

# School District No. 59 (Peace River South) REGULAR BOARD MEETING

---

**DATE:** December 12, 2012 1:00 PM  
**PLACE:** Board Office – Dawson Creek

## **APPROVAL OF AGENDA**

## **OPENING PRAYER**

## **ELECTION OF CHAIR AND VICE CHAIR (Declaration of Conflict of Interest)**

- 1. ITEMS FOR ADOPTION**
  - R1.1 – Regular Board Meeting Minutes – November 21, 2012
  - R1.2 – Excerpts from Closed Meeting – November 21, 2012
  
- 2. BUSINESS ARISING**
  
- 3. PRESENTATIONS**
  - R3.1 – School Academies – P. Chisholm & DCSS Students
  - R3.2 – Student Attendance – P. Chisholm
  
- 4. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**
  - R4.1 – School/Student News
  - R4.2 – Superintendent Report
  - R4.3 – Enrolment Audit
  - R4.4 – Admin Announcements
  
- 5. REPORTS FROM THE SECRETARY-TREASURER**
  - R5.1 – Finance Reports
  - R5.2 – District Logo
  - R5.3 – Transportation Funding Update
  - R5.4 – Bus Bylaw (No. 116643)
  
- 6. COMMITTEE REPORTS**
  - C6.1 Policy Committee
    - C6.1.1 – Regulation 4660 – Retention and Destruction of Records
  
- 7. DIARY**
  
- 8. NOTICE OF MOTION**
  
- 9. TRUSTEE ITEMS**
  - R9.1 – Trustee Representatives
  - R9.2 - BCSTA Update - S. Berringer
  - R9.3 – Public Use of Gwillim Lake – R. Powell
  
- 10. QUESTION PERIOD**
  
- 11. FUTURE BUSINESS**
  - R11.1 – Regular Meeting – January 30, 2013 – Dawson Creek

**SCHOOL DISTRICT 59 (PEACE RIVER SOUTH)**  
OFFICE OF THE  
SECRETARY-TREASURER

11600 – 7<sup>th</sup> STREET  
DAWSON CREEK, B.C.

**MINUTES OF THE  
REGULAR BOARD MEETING  
OF THE  
BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59**

DATE & TIME: November 21, 2012 - 1:00 PM

PLACE: Board Office – Dawson Creek

PRESENT: Trustees:  
R. Powell – Chair  
T. Ziemer – Vice-Chair - absent  
S. Berringer  
S. Kampen  
J. Clavier - absent  
W. Ezeard  
A. Prescott

G. Slykhuis, Secretary-Treasurer  
K. Sawchuk, Superintendent  
R. Dennis, Assistant Superintendent  
R. Schwartz, Recording Secretary

Guests: Lorraine Mackay, PRSTA  
Lindsey Mitchell, Shalom  
Darcy Dober, Shalom  
Theresa Zakordonski, Shalom

Media: Kirby Cohler, CJDC  
Jill Earl, Northeast News

APPROVAL OF AGENDA

Additions: R4.5 LIF Update

Deletions:

(2012-11-006)

MOVED/SECONDED – Ezeard/Kampen

THAT, the Regular Meeting agenda be approved as amended.

CARRIED UNANIMOUSLY

OPENING PRAYER

The Secretary-Treasurer led an opening prayer.

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – October 17, 2012

(2012-11-007)

MOVED/SECONDED – Berringer/Prescott

THAT, the minutes of the Regular Meeting of October 17, 2012 be adopted as printed.

CARRIED UNANIMOUSLY

R1.2 Excerpts from Closed Meeting – October 17, 2012

(2012-11-008)

MOVED/SECONDED – Kampen/Berringer

THAT, the excerpts from the Closed Meeting of October 17, 2012 be adopted as printed.

CARRIED UNANIMOUSLY

2.0 BUSINESS ARISING

3.0 PRESENTATIONS

R3.1 Public Use of Gwillim Lake - D. Dober (Shalom Retreats)

Mr. Darcy Dober made a presentation to the board to advocate for public use of the Outdoor Education Centre at Gwillim Lake. Mr. Dober books the site every year to hold a retreat. Mr. Dober and several other individuals spoke about the setting and facilities at Gwillim Lake which provide the perfect atmosphere to hold such a retreat.

The group ended the presentation by saying we are fortunate to have such a place in a small community and it is a big loss to the user groups and individuals.

The board will review the comments made by the group at a later date.

R3.2 International Program Update – B. Booker

Mr. Booker presented the board an overview of his recent trip to China. The 19 day excursion was focused on recruiting international students to study in the district. The days were filled with promoting our International Education Program, the school district, and the Peace River area as a prominent place to study in Canada.

Mr. Booker worked closely with several agents to promote our International Program. There is interest to partner with a language school in Beijing. The language school is often a stepping stone for students that want to learn or improve their English before they travel abroad to an international program. Mr. Booker met agents and conducted agent training seminars to promote the school district and community. Mr. Booker would like to concentrate on creating partnerships with agents from the secondary cities which haven't been tapped in to by the larger districts.

Mr. Booker has been corresponding with the parents of one child that was eager to come to the Peace River area to study. The student has been accepted into the international program and the district is awaiting payment of tuition and completion of the visa study process. The student will be enrolled in the second semester of Grade 8, beginning February 4<sup>th</sup>, 2013. The International Program is currently seeking a homestay family to host the student for the initial 5 months.

Mr. Booker also gave a brief update on the other activities he has been involved in:

Outdoor Education:

- Worked with 14 classes (240 students) ranging from Kindergarten to Grade 10.

- Held a professional development workshop at Gwillim Lake with intervention workers. The workshop focused on character building strategies; including, leadership, cooperation and trust.
- Mr. Booker will continue to promote use of outdoor spaces for learning environments. Encourage teachers to go outside.

Conservation:

- Continuing to educate on why to preserve our natural resources.
- Working with student leaders to become BC Hydro Energy Ambassadors.
- Held a 2 day energy workshops with grades 4-7 at Tremblay Elementary.

#### 4.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

##### R4.1 School/Student News

The Superintendent highlighted the latest school and student news:

- DCSS student Jacob Graham, fastest speed skater in the world for 500 and 1000 meter
- CSS girls volleyball won a spot in the provincial play down
- Grade 1 students at Little Prairie raised \$681 for a Read to Feed empathy project.
- 14 students still annually participate in Remembrance Day activities which stems from an international school trip they attended several years ago.

##### R4.2 – ERASE Update

Candy Clouthier, Director of Instruction, presented information on the new bullying program, (Expect Respect And a Safe Education - ERASE), that is being implemented throughout the district. All elementary school principals have completed provincial training in the management of bullying, and all secondary school principals and vice-principals have completed the Threat and Risk Assessment Training that will help them to identify the students that may be on track to harming others or themselves. Additional training will extend over a five year period to train all professional staff.

As part of the ERASE Bullying initiative there is a new website ([reportbullyingbc.ca](http://reportbullyingbc.ca)) which can be used as an online reporting tool for students. The website allows students to report incidents of personal bullying, potential fights, or violence. Reporting is anonymous and will be routed directly to the principal of the school the student attends.

##### R4.3 – Student Attendance

The board has been concerned for some time of the increasing number of students they see out and about in public during school time.

Paul Chisholm, principal of Dawson Creek Secondary reported on their attendance statistics:

##### NUMBER OF STUDENTS WITH 20 OR MORE MISSED DAYS

Grade 12 - 16  
Grade 11 - 19  
Grade 10 - 10  
Grade 9 - 2  
Grade 8 - 4

##### NUMBER OF STUDENTS WITH 10 OR MORE MISSED DAYS

Grade 12 - 61  
Grade 11 - 65  
Grade 10 - 43

Grade 9 - 18

Grade 8 - 11

Number of DCSS Students with Less Than 5 missed days

Grade 12 - 114

Grade 11 - 111

Grade 10 - 112

Grade 9 - 124

Grade 8 - 140

Mr. Chisholm wants to review the attendance data for specific students that have signed up for academy programs to compare their attendance of previous years to the current year to determine if the academies are engaging the student in something they are interested in makes a difference in their attendance.

Intervention workers and the Aboriginal Education team work closely with students that have poor attendance records.

Within the school, they are collaboratively reviewing attendance data and looking at past and current attendance statistics to identify trends. The staff as a whole would like improve attendance and work on creating a positive culture in the school.

Chris Mason, Principal of Chetwynd Secondary School reported that several years ago CSS developed a database to track student attendance and identify those students that may be at risk of dropping out of school. Once at risk students were identified, early interventions included: grade coaching, planning meetings, connection with mentor teacher (including Aboriginal mentor support), and interagency meetings to develop appropriate program modifications to support students.

If students continue to report a high number of absentees they will be referred to the REACH team. The goal of the REACH program is to bring all stakeholders together in a positive environment to discuss the issues getting in the way of the student's success using the following philosophies:

**R**=build and strengthen **Relationships** with our students and community as a whole

**E**=striving to achieve **Excellence** in what we do

**A**=foster **Attitudes of positivity** and move away from deficit thinking

**C**=create a culture of **Caring** within our school for each other and what we can achieve

**H**=support a **Healthy** community

*The board identified the following questions to be reported back at the next meeting:*

Are you tracking truancy versus excused absences?

Are teachers reporting absenteeism accurately?

Are you able to identify chronic/long term absenteeism? (ie: illness, away for treatments)

Any indication of what classes students are missing?

Are the academies drawing in the students?

Identify some of the reasons why students are not attending?

Why are students in public during school hours?

What is the purpose of the X block? Absenteeism in X block?

Kids don't care if they miss, there is no consequence.

What do you do when the student is so disengaged to bring them back?

How can we meet the student needs to engage them?

Non-attenders are often in the school or on the property so how do you engage them in the class?

R4.4 – Field Trips

R4.4.1 – Hawaii Update

Mrs. Rivard informed the board that the DCSS South Peace boys and girls basketball teams have cancelled their trip to Hawaii due to several of the students being unable to attend.

R4.4.2 – London Request

Caron Jones submitted a request for an international field trip to London in June of 2013.

(2012-11-010)

MOVED/SECONDED – Ezeard/Berringer

THAT, the Board approve in principle, the DCSS international field trip request to London in June of 2013.

CARRIED UNANIMOUSLY

R4.5 LIF Update

The Superintendent reported that most of the positions funded by the LIF funds have been filled; there are additional funds to post for a .4 numeracy support teacher for Dawson Creek Elementary schools.

(2012-11-011)

MOVED/SECONDED – Prescott/Kampen

THAT, the Superintendent reports on School/Student News, ERASE Update, and Student Attendance are received for information.

CARRIED UNANIMOUSLY

5.0 REPORTS FROM THE SECRETARY-TREASURER

R5.1 1530 Form

The Secretary-Treasurer reviewed the 1530 Form which shows FTE employees by program.

R5.2 Staff FTE Ratios

The Secretary-Treasurer reported on the student to staff ratios dating back to 1997. In most of the cases the student to educator/staff ratio has held steady or improved over the past 15 years.

R5.3 Statement of Financial Information Report

The SOFI, (Statement of Financial Information), report for 2012 was presented. This report is required by all public institutions. The report include reports on employees over \$75,000 (wages & benefits), vendors over \$25,000, and trustee income and expenses.

R5.4 Bus Fact Sheet

The Secretary Treasurer provided details of bus service in Dawson Creek and Chetwynd areas. The fact sheet indicates the number of riders per bus, the number of bus routes, how many kilometres are driven per day and the overall student funding allocated to the district for transportation services.

R5.5 Transportation Update

Mr. Slykhuis will meet with the Ministry of Education's new Funding and Compliance Manager and present the information on the problems with the transportation funding formula. Mr. Slykhuis is hopeful that the new manager will give us a fair hearing and will review the funding formula.

The school district's transportation department will be undergoing a review by an outside consultant to determine areas of improvement within the department and create suggestions to improve on services. A Request for Proposals has been issued and closes on January 11, 2013.

(2012-11-012)

MOVED/SECONDED – Ezeard/Kampen

THAT, the Secretary-Treasurer reports on 1530 Form, Staff FTE Ratios, Statement of Financial Information Report, Bus Fact Sheet, and Transportation Update are received for information.

CARRIED UNANIMOUSLY

## 6.0 COMMITTEE REPORTS

### 7.0 DIARY

### 8.0 NOTICE OF MOTION

### 9.0 TRUSTEE ITEMS

#### R9.1 BCSTA – S. Berringer

Trustee Berringer reported the latest BCSTA news and events. The BCSTA Academy was held this year in partnership with the BCSSA (1200 people attended; 45 workshops to choose from). Overall everyone thought the conference was very successful and the workshops had great presenters.

The next Northern Interior Branch meeting will be in Prince George on February 1-2, 2013.

### 10.0 QUESTION PERIOD

A 10 minute question period followed.

### 11.0 FUTURE BUSINESS

Regular Board Meeting December 12, 2012–Dawson Creek

## ADJOURNMENT

(2012-11-015)

MOVED/SECONDED – Ezeard/Prescott

THAT, the Regular Meeting be adjourned. (2:40 PM)

CARRIED UNANIMOUSLY

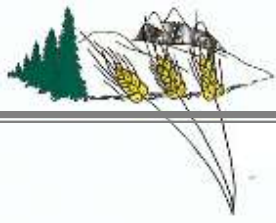
CERTIFIED CORRECT:

---

(Richard) Chair

---

(G. Slykhuis) Secretary-Treasurer



## School District No. 59 (Peace River South) Excerpts from CLOSED MEETING

---

**DATE:** November 21, 2012 10:30 AM  
**PLACE:** Board Office – Dawson Creek

The meeting was called to order and the following was reported.

