

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

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

Telephone: (250) 262-6000
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Board of Education



AGENDA BOOK

FOR THE

REGULAR BOARD MEETING

BOARD ROOM

MONDAY, JANUARY 25, 2021 @ 6:30 p.m.

OUR MISSION

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

OUR VALUES

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

OUR STRATEGIES

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

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



THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60
REGULAR BOARD MEETING
MONDAY, JANUARY 25, 2021
6:30 P.M.

AGENDA

1.0 Call to Order

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

2.0 Additions to the Agenda/Acceptance of the Agenda

3.0 Presentations/Delegations

4.0 Trustee Input (Celebrations)

5.0 Minutes of the Regular Board Meeting, December 14, 2020 (pages 6-11)

5.1 Approval of the Minutes

5.2 Business Arising from the Minutes
(See attached Action Item List for completed and ongoing items).

6.0 Approval of Excerpts of the Regular Board Meeting November 16, 2020 (page 12)

7.0 Announcements and Reminders

January 26	SUP-PAC Meeting (<i>Gilbert/Gilliss</i>)	12:00 p.m.	Board Room
January 28	BCPSEA AGM		Virtual
January 29	NID Day (Semester Turnaround)		
January 30	NIB Meeting	10:00 a.m. – 1:00 p.m.	Virtual
February 1	NPAA	5:30 p.m.	Virtual
February 1	Framework Presentations	1:30 p.m.	Board Room
February 8	COTW Meetings	12:30 p.m.	Board Room
February 15	Family Day		
February 20	BCSTA Provincial Council		
February 22	Board Meetings	5:30 p.m.	Board Room
February 22	NID Day (Report Writing)		
February 23	SUP-PAC Meeting (<i>Snow/???</i>)	12:00 p.m.	Board Room
March 1	NPAA	5:30 p.m.	Virtual
March 10	Early Dismissal Day		
March 11	Early Dismissal Day		
March 15			
to March 26	Spring Break		
March 30	SUP-PAC Meeting (<i>Campbell/???</i>)	12:00 p.m.	Board Room
April 8-10	NSBA Conference		

8.0 Senior Staff Reports

- 8.1 Superintendent's Report (page 13)
- 8.2 Secretary-Treasurer's Report (page 14)

9.0 Reports of Regular Committee of the Whole Meeting, January 11, 2021 (pages 15-16)

- 9.1 Approval of Minutes
- 9.2 Business Arising
- 9.3 Policy Committee – *Trustee Evans*
 - a) Policy Committee Update (*Attachment*)
 - b) Policy Adoption
 - Policy 7017 Adoption (*Attachment*)
 - Recommended Motion: (Seconder only required)*
 - That the Board of Education adopt Policy #7017 Video Surveillance*

 - Policy 8001.1 Adoption (*Attachment*)
 - Recommended Motion: (Seconder only required)*
 - That the Board of Education adopt Policy #8001.1 Budget Development, Monitoring and Reporting*
 - c) Policy 7018 Child Care Policy - Notice of Motion (*Attachment*)
 - Recommended Motion: (Seconder not required)*
 - That the Board of Education send out Policy #7018 Child Care Policy for Notice of Motion*

10.0 Other Reports

- 10.1 BCSTA – *Trustee Evans*
 - a) SD #60 Motions 9.6 and 9.7 – Follow Up (*Attachment*)
 - b) NIB Preparation (*Attachment*)
 - c) Provincial Council Motion Review
- 10.2 BCPSEA – *Trustee Campbell*
- 10.3 Board Pro-D Committee – *Chair Gilbert*

11.0 Correspondence

- 11.1 Advocacy Letter Feedback (City of Fort St. John, MLA – Bob Zimmer, District of Hudson's Hope, District of Taylor) (*Attachment*)
Chair Gilbert
- 11.2 Save Our Northern Seniors (SONS) (*Attachment*)
Chair Gilbert
- 11.3 Energizing Our Future: The Social and Economic Development Framework of Fort St. John (City of Fort St. John) (*Attachment*)
Chair Gilbert

12.0 Unfinished Business

- 13.0 **New Business**
- 14.0 **PRNTA Update** – Michele Wiebe, President
- 15.0 **CUPE Local #4653 Update** – David Shipley, Acting President
- 16.0 **District Parent Advisory Council (DPAC) Report** – Teresa Brown, President
- 17.0 **Questions from the Press and Public**
- 18.0 **In camera Motions brought forward for implementation**
- 19.0 **Adjournment**

Please Note:

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

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

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

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

REGULAR MEETING

**December 14, 2020
6:30 p.m.**

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

Stephen Petrucci, Superintendent of Schools
Teri Stoneman, Interim Secretary-Treasurer
Leah Reimer, Recording Secretary

(Guests/Media)

Michele Wiebe, PRNTA President

Regrets: Erin Evans, Trustee (Area 5)
Nicole Gilliss, Vice-Chair (Area 3)



Call to Order Chair Gilbert called the meeting to order at 6:31 p.m.

Chair Gilbert acknowledged the traditional territorial lands of the Dane Zaa and Treaty 8.

Agenda

Approval of the Agenda

Motion #125-20

Scott-Moncrieff/Snow
THAT the agenda be accepted as presented with the following addition:

11.1 Correspondence - Public Question re: School Products
Tamara Russell

CARRIED.

Presentations/Delegations

None

Trustee Input

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

Trustee Campbell

- Attended Taylor PAC meeting. Doing shoeboxes with students. Sat in on virtual Baldonnel PAC meeting
- Attended the BCSTA Trustee Academy virtually
- District of Taylor – reverse parade. Teacher was part of the parade and wished a Merry Christmas to every home and called the students by name

Trustee Evans

- Absent

Trustee Gilliss

- Absent

Vice-Chair Lehmann

- Attended BCSTA Trustee Academy virtually...interesting and learned a lot
- Attended DPAC meeting...appreciate snapshot of schools

Trustee Scott-Moncrieff

- In contact with all schools and most of the PAC's...schools are preparing for virtual Christmas concerts
- Prespatou is looking to move grad to June for safety reasons

Trustee Snow

- Attended BCSTA Trustee Academy. Took some of the information and shared with other groups we work with (ie. communicating amongst groups)
- Visited NPSS and Bert Ambrose

Chair Gilbert

- In and out of schools and been in contact with liaison schools
- Continue to be impressed with the commitment level the staff is showing and the presentation of a calm front
- Special ornament trustees received tonight, every grad received as a gift. This is a small sample of the what is happening in our district
- There will be things we will be happy to leave behind, but also some processes that we'd like to continue doing after COVID
- Christmas spirit is alive and well if not in a traditional way
- Attended PAC meetings at some schools and it's evident we enjoy tremendous parent support in this district and confidence in what we're doing
- Wherever possible, I'm linking local events with the media. (eg. Dr. Kearney is opening a time capsule tomorrow from 20 years ago)
- Initiatives working with two classes at ARYES. Their proximity to Peace Villa offers an opportunity for intergenerational learning. Planning on making rustic tree ornaments and decorating a tree with students outside of Peace Villa that residents can see
- Attended a virtual cheque presentation on Friday, December 4th at MMMCS for a \$1,000 donation to the Hospital Foundation. A plaque will be erected with Natalie Small's name included on it
- Dr. Kearney is also having an online auction for Christmas Boxes starting this week
- Sign in/Sign Out Tracking sheets are working in regards to tracing re: a potential covid exposure, as I received an email after attending MMMCS. Processes are working and being followed
- Encourage trustees to be in contact with the media regarding good news stories in the schools

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #126-20 Snow/Lehmann
 THAT the Regular Meeting Minutes of November 16, 2020 be adopted.
 CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:
None

Approval of Excerpts

Motion #127-20 Scott-Moncrieff/Campbell
 THAT the excerpts from the October 19, 2020 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
 CARRIED.

Announcements & Reminders

December 22 –			
January 4	Christmas Vacation		
January 11	COTW Meetings	12:30 p.m.	Board Room
January 18	Policy Committee Meeting	11:00 a.m.	Board Room
January 25	Board Meetings	5:00 p.m.	Board Room
January 26	SUP-PAC Meeting (<i>Gilbert/Gilliss</i>)	12:00 p.m.	Board Room
January 28	BCPSEA AGM		Virtual
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February 22	NID Day (Report Writing)		
February 23	SUP-PAC Meeting (<i>Snow/???</i>)	12:00 p.m.	Board Room

Senior Staff Reports

Superintendent’s Report
 A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO’s

- For information purposes

Superintendent’s Report (*Attachment*)

- Reviewed attached report
- Trustee Snow – hockey drive had to change the way things ran and the school district allowed access to school parking lots to set up

Motion #128-20 Campbell/Scott-Moncrieff
 THAT the Board accept the Superintendent’s Report.
 CARRIED.

Secretary-Treasurer’s Report

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

Human Resources Summary Report

- For information purposes

TRB Response Timeline for New Teachers - Update

- For information purposes
- Trustee Snow – the drastic lag in response is happening in regards to recruitment and retention in our district...doesn’t help us to retain our employees
- Motion that our board submitted at the BCSTA was passed. It was evident at the discussion there, that it’s not just a problem in our district and everyone working on it
- BCSTA Recruitment & Retention Committee is gathering information as well
- Superintendent – will continue to bring this information back. They’ve hired extra staff at TRB, which has improved things somewhat, but not there yet
- A letter could be sent to BCSTA to continue to advocate for changes

Motion #129-20

Scott-Moncrieff/Snow

THAT the Board directs staff to write the letter to BCSTA and bring it back to the Board for the January 25, 2021

CARRIED.

Motion #130-20

Snow/Lehmann

THAT the Board accept the Secretary-Treasurer’s Report.

CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – November 30, 2020

Motion #131-20

Campbell/Lehmann

THAT the Board accept the Regular Committee of the Whole minutes of November 30, 2020 and its recommendations

CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

None

Policy Committee

Motion #132-20

Snow/

THAT the Board put forward Policy #7017 Video Surveillance for Notice of Motion.

Motion #133-20

Snow/

THAT the Board put forward Policy #8001.1 – Budget Development Monitoring and Reporting for Notice of Motion.

ACTION: That Motion #7017 and #8001.1 be put forward for Notice of Motion and will be placed on the January 25, 2021 for discussion and adoption

Other Reports

BCSTA

- Board Chair call on Thursday, December 17, 2020
- Thank you to everyone that was able to attend the virtual BCSTA Trustee Academy. All trustees were registered so all will have access to the materials on the BCSTA Hub

BCPSEA

- January 28, 2020 AGM virtually. There will be elections. Will forward information when it becomes available

Board Pro-D Committee

- Chair Gilbert – financial literacy is front and center. Will be discussing with the Secretary-Treasurer
- Looking to set a meeting in the near future

Joint Health & Safety Committee Meeting Minutes

- For information purposes

Correspondence

***NEW - Public Question re: School Products (Attachment)**

Tamara Russell

- Correspondence was received today
- In the interest of the person's concerns, they have asked the email be read "word by word"
- Superintendent – staff could take the questions/concerns back and prepare a response on behalf of the Board

Motion #134-20

Snow/Campbell

THAT the Board directs district staff to review the questions/concerns and bring back to the Board to look at in further detail at the January 25, 2021 Regular Board Meeting.

CARRIED.

Unfinished Business

The following unfinished business arose from the previous meeting minutes:

None

New Business

Minister of Education, Jennifer Whiteside – Mandate Letter

- Newly elected Minister of Education
- Superintendent – district staff is reviewing implications to our district over the next four years as there will be changes to our service delivery

Statement of Financial Disclosures

ACTION: Trustees to fill out, sign and date between January 1- 15, 2021 and returned to the Secretary-Treasurer’s office by January 25, 2021 at the latest

PRNTA Update – Michele Wiebe, President

- A couple of teachers have tested positive for COVID and are sick
- One of the teachers, it attacked her heart and they now have a heart murmur
- Like the policy around mask wearing...who’s to know what will happen after Christmas
- Are the additional frameworks public? Would like to attend

ACTION: District Staff to send Michelle the Framework Presentation schedule

CUPE Local #4653 Update – Maureen Hummel, President

Absent – no report

Chair Gilbert – would like to thank Maureen for her years of service (6 ½ vice president, 3 years as president and 1 year as Union Trustee). We hope her new bus run is better for her and she’s enjoying the driving

District Parent Advisory Council (DPAC) Report – Teresa Brown, President

Absent – no report

Questions from Press/Public

At this time, opportunity was given for questions from the press

Chair Gilbert – thank you to the press for their coverage of the events in the schools that are spreading Christmas cheer

No questions were noted from the public in person or virtually

Adjournment

Motion #135-20

Snow/David Scott-Moncrieff
THAT the meeting be adjourned. (7:40 p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

TERI STONEMAN,
INTERIM SECRETARY-TREASURER

**EXCERPTS
FROM THE NOVEMBER 16, 2020
“IN CAMERA” MEETING MINUTES**

The meeting was called to order and the In-camera Meeting Minutes October 19, 2020 were read and adopted.

Business Arising

- Childcare Policy
- Audit and Finance Committee – Update

Superintendent’s Report

Items discussed and reported included:

- Investigation Report Submitted to TRB
- Special Ed Comparison
- COVID Response in Hudson’s Hope

Secretary-Treasurer’s Report

Items discussed and reported included:

- *None*

Committee of the Whole Reports

- Superintendent’s Review Committee – Survey Results
- Road Clearing Issue – Follow Up

Other Reports

- BCSTA
- BCPSEA

Correspondence

- None

Unfinished Business

- None

New Business

- None

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

Monday, January 25, 2021

Human Resources

1. Human Resources Summary Report for Teachers

*Human Resources Summary Report for Teachers & AO's
for period of December 11th, 2020 to January 21st, 2021*

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	3	3		3	
Changes to existing	9	5			
Return from leave					
Payout prep					
Total #					

Education

- 1. Superintendent's Report**
<https://togetherwelearn.prn.bc.ca/2021/01/22/superintendents-report-january-2021/>

Respectfully submitted

Stephen Petrucci
 Superintendent of Schools

**REPORT TO THE
BOARD OF EDUCATION
FROM THE SECRETARY-TREASURER
Monday, January 25, 2021
REGULAR MEETING**

Operations

1. **Operating Budget Consultation 2021/2022** *(Attachment)*
2. **Statement of Financial Information (SOFI)** *(Attachment)*
3. **Ministry Funding Update** *(Attachment)*
4. **Anne Roberts Young Elementary School – Executive Summary** *(Attachment)*

Human Resources

1. Human Resources Support Staff Summary

Human Resources Summary Report for Support Staff
For period of December 10th, 2020 to January 21st, 2021

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	16		5
Changes to existing	2		
Return from leave			
Layoff			
Retirements	3		

Governance

Teri Stoneman,
Interim Secretary-Treasurer

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES
MONDAY, JANUARY 11, 2021
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Erin Evans, Trustee
Nicole Gilliss, Trustee
Bill Snow, Trustee

Stephen Petrucci, Superintendent
Teri Stoneman, Interim Secretary Treasurer
Leah Reimer, Recording Secretary

Guests/Media:
Donna Bulmer, CUPE #4653 Acting Vice-President

Regrets: David Scott-Moncrieff, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations (Attachments) (via Zoom)

- a) Ecole Central Elementary School (1:30 – 2:15 p.m.)
Lynne Cote-Aubin, Principal
Joe Brooks, Vice Principal

- b) Wonowon & Upper Halfway Elementary Schools (2:15 – 3:00 p.m.)
Jaclyn Gieni, Vice-Principal

Operations

Operations Report

Teri Stoneman, Secretary-Treasurer

- Flu Vaccination – will follow same format for upcoming year
- Wonowon project delay – new Minister of Education reviewed all projects and delayed this project temporarily
- Dr. Kearney renovations – whole middle area with attached bathrooms and library...opening it up for a learning common area. Bathroom will be upgraded to gender neutral

- Crews working in COVID – added level of planning with masks and other precautions (ie. staggered shifts). Some work is contracted out and some done by facilities staff. Sign in and sign out sheets are used
- Employee vehicle repairs and insurance coverage - an incident occurred involving an employee vehicle and question regarding insurance coverage. District policy states that the Board is not liable for incidents that occur to vehicles on school district property
- Replacement of personal tools – discussion took place that according to the Collective Agreement, the district will provide an equivalent replacement

Before and After School Care Program – Update (*Attachment*)

Teri Stoneman, Secretary-Treasurer

- Reviewed attachment and fielded questions from Trustees
- Principals have been listed as managers as Northern Health licensing requires each location to have a separate manager. They are in charge of their building and will be involved in staffing, etc. Will be working with the newly hired coordinator
- These programs need to be charged out at direct cost...figuring out what the parents can pay to attend the program. It will be “break even”. Besides the district’s “in kind” contributions of portables, the Board is responsible for labour, millwork, and installing playgrounds. Beyond that, it will be “break even” at the end of each year. Parents will only pay what it costs to run the programs
- The Taylor application has been submitted under the original grant process
- Federal Funding – Childcare Rapid Reno Fund – in order to launch four successful programs, we did not apply for this grant
- Discussion around staffing requirements and certifications

Human Resources

SD #60 Postings – Update

Stephen Petrucci, Superintendent

- Just starting the information gathering process
- Doing many recruitment and trade fairs
- The Buick Creek education delivery structure, under the administration of the Key Learning Centre, is working well. We will be continuing with this model for the foreseeable future
- French Immersion – worked out well this year...too early to tell for next school year

Governance

INFORMATION SHEET
Executive Summary to the Board – Public
January 25, 2021

PROJECT:

Anne Roberts Young Elementary School
(formally known as the North East Elementary School)

PROJECT FUNDING AGREEMENT:

June 11, 2018

SCHOOL CONSTRUCTION START UP:

July 2018

SCHOOL OPENING:

Daycare: September 1, 2020

School: September 8, 2020

Official Grand Opening: September 28, 2020

PROJECT SCOPE:

1. School Capacity with Neighbourhood Learning Centre (NLC):
Nominal 505 student population (425 Grades 1 – 6 and 80 Kindergarten)
Operating Capacity: To be finalized with Grade Configuration
2. Daycare Capacity
12 infant/toddler
25 3-5 year olds
3. Before and After School Care
50 school age
4. Enhanced Gym from 380 square meters to 700 square meters with build in stage/viewing area/control room
5. Music Room with capacity for 100 participants, acoustically designed with sound curtain and smart glass, two practice rooms, storage room, cupboards, instrument repair room and office
6. Gathering Space with Servery

7. Classrooms
 - a) 4 Kindergarten
 - b) 17 Grades 1 – 6
 - c) Multi-purpose Classroom
8. Collaboration Rooms for staff – one in each of four pods and another shared by two pods
9. One Breakout room in all six pods
10. One Sensory room
11. One Reading Recovery/LA Room
12. One room for Indigenous Education Coordinator
13. Learning Lab (Library) with workroom

PLAYGROUNDS:

- a) Daycare – one area for each age group
- b) Kindergarten/Grade 1
- c) Grades 2 – 6 (pour in place rubber base)

Note: Daycare & K/1 have rubber tile base. Each playground has age appropriate certified play equipment

Summary:

Although we still have some minor deficiencies and work scope to address, the project is nearing completion. The remaining tasks involve finalizing the financial reports and written summary/letter to the Ministry Capital Branch.

Respectfully Submitted By: Doug Boyd

The Board of Education

OPERATING BUDGET CONSULTATION 2021/2022

School District #60 (Peace River North)

SPRING 2021



<p>March 15 (Monday)</p>	<ul style="list-style-type: none"> • Minister announces School District preliminary funding levels <i>(School Act 106.3)</i>
<p>April 7 (Wednesday) 9:00 – 11:00 a.m.</p>	<ul style="list-style-type: none"> • Senior Admin Team Meeting <ul style="list-style-type: none"> ○ District budget Information review
<p>April 13 (Tuesday) 8:00 – 11:00 a.m.</p>	<ul style="list-style-type: none"> • District Leadership Team Meeting (DLTM) <ul style="list-style-type: none"> ○ Elementary & Secondary Budget Presentation
<p>April 19 (Monday) 5:00 p.m.</p>	<ul style="list-style-type: none"> • IN-CAMERA BOARD MEETING <ul style="list-style-type: none"> ○ Budget update and discussion
<p>May 3 (Monday) 2:00 – 4:00 p.m. District Board Office</p>	<ul style="list-style-type: none"> • Partner Group Information/Discussion <ul style="list-style-type: none"> ○ Budget update and information – PRNTA, CUPE, Exempt Rep, NPAA Rep, Senior Management ○ COTW Regular Meeting Agenda ○ Letter invitations
<p>May 4 (Tuesday) Evening (Time TBD) District Board Office</p>	<ul style="list-style-type: none"> • Public Meeting <ul style="list-style-type: none"> ○ DRFN, BRFN, HRFN bands, DPAC, public ○ Online public survey ○ Letter invitations ○ Advertisement
<p>May 5 (Wednesday) 9:00 – 11:00 a.m.</p>	<ul style="list-style-type: none"> • Senior Admin Team Meeting <ul style="list-style-type: none"> ○ District Budget information reviewed
<p>May 17 (Monday) 5:00 p.m.</p>	<ul style="list-style-type: none"> • IN-CAMERA BOARD MEETING <ul style="list-style-type: none"> ○ Budget update and discussion ○ • REGULAR BOARD MEETING <ul style="list-style-type: none"> ○ Adopt Preliminary Budget (Section 113)

The Board of Education of School District #60 (Peace River North)
Ministry of Education Funding Update - December 2020

OPERATING REVENUE	Amended Budget 2020-21	Preliminary Annual Budget 2020-21	Change	% Change
Provincial Grants - Ministry of Education (MOE)	\$65,762,730	\$67,548,920	-\$1,786,190	-2.6%
ISC/LEA Recovery	(927,352)	-	-\$927,352	100.0%
Funding from First Nations LEA's	927,352	-	\$927,352	100.0%
Pay Equity	241,350	241,350	\$0	0.0%
Funding for Graduated Adults	55,000	55,000	\$0	0.0%
Transportation Supplement	425,785	425,785	\$0	0.0%
Support Staff Benefits Grant	67,113	39,086	\$28,027	71.7%
Teachers' Labour Settlement Funding	1,510,106	1,510,106	\$0	0.0%
Early Career Mentorship Funding	125,000	0	\$125,000	100.0%
FSA Funding	8,187	8,187	\$0	0.0%
Early Learning Framework	1,680	0	\$1,680	0.0%
Total Operating Revenue	\$ 68,196,951	\$ 69,828,434	-\$1,631,483	-2.3%

FTEs	Amended Budget 2020- 21	Preliminary Annual Budget 2020-21	Change	% Change
School Age	6,249.625	6,424.000	-174.38	-2.7%
Adult	16.500	25.000	-8.50	-34.0%
Other	1.250	14.125	-12.88	-91.2%

Total	6,267.375	6,463.125	-195.75	-3.0%
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**School District
Statement of Financial Information (SOFI)**

School District No. 60 (Peace River North)

Fiscal Year Ended June 30, 2020

TABLE OF CONTENTS

Documents are arranged in the following order:

1. Approval of Statement of Financial Information
2. Financial Information Act Submission Checklist
3. Management Report
4. Audited Financial Statements
5. Schedule of Debt
6. Schedule of Guarantee and Indemnity Agreements
7. Schedule of Remuneration and Expenses including:
 - Statement of Severance Agreements
 - Reconciliation or explanation of differences to Audited Financial Statements
8. Schedule of Payments for the Provision of Goods and Services including:
 - Reconciliation or explanation of differences to Audited Financial Statements

**School District
Statement of Financial Information (SOFI)**

School District No. 60 (Peace River North)

Fiscal Year Ended June 30, 2020

MANAGEMENT REPORT

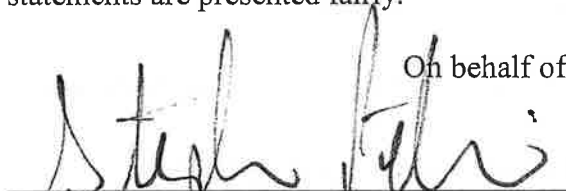
The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

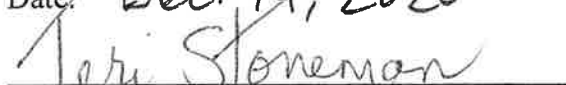
The external auditors, KPMG, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District



Stephen Retrucci (Superintendent)

Date: Dec. 17, 2020



Teri Stoneman (Interim Secretary Treasurer)

Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9



Ministry
of Education

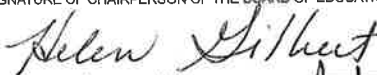
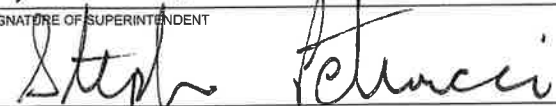

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

<small>SCHOOL DISTRICT NUMBER</small> 60	<small>NAME OF SCHOOL DISTRICT</small> Peace River North	<small>YEAR</small> 2019/20
<small>OFFICE LOCATION(S)</small> 10112 - 105 Avenue		<small>TELEPHONE NUMBER</small> 250-262-6000
<small>MAILING ADDRESS</small> Same as Above		
<small>CITY</small> Fort St. John	<small>PROVINCE</small> BC	<small>POSTAL CODE</small> V1J 5S4
<small>NAME OF SUPERINTENDENT</small> Stephen Petrucci		<small>TELEPHONE NUMBER</small> 250-262-6000
<small>NAME OF SECRETARY TREASURER</small> Teri Stoneman		<small>TELEPHONE NUMBER</small> 250-262-6000

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2020
for School District No. 60 as required under Section 2 of the Financial Information Act.

<small>SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION</small> 	<small>DATE SIGNED</small> Dec. 17/20
<small>SIGNATURE OF SUPERINTENDENT</small> 	<small>DATE SIGNED</small> Dec. 17/20
<small>SIGNATURE OF SECRETARY TREASURER</small> 	<small>DATE SIGNED</small> Dec. 17/20

Statement of Financial Information for Year Ended June 30, _____

Financial Information Act-Submission Checklist

		<i>Due Date</i>
a)	<input checked="" type="checkbox"/> A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b)	<input checked="" type="checkbox"/> An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c)	<input checked="" type="checkbox"/> A schedule of debts (audited financial statements).	<i>September 30</i>
d)	<input checked="" type="checkbox"/> A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e)	A schedule of remuneration and expenses, including:	<i>December 31</i>
	<input checked="" type="checkbox"/> i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required.	
	<input checked="" type="checkbox"/> ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member	
	<input checked="" type="checkbox"/> iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	
f)	<input checked="" type="checkbox"/> An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g)	<input checked="" type="checkbox"/> Approval of Statement of Financial Information.	<i>December 31</i>
h)	<input checked="" type="checkbox"/> A management report approved by the Chief Financial Officer	<i>December 31</i>

School District Number & Name: **School District #60 (Peace River North)**

Audited Financial Statements of

School District No. 60 (Peace River North)

And Independent Auditors' Report thereon

June 30, 2020

School District No. 60 (Peace River North)

June 30, 2020

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School District No. 60 (Peace River North)

MANAGEMENT REPORT

Version: 9079-8333-6351

Management's Responsibility for the Financial Statements.

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


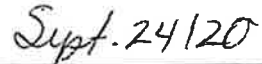
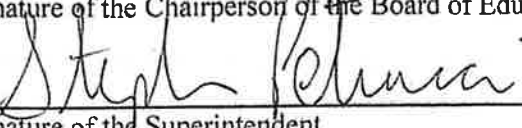
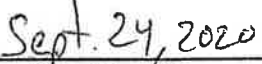

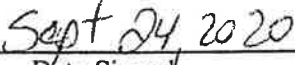
The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

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

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

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

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

	
Signature of the Chairperson of the Board of Education	Date Signed
	
Signature of the Superintendent	Date Signed
	
Signature of the Secretary Treasurer	Date Signed



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

INDEPENDENT AUDITORS' REPORT

To the Board of Education of the School District No. 60 (Peace River North)
To the Minister of Education, Province of British Columbia

Opinion

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

- the statement of financial position as at June 30, 2020
- the statement of operations for the year then ended
- the statement of changes in net financial assets (debt) for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

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

In our opinion, the accompanying financial statements are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

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

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

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



Emphasis of Matter – Financial Reporting Framework

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

Our opinion is not modified in respect of this matter.

Other Information

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

- Unaudited Schedules 1-4 attached to the audited financial statements

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

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

If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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



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

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

We also:

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

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

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG LLP

Chartered Professional Accountants

Prince George, Canada
September 21, 2020

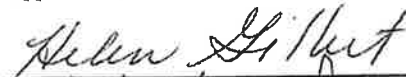
School District No. 60 (Peace River North)

Statement of Financial Position

As at June 30, 2020

	2020 Actual \$	2019 Actual \$
Financial Assets		
Cash and Cash Equivalents	13,133,917	16,501,251
Accounts Receivable		
Due from Province - Ministry of Education	2,752,634	184,284
Other (Note 4)	1,111,428	1,125,196
Inventories for Resale	116,477	116,247
Total Financial Assets	<u>17,114,456</u>	<u>17,926,978</u>
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 5)	9,489,122	8,539,683
Unearned Revenue (Note 6)	61,900	144,667
Deferred Revenue (Note 7)	2,510,962	2,528,781
Deferred Capital Revenue (Note 8)	108,218,075	89,851,483
Employee Future Benefits (Note 9)	676,415	469,469
Total Liabilities	<u>120,956,474</u>	<u>101,534,083</u>
Net Debt	<u>(103,842,018)</u>	<u>(83,607,105)</u>
Non-Financial Assets		
Tangible Capital Assets (Note 10)	133,871,841	113,911,784
Prepaid Expenses	182,374	153,824
Total Non-Financial Assets	<u>134,054,215</u>	<u>114,065,608</u>
Accumulated Surplus (Deficit)	<u>30,212,197</u>	<u>30,458,503</u>

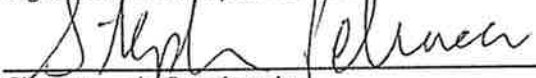
Approved by the Board



 Signature of the Chairperson of the Board of Education

Sept. 24/20

 Date Signed



 Signature of the Superintendent

Sept. 24, 2020

 Date Signed



 Signature of the Secretary Treasurer

Sept 24, 2020

 Date Signed

School District No. 60 (Peace River North)

Statement of Operations
Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	73,083,174	73,498,962	70,447,010
Other	213,346	125,274	182,350
Federal Grants	209,411	214,503	199,026
Tuition	738,578	608,753	581,174
Other Revenue	2,493,694	2,285,572	3,456,610
Rentals and Leases	67,793	149,004	179,988
Investment Income	225,000	235,433	249,487
Amortization of Deferred Capital Revenue	3,277,231	3,277,183	2,472,212
Total Revenue	80,308,227	80,394,684	77,767,857
Expenses			
Instruction	62,490,955	61,157,607	60,358,235
District Administration	2,595,715	2,405,638	2,921,395
Operations and Maintenance	12,313,544	12,668,127	10,988,981
Transportation and Housing	4,574,335	4,409,618	4,238,716
Total Expense	81,974,549	80,640,990	78,507,327
Surplus (Deficit) for the year	(1,666,322)	(246,306)	(739,470)
Accumulated Surplus (Deficit) from Operations, beginning of year		30,458,503	31,197,973
Accumulated Surplus (Deficit) from Operations, end of year		30,212,197	30,458,503

School District No. 60 (Peace River North)

Statement of Changes in Net Debt

Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(1,666,322)	(246,306)	(739,470)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(18,980,954)	(24,312,196)	(17,585,540)
Amortization of Tangible Capital Assets	4,352,139	4,352,139	3,485,367
Total Effect of change in Tangible Capital Assets	(14,628,815)	(19,960,057)	(14,100,173)
Acquisition of Prepaid Expenses		(182,374)	(153,824)
Use of Prepaid Expenses		153,824	220,508
Total Effect of change in Other Non-Financial Assets	-	(28,550)	66,684
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(16,295,137)	(20,234,913)	(14,772,959)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(20,234,913)	(14,772,959)
Net Debt, beginning of year		(83,607,105)	(68,834,146)
Net Debt, end of year		(103,842,018)	(83,607,105)

School District No. 60 (Peace River North)

Statement of Cash Flows
Year Ended June 30, 2020

	2020 Actual \$	2019 Actual \$
Operating Transactions		
Surplus (Deficit) for the year	(246,306)	(739,470)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(2,554,582)	1,997,992
Inventories for Resale	(230)	401,546
Prepaid Expenses	(28,550)	66,683
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	949,439	870,989
Unearned Revenue	(82,767)	13,572
Deferred Revenue	(17,819)	(197,662)
Employee Future Benefits	206,946	71,768
Amortization of Tangible Capital Assets	4,352,139	3,485,367
Amortization of Deferred Capital Revenue	(3,277,183)	(2,472,212)
Total Operating Transactions	<u>(698,913)</u>	<u>3,498,573</u>
Capital Transactions		
Tangible Capital Assets Purchased	(4,237,348)	(7,528,749)
Tangible Capital Assets -WIP Purchased	(20,074,848)	(10,056,791)
Total Capital Transactions	<u>(24,312,196)</u>	<u>(17,585,540)</u>
Financing Transactions		
Capital Revenue Received	21,643,775	14,349,625
Total Financing Transactions	<u>21,643,775</u>	<u>14,349,625</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(3,367,334)	262,658
Cash and Cash Equivalents, beginning of year	<u>16,501,251</u>	16,238,593
Cash and Cash Equivalents, end of year	<u>13,133,917</u>	16,501,251
Cash and Cash Equivalents, end of year, is made up of:		
Cash	<u>13,133,917</u>	16,501,251
	<u>13,133,917</u>	<u>16,501,251</u>

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 1 AUTHORITY AND PURPOSE

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

NOTE 2 COVID RISK MANAGEMENT

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Office, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1 with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on the future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impacts are not know, and estimate of the future financial effect on the District is not practicable at this time.

