



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

The Board of Education of SD59 (PRS) will be holding their Public Board Meeting on Wednesday, September 22, 2021 starting at 1:00 pm. This meeting is open to the public; however, space restrictions for gallery seating are in place to ensure physical distancing guidelines are followed.

Anyone wishing to attend in the gallery of the public board meeting must pre-register by noon (12 pm) on Tuesday, September 21, 2021. The gallery will have an occupancy limit of three people, if more than three people register to attend, an alternative option will be provided.

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)

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## Open Board Meeting Agenda – Organizational Meeting

**Date:** September 22, 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”

### ORGANIZATIONAL MEETING:

- **ELECTION OF BOARD CHAIR**
- **ELECTION OF BOARD VICE-CHAIR**

### APPROVAL OF AGENDA

1. **ITEMS FOR ADOPTION**
  - R1.1 – Regular Board Meeting Minutes – June 23, 2021
  - R1.2 – Special Open Board Meeting Minutes – July 28, 2021
  - R1.3 – Excerpts Closed Meeting – June 23, 2021
  - R1.4 – Excerpts Special Closed Meeting – September 14, 2021
2. **BUSINESS ARISING**
3. **ESSENTIAL ITEMS**
4. **OTHER PRESENTATIONS**
  - R4.1 – Auditors Report – J. Neufeld - Sander Rose Bone Grindle, LLP
5. **REPORTS FROM THE SECRETARY-TREASURER**
  - R5.1 – 2020-21 Audited Financial Statements
  - R5.2 – 2020-21 Audit Management Letter
  - R5.3 – 2020-21 Financial Statement Discussion & Analysis Report 
  - R5.4 – Minor Capital Submission
  - R5.5 – Preliminary Enrollment
  - R5.6 – Restart Funding
  - R5.7 – Pouce Coupe Expansion Update
6. **REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**
  - R6.1 – School/Student News
  - R6.2 – COVID-19 Communicable Disease Plan & Return to School
  - R6.3 – Framework for Enhanced Student Learning
  - R6.4 – Tripartite Transportation Agreement
  - R6.5 – Student Discipline Report
  - R6.6 – 2021-22 School Calendar Revision
7. **TRUSTEE ITEMS**
  - R7.1 – BCSTA Update – T. Jones
  - R7.2 – Recording Board Meetings – R. Gulick
  - R7.3 – 2021-22 Board Committees & Reps (effective October 1, 2021)



# School District No.59 (Peace River South)

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## 8. COMMITTEE REPORTS

### 8.1 Policy Committee

#### 8.1.1 Policies for Adoption:

- Policy 3170 Respectful Workplace

#### 8.1.2 Policies for Circulation:

- Policy 3165 Public Interest Disclosure

## 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 – October 20, 2021-Chetwynd



# School District No.59 (Peace River South)

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## BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

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

### Open Session Minutes

DATE & TIME: June 23, 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:

(2021-06-005)  
MOVED/SECONDED – Lalonde/Gulick  
THAT, the Regular Meeting agenda be approved as presented.  
CARRIED UNANIMOUSLY

### 1.0 ITEMS FOR ADOPTION

#### R1.1 Regular Board Meeting Minutes – May 19, 2021

The Chair asked for any corrections to the minutes.



(2021-06-006)

The Chair declared the minutes of the open meeting May 19, 2021 approved as presented.

### R1.3 Excerpts of Closed Board Meeting – May 19, 2021

(2021-06-007)

The Chair declared the excerpts of the closed board meeting May 19, 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:

- McLeod Elementary School held a year end beach day and all classes participated in the Zoom Around The District to celebrate National Indigenous Peoples Day.
- Twin Sisters Native Plants Nursey donated marigolds to Moberly Lake Elementary School. The students planted marigolds at the school and the nursey to honour the 215 lives that were found at the former Kamloops Indian Residential School.
- Central Campus celebrated National Indigenous People’s day by recognizing First Nations all across Canada.
- DCSS skills Exploration class built a play house.
- Pouce Coupe Elementary School participated in many activities to celebrate National Indigenous Peoples Day, the students made screaming sticks, and dream catchers and roasted bannock over a fire. The primary students visited the fire department and museum.
- CSS Senior Drama class held a play - Mythic Adventures. The costumes and set displays were amazing.
- Little Prairie Elementary School celebrated National Indigenous Peoples Day by planting a garden, roasting bannock, and learning about Indigenous recipes.
- The grade 1-2 class at Windrem Elementary School created dream catchers, teepees, and totem poles to celebrate National Indigenous Peoples Day.
- Windrem student, Misty Lalonde sang the Morning Song as part of the Zoom Around the District to celebrate National Indigenous Peoples Day.
- The annual town planning project at TRSS was a success! The students learned all about planning and developing a town from local authorities and then created their own town which they presented to a panel of judges. The towns were judged in many categories.

- The grade 2/3 class at Tumbler Ridge Elementary School went on an interpretive forest walk and learned about the land and native plants in the area.
- Crescent Park Elementary grade 3-4 students coded and built sphero battle bots as part of an ADST activity. The goal was to break a balloon on another battle bot.
- The Zoom Around The District to recognize National Indigenous Peoples Day was a huge success with 2500-3000 viewers!
- The Indigenous Enhancement Agreement was signed on National Indigenous Peoples Day and will be a guide to support Indigenous Education over the next five years (2021-2026).

#### R5.2 Student Discipline Report

The student discipline summary report for the month of May 2021 was presented. A total of 41 suspensions were reported. Following is a breakdown of the main offences:

- |                    |    |
|--------------------|----|
| ○ Safety of Others | 17 |
| ○ Smoking          | 6  |
| ○ Fighting         | 7  |

#### R5.3 K-12 Education Recovery Plan

The Ministry of Education released a guideline for the return to in-class instruction for the 2021-22 school year. The guide provides direction to boards of education and independent school authorities to deliver educational programs and supports in line with provincial pandemic recovery efforts. The guide clarifies provincial expectations, provides guidance across a number of key topics, and includes additional information and resources to assist boards in developing their own restart plan.

The document will be updated in August to provide additional details that would have been updated over the summer.

The recovery plan does address impact of learning and the Ministry has announced additional funding of 43.7 million (25.6 million is new funding and 18.1 million is from holdback funding). SD59 will receive \$142,00 holdback funding from 2020-21 to support learning loss. New one-time funding of \$109,000 will be allocated for health and safety, plus additional support for mental health.

#### R5.4 Child Care Initiative Update

The school district has partnered with the YMCA to add an additional before and after school care program at Crescent Park Elementary School, this is in addition to the one previously announced for Ecole Frank Ross. The YMCA issued a press release with information on how to register for the programs being offered at Ecole Frank Ross and Crescent Park. Both programs will have spaces for 24 school age children. The before and after school care programs offer seamless transition for students to attend school.

#### R5.5 Principal Retreat

The District and the Peace River South Principal's and Vice-Principal's Association will be hosting a retreat at Gwillim Lake Education Site, for Administrators on August 29<sup>th</sup>, 2021, if Public Health Orders and the Provincial K to 12 protocols allow. A formal request to the board has been submitted to serve alcoholic beverages with dinner on the evening of August

29<sup>th</sup>, 2021 as Policy 5190 prohibits the use of alcoholic beverages in school district facilities without board approval.

(2021-06-008)

MOVED/SECONDED – Hillton/Gulick

THAT, the board approve to allow alcoholic beverages at the Pat O'Reilly Outdoor Education Facility on August 29, 2021.

CARRIED UNANIMOUSLY

## 6.0 REPORTS FROM THE SECRETARY TREASURER

### R6.1 Finance Reports

The Secretary Treasurer presented Finance Reports as of May 31, 2021.

### R6.2 2020-21 Interim Audit Letter

The auditors from Sander Rose Bonde Grindle LLP conducted the Interim Audit in May and found that the audit procedures to date revealed no major weaknesses in internal controls and that the system of internal controls was functioning adequately. The audit will be completed in July.

### R6.3 New K-12 Financial Management Policies

The Ministry of Education released a summary of the New K-12 Public Education Financial Planning and Reporting Policy and the New K-12 Public Education Accumulated Operating Surplus Policy. The two new financial management policies are part of phase 1 actions from the Funding Model Review recommendations. There will be a phased, supported implementation of both policies with no change to reporting for 2020-21 or planning for 2021-22 school years.

### R6.4 PS3280 Asset Retirement Obligations

The Public Sector Accounting Board has implemented new reporting standard on Asset Retirement Obligations (ARO). The new standard (PS 3280) provides guidance on how to account for and report a liability for asset retirement obligations.

### R6.5 2021-22 Capital Plan Bylaw

The Secretary Treasurer announced Ministry approval of the following 2021-22 minor capital projects:

	Project:	Funding:
McLeod Elementary	School Enhancement Program – Roofing Upgrades	\$250,000
DCSS SP Campus	School Enhancement Program – HVAC Upgrades	\$750,000
CSS/Windrem	Carbon Neutral Capital Program – HVAC Upgrades	\$500,000
Bus Fleet	3 - C(70-75) with 0 Wheelchair Space 1 - C(64-69) with 1 Wheelchair Space	\$572,869
Devereaux Elementary	PEP – Universally Accessible Playground	\$165,000
	Total:	\$2,237,869

Capital Bylaw No. 2021-22-CPSD59-01 was presented to the Board for approval.

(2021-06-009)

MOVED/SECONDED – Gulick/Hillton

THAT, the Capital Project Bylaw No. 2021-22-CPSD59-01 of the Board approved by the Minister as outlined in the letter received from the Capital Management Branch dated May 11, 2021 be read a first time.

CARRIED UNANIMOUSLY

(2021-06-010)

MOVED/SECONDED – Jones/Gulick

THAT, the Capital Project Bylaw No. 2021-22-CPSD59-01 of the Board approved by the Minister as outlined in the letter received from the Capital Management Branch dated May 11, 2021 be read a second time.

CARRIED UNANIMOUSLY

(2021-06-011)

MOVED/SECONDED – Hillton/Borton

THAT, the Board allows the third reading of Capital Project Bylaw No. 2021-22-CPSD59-01 to occur in this meeting.

CARRIED UNANIMOUSLY

(2021-06-012)

MOVED/SECONDED – Hillton/Ziemer

THAT, the Capital Project Bylaw No. 2021-22-CPSD59-01 of the Board approved by the Minister as outlined in the letter received from the Capital Management Branch dated May 11, 2021 be read a third time, passed and adopted.

CARRIED UNANIMOUSLY

#### R6.6 Capital Project Tender Award

The Secretary Treasurer announced the contract for the Pouce Coupe Capital Expansion project was awarded to Northern Legendary Construction Ltd. The two classroom expansion will not be completed for the beginning of the school year; however, is expected to be completed in the late fall of 2021.

#### R6.7 Conflict of Interest Update

The Secretary Treasurer requested up-to-date conflict of interest from trustees in regard to support and teacher collective bargaining. Local bargaining is set to begin November 1, 2021 and must conclude by March 4, 2022.

The following declarations were made:

Chad Anderson – family (sibling) member in teamsters outside of BC

Becky Borton – family member belongs to Unifor

Travis Jones – family member belongs to BCTF

Crystal Hillton – family member belongs to CUPE

Roxanne Gulick – none

Tamara Ziemer – none

Jennifer Lalonde – family member belongs to BCGEU

R6.8 2021-22 AFG Plan

The Annual Facilities Grant Plan was presented. The proposed plan includes various projects the facilities department will be completing in the 2021-22 fiscal year. The plan may be adjusted if funding or priorities change throughout the year.

R6.9 2021-22 Annual Budget & Bylaw

The Secretary Treasurer presented the annual budget for the 2021-22 school year. The preliminary budget is balanced for the 2021-22 school year with a total budget of \$56,205,043. A breakdown of capital expenditures was included in the preliminary budget presentation.

The Board read the annual budget bylaw:

(2021-06-013)

MOVED/SECONDED – Lalonde/Zierner

THAT, the Annual Budget Bylaw 2021/2022 showing estimated expenditures for 2021/2022 fiscal year in the total amount of \$56,205,043 be read a first time.

CARRIED UNANIMOUSLY

(2021-06-014)

MOVED/SECONDED – Hillton/Borton

THAT, the Annual Budget Bylaw 2021/2022 showing estimated expenditures for 2021/2022 fiscal year in the total amount of \$56,205,043 be read a second time.

CARRIED UNANIMOUSLY

(2021-06-015)

MOVED/SECONDED – Lalonde/Hillton

THAT, the Board allow the third reading of the Annual Budget Bylaw 2021/2022 to occur in this meeting.

CARRIED UNANIMOUSLY

(2021-06-016)

MOVED/SECONDED – Zierner/Jones

THAT, the Annual Budget Bylaw 2021/2022 showing estimated expenditures for 2021/2022 fiscal year in the total amount of \$56,205,043 be read a third time, passed and adopted.

CARRIED UNANIMOUSLY

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – T. Jones

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

R7.2 Pro-D Appeal – T. Jones

Trustee Jones submitted a professional development appeal for consideration of the whole board. The original application was denied from the board chair as the program is not related to the duties of trustee.

Trustee Jones presented his appeal.

Trustee Jones removed from the board table to allow the vote to proceed.

(2021-06-017)

MOVED/SECONDED – Hillton/Borton

THAT, the board uphold the decision of the board chair and deny the professional development appeal as submitted from Trustee Jones.

CARRIED (Opposed – Gulick)

R7.3 2020-21 Board Meeting Dates – C. Anderson

The Board reviewed the proposed meeting dates for 2021-22 school year. The board will hold one board meeting in each community of Tumbler Ridge and Chetwynd in the school year.

The board meeting dates will be posted on the school district website.

8.0 COMMITTEE REPORTS

R8.1 Policy Committee

The Policy Committee brought forward the following recommendations:

R8.1.1 Policy Committee Report

The Policy Committee presented their report on the recommendation from the board to explore options for recognition, appreciation and condolence practices. The committee presented the following three options for trustees:

1. Individual trustees may send out letters, cards, or acknowledgements on their own as they feel appropriate.
2. A request for recognition, appreciation or condolence to be sent on behalf of the board may be brought forward by an individual trustee at a regular board meeting.
3. Continue as is following the guidelines in Policy 2205 and 3090. Letters of condolence will not be sent out on behalf of the board.

(2021-06-018)

MOVED/SECONDED - Ziemer/Hillton

THAT the board adopt option 2 from the Policy Committee Report.

CARRIED (Opposed – Gulick)

R8.1.2 Policies for Adoption

The Policy Committee presented the following regulation for adoption:

(2021-06-019)

MOVED/SECONDED – Gulick/Lalonde

THAT, the board approve Policy 4610 Students' Personal Records be adopted as presented.

CARRIED UNANIMOUSLY

R8.1.3 Policies for Review

The following revised regulation was presented for circulation:

(2021-06-020)

MOVED/SECONDED – Gulick/Ziemer

THAT, the Board circulate Policy 3170 Respectful Workplace: Bullying and Harassment for review for a minimum period of 45 days.

CARRIED UNANIMOUSLY

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 – September 22, 2021

ADJOURNMENT

(2021-06-021)

MOVED – Borton

THAT, the Regular Meeting be terminated. (3:27 PM)

CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

\_\_\_\_\_  
(C. Anderson) Board Chair

\_\_\_\_\_  
(M. Panoulis) Secretary Treasurer



# School District No.59 (Peace River South)

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## BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

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

### MINUTES OF THE SPECIAL BOARD MEETING

### OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59 (PRS)

DATE & TIME: July 28, 2021 – 10:00 AM

PLACE: School Board Office – Dawson Creek via Zoom

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

C. Fennell, Superintendent  
M. Readman, Assistant Superintendent  
M. Panoulis, Secretary Treasurer / Recording Secretary

Called to order – 10:00 AM

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

#### APPROVAL OF AGENDA

(2021-07-001)  
MOVED/SECONDED – Gulick/Hillton  
THAT, the Special Meeting agenda be approved as printed.  
CARRIED UNANIMOUSLY

#### 1.0 Major Capital Submission



The Secretary Treasurer reviewed the 2022-23 Major Capital Plan initiatives and five-year capital project intake summary to be submitted to the Ministry.

(2021-07-002)

MOVED/SECONDED – Gulick/Borton

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No.59 (*Peace River South*) hereby approves the proposed Major Capital submission of the Five-Year Capital Plan for 2022/23, as provided on the Five-Year Capital Plan Summary for 2022/23 submitted to the Ministry of Education.

CARRIED UNANIMOUSLY

ADJOURNMENT

(2021-07-003)

MOVED – Gulick

THAT, the Special Closed Meeting be terminated. (10:20 AM)

CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

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C. Anderson, Board Chair

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M. Panoulis, Secretary-Treasurer



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

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**MEETING:** Closed Board Meeting  
**DATE:** June 23, 2021 11:30 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 – May 19, 2021

### Business Arising

#### Trustee Items

Items discussed and reported included:

- BCPSEA Update

#### Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

#### Secretary Treasurer's Reports

- Excluded Compensation
- Pouce Coupe Expansion Project
- Major Capital Plan Submission

### Adjournment Motion

CERTIFIED CORRECT:

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C. Anderson, Board Chair

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M. Panoulis, Secretary Treasurer



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

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**MEETING:** Special Closed Board Meeting  
**DATE:** September 14, 2021 12:00 PM  
**PLACE:** School Board Office – Dawson Creek

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

### Items for Adoption

#### 1.0 Special Committee

#### Adjournment Motion

CERTIFIED CORRECT:

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

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

Audited Financial Statements of

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

And Independent Auditors' Report thereon

June 30, 2021

# School District No. 59 (Peace River South)

June 30, 2021

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# School District No. 59 (Peace River South)

## MANAGEMENT REPORT

**DRAFT**

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 59 (Peace River South) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

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

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

The Board of Education of School District No. 59 (Peace River South) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, Sander Rose Bone Grindle LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 59 (Peace River South) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 59 (Peace River South)

**DRAFT**

Signature of the Comptroller of Education \_\_\_\_\_ Date Signed \_\_\_\_\_  
Signature of the Superintendent \_\_\_\_\_ Date Signed \_\_\_\_\_

Signature of the Secretary Treasurer

Date Signed

*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

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## INDEPENDENT AUDITOR'S REPORT

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To the Board of Education of School District No. 59 (Peace River South) and the Minister of Education of British Columbia

### Opinion

We have audited the accompanying financial statements of School District No. 59 (Peace River South) which comprise the statement of financial position as at June 30, 2021 and the statement of operations, changes in net financial assets (debt) and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School District No. 59 (Peace River South) as at June 30, 2021 and the result of its operations and its cash flows for the year then ended in accordance with Section 23.1 of the Budget Transparency and Accountability Act.

### Basis for Opinion

We conduct our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the district in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with those requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Emphasis of Matter

Without modifying our opinion, we draw attention to Note 2 to the financial statements which describe the basis of accounting and the significant differences between such basis of accounting and Canadian Public Sector Accounting Standards. Note 2 to the financial statements discloses the impact of these differences.

### Other Information

Management is responsible for the other information. Other information comprises of the unaudited schedules 1-4 that are attached to the audited financial statements.

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

Independent Auditor's Report to the Board of Education of School District No. 59 (Peace River South) and the Ministry of Education of British Columbia (*continued*)

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

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

We have nothing to report in this regard.

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

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

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

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

### **Auditor's Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the district's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



Independent Auditor's Report to the Board of Education of School District No. 59 (Peace River South) and the Ministry of Education of British Columbia (*continued*)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the district's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, further events or conditions may cause the district to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statement represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Dawson Creek, BC  
September 22, 2021

*Sander Rose Bone Grindle LLP*  
Chartered Professional Accountants

# School District No. 59 (Peace River South)

## Statement of Financial Position

As at June 30, 2021

	2021 Actual \$	2020 Actual \$
<b>Financial Assets</b>		
Cash and Cash Equivalents	16,507,366	12,567,585
Accounts Receivable		
Due from Province - Ministry of Education	529,842	178,048
Other (Note 3)	228,252	207,291
<b>Total Financial Assets</b>	<b>17,265,460</b>	<b>12,952,924</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education (Note 4)	1,204,445	
Other (Note 5)	4,350,943	3,507,631
Unearned Revenue (Note 6)	85,452	96,331
Deferred Revenue (Note 7)	1,292,380	1,024,704
Deferred Capital Revenue (Note 8)	28,201,027	27,480,346
Employee Future Benefits (Note 9)	967,480	907,677
<b>Total Liabilities</b>	<b>36,101,727</b>	<b>33,016,689</b>
<b>Net Debt</b>	<b>(18,836,267)</b>	<b>(20,063,765)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 10)	39,254,892	38,541,368
Prepaid Expenses	74,664	167,229
<b>Total Non-Financial Assets</b>	<b>39,329,556</b>	<b>38,708,597</b>
<b>Accumulated Surplus (Deficit) (Note 23)</b>	<b>20,493,289</b>	<b>18,644,832</b>

Unrecognized Assets (Note 15)  
 Contractual Obligations (Note 16)  
 Contractual Rights (Note 17)  
 Contingent Liabilities (Note 18)

Approved by the Board

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

# School District No. 59 (Peace River South)

Statement 2

Statement of Operations  
Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	53,004,472	<b>51,557,788</b>	49,900,752
Other	250,084	<b>253,432</b>	260,602
Tuition	34,503	<b>34,503</b>	22,128
Other Revenue	1,105,691	<b>2,223,583</b>	1,470,845
Rentals and Leases	176,000	<b>178,528</b>	226,339
Investment Income	124,200	<b>131,644</b>	197,049
Gain (Loss) on Disposal of Tangible Capital Assets (Note 11)	117,200	<b>120,200</b>	
Amortization of Deferred Capital Revenue	1,623,368	<b>1,623,368</b>	1,512,465
<b>Total Revenue</b>	<u>56,435,518</u>	<u><b>56,123,046</b></u>	<u>53,590,180</u>
<b>Expenses</b>			
Instruction	41,291,045	<b>39,546,723</b>	36,906,416
District Administration	1,937,815	<b>1,930,031</b>	2,011,577
Operations and Maintenance	9,984,084	<b>9,068,155</b>	9,778,533
Transportation and Housing	3,931,195	<b>3,729,680</b>	3,460,628
<b>Total Expense</b>	<u>57,144,139</u>	<u><b>54,274,589</b></u>	<u>52,157,154</u>
<b>Surplus (Deficit) for the year</b>	<u>(708,621)</u>	<u><b>1,848,457</b></u>	<u>1,433,026</u>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>18,644,832</b>	17,211,806
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<u><u><b>20,493,289</b></u></u>	<u>18,644,832</u>

# School District No. 59 (Peace River South)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	(708,621)	<b>1,848,457</b>	1,433,026
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(2,352,632)	<b>(2,801,673)</b>	(3,895,621)
Amortization of Tangible Capital Assets	2,088,149	<b>2,088,147</b>	1,945,638
Net carrying value of Tangible Capital Assets disposed of		<b>2</b>	
<b>Total Effect of change in Tangible Capital Assets</b>	(264,483)	<b>(713,524)</b>	(1,949,983)
Acquisition of Prepaid Expenses		<b>(74,664)</b>	(167,229)
Use of Prepaid Expenses		<b>167,229</b>	76,250
<b>Total Effect of change in Other Non-Financial Assets</b>	-	<b>92,565</b>	(90,979)
<b>(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)</b>	<u>(973,104)</u>	<b>1,227,498</b>	(607,936)
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Debt</b>		<b>1,227,498</b>	(607,936)
<b>Net Debt, beginning of year</b>		<b>(20,063,765)</b>	(19,455,829)
<b>Net Debt, end of year</b>		<b>(18,836,267)</b>	(20,063,765)

# School District No. 59 (Peace River South)

Statement 5

Statement of Cash Flows  
Year Ended June 30, 2021

	2021 Actual	2020 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	1,848,457	1,433,026
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(372,753)	114,440
Prepaid Expenses	92,565	(90,979)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	2,047,757	276,287
Unearned Revenue	(10,879)	(306,939)
Deferred Revenue	267,676	203,294
Employee Future Benefits	59,803	131,982
Loss (Gain) on Disposal of Tangible Capital Assets	(120,200)	
Amortization of Tangible Capital Assets	2,088,147	1,945,638
Amortization of Deferred Capital Revenue	(1,623,368)	(1,512,465)
Bylaw Capital Spent on Non-Capital Items	(1,118,833)	(1,118,833)
<b>Total Operating Transactions</b>	<u>3,158,372</u>	<u>1,075,451</u>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(2,708,704)	(3,895,621)
Tangible Capital Assets -WIP Purchased	(92,969)	
District Portion of Proceeds on Disposal	120,200	
<b>Total Capital Transactions</b>	<u>(2,681,473)</u>	<u>(3,895,621)</u>
<b>Financing Transactions</b>		
Capital Revenue Received	3,462,882	3,465,894
<b>Total Financing Transactions</b>	<u>3,462,882</u>	<u>3,465,894</u>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>3,939,781</b>	645,724
<b>Cash and Cash Equivalents, beginning of year</b>	<u>12,567,585</u>	11,921,861
<b>Cash and Cash Equivalents, end of year</b>	<u>16,507,366</u>	<u>12,567,585</u>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	10,388,711	6,535,793
Cash Equivalents	6,118,655	6,031,792
	<u>16,507,366</u>	<u>12,567,585</u>

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 1      AUTHORITY AND PURPOSE**

The School District operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 59 (Peace River South)", and operates as "School District No. 59 (Peace River South)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education. School District No. 59 (Peace River South) is exempt from federal and provincial corporate income taxes.

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

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

a) Basis of Accounting

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

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

As noted in Notes 2(e) and 2(j), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense.

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

a) Basis of Accounting *(Continued)*

As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

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

- Year-ended June 30, 2020 – increase in annual surplus by \$1,263,294; and,
- June 30, 2020 – increase in accumulated surplus and decrease in deferred contributions by \$27,316,300.
- Year-ended June 30, 2021 – increase in annual surplus by \$438,818; and,
- June 30, 2021 – increase in accumulated surplus and decrease in deferred contributions by \$27,755,118.

b) Cash and Cash Equivalents

Cash and cash equivalents include Certificates of Deposit with the Provincial Treasury that are readily convertible to known amounts of cash, have no set maturity terms, and that are subject to an insignificant risk of change in value. These cash equivalents are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

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

d) Unearned Revenue

Unearned revenue includes receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the services or products are provided.

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

e) Deferred Revenue and Deferred Capital Revenue

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

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2(a) for the impact of this policy on these financial statements.

f) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

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

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

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

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



**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

g) Tangible Capital Assets

The following criteria apply:

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

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

h) Prepaid Expenses

Prepaid expenses consist of unexpired insurance premiums and other prepaid amounts which are stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

i) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Notes 11 – Interfund Transfers and Note 23 – Accumulated Surplus).

j) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

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

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

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

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

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that meets the criteria for liability recognition, in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2(a) for the impact of this policy on these financial statements.

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

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

j) Revenue Recognition *(Continued)*

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

k) Expenses

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

Categories of Salaries

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

Allocation of Costs

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

l) Financial Instruments

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

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

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

l) Financial Instruments *(Continued)*

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

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. There are no measurement gains or losses during the periods presented; therefore, no statement of remeasurement gains or losses is included in these financial statements.

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

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

m) Measurement Uncertainty

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

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

n) Liability for Contaminated Sites

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

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School district:
  - is directly responsible; or
  - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

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

o) Future Change in Accounting Policies

***PS 3280 Asset Retirement Obligations*** issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

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

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

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

o) Future Change in Accounting Policies *(Continued)*

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

**PS 3400 Revenue** issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

**NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES**

	2021	2020
Due from Federal Government	\$ 153,166	\$ 120,717
BCTF	6,708	10,890
BCGEU	2,289	-
Private Schools	2,404	-
PRSTA	35,751	10,660
School PACs	-	48,173
Northland School Division	6,901	-
Other Accounts Receivable	21,033	16,851
	\$ 228,252	\$ 207,291

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 4      ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – DUE TO PROVINCE – MINISTRY OF EDUCATION**

	2021	2020
Local Education Agreement Grant Adjustment	\$ 1,204,445	\$ -

**NOTE 5      ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER**

	2021	2020
Trade payables	\$ 1,166,982	\$ 450,917
Salaries and benefits payable	1,399,342	1,511,138
Source deductions	598,652	555,420
Accrued vacation pay	1,049,381	923,321
Other	136,586	66,835
	\$ 4,350,943	\$ 3,507,631

**NOTE 6      UNEARNED REVENUE**

	2021	2020
Balance, beginning of year	\$ 96,331	\$ 403,270
Changes for the year:		
Increase:		
Other revenue	89,546	86,511
Decrease:		
Other revenue	100,425	393,450
Balance, end of year	\$ 85,452	\$ 96,331

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 7 DEFERRED REVENUE**

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled. Changes in deferred revenue are as follows:

	<u>2021</u>	<u>2020</u>
Balance, beginning of year	\$ 1,024,704	\$ 821,410
Changes for the year:		
Increase: Contributions received		
Provincial Grants – Ministry of Education	6,196,998	4,529,395
Other	651,338	891,430
Investment income	403	767
	<u>6,848,739</u>	<u>5,421,592</u>
Decrease:		
Expenses	6,581,063	5,213,115
Recovered	-	5,183
	<u>6,581,063</u>	<u>5,218,298</u>
Net changes for the year	<u>267,676</u>	<u>203,294</u>
Balance, end of year	<u>\$ 1,292,380</u>	<u>\$ 1,024,704</u>



**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 8 DEFERRED CAPITAL REVENUE**

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

	Deferred Capital 2021	Unspent Capital 2021	Total Deferred Capital Revenue 2021	Total Deferred Capital Revenue 2020
Balance, beginning of year	\$27,316,300	\$164,046	\$27,480,346	\$26,645,750
Changes for the year:				
Increase:				
Transfer from Unspent – Capital Additions	1,969,217	-	1,969,217	2,775,759
Transfer from Unspent – Work in Progress	92,969	-	92,969	-
Provincial Grants – Ministry of Education	-	3,088,050	3,088,050	3,463,393
Provincial Grants – Other	-	20,200	20,200	-
Investment income	-	3,026	3,026	2,501
MoEd Restricted Portion of Disposal Proceeds	-	351,606	351,606	-
	<u>2,062,186</u>	<u>3,462,882</u>	<u>5,525,068</u>	<u>6,241,653</u>
Decrease:				
Amortization of Deferred Capital	1,623,368	-	1,623,368	1,512,465
Capital Additions–transfer to Deferred Capital	-	1,969,217	1,969,217	2,775,759
Work in Progress–transfer to Deferred Capital	-	92,969	92,969	-
Non-capital items	-	1,118,833	1,118,833	1,118,833
	<u>1,623,368</u>	<u>3,181,019</u>	<u>4,804,387</u>	<u>5,407,057</u>
Net changes for the year	<u>438,818</u>	<u>281,863</u>	<u>720,681</u>	<u>834,596</u>
Balance, end of year	<u>\$27,755,118</u>	<u>\$445,909</u>	<u>\$28,201,027</u>	<u>\$27,480,346</u>

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 9 EMPLOYEE FUTURE BENEFITS**

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2021	2020
<b>Reconciliation of Accrued Benefit Obligation</b>		
Accrued Benefit Obligation – April 1	\$ 982,265	\$ 1,001,935
Service Cost	95,438	90,627
Interest Cost	22,945	25,411
Benefit Payments	(85,251)	(47,587)
Actuarial (Gain) Loss	(47,628)	(88,121)
Accrued Benefit Obligation – March 31	\$967,769	\$982,265
<b>Reconciliation of Funded Status at End of Fiscal Year</b>		
Accrued Benefit Obligation - March 31	\$967,769	\$982,265
Funded Status - Surplus (Deficit)	(967,769)	(982,265)
Employer Contributions After Measurement Date	26,677	10,778
Benefits Expense After Measurement Date	(30,124)	(29,596)
Unamortized Net Actuarial (Gain) Loss	3,736	93,406
Accrued Benefit Asset (Liability) - June 30	(\$967,480)	(\$907,677)
<b>Reconciliation of Change in Accrued Benefit Liability</b>		
Accrued Benefit Liability (Asset) - July 1	\$ 907,677	\$ 775,696
Net Expense for Fiscal Year	160,954	172,807
Employer Contributions	(101,151)	(40,826)
Accrued Benefit Liability (Asset) - June 30	\$ 967,480	\$ 907,677
<b>Components of Net Benefit Expense</b>		
Service Cost	\$ 95,383	\$ 91,830
Interest Cost	23,529	24,794
Amortization of Net Actuarial (Gain)/Loss	42,042	56,183
Net Benefit Expense (Income)	\$ 160,954	\$ 172,807

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 9 EMPLOYEE FUTURE BENEFITS** *(Continued)*

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

	2021	2020
Discount Rate - April 1	2.25%	2.50%
Discount Rate - March 31	2.50%	2.25%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	9.4	9.4

**NOTE 10 TANGIBLE CAPITAL ASSETS**

**Net Book Value**

	Net Book Value June 30, 2021	Net Book Value June 30, 2020
Sites	\$ 5,244,777	\$ 5,244,779
Buildings	30,202,295	29,558,200
Buildings – work in progress	92,969	-
Furniture & Equipment	1,138,894	1,212,637
Vehicles	2,549,123	2,512,932
Computer Software	3,604	4,805
Computer Software	23,230	8,015
Total	\$ 39,254,892	\$ 38,541,368

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 10 TANGIBLE CAPITAL ASSETS (Continued)**

**June 30, 2021**

Cost:	Balance at July 1, 2020	Additions	Disposals	Balance at June 30, 2021
Sites	\$ 5,244,779	\$ -	\$ (2)	\$ 5,244,777
Buildings	75,887,892	2,047,854	(995,016)	76,940,730
Buildings – work in progress	-	92,969	-	92,969
Furniture & Equipment	2,282,166	154,474	(247,970)	2,188,670
Vehicles	4,469,551	483,146	(468,100)	4,484,597
Computer Software	6,006	-	-	6,006
Computer Hardware	40,086	23,230	(40,086)	23,230
<b>Total</b>	<b>\$ 87,930,480</b>	<b>\$ 2,801,673</b>	<b>\$ (1,751,174)</b>	<b>\$ 88,980,979</b>

Accumulated Amortization:	Balance at July 1, 2020	Amortization Expense	Disposals	Balance at June 30, 2021
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	46,329,692	1,403,759	(995,016)	46,738,435
Furniture & Equipment	1,069,529	228,217	(247,970)	1,049,776
Vehicles	1,956,619	446,955	(468,100)	1,935,474
Computer Software	1,201	1,201	-	2,402
Computer Hardware	32,071	8,015	(40,086)	-
<b>Total</b>	<b>\$ 49,389,112</b>	<b>\$ 2,088,147</b>	<b>\$ (1,751,172)</b>	<b>\$ 49,726,087</b>

**June 30, 2020**

Cost:	Balance at July 1, 2019	Additions	Disposals	Balance at June 30, 2020
Sites	\$ 5,244,779	\$ -	\$ -	\$ 5,244,779
Buildings	72,976,287	2,911,605	-	75,887,892
Buildings – work in progress	-	-	-	-
Furniture & Equipment	2,103,403	248,995	(70,232)	2,282,166
Vehicles	3,760,569	735,021	(26,039)	4,469,551
Computer Software	6,006	-	-	6,006
Computer Hardware	55,257	-	(15,171)	40,086
<b>Total</b>	<b>\$ 84,146,301</b>	<b>\$ 3,895,621</b>	<b>\$ (111,442)</b>	<b>\$ 87,930,480</b>

Accumulated Amortization:	Balance at July 1, 2019	Additions	Disposals	Balance at June 30, 2020
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	44,982,704	1,346,988	-	46,329,692
Furniture & Equipment	929,421	210,340	(70,232)	1,069,529
Vehicles	1,606,601	376,057	(26,039)	1,956,619
Computer Software	-	1,201	-	1,201
Computer Hardware	36,190	11,052	(15,171)	32,071
<b>Total</b>	<b>\$ 47,554,916</b>	<b>\$ 1,945,638</b>	<b>\$ (111,442)</b>	<b>\$ 49,389,112</b>

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 11 DISPOSAL OF SITES AND BUILDINGS**

The following properties were disposed of in the prior fiscal year:

<u>Property</u>	<u>Year of Acquisition</u>	<u>Original Cost</u>	<u>Proceeds of Sale</u>
Rolla Elementary	1966	\$194,548	\$43,308
O'Brien Education Center	1974	\$800,470	\$425,500

**NOTE 12 EMPLOYEE PENSION PLANS**

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2020, the Teachers' Pension Plan has about 49,000 active members and approximately 40,000 retired members. As of December 31, 2020, the Municipal Pension Plan has about 220,000 active members, including approximately 28,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017, indicated a \$1,656 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

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

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

The School District paid \$3,337,440 for employer contributions to these plans in the year ended June 30, 2021 (2020: \$3,251,203).

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**NOTE 13 INTERFUND TRANSFERS**

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2021, were as follows:

- A transfer in the amount of \$739,487 (2020: \$1,119,862) was made from the operating fund to the capital fund for capital equipment purchases.

**NOTE 14 RELATED PARTY TRANSACTIONS**

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

**NOTE 15 UNRECOGNIZED ASSETS**

The School District has been made available the use of Crown Land. The Crown Land has not been recorded in these Financial Statements.

