



School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, October 5, 2020 @ 1:30 p.m.
AGENDA

Education

1. **Education Update**
Stephen Petrucci

No report

Governance

1. **Trustee Advance Follow-Up** (*Attachment*)
Helen Gilbert

Professional Development

2. **Public Participating in Board Meetings**
Helen Gilbert

3. **City of Fort St. John/Joint District Meetings?**
Helen Gilbert

4. **Internet Letter** (*Attachment*)
Erin Evans

Human Resources

Operations

1. **Operations Report** (*Attachment*)
Brenda Hooker

2. **Facility Update** (*Attachment*)
Brenda Hooker/Chad Cushway

3. **2019/2020 Financial Statement Analysis** (*Attachment*)
Brenda Hooker

| REGULAR - SEPTEMBER 21/20 | | | | | Unfinished | |
|---------------------------|---------|---------------------------------|--|-------------------|------------|------------|
| Meeting Date | Meeting | Topic | Action Item/Recommendation | Assigned to: | Business | Completed |
| Sept 21/20 | Board | 2019-2020 Financial Statements | Documentation related to financial statements to be signed/submitted by Sept 30 | Brenda | | Sept 25/20 |
| | | | | | | |
| Completed | | | | | | |
| May 25/20 | Board | SD #59, #60, & MLA Meeting | Trustees to confirm attendance via Zoom or in person by May 27 a.m. | Helen | | Done |
| Apr 6/20 | COTW | 2020-2021 Annual Budget | Annual Budget on Regular meeting for adoption (3 readings) | Brenda/Leah | | June 22/20 |
| May 4/20 | COTW | Post April Employment & Comp | Draw up a thank you letter to CUPE members | Helen | | Done |
| May 25/20 | Board | Policy Committee | Policy 4000.1 out for Notice of Motion and bring back for adoption | Leah | | June 22/20 |
| May 25/20 | Board | Budget 2021 Consultation | Finalize submission and submit by June 26/2020 | Helen/Brenda/Leah | | June 22/20 |
| June 8/20 | COTW | COVID - Stage 3 | Bring an update to the June Board Meeting | Stephen | | June 22/20 |
| June 8/20 | COTW | 2020-2021 Draft Annual Budget | AFG capital plans presentation for approval | Brenda/Leah | | June 22/20 |
| June 8/20 | COTW | 2020-2021 Draft Annual Budget | Budget - three readings and approval | Brenda/Leah | | June 22/20 |
| May 25/20 | Board | Budget 2021 Consultation | Discussion on presentation details/Trustees provide feedback to Helen | Helen/Leah | | June 8/20 |
| May 25/20 | Board | Budget 2021 Consultation | Leah to send last year's submission to trustees | Leah | | Done |
| May 25/20 | Board | Announcements & Reminders | Hudson's Hope Grad - update the Board of details | Stephen | | Done |
| May 25/20 | Board | Superintendent's Report | School Fees - going forward w/ more naming consistency and details | Leah | | Done |
| June 22/20 | Board | PRNTA Update | Correction to branding/wording on Budget Snapshot & redistribute | Brenda/Leah | | Completed |
| Mar 9/20 | COTW | District Website Re-Vamp Update | Bring back to the Board before going live | Helen | | Completed |
| May 4/20 | COTW | Board Retreat | Trustees & District Staff to place retreat in calendars and work on details/agenda | Helen/Leah | | Completed |
| June 8/20 | COTW | COVID - Stage 3 | Board advocate re: K-5 Stage 3 density issue | Helen | | Completed |
| June 8/20 | COTW | 2020-2021 Draft Annual Budget | Draft budget to be uploaded to district website | Brenda/Leah | | Completed |
| June 8/20 | COTW | School Project Guidelines | Post to district website once finalized | Brenda/Leah | | Completed |
| | | | & set up public meeting to receive input from stakeholders | | | |
| June 8/20 | COTW | 2020-2021 Draft Annual Budget | Facilities project report to October 5 COTW Meeting | | | Oct 5/20 |

Policy for Student Success

Educated citizens who thrive in a rapidly changing world

British Columbia has a great education system, and we have the opportunity to make it even better. We have a renewed and clear mandate: to enable every learner to maximize their potential, which fuels our passion and vision that B.C. has educated citizens who thrive in a rapidly changing world.

