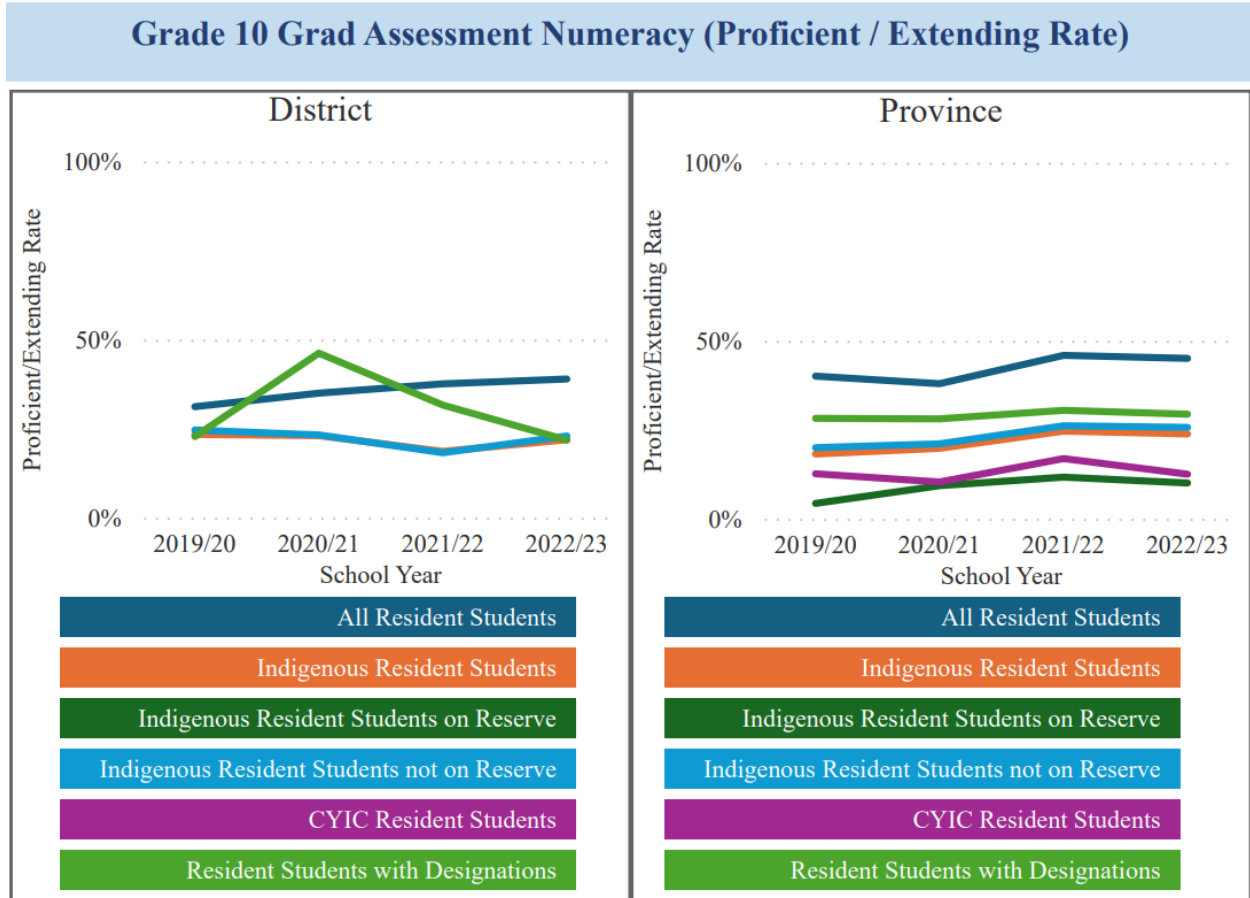
Data Analysis for Measure 2.1

- Grade 4
 - A gap exists between the district All Students, Indigenous students, and students with diverse abilities
 - Downward trend in all sub populations over the last three years
 - Indigenous students on reserve data while masked has been above the provincial results for four of the last six years. Over seven years 34% have been on-track or extending.
 - CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.
- Grade 7
 - Results for all students in District follow the Provincial results with a gap for district results over that last five years
 - Downward trend in all sub populations over the last three 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. Over seven years 20% have been on-track or extending.
 - Students with Disabilities / Diverse Abilities results show a gap between the District and Provincial results



- CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.

Measure 2.2: Grade 10 Numeracy Expectations

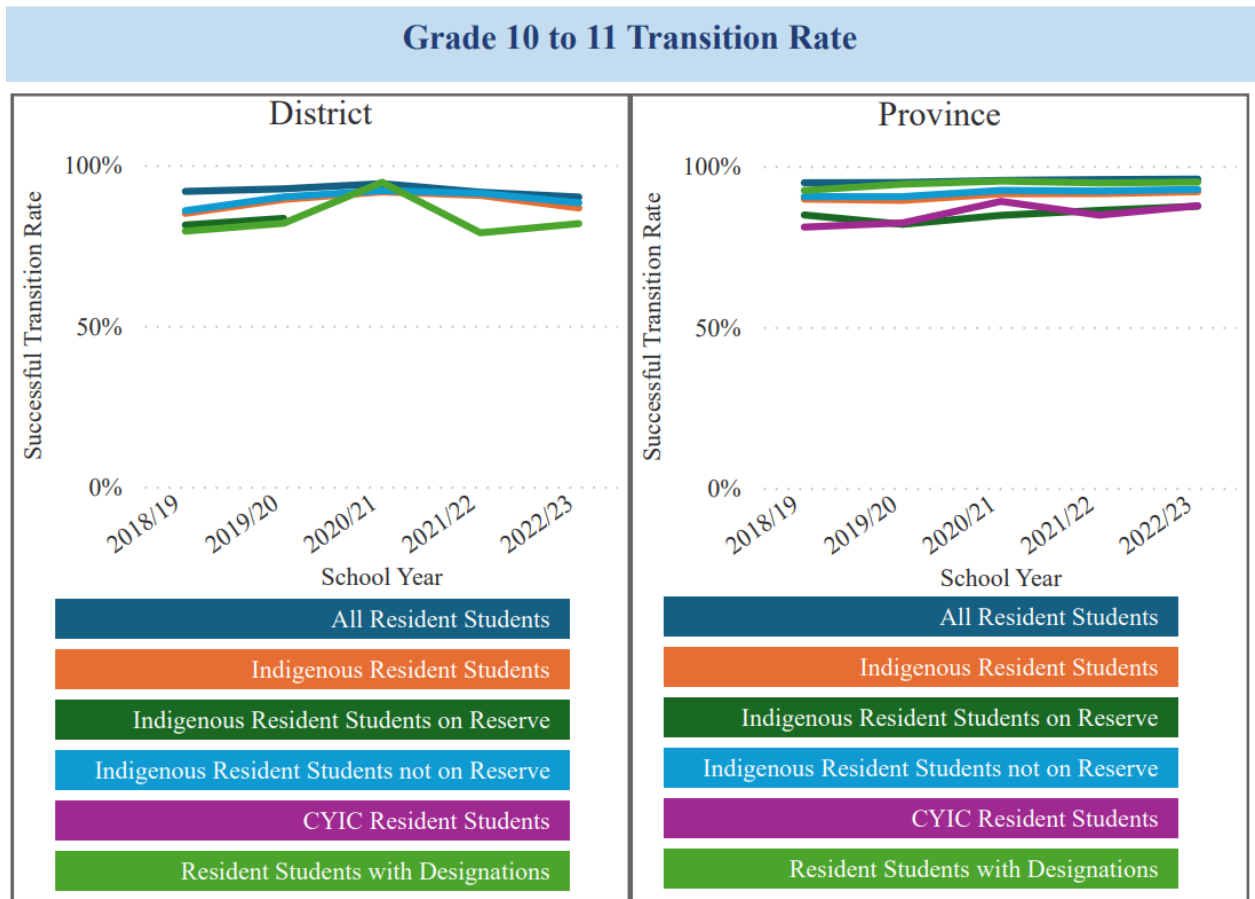


Data Analysis for Measure 2.2

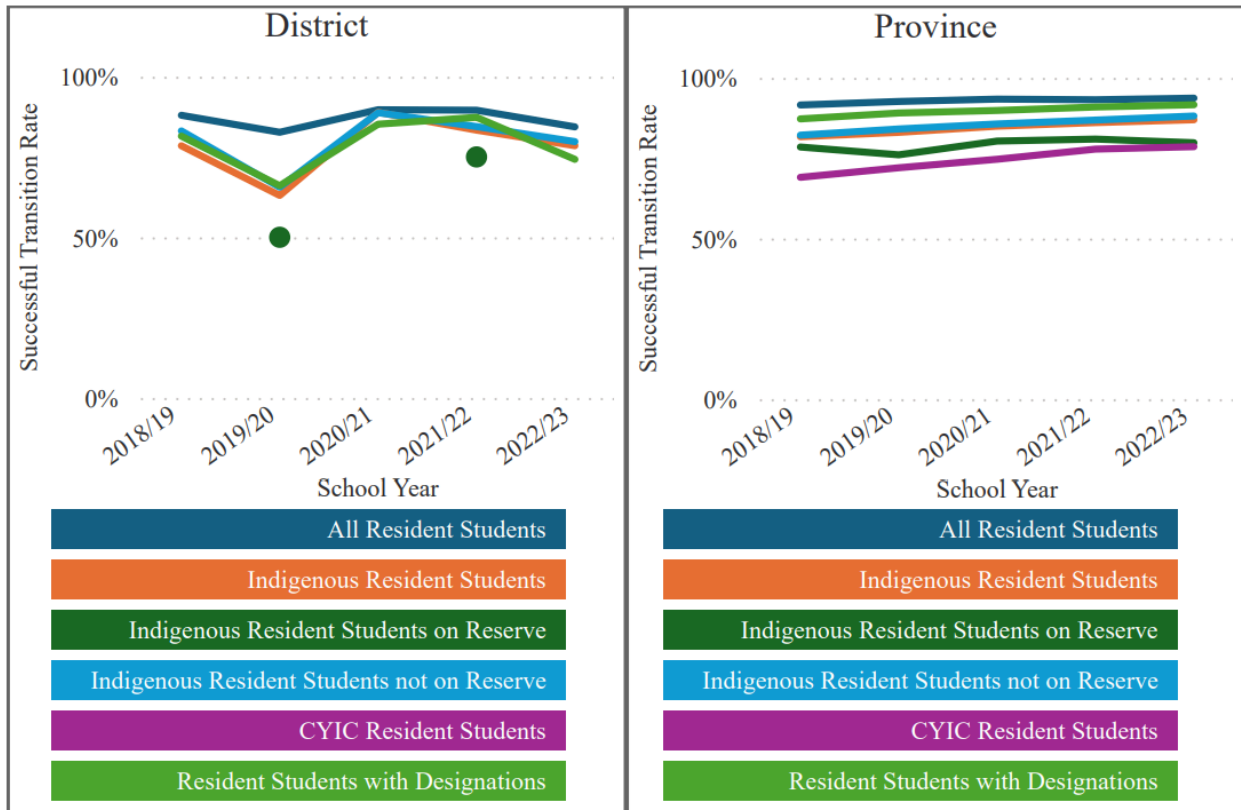
- Proficient / Extending rate is improving over four years but still not at the level with Provincial results
- Indigenous students while similar to the Provincial results have a significant gap compared to the All Student results
- Indigenous students on reserve results are masked with a large gap between the All Students results. In two of the last three years district results have been above provincial results for Indigenous students on reserve.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results. Large variability over four years is noted.
- CYIC results are masked due to small numbers and have not been made available to the district for further analysis.



Measure 2.3: Grade to Grade Transitions



Grade 11 to 12 Transition Rate

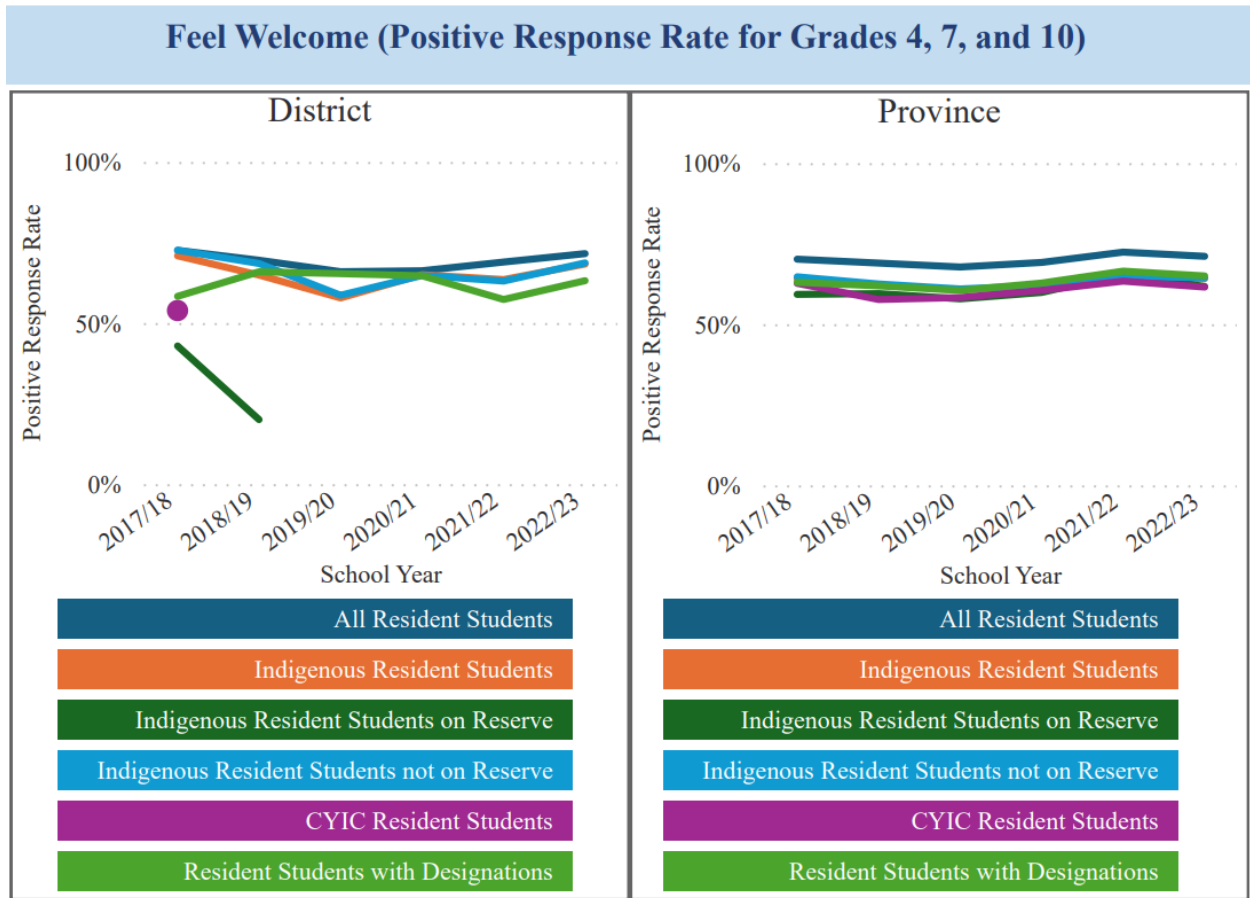


Data Analysis for Measure 2.3

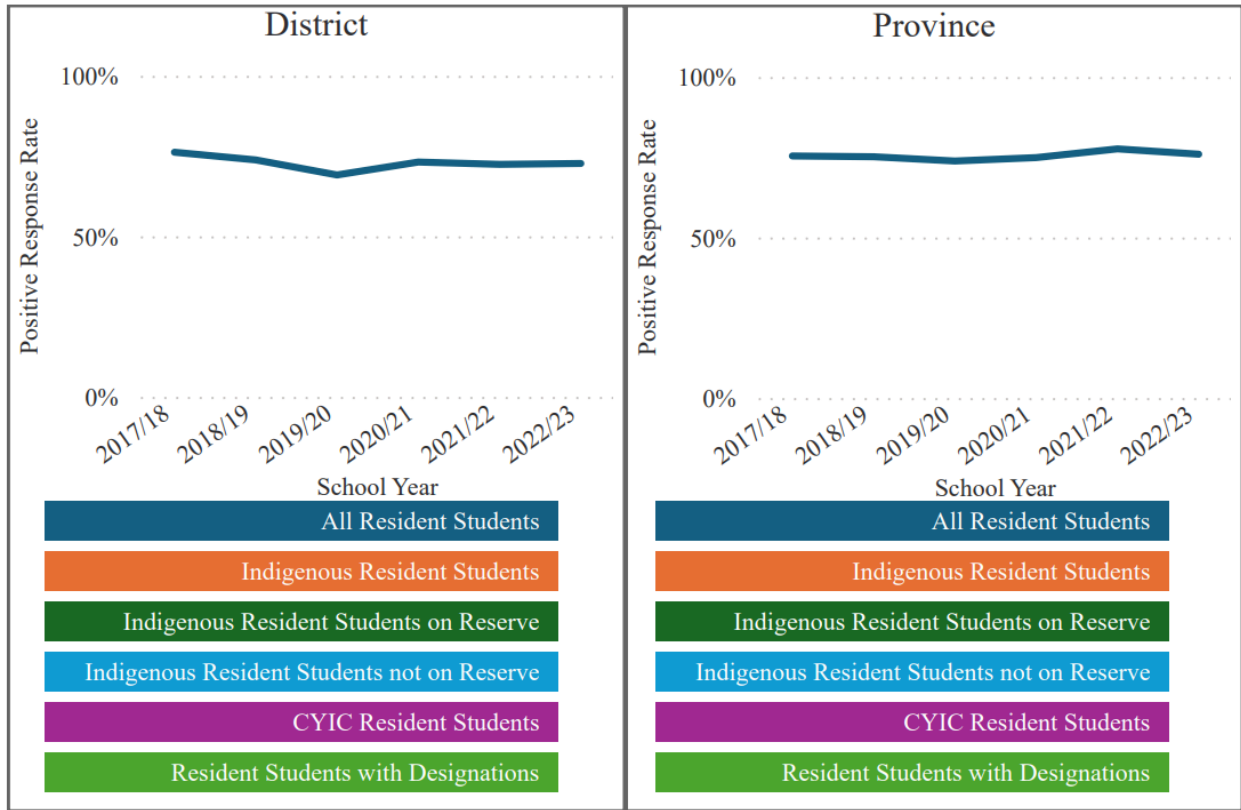
- Grade 10 to 11
 - District data closely resembles Provincial results over the last three years.
 - While masked the results for Indigenous Students on Reserve resembles the provincial data with a significant gap compared to the All Students results.
 - Students with Disabilities / Diverse Abilities has maintained a consistent gap below the province for four of the five years with one year on par.
 - CYIC results are masked due to small numbers. In 22/23 the transition rate was below the provincial rate and above for the preceding two 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 gap exists compared to the All Students results.
 - An improving trend over the previous three years is noted until the latest year for Students with Disabilities / Diverse Abilities.
 - CYIC results are masked due to small numbers. In 22/23 the transition rate was near the provincial rate and below for the preceding two years.



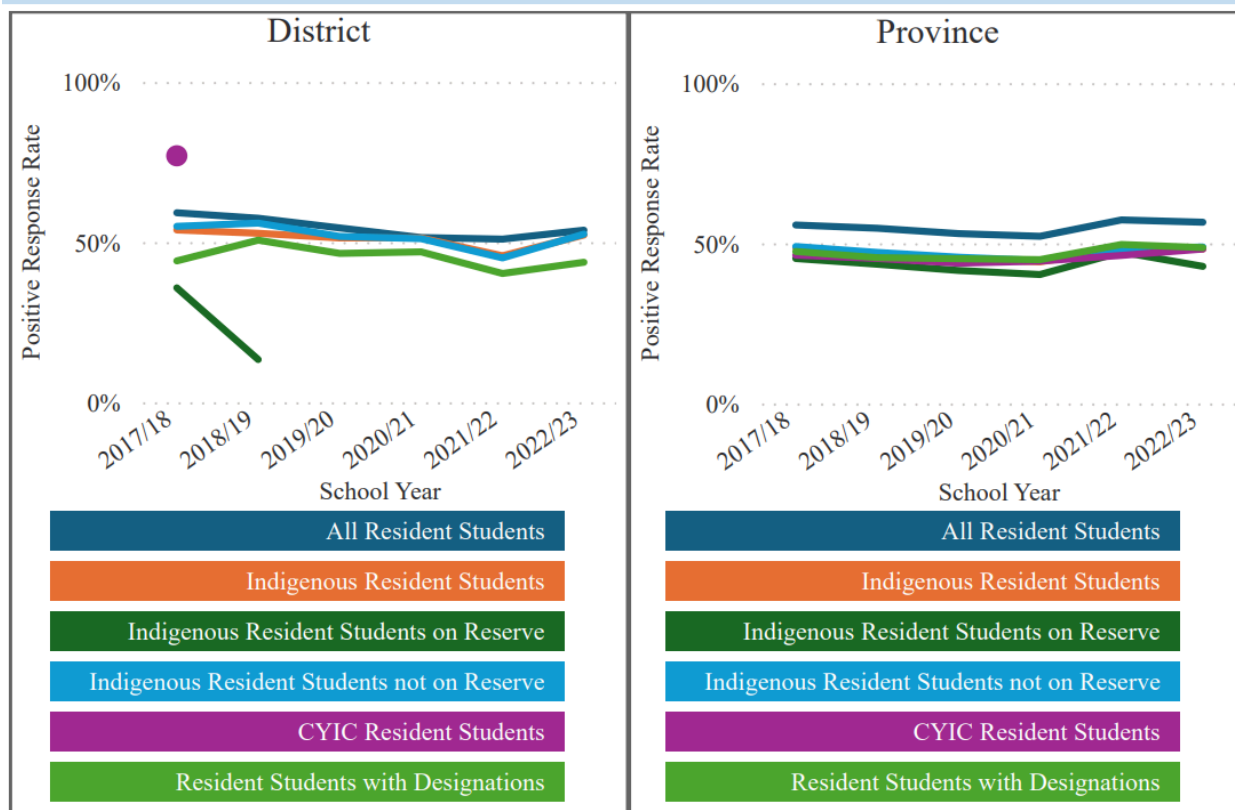
Human and Social Development
Educational Outcome 3: Students Feel Welcome, Safe, and Connected
Measure 3.1: Student Sense of Belonging



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



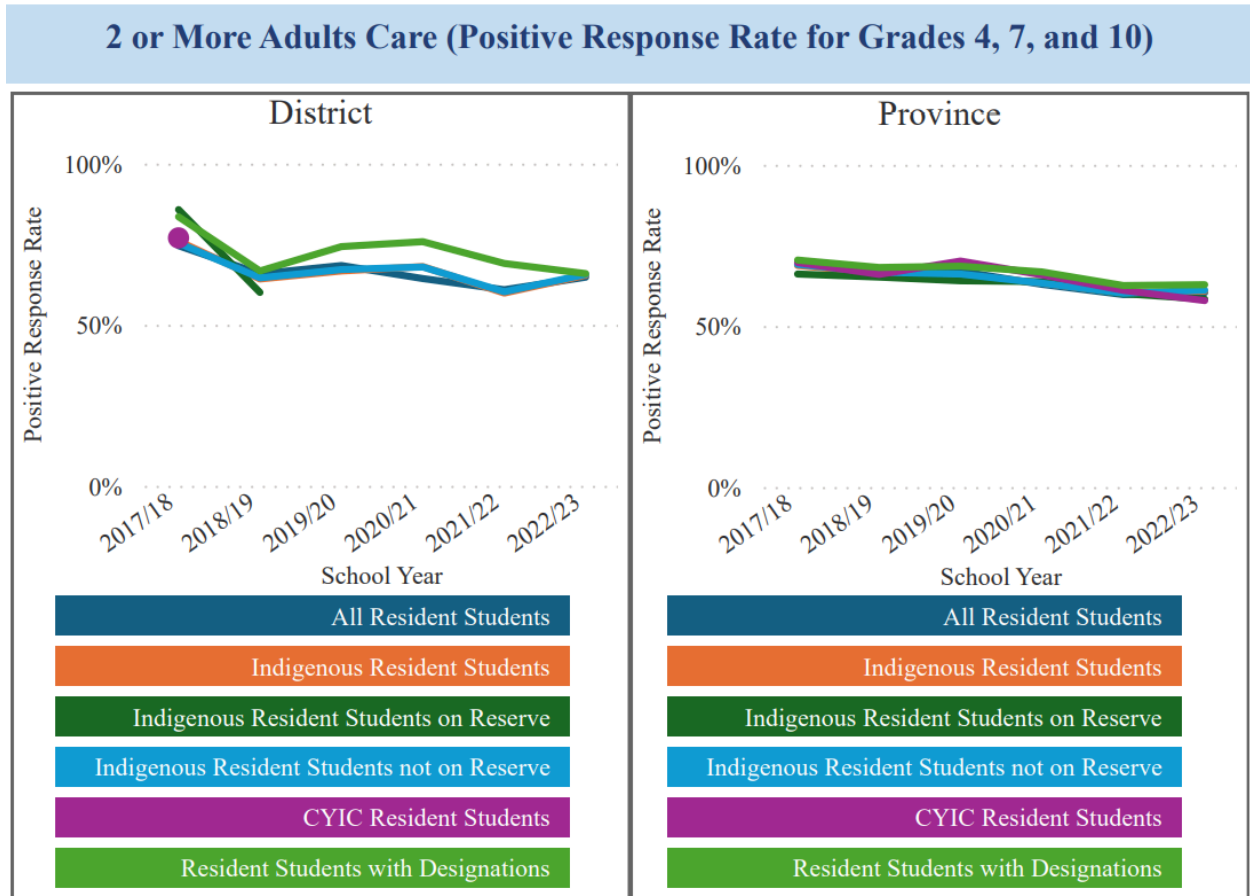
Data Analysis for Measure 3.1

- Feel Welcome
 - Results for All Students, Indigenous Students, and Students with Disabilities / Diverse abilities follow Provincial results.
 - While masked, the results for Indigenous students on-reserve are mostly above the provincial results.
 - CYIC results are masked due to small numbers and show variability over the last three years with results above and below the province.
- Feel Safe
 - Data limited to All Students measure only as it is an anonymous only question.
 - District results follow provincial results
- School Sense of Belonging
 - Results for All Students closely follows the Provincial results.
 - The Indigenous students results closely match with the All students measure in the district this last year. There is a smaller gap with provincial results compared to previous years.
 - Results for Indigenous students on-reserve are masked due to small numbers and are highly variable.