**NOTE 16 CONTRACTUAL OBLIGATIONS**

The School District has a total of \$2,804,587 of contractual obligations at year end related to the construction or renovation of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

**Contractual Commitments:**

Chetwynd Senior Secondary - Science Lab Upgrade	\$ 45,657
McLeod Elementary - Roof Renewal	195,195
DCSS South Peace Campus - HVAC Upgrade	504,053
Chetwynd Senior Secondary - HVAC Upgrade	287,199
Devereux Elementary - Playground	259,936
Pouce Coupe Elementary - School Addition	1,334,763
Canalta Elementary - HVAC Upgrade	177,784
	\$ 2,804,587

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 17 CONTRACTUAL RIGHTS**

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of contracts entered into for rental revenue. The following table summarizes the contractual rights of the School District for future assets:

Contractual Rights	2022	2023	2024	2025	2026	Thereafter
Future rental revenue	\$172,561	\$157,461	\$156,511	\$159,692	\$159,692	\$326,830

**NOTE 18 CONTINGENT LIABILITIES**

Each year the School District is involved in a number of legal actions and arbitrations.

The School District has been named as the defendant in a potential lawsuit related to the remediation of an environmental contamination in which damages have been sought. These matters may give rise to future liabilities. The potential amount claimed is undetermined at this time. The outcome of these actions is not determinable as at June 30, 2021 and accordingly, no provision has been made in these financial statements for any liability that may result. Any losses arising from these actions will be recorded in the year in which the related litigation is settled.

Management believes all other legal and arbitration matters that are not determinable at this time will not have a material adverse effect on the School District's financial position or operations.

**NOTE 19 ASSET RETIREMENT OBLIGATION**

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, 2021, the liability is not reasonably determinable.

**NOTE 20 EXPENSE BY OBJECT**

	2021	2020
Salaries and benefits	\$ 43,190,315	\$ 41,330,228
Services and supplies	8,996,127	8,881,288
Amortization	2,088,147	1,945,638
	<u>\$ 54,274,589</u>	<u>\$ 52,157,154</u>



**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 21 BUDGET FIGURES**

Budget figures included in the financial statements are not audited. They were approved by the Board through the adoption of an amended annual budget on February 17, 2021. The Board adopted a preliminary annual budget on June 24, 2020. The amended budget is used for comparison purposes, as these are based on actual student enrollments. The difference between the two budgets is as follows:

	2021 Amended	2021 Preliminary	Difference
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	\$ 53,004,472	\$ 51,025,411	\$ 1,979,061
Other	250,084	281,932	(31,848)
Tuition	34,503	22,128	12,375
Other Revenue	1,105,691	1,141,700	(36,009)
Rentals and Leases	176,000	140,000	36,000
Investment Income	124,200	134,200	(10,000)
Gain (Loss) on Disposal of Tangible Capital Assets	117,200	-	117,200
Amortization of Deferred Capital Revenue	1,623,368	1,623,167	201
<b>Total Revenue</b>	<b>56,435,518</b>	<b>54,368,538</b>	<b>2,066,980</b>
<b>Expenses</b>			
Instruction	41,291,045	39,132,495	2,158,550
District Administration	1,937,815	1,989,628	(51,813)
Operations and Maintenance	9,984,084	9,998,672	(14,588)
Transportation and Housing	3,931,195	3,975,697	(44,502)
<b>Total Expenses</b>	<b>57,144,139</b>	<b>55,096,492</b>	<b>2,047,647</b>
<b>Surplus (Deficit) for the year</b>	<b>(708,621)</b>	<b>(727,954)</b>	<b>19,333</b>
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets			
From Operating and Special Purpose Funds	(741,000)	(741,000)	-
From Deferred Capital Revenue	(1,611,632)	(1,611,632)	-
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(2,352,632)</b>	<b>(2,352,632)</b>	<b>-</b>
Amortization of Tangible Capital Assets	2,088,149	2,086,321	1,828
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(264,483)</b>	<b>(266,311)</b>	<b>1,828</b>
<b>(Increase) Decrease in Net Financial Assets</b>	<b>\$ (973,104)</b>	<b>\$ (994,265)</b>	<b>\$ 21,161</b>



**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 22 ECONOMIC DEPENDENCE**

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

**NOTE 23 ACCUMULATED SURPLUS**

	2021	2020
<b>OPERATING</b>		
Internally Restricted (appropriated) by Board for:		
School-based Surpluses	\$ 477,552	\$ 483,810
Aboriginal Education Surplus	93,417	106,431
Capacity Building	-	16,000
Holdback Funding	141,969	-
Renovation Pouce Coupe Elementary	833,513	-
Service Improvement Allocation	27,429	-
Renovation Chetwynd Senior Secondary	-	500,000
Strategic Plan Initiatives	485,000	150,000
Subtotal Internally Restricted	2,058,880	1,256,241
Unrestricted Operating Surplus (Deficit)	6,530,601	5,882,422
Total Available for Future Operations	\$ 8,589,481	\$ 7,138,663
<b>CAPITAL</b>		
Investment in Tangible Capital Assets	11,499,776	11,225,070
Local Capital	404,032	281,099
Capital Surplus	11,903,808	11,506,169
<b>ACCUMULATED SURPLUS</b>	<b>\$ 20,493,289</b>	<b>\$ 18,644,832</b>

**NOTE 24 RISK MANAGEMENT**

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk. The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk

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

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts receivable are due from the Province and are considered collectible.

**SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2021**

**NOTE 24 RISK MANAGEMENT** *(continued)*

a) Credit Risk *(Continued)*

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions.

b) Market risk

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

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

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

c) Liquidity risk

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

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

Risk management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2020 related to credit, market or liquidity risks.

# School District No. 59 (Peace River South)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Actual	2020 Actual
	\$	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	7,138,663		11,506,169	<b>18,644,832</b>	17,211,806
<b>Changes for the year</b>					
Surplus (Deficit) for the year	2,190,305		(341,848)	<b>1,848,457</b>	1,433,026
Interfund Transfers					
Tangible Capital Assets Purchased	(739,487)		739,487	-	
<b>Net Changes for the year</b>	<b>1,450,818</b>	-	<b>397,639</b>	<b>1,848,457</b>	<b>1,433,026</b>
<b>Accumulated Surplus (Deficit), end of year - Statement 2</b>	<b>8,589,481</b>	-	<b>11,903,808</b>	<b>20,493,289</b>	18,644,832

# School District No. 59 (Peace River South)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	45,510,423	<b>44,490,530</b>	44,345,626
Other	250,084	<b>253,432</b>	260,602
Tuition	34,503	<b>34,503</b>	22,128
Other Revenue	344,500	<b>1,591,348</b>	694,790
Rentals and Leases	176,000	<b>178,528</b>	226,339
Investment Income	120,000	<b>128,510</b>	191,996
<b>Total Revenue</b>	<u>46,435,510</u>	<u><b>46,676,851</b></u>	<u>45,741,481</u>
<b>Expenses</b>			
Instruction	34,546,258	<b>32,987,074</b>	31,953,499
District Administration	1,937,815	<b>1,930,031</b>	2,011,577
Operations and Maintenance	6,850,197	<b>6,286,848</b>	6,829,921
Transportation and Housing	3,466,480	<b>3,282,593</b>	3,084,571
<b>Total Expense</b>	<u>46,800,750</u>	<u><b>44,486,546</b></u>	<u>43,879,568</u>
<b>Operating Surplus (Deficit) for the year</b>	<u>(365,240)</u>	<u><b>2,190,305</b></u>	<u>1,861,913</u>
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<u>1,106,240</u>		
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(741,000)	<b>(739,487)</b>	(1,119,862)
<b>Total Net Transfers</b>	<u>(741,000)</u>	<u><b>(739,487)</b></u>	<u>(1,119,862)</u>
<b>Total Operating Surplus (Deficit), for the year</b>	<u>-</u>	<u><b>1,450,818</b></u>	<u>742,051</u>
<b>Operating Surplus (Deficit), beginning of year</b>		<b>7,138,663</b>	6,396,612
<b>Operating Surplus (Deficit), end of year</b>		<u><b>8,589,481</b></u>	<u>7,138,663</u>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted		<b>2,058,880</b>	1,256,241
Unrestricted		<b>6,530,601</b>	5,882,422
<b>Total Operating Surplus (Deficit), end of year</b>		<u><b>8,589,481</b></u>	<u>7,138,663</u>

# School District No. 59 (Peace River South)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education</b>			
Operating Grant, Ministry of Education	43,103,328	<b>43,286,860</b>	42,169,813
ISC/LEA Recovery		<b>(1,204,445)</b>	
Other Ministry of Education Grants			
Pay Equity	944,395	<b>944,395</b>	708,297
Funding for Graduated Adults		<b>301</b>	298
Student Transportation Fund	441,458	<b>441,458</b>	441,458
Carbon Tax Grant			118,934
Employer Health Tax Grant			323,049
Support Staff Benefits Grant	15,625	<b>15,625</b>	3,933
Support Staff Wage Increase Funding			185,025
Teachers' Labour Settlement Funding	925,751	<b>925,751</b>	382,234
Early Career Mentorship Funding	70,000	<b>70,000</b>	
FSA Scorer Grant	8,187	<b>8,187</b>	
Other	1,679	<b>2,398</b>	12,585
<b>Total Provincial Grants - Ministry of Education</b>	<b>45,510,423</b>	<b>44,490,530</b>	44,345,626
<b>Provincial Grants - Other</b>	<b>250,084</b>	<b>253,432</b>	260,602
<b>Tuition</b>			
International and Out of Province Students	34,503	<b>34,503</b>	22,128
<b>Total Tuition</b>	<b>34,503</b>	<b>34,503</b>	22,128
<b>Other Revenues</b>			
Funding from First Nations		<b>1,204,445</b>	
Miscellaneous			
Seconded Staff Recoveries	97,000	<b>102,374</b>	135,306
Swim Grant	10,000	-	10,000
Substitute Staff Recoveries	90,000	<b>96,465</b>	107,733
Bus Charges	50,000	<b>40,288</b>	39,387
Miscellaneous	97,500	<b>147,776</b>	402,364
<b>Total Other Revenue</b>	<b>344,500</b>	<b>1,591,348</b>	694,790
<b>Rentals and Leases</b>	<b>176,000</b>	<b>178,528</b>	226,339
<b>Investment Income</b>	<b>120,000</b>	<b>128,510</b>	191,996
<b>Total Operating Revenue</b>	<b>46,435,510</b>	<b>46,676,851</b>	45,741,481

# School District No. 59 (Peace River South)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object  
Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	15,842,586	<b>15,450,470</b>	15,042,502
Principals and Vice Principals	3,056,769	<b>3,079,875</b>	3,383,361
Educational Assistants	3,849,006	<b>3,538,361</b>	3,180,646
Support Staff	5,611,856	<b>5,523,244</b>	5,485,621
Other Professionals	1,925,859	<b>1,889,186</b>	1,751,949
Substitutes	1,571,425	<b>1,409,415</b>	1,236,586
<b>Total Salaries</b>	<b>31,857,501</b>	<b>30,890,551</b>	30,080,665
<b>Employee Benefits</b>	7,636,261	<b>7,068,384</b>	6,947,460
<b>Total Salaries and Benefits</b>	<b>39,493,762</b>	<b>37,958,935</b>	37,028,125
<b>Services and Supplies</b>			
Services	1,415,881	<b>1,413,578</b>	1,584,394
Student Transportation	990,770	<b>903,085</b>	839,915
Professional Development and Travel	366,944	<b>191,823</b>	345,597
Rentals and Leases	26,500	<b>24,415</b>	30,144
Dues and Fees	334,896	<b>399,233</b>	328,307
Insurance	171,173	<b>181,553</b>	164,493
Supplies	2,003,504	<b>1,656,285</b>	1,763,622
Utilities	1,997,320	<b>1,757,639</b>	1,794,971
<b>Total Services and Supplies</b>	<b>7,306,988</b>	<b>6,527,611</b>	6,851,443
<b>Total Operating Expense</b>	<b>46,800,750</b>	<b>44,486,546</b>	43,879,568

# School District No. 59 (Peace River South)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	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	12,467,082	751,374	211,784	520,014	114,706	817,869	14,882,829
1.03 Career Programs	39,913	30,458			181,278	1,803	253,452
1.07 Library Services	248,227		101,632			37,781	387,640
1.08 Counselling	592,279			71,856	23,263	2,129	689,527
1.10 Special Education	1,507,030		2,883,108	138,921	28,124	164,581	4,721,764
1.30 English Language Learning	99,639		46,411			1,306	147,356
1.31 Indigenous Education	496,300	346,334	274,965	101,715	78,299	5,229	1,302,842
1.41 School Administration		1,951,709		620,246		30,300	2,602,255
1.62 International and Out of Province Students							-
<b>Total Function 1</b>	<b>15,450,470</b>	<b>3,079,875</b>	<b>3,517,900</b>	<b>1,452,752</b>	<b>425,670</b>	<b>1,060,998</b>	<b>24,987,665</b>
<b>4 District Administration</b>							
4.11 Educational Administration				18,147	399,843	342	418,332
4.40 School District Governance					119,327		119,327
4.41 Business Administration				166,022	546,195	474	712,691
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>184,169</b>	<b>1,065,365</b>	<b>816</b>	<b>1,250,350</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				51,579	302,040	1,392	355,011
5.50 Maintenance Operations				2,263,730		220,103	2,483,833
5.52 Maintenance of Grounds				386,139		55,768	441,907
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,701,448</b>	<b>302,040</b>	<b>277,263</b>	<b>3,280,751</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				51,941	96,111		148,052
7.70 Student Transportation			20,461	1,132,934		70,338	1,223,733
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>20,461</b>	<b>1,184,875</b>	<b>96,111</b>	<b>70,338</b>	<b>1,371,785</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>15,450,470</b>	<b>3,079,875</b>	<b>3,538,361</b>	<b>5,523,244</b>	<b>1,889,186</b>	<b>1,409,415</b>	<b>30,890,551</b>

# School District No. 59 (Peace River South)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	14,882,829	3,551,188	18,434,017	1,527,396	19,961,413	20,558,774	19,979,632
1.03 Career Programs	253,452	58,341	311,793	93,047	404,840	423,129	564,230
1.07 Library Services	387,640	68,780	456,420	42,770	499,190	540,452	509,327
1.08 Counselling	689,527	134,170	823,697	9,634	833,331	812,172	717,032
1.10 Special Education	4,721,764	1,089,209	5,810,973	168,309	5,979,282	6,762,715	5,361,313
1.30 English Language Learning	147,356	31,430	178,786	8,581	187,367	209,002	120,408
1.31 Indigenous Education	1,302,842	307,280	1,610,122	118,892	1,729,014	1,829,231	1,559,619
1.41 School Administration	2,602,255	551,915	3,154,170	124,715	3,278,885	3,297,437	3,015,770
1.62 International and Out of Province Students	-	-	-	113,752	113,752	113,346	126,168
<b>Total Function 1</b>	<b>24,987,665</b>	<b>5,792,313</b>	<b>30,779,978</b>	<b>2,207,096</b>	<b>32,987,074</b>	<b>34,546,258</b>	<b>31,953,499</b>
<b>4 District Administration</b>							
4.11 Educational Administration	418,332	82,683	501,015	57,590	558,605	592,018	686,384
4.40 School District Governance	119,327	7,400	126,727	55,392	182,119	198,067	199,840
4.41 Business Administration	712,691	149,595	862,286	327,021	1,189,307	1,147,730	1,125,353
<b>Total Function 4</b>	<b>1,250,350</b>	<b>239,678</b>	<b>1,490,028</b>	<b>440,003</b>	<b>1,930,031</b>	<b>1,937,815</b>	<b>2,011,577</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	355,011	76,588	431,599	139,930	571,529	621,036	584,007
5.50 Maintenance Operations	2,483,833	574,823	3,058,656	744,545	3,803,201	4,108,903	4,314,541
5.52 Maintenance of Grounds	441,907	92,976	534,883	118,238	653,121	702,938	579,418
5.56 Utilities	-	-	-	1,258,997	1,258,997	1,417,320	1,351,955
<b>Total Function 5</b>	<b>3,280,751</b>	<b>744,387</b>	<b>4,025,138</b>	<b>2,261,710</b>	<b>6,286,848</b>	<b>6,850,197</b>	<b>6,829,921</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	148,052	32,674	180,726	5,531	186,257	219,353	204,320
7.70 Student Transportation	1,223,733	259,332	1,483,065	1,613,271	3,096,336	3,247,127	2,880,251
<b>Total Function 7</b>	<b>1,371,785</b>	<b>292,006</b>	<b>1,663,791</b>	<b>1,618,802</b>	<b>3,282,593</b>	<b>3,466,480</b>	<b>3,084,571</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>30,890,551</b>	<b>7,068,384</b>	<b>37,958,935</b>	<b>6,527,611</b>	<b>44,486,546</b>	<b>46,800,750</b>	<b>43,879,568</b>



# School District No. 59 (Peace River South)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	6,375,216	<b>5,948,425</b>	4,436,293
Other Revenue	761,191	<b>632,235</b>	776,055
Investment Income		<b>403</b>	767
<b>Total Revenue</b>	<u>7,136,407</u>	<u><b>6,581,063</b></u>	<u>5,213,115</u>
<b>Expenses</b>			
Instruction	6,744,787	<b>6,559,649</b>	4,952,917
Operations and Maintenance	373,860	<b>21,282</b>	260,198
Transportation and Housing	17,760	<b>132</b>	
<b>Total Expense</b>	<u>7,136,407</u>	<u><b>6,581,063</b></u>	<u>5,213,115</u>
<b>Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<u><u>-</u></u>	<u><u>-</u></u>

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

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2021

	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>	88,125	12,172	742,971	20,605	4,151	21,737	7,519		17,053
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	285,735	157,452		192,000	36,750	94,708	374,489	293,013	2,874,732
Other			639,942						
Investment Income									
	285,735	157,452	639,942	192,000	36,750	94,708	374,489	293,013	2,874,732
<b>Less:</b> Allocated to Revenue	21,282	169,624	607,138	212,605	40,901	90,063	382,008	293,013	2,874,732
Recovered									17,053
<b>Deferred Revenue, end of year</b>	<b>352,578</b>	<b>-</b>	<b>775,775</b>	<b>-</b>	<b>-</b>	<b>26,382</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	21,282	169,624		212,605	40,901	90,063	382,008	293,013	2,874,732
Other Revenue			607,138						
Investment Income									
	21,282	169,624	607,138	212,605	40,901	90,063	382,008	293,013	2,874,732
<b>Expenses</b>									
Salaries									
Teachers						19,747	18,057		2,318,997
Principals and Vice Principals							1,083		
Educational Assistants		135,876				28,851	197,636		
Support Staff				145,026			24,941	17,307	
Other Professionals				14,062	14,062		14,157	35,829	
Substitutes					11,090	1,730	73	186,838	
	-	135,876	-	159,088	25,152	50,328	255,947	239,974	2,318,997
Employee Benefits		33,748		42,246	5,512	13,310	64,982	50,650	555,735
Services and Supplies	21,282		607,138	11,271	10,237	26,425	61,079	2,389	
	21,282	169,624	607,138	212,605	40,901	90,063	382,008	293,013	2,874,732
<b>Net Revenue (Expense) before Interfund Transfers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Interfund Transfers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

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

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2021

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Safe Return to School Grant	Federal Safe Return to Class Fund	Career Grants	Early Learning Funds	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		17,760	14,592			24,191	53,828	1,024,704
<b>Add:</b> Restricted Grants								
Provincial Grants - Ministry of Education	159,489	12,929	55,000	313,770	1,363,984			6,214,051
Other						7,500	3,896	651,338
Investment Income							403	403
	159,489	12,929	55,000	313,770	1,363,984	7,500	4,299	6,865,792
<b>Less:</b> Allocated to Revenue	123,471	132	62,840	313,770	1,363,984	20,100	5,400	6,581,063
Recovered								17,053
<b>Deferred Revenue, end of year</b>	<b>36,018</b>	<b>30,557</b>	<b>6,752</b>	<b>-</b>	<b>-</b>	<b>11,591</b>	<b>52,727</b>	<b>1,292,380</b>
<b>Revenues</b>								
Provincial Grants - Ministry of Education	123,471	132	62,840	313,770	1,363,984			5,948,425
Other Revenue						20,100	4,997	632,235
Investment Income							403	403
	123,471	132	62,840	313,770	1,363,984	20,100	5,400	6,581,063
<b>Expenses</b>								
Salaries								
Teachers					344,409			2,701,210
Principals and Vice Principals					22,665			23,748
Educational Assistants					40,946			403,309
Support Staff				117,899	41,988			347,161
Other Professionals								78,110
Substitutes	105,340		8,385		37,763			351,219
	105,340	-	8,385	117,899	487,771	-	-	3,904,757
Employee Benefits	18,131		1,217	21,740	101,465			908,736
Services and Supplies		132	53,238	174,131	774,748	20,100	5,400	1,767,570
	123,471	132	62,840	313,770	1,363,984	20,100	5,400	6,581,063
<b>Net Revenue (Expense) before Interfund Transfers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Interfund Transfers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

# School District No. 59 (Peace River South)

Schedule 4 (Unaudited)

## Schedule of Capital Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual			2020 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education	1,118,833	1,118,833		1,118,833	1,118,833
Investment Income	4,200		2,731	2,731	4,286
Gain (Loss) on Disposal of Tangible Capital Assets	117,200	120,200		120,200	
Amortization of Deferred Capital Revenue	1,623,368	1,623,368		1,623,368	1,512,465
<b>Total Revenue</b>	<b>2,863,601</b>	<b>2,862,401</b>	<b>2,731</b>	<b>2,865,132</b>	<b>2,635,584</b>
<b>Expenses</b>					
Operations and Maintenance	1,118,833	1,118,833		1,118,833	1,118,833
Amortization of Tangible Capital Assets					
Operations and Maintenance	1,641,194	1,641,192		1,641,192	1,569,581
Transportation and Housing	446,955	446,955		446,955	376,057
<b>Total Expense</b>	<b>3,206,982</b>	<b>3,206,980</b>	<b>-</b>	<b>3,206,980</b>	<b>3,064,471</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(343,381)</b>	<b>(344,579)</b>	<b>2,731</b>	<b>(341,848)</b>	<b>(428,887)</b>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	741,000	739,487		739,487	1,119,862
<b>Total Net Transfers</b>	<b>741,000</b>	<b>739,487</b>	<b>-</b>	<b>739,487</b>	<b>1,119,862</b>
<b>Other Adjustments to Fund Balances</b>					
District Portion of Proceeds on Disposal		(120,202)	120,202	-	
<b>Total Other Adjustments to Fund Balances</b>		<b>(120,202)</b>	<b>120,202</b>	<b>-</b>	
<b>Total Capital Surplus (Deficit) for the year</b>	<b>397,619</b>	<b>274,706</b>	<b>122,933</b>	<b>397,639</b>	<b>690,975</b>
<b>Capital Surplus (Deficit), beginning of year</b>		<b>11,225,070</b>	<b>281,099</b>	<b>11,506,169</b>	<b>10,815,194</b>
<b>Capital Surplus (Deficit), end of year</b>		<b>11,499,776</b>	<b>404,032</b>	<b>11,903,808</b>	<b>11,506,169</b>

# School District No. 59 (Peace River South)

Schedule 4A (Unaudited)

Tangible Capital Assets  
Year Ended June 30, 2021

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
<b>Cost, beginning of year</b>	\$ 5,244,779	\$ 75,887,892	\$ 2,282,166	\$ 4,469,551	\$ 6,006	\$ 40,086	\$ <b>87,930,480</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,547,585		421,632			<b>1,969,217</b>
Operating Fund		500,269	154,474	61,514		23,230	<b>739,487</b>
	-	2,047,854	154,474	483,146	-	23,230	<b>2,708,704</b>
Decrease:							
Disposed of	2	995,016					<b>995,018</b>
Deemed Disposals			247,970	468,100		40,086	<b>756,156</b>
	2	995,016	247,970	468,100	-	40,086	<b>1,751,174</b>
<b>Cost, end of year</b>	5,244,777	76,940,730	2,188,670	4,484,597	6,006	23,230	<b>88,888,010</b>
<b>Work in Progress, end of year</b>		92,969					<b>92,969</b>
<b>Cost and Work in Progress, end of year</b>	5,244,777	77,033,699	2,188,670	4,484,597	6,006	23,230	<b>88,980,979</b>
<b>Accumulated Amortization, beginning of year</b>		46,329,692	1,069,529	1,956,619	1,201	32,071	<b>49,389,112</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		1,403,759	228,217	446,955	1,201	8,015	<b>2,088,147</b>
Decrease:							
Disposed of		995,016					<b>995,016</b>
Deemed Disposals			247,970	468,100		40,086	<b>756,156</b>
		995,016	247,970	468,100	-	40,086	<b>1,751,172</b>
<b>Accumulated Amortization, end of year</b>		46,738,435	1,049,776	1,935,474	2,402	-	<b>49,726,087</b>
<b>Tangible Capital Assets - Net</b>	<b>5,244,777</b>	<b>30,295,264</b>	<b>1,138,894</b>	<b>2,549,123</b>	<b>3,604</b>	<b>23,230</b>	<b>39,254,892</b>

# School District No. 59 (Peace River South)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2021

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
<b>Work in Progress, beginning of year</b>	\$	\$	\$	\$	\$ -
<b>Changes for the Year</b>					
Increase:					
Deferred Capital Revenue - Other	92,969				92,969
	92,969	-	-	-	92,969
<b>Net Changes for the Year</b>	92,969	-	-	-	92,969
<b>Work in Progress, end of year</b>	92,969	-	-	-	92,969

# School District No. 59 (Peace River South)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
<b>Deferred Capital Revenue, beginning of year</b>	\$ 25,690,143	\$ 561,418	\$ 1,064,739	\$ 27,316,300
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,969,217			1,969,217
	<u>1,969,217</u>	-	-	<u>1,969,217</u>
Decrease:				
Amortization of Deferred Capital Revenue	1,550,157	27,544	45,667	1,623,368
	<u>1,550,157</u>	<u>27,544</u>	<u>45,667</u>	<u>1,623,368</u>
<b>Net Changes for the Year</b>	<u>419,060</u>	<u>(27,544)</u>	<u>(45,667)</u>	<u>345,849</u>
<b>Deferred Capital Revenue, end of year</b>	<u>26,109,203</u>	<u>533,874</u>	<u>1,019,072</u>	<u>27,662,149</u>
<b>Work in Progress, beginning of year</b>				-
<b>Changes for the Year</b>				
Increase				
Transferred from Deferred Revenue - Work in Progress		92,969		92,969
	-	<u>92,969</u>	-	<u>92,969</u>
<b>Net Changes for the Year</b>	-	<u>92,969</u>	-	<u>92,969</u>
<b>Work in Progress, end of year</b>	-	<u>92,969</u>	-	<u>92,969</u>
<b>Total Deferred Capital Revenue, end of year</b>	<u>26,109,203</u>	<u>626,843</u>	<u>1,019,072</u>	<u>27,755,118</u>

# School District No. 59 (Peace River South)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
<b>Balance, beginning of year</b>	\$	\$ 164,046	\$	\$	\$	\$ 164,046
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education	3,088,050					3,088,050
Provincial Grants - Other			20,200			20,200
Investment Income		3,026				3,026
MEd Restricted Portion of Proceeds on Disposal		351,606				351,606
	3,088,050	354,632	20,200	-	-	3,462,882
Decrease:						
Transferred to DCR - Capital Additions	1,969,217					1,969,217
Transferred to DCR - Work in Progress		92,969				92,969
Facility Improvements Not Capitalized	1,118,833					1,118,833
	3,088,050	92,969	-	-	-	3,181,019
<b>Net Changes for the Year</b>	-	261,663	20,200	-	-	281,863
<b>Balance, end of year</b>	-	425,709	20,200	-	-	445,909



**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

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September 22, 2021

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

Dear Board of Education

We are pleased to inform you that the audit of the School District No. 59 (Peace River South) is now complete for the year ending June 30, 2021. Canadian auditing standards require that we communicate the following information with you in relation to your audit.

**Evaluation of Internal Controls**

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 importance to merit being reported to those charged with governance.

We found the system of internal controls was functioning adequately and therefore we have no issues to bring to your attention at this time.

**Significant Accounting Principles**

Management is responsible for the appropriate selection and application of accounting policies. Our role is to review the appropriateness and application as part of our audit. The accounting policies used by the School District No. 59 are described in Note 2, Summary of Significant Accounting Policies, in the financial statements.

**Misstatements**

We have attached the Schedule of Unadjusted Financial Statement Misstatements. These are uncorrected misstatements aggregated by us during the audit that were determined by management to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole.



Member, Chartered Professional Accountants of British Columbia and Alberta

\* Denotes Professional Corporations

### **Significant Unusual Transactions**

We are not aware of any significant or unusual transactions entered into by School District No. 59 (Peace River South) that you should be informed about.

### **Accounting Estimates**

Management is responsible for the accounting estimates included in the financial statements. Estimates and the related judgments and assumptions are based on management's knowledge of the business and past experience about current and future events.

Our responsibility as auditors is to obtain sufficient appropriate evidence to provide reasonable assurance that management's accounting estimates are reasonable within the context of the financial statements as a whole. An audit includes performing appropriate procedures to verify the:

- Calculation of accounting estimates;
- Analyzing of key factors such as underlying management assumptions;
- Materiality of estimates individually and in the aggregate in relation to the financial statements as a whole;
- Estimate's sensitivity to variation and deviation from historical patterns;
- Estimate's consistency with the entity's business plans; and
- Other audit evidence.

We have found management's accounting estimates are reasonable within the context of the financial statements as a whole.

### **Disagreements with Management**

We are required to communicate any disagreements with management, whether or not resolved, about matters that are individually or in aggregate significant to the School District's financial statements or auditor's report. Disagreements may arise over:

- Selection or application of accounting principles;
- Assumptions and related judgments for accounting estimates;
- Financial statement disclosures;
- Scope of the audit; or
- Wording of the auditor's report.

We are pleased to inform you that we had no disagreements with management during the course of our audit.

### **Consultation with Other Accountants (Second Opinions)**

Management may consult with other accountants about auditing and accounting matters to obtain a "second opinion". When an entity requests that another accountant provide a written report or oral advice on the application of accounting principles to a specific transaction or the type of opinion that may be rendered on the entity's financial statements, we are required to ensure that the accountant has ensured that the reporting accountant has knowledge of all facts and circumstances and has conducted the engagement in accordance with Canadian auditing standards on the Reports on the Application of Accounting Principles.

We are not aware of any consultations that have taken place with other accountants.

### **Issues Discussed**

The auditor generally discusses among other matters, the application of accounting principles and auditing standards, and fees, etc. with management in the initial or recurring appointment of the auditor during the normal course of business. There were no major issues discussed during our audit with regards to our retention that were not in the normal course of business.

### **Difficulties Encountered During the Audit**

We encountered no significant difficulties during our audit that should be brought to the attention of the Board of Education.

We would like to thank Melissa Panoulias, Lauralee Cooper and the staff at School District No. 59 (Peace River South) for their assistance in completing the audit.

Should any member of the Board of Education wish to discuss or review any matter addressed in this letter or any other matters related to financial reporting, please do not hesitate to contact me at any time.

Yours very truly  
SANDER ROSE BONE GRINDLE LLP  
CHARTERED PROFESSIONAL ACCOUNTANTS



Jaron Neufeld  
B. Comm., CPA, CA

JJN:jns

cc: Melissa Panoulias, CPA, CA  
Secretary Treasurer

School District No. 59 (Peace River South)  
 Schedule of Unadjusted Financial Statement Misstatements  
 June 30, 2021

Asset/Liability/Equity A/L/E	Description	Statement of Financial Position effect of misstatement over (under)		Statement of Operations effect of misstatement over (under)
		Asset	Liability	
	Carryforward misstatement	-	-	(12,326.00)
		-	-	(12,326.00)

**Conclusion:** In our opinion, the effects of not recording the above identified financial statement misstatements are, both individually and in aggregate, immaterial to the financial statements of School District No. 59 (Peace River South) taken as a whole.

Sander Rose Bone Grindle LLP, per

*[Signature]*

Date 9/2/21

School District No. 59 (Peace River South), per

*[Signature]*

Date Sept 8/2021



# FINANCIAL STATEMENT DISCUSSION & ANALYSIS

For the year ended June 30, 2021



*School District 59 ~ Peace River South*

School District  
No. 59 Peace  
River South



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## Introduction

The following is a discussion and analysis of the School District’s financial performance for the fiscal year ended June 30, 2021. It is based on currently known facts, decisions, and conditions. This report should be read in conjunction with the District’s financial statements for the same period.

The purpose of a Financial Statement Discussion and Analysis is to provide an explanation of the information included in the Financial Statements and the trends and factors that influence them. The goal is to increase the reader’s understanding of the Financial Statements.

## The School District

School District No. 59 (Peace River South) has approximately 3,600 students and serves the communities of Chetwynd, Dawson Creek, and Tumbler Ridge. The district has 15 elementary schools and three high schools.

The governing body of the School District is a Board of Education of seven trustees who are each elected for a four-year term. The day-to-day matters are managed by the administrative staff of the School District, headed by the Superintendent of Schools.

### Our Mission

To embrace, inspire, and value learning, meaningful communication, and integrity for each individual and for the communities we serve.

### Strategic Plan

The 2020-2024 Strategic Plan identifies three areas of focus, each area has identified goals.

1. Equity
2. Foundational Skills and Core Competencies
3. Sustainable use of our resources

The Strategic Plan serves as a foundation for the senior administration to develop operational initiatives to meet the goals of each priority in the over-arching plan. Targets and fiscal responsibility (if required) are attached to each initiative and reviewed on an ongoing basis.





## Composition of Financial Statements

The financial statements are prepared using fund accounting, they are a consolidation of three separate funds (operating, special purpose and capital). Financial performance is difficult to ascertain in the audited statements as the three funds are all combined. Financial details of each fund are reported in the supplementary schedules that follow the notes of the financial statements.

### Key Audited Statements

1. Statement of Financial Position (Statement 1) summarizes financial assets, liabilities and accumulated surplus as at June 30, 2021.
2. Statement of Operations (Statement 2) summarizes revenues received and expenses incurred between July 1, 2020 and June 30, 2021.

### Schedule 2 – Operating Fund

The Operating Fund accounts for the district's daily operating transactions. Annual and accumulated surplus within the operating fund are an important indication of financial health. School districts are unable to incur an accumulated deficit position. When the district has an available accumulated surplus balance, those funds are available to use for future expenses and to reduce the financial risk of unforeseen circumstances.

The operating fund is where most of the district's operations are reported; therefore, considerable focus and analysis of the operating fund has been provided.

### Schedule 3 – Special Purpose Funds

Special Purpose Funds are funds that are restricted for a specific purpose. These funds do not result in an accumulated surplus position but instead are accounted as deferred revenue (deferral method). This is because revenue is only recognized as related expenses are incurred. If expenses for a program within a Special Purpose Fund exceed the revenues received the deficit must be transferred to the operating or capital fund depending on the nature of the expenditure.

### Schedule 4 – Capital Fund

The Capital Fund reports investments in and financial activities related to tangible capital assets, including land, buildings, furniture, computers and equipment. Capital contributions are accounted for using the deferral method. Recognition of the capital funding revenue is spread out over the life of the related capital asset to match the amortization expense. Therefore, capital fund revenues reflected in the financial statements are not a reflection of actual funding received in a year.

## District Enrollment

Until the 2016/17 school year, the District had been in a steady enrollment decline for over 10 years. From 2016/17 the District has seen modest increases up to the 2019/20 school year. The global COVID-19 pandemic that was declared in March 2020 impacted enrollment for the 2020/21 school year.





For families that were not comfortable returning to face-to-face instruction for the 2020/21 school year, a transitional program was offered where students were provided with a distance learning (DL) education but enrolled in their school and therefore eligible to transition back to face-to-face when and if their comfort level increased. Some families did choose to enroll in a home-schooling program and this would be contributing in part to the enrollment decline.

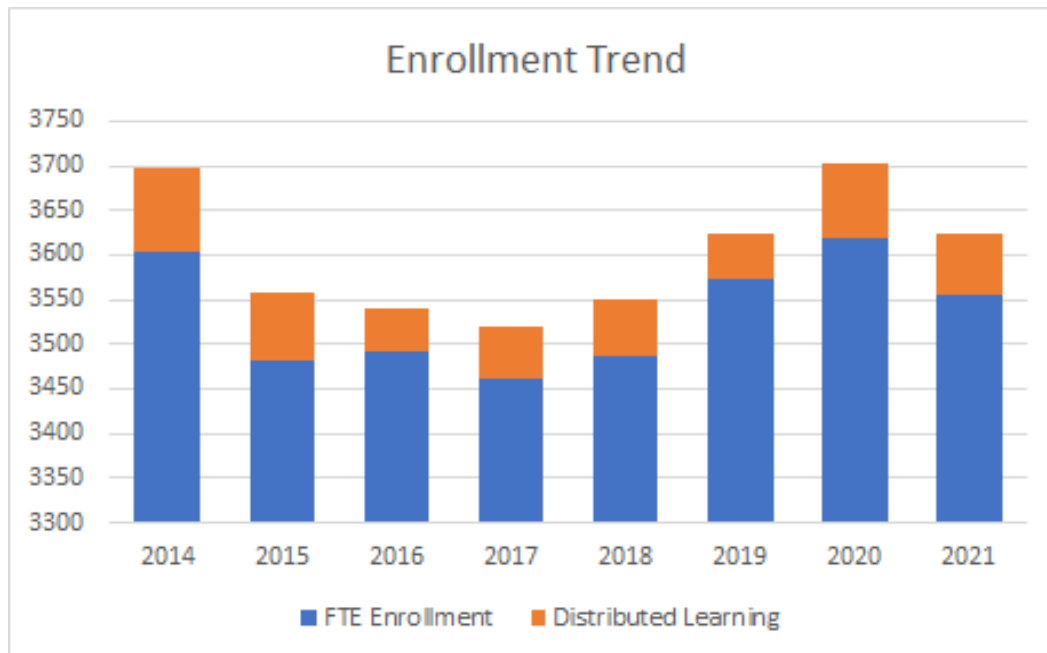
	2020/2021 Actual	2020/2021 Prelim Budget	2019/2020 Actual	Variance to Budget	% Change to Budget	Variance to 2019/2020	% Change to Prior Year
Standard School	3554.4375	3623	3618.5625	-68.5625	-1.89%	-64.125	-1.77%
DL	69.75	65	84.9375	4.75	7.31%	-15.1875	-17.88%
<b>Total FTE</b>	<b>3624.1875</b>	<b>3688</b>	<b>3703.5</b>	<b>-63.8125</b>		<b>-79.3125</b>	

Variance to Budget

Preliminary enrollment for the 2020/21 school year were submitted in February 2020 when the impacts of the pandemic on enrollment were not easily known.

