

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, May 3, 2021 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentation

a) Duncan Cran Elementary School (*Attachment*)

1:30 – 2:15 p.m.

Operations

1. Operations Report (*Attachment*)

Angela Telford, Secretary-Treasurer

- For information purposes

2. 2021-2022 Preliminary Budget Partner Group Information/Discussion (*Attachment*)

Angela Telford, Secretary-Treasurer

2:30 – 3:00 p.m.

3. Carbon Neutral Report Information

Angela Telford, Secretary-Treasurer

4. Safety Sharepoint Information

Angela Telford, Secretary-Treasurer

Governance

1. Board of Trustees Meeting Schedule – 2021-2022 (*Attachments*)

Chair Gilbert

- Review of dates and times

2. Finance Consultation – Standing Committee Submission

Chair Gilbert

3. Audit Committee Update (*Attachments*)

Angela Telford, Secretary-Treasurer/Vice-Chair Lehmann

- a) Terms of Reference review
- b) Review of scope and workload

4. BCSTA COVID Feedback (*Attachment*)

Chair Gilbert





Duncan Cran Elementary School
Framework for Enhancing Student Learning
2020-2021

"Duncan Cran P.A.W.S"

SCHOOL MISSION STATEMENT

Duncan Cran strives to demonstrate positive attitudes, strong work ethics while maintaining a safe environment.

We invite parents to help us fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school and set up an appointment with the principal, classroom teacher, or other support staff.



THE NATURE AND CONTEXT OF DUNCAN CRAN ELEMENTARY SCHOOL

Duncan Cran Elementary is a Kindergarten to grade 6 school with approximately 310 students. We have a Strong Start, daily pre-school program and a before and after school Daycare which are an integral part of our school. We have a community garden and

each of the classes in our school learns about food security and how to grow and harvest their own food. We have just opened a “Maker Room” to encourage our students to use applied skills and designs to engage, create and learn.

At Duncan Cran we value our community and teach our children the importance of a diverse community. We are made up of individuals with unique skills and abilities and together we form our community. We are a school focusing on developing Positive School Culture. Our school focus is to develop the social, emotional, and academic potential for our students. A goal of our school is to make connections and form emotional attachments to develop a strong sense of community. When the staff and parents work as a team for their child’s betterment then the student flourishes and grows. You will see that Social Responsibility is our first human and social goal and as a staff we dedicate time weekly to develop meaningful relationships with our students, teach positive social interactions, and help students become interdependent and supportive of each other. We believe that if students feel that they are part of a community, they will also improve their self-image and this will also be reflected in improved academic performance.

To support our students, we have a Learning Assistance teacher, 18 teachers, a librarian and two Reading Intervention Teachers. We have a strong School Based Team that meets weekly to discuss the needs of our school. We have approximately 18 educational assistants who work with ministry-designated students to facilitate their development. We also have a part time school counselor who works with a variety of students on an ongoing basis to support their emotional needs. Fifteen percent of the school’s population are Aboriginal students. An Aboriginal Support Worker works with these students and their families to provide academic, emotional, and cultural support. She does cultural activities with our school community to help develop an awareness and appreciation of Aboriginal culture for all of our students.

The staff supports the goals of the school through professional development activities and by working collaboratively to meet the students’ needs. We take the approach that in order to maximize student learning we are all responsible for all of the students. Therefore, we develop school wide programs to provide a continuous sequence and framework for students. This allows students to develop and build their skills throughout their time at Duncan Cran School.

Our teachers have worked hard to implement practices that will help our students experience ongoing success. The CWT Program (C... with Technology) has enabled our grade 6 students to use iPads to expand their learning and has helped our intermediate students become better writers. Also through a FESL grant we were able to introduce relevant literacy resources throughout our entire school as well as create an opportunity to collaborate and plan literacy activities.

We have Parent Advisory Council that offers events to bridge the gap between the home and school. They meet monthly to discuss school programs and ways to support the children in the school. This group of parents supports the school and offers

valuable insight to the teachers and administrators. Our Executive members from our PAC are invited to join us on our School Planning Day, and at every staff meeting, which ensures that there is a parent voice in our school and Framework for Enhanced Student Learning.

Our staff and parents are committed to our learning community and we strive to work together to improve the learning of our students. Our learning framework allows our school to enhance student learning and potentials.



Goal 1: Positive School Culture

Throughout grades 1-6, students will identify and understand what Self Regulation is and will be able to readily utilize these self-regulation strategies.

Rationale: Our culturally diverse school community will foster a sense of positive identity, understanding that every person is unique, capable, and has potential. Students, staff and our community will support each other in reaching their potential and developing internal awareness and awareness of others. As a community we will advocate for each other. Students need to be self-aware. As global citizens students see themselves as an integral member of the school community, and appreciate the strengths and potential of others.

Strategy 1:

Establish school wide behavioural expectations through teaching and learning positive behaviour throughout the school. Each class will participate in Zones of Regulation and Incredible Flexible You.

Strategy 2:

Establish a safe and caring learning environment for all Duncan Cran school community, and appreciating the strengths and potential of others.

Strategy 3:

Contribute to a positive classroom and school community recognizing our unity through diversity and inclusion.

Strategy 4:

Learn to solve problems in peaceful ways.

ACTION PLAN:

- Zones of Regulation Program
- School Based Team (SBT) – Weekly collaboration and team meetings regarding at risk students and students with special needs.
- Incredible Flexible You.
- Buddy classroom partners
- Peer mentoring / modeling
- Recycling program
- School Virtue posters – class/hall/gym
- Virtues: teaching of virtues
- Community – Pitch In cleanup of our neighborhood

- Teachings from Shelley Moore: One Without the Other
- Fill a bucket in some rooms: doing positive things for other
- Community Garden: teaching about Food Security
- Environmental Stewardship: Learning about caring for our environment.
- Environmental Stewardship



GOAL 2: Literacy

Students will demonstrate effective communication skills, both in oral and written form.

Rational: Students, parents and educators will work together to foster a community of learners that are engaged in a wide range of language activities to improve reading, writing and speaking. Student engagement will increase by setting clear learning intentions which are communicated with students and families regularly using a variety of media especially technology based. Engagement will begin with individual interests and expand to community and cultural relevance. We include parents as partners and provide ways that parents can support their child's learning. Focus 2 involves students setting goals, speeches and sharing with parents, as well as other opportunities for expression.

Strategy 1:

To increase student engagement in Literacy.

Strategy 2:

To improve student's expressive language ability.

ACTION PLAN:

- Collaboration with Literacy Itinerant
- CR4YR
- Guided Reading
- Lit. Circles
- Tumble Books
- Primary-multi sensory approved
- Animated alphabet/ jolly phonics
- R. Recovery / R. Intervention
- Buddy Reading
- G-traits
- Young Readers Program
- WWP
- QCA/ Cold writes
- Lots of eyes on text
- Read around the room
- Home Reading – Pizza
- Freedom Book Reports
- Novel Studies
- Show learning in creative ways – multiple choices
- New Writing Programs
- Traits of Writing/ Writing without Tears/
- Teaching writing in kind
- Buddy Boxes
- Jolly Phonics
- Animated literacy
- Word Games
- Accessing District Support Staff
- Home Reading
- Higher book circulation with older students
- Network of Performance Based Schools - focus on developing leadership skills through collaboration
- Once we receive the Foundation Skills Assessment results, the Learning Assistance teacher does a further assessment and intervention for students who are at risk.
- Super Sentence and Perfect Writing a Sentence, Book, Paragraph
- Current Events – Social Studies, Science, L.A.

- Animated Literacy, Words Their Way – Look for new and fresh ideas, making words, and making big words
- Current Events
- Super Sentences and Perfect Paragraph



GOAL 3: NUMERACY

Students will develop confidence and ability to use math in real life situations by developing their number sense.

Rationale: Students ability and understanding in Math will develop and foster life-long opportunities.

Strategy 1:

To improve primary students understanding of foundational numeracy skills.

Strategy 2:

To support intermediate students ability to view and navigate their world with an abstract and concrete mathematical perspective.

ACTION PLAN:

- Use of manipulatives
- Collaboration
- School District 60 District Numeracy Assessment.
- Tech. Integration
- Math itinerant Mentorship available
- Math Games
- Ten Frame Strategies
- New Curriculum support Documents
- Trevor Caulkins resources

- Math 44 Resources
- Math Talks Resources
- District Inservices
- Coding



Goal 4: Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Rationale:

To offer students the opportunity to explore and develop personal interests, passions and competencies while making connections with learning opportunities and thinking of possible career and life path possibilities. Students discover that a career is a journey that involves lifelong planning and learning.

Play and designing builds cognitive knowledge by offering countless opportunities for sustained attention, problem solving, symbolic representation, memory development, and hypothesis testing.

Strategy: To engage students in learning about the roles of members in the community.

Strategy: To explore career possibilities.

Strategy: To create a maker-space allowing students to explore and build designs developing their creativity and curiosity using Student Passport.

Strategy: To enhance student understanding of applied skills and technologies by school wide exploration activities.

Action Plan:

- Developing a Maker Room where students can explore Applied Design Skills
- Exploration Club for interest based learning
- Incorporation of the new Careers and ADST Curriculum in every classroom

System Wide Capacity Building within our School Community

Our school offers a number of team based supports to help enhance student learning and growth. Our team consists of the Principal, Vice Principal, Aboriginal support worker, Learning Assistant, Behaviour Support teacher, Reading Recovery/ Complex Classrooms Teacher, and Counselor. We have a school-based team (SBT) that meets weekly to discuss the needs of our school community. The SBT puts plans into action offering supports in terms of classroom profiles, emotional needs, academic needs, positive behavior supports, classroom managements, self-regulation and flexible schedules. Each teacher meets with the team to go over classroom profiles and what supports are needed and can be offered. As a school we are focusing on PBS (Positive Behaviour Supports). Our community looks at various virtues, positive behaviours, which are taught in the classroom and modelled throughout the building. Each month our school has a focus virtue that we teach and practice. Our school has committed to learn and practice Zones of Regulation. Zones of Regulation is a curriculum geared towards helping students gain skills to be consciously aware of their actions which in turn leads to increased control and problem solving abilities. We are also using a program called Incredible Flexible You, which teaches students about Social Skills. Our school strives to use common language and common teachings for our students in order to help build and develop appropriate skills. We are also as a staff focusing on Shelley Moore's teachings about Diversity and Inclusion. The SBT attended the Shelley Moore workshop. Each staff member will receive Shelley's book: One Without the Other: stories of unity through diversity and inclusion. As a staff we are focusing on UDL strategies.

Academically our school has been focusing on the BC New Curriculum. Information can be found: <https://curriculum.gov.bc.ca> We are focusing on alignment with the District and Ministry goals set out for academic success. We are focused on continued improvement and lifelong learning. As a school we meet for professional development around the District and Ministry guidelines. Our structures includes assessment for learning, inquiry based learning, using SMART goals, and we have been doing a lot of work around Universal Design for Learning to support inclusive planning for all students. Our school goals listed above are our keystones for collaboration. There are many collaboration opportunities for our staff. Staff is given the opportunity to have time for collaboration to meet to discuss and work towards our goals together, we make use of professional development offered by the district, as well as District Itinerants.



COMMUNICATION PLAN FOR PARENTS

Duncan Cran Framework for Enhancing Learning will be communicated to parents in a number of ways. We have this document to share and parents can have a hard copy as requested, it will also be placed on our school website and school Facebook page. We have a bulletin board in our school, in which a display will be made for presenting this plan. The PAC will have a copy of the plan and time to talk about it at the PAC meeting.

This school year we had a photo contest for our community based around the success of our school and what the community notices and appreciates. Pictures will be posted on our school bulletin board as well.

Parents are offered the opportunity to attend our planning day professional development days.

At Duncan Cran we work hard to involve our parents and welcome them into our school. We believe that the community of our school extends out into our city community and strive towards sharing what we are doing at our school with the broader community at large.



Goal 1- Positive School Culture

Throughout grades 1-6, students will identify and understand what *the Zones of Regulation are*, **Self Regulation is** and will be able to readily utilize these self-regulation strategies.

