



**QUALICUM SCHOOL DISTRICT**  
**REGULAR BOARD MEETING AGENDA**

**TUESDAY, SEPTEMBER 24, 2024**  
**6:00 PM**  
**VIA VIDEO CONFERENCING**

[Click here to join the meeting](#)

**Meeting ID: 297 193 643 719**

**Passcode: 2rSyyu**

**1. CALL TO ORDER AND INTRODUCTIONS**

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

**3. ADOPTION OF THE AGENDA**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).

**4. APPROVAL OF THE CONSENT AGENDA**

- |    |  |         |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: August 27, 2024                           | p 1-7   |
| b. | Approval of Special Board Meeting Minutes: August 27, 2024                           | p 8-9   |
| c. | Ratification of In Camera Board Meeting Minutes: August 27, 2024                     | p 10    |
| d. | Ratification of the Special In Camera Board Meeting Minutes: July 5, 2024            | p 11    |
| e. | Receipt of Ministry News Releases  |         |
|    | • More certified teachers coming to BC schools                                       | p 12-15 |
|    | • Cellphone restrictions in schools  | p 16-17 |
|    | • Minister's statement on return to school   | p 18-19 |
|    | • Further expansion of \$10-a-day child care will benefit BC families                | p 20-21 |
|    | • Indigenous families will benefit from more Aboriginal Head Start child care spaces | p 22-23 |
| f. | Receipt of Reports from Trustee Representatives                                      |         |
|    | • Oceanside Building Learning Together Early Years Coalition                         | p 24-25 |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of September 24, 2024, as presented (*or amended*).

**5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)**

- a. **2023-2024 Audited Financial Statements** (Leanne Souchuck/Kelly Olson) p 26-72

**6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**

**7. BUSINESS ARISING FROM THE MINUTES**

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8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**

10. **DISTRICT PARENTS ADVISORY COUNCIL**

11. **ACTION ITEMS**

a. **2023-2024 Audited Financial Statements**

(Ron Amos)

p 26-72

i. **Indigenous Education Targeted Funding**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) request approval from the Ministry of Education to underspend the targeted Indigenous Education funding for the 2023-2024 school year in an amount of \$104,931; and,

**THAT** the Board of Education of School District No. 69 (Qualicum) confirm that the surplus has been allocated and will be spent on Indigenous Education programs in the 2024-2025 fiscal year.

ii. **Schedule of Internally Restricted Surplus**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) accept the Schedule of Internally Restricted Surplus as presented.

iii. **Use of Remaining Local Capital**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) support using the remaining balance of local capital in the amount of \$137,997 for the purchase of white fleet vehicles.

iv. **2023-2024 Audited Financial Statements**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the 2023-2024 Audited Financial Statements as presented.

b. **Appointment of Auditors**

(Ron Amos)

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) extend the appointment of MacLean Pazicka Souchuck Chartered Professional Accountants as the District's auditors for a two-year term for the 2024-2025 and 2025-2026 fiscal years.

12. **INFORMATION ITEMS**

a. **Superintendent's Report**

(Peter Jory)

b. **Preliminary Enrolment Report**

(Gillian Wilson)

c. **Educational Programs Update**

(Gillian Wilson/Rudy Terpstra)

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13. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) p 73-74
- a. **2025-2026 Minor Capital Submission**
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) support the 2025-2026 Minor Capital Plan submission as presented.
14. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 75-77
- a. **Board Bylaw 1: Board of Education** p 78-85
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) second reading to adopt the revisions to Board Bylaw 1: *Board of Education*.
- b. **Board Policy 107: Use of Educational Property for Child Care** p 86-87
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 107: *Use of Educational Property for Child Care*.
15. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Young) p 88
- a. **Framework for Enhancing Student Learning** (Peter Jory) p 89-112
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Framework for Enhancing Student Learning Report as presented.
- b. **School Codes of Conduct** (Peter Jory)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) receive the School Codes of Conduct for the 2024-2025 school year as previously presented at the Education Committee of the Whole.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
- a. **Board External and District Committee Representatives/ Trustee Liaison Schools for 2024/2025** (Trustee Flynn) p 113-114
18. **NEW OR UNFINISHED BUSINESS**
19. **BOARD CORRESPONDENCE AND MEDIA**
20. **PUBLIC QUESTION PERIOD**
21. **ADJOURNMENT**