Variance to 2019/2020

Because of the pandemic, the Ministry of Education honoured the May DL count for the 2019/20 school year. This contributed to the above normal FTE of 84.9375 in the 2019/20 school and the resulting large variance to the prior year of -15.1875.





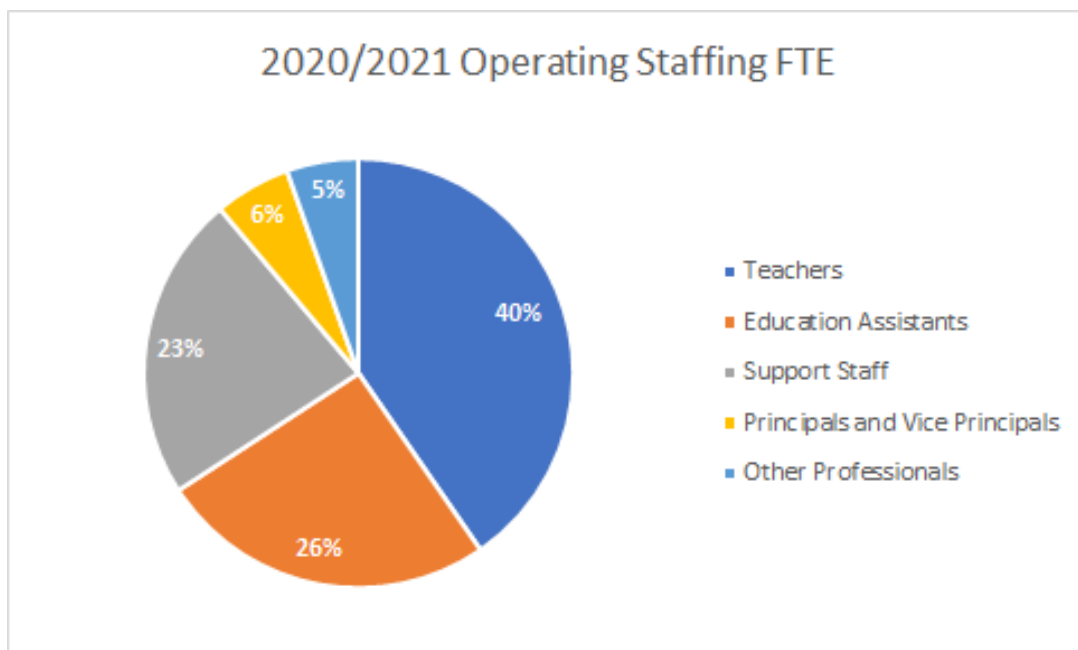
## Employees

Salaries are the highest operational expense of the School District (85%). The table summarizes the number of employees for the last two school years.

	2020/2021	2019/2020	Variance	% Change
Teachers	188.357	189.941	-1.584	-0.83%
Education Assistants	118.739	105.803	12.936	12.23%
Support Staff	107.390	109.948	-2.558	-2.33%
Principals and Vice Principa	26.766	28.990	-2.224	-7.67%
Other Professionals	25.219	25.421	-0.202	-0.79%
<b>Total Staffing</b>	<b>466.471</b>	<b>460.103</b>	<b>6.368</b>	

The decrease in teachers of 1.584 FTE is reasonable given the decrease of 64.125 student enrollment as compared to the prior year.

The increase in education assistants as compared to the prior year was required to support the additional 38 students that qualify for supplement funding for unique needs. This is a trend that continues from the prior year that showed an increase in 18.29 FTE of educational assistants in comparison to 2018/2019.





## Local Education Agreements

During the 2020/21 school year, the District signed two Local Education Agreements (LEA) with two First Nations within the district, Saluteau First Nation and West Moberly First Nation. Work on the LEAs began in 2019 and they were submitted by the First Nation to the federal government in 2020. If a LEA is in place between a First Nation and a school district, the tuition or funding for any student living on Reserve is paid from the federal government directly to the First Nation, as opposed to flowing through the Ministry of Education. The district is then eligible to bill the First Nation tuition for the students they are providing an educational service for. The tuition rate is set by the Ministry of Education.

This practice of receiving tuition from the First Nations is new to the district and is reflected in the June 30, 2021 balances. At amended budget time, the District was unsure if the agreements would take effect and therefore were not considered. The billing and payment of tuition is just one part of the LEAs that the district has with the First Nations.

## Statement of Financial Position

The Statement of Financial Position presents an entity's financial assets and liabilities at a point in time. This statement provides two key performance measures of the District's ability to finance its operations and provide future service; Net Financial Asset (Net Debt) and Accumulated Surplus (Deficit).

### Net Financial Asset (Debt)

Net Debt is a term unique to public sector financial reporting. It is the difference between a district's financial assets and liabilities at a point in time. This measure provides readers with important information regarding the district's requirement to generate future revenues to fund past services and transactions.

School districts will show a Net Financial Debt position due to funding, primarily provided by the Ministry of Education, to support capital projects. This balance is reported under the title "Deferred Capital Revenue." Differently from a true liability, these funds do not have to be repaid and are decreased over time. If the Deferred Capital Revenue balance was eliminated from consideration, the District would be in a Net Financial Asset position.

### Accumulated Surplus (Deficit)

The Accumulated Surplus (Deficit) represents the net recognized economic resources (all assets and liabilities) of a district at the date of the financial statements. This measure provides the new economic position of a district from all year's operations at a point in time.

The District was in an Accumulated Surplus position as at June 30, 2021.



	June 30, 2021	June 30, 2020	Increase	Increase
	Actual	Actual	(Decrease)	(Decrease)
	\$	\$	\$	%
<b>Financial Assets</b>				
Cash & Cash Equivalents	16,507,366	12,567,585	3,939,781	31%
Accounts Receivable				
Due from Province - Ministry of Education	529,842	178,048	351,794	198%
Other	228,252	207,291	20,961	10%
<b>Total Financial Assets</b>	<b>17,265,460</b>	<b>12,952,924</b>	<b>4,312,536</b>	<b>33%</b>
<b>Liabilities</b>				
Accounts Payable and Accrued Liabilities				
Due to Province - Ministry of Education	1,204,445	-	1,204,445	-
Other	4,350,943	3,507,631	843,312	24%
Unearned Revenue	85,452	96,331	(10,879)	-11%
Deferred Revenue	1,292,380	1,024,704	267,676	26%
Deferred Capital Revenue	28,201,027	27,480,346	720,681	3%
Employee Future Benefits	967,480	907,677	59,803	7%
<b>Total Liabilities</b>	<b>36,101,727</b>	<b>33,016,689</b>	<b>3,085,038</b>	<b>9%</b>
<b>Net Financial Assets (Debt)</b>	<b>(18,836,267)</b>	<b>(20,063,765)</b>	<b>1,227,498</b>	<b>-6%</b>
<b>Non - Financial Assets</b>				
Tangible Capital Assets	39,254,892	38,541,368	713,524	2%
Prepaid Expenses	74,664	167,229	- 92,565	-55%
<b>Total Non-Financial Assets</b>	<b>39,329,556</b>	<b>38,708,597</b>	<b>620,959</b>	<b>2%</b>
<b>Accumulated Surplus (Deficit)</b>	<b>20,493,289</b>	<b>18,644,832</b>	<b>1,848,457</b>	<b>10%</b>

### Assets

Cash & Cash Equivalents has increased, this is in part due to the current year surplus but also the variability of timing of when invoices are received by the District. The Due from Province – Ministry of Education increased due to the increased amount of the capital bylaw accrued at year end. This is funding that has been spent on ministry supported capital projects in which the District had not been reimbursed for by June 30, 2021. Other Accounts Receivable are amounts owed to the District and primarily consist of GST rebates and reimbursements from the PRSTA (Peace River South Teachers' Association).



## Liabilities

The amount under Due to Province – Ministry of Education is as a result of the LEA adjustment for the 2020/21 school year occurring after year-end, this is a process to reconcile students funded by the province and those funded by the First Nation. Given 2020/21 was the first year of the LEA for the District, all students were funded by the Ministry of Education based on the September enrollment count. This resulted in the District being over-funded when the funding was also received from the First Nations, therefore the District was required to reimburse the Ministry of Education. The expectation going forward is the LEA adjustment will occur before year-end and will be for a much smaller amount as the Ministry of Education will withhold funding based on an estimate of those that will be funded by the First Nation.

Other Accounts Payable is comprised of amounts the District owes and primarily consist of salaries and benefits payable and accrued vacation pay. Deferred Revenue refers to unused funds from the Special Purpose Funds. The majority of this balance consists of school generated funds and the Annual Facilities Grant. Deferred Capital Revenue relates to funding provided by the Ministry of Education for capital projects and is decreased as the tangible capital assets are amortized. Accrued Employee Future Benefits (liabilities) is actuarially calculated annually and includes vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits.

## Non-Financial Assets

Tangible Capital Assets reflect the unamortized cost of land, buildings, furniture, computers and equipment. Prepaid Expenses are a result of making advance payments for a good or service that will be received in the future; a common occurrence for the district is insurance premiums that are paid in advance.

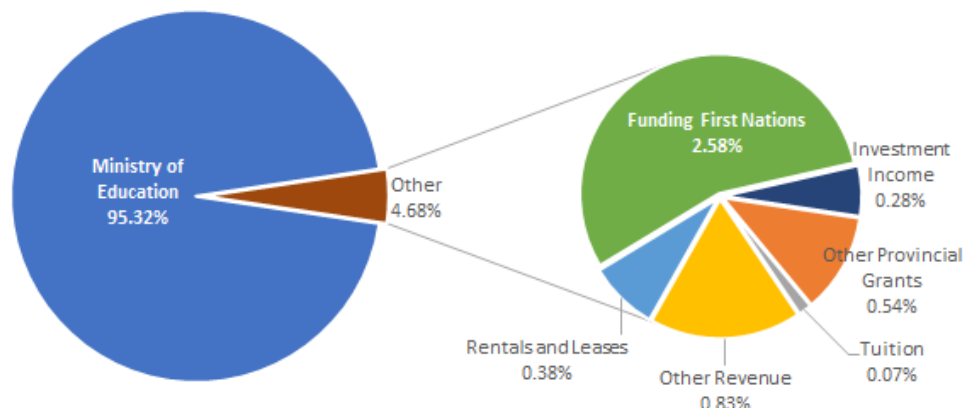


## Operating Fund – Schedule 2

	2020/2021 Actual	2020/2021 Budget	2019/2020 Actual	Variance to Budget	Variance to 2019/2020
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education	44,490,530	45,510,423	44,345,626	(1,019,893)	144,904
Other	253,432	250,084	260,602	3,348	(7,170)
Tuition	34,503	34,503	22,128	-	12,375
Other Revenue	1,591,348	344,500	694,790	1,246,848	896,558
Rentals and Leases	178,528	176,000	226,339	2,528	(47,811)
Investment Income	128,510	120,000	191,996	8,510	(63,486)
<b>Total Revenue</b>	<b>46,676,851</b>	<b>46,435,510</b>	<b>45,741,481</b>	<b>241,341</b>	<b>935,370</b>
<b>Expenses</b>					
Instruction	32,987,074	34,546,258	31,953,499	(1,559,184)	1,033,575
District Administration	1,930,031	1,937,815	2,011,577	(7,784)	(81,546)
Operations and Maintenance	6,286,848	6,850,197	6,829,921	(563,349)	(543,073)
Transportation and Housing	3,282,593	3,466,480	3,084,571	(183,887)	198,022
<b>Total Expense</b>	<b>44,486,546</b>	<b>46,800,750</b>	<b>43,879,568</b>	<b>(2,314,204)</b>	<b>606,978</b>
<b>Operating Surplus (Deficit)</b>	<b>2,190,305</b>	<b>(365,240)</b>	<b>1,861,913</b>	<b>2,555,545</b>	<b>328,392</b>
Budget Appropriation of Surplus		1,106,240			
Net Transfers from other funds					
Tangible Capital Assets Purchased	- 739,487	- 741,000	- 1,119,862	1,513	380,375
<b>Total Operating Surplus</b>	<b>1,450,818</b>	<b>-</b>	<b>742,051</b>	<b>2,557,058</b>	<b>708,767</b>

### Revenues

Total operating revenues for the District were \$46.7 million for the 2020/21 school year. The Ministry of Education funding makes up 95% of total operating revenue for the school district, this means the District is heavily reliant on the Base Operating Grant, which is calculated mainly on student enrollments.



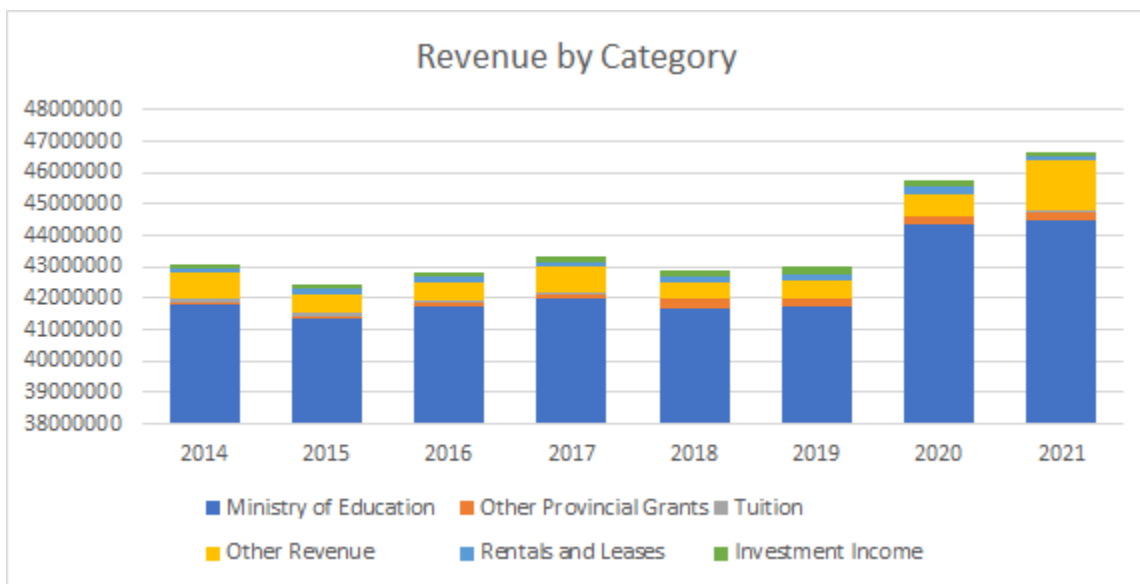


Revenues - Variance to Budget

Total Variance to Budget was an increase of \$241,341. The Ministry of Education Grant was reduced as a result of the LEA, but it was directly offset by the same amount to Other Revenue. The \$241,341 variance was mainly due to an increase in February and May DL counts (\$42,000), Holdback Allocation (\$142,000), and Miscellaneous Income (\$50,000).

Revenues - Variance to Prior Year

Total Variance to Prior Year was an increase of \$935,370. The Ministry of Education grant for the 2020/21 school year increased by \$1.1 million even though enrollment decreased, this is due to collective agreement increases being funded through the grant.



Expenses

85.3% of the School District’s expenses are related to salaries and benefits, most salaries (50%) are paid to teachers. The remaining 14.7% of operating expenses are related to supplies and services including professional development, student transportation, utilities, and insurance.

Expenses - Variance to Budget

Operating expenses as compared to budget were down \$2.3 million (4.94%).

**Instruction was underbudget by \$1,559,184**

The positive variance can be broken down to the following:

School Surpluses	688,000
District 100 account	558,000
District Level Budget	313,000
	<u>\$1,559,000</u>



Of the \$688,000 of School Surpluses, the majority is related to professional staff (\$189,000), support staff (\$380,000) and supplies and services (\$135,000). The District experienced great difficulty recruiting for some positions during the 2020/21. It is always the District's goal to be fully staffed but when that doesn't occur savings are often a result.

The District 100 account was \$558,000 underbudget. The District 100 account cumulates the difference between the average costs and actual wages, given the balance was a negative balance the average costs was higher than the actual wages. The average costs do include a sub component. Part of this variance would be a reduction in the average teacher cost for the District as compared to the provincial average, (\$84 less in 2019/20, \$935 less in 2020/21), plus the decreased subs that were charged in the 2020/21 school year. A variance of \$558,000 is 2% of that total \$28 million of salaries and benefits that flow through this account

The District Level Budget variance of \$313,000 can be broken down as follows:

District Planning Committee	22,000
Service Improvement Allocation	27,000
Indigenous Education	93,000
Literacy	18,000
Visually Impaired	29,000
Technology Budget	52,000
Numeracy	33,000
Employee Future Benefits	32,000
Miscellaneous	7,000
	<u>\$ 313,000</u>

### **Operation and Maintenance was underbudget by \$563,349**

Total salaries and benefits were underbudget by \$185,789. There were many leaves this year in the department that were not replaced. Supplies and services were underbudget by \$219,000, in part due to some planned projects not proceeding due to respecting the space in the school during a pandemic and the decreased flexibility to share or move space. Utilities were underbudget by \$158,000, mainly due to water & sewer, garbage, carbon offsets and the digital services recovery charge. The District is seeing significant savings in garbage service since the contract was re-tendered.

### **Transportation was underbudget by \$183,887**

Given the shortage of spare bus drivers, the District did have an increased number of cancelled runs in the 2020/21 school year. Wages in the transportation department were underbudget by \$21,000, which could be attributed to cancelled runs when no replacement driver was available. Benefits was under budget by \$68,000. This is due to many employees not enrolling in certain benefit plans. The trend in benefits within the transportation department has continued for many years; therefore, to reduce this trend the budgeted benefit rate has been reduced by 5% within the transportation



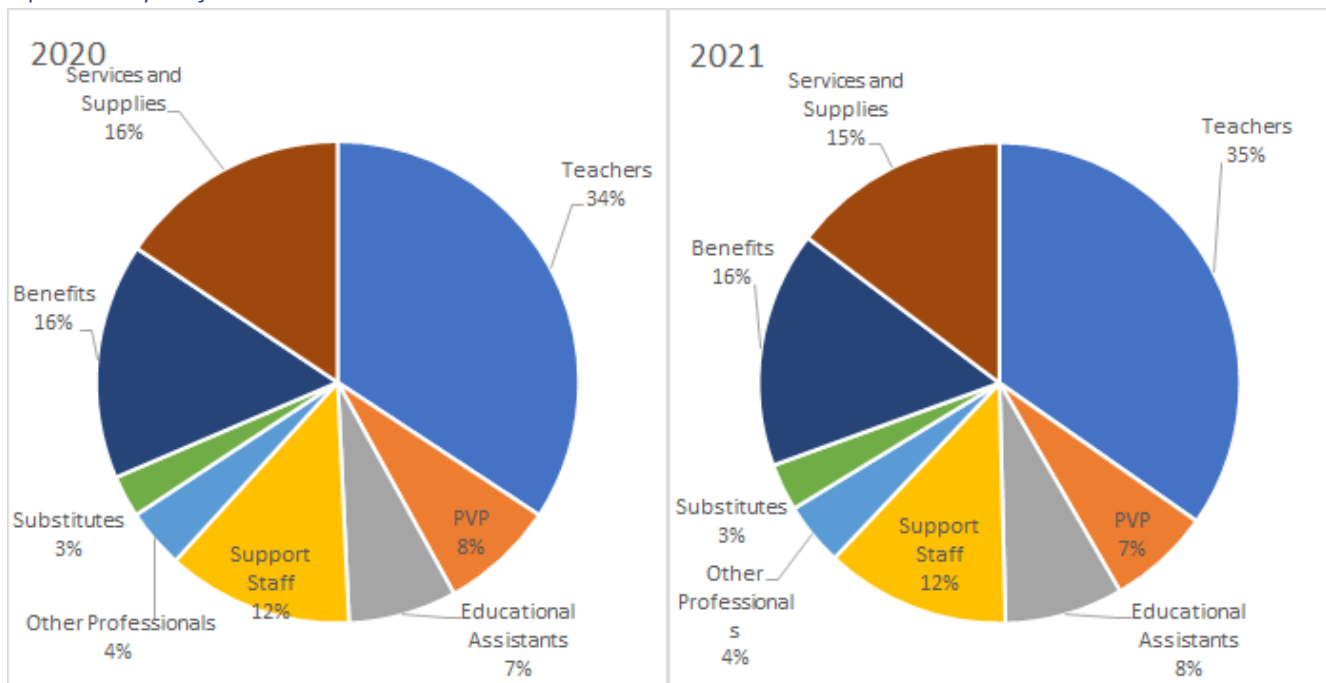


department for the 2021/22 preliminary budget. Fuel was underbudget by \$80,000, which can also be attributed savings in fuel due to cancelled runs; as well, the transportation department is seeing the benefit from the newer more fuel-efficient busses.

Expenses - Variance to Prior Year

Overall operating expenses are up 1.38% as compared to the previous year. Although enrollment was down in regular funding, the amount of funding for students with diversabilities was increased. Collective agreement increases of 2% to unionized staff would also contribute to the increase.

Expenses by Object

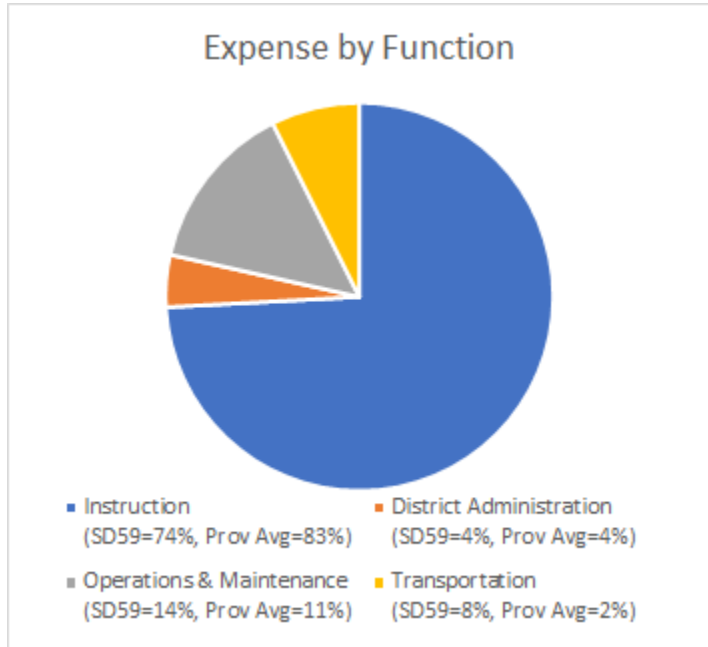




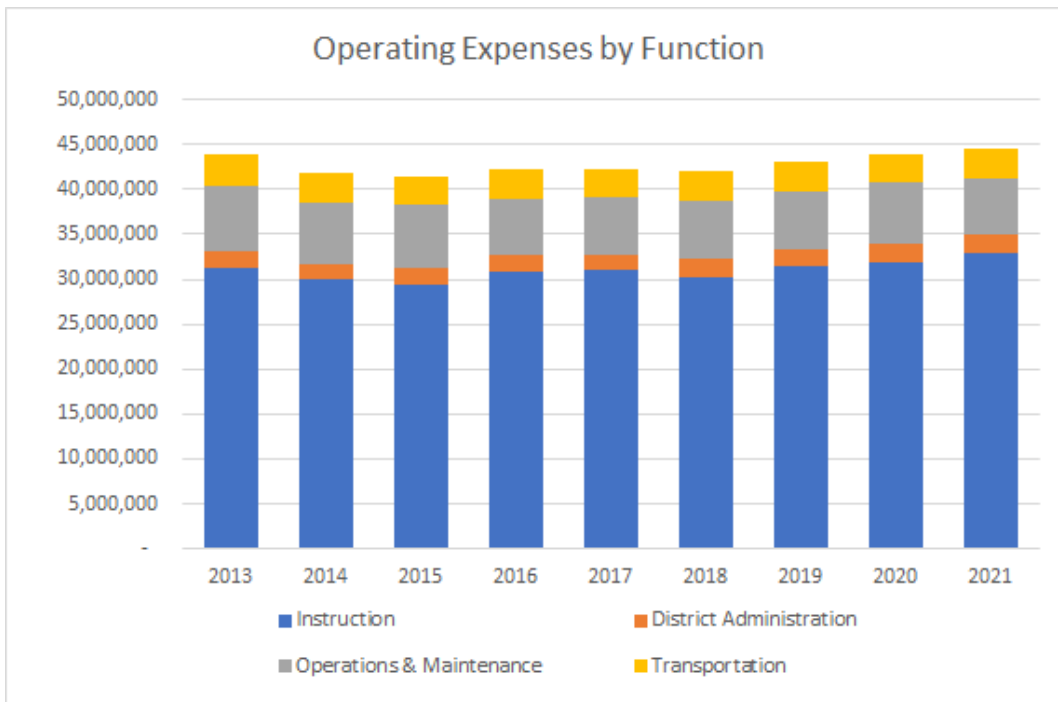
Expenses by Function

The four functions are described below:

- **Instruction** function includes expenses related to the instruction of students.
- **District Administration** function included expenses related to district governance and district administration of education, business and human resources.
- **Operations and Maintenance** function includes expenses related to the operation, maintenance and safety of buildings and equipment.
- **Transportation** function included expenses involved with the transportation of students.



The percentages per function have remained steady over the last nine years.





## Surplus

The school district ended the 2020/21 fiscal year with an operating surplus of \$1,450,818. The Amended 2020/21 Budget had draws from operating reserves of \$1,106,240. This was a planned reduction of reserves to support board approved initiatives. This support was not required from reserves given the surplus position as at June 30, 2021.

There are certain balances within this years Total Operating Surplus that are restricted for a specific use, it is therefore important to isolate those balances to consider what surplus is as a result of the day-to-day operations. After isolating restricted funds and School Surpluses from the Total Operating Surplus, the district-based portion was \$710,452.

<b>Total Operating Surplus</b>	<b>1,450,818</b>
Indigenous Education underspend	93,417
Holdback Funding	141,969
Service Improvement Allocation - BCGEU	27,428
School Surpluses	477,552
<b>District Based portion of Operating Surplus</b>	<b>\$ 710,452</b>

The planned initiatives that were being funded from reserves are detailed below.

### Budgeted Surplus Appropriation

CSS Renovation	500,000
Succession Planning - VP Support	16,000
Indigenous Education underspend	106,431
School Surpluses	483,809
<b>District Based portion of Operating Surplus</b>	<b>\$1,106,240</b>

The Board of Education approved the allocation of \$516,000 from unrestricted reserves to support the final phase of the CSS renovation and an additional administration position for succession planning during the 2020/21 school year. These initiatives were able to be funded from the current year operating budget and therefore the actual district surplus would be considered to be \$1.2 million (\$710,452 + \$516,000).

Although school surpluses are treated as a restricted surplus, there is no guarantee that schools would continue to carry-forward 100% of these funds. The Secretary Treasures has authority to monitor and limit these balances when necessary.



## Accumulated Operating Reserves

Policy 5010 Accumulated Operating Surplus states that the Board of Education is responsible for ensuring the District is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact the education of students. The accumulated operating surplus serves as a contingency reserve for the risk's associated with unexpected increases in expenses and /or decreases in revenues related to major emergent operating issues, one-time costs and intermittent projects. Regulation 5010 states the Board of Education will attempt to maintain an unrestricted operating fund balance of 5% of annual operating expenses.

As at June 30, 2021, the district had \$8,589,481 in operating surplus, of which \$2,058,880 is restricted for specific purposes and \$6,530,601 is unrestricted. Restricted reserve funds are held for an intended purpose.

The breakdown of the restricted operating surplus is as follows:

School Surpluses	477,553
Service Improvement Allocation - BCGEU	27,428
Indigenous Education	93,417
Holdback Funding	141,969
Strategic Plan Initiatives	485,000
Pouce Coupe Expansion	833,513
	<u>\$2,058,880</u>

An unrestricted accumulated Operating Surplus of \$6,530,601 is 15% of the 2020/21 annual operating expenses. This is well above the policy requirement.

	2015	2016	2017	2018	2019	2020	2021
Internally Restricted	3,106,063	2,610,153	3,157,953	5,410,944	2,570,088	1,256,241	2,058,880
Unrestricted	2,570,751	3,340,685	3,494,435	1,566,321	3,826,524	5,882,422	6,530,601
<b>Total Operating Surplus</b>	<b>\$5,676,814</b>	<b>\$5,950,838</b>	<b>\$6,652,388</b>	<b>\$6,977,265</b>	<b>\$6,396,612</b>	<b>\$7,138,663</b>	<b>\$8,589,481</b>
<b>Unrestricted Surplus as a % of annual operating expenses</b>	<b>6%</b>	<b>8%</b>	<b>8%</b>	<b>4%</b>	<b>9%</b>	<b>13%</b>	<b>15%</b>

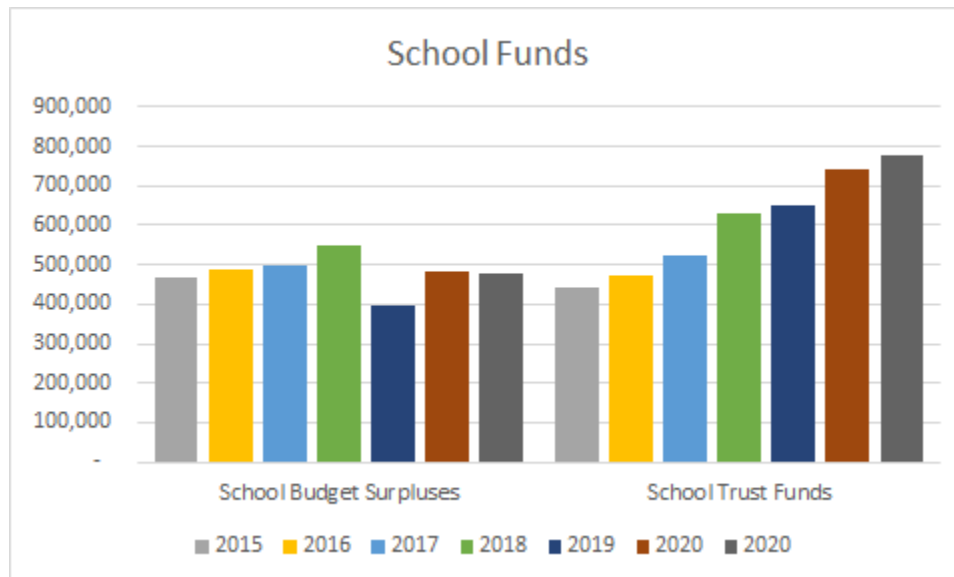


### School Funds

The District practices school-based budgeting which allows schools that end the year in a surplus position to carry forward any balances. These balances are restricted at year-end and then pulled out of reserves at the beginning of each school year for the schools to apply to their new budget. For the last three years, school surpluses greater than 2.5-3% of budget were restricted. This was done to stop the trend of increasing surpluses that was occurring. This year the limitation of 2.5-3% of budget resulted in a decrease of \$210,041 (\$186,183 2019/20) in the school surpluses.

	2015	2016	2017	2018	2019	2020	2020
School Budget Surpluses	470,017	487,068	495,812	547,282	395,250	483,810	477,553
School Trust Funds	440,133	472,120	524,221	630,905	648,912	742,970	775,774
School Funds Total	\$ 910,150	\$ 959,188	\$ 1,020,033	\$ 1,178,187	\$ 1,044,162	\$ 1,226,780	\$ 1,253,327

The graph below includes school trust funds which are funds that are held by the schools in independent bank accounts. The school trust funds are tracked and maintained by the school administrator and secretary. Most of these funds would exist for a specific purpose (field trips, grad fundraising, hot lunch programs, yearbook sales, etc.). The school trust funds are tracked within a special purpose fund and are not part of the operating reserve.





### Special Purpose Fund – Schedule 3

The Special Purpose Funds (SPF) are utilized to track funding for designated purposes. The balances can often be deferred to subsequent years for the intended purpose. Some of the funds require ministry approval to carry forward and other funds that carry a surplus at the end of the year reduce the funding allocated in the next fiscal year.

The following table summarizes the transactions for the year.

	Opening	Revenue	Expense	Closing June 30, 2020
<b>Ministry of Education Grants</b>				
Annual Facility Grant	88,125	285,735	(21,282)	352,578
Learning Improvement Fund	12,172	157,452	(169,624)	-
StrongStart	20,605	192,000	(212,605)	-
Ready Set Learn	4,151	36,750	(40,901)	-
French Language	21,737	94,708	(90,063)	26,382
Community Links	7,519	374,489	(382,008)	-
Mental Health in Schools	14,592	55,000	(62,840)	6,752
First Nation Student Transportation	17,760	12,929	(132)	30,557
Classroom Enhancement Fund	17,053	3,310,181	(3,291,216)	36,018
Safe Return to School Grant	-	313,770	(313,770)	-
Federal Safe Return to Class Fund	-	1,363,984	(1,363,984)	-
<b>Other Special Purpose Funds</b>				
School Generated Funds	742,971	639,942	(607,138)	775,775
Early Learning Funds	53,828	4,299	(5,400)	52,727
Career Grants	24,191	7,500	(20,100)	11,591
<b>Total</b>	<b>1,024,704</b>	<b>6,848,739</b>	<b>(6,581,063)</b>	<b>1,292,380</b>

The Annual Facility Grant (AFG) is split between a capital allocation of \$1,118,833 and an operating portion of \$285,735, the operating portion is tracked with the SPF. During the 2020/21, 100% of the capital portion was spent but the majority of the operating portion will be requested to be carried forward. The request to carry-forward an AFG balance has never been denied in the past.

The District was able to receive an additional \$12,929 in the current year to support extracurricular travel for First Nations living on reserve. Given the pandemic, many activities did not proceed as normal. The District is currently finalizing plans to provide a late bus from Chetwynd Senior Secondary School to both West Moberly First Nation and Sauleau First Nation for the 2021/22 school year, the schedule is yet to be determined. The goal of providing a later bus is that students will be able to



participate in after school events and activities (i.e.: homework club and school sports) and still be able to have transportation home at the end of the day.

The unspent Classroom Enhancement Fund balance of \$36,018 is not able to be carried forward and next years allocation will be reduced by that amount. This allocation was specific to covering remedies and therefore the amount budgeted was more than what was required.

The Safe Return to School Grant and the Federal Safe Return to Class fund were two new funds to support education and health and safety during the pandemic. The funds were used to:

- Provide PPE to staff and students, this included masks, plexiglass, face shields, gloves etc.
- Support a transitional DL program where students could receive non-face-to-face instructions while still being connected to their area school
- Additional day time cleaning and cleaning supplies
- Hand sanitizer
- Ventilation upgrade at Moberly Lake Elementary
- Installing additional water bottle fill stations in schools
- Portable sinks for the portables within the district
- Additional classroom sinks at Ecole Frank Ross
- Technology to support Indigenous students and students with complex needs
- Space adaptations
- Outdoor learning spaces
- Additional EA time to supervise staggered lunch times



## Capital Fund – Schedule 4

### Ministry of Education

DCSS - SP Campus HVAC upgrade - SEP program	783,411
Frank Ross Flooring - SEP program	101,773
Devereaux Roof upgrade - SEP program	230,000
CSS Boiler Upgrade - CNCP program	249,809
McLeod Roofing upgrade - SEP program	182,592
School Buses	421,632
<b>Total</b>	<b>\$1,969,217</b>

### District Operating Fund

CSS Renovations	500,269
Bus Radio System	62,103
Bobcat Replacement Program (2)	23,650
Auto Scrubbers (5)	30,285
Server Upgrade - SANs Array	23,230
Work Van	50,028
Truck Deck Unit #33	6,516
Bus Overages	11,486
Replacement Phone System - TRE	14,384
Sawstop Tools	17,536
<b>Total</b>	<b>\$ 739,487</b>

The School District invested \$2.7 million in capital additions. Funding to make these additions came from the following sources: \$1,969,217 from the Ministry of Education and \$739,487 from the District Operating Fund.

Specific balances in the Capital Fund are as follows:

<b>Capital Fund</b>	<b>June 30, 2021</b>	<b>June 30, 2020</b>	<b>Change</b>
Work-In-Progress	92,969	-	92,969
Other Provincial Capital	20,200	-	20,200
Restricted Capital	425,709	164,046	261,663
Local Capital	404,032	281,099	122,933
<b>Total</b>	<b>942,910</b>	<b>445,145</b>	<b>497,765</b>

Work-in-progress reported on Schedule 4B represents costs incurred up to June 30, 2021 on the Pouce Coupe expansion project.

The Other Provincial Capital balance of \$20,200 is related to a grant received to renovate the library at Ecole Frank Ross for before and after-school care. The renovation was completed over the summer and therefore as at June 30, 2021 the balance is reported as Unspent Deferred Capital Revenue.