EVIDENCE	TARGETS
Office Referrals A referral is based on anytime that a student is removed from an activity and sent to the office.	To create a positive trend in having less referrals regarding refusals for disruption, defiance and disrespect. Target: H- 5% M-25% L/FYI- 70% 2017-2018- 140 total H- 10% M-32% L/FYI- 58% 2018-2019- 167 total H- 8% M-27% L/FYI- 65% 2019-2020-
Positive School Culture Survey Kindergarten-Grade 6 % reflects Always and Sometimes Spring Results	Safe at School: 2017-2018 62% Always, 31% Sometimes 93% 2018-2019 66% Always, 32% Sometimes 98% 2019-2020 N/A Part of School: 2017-2018 58% Always, 34% Sometimes 92% 2018-2019 63% Always, 32% Sometimes 95% 2019-2020 N/A

SATISFACTION SURVEY DATA - Grade 4's "Many times" or "All of the time"

Do you feel safe at school? “Many times” or “All of the time”		At school, are you bullied, teased or picked on? (Most, All the Time)		Do you know how your school expects you to behave? “Many times” or “All of the time”	
School year	Grade 4 students	School year	Grade 4 students	School year	Grade 4 students
2009/2010	26/32 81%	2009/2010	6/30 20%	2009/2010	26/28 93%
2010/2011	22/30 73%	2010/2011	5/20 20%	2010/2011	19/28 68%
2011/2012	16/27 59%	2011/2012	1/25 4%	2011/2012	20/26 77%
2012/2013	16/30 53%	2012/2013	2/34 6%	2012/2013	19/29 66%
2013/2014	28/32 85%	2013/2014	4/32 13%	2013/2014	28/32 88%
2014/2015	27/32 84%	2014/2015	1/30 3%	2014/2015	24/31 77%
2016/2017	25/47 54%	2016/2017	7/47 15%	2016/2017	31/47 65%
2017/2018	23/32 74%	2017/2018	5/32 16%	2017/2018	27/32 84%
2018-2019	33/43 77%	2018-2019	3/44 7%	2018-2019	35/42 83%
2019-2020	24/37 64%	2019-2020	6/37 15%	2019-2020	29/36 81%

Goal 2- Literacy

Students will demonstrate effective communication skills, both in oral and written form.

Year Grade 4 FSA Data	Reading: % of Students Meeting or exceeding %On Track or Extending	Writing: % of Students Meeting or exceeding
2010-2011	97%	94%
2011-2012	69%	84%
2012-2013	82%	94%
2013-2014	69%	92%
2014-2015	60%	54%
2015-2016	73%	69%
2016/2017	70%	69%
2017/2018	72%	66%
2018-2019	60%	89%
2019-2020	66%	72%

Reading Data: Spring both fluency and comprehension meeting or exceeding

Year	Grade 1 PM Benchmark	Grade 2 PM Benchmark	Grade 3 QCA	Grade 4 QCA	Grade 5 QCA (% meeting or
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	(% meeting or exceeding)	(% meeting or exceeding)	(% both meeting or exceeding)	(% meeting or exceeding)	exceeding)
2015-2016	26/35 57%	25/29 86%	18/45 40%	N/A	N/A
2016-2017	25/38 66%	25/38 66%	19/31 61%	29/43 67%	N/A
2017-2018	31/39 79%	22/43 51%	20/39 51%	14/33 42%	29/47 62%
2018-2019	18/27 67%	40/44 91%	14/42 33%	25/45 56%	20/34 59%
2019-2020	3/51 6%	17/32 53%	30/45 67%	31/41 76%	35/43 81%

Writing Data: meeting or exceeding of snapshot

Year	Grade 2 Writing Experience Fall (% Minimal Meeting and up)	Grade 3 Writing Experience Fall (% Minimal Meeting and up)	Grade 4 Writing Experience Fall (% Minimal Meeting and up)	Grade 5 Writing Experience Fall (% Minimal Meeting and up)	Grade 6 Writing Experience Fall (% Minimal Meeting and up)
2015-2016	16/20 75%	23/36 64%	N/A	N/A	N/A
2016-2017	30/40 75%	21/39 54%	10/20 50%	N/A	N/A
2017-2018	25/29 86%	20/35 57%	16/29 55%	13/33 39%	N/A
2018-2019	19/25 76%	14/28 50%	27/40 68%	21/26 81%	15/34 44%
2019-2020	14/33 42%	34/45 76%	30/41 73%	32/43 74%	20/32 63%

Goal 3- Numeracy

Students will develop confidence and ability to use math in real life situations by developing their number sense

2017-2018 DNA Results	Fall 2017	Spring 2018
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 31/35 89% Grade 2- 32/37 86% Grade 3- 23/40 56% Grade 4- 20/32 63% Grade 5- 16/41 39%	Grade 1- 31/35 89% Grade 2- 32/37 86% Grade 3- 23/40 56% Grade 4- 20/32 63% Grade 5- 16/41 39%
2018-2019 DNA Results	Fall 2018	Spring 2019
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 24/26 92% Grade 2- 33/39 85% Grade 3- 22/43 51% Grade 4- 32/48 67% Grade 5- 7/33 21% Grade 6- 4/24 17%	Grade 1- 24/27 89% Grade 2- 28/42 67% Grade 3- 33/44 75% Grade 4- 21/45 47% Grade 5- 8/34 24% Grade 6- 8/45 18%
2019-2020 DNA Results	Fall 2019	Spring 2020
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- not available in the fall Grade 2- 28/32 88% Grade 3- 33 /45 73% Grade 4- 29 /41 71% Grade 5- 6/43 14% Grade 6- 1/33 3%	Grade 1- N/A Grade 2- N/A Grade 3- N/A Grade 4- N/A Grade 5- N/A Grade 6- N/A

FSA Numeracy	Numeracy: % of Students Meeting or exceeding	
2016-2017	27/43	63%
2017-2018	20/32	63%
	% of Students On Track or Extending	

2018-2019	27/48	56%
2019-2020	22/48	46%

Goal 4- Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

2018-2019 Students Attempting 80% of Maker Passport	Kindergarten 53/55 96% @ 80% 4% did not complete 50%	Primary- 46/118 39% @ 80% 49/118 42% @ 50% 19% did not complete 50%	Intermediate- 84/149 56% @ 80% 59/149 61% @ 50% 3% did not complete 50%
2019-2020	Kindergarten- N/A	Primary- N/A	Intermediate- N/A

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

Board of Trustees Meetings 2021-2022

DATE	MEETINGS	START TIME
August 30	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
September 20	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
October 4	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
October 18	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
November 1	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
November 15	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
November 29	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
December 13	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
Christmas Vacation: December 20, 2021 – January 3, 2022; Schools re-open January 4, 2022		
January 10	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
January 24	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
February 7	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
February 21	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
March 7	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
Spring Vacation: March 21 – April 1, 2022; Schools re-open April 4, 2022		
April 11	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
April 18 or 25 (BCSTA AGM 21-24) (Easter Apr 15-17)	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
May 9	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
May 24 (Tues)	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
June 6	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
June 20	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.

Location: all meetings are held at the School Board #60 Board Office in the Board Room.

Committee of the Whole Meetings: held the first Monday of each month, with the above noted exceptions, because of statutory holidays and holiday breaks

Regular Board Meetings: held the third Monday of each month, with the above noted exceptions because of statutory holidays and holiday breaks.

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2022 Holidays for Canada

Jan 1 New Year's Day
 Apr 15 Good Friday
 Apr 17 Easter Sunday
 May 8 Mother's Day
 May 23 Victoria Day

Jun 19 Father's Day
 Jul 1 Canada Day
 Aug 1 Civic Holiday
 Sep 5 Labour Day
 Oct 10 Thanksgiving

Nov 11 Remembrance Day
 Dec 25 Christmas Day
 Dec 26 Boxing Day



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Please note that BCSTA branch and committee meeting dates, as well as motion submission deadlines, are not represented on the partners calendar. Please check the [HUB](#) for those details and other member-specific items.

Upcoming Events

EVENTS FROM*2021-04-19***SEARCH***bcsta***FIND EVENTS****VIEW AS**

List ▾

[« Previous Events](#)

October 2021

BCSTA | Provincial Council

October 22 - October 23

*Morris J Wosk Centre for Dialogue, 580 W Hastings St
Vancouver, BC V6B 5K3 Canada + Google Map*

Please see agenda for exact times.

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December 2021

Dec 2-4.

bcstahub.orgbcstamotions.orgbcstaexpense.org

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April 2022

BCSTA | Annual General Meeting



April 21, 2022 @ 12:00 pm - April 24, 2022 @ 12:00 pm

[Find out more »](#)

December 2022

BCSTA | Trustee Academy

December 1, 2022 @ 12:00 pm - December 3, 2022 @ 12:00 pm

[Find out more »](#)

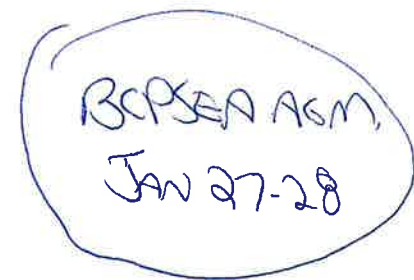
April 2023

BCSTA | Annual General Meeting

April 27, 2023 - April 30, 2023

Westin Bayshore, 1601 Bayshore Drive

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November 2023



School District No. 60 (Peace River North)
“Adopted” Three-Year Local School Calendar 2020-2021, 2021-2022, 2022-2023

	2020-2021	2021-2022	2022-2023
School Calendar Information & Non-Instructional Days	District Dates	District Dates	District Dates
Days in Session	183	182	187
Number of Instructional Days	175	174	179
Schools Open	Tuesday, September 8, 2020	Tuesday, September 7, 2021	Tuesday, September 6, 2022
Non-Instructional Day (School Planning)	Friday, September 25, 2020	Friday, September 24, 2021	Friday, September 23, 2022
Thanksgiving Day	Monday, October 12, 2020	Monday, October 11, 2021	Monday, October 10, 2022
Non-Instruction Day (Pro-D Provincial)	Friday, October 23, 2020	Friday, October 22, 2021	Friday, October 21, 2022
Remembrance Day	Wednesday, November 11, 2020	Thursday, November 11, 2021	Friday, November 11, 2022
Early Dismissal Day	Wednesday, November 25, 2020	Wednesday, November 24, 2021	Wednesday, November 23, 2022
Early Dismissal Day	Thursday, November 26, 2020	Thursday, November 25, 2021	Thursday, November 24, 2022
Non-Instructional Day (Parent-Teacher Interviews)	Friday, November 27, 2020	Friday, November 26, 2021	Friday, November 25, 2022
Christmas Vacation Period	Monday, December 21, 2020 – Friday, January 1, 2021	Monday, December 20, 2021 – Monday, January 3, 2022	Monday, December 19, 2022 – Monday, January 2, 2023
Schools reopen after Christmas Vacation	Monday, January 4, 2021	Tuesday, January 4, 2022	Tuesday, January 3, 2023
Non-Instructional Day Pro-D (District - Semester Turnaround)	Friday, January 29, 2021	Friday, January 28, 2022	Friday, January 27, 2023
Family Day	Monday, February 15, 2021	Monday, February 21, 2022	Monday, February 20, 2023
Non-Instructional Day (Report Writing)	Monday, February 22, 2021	Monday, February 28, 2022	Monday, February 27, 2023
Early Dismissal Day	Wednesday, March 10, 2021	Wednesday, March 16, 2022	Wednesday, March 15, 2023
Early Dismissal Day	Thursday, March 11, 2021	Thursday, March 17, 2022	Thursday, March 16, 2023
Spring Vacation Period /District Closure Days	March 15 - March 26, 2021	March 21 - April 1, 2022	March 20 - March 31, 2023
Schools Reopen after Spring Vacation /District Closure Days	Monday, March 29, 2021	Monday, April 4, 2022	Monday, April 3, 2023
Good Friday	Friday, April 2, 2021	Friday, April 15, 2022	Friday, April 7, 2023
Easter Monday	Monday, April 5, 2021	Monday, April 18, 2022	Monday, April 10, 2023
Non-Instructional Day Pro-D (Indigenous Learning)	Friday, April 23, 2021	Friday, April 22, 2022	Friday, April 21, 2023
Non-Instructional Day (Pro-D Day)	Friday, May 7, 2021	Friday, May 6, 2022	Friday, May 5, 2023
Victoria Day	Monday, May 24, 2021	Monday, May 23, 2022	Monday, May 22, 2023
Last day for Students	Thursday, June 24, 2021	Thursday, June 23, 2022	Thursday, June 29, 2023
Administrative Day - Schools Close	Friday, June 25, 2021	Friday, June 24, 2022	Friday, June 30, 2023



AUDIT COMMITTEE TERMS OF REFERENCE

Purpose

The Audit Committee (the “Audit Committee”) is a committee of the whole of the Board. The purpose of the Audit Committee is to ensure compliance with the financial provisions of the *School Act* and Regulations and provide independent oversight to the Board in the areas of financial reporting, external audit, internal controls, internal audit, risk management, compliance matters and other responsibilities that are delegated to the Audit Committee by the Board.

