

# MINUTES

## SCHOOL DISTRICT NO. 60 (Peace River North)

### REGULAR MEETING

Monday, February 22, 2021  
6:30 p.m.

*Present:* Helen Gilbert, Chair – Board of Education (Area 5)  
Ida Campbell, Trustee (Area 4)  
Erin Evans, Trustee (Area 5)  
Nicole Gilliss, Vice-Chair (Area 3)  
David Scott-Moncrieff, Trustee (Area 2)  
Bill Snow, Trustee (Area 5)

Stephen Petrucci, Superintendent of Schools  
Teri Stoneman, Interim Secretary-Treasurer (*via Zoom*)  
Leah Reimer, Recording Secretary

*(Guests/Media)*

Michele Wiebe, PRNTA President (*via Livestream*)

*Regrets:* Madeleine Lehmann, Vice-Chair (Area 1)



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**Call to Order** Chair Gilbert called the meeting to order at 6:30 p.m.

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

### Agenda

Approval of the Agenda

Motion #13-21

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

BCSTA – Reserve Policy Survey

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

- Nothing to report

Trustee Evans

- Attended Provincial Council on February 20

#### Trustee Gilliss

- Reached out to three liaison administrators
- Planning to meet the in-town administrators soon

#### Vice-Chair Lehmann

- Absent

#### Trustee Scott-Moncrieff

- Nothing to report

#### Trustee Snow

- Visited Bert Ambrose as well as NPSS to congratulate the new administrator

#### Chair Gilbert

- Attended some PAC meetings and continue to be impressed by the many ways our schools are supported by our PACS. Appreciated seeing a recent post regarding this on our District web page and pictures related to Charlie Lake students using 3D pens as part of the ADST resources purchased by PAC
- For my liaison schools I would like to note the Baldonnel PAC pancake breakfast that took place Feb. 12<sup>th</sup>. ARYES did Valentine donuts on Feb. 12<sup>th</sup>.
- Rotary Club involvement and work with MMMCS on grant writing and fundraising resulted in approximately \$75,000 coming to the school for completion of their playground
- Pleased to see that schools have continued to do outreach with our seniors.
- North Peace Seniors Housing society appreciated the Valentines cards produced by students at Baldonnel, Charlie Lake and Bert Ambrose.
- Our schools are working hard to make sure that students enjoy a range of activities in spite of COVID including continued outdoor events for students. Got some great pictures from Mrs. Burridge's grade 2 adventures in Kin Park that included snowshoeing, sled races and Inuit Games. Upper Pine is planning a Winter Carnival this week. Hope that they will have the right kind of snow left for their activities given the warm winds of the last few days.
- Pink shirt day is coming up and many of our schools will acknowledge this. The message of kindness and respect is one that is evident in our schools all the time not just on this special day. ARYES school students will be rocking their new pink shirts that speak to school connectedness and that kindness is important to all school stakeholders. Students, staff and parents involved in development of school guiding words. PAC arranged for three community sponsors for the t shirts. These sponsors will be acknowledged on the shirts. We heard at the recent ARYES Framework presentation that their pink shirts will use a special school logo that sports the guiding words and values of the school represented by WE ROCK: Welcoming, Empathetic, Respectful, Open-minded, Cooperative/Caring, Kind. These shirts will be worn monthly.
- Have had Zoom Board Chair calls with both BCSTA and Education Minister Whiteside. The information has been shared with trustees and district staff. I continue to be thankful for the strong relationships in our district, the work of our staff because our district has a tone that is more positive than others.

- Participating in Framework for Learning and Gearing UP series, gathering information that will help with planning for our Strategic Planning process for next year. We are ahead of other districts because of our internal FESL processes that were in place prior to some of the recent changes. In addition to giving useful information they are also modelling and building familiarity with technology tools such as ZOOM breakout rooms, polls, stickies etc. to support on-line gathering of information and interaction.

## Minutes of the Regular Board Meeting

### Approval of the Minutes

#### Motion #14-21

Evans/Scott-Moncrieff  
 THAT the Regular Meeting Minutes of January 25, 2021 be adopted.  
 CARRIED.

### Business Arising from the Minutes

The following business arose from the above noted Minutes:

#### **Health Care Recruitment Follow Up from January 25/21 Board Meeting**

- A legacy connection that Jean Leahy started and is carrying on with Margaret Little – SONS (Save our Northern Seniors)
- Spoke with Brian Campbell and communication is happening between involved parties
- Makers Making Space – maybe a link with the 3D projects students are making and seniors
- Trustee Evans – Northern Lights College is hosting students from Bert Bowes and speaking specifically about the new nursing program

## Minutes of the Special Regular Board Meeting

### Approval of the Minutes

#### Motion #15-21

Snow/Evans  
 THAT the Regular Meeting Minutes of February 15, 2021 be adopted.  
 CARRIED.

### **Approval of Excerpts**

#### Motion #16 -21

Scott-Moncrieff/Campbell  
 THAT the excerpts from the December 14, 2020 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.  
 CARRIED.