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

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

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

As noted in notes 2(f), 2(g) and 2(m), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue.

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

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Year-ended June 30, 2020 – decrease in annual surplus by \$820,528 (2019 - \$27,303,724 increase)
June 30, 2020 – increase in accumulated surplus and decrease in deferred contributions by
\$105,652,137 (2019 - \$89,851,483).

b) Cash and Cash Equivalents

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

c) Accounts Receivable

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

d) Inventories for Resale

Inventories for resale include properties and are measured at lower of cost and net realizable value. Cost includes all costs incurred to get the properties ready for sale. Net realizable value is the expected selling price in the ordinary course of business.

e) Unearned Revenue

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

f) Deferred Revenue

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

g) Deferred Capital Revenue

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

g) Deferred Capital Revenue (note continued)

approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2 (a) for the impact of this policy on these financial statements.

h) Employee Future Benefits

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

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSLS) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2019 and projected to March 31, 2022. The next valuation will be performed at March 31, 2022 for use at June 30, 2022. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

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

i) Liability for Contaminated Sites

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

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School district:
 - is directly responsible; or
 - accepts responsibility;

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

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

j) Tangible Capital Assets

The following criteria apply:

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

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

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

k) Prepaid Expenses

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

l) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated reserve for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Notes 11 – Inter-fund Transfers and Note 16 – Accumulated Reserve).

m) Revenue Recognition

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

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

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

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

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

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

recognized as revenue over the period that the liability is extinguished. See note 2(a) for the impact of this policy on these financial statements.

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

m) Revenue Recognition (note continued)

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

n) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

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

Allocation of Costs

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

o) Financial Instruments

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

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, and other liabilities.

o) Financial Instruments (note continued)

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

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

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

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

p) Measurement Uncertainty

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

w) Future Changes in Accounting Policies

Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

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

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

(d) a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government pending approval in the Fall of 2020. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

NOTE 4 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	June 30, 2020	June 30, 2019
Due from Federal Government	\$450,422	\$ 404,958
Other	746,673	793,475
Allowance for Doubtful Accounts	(85,667)	(73,237)
	<u>\$1,111,428</u>	<u>\$1,125,196</u>

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	June 30, 2020	June 30, 2019
Trade payables	\$4,395,732	\$4,662,862
Salaries and benefits payable	4,574,078	3,371,586
Accrued vacation pay	479,169	383,335
Other	40,143	121,900
	<u>\$9,489,122</u>	<u>\$ 8,539,683</u>

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 6 UNEARNED REVENUE

	June 30, 2020	June 30, 2019
Balance, beginning of year	\$144,667	\$ 131,095
Changes for the year:		
Increase:		
Tuition fees	61,900	144,667
Decrease:		
Tuition fees	144,667	131,095
Net changes for the year	(82,767)	13,572
Balance, end of year	\$61,900	\$144,667

NOTE 7 DEFERRED REVENUE

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

	June 30, 2020	June 30, 2019
Balance, beginning of year	\$2,528,781	\$2,726,443
Add: Restricted Grants		
Provincial Grants – Ministry of Education	6,496,633	6,200,496
Provincial Grants – Other	-	182,350
Federal Grants	200,430	183,178
Other	2,039,005	2,210,503
Less:		
Recovery of Funds	(64,792)	-
	\$8,671,276	8,776,527
Less:		
Amount allocated to revenue	8,689,095	8,974,189
Net changes for the year	(17,819)	(197,662)
Balance, end of year	\$2,510,962	\$2,528,781

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 8 DEFERRED CAPITAL REVENUE

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

Deferred Capital Revenue	June 30, 2020	June 30, 2019
Deferred Capital Revenue, beginning of year	\$78,145,342	\$50,841,618
Changes for the Year:		
Increase:		
Transferred from Deferred Revenue – Capital Additions	2,456,655	5,774,642
Transferred from Work in Progress		24,001,294
	<u>2,456,655</u>	<u>29,775,936</u>
Decrease:		
Amortization of Deferred Capital Contributions	3,277,183	2,472,212
Net changes for the year	<u>(820,528)</u>	<u>27,303,724</u>
Deferred Capital Revenue, end of year	<u>\$77,324,814</u>	<u>\$78,145,342</u>
Work in Progress, Beginning of Year	\$10,119,466	\$24,063,969
Changes for the Year:		
Increase:		
Transferred from Deferred Revenue – Work in Progress	20,074,848	10,056,791
Decrease:		
Transferred to Deferred Capital Revenue		(24,001,294)
Net changes for the year	<u>20,074,848</u>	<u>(13,944,503)</u>
	<u>\$30,194,314</u>	<u>\$10,119,466</u>
Total Deferred Capital Revenue before Unspent Deferred Capital Revenue	<u>\$107,519,128</u>	<u>\$88,264,808</u>

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 8 DEFERRED CAPITAL REVENUE (continued)

Changes in Unspent Deferred Capital	June 30, 2020	June 30, 2019
Balance, beginning of year	1,586,675	\$3,068,483
Changes for the Year:		
Increase:		
Provincial Grants – Ministry of Education	21,445,664	13,032,912
Provincial Grants – Other	185,126	1,218,417
Other	12,985	98,296
	<u>21,643,775</u>	<u>14,349,625</u>
Decrease:		
Transferred to DCR – Capital Additions	2,456,655	5,774,642
Transferred to DCR – Work in Progress	20,074,848	10,056,791
Transferred to Revenue – Site Purchases		
	<u>22,531,503</u>	<u>15,831,433</u>
Net changes for the year	<u>(887,728)</u>	<u>(1,481,808)</u>
Balance, end of year	<u>698,947</u>	<u>\$ 1,586,675</u>
Total Deferred Capital Revenue, end of year	<u>\$108,218,075</u>	<u>\$89,851,483</u>

NOTE 9 EMPLOYEE FUTURE BENEFITS

	June 30, 2020	June 30, 2019
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	1,217,169	508,351
Service Cost	156,916	41,739
Interest Cost	33,529	14,646
Benefit Payments	(65,127)	(34,997)
Actuarial (Gain) Loss	38,639	687,430
Accrued Benefit Obligation – March 31	<u>1,381,126</u>	<u>1,217,169</u>

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 9 EMPLOYEE FUTURE BENEFITS (Continued)

Reconciliation of Funded Status at End of Fiscal Year

Accrued Benefit Obligation - March 31	1,381,126	1,217,169
Market Value of Plan Assets - March 31	<u>0</u>	<u>0</u>
Funded Status - Surplus (Deficit)	(1,381,126)	(1,217,169)
Employer Contributions After Measurement Date	0	0
Benefits Expense After Measurement Date	(50,443)	(47,611)
Unamortized Net Actuarial (Gain) Loss	<u>755,154</u>	<u>795,311</u>
Accrued Benefit Asset (Liability) - June 30	<u>(676,415)</u>	<u>(469,469)</u>

Reconciliation of Change in Accrued Benefit Liability

Accrued Benefit Liability (Asset) - July 1	469,469	397,701
Net Expense for Fiscal Year	272,073	106,765
Employer Contributions	<u>(65,127)</u>	<u>(34,997)</u>
Accrued Benefit Liability (Asset) - June 30	<u>676,415</u>	<u>469,469</u>

Components of Net Benefit Expense

Service Cost	159,567	70,533
Interest Cost	33,710	19,367
Amortization of Net Actuarial (Gain)/Loss	<u>78,796</u>	<u>16,866</u>
Net Benefit Expense (Income)	<u>272,073</u>	<u>106,765</u>

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

	<u>June 30, 2020</u>	<u>June 30, 2019</u>
Assumptions		
Discount Rate - April 1	2.50%	2.75%
Discount Rate - March 31	2.25%	2.50%
Long Term Salary Growth - April 1	2.50%	2.50%
Long Term Salary Growth - March 31	2.50%	2.50%
EARSL - March 31	11.1	11.1

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2020	Net Book Value 2019
Sites	\$13,019,087	\$13,019,087
Buildings	82,683,997	83,731,353
Buildings – work in progress	29,875,257	10,119,412
Furniture & Equipment	2,801,549	2,536,065
Furniture & Equipment – work in progress	131,497	54
Vehicles	4,053,647	3,290,628
Computer Software	88,845	108,642
Computer Hardware	1,030,402	1,106,543
Computer Hardware – work in progress	187,560	-
Total	\$133,871,841	\$ 113,911,784

June 30, 2020

Cost:	Balance at June 30, 2019	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2020
Sites	\$13,019,087	\$ -	\$ -	\$ -	\$13,019,087
Buildings	139,826,340	1,991,557	-	-	141,817,897
Buildings – work in progress	10,119,412	19,755,845	-	-	29,875,257
Furniture & Equipment	3,538,399	619,324	(79,922)	-	4,077,801
Furniture & Equip - work in progress	54	131,443	-	-	131,497
Vehicles	5,810,917	1,344,111	(61,568)	-	7,093,460
Computer Software	198,991	20,001	(30,625)	-	188,367
Computer Hardware	1,692,480	262,355	(175,994)	-	1,778,841
Computer Hardware – work in progress	-	187,560	-	-	187,560
Total	\$174,205,680	\$24,312,196	\$(348,109)	\$ -	198,169,767

Buildings – work in progress having a value of \$29,875,257 have not been amortized. Amortization of these assets will commence when the asset is put into service.

Furniture & Equipment – work in progress having a value of \$131,552 have not been amortized. Amortization of these assets will commence when the asset is put into service.

Computer Hardware – work in progress having a value of \$187,560 have not been amortized. Amortization of these assets will commence when the asset is put into service.

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 10 TANGIBLE CAPITAL ASSETS (Continued)

Accumulated Amortization:	Balance at June 30, 2019	Additions	Disposals	Balance at June 30, 2020
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	56,094,987	3,038,913	-	59,133,900
Furniture & Equipment	1,002,334	353,840	(79,922)	1,276,252
Vehicles	2,520,289	581,092	(61,568)	3,039,813
Computer Software	90,349	39,798	(30,625)	99,522
Computer Hardware	585,937	338,496	(175,994)	748,439
Total	\$60,293,896	\$4,352,139	\$(348,109)	\$64,297,926

June 30, 2019

Cost:	Balance at June 30, 2018	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2019
Sites	\$13,019,087	\$ -	\$ -	\$ -	\$13,019,087
Buildings	110,105,637	5,789,484	-	23,931,219	139,826,340
Buildings – work in progress	23,993,894	10,056,737	-	(23,931,219)	10,119,412
Furniture & Equipment	2,562,455	713,744	(180,355)	442,555	3,538,399
Furniture & Equip - work in progress	442,555	54	-	(442,555)	54
Vehicles	5,522,006	771,126	(482,215)	-	5,810,917
Computer Software	186,462	36,964	(24,435)	-	198,991
Computer Hardware	1,649,463	217,431	(265,934)	91,520	1,692,480
Computer Hardware – work in progress	91,520	-	-	(91,520)	-
Total	\$157,573,079	\$17,585,540	\$(952,939)	\$ -	\$174,205,680

Buildings – work in progress having a value of \$10,119,412 have not been amortized. Amortization of these assets will commence when the asset is put into service.

Furniture & Equipment – work in progress having a value of \$54 have not been amortized. Amortization of these assets will commence when the asset is put into service.

Accumulated Amortization:	Balance at June 30, 2018	Additions	Disposals	Balance at June 30, 2019
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	53,785,251	2,309,736	-	56,094,987
Furniture & Equipment	926,444	256,245	(180,355)	1,002,334
Vehicles	2,450,303	552,201	(482,215)	2,520,289
Computer Software	77,492	37,292	(24,435)	90,349
Computer Hardware	521,978	329,893	(265,934)	585,937
Total	\$57,761,468	\$ 3,485,367	\$(952,939)	\$60,293,896

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 11 EMPLOYEE PENSION PLANS

The school district and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2019, the Teachers' Pension Plan has about 48,537 active members and approximately 39,146 retired members. As of December 31, 2019, the Municipal Pension Plan has about 213,111 active members, 106,058 retired members and 45,316 inactive members.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017, indicated a \$1,656 million surplus for basic pension benefits on a going concern basis. As a result of the 2017 basic account actuarial valuation surplus, plan enhancements and contribution rate adjustments were made; the remaining \$644 million surplus was transferred to the rate stabilization account.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis or \$663 excluding previously scheduled amortization (2015: \$2,224 of which \$1,927 was transferred to the rate stabilization account). As a result the 2018 actuarial valuation surplus, the amortization was eliminated, except for a limited group whose members continue to pay amortization of 0.23% of pay until the end of 2024. Interest is added to the rate stabilization account at the smoothed investment return rate, subject to a maximum rate stabilization account balance of \$2,500.

School District 60 (Peace River North) paid \$5,000,685 (2019 - \$5,088,457) for employer contributions to these plans in the year ended June 30, 2020.

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2021, with results available in fall 2022.

**SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020**

NOTE 11 EMPLOYEE PENSION PLANS (Continued)

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

NOTE 12 INTERFUND TRANSFERS

Inter-fund transfers between the operating, special purpose and capital funds for the year ended June 30, 2020, were as follows:

- \$1,685,750 transferred from the operating fund to the capital fund for capital asset purchases.
- \$94,943 transferred from the special purpose fund to the capital fund for capital asset purchases.

NOTE 13 RELATED PARTY TRANSACTIONS

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

NOTE 14 BUDGET FIGURES

Amended budget figures presented in the financial statements are not audited. They were approved by the Board through the adoption of an amended annual budget on February 24, 2020. Reconciliation to the annual budget approved by the Board on June 17, 2019 is presented below:

	2019/20 Original Annual Budget	Amendments	2019/20 Amended Annual Budget
Revenues			
Provincial Grants			
Ministry of Education Grants	72,415,940	667,234	73,083,174
Other	47,617	165,729	213,346
Federal Grants	188,523	20,888	209,411
Tuition	712,578	26,000	738,578
Other Revenue	2,337,705	155,989	2,493,694
Rentals and Leases	82,713	(14,920)	67,793
Investment Income	225,000	-	225,000
Amortization of Deferred Capital Revenue	3,267,648	9,583	3,277,231
	\$79,277,724	\$1,030,503	\$80,308,227

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 14 BUDGET FIGURES (Continued)

Expenses

Instruction	61,033,390	1,457,565	62,490,955
District Administration	2,606,634	(10,919)	2,595,715
Operations and Maintenance	11,982,025	331,519	12,313,544
Transportation and Housing	4,028,057	546,278	4,574,335
	\$79,650,106	\$2,324,443	\$81,974,549

Budget Surplus (Deficit), for the year	(372,382)	(1,293,940)	(1,666,322)
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Budgeted Allocation (Retirement) of Surplus (Deficit)	-	3,102,999	3,102,999
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Budget Surplus (Deficit), for the year	(372,382)	1,809,059	1,436,677
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Budgeted Surplus (Deficit), for the year comprised of:

Operating Fund Surplus (Deficit)			
Special Purpose Fund Surplus (Deficit)			
Capital Fund Surplus (Deficit)	(372,382)	1,809,059	1,436,677
Budgeted Surplus (Deficit), for the year	(372,382)	1,809,059	1,436,677

NOTE 15 ASSET RETIREMENT OBLIGATION

Legal liabilities may exist for the removal or disposal of asbestos in schools that will undergo major renovations or demolition. The liability will be recognized in the period in which a reasonable estimate of fair value can be made. As at June 30, 2020, the liability is not reasonably determinable.

NOTE 16 EXPENSE BY OBJECT

	2020	2019
Salaries and benefits	\$63,739,085	\$ 60,665,987
Services and supplies	12,549,766	14,355,973
Amortization	4,352,139	3,485,367
	\$80,640,990	\$ 78,507,327

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 17 ACCUMULATED RESERVE

Operating Fund:

Internally Restricted (appropriated) by Board for:

Budgeted Allocation of Reserve Carried Forward	\$ 164,703	
Contingency Reserve	1,655,192	
Education Initiatives	323,686	
Anne Roberts Young Construction Project	1,100,000	
Planned Projects & Staffing Contingencies	615,902	
Subtotal Internally Restricted		3,859,483

Unrestricted Operating Surplus (Deficit)

Total Operating Fund Reserve:	\$3,859,483
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Capital Fund:

Invested in Tangible Capital Assets	\$26,352,714	
Local Capital Reserve		
Total Capital Fund Reserve:		\$26,352,714
Accumulated Reserve		\$30,212,197

NOTE 18 ECONOMIC DEPENDENCE

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

NOTE 19 RISK MANAGEMENT

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

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

SCHOOL DISTRICT. 60 (PEACE RIVER NORTH)
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2020

NOTE 19 RISK MANAGEMENT (Continued)

a) Credit risk:

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

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most amounts receivable are due from the Province and are collectible. It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions.

b) Market risk :

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

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

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

c) Liquidity risk

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

School District No. 60 (Peace River North)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2020

	Operating Fund	Special Purpose Fund	Capital Fund	2020 Actual	2019 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,811,526		25,646,977	30,458,503	31,197,973
Prior Period Adjustments					
Accumulated Surplus (Deficit), beginning of year, as restated	4,811,526	-	25,646,977	30,458,503	31,197,973
Changes for the year					
Surplus (Deficit) for the year	733,707	94,943	(1,074,956)	(246,306)	(739,470)
Interfund Transfers					
Tangible Capital Assets Purchased	(1,685,750)	(94,943)	1,780,693	-	-
Tangible Capital Assets - Work in Progress				-	-
Local Capital				-	-
Other				-	-
Net Changes for the year	(952,043)	-	705,737	(246,306)	(739,470)
Accumulated Surplus (Deficit), end of year - Statement 2	3,859,483	-	26,352,714	30,212,197	30,458,503
Accumulated Remeasurement Gains (Losses) - Statement 3	3,859,483	-	26,352,714	30,212,197	30,458,503

School District No. 60 (Peace River North)

Schedule 2 (Unaudited)

Schedule of Operating Operations
Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	66,682,083	67,162,059	64,164,889
Other	96,179	125,274	
Federal Grants	(4,206)		
Tuition	738,578	608,753	581,174
Other Revenue	260,000	147,883	1,145,918
Rentals and Leases	67,793	149,004	179,988
Investment Income	225,000	235,433	249,487
Total Revenue	<u>68,065,427</u>	<u>68,428,406</u>	<u>66,321,456</u>
Expenses			
Instruction	53,932,754	52,728,826	51,844,455
District Administration	2,595,715	2,405,638	2,921,395
Operations and Maintenance	8,205,304	8,744,409	7,909,251
Transportation and Housing	3,923,068	3,815,826	3,686,515
Total Expense	<u>68,656,841</u>	<u>67,694,699</u>	<u>66,361,616</u>
Operating Surplus (Deficit) for the year	<u>(591,414)</u>	<u>733,707</u>	<u>(40,160)</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>3,102,999</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(2,511,585)	(1,685,750)	(1,440,262)
Total Net Transfers	<u>(2,511,585)</u>	<u>(1,685,750)</u>	<u>(1,440,262)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>(952,043)</u>	<u>(1,480,422)</u>
Operating Surplus (Deficit), beginning of year		4,811,526	6,291,948
Operating Surplus (Deficit), end of year		<u>3,859,483</u>	<u>4,811,526</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		3,859,483	4,811,526
Total Operating Surplus (Deficit), end of year		<u>3,859,483</u>	<u>4,811,526</u>

School District No. 60 (Peace River North)

Schedule of Operating Revenue by Source
Year Ended June 30, 2020

Schedule 2A (Unaudited)

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	65,053,108	64,879,462	63,010,814
ISC/LEA Recovery		(2,902)	(4,206)
Other Ministry of Education Grants			
Pay Equity	241,350	241,350	241,350
Funding for Graduated Adults	36,243	63,092	42,119
Transportation Supplement	425,785	425,785	425,785
Economic Stability Dividend			69,377
Carbon Tax Grant	116,500	122,667	122,667
Employer Health Tax Grant	492,588	492,588	149,687
Strategic Priorities - Mental Health Grant			33,000
Support Staff Benefits Grant	39,086	39,086	26,869
BCTEA - LEA Capacity Building Grant			34,240
Support Staff Wage Increase Funding	266,836	266,836	
Teachers' Labour Settlement Funding		623,508	
FSA Funding	8,187	8,187	8,187
Access Grant			5,000
Early Learning Framework	2,400	2,400	
Total Provincial Grants - Ministry of Education	66,682,083	67,162,059	64,164,889
Provincial Grants - Other	96,179	125,274	
Federal Grants	(4,206)		
Tuition			
Summer School Fees		5,460	9,146
International and Out of Province Students	738,578	603,293	572,028
Total Tuition	738,578	608,753	581,174
Other Revenues			
Funding from First Nations		2,902	4,206
Miscellaneous			
Miscellaneous	260,000	144,981	84,580
Sale of Residential Construction			940,077
School Age Therapy			117,055
Total Other Revenue	260,000	147,883	1,145,918
Rentals and Leases	67,793	149,004	179,988
Investment Income	225,000	235,433	249,487
Total Operating Revenue	68,065,427	68,428,406	66,321,456

School District No. 60 (Peace River North)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Salaries			
Teachers	25,863,309	26,196,273	24,621,477
Principals and Vice Principals	4,595,572	4,424,264	4,254,970
Educational Assistants	5,193,841	5,119,700	4,498,594
Support Staff	7,418,429	7,916,569	7,124,037
Other Professionals	1,959,360	1,811,293	2,061,068
Substitutes	2,185,509	1,601,704	2,159,235
Total Salaries	<u>47,216,020</u>	<u>47,069,803</u>	<u>44,719,381</u>
Employee Benefits	10,423,085	10,527,977	10,125,257
Total Salaries and Benefits	<u>57,639,105</u>	<u>57,597,780</u>	<u>54,844,638</u>
Services and Supplies			
Services	1,067,366	1,221,384	1,422,135
Student Transportation	333,610	264,698	296,503
Professional Development and Travel	983,250	814,159	967,637
Rentals and Leases	139,190	137,468	119,283
Dues and Fees	46,943	43,228	38,889
Insurance	268,307	274,855	212,019
Supplies	6,545,434	5,729,856	6,929,213
Utilities	1,633,636	1,611,271	1,531,299
Total Services and Supplies	<u>11,017,736</u>	<u>10,096,919</u>	<u>11,516,978</u>
Total Operating Expense	<u>68,656,841</u>	<u>67,694,699</u>	<u>66,361,616</u>

School District No. 60 (Peace River North)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object
Year Ended June 30, 2020

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
1 Instruction							
1.02 Regular Instruction	20,963,231	1,396,098	24,185	1,758,686	242,897	1,067,525	25,452,622
1.03 Career Programs	185,486	38,836	28,127	35,121		8,259	295,829
1.07 Library Services	748,044			70,943			818,987
1.08 Counselling	852,018						852,018
1.10 Special Education	2,537,979	330,821	4,529,297	88,511		279,026	7,765,634
1.30 English Language Learning	601,301		2,483	54,364		6,557	610,341
1.31 Indigenous Education	304,374	136,025	535,608	513,622		25,147	1,055,518
1.41 School Administration		2,470,702		1,789			2,984,324
1.60 Summer School	3,840						5,629
1.62 International and Out of Province Students		51,782		22,225		2,490	76,497
Total Function 1	26,196,273	4,424,264	5,119,700	2,545,261	242,897	1,389,004	39,917,399
4 District Administration							
4.11 Educational Administration					569,438		569,438
4.40 School District Governance					102,171		102,171
4.41 Business Administration				85,750	624,242		709,992
Total Function 4	-	-	-	85,750	1,295,851	-	1,381,601
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				52,907	193,738		246,645
5.50 Maintenance Operations				3,102,599		55,193	3,157,792
5.52 Maintenance of Grounds				481,315		58,873	540,188
5.56 Utilities							
Total Function 5	-	-	-	3,636,821	193,738	114,066	3,944,625
7 Transportation and Housing							
7.41 Transportation and Housing Administration				1,648,737	78,807	98,634	78,807
7.70 Student Transportation				1,648,737	78,807	98,634	1,747,371
Total Function 7	-	-	-	1,648,737	78,807	98,634	1,826,178
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	26,196,273	4,424,264	5,119,700	7,916,569	1,811,293	1,601,704	47,069,803

School District No. 60 (Peace River North)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object
Year Ended June 30, 2020

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2020 Actual	2020 Budget	2019 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	25,452,622	5,722,103	31,174,725	2,684,684	33,859,409	34,742,913	34,146,526
1.03 Career Programs	295,829	60,937	356,766	25,734	382,500	408,664	436,818
1.07 Library Services	818,987	187,813	1,006,800	174,649	1,181,449	1,091,913	1,114,604
1.08 Counseling	852,048	176,464	1,028,512	2,382	1,030,864	937,375	960,954
1.10 Special Education	7,765,634	1,783,632	9,549,266	322,557	9,871,823	10,084,325	9,145,054
1.30 English Language Learning	610,341	127,258	737,599	26,811	764,410	782,859	763,225
1.31 Indigenous Education	1,055,518	238,495	1,294,013	414,989	1,709,002	1,787,227	1,499,170
1.41 School Administration	2,984,324	647,385	3,631,709	5,076	3,636,785	3,694,787	3,493,556
1.60 Summer School	5,629	1,642	7,271	407	7,678	25,155	29,852
1.62 International and Out of Province Students	76,497	14,894	91,391	193,515	284,906	377,536	254,696
Total Function 1	39,917,399	8,960,623	48,878,022	3,850,804	52,728,826	53,932,754	51,844,455
4 District Administration							
4.11 Educational Administration	569,438	117,234	686,672	108,058	794,730	885,686	789,700
4.40 School District Governance	102,171	6,014	108,185	98,276	206,461	243,083	320,997
4.41 Business Administration	709,992	154,388	864,380	540,067	1,404,447	1,466,946	1,810,698
Total Function 4	1,381,601	277,636	1,659,237	746,401	2,405,638	2,595,715	2,921,395
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	246,645	52,525	299,170	244,653	543,823	571,976	668,025
5.50 Maintenance Operations	3,157,792	710,367	3,868,159	1,651,283	5,519,442	5,105,376	4,841,511
5.52 Maintenance of Grounds	540,188	100,414	640,602	442,748	1,083,350	1,014,859	879,162
5.56 Utilities	-	-	-	1,597,794	1,597,794	1,513,093	1,520,553
Total Function 5	3,944,625	863,306	4,807,931	3,936,478	8,744,409	8,205,304	7,909,251
7 Transportation and Housing							
7.41 Transportation and Housing Administration	78,807	18,975	97,782	12,569	110,351	113,426	152,010
7.70 Student Transportation	1,747,371	407,437	2,154,808	1,550,667	3,705,475	3,809,642	3,534,505
Total Function 7	1,826,178	426,412	2,252,590	1,563,236	3,815,826	3,923,068	3,686,515
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	47,069,803	10,527,977	57,597,780	10,096,919	67,694,699	68,656,841	66,361,616

School District No. 60 (Peace River North)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	6,401,091	6,336,903	6,282,121
Other	117,167		182,350
Federal Grants	213,617	214,503	199,026
Other Revenue	2,233,694	2,137,689	2,310,692
Total Revenue	8,965,569	8,689,095	8,974,189
Expenses			
Instruction	8,558,201	8,428,781	8,513,780
Operations and Maintenance	337,193	152,671	146,564
Transportation and Housing	70,175	12,700	
Total Expense	8,965,569	8,594,152	8,660,344
Special Purpose Surplus (Deficit) for the year	-	94,943	313,845
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(94,943)	(313,845)
Total Net Transfers	-	(94,943)	(313,845)
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		-	-

School District No. 60 (Peace River North)

Changes in Special Purpose Funds and Expense by Object

Schedule 3A (Unaudited)

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK Fund	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies
Deferred Revenue, beginning of year	115,226											
District Entered												
Deferred Revenue, beginning of year, as restated	115,226											
Add: Restricted Grants												
Provincial Grants - Ministry of Education	298,964	245,029			1,717,595	152,121	46,939	114,227	557,556	409,789	3,945,589	597,744
Federal Grants	247,614	223,643			1,708,035	197,248	46,527	78,281	536,408	409,789	3,945,589	597,744
Other												
Less: Allocated to Revenue Recovered	166,576	21,386			1,612,984	39,785	412	35,946	165,384			
Deferred Revenue, end of year	247,614	223,643			1,708,035	197,248	46,527	78,281	536,408	409,789	3,945,589	597,744
Revenues												
Provincial Grants - Ministry of Education	247,614	223,643			1,708,035	197,248	46,527	78,281	536,408	409,789	3,945,589	597,744
Federal Grants												
Other Revenue												
Expenses												
Salaries	100,787											
Teachers												
Principals and Vice Principals												
Educational Assistants												
Support Staff												
Other Professionals												
Subsidies												
Employee Benefits	100,787	180,038										
Services and Supplies	21,435	43,605										
	30,449											
	152,671	223,643			1,708,035	197,248	46,527	78,281	536,408	409,789	3,945,589	597,744
Net Revenue (Expense) before Interfund Transfers	94,943											
Interfund Transfers	(94,943)											
Tangible Capital Assets Purchased	(94,943)											
Net Revenue (Expense)	-											

Schedule 3A (Peace River North)

