



**SCHOOL DISTRICT NO. 47 (POWELL RIVER) BOARD OF EDUCATION**  
**Regular Board Meeting**  
**4:00 pm, Wednesday, September 14, 2022**  
**SCHOOL BOARD OFFICE**

**A G E N D A**

**PRESENTATION: Cory Vanderhorst, Kristy Rowbotham MNP – Audited Financial Statements**

**Siobhan Brown, Program Coordinator and Chelsea Friesen, qathet Community Justice**

**QUESTION PERIOD**

**CHAIRPERSON'S REMARKS**

**1. ADOPTION OF AGENDA**

1.a) **MOTION:** "THAT the Regular meeting agenda of September 14, 2022, be adopted as circulated."

**2. ADOPTION OF MINUTES**

2.a) **MOTION:** "THAT the Regular meeting minutes of June 22, 2022, be adopted as circulated."

**3. REPORT OF CLOSED MEETINGS**

3.a) June 22, 2022 – The Board met in-camera to discuss items concerning personnel and student welfare.

**4. INCOMING CORRESPONDENCE**

4.a) SD 72 to Hon. J. Whiteside

4.b) SD 68 to Hon. J. Whiteside

4.c) Hon. J. Whiteside to All Board Chairs, Superintendents, Secretary-Treasurers

4.d) Assistant Deputy Minister C. Brown to C. Broady, BCSTA President

**MOTION:** "THAT the correspondence listed in item 4.a) to 4.d) be received."

**5. OUTGOING CORRESPONDENCE**

5.a) SD 47 to Hon. R. Fleming

5.b) SD 47 to Prov. of BC, Community and Employer Partnerships Program

5.c) SD 47 to Community Forest Board

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) First week of school summary (oral)

6.b) Early Learning and Childcare Capacity Funding

6.c) Enhanced Student Learning Annual Report

**MOTION:** "THAT the Board of Education of School District 47 (Powell River) approve the Enhanced Student Learning Report for the 2021/2022 School Year."

6.d) Strategic Communications Plan

**MOTION:** "THAT the Strategic Communications Plan be adopted as presented."

6.e) Youth Restorative Action Project Proposal

6.f) Power to Suspend for 2022-2023

**MOTION:** "TO recognize the personnel listed as having the authorization as outlined."

6.g) Maintenance of Order for 2022 - 2023

**MOTION:** "TO recognize the personnel listed as having the authorization as outlined."

6.h) Out of Country Field Trip Proposal

**MOTION:** "TO approve in principle the travel itinerary for a prospective student trip to Switzerland and Italy during Spring Break of 2024."

6.i) Suspension, Exclusion and Seclusion Report – N/A

**MOTION:** "THAT the Superintendent of Schools' Report be received as presented."

## **7. SECRETARY-TREASURER'S REPORT**

7.a) Financial Statement Discussion and Analysis

7.b) Audited Financial Statements for the year ended June 30, 2022

**MOTION:** "TO approve the operating surplus restriction of \$1,367,635 and the Local Capital Restriction of \$967,473 as detailed in NOTE 18 of the financial statements for the year ended June 30, 2022."

**MOTION:** "THAT the Board of Education of School District 47 (Powell River) approve the Audited Financial Statements for the Year Ended June 30, 2022."

7.c) 2023/2024 Capital Plan Overview

**MOTION:** "TO approve the 2022/2023 Capital Plan Submission."

7.d) Operational Update (oral)

**MOTION:** "THAT the Secretary Treasurer's report be received as presented."

## **8. OTHER BUSINESS**

8.a) New Trustee Orientation (oral)

**QUESTION PERIOD**

**MEDIA QUESTION PERIOD**

**ADJOURNMENT**



qathet  
**COMMUNITY  
JUSTICE**



 **YOUTH  
RESTORATIVE  
ACTION**

# **SCHOOL DISTRICT 47 PRESENTATION**

qCJ operates on the lands of the Tla'amin People, and for that we are grateful.

# Who Are We?

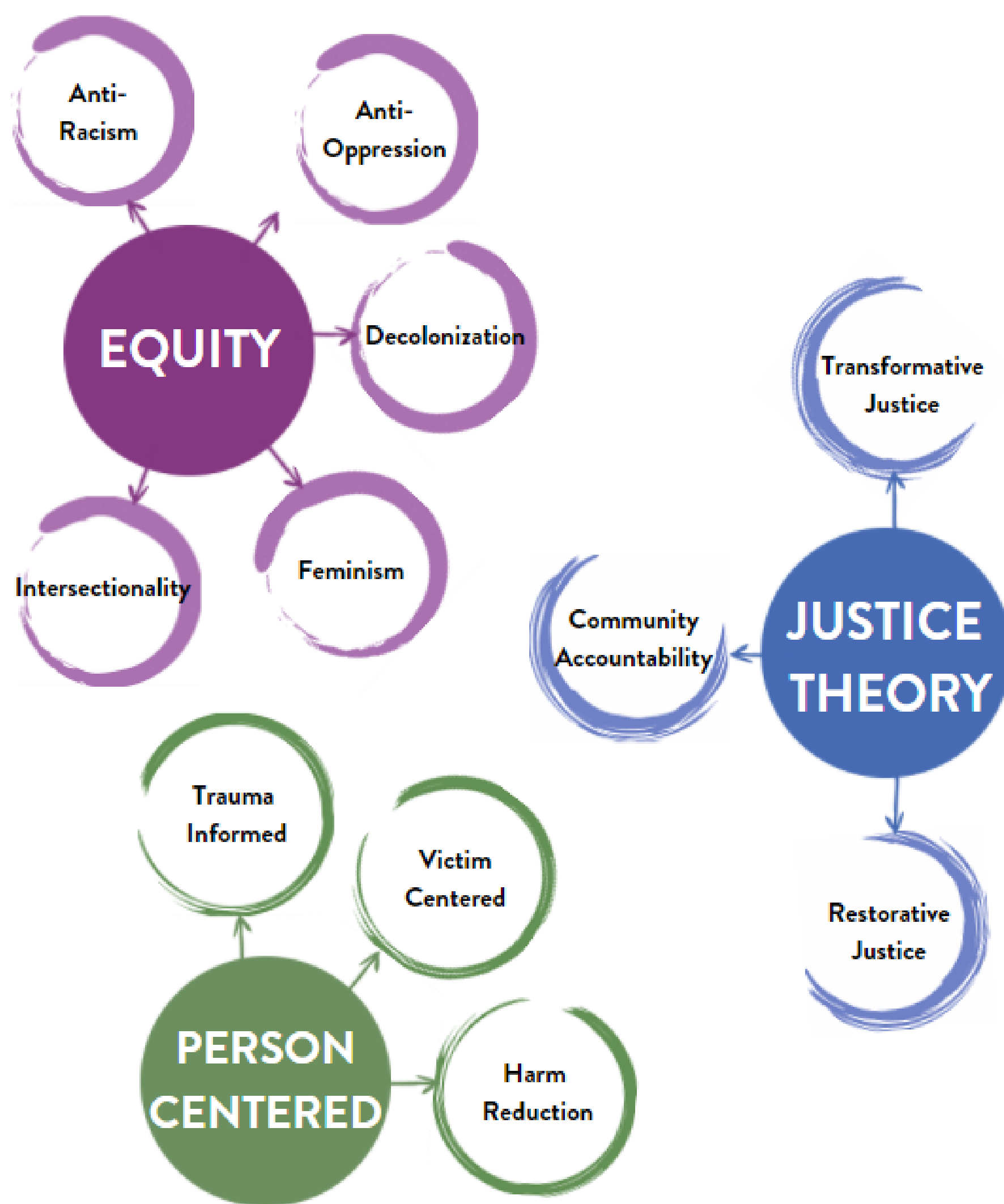
qathet Community Justice (qCJ) aims to restore relationships where conflict or crime has caused harm and to address the underlying issues that perpetuate injustice.

## OUR VISION

A welcoming community where all people feel safe and respected. Where we are all committed to working together towards justice and inclusion.

## OUR MISSION

To bring communities together in relationships of trust and restore relationships where conflict or crime has caused harm.



# Theories of Practice

qCJ has a unique approach to community justice based on a combination of theories and approaches that advocate for equitable access to justice. We aim to keep the needs of people directly affected at the centre of the process.

# What We Do

## Conflict Resolution



### Criminal

Referrals from RCMP, Crown,  
Judge or Probation

Not legal advice

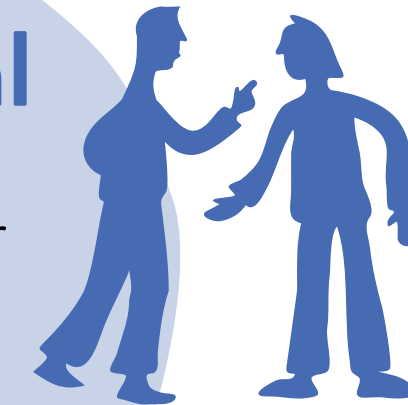
Work within Criminal Legal  
System (courts) or outside of  
them

### Non-Criminal

Referrals from individuals or  
community members

Not professional mediation

Personal conflicts, crimes not  
reported to RCMP, etc.



Community Training &  
Workshops



Youth Restorative Action



Diversity, Equity, Inclusion  
(DEI) Projects

# What is Restorative Justice?

Focuses on accountability and repair of damage rather than retribution and punishment.

Empowers those directly affected by the conflict or crime to make decisions about the response.



Provides safe and supportive opportunities for communication.



Views conflict and/or crime as harm done to relationships and the community, not the state.

Addresses root causes and explores what may be needed to change behaviours.



# Indigenous Knowledge

The process used by qCJ is built upon thousands of years of Indigenous knowledge.

- Navajo (Peacemaker Courts )
- Māori (concepts of muru & utu)
- Hawaiian (ho'oponopono)
- Pashtun (jirga)
- Arab (sulha)
- Celtic (Brehon laws)
- Zulu and Xhosa (ubuntu)
- ...and many more



Moana Jackson and Joe Williams, Māori



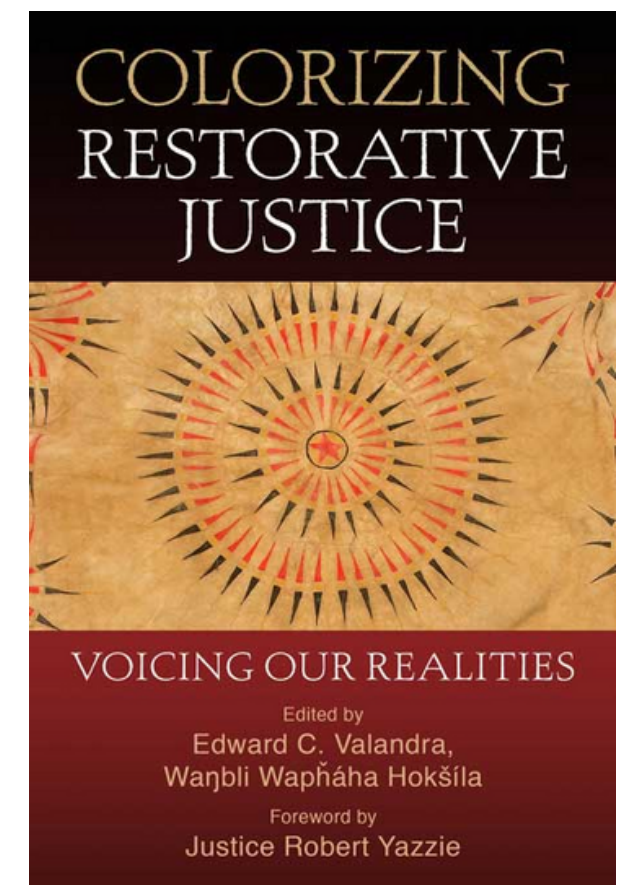
Former Chief Justice Robert Yazzie, Navajo Nation



Mark Wedge, Carcross-Tagish First Nation



Excerpt from Fénechas (Brehon Law), Ireland



Anthology of POC authors on RJ



# RJ & Criminal Justice System

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Today, there are approximately 448 Restorative Justice and Indigenous Justice Programs across Canada.

The Restorative process can work independently or alongside the criminal court system. Referral to a Restorative process can happen at any stage in a criminal trial through:

Judges                      Police                      Victim Services  
Crown Council              Self-referral  
Probation                      Community Agencies                      Schools  
and more!



## RETRIBUTIVE JUSTICE

The crime is against state laws.

The crime creates individual guilt.

The state determines blame or guilt and imposes punishment.

Punishment is effective to deter further criminal acts.

Central focus is responsible party's guilt, victims are peripheral to the process.

Emphasis on adversarial relationship.

# VS

## RESTORATIVE JUSTICE

The crime is against another member of the community.

The crime creates obligations.

Involvement of the responsible party, the affected party & community members.

Punishment alone is ineffective and disrupts community relationships.

Focus is the victim's needs, repairing harm, obligations of the responsible party, and future relationships.

Emphasis on communication and negotiation.



# Case Process

 1. Referral/Application

 2. Initial Screening

 3. Consent

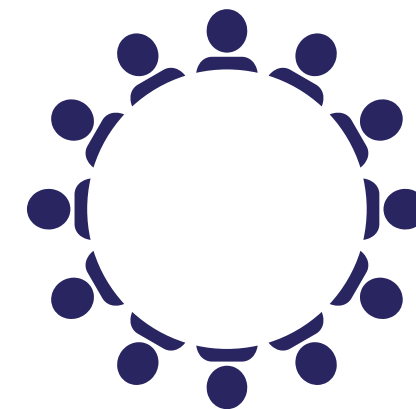
 4. Case Team Appointed

 5. Suitability

 6. Preperation

 7. Circle

 8. Follow Up





Values/  
Guidelines

# Peacemaking Circles

“In a circle, there is no right or left, no beginning or end. Every point (or person) on the line on a circle looks to the same center as the focus. The circle is the symbol of Navajo justice because it is perfect, unbroken, and a simile of unity and oneness.”

- Chief Justice Robert Yazzie (Navajo)



Consensus



Ceremony



Talking Piece



Centre Piece

Working together to create a system that prioritizes relationships with communication and respect at its centre.

The whole Brooks community using Restorative practices to resolve conflict.



Contribute to a community of support and understanding by empowering each other.



Building safety by supporting students mental and emotional growth.



Using Restorative Practices to create a safe environment where people can take accountability for their actions.

## What We've Done....

- Bi-weekly meetings at Brooks
- Weekend Strategic Planning meetings
- Grade 8 Presentations
- Community Dialogue Circles
- Brooks Mental Health Fair
- Youth RJ Facilitator Training



## What we hope to do this 2022/23 School Year....

- Continue bi-weekly school & strategic plan meetings
- Continue presentations & workshops (Grade 8, Pro-D, Elementary)
- Facilitate peer-to-peer Restorative Circles
- Recruit & train more youth in Restorative approaches



# Supports Needed

1. Identify Restorative Approaches as a priority (ex. in the SD47 2023-2026 Strategic Plan);
2. Develop a Memorandum of Understanding or Protocol (see SD47 AP352, Police Action in Schools) and adjust Administrative Procedures to reflect Restorative Approaches where necessary;
3. Provide financial support.



THANK  
YOU

**PROGRAM COORDINATOR**

**Siobhan Brown**

**(604) 414-4203**

**[qCJ@liftcommunityservices.org](mailto:qCJ@liftcommunityservices.org)**

**YRA COORDINATOR**

**Chelsea Friesen**

**(604) 223-3535**

**[chelsea@qathetCJ.org](mailto:chelsea@qathetCJ.org)**





**SCHOOL DISTRICT NO. 47 (POWELL RIVER)**  
**BOARD OF EDUCATION - REGULAR MEETING**  
**4:00 PM., Wednesday, June 22, 2022**  
**SCHOOL BOARD OFFICE**

**MINUTES**

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Present: Dale Lawson, Jaclyn Miller, Rob Hill, Doug Skinner

Via Phone: Brendan Behan

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer), Kristen Brach (Director of Instruction), Allison Burt (Director of Instruction), Kristy Payne (Director of Communications), Paul Galinski (PR Peak)

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**Question Period**

No questions.

**CHAIRPERSON'S REMARKS**

"The last month of the school year is typically a very busy time throughout the district. Students and staff are working to wrap up their many projects, celebrating accomplishments, and looking forward to the arrival of summer break. This year, although the weather didn't cooperate for the entire day, the district-wide Track & Field event brought out hundreds of students and their many supporters to cheer them on. Current and retired staff people, students, trustees, and parents came together to ensure a successful event, volunteering their services and offering their talents, and support throughout the day. PRISMA is always one of the musical highlights our community is fortunate to experience. We were thrilled to have the opportunity to support school visits and the PRISMA for Kids program again this year. The PRISMA staff and volunteer team continue to demonstrate their commitment to introducing our students to their craft. They work to ensure students in our district have the opportunity to feel the power of classical music and inspire appreciation for it by sharing their musical performances with over 350 primary students this year.

Brooks Secondary School recently hosted our grade 7 students for the Applied Design Skills and Technology (ADST) Gravity Car event. Tanya Larkin, our Trades and Transitions Coordinator, and her team worked with our Grade 7 classrooms at each school where students were provided the opportunity to plan and build their own wooden cars. To highlight and celebrate student success in their hands-on ADST learning project, Brooks hosted a friendly district-wide competition. Students have spent time racing their gravity-propelled cars on tracks at their respective schools and all schools came

together for the final Showcase Show-Down hosted at Brooks. It was a fun-filled event with a lot of cheering and school spirit.

This June feels extraordinary as we welcome year-end celebrations. Fun days, beach days, grade 7 leaving ceremonies, award ceremonies, grade 12 graduation, and convocation all feel extra special this year. For the first time in a long while, we can once again celebrate together, in person. Parent volunteers have been working together to continue to offer the parade through town as a way for the whole community to come out and show their support for our students and their graduation milestone. The event will be held on Saturday, June 25th. Visit our [website](#) for links to more information.

Lastly, I'd like to mention how lovely it was to once again have the opportunity to gather with staff in person and show our appreciation for all that they do. The recent gatherings for those celebrating years of service to our district and for those moving into their retirement years were an excellent reminder of the importance of connection for all of us.

As we wrap up this school year, I'd like to wish everyone a restful, safe, and enjoyable summer."

1. **APPROVAL OF AGENDA**

**Moved:** R. Hill  
**Seconded:** D. Skinner

**THAT the Regular meeting agenda of June 22, 2022, be adopted as amended to include Ignite presentation.**

**Status:** Carried

2. **ADOPTION OF MINUTES**

**Moved:** R. Hill  
**Seconded:** J. Miller

**THAT the Regular meeting minutes of May 18, 2022, be adopted as amended.  
Children and Youth in Care Week.**

**Status:** Carried

3. **REPORT OF CLOSED MEETINGS**

3.a) May 18, 2022 – The Board met in a special closed meeting to discuss several personnel items.

4. **CORRESPONDENCE**

**INCOMING**

4.a) **POLS Public Notification Letter**  
For information.

- 4.b) SD33 to Hon. A. Dix and Hon. J. Whiteside  
J. Miller asked J. Yule if he was able to comment on the content of the letter. J. Yule stated that some duties can be delegated to EAs and some must be trained to have the duties delegated. This is in respect to nursing support and more prevalent in diabetic students.
- 4.c) SD38 to Hon. J. Whiteside  
For information.
- 4.d) SD39 to Hon. J. Whiteside  
For information.
- 4.e) SD57 to Hon. J. Whiteside and Hon. S. Robinson  
For information.
- 4.f) SD69 to Hon. J. Whiteside  
For information.
- 4.g) SD69 to Hon. J. Whiteside and Treasury Board  
For information.
- 4.h) SD71 to Select Standing Finance and Government Services  
For information.
- 4.i) BCSTA to Hon. R. Fleming  
For information.
- 4.j) BCSTA to Hon. J. Whiteside (7)  
For information.
- 4.k) BCSTA to Hon. J. Whiteside, D. Morton, C. O'Riley  
For information.
- 4.l) BCSTA to Hon. S. Robinson and Hon. J. Whiteside  
For information.
- 4.m) BCSTA to Hon. J. Whiteside and CSBA  
For information.
- 4.n) FNESC to BCSTA  
For information.
- 4.o) CSBA Press Release  
For information.
- 4.p) Kathaumixw Request Letter-SD47  
Board supported

**Moved: R. Hill**  
**Seconded: D. Skinner**

**THAT the correspondence listed in items 4.a) to 4.P) be received.**

**Status: Carried**

**5. OUTGOING CORRESPONDENCE**

5.a) SD47 to V. Thickett  
For information.

5.b) SD47 to Ignite Student Presenters - M. Louie and K. Smullin  
For information.

5.c) News Release - Provincial Online Learning School  
For information.

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) Before & After School Care

- We have received 75 responses with 26 requesting morning, remaining pm.
- D. Lawson asked about lack of interest in the am. K. Brach responded that some schools are open at approximately 8 am safely and so that could possibly be the reason.
- Applications still being accepted.
- R. Hill asked if there are numbers as to how many required the \$10/day – affordable care. Response was that we supported four families in the District.

6.b) School Based Food Programming

- Feedback received from Administrators was very positive. All reported it is a valuable program and hope it continues for 22/23. Also indicated was that they found EA time to be very helpful.
- Food guidelines are optional and not an issue.
- JT received a grant which enabled them to ramp up lunch program – Nancy's Bakery making muffins etc - 90 breakfasts, and 20 lunches served.
- D. Lawson asked about equity in schools. It is challenging doing this late in the year – starting fresh in September will enable us to ensure equity at all schools.
- Thanked staff for providing these programs.

6.c) 2022/2023 Early Learning Program Opportunities (oral)

- StrongStart BC (SSBC) Early Learning Centres and SSBC Outreach Programs
- Ready, Set, Learn (RSL) Program
- Early Learning Framework (ELF) Implementation Supports
- Changing Results for Young Children (CR4YC) Project
- Strengthening Early Years to Kindergarten Transitions (SEY2KT) Project
- Seamless Day Kindergarten Project: Creating Quality Before-and-After school Programming in Schools

- JUST B4 (JB4) Project: Creating Quality Early Childhood Education Programing in Schools

Summer Learning

90 students enrolled in the Summer Learning Program for July 2022.

Communications Strategy

Comprehensive draft Strategy has been put in place. A special meeting will be called or schedule for September 14 to present plan to Board.

6.d) Suspension, Exclusion and Seclusion Report YTD Sept 7, 2021 to May 31, 2022

For information.

**Moved: R. Hill**

**Seconded: B. Behan**

**THAT the Superintendent of Schools' Report be received as presented.**

**Status: Carried**

**7. SECRETARY-TREASURER'S REPORT**

7.a) 2022/2023 Capital Plan Bylaw

- S. Hopkins spoke to the Capital Plan Bylaw included with the agenda and the capital projects it entails.
- B. Behan asked what specific projects were included. S. Hopkins reiterated the projects that were covered by the bylaw.
- B. Behan asked if there was a process in place for tendering the work. S. Hopkins reported that the roofing projects were tendered right away but that work was expected to be deferred a few months as there is a backlog of work for many trades related projects due to Covid.
- B. Behan asked who looks after tender process. S Hopkins responded that with roofing projects the tenders were conducted by a consultant on the District's behalf.

7.b) 2021 Climate Change Accountability Report

S. Hopkins reported on the activities outlined in the report which was included with the agenda package.

7.c) 2021 Annual Water System Reports

S. Hopkins reported on water systems in the District, and the reporting and testing that had recently taking place.

7.d) Month End Financial Report as at May 31, 2021

For information.

**Moved: J. Miller**

**Seconded: D. Skinner**

**THAT the Board adopt the Capital Bylaw No. 2022/23-CPSD47-01.**

**Status: Carried**

**Moved: R. Hill  
Seconded: D. Skinner**

**THAT the Secretary-Treasurer's Report be received as presented.**

**Status: Carried**

**8. COMMITTEE REPORTS**

8.a) Committee of the Whole Report for June 8, 2022

Additional Reference Documents:

- 8.a.i) 2022/2023 Annual Budget & Summary Report
- 8.a.ii) 2022/2023 Annual Board Calendar
- 8.a.iii) 2022/2023 Annual Board Work Plan & Prospective Days of Observance
- 8.a.iv) Policy 7 – Board Operations with proposed amendment

**Moved: B. Behan  
Seconded: J. Miller**

**THAT the Board adopt the Annual Budget Bylaw for the 2022/2023 fiscal year for the estimated amount of \$44,395,467.**

**Status: Carried**

**Moved: R. Hill  
Seconded: J. Miller**

**THAT the Board adopt the Annual Meeting Calendar for 2022/2023.**

**Status: Carried**

**Moved: J. Miller  
Seconded: R. Hill**

**THAT the Board adopt the Annual Work Plan and accompanying Prospective Days of Observance.**

**Status: Carried**

**Moved:** J. Miller  
**Seconded:** R. Hill

**THAT the Board bring greater clarity to expectations concerning Trustee participation in routine business of the Board by adopting the proposed amendment to Policy 7 – Board Operations.**

**Opposed:** B. Behan

**Status:** Carried

**9. OTHER INFORMATION**

9.a) Newspaper Article – [City of Powell River planner highlights funding for road safety around schools](#)

- D. Lawson referred to the newspaper article referenced in the link provided.
- D. Lawson asked if staff could report back with respect to concerns received from Administrators. What were the concerns from principals who provided letters of support?
- J. Miller indicated PR Ratepayers expressed concern about Brooks.
- J. Yule expressed that he is certain all AOs would support traffic calming at all schools.

**QUESTION PERIOD**

No questions.

**MEDIA QUESTION PERIOD**

P. Galinski from Peak will ask S. Hopkins directly if he has any questions.

**ADJOURNMENT**

**Moved:** J. Miller

**THAT the Regular Board Meeting be adjourned at 4:58 p.m.**

**Status:** Carried

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D. Lawson  
Chairperson

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S. Hopkins  
Secretary-Treasurer

SH/ac



**CAMPBELL RIVER**  
School District 72

June 30, 2022

The Honourable Jennifer Whiteside  
Minister of Education and Child Care  
P.O. Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2

email: [educ.minister@gov.bc.ca](mailto:educ.minister@gov.bc.ca)

Dear Minister Whiteside:

The Campbell River Board of Education (School District 72) strongly feels we need to express our concerns regarding the problems that the salary freeze for school district senior management staff is posing for our district and two associate superintendents.

We hired two associate superintendents in early 2020 and when they were hired, both associate superintendents were placed on the middle position of the salary grid for their position (level 1 in a 0-2 grid). This had their starting salaries at \$151,386/year, in comparison to the two senior secondary principals' salaries which were \$135,000/year at that time.

Two years later, the senior secondary principals' salary has increased to \$144,000/year. The differential between those salaries and the associate superintendent salaries has decreased from \$16,386/year to \$7,386/year and, when the BCTF contract is settled, it is possible that the compensation for senior secondary principals could increase again.

The compensation freeze could result in a less experienced new hire being paid considerably more than an experienced incumbent because the board has the discretion to set the new hire's salary at a higher rate than a current incumbent.

As well, vacation time for associate superintendents is six weeks/year while the senior secondary principals have a minimum of 10 weeks/year if winter and spring breaks are included along with eight weeks during the summer break.

The vacation time differential means that the daily pay of an associate superintendent is less than that of a senior secondary principal.

We see this discrepancy as a fundamental issue of fairness and equity that should be addressed.

Sincerely,

John Kerr  
Board Chair  
School District 72 (Campbell River)

c: Public Sector Employers' Council Secretariat      [psec@gov.bc.ca](mailto:psec@gov.bc.ca)  
BCSTA, President Carolyn Broady                      [cbroady@bcsta.org](mailto:cbroady@bcsta.org)  
VISTA, President Janice Caton                         [janice.caton@sd71.bc.ca](mailto:janice.caton@sd71.bc.ca)  
All Boards of Education c/o BCSTA





FROM THE BOARD OF EDUCATION

VISIT US ONLINE FOR MORE INFORMATION

[sd68.bc.ca](http://sd68.bc.ca) |      

July 5, 2022

The Honourable Minister Jennifer Whiteside  
Minister of Education and Child Care  
PO Box 9045, Station Provincial Government  
Victoria, BC, V8W 9E2

Dear Minister Whiteside,

**Re: Funding Concerns**

I am writing on behalf of the Board of Education of School District No. 68 (Nanaimo-Ladysmith). We are seeking your assistance on addressing a number of issues we are facing. Prior to outlining those concerns, I want to take the opportunity to acknowledge the efforts of yourself and the Ministry of Education and Child Care over the last few years in addressing COVID. While there has no doubt been challenges, we can all be very proud that our schools were able to maintain face-to-face learning throughout the pandemic. This achievement under your leadership is worthy of recognition.

Despite the many positives, our Board has a number of significant concerns that we would like your assistance in rectifying. These issues range from capital funding and processes to operating and special purpose funding to additional supports and strategies for mental health.

**Capital**

Our staff consistently praise ministry staff for their professionalism and partnership in moving our goals as a District forward. For instance, we are very excited to proceed with the seismic mitigation of Ladysmith Intermediate School. However, our District continues to be unsuccessful in receiving support for the replacement of Nanaimo District Secondary School (NDSS). NDSS is one of the largest schools in Vancouver Island with 1,700 students in a facility that was built for 1,400. We also serve 54 students from the Conseil Scolaire Francophone. In addition to being far in excess of its capacity, from a pedagogy perspective the school is outdated, it is environmentally unfriendly and one of the most seismically unsafe schools in British Columbia (considering its population). The District has the expertise to deliver the project in a timely manner that respects the taxpayer. However, we need you to support the project to its next stages. Each year the issues get worse and it is time to address it.

As a Board we are not quite sure of the decision making process for major capital projects. For instance, we are very happy for our colleagues in Victoria, Sooke, Cowichan, North Van etc. who have successfully received support for new secondary schools. However, we have not been given an explanation of why NDSS was below any other given project in priority. We request the Ministry provide Boards of Education with a written outline of the process undertaken to approve capital projects.

Further, while the Ministry has been incredibly supportive of various initiatives, including our conversion to an electric bus fleet, the overall amount of the Annual Facilities Grant needs to at the very least keep up with inflation. We urge the Ministries of Education and Child Care, and Finance to increase the AFG capital funding envelope in this regard. The AFG is falling behind and our students are feeling the impact.

## Funding

Our District continues to increase in enrollment. This year we actually increased supports for our most vulnerable students. However, due to the surprise imposition of the changes to the *Employment Standards Act* sick leave provisions, the investment in our students was significantly less than it could have been. We note that our Board supports enhanced measures for our employees. However, our Board believes that the Ministry should fund the cost to Districts. Further, we believe that at minimum we should be given notice prior to such surprise expenses being downloaded to Districts. We are expected to provide three-year budget plans. These types of surprises limit the effectiveness of those plans and even impact our current year's budget.

On February 25, 2021, we provided an outline of an issue that impacts our District more than almost any other District in the province. That is pay equity. Our District was ahead of the curve and addressed pay equity in our District prior to when it became a mandated requirement. Because of our proactive tackling of this important social justice issue, we have been punished for 20 years. Our District has received tens of millions of dollars less than other Districts. For instance, even including CEF we received 11% less per student than our immediate neighbour to the north in SD69, despite a significant vulnerability rating. We received 5% less per student than SD61 and 1% less than SD39 despite the latter Districts having minor transportation requirements. This is not how an equitable system should function. This is particularly the case given our high level of vulnerability. This must be addressed. The Board would also like to recognize your willingness to explore the issue of ensuring equity for our Indigenous language teachers. These specialists are striving to preserve, maintain and enhance Hul'q'umi'num the language of our land, and their lived experience should be recognized in their pay. It is important to our Board that we honour the work and dedication of these teachers and see pay equivalency as an important and appropriate action regarding our shared value of truth and reconciliation.

## Mental Health

Finally, schools are increasingly the front lines for issues associated with mental health for our youth. We are very open to increased collaboration. We believe that funded opportunities for collaboration between the Ministry of Education and Child Care and other ministries could be a way to provide clinical mental health services and supports for students within our schools. The students in our communities need better access to these supports and faster.

Even prior to COVID, our system was feeling the strains of mental health and anxiety. This trend was exacerbated by the pandemic, and we feel supporting the mental health of students is vitally important before we lose any more students to suicide or addiction. Our Board believes that providing additional supports for our youth will serve our communities as a whole for the long term, and we hope with your help we can be a part of the solution.

We invite you to visit in-person and see some of the wonderful accomplishments of Nanaimo Ladysmith Schools as well as discuss any of the issues above. Thank you for your commitment to the students of British Columbia.

Sincerely,



Charlene McKay, Board Chair

cc: Ministry of Finance; BCSTA  
MLA, Hon. Sheila Malcolmson; MLA, Doug Routley; MLA, Adam Walker



August 29, 2022

Ref: 283291

**To: All Board Chairs, Superintendents and Secretary-Treasurers**

Dear Colleagues:

Families across British Columbia are facing unprecedented global inflation challenges. I see and appreciate the remarkable work boards of education and school district and front line staff have done to support their communities navigate these pressures. To further assist with these efforts, I am pleased to announce our government's \$60 million dollar Student and Family Affordability Fund for BC public schools.

We have heard you regarding the challenges and pressures families and your communities are experiencing. And we know we need to help as you collectively seek innovative ways to feed more children, help those needing school supplies and give families that extra help they need. The Student and Family Affordability Fund is designed to do just that. There is nothing more important than assuring students are supported in their learning journey in these challenging times.

School districts and local schools know their student and family communities best. The Student and Family Affordability Fund is to be used to expand and enhance school meals and food programs, and support the provision of school supplies to students, directly offsetting costs to parents, guardians, and students. Districts may also use the fund to offset fees related to the learning experience, such as the cost of field trips, to ensure that all students can participate in such opportunities. Existing mechanisms. Such as school district hardship policies, should be utilized when allocating the funding.

Meaningful engagement with your First Nation partners and Indigenous groups will be critical to the success of this program. Please also ensure you connect with your local DPAC. Barrier-free access to this program in a stigma free manner is key to ensuring students and families get the support they need, and I thank-you in advance for your work in this regard. More details are already available from the Ministry team members to explain the details around the Student and Family Affordability Fund and more will follow this week.

.../2

Thank you for the hard work you and your teams have done over the summer to prepare schools for the upcoming year, and I want to assure you I have always kept your needs top of mind as together we navigate the important work of providing students and their families the necessities they need to thrive and succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Whiteside". The signature is fluid and cursive, with a large initial "J" and "W".

Jennifer Whiteside  
Minister

pc: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care  
Chris Brown, Assistant Deputy Minister, Resource Management



August 31, 2022

Ref: 281417

Carolyn Broady  
President, BC School of Trustees  
Vancouver, B.C.  
V6J 5K9  
**Email: [cbroady@bcsta.org](mailto:cbroady@bcsta.org)**

Dear Carolyn Broady:

Thank you for your email of May 18, 2022, outlining your concerns regarding incremental payroll increases and inflationary costs. I recognize the value of all the work that boards of education do to respond to the needs of their communities.

The Ministry of Education and Child Care has recently heard from several school districts that inflation is a concern for them with the current rate of inflation having not been experienced for decades. The Ministry is working with the BC Association of School Business Officials to gather information on inflationary pressures in the K–12 sector, and discussions are ongoing as to the extent of the impact on operations. I am pleased that, despite these challenges, all 60 Boards of Education have adopted balanced budgets for the 2022/23 school year.

According to financial reports, approximately 90 percent of operating costs are salaries and benefits. Government has committed to fund any general wage increases and related labour settlement costs. This will occur once districts' labour settlement costs are known which will follow the ratification of new agreements between boards and their unions, and the Ministry will consult with the Funding Equity Committee on the allocation mechanism. In addition, the Ministry is having discussions with other areas of Government as to the financial impact of the changes to the Employment Standards Act.

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Brown". The signature is written in a cursive style and is underlined.

Chris Brown  
Assistant Deputy Minister

pc: Suzanne Hoffman, CEO, BCSTA



**SCHOOL DISTRICT NO 47 (POWELL RIVER)**  
*Office of the Superintendent of Schools*  
**4351 Ontario Avenue, Powell River, BC V8A 1V3**  
**Telephone: 604 414 2600 Fax: 604 485 6435**

July 22, 2022

Honourable Rob Fleming  
Minister of Transportation & Infrastructure  
PO Box 9055 Prov Stn Govt  
Victoria, BC V8W 9E2

**Sent Via Email: [Minister.Transportation@gov.bc.ca](mailto:Minister.Transportation@gov.bc.ca)**

To the Honourable Minister Rob Fleming,

We would like to commend the Ministry of Transportation and Infrastructure for the initiatives that have been implemented to improve opportunities for active transportation across our beautiful province. As more people choose healthier lifestyles and active transportation, it not only helps the individual, but also the community by removing vehicles from the road resulting in lowering overall greenhouse gas production. It is our desire to encourage everyone to participate in active transportation that drives our decision to write to you today.

On Hwy 101, approximately 14.5 km towards Powell River from Saltery Bay in the qathet Regional District, there is a bridge that spans Lang Creek. This bridge, which was built in 1953, does not adhere to today's standards and is in fact 2.1m narrower than it would be if it were built today. This bridge does not allow pedestrians or cyclists to cross safely and has been the site of two motor vehicle accidents in the past year, one of them fatal.

Completing this installation will allow safe passage on the highway and create more access to the Alex Dobler Salmon Centre, a popular spot for locals and visitors alike, located adjacent to the bridge. The bridge, though old, is in decent condition and does not require replacement. The addition of pedestrian/cyclist bridges on either side of the bridge would be a relatively inexpensive option that would have several positive effects for our community.

In the spirit of encouraging active transportation, we request that you include in your work plans, the installation of pedestrian/cyclist bridges on both sides of this motor vehicle bridge.

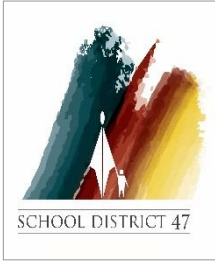
We look forward to the Ministry's support for improving road safety for all users.

Sincerely,

Dr. Jay Yule  
Superintendent  
Board of Education  
School District 47 (Powell River)

JY/ac

cc: qathet Regional District administration@qathet.ca



SCHOOL DISTRICT NO 47 (POWELL RIVER)  
*Office of the Superintendent of Schools*  
4351 Ontario Avenue, Powell River, BC V8A 1V3  
Telephone: 604 414 2600 Fax: 604 485 6435

July 26, 2022

To Whom This May Concern,

We are pleased to provide this letter of support to the application from Powell River Salmon Society for assistance under the Province of BC, Community and Employer Partnerships program, for the Society's "Salmon Enhancement Community Education" project.

Increasing community awareness in all matters pertaining to the environment is critical and will be enhanced through the delivery of this initiative. This project will provide an educational program that, through direct hands-on participation and use of various electronic media, creates a greater awareness within the community, with a particular focus on youth, to the importance of maintaining and growing the salmon population on the west coast of British Columbia. It will also demonstrate how salmon enhancement is not just for the benefit of fishers but forms an integral part in sustaining the overall environment and animal life on the west coast which in the end benefits the whole community.

We would like to express our full support of their quest for funding for the Powell River Salmon Society's Salmon Enhancement Community Education project.

Our hope is that adequate funding can be provided to maintain their exemplary service to our community and the preservation of this vital resource.

Yours truly,

A handwritten signature in dark ink, appearing to read "J Yule".

Dr. Jay Yule  
Superintendent  
Board of Education  
School District 47 (Powell River)

JY/ac



**SCHOOL DISTRICT NO 47 (POWELL RIVER)**  
*Office of the Superintendent of Schools*  
**4351 Ontario Avenue, Powell River, BC V8A 1V3**  
**Telephone: 604 414 2600 Fax: 604 485 6435**

August 29, 2022

Dear Community Forest Board,

This letter is written in support of the City of Powell River's application for Community Forest Grant funding to Implement the Maple and Sycamore Safe Streets project.

Promoting active transportation for students is something School District 47 strongly believes in. We know that the link between physical activity and learning is very strong, and that children who are active daily are more likely to excel in their education and in the school environment.