## Announcements & Reminders

February 23	SUP-PAC Meeting ( <i>Evans</i> )	12:00 p.m.	Board Room
March 1	Framework Presentations	1:30 p.m.	Board Room
March 1	NPAA	5:30 p.m.	Virtual
March 8	Policy Committee Meeting	11:00 a.m.	Board Room

March 8	Board Meetings	5:00 p.m.	Board Room
March 10	Early Dismissal Day		
March 11	Early Dismissal Day		
March 15 to March 26	Spring Break		
March 30	SUP-PAC Meeting ( <i>Campbell/Gilbert</i> )	12:00 p.m.	Board Room
April 6 ( <i>Tues</i> )	COTW Meetings	12:30 p.m.	Board Room
April 8-10	NSBA Conference		
April 12	NPAA	5:30 p.m.	Virtual
April 15-17	BCSTA AGM		Virtual
May 17	Policy Committee Meeting	11:00 a.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
- 28 new assignments? Newly created and some being filled because of sick leaves, maternity leaves, etc. A number of cases of moving staff around (ie. moving some off of TTOC list into positions)
- A lot of the hirings are for next year

#### **Workforce Report**

- For information purposes
- Question regarding absence of 48 EA's. It's labelled as "other" (absent from regular duties). In this case EA's were away for Pro-D activities
- Facilities, AO's, exempt are not included in this report that is provided by the Ministry of Education

#### **Superintendent's Report**

- For information purposes
- Thank you to Kamloops School District for sharing their resources with our District in regards to District Reading Assessment. A curriculum committee is being set up in conjunction with the LEA's. This particular assessment has a broader piece around the history of Indigenous people, however local pieces are being integrated as well in other areas
- Will need to review Equity Scan in relation to the Strategic Plan

### Motion #17-21

Scott-Moncrieff/Evans

THAT the Board accept the Superintendent's Report with the exception of the Out of District Field Trip – International Students Ski Trip and the BAA Course – Working in Natural Gas 12.

CARRIED.

#### **Out of District Field Trip – International Students Ski Trip**

- Going to Powder King...clarification was given that there will be no out of province field trips at this time

### Motion #18-21

Scott-Moncrieff/Evans

THAT the Board of Education approve the attached Out of District Field Trip.

CARRIED.

### **BAA Course – Working in Natural Gas 12**

- Question as to the process of BAA Courses. Once approved, it stays approved
- Would be difficult to report on specific details of each BAA Course and the uptake

**ACTION:** Superintendent will provide a list of the District's BAA Courses and potentially more details regarding the uptake, if that specific information is available

#### Motion #19-21

Evans/Snow

THAT the Board of Education approve the attached BAA Course – Working in Natural Gas 12.

CARRIED.

### Secretary-Treasurer's Report

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

#### **Enrolment Projection Report**

- 2021/22; 2022/23; 2023/24
- 2021/22 – increase of 86...small and conservative increase...would like to be able to add staff if enrolment is greater than projected, rather than reducing staff if lower than projections.
- Will create our March preliminary funding announcement and will be used for the budget in the spring
- The small and conservative increase applies to the other two years as well

#### **Human Resources Support Staff Summary Report**

- For information purposes

#### Motion #20-21

Scott-Moncrieff/Snow

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

CARRIED.

### **2020-2021 Annual Amended Budget & Presentation** (*Attachment*)

- Secretary-Treasurer presented the Annual Amended Budget and fielded questions from Trustees
- Superintendent - We were instructed by Ministry of Education to not make staffing changes so we'd have spaces in all classrooms as part of our transition program that we were required to carry. Ministry asked that districts maintain the capacity of their system as part of the transition. We then saw provincial monies (\$750,000) and federal monies (\$2.4 million) come to us
- The pandemic is likely the reason for the decrease in enrolment from what was forecasted

#### Motion #21-21

Evans/Campbell

THAT in accordance with Section 68(4) of the *School Act*, all three readings of Amended Annual Budget Bylaw 2020-2021 be given at this meeting

CARRIED.

Motion #22-21  
(First Reading) Scott Moncrieff/Snow  
THAT the Board adopt the First Reading of Amended Annual Budget Bylaw 2020-2021.

CARRIED.

Motion #23-21 Campbell/Evans  
THAT the Second and Third Reading be read in short form.  
CARRIED.

Motion #24-21  
(Second Reading) Campbell/Evans  
THAT the Board adopt the Second Reading of Amended Annual Budget Bylaw 2020-2021.

CARRIED.

Motion #25-21  
(Third Reading) Gilliss/Snow  
THAT the Board adopt the Third and Final Reading of Amended Annual Budget Bylaw 2020-2021.

CARRIED.

### Reports of Regular Committee of the Whole Meeting

#### Approval of the Minutes – February 8, 2021

Motion #26-21 Evans/Scott-Moncrieff  
THAT the Board accept the Regular Committee of the Whole minutes of February 8, 2021.

CARRIED.

#### Business Arising from the Minutes

The following business arose from the above noted Minutes:

- Discussion around cold weather and buses running

#### Policy Committee

##### **Policy 7018 Childcare - Adoption**

Motion #27-21 /Gilliss  
THAT the Board of Education adopt Policy 7018 Childcare Policy as presented.

CARRIED.

##### **Policy 4014 Travel – Notice of Motion**

Motion #28-21 Evans/  
THAT the Board of Education put forward Policy 4014 Travel for Notice of Motion as presented.

CARRIED.

**ACTION:** Bring back to the April 19, 2021 Regular Board Meeting for adoption

### Other Reports

#### **BCSTA**

##### Provincial Council – February 20, 2021

*Trustee Evans*

- First time using electronic voting process...went well with a few glitches and things that will have to be developed to be ready for the AGM

- Draft budget was approved and will go to the AGM to be voted on. Our fees have been increased, however it will be covered this year by COVID funds
- Looking at hybrid models for meetings (ie. Legislature, Indigenous and Education committees)
- Motions all passed
  - 9.1 Funding for Distributed Learning – a lot of discussion took place. Looks different in different districts
  - 9.2 COVID-19 Vaccine Priority for Workers in the Public Education – amendment took place providing clarity around whether school staff are deemed “essential workers”
  - 9.3 Providing Accessible and Timely Information re: COVID 19 & School Safety – motion was completely re-worked. Want better communication about how safe schools are for students during COVID times (ie. schools are one of the safest place to be because of low transmission rates)

