



## **COVID-19 PRECAUTIONS FOR PUBLIC BOARD MEETING**

The Board of Education of SD59 (PRS) will be holding their Public Board Meeting on Wednesday, June 23, 2021 starting at 1:00 pm. This meeting will be held virtually using Zoom.

**At this time, no in-person public attendance will be allowed.** Anyone wishing to attend the public board meeting may do so via zoom. Individuals must pre-register by noon (12 pm) on Tuesday, June 22, 2021 to receive the zoom link.

Please contact Richell Schwartz to register for the meeting:

Phone: 250-782-8571, ext. 217

Email: [rschwartz@sd59.bc.ca](mailto:rschwartz@sd59.bc.ca)



# School District No.59 (Peace River South)

---

## Open Board Meeting Agenda

**Date:** June 23, 2021 1:00 PM

**Place:** District School Board Office – Dawson Creek, BC

“We acknowledge that we share this territory with the people of Treaty 8”

### APPROVAL OF AGENDA

1. **ITEMS FOR ADOPTION**
  - R1.1 – Regular Board Meeting Minutes – May 19, 2021
  - R1.2 – Excerpts Closed Meeting – May 19, 2021
2. **BUSINESS ARISING**
3. **ESSENTIAL ITEMS**
4. **OTHER PRESENTATIONS**
5. **REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**
  - R5.1 – School/Student News
  - R5.2 – Student Discipline Report
  - R5.3 – K-12 Education Recovery Plan
  - R5.4 – Child Care Initiative Update
  - R5.5 – Principal Retreat
6. **REPORTS FROM THE SECRETARY-TREASURER**
  - R6.1 – Finance Reports
  - R6.2 – 2020-21 Interim Audit Letter
  - R6.3 – New K-12 Financial Management Policies
  - R6.4 – PS3280 Asset Retirement Obligations
  - R6.5 – 2021-22 Capital Plan Bylaw
  - R6.6 – Capital Project Tender Award
  - R6.7 – Conflict of Interest Update
  - R6.8 – 2021-22 AFG Plan
  - R6.9 – 2021-22 Annual Budget and Bylaw
7. **TRUSTEE ITEMS**
  - R7.1 – BCSTA Update – T. Jones
  - R7.2 – Pro-D Appeal – T. Jones
  - R7.3 – 2021-22 Board Meeting Schedule – C. Anderson
8. **COMMITTEE REPORTS**
  - 8.1 Policy Committee
    - 8.1.1 Policy Committee Report
    - 8.1.2 Policies for Adoption:
      - Regulation 4610 Students Personal Record
    - 8.1.3 Policies for Circulation:
      - Policy 3170 Respectful Workplace
9. **DIARY**
10. **QUESTION PERIOD**

*Questions or comments must relate to items in this meeting's agenda.*
11. **FUTURE BUSINESS / EVENTS**
  - 11.1 Open Board Meeting – TBA



# School District No.59 (Peace River)

---

## BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

11600 – 7<sup>TH</sup> Street, Dawson Creek, BC V1G 4R8

### Open Session Minutes

DATE & TIME: May 19, 2021 – 1:00 PM via Zoom

PLACE: School District Board Office – Dawson Creek, BC

PRESENT: Trustees:  
C. Anderson (Chair)  
C. Hillton (Vice-Chair)  
T. Ziemer  
R. Gulick  
T. Jones  
B. Borton  
J. Lalonde

C. Fennell, Superintendent  
M. Readman, Assistant Superintendent  
M. Panoulis, Secretary-Treasurer  
R. Schwartz, Recording Secretary

Called to Order – 1:03 PM

The Board Chair acknowledged that we share this territory with the people of Treaty 8.

### APPROVAL OF AGENDA

Additions:

Deletions:

(2021-05-006)

MOVED/SECONDED – Jones/Gulick

THAT, the Regular Meeting agenda be approved as presented.

CARRIED UNANIMOUSLY

### 1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – April 21, 2021

The Chair asked for any corrections to the minutes.

(2021-05-007)

The Chair declared the minutes of the open meeting April 21, 2021 approved as presented.

R1.3 Excerpts of Closed Board Meeting – April 21, 2021

(2021-05-008)

The Chair declared the excerpts of the closed board meeting April 21, 2021 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

5.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 School/Student News

The Superintendent reported school/student news:

- Tremblay Elementary grade 3-4 students enjoyed learning about solar energy by making smores in pizza ovens.
- Windrem Elementary held a talent show and the students participated in planting flowers.
- Don Titus Elementary is hoping the majority of their students will get to participate in field trips to the Pat O'Reilly Outdoor Education Site this spring. Many classes have already visited the site and the students have been enjoying rock climbing, canoeing/kayaking and hiking.
- Ecole Frank Ross students have been learning about the Seven Grandfather Teachings, Red River carts, and how to weave Metis sashes.
- SOGI school leads invited all schools and staff to participate in a Bee Yourself Challenge – celebrating diversity and inclusion.
- McLeod Elementary students had fun in their interpretive forest and created clay self-portraits on trees.
- Many schools acknowledged the day of awareness of Murdered and Missing Indigenous Women and Girls (MMIWG) by participating in local community events. Grade 6/7 students at Windrem Elementary took part in the community event at Spirit Park and DCSS South Peace Secondary students participated in a community walk and created masks with red handprints to symbolize the event. Tumbler Ridge Secondary School also recognized the day by hanging a red dress which symbolizes MMIWG.
- A public presentation was hosted by the district focusing on Mental Health Literacy.

R5.2 Student Discipline Report

The student discipline summary report for the month of April 2021 was presented. A total of 45 suspensions were reported. Following is a breakdown of the main offences:

- Safety of Others                    11
- Smoking                                8
- Fighting                                7

R5.3 High School Graduation Ceremonies

The three high schools in the district are once again adapting their graduation ceremonies to follow the health and safety protocols and gathering size limits put in place by the Province of BC.

Tumbler Ridge and Chetwynd high schools have similar plans. Because of their smaller student population, their entire graduation class is one cohort and allowed to be together as a group.

Dawson Creek Secondary School is also organizing graduates by cohorts but because of their student population size, they will have four ceremonies. Each ceremony would have between 40-60 graduates.

All schools are arranging for photography and the ceremonies will be streamed out family and friends.

R5.4 Pat O'Reilly Outdoor Education Site

Mr. Readman reported on the use of the outdoor education site at Gwillim Lake. The education site has seen limited use due to the COVID restrictions. The health and safety protocols only allow for day use only at the site. Despite the pandemic, the district is on track to have over 500 students visit the site this school year.

R5.5 Distributed Learning Program 2021+

Changes are coming to the provincial distributed learning model and are expected to be ready by the 2022-23 school year. The 2021-22 school year will be a transition year to assist school districts in preparing for the new model. The biggest changes will be for school districts selected to be a Provincial Service Provider (PSP). Six PSP's will be selected by the Ministry and those providers will have the ability to offer their program to students outside of their district. School District No.59 is not seeking Provincial Service Provider status and will only be offering a program to students within the district.

A provincial resource network and Learning Management System (LMS) is also being established which may be useful for the district to utilize.

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 Finance Reports

The Secretary Treasurer presented Finance Reports as of April 30, 2021.

#### R6.2 Distributed Learning Enrollment Update

The Distributed Learning Enrollment update was presented. Current enrollment total is 156.

#### R6.3 BCSTA Trustee Compensation Survey Results

The Secretary-Treasurer reported on the district comparison to the 2021 annual survey results for trustee stipend, per diem and mileage rates published from BCSTA.

#### R6.4 Pouce Coupe School Capital Project Plans

The draft capital project plans for the Pouce Coupe School expansion were presented. The plans include space for two classrooms, all gender washroom and learning assistance office space.

### 7.0 TRUSTEE ITEMS

#### R7.1 BCSTA Update – T. Jones

Trustee Jones presented the latest news and events from the BCSTA.

#### R7.2 Retirement/Long Service Recognition – C. Hillton

Trustee Hillton presented a motion to allow for an alternate recognition event for retirement and long service recipients as the board is unable to host the annual dinner event due to provincial restrictions.

(2021-05-009)

MOVED/SECONDED – Hillton/Jones

That the Board approve an exception to Policy 3090 (Long Service/Retirement Recognition) to allow an alternate recognition event in lieu of holding a dinner to honour the retiree and long service award recipients.

CARRIED UNANIMOUSLY

#### R7.3 Trustee Remuneration – C. Anderson

A motion was put forward by Trustee Anderson to cancel the CPI increase that would take effect July 1, 2021. Mr. Anderson feels that cancelling the rate increase for the 2021 year would begin to bring the stipend rate for the trustees of the board in line with districts of similar size.

(2021-05-010)

MOVED/SECONDED – Gulick/Ziemer

THAT, the annual CPI increase to trustee remuneration required by Policy 2205, section 1.1 of the regulation, that would take effect in July 2021, be cancelled for this year to begin to bring SD59 trustee remuneration closer to that of similarly sized districts.

CARRIED UNANIMOUSLY

### 8.0 COMMITTEE REPORTS

### 9.0 DIARY

10.0 NOTICE OF MOTION

11.0 QUESTION PERIOD

A question and answer period was provided.

12.0 FUTURE BUSINESS

R12.1 - Regular Board Meeting – June 23, 2021

ADJOURNMENT

(2021-05-011)

MOVED – Hillton

THAT, the Regular Meeting be terminated. (2:18 PM)

CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

---

(C. Anderson) Board Chair

---

(M. Panoulis) Secretary Treasurer



# School District No.59 (Peace River South)

---

**MEETING:** Closed Board Meeting  
**DATE:** May, 2021 11:00 AM  
**PLACE:** School Board Office – Dawson Creek

The meeting was called to order and the following was reported.

## Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – April 21, 2021

## Business Arising

### Trustee Items

Items discussed and reported included:

- BCPSEA Update
- Meeting Update

### Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

### Secretary Treasurer's Reports

- Property Update
- Capital Plan Submission

## Adjournment Motion

CERTIFIED CORRECT:

\_\_\_\_\_  
C. Anderson, Board Chair

\_\_\_\_\_  
M. Panoulas, Secretary Treasurer





# School District No.59 (Peace River South)

---

June 14<sup>th</sup>, 2021

**SD59 Peace River South  
June 2021  
Student Discipline Report**

<b>May Suspensions:</b>		
Controlled Substance		4
Fighting		7
Non-Compliance		2
Profanity		4
Safety of Others		17
Smoking		6
Theft		1
<b>Total</b>		<b>41</b>

Submitted by:

Mike Readman  
Assistant Superintendent





**School District 59 Discipline Report  
for May, 2021.**

6/15/2021

		<b>Legend</b>		Bullying	<----- suspension category
suspensions this month	----->	2	6	<----- suspension days this month	
suspensions this year	----->	5	12	<----- suspension days this year	

**School and Month**

<b>Chetwynd Secondary</b>		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
May	2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	6	0	0	0	0	0	0	0	0	0	2	6	
Totals To Date		2	2	2	6	5	15	0	0	0	0	0	0	0	0	0	1	1	6	14	1	3	8	8	0	0	0	0	0	25	49

<b>DCSS-Central Campus</b>		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
May	2021	0	0	4	12	4	12	0	0	0	0	0	0	1	5	1	1	1	2	6	18	0	0	0	0	0	0	0	17	50	
Totals To Date		9	21	11	32	10	34	0	0	0	0	10	17	30	57	9	18	32	61	31	73	2	5	4	4	9	27	0	0	157	349

<b>DCSS-South Peace Campus</b>		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
May	2021	0	0	0	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	
Totals To Date		0	0	5	24	7	35	0	0	0	0	0	0	2	8	0	0	2	7	3	9	0	0	0	0	0	0	0	0	19	83

<b>Tumbler Ridge Secondary</b>		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total		
May	2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	8	0	0	0	0	0	0	0	0	0	3	8		
Totals To Date		0	0	4	12	2	2	0	0	0	0	0	0	0	0	0	3	5	12	22	0	0	0	0	0	0	0	0	1	3	22	44

<b>Group Sub Total</b>		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
May	2021	0	0	4	12	5	17	0	0	0	0	0	0	1	5	1	1	6	16	6	18	0	0	0	0	0	0	0	23	69	
FTEs	Totals To Date	11	23	22	74	24	86	0	0	0	0	10	17	32	65	13	24	52	104	35	85	10	13	4	4	9	27	1	3	223	525

<b>ALL SCHOOLS SUMMARY</b>		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
May	2021	0	0	4	12	7	20	0	0	0	0	0	0	2	6	4	6	17	34	6	18	1	1	0	0	0	0	0	41	97	
FTEs	Totals To Date	16	34	22	74	36	107	0	0	0	0	12	21	41	76	18	31	133	233	35	85	16	12	4	4	10	28	2	5	341	713

# K-12 Education Recovery Plan



JUNE 17, 2021



Guidelines for Boards of Education  
and Independent School Authorities  
for the 2021/22 School Year



BRITISH  
COLUMBIA

Ministry of  
Education

# Contents

- Introduction ..... 2
  - Purpose ..... 2
  - Context ..... 2
- Guiding Principles ..... 3
- Parent/Caregiver Options ..... 4
  - Students and Parents/Caregivers With Immune Compromise or Medical Complexity ..... 5
- Health & Safety Standards and Guidelines for K-12 ..... 6
  - COVID 19 - Public Health Guidance for K-12 Schools ..... 6
  - Provincial K-12 Health & Safety Guidelines ..... 6
  - WorkSafeBC Guidelines ..... 6
- Identifying and Addressing Impacts on Learning and Well-Being ..... 7
  - Learning ..... 7
  - Mental Health and Well-Being ..... 8
  - Trauma-Informed Practice ..... 9
- Indigenous Students (First Nations, Métis and Inuit) ..... 10
  - First Nations Students Living on Reserve ..... 10
  - Indigenous Student Success and Achievement ..... 11
- Students With Disabilities/Diverse Abilities and Students Requiring Additional Support ..... 12
  - Considerations and Planning for Children and Youth In Care ..... 13
- International and Boarded Students ..... 14
  - Program Continuity ..... 14
  - Self-Isolation for New and Returning Students ..... 14
- Resources & Links ..... 15
  - K-12 Legislative Framework ..... 15
  - Policy for Student Success ..... 15
  - Framework for Enhancing Student Learning ..... 15
  - School Calendar and Hours of Instruction ..... 15
  - Educational Standards for Independent Schools ..... 15
  - Education Programs ..... 15
  - Key Contacts & Additional Resources ..... 15

# Introduction

---

## Purpose

This guide provides direction to boards of education and independent school authorities to deliver educational programs and supports in line with provincial pandemic recovery efforts in the 2021/22 school year by:

- Clarifying provincial expectations.
- Providing guidance across a number of key topics.
- Including links to additional information and resources that can support local decision-making and communication.

Boards/authorities are encouraged to apply a compassionate and trauma-informed leadership lens in their recovery planning - one that places people (and their mental and social-emotional well-being) at the centre and that recognizes the importance of meeting students and staff where they are.

This guide, and the [Provincial COVID-19 Health & Safety Guidelines for K-12](#), will be further updated in August 2021 to address additional topics and resources. See the [Health and Safety Guidelines for K-12 section](#) for more information.

## Context

On May 25, 2021, the Provincial Government announced [BC's Restart Plan](#), a four-step plan that focuses on a safe and gradual return to normal activities. In line with the provincial Restart Plan, B.C.'s K-12 sector is planning for a full return to in-class instruction in the 2021/22 school year with an emphasis on pandemic recovery and continuing to provide safe learning environments for students and staff.

Through the tremendous efforts of educators, support staff and administrators, B.C. was one of the few jurisdictions to keep K-12 schools open and operating safely throughout the 2020/21 school year. This approach allowed many students to continue to benefit from the important academic, social and emotional supports that accompany in-person learning.

As the K-12 sector shifts from pandemic response to recovery, it is important to recognize students, staff and families have been impacted in many different ways and that some of the longer-term impacts of the pandemic are yet to be realized. Work is already underway across the province, with schools, school districts and community partners taking action to identify these impacts and put necessary supports in place, and these recovery activities will continue throughout the year ahead.

# Guiding Principles

---

British Columbia is recognized for its world-class curriculum modernization and strong culture of collaboration across the K-12 sector to support the diverse needs and aspirations of students.

Throughout the COVID-19 pandemic, Government, Indigenous communities, public health experts and education partners have worked together to keep public and independent schools open and safe, guided by science and using an evidence-informed approach. As part of B.C.'s pandemic recovery, the K-12 sector commits to building on our collective accomplishments and innovations, with a focus on addressing inequities exacerbated by the pandemic. The following principles will guide the K-12 sector throughout the 2021/22 school year:

- 1.** Fully re-engage all students through high-quality in-class instruction and innovative approaches to learning.
- 2.** Align health and safety procedures with public health guidance to support student and staff wellness, with a focus on mental health.
- 3.** Focus supports to address unique student and staff needs, recognizing the pandemic has impacted individuals and communities differently.
- 4.** Consult and work with First Nations, Métis and Inuit peoples to address the unique educational and learning needs of their communities.
- 5.** Engage and collaborate with parents/caregivers, staff, unions and community partners to develop local solutions.



# Parent/Caregiver Options

As part of the return to full in-class instruction in September 2021, and in alignment with [BC's Restart Plan](#), learners and families can anticipate that their school/school district will:

- Engage directly with all students and families to clearly communicate expectations and available educational program options for the 2021/22 school year.
- Continue to implement health and safety measures in alignment with current public health direction and Ministry guidelines.
- Emphasize social-emotional approaches to learning and communication as key components of pandemic recovery.
- Be responsive and flexible in meeting individual student needs, including acknowledging and addressing impacts from the pandemic on learning and well-being.