AUDIT COMMITTEE POWERS, STRUCTURE AND OPERATIONS

1. Powers of the Audit Committee

In carrying out its functions and duties, the Audit Committee has the power to:

- a) With the prior approval of the Board, retain counsel, accountants or other professionals to advise or assist the Audit Committee.
- b) Meet with or require the attendance of the Board’s staff, internal or external auditor or legal counsel or representatives from a reporting entity of the Board at meetings of the Audit Committee, and require such persons or entities to provide any information and explanation that may be requested.
- c) Where the Audit Committee determines it is appropriate, meet with the Board’s external or internal auditor, counsel, accountants or other professionals, without the presence of staff.
- d) Require the Board’s internal or external auditor to provide reports to the Audit Committee.
- e) Have access to all records of the Board.

2. Composition of the Audit Committee

The Audit Committee will be comprised of three members, including two trustees of the Board as appointed by the Board and one external community member appointed by the Board, who may be as recommended by the Selection Committee.

The majority of Audit Committee members will be trustees of the Board.

3. Eligibility for Appointment of Persons who are not Trustees of the Board

A person who is not a trustee of the Board member may be appointed to and serve on the Board's Audit Committee only if he or she:

- a) Is a Canadian citizen who is 18 years of age or older and a resident of British Columbia.
- b) Has accounting, financial management or other relevant business experience that would enable him or her to understand the accounting and auditing standards applicable to the Board.
- c) Is not an employee or officer of the Board at the time of appointment.
- d) Does not have a conflict of interest at the time of appointment.
- e) Is not an undischarged bankrupt or a person who would be disqualified under the *School Act* or any other enactment from being nominated for, being elected to or holding office as a trustee of the Board.
- f) Was identified by a trustee of the Board or by the Selection Committee as a potential candidate for appointment to the Audit Committee.

A person has a conflict of interest if his or her parent, child or spouse is employed by or an officer of the Board.

4. Selection Committee

A selection committee (the "**Selection Committee**") will identify persons who are not trustees of the Board as potential candidates for appointment to the Audit Committee by the Board.

The Selection Committee shall be composed of:

- a) The superintendent
- b) A member of senior management
- c) The chair of the Board or a trustee of the Board designated by the chair

5. Chair of the Audit Committee

At the first meeting of the Audit Committee in each fiscal year, the members of the Audit Committee will elect the chair of the Audit Committee for the fiscal year of the Board from among the members appointed to the Audit Committee.

If at any meeting of the Audit Committee the chair is not present, the members present may elect a chair for that meeting. The chair of the audit committee is typically not the chair of the Board of Education.

6. Term of Appointment

The term of office of each member of the Audit Committee shall be determined by the Board upon appointment of the member. The term of office of a member of the Audit Committee who is a trustee of the Board will not exceed four years or the trustee's term of office as a trustee of the Board. The term of office of a member of the Audit Committee who is not a trustee of the Board will not exceed three years.

A member of the Audit Committee may be reappointed for subsequent terms.

An individual who is not a trustee of the Board may not be appointed to the Audit Committee more than twice unless:

- (a) The position has been advertised for at least 30 days.
- (b) After the 30 days, the Selection Committee did not identify any potential candidates.

When the term of a member of the Audit Committee expires, the member may continue as a member until a successor is appointed or the member is reappointed.

7. Meetings

The Audit Committee will meet at least three times in each fiscal year at the call of the chair of the Audit Committee, and at such other times as the chair considers advisable.

Each member of the Audit Committee who is a trustee of the Board shall have one vote. A member of the Audit Committee who is not a trustee of the Board shall be a non-voting member. The Audit Committee will make decisions by resolution. In the event of a tie vote, the chair is entitled to cast a second vote.

A majority of the members of the Audit Committee constitutes a quorum for meetings of the Audit Committee.

The chair of the Audit Committee will ensure that minutes are taken at each meeting and provided to the members of the Audit Committee before the next meeting.

Attendance at the Committee meetings by District Personnel will be determined by the Committee, but will normally include the Superintendent, the Secretary Treasurer, and a Recording Secretary. In addition, all Trustees are encouraged to attend as observers.

8. Codes of Conduct

Any code of conduct of the Board that applies to trustees of the Board also applies to members of the Audit Committee who are not trustees of the Board in relation to their functions, powers and duties as members of the Audit Committee.

9. Declaration of Conflicts

Every member of the Audit Committee will, when he or she is appointed to the Audit Committee for the first time and at the first meeting of the Audit Committee in each fiscal year, submit a written declaration to the chair of the Audit Committee declaring whether he or she has a conflict of interest.

A member of the Audit Committee who becomes aware after his or her appointment that he or she has a conflict of interest will immediately disclose the conflict in writing to the other members of the Audit Committee.

If a member or his or her parent, child or spouse could derive any financial benefit relating to an item on the agenda for a meeting, the member will declare the potential benefit at the start of the meeting and withdraw from the meeting during the discussion of the matter and shall not vote on the matter.

If no quorum exists for the purpose of voting on a matter only because a member is not permitted to be present at the meeting because of the conflict, then the remaining members will be deemed to constitute a quorum for the purposes of the vote.

If a potential benefit is declared, a detailed description of the potential benefit declared will be recorded in the minutes of the meeting.

10. Reporting

The Audit Committee will report to the Board annually, and at any other time that the Board may require, or the Audit Committee may consider appropriate, on the Audit Committee's performance of its duties. The report will include:

- a) A summary of the work performed by the Audit Committee since the last report.
- b) The results of any review conducted by the Audit Committee and any findings and recommendations of the Audit Committee to the Board.
- c) An assessment by the Audit Committee of the Board's progress in addressing any findings and recommendations that have been made by the internal or external auditor.
- d) A summary of the matters addressed by the Audit Committee at its meetings.
- e) The attendance record of members of the Audit Committee.
- f) A written report evaluating the Audit Committee's performance.
- g) Any other matter that the Audit Committee considers relevant.

11. Minutes

The minutes of the Audit Committee meetings will accurately record each decision reached by the Audit Committee. The secretary treasurer, or such other person as may be designated by the Audit Committee will keep the minutes of the proceedings of all meetings of the Audit Committee. The minutes will be distributed to the Audit Committee members with copies to the superintendent, the external auditor and others as directed by the Audit Committee.

12. Audit Committee Performance

On an annual basis, the Audit Committee will assess its performance in fulfilling the duties and responsibilities set out in this Terms of Reference.

The assessment will review the performance of the Audit Committee, as well as the contribution and participation of the individuals that comprise the Audit Committee. The evaluation may be a self-assessment or may involve facilitation or review by an external party.

13. Orientation and Education

All members of the Audit Committee will be provided with an orientation to the Audit Committee's duties and functions upon appointment and be offered financial literacy training.

DUTIES OF THE AUDIT COMMITTEE

14. Financial Reporting Processes

The Audit Committee has the following duties related to the Board's financial reporting process:

1. To review the Board's financial statements, including:
 - a. Relevant accounting and reporting practices and issues.
 - b. Complex or unusual financial and commercial transactions.
 - c. Material judgments and accounting estimates.
 - d. Any departures from accounting principles that are applicable to the Board.
2. To review, before the results of an annual external audit are submitted to the Board:
 - a. The results of the annual external audit.
 - b. Any difficulties encountered during the external auditor's work, including any restrictions or limitations on the scope of the external auditor's work or on the external auditor's access to required information.
 - c. Any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit.

- d. Any significant disagreements between the external auditor and the superintendent and/or secretary treasurer and how those disagreements were resolved.
- 3. To review the Board's annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board.
- 4. To recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
- 5. To review all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
- 6. To review with the external auditor material written communications between the external auditor and the superintendent or secretary treasurer.
- 7. To ask the external auditor about whether the financial statements of the Board's reporting entities, if any, have been consolidated with the Board's financial statements.
- 8. To ask the external auditor about any other relevant issues.

15. Internal Controls

The Audit Committee has the following duties related to the Board's internal controls:

- a) To review the overall effectiveness of the Board's internal controls.
- b) To review the scope of the internal and external auditor's reviews of the Board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board's staff to those findings and recommendations.
- c) To discuss with the Board's senior management the Board's significant financial risks and the measures management have taken to monitor and manage these risks.

16. External Auditor

The Audit Committee has the following duties related to the Board's external auditor:

1. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.
2. To review the external auditor's audit plan, including:
 - a) The external auditor's engagement letter.
 - b) How work will be coordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources.
 - c) The use of independent public accountants other than the external auditor of the Board.
3. To make recommendations to the Board on the content of the external auditor's audit plan and on all proposed major changes to the plan.
4. To review and confirm the independence of the external auditor.
5. To meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.
6. To attempt to resolve any disagreements between the superintendent and/or secretary treasurer and the external auditor about financial reporting.
7. To recommend to the Board a policy designating services that the external auditor may perform for the Board and, if the Board adopts the policy, to oversee its implementation.

17. Risk Management

The Audit Committee has the following duties related to the Board's risk management:

1. To ask the Board's superintendent, secretary treasurer, internal auditor and external auditor about significant risks, to review the Board's policies for risk assessment and risk management and to assess the steps the superintendent and secretary treasurer have taken to manage such risks.
2. To perform other activities related to the oversight of the Board's

risk management issues or financial matters, as requested by the Board.

3. To initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing.

18. Compliance Matters

The Audit Committee has the following duties related to the Board's compliance matters:

1. To review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the superintendent and secretary treasurer or other persons employed in management positions to address the non-compliance.
2. To review any significant findings of regulatory entities and any observations of the internal or external auditor related to those findings.
3. To obtain regular updates from senior management and legal counsel regarding compliance matters.
4. To obtain confirmation from the Board's superintendent whether all statutory requirements have been met.
5. To recommend to the Board the establishment of a code of ethical conduct, periodically review and recommend to the Board updates to the code, and ensure that management has established a system to enforce the code.

A GUIDE TO AUDIT COMMITTEES IN THE K-12 SECTOR





BCSTA 'FINANCIAL HEALTH TOOLKIT' MATERIALS

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This document, entitled “**A Guide for Audit Committees in The K-12 sector**” (the “**Guide**”) offers suggestions for a British Columbia Board of Education (a “Board”) that is considering establishing an Audit Committee. The Guide is based on a review of literature relating to best practices, including the province’s guidance on Audit Committees, guidance from other provinces, recent BC Auditor General reports and the Financial Health Working Group materials published by the BC Ministry of Education (the “Ministry”). We also considered the differences between other public-sector organizations and school districts, and have developed, in our opinion, some core elements that can be implemented in the BC education sector.

As policy direction from the Ministry and best practices evolve, we expect to update this Guide accordingly to reflect those changes.

Included in this Guide are sample policies, templates and tools for consideration by Boards in the development of their own materials. As the size and complexity of school districts vary considerably, there is no single “one-size-fits-all” approach for an Audit Committee to meet its responsibilities. Rather, the trustees and Audit Committee of each Board must exercise judgment in developing and carrying out its responsibilities in a manner that fits the Board’s circumstances, risk profile and strategic priorities.

INTRODUCTION

“Governance” refers to the structures and processes that direct, control and hold an organization to account. It defines the division of power between boards of education or trustees, board committees and senior staff, and establishes mechanisms to achieve accountability to stakeholders. How a Board achieves accountability is by establishing policies, delegating responsibility for accomplishing operational tasks to school district administrators and providing effective governance oversight.

The four most common governance committees for public sector boards are: Finance, Governance, Human Resources & Compensation and Audit. Most Boards of Education also incorporate a Facilities Committee in their structure.

Audit Committees have not previously been standard practice in the K-12 education system, but the Ministry indicated in its letter to all Boards on March 20, 2017, entitled “Financial Governance and Accountability”, that the Ministry expects each Board to establish an Audit Committee by June 30, 2018, for the 2018/19 school year.