Walking or biking to school is one of the best ways for students to achieve their recommended hour of daily activity. We have had great success with our local partnerships in active transportation thus far. Our cycling programming is ongoing, including the expansion of our District bike library, the completion of the youth bike rack project, afterschool bike programs, and bike to school week programming across the District.

Despite these successes, we know from surveys that children identify having a safe route to school as a major barrier to cycling in Powell River. The improvements being proposed to Sycamore Avenue and Maple Avenue will improve safe access to Brooks Secondary and Henderson Elementary. This would also serve the broader community by linking Townsite with a safe and accessible route.

We strongly support continued cycling infrastructure enhancements in Powell River, including this proposed project.

Sincerely,

A handwritten signature in black ink, appearing to read "J Yule". The signature is written in a cursive, flowing style.

Dr. Jay Yule  
Superintendent  
Board of Education  
School District 47 (Powell River)

JY/ac





July 27, 2022

Jay Yule, Superintendent  
Powell River  
4351 Ontario Ave  
Powell River, BC, V8A 1V3  
**Email: [jay.yule@sd47.bc.ca](mailto:jay.yule@sd47.bc.ca)**

Dear **Jay Yule**:

I am pleased to confirm Powell River will receive the amount of \$175,000 to expand child care on school grounds within your district through the Early Learning and Child Care (ELCC) Capacity Funding for 2022-2023. An amendment to your Early Learning Transfer Under Agreement (TUA) will follow shortly.

Each district will approach the work of integration in response to their unique contexts. Districts have the opportunity and funding to establish a new District Lead ELCC position. The funding will be used to:

- Lead and support ELCC school district projects and initiatives
- Complete and/or support the completion of an environmental scan of existing ELCC on school grounds
- Identify and align district resources to support ELCC
- Coordinate existing or new ELCC initiatives alongside early learning staff and/or team
- Maintain a focus on high-quality early learning and child care experiences
- Engage across district and liaise with partners and Ministry staff
- Identify opportunities for and expand access to ELCC on school grounds

Additional information on the accountabilities and reporting requirements for the funding will be included within the transfer under agreement.

Thank you for your commitment to the establishment of an integrated early learning and child care system. We look forward to working alongside you as we build a continuum of learning and care from birth to post-secondary.

Sincerely,

A handwritten signature in black ink that reads "J McCrea". The signature is fluid and cursive.

Jennifer McCrea  
Assistant Deputy Minister  
Learning Division

cc: Steve Hopkins, [steve.hopkins@sd47.bc.ca](mailto:steve.hopkins@sd47.bc.ca)  
Anna Cristante, [anna.cristante@sd47.bc.ca](mailto:anna.cristante@sd47.bc.ca)  
Maureen Dockendorf, Strategic Consultant, Early Learning and Child Care  
Nicole Gardner, A/Executive Director, Early Learning and Child Care

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**Ministry of Education and Child Care**  
Learning Division  
Office of the Assistant  
Deputy Minister

Mailing address:  
PO Box 9887 Stn Prov Govt  
Victoria BC V8W 9T6

Location:  
620 Superior Street  
Victoria, BC V8V 1V2



Enhancing Student Learning Report 2022-2023  
In Review of [Strategic Plan 2019-2023](#)  
Year 3 of 4  
School District No. 47—Powell River  
Approved by Board on: Day/Month/Year

**Territory Acknowledgement**

We respectfully acknowledge and thank the Coast Salish peoples, specifically the Tla'amin (ᑭᐱᑭᐱᐱᐱ) Nation, whose traditional territory School District 47 resides on. We appreciate the opportunity to learn from the original keepers of this land about relationships of care and interdependence.

DRAFT

## District Context

School District No. 47 is situated in a beautiful coastal community on the Upper Sunshine Coast in the qathet Regional District and on the traditional territory of the Tla'amin Nation. Just over 130 km from Vancouver, BC, Powell River is surrounded by forest, mountains, and many freshwater bodies of water and is part of the coastal mountain range. With the Pacific Ocean to its west, the region enjoys a temperate climate. The qathet Regional District currently has a population of 20,070 (Statistics Canada: 2016 Census).

The District serves approximately 3,000 students in four K-7 elementary schools, one dual track K-7 elementary school, one remote island K-7 elementary school, one K-12 online learning school, two alternate schools, and one 8-12 secondary school.

We provide a number of additional programs, including the following:

- ʔayʔaj̓uθəm Language Program K-12
- After School Program
- Digital IM Program
- Dual Credit Academics and Trades
- Eco-Immersion and Leadership Programming
- International Student Program
- Early Intervention
- Enhanced Kindergarten Orientation
- Powell Lake Ecological and Outdoor Learning Centre
- Provincial Auditory Outreach Program
- Strong Start Programs (four locations)
- Summer Learning Program
- Traditional Skill Builder Program

We are guided by:

### Vision

Our vision is to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic, and pluralistic society.

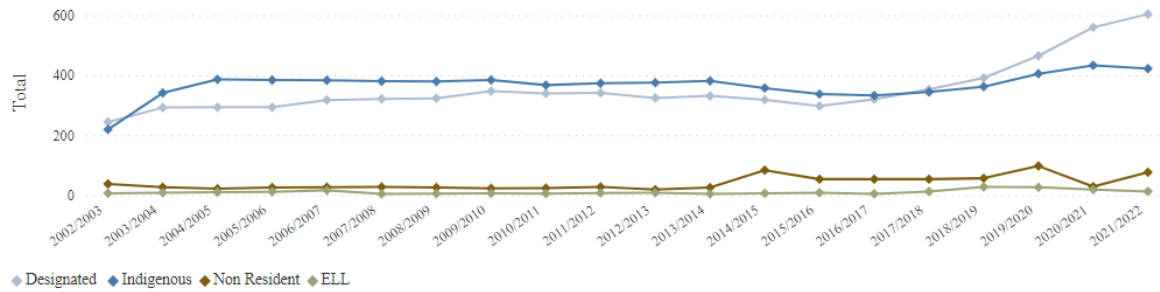
### Mission

Our mission is to prepare students, within a safe, inclusive, and dynamic environment, to face a changing world as lifelong learners and informed, responsible citizens.

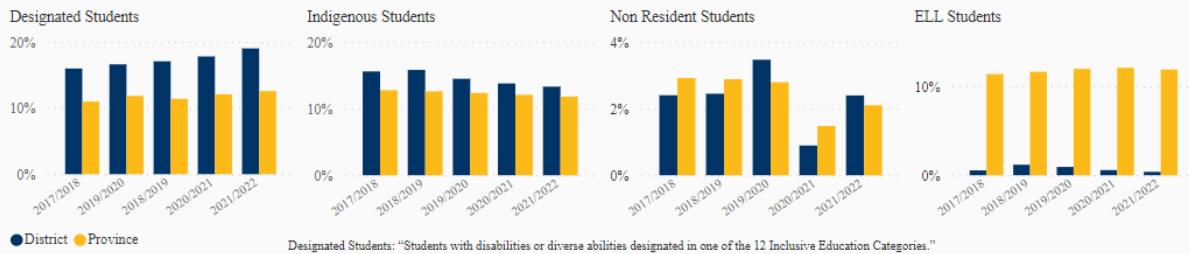
### Values

- Respect
- Collaboration
- Teamwork
- Dignity
- Inclusion
- Empathy
- Innovation
- Responsiveness
- Social Responsibility
- Engagement
- Accountability
- Equity
- Relationships
- Integrity
- Openness and Transparency
- Diversity

### Demographics



### Proportion of Students



The District supports 604 students with diverse abilities or disabilities (approximately 19% of overall student population). In addition, the District supports 422 Indigenous learners (approximately 13% of overall student population) and 12 English Language Learning students.

### Current Strategic Plan Priorities

Each year, the Board prepares and submits to the Minister a report regarding student performance, including specific outcomes and measures aligned with the Ministry of Education's Framework for Enhancing Student Learning. This annual progress report identifies the Board's **Strategic Plan** and the district's priorities and progress to improving students success and equity of learning outcomes for every student in School District No. 47.

Through our Strategic Plan and the **Ministry of Education's Policy for Student Success** our aim is to ensure that all students have access to high-quality education that will prepare them for their future.

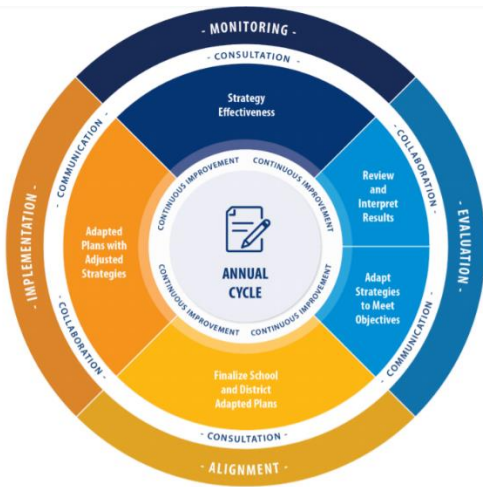
The Strategic Plan acknowledges provincial goals and priorities for district and school improvement actions and initiatives and aligns with the **Ministry of Education's Framework for Enhancing Student Learning**. The Strategic Plan is based on three Board themes and is supported by a number of goals and objectives.

- > Learner Success
- > Engagement and Connections
- > Organizational Stability

### District Successes

The Board is committed to both long-term and short-term school and district planning. The Board's **Administrative Procedure 100** supports a multi-year collaborative planning process as the means to improvement in instruction and effective fiscal planning and decision-making.

The concept of continuous and quality improvement is embedded into the daily activities and tasks of individuals within a school district system and checkpoints for status updates and opportunities for feedback and revision are included in all district and school improvement initiatives.



The following actions and strategies have had positive impacts on meeting our objectives and improving student learning outcomes.

### **Indigenous Student Success Programs and Services**

Year one of the Equity in Action process was focused on accessing and evaluating data, surveys and information sharing, and making recommendations. Year two focused on putting our theory of change into action. The recommendations were to implement a student tracking system, include cultural learning opportunities broadly and consistently across the district, improve communication, invest in District Indigenous leadership, and increase professional development opportunities for staff. In October 2021, the District hired a District Principal of Indigenous Education. Some of the first tasks were implementing a student tracking system, hiring a Culture and Student Support Worker, putting out an Indigenous Education Newsletter monthly to improve communication, and offering a variety of curricular and cultural safety focused professional development.

**(Equity recommendations) The district piloted a Culture and Student Support role**

One of the recommendations by the Equity team was to make English First Peoples 10 the sole offering for students in the District. While this decision was initially met with some teacher resistance, in-service, resources, and support were offered, and coupled with the Ministry's announcement of the Indigenous-focused graduation requirement eased some tensions. One staff member even asked to pilot the EFP 10 curriculum in the second semester of the 2021/2022 school year.

### **Elementary Reading Assessment and Interventions**

The school district continues to utilize DIBEL's assessment to identify students who may have difficulty with some of the skills required to learn to read. By assessing all K-7 students in the beginning, middle, and end of the year, we have been able to identify who may need additional support. School teams then meet to look at the assessment data, along with other

assessment data and input from the school team to determine how to best support those children so they can learn the foundational skills necessary to become readers. The data from 2020/2021 indicates that the interventions put into place for primary children have been effective at helping students acquire those skills. Some of the interventions have included small group instruction, full class support, and building teacher's capacities through team teaching and collaboration. Several professional learning opportunities have been provided throughout the school year.

**Summer Learning Program**

The school district offered a Summer Learning Program for K-3 students for the second year in a row. Enrollment went up from 46 students to just under 100. This free program runs from 9:00 am-12:00 pm during the last three weeks of July and the focus is on literacy and numeracy activities that are engaging and emphasize choice and voice. There are approximately 10 students in each "class" and the program primarily hires new teachers or TTOC's in the district. There are several hours of professional learning in literacy and numeracy instruction before the program begins and teachers have an opportunity to practice in smaller groups. The program has the dual benefit of providing literacy and numeracy instruction in an engaging way over the summer, as well as providing valuable mentoring and collaboration for new teachers. Parents, teachers, and students were all surveyed and had high praise for the program. The DIBEL's data from the fall will be compared to determine if there was more growth for those who attended the program versus those who did not.

**Before and After School Program**

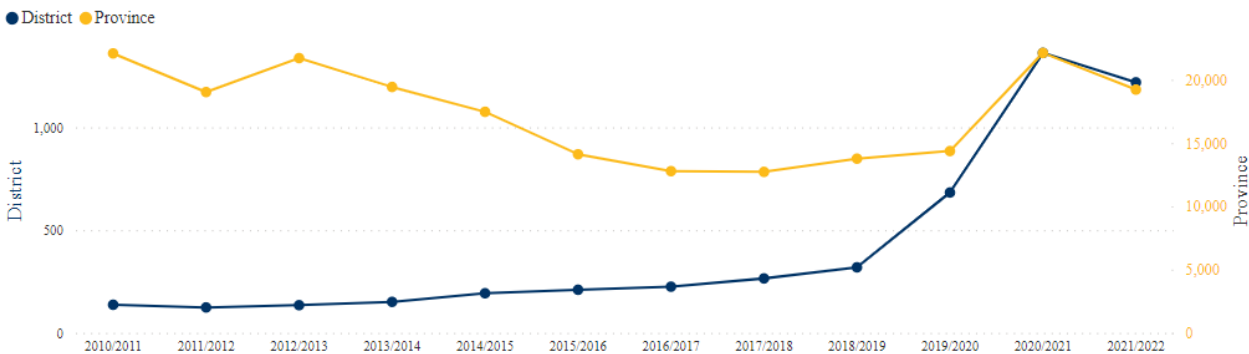
Given the incredible need for childcare throughout the community, the school district has implemented a Before and After School Program. There is a program at all elementary schools except Texada Island Elementary School. The program runs from 8:00 am until 5:00 pm with minimal cost to families. For those who are unable to pay fees, the school district subsidizes or assists them in applying for the Affordable Care Act Subsidy. All school programs are play based with engaging learning activities provided.

**Provincial Online School**

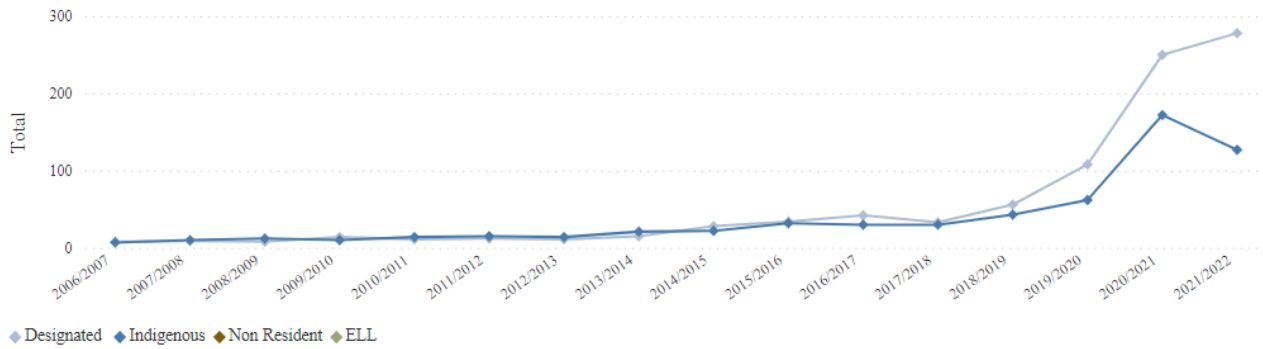
After a rigorous application process, we were selected by the Ministry of Education and Child Care to become a Provincial Online Learning School (POLS). Our district's online learning school (Partners in Education) was established in 2003 and has grown to over 1100 students in three different campuses. Our goal has been and continues to be to provide equitable and personalized online and blended learning to all students. Continued enrollments after COVID-19 restrictions were lifted and numerous messages of support from students and families during the Ministry of Education and Child Care's changes to the online learning model demonstrate our ability to meet the personal learning needs of students and families. Enrollments also demonstrate that we continue to be a program of choice for many students with disabilities and diverse abilities.

**Enrollment Statistics for Partners in Education (PIE)**

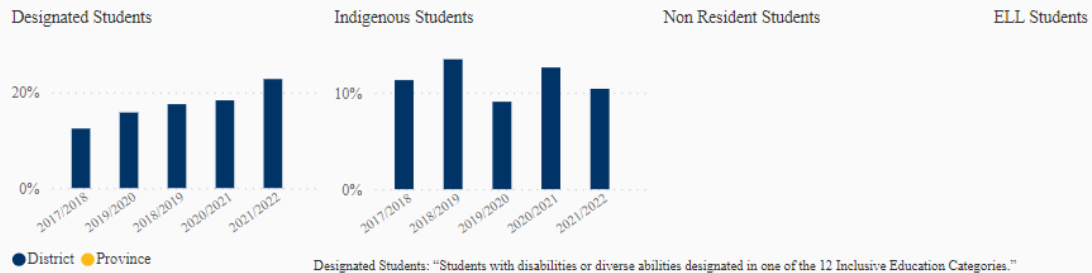
**Over Time**



School Name  
Partners in Education Program (PIE) ▼



### Proportion of Students



## Strategic Engagement

The Board uses an **annual district and school plan update cycle** to monitor progress and allow for ongoing engagement and feedback from education stakeholders and Indigenous rightsholders.

The District uses our website, Cascade, email, newsletters, and social media to keep people informed of improvement plans and progress. Consultation and collaboration occurs through regular meetings, committees, engagement sessions, surveys, and through our PACs and DPAC. When possible, student voice has been included in plans through survey results, focus groups, and leadership meetings.

The district has recently hired a Director of Communications who will expand on the work within the Strategic Communication Plan developed in 2021 and formalize the processes for strategic engagement.

### Celebrations of Success

Throughout the 2021/2022 school year, the principal of each school in the District was invited to present areas of success connected to their school growth plan to the District Leadership Team/Principal & Vice Principal Association and the Board of Education. These presentations provided opportunity for conversation and questions regarding actions and strategies being used to meet school goals, evidence of success, and next steps within their school.

### Development of ɩaʔamin Education Agreement (TEA)

The District has been collaborating with Tla'amin Nation staff to work towards a new Local Education Agreement. Since our district is uniquely situated on the traditional and treaty territory of one Nation, it is being referred to here as the TEA (ɩaʔamin

(Tla'amin) Education Agreement). Over the past year, regular meetings were held between the Director of Education for Tla'amin Nation, and the District Principal of Indigenous Education, as well as a number of other meetings with broader staff from the Nations and the District. The current draft is being reviewed by both parties and it will be signed after the Board of Trustees election this fall.

### **Equity in Action Project—Year 2**

The District completed year two of the **Equity in Action Report** and project. This work was supported by a close working relationship with newly hired Education staff for Tla'amin Nation. The partnership between the District Principal and the Director of Education for Tla'amin Nation has been paramount in creating trust and support within community and serving the needs of Indigenous students, staff, and the community.

### **Tla'amin Rightsholder Engagement and Indigenous Stakeholder Engagement.**

The District has offered a **Voyageur Life** program at the Outdoor Learning Center for several years. This year a review was conducted with a panel of Metis educators and experts to review and improve the program from a culturally accurate perspective.

### **Community Engagement**

During the 2021/22 school year, a Joint Working Group began between the municipality of Powell River and Tla'amin Nation where they were embarking on a process to engage and educate the community while considering changing the name of the community. "Powell" is named after Dr. Israel Wood Powell who was the first Superintendent of Indian Affairs for British Columbia. He is known to have been an advocate for the Kamloops Indian Residential School and saw several others built during his tenure. He was also influential in the banning of the Potlach which was foundational to Tla'amin and other coastal First Nation people's governance, wealth distribution, and way of life. The District partnered with the consultants for the Joint Working Group to offer rich learning sessions and dialogue for students, as well as giving students a voice in this important community conversation.

## Student Performance Data Analysis & Interpretation

### **Intellectual Development**

A goal of BC's education system, supported by the family and the community, in intellectual development—enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.

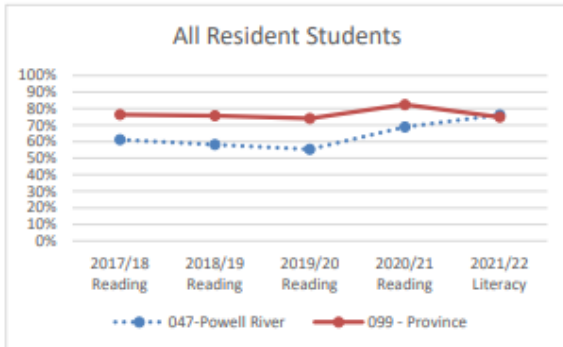
#### ***Educational Outcome 1: Literacy***



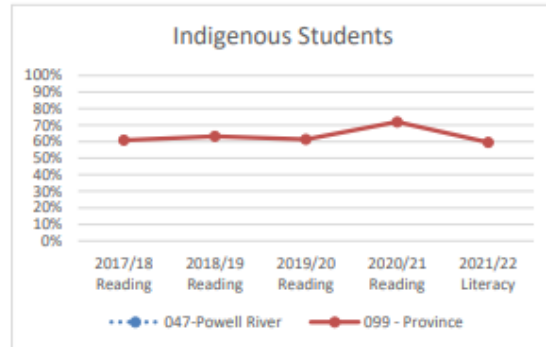
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

**Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4**

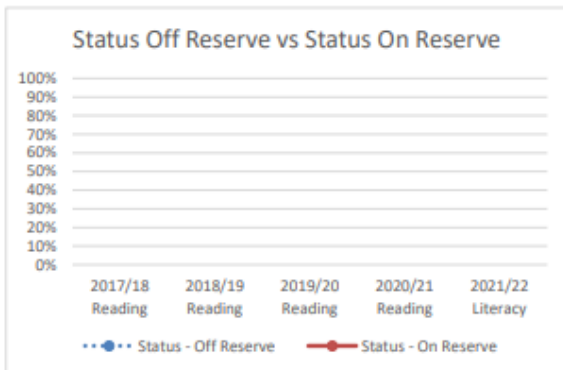
(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)



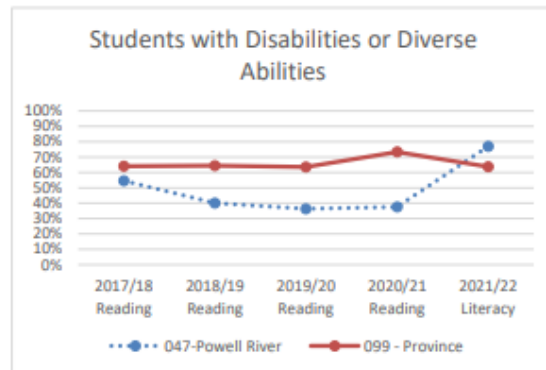
**Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students**



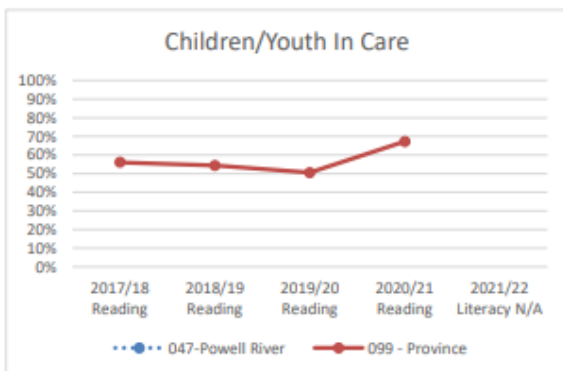
**Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students**



**Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve**



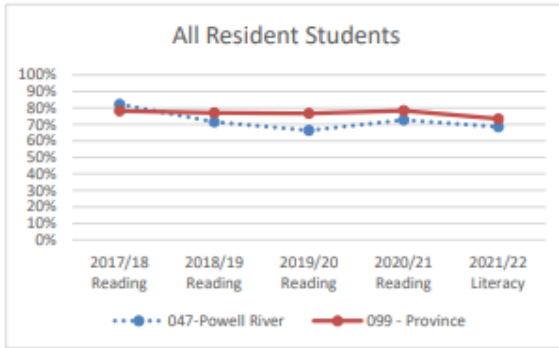
**Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities**



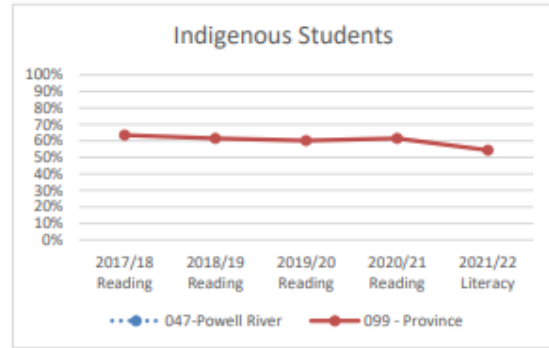
**Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care**

**Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7**

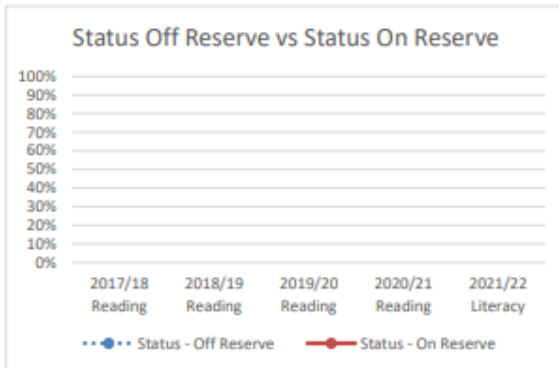
(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)



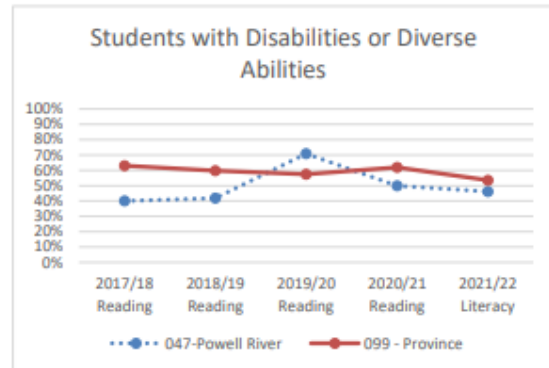
**Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students**



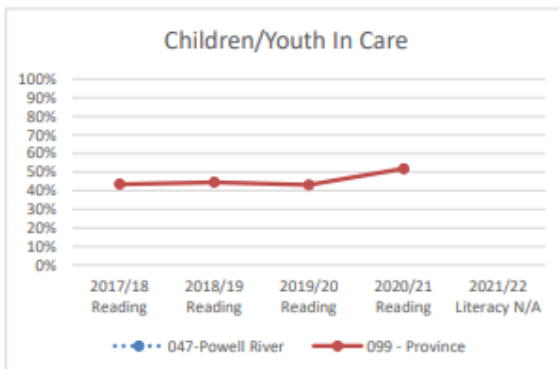
**Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students**



**Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve**



**Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities**



**Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care**

### Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

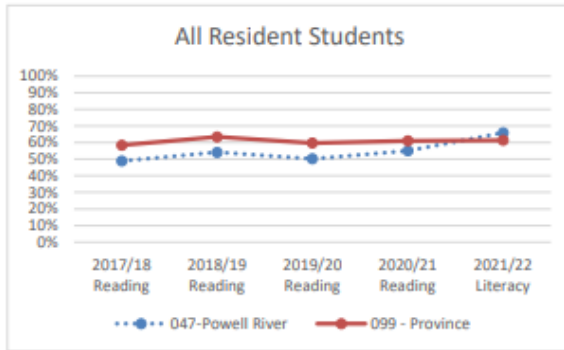


Figure 11: FSA Grade 4 Reading - All Resident Students

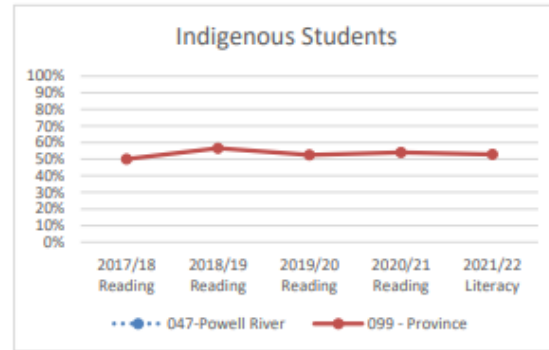


Figure 12: FSA Grade 4 Reading - Indigenous Students

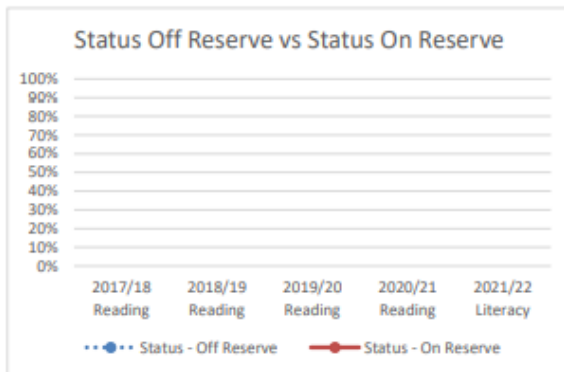


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

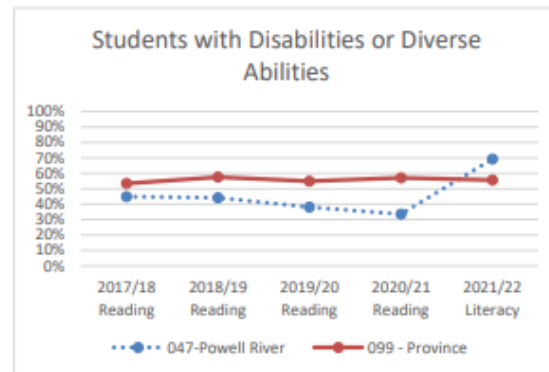


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

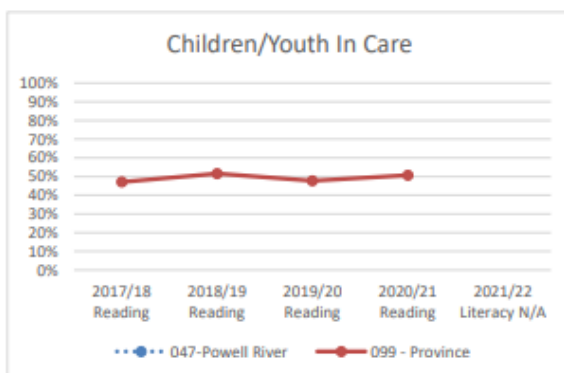


Figure 15: FSA Grade 4 Reading - Children/Youth In Care

### Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

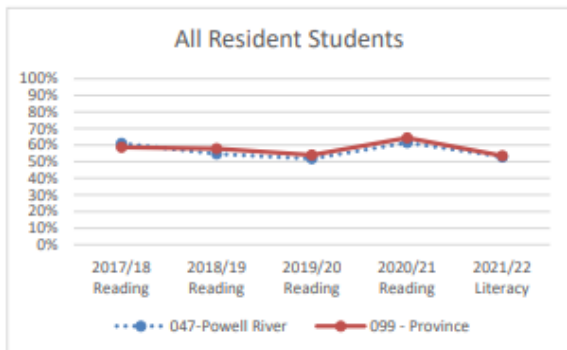


Figure 16: FSA Grade 7 Reading - All Resident Students

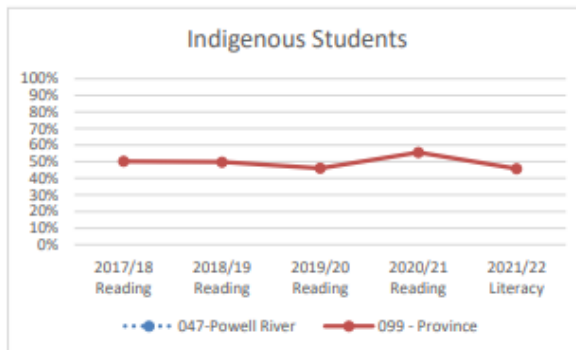


Figure 17: FSA Grade 7 Reading - Indigenous Students

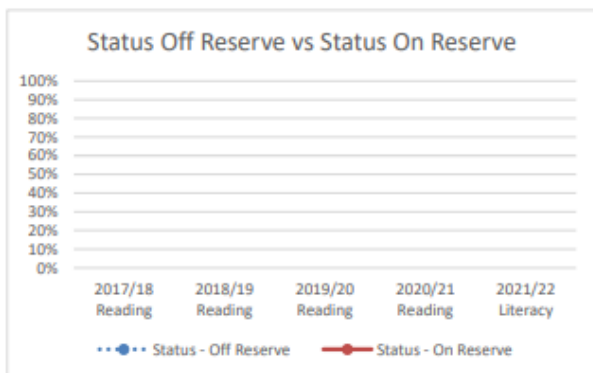


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

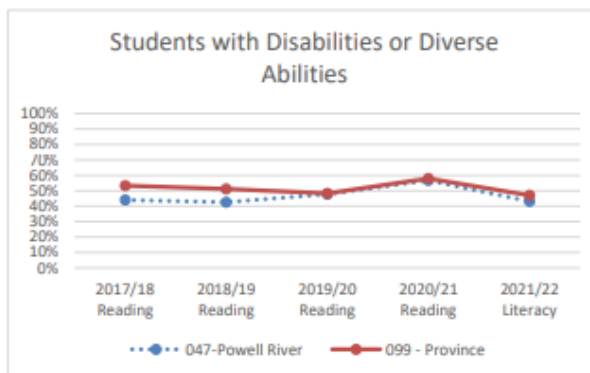


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

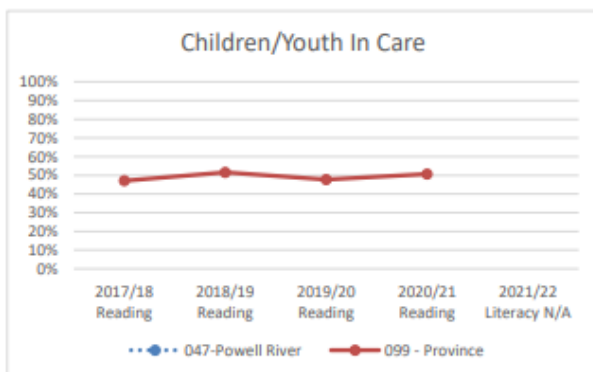


Figure 20: Grade 7 Reading - Children/Youth In Care

Please note: Results for some student populations have been masked.

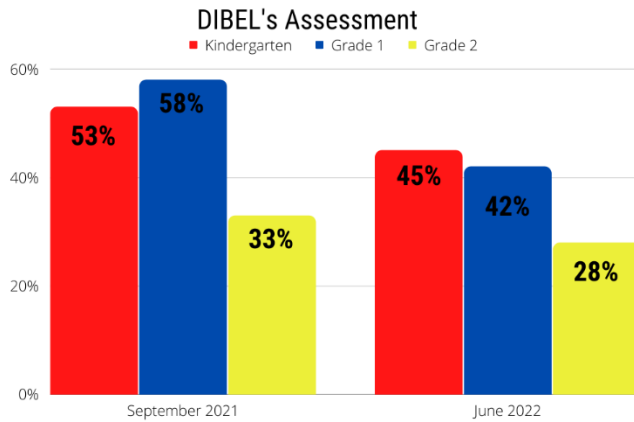
Overall, grade 4 students improved in the Literacy/Reading portion of the FSA and were higher than the provincial average. Grade 7 students decreased slightly and were slightly below the provincial average. Data for grade 4 students with disabilities or diverse abilities also improved and was slightly above the provincial average. Again, grade 7 students with disabilities or diverse abilities were slightly below the provincial average and demonstrated a slight decrease. Indigenous students

demonstrated significant improvement and were above the provincial average in both grades. There was no data reported for children and youth in care for either grade for 2021/2022.

Additionally, the participation rate continues to be lower than the provincial average although it is improving. This will continue to be an area of focus for the coming year.

### DIBEL's Assessment

Students identified requiring targeted support using the



The District continues to utilize the DIBEL's assessment to identify students who may have difficulty with some of the skills required to learn to read. By assessing all K-7 students in the beginning, middle, and end of the year, we have been able to identify who may need additional support. School teams then meet to look at the assessment data, along with other assessment data and input from the school team to determine how to best support those children so they can learn the foundational skills necessary to become readers.

The data from 2020/2021 indicates that the interventions put into place for primary children have been effective at helping students acquire those skills. Not only has the number of students decreased over the course of the year, but also across grades. Some of the interventions have included small

group instruction, full class support, and building teacher's capacities through team teaching and collaboration.

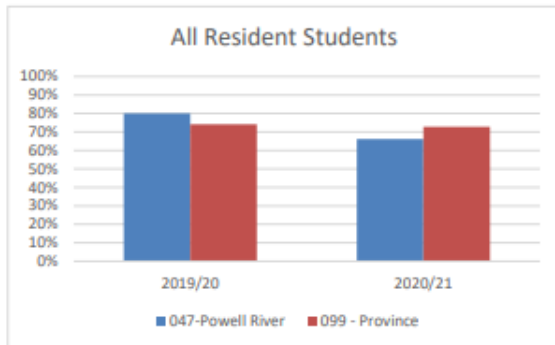
Supports will continue next year with an additional focus on intermediate students as they have not exhibited a significant reduction in students needing targeted support.

Overall, although improvements have been made in elementary literacy, ongoing work needs to continue, specifically focusing on Indigenous students, students with disabilities and diverse abilities, and children and youth in care. Ongoing work to build teacher capacity to support literacy needs to continue, especially in the intermediate grades.

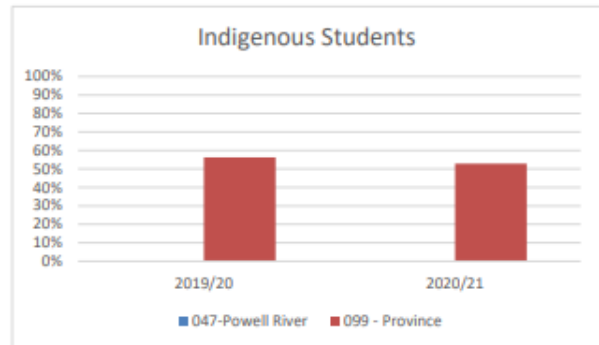
Measure 1.2: Grade 10 Literacy Expectations

**Graduation Assessment - Literacy 10**

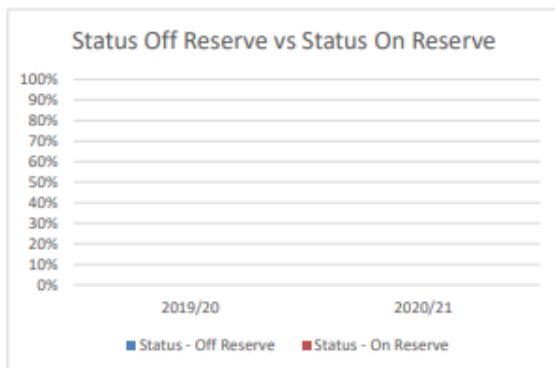
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)



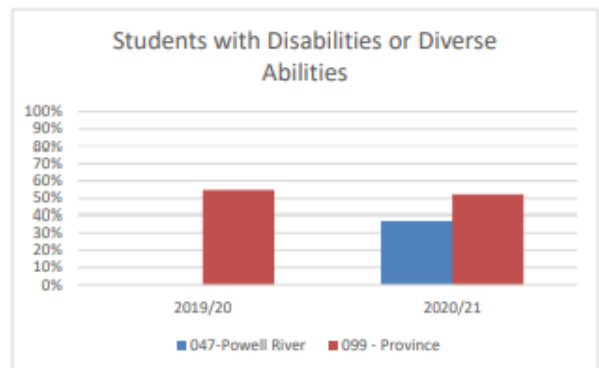
**Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students**



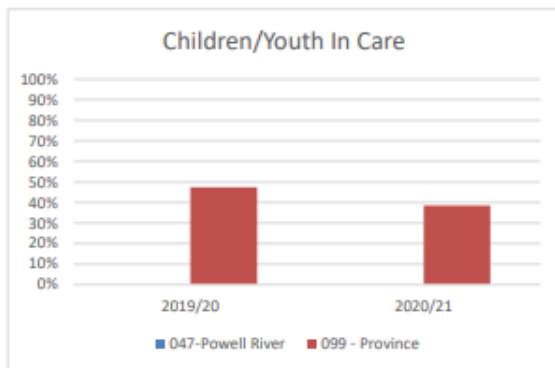
**Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students**



**Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve**



**Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities**



**Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care**

Please note: Results for some student populations have been masked.