Changes in Special Purpose Funds and Expense by Object

	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	SWIS	EFAP	MISC	Donations	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year								
District Entered			19,698	45,976	24,516	202,723	100,000	2,528,781
Deferred Revenue, beginning of year, as restated			19,698	45,976	24,516	(19,698)	100,000	2,528,781
Add:								
Restricted Grants	70,175	28,500	30,000	200,430	18,101	303,309		6,496,633
Provincial Grants - Ministry of Education								200,430
Federal Grants								2,039,005
Other								8,736,068
Less: Allocated to Revenue	70,175	28,500	30,000	200,430	18,101	303,309		6,496,633
Recovered	12,700	23,306	17,751	214,503	18,479	379,293	31,882	8,689,095
Deferred Revenue, end of year	57,475	5,194	31,947	31,903	24,138	107,041	68,118	2,510,962
Revenues								
Provincial Grants - Ministry of Education	12,700	23,306	17,751	214,503	18,479	379,293	31,882	6,336,903
Federal Grants								214,503
Other Revenue								2,137,689
Expenses								
Salaries								
Teachers		4,366				19,517		3,576,996
Principals and Vice Principals		13,238	10,613			2,000		348,094
Educational Assistants						120,716		771,181
Support Staff								152,033
Other Professionals								149,969
Substitutes		1,577				2,496		40,528
Employee Benefits		19,181	10,613	157,001		144,729		5,038,801
Services and Supplies	12,700	3,544	2,128	39,483	18,479	35,643		1,102,504
		581	5,010	18,019		198,921	31,882	2,452,847
	12,700	23,306	17,751	214,503	18,479	379,293	31,882	8,594,152
Net Revenue (Expense) before Interfund Transfers								94,943
Interfund Transfers								(94,943)
Tangible Capital Assets Purchased								(94,943)
Net Revenue (Expense)								-

School District No. 60 (Peace River North)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2020

	2020 Budget	2020 Actual			2019 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Amortization of Deferred Capital Revenue	3,277,231	3,277,183		3,277,183	2,472,212
Total Revenue	<u>3,277,231</u>	<u>3,277,183</u>	-	<u>3,277,183</u>	<u>2,472,212</u>
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	3,771,047	3,771,047		3,771,047	2,933,166
Transportation and Housing	581,092	581,092		581,092	552,201
Total Expense	<u>4,352,139</u>	<u>4,352,139</u>	-	<u>4,352,139</u>	<u>3,485,367</u>
Capital Surplus (Deficit) for the year	<u>(1,074,908)</u>	<u>(1,074,956)</u>	-	<u>(1,074,956)</u>	<u>(1,013,155)</u>
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	2,511,585	1,780,693		1,780,693	1,754,107
Total Net Transfers	<u>2,511,585</u>	<u>1,780,693</u>	-	<u>1,780,693</u>	<u>1,754,107</u>
Total Capital Surplus (Deficit) for the year	<u>1,436,677</u>	<u>705,737</u>	-	<u>705,737</u>	<u>740,952</u>
Capital Surplus (Deficit), beginning of year		25,646,977		25,646,977	24,906,025
Capital Surplus (Deficit), end of year		<u>26,352,714</u>	-	<u>26,352,714</u>	<u>25,646,977</u>

School District No. 60 (Peace River North)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2020

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	13,019,087	139,826,340	3,538,399	5,810,917	198,991	1,692,480	164,086,214
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,170,632	105,000	1,181,023			2,456,655
Operating Fund		725,982	514,324	163,088	20,001	262,355	1,685,750
Special Purpose Funds		94,943					94,943
Decrease:							
Deemed Disposals		1,991,557	619,324	1,344,111	20,001	262,355	4,237,348
	-	-	79,922	61,568	30,625	175,994	348,109
	13,019,087	141,817,897	4,077,801	7,093,460	188,367	1,778,841	167,975,453
Work in Progress, end of year		29,875,257	131,497			187,560	30,194,314
Cost and Work in Progress, end of year	13,019,087	171,693,154	4,209,298	7,093,460	188,367	1,966,401	198,169,767
Accumulated Amortization, beginning of year		56,094,987	1,002,334	2,520,289	90,349	585,937	60,293,896
Changes for the Year							
Increase: Amortization for the Year		3,038,913	353,840	581,092	39,798	338,496	4,352,139
Decrease:							
Deemed Disposals			79,922	61,568	30,625	175,994	348,109
		-	79,922	61,568	30,625	175,994	348,109
		59,133,900	1,276,252	3,039,813	99,522	748,439	64,297,926
Accumulated Amortization, end of year		59,133,900	1,276,252	3,039,813	99,522	748,439	64,297,926
Tangible Capital Assets - Net	13,019,087	112,559,254	2,933,046	4,053,647	88,845	1,217,962	133,871,841

School District No. 60 (Peace River North)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2020

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	10,119,412	54			10,119,466
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	18,420,719	131,443		187,560	18,739,722
Deferred Capital Revenue - Other	1,335,126				1,335,126
	<u>19,755,845</u>	<u>131,443</u>	-	<u>187,560</u>	<u>20,074,848</u>
Net Changes for the Year	<u>19,755,845</u>	<u>131,443</u>	-	<u>187,560</u>	<u>20,074,848</u>
Work in Progress, end of year	<u><u>29,875,257</u></u>	<u><u>131,497</u></u>	-	<u><u>187,560</u></u>	<u><u>30,194,314</u></u>

School District No. 60 (Peace River North)

Deferred Capital Revenue
Year Ended June 30, 2020

Schedule 4C (Unaudited)

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	70,827,146	922,005	6,396,191	78,145,342
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,456,655			2,456,655
	<u>2,456,655</u>	-	-	<u>2,456,655</u>
Decrease:				
Amortization of Deferred Capital Revenue	3,044,841	44,679	187,663	3,277,183
	<u>3,044,841</u>	<u>44,679</u>	<u>187,663</u>	<u>3,277,183</u>
Net Changes for the Year	<u>(588,186)</u>	<u>(44,679)</u>	<u>(187,663)</u>	<u>(820,528)</u>
Deferred Capital Revenue, end of year	<u>70,238,960</u>	<u>877,326</u>	<u>6,208,528</u>	<u>77,324,814</u>
Work in Progress, beginning of year	10,119,466			10,119,466
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	18,739,722	1,335,126		20,074,848
	<u>18,739,722</u>	<u>1,335,126</u>	-	<u>20,074,848</u>
Net Changes for the Year	<u>18,739,722</u>	<u>1,335,126</u>	-	<u>20,074,848</u>
Work in Progress, end of year	<u>28,859,188</u>	<u>1,335,126</u>	-	<u>30,194,314</u>
Total Deferred Capital Revenue, end of year	<u>99,098,148</u>	<u>2,212,452</u>	<u>6,208,528</u>	<u>107,519,128</u>

Peace River North)

Revenue

Schedule 4D (Unaudited)

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
	51,273	28,626	1,150,000	356,776		1,586,675
ation	21,445,664		185,126	12,985		21,445,664 185,126 12,985
	21,445,664	-	185,126	12,985	-	21,643,775
ons	2,456,655		1,335,126			2,456,655 20,074,848
ess	18,739,722		1,335,126			21,196,377
	21,196,377	-	1,335,126	-	-	22,531,503
	249,287	-	(1,150,000)	12,985	-	(887,728)
	300,560	28,626	-	369,761	-	698,947

**School District
Statement of Financial Information (SOFI)**

School District No. 60 (Peace River North)

Fiscal Year Ended June 30, 2020

SCHEDULE OF DEBT

Information on all long term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

School District No. 60 (Peace River North)

Fiscal Year Ended June 30, 2020

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No.60 (Peace River North) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

**School District
Statement of Financial Information (SOFI)**

School District No. 60 (Peace River North)

Fiscal Year Ended June 30, 2020

STATEMENT OF SEVERANCE AGREEMENTS

There was 1 severance agreements made between School District No.60 (Peace River North) and its non-unionized employees during fiscal year 19/20.

These agreements represent from September 2019 to January 2020 months' compensation.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

School District #60 - 2019/20
SCHEDULE OF REMUNERATION AND EXPENSE
YEAR ENDED JUNE 30, 2020

NAME	POSITION	REMUNERATION	EXPENSE
ELECTED OFFICIALS :			
Campbell, Ida	TRUSTEES	16,071.74	8,088.74
Evans, Erin	TRUSTEES	14,917.49	2,746.86
Gilbert, Helen	TRUSTEES	15,800.51	6,937.86
Gilliss, Nicole	TRUSTEES	14,767.01	8,421.74
Lehmann, Madeleine	TRUSTEES	13,537.99	6,487.12
Scott-Moncrieff, David	TRUSTEES	13,537.99	3,436.08
Snow, William S.	TRUSTEES	13,537.99	3,592.13
TOTAL ELECTED OFFICIALS		102,170.72	39,710.53
DETAILED EMPLOYEES > 75,000.00:			
Alexander, Bobbie-Jo	TEACHERS, TOCS-CERTI	87,400.71	36.33
Alexander, Ginger	TEACHERS	78,508.79	10.68
Andrews, Carleen	PRINCIPAL/VICE PRINC	143,892.09	13,694.91
Andrews, Jennifer	TEACHERS	97,781.24	1,290.31
Anielewicz, Crystal	TEACHERS	75,793.39	2,843.27
Anningson, Rachael	TEACHERS	78,757.62	99.55
Ans, Kimberly	TEACHERS	93,919.39	1,160.94
Aulin, Nadine	TEACHERS	75,227.45	6,447.65
Bach, Suzan	TEACHERS	98,581.92	
Bailey, Keely	TEACHERS	90,633.12	36.33
Barber, Kari	TEACHERS	90,180.63	2,300.00
Barr, Charleen	TEACHERS	90,008.11	243.81
Barranti, Bryan	TEACHERS	91,908.39	710.68
Barry, Dustin	TEACHERS	75,531.01	2,006.04
Bauer, Les	TEACHERS	80,662.98	
Baytaluke, Cheryl	TEACHERS	88,911.75	169.88
Beam, Caroline	TEACHERS	129,027.61	321.75
Beam, Derrek	PRINCIPAL/VICE PRINC	183,642.12	917.90
Bekkers, Elizebeth	TEACHERS	77,857.69	
Bell, April	TEACHERS, TOCS-CERTI	98,269.17	1,012.80
Bell, Brianne	WORKING FOREMAN	83,497.60	
Bell, Jarrod	ED ADMIN	145,849.11	11,507.60
Bell, Kory	TEACHERS	75,804.42	
Bell, Megan	TEACHERS	85,202.20	
Bennett, Broyden	PRINCIPAL/VICE PRINC	127,881.01	7,282.92
Bennett, Jo-Anne	TEACHERS	94,084.78	36.93
Bennett, Sherri	TEACHERS	97,481.24	
Berkhout-Pluzak, Karen	TEACHERS	82,045.19	855.90
Birley, Brenda	TEACHERS	98,206.59	1,700.73
Birley, Sally	TEACHERS	98,269.17	6,597.03
Bishop-Fraser, Kim	TEACHERS	91,183.13	126.25
Blake, Sarah	TEACHERS	75,947.66	332.42
Boissonneault, Dale	TEACHERS	85,141.50	9,900.35
Bourdon, Sabrina	EXEMPT, 12 MONTH SUP	75,972.07	4,453.56
Bourgeois, Christine	TEACHERS	89,747.83	16.50
Boyd, Doug	ED ADMIN	162,381.18	7,662.77
Boyd, Troy	TEACHERS	100,566.90	
Bragg-Dyke, Denise	TEACHERS, PRINCIPAL/	102,421.42	4,369.77
Braun, Melody	PRINCIPAL/VICE PRINC	123,995.33	195.30
Braun, Tanya	TEACHERS	99,620.71	2,933.69
Brekkas, Kit	PRINCIPAL/VICE PRINC	100,672.46	221.55

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

NAME	POSITION	REMUNERATION	EXPENSE
Brody, Kari	TEACHERS	80,738.69	25.65
Brooks, Joseph	TEACHERS, PRINCIPAL/	86,413.30	420.00
Brooks, Sabrina	TEACHERS	90,779.58	
Brown, Rose Marie	TEACHERS	100,486.25	2,378.79
Brownlee, Craig	PRINCIPAL/VICE PRINC	120,091.35	433.20
Brydon, Robert	TEACHERS	79,056.76	
Burrige, Annette	TEACHERS	89,768.67	25.65
Campbell, Brian	PRINCIPAL/VICE PRINC	130,725.06	21,012.81
Carroll, Robert	TEACHERS	89,878.56	25.65
Carter, Tracy	TEACHERS	89,748.70	25.65
Chretien, Charmaine	PRINCIPAL/VICE PRINC	126,665.64	6,030.57
Churchill, Brant	TEACHERS	87,820.16	10.68
Cimini, Daniele	TEACHERS	89,748.76	
Clements, Cody	TEACHERS, PRINCIPAL/	89,829.91	1,062.30
Comber, Andrea	TEACHERS	96,496.35	320.07
Cooper, Cathy	TEACHERS	89,449.90	10.68
Cooper, Thaedra	TEACHERS	89,777.51	178.43
Cote-Aubin, Lynne	PRINCIPAL/VICE PRINC	114,950.49	6,014.53
Coulter, Lori	PRINCIPAL/VICE PRINC	114,306.34	195.30
Craig-Steele, Sheldon	PRINCIPAL/VICE PRINC	126,370.46	1,949.57
Cresswell, Mark	TEACHERS	97,819.17	26.25
Cushway, Chad	EXEMPT	108,572.93	1,460.39
Dantuma, Theresia	PRINCIPAL/VICE PRINC	120,010.77	1,323.29
DeGroot, Melissa	TEACHERS, PRINCIPAL/	108,545.41	651.26
Dempsey, Robert	TEACHERS	114,826.09	496.35
Deng, Lan	EXEMPT	84,662.14	1,853.43
Dettling, Cindy	EXEMPT, 21.75 DAY 10	80,713.80	6,181.99
Dmytruk, Jessica	TEACHERS	90,785.28	3,678.06
Dressler, Laurie	TEACHERS	80,508.28	10.68
Driedger, Harold	TEACHERS	80,913.82	
Duffy, Alanna	TEACHERS	82,657.25	3,369.27
Dutchak, Crystal	TEACHERS	81,365.85	
Dyck, Leanne	TEACHERS	89,749.01	3,566.93
English, Jason	TEACHERS	88,363.02	
Exilus, Christopher	TEACHERS	94,090.32	2,473.34
Fajemisin, Donald	TEACHERS	98,269.17	23,618.98
Fearon, Tanya	TEACHERS	80,809.13	
Finter, Allison	TEACHERS	89,535.08	129.83
Forster, Wanda	TEACHERS	80,658.50	869.49
Fowler, Michael	TEACHERS	98,933.93	10.68
Francoeur, Nadia	TEACHERS	80,380.53	10.68
Fuller, Angela	TEACHERS	89,748.76	
Gange, Michael	TEACHERS	96,887.25	2,033.53
Gatt, Angela	TEACHERS	89,113.11	
Gauthier, Josie	TEACHERS	80,508.22	1,069.11
Giesbrecht, Dennis	TEACHERS	79,838.88	89.85
Giesbrecht, Mark	TEACHERS	89,965.14	18.67
Gietz, Carmen	TEACHERS	84,589.67	3,736.30
Gill, Jason	PRINCIPAL/VICE PRINC	126,601.94	2,891.93
Gilmour, Susan	TEACHERS	88,223.19	48.89
Girard, Glenn	TEACHERS	93,641.97	262.60
Glenn, Linda	TEACHERS	78,249.45	
Godin, Neil	TEACHERS, CASUALS	79,037.03	5,174.41
Gonzales, Karen	PRINCIPAL/VICE PRINC	102,655.67	3,410.51

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

NAME	POSITION	REMUNERATION	EXPENSE
Gould, Laurie	TEACHERS	91,643.81	792.11
Graham, Torben	TEACHERS	88,850.04	10.68
Gray, Carolyn	TEACHERS	89,749.01	387.58
Gray, Devin	TEACHERS	89,448.76	471.58
Grigoras, Radu	EXEMPT, 12 MONTH SUP	102,028.00	4,134.35
Gunn, Sandra	TEACHERS	93,919.39	211.93
Haagsma, Lisa	TEACHERS	96,404.31	10,267.60
Haddrell, Matthew	TEACHERS, TOCS-CERTI	89,944.30	2,447.84
Haley, Bruce	TEACHERS, TOCS-CERTI	89,598.51	325.00
Hamilton, Jared	TEACHERS	103,410.14	2,573.54
Hamilton, Katherine	TEACHERS	82,755.46	371.42
Hammond, Mitchell	TEACHERS	89,759.87	33.53
Hart, Wade	PRINCIPAL/VICE PRINC	143,767.87	13,675.22
Hartman, Shawna	PRINCIPAL/VICE PRINC	123,995.33	1,371.21
Hayes, Rhya	TEACHERS	76,162.03	1,152.98
Haynes, Sheri	TEACHERS	90,372.58	112.32
Hebden-Taylor, Jennifer	TEACHERS	95,214.89	16.50
Hedges, Donna	TEACHERS	90,613.55	68.07
Heiberg, Brent	TEACHERS	85,443.84	520.90
Herle, Chelsea	TEACHERS	77,335.55	48.65
Hicks, Joanna	TEACHERS	89,900.92	10.68
Hiebert, Sandra	TEACHERS	90,359.47	138.50
Higgs, Richard	TEACHERS	91,093.37	
Hipkiss, Theresa	TEACHERS, PRINCIPAL/	92,297.61	2,568.88
Hiscock, Phil	TEACHERS	98,554.06	10.68
Hoecherl, Sharon	TEACHERS	94,712.30	5,095.30
Hollman, Tamara	TEACHERS	83,466.37	36.33
Hong, Meiling	TEACHERS, TOCS-CERTI	90,387.39	23.00
Hooker, Brenda	EXEMPT	165,390.93	5,857.44
Hosker, Richard	TEACHERS	98,269.17	
Hughes, Kayla	TEACHERS	77,559.93	25.65
Hurren, Hayley	TEACHERS, PRINCIPAL/	100,076.22	1,915.49
Jansen, Pat	PRINCIPAL/VICE PRINC	120,467.60	13,831.58
Jenkins, Margot	TEACHERS	90,633.12	251.93
Jessen, Crystal	EXEMPT	78,987.18	5,821.58
Johnson, Crystal	TEACHERS	94,205.46	1,006.80
Kalas, Liz	TEACHERS	89,449.01	10.68
Kantz, Sharlene	TEACHERS	80,658.50	346.77
Kaspar, Norbert	PRINCIPAL/VICE PRINC	117,974.19	3,865.30
Kenyon, Kendra	TEACHERS	79,570.36	23.00
Koop, Daryl	TEACHERS	80,735.64	10.68
Koponyas, Todd	PRINCIPAL/VICE PRINC	121,583.97	321.55
Kursteiner, Anna	TEACHERS	79,717.77	143.46
Lagace, Andre	TEACHERS	96,702.31	10.68
Lahaye, Guy	TEACHERS	89,449.01	-
Lang, Kenya	TEACHERS	95,176.09	12.32
Lang, Troy	PRINCIPAL/VICE PRINC	111,682.89	221.72
Lariviere, Tracey	PRINCIPAL/VICE PRINC	111,516.10	8,628.23
Larsh, Jennifer	TEACHERS, TOCS-CERTI	79,443.31	42.32
Laur, Matthew	TEACHERS	80,842.76	10.68
Lavoie, Janny	TEACHERS, PRINCIPAL/	100,088.70	1,402.47
Lee, Ruth	TEACHERS	76,991.81	36.33
Lillico, Jared	MECHANIC	77,607.40	-
Lingel, Melissa	TEACHERS, TOCS-CERTI	75,524.80	25.65

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

NAME	POSITION	REMUNERATION	EXPENSE
Logan, Matthew	TEACHERS	91,758.31	850.49
Logeman, Brianne	TEACHERS, TOCS-CERTI	79,839.44	48.65
London, Paula	TEACHERS	98,554.07	25.65
Longley, Glen	PRINCIPAL/VICE PRINC	122,884.43	422.45
Lotysz, Lily	TEACHERS	75,042.33	-
Louie, Tim	TEACHERS	89,748.76	-
Lowther, Carla	TEACHERS, TOCS-CERTI	93,609.92	235.90
Lumley, Brandon	TEACHERS	75,374.25	5,321.05
Lynn, Lindsay	TEACHERS	94,759.16	10.68
Lynn, Matthew	TEACHERS	94,245.63	16,165.50
MacGillivray, Heather	TEACHERS	100,533.18	1,138.31
MacGillivray, Keith	PRINCIPAL/VICE PRINC	126,996.80	1,833.57
MacPherson, Emily	TEACHERS	90,115.77	145.07
Mackay, Hunter	PRINCIPAL/VICE PRINC	100,551.06	620.30
Mann, Christine	TEACHERS	80,658.28	1,122.74
Maxfield, Nancy	PRINCIPAL/VICE PRINC	126,346.18	375.14
Mayer, Jeffrey	TEACHERS	102,591.33	1,061.37
McBryan, Corrin	TEACHERS	90,458.16	23.00
McCharles, Judy	TEACHERS	89,835.57	
McColm, Matthew	TEACHERS	90,545.47	48.65
McColm, Ruth	TEACHERS	90,196.75	48.65
McColm, William	TEACHERS	79,515.57	10.68
McDonald, Christopher	TEACHERS	75,130.58	
McEachern, Elaine	TEACHERS	99,218.83	4,869.93
McEvoy, Andrew	TEACHERS, CASUALS	90,003.95	10.68
McGarroch, Cindy	TEACHERS, TOCS-CERTI	89,750.30	3,133.94
McLennan, Rachel	TEACHERS	98,269.17	
McMullin, Michael	TEACHERS	100,430.26	100.00
McWhinnie, Richard	TEACHERS	86,170.62	
Meng, Mary	TEACHERS	98,119.17	
Michaud, Annie	TEACHERS	77,722.69	706.09
Mika, Tyler	TEACHERS	82,447.46	1,639.18
Miller, Jodi	TEACHERS	90,372.58	12.32
Mitchell, Rose	TEACHERS	98,210.45	605.85
Moreland, Catherine	TEACHERS	90,353.52	
Morrison, Tyler	TEACHERS	80,056.74	36.33
Myhre, Lisa	TEACHERS	80,508.50	25.65
Myllymaki, Kara	TEACHERS	89,749.01	1,605.72
Nadeau, Danielle	TEACHERS	75,680.95	1,433.53
Neufeld, Jerad	TEACHERS	90,003.95	10.68
Nimmo, Stacey	TEACHERS	98,269.17	28.84
Nock, Christopher	PRINCIPAL/VICE PRINC	114,324.58	2,693.84
Noisieux, Sophie	TEACHERS	79,558.40	663.89
North, Richard	TEACHERS	79,432.66	34.60
O'Hara, Myla	TEACHERS	90,179.76	442.78
O'Reilly, Nicole	TEACHERS	94,071.08	
Oakley, Crystal	TEACHERS	81,044.74	
Ollenberger, Cheri	TEACHERS, TOCS-CERTI	89,707.74	30.00
Olsthoorn, Stevie	TEACHERS, TOCS-CERTI	98,898.50	1,273.37
Orcutt, Jerelyn	PRINCIPAL/VICE PRINC	127,226.36	919.30
Oubrik, Tara	TEACHERS	82,598.22	122.55
Paakkonen, Melissa	TEACHERS	78,719.60	2,455.33
Pauls, Randy	PRINCIPAL/VICE PRINC	137,137.92	1,406.91
Pearce, Ryan	TEACHERS	89,749.01	

School District #60 - 2019/20
SCHEDULE OF REMUNERATION AND EXPENSE
YEAR ENDED JUNE 30, 2020

NAME	POSITION	REMUNERATION	EXPENSE
Peet, Griffin	PRINCIPAL/VICE PRINC	127,415.08	1,206.11
Peregoodoff, Krista	TEACHERS	102,081.79	1,002.78
Petrucci, Laurie	TEACHERS, PRINCIPAL/	115,002.71	4,400.57
Petrucci, Stephen	ED ADMIN	189,363.44	34,307.97
Petuh, Deb	TEACHERS	86,721.34	97.17
Phillips, Rick W.A.	EXEMPT	99,342.72	3,432.19
Platzer, Darren	TEACHERS	89,748.45	100.00
Polnik, Carly	TEACHERS	82,715.26	10.68
Pope, Janet	TEACHERS	78,865.42	
Powers, Trina	TEACHERS	89,749.01	10.68
Price, David	TEACHERS	89,749.01	10.68
Ranger, Cheryl	TEACHERS	80,735.82	36.93
Read, Trenton	TEACHERS	89,749.01	
Reed, Brenda	TEACHERS	89,748.76	100.00
Reschke, Stacey	TEACHERS	81,270.56	10.68
Rhymer, Liza	TEACHERS	90,361.38	
Richards, Kerri	TEACHERS	91,064.74	36.33
Robertson, Jennifer	TEACHERS	81,884.35	3,732.00
Robertson, Racquel	TEACHERS	78,071.81	1,485.29
Rouse, Perry	TEACHERS	79,438.47	210.68
Saccary, Dennette	TEACHERS	87,788.33	3,435.68
Sadoway, Janelle	TEACHERS	77,872.75	10.68
Salinas, Jerrick	TEACHERS	85,755.89	
Schaubel, Erin	TEACHERS	81,885.85	1,894.61
Scheck, Kathy	PRINCIPAL/VICE PRINC	127,226.36	815.98
Schneider, Margaret	TEACHERS	79,844.63	12.32
Scott, Hannah	TEACHERS	90,361.13	213.40
Shaw, Harmony	TEACHERS	86,887.73	
Shipley, Valerie	TEACHERS	102,081.78	10.68
Sloan, David L.	TEACHERS, ED ADMIN,	92,991.38	10,798.89
Smith, Lindsay	TEACHERS	82,845.70	4,087.97
Smith, Rosalind	TEACHERS	89,749.01	138.32
Snow, Kelly	TEACHERS	80,658.50	190.58
St-Louis, Lynn	TEACHERS	98,119.17	10.68
Storey, Mary Jane	TEACHERS	89,749.01	36.33
Stowe, Diane	EXEMPT	75,097.22	3,976.08
Strebchuk, Seanagh	TEACHERS	91,908.39	866.99
Suchoszek, Christina	TEACHERS	88,042.11	2,059.18
Tacey, Corinne	TEACHERS, TOCS-CERTI	81,255.21	25.65
Taillefer, Sheena	TEACHERS	89,749.17	31.47
Taylor, Christine	TEACHERS, PRINCIPAL/	114,432.61	1,246.71
Te Bulte, Amy	TEACHERS	97,976.53	
Telizyn, Kim	TEACHERS	89,599.64	36.93
Tewari, Meenakshi	TEACHERS	80,564.53	116.65
Thomas, Sean	TEACHERS, PRINCIPAL/	109,120.83	4,151.77
Todd, Christine	PRINCIPAL/VICE PRINC	120,863.21	19,186.34
Tong, Yiqin	TEACHERS	89,406.65	51.90
Tremain, Mary	TEACHERS	99,280.41	6,091.73
Tremblay, Suzon	TEACHERS	88,708.32	
Triska, Trista	TEACHERS	75,385.07	36.33
Turner, Kim	TEACHERS	89,448.76	227.35
Vaccaro, Louis	TEACHERS, TOC-CERTI	89,748.51	3,538.64
Vanderlinde, Nicholas	TEACHERS	78,575.51	1,096.50
Vasarhelyi, Palma	TEACHERS, PRINCIPAL/	97,681.54	805.80

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

NAME	POSITION	REMUNERATION	EXPENSE
Viens, Sheridan	TEACHERS	89,912.13	300.21
Wagner, Barb	TEACHERS	98,269.17	3,760.05
Warbinek, Lyle	TEACHERS	90,285.56	
Watchel, Tracie	TEACHERS	91,308.31	222.51
Wesenberg, Edmund	TEACHERS	98,119.17	8,242.57
Wiebe, Margaret	TEACHERS, PRINCIPAL/	107,234.74	1,097.34
Wiebe, Michele	TEACHERS, TOC-CERTI	98,874.15	136.93
Wieler, Lorena	TEACHERS, TOC-CERTI	77,477.60	
Wigglesworth, Lori	TEACHERS	81,554.30	37.97
Wildeman, Shelbi	TEACHERS	97,969.17	29.06
Windhorst, Ryan	TEACHERS	75,957.94	
Winnicky, Lorna	TEACHERS	90,361.38	1,425.28
Wollen, Kevin	TEACHERS	80,935.63	298.65
Wright, Laurie	PRINCIPAL/VICE PRINC	118,263.48	646.55
Wright, Navenda	TEACHERS	89,748.39	27.18
Young, Marie	TEACHERS	98,269.17	1,503.53
Zaidi, Syed R.A.	NETWORK CONSULTANT	83,919.78	17.94
van Breda, Frederick	TEACHERS	80,358.50	
van Breda, Hester	TEACHERS	80,658.50	3,716.00
		25,968,786.37	481,404.83
TOTAL EMPLOYEES <= 75,000.00		26,691,664.01	290,964.54
TOTAL		52,762,621.10	772,369.37
TOTAL EMPLOYER PREMIUM FOR CPP/EI			2,787,167.98

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

VENDOR NAME	EXPENSE
DETAILED VENDORS > 25,000.00 :	
1006000 BC LTD.	103,673.89
1126557 BC LTD.	206,640.00
1146259 BC LTD,	78,057.00
794916 ALBERTA LTD.	37,825.00
ACCURATE DOOR AND HARDWARE CO.	60,110.91
ADVANCE PRECAST LTD.	729,720.97
AFFINITY BUILDING SYSTEMS INC.	98,928.32
AIR CANADA	46,438.60
ALLMAR INC	43,809.81
ALPINE GLASS WINDOWS & DOORS LTD.	1,154,621.31
AMAZON.CA	165,930.58
ANDREW SHERET LIMITED	116,175.00
ANVIL IRONWORKS LTD.	927,775.11
APPLE CANADA INC.	175,340.71
APPLIED COATINGS & RESTORATION INC.	51,020.54
ARI FINANCIAL SERVICES INC.	110,719.25
ARTSTARTS IN SCHOOLS	29,915.00
ATLAS ANCHOR SYSTEMS (B.C.) LTD.	26,683.02
BC FIRE SAFE PROTECTION SERVICES	37,375.90
BC HYDRO	619,925.22
BC HYDRO CAD - 130160	28,778.65
BC SCHOOL TRUSTEES ASSOC.	43,459.05
BC TEACHERS FEDERATION	32,918.77
BCI CONSULTING INC.	37,639.95
BELL MOBILITY INC.	43,809.55
BLUEWAVE ENERGY	115,679.76
BLUEWAVE ENERGY	140,530.48
BRAD'S FURNITURE & APPLIANCES	33,683.35
BRAUN'S FLOORING & HOME DECOR LTD.	40,197.74
BRISCO MANUFACTURING LTD.	211,386.06
BROCK WHITE CANADA ULC	40,345.72
BULL MECHANICAL LTD.	2,744,404.94
BUNZL CLEANING & HYGIENE	35,904.19
CANADIAN TIRE	39,101.43
CANASTEEL REBAR SERVICES CORP.	174,551.12
CARBON MOUNTAIN DRILLING & WATER	58,178.32
CARDINAL EXCAVATING LTD.	60,233.13
CDW CANADA INC.	58,998.46
CITY OF FORT ST JOHN	127,758.30
CLC CONCRETE CONTRACTING LTD.	138,778.52
COMMUNITEK INC.	107,506.56
CP DISTRIBUTORS	35,274.22
CREATIVE SIGNWORKS	38,505.00
CUPE LOCAL 4653	32,214.01
CYNDY REID	34,145.00
DEBORAH HUMPHRIES	46,330.96
DELL CANADA INC.	72,069.80