Restricted Capital represents the Ministry of Education's portion (75%) of the proceeds on disposals of property in which the district received ministry support to make the initial purchase. The fund was increased due to the sale of Rolla Discovery School and O'Brien Education Center. The District must receive ministry approval to spend these funds. The District is currently approved to use these funds to support the Pouce Coupe Elementary expansion project.

There are two capital fund surpluses:

The **Local Capital** fund of \$404,032 represents accumulated surpluses designated to fund the purchase of Tangible Capital Assets. This balance can increase if the Board makes a motion to transfer operating surpluses to Local Capital or when the district receives the unrestricted portion (25%) on sales or property. The balance was increased during the 2020/21 year due to the sale of Rolla Discovery School and O'Brien Education Center.

The **Investment in Tangible Capital Assets** fund of \$11,499,776 represents capital investments that are funded by operating funds (shows as a net transfer from other funds). As an asset is amortized (shown as an expense), the surplus will decrease. Therefore, the balance is used to fund future amortization costs and does not represent funds that are available for other purposes.

## Other Significant Matters

### COVID-19 Pandemic

The COVID-19 pandemic impacted this year's financial statements and will continue to do so into the 2021/22 school year. The District is proud that face-to-face instruction was maintained for the full 2020/21 school year. While the District is hoping for a full to return to normal in the near future, the impact of the pandemic is still affecting key areas of the budget and its hard to determine future impacts. The District has received additional funding for the 2021/22 school year to support ongoing health and safety measures, First Nations and Metis students, mental health services, and to address learning impacts to students.

### Strategic Plan

A new Strategic Plan was developed during the 2019/20 school year. During the 2020/21 school year, the District was currently in year one of the four-year plan. The Operational Plan was presented to the board in March 2021, this is a plan for senior administration outlining goals and strategies to fulfill the District's Strategic Plan.

During the 2020/21 school year, the plan focused on equity and included:

- reviewing the plan for Children and Youth in Care;
- completion of an inclusion review in schools;
- offering Universal Design for Learning training;
- increased look at data specifically for Indigenous students;
- children and youth in care and students with diversabilities;



- support for schools to develop a vision and action plan for Social Emotional Learning and Mental Health Literacy; and
- investing in Compassionate Systems Leadership training.

More information on the Strategic and Operational plan can be found on the District website (<https://www.sd59.bc.ca/district/achievement>).

#### Infrastructure

The majority of the buildings within the school district were built in the 1960's, with a few that were built in the late 1950's. Given the age of our schools, there is a concern on the ability to maintain buildings that are beyond a normal life expectancy. A large portion of the provincial K-12 capital budget is used to support seismic upgrades and the financial support for replacement schools is minimal. The District continues to prioritize submission of major and minor capital projects to the Ministry of Education to support our infrastructure.

#### Funding Model Review

In 2018, the Ministry of Education began a review of the current funding formula which had been in place since 2002. The review ended with a list of 22 recommendations along three themes: equity, accountability and financial management. The Ministry of Education has implemented 12 of the 22 recommendations; the recommendations that were implemented had little impact on the formula. At this time, it is unknown if the next phase of recommendations will have a positive or negative impact on the district's budget.

#### Operating Reserves

As at June 30, 2021, the unrestricted accumulated operating surplus was 15% of the 2020/21 annual operating expenses, this is well above the policy requirement of 5%. Senior administration will be presenting a plan to the Board of Education to reduce reserves. Reserve balances continue to face scrutiny from the Ministry of Education and it is important the District is using resources effectively and responsibly.

### Contact Management

This financial report was completed with the purpose to provide a general overview of the School District's finances as at June 30, 2021 and to demonstrate the District's accountability for the funding it receives.

If you have any questions about the report, please contact the Secretary Treasurer's office at 250-782-8571.

# Submission Summary

<b>Submission Summary:</b>	Minor 2022/2023   2021-09-30
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Peace River South (SD59)
<b>Open Date:</b>	2021-05-28
<b>Close Date:</b>	2021-09-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Funding Requested
SEP	\$1,550,000
BUS	\$558,748
CNCP	\$170,000
PEP	\$330,000
<b>Total</b>	<b>\$2,608,748</b>

BUS					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	155216	Transportation	Replacement	Meets age requirement for replacement	\$140,544
2	155219	Transportation	Replacement	Meets age requirement for replacement	\$140,544
3	155225	Transportation	Replacement	Chronic mechanical issues and warranty has expired.	\$138,830
4	155231	Transportation	Replacement	Chronic mechanical issues and warranty has expired.	\$138,830
Submission Category Total:					<b>\$558,748</b>
CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	151399	Tumbler Ridge Elementary	HVAC (CNCP)	This would be a phased project with phase 1 being \$50,000 to do engineering and design, additional work could be done in two or three phases. This would replace existing gas fired furnaces with high efficiency boilers and individual unit ventilators in each classroom. A DDC control system will be added which greatly increases efficiency and air quality.	\$50,000
2	155160	Pouce Coupe Elementary	HVAC (CNCP)	Replace existing 75% efficiency Raypac boiler with high efficiency IBC Boiler, upgrade AHU coils to maximize boiler efficiency.	\$120,000
Submission Category Total:					<b>\$170,000</b>
PEP					

## Submission Summary

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	155161	Canalta Elementary	New (PEP)	Canalta Elementary does not currently have an accessible playground and this school currently has students that experience accessibility as a barrier to using the playground.	\$165,000
2	152027	Tremblay Elementary	New (PEP)	This school does not have a universally accessible playground.	\$165,000
				Submission Category Total:	<b>\$330,000</b>
SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	155143	Dawson Creek Secondary (South Peace Campus)	HVAC (SEP)	Phase 5 of 6 for school HVAC upgrade, Gymnasium and Auditorium.	\$550,000
2	155067	Dawson Creek Secondary (South Peace Campus)	Roofing (SEP)	Partial roof replacement, R3, R4, R5, R6 and R7. Approximately 50% of total.	\$650,000
3	151675	Ecole Frank Ross Elementary	Interior Construction (SEP)	The facility is without a barrier free path throughout the facility. The school does not comply with the BC Code 2018 Section 3.8 Accessibility. Project would supply and install one Garaventa Artira Lift. This lift will meet all present mandatory code requirements from the CSA-B355 code - Lifts for Persons with Physical Disabilities.	\$100,000
4	155192	Tremblay Elementary	Electrical (SEP)	Replace main electrical service, end of life/obsolete equipment. The upgrade needs to be done in preparation of any HVAC upgrade.	\$100,000
5	151674	Dawson Creek Secondary (Central Campus)	Interior Construction (SEP)	Replace hardwood floor, sanded to limits and requires replacement of hardwood.	\$150,000
				Submission Category Total:	<b>\$1,550,000</b>

## SD59 2021/22 Preliminary Enrollments (FTE's)

School	Prelim. Budget	Sep-21	Change	Sep-20	Sep-21	Change
Canalta	230.0	238.0	8.0	233.0	238.0	5.0
Chetwynd Secondary	287.0	272.2	(14.8)	289.1	272.2	(16.9)
Crescent Park	227.0	243.0	16.0	228.0	243.0	15.0
Devereaux	92.0	92.0	0.0	87.0	92.0	5.0
Don Titus	114.0	121.0	7.0	116.0	121.0	5.0
Ecole Frank Ross	495.0	483.0	(12.0)	486.0	483.0	(3.0)
Distributed Learning & Kelly Lake	85.0	97.0	12.0	74.0	97.0	23.0
Little Prairie	220.0	220.0	0.0	227.0	220.0	(7.0)
McLeod	53.0	60.0	7.0	53.0	60.0	7.0
Moberly Lake	31.0	24.0	(7.0)	36.0	24.0	(12.0)
Parkland	56.0	61.0	5.0	50.0	61.0	11.0
Peace View School	27.0	27.0	0.0	26.0	27.0	1.0
Pouce Coupe	117.0	114.0	(3.0)	122.0	114.0	(8.0)
South Peace Elementary	31.0	32.0	1.0	30.0	32.0	2.0
Dawson Creek Secondary	976.0	999.0	23.0	977.5	999.0	21.5
Tremblay	129.0	134.0	5.0	140.0	134.0	(6.0)
Tumbler Ridge Elementary	197.0	193.0	(4.0)	212.0	193.0	(19.0)
Tumbler Ridge Secondary	163.0	163.8	0.8	171.9	163.8	(8.1)
Windrem	61.0	66.0	5.0	64.0	66.0	2.0
District	4.0	0.0	(4.0)	0.0	0.0	0.0
<b>Total FTE</b>	<b>3595.00</b>	<b>3639.93</b>	<b>44.9</b>	<b>3622.44</b>	<b>3639.93</b>	<b>17.5</b>

### SUMMARY:

Elementary	2,080.0	2,108.0	28.0	2,110.0	2,108.0	(2.0)
Secondary	1,426.0	1,434.9	8.9	1,438.4	1,434.9	(3.5)
Distributed Learning & Kelly Lake	85.0	97.0	12.0	74.0	97.0	23.0
District School	4.0	0.0	(4.0)	0.0	0.0	0.0
<b>Total FTE</b>	<b>3,595.0</b>	<b>3,639.9</b>	<b>44.9</b>	<b>3,622.4</b>	<b>3,639.9</b>	<b>17.5</b>

### SUMMARY:

#### Elementary:

Urban Dawson Creek	1,081.0	1,098.0	17.0	1,087.0	1,098.0	11.0
Rural Dawson Creek	376.0	386.0	10.0	368.0	386.0	18.0
Chetwynd Area	426.0	431.0	5.0	443.0	431.0	(12.0)
Tumbler Ridge	197.0	193.0	(4.0)	212.0	193.0	(19.0)
<b>Total</b>	<b>2,080.0</b>	<b>2,108.0</b>	<b>28.0</b>	<b>2,110.0</b>	<b>2,108.0</b>	<b>(2.0)</b>

#### Secondary:

Dawson Creek	976.0	999.0	23.0	977.5	999.0	21.5
Chetwynd	287.0	272.2	(14.8)	289.1	272.2	(16.9)
Tumbler Ridge	163.0	163.8	0.8	171.9	163.8	(8.1)
<b>Total</b>	<b>1,426.0</b>	<b>1,434.9</b>	<b>8.9</b>	<b>1,438.4</b>	<b>1,434.9</b>	<b>(3.5)</b>
Distributed Learning & Kelly Lake	85.0	97.0	12.0	74.0	97.0	23.0
District School	4.0	0.0	(4.0)	0.0	0.0	0.0



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

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September 15, 2021

School District #59 Trustees

### **RE: Restart Funding**

On June 17, 2021, the province of BC announced \$43.6 million to support ongoing health and safety measures, First Nations and Metis students, mental health services, rapid response teams, and to address learning impacts to students.

Included in the \$43.6 million is \$25.6 million in new one-time pandemic specific funding to support necessary cleaning and disinfecting, hand hygiene for students and staff, improve ventilation and restock personal protection equipment. The funding is also targeted towards strengthening commitments to First Nations and Metis students and provide more mental health supports for students and staff. School District No.59's portion of the one-time grant is as follows:

Mental Health Allocation	\$74,932
Health and Safety Allocation	\$109,006

The remaining \$18 million of the \$43.6 million was funded from the remaining portion of the 2020/2021 school year operating grant block and was given to districts as a holdback allocation in April and June of 2021. The holdback funding is targeted to address the learning impacts from the pandemic. School District No.59's portion of the holdback funding was \$141,969 and is being targeted towards staff assisting families to re-engage with school and providing additional classroom support for students.

Additional conversations and meetings with the Education Directors at Saulneau First Nation and West Moberly First Nation occurred, allowing them the opportunity to provide feedback on the planned strategies for addressing the learning impacts from the pandemic. The planned strategies will also be presented to the Indigenous Advisory Councils at an upcoming meeting.

Melissa Panoulis  
Secretary Treasurer



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

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September 15, 2021

School District #59 Trustees

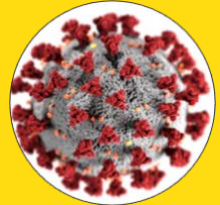
### **RE: Pouce Coupe Elementary Expansion Update**

The Pouce Coupe Elementary expansion tender was awarded to Northern Legendary Construction Ltd. on June 18, 2021. Northern Legendary Construction Ltd. started construction this summer and have been working under the supervision of our Project Manager, Mike Zygun. The two portables have been moved and are currently being used for classroom space, one was relocated to Canalta Elementary and the other to a temporary location behind Pouce Coupe Elementary. The final foundation pour occurred this week and after the coating of the crawlspace the wood framing will commence.

The estimated completion date as identified in the tender is November 7, 2021. There will be additional work required beyond completion of construction and therefore the district is planning for an occupancy date for after the Christmas break. The district is excited to see this addition progress for the students of Pouce Coupe Elementary!

Melissa Panoulis  
Secretary Treasurer

**School District No. 59**  
**COVID-19**  
**Communicable Disease Protocols**  
**for Schools**



K-12 Education Recovery Plan

(Revised September 17, 2021)



# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

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# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

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# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Overview

The Ministry of Education has shifted from a pandemic response to a recovery. This recovery is guided by health and safety guidelines, measures, protocols, and orders as well as the principles developed for continuity of learning during the pandemic. This Protocol is meant to address a return to face to face instruction.

### **Before a child is able to attend school, it is expected that parents/caregivers will:**

- complete a daily health check with their child, checking for symptoms of COVID-19 each day prior to dropping their child off at the school site. Parents/caregivers and students can utilize the [K-12 Health Check](#) app for daily assessment of symptoms, or reference the SD59 Daily Health Check Form. The parental check will include checking for fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea and vomiting, sore throat, loss of appetite, extreme fatigue, headache, body aches and diarrhea.
- **Keep child at home when sick.**
- provide their child with a water bottle (water fountains may not be available).

### **Students in Grades 4 – 12**

- All students in grades 4 - 12 are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses.

### **Students in Grades K – 3**

- Students in Grades K - 3 are encouraged to wear a mask in indoors in schools or on school buses, but are not required to do so – mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.

## COVID-19 Preventative Measures for Staff



- Complete the active daily health check, checking for symptoms of COVID-19 each day prior to coming to work. Staff can utilize the [BC COVID-19 Self Assessment Tool app](#) for daily assessment of symptoms, or reference the SD59 Daily Health Check Form. The health check will include checking for fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea and vomiting, sore throat, loss of appetite, extreme fatigue, headache, body aches and diarrhea. School and district administrators are required to verify that staff and other adult health checks have been completed before they enter the school.
- **Stay home when you are sick.**
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, sneezing, going to the washroom, before eating or preparing food, and entering the building. If sinks are not available, use hand sanitizer.
- All K-12 staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools - both within and outside of their learning group, except when:
  - There is a barrier in place
  - Eating or drinking
- Staff will work with the students to help them understand and practice coughing and sneezing etiquette; reminding students to cough or sneeze into their elbow or a tissue, and then throw out the tissue if used and wash hands or use hand sanitizer afterwards.
- Staff will work with the students to help them understand and practice avoiding touching their eyes, nose, and mouth with unwashed hands.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through. 2 metre physical distancing is not required.

## **COVID-19 Communicable Disease Plan Reviews**

Schools must regularly review COVID-19 Communicable Disease Plans and should do so with their Site Committees and address areas where there are identified gaps in implementation. Schools are to use the BCCDC COVID-19 School Health and Safety Checklist (See Appendix C) to support these plan reviews.

## **Learning Groups**

Public Health no longer recommends Learning Groups.

## **COVID-19 Procedures for Staff - Multiple Sites**

In order to support students, families and staff, School District #59 has many staff who work at multiple sites including but not limited to the district learning services team (speech, elementary counsellors, educational psychologist, literacy teachers, etc.) and on call teachers (TTOCs and TOCs) and on call educational assistants (EA). These staff work in multiple schools and with multiple learning groups.

1. Staff who work at multiple sites are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools except when:
  - There is a barrier in place
  - Eating or drinking
  - Outdoors
2. When entering schools, staff who work at multiple sites must follow all school COVID-19 protocols and procedures (daily health checks, entrance and location routines, hand hygiene, sign in, etc.). Staff must familiarize themselves with these protocols before going to a school.
3. When possible, staff who work at multiple sites can participate virtually in meetings with others if it meets their job requirements and responsibilities.
4. Staff who work at multiple sites must schedule their visits with schools to ensure space and availability for working with students, families and staff. Schools will designate the contact person (for example: administrator, learning assistance teacher, etc.). In addition, they need to coordinate with other staff when possible to limit the number of outside staff in a school at a given time.
5. Staff who work at multiple sites must keep a detailed log, including names (first and last) of anyone with whom they worked (students, families, staff, community agencies, etc.)
6. TTOC, TOC and EA substitutes will need to follow all COVID-19 Communicable Disease Protocols:
  - a. District administration/staff and/or school-based administrators will meet with TTOC, TOC and EA substitutes to review district and school COVID-19 Communicable Disease Protocols prior to working at school sites.
  - b. TTOCs, TOCs, and EA substitutes are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
    - There is a barrier in place
    - Eating or drinking
    - Outdoors

## **COVID-19 Procedures for Community Agencies**

School and district staff also work closely with community agencies such as the Ministry of Children and Families, Children and Youth Mental Health, Children and Youth with Special Needs, etc. in order to support student and family needs. These community agencies are an integral part of the school team for many students and families and may need to come into the school to be a part of this team.

1. When entering schools, community agencies must follow all school COVID-19 Communicable Disease Plan protocols and procedures (daily health checks, entrance routines, hand hygiene, sign in, etc.). Schools must ensure that the community agency is familiar with these protocols prior to coming to the school.
2. When possible, schools may connect with the community agency virtually.
3. Schools will designate a contact person (for example: administrator, learning assistance teacher, etc.) to schedule times and locations to meet with outside agency in the school building.
4. Community Agency staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
  - There is a barrier in place
  - Eating or drinking
5. Community agencies will be asked to keep a detailed log including names (first and last) of anyone with whom they worked (students, families, staff, etc.) during their time at the school.

## **COVID-19 Procedures for Students with Diversabilities**

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.

When staff are working with a student indoors, and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield). Additional personal protective equipment is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

When working with students where seeing facial expressions and/or lip movement is important, and the service cannot be provided from behind a barrier, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth. More information on masks and face coverings is available on the BCCDC website.

- Students in Grades 4 to 12 are also required to wear a non-medical mask or face covering when receiving services indoors and a barrier is not present.
- For students in Grades K to 3, the student or parent/caregiver should determine whether or not the student should also be wearing any PPE when receiving services in close physical proximity.

In addition to a non-medical mask, those providing health or education services that require being in close proximity to a student should follow their standard risk assessment methods to determine what PPE is needed for general communicable disease prevention in accordance with routine practices.

Schools will have non-medical masks and face shields available for staff.

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- a. Staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
  - There is a barrier in place
  - Eating or drinking

## **School Gatherings and Events**

School gatherings and events (including inter-school events) can occur in line with those permitted as per relevant local, regional, provincial and federal public health recommendations and Orders. Organizers should apply a trauma-informed lens to their planning, including consideration of:

- respecting student and staff comfort levels regarding personal space;
- using space available to spread people out as much as possible, respecting room occupancy limits, and ensuring enough space is available to prevent involuntary physical contact between attendees (i.e. overcrowding); and
- gradual transitions to larger gatherings (e.g. school-wide assemblies), including starting with virtual or smaller in-person options, shorter in-person sessions, etc.

## **Visitors**

Schools can leave front doors unlocked for visitor access but may wish to encourage visitors to make appointments.

Schools are responsible for ensuring that visitors are aware of communicable disease protocols and requirements, and have completed a daily health check, prior to entering the school.

- Information on communicable disease protocols and requirements for visitors should be posted by the entrance to the school, on the school's website and included in communications to students and families.

Schools must have a sign in/sign out process in place for all visitors and staff who are not typically onsite (e.g. TTOCs, itinerant teachers/specialists, maintenance or IT personnel, district/authority administrators).

- All visitors must wear a non-medical mask when they are inside the school. See the Personal Protective Equipment (PPE) section for more information.
- Where possible, visitor access should be limited to those areas required for the purpose of the visit (e.g. school office for drop-off/pick-up of items, gymnasium for a sports event, etc.), and parents/caregivers should be encouraged to drop-off/pick-up students outside of the school.
- Parents/caregivers and other visitors should respect others' personal space on school grounds, including outside.

After hours community use of facilities is allowed in alignment with other health and safety measures:

- Use must occur in line with those activities permitted as per relevant local, regional, provincial and federal public health recommendations and Orders
- Diligent hand hygiene
- Respiratory etiquette
- Ensuring participants stay home if they are feeling ill
- Where possible, limiting building access to only those areas required for the purpose of the activity

Community users are responsible for collecting names and contact information of participants to support contact tracing activities by the local health authority.

## Student Drop Off/Pick Up:

- Students will use designated entrance(s) and exit(s). These are site-specific.
- Students will maintain physical distancing as they enter/exit the school.
- Students will wash their hands or use hand sanitizer when they enter/exit the school.
- Parents must drop off and pick up their students at their designated time (site specific).
- Schools will have further site-specific procedures for student arrival/exit at school.
- Schools will develop site specific procedures for students arriving and departing by bus.
  - Where possible, bus line up areas should be set up to prevent crowding.

## Playgrounds and Outdoor Activities

- Take students outside more often.
- Reassure students, parents and caregivers that playgrounds are a safe environment, and encourage appropriate personal hygiene practices before, during, and after outdoor play.
- Spread people out into different areas.
- Limit the number of students on certain pieces of playground equipment.

## Washrooms

- Schools will develop a washroom use plan for students to prevent crowding.
- Regularly review the COVID-19 handwashing guidelines (as posted) with students.

## Food for Students

- Students must wash their hands or use hand sanitizer before handling food.
- Students are not to share food items or contact food items that belong to others.
- Microwave ovens must be treated like other frequently touched items and cleaned and disinfected.
- Students should consume food items at their individual designated work area and clean the area when finished.
- All beverage and food containers should be clearly labeled with the student name.

## Workspaces for Students

- Avoid close greetings (**e.g. hugs, handshakes**). Regularly remind students about keeping their **“hands to yourself”**.
- Learning spaces are arranged to maximize the space available and to minimize people directly facing one another (where possible).
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Incorporate more individual activities or activities that encourage more space between students and staff.
- For younger students, adapt group activities to minimize physical contact and reduce shared items.
  - For adolescent students, minimize group activities and avoid activities that require physical contact.
  - Manage flow of people in common areas, including hallways and washrooms.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## **Physical Education**

Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible.

K-12 staff and students in Grades 4 to 12 are required to wear masks during PHE/outdoor program classes when they are indoors, and a barrier is not present.

Students are not required to wear masks during high-intensity physical activities (e.g. stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to students' choice. Staff are encouraged to move high-intensity physical activities outdoors whenever possible.

For low intensity activities (e.g. yoga, walking), students are required to wear masks when they are indoors, and a barrier is not present.

Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document.

- Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper respiratory etiquette.
- Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses.

Why are masks not required during high intensity physical activity? During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

## **Music Classes**

K-12 staff and students in Grades 4 to 12 must wear masks when indoors and a barrier is not present. Masks can be temporarily removed while engaging in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument), but must be worn while singing.

Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after music equipment use.

- Equipment that touches the mouth (e.g. instrument mouth pieces) should not be shared unless cleaned and disinfected in between uses.

## **School Sports**

Intra and inter-school programs, activities (e.g. intramurals, sports team practices, games), sports academies and events can continue in alignment with the following guidance:

- Requirements of relevant local, regional and provincial public health recommendations and Orders for community gatherings and events.
- Masks are worn by K-12 staff, other adults and students in grades 4 to 12 when they are indoors, and a barrier is not present.
  - Students are not required to wear masks during high-intensity sport activities (e.g. stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to students' personal choice. Staff are encouraged to move high-intensity sport activities outdoors whenever possible.



# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

- For low intensity sport activities (e.g. stretching, golf), students are required to wear masks when they are indoors and a barrier is not present.
- Use all available space to spread students and staff out as much as possible.

Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document.

- Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper respiratory etiquette.
- Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses.

Sport activities should be held outside whenever possible.

See the Return to School Sports Plan from BC School Sports for additional information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

## **Emergency Evacuation Drill**

Schools should continue to practice emergency (e.g. fire, lockdown) and evacuation drills, including the six required annual fire drills as per BC Fire Code 2.8.3.2, and modify current procedures to adhere to health and safety guidelines (e.g., providing additional muster spots to prevent crowding/congestion).

- Staff should be notified in advance of emergency/evacuation drills (i.e. no “surprise” drills)
- The BC Fire Code requires schools to conduct “total evacuation fire drills” involving all occupants in the building. Partial evacuations involving smaller groups of students would not comply with the fire drill requirements of the Fire Code.
- Schools must continue to update their fire safety plans on an annual basis, as per the BC Fire Code, to “ensure it takes account of the changes in use and other characteristics of the building” (such as current pandemic-related protocols). School fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department and other regulatory authorities.
- Emergency procedures may require modification to adhere to communicable disease plans (e.g. designating additional muster locations to reduce crowding where required, making efforts to minimize involuntary physical contact between participants, etc.). Schools may also need to consult with their local medical health officer for guidance on current public health Orders, which may affect site specific emergency and evacuation procedures.
  - In the event of an actual emergency, emergency procedures must take precedence over COVID-19 preventive measures.

## Staff will Promote Good Hand Hygiene and Respiratory Etiquette with Students

### **Reinforce and remind the rule of “hands to yourself”.**

Students will wash hands or use hand sanitizer, particularly:

- When they arrive at school and before they go home.
- Before/after any breaks (e.g., recess, lunch).
- Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom).
- Before and after eating and drinking (excluding drinks kept at a student’s desk or locker).
- After using the washroom.
- After handling common resources/equipment/supplies or pets.
- Before and after using an indoor learning, space used by multiple learning groups (e.g. the gym, music room, science lab, etc.)
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

## Staff Should Wash Hands Frequently

Staff should wash hands or use hand sanitizer:

- When they arrive at school, before they go home. Before/after breaks (e.g. recess, lunch).
- Before and after eating and drinking.
- Before and after handling food or assisting students with eating.
- Before and after giving medication to a student or self.
- After using the washroom.
- After contact with body fluids (i.e., runny noses, spit, vomit, blood).
- After cleaning tasks, or handling garbage.
- After removing gloves.
- Whenever hands are visibly dirty.

## Staffroom and Breaks

- Staff are required to wear masks indoors (See PPE section for more guidance).
- Wash your hands or use hand sanitizer before you go into the staffroom.
- If you have to leave the building, make sure you follow the same protocols that you did when you arrived.
- Bring a lunch/snack that does not require a lot of preparation (to limit microwave use, surface use, utensil use, etc.).
- Clean the areas, surfaces, appliances, etc. that you use in the staffroom.
- Wash your hands or use hand sanitizer again before you go back to your classroom, office or workspace.
- Do not share food or drink.



# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Other Shared or Specialty Spaces

- Administrators will develop procedures for use of other shared spaces within their individual buildings (libraries, gyms, shops, etc.). Procedures for these spaces must be in line with District protocols.

## Maintain Cleaning/Disinfecting Procedures

The following frequency guidelines must be adhered to when cleaning and disinfecting:

- General cleaning of the premises, and cleaning and disinfecting of frequently touched surfaces, **at least once in a 24-hour period.**
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

The requirements for daily cleaning and disinfecting outlined above do not apply to spaces/equipment that are not being used by students, staff or visitors. Many schools may have implemented procedures such as sign-in sheets posted next to room entrances that help custodial staff focus cleaning/disinfecting activities on those spaces that have been utilized by staff or students.

Frequently touched surfaces include:

- Items used by larger numbers of students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles.
  - Limiting access to water fountains is no longer recommended. Hand hygiene should be practiced before and after use.
  - **School communicable disease plans should not include restricting access to water, washrooms or other spaces that support student learning and well-being (e.g. gymnasiums, libraries, support rooms, etc.). Schools should return to full operation of all spaces in alignment with the protocols outlined in this document.**
- Shared equipment (e.g. computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economic programs, PE/sports equipment, music equipment, etc.)
- Appliances (staff and students can share the use of appliances and other objects, but treat items like microwaves, refrigerators, coffee pots, photocopiers or laminators as frequently touched surfaces)
- Service counters (e.g., office service window, library circulation desk)

Frequently-touched items like toys or manipulatives that may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.) can be used, if hand hygiene is practiced before and after use. Carpets and rugs (e.g. in Kindergarten and StrongStart classes) can also be used.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g. children's books or magazines) and items with plastic covers (e.g. DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Universal Precautions

- Wash your hands with soap and water for at least 20 seconds after you have had contact with blood or other body fluids, after going to the washroom, before preparing or eating food, and after removing latex gloves. Use hand lotion to help keep your hands from becoming chapped or irritated. Intact skin is your first defense against infection!
- Wear gloves when in contact with blood or other body fluids, excrement or non-intact skin.
- Wear gloves when in contact with articles such as clothing or surfaces that have been contaminated with blood or body fluids.
- Replace torn or punctured gloves immediately.
- DO NOT clean up blood or other bodily fluids from surfaces, call administrator or speak with the on-site custodian regarding clean-up
- If you have cuts or open sores on your skin, cover them with a plastic bandage.

## Illness and Self-Assessment Policies and Protocols

The School District has developed local protocols that:

- Ensure staff and other adults (e.g. parents, caregivers, visitors) entering the school/worksites are aware of their responsibility to complete a daily health check prior to entering the school/worksites (e.g. emails/letters to parents and staff, orientation video, signage on doors) and to stay home if they are sick.
- Clearly communicate with parents/caregivers their responsibility to complete a daily health check with their child, and keep them home from school if they are sick.
- Establish procedures for students and staff who become sick while at school/work to be sent home as soon as possible.
  - Some students or staff may not be able to be picked up immediately. As such, schools should have a space available where the student or staff can wait comfortably and is separated from others (at least 2M), and provide the student or staff with a non-medical mask if (unless they are experiencing gastrointestinal symptoms and are at risk of vomiting).
    - Schools must provide supervision for younger children. Supervising staff should wear a non-medical mask and face shield if they are unable to maintain physical distance, avoid touching bodily fluids as much as possible, and practice diligent hand hygiene.
  - Staff responsible for facility cleaning should clean and disinfect the surfaces/equipment which the bodily fluids may have been in contact with while they were ill (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others. Cleaning/disinfecting the entire room the person was in (a “terminal” clean) is not required in these circumstances.
- Establish procedures that allow for students and staff to return to school/work in line with the guidance in the Staying Home, Self-Isolation and Symptoms section.

This is to ensure students and staff who are not sick are not kept out of school/away from work longer than necessary.

- Schools and districts should not require a health-care provider note (i.e. a status of any individual, beyond those required to support medical accommodation as per usual practices).

## **Daily Health Check**

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious.

- Parents and caregivers should assess their children daily for illness before sending them to school.
  - Parents/caregivers and students can utilize the provincial K-12 Health Check app for daily assessment of symptoms.
- Staff and other adults must complete a daily health check prior to entering the school.
- If a student, staff or other adult is sick, they must not enter the school.

## **Staying Home, Self-Isolation and Symptoms**

### **Stay Home When Required to Self-Isolate**

Students, staff or other adults **must stay home if they are required to self-isolate**.

### **Symptoms of Illness and Return to School**

**Students, staff or other adults should stay at home when sick**, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:

- Parents/caregivers and students can use the [K-12 Health Check](#) app.
- Staff and adults can refer to the BCCDC's [When to get tested for COVID-19](#)
- Staff, students and parents/caregivers can also use the [BCCDC online Self-Assessment Tool](#), call 8-1-1 or their health care provider.

When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the [K-12 Health Check](#) app and the BCCDC "[When to get tested for COVID-19](#)" resource), if a COVID-19 test is recommended, and the type of illness they had (e.g. COVID-19 or other illness). See Appendix A – COVID-19 Symptoms, Testing and Return to School for more information.

Students and staff who experience symptoms consistent with a previously diagnosed health condition (e.g. seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal. They do not require re-assessment by a health-care provider and should not be required to provide a health-care provider note. If they experience any new or unexplained symptoms, they should seek assessment by a health-care provider.

Students or staff may still attend school if a member of their household develops new symptoms of illness, provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school.

**Northern Health Online Clinic and Information Line: [1-844-645-7811](tel:1-844-645-7811)**

## **Protocol if a Student/Staff Develops Symptoms of Illness at School**

If a student or staff member develops symptoms at school, schools will:

- Provide the student/staff with a non-medical mask if they don't have one (exceptions should be made for students and staff who cannot wear masks for medical and/or disability-related reasons).
- Provide the student/staff with a space where they can wait comfortably that is separated from others.
  - The student is to be supervised and cared for, when separated.
- Make arrangements for the student/staff to go home as soon as possible.
  - Contact the student's parent/caregiver with a request to have their child picked up as soon as possible.
- Clean and disinfect the areas the student/staff used.
- Request that the student/staff stay home until COVID-19 has been excluded and symptoms have resolved.

**Students, staff or other adults should stay home when sick.**

## **Protocol in the Event of a Confirmed Covid-19 Case in a School**

If a student or staff member is confirmed to have COVID-19, and were potentially infectious while they were at school:

- Public health will perform an investigation to determine if there were any potential close contacts within the school. (To learn more about contact tracing, visit the BCCDC website.)
  - Students and staff who have interacted with the confirmed case may be asked to stay home while public health completes their investigation.
- If it is determined that there are close contacts within the school, public health will notify the school administrators to request class and bus lists to assist with contact tracing and provide guidance on what steps should be taken.
- Public health may then:
  - Recommend 14-day isolation if necessary (for confirmed close contacts).
  - Recommend monitoring for symptoms if necessary.
  - Provide follow-up recommendations if necessary.
- Schools will continue to provide learning support to students required to self-isolate.
- Together, schools/school districts and public health officials will determine if any other actions are necessary.

**There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health-care professionals.**

**The District and school personnel must not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.**

## **Personal Protective Equipment (PPE)**

Personal protective equipment (including masks) can provide an additional layer of protection. Non-medical masks and face coverings (masks) have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

In the event a regional or provincial public health recommendation or Order requires stricter non-medical mask use than what is outlined in this document, that recommendation or Order should be followed.

Those wearing masks should still continue to respect others personal space.

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Masks should not be used in place of the other safety measures detailed in this document.

## **K-12 Staff**

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses.

## **Supporting Students with Complex Needs**

Supporting students with complex behaviours, medical complexities or receiving delegated care may require staff providing health services or other health care providers to be in close physical proximity or in physical contact with a medically complex or immune suppressed student.

- People providing these services in schools must wear a mask (medical or non-medical) when providing services and the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of a medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in school settings.
- Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19

## **Students in Grades 4 - 12**

All students in grades 4 - 12 are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses.

## **Students in Grades K - 3**

Students in Grades K - 3 are encouraged to wear a mask in indoors in schools or on school buses, but are not required to do so – mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.

## **Exceptions for Staff, Students and Visitors**

The guidance outlined above regarding mask requirements does not apply to staff and students in the following circumstances:

- To a person who cannot tolerate wearing a mask for health or behavioural reasons;
- To a person who is unable to put on or remove a mask without the assistance of another person;
- If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument, engaging in high-intensity physical activity, etc.);
- If a person is eating or drinking;
- If a person is behind a barrier; or
- While providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

Schools must not require a health-care provider note (i.e. a doctor's note) to confirm if staff or students cannot wear a mask.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

There will be no mask wearing exemptions for visitors or parents in our schools. If visitors/parents state that they will not/cannot wear a mask, offer to meet them via phone, via video conference, or outdoors.

This “no mask exemption for visitors protocol” in SD59 schools is a result of the high COVID-19 case counts and low vaccination rates in the Peace River South District. This protocol will be reviewed and is subject to change as COVID-19 case count numbers decrease and vaccination rates increase.