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students

to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.

While the results for all resident students in 2019/2020 were above the provincial average, the following year the district average was below the provincial average. This same pattern was noted for diverse students. Data for Indigenous students and child/youth in care continue to be masked to protect the privacy of individuals when any data set is fewer than ten observations.

It is important to note, that the Grade 10 Literacy Assessment is still a relatively new assessment. As such, identifying patterns and trends should be done cautiously. That being said, the data shows improving Literacy 10 assessment results for all students, but particularly for Indigenous students, diverse learners, and youth in care, it is an area of need.

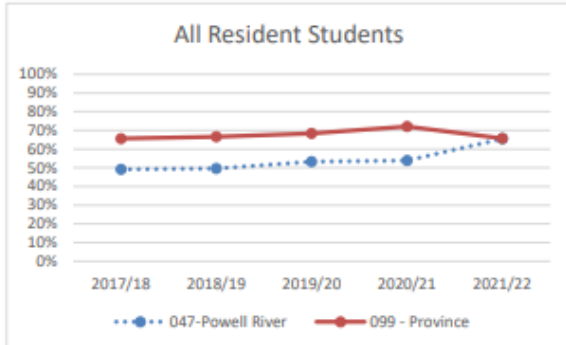
***Educational Outcome 2: Numeracy***

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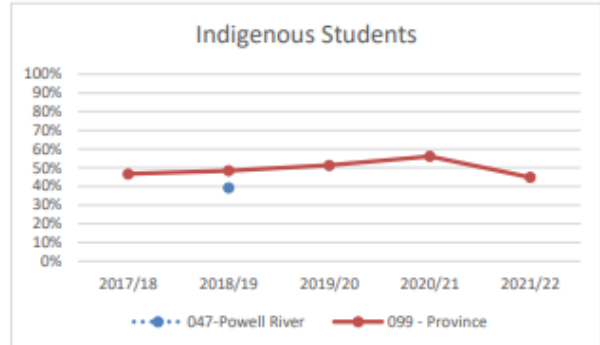
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

**Foundation Skills Assessment (FSA) Numeracy - Grade 4**

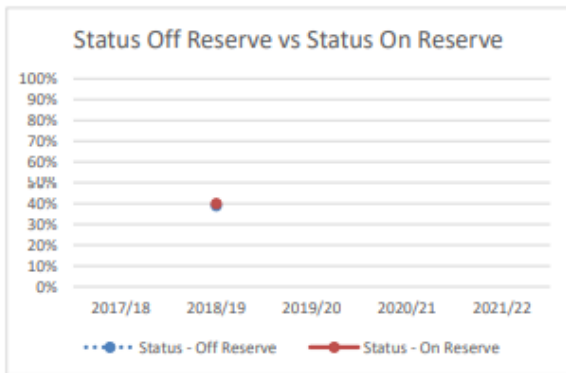
(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)



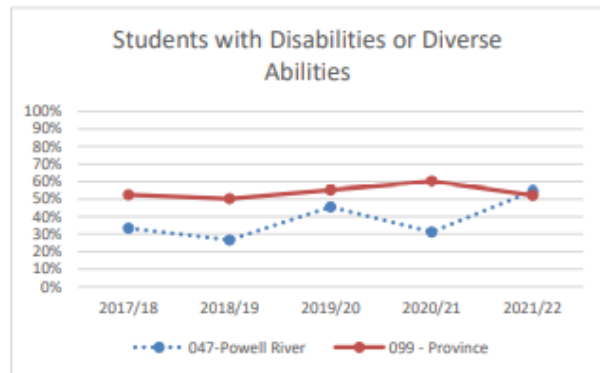
**Figure 26: FSA Grade 4 Numeracy - All Resident Students**



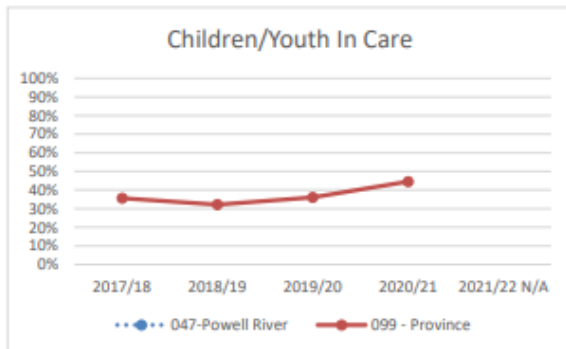
**Figure 27: FSA Grade 4 Numeracy - Indigenous Students**



**Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve**



**Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities**



**Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care**



## Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

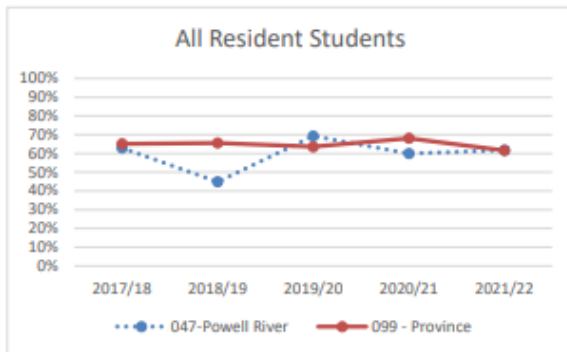


Figure 31: FSA Grade 7 Numeracy - All Resident Students

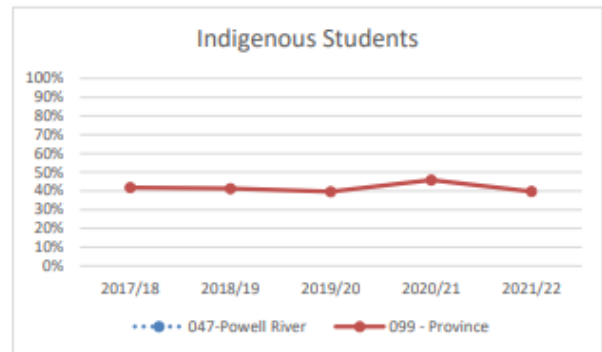


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

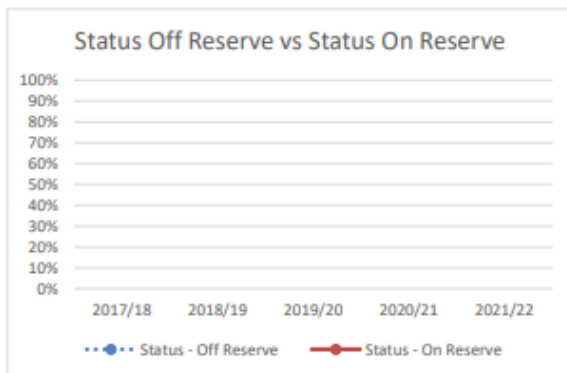


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

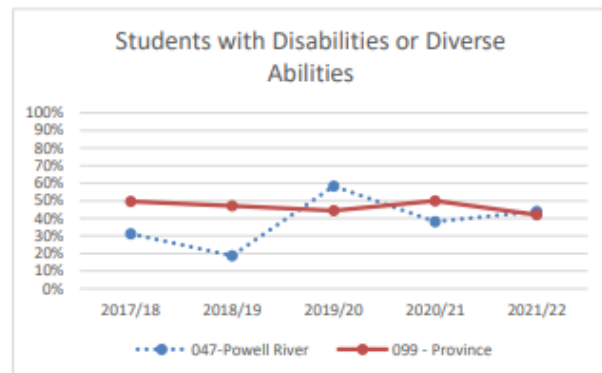


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

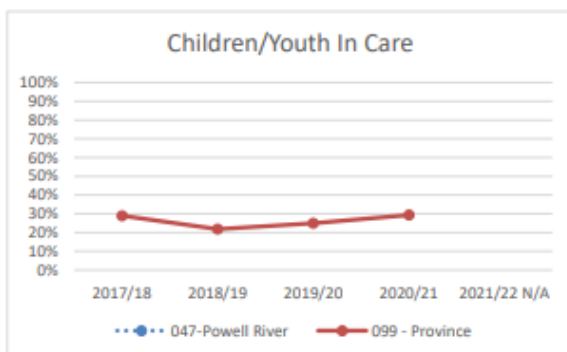


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

Please note: Results for some student populations have been masked.

Overall, grade 4 students and 7 students improved in the Numeracy portion of the FSA and were on par with the provincial average. Data for grade 4 and 7 students with Indigenous students and disabilities or diverse abilities improved slightly and were also on par with the provincial average. There was no data reported for children and youth in care for either grade for 2021/2022.

Although improvements have been made and results are consistent with the provincial average, ongoing work needs to continue in the area of Numeracy, specifically focusing on Indigenous students, students with disabilities and diverse abilities, and children and youth in care.

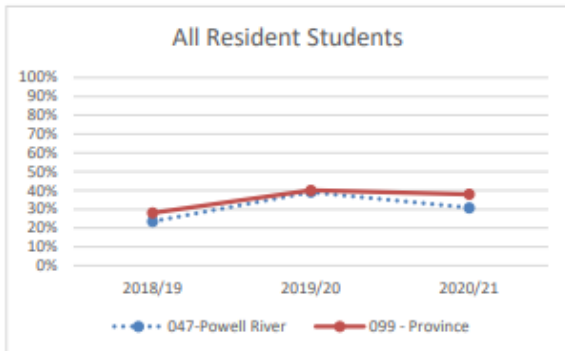
Additionally, the FSA participation rate continues to be lower than the provincial average although it is improving. This will continue to be an area of focus for the coming year.

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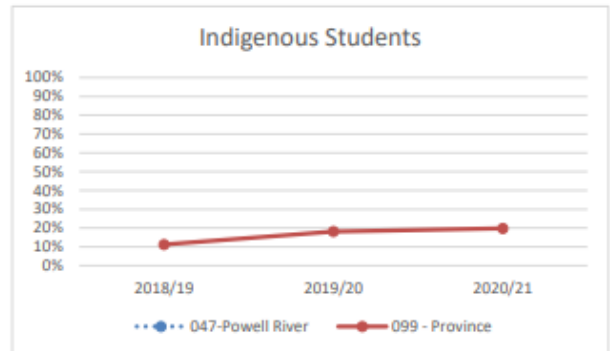
Measure 2.2: Grade 10 Numeracy Expectations

**Graduation Assessment - Numeracy 10**

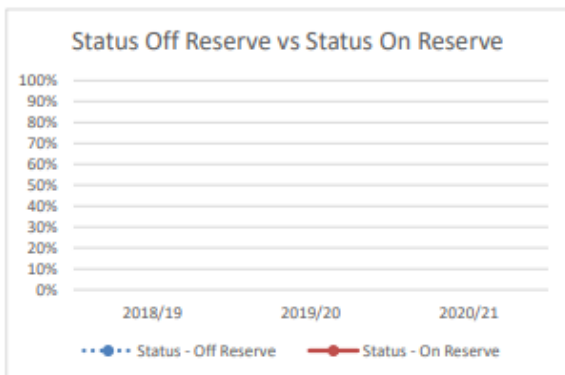
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



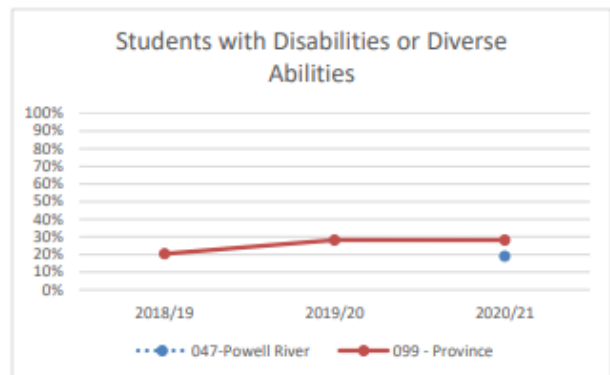
**Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students**



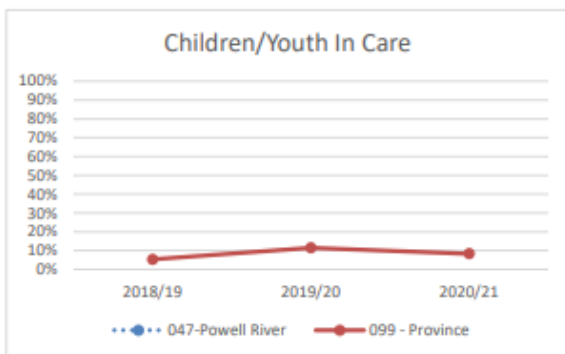
**Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students**



**Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve**



**Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities**



**Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care**

Please note: Results for some student populations have been masked.

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Numeracy Assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to

solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate.

While the results for all resident students in 2020/2021 was below the provincial average and lower than the previous year, the data shows improvement in results for Indigenous students, diverse learners, and youth in care in the 2020/2021 school year. Data for Indigenous students and child/youth in care continues to be masked to protect the privacy of individuals when any data set is fewer than ten observations.

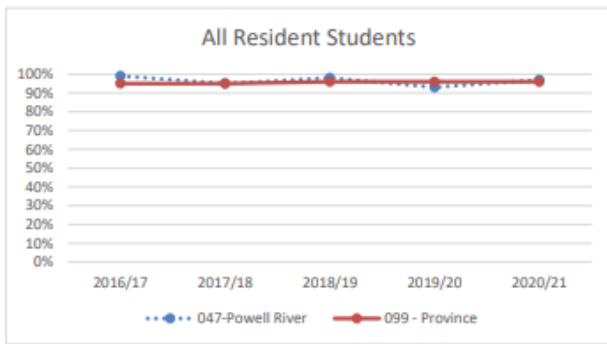
The data shows that locally and provincially, students have consistently demonstrated low levels of proficiency in numeracy. As this been an ongoing pattern since the Grade 10 Numeracy Assessment was introduced, we have committed to working with all Grades 8-10 teachers to learn more about the specifications, tasks, and evaluation procedures associated with the provincial assessment and how this connects to the redesigned curriculum.

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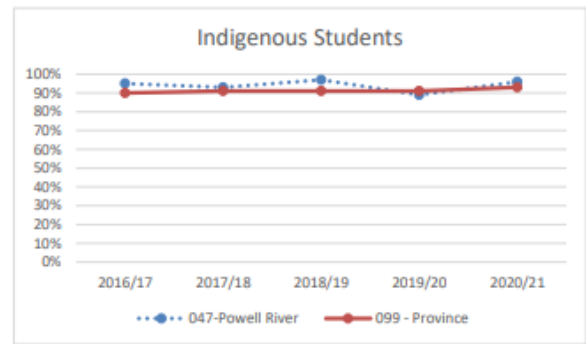
Measure 2.3: Grade to Grade Transitions

**Grade to Grade Transition - Grade 10**

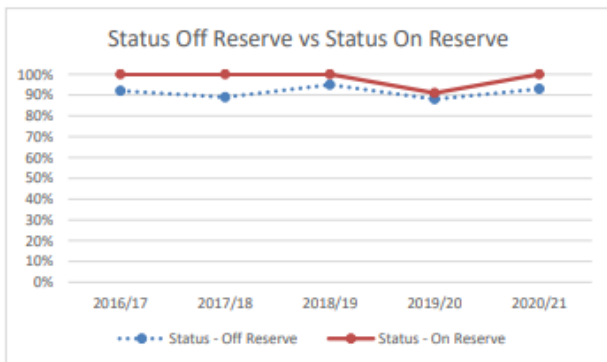
(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)



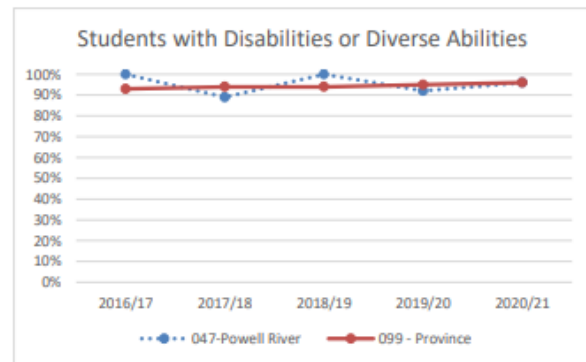
**Figure 41: Transition Grade 10 to 11 - All Resident Students**



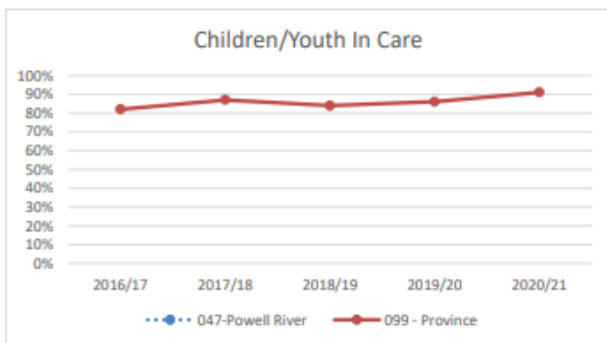
**Figure 42: Transition Grade 10 to 11 - Indigenous Students**



**Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve**



**Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities**



**Figure 45: Transition Grade 10 to 11 - Children/Youth In Care**

## Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

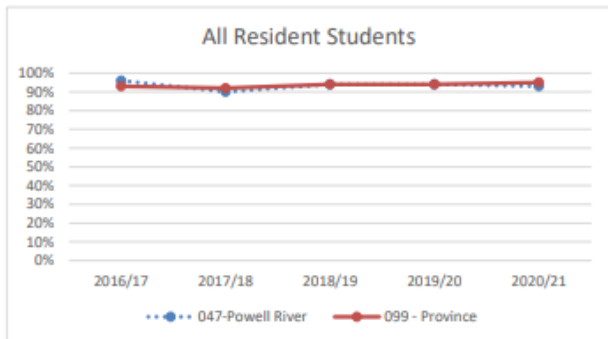


Figure 46: Transition Grade 11 to 12 - All Resident Students

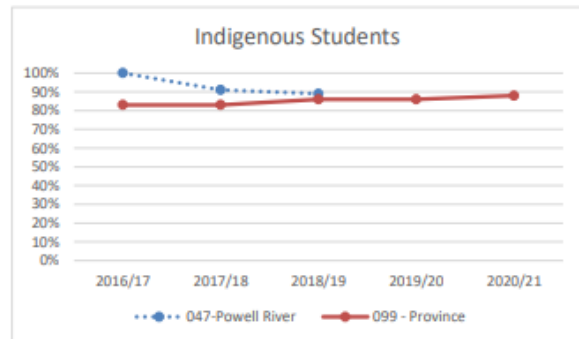


Figure 47: Transition Grade 11 to 12 - Indigenous Students

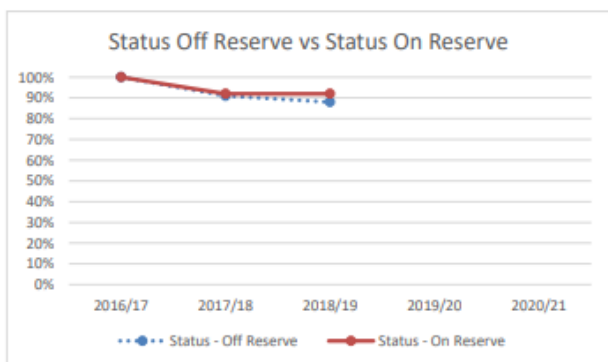


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

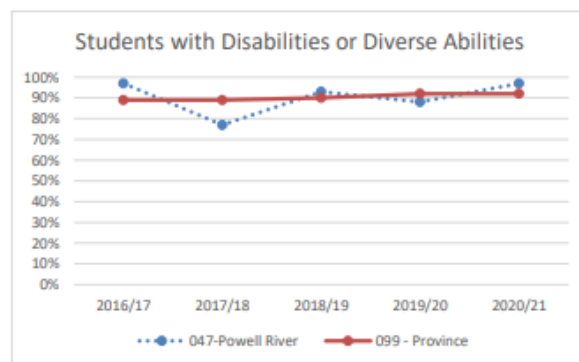


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

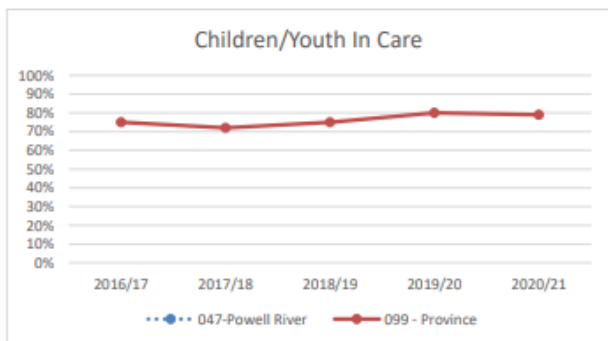


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Please note: Results for some student populations have been masked.

The Grade to Grade Transition Rate is the percent of students who make a successful transition to a higher grade the following year. We continue to see steady grade to grade transition rates, as well as increases for Indigenous students, diverse learners, and youth in care. We continue to be consistent with the provincial average when it comes to grade to grade transition rates.

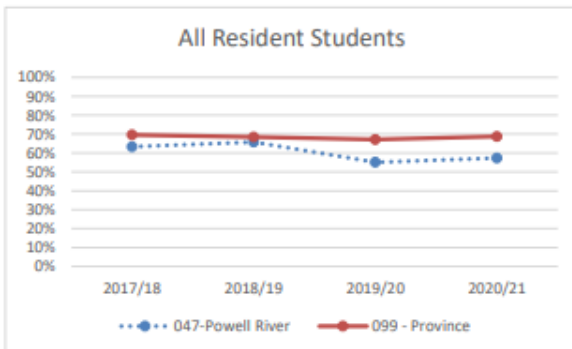
## Human and Social Development

Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and wellbeing, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

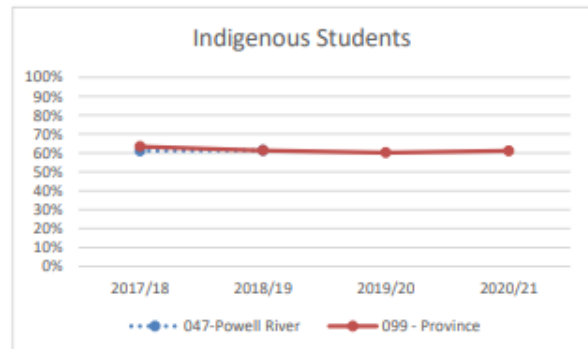
### ***Educational Outcome 3: Students Feel Welcome, Safe, and Connected***

#### Measure 3.1: Student Sense of Belonging

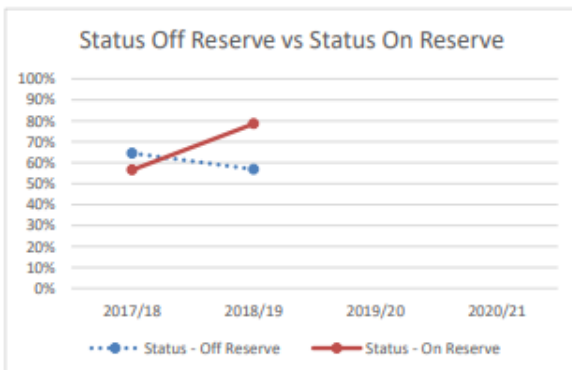
##### **Student Learning Survey (SLS) - Feel Welcome**



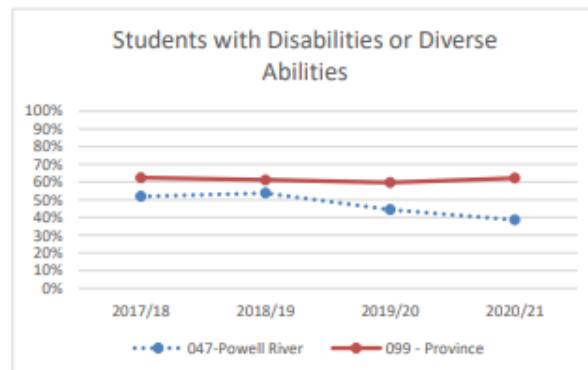
**Figure 51: SLS - Feel Welcome - All Resident Students**



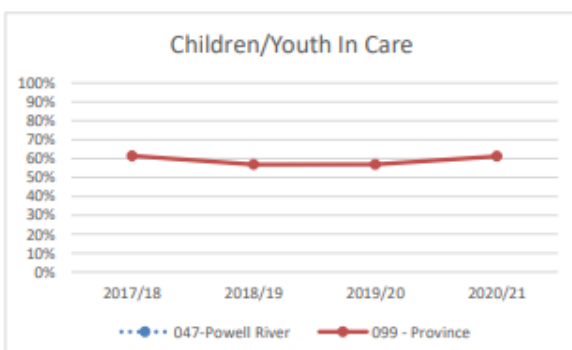
**Figure 52: SLS - Feel Welcome - Indigenous Students**



**Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve**

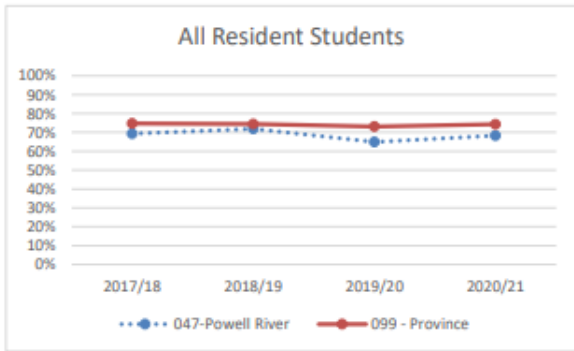


**Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities**



**Figure 55: SLS - Feel Welcome - Children/Youth In Care**

**Student Learning Survey (SLS) - Feel Safe**



**Figure 56: SLS - Feel Safe - All Resident Students**

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### Student Learning Survey (SLS) - School Belong

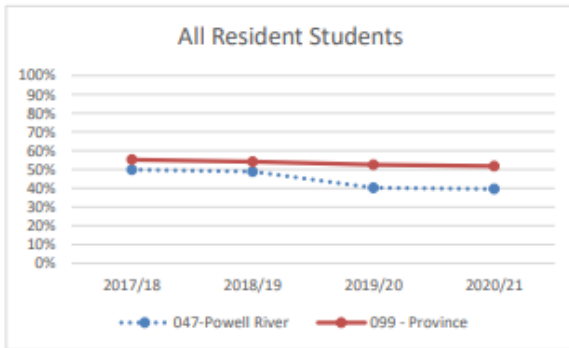


Figure 57: SLS - School Belong - All Resident Students

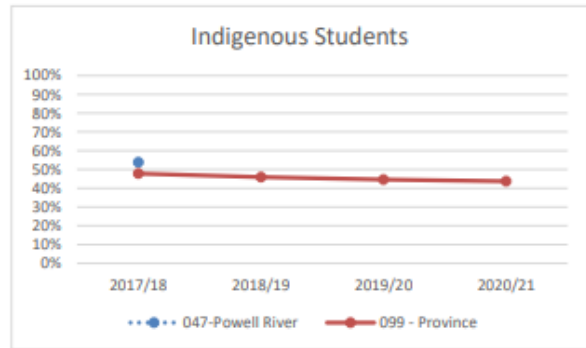


Figure 58: SLS - School Belong - Indigenous Students

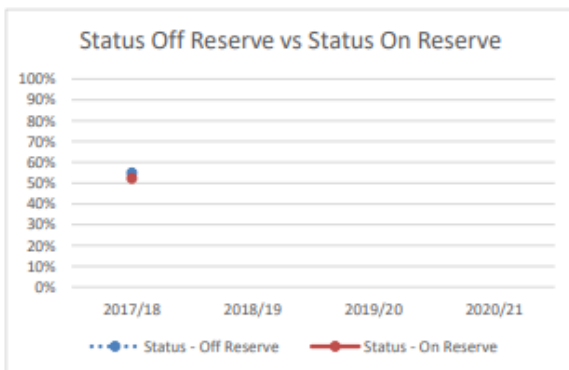


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

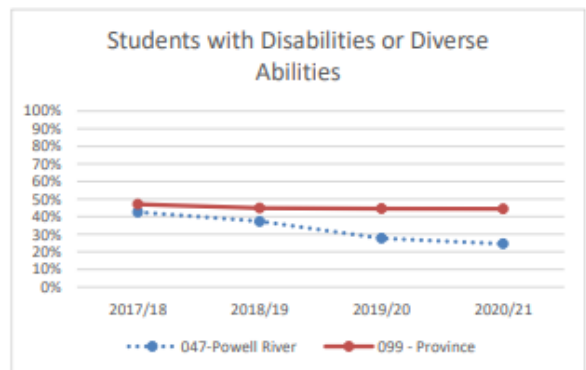


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

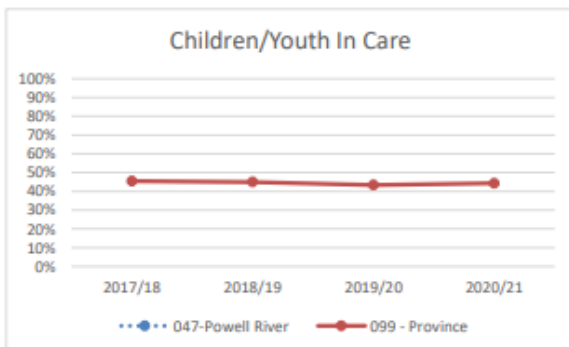


Figure 61: SLS - School Belong - Children/Youth In Care

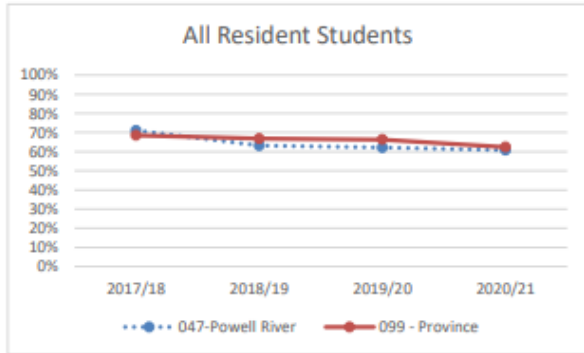
Please note: Results for some student populations have been masked.

In all measures of student sense of belonging improvement is noted in secondary grades; however, there is a decrease in the elementary grades. The restrictions due to COVID-19 likely had an impact on this data as schools have not been able to offer the same extra-curricular opportunities that they usually do to enhance a sense of belonging. Improving a sense of belonging for all grade levels will continue to be a focus.

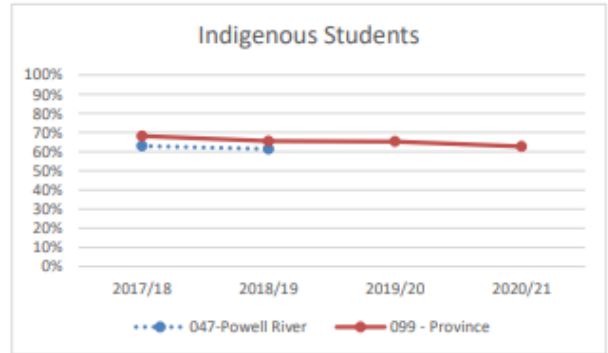
Although there have been improvements in participation rates, ongoing efforts and planning to improve will continue.

Measure 3.2: Two or More Adults who Care About Them

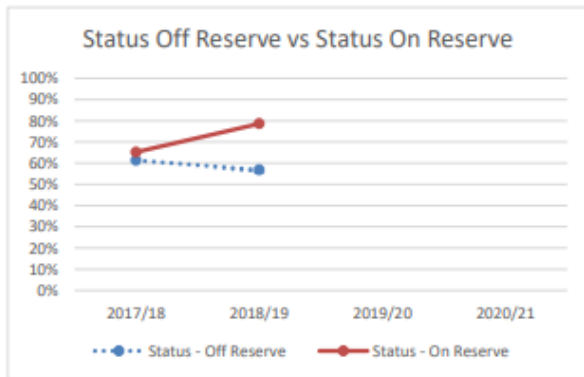
**Student Learning Survey (SLS) - Adults Care**



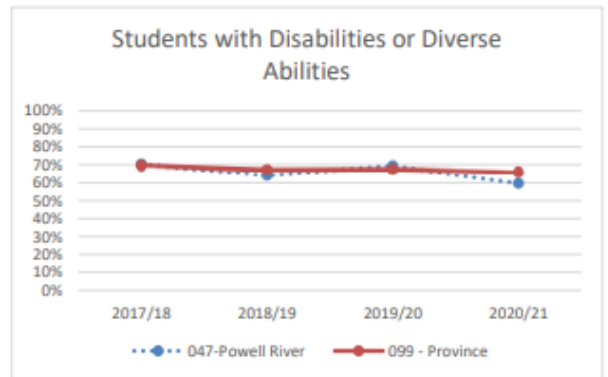
**Figure 62: SLS - Adults Care - All Resident Students**



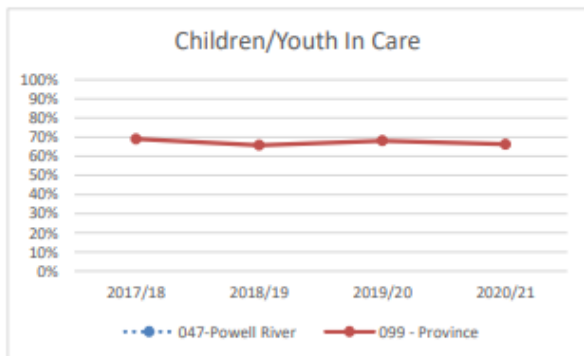
**Figure 63: SLS - Adults Care - Indigenous Students**



**Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve**



**Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities**



**Figure 66: SLS - Adults Care - Children/Youth In Care**

Please note: Results for some student populations have been masked.

There were slight improvements in all grade levels except for grade 7. Although improvements have been noted, ongoing efforts in this area will continue.

**EDI Data**

#### EDI DATA FOR THE 5 SCALES OF THE EDI FOR NEIGHBOURHOODS IN POWELL RIVER SCHOOL DISTRICT - WAVE 2-7

Scales of the EDI	Wave 2	Wave 3	Wave 4	Wave 5	Wave 6	Wave 7
	2004-2007	2008-2009	2010-2011	2012-2013	2014-2016	2017-2019
Physical	11	7	10	21	20	18
Social	11	16	16	15	18	22
Emotional	16	18	21	19	18	22
Language	14	15	11	9	13	15
Communication	11	7	7	8	17	15
Vulnerable On One Or More Scales	28	28	31	34	36	37

The Early years Development Instrument (EDI), a survey completed by kindergarten teachers, collects data on children's physical, emotional, social, and cognitive development.

The EDI is used to measure trends and patterns in children's development across five core domains that are good predictors of adult health, education, and social outcomes. The core areas measured are physical health and wellbeing, social competence, emotional maturity, language and cognitive development and communication skills. HELP (Human Early Learning Partnership) (Human Early Learning Project, a multidisciplinary research institute at the University of British Columbia) has been collecting provincial data for over 20 years. The data collected demonstrates trends over time and is useful for school and district planning.

In Powell River, EDI data has been collected since 2004. Locally, our data demonstrates that over time there are more children in our community vulnerable on one or more scale of the EDI. Community data demonstrates meaningful change over time on one or more scales highlighting a downward trend in the data. The most recent data results, Wave 7 (2016-2019) indicate that overall, we are performing below the Provincial average. The average, for all participating districts, of students vulnerable on one or more scale is 33%; Powell River data highlights 37% of students as being vulnerable on one or more scale of the EDI. Local data shows we are on par with provincial data trends, noting an increase in the numbers of children who are vulnerable on the social competence and emotional maturity subscales. This serves to reinforce our commitment to supporting the social - emotional needs of our students.

EDI data serves to reinforce the need to continue the valuable work with our community partners through the Early Years Planning Table, and ensure we work collaboratively to provide supports for students and families.

#### MDI Data

MDI assesses five areas of development that are known to support children's development in the middle years. These areas include social and emotional development, physical health and well-being, connectedness, use of after school time and school experiences. The most recent Powell River MDI data demonstrates a higher number of grade four students who self-report a high well -being compared to other participating districts across the province.



**High Well-being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

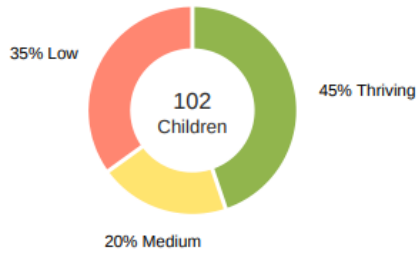


**Medium Well-being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

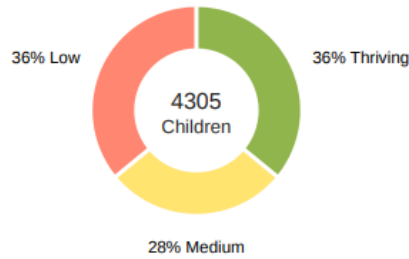


**Low Well-being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

**POWELL RIVER**



**ALL PARTICIPATING DISTRICTS**



MDI data also indicates students are slightly above or on par with other participating districts in self reporting the presence of assets to support student wellbeing. The presence of peer relationship as an asset is slightly lower than other participating districts. Creating opportunities for meaningful student engagement will help provide insight to better support the social and emotional well-being of our students.

Percentage of children reporting the presence of an asset



**POWELL RIVER**



**ALL PARTICIPATING DISTRICTS**



## Career Development

Schools are expected to play a major role, along with families and communities, in helping students attain their career objectives and develop effective work habits and the flexibility to deal with change in the workplace.

### Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

#### 5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

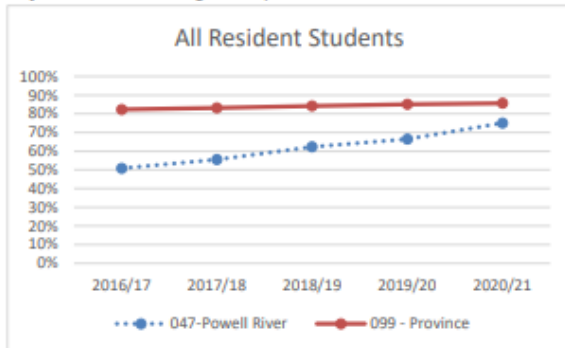


Figure 67: 5 Year Completion Rate - All Resident Students

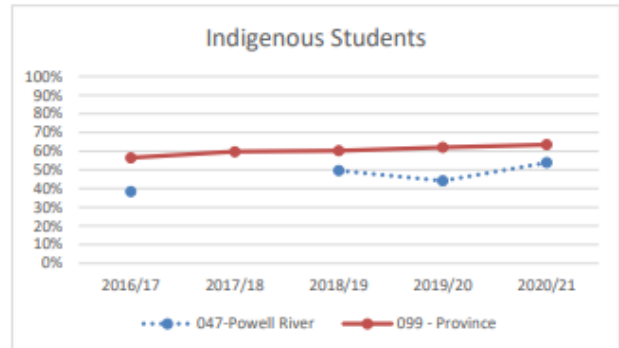


Figure 68: 5 Year Completion Rate - Indigenous Students

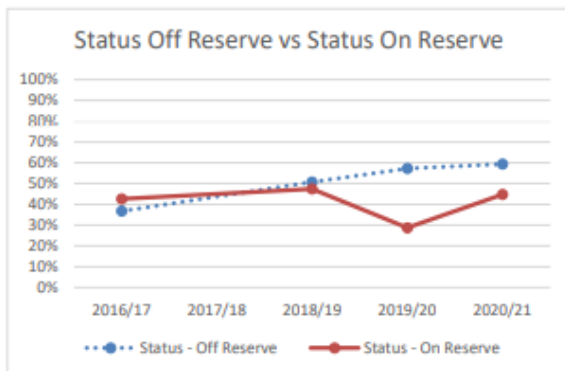


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

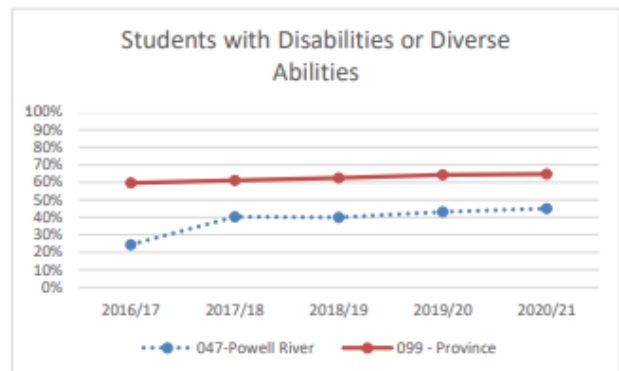


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

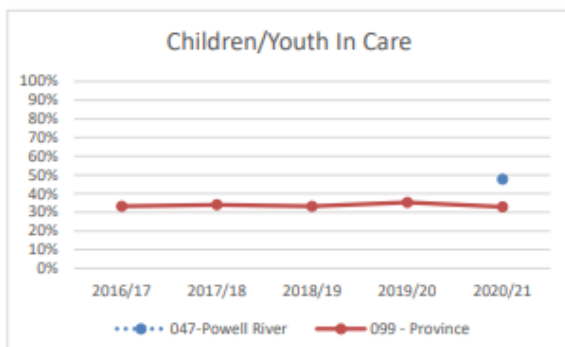
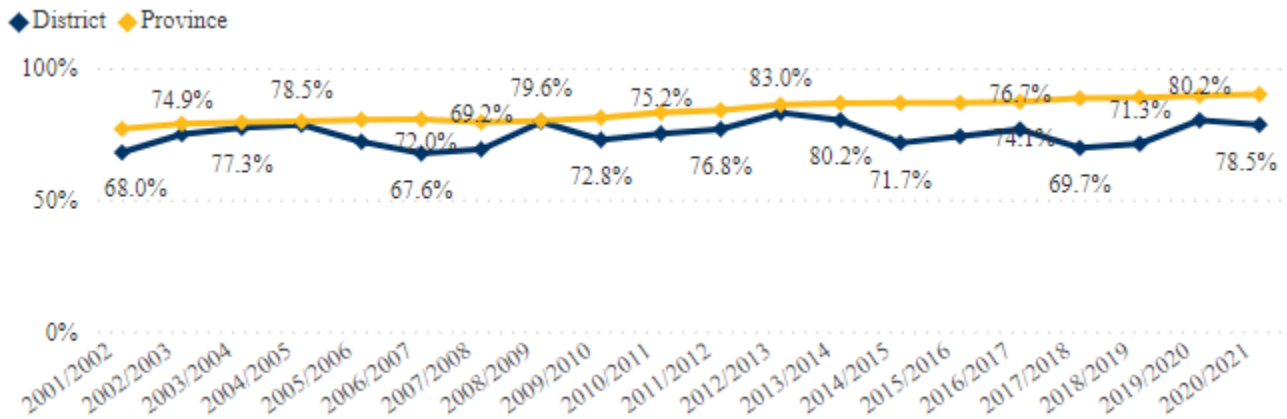


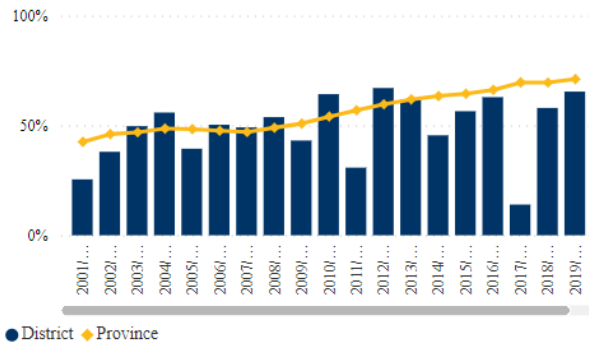
Figure 71: 5 Year Completion Rate - Children/Youth In Care

### Measure 4.1a (6 Year Completion Rate)

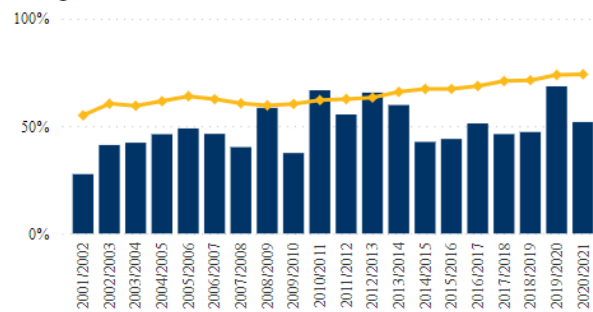
All Resident Students



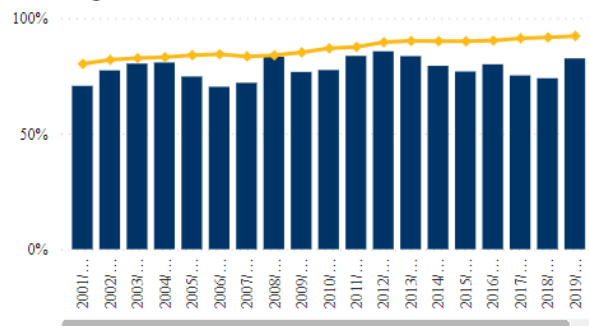
#### Indigenous



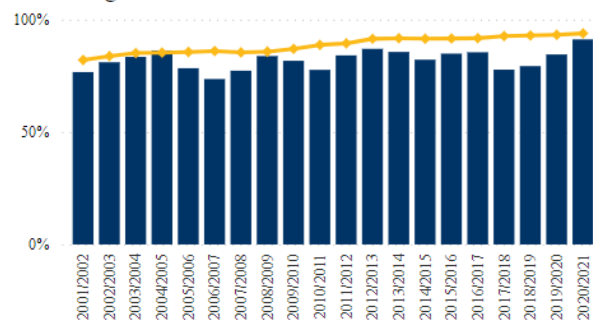
#### Designated



#### Non Indigenous



#### Non Designated



Designated Students: "Students with disabilities or diverse abilities designated in one of the 12 Inclusive Education Categories."

Please note: Results for some student populations have been masked.

The five-year and six-year completion rate is the percent of students who graduated with a Certificate of Graduation or an Adult Dogwood Diploma, within five and six years from the first time they enroll in Grade 8. Results are adjusted for student migration in and out of British Columbia.

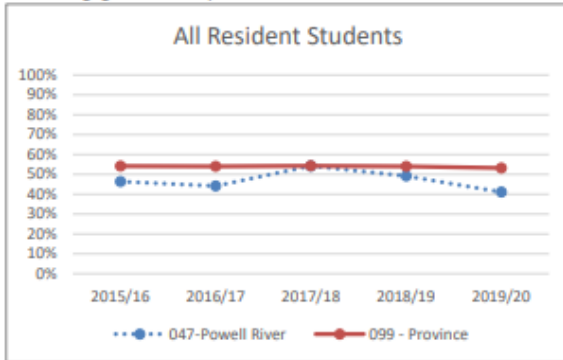
The trend upwards for all students continues when examining the five-year completion rate, and we continue to be slightly below the provincial six-year completion rate. While the improvements over time are encouraging, we still must improve rates and outcomes for Indigenous students, diverse learners, and youth in care.

**Educational Outcome 5: Life and Career Core Competencies**

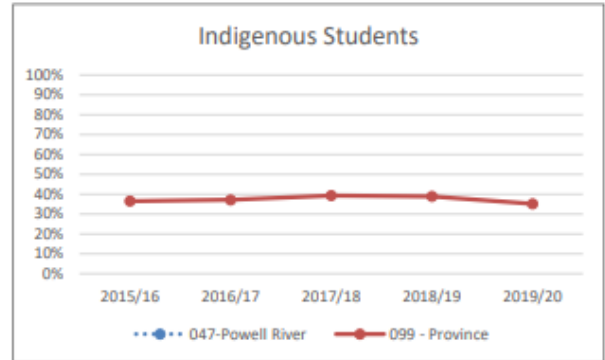
Measure 5.1: Transitioning to Post-Secondary

**Post-Secondary Institute (PSI) Immediate Transition Rate**

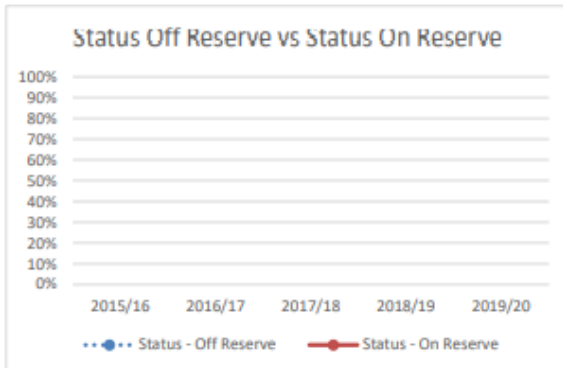
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)



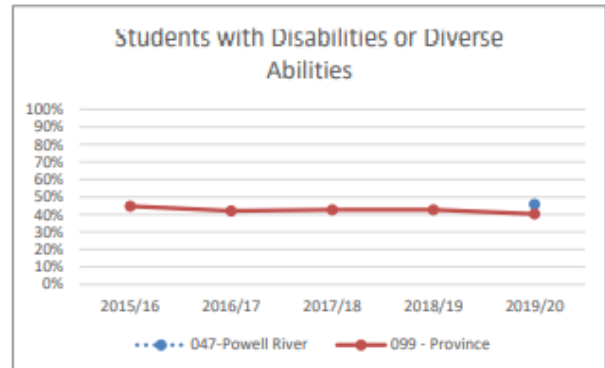
**Figure 72: Post-Secondary Institute Transition - All Resident Students**



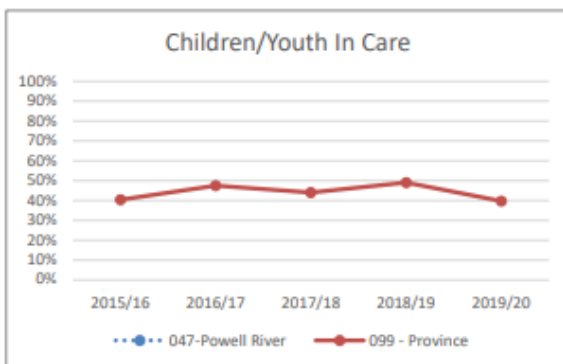
**Figure 73: Post-Secondary Institute Transition - Indigenous Students**



**Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve**



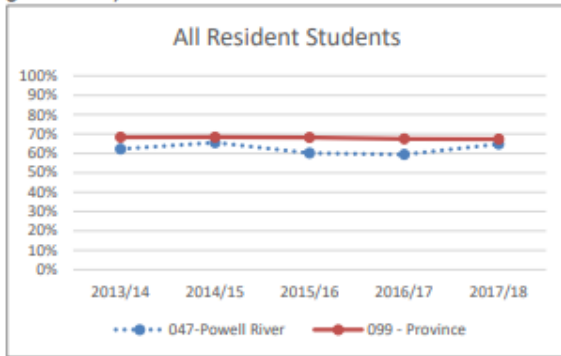
**Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**



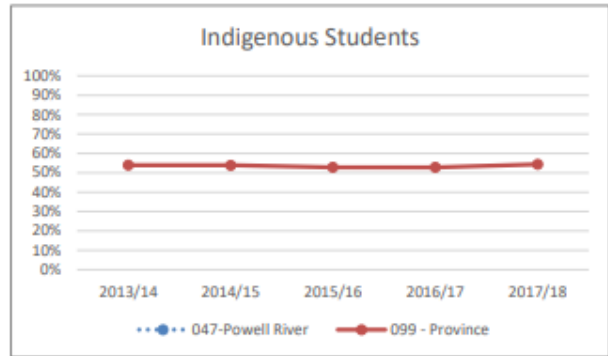
**Figure 76: Post-Secondary Institute Transition - Children/Youth In Care**

### Post-Secondary Institute (PSI) 3 Year Transition Rate

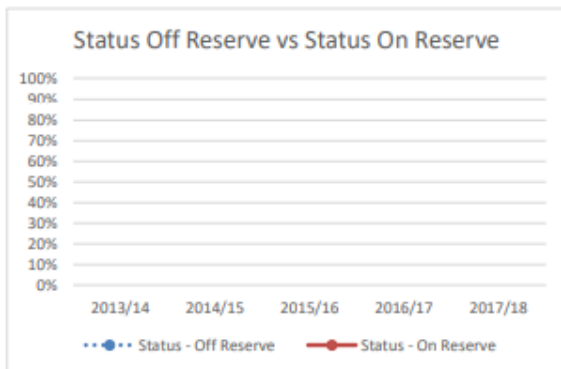
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)



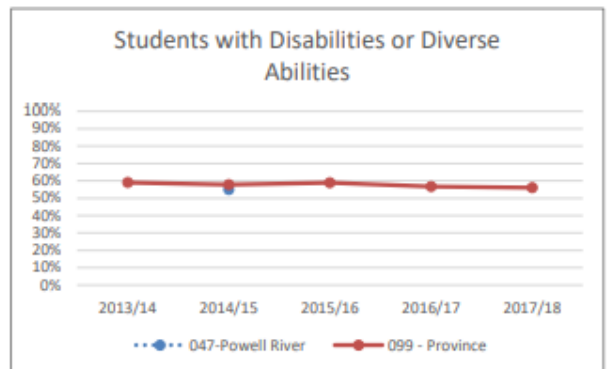
**Figure 77: Post-Secondary Institute Transition - All Resident Students**



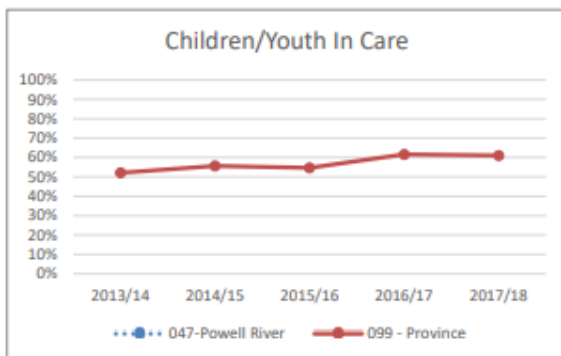
**Figure 78: Post-Secondary Institute Transition - Indigenous Students**



**Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve**



**Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**



**Figure 81: Post-Secondary Institute Transition - Children/Youth In Care**

Please note: Results for some student populations have been masked.

The transition to post-secondary institutions rate is the percentage of students transitioning to post-secondary institutions in British Columbia within 1 and 3 years. While there are slight variations from year to year, students transitioning to post-secondary institutions in BC within 3 years remain consistent and just under the provincial rate. Interestingly, while the specific data is masked, Indigenous students from School District 47 have transitioned into BC PSI programs at a rate higher than the provincial average for the last two years of data available.



## Existing and/or Emerging Areas of Need

### Emerging Areas of Need:

- Support the social emotional needs of students entering kindergarten;
- Improve participation rates for the Foundational Skills Assessment;
- Improve proficiency in literacy and numeracy;
- Improve proficiency in Literacy and Numeracy 10 assessments;
- Improve graduation rates for Indigenous students, diverse students, and youth in care;
- Increase student voice, engagement, and feedback regarding Student Learning Survey/MDI results;
- Focus on staff and student well-being;
- Increase mental health literacy;
- Continue to focus on cultural safety training and expand opportunities to all staff;
- Improve access to Indigenous focused cultural and curricular learning opportunities;
- Continued need to focus on the First Peoples Principles of Learning and Truth and Reconciliation Commission's Calls to Action.

## Adjustments and Adaptations

### Adjustments and Adaptations for the 2022/2023 School Year:

- Participate in Seamless K, JustB4, Changing Results for Young Children, and SEY2KT;
- Hold a Parent Engagement Session regarding the FSA with question-and-answer session;
- Create opportunities for elementary teachers to collaborate on best practices in literacy with book clubs at all grade levels;
- Schedule grade group collaborative elementary meetings focused on a learning area connected to school and district goals;
- Create literacy and numeracy professional learning opportunities for elementary teachers;
- Continue to create and monitor structures and processes that support monitoring and intervention of students at risk in literacy and numeracy;
- Create opportunities for all Grades 8-10 teachers to learn more about the specifications, tasks, and evaluation procedures associated with the provincial assessments and how this connects to the redesigned curriculum;
- Continue to create and monitor structures and processes that support monitoring and intervention of students at risk for not graduating within 5 or 6 years of starting Grade 8 and not completing grade to grade transitions on time, including the addition of an Academic Advisor position;
- Establish district curriculum coordinator roles in the area of literacy, numeracy, physical and mental well-being, and sexual health;
- Expansion of the Family School Liaison Worker role;
- Continued district participation in the EDI and MDI;
- Introduce and participate in the YDI;
- Participate in the Compassionate Systems Leadership provincial community of practice and District level training;
- Expand cultural safety training opportunities for all staff;
- Redesign Culture and Student Support roles, and creation of a new Indigenous Success Teacher role to address needs and increase school support to a minimum of 0.6FTE per school (up from 0.2FTE in the 2021/22, and previously many schools had minimal support);
- Align the review and evaluation of district and school data with the school improvement cycle.

## Alignment for Successful Implementation

### Continuous Improvement Review Cycle

AREA	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June											
<b>Learning &amp; Student Services</b>	Update School Growth Plans	Review Growth Plans		Monitor Annual Plans			Interim Reporting	Monitor Annual Plans				Planning Day											
					10/12 Provincial Assessments	Annual Assessment Data Released	10/12 Provincial Assessments				10/12 Provincial Assessments	10/12 Provincial Assessments											
	FSA Administration Period					Grade to Grade Transition Date Released	FSA Report Released	PSI Transition Data Released															
			District DIBELS Assessments			Completion Rates Released	District DIBELS Assessments					District DIBELS Assessments											
	Student Learning Survey Data Released			Mental Health Dashboard			"How Are We Doing Report?" Released	Student Learning Survey Administration Period				Equity in Action Report											
	EDI/MDI/YDI Administration Period										EDI/MDI/YDI Data Released												
	CHEQ Administration Period				CHEQ Local Data Released								CHEQ Provincial Data Released										
<b>Governance</b>			Adopt Annual FESL Report				Receive Interim Strategic & Growth Plans Reports	Adopt Local School Calendar			Review Annual Facility Plans	Adopt Capital Plan											
Review Monthly Budget to Actual Spending Reports																							
<table border="0" style="width:100%; text-align:center;"> <tr> <td style="width:15%;"></td> <td style="width:15%;">Adopt Annual Financial Statements</td> <td style="width:15%;">Review Executive Compensation</td> <td style="width:15%;"></td> <td style="width:15%;">Trustee Appointments to Committees &amp; Community Liaison Groups</td> <td style="width:15%;"></td> <td style="width:15%;">Adopt Amended Budget</td> <td style="width:15%;">Approve Budget Process</td> <td style="width:15%;">Review Operating Grants</td> <td style="width:15%;">Develop Board Work Plan</td> <td style="width:15%;">Adopt Annual Budget</td> </tr> </table>														Adopt Annual Financial Statements	Review Executive Compensation		Trustee Appointments to Committees & Community Liaison Groups		Adopt Amended Budget	Approve Budget Process	Review Operating Grants	Develop Board Work Plan	Adopt Annual Budget
	Adopt Annual Financial Statements	Review Executive Compensation		Trustee Appointments to Committees & Community Liaison Groups		Adopt Amended Budget	Approve Budget Process	Review Operating Grants	Develop Board Work Plan	Adopt Annual Budget													
<b>Communication &amp; Engagement</b>	Website Maintenance	Back to School Messaging	Ongoing Support of School & Departments in the Development, Promotion & Communication of Good News Stories & Stories of Student Learning																				
<b>Human Resources</b>	Exempt Staff Evaluations	Staffing	Ongoing Support for Principals & Managers							Staffing													
<b>Finance</b>	Complete Financial Year End	Identification & Deployment of Any additional Resources in Support of Learning			Develop Amended Budget		Review Anticipated Enrolment	Review Operating Grants	Develop Preliminary Budget														
	Monitor School & Department Spending																						
<b>Technology</b>	Deployment of New Equipment	Ongoing Support of Schools & Departments						Technology Planning															
<b>Facilities</b>	Implement Facility Improvements	Ongoing Support of Schools & Departments							Develop Capital Plans		Implement Facility Improvements												
<b>Transportation</b>		Finalize Routing & Distribution of Annual Passes							Process Student Bus Applications														
	Fleet Maintenance	Ongoing Conveyancing of Students Including Support of Field Trips & Extra Curricular Events																					

## Conclusion

### Intellectual Development

#### Literacy and Numeracy

Based on our results (local and provincial measures) the district continues to see gains on the FSA from grades 4 to 7 on literacy and numeracy with all students and subpopulations being above or comparable to the provincial average. The focus on literacy and numeracy will continue next year with ongoing collaboration of the intervention team and the newly hired literacy coordinator working with classroom teachers to build collective efficacy and determine best practices in teaching literacy to all students. The newly hired numeracy coordinator will also work towards those same goals in numeracy. Additionally, ongoing emphasis on ensuring that the gains of subpopulations, in particular Indigenous students and students with diverse needs, will be a priority. This will involve close monitoring of student scores in the DIBEL's Assessment to determine the need for extra support in reading, as well as implementing a numeracy assessment to inform instruction and support.

Although the participation rate for the FSA is not consistent with the provincial average, it has increased by 14% since last year. It continues to be challenging in our district as more parents and media attention focus on FSA testing and sharing of letters requesting grade 4 and 7 students to be withdrawn from FSA testing; however, it will be an ongoing area of focus.

Performance on the Grade 10 Literacy Assessment was an area of strength for our district. Proficiency scores were above the provincial average for all students and for all subpopulations, including Indigenous Students and Students with Diverse Abilities/Disabilities the first year of data collected and slightly under the provincial average the following year. Participation rates were comparable to the participation rates in the province.

The percentage of students demonstrating proficiency in numeracy is an area of need for our district. Looking at the three-year trend for all students and for all subpopulations numeracy needs to be a focus moving forward. While our results are similar to those in the province, it is interesting to note that we have more Indigenous students performing within the district average compared to Indigenous students across the province.

We believe that both teachers and students are not as familiar with the kinds of problems and situations used in the numeracy assessment as they are for tasks on the literacy assessment which would account for the big differences in proficiency results. Furthermore, there is still confusion for many students and parents about whether the assessments are linked to the learning standards of grade 10 math and English Language Arts 10 courses.

The following strategies have been identified to address areas of need in both literacy and numeracy in grades 8-12 and are part of the 2022/2023 actions: use common formative assessments at more grade levels to inform numeracy and literacy instruction and intervention; create a cross-curricular approach to literacy and numeracy instruction and assessment support guided by teacher leaders and teams; provide more engagement sessions for parents regarding the graduation program; and support the professional learning of teachers implementing competency-based assessment and use of success criteria. Grade 8 and Grade 9 teachers at the local high school continued to use common literacy and numeracy assessments and marked them collaboratively. Improvements to both instructional strategies used and performance on similar tasks were noted in both classroom assessments and the other common assessments times throughout the year. We want to build on their enthusiasm and momentum.

## Career Development

Our five-year graduation rates are lower than the province for all students and subpopulations; however, they have been steadily increasing over the last five years. This remains an area of focus for our district for the 2022/2023 school year. While grade to grade transition rates remain steady and on par with the province, the number and percentage of students graduating within 5 years of starting grade 8 drops significantly. Some students deliberately extend their graduation program to accommodate personal needs and goals, but this does not fully explain the shift from Grade 11 completion in the high 80s/low 90s to graduation rate recorded in 2020/2021. There are also concerning achievement gaps between Indigenous Students and Students with Diverse Abilities/Disabilities and the overall average district rate.

Improved tracking mechanisms and interventions have been established to make sure we know the story of every student in our district. A green, yellow, red system has been established for all K-7 students and a Power BI pilot project that tracks data of vulnerability has been implemented at the grade 8-12 level. Regular wrap-around meetings with student support services were started two years ago and will continue in 2022/2023 as we continue to monitor achievement and adjust supports for individual students and subpopulations. We have also invested in a District Principal of Indigenous Education position to help guide the vision for Indigenous education and the tracking and support of Indigenous students. Continuing the Equity in Action Project is also an important way we are addressing the achievement differences for Indigenous Students, as well as other vulnerable students in our district.

## Human and Social Development

The Early Development Instrument, a questionnaire completed by Kindergarten teachers, measures five core areas of early child development that are predictors of adult wellbeing/ health, education and social outcomes. Locally, our children are demonstrating increased vulnerabilities in the areas of emotional maturity and social competence, which highlights the need

for continued emphasis on Social Emotional Learning. Ongoing participation in the Changing Results for Young Children serves to bring community Early Childhood Educators, Strong Start Facilitators and Kindergarten teachers together to explore the implementation of the revised Early Learning Framework within the context of Social Emotional Learning. Ongoing professional development opportunities will be organized to provide teachers time to further explore the rich pedagogy within the Early Learning Framework.

We know from EDI and MDI data that there is an increase in the percentage of children who are vulnerable on one or more of vulnerability index measures. While this is happening provincially, local data indicates we are above the provincial average. Continued collaboration with community partners and agencies is necessary to further explore ways to best support local children, youth and families. Other **community socio-economic factors** can also influence students learning and should be considered when looking at student success data, both provincially and locally. Participation in the newly developed YDI (Youth Development Instrument) for students in grade 11 will provide helpful insight and data to inform social and emotional supports and future directions within the district.

We will continue to work with the Early Years Planning table to support initiatives designed to improve outcomes for our children, as well as continue to offer programs like Strong Start and ORCA Neighborhood Strong Start. Ensuring there is a balance between universal support and targeted support remains a priority.

We are excited to be recipients of grants for Seamless Day Kindergarten, JustB4, and SEY2KT and anticipate that these programs will continue to build on the early learning programs already offered in the district. There will be a Seamless Day Kindergarten operating at one of the larger elementary schools with an ECE providing childcare before school until early afternoon. Another ECE will arrive and overlap with the morning ECE throughout the afternoon and then provide childcare after school. At two other elementary schools, the district will be offering JUSTB4 to preschool children. This has been welcomed in the community since accessing preschool and childcare is quite challenging and one of the largest preschools just closed due to retirement. Finally, the SEY2KT will provide the framework and funding to allow for ongoing communication between the school district and community partners to allow for a smooth transition into kindergarten and throughout their school years.

School connectedness, a sense of belonging and feeling welcome and safe at school are all contributing factors to student success and well-being. Local MDI data and Student Learning Survey data indicate a need for increased focus on improving our students' sense of belonging and feeling welcome at school, particularly for Indigenous and Diverse subpopulations. Creating safe and caring schools where all students are respected and accepted is critical to support success for all our students. Professional development and the implementation of provincial and local SOGI initiatives will continue to be a focus within the District, supporting our commitment to building inclusive cultures where all our students belong and feel welcome.

Student focus groups will be utilized to help us find ways in which we can support students in feeling a sense of belonging and feeling safe at school. A district leadership group was formed two years from the grade 6 and 7 classes and this program will be implemented again this year. There will also be opportunities for the elementary student leadership team to collaborate with the Brooks student leadership team to provide students with a voice in determining next steps how to ensure all students feel safe, welcome, that they belong, and that the adults in the school care about them. Student engagement through the MDI data collection process also remains a priority. To determine how to better support students and how to ensure schools are safe and welcoming, we must engage with students and provide opportunities for them to share their thinking and to be heard.

In recognition of the correlation between staff well-being and student success, we will continue to prioritize wellness within the District. We will engage with stakeholders and employee groups to work toward establishing best practice to support district employees. We will continue to promote the EdCan Well at Work self-paced modules.

# Powell River Board of Education | SD47

## Strategic Communications Plan



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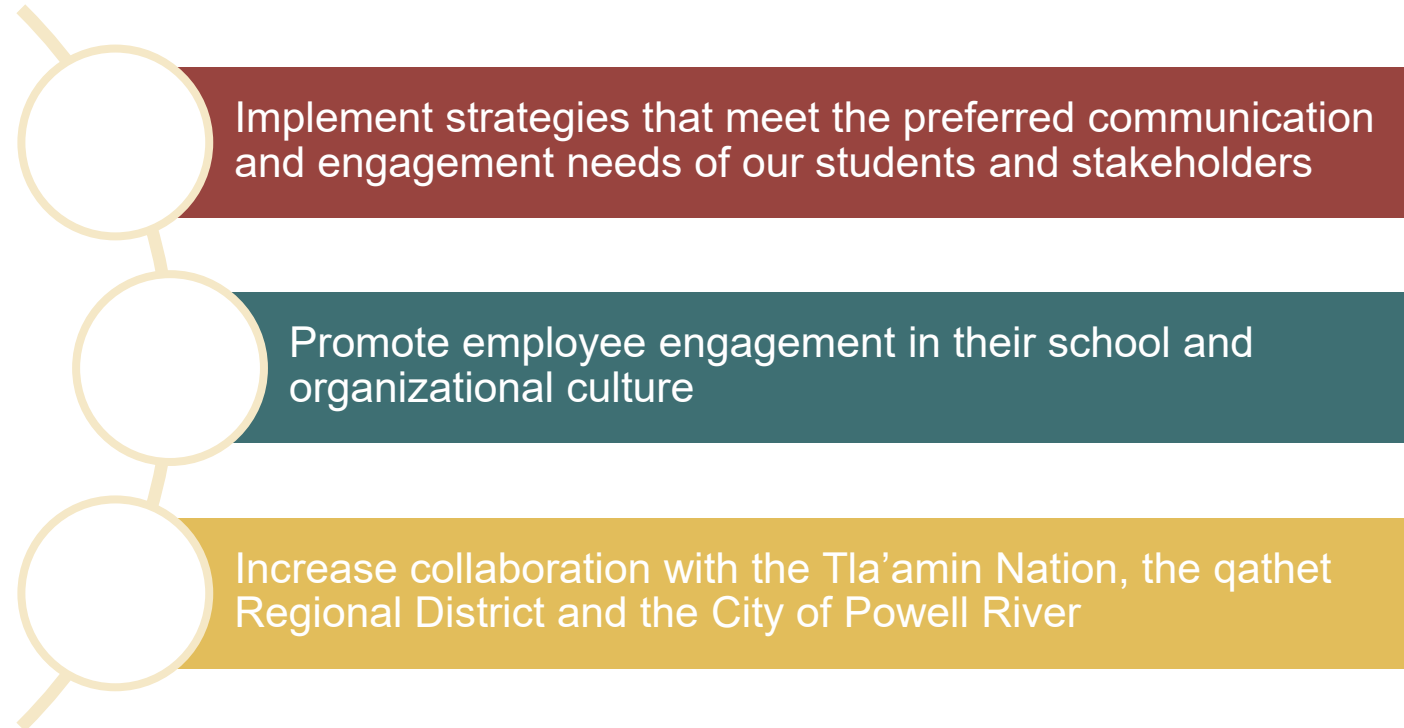
# Foundations

- SD47 Strategic Objective (re: Communications)
- Plan Objectives
- Truth + Insights



# SD47 Strategic Objective (re: Communications)

Improve communication and engagement strategies to adapt to the varying needs of our community.





# Strategic Communications Plan Objectives

A broad, yet actionable guide to understanding, planning, and managing communications which will:



**Increase awareness of SD47's Strategic Plan and goals**



**Build trust + credibility and elevate the SD47 brand with core audiences: students, parents/guardians, staff, community**



**Showcase learner success**

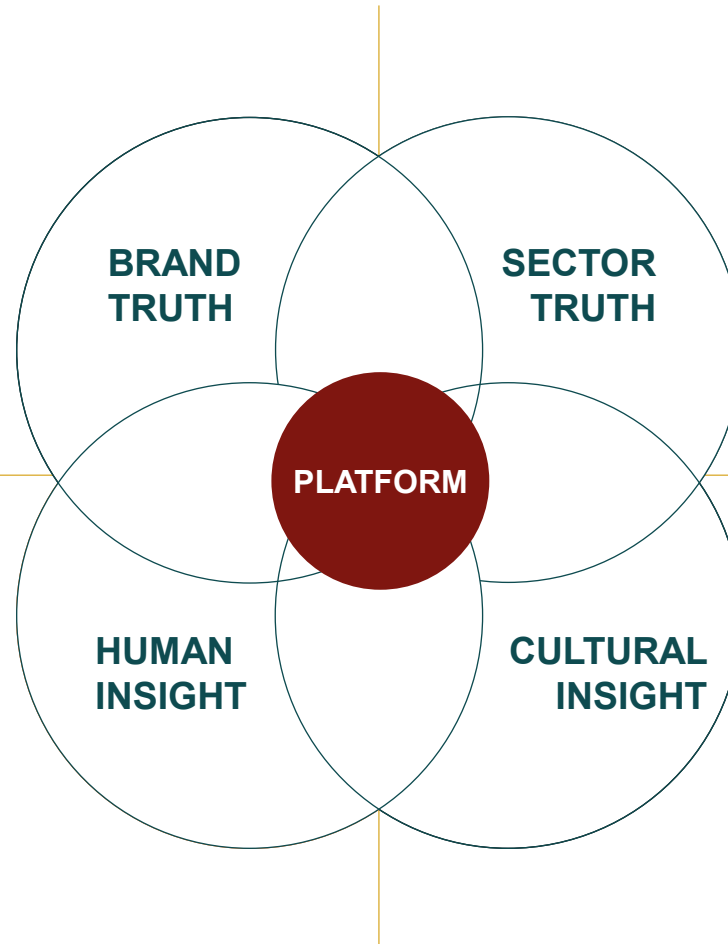
...through short-term direction and long-term recommendations for increasing rigour and maximizing the impact.



# Truths + Insights

SD47 is preparing students, within a safe, inclusive, and dynamic environment, to face a changing world as lifelong learners and informed, responsible citizens.

The way I receive information about SD47 should reflect my relationship to the school district, as a learner, a caregiver, an employee, or a community member.



“BC students have experienced greater stability in their education than some other jurisdictions where there has been less opportunity for face-to-face learning” however, “There may be a delayed effect [from COVID-19 disruption], both with intellectual development and mental well-being, that has not yet fully emerged.”

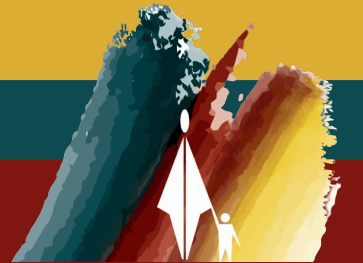
[COVID-19 Student Impacts Report | BC Ministry of Education](#)

School routines have returned to normal, but in the aftermath of the pandemic and continued uncertainty around its long-term impacts, school communities expect to retain the more connected, tech-enabled communications approach adopted at the onset of the COVID-19.



# Audiences

- Audience Summary
- Audience Opportunities



# Audience Summary

## (SD47 Stakeholder Feedback Final Report, December 2020)

Students	Parents + Guardians	Staff	Community
<p><b>Want to receive communications about:</b> Changes that affect the classroom, emergency or urgent information, school-wide events and announcements</p>	<p><b>Want to receive communications about:</b> Changes that affect the classroom, emergency or urgent information, school-wide events and announcements, PAC information, district-level events and announcements, provincial-level events and announcements</p>	<p><b>Want to receive communications about:</b> Emergency or urgent information, provincial-level events and announcements, district-level events and announcements, changes that affect the classroom</p>	<p><b>Want to receive communications about:</b> School and facility closures, emergency or urgent information</p>
<p><b>From:</b> Teachers, school district</p>	<p><b>From:</b> <b>Teachers</b> (classroom-level, emergency), <b>principals</b> (school-wide level, PAC, emergency), <b>school district</b> (district-level, provincial-level)</p>	<p><b>From:</b> School district</p>	<p><b>From:</b> School district</p>
<p><b>Via:</b> Email, text message</p>	<p><b>Via:</b> Email</p>	<p><b>Via:</b> Email, school district website</p>	<p><b>Via:</b> Email, school district website</p>
<p><b>Frequency:</b> Weekly (especially for classroom/school-level), monthly</p>	<p><b>Frequency:</b> Weekly (classroom/school-level), monthly (school-level), monthly (school district-level), once per semester (school district-level)</p>	<p><b>Frequency:</b> Weekly, monthly</p>	<p><b>Frequency:</b> Monthly, weekly</p>

*\*Contents listed in order of popularity in survey results*



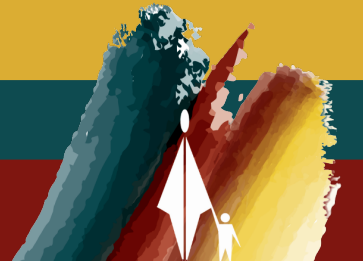
# Audience Opportunities

Students	Parents + Guardians	Staff	Community
<p><b>Opportunities:</b> Increase engagement in school community by showcasing learner success, increase positive social media engagement with students through consistent presence across schools/programs</p>	<p><b>Opportunities:</b> Elevate and unite the SD47 brand consistently across all schools, bridge school-level success stories as SD47 success stories, engage parents and guardians as champions for key yearly moments/events</p>	<p><b>Opportunities:</b> Articulate points of differentiation of SD47 as an employer, create thought leadership opportunities for staff, increase staff engagement and awareness of sector trends and issues by serving as source and interpreter of provincial education updates and news</p>	<p><b>Opportunities:</b> Increase the presence and recognition of the SD47 brand in the community and the connection of SD47 with programming and events which benefit the community, build SD47 revenue through increased community awareness and use of SD47 facilities, position staff as education sector thought leaders</p>



# Messaging

- Aligning on Messaging
- Preparing to Draft Your Key Messages
- Who Are We? A Starter SD47 Messaging Sheet



# Aligning on Messaging

- Key messaging is a suite of language (statements, talking points, themes, proof points) that reinforce SD47's brand and objectives: it's what you want your audience to know and remember about you anytime your brand comes to mind, and anytime they encounter communications from or about you
- Regardless of what news, information, or request a specific communication is delivering, key messaging is the frame that contains this content
- Key messaging is essential to build recognition, and trust in your brand and its goals (and support for these goals!)
- While consistency is essential for key messages that stick, we need to hold messaging sessions at a regular cadence (e.g. quarterly) to reflect on successes or developing needs that could help strengthen or expand your key messages
- Specific key messages should also be developed around key moments for integrated communications campaigns (e.g. Education Week)
- Key messages can be consolidated for quick reference on a messaging sheet, which should be made available to any employees involved in communication planning and drafting (see *Who Are We? A Starter SD47 Messaging Sheet*)



# Preparing to Draft Your Key Messages

Look at your stated mission, vision, values and beliefs, and referring back to foundational brand materials (i.e. SD47's Strategic Plan)

Consider the specific words that will form your brand vocabulary, and that audiences will associate with you

Explore the key messages of brands in your industry (school districts, educational organizations) to find inspiration and points of differentiation—your key messages should be unique

Consult with your brand's stakeholders and audiences through brainstorming sessions to discover what truly resonates with them





# Who Are We? A Starter/Sample SD47 Messaging Sheet

## Who Are We?

We are a school district working with families, educators, the Tla'amin Nation, and the local community of Powell River—a cultural capital on British Columbia's Sunshine Coast—to support over 3000 students in becoming future-ready, lifelong learners. We provide educational opportunities that reflect the diversity of our learners' needs and abilities, operating four regular elementary schools, one dual track elementary school, one remote island elementary school, two distributed learning centres, two alternate schools and one secondary school alongside programming tailored to our population's needs and the resources of our natural environment. Through a collaborative and strategic approach to planning and operations, and a commitment to continuous improvement and progress measurement, we are building a sustainable destination for educational excellence for our employees and all those they connect with.