Guided by evidence-driven and innovative practices, advancements in technology, evolutions within the labour market – both locally and globally – B.C. is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students for an exciting new world. This preparation is critical to building a strong, sustainable, and prosperous economy for all British Columbians.

Education furthers government’s objectives

The Ministry of Education is guided by the provincial government’s core mandate, to make life more affordable, deliver the services people count on, and to build a strong, sustainable, innovative economy that works for everyone. In addition, the education system operates within a fiscal framework that ensures consistency and fairness across the province, while enabling local flexibility for school districts.

British Columbia schools must do everything possible to prepare all students for their future. While B.C. student success has been good, it is inconsistent. Significant differences in student outcomes exist among Indigenous and vulnerable learners, and other significant differences exist between schools across the province. To address these gaps we will be guided by the international evidence on best practice and adopt an approach of continuous improvement and capacity building with educational leaders.

This policy aims to align our education system’s vision, our legislated mandate, and the work of all boards of education and independent school authorities to further student success.

Our Mandate – the Educated Citizen

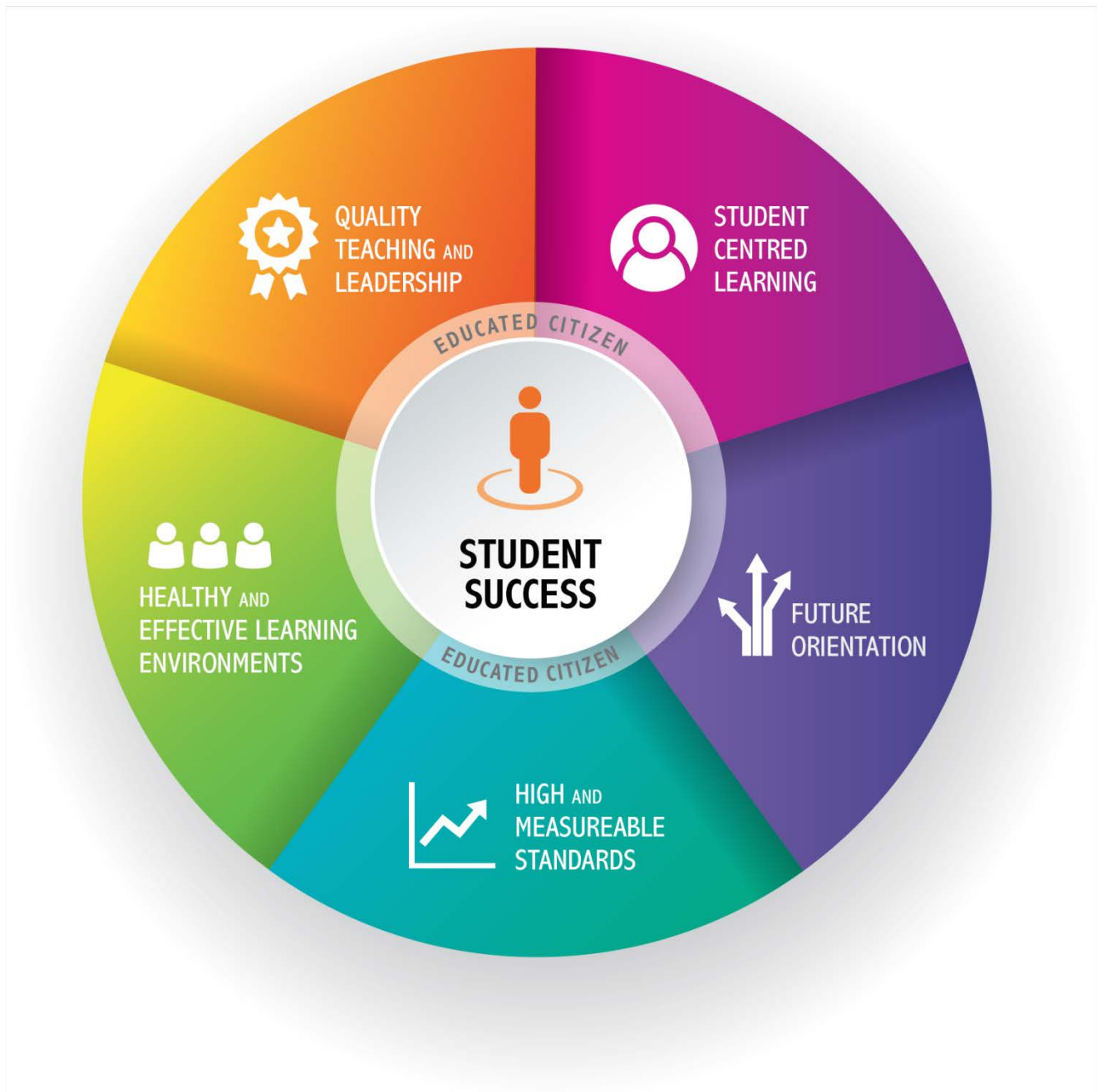
As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen”, which is defined as having:

