



## 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: February 27, 2027  
3:30pm PST – Klappan School, Iskut

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 - 2**
3. Adoption of Public Meeting Minutes
- a. September 26, 2024 via Zoom – Motion Required **Pages 2 – 8**
4. Adoption of In-Camera Meeting Summary
- a. September 24, 2024 via Zoom – Motion Required **Page 9**
- b. November 22, 2024 Vancouver – Motion Required **Page 10**
- c. November 23, 2024 Vancouver – Motion Required **Page 11**
5. Superintendent Report
- a. Superintendent’s Report to the Board – Motion Required **Pages 12 - 14**
- b. Dease Lake School Grad Trip to Costa Rica – Motion Required **Pages 15 – 18**
- c. Literacy Professional Learning Grant – for information only **Pages 19 – 21**
6. Finance
- a. 2024/2025 Amended Annual Budget – Bylaw Required **Pages 22 - 39**

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

- i. **THAT** the 2024/25 Amended Annual Budget Bylaw version 5583-4837-2855 in the amount of \$11,505,609 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 Amended Annual Budget Bylaw version 5583-4837-2855 in the amount of \$11,505.609 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 3<sup>rd</sup> and final reading)*

- iii. **THAT** the 2024/25 Amended Annual Budget Bylaw version 5583-4837-2855 in the amount of \$11,505,609 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.

- b. Response to 2025/26 Five Year Major/Minor Capital Plan – for information only **Verbal**

## 7. Buildings and Grounds

NIL

## 8. Other

### a. Policy Committee

The Policy Committee, consisting of Trustee Nole, Superintendent Leach 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 two years. The following policy revision/additions are being presented for the Board's consideration.

- i. Policy No. 201 – Code of Student Conduct – **REVISION**  
2<sup>nd</sup> reading – Motion Required **Pages 40 – 45**
- ii. Policy No. 307 – Conflict of Interest – **REVISION**  
1<sup>st</sup> reading – Motion Required **Pages 46 – 48**
- iii. Bylaw No. 101 – Organization and Operation of the Board – **REVISION**  
1<sup>st</sup> reading – Motion Required **Pages 49 – 60**

- b. 2025 Trustee Remuneration – Motion Required **Page 61**

## 9. Trustee Reports – Information Only

- a. Atlin School **Pages 62 – 77**
- b. Dease Lake School **Pages 78 – 86**
- c. Denetia School **Pages 87 – 91**
- d. Tahltan School **Pages 92 – 94**

## 10. Public Question Period

## 11. Adjourn Meeting



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### **PUBLIC MEETING MINUTES** **September 26, 2024 at 3:30 pm PST** **Via Zoom**

**PRESENT:**

TASHOOTS, Yvonne	Chairperson
STRANGE, Michael	Vice Chairperson
NOLE, Teneal	Trustee
McINTOSH, Katherine	Interim Superintendent
CAMERON, Alanna	Secretary Treasurer

**ABSENT:**

HAWKINS, Jolene	Trustee
LOOTS, Fred	Trustee

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**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 3:36 pm.**
- 2. Adoption of Agenda**

**STRANGE/NOLE**

**R24.01** THAT the agenda be adopted as presented.

**CARRIED**

- 3. Adoption of Public Meeting Minutes**

- a. May 2, 2024 Lower Post**

**NOLE/STRANGE**

**R24.02** THAT the Public Meeting Minutes of May 2, 2024 be accepted as presented.

CARRIED

**4. Adoption of Caucus Meeting Summary**

- a. May 2, 2024 Lower Post

STRANGE/NOLE

**R24.03** THAT the Caucus Meeting Summary of May 2, 2024 be approved as presented.

CARRIED

- b. May 31, 2024 via Zoom

NOLE/STRANGE

**R24.04** THAT the Caucus Meeting Summary of May 31, 2024 be approved as presented.

CARRIED

- c. July 11, 2024 via Zoom

NOLE/STRANGE

**R24.05** THAT the Caucus Meeting Summary of July 11, 2024 be approved as presented.

CARRIED

- d. July 22, 2024 via Zoom

STRANGE/NOLE

**R24.05** THAT the Caucus Meeting Summary of July 22, 2024 be approved as presented.

CARRIED

**5. Superintendent Report**

Interim Superintendent McIntosh provided written and verbal updates on the following items:

- a. Superintendent's Report to the Board of Education

NOLE/STRANGE

**R24.06** THAT the Superintendent's Report be accepted as presented.

CARRIED

- b. Enhancing Student Learning Report

**NOLE/STRANGE**

**R24.07** THAT the Enhancing Student Learning Report be approved as presented.

**CARRIED**

- c. Dease Lake School Field Trip to Vancouver, BC

**STRANGE/NOLE**

**R24.08** THAT the Dease Lake School Filed Trip to Vancouver, BC be approved.

**CARRIED**

- d. Application for Research at Atlin School

**NOLE/STRANGE**

**R24.09** THAT the Application for Research to be conducted at Atlin School be approved.

**CARRIED**

**6. Finance**

- a. 2024/2025 Annual Budget

Secretary Treasurer Cameron presented a detailed report on the changes expected/proposed to revenues/expenses for the 2024/25 Annual Budget.

**NOLE/STRANGE**

**R24.10** 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.

**CARRIED**

**STRANGE/NOLE**

**R24.11** 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.

**CARRIED**

*(Unanimous consent was granted to proceed to 3<sup>rd</sup> and final reading)*

**STRANGE/NOLE**

**R24.12** 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.

**CARRIED**

b. 2025/26 Five Year Major Capital Plan

The 2025/26 Five Year Major Capital Plan detailed a request for an expansion to Dease Lake School. It was noted that there had been no change to the proposed Five Year Major Capital Plan since prior year.

**STRANGE/NOLE**

**R24.13** THAT the 2025/26 Five Year Major Capital Plan be approved as presented.

**CARRIED**

c. 2023/24 Audited Financial Statements

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.

**NOLE/STRANGE**

**R24.14** THAT the 2023/24 Audited Financial Statements be approved as presented.

**CARRIED**

d. 2025/26 Five Year Minor Capital Plan

The 2025/26 Five Year Minor Capital Plan proposed a roof replacement at Tahltan School and a Building Envelope Project to update the six staff housing units in Telegraph Creek.

**STRANGE/NOLE**

**R24.15** THAT the 2025/26 Five Year Minor Capital Plan be approved as presented.

**CARRIED**

**7. Buildings and Grounds**

NIL

**8. Other**

**a. Policy Committee**

The Policy Committee, consisting of Trustee Nole, Superintendent MacMillan and Secretary Treasurer Cameron presented four policies for 2<sup>nd</sup> and final reading and one policy revision for 1<sup>st</sup> reading for the Board's consideration. All proposed policy changes were reviewed and discussed.

**STRANGE/NOLE**

**R24.16** THAT revised Policy 105 – Board Policy be approved for 2<sup>nd</sup> and final reading as presented.

CARRIED

**NOLE/STRANGE**

**R24.17** THAT the new Policy 209 – Student Use of Personal Internet-Connected Devices be approved for 2<sup>nd</sup> and final reading as presented.

CARRIED

**STRANGE/NOLE**

**R24.18** THAT the new Policy 308 – Social Media be approved for 2<sup>nd</sup> and final reading as presented.

CARRIED

**STRANGE/NOLE**

**R24.19** THAT revised Policy 406 – Reimbursement of Expense be approved for 2<sup>nd</sup> and final reading as presented.

CARRIED

**NOLE/STRANGE**

**R24.20** THAT revised Policy 201 – Code of Student Conduct be approved for 1<sup>st</sup> and reading as presented.

CARRIED

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

**9. Trustee Reports**

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

**10. Public Question Period**

No questions were asked from the public.

**11. Adjourn Meeting**

**NOLE/STRANGE**

**R24.21** THAT the meeting be adjourned at 5:25 pm.

**CARRIED**

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Yvonne Tashoots, Chairperson

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Alanna Cameron, Secretary Treasurer

DRAFT



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### **SCHOOL DISTRICT NO. 87 (Stikine)** **CAUCUS MEETING SUMMARY** **September 24, 2024** **10:00am 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.

- C24.04**      **THAT** the agenda be adopted as amended.
- C24.05**      **THAT** the Caucus Meeting Minutes of May 2, 2024 be approved as presented.
- C24.06**      **THAT** the Caucus Meeting Minutes of May 31, 2024 be approved as presented.
- C24.07**      **THAT** the Caucus Meeting Minutes of July 11, 2024 be approved as presented.
- C24.08**      **THAT** the Caucus Meeting Minutes of July 22, 2024 be approved as presented.
- C24.09**      **THAT** the 2024/25 Staffing Plan of September 11, 2024 be approved as presented.
- C24.10**      **THAT** the September 2024 Organizational Chart be approved as presented.
- C24.11**      **THAT** the meeting be adjourned at 11:59 am.



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### **SCHOOL DISTRICT NO. 87 (Stikine) SPECIAL IN-CAMERA MEETING SUMMARY**

**November 22, 2024 1:30 pm PST  
Westin Bayshore Hotel, Vancouver, BC**

#### **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.

The meeting was called to order at 1:36 pm.

The Board discussed a personnel item.

**C24.12**      **THAT** the meeting be adjourned at 2:20 pm.



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### **SCHOOL DISTRICT NO. 87 (Stikine) SPECIAL IN-CAMERA MEETING SUMMARY November 23, 2024 2:00 pm PST Hyatt Regency Hotel, Vancouver, BC**

#### **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.


The Board conducted interviews for the position of Superintendent of Schools/CEO


- C24.13**      **THAT** the Board of Education of School District 87 Stikine offer the position of Superintendent of Schools/CEO to Mr. Marty.
- C24.14**      **THAT** the Board of Education of School District 87 Stikine appoint Mrs. Julie MacRae as temporary Acting Interim Superintendent of Schools effective December 1, 2024.
- C24.15**      **THAT** the meeting be adjourned at 5:37 pm.



## 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.*

### **Report to the Board of Education SD 87 (Stikine)**

#### **Current Status and Looking Forward**

February 27, 2025

Submitted by: Marty Leach, Superintendent

#### **1. School and Staff Visits:**

- I have visited each school since arriving in January as follows:
  - I visited Tahltan School on January 8 – 10 and again on February 6 & 7
    - During these two trips, I:
      - Visited all classrooms and met with staff, students, and any parents that wanted to meet with me.
      - Toured the facilities of the school
      - Helped with the lunch program and a volleyball practice
  - I visited Atlin School on January 20 – 25
    - During this visit, I:
      - Visited all classrooms and met with all staff, students, and community members that wanted to meet me
      - I took a tour of Atlin and surrounding area with Trustee Mike Strange
      - Attended a meeting with the Taku River Tlingit First Nations and the school (Principal Edel Paracuelles and culture teacher Sandra Jack-Mirhashem).
      - Joined in on the Friday Musters (Obstacle Basketball)
  - I visited Denetia School during the week of February 11 – 14
    - Visited all classrooms and met with all staff, students, and community members that wanted to meet me
    - I took a tour of Lower Post with Principal Graham Muncaster

- Visited the water treatment plant with Trustee Fred Loots and Graham
  - Met with the Chief Harlan and toured the new Band Office
  - Had a meal in Watson Lake with staff of Denetia and Chief Harlan
- I have visited Dease Lake School twice since my arrival, once was for a staff meeting and once when the high school were on their trip to Vancouver.
    - During my first visit (Staff Meeting) I was able to introduce myself and meet the teachers/answer any of their questions.
    - During the second meeting I was able to go into classes and meet with students and teachers.
  - I have met with the Local President (Dana Caljouw) numerous times ( both in person and virtually) to discuss a range of topics, issues, and concerns.
    - We have agreed that we prefer to work with each other in a collaborative way rather than an adversarial manner.

## **2. Staffing: (This year and Next year)**

- We are currently advertising on Make A Future, Education Canada, and Apply to Education and our SD87 Website for the following positions:
  - A Teaching Principal in Tahltan School (for this year)
  - A High School/Learner Support Teacher for Tahltan School (for this year)
  - Part-Time Maintenance for Tahltan School (for this year)
  - High School Generalist Teacher for Atlin School (for next year)
- We have contracted Nora Kennett to fill the vacant District Principal role for the remainder of this school year.
  - She will start virtually on the week of March 10<sup>th</sup> through the 14<sup>th</sup>, 2025
    - She will reach out to Principals, Learner Support Teachers, Service Providers, etc. to find out our needs, priorities, current resources, etc.
    - She will start work on site after the March Break on March 31<sup>st</sup>, 2025
- Our new Internet Technologies (IT) person (Hunter Zhang) started work for us virtually on January 27<sup>th</sup>, 2025.
- He will be starting onsite on March 10<sup>th</sup>, 2025 (Alain will also be onsite for the week of March 10<sup>th</sup> – 14<sup>th</sup>).