An Audit Committee may consist solely of Board trustees, or it may also include external members with financial expertise. An Audit Committee is typically delegated responsibility for oversight of the financial reporting process, selection of the independent auditor and receipt of both internal and external audit results. An Audit Committee assists a Board to fulfill its governance and oversight responsibilities in relation to its financial reporting, internal control systems, risk management systems and internal and external audit functions. An Audit Committee's role is to provide advice and recommendations to the Board within the scope of its terms of reference. Recent Auditor General and special advisor reports have indicated that the school districts under review did not have Audit Committees in place. A number of districts do have committees (e.g., Budget and Finance) that carry out some of these functions, but those functions tend to be limited to reviewing external audit reports or budgeting, monitoring and reporting.

The BC Auditor General, the BC Ministry of Finance and external special advisors have all identified the functions typically performed by an Audit Committee as features of good governance practice, and accordingly, have recommended that Boards establish Audit Committees. While Audit Committees are not yet common in BC's K-12 system, other jurisdictions in Canada, including Ontario, have already mandated their establishment.

An Audit Committee can help to ensure the integrity and reliability of financial information as well as the operational effectiveness within a Board's legislative mandate established under the *School Act*. Every Board, no matter what size, can benefit from increasing confidence in the quality of its financial reporting and its accounting processes.

Under the *School Act*, each Board is responsible for the custody, maintenance and safekeeping of all of its property, and for maintaining budgetary control over expenditures. Each trustee also has a fiduciary duty to the Board as evidenced by the prescribed oath of office. A Board can delegate certain responsibilities to committees of the Board comprised of individuals with the skills and qualifications necessary to carry out those duties in a proper and thorough manner. Audit Committee membership should include individuals with diverse backgrounds and skills to effectively represent the Board and provide appropriate oversight over a variety of issues, including financial reporting, internal and external audits, internal controls, risk management and compliance with legislation, regulations and other mandated requirements.



AUDIT COMMITTEE PURPOSE, STRUCTURE AND OPERATIONS

What is the Purpose of an Audit Committee?

An Audit Committee can and should be the cornerstone of a Board of Education's oversight process.

The function of the Audit Committee is to support the Board by monitoring and reviewing the risk, internal control and governance processes that have been established in Board policy. The Audit Committee adds value by helping the Board ensure that good judgment has been exercised in the financial decision-making process.

As the backbone of the fiscal oversight process, the Audit Committee is considered to have critical governance responsibilities related to: financial reporting, internal control, external audit, internal audit, risk management, compliance with laws and regulations, as well as internal code of conduct, conflict of interest and 'whistle-blower' policies.

Structure

Given the critical governance role and functions of an Audit Committee, leading practices encourage the formation of a stand-alone Audit Committee which meets separately from any other Board standing committee.

School districts with smaller Boards may choose to have an Audit Committee comprised of all its Board members. Meetings of the Committee should, however, be held separately from regular board meetings and the agenda should be specifically developed to carry out Audit Committee functions.

While it is an acceptable practice to establish a single Finance and Audit Committee, it is important to recognize that the committee carries two distinct sets of responsibilities and fulfills different functions from one another. A Finance Committee generally focuses its attention on budgeting processes, financial variances and approving any strategies, policies or actions related to corporate finance, such as investments and capital expenditures. The Audit Committee focuses its attention on the integrity of the organization's public financial reporting to all stakeholders, as well as the adequacy of the internal control processes, and the oversight of the organization's values and ethics. It is recommended that if an Audit Committee is combined with other Committees (such as Finance), that a certain number of meetings be specifically designated to deal with only specific Audit issues.



Terms of Reference

One of the first steps in establishing an Audit Committee is to create a formal Terms of Reference (“TOR”) that is approved by the Board. The TOR defines the authority, structure, responsibilities and membership requirement (skills and level of fiscal experience) of the Audit Committee, and is an effective tool for managing an Audit Committee’s activities. This ensures that all parties involved (the Board, senior management, external auditors and other stakeholders) are clear on the role the Audit Committee will play in the Board’s oversight processes, as well as the expectations and reliance that can be placed on the Audit Committee.

The TOR should document the purpose and scope of the Audit Committee’s responsibilities, detailing its requirements and processes for: financial reporting, internal controls, external auditing, internal auditing, risk management and compliance with legislation and corporate policies. The TOR should also outline the structural components of the Audit Committee, including items such as the composition of the Audit Committee, the number of members, the selection process, the membership qualifications, the independence requirement for Audit Committee members, the frequency of meetings and the process for appointment of an Audit Committee chairperson.

- ✓ Appendix A attached is a sample Audit Committee TOR for consideration.

The TOR should be reviewed by the Board before adoption on an annual basis to ensure that it reflects and continues to reflect the requirements of the Board and the operating context of the organization. The TOR also serves as the basis for evaluation of the Audit Committee’s performance and effectiveness, which should also be done annually by the Audit Committee and the Board. It is also important to remember that while the TOR for any Board will have common features, they should also reflect the unique circumstance of each school district and the chosen direction of each Board.

Unrestricted Access to Fulfill Audit Committee Duties

Audit Committees should be provided with unrestricted access to all documents and personnel of the organization as may be required to fulfill its responsibilities. This does not mean the Committee has unrestricted access to every document the school district holds; just that the Committee be given unrestricted access to all of the specific documents the Committee appropriately needs to fulfill its mandate.

Audit Committees may also require external assistance in discharging their responsibilities. This may include seeking independent external advice or contracting for



external expertise to provide specific information or services to the Audit Committee (independent legal advice for example).

The Audit Committee should also be able to conduct its own investigations and reviews into any management financial practice or related organizational activity. This may range from requesting that the internal or external auditor provide assurance that management has provided complete and accurate information, to requesting that the scope of the external auditor's review be expanded to a particular area or contracting with an external investigator to review allegations brought to the Audit Committee regarding financial mismanagement.

Number of Members

The Ministry recommends that an Audit Committee be made up of at least three members. If non-Board members are appointed to the committee, the Ministry recommends that a majority of the members be appointed from the Board.

Independence

An Audit Committee must carry out its responsibilities in a manner that maintains independence from management and avoids any situations that may impair its objectivity in performing its oversight duties. It might be necessary, at times, for an Audit Committee to take positions that are contrary to those of management staff. That is why independence from management is an essential requirement for Audit Committees. In addition, the emphasis on independence is also important because independent members are better equipped to express their opinions freely, unconstrained by their position in the organization.

Financial Literacy

The responsibilities of an Audit Committee include assessing management's financial and accounting practices, overseeing internal control processes and considering the views and assurances of auditors. Audit Committee members, therefore, need the financial skills to successfully understand and deal with issues of public sector finance, accounting, financial risk and control. Although it is not necessary for all members of an Audit Committee to be financial experts, best practices recommend that at least one member of the Committee possesses accounting or related financial management expertise and that all Audit Committee members be reasonably financially-literate.

For example, each and every Audit Committee member should be:

- Able to read and understand district financial statements, including the notes.



- Able to understand accounting policies, judgments and estimates when explained by management or auditors.
- Familiar with the fundamentals of public sector financial reporting for the K-12 sector.

BCSTA will be developing a comprehensive financial literacy program in collaboration with the Ministry to provide Audit Committee members with a reasonably detailed understanding of financial reporting. A key component of the program includes instructing participants on how to formulate and ask appropriate clarifying questions of the superintendent, secretary treasurer and internal and external auditors.

Outside Membership

If the Audit Committee does not have at least one member with financial management expertise, best practice encourages Boards to appoint external individuals with such expertise to the Audit Committee. While the person would be a member of the Audit Committee, they would act only in an (ex-officio) non-voting capacity and would be bound by requirements for confidentiality.

An outside member of the Audit Committee should have accounting, financial management and/or other relevant business expertise that would enable him or her to understand the accounting and auditing standards applicable to the Board. The person should not be or have a relative who is an employee or officer of the Board or any other related board at the time of their appointment, be free of conflict of interest and should be identified ideally through a selection process established by the Board.

- ✓ Appendix B attached is a sample outside member appointment form for your consideration.

Audit Committee Chair

The chair of the Audit Committee must be an independent member of the Board, preferably with strong financial skills. Best practice says the chair of the Board should not also be the chair of the Audit Committee. In most cases, the chair of the Board would sit on the committee, but only as a non-voting member to keep informed of the Audit Committee's activities.

Orientation, Training and Continuing Education

All members of the Audit Committee should be provided with an orientation to the Audit Committee's duties and functions upon appointment as well any financial literacy



training that is required (based on the initial skill set of each committee member). Orientation and training should focus on the Audit Committee's operations, functions and duties, and should include detailed information regarding the organization's accounting policies, its financial statements, its internal control processes and fraud prevention strategies as well as the key financial risk factors affecting the organization.

As the requirements and expectations of Audit Committees change over time, all members should also be provided with ongoing training to refresh their skills and to keep up with the continual changes in financial reporting requirements, accounting standards, risk management practices and Ministry policies and requirements. Such training should also be considered for all senior district staff directly involved in the financial decision making and reporting of the school district (e.g., superintendents, secretary treasurers, directors of finance, etc.)

Term of Office

The number of years that members serve on an Audit Committee varies. A common term is either two or four years, with possible reappointment for a second term or longer. For practical reasons, it is rare for Audit Committee members to rotate off the committee on an annual basis, which is why a process to regularly evaluate the Audit Committee members' performance is important.

When determining the length of time Audit Committee members may serve, the Board will weigh two opposing considerations – continuity and freshness. Rapid turnover can be detrimental to the Audit Committee's effectiveness because members need time to familiarise themselves with financial reporting structures and to understand technical issues. On the other hand, new members bring a fresh perspective. A balance of these considerations is most appropriate, but local circumstance will also be a determining factor.

REMUNERATION

Audit Committee members should not receive remuneration for serving, as should be the case with other committees established by the Board. Audit Committee members may, however, be reimbursed for expenses incurred in accordance with policies established in advance by the Board for service on standing committees. This should include consideration of regular in-service and professional learning in this case.

Pre-Determined Calendar

Audit Committees should have a pre-determined schedule for meetings to ensure full attendance and to ensure that enough time is allocated to fulfill all duties outlined in the



TOR. Meetings should ideally be scheduled in advance of Board of Education meetings to facilitate adequate discussion and to identify issues that may need to be brought forward to the full Board.

The Ministry recommends that an Audit Committee meet at least quarterly, while best practice suggest meeting a minimum of three times a year. All members should attend the meetings scheduled throughout the year, and at a minimum, a quorum of trustee members must be in attendance at all meetings.

The chair of the Audit Committee is responsible for developing the Audit Committee's meeting agenda. The chair should consult with senior management staff, the internal auditor and the external auditor prior to each Audit Committee meeting for information to help set the agenda, and to notify management staff in a timely manner as to any briefing information required for Audit Committee members.

The Audit Committee should maintain formal minutes of its meetings in sufficient detail to document the discussion held and any decisions being made. The minutes should provide an appropriate record of the Audit Committee's fulfillment of its governance responsibilities. Board staff may assist with developing the minutes, but they should be approved by the Committee itself.

- ✓ Appendix C attached is a sample agenda template for your consideration.

Reporting

The Board should receive regular written reports from the Audit Committee, along with verbal updates and copies of the Audit Committee's minutes. The Audit Committee should provide the Board any recommendations for action, operational change or decisions in writing, with adequate time for the Board's consideration and approval or rejection.

Staff Support

The secretary treasurer and/or his or her senior staff (e.g., a Director of Finance) can be on the Audit Committee as non-voting members to provide support to the Committee. Secretarial staff support should also be provided to the Audit Committee, similar to other subcommittees of the Board.

In-Camera Meeting Time

Audit Committee members should have in-camera meetings without any staff present. There should be designated in-camera time at the beginning or end of each meeting, so that there is an opportunity for Audit Committee members to hear directly from the



internal/external auditors or other experts that have been retained by the Committee, or to address specific areas of concern that may involve staff. Unlike in-camera meetings of the Board, there is no requirement for a secretary treasurer or alternate to be present during an in-camera meeting of the Committee.

Audit Committee Performance

On an annual basis, the Audit Committee should assess its performance in fulfilling the duties and responsibilities set out in the TOR. The evaluation may be a self-assessment, or include facilitation or review by an external party. It may also include input from management staff or the internal and external auditors.

The assessment process should examine the performance of the Audit Committee, as well as the contribution and participation of the individuals that comprise the Audit Committee, including the chair. The Audit Committee should provide a written report on its performance to the Board, who should ensure appropriate action is taken to enhance the Committee's performance, if required.