Starting from age 5 or 6 until they reach the age of 16, children who are resident in British Columbia are required by the [School Act](#) to take part in an educational program or course of studies. For the 2021/22 school year, parents/caregivers will continue to have the choice to:

- Enrol their child in a “bricks and mortar” public, independent or First Nation school.
- Enrol their child in an online/distributed learning program offered by a public, independent school or First Nation school.
- Register their child for homeschooling prior to the start of the school year. With homeschooling, parents/caregivers are responsible for designing the educational program for their child and must register their child with either a public or independent school.

Parents/caregivers can choose a different option at any time during the school year, based on program availability and applicable board of education or independent school authority policies and procedures. There is no provincial expectation for boards of education or independent school authorities to offer transition programs for the 2021/22 school year.

Students with minority language rights under [section 23 of the Charter](#) have the right to attend an educational program provided in French.



## ADDITIONAL RESOURCES

Information on [Classroom Alternatives](#):

1. [Online and Distributed Learning](#)
2. [Homeschooling](#)

## Students and Parents/Caregivers with Immune Compromise or Medical Complexity

According to the BC Centre for Disease Control (BCCDC), most [children with immune compromise](#) can follow the same precautions for COVID-19 as the general population and can safely attend in-class instruction.

In-class instruction may not be suitable for some children with severe immune compromise or [medical complexity](#), which should be determined on a case-by-case basis in consultation with a medical health care provider. If in-class instruction is not right for the child, parents/caregivers who do not wish to register the child in an online/distributed learning program or home-schooling must obtain a doctor's note indicating the need for alternative learning arrangements due to health-related risks (*e.g. Homebound program*).

Boards/authorities are expected to work with these families to ensure access to learning and supports.

The Homebound program enables students to continue their educational program while absent from school for periods during the school year because of injury, disease, surgery, pregnancy, medical or psychological reasons, etc. Homebound program students stay within their school and school district while they are receiving their educational supports and can be welcomed back to in-class instruction at any time. More information on the Homebound program is available in the [Special Education Policy Manual](#) (p.37).



For more information on children with immune compromise or medical complexity, see BCCDC's [Pediatrics information](#).

# Health & Safety Standards & Guidelines for K-12

## COVID 19 - Public Health Guidance for K-12 Schools

The BC Centre for Disease Control (BCCDC) issues [public health guidance for schools and school districts](#) that outlines the infection prevention and exposure control measures recommended to maintain safe and healthy environments for students, families and staff.

BCCDC has released an [Outlook for the 2021-22 School Year](#) that summarizes what public health measures are expected for September. A full update to the BCCDC public health guidance for K-12 is planned for August 2021.

## Provincial K-12 Health & Safety Guidelines

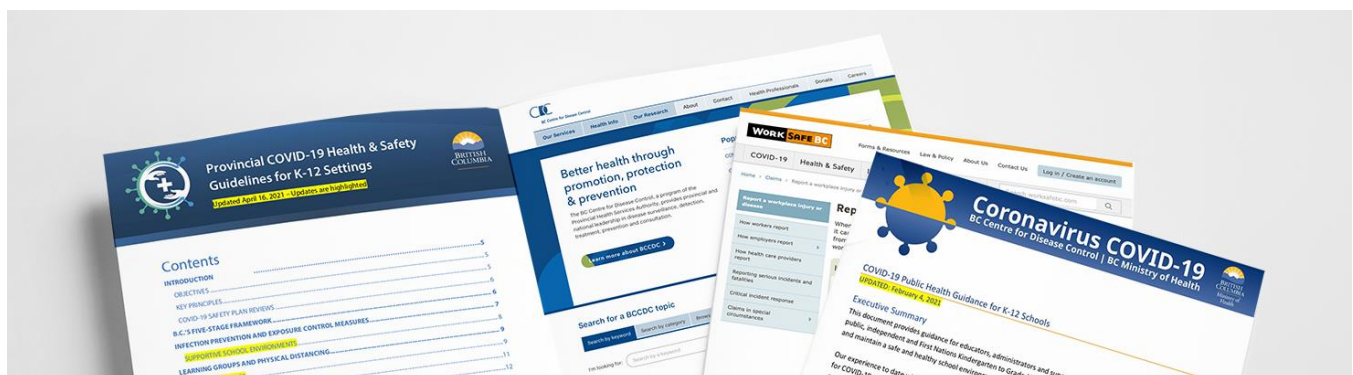
The [Provincial COVID-19 Health & Safety Guidelines for K-12](#) were developed by the Ministry of Education in collaboration with education partners and outline key health and safety requirements for B.C. schools. The Guidelines build on the BCCDC public health guidance for K-12 and address a broader range of content and expectations for schools and school districts. In case of any discrepancy between these two guidance documents, boards of education and independent school authorities should follow the provincial Health and Safety Guidelines.

The provincial Guidelines will be revised in August 2021 in alignment with updated public health guidance for K-12 from BCCDC to outline expectations for the 2021/22 school year, including on topics such as gatherings and events, sports, extracurricular activities, field trips, cleaning and personal protective equipment (*including masks*). Until then, the current Guidelines (*dated April 16, 2021*) continue to apply.

## WorkSafeBC Guidelines

WorkSafeBC has produced [protocols and resources](#) to support safe workplace operations during the COVID-19 pandemic. WorkSafeBC also offers information on resolving concerns about unsafe work, health and safety resources, and key contacts for questions about workplace exposure to COVID-19.

WorkSafeBC is actively collaborating with the Office of the Provincial Health Officer on an approach to workplace health and safety that aligns with the steps outlined in [BC's Restart plan](#). Direction to employers from WorkSafeBC will be updated as the Restart Plan progresses and will be aligned with information and guidance offered by Public Health.



# Identifying and Addressing Impacts on Learning and Well-Being

---

Supporting the health and well-being of students, families and staff continues to be the top priority as the sector shifts into pandemic recovery. Boards of education and independent school authorities must develop processes for identifying and addressing pandemic impacts on student learning and well-being, with a focus on the “whole child” including literacy, numeracy, social-emotional development and mental health.

Some pandemic impacts may be able to be identified prior to school start, whereas others may not emerge until students and staff are back in school. Boards/authorities should continue to take early action to engage with staff, families and community partners, to identify initial needs and to prepare necessary supports and referral pathways.

Additional considerations for boards/authorities include:

- At a provincial level, absenteeism for certain students in B.C., including Indigenous students, students with disabilities and diverse abilities, and students from low socioeconomic backgrounds was greater during the pandemic than in previous years.
  - *Boards/authorities should continue to review their own local absenteeism patterns to help inform planning for specific supports.*
- Some students will have been disconnected from educational programs (in-class or remote) for well over a year. Conversely, some students who attended full in-class instruction will have been significantly impacted by the pandemic in other ways.
  - *K-12 recovery efforts should include a process for following up with every learner, to better understand their unique experiences and needs.*
- Not all pandemic impacts are “negative”.
  - *Many schools implemented innovative approaches that had positive impacts on learning and well-being, and which may continue to be important components of pandemic recovery efforts.*
  - *Research from BCCDC during the pandemic reinforced that schools have protective effects on child and youth cognitive, social, emotional and physical well-being, and are a valuable source of nutrition and social support.*

## Learning

A range of approaches are already in place at the school/district level to assess student needs at the beginning of every year in the academic and social-emotional domains. This can include assessing for numeracy and literacy, reviewing previous student learning outcomes and utilizing various needs-based assessment tools.

In addition to annual processes already in place, schools and school districts should take the following actions prior to and during the 2021/22 school year:

- Assess impacts on student learning as a result of the pandemic.
- Develop and implement recovery strategies, including resources, supports and services to address these learning impacts.

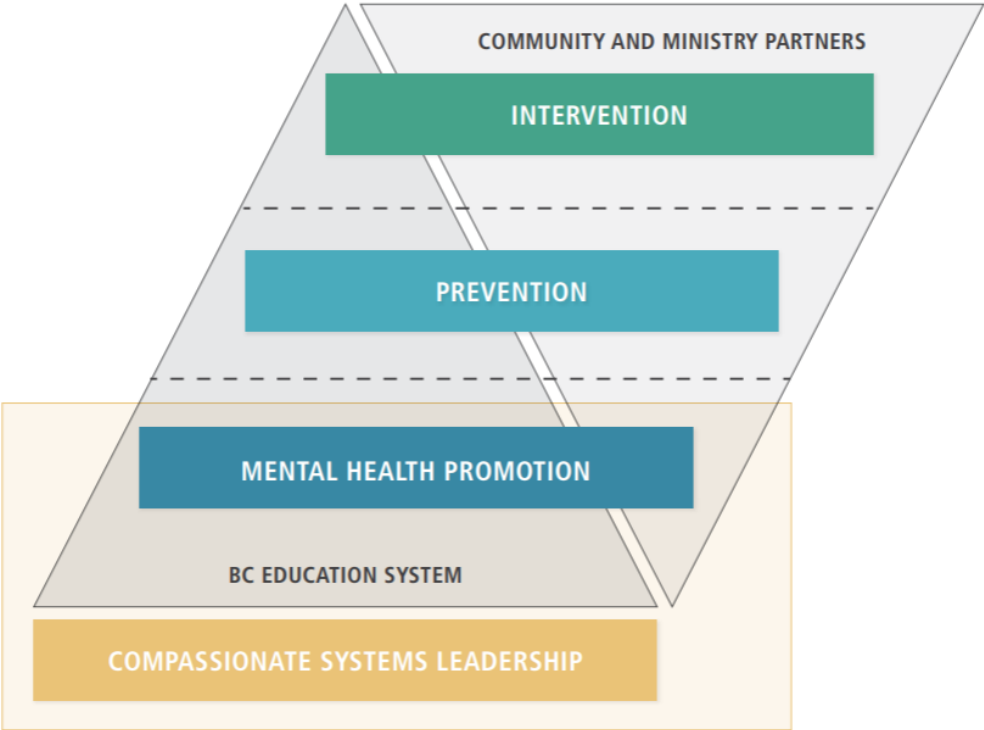
To support the development of these approaches, schools and school districts should reference strategies already in place under the [Framework for Enhancing Student Learning](#) to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Learning impact assessments should be done in alignment with any other assessments for [students with disabilities and diverse abilities and students requiring additional supports](#).

### Mental Health and Well-Being

As students, families and staff prepare for the start of the 2021/22 school year, it is important to highlight the role of the education system in supporting mental health and well-being through system-wide mental health prevention and promotion. At the school and classroom level, this includes an acknowledgement of the importance of supporting students to build resiliency, coping skills and knowledge that contribute to their overall wellbeing.

In September 2020, the Ministry of Education released the [Mental Health in Schools \(MHIS\) Strategy](#), outlining a vision and pathway to create and sustain school environments that support well-being and positive mental health.



The MHiS Strategy embeds positive mental health and wellness programs and services for students in all areas, including school culture, leadership, curriculum and learning environments, through three core elements:

### 1. Compassionate Systems Leadership      2. Capacity Building      3. Mental Health in the Classroom

In partnership with the BCCDC, the Ministry initiated a Mental Health School Start-Up Working Group with membership from education, mental health, and government partners. The working group is reviewing data and research, exploring the impact of COVID-19 on mental health and wellbeing, and working collaboratively to develop a Mental Health Actions and Resources supplement that will be released in July 2021.

The Actions and Resources supplement will build upon the MHiS Strategy, and efforts currently underway at all levels of the education system to support the mental health and well-being of students and staff in response to the pandemic. The supplement will provide an overview of recommended areas of focus in response to the pandemic, including cultural humility and cultural safety, as well as specific actions and resources to support recovery efforts.

#### ADDITIONAL RESOURCES:



[erase](#) (Expect Respect and a Safe Education) hosts a range of mental health and well-being resources for students and families.

WorkSafeBC resources:

[Managing the mental health effects of COVID-19 in the workplace: A guide for employers](#)

[Addressing the mental health effects of COVID-19 in the workplace: A guide for workers](#)

## Trauma-informed Practice

Trauma-informed practice is a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events including the emotional and traumatic impact of a pandemic. Trauma-informed practice includes:

- Providing inclusive and compassionate learning environments.
- Understanding coping strategies.
- Supporting independence.
- Helping to minimize additional stress or trauma by addressing individual needs of students and staff.

Use of regular needs-based “check-ins” and surveys can assist in gathering important data to inform what level of trauma response and recovery will be necessary to support individuals and the school community. School and school district staff should also practice cultural awareness, sensitivity and humility regarding the complex and devastating history that pandemics have had on many Indigenous communities, as part of an effort to create culturally safe school environments

Some students may have experienced elements of trauma during the pandemic. Educators and support staff should be aware of changes in student behaviour, including trauma-related behaviours which may include fear; hyperactivity; aggression; body aches and pain; depression; self-harming behaviours; excessive shyness; or withdrawal. To support educators and staff in identifying and responding to the needs of students who have experienced trauma, the Ministry has created [trauma-informed practice resources](#) that are available on the [erase website](#).

Additional resources are available to assist schools and school districts in supporting students, staff and their families in pandemic recovery and transitions back to full in-class instruction:

- [Building Compassionate Communities in a New Normal - webinar](#)
- [Linda O’Neill – Trauma Informed in the Classroom](#)
- [Ministry of Children and Family Development: Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families](#)
- [North American Centre for Threat Assessment & Trauma Response: Education as a Special Consideration](#)

## Indigenous Students (First Nations, Métis and Inuit)

### First Nations Students Living on Reserve

Some First Nations communities may continue to take increased safety measures during the pandemic recovery phase or still be under states of emergency as the 2021/22 school year begins. This may mean that some First Nations learners will not be able to attend in-person classes.

First Nations have the authority to declare states of emergency and have responsibility for the education of their citizens. In the spirit of Reconciliation and consistent with the [Declaration on the Rights of Indigenous Peoples Act](#), boards of education and independent schools (*excluding First Nations independent schools*) are expected to engage with First Nations communities who have First Nation students living in community (*on-reserve*) enrolled in the school district/school as soon as possible to discuss return to school plans for September. This will help to identify potential accommodations needed to support students who may not be returning to in-person classes.

## Indigenous Student Success and Achievement

Boards of education and independent school authorities are expected to continue to support equitable outcomes and opportunities for all Indigenous learners by maintaining Indigenous student supports and collaboration with Indigenous communities and education partners. Boards/authorities are expected to collaborate with local First Nations, Métis Chartered communities and Indigenous communities on any changes/updates to the delivery of any programs including Indigenous language and culture services.

The COVID-19 pandemic has had a disproportionate impact on Indigenous communities. Boards/authorities should identify Indigenous students whose educational outcomes may have been negatively impacted during the pandemic and make accommodations to ensure these students are supported. The needs of Indigenous students who require additional supports should be planned for and prioritized in partnership with parents/caregivers and communities.

Boards of education are also expected to engage with First Nations to identify the transportation needs of First Nation students living on reserve and attending in-person classes. Collaboration between boards and First Nations is necessary to ensure there are equitable and safe transportation opportunities as students transition return to in-class instruction.

Additional considerations for boards/authorities include:

- Collaboration between teachers and Indigenous support staff on the development of Indigenous students' learning plans, including ensuring the integration of language and culture into these plans.
- Awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.
- Understanding that some Indigenous families and communities may continue to take increased safety measures, which may mean that some students will not be able to attend in-person instruction in September.

## Communication

Boards/authorities have an obligation to inform and communicate with the First Nations they serve regarding learning plans for Nominal Roll students, Enhancement Agreement goals and Equity Action Plans, Local Education Agreements and Joint Transportation Plans.

Boards/authorities are expected to inform and communicate with the local Métis Chartered communities regarding the learning plans, Enhancement Agreement goals and Equity Action Plans for Métis students.



### ADDITIONAL RESOURCES

[Indigenous Education in British Columbia](#)

[Indigenous Education Teaching Tools and Resources](#)

[BC Tripartite Education Agreement \(BCTEA\)](#)

[Métis Nation BC Chartered Communities](#)



# Students with Disabilities/Diverse Abilities and Students Requiring Additional Support

Boards of education and independent school authorities should identify students impacted by the pandemic who require additional supports, and ensure supports are in place.

As per regular policy and procedures, learning plans such as Student Learning Plans (SLP), Individual Education Plans (IEP), and Annual Instruction Plans (AIP) should be put in place as soon as possible to support the student's learning. These plans should be based on needs, goals, and strategies articulated in existing plans with additional attention on any additional supports or services, including access to mental health supports, required as a part of recovery.

## COMMUNICATION WITH PARENTS/CAREGIVERS

Regular connections between staff, families and students can happen in a variety of ways and should begin well in advance of the start of the school year. Given the numerous impacts of the pandemic on families, communications should focus on relationship, connection, and lowering anxieties. Parents/ guardians' feedback indicates that relevant, clear and concise information increases their sense of trust and collaboration.

### EXAMPLES OF STUDENTS WHO REQUIRE ADDITIONAL SUPPORT:

- Some children and youth in care
- Students not yet meeting literacy expectations
- Students at risk of not graduating
- Students requiring mental health or substance use supports
- Students with serious medical conditions
- Students who may be at-risk due to the situation in their home environment
- A student with a disability who has been destabilizing due to changes in their routine
- Students (*including adult learners*) whose educational outcomes may have been negatively impacted during periods of limited in-class instruction

## MCFD SUPPORTS FOR FAMILIES

At a provincial level, the Ministry of Education and the Ministry of Children and Family Development (MCFD) continue to work together in an integrated manner to support students with disabilities/diverse abilities and learners requiring additional support. At the local level, boards/authorities are encouraged to work with MCFD and Delegated Aboriginal Agencies (DAA) to support coordination of services during recovery.