### Items for Adoption

- Approval of Agenda
- Closed Session Minutes – October 17, 2012

### Business Arising Essential Items

#### Trustee Items

Items discussed and reported included:

- BCPSEA Update
- Board Representatives & Elections

#### Superintendent's Reports

Items discussed and reported included:

- Student Discipline Report
- Personnel Matters
- Admin Update

#### Secretary Treasurer's Reports

- Expenses

#### Notice of Motion

#### Diary

#### Future Business

#### Adjournment

CERTIFIED CORRECT:

\_\_\_\_\_  
Richard Powell, Chair

\_\_\_\_\_  
Gerry Slykhuis, Secretary Treasurer



# Superintendent's Report on Student Achievement 2012/2013

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

*Districts may report additional areas of student achievement arising from the most recent achievement contract.*

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

## The Superintendent's Report

- Should be brief and to the point.
- Should be focussed on results and evidence of acquired results.
- Should be a useful point of departure for future planning.
- Must be submitted to the Board of Education by December 15.
- Must be submitted by email by January 31.

*Please use this form to summarize the required elements of the Superintendent's Report.*

*While images cannot be inserted into the form, you may reference an appendix of supporting materials (e.g. charts, tables) and attach them to the submission email.*

*The completed report will be published on the Ministry website.*

## Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: [EDUC.Achievement@gov.bc.ca](mailto:EDUC.Achievement@gov.bc.ca)

## Ministry of Education School Act

*Section 22 of the School Act states the following:*

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.

*Section 79.3 goes on to say:*

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31<sup>st</sup> of the school year in which the board receives the report, submit that report to the minister, and
- B) As soon as practicable, make the report available to the public."

School District No: School District Name: 

## 1. Improving Areas of Student Achievement

### What is improving?

Graduation rates for all students is improving as is the percentage of males, English language learners and students with special needs.

Foundation Skills Assessment results for grade 4 in reading are improving.

Foundation Skills Assessment results for grades 4 and 7 in numeracy are improving.

In some schools, the number of students writing the English 10 exam during their grade 10 year is increasing.

Kindergarten developmental screen indicates Kindergarten pupils are improving in the following areas: association, phonologic awareness, visual motor integration, rapid automatic naming, fine motor and pencil grip.

### What evidence confirms this area of improvement?

The evidence that indicates there is improvement in the number of students graduating is the six year completion data.

Provincial data reporting FSA results for grades 4 and 7.

District Kindergarten screen indicates growth in the 2011/2012 cohort of pupils. This process involves a pre and post assessment with specific interventions associated with each of the developmental subsets.

Data for 2012/13 continues to show aboriginal and non-aboriginal students in dual credit programs are graduating at a rate 20% above district rates.

## 2. Challenging Areas

What trends in student achievement are of concern to you?

Student engagement continues to be a concern.

Appropriate interventions for students who are not meeting expectations on the FSA reading assessment.

Science 10 continues to be a challenge with many students needing to take the course a second time.

Course completion levels for grades 8, 9 and 10.

What evidence indicates this is an area of concern?

Attendance is an indicator of student engagement and attendance is an issue for some high school students. A lack of engagement is also reflected in the number of courses students are completing.

There appears to be a correlation between students meeting expectations on the grade 4 FSA reading assessment, the district reading assessment and completion rates for English 10. This signifies the importance of appropriate interventions to address literacy needs as early as possible.

Report card data.

### 3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Social and Emotional Competencies - a number of interventions have been implemented in this area. Mind Up and Positive Classroom Discipline are two that are designed to support self regulation.

Literacy - Reading Recovery for grade 1 students and Later to Literacy for intermediate students are strategies that have proven to produce positive results. A District Literacy support teacher assists with the implementation of a balanced literacy approach. A number of literacy supports are available throughout the district to provide support to classroom teachers and students. The Fountas and Pinnell literacy assessment is used with intermediate students and there are requests to use this particular assessment with primary pupils. This assessment provides literacy performance information about each student so instruction can be tailored to the student's needs.

Completion rates - Grade and grad coaches meet with students to develop and monitor personalized plans for both grade and graduation completion. Both parents and students are reporting they appreciate this type of support.

Engagement - Inquiry based learning, 21st century competencies and Habits of the Mind and Heart. A growing number of schools are implementing an inquiry based learning model. Students are reporting that they find this approach to be meaningful and relevant. Students are talking about what it means to have and show empathy and integrity.

Language development - FM systems in every primary classroom and language groups in Kindergarten classes.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

Anecdotal reports indicate the strategies introduced to address social and emotional competencies are having a positive impact on a student's ability to focus and self-regulate.

A number of Exhibitions of Learning have occurred throughout the district. These exhibitions have been well attended by parents and community members and the students have been able to effectively communicate their learning. There has been a significant shift from talking about what they have been doing or working on to describing their thinking and understanding. There is a growing number of schools involved in inquiry based learning with a focus on 21st century competencies and Habits of the Heart and Mind.

The coach/mentor teacher role was introduced this year. Coach/mentors collaborate with classroom teachers to develop a classroom profile based on the needs of the students in the class. This information is then used to develop an instructional plan based on the RTI model. Five collaboration sessions occur throughout the year. Schools are reporting that collaboration times are making a difference. The student planning database also supports this work as it provides access to individual student information through an online database.

Three years ago we adjusted the focus of one of our elementary schools. The mornings are designated to literacy and numeracy and the afternoons students participate in a variety of focus group experiences. Students report they like coming to school, they like focus groups and their performance in reading has also improved.

### 3. Programs / Performance / Results & Intervention (continued)

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

We have introduced the coach mentor this year and last year we introduced the grade/grad coaching. This year we also introduced a music academy.

At this point we have anecdotal reports from students, parents and teachers to suggest these programs are making a difference.

Changing Results for Young Readers involving three schools and six teachers engaged in action research around improving reading for primary students.

Reading Pilot - district action research around strategic and intensive interventions for grade 1 pupils using K screen post results to indicate the nature of the intervention.

#### 4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy.

All students will be reading at grade level by the end of grade 3.

State the specific evidence and measures of student achievement in literacy and the results that have been realized.

Literacy has been a focus for number of years. We need to continue to focus on this area.

Literacy measures include: K screen, Reading Recovery screens at grade 1, District Reading Assessment, Fountas and Pinnell and BC Performance Standards

#### 4. Targets (Summarize the targets set out in your Achievement Contracts) (continued)

II.) Completion Rates: Identify your district's target(s) for completion rates.

Completion rate target - 100%

State the specific evidence and measures of student achievement for completion rates and the results that have been realized.

The six year completion data indicates we are improving in this area and this is a trend that we expect will continue.

#### 4. Targets (Summarize the targets set out in your Achievement Contracts) (continued)

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

All students reading at grade level by the end of grade 3.  
All students will graduate within the six year completion timeframe.

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

The six year completion data indicates we are improving in this area.



## 5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

Students are identified to the best of our ability, with a list provided from the local office for Ministry of Children and Family Development. Mentors are assigned to each child and interventions are put in place if necessary. All students are monitored.

What categories of Children in Care have been successfully identified and are being monitored?  
(i.e.) *continuing custody orders, temporary custody orders, other...*

In 2011-12 continuing care orders and special needs agreements were identified and monitored. The temporary agreements vary in levels of communication with home and Ministry of Children and Family Development.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

School staff have been educated around roles of social workers, foster parents and parents. School personnel keep in contact and have expectations of social workers and foster parents and their roles. Any concerns are brought to the district level.

What results are being achieved by students within the identified categories?

As measured by their individual goals, the results vary. Some students with multiple risk factors struggle more than students in a stable supportive environment. Students with SNA's are successful in reaching their IEP goals. The more unstable the life, the less likely they are to successfully meet their goals.

## 6. Early Learning

### What strategies are in place to address the needs identified in Early Learning?

There were many challenges in SD 59 in Early Learning in the 2011/12-year, many of which were a result of Job Action. The UBC HELP EDI and training for K-3 teachers, did not happen.

SD 59 has an Early Learning Project Manager in place to coordinate all the early learning programs and to liaise with the community. The ELPM has a role in the following groups:

- South Peace Building Learning Together (BLT) Society
- South Peace Children First / Success By 6 Table
- Chetwynd Children First / Success By 6 Table
- Tumbler Ridge Children First / Success By 6 Table

As part of the community efforts SD 59 has been involved in many initiatives including:

- Establishment of an annual Early Learning Conference for parents and caregivers.
- Creation of many resources distributed to parents with birth to 5 year olds.
- Regularly held Preschool Health Fairs.
- The distribution of Parent Packages at the annual Trade Show in Dawson Creek.

The district had three StrongStart BC programs:

- Tremblay StrongStart in Tremblay Elementary in Dawson Creek.
- Dawson Creek StrongStart The Kiwanis Early Learning Hub of Dawson Creek Secondary School – South Peace Campus in Dawson Creek
- Windrem StrongStart in Windrem Elementary in Chetwynd.

There were 3 Outreach StrongStart BC covering six rural schools:

- StrongStart Outreach #1 – Devereaux Elementary and McLeod Elementary.
- StrongStart Outreach #2 – Pouce Coupe Elementary and Tate Creek Elementary.
- StrongStart Outreach #3 – Rolla Traditional School and Parkland Elementary.

The District offered Welcome to Kindergarten (WTK) and Ready, Set, Learn in the elementary schools. PALS was offered:

- by the StrongStart Facilitator and the WOW Bus Coordinator in Windrem Elementary.
- by the StrongStart Facilitator in McLeod Elementary.

The ELPM worked with 6 grade 8 Independent Learning students to create a WTK DVD targeted at parents encouraging them to attend their school's WTK event.

Within the Administration of SD 59 there was a vision to offer a community resource that truly supported young families in assisting preschool children so they are ready to succeed when they reach the kindergarten door.

To address this challenge SD 59 earmarked a 5,000 square foot space in the local high school to create an early learning hub in Dawson Creek.

This space was renovated to house:

- A StrongStart BC Centre.
- An indoor playground.
- The Child Development Centre's Infant Toddler Program.
- A licensed kitchen.
- A classroom/meeting room.
- The WOW Bus Coordinator Office.
- Access Family Resources offices.

## 7. Other Comments

### More on Early Learning

Community Partners include:

- South Peace Building Learning Together (BLT) Society
- South Peace Community Resources Society.
- The Child Development Centre.
- Dawson Creek Secondary School – South Peace Campus.
- Dawson Creek Literacy Society.
- Success By 6 / Children First.

Thus far, programming has included:

- Extended hours for the Indoor Playground and Playroom to be open.
- Nobody's Perfect Parenting Courses.
- Parent nutrition classes.
- ESL classes for young families.
- ECE practicum placements.
- An annual Baby Welcome Birthday Party for infants born the previous year.
- Student observations during the Child Development component of High School Psychology courses 11 & 12.

The opportunity for high school student involvement is quite exciting. A number of high school students have the potential to be parents in the not too distant future, so this site is meant to influence the way they think about and look at parenting. The impact of this location as a StrongStart Centre and the community partnerships involved are expected to have far reaching impacts on future generations of parents.

The Kiwanis Early Learning Hub had its Grand Opening in November 2012.

Negotiations commenced between SD 59 and Northern Lights College to create an on-site Dual Credit Early Childhood Education program. This is scheduled for a February 2014 start date.

SD 59 continued administrative support and fiscal accountability to the Words on Wheels, (WOW) Bus project. The WOW Bus is a mobile early learning program and parent resource centre travelling throughout the South Peace offering services to parents of birth to 5 year olds.

During this school year SD 59 researched and has initiated training in Positive Discipline for Parents. All StrongStart Facilitators and two kindergarten teachers were trained in this model of behavioural management. There are plans to expand this training to include Positive Discipline in the Classroom for both primary and intermediate teachers in 2012/13. The ELMP will be trained as trainer in this model.

In January 2012 SD 59, from it's website, [www.sd59.bc.ca](http://www.sd59.bc.ca) launched an Early Learning quick link to many pages of resources, information, and a local Early Learning newsletter for parents. <http://earlylearning.sd59.bc.ca>

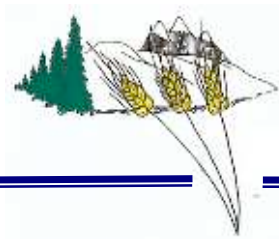
The social / emotional program, MindUP was researched and will be introduced to the SD 59 K-3 teachers as well as 4-7 teachers in 2012/13. The ELMP will be trained as a trainer in this model.

As the year closed several changes were put in place for the 2012/13-year:

- Outreach StrongStart #2 closed at the end of June due to an anticipated lack of attendance.
- The Ministry approved the opening of a StrongStart BC program in Tumbler Ridge Elementary. It will open in January 2013.
- The StrongStart BC program in Chetwynd has moved from Windrem Elementary to Don Titus Elementary.
- The WOW Bus project came to an end. Mechanical issues, the loss of the WOW Bus Coordinator, and dwindling financial resources combined to cause the end of the project.
- Positive Discipline and MindUp have been embraced as training for staff.
- An early learning hub is being developed in Don Titus Elementary in Chetwynd. It is already home to a StrongStart BC and a new Before & After School Care program. Renovations will happen in 2012/13 to bring in 4 South Peace Community Resources Society programs, and an indoor playground.

8. Board approval date:

Submit by Email



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

*11600-7<sup>th</sup> Street,*

*Dawson Creek, B.C. V1G 4R8*

*Phone: (250) 782-8571 Fax: (250) 782-3204*

---

*From the Office of the Superintendent of Schools*

To: The Board of Education

Topic: Overview of Ministry Audit

Selection of schools : Dawson Creek Secondary School  
Chetwynd Secondary School  
Tremblay Elementary School

Selection of student sample: a sample set of students will be identified for each school. These lists will be used to determine if the district has met all requirements. A summary of the requirements is included below.