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

<u>VENDOR NAME</u>	<u>EXPENSE</u>
DISTRIBUTORS NORTH	83,284.37
DM HENDERSON ROOFING LTD.	877,562.81
DYNAMIC SPECIALTY VEHICLES LTD.	41,423.62
EB HORSMAN & SON	34,060.40
EECOL ELECTRIC CORP.	57,365.74
ELLISON TRAVEL & TOURS LTD.	34,250.00
EMCO CORPORATION	41,598.53
ENGINEERED AIR	89,488.00
FAB ALL NORTH SERVICES INC.	105,743.95
FINNING CANADA	76,185.36
FIRST TRUCK CENTRE (FORT ST JOHN)	153,529.42
FIRST TRUCK CENTRE VANCOUVER INC.	1,279,270.37
FORT MODULAR INC.	678,200.61
FORT MOTORS LTD	55,584.52
FORT ST JOHN CO-OP	528,294.19
FORTISBC-NATURAL GAS	30,058.43
FRAMEWORX	345,081.30
FRONTIER LAW IN TRUST	147,160.80
G-T-XCAVATING LTD.	90,182.27
GRAHAM LEES	45,651.37
GREGG DISTRIBUTORS	42,189.86
GUARD.ME INTERNATIONAL INSURANCE	25,574.10
GUILLEVIN INTERNATIONAL CO.	26,258.64
HAAB HOMES CONSTRUCTION LTD.	190,536.54
HAAB HOMES INSULATION & ABATEMENT	28,209.83
HABITAT SYSTEMS INC.	147,111.86
HARDWOODS SPECIALTY PRODUCTS	65,101.45
HARRIS & COMPANY	35,798.15
HOME HARDWARE BUILDING CENTRE	47,458.68
HOME HARDWARE BUILDING CENTRE	75,903.66
IDEAL OFFICE SOLUTIONS LTD.	139,694.82
INLAND CONTROL & SERVICES INC.	931,508.07
INLAND KENWORTH	61,918.16
INSIGHT CANADA INC.	176,791.98
KMBR ARCHITECTS PLANNERS INC.	259,019.33
KNAPPETT INDUSTRIES (2006) LTD.	721,253.16
KOFFMAN KALEF	31,214.07
KONE INC.	126,091.52
KPMG LLP	26,538.75
LEACH'S TIRE (FSJ) LTD.	73,187.60
LISA BODA PHYSIOTHERAPY	137,652.22
LORTAP ENTERPRISES LTD.	644,281.55
LYNX BRAND FENCE PRODUCTS LTD.	33,508.47
MACCABEE TANK LTD.	37,393.42
MAPLE EDUCATION CANADA INC.	43,645.74
MARTIN EXCAVATING SERVICES	60,585.00
MAZZEI ELECTRIC	1,447,044.09
MCB AUTOBODY & CUSTOMS	156,051.58
MERVIN HIEBERT	63,936.74
METRO TESTING & ENGINEERING LTD.	54,687.17

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

VENDOR NAME	EXPENSE
MILLS OFFICE PRODUCTIVITY	56,597.35
MINISTER OF FINANCE (MSP)	136,860.45
MINISTRY OF FINANCE (EHT)	1,020,786.17
MODERN PURAIR GRANDE PRAIRIE	30,956.10
MORNEAU SHEPELL LTD.	1,319,339.73
MUNICIPAL PENSION PLAN	1,130,314.69
N. HARRIS COMPUTER CORPORATION	150,828.22
NELS OSTERO LIMITED	56,386.52
NELSON EDUCATION	50,204.46
NEW ZEALAND EDUCATION TOURS	26,702.35
NOBLE BRITISH COLUMBIA	51,093.32
NORTH PEACE ADMINISTRATORS ASSOC.	67,715.21
NORTHERN LEGENDARY CONSTRUCTION LTD	1,760,379.47
NORTHERN LIGHTS COLLEGE	177,056.94
NORTHERN SPRING, BRAKE & STEERING LT	59,649.80
NORTHERN VAC SERVICES LTD.	31,400.12
NORTHWESTERN DATA COMM LTD	48,218.33
OIL WEST ELECTRIC LTD.	95,755.36
OSCAR'S DISPOSAL LTD.	43,234.15
P & J WATER SERVICES (1987) LTD.	58,232.00
PACIFIC NORTHERN GAS(NE)LTD.	514,275.40
PARADIGM SHIFT	114,476.99
PAT'S AUTO	27,994.25
PEACE COUNTRY RENTALS & SALES INC.	61,590.46
PEACE GLASS LTD.	160,479.45
PEACE RIVER BUILDING PRODUCTS LTD.	92,673.66
PEACE RIVER NORTH TEACHERS ASSOC.	121,642.50
PEARSON CANADA INC. T46254	48,566.50
PETER FROESE	90,631.43
PRO NORTH HEATING	667,148.23
PROFESSIONAL DEV FUND OF THE PRNTA	121,642.50
PUBLIC EDUCATION BENEFITS TRUST	918,592.29
RADCLIFFE VENTURES LTD.	102,986.81
RAFTER K ENTERPRISES	26,360.86
RAMCO CARPET WAREHOUSE LTD.	311,815.98
RENTCO EQUIPMENT LTD.	47,646.01
RIVERS SAND & GRAVEL INC.	333,110.69
ROCKY POINT ENGINEERING LTD.	116,321.78
ROGERS TRUCKING INC.	47,759.78
SAMUEL RANCH LTD.	51,187.71
SAVE-ON-FOODS #2220	32,070.55
SCHOOL DISTRICT NO 33 (CHILLIWACK)	112,048.51
SOCIETY OF CHRISTIAN SCHOOLS IN BC	331,876.74
SOFTCHOICE LP	30,280.07
SPECTRUM EDUCATIONAL SUPPLIES LTD.	25,007.34
SPORTFACTOR INC.	75,564.23
STAPLES	79,029.17
STAPLES ADVANTAGE	144,128.60
STATUS ELECTRICAL CORP.	98,096.47
STEVEN & MARIA HAYES	89,174.00

School District #60 - 2019/20
 SCHEDULE OF REMUNERATION AND EXPENSE
 YEAR ENDED JUNE 30, 2020

VENDOR NAME	EXPENSE
STORM IRRIGATION SERVICES LTD.	72,824.06
TALIUS	140,989.35
TAPESTRY MUSIC	81,853.16
TEACHERS' PENSION PLAN	3,866,637.60
TELUS	76,804.11
TERESA STONEMAN	27,917.15
TERUS CONSTRUCTION LTD.	91,169.35
THE BUS CENTRE	123,430.42
TOM'S CONSTRUCTION	99,768.05
TOP GUN INTERIORS LTD.	963,900.13
UNITED RENTALS OF CANADA INC.	156,995.04
UPANUP STUDIOS INC.	52,334.32
VALLEN	93,667.30
VISA	33,619.82
VOICE N CLOUD	147,753.27
W.L. CONSTRUCTION LTD.	506,759.32
WARNER TRUCK INDUSTRIES LTD.	52,500.00
WEP FRANCE	28,994.50
WEST ENVIRONMENTAL LTD.	47,461.80
WESTCOR THERMAL	116,896.50
WESTERN ARCHRIB	306,409.54
WILLY KLASSEN	87,701.44
WISMER & RAWLINGS ELECTRIC LTD.	169,609.70
WORKSAFE BC	309,444.91
WRIGHT'S FOOD SERVICE LTD.	59,957.21
YELLOWRIDGE CONSTRUCTION LTD.	1,170,103.14
ZELCO PAINTING LTD.	174,831.12
ZONAR SYSTEMS	35,373.00
TOTAL DETAILED VENDORS > 25,000.00	40,558,786.46
TOTAL VENDORS <= 25,000.00	4,027,245.17
TOTAL PAYMENTS FOR THE GOODS AND SERVICES	44,586,031.63

School District #60 - 2019/20
 PAYMENT TO FINANCIAL STATEMENT RECONCILIATION
 YEAR ENDED JUNE 30, 2020

SCHEDULED PAYMENTS

REMUNERATION	52,762,621.10
EMPLOYEE EXPENSES	772,369.37
EMPLOYER CPP/EI	2,787,167.98
PAYMENTS FOR GOODS AND SERVICES	44,586,031.63
TOTAL SCHEDULED PAYMENTS	<u>100,908,190.08</u>

RECONCILIATION ITEMS

NON CASH ITEMS:

ACCOUNTS PAYABLE ACCRUALS	266,136.00
Payroll accruals	1,015,472.83
Inventories and prepaids	71,550.74

PAYMENTS INCLUDED:

TAXABLE BENEFITS	-	788,299.00
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OTHER:

THIRD PARTY RECOVERIES	-	72,660.00
GST/HST REBATE	-	1,050,918.72
RECOVERIES OF EXPENSES		224,946.67
MISCELLANEOUS		12,770.03
RECOVERIES OF EXPENSES (Trust)	-	134,596.09
AÉP Capital	-	1,559,580.54
SGF (School Funds)	-	1,708,035.00

TOTAL RECONCILIATION ITEMS	-	<u>307,143.08</u>
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FINANCIAL STATEMENT EXPENDITURES

OPERATING FUND	67,694,699.00
TRUST FUND	8,594,152.00
CAPITAL FUND	24,312,196.00
TOTAL FINANCIAL STATEMENT EXPENDITURES	<u>100,601,047.00</u>

BALANCE

-

Statement of Financial Information (SOFI)

School District No. 60 (Peace River North)

Year Ended June 30, 2020

Explanation of Payments to the Audited Financial Statements

The remuneration and benefits received by employees and payments remitted to vendors for goods and services supplied are disclosed on the audited financial statements as expenses, net revenues, capitalized costs, or changes in accounts payable and accounts receivable.

The SOFI schedule totals differ from the audited financial statements for due to the following reasons:

- The SOFI schedules of Remuneration and Payments of Goods and Services are prepared on a cash basis and the Audited Financial Statement information is prepared on an accrual basis.
- Amortization of the capital assets are included on the Audited Financial Statements, but is not included in the SOFI schedules.
- Payments of Goods and Services may be reported in prepaid expenses, tangible capital assets, or services and supplies to meet Generally Accepted Accounting Principles standards.
- Payments of Goods and Services include employee portions of benefits and mandatory deductions but are not included in the Statement of Goods and Services.
- Payments of Goods and Services include 100% of Goods and Services Tax but the expenditures included in the Audited Financial Statements are net of a 68% Goods and Services Tax rebate.

Policy Committee Meeting Notes
January 18, 2021
11:00 a.m.

Attendees: Stephen Petrucci, Superintendent
Teri Stoneman, Interim Secretary-Treasurer
Erin Evans, Policy Committee Chair
Helen Gilbert, Board Chair
Madeleine Lehmann, Vice-Chair
Ida Campbell – Trustee
Leah Reimer – Executive Assistant

Policy Review Cycle (*Attachment*)

- Policies to be reviewed briefly for language (including inclusive), relevance, and format
- Look at approximately 4 policies every meeting, choosing from different number groupings
- Set up a cycle of meetings once every two months for the year
- Stephen, Erin and Leah to meet prior to the meeting to create an agenda

ACTION: Erin will send Leah a more specific policy review schedule. Erin will connect with Leah to schedule dates...potentially every second month on a Monday afternoon

#7018 Childcare Policy (*Attachment*)

- Draft template was provided by BCSTA
- ST made changes to direct delivery and included more language around Indigenous communities (ie. LEA agreement), as well as an SPP recommendation (ie. #5)
- Director of Instruction, Jarrod Bell has reviewed the information in regards to Before and After School Care

ACTION: Place on the January 25, 2021 for Notice of Motion

#4014 Travel Policy (*Attachment*)

- Place in new format
- 3(a) Reimbursements/Assistance (Mileage) - district uses BCSTA rate as it's benchmark. BCSTA follows Revenue Canada Agency regarding mileage/per diem in relation to taxable benefits. Mileage is currently \$.59
- Our per diems do not line up...Schedule A. If we're following BCSTA, do we need a Schedule A?
- Ida – the reason we didn't follow BCSTA in the past is that we were higher
- Discussion around International Travel per diem being \$75...would BCSTA have that? Also, at \$75.00 it's a taxable benefit...wording will be adjusted in 3. Under Reimbursements/Assistance (Mileage)
- Include a link to BCSTA in the policy to follow with what they do
- 3(a) Personal Vehicle, add "to the driver" where indicated
- \$40.00 Taxi was initially implemented as that was the cost of a taxi ride from the airport to downtown Vancouver. Also, tracking and admin time to process receipts for staff became cumbersome

ACTION: Update into new format and add a link to BCSTA. ST will review other wording around Schedule A and bring forward for Notice of Motion at the January 25, 2021 Board Meeting, if ready to do so. If not, place on February 22, 2021 Board Meeting agenda

ACTION: Diarize that in January of each year, review the per diem and mileage rates, make any necessary changes and send out notification to finance department and employees

Bylaw 1/90 (*Attachments*)

ACTION: Bring Bylaw 1/90 forward to next meeting.



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

7000 Operations

7017 Video Surveillance

Proposed: December 7, 2020

Adopted:

Revised:

Reviewed:

Reference: *School Act, 74.01 Video Surveillance*
<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>

Policy

For reasons of enhancing the safety of students, staff and others on school premises and deterring destructive acts, the Board authorizes the use of video surveillance equipment on School District property where circumstances have shown that it is necessary.

A recording is recognized to be subject to the provisions of the Freedom of Information and Protection of Privacy Act (FOIPPA).

Guidelines/Principles:

1. Before video surveillance is introduced at a new site, a written rationale must be provided to the Superintendent of Schools.
2. Installation of video surveillance related to this policy shall follow the relevant School Act requirements as listed here:

74.01

- (1) A board may install and operate a video surveillance camera in a school facility or on school land for the purposes of protecting*
- (a) the safety of individuals in a school facility or on school land,*
 - (b) an individual's belongings in a school facility or on school land, or*
 - (c) school property*

with the prior approval of the parents' advisory council for the school where the board proposes to install and operate a video surveillance camera.

(2) A parents' advisory council may make recommendations to a board to install and operate a video surveillance camera in a school facility or on school land for the purposes set out in subsection (1).

(4) Subsections (1) to (3) do not apply to the installation and operation of a video surveillance camera in a school facility or on school land on a temporary basis for a specific investigative purpose.

2. Video surveillance camera locations must be authorized by the building administrator (school principal or building supervisor), or officers of the School District. Only authorized administrators or service technician staff shall have access to the equipment and controls;
3. Video surveillance cameras shall not be used to monitor areas where individuals have a reasonable expectation of privacy. Such areas shall include, but shall not be limited to, change rooms, washrooms and private conference/meeting rooms;
4. For safety and security reasons, video cameras may be installed on buses.



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

8000 Finance

8001.1 Budget Development, Monitoring and Reporting

Adopted: April 30, 2018

Revised:

Reviewed: December 14, 2020

Reference: *School Act*, Part 8, Division 2, Sections 110 to 113 (see below)

Policy

The Board shall, on or before the prescribed date and in accordance with legal requirements, submit to the Minister of Education its annual operating budget for the next fiscal year. The content and form of the annual operating budget shall be as required by relevant legislation and ministry requirements.

The annual operating budget is a statement by the Board, in financial terms, of its plans and priorities for the upcoming fiscal year.

Guidelines/Principles:

1. Budget development and allocations will align with the priorities of the Framework for Enhancing Student Learning and the Board Strategic Plan;
2. To assist in making the budget a comprehensive reflection of educational needs, the Superintendent and/or Secretary-Treasurer shall assure that interested groups in the school system have an opportunity to provide input to the development of the budget. The consultation plan and timeline will be presented to the Board at the January Board meeting by the Secretary-Treasurer;
3. Following the consultation process, the Superintendent and/or Secretary-Treasurer shall present a summary of staff and stakeholder input to the Board;
4. The Secretary-Treasurer will provide quarterly financial updates to the Board throughout the school year;
5. When requested by the Minister of Education, the Board shall prepare a capital budget or plan for such items as the purchase and development of sites, the construction or renovation of school or other buildings, the furnishing and equipping of schools, and the acquisition of other equipment authorized as capital equipment by the Ministry of

Education. The capital plan shall be developed in conjunction with the Board's Long Range Facility Plan. The Board's expenditures of funds for capital projects are at the discretion of the Minister and are controlled by the provisions of the School Act. When a capital plan is approved by the Minister, the Board shall prepare and adopt a capital bylaw according to the provisions of the School Act.

School Act Reference:

Financial information

110 (1)

On or before March 15 of each year, a board must submit to the minister

(a)

the board's estimate of the debt service surplus or deficit it will experience in that fiscal year, and

(b)

any other information that the minister requests respecting revenue or other financial matters.

(2)

On or before March 30 of each year, the minister must prepare, approve and provide to each board the estimate of the board's debt service expenses for the next fiscal year.

(3)

[Repealed 2002-53-37.]

Preparation of annual budget

111 (1)

In this section:

"estimated expenditures" means the estimated expenditures plus any operating deficit that the board must fund in the fiscal year;

"estimated revenues" means the estimated revenues plus appropriated operating reserves.

(2)

The board must prepare an annual budget in the form and containing the content specified by the minister.

(3)

Subject to subsection (4), estimated expenditures in the annual budget must not exceed estimated revenues.

(4)

The estimated expenditures in the annual budget, other than the debt service expenses estimate referred to in section 110, may exceed the estimated revenues if the board has held a referendum under section 112 and the referendum approved the amount in excess of the estimated revenues.

Adoption of budget

113 (1)

A board, by bylaw,

(a)

must adopt an annual budget on or before June 30 of each year for the next fiscal year, and

(b)

may amend the annual budget adopted under paragraph (a).

(2)

If an operating grant to a board is amended under section 106.3 (6) or a grant is withheld or reduced under section 117 (1), the minister may order that

(a)

the board, by bylaw, must amend its annual budget, and

(b)

the board must send a certified copy of the amended annual budget to the minister within 60 days of the order of the minister.

(3)

At the request of the minister, the board must send to the minister a certified copy of its annual budget.



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

7000 Operations

7018 Child Care Policy

Proposed: January 11, 2021

Adopted:

Revised:

Reviewed:

Reference: School Act sections 85.1, 85.2, 85.3 and 85.4

Policy

The Board shall provide guidance with respect to how the board will promote the use of board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the board or third party licensees.

The use of board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

1. In this Policy, the terms “board property,” “business day,” “child care program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.
2. “Direct and indirect costs” may include:
 - a. Utilities;
 - b. Maintenance and repair;
 - c. A reasonable allowance for the cost of providing custodial services;
 - d. A reasonable allowance for time school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers;
 - e. Any supplies used in the direct/indirect delivery of the program.

Guidelines/Principles

1. The board will, on an ongoing basis, assess community need for child care programs on board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.
2. If child care programs are to be provided on board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
3. Child care programs, if operated by the board, will be operated for a fee no greater than the direct costs the board incurs in providing the child care program.
4. Fees for the use of board property by licensees other than the board will not exceed the direct and indirect costs the board incurs in making board property available for the child care program.
5. If child care programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy. Further, that the licensee complies with the Community Care and Assisted Living Act and Child Care Licensing Regulation, including but not limited to licensing, criminal record checks, staff requirements and qualifications.
6. In selecting licensees other than the board to operate a child care program, the board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
7. If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:
 - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*. (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
 - b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*;
 - c. seeks advice from local indigenous parents, students, organizations and First Nations communities; especially as it relates to the implementation and development of Indigenous education, language, culture and Indigenous student support programs via the SD60 Indigenous Education Advisory Council (IEAC).

8. Any contract with a licensee other than the board, to provide a child care program on board property must be in writing and subject to review no less than every two (2) years. The contract must contain:
 - a. a description of the direct and indirect costs for which the licensee is responsible;
 - b. an agreement by the licensee to comply with this policy and all other applicable policies;
 - c. a provision describing how the agreement can be terminated by the board or the licensee;
 - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;
 - e. a statement that the agreement can only be amended in writing, signed by the board and the licensee;
 - f. a requirement for the licensee to maintain appropriate standards of performance; and
 - g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.

9. Prior to entering into or renewing a contract with a licensee other than the board to provide a child care program on board property, the board will consider:
 - a. Whether it is preferable for the board to become a licensee and operate a child care program directly;
 - b. the availability of school district staff to provide before and after school care;
 - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

9.6. Additional Supports for Letter of Permission Teachers and Non-Certified Teachers Teaching On-Call

Category: Teachers/Personnel and Employee Relations

Motion #: 9.6 : P120209.6

Meeting: PC Oct 2020

Sponsor: SD 60 (Peace River North)

Action: *not specified*

Category:

Outcome:

This motion was originally submitted for consideration at the 2020 AGM. As the 2020 AGM was canceled due to COVID-19, the motion was referred to the October 2020 Provincial Council meeting. The BCSTA Board of Directors will bring this request forward to the new Minister of Education in December 2020, both in writing and through face-to-face meetings. BCPSEA will also be informed of the motion.

Disposition: Carried

Motion as Adopted:

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education for additional funding for districts to support teachers with Letters of Permission and non-certified teachers teaching on call by providing resources such as classroom management assistance, education assistants, and professional development.

Motion as Presented:

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education for additional funding for districts to support teachers with Letters of Permission and non-certified teachers teaching on call by providing resources such as classroom management assistance, education assistants, and professional development.

Rationale:

This motion is needed because given the recruitment and retention issues across the province, teachers are being hired who require extra supports and districts are incurring higher costs related to these employees. Additional support provided to teachers with Letters of Permission and non-certified teachers teaching on call may include:

- classroom management assistance from school principals and vice-principals;
- professional development and training;
- assistance from education assistants;
- assistance to develop supporting professional networks within and beyond the district.



For example, School District 60 has 15 teachers on Letters of Permission and 47 non-certified teachers on call.

There needs to be a recognition that districts are facing increased costs to provide support on an ongoing basis.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



9.7. Timelier Response from Teacher Regulation Branch

Category: Teachers/Personnel and Employee Relations

Motion #: 9.7 : P120209.7

Sponsor: SD 60 (Peace River North)

Meeting: PC Oct 2020

Action: *not specified*

Category:

Outcome: This motion was originally submitted for consideration at the 2020 AGM. As the 2020 AGM was canceled due to COVID-19, the motion was referred to the October 2020 Provincial Council meeting. The BCSTA Board of Directors will bring this request forward to the new Minister of Education in December 2020, both in writing and through face-to-face meetings. This specific concern will also be raised with the Executive Director of the TRB as well as the BC Teachers Council.

Disposition: Carried

Motion as Adopted:

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education to ensure that credential reviews by the Teacher Regulation Branch (TRB) are completed on a timelier basis.

Motion as Presented:

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education to ensure that credential reviews by the Teacher Regulation Branch (TRB) are completed on a timelier basis.

Rationale:

This motion is needed because the current wait times contribute to recruitment and retention challenges. 25% of the province's new teachers are coming from out of province. The TRB website indicates that people wanting to come to the province should apply six months to one year ahead of when they want to teach in BC. This wait is not an attractant.

As a northern district, we recruit heavily out of province (46% of our new teachers). In some cases, it is taking the TRB more than one year to complete credential reviews for teachers.

Once the TRB process is complete, documentation goes to the Teacher Qualification Service (TQS). While new hires are waiting for these processes to complete, they are paid at a base scale that is not consistent with their training and experience. In some cases, the teacher will not get retroactive pay back to the date when they started working.

In addition to being frustrating for the teachers, the workload for school district's human resources and accounting



departments is increased by the delays.

Ideally, the TRB can complete most credential reviews within three months.

Reference(s):

- Government of BC – Applying for a B.C. Teaching Certificate

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



THE CASE FOR INCREASED SCHOOL LIFE CYCLE FUNDING

a report from the BC School Trustees Association | December 2020

Introduction

Life cycle maintenance refers to the work which must be completed over the “life” of a building to ensure it remains in peak operating condition. A roof may need to be replaced a few times over the typical 50 to 60 year life of a public school building, as will mechanical and electrical systems. Structural and building envelope upgrading may also be required. This is not an exhaustive list but serves to provide examples of the type of work included in life cycle maintenance.

By all accounts B.C. schools suffer from an ever-increasing level of deferred life cycle maintenance. Several measures of this situation are offered in the following pages. One critical measure suggests the shortfall in 2020 needed to address deferred maintenance in the public school system is \$360M (see Figure 1, page 3).

The intent of this paper is to define the problem and make recommendations for consideration by government to correct the shortfall.

The context of these recommendations is also worthy of consideration given the need for economic recovery following the COVID-19 pandemic and the potential for significant infrastructure investments to fuel that recovery.

Premier Horgan’s November 2020 mandate letter to Minister of Education Jennifer Whiteside offers additional context. The letter directs the minister to “continue to invest in new and modernized schools, including focussing on meeting seismic requirements and climate change and energy efficiency standards as set out in our Clean BC plan.”

In 2020 the education routine capital program for schools totaled \$181M. By comparison the value of repairs and upgrades recommended by building system engineers engaged by the Ministry of Education was \$541M.

Summary of Recommendations

1. That a building life cycle plan be developed for each new public school facility at the time of construction including an indication of the annual contributions necessary to fully implement the plan over time.
2. That the Annual Facilities Grant (currently \$115M) be increased by:
 - a. inflation (currently roughly 2%), plus
 - b. an amount equivalent to the annual contribution necessary to implement the detailed life cycle plan for new buildings (roughly 3%) and
 - c. a minimum of 15% for “catch up” each year amounting to a minimum of \$139.5M in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24, \$246M in 2024/25, etc., noting that annual increases should continue until the recommended deferred maintenance costs can be covered.
3. That School Enhancement Program funding (currently \$64M) be increased by:
 - a. inflation (currently roughly 2%) and
 - b. a minimum of 15% for “catch up” each year amounting to a minimum of \$75M in 2021/22, \$88M in 2022/23, \$103.2M in 2023/24 and \$121M in 2024/25, etc., noting that annual increases should continue until the recommended immediate deferred maintenance costs can be covered and
4. That the Carbon Neutral Capital Program be increased a minimum of 25% each year amounting to \$20.9M in 2021/22, \$26.1M in 2022/23, \$32.6M in 2023/24, \$40.8M in 2024/25 .
5. That the provincial government carry out the required research to identify appropriate technologies and determine the funding required to achieve provincial government energy conservation objectives for existing public buildings outlined in the Clean BC program; and further, that the provincial government work with the federal government to provide the necessary funding to achieve those objectives.
6. That the need for more up-to-date learning environments to support student success and the level of accumulated deferred maintenance both be given greater consideration in the decision-making process about whether to complete major renovations or replace school buildings as they approach the end of their useful life.

Background

Deferred Maintenance

Figure 1 (below) identifies historic routine capital program allocations, deferred maintenance recommended within 1 year, deferred maintenance recommended within 5 years, and the change in the average provincial facility condition index (FCI) of school facility assets.

The listed capital programs in Figure 1 include the Annual Facilities Grant (AFG), the Carbon Neutral Capital Program (CNCP), the School Enhancement Program (SEP) and the Building Envelope Program (BEP) all of which contribute to addressing facility life cycle maintenance requirements. It will be noted Figure 1 captures a long term trend toward poorer conditions in school buildings, along with a growing estimate of unfunded immediate deferred maintenance costs (a \$360M shortfall in 2020).

Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNCP, SEP)	Immediate Deferred Maintenance (Cost of repairs and upgrades recommended within 1 year)	Total Deferred Maintenance (Cost of repairs and upgrades recommended within 5 years)	Average Provincial FCI - New Condition (0.00) to Very Poor Condition (1.00)
2020	\$181M	\$541M	\$7.94B	0.47
2019	\$169M	\$591M	\$7.64B	0.44
2018	\$170M	\$396M	\$6.70B	0.43
2017	\$155M	\$343M	\$6.28B	0.43
2016	\$172M	\$332M	\$6.26B	0.42
2015	\$152M	\$305M	\$6.09B	0.42
2014	\$98M	\$296M	\$5.98B	0.41
2013	\$98M	\$254M	\$5.41B	0.38
2012	\$96M	\$236M	\$5.38B	0.37

figure 1 - Source: Ministry of Education

Capital Maintenance Project Requests/ Allocations

Figure 2 (below) documents shortfalls in each of several capital programs over the past five years.

The number of projects and funding for requests beyond the actual number of projects and funding provided by the ministry are reported for

- the Carbon Neutral Capital Program (CNCP),
- the School Enhancement Program (SEP),
- the Bus Acquisition Program (BUS) and
- the Playground Equipment Program (PEP).

All of these programs indicate the inadequacy of current levels of funding. Full program descriptions are available [here](#).

Unlike other programs listed in Figure 2, the Annual Facilities Grant is based on what is provided to districts by formula. Districts seek approval from the ministry on how they intend to use their AFG allocation. The best indication of an AFG shortfall is that provided in Figure 1. Figure 3 (page 5) provides another indication of less than adequate AFG funding.

The Building Envelope Program (BEP) identified in Figure 1 is not listed in Figure 2. We are advised the annual funding provided for this program amounts to approximately \$10M each year and is intended to address building envelope issues arising during the “leaky condo” years and will be phased out over time as they are addressed. Some additional funding for this purpose has been provided through litigation.

figure 2 - Source: Ministry of Education

2020/21

AFG	2993 projects submitted in district spending plans, \$113.5M total allocated
BUS	165 project requests valued at \$24.2M. 101 projects approved for \$14.6M.
CNCP	124 project requests valued at \$40M. 67 projects approved for \$16.7M.
PEP	137 projects requests valued at \$12M. 40 projects approved for \$5M.
SEP	413 project requests valued at \$207.8M, 164 projects approved for \$64M

2019/20

AFG	2768 projects submitted in district spending plans, \$113.5M total allocated
BUS	148 project requests valued at \$21.8M. 87 projects approved for \$12.8M.
CNCP	112 project requests valued at \$36.3M. 19 projects approved for \$5M.
PEP	146 requests valued at \$14M. 50 projects approved for \$5M.
SEP	431 requests valued at \$219.5M. 138 projects approved for \$65M.

2018/19

AFG	2605 projects submitted in district spending plans, \$113.5M total allocate
BUS	123 project requests valued at \$16.M. 93 projects approved for \$13M.
CNCP	90 project requests valued at \$26.5M. 19 projects approved for \$5M.
PEP	158 project requests valued at \$15M. 51 projects approved for \$5M.
SEP	415 project requests valued at \$145M. 175 projects approved for \$65M.

2017/18

AFG	2704 projects submitted in district spending plans, \$108.5M total allocated
BUS	134 project requests valued at \$16.2M. 73 projects approved for \$10M.
CNCP	91 project requests valued at \$30.6M. 15 projects approved for \$5M.
SEP	346 project requests valued at \$167M. 130 projects approved for \$55M.

2016/17

AFG	2123 projects submitted in district spending plans, \$108.5M total allocated
BUS	126 project requests valued at \$16M. 73 projects approved for \$10.8M.
CNCP	85 project requests valued at \$22.2M. 25 projects approved for \$5M.
SEP	462 project requests valued at \$277.3M. 146 projects approved for \$70M.

