



SCHOOL DISTRICT NO 87

P.O. BOX 190
DEASE LAKE, B.C. V0C 1L0
Tel. (250) 771-4440
Fax (250) 771-4441

School District No.87 (Stikine) AGENDA Public meeting of: September 26, 2024 3:30pm PST – via Zoom

1. Call to Order

Land Acknowledgement:

We would like to acknowledge that the lands on which we work and learn are the unceded traditional territories of the Tāltān, Kaska and Taku River Tlingit First Nations.

2. Adoption of Agenda – Motion Required **Pages 1 - 3**
3. Adoption of Public Meeting Minutes
 - a. May 2, 2024 Lower Post – Motion Required **Pages 4 – 8**
4. Adoption of Caucus Meeting Summary
 - a. May 2, 2024 Lower Post – Motion Required **Page 9**
 - b. May 31, 2024 via Zoom – Motion Required **Page 10**
 - c. July 11, 2024 via Zoom – Motion Required **Page 11**
 - d. July 22, 2024 via Zoom – Motion Required **Page 12**
5. Superintendent Report
 - a. Superintendent’s Report to the Board of Educat – Motion Required **Pages 13 - 14**
 - b. Enhancing Student Learning Report – Motion Required **Mtg Handout**
 - c. Dease Lake School Field Trip to Vancouver, BC – Motion Required **Pages 15 - 22**
 - d. Application for Research – Atlin School – Motion Required **Pages 23 - 39**
6. Finance
 1. 2024/2025 Annual Budget – Bylaw Required (formal record) **Pages 40 - 59**

Secretary Treasurer Cameron to present a detailed report on the changes expected/proposed to revenues/expenses for the 2024-2025 Annual Budget.

- i. **THAT** the 2024/25 Annual Budget Bylaw in the amount of \$11,275,299 pursuant to Section 113 of the School Act, R.C.B.C., 1996, c. 412 be approved as read for the first time.

- ii. **THAT** the 2024/25 Annual Budget Bylaw in the amount of \$11,275,299 pursuant to Section 113 of the School Act, R.C.B.C., 1996, c. 412 be approved as read for the second time.

(Unanimous consent is required to proceed to 3rd and final reading)

- iii. **THAT** the 2024/25 Annual Budget Bylaw in the amount of \$11,275,299 pursuant to Section 113 of the School Act, R.C.B.C., 1996, c. 412 be approved as read for the third time and finally adopted.

2. 2025/26 Five Year Major Capital Plan - Motion Required (formal record) **Pages 60 - 63**

- i. **THAT** the 2025/26 Five Year Major Capital Plan be approved as presented.

3. 2023/24 Audited Financial Statements – Motion Required **Pages 64 - 96**

Secretary Treasurer Cameron to provide an overview of the audit process for 2023/24 and review the highlights of the Financial Statement Discussion and Analysis Report for the year ended June 30, 2024.

- i. **THAT** the 2023/24 Audited Financial Statements be approved as presented.

4. 2025/26 Five Year Minor Capital Plan – Motion Required **Mtg Handout**

- i. **THAT** the 2025/26 Five Year Minor Capital Plan be approved as presented.

7. Buildings and Grounds

NIL

8. Other

5. Policy Committee

The Policy Committee, consisting of Trustee Nole, Superintendent McIntosh and Secretary Treasurer Cameron will be reviewing and proposing necessary updates, revisions and additions to the District's Policy Manual over the course of the next year. The following policy revision/additions are being presented for the Board's consideration.

- i. Policy 105 - Board Policy Development – **REVISION** **Pages 97 – 98**
2nd/FINAL reading - Motion Required
- ii. Policy 209 - Stdnt Use of Personal Internet-Connected Devices – **NEW** **Page 99**
2nd/FINAL reading as amended - Motion Required
- iii. Policy 308 - Social Media – **NEW** **Pages 100 - 103**
2nd/FINAL reading - Motion Required
- iv. Policy 406 - Reimbursement of Expense – **NEW** **Pages 104 - 107**
2nd/FINAL reading (or as emended) - Motion Required
- v. Policy201 – Code of Student Conduct – **REVISION** **Pages 108 - 113**
1st reading – Motion Required

6. 2024/25 Board Meeting Schedule – Motion Required

Page 114

9. Trustee Reports – Information Only

a. Atlin School

Pages 115 - 117

b. Dease Lake School

Page 118

c. Denetia School

Pages 119 - 124

d. Tahltan School

Pages 125

10. Public Question Period

11. Adjourn Meeting



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PUBLIC MEETING MINUTES **May 2, 2024 at 3:30 pm PST** **Held at Denetia School, Lower Post**

PRESENT:

TASHOOTS, Yvonne	Chairperson
STRANGE, Michael	Vice Chairperson
LOOTS, Fred	Trustee
MACMILLAN, Tracey	Superintendent
CAMERON, Alanna	Secretary Treasurer

PRESENT VIA ZOOM:

NOLE, Teneal	Trustee
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ABSENT:

HAWKINS, Jolene	Trustee
ETZERZA, Tina	Executive Assistant/Human Resources Manager

Land Acknowledgement:

We would like to acknowledge that the lands on which we work and learn are the unceded traditional territories of the Tāltān, Kaska and Taku River Tlingit First Nations.

1. **Called to order by Chairperson Tashoots at 3:39 pm.**
2. **Adoption of Agenda**

STRANGE/LOOTS

R23.45 **THAT** the agenda be adopted as presented.

CARRIED

3. **Adoption of Public Meeting Minutes**

- a. March 13, 2024 Iskut

LOOTS/NOLE

R23.46 THAT the Public Meeting Minutes of March 13, 2024 be accepted as presented.

CARRIED

b. April 18, 2024 Zoom

NOLE/STRANGE

R23.47 THAT the Public Meeting Minutes of April 18, 2024 be accepted as presented.

CARRIED

4. Adoption of Caucus Meeting Summary

a. March 13, 2024 Iskut

STRANGE/LOOTS

R23.48 THAT the Caucus Meeting Summary of March 13, 2024 be approved as presented.

CARRIED

b. April 18, 2024 Vancouver

NOLE/STRANGE

R23.49 THAT the Caucus Meeting Summary of April 18, 2024 be approved as presented.

CARRIED

c. April 19, 2024 Vancouver

LOOTS/STRANGE

R23.50 THAT the Caucus Meeting Summary of April 19, 2024 be approved as presented.

CARRIED

5. Superintendent Report

Superintendent MacMillan provided written and verbal updates on the following items:

- a. District Focus
- b. Student Use of Cell Phones and Personal Internet-Connected Devices
- c. School Updates
- d. School Calendar
- e. Schol Staffing 2024-2025
- f. Student Health and Wellness
- g. Indigenous Education Councils (ECs)

- h. Careers and Wellness
- i. Recruitment and Retention
- j. Provincial School Outreach Program (PSO)
- k. Accessibility BC – SD 87
- l. Student Scholarship, Bursaries & Awards Handbook for 2023-24

The Superintendent Report is for information only.

6. Finance

- a. 2024/2025 Capital Bylaw No. 001- Bylaw Reading Required Pages 26 - 29

Secretary Treasurer Cameron shared that the 2024/2025 Minor Capital Plan Submission that was passed and submitted to the Ministry in June of last year, for the Atlin School Gym Upgrade had been approved. In accordance with Section 143 of the School Act, a single Capital Bylaw was required in order to receive the allocated funds of \$300,000.

LOOTS/STRANGE

- R23.51** **THAT** the 2024/2025 Capital Bylaw No. 001 be read a first time the 2nd day of May 2024.

CARRIED

STRANGE/NOLE

- R23.52** **THAT** the 2024/2025 Capital Bylaw No. 001 be read a second time the 2nd day of May 2024.

CARRIED

(Unanimous consent was granted to proceed to 3rd and final reading)

STRANGE/LOOTS

- R23.53** **THAT** the 2024/2025 Capital Bylaw No. 001 be read a third time, passed and adopted the 2nd day of May 2024

CARRIED

7. Buildings and Grounds

Secretary Treasurer Cameron provided a verbal update.

8. Other

- a. Policy Committee

The Policy Committee, consisting of Trustee Nole, Superintendent MacMillan and Secretary Treasurer Cameron presented one policy revision and three new policies for the Board's consideration.

STRANGE/LOOTS

R23.54 THAT revised Policy 105 – Board Policy be approved for 1st reading as presented.

CARRIED

LOOTS/STRANGE

R23.55 THAT the new Policy 209 – Student Use of Personal Internet-Connected Devices be approved for 1st reading as presented.

CARRIED

STRANGE/NOLE

R23.56 THAT the new Policy 308 – Social Media be approved for 1st reading as presented.

CARRIED

STRANGE/LOOTS

R23.57 THAT revised Policy 406 – Reimbursement of Expense be approved for 1st reading as presented.

CARRIED

It was agreed that all policies approved for 1st reading would be circulated to staff and public prior to 2nd and final reading.

b. Student Field Trip to Toronto, ON – Tahltan School

Superintendent MacMillan shared details of the Tahltan School Field Trip to Toronto that was scheduled to occur prior to the current school year end.

STRANGE/LOOTS

R23.58 THAT the Tahltan School field trip to Toronto < ON be approved.

CARRIED

9. Trustee Reports

Trustees provided detailed verbal reports for each of their liaison schools.

10. Public Question Period

Staff and Trustees responded to questions from the public.

11. Adjourn Meeting

LOOTS/STRANGE

R23.59 THAT the meeting be adjourned at 5:48 pm.

CARRIED

Yvonne Tashoots, Chairperson

Alanna Cameron, Secretary Treasurer

DRAFT



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SCHOOL DISTRICT NO. 87 (Stikine)

CAUCUS MEETING SUMMARY

May 2, 2024

11:00am PST – Denetia School, Lower Post

Land Acknowledgement:

We would like to acknowledge that the lands on which we work and learn are the unceded traditional territories of the Tāltān, Kaska and Taku River Tlingit First Nations.

- C23.40** **THAT** the agenda be adopted as amended.
- C23.41** **THAT** the Caucus Meeting Minutes of March 13, 2024 be accepted as presented.
- C23.42** **THAT** the Caucus Meeting Minutes of April 18, 2024 be accepted as presented.
- C23.43** **THAT** the Caucus Meeting Minutes of April 19, 2024 be accepted as presented.
- C23.44** **THAT** the requested 1-Year Leave Without Pay for teacher JG be approved.
- C23.45** **THAT** the May 2, 2024 Staffing Plan be approved as presented.
- C23.46** **THAT** the meeting be adjourned at 1:41 pm.

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SCHOOL DISTRICT NO. 87 (Stikine)
SPECIAL CAUCUS MEETING SUMMARY
May 31, 2024
3:30pm PST – via Zoom

Land Acknowledgement:

We would like to acknowledge that the lands on which we work and learn are the unceded traditional territories of the Tāltān, Kaska and Taku River Tlingit First Nations.

C23.47 **THAT** the agenda be adopted as amended.

Discussed personnel matters.

C23.50 **THAT** the meeting be adjourned at 5:26 pm.

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SCHOOL DISTRICT NO. 87 (Stikine)
SPECIAL CAUCUS MEETING SUMMARY
July 11, 2024
5:00pm PST – via Zoom

Land Acknowledgement:

We would like to acknowledge that the lands on which we work and learn are the unceded traditional territories of the Tāltān, Kaska and Taku River Tlingit First Nations.

C24.01 **THAT** the agenda adopted as presented.

C24.02 **THAT** Secretary Treasurer, Alanna Cameron, be temporarily appointed Interim Superintendent/Secretary Treasurer effective July 6, 2024.

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SCHOOL DISTRICT NO. 87 (Stikine)
SPECIAL CAUCUS MEETING SUMMARY
July 24, 2024
4:30pm PST – via Zoom

Land Acknowledgement:


We would like to acknowledge that the lands on which we work and learn are the unceded traditional territories of the Tāltān, Kaska and Taku River Tlingit First Nations.


C24.03 **THAT** Katherine McIntosh be appointed Interim Superintendent from August 15, 2024 through to December 31, 2024.



School District **87** Stikine

PO Box 190, 5 Commercial Drive
Dease Lake, BC V0C 1L0

 (250) 771-4440

 (250) 771-4441

We would like to acknowledge that the lands on which we live, work, and learn are the unceded traditional territories of the Tāltān, Kaska, and Taku River Tlingit First Nations.

Superintendent's Report to the Board of Education

September 24, 2024

1. School and Staff Visits:

- I visited each school for their staff opening and met all PVP and staff prior to opening day for students. Communities, staff were extremely warm, welcoming and friendly.
- I'm feeling very positive about the professionals working with our students – passionate, energetic and excited to welcome students and families back to another year
- Carl and I attended the Tlingit Cultural Land based Orientation Day in Atlin at Rose Creek Cabin and Thom Hunting Camp
- Enjoyed the Denetia School BBQ at Trustee Loots' cabin
- Denetia school closure September 3rd to honor Elder Pansy Forsberg. Service Saturday, September 7th – several trustees attended along with Graham and myself

2. Welcome Back Dease Lake BBQ

- August 27th
- Approx 50 invitations to Trustees, Dease Lake staff, Local Nations, TCG, First Responders, Unions
- Excellent attendance – enjoyed Joe and Doug's BBQ skills, board office staff contributed salads and deserts
- The sun came out for us!

3. Student Use of Personal Internet-Connected Devices Policy

- All schools currently working with staff, students and families to implement policy
- School Codes of Conduct will be updated according to revised Board's Code of Conduct Policy

4. Whitehorse Professional Development and Joint District 87/BCPVPA Principals' In-service
 - Thursday, Sept 26 _ Yukon Association of Education Professionals Biennial Gathering "Connecting, Sharing and Building Sustainable Relationships Through Culturally Responsive Practises". All PVP, Alanna and I will be attending.
 - Friday, September 27th School District 87/BCPVPA joint learning session for our PVP "Decision Making and Understanding the Role and Expectations of PVP" Guest presenter – Davis Nelson (former Deputy Superintendent and Principal). Alanna and I will spend the day learning with our PVP.

5. Indigenous Education Council Legislation and Ministerial Order – Effective June 26, 2024
 - All school districts required to have an IEC
 - Purposes: Advocate for Indigenous students; Advise on programs, services, achievement, integration of Indigenous Worldviews particularly local First Nations
 - Local First Nations advise on languages, culture, customs, traditions and grants for Indigenous students
 - Approval for Indigenous Education Targeted Funding
 - Trustees and district employees may not be members of an IEC
 - Council Membership: 2 members each local First Nation and 1 member each non-local First Nation; Board appointed local representatives who bring perspectives relevant to Indigenous student population in district
 - Staff to draft invitation letters for local First Nations from Board Chair; goal of being operational this fall

6. Youth Mental Health Funding and Surplus
 - Grant funding 2024/2025 - \$57,000.00
 - Unused funds from previous years – \$205,530.00
 - Focuses for funding: Compassionate Systems, Social and Emotional Learning, Mental Health Literacy, Trauma Informed Practise, Cultural Competency
 - School district to work with teachers, students and the IEC to develop priorities and an action plan

7. District Principal Indigenous Education and Inclusive Education search
 - Position remains unfilled after first posting
 - Contracted a search consultant to provide advice and assist with recruitment – Anne Cooper
 - Currently reposted and closes Sept 24, 2024



(15)
District #67 Stikine
Original
February 2025

Extraordinary Field Trip Approval Form

Must be submitted to the Superintendent of Schools a minimum of two months prior to departure.

A. Extraordinary Field Trip Qualification

Please note that if you answer YES to ANY of the question in section A your field trip qualifies as extraordinary.

1. The field trip will be beyond British Columbia, Alberta, Yukon or Alaska.	Yes	<input checked="" type="radio"/> No
2. The field trip is more than five(5) school days in duration.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
3. The trip involves special safety considerations (e.g. water, back country, firearms, snowmobiles)	Yes	<input checked="" type="radio"/> No

B. Trip Information

Please note that failure to complete this section with all relevant information may result in rejection of the proposed field trip.

1. School Name :	Peace Lake School
2. Group (Grades):	Gr. 10-12
3. Type of Activity:	Museums, Planetarium, hockey game.
4. Purpose of Activity:	Educational enrichment and wellness.
5. Departure Date:	Feb 2, 2025
6. Return Date :	Feb 7, 2025
7. Schedule of events: (Please attach if inadequate space)	
8. Teacher Supervisors :	Alex Mendez, Christien Dickson, Max Marshall Cheryl Swan, Barry Wu, Jen Williamson, Faisal Small
9. Other School District Supervisors:	NA
10. Other Non -District Supervisors:	NA

11. Number of Students:	23	
12. Are there students who are opting out of the field trip? (If no proceed to questions 14)	Yes	No
13. Please indicate the reasons students have opted out of the field trip:		
14. Age Range of Students:	15-18	
C. Rationale: Please note that failure to complete this section with all relevant information may result in rejection of the proposed field trip.		
1. Relation of Activity to School Goals: (Please explain in detail, attach a separate sheet if inadequate space)	Enrichment of English, Science, Social Studies Curriculum. for the mental health and wellness.	
2. Relation of Activity to Curriculum: (Please explain in detail, attach a separate sheet if inadequate space)	Indigenous history, Space Science, World history	
3. Is school time loss a reasonable and justifiable amount?	Yes	No
D. Substitutes:		
1. Are substitutes required?	Yes	No
2. Is a suitable substitute available?	Yes	No
3. Have adequate plans been provided for the substitute?	Yes	No
E. Criminal Record Checks:		
1. Have criminal record checks been completed and returned to the Principal by all persons who will accompany the students on any overnight field trip?	Yes	No
F. Funding:		
1. Is funding assistance required from the school? (If no proceed to questions 3)	Yes	No

2. If yes from which program?	Field Trip Budget	
3. Are any charges to students in accordance to school law? (If no proceed to section G)	Yes	No
4. Please indicate cost of trip to each students:		
5. Have all students been permitted to participate despite financial difficulties?	Yes	No
G. Transportation:		
1. Are loading, unloading and parking areas safe?	Yes	No
2. Has adequate adult supervision been provided in accordance with school policy while travelling?	Yes	No
3. Is the district bus being used for transportation? (If no proceed to question 6)	Yes	No
4. Is the driver of the bus a school board employee?	Yes	No
5. Does the driver hold a valid class 4 drivers licence?	Yes	No
6. Are private vehicles being used? (If no proceed to question 13)	Yes	No
7. Has a volunteer driver form been completed for all drivers?	Yes	No
8. Are all vehicles in good repair?	Yes	No
9. Has the driver been informed of the Board regulations on seat belts?	Yes	No
10. Has the driver been instructed to carry a copy of signed permission forms in the vehicle for all passengers?	Yes	No
11. Will any of the volunteer drivers be transporting students with allergies? (If no proceed to 13)	Yes	No
12. Has the driver been informed to inspect the vehicle to ensure that the know allergen is not present in the vehicle?	Yes	No

13. Is a rental vehicle being used? (If no proceed to question 15)	<input checked="" type="radio"/> Yes	No
14. Does the rental vehicle have a valid school bus permit?	<input checked="" type="radio"/> Yes	No
15. Does the trip involve cycling? (If no proceed to section H)	<input type="radio"/> Yes	No
16. Will everyone be wearing an approved helmet and safety vest?	<input type="radio"/> Yes	No
17. Will pre-trip instructions and on-trip procedures conform to CAN-BIKE principals?	<input type="radio"/> Yes	No
18. During on-road situations, will the student/adult ratio be 8:1 or less?	<input checked="" type="radio"/> Yes	No
H. Parent Communication:		
1. Has or will the teacher sponsor provide you with completed parental permission forms?	<input checked="" type="radio"/> Yes	No
2. Has suitable arrangements been made to cope with medical situations listed by the parents?	<input checked="" type="radio"/> Yes	No
3. Has an equipment list been provided to students? (If no proceed to question 5)	<input checked="" type="radio"/> Yes	No
4. Have provisions been made to ensure all students have the required equipment prior to departure?	<input checked="" type="radio"/> Yes	No
5. Have arrangements been made with school administration to notify parents if return times cannot be met?	<input checked="" type="radio"/> Yes	No
6. Has or will the teacher discuss, with students, the code of conduct?	<input checked="" type="radio"/> Yes	No
I. Safety:		
1. Have you attempted to anticipate any hazards, dangers etc. involved?	<input checked="" type="radio"/> Yes	No
2. Please indicate your emergency contact procedures:	will have all Parent Contacts.	