- Results for Students with disabilities / diverse abilities follow Provincial results with lower results compared to All Students results.
- CYIC results are masked due to small numbers and show variability over the preceding years.

Measure 3.2: Two or More Adults who Care About Them



Data Analysis for Measure 3.2

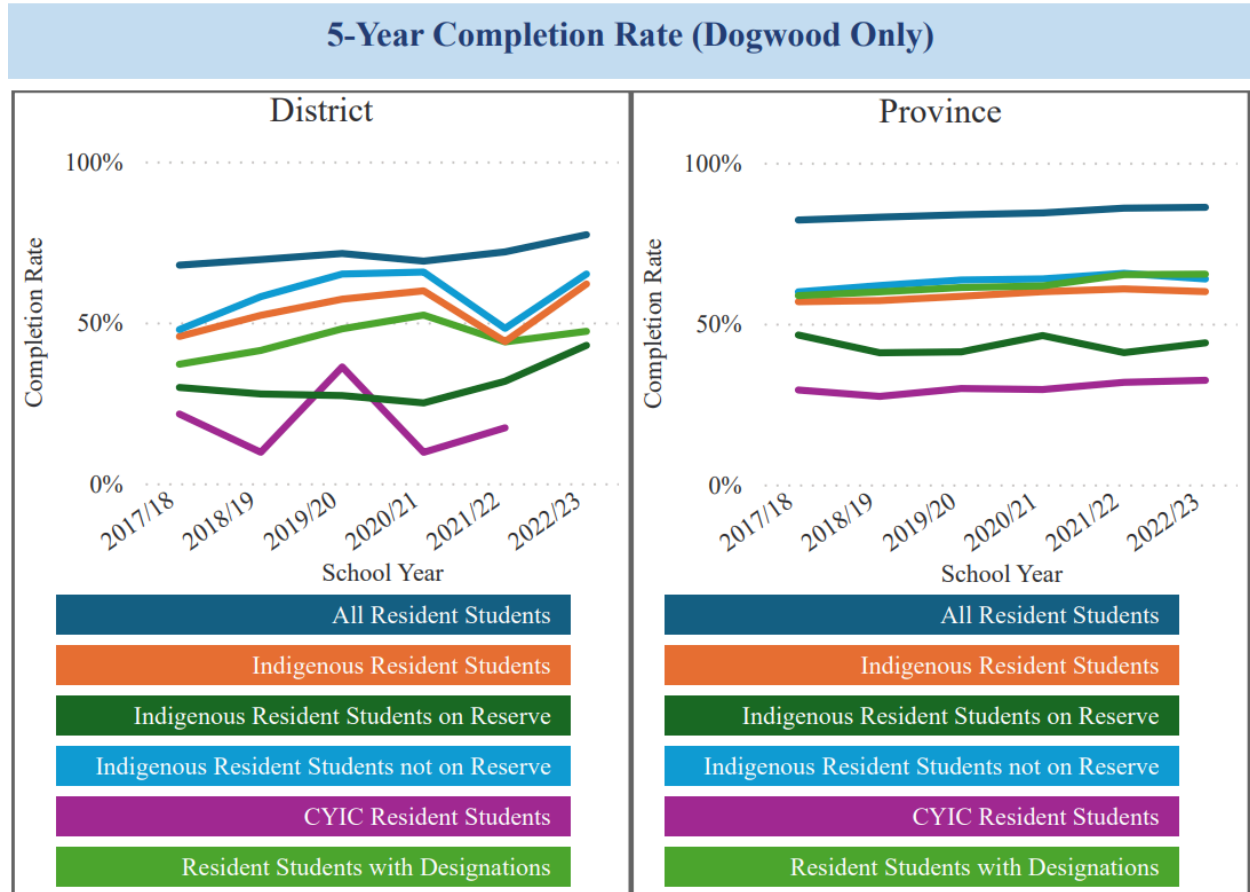
- Results for Indigenous Students and All Students closely match each other and the Provincial Results. All have a negative trend over five years.
- With some variability results for Indigenous students on reserve follow the Provincial results and have a negative trend over five years.
- Results for Students with disabilities / diverse abilities show a mostly higher percentage of students reporting that 2 or more adults care about them compared to other groups. The last year had the same results for this group and the All Students group. 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



Data Analysis for Measure 4.1

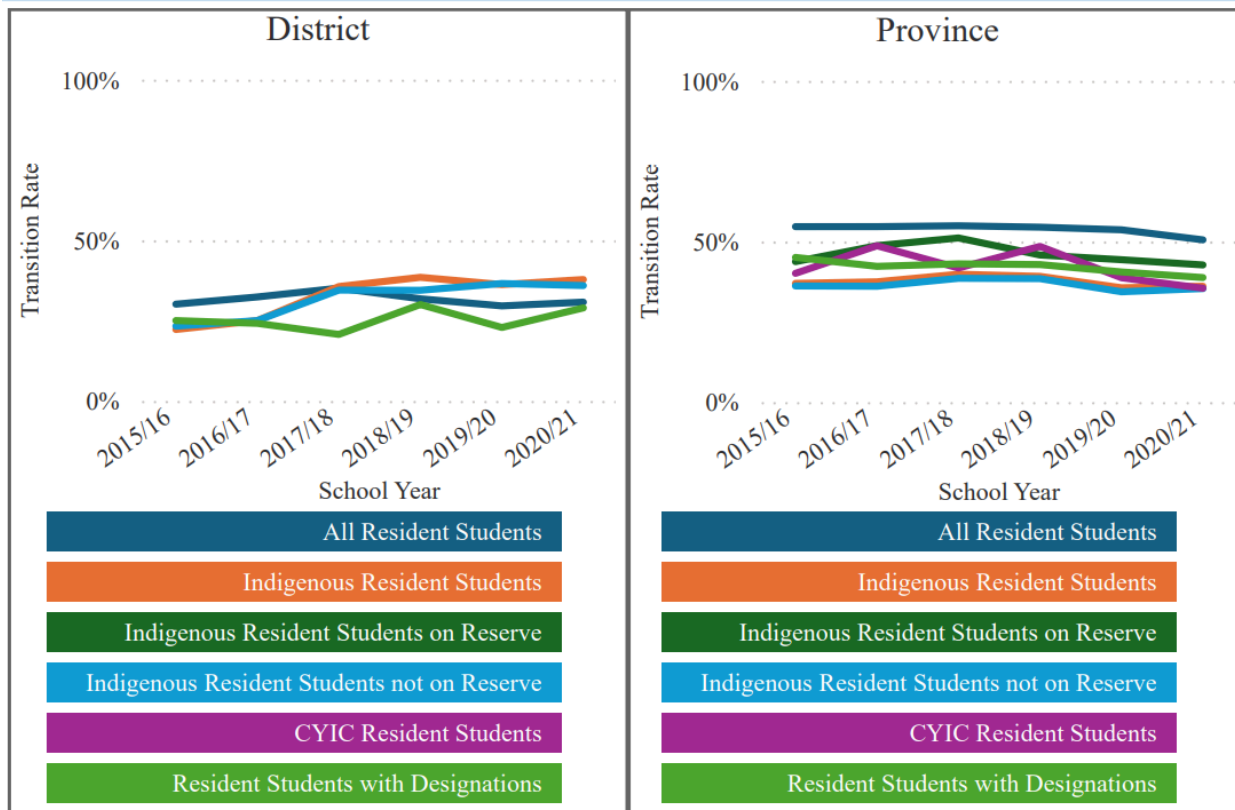
- The All Students result gap is closing on the Provincial results
- The Indigenous Students results are increasing with a positive trend. A gap exists between them and the All Students results.
- While masked, the results for Indigenous students on reserve are improving with last year matching the Provincial results. A significant gap exists for students on reserve compared to the All Students, Indigenous students measures.
- Results for Students with Disabilities / Diverse Abilities shows a gap compared to the Provincial results and a lower rate than the All Students measure.
- CYIC results have the largest negative gap compared to the All Students measure.

Educational Outcome 5: Life and Career Core Competencies

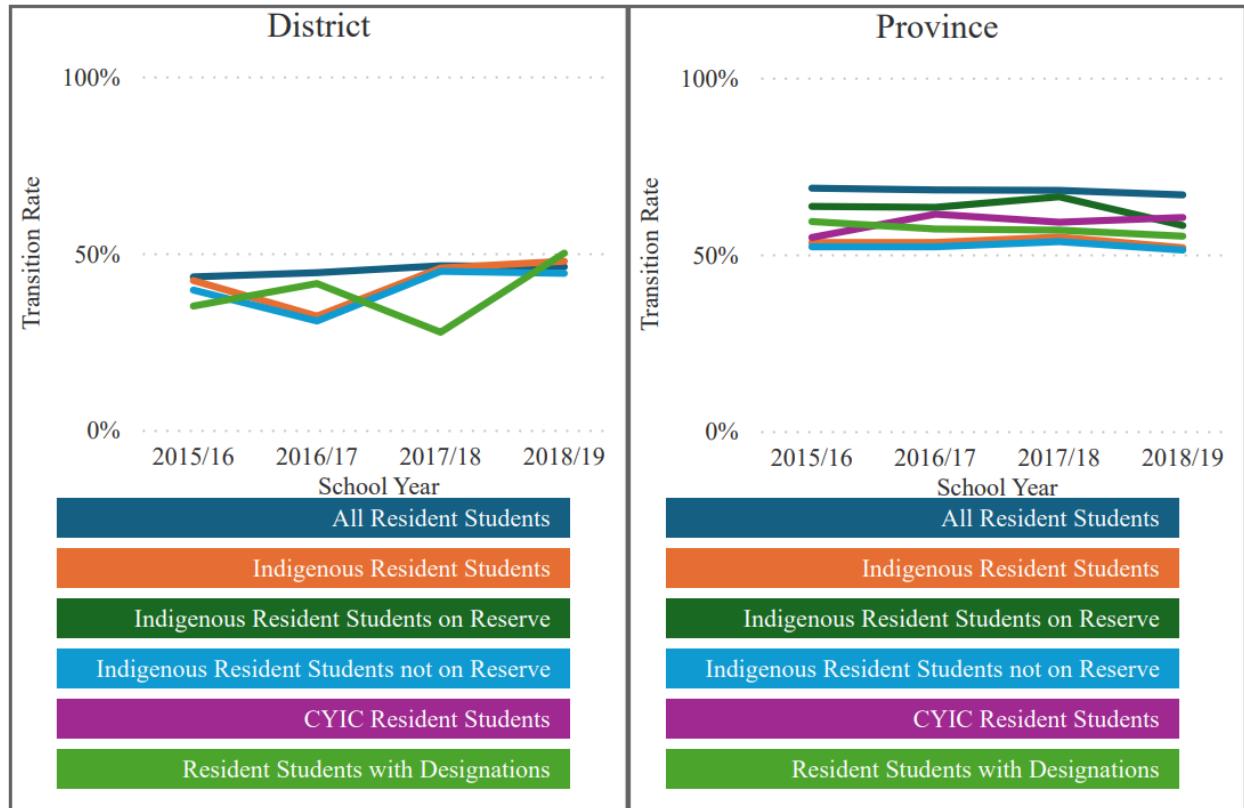
Measure 5.1: Transitioning to Post-Secondary



Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



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 are approaching or above the Provincial results for immediate transition.

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 - Ehtaah jənajəh



Section A:

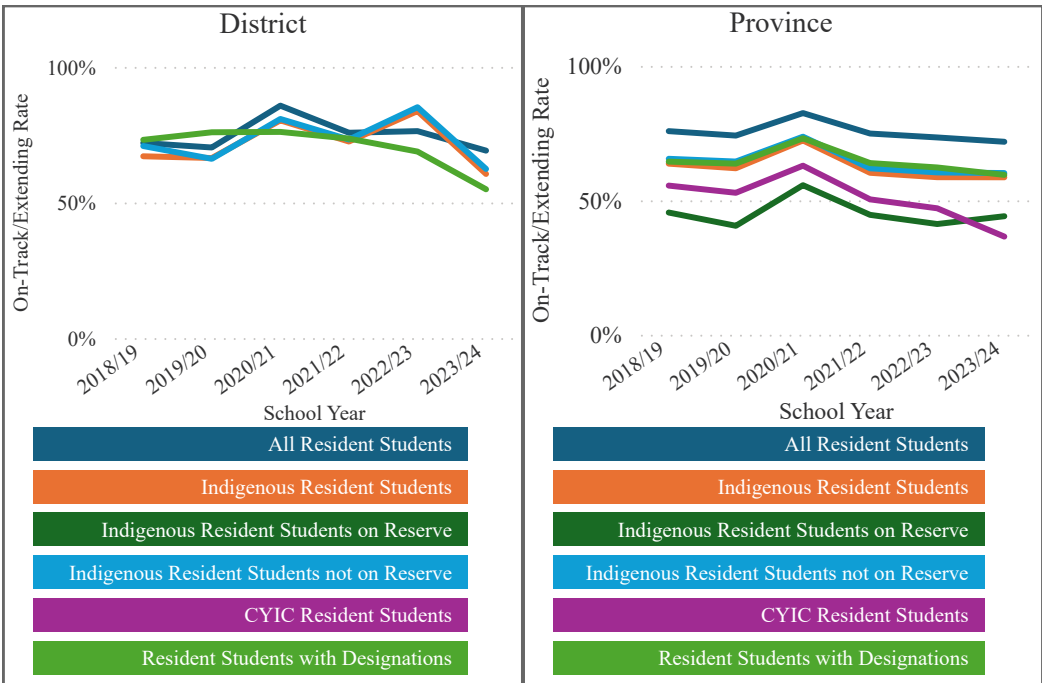
Reflecting on Student Learning Outcomes

Intellectual Development

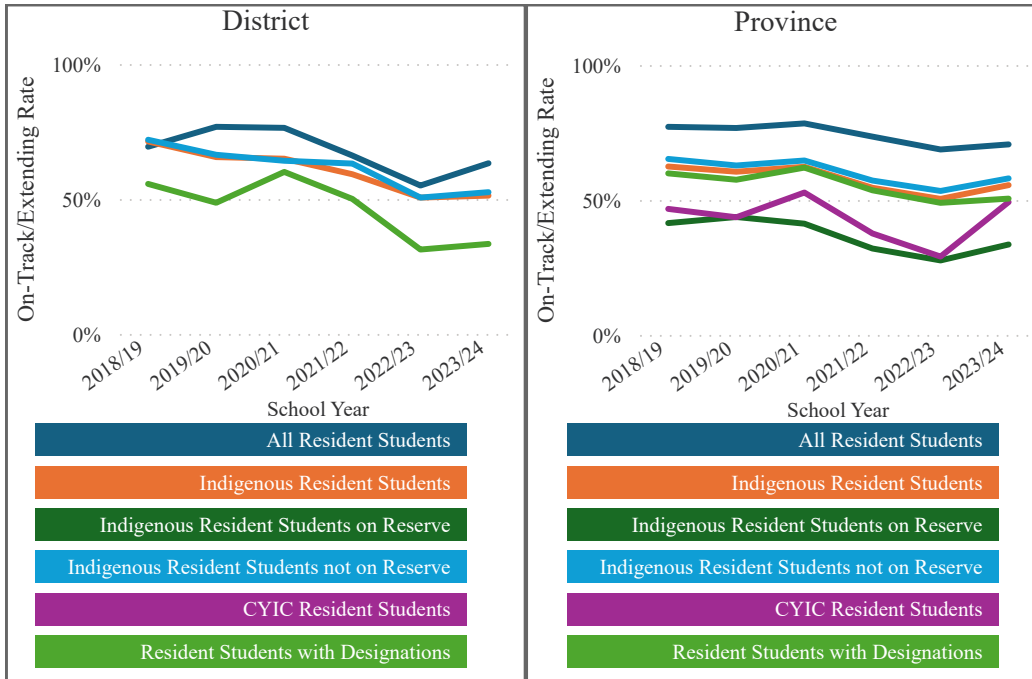
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

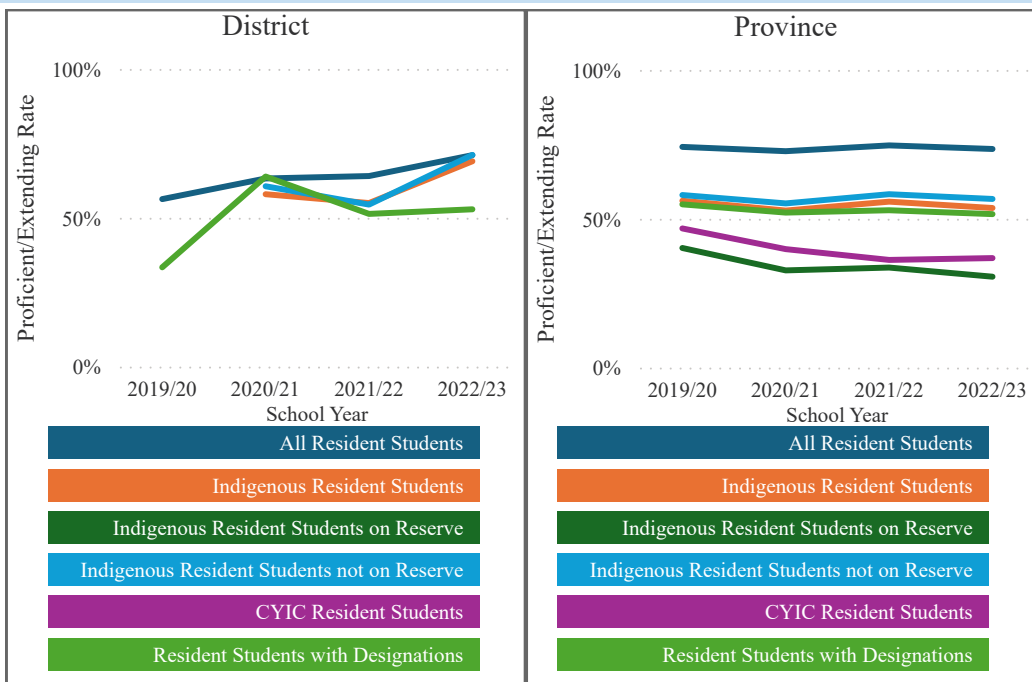


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Grade 4 Literacy

- All Students measure shows results at or above provincial rate for previous three years with a noticeable decline in the last year
- 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 two years ago.
- Indigenous students on reserve data are masked due to small numbers. There are similar achievement rates to the province over multiple years.
- Students with Disabilities / Diverse Abilities are above the provincial results for five of the last seven years.
- CYIC results are masked due to small numbers. Results are below the provincial results.

Grade 7 Literacy

- Small improvements are noted in sub populations after three years of decline at both district and provincial levels.
- Indigenous students are performing similarly but with a slightly higher results than province in previous years
- Indigenous students on reserve data is masked. Year over year data is highly variable.
- Students with Disabilities / Diverse Abilities are following a similar change with a small improvement compared to last year
- CYIC results are masked due to small numbers. Results are below the provincial results.

Grade 10 Literacy

- Gap eliminated in latest year for All Students, and Indigenous students
- Overall Improving trend for all sub populations with a noted gap for students with diverse abilities.
- Indigenous students on reserve data is masked. Achievement results were highly variable.
- No CYIC students are in the data for 22/23 for grade 10 Literacy. Previous years were masked due to small numbers.

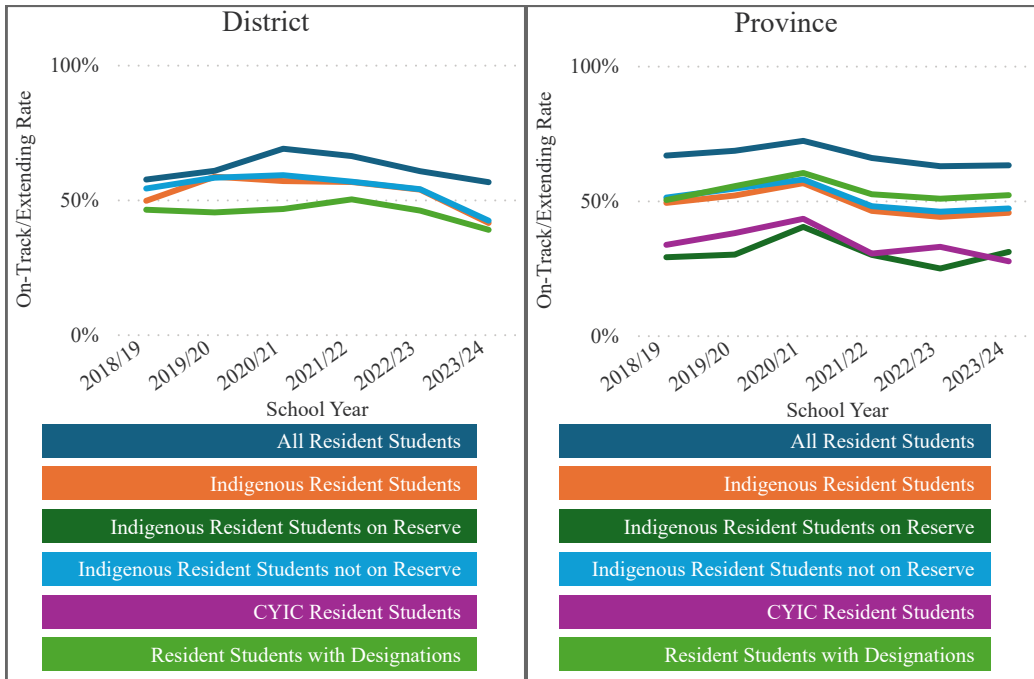
Other Local Reading Comprehension results are available for grades 6-9 for the Reading73 assessment

- A significant increase in Grade 6 comprehension has been noted
- Comprehension remains an area of focus
- See our 2024 update at <https://www.prn.bc.ca/district/fes/> for graph.