Annual Facility Grant

Figure 3 tracks changes in the Annual Facilities Grant since 2002 indicating increases in that specific area of funding have risen by far less than inflation even though capital costs have risen significantly during that same period. The number of buildings in the system has also increased since 2002.

figure 3 - Source: Ministry of Education

2002/03.....	\$100.0M
2003/04.....	\$100.7M
2004/05.....	\$110.0M
2005/06.....	\$110.0M
2006/07.....	\$110.0M
2007/08.....	\$110.0M
2008/09.....	\$110.7M
2009/10.....	\$56.0M
2010/11.....	\$54.0M
2011/12.....	\$110.0M
2012/13.....	\$110.5M
2013/14.....	\$110.5M
2014/15.....	\$110.5M
2015/16.....	\$110.5M
2016/17.....	\$110.5M
2017/18.....	\$115.5M
2018/19.....	\$115.5M
2019/20.....	\$115.5M
2020/21.....	\$115.5M

Compare these figures to the worsening facility condition index reported in Figure 1 and the basis of the problem becomes clear.

The result of underfunding public school life cycle funding is that many BC schools suffer from poor life cycle maintenance, looking and feeling tired, and creating less than ideal learning conditions.

As important, they cost more to operate than they should, taking money away from student educational resources. Fairly straight forward energy efficiency upgrades can redirect hundreds of thousands of dollars back into education operating budgets in addition to helping achieve the climate change targets established by the province.

It can be said districts and government do a reasonable job of ensuring schools are safe which is a clear priority. The only exception may be those schools for which recommended seismic upgrading has not yet been completed. To their credit government has identified seismic retrofitting as a priority. Unfortunately, government and the boards of education involved in addressing this situation seem to be having some difficulty catching up to the problem, especially since seismic survivability standards appear to be increasing. Keeping up to the need for capital funding for new schools and additions on top of the seismic upgrade program has been extremely challenging. Despite this Government has made substantial attempts to address these issues with increased funding as noted in Figure 4.

	B2018	B2019	B2020
SEISMIC	126M	220M	310M
NEW & ADDITION	102M	166M	332M

figure 4 - Source: Ministry of Education

A few school replacements are also being funded which will have an impact on the facility condition index as very old schools are fully replaced. The amounts provided over the past three years for full building replacements are \$9.8M in 2018, \$31.4M in 2019 and \$56M in 2020.

All three of these areas of funding are important and although they are not the subject of this discussion paper we must assume plans have been developed which define the level of funding required to complete necessary seismic upgrades and construct new schools to keep pace with growth in the system. If detailed plans have not been developed for seismic upgrading and new school construction they should be to ensure adequate funding can be made available when required. Having said that it is apparent that significant increases in funding for both categories have been provided over the past three years which indicates a recognition by government of the need.

While these needs are being more appropriately addressed we cannot forget the amount of funding required to address deferred maintenance in existing buildings. New schools and seismic upgrading are both needed. They tend to enjoy a higher profile than maintenance projects in existing schools. However, the latter are equally important if we are to fulfill our responsibility as trustees of important public assets.

The data provided by the ministry illustrates a growing level of deferred maintenance and the degree to which we are failing in this responsibility.

How deferred maintenance is calculated

In Figure 1 immediate deferred maintenance refers to those projects which are recommended by the engineering firm engaged by MOE to complete facility condition assessments each year. While the projects included in those recommendations do not necessarily involve building systems that will fail in the next year, preventive maintenance is always better than reactive or crisis maintenance. Building systems need to be properly maintained before they fail.

Building condition assessments are completed by engineers who are specialists in this field. They rely upon their knowledge of building systems to know where the sweet spot is.....that place where an ounce of prevention avoids a pound of cure and where replacement is more cost effective than constant repairs. Deferred maintenance reflects the work these specialists indicate should be done which has not been done as a result of inadequate funding. It is appropriately a requirement of government that building condition assessments are completed so government can direct limited funding to the areas of greatest need. We commend government for that, however, identifying and not addressing other maintenance requirements must still be considered a shortfall.

The rules and standards have changed over the last fifty years.

Standards for health and safety have changed considerably over time with ever increasing and appropriate measures to address such issues as the use of asbestos many years ago, lead content in the water more recently and seismic survivability. The cost of energy has gone up considerably as well, demanding measures to become more efficient, not only to keep costs down but also to reduce green house gas emissions and, literally, save the planet. Government is now requiring that school buildings meet reasonable standards for energy efficiency reducing emissions by 50% from 2007 levels by 2030 and achieving net zero targets for new buildings by 2032. That is very appropriate and to be applauded as we consider the design of new schools, but what about our existing building infrastructure? It is not unusual for schools to be in service for over fifty years. How do we reduce the carbon footprint of buildings constructed that many years ago and ensure they are safe and efficient, not to mention providing positive learning environments for children?

How can we address the problem?

Boards of education have long expressed the concern that the annual allocation of capital funding to address deferred maintenance is inadequate. Figure 1 provides a relatively clear substantiation of that claim.

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan. Roofs, mechanical and electrical systems all need to be replaced several times over the life of a building. In our very wet climate regular reviews and repair/replacement of building envelopes is another aspect of the ongoing work which needs to be addressed more than once during the life of a building.

Strata councils are required in legislation to have lifecycle plans which they are wise to implement to avoid surprise assessments as major issues arise. It is a preferred approach to set monthly strata fees at a level sufficient to accommodate everything in the plan rather than wait until something breaks down and requires an emergency repair or replacement and a somewhat unexpected assessment. An unanticipated \$10,000 bill, or greater, can be a significant blow to a family's budget, not to mention the disruption if replacement is left until something like a water line breaks.

Many commercial buildings operate this way as well with a portion of every lease payment for common costs allocated to life cycle projects.

The cost to address the reported shortfalls for school facility life cycle maintenance is significant (\$360M per year) and couldn't possibly be addressed all at once.

We have suggested other sources of funding that could be tapped in another paper of the BCSTA Capital Working Group ([School Site](#)

[Acquisition Charges - Issues and Solutions](#)). Implementing the recommendations offered in that paper would free up more capital funding over the long term. This is a long term problem and, we submit, requires a steady and considered long term approach to address the issue. If the recommended changes had been made in the years prior government could have saved \$42M in land acquisition

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan

costs in 2018 and similar amounts going forward. However, nothing we can suggest short of additional government funding will be sufficient to bring the entirety of public K-12 education infrastructure up to the desired level very quickly.

To begin we are suggesting that the ministry require a standardized life cycle plan be developed for every new school building that is constructed into the future.....and further....that an adequate annual contribution be added to the Annual Facilities Grant of the school district in which the facility is located to address the lifecycle needs of that building over time.

Ideally school districts would work backwards and create such plans for all their existing buildings and apply to the ministry for the annual funding required to sustain the overall building life cycle plan. That is likely unrealistic given the increased amount of funding required as indicated by the high number of requests made and relatively few which are approved. In 2019/20 the amount allocated by the province to lifecycle maintenance (the combination of AFG, SEP, CNCP and BEP) was \$181.5M against a recommended amount of \$541M. As noted earlier the recommended amount is derived from the work of building system engineers engaged by MOE to complete the facility condition assessment each year.

Ideally the annual allocation from the ministry would address the annual deficit (\$360M). Since that is unrealistic in the short term we are suggesting a gradual "catch up" to eventually achieve enough annual funding to meet existing building life cycle needs, concurrent with a new system of lifecycle planning and funding for new buildings as they come on board,

In summary we are recommending annual increases in the Annual Facilities Grant, the School Enhancement Program and the Carbon Neutral Capital Program until the total recommended level of funding required to complete recommended immediate deferred maintenance can be achieved.

The current AFG allocation in 2020/21 is \$115.5M. We are recommending that amount be increased each year with the addition of:

- the annual contribution identified as being required in new facility life cycle plans plus
- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time.

The investment made in constructing new schools and additions in 2020 was \$332M. In order to provide a rough estimate of the annual life cycle contribution required for new facilities we have anticipated that cost to be the initial capital cost divided by a fifty year life or \$6.6M. That can be roughly translated to 3% of the current

combined investment in AFG and SEP. The actual amount added to the system each year should be based on the specific lifecycle plans prepared for each building in the prior year. However, for the purposes of this paper and its recommendations we have simplified the calculation.

This formula would amount to AFG funding of approximately \$139.5 in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24 and \$246M in 2024/25.

We are also recommending an annual increase in the School Enhancement Program (SEP). The SEP funding provided for 2020/21 is \$64M. We are recommending that amount be increased each year with the addition of:

- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time

This would amount to SEP funding of \$75M in 2021/22, \$88M in 2022/23, 103.2M in 2023/24 and \$121M in 2024/25.

Both of these programs would continue to increase using these formulas

beyond 2025 until the amount being budgeted is sufficient to address the deferred maintenance shortfall.

We have selected a 15% factor in our formula for "catch up" recognizing it will still take several years to do so. If the "catch up" provision was increased to 20% over \$500M would be available in 2025. A smaller "catch up" amount would extend the time needed to achieve the required level of funding and complete the required work.

"This is a long term problem and...requires a steady and considered long term approach to address the issue."

Facility upgrades to lower emissions

We must also consider the Carbon Neutral Capital Program. Expenditures in this program are often used to replace electrical, mechanical or other systems which need to be replaced in the regular course of completing life cycle maintenance. It only makes sense that completing upgrades to systems to make them more energy efficient would be completed at the same time.

There is another significant argument to be made for increased funding beyond the amount already provided in the Carbon Neutral Capital Program. Reduced

consumption generally means reduced operating costs, which can then be redirected to student achievement.

We are hoping the total amount of funding required to achieve the net zero targets established by the province for new buildings and improved efficiency for existing

buildings (50% reduced consumption by 2030) will be the subject of further investigation and recommendations by government and is beyond the scope of this paper. However, we do feel it is appropriate in the context of this discussion to suggest a minimal ramping up of the Carbon Neutral Capital Program. It can be seen in Figure 2 that funding requests for this work totalled 2.5 times the available funding in 2020. Total requests amounted to \$40M in 2020/21 while the available funding amounted to only \$16.7M.

We are concerned the amount of annual funding currently available in the Carbon Neutral Capital Program for public schools is significantly less than the amount required to achieve Clean BC objectives. We are recommending the annual allocation to the Carbon Neutral Capital Program be increased by 25% per year. At this point we do not know if that level of investment will be sufficient to achieve the goals of the Clean BC program. We do know that most districts have already completed the easiest upgrades beginning with lighting systems followed by more efficient Boiler and HVAC equipment as mechanical systems reach the end of their life expectancy. What remains are projects which will be needed to achieve the Clean BC goals by 2030. They are very likely to be more complex and expensive as conversions from traditional to more innovative systems using alternative clean energy sources are contemplated. We are recommending CNCP allocations over the next four years should be \$20.9M

in 2021/22, \$26.1M in 2022/23, \$32.6M in 2023/24 and \$40.8M in 2024/25. These increases are considered to be the minimum required. A more detailed analysis on what it will take to achieve Clean BC goals by 2030 may indicate the need for even greater resources. We are also recommending that analysis be undertaken by the provincial government as soon as possible.

Of course Initial capital funding for new buildings should be based on achieving as close to net zero emission targets as possible going forward, leading to new buildings fully achieving the net zero target by 2032.

Access the Clean BC program details [here](#).

Renovate or replace?

Many districts and the Ministry of Education face difficult decisions as schools approach the end of their useful life (fifty to sixty years of service) and encounter the need to complete relatively costly seismic upgrades and building system upgrades if they are to continue safely accommodating students in those facilities.

The dilemma is that schools built so many years ago often do not include the kind of learning environments we want to offer to students. For example most older secondary schools do not include the kind of trades and technical training facilities which are commonplace in modern secondary schools. Most older elementary schools do not provide the kind of break out space needed for Education Assistants to work one on one with students who have specialized needs, resulting in hallways filled with EAs and their assigned students when working in regular classrooms is not appropriate.

Unfortunately in the process of making capital submissions for older facilities to the Ministry of Education many school districts have experienced a direction from government to plan for the least expensive solution which will ensure student safety and meet basic building system requirements. This is often occurring without adequately addressing the needs of students. With that the case we are recommending that decisions concerning whether or not to complete major upgrades or replace older buildings which have effectively reached the end of their useful life (50 to 60 years) include greater consideration of the changing learning needs of students. Full replacement may cost more than renovations in the short term but will often be more educationally effective and justifiable given a longer term perspective.

Moreover, all of the deferred maintenance of an older facility being considered for renovation must be considered in the calculation to determine the comparable costs of renovation vs replacement.

Conclusion

Building new schools and additions as our student population grows is important as is completing seismic upgrades to ensure our buildings are survivable in the event of an earthquake. With that said ensuring regular, appropriately timed life cycle maintenance on all school facilities is equally necessary to fully achieve our goal of providing safe and efficient school facilities which provide excellent learning environments for children. Accomplishing that can only be achieved with adequate annual funding provided by government. We have offered several recommendations along with a formula which should be used to catch the system up to address the ever increasing levels of deferred maintenance currently being experienced by school districts in British Columbia, and urge consideration of those recommendations and the proposed formula by government.

BCSTA wishes to express its appreciation to BC Ministry of Education staff for the provision of critical background information.

This discussion paper was developed by the BCSTA's Capital Working Group. Members of the working group include:

JANICE CATON
SD 71 Comox Valley

MIKE MURRAY
BCSTA Board,
SD42, Maple Ridge
and Pitt Meadows

GREG FRANK
BC Association of
School Business Officials
SD36, Surrey

RAVI PARMAR
SD62, Sooke

ESTRELLITA GONZALEZ
SD39, Vancouver

DONNA SARGENT
BCSTA Board,
SD38, Richmond

KATHEEN KARPUK
SD73, Kamloops

NIB MEETING PREPARATION

MLA's Attending NIB

Coralee Oakes - Advanced Education, Skills Training and Sport Critic

Mike Bernier - Finance Critic

Mike Morris - Public Safety and Solicitor General Critic

Shirley Bond - Seniors Services and Long Term Care Critic

Dan Davies - Social Development and Poverty Reduction Critic

John Rustad - Forests, Lands and Natural Resources Critic

Topics for Discussion with MLA's

Proposed at This Point from Other Boards. What do we want to see?

Bouquet: 911 Service

To the Ministry of Public Safety and the Attorney General for their substantive support and guidance for our municipality. (Fort Nelson)

Issues –

Ministry of Health

NHA - Transparency and timely reporting with regard to COVID.

Minister of Transportation – Public Safety

Central Mountain Air suspending services to rural areas – our is particular beginning Feb 5
Public Transportation bussing between rural communities. Time table does not align with other transportation services

District Response to Working Paper The Case for Increased School Life Cycle Funding to Be Brought Forward Additions?

- agree that funding that has been coming to school districts for ongoing building maintenance and upkeep has not been adequate resulting in a deterioration of buildings
- district does have to prioritize and defer maintenance of buildings. End up with a tyranny of the urgent which results in an approach that is not as proactive as we would like it to be.
- agree that it costs more to operate buildings that are in poor repair which takes away from student educational resources
- quality of our buildings especially in rural/remote locations is a factor in staff recruitment and retention
- FCI numbers illustrate the problem provincially and for our district but they do not tell the whole story.
- development of annual life cycle plans for buildings has merit. Factored into life cycle plans and funding allocations there must be a consideration of the higher costs of doing building and maintenance in rural and remote regions. It also costs more to do work in our cold winter months.

Outside of Report

- wonder if tool that is used to develop the FCI best reflects what is needed for our buildings

-membership of the committee that prepared the report did not include a northern representative. Climate of the north, higher maintenance and building costs that are typical in the north are not reflected in the report.

Draft NIB Chair Report for Feedback From Other Trustees Before Submitting

Additions?

- praise for staff/schools related to community support prior to Christmas,
- district effort to make sure good news stories got to local media in December
- looking for a Secretary Treasurer
- high number of cases of COVID in our community which was reflected in numerous school exposures before the break and some schools receiving a number of exposure notices. 7 notices out over the break and four since return in January. Testing and reporting timelines from public health are a concern.

Community Covid cases remain high

Framework for Enhancing Learning-continuing with these meetings at COTW via Zoom.

School Staff review their Frameworks with Trustees. New this year is an expectation that schools report back to the board on their use of their Learning Fund. This is the first year that the district is operating under changes to our learning services model. Elementary Schools have some funds that they can make decisions about that they did not previously have. Some of these funds are being distributed to schools in May so they can plan the following school year. These presentations give the board a good understanding of the needs of individual schools that can be factored in when budget decisions are made.

- continue to enjoy strong community support as evidenced by funds added to two projects MMMCS playground, Bert Bowes Track. Funding for Bert Bowes Track from BCWG Legacy Funding. The grant recognizes the partnership contribution from the district and gives the community an asset that will be used by district schools and the community.

- Board is doing advocacy work related to internet connectivity and assessment wait times

- Before and After School Childcare being added in four schools, fifth grant has been submitted

- Have some international students coming for last two quarters of the school year

- opening of some school gyms where there are community partnerships for limited use under strict guidelines. Will review results of limited openings before expanding openings.

- Recent meeting with our District Parent Advisory Committee Executive concern raised that some parents feel disconnected from schools because of COVID measures we have in place. Recognition that some of our School PAC's are struggling. Recognition that parent engagement focus may be an important factor to consider in plans for next school year.

- In remainder of this year need to continue to focus on maintaining connections with students and families that have not returned to face to face instruction



City of Fort St. John
10631 100 Street | Fort St. John, BC | V1J 3Z5
250 787 8150 City Hall
250 787 8181 Facsimile

December 18, 2020

File # 0220-20

Via email: hngilbert@prn.bc.ca

School District 60 Peace River North
10112 – 105 Ave.
Fort St. John, BC V1J 4S4

Attention: Helen Gilbert, Board Chair

Dear Board of Trustees for School District #60:

Re: Advocacy Support for Rural Student Connectivity

Council at the December 14, 2020 Regular Council meeting received letters addressed to Mayor Ackerman and Councillor Klassen, in his capacity on the Board of FCM and UBCM, requesting advocacy support for rural student connectivity.

On behalf of Council, pleased be advised that the City of Fort St. John acknowledges the issues related to connectivity for rural residents, including students, and the need for adequate internet connection to allow full participation in education, work and life in an era when virtual communication is an essential part of daily life.

The City of Fort St. John supports resolutions related to this issue through its membership in the North Central Local Government, Union of BC Municipalities and the Federation of Canadian Municipalities. Council welcomed the recent announcement from the federal government establishing \$1.75 billion through the Universal Broadband Fund to expand high-speed internet to rural residents.

The City of Fort St. John has advocated, and will continue to advocate, to decision makers to provide adequate internet connectivity to rural and remote residents.

Sincerely,

Lori Ackerman
Mayor



HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

Ottawa

Room 710
The Valour Building
Ottawa, Ontario
K1A 0A6
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Bob Zimmer

Member of Parliament
Prince George—Peace
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December 7, 2020

Honourable Navdeep Bains
Minister of Innovation, Science and Economic Development
House of Commons
Ottawa, ON K1A 0A6

Dear Minister Bains,

I am forwarding to you a letter that I received from Helen Gilbert, Board Chair of School District 60, regarding the board’s concerns about internet services for rural and remote students.

As you will note, the school board is concerned about adequate connectivity and access to internet services for all students in British Columbia. This has certainly proven to be very important as the COVID-19 pandemic continues, and many students have moved to an online learning environment. As you know, a lack of high-speed internet is a reoccurring issue throughout many of our rural and remote communities and I share the school board’s concerns about the possibility of an increasing digital divide among students in my riding.

As this matter falls under your purview, I am forwarding these concerns to you for your review and consideration.

Thank you in advance for your attention to this matter.

Sincerely,

Bob Zimmer
Member of Parliament
Prince George-Peace River-Northern Rockies

c.c. Helen Gilbert – School District #60 Board of Education, Chair



December 10, 2020

School District No. 60 Peace River North
Attn: Helen Gilbert, Board Chair
10112 – 105 Avenue
Fort St. John, BC V1J 4S4

Dear Ms. Gilbert:

Re: Request for Rural and Remote Internet Connectivity Advocacy Support

Please be advised that School District No. 60's request for rural and remote internet connectivity advocacy support was discussed by District of Taylor Mayor and Council at the December 7, 2020 Regular Council Meeting. Ensuring access to adequate internet connectivity to rural and remote areas is essential and the District of Taylor has been and will continue to provide ongoing advocacy for this initiative.

In 2016, the Peace River Regional District (PRRD) contracted Valo Networks and Canadian Fiber Optics Corporation to conduct a Regional Connectivity Needs Assessment which included the following:

- Creating an inventory of existing networks
- Mapping locations of existing fiber
- Identifying areas with no service


The purpose of conducting this assessment was to:

- Evaluate the current and future demand and capacity for connectivity services in the region
 - Complete an inventory of existing networks in the PRRD electoral areas
 - Provide an overview of current broadband and cellular providers' services, pricing and coverage area
 - Map the location of networks and the speeds available by providers
 - Identify the technologies best suited to the PRRD based on our geography and demographics
 - Identify possible business models and partnership options that would help the PRRD achieve minimum standards in the region set by the Canadian Radio-television and Telecommunications Commission
-

As a result of this initiative, a working group was established by the PRRD to continue investigating options to provide internet connectivity to rural and remote areas. It is suggested that School District No. 60 connect with the PRRD to inquire about joining the Fibre Working Group, as we believe that our collaborative efforts can provide a strengthened opportunity to address the current challenges surrounding connectivity.

If you require further information, please do not hesitate to contact me at 250-261-1208 or by email at MayorFraser@districtoftaylor.com.

Sincerely



Rob Fraser
Mayor



**HUDSON'S
HOPE**
PLAYGROUND OF THE PEACE

9904 Dudley Drive
Hudson's Hope BC VOC 1V0
Telephone 250-783-9901
Fax: 250-783-5741

December 2, 2020

File: 0530

Via email: hngilbert@prn.bc.ca

School District No. 60
Peace River North
10112 – 105 Avenue
Fort St. John, BC
V1J 4S4

Attention: Helen Gilbert, Board Chair

Re: Internet Connectivity - Advocacy Support

Thank you for your letter dated November 13, 2020 regarding advocacy support for internet connectivity for rural and remote students.

Council for the District of Hudson's Hope is very much in agreement with the intent to provide consistent and reliable internet service that would provide equitable access to information for rural, remote and isolated communities, and also for those families living in poverty. To this end, the District has committed to being an active participant in the Peace River Regional District's Fibre Working Group regarding a regional connectivity strategy and the District will focus its support of this initiative through the PRRD Fibre Working Group.

Thank you again for reaching out regarding this worthwhile initiative, and we look forward to seeing a successful result.

Regards,
DISTRICT OF HUDSON'S HOPE

Dave Heiberg,
Mayor



Leah Reimer <lreimer@prn.bc.ca>

Fwd: [External Sender] SONS - Margaret Little Jan/21

1 message

Helen Gilbert <hngilbert@prn.bc.ca>
To: Leah Reimer <lreimer@prn.bc.ca>

Mon, Jan 4, 2021 at 1:51 PM

Please add this to correspondence for the January regular meeting.

Thanks,

Helen

----- Forwarded message -----

From: <mackeno@xplornet.ca>
Date: Mon, 4 Jan 2021 at 12:50
Subject: [External Sender] SONS - Margaret Little Jan/21
To: <hngilbert@prn.bc.ca>
Cc: <mackeno@xplornet.ca>

Hi Helen,

Hope all is well in your world. All is well here and I am on a mission – oh no!!!

SONS or Save Our Northern Seniors are working hard to encourage young people or people who have been out of the workforce and want to further their education in the Health Profession field. This could be Nurses, Care Aides, LPNs or anyone interested in making a difference for those who need support either in the home or in a facility.

Jim Collins, Vice-President of SONS has been working with Karen Goodings and Brad Sperling to see what can be done about increased information and money for those entering the field of Healthcare.

I remember that when Jean Leahy was the President of SONS that she met with SD #60 and talked about what could be done. Now, it is my turn to bring the issue forward to the SD.

What can we do as a group to increase the communication for our young people and those in our community who may want to go back to school and get their credentials? There are always vacancies which need to be filled and as you know, I believe that if you educate locally, many will stay. AHCOTE is a perfect example of that.

I have talked to people at Northern Lights College, they have the personnel and now need applicants for the courses. I will also be sending a note to Randy Pauls at North Peace to see what

1/4/2021

School District 60 Peace River North Mail - Fwd: [External Sender] SONS - Margaret Little Jan/21

is being offered in the way of dual credits and information for students.

Hope all is well.

Take care and thank you.

Margaret Little

President SONS

--
Helen Gilbert
School District #60 Trustee
Board Chair
District Address
10112-105 Avenue, Fort St John, BC V1J 4S4



Energizing our Future:

The Social and Economic Development Framework for Fort St. John

The funding for this study was provided by the
City of Fort St. John.

Authored by:
Marleen Morris, Co-Director
Greg Halseth, Co-Director

Community Development Institute
University of Northern British Columbia
Prince George, BC

Published: June 2020



Acknowledgements

The partnership between the Community Development Institute (CDI) at the University of Northern British Columbia (UNBC) and the City of Fort St. John was born out of a conversation between Mayor Lori Ackerman and Marleen Morris. This conversation grew to include Dianne Hunter, City Manager and Moira Green, General Manager, Community Services. The four of us together forged a partnership that was guided by the goals and outcomes we hoped to achieve: community understanding of and engagement in the creation and implementation of a social and economic development framework for the City of Fort St. John.

Energizing Our Future: The Social and Economic Development Framework for Fort St. John recognizes that social and economic development are intimately intertwined and mutually supportive. Furthermore, it recognizes that the whole community must work together to enhance quality of life and realize economic potential. This is not a mandated plan, like an Official Community Plan, that the City must take sole responsibility for implementing; it is a community plan that belongs to passionate and committed citizens and organizations that want to make a difference by working together to build social capacity and economic growth and diversification. It sets the stage for all facets of the community to embark on a journey together; to seize opportunities, address challenges, and navigate change.

In submitting this framework, we would like to recognize and thank Mayor Lori Ackerman, Dianne Hunter, and Moira Green for their visionary leadership, support, and practical assistance throughout the project. We would also like to thank the other members of the Fort St. John City Council and senior staff for their support and input. In particular, we would like to mention Jennifer Decker, Manager of Economic Development, who was a gifted liaison and a wonderful help to us.

Throughout this project, the team at the CDI engaged with, and received assistance from, many community members. We wish to thank all of the residents, service providers, voluntary groups, business and industry leaders, and public sector leaders and staff who took the time to participate in this work. In particular, we would like to thank the members of The Forge Advisory Committee who provided invaluable support and feedback throughout the process.

We also wish to express our appreciation to our CDI staff and students: Renee LaBoucane, Jennifer Moore, Michael Lait, Leanna Butters, Sally Western, Asuncion Sta. Maria, Carlos Yu, Molly Mabbett, Aliya Jackson, and Julia Good for their work at various points in the project.

It is our hope that **Energizing Our Future: The Social and Economic Development Framework for Fort St. John** will provide guidance and inspiration to committed citizens and organizations for years to come.



Availability

Copies of this report have been provided to the City of Fort St. John and to all participants who provided input into this process. The final reports are further posted on the website of the Community Development Institute at UNBC:

www.unbc.ca/community-development-institute/research-projects

Contact Information

For further information about this topic and the project, please contact Marleen Morris or Greg Halseth, Co-Directors of the Community Development Institute.

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University of Northern British Columbia

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Introduction

Fort St. John is a thriving community in the Peace Region in northeast British Columbia. The community takes pride in its rich history, its current success, and its future potential. Located just north of the Peace River, Fort St. John is situated within Treaty 8 territory, which encompasses Doig River First Nation, Halfway River First Nation, Prophet River First Nation, Blueberry River First Nation, Saulneau First Nation, West Moberly First Nation, and Fort Nelson First Nation.

The City of Fort St. John is a forward-looking local government. Over the past nine years, the City has completed a number of strategies and plans and developed policies and programs that are preparing the community for the future. The vision for Fort St. John is inspiring and aspirational:

Fort St. John is a flourishing community, where nature lives, businesses prosper, families are active and diversity is celebrated.

Energizing Our Future: The Social and Economic Development Framework for Fort St. John is supportive of and aligned with the vision, strategies, and plans that have been developed. It is intended to further the City's commitment to preparing the community for the future. It is also intended to engage and be taken up across the community; by passionate and involved citizens and organizations that want to make a contribution to enhancing

quality of life and economic growth in Fort St. John.

Energizing Our Future: The Social and Economic Development Framework for Fort St. John recognizes that social and economic development are intimately interconnected; that there are synergies and linkages between social and economic development that require a comprehensive approach to planning and decision-making. It is for that reason that the social and economic frameworks have been combined into one. The purpose of the framework is to:

Provide guidance, focus, and the tools to build the strong foundation that will support the future social and economic development of Fort St. John.

Energizing Our Future: Social and Economic Development Framework for Fort St. John recognizes that it will take the whole community working together to realize its vision and future potential. It sets the stage for all facets of the community to embark on a journey together; to seize opportunities, address challenges, and navigate change. The framework is a tool to help guide the City of Fort St. John, and the community as a whole, in enhancing quality of life and strengthening the economy in Fort St. John, both now and into the future.



Organization of Energizing our Future:

The Social and Economic Development Framework for Fort St. John

Energizing Our Future: The Social and Economic Development Framework for Fort St. John is organized into seven sections:

1. **Process for Developing Energizing Our Future: The Social and Economic Development Framework for Fort St. John:** This section provides a description of the process undertaken to develop the Social and Economic Development Framework, including the research, community engagement and input activities, and the community engagement and mobilization initiatives undertaken by the CDI.
2. **What is a Social and Economic Development Framework?** This section provides a definition for a social and economic development framework and describes its purpose.
3. **The Fort St. John Social and Economic Development Framework Model:** In this section, we present and describe the model developed for the Fort St. John Social and Economic Development Framework.
4. **Social and Economic Development Action Areas:** This section describes each of the 15 social and economic action areas. For each area, we have included a vision, background, areas for ongoing attention, and areas for action.
5. **Cross-Cutting Actions:** In this section, we highlight actions that cut across multiple action areas. Because of this, these actions have the potential to be highly effective.
6. **Summary of Action Areas:** This section provides a summary of the action areas and proposes, for each one, a time frame (short-term, medium-term, long-term, ongoing) and role for the City of Fort St. John (implementation, initiation, ongoing support, advocacy).
7. **Decision-Making Matrix:** A decision-making matrix has been developed and included as a tool to assess emergent opportunities against the Social and Economic Development Framework for Fort St. John. This matrix can be used as a working document for staff and as a report for City Council.



The Process for Developing Energizing our Future:

The Social and Economic Development Framework for Fort St. John

Creating a robust Social and Economic Development Framework requires collecting information, engaging the community, and mobilizing that information and engagement. This work is being carried out by the CDI through a partnership with the City of Fort St. John. The purpose of the partnership is to engage with the community to understand Fort St. John today, to develop strategies and plans to enhance quality of life and strengthen and diversify the economy for the future, and to engage individuals and organizations to mobilize and take action on those strategies and plans.

In 2017, the CDI opened its Fort St. John office at the City's Passive House. The Passive House is home to two CDI initiatives: The Forge and the Leaders Lab.

The Forge

The Forge is a catalytic space for community engagement and grassroots community development. At The Forge, passionate and involved citizens can make a difference by participating in the creation of plans and activities for building social capacity and economic growth and diversification. The Forge is a hub for research; exchanging ideas, sparking innovation, and igniting change. The Forge has hosted over 700 people in dialogue, research, and planning sessions and meetings.

Leaders Lab

The Leaders Lab facilitates opportunities for leadership development through knowledge-sharing, network-building, and collaborative action. The Leaders Lab works with people who are interested in transforming their community, with the goal of leading Fort St. John towards a strong, prosperous, and sustainable future. The Leaders Lab offers tools and guidance through sharing community research, speakers, and workshops.