3. If this trip involves cycling, skiing or snowshoeing, will an emergency repair kit be available?	Yes	NA No
4. Is this is an outdoor education trip? (If no proceed to question 6)	Yes	No
5. Has the outdoor education site and route been reconnoitered prior to the trip by the teacher sponsor?	Yes	NA No
6. Does an adult accompanying the group have a first aid certificate?	Yes	No
7. Will a first aid kit be available?	Yes	No
8. Please inventory first aid kit. (Attach a separate sheet if inadequate space)		
9. Will firearms be used as a safety precaution on the trip? (If no proceed to question 13)	Yes	No
10. Please list number of firearms being taken.		
11. Please list gun details including caliber.		
12. Please list all individuals who will be responsible for the firearms and hold a valid FSA certificate.		
13. Does the trip involve swimming or boating? (If no proceed to question 18)	Yes	No
14. Does at least one adult accompanying the group possess a water safety certificate or will there be a full time life guard?	Yes	No
15. Does at least one adult accompanying the group possess a pleasure craft operators licence if motor boats are involved?	Yes	No
16. Will adequate life-saving equipment be available including life jackets for all students?	Yes	No
17. Will the trip include travel outside the country? (If no please proceed to question 24)	Yes	No
18. Have parents been advised of the requirement for "out of country" medical insurance?	Yes	NA No

19. Have the parents been advised of the requirements for verification of citizenship (Passport)?	Yes	No
20. Has a declaration been completed for all students?	Yes	No
21. Have parents been informed of recommended travel vaccines for out of country of travel?	Yes	No
22. Have cultural differences been discussed with students?	Yes	No
23. Have parents been informed of all potential dangers involved in the country of travel?	Yes	No
24. Will ATV's or Snowmobiles be involved in the trip? (If no please proceed to section J)	Yes	No
25. Will all students have helmets?	Yes	No
26. Do you feel that all students who will be operating the ATV's or snowmobiles have the skills and knowledge to do so?	Yes	No
27. Have you reviewed snowmobile and ATV safety with the group?	Yes	No
J. Misc:		
1. Is there anyone attending the trip younger than 19 years of age who is not a student? (If no proceed to question 3)	Yes	No
2. Please list all participants under the age of 19 and reasons for attending.		
3. Have you discussed any potential liability issues with the Secretary Treasurer? (If no proceed to end)	Yes	No
4. Please list all liabilities discussed with the Secretary Treasurer:		

Teachers
Signature: _____ Date: _____

Administrator's
Signature: Alexandre Date: Sept. 13/24 Approved Rejected

Superintendent's
Signature: _____ Date: _____ Approved Rejected

Board of
Trustees
Signature: _____ Date: _____ Approved Rejected



VOLUNTEER DRIVER

Thank you for volunteering to drive students. Your offer and assistance is much appreciated. In order to protect our children and you as a driver, we ask you to complete the following. We will also need to photocopy your driver's licence and current Autoplan Insurance Policy (a minimum of \$2,000,000 liability coverage is required).

SCHOOL: _____

DRIVER'S NAME: _____

DRIVER'S ADDRESS: _____

TELEPHONE NO.: _____

I have a Class _____ Drivers' Licence No. _____ (copy attached.)

If requested, my Drivers Abstract dated _____ is also attached.

VEHICLES TO BE USED:	Vehicle 1	Vehicle 2
Year/Make/Style	_____	_____
Colour	_____	_____
Licence Plate No.	_____	_____
Passenger Capacity (# of seatbelts)	_____	_____
My vehicle has # places/seats that meet the criteria for safe placement of booster seats	_____	_____
Owner's Name	_____	_____

REGULATIONS

In volunteering to transport students, I confirm my awareness of the following School District regulations:

1. Vehicles used for student transportation must be rated appropriately and insured with minimum Third Party Liability Insurance of \$2,000,000. The vehicle must be properly equipped with a seat belt for each occupant; seat belts must be secured when travelling.
2. The School District does not accept responsibility for any damage to the vehicle in the event of an accident, nor for deductible, loss of insurance discount or loss of use.
3. The volunteer driver and owner should ensure that, to the best of his/her knowledge, the motor vehicle used for student transportation is in good mechanical condition.
4. Vehicles used will only be driven by the volunteer driver noted above who must be at least 21 years of age and in good health. The driver should be accident-free for at least three years and cannot be a secondary school student. Upon request, the driver must provide a copy of his/her current driver's licence and abstract to the school principal or designate.
5. The vehicle must be equipped with winter, all-season tires and/or chains for winter conditions.
6. For safety and health reasons, volunteer drivers are asked not to allow smoking in their vehicles while transporting students.
7. The driver must not, at any time during his/her performance as a volunteer driver, imbibe any alcoholic beverage or use any restricted substance.
8. The driver must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.
9. All drivers are responsible for complying with all child restraint requirements. Vehicle has number of places/seats that meet the criteria for safe placement of booster seats. Booster seats are for children over 18kg. (40 lbs) until they are 9 years old unless they have reached the height of 145 cm (4'9" tall).

NOTE: (a) If a vehicle has the capacity to carry more than 10 occupants (including the driver), the driver must have a Class 4 driver's licence and the vehicle must be licenced as a school bus.

(b) The School District provides Excess Third Party liability coverage for volunteer drivers and owners while lawfully operating vehicles on behalf of the School District.

VOLUNTEER DRIVER AND VEHICLE OWNER DECLARATIONS:

I have read the above items 1 through 9 including notes, regarding transportation of students for sanctioned school activities and accept and agree to follow these School District regulations.

I affirm that the vehicle that I am driving is insured with a minimum Third Party Liability Insurance of \$2,000,000. I certify that I have no moving violations, no impaired driving charges, and no criminal charges related to a motor vehicle in the past 24 months, and that, to the best of my knowledge, the vehicle(s) identified above is/are in safe, roadworthy condition and my driver's licence is in good standing. Further, I authorize a criminal record check, if so requested.

Driver Signature

Principal (or designate)

Owner Signature

Date

Katherine McIntosh

From: Edelquinn Paracuelles <paracuel@ualberta.ca>
Sent: September 16, 2024 8:00 AM
To: Alanna Cameron; Katherine McIntosh
Cc: Edel Paracuelles
Subject: Request for School District 87 Board Approval to Conduct Research
Attachments: ARISE 2024 Approval Letter.pdf; ARISE 2024 Study Documentation.pdf; Paracuelles Data Collection Instrument.pdf; Paracuelles Letter of Introduction.pdf; Paracuelles Adult Consent Form.pdf; Paracuelles Research Application.pdf

Hi Katherine and Alanna,

As I've discussed with Alanna over the summer, I am a graduate student in the MES program at the University of Alberta. I am completing a course-based research project as a part of my degree requirement, and I am seeking permission from the School District 87 Board to conduct research within the district. I am submitting the following documents for my application for review at the next SD87 Board Meeting on September 24th, 2024:

- a. Research Application
- b. Letter of Introduction and accompanying consent form (to be sent to potential participants)
- c. Data Collection Instrument
- d. The University of Alberta Research Ethics Approval, which includes the following two files:
 - i. ARISE 2024 Approval Letter
 - ii. ARISE 2024 Study Documentation

Thank you for your consideration of my research application. I look forward to hearing from you and the Board regarding the next steps in this process.

Sincerely,
Edel
--

Edel Paracuelles
MEd in Educational Studies (MES) Graduate Student
University of Alberta Alumna
Peter Lougheed Leadership College Scholar
 Email: edelp@ualberta.net OR this email
 LinkedIn: www.linkedin.com/in/1edel

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Name of Applicant: Edel Paracuelles

District: School District 87 - Stikine

Name of Instructor: Dr. Norma Nocente

Date of Submission: September 24, 2024

1. DESCRIPTION OF THE RESEARCH

Emergency disruptions to learning in the context of remote northern schools are not just a concern but an urgent issue that requires attention. Natural emergency crises, such as wildfires, floods, and extreme weather, have increasingly disrupted learning for several schools in northern rural areas in Canada, even to the point where multiple evacuations occur within a single year. Even though there has been much discussion on emergency response teaching since COVID-19, there is minimal research on the practices and behaviours of educators during emergency response teaching within educational settings in rural, remote northern Canadian contexts.

My main research question is, how did educators in northern, rural, remote Canadian schools maintain a learning community during the COVID-19 lockdown? The purpose of this study is to examine the practices of teachers and administrators in northern rural, remote Canadian schools as they strived to maintain learning communities during COVID-19. The findings could be used to create guidelines for extended periods of emergency-induced disruptions that necessitate modified instruction. While the pandemic no longer requires large-scale school closures, public health emergencies and other crises could still disrupt the educational system in the future, as we have been seeing increasingly, especially in northern Canadian regions.

I would like to collect data from respondents who held teaching or administrative roles within School District 87 between March 2020 and June 2023. I will do this through one-on-one semi-structured web-based interviews via Google Meet. I plan to meet with them only once and spend no more than 45 minutes with them during each interview.



2. BENEFIT TO THE DISTRICT

This research will benefit School District 87 as it aligns with Strategic Priority Two: Student Learning, Personal and Social Competency, as shown in the district's Strategic Plan 2022-2026:

STRATEGIC PRIORITY TWO: Student Learning, Personal and Social Competency

Focus: Student Health and Well-being

Goals: Sustaining Indigenous Identity and Pride

Creating Belonging and Resilience

Improving Physical and Emotional Wellness

This study will provide insights into how teachers and administrators in northern rural, remote Canadian schools adapted to maintain effective learning communities during the pandemic. This directly supports the district's focus on student health and well-being. By investigating these practices, the research will contribute to creating guidelines for future emergency-induced disruptions, ensuring that the district is prepared to sustain Indigenous identity and pride, create belonging and resilience, and improve physical and emotional wellness among students.

This research will benefit schools, students, school leaders, and teachers in several ways. First, it will help identify successful strategies for maintaining outdoor learning activities and opportunities, which is a key focus of the district's plan. Second, the study will explore how educators have leveraged partnerships and online resources to provide mental health support and counselling, addressing the district's goal of improving access to these crucial services. Additionally, the research findings will inform best practices for creating inclusive, culturally responsive learning environments that support Indigenous students during times of disruption.

In the spirit of reciprocity and to maximize the impact of this research, I would be willing to deliver a follow-up workshop that will be conducted with educators to share findings, facilitate discussions, and collaboratively explore how these insights can be leveraged for future educational practices.



3. PERSONNEL, SCHOOL AND TIME INVOLVED

For my research, I would like to interview participants who held teaching or administrative roles within School District 87 between March 2020 and June 2023. I intend to invite participants only from Dease Lake School, Tahltan School, and Denetia School. I will only interview the first three (3) eligible participants who respond. Below is a table outlining the individuals I need to contact, their requested involvement, and the time required.

Individuals	How contact is made, and involvement requested	Approximate time required
Principals at Dease Lake School, Tahltan School, and Denetia School	<ul style="list-style-type: none"> ● Email to discuss my research study & request access to approach teaching staff. ● Forward my introduction email to all teaching staff (or I will email the teachers if that is the principal's preference) 	15-30 minutes
Principal (as a potential participant)	<ul style="list-style-type: none"> ● Read my introduction letter forwarded by me ● Decide if they want to participate, ask the researcher questions ● Read, complete, and forward me their consent form ● Set up a date and time to conduct the interview. Location, date, and times will be mutually agreed upon comfortability of each participant. 	20-30 minutes
	<ul style="list-style-type: none"> ● Participate in one interview outside of class time at the participant's convenience. 	30-45 minutes
	<ul style="list-style-type: none"> ● Review the transcript of the interview to confirm accuracy 	15 minutes
	<ul style="list-style-type: none"> ● Respond to possible email from the researcher in case points of clarification are required. 	15 minutes
Teachers	<ul style="list-style-type: none"> ● Read my introduction letter forwarded by the principal ● Decide if they want to participate, ask the researcher questions ● Read, complete, and forward me their consent form ● Set up a date and time to conduct the interview. Location, date, and times will be 	20-30 minutes



	mutually agreed upon comfortability of each participant.	
	<ul style="list-style-type: none"> Participate in one interview outside of class time at the participant's convenience. 	30-45 minutes
	<ul style="list-style-type: none"> Review the transcript of the interview to confirm accuracy 	15 minutes
	<ul style="list-style-type: none"> Respond to possible email from the researcher in case points of clarification are required. 	15 minutes

TIMELINES

Date	Activity
January 8-24, 2025	<ul style="list-style-type: none"> Formal recruitment of participants may begin. Letters and consent forms sent out.
January 15-February 16, 2025	<ul style="list-style-type: none"> Data Collection: Interview participants Interview transcription Return transcript to participants for review Organize data, and begin data analysis.
February 16– March 9, 2025	<ul style="list-style-type: none"> Data analysis
February 15, 2025	<ul style="list-style-type: none"> Participant withdrawal date
August 14, 2025	<ul style="list-style-type: none"> Program synthesis paper completed and emailed to district reviewers, participants, and other interested readers.
January 8, 2025-August 14, 2025	<ul style="list-style-type: none"> Date range of research

Edel Paracuelles
2 Warm Bay Road,
Atlin, BC V0W 1A0
(780) 226-4243
paracuel@ualberta.ca

January 8, 2025

Recipient Name
123 Recipient Street
Recipient City, Province Postal Code

Dear Recipient Name,

I am a graduate student in the Master of Education in Educational Studies program (MES) at the University of Alberta. The purpose of this letter is to invite you to take part in a research assignment for my EDU 515 Conducting Educational Research course. My assignment is intended to examine the strategies and practices employed by educators in northern rural remote Canadian schools to maintain effective learning communities during COVID-19. The findings could be used to develop guidelines for future emergency situations that necessitate modified instruction. Your participation would involve a 30-45 minute Google Meet interview, a 15-minute review of the interview transcript, and 15 minutes of follow-up questions via email, if necessary. Your participation is voluntary; there will be no consequence to you should you decline to participate.

The Provincial Government has lifted public health restrictions with regards to COVID-19. This means that in-person research has resumed. Individuals have a choice between in-person or online participation. For those who choose in-person participation, I will continue to adhere to all public health guidelines and university policies. For those who choose online participation, I will arrange for remote meetings held through my University of Alberta Google Meet account. Meetings will be video recorded.

Any recording will be saved to my computer hard-drive or to my secure University of Alberta Google Drive.

In order to gather data for my research assignment, I will be collecting data from 3 participants using semi-structured one-on-one interviews between January 8, 2025 to February 16, 2025. All participants must have held a teaching or administrator role in a northern remote Canadian school during the COVID-19 pandemic between March 2020 to June 2023. I will be interviewing only the first three (3) eligible participants. The interview will be video recorded and transcribed. Please note:

- You may choose not to answer a question.
- You may opt out of this research assignment once responses have been submitted. To do so, please submit your request in writing via email by February 15, 2025 and I will destroy all data.
- I will send you a transcription of the interview by email; you will have the opportunity to verify the accuracy of the transcription.

Should any concerns, complaints, or questions arise from your participation, you may contact me or my instructor, Dr. TBA.



MASTER OF EDUCATION IN EDUCATIONAL STUDIES (MES)
FACULTY OF EDUCATION

940 Education South
11210 – 87 Avenue NW
Edmonton, Alberta, Canada T6G 2G5
Tel: 780.492.0998
uab.ca/mes | mesadmin@ualberta.ca

All data will be handled in compliance with the University of Alberta Standards for the Protection of Human Research Participants:

- Participant names will not be revealed. To protect anonymity, pseudonyms or numerical coding will be used in all written representations of the data.
- No original/edited audio or video footage will be used in the reporting of the data.
- Hard copy data will be locked in a cabinet in my home and will be destroyed on my completion of the MES program.
- Digital data will be stored on my computer under a secure password-protected system or on my University of Alberta GOOGLE DRIVE and will be destroyed on my completion of the MES program.
- Data will be used to complete my MES Program, and may be used in future presentations and publications in educational contexts.

Thank you for considering this invitation to participate in my research. If you wish to participate, please sign the attached consent form and return it to me via email at paracuel@ualberta.ca by January 24, 2025. Please keep a copy of the consent form for your own records.

The plan for this research has been reviewed for its adherence to ethical guidelines and approved by Research Ethics Board 1 at the University of Alberta. For questions regarding participant rights and ethical conduct of research, you can contact the Research Ethics Office at (780) 492-2615.

Should you wish a copy of my research findings, I would be pleased to provide one on your request.

Sincerely,

Edel Paracuelles
Graduate Student in the MES Program
Faculty of Education, University of Alberta
(780) 226-4243
paracuel@ualberta.ca

Attachment: Participant Consent Form


EDU 515 Research Assignment: Remote Resilience: Strategies from Northern Canadian Educators During COVID-19
Researcher: Edel Paracuelles
Date Range of Research: January 8, 2025 - August 14, 2025

I, **name of participant**, hereby consent to participate in the research, Remote Resilience: Strategies from Northern Canadian Educators During COVID-19.

I understand that I have a choice between in-person or online participation. If I choose in-person participation, the researcher will adhere to all public health guidelines and university policies. If I choose online participation, the researcher will arrange for remote meetings held through their University of Alberta Google Meet account. Meetings will be recorded.

Any recording will be saved to the researcher's computer hard-drive or to their secure University of Alberta Google Drive.

My participation includes:

- a 30-45 minute interview with Edel Paracuelles
- 15 minutes to review the interview transcript and confirm its authenticity
- respond to follow-up questions via email, if necessary, to clarify certain responses (15 minutes)
- The interview will be video-recorded.

As per the Letter of Information, I understand that:

- My participation in this research is voluntary.
- I may withdraw from the research without penalty.
- I will not be able to withdraw my data from the research after February 15, 2025.
- All information gathered will be treated confidentially.
 - No identifying information will appear on written representations of the data: pseudonyms or numerical coding will be used to convey the data.
 - No original/edited audio or video footage will be used in the reporting of the data.
- Digital data will be stored on the researcher's computer under a secure password-protected system or on their University of Alberta GOOGLE DRIVE and will be destroyed on the researcher's completion of the MES program.
- The data will be used for the purposes of completion of the Master of Education in Educational Studies. (MES) program and may be used in future presentations and publications in the educational context.
- The plan for this research has been reviewed for its adherence to ethical guidelines and approved by Research Ethics Board 1 at the University of Alberta. For questions regarding participant rights and ethical conduct of research, I can contact the Research Ethics Office at (780) 492-2615.