**No student should be prevented from attending or fully participating at school if they do not wear a mask.**

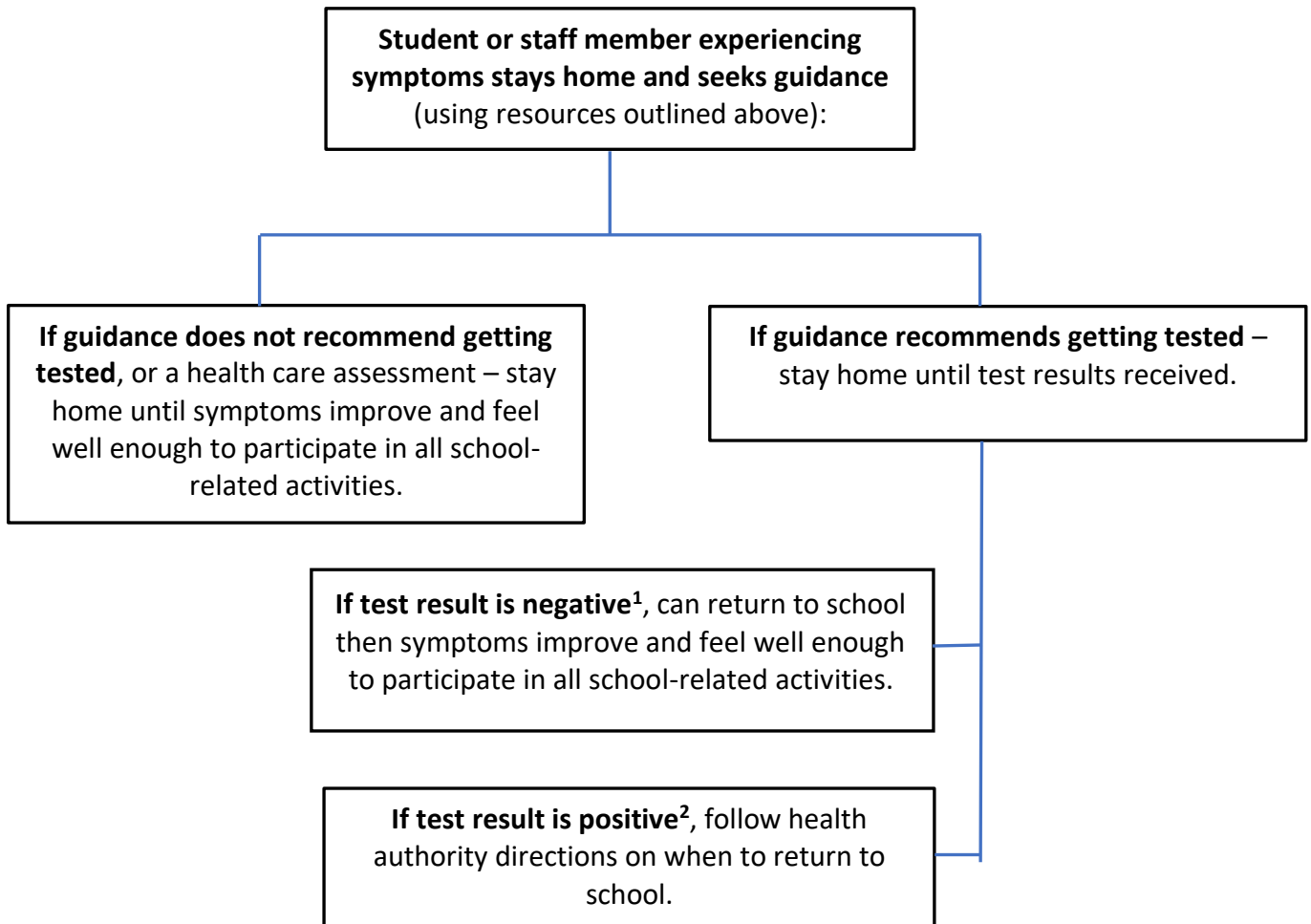
## **Supporting Documents:**

- **BC’s K-12 Education Recovery Plan**: Updated August 24<sup>th</sup>, 2020 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:
- **Provincial COVID-19 Health and Safety Guidelines for K-12 Setting**: Updated August 24<sup>th</sup>, 2021 to provide detailed information and guidelines pertaining to health and safety in K-12 schools.  
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>
- **BCCDC COVID-19 Public Health Guidance for K-12 School Settings**: Updated August 24<sup>th</sup>, 2021 to provide health and safety standards for schools to operate in Stage 3.  
[http://www.bccdc.ca/Health-Info-Site/Documents/COVID\\_public\\_guidance/Guidance-k-12-schools.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf)



## Appendix A: COVID-19 Symptoms, Testing and Return to School

When a student, staff or other adult can return to school depends on the type of symptoms they experienced and if a COVID-19 test is recommended. See the K-12 Health Check app and BCCDC When to get tested for COVID-19 resource for specific guidance. Staff, students and parents/caregivers can also use the BCCDC on Self-Assessment Tool or call 8-1-1 or their health care provider.



1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. BCCDC has information on receiving negative test results.
2. Public health will contact everyone with a positive test. Visit the BCDC website for more information on negative test results.

**Appendix B-1: Daily Health Check for Students**

**Daily Health Check for Students:**

Based on current evidence, some symptoms are more likely to be related to COVID-19 than other. If your child has any of the symptoms listed below, follow the instructions.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	<b>1 or more of these symptoms:</b> Get tested and stay home.
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue Headache Body aches	If you have <b>1 of these symptoms:</b> Stay home until you feel better  <b>2 or more these symptoms:</b> Stay home and wait for 24 hours to see if you feel better. Get tested if not better after 24 hours
If you answer “YES” to either of the following questions, <b>you must stay home and self-isolate.</b>	
Have you or anyone in your household returned from travel outside Canada in the last 14 days?	
Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when to return to school.
- If the COVID-19 test is **negative**, you can return to school once symptoms have improved and you feel well enough to participate in all school-related activities. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

If a COVID-19 test is not recommended by the health assessment, you can return when symptoms improve, and you feel well enough to participate in all school-related activities. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

**Appendix B-2: Daily Health Check for Staff**

**Daily Health Check for Staff:**

Based on current evidence, some symptoms are more likely to be related to COVID-19 than other. If you have any of the symptoms listed below, follow the instructions.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	<b>1 or more of these symptoms:</b> Get tested and stay home.
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue Headache Body aches	If you have <b>1 of these symptoms:</b> Stay home until you feel better  <b>2 or more these symptoms:</b> Stay home and wait for 24 hours to see if you feel better. Get tested if not better after 24 hours
If you answer “YES” to either of the following questions, <b>you must stay home and self-isolate.</b>	
Have you or anyone in your household returned from travel outside Canada in the last 14 days?	
Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when to return to work or school.
- If the COVID-19 test is **negative**, you can return to work once symptoms have improved and you feel well enough to participate in all work/school-related activities. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

If a COVID-19 test is not recommended by the health assessment, you can return when symptoms improve, and you feel well enough to participate in all school-related activities. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

**Appendix B-3: Daily Health Check for Visitors**

**Daily Health Check for Visitors:**

Based on current evidence, some symptoms are more likely to be related to COVID-19 than other. If you have any of the symptoms listed below, follow the instructions and do not enter the school/building.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	<b>1 or more of these symptoms:</b> Get tested and stay home.
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue Headache Body aches	If you have <b>1 of these symptoms:</b> Stay home until you feel better  <b>2 or more these symptoms:</b> Stay home and wait for 24 hours to see if you feel better. Get tested if not better after 24 hours
If you answer “YES” to either of the following questions, <b>you must stay home and self-isolate.</b>	
Have you or anyone in your household returned from travel outside Canada in the last 14 days?	
Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when it is safe to return to the school.
- If the COVID-19 test is **negative**, you can return to the school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

If a COVID-19 test is not recommended by the health assessment, you can return when symptoms improve, and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

## Appendix C: Health and Safety Checklist

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

## Health and Safety Checklist



Complete this checklist with your school's health and safety committee to assess your school's communicable disease plan with the Ministry of Education's [COVID-19 Communicable Disease Guidelines for K-12 Settings](#), which includes detailed guidance on the measures noted below. This checklist should be used in addition to the guidelines to develop and assess your school's communicable disease plan.

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

Measures below should always be in place.

Public Health Measures		
Attendance & Record Keeping	Practices in place to:	<input type="checkbox"/> Included
	<ul style="list-style-type: none"> <li>maintain daily attendance records for staff, students, and visitors (including teachers on call, itinerant teachers/specialists, district/authority personnel, parents/caregivers, and volunteers), and</li> <li>maintain accurate class and bus lists.</li> </ul> Daily attendance records should be kept for at least 45 days.	

Environmental Measures		
Ventilation and Air Exchange	All HVAC systems are operated and maintained as per standards and specifications, and are working properly.	<input type="checkbox"/> Included
	Portable air conditioners and fans are only used in ventilated spaces, with air moved from high to low.	<input type="checkbox"/> Included
	Risk mitigation strategies are identified for excessive heat events or times of poor air quality.	<input type="checkbox"/> Included
Cleaning and Disinfecting	Frequently touched surfaces (those touched by larger numbers of people) are cleaned and disinfected at least 1x/day. Surfaces touched by fewer people are cleaned 1x/day.	<input type="checkbox"/> Included
	Practices are in place to clean and disinfect frequently touched surfaces when they are dirty.	<input type="checkbox"/> Included
	Other general cleaning occurs in line with regular practices.	<input type="checkbox"/> Included
	Practices are in place to clean and disinfect any surfaces a person's body fluids have contacted after they have displayed symptoms of illness.	<input type="checkbox"/> Included

Administrative Measures		
Gatherings and events	School extracurricular and social gatherings and events (including those occurring within and between schools) are in line with those permitted as per relevant local, regional, Provincial and Federal health recommendations and Orders.	<input type="checkbox"/> Included
Space Arrangement	In indoor spaces, people have enough room to carry out intended activities without involuntary physical contact and all available space is used.	<input type="checkbox"/> Included

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

# Health and Safety Checklist



BC Centre for Disease Control  
 Provincial Health Services Authority

Administrative Measures		
	For indoor gatherings, people are spread out within the available space and room capacity limits are not exceeded.	<input type="checkbox"/> Included
	During breaks and other unstructured time in indoor settings, strategies are in place to ensure there is enough space available to prevent involuntary physical contact.	<input type="checkbox"/> Included
Staff Specific Considerations	WorkSafe BC guidance for workplaces is used to determine measures for staff-only spaces within a school and/or for non-school spaces operated by the school district/authority.	<input type="checkbox"/> Included
	Staff-only gatherings (e.g., meetings, professional development days, etc.) occur in line with those permitted as per relevant local, regional, Provincial, and Federal public health recommendations and Orders for workplace gatherings and events and any related WorkSafe BC guidance.	<input type="checkbox"/> Included
Visitors, including Itinerant Staff, Temporary Teachers on Call, Parents and Others	Processes are in place to ensure itinerant staff, teachers on call and visitors are aware of the school's communicable disease plan and their responsibility to follow measures at all times.	<input type="checkbox"/> Included
Curriculum, Programs and Activities	For music and physical education (and other subjects as necessary), prevention practices specific to the activity are implemented (e.g., cleaning mouth pieces and water bottles between use).	<input type="checkbox"/> Included
	Local and international field trips occur in line with those permitted as per relevant local, regional, Provincial, and Federal public health recommendations and Orders for local and/or international travel.	<input type="checkbox"/> Included
Bus Transportation	Frequently touched surfaces are cleaned and disinfected at least 1x/day. Surfaces touched by fewer people are cleaned 1x/day.	<input type="checkbox"/> Included
	Practices are in place to clean and disinfect frequently touched surfaces when they are dirty.	<input type="checkbox"/> Included
	Other general cleaning occurs in line with regular practices.	<input type="checkbox"/> Included
	Practices are in place to encourage bus drivers and passengers to practice hand hygiene before and after trips.	<input type="checkbox"/> Included
	Spread passengers out if empty seats are available.	<input type="checkbox"/> Included
	Windows are opened when the weather allows.	<input type="checkbox"/> Included
	Bus drivers, adult volunteers and visitors, and students in Grade 4 or higher wear masks according to the guidelines or applicable public health orders/recommendations.	<input type="checkbox"/> Included
Grade K-3 students wear masks based on their personal or family/caregivers' choice.	<input type="checkbox"/> Included	
Food Services	Food services (e.g., meal programs, cafeterias, fundraisers, etc.), are following regular operational and food safety practices.	<input type="checkbox"/> Included

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

# Health and Safety Checklist



BC Centre for Disease Control  
Prevent. Health. Save. Activity.

Administrative Measures		
Community Use of Schools	Community use of school facilities is aligned with related public health guidance, recommendations and Orders.	<input type="checkbox"/> Included
Water Fountains	The use of water fountains is not limited.	<input type="checkbox"/> Included

Personal Measures		
Daily Health Checks	Staff, parents and students are regularly reminded of their responsibilities to complete a Daily Health Check and are provided with resources on how to complete one (e.g., the <a href="#">K-12 Health Check</a> app).	<input type="checkbox"/> Included
Stay Home When Sick / What To Do When Sick	Staff and students are regularly reminded to stay home when they are sick and are provided with resources on what to do when they are sick (e.g., the <a href="#">BC Self-Assessment Tool</a> app).	<input type="checkbox"/> Included
Symptoms Develop at School	Practices are in place to appropriately respond when a staff member, student, or other person develops symptoms of illness while at school.	<input type="checkbox"/> Included
Returning to School After Illness	Health care provider notes (i.e., a doctor's note) are not required to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practice.	<input type="checkbox"/> Included
Hand Hygiene & Respiratory Etiquette	Hand cleaning facilities are available and accessible throughout the school and are well maintained.	<input type="checkbox"/> Included

Personal Protective Equipment		
Masks	Staff, adult volunteers and visitors, and students in Grade 4 and higher in "bricks and mortar" schools wear a non-medical mask or face covering (a "mask") according to the guidelines or applicable public health orders/recommendations.	<input type="checkbox"/> Included
	Grade K-3 students wear masks based on their personal or family/caregivers' choice.	<input type="checkbox"/> Included
	Masks are available for those who have forgotten theirs.	<input type="checkbox"/> Included

Supportive School Environments		
Personal Prevention Practices	Strategies are in place to routinely support students to practice personal prevention measures like hand hygiene and respiratory etiquette (e.g., signage, included in morning announcements, etc.).	<input type="checkbox"/> Included

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

# Health and Safety Checklist



BC Centre for Disease Control  
Provincial Health Services Authority

<b>Personal Space</b>	Strategies are in place to encourage staff and students to consider and respect others personal space. Personal space is the distance from which a person feels comfortable being next to another person.	<input type="checkbox"/> Included
<b>Positive &amp; Inclusive Approaches</b>	Positive and inclusive approaches identified to support students' personal prevention practices.	<input type="checkbox"/> Included

The information included in this checklist is based on the Ministry of Education COVID-19 Communicable Disease Guidelines for K-12 Settings. As such, there may be differences between the checklist and the information in this guidance document.



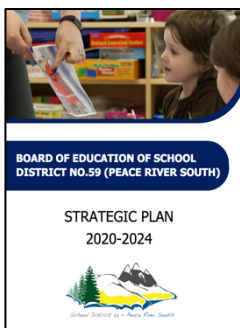
# School District No. 59 Peace River South Framework For Enhancing Student Learning Report September 2021

To embrace, inspire, and value learning, meaningful communication, and integrity for each individual and the communities we serve. The Board of Education of School District No. 59 is guided by practices that challenge all to learn, work and lead together in equitable and effective ways. The Board values inclusion, equity, effective communication and positive culture within school communities that focus on student learning. We look forward to advancing our plan to ensure the success of each learner in School District No. 59.

## Framework for Enhancing Student Learning

The Framework for Enhancing Student Learning brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/enhancing-student-learning>.



Board of Education of School District No. 59 (Peace River South) Strategic Plan 2020-2024 aligns with the

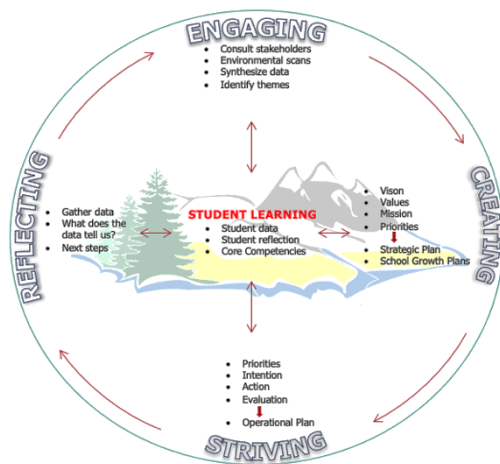
Framework expectations:

[www.sd59.bc.ca/sites/default/files/202103/Strategic%20Plan-2020-2024-FINAL.pdf](http://www.sd59.bc.ca/sites/default/files/202103/Strategic%20Plan-2020-2024-FINAL.pdf)

## Review Cycle

School District No.59 has defined a set of priorities within an operational plan: Board of Education of School District No. 59 (PRS) Operational Plan 2020-2024 (<https://www.sd59.bc.ca/node/11531>). The plan is divided into specific goals, each having an Intention, Action and Evaluation plan. The priorities are in direct alignment with the Educational, Human and Social Development and Career Development

outcomes and measures defined within the Enhancing Student Learning Reporting Order (School Act, Sections 81 and 168 (2)(t)). Processes described in the **Evaluation** section of the School District No. 59 Operational Plan outline the review cycle for each goal on an annual basis and for the duration of the 2020-2024 Strategic Plan. Processes for reviewing data happen throughout the year.



**Target** dates for evaluation assessment have been set in each area. A variety of data sets are used to assess progress. Both ministry-based assessments (FSA, Student Learning Survey, Numeracy and Literacy Assessments) and district-based assessments (Fountas and Pinnell, Student Numeracy Assessment and Practice, individual student goal setting reviews, etc.) are reviewed annually and used as evidence to assess progress and to support in the determination of next steps. Each school has a school plan that will align with the Strategic Plan and specific language connected to the outcomes defined in the Reporting Order. Individual school plans are collected and reviewed annually to assess alignment. Schools are expected to use both ministry-based, district based and school based data to assess progress.

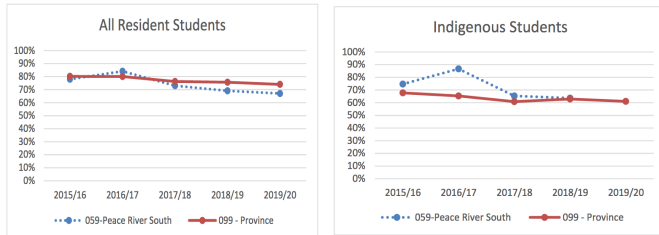
# School District No. 59 Framework For Enhancing Student Learning Report

## Intellectual Development

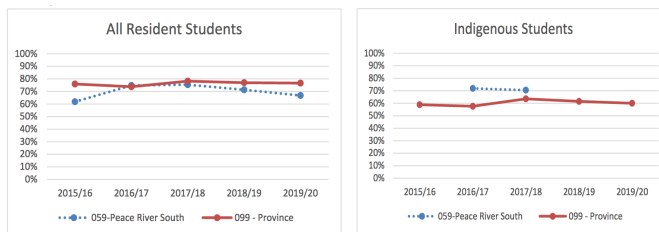
Students will meet or exceed literacy expectations for each grade level.

When looking at the three year trend for Grade 4 and 7 Foundation Skills Assessments, there has been a slight decrease for the Grade 4's and 7's for reading. Through the primary and intermediate literacy Professional Learning Communities, we continue to implement strategies in all grade levels that show the largest impact on achievement.

### Grade 4 FSA Reading:



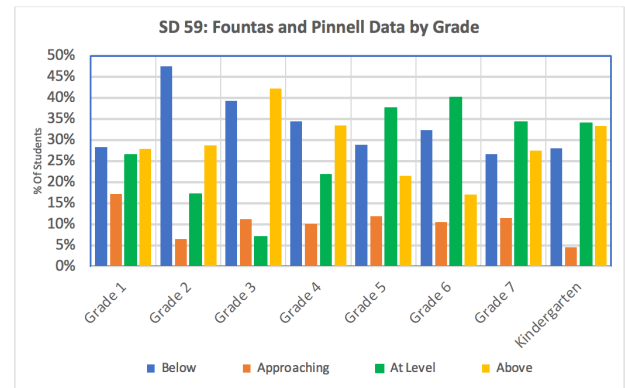
### Grade 7 FSA Reading



For Indigenous students in Grade 4, they are reading on parity with non-Indigenous students, and on-reserve students exceed those off reserve. By Grade 7, Indigenous students are on par with non-Indigenous students, and those on and off reserve are at 70% for on track or exceeding, which is higher than our data for all students.

This year the district will be implementing fluency practice in intermediate grades to further close gaps, which should correlate with an increase in reading comprehension data. The District's Fountas and Pinnell data is similar. Data will be used as evidence to guide improvement. This year the District will target the Grade 3's first, to determine what skills students are missing so they can close the gaps and take off as readers.

### 2020-21 Fountas and Pinnell Data:



### Student Learning Survey Report

There is a decline in students' beliefs about how their skills in reading and writing are improving between elementary-middle school years to high school. There is a need to address students literacy skills and feelings about literacy at the secondary level.

**Students Reporting "Agree" or "Strongly Agree"**

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2016/17	162	76 -5	151	76 -3	87	55 -9	34	58 -7
2017/18	165	84 0	120	71 -3	84	60 -4	28	50 -16
2018/19	171	85 2	127	71 -1	67	56 -7	33	62 -4
2019/20	128	77 -5	127	70 -1	50	60 -5	38	57 -9
2020/21	165	80 -1	150	71 1	108	60 -4	62	56 -10

I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve). (Grade 3/4 in 2016/17 and grades 7, 10, 12)  
I feel I am getting better at reading. (Grade 3/4 from 2017/18)

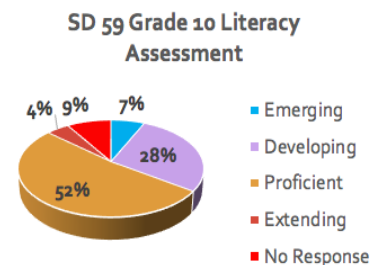
**Students Reporting "Agree" or "Strongly Agree"**

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2016/17	173	82 3	140	71 -2	95	59 -9	34	58 -11
2017/18	155	79 3	119	71 -3	86	62 -7	32	57 -14
2018/19	159	78 4	119	67 -6	68	55 -14	30	57 -15
2019/20	119	71 -1	134	74 2	51	61 -9	39	59 -12
2020/21	147	73 2	146	69 -3	106	58 -11	65	59 -13

I continue to get better at writing (for example, even if my spelling is already good, there is something else that is continuing to improve). (Grade 3/4 in 2016/17 and grades 7, 10, 12)  
I feel I am getting better at writing. (Grade 3/4 from 2017/18)

### Grade 10 Literacy Assessment

56% of students who have completed the provincial Literacy Assessment are assessed as Proficient and Extending.



# School District No. 59 Framework For Enhancing Student Learning Report

## Intellectual Development

Students will meet or exceed numeracy expectations for each grade level.

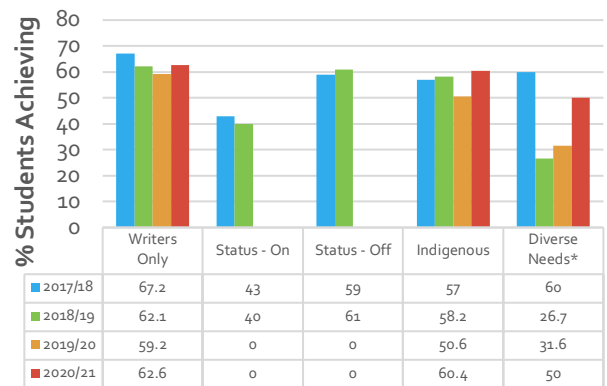
The reconfiguration of structures connected to the marking of the annual SNAP (Student Numeracy Assessment and Practice) Assessment created excellent dialogue around numeracy at both the individual school and the district level in the 2020-21 school year. The data from the 2021 SNAP shows continued strength across the grades in students' skills related to calculations as a comparison to previous year's data sets. Describing patterns and connecting numeracy concepts to the real world are areas needing attention in the 2021-22 school year. SNAP 2021 data will set a new baseline for assessing students' acquisition of numeracy skills in concert with assessment of FSA results.

A Grade 8 and 9 SNAP supporting learners preparing for the Graduation Program will be developed and implemented in the 2021-22 school year. The assessment will be developed by a team of math teachers and administrators between September and December. Classroom teachers will have access to the Grade 8-9 SNAP to use with students in January 2022. Students in Grades 8 and 9 will be assessed at the same as the annual K-7 assessment using the SNAP in April-May 2022. This new assessment structure will provide data that will inform instructional practice supporting students as they prepare for numeracy requirements within the Graduation Program.

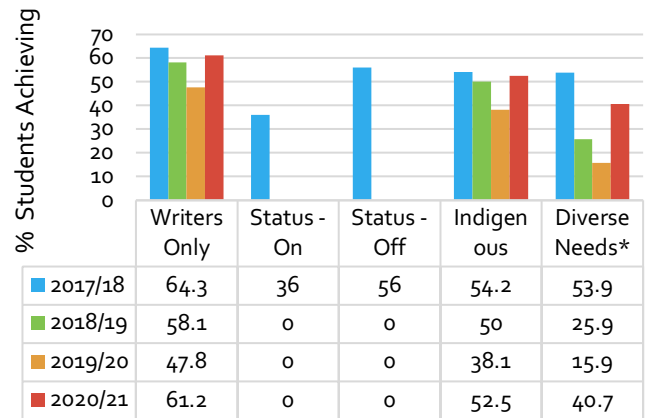
FSA data continues to show a disparity in achievement results between Indigenous and non-Indigenous students. A focus on supporting Indigenous learners as per the Strategic Plan's Goal 1 will continue. Grade 10 Numeracy Assessment results suggested a focus is needed in numeracy leading into the Graduation Program. Of the students who completed the numeracy assessment, 20% were either Proficient or Extending with 48% of the students at the Developing assessed level. The District will focus on numeracy instruction and assessment in the 2021-22 school year at the Grade 8-9 level though the creation and use of the SNAP.

## Intellectual Development: Numeracy Provincial Assessments

**SD59 Grade 4 FSA Numeracy  
Students On Track and Emerging**



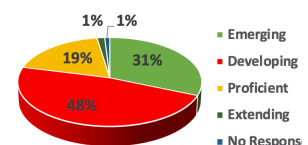
**SD 59 Grade 7 FSA Numeracy  
Students On Track and Emerging**



The three year trends within the FSA data suggests a relative inconsistency in results for our students with a concerning dip in the 2019-20 school year. The return to historically similar results in 2020-21 for all students with the exception of students with Diverse Needs lends itself to further investigation which is outlined within the Students with Diversabilities section of this report.

## SD 59 Grade 10 Numeracy Assessment Results

SD 59 Grade 10 Numeracy Assessment  
Results



# School District No. 59

## Framework For Enhancing Student Learning Report

### Intellectual Development Grade To Grade Transitions

There is relative consistency across the grades for transitions from grade-to-grade for students in Grades 8 through Grade 11. Percentages less than 100% often represent students who have left the district. The percentages connected to the School District 59 Indigenous population are concerning. The District will continue to track our students with Indigenous ancestry and will both build meaningful academic goals with them while pairing each student with, at least, two adults who care about them.

		ALL STUDENTS	INDIGENOUS	DIVERSE NEEDS
<b>2017/18</b>	Gr 8	96%	94%	95%
	Gr 9	96%	95%	100%
	Gr 10	96%	93%	100%
	Gr 11	93%	87%	80%
	<b>2018/19</b>	Gr 8	97%	96%
	Gr 9	94%	94%	78%
	Gr 10	93%	85%	72%
	Gr 11	86%	78%	72%
<b>2019/20</b>	Gr 8	98%	98%	97%
	Gr 9	94%	94%	94%
	Gr 10	93%	90%	78%
	Gr 11	83%	74%	88%

### Human and Social Development

Students will feel welcome, safe and connected to their school.

The Operational Plan outlines a three year strategy to support learners through a social emotional learning context. Evidence from the Student Learning Survey – 2020-21 suggests this is an area for growth within our schools. Approximately 30-35% of our students do not feel welcome in our schools while fewer feel that our schools are places students feel they belong. Fewer students are feeling there are, at least, two adults who care about them at their school. The Student Learning Survey data is used as a foundation for the operational component of the SD No. 59 Framework for Enhancing Student Learning (FESL) plan.

#### Students Reporting "2 adults" or more

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

How many adults at your school care about you? (Grade 3/4 in 2016/17 and grades 7, 10, 12)

How many adults do you think care about you at your school? (Grade 3/4 from 2017/18)

2016/17	180	81.4	136	68.0	109	64.0	49	82.6
2017/18	164	84.9	140	77.10	111	78.14	50	88.12
2018/19	162	76.2	128	72.7	76	61.2	41	72.4
2019/20	127	75.5	124	65.1	67	75.10	59	89.12
2020/21	151	70.4	124	58.4	111	57.3	82	73.2

Do you feel welcome at your school?

2016/17	151	68.4	123	61.7	88	51.12	40	68.3
2017/18	146	73.5	109	60.8	93	65.3	32	57.7
2018/19	153	71.7	95	53.13	56	45.16	24	42.22
2019/20	117	69.7	111	59.6	52	60.2	43	66.3
2020/21	147	68.10	117	55.10	93	49.14	63	56.8

Is school a place where you feel like you belong?

2016/17	127	58.1	82	41.15	54	31.17	20	34.15
2017/18	120	61.1	79	43.12	63	44.3	19	33.15
2018/19	115	54.8	65	36.18	41	33.14	13	23.25
2019/20	87	51.9	76	40.12	27	30.17	31	46.2
2020/21	110	51.9	72	34.16	68	36.9	40	36.9

It the District's intention to increase the number and percentage of students who feel welcome, safe and connected to school through our Priority 1: Equity – Goal 2 Plan. We will establish a district framework for social emotional learning for all stakeholders. The framework will include professional development for teachers and administrators (Compassionate Systems Leadership).

By October 2021, school-based growth plans must be in alignment with the FESL. Schools are expected to build a vision for Social Emotional Learning and to demonstrate action toward this within their growth plans.

By June 2022, it is expected that Social Emotional Learning will be visible within schools' Codes of Conduct where recognition of the emotional needs of the individual student will be reflected within responses to conduct.



<https://bcchp.org/the-importance-of-social-emotional-learning-in-children/>

# School District No. 59

## Framework For Enhancing Student Learning Report

### Career Development

Enhancing Student Learning Reporting Order Measure 4.1 – Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

School District No. 59 (Peace River South) is pleased to see an improvement in the 5 year graduation rate over the past 3 years, from 73% to 81%. While our rates still fall a few points short of the provincial average, the gap is decreasing. The gap between the results for all students and the results for Indigenous students continues to decrease but more work needs to be done. SD No.59 is actively working to close the gaps described above. Grade and grad coaching for our Indigenous students is making a difference. Additionally, our improved use of data to identify students at risk of not graduating is allowing for earlier timely interventions.

As outlined in the SD59 Strategic Plan, the District will build the skills and efficacy of all learners in balanced numeracy and literacy. \*An updated graph displays grad results for 2019-20 comparing Indigenous and BC Students on page 9.

059-Peace River South					
Completion Rate					
District	Completion Rate				
	Rate	2015/16	2016/17	2017/18	2018/19
All Resident Students	76%	79%	73%	77%	81%
Indigenous Students	70%	59%	57%	66%	#N/A
Status - Off Reserve	70%	56%	58%	68%	#N/A
Status - On Reserve	69%	73%	48%	49%	#N/A
Children/Youth In Care	0%	#N/A	22%	10%	#N/A
Students with Disabilities or Diverse Abilities	50%	55%	44%	52%	61%

Measure 5.1 – Number and percentage of students transitioning to Canadian post-secondary institutions with 1 and 3 years

School District No. 59 appears to have a much lower percentage of students transitioning to post-secondary institution within 1 and 3 years than the provincial average (34% vs. 54% in 2019-20). However, SD59's close proximity to the Alberta border, the distance from most of the major post-secondary institutions in British Columbia, and anecdotal information suggests that a large number of our students are heading to post-secondary institutions in Alberta.

### Career Development Partnerships

School District No. 59 has a well-established partnership with Northern Lights College and offers dual credit opportunities in trades, vocational and academic programs each year. Registration in these programs has been fairly consistent, with a recent dip due to uncertainty created by the COVID-19 pandemic. Students who complete their foundation programs though dual credit will sometimes take their next level training in Alberta as well.

In the coming school years, data will be gathered to track the number of students transitioning to Alberta post-secondary institutions.

We will continue to integrate core competencies into all K-12 curricular areas as a foundation for learning.

059-Peace River South					
Post-Secondary Institute Transition Within 1 Year					
District	Post-Secondary Institute Transition				
	Rate	2014/15	2015/16	2016/17	2017/18
All Resident Students	38%	33%	26%	29%	34%
Indigenous Students	#N/A	#N/A	#N/A	#N/A	#N/A
Status - Off Reserve	#N/A	#N/A	#N/A	#N/A	#N/A
Status - On Reserve	#N/A	#N/A	#N/A	#N/A	#N/A
Children/Youth In Care	#N/A	#N/A	#N/A	#N/A	#N/A
Students with Disabilities or Diverse Abilities	#N/A	#N/A	#N/A	#N/A	#N/A

There was a significant increase in the percentage of Grade 12 students who felt they had the basic social skills they need for the future in the 2019-20 school year. Students' feelings decreased in the 2020-21 school year. Social skills play a key role for students from a Career Development perspective as evidenced in the curriculum for Career-Life Connections and within the Core Competencies.

School Year	Students Reporting "Agree" or "Strongly Agree"							
	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2016/17	Not asked	Not asked	Not asked	Not asked	83	51 -9	32	56 -5
2017/18	Not asked	Not asked	Not asked	Not asked	83	60 -1	26	47 -16
2018/19	Not asked	Not asked	Not asked	Not asked	63	53 -7	20	38 -25
2019/20	Not asked	Not asked	Not asked	Not asked	50	60 -2	42	64 0
2020/21	Not asked	Not asked	Not asked	Not asked	88	49 -11	63	57 -5

I am satisfied that in school I am learning basic social skills that I need for the future. (for example, inter-personal, communication, teamwork)



# School District No. 59

## Framework For Enhancing Student Learning Report

### Children and Youth in Care

This data reflects the information on students who have been identified to SD59 as in care by the Ministry of Children and Families as of the 2020/2021 school year.

#### Children and Youth in Care: Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Enhancing Student Learning Reporting Order Measure 1.1: 3-year trend for number/percentage of students on track or extending literacy expectations in Grade 4 and 7 on provincial assessments.

Measure 1.1:

- Grade 4 Reading – 60% on track or extending
- Grade 4 Writing – 75% on track or extending
- Grade 7 Reading – 15% on track or extending
- Grade 7 Writing – 35% on track or extending

Measure 1.2: 3 year trend for number/percentage of students proficient or extending literacy expectations in grade 10 literacy assessments.

- 30% of students on proficient or extending
- 70% of students had not yet written the Grade 10 literacy assessment

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1: 3 year trend for number/percentage of students on track or extending numeracy expectations in grade 4 and 7 on provincial assessments.

- Grade 4 Numeracy – 50% on track or extending
- Grade 7 Numeracy – 10% on track or extending; 50% emerging



### Children and Youth in Care: Intellectual Development

Measure 2.2: 3 year trend for number/percentage of students proficient or extending literacy expectations in grade 10 numeracy assessments.

- No students proficient or extending
- 20% Emerging
- Majority of students have not yet written the numeracy assessment

Measure 2.3: Number/percentage of students who are completing grade to grade transitions on time.

- All K-7 students in care are completing grade to grade transitions on time
  - 50% of students are meeting all meeting grade level expectations.
  - 30% of students are approaching or meeting grade level expectations
  - 20% of students are meeting expectations in Individual Education Plan goals.

*Grades 10-12 students meeting grade level expectations for credits*

- 50% of students are earning the credits needed at each grade level to be on track for graduation
- 50% of students are not earning the credits needed at each grade level to be on track for graduation

### Children and Youth in Care: Human and Social Development

Educational Outcome 3: Students will feel welcome, safe, and connected to their school.

Measure 3.1: Number/percentage of students in Grades 4,7, and 10 who feel welcome, safe and have a sense of belonging in their school.

- *Limited K- 7 data (looked at attendance)*
  - 25% of students have 10 or less absences
  - 30% of students have between 11-20 absences
  - 45% of students have over 20 absences

# School District No. 59

## Framework For Enhancing Student Learning Report

### Children and Youth in Care: Human and Social Development

Educational Outcome 3: Students will feel welcome, safe, and connected to their school continued:

- *Limited 8-12 data*
  - 10% of students withdrawn
  - 25% of students have 10 or less absences
  - 20% of students have between 11-20 absences
  - 50% of students have over 20 absences

Measure 3.12: Number/percentage of students in grades 4,7,and 10 who feel there are two or more adults at their school who care about them.

- No specific data

### Children and Youth in Care: Career Development

Students will graduate.

Measure 4.1: Number/percentage of resident who achieved a Dogwood Diploma within 5 years of starting grade 8.

- On track to graduate
  - 50% of students in grades 10-12 are on track to graduate
  - 50% of students in grades 10-12 are not on track to graduate

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number/percentage of students transitioning to Canadian post-secondary institutions within 1-3 years.

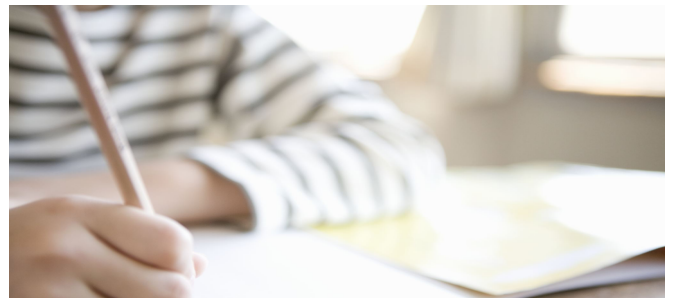
- No specific data

### Children and Youth in Care: Next Steps

1. Update the current Children in Care planning document used in SD 59.
2. Develop a data collection process for schools to monitor data on Children and Youth in Care
3. Establish and implement regular process for reviewing progress of Children and Youth in Care through School-Based Team including
  - a. Monitoring academic progress and implementing supports
  - b. Establishing regular check-ins with students and their support systems
  - c. Monitoring attendance and implementing supports
4. Develop a plan to support students in writing provincial assessments: specifically, when students are writing the Grade 10/12 literacy assessment and Grade 10 numeracy assessment

### Youth In Care and the Operational Plan

The School District No. 59 Operational Plan outlines a specific timeline for check-ins for youth in care. A monthly cycle where the "Children in Care" planning document is reviewed was initiated in May 2021. Processes connected to the monthly review will be assessed throughout the 2021-22 school year. Included in this process is the collection, assessment and review of Foundation Skills Assessment, Literacy and Numeracy, Graduation Rate and personal narrative data.



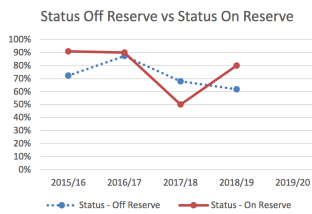
# School District No. 59 Framework For Enhancing Student Learning Report

## Indigenous Learners: Intellectual Development

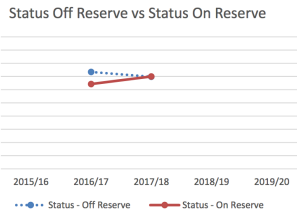
The data represents the percentage of students who were 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations on the Foundations Skills Assessment.