Energizing Our Future: The Social and Economic Development Framework for Fort St. John builds upon two years of research, community engagement, and community mobilization by the CDI.

- The purpose of our research was to create a comprehensive community profile that the City of Fort St. John would monitor over time to track changes, monitor progress, and use as a baseline and reference point for future planning and initiatives.
- The purpose of the community input sessions was to create common understanding about the community and involve individuals, as well as organizations in the public, private, and non-profit sectors, in developing strategies that would enhance quality of life and strengthen and diversify the economy.
- The purpose of our community mobilization activities is to work with the community to begin pursuing the opportunities and implementing the strategies that have been identified.

Research

The CDI's research, conducted over an 18-month period, produced 31 reports, engaged over 1,600 people, and involved more than 75 organizations.

- **Fort St. John Community Profile:** a demographic and socio-economic profile of the community using data from Statistics Canada, BC Stats, and other federal and provincial agencies. To be updated every five years.
- **Your Voice: Fort St. John Community Survey:** a community survey that explores perceptions, attitudes, and values on the following topics: economy, education, services, community engagement, environment, facilities and services, and community change. A total of 1,020 surveys were completed. To be updated every three years.
- **Fort St. John Program and Service Inventory:** a list of available programs and services in Fort St. John. A total of 72 organizations participated, identifying more than 250 programs and services. To be updated every two years.
- **Fort St. John Community Indicators Program:** a monitoring tool that tracks topics and data linked to the vision, principles, and strategic goals of the City of Fort St. John. In addition to assisting the City of Fort St. John with planning and decision-making, the Community Indicators Program could also assist in the future development of key performance indicators. To be updated every two years.
- **Fort St. John Age-Friendly Assessment and Action Plan:** a tool to assist the City of Fort St. John in planning and implementing age-friendly strategies and programs. The project includes the development of the senior's profile, key informant interviews, a senior's survey with 118 surveys completed, and a community walkthrough.
- **Review of Reports, Plans, and Evaluations:** this encompasses a review of reports, plans, and evaluations, specific to Fort St. John and the Peace region. Reviews were completed for 18 topic areas: eight with a social focus and ten with an economic focus.

Community Input

The CDI organized and facilitated 55 dialogue sessions to gather community input for the Social and Economic Development Framework, directly engaging more than 430 people.

- **Stakeholder Focus Groups:** 39 focus groups and interviews were conducted, 20 with a social focus and 19 with an economic focus. A total of 181 individuals participated in these sessions representing 29 economic, social, and demographic sectors.
- **Your Voice Community Input Sessions:** 11 Your Voice sessions were facilitated; 6 with a social focus, 2 with an economic focus, and 3 focused on issues for First Nations. A total of 106 people participated.
- **Brown Bag Lunch Sessions:** 4 Brown Bag Lunch Sessions were conducted. A total of 32 people participated.
- **Energizing Our Future Open House:** a 4-day open house held at the North Peace Cultural Centre to present the findings from the community engagement. A total of 112 people participated and 340 comments were received.

Community Mobilization

Since 2017, the has CDI organized, convened, and facilitated meetings and events to share knowledge and information and mobilize community action.

- **CDI Leaders Lab Speakers Series:** The CDI organized and hosted 8 Speakers Series events, engaging over 270 participants.
- **CDI Dialogue Sessions:** The CDI has hosted two dialogue series. The first, *On the Move*, focused on issues related to labour mobility. It involved 7 academic researchers from across Canada and 65 participants from Fort St. John in 4 separate sessions. The second, *A Dialogue with BC Senators*, involved Senator Yuen Pau Woo and focused on dialogue about issues of concern in northeast BC. It involved 45 participants in 3 separate sessions.
- **Fort St. John Child and Youth Cohort:** The CDI initiated a partnership with the Vancouver Foundation to provide a series of systems change workshops for organizations and individuals involved with children and youth in the community. The cohort has engaged over 30 community leaders.

Each of these reports and events has contributed to the development and implementation of **Energizing Our Future: The Social and Economic Development Framework for Fort St. John**.

What is a Social and Economic Development Framework?

A framework is a tool for organizing complex information and illustrating connections and relationships in a clear, concise, and easy to follow manner. As such, a framework helps us focus on the most critical and important issues.

For local government, a framework can act as a guide for planning and decision-making, allowing them to develop policies and programs that align with their vision and strategic directions. Frameworks also support consistent, effective results. Beyond local government, frameworks can be used by other public, non-profit, and private organizations in the community to align their decisions and plans with broader community directions.

Social development frameworks outline a vision for social potential, reflecting goals and aspirations for quality of life in a community or region. They act as a reference point for the creation, delivery, and assessment of social programs and activities and make explicit the vision to which social programs and initiatives should align. As such, they act as consistent guidelines to which decision-makers can refer when policies and/or programs are being developed that pertain to issues like social service support or community cohesion.

Economic development frameworks outline a vision for economic potential, with the goal of supporting economic growth for a community or region. Like social development frameworks, economic development frameworks are tools that decision-makers can use to create, deliver, and assess investment and development opportunities. They are meant to be clear, consistent guidelines that align with a vision for economic success.

The CDI's work and experience in Fort St. John and other communities has led to the understanding that social and economic development are intimately interconnected. The

interconnections are often complex and nuanced. Thus, for Fort St. John, the social and economic frameworks have been combined in to one, **Energizing Our Future: The Social and Economic Framework for Fort St. John**, so that consideration of the linkages and synergies will be considered in the development of social and economic policies and programs.

The purpose of **Energizing Our Future: The Social and Economic Development Framework for Fort St. John** is:

To provide guidance, focus, and the tools to build the strong foundation that will support the future social and economic development of Fort St. John.

With this framework, decision-makers and planners will engage in a more comprehensive approach to development. For example, a new industrial investment in Fort St. John will trigger questions about the impact on housing, transportation, public services, retail and services, workforce development, and inclusion and belonging. An application to construct a new senior's residence will trigger questions about impact on and access to retail and services, transportation, infrastructure, sports and recreation, arts and culture, services for wellness and wellbeing, services for vulnerable people, inclusion and belonging, and opportunities for workforce development. The holistic and comprehensive approach outlined in **Energizing Our Future: The Social and Economic Framework for Fort St. John** will allow the City of Fort St. John to identify opportunities to maximize benefit and reduce risks and costs associated with investments and decisions. The framework will serve as a tool to guide decisions, support consistent and effective results, and monitor progress.

Housing

Workforce

Inclusion and Belonging

Individual and Family

Wellbeing and Wellness

Vulnerable People and Families

Arts and Culture

Sports and Recreation



Infrastructure

Oil and Gas

Forestry

Agriculture

Retail and Services

Tourism

Transportation

**Public and
Government Services**

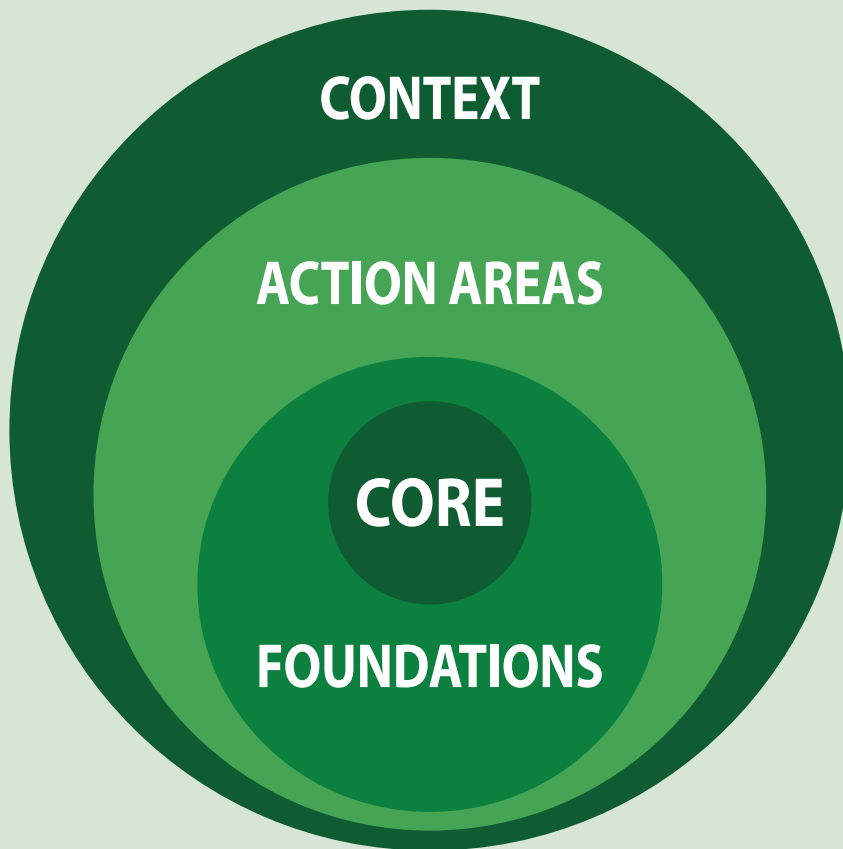


The Fort St. John Social and Economic Development Framework Model

A model, like a framework, is a way of presenting complex information and illustrating connections and relationships. A model helps to focus on the interactions between various components of a system in order to provide understanding and clarity about how things work together.

The Fort St. John Social and Economic Development Model consists of four components:

- Context
- Foundations
- Core
- Action Areas



Context

The Vision for the City of Fort St. John and the Fort St. John Strategic Plan Goals set the context for the development of the Fort St. John Social and Economic Development Framework Model. As a result, there is a strong alignment between the vision, strategic goals, and the social and economic development framework.

Vision

Fort St. John is a flourishing community, where nature lives, businesses prosper, families are active and diversity is celebrated.

Strategic Goals

1. Enhance community economic development to provide opportunities and sustainability for Fort St. John.
2. Demonstrate leadership in environmental responsibility through sustainable and effective practices for municipal operations.
3. Build and manage public assets and human resources that support the current and future needs of the community.
4. Initiate and foster partnerships that will benefit Fort St. John. Advocate to decision makers on issues that impact the community.
5. Actualize downtown Fort St. John as a social, vibrant, livable hub as articulated in the Fort St. John Downtown Action Plan.

Core

At the centre of the model are the individuals, the organizations, and the community of Fort St. John. Social and economic development can only be realized when the community works together. Lasting change can only be realized when all three levels are engaged. As illustrated earlier, social and economic development are intimately intertwined. This is also true at the individual, organizational, and community levels.

Foundations

Four community foundations support and facilitate social and economic development. Building, strengthening, and maintaining these foundations over time is critical to success in realizing social and economic development. These are:

Capacity

The ability of individuals, organizations, and the community to:

- Anticipate change;
- Understand change; and
- Organize, develop, and mobilize ideas, assets, and resources in response.

Connections

The ability of individuals, organizations, and the community to:

- Communicate;
- Create shared understanding;
- Coordinate; and
- Collaborate.

Adaptability and Flexibility

The ability of individuals, organizations, and the community to:

- Implement plans;
- Monitor progress;
- Evaluate performance and outcomes;
- Adjust plans; and
- Respond to change.

Resilience

The ability of individuals, organizations, and the community to deal with and recover from challenges and crisis, to:

- Engage in continuous learning;
- Build strength and depth of networks;
- Build trust and collaboration; and
- Engage in innovative and transformative thinking.

Action Areas

Fifteen social and economic action areas have been identified through research, community consultation, and community mobilization. These areas are intimately intertwined; action in one will have an impact on others. The nature of this impact, positive or negative, should be considered in developing and implementing plans, programs, and initiatives.

Each of the action areas plays an important role in the social and economic development of Fort St. John. Now, and over time, it will be critical to support and nurture each of areas, because together they determine the quality of life and economic potential of the community.

The action areas in **Energizing Our Future: The Social and Economic Development Framework** should be formally reviewed annually, to monitor progress, identify changes that are impacting the community, adjust existing action plans, and consider, develop, and implement new opportunities. These reviews should be guided by the updated information in the reports listed in the Research section, including the **Fort St. John Community Profile**, **Your Voice: Fort St. John Community Survey**, **Fort St. John Community Indicators Program**, and the **Fort St. John Program and Service Inventory**.



How the Fort St. John Social and Economic Development Framework Model Works

Two examples illustrate how the components of this model will work together to realize social and economic development.

- If we begin with the individuals, organizations, and the community as a whole and enhance their abilities in terms of capacity, connections, adaptability and flexibility, and resilience they will be better able to take on the opportunities and challenges outlined in the action areas.
- If we begin with the action areas, we will find we are building capacity, connections, adaptability and flexibility, and resilience among the people who have come together work on the opportunities and challenges outlined.

In both examples, the community will be better able to anticipate, identify, address, monitor, and evaluate opportunities and challenges related to social and economic development. Importantly, the community will also have developed the networks, trust, and collaborative experience to work together on other social and economic initiatives and issues for the benefit of both current and future residents.

Moving Forward

Energizing Our Future: The Social and Economic Development Framework for Fort St. John highlights opportunities for leadership and action in Fort St. John for various social, economic, and demographic sectors. It is important to note that the recommendations presented here are for the community as a whole, with some opportunities that will be best addressed by actors and organizations outside of the City of Fort St. John. Moving forward, the CDI will continue to work with the Fort St. John community to move recommendations into action, with the goal of supporting community transformation and renewal.

As a final note, we must recognize that change is constant. As a result, new opportunities may emerge and some existing opportunities may fall by the wayside. Progress will be made, but in some cases it is likely that plans will need to be reviewed and revised. The people and organizations of Fort St. John must always be alert and responsive to change. **Energizing Our Future: The Social and Economic Development Framework for Fort St. John** is a guide by which decisions can be made, but they are, in the end, just tools. It is the resiliency of the community and the people living within it that, once mobilized, can make all the difference.



Introduction to the Fort St. John Social and Economic Development Action Areas

Energizing Our Future: The Social and Economic Development Framework for Fort St. John identifies fifteen social and economic action areas.

The areas are:

1. Inclusion and Belonging
2. Services for Individual and Family Wellbeing
3. Services for Vulnerable People and Families
4. Public and Government Services
5. Retail and Services
6. Housing
7. Workforce
8. Oil and Gas
9. Agriculture
10. Forestry
11. Tourism
12. Arts and Culture
13. Sports and Recreation
14. Infrastructure
15. Transportation

These action areas cannot be successfully undertaken by any one organization working alone. They require people and organizations coming together. They also require leadership; in some instances, from the City of Fort St. John, but in many others, leadership from other organizations and sectors in the community would be more appropriate.

One of the most challenging aspects of social and economic development over time is that the community must be able to adapt to change over time without losing focus or direction. For that reason, **Energizing Our Future: The Social and Economic Development Framework for Fort St. John**

has been developed to provide focus and direction while being flexible and adaptable in order to respond to change and opportunity. The structure of each action area allows for change while providing steady guidance.

Each action area defines a vision, areas for ongoing attention, and areas for action. Together, these provide long-term focus and direction while allowing for flexibility and adaptability.

Vision for the Action Area:

Each action area includes a vision. This vision describes what the community aspires to in that area. The vision is an aspirational statement that can apply to individuals, organizations, and the community as a whole. The vision remains constant. In doing so, it provides focus and direction.

Areas for Ongoing Attention:

The areas for ongoing attention section identifies considerations that should be kept in mind when developing and implementing plans for the action area. They define the priorities that were identified through the research, community engagement, and community mobilization activities.

Areas for Action:

The areas for action identify specific actions for implementation. These actions emerged through the research, community engagement, and community mobilization activities that the CDI conducted to develop the social and economic development framework. The areas for action are those that are the most adaptable and flexible. Some may need to be adapted in response to changing circumstances or experiences through their implementation. Some may fall by the wayside while others emerge. An annual review of the social and economic development framework will be important in order to reaffirm and adapt, as required, the areas for action.



Action Area: Inclusion And Belonging

Vision for Inclusion and Belonging in Fort St. John

A welcoming and inclusive community where residents feel a sense of belonging.

Background

- Fort St. John is becoming a more diverse community. In 2016, 20% of the population was from outside Canada, compared with 5% in 2006. In 2016, 12% of the population identified as a visible minority, compared to 5% in 2011.
- In 2016, 11% of the population self-identified as Aboriginal, compared to 5% in BC. While the visibility and acknowledgment of Indigenous culture in Fort St. John is stronger than in the past, more could be done to increase knowledge and understanding of the Indigenous culture and history in the region.
- Community belonging was identified as a critical factor in recruitment and retention of staff and employers. Newcomers to Fort St. John, regardless of where they are from, report that it is difficult to connect with social groups or activities. Long working days and shift rotations often make it difficult to meet people.
- Workplaces are becoming more diverse in terms of gender, ethnicity, faith, age, and sexual and gender orientation. Creating welcoming workplaces that respect diversity supports staff recruitment and retention.
- Young families that move to Fort St. John often lack support networks in the community. If young parents have no one to talk with, to ask advice of, to share experiences with, to call on for short term child care, or to socialize with, they can become isolated, lonely, and unhappy.

Areas for Ongoing Attention

- Appreciation and respect for diversity.
- Continued recognition of and reconciliation with Indigenous peoples.
- Fostering connections between individuals and families.
- Connecting people through groups and organizations. Minimizing barriers to social and economic participation.
- Encouraging broad responsibility for inclusion.

Areas for Action

Establish a roundtable on inclusion and belonging in Fort St. John

Given the critical importance of inclusion and belonging to quality of life in the community and to recruitment and retention in the workplace, a Roundtable on Inclusion and Belonging should be established. This would be a venue for information sharing, research, dialogue, planning, and action on making Fort St. John more welcoming and inclusive. Participants would include community leaders from neighbouring First Nations communities and the private, public, and non-profit sectors. The Roundtable would have the ability to call on experts and would have support for their work. Initially, the Roundtable would focus on identifying the current and future issues, challenges, and opportunities in this area. From there, a strategy and action plan that addresses multiple aspects of community life, including the workplace, schools, businesses, and community organizations, could be developed and implemented. The Roundtable would provide support and leadership in the implementation of the action plan. The goal of this work would be to create a community that binds people to Fort St. John.

Conduct research to understand community perceptions and issues related to inclusion and belonging

The **Your Voice: Fort St. John Community Survey** conducted by the UNBC Community Development Institute included questions related to inclusion and belonging. The research plan developed by the City of Fort St. John and the Community Development Institute envisions that this survey will be repeated every two to three years. This would be an opportunity to monitor the trends on these questions.

Additional research into inclusion and belonging should be undertaken to more fully understand this complex issue. Interviews, surveys, and focus groups with new residents and households that have decided to leave Fort St. John could yield valuable insights into the strengths, challenges, and opportunities for enhancing inclusion and belonging. The results of this research would be valuable to the Roundtable on Inclusion and Belonging, as well as employers, businesses, and service providers to better meet the needs of the community.

Develop a welcome program for newcomers to Fort St. John

Orienting new residents to the community can make them feel more welcome, connected, and engaged in community life. A welcome program that is available to all new residents would create a good first impression of Fort St. John. This program could be as simple as a Welcome Package that includes information on the history of Fort St. John, including First Nations history; sports, recreation, arts, and cultural opportunities; retail, service, and professional businesses; public sector services and programs; and other key information. It could also include free passes and discount coupons. A more sophisticated approach would be to recruit a team of Welcome Ambassadors who would meet with all newcomers face-to-face, enquire into their interests and pair them with organizations and groups that match their interests. A Welcome Package could also be part of this.

Encourage appreciation for diversity in Fort St. John

Given the population diversity in Fort St. John, encouraging appreciation for different cultures and ways of life would contribute to inclusion and belonging. One important opportunity would be to develop a cross-cultural training program that would be available free of charge to businesses, non-profit and voluntary organizations, the public sector, and interested individuals. More festivals and events, for example a traditional dance festival that features performances from Indigenous groups and from local cultural groups would bring people together to celebrate cultural diversity in the community. Acknowledgment by the community of cultural and faith-based celebrations would also help create a welcoming environment. Particular attention should be given to building understanding of and encouraging appreciation for Indigenous culture and traditions.

Support events that bring neighbourhoods together

Fort St. John supports a number of events that bring the community together, including the High on Ice Winter Festival and the Multicultural Festival. In addition, the City of Fort St. John should consider supporting activities that bring neighbourhoods together. Neighbourhood gatherings would have the advantage of creating connection and bonds between people who live close to one another. Small grants to support neighbourhood or block parties would help people, especially newcomers, meet one another. Not only would this foster a sense of belonging, it would also enhance neighbourhood safety and security.

Establish a volunteer grandparent program

In order to provide a support network for young families new to Fort St. John, a Volunteer Grandparent program could be established. Volunteer grandparents could provide advice, share experiences, and provide short term child care. This would help young parents who do not have family or friends in the community.



Action Area: Individual and Family Wellbeing and Wellness

Vision for Services for Individual and Family Wellbeing and Wellness in Fort St. John

A comprehensive range of services that support the wellbeing, wellness, and potential of all individuals and families.

Background

- Families and individuals in Fort St. John rely on a range of services to support wellbeing and wellness, including health, family support, and social services. Many of these services are targeted at infants, toddlers, and young children in order to ensure that they receive a good start in life. Examples of these services include vaccination programs; infant screening programs; early childhood development programs, such as Success by Six; literacy programs such as story time at the Fort St. John Public Library; and public and private child daycare and after school programs. Many others are targeted at seniors in order to support them as they age. Examples of these include seniors housing, home nursing care, home support, adult day care, Meals on Wheels, the Red Cross (Equipment) Loan Cupboard, and Better at Home. Still others are targeted at adults. Generally speaking, wellbeing and wellness services for adults are there for major events such as childbirth, including pre-natal, birthing, and post-natal care; significant illness and injury, including rehabilitation and occupational therapy; and support for aging parents, including respite and hospice care.
- The pace of population growth in Fort St. John means that most of these services are challenged to keep up with need and demand. Many of these services are provided by non-profit societies. These societies are heavily dependent on community volunteers, at the Board and service delivery level, and have reported concern about volunteer recruitment, retention, and burnout. They are also heavily dependent on grant funding and donations, which makes them vulnerable to revenue insecurity. Other services are provided by the public sector, including Northern Health. Funding for these providers is based on population, which means that funding and staffing increases lag behind need and demand in a rapidly growing community.

Areas for Ongoing Attention

- Understanding the service needs of individuals, families, and the community.
- Supporting accessibility by individuals and families to needed services and programs.
- Supporting governance capacity and transition.
- Supporting staffing capacity.
- Supporting operational capacity.

Areas for Action

Enhance governance capacity for non-profit service providers

Non-profit societies that rely on volunteer board members should have access to programs and support to strengthen governance capacity. Board orientation, board training, and board mentoring would help build a stronger non-profit sector and ensure that boards understand their financial and governance responsibilities and accountabilities. A coordinated approach that would open governance training opportunities to any non-profit in Fort St. John would reduce costs and the administrative burden for any one society. This training could be identified and organized on an informal collaborative basis through an organization such as NP3 or through a more formal arrangement, such as creating a Fort St. John Non-Profit Governance Institute, that would take on this work, on behalf of the non-profit societies in Fort St. John. Funding for this initiative could be provided by the City of Fort St. John, industry, government, or charitable foundations.

Support volunteer recruitment for non-profit societies

Non-profit organizations and programs rely heavily on volunteers, who provide support in a number of capacities. As is the case for many organizations, there is concern about volunteer burnout, development, training, succession planning, and appreciation. A coordinated approach across the non-profit sector to providing basic support, such as volunteer recruitment, training, recognition, and retention could lighten the load for individual non-profit organizations and ensure that volunteers are matched with a volunteer opportunity that they find rewarding. Basic support could also include, for example, completing criminal record checks and providing training in first aid and dispute resolution.

It should be noted that, with consultation and dialogue, this approach to volunteer recruitment and management could be centralized and used for all volunteer activities in Fort St. John including sports, recreation, arts, culture, and community festivals and events.

Build awareness and encourage local and regional residents to pursue careers in services for wellness and wellbeing

The population of Fort St. John is growing, and with it the need and demand for services to support wellbeing and wellness, including health, family support, and social services. This means that there are career and job opportunities in these fields. There is an opportunity for service providers in the non-profit and public sector to collaborate to build awareness of the scope and range of careers available, develop job shadowing programs for youth and others; support educational attainment, including funding, study help, and counselling; and develop new entrant and career development mentoring opportunities. This would involve non-profit and public sector employers working with the education sector including School District 60, Northern Lights College, and the University of Northern British Columbia to develop and implement a strategy and action plan.

Assist organizations to stabilize and increase financial and operational capacity

Organizations that provide services to support wellbeing and wellness are often dependent on grant funding and donations. To receive funding from these sources, they must demonstrate need. Providing statistical and Census data can illustrate broad population need. This information is now available for Fort St. John in the **Fort St. John Community Profile** prepared by the UNBC Community Development Institute. Further need and support for funding can be illustrated through providing an information on the challenges and barriers faced by people trying to access services. Data on wait lists, wait times, service systems gaps, and opportunities for collaboration can help bolster grant and donation applications. Mapping the service system from the user perspective could provide valuable information that can be used by all service providers in funding applications. At a community level, this information would complement the population data available in the **Fort St. John Community Profile**.

Wellbeing and wellness service providers should collaborate on a project that would provide information on the challenges and barriers people experience trying to access services. This 'service map' could be used alongside population data to support the need for funding.

Organizations, especially smaller organizations, often report that they do not have the capacity or expertise to prepare applications for grants or donations and would greatly value assistance in this area. Providing low-cost or free access to experienced grant writers would be of great assistance to these organizations. This would be an area that a funder such as the City of Fort St. John, United Way of Northern BC, or Northern Development Initiative Trust could assist. If established, this is also an initiative that the Fort St. John Community Foundation may wish to undertake.



Action Area: Services for Vulnerable People and Families

Vision for Services for Vulnerable People and Families in Fort St. John

A comprehensive and coordinated range of services that support individuals and families experiencing challenges or trauma.

Background

- In Fort St. John, as in all Canadian communities, there is a need to recognize and understand the full spectrum and pattern of vulnerability. Household factors such as low income, substance abuse, mental illness, education level, and lifestyle all contribute to vulnerability. Also important are economic and social factors associated with resource-based economies, including the impact on people and families of economic upswings and downturns, unemployment, distance from family support networks, and isolation.
- Many of the services provided to vulnerable people and families are delivered by non-profit societies. These societies have indicated they have challenges with staff and volunteer recruitment. Many are also heavily dependent on grant funding and donations, which makes them vulnerable to revenue insecurity.

Areas for Ongoing Attention

- Understanding the service needs of individuals, families, and the community.
- Supporting accessibility by individuals and families to needed services and programs.
- Supporting governance capacity and transition in service organizations.
- Supporting service organization staffing capacity.
- Supporting service organization operational capacity.

Areas for Action

Build awareness and understanding of vulnerability and who is vulnerable

We recognize that vulnerable people and families include the homeless, the very poor, and those living with mental health and addiction issues, but vulnerability is more pervasive. People and families that appear successful, financially stable, and have steady jobs may also struggle with vulnerability. They may be people whose employment is precarious, seasonal, or part-time. They may be single parents without support, those living with a physically or emotionally abusive spouse, children living in households with abuse and addiction issues, and seniors in abusive or exploitive circumstances.

In Fort St. John, as in every Canadian community, there are vulnerable people and families. This means that there is a need to build broad community awareness and understanding of what vulnerability means and who may be vulnerable. Recognizing the full spectrum of vulnerability and identifying those who are vulnerable are the first steps to addressing vulnerability. The response system, the organizations providing support to vulnerable people and families, must be comprehensive and coordinated.

Building broader community awareness and understanding of vulnerability and who might be vulnerable may be achieved through a variety of mechanisms. Awareness programs for those who may come into contact with vulnerable people: employers, teachers, sports coaches, faith leaders, and human resources personnel, among others, would help them to identify issues. Broad public awareness campaigns would help the general public to recognize issues for themselves and others, and know where to go for help.

Enhance access to ‘basic needs’ and services for low-income people and families

The **Fort St. John Community Profile**, prepared by the UNBC Community Development Institute, identified that there are families experiencing low incomes. Many of these are headed by single women whose employment may be low-paying, precarious, seasonal, or part-time. With the high cost of living in Fort St. John, many have multiple jobs, but still struggle to provide the most basic needs. Recognizing that service workers play a key role in the local economy, there is an opportunity for businesses and local government to come together to support these families, for example by providing discounts for children’s clothes, school supplies, recreation programming, and public transportation. A model for such a program can be found in Canmore, Alberta.

Address systemic issues related to vulnerability

Many families experience generational challenges with issues of vulnerability. In addition to addressing immediate needs, programming for vulnerable people and families should focus on the root causes of vulnerability. In many instances, these root causes include challenges with literacy, numeracy, financial literacy, school success, educational levels, and discrimination. Helping families overcome these issues includes a focus on early and middle childhood development, youth engagement, and family stability. There are several organizations in Fort St. John that have the potential to work together to develop programs and services to help these families overcome these systemic barriers.

Enhance governance capacity for non-profit service providers

Non-profit societies that rely on volunteer board members should have access to programs to strengthen governance capacity. This would help build a stronger non-profit sector and ensure that boards understand their governance responsibilities. A coordinated approach to governance training would reduce costs and the administrative burden for individual societies. This training could be organized on an informal collaborative basis through an organization such as NP3 or through a more formal arrangement, such as creating a Fort St. John Non-Profit Governance Institute.

Support volunteer recruitment for non-profit societies

Non-profit organizations serving vulnerable populations rely heavily on volunteers, and many have expressed concern about volunteer burnout, training, succession planning, and appreciation. A coordinated approach across the non-profit sector to providing basic support, such as volunteer recruitment, training, recognition, and retention could lighten the load for individual non-profit organizations. Basic support could also include, for example, completing criminal record checks and providing training in first aid and dispute resolution.

Build awareness and encourage local and regional residents to pursue careers in services that support vulnerable people and families

There is an opportunity for service providers to collaborate to build awareness of the scope and range of careers available in supporting vulnerable people. This could include job shadowing programs for youth; new entrant and career development mentoring opportunities; and support for education and training.

Assist organizations to stabilize and increase financial and operational capacity

Organizations that provide services to support vulnerable people and families are often dependent on grant funding. To receive funding, they must demonstrate community need. Population need is now available in the **Fort St. John Community Profile** prepared by the UNBC Community Development Institute. Further need could be illustrated through providing information on the challenges and barriers faced by people trying to access services. Service providers that support vulnerable people and families should collaborate on a project that would provide information on the challenges and barriers people experience trying to access services.



Action Area: Public and Government Services

Vision for Public and Government Services in Fort St. John

A growing hub for a wide range of public and government services in northeast BC.

Background

- Fort St. John is the largest and fastest growing community in northeast BC. As a result, there has also been growth in the public and government service sector. New or planned facilities include the Fort St. John Hospital, Ma Murray Elementary School, Anne Roberts Young Elementary School, Centennial Park, Festival Plaza, Toboggan Hill Off-Leash Dog Park and the RCMP detachment.
- Currently, many of the professionals and government staff in Fort St. John, including teachers, physicians, nurses, therapists, health support workers, and counsellors are recruited from outside the community and the region. Employers in these sectors report that staff turnover is high, as employees apply and are successful candidates for positions in south and central BC.
- Many specialists and experts are long-distance labour commuters to Fort St. John. Many of these individuals are regular visitors, coming to the community as often as every second week. These include medical specialists, dental specialists, justice staff, legal counsel, accountants, business planners, engineers, and others.
- For many experts and specialists, there is a long waiting list. For those who do not travel to Fort St. John, Fort St. John residents must go to them. Travel to Edmonton, Prince George, and Vancouver is not uncommon.