Reserve Policy Survey (Attachment)

*Chair Gilbert*

- Secretary-Treasurer Stoneman, Chair Gilbert & Vice-Chair Lehmann are meeting tomorrow to gather information to submit the survey by February 26, 2021
- Question 10: What does your school district need from government to be able to prepare a reliable multi-year financial plan?
  - Funding guarantee, percentage of surplus we can hold to be increased if they are moving to a three-year budget
  - Safeguards for fiscally accountable districts
  - Superintendent – continuation of the ability for districts to appropriate the reserves into education initiatives that we give to schools to supplemental funding
  - Promises not to lay surprises on like administrative savings of 30% as in the past...30% was cut for over two years across all districts (ie. some districts were top heavy...ours wasn't and we were penalized.)
  - A reasonable approach to large reserves, unappropriated funds sitting and not being utilized in some districts
- Question 11: What should be included or decided in a provincial level surplus policy and a local surplus policy
  - The percentage we can hold in reserves should be provincial. Whether fund is restricted or unrestricted should be left up to the boards to decide
  - When capital projects are requested, ministry asks for money out of reserves when districts have potentially earmarked those reserves for other educational projects
  - Our district also holds funds as the season for building and construction is shorter in the north
- What should be included/decided in a provincial level financial policy and what should be included/decided in a local level financial planning policy?
  - Our district currently has an Accumulated Operating Surplus policy and Finance/Audit Committee policy.
  - Discussion around the uniqueness for districts when generating the budget

**BCPSEA**

*Trustee Campbell*

- Sent out an email regarding Pro-D and training that BCPSEA is offering to district staff and trustees

**Board Pro-D Committee**

*Chair Gilbert*

- Have asked the Secretary-Treasurer to work on a Financial Literacy presentation to the Board. Still working on a date
- Will then work with the committee as to offerings going forward

**Correspondence**

No Correspondence

**Unfinished Business**

No Unfinished Business

**New Business**

No New Business

**PRNTA Update – Michele Wiebe, President**

Livestream - No report

**CUPE Local #4653 Update – Dave Shipley, Acting President**

Absent – No Report

**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:  
*None*

Motion #29-21

Evans/Scott-Moncrieff  
THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.  
CARRIED.

**Adjournment**

Motion #30-21

Evans/Snow  
THAT the meeting be adjourned. (8:44 p.m.)

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HELEN GILBERT, CHAIR,  
BOARD OF EDUCATION

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TERI STONEMAN,  
INTERIM SECRETARY-TREASURER





# Together We Learn

## Superintendent's Report – February 2021

Feb 19, 2021

\*\* Additional updates related to COVID-19 can be found on our district website [here](#) .

As part of the updated guidelines and safety measures, School District 60 has been asked to lead a **Rapid Response Team** for both preventative and responsive measures when there is a significant outbreak event. We will be working closely with Northern Health, the Ministry of Education and other northern districts in this regard. More details to come in early March.

### Playgrounds in the North are for moose too!

This photo was taken by *Upper Pine Elem-Jr Secondary School* principal, Melody Braun, looking out her office window.



## Framework for Enhancing Student Learning (FESL)

### Intellectual Development

#### CURRICULUM

##### **District Reading Assessments**

- Development of new reading assessments continues as we look at the Kamloops District version. This will be for grades 4-9 and will provide a Fall, mid-year, and end of year package. The content of the reading passages is more relevant – including tie-ins with Indigenous culture. Our District Principal Charmaine Chrétien will be getting feedback from the field and calibrating the assessments.

##### **District Numeracy**

- Implementation of the Mathematics Assessment and Practice (MAP) tool continues with rubrics and coding being developed in collaboration with teams of teachers
- District numeracy assessment updates:
  - Grades 3-5 drafts will be completed by end of April 2021

- Grades 6-9 drafts will be the focus for May/June 2021
- Looking at including data collection in grades 3, 6 & 9 with other grade spans available for teachers/schools
- Mathematics inservices: April inservices up and coming throughout the month for LATs, Middle schools (7-9) and other folks who want inservice support in other grade spans outside of the district license

**Learning Resources for Black History Month [HERE](#)**

**SCIENCE FAIR 2021 !**

This year, the fair will be held **virtually**. Information is available on the Regional Committee's website **here** .

Monday, March 29 - Thursday, April 1, 2021

The Science Fair is an opportunity for students to demonstrate their knowledge of the Scientific Method as well as hone their presentation skills. It does not replace the Science curriculum and assessment, but is rather an enrichment opportunity for students in grades 4-12.

## **Human & Social Development**

### **Black History Month – February**

#### **Art Activity at Margaret ‘Ma’ Murray Community School**

### **LEA Workshops in Schools**

Presentations and workshops continue to be carried out with school staffs around the District. These sessions on Local Education Agreements (LEAs) help create connections/collaborative conversations around Indigenous students with school communities.

## **Career & Skill Development**

## Online Production Assistant Training

Applicants need to be at least 15 years old and have a social insurance number.

## Women in Trades event at Dr. Kearney

Dr. Kearney hosted a Women in Trades event on February 12th. Today, the door is open to women in every BC trades career. You've got great trade career choices — from carpentry and plumbing to aerospace and horticulture.

Women are finding challenges, job satisfaction and good pay in the skilled trades.

*Mr. Campbell – District Principal Careers/International*

The students from Dr. Kearney connected virtually with:

- Lisa Langevin – Director, Equity & Engagement
- Lisa Ayton – Program Leads
- Elaine Allan – Executive Director, Skills Canada BC
- Michelle Skelly – Program Director, Skills Canada BC
- James Maxwell – Coordinator, Skills Canada BC

**Careers / SWIS / ISP – Monthly Newsletter — FEBRUARY 2021**

**Operations / HR**

**Workforce Reports for January - attached to the public agenda - covers the period from January 11th - February 1st.**

### **Safety Website on SharePoint for Staff**

This site is in development and should be available by Spring Break. It will capture all the information related to Health & Safety as well as processes and links for reporting injuries, etc.