Key Message	Key Message	Key Message	Key Message
SD47 is guided by a collaborative plan and a clear vision to achieve the best outcomes for learners, their families, employees, and our community.	Through increased collaboration with the Tla'amin Nation, SD47 is committed to improving outcomes for Indigenous learners.	SD47 prioritizes efficient and sustainable operations, and is committed to continuous improvement, progress measurement, and transparent reporting.	SD47 values active collaboration with our employees, recognizing that the district's planning begins with individual school and educational program planning.
Supporting Details	Supporting Details	Supporting Details	Supporting Details
SD47 is focused on three strategic priorities to reach our goals and create a safe, inclusive, and dynamic learning environment. They are: Learner success   Engagement and connections   Organizational sustainability	Honouring the treaty of the Tla'amin Nation, the District reports achievement and improvement data for nation students directly to the Nation. The Nation will decide how to use the data, provide direction to the district, and determine what data will be made publicly available.		
Proof Point	Proof Point	Proof Point	Proof Point
SD47's strategic plan and objectives were reached through environmental scan and SWOT analysis exercises, extensive discussion with Trustees and senior staff, a strategic planning workshop involving the Board of Education and Senior District Leadership, and a forum with community stakeholders.			

## Language Bank

• learning situations • learners • learner outcomes • lifelong learners • educational opportunities • strong story • realizing potential • inclusivity • pathways to success • future-ready • pluralistic the Nation • engagement • connection • sustainability



# Communications Overview

- Internal & External Communications: Building the Brand Together
- Prioritizing Communications
- Understanding our Communication Channels
- PESO Model
- Hero, Hub, Hygiene
- The Call to Action
- Earned Media Spotlight: Powell River and Beyond



# Internal & External Communications: Building the Brand Together

**Internal communications** refers to ideas, information and content shared within SD47 as an organization: in the education sector, communications with trustees, principals, and other employees are considered internal.

*Key Internal Communications Channels: Email, Digital + physical newsletters, Face-to-face, intranet/website.*

**External communications** refers to ideas, information and content shared with the groups SD47 serves/operates within: in the education sector, communications with students, parents/guardians, and the broader Powell River community are considered external—even though students and parents/guardians are members of the SD47 school community, they are the 'audience' for SD47's work, and thus part of the external communications group.

*Key External Communications Channels: Print Media, Broadcast Media, Websites (including blogs), messaging apps, social media, Face-to-face.*

**The relationship between internal and external communications is key:** while the content shared with internal and external stakeholders may be different, the objective of both internal and external communication are the same: to increase awareness of SD47's Strategic Plan and goals, to build trust in and elevate the SD47 brand, and to showcase learner success. So, the same core values, priorities, and messaging to underpin this content to drive momentum towards these objectives.



# Prioritizing Communications

- While internal and external communications work together to amplify SD47's objectives, updating SD47's communications requires a sequential approach.
- Begin by implementing this plan's recommendations and best practices around external communications first, before overtly focusing on internal communications.
- However, we will concurrently set up internal governance to drive best practices, provide oversight/support, and to gain insights from internal audiences to ensure external communications success.

## SETTING UP INTERNAL COMMUNICATIONS



# Understanding Your Communication Channels

- Communication channels include:
  - **Face-to-face communication**
  - **Print media:** Newspapers, magazines, flyers, physical newsletters
  - **Broadcast media:** Radio, television
  - **Electronic communication:** Websites (including blogs), email, digital newsletters, messaging apps
    - **Social media:** Facebook, Twitter, Instagram, TikTok, YouTube
- Content on these communication channels can be:
  - **Paid** (another organization/individual runs the channel and controls its content, and offers the opportunity for you to pay to promote your content to their audience-e.g. a school runs an ad on a local website)
  - **Earned** (another organization/individual runs the channel and controls its content, but may feature your organization or its content based on merit, at not cost-e.g. a local newspaper runs a story about a school event)
  - **Shared** (content relating to your organization is disseminated or amplified across social media platforms as a result of other user interactions-e.g. a large number of people like, comment on, and repost a school's social media post on Instagram, causing it to receive significant attention)
  - **Owned** (your organization runs the channel and creates/controls its content-e.g. your website)



# Understanding Your Communication Channels:

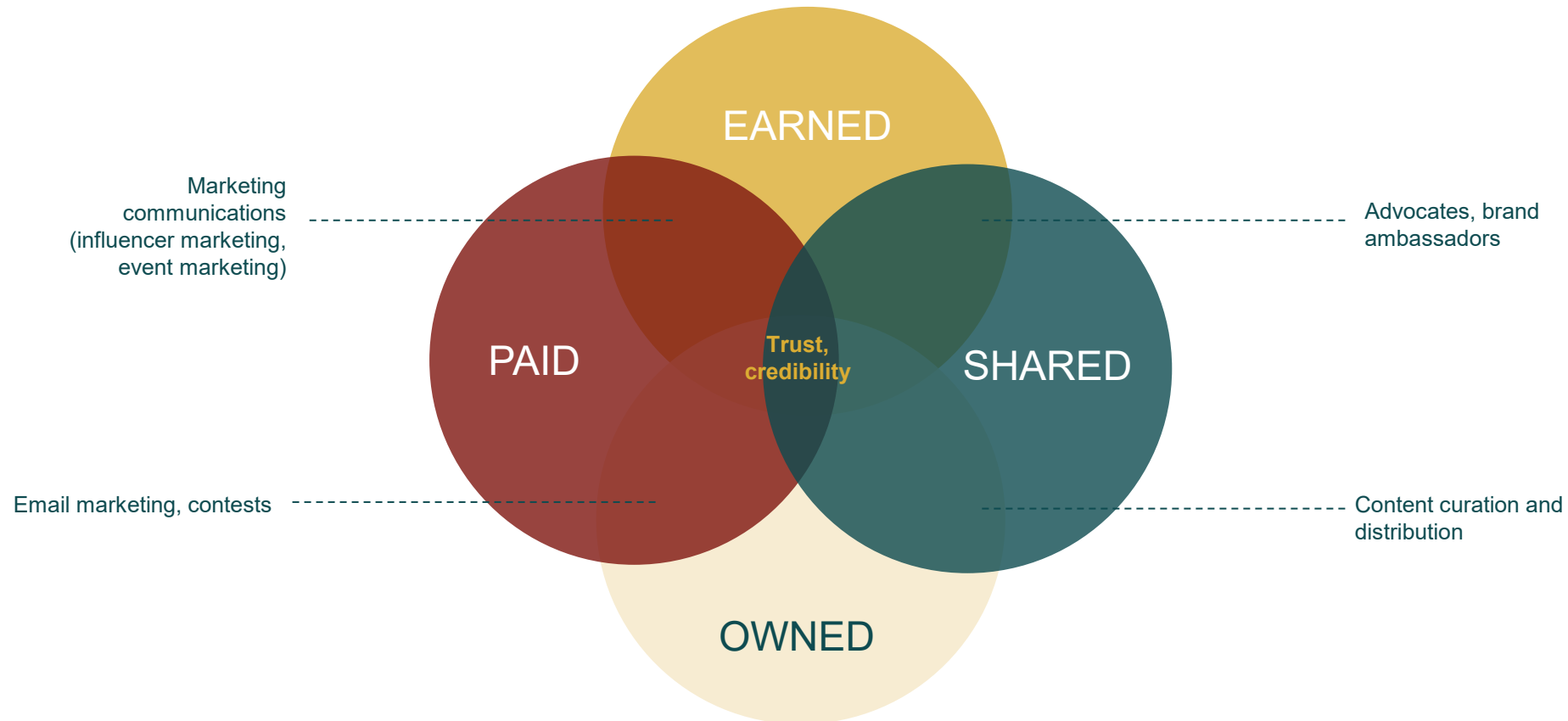
## Social Media, Messaging Apps

	Facebook	Twitter	Instagram	TikTok	YouTube	Messaging Apps
Role for Audiences	<ul style="list-style-type: none"> <li>Community sharing and updates</li> <li>Engagement with other parents, friends or community members</li> <li>Local trends and news stories</li> <li>Education content</li> </ul>	<ul style="list-style-type: none"> <li>Newsgathering</li> <li>Relevant, real-time updates</li> <li>Trends within school or education space</li> </ul>	<ul style="list-style-type: none"> <li>Easy access to SD47</li> <li>Quick, consumable school or district updates</li> <li>Casual networking with community and friends</li> <li>Direct message communications</li> </ul>	<ul style="list-style-type: none"> <li>Trending platform for content</li> <li>Quick, consumable updates and brand engagement</li> <li>Casual networking with community and friends</li> </ul>	<ul style="list-style-type: none"> <li>Follow influencers or certain brands</li> <li>Long-form content about school or district – events, interviews, town halls</li> </ul>	<ul style="list-style-type: none"> <li>Quickly sharing information in an efficient and real-time manner</li> <li>Reminders of last-minute events or updates</li> </ul>
Primary Audience	<ul style="list-style-type: none"> <li>Parents, Staff and Community</li> </ul>	<ul style="list-style-type: none"> <li>Staff and Community</li> </ul>	<ul style="list-style-type: none"> <li>Parents and Students</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Parents, Staff and Community</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> </ul>
Role for SD47	<ul style="list-style-type: none"> <li>Share relevant information for a broader community-focused audience</li> <li>Build on key messaging our updates shared in email communications</li> <li>Facilitate community engagement among audiences outside of immediate stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Sharing content about the broader educational ecosystem whenever relevant to the school district</li> <li>Cross-channel engagement with larger educational organizations or accounts</li> </ul>	<ul style="list-style-type: none"> <li>Connect directly with stakeholders in an easier and snackable manner</li> <li>Showcasing stakeholders in the district, school events and updates</li> <li>Nimble, curated content leveraging brand identity</li> </ul>	<ul style="list-style-type: none"> <li>Connect directly with students in an easier and snackable manner</li> <li>Showcasing district events and updates</li> <li>Nimble, curated content leveraging brand identity</li> </ul>	<ul style="list-style-type: none"> <li>Share video content relevant to a broader community-focused audience</li> <li>Highlight full-length updates from district or community events</li> </ul>	<ul style="list-style-type: none"> <li>Create content across other social media channels that allows this audience to easily share information with one another on messaging apps</li> </ul>
Role for Schools/Programs	<ul style="list-style-type: none"> <li>Communicate directly with parents about school updates or events</li> <li>Not a main channel for community audiences</li> </ul>	<ul style="list-style-type: none"> <li>Promoting content about the broader school calendar or upcoming events</li> </ul>	<ul style="list-style-type: none"> <li>School-specific updates for parents</li> <li>Showcasing students and teachers within the school</li> </ul>	<ul style="list-style-type: none"> <li>Showcasing students and teachers within the schools</li> </ul>	<ul style="list-style-type: none"> <li>School-specific updates for parents</li> <li>Showcasing students and teachers within the school</li> </ul>	<ul style="list-style-type: none"> <li>Sharable information for parents to keep them informed</li> </ul>
Recommended Formats	<ul style="list-style-type: none"> <li>Hyper-visual</li> <li>Aesthetically pleasing photos and graphics</li> <li>Up to 60-second videos</li> <li>Instagram Stories</li> </ul>	<ul style="list-style-type: none"> <li>15-second videos</li> <li>Eye-catching graphics and GIFs</li> <li>Retweets of partners, friendly third-parties and spokespeople</li> <li>Short copy</li> </ul>	<ul style="list-style-type: none"> <li>15- and 30-second videos</li> <li>Eye-catching graphics and GIFs</li> <li>Short copy</li> </ul>	<ul style="list-style-type: none"> <li>Hyper-visual</li> <li>Up to 30-second videos</li> <li>Following platform trends</li> </ul>	<ul style="list-style-type: none"> <li>Long-form video: + 5 minutes</li> <li>Clear title, purpose of video</li> </ul>	



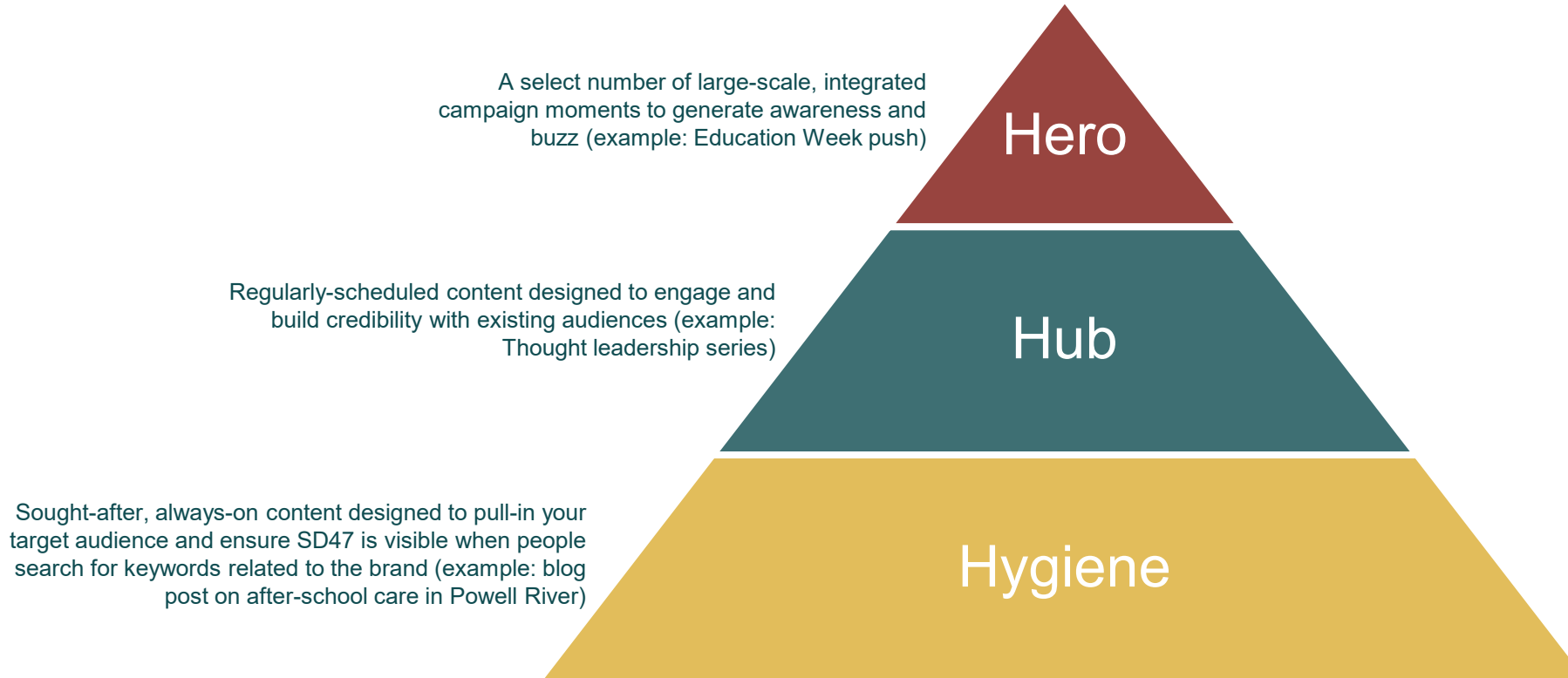
# PESO Model

- Different forms of content creation approaches exist at the intersection of paid, earned, shared, and owned content
- Together in the PESO (Paid, earned, shared, owned) model these content types increase audience trust and brand credibility



# Hero, Hub Hygiene

- To engage, sustain, and grow your target audiences, content produced through external communications should be an intentional mix of three types: hero, hub, and hygiene





# The Call to Action

- A call to action is a directive driving the audience for your content towards your desired outcome (for example, registering for an program, attending an event, or donating to a cause)
- Calls to action also keep your audience engaged by demonstrating why the communication is relevant to them by directly involving them in the story being told
- Where possible, calls to action should be time-bound to create a sense of urgency and prompt action
- Every communication we release, whether internal or external, should have a clear call to action
  - Calls to action are especially important for promoting attendance and participation in events

*Student mentor sign-up forms for our winter leadership sessions are now available.*



*Sign up as a student mentor by September 15<sup>th</sup> to participate in our winter leadership sessions.*



# Earned Media Spotlight: Beyond Powell River



Build trust in / elevate the SD47 brand with core audiences: students, parents/guardians, staff, community  
**at a provincial level, through earned media.**

- There is an opportunity to look beyond Powell River for news (earned media coverage) and grow SD47 brand recognition throughout British Columbia, through:
  - **Press releases**
  - **Direct media outreach**
    - Research reporters and media figures who cover education in the province, and outreach directly to share relevant SD47 stories



# Social Media Strategy Roadmap

- School Board Peer Analysis
- Balancing Content
- Social Media Management Tool Overview
- Social Media Management Tool Functions
- Posting Frequency
- Content Best Practices and Examples



# School Board Peer Analysis

- Although not the primary channel to communicate day-to-day classroom and school information, social media is a key channel to develop a school board's brand presence online and connect with education stakeholders beyond email communications.
- A targeted audit was done to highlight trends within the education and school board social media space:
  - *Surrey Schools*
  - *Toronto District School Board*

## KEY TAKEAWAYS



**01**  
**Consistent Brand Presence**



**02**  
**Community + Individual Spotlights**



**03**  
**Snackable Updates**



# School Board Peer Analysis: Consistent Brand Presence

## What We Saw

- Playful and unique branding style for their social channels
- Variety of infographics, designs and photo content
- Positive and uplifting tones

### Toronto District School Board



### Surrey Schools



# School Board Peer Analysis: Community + Individual Spotlights

## What We Saw

- Focus on the community of students and educators within the school district
- Posts showcasing people had the highest percentage of engagement on social media
- Instagram was the top performing social channel for both peer school districts

## Toronto District School Board



torontodsrb · Follow



torontodsrb Fun in the sun at AllenbyPS. ☀️ #tdsb #tdsboutdoors

60w

## Surrey Schools



surrey\_schools · Follow



surrey\_schools After a two-year hiatus, our secondary school drag racing clubs are back on track! 🏎️🇨🇦

Car clubs from @frankhurtschool, Guildford Park, Lord Tweedsmuir and Queen Elizabeth secondary hit the track last week for the first time since the pandemic began.

For Grade 12 Frank Hurt student Sukhman Gill (in car above), it was the first time behind the wheel of Frank Hurt's main drag car, a 1980 Malibu!

Read more at surreyschools.ca (link in bio)

#sd36learn #SurreyBC #WhiteRockBC #bced #surreyschools #dragracing🏎️



# School Board Peer Analysis: **Snackable Updates**

## What We Saw

- Infographic-style updates to communicate important information
- Leverages brand presence to fit within the style and tone of social media
- Strong call to action and pertinent information only

### Toronto District School Board



### Surrey Schools



# Balancing Your Content

- An important consideration is balancing content between snackable, reactive content and planned, coordinated content
- Every month, a content calendar should be developed to plan expected content e.g. upcoming events, holidays or important dates

**80%**  
**PLANNED**

Planned content every  
month

- Professional activity – conferences, workshops and registrations
- Key brand moments
- Holidays – reminders and celebrations
- Events – spotlights and upcoming dates

**20%**  
**REACTIVE**

Content posted in  
real-time due to  
unplanned events

- Last-minute closures or cancellations
- Changes in schedule or dates
- New opportunity





# Social Media Management Tool Overview: Future state?

- As a best practice, use social media management tools to manage all social media accounts, rather than publishing from individual accounts
- Each management tool offers a suite of trainings, best practices and tutorials to train social media managers at any level of experience.
- With schools managing their own social media channels, our recommendation is to purchase a tool with unlimited seats that sits with the board
- Seats and accounts can then be assigned to individual schools for their use
- Buffer is a tool that offers a cost-effective package with unlimited seats and enough social media accounts for SD47

Tool	Cost + Number of Accounts	Training Resource
<b>Buffer</b>	\$100 / month <ul style="list-style-type: none"><li>• 10 social media accounts , unlimited users</li></ul>	<a href="#">Buffer Webinars</a>
<b>Hootsuite</b>	\$129 / month <ul style="list-style-type: none"><li>• 20 social media accounts, 3 users</li></ul>	<a href="#">Hootsuite Academy</a>
<b>Agora Pulse</b>	\$200 / month <ul style="list-style-type: none"><li>• 20 social media accounts, 4 users</li></ul>	<a href="#">Agora Pulse Academy</a>
<b>Sprout Social</b>	\$150 / month <ul style="list-style-type: none"><li>• 10 social media accounts, 1 user (additional monthly fee for a new user)</li></ul>	<a href="#">Sprout Social Learning</a>
<b>Sendible</b>	\$200 / month <ul style="list-style-type: none"><li>• 49 social media accounts, 7 users</li></ul>	<a href="#">Sendible Resources</a>



# Social Media Management Tool Functions

Publishing	Listening	Reporting
<ul style="list-style-type: none"><li>• Organize posts across profiles, networks and campaigns using a visualized calendar to support long-term strategy.</li><li>• Improve results using scheduling and monitoring tools. Automatically publish content at the times most likely to reach audiences and receive real-time engagement updates.</li><li>• Integrate the approval process.</li></ul>	<ul style="list-style-type: none"><li>• Tap into global social conversation to extract actionable insights.</li><li>• Build a deeper understanding of your audience.</li><li>• Track and analyze conversations around relevant topics to understand consumer sentiment and brand health.</li></ul>	<ul style="list-style-type: none"><li>• Maintain complete oversight of all connected social profiles from one location. User-friendly, customizable reporting options to accurately measure brand KPIs.</li><li>• Directly tie social activity to business results. Demonstrate the value of social to all stakeholders, colleagues and clients alike, in a format everyone can understand.</li></ul>



# Posting Frequency

- Posting frequency is an important consideration when developing and planning content for each channel
- With email being the primary communications channel for classroom and school information, social media content should be posted in alignment to when email announcements are made
- Below is a posting schedule based on channel best practices and when posts correlated to email announcements should be posted.

	Twitter	Facebook	Instagram
SD47	<ul style="list-style-type: none"><li>• 2-3 times per week, excluding retweets, reactive posts and community management</li></ul>	<ul style="list-style-type: none"><li>• 1-2 times per week</li></ul>	<ul style="list-style-type: none"><li>• 2-3 times per week</li></ul>
Schools and Programs	<ul style="list-style-type: none"><li>• At least once per week, excluding retweets, reactive posts and community management</li></ul>	<ul style="list-style-type: none"><li>• 1-2 times per week, based on upcoming events and important dates</li></ul>	<ul style="list-style-type: none"><li>• 1-2 times per week</li></ul>

*\*For events: 1-2 days before date*



# Content Best Practices: Facebook

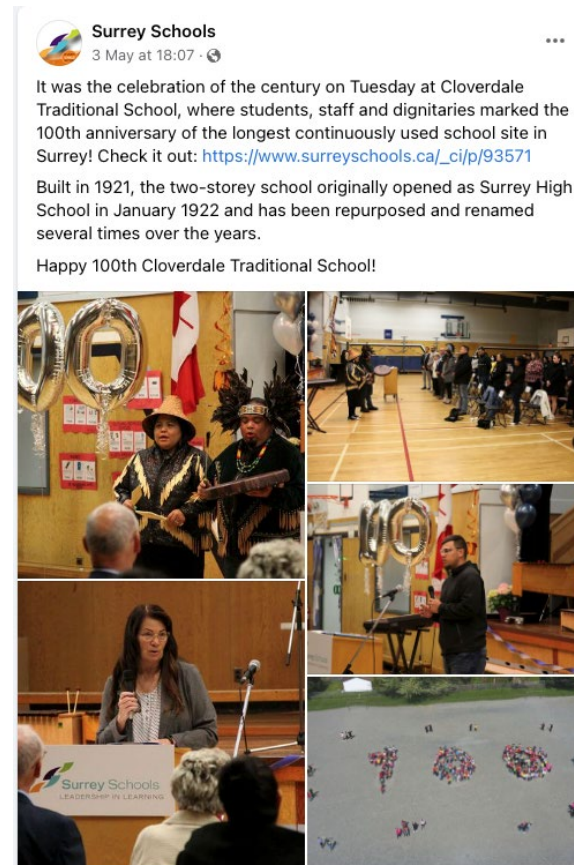
Image Content	Video Content	Copy + Posting
<ul style="list-style-type: none"><li>• Share 1-2 images per post</li><li>• Call-to-action (CTA) should be strong and clear. It should be prominent in image and post</li></ul>	<ul style="list-style-type: none"><li>• Videos should be longer in length, 2–3 minutes</li><li>• Every clip should have full subtitles, from start to end</li><li>• CTA should be strong and clear, and appear in the first moments</li></ul>	<ul style="list-style-type: none"><li>• Always tag other organizations and people mentioned</li></ul>



# Best Practice Examples: Facebook



*Clear call to action, engaging graphic*



*Multiple images, community relevant*



# Content Best Practices: Instagram

Image Content	Video Content	Copy + Posting
<ul style="list-style-type: none"><li>• Share 1-2 images per post</li><li>• Call-to-action (CTA) should be strong and clear. It should be prominent in image and post</li></ul>	<ul style="list-style-type: none"><li>▪ Videos should be longer in length, 30–60 seconds (not including stories feature)</li><li>▪ Every clip should have full subtitles, from start to end</li><li>▪ CTA should be strong and clear, and appear in the first moments</li></ul>	<ul style="list-style-type: none"><li>▪ Always tag other organizations and people mentioned</li><li>▪ Include relevant hashtags</li></ul>



# Best Practice Examples: Instagram

**Let's Connect**  
ABOUT MENTAL HEALTH AND WELL-BEING

## Transition to Summer

June 22, 2021 from 6:30 - 8 p.m.

The pandemic has been a long and challenging journey for all of us. With optimism, we are looking forward to welcoming the warmer weather and a less restrictive summer. **Let's connect** about mental health and well-being and ways to support children this summer. The session will end with a variety of break out rooms for more focused conversations.

[www.tdsb.on.ca/letsconnect](http://www.tdsb.on.ca/letsconnect)

*Infographic style post with key information in a branded, consistent manner*

**surrey\_schools** · Follow

**surrey\_schools** After being open more than a year, we finally had the opportunity to give Surrey's Douglas Elementary the official opening ceremony & celebration it deserves!

The event included a welcome song from Semiahmoo First Nation Chief Harley Chappel, a witnessing ceremony led by Senior Indigenous Support worker Paula James, and statements from Surrey Board of Education Chair Laurie Larsen, Principal Sundeep Chohan and students

169 likes  
FEBRUARY 17

Add a comment... Post

**surrey\_schools** · Follow

**surrey\_schools** After being open more than a year, we finally had the opportunity to give Surrey's Douglas Elementary the official opening ceremony & celebration it deserves!

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169 likes  
FEBRUARY 17

Add a comment... Post

*Carousel style posts showcasing students and schools*



# Content Best Practices: Twitter

Image Content	Video Content	Copy + Posting
<ul style="list-style-type: none"><li>• Share short, “snackable” content</li><li>• Share 1-2 images per post</li><li>• Ensure each image has an accessibility caption</li></ul>	<ul style="list-style-type: none"><li>• Keep clips short, no more than 30 seconds</li><li>• Every clip should have full subtitles, from start to end</li><li>• Start every clip with your strongest, most eye-catching line</li></ul>	<ul style="list-style-type: none"><li>• Avoid using all 280 available characters. Wherever possible, stick to 140</li><li>• When sharing links, use a free shortening service such as bit.ly to keep them consistent and uncluttered</li><li>• Always tag other organizations and people mentioned</li></ul>





# Best Practice Examples: Twitter

 Toronto District School Board   
@tdsb

The Toronto District School Board provides a wide range of enriching summer programs for children, youth and adults. Learn more at [tdsb.on.ca/summer](https://tdsb.on.ca/summer)



3:34 PM · May 10, 2022 · Twitter Web App

76 Retweets 4 Quote Tweets 55 Likes

*Short, concise copy with a clear call to action and engaging graphic*

Many of our schools holding #Vaisakhi celebrations this week, including @EcolePanorama, where Minister @JM\_Whiteside visited today, along with local MLAs @HarryBainsSN & @GarryBeggBC, Trustees @BobHolmesSD36 & Terry Allen & union reps! #sd36learn #SurreyBC



3:22 PM · Apr 14, 2022 · Twitter for iPhone

2 Retweets 1 Quote Tweet 44 Likes

*30 second video, tagging of schools and other accounts, efficient use of hashtags*



# Thought Leadership

- Introduction to Thought Leadership
- Best Practice Examples
- Sample Thought Leadership Plan



# Introduction to Thought Leadership

- **Thought Leadership** is a valuable part of your communications plan—it refers to **content created and promoted to showcase an individual or group’s expertise in a topic or industry**, positioning them as a reliable and trend-setting source within a landscape of competing voices
- Thought Leadership content usually **forefronts the individual or group’s opinion on a contemporary event or issue within the sector**, emphasizing their relevant experience
- Thought Leadership content can help to build recognition for/trust in new leaders, or employees newly promoted to leadership positions—it’s an impactful form of content following restructurings or promotions/staffing changes, such as the recent changes in principal appointments across SD47’s schools
  - Thought leadership content is also effective at bringing increased recognition and a sense of personal connection to employees whose roles and unique experience may traditionally gain exposure, but whose contributions provide insight into the organization’s work and goals (non-leadership staff, operational/non-teaching staff)
- Thought Leadership content can be **owned or earned**:
  - Thought Leadership plans often begin with articles shared on owned websites/blogs, authored by the thought leader
    - It is recommended that SD47 include a more fulsome blog section in the upcoming website refresh
  - Thought Leadership plans can grow to include personal social media accounts (e.g. Twitter) or appearances in print and broadcast media (e.g. a radio interviews)—these forms of content usually come into play after an individual has earned a certain degree of traction/recognition through content shared from their organization’s owned channel
- Thought Leadership is reputation-building content, and its objectives cannot be achieved by one article, post, or interview—Thought leadership content should be planned as an ongoing series with touchpoints throughout the year



# Sample Thought Leadership Plan

- **Objective:** Promote the expertise of recently-appointed leadership (principal/VP) at schools to build trust in the SD47 brand, building a platform on which to highlight the skills and contributions of 'unsung heroes' across SD47 who are doing crucial operational work to support learner success.
- **Primary Audience:** Parents/guardians, Community | **Secondary Audience:** Staff
- **Messaging:** Working together with parents/guardians and the community, SD47 employees enable our students to realize their full potential

Summer/Fall 2022

Fall/Winter 2022

Winter/Spring 2023

Monthly article on SD47 website introducing school leadership member, profiling their experience/sharing their opinion on a current issue in the education space

Monthly article on SD47 website introducing a non-leadership staff member in the district office or schools/programs

Snackable feature (picture + quote) from each article featured on school and district Instagram and Facebook, SD47 learns newsletter, linking to full article

Earned or sponsored article on Powell River Peak with overview/feature of leadership members profiled across Q3-22/Q4-2022

External speaking opportunity for individual leader or group at Powell River community event, highlighting SD47 learner success in 2022 and staff/community scaffolding behind it



# Best Practice Examples: Thought Leadership

## Leadership Team Feature: Erika Sneath

Curriculum, Quality Education · Rebecca Klouwers (she/her/hers)

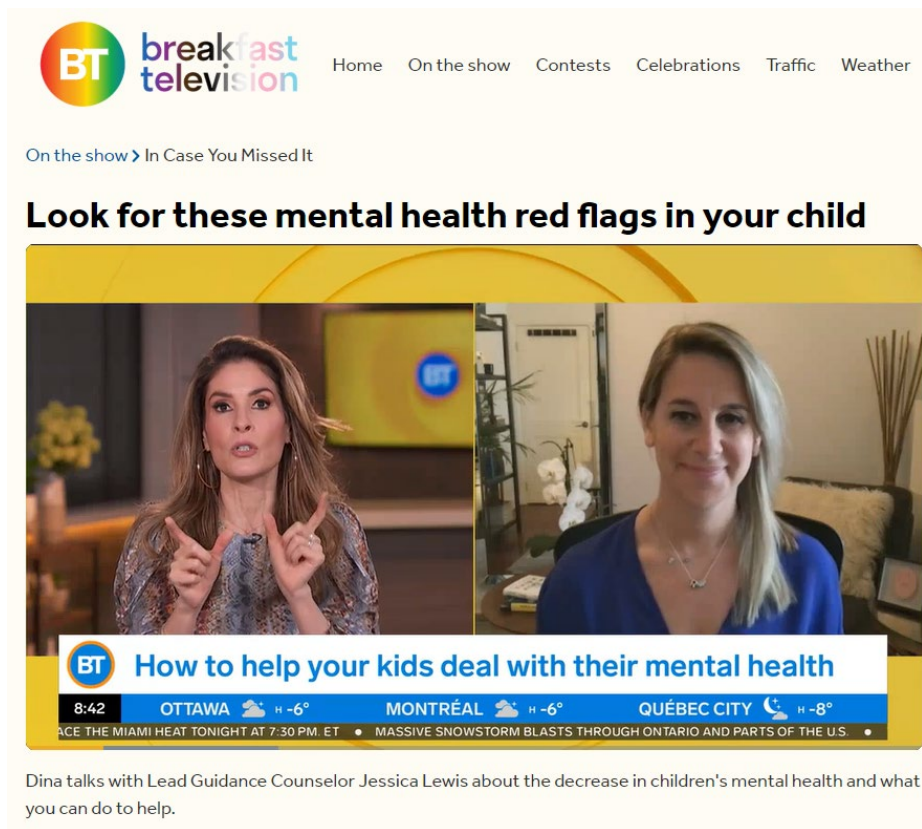


All of our Pacific Preparatory families have the privilege of collaborating with our curriculum specialist, Erika Sneath. Not only is Erika extremely knowledgeable in ways to make sure all of our students succeed academically, she is always there to be an active participant in each student's education journey. She works with students, parents, and teachers to ensure lessons integrate student interests, development, and academic goals. She is passionate about ensuring that lessons are engaging, rigorous, and support the needs of all students. Check out Erika explaining our curriculum approach [here!](#)

[Erika Sneath \(Curriculum Specialist\) | Leadership Team Feature + Video](#)



# Best Practice Examples: Thought Leadership



The screenshot shows a news segment from Breakfast Television. The host, Dina, is on the left, and the guest, Jessica Lewis, is on the right. The segment title is "Look for these mental health red flags in your child". A lower-third graphic reads "How to help your kids deal with their mental health". The weather bar at the bottom shows the time as 8:42 and temperatures for Ottawa (-6°C), Montréal (-6°C), and Québec City (-8°C).

[Jessica Lewis \(Guidance Counsellor\) | Breakfast Television interview](#)



The screenshot shows a tweet from Danny Steele (@SteeleThoughts) dated April 6. The tweet text is: "This is a piece I wrote to honor Assistant Principals! They are so important in our schools. My hat is off to them." The tweet includes a link to nassp.org and a video thumbnail with the NASSP logo and the title "Assistant Principals: The Difference Makers". The video description reads: "I was an assistant principal for 10 years. Those were some of the hardest but most rewarding years of my career. It seems fitting that ...". The tweet has 6 replies, 21 retweets, and 59 likes.

[Danny Steele \(Principal\) | Twitter](#)



# Planning

- Communications Planning Recommendations
- Integrated Campaigns - Key Yearly Communications Moments
- Integrated Campaigns - Activation Template
- Content Calendar Sample
- Starter Implementation Timeline



# Communications Planning Recommendations

- Establish clear roles and responsibilities for all employees involved, and maintain visibility between SD47 and schools/programs (see [Governance](#) for more details and a suggested governance matrix)
- Plan communications using editorial and content calendars:
  - **Editorial calendars** provide a big-picture/long-term overview of your communications, highlighting the themes, subjects and key moments you'll be communicating around on a quarterly, seasonal, or yearly basis
  - **Content calendars** provide a detailed, day-by-day communication schedule, specifying the content you'll be sharing across different channels
- Hold messaging sessions at a regular cadence (e.g. quarterly) involving stakeholders at the SD47 and school/program level
- To ensure consistent, high-quality written and visual material is available to both SD47 and schools/programs, develop a **content repository** (potentially in the form of a shared drive) containing:
  - Evergreen written content that can be deployed at any time to address gaps in your content calendar (for example, a blog post about nature crafts)
  - Photographs from across SD47's school/programs events and classrooms for which subjects/parents have given sharing permissions
- Crisis communications – a separate plan needs to be created.





# Integrated Campaigns – Sample Outline for Key Communications Moments

- It is important to use communications channels strategically to ensure specific content is reaching the right audiences
- However, there are also key moments throughout the year where different components of the organization (schools, SD47, trustees) should activate together through an integrated campaign, in which a consistent message is delivered across multiple communication channels to maximize impact and demonstrate cohesion

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
The National Day for Truth and Reconciliation (30 <sup>th</sup> )	World Mental Health Day (10 <sup>th</sup> ) World Teacher's Day (5 <sup>th</sup> )			Literacy Week	Pink Shirt Day (Anti-Bullying) (22 <sup>nd</sup> )
MARCH	APRIL	MAY	JUNE	JULY	AUGUST
	Education Week	Mental Health Week May Day celebrations	National Indigenous Peoples Day (21 <sup>st</sup> ) High school graduations		Back-to-school



# Integrated Campaigns - Activation Template

	SD47	Schools	Trustees
Planning	<ul style="list-style-type: none"> <li>• Draft key messaging/base language to guide all content</li> <li>• Draft editorial calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities or note to parents can be considered</li> </ul>	
Website	<ul style="list-style-type: none"> <li>• Homepage feature post</li> <li>• SD47 Learns newsletter feature</li> </ul>		
Social Media	<ul style="list-style-type: none"> <li>• Facebook post</li> </ul>	<ul style="list-style-type: none"> <li>• Posts on active social media channels of each school (channel of choice may vary by school)</li> </ul>	<ul style="list-style-type: none"> <li>• Posts on active social media channels (channel of choice may vary by individual)</li> <li>• Resharing SD47, school posts</li> </ul>
Earned Coverage	<ul style="list-style-type: none"> <li>• Outreach/coordination with Powell River Peak</li> </ul>		
Paid Coverage	<ul style="list-style-type: none"> <li>• Ad in Powell River Peak or QL or other</li> </ul>		



# Content Calendar Sample

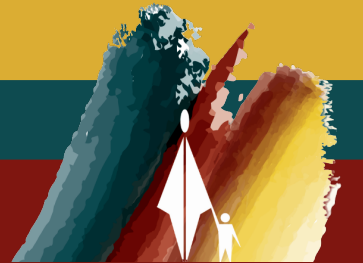
- Content calendars are useful in planning your expected content by month while allowing room to post unexpected, reactive content as needed

Date	Occasion	Content Type	Asset(s)	Channel(s)
6 June	Parent-teacher conference dates	Professional Activity	<ul style="list-style-type: none"> <li>Static Infographic</li> <li>Instagram and Facebook stories</li> </ul>	Facebook Twitter Instagram <i>*Board and school accounts</i>
8 June	Summer school district festival	Planned Event	<ul style="list-style-type: none"> <li>Static Infographic</li> <li>Carousel post</li> </ul>	Facebook Instagram <i>*Board and school accounts</i>
10 June	Henderson Elementary School Spotlight	Community Events / Spotlights	<ul style="list-style-type: none"> <li>Carousel post</li> <li>15s video of student</li> </ul>	Facebook Twitter Instagram <i>*Board and school accounts</i>
14 June	District Staff Meeting Reminder	Professional Activity	<ul style="list-style-type: none"> <li>Static infographic</li> <li>Instagram and Facebook stories</li> </ul>	Facebook Twitter Instagram
15 June	Community Education Meeting	Community Events /Spotlights	<ul style="list-style-type: none"> <li>Carousel post</li> <li>Sign-up form</li> </ul>	Twitter Facebook
25 June	Last Day of School Reminder	Professional Activity	<ul style="list-style-type: none"> <li>30s video</li> <li>Static Infographic</li> </ul>	Facebook Twitter Instagram <i>*Board and school accounts</i>



# Governance

- Governance Recommendations
- Sample Matrix
- Roles
- Building the Team



# Governance Recommendations

- For consistency and oversight in the communications process, assign specific roles to each step of the development and release process, organized by the different content categories identified in the SD47 stakeholder survey
- When implementing a governance structure, begin with organizing SD47 activities, then roll-out protocols within school
- It is recommended that each school assign a communications representative—this can be a classroom teacher, instructor, or member of the administration—committed to coordinating communications within their school and liaising with SD47 to ensure consistency and contribute to overall messaging and strategy



# Sample Matrix

	Changes that affect the classroom	School-wide events and announcements	Parent Advisory Council events	School-level emergency or urgent information	School-level website content / social media content
Communications lead	Classroom teacher	School communications rep	School communications rep	School communications rep	School communications rep
Communications delegate	School communications rep	Involved/leading classroom teacher	Parent Advisory Council member	SD47 communications lead	SD47 communications lead
Communications approval	School principal/vice-principal	School principal/vice-principal	School principal/vice-principal	School principal/vice-principal	SD47 Communications lead (Intern)
Sender/Release	Classroom teacher	School principal/vice-principal	School communications rep	School principal/vice-principal	School communications rep

SCHOOL-LEVEL COMMUNICATIONS

District-level events and announcements	District Parent Advisory Council events	District-level emergency or urgent information	Provincial level events and announcements	District-level website content / social media content
SD47 communications lead	SD47 communications lead	SD47 communications lead	SD47 communications lead	SD47 communications lead
Director(s) of Instruction	District Parent Advisory Council member	Director(s) of Instruction	Trustees	Director(s) of Instruction
Superintendent	Director(s) of Instruction	Superintendent	Superintendent	Director(s) of Instruction
Superintendent	SD47 Communications lead	Superintendent	Superintendent or Trustees	SD47 communications lead

DISTRICT-LEVEL COMMUNICATIONS



# Roles

## Communications Lead

- Proactively identifies when communications in their content category are needed
- Considers and identifies objective/strategy of communications
- Drafts and revises communications (or engages delegate to do so)
- Flags upcoming communications in staff meetings
- Socializes final drafts with school administration
- Shepherd drafts through the development process with an awareness of timelines (even if the draft is being created by a delegate)
- Holds accountability for completion
- \*proactive internal sharing of information on all aspects of the organization required for this role to be successful, other shifts in this model need to be considered.