### **3. Calendar Feedback for next school year:**

- We are currently requesting any feedback for the Draft 2025-2026 Calendars that were approved last year.
  - o We have this request posted at the top of the front page of the SD87 webpage.
  - o I also sent an email to all staff requesting feedback.



## 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.	<input checked="" type="radio"/> Yes	<input 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)	<input checked="" type="radio"/> Yes	<input 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 :	Dease Lake School
2. Group (Grades):	Gr. 12
3. Type of Activity:	Grad Trip to Costa Rica + Panama
4. Purpose of Activity:	Grad Trip.
5. Departure Date:	May 27 2024
6. Return Date :	June 5 2024
7. Schedule of events: (Please attach if inadequate space)	
8. Teacher Supervisors :	Alex Mendez, Katherine P.
9. Other School District Supervisors:	NA
10. Other Non -District Supervisors:	NA

2. If yes from which program?		
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
<b>G. Transportation:</b>		
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

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	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	No

Teachers  
Signature:

*Alfonso Mendez*

Date:

Sept 24/24

Administrator's  
Signature:

*Alfonso Mendez*

Date:

Sept 24/24

Approved

Rejected

Superintendent's  
Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Approved

Rejected

Board of  
Trustees  
Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Approved

Rejected

# Guide To: School District Literacy Professional Learning Grants

The purpose of the K-12 Literacy Supports professional learning grants to school districts is to build the capacity of classroom teachers and support staff to deliver evidence-based literacy instruction, literacy screening for K-3 students and interventions for K-12 students, and to provide information and resources to parents and caregivers to support their child's literacy development.

This guide is intended to help school districts in the development of their professional learning plans by exploring key considerations, outlining available and pending provincial supports, and providing contact information for additional support.

**Early literacy screening** is a quick, evidence-based process for identifying students who are at risk for literacy difficulties. It takes place in K-3 classrooms, ideally at multiple points of time throughout the year. Early literacy screening does not result in a diagnosis, but it does help educators to determine additional student needs.

## Key Considerations for District Professional Learning Plans

Acknowledging that different school districts have different contexts, challenges, and opportunities related to K-12 literacy supports, the following questions and considerations may be helpful in informing the development of your district professional learning plan and allocation of your district grant.

### Using Data – Assessing Current State, Gaps, and Opportunities:

1. What does your literacy data (e.g., FSA scores) tell you about how students in your district are doing and where you need to go from here?
  - a) What does the picture look like for different groups of students (e.g., students with disabilities or diverse abilities, Indigenous students, English Language Learners, French Language Learners) and for students in different grade levels?
2. What qualitative data can you gather (or have you gathered) from classroom teachers, support staff, Indigenous Education Councils, parents and caregivers, and other stakeholders to inform your current state, needs, and opportunities related to improving literacy outcomes for K-12 students?

### Early Literacy Screening and Literacy Interventions:

The goals of the provincial K-12 Literacy Supports initiative include scaling up early literacy screening (for all K-3 students), and enhancing classroom and school-based intervention supports for K-12 students who require additional assistance, including students with learning disabilities. In consideration of these goals:

1. What literacy screening approaches for K-3 are you currently using?
  - a) Which schools (if any) have implemented literacy screening, and for which grade levels, and which have not?

- b) Is your district using evidence-based literacy screening/assessment tools that are reliable and valid?
    - c) What are your additional professional learning needs as they relate to literacy screening for K-3 students?
2. How is your district implementing literacy interventions for students in K-12 who need additional support (both for K-3 students identified through the screening process and/or for K-12 students identified through other means)?
  - a) What are your additional literacy intervention needs?
3. What opportunities or resources currently exist in your district or networks to support early literacy screening and interventions?
  - a) Where are there gaps?
4. How will your district communicate with and provide information to parents and caregivers about a) available literacy screening and interventions at school and b) resources and strategies to support their child’s literacy at home?

The Ministry of Education and Child Care is also collaborating with BCcampus to identify the needs of K-12 educators, support staff, and parents/caregivers regarding provincial literacy resources. If your district would like to participate in this needs assessment, please contact [literacy.supports@gov.bc.ca](mailto:literacy.supports@gov.bc.ca).

### Provincial K-12 Literacy Supports:

1. How can your district plan, consider, and leverage provincial supports that are available or coming soon? (See “Provincial K-12 Literacy Supports” section below).

### Success and Sustainability:

1. How will your district measure and track outcomes?
2. What processes will your district use to support a) ongoing learning and reflection amongst teachers and support staff and b) continued engagement with partners, Rightsholders, and stakeholders to support continuous improvement?
3. How can your district use this one-time grant funding to create sustainable change in your district in terms of building the capacity of classroom teachers and support staff?

## Provincial K-12 Literacy Supports

There are several provincial supports in development within the K-12 Literacy Supports initiative, which may help to inform and support your district’s literacy professional learning plan. These include:

- **Available:** [Brochure for parents and caregivers](#) that includes strategies they can use to support learning at home, what to look for, and who to speak to if they have questions or need support (available in multiple languages).
- **Nov/Dec 2024:** Expansion of Provincial Outreach Program staffing and outreach services to support the capacity building of educators, schools, and school districts, with a priority focus on effective, evidence-based, and inclusive literacy practices.

- These include the Provincial Outreach Program for the Early Years (POPEY) and Provincial Outreach Programs for students with disabilities or diverse abilities such as the Provincial Outreach Program: Deaf & Hard of Hearing (POPDHH) and the Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD).
- **Feb/Mar 2025:** Inventory of evidence-based literacy screeners.
- **Spring 2025:** New workshops and webinars for educators and support staff regarding literacy development and learning disabilities.

## Key Contacts & Information

### Provincial Outreach Program for the Early Years (POPEY)

- If you are interested in English literacy supports for your district available through the Provincial Outreach Program for the Early Years (POPEY), including workshops and resources, please contact POPEY at:
  - Website: <https://www.popey.ca/>
  - Email: [popey@popey.ca](mailto:popey@popey.ca)
  - Phone: (778) 296-4254

### Ministry of Education and Child Care

- If you have questions about the development of your district literacy professional learning plans or the K-12 Literacy Supports initiative, please contact the Ministry at:
  - Email: [literacy.supports@gov.bc.ca](mailto:literacy.supports@gov.bc.ca)
- The Ministry has launched a [K-12 Literacy Supports and Learning Disabilities webpage](#), which provides literacy information and supportive resources for school/district staff and parents/caregivers.

**SUMMARY OF PROPOSED OPERATING CHANGES**  
**2024-2025 PRELIMINARY BUDGET vs 2024-2025 AMENDED BUDGET**

REVENUE	Preliminary	Amended	Increase/ (Decrease)
<b>Provincial Grant, Ministry of Education and Child Care</b>			
Operating Grant, Ministry of Education and Child Care	6,920,666	6,792,055	(128,611)
Less: LEA Recovery	(1,065,640)	(1,242,080)	(176,440)
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		49,798	49,798
Anti-Racism/Early Learning			-
Northern Teacher Recruitment Grant			-
<b>Total Provincial Grants</b>	<b>6,037,773</b>	<b>5,782,520</b>	<b>(255,253)</b>
<b>Provincial Grants - Other</b>			-
BCPSEA	<b>70,000</b>	<b>73,500</b>	<b>3,500</b>
<b>Federal Grants</b>			-
Breakfast Club of Canada	<b>12,100</b>	<b>12,100</b>	-
<b>Other Revenues</b>			-
LEA Recovery Funding from First Nations	1,065,640	1,242,080	176,440
Miscellaneous	3,000	3,000	-
Rentals and Leases	190,000	207,200	17,200
Investment Income	375,000	150,000	(225,000)
<b>Total Other Revenue</b>	<b>1,633,640</b>	<b>1,602,280</b>	<b>(31,360)</b>
<b>TOTAL REVENUE</b>	<b>7,753,513</b>	<b>7,470,400</b>	<b>(283,113)</b>

## SUMMARY OF PROPOSED CHANGES

### 2024-2025 PRELIMINARY BUDGET vs 2024-2025 AMENDED BUDGET

	<u>Preliminary</u>	<u>Amended</u>	<u>increase/ (decrease)</u>
<b><u>REVENUES</u></b>			
<b>Total</b>	<b>7,753,513</b>	<b>7,470,400</b>	<b>(283,113)</b>
<b><u>EXPENSES</u></b>			
<b>Employee Salaries</b>			-
Principals/Vice Principals	1,806,508	1,951,418	144,910
Teacher Salaries	873,250	756,215	(117,035)
Support Staff	246,461	246,461	-
Educational Assistants	649,656	670,934	21,278
Other Professionals	713,017	556,583	(156,434)
Substitutes	98,000	141,000	43,000
<b>Total Salaries</b>	<b>4,386,892</b>	<b>4,322,611</b>	<b>(64,281)</b>
			-
<b>Employee Benefits</b>	<b>1,017,157</b>	<b>1,018,492</b>	<b>1,335</b>
<b>Services and Supplies</b>			-
Services	1,101,872	1,163,750	61,878
Student Transportation	629,566	656,182	26,616
Pro-D and Travel	369,481	528,950	159,469
Dues and Fees	9,900	9,700	(200)
Insurance	22,285	24,722	2,437
Supplies	525,319	470,171	(55,148)
Utilities	269,320	293,320	24,000
<b>Total Services and Supplies</b>	<b>2,927,743</b>	<b>3,146,795</b>	<b>219,052</b>
			-
<b>Tangible Capital Assets Purchased</b>	<b>393,700</b>	<b>311,274</b>	<b>(82,426)</b>
			-
<b>TOTAL EXPENSE</b>	<b>8,725,492</b>	<b>8,799,172</b>	<b>73,680</b>
			-
<b>NET (EXPENSE)/REVENUE</b>	<b>(971,979)</b>	<b>(1,328,772)</b>	<b>(356,793)</b>
			-
<b>Prior Year Surplus Appropriation</b>	<b>971,979</b>	<b>1,328,722</b>	<b>356,743</b>
			-
<b>Operating Surplus Funds Available</b>			
Open: July 1, 2024	3,519,022	3,519,022	-
Less: Proposed Surplus Appropriated 2024-25	971,979	1,328,722	356,743
<b>Close: Operating Surplus Funds Remaining</b>	<b>2,547,043</b>	<b>2,190,300</b>	<b>(356,743)</b>

Amended 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 and Schedules 4A - 4D are used for Financial Statement reporting only.

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 87 (STIKINE) (called the "Board") to adopt the Amended 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 Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 87 (Stikine) Amended 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 \$11,505,609 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 27th DAY OF FEBRUARY, 2025;

READ A SECOND TIME THE 27th DAY OF FEBRUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 27th DAY OF FEBRUARY, 2025;

---

**Chairperson of the Board**

---

**Secretary Treasurer**

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

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**Secretary Treasurer**

# School District No. 87 (Stikine)

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	176.500	188.625
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>176.500</b>	<b>188.625</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education and Child Care	7,651,244	7,263,672
Other	73,500	55,000
Federal Grants	12,100	12,100
Other Revenue	1,298,060	1,088,640
Rentals and Leases	207,200	190,000
Investment Income	293,632	600,000
Amortization of Deferred Capital Revenue	491,292	483,912
<b>Total Revenue</b>	<b>10,027,028</b>	<b>9,693,324</b>
<b>Expenses</b>		
Instruction	6,853,413	5,735,959
District Administration	998,819	1,290,373
Operations and Maintenance	2,453,514	2,322,179
Transportation and Housing	888,589	984,483
<b>Total Expense</b>	<b>11,194,335</b>	<b>10,332,994</b>
<b>Net Revenue (Expense)</b>	<b>(1,167,307)</b>	<b>(639,670)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>1,328,772</b>	<b>908,181</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>161,465</b>	<b>268,511</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	161,465	268,511
<b>Budgeted Surplus (Deficit), for the year</b>	<b>161,465</b>	<b>268,511</b>

# School District No. 87 (Stikine)

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	8,487,898	8,181,613
Operating - Tangible Capital Assets Purchased	311,274	340,870
Special Purpose Funds - Total Expense	1,921,704	1,387,110
Special Purpose Funds - Tangible Capital Assets Purchased		8,000
Capital Fund - Total Expense	784,733	764,271
<b>Total Budget Bylaw Amount</b>	<b>11,505,609</b>	<b>10,681,864</b>

## 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)

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2025

	<b>2025 Amended Annual Budget</b>	2024 Amended Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>(1,167,307)</b>	(639,670)
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(311,274)	(348,870)
From Deferred Capital Revenue	(839,453)	(1,246,805)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(1,150,727)</b>	(1,595,675)
Amortization of Tangible Capital Assets	784,733	764,271
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(365,994)</b>	(831,404)
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(1,533,301)</b>	(1,471,074)