### Literacy:

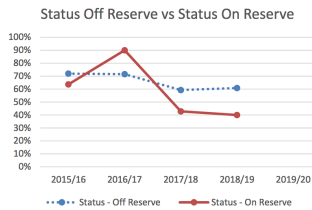
#### Grade 4 Reading



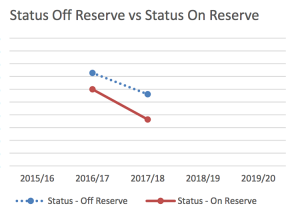
#### Grade 7 Reading



#### Grade 4 Numeracy:



#### Grade 7 Numeracy:



### Grade 10 Literacy Assessment:

There is currently no unmasked data for Indigenous learners for the Grade 10 Literacy Assessment.

### Grade 10 Numeracy Assessment:

There is currently no unmasked data for Indigenous learners for the Grade 10 Literacy Assessment.

### Grade to Grade Transitions:

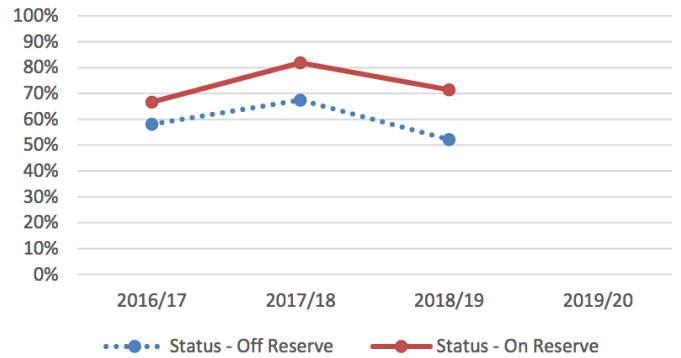
There is currently limited data separating Indigenous learners living off reserve in comparison to those living on reserve.



## Human and Social Development

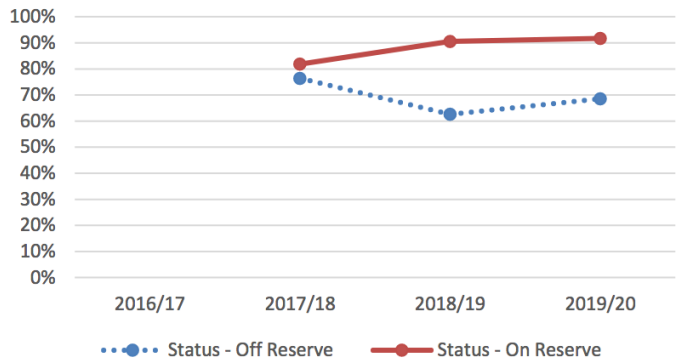
### Students who 'Feel Welcome' at school.

#### Status Off Reserve vs Status On Reserve



### Students who feel they have two or more adults at school who care about them.

#### Status Off Reserve vs Status On Reserve



### Student who feel 'Safe' at school and students who feel a 'Sense of Belonging' at school:

There is currently limited data separating Indigenous learners living off reserve in comparison to those living on reserve.

The limited data within this section does not represent the focus School District No. 59 has on Indigenous education. Our Coach Mentorship and Grade/Grad Coaching processes have been yielding results as evidenced in the graduation rates for our Indigenous students in recent years. The relationships forged with our in district Indigenous leaders have also led to data driven Indigenous Education Enhancement Agreements.

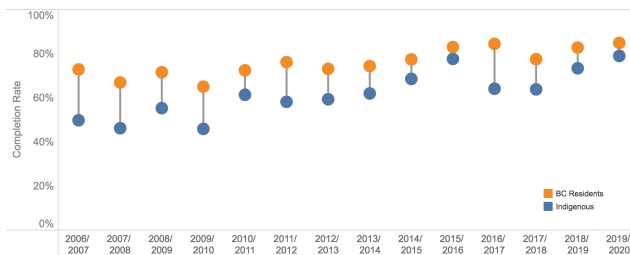


# School District No. 59 Framework For Enhancing Student Learning Report

## Indigenous Learners: Career Development Students will Graduate

School District No. 59 continues to focus on supporting Indigenous learners in graduating at the same pace as their peers. Through Grade and Grad Coaching and an intentional focus on supporting teachers in planning for the unique needs of each student (Coach-Mentorship Program), our Indigenous students are reaching parity with their peers. This progress is something to be celebrated but also something that we continue to keep focused on as a district.

### Completion Rate Over Time for Indigenous and BC Residents



Student Group: **Indigenous**  
Completion Rate 2019/20: **79%**  
Total number of graduates: **67**

Five-year range for this district: **64% - 79%**

Typical range across B.C. (middle 50% of districts): **65% - 80%**

### Transitions to Post Secondary Institutions

There is currently limited data separating Indigenous learners living off reserve in comparison to those living on reserve for students transitioning to a post-secondary institution within 1-3 years of graduation.



## Students with Disabilities and Diverse Abilities

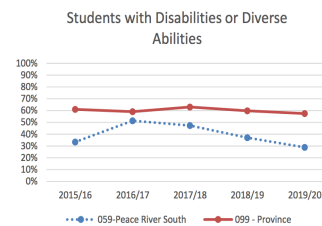
The district will engage in a process of using an inclusion review summary to identify areas of strength and inequity for students with disabilities and diverse abilities. The process will include:

- Implementation of interventions
- Assessment of impact
- Ongoing review

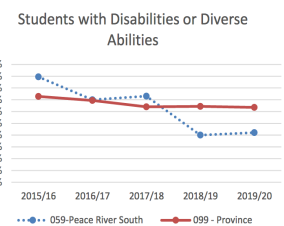
Target for selected teacher group: UDL Train the Trainer Program (May 2021 – June 2022)

The data represents the percentage of students who were 'On Track' or 'Extending' or who have 'Met' or 'Exceeded Expectations' on the Foundations Skills Assessment.

### Grade 4 Reading



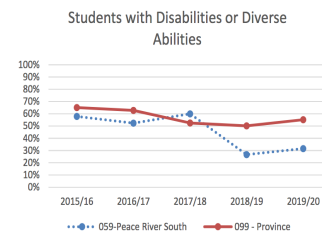
### Grade 7 Reading



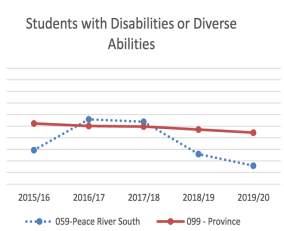
### Grade 10 Literacy Assessment:

There is currently no unmasked data for Students with Disabilities or Diversabilities for the Grade 10 Literacy Assessment.

### Grade 4 Numeracy



### Grade 7 Numeracy

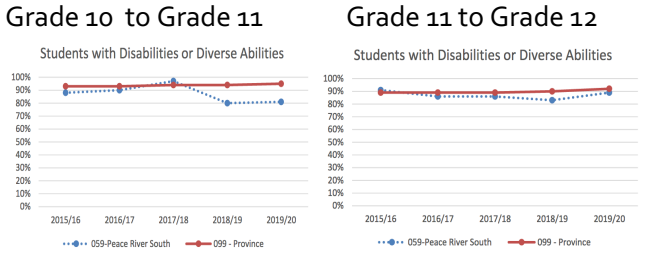


### Grade 10 Numeracy Assessment:

There is currently no unmasked data for Students with Disabilities or Diversabilities for the Grade 10 Literacy Assessment.

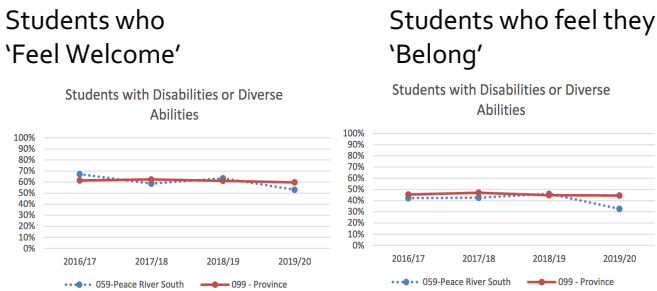
# School District No. 59 Framework For Enhancing Student Learning Report

## Grade to Grade Transitions for Students with Disabilities and Diversabilities



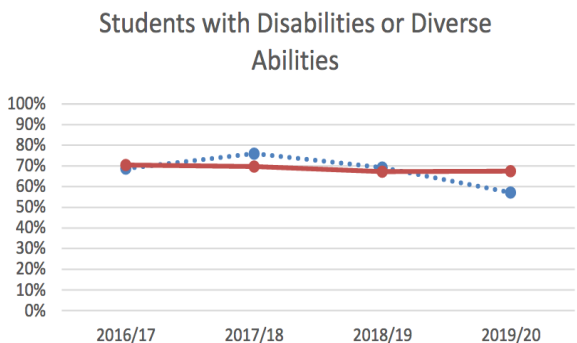
Programs for students with disabilities and diversabilities are monitored regularly by classroom teachers, administration, and learning services teams which speaks to the high percentages of grade-to-grade transitions. This regular, ongoing process will continue.

## Human and Social Development for Student with Disabilities and Diversabilities



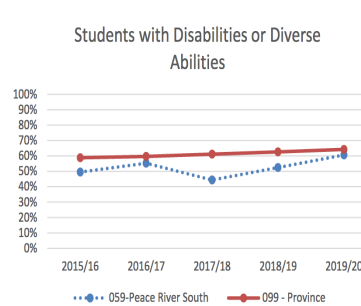
This is an alarming piece of data that supports the District's planned focus, as described in the Strategic Plan, on Social Emotional Learning and Equity.

Students who feel they have, at least, two adults who care for them.



## Social Development for Student with Disabilities and Diversabilities

### Career Development: 5-Year Completion Rate



Students with Diversabilities often complete their programs over six years rather than five. This low grad rate reflects the programming and time permitted for students to complete their programs at their individual pace.

### School District No. 59's Approach to Continuous Improvement

School District No. 59's Continuous Approach to Improvement of Student Achievement is described within the 2020-2024 Strategic Plan. In the 2019-20 school year, the Board pursued an Engagement Process consult with SD No. 59 stakeholders to determine district based priorities. As a result of the process five key areas of strength were highlighted:

1. Opportunities for professional development and building capacity.
2. Strong foundations skills in primary literacy.
3. Strong Indigenous Education program striving for equity.
4. Access and availability of supports and resources that allow for differentiation and inclusion.
5. Strong new teacher mentorship program.

The engagement process led to the identification of three areas of focus for 2020-2024:

1. Equity
2. Foundational Skills and Core Competencies
3. Sustainable Use of our Resources

The three areas of focus aligned with the Framework for Enhancing Student Learning expectations and set the stage for deep data dives and planning for our students.

In addition, the areas of focus in concert with the Framework, align and connect with the School District No. 59 Indigenous Education Enhancement Agreement focus areas for increased Indigenous student sense of belonging and Indigenous student self-determination through engagement that will lead to academic success.

**JOINT FIRST NATION STUDENT TRANSPORTATION AGREEMENT  
BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59 (PRS)  
WITH SAULTEAU FIRST NATION**

**STEP 1** – Identify the First Nation students attending BC Public School and the number of students for which transportation services are agreed to and being provided.

Please refer to Worksheet A – Appendix 1

Currently there are seventy-one Saulteau First Nation students who have transportation provided for them. The school district contracts Standard Bus to provide bussing service to the Chetwynd area, which includes Saulteau First Nation.

**STEP 2** – Specify transportation services provided to those First Nation students.

Route 21 –Boucher Lake Road. This route covers 125 km each day.

Route 52 – Lower Lake Road. This route covers 125 km each day.

Route 39 – West Moberly and Saulteau share this route. It covers 180km per day, with 23 students from Saulteau travelling on the route.

Transportation Assistance – \$20 per instruction day in which the student attends school is provided to one family from Saulteau First Nation.

**STEP 3** – Estimate the cost of the transportation service.

**Saulteau**

Route #	KM	Shared Cost	Cost Per KM	Days	Contract Cost	Fuel Cost	Total Cost
21	125	No	2.24	179	50,120	11,999	62,119
52	125	No	2.24	179	50,120	11,999	62,119
39	180	Yes - 68%	2.24	179	49,078	11,749	60,827
Transportation Assistance							3,580
							<u>188,645</u>

**STEP 4** – Supplemental information on the transportation service levels currently being provided to First Nation students.

Three runs service 71 Saulteau First Nation students:

Route 21 transports First Nation students from Boucher Lake Road, at Saulteau into Chetwynd. Route 21 covers 125 km each day. Highschool students are delivered to Chetwynd Secondary,

and elementary students can either attend Don Titus Montessori Elementary, Windrem Elementary, or Little Prairie Elementary.

Route 52 transports Saulteau students from the Lower Lake Road into the above-mentioned town schools. This route covers 125km daily.

Route 39 transports Saulteau First Nation students to Moberly Lake Elementary. This route is shared with West Moberly First Nation. This route covers 180 km daily.

Here is the schedule for those three routes as at June 30, 2021:

#### Route 21

- Leaves shop @ 7:24 am
- Arrives at Chetwynd Secondary School @ 8:20 am
- Arrives at Chetwynd Secondary School @ 2:47 pm
- Back at shop @ 3:55 pm

#### Route 52

- Leaves shop @ 7:00 am
- Arrives at Chetwynd Secondary School @ 8:10 am
- Arrives at Chetwynd Secondary School @ 2:47 pm
- Back at shop @ 4:00 pm

#### Route 39

- Leaves shop @ 7:30 am
- Arrives at Moberly Elementary @ 8:38 am
- Arrives at Moberly Elementary @ 2:30 pm
- Back at shop @ 3:45 pm

Students are picked up in their subdivisions at the end of their driveways. They arrive in Chetwynd and are delivered to schools between 8:30 and 9:00 am. Saulteau First Nation has identified there is not a concern around pick up and drop off times, or the amount of time on the bus.

Bus drivers provide the supervision on the busses. If any issues arise they contact the bus garage, the bus garage contacts either the parent or the school principal, and issues are then dealt with at the school or at home.

The district is estimating approximately \$30,000 in carryforward funding received in past years towards support extra-curricular activities. This carry-forward is a direct result of extra-curricular events not occurring due to the pandemic. The plan is to schedule a later bus run two times per week. The later bus will allow high school students to participate in sports teams as well as homework club.

**STEP 5 - Board and First Nation approval and sign-off of Joint Plan**

The Joint Plan is signed by the Board Chair and the Chief of the First Nation, or their delegate, indicating agreement on transportation services to be provided to the First Nation students.

\_\_\_\_\_  
Saulteau First Nation

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Education of SD59 – Board Chair

\_\_\_\_\_  
Date

**Operational Contacts:**

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Superintendent  
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[cfennell@sd59.bc.ca](mailto:cfennell@sd59.bc.ca)

Saulteau First Nation  
Audrey Norris  
Director of Education  
250-788-3955  
[anorris@saulteau.com](mailto:anorris@saulteau.com)

## APPENDIX 2 – GUIDING PRINCIPLES

The following guiding principles were discussed at a meeting held with Saulteau First Nation. The meeting was attended by Audrey Norris, Cheri Koenig, Christy Fennell, and Melissa Panoulis.

*Each principle will be addressed in relation to Saulteau First Nation:*

1. The Board of Education and Saulteau First Nation identified transportation needs and services to get all Saulteau First Nation students enrolled in BC public schools to and from those schools, respecting parental choice of where to enroll their child to attend school at the following schools: Moberly Lake Elementary, Windrem Elementary, Little Prairie Elementary, Don Titus Montessori Elementary, and Chetwynd Secondary.
2. Safety is paramount in all planning and decisions:
  - a. There will be a safety protocol in place to address safety issues for Saulteau First Nation ( re. weather conditions; wildlife – please see attached SD 59 Policy 6070).
  - b. Shelters will be made available where needed. It was identified that the majority of bus students are picked up at the end of their driveways. There is one subdivision where the bus cannot turn around, and the 4 students meet the bus at the start of the subdivision.
3. Transportation will be available for extra-curricular activities and sporting events. As we move forward we are working on obtaining funds to have a later bus route put into place that would transport Saulteau First Nation students back home after homework club, and sports teams' practices and games.
4. There will be no walk limits. At this time, the busses pick up students in their subdivisions, or at the end of their driveways, at Saulteau First Nation.
5. The district provides the shortest ride possible.
6. There is one highway drop off. It is at the end of the driveway. The students could catch it at the beginning of the route, so they do not have to cross the highway, however, to cut down on time sitting on the bus, the family made the decision that the students catch the bus on the way back and cross the highway to get on to the bus. At the end of the day, they are dropped off at their driveway.
7. A communication protocol will be established and agreed upon to ensure effective and timely communication to address issues that arise (e.g. Travel disruption due to inclement weather) and method of preferred communication (radio/satellite

communication). It was agreed upon at the meeting that communication is the responsibility of the School district and Standard bus.

Busses are cancelled if the weather is -35 degrees Celsius or below. That is determined between 6:00 am to 7:00 am. It is posted on the district web site and local radio stations.

If a serious event happens when students are already on the bus, the school district, and Standard bus, notify parents first. The Saulteau First Nation band office will also be notified and will help us if we are having difficulty connecting with parents. The office will provide a name and phone number to the school district and Standard Bus. (Please see the attached Policy 6070.)

8. Drivers will receive adequate professional development related to customer service, student management, etc., as required. Standard Bus will provide to the district the professional development that each driver receives.
9. Criminal record checks are required for all Standard bus drivers.
10. Changes to the joint plan will only be made in consultation with Saulteau First Nation, with timely notice to parents, except in emergency situations where safety is the issue, and decisions need to be made immediately.

There will be an annual joint review and assessment of the joint plan for effectiveness and to identify any improvements.

## APPENDIX 3

### 6070 School Bus Transportation

Policy 6070

STATUS: ADOPTED

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#### *SCHOOL BUS TRANSPORTATION*

Board Approved: May 01, 1983

Last Reviewed: September 2013; October 2017

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The Board of Education believes that by offering school bus services to eligible students, it allows those students better access to educational programs

#### **Definitions and Limits:**

##### **Bus Fleet:**

Bus fleet refers to the fleet owned and operated by SD 59 and any buses contracted by the district for the purpose of transporting students in SD 59.

##### **Eligible Students:**

Eligible students are ones who live outside the city limits and are in excess of .8 kilometers (800 metres) from the school in their assigned catchment area. Eligible students are registered in and attend School District # 59 schools.

Eligibility includes students inside the city limits that have been designated, through school closure, to a receiving school that is greater than 800 metres from their original catchment area.

Rural elementary students attending the French Immersion program in Dawson Creek are eligible for transportation services to Ecole Frank Ross.

Eligibility is not intended to mean that students have the “right” to transportation services. Bus service is a privilege, which eligible students are able to use.

Being eligible for transportation services does not guarantee full door-to-door services. Factors such as cost, distance, effect on pick-up and drop-off times, consistency of student ridership, and student behaviors will impact the availability of the transportation services provided.



Non-Public School Bus Students:

Students attending private schools and/or accredited Northern Lights College programs may be permitted to ride on School District # 59 buses.

Walk Limits:

A walk limit is the distance from a student's driveway to the nearest bus route. If the distance exceeds 800 m, eligible students may be entitled to bus service.

Bus Stop:

In accordance with the Motor Vehicle Act, a bus stop is a designated school bus stopping place that has clear visibility in all directions for a minimum of 60 metres and is required for the purposes of loading or off-loading students. The primary requirement of a bus stop is that it will assure the safe conveyance of students from the bus to their loading location.

School Bus Transportation – Responsibilities and Oversight:

The SD#59 Transportation System shall be under the immediate direction of the Transportation Manager. General oversight shall be under the direction of the Director of Operations.

Transportation Policy and Regulation:

Transportation policy and regulation adopted by SD#59 shall be in compliance with provincial and federal regulation.

Non-public Maintained Roads:

Non-public maintained roads are those that are not maintained by the contractor designated by the Province of British Columbia to carry out those contracts.

Transportation policy and regulation adopted by SD#59 shall be in compliance with provincial and federal regulation.

Transportation Assistance Allowance:

Upon application, parents/guardians may be eligible for the Transportation Assistance Allowance. This allowance is available to support students that are eligible for transportation services but have been denied due to circumstances other than student misbehavior. The amount per kilometer is set by the Board of Education, and the application is approved by the Transportation Manager.

Non-District use of District-Owned Buses:

District owned school buses shall be available for non-District use, only for purposes that have been authorized by the Board.

School Bus Insurance:

All buses, carrying SD#59 students shall carry a minimum basic insurance of 10 million dollars. All carriers of SD#59 students will ensure that they meet regulations and safety criteria established by insurance and provincial regulatory agencies.

### Curricular and Extra Curricular Transportation:

The Board believes curricular and extra-curricular activities are an integral part of education programs developed for students. Transportation services will be made available for such travel on a fee for service basis to participating SD#59 schools.

### Transportation Fees:

The Board of Education believes that their first priority is to support and preserve quality, educational services to the students of the District. With that in mind, the Board will not permit resources to be removed from the classroom in order to sustain transportation services. Therefore, depending on budgetary constraints from year to year, the Board reserves the option to:

1. Charge non-eligible riders (e.g., private school students);
2. Charge riders requesting transportation services to a school, other than the school within their designated catchment area;
3. Reduce transportation services overall to stay within budget.

*SCHOOL BUS TRANSPORTATION - WALK-LIMITS*

Board Approved: May 1983

Last Revised: March 24, 2010; October 2017, September 2020

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Description of Limits:

1. To/From Bus Stops: 800 metres (1/2 mile)
  - a) Walking distances shall be calculated as distances walked on publicly maintained roads and shall not include distances walked on private property.
2. To/From Schools:
  - a) Students living within municipal limits are not eligible to receive school bus service, regardless of walking distances to the school in their catchment area. Exceptions to this regulation are as follows:
    - The Board of Education has amalgamated the catchment areas of 2 or more schools, and their planning includes transportation services for students to attend the identified receiving school.
    - Students with special needs may be supplied with transportation service from their residence to school and return.
    - For compelling reasons, and through the Appeal provision in law, the Board of Education may permit the transportation of a student living within city/town limits. Such student passengers may be permitted to ride on a space available basis only, where no extra stops or distances shall be incurred.
3. Walk Limits may be temporarily waived in cases where:
  - a) Students with identified special needs.
  - b) An emergency medical situation occurs for a student.
  - c) When extreme weather conditions prevail.
4. Transportation services may not be provided in cases where:
  - a) In the opinion of the Transportation Manager the roads involved are not (consistently) suitable for bus travel.
  - b) A maintained and/or suitable turnaround is not available.
  - c) A bus route extension directly affects the pick-up and/or the length of the ride time for other students.
  - d) A bus route extension directly affects operational cost to the district.
  - e) A bus route extension or deviation is requested to accommodate transportation to a school outside the catchment area identified for the student(s).

5. Subject to the above limits, route extensions may be granted for:
  - a) 1 Student - up to 3.2 km (2 miles) per pick up location
  - b) 2 Students - up to 4.8 km (3 miles) per pick up location
  - c) 3 Students - up to 6.4 km (4 miles) per pick up location
  - d) 4 Students - up to 8.0 km (5 miles) per pick up location
  
6. Should transportation service be denied to eligible students due to the above conditions, Transportation Assistance shall be made available in accordance with existing regulations.

*SCHOOL BUS TRANSPORTATION - AUTHORIZED NON-PUBLIC SCHOOL BUS PASSENGERS*

Board Approved: February 11, 1985

Last Revised: June 19, 2013; October 2017; October 2018

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Description:

1. School District employees are authorized to ride school buses under the following situations:
  - a) While performing their duties,
  - b) An emergency situation,
    - a) For the purpose of this regulation, an emergency situation is defined as a situation where an employee cannot reach his or her place of employment for one of the following reasons:
      - Mechanical breakdown of their usual transportation.
      - Extreme weather and/or road conditions.
2. Volunteers approved by school authority or designate that are providing services to students may be permitted rider status on a space-available basis.
3. Providers of contract services to the District (with the permission of the Transportation Manager).

*Note: The above reasons are not intended to provide sustained or repeated riding privileges.*

4. The following non-public school students are permitted to ride school buses provided deviation from the normal route is not required:
  - a) Private school K-12 students.
  - b) Northern Lights College students.
  - c) Adults with Special Needs
    - a) Transportation may be provided to adults with special needs to attend approved educational facilities subject to the following conditions:
      - (a) That the destination facility be approved by the District as being an educational or training centre.
      - (b) That transportation only be provided on a space available basis, and that no additional costs be incurred.
      - (c) That permission is granted based on a District assessment of each individual's suitability to travel in a school bus environment.

(d) That appropriate measures be taken to properly introduce each individual and the circumstances to the driver, the children, and the parents on the route involved.

(e) That the District may limit the number of adults with special needs that may be allowed on one bus.

5. At the discretion of the Transportation Manager, children of a student may be provided bus service with the following conditions:
  - a) Parent will be responsible for safety of the child,
  - b) Parent may not bring onto the bus large items such as buggies, strollers, etc.,
  - c) If required, the child must be secured in a CSA approved child seat (provided by the parent) that is tethered to the bus seat system with an approved seat belt/harness system.
  
6. At the discretion of the Transportation Manager, a SD #59 Bus Operator may be permitted to transport one child on the operator's bus route with the following conditions:
  - a) The Bus Operator must be the legal guardian of the child,
  - b) If required, the child must be secured in a CSA approved child seat that is tethered to the bus seat system with an approved seat belt/harness system.

*NOTE: The above is dependent on the following:*

- *there is space available on the bus(es) required to carry the student/adult;*
- *no additional bus stops will be permitted for pick up or drop off;*
- *adult students submit a clear criminal record check for working with children and vulnerable adults prior to permission being granted;*
- *compliance with the code of conduct regarding behavior on the school bus;*
- *they maintain a good standing in their account if a fee for service structure is in effect.*

*SCHOOL BUS TRANSPORTATION - RESPONSIBILITIES & DUTIES*

Board Approved: May 1983

Last Revised: June 19, 2013; October 2017

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Description:

**1. Director of Operations:**

- a) Generally, oversees the efficiency of school bus operations;
- b) Recommend policy or regulation changes for review by the Policy Committee.

**2. Transportation Manager:**

- a) Responsible for overall safety and operation of the transportation department;
- b) Establish routes, schedules and stops to serve designated school catchment areas;
- c) Oversee driver training, maintenance schedules and repairs to the bus fleet;
- d) Establish communication protocols between schools, drivers and parents to ensure student safety;
- e) Provide overall supervision of riding privileges based on student behaviors on the bus;
- f) Work in consultation with school Principals to establish consequences for inappropriate student behavior on the bus.

**3. Superintendent of Schools or Designate:**

- a) Recommend Policy/Regulation changes to the Board;
- b) Authorize field trips longer than 1 day;
- c) Regulate school start and dismissal times;
- d) Establish a District calendar describing days that school will be in session.

**4. Principals:**

- a) In conjunction with the Transportation Manager and bus driver, principals will work together to establish consequences for students whose conduct aboard a school bus is deemed unsafe or inappropriate;
- b) Principals are responsible for the safety of students in the loading zone of a school, and will assign appropriate supervision;
- c) Will authorize field trips and book school bus services as needed.

**5. Bus Operators:**

- a) Bus Operators are responsible for the safe operation of the bus;
- b) Bus Operators bear primary authority over students while they are aboard the bus;

- c) In circumstances where a teacher is riding the bus with the students, the teacher will assume primary responsibility for student behavior.;
- d) Bus Operators shall follow assigned routes, adhering strictly to designated pickup and drop off stops, and meeting assigned schedules;
- e) Bus Operators may not extend or vary a route, or deviate from their assigned route, except in the event of road closure or emergency circumstances, without the expressed permission of the Transportation Manager.

**6. Parents/Students will:**

- a) Abide by the posted passenger regulations;
- b) Arrive at pick-up points on time;
- c) Ensure that the student's clothing is appropriate for weather conditions;
- d) Assume responsibility for students until they board the bus, and after they leave the bus;
- e) Not board any bus without the consent from the driver.
- f) Communicate to the school and/or bus garage if a child will not be riding the bus.



*SCHOOL BUS TRANSPORTATION - SCHOOL BUS PASSENGERS*

Board Approved: May 1983

Last Revised: June 19, 2013; October 2017; September 2020

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## Description:

1. Students shall:
  - a) conduct themselves in a respectful and orderly manner;
  - b) follow instructions given by the bus driver;
  - c) remain seated until they reach their destination;
  - d) follow safe bus rules (as posted in bus);
  - e) follow safe bus procedures (available in schools).
2. Parents shall ensure that their child:
  - a) is at the correct pick-up spot approximately five minutes early;
  - b) waits for, and boards, the bus in a safe manner;
  - c) returns home safely, from the designated bus stop, at the end of the school day;
  - d) recognizes that, under these regulations, appropriate disciplinary action may be taken for any unsafe or inappropriate behavior on the school bus.
3. Bus Operators shall:
  - a) implement written bus procedures which apply fairly and consistently to students;
  - b) ensure that bus procedures and expectations are communicated to parents and students;
  - c) report rule infractions;
  - d) use their best judgment and follow a progressive discipline model.
4. Progressive discipline procedure:
  - a) Verbal Warning - Normally, a verbal warning will be given by the Bus Operator to correct student misbehavior while aboard the bus.
  - b) Written Warning - Should the verbal warnings be ignored and student conduct continues to be unacceptable, the Bus Operator will issue a written warning. A written warning may also be given when misconduct is serious enough to warrant parents (or guardians) being notified of the student's behavior.
  - c) Suspension:
    - i) Should the written warnings not be heeded or extreme behaviour occurs, the Bus Operator will request a suspension of riding privileges. The Bus Operator will not

determine the length of the suspension, but will provide input to the Transportation Manager.

- ii) Once a request for suspension is received, the Transportation Manager and the Principal of the student concerned will discuss the student's behaviors. A suitable suspension of bus riding privileges may occur, with notification given as required.
- iii) First Occasion - normally a one (1) to five (5) day suspension of bus riding privileges
- iv) Second Occasion - normally a two (2) to ten (10) day suspension of bus riding privileges.
- v) Third Occasion - Should circumstances warrant suspension of bus riding privileges in excess of 10 days, the incident shall be discussed with the Superintendent of Schools or designate, who may authorize an indefinite suspension of bus riding privileges. Indefinite suspensions shall be reviewed periodically and bus riding privileges may be reinstated. The board shall be advised of all indefinite suspensions and subsequent reinstatements.
- vi) Misbehavior on a school bus may result in further consequences, to be determined by the school principal.

5. Process for dealing with concerns:

- a) Concerns go to the Transportation manager to be resolved. Should a concern be unresolved, it may be referred to the Director of Operations.

### **SCHOOL BUS PASSENGER REGULATIONS**

1. The following regulations apply to all passengers carried aboard district-owned, contracted or chartered school buses:

- a) The Bus Operator has immediate authority of the School bus at all times;
- b) The Bus Operator may designate seating for any purpose;
- c) Student behavior and conduct must not create a distraction for the Bus Operator;
- d) For the safety of students, no eating or drinking is permitted on the bus;
- e) Students are responsible for maintaining their area of the bus in a neat and presentable manner;
- f) Students will remain in their seat and will not extend arms or heads out of windows;
- g) When loading or unloading the bus, students must obey directions from the Bus Operator.

2. The following items shall not be taken aboard a school bus under any circumstance:

- a) Skis and poles;
- b) Skateboards and snowboards;
- c) Sleighs, toboggans, or snow shoes;
- d) Any item deemed a hazard;
- e) Furniture or other shop items if they have sharp projections or are too large to hold on the owner's lap;
- f) Pets or animals of any description.

3. It is permissible for students to carry aboard school buses the following items subject to limitations as noted:

- a) Hockey sticks or curling brooms, provided they can be secured between the seat and the wall of the bus;
- b) Ice skates if secured in a heavy canvas bag and carried on the owner's lap, or stowed under a seat;
- c) Small musical instruments carried in the manufacturer's box or a secured carrying case. The instrument must be carried in owner's lap at all times and may not travel on a vacant seat;
- d) Electronic devices may be used while on the bus ONLY with the permission of the driver, and must not interfere with the driver or other passengers;
- e) Field Trip Equipment and Supplies;
- f) Personal clothing is packed in a bag or backpack;
- g) Groceries and supplies that are packed in boxes and stowed under or between seats;
- h) Bags and boxes shall not be stored in the aisles, block emergency exits, or be stacked between seats higher than the seat backs.

*SCHOOL BUS TRANSPORTATION - OPERATING REGULATIONS*

Board Approved: May 1983

Last Revised: March 24, 2010; October 2017; November 2017; September 2020

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Description:

The following regulations are applicable to the operation of the district school transportation system:

1. Bus Garage Operating Hours:
  - a. The bus garage shall be staffed with people who are able to implement support and/or emergency procedures during times when buses are conducting their morning and afternoon runs. Otherwise the bus garage will follow regular business hours from 8:00 A.M. to 4:00 P.M.
2. Route Design:
  - a. Where practical, the following are guidelines when designing routes:
    - i. Students will be picked up after 6:30 A.M. and, brought home before 5:00 P.M.;
    - ii. Bus stop locations shall be established away from heavily used roadways whenever/wherever possible.
3. Use of Headlights:
  - a. School bus headlights shall be turned on whenever the bus is in operation.
4. Railway Crossing:
  - a. All school buses, operated or contracted by the district, shall stop at all uncontrolled railway crossings.
5. Non-public maintained roads:
  - a. Buses operated by SD #59 do not travel on non-public maintained roads while transporting students. Exceptions may be made at the discretion of the Transportation Manager.
6. School Catchment Areas - See Policy #4000
7. Maintaining Route Schedules:
  - a. Buses shall not leave designated stops ahead of scheduled times in the morning.

- b. Buses running behind schedule in excess of 20 minutes shall be announced over the local radio station and on the website. Once announced, the revised schedule shall be maintained for that trip.
- 8. Responsibility for School Bus Passengers In-Transit in Rural areas only:
  - a. Unless requested otherwise by a parent or guardian, a student shall board and disembark only at his/her appointed bus stop(s);
  - b. School departure times shall be posted in a prominent location in each school bus;
  - c. There is no obligation for Bus Operators to wait for secondary students beyond the posted departure times;
  - d. An elementary student riding the bus in the morning must be accounted for or proper authorities notified of missing students prior to the bus departing the school.
- 9. Transportation of students with Diversabilities:
  - a. The Principal or a designated staff will take custody of with diversabilites upon arrival at school. When returning students to their home the bus Driver will follow prescribed practices established by the school and the Transportation Manager.
- 10. Seating Arrangements:
  - a. Students are permitted to be seated three to a seat where this can be accomplished in comfort.
  - b. Smaller children will normally be seated to the front of the bus where the Operator can oversee them.
  - c. Any student may be moved to any seat on the bus at the Operator's discretion.
  - d. The rated seating capacity of the school bus shall not be exceeded at any time.
- 11. Bus Operator Training:
  - a. Bus Operators will normally spend an appropriate time training on each route before driving the route solo.
- 12. Bus Operators' Periodic Medicals:
  - a. All Bus Operators require medical examinations every two (2) years;
  - b. All Bus Operators over 50 years of age require medical examination annually.
- 13. Provision of School Bus Communications:
  - a. All regular scheduled school buses shall be equipped with a two-way radio, capable of maintaining contact with the Bus Garage throughout the school bus route.
- 14. Disposition of Used Buses:
  - a. Used school buses shall be disposed of as follows:

- i. District signs, school bus designations, etc. will be blacked out;
- ii. Red flashing lights will be rendered inoperative;
- iii. Disposition of buses shall be approved by the board;
- iv. Buses shall be sold at public auction and/or at the discretion of the Board, buses may be directly donated or sold to private schools or not-for-profit organizations.

*SCHOOL BUS TRANSPORTATION - TRANSPORTATION ASSISTANCE ALLOWANCE*

Board Approved: May 1983

Last Revised: September 2013; October 2017; September 2020

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Description:

1. Transportation Assistance Allowance, upon application, may be paid to parents/guardians of eligible students who:
  - i) Attend a school in the district and for whom redesigning a route to accommodate pick up and drop off would adversely affect other students;
  - ii) Attend Kindergarten and the provision of transportation for them would be impractical due to the effect on existing routes;
  - iii) Live beyond authorized route extensions;
  - iv) Live on routes not suitable for school bus travel;
  - v) Have disabilities and require special care or conveyance assistance or appliances that are not available;
  - vi) Would normally be entitled to school bus service, but payment of assistance allowances results in significant savings to the Board.
2. The Transportation Manager, in consultation with the Director of Operations and Secretary Treasurer, shall periodically review the Transportation Assistance Allowance rates and make changes if required. Any recommended changes to the Transportation Assistance Allowance will be brought forward to the Board of Education for approval.
3. When the Board chooses to make transportation assistance payments for regular home to school travel in lieu of providing school bus service the full responsibility for safe transportation and insurance coverage rests with the vehicle owner.

*SCHOOL BUS TRANSPORTATION - OPERATION DURING INCLEMENT WEATHER*

Board Approved: May 1983

Last Revised: March 24, 2010; October 2017

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Description:

**1. Bus Fleet Cancellation Due to Severe Weather:**

- a) The Transportation Manager is authorized, at his discretion, to cancel school buses due to severe weather and/or dangerous road conditions;
- b) The Transportation Manager will monitor weather/road conditions, utilizing reports from various agencies when/where required;
- c) The safety of the students and the drivers will be paramount in consideration of bus fleet operation/cancellation;
- d) Bus cancellations due to severe weather will be announced over local radio stations and posted on the SD#59 website.