- *Intellectual Development* – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- *Human and Social Development* – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- *Career Development* – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

British Columbia's Policy for Student Success

Focus all talents, efforts, and resources on improving student success. Our success will not just be measured by the amount of investment, legislative changes, the number of programs, or the amount of new construction, but rather on how well all students are succeeding in life, regardless of their background or where they live in B.C. – this is our foundation for a prosperous, shared, and sustainable economy. This commitment depends on using evidence to make decisions, having the courage to adjust and improve programs and policies that are not optimal for students, enabling equity of access to quality education for every student, aligning investments that clearly demonstrate better outcomes, and leading through innovative approaches.



Continuous improvement on student success will be guided by the following principles:

- 1. Quality teaching and leadership** – Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student’s life will be constantly evolving to adapt to the rapidly changing context in children’s lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. School leaders and teachers will focus on practices proven to achieve results, including experiential learning and technology in their classrooms, personal learning opportunities for every student, robust assessments, and time allocated for collaboration with other educators and professional development.
- 2. Student-centred learning** – Students benefit from more flexibility and choice of how, when, and where their learning takes place. This requires maintaining provincial-level consistency in policy design and funding allocation, while enabling the most flexibility as possible to organize and deliver programs within schools. This will become increasingly important as B.C. takes a more inclusive approach to education, ensuring all students – regardless of ability or background – benefit from a learning environment tailored to maximize their potential. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.
- 3. Future orientation** – Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology, and be prepared for graduation with practical expectations informed by employers and post-secondary institutions.
- 4. High and measurable standards** – Having a modern and well-developed curriculum that reflects our values and expectations for skills, knowledge, and competencies will be effective for students only if it is complemented by rigorous and consistent learning standards and province-wide assessments. Evidence and international best practice conclude that using information on learning outcomes, especially feedback to learners from assessments, is critical to student success. British Columbia will endeavour to maintain our already high standards on learning outcomes, with a focus on literacy and numeracy, which evidence indicates offers all learners, regardless of background, the best opportunity to succeed in life and contribute to prosperous economy.
- 5. Healthy and effective learning environments** – We will foster inclusive learning environments where all students feel that they are safe and belong – physically and emotionally –and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition.

To Whom It May Concern,

I would like to take the opportunity to introduce our group to you and the intent of this letter. We are the elected Board of Trustees for School District #60, Peace River North. As an elected body, our role is not only fiduciary but also advocacy to make change on behalf of our more vulnerable students and staff. We are a group of seven with varying degrees of time as a trustee from 22 years to 3 years.

Our intent with this letter is to ask for advocacy support from your organization to assist us in providing adequate internet connectivity to our more rural and remote students. This has always been a challenge for us, and never more so than right now during the COVID-19 pandemic and the uncertainty with the future of learning. This past spring we saw a move to online learning and the connectivity struggles of some of our students. This challenge remains for our students and continues to be at the forefront of our advocacy focus into the future.