# School District No. 87 (Stikine)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	3,519,022	-	8,563,243	<b>12,082,265</b>
<b>Changes for the year</b>				
Net Revenue (Expense) for the year	(1,017,498)		(149,809)	<b>(1,167,307)</b>
Interfund Transfers				
Tangible Capital Assets Purchased	(311,274)		311,274	-
<b>Net Changes for the year</b>	<b>(1,328,772)</b>	-	<b>161,465</b>	<b>(1,167,307)</b>
<b>Budgeted Accumulated Surplus (Deficit), end of year</b>	<b>2,190,250</b>	-	<b>8,724,708</b>	<b>10,914,958</b>

# School District No. 87 (Stikine)

Amended Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	5,782,520	5,891,562
Other	73,500	55,000
Federal Grants	12,100	12,100
Other Revenue	1,245,080	1,065,640
Rentals and Leases	207,200	190,000
Investment Income	150,000	400,000
<b>Total Revenue</b>	<b>7,470,400</b>	<b>7,614,302</b>
<b>Expenses</b>		
Instruction	5,046,042	4,515,785
District Administration	998,819	1,290,373
Operations and Maintenance	1,564,869	1,418,268
Transportation and Housing	878,168	957,187
<b>Total Expense</b>	<b>8,487,898</b>	<b>8,181,613</b>
<b>Net Revenue (Expense)</b>	<b>(1,017,498)</b>	<b>(567,311)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>1,328,772</b>	<b>908,181</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(311,274)	(340,870)
<b>Total Net Transfers</b>	<b>(311,274)</b>	<b>(340,870)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 87 (Stikine)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	6,792,055	6,534,487
ISC/LEA Recovery	(1,242,080)	(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	49,798	88,436
Northern Teacher Recruitment Grant		11,000
Anti-Racism/Early Learning		6,452
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>5,782,520</b>	<b>5,891,562</b>
<b>Provincial Grants - Other</b>	<b>73,500</b>	<b>55,000</b>
<b>Federal Grants</b>	<b>12,100</b>	<b>12,100</b>
<b>Other Revenues</b>		
Funding from First Nations	1,242,080	1,064,640
Miscellaneous		
Miscellaneous	3,000	1,000
<b>Total Other Revenue</b>	<b>1,245,080</b>	<b>1,065,640</b>
<b>Rentals and Leases</b>	<b>207,200</b>	<b>190,000</b>
<b>Investment Income</b>	<b>150,000</b>	<b>400,000</b>
<b>Total Operating Revenue</b>	<b>7,470,400</b>	<b>7,614,302</b>

# School District No. 87 (Stikine)

Amended Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	1,951,418	1,625,509
Principals and Vice Principals	756,215	942,586
Educational Assistants	246,461	182,173
Support Staff	670,934	620,413
Other Professionals	556,583	893,277
Substitutes	141,000	113,000
<b>Total Salaries</b>	<b>4,322,611</b>	<b>4,376,958</b>
<b>Employee Benefits</b>	<b>1,018,492</b>	<b>990,910</b>
<b>Total Salaries and Benefits</b>	<b>5,341,103</b>	<b>5,367,868</b>
<b>Services and Supplies</b>		
Services	1,163,750	1,154,000
Student Transportation	656,182	622,544
Professional Development and Travel	528,950	299,955
Dues and Fees	9,700	10,600
Insurance	24,722	21,263
Supplies	470,171	452,883
Utilities	293,320	252,500
<b>Total Services and Supplies</b>	<b>3,146,795</b>	<b>2,813,745</b>
<b>Total Operating Expense</b>	<b>8,487,898</b>	<b>8,181,613</b>

**School District No. 87 (Stikine)**

Amended 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
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	1,741,570	605,303				75,000	2,421,873
1.07 Library Services							-
1.08 Counselling	43,810						43,810
1.10 Inclusive Education	43,810	17,600	178,792		6,497	20,000	266,699
1.31 Indigenous Education	122,228		67,669				189,897
1.41 School Administration		133,312		96,359		1,000	230,671
<b>Total Function 1</b>	<b>1,951,418</b>	<b>756,215</b>	<b>246,461</b>	<b>96,359</b>	<b>6,497</b>	<b>96,000</b>	<b>3,152,950</b>
<b>4 District Administration</b>							
4.11 Educational Administration					112,574		112,574
4.40 School District Governance					81,570		81,570
4.41 Business Administration				60,093	193,894		253,987
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60,093</b>	<b>388,038</b>	<b>-</b>	<b>448,131</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration					119,380		119,380
5.50 Maintenance Operations				476,720		45,000	521,720
5.52 Maintenance of Grounds							-
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>476,720</b>	<b>119,380</b>	<b>45,000</b>	<b>641,100</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					19,971		19,971
7.70 Student Transportation							-
7.73 Housing				37,762	22,697		60,459
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>37,762</b>	<b>42,668</b>	<b>-</b>	<b>80,430</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>1,951,418</b>	<b>756,215</b>	<b>246,461</b>	<b>670,934</b>	<b>556,583</b>	<b>141,000</b>	<b>4,322,611</b>

**School District No. 87 (Stikine)**

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	<b>Total Salaries</b>	<b>Employee Benefits</b>	<b>Total Salaries and Benefits</b>	<b>Services and Supplies</b>	<b>2025 Amended Annual Budget</b>	<b>2024 Amended Annual Budget</b>
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	2,421,873	604,626	3,026,499	764,671	3,791,170	3,228,354
1.07 Library Services	-		-	20,000	20,000	17,800
1.08 Counselling	43,810	9,616	53,426	1,500	54,926	44,169
1.10 Inclusive Education	266,699	60,827	327,526	33,500	361,026	451,746
1.31 Indigenous Education	189,897	43,036	232,933	198,500	431,433	334,059
1.41 School Administration	230,671	51,116	281,787	105,700	387,487	439,657
<b>Total Function 1</b>	<b>3,152,950</b>	<b>769,221</b>	<b>3,922,171</b>	<b>1,123,871</b>	<b>5,046,042</b>	<b>4,515,785</b>
<b>4 District Administration</b>						
4.11 Educational Administration	112,574	37,984	150,558	153,100	303,658	611,731
4.40 School District Governance	81,570	4,591	86,161	94,000	180,161	165,161
4.41 Business Administration	253,987	55,013	309,000	206,000	515,000	513,481
<b>Total Function 4</b>	<b>448,131</b>	<b>97,588</b>	<b>545,719</b>	<b>453,100</b>	<b>998,819</b>	<b>1,290,373</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	119,380	25,010	144,390	118,650	263,040	206,245
5.50 Maintenance Operations	521,720	109,117	630,837	363,472	994,309	936,323
5.52 Maintenance of Grounds	-		-	69,700	69,700	54,700
5.56 Utilities	-		-	237,820	237,820	221,000
<b>Total Function 5</b>	<b>641,100</b>	<b>134,127</b>	<b>775,227</b>	<b>789,642</b>	<b>1,564,869</b>	<b>1,418,268</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	19,971	3,984	23,955		23,955	23,282
7.70 Student Transportation	-		-	656,182	656,182	622,544
7.73 Housing	60,459	13,572	74,031	124,000	198,031	311,361
<b>Total Function 7</b>	<b>80,430</b>	<b>17,556</b>	<b>97,986</b>	<b>780,182</b>	<b>878,168</b>	<b>957,187</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>4,322,611</b>	<b>1,018,492</b>	<b>5,341,103</b>	<b>3,146,795</b>	<b>8,487,898</b>	<b>8,181,613</b>

# School District No. 87 (Stikine)

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2025

	<u>2025 Amended Annual Budget</u>	<u>2024 Amended Annual Budget</u>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	1,868,724	1,372,110
Other Revenue	52,980	23,000
<b>Total Revenue</b>	<u>1,921,704</u>	<u>1,395,110</u>
<b>Expenses</b>		
Instruction	1,807,371	1,220,174
Operations and Maintenance	103,912	139,640
Transportation and Housing	10,421	27,296
<b>Total Expense</b>	<u>1,921,704</u>	<u>1,387,110</u>
<b>Net Revenue (Expense)</b>	<u>-</u>	<u>8,000</u>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased		(8,000)
<b>Total Net Transfers</b>	<u>-</u>	<u>(8,000)</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

# School District No. 87 (Stikine)

Amended 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
	\$	\$	\$		\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	43,150	3,503	138,686	43,467	1,362,494	-	-	-	205,530
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	60,762	24,504		9,800	606,403	7,169	441,261	10,421	57,000
Other			49,820						
	60,762	24,504	49,820	9,800	606,403	7,169	441,261	10,421	57,000
<b>Less:</b> Allocated to Revenue	103,912	26,599	52,980	11,158	652,102	7,169	441,261	10,421	158,460
<b>Deferred Revenue, end of year</b>	-	<b>1,408</b>	<b>135,526</b>	<b>42,109</b>	<b>1,316,795</b>	-	-	-	<b>104,070</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	103,912	26,599		11,158	652,102	7,169	441,261	10,421	158,460
Other Revenue			52,980						
	103,912	26,599	52,980	11,158	652,102	7,169	441,261	10,421	158,460
<b>Expenses</b>									
Salaries									
Teachers							367,718		
Educational Assistants		21,876			298,452				
Support Staff	39,851								
Other Professionals	11,243								
Substitutes						6,066			
	51,094	21,876	-	-	298,452	6,066	367,718	-	-
Employee Benefits	9,460	4,723			72,618	1,103	73,543		
Services and Supplies	43,358		52,980	11,158	281,032			10,421	158,460
	103,912	26,599	52,980	11,158	652,102	7,169	441,261	10,421	158,460
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 87 (Stikine)**

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Student & Family Affordability	Feeding Futures Fund	Professional Learning Grant	TOTAL
	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	100,042	150,000	-	<b>2,046,872</b>
<b>Add:</b> Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	-	350,000	247,553	<b>1,814,873</b>
Other				<b>49,820</b>
	-	350,000	247,553	<b>1,864,693</b>
<b>Less:</b> Allocated to Revenue	100,042	342,600	15,000	<b>1,921,704</b>
<b>Deferred Revenue, end of year</b>	<b>-</b>	<b>157,400</b>	<b>232,553</b>	<b>1,989,861</b>
<b>Revenues</b>				
Provincial Grants - Ministry of Education and Child Care	100,042	342,600	15,000	<b>1,868,724</b>
Other Revenue				<b>52,980</b>
	100,042	342,600	15,000	<b>1,921,704</b>
<b>Expenses</b>				
Salaries				
Teachers				<b>367,718</b>
Educational Assistants				<b>320,328</b>
Support Staff				<b>39,851</b>
Other Professionals				<b>11,243</b>
Substitutes			5,217	<b>11,283</b>
	-	-	5,217	<b>750,423</b>
Employee Benefits			860	<b>162,307</b>
Services and Supplies	100,042	342,600	8,923	<b>1,008,974</b>
	100,042	342,600	15,000	<b>1,921,704</b>
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

# School District No. 87 (Stikine)

Amended Annual Budget - Capital Revenue and Expense  
 Year Ended June 30, 2025

	2025 Amended Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Investment Income		143,632	143,632	200,000
Amortization of Deferred Capital Revenue	491,292		491,292	483,912
<b>Total Revenue</b>	<b>491,292</b>	<b>143,632</b>	<b>634,924</b>	<b>683,912</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	784,733		784,733	764,271
<b>Total Expense</b>	<b>784,733</b>	<b>-</b>	<b>784,733</b>	<b>764,271</b>
<b>Net Revenue (Expense)</b>	<b>(293,441)</b>	<b>143,632</b>	<b>(149,809)</b>	<b>(80,359)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	311,274		311,274	348,870
<b>Total Net Transfers</b>	<b>311,274</b>	<b>-</b>	<b>311,274</b>	<b>348,870</b>
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>17,833</b>	<b>143,632</b>	<b>161,465</b>	<b>268,511</b>



# 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 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 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 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.
  - 3.8.4. A placement in an online learning 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 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 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 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 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 Committee and may be referred to the fire department and/or the Code of Conduct Committee.
  - 4.4.5. Students in possession of explosives other than fireworks will be reported to the parent/guardian and the Code of Conduct 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 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 Committee.

#### 4.7. Disruptive Behaviour

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 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, the student may be reported to the parent/guardian and may be reported or referred to the Code of Conduct Committee

#### 4.8. Smoking

4.8.1. 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 as follows:

##### 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



# Policy

No. ~~29-307~~

## EMPLOYEE CONFLICT OF INTEREST

### POLICY STATEMENT

The Board of Education of School District No. 87 (Stikine) believes that the highest standards of conduct among School District employees are essential to meeting the requirements of the School Act and to maintaining and enhancing the public's trust and confidence in public education. This policy is to help prevent both real and perceived conflict of interest situations from arising for ~~employees of the~~ school district ~~employees~~.