 Signature of Participant

 Date

DATA COLLECTION INSTRUMENT

Main research question

How did educators in a northern, rural, remote Canadian school maintain a learning community during the COVID-19 lockdown?

Purpose

The purpose of this study is to examine the practices of teachers and administrators in northern rural remote Canadian schools as they strive to maintain effective learning communities during COVID-19 to create guidelines in preparation in the event of extended periods of emergency-induced disruptions that necessitate modified instruction.

Site

School District 87 - Stikine

Participants

Teachers and administrators who have worked during COVID-19 within northern rural, remote Canadian regions

Sub research Questions and Interview Questions

1. How did educators adapt to the challenges encountered during COVID?

Interview Questions:

- What were the major challenges faced by educators during the disruption?
 - How did you go about addressing these challenges?
2. What strategies did educators use to maintain communication and engagement with students?
 - What aspects were important to you in establishing and maintaining student engagement?
 - What strategies did you use to encourage student engagement?
 3. Keeping in mind lessons learned from COVID, how would these educators respond in the event of an emergency-induced disruption?
 - How can your school ensure the continuity of teaching and learning during another disruption?
 - In reflection, what should educators prioritize during future disruptions?

Notification of Approval (Renewal and Amendment)

Date: March 7, 2024
Renewal ID: [Pro00016786_REN15](#)
Principal Investigator: [Lesly Wade-Woolley](#)
Study ID: [Pro00016786](#)
Study Title: EDU 515 Conducting Educational Research
Approval Expiry Date: March 6, 2025

Thank you for submitting this renewal and amendment. Your renewal and amendment (to revise inclusion criteria and remove documentation no longer applicable) has been reviewed and approved.

This re-approval is valid for one year. If your study continues past the expiration date as noted above, you will be required to complete another renewal request. Beginning at 30 days prior to the expiration date, you will receive notices that the study is about to expire. If you do not renew on or before the renewal expiry date, you will have to re-submit an ethics application.

Approval by the REB does not constitute authorization to initiate the conduct of this research. The Principal Investigator is responsible for ensuring required approvals from other involved organizations (e.g. universities/colleges, community organizations, school boards) are obtained, before the research begins.

Sincerely,

Mary-Jane Sykes, REB Specialist, on behalf of

Dr. Theresa Garvin, PhD, MUA, BA
Chair, Research Ethics Board 1

Note: This correspondence includes an electronic signature (validation and approval via an online system).

1.1 Study Identification

Please answer all relevant questions that will reasonably help to describe your study or proposed research.

- 1.0 * **Short Study Title** (restricted to 100 characters):
EDU 515 Conducting Educational Research
- 2.0 * **Complete Study Title** (can be exactly the same as short title):
EDU 515 Conducting Educational Research
- 3.0 * **Select the appropriate Research Ethics Board** (Detailed descriptions are available at [here](#)):
Research Ethics Board 1
- 4.0 * **Is the proposed research:**
Unfunded
- 5.0 * **Name of local Principal Investigator:**
[Lesly Wade-Woolley](#)
- 6.0 * **Type of research/study:**
Instructor Course-based (where all students in a class, individually or in groups, conduct the same or similar MINIMAL risk research assignments, following project guidelines provided by instructor)
- 7.0 **Investigator's Supervisor**(required for applications from undergraduate students, graduate students, post-doctoral fellows and medical residents to REBs 1 & 2. HREB does not accept applications from student PIs):

8.0 **Study Coordinators or Research Assistants:** People listed here can edit this application and will receive all email notifications for the study:

Name	Employer
Lynnell Prediger	ED Dean of Education

9.0 **Co-Investigators:** People listed here can edit this application and will receive email notifications (Co-investigators who do not wish to receive email, should be added to the study email list team below instead of here).

Name	Employer
Lesly Wade-Woolley	any

10.0 **Primary Admin Contact:**

- 11.0 **Study Team:** (Co-investigators, supervising team, other study team members) - People listed here cannot view or edit this application and do not receive email notifications.

Last Name	First Name	Organization	Role/Area of Responsibility	Phone	Email
Macy	Leonora	University of Alberta	Instructor		lmacy@ualberta.ca
Kanuka	Heather	University of Alberta	Supervisor		hakanuka@ualberta.ca
Parsons	Jim	University of Alberta	Supervisor		jbp@ualberta.ca

ID: Pro00016786

Pro00016786

Status: Approved

1.6 Instructor Course-based Application

1.6 Instructor-led Course-based Application

Frequently, undergraduate courses incorporate class projects and other activities for the purposes of developing research skills. These projects may be carried out by individual students, small groups or as a single class project.

Examples of course-based research activities include:

- Having students conduct interviews, administer standard tests, or distribute questionnaires to develop interview or questionnaire design skills, or
- Conduct "mini" research projects where students pose research questions, gather data from human participants, and analyse data for presentation

Regardless of the activities, course-based student research assignments must be no more than minimal risk and the participants must be drawn from the general population and be capable of giving free and informed consent. In addition, the student projects must not involve deception, personal or sensitive topics, or physically invasive contact with the participants.

NOTE: Please review this guidance before completing this section:
<https://www.ualberta.ca/research/media-library/reo/human-ethics-files/forms-files/guidelines-for-course-based-research-ethics-review---final.pdf>

- 1.0 * **Provide Course Title:**
 Conducting Educational Research

* **Provide Course Number:**
 EDU 515

* **Provide a brief description of the course (including how this research assignment helps students to meet the objectives of the course).**

Students will conduct an individual research project during EDU 515 in an area of their own interest, the scope and nature of which will be within guidelines set by the instructor of the course. They will collect data in the form of interviews, focus groups, observations, document analysis, and/or surveys/questionnaires depending on their individual research question;

analyse these data; and write up and submit the methods and findings of their research.

Provincial health restrictions with regards to COVID-19 have been lifted. In-person research is now permitted and research participants will have a choice between in-person and online participation. To mitigate remaining COVID-19 risks to student researchers and research participants, student researchers will continue to adhere to all public health guidelines and university policies.

Data collection with participants who choose the online option will be collected remotely, using GOOGLE MEET. Data collection in GOOGLE MEET may be video recorded for the purposes of data analysis. In advance of the data collection event, students wishing to video record data collection events are required to disclose the following to participants: the purpose(s) of the proposed video recording, the security of platform, and the date by which the data will be destroyed. Data for both in-person and online activities will be stored in the researcher's University of Alberta GOOGLE drive and may not be moved to any other storage platform. No original/edited audio or video footage will be used in the reporting of the data.

Any data collection that does not involve human participants, will be collected on-site (with appropriate permissions obtained) or remotely. Students doing document analysis may take photographs of participant work; however, no photos of participants will be taken.

Students in EDU 515 will regularly report their activities to the instructor and to student colleagues. Participants may include students, parents, teachers, or administrators. EDU 515 students have ethics training and are well aware of the sensitivity needed when working with human participants. They will be guided while engaged in their research projects.

Students in EDU 515 will regularly report their activities to the instructor and to student colleagues. Participants may include students, parents, teachers, or administrators. EDU 515 students have ethics training and are well aware of the sensitivity needed when working with human participants. They will be guided while engaged in their research projects.

2.0 * Provide a brief description of the research assignment(s)/what students will be doing (i.e. include details related to the methods, procedures, nature of the involvement of human participants and/or the work that students will hand in):

Students will conduct an individual research project during EDU 515 in an area of their own interest, the scope and nature of which will be within guidelines set by the instructor of the course. They will collect data in the form of interviews, focus groups, observations, document analysis, and/or surveys/questionnaires depending on their individual research question; analyse these data; and write up and submit the methods and findings of their research.

Students in EDU 515 will regularly report their activities to the instructor and to student colleagues. Participants may include students, parents, teachers, or administrators. EDU 515 students have ethics training and are well aware of the sensitivity needed when working with human participants. They will be guided while engaged in their research projects.

2.1 Please describe the participants that will be enrolled in the student-led research assignment:

2.2 Provide details as to how the participants will be recruited by the students:(This section should include information on how students will identify potential participants, and how they will be approached for

participation by the students.)

3.0 Will any of the research study specifically focus on First Nations, Inuit or Metis Peoples?

Yes No

4.0 Explain how you will prepare your students to comply with Tri-Council Policy Statement (TCPS2) guidelines and the University Human Research Ethics Policy in completing the course assignments(s).

No projects will involve participants under 18.

EDU 515 researchers will seek participants' informed consent through both written and oral explanations of their projects. They will do this through presentations, when possible, regarding their projects and through Letters of Introduction. Before undertaking their research, 515 researchers will again inform participants that their participation is voluntary. As well, all participants will be given either a consent form to sign that details the ethical procedures being followed by EDU 515 researchers in this project or will be informed that returning an anonymous survey implies consent. (Samples attached).

In cases where data is identifiable by the researcher (e.g., interviews, non-anonymous surveys, focus groups) participants will be informed by EDU 515 researchers or a third party in projects where the teacher is the researcher that they have the right to discontinue their involvement in the project without penalty at any time up until the time data analysis has been completed. In cases where data is not identifiable (e.g., online surveys, questionnaires, certain types of focus groups) participants will be informed by EDU 515 researchers or a third party in projects where the teacher is the researcher that there will be no opportunity to withdraw their data once it has been gathered and that they should weigh that consideration as they make their decision about whether or not to participate in the research.

Deception or partial disclosure of information: There will be no limited or partial disclosure of information.

Address anonymity and confidentiality: In cases where data cannot be gathered anonymously (e.g., interviews, focus groups), EDU 515 researchers will ensure that the identity of participants is kept confidential through the use of pseudonyms and the removal of identifying characteristics from any assignments produced for this class and any other educational uses of the data.

In cases where non-participants may be present during the gathering of data (e.g. observation), the researcher will not record the contributions/interactions of non-participants. Non-participants will be informed of the reason for the researcher's presence and assured that no aspect of their contributions/interactions will be recorded.

Any audio recordings will be kept on the student's personal computer and will be deleted after they have been transcribed.

If EDU 515 researchers work with a transcriber or receive help from a third party in participant selection, any other person with possible knowledge of participant identity will be asked to sign a Confidentiality Form. (Sample attached.)

EDU 515 researchers will realize that information obtained in focus group interviews must be kept in strict confidence by the researcher. However, because members of a focus group will know what others in the group have said, the researcher will stress the importance of confidentiality to all focus group participants.

Address potential risks and harm to participants: The possibility of risk or harm to participants in the projects being undertaken in EDU 515 is minimal. However, EDU 515 researchers will ensure, as much as possible, that their research causes participants no threat or harm by fully explaining the project in advance to participants and obtaining their fully informed consent before initiating any research activity. Participants will also be informed that no value judgments will be placed on their responses and no evaluation will be made of their participation.

Other procedures to comply with Standards: The students enrolled in EDU 515 have participated in the following ethics training:

1. INT D 710: Ethics and Academic Citizenship
2. Additional reading and discussion of ethical considerations in EDU 510
3. Discussion of ethics in educational research with faculty experts in this area in Summer Residency I and II for another six hours
4. Instructors in Summer Residency II work individually with students to ensure that ethical considerations are incorporated into research proposals.

5.0 Explain the oversight you will have over the students while conducting the course assignment.

The research assignment is structured through the use of assignments and milestones over the period of the 13 weeks of the course. The instructor provides ongoing advice and direction to the students as they work through the research assignment.

6.0 How will confidentiality of the data be maintained? Describe how the identity of participants will be protected both during and after research.

In cases where data cannot be gathered anonymously (e.g., interviews, focus groups), EDU 515 researchers will ensure that the identity of participants is kept confidential through the use of pseudonyms and the removal of identifying characteristics from any assignments produced for this class and any other educational uses of the data.

No original/edited audio or video footage will be used in the reporting of the data.

If EDU 515 researchers work with a transcriber or receive help from a third party in participant selection, any other person with possible knowledge of participant identity will be asked to sign a Confidentiality Form.

7.0 Describe how any data collected will be stored, e.g. digital files, hard copies, audio recordings, other. Specify the physical location and how it will be secured to protect confidentiality and privacy. (for example, documents must be kept in a locked filing cabinet and computer files are encrypted, etc.)

EDU 515 researchers will keep data in one or more of the following: a secure location such as a locked cabinet, a password-protected computer encrypted file, and/or on their University of Alberta GOOGLE DRIVE until completion of the MES Program.

After completion of program, all identifiable data will be destroyed: paper data will be destroyed by shredding and all digital data will be deleted.

These are off-campus students.

8.0 What will happen with the data when the course is over? Describe your plans for destruction of the data.

Per the above guidance, course-based research is conducted for the purpose of learning on behalf of the students. Data generated through

these activities should not be disseminated beyond the course, and secondary use of data generated as part of these projects will not be permitted.

There are no anticipated plans for future use of data.

After completion of program, all identifiable data will be destroyed: paper data will be destroyed by shredding and all digital data will be deleted.

9.0 Please ensure that you attach the following documentation to the Documentation Section (check if applicable):

Course Syllabus

Human Participant Information Letter / Consent form

Survey / Questionnaire Instrument

Interview Guide

ID: Pro00016786

Pro00016786

Status: Approved

2.8 First Nations, Inuit and Metis Peoples

2.8 First Nations, Inuit and Metis People

- 1.0 * If you will be obtaining consent from Elders, leaders, or other community representatives, provide details:**
The project is not oriented to particular representatives of communities, although there may be letters sent to inform and seek support of First Nations Chief and Councils, or First Nation School Boards where interviews are to be conducted on First Nations territories. The student/s will obtain approval/support from the leaders in the community in which they will engage. This support will be documented, either in an official letter/agreement or email correspondence. Whichever is the preference of the community.
- 2.0 If leaders of the group will be involved in the identification of potential participants, provide details:**
They will not be asked to identify potential participants.
- 3.0 Provide details if:**
- property or private information belonging to the group as a whole is studied or used;
 - the research is designed to analyze or describe characteristics of the group, or
 - individuals are selected to speak on behalf of, or otherwise represent the group
- None of these points apply to this project.
- 4.0 * Provide information regarding consent, agreements regarding access, ownership and sharing of research data with communities:**
Consent will be required from interviewees to conduct the interview with them as part of the student's learning, and to have the interview recorded for the purposes of the course. A copy of the recording will be given to the interviewee (if requested) as well as to the instructor when the final assignment is handed in. Interview content will be recognized as the intellectual property of the speaker and any educational papers based on the data will recognize/reference the interviewee as the source of such data, with or without the name, according to the interviewee's stated wishes in writing the consent form. If the interviewee wants a copy of the recording given to another educational body, the student/instructor will make that copy available for educational purposes.

5.0 Provide information about how final results of the study will be shared with the participating community (eg. via band office, special presentation, deposit in community school, etc)?

The student's paper may or may not be made available to the wider community, depending on the arrangements and agreements that are made between the student and the interviewee participant. If possible, and if an agreement is in place with the interviewee, the student will share the results with the community in one or more venues, encouraging a broad exchange and knowledge translation process that included all age groups, educational levels, and social groupings. At least one session of research posters will be encouraged and supported by the instructor and the class.

6.0 Is there a research agreement with the community?

Yes No

ID: Pro00016786

Pro00016786

Documentation

Status: Approved

Estimated Operating Grants Overview - 2024/25 School Year

School District 87 (Stikine)

September 2024 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	190.0000	\$8,915	\$1,693,850	
Continuing Education	0.0000	\$8,915	\$0	
Alternate Schools	0.0000	\$8,915	\$0	
Online Learning	0.0000	\$7,200	\$0	
Home Schooling	3	\$250	\$750	
Course Challenges	0	\$279	\$0	
Total Enrolment-Based Funding (September)	190.0000			\$1,694,600
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	1.3750	\$4,458	\$0	
4%+ Enrolment Decline		\$6,686	\$0	
Significant Cumulative Decline (7%+)	26.8750	\$4,458	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	1	\$50,730	\$50,730	
Level 2 Special Needs	10	\$24,070	\$240,700	
Level 3 Special Needs	0	\$12,160	\$0	
English Language Learning	0	\$1,795	\$0	
Indigenous Education	138	\$1,770	\$244,260	
Adult Education	0.0000	\$5,690	\$0	
Equity of Opportunity Supplement			\$13,372	
Supplement for Unique Student Needs				\$549,062
		Funding		Total Supplement
Variance from Provincial Average	\$10,440			
Estimated Number of Educators	10.556	\$110,205		
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	190.0000	\$180.33	\$34,263	
Supplement for Salary Differential				\$144,468
Supplement for Unique Geographic Factors				\$4,409,918
Funding Protection				\$0
Curriculum and Learning Support Fund				\$10,000
September 2024 Enrolment Count, Total				\$6,808,048

July 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$255	\$0	
Summer Learning Grade 8-9	0	\$255	\$0	
Summer Learning Grade 10-12	0	\$505	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$505	\$0	
Summer Learning, Total				\$0
February 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,915	\$0	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,600	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,200	\$0	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
Level 1 Special Needs Enrolment Growth	0	\$25,365	\$0	
Level 2 Special Needs Enrolment Growth	0	\$12,035	\$0	
Level 3 Special Needs Enrolment Growth	0	\$6,080	\$0	
Newcomer Refugees	0.0000	\$4,458	\$0	
ELL Supplement - Newcomer Refugees	0	\$898	\$0	
February 2025 Enrolment Count, Total				\$0
May 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,915	\$0	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,400	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,200	\$0	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
May 2025 Enrolment Count, Total				\$0
Indigenous Education Councils				\$112,618
2024/25 Full-Year Estimated Total				\$6,920,666
Estimated 2024/25 Operating Grant from Indigenous Services Canada				\$803,944
Estimated 2024/25 Operating Grant from Ministry of Education and Child Care				\$6,116,722

SD 87 2024-2025 MINISTRY OPERATING GRANTS SUMMARY			
FUNDING SOURCE	2023-2024 Amended	2024-2025 Preliminary	Change from 2023-24 Amended
FTE September Enrolment	188,6250	190,0000	1,3750
Enrollment Based Funding			-
school age - reg	1,626,891	1,693,850	66,959
continuing education	-	-	-
school age - alt	-	-	-
dist learn	-	-	-
home school	750	750	-
course challenge	-	-	-
sub-total	1,627,641	1,694,600	66,959
Supplement for Enrolment Decline	-	-	-
Special Education			
level 1	49,070	50,730	1,660
level 2	232,800	240,700	7,900
level 3	-	-	-
sub-total	281,870	291,430	9,560
Distance Ed Enrollment Based			-
July (Summer Learning)	-	-	-
Feb	-	-	-
May	-	-	-
sub-total	-	-	-
Special Needs Growth	-	-	-
Indigenous Education Council	-	112,618	112,618
Equity of Opportunity	17,796	13,372	(4,424)
English Language Learning	-	-	-
Indigenous Education	234,270	244,260	9,990
Adult Education	-	-	-
Salary Differential	140,178	144,468	4,290
Unique Geographical Factor	4,222,732	4,409,918	187,186
Funding Protection	-	-	-
Curriculum and Learning Support Fund	10,000	10,000	-
Economic Stability Dividend	-	-	-
TOTAL	6,534,487	6,920,666	386,179