### Teacher Regulation

Verification that all staff teaching K-12 students hold a certificate of qualification as a teacher, or a letter of permission to teach issued under Section 25(2) of the Teaching Profession Act.

### BC Residency

Confirmation that there is a District wide process to ensure funded students are ordinarily resident in BC.

### Student Reporting

Assurance of accuracy and appropriateness of the student and school data reported to the Ministry of Education by school districts.

### Exchange Students

Verification that students, involved in a reciprocal exchange, are eligible for funding.

### Alternate Education

Evidence that the facility reporting student claims in an alternate program met the Ministry policy requirements.

### Enrolled and in attendance

Verification that students reported on Form 1701 were enrolled and in attendance on September 28, 2012.

### Adult students and attendance

Evidence that students are attending each course claimed for funding in accordance with the definition of attendance as stated in the Adult Funding policy.

Evidence that the students claimed on Form 1701 have met the active requirements outlined in the DL Active policy per the attendance requirements stated in the Adult Funding policy.

#### Program and Course Claim Eligibility

Verification of the FTEs claimed for funding by the School District.

#### Career Programs

Verification that post-secondary courses reported for funding are in accordance with the Form 1701 instructions and requirements of the Recognition of Post- Secondary Transition Programs for Funding Purposes Policy.

Evidence of an eligible post- secondary partner that is a Ministry recognized post-secondary program/course provider.

Evidence that the post-secondary course(s) is an education option for eligible students within the school or school district.

Evidence that the school district paid tuition costs for post- secondary institution courses claimed for funding.

Evidence of a current, signed planned program of courses that includes the students' post-secondary transition program courses and location.

#### English Language Learning

Assurance that students claimed for ELL/ESD supplemental funding for are receiving additional services in accordance with Ministry policies and Form 1701 instructions.

Confirmation that: there is documentation of a current annual English language proficiency assessment, dated after September 30, 2011.

- Each student is identified as requiring specialized language services to develop intellectually and to achieve the expected learning outcomes of the provincial curriculum.
- An instructional plan that is designed to meet the needs of the student as identified by the English language proficiency assessment.
- A schedule which details the service.

Evidence the student's progress in the acquisition of English proficiency is reported regularly to parents.

Evidence of ELL/ESD specialist teacher involvement:

- ELL/ESD specialist's signature or initials on the AIP.
- Name of the ELL/ESD specialist teacher(s) involved in developing program.
- The specialist verifies that he/she is involved.

Evidence that additional services are provided include:

- direct instruction in reception classes,
- pull-out services,
- ELL/ESD specialist support to a classroom teacher or teachers' assistant,
- and/or additional services provided in a regular classroom environment.

#### Aboriginal Education Programs

Evidence that describes how the program will achieve the goals of:

- Improved student academic performance · Increased student retention, attendance and graduation rates
- Confirmation that students claimed for funding have self-identified.
- Confirmation that students and/or parents/ guardians have the opportunity to amend their declaration of Aboriginal Ancestry upon request.
- Documented communication between the school and the parent/guardian.
- Confirmation that the Aboriginal communities have been given the opportunity for ongoing participation in the planning and delivery of the Aboriginal Education Program.

Evidence of the additional Aboriginal Educational Program services provided for each student claimed.

Verification that there is a planned continuum of learning experiences and/or support services provided to the student throughout the year.

Respectfully submitted by,

K. Sawchuk

# Board Variance Report - Revenues

November 30, 2012

Compensation O&M Budget

Year-to-Date Revenues (\$000's):

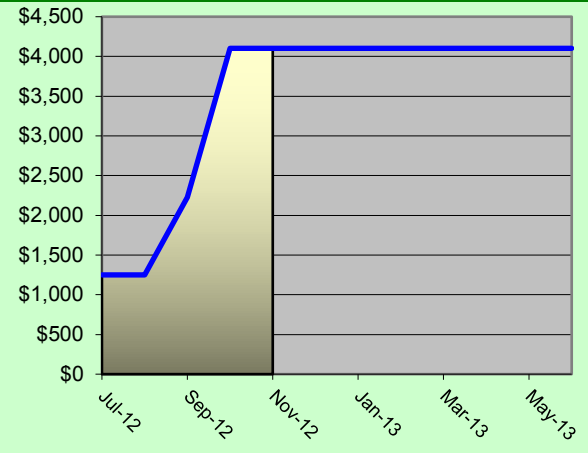
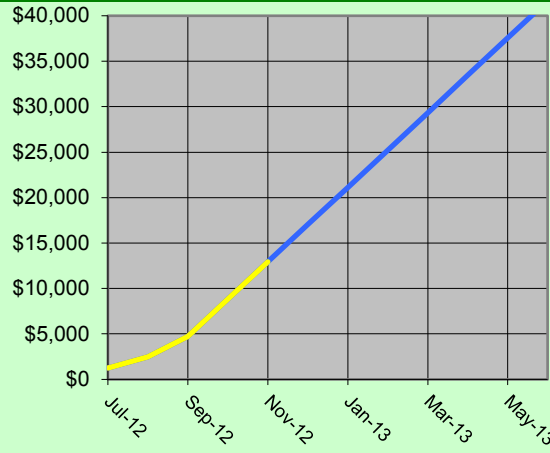
Monthly Revenues (\$000's):

## BASE OPERATING GRANT

Year-To Date Results:

Budget	Actual	Variance
\$12,931	\$12,931	\$0

**On Budget**

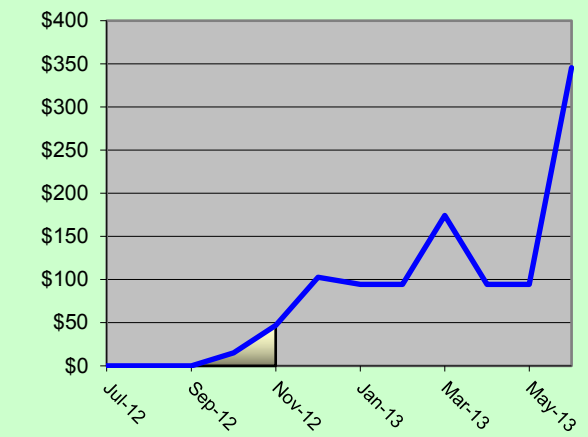
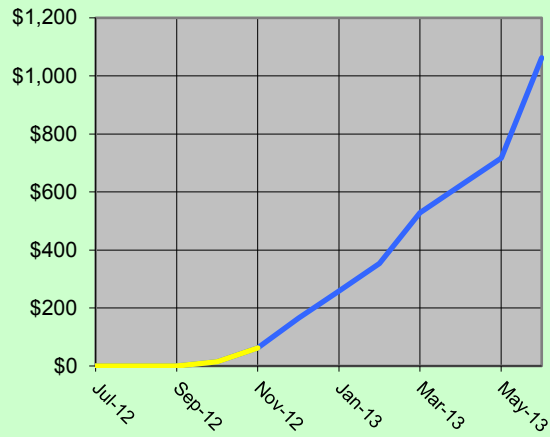


## OTHER MoEd GRANTS

Year-To Date Results:

Budget	Actual	Variance
\$62	\$62	\$0

**On Budget**

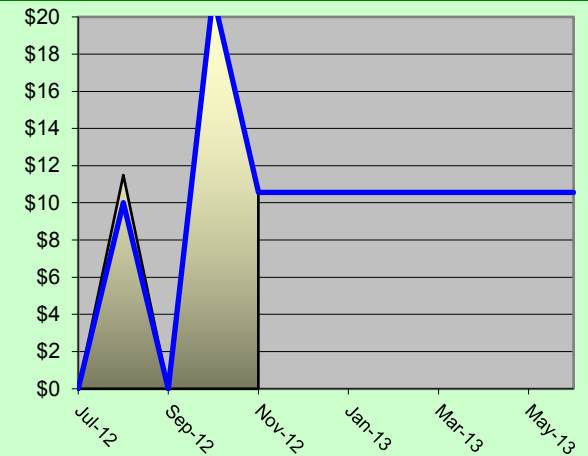
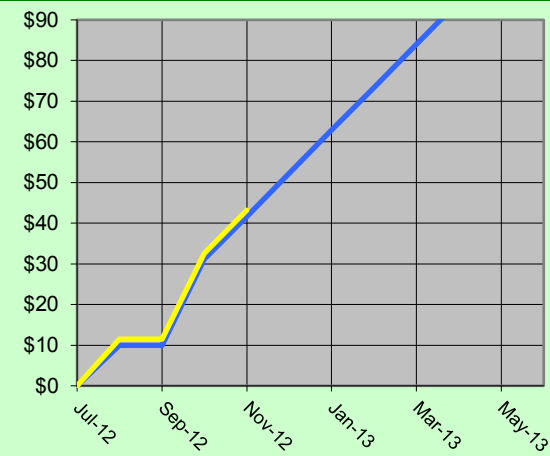


## NON-RESIDENT TUITION

Year-To Date Results:

Budget	Actual	Variance
\$42	\$43	\$1

**Overbudget 3.6%**

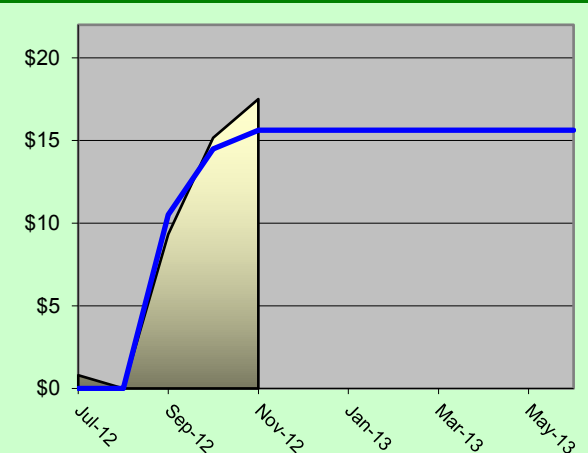
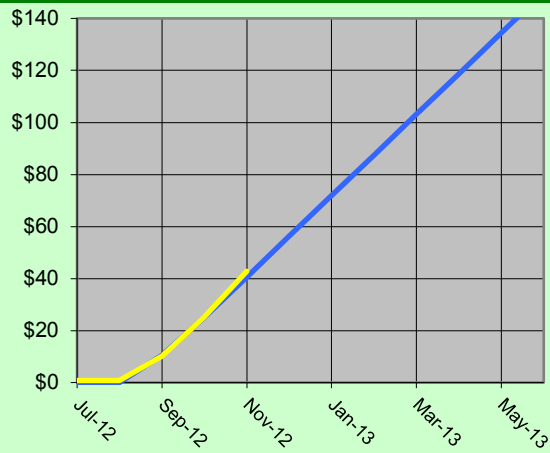


## SECONDED/SUBSTITUTE TEACHER

Year-To Date Results:

Budget	Actual	Variance
\$41	\$43	\$2

**Overbudget 5.3%**

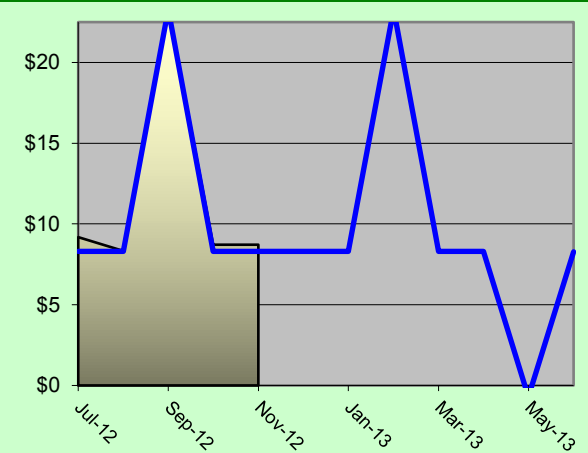
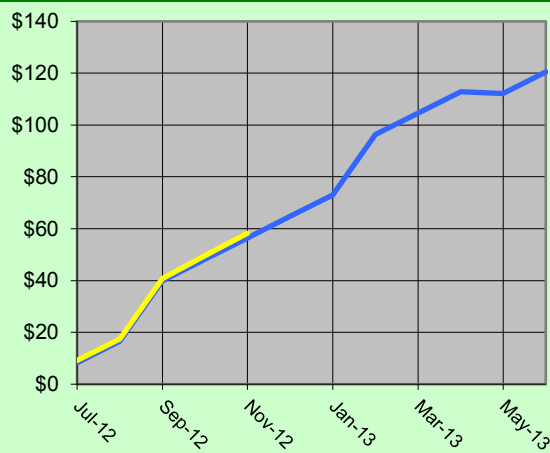


## RENTALS/LEASES

Year-To Date Results:

Budget	Actual	Variance
\$56	\$58	\$2

**Overbudget 3.2%**



# Board Variance Report - Revenues

November 30, 2012

Compensation O&M Budget

Year-to-Date Revenues (\$000's):