**2. General Factors When Deciding to Cancel bus Travel:**

- a) Cancellation of bus services is based on a review of the weather conditions and combinations of various factors. This includes examining temperature, wind velocity, drifting, visibility, wind chill, road conditions, and the weather forecast for the next 8 hours. The Board authorizes the Transportation Manager to exercise judgment and experience based on the following factors:
  - i) Buses will be cancelled when the ambient temperature is  $-35^{\circ}$  Celsius or colder. Additional factors in deciding to cancel fleet travel will include considering the ambient temperatures in the rural areas served by the fleet;
  - ii) Buses will be cancelled when a combination of falling/blowing/drifting snow and/or cold temperatures present a considerable safety risk for visibility factors or for buses to become stuck on rural roads;
  - iii) Buses may be cancelled when the wind chill, combined with the ambient temperature, is colder than  $-35^{\circ}$  Celsius;
  - iv) Buses may be cancelled when a combination of factors have produced poor road conditions that present a considerable safety risk for buses to lose traction.

**3. Early Departure of the Buses Due to Deteriorating Weather:**

- a) The Transportation Manager is authorized to dispatch the fleet in the event severe weather conditions emerge through the course of a school day;
- b) Parent/Guardian requests regarding where students are to be dropped off in the event of early departures shall be complied with where possible;



- c) Principals will be notified as soon as the decision is made for early departure of the fleet and will put into motion their plan for parent/student reunification;
- d) All early departures shall be announced over local radio stations and posted on the SD#59 website.

*SCHOOL BUS TRANSPORTATION - NON-DISTRICT USE OF DISTRICT-OWNED SCHOOL BUSES*

Board Approved: May 1983

Last Revised: June 9, 2013; October 2017

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Description:

- 1) Board owned School Buses shall be available for non-District use, subject to the following:
  - a) A formal request will be made to the board describing the services required and purpose for the travel.
  - b) Subject to School Act Regulations, the Board may enter into an agreement with self-insured, educational or recreational organizations, in order to provide transportation services for school age children to attend educational or recreational programs.
  - c) Only bus drivers employed by the School District shall drive Board-owned school buses.

*SCHOOL BUS TRANSPORTATION - LIABILITY INSURANCE REQUIREMENTS*

Issued: February 24, 1986

Last Revised: March 24, 2010; October 2017

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Description:

1. Vehicles used must have valid school bus permits issued by the Motor Vehicle Department.
2. Current passenger lists shall be maintained and a copy carried on the bus.
3. The minimum coverage for liability insurance to be carried by the School District shall be \$10,000,000 for each bus.
4. The minimum coverage for liability insurance for all other School District owned vehicles shall be 1,000,000. After that limit, the School Protection Plan (SPP) Liability Agreement will apply up to the School Protection Program limit of coverage.
5. When outside bus services are contracted to carry students or staff, the carrier shall have a minimum of \$10,000,000 liability insurance for each bus.
6. The minimum insurance that a private vehicle owner must carry with ICBC is \$200,000. The recommendation of the District is that employees carry \$2,000,000 to \$5,000,000 for their personal protection. When a SD#59 employee or volunteer is transporting students as part of their assignment, ICBC (APV212) policy will bridge liability insurance between \$200,000 and \$1,000,000. After that limit, the SPP Liability Agreement will apply up to the SPP limit of coverage. All conditions apply for coverage from SPP as would apply for ICBC (e.g.; DUI will waive insurance).
7. Where a vehicle is insured under a Personal Use policy with ICBC, that vehicle may be used for 6 trips per calendar month to conduct work activities. It is important to note that a round trip constitutes 2 trips. If an employee is likely to exceed 6 occasions (or 3 round trips) using their personal vehicle, they are advised to upgrade their insurance to a Business Use policy. The school will pay the difference in cost between Personal and Business Use policies. A letter describing the differential cost is available upon request from the insurance agent.

*SCHOOL BUS TRANSPORTATION - CURRICULAR AND EXTRA CURRICULAR TRANSPORTATION*

Issued: February 24, 1986

Last Revised: June 19, 2013; October 2017

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## Description:

1. The Board authorizes curricular and extra-curricular transportation using district owned, or contract vehicles.
  - a) A per kilometre fee will be established and reviewed annually by the Transportation Department;
  - b) In addition to the per kilometre fee levied, schools using District owned school buses shall be responsible for the driver's wages, food and lodging costs resulting from a bus trip;
  - c) If contracted vehicles are used, there shall be a formal written contract for the transportation required;
  - d) The Principal will name a supervisory teacher to exercise the Board's authority, to assume responsibility for the field trip and ensure supervision of travel. Where athletic trips are considered, this supervisory role may also be carried out by an Extraordinary Volunteer Coach (Board Policy 4290);
  - e) The supervisory teacher shall ensure that the transportation of students is in accordance with the *Field Trip Handbook Policy/Regulation/Practice* (Board policy 4220) and Transportation of Students (Best Practice: HS-05);
  - f) Passenger and vehicle loading lists, including names and phone numbers, shall be available in the school and a copy with the supervisory teacher and the Bus Operator.
  
2. The Board authorizes the use of volunteer motor vehicles (school district employee, parent, or community volunteer) for school activities within 250 km from the campus of origin. For travel beyond the limit, a school bus, or commercial carrier is required.
  - a) Any school authorized activity requiring transportation shall be approved by the Principal and in accordance with School Board Policy and Regulation;
  - b) The supervisory person shall ensure that any field trip and safety requirements connected with the trip are met;
  - c) No more than four (4) passengers (not including the driver) will be carried;
  - d) The supervisory teacher shall ensure that the transportation of students is in accordance with Board policy (see *Field Trip Handbook: Policy/Regulation/Practice*) and the Best Practice: Transportation of Students.

School District: School District #59 Peace River South  
 School District Transportation Contact: Jeff Lekstrom, Transportation Manager  
 First Nation: Saulteau First Nation  
 First Nation Transportation Contact: Audrey Norris  
 Complete per Board of Education for each First Nation organized by transportation service (and/or school)

\*New\* Check 1 Plan Submission Package Type:  
 Status Quo  Revision to Joint Plan  New Joint Plan

<b>STEP 1</b>	Transportation Service Proposed to First Nation Students		
	Number of First Nation Students	Total 71	

NOTE: Please complete one worksheet for each First Nation

**Specify Transportation Services**

First Nation	School Attending			STEP 2 - Current Transportation Service			STEP 3 - Identified Transportation Service	
	School Name	Location	Distance to School (KMs)	Transportation Issue/Gap		Level of Transportation Service currently provided by Board and/or First Nation	STEP 4 - Cost of Current Service	STEP 4 - Additional Cost of Service
				Transportation Service	Number of First Nation Students			
Saulteau First Nation	Windrem Elementary, Don Titus Elementary, Chetwynd Senior Secondary	Chetwynd	31.25	Bus - RT #21	23	Board operates bus service to 4 public schools in Chetwynd.	\$62,119	
Saulteau First Nation	Windrem Elementary, Don Titus Elementary, Little Prairie Elementary, Chetwynd Senior Secondary	Chetwynd	31.25	Bus - RT #52	24	Board operates bus service to 4 public schools in Chetwynd.	\$62,119	
Saulteau First Nation	Moberly Lake Elementary	Moberly Lake	45	Bus - RT #39	23	Board operates bus service to Moberly Lake Elementary (Rt 39 shared with 2 First Nations, cost split based on proportion of ridership numbers)	\$60,827	
Saulteau First Nation	Don Titus Elementary	Chetwynd	24	Transportation Assistance	1	Board provides transportation assistance to parents to drive student to school	\$3,580	

# STEP 5

Total Additional Cost of  
Transportation Service



Board and First Nation confirmation of outstanding area(s) of agreement

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Chief of the First Nation (or delegate)

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Board Chair

## Notes for STEP 4 - Cost of Transportation (annualized cost)

Costs of **walking** to school may include cost of a walking school bus (including a supervisor) or crossing guards.

**Parental Transportation Assistance** is based on funding per kilometre and average distance to school or bus stop.

Name of bus route or ferry run.

Cost of **bus service/run** (e.g. driver salary, fuel, insurance, vehicle maintenance) **provided by Board** prorated based on First Nations students riding the bus being transported to public schools to total students being transported, including those bused to First Nation schools on reserve and/or reciprocal tuition students being bused to First Nation schools on reserve.

**Ferry** service cost based on total cost of service prorated by First Nation students to total passengers or cost of specific school ferry runs.

Special needs students accommodated on regular school buses are costed as part of the bus service/run cost. Special needs students requiring customized transportation needs such as special vehicles are costed here.

Include Other service costs related to unique costs of transporting students to school and/or extra-curricular activities.

Transportation assistance or bus transportation costs for transporting students to extracurricular activities.

**JOINT FIRST NATION STUDENT TRANSPORTATION AGREEMENT  
WITH WEST MOBERLY FIRST NATION**

**STEP 1** – Identify the First Nation students attending BC Public School and the number of students for which transportation services are agreed to and being provided.

Please refer to Worksheet A – Appendix 1

Currently there are thirty-four West Moberly students who have transportation provided for them. The school district contracts Standard Bus to provide bussing service to the Chetwynd area, which includes West Moberly First Nation.

**STEP 2** – Specify transportation services provided to those First Nation students.

Route 54 –It covers 137 km each day, with 23 students from West Moberly travelling on the route.

Route 39 – West Moberly and Saulteau share this route. It covers 180km per day, with 11 students from West Moberly travelling on the route.

**STEP 3** – Estimate the cost of the transportation service.

**West Moberly**

Route #	KM	Shared Cost	Cost Per KM	Days	Contract Cost	Fuel Cost	Total Cost
54	137	No	2.24	179	54,932	13,151	68,083
39	180	Yes - 32%	2.24	179	23,095	5,529	28,624
							<u>96,707</u>

**STEP 4** – Supplemental information on the transportation service levels currently being provided to First Nation students.

Two runs service West Moberly students:

Route 54 transports First Nation students from West Moberly into Chetwynd. Route 54 covers 137 km each day. Highschool students are delivered to Chetwynd Secondary, and elementary students can either attend Don Titus Montessori Elementary, Windrem Elementary, or Little Prairie Elementary.

There is not a concern around pick up and drop off times, or the amount of time on the bus from the First Nation.

Currently all the students that live on West Moberly First Nation meet the bus at one central location. The First Nation has indicated a safety concern where students must walk by homes that have large domestic animals and where they may also potentially meet dangerous wildlife on the road. Consequently, the First Nation has requested an additional bus shelter be built. It would be located on the reserve and be maintained by the First Nation. We are requesting \$13,000 to build the structure.

Route 39 transports West Moberly First Nation students to Moberly Lake Elementary. This route is shared with Saulteau First Nations. This route covers 180 km daily.

Here is the schedule for the two routes as at June 30, 2021:

#### Rt 54

- Leaves shop @ 7:03 am
- Arrives at Chetwynd Secondary School @ 8:10 am
- Arrives at Chetwynd Secondary School @ 2:47 pm
- Back at shop @ 4:00 pm

#### Route 39

- Leaves shop @ 7:30 am
- Arrives at Moberly Elementary @ 8:38 am
- Arrives at Moberly Elementary @ 2:30 pm
- Back at shop @ 3:45 pm

Bus drivers provide the supervision on the busses. If any issues arise they contact the bus garage, the bus garage contacts either the parent or the school principal, and issues are then dealt with at the school or at home.

The district is estimating approximately \$30,000 in carryforward funding received in past years towards support extra-curricular activities. This carry-forward is a direct result of extra-curricular events not occurring due to the pandemic. The plan is to schedule a later bus run two times per week. The later bus will allow high school students to participate in sports teams as well as homework club.



**STEP 5** - Board and First Nation approval and sign-off of Joint Plan

The Joint Plan is signed by the Board Chair and the Chief of the First Nation, or their delegate, indicating agreement on transportation services to be provided to the First Nation students.

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West Moberly First Nation

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Date

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SD 59 – Board Chair

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Date

Operational Contacts:  
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Superintendent  
250-782-8571  
[cfennell@sd59.bc.ca](mailto:cfennell@sd59.bc.ca)

West Moberly First Nation  
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## APPENDIX 2 – GUIDING PRINCIPLES

The following guiding principles were discussed at a meeting held with West Moberly First Nation. The meeting was attended by John Lewis, Alex Canning, Christy Fennell, and Melissa Panoulis.

*Each principle will be addressed in relation to West Moberly First Nation:*

1. The Board of Education and West Moberly First Nation identified transportation needs and services to get all West Moberly First Nation students enrolled in BC public schools to and from those schools, respecting parental choice of where to enroll their child to attend school at the following schools: Moberly Lake Elementary, Windrem Elementary, Little Prairie Elementary, Don Titus Montessori Elementary, and Chetwynd Secondary.
2. Safety is paramount in all planning and decisions:
  - a. There will be a safety protocol in place to address safety issues for West Moberly First Nation ( re. weather conditions; wildlife – please see attached SD 59 Policy 6070.
  - b. Shelters will be made available where needed. There is a shelter where the students are picked up, at this time.
3. Transportation will be available for extra-curricular activities and sporting events. As we move forward, we are working on obtaining funds to have a later bus route put into place that would transport West Moberly First Nation students back home after homework club, and sports teams' practices and games.
4. There will be no walk limits. At this time, the busses pick up students at the designated spot (where the shelter is) at West Moberly First Nation.
5. The district provides the shortest ride possible.
6. There are no highway pick-ups or drop offs.
7. A communication protocol will be established and agreed upon to ensure effective and timely communication to address issues that arise (eg. Travel disruption due to inclement weather) and method of preferred communication (radio/satellite communication). It was agreed upon at the meeting that communication is the responsibility of the School district and Standard bus.

Busses are cancelled if the weather is -35 degrees Celsius or below. That is determined between 6:00 am to 7:00 am. It is posted on the district web site and local radio stations.

If a serious event happens when students are already on the bus, the school district, and Standard bus, notify parents first. The West Moberly First Nation band office will also be notified and will help us if we are having difficulty connecting with parents. The office will provide a name and phone number to the school district and Standard Bus. (Please see the attached Policy 6070)

8. Drivers will receive adequate professional development related to customer service, student management, etc, as required. Standard Bus will provide to the district the professional development that each driver receives.
9. Criminal record checks are required for all Standard bus drivers.
10. Changes to the joint plan will only be made in consultation with West Moberly First Nation, with timely notice to parents, except in emergency situations where safety is the issue, and decisions need to be made immediately.

There will be an annual joint review and assessment of the joint plan for effectiveness and to identify any improvements.

## APPENDIX 3

### 6070 School Bus Transportation

Policy 6070

STATUS: ADOPTED

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#### *SCHOOL BUS TRANSPORTATION*

Board Approved: May 01, 1983

Last Reviewed: September 2013; October 2017

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The Board of Education believes that by offering school bus services to eligible students, it allows those students better access to educational programs

#### **Definitions and Limits:**

##### **Bus Fleet:**

Bus fleet refers to the fleet owned and operated by SD 59 and any buses contracted by the district for the purpose of transporting students in SD 59.

##### **Eligible Students:**

Eligible students are ones who live outside the city limits and are in excess of .8 kilometers (800 metres) from the school in their assigned catchment area. Eligible students are registered in and attend School District # 59 schools.

Eligibility includes students inside the city limits that have been designated, through school closure, to a receiving school that is greater than 800 metres from their original catchment area.

Rural elementary students attending the French Immersion program in Dawson Creek are eligible for transportation services to Ecole Frank Ross.

Eligibility is not intended to mean that students have the “right” to transportation services. Bus service is a privilege, which eligible students are able to use.

Being eligible for transportation services does not guarantee full door-to-door services. Factors such as cost, distance, effect on pick-up and drop-off times, consistency of student ridership, and student behaviors will impact the availability of the transportation services provided.

Non-Public School Bus Students:

Students attending private schools and/or accredited Northern Lights College programs may be permitted to ride on School District # 59 buses.

Walk Limits:

A walk limit is the distance from a student's driveway to the nearest bus route. If the distance exceeds 800 m, eligible students may be entitled to bus service.

Bus Stop:

In accordance with the Motor Vehicle Act, a bus stop is a designated school bus stopping place that has clear visibility in all directions for a minimum of 60 metres and is required for the purposes of loading or off-loading students. The primary requirement of a bus stop is that it will assure the safe conveyance of students from the bus to their loading location.

School Bus Transportation – Responsibilities and Oversight:

The SD#59 Transportation System shall be under the immediate direction of the Transportation Manager. General oversight shall be under the direction of the Director of Operations.

Transportation Policy and Regulation:

Transportation policy and regulation adopted by SD#59 shall be in compliance with provincial and federal regulation.

Non-public Maintained Roads:

Non-public maintained roads are those that are not maintained by the contractor designated by the Province of British Columbia to carry out those contracts.

Transportation policy and regulation adopted by SD#59 shall be in compliance with provincial and federal regulation.

Transportation Assistance Allowance:

Upon application, parents/guardians may be eligible for the Transportation Assistance Allowance. This allowance is available to support students that are eligible for transportation services but have been denied due to circumstances other than student misbehavior. The amount per kilometer is set by the Board of Education, and the application is approved by the Transportation Manager.

Non-District use of District-Owned Buses:

District owned school buses shall be available for non-District use, only for purposes that have been authorized by the Board.

School Bus Insurance:

All buses, carrying SD#59 students shall carry a minimum basic insurance of 10 million dollars. All carriers of SD#59 students will ensure that they meet regulations and safety criteria established by insurance and provincial regulatory agencies.

### Curricular and Extra Curricular Transportation:

The Board believes curricular and extra-curricular activities are an integral part of education programs developed for students. Transportation services will be made available for such travel on a fee for service basis to participating SD#59 schools.

### Transportation Fees:

The Board of Education believes that their first priority is to support and preserve quality, educational services to the students of the District. With that in mind, the Board will not permit resources to be removed from the classroom in order to sustain transportation services. Therefore, depending on budgetary constraints from year to year, the Board reserves the option to:

1. Charge non-eligible riders (e.g., private school students);
2. Charge riders requesting transportation services to a school, other than the school within their designated catchment area;
3. Reduce transportation services overall to stay within budget.

*SCHOOL BUS TRANSPORTATION - WALK-LIMITS*

Board Approved: May 1983

Last Revised: March 24, 2010; October 2017, September 2020

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Description of Limits:

1. To/From Bus Stops: 800 metres (1/2 mile)
  - a) Walking distances shall be calculated as distances walked on publicly maintained roads and shall not include distances walked on private property.
2. To/From Schools:
  - a) Students living within municipal limits are not eligible to receive school bus service, regardless of walking distances to the school in their catchment area. Exceptions to this regulation are as follows:
    - The Board of Education has amalgamated the catchment areas of 2 or more schools, and their planning includes transportation services for students to attend the identified receiving school.
    - Students with special needs may be supplied with transportation service from their residence to school and return.
    - For compelling reasons, and through the Appeal provision in law, the Board of Education may permit the transportation of a student living within city/town limits. Such student passengers may be permitted to ride on a space available basis only, where no extra stops or distances shall be incurred.
3. Walk Limits may be temporarily waived in cases where:
  - a) Students with identified special needs.
  - b) An emergency medical situation occurs for a student.
  - c) When extreme weather conditions prevail.
4. Transportation services may not be provided in cases where:
  - a) In the opinion of the Transportation Manager the roads involved are not (consistently) suitable for bus travel.
  - b) A maintained and/or suitable turnaround is not available.
  - c) A bus route extension directly affects the pick-up and/or the length of the ride time for other students.
  - d) A bus route extension directly affects operational cost to the district.
  - e) A bus route extension or deviation is requested to accommodate transportation to a school outside the catchment area identified for the student(s).

5. Subject to the above limits, route extensions may be granted for:
  - a) 1 Student - up to 3.2 km (2 miles) per pick up location
  - b) 2 Students - up to 4.8 km (3 miles) per pick up location
  - c) 3 Students - up to 6.4 km (4 miles) per pick up location
  - d) 4 Students - up to 8.0 km (5 miles) per pick up location
  
6. Should transportation service be denied to eligible students due to the above conditions, Transportation Assistance shall be made available in accordance with existing regulations.



*SCHOOL BUS TRANSPORTATION - AUTHORIZED NON-PUBLIC SCHOOL BUS PASSENGERS*

Board Approved: February 11, 1985

Last Revised: June 19, 2013; October 2017; October 2018

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## Description:

1. School District employees are authorized to ride school buses under the following situations:
  - a) While performing their duties,
  - b) An emergency situation,
    - a) For the purpose of this regulation, an emergency situation is defined as a situation where an employee cannot reach his or her place of employment for one of the following reasons:
      - Mechanical breakdown of their usual transportation.
      - Extreme weather and/or road conditions.
2. Volunteers approved by school authority or designate that are providing services to students may be permitted rider status on a space-available basis.
3. Providers of contract services to the District (with the permission of the Transportation Manager).

*Note: The above reasons are not intended to provide sustained or repeated riding privileges.*

4. The following non-public school students are permitted to ride school buses provided deviation from the normal route is not required:
  - a) Private school K-12 students.
  - b) Northern Lights College students.
  - c) Adults with Special Needs
    - a) Transportation may be provided to adults with special needs to attend approved educational facilities subject to the following conditions:
      - (a) That the destination facility be approved by the District as being an educational or training centre.
      - (b) That transportation only be provided on a space available basis, and that no additional costs be incurred.
      - (c) That permission is granted based on a District assessment of each individual's suitability to travel in a school bus environment.

(d) That appropriate measures be taken to properly introduce each individual and the circumstances to the driver, the children, and the parents on the route involved.

(e) That the District may limit the number of adults with special needs that may be allowed on one bus.

5. At the discretion of the Transportation Manager, children of a student may be provided bus service with the following conditions:
  - a) Parent will be responsible for safety of the child,
  - b) Parent may not bring onto the bus large items such as buggies, strollers, etc.,
  - c) If required, the child must be secured in a CSA approved child seat (provided by the parent) that is tethered to the bus seat system with an approved seat belt/harness system.
  
6. At the discretion of the Transportation Manager, a SD #59 Bus Operator may be permitted to transport one child on the operator's bus route with the following conditions:
  - a) The Bus Operator must be the legal guardian of the child,
  - b) If required, the child must be secured in a CSA approved child seat that is tethered to the bus seat system with an approved seat belt/harness system.

*NOTE: The above is dependent on the following:*

- *there is space available on the bus(es) required to carry the student/adult;*
- *no additional bus stops will be permitted for pick up or drop off;*
- *adult students submit a clear criminal record check for working with children and vulnerable adults prior to permission being granted;*
- *compliance with the code of conduct regarding behavior on the school bus;*
- *they maintain a good standing in their account if a fee for service structure is in effect.*

*SCHOOL BUS TRANSPORTATION - RESPONSIBILITIES & DUTIES*

Board Approved: May 1983

Last Revised: June 19, 2013; October 2017

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Description:

**1. Director of Operations:**

- a) Generally, oversees the efficiency of school bus operations;
- b) Recommend policy or regulation changes for review by the Policy Committee.

**2. Transportation Manager:**

- a) Responsible for overall safety and operation of the transportation department;
- b) Establish routes, schedules and stops to serve designated school catchment areas;
- c) Oversee driver training, maintenance schedules and repairs to the bus fleet;
- d) Establish communication protocols between schools, drivers and parents to ensure student safety;
- e) Provide overall supervision of riding privileges based on student behaviors on the bus;
- f) Work in consultation with school Principals to establish consequences for inappropriate student behavior on the bus.

**3. Superintendent of Schools or Designate:**

- a) Recommend Policy/Regulation changes to the Board;
- b) Authorize field trips longer than 1 day;
- c) Regulate school start and dismissal times;
- d) Establish a District calendar describing days that school will be in session.

**4. Principals:**

- a) In conjunction with the Transportation Manager and bus driver, principals will work together to establish consequences for students whose conduct aboard a school bus is deemed unsafe or inappropriate;
- b) Principals are responsible for the safety of students in the loading zone of a school, and will assign appropriate supervision;
- c) Will authorize field trips and book school bus services as needed.

**5. Bus Operators:**

- a) Bus Operators are responsible for the safe operation of the bus;
- b) Bus Operators bear primary authority over students while they are aboard the bus;

- c) In circumstances where a teacher is riding the bus with the students, the teacher will assume primary responsibility for student behavior.;
- d) Bus Operators shall follow assigned routes, adhering strictly to designated pickup and drop off stops, and meeting assigned schedules;
- e) Bus Operators may not extend or vary a route, or deviate from their assigned route, except in the event of road closure or emergency circumstances, without the expressed permission of the Transportation Manager.

**6. Parents/Students will:**

- a) Abide by the posted passenger regulations;
- b) Arrive at pick-up points on time;
- c) Ensure that the student's clothing is appropriate for weather conditions;
- d) Assume responsibility for students until they board the bus, and after they leave the bus;
- e) Not board any bus without the consent from the driver.
- f) Communicate to the school and/or bus garage if a child will not be riding the bus.

*SCHOOL BUS TRANSPORTATION - SCHOOL BUS PASSENGERS*

Board Approved: May 1983

Last Revised: June 19, 2013; October 2017; September 2020

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## Description:

1. Students shall:
  - a) conduct themselves in a respectful and orderly manner;
  - b) follow instructions given by the bus driver;
  - c) remain seated until they reach their destination;
  - d) follow safe bus rules (as posted in bus);
  - e) follow safe bus procedures (available in schools).
2. Parents shall ensure that their child:
  - a) is at the correct pick-up spot approximately five minutes early;
  - b) waits for, and boards, the bus in a safe manner;
  - c) returns home safely, from the designated bus stop, at the end of the school day;
  - d) recognizes that, under these regulations, appropriate disciplinary action may be taken for any unsafe or inappropriate behavior on the school bus.
3. Bus Operators shall:
  - a) implement written bus procedures which apply fairly and consistently to students;
  - b) ensure that bus procedures and expectations are communicated to parents and students;
  - c) report rule infractions;
  - d) use their best judgment and follow a progressive discipline model.
4. Progressive discipline procedure:
  - a) Verbal Warning - Normally, a verbal warning will be given by the Bus Operator to correct student misbehavior while aboard the bus.
  - b) Written Warning - Should the verbal warnings be ignored and student conduct continues to be unacceptable, the Bus Operator will issue a written warning. A written warning may also be given when misconduct is serious enough to warrant parents (or guardians) being notified of the student's behavior.
  - c) Suspension:
    - i) Should the written warnings not be heeded or extreme behaviour occurs, the Bus Operator will request a suspension of riding privileges. The Bus Operator will not

determine the length of the suspension, but will provide input to the Transportation Manager.

- ii) Once a request for suspension is received, the Transportation Manager and the Principal of the student concerned will discuss the student's behaviors. A suitable suspension of bus riding privileges may occur, with notification given as required.
- iii) First Occasion - normally a one (1) to five (5) day suspension of bus riding privileges
- iv) Second Occasion - normally a two (2) to ten (10) day suspension of bus riding privileges.
- v) Third Occasion - Should circumstances warrant suspension of bus riding privileges in excess of 10 days, the incident shall be discussed with the Superintendent of Schools or designate, who may authorize an indefinite suspension of bus riding privileges. Indefinite suspensions shall be reviewed periodically and bus riding privileges may be reinstated. The board shall be advised of all indefinite suspensions and subsequent reinstatements.
- vi) Misbehavior on a school bus may result in further consequences, to be determined by the school principal.

5. Process for dealing with concerns:

- a) Concerns go to the Transportation manager to be resolved. Should a concern be unresolved, it may be referred to the Director of Operations.

### **SCHOOL BUS PASSENGER REGULATIONS**

1. The following regulations apply to all passengers carried aboard district-owned, contracted or chartered school buses:

- a) The Bus Operator has immediate authority of the School bus at all times;
- b) The Bus Operator may designate seating for any purpose;
- c) Student behavior and conduct must not create a distraction for the Bus Operator;
- d) For the safety of students, no eating or drinking is permitted on the bus;
- e) Students are responsible for maintaining their area of the bus in a neat and presentable manner;
- f) Students will remain in their seat and will not extend arms or heads out of windows;
- g) When loading or unloading the bus, students must obey directions from the Bus Operator.

2. The following items shall not be taken aboard a school bus under any circumstance:

- a) Skis and poles;
- b) Skateboards and snowboards;
- c) Sleighs, toboggans, or snow shoes;
- d) Any item deemed a hazard;
- e) Furniture or other shop items if they have sharp projections or are too large to hold on the owner's lap;
- f) Pets or animals of any description.

3. It is permissible for students to carry aboard school buses the following items subject to limitations as noted:

- a) Hockey sticks or curling brooms, provided they can be secured between the seat and the wall of the bus;
- b) Ice skates if secured in a heavy canvas bag and carried on the owner's lap, or stowed under a seat;
- c) Small musical instruments carried in the manufacturer's box or a secured carrying case. The instrument must be carried in owner's lap at all times and may not travel on a vacant seat;
- d) Electronic devices may be used while on the bus ONLY with the permission of the driver, and must not interfere with the driver or other passengers;
- e) Field Trip Equipment and Supplies;
- f) Personal clothing is packed in a bag or backpack;
- g) Groceries and supplies that are packed in boxes and stowed under or between seats;
- h) Bags and boxes shall not be stored in the aisles, block emergency exits, or be stacked between seats higher than the seat backs.

*SCHOOL BUS TRANSPORTATION - OPERATING REGULATIONS*

Board Approved: May 1983

Last Revised: March 24, 2010; October 2017; November 2017; September 2020

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Description:

The following regulations are applicable to the operation of the district school transportation system:

1. Bus Garage Operating Hours:
  - a. The bus garage shall be staffed with people who are able to implement support and/or emergency procedures during times when buses are conducting their morning and afternoon runs. Otherwise the bus garage will follow regular business hours from 8:00 A.M. to 4:00 P.M.
2. Route Design:
  - a. Where practical, the following are guidelines when designing routes:
    - i. Students will be picked up after 6:30 A.M. and, brought home before 5:00 P.M.;
    - ii. Bus stop locations shall be established away from heavily used roadways whenever/wherever possible.
3. Use of Headlights:
  - a. School bus headlights shall be turned on whenever the bus is in operation.
4. Railway Crossing:
  - a. All school buses, operated or contracted by the district, shall stop at all uncontrolled railway crossings.
5. Non-public maintained roads:
  - a. Buses operated by SD #59 do not travel on non-public maintained roads while transporting students. Exceptions may be made at the discretion of the Transportation Manager.
6. School Catchment Areas - See Policy #4000
7. Maintaining Route Schedules:
  - a. Buses shall not leave designated stops ahead of scheduled times in the morning.



- b. Buses running behind schedule in excess of 20 minutes shall be announced over the local radio station and on the website. Once announced, the revised schedule shall be maintained for that trip.
- 8. Responsibility for School Bus Passengers In-Transit in Rural areas only:
  - a. Unless requested otherwise by a parent or guardian, a student shall board and disembark only at his/her appointed bus stop(s);
  - b. School departure times shall be posted in a prominent location in each school bus;
  - c. There is no obligation for Bus Operators to wait for secondary students beyond the posted departure times;
  - d. An elementary student riding the bus in the morning must be accounted for or proper authorities notified of missing students prior to the bus departing the school.
- 9. Transportation of students with Diversabilities:
  - a. The Principal or a designated staff will take custody of with diversabilites upon arrival at school. When returning students to their home the bus Driver will follow prescribed practices established by the school and the Transportation Manager.
- 10. Seating Arrangements:
  - a. Students are permitted to be seated three to a seat where this can be accomplished in comfort.
  - b. Smaller children will normally be seated to the front of the bus where the Operator can oversee them.
  - c. Any student may be moved to any seat on the bus at the Operator's discretion.
  - d. The rated seating capacity of the school bus shall not be exceeded at any time.
- 11. Bus Operator Training:
  - a. Bus Operators will normally spend an appropriate time training on each route before driving the route solo.
- 12. Bus Operators' Periodic Medicals:
  - a. All Bus Operators require medical examinations every two (2) years;
  - b. All Bus Operators over 50 years of age require medical examination annually.
- 13. Provision of School Bus Communications:
  - a. All regular scheduled school buses shall be equipped with a two-way radio, capable of maintaining contact with the Bus Garage throughout the school bus route.
- 14. Disposition of Used Buses:
  - a. Used school buses shall be disposed of as follows:

- i. District signs, school bus designations, etc. will be blacked out;
- ii. Red flashing lights will be rendered inoperative;
- iii. Disposition of buses shall be approved by the board;
- iv. Buses shall be sold at public auction and/or at the discretion of the Board, buses may be directly donated or sold to private schools or not-for-profit organizations.

*SCHOOL BUS TRANSPORTATION - TRANSPORTATION ASSISTANCE ALLOWANCE*

Board Approved: May 1983

Last Revised: September 2013; October 2017; September 2020

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Description:

1. Transportation Assistance Allowance, upon application, may be paid to parents/guardians of eligible students who:
  - i) Attend a school in the district and for whom redesigning a route to accommodate pick up and drop off would adversely affect other students;
  - ii) Attend Kindergarten and the provision of transportation for them would be impractical due to the effect on existing routes;
  - iii) Live beyond authorized route extensions;
  - iv) Live on routes not suitable for school bus travel;
  - v) Have disabilities and require special care or conveyance assistance or appliances that are not available;
  - vi) Would normally be entitled to school bus service, but payment of assistance allowances results in significant savings to the Board.
2. The Transportation Manager, in consultation with the Director of Operations and Secretary Treasurer, shall periodically review the Transportation Assistance Allowance rates and make changes if required. Any recommended changes to the Transportation Assistance Allowance will be brought forward to the Board of Education for approval.
3. When the Board chooses to make transportation assistance payments for regular home to school travel in lieu of providing school bus service the full responsibility for safe transportation and insurance coverage rests with the vehicle owner.

*SCHOOL BUS TRANSPORTATION - OPERATION DURING INCLEMENT WEATHER*

Board Approved: May 1983

Last Revised: March 24, 2010; October 2017

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## Description:

**1. Bus Fleet Cancellation Due to Severe Weather:**

- a) The Transportation Manager is authorized, at his discretion, to cancel school buses due to severe weather and/or dangerous road conditions;
- b) The Transportation Manager will monitor weather/road conditions, utilizing reports from various agencies when/where required;
- c) The safety of the students and the drivers will be paramount in consideration of bus fleet operation/cancellation;
- d) Bus cancellations due to severe weather will be announced over local radio stations and posted on the SD#59 website.

**2. General Factors When Deciding to Cancel bus Travel:**

- a) Cancellation of bus services is based on a review of the weather conditions and combinations of various factors. This includes examining temperature, wind velocity, drifting, visibility, wind chill, road conditions, and the weather forecast for the next 8 hours. The Board authorizes the Transportation Manager to exercise judgment and experience based on the following factors:
  - i) Buses will be cancelled when the ambient temperature is  $-35^{\circ}$  Celsius or colder. Additional factors in deciding to cancel fleet travel will include considering the ambient temperatures in the rural areas served by the fleet;
  - ii) Buses will be cancelled when a combination of falling/blowing/drifting snow and/or cold temperatures present a considerable safety risk for visibility factors or for buses to become stuck on rural roads;
  - iii) Buses may be cancelled when the wind chill, combined with the ambient temperature, is colder than  $-35^{\circ}$  Celsius;
  - iv) Buses may be cancelled when a combination of factors have produced poor road conditions that present a considerable safety risk for buses to lose traction.

**3. Early Departure of the Buses Due to Deteriorating Weather:**

- a) The Transportation Manager is authorized to dispatch the fleet in the event severe weather conditions emerge through the course of a school day;
- b) Parent/Guardian requests regarding where students are to be dropped off in the event of early departures shall be complied with where possible;

- c) Principals will be notified as soon as the decision is made for early departure of the fleet and will put into motion their plan for parent/student reunification;
- d) All early departures shall be announced over local radio stations and posted on the SD#59 website.

*SCHOOL BUS TRANSPORTATION - NON-DISTRICT USE OF DISTRICT-OWNED SCHOOL BUSES*

Board Approved: May 1983

Last Revised: June 9, 2013; October 2017

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Description:

- 1) Board owned School Buses shall be available for non-District use, subject to the following:
  - a) A formal request will be made to the board describing the services required and purpose for the travel.
  - b) Subject to School Act Regulations, the Board may enter into an agreement with self-insured, educational or recreational organizations, in order to provide transportation services for school age children to attend educational or recreational programs.
  - c) Only bus drivers employed by the School District shall drive Board-owned school buses.

*SCHOOL BUS TRANSPORTATION - LIABILITY INSURANCE REQUIREMENTS*

Issued: February 24, 1986

Last Revised: March 24, 2010; October 2017

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Description:

1. Vehicles used must have valid school bus permits issued by the Motor Vehicle Department.
2. Current passenger lists shall be maintained and a copy carried on the bus.
3. The minimum coverage for liability insurance to be carried by the School District shall be \$10,000,000 for each bus.
4. The minimum coverage for liability insurance for all other School District owned vehicles shall be 1,000,000. After that limit, the School Protection Plan (SPP) Liability Agreement will apply up to the School Protection Program limit of coverage.
5. When outside bus services are contracted to carry students or staff, the carrier shall have a minimum of \$10,000,000 liability insurance for each bus.
6. The minimum insurance that a private vehicle owner must carry with ICBC is \$200,000. The recommendation of the District is that employees carry \$2,000,000 to \$5,000,000 for their personal protection. When a SD#59 employee or volunteer is transporting students as part of their assignment, ICBC (APV212) policy will bridge liability insurance between \$200,000 and \$1,000,000. After that limit, the SPP Liability Agreement will apply up to the SPP limit of coverage. All conditions apply for coverage from SPP as would apply for ICBC (e.g.; DUI will waive insurance).
7. Where a vehicle is insured under a Personal Use policy with ICBC, that vehicle may be used for 6 trips per calendar month to conduct work activities. It is important to note that a round trip constitutes 2 trips. If an employee is likely to exceed 6 occasions (or 3 round trips) using their personal vehicle, they are advised to upgrade their insurance to a Business Use policy. The school will pay the difference in cost between Personal and Business Use policies. A letter describing the differential cost is available upon request from the insurance agent.