Areas for Ongoing Attention

- Support the development of local staffing capacity.
- Work with education and training institutes to build workforce capacity.
- Encourage office and service locations that support user access and contribute to creating a vibrant community.
- Provide services and amenities for mobile workers in this sector.
- Utilize technology to provide access to expert and specialists outside of Fort St. John.

Areas for Action

Build awareness to encourage local/regional residents to pursue careers in government and public services

According to Statistics Canada data, the number of jobs in government and public services in Fort St. John is growing. Research and experience have shown that people who are born in the community and region are more likely to settle there. Given past challenges in Fort St. John with recruiting and retaining public and government workers, Fort St. John should develop a strategy for encouraging local and regional residents to pursue careers in key areas of this sector. This would include building awareness of the scope and range of careers available, developing job shadowing programs for youth and others; supporting educational attainment, including funding, study help, and counselling; and developing new entrant and career development mentoring opportunities. This would involve the major public sector employers such as the federal and provincial government, Northern Health, School District 60, Northern Lights College, the University of Northern British Columbia, and the City of Fort St. John.

Support the current mobile professional workforce

The needs of people who travel to Fort St. John on a regular basis to deliver public and government services are not well known. Anecdotally, it has been communicated that these workers may wish to have access to fitness facilities, recreation opportunities, business services, formal meeting spaces, and informal spaces, similar to a living room at home, to socialize. Given the importance of maintaining these services for the community, there would be an opportunity to survey this mobile workforce to determine how best to support them to ensure they continue travelling to Fort St. John and then to develop a strategy for doing so.

Utilize technology to deliver services not available in the community

Video conferencing is being used across the globe to deliver a range of services, including educational and professional development programs, counselling services, medical consult services, client meetings, and more. To reduce the need, cost, and stress of travel, the potential of high speed video technology should be explored to allow residents to more easily access public and government services not readily available in Fort St. John. This technology could also be used by staff in Fort St. John to connect with colleagues, attend virtual meetings, and participate in professional development opportunities. This may require a technical upgrade and support strategy with telecommunications providers, for which the City of Fort St. John and others could collectively advocate.

Encourage government and public services to local offices and services in locations that will support a vibrant community

Government and public services are often anchor tenants in small communities. For Fort St. John, locating offices and services in the downtown core would bring staff and clients to the area, helping to realize the City's downtown revitalization aspirations. A vibrant and revitalized downtown core, in turn, would make it easier for government and public services to recruit and retain staff, so this strategy would be mutually beneficial.



Action Area: Retail and Services

Vision for Retail and Services in Fort St. John

A vibrant, competitive, and innovative retail and service sector that is part of a growing economy and which attracts local residents and visitors to Fort St. John.

Background

- The retail sector in Fort St. John has been impacted by online shopping, as well as retail and service leakage to communities such as Grande Prairie, Edmonton, and Vancouver.
- Big box and corporate stores are perceived to threaten local businesses, but have also been credited with attracting or keeping shoppers in the community.
- Plans for revitalizing the downtown core (100th and 100th) are being developed. A vibrant downtown core will draw residents and visitors, which will benefit retail and services located there.
- There are service and retail opportunities associated with the increasing numbers of new Canadians and the growing senior's population in Fort St. John.

Areas for Ongoing Attention

- Revitalizing the downtown core to include services, niche retail, public amenities, housing, public art, programming, and industry offices.
- Incorporating winter city design principles and ensuring that retail and service areas are attractive and accessible year round.
- Reviewing development proposals to assess their impact on retail and service areas and people who rely on them.
- Identifying and adapting to emerging market segments.
- Supporting higher quality customer service in Fort St. John.

Areas for Action

Proceed with plans to revitalize the downtown core

A vibrant downtown core has the potential to anchor a stronger retail and service sector in Fort St. John. Planning for downtown revitalization should include planning and development guidelines that speak to public and private building design requirements; the inclusion of housing in the downtown core; designation and design of public spaces that will accommodate public events and activities; the provision for various forms of transportation, including walking, cycling, scooters for seniors, and automobiles; area beautification; and consideration of summer and winter design. Downtown revitalization should also include an integrated public and private sector programming plan. Programming could include buskers, street performances, outdoor café musicians, and permanent and rotating public art. This approach has been used successfully to revitalize downtown cores in other BC communities.

There is an opportunity for the City of Fort St. John to establish a Downtown Revitalization Group that would focus on achieving a vibrant downtown core. This group could help work toward the implementation of the planning and development guidelines and the programming plan, providing ideas, oversight, and monitoring. The membership could include the Fort St. John Arts Council, arts organizations, youth, seniors, building owners, and business owners.

Identify emerging market segments in Fort St. John

The population in Fort St. John is changing and becoming more diverse; specifically, there are a growing number of seniors and new Canadians. Businesses that offer targeted products and services and adopt inclusive and welcoming standards of service that are considerate of different ages and ethnicities would benefit from these new market opportunities.

Understanding the needs of specific market segments creates opportunities. Seniors, for example, can be expected to appreciate large print signs and menus, request delivery and assembly services for purchases, and seek home services such as help with yard and home maintenance. New Canadians can be expected to appreciate foreign language speakers on staff and to look for products that they find familiar.

There is an opportunity for the Chamber of Commerce to conduct research and offer ongoing advice to the business community on emerging market segments in Fort St. John.

Organize events that attract retail and service customers

Businesses in communities around the world have organized events designed to attract customers. In BC, Dine Out is designed to attract diners in the slow month of January. In Europe, Christmas markets are organized to bring shoppers downtown. In Woodstock Ontario, Summer StreetFest attracts over 30,000 locals and visitors.

The retail and service sector in Fort St. John, perhaps through the Chamber of Commerce, has the opportunity to create similar events or partner with existing events in Fort St. John to achieve the same ends, namely to increase customer traffic and spending at local establishments.

Support education for marketing and customer attraction

Attracting customers to retail and service sector businesses requires a multi-faceted approach. Business owners should have a marketing strategy that includes plans for signage, window displays, advertising, social media, in-store displays, in-store events, collaboration with other businesses and events, and incentive programs. That said, many business owners do not have a marketing background.

There is an opportunity for the Fort St. John Chamber of Commerce, perhaps in collaboration with Northern Lights College, to offer targeted business marketing courses or workshops. The courses or workshops could help business owners enhance their marketing strategies. Another opportunity would be to create a co-op or experiential learning program for marketing students at Northern Lights College or the University of Northern British Columbia that would pair them with business owners who need help.

Focus on standards of service in the retail and service sector

Delivering high-quality service will help the retail and service sector attract and retain customers. It will also help attract and retain staff who take pride in their quality of work. Providing customer service training for staff will help the business community increase revenues, customer satisfaction, and the reputation of Fort St. John for delivering high-quality service. This training could be provided individually or in partnership by the Chamber of Commerce and Northern Lights College.



Action Area: Housing

Vision for the Housing in Fort St. John

A range of housing options to attract and retain people across socio-economic categories; to provide affordable, appropriate, and secure housing.

Background

- Fort St. John has increased the diversity of housing available. Between 1991 and 2016, the number of single-detached homes increased by 50%, the number of row houses increased by 58%, the number of semi-detached homes increased by 286%, and the number of apartments and duplexes increased by 169%.
- The housing stock in Fort St. John is newer than in other northern BC communities. Twenty-nine percent of the stock has been built since 2000, 22% was built from 1980-2000, and 49% was built prior to 1980. Only about 8% of the housing in Fort St. John is in need of major repair.

Areas for Ongoing Attention

- Availability of a range of housing options.
- Housing affordability across the income spectrum, factoring in elements such as heating, electricity, taxes, maintenance, and other costs.
- Designing neighbourhoods for safety, neighbourliness, and access to services.
- Housing in the downtown core.

Areas for Action

Encourage the development of housing for seniors

Seniors are the fastest growing segment of the population in Fort St. John. It is important to note that, while most senior households are financially sound, there are pockets of significant need in Fort St. John. Fully 44% of senior renter households are in core housing need (paying more than 30% of their income on rent). In contrast, only 6% of senior homeowners are in core need, and as a group, they have an average income of \$72,181. For this reason, housing for seniors in Fort St. John should include both market and subsidized housing options to address the needs of people across this range of incomes. Housing developers and providers should also be encouraged to offer support and basic care services that would allow seniors to age-in-place in these homes. Housing for seniors should be located close to services they use every day: grocery stores, pharmacies, senior's activity centres, and coffee shops/cafes.

Consider overall housing affordability in the planning, development, and management of housing and neighbourhoods

A number of factors contribute to overall housing affordability. These include energy efficient housing construction to reduce winter heating costs, building within the existing infrastructure envelope to reduce infrastructure and servicing costs, and planning neighbourhoods with amenities within walking distance to reduce transportation costs. Best practices in planning, zoning, and construction would add to the overall affordability and quality of housing and neighbourhoods in Fort St. John.

Develop housing that supports a mobile workforce

Fort St. John relies on mobile labour for a number of public sectors services, including health care professionals and specialists, justice and legal services, and social services. The community also supports mobile private sector employees, particularly in the oil and gas sector. Currently, most mobile workers reside in hotels or camps and are treated as visitors. Housing that is designed specifically for mobile workers could increase the stability of this population and enhance its connection to the community.

Encourage the development of housing in the downtown core

The City's plan for the downtown core (100th and 100th) calls for the development of an amenity-rich community that would include retail and services, such as cafes, restaurants, grocery stores, pharmacies, and public spaces. Developing housing in this area would support area businesses and encourage positive street life in this neighbourhood. Experiences in other communities indicates that downtown living is particularly well-suited to those households that are without children; young and old. The development of housing and the area in general should consider design features that make the area attractive and livable for these populations.

Plan neighbourhoods to encourage interaction between neighbours

Neighbourhood design can create public space that encourages community connections and supports inclusion. As discussed in the section on Inclusion and Belonging, community connection is seen by residents as a key element in attraction and retention and quality of life in Fort St. John. Public amenities such as play grounds, parks, paths, and trails will create opportunities for neighbours to meet and interact with one another.

Continue to encourage and support a wide range of housing options and choices

The housing stock in Fort St. John is more diverse and offers more choice than any other community in northern BC. By encouraging the development of apartments, duplexes, and row townhouses, as well as single detached homes, Fort St. John will continue to provide options for a wide range of household sizes.



Action Area: Workforce

Vision for Workforce in Fort St. John

A skilled and stable workforce ready to adapt to change and support economic development in Fort St. John.

Background

- The resource sector continues to dominate the economy in Fort St. John. In the past, people could earn high wages in the resource sector without having post-secondary education or even high school graduation. Across the resource sector, increased use of technology and automation means that many jobs are now highly skilled and low-skilled jobs are disappearing. An increased emphasis in the sector on environmental assessment, mitigation, and reclamation is also opening up new career paths. This will be an opportunity for industry and post-secondary institutions to work together to ensure that education and training programs are developed to meet evolving workplace opportunities.
- Employers across all sectors in Fort St. John shared that it is difficult to recruit and retain qualified staff. They report that applicants from communities farther south are often hesitant to move to Fort St. John, and those who do come often leave after a short period, citing issues with cold winters, isolation, and quality of life.
- Several employers also spoke of the challenge of staff 'churn'; losing employees to other employers who offer higher wages and better benefits. Smaller firms and the service sector generally experience this 'poaching' most often, however companies in the oil and gas sector also report losing staff to other oil and gas companies. Losing employees to other employers means losing their investment in orientation, training, and often education and upgrading.
- As a growing community, Fort St. John will require more public sector workers, including teachers, nurses, therapists, counsellors, police officers, municipal staff, and others. Historically, most of these staff have come from outside of the region and employers report that recruitment and retention has been a challenge.

Areas for Ongoing Attention

- Providing education and professional development for local jobs, career advancement, and transition.
- Attracting and retaining new workers.
- Encouraging existing residents to reach their potential.
- Encouraging welcoming and inclusive workplaces.

Areas for Action

Address issues of basic literacy and numeracy

Basic literacy and numeracy are key for success at school and beyond. During consultations with the community, participants expressed concern about families experiencing multi-generational issues with basic literacy and numeracy. In these families, there is no one who can teach the younger generation how to read or do math. Dealing with multi-generational literacy and numeracy means teaching parents, as well as children, and doing so in a way that does not harm the self-esteem of or respect for the parent. In Fort St. John, there are several organizations that are well-positioned to work collaboratively or individually on these issues, including the Fort St. John Literacy Society, the Fort St. John Public Library, School District 60, Community Bridge, and the Women's Resource Centre.

Support women in the workforce

As the community grows, Fort St. John will need to grow the workforce. Workers will be needed in every sector. Women make up 48% of the population, but only 43% of the workforce. Programs and services that enable women to be in the workforce would help the community address workforce shortages. These programs and services would also be of particular value to lone-parent mothers and lower income families that may be struggling with the high cost of living in Fort St. John. Increasing the capacity of programs and services such as child care, after school care, after school programming, summer and school holiday camps would make it possible for more women to enter the workforce and raise a family. A universal approach to fees-gated-to-income would provide assistance to those who need it.

Encourage educational attainment

Workforce statistics and projections indicate that most jobs today require more education than in the past and that this trend will continue into the future. Employers who participated in consultations for this report supported these conclusions. They indicated that, with technology and automation, the number of manual labour / low skill positions are declining and the number of skilled positions are increasing. In this changing workforce environment, workers will need higher levels of education. Completing high school and moving on to post-secondary education will, more and more, be the pathway to stable, well-paid positions. Post-secondary education may take the form of a trade, technical training, or a university education. Workers must also be prepared to upgrade or transition their skills as their career progresses. It will be important to identify opportunities for post-secondary institutions in Fort St. John, Northern Lights College and the University of Northern British Columbia, to work with employers on programs to support workforce development.

Create welcoming and inclusive workplaces

As the community grows and the economy expands, all employers, industry, businesses, non-profits, and the public sector will be looking to attract and retain workers. Attracting and retaining workers will be easier if workplaces are welcoming and inclusive; workplaces that consider and accommodate nationality, ethnicity, culture, gender, sexual orientation, age, and disabilities. Creating welcoming and inclusive workplaces will help workers feel comfortable and encourage them to stay in the job and in Fort St. John.

Creating welcoming and inclusive workplaces should be a community-wide effort that involves all employers in Fort St. John. Community-wide standard policies, programs, and practices would increase the effectiveness and impact of these efforts. The City of Fort St. John, in collaboration with the Chamber of Commerce, would be ideally positioned to strike a broad-based community committee that would develop policies, programs, training, and information programs for the whole community.

Highlight the range and diversity of career options available

Traditionally and currently, most of the positions in Fort St. John have been filled by people from outside of the community. This has included professional, technical, managerial, administrative, creative, and human services staff. The high level of transience and turnover in the community means that there are few long-term recognizable role models in these positions. As a result, many young people thinking about career options do not have an appreciation of the range or number of options available. Highlighting traditional and non-traditional career options and spotlighting role models would help young people think about options.

More specifically, as a growing community, Fort St. John will need to recruit for a wide range of human service positions; teachers, nurses, allied health professionals, child care workers, and social workers. Despite the post-secondary educational opportunities available in Fort St. John, most of these positions are filled by people from outside of the city and the region.

Experience has shown that a person from a small northern community is more likely to remain in a small northern community than a person hired from a southern metropolitan area. Encouraging young people raised in Fort St. John to pursue higher education that will lead to careers in the community would add stability to the workforce and would help provide individual and household financial security. Why young people are not taking up these career opportunities is not well-understood. Research to understand this issue would be the first step to developing a plan to attract young people to these career opportunities.



Action Area: Oil and Gas

Vision for Oil and Gas in Fort St. John

A leading and innovative oil and gas sector that provides economic and social benefit in Fort St. John.

Background

- As the dominant sector in the community and the region, the oil and gas industry sets the pace for the economy. The Montney Formation accounts for 32% of Canada's known reserves. By the mid-2020s, global demand for liquid natural gas is predicted to surpass availability.
- While many people living in Fort St. John work in the oil and gas sector, the sector still relies on significant levels of fly-in/fly-out long distance labour commuting to fill positions in northeast BC. Many of these workers, both local and from away, stay in workforce camps located close to the active fields. While companies are investing more in camp life in an effort to attract and retain workers, there are concerns that camp life and long rotations create challenging social and family issues.
- The sector has become more advanced in terms of measures to reduce impact on the environment. Recycling and reusing water, utilizing 'waste' heat, and using natural gas instead of diesel are common practices. Increased use of automation and technology in extraction and processing means that there will be fewer jobs, but that these will be more highly skilled.
- The BC Oil and Gas Commission is a global leader in setting the regulatory environment. As a result, the oil and gas industry in BC is at the forefront of innovation. Fostering research and development in technology, environment, social impact, workforce development, and community development will help the industry solidify its leadership and remain at the forefront of providing economic and social benefit.

Areas for Ongoing Attention

- Fostering research and development for ongoing innovation in technology, engineering, systems design, process management, environment, social impact, workforce development, and community development.
- Working with education and training institutes to build workforce capacity for evolving employment requirements.
- Working to address the implications of labour commuting for local workers and those that commute into the region

Areas for Action

Convene a roundtable on the oil and gas sector

The oil and gas industry in northeast BC depends on communities in the region. These communities provide workers, business supply and support services, transportation infrastructure, public sector infrastructure and amenities, and education infrastructure and programs to train workers. From the community perspective, the oil and gas sector plays a central role in community and economic development, in Fort St. John and throughout the region.

This interdependence points to the need for a venue for information sharing, dialogue, planning and action on changes and trends in the oil and gas industry in northeast BC. This could be accomplished through convening a Regional Roundtable on the Oil and Gas Sector. Participants would be drawn from local government, industry, education, and research. The Roundtable would have the ability to draw on experts and would have support for their work. Initially, the Roundtable would focus on identifying current and future opportunities and challenges in the sector, with a focus on specific issues of mutual concern to the industry and the community. This could be followed up by the development and implementation of an action plan and initiatives in support of mutually-supportive community and industry development.

Strengthen oil and gas research capacity in northeast BC

Given the culture of innovation that already exists in northeast BC, there are opportunities for industry and research institutions to collaborate to develop and test new innovation in the oil and gas sector. This could include innovations in extraction, water use, processing, and transportation. Strengthening research capacity in northeast BC could be furthered through striking an Oil and Gas Research Working Group comprised of industry, the provincial and federal governments, post-secondary research and educational institutes, and non-profit research institutes. This working group could then coordinate with the Roundtable on the Oil and Gas Sector.

Develop a workforce training program for the oil and gas sector

The nature of work in the oil and gas sector has changed significantly as processes have become more automated and there has been more emphasis on environmental management. These trends are anticipated to continue. As a result, there is a need to increase public awareness of the future of work in the sector, including information aimed at middle and high school students. This could be achieved through programs such as job expos, tours of oil and gas operations, and mentorship programs. There is also a need for more industry-specific post-secondary programs that prepare students for the new jobs in the oil and gas sector. These should include programs in trades, technology, engineering, environmental management and stewardship, and research.

Convene a dialogue on the family and social impacts of working in the oil and gas sector

The oil and gas sector is known for its multi-day shift rotations, long commutes, and long hours. The nature of this work can be hard on workers, their families, and ultimately, the community. This points to a need for an ongoing dialogue to share information, build awareness of the issues, and develop strategies to support Fort St. John workers and their families to successfully cope with the challenges of work in the oil and gas sector. This dialogue could also extend to developing strategies and programs to attract fly-in/fly-out workers to Fort St. John to reduce the impacts of long-distance labour commuting. Participants in this dialogue would include workers, their families, social service agencies, social service professionals, the school district, and local government.



Action Area: Agriculture

Vision for Agriculture in Fort St. John

An innovative, future-oriented, and adaptive agricultural sector supplying products to high-value markets.

Background

- Climate change will have a significant impact on the agricultural sector, presenting opportunities and challenges. According to a report by Pacific Institute for Climate Solutions and the Fraser Basin Council, summers in Fort St. John in 2080 will be similar to summers in the Okanagan in 1980.
- Getting products to markets outside of the region is difficult and expensive. Transportation and supply chain management systems have not been designed to facilitate northeast BC producers to access other BC markets, including the large Lower Mainland market.
- There is a growing demand for the products that northeast BC can produce. Currently, northeast BC produces 95% of BC grain crops and 58% of BC beef. There is growing demand and production in the areas of organic and grass-fed animals, organic crops, and specialty products such as berries.

Areas for Ongoing Attention

- Information regarding markets and market trends for agricultural products.
- Accessing high-value markets and markets for value-added products.
- Developing transportation and supply chain management systems to allow northeast producers to access other BC markets, particularly the Lower Mainland.
- Increasing production capacity and efficiency.
- Opportunities and challenges for research, innovation, and adaptation emerging as a result of climate change.
- Working with partners, including education and training institutes, to build sector capacity.

Areas for Action

Develop a northeast BC agricultural strategy

The agricultural sector in northeast BC is multi-faceted. It includes many large producers, particularly for grain and beef and a growing number of medium and small producers, many of whom have an interest in niche products such as berries, organic vegetables, and organic and grass-fed meat. An agricultural strategy for northeast BC should identify opportunities across the agricultural spectrum, including high-value niche products, as well as traditional large volume products. The strategy should consider the development of local, regional, national, and international markets for Peace region agricultural products as well as the development of research and educational capacity.

Establish an agriculture roundtable

Currently, the networks within the agricultural sector are organized on a product basis, for example the BC Grain Producers Association, BC Cattlemen's Association, BC Sheep Federation, and the BC Greenhouse Grower's Association. In northeast BC, many of the producers and producer organizations are experiencing similar challenges and issues. An Agriculture Roundtable would allow producers to identify these common concerns and develop strategies to address them. These may include strategies for issues such as transportation to markets, access to markets, workforce development, financing availability, and government regulation. A united voice for agriculture in northeast BC would be stronger than each producer group working in isolation on these common challenges and issues.

Develop agricultural research capacity for northeast BC

Climate change and changing market demand will have an impact on what is possible and profitable in the Peace region. Developing agricultural research capacity will help the industry and individual producers to innovate and adapt techniques for better management of crops, herds, and water resources. Developing agricultural research capacity in northeast BC would involve producers, the provincial government, post-secondary research and educational institutes, and producer organizations.

Construct facilities to support opportunities for value-added products and processing

In order to realize the potential of the agricultural sector in northeast BC, facilities for value-added processing are required. These could include facilities for washing, grading, processing, and packaging vegetables, berries, fruits, and forage plants; slaughtering, processing, and packaging meat and fowl; commercial kitchens for producing and packaging value-added products, and distribution facilities for transport to market. Facilities could also include greenhouses and growing facilities to increase opportunities for year-round production. For all agricultural facilities, there is an opportunity to partner with other industrial producers to take advantage of industrial eco-system opportunities, such as using waste heat from forestry mills to heat greenhouses and other facilities.

Develop a marketing strategy for northeast BC agricultural products

There is a growing demand in BC for food that is raised 'closer to the consumer and the market'. Much of this demand is emerging in southern metropolitan markets such as Greater Vancouver, southern Vancouver Island, and the Okanagan where consumers are willing to pay for regional and specialty products. This trend is an opportunity for northeast BC producers. That said, one of the key challenges for northeast producers is getting their product to these markets. A strategy that addresses issues of transportation, distribution, marketing, and branding is needed to allow producers to realize the full market potential of their products.

Develop a workforce training program for the agricultural sector

For the past several decades, careers in the agricultural sector have not been seen by young people as being viable. However, increasing demand for and profitability of agricultural products could change that. A growing agricultural sector would create career opportunities in growing, producing, packaging, marketing, distribution, sales, and research. Collaboration between producers, the school system, and post-secondary system would help ensure that the workforce to support sector expansion is available in Fort St. John and the region. This could begin by raising awareness of career opportunities in the agriculture sector, for example through job expos and career experience programs, and then developing programs to educate and train people for these jobs. This could include jobs in secondary processing, research, teaching, logistics, and marketing, as well as jobs directly on the farm.



Action Area: Forestry

Vision for the Forestry Sector in Fort St. John

A diverse, innovative, and resilient forest sector focused on sustainability, renewal, and opportunities for innovation.

Background

- The forests in northeast BC have not been hit as hard as other regions in the province by the Mountain Pine Beetle epidemic. However, timber in northern BC is in short supply. The Spruce Beetle infestation is of growing concern.
- To diversify revenue streams, many producers have moved into higher-value products, for example high-strength timber and lignum. Others are using 'waste' streams to create value, for example generating electricity from waste heat.
- Transportation is a significant challenge. Moving goods by rail is unreliable because of car shortages and logistical issues, and trucking is expensive.
- Access to the land base remains a concern as there are competing interests and users in northeast BC.
- Many producers have developed good relations with First Nations communities. They are supporting business partnerships that include skills training and job opportunities for First Nations youth.

Areas for Ongoing Attention

- Developing relationships and partnerships with land / rights holders (First Nations) that deliver mutual benefit.
- Supporting innovation and research to develop higher-value products.
- Working with industry partners to extract value from production 'waste' streams.
- Working with education and training institutes to build workforce capacity for evolving employment requirements.

Areas for Action

Continue to build relationships and partnerships with First Nations communities

Managed wisely, the forests of northeast BC have the potential to provide sustainable jobs and a renewable resource. Respectful relationships and partnerships between the forest companies and First Nations could provide mutual benefit for generations, protect and even enhance the forest resource and land base, and result in land management and product innovation over time. Legislation and legal decisions are giving First Nations more control over forestry rights, which could set the stage for more value-added production, alternative uses, and a longer term approach to forestry management. More than jobs today, a long-term and multi-use approach to forest management would be an investment in that would benefit people, communities, and the economy over the long-term.

As these changes take place, it will be important for there to be a venue for dialogue, planning, and action on the future of forestry in northeast BC. This could be accomplished through convening a Regional Roundtable on Forestry. Participants would be drawn from First Nations, local and regional government, industry, education, and research. The Roundtable would have the ability to draw on experts and would have support for their work. Initially, the Roundtable would focus on identifying current and future opportunities and challenges in the sector. This could be followed up by the development and implementation of a regional strategy for forestry.

Strengthen forestry research capacity in northeast BC

There are opportunities for industry, First Nations, and research institutions to collaborate to develop and test innovation in all aspects of the forestry sector in northeast BC, including primary product development, secondary product development, reforestation, and land base management. Changing market demand and climate change will have a significant impact on forestry, and with a long growing cycle for trees, it will be critical to get ahead of these changes. Strengthening forestry research capacity in northeast BC would involve First Nations, industry, the provincial and federal governments, post-secondary research and educational institutes, and non-profit research institutes. This could be achieved through striking a Northeast BC Forestry Research Working Group that reports to and coordinates with the Regional Roundtable on Forestry.

Identify and utilize forest sector ‘waste streams’ for economic development

While new forest product development may take years of research and development, forest sector ‘waste streams’ can be deployed for economic development and innovation fairly quickly. In Fort St. John, for example, the ‘waste heat’ produced by forestry operations could be used for agricultural production, including greenhouses and food drying processes. It could also be used to heat other large industrial buildings. The first step to utilizing ‘waste heat’ would be to bring together producers of waste heat with potential consumers to explore mutually beneficial possibilities and their potential.

Develop a workforce training program for the forest sector

There has been significant change in the nature of work in the forestry sector as more processes have become more automated and there has been more emphasis on environmental management. This trend is anticipated to continue with the impacts of increased First Nations control, climate change, and changes in global demand. As a result, there is a need to increase public awareness of the future of work in the sector, including information aimed at middle and high school students. This could be achieved through programs such as job expos, tours of forestry operations, and mentorship programs. There is also a need for more industry-specific post-secondary programs that prepare students for the new jobs in the forestry sector. These should include programs in trades, technology, engineering, environmental management and stewardship, and research.



Action Area: Tourism

Vision for Tourism in Fort St. John

A vibrant and diverse tourism sector that creates economic and social benefit for multiple sectors in Fort St. John.

Background

- The number of people employed in the accommodation and food services sector is growing. From 2011 to 2016, the number grew from 895 to 1,065 employees.
- In January 2020, the Fort St. John Tourism Society was established to provide leadership in the tourism sector in Fort St. John.
- The North Peace Regional Airport handled more than 250,000 passengers in 2017.
- It is estimated that about 1 million tourists travel the Alaska Highway each year.

Areas for Ongoing Attention

- Working with First Nations and regional partners to build tourism capacity, assets, and markets.
- Information regarding markets and market trends in tourism.
- Capturing value from existing visitors.
- Capturing value from existing and new community assets (events, facilities, and so on.)
- Supporting high quality customer service in Fort St. John businesses.

Areas for Action

Develop a local tourism strategy that is linked to a broader regional tourism strategy

A tourism strategy would help tourism operators focus and collaborate on initiatives that would grow the sector. The strategy would identify tourism assets, emerging trends in tourism and travel, and opportunities for attracting visitors from regional, national, and international markets. The strategy should be linked to a regional strategy so that visitors could plan a multi-day stay to take advantage of a range of opportunities. The list of tourism assets and visitor offerings should include existing and potential visitor offerings, including events, performances, eco-tourism, Indigenous tourism, and historical tourism. The Fort St. John Tourism Society would be well-placed to take on this initiative.

Establish a northeast BC tourism roundtable

Following from the development of a local tourism strategy, a Northeast BC Tourism Roundtable should be established. The Roundtable would identify and create synergies between local and regional tourism opportunities, particularly with First Nations communities. In addition to working collaboratively to grow the tourism market across northeast BC, the Tourism Roundtable could identify and take action on other issues and opportunities. One such opportunity is to become a hub for innovative visitor technologies and applications, such as interactive maps for roads and trails and QR codes at tourist sites. This would enhance and enrich the visitor experience in northeast BC.

Develop collaborative relationships and partnerships to advance tourism

Collaborative relationships and partnerships in the tourism sector can create mutual benefit for participating communities and businesses. Visitor packages that combine accommodation, food, and excursions or events can boost business for all. There are many examples of successful regional or sector collaboration, including The Powder Highway ski resorts in the Kootenays/Okanagan, Golf Vancouver Island, and the Revelstoke Summer Street Fest. Successful initiatives such as these can serve as inspirations and models for local and regional planning. One potential initiative would be to work with communities along the Alaska Highway, from Dawson Creek to Fairbanks to develop a single website and booking hub for accommodation, tours, and attractions.

Identify offerings that would appeal to business travelers

People traveling for work make up the majority of visitors to Fort St. John. These travelers could be seen as a unique market segment for whom specific offerings could be developed. These offerings could include the ability to book office or small meeting space, business services such as printing and photocopying, and day passes to local gyms. Conducting a survey to understand the needs of these travelers could be undertaken by the Fort St. John Tourism Society, with tourism and business operators organizing to meet these needs.

Develop tourism and hospitality training programs

Employers in the tourism sector have highlighted employee recruitment and retention as a significant challenge in Fort St. John. Added to the challenge, there is a perception in the community that the quality of customer service in Fort St. John does not meet expectations and that staff in the tourism sector are not equipped with the information to promote local businesses, activities, and offerings. This indicates that there would be an opportunity to develop and deliver tourism and hospitality training programs. These could range from a sector-wide customer service training program to enhanced post-secondary tourism and hospitality management programs that include business, cultural, historical, adventure, and eco-tourism options. The Northeast BC Tourism Roundtable would be well-placed to coordinate these efforts.



Action Area: Arts and Culture

Vision for Arts and Culture in Fort St. John

A vibrant arts and culture sector that fosters individual and community creativity, wellbeing, connection between cultures, economic opportunities, and quality of life.