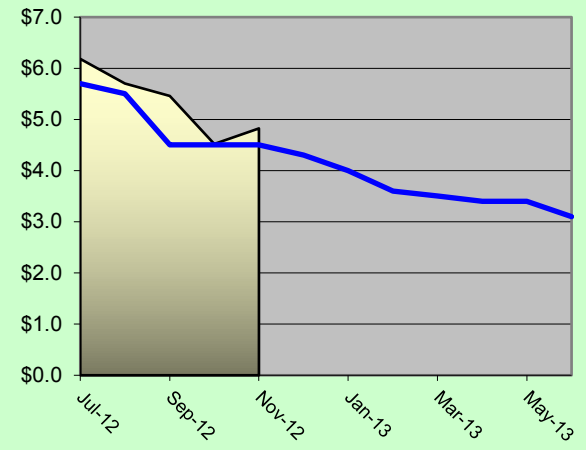
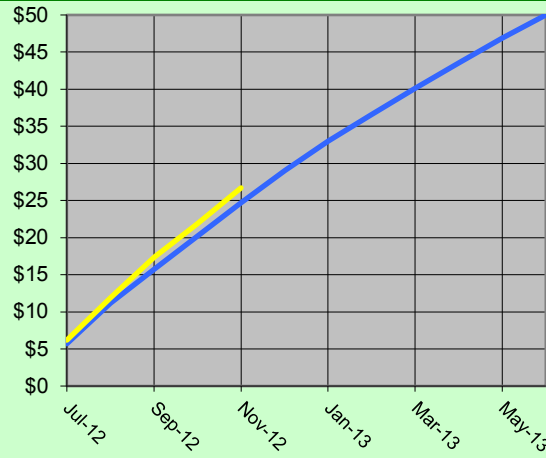
Monthly Revenues (\$000's):

## INTEREST INCOME

Year-To Date Results:

Budget	Actual	Variance
\$25	\$27	\$2

**Overbudget 8.1%**

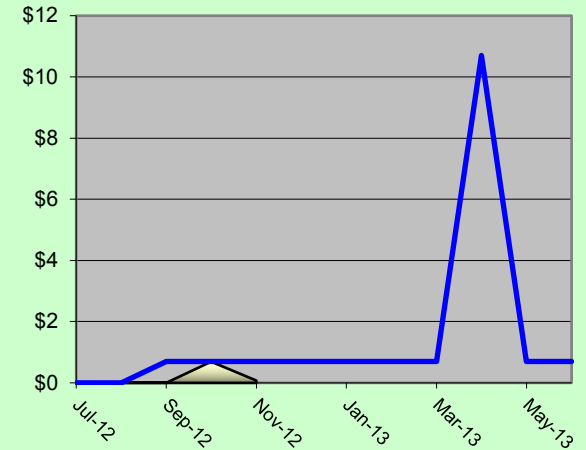
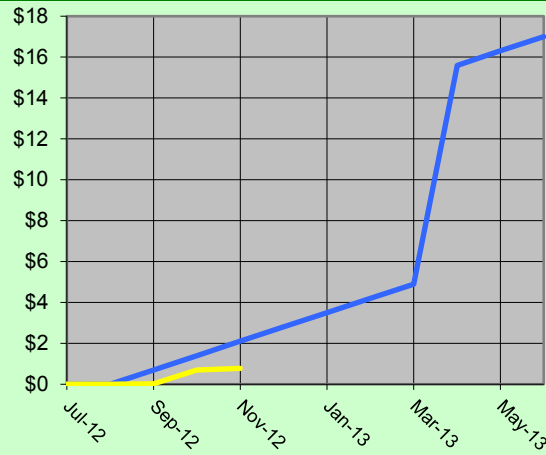


## OTHER REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$2	\$1	-\$1

**Underbudget 63.0%**

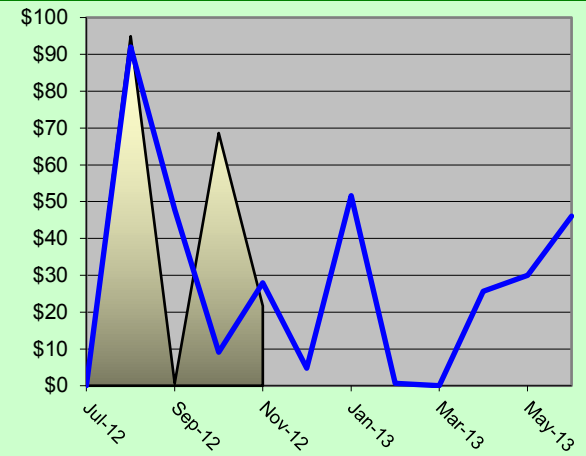
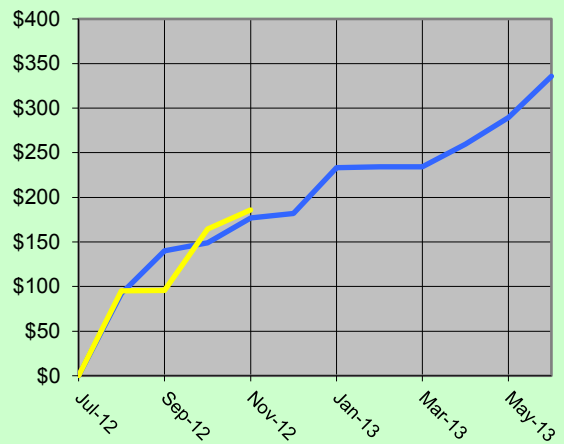


## MISCELLANEOUS REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$177	\$186	\$9

**Overbudget 5.0%**

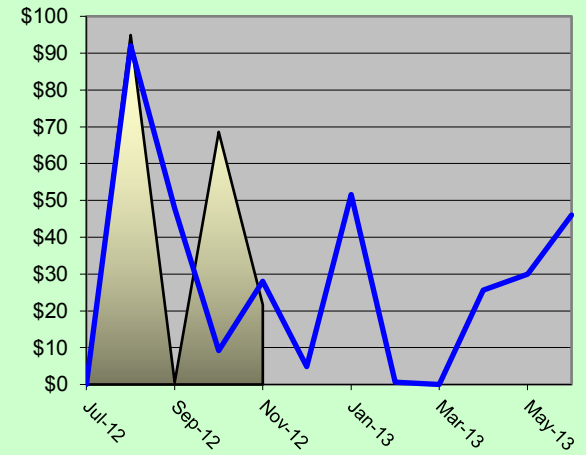
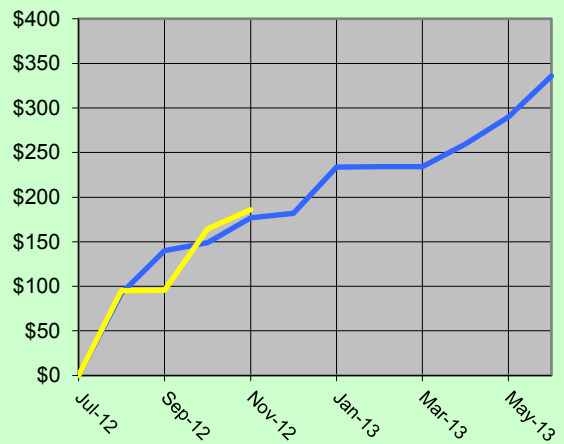


## PROVINCIAL GRANTS-OTHER

Year-To Date Results:

Budget	Actual	Variance
\$56	\$51	-\$5

**Underbudget**

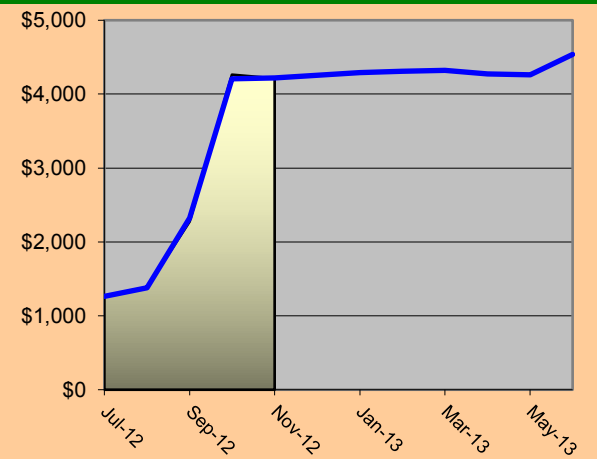
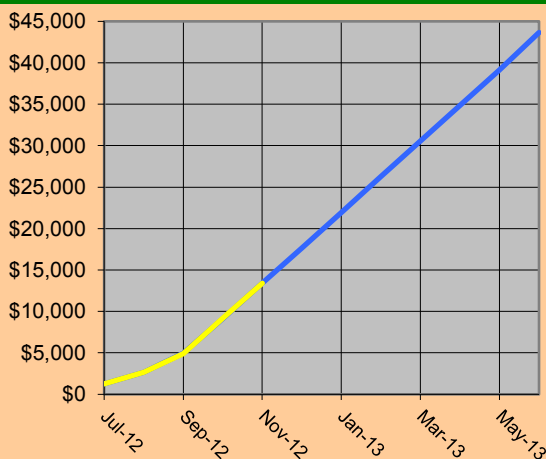


## TOTAL REVENUE

Year-To Date Results:

Budget	Actual	Variance
\$13,399	\$13,404	\$5

**Overbudget 0.0%**





# Board Variance Rpt. - Expenditures

November 30, 2012

YTD Budget YTD Actual

O&M Compensation Budget

Year-to-Date Costs (\$000's):

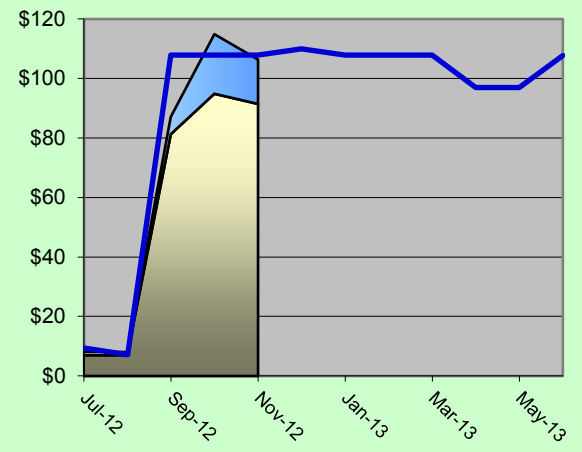
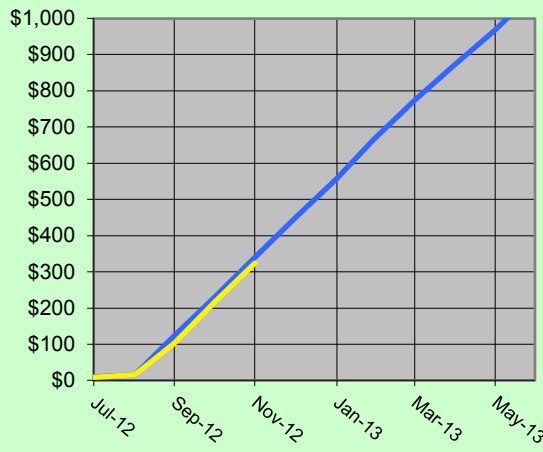
Monthly Costs (\$000's):

## DISTRICT SPEC. ED./HELP.TCHRS

Year-To Date Results:

	Budget	Actual	Variance
Comp	302	281	20
O&M	38	43	-5
<b>Total</b>	<b>340</b>	<b>324</b>	<b>16</b>

**Underbudget 5%**

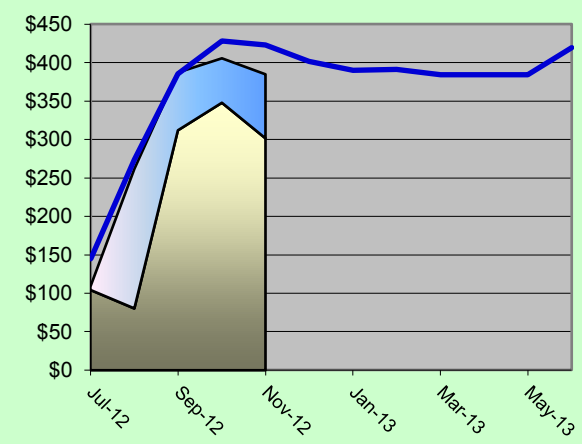
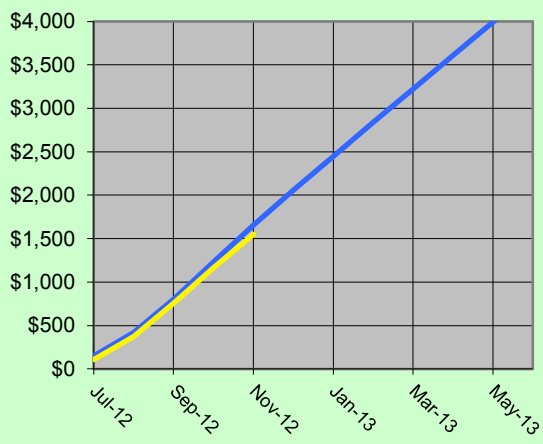


## DISTRICT PROGRAMS-OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,223	1,147	76
O&M	432	402	31
<b>Total</b>	<b>1,656</b>	<b>1,549</b>	<b>107</b>

**Underbudget 6%**

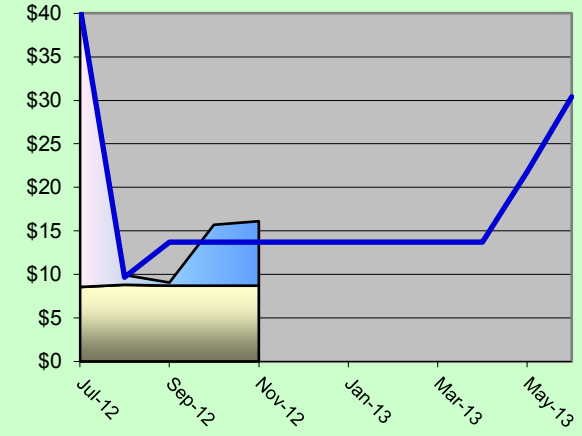
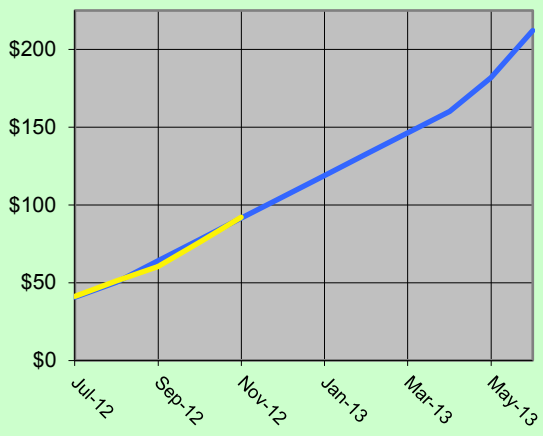