- ✓ Appendix D attached is a sample Audit Committee evaluation for your consideration.

TYPICAL DUTIES OF AN AUDIT COMMITTEE

Financial Reporting

One of the key responsibilities of the Audit Committee is to review the financial statements, and oversee the integrity and reliability of the organization's financial reports.

The Audit Committee is responsible for scrutinizing financial information, questioning any issues that are unclear and to follow-up on matters of concern. The Audit Committee should, at a minimum, focus on unusual and/or complex transactions, new or risky initiatives being undertaken, as well as those financial/business areas where significant judgment is required.

The Audit Committee must also be aware of management's application of accounting policies, principles, judgments and significant estimates in the creation of the financial statements. Such policies and procedures should accurately reflect the underlying economic circumstances of the financial reports to ensure the integrity of the information. External and internal auditors can provide valuable assistance to the Audit Committee in this regard by independently confirming information provided by management staff.



Effectively performing their responsibility for financial oversight requires that the Audit Committee maintain clear lines of communication with senior management staff and that a constructive working relationship exists between the Audit Committee and the secretary treasurer in particular.

Internal Controls

A good system of internal controls significantly enhances the financial oversight ability of a Board. While senior management are responsible for establishing an effective internal control system, the Board, through the work of the Audit Committee and an internal audit function, is responsible for ensuring that the internal control system is properly designed, established, maintained and operates as intended.

It is senior management's responsibility to design and implement effective internal control systems that safeguard school district assets and ensure efficient operations. The Audit Committee's responsibility is the oversight of these internal control systems. In many cases, an organization's financial information is generated from a process that places reliance on the internal control practices. The Audit Committee must understand management's internal control practices, and ensure that internal control systems are functioning as intended to gain assurance that the financial information produced by the district is reliable.

The system of internal control includes controls over financial accounting systems and records, computer controls and security, fraud prevention programs including 'whistle blower' policies and any procedures in place to ensure compliance with legislative requirements and internal control policies.

Audit Committees can look to the internal and external auditors for support as to the completeness and adequacy of internal control practices. Should the internal or external auditor report a control weakness or breakdown in internal control, the Audit Committee must ask for and review management's assessment of the impact of this control weakness or breakdown, and ensure that an adequate course of action be taken to correct the weakness or breakdown. The Audit Committee should also ensure it follows up on the implementation of such corrective measures by management staff and the Board.

External Audit Oversight

All school districts are required to obtain an annual external auditor's report on the financial statements. The Auditor General of BC is appointed as the external auditor unless he or she waives the requirement. To strengthen its independence from the



school district's management, the external auditor must report directly to the Audit Committee and trustees of the Board, not to management staff.

The external auditor is hired by and retained by the Board. As a result, the relationship with the external auditor must be one of direct reporting to the Audit Committee and the trustees of the Board. The external auditor acts in the best interests of the Board, and the Audit Committee can look to the external auditor to provide assurance as to the completeness and accuracy of the financial information management has provided.

The process and procedures for the appointment and termination of the external auditor should be documented in the Audit Committee TOR. In retaining an external auditor, the Audit Committee should satisfy itself that the external auditor and its team are appropriately independent of management.

The Audit Committee should meet regularly with the external auditor. At a minimum, the Audit Committee should meet with the external auditor twice per year; once before the external audit is conducted to review the auditor's scope and approach, and once after completion of the audit to review findings.

Communication between the external auditor and the Audit Committee could, however, occur at various stages of an audit, including:

- A meeting at the pre-engagement stage in which the Audit Committee and the external auditor discuss the auditor's independence, sector experience and the scope of the audit services to be provided.
- A meeting at the planning phase of the audit, so that Audit Committee members can familiarize themselves with, and provide input into, the planned audit approach. This ensures that the audit is not only meeting generally accepted auditing standards but fulfilling the expectations of the Audit Committee as well.
- Meetings could take place during the audit to keep the Audit Committee informed on a timely basis of any audit concerns or findings. If any significant issues arose during an audit, the external auditor should meet with the secretary treasurer and Audit Committee chair to determine the course of action to be taken.
- A meeting after the completion of the audit, so that the Audit Committee and external auditor can discuss any findings and issues. The external auditor would also provide a management letter to the Audit Committee (as well as the Board of trustees) detailing any concerns and suggested improvements.

It is recommended that an in-camera session be included as part of every meeting with the external auditor. Establishing an in-camera session as part of all meetings with the



external auditor also avoids unease that may occur if such discussions are only held when a specific issue arises.

After reviewing the external auditor's findings and recommendations, the Audit Committee should establish a follow-up process to monitor management responses to any significant matters raised and to ensure that any required changes are implemented.

The Audit Committee should, with input from management, annually evaluate the performance of the external auditor in conducting the audit. This would help inform the appointment process of the external auditor for the following year. A regular review of the independence of the external auditor in relation to the organization should also be conducted and considered during the appointment process.

Internal Audit Oversight

Internal audit is a function within an organization that deploys an internal auditor or auditors who assess and report on the adequacy of the internal controls and perform operational and systems audits to ensure that operations and systems are in accordance with management policies. This is significantly different work from the that of the traditional external audit process undertaken by all Boards. Findings are reported directly to the Audit Committee, which then reports to the Board.

An internal audit function is responsible for examining areas such as:

- Budgeting and accounting systems
- Internal control and operational systems
- Compliance with legislation, policies and procedures
- Economical and efficient use of resources
- The effectiveness of operations

The Audit Committee oversees the school district's internal audit program. Internal audit is a key resource for the Audit Committee.

The Audit Committee is responsible for ensuring that the internal auditor is fulfilling its mandate and meeting both the needs of the Board of Education and management staff. The Audit Committee should have a clear understanding of the mandate of the internal audit function, and ensure it is documented in written Terms of Reference, that detail the purpose, authority and reporting relationships of the internal audit function.

The Audit Committee should, on an annual basis, review and approve the internal auditor's work plan and the scope of planned audits. The internal auditor should also



provide the Audit Committee with information related to its activities, including projects completed, projects in progress and updates on the status of any previous recommendations.

All completed internal audit reports should come before the Audit Committee for review. The Audit Committee should also ensure that management and/or the Board take appropriate corrective action in response to recommendations made in internal audit reports. Similar to the external audit process, the Audit Committee should routinely meet in-camera with the internal auditor to allow for open and candid discussion.

If a Board does not already have an internal audit function, the Audit Committee should consider the size and complexity of the district and discuss whether one is appropriate. While best practice would suggest every school district and Board adopt such a function, practical limitations may dictate otherwise.

- ✓ Appendix E attached is a guide on establishing an internal audit function.
- ✓ Appendix F attached is a sample internal audit mandate for consideration.

Financial Risk Management

Identifying and assessing the likelihood of a significant negative financial event and its potential to impact the achievement of a Board's operations is a key step in formulating a district's plans and adopting its internal financial controls.

It is management's responsibility to identify and assess the Board's / school district's financial risks in order to manage them, and to ensure that they are considered in decision making, strategic planning and designing the Board's information and control systems.

In addition to acquiring an understanding of the major financial risks facing the district, the Audit Committee often plays a key role in ensuring that management monitors and controls those risks. The Audit Committee should therefore review the nature and frequency of the risk reports that management provides, paying close attention to how financial risks and the risk of unethical behaviour, including fraud, are controlled.

Compliance with laws, regulations and internal policies

The Audit Committee is often delegated responsibility by the Board for ensuring the organization's compliance with laws, regulations and legislative requirements.

Management staff have the primary responsibility for ensuring that the organization complies with relevant legislation and behaves with high standards of integrity. The



Audit Committee may, however, also be directed by its TOR to monitor the organization's compliance with legislation, regulations and any legislative mandates or Ministry directives.

Management should provide the Audit Committee with periodic updates on the status of compliance with any legislation and regulations that affect the organization. The Audit Committee should review management's assertions and assessments of compliance. An Audit Committee can also choose to receive reports from external or internal auditors that include reviews of compliance with legislative requirements. An Audit Committee should ensure that appropriate steps are taken to resolve any significant non-compliance that is brought to its attention.

Other Functions Assigned by the Board of Trustees

As a key committee of the Board, the Audit Committee is often delegated additional oversight responsibilities connected to its core duties in areas such as staff codes of conduct, conflict of interest policies and 'whistle-blower' mechanisms.

Staff Codes of Conduct and Conflict of Interest Policies

The Board and management are responsible for operating school districts in an effective and ethical manner. Creating an ethical culture of honesty and integrity includes establishing internal policies such as staff codes of conduct and conflict of interest policies, which apply to all staff (including senior management) as well as to trustees of the Board and any outside committee members. Such internal policies and guidelines, as well as the required and expected behaviours, must be formally communicated to all staff, management, trustees and committee members and should be made publicly available at least on the Board's website.

An Audit Committee is often, by its TOR, delegated the responsibility to ensure the Board's code of conduct, conflict of interest policies, and guidelines for acceptable business practices are adhered to and periodically reviewed. This may include receiving periodic updates from management (and/or external legal counsel) on the status of internal compliance. Management should establish procedures for monitoring compliance with any staff codes of conduct and ethics policies. Audit Committees should request management to report periodically on how its processes and internal policies encourage and maintain high ethical standards.

Establish Policy and Procedures for "Whistle-Blowing"

It is recommended that all Boards establish a 'whistle-blower' policy that encourages employees to report not only illegal acts, but those that contravene the Board's internal



policies, procedures, staff codes of conduct or ethical standards. Whistle-blowing procedures should allow for the confidential and anonymous submission by employees or other stakeholders of any concerns regarding such matters.

The Audit Committee is often, by its TOR, delegated the responsibility to ensure that the organization has established an appropriate whistle-blowing policy and adopted procedures that allow such matters to be resolved and acted upon confidentially and objectively.

Whistle-blowing policies and procedures must be clearly communicated to all employees and trustees. External 'hotlines' could also be established to facilitate submissions from employees and others. The procedures adopted should be designed considering the Board's culture, size and structure. It should also contemplate processes to deal with wilful misuse or abuse.

Whatever the established process may be, the individual in receipt of the concerns or allegations must be independent of management (for example, they could be an Internal Auditor, the Audit Committee, or an external hotline service). A follow-up process must review, investigate where appropriate and resolve any concerns in a confidential manner.

Regular reports that include a confidential summary of complaints should be presented to and reviewed by the Audit Committee. The Audit Committee should have the power and resources to investigate any matter brought to its attention that it feels warrants review. In doing so, the Audit Committee should be provided full access to all appropriate records, facilities and personnel of the Board, and should be provided with the power to access any external advice or expertise required. As an alternative, such matters may be dealt with by the Board as a whole, in consultation with senior management staff when appropriate. If considered necessary, the Audit Committee could recommend to the Board any procedural or policy changes required to handle complaints or concerns related to the conduct of the organization.

School District 60 Board Chair Report for NIB April 16th

Our board and school administrative staff are discouraged with the increased mask mandate because we see it as moving away from basing health and safety decisions on science. Our DPAC expressed concerns about this as well. We also received many comments about a made for Surrey approach that was applied province wide with little consideration of regional differences in transmission rate, climate and geography. The increased mask mandate was and is seen as a political decision and the about face on mandatory masks for elementary students as well as the increase in the amount of time that middle and secondary students as well as staff are wearing masks has undermined the confidence some of the public had in us. The report Dr. Henry gave on April 15th shows that the safety measures that were in place in public schools were working before the increased mask mandate. Middle school and Secondary schools report more issues around mask wearing with this mandate than they had previously. As more exemptions are requested the complexity of the situation adds to the workload for staff and perhaps decreases safety.

In our district, we have a rural community with strong cultural beliefs, this community does not support students wearing masks. Given the numbers of students without masks a WCB claim related to unsafe working conditions was filed. WCB and PHO representatives conducted a site inspection and the other safety protocols that were in place were seen as appropriate and satisfactory in spite of low compliance with the mask mandate.

At our meeting on Monday we will discuss moving forward with advocacy requesting a more regionalized response from the PHO and Ministry of Education in the School Health and Safety guidelines. We continue to be proud of the work done by our Health and Safety Officer. We are operating the Rapid Team for Northern Health and will be available to support other districts.