### ~~Policy~~

Subject to ~~an employee's~~ rights under a collective agreement, legislation or statutory regulation, Stikine School District employees are expected to conduct themselves and their affairs in a professional manner that will preclude, directly or indirectly, any conflict of interest situations from arising.

### REGULATIONS

#### **Conflict of Interest**

A conflict of interest is a situation in which a person has a private or personal interest sufficient to appear to influence the objective exercise of their official duties and responsibilities.

A private or personal interest refers to:

1. A person's self-interest (e.g., to achieve financial profit, to gain special advantage, or to avoid disadvantage);
2. The interests of a person's family or business partners; or
3. The interests of another organization in which the person holds a voluntary or paid position.

A conflict of interest is considered to include but is not limited to the following examples. To avoid a conflict of interest an employee should not:

1. place themselves in a situation where they are under obligation to any person or organization who might benefit from or seek to gain special consideration or favour from the school district.

2. either directly or indirectly, demand or accept a gift, favour or service from an individual or organization which may compromise or be perceived to compromise impartial decision-making.
3. falsely act in a manner that appears to be an official act of the district or gain an advantage that is derived from their position as an employee of the school district.
4. receive remuneration or favor relating to the sale or use of materials or work produced on school district time. The district will retain all rights to such works produced by employees but would consider revenue sharing with an employee where appropriate (e.g., development of intellectual property).
5. use school district premises, materials and/or equipment for external business purposes, or for any other purpose which might compromise the interests of an employee or the school district.
6. receive remuneration from another organization for services that have been performed in whole or in part on school district time. An employee who has been asked and wishes to provide a service outside the school district to another organization **on school district time**, must consult with and seek prior approval of the Superintendent or the Secretary Treasurer. The school district does not consider the receipt of a modest gift, an honorarium under \$200 per day, or the recovery of out-of-pocket expenses as remuneration for workshop participation.
7. receive additional fees or compensation for teaching, tutoring, counseling or any other related services provided to a student(s) in their group(s), class(es) or currently under their individual care.
8. directly or indirectly accept a gift(s) from a person (e.g., individual student, parent, guardian, contractor or patron of the school district) that exceeds \$150 in value annually unless approved by his/her supervisor. Letters of gratitude are considered the most appropriate form of recognition for school district employees.

### **Personnel Process(es) - Employees**

1. Subject to **an employee's** rights under **their a respective** collective agreement, **legislation or statutory regulation** an employee who is in a position to materially affect a term or condition of employment of a relative, business associate or someone in a close personal relationship, must disclose their relationship. Disclosure must be made at the start of the personnel process, and again when the final decision is being made.
2. The Superintendent and Secretary Treasurer are prohibited from being in direct supervision of a relative. Direct supervision includes day-to-day supervision, performance evaluations, assignment of duties, approval of requisitions and determination of salary, wages or benefits.

3. An employee should not be involved in any process that could result in a benefit or harm to a relative, business associate, or someone in a close personal relationship.

### **Information and Confidentiality**

1. Employees have a general duty of loyalty and fidelity to represent the interests of the publicly elected Board of Education.
2. Employees shall not divulge information which is not available to the general public.
3. Employees with access to confidential information shall maintain confidentiality.

### **Interpretation and Adjudication of the Policy**

In the event that an employee or a member of the public has a question and/or concern regarding (a) the interpretation of the meaning of any section(s) of this policy, and/or (b) whether they are personally in a conflict of interest, and/or (c) whether a member of staff is in a conflict of interest, the person should contact either the Superintendent or the Secretary Treasurer for advice and assistance.

Date: 2021-04-26

Revised: 2024-12-05



# Policy Bylaw No.1

## ORGANIZATION AND OPERATION OF THE BOARD

### BYLAW STATEMENT

This ~~bylaw~~ ~~policy~~ provides the Board of Education for School District No. 87 (Stikine) with direction regarding the organization and operation of their School District Board as suggested through the School Act.

### GUIDING LEGISLATION/REGULATIONS

- *School Act*
- *Public Schools Act*

### REGULATIONS

#### 1. School Board Legal Status

- a. The governance of education in School District No. 87 (Stikine) shall be the responsibility of an elected Board of School Trustees.
- b. The Board of Education for School District No. 87 (Stikine) is composed of five members, one from each of the School Attendance Zones at Dease Lake, Iskut, Lower Post/Good Hope Lake, Telegraph Creek, and Atlin.
- c. The members are elected by the electors of School District No. 87 (Stikine) to administer the educational affairs of the whole district. The Board will abide by Part 4, ~~Section 39—63~~ of the School Act, ~~Bill 67—1989~~ in respect to its operation and conducting of its affairs.
- d. The Board is considered to be a body politic and corporate, with perpetual succession and a common seal, having the rights, powers, duties and liabilities set forth in the Public Schools Act. Only the legally constituted Board and not committees of trustees or individual trustees is endowed with such authority.
- e. The Board exercises its authority in delegating specific and general administrative duties to appropriate employees of the Board, and individual trustees will respect the lines of communication established by the whole Board.

#### 2. Inaugural Meeting

- a. Time of Meeting
  - i. The Inaugural Meeting of the Board shall be held at the first meeting following each general election and yearly thereafter. At this time, the Oaths and Declarations shall be stated and signed as per **Section 67** of the School Act. ~~(Section 71 & 72)~~

b. Election of Officials

- i. The Secretary Treasurer, or designate, shall call the meeting to order and shall preside at such meeting until a **Chairperson Chairman** has been elected. (~~School Act Section 87~~)

c. Election of **Chairperson Chairman**

- i. The presiding official shall then conduct the election of a **Chairperson Chairman** according to the rules provided herein.
  1. Any trustee may be nominated by any other trustee and no seconder shall be required.
  2. Nominations shall be called three times unless a motion is passed that nominations cease.
  3. A motion that nominations cease shall always be in order and, upon being seconded, shall be voted on without debate.
  4. All voting shall be by ballots.
  5. Should more than two nominations be received, balloting shall continue until one trustee receives a clear majority of the votes. The name of the trustee receiving the least number of votes shall be dropped from the list of nominees for each succeeding ballot. In the event of two trustees being tied for the least number of votes, a special ballot shall be taken for the purpose of determining which name shall be retained.

d. Election of Vice-**Chairperson Chairman**

- i. Upon election, the Chairman shall assume the chair and shall immediately conduct the election of the Vice-**Chairperson Chairman**, according to the procedures provided for above.

e. Appointment to Committees **and Special Responsibility**

- i. **Upon election, the Chairman shall assume the chair and shall immediately conduct the election to appoint trustees to Committees and Positions of Special Responsibility, according to the procedures provided for above.**
- ii. ~~Prior to the end of the Inaugural Meeting, the Chairman shall appoint such committees and committee Chairmen as are required by this Policy and shall name the Board's appointees to such other boards and organizations as are required.~~
- iii. ~~To assist the Chairman in making these appointments the following procedures shall be followed:~~
  1. ~~At least one week prior to the Inaugural Meeting, the Secretary Treasurer shall provide each trustee and trustee-elect with a copy of this Policy and a form on which are listed all of the committees of the Board and all of the special appointments.~~
  2. ~~Each trustee and trustee-elect shall decide a first, second and third preference for committee appointments and a first and second preference for other appointments and shall bring this information to the Inaugural Meeting.~~

- ~~3. The Secretary Treasurer shall bring a report of the capacities in which any trustees have served in the past, and shall make the report available to all trustees at the inaugural meeting.~~
- ~~4. At the Inaugural Meeting of the Board the Chairman shall appoint chairmen for each of the committees.~~
- ~~iv. Membership of all committees shall be upon appointment by the Chairman of the Board but shall be subject to the approval of the Board.~~
- ~~v. The meeting shall then proceed with such other matters as are properly brought before it.~~

### 3. Meetings

#### a. Regular Meetings of the Board

- i. The Board may, by ordinary motion, set regular meeting dates and may vary such regular meeting dates from time to time.

#### b. Public Meeting

- i. All business of the Board, except that specifically designated as **In-Camera business** to "~~Committee of the Whole~~", shall be conducted at a meeting open to the public. The order of business at all Regular Public Meetings, unless varied by motion, shall be:

1. Call to order
2. Adoption of Agenda
3. Adoption of Public Meeting Minutes
4. Adoption of ~~Committee of the Whole Meeting Summary~~
5. **Adoption of In-Camera Meeting Summary**
6. Receive delegations (if applicable)
7. **Superintendent Management Reports**
- ~~8. Education~~
9. Finance
- ~~10. Personnel~~
11. Buildings and Grounds
12. Other
13. Trustee Reports
14. Public Question Period
15. Adjourn Meeting

#### c. **In-Camera** ~~Committee of the Whole Meeting~~

- i. The order of business at all **In-Camera** ~~Committee of the Whole Meetings~~ unless varied by motion, shall be: ~~same as public meetings except number 13.~~

1. Call to order
  2. Adoption of Agenda
  3. Adoption of In-Camera Meeting Minutes
  4. Superintendent Report on confidential matters
  5. Personnel
  6. Legal
  7. Land and Property
  8. Adjourn Meeting
- ii. Board members are duty-bound not to disclose any details of discussions held In-Camera in ~~Committee of the Whole~~ sessions.
  - iii. All matters coming before the Board shall be considered in public sessions except the following:
    1. Personnel Matters **such as** salary claim and negotiations, efficiency, discipline, or retirement of employees, and employee promotion or termination.
    2. Legal Matters **such as** accident claims, legal actions brought by or against the Board, and legal opinions respecting any matters which are to be considered in **In-Camera** ~~private session~~.
    3. Student Matters ~~Indigent students~~ ~~Student discipline~~
    4. Property Matters **such as** negotiations regarding purchase, lease or sale of property, and future site planning and designation.
    5. Medical matters respecting individual students or employees.
    6. Such other matters as the Board may determine.

**d. All Partners Meeting**

**i. STA, CUPE, DPAC, Indigenous Education Managers, Principals/Vice Principals**

**ii. WHAT WOULD THIS LOOK LIKE?**

**e. Special Meetings/Conference Calls**

- i. A special meeting/conference call of the Board may be called by:
  1. the **Chairperson** ~~Chairman~~
  2. the Secretary Treasurer, upon request by a majority of the trustees holding office.
- ii. No business other than that for which the meeting was called shall be conducted at a special meeting/conference call.

f. Electronic Meetings

- i. Generally, the Board will hold their meetings according to provisions of this Bylaw and the School Act. The Board recognizes that there may be circumstances where it is practical or necessary to hold a meeting through electronic means. Accordingly, at the call of the Chairperson, Board meetings may be held using electronic arrangements providing that such arrangements be in accordance with the following:
  1. Electronic meeting arrangements include video conferencing, telephone or other such technology, and will only be made where;
    - a. it is practical to do so,
    - b. does not involve significant expense or human resources,
    - c. all Trustees and Officers of the Board attending or participating in the meeting, are able to communicate with each other.
  2. Where circumstances are such that attendance at a meeting does not permit any or all Board members and its Officers to be physically present and, where participation in proceedings could be arranged to allow for all, or a greater number of Board members and Officers to participate.
  3. It is practical to hold a meeting of the Board and its Officers using electronic means to deal with matters that require immediate attention, have significant time constraints, are straight forward or procedural in nature, emergencies that are more efficiently handled using electronic means, collective bargaining matters, legislative requirements or other similar circumstances.
  4. For purposes of determining a quorum, at the start of a meeting or during a meeting, the Chairperson shall count as present any trustees who are connected to the meeting by electronic means.
  5. Trustees who will be present at a meeting by electronic means shall advise the Secretary Treasurer of the contact number where a telephone will be used or other contact arrangements that are necessary for connections to be made.
  6. In the absence of pre-circulated material, the Board Chairperson and Officers of the Board as required, shall brief the meeting regarding the matter, or matters before it and shall read the resolution requiring Board consideration and voting.
  7. Voting shall occur by each Trustee identifying themselves and indicating their vote either for or against the resolution.
  8. The meeting otherwise shall be conducted in accordance with the Policies of the Board.
  9. Minutes of the Board shall indicate that the meeting was held pursuant to this provision, indicate which Trustees and Officers were connected electronically and in which manner the electronic meeting was held.