## BOARD OF TRUSTEES

Year-To Date Results:

	Budget	Actual	Variance
Comp	46	43	2
O&M	46	49	-3
<b>Total</b>	<b>91</b>	<b>92</b>	<b>-1</b>

**Overbudget 1%**

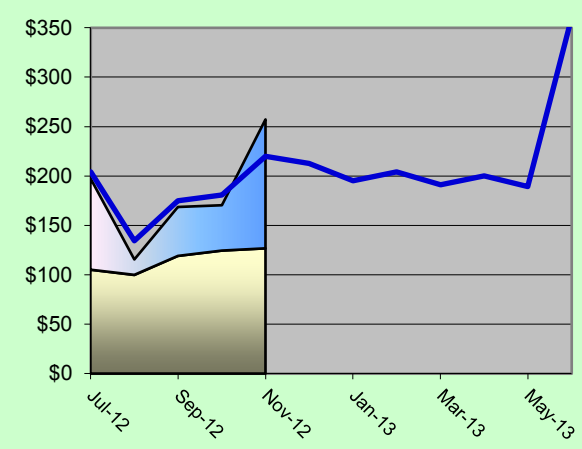
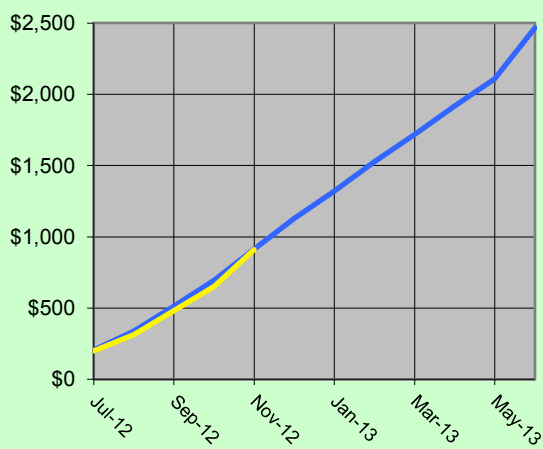


## ADMINISTRATION & OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	590	575	14
O&M	325	334	-9
<b>Total</b>	<b>914</b>	<b>909</b>	<b>5</b>

**Underbudget 1%**

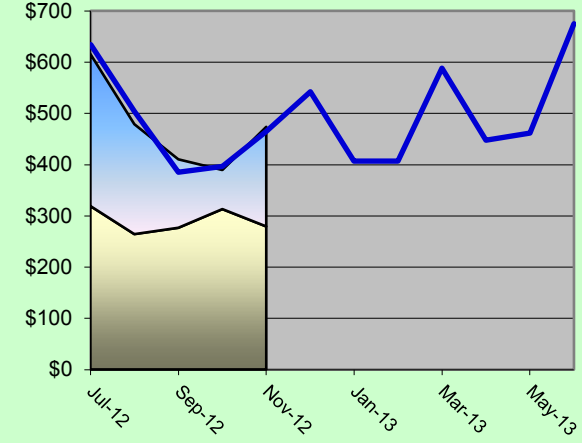
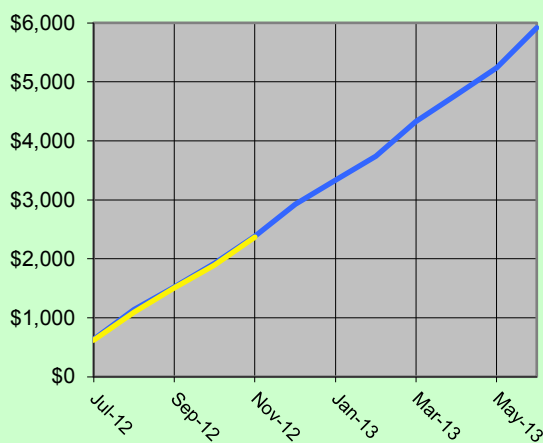


## OPERATIONS & MAINTENANCE

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,574	1,451	122
O&M	812	892	-80
<b>Total</b>	<b>2,386</b>	<b>2,344</b>	<b>42</b>

**Underbudget 2%**



# Board Variance Rpt. - Expenditures

November 30, 2012

YTD Budget YTD Actual

O&M Compensation Budget

Year-to-Date Costs (\$000's):

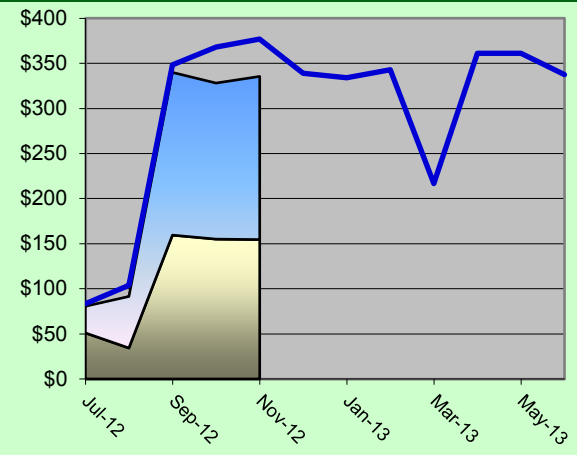
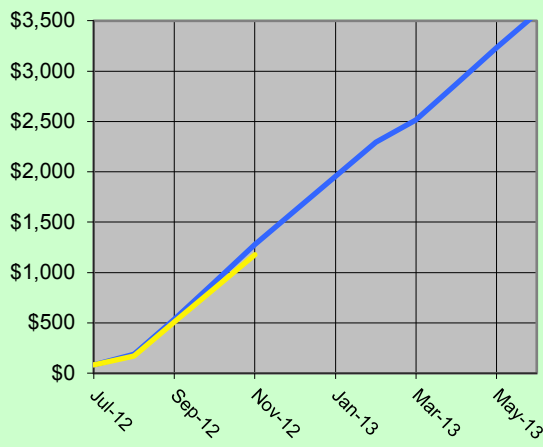
Monthly Costs (\$000's):

## TRANSPORTATION

### Year-To Date Results:

	Budget	Actual	Variance
Comp	579	554	25
O&M	701	622	79
<b>Total</b>	<b>1,281</b>	<b>1,176</b>	<b>105</b>

**Underbudget 8%**

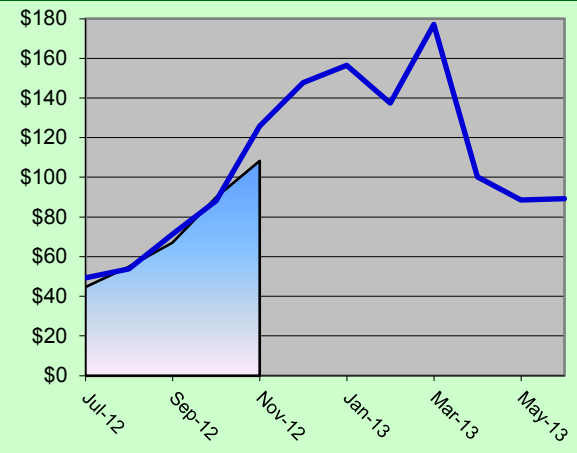
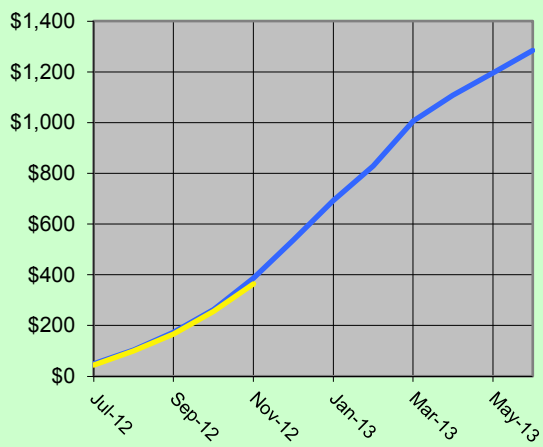


## UTILITIES

### Year-To Date Results:

	Budget	Actual	Variance
Comp	0	0	0
O&M	388	365	23
<b>Total</b>	<b>388</b>	<b>365</b>	<b>23</b>

**Underbudget 6%**

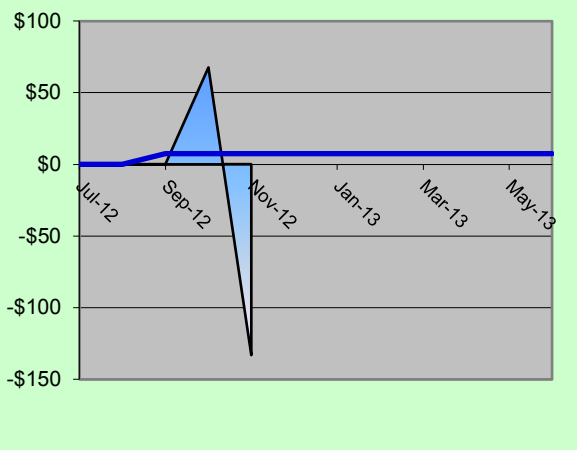
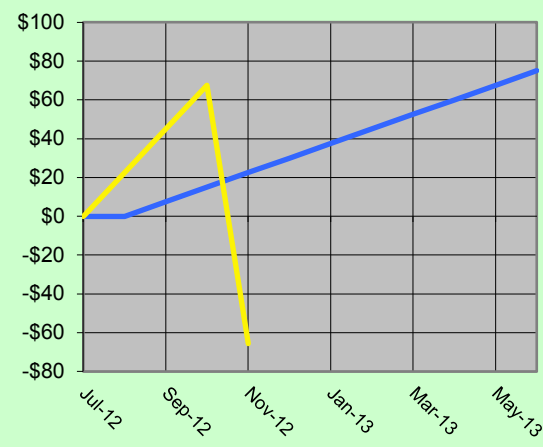


## DISTRICT SCHOOL

### Year-To Date Results:

	Budget	Actual	Variance
Comp	0	0	0
O&M	23	-66	88
<b>Total</b>	<b>23</b>	<b>-66</b>	<b>88</b>

**Underbudget 392%**

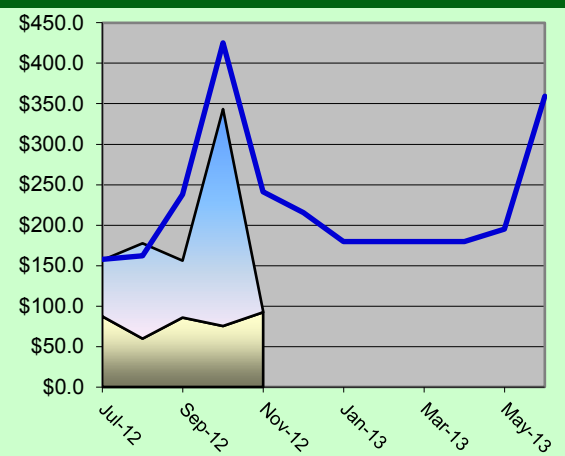
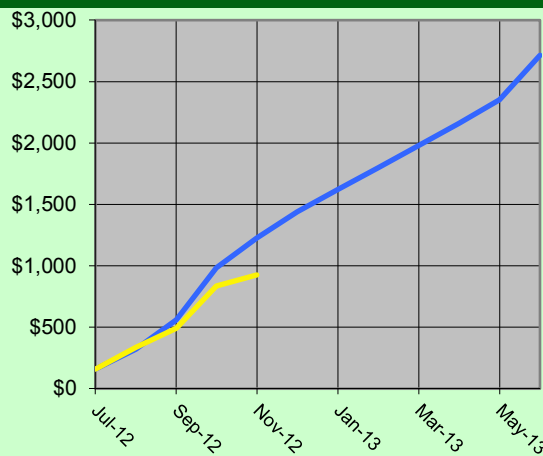


## SPECIAL PURPOSE FUNDS

### Year-To Date Results:

	Budget	Actual	Variance
Comp	558	400	157
O&M	667	527	140
<b>Total</b>	<b>1,225</b>	<b>927</b>	<b>297</b>

**Underbudget 24%**

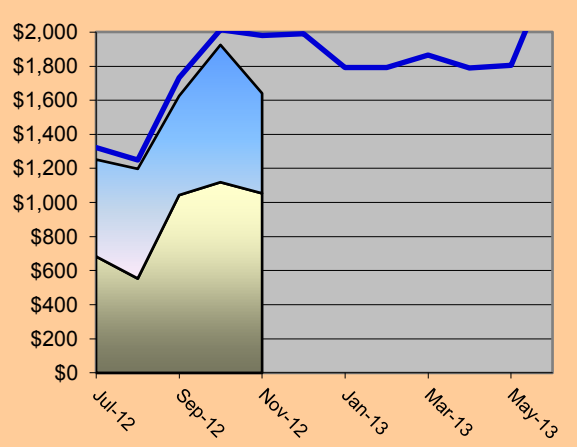
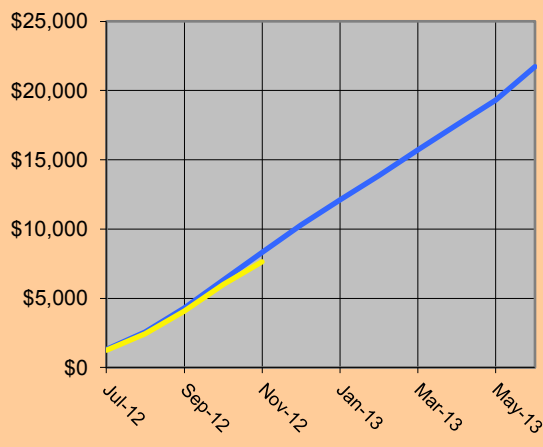