SD 87 2024-2025 MINISTRY GRANTS SUMMARY

OPERATING FUNDING			
CATEGORY	2023-24 Amended	2024-25 Preliminary	Change from 2023-24 Amended
Operating Grant Block	6,534,487	6,920,666	386,179
LEA Recovery	(931,560)	(1,064,640)	(133,080)
Other MoE Operating			-
Pay Equity	124,935	124,935	-
Student Transportation Fund	51,181	51,181	-
Support Staff Benefits Grant	2,537	2,537	-
FSA Scorer Grant	4,094	4,094	-
Labour Settlement Funding	88,436	-	(88,436)
Anti-Racism	6,452	-	(6,452)
ECL Environment Scan	-	-	-
Northern Teacher Recruitment Grant	11,000	-	(11,000)
TOTAL	5,891,562	6,038,773	147,211

SPECIAL PURPOSE FUNDING			
CATEGORY	2023-24 Amended	2024-25 Preliminary	Change from 2022-23 Amended
Feeding Features Fund	350,000	350,000	-
Student and Family Affordability Fund	-	-	-
Classroom Enhancement Fund	463,825	473,102	9,277
Learning Improvement Fund	24,109	24,505	396
CommunityLINK	598,083	603,629	5,546
Annual Facilities Grant	60,762	60,762	-
Ready, Set, Learn	7,350	98,000	90,650
Mental Health in Schools	57,000	57,000	-
BCTEA	10,198	-	(10,198)
TOTAL	1,571,327	1,666,998	95,671

GRAND TOTAL MoECC FUNDING	7,462,889	7,705,771	242,882
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SUMMARY OF PROPOSED OPERATING CHANGES
2023-2024 AMENDED BUDGET vs 2024-2025 PRELIMINARY BUDGET

REVENUE	Amended	Preliminary	Increase/ (Decrease)
Provincial Grant, Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	6,534,487	6,920,666	386,179
Less: LEA Recovery	(931,560)	(1,064,640)	(133,080)
Other Ministry of Education and Child Care Grants			-
Pay Equity	124,935	124,935	-
Student Transportation Fund	51,181	51,181	-
Support Staff Benefits Grant	2,537	2,537	-
FSA Scorer Grant	4,094	4,094	-
Labour Settlement Funding	88,436	-	(88,436)
Anti-Racism/Early Learning	6,452	-	(6,452)
Northern Teacher Recruitment Grant	11,000	-	(11,000)
Total Provincial Grants	5,891,562	6,038,773	147,211
Provincial Grants - Other			
BCPSEA	55,000	70,000	15,000
Federal Grants			
Breakfast Club of Canada	12,100	12,100	-
Other Revenues			
LEA Recovery Funding from First Nations	1,064,640	1,064,640	-
Miscellaneous	1,000	3,000	2,000
Rentals and Leases	190,000	190,000	-
Investment Income	400,000	375,000	(25,000)
Total Other Revenue	1,655,640	1,632,640	(23,000)
TOTAL REVENUE	7,614,302	7,753,513	139,211

SUMMARY OF PROPOSED CHANGES
2023-2024 AMENDED BUDGET VS 2024-2025 PRELIMINARY BUDGET

	increase/(decrease)
REVENUES	
Total	139,211
EXPENSES	
Employee Salaries	
Principals/Vice Principals	(69,336)
Teacher Salaries	180,999
Support Staff	29,243
Educational Assistants	64,288
Other Professionals	(180,260)
Substitutes	(15,000)
Total Salaries	9,934
Employee Benefits	
	26,247
Services and Supplies	
Services	(52,128)
Student Transportation	7,022
Pro-D and Travel	69,526
Dues and Fees	(700)
Insurance	1,022
Supplies	72,436
Utilities	16,820
Total Services and Supplies	113,998
Tangible Capital Assets Purchased	52,830
TOTAL EXPENSE	203,009
NET (EXPENSE)/REVENUE	(63,798)
Operating Surplus Funds Available	
Open June 1, 2023	4,502,958
Less: Surplus Appropriated 2023-24 Amended	(908,181)
Less: Proposed Surplus Appropriated 2024-25	(971,979)
Projected Operating Surplus Funds Remaining	2,622,798

Annual Budget

School District No. 87 (Stikine)

June 30, 2025

School District No. 87 (Stikine)

June 30, 2025

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 87 (STIKINE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 87 (Stikine) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$11,275,299 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 27th DAY OF JUNE, 2024;

READ A SECOND TIME THE 27th DAY OF JUNE, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 27th DAY OF JUNE, 2024;

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 87 (Stikine) Annual Budget Bylaw 2024/2025, adopted by the Board the 27th DAY OF JUNE, 2024.

Secretary Treasurer

School District No. 87 (Stikine)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	190,000	188,625
Adult	-	-
Total Ministry Operating Grant Funded FTE's	190,000	188,625
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	7,779,334	7,263,672
Other	70,000	55,000
Federal Grants	12,100	12,100
Other Revenue	1,093,640	1,088,640
Rentals and Leases	190,000	190,000
Investment Income	560,000	600,000
Amortization of Deferred Capital Revenue	484,645	483,912
Total Revenue	10,189,719	9,693,324
Expenses		
Instruction	6,602,959	5,735,959
District Administration	1,045,980	1,290,373
Operations and Maintenance	2,264,819	2,322,179
Transportation and Housing	967,841	984,483
Total Expense	10,881,599	10,332,994
Net Revenue (Expense)	(691,880)	(639,670)
Budgeted Allocation (Retirement) of Surplus (Deficit)	971,979	908,181
Budgeted Surplus (Deficit), for the year	280,099	268,511
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	280,099	268,511
Budgeted Surplus (Deficit), for the year	280,099	268,511

School District No. 87 (Stikine)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	8,331,792	8,181,613
Operating - Tangible Capital Assets Purchased	393,700	340,870
Special Purpose Funds - Total Expense	1,766,561	1,387,110
Special Purpose Funds - Tangible Capital Assets Purchased		8,000
Capital Fund - Total Expense	783,246	764,271
Total Budget Bylaw Amount	<u>11,275,299</u>	<u>10,681,864</u>

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

School District No. 87 (Stikine)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(691,880)	(639,670)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(393,700)	(348,870)
From Deferred Capital Revenue	(627,597)	(816,000)
Total Acquisition of Tangible Capital Assets	(1,021,297)	(1,164,870)
Amortization of Tangible Capital Assets	783,246	764,271
Total Effect of change in Tangible Capital Assets	(238,051)	(400,599)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(929,931)	(1,040,269)

School District No. 87 (Stikine)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	6,037,773	5,891,562
Other	70,000	55,000
Federal Grants	12,100	12,100
Other Revenue	1,068,640	1,065,640
Rentals and Leases	190,000	190,000
Investment Income	375,000	400,000
Total Revenue	7,753,513	7,614,302
Expenses		
Instruction	4,901,160	4,515,785
District Administration	1,045,980	1,290,373
Operations and Maintenance	1,416,811	1,418,268
Transportation and Housing	967,841	957,187
Total Expense	8,331,792	8,181,613
Net Revenue (Expense)	(578,279)	(567,311)
Budgeted Prior Year Surplus Appropriation	971,979	908,181
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(393,700)	(340,870)
Total Net Transfers	(393,700)	(340,870)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 87 (Stikine)

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	6,920,666	6,534,487
ISC/LEA Recovery	(1,065,640)	(931,560)
Other Ministry of Education and Child Care Grants		
Pay Equity	124,935	124,935
Student Transportation Fund	51,181	51,181
Support Staff Benefits Grant	2,537	2,537
FSA Scorer Grant	4,094	4,094
Labour Settlement Funding	-	88,436
Anti-Racism/Early Learning	-	6,452
Northern Teacher Recruitment Grant	-	11,000
Total Provincial Grants - Ministry of Education and Child Care	6,037,773	5,891,562
Provincial Grants - Other	70,000	55,000
Federal Grants	12,100	12,100
Other Revenues		
Funding from First Nations	1,065,640	1,064,640
Miscellaneous		
Miscellaneous	3,000	1,000
Total Other Revenue	1,068,640	1,065,640
Rentals and Leases	190,000	190,000
Investment Income	375,000	400,000
Total Operating Revenue	7,753,513	7,614,302

School District No. 87 (Stikine)

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	1,806,508	1,625,509
Principals and Vice Principals	873,250	942,586
Educational Assistants	246,461	182,173
Support Staff	649,656	620,413
Other Professionals	713,017	893,277
Substitutes	98,000	113,000
Total Salaries	4,386,892	4,376,958
Employee Benefits	1,017,157	990,910
Total Salaries and Benefits	5,404,049	5,367,868
Services and Supplies		
Services	1,101,872	1,154,000
Student Transportation	629,566	622,544
Professional Development and Travel	369,481	299,955
Dues and Fees	9,900	10,600
Insurance	22,285	21,263
Supplies	525,319	452,883
Utilities	269,320	252,500
Total Services and Supplies	2,927,743	2,813,745
Total Operating Expense	8,331,792	8,181,613

School District No. 87 (Stikine)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	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	1,661,645	582,597				32,000	2,276,242
1.07 Library Services							-
1.08 Counselling	22,635						22,635
1.10 Inclusive Education		115,723	178,792		22,405	20,000	336,920
1.31 Indigenous Education	122,228		67,669				189,897
1.41 School Administration		174,930		96,359		1,000	272,289
Total Function 1	1,806,508	873,250	246,461	96,359	22,405	53,000	3,097,983
4 District Administration							
4.11 Educational Administration					256,696		256,696
4.40 School District Governance					81,570		81,570
4.41 Business Administration				60,093	194,841		254,934
Total Function 4	-	-	-	60,093	533,107	-	593,200
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					115,847		115,847
5.50 Maintenance Operations				455,442		45,000	500,442
5.52 Maintenance of Grounds							-
5.56 Utilities							-
Total Function 5	-	-	-	455,442	115,847	45,000	616,289
7 Transportation and Housing							
7.41 Transportation and Housing Administration					19,971		19,971
7.70 Student Transportation							-
7.73 Housing				37,762	21,687		59,449
Total Function 7	-	-	-	37,762	41,658	-	79,420
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	1,806,508	873,250	246,461	649,656	713,017	98,000	4,386,892

School District No. 87 (Stikine)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	2,276,242	576,341	2,852,583	669,219	3,521,802	3,228,354
1.07 Library Services	-		-	23,500	23,500	17,800
1.08 Counselling	22,635	4,968	27,603		27,603	44,169
1.10 Inclusive Education	336,920	73,325	410,245	51,000	461,245	451,746
1.31 Indigenous Education	189,897	43,036	232,933	208,753	441,686	334,059
1.41 School Administration	272,289	59,835	332,124	93,200	425,324	439,657
Total Function 1	3,097,983	757,505	3,855,488	1,045,672	4,901,160	4,515,785
4 District Administration						
4.11 Educational Administration	256,696	53,778	310,474	80,300	390,774	611,731
4.40 School District Governance	81,570	4,591	86,161	79,000	165,161	165,161
4.41 Business Administration	254,934	55,211	310,145	179,900	490,045	513,481
Total Function 4	593,200	113,580	706,780	339,200	1,045,980	1,290,373
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	115,847	24,270	140,117	73,213	213,330	206,245
5.50 Maintenance Operations	500,442	104,447	604,889	291,072	895,961	936,323
5.52 Maintenance of Grounds	-		-	69,700	69,700	54,700
5.56 Utilities	-		-	237,820	237,820	221,000
Total Function 5	616,289	128,717	745,006	671,805	1,416,811	1,418,268
7 Transportation and Housing						
7.41 Transportation and Housing Administration	19,971	3,984	23,955		23,955	645,826
7.70 Student Transportation	-		-	629,566	629,566	
7.73 Housing	59,449	13,371	72,820	241,500	314,320	311,361
Total Function 7	79,420	17,355	96,775	871,066	967,841	957,187
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	4,386,892	1,017,157	5,404,049	2,927,743	8,331,792	8,181,613

School District No. 87 (Stikine)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2025

	2025	2024 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	1,741,561	1,372,110
Other Revenue	25,000	23,000
Total Revenue	1,766,561	1,395,110
Expenses		
Instruction	1,701,799	1,220,174
Operations and Maintenance	64,762	139,640
Transportation and Housing		27,296
Total Expense	1,766,561	1,387,110
Net Revenue (Expense)	-	8,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(8,000)
Total Net Transfers	-	(8,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 87 (Stikine)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Ready, Set, Learn	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools
	\$	\$	\$		\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	4,000	6,000	140,000	22,000	968,020	-	-	-	211,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	60,762	24,505		9,800	603,629	7,017	466,085		57,000
Other			25,000						
	60,762	24,505	25,000	9,800	603,629	7,017	466,085	-	57,000
Less: Allocated to Revenue	64,762	21,812	25,000	12,000	639,885	7,017	466,085	-	167,000
Deferred Revenue, end of year	-	8,693	140,000	19,800	931,764	-	-	-	101,000
Revenues									
Provincial Grants - Ministry of Education and Child Care	64,762	21,812		12,000	639,885	7,017	466,085		167,000
Other Revenue			25,000						
	64,762	21,812	25,000	12,000	639,885	7,017	466,085	-	167,000
Expenses									
Salaries									
Teachers							388,404		
Educational Assistants		17,879			344,000				
Support Staff	37,762								
Other Professionals	10,844								
Substitutes					5,500	5,820			
	48,606	17,879	-	-	349,500	5,820	388,404	-	-
Employee Benefits	9,721	3,933			80,385	1,197	77,681		
Services and Supplies	6,435		25,000	12,000	210,000				167,000
	64,762	21,812	25,000	12,000	639,885	7,017	466,085	-	167,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 87 (Stikine)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Student & Family Affordability	Feeding Futures Fund	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	9,000	4,000	1,364,020
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care		350,000	1,578,798
Other			25,000
	-	350,000	1,603,798
Less: Allocated to Revenue	9,000	354,000	1,766,561
Deferred Revenue, end of year	-	-	1,201,257
Revenues			
Provincial Grants - Ministry of Education and Child Care	9,000	354,000	1,741,561
Other Revenue			25,000
	9,000	354,000	1,766,561
Expenses			
Salaries			
Teachers			388,404
Educational Assistants			361,879
Support Staff			37,762
Other Professionals			10,844
Substitutes			11,320
	-	-	810,209
Employee Benefits			172,917
Services and Supplies	9,000	354,000	783,435
	9,000	354,000	1,766,561
Net Revenue (Expense)	-	-	-

School District No. 87 (Stikine)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		185,000	185,000	200,000
Amortization of Deferred Capital Revenue	484,645		484,645	483,912
Total Revenue	484,645	185,000	669,645	683,912
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	783,246		783,246	764,271
Total Expense	783,246	-	783,246	764,271
Net Revenue (Expense)	(298,601)	185,000	(113,601)	(80,359)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	393,700		393,700	348,870
Total Net Transfers	393,700	-	393,700	348,870
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	95,099	185,000	280,099	268,511

**SCHOOL DISTRICT NO. 87**

P.O. BOX 190
DEASE LAKE, B.C. V0C 1L0
Tel. (250) 771-4440
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June 27, 2024

In accordance with provisions under section 142 (4) of the School Act,
the Board of Education of School District No. 87 (Stikine)
hereby approves the proposed Five-Year Capital Plan for 2025/26 as provided on
the Five-Year Capital Plan Summary for 2025/26 submitted to the Ministry of
Education.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan for 2025/26 adopted by the Board of Education,
on this the 27th day of June 2024.

Secretary Treasurer - Signature

Alanna Cameron
Secretary Treasurer - Name

Preliminary Budget

61

Project Request: 155606 - Dease Lake School

Report Created: Thursday, June 20, 2024

Preliminary Budget Type: Addition

1 Design Capacity		
1.1	Existing	170
1.2	Change (Increase or Decrease)	0
1.3	Approved	170

2 Space Allocation for Capital Budgeting (m ²)		
2.1	New Space/Replacement Space	0
2.2	Additional Space Allocation	170
2.3	Total Space Allocation	170

3 Construction Unit Rate		
3.1	Base Budget Rate	2,840
3.2	Project Size Factor	1.05
3.3	Project Location Factor	4.193
3.4	Unit Rate	12,504

4 Construction Items		
4.1	New Space/Replacement Space	\$2,125,599
4.2	Renovations	\$446,376
4.4	Site Development Allowance	\$0
4.5	Site Development Location Allowance	\$0
4.6	TOTAL CONSTRUCTION BUDGET	\$2,571,975

5 Owner's Cost Items (Soft Costs)		
5.1	Design fees	\$510,077
5.2	Post-Contract (Construction) Contingency: New Space/Replacement Space	\$63,768
5.3	Post-Contract (Construction) Contingency: Renovations	\$44,638
5.5	Municipal Permits, Fees, and Charges	\$50,000
5.6	Equipment: New Space	\$125,851
5.8	Project Management	\$93,000
5.9	Liability Insurance	\$2,161
5.10	Payable Taxes	\$145,918
5.11	Total Owner's Costs Budget	\$1,035,411

6 Identified Supplemental Items		
6.1	Demolition	
6.2	Abnormal Topographical or Sub-Surface Conditions	
6.3	Temporary Accomodation	
6.4	NLC Budget Amount	\$0
6.5	Other	
6.6	TOTAL IDENTIFIED SUPPLEMENTAL ITEMS	\$0

Preliminary Budget Subtotal	\$3,607,387
Risk Reserve/Escalation Percentage (%)	25%
Risk Reserve/Escalation Amount (\$)	\$901,847
PRELIMINARY BUDGET TOTAL	\$4,509,234

Preliminary Budget Explanation

This document outlines how each figure in the Report is calculated or derived. Data inputs can be found on either the Preliminary Budget tab of the related Project Request that you ran this report on, or in the Preliminary Budget Section of CAPS/MyCAPS, accessed from the bottom left of the CAPS/MyCAPS navigation.

1. Design Capacity

- 1.1 Existing – the existing design capacity on the Project Request’s related facility
- 1.2 Change – the “Change in Design Capacity” from the Project Request
- 1.3 Approved – the sum or difference between existing and change in design capacity

2. Space Allocation for Capital Budgeting

- 2.1 New Space/Replacement Space – the calculated space allocation for this Project Request determined by the approved Design Capacity
- 2.2 Additional Space Allocation – a user inputted space allocation for construction not covered by 2.1.
- 2.3 Total Space Allocation – a sum of New/Replacement Space allocation and the Additional Space Allocation

3. Construction Unit Rate

- 3.1 Base Budget Rate – a base dollar amount determined by the school type of the Project Request’s facility
- 3.2 Project Size Factor – a calculation factor based on the Project Request’s School Type and Total Space Allocation
- 3.3 Project Location Factor – a calculation factor based on the Community Location where the intended construction will take place. Can be found in the “Preliminary Budget” section of CAPS/MyCAPS.
- 3.4 Unit Rate – a calculated rate derived from Base Budget Rate multiplied by Project Size Factor multiplied by Project Location Factor

4. Construction Items

- 4.1 New Space/Replacement Space – a calculated dollar amount equal to Total Space Allocation multiplied by Unit Rate
- 4.2 Renovations – a calculated dollar amount that is based on the New Space/Replacement Space value (4.1) multiplied by the Construction Renovation Factor of the corresponding School Type and Total Space Allocation combination
- 4.3 Seismic Construction Cost – a user inputted dollar amount from the Preliminary Budget tab of the Project Request.
- 4.4 Site Development Allowance – a derived dollar amount based on the Project Request’s School Type, Project Type and Total Space Allocation
- 4.5 Site Development Location Allowance - a calculated dollar amount derived from Project Location Factor multiplied by Site Development Allowance
- 4.5 Total Construction Budget – a sum of all Construction Items

5. Owner’s Cost Items (Soft Costs)

- 5.1 Design Fees – a calculated dollar amount based on the Report and Studies Allowance found in the Budget Calculation Value table, + (Total Construction Budget multiplied by Base Report/Studies Design Fees percentage of the School Type being worked on)
- 5.2 Post-Contract (Construction) Contingency: New Space/Replacement Space – a calculated dollar amount based on Total Space Allocation multiplied by the “Post Contract Contingency New/Replacement Space” Budget Calculation Value found in the “Preliminary Budget” section of CAPS/MyCAPS
- 5.3 Post-Contract (Construction) Contingency: Renovations - a calculated dollar amount based on Total Space Allocation multiplied by the “Post Contract Contingency Renovations” Budget Calculation Value found in the “Preliminary Budget” section of CAPS/MyCAPS
- 5.4 Post-Contract (Construction) Contingency: Seismic Upgrade - a calculated dollar amount based on Total Space Allocation

multiplied by the “Post Contract Contingency Seismic” Budget Calculation Value found in the “Preliminary Budget”⁶³ section of CAPS/MyCAPS

5.5 Municipal Permits, Fees, and Charges – user inputted dollar amount found on “Preliminary Budget” tab of the Project Request

5.6 Equipment: New Space – a calculated dollar amount based on Base Budget Rate of the corresponding School Type multiplied by New Space/Replacement Space (2.1) multiplied by the New Space Equipment Allowance of the corresponding School type.