**Weekly Updates from Technology Services — for staff — available here .**

# Truth & Reconciliation

## Backgrounder #9 Citizenship

### Equity Scan

With the complexities associated with COVID-19 (and navigating in-person meetings), Equity Scan has been in a holding pattern. In conversation with the Ministry and other districts who are further along in the Equity Scan process, a recurring theme is that in-person dialogue is at the heart of the process (as opposed to just sending out surveys and focus questions).

For now, staff are working on a learning series for our leadership group and will be bringing together the working committee after Spring Break to put together plans and timelines when in-person gatherings are possible.

### Support to Indigenous Students and Families

As part of the Federal Funds and subsequent mandate, we have hired additional teacher staffing to help provide instruction and support to students and their families who are not attending regularly. This is done in collaboration with the home school.

### “Take 3”

### Prespatou Elem-Jr Secondary School



## Taylor Elementary School

We are having a most successful Reading Challenge event called a Tower of Books. Students walking by are always commenting on how well their class is doing. One class is almost 100% weekly for their at-home reading goal and others are not far behind! With a week to go in the challenge, we are running out of room!

## C.M. FINCH ELEMENTARY SCHOOL

Grade 6 students have been working on STEM projects in February. This was completed as a class challenge to create an environmentally friendly habitat that is sustainable now and into the future using tools and materials from our MakerSpace.



Funding Reserve Policy Feedback

Survey

The Ministry of Education is consulting with local school district representatives (via BCSTA, BCASBO and BCSSA) on the development of a number of new financial planning and financial management policies. The new policies support transparency, sound financial planning and will help end the age-old debate regarding the necessity and appropriateness of districts to hold funds in reserves. These policies are being drafted in response to the recommendations provided by the Funding Model Review Panel (Recommendations: 14,16,18,19 20, 22). With this in mind, BCSTA, BCSSA and BCASBO are requesting your district engage in this short survey in order to help us represent local board of education needs when providing feedback regarding the provincial level policies. We ask that you complete this survey in conjunction with your secretary-treasurer and superintendent, no later than 4 pm, Friday, **February 26**.

OK

1. Does your district have a budgeting process in place for budget planning, financial management, etc?

Yes  
No

2. Does your district have a policy in place regarding...

<b>Theme 2:</b>	
<b>Accountability</b>	Boards of Education and senior school district staff value autonomy and while there is general agreement that the sector should be accountable, there is a range of perspectives amongst Boards and staff as to what they should be accountable for and to whom. Funding levels appear to be a key factor upon which many stakeholders judge the success of BC's K-12 public education system. The Panel's view is that greater focus needs to be placed on outcomes, with a more in-depth look at how students are doing and whether their learning needs are being met.

<b>Recommendation 14</b>	<p><b>As a critical component of good operational practice, Boards of Education should be required to strengthen their planning processes in the following ways:</b></p> <ul style="list-style-type: none"> <li>* School district management should be required to develop operational plans to deliver on provincial and Board of Education goals across a range of areas (e.g. human resources, information technology, educational programs and services, facilities, finance).</li> <li>* School district management should be required to issue a year-end report at the same time as their financial statements, describing results achieved and how resources were utilized. (see Figure 6 - page 28)</li> </ul> <p><b>Compliance Audits</b></p> <p>The Panel consistently heard about the current structure of the compliance audit program. While the program is a key financial accountability mechanism for the Ministry, it is viewed by many stakeholders - especially senior school district staff - as punitive and too focused on inputs. The scope of the current compliance audit program does not consider the quality of educational programming, how students are doing, or how the school district is being managed. The work of the compliance team could also provide an opportunity to share best practices across school districts and improve performance.</p>
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<b>Theme 2:</b>	
<b>Accountability</b>	Boards of Education and senior school district staff value autonomy and while there is general agreement that the sector should be accountable, there is a range of perspectives amongst Boards and staff as to what they should be accountable for and to whom. Funding levels appear to be a key factor upon which many stakeholders judge the success of BC's K-12 public education system. The Panel's view is that greater focus needs to be placed on outcomes, with a more in-depth look at how students are doing and whether their learning needs are being met.

<b>Recommendation 16</b>	<p><b>The Ministry should provide ongoing provincial leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.</b></p> <p><b>Recruitment and Retention</b></p> <p>Virtually all stakeholders identified concerns or challenges dealing with recruitment and retention of qualified staff, including but not limited to, teachers. Specific challenges included the high cost of housing and/or lack of supply in some areas as well as lifestyle compatibility. Much of the current focus on this topic stems from the hiring of over 3,700 new teacher FTEs associated with the restored collective agreement language and enrolment growth. The Ministry has already initiated a workforce planning project looking at teacher supply, demographics and demand.</p> <p>Many factors have an impact on recruitment and retention: remoteness, types of positions (i.e. specialist teacher opportunities), migration trends, the restored language, leadership and working environment, cost of living, compensation, retirements and leaves, and number of graduates from post-secondary programs. Some of these challenges are not new for the K-12 public education sector and the existing geographic funding does help alleviate some pressures in rural areas. Any solution to this issue needs to be evidence-based, consider long-term workforce trends, and incorporate both supply and demand data. As a result, changes to the funding model may not be the most effective approach to helping school districts manage these issues.</p>
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<b>Theme 3:</b>	
<b>Financial Management</b>	<p>The Panel's Terms of Reference focussed on funding allocation, however the quantum of funding was raised at every meeting with school districts. A number of financial management issues were identified that impact the ability of Boards of Education to manage resources and make decisions regarding services. The Auditor General of British Columbia has issued several reports on the build-up of reserves and large cash balances held by Boards of Education. The recommendations on financial management go hand in hand with the accountability recommendations in Theme 2 (page 27).</p>
	<p><b>Funding Pressures</b></p>
	<p>Many Boards of Education and school district staff expressed concern about the impact of inflationary and other cost pressures on educational service delivery, especially for those groups of students requiring additional assistance. The current funding model does not directly account for inflationary pressures. Some concern was expressed about managing the increasing costs of supplies, services (e.g. hydro, communications), and employee salaries and benefits. The least predictable cost types were identified to be weather-related, health-related, and those due to regulatory and policy changes from various levels of government.</p>
	<p>While many stakeholders felt the overall quantum of funding was not enough, some indicated it was sufficient. While a review and recommendation on the total quantum of funding allocated to school districts was not part of the Panel's scope, failure to recognize these costs can impact the ability to deliver educational programs effectively. The burden of these cost pressures, if not funded, should be distributed to school districts in a way that protects the equity objective described in Theme 1 (page 17).</p>