As Viveca Ellis, BCPRC Interim Community Organizer states, “Now more than ever, affordable, fast, at-home Internet access is as essential to every home in B.C. as heat and hot water. We must act now to end the digital divide and ensure all people in B.C., regardless of income, have the Internet access they need to survive and thrive through the pandemic and beyond” (<http://bcpovertyreduction.ca/2020/09/digital-justice-for-b-c-press-release/?fbclid=IwAR1qx9tAiiyQpqK6MPPqq2PK9a6iNcs9TC93FAcqmSg0wgrQDNTQP-Mn4NA>). Without appropriate infrastructure and affordability, the digital divide is increasing. This divide is negatively impacting our students.

The Canadian School Board Association and the Canadian Association of School System Administrators have written a letter of advocacy to the Honourable Maryam Monsef and the Honourable Navdeep Bains. This letter continued to highlight the digital gap between students and families who have consistent and reliable internet service and those who do not. Indigenous communities, remote and isolated communities and families living in poverty need our advocacy the most to ensure equity of digital access.

We are asking for your assistance to advocate for connectivity and access to internet for all students in British Columbia. Further, we are asking you to bring this issue to your provincial organization as a motion to advocate to the provincial government. In the past, we have realized that the more advocacy support we receive from other provincial organizations will keep this issue on the government’s radar.

If you require further information, please feel free to reach out to any of the trustees listed below. Thank you for considering this request.

Helen Gilbert, Chair
Area 5

Nicole Gillis, Vice-Chair
Area 3

Madeleine Lehmann
Area 1

David Scott-Moncrief
Area 2

Ida Campbell
Area 4

Bill Snow
Area 5

Erin Evans
Area 5

Operations Update

October 5, 2020

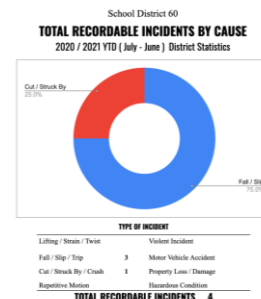


Facilities

- Upper Pine School lagoon has been surveyed and it has been determined that it is on our property. Boiler work is completed
- Exterior work at Alwin Holland almost complete. A new gas line has been installed as well as new ground upgrades
- Elections BC will be using Wonowon, Prespatou, and Baldonnel schools as voting stations – we have received their safety plans

Safety

- First Aid Course was offered in September
- Masks have been distributed throughout district
- Fire Drill requirements are being reviewed and implemented
- Custodial training took place in September in regards to custodial disinfectant product usage
- District COVID-19 health guidelines being updated as per Provincial Health Officer guidelines
- Trojan Safety donated 200 masks to the district
- Staff immunizations (flu) are being arranged



Anne Roberts Young Elementary School (ary.prn.bc.ca)

Grand Opening Ceremony

The Grand Opening Ceremony for the school took place on September 28, 2020. Safety protocols were followed and guests in attendance included Trustees, District Staff, Contractors, and Anne Roberts Young & Heather Hannaford family members. A pre-recorded video from the staff and students at the school was also presented. The ceremonies were also live-streamed to students in their classroom.

The entire ceremonies as well as additional footage of the school, etc. will be made available on our district website sometime next week.



Plaque Unveil
Doug Boyd, Assistant Superintendent
Anne Roberts Young's Grandchildren