10. Except for Inaugural meetings of the Board, electronic arrangements may be made for any Public, In-Camera or Special ~~open, closed or committee~~ meetings of the Board.

g. Notice of Meetings

- i. Forty-eight hours' notice in writing shall be given of each ~~Public regular~~ and Special ~~Public~~ meeting of the Board, which notice must be ~~posted publicly~~ and given to each trustee by delivery of the same at the place designated by him/her for notice, or failing any such designated place, then at his/her address as set out in his/her nomination paper.
- ii. Written notice of any ~~In-Camera~~ or Special ~~In-Camera~~ meeting of the Board may be waived ~~by Board motion or~~ provided that reasonable steps shall be taken to notify all trustees of the meeting.

h. Quorum

- i. A quorum shall be a majority of trustees holding office at the time of the meeting.
- ii. The meeting shall stand adjourned if, thirty minutes after the time appointed for the meeting of the Board, there should not be a quorum present. It shall stand adjourned to a date in the month of the adjourned meeting, to be ~~called fixed~~ by the ~~Chairperson~~ ~~Chairman~~, or, in default of the ~~Chairperson's~~ ~~Chairman's~~ ~~calling~~ ~~fixing~~ the same, until the next regular meeting. The Secretary Treasurer shall record the names of the members present at the expiration of the thirty minutes.
- iii. No act or proceeding shall be valid or binding on the Board unless such act or proceeding shall have been adopted at a regular, Caucus or special meeting which has included a quorum of the Board.

#### 4. Board Meeting Minutes

- a. Minutes of all Board meetings shall be recorded as required under Section ~~94~~ ~~72~~ of the School Act.
  - i. ~~Except for minutes of In-Camera meetings from which persons other than trustees or officers of the board, or both, were excluded, The approved minutes of the Regular Board meetings and the of the Committee of the Whole Meeting Summary shall be made available to the public upon request.~~
  - ii. ~~In-Camera~~ ~~Committee of the Whole~~ meeting minutes shall be recorded ~~and approved~~ in accordance with the School Act and such minutes shall be ~~taken but~~ not made available ~~to the~~ for public ~~inspection~~.
  - iii. ~~Approved summaries of In-Camara meetings of the Board shall be made available to the public.~~

#### 5. Public Attendance at School Board Meetings

- a. The Board welcomes and encourages parents and interested citizens to attend ~~public regular~~ School Board meetings in order to become better informed about the

role of School Trustees and of the educational programs for School District No.87 (Stikine) **students.**

- b. Visitors to meetings are welcome to observe the proceedings. Limited copies of the agenda will be provided.
- c. A recess may be called by the **Chairperson** ~~Chairman~~, as required, during the ~~regular~~ meeting. Visitors wishing to speak to individual Trustees or Administrators may utilize this time.
- d. Citizens wishing to address the Board may be placed on the agenda by applying in writing to the Secretary Treasurer at least one week prior to the meeting (the nature of business is to be stated in the application). Any written briefs to the Board are to be filed with the Secretary Treasurer at this time. The Secretary Treasurer will advise the person(s) concerned regarding the time and meeting at which the delegation will be heard.
- e. Delegations must appoint a spokesperson who will present the main issue to the Board.
- f. Delegations will be permitted 15 minutes to present, and 15 minutes will be devoted to discussion.
- g. The number of delegations to be heard at any one meeting will be decided by the Board.
- h. In general, the Board will make a decision and plan a course of action regarding each presentation prior to the **next scheduled** following Board meeting.
- i. In the event the **Chairperson** is of the opinion that a person is disrupting the meeting, the Chair will warn the individual and if the behaviour continues the person will be asked to leave. If the person does not comply with this request, the Chair will adjourn the meeting and the Secretary Treasurer will ensure the removal of the individual.

## 6. Committees and Representatives

- a. Committees of the Board are ~~Committees of the Whole~~, Standing Committees and Ad Hoc Committees. Board representatives to other organizations may be appointed by the Board **Chairperson** ~~Chairman~~ as required.
- ~~b. The Chairman of the Board shall be ex officio a non-voting member of all committees, unless s/he is a sitting member of the committee.~~
- ~~c. Should a vacancy occur on any Committees of the Board, the **Chairperson** ~~Chairman~~ of the Board shall **appoint** name a **trustee** successor to fill the vacancy as per section 2.e of this bylaw.~~
- ~~d. All Committee and Special **Position** appointees shall report to the Board at each Regular Board Meeting.~~
- e. No action shall be taken on any report **or recommendation** until formally approved by the Board, unless the Board, by majority vote, has given the committee or appointee power to act in certain clearly defined cases.
- f. The Superintendent of Schools and/or the Secretary Treasurer shall confer with and keep all Chairmen of committees informed on matters within the jurisdiction of

the committee, and if not sitting members, shall meet with the committee at such times as the committee may desire.

~~g. Committees may require the Superintendent of Schools to bring to committee meetings such other members of the School District Staff as may be deemed desirable.~~

h. All previous committee **appointees** of the Board shall be automatically discharged at the Inaugural meeting of each year or at such earlier date as the work of the committee has been completed.

~~i. Committee of the Whole~~

~~1. The Board shall meet as a Committee of the Whole prior to each Public Board Meeting.~~

~~2. The agenda for the Committee of the Whole meeting shall be the agenda prepared for the Board Meeting.~~

~~3. Wherever possible, discussion on agenda items shall be reserved for the Public Meeting.~~

ii. Standing Committees

Standing Committees shall be formed to perform Board business of an ongoing nature that recurs year after year. The Standing Committees shall include:

4. Policy Committee

~~2. Budget Committee~~

~~3. Native Education Committee~~

4. Negotiation Committee

iii. Ad Hoc Committees

Ad Hoc Committees may be formed to perform Board business of an ongoing nature that has a timeline for completion.

iv. **Positions of Special Responsibility** Appointments

Special Responsibility appointments are representatives of the Board to specified affiliated organizations. These include but are not limited to:

1. BCSTA Provincial Council

~~2. BCSTA Education Committee~~

~~3. Health Committee~~

4. BCPSEA **Liaison**

## 7. Presiding Officers of the Board

a. The **Chairperson** ~~Chairman~~ shall preside at all meetings of the Board but may vacate the chair in order to enter debate or propose or second a motion.

b. The Vice-**Chairperson** ~~Chairman~~ shall preside in the absence of the **Chairperson** ~~Chairman~~ or when the **Chairperson** ~~Chairman~~ vacates the chair.

- c. In the event that neither the ~~Chairperson Chairman~~ nor the Vice-~~Chairperson Chairman~~ are able or willing to take the chair, the presiding officer shall be such person as the Board may elect for that meeting.
- d. The ~~Chairperson Chairman~~ and the Vice-~~Chairperson Chairman~~ shall be elected for a term of one year at the Inaugural Meeting each year.
- e. The presiding officer shall rule on all points of order and shall state his reasons and the authority for ruling when making a ruling. The presiding officer's ruling shall be subject to appeal to the Board. An appeal may only be requested immediately after a ruling and before resumption of business.
- f. The ~~Chairperson Chairman~~ shall vote in accordance with paragraph ~~8.c 8-3~~.

## 8. Rules of Order

- a. Where these rules are silent and where not inconsistent with these rules, Robert's Rules of Order shall apply to the conduct of meetings, provided further, that where both these rules and Robert's Rules of Order are silent, the Standing Orders of the British Columbia Legislature shall be followed.
- b. The Board may adopt a procedural rule for one or more meetings by resolution of a majority of two-thirds (2/3) of the trustees present at the meeting. A rule other than the requirement for notice of a public meeting may be suspended by unanimous consent of the trustees present.
- c. The rules may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
- d. The presiding officer's ruling on a point of order shall be based on Rules of Order as stated in paragraph 5.a 4 herein.
- e. An appeal of a ruling of the presiding officer shall be decided without debate by a majority of trustees present. When an appeal is successful it does not necessarily set a precedent.
- f. All questions shall be decided by a vote on motion.
- g. ~~A copy of The Board's procedural bylaw and all amendments thereto shall be made available to the public. filed with the Ministry of Education (School Act Section 91).~~
- h. ~~Point of Order – a member rises to draw the Chair's attention to an error in procedure or a lack of decorum in debate.~~
- i. ~~Point of Privilege – a member rises to draw the Chair's attention to a situation affecting the comfort, convenience, rights or privileges of the meeting and/or individual trustee.~~

## 9. Motions

- a. Motions shall be phrased in a clear and concise manner so as to express an opinion or achieve a result. A preamble does not form part of a resolution when passed.
- b. The presiding officer may divide a motion containing more than one subject if s/he feels this would produce a fairer or clearer result and the same shall be voted on in

- the form which it is divided.
- c. No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process.
  - d. All motions shall be seconded.
  - e. All motions are debatable except the following:
    - i. Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new meeting;
    - ii. Motion to fix a time for adjournment of a meeting;
    - iii. Motion to proceed to the next business;
    - iv. Motion to go into an **In-Camera** caucus-session.
  - f. All motions shall be subject to amendment except the following:
    - i. Motion that the question be now put;
    - ii. Motion for adjournment of debate or adjournment of a meeting;
    - iii. Motion to table unless such a motion contains a date for further consideration of the matter tabled;
    - iv. Motion to refer to committee;
    - v. Motion to proceed to next business.
  - g. An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and the same shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.
  - h. A question may be reconsidered if reconsideration is approved by a two-thirds (2/3) majority.

## 10. Debate

- a. Debate shall be strictly relevant to the question before the meeting and the presiding officer shall warn speakers who violate this rule.
- b. No trustee shall speak until recognized by the **Chairperson** ~~Chairman~~.
- c. No person shall speak more than **twice** ~~once~~ to a question except the mover of a motion, who shall have the right to make a reply when all other trustees who wish to speak have spoken. No trustee shall speak for a period in excess of five minutes at one time. The **Chairperson** ~~Chairman~~ may caution a trustee who persists in tedious and repetitious debate and may direct him to discontinue if he persists.
- d. A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- e. No trustee shall interrupt another trustee who has the floor except to raise a point of

order<sup>i</sup> or a <sup>ii</sup>point of privilege<sup>iii</sup>.

## 11. Voting

- a. All trustees present at a meeting must vote, although a trustee must abstain from voting in the event that s/he has a conflict of interest by reason of having a direct pecuniary interest in a vote. A trustee may also abstain from voting if s/he states at the meeting his/her reasons thereof.
- b. Voting shall be by a show of hands and only results recorded unless a trustee requests recording of their name and vote.
- c. The **Chairperson** ~~Chairman~~ shall vote at the same time as the other members of the board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chairman shall so declare.
- d. All questions shall be decided by a majority of the votes of the trustees present unless otherwise stated by these bylaws of the School Act.
- ~~e. *Point of Order* - a member rises to draw the Chair's attention to an error in procedure or a lack of decorum in debate.~~
- ~~f. *Point of Privilege* - a member rises to draw the Chair's attention to a situation affecting the comfort, convenience, rights or privileges of the meeting and/or individual trustee.~~

## 12. Bylaws and Resolutions

- a. All matters shall be dealt with by resolution or bylaw. A resolution shall have only one reading whereas a bylaw shall have three readings.
- b. The following matters shall only be resolved by bylaw:
  - i. Amendments to bylaws;
  - ii. The rules of procedure of the Board and rules relative to the organization of meetings of the Board;
  - iii. Regulation and control of property owned and administered by the Board (~~School Act Section 85~~);
  - iv. Where required by the School Act.
- c. Written notice of intention to propose or change a bylaw shall be given at the meeting prior to first reading.
- d. Every bylaw shall be dealt with in the following stages:
  - i. First reading - no debate or amendment;
  - ii. Second reading - discussion of the principle of the bylaw, and amendments made;
  - iii. When a bylaw has been amended it shall be reprinted as amended and shall not be further proceeded with until the amended version been distributed except by vote of a two-thirds (2/3) majority.
  - iv. Third reading - consideration of amendments made and, if no further

amendments, then a vote is taken.

- e. Every bylaw shall receive three readings on different days. A bylaw may be advanced two or more stages in one day by a two-thirds (2/3) majority vote.
- f. The Secretary Treasurer shall certify on a copy of each bylaw the readings and the times thereof and the context of any amendment passed ~~in committee~~.
- g. The trustee who introduced a bylaw may withdraw the same at any stage with a two-thirds (2/3) majority vote.

### 13. Location of and Travel to Meetings of the Board of Education

- a. Due to the extreme geographical spread of the Stikine School District, the Board desires to hold its meetings from time to time in each of the communities which comprise the District in order that communication with and access to the Board may be facilitated.
- b. Due to the severe climatic conditions that prevail throughout much of the year, travel by the Board to a community may be curtailed by marginal weather conditions. The Board will err on the side of discretion when making decisions as regards to travel.