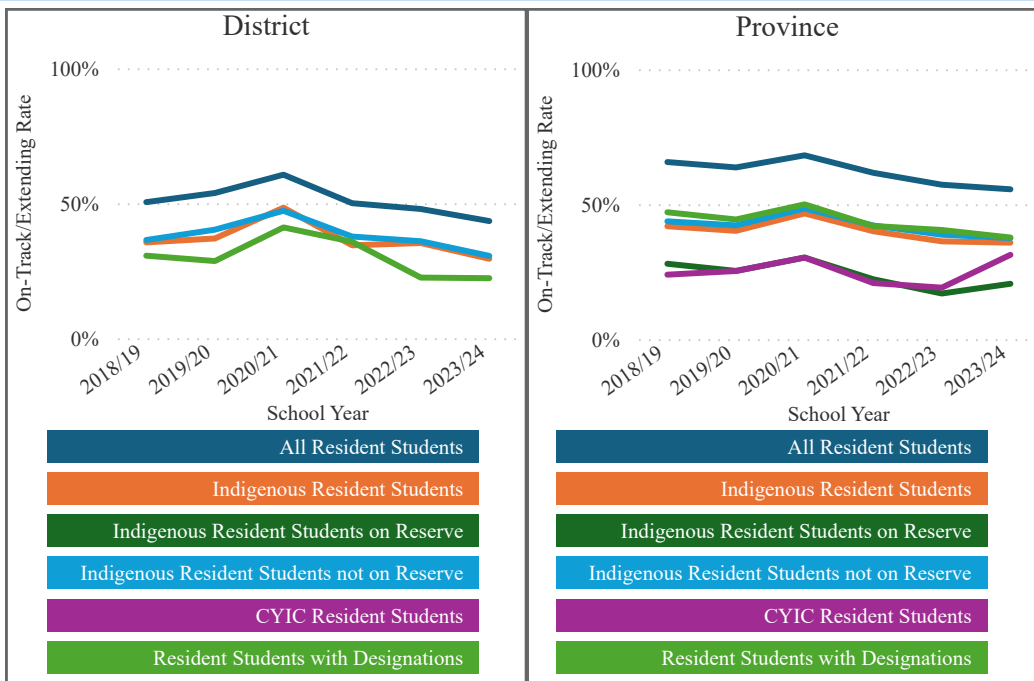
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

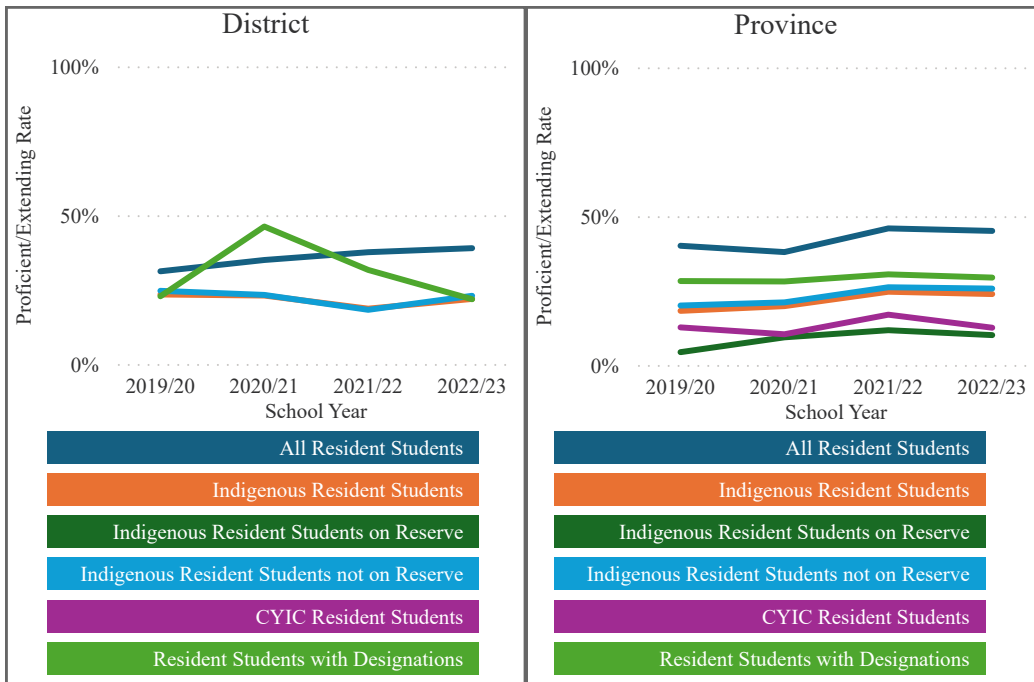


Grade 7 FSA Numeracy (On-Track / Extending Rate)



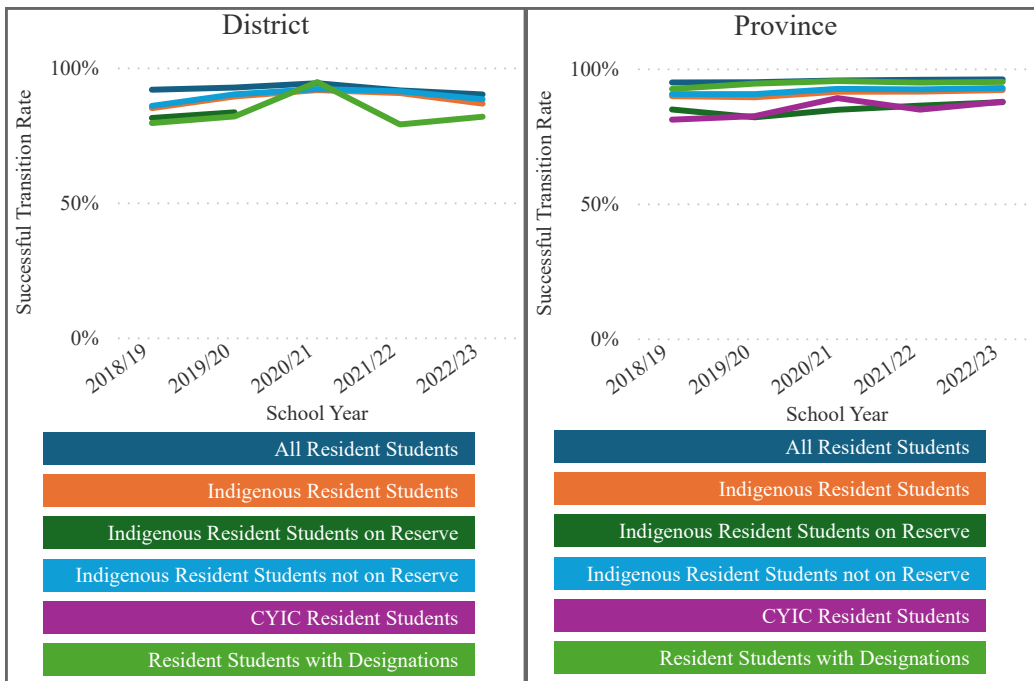
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

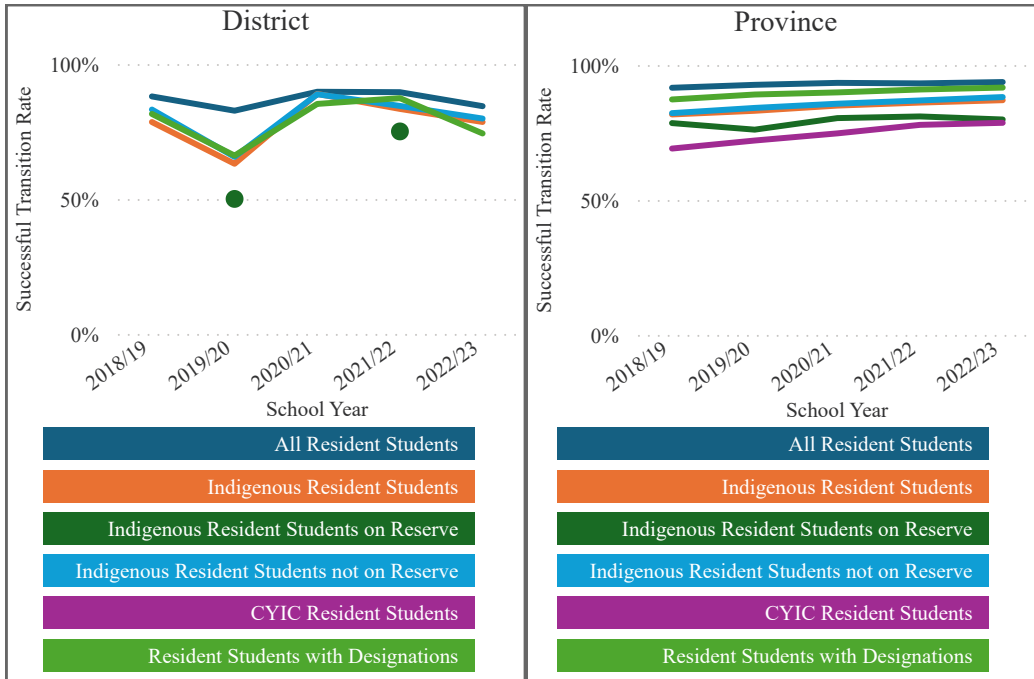


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Grade 4 Numeracy

- A gap exists between the district All Students, Indigenous students, and students with diverse abilities
- Downward trend in all sub populations over the last three years
- Indigenous students on reserve data while masked has been above the provincial results for four of the last six years. Over seven years 34% have been on-track or extending.
- CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.

Grade 7 Numeracy

- Results for all students in District follow the Provincial results with a gap for district results over that last five years
- Downward trend in all sub populations over the last three 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. Over seven years 20% have been on-track or extending.
- Students with Disabilities / Diverse Abilities results show a gap between the District and Provincial results
- CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.

Grade 10 Numeracy

- Proficient / Extending rate is improving over four years but still not at the level with 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 gap between the All Students results. In two of the last three years district results have been above provincial results for Indigenous students on reserve.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results. Large variability over four years is noted.
- CYIC results are masked due to small numbers and have not been made available to the district for further analysis.

Transitions - Grade 10 to 11

- District data closely resembles Provincial results over the last three years.
- While masked the results for Indigenous Students on Reserve resembles the provincial data with a significant gap compared to the All Students results.
- Students with Disabilities / Diverse Abilities has maintained a consistent gap below the province for four of the five years with one year on par.
- CYIC results are masked due to small numbers. In 22/23 the transition rate was below the provincial rate and above for the preceding two years.

Transitions - 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 gap exists compared to the All Students results.
- An improving trend over the previous three years is noted until the latest year for Students with Disabilities / Diverse Abilities.
- CYIC results are masked due to small numbers. In 22/23 the transition rate was near the provincial rate and below for the preceding two years.

On-Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics table in the 2024 FESL update available at <https://www.prn.bc.ca/district/fesl/> shows a decline in achievement results over the grades.

Intellectual Development Summary

Downward trends in Numeracy in grades 4 and 7 reinforce our increase to 2.0FTE for Numeracy Coaches in district to support primary and intermediate math instruction. Support to these grades will help to change the trend and close gaps between the All Students and other sub-population measures.

Downward trends in Literacy in grades 4 and 7 overall have been noted with some small improvements in a variety of grades in the last year. A 1.0FTE posting to grow Literacy instruction support is unfilled at the writing of this report. We are supporting mentoring of new teachers with recently retired primary and intermediate teachers to help the new teacher establish a strong and balanced literacy approach along with routines in classrooms.

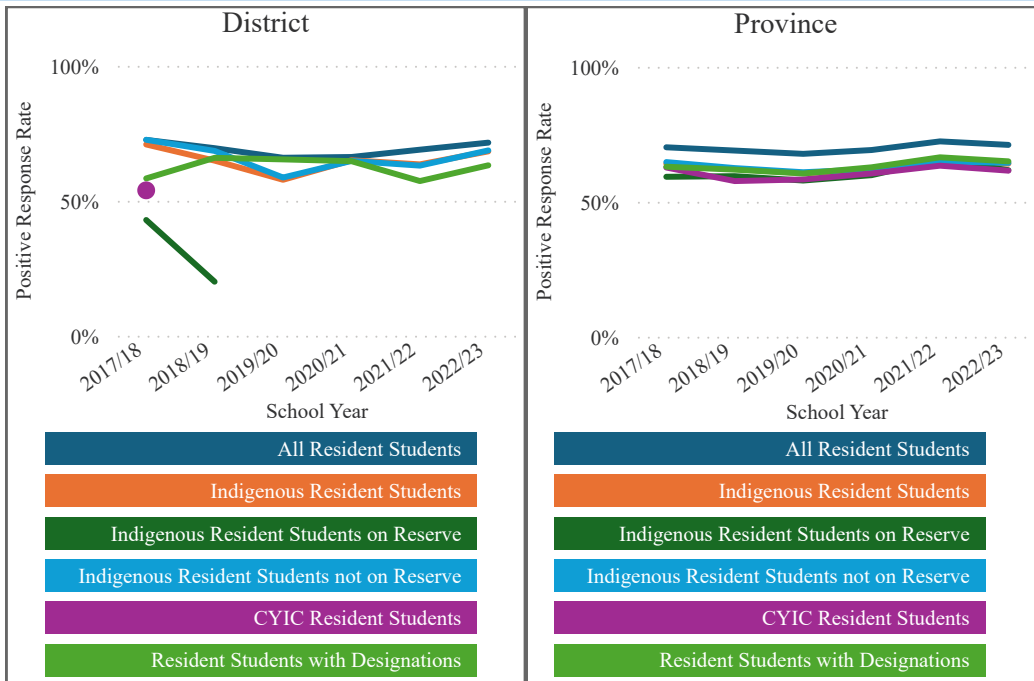
We continue positive work with our middle and secondary Indigenous Transition Coaches. A district team is looking at further supports to elementary to middle transitions. Additionally JustB4! pre-school programs are supporting Pre-K to K transitions in three schools. We expect positive transition supports in the long term to improve both literacy, numeracy, and transition rates in district.

Human and Social Development

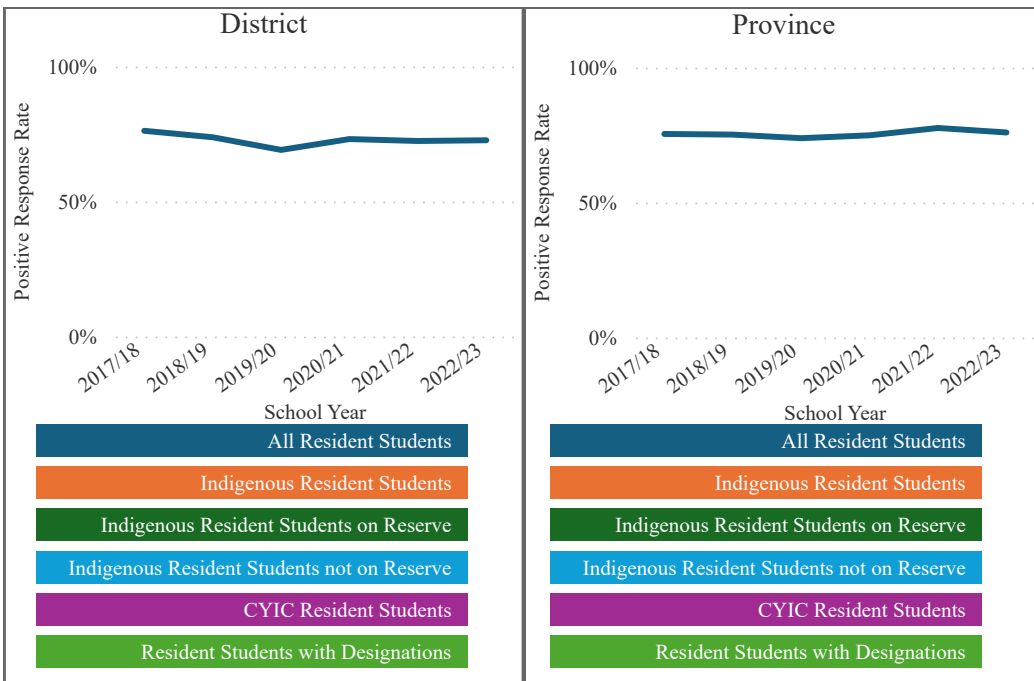
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe and Have a Sense of Belonging at School

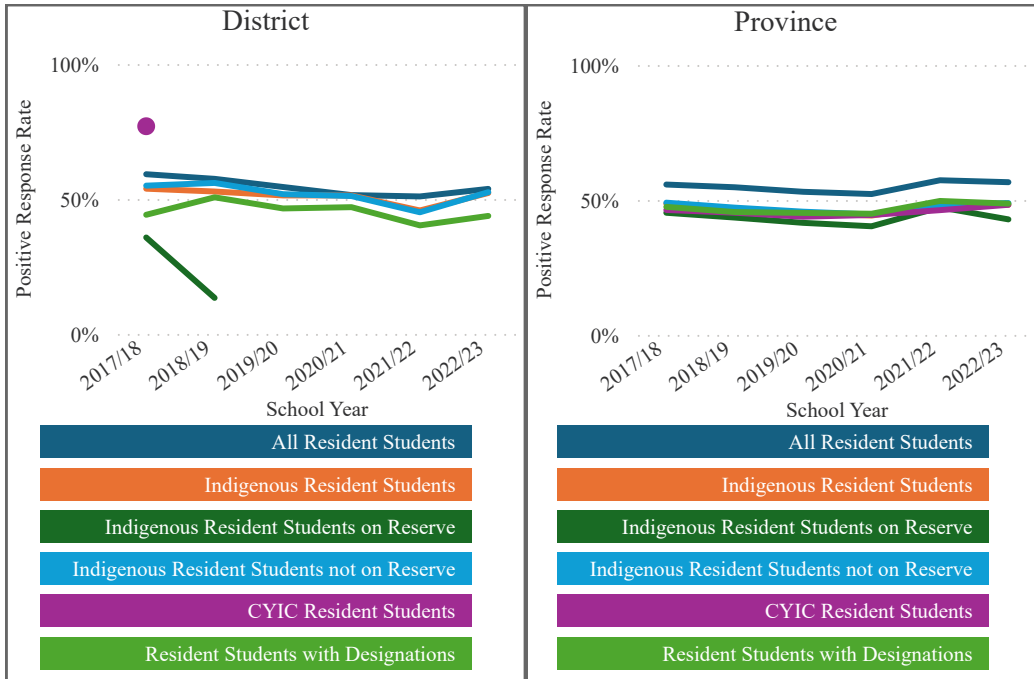
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

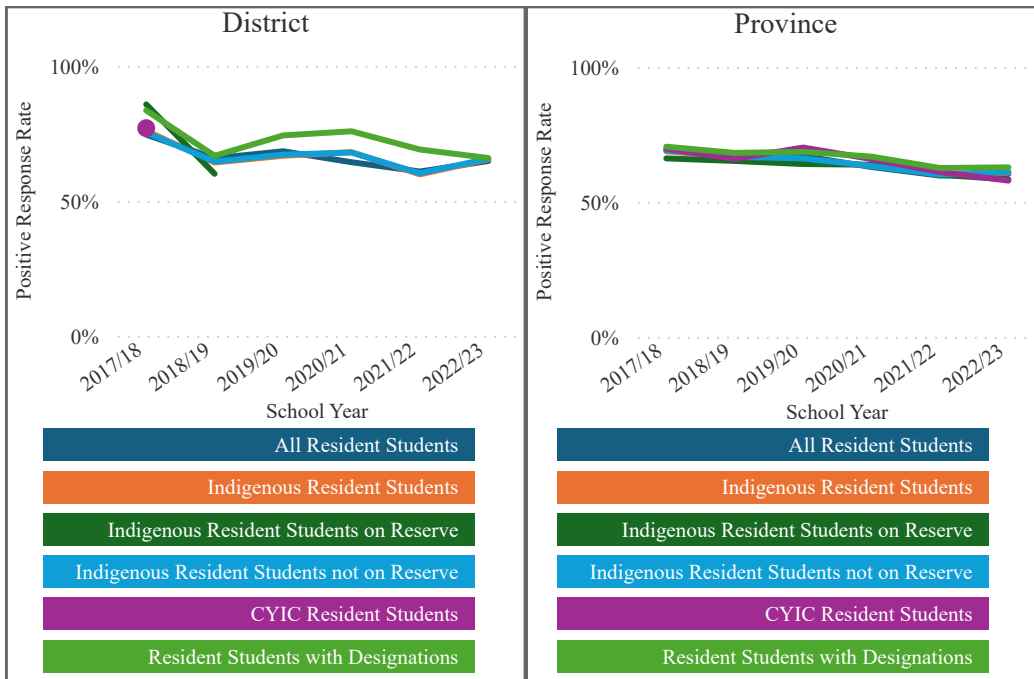


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Students Feel Welcome

- Results for All Students, Indigenous Students, and Students with Disabilities / Diverse abilities follow Provincial results.
- While masked, the results for Indigenous students on-reserve are mostly above the provincial results.
- CYIC results are masked due to small numbers and show variability over the last three years with results above and below the province.

Students Feel Safe

- Data limited to All Students measure only as it is an anonymous only question.
- District results follow provincial results

School Sense of Belonging

- Results for All Students closely follows the Provincial results.
- The Indigenous students results closely match with the All students measure in the district this last year.
- There is a smaller gap with provincial results compared to previous years.
- Results for Indigenous students on-reserve are masked due to small numbers and are highly variable.
- Results for Students with disabilities / diverse abilities follow Provincial results with lower results compared to All Students results.
- CYIC results are masked due to small numbers and show variability over the preceding years.

Two or More Adults Care

- Results for Indigenous Students and All Students closely match each other and the Provincial Results.
- All have a 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 mostly higher percentage of students reporting that 2 or more adults care about them compared to other groups. The last year had the same results for this group and the All Students group. 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.

Human and Social Development Summary

Our results mostly match those of the province including a concerning decline in students who identify two or more adults that care about them.

Students with a Disability or Diverse Abilities have a noticeable gap in the sense of belonging results compared to other groups.