<b>Recommendation 8</b>	<p><b>The Ministry should identify net cost pressures and new program expenditures and, as part of the annual provincial budgeting process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.</b></p>
	<p><b>Funding Predictability</b></p>
	<p>Basing the majority of funding on student FTEs (or per-student as recommended) provides a high degree of annual funding certainty, since enrolment changes are fairly predictable for most school districts. Boards of Education expressed a different perspective and do not believe the current system provides sufficient funding certainty to support local planning over multiple years. One of the root causes leading to uncertainty is that there is not direct alignment between the enrolment forecasts developed by the Ministry of Education and school districts, and the funding within the Provincial Budget and Fiscal Plan for the Ministry of Education. This discrepancy leads to some angst about possible funding reductions, or lack of funding for enrolment growth or other cost pressures in future years.</p>
	<p>Government policy changes (provincial and federal) and new programs or initiatives, can have an impact on school district costs, especially when unanticipated or issued late in the budgeting process. Recent examples include changes to WorkSafeBC regulations, tax policy changes, utility rate increases and the introduction of the Student Transportation Fund late in the 2016 school year.</p>
	<p>The costs and revenues associated with these changes are not always easy to manage, especially if a school district's annual budget has been finalized and staffing is already set. As school districts spend the vast majority of their budgets on staffing, the introduction of unexpected new costs can mean unanticipated reductions in staffing part way through the school year, which in turn impacts relationships between Boards of Education and their local stakeholders. The introduction of new funding part way through the school year may also limit school districts' ability to adequately plan spending and initiate (or expand) programming, potentially leading to unspent year-end funds and therefore operating surpluses. These concerns were expressed by Boards of Education throughout the regional meetings and in a number of written submissions.</p>

**Theme 3:**

**Financial Management**

The Panel's Terms of Reference focussed on funding allocation, however the quantum of funding was raised at every meeting with school districts. A number of financial management issues were identified that impact the ability of Boards of Education to manage resources and make decisions regarding services. The Auditor General of British Columbia has issued several reports on the build-up of reserves and large cash balances held by Boards of Education. The recommendations on financial management go hand in hand with the accountability recommendations in Theme 2 (page 27).

**Recommendation 19**

**To support multi-year financial planning:**

- \* Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and
- \* School districts should be required to develop three-year financial plans.

**Reserves**

Throughout the engagement process, Boards of Education and school district staff noted the importance of being able to establish and maintain reserves, whether through accumulated operating surpluses or local capital accounts. On school district financial statements, reserves appear as part of overall cash balances, but are distinct in that these funds allow school districts to set aside operating funding over several years to pay for items such as technology upgrades, school district vehicle replacement, portables for enrolment growth, facility renovations, minor capital projects not funded by the Ministry, and to buffer against potential funding uncertainties.

In the *School Act*, Boards of Education are required to submit balanced budgets to the Ministry by June 30th of each year. This is before their actual student enrolment, and therefore funding, is known. Practically, this leads to many school districts having annual surpluses by year-end. School districts are permitted to use unspent operating funding from prior years when drafting their operating budgets, or use it in subsequent years for non-funded capital items such as school district vehicles, information technology and emergency capital needs (these are capital costs that school districts incur but not recognized in the funding formula). School districts also highlighted that government policy changes can impose unexpected costs such as the new Employer Health tax. Some level of reserves should be expected for the purposes of mitigating risk, particularly in the context of being legislatively required to table balanced budgets.

Overall reserve amounts have been increasing in recent years, and there is a growing concern from Government about operating funding for educational programming being provided but not used by school districts. Accumulated operating surpluses have increased by 45 percent from \$244.6 million at June 30, 2015 to a projected \$355.1 million at the end of the 2017/18 school year. As well, overall cash balances have increased by 11 percent from \$1.39 billion at June 30, 2015 to a projected \$1.54 billion at the end of the 2017/18 school year. Cash balances and accumulated operating surpluses have been the subject of a number of Special Advisor and Auditor General Reports on school district budgeting and financial management in recent years.

Reserves can be restricted for a specific purpose by Boards of Education or can remain unrestricted for future use. While some school districts have taken steps in recent years to improve reporting on reserve amounts, in many cases details on specific initiatives school districts are saving for and why, are limited. This has contributed to Government requiring that school district reserves be used as a funding source for some capital projects.

The Panel considered a number of options to deal with the concerns about the size of reserves, ranging from doing nothing to recommending that Government recoup the funds to ensure they are used to deliver education programs as intended.