Background

- There are more than 30 arts and culture groups within the Fort St. John Arts Council, representing a range of interests, including music, visual arts, dance, theatre, and heritage.
- The main arts and culture facilities in Fort St. John are the North Peace Cultural Centre, Arts Post, and the Fort St. John North Peace Museum. We heard from the community that the sector has expanded to the point where it has outgrown these spaces.
- There are no paid staff at the City of Fort St. John with a specific mandate for arts and culture. Neither the Arts Council, or the arts and culture groups, have paid staff. This makes it difficult for artists and groups to realize the economic potential of the sector.
- Groups in the sector rely heavily on grants to support programming, which are never secure and often short-term.

Areas for Ongoing Attention

- Development of an arts and culture strategy for Fort St. John.
- Investment in facilities/space to create, exhibit, sell, learn, and inspire.
- Investment in organizations that deliver arts and culture programs and opportunities.
- Growing the economic potential of arts and culture.
- Supporting the bridging capacity of arts and culture in the community.

Areas for Action

Develop an arts and culture strategy for Fort St. John

Arts and culture has both an economic and a social development component, and there are tremendous opportunities for both in Fort St. John. Other BC communities have successfully leveraged the arts and culture sector to revitalize downtown areas, support tourism, attract new residents, and build bridges between cultures in the community, including First Nations. An arts and culture strategy for Fort St. John would create a long-term vision for the sector, identifying the economic and social role the sector will play. The process for developing the arts and culture strategy should include a broad examination of the economic and social potential of the sector, and set clear priorities. The strategy should consider the role and potential to create benefit for individual artists, arts organizations and businesses, festivals, exhibits, and shows. It would also identify mutually beneficial links with tourism and other parts of the economy and community.

Develop an arts and culture facilities plan

As a follow up to the arts and culture strategy, an arts and culture facilities plan should be developed. This plan will ensure that the community has the facilities and spaces available to achieve the vision for arts and culture outlined in the strategy. The facilities plan should begin by identifying indoor and outdoor, publicly and privately owned arts and culture facilities and spaces in Fort St. John. From there, a long-term plan for facilities and spaces for people involved in the sector to create, exhibit, sell, learn, and inspire can be developed. An arts and culture facilities plan would help individual artists, organizations, and groups focus and collaborate with others on initiatives that would strengthen and grow the sector. A facilities plan could explore various models and approaches to space that supports arts and culture as an integral part of the community. The arts and culture facilities plan would mirror the City of Fort St. John Parks and Recreation Master Plan.

Develop an arts and culture program plan and review existing policies

As a second follow up to the arts and culture strategy, an arts and culture program plan should be developed. This would also be an opportunity to review existing arts and culture policies. As is the case with sports and recreation, the City of Fort St. John has an important role to play in supporting the arts and culture sector in the community.

Public policies and programs that support the sector will be needed if the vision and potential identified in the arts and culture strategy are to be achieved. Public policies that support and make funding available for public art, festivals, events, marketing, and space would provide a stable and reliable foundational level of support upon which artists and arts and cultural organizations could plan and grow. It would also support the opportunities to create synergies with other groups, organizations, and sectors for example, tourism and sports and recreation. Public programs would create an opportunity for resident involvement in arts and culture activities.

With increased commitment and support, there will also be an ongoing need for City involvement to coordinate the work of the sector and monitor needs and issues. To that end, the City should consider developing a position that is actively involved in arts and culture programming and liaison with the sector. This position would be similar to the existing position of Recreation Manager, but with a focus on arts and culture.

Working together, the City of Fort St. John and the individuals, organizations, and businesses involved in the arts and culture sector would create focus and momentum that would realize the economic and social potential of the sector and contribute significantly to other sectors and priorities in the community

Identify opportunities to leverage and grow existing events

The City of Fort St. John organizes or participates in a number of events each year, for example the High on Ice Winter Festival. There is an opportunity to look at these festivals to determine whether changes could be made to transform them from a local event attended primarily by residents to a regional event that would result in overnight visits from other communities in the Peace. For example, the addition of a major concert or other performance at High on Ice could attract visitors who would spend a night and an extra day in Fort St. John. This would benefit hotels, restaurants, and possibly retail businesses. Working collaboratively, festival organizers and the tourism sector could develop and market visitor packages that could include tickets to the concert or performance, hotel, meals, and discounts at local retailers.

Support the arts and culture sector to act as a bridge between cultures

The City of Fort St. John is becoming more culturally diverse. The arts and culture sector has the potential to act as a bridge to bring cultural groups and traditions together in a respectful and harmonious way. Arts and culture can play a key role in supporting Fort St. John in becoming a welcoming and inclusive community, through honouring and promoting First Nations, long-time settler, and newcomer traditions. There is an opportunity for the City of Fort St. John to expand the role of and funding to the Fort St. John Community Arts Council to take on the work of expanding cultural diversity in the arts and culture in Fort St. John.



Action Area: Sports and Recreation

Vision for Sports and Recreation in Fort St. John

A vibrant sports and recreation sector that fosters health, wellness, economic opportunities, a sense of community, and quality of life.

Background

- There are more than 50 active sports and recreation groups in Fort St. John, representing a wide range of summer and winter and indoor and outdoor activities.
- There are five recreation facilities maintained fully or in part by the City of Fort St. John; the Pomeroy Sports Centre, North Peace Leisure Pool, North Peace Arena, Kids Arena Fieldhouse, and the Fort St. John Curling Club. The City also maintains numerous outdoor facilities including baseball diamonds, soccer pitches, parks, trails, and children's playgrounds.
- The City of Fort St. John takes an active role in providing sports and recreation programming, for example swimming lessons, aquafit, and drop-in fitness.
- Participants in the community consultations indicated that there is a significant interest in having a multi-use indoor recreation facility in Fort St. John that would offer activities such as an indoor climbing facility, racquet courts, an adventure play area for children, and meeting space for the community. This is consistent with a perception that there should be more indoor sport and recreation options available given the long winter in Fort St. John.

Areas for Ongoing Attention

- Ongoing commitment to the parks and recreation master plan.
- Investment in facilities, amenities, and programming for sport and recreation, team and individual pursuits.
- Support for volunteer recruitment, retention, training to build organizational capacity.
- Growing the economic potential of sports and recreation, building on the community's experience as an event centre.
- Promoting awareness of programs and facilities

Areas for Action

Continue the City's commitment to the parks and recreation master plan

In 2016, the City of Fort St. John adopted a parks and recreation master plan. This plan is intended to guide the City and the Region's investments in recreation infrastructure, parkland acquisition, and parkland development for the next 15-20 years.

The development of this plan signaled the City's commitment to ensuring that sports and recreation facilities and programming keeps pace with population growth and community expectations. It also signaled an understanding of the important role that sports and recreation plays in enhancing quality of life in the community. It will be important for the City of Fort St. John to continue its commitment to implementing the current plan and to review, evaluate, and update the plan on a regular basis.

Develop a plan for sports and recreation programming

Sports and recreation programming contributes to a high quality of life for residents. With changing demographics, for example more seniors, young parents, and new Canadians, sports and recreation programming must be prepared to change and adapt to new interests and demands. Sports and recreation programming should strive to offer something for everyone. To do this, it will be important to understand and consider the age, life stage, financial capacity, and cultural background of residents. In this way, sports and recreation can continue to offer opportunities that enhance quality of life, contribute to health and wellbeing, and bring the community together.

Ensure that income is not a barrier to participation in sports and recreation

While Fort St. John enjoys a high median income, there are families and households with very low incomes. Many of these are seniors and female-led lone-parent families, where the experience of low-income is ongoing. Others are families that experience unemployment and low-income during economic downturns. Fort St. John has two funds, KidSport and Jumpstart, that provide funding to children and youth who require financial assistance to participate in an organized sport. These programs are well-funded and well-used in Fort St. John.

There are, however, no funds or programs to assist children and youth who are more comfortable in non-organized programs, for example fitness or swimming. There are also no funds or programs that provide financial assistance to adults and seniors. For low-income adults and seniors, attending a recreation program can offer an important opportunity for social connection, as well as physical activity. The City of Fort St. John, in collaboration with potential donors and funders, should strive to create a broader, more inclusive approach to financial assistance for sports and recreation that would benefit those in the community who are currently 'left out'.

It should be noted that this approach could also be extended to arts and culture programming in the community.

Develop a plan for sports and recreation events

In addition to contributing to a high quality of life for residents, sports and recreation has the potential to contribute to the economic potential of the community. Growing the economic potential of sports and recreation would include hosting events such as tournaments, competitions, and coaching clinics. The City has already had experience with this in hosting the World Under 17 Hockey Challenge. The learnings from this experience could be applied to hosting other international, national, and provincial events.

Offer more support for volunteerism in sports and recreation

Sports and recreation organizations and programs rely heavily on volunteers, who provide support in a number of capacities. As is the case for many organizations, there is concern about volunteer burnout, development, training, succession planning, and appreciation. A coordinated approach to providing basic support, such as volunteer recruitment, training, recognition, reward, and retention could lighten the load for sports organizations. Basic support could include, for example, training in first aid and dispute resolution and support in volunteer registration and recognition. This would leave only sport specific training, such as coaching or refereeing (for example, hockey or soccer) for the sport organization.

It should be noted that this approach could be centralized and used for all volunteer activities in the community including arts, culture, seniors, and community festivals and events.



Action Area: Infrastructure

Vision for the Infrastructure in Fort St. John

Services that support safety, health, quality of life, and promote development.

Background

- Infrastructure supports the growth and development of the community. It includes municipal systems such as water, sewer, and roads; provincial systems such as power and natural gas; and private sector systems such as telephone, internet, and cellular service.
- Municipal infrastructure is a costly to install, maintain, and repair. These costs are ultimately borne by the residents of Fort St. John through property taxes or rent. The cost of infrastructure per household or business is reduced when those costs are shared by a greater number of households or businesses. In terms of municipal finance and planning, the higher the density of housing or businesses, the lower the infrastructure cost per household or business.
- The City of Fort St. John has undertaken a number of innovative projects that illustrate the potential of adopting new technologies. These projects have demonstrated cost-savings, increased capacity, supported environmental sustainability, and generated revenue for the City.

Areas for Ongoing Attention

- The cost and energy-effectiveness of infrastructure construction and maintenance.
- Asset management including maintenance and replacement.
- The role of infrastructure in economic and social development.
- Forecasts and trends for the future.

Areas for Action

Maintain and develop the capacity to anticipate and plan for future infrastructure needs

In order to anticipate future infrastructure needs, the City of Fort St. John must stay informed about the issues, opportunities, trends, and legislation that will influence infrastructure development. This could include, for example, gathering information on innovation in systems design, demand projections, anticipated legislation, climate change, water availability, and availability of energy. It will then be important to ensure that this information is integrated into the long-range plans for infrastructure investment and asset management.

Undertake innovative pilot or demonstration projects

The City of Fort St. John has a track record of undertaking innovative demonstration projects to illustrate the potential of adopting new technologies. Recent examples include the water recovery facility, micro hydro project, passive apartment, and passive house. These projects illustrate the value of incorporating leading edge design and technology into municipal infrastructure. The City should continue to pursue pilot or demonstration projects that incorporate new technologies that can support economic and community development.

Link infrastructure asset management plans to development planning

The cost of installing and maintaining infrastructure and services should remain a key consideration in development planning. Building and maintaining roads, sidewalks, sewer, water, hydro, and gas lines is costly, particularly in a northern climate. In addition, there are other costs that come with expanding infrastructure such as increased costs for public bus service, school bus service, and public facilities such as parks. This would suggest that the City of Fort St. John should encourage development within its existing infrastructure envelope. Developments that require the extension of the existing infrastructure should be subject to a costing analysis related to building and maintaining the required infrastructure.

Increase public awareness of the issues that impact infrastructure needs and costs

Public awareness of the issues that impact infrastructure needs and costs can help build understanding of Council directions and decisions on these matters. For example, the cost of supplying treated drinking water to industry for industrial uses can help explain the investment in the water recovery facility. The knowledge that passive construction techniques can more than pay for themselves in energy savings can help justify using this technology. An ongoing public awareness campaign, one that includes materials that can be incorporated into the K-12 curriculum, should be adopted.

Advocate for communications infrastructure investment

In today's global economy, access to leading-edge communications infrastructure is critical. Access to high speed internet and cellular network coverage will give residents access to economic opportunities, as well as health, educational, cultural, and social services to support economic growth and quality of life. Access to leading-edge technology can also serve to attract and retain business investment. As this technology is rapidly evolving, it will be important for the City to continually advocate to the private sector companies that control this infrastructure to invest in installation for Fort St. John and surrounding areas.



Action Area: Transportation

Vision for Transportation in Fort St. John

Supporting multiple forms of transportation for ease of movement by people and product in and around the community safely and efficiently.

Background

- The road network in Fort St. John provides an effective, efficient, and safe means of transportation for passenger vehicles. While there are challenges for road maintenance, for example snow removal and spring road repair and line painting, the roads are generally seen to allow passenger vehicles to easily move around the community.
- The public transportation system is seen to be challenging and inadequate. A number of issues, including limited hours of operation for bus and HandyDart services, infrequency of bus services, routing of bus services, and lack of bus shelters were highlighted by the community.
- The pedestrian infrastructure in Fort St. John includes sidewalks, multi-use pathways, and trails, while the bicycle infrastructure is comprised of bike paths, multi-use paths, and bike trails. These networks are less well-developed than the road network, but they are growing. Some issues, including the lack of sidewalks in some areas; the need for improved lighting, road crossings, and accessibility features; and attention to maintenance, repair, and snow removal were mentioned by the community.
- With the growing senior's population, the need for attention to transportation for those who are mobility-challenged is growing. This would include consideration of factors such as access, safety, and affordability.

Areas for Ongoing Attention

- Ongoing commitment to the transportation master plan.
- Encouraging a multi-modal approach to transportation.
- Safety and personal safety for users (for example, crosswalk lights and signals).
- Affordability and availability of services.
- Forecasts and trends for transportation use in the future.
- Investment in infrastructure and infrastructure maintenance.

Areas for Action

Continue the City's commitment to the transportation master plan

The City of Fort St. John adopted a Transportation Master Plan in 2015. This 20-year plan is intended to guide development of transportation infrastructure to support other goals and objectives of the City related to health, environment, economy, and social sustainability. The plan envisions a multi-modal transportation network that enhances quality of life by supporting environmental, economic, and social sustainability to make the community vibrant, safe, and accessible. Continued commitment to the goals and actions outlined in the plan will support the economic and social development of Fort St. John.

Identify emerging and changing transportation needs

Community transportation needs can change in response to a number of factors, including changes in demographics, technology, and climate. For example, the growing senior's population in Fort St. John could result in the need to consider wider sidewalks, charging stations, and parking areas for scooters; a greater number of accessible transportation options; and more senior's/disabled parking. The growing number of young children in Fort St. John may increase the need for multi-use paths that allow trikes, bikes, and pedestrians. New technologies, such as self-driving and electric vehicles, could have an impact on road and building design. Climate change, which may result in more ice in winter and rain in fall, could have an impact on road maintenance.

Transportation infrastructure is an expensive and long-term investment. With this in mind, the City of Fort St. John should actively monitor changes in the community that could lead to changes in transportation needs. Anticipating these changes will allow for infrastructure planning and investments that meet community needs today and in the future. Focusing development within the existing infrastructure envelope will reduce transportation infrastructure costs.

Increase accessibility and awareness of public transportation options

Public transit services are managed by BC Transit. Currently, ridership in Fort St. John is low, however, for people who do not have access to a passenger vehicle, public transit is a critical service. Regular dialogue between BC Transit and the City of Fort St. John should be maintained to identify ways to enhance service. Options such as having smaller, but more, buses and a targeted night service, could be explored. There is also a need to increase public awareness of the public transit system. A public transit orientation session that would familiarize residents with the transit services available in Fort St. John could help increase ridership. These sessions could be aimed at students, new Canadians, and seniors who are no longer driving.

Ensure that income is not a barrier to using public transit

Despite the high median income in Fort St. John, there are families and households with very low incomes. Many of these are seniors, female-led lone-parent families, and new Canadians. Providing these households with access to transit would increase their ability to search for and travel to work, keep medical and counselling appointments, attend programs and services, and participate in opportunities for social connection. The Fort St. John Women's Resource Society has ten Adult and ten Senior/Student bus passes to distribute free of charge each month to people with limited incomes, however, there are never enough to meet the need. Research to determine the extent of transportation need in Fort St. John and explore strategies and options for meeting these needs would enhance opportunities and quality of life for low-income households in Fort St. John.



Cross-Cutting Actions

Through our research, community engagement, and community mobilization activities, we heard a number of concerns and opportunities that cut across action areas. In this section, we highlight actions that were common across multiple action areas. Because of this, these actions have the potential to be highly effective in addressing community needs.

Provide Community-Wide Access to Training for Non-Profit Boards

There is concern in the non-profit sector about board capacity and board burn-out. Many organizations indicated that providing board training is time consuming and costly. By centralizing the provision of training for non-profit boards, this initiative would make more training available and reduce costs and the administrative burden to any one organization. It would result in a stronger non-profit sector in Fort St. John.

This action was identified in the following action areas:

- Services for Individual and Family Wellbeing and Wellness
- Services for Vulnerable People and Families
- Arts and Culture
- Sports and Recreation

Developing Research Capacity in Fort St. John and the Peace Region

Research can help economies and communities anticipate and adapt to change. Developing local research capacity can help ensure that Fort St. John is on the leading edge of change. In addition, research generates jobs and economic activity. The need for local research capacity and knowledge-sharing was identified by a number of sectors, particularly in relation to climate change, environmental stewardship, and changes in adapting to advances in automation and technology.

This action was identified in the following areas:

- Oil and Gas
- Forestry
- Agriculture

Provide Community-Wide Access to Training for Non-Profit Organizations

There is recognition in the non-profit sector that many organizations would benefit from access to additional training and development opportunities for staff. These opportunities range from professional development to operational management, evaluation, and grant writing. A community-wide approach to training for non-profit operations would make more training available and reduce costs and the administrative burden to individual organizations. It would result in a stronger non-profit sector in Fort St. John.

This action was identified in the following action areas:

- Services for Individual and Family Wellbeing and Wellness
- Services for Vulnerable People and Families
- Arts and Culture
- Sports and Recreation

Providing Support for Roundtable Dialogue

The potential of bringing stakeholders together to work on common opportunities and challenges was identified in a number of action areas. As a result, there are a number of action areas that include the establishment of a stakeholder roundtable. These roundtables have the potential to anticipate change, identify emergent opportunities and challenges, develop strategies and plans to address opportunities and challenges, and monitor progress and outcomes. While the potential of these roundtables is very high, they must be supported through providing facilitation, organization, research, and capacity to follow up on ideas and questions. Developing capacity to support roundtable dialogue would be required for the success of these initiatives.

This action was identified in the following areas:

- Oil and Gas
- Forestry
- Agriculture
- Tourism
- Inclusion and Belonging

Workforce Development and Local Career Opportunities

Several sectors have identified challenges in recruiting and retaining staff. Many employers have to recruit from outside of the community and the region, usually from southern urban regions. Their experience is that these employees often move back south after a relatively short period of time.

Experience has shown that a person from a small northern community is more likely to remain in a small northern community through their work and career. Encouraging people, youth and adults, raised in Fort St. John and the Peace region to pursue higher education and careers that they can work at in the community would be beneficial to social and economic development.

A Career Awareness and Development Program could include career expos, as well as job shadowing and career mentoring opportunities. It would involve School District 60, Northern Lights College, University of Northern British Columbia, Fort St. John and District Chamber of Commerce, major employers, and small and medium sized businesses.

This action was identified in the following areas:

- Oil and Gas
- Forestry
- Agriculture
- Public and Government Services
- Services for Individual and Family Wellbeing and Wellness
- Services for Vulnerable People and Families

Establish a Volunteer Service for Fort St. John

Many non-profit organizations rely on volunteers and have concerns about volunteer staffing and burnout. While new volunteer recruitment would be desirable, it is also time consuming for these organizations. At the same time, people and organizations interested in volunteering would benefit from having a single point of contact to find out about and access volunteer opportunities. A central volunteer service for Fort St. John could develop partnerships and capacity that would assist non-profit agencies and community event organizers in recruiting and retaining volunteers. This could include links with industry and businesses seeking to make a contribution of time to the community or with high schools to help students fulfill their graduation requirement for volunteer community hours. A central volunteer service would assist non-profit organizations by taking on a number of tasks related to volunteer recruitment and retention, including:

- Community awareness
- Recruitment
- Applications
- Screening
- Criminal record checks
- Placement
- Basic training
- Appreciation
- Recognition

This action was identified in the following action areas:

- Inclusion and Belonging
- Services for Individual and Family Wellbeing and Wellness
- Services for Vulnerable People and Families
- Arts and Culture
- Sports and Recreation

Summary of Action Areas

This section presents a summary of all of the action areas. It also includes a proposed time frame for the initiation and implementation of each of the action areas and identifies the most likely role for the City of Fort St. John.

Key

Time Frame	City's Role
Short: 1 year	Implement: Fund and deliver
Medium: 2-3 years	Initiate: Start and pass over to another organization
Long: 4+ years	Support: Delivery by another organization
	Advocate: Actively advocate for action

Action Area

	Time Frame	City's Role
Inclusion and Belonging		
Establish a Roundtable on Inclusion and Belonging	Short/Ongoing	Implement
Conduct research to understand and track community perceptions and issues	Medium	Implement
Develop a welcome program for newcomers	Medium	Implement
Encourage appreciation for diversity	Ongoing	Support
Support events that bring neighbours together	Medium	Implement
Establish a Volunteer Grandparent Program	Long	Support
Services for Individual and Family Wellbeing and Wellness		
Enhance governance capacity for non-profit service providers	Medium/Ongoing	Support
Support volunteer recruitment for non-pwofit societies	Medium/Ongoing	Initiate
Build awareness and encourage local and regional residents to pursue careers in wellness and wellbeing	Long	Support
Assist organizations to stabilize and increase financial and operational capacity	Long	Support
Services for Vulnerable Individuals and Families		
Build awareness and understanding of vulnerability and who is vulnerable	Short/Ongoing	Support
Enhance access to 'basic needs' and services for low-income people and families	Short/Ongoing	Support
Address systemic issues related to vulnerability	Medium/Long	Support
Enhance governance capacity for non-profit service providers	Medium/Ongoing	Initiate
Support volunteer recruitment for non-profit societies	Medium/Ongoing	Initiate
Build awareness and encourage local and regional residents to pursue careers in services that support vulnerable people and families	Long	Support

	Time Frame	City's Role
Public and Government Services		
Build awareness and encourage local and regional residents to pursue careers in government and public services	Long	Support
Support the current mobile professional workforce	Medium	Support
Utilize technology to deliver services not available in the community	Medium/Long	Advocate
Encourage government and public services to locate local offices and services in locations that will support a vibrant community	Medium/Long	Advocate/ Support
Retail and Services		
Proceed with plans to revitalize the downtown core	Short/Ongoing	Implement
Identify emerging market segments	Medium	Support
Organize events that attract retail and service customers	Medium	Support
Support education for marketing and customer attraction	Short	Support
Focus on standards of service	Medium	Support
Housing		
Encourage the development of housing for seniors	Medium/Long	Implement
Consider overall housing affordability in the planning, development, and management of housing and neighbourhoods	Short/Ongoing	Implement
Encourage housing that supports a mobile workforce	Long/Ongoing	Implement
Encourage the development of housing in the downtown core	Short/Ongoing	Implement
Plan neighbourhoods to encourage interaction between neighbours	Ongoing	Implement
Continue to encourage and support a wide range of housing options and choices	Ongoing	Implement
Workforce		
Address issues of basic literacy and numeracy	Medium	Support
Encourage educational attainment	Long	Support
Highlight the range and diversity of career options available	Long	Support
Support women in the workforce	Short	Support
Create welcoming and inclusive workplaces	Short	Support
Oil and Gas		
Convene a Roundtable on the Oil and Gas Sector	Short/Ongoing	Initiate
Strengthen oil and gas research capacity in northeast BC	Long	Support
Develop a workforce training program for the oil and gas sector	Long	Support
Convene a dialogue on the family and social impacts of working in the oil and gas sector	Short	Initiate
Forestry		
Continue to build relationships and partnerships with First Nations communities	Short/Ongoing	Support
Strengthen forestry research capacity in northeast BC	Long	Support
Identify and utilize forest sector 'waste streams' for economic development	Long	Support
Develop a workforce training program for the forest sector	Long	Support

	Time Frame	City's Role
Agriculture		
Develop a northeast BC agricultural strategy	Medium	Support
Establish an Agriculture Roundtable	Short/Ongoing	Initiate
Develop agricultural research capacity for northeast BC	Long	Support
Construct facilities that support opportunities for value-added products and processing	Long	Support
Develop a marketing strategy for northeast BC agricultural products	Medium	Support
Develop a workforce training program for the agricultural sector	Long	Support
Tourism		
Develop a local tourism strategy that is linked to a broader regional tourism strategy	Medium	Support
Establish a Northeast BC Tourism Roundtable	Short/Ongoing	Initiate
Develop collaborative relationships and partnerships to advance tourism	Medium	Support
Identify offerings that would appeal to business travelers	Medium	Support
Develop tourism and hospitality training programs	Long	Support
Arts and Culture		
Develop an arts and culture strategy	Short	Implement
Develop an arts and culture facilities plan	Medium/Long	Implement
Develop an arts and culture program plan and review existing policies	Medium/Long	Implement
Support the arts and culture sector to act as a bridge between cultures	Ongoing	Support
Sports and Recreation		
Continue the City's commitment to the parks and recreation master plan	Ongoing	Implement
Develop a plan for sports and recreation programming	Medium	Implement
Develop a plan for sports and recreation events	Medium	Implement
Ensure that income is not a barrier to participation in sports and recreation	Medium/Long	Initiate
Offer more support for volunteerism in sports and recreation	Short/Ongoing	Support
Infrastructure		
Maintain and develop the capacity to anticipate and plan for future infrastructure needs	Ongoing	Implement
Undertake innovative pilot or demonstration projects	Medium/Long	Implement
Link infrastructure asset management plans to development planning	Ongoing	Implement
Increase public awareness of the issues that impact infrastructure needs and costs	Medium/Long	Implement
Advocate for communications infrastructure investment	Short	Advocate
Transportation		
Continue the City's commitment to the transportation master plan	Ongoing	Implement
Identify emerging and changing transportation needs	Medium/Long	Implement
Increase accessibility and awareness of public transportation options	Medium/Long	Implement
Ensure that income is not a barrier to using public transit	Ongoing	Implement

Decision-Making for Social and Economic Proposals and Options in Fort St. John

This decision-making matrix has been developed as a tool to assess emergent opportunities against the Social and Economic Development Framework for Fort St. John. The matrix may also be used to assess projects that are already underway.

The matrix has been designed to be used as a worksheet by City staff, as a discussion guide to gather input, and as tool to discuss project strengths and opportunities for improvements with project proponents. It can also be used to provide reports to Council regarding project assessments.

Action Areas

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Impact on Inclusion and Belonging	Contribution to creating a welcoming and inclusive community where residents feel a sense of belonging.				
Impact on Services for Individual and Family Wellbeing and Wellness	Contribution to creating a comprehensive range of services that support the wellbeing, wellness, and potential of all individuals and families.				
Impact on Services for Vulnerable People and Families	Contribution to creating a comprehensive range of services that support individuals and families experiencing challenges or trauma.				
Impact on Public and Government Services	Contribution to creating a growing hub for a wide range of public and government services in northeast BC.				
Impact on Retail and Services	Contribution to creating a vibrant, competitive, and innovative retail and service sector that attracts local residents and visitors.				
Impact on Housing	Contribution to creating a range of housing options to attract and retain people across socio-economic categories; to provide affordable, appropriate, and secure housing.				

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Impact on Services for Individual and Family Wellbeing and Wellness	Contribution to creating a comprehensive range of services that support the wellbeing, wellness, and potential of all individuals and families.				
Impact on Workforce	Contribution to creating a skilled and stable learning workforce that is ready to adapt to change and that supports economic development.				
Impact on Oil and Gas	Contribution to creating a leading and innovative oil and gas sector that provides economic and social benefit.				
Impact on Agriculture	Contribution to creating an innovative, future-oriented, and adaptive agricultural sector supplying products to high-value markets.				
Impact on Forestry	Contribution to creating a diverse, innovative, and resilient forest sector focused on sustainability, renewal, and opportunities for innovation.				
Impact on Tourism	Contribution to creating a vibrant and diverse tourism sector that creates economic and social benefit for multiple sectors.				
Impact on Arts and Culture	Contribution to creating a vibrant arts and culture sector that fosters individual and community creativity, wellbeing, connection between cultures, economic opportunities, and quality of life.				
Impact on Sports and Recreation	Contribution to creating a vibrant sports and recreation sector that fosters health, wellness, economic opportunities, a sense of community, and quality of life.				

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Impact on Infrastructure	Contribution to creating services that support safety, health, quality of life, and promote development.				
Impact on Transportation	Contribution to supporting multiple forms of transportation for ease of movement by people and products in and around the community safely and efficiently.				

Building Foundations to Achieve Goals and Aspirations

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Impact on Building Capacity	Contribution to enhancing the ability of individuals, organizations, and the community to: <ul style="list-style-type: none"> • anticipate change; • understand change; and • organize, develop, and mobilize ideas, assets, and resources. 				
Impact on Developing Connections	Contribution to enhancing the ability of individuals, organizations, and the community to: <ul style="list-style-type: none"> • communicate; • create shared understanding; • coordinate; and • collaborate. 				
Impact on Fostering Adaptability and Flexibility	Contribution to enhancing the ability of individuals, organizations, and the community to: <ul style="list-style-type: none"> • implement plans; • monitor progress; • evaluate performance and outcomes; • adjust plans; and • respond to change. 				

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Impact on Building Resilience	<p>Contribution to enhancing the ability of individuals, organizations, and the community to deal with and recover from challenges and crisis:</p> <ul style="list-style-type: none"> • engage in continuous learning; • build strength and depth of networks; • build trust and collaboration; and • engage in innovative and transformative thinking. 				

Synergies

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Impact at Multiple Levels of the Community	Degree to which the proposal incorporates attention to making a positive difference at the individual, organizational, and community level.				
Impact on Multiple Action Areas	Degree to which the proposal incorporates attention to having a positive impact on multiple action areas.				
Impact on Multiple Foundation Areas	Degree to which the proposal incorporates attention to having a positive impact on multiple foundation areas.				
Impact on Engagement and Collaboration in Fort St. John	Degree to which the proposal engages and encourages collaboration among individuals, organizations, and the community in Fort St. John.				

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Impact on External Engagement and Collaboration	Degree to which the proposal engages and encourages collaboration with individuals, organizations, and communities regionally, provincially, and beyond.				
Impact on Housing	Contribution to creating a range of housing options to attract and retain people across socio-economic categories; to provide affordable, appropriate, and secure housing.				

Role of the City of Fort St. John

Question	Definition/Vision	Direct Impact	Ranking -3 to +3 (0=no impact)	Indirect Impact	Ranking -3 to +3 (0=no impact)
Identification of the City of Fort St. John's role	Identify the City of Fort St. John's role in the proposal: <ul style="list-style-type: none"> • Implementation <ul style="list-style-type: none"> – Policy – Funding – Delivery • Initiation • Ongoing support • Advocacy 				



FORT ST JOHN
The Energetic City

COMMUNITY
DEVELOPMENT
INSTITUTE