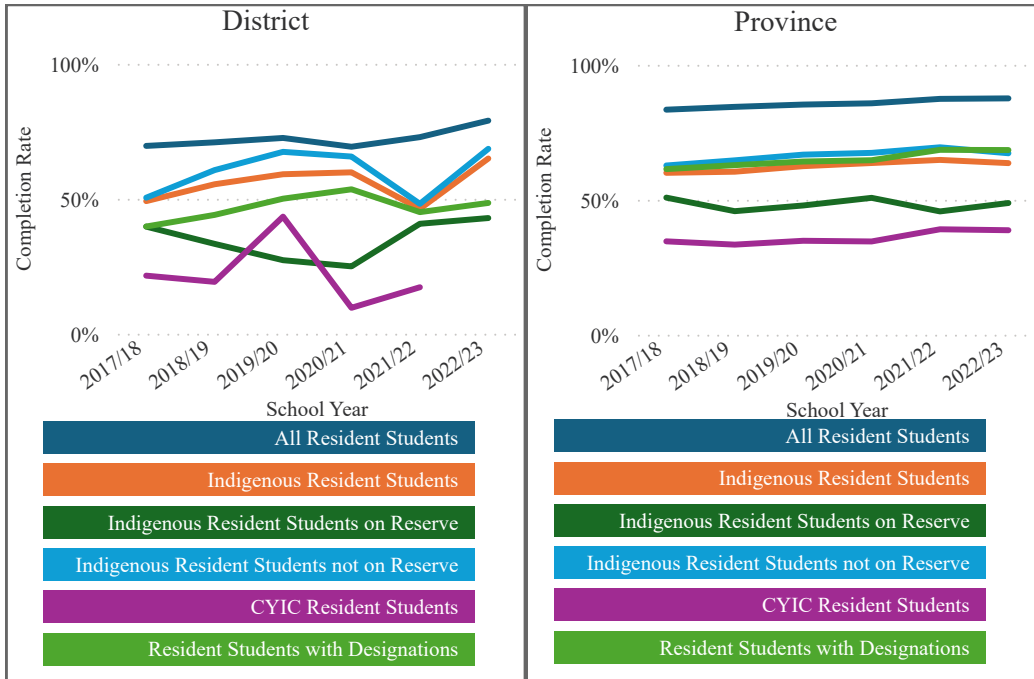
Students who are Child and Youth in Care, while data is masked, have variable and overall lower results in these areas. The assignment of a SEL/Social Worker to connect with and monitor students who are CYIC is important to support their social/emotional and academic success.

Career Development

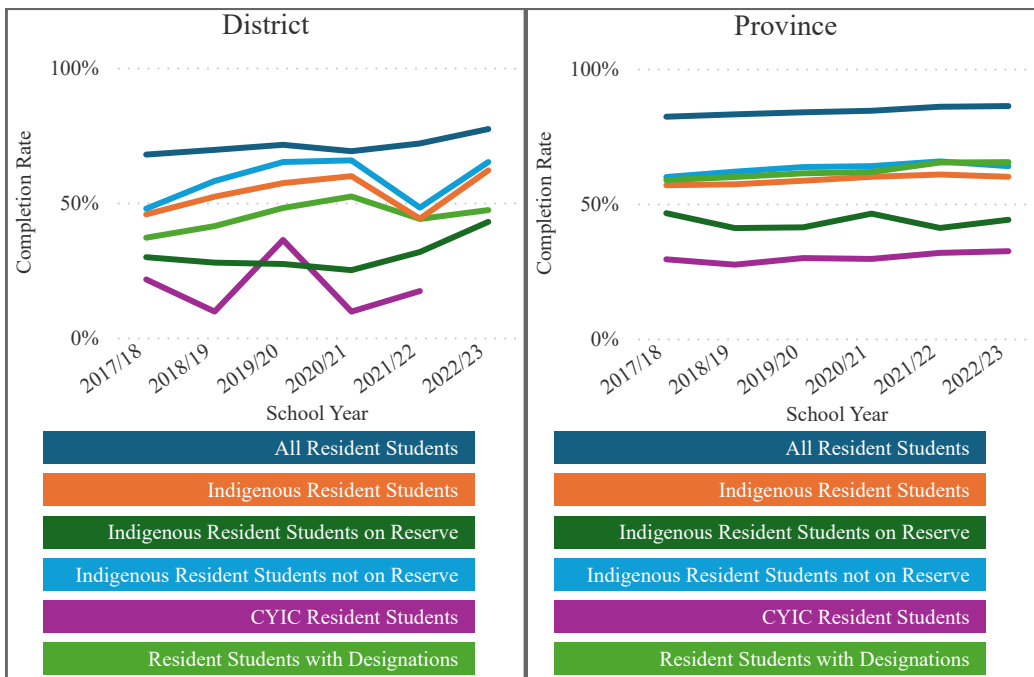
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

5-year completion rate

-Some discrepancies have been noted from this data and other data sources provided by the Ministry.

Analysis is for this data provided.

-The All Students result gap is closing on the Provincial results

-The Indigenous Students results are increasing with a positive trend. A gap exists between them and the All Students results.

-While masked, the results for Indigenous students on reserve are improving with last year matching the Provincial results. A significant gap exists for students on reserve compared to the All Students, Indigenous students measures.

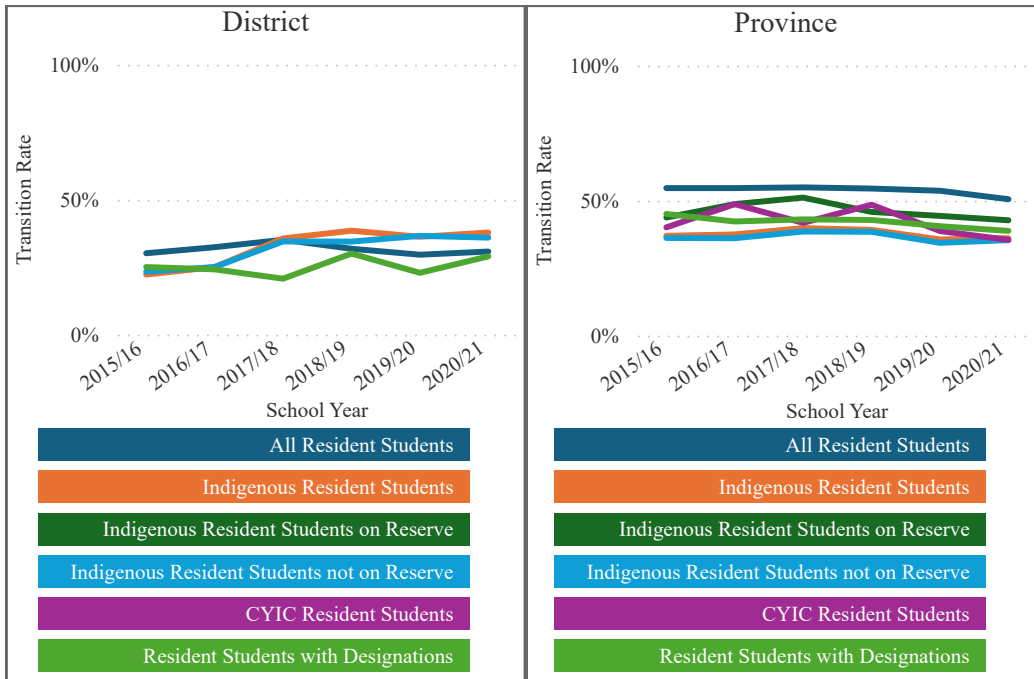
-Results for Students with Disabilities / Diverse Abilities shows a gap compared to the Provincial results and a lower rate than the All Students measure.

-CYIC results have the largest negative gap compared to the All Students measure.

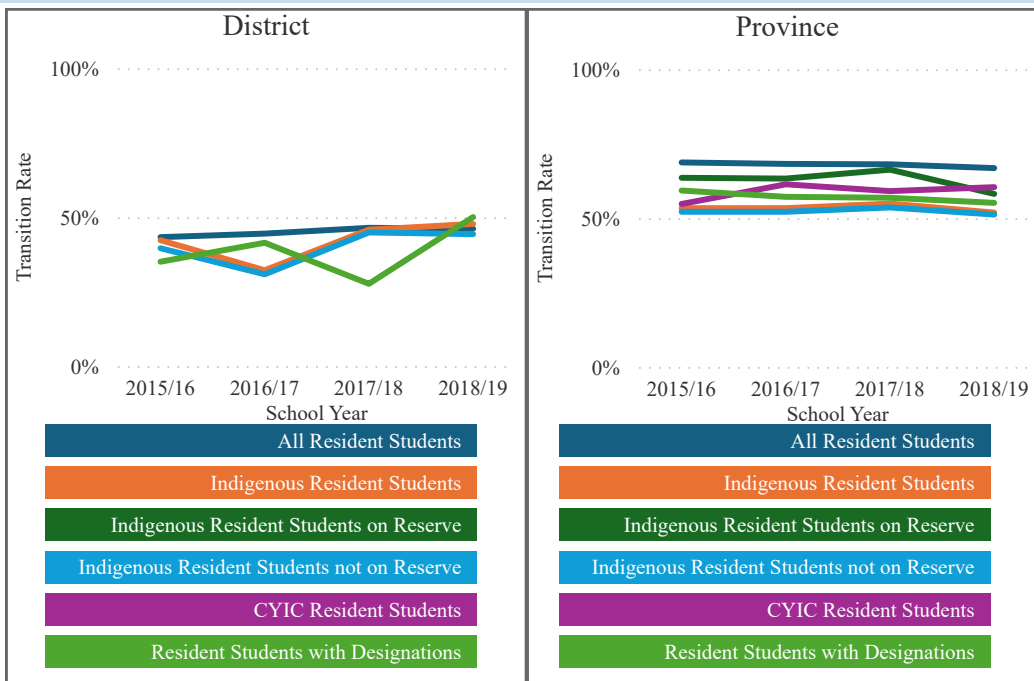
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

- 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 are approaching or above the Provincial results for immediate transition.

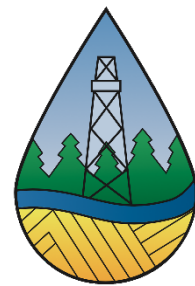
Career Development Summary

Increasing trends over time for graduation rates in 5-year measure except for Child and Youth in Care.

Gaps are noted between the All Students and other measures.

As we are a border district, the PSI transition data is missing our students who attend Alberta post-secondary.

All groups represented in the PSI transition rates show an increasing trend over years.



Enhancing Student Learning Report

September 2024

In Review of the Final Year of our 2018-2023 Strategic Plan



Approved by Board on September 23, 2024

Table of Contents

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 - Ongoing Strategic Engagement (Qualitative Data)..... 7
 - Adjustment and Adaptations: Next Steps 9
 - Alignment for Successful Implementation 11
- Conclusion** 12

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

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, Taylor, Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation, and several other rural areas.

The school district employs 1185 staff (1042 FTE) with an operating budget of \$80.3 million for 2023-2024. 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.

By the Numbers	
Population	~35,000
Students	5951
Schools	21
Provincial Online Learning School	1
Urban Schools	12
Rural Schools	10
Indigenous Students	22%
Local First Nations Students	1.23%
Métis or Inuit Students	7.76%
Students with Diverse Abilities or Disabilities	12.3%
Children and Youth in Care	< 0.01%

We recognize that we operate on the traditional territory of the Dane-zaa within Treaty 8 and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

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. Our long-established Indigenous Education Council is a further connection to local First Nations and local Métis, Cree, and other Indigenous people.

We face ongoing challenges with recruitment and retention with some positive results due to the recent incentive program for rural and remote schools. Wildfires, smoke, and evacuations have adversely affected the region, schools, and learning over the last several years.

Current Strategic Plan Priorities

A newly updated Board Strategic Plan for 2024-2029 is available at <https://www.prn.bc.ca/board/strategicplan/> that was developed through a comprehensive consultation process that enabled community voice from stakeholders in our communities.

Our Framework for Enhancing Student Learning goals are aligned with the Board's Strategic Priorities. We use quantitative and qualitative data from local and provincial sources to develop goals and monitor progress. The goals in the Framework for Enhancing Student Learning are reviewed regularly through school FESL presentations, Board Reports, and annual updates to this document. Our Framework for Enhancing Student Learning document is available at <https://www.prn.bc.ca/district/fesl/> which includes reflection, objectives, and strategies.

The **Board's Strategic Priority** are as follows:

Student Learning

People Development

Operations & Facilities

Governance

Truth & Reconciliation

Early Learning & Child Care

Our **Framework for Enhancing Student Learning Goals** are as follows:

Goal 1: Increase Dogwood Completion Rates

Goal 2: Support Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning

Goal 4: Support Student Achievement through Inclusion

Goal 5: Provide quality Early Learning & Child Care opportunities to address community need

Looking Back on the Year: Effectiveness of Implemented Strategies

Goal 1 Aligned with the Board Strategic Plan goal on student learning, funding has aligned with learning initiatives in both literacy and numeracy in support of improving student success and achievement in both learning areas. Working with teachers and building self-efficacy supports improving student learning. The on-going implementation and side-by-side teacher support of anchor mathematics resources and working with the Thinking Classrooms framework both continue to support the diverse learning needs within the classroom, support inclusive practice and align with the First People's Principles of Learning. The focus on writing work with literacy consultant Adrienne Gear has provided a framework that teaches writing in an explicit manner rather than simply "doing" writing.

A closer focus on the numeracy achievement of Indigenous students at the middle school level will need to be a priority for the next school year. The hiring of 2.0 FTE numeracy support teachers for the 2024-25 school year will provide more in-depth support.

Goal 2 Throughout the year, the school district offered various social-emotional professional development sessions for staff, including Child-Centered Relation Play Skills, grief presentations, and wellness sessions. These aimed to improve teachers' ability to teach social-emotional learning (SEL) in classrooms. Monthly parenting SEL sessions were also provided.

The Middle Years Development Index (MDI) and Youth Development Index (YDI) surveys were conducted, revealing a need to focus on school climate and belonging, especially in middle and high schools. These results, along with CASEL Indicators, will inform future SEL goals.

SEL was integrated into district processes by incorporating CASEL 5 Social-Emotional Competencies into incident reports and developing a district behavior process based on a multi-tiered support system. Compassionate Systems Leadership training continued for district leaders, with a community of practice planned for the 2024/2025 school year. Counselors received monthly clinical group supervision to enhance their own SEL and leadership skills.

Goal 3 Since 2021-2022, career education opportunities have expanded, aiming to boost indigenous graduation rates. A notable initiative was the Grade 9 Indigenous Welding Camp at NPSS, attended by 17 students. In 2024-2025, a new program focusing on medical career pathways will be introduced. The five-year completion rate for indigenous students rose to 65% in 2022-2023, up from a 55% average in the previous four years, with indigenous females showing the most improvement (71% vs. 57% average). Despite these gains, indigenous students reported lower satisfaction with job and post-secondary preparation in 2023.

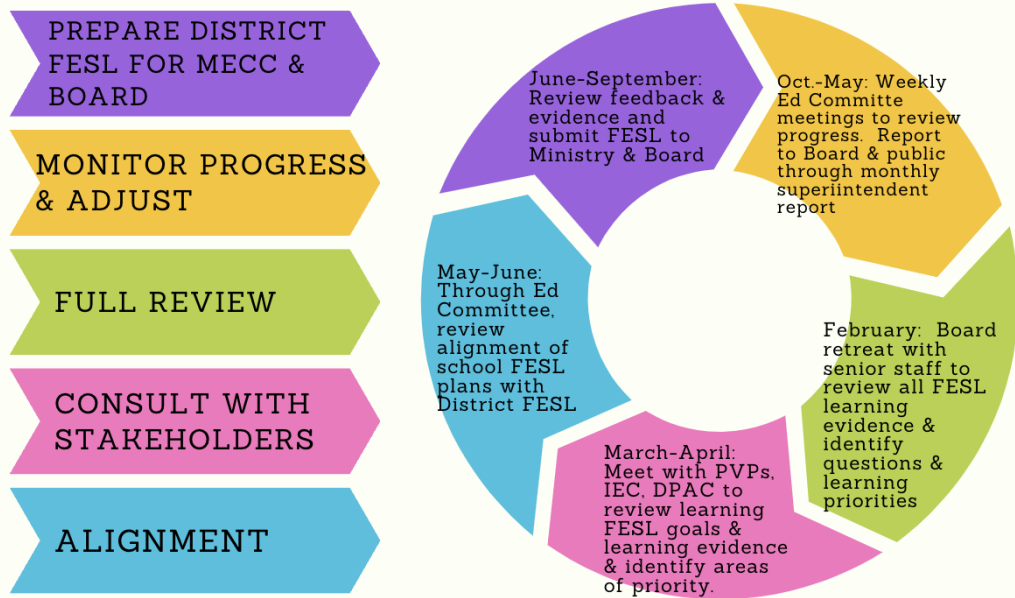
Goal 4 The consolidation of special education funding, supplemented by other district funding has provided a robust inclusion education budget for every school in the district. In alignment with the philosophy of student independence and a group approach to inclusion, our schools are slowly shifting away from the assignment of EA hours as the only intervention for student needs and now include a menu of supports for the entire classroom/school, including professional development, additional teacher time, learning resources and other specialists such as youth care workers and counselors. Most importantly, the process for deciding support now includes a school-based team that works collaboratively to problem-solve and there is transparency with the budget.

Goal 5 In the past year we have connected with the Indigenous Education Council for School District 60, local municipalities, and child care service providers. We will continue work based on feedback from those groups and seek further discussions.

Last year saw significant progress in early childhood education and care initiatives. Two new licensed Before and After School Care centers were established, alongside the introduction of the JustB4! Program. Early Childhood Educators (ECE) were integrated into Kindergarten at three schools. Professional development included CPI training, ECE Learning Series for new district ECE staff, and a joint in-service for Kindergarten teachers and ECE educators were successful. Collaboration between the school district and community ECEs was strengthened through Ministry initiatives like SEY2K and CP4YC. Additionally, an application was submitted for a new building project aimed at increasing infant/toddler capacity in an inclusive and culturally sensitive environment.

Cycles for Continuous Improvement

District Cycle of Continuous Improvement



Continuous Improvement Cycle in Schools



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. In the following year, 2023 saw a significant improvement in the Indigenous six-year completion rate (+19.4%). An upward trend for completion rates exists for all groups represented in the data. A 4.5% gap continues to exist between Indigenous and All students in the six-year completion rate. A significant gap exists for students with Disabilities and Diverse Abilities and All students (65.5% vs 83.9%) even though there is a positive trend in closing the gap. Gaps still need to be addressed, along with the overall 5-year and 6-year graduation rates compared to the province.

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.

Students with a special education designation have an achievement gap in measures including the FSA in grades 4 and 7, numeracy and literacy graduation assessments, and in five- & six-year completion rates. Students with a designation were equally likely as other groups to respond positively about the number of adults who cared about them and had a higher 3-year transition rate to public post secondary compared to all other subgroups in 2018/19.

Students who have ever been a Child or Youth in Care (CYIC) are at significant risk of non-completion. As an identifiable group there are often too few students who are CYIC to report publicly due to privacy concerns. Even though there are significant variations in success for CYIC students it is observed over time that they are one of the most vulnerable populations.

Likewise, there is a large variation in results for Indigenous Students who live on reserve. Numbers are often too small to report on publicly due to privacy concerns. Even with significant variations in success for On-Reserve students it is observed over time that they are a group of students at risk for non-completion.

Learning Update (Report Card) marks for Indigenous students compared to non-Indigenous students show that our Indigenous students experience an achievement gap compared to our non-Indigenous students in middle and secondary grades in core academic course areas of English, Math, Science, and Socials.

Ongoing Strategic Engagement (Qualitative Data)

To inform the development of the Board Strategic Plan, and our connected Framework for Enhancing Student Learning Goals, comprehensive engagement was conducted with

members of the School District 60 community, including staff, students, families, and First Nations community partners in 2024.

Engagement focused on gathering input on six key areas, including:

- Student Learning and Wellness
- Early Learning and Childcare
- Truth and Reconciliation
- Operations and Facilities
- People Development
- Governance

Specific audiences that were targeted through the engagement process included, **Senior leadership and administration, Staff**, including teaching, support and operational staff; **Parents, families, and guardians**, through the Parent Advisory Councils and District Parent Advisory Council; **Students**, elementary, middle and secondary students; **First Nations** communities and Indigenous partner organizations, including the **Indigenous Education Council**; **External community partner organizations**, including the City of Fort St. John, Peace River Regional District, Chamber of Commerce, the **local unions**, and more.

Engagement was carried out through several means. First of all through an online survey, which garnered over 600 responses and allowed the district to break out data by demographic information. Over 12 in-person workshops were also carried out across the entire geographic region of SD60. Students engaged through age-appropriate workshops and all 21 schools provided student feedback.

Beyond the Strategic Planning Engagement we engage regularly with our three local First Nations, our long standing Indigenous Education Council, monthly school

Engagement Insights – examples of what we heard from our communities

Student Learning & Wellness

- Incorporate practical, hands-on and experiential learning to give students the skills they need to succeed.
- Build a stronger school and district community, both among students and staff as well as through playing a more active role in the external community.
- Ensure students are receiving the supports they need, especially mental health support.

Parents Advisory Council, District Parents Advisory Council and the Superintendent's Parent Advisory Council.

Ongoing Student Voice is sought through a variety of school activities and is an area we recognize a need for further district involvement.

Truth & Reconciliation

- Create a safe and respectful environment for students of all backgrounds, races and cultures.
- Integrate more Indigenous knowledge and culture into classrooms.
- Build stronger connections with the local Indigenous communities.
- Teach age-appropriate history of Indigenous people.

Adjustment and Adaptations: Next Steps

Key strategies for Goal 1 focus on improving educational outcomes for Indigenous students and enhancing numeracy skills across the district. For Indigenous students, the district implements support programs such as the Transition Coach Program, dedicated Support Teachers, and High School Counsellors. Early intervention and re-engagement strategies are employed for at-risk students, utilizing programs like Key Learning and Work Experience. Regular communication about student progress with First Nations, as outlined in the Local Education Agreement, is also prioritized.

Improving mathematics education is another major focus. The district is establishing a structured approach to support math understanding, involving Indigenous Education Coaching teams and utilizing assessments to establish baseline data. Professional development for math teachers is emphasized, with plans to work with a math consultant on pedagogy and intervention strategies. The district is implementing a numeracy mandate across all schools, requiring specific, measurable goals aligned with learning standards.

To support these initiatives, the district is continuing with the introduction of resources such as Mathology and Zaner-Bloser's Fact Fluency Program, particularly in primary classrooms. Various assessment tools are being implemented, and there's a focus on developing growth mindset and math identity. Professional development is a key strategy, with plans for Educational Assistants, teachers, and administrators. The district also aims to build understanding of the math curriculum among parents and create numeracy guidelines for educators.

Key strategies for Goal 2 focus on enhancing social-emotional learning (SEL) initiatives and supporting staff development. Regular meetings with administrators and counselors

aim to align district and school-specific SEL goals. The Middle Years Development Index (MDI) and CASEL Indicators inform these goals, while SEL Specialists and counselors support tiered SEL practices in schools. Professional development is emphasized, with sessions on foundational SEL and opportunities for staff to engage in their own social-emotional learning. A community of practice for Compassionate Systems Leaders and support for staff wellness initiatives further enhance this focus. Teachers receive support to confidently facilitate SEL programs, with access to quality, research-based resources.

Family and community engagement in SEL is also prioritized. The district offers SEL parenting sessions and monthly parent-child relationship skills workshops, focusing on children's social-emotional development based on CASEL indicators. School administrators receive weekly SEL tips to share with families. Additionally, the district is developing a framework to address racism, including administrator training on anti-racism strategies and Cultural Safety training. This comprehensive approach aims to create a supportive environment for SEL both within schools and in the broader community, ensuring that social-emotional learning is reinforced across all aspects of students' lives.

Key strategies for Goal 3 focus on enhancing career education and applied design, skills, and technologies (ADST) across various grade levels. For secondary students, the district offers career education presentations, individual and small group meetings with Indigenous students, and community outreach to promote career pathways. Specific programs like Project Heavy Duty and the Grade 9 Indigenous Welding Camp provide hands-on experience in trades. The district is also expanding work experience opportunities in healthcare fields. For elementary students, the focus is on integrating ADST into the curriculum through mentorship support for teachers, monthly ADST lesson promotions, and the grade 5 Career and ADST XPlorefest event. Additionally, the district is developing numeracy lessons to enhance the Pine Car challenge for Grade 5 students, demonstrating an effort to integrate career education and ADST concepts across multiple subject areas.