## DISTRICT TOTALS - EXPENDITURES

### Year-To Date Results:

	Budget	Actual	Variance
Comp	4,871	4,453	418
O&M	3,432	3,168	264
<b>Total</b>	<b>8,303</b>	<b>7,621</b>	<b>682</b>

**Underbudget 8%**



## Board Variance Report - Schools

June 30, 2012

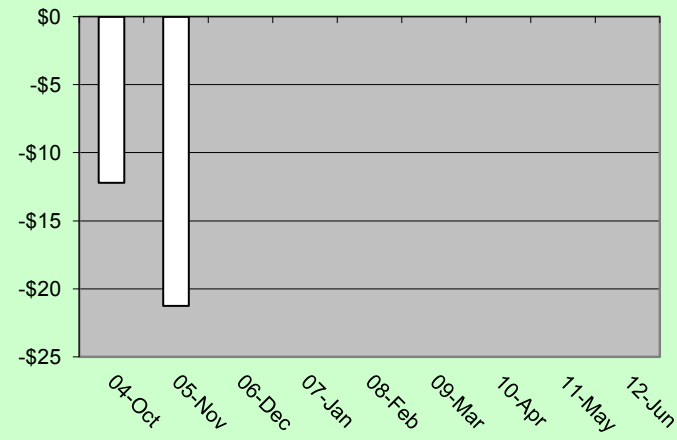
Actual Budget  
YTD Surplus (\$000's):

### CANALTA (101)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$378	\$389	-\$10
Supp.Staff	98	93	4
Disc.Subs	5	6	-1
Supp & Serv.	14	28	-14
<b>Total</b>	<b>495</b>	<b>516</b>	<b>-21</b>

Overbudget 4.3%



## Board Variance Report - Schools

June 30, 2012

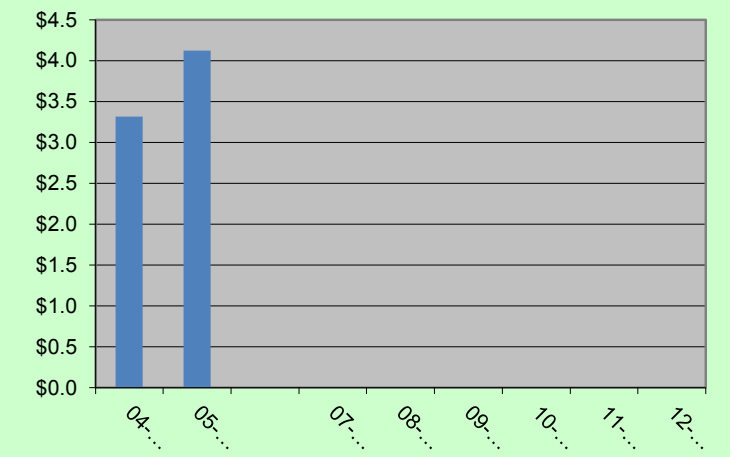
YTD Surplus (\$000's):

### DEVEREAUX (114)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$141	\$136	\$4
Supp.Staff	12	16	-5
Disc.Subs	2	1	0
Supp & Serv.	7	3	4
<b>Total</b>	<b>161</b>	<b>157</b>	<b>4</b>

Underbudget 2.6%

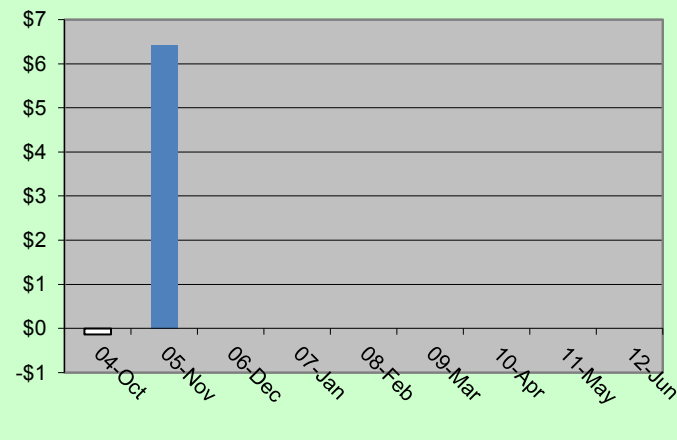


### CHETWYND SECONDARY (111)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$505	\$527	-\$21
Supp.Staff	136	136	-1
Disc.Subs	9	12	-3
Supp & Serv.	73	42	31
<b>Total</b>	<b>723</b>	<b>717</b>	<b>6</b>

Underbudget 0.9%

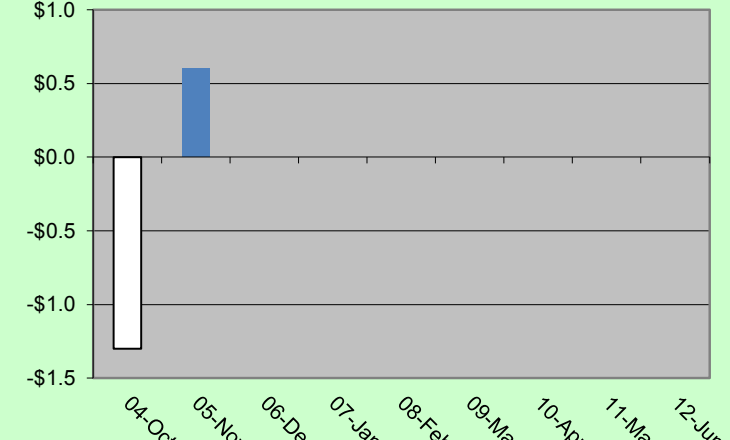


### DON TITUS (113)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$123	\$123	\$0
Supp.Staff	12	14	-2
Disc.Subs	1	1	0
Supp & Serv.	5	3	2
<b>Total</b>	<b>141</b>	<b>141</b>	<b>1</b>

Underbudget 0.4%

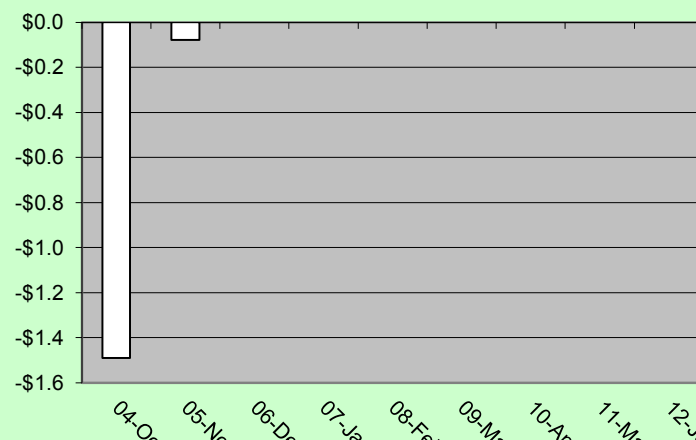


### CRESCENT PARK (103)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$382	\$389	-\$7
Supp.Staff	52	51	0
Disc.Subs	2	2	0
Supp & Serv.	15	8	7
<b>Total</b>	<b>451</b>	<b>451</b>	<b>0</b>

Overbudget 0.0%

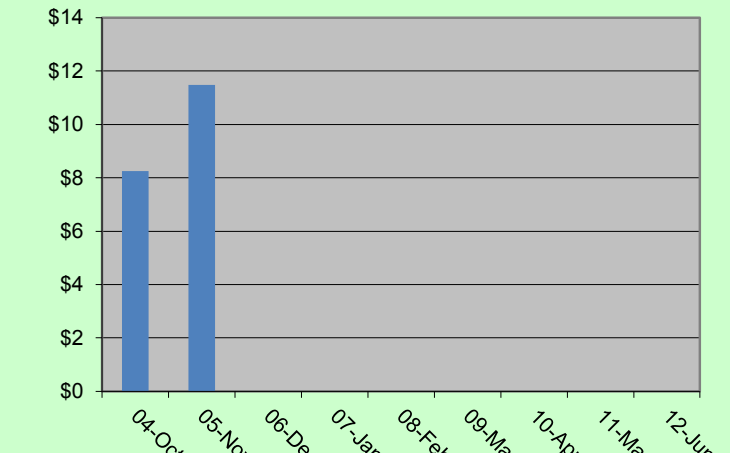


### FRANK ROSS (105)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$780	\$779	\$1
Supp.Staff	93	92	2
Disc.Subs	7	9	-2
Supp & Serv.	37	27	10
<b>Total</b>	<b>918</b>	<b>906</b>	<b>11</b>

Underbudget 1.3%

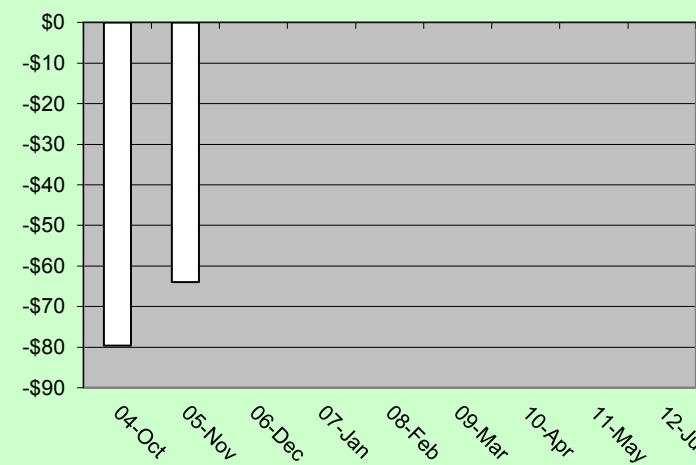


### DAWSON CREEK SECONDARY (108)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,545	\$1,564	-\$20
Supp.Staff	473	487	-14
Disc.Subs	14	16	-2
Supp & Serv.	143	171	-28
<b>Total</b>	<b>2,174</b>	<b>2,238</b>	<b>-64</b>

Overbudget 2.9%

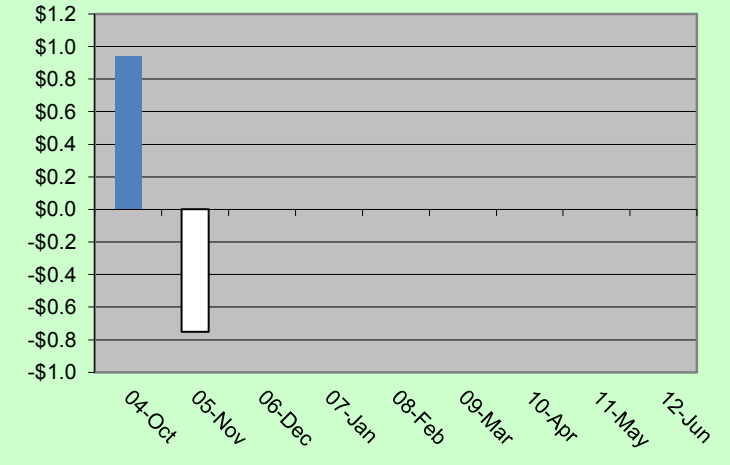


### LITTLE PRAIRIE (131)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$340	\$333	\$7
Supp.Staff	33	37	-5
Disc.Subs	3	7	-4
Supp & Serv.	8	7	1
<b>Total</b>	<b>383</b>	<b>384</b>	<b>-1</b>

Overbudget 0.2%



# Board Variance Report - Schools

June 30, 2012

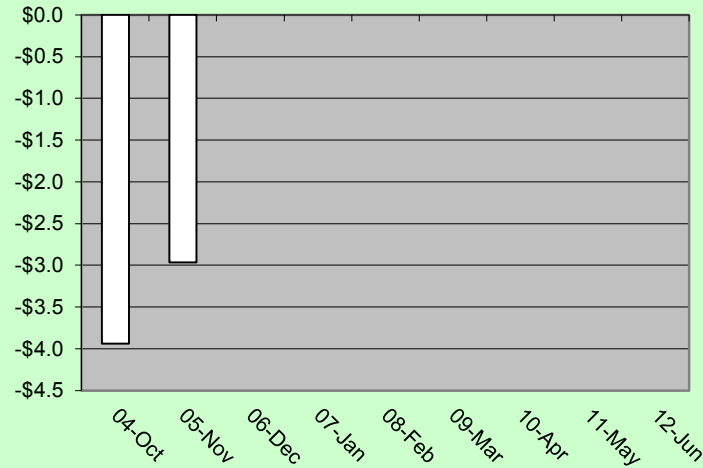
Actual Budget  
YTD Surplus (\$000's):

## MCLEOD (119)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$115	\$113	\$2
Supp.Staff	9	9	0
Disc.Subs	1	1	0
Supp & Serv.	2	7	-5
<b>Total</b>	<b>127</b>	<b>130</b>	<b>-3</b>

**Overbudget 2.3%**

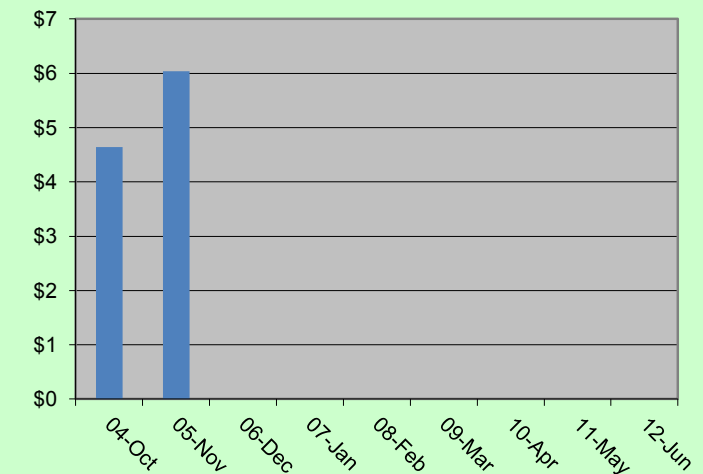


## MOBERLY LAKE (118)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$103	\$104	-\$1
Supp.Staff	7	11	-4
Disc.Subs	4	1	3
Supp & Serv.	13	5	8
<b>Total</b>	<b>127</b>	<b>121</b>	<b>6</b>