The Panel's view is that establishing reserves can be a sign of good financial management. If school districts no longer had the ability to establish reserves and carry forward accumulated operating surpluses, then Government would bear greater financial risk when school districts experience financial difficulty. That being said, there is a great deal of variation across school districts in the total amount of reserves being held and in some cases the amounts may be too

Recommendation 19

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Feb 16 Follow Up ⑤

high, especially unrestricted amounts. As well, there is a lack of clarity and documentation in many school districts regarding which items and initiatives are being saved for and why, and how these relate to broader organizational goals.

**Theme 3:**

**Financial Management**

The Panel's Terms of Reference focussed on funding allocation, however the quantum of funding was raised at every meeting with school districts. A number of financial management issues were identified that impact the ability of Boards of Education to manage resources and make decisions regarding services. The Auditor General of British Columbia has issued several reports on the build-up of reserves and large cash balances held by Boards of Education. The recommendations on financial management go hand in hand with the accountability recommendations in Theme 2 (page 27).

**Recommendation 20**

**The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:**

- \* Set clear provincial policies on what school districts may save for, directly related to their strategic plans;
- \* Establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);
- \* Ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and
- \* Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.

**Locally-Generated Revenues**

Over the past decade, school districts' locally-generated revenues have increased by 18 percent of \$95 million, totally \$595.7 million by the end of the 2016/17 school year. They accounted for over ten percent of total school district revenues in 2016/17. Most of this revenue is associated with international student programs in six school districts. There are also costs involved in operating these types of revenue-generating programs. For example, while gross 2016/17 revenue from international student tuition fees was \$240.6 million, the net revenue was \$106.3 million once instructional expenses have been considered. There are other expenses that school districts may incur to operate these programs.

While locally-generated revenues are an important source of income for many Boards of Education, a number of school districts highlighted the social benefit of BC resident students being exposed to different cultures, together with the benefit to the provincial treasury of international students. Further, school districts report they developed these programs to manage inflationary pressures during a period of relatively static funding from the government. However, not all school districts have the same ability to generate revenues which can lead to inequities in the levels of services being provided to students across the province.

While there are some suggestions from stakeholders that these revenues should be equalized across school districts, overall there does not appear to be a great deal of support for this approach. The Panel considered a range of options from status quo, to grant adjustments by the Ministry, to introducing a mechanism within the model that would account for these revenues. However, the Panel concluded it does not make sense to penalize a select group of school districts for being entrepreneurial, especially given the amount of time and resources that have gone into establishing various local revenue-generating programs.

**District # 28-Quesnel**

No specific comment.



Recommendation 22

1

<b>Theme 3:</b>	
<b>Financial Management</b>	The Panel's Terms of Reference focussed on funding allocation, however the quantum of funding was raised at every meeting with school districts. A number of financial management issues were identified that impact the ability of Boards of Education to manage resources and make decisions regarding services. The Auditor General of British Columbia has issued several reports on the build-up of reserves and large cash balances held by Boards of Education. The recommendations on financial management go hand in hand with the accountability recommendations in Theme 2 (page 27).

<b>Recommendation 22</b>	<p><b>In the current absence of dedicated funding for some capital expenditures, the Ministry should either:</b></p> <ul style="list-style-type: none"><li>a) Provide capital funding for expenditures that are currently not reflected in the capital program; or</li><li>b) Clarify which items are ineligible for capital program funding and ensure school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).</li></ul>
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# Amended Annual Budget 2020/2021