Key strategies for Goal 4 focus on enhancing the School Based Team through the Learning Support Model that enables school-based decision making with a focus on Tier 1 strategies for all learners and allocating appropriate Tier 2 & 3 supports as needed. Learning supports are allocated in consideration of the strengths, needs, and abilities of the entire class to promote independence. The Class review process is used to help in planning, implementation, and monitoring for effectiveness of Tier 1, 2, and 3 supports. Professional development in Tier 1 strategies for classroom teachers will be provided.

Through the school year, four school based teams will be invited to join the Education Committee to discuss their Learning Support Model relative to the needs of their school. Progress will be monitored in relation to learning evidence through school frameworks using break out data for All Students, Indigenous Student, and Students with Diverse

Needs or Disabilities. A Social Worker will be assigned to support school with identified Children and Youth in Care with a focus on their social emotional well being and academic success.

Key strategies for Goal 5 involve fostering collaboration and capacity-building within early childhood education and care. This includes engaging with the SD60 Indigenous Education Council and other community partners to address future needs, creating a systems map to coordinate efforts, and enhancing professional development through the Early Learning Framework. Key areas of focus are improving collaboration between Early Childhood Educators and Kindergarten teachers, addressing the demand for Before and After School care, and integrating nutritious food options through partnerships like Feeding Futures. Additionally, expanding preschool programs with a focus on language and fine arts, promoting reconciliation, and working closely with the Learning Services Department are essential to creating a well-rounded, inclusive, and sustainable early learning environment.

Alignment for Successful Implementation

Through our Strategic Plan and District Framework for Enhancing Student Learning we require a School Framework for Enhancing Student Learning with goals that represent the three areas of Intellectual, Human Development, and Careers. Within the Intellectual areas schools are required to have a Numeracy goal. The goals should speak to need identified through qualitative and quantitative data and align with the District FESL and Strategic Plan. Data reporting is to include information wherever possible in the breakout groups of All Students, Indigenous Students, and Students with Diverse Abilities or Disabilities.

The District and School FESLs are aligned with the Strategic Plan. Each school and department will report to the board on a three-year cycle and update their plan yearly.

In terms of resources for successful implementation the following additional resources by goal will be allocated in the 2024-2025 school year:

Goal 1

Numeracy and Literacy Initiatives: \$400,000 for 2024-2027 including 2.0FTE Numeracy Coaches and 1.0FTE Literacy Coach.

District Teacher Collaboration: \$50,000 for 2024-2025

Goal 2

SEL Specialists: 4.0 FTE

Counsellors: 3.6 FTE

TTOC time for coaching/collaboration and Professional Development sessions: \$7,000

Indigenous curriculum development: \$30,000

SEL/Mental Health Wellness Professional Development / Resources: \$15,000

Goal 3

ADST Supplies for professional development - \$,1000

Welding Camp for 16 students - \$15,000

Goal 4

Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately \$9M to begin the 2024-25 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding along with Community LINK allocated at \$332,596.00 targeted specifically towards educational assistants supporting personal care and delegated medical plans. Phase 3 (contingency) funding of \$200,000 to be allocated after Sept 30th for emergent needs which develop in the district.

Goal 5

1 FTE District Principal

2 FTE exempt coordinators for early learning and child care

1 Administrative Assistant

Conclusion

Throughout this continuous cycle of planning, monitoring progress and responding to learning evidence, we have been reflecting on the overall strengths and challenges in our District. We are encouraged by our robust resources and systemic approach to SEL. The District SEL team, which liaises with the School-Based Teams on a regular basis, has laid the foundation for constructive intervention for long-term student and adult well-being. Through our Learning Support Fund model, we have provided significant resources to schools that enable the school-based team to collaborate on the strategic allocation of those resources based on class reviews and student needs. Of great pride is the significant progress we have made over the last several years to close the gap between Indigenous and non-Indigenous students when it comes to the graduation rate. Of particular note is last year's 19% increase in the 6-year Indigenous grad rate. When it comes to our Early Learning goals, we have been a provincial and regional leader in piloting programs such as Seamless Day K and building up extensive BASC and childcare services. In many aspects, our senior team and Board are also providing leadership provincially and especially in the North. This ranges from tackling workforce development issues to providing ancillary clinical support to Fort Nelson District to sharing our policies, procedures and senior staff expertise with our northern colleagues.

We are also aware of the significant challenges we face. Similar to the provincial trend, we are concerned about the decline in numeracy results. To address this, we have been rolling out an anchor program for numeracy (Mathology) that aims to address the inconsistency in pedagogical approach and use of resources. We have also allocated additional coaching time for numeracy and mandated specific goals & objectives for every school to develop and monitor. We are also concerned about the success rate of our youth and children in care. With the new allocation of a district social worker to liaise with schools and families, we are anticipating a more concerted approach to supporting these students. While it is not new, the challenges we face in staffing – both teacher and support staff- has reached a crisis level that is definitely impacting our capacity and program delivery in every aspect of the organization. Thanks to various initiatives and collaboration with MECC and BCPSEA, we are hopeful about incremental improvements but also recognize that these shortages will continue to endure for the foreseeable future.

Alignment with Board Strategic Plan

--- AO Advance - August 2024 ---

GOAL: School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.

- COMMITMENTS:**
- * Ensure facilities are safe, accessible, and functional by undergoing regular maintenance, including inspections, repairs, and renovations.
 - * Prioritize investments in upgrading facilities, including equipment and technology, to create modern, comfortable, and engaging learning environments that support diverse teaching and learning styles.
 - * Establish and follow up-to-date emergency response plans.
 - * Outside of urban centres, ensure students have access to reliable transportation to and from school.
 - * Provide access to facilities for extracurricular and sports activities that prioritize youth engagement.
 - * Realize efficiencies and expand environmentally sustainable practices wherever possible.
 - * Ensure management practices align resources for optimal results.

CURRENTLY IN PLACE:

- * Buses are inspected CVSE & pre-trips & post-trips are done daily
- * Newer buses and floor hoist replacement
- * Work Order System usage
- * Annual safety inspections, boilers inspection (regular inspections beyond expectations)
- * Upgrades to HVAC & trying to optimize efficiencies
- * Replacement of facilities equipment (mowers, trucks)
- * Upgrade backup servers, and data centers
- * Overall ERP & site-based usage
- * 3rd party agreements
- * Paperless processes
- * Support all staff by process of payroll correctly and in a timely fashion
- * Quality of service - no band aid solutions
- * We approach task with efficiency
- * excellent wildfire plan - connection to community

SUGGESTIONS & QUESTIONS:

- * Communication - clear & plentiful
- * Backup disaster site - how do we continue to keep the District running in the event of an emergency
- * Laptops instead of desktops in classrooms
- * Equipment replacement cycle for vehicles and equipment
- * Training to match needs of site or requests of staff

		* Operational backend - technology, operations, safety and transportation play a role in student success
		* CPI training for bus drivers
		* HVAC & electrical efficiencies
		* Maximize scheduling
		* "Always room for improvement" is the moto
		* Ensuring buildings are energy efficient
		* Tour all building and talk to administrators about future needs

Alignment with Board Strategic Plan

--- AO Advance - August 2024 ---

GOAL:	School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.
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COMMITMENT #1:	* Promote varied and innovative learning experiences and incorporate practical, hands-on, land-based, and experiential learning applications into the curriculum.
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CURRENTLY IN PLACE:

- * Xplorefest
- * hands-on ADST, career exploration, story workshop (K), Literacy/Numeracy centre
- * varied & innovative land-based experiences: Bert Bowes Deer (one off), build sweat lodge (one off), gardens
- * mentorship opportunities are available to model practices and ideas
- * Project Heavy Duty
- * collaboration & autonomy for teachers to design around curriculum integration & cross-curricular designs
- * development of resources & spaces (i.e. maker space, carts, clubs, Camp Cameron)
- * Monica's Maker Space (videos) - lessons - hands-on learning
- * District Technology lessons at the schools
- * varied & innovative student experiences - Camp Cameron, Doig Days
- * careers dept initiatives for schools (bridge building, boat building, etc.)
- * Hands on courses such as robotics, shop, mechanics, carpentry, animation, etc. etc.
- * incorporating ADST into lessons across the curriculum - positive impacts on students and staff
- * Cameron Lake
- * several annual workshops on skateboarding, sponsored by local industry and community partners
- * Indigenous Pro-D with elders - on community activities, process deer
- * Use of Beaton ski trails at the elementary level along with school equipment for school site ski activities
- * annual participation in the provincial and national skills competitions - variety of areas
- * Regular land-based activities at Upper Halfway School
- * Edison Motors electric car initiative
- * Pine car building activity - all grade 5s
- * Numeracy concept classroom with an emphasis on experiential learning
- * ADST mentorship as opposed to single lessons

SUGGESTIONS & QUESTIONS:

- * continued staff training & support for teachers to integrate instead of "one and done"
- * teachers need to experience more of this
- * Is there a way for sessions to be offered at schools for staff to learn/present/experience/develop innovative learning experiences?

	<ul style="list-style-type: none"> * How do we incorporate more land-based learning into all curriculum areas?
	<ul style="list-style-type: none"> * varied & innovative learning exp - need more grade variety K-12, primary as well as middle & secondary, lots at intermediate & secondary
	<ul style="list-style-type: none"> * keep supporting outdoor activities (cross-country ski) & grow (Grandhaven)
	<ul style="list-style-type: none"> * How can we promote Camp Cameron? (outdoor learning)
COMMITMENT #2:	<ul style="list-style-type: none"> * Prioritize student mental health and well-being to address the diverse needs of students, including academic, social, and emotional support.
CURRENTLY IN PLACE:	
	<ul style="list-style-type: none"> * more opportunities for parents - workshops, resources to support their children
	<ul style="list-style-type: none"> * district-wide messaging from/through professional speaker on topic of mental health (common message)
	<ul style="list-style-type: none"> * Tier 1 mental health support happening in the classroom (proactive approach meeting the needs of more students)
	<ul style="list-style-type: none"> * use of the MDI and its data
	<ul style="list-style-type: none"> * SBT model is working well on identifying and supporting kids
	<ul style="list-style-type: none"> * school based team meeting locking tiers universe support class reviews
	<ul style="list-style-type: none"> * availability of SEL Specialist teacher/counsellor to go into schools to support
	<ul style="list-style-type: none"> * CASEL - framework, guiding document, grounding document
	<ul style="list-style-type: none"> * schools have SEL teams to support students & staff
	<ul style="list-style-type: none"> * district & school teams working together - to support students, talk about needs, bring together best resources
	<ul style="list-style-type: none"> * whole class SEL lessons
	<ul style="list-style-type: none"> * problem solving embedded across the curriculum
	<ul style="list-style-type: none"> * food security / availability to decrease self-reg obstacles
	<ul style="list-style-type: none"> * rest allowed
	<ul style="list-style-type: none"> * small groups working with SEL Team to provide focus support
	<ul style="list-style-type: none"> * Counsellors
	<ul style="list-style-type: none"> * Sr Alt., Evergreen, Indigenous, Outside agencies
	<ul style="list-style-type: none"> * elementary - provide a variety of activities outside of classroom time for students to participate in art, walking, sports, yoga, student council, drama, music, gardening, biking
	<ul style="list-style-type: none"> * District elementary to middle transition committee - establishing best practices for student transitions/success
	<ul style="list-style-type: none"> * City grant supporting social worker working with high risk middle school students - after school support
	<ul style="list-style-type: none"> * designated staff member (social work degree) to monitor list of CYIC and connecting with the schools on student support
	<ul style="list-style-type: none"> * Financial support for school musicals - audio systems
	<ul style="list-style-type: none"> * Compassionate Systems Leadership training
SUGGESTIONS & QUESTIONS:	
	<ul style="list-style-type: none"> * more support with connecting families to outside agency? What can we do for students on wait-list for community counselling?
	<ul style="list-style-type: none"> * access more/encourage more access to MH supports
	<ul style="list-style-type: none"> * How can we integrate SEL/Mental Health in every classroom?
	<ul style="list-style-type: none"> * Who is checking in on the students? Who is reaching out to student who has been away?

	<ul style="list-style-type: none"> * lacking reception of & embedding into the classroom. Its more than a one time activity.
	<ul style="list-style-type: none"> * more training for staff on SEL integration is needed.
	<ul style="list-style-type: none"> * consistency in SEL staff for school integration
	<ul style="list-style-type: none"> * How do we design & support schools to offer more in-house music & in-house art/theatre/drama so all students get what they need?
	<ul style="list-style-type: none"> How can we more explicitly support children in care
COMMITMENT #3:	* Support students with different learning needs.
CURRENTLY IN PLACE:	
	<ul style="list-style-type: none"> * grouping for diverse skill levels - meeting kids where they are
	<ul style="list-style-type: none"> * technology supports for multiple learning opportunities
	<ul style="list-style-type: none"> * providing alternative pathways for learning to students
	<ul style="list-style-type: none"> * more Pro-D on strategies for inclusive support
	<ul style="list-style-type: none"> * Early Learning
	<ul style="list-style-type: none"> * UDL - meeting kids where they're at
	<ul style="list-style-type: none"> * Class reviews - planning w/class in mind
	<ul style="list-style-type: none"> * lots of itinerant support to help kids & schools
	<ul style="list-style-type: none"> * Richard Stock - school based teams, needs have grown, teachers more aware of needs, progressive
	<ul style="list-style-type: none"> * increased staff attached to middle schools to catch up on psych eds
	<ul style="list-style-type: none"> * flexibility in using LSM \$ to support various needs
	<ul style="list-style-type: none"> * youth care work social emotional specialists
	<ul style="list-style-type: none"> * LSF fund to increase teacher time for reading support
	<ul style="list-style-type: none"> * team approach - inclusion team (looked at big picture/how to provide support) & classroom teachers (so important)
	<ul style="list-style-type: none"> * using LSM \$ to build supports needed (i.e. SEL EA's, inclusion, equipment, class profile meetings)
	<ul style="list-style-type: none"> * use of technology in classrooms
	<ul style="list-style-type: none"> * align learning resources with needs/curricular competencies
	<ul style="list-style-type: none"> * LAT push in to teach UDL strategies
	<ul style="list-style-type: none"> * Literacy (K-3) outlines to get planning started for teacher
	<ul style="list-style-type: none"> * Structure and operation of school-based teams - collaborative and innovative support planning with financial flexibility
	<ul style="list-style-type: none"> * Accessibility surveys - gathering information on needs,
	<ul style="list-style-type: none"> * we have staff who have the skills, education to connect with families outside of school (social workers and youth-care workers)
	<ul style="list-style-type: none"> * Home-bound teacher when necessary
SUGGESTIONS & QUESTIONS:	
	<ul style="list-style-type: none"> * How do we support teachers with "shared support"? (EA not alone with student with needs)
	<ul style="list-style-type: none"> * What about students with very severe behaviour needs? What does inclusion look like for full-time attendance?
	<ul style="list-style-type: none"> * How do we connect with the hardest to reach students? Families?
	<ul style="list-style-type: none"> * increase early learning to reduce gaps

	<ul style="list-style-type: none"> * ongoing professional development & coaching/collaboration to support these processes
	<ul style="list-style-type: none"> * still struggle w/differentiation (one for all)
	<ul style="list-style-type: none"> * teachers: putting in the time to do it
	<ul style="list-style-type: none"> * ability of expansion to support needs - middle/high schools acceptance of various needs & how to support needs. Elem seems easier with less students/class reviews
	<ul style="list-style-type: none"> * How do we get all staff buying in to the importance of all learners?
COMMITMENT #4:	* Promote student voice and personal responsibility in their learning and school experience.
CURRENTLY IN PLACE:	
	<ul style="list-style-type: none"> * early act/interact
	<ul style="list-style-type: none"> * entrepreneur fair & science fair
	<ul style="list-style-type: none"> * more choices are being given to students to show their learning
	<ul style="list-style-type: none"> * as students get older they have more options to assert their voice in terms of electives (& capstones)
	<ul style="list-style-type: none"> * Career programs - capstones give good opportunity for student voice
	<ul style="list-style-type: none"> * learning journeys are a solid process for kids
	<ul style="list-style-type: none"> * SLS, YDI, Equity Scan, goal setting in curriculum
	<ul style="list-style-type: none"> * student government
	<ul style="list-style-type: none"> * core competencies self-assessment
	<ul style="list-style-type: none"> * Student Councils
	<ul style="list-style-type: none"> * self-reflections on the core competencies
	<ul style="list-style-type: none"> * flexibility on choosing alternative classes/programs once they hit high school
	<ul style="list-style-type: none"> * student leadership - announcements, assemblies, buddies, capstone projects
	<ul style="list-style-type: none"> * MDI & YDI - allows for student voice
	<ul style="list-style-type: none"> * goal setting
	<ul style="list-style-type: none"> * student course interest survey (secondary)
SUGGESTIONS & QUESTIONS:	
	<ul style="list-style-type: none"> * next step - bringing MDI & YDI results back. What are we doing with it to go forward?
	<ul style="list-style-type: none"> * staff autonomy vs student needs & curricular expectations
	<ul style="list-style-type: none"> * Expand learning journey process to all students & have regular review. Great process for core comp. self-reflections.
	<ul style="list-style-type: none"> * spotlight on student success
	<ul style="list-style-type: none"> * more student voice within transition years
	<ul style="list-style-type: none"> * How to create more student voice in elementary schools?
	<ul style="list-style-type: none"> * What do we really mean by asking what their voice is? Are we really asking?
	<ul style="list-style-type: none"> * many feel locked down in offering choice/opportunities for student presentation
	<ul style="list-style-type: none"> * need more practice to be comfortable with this

COMMITMENT #5:	* Foster a sense of belonging by creating strong relationships between students, staff, families, and community.
CURRENTLY IN PLACE:	
	* school carnival, christmas concerts, family dance/BBQ
	* pancake breakfast, open house, newsletters, facebook, sports
	* communicating with families in multiple ways
	* community events that happen at schools
	* NP student & staff connection doc - looking for disconnected
	* open house, StrongStart, WTK, RSL, inviting parents in to events
	* Spirit Days, fun days, school-wide activities, challenges, events
	* Indigenous community dinners parents/staff
	* Community Interest surveys - district strategic planning (huge turnout, great summary)
	* BB -Student SEL/connection day - choice / activities
	* DK - mailing report cards
	* District Transition Committee - strengthening transitions
	* Indigenous transition program
	* frequent communication between staff & parents
	* staff going to our Indigenous communities
	* activities that take kids to the community
	* being present to greet families - visible / available before, during, & after school
	* Parent art groups - great uptake and feedback - facilitated by staff
	* learning moments with SUPAC
SUGGESTIONS & QUESTIONS:	
	* How do we get parents to our events?
	* Reaching out to reluctant families - what do they need/want/need to know?
	* How can we build stronger connections with Indigenous communities?
	* How do we get our staff out to community more often?
	* bringing in families that need support to learn how to support their kids
	* How to increase involvement on PACs?
	* How can we get the parents in who are hesitant at this time?
	* Why are teachers/staff reluctant to contact parents (phone, in-person)?
COMMITMENT #6:	* Foster development of critical thinking skills, problem solving skills, and competencies needed for future success.
CURRENTLY IN PLACE:	
	* open ended problem solving opportunities

	* leadership groups
	* approach to numeracy is multi-pronged & comprehensive
	* zones - explicit self reg strategies
	* fostering team work through entrepreneur fair
	* seeing critical thinking skills being taught explicitly around problem solving in social/emotional
	* imbedding SEL & ADST in classrooms
	* entrepreneur fairs - the learning around this very inclusive, uses all skills - practical teaches success with business
	* numeracy processes - Thinking Classrooms & PSAP
	* Core competencies - explicit teaching
	* ADST/Project-based learning, vertical learning, MAPS thinking about their thinking
	* Secondary - Dual Credit, WEX, Tech
	* Tech - for staff & students. Digital literacy.
	* Maker days
	* Hands on
	* Career Dept working with WEX - responding to future needs (Health Care)
SUGGESTIONS & QUESTIONS:	
	* Pro-D & resource for critical thinking & problem solving for teachers in the content areas
	* integration of core competencies - not all teachers are doing this
	* more land-based & project-based learning bridging experiences to academics
	* How do we create more authentic opportunities outside of the school building for elementary students?
	* How can we attract more skilled teachers?
	* specifically tailored Pro-D to teach teachers to teach students
	* How do you transfer event type learning into daily practice?

Feeding Futures School Food Program Funding

Introduction

The Ministry of Education and Child Care will invest \$214.5 million over three years to enable school districts to create or expand local food programs in schools.

With rising costs due to inflation and in particular the cost of food, the Northern region is among the highest in BC for food insecurity. It is estimated that 18 per cent of children in British Columbia live below the poverty line. Food programs administered by schools help to alleviate this burden on many families.

This year is considered a foundational year, allowing some flexibility to use the funding to address the immediate need of feeding hungry students in a stigma and barrier-free manner.



Background

Our student population in School District #60 is approximately 6,000 in 21 schools. Along with three First Nation communities, Blueberry River First Nation, Doig River First Nation, and Halfway River First Nation.

Urban Schools 11 Rural Schools 10

Schools within the district have varied food program delivery models, tailored to the specific needs of their student community. The rural schools have a lower number of students and less food insecure families. The urban schools have larger student populations and a higher proportion of kids accessing food programs.

We recognize school canteens play an important role in fulfilling the food security needs of kids. By offering nutritious food options, the canteen can support the overall health and wellbeing of students. We have made it a priority to support the growing capacity needs of all our school canteens.

“Eating breakfast and lunch is critical to student health and well-being, especially for low-income students. We want to ensure students have nutrition they need throughout the day to learn.” -BC Coalition for healthy schools-



Objectives

- ▶ Enhance and grow our food programs through building school capacity to offer nourishing meals and provide stigma-free access to students who need it.
- ▶ Shift funding from current operating budgets to the Feeding Futures School Program Fund.
- ▶ Support healthy eating by offering nutritious menu options every day for breakfast and lunch. Provide more whole and holistic food.
- ▶ Equity in allocation, based on school needs – not all schools have an equal number of families with income barriers.
- ▶ Provide food for kids accessing the BASC and Early Learning programs.
- ▶ Provide food hampers and gift cards to families in need during school closures in year 1 of the program.
- ▶ Connect with local First Nation Communities to learn how best to support on reserve students accessing school food programs.
- ▶ Collaborate with Indigenous educators to develop food literacy to include Indigenous food and cultural recipes.
- ▶ Streamline food procurement with local grocery stores and suppliers.
- ▶ Increase school participation using on-line lunch ordering system

Goals 2023-2024

Our district received \$806,483.00 for the current school year. The main focus of the spending plan is directed to 3 main areas.

- 1) Food** – maintaining and expanding breakfast, lunch and snack programs and increasing the nutritional value of foods served.
- 2) Staffing** - Allocate hours for meals workers and provide support to school canteens as growing number of students access food at school.
- 3) Equipment Purchase** – minor upgrades and reconfiguration to improve functionality to school kitchens, purchase of appliances and other equipment to prepare, store and cook food.

Summary of District Food Programs

The vision for our school food programs was not to change what was already working well within the schools, but to expand operations already in place to provide support and sustainability based on the needs of students.