5 Year Comparison

| | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | % Increase since 2016 | % of Operating Expenses 2016 | % of Operating Expenses 2020 | Provincial % of Operating Expenses 2020 | % of Function Expenses 2016 | % of Function Expenses 2020 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|------------------------------|------------------------------|---|-----------------------------|-----------------------------|
| | Budgeted | Actual | Budgeted | Actual | Budgeted | Actual | Budgeted | Actual | Budgeted | Actual | | | | | | |
| Operating Revenue | \$57,386,446 | \$59,720,445 | \$61,277,387 | \$61,531,975 | \$62,128,891 | \$64,292,961 | \$64,046,589 | \$66,321,456 | \$68,065,427 | \$68,428,406 | 12.73% | | | | | |
| Operating Expenses by Function | | | | | | | | | | | | | | | | |
| Function 1 - Instruction | | | | | | | | | | | | | | | | |
| 1.02 Regular Instruction | 32,738,584 | 32,674,573 | 33,367,718 | 32,023,563 | 33,884,447 | 32,883,805 | 33,576,022 | 34,146,526 | 34,742,913 | 33,859,409 | 3% | 55.8% | 50.0% | 48.9% | 68.2% | 64.2% |
| 1.03 Career Programs | 432,338 | 426,977 | 459,939 | 532,785 | 637,455 | 625,690 | 462,342 | 436,818 | 408,664 | 382,500 | -12% | 0.7% | 0.6% | 0.7% | 0.9% | 0.7% |
| 1.07 Library Services | 882,839 | 981,060 | 988,624 | 996,240 | 1,035,519 | 1,094,643 | 1,076,248 | 1,114,604 | 1,091,913 | 1,181,449 | 17% | 1.7% | 1.7% | 1.7% | 2.0% | 2.2% |
| 1.08 Counselling | 1,134,237 | 964,005 | 977,817 | 970,991 | 1,018,468 | 981,827 | 953,786 | 960,954 | 937,375 | 1,030,864 | 6% | 1.6% | 1.5% | 1.8% | 2.0% | 2.0% |
| 1.10 Special Education | 8,000,387 | 8,184,334 | 8,443,350 | 8,620,790 | 8,826,055 | 8,598,503 | 8,622,516 | 9,145,054 | 10,084,325 | 9,871,823 | 17% | 14.0% | 14.6% | 15.8% | 17.1% | 18.7% |
| 1.30 English Language Learning | 359,813 | 401,715 | 599,441 | 483,268 | 492,885 | 679,554 | 816,865 | 763,225 | 782,859 | 764,410 | 47% | 0.7% | 1.1% | 1.6% | 0.8% | 1.4% |
| 1.31 Aboriginal Education | 1,216,510 | 1,294,378 | 1,253,555 | 1,245,912 | 1,294,700 | 1,345,294 | 1,533,347 | 1,499,170 | 1,787,227 | 1,709,002 | 24% | 2.2% | 2.5% | 1.6% | 2.7% | 3.2% |
| 1.41 School Administration | 2,850,797 | 3,008,077 | 3,289,486 | 3,224,308 | 3,350,817 | 3,170,285 | 3,527,388 | 3,493,556 | 3,694,787 | 3,636,785 | 17% | 5.1% | 5.4% | 7.2% | 6.3% | 6.9% |
| 1.60 Summer School | | | | | | | 29,168 | 29,852 | 25,155 | 7,678 | 100% | | \$0 | 0.3% | 0.0% | 0.0% |
| 1.62 International & Out of Province | | | | | | | 274,997 | 254,696 | 377,536 | 284,906 | 100% | | 0.4% | 2.7% | 0.0% | 0.5% |
| Total Function 1 | \$47,615,505 | \$47,935,119 | \$49,379,930 | \$48,097,857 | \$50,540,346 | \$49,379,601 | \$50,872,679 | \$51,844,455 | \$53,932,754 | \$52,728,826 | 9.1% | 81.9% | 77.9% | 82.8% | | |
| Function 4 - District Administration | | | | | | | | | | | | | | | | |
| 4.11 Educational Administration | 628,136 | 579,723 | 632,146 | 630,900 | 655,084 | 738,152 | 756,211 | 789,700 | 885,686 | 794,730 | 27% | 1.0% | 1.2% | 1.2% | 33.9% | 33.0% |
| 4.40 School District Governance | 189,616 | 168,530 | 191,410 | 177,331 | 192,953 | 185,020 | 313,730 | 320,997 | 243,083 | 206,461 | 18% | 0.3% | 0.3% | 0.3% | 9.8% | 8.6% |