Supports and services provided by MCFD/DAA should be returning to pre-pandemic states and will become more consistent across communities. Boards/authorities are encouraged to work collaboratively with MCFD/DAA to explore the needs of families during recovery to enable students to maintain stability while returning to the educational setting.

## SUPPORTS FOR STUDENTS WITH SERIOUS MEDICAL CONDITIONS

[Nursing Support Services for children and families](#) include referrals, in-home nursing respite, delegated care, and at home program assessments.

See the [Students and Parents/Caregivers with Immune Compromise or Medical Complexity section](#) for more information on the Homebound Program.

## ADDITIONAL RESOURCES

Many organizations that provided assistance to families prior to and during the COVID-19 pandemic continue to operate. Families are encouraged to seek support from agencies they are familiar with and that they have accessed previously.

[Special Educational Services: A Manual of Policy, Practices and Guidelines](#) is a single point of reference providing legislation, policy and guidelines to support the delivery of inclusive education supports and services. More information is also available in this list of [resources for parents/caregivers of children with disabilities and diverse abilities](#).

[Provincial Outreach Programs](#) are available to support boards/authorities through professional learning, resources, consultation and training during recovery.

## Considerations and Planning for Children and Youth in Care

Children and youth in care often face unique circumstances and stressful events in their lives, in addition to those experienced because of the pandemic, that can affect their ability to learn - including separation from family members and their broader community. During the pandemic, physical visitations with family members may have been restricted, making children and youth in care feel even more alone and requiring additional support to feel connected at school.

Monitoring school attendance of children and youth in care and supporting their connections to peers, trusted adults, and the broader school community is critically important during the recovery phase. For Indigenous children and youth, maintaining connection to their culture, indigenous community and land is vital for maintaining their well-being.

Collaboration needs to continue between boards/authorities and MCFD or Delegated Aboriginal Agencies to ensure the needs of students who are in government care are considered in collaboration with social workers, caregivers, and students themselves. A range of options should be considered to ensure both children and youth in care and their caregivers are supported. It is also important to connect children and youth in care with service providers that can help address any food security and mental health concerns that may be a result of the pandemic.

## International and Boarded Students

---

### Program Continuity

International Students and boarding students who are resident in the province of B.C. will follow the same education program protocols as domestic students for the 2021/22 school year.

School District 73 Business Company (“SD73BC”) is currently the only authorized provider of online/distributed learning for international students who are not in the province. The Ministry has authorized SD73BC to enter into agreement with boards of education and independent school authorities to arrange a limited number of online courses for their students who are unable to come to B.C. for the start of the 2021/22 school year. However, all students who engage in these online courses must confirm that they intend to come to B.C. to enrol with a board or authority as a resident student as soon as it is safe and practicable to do so. Students located outside of B.C. who study with SD73BC pursuant to this arrangement will not earn course credit until they arrive in B.C. and enrol with a board or authority who will complete an equivalency review of courses undertaken with SD73BC and award course credit where appropriate.

### Self-Isolation for New and Returning Students

As of the date of this document, all international students arriving in, or returning to, B.C. are required by law to self-isolate for 14 days. Students are also required to submit a self-isolation plan and complete the federal ArriveCAN application for approval prior to their return to B.C., or upon arrival. More information is available on the [provincial government website](#).

As per requirements from Immigration, Refugees and Citizenship Canada, boards/authorities must abide by provincial and federal health and safety guidelines for receiving international students, including ensuring that students have a place to quarantine or self-isolate upon arrival. Schools and school districts should communicate any related expectations to the homestay family and check-in with the family on a regular basis to ensure that the student is following required quarantine or self-isolation protocols.

# Resources & Links

[K-12 Legislative Framework](#)

[Educational Standards for Independent Schools](#)

[Policy for Student Success](#)

[School Calendar and Hours of Instruction](#)

[Framework for Enhancing Student Learning](#)

## Education Programs

### **Curriculum**

- Teachers continue to be expected to work with their students to cover all required learning standards of the provincial curriculum including an emphasis on the [First Peoples Principles of Learning](#).

### **Assessment & Reporting**

- Boards of education must meet the requirements of British Columbia's [Student Reporting Policy](#). Independent school authorities must develop student reporting frameworks which adhere to the criteria established in the [External Evaluation Report](#).

### **Graduation Program**

- As in previous years, students will be able to graduate provided they have fully and successfully met all of the graduation requirements, which includes the required Provincial Graduation Assessments as well as completion of all of their courses needed to fulfill graduation requirements, to the end of the term, semester, or school year.

### **Career and Post-Secondary Transitions**

- The Ministry offers a variety of [programs and courses](#) to support the career development of students.
- Students may earn "[dual credit](#)" by enrolling in and successfully completing courses at specific [post-secondary institutions](#).
- The [Provincial Scholarships Program](#) recognizes student achievement and encourages students to pursue post-secondary education.

## Key Contacts & Additional Resources

- Board of education questions regarding collective agreements or employment related matters can be directed to the [BC Public School Employers' Association](#).
- Medical Health Officer Contact Information by Health Authority (*general inquiries*<sup>1</sup>):
  - [Island Health](#) T: **1 800 204 6166**
  - [Fraser Health](#) T: **604 918 7532**
  - [Northern Health](#) E: [healthyschools@northernhealth.ca](mailto:healthyschools@northernhealth.ca) T: **250 565 2000**
  - [Interior Health](#) T: **250 469 7070** (ext. 12791)
  - [Vancouver Coastal Health](#) T: **604 527 4893**

<sup>1</sup> Health authority contact information for inquiries related to school exposures can be found in the [COVID-19 Protocols for School and District Administrators](#)



For Immediate Release  
Friday June 4<sup>th</sup>

## **YMCA of Northern BC partners with School District #59 to Extend child care services to Dawson Creek**

Prince George and Peace Region communities, BC – The YMCA of Northern BC is excited to partner with School District #59 to extend their quality child care services to Dawson Creek, BC.

Located at Ecole Frank Ross Elementary, with funding from the Ministry of Children and Family Development Rapid Renovation Fund, the YMCA Ecole Frank Ross Centre will open September 8<sup>th</sup> (license pending) with 24 spaces for school age children.

A further partnership between School District #59 and the YMCA of Northern BC will see an additional 24 school age spaces (license pending) opening to the community of Crescent Park Elementary for September as well.

CEO of the YMCA of Northern BC, Amanda Alexander states "The YMCA of Northern BC is absolutely thrilled to be extending our reach in the Peace Region to include child care services into Dawson Creek." Alexander adds "Parents have provided an overwhelming response indicating a need for quality school aged child care and at the YMCA, we believe that no matter where you live in BC, parents and children deserve to have access to quality child care programs."

Superintendent Christy Fennell responded, "School District 59 is very excited to be partnering with the YMCA of Northern BC to extend child care services before and after school. It will help to create a seamless day for students at their school."

The YMCA is the largest not-for-profit child care provider in Canada. YMCA Child Care programs use the YMCA Playing to Learn and YMCA A Place to Connect curriculums. The YMCA of Northern BC child care services currently provide quality programs for over 600 children from 0 to 12 years in Prince George, Vanderhoof, Fort St. James, Fort St. John, and Chetwynd.

Registration for both programs will begin on June 14, 2021; specific information on the process and registration forms can be found on the YMCA website at: [www.nbc.ymca.ca/child/DawsonCreek](http://www.nbc.ymca.ca/child/DawsonCreek)

Information on how you can begin a career with YMCA Child Care can be found at: [www.nbc.ymca.ca/careers/DawsonCreek](http://www.nbc.ymca.ca/careers/DawsonCreek)

### **About School District #59**

The Peace River South School District (SD #59) is a progressive, forward thinking district located in the Northeast region of British Columbia near the Alberta border. The district offices are centered in Dawson Creek and also include the communities of Chetwynd and Tumbler Ridge. SD #59 offers K-12 programs at 20 schools with an enrolment of approximately 3,600 students.



## YMCA of Northern BC Media Release

The core business of SD #59 is ensuring a Quality Education for each Learner with the core value of Continuous Learning for All.

We have a strong belief in developing teachers, meeting students where they are, and providing a rich meaningful experience for all learners.

### **About the YMCA of Northern BC**

As a charity dedicated to strengthening the foundations of our community, the YMCA of Northern BC is a powerful association of people joined together by a shared passion to foster a sense of belonging for all. In an age of complex social challenges, the YMCA is steadfastly dedicated to building healthy communities by inviting and encouraging Canadians to join in, to give back, and to gain the connections, skills, and confidence they need to thrive.

For further information, please contact:

**Stephanie Deol**

Director of Communications and Philanthropy

YMCA of Northern BC

250 961 1691

[Stephanie.deol@nbc.ymca.ca](mailto:Stephanie.deol@nbc.ymca.ca)

School District #59 Media Contact

**Mike Readman**

Assistant Superintendent

School District #59: Peace River South

250-782-8571

[mreadman@sd59.bc.ca](mailto:mreadman@sd59.bc.ca)



## School District No.59 (Peace River South)

---

June 18, 2021

To the SD 59 Board of Education,

Re: Agenda Item R5.5 Principal Retreat

As per policy 5190 – Use of School Facilities

i) The use of alcoholic beverages is not permitted at school district facilities , except at events hosted or permitted by the Recreation and Social Services Societies that are associated with our schools, or property that is otherwise leased or rented to third parties, and where the board has given prior approval to consume alcohol. The group requesting permission to serve alcohol must have complied with any and all conditions that may be stipulated by the board, and the Province of British Columbia, prior to alcohol being served.

The District and the Peace Rive South Principal's and Vice-Principal's Association will be hosting a retreat at Gwillim Lake Education Site, for Administrators only, on August 29th, 2021, if Public Health Orders and the Provincial K to 12 protocols allow. I would like to request approval be given to serve alcoholic beverages with dinner on the evening of August 29th, 2021.

Thank you for considering this request.

Christy Fennell  
Superintendent



## School District No.59 (Peace River South)

---

June 13, 2021

School District #59 Trustees

### **RE: May 2021 Financial Reports**

Following are explanations of major variances for the May 31, 2021 Financial Reports.

#### **REVENUES:**

The Base Operating Grant is showing a favourable variance of \$236,187, this is primarily due to the February enrollment count funding of \$189,106 and holdback funding of \$46,780.

Given the Operating Grant is going to be adjusted to account for the change LEA funding (\$1,073,000) and the May DL enrollment account difference (\$139,538) the actual variance is \$160,840. This adjustment to the Base Operating Grant will be made later in June before the year-end.

#### **DISTRICT EXPENSES:**

1. **District Special Ed/Helping Teachers** – The \$61,737 favourable variance remains consistent with prior months. Of the \$44,770 favourable variance in compensation \$38,790 is in benefits.
2. **District Programs Other** - The majority of the favourable \$335,000 variance breakdown is as follows.
  - a. Service Improvement Allocation - \$35,600
  - b. District Planning Committee - \$26,500
  - c. Aboriginal Education - \$127,500
  - d. Literacy - \$36,600
  - e. Numeracy - \$20,000
  - f. Technology Department - \$76,000
3. **Operations and Maintenance** – This variance has decreased from \$302,300 in the previous month. The change is primarily due to a correction in charge outs to AFG that was overcharged in April.
4. **Transportation** breakdown of the favourable variances are as follows:
  - a. Wage & Benefits - \$95,000
  - b. Bussing Contract - \$23,800
  - c. Fuel variance - \$80,000
  - d. Supply variance - \$51,500





## School District No.59 (Peace River South)

---

5. **Utilities** – This positive variance increased from \$73,110 to \$110,200, the breakdown of the May 2021 variance is as followed:
  - a. Electricity - \$8,700
  - b. Natural Gas – (\$17,700)
  - c. Propane - \$7,000
  - d. Water & Sewer - \$20,500
  - e. Garbage - \$42,800 (we re-tendered this contract this year)
  - f. Carbon Offsets - \$21,900 (less consumption reported results in a lower carbon offsets invoice)
  - g. New Ministry Digital Services Recovery - \$28,200
  
6. **Special Purpose Funds** – The majority of the favourable variance is from the Annual Facilities Grant (\$196,000), COVID Funding (\$228,000), Mental Health in Schools (\$15,000) and CEF Funding (\$79,500). There are additional expenses that will be recorded in June for the COVID funding, (large picnic table order, Direct Digital Control Upgrade at Moberly Lake Elementary, and bulk purchases in custodial and PPE supplies). CEF funding will also be assessed as at year-end to ensure proper reporting on costs.

### SCHOOLS:

Two schools are currently in a deficit position. Of the total surplus of \$885,780 currently only \$587,668 will be carried-forward by the schools to the 2021-22 school year.

**Board Variance Report - Revenues**  
**May 31, 2021**

**Year-to-Date Revenues (\$000's):**

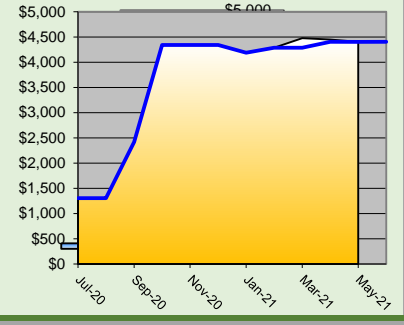
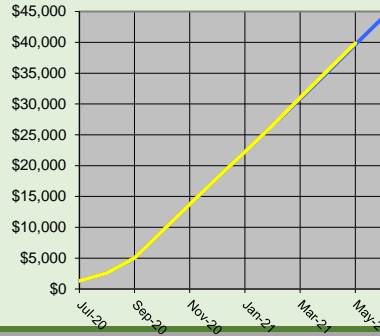
**Monthly Revenues (\$000's):**

**BASE OPERATING GRANT**

**Year-To Date Results:**

Budget	Actual	Variance
\$39,626	\$39,862	\$236

**Overbudget 0.6%**

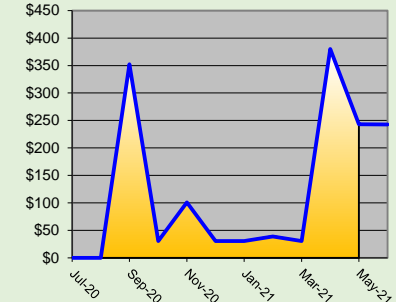
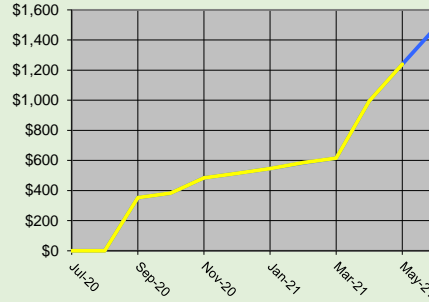


**OTHER MoEd GRANTS**

**Year-To Date Results:**

Budget	Actual	Variance
\$1,238	\$1,239	\$1

**Overbudget 0.1%**

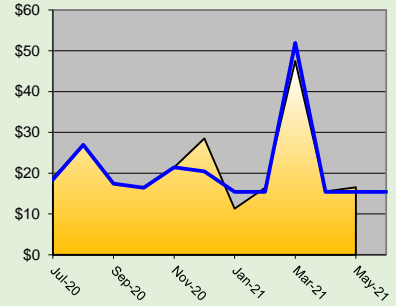
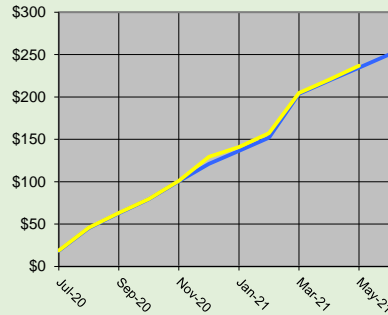


**GRANTS-OTHER PROV.MINISTRIES**

**Year-To Date Results:**

Budget	Actual	Variance
\$235	\$237	\$2

**Overbudget 0.9%**

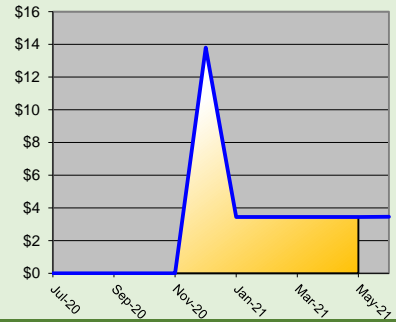
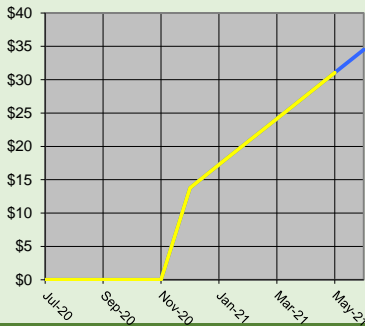


**NON-RESIDENT TUITION**

**Year-To Date Results:**

Budget	Actual	Variance
\$31	\$31	\$0

**Overbudget 0.0%**

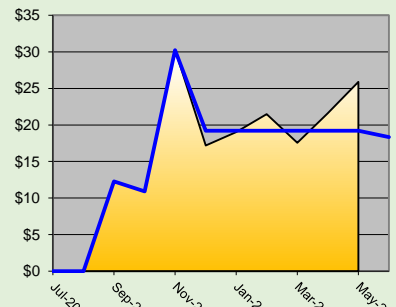
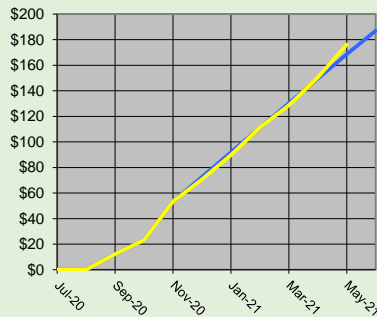