In the Fall we performed an environmental scan of all schools in the district. Receiving feedback from administrators, meals staff, PAC members and students gave us valuable data to determine how best to support their school food programs. Below is a look at some of the key data collected:

Schools with Higher Needs

SCHOOL	STUDENT ENFOLLMENT 2023	KIDS ACCESSING FREE BREAKFAST PER DAY	KIDS ACCESSING FREE LUNCH PER DAY	# OF SNACKS OFFERED PER DAY	MEALS STAFF HOURS PER DAY	LUNCH ORDERING SYSTEM	VENDOR LUNCH DAYS PER WEEK	PAC INVOLVEMENT WITH FOOD PROGRAMS
DUNCAN CRAN	328	30-40 %	30 %	25-30	6	ON-LINE	1	NO
ROBERT OGILVIE	230	20-30 %	30-35 %	15-20	3	NONE	1	NO
MARGARET MA MURRAY	337	40-50 %	35-40 %	150+	7	ON- LINE	1	NO
ALWIN HOLLAND	236	20-25 %	25-30 %	25-30	5	NONE	1	NO
BERT AMBROSE	222	10-15 %	10-15 %	20-25	2	NONE	1	YES

Schools with Lower Needs

SCHOOL	STUDENT ENROLLMENT 2023	KIDS ACCESSING FREE BREAKFAST PER DAY	KIDS ACCESSING FREE LUNCH PER DAY	# OF SNACKS OFFERED PER DAY	MEALS STAFF HOURS PER DAY	LUNCH ORDERING SYSTEM	VENDOR LUNCH DAYS PER WEEK	PAC INVOLVEMENT WITH FOOD PROGRAMS
CM FINCH	273	5-10 %	5 %	10-15	0	NONE	2	YES
ECOLE CENTRAL	253	5 %	5-10 %	5-10	3.9	ON-LINE	2	YES
CHARLIE LAKE	315	5-10 %	5-10 %	20-25	0.6	ON-LINE	2	YES
ANNE ROBERTS	345	10-15 %	5-10 %	20-25	3	ON-LINE	2	YES
BALDONNEL	119	2-5	5	20-25	0	NONE	1	YES

School Canteens

All of our schools in the district currently have operating canteens under the direction of the School Administrator. Staff are employed by the district to purchase, prepare and deliver the breakfast and lunch programs to students. The accrued expenses for school canteens including staff wages and food procurement historically have fallen on school budgets to manage. The Feeding Futures funding received in 2023 from the provincial government will now offset these overhead costs and will fall under the spending budget of Feeding Futures.

All elementary and middle schools have similar food program options and delivery to students. Breakfast is offered by either a “Grab and Go” method that includes fruit, cereal, yogurt, muffin, hardboiled egg, granola bar, Smoothie. Some schools offer a hot breakfast that includes breakfast Burrito, Ham and Egger, Egg Bites, Toast, Pancakes, Oatmeal. Breakfast is free to all students who want to eat at school.

Lunches are ordered either on-line through [Hotlunches.net](https://www.hotlunches.net) or purchased at the canteen window. Food is made fresh daily or supplied by local vendors. The high school currently contracts a third-party vendor that operates out of the school cafeteria kitchen. Students have the option to purchase breakfast and lunch.



FEEDING FUTURES SPENDING BUCKETS 2023-2024

	PROJECTION		JUNE 24 2024
WAGES WITH BENEFITS	\$330,000.00		\$348,926.42
TRAVEL TO CONFERENCES			\$2,193.75
INITIAL FOOD ALLOCATION TO SCHOOLS	\$300,650.00		\$223,816.30
LARGE AND SMALL EQUIPMENT PURCHASE	\$120,000.00	NOT FINALIZED	\$95,000.00
BASC / STRONG START FOOD PROGRAM	\$15,000.00		\$10,062.00
FIRST NATION STUDENT SUPPORT	\$30,000.00	NOT FINALIZED	\$18,500.00
GIFT CARDS FOR SCHOOL CLOSURES	\$50,000.00		\$42,000.00
BC FRUIT AND VEGGIE PROGRAM DEPOSIT	\$0.00		\$5,000.00
PROVINCIAL FUNDS RECEIVED	\$806,483.00	TOTAL	\$745,498.47
		REMAINING FUNDS	\$60,984.53

Highlights

Upgraded elementary school kitchens and middle schools food room. Purchased large and small appliances and needed utensils

Increased staff hours for meals workers to support expanding breakfast and lunch programs

Provided support to BASC and Early Learning for lunch and snack programs

Starting in the Fall, canteens will shift away from offering packaged or processed food and beverages high in sugar, to offer more nutritious and healthy options.

Established a Northern Community of Practice to include 15 districts

Held 2 Workshops involving meals worker staff

Met with First Nation education coordinators to discuss how best to support on-reserve students accessing breakfast and lunch programs

Connected with Northern Health Nutritionists. Presented Anti-Stigma education session, shared information on updated BC nutrition guidelines for schools

Shifted BC Fruit and Veggie program to a centralized district model starting 2024-2025

Created district SharePoint page

Allocated funds to support families in need over the summer months to purchase food

Held preliminary discussions around food procurement to explore ways to support locally grown food from our region's growers and producers



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

SEPTEMBER to DECEMBER 2024 ONLY

FOR BOARD APPROVAL

SCHOOL: Dr. Kearney

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 - Grade 9 Girls Team and Grade 8/9 Boys Team	Sept. 20/21	Grande Prairie	School Bus	Volleyball games for the tournament. Staying at the Pomeroy Hotel and Conference Centre. Coaches/Chaperones attending are Jonah Burridge and Kim Telizyn * 22 students * approved by Superintendent by email 9/19/24
Ty Dennison Memorial Tournament - Grade 9 Girls Team, Grade 8 Girls Team, and Grade 8/9 Boys Team	Sept. 27/28	Peace River	School Bus	Volleyball games for the tournament Staying at the Quality Inn. Coaches/Chaperones attending are Jonah Burridge, Kim Telizyn, Jason Boissoneault and possibly Kenzi Steiner (Student-Coach completing her capstone coaching our grade 8 team) * 35 students.



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

SEPTEMBER to DECEMBER 2024 ONLY
FOR BOARD APPROVAL

SCHOOL: _____ HUDSON'S HOPE _____

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)
Sr. Girls Volleyball Team	Sept 20-21, 2024	Prince George Cedars	Vehicles	Drivers: Brent Heiberg & Roxanne Beebe (SD60 employees) Accommodations: Super 8 - Prince George Travel Days: September 20th to Prince George & September 21st returning to Hudson's Hope <i>Approved by Superintendent by email Sept 17/24</i>



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

SEPTEMBER to DECEMBER 2024 ONLY

FOR BOARD APPROVAL

NPSS

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)
Boys Soccer	September Thu 26 Fri 27	College Heights SS 6180 Domano Blvd, Prince George, BC V2N 3Z4	SD 60 Bus	Description of Activities: Soccer Tournament Hotel: Holiday Inn # Students: 18 TTOC = 1 Description of Sports: Boys Soccer: Dan Turner & John Palfy Chaperone(s): Andrew Miller (TTOC)
XC	September Wed 25	Wapiti Nordic Center Range Rd 62, Grande Prairie, AB T8W 5C2	SD 60 Bus	Description of Activities: XC Races Hotel: N/A # Students: 20 TTOC = 1

					<p>Description of Sports: Senior & Junior XC: Andrew Miller (TTOC) Chaperone(s): Tyson Collier (TTOC)</p>
Senior B VBall	Oct Fri 4 Sat 5	Prince George Secondary School 2901 Griffiths Ave, Prince George, BC V2M 2S7	SD 60 Bus	<p>Description of Activities: Volleyball Tournament Hotel: # Students: 4 x 12 = TTOC = 1</p> <p>Description of Sports: Senior B VBall: Scott Hyde, Prince George SS</p>	
Junior G VBall Junior B VBall	Oct Fri 4 Sat 5	Dr Anne Anderson High School 11810 35 Ave SW, Edmonton, AB T6W 4N2	SD 60 Bus	<p>Description of Activities: Volleyball Tournament</p> <p>Description of Sports: Junior G VBall: Sydney Vandergaag, DAAHS Junior B VBall: Cole Morash, DAAHS</p>	
Senior G VBall	Oct Fri 18 Sat 19	Hansworth Secondary School	Plane Class 5: 8-Seater Van	<p>Description of Activities: Volleyball Tournament</p> <p>Description of Sports: Senior G VBall: Alex Bacso, Northwestern Polytech</p>	



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

SEPTEMBER to DECEMBER 2024 ONLY

FOR BOARD APPROVAL

NPSS

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)
Senior G VBall Senior B VBall Junior G VBall Junior B VBall	September Fri 20 Sat 21	Northwestern Polytechnic 10726 106 Ave., Grande Prairie, AB T8V 4C4	SD 60 Bus	Description of Activities: Volleyball Tournament Hotel: Holiday Inn # Students: 4 x 12 = 48 TTOC = PD Day Description of Sports: Senior G VBall: Alex Bacso Chaperone(s): Kathryn Rutherford & Daelyn Jeffers Senior B VBall: Scott Hyde (NO TTOC) Chaperone: Elias Niederkorn Junior G VBall: Sydney Vandergaag (NO TTOC) Chaperone(s): Hannah Sihlis Junior B VBall: Cole Morash (TTOC) Chaperone(s): N/A

** Superintendent approved Sept. 3, 2024*

XC	September Sat 21	Beatton Provincial Park 248 Rd, Charlie Lake, BC V0C 1H0	Parents drive their own kids 15 minutes to the destination on the weekend.	Description of Activities: XC Races Hotel: N/A # Students: 20 TTOC = N/A (Saturday) Description of Sports: Senior & Junior XC: Andrew Miller (No TTOC) Chaperone(s): Tyson Collier (No TTOC)

* Superintendent approved Sept. 3, 2024
by email

2024-2025 Posts of Responsibility

for BOARD APPROVAL – September 23rd, 2024

School / Department	FTE	Teacher Name	Subject / Area of PoR
Learning Services	1.0	Chantelle Fowler	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	Taylor Forbes	Gr 7 & 8
Bert Bowes	1.0	Cassandra Ross	Gr 8, 9 Math Science
Bert Bowes	1.0	Ryan Windhorst	Gr 8, 9 Humanities PE
Bert Bowes	1.0	Morgan Peever	Gr 7-9 Careers, Electives
Bert Bowes	1.0	Megan Bell	Gr 7-9 PE Athletics
Dr. Kearney	1.0	Matthew Logan	House Coordinator & Gr 7 Team Leader
Dr. Kearney	1.0	Kim Telizyn	House Coordinator & Electives Team Leader
Dr. Kearney	1.0	Jerelyn Orcutt	House Coordinator & Gr 9 Team Leader
Dr. Kearney	1.0	Laurie Gould	House Coordinator & Gr 8 Team Leader
Dr. Kearney	0.5	Bruce Haley	Athletic Director
Dr. Kearney	0.5	Heather MacGillivray	DKAP
NPSS	1.0	Derek Glover	Math Teacher Leader
NPSS	1.0	Brant Churchill	Science Teacher Leader
NPSS	1.0	Kelsie Calliou	Learning Services Teacher Leader
NPSS	1.0	Louis Vaccaro	Careers Teacher Leader
NPSS	1.0	Melissa Paakkonen	English Teacher Leader
NPSS	1.0	Jennifer Andrews	Social Studies Teacher Leader
NPSS	1.0	Kim Ans	Fine Arts/Applied Skills/Technology
NPSS	1.0	Dustin Barry	Athletics
ELC	1.0	Jerrick Salinas	ELC

2024-2025 Community Coaches

for BOARD APPROVAL – September 23rd, 2024

School / Department	Name of Coach	Coaching
NPSS	Kathryn Rutherford	Sr. Girls Volleyball
NPSS	Daelyn Jeffers	Sr. Girls Volleyball
NPSS	Hannah Sihlis	Jr. Girls Volleyball
NPSS	Dan Turner	Boys Soccer
NPSS	Jon Palfy	Boys Soccer
NPSS	Elias Niederkorn	Sr. Boys Volleyball
Upper Pine	Bradley McGinnis	Volleyball, basketball & slowpitch
Upper Pine	Ashley Backus	Volleyball
Baldonnel	Stacey Derouin	Cross country running
Duncan Cran	Claire Seidler	Soccer, bball, badminton, track
Duncan Cran	Ryan Seidler	Bball
Duncan Cran	Lauralee Schoenenberger	Soccer, vball, bball, badminton, track
Duncan Cran	Nicole Needham	Soccer, vball, bball, badminton, track
Duncan Cran	Shawna Shewfelt	Volleyball
Bert Bowes	Kristy Erickson	Basketball
Bert Bowes	Joe Didier	Basketball
Alwin Holland	Dustin Cobbett	All sports
École Central	Samantha Loepky	Soccer
MMMCS	Loranne Shields	Cross country running
Taylor	Tyler Huillery	Soccer

School District #60

Operating Financial Report - July 1, 2024 to August 31, 2024

Operating Revenue	2024/25				Explanations
	Actual	Preliminary Budget	% of budget received	# of Months	
Ministry of Education Grants	\$ 4,809,616	\$ 79,565,651	6.0%	12	Lower than expected as should be approx. 16% YTD; but funding decreases in the summer and will increase in October 2024
Provincial Grants - School Age Therapy	\$ 20,253	\$ 121,519	16.7%	12	On Track as should be approx. 16% YTD
Offshore Tuition	\$ -	\$ 748,000	0.0%	10	Offshore Tuition recognized each month
Alberta Students, DL, 3rd Party Billings	\$ -	\$ -	0.0%	10	All funding received for Alberta Students
Miscellaneous Revenue	\$ 86,850	\$ 160,000	54.3%	12	This includes miscellaneous funds that come into the District as well as Child care revenue.
Rentals	\$ 3,336	\$ 136,587	2.4%	12	Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals & Indigenous Rent
Interest	\$ 116,408	\$ 600,000	19.4%	12	Interest rates is approximately 4.7%
Total Operating Revenue Before LEA Adjustment	\$ 5,036,463	\$81,331,757	6.2%		
			- 81,331,757.00		
LEA Revenue	\$ -	\$ 1,017,551			Halfway River, Blueberry River and Doig River First Nations
Total Operating Revenue	\$5,036,463	\$82,349,308	6.1%		
Operating Expense	Actual	Annual Budget	% of budget expended	# of Months	Explanations
Salaries					
Teachers	3,650	31,693,488	0.0%	10	Does not yet reflect full school operations
Principals and Vice-Principals	970,916	5,778,448	16.8%	12	On Track as should be approx. 16% YTD
Educational Assistants	15,000	6,648,266	0.2%	10	Does not yet reflect full school operations
Support Staff	1,292,839	9,403,446	13.7%	10/12	Does not yet reflect full school operations
Other Professionals	329,858	2,094,544	15.7%	12	On Track as should be approx. 16% YTD
Substitutes (TOC's)	77,162	2,558,172	3.0%	10	Does not yet reflect full school operations; current amount is from Before and After school care operations
Total Salaries	2,689,425	58,176,364	4.6%		
Employee Benefits	416,562	13,784,560	3.0%		
Total Salaries and Benefits	\$3,105,987	\$71,960,924	4.3%		
Services and Supplies	1,313,648	10,654,003	12.3%		
Total Operating Expenses	\$4,419,635	\$82,614,927	5.3%		
Capital Purchases (Operating)	\$141,580	\$880,000	16.1%		
Total Operating Expenses and Capital Purchases	\$4,561,215	\$83,494,927			
Operating Net Revenue (Expense)	\$475,248	-\$1,145,619			
Application of Reserves to Date	\$0	\$1,145,619			
Balanced	\$475,248	\$0			No significant purchases yet.

SCHOOL DISTRICT NO. 60 (Peace River North)

POLICY NO.: 2010 DATE APPROVED: 1977-06

SUBJECT: Discipline

Policy

The Board of School Trustees for School district No. 60 recognizes the requirement for district schools to provide stable, safe and secure environments in which students and staff may work and learn, and the responsibility of principals to establish discipline policies/procedures for their schools.

Regulations

The following regulations are aligned with The School Act and Regulations.

~~In extreme cases, such as where the behavior of a pupil is in open opposition to the authority of a Principal or teacher, or where it is such that it has a harmful effect on the character or persons of other pupils, or where the pupil is willfully disobedient to a Principal or teacher, the Principal is expected to follow the procedures outlined in the School Act and Regulations which provide for dismissals, suspensions and expulsions.~~

~~Whenever a complaint is made to the Board regarding the conduct of a pupil, the board shall request the Superintendent of Schools to investigate the complaint and be guided by his recommendations.~~

~~In less extreme cases, the Principal may exercise his authority by requesting that a pupil leave the school until the parents or guardians have met with the Principal to plan remedial action. During the time that these discussions are continuing, the pupil will be expected to continue his studies at home as directed by the Principal and, he will be maintained on the school's registers.~~

~~It will be the Policy of this Board to delegate its responsibilities for discipline to the Student Conduct Committee of the School Board.*~~

The Principal Will:

~~Dismiss pupil from school and where possible inform parents by telephone.~~

~~Inform parents by double registered letter of dismissal with copy of letter to the Superintendent and the pupil.~~

~~Send written report on the pupil to the Superintendent:~~

~~S Outlining offence in detail, showing as clearly as possible where the behaviour of a pupil was in open opposition to the authority of a Principal or Teacher, or where it was such that it had a harmful effect on the character or persons of other pupils or;~~

- S ~~Showing how the pupil was willfully disobedient to a Principal or Teacher, and;~~
- S ~~Include in report a recommendation for expulsion or a recommendation for suspension, giving dates of commencement and termination of the suspension.~~

Form of letter referred to above:

RE: _____ (Name of Pupil)

Birthdate: _____

This is to inform you that (state reason in general terms) your child _____ has been suspended from school as of this date. Regulation 38 of the School Act Regulations states that:

~~Where the behavior of a pupil is in open opposition to the authority of a Principal or Teacher, or where it is such that it has a harmful effect on the character or persons of other pupils, or where the pupil is willfully disobedient to a Principal or Teacher, the Principal or Head Teacher shall dismiss the pupil and immediately report such actions, and the reasons therefore to the parents or guardians of the pupil and to the Board, who shall take such action as may be required under the Act.~~

~~If you wish further information or wish to discuss this matter, please contact the Superintendent of Schools.~~

~~Yours truly,~~

~~1(A) Administrative Officers and teachers authorized by an administrative officer or the board (hereafter called authorized teacher) may suspend a student in accordance with the Policy when the Administrative Officer or authorized teacher concludes that:~~

- S ~~A student is willfully disobedient to a teacher or any other employee of the Board carrying out responsibilities approved by the Board.~~
- S ~~The behavior of the student has a harmful effect on the character or persons of other students.~~
- S ~~A student fails to apply himself or herself to his or her studies.~~
- S ~~A student fails to comply with the school code of conduct.~~
- S ~~A student causes willful damage.~~

~~1(B) The maximum duration of a suspension permitted under these regulations shall be five (5) days.~~

~~1(C) The Administrative officer or authorized teacher shall forthwith report the circumstances and duration of the suspension to the superintendent and, by double registered letter, to the parent or guardian of the student and shall, where possible, report the circumstances and duration of the suspension to the parent or guardian in person or by telephone.~~

~~1(D) In cases where the Administrative officer or authorized teacher believes that a suspension should be longer than five (5) days, the matter should be referred to the Student Conduct Committee of the Board.~~

~~1(E) The Administrative officer or authorized teacher shall make provision for assignments being provided to a student at the time of the suspension.~~

~~2(A) — Where a student sixteen (16) years or more fails to apply himself or herself to his or her studies, or fails to comply with the rules and regulations of the school, the administrative officer or authorized teacher shall:~~

- ~~• Give the student warning.~~
- ~~• Record the date of the warning and the reasons therefore~~
- ~~• Inform the parents of the student by letter that the student has been warned.~~
- ~~• Send a copy of the letter to the superintendent.~~
- ~~• Arrange, when practical, for an interview with the parents or guardian of the student at school.~~

~~2(B) — If, within a reasonable period of time after the warning, the student fails to make a reasonable effort to reform, the Administrative Officer or authorized teacher shall consult with the superintendent and may forward a joint recommendation to the Student Conduct Committee of the Board. The student shall remain suspended until a decision on the matter has been reached.~~



BOARD OF EDUCATION
School District No. 60
(Peace River North)

4000 Personnel

4031 Teachers – Sick Leave Credit

Adopted: 1970-11
Revised: 1982-04; 1988-06; 1991-01; 2012-03
Reviewed: 2024-06

Reference:

Policy

The Board of Education for School District #60 (Peace River North) is prepared to award a sick leave credit to a new teacher once ~~she/he has~~ **they have** been hired in keeping with the guidelines included in the attached regulations.

Guidelines/Principles:

REGULATIONS:

1. Each **full-time** teacher shall receive, upon appointment, fifteen (15) days credited from the first year in the district. Should the teacher who has utilized fifteen (15) days leave the employ of the district before the completion of a full year, compensation will be made to the Board. No further sick leave will be granted until the start of the second year in the district, at which time fifteen (15) days will be granted, if required; otherwise sick leave entitlement will be credited at one and one-half (1 1/2) days per month.
2. The Board will provide, upon request, to each teacher, within thirty (30) days of ~~his~~ **them** leaving the employ of the Board, a statement of unused sick leave credits.
3. For teachers on Letters of Permission, sick leave shall be granted on the basis of one and one-half (1 1/2) sick days per month, allowable in advance for the ensuing period of appointment.



BOARD OF EDUCATION
School District No. 60
(Peace River North)

4000 Personnel

4033 Teachers Teaching On-Call (TTOC) – Non-Certified Remuneration

Adopted: 1985-06
Revised: 2007-01; 2012-06
Reviewed: 2024-06

Reference:

Policy:

The Board of Education recognizes the need from time to time to utilize Non-Certified TTOC's when there is no availability of Certified Teachers.

Guidelines/Principles:

Non-Certified teachers **daily rate** will be paid at 85% of the following:

- 1/250 of the lowest step on category four (4) of the current Teachers Salary Grid.

~~NOTE: The above calculations to include vacation allowance and all other statutory holidays and sick leave benefits.~~

Dear Fellow Board Members,

I would like to start by expressing my sincere appreciation for the opportunity to attend the 2024 Canadian School Boards Association (CSBA) conference in Toronto. It was an enriching experience that provided valuable insights, and I am eager to share some of the highlights with you.

Key Highlights from the Conference

1. **Dwayne Matthews' Presentation** One of the standout sessions was led by Dwayne Matthews, an education strategist and futurist. His talk focused on the future of learning and how school boards can effectively prepare for rapid changes in education. His insights into how technology and education intersect were both thought-provoking and actionable.
2. **Artificial Intelligence (AI) in Education** AI was a central theme throughout the conference, with many sessions and speakers dedicated to this topic. It is clear that AI is no longer a futuristic concept but a present reality in education. Discussions ranged from how AI can support personalized learning to its ethical implications in the classroom. One of the main takeaways is that AI is here to stay, and school boards need to consider how we can integrate it responsibly into our policies and classrooms. **ACTION:** I would like to plan a Professional development event for our Board where we all sit down and get taught some AI/ Chat GPT uses etc to use in our everyday worlds.
3. **Retirement and Career Transitions** A particularly interesting presentation featured a graph that showed shifting trends in retirement in Canada. Contrary to traditional patterns of retirement, more people are opting to change careers rather than stop working. The concept of continuous learning and evolving through different roles later in life was inspiring, and it speaks to the broader trend of lifelong learning as well as showcasing how the definition of “success” is ever evolving and how important it is for students to find and excel in their own chosen areas of interest.
4. **Student Panel** The most engaging parts of the conference was a student panel discussion. **ACTION:** I think that we should organize a student panel at our next NIB meeting. We could announce new or existing policies and gather direct feedback from students. It might be insightful to start with the question, "What does a school board trustee do?"—their answers, or the lack thereof, might be quite revealing and help guide future outreach and engagement with our student body.
5. **Ontario's Curriculum: Community-Focused Learning** Given that the conference was held in Ontario, there was considerable discussion about the province's curriculum. I was particularly interested in two elements:
 - o Ontario students must complete **40 hours of community volunteer work** to graduate.
 - o They are also required to take a **civics and government course** as part of their graduation requirements.

Both initiatives aim to instill a sense of community involvement and civic responsibility in students, which aligns with the broader goal of fostering community-minded citizens.