Yath ísum  
Always growing  
Grandissons ensemble

**QUALICUM SCHOOL DISTRICT**  
**REGULAR BOARD MEETING MINUTES**

**TUESDAY, AUGUST 27, 2024**  
**6:00 PM**  
**VIA VIDEO-CONFERENCING**

**ATTENDEES**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Carol Kellogg	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

**Administration**

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Ryan Brennan	Director of Instruction – Human Resources
Phil Munro	Director of Operations
Jesse Witte	Principal, Springwood Elementary School
	Qualicum District Principals and Vice Principals Association

**Education Partners**

Canadian Union of Public Employees (CUPE) Local 3570

**1. CALL TO ORDER**

Chairperson Flynn called the video-conferencing meeting to order at 6:00 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations. She thanked the First Nations for their stewardship of the land, and for allowing the Board to live, work, play and learn in this beautiful part of Vancouver Island.

She then welcomed Ryan Brennan, Director of Instruction – Human Resources, to the district and extended regrets from the new DPAC President, Ray Woroniak.

### 3. ADOPTION OF THE AGENDA

#### 24-79R

*Moved:* Trustee Kurland *Seconded:* Trustee Austin

**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented.

CARRIED UNANIMOUSLY

### 4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: June 25, 2024
- b. Ratification of In Camera Board Meeting Minutes: June 25, 2024
- c. Ratification of In Camera Board Meeting Minutes: July 2, 2024
- d. Receipt of Ministry News Releases
  - Inclusivity, transparency improved for child care
  - Francophone families will receive child care resources, supports in French

#### 24-80R

*Moved:* Trustee Kellogg *Seconded:* Trustee Austin

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of August 27, 2024, as presented.

CARRIED UNANIMOUSLY

### 5. DELEGATIONS/PRESENTATIONS

#### a. Bill 40 Proposed Amendments to the School Act

Katie Marren, District Principal of Indigenous Education, provided the Board with an overview of the legislative amendments to the School Act which require all school district to have an Indigenous Education Council (IEC) to advocate for all Indigenous students, advise on integration of Indigenous worldviews, and have local First Nations members advising on their distinct languages, cultures, traditions, practices or histories. It was noted that the IECs are not committees of the Boards of Education. Ms. Maren then outlined the set up and responsibilities of the IECs and the role of Boards of Education in relation to the IECs.

Chief Michael Recalma, Qualicum First Nation, noted that this legislation is new to everyone and anticipated it would be a steep learning curve for all involved. Patti Edwards from Snaw-Naw-As First Nation added that the intention of the IEC is not to exclude but rather to be more inclusive and to ensure the language and culture of this particular area is not forgotten and lost.

### 6. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)

None

### 7. BUSINESS ARISING FROM THE MINUTES

#### a. Review of Board Meeting Schedule

At this time no changes were made to the meetings schedule; however, consideration will be given to the schedule as well as recordings of any meetings after the election of the Chair and Vice Chair. Trustees would make their preferences known to the Chair as to which board committees they would like to

serve and determine if a different date/time would be more suitable for the designated Chair of any Committees of the Whole as well as whether or not they would be recorded.

The outcome of those discussions will be shared at the September Regular Board Meeting.

**b. Update to Administrative Procedure to Board Policy 700: Safe Caring and Inclusive School Communities**

Superintendent Jory reviewed the changes as requested by the Ministry regarding use of personal digital devices in schools to ensure that exceptions are also included. The Ministry was provided with the revised document and has confirmed that the Qualicum School District is now in compliance.

**8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

No report

**9. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570**

Ewen Rycroft, CUPE Local 3570 President, commented that support staff are looking forward to another school year and supporting students towards graduation. Staff are also looking forward to the progress and completion of the community track, with lots of changes occurring in the Operations & Maintenance Department.

**10. DISTRICT PARENT COUNCIL (DPAC)**

No Report

**11. ACTION ITEMS**

**a. 2025-2026 Major Capital (Child Care) Plan Submission**

Secretary Treasurer Amos presented the plans as submitted to the ministry, with staff requesting approval from the Board for stand-alone child care centres at Bowser and Errington Elementary Schools.

**24-81R**

*Moved:* Trustee Young      *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve the 2025-2026 Major Capital (Child Care) Plan Submission as presented.