# ENROLMENT Statement 2 (Page 2)

2021 Amended Budget  
6,267.375 Total FTE

- School Age 6,249.625
- Adult 16.50
- Summer 1.25

2021 Preliminary Budget  
6,463.125 Total FTE

- School Age 6,424.000
- Adult 25.000
- Summer 14.125



School District 60

Peace River North

# ENROLMENT Statement 2 (Page 2)

### School Age FTE



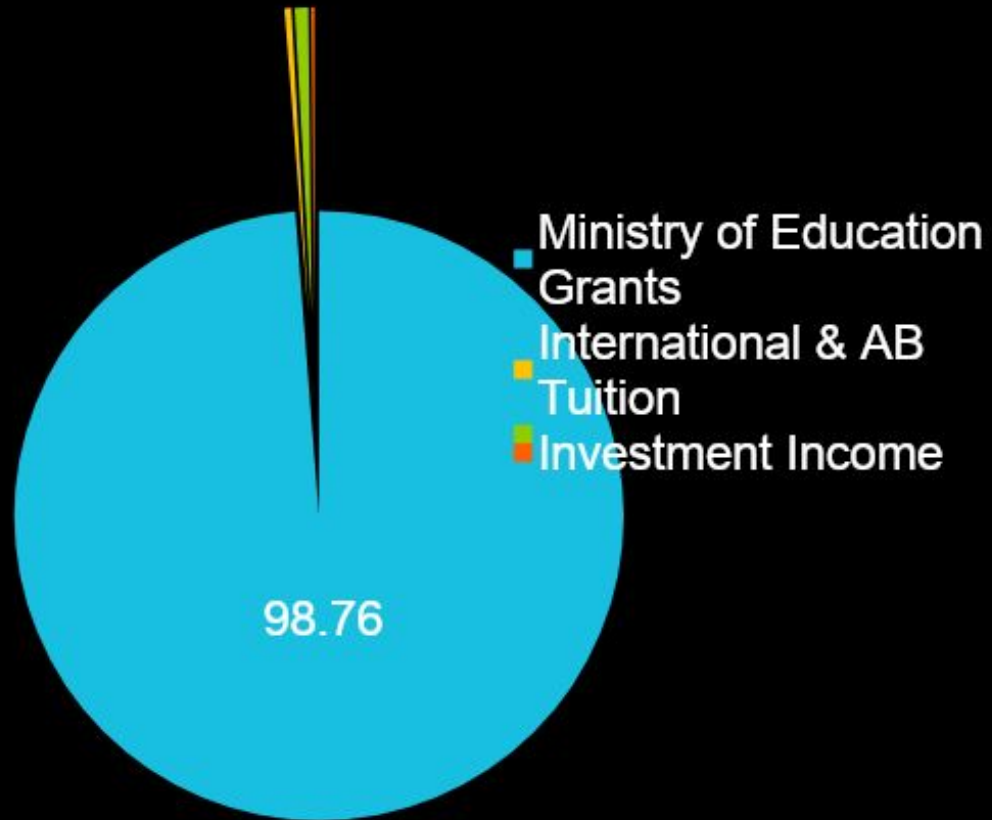


School District 60

Peace River North

# Operating Revenues Schedule 2 (Page 6)

## Total Operating Revenue (Schedule 2)





# Operating Revenues Schedule 2A (Page 7)

Total Operating Revenue				
	Revenues (Schedule 2A)	Amended	Annual	Difference
Provinc ial Grants	Operating Grants	65,762,730	67,548,920	-1,786,190
	Pay Equity	241,350	241,350	0
	Graduated Adults	32,857	55,000	-22,143
	Transportation			
	Funding	425,785	425,785	0
	FSA Funding	8,187	8,187	0
	Support Staff Benefits			
	Grant	67,113	39,086	28,027
	Teachers Labour			
	Funding	1,510,106	1,510,106	0
	Early Career			
Mentorship	125,000	0	125,000	
Early Learning				
Framework	2,400	0	2,400	
Equity Scan				
Implementation	4,000	0	4,000	
Other	International and Out of Province	246,165	324,000	-77,835
	MCFD - School Age Therapy	84,400	57,708	26,692
	Miscellaneous Income	322,345	116,511	205,834
	Rental and Leases	85,794	58,057	27,737
	Investment Income	120,000	120,000	0
		<b>69,038,232</b>	<b>70,504,710</b>	<b>-1,466,478</b>



# Components of Ministry of Education Funding Schedule 2A (Page 7)

Components of Ministry of Education Funding Include:			
Funding Type	Amended	Annual	Difference
<b>Enrolment based:</b>	45,037,990	46,704,020	-1,666,030
Supplement for Enrolment Decline	114,258	0	114,258
Funding Protection	396,716	0	396,716
Est. DL (Feb & May)	1,324,145	1,324,145	0
Adult Education	31,350	72,345	-40,995
Summer Learning	4,300	30,284	-25,984
<b>Unique Student Needs:</b>			
Special Education	5,997,900	6,373,500	-375,600
ELL	731,120	881,600	-150,480
Aboriginal Education	1,693,500	1,875,000	-181,500
Equity of Opportunity Supplement	220,138	225,050	-4,912
<b>General District based:</b>			
Salary Differential	668,984	520,647	148,337
Unique Geographic Factors	9,487,239	9,487,239	0
BC Education Plan	55,090	55,090	0
<b>Total Ministry Funding</b>	<b>65,762,730</b>	<b>67,548,920</b>	<b>-1,786,190</b>





Operating Expenses  
Schedule 2B  
(Page 8)

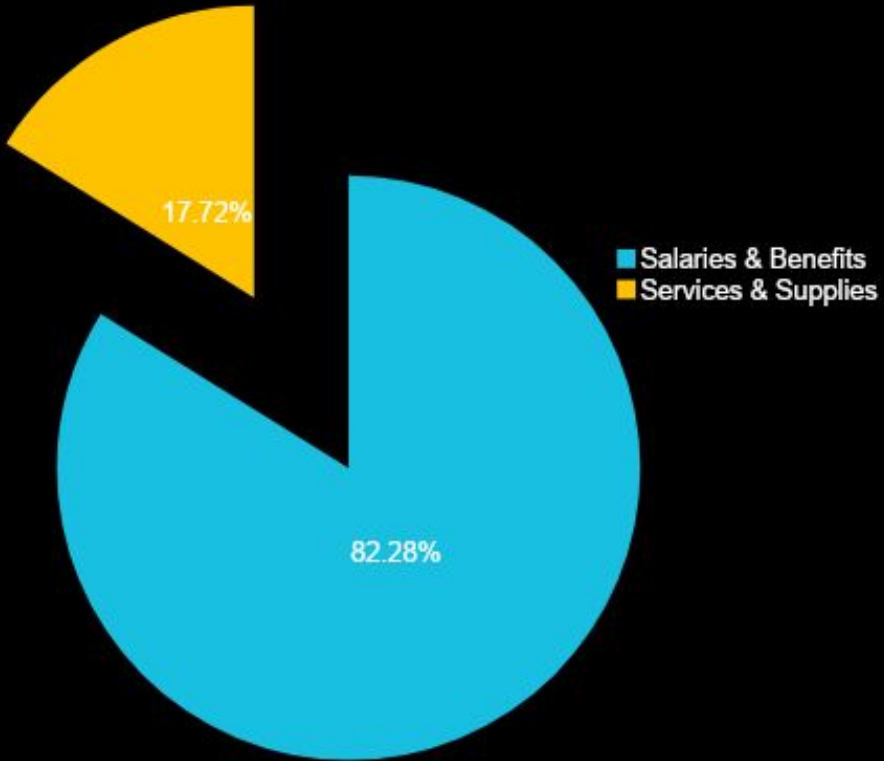
## Operating Expenses by Object

Object	Amended	%	Annual	%
Salaries	46,702,266	67.84%	48,723,475	69.38%
Benefits	9,938,258	14.44%	10,650,138	15.16%
<b>Salaries &amp; Benefits</b>	<b>56,640,524</b>	<b>82.28%</b>	<b>59,373,613</b>	<b>84.54%</b>
Services & Supplies	12,196,903	17.72%	10,857,800	15.46%
<b>Total Expenses</b>	<b>68,837,427</b>		<b>70,231,413</b>	