*SCHOOL BUS TRANSPORTATION - CURRICULAR AND EXTRA CURRICULAR TRANSPORTATION*

Issued: February 24, 1986

Last Revised: June 19, 2013; October 2017

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## Description:

1. The Board authorizes curricular and extra-curricular transportation using district owned, or contract vehicles.
  - a) A per kilometre fee will be established and reviewed annually by the Transportation Department;
  - b) In addition to the per kilometre fee levied, schools using District owned school buses shall be responsible for the driver's wages, food and lodging costs resulting from a bus trip;
  - c) If contracted vehicles are used, there shall be a formal written contract for the transportation required;
  - d) The Principal will name a supervisory teacher to exercise the Board's authority, to assume responsibility for the field trip and ensure supervision of travel. Where athletic trips are considered, this supervisory role may also be carried out by an Extraordinary Volunteer Coach (Board Policy 4290);
  - e) The supervisory teacher shall ensure that the transportation of students is in accordance with the *Field Trip Handbook Policy/Regulation/Practice* (Board policy 4220) and Transportation of Students (Best Practice: HS-05);
  - f) Passenger and vehicle loading lists, including names and phone numbers, shall be available in the school and a copy with the supervisory teacher and the Bus Operator.
  
2. The Board authorizes the use of volunteer motor vehicles (school district employee, parent, or community volunteer) for school activities within 250 km from the campus of origin. For travel beyond the limit, a school bus, or commercial carrier is required.
  - a) Any school authorized activity requiring transportation shall be approved by the Principal and in accordance with School Board Policy and Regulation;
  - b) The supervisory person shall ensure that any field trip and safety requirements connected with the trip are met;
  - c) No more than four (4) passengers (not including the driver) will be carried;
  - d) The supervisory teacher shall ensure that the transportation of students is in accordance with Board policy (see *Field Trip Handbook: Policy/Regulation/Practice*) and the Best Practice: Transportation of Students.



School District: School District #59 Peace River South  
 School District Transportation Contact: Jeff Lekstrom, Transportation Manager  
 First Nation: West Moberly First Nation  
 First Nation Transportation Contact: Alex Canning  
 Complete per Board of Education for each First Nation organized by transportation service (and/or school)

\*New\* Check 1 Plan Submission Package Type:  
 Status Quo  Revision to Joint Plan  New Joint Plan

<b>STEP 1</b>	Transportation Service Proposed to First Nation Students		
	Number of First Nation Students	Total 71	

NOTE: Please complete one worksheet for each First Nation

**Specify Transportation Services**

First Nation	School Attending		Distance to School (KMs)	STEP 2 - Current Transportation Service			STEP 3 - Identified Transportation Service	
	School Name	Location		Transportation Issue/Gap		Level of Transportation Service currently provided by Board and/or First Nation	STEP 4 - Cost of Current Service	STEP 4 - Additional Cost of Service
				Transportation Service	Number of First Nation Students			
West Moberly First Nation	Windrem Elementary, Don Titus Elementary, Chetwynd Senior Secondary	Chetwynd	34.25	Bus - RT #54	23	Board operates bus service to 4 public schools in Chetwynd.	\$68,083	
West Moberly First Nation	Moberly Lake Elementary	Moberly Lake	45	Bus - RT #39	11	Board operates bus service to Moberly Lake Elementary (Rt 39 shared with 2 First Nations, cost split based on proportion of ridership numbers)	\$28,624	
						Bus Shelter requested - Currently all the students that live on West Moberly First Nation meet the bus at one central location. The First Nation has indicated a safety concern where students must walk by homes that have large domestic animals and where they may also potentially meet dangerous wildlife on the road. It would be located on the reserve and be maintained by the First Nation.		\$13,000



## STEP 5

Total Additional Cost of  
Transportation Service



Board and First Nation confirmation of outstanding area(s) of agreement

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Chief of the First Nation (or delegate)

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Board Chair

### Notes for STEP 4 - Cost of Transportation (annualized cost)

Costs of **walking** to school may include cost of a walking school bus (including a supervisor) or crossing guards.

**Parental Transportation Assistance** is based on funding per kilometre and average distance to school or bus stop.

Name of bus route or ferry run.

Cost of **bus service/run** (e.g. driver salary, fuel, insurance, vehicle maintenance) **provided by Board** prorated based on First Nations students riding the bus being transported to public schools to total students being transported, including those bused to First Nation schools on reserve and/or reciprocal tuition students being bused to First Nation schools on reserve.

**Ferry** service cost based on total cost of service prorated by First Nation students to total passengers or cost of specific school ferry runs.

Special needs students accommodated on regular school buses are costed as part of the bus service/run cost. Special needs students requiring customized transportation needs such as special vehicles are costed here.

Include Other service costs related to unique costs of transporting students to school and/or extra-curricular activities.

Transportation assistance or bus transportation costs for transporting students to extracurricular activities.



# School District No.59 (Peace River South)

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Sept 15<sup>th</sup>, 2021

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

<b>June Suspensions:</b>		
	Bullying	3
	Controlled Substance	7
	Fighting	8
	Non-Compliance	2
	Safety of Others	12
	Smoking	2
	Vandalism	1
	<b>Total</b>	<b>35</b>

Submitted by:

Mike Readman  
Assistant Superintendent



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

**Legend**

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

9/22/2021

**School and Month**

Parkland Elementary		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021															
Totals To Date		0	0	0	0	0	0	0	0	1	1	0	0	0	0	1

Peace View Elementary		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021															
Totals To Date																

Pouce Coupe Elementary		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1
Totals To Date		0	0	1	2	0	0	0	0	3	3	0	0	0	0	4

South Peace Elementary		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021															
Totals To Date																

Tremblay Elementary		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1
Totals To Date		0	0	3	5	0	0	6	6	3	3	27	38	0	0	39

Tumbler Ridge Elementary		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021															
Totals To Date																

Windrem Elementary		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021															
Totals To Date		0	0	0	0	0	0	0	2	4	1	2	0	0	1	7

Group Sub Total		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021	2	7	0	0	0	0	0	0	5	9	0	0	0	0	7
FTEs	Totals To Date	7	18	0	0	12	21	0	0	2	4	10	14	5	7	84
SchoolType	Totals To Date			12	21	0	0	0	0	2	4	10	14	5	7	84

Group Sub Total		Bullying	Drugs/ Alcohol	Fighting	Indecent Behav	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancv	Vandal- ism	Weapons	Total
June	2021	2	7	0	0	0	0	0	0	5	9	0	0	0	0	7
FTEs	Totals To Date	7	18	0	0	12	21	0	0	2	4	10	14	5	7	84
SchoolType	Totals To Date			12	21	0	0	0	0	2	4	10	14	5	7	84

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

9/22/2021

		<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**

Chetwynd Secondary		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
June	2021	0	0	1	3	2	10	0	0	0	0	0	0	1	2	0	0	2	8	0	0	0	0	0	0	0	0	0	0	6	23
Totals To Date		2	2	3	9	7	25	0	0	0	0	0	0	1	2	1	1	8	22	1	3	8	8	0	0	0	0	0	0	31	72

DCSS-Central Campus		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
June	2021	1	2	6	18	6	16	0	0	0	0	0	0	1	1	0	0	5	13	2	6	0	0	0	0	1	3	0	0	22	59
Totals To Date		10	23	17	50	16	50	0	0	0	0	10	17	31	58	9	18	37	74	33	79	2	5	4	4	10	30	0	0	179	408

DCSS-South Peace Campus		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
June	2021																														
Totals To Date		0	0	5	24	8	40	0	0	0	0	0	0	2	8	0	0	2	7	3	9	0	0	0	0	0	0	0	0	20	88

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

Group Sub Total		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
June	2021	1	2	7	21	8	26	0	0	0	0	0	0	2	3	0	0	7	21	2	6	0	0	0	0	1	3	0	0	28	82
FTEs	Totals To Date	12	25	29	95	33	117	0	0	0	0	10	17	34	68	13	24	59	125	37	91	10	13	4	4	10	30	1	3	252	612

ALL SCHOOLS SUMMARY		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancv		Vandal- ism		Weapons		Total	
June	2021	3	9	7	21	8	26	0	0	0	0	0	0	2	3	0	0	12	30	2	6	0	0	0	0	1	3	0	0	35	98
FTEs	Totals To Date	19	43	29	95	45	138	0	0	0	0	12	21	44	82	18	31	143	259	37	91	16	12	4	4	11	31	2	5	376	815



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

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Sept 15<sup>th</sup>, 2021

To the Board of Education:

**Re: Student Discipline Summary - 2020-2021**

This report is a summary of the student discipline data for the 2020-21 school year. The attached file breaks down the student suspensions for the past 5 school years by month, by infraction type and by school.

The suspension by month data shows that 2020-21 got off to a good start with only 7 suspensions in the month of September. For the remainder of the year suspensions per month were above the historical average, with June being well above previous years. (Data for April, May and June is affected by students being out of school during those months in the 2019-2020 school year due to the COVID-19 pandemic).

This past year saw a significant increase in suspensions related to the safety of others, as well as those for smoking/vaping, vandalism, theft and bullying.

While most schools saw slight upwards changes to student suspensions, Dawson Creek Secondary – Central Campus saw the biggest overall increase, almost doubling totals from previous years. Dawson Creek Secondary – South Peace Campus continues to see a reduction in overall student suspensions. Central Campus has a number of programs in place or starting this year that will address their rising numbers. Student voice, student leadership, Restorative Practice and a focus on SEL in the classroom are all measures they have been identified to improve school culture and climate at the school.

District staff will continue to work with principals, school staff, students and families to ensure that students benefit from effective programs that target bullying, address peer-to-peer conflict and promote pro-social behaviour.

Submitted by:

Mike Readman  
Assistant Superintendent

2015/16 - 2020/21 Student Discipline Data

	2016-17	2017-18	2018-19	2019-20	2020-21	Totals	Average
September	22	22	24	40	7	115	23
October	36	16	40	68	50	210	42
November	42	38	42	44	53	219	44
December	19	12	28	29	26	114	23
January	30	17	43	36	46	172	34
February	23	24	29	40	38	154	31
March	22	12	39	16	34	123	25
April	19	40	35	0	45	139	28
May	31	41	31	0	43	146	29
June	7	15	16	0	35	73	15
<b>Total</b>	<b>251</b>	<b>237</b>	<b>327</b>	<b>273</b>	<b>377</b>	<b>1465</b>	<b>293</b>
District FTE	3434	3553	3553	3623	3557	17720	3544
% of District FTE	7.31%	6.67%	9.20%	7.54%	10.60%	8.27%	0

Suspensions by Type

	2016-17	2017-18	2018-19	2019-20	2020-21	Totals	Average
Bullying	5	1	0	16	19	41	8
Controlled Substance	52	23	57	28	30	190	38
Fighting	44	61	56	55	45	261	52
Instigating	15	5	10	9	12	51	10
Indecent Behavior	0	6	5	0	0	11	2
Indefinite	0	0	0	0	0	0	0
Non-Compliance	39	25	51	49	44	208	42
Profanity	10	13	10	5	18	56	11
Safety of Others	77	75	124	85	142	276	101
Smoking	3	18	6	21	38	86	17
Theft	0	3	3	1	12	19	4
Truancy	0	0	0	0	4	0	1
Vandalism	3	8	4	0	11	15	5
Weapons	3	0	1	4	2	10	2
<b>Total</b>	<b>251</b>	<b>238</b>	<b>327</b>	<b>273</b>	<b>377</b>	<b>1224</b>	<b>293</b>

	2016-17	2017-18	2018-19	2019-20	2020-21	Totals	Average
DCSS	109	136	127	124	199	695	139
CSS	43	22	30	11	32	138	28
TRSS	5	25	14	26	22	92	18
Canalta	0	0	2	2	2	6	1
Crescent Park	9	0	0	15	11	35	7
Devereaux	3	7	3	4	8	25	5
Don Titus	0	3	1	5	14	23	5
Ecole Frank Ross	55	26	44	33	39	197	39
Little Prairie	0	3	0	0	0	3	1
McLeod	0	0	0	0	2	2	0
Moberly Lake	0	0	0	0	0	0	0
Parkland	0	0	4	3	1	8	2
Pouce Coupe	0	2	2	5	4	13	3
Rolla	0	0	0	0	0	0	0
Tate Creek	0	0	0	0	0	0	0
Tremblay	27	13	96	44	39	219	44
Tumbler Ridge Elem.	0	0	0	0	0	0	0
Windrem	0	0	4	1	4	9	2
<b>Total</b>	<b>251</b>	<b>237</b>	<b>327</b>	<b>273</b>	<b>377</b>	<b>1088</b>	<b>293</b>

	2016-17	2017-18	2018-19	2019-20	2020-21	Totals	Average
CC	89	73	81	93	179	515	103
SP	20	63	46	31	20	180	36
<b>Total</b>	<b>109</b>	<b>136</b>	<b>127</b>	<b>124</b>	<b>199</b>	<b>695</b>	<b>139</b>





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

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September 16, 2021

To: Board of Education of SD59

From: Jan Proulx, Director of Instruction

Agenda Item: Amended 2021-22 School Calendar - Addition of statutory non-work day in observance of the National Day for Truth and Reconciliation on September 30<sup>th</sup>

On August 3, the government of British Columbia announced that it will align with recently passed federal legislation and mark Sept. 30, 2021 to commemorate the history and ongoing trauma caused by residential schools.

The B.C. Government recognizes the importance of honouring a day for Truth and Reconciliation. As such, government has advised all provincial public sector employers that they should recognize Sept. 30<sup>th</sup>, the National Day for Truth and Reconciliation, as a non-work day for this year for all employees who are normally entitled to provincial and federal statutory days. In addition, further to this announcement concerning the National Day for Truth and Reconciliation, the minimum hours of instruction have been reduced by 5 hours for the 2021/22 school year.

School District #59 has updated their 2021-2022 calendar to reflect the addition of the National Day for Truth and Reconciliation on Sept. 30 and the reduction of the minimum hours of instruction by 5 hours. This change reduces the required hours of instruction for elementary schools to a minimum of 873 hours for elementary schools and 947 hours for secondary schools. There is no impact to the daily instructional hours for schools in School District 59 which remain at 4 hours 55 minutes per day for elementary schools and for 5 hours 20 minutes per day for secondary schools.

I recommend the 2021-22 School Calendar be adopted as amended.

Jan Proulx  
Director of Instruction

**SD59 CALENDAR FOR 2021-2022 FINAL**

July-21						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Canada Day STAT	2 Break	3
4	5 Break	6 Break	7 Break	8 Break	9 Break	10
11	12 Break	13 Break	14 Break	15 Break	16 Break	17
18	19 Break	20 Break	21 Break	22 Break	23 Break	24
25	26 Break	27 Break	28 Break	29 Break	30 Break	31

August-21						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 BC Day STAT	3 Break	4 Break	5 Break	6 Break	7
8	9 Break	10 Break	11 Break	12 Break	13 Break	14
15	16 Break	17 Break	18 Break	19 Break	20 Break	21
22	23 Break	24 Break	25 Break	26 Break	27 Break	28
29	30 Break	31 Break				

September-21						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Break	2 Break	3 Break	4
5	6 Labour Day STAT	7 NID Curriculum Implementation District	8 First Day Students Start 2h late End 1h early	9 First Full Day	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30 Truth Reconciliation Day STAT		

October-21						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11 Thanksgiving STAT	12	13	14	15	16
17	18	19	20	21	22 NID Pro-D Provincial/District	23
24	25	26	27	28	29	30
31						

November-21						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11 Remembrance Day STAT	12	13
14	15	16	17 Early Dismissal	18 Early Dismissal	19	20
21	22	23	24	25	26 NID Pro - D School	27
28	29	30				

December-21						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 End of Term 1	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Break	21 Break	22 Break	23 Break	24 Break	25 Christmas Day
26 Boxing Day	27 STAT	28 STAT	29 Break	30 Break	31 Break	

LEGEND	
<b>13</b> Stat	Statutory or General Holidays
<b>63</b> Break	Break Days (Winter, Spring or Summer)
<b>7</b> NID	Non-Instructional Days (Prof Dev or Admin)

<b>0</b> NIS	Not-In-Session Day (No School Activities)
<b>178</b>	Instructional Days
Note:	

**SD59 CALENDAR FOR 2021-2022-FINAL**

January-22						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 New Year's Day
2	3 STAT	4 Schools Reopen	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 Semester 1 Ends	29
30	31 NID Pro-D School					

February-22						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Semester 2 Begins	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Family Day STAT	22	23 Early Dismissal	24 Early Dismissal	25	26
27	28 NID Pro-D District					

March-22						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 End of Term 2	19
20	21	22	23-24 Spring Vacation		25	26
	Break	Break	Break	Break	Break	
27	28	29	30-31 Spring Vacation			
	Break	Break	Break	Break		

April-22						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Break	2
3	4 Schools Reopen	5	6	7	8	9
10	11	12	13	14	15 Good Friday STAT	16
17	18 Easter Monday STAT	19	20	21	22	23
24	25	26	27	28	29	30

May-22						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Victoria Day STAT	24	25	26	27	28
29	30	31				

June-22						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10 NID Pro-D School	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29 Last Day of Classes End of Sem 2 End of Term 3	30 NID ADMIN		

LEGEND	
<b>13</b> Stat	Statutory or General Holidays
<b>63</b> Break	Break Days (Winter, Spring or Summer)
<b>7</b> NID	Non-Instructional Days (Prof Dev or Admin)

<b>0</b> NIS	Not-In-Session Day (No School Activities)
<b>178</b>	Instructional Days
Note:	

## SD59 School Calendar 2021/2022

Tuesday, September 7	Non-Instructional Day: Curriculum Implementation Day
Wednesday, September 8	First Day for Students (late arrival, early dismissal)
Thursday, September 30	National Truth and Reconciliation Day
Monday, October 11	Thanksgiving Day
Friday, October 22	Non-Instructional Day (Provincial/District Pro D)
Thursday, November 11	Remembrance Day
Wed & Thurs., Nov 17 & 18	Early Dismissal (1h) for Parent Interviews
Friday, November 26	Non-Instructional Day (School Pro D)
December 20 to December 31	Winter Vacation
Monday, January 3	New Year's Day Stat
Tuesday, January 4	Schools Reopen
Monday, January 31	Non-Instructional Day (School Pro D)
Monday, February 21	Family Day
Wed & Thur., Feb. 23 & 24	Early Dismissal (1h) for Parent Interviews
Monday, February 28	Non-Instructional Day (District Pro D)
March 21 to April 1	Spring Vacation
Monday, April 4	Schools Reopen
Fri. April 15 & Mon. April 18	Good Friday, Easter Monday
Monday, May 23	Victoria Day
Friday, June 10	Non-Instructional Day (School Pro D)
Wednesday, June 29	Last Day of Attendance for Students
Thursday, June 30	Non-Instructional Day: Year End Administrative Day

Elementary - required hours of instruction 873 minimum required 4 hours 55 minutes per day

Secondary - required hours of instruction 947 minimum required 5 hours 20 minutes per day

### Elementary Terms

- Term 1 Sept. 8 to Dec. 3 (58 contact days)
- Term 2 Dec. 6 to Mar. 18 (61 contact days)
- Term 3 April 4 to Jun. 29 (59 contact days)

### Secondary Semesters

- Semester 1 Sept. 8 to Jan. 28 (87 contact days)
- Semester 2 Feb. 1 to June 29 (91 contact days)



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

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Agenda Item: R7.2 - Recording Board Meetings

Presented By: Trustee R. Gulick

Rationale:

This will be the fourth time that I bring this motion forward.

I believe that our public board meetings are an important part of our responsibility to our communities as elected officials, and so it follows that it is important that we use every tool available to provide access to our meetings.

Currently we meet once a month, during working hours. We have a considerable area that we represent, with some school trustees driving over an hour to attend meetings. We talk frequently at our board table about equity. The time of day that we hold our meetings as well as the location does not allow access for many of our students, parents or community members.

In the past some of the reasons presented for resistance to taping our meetings is that it was felt it would inhibit behavior, that the meetings would become more formal, there would be the possibility of comments being misconstrued, and that it would make meetings less comfortable for some trustees. All of these reasons I would argue is something we expect from our students regularly. We expect this of students when we ask them to present a project to their entire classroom or when they are taking a test, or any number of struggles I am sure we all remember feeling when we attended school. These comments are not meant to dismiss the concerns, they are meant to put them context.

Priority 3 of our current Strategic Plan is Communication with the first bullet point reading, “Engage whole community in ongoing dialogue”. Our meetings hold so much information that I think is of interest to our students, parents and communities.

And finally, as we have provinces in Canada looking to get rid of school boards, this is our opportunity to show why it is important to have a school board, in my opinion it is so that the province cannot apply a broad view to all areas of the province, that there are elected officials bringing our unique circumstances to decision makers.

Proposed Motion:

*THAT public board meetings be recorded (audio and video) and posted online for a 2-month trial period to allow for public viewing:*

*WHEREAS this new practice will be reviewed after the 2-month trial period and if the new process is approved to continue the recordings will be posted for a minimum of 365 days before expiring;*

*FURTHERMORE, it is understood that technology restraints or issues may arise and may be limited in venue's outside of the School District Board Office; therefore, recordings may not be available in those circumstances.*

Trustee, Roxanne Gulick



# School District No.59 (Peace River South)

## 2020-21 BOARD REPRESENTATIVES

ELECTORAL AREA 1 (Chetwynd & Rural Area)		
Crystal Hillton (VICE-CHAIR)		chillton@sd59.bc.ca
Becky Borton		rborton@sd59.bc.ca
ELECTORAL AREA II (Tumbler Ridge & Area)		
Roxanne Gulick		rgulick@sd59.bc.ca
Tamara Ziemer		tziemer@sd59.bc.ca
Jennifer Lalonde		jlalonde@sd59.bc.ca
Chad Anderson (CHAIR)		canderson @sd59.bc.ca
Travis Jones		trjones@sd59.bc.ca

### **Committee Representatives:**

Policy Committee	3 Trustees (District Staff – M. Readman)
Transportation	Dawson Creek – 1 Trustee Chetwynd - 1 Trustee (District Staff – M. Panoulias/ W. Simlik/ J. Lekstrom)
Finance-Audit/Budget	Committee Of The Whole

### **Program/Provincial Council Liaisons:**

BCSTA	1 Trustee
DPAC	1 Trustee (District Staff – P. Chisholm)
Aboriginal Education	Dawson Creek – 1 Trustee Chetwynd – Hillton/Borton (District Staff – C. Fennell)
BCPSEA	1 Trustee

### **School Liaisons:**

Canalta Elem.	T. Ziemer	Moberly Lake Elem.	B. Borton
DCSS (SP & Central)	J. Lalonde/T. Jones	Parkland Elem.	T. Jones
Chetwynd Secondary	B. Borton/C. Hillton	Peace View Elem.	T. Jones/C. Anderson
Crescent Park Elem.	J. Lalonde	Pouce Coupe Elem.	T. Jones
Devereaux Elem.	C. Anderson	South Peace Elem.	T. Jones/C. Anderson
Don Titus Montessori	B. Borton	Tremblay Elem.	J. Lalonde
Ecole Frank Ross	T. Ziemer	Tumbler Ridge Elem.	R. Gulick
Little Prairie Elem.	C. Hillton	Tumbler Ridge Sec.	R. Gulick
McLeod Elem.	C. Anderson	Windrem Elem.	C. Hillton



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

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DATE: September 22, 2021

CHAIR: Roxanne Gulick

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**Policies/Regulations for Discussion:**

**Policies/Regulations for Circulation:**

- Policy 3165 Public Interest Disclosure \*New Policy

**Policies/Regulations for Adoption:**

- Policy 3170 Respectful Workplace: Personnel Bullying and Harassment

**Policies/Regulations for Further Review:**

**Policies/Regulations for Repeal:**



## Public Interest Disclosure

3165 Public Interest Disclosure

Policy 3165 STATUS: **FOR REVIEW \*NEW**

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### *PUBLIC INTEREST DISCLOSURE*

Board Approved:

Last Revised:

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### **Purpose**

The Board of Education of School District No. 59 (Peace River South) is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency. The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The purpose of this policy and related procedures is to establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

This policy applies to alleged wrongdoing related to the School District’s operations or personnel. This policy does not displace other mechanisms set out in school district policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

### **Definitions**

In this policy and procedures, the following terms are defined as indicated:

“**Advice**” means advice that may be requested in respect of making a disclosure or a complaint about a reprisal under this Policy or the PIDA.

“**Discloser**” means an employee or trustee who makes a disclosure or seeks advice or makes a complaint about a reprisal.

“**Disclosure**” means a report of wrongdoing made under this policy.

“**Employee**” refers to a past or present employee of the School District.

“**FIPPA**” means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto.

“**Investigation**” means an investigation undertaken by the School District under this policy or by the Ombudsperson under the PIDA.

**“Personal Information”** has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the discloser or any person who is accused of wrongdoing or participates in an investigation can be deduced or inferred.

**“Personnel”** means employees and trustees.

**“PIDA”** means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto.

**“Regulation”** means the School District’s regulation associated with this policy, as amended.

**“Reprisal”** means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of a member of personnel because they made a disclosure, sought advice, made a complaint about a reprisal or participated in an investigation.

**“Trustee”** means a past or present member of the School District’s Board of Education.

**“Wrongdoing”** refers to:

- a. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- b. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee’s duties or functions;
- c. a serious misuse of public funds or public assets;
- d. gross or systematic mismanagement;
- e. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

### **Guiding Principles**

The School District is committed to supporting ethical conduct in its operations and seeks to foster a culture in which employees and trustees are encouraged to disclose wrongdoing, including by receiving, investigating and responding to disclosures and by providing information and training about the PIDA, this policy and the procedures.

The School District will investigate disclosures that it receives under this policy. Investigations under this policy will be carried out in accordance with the principles of procedural fairness and natural justice.

The School District will not commit or tolerate reprisals against any employee or trustee who, in good faith, makes a request for advice, makes a disclosure, participates in an investigation or makes a complaint under this policy.

The School District is committed to protecting the privacy of disclosers, persons accused of wrongdoing and those who participate in investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

**Privacy and Confidentiality**

All personal information that the School District collects, uses or shares in the course of receiving or responding to a disclosure, a request for advice, a complaint of a reprisal, or conducting an investigation will be treated as confidential and will be used and disclosed as described in this policy, the procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

**Reporting**

Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any disclosures received, investigations undertaken and findings of wrongdoing. All reporting under this policy will be in compliance with the requirements of FIPPA.

**Responsibility**

The Superintendent is responsible for the administration of this policy and shall ensure that training and instruction is available to all employees and trustees concerning this policy, the procedures and the PIDA.

In the event that the Superintendent is unable or unavailable to perform their duties under this policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of personnel.

*PUBLIC INTEREST DISCLOSURE*

Board Approved and Codified:

Last Revised:

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**1. Definitions**

Terms in this procedure have the meanings set out in the policy, and the following additional terms shall have the following meanings.

“**Designated Officer**” means the Superintendent and any other senior member of Personnel designated by the Superintendent from time to time, which includes, in accordance with section 5 of this Procedure, the Secretary Treasurer, Assistant Superintendent, and the Chair of the Board of Education.

“**Disclosure Form**” means the form attached to this Procedure as Appendix 1.

“**Ombudsperson**” means the Ombudsperson of British Columbia.

“**Policy**” means the School District’s Public Interest Disclosure Policy.

“**Protection Official**” means:

- a. in respect of a health-related matter, the provincial health officer;
- b. in respect of an environmental matter, the agency responsible for the *Emergency Program Act*, or
- c. in any other case, a police force in British Columbia.

“**Referral**” refers to a referral of allegations of wrongdoing received from the Ombudsperson or another government institution for investigation by the School District in accordance with the PIDA;

“**Respondent**” means a person against whom allegations of wrongdoing or a complaint of reprisal is made;

“**School**” means:

- a. a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction;
- b. the teachers and other staff members associated with the unit;
- c. the facilities associated with the unit, and
- d. includes a provincial resource program and a distributed learning school operated by a board.

“**Supervisor**” includes:

- a. an Employee’s direct management supervisor,
- b. for School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned; and
- c. for Trustees, the Board Chair or the Superintendent.

“**Urgent Risk**” arises when a member of Personnel reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

## **2. Who May Make a Disclosure**

1. Any employee may report wrongdoing under this Policy if the alleged wrongdoing occurred while the employee was employed or engaged by the School District.
2. Any trustee may report wrongdoing under this policy if the alleged wrongdoing occurred while the trustee was holding office.
3. Complaints or reports received from members of the public or from employees or trustees who were not engaged by the School District at the time that wrongdoing occurred or is alleged to have occurred are outside the scope of the policy and this procedure.

## **3. How to Make a Disclosure**

1. An employee or trustee who reasonably believes that a wrongdoing has been committed or is about to be committed may make a disclosure to any of the following:
  - a. that person’s supervisor;
  - b. the Superintendent;
  - c. a Designated Officer other than the Superintendent; or
  - d. the Ombudsperson.
2. A disclosure should be submitted in writing using the disclosure form or in other written form, and include the following information if known:
  - a. a description of the wrongdoing;
  - b. the name of the person(s) alleged to be responsible for or to have participated in the wrongdoing;
  - c. the date or expected date of the wrongdoing;
  - d. if the wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and
  - e. whether the wrongdoing has already been reported, and if so, to whom and a description of the response received.

3. A disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged wrongdoing. If a disclosure does not contain sufficient detail to permit investigation, the School District may take no action with respect to the disclosure. Any notices required to be given to a discloser under this policy or the PIDA will not be provided to an anonymous discloser, except at the discretion of the designated officer and where the disclosure has provided contact information.
4. A discloser who is considering making a disclosure may request advice from any of their union representative or employee association representative, a lawyer, their supervisor, a designated officer, or the Ombudsperson.
5. A discloser should not make a disclosure to a person if the allegations relate, in whole or in part, to wrongdoing by that person, and any person who receives a disclosure or referral and reasonably believes that the allegations of wrongdoing relate to their own acts or omissions must refer the allegations of wrongdoing to another person under this policy with responsibility for receiving a disclosure.

#### **4. How to Make a Disclosure About Urgent Risk**

1. The PIDA permits employees and trustees to make public disclosures if the employee or trustee reasonably believes that a matter poses an urgent risk. An urgent risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.
2. Before making a public disclosure of an urgent risk the employee or trustee must:
  - a. consult with the relevant Protection Official (public health officer, Emergency Management BC, or police),
  - b. receive and follow the direction of that Protection Official, including if the Protection Official directs the employee not to make the public disclosure,
  - c. refrain from disclosing, publishing or otherwise sharing personal information except as necessary to address the urgent risk;
  - d. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under the PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege, and
  - e. seek appropriate advice if the employee is uncertain about what personal information, privileged or other information may be disclosed as part of a public disclosure.
3. An employee who makes a public disclosure in relation to an urgent risk is expected to provide timely notification to their supervisor or the Superintendent about the public disclosure or submit a disclosure in accordance with section 3 above.

4. If the employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the employee is nevertheless expected to report urgent risks without delay to the Superintendent or a Designated Officer.

## **5. Referral of Disclosure to Designated Officer**

1. Each supervisor or other personnel who receives a disclosure or referral under this policy must promptly refer the disclosure or referral, including all disclosures forms and other materials supplied, to the appropriate designated officer as follows:
  - a. Unless the allegations concern alleged wrongdoing by the Superintendent, the disclosure or referral shall first be referred to the Superintendent, who may delegate their duties under the policy and this procedure to any other designated officer;
  - b. If the allegations concern alleged wrongdoing by the Superintendent, then the disclosure or referral should be referred to the Secretary-Treasurer who shall act as the designated officer;
  - c. if the allegations made in a disclosure or referral concern alleged wrongdoing by both the Superintendent and the Secretary-Treasurer, then the disclosure or referral should be referred to the Chair of the Board of Education as the designated officer or any other designated officer;
  - d. If the allegations made in a disclosure or referral concern wrongdoing by all of the designated officers listed in subparagraphs a., b., and c. above, then the disclosure or referral should be referred to the Ombudsperson.

## **6. Responsibilities of the Designated Officer**

1. The Designated Officer is responsible to:
  - a. Receive and respond to any disclosure or referral;
  - b. Receive and respond to reports made by personnel about urgent risks;
  - c. If the Designated Officer reasonably believes that an urgent risk exists, the Designated Officer may make a report to the relevant Protection Official;
  - d. Review allegations of wrongdoing in a disclosure or referral and determine if they fall within the scope of the PIDA or the policy;
  - e. Refer disclosures or allegations falling outside the scope of the PIDA or this policy to the appropriate authority or dispute resolution process, as applicable;
  - f. If a disclosure relates to wrongdoing at another government body that is subject to the PIDA, refer the disclosure to that institution;
  - g. Seek clarification of the allegations of wrongdoing from the discloser or referring institution as needed;

- h. If appropriate, initiate an investigation into allegations of wrongdoing in accordance with section 8 below;
- i. Assess the risk of any reprisal to the discloser, and take appropriate action, if any, to mitigate that risk;
- j. Manage communications with the discloser and respondent;
- k. Notify the discloser and the despondent of the outcome of the investigation in accordance with section 8; and
- l. Ensure that, in accordance with section 9 of this procedure, all personal information received by the School District related to the disclosure, referral, request for advice or any investigation is appropriately protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and the PIDA.

## **7. Responsibilities of Employees**

1. All employees and trustees are responsible to:
  - a. make any disclosures in good faith and on the basis of a reasonable belief that wrongdoing has or is expected to occur;
  - b. refrain from engaging in reprisals and report all reprisals in accordance with this procedure and the PIDA;
  - c. maintain the confidentiality of personal information received in connection with a disclosure, referral, request for advice or investigation in accordance with the policy, this procedure, and the PIDA;
  - d. provide their reasonable cooperation with investigations by the School District or the Ombudsperson;
  - e. seek appropriate advice if an employee is uncertain about whether to make a disclosure or a public disclosure of an urgent risk; and
  - f. comply with the requirements of this procedure and the PIDA concerning urgent risks.

## **8. Investigations**

1. Every person involved in receiving, reviewing and investigating disclosures, referrals or complaints of reprisals must carry out those function in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under the PIDA.
2. The School District shall seek to complete all Investigations within 30 calendar days of receipt of a disclosure or referral or complaint of reprisals, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.



3. The Designated Officer may expand the scope of any investigation beyond the allegations set out in the disclosure or referral to ensure that any potential wrongdoing discovered during an Investigation is investigated.
4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the investigation.
5. The Designated Officer may consult with the Ombudsperson regarding a disclosure or referral or refer allegations of wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable discloser.
6. The Designated Officer may refuse to investigate or postpone or stop an investigation if the Designated Officer reasonably believes that:
  - a. the disclosure or referral does not provide adequate particulars of the wrongdoing;
  - b. the disclosure or referral is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a disclosure or referral under the policy or the PIDA, or does not deal with wrongdoing;
  - c. the investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged wrongdoing and the date of the disclosure or referral;
  - d. the disclosure relates solely to a public policy decision;
  - e. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;
  - f. the investigation may compromise another investigation; or
  - g. the PIDA otherwise requires or permits the School District to suspend or stop the investigation.
7. Subject to the School District's obligations under FIPPA and section 3 above, the discloser and the respondent(s) will be provided with a summary of the School District's findings, including:
  - a. notice of any finding of wrongdoing,
  - b. a summary of the reasons supporting any finding of wrongdoing;
  - c. any recommendations to address findings of wrongdoing.

## **9. Privacy and Confidentiality**

1. All personal information that the School District collects, uses or shares in connection with a disclosure, referral, or request for advice, or an investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in the policy, the procedures and the PIDA unless otherwise permitted or required under FIPPA or other applicable laws.

2. Personal information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a disclosure, a request for advice, a referral, or a complaint of a reprisal shall be limited to the personal information that is reasonably required for these purposes.
3. Any person who, in their capacity as an employee or trustee of the School District, receives information about the identity of a discloser shall maintain the identity of the discloser in confidence, and may only use or share that information for the purposes described in this policy or the PIDA, except with the consent of the discloser or as authorized or required by the PIDA or other applicable laws.
4. The School District shall ensure there are reasonable security measures in place to protect all personal information that the School District collects or uses in the course of receiving or responding to a disclosure, a request for advice, a referral, or complaint of a reprisal or conducting an investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared by its employees and trustees internally on a need to know basis.

## **10. Reprisals**

1. The School District will not tolerate reprisals against employees or trustees.
2. Any member of personnel who believes that they have been the subject of a reprisal may make a complaint to:
  - a. the Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA; or
  - b. to a Designated Officer, who shall investigate the complaint in accordance with the provisions of this Procedure.
3. Any member of personnel who engages in any reprisals shall be subject to disciplinary action up to and including dismissal.

## 3170 Respectful Workplace: Personnel Bullying and Harassment

Policy 3170

STATUS: **FOR ADOPTION**

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*Respectful Workplace: Bullying and Harassment*

Adopted: April 19, 2000

Last Revised: January 2014; May 27, 2015

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### 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. 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

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**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*