5.7 Equipment: Replacement Space – a calculated dollar amount based on Base Budget Rate of the corresponding School Type multiplied by New Space/Replacement Space (2.1) multiplied by the Replacement Space Equipment Allowance of the corresponding School type.

5.8 Project Management – a derived dollar amount based on the Project Management Fee Allowance record that corresponds to the Maximum Capital Project Funding Total

5.9 Liability Insurance – a calculated dollar amount based on Total Construction Budget (4.5) multiplied by the “Wrap Up Liability Insurance New or Replacement” Budget Calculation Value record in the “Preliminary Budget” section of CAPS/MyCAPS

5.10 Payable Taxes – a calculated dollar amount based on the “Payable Taxes” Budget Calculation Value record in the “Preliminary Budget” section of CAPS multiplied by the Total Owner’s Costs Budget (5.11)

5.11 Total Owner’s Costs Budget – a calculated dollar amount that is the sum of all Owner Cost Items (5.1-5.10)
Total Capital Project Budget – a calculated dollar amount that is the sum of the Total Construction Budget and Total Owner’s Costs Budget

6. Identified Supplemental Items

6.1 Demolition – a user inputted dollar amount found on the Preliminary Budget tab of the Project Request

6.2 Abnormal Topographical or Sub-Surface Conditions – a user imputed dollar amount found on the “Preliminary Budget” tab of the Project Request

6.3 Temporary Accommodation – a user inputted dollar amount found on the “Preliminary Budget” tab of the Project Request

6.4 NLC Budget Amount – a calculated dollar amount derived from the NLC factor, which is used based on the corresponding School Type and the Project Request’s “Change in Design Capacity” (1.2)

6.5 Other – a user inputted dollar amount found on the “Preliminary Budget” tab of the Project Request

6.6 Total Identified Supplemental Items – a calculated dollar amount that is the sum of all Identified Supplemental Items (6-1-6.5)

Preliminary Budget Subtotal – a calculated dollar amount that is a sum of Total Construction Budget, Total Owner’s Costs Budget, and Total Identified Supplemental Items

Risk Reserve/Escalation – a calculated dollar amount based on the Risk Reserve and Escalation Budget Calculation Value found in the “Preliminary Budget” section of CAPS multiplied by Preliminary Budget Subtotal

Preliminary Budget Total – a calculated dollar amount that is a sum of Preliminary Budget Subtotal and Risk Reserve/Escalation



FINANCIAL STATEMENT DISCUSSION AND ANALYSIS

For the Year Ended June 30,2024

School District No. 87 (Stikine)

Financial Statement Discussion & Analysis

Year ended June 30, 2024

Contents

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Introduction

The following is a discussion and analysis of the financial performance of School District No. 87 (Stikine) for the fiscal year ended June 30, 2024. The report is a summary of our District's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the prior year, with an emphasis placed on the current year. The financial statements illustrate, in financial terms, how resources have been allocated and consumed during the District's fiscal year ended June 30. This report should be read in conjunction with the District's financial statements for the same period.

District Overview

School District No. 87 (Stikine) operates on the unceded traditional territories of the Tāltān, Kaska and Tlingit First Nations and we honour these relationships. We also respect and value the relationships with all other First Nations, Métis, and Inuit peoples who reside in these territories. This land has always been a place of learning and we are thankful to live, work, and learn here. It is with respectful consideration that the programs and services provided to students and staff acknowledge their histories, cultural contributions, and contemporary concerns.

Encompassing 188,034 square kilometres, School District No. 87 (Stikine) is geographically, one of the largest school districts in British Columbia. In 2023-2024, we served just over 170 students from kindergarten to grade 12 in 4 schools located in the communities of Atlin, Telegraph Creek, Lower Post and Dease Lake.

The District enacted a tuition agreement with the Government of Yukon to allow seventeen (17) school-aged children living in Lower Post and Atlin to be bused daily to attend schools in Watson Lake and in Whitehorse, Yukon.

During the 2023-2024 fiscal year, the District employed just over 65 staff, including casual employees, and had an annual operating, special purpose, and capital budget of just over \$9.6 million.

The Board of Education of School District No. 87 (Stikine) is comprised of 5 elected trustees who were elected in November 2022 for a four-year term.

The Board is committed to providing the best possible educational opportunities for all students in the District. All employees are dedicated to creating the best environment possible for education. Our school staff have strong, positive, cooperative relationships with parents and their communities, and we believe that a positive and safe environment will continue to make a difference and support the learning of all students.

About BC School District Financial Statements

BC School District financial statements are prepared in accordance with section 23.1 of the *Budget Transparency and Accountability Act* of the Province of BC which requires that financial statements are prepared in accordance with Canadian public sector accounting standards with some exceptions as explained in Note 2(a) to the financial statements. Public sector accounting emphasizes accountability, not profitability. **School District Financial Statements have a prescribed common format** and they are consolidated into the BC Provincial Financial Statements.

Further, **Financial Statements of BC School Districts are reported as a consolidation of three separate funds; Operating, Special Purpose and Capital.** In the financial statements, these three separated funds are reported collectively in Statements 1 through 5 and separately in Schedules 2 (Operating Fund), 3 (Special Purpose Funds) and 4 (Capital Fund). To gain a full understanding of Statements 1 through 5, it is important to also review each of the funds separately.

Composition of the Financial Statements

The two key statements are:

- A **Statement of Financial Position** (page 5), which summarises the assets and liabilities at June 30th. This provides an indication of the financial health of the District.
- A **Statement of Operations** (page 6), which summarises the revenues received, and expenses incurred during the twelve months between July 1 and June 30. This provides an indication of the funding received by the District and how that funding was spent.

The Statement of Changes in Net Financial Assets (Debt) (page 7), the Statement of Cash Flows (page 8) and the Notes to the Financial Statements (pages 9-23) provide further analysis of the District's finances.

The District manages its financial activities in three distinct areas, being the

- Operating Fund;
- Special Purpose Funds; and the
- Capital Fund.

The schedules at the end of the notes to the financial statements are in a format prescribed by the Ministry of Education. These schedules provide more detail specific to each of these funds. The balances in these schedules are consistent, when combined together, with the financial statements.

Schedule 1 (page 24) illustrates the sum of the funds.

Schedule 2 (page 25) provides detail on the **Operating Fund**.

The Operating Fund accounts for the District's operating grants and other operating revenues. Legislation requires that the District present a balanced budget for the Operating Fund, whereby budgeted expenditure does not exceed the total of budgeted revenue and any surplus in the operating fund carried forward from previous years.

Schedule 3 (page 30) provides detail on the **Special Purpose Funds**.

The Special Purpose Funds account for grants and contributions that are directed by agreement with a third party towards specific activities. As these are targeted grants, any unspent funding is typically accounted for as deferred revenue, not as accumulated surplus.

Schedule 4 (page 33) provides detail on the **Capital Fund**.

The capital fund accounts for:

- The capital assets of the District, including sites, buildings, furniture & equipment, vehicles, and computer hardware.
- Grants directed by agreement with a third party for the purchase of capital assets.
- Funds restricted by the Board for future capital asset purchases (local capital).

Statement of Financial Position (All funds)

Cash and cash equivalents

At June 30, 2023, the District held just under \$10.6 million in cash, deposited in financial institutions and the province's central deposit system. This cash balance offsets the liabilities of the District and unspent funds.

Accounts payable and accrued liabilities

The District's accounts payable and accrued liabilities represent expenses which have been incurred but not yet paid. They comprise the following amounts:

	June 30, 2024	June 30, 2023
Trade and other amounts payable	\$ 334,093	\$ 1,506,105
Salaries and benefits payable	822,711	275,676
Accrued vacation pay	100,488	152,408
Total accounts payable and accrued liabilities	\$ 1,257,292	\$ 1,934,189

Unearned revenue

Unearned revenue of \$1,500 reported at June 30, 2024 represents rent that was received for months in the future fiscal year.

Deferred revenue

Deferred revenue represents the unspent portion of grants which are targeted for a specific purpose.

	June 30, 2024	June 30, 2023	Commentary
School Generated Funds	\$ 138,686	\$ 133,874	Amounts raised by schools
Other unspent targeted Funds	1,908,186	1,591,966	Various targeted funds
Total Deferred Revenue	\$ 2,046,872	\$ 1,725,840	

Deferred capital revenue and tangible capital assets

The deferred capital revenue balance is closely linked to the tangible capital asset balance. Tangible capital assets are items which have a lifespan of more than one year.

The majority of the District's capital expenditure is funded through specific grants provided by the Ministry of Education. Once an asset is constructed or acquired and is in use, the cost of that asset is amortized over the expected life of that asset. Any grants associated with tangible capital assets are also amortized over the expected life.

After allowing for amortization and deemed disposals, the District has \$13,545,643 of tangible capital assets. Of this, \$9,631,023 (being the deferred capital revenue balance) of assets were purchased with targeted grants. The remainder was funded through operating revenues and other non-targeted funding.

This inclusion of deferred capital revenue is not consistent with generally accepted accounting principles. The inclusion of this balance is a requirement of the provincial government. This is explained in more detail in Note 2(a) to the financial statements.

The capital fund section, included later in this document, provides a more detailed explanation of the accounting for capital assets and associated grants.

Employee future benefits

The employee future benefits liability of \$19,650 accounts for amounts or benefits owed to current employees as a result of past service. The employee future benefits liability is associated with teachers' sick leave and death benefits earned but not yet paid.

Net financial assets (debt)

This is the total of the District's financial assets and liabilities. It implies that the District has a net debt of \$1,640,208. This is heavily skewed by the deferred capital revenue liability of \$9,631,023. As there is no future cash flow associated with the deferred capital revenue balance, a more meaningful measure of net financial assets or debt excludes that balance, giving a revised figure of net financial assets of \$9,443,534.

This revised net financial assets balance is primarily comprised of the accumulated operating fund surplus and the local capital fund balance, as outlined below.

	June 30, 2024	June 30, 2023
Operating fund	\$ 3,519,022	\$ 4,502,958
Special purpose funds	2,046,872	1,725,840
Capital fund – local capital (amounts available to spend on future capital asset purchases)	3,877,640	3,675,679
Net financial assets (debt)	\$9,443,534	\$ 9,904,477

Statement of Operations (All funds)

The surplus (deficit) for the year is the net total of the revenues and expenses of the District's various funds.

Year to	June 30, 2024	June 30, 2023	Increase (Decrease)
Total revenue	\$ 9,606,450	\$ 8,537,930	\$ 1,068,520
Total expense	10,423,959	8,696,587	1,727,372
Surplus (deficit) for the year	\$ (817,509)	\$ (158,657)	\$ (658,852)

Total per student allotments from the Ministry of Education increased in 2023-2024 to fund the increased costs for provincially bargained salary and benefit improvements. Interest revenues also increased significantly.

Expenses increased due to the district's additional commitments to fully staff schools, provide ample administrative supports, and to increase professional learning and development.

Overall, the District's expenses exceeded its revenues by \$817,509. Broken down by fund, this variance arises as follows (after transfers between funds):

Fund	Surplus (deficit) for the year	Commentary
Operating fund	\$ (983,936)	See discussion and analysis in the Operating Fund section of this document.
Special purpose funds	\$ -	Revenues match expenses for all the special purpose funds.
Capital fund	\$ 166,427	The capital fund balance increased by this amount during the year, indicating more of the assets purchased were funded by deferred capital revenue, and less was consumed by the aging of the District's capital assets.
Total	\$ (817,509)	

Revenues, expenses and surpluses of the individual funds are discussed in more detail below.

Operating Fund

Overview

Operating fund transactions are reported in the following schedules in the financial statements.

Schedule	Page	Overview
2	24	Summarizes the revenues and expenses of the operating fund. Also indicates the amounts spent on capital assets and transferred to the Local Capital fund.
2A	25	Outlines in more detail the operating revenues earned by the District.
2B	26	Summarizes salaries by employee group and other operating costs.
2C	27-28	Provides the same information as in 2B, broken down in more detail to show each program the funds were spent on.

Revenue

Schedule 2A breaks down operating revenue by source.

92% of the District's operating funding is from Provincial Ministry of Education ('MoE') and direct funding from two First Nation Bands through Local Education Agreements ('LEAs'). The majority of this funding is based on student enrolment and certain identified special needs of those students.

Operating expenditure

Schedule 2B outlines operating expenses in relation to salaries and benefits, as well as services and supplies. Schedule 2C outlines operating expense in detail, including allocating expense by category.

The table below summarizes total expense by category for the year to June 30, 2024 as compared to prior year.

Function	June 30, 2024 % of total	June 30, 2023 % of total	Comments
Instruction	52.22%	49.78%	Increase due to additional non-enrolling teaching staff
District Administration	20.95%	18.27%	Temporary increase due to contractual obligations
Operations & Maintenance	16.50%	19.60%	Temporary decrease due only to higher one-time expenses in other functions
Transportation & Housing	10.33%	12.35%	Temporary decrease due only to higher one-time expenses in other functions
Total	100.00%	100.00%	

Staff

66% of the District's operating expenditure is spent on salaries and benefits. As would be expected for a school district, the majority of this staff cost is spent on teacher salaries and benefits.

The average cost for a full-time teacher in the District in the 2023/24 school year was just under \$119,000, including benefits. This average dropped from prior year, despite the wage increase over prior year, due to the fact that several teachers who were higher on the grid left the District and were replaced with less experienced teachers who were lower on the pay grid.

Transfers to other funds

The District spent \$104,361 of its operating funds on computer hardware and \$117,135 on furniture and equipment during the year. These funds were transferred to the capital asset fund.

Operating surplus

The operating deficit for the year to June 30, 2024 was \$983,936 This is calculated on Schedule 2 of the financial statements. This deficit decreased the operating fund balance from \$4,502,958 at the beginning of the year to \$3,519,022 at June 30, 2024.

Note 16 of the financial statements outlines the restrictions on the use of the accumulated surplus. The funds are restricted at the Board's discretion. The Board's approval of these restrictions is through approval of the financial statements.

Special Purpose Funds

Overview

Transactions within the special purpose funds are reported in the following schedules in the financial statements.

Schedule	Page	Overview
3	30	Summarizes the total revenues and expenses of all the special purpose funds. Also indicates the amounts spent on capital assets.
3A	31-32	Outlines, by each group of funds, the grants received and expenses for the year to June 30, 2024. Surplus at the end of the year for each fund is identified as Deferred Revenue, end of year.

Special Purpose Funds (Sch. 3A)	Opening Balance July 1, 2023	Receipts	Spent	Ending Balance June 30, 2024	Increase (decrease)
Annual Facility Grant	\$ 76,013	\$ 60,762	\$ 93,625	\$ 43,150	\$ (32,863)
Learning Improvement Fund	5,308	24,109	25,914	3,503	(1,805)
School Generated Funds	133,874	53,748	48,936	138,686	4,812
Ready, Set, Learn	38,398	7,350	2,281	43,467	5,069
Community LINK	1,084,449	598,083	320,038	1,362,494	278,045
Classroom Enhancement Fund - Overhead	-	6,879	6,879	-	-
Classroom Enhancement Fund - Staffing	-	456,946	456,946	-	-
First Nation Student Transportation	17,098	10,198	27,296	0	(17,098)
Mental Health in Schools	242,233	57,000	93,703	205,530	(36,703)
Federal Safe Return to Class Fund	2,865	-	2,865	-	(2,865)
Student and Family Affordability Fund	125,602	100,000	125,560	100,042	(25,560)
Feeding Futures Fund	-	350,000	200,000	150,000	150,000
Total	\$ 1,725,840	\$ 1,725,075	\$ 1,404,043	\$ 2,046,872	\$ 321,032

Annual Facility Grant

The Annual Facility Grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

School Generated Funds

School Generated Funds account for fees and contributions raised at the school level. Examples of such fees and contributions include: local donations to the school and fundraisers. These amounts are targeted and used for the purpose that they were provided to the school.

CommunityLINK

The CommunityLINK grant from the Provincial Government is to support programs and services to improve the educational performance of vulnerable students, including both academic achievement and social functioning. This includes promoting partnerships with families, communities and service providers as an integrated approach to supporting vulnerable students.

Classroom Enhancement Funds

The grants from the Classroom Enhancement Funds are intended to offset the additional costs associated with the restoration of historical collective agreement language regarding class size and composition.

Direct costs associated with required staffing levels that address class size and composition are accounted for within the 'Classroom Enhancement Fund – Staffing'.

Indirect costs, or overheads, associated with these required changes are accounted for within the 'Classroom Enhancement Fund – Overhead'.

To receive the grants, the District must be able to demonstrate to the Provincial Government that the associated direct or indirect costs are a result of the restoration of the collective agreement language.

The classroom enhancement funds, although new in the 2017/18 year, are a core part of the District's funding. This funding is tied to the application of historical language restored to the collective agreement.

Mental Health in Schools

Introduced in 2021/22, the Mental Health in Schools Grant is intended to help make mental health and wellness front and centre for students, parents and educators. B.C. schools will now have access to enhanced wellness supports and programs with \$8.87 million being invested over three years.

Student and Family Affordability Fund

The Student and Family Affordability funding support was introduced in 2022/23 to help offset increased cost of living expenses for families with school-aged children across BC.

Feeding Futures Fund

The newly introduced Feeding Futures program addresses the immediate need of feeding students and builds on the progress made with the Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most.

Capital Fund

Overview

The capital fund, including the local capital fund, accounts for assets owned by the District and the funds used to acquire them.

Provincial grants targeted for the purchase of assets – for example, a grant to renovate a school – are recorded in the capital fund. If an asset is purchased using operating funds, then the cost of the asset is treated as a transfer from the operating fund to the capital fund.