CARRIED UNANIMOUSLY

**12. INFORMATION ITEMS**

**a. Superintendent's Report**

Superintendent Jory reported on the following:

**i. Provincial Updates**

- 2024 is a Federal election year and the writ will be dropped provincially on September 21<sup>st</sup> with voting taking place October 10 to 19 with a new government being formed on November 2<sup>nd</sup>. The message to districts, as with each election year, was to lay low if possible and, if anything controversial happens at the local level, district will be pretty much on their own.

- The impending departure of the Deputy Minister of Education and Child Care, along with one of their key assistants, left attendees at a recent ministry session feeling a bit downcast. Change is inevitable and district staff will prepare for whatever 'different' looks like.
- 2024 is also a bargaining year for both unionized employee groups; therefore, the district will be forming its respective local negotiating teams while the provincial tables negotiate provincial matters. Newcomer, Ryan Brennan, Director of Instruction – Human Resources, will lead the Qualicum School District employer teams.
- One theme from the Provincial sessions revolved around rapid population growth, primarily driven by immigration, and highly impactful in primarily urban areas. Population growth is still fairly quiet on the local front, with some new registrations; however, nothing that suggests growth as of yet.
- The main topic during the second half of the 2023-24 school year was the new provincial cellphone legislation, which is now in force. As previously mentioned in the meeting, new language was added to the administrative procedures to Board Policy 700: *Safe Caring and Inclusive School Communities* and schools will be activating their updated Codes of Conduct to ensure appropriate restrictions are in place and that there are new opportunities for digital literacy and tech hygiene learning.
- The Feeding Futures program will continue to ensure students can focus on learning.
- The District will continue to look at additional child care opportunities to further support the needs of its communities.

ii. **District Updates Regarding Start Up**

- Changes continue to emerge in the Transportation Department. The team has sent numerous communications out to families, describing the new registration system, the benefits of the routing software, and differences to how we will be doing business. Late registrations are now being processed, and seats and stops will still be assigned, as long as space is available. This series of changes is another step along the journey of a significant overhaul which, after a transportation review that will start in January, will eventually result in a better overall system that positively addresses both service delivery and efficiency.
- Summer cleaning and maintenance projects have gone well. The changeroom project at Ballenas Secondary should be completed by mid-September with the track project anticipated to be completed by mid-October. Credit to the Operations & Maintenance team for leading this ambitious work while undertaking their annual work to prepare schools for students.
- Student and staff attendance have been a source of ongoing discussion and a frequent source of concern. Therefore, Principals have been working in elementary and secondary teams to plan aligned responses across the district. This will result in increased communications (letters, phone calls, conversations) in order to support the Give, Grow and Belong aspects of the Strategic Plan, and to really address the barriers that are identified when speaking

to students. It means working on district culture and accessing the possibilities that the new aligned secondary timetables will bring. It means a lot of things, both subtle and profound and district staff are remaining aware and proactive.

- Senior staff were able to do more learning with the district's administrative staff over the summer in regard to the Strategic Plan. Part of this work was a sharing session with colleagues from the Campbell River School District, who have adopted the same Observable Impact Planning Framework that the Qualicum School District has been using for the past two years. Qualicum School District administrators then spent a day working on the district's focus, selecting which areas of the district plans were going to get that heightened attention and getting much more comfortable with evidence: the information that drives them to move, change course, or convinces them that they are finally there.

**b. Educational Programs Update**

Rudy Terpstra, Director of Instruction, commented on the following:

- The Board has committed to the BC Learning Pathways, which is a series of resources designed to support teachers in developing students' key literacy and numeracy skills, and maps out what skills students should have as they progress through each level of the school system.
- The District will be continuing work in core competency reflections, highlighting core competencies and students goal setting and students' reflecting on those goals. This initiative is related to the Assessment and Communicating Student Learning Guide, which has been updated for the new school year. The guide will be provided to Trustees as well as posted on the public facing page of the district website.
- The following learning opportunities for educators are being arranged to support schools in moving learning forward and supporting school goals:
  - Director of Instruction, Rudy Terpstra; District Principal of Learning Support, Tandy Gunn; and, Katie Marren, District Principal of Indigenous Education, are working on a learning series that will be titled: *Learning with and from the Local Nations*, developing culturally responsive and inclusive schools and classrooms. This will be a four-part series and reaching out to the local nations in the hopes they will welcome district staff to visit them as sites in this series.
  - There are three Numeracy Learning Series planned for this year, including Learning Rounds.
  - Educators are also planning to do work in the middle years with Leyton Schnellert.