**SECONDED/SUBSTITUTE TEACHER**

**Year-To Date Results:**

Budget	Actual	Variance
\$169	\$176	\$8

**Overbudget 4.5%**



**Board Variance Report - Revenues**  
**May 31, 2021**

**Year-to-Date Revenues (\$000's):**

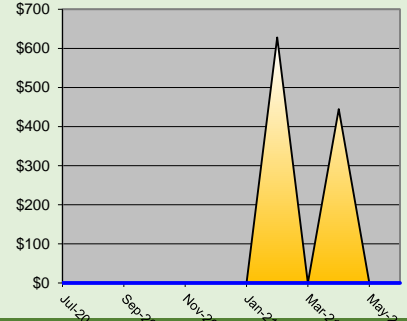
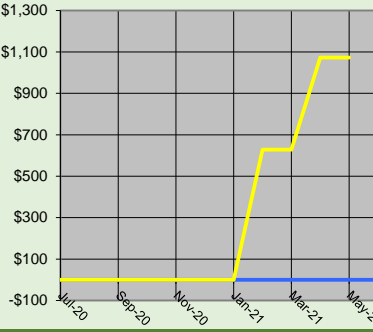
**Monthly Revenues (\$000's):**

**FUNDING FIRST NATION**

Year-To Date Results:

Budget	Actual	Variance
\$0	\$1,073	\$1,073

**Overbudget 0%**

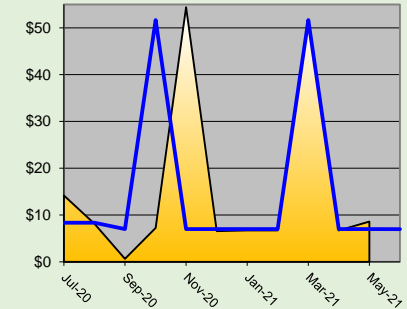
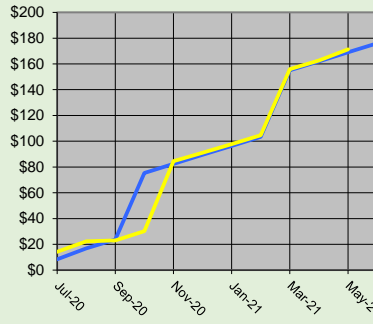


**RENTALS/LEASES**

Year-To Date Results:

Budget	Actual	Variance
\$169	\$171	\$2

**Overbudget 1.4%**

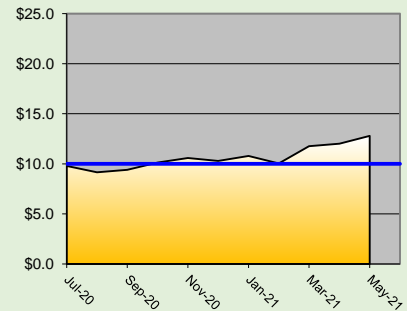
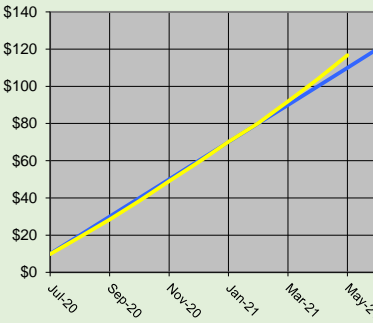


**INTEREST INCOME**

Year-To Date Results:

Budget	Actual	Variance
\$110	\$117	\$7

**Overbudget 6.1%**

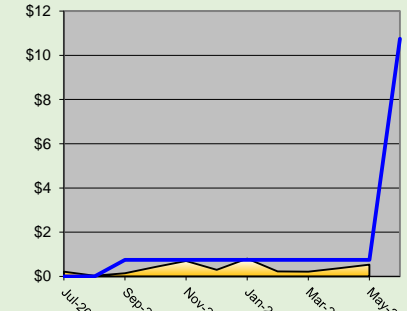
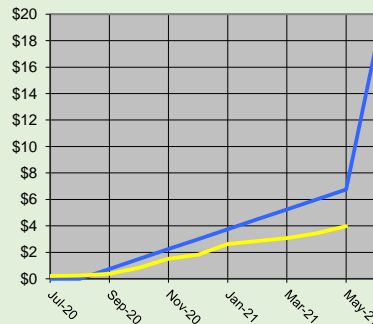


**OTHER REVENUE**

Year-To Date Results:

Budget	Actual	Variance
\$7	\$4	-\$3

**Underbudget 41.0%**

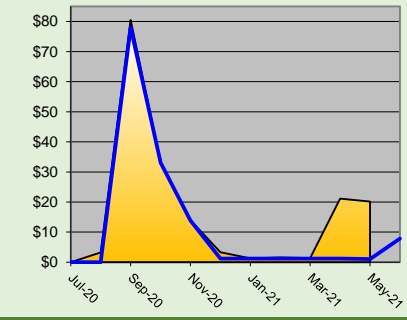
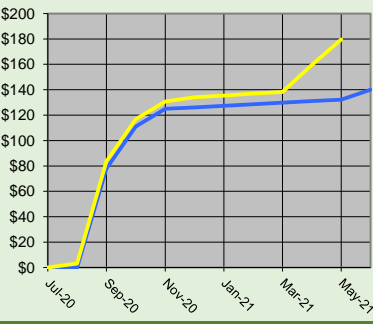


**MISCELLANEOUS REVENUE**

Year-To Date Results:

Budget	Actual	Variance
\$132	\$180	\$47

**Overbudget 35.9%**



**Board Variance Report - Revenues**  
**May 31, 2021**

**Year-to-Date Revenues (\$000's):**

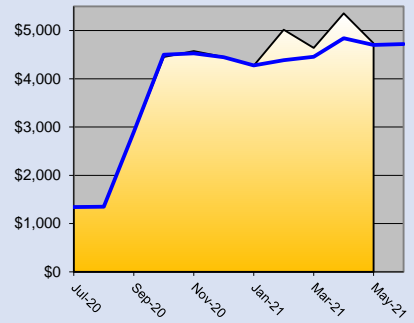
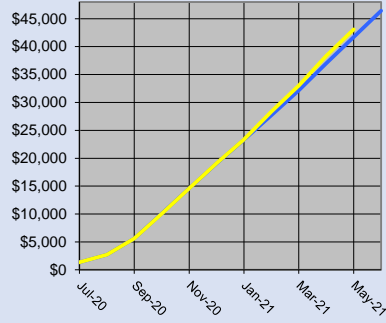
**Monthly Revenues (\$000's):**

**TOTAL REVENUE**

**Year-To Date Results:**

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
<u>\$41,717</u>	<u>\$43,090</u>	<u>\$1,373</u>

**Overbudget 3.3%**



# Board Variance Rpt. - Expenditures

## May 31, 2021

Year-to-Date Costs (\$000's):

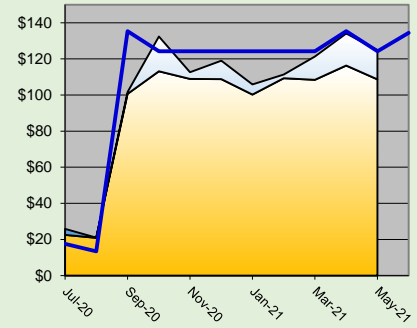
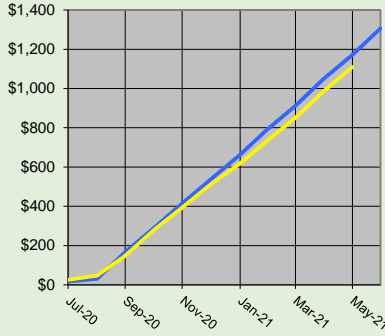
Monthly Costs (\$000's):

### DISTRICT SPEC. ED./HELP.TCHRS

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,063	1,018	45
O&M	109	92	17
<b>Total</b>	<b>1,172</b>	<b>1,110</b>	<b>62</b>

**Underbudget 5%**

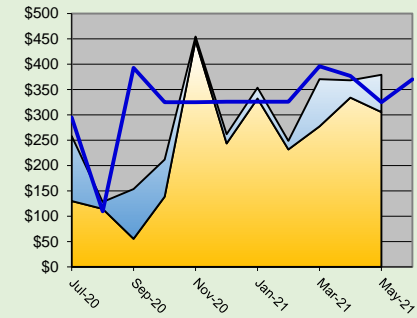
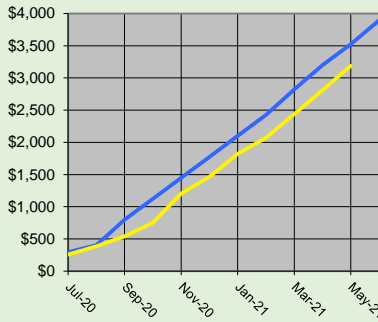


### DISTRICT PROGRAMS-OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	2,757	2,610	147
O&M	766	578	188
<b>Total</b>	<b>3,524</b>	<b>3,188</b>	<b>335</b>

**Underbudget 10%**

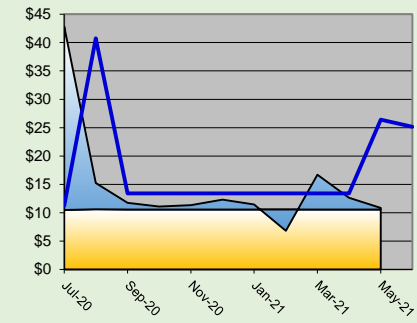
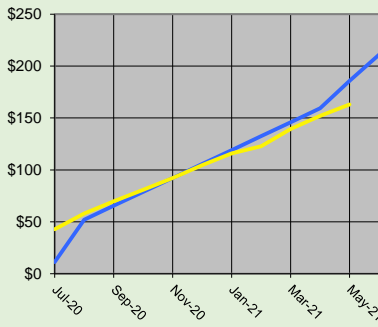


### BOARD OF TRUSTEES

Year-To Date Results:

	Budget	Actual	Variance
Comp	118	116	2
O&M	68	47	21
<b>Total</b>	<b>186</b>	<b>163</b>	<b>23</b>

**Underbudget 12%**

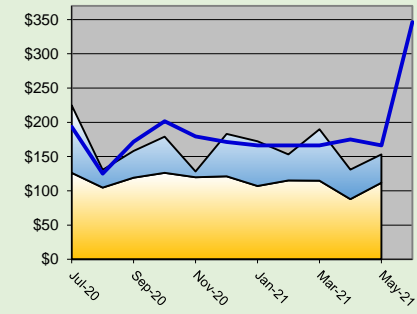
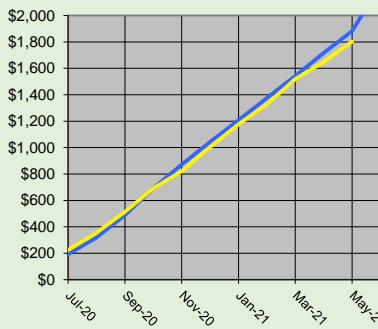


### ADMINISTRATION & OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,287	1,253	34
O&M	596	550	46
<b>Total</b>	<b>1,883</b>	<b>1,803</b>	<b>80</b>

**Underbudget 4%**

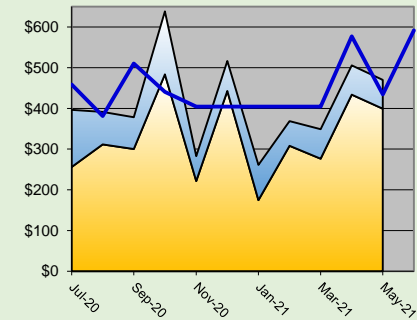
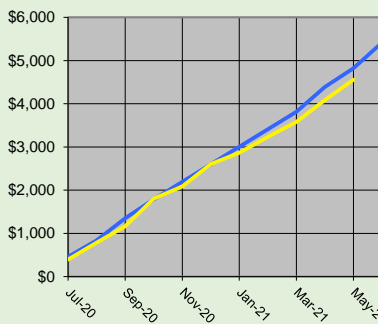


### OPERATIONS & MAINTENANCE

Year-To Date Results:

	Budget	Actual	Variance
Comp	3,812	3,609	204
O&M	1,012	949	63
<b>Total</b>	<b>4,825</b>	<b>4,558</b>	<b>267</b>

**Underbudget 6%**



# Board Variance Rpt. - Expenditures

## May 31, 2021

Year-to-Date Costs (\$000's):

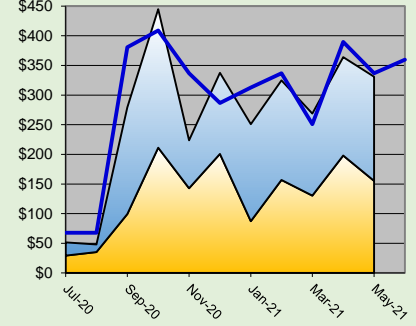
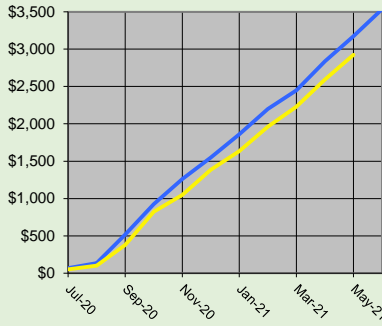
Monthly Costs (\$000's):

### TRANSPORTATION

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,541	1,446	95
O&M	1,634	1,478	155
<b>Total</b>	<b>3,174</b>	<b>2,924</b>	<b>250</b>

**Underbudget 8%**

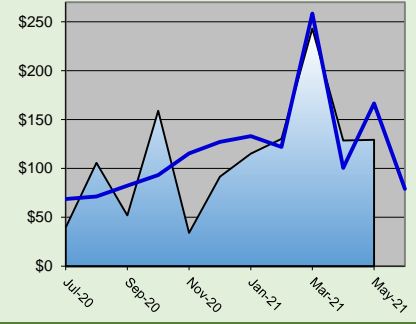
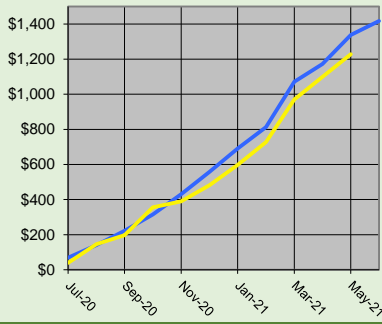


### UTILITIES

Year-To Date Results:

	Budget	Actual	Variance
Comp	0	0	0
O&M	1,338	1,228	110
<b>Total</b>	<b>1,338</b>	<b>1,228</b>	<b>110</b>

**Underbudget 8%**

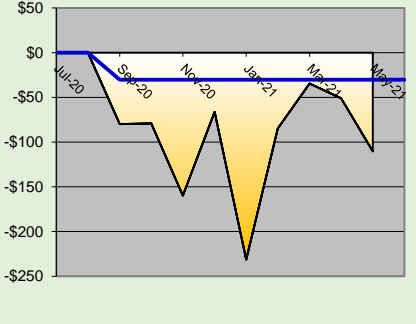
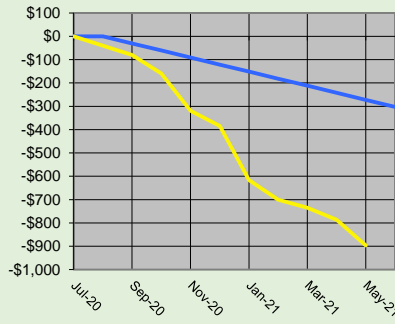


### DISTRICT SCHOOL

Year-To Date Results:

	Budget	Actual	Variance
Comp	-272	-897	624
O&M	0	0	0
<b>Total</b>	<b>-272</b>	<b>-897</b>	<b>624</b>

**Underbudget 229%**

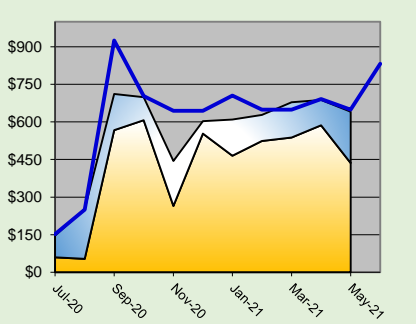
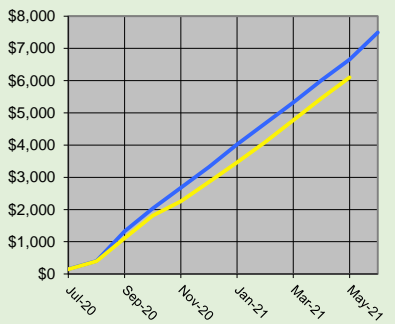


### SPECIAL PURPOSE FUNDS

Year-To Date Results:

	Budget	Actual	Variance
Comp	4,644	4,656	-12
O&M	2,018	1,445	573
<b>Total</b>	<b>6,662</b>	<b>6,101</b>	<b>561</b>

**Underbudget 8%**

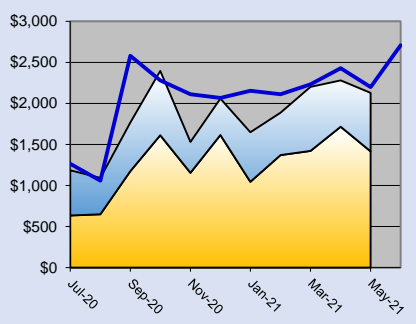
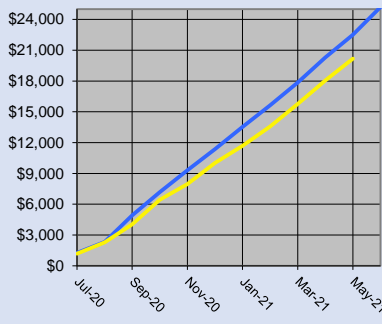