Our school staff and district staff are weary. Dealing with COVID-19 has kept us from doing other important work. We have to prioritize our expectations and there are things that we would typically do in a year that will not get done this year because we can't ask more of our staff. There are ongoing TTOC and Educational Assistant shortages that have administration juggling staff or covering in classrooms themselves. The impact of COVID on recruitment and retention remains to be seen.

As we move into the budgeting for the 2021/22 school year there is an uncertainty about what our overall district enrolment will be as well as the numbers in some schools where there have been higher numbers of students that moved to alternate forms of education because of COVID concerns.

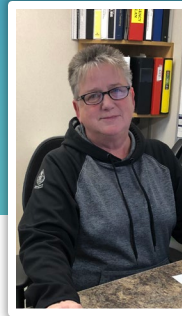
On a bright note, we have three of four new before and after school daycares open. We are planning on having two more of these open for September. We continue to have schools doing Framework for Enhancing Learning presentations at our COTW meetings. During these presentations, we get a feel for what is important to each school and a better understanding of each school's needs. All schools received Learning Improvement Funding that they were able to apply to goal areas or specific areas of need. The funding has been used in a variety of ways and is a catalyst for learning improvements. The challenge for us as board will be to maintain some flexible funding to schools when we do not have accumulated reserves left to draw from and are facing tough budget decisions.

The sun is shining and our snow is almost gone so there are increased options for outside activities with slightly bigger bubbles. Hoping there is a renewal for all that typically comes with spring.

Helen Gilbert

Operations Update

May 3, 2021

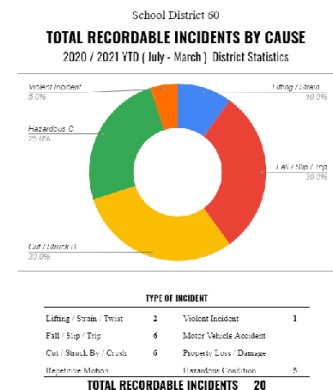


Facilities

- Margaret Ma Murray School playgrounds are being shipped and will move ahead April 12-15. Location has been set
- Tenders are out for curbing around playgrounds at Duncan Cran, Alwin Holland, Robert Ogilvie and Bert Ambrose
- Bert Bowes track work is ongoing with possible re-seeding of the outer ring and paving
- Bert Bowes Middle School – looking at different space utilization
- Bert Ambrose Elementary School – exterior wall upgrade
- North Peace Secondary School – contracting working on HVAC & dust collector upgrades
- LED lighting upgrades to take place in the next year at North Peace Secondary, Hudson's Hope, Dr. Kearney and Bert Bowes schools
- Before and After School Care has opened at Alwin Holland
- Casual Labourers have been hired and being trained

Safety

- Fit/Hearing tests taking place
- Rapid Response Team is morphing
- Working on updating Violence Prevention Policy/Procedures
- WorkSafe BC inspection was passed regarding Prespatou School
- Northern Health team is doing hand washing clinics at Prespatou School
- Safety SharePoint – working on publishing that will provide access to all staff
- Postings are out for Casual Custodians. Also, looking at scheduling for all custodians for next year
- A reminder will be sent out to staff that face shields can be provided upon request
- Encouraging administrators to communicate with parents regarding supplying masks for their child at the elementary level as the district levels are running low



Technology

- Library workstations have arrived
- CM Finch Elementary School lab is undergoing a renovation
- Microsoft agreement has been signed
- Zoom large meeting license extended until the end of June 2021
- MyEd payment portal pilot at North Peace Secondary, Robert Ogilvie and Bert Ambrose before June
- Preparing for a Summer Student posting

PRELIMINARY ANNUAL BUDGET 2021/22





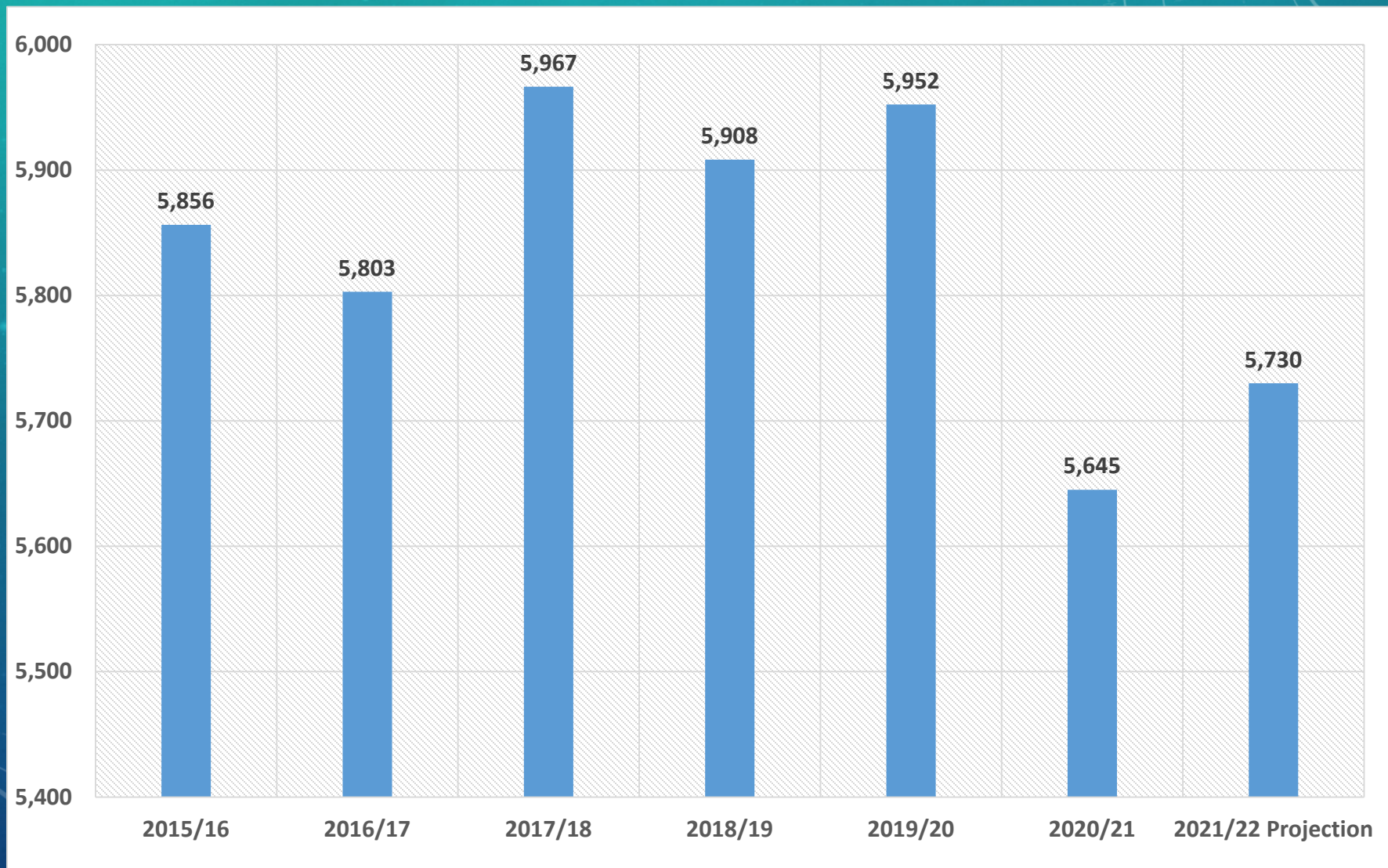
AGENDA

1. Introductions and Review of Agenda
2. Background and Context:
 - Overview of School Aged and Distributed Learning FTE
 - Demographics – Relationship of Kindergarten to FSJ Births
 - Class Distribution by Grade
 - Employee Group Distribution
3. Summary of Ministry of Education funding announcement
4. Overview of Preliminary 2021/22 Ministry of Education Funding and Enrolment projection
5. Overview of Operating Revenues 2021/22
6. Overview of Operating Expenditures by function
7. Preliminary Income Statement



School District 60
Peace River North

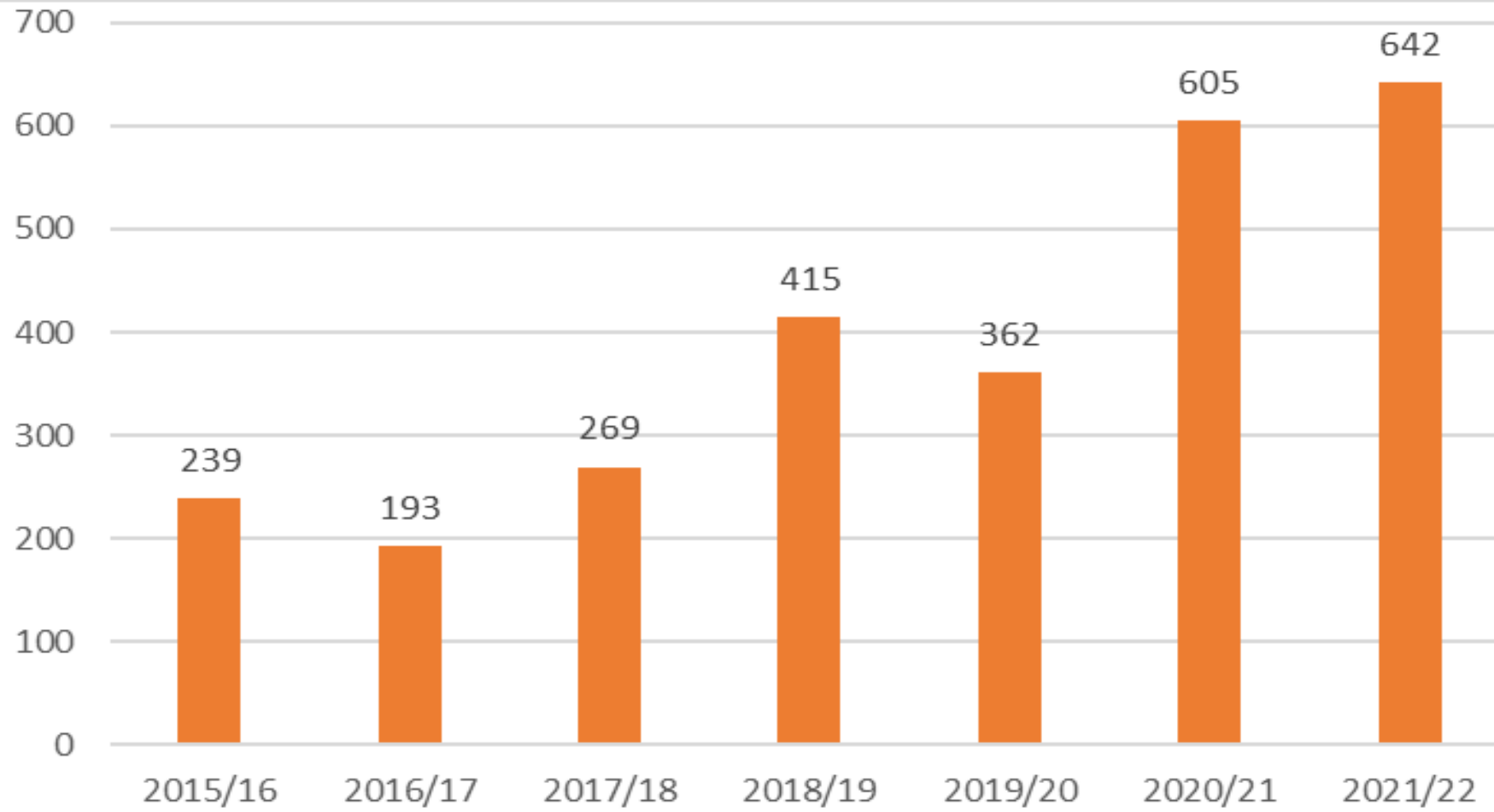
ENROLMENT TREND – REGULAR SCHOOL (FTE)





School District 60
Peace River North

ENROLMENT TREND – DISTRIBUTED LEARNING (FTE)