Gillian Wilson, Associate Superintendent, commented on the following:

- Appreciation to the outgoing DPAC executive for the *Everyone Welcome Benches* that were gifted to each school
- The District has hired a Team Lead for the Integrated Child & Youth Team, a collaboration which will bring community support and services for youth in a multidisciplinary team setting.
- A reminder that schools start at the regular time on Tuesday, September 3<sup>rd</sup> with an early dismissal, with the exception of Kindergarten students who participate in a gradual start.

- Elementary schools have done reconnecting starts which support building culture, connections and familiarity for students to come to a familiar face and to work on core competencies, and also provides teaching staff with the knowledge of who is in attendance and ensures the class configurations in June are the same in September.
- Further to the work being done by the District Principal of Early Learning and Child Care, Sheila Morrison, Bowser, Oceanside, Errington and Springwood Elementary schools now have after school care, with a waitlist at Springwood and Oceanside Elementary. Arrowview Elementary already has a stand along child care building run by the Oceanside Building Learning Together Society and Qualicum Beach Elementary School has a private daycare on site; therefore, all elementary schools have that support in place.

**c. 2024 Summer Projects Update**

Phil Munro, Director of Operations, presented a PowerPoint with before and after pictures showcasing the many and varied projects undertaken schools throughout the district over the summer as well as some which are still in progress. He expressed his gratitude to the maintenance and custodial staff for all their work and to those who contributed the pictures for the presentation.

Trustees and senior staff expressed their appreciation for all the hard work done.

**13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT**

The next meeting is scheduled for Monday, September 16, 2024 at 10:30 a.m. via TEAMS.

**14. POLICY COMMITTEE OF THE WHOLE REPORT**

The next meeting is scheduled for Monday, September 16, 2024 at 1:00 p.m. via TEAMS.

**15. EDUCATION COMMITTEE OF THE WHOLE REPORT**

The next meeting is scheduled for Tuesday, September 17, 2024 at 2:30 p.m. via TEAMS.

**16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**

None

**17. TRUSTEE ITEMS**

Trustee Austin expressed her appreciation to the outgoing DPAC executive for their work in gifting and installing Friendship Benches. Trustee Young added her appreciation to the outgoing DPAC executive, noting that they were also Pride Benches, a welcome addition to all schools to help children feel safe, secure and welcome.

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

None

**21. ADJOURNMENT**

Trustee Kellogg moved to adjourn the meeting at 7:24 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



**SPECIAL PUBLIC BOARD MEETING MINUTES  
ANNUAL ELECTION OF CHAIRPERSON/VICE CHAIRPERSON**

**TUESDAY, AUGUST 27, 2024  
VIA VIDEO-CONFERENCING**

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**ATTENDEES**

**Trustees**

Julie Austin	Trustee
Eve Flynn	Trustee
Carol Kellogg	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

**Administration**

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Ryan Brennan	Director of Instruction – Human Resources
Phil Munro	General Manager of Operations
Jesse Witte	Principal, Springwood Elementary School
	Qualicum District Principals' & Vice Principals' Association Representative
Karin Hergt	Executive Assistant (Recording Secretary)

**Education Partners**

Canadian Union of Public Employees (CUPE) Local 3570

**1. CALL TO ORDER**

Secretary Treasurer Amos, called the video-conference meeting to order at 7:24 p.m. in accordance with Qualicum School District Board Bylaw 2: *Board Structure* for the annual election of Chairperson and Vice Chairperson of the Board. He noted that the nominations and voting by ballots will be done by text as the meeting was being held via teleconference.

**2. ELECTION OF BOARD CHAIRPERSON**

The Secretary Treasurer called for nominations by electronic ballot for the position of Chairperson of the Board.

Trustee Flynn was nominated to the position of Chair.

Trustee Flynn accepted the nomination.

No further nominations were received.

Trustee Flynn was acclaimed as Chairperson of the Board effective September 1, 2024.

Trustee Flynn assumed the Chair.

**24-82R**

*Moved* Trustee Young *Seconded* Trustee Kellogg

**THAT** the electronic ballots for the nomination of Chairperson of the Board of Education of School District 69 (Qualicum) be destroyed.

CARRIED UNANIMOUSLY

**3. ELECTION OF THE VICE CHAIRPERSON OF THE BOARD**

Chair Flynn then called for nominations by electronic ballot for the position of Vice Chairperson of the Board.

Trustees Kellogg was nominated for the position of Vice Chairperson of the Board.