### DISTRICT TOTALS - EXPENDITURES

Year-To Date Results:

	Budget	Actual	Variance
Comp	14,951	13,811	1,140
O&M	7,540	6,367	1,173
<b>Total</b>	<b>22,491</b>	<b>20,178</b>	<b>2,313</b>

**Underbudget 10%**



## Board Variance Report - Schools

May 31, 2021

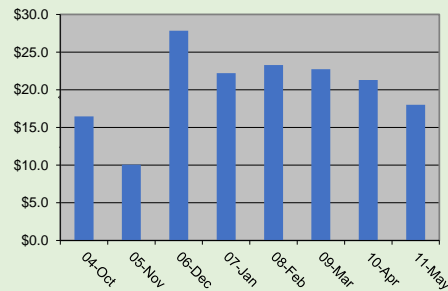
Actual Budget  
YTD Surplus (\$000's):

### CANALTA (101)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,239	\$1,245	-\$6
Supp.Staff	587	576	11
Disc.Subs	22	17	6
Supp & Serv.	45	37	7
<b>Total</b>	<b>1,893</b>	<b>1,875</b>	<b>18</b>

Underbudget 1.0%

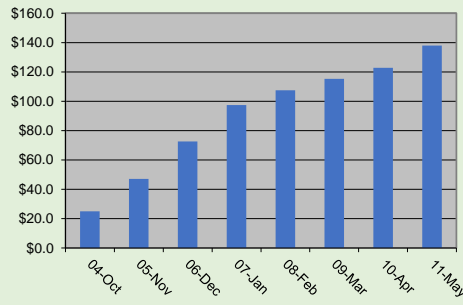


### CHETWYND SECONDARY (111)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,503	\$1,435	\$69
Supp.Staff	437	370	68
Disc.Subs	6	23	-17
Supp & Serv.	105	86	19
<b>Total</b>	<b>2,052</b>	<b>1,914</b>	<b>138</b>

Underbudget 6.7%

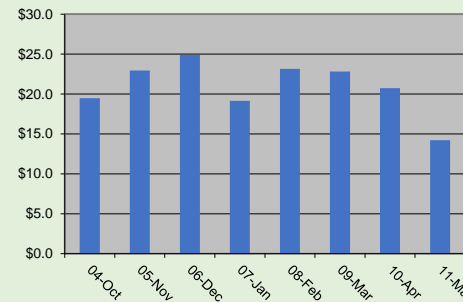


### CRESCENT PARK (103)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,262	\$1,263	-\$1
Supp.Staff	389	379	10
Disc.Subs	14	17	-3
Supp & Serv.	53	45	8
<b>Total</b>	<b>1,719</b>	<b>1,705</b>	<b>14</b>

Underbudget 0.8%

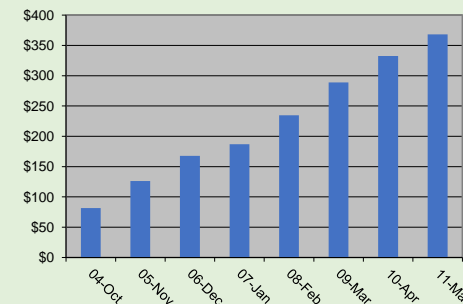


### DAWSON CREEK SECONDARY (108)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$2,913	\$2,807	\$106
Supp.Staff	748	640	108
Disc.Subs	48	12	36
Supp & Serv.	278	160	118
<b>Total</b>	<b>3,988</b>	<b>3,620</b>	<b>368</b>

Underbudget 9.2%



## Board Variance Report - Schools

May 31, 2021

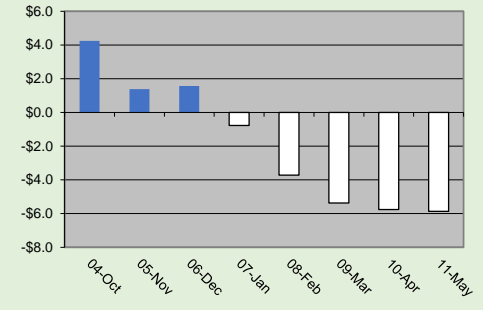
YTD Surplus (\$000's):

### DEVEREAUX (114)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$501	\$500	\$2
Supp.Staff	132	136	-\$4
Disc.Subs	3	4	-\$1
Supp & Serv.	18	21	-\$3
<b>Total</b>	<b>655</b>	<b>661</b>	<b>-\$6</b>

Overbudget 0.9%

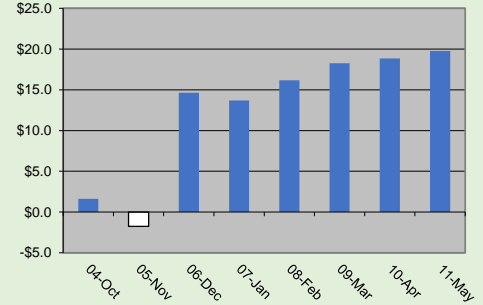


### DON TITUS (113)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$587	\$588	-\$2
Supp.Staff	239	238	1
Disc.Subs	13	5	8
Supp & Serv.	33	20	13
<b>Total</b>	<b>871</b>	<b>851</b>	<b>20</b>

Underbudget 2.3%

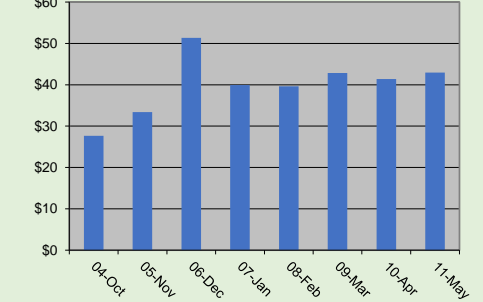


### FRANK ROSS (105)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$2,703	\$2,708	-\$5
Supp.Staff	503	428	75
Disc.Subs	20	39	-19
Supp & Serv.	54	63	-\$8
<b>Total</b>	<b>3,280</b>	<b>3,237</b>	<b>43</b>

Underbudget 1.3%

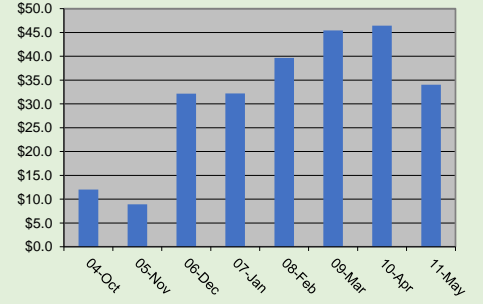


### LITTLE PRAIRIE (131)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,250	\$1,239	\$11
Supp.Staff	257	245	12
Disc.Subs	12	5	7
Supp & Serv.	51	46	5
<b>Total</b>	<b>1,569</b>	<b>1,535</b>	<b>34</b>

Underbudget 2.2%



## Board Variance Report - Schools

May 31, 2021

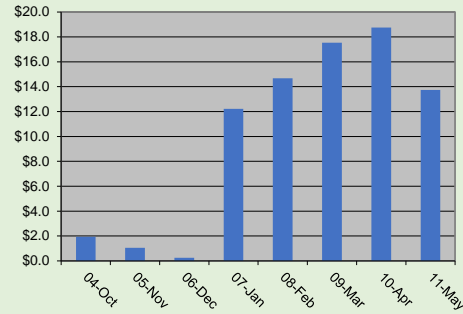
Actual Budget  
YTD Surplus (\$000's):

### MCLEOD (119)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$369	\$374	-\$5
Supp.Staff	52	56	-4
Disc.Subs	3	4	-1
Supp & Serv.	31	7	23
<b>Total</b>	<b>455</b>	<b>441</b>	<b>14</b>

Underbudget 3.0%

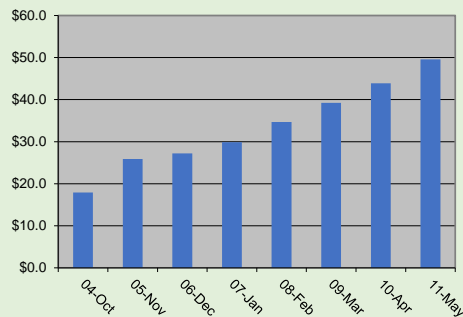


### MOBERLY LAKE (118)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$269	\$245	\$24
Supp.Staff	104	91	13
Disc.Subs	5	7	-2
Supp & Serv.	28	14	14
<b>Total</b>	<b>407</b>	<b>357</b>	<b>50</b>

Underbudget 12.2%

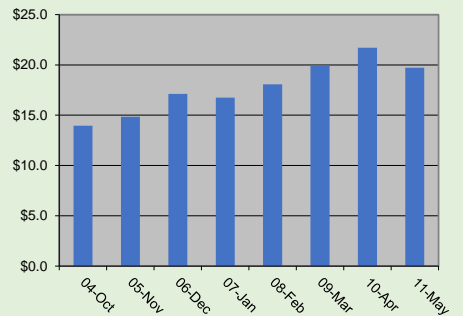


### PARKLAND (124)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$382	\$377	\$5
Supp.Staff	127	121	6
Disc.Subs	6	4	2
Supp & Serv.	20	13	7
<b>Total</b>	<b>535</b>	<b>515</b>	<b>20</b>

Underbudget 3.7%

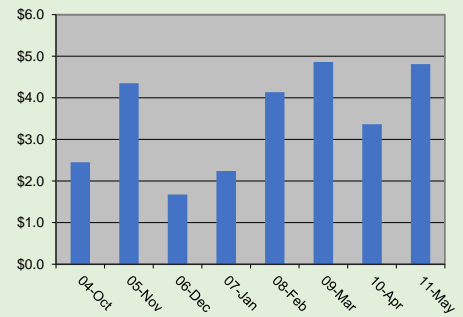


### PEACEVIEW (132)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$145	\$146	\$0
Supp.Staff	0	0	0
Disc.Subs	1	0	1
Supp & Serv.	20	17	4
<b>Total</b>	<b>167</b>	<b>162</b>	<b>5</b>

Underbudget 2.9%



## Board Variance Report - Schools

May 31, 2021

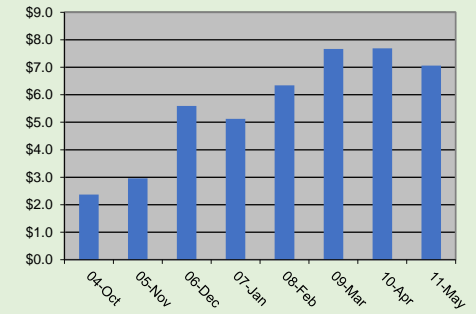
YTD Surplus (\$000's):

### POUCE COUPE (110)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$753	\$753	\$0
Supp.Staff	148	148	0
Disc.Subs	8	5	2
Supp & Serv.	18	13	4
<b>Total</b>	<b>926</b>	<b>919</b>	<b>7</b>

Underbudget 0.8%

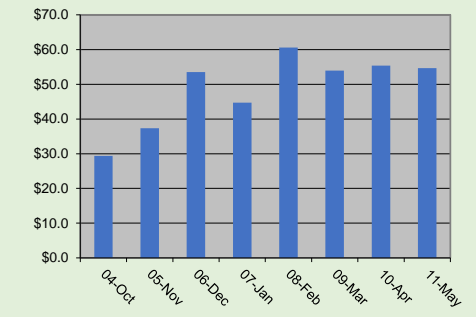


### CENTRAL MIDDLE (102)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$2,011	\$2,000	\$11
Supp.Staff	561	552	9
Disc.Subs	14	28	-15
Supp & Serv.	125	76	49
<b>Total</b>	<b>2,711</b>	<b>2,657</b>	<b>55</b>

Underbudget 2.0%

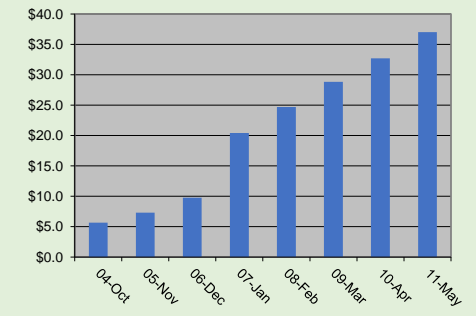


### SP DIST LEARNING (138)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$337	\$332	\$5
Supp.Staff	43	35	8
Disc.Subs	0	0	0
Supp & Serv.	32	7	25
<b>Total</b>	<b>411</b>	<b>374</b>	<b>37</b>

Underbudget 9.0%

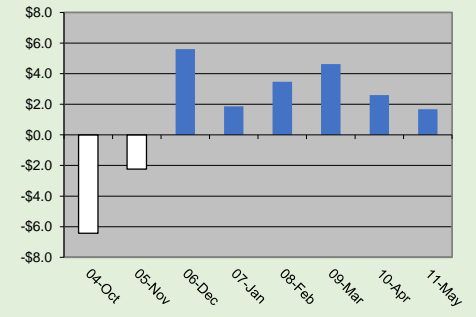


### SOUTH PEACE ELEMENTARY (125)

#### Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$143	\$142	\$1
Supp.Staff	36	33	2
Disc.Subs	1	1	0
Supp & Serv.	12	14	-2
<b>Total</b>	<b>192</b>	<b>191</b>	<b>2</b>

Underbudget 0.9%





## Board Variance Report - Schools

May 31, 2021

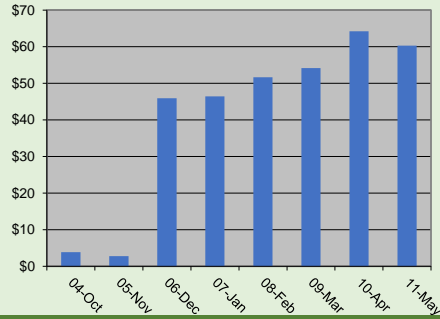
Actual Budget  
YTD Surplus (\$000's):

### TREMBLAY (109)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$832	\$822	\$10
Supp.Staff	225	192	33
Disc.Subs	17	17	-1
Supp & Serv.	73	55	18
<b>Total</b>	<b>1,147</b>	<b>1,087</b>	<b>60</b>

Underbudget 5.3%

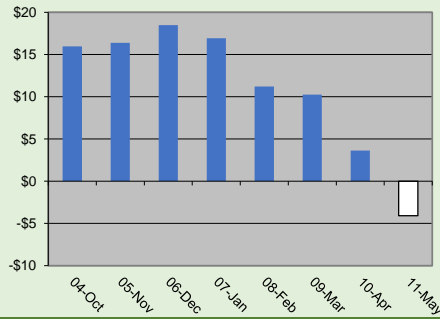


### TUMBLER RIDGE ELEMENTARY (129)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,234	\$1,229	\$5
Supp.Staff	172	186	-14
Disc.Subs	5	10	-5
O&M	28	18	10
<b>Total</b>	<b>1,440</b>	<b>1,444</b>	<b>-4</b>

Overbudget 0.3%



## Board Variance Report - Schools

May 31, 2021

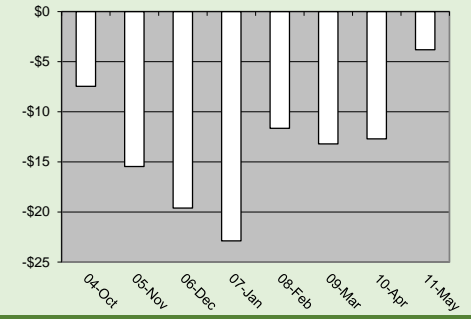
YTD Surplus (\$000's):

### TUMBLER RIDGE SECONDARY (127)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,001	\$996	\$5
Supp.Staff	272	269	3
Disc.Subs	14	25	-10
Supp & Serv.	43	45	-2
<b>Total</b>	<b>1,331</b>	<b>1,335</b>	<b>-4</b>

Overbudget 0.3%

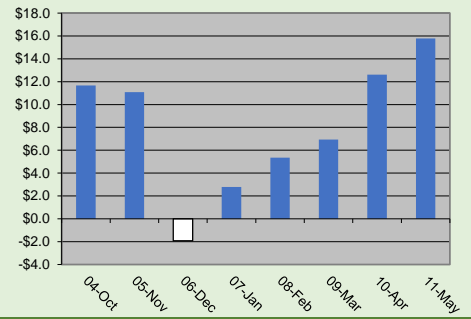


### WINDREM (112)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$368	\$369	-\$1
Supp.Staff	95	91	4
Disc.Subs	8	3	5
Supp & Serv.	29	22	7
<b>Total</b>	<b>501</b>	<b>485</b>	<b>16</b>

Underbudget 3.1%

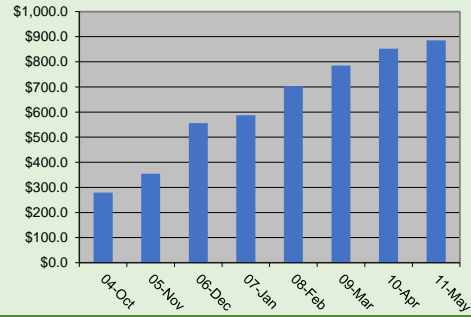


### TOTAL ALL SCHOOLS

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$19,803	\$19,569	\$234
Supp.Staff	5,127	4,786	341
Disc.Subs	220	227	-8
Supp & Serv.	1,099	781	318
<b>Total</b>	<b>26,250</b>	<b>25,364</b>	<b>886</b>

Underbudget 3.4%





**CHARTERED PROFESSIONAL ACCOUNTANTS**

*Partners*

- \* Ben Sander, B. Comm., FCPA, FCA
- \* Dale J. Rose, CPA, CA
- \* Alan Bone, B. Comm., CPA, CA
- \* Jason Grindle, B. Comm., CPA, CA
- \* Jaron Neufeld, B. Comm., CPA, CA

813 - 103rd AVENUE, DAWSON CREEK, BC V1G 2G2  
TEL: (250) 782-3374 • FAX: (250) 782-3379 • dc@srbg.ca

10208 - 99th AVENUE, FORT ST. JOHN, BC V1J 1V4  
TEL: (250) 785-5645 • FAX: (250) 785-0064 • fsj@srbg.ca

203 - 9815 - 97th STREET, GRANDE PRAIRIE, AB T8V 8B9  
TEL: (780) 532-8303 • FAX: (780) 532-8374 • gp@srbg.ca

May 19, 2021

School District No. 59 (Peace River South)  
11600 – 7 St  
DAWSON CREEK BC V1G 4R8

Dear Board of Education

SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)

We have completed the interim audit of the School District No. 59 (Peace River South) for the year ended June 30, 2021. The purpose of our audit is to express an opinion on the financial statements. The audit includes consideration of internal controls relevant to the preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal controls. Matters that are reported to the Board of Education are limited to those deficiencies that the auditor has identified during the audit and that the auditor has concluded are of sufficient important to merit being reported to those charged with governance.