The province does not normally provide capital grants for asset acquisitions such as computer equipment, school furniture and equipment, vehicles, maintenance equipment, photocopiers, classroom renovations or district administration buildings. The only source of funding available for these assets is typically operating funds. To set aside funds to allow the future purchase of major assets, the Board may transfer funds from the operating fund to the local capital fund.

Schedule	Page	Overview
4	33	Summarizes amortization, invested in tangible capital asset balances, local capital balances, and transfers to the capital fund from other funds.
4A	34	Outlines: <ul style="list-style-type: none"> • The cost of assets acquired during the year. • The amortization of assets by asset class. • The original cost of assets owned by the District, by asset class • The total amortization of each asset class. This is an estimate of the value of the wear-and-tear of assets over their lifetime. • The net book value of assets, being the cost less amortization.
4C	35	Accounts for targeted funding spent on the acquisition of capital assets.
4D	36	Accounts for funding received which is targeted towards capital asset purchases and which has yet to be spent.

Capital Assets

Schedule 4A summarizes the capital assets owned by the District.

Net book value (being cost less amortization) of tangible capital assets

The District has \$13.5m invested in its capital infrastructure. The vast majority of the District's capital assets are the school buildings.

The cost of the land that the District's schools and buildings are located on is \$1.8m.

The District also has significant investment in vehicles, furniture and equipment (office and school furniture, maintenance and shop equipment etc.) and computer hardware, including servers and staff computers.

Asset additions compared to asset amortization

The amortization expense recognizes the depreciation of an asset over its useful life. The proportion of amortization to asset additions is an indication of the sufficiency of the level of capital investment. For example, if assets are amortizing faster than they are being replaced, this may indicate an infrastructure deficit.

Deferred Capital Revenue

Schedule 4C accounts for grants received for capital asset purchases that have been spent. Schedule 4D accounts for grants received for capital asset purchases that have yet to be spent.

Schedule 4D illustrates that \$816,000 of grants were received in the year to June 30 from the Ministry of Education in the form of 'Bylaw Capital. This includes the capital portion of the annual facilities grant. \$511,865 remains unspent at June 30.

Schedule 4D also shows that \$232,905 remains available at June 30 in the form of 'Restricted Capital,' which represents the reserves from unspent bylaw capital allocations provided by the Ministry in prior years.

The 'Other Provincial Capital' balance of \$26,392 on schedule 4D relates to unspent grants received for investment in capital equipment for trades programs.

The \$385,242 of 'Bylaw Capital' that was spent on completed projects is then accounted for as deferred capital revenue on schedule 4C. Deferred capital revenue balances are accumulated over the years and amortized over the estimated lifespan of the assets acquired with the grant money. The deferred capital revenue balance was reduced by \$485,027 in the year to June 30 to reflect this amortization.

Historically, the province has provided targeted funding for major school renovations or improvements. The province does not typically provide targeted funding for any other capital assets, including the purchase or construction of technology, classroom furniture and equipment, administrative buildings, and maintenance equipment.

The deferred capital revenue balance at June 30, 2024 is \$8,859,861, indicating 66% of the District's assets were purchased with targeted grant funding.

Local Capital

Schedule 4 includes a column showing the transfers to and from the local capital fund, and the balance in local capital at the end of the year.

The Board approves transfers of funds from the operating fund to the capital fund in anticipation of necessary future capital expenditure which will not be funded by additional targeted grants from the province. In doing so, a balance must be struck between ensuring the District has the necessary assets to effectively function, and using operational funds within the year they are granted to directly provide education for students.

During the year to June 30, 2024, no capital assets purchased using local capital funds.

To facilitate year-to-year capital planning, local capital budgets which are not spent at the year-end are carried forward to the following year. Local capital had a surplus remaining at June 30, 2024 of \$3,877,640, as shown on Schedule 4.

Contacting Management

This financial report is designed to provide the School District's stakeholders with a general overview of the School District's finances and to demonstrate the School District's accountability for the money it receives. If you have questions about this report or need additional information, please contact the Secretary Treasurer's office.

Audited Financial Statements of

School District No. 87 (Stikine)

And Independent Auditors' Report thereon

June 30, 2024

School District No. 87 (Stikine)

June 30, 2024

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School District No. 87 (Stikine)

MANAGEMENT REPORT

Version: 1047-9301-7319

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 87 (Stikine) 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. 87 (Stikine) (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, Vohora LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 87 (Stikine) 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. 87 (Stikine)

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. 87 (Stikine)

Statement of Financial Position

As at June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	10,598,366	10,843,192
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	-	319,582
Due from First Nations	252,852	460,627
Other (Note 3)	464,911	453,707
Total Financial Assets	11,316,129	12,077,108
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education and Child Care	-	23,614
Other (Note 4)	1,257,292	1,934,189
Unearned Revenue (Note 5)	1,500	1,500
Deferred Revenue (Note 6)	2,046,872	1,725,840
Deferred Capital Revenue (Note 7)	9,631,023	9,284,102
Employee Future Benefits (Note 8)	19,650	18,341
Total Liabilities	12,956,337	12,987,586
Net Debt	(1,640,208)	(910,478)
Non-Financial Assets		
Tangible Capital Assets (Note 9)	13,545,463	13,680,782
Prepaid Expenses	177,010	129,470
Total Non-Financial Assets	13,722,473	13,810,252
Accumulated Surplus (Deficit)	12,082,265	12,899,774

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 87 (Stikine)

Statement of Operations
Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	7,263,672	7,143,091	6,534,079
Other	55,000	72,370	10,500
Federal Grants	12,100		12,100
Other Revenue	1,088,640	1,151,576	878,856
Rentals and Leases	190,000	187,907	198,118
Investment Income	600,000	566,479	440,106
Amortization of Deferred Capital Revenue	483,912	485,027	464,171
Total Revenue	<u>9,693,324</u>	<u>9,606,450</u>	<u>8,537,930</u>
Expenses			
Instruction	5,735,959	5,594,340	4,398,826
District Administration	1,290,373	1,734,511	1,270,932
Operations and Maintenance	2,322,179	2,212,902	2,122,125
Transportation and Housing	984,483	882,206	904,704
Total Expense	<u>10,332,994</u>	<u>10,423,959</u>	<u>8,696,587</u>
Surplus (Deficit) for the year	<u>(639,670)</u>	<u>(817,509)</u>	<u>(158,657)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		12,899,774	13,058,431
Accumulated Surplus (Deficit) from Operations, end of year		<u><u>12,082,265</u></u>	<u>12,899,774</u>

School District No. 87 (Stikine)

Statement of Changes in Net Debt

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(639,670)	(817,509)	(158,657)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(1,164,870)	(615,643)	(2,185,439)
Amortization of Tangible Capital Assets	764,271	750,962	700,926
Total Effect of change in Tangible Capital Assets	(400,599)	135,319	(1,484,513)
Acquisition of Prepaid Expenses		(47,540)	
Use of Prepaid Expenses			32,308
Total Effect of change in Other Non-Financial Assets	-	(47,540)	32,308
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>(1,040,269)</u>	(729,730)	(1,610,862)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(729,730)	(1,610,862)
Net Debt, beginning of year		(910,478)	700,384
Net Debt, end of year		<u>(1,640,208)</u>	<u>(910,478)</u>

School District No. 87 (Stikine)

Statement of Cash Flows
Year Ended June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(817,509)	(158,657)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	516,153	(773,689)
Prepaid Expenses	(47,540)	32,308
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(700,511)	650,517
Unearned Revenue	-	(1,000)
Deferred Revenue	321,032	329,807
Employee Future Benefits	1,309	1,456
Amortization of Tangible Capital Assets	750,962	700,926
Amortization of Deferred Capital Revenue	(485,027)	(464,171)
Total Operating Transactions	<u>(461,131)</u>	<u>317,497</u>
Capital Transactions		
Tangible Capital Assets Purchased	(615,643)	(2,185,439)
Total Capital Transactions	<u>(615,643)</u>	<u>(2,185,439)</u>
Financing Transactions		
Capital Revenue Received	831,948	1,222,818
Total Financing Transactions	<u>831,948</u>	<u>1,222,818</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(244,826)	(645,124)
Cash and Cash Equivalents, beginning of year	<u>10,843,192</u>	<u>11,488,316</u>
Cash and Cash Equivalents, end of year	<u><u>10,598,366</u></u>	<u>10,843,192</u>
Cash and Cash Equivalents, end of year, is made up of:		
Cash	<u>10,598,366</u>	<u>10,843,192</u>
	<u><u>10,598,366</u></u>	<u>10,843,192</u>

School District No. 87 (Stikine)

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	4,502,958		8,396,816	12,899,774	13,058,431
Changes for the year					
Surplus (Deficit) for the year	(762,440)	8,905	(63,974)	(817,509)	(158,657)
Interfund Transfers					
Tangible Capital Assets Purchased	(221,496)	(8,905)	230,401	-	
Net Changes for the year	(983,936)	-	166,427	(817,509)	(158,657)
Accumulated Surplus (Deficit), end of year - Statement 2	3,519,022	-	8,563,243	12,082,265	12,899,774

School District No. 87 (Stikine)

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	5,891,562	5,787,984	5,449,319
Other	55,000	72,370	10,500
Federal Grants	12,100		12,100
Other Revenue	1,065,640	1,102,640	858,866
Rentals and Leases	190,000	187,907	198,118
Investment Income	400,000	364,518	280,233
Total Revenue	<u>7,614,302</u>	<u>7,515,419</u>	<u>6,809,136</u>
Expenses			
Instruction	4,515,785	4,322,988	3,462,802
District Administration	1,290,373	1,734,511	1,270,932
Operations and Maintenance	1,418,268	1,365,450	1,363,642
Transportation and Housing	957,187	854,910	858,830
Total Expense	<u>8,181,613</u>	<u>8,277,859</u>	<u>6,956,206</u>
Operating Surplus (Deficit) for the year	<u>(567,311)</u>	<u>(762,440)</u>	<u>(147,070)</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>908,181</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(340,870)	(221,496)	(313,371)
Total Net Transfers	<u>(340,870)</u>	<u>(221,496)</u>	<u>(313,371)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>(983,936)</u>	<u>(460,441)</u>
Operating Surplus (Deficit), beginning of year		4,502,958	4,963,399
Operating Surplus (Deficit), end of year		<u>3,519,022</u>	<u>4,502,958</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		1,916,369	1,667,944
Unrestricted		1,602,653	2,835,014
Total Operating Surplus (Deficit), end of year		<u>3,519,022</u>	<u>4,502,958</u>

School District No. 87 (Stikine)

Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	6,534,487	6,570,662	5,778,860
ISC/LEA Recovery	(931,560)	(1,064,640)	(803,944)
Other Ministry of Education and Child Care Grants			
Pay Equity	124,935	124,935	124,935
Student Transportation Fund	51,181	51,181	51,181
Support Staff Benefits Grant	2,537	2,558	2,558
FSA Scorer Grant	4,094	4,094	4,094
Early Learning Framework (ELF) Implementation			23
Labour Settlement Funding	88,436	88,436	245,183
Anti Racism/Early Learning	6,452		6,429
ECL Environment Scan			40,000
Northern Teacher Recruitment Grant	11,000	10,758	
Total Provincial Grants - Ministry of Education and Child Care	5,891,562	5,787,984	5,449,319
Provincial Grants - Other	55,000	72,370	10,500
Federal Grants	12,100	-	12,100
Other Revenues			
Funding from First Nations	1,064,640	1,064,640	858,866
Miscellaneous			
Miscellaneous	1,000	38,000	
Total Other Revenue	1,065,640	1,102,640	858,866
Rentals and Leases	190,000	187,907	198,118
Investment Income	400,000	364,518	280,233
Total Operating Revenue	7,614,302	7,515,419	6,809,136

School District No. 87 (Stikine)

Schedule of Operating Expense by Object

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Salaries			
Teachers	1,625,509	1,620,471	1,317,373
Principals and Vice Principals	942,586	946,763	634,143
Educational Assistants	182,173	79,168	77,626
Support Staff	620,413	527,200	454,324
Other Professionals	893,277	1,264,502	881,983
Substitutes	113,000	127,095	112,212
Total Salaries	4,376,958	4,565,199	3,477,661
Employee Benefits	990,910	901,729	661,662
Total Salaries and Benefits	5,367,868	5,466,928	4,139,323
Services and Supplies			
Services	1,154,000	1,133,694	1,267,924
Student Transportation	622,544	542,779	567,812
Professional Development and Travel	299,955	434,137	314,547
Dues and Fees	10,600	12,685	10,515
Insurance	21,263	21,272	13,042
Supplies	452,883	366,207	380,491
Utilities	252,500	300,157	262,552
Total Services and Supplies	2,813,745	2,810,931	2,816,883
Total Operating Expense	8,181,613	8,277,859	6,956,206

School District No. 87 (Stikine)

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	1,484,645	582,941				45,131	2,112,717
1.07 Library Services						2,060	2,060
1.08 Counselling							-
1.10 Special Education	15,744	107,171	77,897		35,864	32,640	269,316
1.31 Indigenous Education	120,082		1,271			443	121,796
1.41 School Administration		256,651		92,991		210	349,852
Total Function 1	1,620,471	946,763	79,168	92,991	35,864	80,484	2,855,741
4 District Administration							
4.11 Educational Administration					778,271		778,271
4.40 School District Governance					90,754		90,754
4.41 Business Administration				60,750	199,273		260,023
Total Function 4	-	-	-	60,750	1,068,298	-	1,129,048
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					117,363		117,363
5.50 Maintenance Operations				336,484		46,611	383,095
5.52 Maintenance of Grounds							-
5.56 Utilities							-
Total Function 5	-	-	-	336,484	117,363	46,611	500,458
7 Transportation and Housing							
7.41 Transportation and Housing Administration					21,685		21,685
7.70 Student Transportation							-
7.73 Housing				36,975	21,292		58,267
Total Function 7	-	-	-	36,975	42,977	-	79,952
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	1,620,471	946,763	79,168	527,200	1,264,502	127,095	4,565,199

School District No. 87 (Stikine)

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
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	2,112,717	463,337	2,576,054	599,733	3,175,787	3,228,354	2,426,216
1.07 Library Services	2,060	120	2,180	5,633	7,813	17,800	7,862
1.08 Counselling	-	-	-	-	-	44,169	45,346
1.10 Special Education	269,316	67,538	336,854	15,856	352,710	451,746	222,352
1.31 Indigenous Education	121,796	32,955	154,751	125,324	280,075	334,059	291,554
1.41 School Administration	349,852	68,922	418,774	87,829	506,603	439,657	469,472
Total Function 1	2,855,741	632,872	3,488,613	834,375	4,322,988	4,515,785	3,462,802
4 District Administration							
4.11 Educational Administration	778,271	113,616	891,887	144,075	1,035,962	611,731	600,493
4.40 School District Governance	90,754	5,029	95,783	99,715	195,498	165,161	144,207
4.41 Business Administration	260,023	53,513	313,536	189,515	503,051	513,481	526,232
Total Function 4	1,129,048	172,158	1,301,206	433,305	1,734,511	1,290,373	1,270,932
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	117,363	25,703	143,066	77,464	220,530	206,245	183,854
5.50 Maintenance Operations	383,095	55,602	438,697	417,914	856,611	936,323	923,071
5.52 Maintenance of Grounds	-	-	-	35,491	35,491	54,700	25,775
5.56 Utilities	-	-	-	252,818	252,818	221,000	230,942
Total Function 5	500,458	81,305	581,763	783,687	1,365,450	1,418,268	1,363,642
7 Transportation and Housing							
7.41 Transportation and Housing Administration	21,685	3,710	25,395	-	25,395	645,826	13,917
7.70 Student Transportation	-	-	-	542,779	542,779	-	567,812
7.73 Housing	58,267	11,684	69,951	216,785	286,736	311,361	277,101
Total Function 7	79,952	15,394	95,346	759,564	854,910	957,187	858,830
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	4,565,199	901,729	5,466,928	2,810,931	8,277,859	8,181,613	6,956,206

School District No. 87 (Stikine)

Schedule of Special Purpose Operations

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	1,372,110	1,355,107	1,084,760
Other Revenue	23,000	48,936	19,990
Total Revenue	<u>1,395,110</u>	<u>1,404,043</u>	<u>1,104,750</u>
Expenses			
Instruction	1,220,174	1,271,352	936,024
Operations and Maintenance	139,640	96,490	57,557
Transportation and Housing	27,296	27,296	45,874
Total Expense	<u>1,387,110</u>	<u>1,395,138</u>	<u>1,039,455</u>
Special Purpose Surplus (Deficit) for the year	<u>8,000</u>	<u>8,905</u>	<u>65,295</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(8,000)	(8,905)	(65,295)
Total Net Transfers	<u>(8,000)</u>	<u>(8,905)</u>	<u>(65,295)</u>
Total Special Purpose Surplus (Deficit) for the year	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u><u>-</u></u>	<u><u>-</u></u>

School District No. 87 (Stikine)

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

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Ready, Set, Learn	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	76,013	5,308	133,874	38,398	1,084,449	-	-	17,098	242,233
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	60,762	24,109		7,350	598,083	6,879	456,946	10,198	57,000
Other			53,748						
	60,762	24,109	53,748	7,350	598,083	6,879	456,946	10,198	57,000
Less: Allocated to Revenue	93,625	25,914	48,936	2,281	320,038	6,879	456,946	27,296	93,703
Deferred Revenue, end of year	43,150	3,503	138,686	43,467	1,362,494	-	-	-	205,530
Revenues									
Provincial Grants - Ministry of Education and Child Care	93,625	25,914		2,281	320,038	6,879	456,946	27,296	93,703
Other Revenue			48,936						
	93,625	25,914	48,936	2,281	320,038	6,879	456,946	27,296	93,703
Expenses									
Salaries									
Teachers							380,789		
Educational Assistants		21,239			111,268				
Support Staff	38,691				3,643				
Other Professionals	10,443								
Substitutes		152				5,830			
	49,134	21,391	-	-	114,911	5,830	380,789	-	-
Employee Benefits	9,320	4,523			19,350	1,049	76,157		
Services and Supplies	35,171		48,936	2,281	176,872			27,296	93,703
	93,625	25,914	48,936	2,281	311,133	6,879	456,946	27,296	93,703
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	8,905	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased					(8,905)				
	-	-	-	-	(8,905)	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 87 (Stikine)

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

	Federal Safe Return to Class / Ventilation Fund	Student & Family Affordability	Feeding Futures Fund	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	2,865	125,602	-	1,725,840
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care		100,000	350,000	1,671,327
Other				53,748
	-	100,000	350,000	1,725,075
Less: Allocated to Revenue	2,865	125,560	200,000	1,404,043
Deferred Revenue, end of year	-	100,042	150,000	2,046,872
Revenues				
Provincial Grants - Ministry of Education and Child Care	2,865	125,560	200,000	1,355,107
Other Revenue				48,936
	2,865	125,560	200,000	1,404,043
Expenses				
Salaries				
Teachers				380,789
Educational Assistants				132,507
Support Staff				42,334
Other Professionals				10,443
Substitutes				5,982
	-	-	-	572,055
Employee Benefits				110,399
Services and Supplies	2,865	125,560	200,000	712,684
	2,865	125,560	200,000	1,395,138
Net Revenue (Expense) before Interfund Transfers	-	-	-	8,905
Interfund Transfers				
Tangible Capital Assets Purchased				(8,905)
	-	-	-	(8,905)
Net Revenue (Expense)	-	-	-	-

School District No. 87 (Stikine)