School District 60
Peace River North

TOTAL SCHOOL AGED ENROLMENT TREND – REGULAR AND DISTRIBUTED LEARNING SEPTEMBER SNAPSHOT

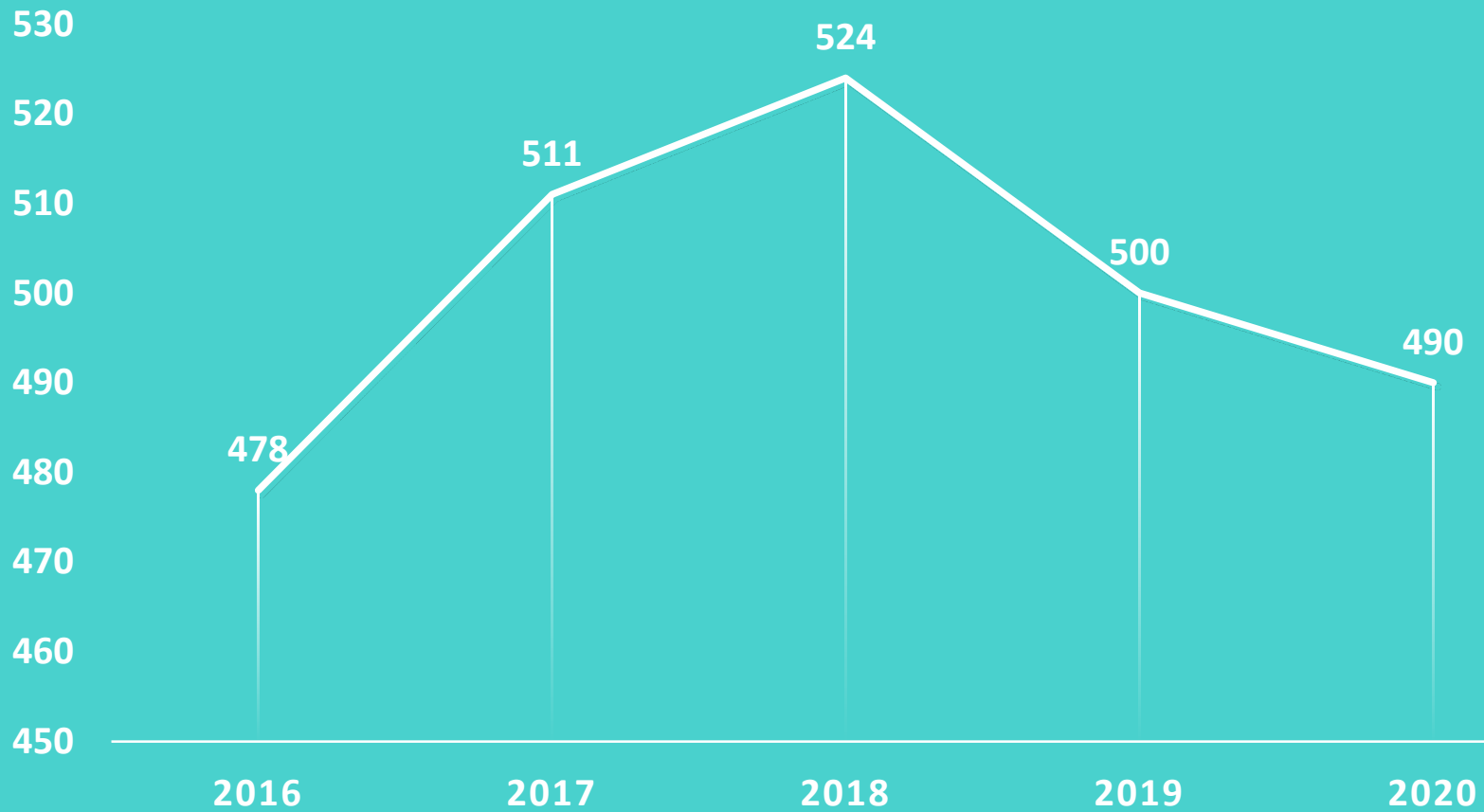
School Aged FTE - Regular and DL





School District 60
Peace River North

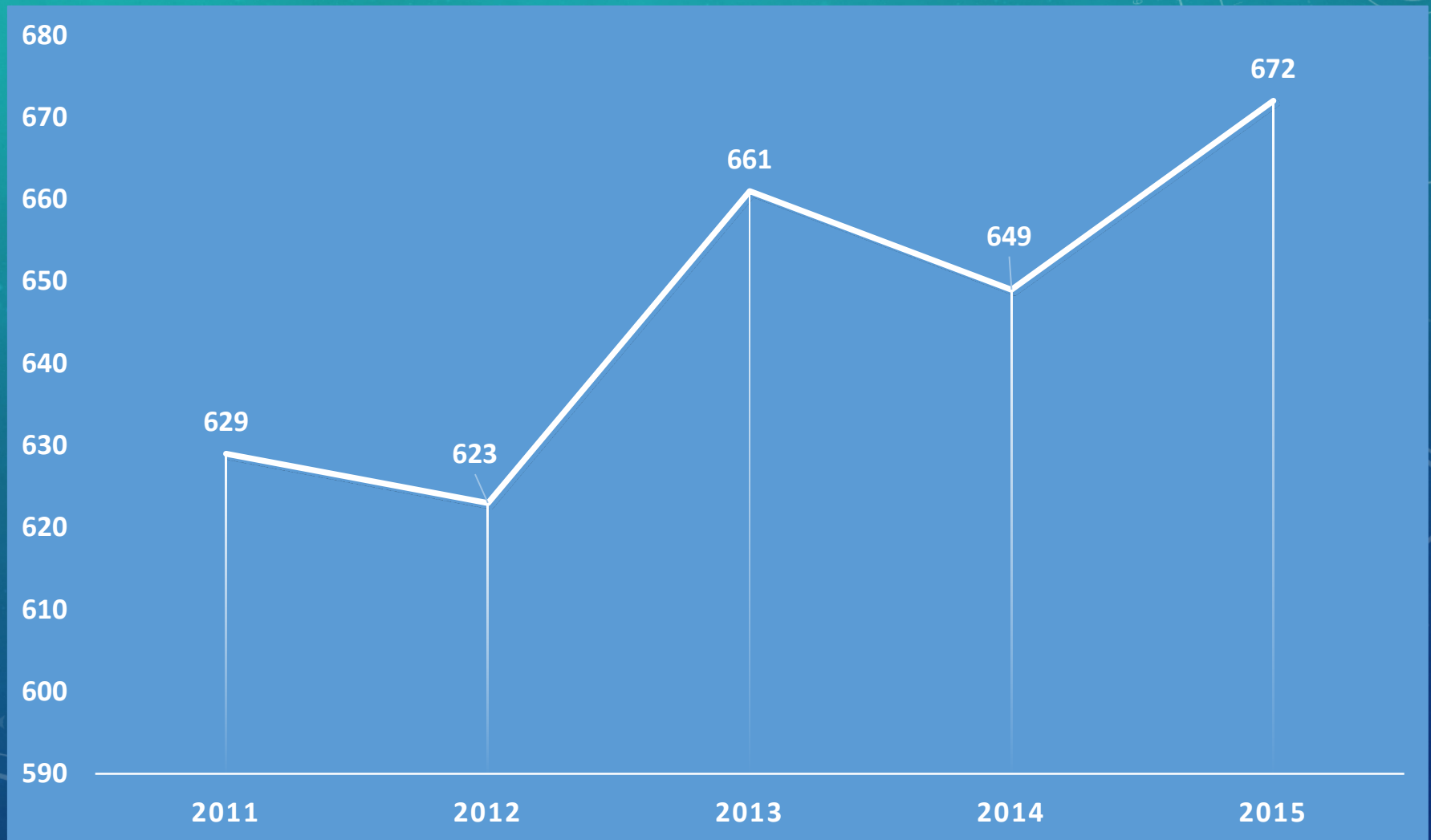
FIVE YEAR KINDERGARTEN TREND





School District 60
Peace River North

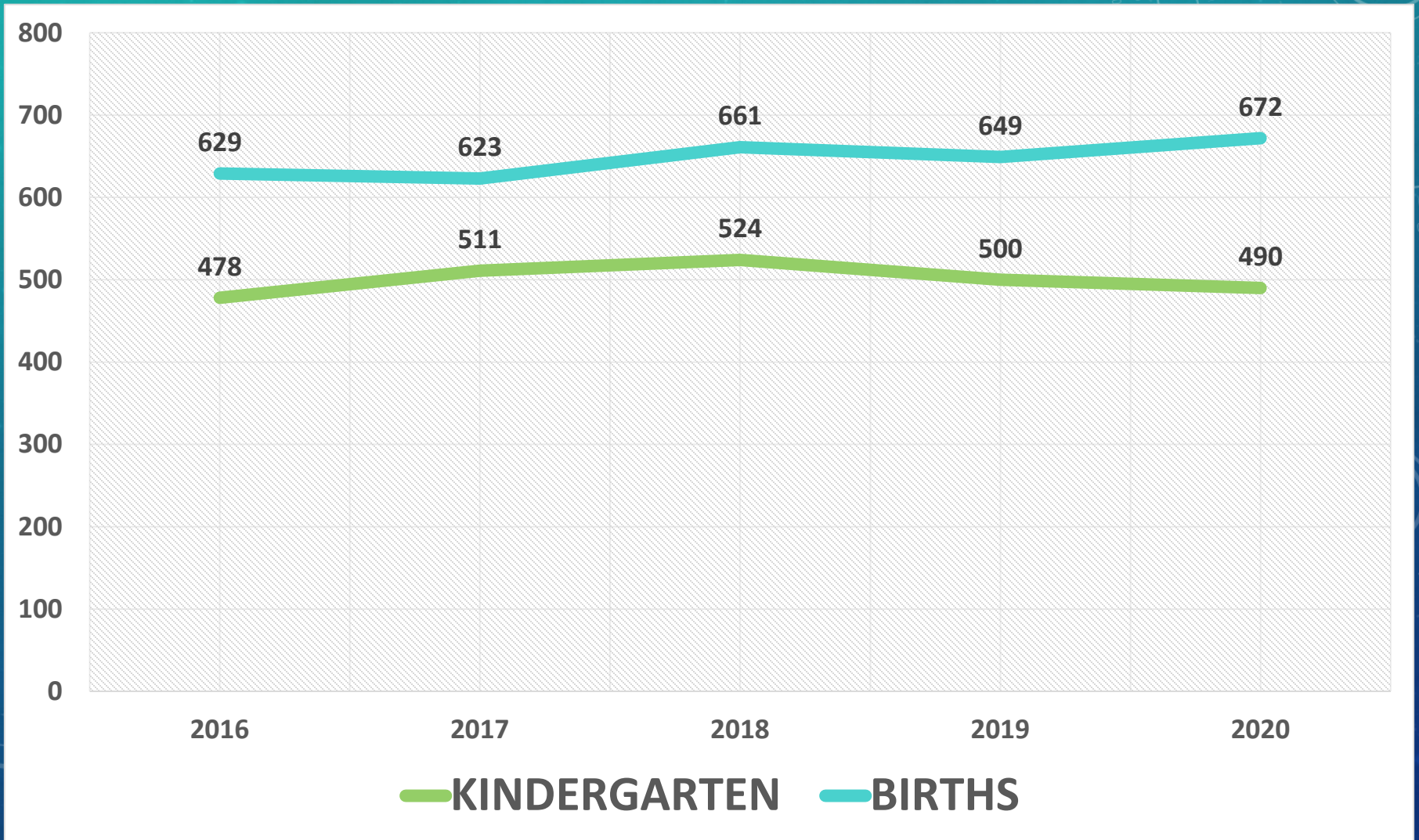
FIVE YEAR BIRTH TREND FOR FORT ST. JOHN





School District 60
Peace River North

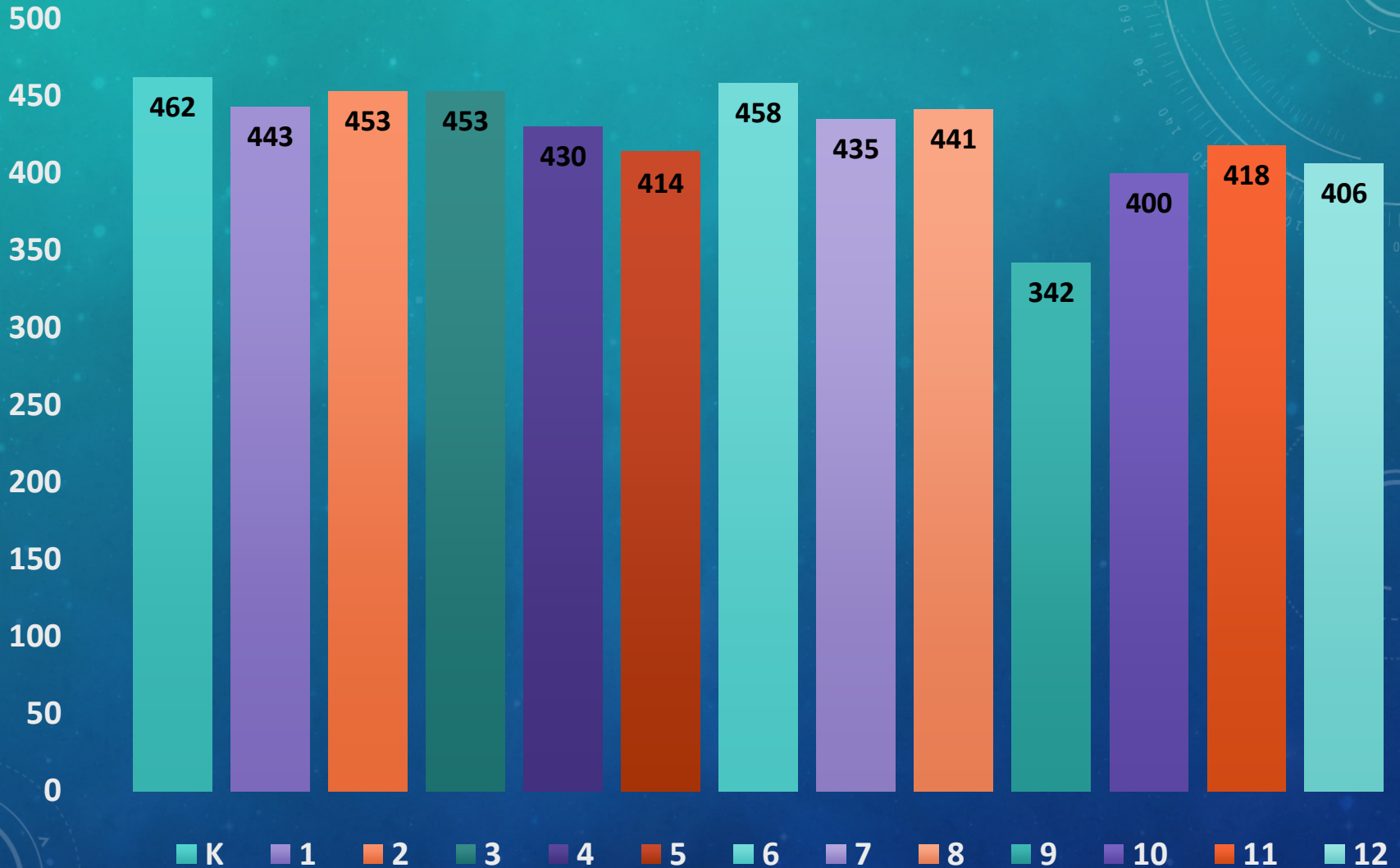
RELATIONSHIP OF KINDERGARTEN FTE TO FSJ # OF BIRTHS (CORRESPONDING YEAR)





School District 60
Peace River North

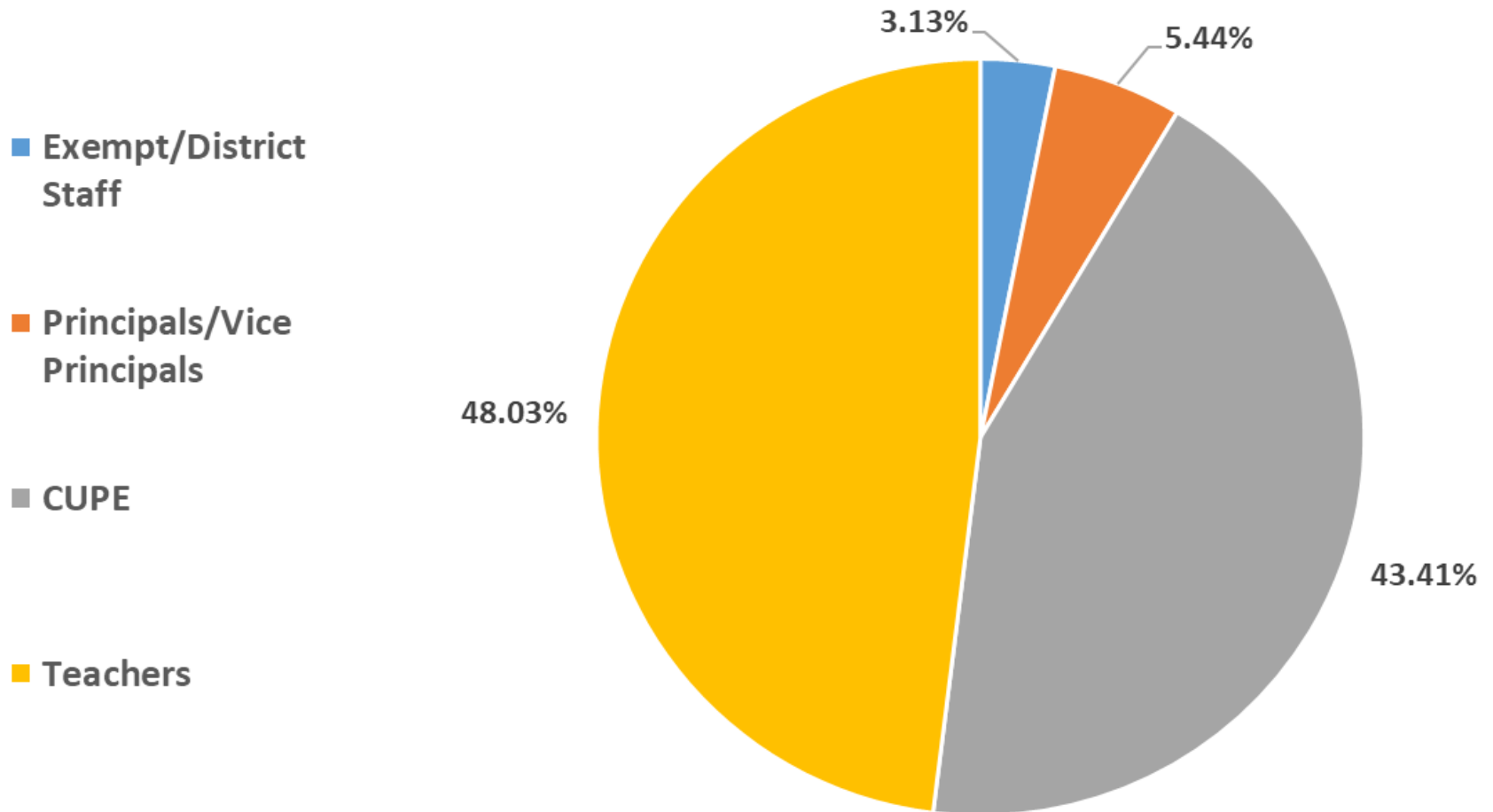
NUMBER OF STUDENTS BY GRADE AS AT FEBRUARY 2021





School District 60
Peace River North

STAFFING BREAKDOWN BY GROUP





MINISTRY OF EDUCATION FUNDING ANNOUNCEMENT DETAILS

- Government is providing an additional \$260 M in Operating Grants to School Districts in 2021/22 over the recalculated Operating Grants announced in December 2020, for a total of \$5,756 B.
- These increases reflect the funding of increased student enrolment (approx. 2,000 FTE provincially) and labour settlement costs, including funding for local bargaining costs.
- The Ministry has increased the basic per-student allocation for Standard, Alternate and Continuing Education Schools rate by an average of 4.3% this year.
- Other changes include:
 - An additional \$37.3 M for Special Needs, a 6% increase
 - An additional 4.26 M in the Indigenous Education Supplement, a 4.7% increase
 - An additional \$4.48 M for English and French Language Learners, a 4.4% increases



School District 60
Peace River North

SUMMARY OF MINISTRY OF EDUCATION RATE COMPARISON AND CHANGES

FUNDING SUPPLEMENT	2020/21 RATE	2021/22 RATE	CHANGE
Standard Regular Schools	\$7,560	\$7,885	\$325
Distributed Learning	\$6,100	\$6,360	\$260
Level 1 Special Needs	\$43,000	\$44,850	\$1,850
Level 2 Special Needs	\$20,400	\$21,280	\$880
Level 3 Special Needs	\$10,300	\$10,750	\$450
English Language Learning	\$1,520	\$1,585	\$65
Indigenous Education	\$1,500	\$1,565	\$65
Adult Education	\$4,823	\$5,030	\$207



School District 60
Peace River North

MOE PRELIMINARY BUDGET ENROLMENT PROJECTIONS (REGULAR INSTRUCTION AND DISTRIBUTED LEARNING)

FTE	2020-21 Amended	2021-22 Preliminary 2020-21 Amended	Difference	
SCHOOL AGE	6,371.938	6,249.625	122.313	
ADULT	29.125	16.500	12.625	
OTHER	<u>1.880</u>	<u>1.250</u>	<u>0.630</u>	
TOTAL FTE	<u>6,402.943</u>	<u>6,267.375</u>	<u>135.568</u>	



School District 60

Peace River North

OPERATING REVENUES

	Revenues (Schedule 2A)	2021-22 Preliminary	2020-21 Amended	Difference
Provincial Grants	Operating Grants	69,380,335	65,762,730	3,617,605
	Pay Equity	241,350	241,350	-
	Graduated Adults Funding	18,863	32,857	-13,994