## Delegate

- When engaged by the comms manager, holds first pen on communications draft and works with lead and approver to facilitate any expertise “translation” process and apply revisions

## Communications Approver

- Reviews drafts and provides suggestions/revisions
- Flags conflicts and concerns with content
- Acts as an advisor for lead and delegate

## Sender

- Releases or posts the final draft
- Cascades any responses/feedback to comms lead



# Building the Team

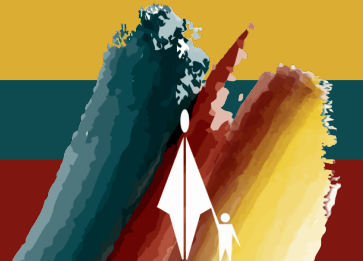
- **Director of Communications**
  - Strategy, long-term directional planning, stakeholder engagement
  - Planning editorial calendar
  - Facilitating feedback and messaging sessions
  - Website content strategy and governance process
  - Developing internal communications approach & liaising with key stakeholders
  - Crisis communications
  - Shared creation of outlined parts in manager role.
- **Communications and Content Manager (Title TBD)**
  - Creating assets (Canva, Adobe-proficient) and optimizing brand implementation
  - Managing social media use across schools/programs and SD47
  - Executing website development/content strategy
  - Managing data & analytics, optimizing communications impact
  - Digital community management
  - Outreach and alignment on communications between schools/programs and SD47
  - Maintaining best practices for/monitoring school/program use of web platform
  - Project managing communications plan implementation
- **Freelance Graphic Designer** (pop up design ops but also for brand work)
- **Freelance Videographer**





# Our Brand

- Brand Review
- Deploying Your Brand
- Assets & Templates
- Assets & Templates - Examples
- Website Relaunch: Considerations & Recommendations



# Brand Review

- Your brand includes the **visual touchpoints** by which your organization is recognized (your logo, your colours), **but it's more than this**—often misunderstood, “A brand is the sum of all expressions by which an entity (person, organization, company, business unit, city, nation, etc.) intends to be recognized.”
- Brand positioning refers to the space or ‘real estate’ those expressions and that recognition hold in the minds of the public, especially in relation to other organizations in your sector
  - Effective brand positioning is when your brand is perceived to be not just **recognizable, but favourable and unique within your sector**
- A brand review is an assessment of your brand’s efficacy, and asks two main questions:
  - Does the current brand reflect the identity and goals of the organization?
  - Is the brand effectively positioned?
- When reviewing your brand, or preparing for a rebranding exercise, consider the following questions:
  - *What makes our organization unique, or different from other school districts? (this can be intangible factors, like the psychological safety provided to learners, or tangible factors like the natural environment the organization is situated in)*
  - *What emotions do we want to be associated with our brand?*
  - *How would our employees/students/community describe our brand to a friend?*
  - *How have we changed as an organization in the last X years? What parts of our previous identity have we outgrown?*
  - *What would someone who doesn’t know our organization associate with our brand’s visual elements?*



# Visually Deploying Your Brand

- To build the credibility and profile of your organization, visual branding needs to be deployed with **consistency**
- Even small variations in how your organization **is visually presented can confuse your audiences understanding and recognition of the brand, or at worst make the organization appear unprofessional or disorganized**
- To ensure an understanding across your organization of how your brands communications and assets should look & feel, **a brand guidelines document should be created**
- More detailed brand guidelines are usually produced during an initial branding, and should include the following sections:
  - Brand story – the thinking and meaning behind the visual identity
  - Logos
  - Logo misuse (modifications to the logo presentation which should be avoided)
  - Brand name
  - Colours
  - Typefaces
  - Sizing
  - Imagery
  - Digital Guidelines
  - Physical Guidelines
  - Imagery use
  - Tone of voice
  - Grammar/style considerations
- However, a very brief, accessible set of brand guidelines can also be created to improve consistency in the deployment of existing branding—the most important aspects to cover here are:
  - Logos
  - Brand name | Note: SD47 is interchangeably identified as SD47, School District 47, Powell River School District 47, and the Powell River Board of Education – consider creating guidelines for how the brand name is to be presented internally and externally, and try to minimize the number of variations used
  - Colours
  - Typefaces
- By creating assets and templates, you can deploy consistent visual branding quickly – see next section



# Assets and Templates

- Assets and templates are reusable/adaptable graphic design resources that reflect your organization's visual branding and are deployed as the visual foundation of your communications
- Using assets and templates ensures that there is a consistent SD47 look & feel to all communications—through the use of assets and templates:
  - Brand recognition and trust is built amongst your audiences
  - More distributed accountability is possible in the communications development process, as any staff member can easily access and utilize the templates when developing a communication/content
  - Professional communications can be deployed more quickly
- Assets and templates are often generated during the rebranding process as an organization explores ways of expressing a new visual identity, but any organization can create basics assets and templates with their existing branding and quickly bring more rigour and professionalism to their communications
- The use of assets and templates is especially important for SD47 as an organization made up of multiple schools and programs—while the content shared by each school may be unique, the application of some SD47 branding through assets and templates will make all school communications recognizable as part of the SD47 family—in this way the successes shared schools are also recognized as SD47 successes, and audience engagement with school content is also engagement with SD47
- Recommended starter assets and templates for SD47 (using existing branding):
  - Email signatures (for all staff)
  - Newsletter template
  - Templates/headers for regular update emails
  - PowerPoint templates
  - Customizable collateral for school accounts within SD47
    - For recognition of schools and programs as branches of the SD47 brand family, a uniform approach to social media collateral (profile pictures, biographies, banner, snackable post templates) should be adopted
  - District-wide Photography bank with approved/permissions-received images from schools, events



# Assets and Templates - Examples

- Email signatures (for all staff)

**Jane Doe**  
Communications Coordinator  
They / Them

*This email was sent from the lands of the Coast Salish peoples, specifically the traditional territory of the Tla'amin Nation on which Powell River School District resides. We value the opportunity to live, learn, and share educational experiences here.*

[jane.doe@sd47.bc.ca](mailto:jane.doe@sd47.bc.ca)

D: +1 604 414 1234



**Powell River Board of Education**

4351 Ontario Avenue  
Powell River, BC | V8A 1V3  
Canada

[sd47.bc.ca](http://sd47.bc.ca)

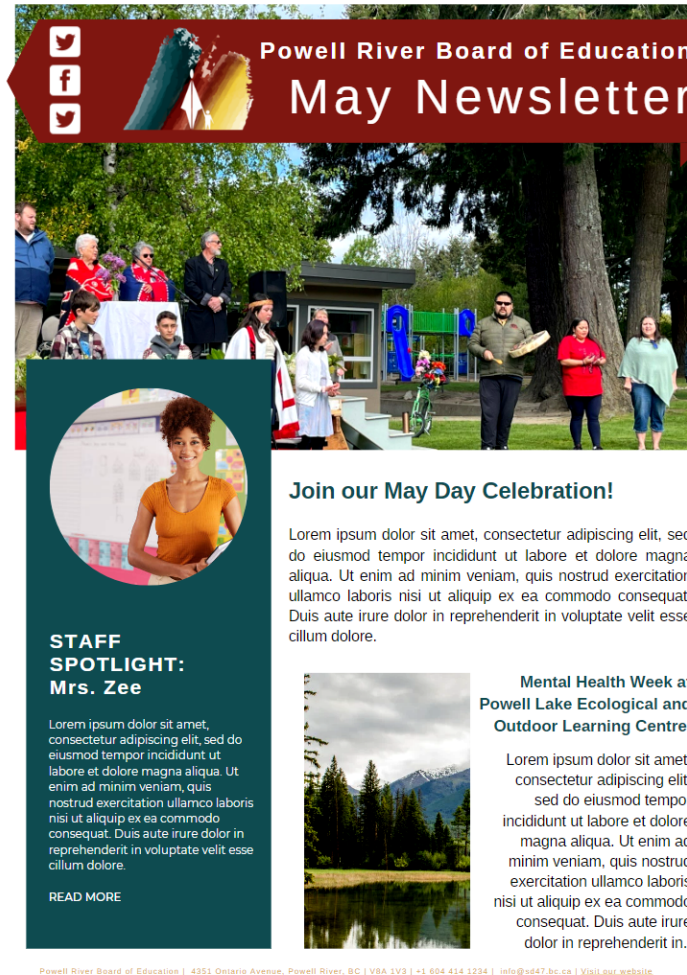


Learn about how SD47 is celebrating Education Week [here](#).



# Assets and Templates - Examples

- Newsletter template



**Powell River Board of Education**  
**May Newsletter**

**Join our May Day Celebration!**

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**STAFF SPOTLIGHT:**  
**Mrs. Zee**

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[READ MORE](#)

**Mental Health Week at Powell Lake Ecological and Outdoor Learning Centre**

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# Assets and Templates - Examples

- Templates/headers for regular update emails



Hello all,

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem.

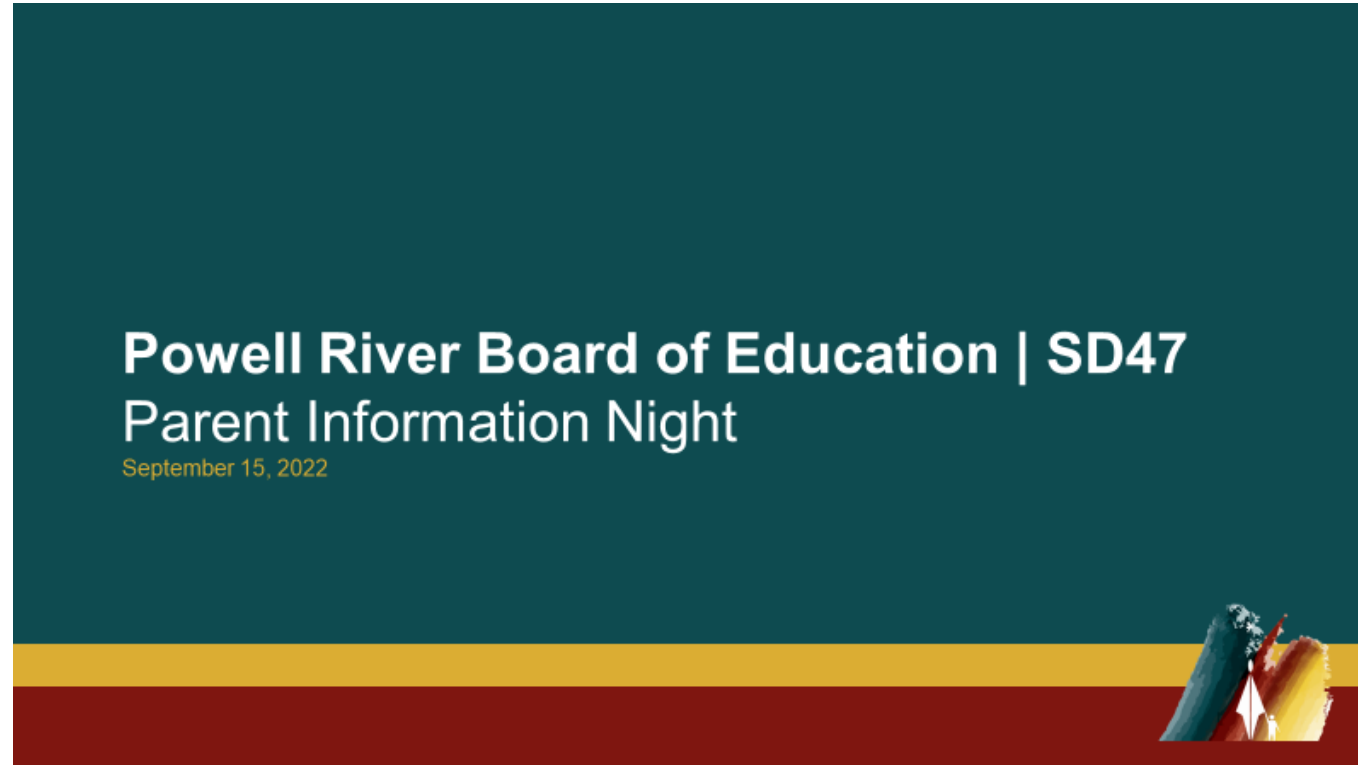
Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?

Best wishes,  
Jane



# Assets and Templates - Examples

- PowerPoint template





# Assets and Templates - Examples

- Customizable collateral for school accounts within SD47
- For recognition of schools and programs as branches of the SD47 brand family, a uniform approach to social media collateral (profile pictures, biographies, banner, snackable post templates) should be adopted

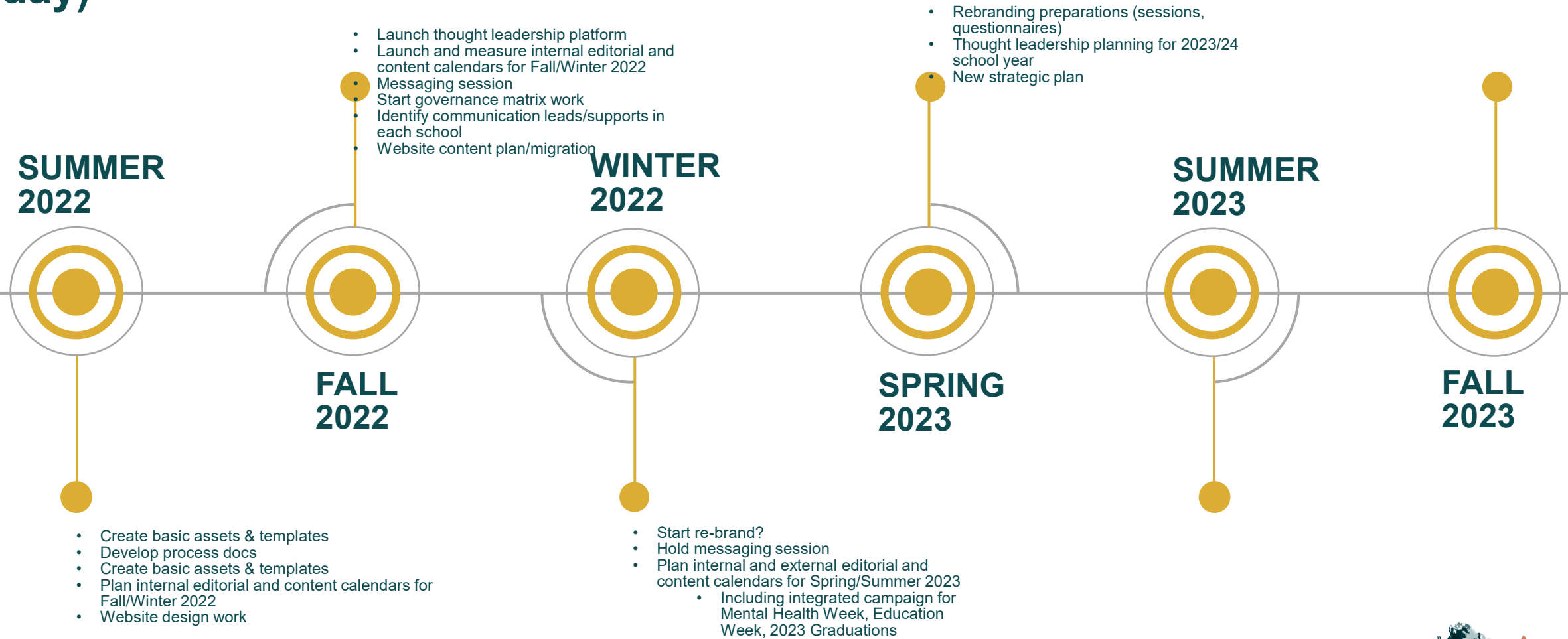


# Website Relaunch: Considerations

- To drive more visitors to the relaunched website, consider implementing a Search Engine Optimization (SEO) strategy, which will improve your website’s ranking and prominence in response to user queries on Google—in other words, it makes an individual interested in topics related to your brand more likely to find you
- Digital communications (see Governance – Building Your Team) plan or decision matrix for coordinating website content and social content, providing guidance as to which pieces of website content will be amplified on social, and which content pieces will exist exclusively on the website or social media platforms
  - Social Media Roadmap can be used for guidance
- Many users will access the website from mobile devices to access information on-the-go—consider opportunities for responsive web design, which utilizes code that adjusts the presentation of your website display clearly from any device, be it a desktop screen, a tablet, or a phone
- To support the development of a thought leadership platform and to provide an accessible home for other owned content, it is recommended that the relaunched website include a blog component or dedicated way to categorize a “news + updates” section
- Video content strategy opportunity for relaunched website: partnership with Powell River Digital Film School?



# Starter Implementation Timeline (for strategy work, not including day to day)





**Youth Restorative Action Project Proposal  
to School District 47  
2023-24**

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Appendix A – YRA Terms of Reference

Appendix B – YRA 2022-23 Priorities

## BACKGROUND

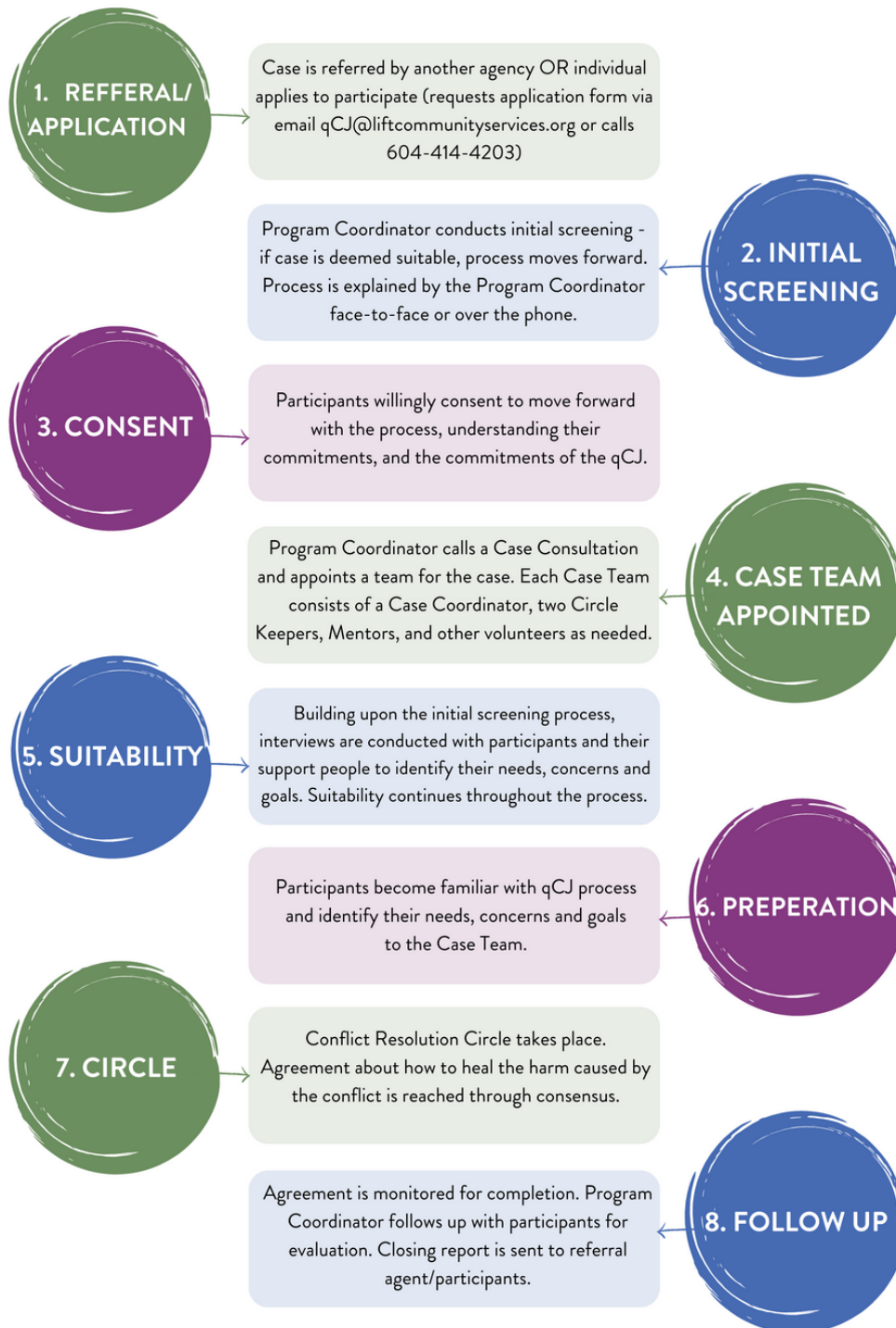
### *qathet Community Justice (qCJ)*

qathet Community Justice aims to restore relationships where conflict or crime have caused and address the underlying issues that perpetuate injustice. We use a Restorative Justice model to facilitate dialogues between victims (affected parties) and offenders (responsible parties). These dialogues, or Circles, address the harms caused by conflict and crime and empower those directly impacted to determine consequences for harmful actions. Since inception, we have accepted both youth and adult cases, with the RCMP as our primary referral source for youth cases. We also facilitate sensitive community conversations on a wide variety of topics – past topics have included environmental justice, the name change, harm reduction, and more - train community members in Restorative Justice and Conflict Resolution and run a mentorship program for volunteer Circle Keepers.

qathet Community Justice (qCJ) is a volunteer-based program administered by Lift Community Services. Our program began in 2004 on Texada Island and has since grown to provide services to the qathet Region. In 2017, we partnered with Lift Community Services to help improve our service delivery. We have approximately 30 volunteers: Circle Keepers, Caseworkers, Committee Members, Trainers, Board Members, etc. We have a governance structure independent of Lift and are pursuing BC Society Status in the hopes of becoming a charity in the coming years. Our annual operating budget varies between \$75,000-\$250,000. A budget breakdown is included in Section 4 of this proposal.



## Case Process



## *Youth Restorative Action (YRA)*

In 2018, our “qCJ Schools Committee” began strategic planning for a youth-led branch of our program. Our initial group was made up of educators, counsellors, parents, youth 19-24, and community members. We began developing relationships at Brooks Secondary School: meeting with administrators, hosting “lunch and learns” with school staff, collaborating with youth on projects, giving in-class student presentations, and training teachers in Restorative Justice. By late 2019 we had developed the first draft of our strategic plan.

In 2020, we were joined by our first youth Restorative Justice champion, a student at Brooks. Since then, leadership has steadily transitioned to youth, with qCJ staff and volunteers in a support role. We presently meet at Brooks Secondary every two weeks with a core leadership team of 5 students, one from each grade. Numerous other students attend meetings irregularly, volunteer at events, attend training, and support Youth Restorative Action where able.

We host 1-2 strategic planning meetings annually to check in on goals and refine activities for the year. Our most up-to-date Terms of Reference is included as **Appendix A – YRA Terms of Reference**. Our priorities for the 2022-23 School Year are included as **Appendix B – YRA 2022-23 Priorities**.

In general, the goal of YRA is to empower youth to build a culture of accountability, authenticity and community. It is both preventative and responsive. Activities include: youth facilitator training, mentorship on Restorative Justice casework, community dialogue circles, leadership meetings, presentations to students, staff, admin and the public, knowledge sharing through social media, resource development, evaluation & reporting, and more. Details are included in Appendix A.

One of the priorities outlined by youth for the 2022/23 school year is partnership development with sd47 administration. We have developed this proposal to share the work that youth are doing in qathet and begin the conversation about a formalized partnership with School District 47 so that the work may continue.



# YOUTH RESTORATIVE ACTION MISSION



\*Mission statements developed by YRA Committee, November 2021



## PROJECT APPROACH & PURPOSE

### *Services*

\*note that these options are budget dependent

1. Youth Capacity Building:
  - Mentorship (i.e. in Restorative Justice casework)
  - Training (ex. Restorative Justice, communication skills, conflict resolution)
  - Community Engagement
2. Non-Youth Supports:
  - Professional Development (i.e. training and workshops)
  - Conflict Facilitation (ex. facilitate or co-facilitate Restorative Justice Circles with admin & staff)
  - Access to Restorative Justice (ex. support parents and students who want to heal from school-related conflict/crime)
3. Youth Referrals:
  - Case Management

### *Supports Needed*

- A) Identify Restorative Approaches as a Priority (ex. In the SD47 2023-26 Strategic Plan)
- B) Develop a Memorandum of Understanding or Protocol (see SD47 AP352, Police Action in Schools or MOU RJPSC-SD46, pending approval to share from SD46) and adjust Administrative Procedures to reflect Restorative Approaches where necessary
- C) Provide Financial Support



### *Why Should SD47 Support YRA?*

Through our RCMP referrals, we have found that youth bullying and harassment, sometimes paired with substance misuse, are ongoing issues within our community. If impacts are not explored, both parties become dehumanized, and the cycle of violence continues. Leaning on a crime and punishment mindset encourages youth to justify their harmful actions, because it's "fair" - ie. It's okay to punish (harm) someone because they did something wrong (harmed another person). This further victimizes people who have been harmed by encouraging a vigilante narrative of "they got what was coming to them." More often than not, there is not a black and white picture of who is the "victim" and who is the "offender." Restorative Justice is about accountability and understanding the true impact of the harm caused. It is well-equipped to navigate the nuance of peer-to-peer conflicts.

The activities of YRA are both preventative and responsive. Skills developed through these activities can be utilized in conflict resolution, collaborative decision-making and reparations of harm, resulting in stronger relationships with peers, educators and the community at large. Communication skills development and social bonds are protective factors to criminal involvement and interpersonal violence.<sup>1</sup> If a crime or rule violation has occurred, Restorative Justice ensures that perpetrators are given increased supports, a deeper understanding of the impact of their actions on others, and the opportunity to repair the harm where possible. As traditional punishment (charges, incarceration, suspension, expulsion) often results in isolation and exclusion from peers and the wider community, it can interfere with successful rehabilitation and reintegration, and can contribute to reoffending, violence, alcohol and drug use.<sup>2 3</sup>

We expect the Youth Restorative Action project to achieve the following outcomes: increase youth capacity for non-violent communication and conflict-resolution; increase youth leadership capacity; increase supports and interventions for youth at-risk; decreases crime rates for youth; increase availability of restorative knowledge, tools and resources; help build a strong sense of community in SD47; and support SD47 staff and administration in continuing to build a restorative school district.

## *Alignment with SD47 Values*

The work of Youth Restorative Action is strongly aligned with the existing policies, procedures and values of SD47. Some examples include:

- The SD47 Strategic Plan for 2019-2023 highlights all three of our core values: respect, responsibility and collaboration. Other shared values include dignity, empathy, relationships, and engagement.<sup>4</sup> The theme of Engagement and Connections aligns with YRA, in particular, Goal 1, Objective 1: to “implement strategies that meet the preferred communication and engagement needs of our students and stakeholders.”<sup>5</sup> Over 175 surveys were conducted with Grade 8 students in 2020-21 and 2021-22 schools years, with 62% of students indicating that they wish Restorative Justice had been available to them prior to being surveyed.
- AP311: Safe Schools indicates that “the District is committed to fostering school environments with are orderly and purposeful, non-violent, free of physical and psychological harm, (and) respectful and sensitive to diversity.” To accomplish this, the District “will work collaboratively with the police and other partners responsible for the development and maintenance of a peaceful society...community organizations will be invited to help maintain safe schools.”<sup>6</sup> Examples of unsafe behaviour included in that policy which overlap with qCJ’s core mandate and the work of YRA include: “bullying behaviour, cyberbullying, discrimination, harassment, intimidation and sexual violence.”<sup>7</sup>
- AP350: Student Conduct/Code of Conduct indicates that “incidents of bullying harassment or intimidation and other types of serious misconduct are addressed quickly, effectively and in ways that restore or strengthen relationships.”<sup>8</sup>
- AP352: Police Action in Schools provides an example for partnership agreements external to SD47. It highlights the importance of SD47 policies being “consistent with the spirit of the Youth Criminal Justice Act.”<sup>9</sup> The Youth Criminal Justice Act highlights the importance of extrajudicial measures (explicitly including Restorative Justice) throughout. Relevant sections include: s.4-5; s.10; s.19, and s.42.<sup>10</sup>
- AP355: Student Discipline procedures indicate that “consequences for inappropriate behaviour are to direct students to attain the attributes of an educated citizen and are to support the District’s core values. An educational component that will help students understand the relationship between misbehaviour and its impact on others can be vital to the discipline process. Wherever practical and appropriate, students will be provided with opportunities to make restitution for their misbehaviour.”<sup>11</sup>
- Other policies which may support the use of Restorative Justice include: AP148: Self/Peer Media Exploitation; AP152: Complaints; AP325: Child Abuse Investigations in Schools; and more.

---

## CITATIONS

<sup>1</sup> Ministry of Children and Youth Services (2013). Stepping Up: A Strategic Framework to Help Ontario's Youth Succeed. Prepared for the Government of Ontario. Retrieved from <http://www.children.gov.on.ca/htdocs/English/documents/topics/youthopportunities/steppingup/steppingup.pdf>

<sup>2</sup> Wong, J., Bouchard, J., Gravel, J., Bouchard, M. & Morselli, C. (2016). Can at-risk youth be diverted from crime? A meta-analysis of restorative justice diversion programs. *Criminal Justice and Behavior*. 43. 1310-1329. 10.1177/0093854816640835.

<sup>3</sup> Ministry of Children and Youth Services (2013). Stepping Up: A Strategic Framework to Help Ontario's Youth Succeed.

<sup>4</sup> Powell River School District 47. (2019). Strategic Plan 2019-2023. School District 47, p. 6.

<sup>5</sup> Ibid. p. 11

<sup>6</sup> Powell River School District 47. (2022). Administrative Procedure 311: Safe Schools, *Administrative Procedures Manual*, p. 1-2.

<sup>7</sup> Ibid.

<sup>8</sup> Powell River School District 47. (2022). Administrative Procedure 350: Student Conduct/Codes of Conduct, *Administrative Procedures Manual*, p. 1.

<sup>9</sup> Powell River School District 47. (2022). Administrative Procedure 352: Police Action in Schools, *Administrative Procedures Manual*, p. 1.

<sup>10</sup> Youth Criminal Justice Act, S.C.2002, c.1, s.4-5; s.10; s.19, and s.42

<sup>11</sup> Powell River School District 47. (2022). Administrative Procedure 355: Student Discipline, *Administrative Procedures Manual*, p. 1.

## BUDGET BREAKDOWN

A budget breakdown is included below with three variations: 1) qCJ Basic Operational Budget (without YRA programming, included for context), 2) qCJ-YRA Basic Operational Budget, and 3) qCJ-YRA Ideal Operational Budget. These numbers reflect the bare minimum required for the programs to function. We are confident we can source local community funds to supplement these basic operational needs (ex. Food for youth-led community events, printing of training resources, etc). With this in mind, we are requesting \$12,000 in financial support from School District 47, which represents 10% of our basic operational YRA needs.

*Revenue*

Revenue	Secured	Unsecured
CAP	\$4,000	
Civil Forfeiture	\$40,000	
Federal		\$75,000
ResilienceBC	\$7,500	
qRD		\$8,750
City of Powell River		\$8,750
Donations		\$1,000
SD47		\$7,500
Project-based		\$10,000
	\$51,500	\$111,000

Expenses

Expenses	No YRA	YRA Basic	YRA Ideal
<b>Salaries and Benefits</b>			
qCJ Program Manager	\$61,123	\$61,123	\$61,123
YRA Coordinator	\$0	\$20,017	\$50,043
<b>Training and Pro-D</b>			
Caseworker Training	\$4,000	\$4,000	\$4,000
Youth Training	\$0	\$2,000	\$2,000
Travel	\$0	\$0	\$0
<b>Program Supplies</b>			
General	\$1,000	\$1,000	\$2,000
Youth Program	\$0	\$0	\$500
Office Supplies & Printing	\$0	\$0	\$0
<b>Honoraria</b>			
Newsletter	\$0	\$1,000	\$1,200
Social Media	\$0	\$0	\$1,200
<b>Meetings and Events</b>			
Volunteer Appreciation	\$1,000	\$1,000	\$1,500
Refreshments, Casework	\$1,200	\$1,200	\$1,200
Youth-led Dialogue Circles	\$0	\$0	\$500
<b>Telephone and Internet</b>			
qCJ Program Phone	\$1,105	\$1,105	\$2,210
Office Internet	\$1,524	\$1,524	\$1,524
Workshop Delivery	\$0	\$0	\$0
<b>Advertising and Promotion</b>			
PR Peak Advertising	\$0	\$0	\$1,000
<b>Professional Fees</b>	\$0	\$0	\$0
<b>Equipment Purchases</b>	\$0	\$0	\$0
<b>Rent and Utilities</b>			
Rent	\$10,428	\$10,428	\$10,428
Utilities	\$1,400	\$1,400	\$1,400
<b>Janitorial</b>	\$0	\$0	\$0
<b>Fees, Membership and Dues</b>			
VIRRJA	\$25	\$25	\$25
RJABC	\$50	\$50	\$50
<b>*Administration</b>			
Lift	\$12,428.25	\$15,701	\$21,105.45
<b>Total</b>	<b>\$95,283.24</b>	<b>\$120,373</b>	<b>\$161,808.45</b>

\*Administration currently includes insurance, finance, HR, software (MS Teams/Office 365) and management support

# Youth Restorative Action Committee

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## *Terms of Reference*



Updated: July 2022

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# ACKNOWLEDGEMENT AND BACKGROUND

We live and work on the homelands and territories of the Tla'amin People. We honour the land, the Tla'amin People and their treaty and continually seek to strengthen our relationship and responsibilities to them as guests in the territory.

We acknowledge that Restorative Justice and much of qCJ's practice has been appropriated from numerous Indigenous traditions including: Navajo (Peacemaker Courts ), Maori (concepts of muru & utu ) , Hawaiian (ho'oponopono ), Aghani (jirga), Palestinian (sulha), Celtic (Brehon laws), and various African Tribal councils. In particular, much of our process is based upon knowledge gifted to Barry Stuart and Kay Pranis (white settlers) by Mark Wedge (Carcross-Tagish First Nation) and Harold and Phil Gatensby (Carcross-Tagish and Danka T'lingit First Nation). It is also strongly influenced by the traditions of Hollow Water First Nation and Dakota Ojibway Peoples. Restorative Justice and qCJ are built upon thousands of years of Indigenous practice and held up by the continuous work of People of Colour.

The qCJ Schools Committee (Youth Restorative Action) is the result of many years of hard work and engagement. We were formalized in the Summer of 2020 but began outreach and planning long before. We would like to thank the staff, students, teachers, parents, and administration of Brooks Secondary School for their engagement. We would also like to thank the numerous Restorative Justice Schools Programs in the region that assisted us along the way including: Arrowsmith Community Justice, South Island Wellness Society, John Howard Society Victoria, and the Restorative Justice Program of the Sunshine Coast. qathet Community Justice is proud to have evolved from Texada Island Restorative Justice and is thankful for the remarkably dedicated stewardship of that program by Jane Waterman. Thank you to Maureen Mason for guiding us through her 'Scope & Sequence' process.

This document was prepared by Chelsea Friesen and Siobhan Brown and based off strategic planning conducted with Theresa Verdiel, DJ Fourchalk, Maureen Mason, Jane Waterman, Natalie Verdiel, Abby Head and Erica Dolsen in 2020.

# DEFINITION OF TERMS

**Chair:** Guides the dialogue of the Committee. See page 8 for more information.

**Committee:** Youth Restorative Action committee, responsible for planning, organizing and implementing project meetings, events and activities.

**Community Justice:** A concept of justice involving a variety of principles/practices/theories including Restorative Justice. <https://qathetcj.org/the-qcj-approach/>

**DEI:** Diversity, Equity and Inclusion

**Personal Information:** Recorded identifiable information about an individual including but not limited to: name, address, phone number, race, national or ethnic origin, religion, sexual orientation, family status, medical information, criminal or employment history.

**qCJ:** qathet Community Justice

**Restorative Justice/RJ:** A philosophy and set of values that qCJ is, in part, based upon. RJ focuses on accountability, safety and empowerment. <https://qathetcj.org/restorative-justice/>

**Secretary:** Keeper/recorder of information for the Committee. See page 8 for more information.

**Steering Committee:** the governing body of qCJ.

**Talking Piece:** An object of significance that is passed between participants in a Circle when speaking. It is a tool to aid in upholding the values and practices of Restorative Justice. Only the person holding the talking piece may speak.

**YRA:** Youth Restorative Action

# PURPOSE

## Mandate

qCJ works in support of all schools in qathet: students, teachers, administrators, staff and parents.

Our schools program takes a collaborative design approach to address conflict and community building. Our goal is to support members of the school community in utilizing a restorative, whole-school approach to justice.

We do this work because we believe that there is always an opportunity to learn and grow as a community, and that effective communication builds empathy and improves the well-being of all people.

Our hope is that our work will contribute to building a community of support, trust and understanding, where all people are empowered and accountable for their actions.



# Vision Statements

Working together to create a system that prioritizes relationships with communication and respect at its centre.

Building safety by supporting students mental and emotional growth.



Contribute to a community of support and understanding by empowering each other.



The whole Brooks community using Restorative practices to resolve conflict.



Using Restorative Practices to create a safe environment where people can take accountability for their actions.

## Values

### Learning

We believe there is always more to learn, especially when we learn through sharing experiences. We value creativity, adaptability and personal growth as an intrinsic part of learning.

### Empathy

Communication is at the heart of what we do. We believe that understanding is built through listening with compassion.

### Well-being

We value a holistic approach to justice that prioritizes trust, safety and healing. We aim to look at the big picture or the whole person, not just the event/conflict.

## Methods

Facilitate conflict resolution and restorative approaches to discipline when needed.



**Facilitation**



**Collaborative Design**



**Mentorship**

The design, development and implementation of the program is youth-led and supported by qCJ. It remains responsive to the needs of youth within the community while upholding the values of qCJ.

Support schools to utilize a restorative and equitable approach through teaching and modelling.

# COMMITTEE

The Youth Restorative Action Committee is a Sub-Committee of qathet Community Justice. It is expected that the group honour the vision and values of qCJ. For more information on qCJ, visit [www.qathetCJ.org](http://www.qathetCJ.org). The Committee is responsible for the development and execution of sustainable programming as outlined in the 'Purpose' section of this document.