### Operating Expenses by Object (Schedule 2B)

## Operating Expenses Schedule 2B (Page 8)





School District 60

Peace River North

# Operating Expenses Schedule 2C (Pages 9 &10)

## Operating Expenses by Function

Function	Amended		Annual	
Instruction (1)	52,692,354	76.55%	55,147,760	78.52%
District Administration (4)	2,632,723	3.82%	2,629,336	3.75%
Operations & Maintenance (5)	9,759,696	14.18%	8,689,791	12.37%
Transportation & Housing (7)	3,752,654	5.45%	3,764,526	5.36%
	<b>68,837,427</b>		<b>70,231,413</b>	

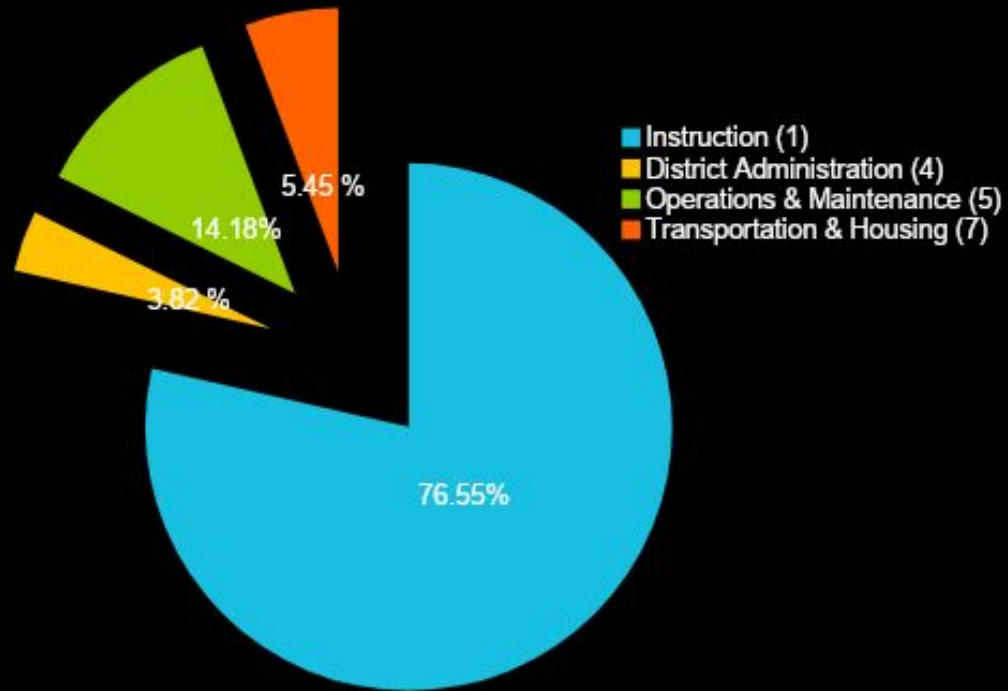


School District 60

Peace River North

# Operating Expenses Schedule 2C (Pages 9 & 10)

Operating Expense by Function  
(Schedule 2C)





School District 60

Peace River North

Special Purpose Funds Schedule 3 (Pages 11-14)

Special Purpose Funds - Expenses		
	Annual Facility Grant 465,540	
	Learning Improvement Fund 277,273	
	School Generated Funds 860,307	
	Strong Start 187,785	
	Ready Set Learn 46,962	
	OLEP 145,305	
	Community Links 706,228	
	CEF - Overhead 365,296	
	CEF - Staffing 4,163,222	
	CEF – Remedies 396,693	
<b>Planned Spending</b>	First Nation Student Transport 33,532	
	Mental Health in Schools 48,270	
	Changing Results for Young Children 14,896	
	Safe Return to School – Provincial 515,408	
	Safe Return to Class - Federal 2,470,472	
	SWIS 242,752	
	EFAP 48,446	
	MISC 410,433	
	Donations 68,118	
		<b>\$11,466,938</b>
	<b>Special Purpose Fund Revenue</b>	
	Special Purpose Fund Revenue	\$11,333,805
	<b>Revenue plus application of Reserves</b>	<b>\$11,466,938</b>



## Changes in Accumulated Surplus/Deficit - Operating Fund

### Schedule 1 - Page 5

	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Amended Budget
Accumulated Surplus (Deficit), Beginning of the year	4,206,210	4,638,287	6,291,948	4,811,526	3,859,483
Changes for the Year					
Operating Net Revenue (Expense ), for the year	1,607,607	2,706,742	-40,160	733,707	200,805
Assets Purchased from Operating (TCAP)	-1,175,530	-1,053,081	-1,440,262	-1,685,750	-2,072,854
Net Change for the Year	432,077	1,653,661	-1,480,422	-952,043	-1,872,049
Accumulated Surplus (Deficit), for the year	\$4,638,287	\$6,291,948	\$4,811,526	\$3,859,483	\$1,987,434

Changes in  
Accumulated Surplus  
Schedule 1  
(Page 5)



School District 60

Peace River North

## Amended Annual Budget Bylaw 2019/20

# Amended Annual Budget Bylaw 2020/21

## Total = \$86,962,647



Amended  
Budget  
Bylaw  
2020/21  
Statement 2  
(Page 3)

THE AMENDED BUDGET ESTIMATES THE APPLICATION OF RESERVES OF \$1,872,049