	Transportation Funding	425,785	425,785	-
	FSA Funding	8,187	8,187	-
	Support Staff Benefits Grant	67,113	67,113	-
	Teachers Labour Settlement Funding	-	1,510,106	-1,510,106
	Early Career Mentorship	-	125,000	-125,000
	Early Learning Framework	-	2,400	-2,400
	Equity Scan Implementation	-	4,000	-4,000
Other	MCFD – School Age Therapy	117,415	84,400	33,015
Fees	International and Out of Province	350,000	246,165	103,835
Misc.	Miscellaneous Income	224,595	322,345	-97,750
	Rental and Leases	85,794	85,794	-
	Investment Income	<u>120,000</u>	<u>120,000</u>	-
	TOTAL REVENUES	71,039,437	69,038,232	2,001,205



FACTORS AFFECTING EXPENSE PROFILE

- Federal and Provincial COVID Grants have been removed and we have transferred staffing expenses back into the Operating Fund
- Additional Enrolment of 136 FTE expense has been included
- Salary increments and contract increases for the 2021/22 year have been included in the adjusted Operating budget. Corresponding benefit expenses have been included for all staff (1.246M total)
- Removed Capital expenses incurred in 2020/21 – IE. ARY, finalized Bert Bowes track, other capital project additional costs, as well as, any vehicle purchases.
- Travel and Pro-d budgets have been returned to pre-Covid levels
- Technology investment (CWT program) in iPads and Microsoft licenses have been included
- Fuel increase has been incorporated to cover price increases
- International Program revenue and expense profile has been increased to reflect 35 international students



School District 60

Peace River North

OPERATING EXPENSES

	2021 Amended Annual Budget	2021-2022 Adjustments	2022 Preliminary Annual Budget
	\$	\$	
Salaries			
Teachers	25,262,158	1,254,727	26,516,885
Principals and Vice Principals	5,397,595	(15,337)	5,382,258
Educational Assistants	4,982,913	(230,800)	4,752,113
Support Staff	7,737,480	73,418	7,810,898
Other Professionals	1,705,859	(20,000)	1,685,859
TOC & Casuals	1,616,261	278,400	1,894,661
Total Salaries	46,702,266	1,340,408	48,042,674
Employee Benefits	9,938,258	865,380	10,803,638
Total Salaries and Benefits	56,640,524	2,205,788	58,846,312
Services and Supplies			
Total Services and Supplies	12,196,903	(1,233,234)	10,963,669
Total Operating Expense	68,837,427	972,554	69,809,981



School District 60

Peace River North

PRELIMINARY 2021/22 INCOME STATEMENT

	\$
REVENUES	
Provincial Grants - MOE	70,141,633
Other	117,415
Federal Grants	
Tuition	350,000
Other Revenue	224,595
Rentals and Leases	85,794
Investment Income	120,000
TOTAL REVENUES	71,039,437
EXPENSES	
Instruction	54,908,810
District Administration	2,510,309
Operations and Maintenance	8,587,457
Transportation and Housing	3,803,405
TOTAL EXPENSES	69,809,981
GROSS REVENUE (EXPENSE)	1,229,456
Inflation Salaries Expense	1,245,504
NET REVENUE (EXPENSE)	-16,048