Schedule of Capital Operations

Year Ended June 30, 2024

	2024 Budget	2024 Actual			2023 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Investment Income	200,000		201,961	201,961	159,873
Amortization of Deferred Capital Revenue	483,912	485,027		485,027	464,171
Total Revenue	683,912	485,027	201,961	686,988	624,044
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	764,271	750,962		750,962	700,926
Total Expense	764,271	750,962	-	750,962	700,926
Capital Surplus (Deficit) for the year	(80,359)	(265,935)	201,961	(63,974)	(76,882)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	348,870	230,401		230,401	378,666
Total Net Transfers	348,870	230,401	-	230,401	378,666
Total Capital Surplus (Deficit) for the year	268,511	(35,534)	201,961	166,427	301,784
Capital Surplus (Deficit), beginning of year		4,721,137	3,675,679	8,396,816	8,095,032
Capital Surplus (Deficit), end of year		4,685,603	3,877,640	8,563,243	8,396,816

School District No. 87 (Stikine)Tangible Capital Assets
Year Ended June 30, 2024

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	1,772,818	29,054,058	677,470	419,025	-	700,380	32,623,751
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		385,242					385,242
Operating Fund			117,135			104,361	221,496
Special Purpose Funds			8,905				8,905
	-	385,242	126,040	-	-	104,361	615,643
Decrease:							
Deemed Disposals			25,193				25,193
	-	-	25,193	-	-	-	25,193
Cost, end of year	1,772,818	29,439,300	778,317	419,025	-	804,741	33,214,201
Work in Progress, end of year							-
Cost and Work in Progress, end of year	1,772,818	29,439,300	778,317	419,025	-	804,741	33,214,201
Accumulated Amortization, beginning of year		18,231,954	213,213	201,143		296,659	18,942,969
Changes for the Year							
Increase: Amortization for the Year		485,758	72,789	41,903		150,512	750,962
Decrease:							
Deemed Disposals			25,193				25,193
		-	25,193	-	-	-	25,193
Accumulated Amortization, end of year		18,717,712	260,809	243,046	-	447,171	19,668,738
Tangible Capital Assets - Net	1,772,818	10,721,588	517,508	175,979	-	357,570	13,545,463

School District No. 87 (Stikine)

Deferred Capital Revenue

Year Ended June 30, 2024

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	8,758,347	201,299		8,959,646
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	385,242			385,242
	385,242	-	-	385,242
Decrease:				
Amortization of Deferred Capital Revenue	478,527	6,500		485,027
	478,527	6,500	-	485,027
Net Changes for the Year	(93,285)	(6,500)	-	(99,785)
Deferred Capital Revenue, end of year	8,665,062	194,799	-	8,859,861
Work in Progress, beginning of year				-
Changes for the Year				
Net Changes for the Year	-	-	-	-
Work in Progress, end of year	-	-	-	-
Total Deferred Capital Revenue, end of year	8,665,062	194,799	-	8,859,861

School District No. 87 (Stikine)

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	\$ 65,159	\$ 232,905	\$ 26,392	\$ -	\$ -	\$ 324,456
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	816,000					816,000
Investment Income	15,948					15,948
	831,948	-	-	-	-	831,948
Decrease:						
Transferred to DCR - Capital Additions	385,242					385,242
	385,242	-	-	-	-	385,242
Net Changes for the Year	446,706	-	-	-	-	446,706
Balance, end of year	511,865	232,905	26,392	-	-	771,162



Policy No. 105

BOARD POLICY DEVELOPMENT

POLICY STATEMENT

The Board of Education of School District No. 87 Stikine has the right and the obligation under the *School Act* to determine policy for the District. All policy shall express the will of the Board, taking into consideration the opinions of the public and staff, and shall be consistent with provincial guidelines, legislation and regulations. The Board considers the development and on-going review of its policy to be one of the Board's major roles.

GUIDING LEGISLATION/REGULATIONS

- *School Act*, Section 169 (3)
- Order in Council (OIC) 1280/89, Effective September 1, 1989
- Ministry of Education and Child Care: Policy Site

REGULATIONS

1. All Board policy will be supported with accompanying regulations, as required.
2. Suggestions and reasons for policy will be received by the Board from any committee of the Board, any Trustee, the Superintendent of Schools, the Secretary Treasurer, the Stikine Principal's and Vice-Principal's Association, the Stikine Teacher's Association, C.U.P.E. Local 2052-02, the Parent Advisory Councils, and from the general public.
3. The Board's Policy Committee will be responsible for drafting policy proposals or policy revisions for the Board's consideration. Prior to developing a policy proposal, consultation may take place, with referenced groups in order to obtain information and ideas with respect to a specific policy.
4. Policies will be presented in draft form to the Board for their consideration and discussion.
5. All draft policies which have been considered by the Board will be circulated throughout the district to all interested parties.
6. The circulation and response period will normally extend until the next meeting of the Board. During this time, all interested parties are free to submit written commentary on the proposed policy to the Policy Committee.

7. Following the distribution, as outlined above, and discussion by the Board, policies may be approved by Board motion.
8. In special or emergent circumstances, as determined by the Board, policy may be discussed and approved without public consultation.

DRAFT

Date: 2009.06.04
Revised: 2024.05.02



Policy No. 209

STUDENT USE OF PERSONAL INTERNET-CONNECTED DEVICES

POLICY STATEMENT

The Board of Trustees expects a learning environment with limited distractions and the responsible use of digital technology. It recognizes the research that shows that frequent cellphone interruption in the classroom, social media platforms with addictive algorithms and an increasing level of cyberbullying and online exploitation of young people, are having a negative impact on instruction, learning, and student mental health.

The District will develop restrictions, programming, and procedures for student use of personal internet-connected devices that are age-appropriate and support the development of good digital citizens.

“Personal Internet-Connected Devices” include, but are not limited to, cell phones, smartphones, tablet computers, smartwatches, and portable video game systems.

The following regulations will be included in school codes of conduct.

REGULATIONS

1. All students will have access to school/district-owned technology at an age-appropriate level that supports learning and the development of digital technology skills and digital citizenship.
2. As outlined in an Individual Education Plan (IEP), schools will exempt specific students from restrictions on the use of personal internet-connected devices when they are needed for full inclusion in a specific learning activity.
3. At the elementary school level, the use of and access to personal internet-connected devices will not be permitted at any time during the school day.
4. Access to and the use of, personal internet-connected devices at the middle and secondary levels will not be permitted during instructional time. At the teacher’s discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instructional planning.
5. Instructional time includes not just regular classroom settings, but assemblies, guest speakers, field trips, on the land events and other events organized by teachers or administrators.
6. The security and storage of personal internet-connected devices is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of such devices.

Developed: 2024.05.02



Policy No. 308

SOCIAL MEDIA

POLICY STATEMENT

The Board of Education is committed to ensuring that all students and staff, who utilize social media technology for professional purposes, do so in a safe and responsible manner. School District 87 Stikine strives to create professional social media environments that mirror the academically supportive environments of our schools.

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing students to succeed in their educational and career endeavors.

This Social Media policy provides direction regarding recommended practices for professional social media communication between employees, as well as social media communication between employees and students. In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, this policy also addresses caveats for use of personal social media by staff.

This policy is not designed to serve as a code of conduct for social media use. However, all existing policies and procedures, and legislation that cover employee conduct may be applicable in the social media environment.

This policy does not address student-to-student communication via social media. Each school has a procedure that is specific to student use of technology and social media.

GUIDING LEGISLATION/REGULATIONS

- *Freedom of Information and Protection of Privacy Act (FIPPA):* Sections 8, 17, 20, 22, 65 and 85
- *Copyright Act*

REGULATIONS

Definition of Social Media

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, Flickr, TikTok, Snapchat and Instagram.

1. **Professional social media** is a work-related social media activity that is either support services based or school based (e.g., a principal establishing a Facebook page for his/her school or a teacher establishing a blog for his/her class).
2. **Personal social media** use is a non- work-related social media activity (e.g., a employee establishing a Facebook page or a Twitter account for his/her own personal use).

Professional Social Media Use

1. Maintenance of separate Professional and Personal Email Accounts

Employees who engage in professional social media activities must maintain separate professional (district) and personal email addresses. As such, employees must not use their personal email address for professional social media activities. The professional social media presence will utilize a district email address and must be completely separate from any personal social media presence maintained by the employee.

2. Communication with Students

Employees who work with students and choose to communicate with students through professional social media sites will follow these guidelines:

- a. Professional social media sites that are school-based will be designed to address reasonable instructional, educational or extra-curricular program matters;
- b. Professional social media sites that are non-school based will have a reasonable relationship to the mission and function of the organization creating the site;
- c. Employees will inform their supervisor before setting up a professional social media presence and acknowledge they have read and understood the Social Media Policy; and
- d. Professional social media sites should include language identifying the sites as professional social media sites. For example, the professional sites can identify the school, department or particular grade that is utilizing the site and be linked to the school or district website.

3. Guidance Regarding Professional Social Media Sites

- a. Employees will treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in School District 87 Stikine's professional settings are expected on professional social media sites.
- b. Employees will exercise caution, sound judgment, and common sense when using professional social media sites.
- c. Employees will use privacy settings to control access to their professional social media sites to ensure that professional social media communications only reach the employees' intended audience. However, employees should be aware that there are limitations to privacy settings. Private communication

published on the internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. Employees are responsible for understanding the rules of the social media site being utilized prior to utilizing the site.

- d. Professional social media communication must be in compliance with existing school district regulations, policies and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language.
- e. No personally identifiable student information may be posted by any employee on professional social media sites, including student photographs, without the consent of the students' parents.

4. Monitoring of Professional Social Media Sites

- a. Employees using professional social media have no expectation of privacy with regard to their use of such media.
- b. School and District administration reserve the right to remove, disable, and provide feedback regarding professional social media sites that do not adhere to the law or do not reasonably align with this Policy.
- c. To assist in monitoring, as a recommended practice to the extent possible, the default setting for comments on professional social media sites should be turned off or moderated regularly. If the default setting for comments is turned on, the comments on the site must be monitored on a daily basis by the user.
- d. When establishing professional social media sites, staff will consider the intended audience for the site and consider the level of privacy assigned to the site, specifically, whether the site should be a private network (for example, it is limited to a particular class or particular grade within a school) or a public network (for example, anyone within the school or a larger group within the school community can participate). It is a recommended practice for professional social media sites to be private networks, unless there is a specific educational need for the site to be a public network.
- e. School and/or District administrators will maintain documentation of all reported noncompliant communications as well as any violations that are otherwise brought to the supervisor's attention.

5. Media Inquiries

Any media inquiries received via professional social media sites should be referred to the Superintendent and/or Secretary Treasurer.

Personal Social Media Use

1. Communication with Students

In order to maintain a professional and appropriate relationship with students, employees should not communicate with students who are currently enrolled in schools on personal social media sites.

2. Guidance Regarding Personal Social Media Sites

Employees should exercise caution and common sense when using personal social media sites:

- a. As a recommended practice, employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees have a personal responsibility to understand the rules of the social media site being utilized.
- b. Employees will not “tag” photos of other employees without the prior permission of the individuals being tagged.
- c. Personal social media use, including off-hours use, has the potential to result in disruption at school and/or the workplace, and can be in violation of the Information and Technology Management Acceptable Use Policy.
- d. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites is prohibited.



Policy No. 406

REIMBURSEMENT OF EXPENSE

POLICY STATEMENT

The Board will reimburse Trustees and employees for out-of-pocket expenses incurred while on authorized business of the Board. Reimbursement will be in accordance with the Regulations noted in this policy.

REGULATIONS

1. Travelling and accommodation expenses incurred by Trustees and employees shall be paid at the rates in effect at the time of travel.
2. Receipts must be submitted for all items except private accommodation, meal per diems, and mileage claims.
3. Claims must be made on the required form in a timely manner. Claims submitted more than six (6) weeks after occurrence may be refused.
4. Travel advances will only be issued under necessary circumstances. When advances are issued, any outstanding advance will be deducted from the next travel expense claim or from other amounts owing to the Trustee or employee.

Accommodation

- a. A Trustee or employee may claim the cost of the hotel, less any personal items charged. The Board will reimburse the cost of the accommodation up to the single government rate of that hotel.
- b. Where private accommodation is used, a per diem of \$30.00 for in-district and \$50.00 for out-of-district accommodation may be claimed.
- c. Additional accommodation expenses will only be reimbursed if travel to the Trustee or employee's destination of business is not possible, would be unsafe and/or would create undue hardship on the first day of business and/or if travel home is not possible, would be unsafe and/or would create undue hardship on the last day of business.

Transportation

- a. Trustees or employees will be reimbursed for the most economical method of transportation available. Carpooling is encouraged and expected where possible.
- b. While travelling in a private vehicle, the Trustee or employee may claim mileage per kilometre, at the rate specified on the District's current expense form.
- c. Expenses for plane, taxi, car rental, shuttle, public transit, and parking may be claimed.

- d. In cases where the most economical means of travel is via air, but for personal reasons, the Trustee or employee has chosen to drive; additional costs due to the extended time required for travel will not be reimbursed.
- e. When travelling between the airport and their home, Trustees or employees may claim the rate for travel to and from the airport, at the rate specified on the District's current expense form.
- f. If the Board has requested a Trustee or employee to use their personal vehicle for work-related duties and business insurance is required, the Trustee or employee may claim the additional costs.

Meals

- a. While travelling on Board business, the Trustee or employee may claim the per diem amounts for meals, at rates specified on the District's current expense form.
- b. Should meals be paid on behalf of district or non-district people for district related business, the amount will be reimbursed to the Trustee or district employee upon submission of receipts.
- c. School or District Administration may host group meals. Current per diem guidelines should be followed whenever possible.

Incidentals

- a. A per diem for incidentals may be claimed for travel extending beyond 24 hours, at the rate specified on the District's current expense form.



Policy No. 406

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REGULATIONS

1. Travelling and accommodation expenses incurred by Trustees and employees shall be paid at the rates in effect at the time of travel.
2. Receipts must be submitted for all items except private accommodation, meal per diems, and mileage claims.
3. Claims must be made on the required form in a timely manner. Claims submitted more than six (6) weeks after occurrence may be refused.
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Accommodation

- a. A Trustee or employee may claim the cost of the hotel, less any personal items charged. The Board will reimburse the cost of the accommodation up to the single government rate of that hotel.
- b. Where private accommodation is used, a per diem of \$30.00 for in-district and \$50.00 for out-of-district accommodation may be claimed.
- c. Additional accommodation expenses will only be reimbursed if travel to the Trustee or employee's destination of business is not possible, would be unsafe and/or would create undue hardship on the first day of business and/or if travel home is not possible, would be unsafe and/or would create undue hardship on the last day of business.

Transportation

- a. Trustees or employees will be reimbursed for the most economical method of transportation available. Carpooling is encouraged and expected where possible.
- b. While travelling in a private vehicle, the Trustee or employee may claim mileage per kilometre, at the rate specified on the District's current expense form.
- c. Expenses for plane, taxi, car rental, shuttle, public transit, and parking may be claimed.

- d. In cases where the most economical means of travel is via air, but for personal reasons, the Trustee or employee has chosen to drive; additional costs due to the extended time required for travel will not be reimbursed.
- e. **If the airport from which a trustee or employee is travelling for work-related duties is in a different community than their home**, trustees or employees may claim the rate for travel to and from the airport, at the rate specified on the District's current expense form.
- f. If the Board has requested a Trustee or employee to use their personal vehicle for work-related duties and business insurance is required, the Trustee or employee may claim the additional costs.

Meals

- a. While travelling on Board business, the Trustee or employee may claim the per diem amounts for meals, at rates specified on the District's current expense form.
- b. Should meals be paid on behalf of district or non-district people for district related business, the amount will be reimbursed to the Trustee or district employee upon submission of receipts.
- c. School or District Administration may host group meals. Current per diem guidelines should be followed whenever possible.

Incidentals

- a. A per diem for incidentals may be claimed for travel extending beyond 24 hours, at the rate specified on the District's current expense form.



Policy No. 201

CODE OF STUDENT CONDUCT

POLICY STATEMENT

The School Act requires Boards of Education to establish codes of conduct for all schools in their school district and ensure that schools within their jurisdiction implement the codes. This policy ensures that schools in the district are compliant with the standards set by the Ministry of Education and Child Care for codes of conduct.

GUIDING LEGISLATION/REGULATIONS

School Act Section 6 (1) Duties of Students

School Act Ministerial Order M276/07 Provincial Standards for Codes of Conduct

REGULATION

1. Community residents have a right to privacy, private property and freedom from abusive behaviour. While the district does not assume responsibility for student behaviour outside of the school's jurisdiction, it will take disciplinary action against a student if the circumstances warrant. The school will report to and cooperate with the police in all cases where students violate the law.
2. The school's jurisdiction over its students includes:
 - 2.1. Any activity occurring during a regular school day on school premises (building and grounds).
 - 2.2. Any activity that is sponsored by or organized by the school, regardless of time or place.
 - 2.3. Student's conduct occurring outside the regular school day and on school premises (building and grounds), if in the opinion of the principal circumstances warrant.
 - 2.4. Student's conduct occurring in connection with an activity that is sponsored by or organized by the school, regardless of time or place.
 - 2.5. Student's conduct on school buses or transportation contracted or arranged by the Board.
 - 2.6. Student's conduct while travelling to school and returning home from school, if in the opinion of the principal circumstances warrant.
 - 2.7. Any activities occurring during or outside the regular school day that affect district personnel.
 - 2.8. Any activities occurring during or outside the school day that affect district property and buildings.