We are pleased to advise that our audit procedures to date have revealed no major weaknesses in internal controls and that we found the system of internal controls were functioning adequately.

If you have any questions regarding the above, do not hesitate to contact me.

Yours very truly  
SANDER ROSE BONE GRINDLE LLP  
CHARTERED PROFESSIONAL ACCOUNTANTS

Jaron Neufeld,  
B. Comm., CPA, CA

cc: Melissa Panoulis, CPA, CA,  
Secretary Treasurer



Member, Chartered Professional Accountants of British Columbia and Alberta

\* Denotes Professional Corporations

## Summary of New K-12 Public Education Financial Planning and Reporting Policy and the New K-12 Public Education Accumulated Operating Surplus Policy

May 28, 2021

### Background

The Independent Panel of the K-12 Provincial Education [Funding Model Review](#) made 22 recommendations to improve accountability, financial management and equity in the K-12 education sector. Government accepted the recommendations and launched Phase 1 of the implementation plan in February 2020. The two new financial management policies are part of the Phase 1 actions.

Ministry of Education staff worked closely with the Financial Management Committee, (6 representatives from the BC Association of School Business Officials and one from the First Nations Education Steering Committee) to co-develop and finalize both policies. Ministry staff have also consulted with the BC School Trustees Association, BC School Superintendents Association and Métis Nation BC to finalize the policies.

### What Do the New Policies Mean for School Boards?

- Most boards are already doing what the policies require so there are no significant changes for them. The policies present an opportunity to revisit existing policies, procedures and reporting to strengthen board processes in financial management.
- There will be a phased, supported implementation of both policies with no change to reporting for 2020/21 or planning for 2021/22. The Ministry will provide direction on what needs to be done, and when, including guidelines and education for district staff and trustees on what the changes mean.

### The K-12 Public Education Financial Planning and Reporting Policy

The [K-12 Public Education Financial Planning and Reporting Policy](#) directs boards to develop multi-year financial plans that identify how funding and resources will support board strategic plans, operational needs of school districts and improved educational outcomes for students. The Ministry will provide guidance and resources, as needed, to help boards build and maintain multi-year financial plans.

To enable greater transparency, boards must develop, publish and maintain a local board policy that describes how they will engage with and report out to education partner and stakeholder groups, including local First Nations and Metis Nation BC, on their multi-year financial plans.

The Ministry has a robust annual school district financial reporting framework the boards use to meet their reporting requirements as specified in the *School Act* and to align with the *Budget Transparency and Accountability Act*. Boards will use this existing financial reporting framework to annually report on boards' progress towards meeting board objectives as outlined in their multi-year financial plans (i.e., enhanced student educational outcomes and other operational needs of the school board).

### The K-12 Public Education Accumulated Operating Surplus Policy

The [K-12 Public Education Accumulated Operating Surplus Policy](#) ensures consistency, transparency and accountability for the use and reporting of operating funding that is not used in the year in which it was provided. It acknowledges that it is appropriate for boards to maintain an operating surplus to manage financial risk and the accumulation and holding of appropriate operating surpluses by school districts is a component of sound financial and strategic planning.

# Deputy Minister's Bulletin

Ministry of Education



The policy outlines the process for the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC so they are aware of the process. It requires boards to monitor and report on their management of operating surplus and provides information and guidelines to boards around operating surplus categories.

The policy ensures that when boards restrict surplus funds it is done for specific purposes with identified timelines. It also creates a mechanism for boards, if they wish, to set aside funding for approved capital projects after other priorities have been addressed.

Please contact [educ.srsd@gov.bc.ca](mailto:educ.srsd@gov.bc.ca) with any questions.



## School District No.59 (Peace River South)

---

June 13, 2021

School District #59 Trustees

### **RE: Asset Retirement Obligations**

Section PS 3280, Asset Retirement Obligations, was issued by the Public Sector Accounting Standards Board August 2018. It is effective for fiscal years beginning on or after April 1, 2022 (For school districts this will be the fiscal year starting July 1, 2022). Early adoption is permitted. The standard provides guidance on how to account for and report a liability for asset retirement obligations (AROs).

Asset retirement activities may include, but are not limited to:

- Decommissioning or dismantling a tangible capital asset that was acquired, constructed or developed
- Remediation of contamination of a tangible capital asset created by its normal use
- Post-retirement activities, such as monitoring

Examples include buildings with asbestos, lead paint or pipes, storage tank removal, leasehold improvements, equipment, vehicles, and underground contaminants.

Our current treatment of recognizing AROs is a note in the Financial Statements that reads:

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

PS 3280 dictates that a liability will be recognized when, as at the financial reporting date:

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



## School District No.59 (Peace River South)

---

School districts will receive support to implement the new standard. Three transitional provision options exist: prospective, retroactive and modified retroactive application.

In July 2020, I identified all in-scope liabilities and estimated a liability by type of asset. This summer, school districts will have to review and adjust their initial estimates and return a report to the Ministry by August 31, 2021. Most of the initial estimate for School District No.59 is related to vermiculite insulation containing asbestos in the cinder block walls. Once the liability is recognized on the Financial Statements, on-going quarterly reporting will be required and a continuous review to ensure the obligation is being measured correctly.

I will continue to keep you informed as the transition progresses towards implementation of PS 3280.

Melissa Panoulis  
Secretary Treasurer



May 11, 2021

Ref: 246842

To: Secretary-Treasurer and Superintendent  
School District No. 59 (Peace River South)

**Capital Plan Bylaw No. 2021/22-CPSD59-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

This letter is in response to your School District's 2021/22 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to July 31, 2020, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and that are able to proceed to procurement.

**MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**

Below are tables for the minor capital projects that are approved. The first table identifies School Enhancement Program and Carbon Neutral Capital Program that school districts were already made aware of in the initial Capital Plan Response Letter issued in March 2021.

The second and third tables identify additional minor capital projects approved in School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope

---

Ministry of  
Education

Capital Management Branch  
Resource Management Division

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

**Projects for SEP, CNCP (from initial Capital Plan Response Letter issued in March 2021)**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
McLeod Elementary Secondary	SEP - Roofing Upgrades	\$250,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Dawson Creek Secondary (South Peace Campus)	SEP - HVAC Upgrades	\$750,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Chetwynd Secondary and Windrem Elementary	CNCP - HVAC Upgrades	\$500,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Deveraux Elementary	PEP - Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

**New projects for BUS**

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
5593	C (70-75) with 0 wheelchair spaces	\$140,864	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>



6590	C (64-69) with 1 wheelchair spaces	\$150,277	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
A-9594	C (70-75) with 0 wheelchair spaces	\$140,864	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
A-9595	C (70-75) with 0 wheelchair spaces	\$140,864	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2021/22 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw Number provided at the beginning of this document) for its approved 2021/22 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at [Ravnit.Aujla@gov.bc.ca](mailto:Ravnit.Aujla@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2021/22 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission process (using the Ministry's new Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

**NOTE: School districts' Capital Plan submission deadlines for the 2022/23 fiscal year, using the new CAPS online platform, will be as follows:**

- **Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021**
- **Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021**

**Additionally, the Annual Facility Grant (AFG) project requests for the 2021/22 fiscal year are to be submitted using the new CAPS online platform, on or before June 30, 2021.**

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



François Bertrand, Acting Executive Director  
Capital Management Branch

pc: Capital Management Branch  
Michael Nyikes, Director, Capital Management Branch  
Ravnit Aujla, Planning Officer, Capital Management Branch  
Rob Drew, Regional Director, Capital Management Branch  
Rosa Cutler, Planning Officer, Capital Management Branch  
Amanda Austin, Planning Officer, Capital Management Branch

**CAPITAL BYLAW NO. 2021/22-CPSD59-01**

A BYLAW by the Board of Education of School District No. 59 (Peace River South) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the *School Act*, the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) Upon ministerial approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2021-22 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated May 11, 2021, is hereby adopted.
2. This Bylaw may be cited as School District No.59 (Peace River South) Capital Bylaw No. 2021/22-CPSD59-01.

READ A FIRST TIME THE 23<sup>rd</sup> DAY OF June, 2021;

READ A SECOND TIME THE 23<sup>rd</sup> DAY OF June, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE 23<sup>rd</sup> DAY OF June, 2021.

---

Chad Anderson, Board Chair

---

Melissa Panoulis, Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 59 (Peace River South) Capital Bylaw No.2021/22-CPSD59-01 adopted by the Board the 23<sup>rd</sup> DAY OF June, 2021.

---

Melissa Panoulis, Secretary-Treasurer



## School District No.59 (Peace River South)

---

June 18, 2021

School District #59 Trustees

### **RE: Capital Project Tender Award**

The tender process for the Pouce Coupe Elementary expansion project closed on June 15, 2021. The district received five proposals that were assessed by Mike Zygon, our Project Manager, Wade Simlik and myself. The district accepted the tender submitted by Northern Legendary Construction Ltd.

The district looks forward to working with Northern Legendary Construction Ltd. on this project.

Melissa Panoulis  
Secretary Treasurer



## School District No.59 (Peace River South)

---

June 13, 2021

School District #59 Trustees

### **RE: Conflict of Interest – Collective Bargaining**

Local teacher bargaining will commence on November 1, 2021 and must conclude by March 4, 2022.

Local matter items negotiated at the local table should include effective dates that may be either:

- a. Upon completion of successful ratification of LMA
- b. July 1, 2022
- c. Upon conclusion of the provincial bargaining table, but not earlier than July 1, 2022

Given the Local Matters Agreement could be ratified before the provincial bargaining table I am requesting an up-to-date conflict of interest from trustees in regard to support and teacher collective bargaining. If we do not have quorum I will start the process of petitioning the court in the application of Section 61 of the School Act.

Melissa Panoulis  
Secretary Treasurer



**Ministry of Education - Capital Management Branch**

2021-06-30

**Annual Facility Grant (AFG) - 2021/22 Expenditure Plan**

**District:** 59 Peace River South

**Contact:**

Name	Email	Phone
Wade Simlik	<a href="mailto:wsimlik@sd59.bc.ca">wsimlik@sd59.bc.ca</a>	(250)784-4159

FACILITY INFORMATION	PROJECT INFORMATION			ADDITIONAL INFORMATION
Facility Name	Description of Work	Estimated Cost	AFG Category	Comments
Canalta	Phase 3 HVAC Upgrade	\$ 250,000	HVAC	Gym and north-end classrooms
DCSS Central Campus	Painting	\$ 25,000	Interior Construction	General classroom and interior painting
Little Prairie Elementary	Painting	\$ 25,000	Interior Construction	General classroom and interior painting
Tumbler Ridge Senior Secondary	Painting	\$ 25,000	Interior Construction	General classroom and interior painting
DCSS South Peace Campus	Painting	\$ 25,000	Interior Construction	General classroom and interior painting
Deveraux Elementary	Universally accessible playground	\$ 10,000	Site Upgrades	Site prep, safety and fall protection enhancements
DCSS South Peace Campus	HVAC Millwork	\$ 50,000	Interior Construction	Millwork replacement due to HVAC upgrade
Crescent Park Elementary	Cladding Gym	\$ 40,000	Exterior Wall Systems	Cladding and insulation on Gym
Windrem Elementary	Main sidewalk	\$ 10,000	Site Upgrades	Replace entrance sidewalk
Chetwynd Senior Secondary Science Lab	Mechanical, fixture upgrade and Millwork.	\$ 115,000	Interior Construction	Refurbish one classroom including new casework and counters, replace fume hood and safety shower
Little Prairie Elementary	Door hardware	\$ 20,000	Interior Construction	Interior door hardware
Windrem Elementary	Door hardware	\$ 20,000	Interior Construction	Interior door hardware
Canalta Elementary	Flooring	\$ 40,000	Interior Construction	Corridor flooring replacement
Crescent Park Elementary	Drainage and replace side walk	\$ 400,000	Site Upgrades	Upgrade to address access and resolve drainage issue, prep parking lot

McLeod Elementary	Septic field	\$	70,000	Site Upgrades	Replace existing lagoon system with engineered Septic field
Board Office	Network switches/ ups	\$	18,286	Technology Infrastructure Upgrade	replace end of life layer 3 switches and UPS system
Crescent Park Elementary	Lighting upgrades	\$	40,000	Electrical	Lighting Upgrade , classroom / hallway LED retrofit
Don Titus Elementary	Lighting upgrades	\$	40,000	Electrical	Lighting Upgrade , classroom / hallway LED retrofit
Deveraux Elementary	Lighting upgrades	\$	30,000	Electrical	Lighting Upgrade , classroom / hallway LED retrofit
Canalta Elementary	Windows	\$	50,000	Exterior Wall Systems	Exterior window replacement
DCSS South Peace Campus	Track refurbish	\$	50,000	Site Upgrades	Running track/field refurbish
Elementary Schools	Playgournds	\$	20,000	Site Upgrades	Fall protection improvements
Don Titus Elementary	Sidewalk	\$	17,819	Site Upgrades	Sidewalk repair
Tremblay Elementary	Plumbing and millwork	\$	50,000	Interior Construction	Bathroom renovation
	Total Operating AFG Allocation	\$	<b>1,441,105</b>		

Annual Budget

## **School District No. 59 (Peace River South)**

June 30, 2022



# School District No. 59 (Peace River South)

June 30, 2022

## Table of Contents

Bylaw .....	1
Annual Budget - Revenue and Expense - Statement 2 .....	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Annual Budget - Operating Revenue and Expense - Schedule 2 .....	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source .....	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object .....	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object .....	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds .....	11
Annual Budget - Capital Revenue and Expense - Schedule 4 .....	13

\*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 59 (Peace River South) Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$56,205,043 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2021;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2021;

( Corporate Seal )

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 59 (Peace River South) Annual Budget Bylaw 2021/2022, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2021.