**Underbudget 4.8%**

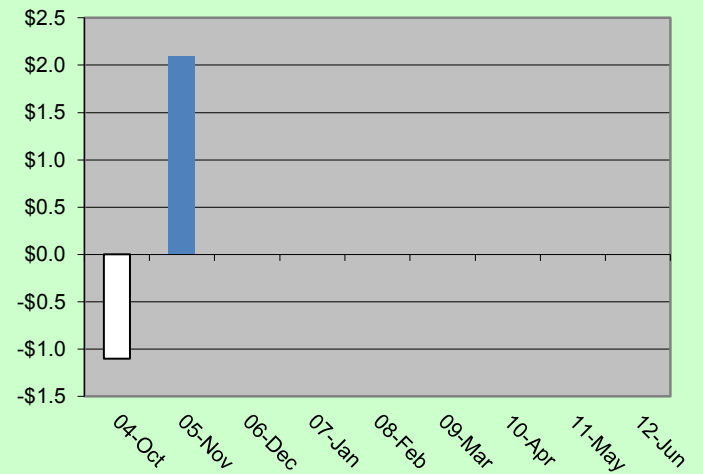


## PARKLAND (124)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$128	\$128	\$0
Supp.Staff	40	39	1
Disc.Subs	4	3	0
Supp & Serv.	8	7	1
<b>Total</b>	<b>179</b>	<b>177</b>	<b>2</b>

**Underbudget 1.2%**

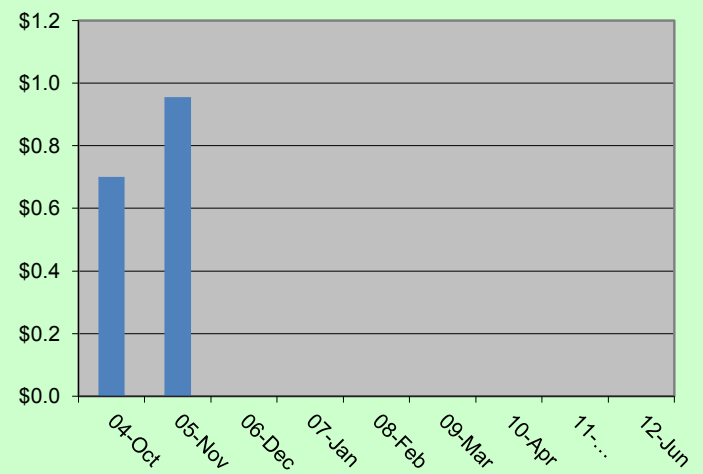


## PEACEVIEW (132)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$30	\$31	-\$1
Supp.Staff	11	11	0
Disc.Subs	0	0	0
Supp & Serv.	3	2	1
<b>Total</b>	<b>44</b>	<b>43</b>	<b>1</b>

**Underbudget 2.2%**



# Board Variance Report - Schools

June 30, 2012

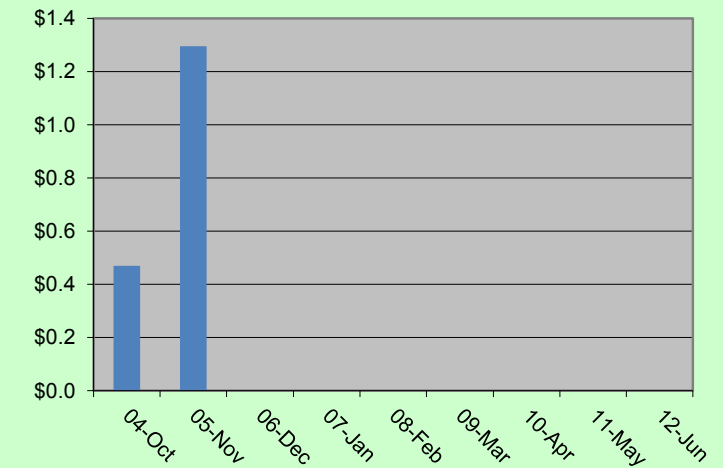
YTD Surplus (\$000's):

## POUCE COUPE (110)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$150	\$149	\$1
Supp.Staff	42	36	5
Disc.Subs	4	4	0
Supp & Serv.	9	14	-4
<b>Total</b>	<b>205</b>	<b>203</b>	<b>1</b>

**Underbudget 0.6%**

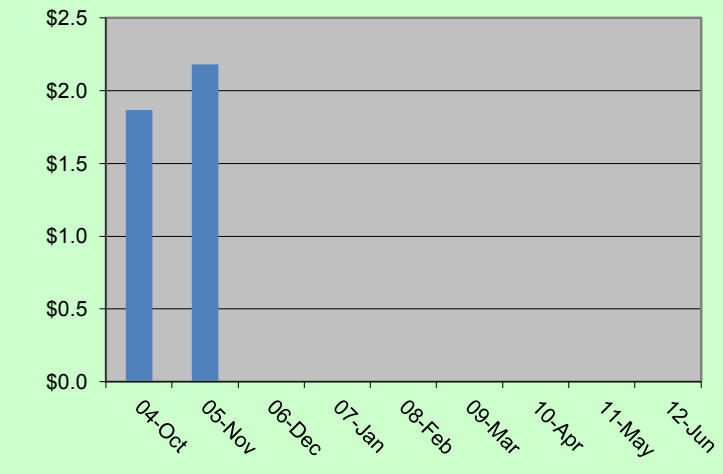


## ROLLA (120)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$100	\$95	\$5
Supp.Staff	4	5	-1
Disc.Subs	2	3	-2
Supp & Serv.	2	2	0
<b>Total</b>	<b>108</b>	<b>106</b>	<b>2</b>

**Underbudget 2.0%**

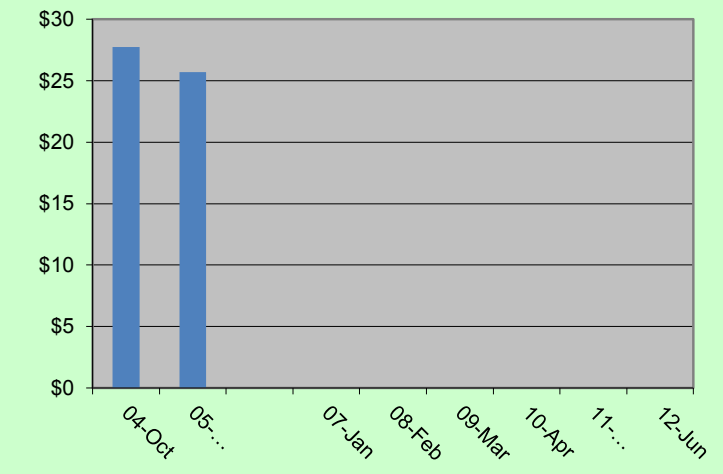


## SP DIST LEARNING (138)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$173	\$140	\$33
Supp.Staff	22	22	0
Disc.Subs	0	1	-1
Supp & Serv.	4	11	-7
<b>Total</b>	<b>199</b>	<b>173</b>	<b>26</b>

**Underbudget 12.9%**

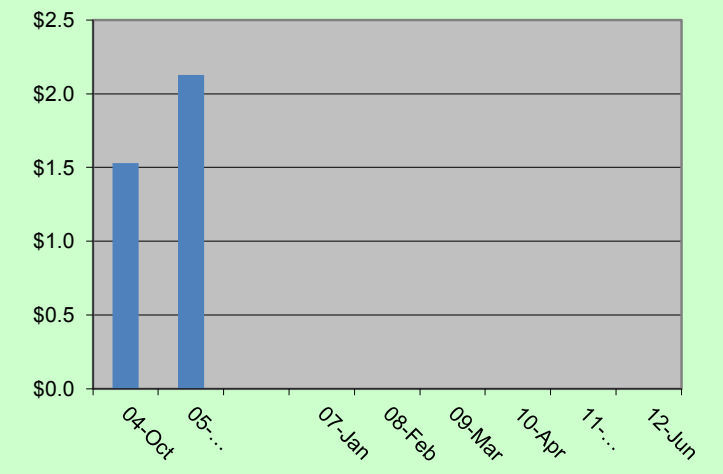


## SOUTH PEACE ELEMENTARY (125)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$53	\$53	\$1
Supp.Staff	3	3	0
Disc.Subs	1	0	1
Supp & Serv.	2	1	1
<b>Total</b>	<b>60</b>	<b>57</b>	<b>2</b>

**Underbudget 3.6%**



# Board Variance Report - Schools

June 30, 2012

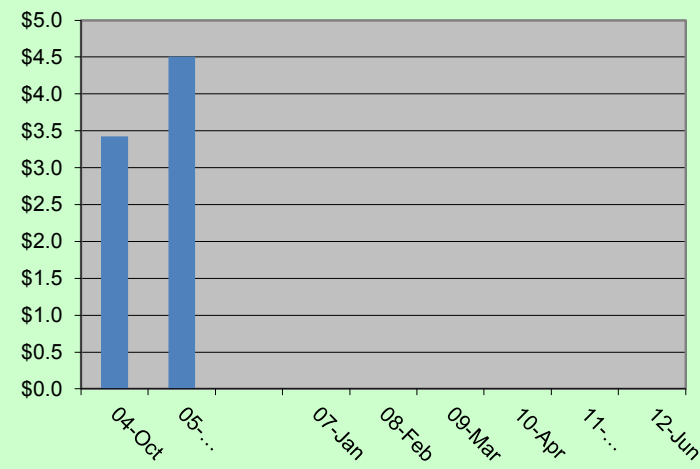
Actual Budget  
YTD Surplus (\$000's):

## TATE CREEK (122)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$91	\$91	\$0
Supp.Staff	9	7	2
Disc.Subs	3	3	-1
Supp & Serv.	11	8	3
<b>Total</b>	<b>114</b>	<b>110</b>	<b>5</b>

**Underbudget 3.9%**

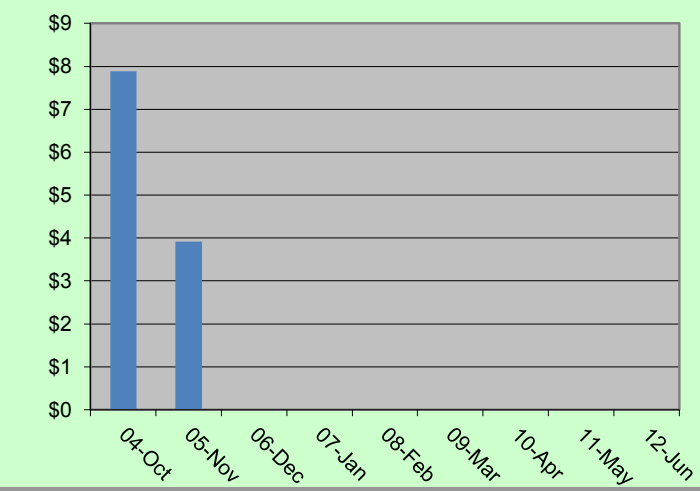


## TREMBLAY (109)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$297	\$296	\$1
Supp.Staff	78	76	2
Disc.Subs	2	6	-4
Supp & Serv.	24	20	4
<b>Total</b>	<b>401</b>	<b>397</b>	<b>4</b>

**Underbudget 1.0%**

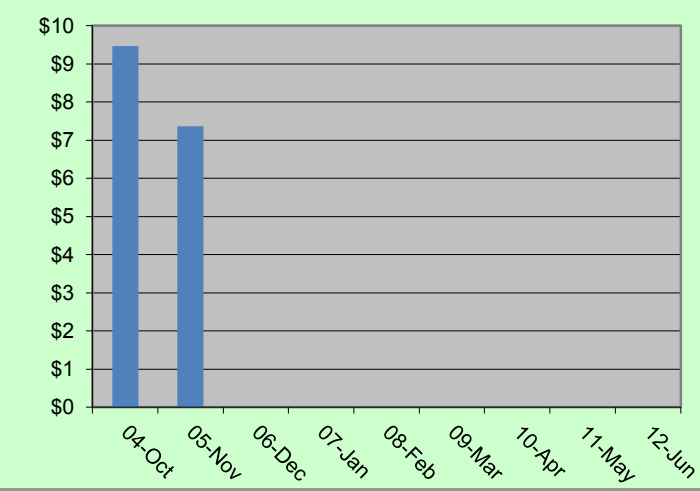


## TUMBLER RIDGE ELEMENTARY (129)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$377	\$379	-\$2
Supp.Staff	56	48	7
Disc.Subs	4	6	-2
O&M	9	6	4
<b>Total</b>	<b>446</b>	<b>439</b>	<b>7</b>