| 4.41 Business Administration | 979,184 | 963,756 | 1,121,128 | 1,156,350 | 1,231,741 | 1,176,858 | 1,446,200 | 1,810,698 | 1,466,946 | 1,404,447 | 31% | 1.6% | 2.1% | 2.4% | 56.3% | 58.4% |
| Total Function 4 | \$1,796,936 | \$1,712,009 | \$1,944,684 | \$1,964,581 | \$2,079,778 | \$2,100,030 | \$2,516,141 | \$2,921,395 | \$2,595,715 | \$2,405,638 | 28.8% | 2.9% | 3.6% | 3.9% | | |
| Function 5 Operations & Maintenance | | | | | | | | | | | | | | | | |
| 5.41 Operations & Maintenance Administration | 391,077 | 409,325 | 411,248 | 430,162 | 419,463 | 394,521 | 603,393 | 668,025 | 571,976 | 543,823 | 25% | 0.7% | 0.8% | 1.0% | 7.1% | 6.2% |
| 5.50 Maintenance Operations | 3,644,237 | 3,729,489 | 3,918,496 | 4,060,927 | 4,064,778 | 4,179,829 | 4,382,352 | 4,841,511 | 5,105,376 | 5,519,442 | 32% | 6.4% | 8.2% | 7.7% | 64.5% | 63.1% |
| 5.52 Maintenance of Grounds | 432,956 | 498,274 | 467,802 | 613,179 | 525,298 | 854,941 | 784,782 | 879,162 | 1,014,859 | 1,083,350 | 54% | 0.9% | 1.6% | 0.7% | 8.6% | 12.4% |
| 5.56 Utilities | 1,412,428 | 1,143,993 | 1,614,212 | 1,535,665 | 1,638,171 | 1,431,081 | 1,739,281 | 1,520,553 | 1,513,093 | 1,597,794 | 28% | 2.0% | 2.4% | 2.0% | 19.8% | 18.3% |
| Total Function 5 | \$5,880,698 | \$5,781,081 | \$6,411,758 | \$6,639,933 | \$6,647,710 | \$6,860,372 | \$7,509,808 | \$7,909,251 | \$8,205,304 | \$8,744,409 | 33.9% | 9.9% | 12.9% | 11.5% | | |
| Function 7 Transportation & Housing | | | | | | | | | | | | | | | | |
| 7.41 Transportation & Housing Administration | 115,631 | 125,274 | 113,973 | 105,108 | 110,678 | 104,923 | 146,361 | 152,010 | 113,426 | 110,351 | -14% | 0.2% | 0.2% | 0.1% | 4.0% | 2.9% |
| 7.70 Student Transportation | 2,979,191 | 2,979,051 | 3,072,043 | 3,116,889 | 3,141,774 | 3,141,293 | 3,242,603 | 3,534,505 | 3,809,642 | 3,705,475 | 20% | 5.1% | 5.5% | 1.8% | 96.0% | 97.1% |
| 7.73 Housing | 3,500 | | 3,500 | | 3,500 | | | | | | | | | | | |
| Total Function 7 | 3,098,322 | \$3,104,325 | 3,189,516 | \$3,221,997 | 3,255,952 | \$3,246,216 | \$3,388,964 | \$3,686,515 | \$3,923,068 | \$3,815,826 | 18.6% | 5.3% | 5.6% | 1.9% | | |
| Total Function 1-9 | \$58,391,461 | \$58,532,534 | \$60,925,888 | \$59,924,368 | \$62,523,786 | \$61,586,219 | \$64,287,592 | \$66,361,616 | \$68,656,841 | \$67,694,699 | 13.5% | | | | | |
| Transfer from Operating to Assets | \$295,000 | \$1,329,392 | \$530,000 | \$1,175,530 | \$1,250,000 | \$1,129,532 | \$450,000 | \$1,754,107 | \$2,511,585 | \$1,685,750 | | | | | | |

| | | | | | | | | | | |
|--------------------------------|---------------------|--------------------|--------------------|--------------------|---------------------|--------------------|---------------------|---------------------|--------------------|--------------------|
| Net Change for the Year | -\$1,300,015 | -\$131,482 | -\$269,786 | \$432,077 | -\$1,644,895 | \$1,653,661 | -\$1,254,158 | -\$1,480,422 | -\$591,414 | -\$952,043 |
| Opening Reserve | \$4,337,692 | \$4,337,692 | \$4,206,210 | \$4,206,210 | \$4,638,287 | \$4,638,287 | \$6,191,948 | \$6,291,948 | \$4,811,526 | \$4,811,526 |
| Closing Reserve | \$3,037,677 | \$4,206,210 | \$3,936,424 | \$4,638,287 | \$2,993,392 | \$6,291,948 | \$4,937,790 | \$4,811,526 | \$4,220,112 | \$3,859,483 |