6. **Dr. Robyn** The best speaker, in my opinion, was Dr. Robyn, who delivered an insightful presentation spoke about anxiety, and dumbed down the cortisol overload concept to a point everyone understood and remained interested. Her presentation was for us as trustees and adults wearing many hats and jobs, basically if we don't take care of ourselves, we cant not do the work we are elected to do.

A stand out story she told was when she was speaking with young students once and was asked by a young student, who wanted to become an astronaut, how we could become one, Dr. Robyn responded by saying, well first you must go to science school, then probably a Phd School and then astronaut school, the student replied with “ Oh cool, so only three things!” This story showed that kids need to have hope and dreams and those dreams must take root. Check her out, she is phenomenal speaker <https://drrobyne.ca/> **ACTION:** BCSTA should consider her for their next AGM or academy

7. **Poet Laureate Presentation** One of the more artistic moments was a presentation by the poet laureate, **Randell Adjei**, who performed a moving piece titled "Brokenness." I would love to share this poem with the board.

<https://www.facebook.com/watch/?v=2723387507806748>

Conclusion

Overall, the CSBA conference was a great experience.

Thank you once again for the opportunity to attend this event.

Dear [Recipient's Name],

I am writing to you, on behalf of the board of education, and as the chair of (blank) School District. As we approach the 2024 elections, we wish to highlight three critical areas of advocacy that are pivotal to enhancing the learning and working conditions for children and staff in our community. We respectfully request, that as you enter into the provincial election campaign, you support and prioritize the needs of our public education system. We have determined three priority issues and are looking for your advocacy in these areas:

Recruitment and Retention of Staff

The recruitment and retention of staff remains a fundamental challenge in the (blank) School District. To address this, the (blank) board of education calls for the elimination of barriers to hiring, increased support for northern and rural districts, targeted funding to recruit and retain Indigenous staff and the expansion of teacher training programs. BC's dedicated teachers and support staff are essential in delivering quality education to every learner. A well-supported workforce is vital for learners so they can realize success in their educational journeys.

The challenges faced by rural and remote districts in BC are significant and deserve particular attention. Rural and remote areas experience intensified recruitment pressures, with many districts relying on Letters of Permission (LOP) for staffing. The costs and effort associated with supporting LOP staff are substantial and often unrecognized. Addressing these challenges is crucial for improving educational outcomes for learners in these regions.

Additionally, the scarcity of affordable housing in rural and remote areas exacerbates the difficulties of recruiting and retaining teaching staff. Many potential educators are deterred by the limited housing options, or in some cases the cost, which undermines efforts to establish a stable and committed workforce in these communities. By prioritizing solutions to this housing challenge, we can better support our teachers and, in turn, improve educational outcomes in our most underserved regions.

Furthermore, rural and remote districts call for pre-employment incentives and bursaries. It is essential to continue pre-employment incentives beyond the 2024/25 school year and establish educational bursaries tied to teaching in rural, remote, and isolated districts for a minimum of three years. Data indicates that rural learners' educational outcomes are generally lower than those of their urban counterparts. Increased focus on recruitment and retention strategies, along with support for longer-term retention of staff, is needed to bridge this gap for students in rural and remote communities, while also building stronger

relationships between staff and the classroom, creating a more positive, stable environment for all.

Capital and Deferred Maintenance Funding

Schools are more than mere buildings; they are the environments where future generations embark on their educational journeys. Many of BC's schools are in urgent need of repairs, updates and seismic upgrades. To ensure that our learning environments are safe and reflect the needs of 21st century learning adequate capital and deferred maintenance funding is needed. Furthermore, rural and remote districts face infrastructure challenges, higher construction costs and have limited availability of workers. There is a need for recognition of these challenges and adjustments to project timelines and budgeting for rural and remote districts. We urge you to advocate for the necessary investments to support the infrastructure of BC's schools.

Schools in rural and remote communities often have a duality of purpose by being a place where community events, meetings, clubs and athletics take place. Due to inadequate funding for school building repairs and updates, community use is mitigated. This lack of upgrades significantly downgrades the educational environment and community space contributing to a diminished experience.

Inclusive Education and Student Success

Inclusive education ensures that every learner, irrespective of their background or ability, has the opportunity to succeed. This includes providing opportunities for academic success, social and emotional safety and culturally responsive learning environments. We must push for policies that support inclusive education and ensure that every learner can thrive with tailored support, resources and programs that address diverse needs.

Moreover, rural and remote areas often face significant barriers to experiential and land-based learning due to inadequate access to cost-effective transportation. Ensuring that learners in these regions have reliable transportation is crucial for their participation in and out of school activities. By improving transportation infrastructure, and the availability of drivers, we can ensure that all learners, regardless of their geographic location, have equal opportunities to engage fully in their educational experiences.

Public education is the cornerstone of our democratic society, equipping learners with the knowledge and skills necessary to become informed and engaged citizens. As we approach the 2024 elections, it is imperative that candidates prioritize these essential issues within public education.

(Blank) School District calls for increased advocacy efforts from candidates to understand rural and remote issues, push for change and maintain momentum on these critical issues and urges MLA candidates to actively represent their communities. Together, we can drive meaningful change in our education system and ensure that all learners, regardless of their location, background or ability, have the tools they need to succeed.

Thank you for your attention and support on these vital matters.

Sincerely,

(Insert Name)

Dear [Recipient's Name],

I am writing to you, on behalf of the board of education, and as the chair of (blank) School District. As we approach the 2024 elections, we wish to highlight three critical areas of advocacy that are pivotal to enhancing the learning and working conditions for children and staff in our community. We respectfully request, that as you enter into the provincial election campaign, you support and prioritize the needs of our public education system. We have determined three priority issues and are looking for your advocacy in these areas:

Recruitment and Retention of Staff

The recruitment and retention of staff remains a fundamental challenge in the (blank) School District. To address this, the (blank) board of education calls for the elimination of barriers to hiring, targeted funding to recruit and retain Indigenous staff and the expansion of teacher training programs and increased support for all districts. BC's dedicated teachers and support staff are essential in delivering quality education to every learner. A well-supported workforce is vital for learners so they can realize success in their educational journeys.

Increased focus on recruitment and retention strategies, along with support for longer-term retention of staff, is needed to bridge this gap for learners in our communities.

Capital and Deferred Maintenance Funding

Schools are more than mere buildings; they are the environments where future generations embark on their educational journeys. Many of BC's schools are in urgent need of repairs, updates and seismic upgrades. To ensure that our learning environments are safe and reflect the needs of 21st century learning, adequate capital and deferred maintenance funding is needed. There is a need for recognition of these challenges and adjustments to budgeting for school districts. We urge you to advocate for the necessary investments to support the infrastructure of BC's schools.

Inclusive Education and Student Success

Inclusive education ensures that every learner, irrespective of their background or ability, has the opportunity to succeed. This includes providing opportunities for academic success, social and emotional safety and culturally responsive learning environments. We must push for policies that support inclusive education and ensure that every learner can thrive with tailored support, resources and programs that address diverse needs. For this to happen, districts need additional, targeted funding.

Public education is the cornerstone of our democratic society, equipping learners with the knowledge and skills necessary to become informed and engaged citizens. As we

approach the 2024 elections, it is imperative that candidates prioritize these essential issues within public education.

(Blank) School District calls for increased advocacy efforts from candidates to understand these priority areas, push for change and maintain momentum on these critical issues. (Blank) urges MLA candidates to actively represent their communities and work collaboratively to address these pressing concerns. Together, we can drive meaningful change in our education system and ensure that all learners, regardless of their location, background or ability, have the tools they need to succeed.

Thank you for your attention and support on these vital matters.

Sincerely,

(Insert Name)



September 6, 2024

Ref: 301382

Helen Gilbert, Board Chair
School District No. 60 (Peace River North)
Email: hngilbert@prn.bc.ca

Dear Helen Gilbert:

In 2023, the Ministry of Education and Child Care and the BC School Trustees Association (BCSTA) partnered with a sector advisory committee to co-develop voluntary Provincial Criteria Guidelines for school trustee codes of conduct. The intent of this project was to provide trustees with clarity on their roles and responsibilities respecting conduct, to optimize their ability to deliver educational programs, and to support safe and inclusive schools and workplaces. The Ministry and BCSTA requested that boards work collaboratively to update their codes of conduct in accordance with Guidelines by April 30, 2024.

I am writing to thank you and your board for taking leadership in aligning your Code of Conduct to the Provincial Guidelines and incorporating best practices. Your participation in this initiative supports effective school board governance and allows trustees to focus on serving and meeting the needs of students in the district.

The BCSTA will continue to support school trustees through ongoing education and training opportunities. If you have any questions or concerns, please contact Suzanne Hoffman by email at shoffman@bcsta.org.

Again, I am grateful for your support and your leadership as we work towards continuous improvement in K-12 education and governance.

Sincerely,

Rachna Singh
Minister

cc: Stephen Petrucci, Superintendent, School District No. 60 (Peace River North)



Colette Trudeau
Chief Executive Officer
Métis Nation British Columbia
#380 – 13401 108 Ave, Surrey BC V3T 5T3
ctrudeau@mNBC.ca
604.557.5851 (EXT. 8241)

Monday, July 22, 2024

Helen Gilbert
Board of Education Chairperson
School District no. 60 Peace River North
10112-105 Ave., Fort St. John, BC, V1J 4S4

Taanishi Helen,

Subject: BC's Bill 40 - The School Amendment Act and the new Provincial Ministerial Order on IECs

I am writing you today regarding the Province's Bill 40 - The School Amendment Act, the new Ministerial Order on Indigenous Education Councils (IEC) and their implications for Métis families and students.

As you are aware, Bill 40 mandates the establishment of Indigenous Education Councils (IECs) across all school districts in our province. These councils are intended to influence and engage in decision-making processes that impact Indigenous students' educational experiences in the BC K-12 public system.

The Ministerial Order stipulates that, in establishing an IEC, a board must consider the distinctions and diversity among the Indigenous student population served by the board, ensuring that the composition of the IEC reasonably reflects the Indigenous student population. Several districts across British Columbia have Indigenous student populations that include Métis students, including SD60 Peace River North.

In previous conversations with your Indigenous Education department, we have been advised that you have **450 Métis students**. Our Citizenship Registry and Métis Family Connections program enrolment confirm a Métis student presence.



We recognize that SD60 Peace River North has a long standing and commendable relationship already established with the Fort St. John Métis Society we would like to take this opportunity to connect you to the River of the Peace Métis Society, who represents the interests of Métis learners living in Hudon's Hope. Please reach out to their board at peacrivercc@mNBC.ca. Individuals from these communities are best suited to identify representatives from their respective communities to bring Métis perspectives to the IEC.

In the spirit of friendship and reconciliation, MNBC is committed to walking respectfully alongside Blueberry River First Nations, Doig River First Nation and Halfway River First Nation and the SD60 Peace River North Board of Education for the benefit of all students. MNBC looks forward to connecting on this important matter to determine how we can grow our partnership and best support our children at these newly established IECs.

Should you have any questions or concerns, please do not hesitate to reach out to Sharlene Wedel, Executive Director, Ministry of Education (Early learning | K-12), at swedel@mNBC.ca

Pishshapmishko (Take Care),

A handwritten signature in black ink, appearing to read "Colette Trudeau". The signature is fluid and cursive.

Colette Trudeau
Chief Executive Officer
Métis Nation British Columbia

CC: Stephen Petrucci, Superintendent of Schools, SD60 Peace River North
Angela Telfort, Secretary Treasurer, SD60 Peace River North
Pat Jensen, Principal Indigenous Education, SD60 Peace River North
Alana Copeland, President, Fort St John Métis Society
Valerie Paice, President, River of the Peace Métis Society
Sasha Hobbs, Chief Strategic Officer, MNBC
Sharlene Wedel, Executive Director, Ministry of Education (Early Learning | K-12), MNBC



UNION OF BC INDIAN CHIEFS

OUR LAND IS OUR FUTURE

August 7, 2024

Hon. Rachna Singh
Minister of Education and Child Care
Government of British Columbia
Via Email Only: ECC.Minister@gov.bc.ca

RE: UBCIC Resolution 2024-35 “Implementing a Proper Distinctions-Based Approach in Public Education”

Dear Minister Singh,

We are writing with respect to Union of B.C. Indian Chiefs (UBCIC) Resolution 2024-35 “Implementing a Proper Distinctions-Based Approach in Public Education” which was presented, affirmed, and endorsed unanimously at the UBCIC Chiefs Council on June 11, 2024 (enclosed).

By Resolution 2024-35, the UBCIC Chiefs Council calls on the government of B.C. to work in consultation and cooperation with First Nations and the First Nations Education Steering Committee (FNESC) to implement a proper distinctions-based approach to the delivery of provincial K-12 public education that:

- respects the primacy of First Nations’ title and rights holders within their respective territories in B.C., whose inherent laws, legal orders, systems of governance, and jurisdictions rightfully apply to all who have settled on and are guests within their territories, including the Métis;
- respects First Nations’ own characterization, expression, and exercise of their rights, including rights to education, culture, and language, and does not in any way impose colonial definitions, conceptions, descriptions, explanations, characterizations, assumptions, or parameters on those rights;
- ends the harmful and racist pan-Indigenous approach that does not distinguish between First Nations title and rights holders in B.C. and those Indigenous peoples from outside B.C. who choose to reside here, including the Métis;

Further, the UBCIC Chiefs Council calls on the government of B.C. to commit that, in each school year, a board of education must schedule at least one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that focus both on improving First Nation student outcomes and attendance, and integrating the world views and perspectives of the First Nation(s) whose territory the school is located within, into learning environments.

Finally, the UBCIC Chiefs Council affirms that when a right is asserted by an Indigenous person or group from outside B.C. in the territories of First Nations in BC:

Kamloops Office
209 - 345 Chief Alex Thomas Way
Kamloops, BC, V2H-1H1
Phone: 250-828-9746
Fax: 250-828-0319

Vancouver Office
Suite 401 - 312 Main Street
Vancouver, BC, V6A-2T2
Phone: 604-684-0231 or toll free: 800-793-9701
Fax: 604-684-5726

www.ubcic.bc.ca



UNION OF BC INDIAN CHIEFS

OUR LAND IS OUR FUTURE

- its realization cannot impede or infringe the title, rights, laws, legal orders, systems of governance, or jurisdiction of the First Nation in whose territory it is asserted; and
- its assertion is necessarily contextualized and circumscribed by the fact that the First Nation in whose territory it is asserted has title, rights, laws, legal orders, systems of governance or jurisdiction which apply to guests to that territory.

We look forward to your response.

On behalf of the UNION OF BC INDIAN CHIEFS

Grand Chief Stewart Phillip
President

Chief Don Tom
Vice-President

Chief Marilyn Slett
Secretary-Treasurer

CC: UBCIC Chiefs Council
Ministry of Indigenous Relations and Reconciliation
First Nations Education Steering Committee
BC School Boards
District/Authority Scholarships

Encl: UBCIC Resolution 2024-35

Kamloops Office
209 - 345 Chief Alex Thomas Way
Kamloops, BC, V2H-1H1
Phone: 250-828-9746
Fax: 250-828-0319

Vancouver Office
Suite 401 - 312 Main Street
Vancouver, BC, V6A-2T2
Phone: 604-684-0231 or toll free: 800-793-9701
Fax: 604-684-5726

www.ubcic.bc.ca

OUR LAND IS OUR FUTURE

UNION OF BRITISH COLUMBIA INDIAN CHIEFS

FOUNDING HEAD OFFICE
209 - 345 Chief Alex Thomas Way
Kamloops, B.C. V2H 1H1
Tel: 250-828-9746
Fax: 250-828-0319



VANCOUVER OFFICE
401 - 312 Main Street
Vancouver, B.C. V6A 2T2
Tel: 604-684-0231
Fax: 604-684-5726
1-800-793-9701
Email: ubcic@ubcic.bc.ca
Web: www.ubcic.bc.ca

UNION OF B.C. INDIAN CHIEFS CHIEFS COUNCIL

JUNE 10TH – 11TH, 2024

SHXWHÁ:Y VILLAGE COMMUNITY CULTURAL CENTRE (STÓ:LŌ TERRITORY)

Resolution no. 2024-35

RE: Implementing a Proper Distinctions-Based Approach in Public Education

WHEREAS First Nations in what is now known as British Columbia (B.C.) are the proper title and rights holders within our respective territories, with inherent, constitutional, and human rights, and with inherent laws, legal systems, systems of governance and jurisdictions which First Nations have applied and exercised throughout the entirety of our territories prior to contact, and which continue to exist and be applied and exercised throughout our territories today;

WHEREAS not all rights are uniform or the same among or between all Indigenous peoples and the extent to which they can be validly exercised depends on the context. A proper distinctions-based approach requires that the Crown governments' relationship and engagement with First Nations, Métis and Inuit individuals and organizations in B.C. must include different approaches or actions and result in different outcomes;

WHEREAS as a matter of self-determination, First Nations determine the expression and exercise of their rights, including rights to education, culture, and language;

WHEREAS First Nations' inherent laws, legal systems, systems of governance, and jurisdictions rightfully apply to all who have settled on and are guests within our territories in B.C., including Métis individuals and Métis organizations, and other Indigenous people from outside B.C. who choose to reside here;

WHEREAS the Métis Nation is an "aboriginal people of Canada" within the meaning of section 35 of the *Constitution Act, 1982* and an "indigenous people" within the meaning of the *United Nations Declaration on the Rights of Indigenous Peoples*; however, the Métis Nation is not Indigenous to B.C. and Métis individuals are visitors to and settlers on the lands of First Nations in B.C.;

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

Article 5: Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining the right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Article 14(1): Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

(2): Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

(3): States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 19: States shall consult and cooperate in good faith with the Indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them;

WHEREAS the UBCIC Chiefs Council passed Resolution 2023-39 rejecting and denouncing Métis colonialism in British Columbia and the Crown’s past and ongoing facilitation of it along with Resolution 2024-07 rejecting the prioritization of Michif language classes in B.C.;

WHEREAS the government of B.C.’s Distinctions-Based Approach Primer (December 2023) affirms that the government of B.C.’s work with the Métis must occur in a manner which recognizes and respects the inherent, human, and constitutional rights of First Nations and upholds the laws, legal systems, and systems of government of First Nations;

WHEREAS when a right is asserted by an Indigenous person or group in the territory of another Indigenous Nation, its realization cannot impede or infringe the rights of that Nation and, further, the assertion of that right is contextualized and circumscribed by the fact that its exercise is being attempted in the territory of another Nation which holds title, rights, laws, legal orders, systems of governance, and jurisdiction;

WHEREAS as observed by the United Nations Expert Mechanism on the Rights of Indigenous Peoples, the right of Indigenous peoples to traditional education may be closely, and in some instances inseparably, associated with the use of their traditional lands, territories, and resources, and States must give legal recognition and protection to such lands, territories, and resources with due respect for Indigenous peoples’ customs, customary law, and traditions¹;

WHEREAS provincial education policies must be transformed to apply a proper distinctions-based approach, to ensure that public education in B.C. is delivered in a manner that respects the primacy of local First Nations in whose territory(ies) boards of education operate schools, and to end harmful and racist pan-Indigenous approaches that do not distinguish between First Nation title and rights holders and those Indigenous individuals or groups from outside B.C. who choose to reside here;

WHEREAS so-called “Métis Education Agreements” between boards of education and Métis organizations are being entered into or contemplated in some school districts; however, they are contrary to the recent *School Act* amendments (Bill 40) and have been objected to by local First Nations in whose territories those boards of education operate;

WHEREAS the recent *School Act* (B.C.) amendments were intended to begin systemic shifts that include implementing a proper distinctions-based approach in provincial public K-12 education;

¹ (United Nations General Assembly, August 31, 2009. “Study on lessons learned and challenges to achieve the implantation on the right of Indigenous peoples to education.” Human Rights Council, A/HRC/12/33)

WHEREAS a proper distinctions-based approach must be applied to the delivery of public education in First Nations' territories, including issues such as language, teacher standards, and the operation of Indigenous education councils, and proactive measures are needed to ensure proper training for teachers to understand and respect the world views and perspectives of First Nations in B.C.;

WHEREAS the government of B.C. committed in the 2022 Declaration Act Action Plan to a number of actions in relation to education including, the operation of Indigenous education councils, developing mechanisms to enable boards to better support Indigenous students, revitalization of languages, full course offerings in First Nation languages, and development of a K-12 First Nations Language policy (4.3, 4.4, 4.29, 4.31 and 4.32); and

WHEREAS all actions in the Declaration Act Action Plan must be implemented consistent with a proper distinctions-based approach.

THEREFORE BE IT RESOLVED the UBCIC Chiefs Council calls on the government of B.C. to work in consultation and cooperation with First Nations and the First Nations Education Steering Committee (FNESC) to implement a proper distinctions-based approach to the delivery of provincial K-12 public education that:

- respects the primacy of First Nations' title and rights holders within their respective territories in B.C., whose inherent laws, legal orders, systems of governance, and jurisdictions rightfully apply to all who have settled on and are guests within their territories, including the Métis;
- respects First Nations' own characterization, expression, and exercise of their rights, including rights to education, culture, and language, and does not in any way impose colonial definitions, conceptions, descriptions, explanations, characterizations, assumptions, or parameters on those rights;
- ends the harmful and racist pan-Indigenous approach that does not distinguish between First Nations title and rights holders in B.C. and those Indigenous peoples from outside B.C. who choose to reside here, including the Métis;

THEREFORE BE IT FURTHER RESOLVED the UBCIC Chiefs Council calls on the government of B.C. to commit that, in each school year, a board of education must schedule at least one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that focus both on improving First Nation student outcomes and attendance, and integrating the world views and perspectives of the First Nation(s) whose territory the school is located within, into learning environments; and

THEREFORE BE IT FINALLY RESOLVED the UBCIC Chiefs Council affirms that when a right is asserted by an Indigenous person or group from outside B.C. in the territories of First Nations in BC:

- its realization cannot impede or infringe the title, rights, laws, legal orders, systems of governance, or jurisdiction of the First Nation in whose territory it is asserted; and
- its assertion is necessarily contextualized and circumscribed by the fact that the First Nation in whose territory it is asserted has title, rights, laws, legal orders, systems of governance or jurisdiction which apply to guests to that territory.

Moved: Chief Don Tom, Tsartlip First Nation
Seconded: Kukpi Lee Spahan, Coldwater Indian Band
Disposition: Carried
Date: June 11, 2024



British Columbia
School Trustees
Association

July 4, 2024

Dear board chairs,

Subject: 2024-2025 BCSTA Membership Fees

On behalf of the board of directors, thank you for renewing your board of education's membership in the British Columbia School Trustees Association for the upcoming school year.

The budget for 2024/2025 includes a minimal membership fee increase tied to a February 2017 Provincial Council resolution, which declared that membership fees be increased annually by the amount of the most recent five-year average of the Vancouver Consumer Price Index as of January 1 of each year.

The resolution also stated that annual membership fee increases "be supported by any unbudgeted member equity surplus arising in the fiscal year preceding the adoption of BCSTA's annual budget." Since the 2022/2023 fiscal year ended with a surplus, the 2024/2025 inflationary increase will be fully funded. Other adjustments to individual board membership fees for 2024/2025 result from fluctuations in full-time equivalent student counts.

We are committed to keeping the financial challenges boards of education may face this coming year in mind. Members will also have opportunities to provide input on BCSTA's budget and fee structure throughout the year.

Your ongoing support is appreciated as we focus on increasing membership value and supporting B.C.'s boards of education in their work of putting students first.

Please contact me should you or your board have questions regarding the association's fees and services.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is fluid and cursive.