- The Committee membership consists of existing qCJ volunteers, experienced community members and students, teachers, parents, administration, staff of SD47.
- The Committee will primarily be youth-led, in that youth will assume the primary roles and decision making. Non-youth members will be there for support, training and mentoring.
- The Committee must have a Chair and a Secretary who will be democratically elected by the Committee members.
- There is currently no maximum membership. Should the size of the Committee begin to impede decision-making, a new structure will be discussed.
- Expected membership is one year. There is no maximum length of membership.
- Guests are welcome. As a courtesy, kindly inform the Chair if inviting a guest.

## Chair

The Chair is responsible for leading and guiding meetings of the Committee. The Chair is responsible for the following:

1. Facilitating meetings to ensure agenda items are addressed, Committee Members are heard, and business is conducted effectively and in a manner in line with qCJ principles
2. Preparing and amending agendas for meetings with input from Secretary and Program Coordinator
3. Staying in tune with community needs and wants, and presenting these for discussion at Committee meetings
4. Monitoring the performance of the Committee and of the Program Coordinator
5. Reporting the Committee activities to qCJ Steering Committee (or through program coordinator) at monthly meetings and communicating any necessary information from Steering to the group.

## Secretary

The Secretary of the Steering Committee is the keeper of information for qCJ. The Secretary is responsible for the following:

1. Timely recording and production of the minutes.
2. Ensuring electronic distribution of agendas and minutes to all Committee Members at least one week before (agendas) or after (minutes) scheduled meeting
3. Management of past agendas, minutes, and all information relevant to Committee business
4. Acting as a resource for information and reference point for Committee Members

## Social Media Manager

Responsible for the management of YRA's Instagram account. The Social Media Manager is responsible for the following:

1. Maintaining confidentiality of account password
2. Creation of posts that are "on brand" (see: Social Media Guidelines & Tips document) - ideally 1x month
3. Coordinating posts from other members - Ideally 1x month
4. Posting content that is 'on brand'
5. Getting approval from members on the slack social media channel one week prior to posting
6. Review comments & messages and flag anything important to committee (weekly)

## YRA Program Coordinator

The Program Coordinator oversees the program and provides support, mentorship and supervision. As this position is awaiting funding, the qCJ Program Manager is currently responsible for the following duties:

1. Providing mentorship and support.
2. Supervision of the program, ensuring qCJ values are upheld.
3. Overseeing a Google Drive account (including Schools Folder) and Microsoft Teams account (including Schools Channel). \*
4. Acting liaison between YTC, qCJ and various partnerships/community members.
5. Administrative tasks.

*\*All members will have access to the Google Drive. Teams membership will depend on the nature of involvement with qCJ and YRA. Materials and information (except personal information) should be considered open to share with the public unless explicitly stated.*

# MEETINGS

- Meetings will be held at least once per month at the discretion of the Committee.
- Decisions will be made through consensus.
- Wherever possible, a talking piece will be used in meetings.
- Remote attendance to Committee Meetings (ex. video-conferencing or phone call) will be permitted. In person attendance is strongly preferred.
- If not able to attend a meeting, the Chair should be alerted in advance.
- The decision to cancel a meeting due to lack of attendance will be made by the Chair. Ideally, the decision will be made no later than one week before the scheduled meeting.



# STRATEGIC PLAN

Note: The Strategic Plan is a work in progress. The following information and outlines are open to discussion and amendment as decided by the Committee. The Strategic Plan reflects proposals for funding submitted by qCJ staff in the Fall of 2021.

qCJ's Youth Restorative Action (YRA) program is youth-led, centering on Restorative Justice approaches to conflict resolution and community discussions. Through training and mentorship, youth will be equipped to facilitate their own peer discussion Circles, lead their own social media campaigns and organize youth outreach events. With the support and supervision of qCJ staff/volunteers, youth will build and design the structure of the project from the beginning, tailoring the scope and direction of events and activities as they see fit.

## Activities

### **i. Youth Facilitator Training**

Focus on Restorative Justice theory and practice, non-violent conflict resolution, anti-oppressive and trauma/violence informed practice, decolonization, and communication skills. Curriculum to be complemented by mentorship period.

### **ii. Restorative Justice Casework:**

Trained youth facilitators (with adult supports) will facilitate RJ Circles in response to peer conflicts, school violations, youth with pro-criminal behaviours, or criminal activity. Referral partners: school district, RCMP, Crown, MCFD, Tla'amin, etc.

### **iii. Outreach Events/Community Circles (monthly):**

Youth will design and lead their own events for community outreach.

### **iv. Presentations to Youth, School Staff & Community Partners:**

Presentations on Restorative Approaches and YRA to youth (classrooms, youth groups), school staff (teachers, principals, counsellors) and project partners/community supports (school boards, parent advisory, etc.).

#### v. Workshops:

YTC Program Coordinator to teach workshops with assistance from youth. Focus on communication skills and non-violent conflict resolution. Target at-risk youth with help from community partners.

#### vi. Evaluation:

Includes debriefing, surveys, participant interviews, committee reports, etc.

#### vii. Partnerships & Knowledge-sharing:

All knowledge, tools and resources (within the confines of our confidentiality policy) will be shared with local/regional partners. Partners will be included in implementation of events and/or Circles where appropriate.

## Stages of Implementation

### Stage 1: Building Understanding

#### Internal

1. Develop group cohesion
2. Values & What If
3. Elevator Speech
4. Generate Options

#### External

1. Engagement List
  - The Who
  - The How
2. Develop Materials
  - Brochures/resources
  - Presentation
  - Written guide for presentations
3. Environmental Scanning
  - Informal
  - Formal - survey, meetings, etc.
4. Engagement
  - Presentations, meetings, etc.
5. Develop Buy-In and Partnerships

## Stage 2: Engage

Youth (ages 13-18) will be recruited for the committee. Once the leadership group and baseline understanding of Restorative Action is established, youth will tailor recruitment process. This can be done through various social media platforms, presentations (classrooms, youth groups, school boards, parent advisory, etc.) and outreach events with support from qCJ staff.

## Stage 3: Empower ←

Youth participants will receive training in Restorative Justice, Diversity, Equity and Inclusion, and communication skills. Regular meetings will be held and community issues/topics will be chosen for community discussion Circles. Conflict-based cases among youth (bullying, vandalism, B&E, etc.) will continue to be accepted by qCJ in collaboration with Brooks/School District and the RCMP. Youth will be mentored to facilitate their own conflict resolution Circles and mediate conflict between peers. Youth will design a smooth referral process to meet their needs.

## Stage 4: Support

Youth will be supported by qCJ staff and the Schools Coordinator to build the program as they see fit. Should growth be a priority, the program will expand to support youth under the age of 13 and youth will spearhead elementary school education and training.

## SCHOOL YEAR 2022/23 PLAN

### Priorities:

1. *SD47/Admin (4)*
  - a. Organize Pro-D presentation and/or Teacher training
  - b. Present as an option for discipline – non-violent, relational
  - c. Partnership agreement/MOU
  - d. Funding
  - e. Jasmine Marshman (principal), Mike Hilaran, Larkin, Doyle (vp's) - who has discipline portfolio?
2. *Grade 8 Presentations (3)*
  - a. Start reaching out to teachers end of September, presentations in November (RJ week is Nov 20-26<sup>th</sup>)
3. *Elementary Presentations (3)*
  - a. Reach out to elementaries in fall to schedule spring presentations
  - b. Grade 4+
  - c. Include teacher tools
4. *Casework (1)*
5. *Community Events (1)*
  - a. Look at existing events, community connections

### Committee Structure

*Chair:* Finn (Safiyah & Erin substitute)

*Secretary:* Erin (Safiyah substitute)

*Social Media:* Abi

\*To discuss: individual portfolios (ie. Casework, presentations, community visibility, etc.)

## SCHOOL YEAR 2022-23

July 2022	August 2022	September 2022	October 2022
<ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• July 27 - Community Dialogue: Waste Management</li> <li>• Admin connections</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 24 - Community Dialogue: Rural Living</li> <li>• Reintegration Circle</li> </ul>	<ul style="list-style-type: none"> <li>• PAC presentation?</li> <li>• Training Refresher?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher, admin presentation</li> <li>• Reach out to elementary schools</li> </ul>
November 2022	December 2022	January 2023	February 2023
<ul style="list-style-type: none"> <li>• Grade 8 Presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Youth Training</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary School Presentations</li> <li>• Casework???</li> </ul>
March 2023	April 2023	May 2023	June 2023
<ul style="list-style-type: none"> <li>• Casework??</li> </ul>			

## SUMMER 2022

Event	Date	Notes
Community Dialogue: Waste Management Prep	July 27, 4-5pm	Abi, Safiyah
Community Dialogue: Waste Management	July 27, 5-7pm	Larry Gouthro Park
Community Dialogue: Rural Living Prep	TBD early August	Finn, Erin
Community Dialogue: Rural Living	August 24, 5-7pm	Willingdon Beach
Backlog Social Media	Open	Abi 1, Safiyah 1, Finn 1 Abi & Safiyah can make posts, Finn & Erin can give content ideas. There's a channel in slack.
Prep for School Year	Open	- Presentations: SD47/School board (option for discipline, partnership agreement/MOU, funding), PAC (funding), Grade 8s (visibility), Pro-D



Phone: 604-414-4203 / Fax: 604.485.9244

Email: [qCJ@liftcommunityservices.org](mailto:qCJ@liftcommunityservices.org)

Address: #218-6975 Alberni Street, Powell River, BC V8A 2B8



**SCHOOL DISTRICT NO. 47 (POWELL RIVER)**

**POWER TO SUSPEND**

**2022-2023**

**ELEMENTARY SCHOOLS**

- Edgehill – Jamie Burt, Courtney Leigh, Dan Doyle, Ashley Nordman
- Henderson – Matthew Hull, Nicole Burnett, Stephen Ball
- Kelly Creek – Jennifer Kennedy, Andrew Shostak, Jennifer Brander
- James Thomson – Bill Rounis, Caroline Brennan, Jenna Filewich
- Texada – Rhonda Gordon, Mike Sanford, Carol Wyatt
- Westview – Shannon Behan, Raun Rainbow, Michelle Shipley

**SECONDARY SCHOOLS**

- Brooks – Jasmin Marshman, Tanya Larkin, Michael Hilleren, Michelle Doyle
- Brooks Offsite – Oceanview Education Centre – Jasmin Marshman, Tanya Larkin, Michael Hilleren, Michelle Doyle, Krista Bangham (Head Teacher)
- Oceanview Education Centre/PIE – Don Fairbairn, Stephanie Hall, Jody Dendewicz
- Connect-Ed – Jasmin Marshman, Tanya Larkin, Michael Hilleren, Michelle Doyle, James Hanson
- Ahms Tow – Jasmin Marshman, Tanya Larkin, Michael Hilleren, Michelle Doyle, James Hanson

**Board of Education (School District 47)**

4351 Ontario Avenue Powell River, BC V8A 1V3 Canada  
sd47.bc.ca • 604 485 6271



**SCHOOL DISTRICT NO. 47 (POWELL RIVER)**

**SECTION 177 - MAINTENANCE OF ORDER**

**2022 - 2023**

Persons authorized to "direct" or "require assistance" are the administrative officer(s) for each school and the following authorized employees:

<b><u>SCHOOL</u></b>	<b><u>ADMINISTRATIVE OFFICER(S)</u></b>	<b><u>OTHER EMPLOYEES</u></b>
Brooks Secondary	Jasmin Marshman - Principal Tanya Larkin - Vice-Principal Michelle Doyle – Vice-Principal Michael Hilleren – Vice-Principal	Tony Rice - Teacher Pam Ellis – Teacher Bryce Biasutti - Teacher Aaron Cramb – Custodian Jacquie Scarpelli – Office Manager
Edgehill Elementary	Jamie Burt - Principal	Courtney Leigh – Vice Principal Dan Doyle – Teacher Ashley Nordman – Teacher Sarah Bigold – Office Manager Shirley Wilson - Custodian
Henderson Elementary	Matthew Hull - Principal	Stephen Ball - Teacher Nicole Burnett - Teacher Brian Burroughs - Custodian
James Thomson Elem.	Bill Rounis - Principal Caroline Brennan – Vice Principal	Ruth Mackenzie - Teacher Jenna Filewich – Teacher Brittany Stainton – Teacher Glenda Wilson - Custodian

Kelly Creek Community	Jennifer Kennedy - Principal	Andrew Shostak – Teacher Jennifer Brander – Teacher Keely Spengler – Office Manager Shayne Lai - Custodian
Texada Elementary	Rhonda Gordon - Principal	Mike Sanford – Head Teacher Carol Wyatt - Teacher
Westview Elementary	Shannon Behan - Principal Raun Rainbow – Vice-Principal	Michelle Shipley – Teacher
Oceanview Education Centre/PIE	Don Fairbairn – Principal/PIE Stephanie Hall – Principal/PIE	Jody Dendewicz - Teacher Kirsten Wuthrich - Teacher
Brooks Offsite  (Alternate Program @ Oceanview Education Centre on Nootka Avenue)	Jasmin Marshman – Principal Tanya Larkin – Vice Principal Michael Hilleren – Vice Principal Michelle Doyle - Vice Principal	
Ahms Tow	Jasmin Marshman – Principal Tanya Larkin – Vice Principal Michelle Doyle – Vice Principal Michael Hilleren – Vice Principal James Hanson - Teacher	
District	Jay Yule - Superintendent of Schools Steve Hopkins – Secretary Treasurer	



# Switzerland and Italy

June 10th , 2022

**Letter of intent :**

## **Switzerland / Italy European International trip for students**

Dear School Board trustees / Bill Rounis:

During Spring Break, 2024, we are planning to take a group of approximately 30 students on an international trip from Switzerland to Italy. This will be our 15<sup>th</sup> international trip.

The Group Leader for this trip will be Mr. Kris Heuckroth, plus 4 other chaperones TBA. Other chaperones will be added for a ratio of 6 students per chaperone. If we continue to have an extended Spring Break, Students should not miss any instructional time and the chaperones should not need any release time. As we are travelling with a tour company, however, our departure and return flights cannot be guaranteed. We will do everything possible to minimize the amount of disruption to educational time.

For this trip, we will make it mandatory for students to purchase the EF Peace of Mind insurance, thus eliminating any risks if trips are to be cancelled due to unforeseen circumstances.

We are planning to raise funds through such activities as garage, meat and healthy pizza sales. The bulk of our fundraising will be through the purchase of grocery store gift cards. Previous trips have proven that these fundraising activities have allowed any student to travel regardless of their own personal financial situation

If there are any concerns, please let us know.

Mr. Kris Heuckroth

Brooks Secondary School





# Powell River School District

## Financial Statement Discussion and Analysis

### 2021/2022

#### Introduction

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes for School District No. 47 (Powell River) for the year ended June 30, 2022. The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations, which enhance the reader's understanding of the school district's financial statements as well as the factors that influenced the financial results presented in these statements. The preparation of the Financial Statement Discussion and Analysis is the responsibility of the management of the school district

#### Overview of School District 47

School District No. 47 is situated in a beautiful coastal community on the Upper Sunshine Coast in the qathet Regional District and on the traditional territory of the Tla'amin Nation. Just over 130 km from Vancouver, BC, Powell River is surrounded by forest, mountains, and many freshwater bodies of water and is part of the coastal mountain range. With the Pacific Ocean to its west, the region enjoys a temperate climate. The qathet Regional District currently has a population of 20,070 (Statistics Canada: 2016 Census).

The District serves approximately 3,000 students in four K-7 elementary schools, one dual track K-7 elementary school, one remote island K-7 elementary school, one K-12 online learning school, two alternate schools, and one 8-12 secondary school.

A number of additional program opportunities are provided including Before and After School Care, Early Learning and Strong Start Programs, French Immersion, ƳaƳuθəm Language, Dual Credit Academics and Trades, an International Student Program as well oversees an Auditory Outreach Program on behalf of the Province.

All decisions made by the Powell River School District are guided by its vision and core values and based on research and consultation. Similarly, the district's initiatives and resources are aligned to support its commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable, and connected organization.

## Our Vision

To enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic, and pluralistic society.

## Our Mission

To prepare students, within a safe, inclusive, and dynamic environment to face a changing world as lifelong learners and informed, responsible citizens.

## Our Values



## Strategic Priorities and Goals

The strategic priorities and goals for the Powell River School District are established on a rolling four-year planning cycle and are summarized in departmental operational plans and school growth plans. The board-approved plan supports the specific strategic goals identified in operational plans and school growth plans.

For 2021/2022 specifically, the Board supported the allocation of resources in support of:

Literacy and Numeracy

Counselling and Mental Health

Family Supports

Indigenous History, Culture and Language

Libraries

Applied Design, Skills and Technologies

Technology

Health and Safety of Students and Staff

## Enrolment

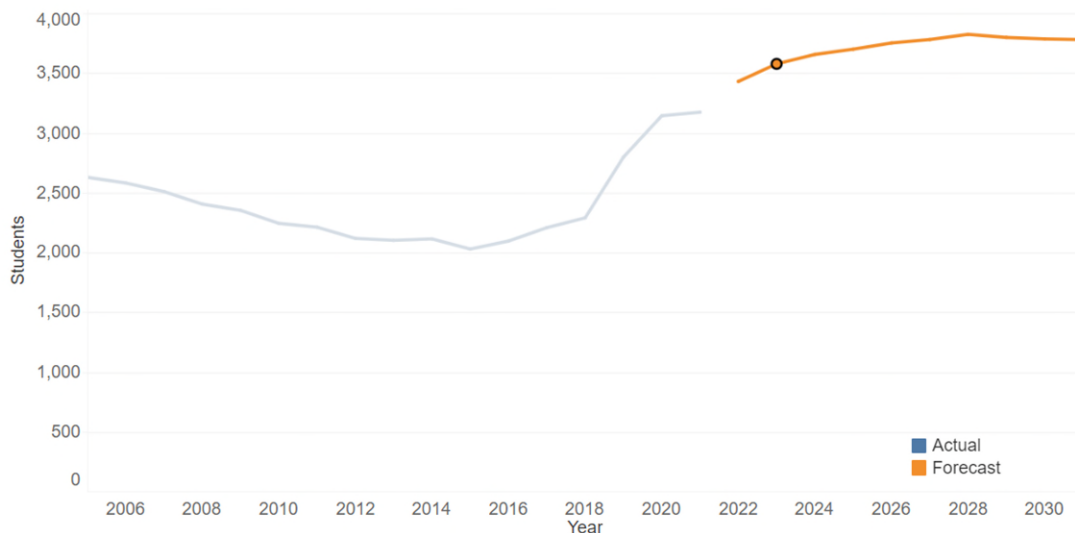
The Powell River School District is funded primarily through an operating grant received from the Ministry of Education. The operating grant is based on student enrolment which is compiled through a data collection process in September, February, May and July. The District receives a fixed amount per full-time equivalent student (FTE). The School District also receives supplementary grants for students who are identified as having unique needs and for other demographic and unique geographical factors. District staffing levels are driven directly by student enrolment. Since salaries and benefits make up almost 80 percent of District expenses, reliable enrolment data is essential for financial planning.

## Number of Students Across All Grades 2021/22

Student Group	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Total
All Students	224	230	265	262	241	265	259	230	229	198	253	211	292	15	3,174
Indigenous	18	18	41	32	29	35	30	43	37	31	39	28	39	msk	422
Students With Special Needs	msk	msk	34	39	37	56	47	56	63	57	65	54	79	msk	604

\*Other includes elementary ungraded, secondary ungraded, and graduated adults in the school system

## Student Enrolment Over Time



## **Understanding School District 47 Financial Statements**

The District uses fund accounting and deferral accounting and each of its funds has certain restrictions in accounting for funds received and expended. These methods are primarily used in the public sector where the goal is to avoid budget deficits while providing the greatest benefit to the public by strategically allocating the resources that are available. In this respect, school districts are expected to ensure that available funds are being used in the most efficient way possible to maximize the potential benefit of each dollar and in the specific manner for which they were intended.

**The District's financial statements include the following audited statements:**

- **Statement of Financial Position (Statement 1)**
- **Statement of Operations (Statement 2)**
- **Statement of Changes in Net Financial Assets (Debt) (Statement 4)**
- **Statement of Cash Flows (Statement 5)**

The notes to the financial statements provide information regarding the District's accounting policies and details what is included in the account balances in the financial statements. Following the notes to the financial statements are supplementary unaudited schedules that provide information about the individual funds.

### **Changes in Accumulated Surplus (Deficit) (Schedule 1)**

Summarizes the surplus (deficit for the year and accumulated surplus amounts for each of the three funds (Operating, Special Purpose, and Capital Funds).

### **Operating Fund (Schedule 2)**

The operating fund includes operating grants and other revenue used to fund instructional programs, school and district administration, facilities operations, custodial services, maintenance, and transportation.

### **Special Purpose Fund (Schedule 3)**

The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Community LINK, Ready Set Learn and School Generated Funds).

### **Capital Fund (schedule 4)**

The capital fund includes capital expenditures related to facilities and equipment that are funded by Ministry of Education capital grants, operating funds, and special purpose funds. An annual deficit in the capital fund that is a result of amortization expense and budgeted capital assets purchased from operating and special purpose funds exceeding the amortization of deferred capital revenue plus budgeted local capital revenue is permitted under the Accounting Practices Order of the Ministry of Education.

## Financial Highlights

92% of the School District's operating revenue comes from the Ministry of Education. The amount of funding is determined through an allocation formula that considers student enrollment and various other supplements including recognition of the unique geographic needs of our region. The balance of operating revenue consists of International Student fees, funding through our local education agreement with the Tla'amin Nation, a funding agreement with School District 93, support from the Industry Training Authority as well as some building leases, investment income and other miscellaneous revenues.

Salary and benefit costs continue to account for almost three quarters of the organizations operating costs with the remainder spent on various services, supplies and utilities.

Below is a summary list of considerations that influenced the organizations financial outlook for the school year including significant planned and unplanned expenditures of note.

## Summary of Significant Events

### Enrolment and Revenue

- Total annualized enrolment of approximately 3,100 students includes enrolment of over 30% in a blended online learning program
- 22% of the operating grant from the Ministry of Education and Childcare was derived from the supplement for Unique Student Needs
- International Student enrolment returned to pre pandemic levels

### Service Delivery and Spending

- Before and After School Programming introduced at elementary schools
- Significant resources added to ensure a robust offering of healthy food choices for students in need
- The position of District Principal of Indigenous Education was created along with other Indigenous focused supports
- Elementary Vice-Principal position was added to Edgehill Elementary
- Creation of a Director of Communications position
- Engaged a consultant to assist with the overhaul of the district policy and procedure manuals

### Capital Works and Equipment Replacement

- Completion of an LED lighting upgrade and installation of a solar system at Brooks Secondary
- Replacement of the all-weather artificial field at Brooks Secondary
- Completed renovations on Texada to accommodate future early learning or daycare programming
- Expanded playgrounds at each of Henderson, Westview and Texada Elementary Schools
- Installation of car charging stations at Kelly Creek Community School, Oceanview Education Centre and at Edgehill, and James Thomson Elementary Schools
- Replaced the roofing systems at Edgehill and James Thomson Elementary

- Replaced the bleachers and divider curtain at Brooks Secondary
- Completed the outdoor classroom at Henderson Elementary and started construction of another at Edgehill Elementary
- Expanded the inventory of outdoor furniture at multiple school sites

#### COVID-19 Related

- Staffing included daytime custodial services in every school building
- PPE made available to students and staff
- Continued utilization of Merv 13 filters
- Installation of auto flush valves in washrooms throughout the district
- Utility costs reflective of pandemic related measures to improve indoor air quality

## Financial Analysis of the School District

### Statement of Financial Position

	2022	2021	Variance \$	Variance %
<b>Financial Assets</b>				
Cash and Cash Equivalents	9,247,733	7,418,399	1,829,334	25 %
Accounts Receivable - MOECC	50,000	142,338	(92,338)	(65 %)
Accounts Receivable - Other	200,505	186,313	14,192	8 %
<b>Total Financial Assets</b>	<b>9,498,238</b>	<b>7,747,050</b>	<b>1,751,188</b>	<b>23 %</b>
<b>Liabilities</b>				
Accounts Payable	2,468,363	2,196,740	271,893	12 %
Unearned Revenue	472,429	515,518	(43,089)	(8 %)
Deferred Revenue	832,548	568,191	264,357	47 %
Deferred Capital Revenue	38,025,548	36,580,467	1,448,081	4 %
Employee Future Benefits	817,819	788,119	29,700	4 %
<b>Total Liabilities</b>	<b>42,616,863</b>	<b>40,649,035</b>	<b>1,967,828</b>	<b>5 %</b>
<b>Net Debt</b>	<b>(33,118,625)</b>	<b>(32,901,985)</b>	<b>(216,640)</b>	<b>1 %</b>
<b>Non-Financial Assets</b>				
Tangible Capital Assets	46,874,255	46,035,013	839,242	2 %
Prepaid Expenses	113,505	90,289	23,216	26 %
<b>Total Non-Financial Assets</b>	<b>46,987,760</b>	<b>46,125,302</b>	<b>862,458</b>	<b>2 %</b>
<b>Accumulated Surplus</b>	<b>\$ 13,869,135</b>	<b>\$ 13,223,317</b>	<b>\$ 645,818</b>	<b>5 %</b>

- Increased cash balances due in part to increased accumulated surplus as well as unspent funds associated with prospective daycare buildings, construction of which has been delayed

## Income Statement

### Revenues

The tables below summarize actual operating revenues and expenditures as compared to budgeted:

	<b>Actual</b>	<b>Budgeted</b>	<b>Variance</b>
Operating Grant, Ministry of Education	\$ 33,510,757	\$ 33,011,404	\$ 499,353
Other MOE Grants	437,309	419,130	18,179
Provincial Grants - Other	145,872	100,000	45,872
International Tuition	1,192,761	975,000	217,761
Other Education Authorities	129,477	118,275	11,202
First Nations (LEA)	974,724	877,909	96,815
Miscellaneous Revenues	317,593	82,000	235,593
Rentals	143,648	97,400	46,248
Interest	49,191	32,500	16,691
<b>Total Operating Revenue</b>	<b>\$ 36,901,332</b>	<b>\$ 35,713,618</b>	<b>\$ 1,187,714</b>

- Higher than forecasted DL and students with unique needs account for much of the additional government grant revenue

### Expenses

	<b>Actual</b>	<b>Budgeted</b>	<b>Variance</b>
<b>Salaries</b>			
Teachers	\$ 12,122,027	\$ 12,095,475	\$ 26,552
Principals & Vice-Principals	2,019,687	2,008,125	11,562
Education Assistants	2,065,719	2,203,931	(138,212)
Support Staff	2,738,334	2,748,477	(10,143)
Other Professionals	1,576,031	1,824,628	(248,597)
Substitutes	1,226,938	1,238,571	(11,633)
<b>Total Salaries</b>	<b>21,748,736</b>	<b>22,119,207</b>	<b>(370,471)</b>
Employees Benefits	4,833,000	4,962,237	(129,237)
<b>Total Salary and Benefits</b>	<b>26,581,736</b>	<b>27,081,444</b>	<b>(499,708)</b>
Services and Supplies	8,549,235	8,604,336	(55,101)
Utilities	815,444	660,000	155,444
<b>Total Services and Supplies</b>	<b>9,364,649</b>	<b>9,264,336</b>	<b>100,313</b>
<b>Total Operating Expense</b>	<b>\$ 35,946,415</b>	<b>\$ 36,345,780</b>	<b>\$ (399,365)</b>

<b>Operating Surplus for the year</b>	<b>\$ 954,917</b>	<b>(\$ 632,162)</b>	<b>\$ 1,587,079</b>
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- Education Assistant hours went unfilled because of a limited number of qualified staff
- Communication and Technology Director positions weren't filled until late in the year
- Director of Operations position was vacated and unfilled in the latter part of the year



## Special Purpose Fund Contribution Summary

The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how the funds are spent. The following special purpose funds have been included in the 2021/22 audited statements:

Annual Facility Grant (AFG)	\$120,337	These funds are used throughout District schools to address ongoing maintenance and improvement needs.
Learning Improvement Fund (LIF)	\$113,245	Funding used specifically to augment Educational Assistants' hours providing additional support to complex learners.
School Generated Funds & Bursaries	\$1,122,015 <i>\$543,953 Deferred</i>	Funds that are generated locally at the school level and used for school operations and in support of students.
Strong Start	\$128,000 <i>\$11,376 Deferred</i>	Strong Start early learning centres provide school-based, drop-in programs for children aged birth to five and their parents or caregivers.
Ready, Set, Learn	\$14,700	Eligible RSL events for 3 to 5 year old's and their parents are hosted to support early learning.
Official Languages in Education French Programs (OLEP)	\$57,934	Funding for core French-language and Immersion programs and curriculum resources.
Community Link	\$209,303 <i>\$10,782 Deferred</i>	Funding for programs and initiatives to improve the education performance of vulnerable students, including both academic achievement and social functioning.
Classroom Enhancement Fund (CEF)	\$2,228,558	Eligible expenses includes teacher staffing, overhead staffing and equipment costs resulting from restoration of class size and composition language.
Ventilation Fund	\$50,000 <i>\$50,000 Deferred</i>	To improve ventilation in schools.
Auditory Outreach Program	\$1,470,761 <i>\$216,593 Deferred</i>	Auditory Outreach assists schools throughout the province address the needs of school-aged students through loans of assistive listening devices for individual students with hearing loss identified as needing this technology for school use.

# Capital Funds

The Strategic Facilities Plan adopted by the Board in January 2021 identifies long term capital needs and acts as a guide when making applications to government in support of capital planning.

The District is required to submit a five-year capital plan to the Ministry of Education for additional funding for capital projects as described below.

**Annual Facilities Grant (AFG)** funds are used throughout District schools to address ongoing maintenance and improvement needs.

**School Enhancement Program (SEP)** projects are investments that contribute to the safety and function of the school while extending the life of the asset.

**Carbon Neutral Capital Program (CNCP)** projects are investments that contribute to measurable emission reductions and operational costs savings expected as a result of completed projects.

**Playground Equipment Program (PEP)** projects are investments in new or replacement equipment that is universal in design.

**Local Capital** is a fund consisting of resources set aside by the Board targeted in support of capital needs not otherwise funded by the province. Examples of such investments include portable classrooms and equipment such as maintenance vehicles.

	2021/2022 Capital Spending
AFG (Capital Portion)	\$ 510,124
SEP	\$ 1,105,000
CNCP	\$ 220,000
PEP	\$165,000
Local Capital	\$595,460
Other – City of Powell River / Community Forest	\$269,150

- The section titled *Summary of Significant Events* includes information describing some of the projects undertaken as part of the capital plan

## Future Considerations – Risks and Opportunities

COVID-19 – the ongoing impact on school operations and finances stemming from the COVID-19 pandemic, although diminishing, are ongoing.

Powell River schools are near, and in some instances, at capacity. With the active real estate market over the last few years there has been a slow but incremental increase in the local student population. The district may have to consider strategies such as changes to the current grade configuration or additional investments into portable classrooms in the not-too-distant future.

School Districts across the Province are continuing to face significant challenges in the recruitment and retention of qualified staff and School District 47 has been no different with several strategic positions taking longer than anticipated to fill, or in some cases remain vacant.

School District 47 was recently confirmed to be one of the select few Provincial Service Providers for Online Learning, this opportunity will keep the school District in growth mode for the foreseeable future.

## **Contacting Management**

This financial report is designed to provide the School District's stakeholders with a more general but more detailed overview off the school district's finances and to demonstrate increased accountability for the public funds received by the school district. If you have questions about this financial report, please contact the Office of the Secretary-Treasurer at (604) 414 2604.

Audited Financial Statements of

# **School District No. 47 (Powell River)**

And Independent Auditors' Report thereon

June 30, 2022

# School District No. 47 (Powell River)

June 30, 2022

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# School District No. 47 (Powell River)

## MANAGEMENT REPORT

**DRAFT**

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 47 (Powell River) 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. 47 (Powell River) (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 monthly basis and externally audited financial statements yearly.

The external auditors, MNP 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. 47 (Powell River) 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. 47 (Powell River)

**DRAFT**

Signature of the Superintendent of Schools of the Board of Education \_\_\_\_\_ Date Signed \_\_\_\_\_

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

Signature of the Secretary Treasurer

Date Signed

## Independent Auditor's Report

---

To the Board of Education of School District No. 47 (Powell River) and the Minister of Education:

### **Opinion**

We have audited the financial statements of School District No. 47 (Powell River) (the "School District"), which comprise the statement of financial position as at June 30, 2022, and the statements of operations, statement of changes in net debt and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements present the financial position of the School District as at June 30, 2022 and the results of its operations, remeasurement gains and losses, changes in net debt and its cash flows for the year then ended in compliance with, in all material respects, the financial reporting framework based on Section 23.1 of the Budget Transparency and Accountability Act and the Province of British Columbia's Treasury Board Regulations 257/2010 and 198/2011.

### **Basis for Opinion**

We conducted 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 School 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 these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for opinion.

### **Emphasis of Matter**

We draw attention to Note 2 which describes the financial reporting framework being followed by School District No. 47 (Powell River).

### **Other Information**

Management is responsible for the other information. The other information obtained at the date of this auditor's report comprises of Unaudited Schedules 1-4 attached to the audited financial statements and Financial Statement Discussion and Analysis but does not include the financial statements and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information 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 the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. 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 presentation of these financial statements in accordance with the financial reporting framework based on Section 23.1 of the Budget Transparency and Accountability Act and the Province of British Columbia's Treasury Board Regulations 257/2010 and 198/2011, 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 School District's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management intends to liquidate the School District or to cease operations, or has no realistic alternative but to do so.

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

### ***Auditors' 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 these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgement and maintain professional skepticism 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 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 School District's internal control
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- 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 School 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, future events or conditions may cause the School 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 statements 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.

Campbell River, BC

September 14, 2022

Chartered Professional Accountants



# School District No. 47 (Powell River)

## Statement of Financial Position

As at June 30, 2022

	2022 Actual	2021 Actual (Restated)
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	9,247,733	7,418,399
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	50,000	142,338
Other (Note 3)	200,505	186,313
<b>Total Financial Assets</b>	<b>9,498,238</b>	<b>7,747,050</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	2,468,363	2,196,740
Unearned Revenue (Note 9)	472,429	515,518
Deferred Revenue (Note 6)	832,704	568,191
Deferred Capital Revenue (Note 7)	38,025,548	36,580,467
Employee Future Benefits (Note 8)	817,819	788,119
<b>Total Liabilities</b>	<b>42,616,863</b>	<b>40,649,035</b>
<b>Net Debt</b>	<b>(33,118,625)</b>	<b>(32,901,985)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 10 & 20)	46,874,255	46,035,013
Prepaid Expenses	113,505	90,289
<b>Total Non-Financial Assets</b>	<b>46,987,760</b>	<b>46,125,302</b>
<b>Accumulated Surplus (Deficit) (Note 18)</b>	<b>13,869,135</b>	<b>13,223,317</b>

Contingent Liabilities (Note 11)

Approved by the Board

Signature of the Chairperson of the Board of Education

Signed

Signature of the Superintendent

Signed

Signature of the Secretary Treasurer

Date Signed

DRAFT

# School District No. 47 (Powell River)

Statement 2

Statement of Operations  
Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual (Restated) \$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	38,047,812	<b>38,390,011</b>	38,357,190
Other	100,000	<b>145,872</b>	128,300
Tuition	975,000	<b>1,192,761</b>	516,651
Other Revenue	1,904,546	<b>2,438,827</b>	1,965,962
Rentals and Leases	97,400	<b>143,648</b>	126,654
Investment Income	35,000	<b>53,391</b>	31,459
Amortization of Deferred Capital Revenue	1,585,275	<b>1,712,193</b>	1,641,299
<b>Total Revenue</b>	<u>42,745,033</u>	<u><b>44,076,703</b></u>	<u>42,767,515</u>
<b>Expenses</b>			
Instruction	35,133,750	<b>34,346,233</b>	32,361,264
District Administration	1,763,059	<b>1,647,672</b>	1,429,836
Operations and Maintenance (Note 20)	5,688,886	<b>6,248,869</b>	6,396,447
Transportation and Housing	1,058,524	<b>1,188,111</b>	1,123,404
<b>Total Expense</b>	<u>43,644,219</u>	<u><b>43,430,885</b></u>	<u>41,310,951</u>
<b>Surplus (Deficit) for the year</b>	<u>(899,186)</u>	<u><b>645,818</b></u>	<u>1,456,564</u>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>13,223,317</b>	11,766,753
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<u><u><b>13,869,135</b></u></u>	<u>13,223,317</u>

# School District No. 47 (Powell River)

Statement of Changes in Net Debt

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual (Restated) \$
<b>Surplus (Deficit) for the year</b>	<u>(899,186)</u>	<u>645,818</u>	<u>1,456,564</u>
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets		(2,864,734)	(2,132,723)
Amortization of Tangible Capital Assets (Note 20)	1,854,799	2,025,492	1,918,610
<b>Total Effect of change in Tangible Capital Assets</b>	<u>1,854,799</u>	<u>(839,242)</u>	<u>(214,113)</u>
Use of Prepaid Expenses		(23,216)	(5,962)
<b>Total Effect of change in Other Non-Financial Assets</b>	<u>-</u>	<u>(23,216)</u>	<u>(5,962)</u>
<b>(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)</b>	<u>955,613</u>	<u>(216,640)</u>	<u>1,236,489</u>
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Debt</b>		<u>(216,640)</u>	<u>1,236,489</u>
<b>Net Debt, beginning of year</b>		<u>(32,901,985)</u>	<u>(34,138,474)</u>
<b>Net Debt, end of year</b>		<u><u>(33,118,625)</u></u>	<u><u>(32,901,985)</u></u>

**School District No. 47 (Powell River)**

Statement 5

Statement of Cash Flows

Year Ended June 30, 2022

	2022 Actual	2021 Actual (Restated)
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	645,818	1,456,564
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	78,146	(191,225)
Prepaid Expenses	(23,216)	(5,962)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	271,623	(177,014)
Unearned Revenue	(43,089)	191,435
Deferred Revenue	264,513	(5,005)
Employee Future Benefits	29,700	58,851
Amortization of Tangible Capital Assets (Note 20)	2,025,492	1,918,610
Amortization of Deferred Capital Revenue	(1,712,193)	(1,641,299)
<b>Total Operating Transactions</b>	<u>1,536,794</u>	<u>1,604,955</u>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(2,864,734)	(2,132,723)
<b>Total Capital Transactions</b>	<u>(2,864,734)</u>	<u>(2,132,723)</u>
<b>Financing Transactions</b>		
Capital Revenue Received	3,157,274	1,525,251
<b>Total Financing Transactions</b>	<u>3,157,274</u>	<u>1,525,251</u>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<u>1,829,334</u>	997,483
<b>Cash and Cash Equivalents, beginning of year</b>	<u>7,418,399</u>	6,420,916
<b>Cash and Cash Equivalents, end of year</b>	<u><u>9,247,733</u></u>	<u>7,418,399</u>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	<u>9,247,733</u>	7,418,399
	<u><u>9,247,733</u></u>	<u>7,418,399</u>



# POWELL RIVER BOARD OF EDUCATION SCHOOL DISTRICT NO. 47

## *FINANCIAL STATEMENT NOTES* *YEAR ENDED JUNE 30, 2022*

### **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. 47 (Powell River)", and operates as "School District No. 47 (Powell River)." 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 and Child Care. School District No. 47 (Powell River) 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 Sept 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(l).

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(l), 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.



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***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

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

a) Basis of Accounting (cont'd)

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, 2021 – decrease in annual surplus by \$90,433

June 30, 2021 – increase in accumulated surplus and decrease in deferred contributions by \$37,413,838

Year-ended June 30, 2022 – increase in annual surplus by \$1,445,081

June 30, 2022 – increase in accumulated surplus and increase in deferred contributions by \$38,025,548

b) Cash and Cash Equivalents

Cash and cash equivalents include cash and highly liquid securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

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



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***FINANCIAL STATEMENT NOTES  
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**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

d) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

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 (l).