**Underbudget 1.7%**



# Board Variance Report - Schools

June 30, 2012

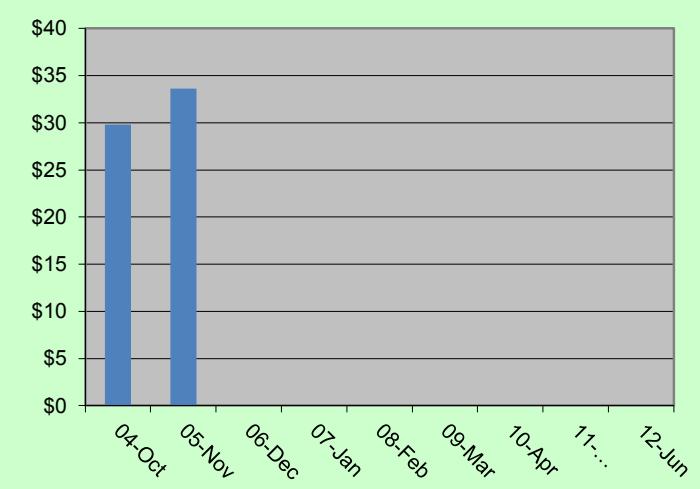
YTD Surplus (\$000's):

## TUMBLER RIDGE SECONDARY (127)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$389	\$370	\$19
Supp.Staff	81	79	2
Disc.Subs	5	3	2
Supp & Serv.	39	29	10
<b>Total</b>	<b>514</b>	<b>480</b>	<b>34</b>

**Underbudget 6.5%**

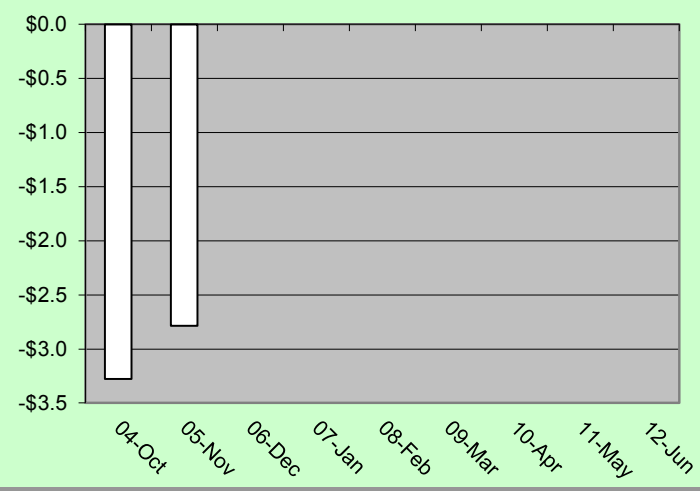


## WINDREM (112)

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$245	\$244	\$0
Supp.Staff	29	29	1
Disc.Subs	1	1	0
Supp & Serv.	6	10	-4
<b>Total</b>	<b>281</b>	<b>284</b>	<b>-3</b>

**Overbudget 1.0%**

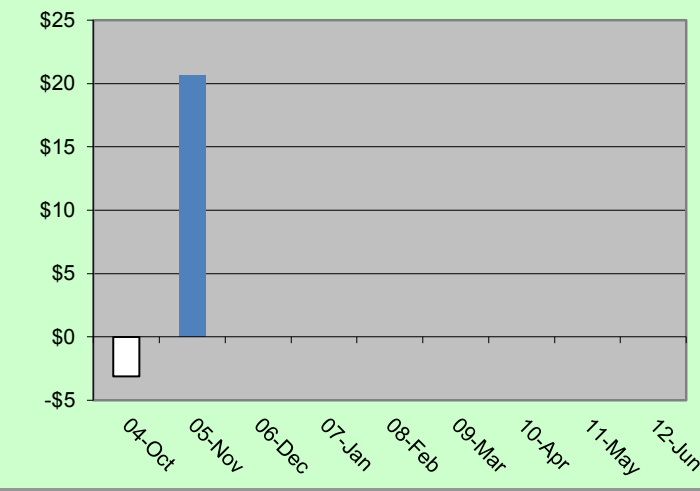


## TOTAL ALL SCHOOLS

### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$6,446	\$6,433	\$13
Supp.Staff	1,300	1,303	-3
Disc.Subs	70	86	-15
Supp & Serv.	434	408	26
<b>Total</b>	<b>8,250</b>	<b>8,230</b>	<b>21</b>

**Underbudget 0.3%**



**CAPITAL PROJECT BYLAW NO. 116643**

A Bylaw by the BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH) (hereinafter called the "Board") to adopt a Capital Project.

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved a capital plan of the Board.

NOW THEREFORE the Board agrees to the following:

- (a) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the project substantially in accordance with the Project Agreement (where required);
- (b) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- (c) maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The capital project of the Board approved by the Minister and specifying a maximum expenditure of \$421,266 for Project No. 116643 is hereby adopted.
- 2. This Bylaw may be cited as "School District No. 59 (Peace River South) Capital Project Bylaw No.116643.

READ A FIRST TIME THE 12<sup>th</sup> DAY OF December 2012;

READ A SECOND TIME THE 12<sup>th</sup> DAY OF December 2012;

READ A THIRD TIME, PASSED AND ADOPTED THE 12<sup>th</sup> DAY OF December 2012.

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 59 (Peace River South) Capital Project Bylaw No. 116252 adopted by the Board the 12<sup>th</sup> day of December 2012.

\_\_\_\_\_  
Secretary Treasurer

## **4660 Retention and Destruction of Records**

Policy 4660

STATUS: ADOPTED

---

### *RETENTION AND DESTRUCTION OF RECORDS - FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*

Adopted and Codified: June 28, 1995

Last Revised: June 14, 2000

---

#### Description:

Records held by School District 59 will be retained while they are of use in the operation of the District and in compliance with pertinent federal and provincial legislation. A retention procedure outlines the minimum period of time which specific records must be retained.

Once records are past the applicable retention period, the principal of the school or the supervisor of the department responsible for the records is authorized to destroy them if he or she is satisfied that the records are of no further use and that they have no historical or archival value. Records which contain personal or confidential information should be destroyed in a manner that retains the confidentiality of the records.

---

*RETENTION AND DESTRUCTION OF RECORDS - FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*

Adopted and Codified: June 28, 1995

Last Revised: June 14, 2000

---

**Description:**

The following retention schedule outlines the minimum amount of time that School District 59 records must be retained and who is responsible for their retention and destruction.

<b>Board Records</b>	
<i>Responsibility: Secretary Treasurer's Office</i>	
Board Policy	Permanent
Agendas of Regular and Special Board Meetings	Permanent
List of Electors	2 years after the year of creation
Minutes	Permanent
Notice of Meetings	1 year
Oaths and Declaration of Trustees	For term of office
School Trustee list	While current
Debenture and By-law register	Permanent
Debenture and coupons redeemed	6 years after the year redeemed
Contracts with Senior District Staff	6 years after the year employee leaves
Employee WCB forms	6 years after the year employment cease
<b>Communications/Information and Privacy</b>	
<i>Responsibility: Communications Office</i>	
Freedom of Information Request	2 years after the calendar year of creation
Requests to Review Freedom of Information decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued
Freedom of Information requests to correct personal information	2 years after the personal information has been updated, annotated, or request has been transferred to another public body
Annual Report as required by the School Act	Permanent
District publications and newsletters	Permanent
<b>Facilities Records</b>	
<i>Responsibility: Secretary Treasurer's Office</i>	



Rental of facilities	1 year after the year of rental
Appraisal and inventory records	6 years after the year of asset disposal
Authorization for expenditure of capital funds	6 years after the year capital plan completed
Land titles, deeds and plans	6 years after the year of asset disposal
Mortgages and leases	6 years after expiration of term
Referenda Data (subsequent changes, orders-in-council, etc.)	6 years after the year of asset disposal
Building plans and specifications (with related changes, guarantees, bonds, liens and valuable correspondence)	6 years after the year of asset disposal
<b>Financial Records</b>	
<i>Responsibility: Finance Department</i>	
Annual budget and summary supporting documents	Permanent
Auditorís Reports	Permanent
Cancelled cheques	6 years after the year of creation
Cheque duplicates, invoices, requisitions, purchase orders	6 years after the year of creation
Employee Travel Claims	6 years after the year of creation
Ministry of Education financial information reports	Permanent
General Ledger	Permanent
Invoices billed	6 years after the year of creation
Subsidiary ledgers and journals	6 years after the year of creation
Receipts issued	6 years after the year issued
Bank statement, debit and credit notes	6 years after the year of creation
Deposit books	6 years after the year of creation
Loans, authorization	6 years or term of loan, if longer
Loans, cancelled notes	6 years after the year of creation
Stop payment orders	1 year after the year of creation
<b>General Records</b>	
<i>Responsibility: Each Department Manager or Principal</i>	
General correspondence	2 years after the year of creation
<b>Personnel Records</b>	
<i>Responsibility: Personnel Manager</i>	
Applications and job competitions	1 year after position is filled
Collective Agreements with Unions	Permanent
Contracts with individual employees	6 years after the year employee leaves district
Employee files	6 years after the year employee leaves

	district
First Aid Certification	6 years after the year employee leaves district
Leave records	6 years after the year employee leaves district
Individual grievance files	Permanent
Letters of discipline	According to collective agreement or 6 years after the year employee leaves the district
Personnel File	6 years after the year employment ceases
Reference checks	1 year after position is filled
Seniority Lists	Permanent
Support Staff Subs	1 year
Unsolicited resumes	6 months
Violent incident reports	6 years after the year of creation
<b>Information Systems</b>	
<i>Responsibility: Assistant Secretary Treasurer</i>	
User ID's	When user is removed from the system
System Problem-Tracking	When user is removed from the system
<b>Insurance Records</b>	
<i>Responsibility: Assistant Secretary Treasurer</i>	
Incident Reports	1 year or until finalized
Claims	6 years after claim settled for adults; 2 years after age of majority is reached for individuals under 19 years.
Insurance Policies	Permanent
<b>Payroll Records</b>	
<i>Responsibility: Assistant Secretary Treasurer</i>	
Employee payroll register	6 years after the year employee leaves district
Employee attendance records	6 years after the year employment ceases
Payroll benefits	6 years after the year employment ceases
Payroll deductions	6 years after the year employment ceases
<b>Purchasing Records</b>	
<i>Responsibility: Budget Managers</i>	
Quotations and relative correspondence	6 years after the year of creation
Requisitions and purchase orders	6 years after the year of creation
Purchasing contracts	6 years after the year of creation
<b>Student Records</b>	

Student Information System Data <i>Responsibility: Assistant Superintendent</i>	Permanent
Permanent Record Cards <i>Responsibility: Schools</i>	Permanent
Attendance Reports and Registers <i>Responsibility: Schools</i>	Permanent
Cross Boundary Attendance Requests <i>Responsibility: Director of Instruction</i>	1 year after decision is made about the request
Provincial Scholarships and District Awards <i>Responsibility: Assistant Superintendent</i>	Permanent
Senior Secondary School Statement <i>Responsibility: Secondary Schools</i>	Permanent
Teachers' student files <i>Responsibility: Teacher (selected records transferred to Primary Student File)</i>	1 year after teacher no longer has student
Other student records <i>Responsibility: Schools</i>	Useful life of the record
<b>Transportation Data</b> <i>Responsibility: Transportation Manager</i>	
Student Bus Registration Forms	1 year after the year of creation
Transportation Assistance Forms	1 year after the year of creation
School Bus Behaviour Report	1 year after the year of creation
School Bus videotapes	1 year after the year of creation





## *School District 59 (Peace River South)*

11600-7<sup>th</sup> Street,

Dawson Creek, B.C. V1G 4R8

Phone: (250) 782-8571 Fax: (250) 782-3204

### **2011-12 BOARD REPRESENTATIVES**

#### ***Committee Representatives:***

Education Committee	W. Ezeard /S. Kampen-Chair A. Prescott (District Staff -R.Dennis)
Policy Committee	T. Ziemer-Chair/R.Powell /S. Kampen (District Staff – R. Dennis)
Finance-Tenders/Budget	Committee Of The Whole

#### ***Program Liaisons:***

Transportation	J. Clavier-Dawson Creek S. Kampen-Chetwynd (District Staff – G. Slykhuis/K. Trail)
Maintenance/Capital Projects	J. Clavier (District Staff – G. Slykhuis)
BCSTA	S. Berringer /T. Ziemer/A. Prescott
DPAC	T. Ziemer /R. Powell (District Staff – K. Sawchuk)
Aboriginal Education	W. Ezeard – Dawson Creek S. Kampen /A. Prescott – Chetwynd (District Staff – Kathy Sawchuk)
Energy Portfolio Outdoor Ed/ Destination Conservation International Education Program	S. Berringer/W.Ezeard/T. Ziemer (District Staff – R. Dennis/A. Van Tassel) (Brad Booker – Program Vice Principal)
Communications	S. Berringer/S.Kampen/A.Prescott

#### ***Board Representatives for Negotiating Purposes:***

PRSTA	R. Powell/W. Ezeard
Excluded	J. Clavier/R. Powell
BCGEU	J. Clavier/T.Ziemer
CMAW	J. Clavier/T.Ziemer
Teamsters	W. Ezeard/R. Powell
BCPSEA	R. Powell /W. Ezeard

#### ***School Liaisons:***

Canalta Elem.	R. Powell
Dawson Creek Sec.	R. Powell/T. Ziemer
Chetwynd Secondary	S. Kampen/A. Prescott
Crescent Park Elem	R. Powell
Devereaux Elem	J. Clavier
Don Titus Elem.	S. Kampen
SP Distributed Learn.	W. Ezeard
Ecole Frank Ross	T. Ziemer
Little Prairie Elem.	A. Prescott
McLeod Elem.	J. Clavier
Moberly Lake Elem.	A. Prescott

Parkland Elem.	J. Clavier
Peace View Elem.	J. Clavier
Pouce Coupe Elem.	W. Ezeard
Rolla Traditional Sch.	W. Ezeard
South Peace Elem.	J. Clavier
Tate Creek Elem.	W. Ezeard
Tremblay Elem.	T. Ziemer
Tumbler Ridge Elem.	S. Berringer
Tumbler Ridge Sec.	S. Berringer
Windrem Elem.	S. Kampen/A. Prescott