\_\_\_\_\_  
Secretary Treasurer

# School District No. 59 (Peace River South)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	3,531,000	3,558,063
<b>Total Ministry Operating Grant Funded FTE's</b>	<u>3,531,000</u>	<u>3,558,063</u>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education	50,250,849	53,004,472
Other	251,532	250,084
Tuition	46,503	34,503
Other Revenue	2,523,378	1,105,691
Rentals and Leases	176,000	176,000
Investment Income	124,200	124,200
Gain (Loss) on Disposal of Tangible Capital Assets		117,200
Amortization of Deferred Capital Revenue	1,641,024	1,623,368
<b>Total Revenue</b>	<u>55,013,486</u>	<u>56,435,518</u>
<b>Expenses</b>		
Instruction	40,166,821	41,291,045
District Administration	1,938,502	1,937,815
Operations and Maintenance	9,901,910	9,984,084
Transportation and Housing	3,930,210	3,931,195
<b>Total Expense</b>	<u>55,937,443</u>	<u>57,144,139</u>
<b>Net Revenue (Expense)</b>	<u>(923,957)</u>	<u>(708,621)</u>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	739,700	1,106,240
<b>Budgeted Surplus (Deficit), for the year</b>	<u>(184,257)</u>	<u>397,619</u>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(184,257)	397,619
<b>Budgeted Surplus (Deficit), for the year</b>	<u>(184,257)</u>	<u>397,619</u>

# School District No. 59 (Peace River South)

Annual Budget - Revenue and Expense  
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	47,905,295	46,800,750
Operating - Tangible Capital Assets Purchased	267,600	741,000
Special Purpose Funds - Total Expense	4,816,234	7,136,407
Capital Fund - Total Expense	3,215,914	3,206,982
<b>Total Budget Bylaw Amount</b>	<b>56,205,043</b>	<b>57,885,139</b>

## Approved by the Board

Signature of the Board President \_\_\_\_\_ Date \_\_\_\_\_

Signature of the Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Signature of the Secretary/Treasurer \_\_\_\_\_ Date \_\_\_\_\_

**DRAFT**

# School District No. 59 (Peace River South)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(923,957)</u>	<u>(708,621)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(267,600)	(741,000)
From Deferred Capital Revenue	<u>(2,072,869)</u>	<u>(1,611,632)</u>
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(2,340,469)</u>	<u>(2,352,632)</u>
Amortization of Tangible Capital Assets	<u>2,097,081</u>	2,088,149
<b>Total Effect of change in Tangible Capital Assets</b>	<u>(243,388)</u>	<u>(264,483)</u>
	<u>-</u>	<u>-</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>(1,167,345)</u></u>	<u><u>(973,104)</u></u>

# School District No. 59 (Peace River South)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	45,068,782	45,510,423
Other	251,532	250,084
Tuition	46,503	34,503
Other Revenue	1,770,378	344,500
Rentals and Leases	176,000	176,000
Investment Income	120,000	120,000
<b>Total Revenue</b>	<b>47,433,195</b>	<b>46,435,510</b>
<b>Expenses</b>		
Instruction	35,661,322	34,546,258
District Administration	1,938,502	1,937,815
Operations and Maintenance	6,848,721	6,850,197
Transportation and Housing	3,456,750	3,466,480
<b>Total Expense</b>	<b>47,905,295</b>	<b>46,800,750</b>
<b>Net Revenue (Expense)</b>	<b>(472,100)</b>	<b>(365,240)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>739,700</b>	<b>1,106,240</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(267,600)	(741,000)
<b>Total Net Transfers</b>	<b>(267,600)</b>	<b>(741,000)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 59 (Peace River South)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	45,047,902	43,103,328
ISC/LEA Recovery	(1,389,878)	
Other Ministry of Education Grants		
Pay Equity	944,395	944,395
Student Transportation Fund	441,458	441,458
Support Staff Benefits Grant	16,718	15,625
Teachers' Labour Settlement Funding		925,751
Early Career Mentorship Funding		70,000
FSA Marker Grant	8,187	8,187
Early Learning Framework		1,679
<b>Total Provincial Grants - Ministry of Education</b>	<b>45,068,782</b>	<b>45,510,423</b>
<b>Provincial Grants - Other</b>	<b>251,532</b>	<b>250,084</b>
<b>Tuition</b>		
International and Out of Province Students	46,503	34,503
<b>Total Tuition</b>	<b>46,503</b>	<b>34,503</b>
<b>Other Revenues</b>		
Funding from First Nations	1,389,878	
Miscellaneous		
Seconded Staff Recoveries	103,000	97,000
Swim Grant	10,000	10,000
Substitute Staff Recoveries	110,000	90,000
Miscellaneous	107,500	97,500
Bus Charges	50,000	50,000
<b>Total Other Revenue</b>	<b>1,770,378</b>	<b>344,500</b>
<b>Rentals and Leases</b>	<b>176,000</b>	<b>176,000</b>
<b>Investment Income</b>	<b>120,000</b>	<b>120,000</b>
<b>Total Operating Revenue</b>	<b>47,433,195</b>	<b>46,435,510</b>

# School District No. 59 (Peace River South)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	15,928,568	15,842,586
Principals and Vice Principals	3,186,823	3,056,769
Educational Assistants	4,153,663	3,849,006
Support Staff	5,693,073	5,611,856
Other Professionals	1,950,991	1,925,859
Substitutes	1,628,339	1,571,425
<b>Total Salaries</b>	<u>32,541,457</u>	<u>31,857,501</u>
<b>Employee Benefits</b>	<u>7,918,824</u>	<u>7,636,261</u>
<b>Total Salaries and Benefits</b>	<u>40,460,281</u>	<u>39,493,762</u>
<b>Services and Supplies</b>		
Services	1,491,998	1,415,881
Student Transportation	989,130	990,770
Professional Development and Travel	426,607	366,944
Rentals and Leases	26,000	26,500
Dues and Fees	272,546	334,896
Insurance	180,973	171,173
Supplies	2,220,440	2,003,504
Utilities	1,837,320	1,997,320
<b>Total Services and Supplies</b>	<u>7,445,014</u>	<u>7,306,988</u>
<b>Total Operating Expense</b>	<u>47,905,295</u>	<u>46,800,750</u>



# School District No. 59 (Peace River South)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	13,205,429	810,892	65,929	470,388	168,042	833,079	15,553,759
1.03 Career Programs	36,036	15,658			183,503	2,252	237,449
1.07 Library Services	197,429		97,967			17,853	313,249
1.08 Counselling	551,495			69,860		17,079	638,434
1.10 Special Education	1,485,539		3,623,005	83,259	105,414	307,111	5,604,328
1.30 English Language Learning	(83,572)		54,348			4,461	(24,763)
1.31 Indigenous Education	508,182	329,656	290,450	118,629	40,871	50,000	1,337,788
1.41 School Administration	28,030	2,030,617		625,466		59,483	2,743,596
1.62 International and Out of Province Students							-
<b>Total Function 1</b>	<b>15,928,568</b>	<b>3,186,823</b>	<b>4,131,699</b>	<b>1,367,602</b>	<b>497,830</b>	<b>1,291,318</b>	<b>26,403,840</b>
<b>4 District Administration</b>							
4.11 Educational Administration				17,959	421,197	2,000	441,156
4.40 School District Governance					119,326		119,326
4.41 Business Administration				157,360	515,556		672,916
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>175,319</b>	<b>1,056,079</b>	<b>2,000</b>	<b>1,233,398</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				48,817	302,023	1,000	351,840
5.50 Maintenance Operations				2,508,541		240,168	2,748,709
5.52 Maintenance of Grounds				419,029			419,029
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,976,387</b>	<b>302,023</b>	<b>241,168</b>	<b>3,519,578</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				52,229	95,059		147,288
7.70 Student Transportation			21,964	1,121,536		93,853	1,237,353
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>21,964</b>	<b>1,173,765</b>	<b>95,059</b>	<b>93,853</b>	<b>1,384,641</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>15,928,568</b>	<b>3,186,823</b>	<b>4,153,663</b>	<b>5,693,073</b>	<b>1,950,991</b>	<b>1,628,339</b>	<b>32,541,457</b>

# School District No. 59 (Peace River South)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	15,553,759	3,718,967	19,272,726	1,936,133	21,208,859	20,558,774
1.03 Career Programs	237,449	55,731	293,180	137,830	431,010	423,129
1.07 Library Services	313,249	79,858	393,107	57,723	450,830	540,452
1.08 Counselling	638,434	149,175	787,609	14,650	802,259	812,172
1.10 Special Education	5,604,328	1,577,509	7,181,837	255,251	7,437,088	6,762,715
1.30 English Language Learning	(24,763)	(2,336)	(27,099)	20,386	(6,713)	209,002
1.31 Indigenous Education	1,337,788	323,066	1,660,854	138,800	1,799,654	1,829,231
1.41 School Administration	2,743,596	587,481	3,331,077	93,912	3,424,989	3,297,437
1.62 International and Out of Province Students	-	-	-	113,346	113,346	113,346
<b>Total Function 1</b>	<b>26,403,840</b>	<b>6,489,451</b>	<b>32,893,291</b>	<b>2,768,031</b>	<b>35,661,322</b>	<b>34,546,258</b>
<b>4 District Administration</b>						
4.11 Educational Administration	441,156	96,104	537,260	74,350	611,610	592,018
4.40 School District Governance	119,326	7,007	126,333	84,700	211,033	198,067
4.41 Business Administration	672,916	153,843	826,759	289,100	1,115,859	1,147,730
<b>Total Function 4</b>	<b>1,233,398</b>	<b>256,954</b>	<b>1,490,352</b>	<b>448,150</b>	<b>1,938,502</b>	<b>1,937,815</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	351,840	78,747	430,587	214,300	644,887	621,036
5.50 Maintenance Operations	2,748,709	649,389	3,398,098	871,750	4,269,848	4,108,903
5.52 Maintenance of Grounds	419,029	105,237	524,266	142,400	666,666	702,938
5.56 Utilities	-	-	-	1,267,320	1,267,320	1,417,320
<b>Total Function 5</b>	<b>3,519,578</b>	<b>833,373</b>	<b>4,352,951</b>	<b>2,495,770</b>	<b>6,848,721</b>	<b>6,850,197</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	147,288	34,123	181,411	54,250	235,661	219,353
7.70 Student Transportation	1,237,353	304,923	1,542,276	1,678,813	3,221,089	3,247,127
<b>Total Function 7</b>	<b>1,384,641</b>	<b>339,046</b>	<b>1,723,687</b>	<b>1,733,063</b>	<b>3,456,750</b>	<b>3,466,480</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>32,541,457</b>	<b>7,918,824</b>	<b>40,460,281</b>	<b>7,445,014</b>	<b>47,905,295</b>	<b>46,800,750</b>

# School District No. 59 (Peace River South)

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2022

	<b>2022</b>	2021 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	<b>4,063,234</b>	6,375,216
Other Revenue	<b>753,000</b>	761,191
<b>Total Revenue</b>	<b>4,816,234</b>	7,136,407
<b>Expenses</b>		
Instruction	<b>4,505,499</b>	6,744,787
Operations and Maintenance	<b>285,735</b>	373,860
Transportation and Housing	<b>25,000</b>	17,760
<b>Total Expense</b>	<b>4,816,234</b>	7,136,407
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	-

# School District No. 59 (Peace River South)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			760,000						
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	285,735	156,844		192,000	36,750	91,128	380,505	293,013	2,587,259
Other			680,000						
	285,735	156,844	680,000	192,000	36,750	91,128	380,505	293,013	2,587,259
<b>Less:</b> Allocated to Revenue	285,735	156,844	700,000	192,000	36,750	91,128	380,505	293,013	2,587,259
<b>Deferred Revenue, end of year</b>	-	-	<b>740,000</b>	-	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	285,735	156,844		192,000	36,750	91,128	380,505	293,013	2,587,259
Other Revenue			700,000						
	285,735	156,844	700,000	192,000	36,750	91,128	380,505	293,013	2,587,259
<b>Expenses</b>									
Salaries									
Teachers						30,212	20,142	146,111	2,100,502
Educational Assistants		120,218				29,284	185,178		
Support Staff	69,237			134,984			29,657	18,361	
Other Professionals					7,089		12,950	36,401	
Substitutes					6,000			34,000	
	69,237	120,218	-	134,984	13,089	59,496	247,927	234,873	2,100,502
Employee Benefits	17,672	36,626		44,388	2,898	15,624	69,000	52,362	486,757
Services and Supplies	198,826		700,000	12,628	20,763	16,008	63,578	5,778	
	285,735	156,844	700,000	192,000	36,750	91,128	380,505	293,013	2,587,259
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 59 (Peace River South)**

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	<b>First Nation Student Transportation</b>	<b>Mental Health in Schools</b>	<b>Early Learning Funds</b>	<b>Career Grants</b>	<b>TOTAL</b>
	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	25,000	15,000	56,000	10,000	<b>866,000</b>
<b>Add:</b> Restricted Grants					
Provincial Grants - Ministry of Education					<b>4,023,234</b>
Other			10,000	3,000	<b>693,000</b>
	-	-	10,000	3,000	<b>4,716,234</b>
<b>Less:</b> Allocated to Revenue	25,000	15,000	40,000	13,000	<b>4,816,234</b>
<b>Deferred Revenue, end of year</b>	-	-	<b>26,000</b>	-	<b>766,000</b>
<b>Revenues</b>					
Provincial Grants - Ministry of Education	25,000	15,000			<b>4,063,234</b>
Other Revenue			40,000	13,000	<b>753,000</b>
	25,000	15,000	40,000	13,000	<b>4,816,234</b>
<b>Expenses</b>					
Salaries					
Teachers					<b>2,296,967</b>
Educational Assistants					<b>334,680</b>
Support Staff					<b>252,239</b>
Other Professionals					<b>56,440</b>
Substitutes					<b>40,000</b>
	-	-	-	-	<b>2,980,326</b>
Employee Benefits					<b>725,327</b>
Services and Supplies	25,000	15,000	40,000	13,000	<b>1,110,581</b>
	25,000	15,000	40,000	13,000	<b>4,816,234</b>
<b>Net Revenue (Expense)</b>	-	-	-	-	-

# School District No. 59 (Peace River South)

Schedule 4

Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2022

	2022 Annual Budget			2021 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	1,118,833		<b>1,118,833</b>	1,118,833
Investment Income		4,200	<b>4,200</b>	4,200
Gain (Loss) on Disposal of Tangible Capital Assets			-	117,200
Amortization of Deferred Capital Revenue	1,641,024		<b>1,641,024</b>	1,623,368
<b>Total Revenue</b>	<b>2,759,857</b>	<b>4,200</b>	<b>2,764,057</b>	2,863,601
<b>Expenses</b>				
Operations and Maintenance	1,118,833		<b>1,118,833</b>	1,118,833
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,648,621		<b>1,648,621</b>	1,641,194
Transportation and Housing	448,460		<b>448,460</b>	446,955
<b>Total Expense</b>	<b>3,215,914</b>	-	<b>3,215,914</b>	3,206,982
<b>Net Revenue (Expense)</b>	<b>(456,057)</b>	<b>4,200</b>	<b>(451,857)</b>	(343,381)
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	267,600		<b>267,600</b>	741,000
<b>Total Net Transfers</b>	<b>267,600</b>	-	<b>267,600</b>	741,000
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	-	-	-	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(188,457)</b>	<b>4,200</b>	<b>(184,257)</b>	397,619

# Revenue Assumption

<b>Rate Changes</b>	
K-12	221,519
Distributed Learning	16,900
Special Education	203,190
ELL/Ab Ed	79,885

---

<b>Enrollment</b>	
K-12	-184,748
Distributed Learning	-16,013
Special Education	512,000

---

<b>Other Ministry Funding</b>	
Enrollment Decline	-104,071
Salary Differential	-3,475
Geographical Factors	269,668
Equity of Opportunity Grant	24,541
Curriculum and Learning Support Fund	-573
BCTF Mentorship	-70,000
Miscellaneous	-586

---

<b>Other</b>	
Non-resident Tuition	12,000
Staff Recoveries	26,000
Miscellaneous	11,448

**TOTAL \$ 997,685**

# Operating Budget Comparison

	Revenue	Expenses	Net Revenue (Expenses)
<b>Amended 20/21 Budget</b>	46,435,510	46,800,750	-365,240
<b>Changes</b>			
Enrollment	311,239		311,239
MoEd Funded Rate Changes	521,494		521,494
Other MoEd Funding	115,504		115,504
Other Revenues	49,448		49,448
District Based Wage Increases		234,555	-234,555
Staffing Changes		62,555	-62,555
Benefits		14,213	-14,213
O&M Expenses		-40,578	40,578
Funding to Schools		932,800	-932,800
Strategic Plan Expenses		121,000	-121,000
Utilities		-150,000	150,000
Mentorship		-70,000	70,000
<b>Preliminary 21/22 Budget</b>	47,433,195	47,905,295	-472,100
Local Capital Purchases			-267,600
Transfer from Internally Restricted			
Strategic Plan Initiatives			121,000
2020/21 Holdback Funding			46,780
Succession Planning			21,920
School Surpluses			550,000
<b>Budgeted Surplus (Deficit), for the year</b>			0



	June 2017	June 2018	June 2019	June 2020	Budgeted June 2021	Budgeted June 2022
Internally Restricted	3,157,953	5,410,944	2,570,088	1,256,241	1,320,000	364,000
Unrestricted	3,494,435	1,566,321	3,826,524	5,882,422	4,712,422	4,712,422
<b>Total Operating Surplus</b>	<b>\$6,652,388</b>	<b>\$6,977,265</b>	<b>\$6,396,612</b>	<b>\$7,138,663</b>	<b>\$ 6,032,422</b>	<b>\$ 5,076,422</b>
Unrestricted Surplus as a % of annual operating expenses	8%	4%	9%	13%	11%	10%

# Reserve Summary

# Operational Plan Initiatives

	Total Allocation	Allocated 2021/22	Balance
Diversabilities	30,000	-30,000	0
Social Emotional Learning	30,000	-10,000	20,000
Effective Communication	35,000	-20,000	15,000
Core Competencies	20,000	-6,000	14,000
Numeracy	75,000	-20,000	55,000
Literacy	35,000	-10,000	25,000
Equitable and Effective use of Resources	135,000	0	135,000
Equitable access to technology and digital citizenship	125,000	-25,000	100,000
	485,000	-121,000	364,000





# School District No.59 (Peace River South)

---

June 18, 2021

School District #59 Trustees

## **RE: Capital Expenditures Included in Preliminary 2021/22 Budget**

Included in the 2021/22 Preliminary Budget is an amount of \$267,600 for Capital Expenditures, funds are transferred from operating revenue to be able to purchase these capital expenditures. Following are the details of what these funds are budgeted for:

School Major Equipment Fund	50,000
Sub-total	50,000
Bobcat Renewal Contract	14,000
Bus Replacement Over-charge	28,600
Plow Truck	75,000
SUV	50,000
Server Replacement	50,000
Total Capital Budget	----- \$267,600 =====

The School Major Equipment Fund – This fund is administered by the Director of Operations who solicits input from the schools on anticipated requirements. The Director of Operations ensures that only good quality equipment is installed, and would ensure that older, potentially unsafe equipment was given a priority for replacement. The fund is used to purchase items valued at higher than \$2,500 and would include shop equipment and auditorium equipment. If there are funds leftover after the major equipment purchases, they are spent on small items like desks and chairs.

Bobcat Renewal Contract – This contract allows us, with annual payments of \$14,000, to replace our two new Bobcats every year. The advantage is we have new equipment and saves the cost of yearly maintenance which is approximately \$4,000 each (tires and wear bars on the bucket).

Bus Replacement Over-charge – This will cover the additional costs of the 4 new buses that are over and above what we receive from the Ministry of Education.