- 2.9. **Student use of personal internet-connected devices as per Board Policy No. 209.**
3. The following are specific expectations that the Board regards as essential for student success and for a positive, safe learning environment. Therefore, each school, in consultation with parents, students and staff, will develop a school code of student conduct that will establish clear standards based on these district expectations and administrative procedures and mandate specific consequences for students in violation of the schools code of student conduct.
- 3.1. Students will attend school during the regular school hours every school day.
 - 3.2. Students will participate to the best of their ability in their school's program by:
 - 3.2.1. Attending school on a daily basis.
 - 3.2.2. Being on time.
 - 3.2.3. Having all necessary materials for class.
 - 3.2.4. Completing all work assigned.
 - 3.2.5. Submitting only original work for assessment.
 - 3.3. Students will be considerate of others by:
 - 3.3.1. Respecting personal property, school property, and equipment.
 - 3.3.2. Respecting sexual orientation/**gender identity or expression**, ethnicity, culture, religion and linguistic heritage.
 - 3.3.3. Respecting the feelings of others by engaging in good manners, sportsmanship and common courtesy.
 - 3.3.4. Wearing clothing that is neither offensive to others nor inappropriate in a school setting.
 - 3.3.5. Appropriate use of ~~Social Networks such as Facebook~~ **personal digital devices at school to promote online safety and focused learning environments**
 - 3.4. Students will speak with and act toward staff in an appropriate manner.
 - 3.5. Students will report to the office upon arrival when visiting another school for other than school-related activities and will adhere to that schools' code of student conduct.
 - 3.6. **Student use of Personal Internet-Connected Devices**
 - 3.6.1. **All students will have access to school/district-owned technology at an age-appropriate level that supports learning and the development of digital technology skills and digital citizenship.**
 - 3.6.2. **As outlined in an Individual Education Plan (IEP), schools will exempt specific students from restrictions on the use of personal internet-connected devices when they are needed for full inclusion in a specific learning activity.**
 - 3.6.3. **At the elementary school level, the use of and access to personal internet-connected devices will not be permitted at any time during the school day.**

- 3.6.4. Access to and the use of, personal internet-connected devices at the middle and secondary levels will not be permitted during instructional time. At the teacher's discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instructional planning.
- 3.6.5. Instructional time includes not just regular classroom settings, but assemblies, guest speakers, field trips, on the land events and other events organized by teachers or administrators.
- 3.6.6. The security and storage of personal internet-connected devices is the sole responsibility of the owner/user. The district assumes no responsibility for the safety, security, loss, repair or replacement of such devices.
- 3.7. Violation of the School Code of Student Conduct will result in ~~disciplinary action~~ consequences and, where appropriate, restorative actions.
- 3.8. Serious or repeated infractions of the School Code of Student Conduct will be recorded in an office file; the parents/guardians will be notified; and, depending on the seriousness of the situation and repetition, the student may be referred to the ~~Code of Conduct Discipline~~ Committee, which may result in, but not be limited to:
 - 3.8.1. An extended suspension.
 - 3.8.2. A placement in an Alternate Education Program.
 - 3.8.3. A placement on a home-schooling program ~~(Satellite)~~.
 - 3.8.4. A placement in an online learning ~~distance education~~ program.
 - 3.8.5. A refusal of an educational program if 16 years of age or older.
 - 3.8.6. A restorative justice approach to support the development of appropriate and socially acceptable behaviour.
- 4. The following are expectations that relate specifically to the safety of all students.
 - 4.1. Weapons
 - 4.1.1. No student shall be in possession of a weapon while under the school's jurisdiction.
 - 4.1.2. The Emergency Preparedness Administrative Procedure No.425 will be enacted for students in possession of life-threatening weapons or objects that could be used as weapons.
 - 4.2. Alcohol and Drugs
 - 4.2.1. While under the school's jurisdiction, no student shall or shall attempt to possess, use or transmit, or shall be under the influence of, any of the following prohibited substances:
 - 4.2.1.1. Any controlled substance or dangerous drug.
 - 4.2.1.2. Alcohol or any alcoholic or intoxicating beverage.
 - 4.2.1.3. Any abusable glue, aerosol, paint, or any other volatile chemical substance for inhalation.

- 4.2.1.4. Any other intoxicant or mood-changing, mind-altering or behaviour-altering drug.
 - 4.2.2. The possession, transmittal, sale, or attempted transmittal or sale of what is represented to be any of the above-listed substances, or any type of drug paraphernalia, is also prohibited under this policy.
 - 4.2.3. This policy authorizes school personnel to act where they have reasons to believe a student is in violation of sections 4.2.1 or 4.2.2, including the authority to inspect student lockers.
 - 4.2.4. A student who uses a drug in accordance with a prescription authorized by a physician for the student's own use only shall not be considered to have violated this policy.
 - 4.2.5. Students in contravention of this regulation will be reported to the parent/guardian and the ~~Code of Conduct Discipline~~ Committee and may be reported or referred to the RCMP.
- 4.3. Abusive Behaviours
- 4.3.1. To create a comfortable, safe learning environment for students and staff, no student will engage in activities that lead to or result in assault, threats, bullying, extortion, harassment, sexual harassment, or intimidation of any person while on school property or under the school's jurisdiction.
 - 4.3.2. Any student known to have engaged in, organized and/or encouraged any abusive behaviour will be reported to the parent/guardian and, depending on the severity or the repetitive nature of the abusive behaviour, may be reported or referred to the RCMP and/or the ~~Code of Conduct Discipline~~ Committee.
- 4.4. Fire, Fire Alarms, Fireworks and Explosives
- 4.4.1. Students who are deliberately involved with fire and/or flammable materials will be reported to the parent/guardian and to the ~~Code of Conduct Discipline~~ Committee and may be referred to the fire department and the RCMP.
 - 4.4.2. Students deliberately setting off fire alarms shall be reported to the fire department, the parent/guardian and the ~~Code of Conduct Discipline~~ Committee and may be reported or referred to the RCMP.
 - 4.4.3. The possession or use of fireworks or explosives is prohibited.
 - 4.4.4. Students in possession of fireworks shall be reported to the parent/guardian and the ~~Code of Conduct Discipline~~ Committee and may be referred to the fire department and/or the ~~Code of Conduct Discipline~~ Committee.
 - 4.4.5. Students in possession of explosives other than fireworks will be reported to the parent/guardian and the ~~Code of Conduct Discipline~~ Committee and may be reported to the RCMP.
- 4.5. Toxic or Noxious Substances
- 4.5.1. The possession and/or use of toxic or noxious substances are prohibited.

4.5.2. Students in possession of and/or using such substances or devices will be reported to the parent/guardian and the **Code of Conduct Discipline** Committee and may be referred to the fire department and/or the RCMP.

4.6. Vandalism/Theft

4.6.1. Students shall respect their school, including all district buildings, equipment, furniture, residential properties, the surrounding property and its appearance.

4.6.2. Students shall also respect the property of others.

4.6.3. Students will be held responsible for the care and return of textbooks and other educational materials on loan from the school and will be charged for the replacement of lost or damaged materials.

4.6.4. No student shall take, or borrow, any property that does not belong to him or her without the consent of the person to whom the property belongs.

4.6.5. Therefore, in accordance with the School Act, if the property of the Board is destroyed, damaged, lost or converted by the intentional or negligent act of a student, the student and the student's parents are jointly and severally liable to the Board with respect to the act of the student.

4.6.6. Students in contravention of this regulation shall be reported to the parent/guardian and, depending upon the severity or the repetitive nature of the vandalism and/or theft, may be reported or referred to the RCMP and/or the **Code of Conduct Discipline** Committee.

4.7. Disruptive Behaviour ~~or Disobedience~~

4.7.1. To allow learning and teaching to proceed in an orderly manner, no student shall disrupt or interfere with the conduct of classes or other school activities.

4.7.2. No student shall ~~disobey or~~ fail to comply with lawful directives issued by a teacher or other employee of the Board.

4.7.3. Depending upon the severity or repetitive nature of the disruptive behaviour ~~or disobedience~~, the student may be reported to the parent/guardian and may be reported or referred to the **Code of Conduct Discipline** Committee

4.8 Smoking

4.8.1 ~~Elementary students will not smoke or use tobacco products at any time while under the jurisdiction of the school.~~

4.8.2 ~~Secondary~~ Students will not smoke, vape or ingest tobacco or marijuana products while on school property at any time while under the school's jurisdiction, or at any time while on school field trips, competitive events, extracurricular activities or any other school-related activity.

5. Students who violate this regulation will be subject to progressive **consequences discipline**.
~~as follows: Disciplinary actions will be:~~

5.1. First offence:

5.1.1. one (1) days suspension, and

- 5.1.2. letter to parent/guardian
- 5.2. Second offence:
 - 5.2.1. three (3) days suspension, and
 - 5.2.2. letter to parent/guardian, and
 - 5.2.3. completion of a personal action plan to show student will comply with the district policy.
- 5.3. Third offence:
 - 5.3.1. five (5) days suspension, and
 - 5.3.2. letter to parent/guardian, and
 - 5.3.3. meeting with school administration

Developed: 2009.06.04

Revised: 2024.09.24

**SCHOOL DISTRICT NO. 87**

P.O. BOX 190
DEASE LAKE, B.C. V0C 1L0
Tel. (250) 771-4440
Fax (250) 771-4441

Tentative Board Meeting Dates 2024/2025


3:30pm PST


September 24, 2024	Atlin
December 5, 2024	Telegraph Creek
February 27, 2025	Iskut
April 10, 2025	Lower Post
June 19, 2025	Dease Lake



School District **87** Stikine

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Atlin School Fall Report

September 2024

Here are some that we are working on in Atlin School:

- **Music Room** - Most of the musical instruments kept in storage have now been moved to the music room. We're looking forward to having the students use the room for performances, music classes, practices, and clubs.
- **Greenhouse** - The parts have arrived and we're waiting for them to be built in time for spring 2025.
- **Yanshuka Camp Opening Celebration**- To be celebrated in conjunction with Orange Shirt Day, the completion of our Yanshuka (Tlingit Cultural Camp) will be celebrated with the Atlin community and former students who helped design the camp.
- **BC Parks Activities**
- **First Voices Initiative** - In partnership with Joanne Williams, who would like students to be involved in creating an app for Tlingit language.
- **September 18 - Atlin School Open House.** Meet the Atlin School staff, students, and school community!
- **Northern BC Rural Practicum and UBC Okanagan Practicum Placements** - Ms. Rosie is interested in being a mentor.
- **Sep. 12 - Warm Bay Homestead Hike and Berry Picking** - We will be visiting the Warm Bay Homestead to learn about Tlingit medicine, pick berries, converse with trees, and going on a hike.
- **Sep. 13 - Terry Fox Walk/Run.**
- **Monthly Musters** - A whole school student-led Friday gathering where students share highlights on their learning in classes.

- **Community Service & Volunteering:** Pioneer Cemetery Clean-up
- **Reading Buddies** - Students get paired up to spend time reading together
- **Student Governance**
- **Monthly Spirit Days:** September 20 is Jersey Day and S.O.S. (Students Opposing Staff) Games - September is indoor soccer!
- **Sep. 21 - Yukon Cross Country Run (Mt. Mac Trails)** - Atlin School runners will compete in Whitehorse.
- **Oct. 3 - Atlin School Cross Country Run (*see poster attached*)** - Atlin School is hosting its 2nd cross-country meet, inviting SD87 schools and schools from the Yukon.
- **Fire Prevention Week (Oct. 6-12)** with Atlin Paramedics & Firefighters
- **Destination Imagination BC.** Students tackle STEAM-related Team Challenges that they can present their solutions to in a tournament against other schools. Our school is the most northern participant to this program next to Prince George. DIBC partners are looking to expand further into the District and Yukon area to have a northern chapter for northern competitions as an alternative to sending students to lower mainland.
- **Science Fairs** (Atlin School and [Yukon-Stikine Regional](#))
- **Literacy and Numeracy Competitions (pending):** Spelling Bees, Writing/Speech/Poetry Contests; Weekly Math/Riddle Challenges
- **Atlin School Performance at the Globe Theatre.** We want to hone our students' musical talents to perform for the Atlin community.
- **Whole School Skiing Trip to Mt. Sima (Whitehorse)**
- **Atlin School Winter Festival** (outdoor winter games, snow sculpting, hot chocolate, outdoor fire)
- **Juneau Icefield Research Program** Partnership
- **Geocaching with Mike and Dorothy Strange**
- **Post-secondary HS Visits/Guests:** Outer Coast (Sitka, AK), Yukon University (Whitehorse), Others
- **Artists in Residence:**
 - *Joanne Williams* - Tlingit Cultural Activities (wood bending, smoking fish, fish skin leather, button blanket sewing, fish bone beads, abalone buttons, and more!)

- *Rebecca Law* - Mini pottery or clay hand building; Multimedia (Illustrator, InDesign, Photoshop & Video editing and Green screen work); Songwriting and Recording of 1 song per class and one Music Video.
 - *Rhoda Merkel* - The Storytelling Program (Using the power of stories native to the Yukon and Canada in dramatized methods with students as characters in costumes and using props and/or depicting stories as memorable art projects.)
 - *Patrick Royle Pottery* (pending)- After consulting with Patrick last year on how to fix our kiln, he offered to do pottery activities with us for this year!
 - *Rik Leaf* (pending) - songwriting and poetry
 - Partnering with the Atlin Rec Centre for upcoming visiting artists in the area.
 - *Other artists from [ArtStarts](#). Currently working on a grant for Artists to visit schools.*
- **School Tech Upgrade:** Looking into the possibility of upgrading school displays from projectors to Smartboard displays.

A lot of these are still in the works. Most of these also came from staff feedback on our last day before summer break. Looking forward to a great year!


Gunalchéesh/Thanks,


Edel



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Dease Lake School Fall Report

September 2024

We have two indigenous hip hop artists coming up to perform and do a workshop with youth about how to use music and poetry to cope with and process trauma. I'm in the process of booking a hoop dancer to perform and do a workshop and I've reached out to an indigenous graffiti artist to do a workshop. I'm also working with the art gallery in terrace to curate some art for the school to give it a new look and we should soon have our new exterior school sign up.

Alex Mendez

Principal

In the Making...

- Student council (Kara)
- After school girls group (Ashley, grades 6+)
- Raise community engagement with more events during school hours.
Grandparents/mothers/fathers day tea, inviting community members to some of the events that Alex mentioned, movie nights at the school (Katherine and Melissa)
- Planning field trips outside of the community (Alex)
- Electives (Foods, robotics, automotive tech, shop, coding)


Katherine Paridaen


Vice Principal/ Learning Support Teacher



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Denetia School Fall Report

September 2024

Denetia School has made great improvements to its facilities, resources and supplies this year. We have a newly enlarged and renovated kitchen with an industrial sink, dishwasher, table and new stove. We have added benches and cubbies to the back entrance while improving all of the classes' furniture and supplies.



Newly renovated and expanded kitchen

Denetia School has continued to strengthen its On-The-Land Outdoor Education program working closely with the Kaska Land Guardians. In the first week of school, the Kaska Land Guardians visited and took the children out in the community forests to learn about plants and how they move. On September 6th, Denetia School had a field trip to Liard River Hot Springs for a day of fun and learning on-the-land. The Kaska Land Guardians (and geothermal team) taught the students about the geothermal activity that heats the pools and the phys

(freshwater snails) which can only be found at this certain hot spring. On Friday September 13th, the school will be going to a Moose Hide Tanning Camp led by Tanya Ball, the Kaska Land Guardians and community members. Denetia School designates each Friday to On-The-Land Cultural and Outdoor Education, which is often community led. Denetia School continues to have a strong focus on bringing Kaska Traditional Knowledge and Culture to the students – welcoming the community into the school and meeting them on-the-land. We are thankful to work in a community that cares deeply for its children.



Tanya Ball and Robin Groat with Denetia School students and staff (Liard River Hot Springs)



Robin Groat (parent and geothermal team member), Rachel Paquette and Denetia School students enjoying hot spring

Denetia School will be starting weekly music lessons with DMS Music Education starting on September 18th. The K-2 class will be having a general music class while the 3-5 class will be focusing on learning to play ukeleles which have been purchased for the students.

Denetia School now has both a Literacy and Math Consultant who bring a wealth of expertise to the teachers. Heather Goodall, literacy expert, has already had individual zoom meetings with both teachers (Neo and Rachel) to help support their literacy teaching. Heather will be making a week-long in-person visit to Denetia School at the end of September to offer demonstration lessons and observation of students' needs, direct teaching and mentoring for teachers, support Rachel with her LST role and more. Neo and Rachel will be having their first zoom meeting with Carole Fullerton, math expert, on September 12th.

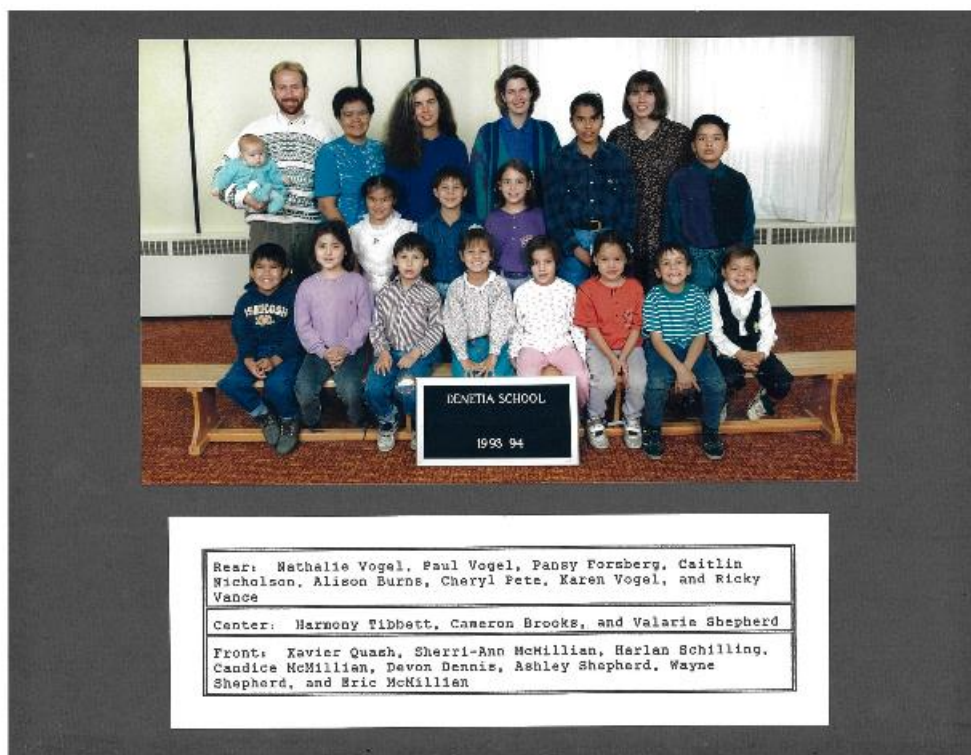
Denetia School will be having its first visit from Erin Fiander, community health nurse, on September 12th to deliver a lesson on healthy living. Throughout the school year, Erin will continue to visit Denetia School to provide professional teaching of different aspects of the Phys Ed. Curriculum.

During the week of September 23rd, Denetia School will have its first in-person visit from its counsellor Julie Laliberte who works closely with the Watson Lake and Lower Post communities. Julie began connecting and working with Denetia School students last year and we are excited

to continue building the relationship between herself and the students. She will provide counselling to the students this year through both in-person and zoom sessions.

Denetia School is planning a walk and BBQ lunch for Truth and Reconciliation Week in conjunction with the Lower Post community on Tuesday September 24th.

Denetia School is extremely saddened by the loss of Pansy Forsberg on September 2nd. Words cannot describe what Pansy means to Denetia School. She was a custodian, student assistant and lunchtime monitor over years. However, she has been so much more. Pansy has been the heart of the school for decades and will be missed dearly. Pansy loved and cared for the children and school immensely. She was a very large part of the school's re-opening in 2023 and supported Graham and Rachel greatly. We could not have done it without her. We will honour her memory and keep her close to our hearts at Denetia School. We send our sincerest condolences to the family, friends and community. In the future, Denetia School will find a fitting way of honouring her memory in the school in conjunction with the family.



Pansy Forsberg with Denetia Schools staff and students (1993-94)



Pansy Forsberg with Denetia School staff and students (2023-24)

Thank you!

Souga Sin La / Mēduh / Gunalcheesh / Thank You.



Graham Muncaster

Vice Principal

Denetia School

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Tahltan School Fall Report

September 2024

This is what's happening at Tahltan School.

- At Tahltan School we are thrilled to have a secondary school.
- We also acknowledge the Tahltan Unceded Territory.
- I'm blessed and proud to be part of this thriving community.
- Our school theme for this year is, "TAHLTAN STRONGER"

What we have penciled in for Sept & Oct are:

1. Welcome back to school BBQ
2. Terry Fox Run
3. Truth & Reconciliation Walk (Every child matters/orange shirt day)
4. Halloween
5. Cranberry Picking
6. Archery
7. Dodge ball & Baseball after school activities
8. Tahltan Arts, Crafts, Language & Culture

Submitted by Coreena Linklater, Principal