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) Prepaid Expenses

Insurance premiums, and software licensing and support, are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

g) 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 13 – Interfund Transfers and Note 18 – Accumulated Surplus).



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SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
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**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

h) 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, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. 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.

i) 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 and 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.





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***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

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

i) Liability for Contaminated Sites (cont'd)

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.

j) 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.

k) 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



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***FINANCIAL STATEMENT NOTES  
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**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

k) Tangible Capital Assets (cont'd)

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

l) 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.



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***FINANCIAL STATEMENT NOTES  
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**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

l) Revenue Recognition (cont'd)

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.

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.

m) 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 Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, 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.



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SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

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

n) 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.

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.

o) Statement of Remeasurement Gains and Losses

A statement of re-measurement gains and losses has not been presented as the District does not hold any financial assets or liabilities that would give rise to remeasurement gains or losses.



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***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

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

p) Future Changes 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 [Consolidated] Statement of Operations.

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.



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***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

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

p) Future Changes in Accounting Policies (Continued)

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**

	2022	2021
Due from Federal Government	\$101,031	\$67,119
Due from Others	99,474	119,194
	<u>\$200,505</u>	<u>\$186,313</u>

**NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER**

	2022	2021
Trade and other payables	\$977,179	\$695,782
Salaries and benefits payable	100,346	81,268
Deductions Payable	1,390,838	1,419,690
	<u>\$2,468,363</u>	<u>\$2,196,740</u>

**NOTE 5 EXPENSE BY OBJECT**

	2022	2021
Salaries	\$24,579,935	\$23,555,174
Benefits	5,374,500	5,266,833
Services and supplies	11,450,958	10,570,334
Amortization	2,025,492	1,918,610
	<u>\$43,430,885</u>	<u>\$41,310,951</u>



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***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 6 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. Detailed information about the changes in deferred revenue are as follows:

	<u>2022</u>	<u>2021</u>
Balance, beginning of year	\$ 568,191	\$573,196
Increases:		
Provincial Grant – MOE	\$4,601,476	\$5,494,664
Other	1,122,015	723,302
	<u>5,723,491</u>	<u>6,217,966</u>
Decreases:		
Transfers to Revenue	<u>5,458,978</u>	<u>6,222,971</u>
Net Changes for the year	<u>264,513</u>	<u>5,005</u>
Balance, end of the year	<u><u>\$832,704</u></u>	<u><u>\$ 568,191</u></u>



**POWELL RIVER BOARD OF EDUCATION  
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***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 7 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. Detailed information about the changes in deferred capital revenue is as follows:

	Deferred Cap Revenue	Unspent Def. Cap Revenue	Total 2022	2021
Balance, beginning of year (Restated)	\$36,580,467	\$ -	\$ 36,580,467	37,504,271
Increases:				
Transfers from DC - capital additions	2,269,274		2,269,274	1,525,251
Provincial Grants – MECC		2,000,124	2,000,124	1,525,251
Provincial Grants - Other		888,000	888,000	
Other		269,150	269,150	
	2,269,274	3,157,274	5,426,548	3,050,502
Decreases:				
Amortization	1,712,193		1,712,193	1,615,684
Transfers to DCR - Capital Additions		2,269,274	2,269,274	1,525,251
Net Changes	557,081	888,000	1,445,081	(90,433)
Balance, end of the year	\$37,137,548	\$ 888,000	\$ 38,025,548	\$ 37,413,838
Prior Period Adjustment				(833,371)
Balance, end of the year, as restated				\$36,580,467





**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 8 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.

	2022	2021
<b>Reconciliation of Accrued Benefit Obligation</b>		
Accrued Benefit Obligation – April 1	\$846,802	\$837,805
Service Cost	69,769	69,999
Interest Cost	22,099	19,693
Benefit Payments	(79,325)	(53,660)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial Gain	(55,505)	(27,035)
Accrued Benefit Obligation – March 31	<u>\$803,840</u>	<u>\$846,802</u>
<b>Reconciliation of Funded Status at End of Fiscal Year</b>		
Accrued Benefit Obligation – March 31	\$803,840	\$846,802
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(803,840)	(846,802)
Employer Contributions After Measurement Date	18,000	6,834
Benefits Expense After Measurement Date	(25,220)	(22,967)
Unamortized Net Actuarial (Gain) Loss	(6,759)	74,816
Accrued Benefit Liability – June 30	<u>\$(817,819)</u>	<u>\$(788,119)</u>
<b>Reconciliation of Change in Accrued Benefit Liability</b>		
Accrued Benefit Liability – July 1	\$788,119	\$729,268
Net expense for Fiscal Year	120,191	119,345
Employer Contributions	(90,491)	(60,494)
Accrued Benefit Liability – June 30	<u>\$817,819</u>	<u>\$788,119</u>



**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

**FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022**

**NOTE 8 EMPLOYEE FUTURE BENEFITS (Continued)**

	2022	2021
<b>Components of Net Benefit Expense</b>		
Service Cost	\$70,762	\$69,942
Interest Cost	23,359	20,295
Amortization of Net Actuarial Loss	26,071	29,109
Net Benefit Expense	<u>\$120,191</u>	<u>\$119,345</u>

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

Discount Rate – April 1	2.50%	2.25%
Discount Rate – March 31	3.25%	2.50%
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	10.0	9.7

**NOTE 9 UNEARNED REVENUE**

	2022	2021
Balance, beginning of year	<u>\$515,518</u>	<u>\$324,083</u>
Changes for the year:		
Increase:		
Tuition fees	455,892	505,792
Rental/Lease of facilities	16,537	9,726
	<u>472,429</u>	<u>515,518</u>
Decrease:		
Tuition fees	505,792	308,670
Rental/Lease of facilities	9,726	15,413
	<u>515,518</u>	<u>324,083</u>
Net changes for the year	<u>(43,089)</u>	<u>191,435</u>
Balance, end of year	<u>\$472,429</u>	<u>\$515,518</u>



**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

**FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022**

**NOTE 10 TANGIBLE CAPITAL ASSETS**

**Net Book Value:**

	Net Book Value 2022	Net Book Value 2021
Sites	\$4,151,237	\$4,151,237
Buildings	40,350,559	40,500,928
Furniture & Equipment	1,808,854	780,766
Vehicles	415,650	549,161
Computer Software	3,001	14,167
Computer Hardware	144,954	38,754
<b>Total</b>	<b>\$46,874,255</b>	<b>\$46,035,013</b>

**June 30, 2022**

<b>Cost</b>	Opening Cost	Additions	Disposals	Total 2022
Sites	\$4,151,237	\$-	\$-	\$4,151,237
Buildings	69,879,612	1,460,124	-	71,339,736
Furniture & Equipment	1,513,429	1,236,080	103,107	2,646,402
Vehicles	1,579,437	21,332	83,346	1,517,423
Computer Software	81,651	-	30,013	30,013
Computer Hardware	137,996	147,198	13,214	271,980
<b>Total Cost</b>	<b>\$77,343,362</b>	<b>\$2,864,734</b>	<b>\$251,305</b>	<b>\$79,956,791</b>

<b>Accumulated Amortization</b>	Opening Accumulated Amortization	Prior Period Adjustment	Additions	Disposals	Total 2022
Sites	\$		\$	\$	\$
Buildings	28,580,895	797,789	1,610,493	-	30,989,177
Furniture & Equipment	656,990	75,673	207,992	103,107	837,548
Vehicles	951,306	78,970	154,843	83,346	1,101,773
Computer Software	59,318	8,166	11,166	51,638	27,012
Computer Hardware	85,441	13,801	40,998	13,214	127,026
<b>Total Amortization</b>	<b>\$30,333,950</b>	<b>974,399</b>	<b>\$2,025,492</b>	<b>\$251,305</b>	<b>\$33,082,536</b>



**POWELL RIVER BOARD OF EDUCATION  
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**FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022**

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

**June 30, 2021**

<b>Cost</b>	Opening Cost	Additions	Disposals	Total 2021
Sites	\$4,038,922	\$112,315	\$-	\$4,151,237
Buildings	68,269,579	1,610,033	-	69,879,612
Furniture & Equipment	1,334,285	220,054	40,910	1,513,429
Vehicles	1,389,116	190,321	-	1,579,437
Computer Software	81,651	-	-	81,651
Computer Hardware	189,056	-	51,060	137,996
<b>Total Cost</b>	<b>\$75,302,609</b>	<b>\$2,132,723</b>	<b>\$91,970</b>	<b>\$77,343,362</b>

<b>Accumulated Amortization</b>	Opening Accumulated Amortization	Additions	Disposals	Total 2021
Sites	\$	\$	\$	\$
Buildings	27,018,937	1,561,958	-	28,580,895
Furniture & Equipment	564,471	133,429	40,910	656,990
Vehicles	812,394	138,912	-	951,306
Computer Software	42,988	16,330	-	59,318
Computer Hardware	98,690	37,811	51,060	85,441
<b>Total Amortization</b>	<b>\$28,537,480</b>	<b>\$1,888,440</b>	<b>\$91,970</b>	<b>\$30,333,950</b>

**NOTE 11 CONTINGENCIES**

Ongoing Legal Proceedings

In the ordinary course of operations, the School District has legal proceedings brought against it and provision has been included in liabilities where appropriate. It is the opinion of management that final determination of these claims will not have a material effect on the financial position or operations of the School District.



**POWELL RIVER BOARD OF EDUCATION  
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***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**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, 2021, the Teachers' Pension Plan has about 50,000 active members and approximately 40,000 retired members. As of December 31, 2021, the Municipal Pension Plan has about 227,000 active members, including approximately 29,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and 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, 2020, indicated a \$1,548 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 school district paid \$2,456,619 for employer contributions to the plans for the year ended June 30, 2022 (2021: \$2,367,687)

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. 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 each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.



**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 13 INTERFUND TRANSFERS**

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2022, were as follows:

- \$500,000 from the Operating Fund to the Local Capital Fund

**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 ECONOMIC DEPENDENCE**

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

**NOTE 16 ASSET RETIREMENT OBLIGATION**

The School District presently is unable to estimate future obligations related to the removal and disposal of asbestos which is believed to be prevalent throughout School District owned buildings built prior to the mid 1980s. At present such estimates can only be provided for buildings that are in the process of being decommissioned. Over the period to the required implementation in 2022 of a new PSAS standard PS3280 Asset Retirement Obligations the School District will be working towards establishing reliable estimates in respect of asbestos removal and disposal throughout all relevant School District buildings.



**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 17 BUDGET FIGURES**

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on February 16, 2022. The Board adopted a preliminary annual budget on June 9, 2021. 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:

	2022 Amended	2022 Preliminary	Difference
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	38,047,812	35,545,348	2,502,464
Other	100,000	100,000	-
Tuition	975,000	600,000	375,000
Other Revenue	1,904,546	2,251,384	(346,838)
Rentals and Leases	97,400	122,900	(25,500)
Investment Income	35,000	35,000	-
Amortization of Deferred Capital Revenue	1,585,275	1,585,275	-
<b>Total Revenue</b>	<b>42,745,033</b>	<b>40,239,907</b>	<b>2,505,126</b>
<b>Expenses</b>			
Instruction	35,133,750	33,282,014	2,851,736
District Administration	1,736,059	1,543,457	192,602
Operations and Maintenance	5,688,886	5,341,914	346,972
Transportation and Housing	1,058,524	1,048,524	10,000
<b>Total Expenses</b>	<b>43,644,219</b>	<b>41,215,909</b>	<b>2,428,310</b>
<b>Surplus (Deficit) for the year</b>	<b>(899,186)</b>	<b>(976,002)</b>	<b>76,816</b>
<b>Effects of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	-	-	-
Amortization of Tangible Capital Assets	1,854,799	1,854,799	-
<b>Total Effect of change in Tangible Capital Assets</b>	<b>1,854,799</b>	<b>1,854,799</b>	<b>-</b>
<b>(Increase) Decrease in Net Financial Assets</b>			
<b>(Debt)</b>	<b>955,613</b>	<b>878,797</b>	<b>76,816</b>



**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 18 ACCUMULATED SURPLUS**

	2022	2021
Internally Restricted (appropriated) by Board for:		
School & Program Based Resources:		
Technology Initiatives	\$ 264,000	\$ 62,500
MOE Holdback Funds – COVID Learning Loss	-	104,642
COVID – Day Cleaning	-	300,690
Library / Learning Commons Re-vitalization	200,000	-
Achievement & Wellness Initiatives	684,356	205,788
Indigenous Initiatives	64,016	-
Committee Initiatives (e.g. SOGI etc)	30,000	30,000
Policy Review & Update Project	-	50,000
Elementary VP & District Indigenous Principal	-	89,042
Teacher Mentorship	39,448	45,671
Student Furniture & Equipment	50,000	75,000
School Resources Carried Forward	35,815	198,831
	<hr/>	<hr/>
Subtotal Internally Restricted Operating Surplus	1,367,635	1,162,164
Unrestricted Operating Surplus (Contingency)	<u>1,797,320</u>	<u>1,547,874</u>
	3,164,955	2,710,038
Local Capital:		
Replacement Fund for Artificial Playfield	75,000	384,500
Ongoing Investment into Outdoor Learning Centre	-	75,000
Equipment Replacement Fund	186,353	125,483
Portables Classrooms	646,680	427,300
Outdoor Furniture	-	46,450
Maintenance Facility Upgrade	59,440	-
	<hr/>	<hr/>
	967,473	1,058,733
Investment In Capital Assets	9,736,707	9,454,546
	<hr/>	<hr/>
Total Available for Future Operations	<u>\$13,869,135</u>	<u>\$13,223,317</u>





**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 19 RISK MANAGEMENT**

All significant financial assets, financial liabilities and equity instruments of the School District are either recognized or disclosed in the financial statements together with other information relevant for making a reasonable assessment of future cash flows, interest rate risk and credit risk.

- **Credit Risk**

Financial instruments that potentially subject the School District to concentrations of credit risk consist primarily of other receivables. The maximum credit risk exposure is \$250,505 (2021 - \$328,651).

The School District manages its credit risk by performing regular credit assessments of its customers and provides allowances for potentially uncollectible accounts receivable.

- **Liquidity Risk**

Liquidity risk is the risk that the School District will encounter difficulty in meeting obligations associated with financial liabilities.

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 to 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.

- **Foreign Currency Risk**

Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. In seeking to manage the risks from foreign exchange rate fluctuations, the School District does not hold significant funds in U.S. dollars in order to reduce their risk against adverse movements in the foreign exchange rates.

- **Financial Asset Impairment**

At each year-end date, the School District is required to evaluate and record any other-than-temporary impairment of its financial assets, other than those classified as held for trading. Accordingly, the School District has compared the carrying value of each of these financial assets to its fair value as at June 30, 2022. No provision for impairment was recorded in the current year, as the fair value of all financial assets tested exceeded their carrying value.



**POWELL RIVER BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 47**

***FINANCIAL STATEMENT NOTES  
YEAR ENDED JUNE 30, 2022***

**NOTE 19 RISK MANAGEMENT** *(Continued)*

- **Fair Values of Financial Instruments**  
The carrying amount of cash, accounts receivable and accounts payable and accrued liabilities approximates their fair value due to the short-term maturities of these items.
- **Risk Management Policy**  
The School District, as part of its operations, has established objectives (i.e. hedging of risk exposures and avoidance of undue concentrations of risk) to mitigate credit risk as risk management objectives. In seeking to meet these objectives, the School District follows a risk management policy approved by its Board of Trustees.

**NOTE 20 PRIOR PERIOD ADJUSTMENT**

On May 28, 2021, the Office of the Comptroller General directed all school districts to apply the half-year rule method of amortization beginning in the fiscal year an asset is placed into service. This directive applies to both past and future purchases. Prior to this directive, the district did not recognize amortization in the first partial service year. The School District has made a retroactive adjustment to recognize amortization of all assets and deferred capital contributions beginning in the first service year. The impact of the prior period adjustment on the June 30, 2021 comparative amounts is as follows:

	<u>Increase (Decrease)</u>
Tangible Capital Assets	\$(974,399)
Deferred Capital Revenue	(833,371)
Accumulated Surplus (Deficit)	(141,028)
Amortization of Deferred Capital Revenue	25,615
Operations & Maintenance Expense – Asset amortization	30,170
Transportation & Housing Expense – Asset amortization	0
Accumulated Surplus – beginning of the year July 1, 2020	(136,473)

# School District No. 47 (Powell River)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Actual	2021 Actual (Restated)
	\$	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	2,710,038		10,513,279	<b>13,223,317</b>	11,903,226
Prior Period Adjustments					(136,473)
<b>Accumulated Surplus (Deficit), beginning of year, as restated</b>	<b>2,710,038</b>	-	<b>10,513,279</b>	<b>13,223,317</b>	11,766,753
<b>Changes for the year</b>					
Surplus (Deficit) for the year	954,917		(309,099)	<b>645,818</b>	1,456,564
Interfund Transfers					
Local Capital	(500,000)		500,000	-	
<b>Net Changes for the year</b>	<b>454,917</b>	-	<b>190,901</b>	<b>645,818</b>	<b>1,456,564</b>
<b>Accumulated Surplus (Deficit), end of year - Statement 2</b>	<b>3,164,955</b>	-	<b>10,704,180</b>	<b>13,869,135</b>	13,223,317

# School District No. 47 (Powell River)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual (Restated) \$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	33,430,534	<b>33,948,066</b>	32,920,874
Other	100,000	<b>145,872</b>	128,300
Tuition	975,000	<b>1,192,761</b>	516,651
Other Revenue	1,078,184	<b>1,421,794</b>	1,179,307
Rentals and Leases	97,400	<b>143,648</b>	126,654
Investment Income	32,500	<b>49,191</b>	28,459
<b>Total Revenue</b>	<b>35,713,618</b>	<b>36,901,332</b>	<b>34,900,245</b>
<b>Expenses</b>			
Instruction	29,909,392	<b>29,106,537</b>	26,897,024
District Administration	1,664,114	<b>1,548,727</b>	1,333,489
Operations and Maintenance	3,852,274	<b>4,257,883</b>	4,009,525
Transportation and Housing	920,000	<b>1,033,268</b>	929,332
<b>Total Expense</b>	<b>36,345,780</b>	<b>35,946,415</b>	<b>33,169,370</b>
<b>Operating Surplus (Deficit) for the year</b>	<b>(632,162)</b>	<b>954,917</b>	<b>1,730,875</b>
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<b>632,162</b>		
<b>Net Transfers (to) from other funds</b>			
Local Capital		<b>(500,000)</b>	(1,044,000)
<b>Total Net Transfers</b>	<b>-</b>	<b>(500,000)</b>	<b>(1,044,000)</b>
<b>Total Operating Surplus (Deficit), for the year</b>	<b>-</b>	<b>454,917</b>	<b>686,875</b>
<b>Operating Surplus (Deficit), beginning of year</b>		<b>2,710,038</b>	2,023,163
<b>Operating Surplus (Deficit), end of year</b>		<b>3,164,955</b>	<b>2,710,038</b>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 18)		<b>1,367,635</b>	1,162,164
Unrestricted		<b>1,797,320</b>	1,547,874
<b>Total Operating Surplus (Deficit), end of year</b>		<b>3,164,955</b>	<b>2,710,038</b>

# School District No. 47 (Powell River)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual (Restated) \$
<b>Provincial Grants - Ministry of Education and Child Care</b>			
Operating Grant, Ministry of Education and Child Care	33,889,313	<b>34,485,481</b>	32,761,556
ISC/LEA Recovery	(877,909)	<b>(974,724)</b>	(877,909)
Other Ministry of Education and Child Care Grants			
Pay Equity	243,303	<b>243,304</b>	243,304
Funding for Graduated Adults		<b>7,860</b>	4,223
Student Transportation Fund	91,754	<b>91,754</b>	91,754
Teachers' Labour Settlement Funding			629,555
Early Career Mentorship Funding			50,000
FSA Scorer Grant	3,753	<b>7,506</b>	7,506
Early Learning Framework (ELF)	1,320	<b>1,885</b>	1,885
Equity Grant	79,000	<b>79,000</b>	3,000
District Capacity Building - Early Learning		<b>6,000</b>	6,000
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>33,430,534</b>	<b>33,948,066</b>	<b>32,920,874</b>
<b>Provincial Grants - Other</b>	<b>100,000</b>	<b>145,872</b>	<b>128,300</b>
<b>Tuition</b>			
International and Out of Province Students	975,000	<b>1,192,761</b>	516,651
<b>Total Tuition</b>	<b>975,000</b>	<b>1,192,761</b>	<b>516,651</b>
<b>Other Revenues</b>			
Other School District/Education Authorities	118,275	<b>129,477</b>	151,200
Funding from First Nations	877,909	<b>974,724</b>	877,909
Miscellaneous			
Misc. Billings & Recoveries	50,000	<b>115,220</b>	28,225
Purchase Card Rebate	17,000	<b>17,595</b>	16,433
North Van. Island Aboriginal Training Society	15,000		20,688
Art Starts Grant		<b>8,343</b>	14,590
Cosmotology Revenues			1,889
Cafeteria Revenues		<b>128,395</b>	68,373
PAC Contributions		<b>48,040</b>	
<b>Total Other Revenue</b>	<b>1,078,184</b>	<b>1,421,794</b>	<b>1,179,307</b>
<b>Rentals and Leases</b>	<b>97,400</b>	<b>143,648</b>	<b>126,654</b>
<b>Investment Income</b>	<b>32,500</b>	<b>49,191</b>	<b>28,459</b>
<b>Total Operating Revenue</b>	<b>35,713,618</b>	<b>36,901,332</b>	<b>34,900,245</b>

# School District No. 47 (Powell River)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual (Restated) \$
<b>Salaries</b>			
Teachers	12,095,475	<b>12,122,027</b>	11,523,292
Principals and Vice Principals	2,008,125	<b>2,019,687</b>	1,697,346
Educational Assistants	2,203,931	<b>2,065,719</b>	1,900,703
Support Staff	2,748,477	<b>2,738,334</b>	2,484,387
Other Professionals	1,824,628	<b>1,576,031</b>	1,665,643
Substitutes	1,238,571	<b>1,226,938</b>	983,921
<b>Total Salaries</b>	<b>22,119,207</b>	<b>21,748,736</b>	<b>20,255,292</b>
<b>Employee Benefits</b>	4,962,237	<b>4,833,000</b>	4,597,570
<b>Total Salaries and Benefits</b>	<b>27,081,444</b>	<b>26,581,736</b>	<b>24,852,862</b>
<b>Services and Supplies</b>			
Services	4,231,400	<b>4,395,505</b>	3,728,167
Student Transportation	10,700	<b>6,531</b>	7,181
Professional Development and Travel	273,128	<b>299,847</b>	185,522
Rentals and Leases	290,700	<b>270,961</b>	296,850
Dues and Fees	435,500	<b>515,358</b>	213,555
Insurance	85,000	<b>82,281</b>	81,498
Supplies	3,277,908	<b>2,978,752</b>	3,167,020
Utilities	660,000	<b>815,444</b>	636,715
<b>Total Services and Supplies</b>	<b>9,264,336</b>	<b>9,364,679</b>	<b>8,316,508</b>
<b>Total Operating Expense</b>	<b>36,345,780</b>	<b>35,946,415</b>	<b>33,169,370</b>

# School District No. 47 (Powell River)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	9,681,671	372,476		186,747	253,154	894,379	11,388,427
1.03 Career Programs	73,388	59,956					133,344
1.07 Library Services	118,270			878			119,148
1.08 Counselling	375,567			1,318			376,885
1.10 Special Education	1,490,682		2,065,719	13,450	393,282	121,407	4,084,540
1.30 English Language Learning	10,724						10,724
1.31 Indigenous Education	151,575	96,537		24,475		18,227	290,814
1.41 School Administration		1,409,925		661,476		23,792	2,095,193
1.60 Summer School						60,363	60,363
1.61 Continuing Education	95,681						95,681
1.62 International and Out of Province Students	124,469	80,793			48,085	657	254,004
<b>Total Function 1</b>	<b>12,122,027</b>	<b>2,019,687</b>	<b>2,065,719</b>	<b>888,344</b>	<b>694,521</b>	<b>1,118,825</b>	<b>18,909,123</b>
<b>4 District Administration</b>							
4.11 Educational Administration					469,184		469,184
4.40 School District Governance					81,901		81,901
4.41 Business Administration				141,264	247,412		388,676
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>141,264</b>	<b>798,497</b>	<b>-</b>	<b>939,761</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				16,430	39,084		55,514
5.50 Maintenance Operations				1,135,831	13,942	55,185	1,204,958
5.52 Maintenance of Grounds				83,421			83,421
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,235,682</b>	<b>53,026</b>	<b>55,185</b>	<b>1,343,893</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				19,943	29,987		49,930
7.70 Student Transportation				453,101		52,928	506,029
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>473,044</b>	<b>29,987</b>	<b>52,928</b>	<b>555,959</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>12,122,027</b>	<b>2,019,687</b>	<b>2,065,719</b>	<b>2,738,334</b>	<b>1,576,031</b>	<b>1,226,938</b>	<b>21,748,736</b>

# School District No. 47 (Powell River)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Actual	2022 Budget (Note 17)	2021 Actual (Restated)
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	11,388,427	2,617,516	14,005,943	2,997,630	17,003,573	17,258,848	16,385,449
1.03 Career Programs	133,344	28,312	161,656	7,136	168,792	163,945	177,691
1.07 Library Services	119,148	25,715	144,863	18,199	163,062	176,363	188,328
1.08 Counselling	376,885	77,067	453,952	657	454,609	301,372	433,665
1.10 Special Education	4,084,540	932,835	5,017,375	2,128,388	7,145,763	7,509,738	6,153,469
1.30 English Language Learning	10,724	2,370	13,094	3,540	16,634	23,078	57,473
1.31 Indigenous Education	290,814	64,563	355,377	40,310	395,687	541,927	435,597
1.41 School Administration	2,095,193	419,382	2,514,575	135,119	2,649,694	2,696,289	2,292,474
1.60 Summer School	60,363	7,702	68,065	7,541	75,606	70,000	-
1.61 Continuing Education	95,681	19,136	114,817	2,370	117,187	361,841	406,935
1.62 International and Out of Province Students	254,004	58,578	312,582	603,348	915,930	805,991	365,943
<b>Total Function 1</b>	<b>18,909,123</b>	<b>4,253,176</b>	<b>23,162,299</b>	<b>5,944,238</b>	<b>29,106,537</b>	29,909,392	26,897,024
<b>4 District Administration</b>							
4.11 Educational Administration	469,184	90,990	560,174	132,559	692,733	822,719	622,395
4.40 School District Governance	81,901	4,780	86,681	77,524	164,205	154,500	129,504
4.41 Business Administration	388,676	91,512	480,188	211,601	691,789	686,895	581,590
<b>Total Function 4</b>	<b>939,761</b>	<b>187,282</b>	<b>1,127,043</b>	<b>421,684</b>	<b>1,548,727</b>	1,664,114	1,333,489
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	55,514	12,475	67,989	84,992	152,981	208,658	155,088
5.50 Maintenance Operations	1,204,958	242,945	1,447,903	1,561,561	3,009,464	2,805,204	3,005,789
5.52 Maintenance of Grounds	83,421	18,418	101,839	172,057	273,896	178,412	205,837
5.56 Utilities	-	-	-	821,542	821,542	660,000	642,811
<b>Total Function 5</b>	<b>1,343,893</b>	<b>273,838</b>	<b>1,617,731</b>	<b>2,640,152</b>	<b>4,257,883</b>	3,852,274	4,009,525
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	49,930	10,332	60,262	6,762	67,024	75,715	64,764
7.70 Student Transportation	506,029	108,372	614,401	351,843	966,244	844,285	864,568
<b>Total Function 7</b>	<b>555,959</b>	<b>118,704</b>	<b>674,663</b>	<b>358,605</b>	<b>1,033,268</b>	920,000	929,332
<b>9 Debt Services</b>							
<b>Total Function 9</b>	-	-	-	-	-	-	-
<b>Total Functions 1 - 9</b>	<b>21,748,736</b>	<b>4,833,000</b>	<b>26,581,736</b>	<b>9,364,679</b>	<b>35,946,415</b>	36,345,780	33,169,370



# School District No. 47 (Powell River)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual (Restated) \$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	4,617,278	4,441,945	5,436,316
Other Revenue	826,362	1,017,033	786,655
<b>Total Revenue</b>	<u>5,443,640</u>	<u>5,458,978</u>	<u>6,222,971</u>
<b>Expenses</b>			
Instruction	5,224,358	5,239,696	5,464,240
District Administration	98,945	98,945	96,347
Operations and Maintenance	120,337	120,337	607,224
Transportation and Housing			55,160
<b>Total Expense</b>	<u>5,443,640</u>	<u>5,458,978</u>	<u>6,222,971</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>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<u>-</u>	<u>-</u>

**School District No. 47 (Powell River)**

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			207,404	230,205	26,727	4,355	4,938	93,200	
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	120,337	113,245			128,000	14,700	57,934	209,303	120,435
Other			27,367	1,094,648					
	120,337	113,245	27,367	1,094,648	128,000	14,700	57,934	209,303	120,435
<b>Less:</b> Allocated to Revenue	120,337	113,245	21,750	993,921	143,351	19,055	62,872	291,721	120,435
<b>Deferred Revenue, end of year</b>	-	-	<b>213,021</b>	<b>330,932</b>	<b>11,376</b>	-	-	<b>10,782</b>	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	120,337	113,245			143,351	19,055	62,872	291,721	120,435
Other Revenue			21,750	993,921					
	120,337	113,245	21,750	993,921	143,351	19,055	62,872	291,721	120,435
<b>Expenses</b>									
Salaries									
Teachers							33,870	41,490	
Educational Assistants		101,112							
Support Staff	61,856				103,681			45,368	45,480
Other Professionals								107,258	
Substitutes						3,515	1,368	4,331	62,560
	61,856	101,112	-	-	103,681	3,515	35,238	198,447	108,040
Employee Benefits		12,133			23,609		4,064	40,195	3,510
Services and Supplies	58,481		21,750	993,921	16,061	15,540	23,570	53,079	8,885
	120,337	113,245	21,750	993,921	143,351	19,055	62,872	291,721	120,435
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	-	-	-
<b>Interfund Transfers</b>	-	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 47 (Powell River)**

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2022

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class / Ventilation Fund	Auditory Outreach Program	New Life Society	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>							1,362	568,191
<b>Add:</b> Restricted Grants								
Provincial Grants - Ministry of Education and Child Care	1,799,198	308,925	129,932	78,706	50,000	1,470,761		4,601,476
Other								1,122,015
	1,799,198	308,925	129,932	78,706	50,000	1,470,761	-	5,723,491
<b>Less:</b> Allocated to Revenue	1,799,198	308,925	129,932	78,706	-	1,254,168	1,362	5,458,978
<b>Deferred Revenue, end of year</b>	-	-	-	-	<b>50,000</b>	<b>216,593</b>	-	<b>832,704</b>
<b>Revenues</b>								
Provincial Grants - Ministry of Education and Child Care	1,799,198	308,925	129,932	78,706		1,254,168		4,441,945
Other Revenue							1,362	1,017,033
	1,799,198	308,925	129,932	78,706	-	1,254,168	1,362	5,458,978
<b>Expenses</b>								
Salaries								
Teachers	1,462,763	131,810	33,192			19,136		1,722,261
Educational Assistants		50,336						151,448
Support Staff				65,588		70,080		392,053
Other Professionals						282,396		389,654
Substitutes		94,009	10,000					175,783
	1,462,763	276,155	43,192	65,588	-	371,612	-	2,831,199
Employee Benefits	336,435	21,857	7,966	13,118		78,613		541,500
Services and Supplies		10,913	78,774			803,943	1,362	2,086,279
	1,799,198	308,925	129,932	78,706	-	1,254,168	1,362	5,458,978
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	-	-
<b>Interfund Transfers</b>	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-

# School District No. 47 (Powell River)

Schedule 4 (Unaudited)

## Schedule of Capital Operations

Year Ended June 30, 2022

	2022	2022 Actual			2021
	Budget (Note 17)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual (Restated)
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Investment Income	2,500		4,200	4,200	3,000
Amortization of Deferred Capital Revenue	1,585,275	1,712,193		1,712,193	1,641,299
<b>Total Revenue</b>	<b>1,587,775</b>	<b>1,712,193</b>	<b>4,200</b>	<b>1,716,393</b>	<b>1,644,299</b>
<b>Expenses</b>					
Amortization of Tangible Capital Assets					
Operations and Maintenance	1,716,275	1,870,649		1,870,649	1,779,698
Transportation and Housing	138,524	154,843		154,843	138,912
<b>Total Expense</b>	<b>1,854,799</b>	<b>2,025,492</b>	<b>-</b>	<b>2,025,492</b>	<b>1,918,610</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(267,024)</b>	<b>(313,299)</b>	<b>4,200</b>	<b>(309,099)</b>	<b>(274,311)</b>
<b>Net Transfers (to) from other funds</b>					
Local Capital			500,000	500,000	1,044,000
<b>Total Net Transfers</b>	<b>-</b>	<b>-</b>	<b>500,000</b>	<b>500,000</b>	<b>1,044,000</b>
<b>Other Adjustments to Fund Balances</b>					
Tangible Capital Assets Purchased from Local Capital		595,460	(595,460)	-	
<b>Total Other Adjustments to Fund Balances</b>		<b>595,460</b>	<b>(595,460)</b>	<b>-</b>	
<b>Total Capital Surplus (Deficit) for the year</b>	<b>(267,024)</b>	<b>282,161</b>	<b>(91,260)</b>	<b>190,901</b>	<b>769,689</b>
<b>Capital Surplus (Deficit), beginning of year</b>		<b>9,454,546</b>	<b>1,058,733</b>	<b>10,513,279</b>	<b>9,880,063</b>
Prior Period Adjustments					
Half-Year Rule					(136,473)
<b>Capital Surplus (Deficit), beginning of year, as restated</b>		<b>9,454,546</b>	<b>1,058,733</b>	<b>10,513,279</b>	<b>9,743,590</b>
<b>Capital Surplus (Deficit), end of year</b>		<b>9,736,707</b>	<b>967,473</b>	<b>10,704,180</b>	<b>10,513,279</b>

# School District No. 47 (Powell River)

Tangible Capital Assets  
Year Ended June 30, 2022

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost, beginning of year</b>	4,151,237	69,879,612	1,513,429	1,579,437	81,651	137,996	<b>77,343,362</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,460,124	540,000				<b>2,000,124</b>
Deferred Capital Revenue - Other			269,150				<b>269,150</b>
Local Capital			426,930	21,332		147,198	<b>595,460</b>
	-	1,460,124	1,236,080	21,332	-	147,198	<b>2,864,734</b>
Decrease:							
Deemed Disposals			103,107	83,346	51,638	13,214	<b>251,305</b>
	-	-	103,107	83,346	51,638	13,214	<b>251,305</b>
<b>Cost, end of year</b>	4,151,237	71,339,736	2,646,402	1,517,423	30,013	271,980	<b>79,956,791</b>
<b>Work in Progress, end of year</b>							-
<b>Cost and Work in Progress, end of year</b>	4,151,237	71,339,736	2,646,402	1,517,423	30,013	271,980	<b>79,956,791</b>
<b>Accumulated Amortization, beginning of year</b>		28,580,895	656,990	951,306	59,318	85,441	<b>30,333,950</b>
Prior Period Adjustments							
Half-Year Rule		797,789	75,673	78,970	8,166	13,801	<b>974,399</b>
<b>Accumulated Amortization, beginning of year, as restated</b>		29,378,684	732,663	1,030,276	67,484	99,242	<b>31,308,349</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		1,610,493	207,992	154,843	11,166	40,998	<b>2,025,492</b>
Decrease:							
Deemed Disposals			103,107	83,346	51,638	13,214	<b>251,305</b>
			-	103,107	51,638	13,214	<b>251,305</b>
<b>Accumulated Amortization, end of year</b>		30,989,177	837,548	1,101,773	27,012	127,026	<b>33,082,536</b>
<b>Tangible Capital Assets - Net</b>	<b>4,151,237</b>	<b>40,350,559</b>	<b>1,808,854</b>	<b>415,650</b>	<b>3,001</b>	<b>144,954</b>	<b>46,874,255</b>

# School District No. 47 (Powell River)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2022

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
<b>Deferred Capital Revenue, beginning of year</b>	34,331,198	2,313,239	769,401	<b>37,413,838</b>
Prior Period Adjustments				
Half-Year Rule	(776,230)	(44,182)	(12,959)	<b>(833,371)</b>
<b>Deferred Capital Revenue, beginning of year, as restated</b>	<b>33,554,968</b>	<b>2,269,057</b>	<b>756,442</b>	<b>36,580,467</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,000,124		269,150	<b>2,269,274</b>
	<b>2,000,124</b>	-	<b>269,150</b>	<b>2,269,274</b>
Decrease:				
Amortization of Deferred Capital Revenue	1,594,391	88,519	29,283	<b>1,712,193</b>
	<b>1,594,391</b>	<b>88,519</b>	<b>29,283</b>	<b>1,712,193</b>
<b>Net Changes for the Year</b>	<b>405,733</b>	<b>(88,519)</b>	<b>239,867</b>	<b>557,081</b>
<b>Deferred Capital Revenue, end of year</b>	<b>33,960,701</b>	<b>2,180,538</b>	<b>996,309</b>	<b>37,137,548</b>
<b>Work in Progress, beginning of year</b>				-
<b>Changes for the Year</b>				
<b>Net Changes for the Year</b>	-	-	-	-
<b>Work in Progress, end of year</b>	-	-	-	-
<b>Total Deferred Capital Revenue, end of year</b>	<b>33,960,701</b>	<b>2,180,538</b>	<b>996,309</b>	<b>37,137,548</b>

# School District No. 47 (Powell River)

Changes in Unspent Deferred Capital Revenue  
Year Ended June 30, 2022

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
<b>Balance, beginning of year</b>						-
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education and Child Care	2,000,124					<b>2,000,124</b>
Provincial Grants - Other			888,000			<b>888,000</b>
Other					269,150	<b>269,150</b>
	<u>2,000,124</u>	-	<u>888,000</u>	-	<u>269,150</u>	<b><u>3,157,274</u></b>
Decrease:						
Transferred to DCR - Capital Additions	2,000,124				269,150	<b>2,269,274</b>
	<u>2,000,124</u>	-	-	-	<u>269,150</u>	<b><u>2,269,274</u></b>
<b>Net Changes for the Year</b>	-	-	<u>888,000</u>	-	-	<b><u>888,000</u></b>
<b>Balance, end of year</b>	-	-	<b><u>888,000</u></b>	-	-	<b><u>888,000</u></b>



## **School District No. 47 (Powell River)**

### **2023-2024 Capital Plan Overview**

#### **Overview**

The following projects are recommended for consideration under a number of government capital planning funding envelopes with an emphasis placed on system renewal and energy conservation.

#### **Expansion Program**

Edgehill Elementary is one of four older elementary school buildings in the District. It's current nominal student capacity is 20 kindergarten and 125 elementary aged students. Enrolment is currently at 212 students. Students are currently housed in the school building along with five older portable classrooms.

A project fact sheet has been developed and used to create a business case to support the request for an addition to the building which, if supported, would potentially increase the school capacity to 40 kindergarten and 225 elementary aged students.

#### **Seismic Mitigation Program (SMP)**

Seismic Improvements (million)

Texada - \$4.3

James Thomson (Heritage) - \$2.9

#### **School Enhancement Program (SEP)**

Mechanical System & ventilation Upgrade – James Thomson Elementary – Main Building  
Estimate - \$1,285,625

Mechanical System & ventilation Upgrade – James Thomson Elementary – Main Building  
Estimate - \$811,250

#### **Carbon Neutral Capital Program (CNCP)**

LED Lighting Upgrade – Multiple Elementary Sites  
Estimate - \$180,521

#### **Bus Acquisition Program (BUS)**

*Business case for early replacement of a unit under review*