Plow Truck – This would replace an existing 2004 plow truck that has 285,013 kilometers.

SUV – This would replace an existing 2012 SUV that has over 250,000 kilometers.



## School District No.59 (Peace River South)

---

Server Replacement – This would replace two VMware servers and the offsite backup. The current system is over 5 years old and the equipment is nearing end of life, this means there is an increased risk of system failures which can result in unplanned downtime and/or data loss. These servers are critical to the district and any interruption in service would affect everyone in the district in some capacity.

Melissa Panoulis  
Secretary Treasurer

## **R7.2 Pro-D Appeal Submission – Trustee Jones**

Request for \$3,000 – (2020/21 of \$2,000 and carry over amount from 2019/20 of \$1,000)

I have applied for a Master’s degree program. If accepted, will be notified in late July or early August.

Program: Master of Science in Olympic Studies, Olympic Education, Organization and Management of Olympic Events

Tuition Cost: €3,000 Euros

Post-Secondary Institution: International Olympic Academy/University of Peloponnese

Program Info:

<https://ioa.org.gr/>

<https://olympicmaster.uop.gr>

The following specific courses will provide valuable skills in my duties as a Trustee in addition to the other 4 courses and thesis that incorporate various assets of what trustee’s governance within a school district.

- M.1.2- The modern Olympic Games (revival, historic development of the Summer and Winter Olympic Games – social, political and cultural aspects of the Olympic Games – Olympic Institutions – Olympic Law)
- M.1.3- Olympic Pedagogy I: Development and implementation of Olympic education programmes in schools
- M.1.4- Sport and Ethics – Olympic Philosophy
- M.2.1- Olympic Pedagogy II: Development and implementation of Olympic education programmes in school
- O1- Olympic Movement and International relations
- O4 - Financial management of sports organization

Skills Gained

- Leadership
- Sport in education
- Physical Education history, development and organization
- Increased Macro vs Micro thinking and development, and National Olympic Committees mandate to implement sport in public education institutions
- Development of Athlete from Students to Elite
- Diplomacy (Organization Committees and International Relations)
- Financial management of large budgets
- Increased ethics awareness and understanding.

Argument: Just because this program is Olympic and sport orientated does not mean that the skills gain cannot be transferred to education governance system. As any course at the Justice Institute of BC is not education focused but is transferable via organization theory. This program if accepted would also provide the board “prestige” community/international involvement of the board member which reflect positively on the district. The recent changes in the policy’s spirit and intent was to allow trustee to utilize pro-d as themselves deemed fit and to allow trustee to expand their education areas regardless of intent.



## School District No.59 (Peace River South)

---

### 2021-22 BOARD MEETING SCHEDULE:

Open Board Meetings will begin at 1:00 pm @ School Board Office in Dawson Creek unless stated at an alternate location.

Wednesday, September 22, 2021  
Wednesday, October 20, 2021 – Chetwynd  
Wednesday, November 17, 2021  
Wednesday, December 15, 2021  
Wednesday, January 19, 2022  
Wednesday, February 16, 2022  
Wednesday, March 16, 2022  
Wednesday, April 20, 2022  
Wednesday, May 18, 2022 – Tumbler Ridge  
Wednesday, June 22, 2022

*Reminder all Agenda Items must be submitted to Richell Schwartz nine (9) days prior to Board Meeting Date.*

### 2021-22 ROUND TABLE MEETING SCHEDULE:

*(Note: when possible, Round table meetings will be scheduled to begin at 1:00 pm.)*

Wednesday, September 1, 2021  
Wednesday, October 6, 2021  
Wednesday, November 3, 2021  
Wednesday, December 1, 2021  
Wednesday, January 5, 2022  
Wednesday, February 2, 2022  
Wednesday, March 2, 2022  
Wednesday, April 6, 2022  
Wednesday, May 4, 2022  
Wednesday, June 8, 2022 - RETIREMENT/LONG SERVICE DINNER



## School District No.59 (Peace River South)

---

DATE: June 23, 2021

CHAIR: Roxanne Gulick

---

**Policies/Regulations for Discussion:**

- Policy Committee Report (Recognition, Appreciation, Condolence)

**Policies/Regulations for Circulation:**

- Policy 3170 Respectful Workplace: Personnel Bullying and Harassment

**Policies/Regulations for Adoption:**

- Policy 4610 Students' Personal Records

**Policies/Regulations for Further Review:**

**Policies/Regulations for Repeal:**



## School District No.59 (Peace River South)

---

### **R8.1.1 Policy Committee Report**

Prepared By: Policy Committee

Re: Recognition, Appreciation, Condolence Review and Options

At the December 16, 2020 board meeting, the Policy Committee was tasked with exploring options for recognition, appreciation and condolence practices and present some options to the Board for consideration.

The committee searched other school districts within BC to use as a comparison. There were very few examples and none that covered recognition, appreciation and condolences specifically.

The Board currently has two policies that address recognition specifically for staff and trustees. They are, Policy 2205 – Trustee Remuneration, Benefits & Recognition and Policy 3090 – Long Service/Retirement Recognition - Employee. We reviewed these policies and felt that they did not encompass what the board members were looking for.

The Policy Committee feels that a policy for this item in particular is not appropriate as policy is generally intended for more specific situations and this situation encompasses a broad range of circumstances.

The committee has the following options for the board's consideration:

1. Individual trustees may send out letters/cards/acknowledgements on their own as they feel is appropriate. When sending a letter or card, trustees need to be mindful that this is their acknowledgement and is NOT on behalf of the board.
2. That a request for recognition, appreciation, or condolences to be sent on behalf of the Board of Education be brought to the attention of the Board by individual trustees at a regular meeting of the Board. Individual trustees would add the request for recognition, appreciation, or condolences to the board meeting agenda for discussion under "Trustee Items."
3. That we continue as is. Policies 2205 and 3090 will continue to guide the board for staff and trustee recognition. Appreciation letters will be sent out at the request of staff and trustees as approved at an open board meeting. (example: letter to BCPSEA staff members leaving BCPSEA) and that letters of condolence will NOT be sent out on behalf of the board. Condolence letters on behalf of a board are impersonal, particularly in comparison to ones sent by individual trustees.



**4610 Students' Personal Records**

Policy 4610

STATUS: ADOPTED

---

*STUDENTS' PERSONAL RECORDS - FREEDOM OF INFORMATION AND  
PROTECTION OF PRIVACY ACT*

Adopted and Codified: June 28, 1995

Last Revised: June 19, 2013

---

Description:

The Board of Education directs that in accordance with the School Act and the Freedom of Information and Protection of Privacy Act, students' personal records shall be maintained in a manner that ensures the confidentiality of information and the privacy of students and their families. Students and authorized parents/legal guardians shall have access to all information in the student record.

***STUDENTS' PERSONAL RECORDS - FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT***

Adopted and Codified: June 28, 1995

Last Revised: June 14, 2000; June 23, 2021

---

**Description:**

The student's personal record consists of all information collected or maintained by the district pertaining to the student. A student's school file shall be maintained by the school, but student records may exist in other locations. Student records shall be subject to the following guidelines regarding content, access and storage.

**Content of Student Records**

1. The Principal is responsible for the establishment and maintenance of both a Permanent Record Card and a school file for each student registered in his or her school.
2. Notes prepared by and for the exclusive use of a teacher or administrator are not considered part of the student's school file but are subject to the requirements of the Freedom of Information and Protection of Privacy Act.
3. The student's school file may contain, but not be limited to the following:
  - i) school progress and achievement history
  - ii) individual educational plans
  - iii) medical information as provided at the option of the parent or public health
  - iv) a summary of interpretive tests and/or interpretive reports based on such tests. All such entries shall include the name of the person conducting the test and the entry date.
  - v) professional assessment reports from staff and/or from outside agencies
  - vi) demographic information including legal name, birthdate, legal guardianship, citizenship and visa information if applicable, and other information required by the Ministry of Education
4. The student's school file shall contain a reference to the location of any information that is being maintained outside the central file.

**Access to Student Records**

1. A student or parents or guardians shall have the right to review the student's records by arrangement through the school principal.
2. Achievement records will be forwarded to others, only upon the written request of the student or former student or parent or guardian.

**Removal or Correction of Student Records**

1. As permitted in Section 29 of the Freedom of Information and Protection of Privacy Act, students, parents or guardians may request the Board to correct or remove entries in a student's records. Such a request must be made in writing, either on forms provided or in a letter.

2. The Principal, upon receiving such a request, will make a recommendation to the Information and Privacy Coordinator, who may consult with the Superintendent-before making a final decision.
3. If the District denies the request, the applicant shall be informed of the right to appeal to the Commissioner of Information and Privacy.

### **Security and Retention of Student Records**

1. All employees working with students records must ensure the security and confidentiality of those records, including the access to those records.
2. The student's Permanent Record Card shall be retained for 55 years following the year of graduation. No other student record shall be kept beyond its useful life.
3. Before school files are transferred to another school, the student data will be reviewed and any information no longer considered relevant by the Principal will be discarded.
4. When a student transfers to a school outside our province or the public school system, documents will be shared in accordance with SD59 Administrative Procedure AP 110. The original student file, including a print copy or the permanent record card shall be kept at the school for two years.
5. Secondary student files will remain in the school for at least two years after graduation. After that time, the permanent student record and transcript of grades will be sent to the Board Office. Documents to be maintained will also be scanned in accordance with SD59 Administrative Procedure AP 110.
6. Student records are to be maintained in locking file cabinets or a locked room and access will be to authorized personnel only unauthorized personnel.

## 3170 Respectful Workplace: Personnel Bullying and Harassment

Policy 3170

STATUS: **FOR REVIEW**

---

*Respectful Workplace: Bullying and Harassment*

Adopted: April 19, 2000

Last Revised: January 2014; May 27, 2015

---

### Description:

The Board of Education for School District 59 is committed to creating and maintaining a respectful workplace. Where the school district is aware of circumstances that present a risk of bullying or harassment to staff from parents, students or other individuals, the school district will take action to prevent or minimize that risk. ~~In addition to this broad objective,~~ This policy is intended to comply with WorkSafe BC's policies on workplace bullying and harassment.

The Board considers bullying and harassment in any form to be unacceptable.

1. The Board is committed to a working environment that supports the following objectives:
  - a. A consistent understanding is developed regarding the proper and appropriate behaviour in dealing with others, including the ability to speak or act without offending;
  - b. Interactions between people are fair, professional and respectful;
  - c. Conflict, when it occurs, is resolved in a timely and effective manner.
2. Supervisor and Worker duties will include:
  - a. Not engaging in bullying and harassment of other workers, supervisors, or the employee;
  - b. Reporting bullying and harassment observed or experienced in the workplace;
  - c. Applying and complying with the employer's policies and procedures on bullying and harassment.
3. The Superintendent is responsible for ensuring that the provisions of this policy are communicated, understood and reviewed on an annual basis.
4. All participants engaged in School District activities are to conduct themselves in a manner that is courteous and respectful.
5. Individuals involved in the working environment are responsible for their actions and are accountable for their consequences. Individuals are responsible for ensuring that their actions and communication with others (including electronic communication) adheres to the spirit and intent of this policy.

6. Employees who are members of bargaining units are entitled to all of the rights and privileges of their respective Collective Agreements where they are not in conflict with WorkSafeBC policies and regulations.
7. Inappropriate behaviour between students is not covered by this policy. Standards for student behaviour are addressed in each school's Code of Conduct.
8. Inappropriate behaviour by an adult toward a student is not covered by this policy. The School Act, Teacher Regulation Branch, the District's Collective Agreements, Board Policy and Regulation 4360 – Student Discipline/Conduct, Board Policy and Regulation 4370 – District Code of Conduct and Board Policy 4075 – Diversity and Inclusion will define and govern the standard of behaviour required by adults when dealing with students.
9. The Board expects all parties involved in a complaint to deal with the complaint expeditiously, and to respect confidentiality.
10. The Board's policy on harassment and sexual harassment is not meant to inhibit interactions or relationships based on mutual respect and consent, or normal social contact between employees. This policy is not intended to restrict management staff from engaging in legitimate supervisory functions.

*RESPECTFUL WORKPLACE: BULLYING AND HARASSMENT*

Adopted: April 19, 2000

Last Revised: October 10, 2013; January 2014; May 27, 2015

---

**Description:**

This policy and regulation covers all adults involved in the learning or working environment regardless of their role or function. This includes Trustees, School District employees, parents, volunteers, third parties doing business with the School District and members of the general public who interface with the School District.

**Examples of Policy Breaches:**

In order to provide further guidance, the Board considers the examples listed below to be breaches of this policy:

1. Unprofessional or Disrespectful Comments or Actions:

When people come together to perform an activity, there may be incidents when an individual behaves inappropriately. Some examples of behaviour in the learning or working environment that would be inappropriate include:

- an action by any person which humiliates, insults or degrades another person;
- verbal abuse in any form, such as swearing at or displaying unnecessary shows of temper or anger toward another person;
- physical abuse /intimidation.

2. Workplace Bullying and Harassment includes any inappropriate conduct or comment by a person toward another person that is known or ought reasonably to be known to cause humiliation, intimidation or isolation in the learning or working environment. It usually involves repeated incidents or a pattern of behaviours that is intended to intimidate, offend, degrade or humiliate a particular person or group of people, but can also occur as an isolated incident. Some examples would include:

- spreading malicious rumours, gossip or innuendo that is not true;
- personal insults and name calling;
- excluding or isolating someone socially;
- intimidating a person;
- physically abusing or threatening someone;
- making aggressive or threatening gestures;
- undermining or deliberately impeding a person's work
- withholding necessary information or purposefully giving the wrong information;

- making jokes that a reasonable person would find offensive by spoken word, gestures, on paper, or through electronic communication;
- intruding on a person's privacy by pestering, spying or stalking;
- criticizing another person persistently or constantly;
- tampering with a person's personal belongings or work equipment.
- objectionable conduct, comment, materials or display made on either a one-time or continuous basis that demeans, belittles, intimidates or humiliates another person;
- verbal abuse in any form, such as swearing at or displaying unnecessary shows of physical abuse or intimidation;
- the exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate;
- behaviour, physical contact, electronic contact or real or implied action of a sexual nature which creates an uncomfortable working environment for the employee, and which employees know or ought reasonably to know is unwelcome;
- circulation or display of materials of a sexual nature, which have the effect of creating an uncomfortable working environment;
- a sexual advance or request, submission to or rejection of which is used as a basis for any employment decision (including, but not limited to matters of promotion, raise in salary, job security, or benefits affecting the employee);
- harmful hazing or initiation practices.

These actions can be overt and obvious or subtle, and would be considered by a reasonable person to be unacceptable.

### 3. Abuse of Authority

Individuals involved in District activities can be given responsibility and authority for the management of resources, including, people, financial and/or material resources. People in these positions are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. Examples of abuse of authority include:

- any of the behaviours noted previously in this regulation;
- addressing individual work performance issues in a public setting where others may hear;
- setting impossible deadlines that will set up the individual to fail;
- unfairly assigning unpleasant or undesirable tasks to one person.

People in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.

Reasonable actions taken by an employer or a person in a position of responsibility that are related to the management and direction of people or the workplace are specifically excluded from WorkSafeBC's definition of bullying and harassment.

#### 4. Cyber-Bullying

Cyber-bullying can occur through e-mail, text messaging, social networking, and websites. It can include sending derogatory or threatening messages to the target, or sharing personal and confidential messages or images. Many of the behaviours listed as breaches of this policy can occur through electronic means and will be treated the same as if they were in person.

#### **Resolution Procedure**

- See Resolution Procedure Flow Chart on the next page.
- Discussions in regards to this procedure are to be considered confidential by all participants. However, the parties need to be aware that confidentiality cannot be maintained in extreme cases where criminal activity may be involved.
- Remedial Action: Where a breach of this policy has been substantiated, an appropriate remedy will be provided to the person who has been subjected to inappropriate behaviour. Corrective action will be taken against the person(s) who has breached this policy. This may include education or training, denying access to School District facilities and activities, and/or in the case of District employees, discipline up to and including termination of employment.
- It is also considered a breach of this Policy to take retaliatory action against a person who raises a concern or files a complaint under this policy.
- The complainant, if dissatisfied with the outcome of the investigation, may choose to file a complaint under the terms of the B.C. Human Rights Code.
- This procedure is only for employees of SD 59. If a complaint is against a non-employee, the following procedure will be followed:

#### **Complaint Against a Non-Employee**

- 1) When a non-employee displays a pattern of conduct that is demeaning, intimidating or humiliating to an employee, or that violates the provisions of the B.C. Human Rights Code, the employee shall raise any concerns with their supervisor. The supervisor shall attempt to resolve the concerns.
- 2) Should the matter not be resolved and the pattern of conduct continues, the employee shall submit a written complaint to the Superintendent or designate.
- 3) The written complaint shall detail the specific behaviours which form the basis of the complaint, when and where the incident(s) occurred, the alleged violation, and the remedy sought.
- 4) The superintendent shall review the complaint and determine an appropriate course of action.
- 5) Any non-employee attending a meeting held in conjunction with the investigation or resolution of a complaint will be entitled to be accompanied by a representative.



# Resolution Procedure Flowchart for Employees of SD 59

## When an incident of bullying or harassment is experienced or witnessed

*WorkSafeBC requires an employee to report an incident of bullying or harassment to their Supervisor, Director of Human Resources or Union Representative. Union Representatives have an obligation under WorkSafeBC regulations to report incidents of bullying and harassment to the District. An on-line reporting form is available in e-services under Health and Safety Reporting*