Carolyn Broady

President

British Columbia School Trustees Association

CC: Secretary-Treasurers
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)
Board of Trustees Meetings 2024-2025

DATE	MEETINGS	START TIME
August 26 (<i>Tentative</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
September 23	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
October 7 (<i>Upper Halfway School</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
October 21	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
November 4 (<i>Duncan Cran School</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
November 18	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
December 2 (<i>Charlie Lake School</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
December 16	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
Christmas Vacation: December 23, 2024 – January 3, 2025; Schools re-open January 6, 2025		
January 13 (<i>Board Office</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
January 20	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
February 3 (<i>Upper Pine School</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
February 18 (<i>Tues</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
March 3 (<i>Energetic Learning Campus</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
March 10	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
Spring Vacation: March 17 – March 28, 2025; Schools re-open March 31, 2025		
April 7 (<i>North Peace Secondary</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
April 14	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
May 5 (<i>Key Learning Center</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
May 20 (<i>Tues</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
June 2 (<i>Prespatou School</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	1:00 p.m. 2:30 p.m.
June 16	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.

Location: If not indicated above, meetings will be held at the District School Board Office
Committee of the Whole Meetings: held the first Monday of each month, with the above noted exceptions, because of statutory holidays and holiday breaks (please note locations indicated above)
Regular Board Meetings: held the third Monday of each month, with the above noted exceptions because of statutory holidays and holiday breaks. All Regular Board Meetings will be held at School Board Office.

Presentation to:
Northeast Roundtable

by:

Ministry of Indigenous Relations and Reconciliation



Northeast Land Transfers

June 5, 2024

Land Transfer Context

Selected from Crown lands

Treaty Land Entitlement

(Historic Treaty Settlement)

Canada, BC and First Nation

- TLE Settlement and Lands Agreements (Signed Feb. 2023)
- Making up for land owed over 100 years under Treaty 8 (*missed at the time of Treaty*)
- Land transfers to Canada and in fee simple
- First Nations
 - West Moberly & Halfway River
 - Blueberry River & Doig River
 - Saulneau First Nations

Site C Tripartite Land Agreements

(Accommodation for project impacts)

BC Hydro, BC and First Nation

- Lands to *accommodate for adverse impacts of the Site C project* to Treaty 8 rights.
- Land transfers in fee simple (as private land);
 - First Nations may apply to have some lands added to existing reserve land.
- First Nations (*with signed agreements*)
 - Halfway River, McLeod Lake, Saulneau
 - Doig River, Prophet River, West Moberly

TLE Context - Background

- Fundamental change in the engagement and dialogue in the Northeast
 - Settles an outstanding claim with Canada and the Province
 - Tangibly demonstrates the Province's commitment to reconciliation
 - Provides substantive land to Treaty 8 First Nations for many reasons (e.g., economic, cultural, spiritual)
 - Is the first expansion of Treaty 8 reserves in decades

TLE Context - Background

TLE Shortfall Land

A historic land debt

- Owed since the treaty was signed
- Land will be transferred directly to Canada (*to create Indian Reserve*)

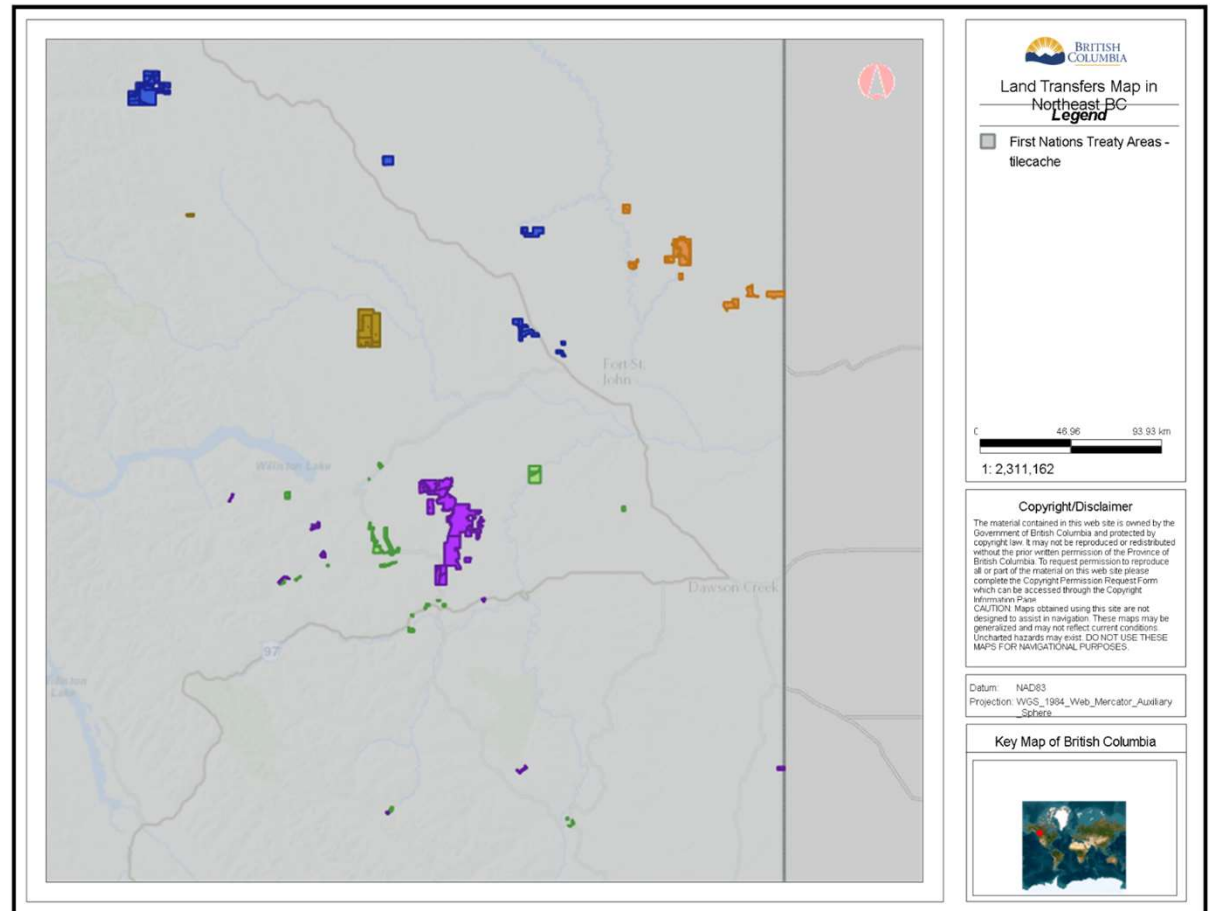
TLE Additional Land

For reconciliation

- Land will be purchased by the First Nations
- 2 Categories of Additional Lands:
- Fee Simple
 - Transfer to Canada as Indian Reserve (*ATR*)

*ATR = Addition to Reserve (Federal process to add land as Indian Reserve)

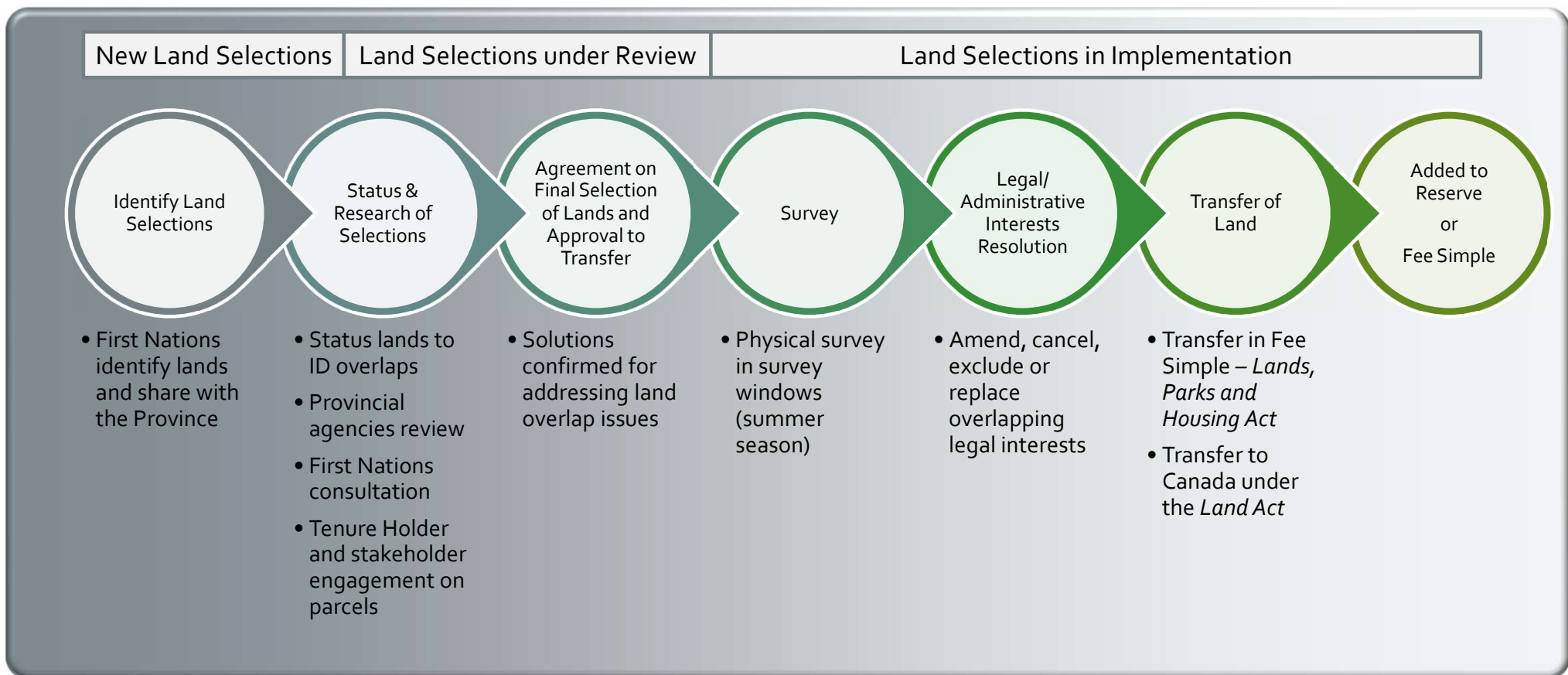
TLE Land Transfers Overview



Engagement to Date

- Engaged and presented parcels from 2017 – 2021
- Consistent updates at Northeast Roundtable meetings and update to PRRD in July 2023
- Opportunities to share comments, concerns, potential impacts
 - In writing (comment forms, email, letters)
 - Local government
 - Northeast Roundtable
 - Focused meetings with interest groups
 - Open Houses
- Shared the What We Heard Report as part of closing engagement on parcels
- Shared stakeholder comments with decision makers

Land Transfer Process



Land Transfers Status

First Nation	Signed Agreement	Process Stage
BRFN	TLE	Implementation
DRFN	TLE	Implementation
	Site C TLA	Land selections to be identified
HRFN	TLE Site C TLA	Implementation
WMFN	TLE	Implementation Land selections to be identified (remaining unselected portion of quantum) Transferred: (1 Parcel - Summit Lake 5 fee simple parcel)
	Site C TLA	Land selections to be identified
SFN	TLE Site C TLA	Finalizing provincial parcel review and stakeholder engagement
PRFN	Site C TLA	Land selection discussions underway
MLIB	Site C TLA	Land selection discussions underway

Note: the lengthy land transfer process means that parcels are sequenced and will transfer at different times.

Current Implementation Priorities

(parcels surveyed or survey instructions issued this season)

Blueberry River

- Charlie Lake 1 & 2 TLE (Shortfall)
- Dancing Grounds TLE (Shortfall)

Doig River

- KTP 1 TLE (Shortfall)
- KTP 2, 3, Broomfield TLE (Shortfall)
- Mygosh West TLE (Shortfall)
- Doig South, Mygosh East, Doig East South TLE (Fee Simple Additional)

Halfway River

- Tsaa Nuna 3 TLE (Shortfall)
- Tsaa Nuna 3 TLA (fee simple)

West Moberly

- Summit Lake 1 TLE (Fee Simple Additional)
- Moberly Lake South Shore TLE (ATR Additional)
- Moberly Lake North Shore TLE (ATR Additional)
- Hudson's Hope South (formerly School) ATR (TLE Additional)
- Moberly Lake Golf Course TLE (Fee Simple Additional)

Transfer Priorities – Anticipate transfer in 2024

Blueberry River

- Charlie Lake 1 & 2 TLE (Shortfall)
-

Halfway River

- Tsaa Nuna 3 TLE (Shortfall)
 - Tsaa Nuna 3 TLA (fee simple)
-

West Moberly

- Summit Lake 1 TLE (Fee Simple Additional)
 - Moberly Lake South Shore TLE (ATR Additional)
-

Future Engagement (Pending)

Blueberry River First Nations

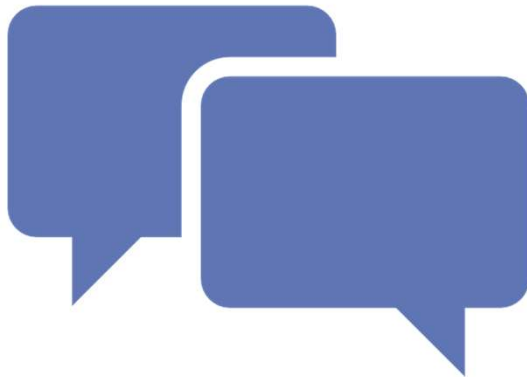
- Halfway River Trail (engagement is coming)

West Moberly TLE Outstanding Lands

- Parcel additions (additions to existing parcels)
- New parcels (pending internal review)

Ongoing updates to parcels in implementation

Future Engagement



We are committed to ongoing engagement which includes to listen, capture, and consider comments and concerns:

- Engage
- Document
- Address
- Share Outcomes



Questions?

North East Round Table Report June 5th-Cameron Lake

Cameron Lake is a parcel where there are overlapping interests. The overlapping interests must be resolved before transfer. For a transfer to occur all overlapping issues need to be dealt with. Transfers will not all be done at the same time.

All are in the implementation stage of transfer. See Land Transfer Process Slide in attached presentation

Note Implementation Priority Slides. West Moberly has not identified Cameron Lake as a priority at this time.

Next North East Roundtable Meeting is Dec. 11.



City of Fort St. John Youth Advisory Council Terms of Reference

Background

The Youth Advisory Council (YAC) of Fort St. John was developed in 2010 as a potential solution toward antisocial behavior in our community, to get a better sense of what Fort St. John's youth would like to see in Fort St. John, and to act as a liaison between the youth of the community and City Council.

Vision

It is the vision of the committee to provide a link between the youth of Fort St. John and City Council.

Mission

The Fort St. John Youth Advisory Council will enhance the quality of life of youth by providing information, resources, and leadership to both their peers and City Council, while creating positive alternative activities for young people to participate in.

Purpose:

- To keep City Council informed of important matters affecting youth
- To act as an advocate for youth and actively seek input from youth on important community issues
- To provide leadership experience for youth
- To help enhance the image of youth in Fort St. John

Membership

The YAC will be comprised of youth between 12-18 years of age. The YAC encourages that there be three representatives from each of the local high school and two middle schools. Members will be selected for a one-year term which may be renewed.

Executive membership will include three positions: Chair, Vice Chair and Secretary, elected by the appointed members annually.

A Community Services Liaison and appointed member of City Council shall be non-voting liaisons to the Council on behalf of the City of Fort St. John.

Responsibility of the YAC Chair

1. To chair all meetings of the YAC
2. To prepare agendas for the meetings with the assistance from City's Community Services liaison
3. To delegate tasks to individual committee members
4. To make presentations on behalf of the YAC to City Council when requested
5. To represent the YAC at other community functions

Responsibility of the YAC Vice-Chair

1. Assume all responsibilities for the Committee Chair in his/her absence
2. Oversee all work of the Committee and create a positive line of communication with the members.

Responsibility of the YAC Secretary

1. Take minutes for all YAC meetings
2. To ensure that meeting summaries are clear and concise
3. All motions must be recorded
4. Provide the City's Community Services liaison a copy of all meeting minutes prior to the next meeting of the YAC.

Responsibility of Members

1. To attend regularly scheduled meetings
2. To assist at all special events the YAC participates in during the course of the year
3. Actively participate at meeting, offering feedback, opinions, and creative thought.

Procedures and Protocol

Meeting of the Youth Advisory Council will normally be held the first and third Tuesday of each month at 4:30pm, or at the call of the chair.

Meetings will generally be held at City Hall unless otherwise noted.

Based on the vision and purpose, the committee will create its priorities at the beginning of each school year and develop a plan in which to focus on.

All meetings shall be open to the public.

Report of Aug 20th Youth Advisory Table Planning Committee

I was invited to attend this meeting on behalf of School District. The City of Fort St John has had a Youth Advisory Committee for a number of years. They have organized a Youth Conference. The Youth that were involved with the Committee have graduated and moved on. Attendance at the conference has been going down.

The original terms of reference for the Youth Advisory Committee are attached. At the meeting the vision I heard developing was not aligned with the terms of reference. The goal that was discussed was that of Civic Engagement and the development of Municipal Literacy. A key message was that Municipal Government is everyone. If the long-term goal is civic engagement was the right age group being targeted. Where does civic engagement and Municipal Literacy fall within the school Social Studies curriculum?

I made the point that there are other youth groups within the community that do have civic engagement and giving back to the community as part of their program. (4H, Scouts, Guides etc)

At the meeting I did do some clarification of the role of a trustee and stressed the importance of going through the principal if you were wanting school involvement of any kind.

Information from the meeting was being taken back to City Council was that 24/25 be a rebuild year with the roll out of something different the following year. There is a possibility that the Terms of Reference will be updated. Youth voice will be brought to City council through other means in 24/25 year.

Given our meeting schedule and the timing of the invitation I attended on behalf of the board. I indicated that future trustee involvement would be based on the will of the board and that I would be bringing this back to our September meeting.

Action: Determine the will of the board regarding continued involvement.

Submission Summary

Submission Summary:	Minor 2025/2026 2024-09-30 MAIN - K12
Submission Type:	Capital Plan
School District:	Peace River North (SD60)
Open Date:	2024-04-08
Close Date:	2024-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
SEP	\$1,380,000
BUS	\$1,090,260
PEP	\$195,000
CNCP	\$300,000
Total	\$2,965,260

BUS					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	167996	Transportation	Replacement	Unit A4602 - VIN 1 BAKGCPAXFF309723 is a 2015 Thomas Class C (76), it has not met it's year requirement for an automatic replacement but currently has 394,439 kms on it and has been in and out of our shop on a consistent basis. It has a damaged rub rail which has to be replaced. The cost for a new rail is quoted at \$1,699.99 with a delivery charge of \$6,626 with a total of \$9,325.00 because it is coming from the States. This bus has had a tough life on our roads and is worn out.	\$183,983
2	167997	Transportation	Replacement	A 1602 - VIN 4UZABRDTXCCBB4463 is a 2012 Thomas Class C (60) that currently has 290,005 kms on it. It operates an hour and a half each way out of it's home base of Fort St. John and costs considerable money to have it towed. It is not holding coolant pressure - had to reseal rear structure flywheel - leaking between the air compressor and the gear housing - pressure relief valve installed on expansion tank. Turbo acting up and had to be replaced. This bus has a dusted engine and is continually throwing codes.	\$178,993
3	167998	Transportation	Replacement	A2602 - VIN 4UZABRDT3DCFB4964 is a 2013 Thomas Class C (70) that has 362,922kms on it as of Sept 19, 2024. The bus has a history of throwing codes and placing the bus in derate mode which results in towing the bus an hour into Fort St John. The underbody cabinet walls and floor are rotting out and needs body work.	\$184,649
4	167990	Transportation	Replacement	A3603 - VIN 4UZABRDT7ECFM2739 is a 2014 Thomas Class C (54) that currently has 371,970 km on it. This bus operates an hour and a half each way out of its home base of Fort St Jon. The rural roads are horribly potholed and the bus is falling apart. Fenders and mud flaps break and fall off all of the time. We have had to do major suspension work on this bus.	\$178,993
5	167994	Transportation	Replacement	Unit A3605 -VIN 4UZABRDT5SECFM2741 is a 2014 Thomas Class C (52) which has 359909 kms on it at the time of this request. This bus is operating out of a rural community and is suffering from the road conditions. LI-joints, springs, fenders, mudflaps and rear door shield are always being damaged. The wiring is corroded and causing electrical issues on a constant basis.	\$178,993
6	167995	Transportation	Replacement	Unit A4604 -VIN 1 BAKFCPA5FF309728 is a 2015 Bluebird (70) with 364,250 kms on it. While we do not show a lot of invoices for this unit, it is continually in the shop taking up space and time causing repairs on other buses to fall behind. It throws codes on a regular basis.	\$184,649

Submission Summary

					Submission Category Total:	\$1,090,260
CNCP						
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested	
1	168002	Duncan Cran Elementary	HVAC (CNCP)	If this project is supported under CNCP, it would reduce the funding required under the SEP ask. HVAC system has four boilers and only two are running. There are no longer parts available for this system and the District used the parts from the two boilers no longer working to repairs the two that are up and running. We are doing what we can with airflow to get them up to capacity. Installation to replace boilders over 40 years old with new higher efficient boilers.	\$300,000	
					Submission Category Total:	\$300,000
PEP						
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested	
1	167978	Clearview Elem-Jr Secondary	Replacement (PEP)	The playground is a wood structure that has a base of gravel and rock. It is not an accessible structure.	\$195,000	
					Submission Category Total:	\$195,000
SEP						
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested	
1	167974	Duncan Cran Elementary	HVAC (SEP)	HVAC system has four boilers and only two are running. There are no longer parts available for this system and the District used the parts from the two boilers no longer working to repairs the two that are up and running. We are doing what we can with airflow to get them up to capacity. Installation to replace boilders over 40 years old with new higher efficient boilers.	\$585,000	
2	167970	Upper Halfway Elem-Jr Sec	Roofing (SEP)	We had a roof review done in 2020, and it was recommended that this roof be replaced in 2021. We have been noticing some leaks and repairs needing to be done in recent years.	\$240,000	
3	167987	C M Finch Elementary	Exterior Wall Systems (SEP)	All existing walls will be insulated with 2" Rockwood cavity rock insulation and Z girt system on exterior brick walls. We will install 26 gauge 7/8" corrugated cladding on all walls and the installation of aluminum soffit with all trim and flashings. Fascia and Main building cladding profile to be determined. All existing bay windows will be removed and framed flush with the building face. All windows to be replaced with tripane metal clad vinyl units. Existing store front and steel doors to remain and will be painted.	\$270,000	
4	167973	Ecole Central Elem School Of The Arts	Roofing (SEP)	We had a roof review done in 2020, and it was recommended that this roof be replaced in 2021. We have been noticing some leaks and repairs needing to be done in recent years.	\$285,000	
					Submission Category Total:	\$1,380,000



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 Capital Plan (Minor Capital Programs) for 2025/26, as provided on the Capital Plan Summary for 2025/26 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 Capital Plan (Minor Capital Programs) for 2025/26 adopted by the Board of Education, on this the 23rd day of September 2024.

Angela Telford, Secretary-Treasurer

Submission Summary

Submission Summary:	Minor 2025/2026 2024-10-01 FIP
Submission Type:	Capital Plan
School District:	Peace River North (SD60)
Open Date:	2024-04-08
Close Date:	2024-10-01
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
SEP	\$100,000
Total	\$100,000

SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	167982	Robert Ogilvie Elementary	Food Infrastructure (SEP)	The school is feeding the majority of the students that they serve. It is a very high needs school and the current infrastructure does not allow for the resources to feed the students. Currently we have fridges in other rooms and hallway that the school is accessing to keep the students fed. We are looking at new millwork, electrical, plumbing and ventilation upgrades.	\$100,000
Submission Category Total:					\$100,000