### 14. Public Relations

- a. The Board of Education for School District No. 87 (Stikine) recognizes the right of citizens to be informed about the operation of the public school system. The Board shall make every effort to encourage the promotion of positive public relations.
- b. All **public regular** board meetings will be open to the public and the press. A schedule of regular board meetings will be published **on the district's website**. t throughout he district.
- ~~c. Subject to Board approval, an individual may have access to a document which has been presented before an open meeting of the board.~~
- d. The Superintendent of Schools shall organize and administer a regular information program to include press releases, newsletters, bulletins, reports, publications and other activities deemed necessary to properly inform the public of the school district.
- e. The Board shall constantly strive to improve communications with employee and parent groups of the school district through formal and informal contacts.

Replaces: Policy #1  
Date: 2009.06.04

**Adopted: 2024.12.05**

i

*Point of Order - a member rises to draw the Chair's attention to an error in procedure or a lack of decorum in debate.*

ii

*Point of Privilege - a member rises to draw the Chair's attention to a situation affecting the comfort, convenience, rights or privileges of the meeting and/or individual trustee.*



# Policy

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No. 4

## TRUSTEE REMUNERATION

The Board of Education for School District No. 87 (Stikine), in accordance with Section 71 of the *School Act*, will authorize and pay an annual remuneration to each trustee.

1. Trustees in School District No. 87 (Stikine) will be paid an annual remuneration on a 12-month basis while in office.
2. Trustee remuneration will be reviewed and adjusted annually in consideration of the Canadian Price Index (CPI) applicable to Whitehorse. Any increase in trustee remuneration must be passed by Board motion on/before December 31, with changes to take place effective January 1.
3. Trustee remuneration will be paid as follows:

Board Chair	\$13,300
Vice Chair	\$11,460
Trustee	\$10,040

Trustees will receive a per diem of \$260.00 per day or \$130.00 per half day for time spent on School District business as directed by the Board, including time spent attending scheduled Board meetings.

4. In the event, a trustee is absent without reason and/or notice from a board meeting, including conference calls, their indemnity will be reduced 25% the following month. The second meeting missed without reason and/or notice will result in another 25% reduction. If the trustee misses the third consecutive board meeting, there will be no indemnity paid until the month following the next board meeting, which they attend. Valid reasons for missing a board meeting include, but are not limited to, deaths, births, unavoidable travel scenarios and illness.
5. Trustees are responsible to ensure they cancel their reservations for flights and/or rooms if they are not able to attend a meeting. If a cancellation is not done, the cost for the flights and/or rooms will be deducted from the trustee's following month's remuneration.

Replaces: Policy 2200  
Date: 2011-10-07  
REVISED 2024-03-08



**ATLIN SCHOOL**  
**School District 87 - Stikine**  
**PRINCIPAL'S REPORT**

**By Edel Paracuelles**

**February 17, 2025**

## **Principal's Message**

Greetings!

I am delighted to share with you a snapshot of the vibrant learning and enriching activities that have filled our school days throughout January and February 2025. It has been a busy and exciting start to the new year!

This report highlights a range of initiatives, from our staff's exploration of the Open Parachute online mental health program to the long-awaited and highly successful Scholastic Book Fair. We were also honoured to host Superintendent Marty Leach, who engaged with our students and staff and even showcased his basketball skills in our fun-filled S.O.S. game!

Our students have been actively engaged in various enriching experiences, including learning to curl, receiving a generous donation of decodable books from Dyslexia Canada and Kyndryl Canada, celebrating Valentine's Day with kindness and creativity, and preparing for the upcoming Science Fair. We also look forward to welcoming Bryan Trottier and Sigmund Brouwer to our school, as well as a presentation from the Juneau Icefield Research Program, where high school students will have the unique opportunity to learn about cutting-edge research conducted on the icefields close to us here in our northern region!

I am particularly proud of the Atlin School Student Council for their upcoming Food Drive Collection, and our school's commitment to promoting kindness and inclusivity through Pink Shirt Day activities.

As you read through this report, I hope you will gain a sense of the dedication, enthusiasm, and collaborative spirit that define Atlin School. Thank you to our staff, students, families, and community partners for your continued support in making Atlin School a wonderful place to learn and grow.

Sincerely,

Edel Paracuelles

Principal, Atlin School

# January 2025

## Non-instructional Day on Open Parachute



The Atlin School teaching staff decided to explore Open Parachute for our Non-instructional Day last January 27. Open Parachute is an online, video-based mental health program for schools with lessons for teachers to use in classes ranging from K-12. These lessons feature documentary stories of real youths sharing their experiences of overcoming struggle, along with psychological skills-building activities. The program also contains online resources for parents and an online teacher well-being course.

Following an engaging professional development session, teachers provided valuable feedback on the Open Parachute program. They expressed a need for clear guidance and resources to effectively support students who may be triggered by the program's content, including a checklist of essential supports. Teachers also requested a customizable template for a parent letter to introduce and explain the Open Parachute program to families. Concerns were raised regarding content that felt culturally irrelevant to a Canadian, specifically British Columbian, context, such as references to "states" instead of "provinces," and identified an opportunity to enrich the curriculum with Indigenous knowledge. Finally, teachers sought clarity on the recommended frequency and methods for conducting assessments to gain insight into student well-being throughout the program.

In response to feedback, Open Parachute introduced a dedicated Help Center section and an article titled Supporting Student Emotions to assist students who may be triggered by content. Additionally, a Caregiver Introduction Pack is available to support communication with parents. Regarding content localization, it was suggested that the focus be placed on the emotions expressed in the videos rather than the specific scenarios. This highlights an opportunity for ongoing refinement, and our school can continue providing feedback to help enhance the program.

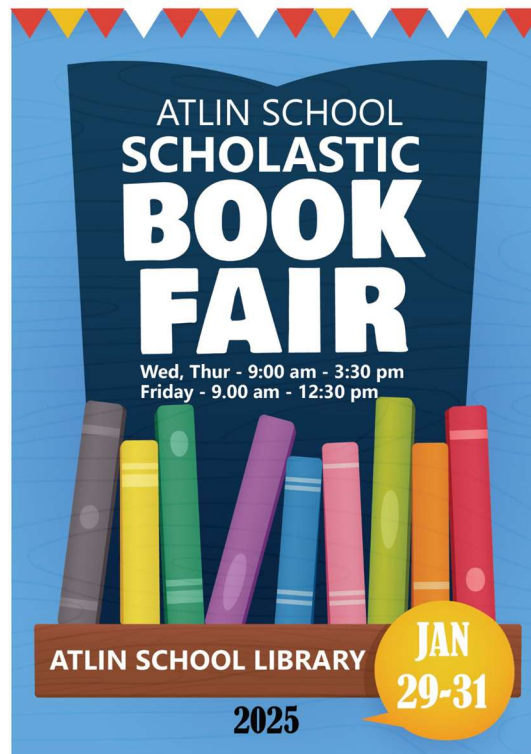
With further use of the program during the trial period, teachers had the following to say about Open Parachute:

- Teacher 1 (grade 4-7): Would like to use more than once a week.

- Teacher 2 (K-3): “Listening to My Feelings” lining up with School Counsellor’s theme. The students did lots of brainstorming; enjoyed the video. Super simple, can easily provide to a sub. Suggest to Counsellor (Vishnu from Northern Focus Counselling) to use for his visits. Nice visuals.
- Teacher 3 (HS): Used it for addictions. Did a great job explaining. Frustrating that we can’t pause video (No pause button). Also, program needs to account for discussions in time in the estimated time for delivery of lessons.

Due to promising feedback from teachers, our school purchased a license until June 2026.

### Scholastic Book Fair



Our school recently hosted a long-awaited Scholastic Book Fair, bringing excitement and a love of reading to our students. Originally scheduled for December, the event was delayed due to the Canada Post strike, making its arrival even more anticipated by students and staff alike. The fair featured a diverse selection of books for all ages, encouraging literacy and fostering a lifelong passion for reading. Students, parents, and teachers had the opportunity to explore new titles, discover favourite authors, and build personal and classroom libraries.



From January 21-24, Atlin School had the pleasure of welcoming Marty Leach, the newly appointed Superintendent of SD87. During his visit, Mr. Leach took time to engage with students and staff, visit classrooms, and attend a 3 Nations Community-Based Team meeting alongside TRTFN Clan Directors Cherish Clarke and Toni Welch, TFLC Education Manager Katy Rittwage, and Atlin School's Tlingit Language and Culture Instructor Sandra Mirhashem and Principal Edel Paracuelles. His time at our school wrapped up with two special events—our K-3 Musters and the highly anticipated S.O.S. (Staff Opposing Students) game!

The K-3 class, led by teacher Ms. Chrissy Sine and EA Mrs. Trusy Ewing, did an incredible job hosting Musters, proudly sharing their recent projects. They showcased their beautiful snowflake salt art and impressed the audience with their growing digital skills, presenting PowerPoint projects on topics such as tigers, the 1980 Mt. St. Helens eruption, and mountain lions.



After Musters, the energy shifted to the gym for our S.O.S. showdown—a thrilling obstacle basketball game where students took on the staff (with a few RCMP members joining in!). Both teams played hard, but in the end, the staff edged out the students by just one point! Better luck next time, students! A special highlight of the game was Superintendent Marty himself jumping in to showcase his basketball skills, making the match even more exciting.

We appreciate Superintendent Marty Leach for spending time at Atlin School and engaging with our community. His visit was a fantastic opportunity for students and staff alike, and we look forward to welcoming him back in the future!

## February 2025

### Curling



Excitement is sweeping through our K-7 classes as they begin practicing for our highly anticipated school curling bonspiel, set for March 13, 2025! Students have been heading to the Atlin Recreation Centre to refine their skills, participating in drills and practice sessions to get ready for the big event.

Adding to the excitement, our young curlers are learning from the best—our very own staff members, Ms. Sherry, Mr. Michelin, and Ms. Jacquie, who are true curling superstars! These talented coaches have earned numerous accolades in bonspiels, including victories in the prestigious Gold Nugget Bonspiel this past January. Their expertise and passion for the sport make this a fantastic learning experience for our students.

With such dedicated coaching and enthusiastic students, we're looking forward to an incredible bonspiel next month. Stay tuned for more updates as we slide closer to game day!

## Dyslexia Canada Decodable Books



Our school is thrilled to have been selected from over 680 applicants to receive a generous donation of decodable books from Dyslexia Canada and Kyndryl Canada! We are now the proud recipients of four sets (80 books!) of the Strong Nations Cedar School decodable books, which will provide invaluable support to our students as they develop their reading skills.

Decodable books are an essential resource for early and struggling readers, particularly those with dyslexia, as they are designed to build confidence through structured, phonics-based learning. These books will be integrated into our literacy programs, ensuring that all students have access to engaging, supportive reading materials tailored to their needs.

We are incredibly grateful for this donation and can't wait to see the positive impact these books will have in our school community. Thank you, Dyslexia Canada and Kyndryl Canada, for your commitment to literacy and student success!

## Valentine's Day

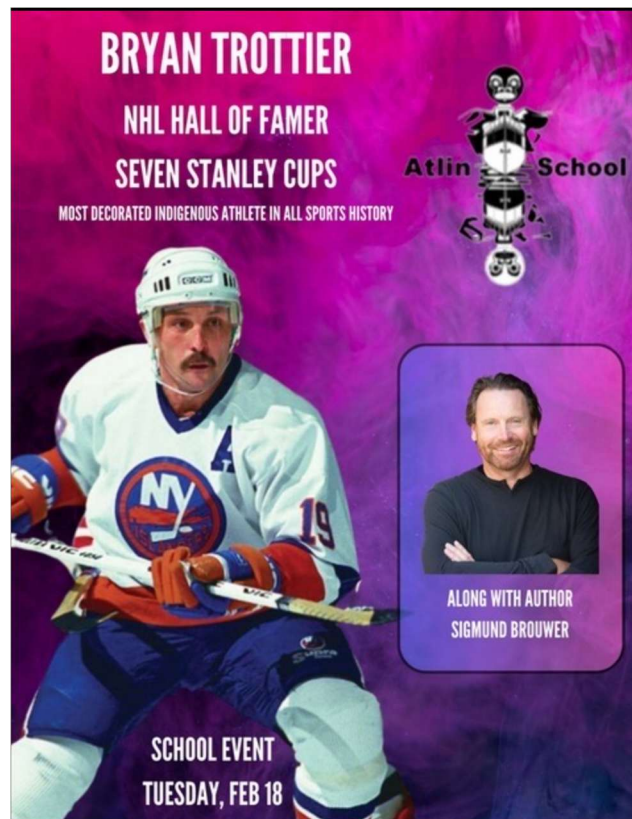


On Friday, February 14th, Atlin School celebrated Valentine's Day in the best way possible—through love, kindness, and plenty of fun! The entire school took part in a Valentine's card exchange in the lunchroom, where every student and staff member gave a Valentine's card (and maybe some sweet treats) to one another. It was heartwarming to see how everyone made sure no one was left out, even if they weren't around at the moment. The kindness was especially evident as older students helped the younger ones, particularly the kindergarteners, with reading some of the names on their cards.

The spirit of love and kindness filled the air all day long, and to cap it off, our school ended the day with some fun air band performances! The staff kicked things off with a lively rendition of Bob Seger's "Old Time Rock & Roll," complete with sunglasses, wigs, musical instruments, and an epic sax solo by Ms. Jacquie! The K-3 class took the stage next, showing off their huge hearts and dancing to "My Girl" by The Temptations, with the names of their loved ones written on their hearts. Other performances included dance routines to Coldplay's "A Sky Full of Stars," Anna Kendrick's "Cups," and Queen's "We Will Rock You". The entire school ended the day dancing together to the classic anthem "Don't Stop Believin'" by Journey.

It was a truly memorable day filled with joy, laughter, and connection. A huge thank you to everyone for bringing such great energy and love to our school community.

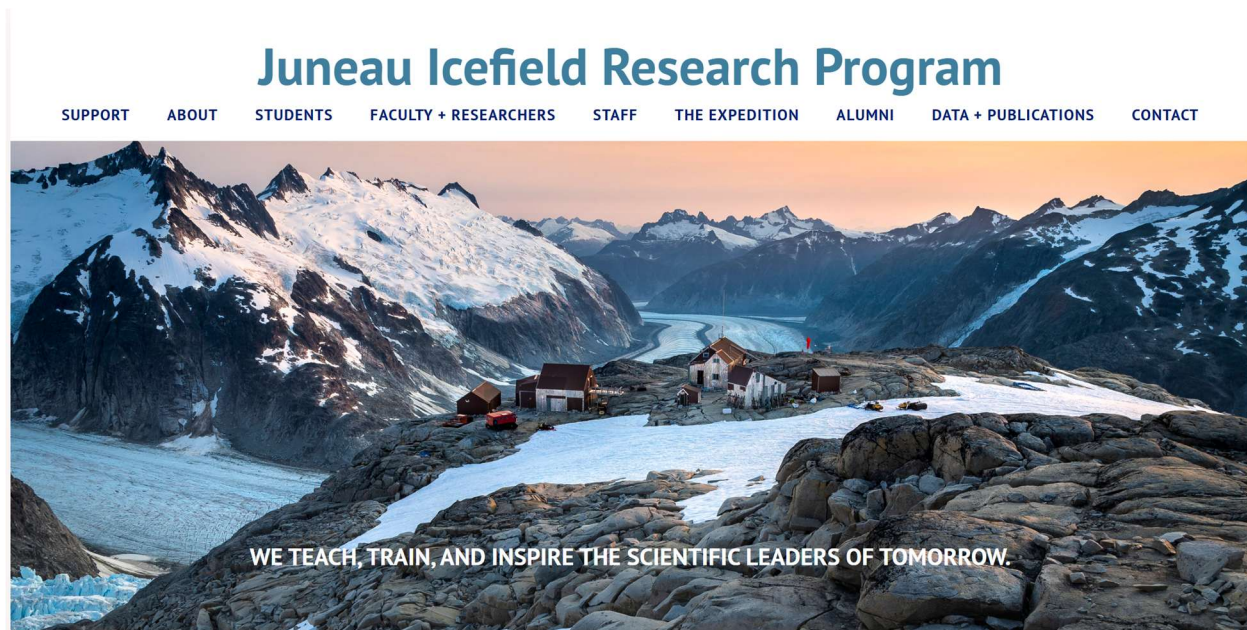
### **Bryan Trottier and Sigmund Brouwer School and Community Visit**



We are thrilled to announce that Bryan Trottier, a Hockey Hall of Famer and Indigenous sports icon, and Sigmund Brouwer, an award-winning author and storyteller, will be visiting Atlin School on February 18th! This exciting visit will include special activities with the whole school community, including some fun time spent on the skating rink, where Bryan and Sigmund will join students for some outdoor fun and connection.

Bryan is excited to spend time with small groups of students, both in sports activities and mentoring. His visit in February is intended to motivate students for the follow-up Sports Leadership program, which includes video lessons from Bryan, focused on both sports and life skills, and playtime in the school gym.

## Juneau Icefield Research Program High School Presentation



On February 19th, Atlin School will welcome a special presentation from the Juneau Icefield Research Program (JIRP), where high school students will have the unique opportunity to learn about cutting-edge research conducted on the icefields. The presentation will cover a variety of topics, including how JIRP’s research on the icefield directly relates to crucial down-glacier processes, such as impacts on salmon and fisheries, wildlife, and water resources.

In addition to the scientific insights, the speaker will discuss career opportunities in the field of research, offering students a glimpse into future possibilities. A particularly exciting aspect of the visit is the announcement of an incredible opportunity for Atlin high school students. A generous donor has provided funds to support up to four students from Atlin to participate in a week-long field experience on the Llewellyn Glacier, located just before it drains into Atlin Lake.

This field experience, taking place during the third week of July, will bring students together with peers from Alaska, Ohio, and potentially Hawaii for an unforgettable hands-on learning experience. The students will travel by helicopter to one of the JIRP camps on the glacier, where they will conduct research focused on the environmental impacts mentioned earlier. Best of all, all costs will be covered for participating students.

## Science World Presentation on Fantastic Forces



**Fantastic Forces Show**

Experience push, pull, lift, friction and drag — some of the fantastic forces that affect our lives every day.

We are grateful for the support of our tour partner **Scotiabank** for helping us bring this free presentation to your school.

Friday February 21<sup>st</sup>, 2025  
Atlin School, 9:45-10:30am

Science World will be visiting us on Friday, February 21st, 2025, to present their Fantastic Forces show, as part of their On The Road program. We are incredibly grateful for the support of Scotiabank, who made this free presentation possible for our school and community.

Fantastic Forces will give students the chance to explore the fascinating world of science through hands-on demonstrations that highlight the forces of push, pull, lift, friction, and drag. Some of the exciting demonstrations include the Rubber Chicken Slingshot, the Giant Tablecloth Pull, and possibly even a rocket launch! This interactive show is perfect for students in grades K–7 and will last about 45 minutes.

We are excited to bring this enriching experience to our students and the Atlin community. It promises to be a fun and educational event, and we look forward to seeing the students engaged in the wonders of science.

## Atlin School Student Council (ASSC) Food Drive Collection



The newly formed Atlin School Student Council (ASSC) is excited to announce their upcoming Food Drive Collection! From February 24th to 28th, the ASSC will be collecting non-perishable food items to support those in need within our community.

This initiative is a great opportunity for our students, staff, and community members to come together and make a difference. On March 3rd, the ASSC will gather all the food donations and decide on the recipients of the drive, ensuring that the contributions go to those who need them most.

We encourage everyone to participate by donating items such as canned goods, dry pasta, rice, cereal, and other non-perishable foods. This food drive is a wonderful way for the ASSC to give back to the community and spread kindness and generosity.

Thank you for your support, and we look forward to seeing the Atlin School community come together for this important cause!

## **Pink Shirt Day**



Atlin School is excited to participate in Pink Shirt Day on February 26th, 2025, with a variety of activities aimed at promoting kindness, raising awareness about bullying, and encouraging students to be allies in our community.

### *One-Word Project*

This year, we are introducing the One-Word Project. Each student will choose a positive character trait such as love, kindness, patience, or trust to focus on for Pink Shirt Day. This project will encourage students to reflect on how they can be allies and support one another, reinforcing positive actions over simply avoiding bullying. It's a wonderful opportunity for students to internalize these values and practice them in their interactions.

### *Reading and Video Sessions with the RCMP*

The RCMP will join us for two separate sessions, one for our K-7 students and another for our high school students.

For K-7 students, we will have a book reading focused on kindness and anti-bullying, followed by a discussion on how to apply the message in their lives. For high school students, we will show an anti-bullying video to explore allyship and standing up against bullying, followed by a reflective discussion on the importance of being an ally in their school and community.

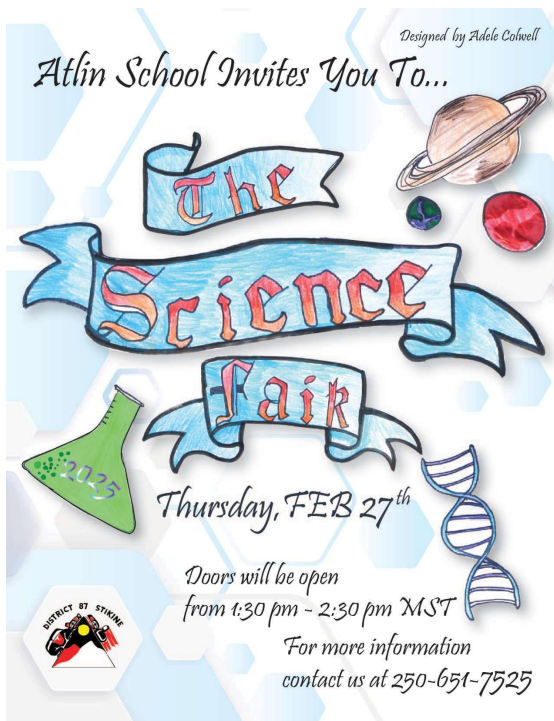
### *Making a Pledge*

Both groups will follow their respective sessions with the Making a Pledge activity. In this activity, students will commit to spreading kindness and standing up for others. The RCMP will be present during the pledge-making process, helping students reflect on their personal commitments and encouraging them to take action. Teachers also have the

option of having students complete their pledges ahead of time, allowing for more focused discussions during the event.

We encourage all students and staff to wear pink on February 26th to show support for kindness, inclusivity, and anti-bullying efforts. We're looking forward to a day filled with meaningful discussions and positive actions!

### Atlin School Science Fair



Our students have been deeply engaged and are eagerly preparing for our Annual Science Fair, scheduled for Thursday, February 27th, 2025. From K-12, students are diving into the scientific process, each exploring their chosen topics with curiosity and enthusiasm.

Here's a snapshot of the journey so far:

*Topic Selection & Research (Jan 20-24):* Students kicked off their projects by selecting topics and conducting thorough research. They've spent time in the library, used online resources, and sought guidance from teachers to build a solid understanding of their chosen areas.

*Experimentation & Data Collection (Jan 27-31):* With their research in hand, students have been carrying out experiments and carefully collecting data. Precision and attention to detail are key as they observe and record their findings.

*Analysis & Conclusion (Feb 3-7):* Students are now analyzing their data, identifying patterns, and drawing conclusions. They are learning how to interpret their results and present them in a clear, concise manner.

*Display Creation (Feb 10-14):* Creating an engaging, informative display is a crucial aspect of the Science Fair. Students have been working hard to present their hypothesis, procedure, results, and conclusions in visually appealing ways that will capture the attention of judges and attendees.

*Presentation Practice (Feb 18-21):* This week, students are practicing their presentations, refining their speaking skills to ensure they can confidently share their work with judges and visitors.

The Science Fair offers an incredible opportunity for students to develop vital skills in critical thinking, problem-solving, and communication, all while fostering a deeper love of learning. It also encourages students to explore the world around them with curiosity, creativity, and a sense of wonder.

Awards will be presented to recognize outstanding projects, including:

- Junior and Senior Division Best Project Awards
- Green Earth Award
- Humanitarian Award
- Best Presenter Award
- Most Creative Display Award
- Engineering Award
- Students' Choice Awards

Successful students from this event will be invited to represent our school to the Yukon-Stikine Regional Science Fair on March 26, 2025 in Whitehorse.

We invite parents, guardians, and community members to attend the Science Fair on February 27th from 1:30 PM - 2:30 PM (Yukon Time) in the school gym. Join us to celebrate the hard work and achievements of our students as they showcase their scientific discoveries and be part of the recognition of the best projects.

**Principal Report for Superintendent**

<b>School / Community:</b>	<b>Dease Lake School, Dease Lake, B.C.</b>
<b>Student Enrollment:</b>	<b>k-12 80 students</b>
<b>Report Provided By:</b>	<b>Alex Mendez, Principal</b>
<b>Date:</b>	<b>Sept-Feb 24/25</b>
<b>Superintendent:</b>	<b>Marty Leach</b>

**Culture / Language Initiatives:**

Elementary students continue to go out on the land with Curtis Rattray, learning about Tahltan culture and technology.



Curtis also has several camping trips planned for grades 8-9, grade 10 and grades 11-12 this spring.



Our Tahltan Day celebrations were a big hit with students and included meat cutting and hand games.



We got a new school sign this year



We are so happy to be able to offer high school elective courses like woodshop and foods this year



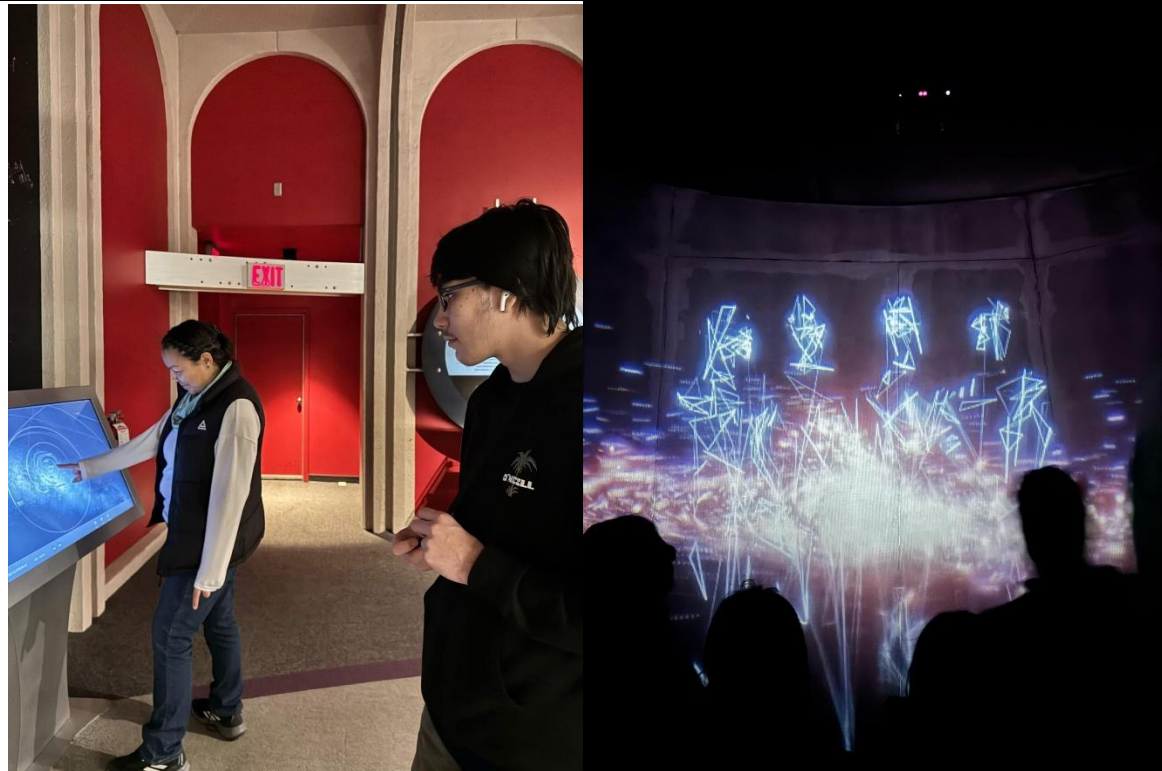
We have had some amazing school spirit activities like twin day, door decorating contests and costume contests



We again hosted the scholastic book fair this year with the profits going to the grads



The entire high school went to Vancouver and enjoyed a week of both educational and wellness activities





**Curriculum / School Programming / Professional Learning:**

New initiatives are being discussed and implemented to indigenize our curriculum across all grades. There is a steering committee that is working on a few specific items such as science and social studies. Our school wide PD focused on trauma informed practice, we invited staff from Tahltan school and Klappan school to participate. We are also focusing on mental health initiatives and wellness activities

We continue to have a weekly principal for the day selected from the elementary grades.



As well as a monthly Feather ceremony where students are recognized by their teachers for their achievements according to animals represented in Tahltan culture.



**K-12 Student Reporting: Provide Dates completed.**

<b>Fall Written Learning Update (Report Card)</b>	10-12 Sem 1 final reports just went out
<b>Informal Learning Update (i.e., conferences, discussions, telephone calls, emails)</b>	This is on-going. Alex and teachers are in regular contact with parents providing updates and addressing concerns. We also keep the school Facebook page updated regularly.
<b>Winter Written Learning Update (Report Card)</b>	March 9 <sup>th</sup> elementary reports are due from teachers
<b>Informal Learning Update (i.e., conferences, discussions, telephone calls, emails)</b>	This is on-going. Alex and teachers are in regular contact with parents providing updates and addressing concerns. We also keep the school Facebook page updated regularly.
<b>Spring Written Summative Report (Report Card)</b>	June 29 for the whole school

**Good News:**

The grade 6-9 Vancouver trip has been finalized and will leave on April 13<sup>th</sup> This has been such a big success that we hope to offer these trips every year.

The grads are working hard and fundraising for their trip to Costa Rica and Panama in May

We are building a community garden that will be a community-school partnership and will provide free vegetables, eggs and honey to the community.

Our indoor hydroponic gardens have been a huge success, providing vegetables grown in 4 classrooms to the homes of students and our lunch program.

**Health & Safety Items (Fire Drills, etc.):**

Completed the earthquake drill and one lock down drill. We are back on schedule with fire drills after being behind due to extreme weather.

**Community Involvement / Up and coming events:**

The pie in the face fundraiser is coming up in March. Proceeds will go to the grads

Winter camping trips for both high school and grades 8/9

Kite day, sports day and the end of year awards ceremony will all be coming in the spring.

## **Denetia School Report**

Principal: Graham Muncaster

Denetia School has had an engaging and experiential winter so far! After literacy expert Heather Goodall's in-person visit to Denetia School, the teachers and school have been very well equipped to support the students' literacy. The students have been enjoying reading and writing through various activities and means throughout the school day. With increased engagement and enjoyment, students have been improving their reading levels significantly.

Unfortunately, there have been many losses in the community this winter. This has impacted the lives and school attendance of some students. With the help of dedicated staff, the school has put a strong focus on students' social-emotional well-being during this time. In the face of adversity, we are proud to say that Denetia School has been a safe place for the students and their social emotional well-being and academics continue to flourish.

Denetia School has officially established a Kaska Language and Culture Program this winter. Russel Magun, Kaska Drummer, led a week-long traditional drumming and Handgames workshop for the students in December. In January, he led a Handgames traditional drum making workshop. The students helped make 10 Handgames drums that will be a part of the school going forward. The school has come alive with the sound of drums this winter!

Leona Smith, Dene Elder and Medicine Woman, led a Traditional Knowledge and Culture Week at Denetia School in January. The students learned traditional knowledge related to sharing/healing circles, smudging, the history of the Dene, the medicine wheel, the 7 teachings, traditional medicines and foods, tea and round dance, traditional drumming, fire ceremonies, songs and more! Leona was fantastic at connecting and sharing knowledge with the students while also helping with healing in the community. Leona will be returning to the school on a regular basis - including a week-long "Traditional Week" she is leading in June. Leona has been working closely with Koreena Groat (part time language and culture assistant), to help establish the culture program at Denetia School. The school is very excited to be in the process of hiring a full-time Kaska Language and Culture Assistant to continue this important work. Denetia School has also begun the process of

renovating the school library to better fit the literacy, social emotional needs of the students and Kaska cultural program. This library will be named after the late Pansy Forsberg, the heart of Denetia School for 30 years.

We can say with confidence that Denetia School students have gone skating more than any other school in the area this winter! With the help of Trustee Fred Loots and other community members, Denetia School has built its own outdoor skating rink. The students have been gaining confidence and enjoying skating daily as part of our Phys. Ed. and on-the-land/outdoor ed. programs. The students also learned how to make rabbit snares and went out on-the-land with the Kaska Land Guardians to set snares this winter. We are looking forward to more experiences with the Kaska Land Guardians this year.

In conjunction with the Daylu Dena Council, Denetia School had a fantastic Christmas Concert and Dinner at the Dane Ko building in Lower Post. The students did an excellent job presenting their play, "Raven Goes Berry Picking - A Kaska Oral History." The students and staff are very proud of their hard work and acting skills - so was Santa Claus who delivered presents to every child in the community after the show!

Denetia School were very grateful to have new Superintendent, Marty Leach, spend an entire week at the school and in the Lower Post community. He has been a great support of Denetia School and the community is very excited to have him join the district - especially as he grew up in Watson Lake! Marty took the time to get to know all the students, staff, many community members and leadership. He is focused on helping Denetia School continue to thrive and progress into the future. Thank you Marty!



**Russel Magun leads a drumming workshop and traditional Handgames drum-making workshop**



**Leona Smith, Dene Elder, sharing traditional medicines and teachings with the students during cultural week**



**Leona Smith leads a fire ceremony for Denetia School. Students and staff take a picture with new traditional Handgames drums made with Russel Magun**



**Trustee Fred Loots brings Lower Post fire truck to Denetia School for students to spray final layers of water on outdoor skating rink**



**Grade 1 student having fun learning how to skate on new outdoor skating rink**



**Grade 5 student pointing to his snare and helping make fire while on-the-land with Kaska Land Guardians**



**Denetia School students and community members having fun at Christmas play and dinner**

## Tahltan School Winter Report, February 2025

Katherine Paridaen

### Co-teaching

Jordan and Minna have teamed up to co-teach gym, combining their classes to give students the chance to engage in larger group activities. This collaboration not only ensures there are enough students for team-based games but also creates a wonderful opportunity for building relationships and developing sportsmanship skills. Their teamwork in the gym fosters a supportive, fun environment where students learn to work together, communicate effectively, and to enjoy staying active.

Minna and Noah have also teamed up to co-teach, bringing their unique talents to the classroom and building relationships with students outside of their assigned classes. Noah leads the science lessons, making the subject engaging and hands-on for the students, sparking their curiosity with exciting experiments and real-world applications. Meanwhile, Minna, who is also trained as an art teacher, brings her artistic expertise to the table, guiding students through creative projects that foster self-expression and creativity.

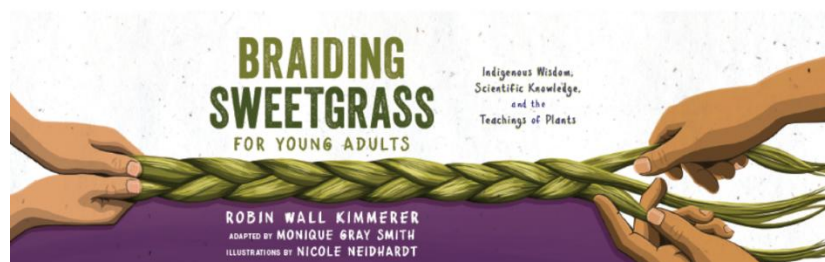


### Food Program

Our cook, Doreen, goes above and beyond to ensure students have a nourishing start to their day. She provides a wholesome breakfast if they ask, morning snack at 10:30, and a hot lunch daily. Doreen also takes the extra step of making fresh, real strawberry juice for those who can't have certain store-bought options.

### Fresh Supplies

The teachers at the school took the time to thoughtfully compile a new book order, ensuring the library and their classrooms are stocked with interesting reading materials for students. Additionally, the RCMP gifted the school new dodgeballs and scooters, highlighting the strong sense of community and support that surrounds the students.



Jordan has ordered stage makeup and a green screen for the classroom. With these new tools, he's excited to teach students the art of makeup for performances and how to use the green screen for creative projects. His efforts are giving students hands-on experience with valuable skills, sparking creativity and helping them explore the world of theater and multimedia.

## Events

The students had a fantastic time learning about Lunar New Year, diving into the rich cultural traditions that come with the celebration. As part of their hands-on experience, they created a colorful dragon, using their creativity to bring it to life. The highlight of the celebration was participating in the lively dragon dance, where students took turns moving with the dragon, symbolizing good luck and prosperity for the new year. It was a fun and educational way for the students to connect with a global tradition and embrace the spirit of community and celebration.

The students had a unique and educational experience when they were given the opportunity to help harvest a moose. It was an incredible way for the students to gain real-world knowledge and connect with traditional practices, all while learning valuable lessons in responsibility and teamwork. Afterwards, they helped deliver meat to Elders. Looking ahead, the kids may even have the opportunity to see a wolf in the next few weeks.



## Extracurriculars

Dodgeball Wednesdays with Noah have become a favorite tradition at the school, where the RCMP officers join the students for a friendly and fun-filled game. Their regular participation not only adds excitement but also strengthens the sense of community, allowing students to interact with the RCMP in a fun setting.

Following that, Volleyball Thursdays with Noah and Josh (a parent and bus driver) are now underway, with students learning valuable volleyball skills. They're mastering the fundamentals of the game, while also developing teamwork and sportsmanship. These activities are a great way for students to stay active, build connections, and enjoy some friendly competition!



## High School

High school students have the opportunity for hands-on learning in their foods class, gaining practical skills in meal preparation and nutrition. They also have the chance to volunteer in the younger classrooms, under direct supervision of an adult, helping students with literacy and math, while building leadership and community connections.