Trustee Kellogg accepted the nomination.

No further nominations were received.

Trustee Kellogg was acclaimed as Vice Chairperson of the Board effective September 1, 2024.

**24-83R**

*Moved* Trustee Austin *Seconded* Trustee Kurland

**THAT** the electronic ballots for the nominations of Vice-Chairperson of the Board of Education of School District 69 (Qualicum) be destroyed.

CARRIED UNANIMOUSLY

**4. BANKING RESOLUTION****24-84R**

*Moved* Trustee Kurland *Seconded* Trustee Young

**THAT** the Chairperson, Vice Chairperson, Secretary Treasurer and Assistant Secretary Treasurer for the Board of Education of School District No. 69 (Qualicum) be authorized to sign the banking resolution, in accordance with Bylaw 4: *Banking*.

CARRIED UNANIMOUSLY

**5. DISCUSSION OF COMMITTEE AND REPRESENTATIVE APPOINTMENTS & TRUSTEE LIAISON SCHOOLS**

Trustees were asked to contact the Chair with their preferences for committees and liaison schools and any changes will be announced at the September Regular Board Meeting.

**6. ADJOURNMENT**

Trustee Kellogg moved to adjourn the meeting at 7:32 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



## QUALICUM SCHOOL DISTRICT

### IN-CAMERA MEETING

### SECTION 72 REPORT AUGUST 27, 2024 Via Video-Conferencing

#### ATTENDEES:

##### Trustees

Eve Flynn	Chairperson
Julie Austin	Chairperson
Carol Kellogg	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

##### Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools

The Board of Education discussed the following topics:

- Land
- Labour
- Legal

The Board of Education passed motions on the following topics:

- Land
- Legal

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Chairperson

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Secretary Treasurer



QUALICUM SCHOOL DISTRICT  
SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT  
JULY 5, 2024  
FORUM – PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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**ATTENDEES:**

**Trustees**

Eve Flynn	Chairperson
Carol Kellogg	Vice Chairperson
Julie Austin	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

**Administration**

Ron Amos	Secretary Treasurer
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The Board of Education discussed the following topics:

- Personnel

The Board of Education passed motions on the following topics:

- Personnel

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Chairperson

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Secretary Treasurer

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## NEWS RELEASE

For Immediate Release

Ministry of Education and Child Care

2024ECC0105-001373

Aug. 26, 2024

### **More certified teachers coming to B.C. schools**

VICTORIA – Recruitment and training initiatives are underway for the coming school year to get more certified teachers into B.C. classrooms and build B.C.’s K-12 workforce.

“We know that the record numbers of newcomers moving to B.C. each year means we need more teaching staff in schools,” said Rachna Singh, Minister of Education and Child Care.

“We’re actively working with our education partners on K-12 workforce initiatives to support the recruitment and retention of more certified teachers and build a sustainable education workforce for years to come.”

Through the Province’s StrongerBC: Future Ready Action Plan, \$12.5 million over three years is supporting provincewide recruitment and training initiatives for teachers. This year, almost \$4 million is going toward recruitment and training programs, with a focus on supporting teacher retention in the sector, improving flexibility in teacher education programs, and recruiting more teachers in rural and remote communities.

“Training the next generation of certified teachers is an important part of our Future Ready Action Plan,” said Lisa Beare, Minister of Post-Secondary Education and Future Skills. “Building flexibility in education programs supports more people in choosing teaching as a career and helps to fill in-demand positions, providing good-paying jobs for British Columbians.”

A provincial hiring incentive that brought 50 new certified teachers to rural and remote schools in 2023 is on track to hire almost 60 more teachers for the coming school year. Supported through \$1.5 million in provincial funding over three years, this program provides cash incentives of as much as \$10,000 for teachers to work in areas with the highest need. This initiative has supported hiring needs in several remote communities in B.C., including northern B.C., Vancouver Island and the Thompson-Okanagan region.

“When looking at opportunities this spring, a position with Peace River North District stood out for a number of reasons,” said Kylee Campbell, primary teacher, Upper Halfway Elementary school. “I wanted something in a rural setting where people know each other better and I can personalize my instruction for each student. Working in such a remote setting does have challenges that the generous incentives offered by the Province helps to offset.”

Since 2023, certification standards were updated so that more internationally trained educators could work in B.C.’s classrooms, with the application fee reduced from \$395 to \$245. These initiatives have helped to double the number of international teacher applications over the past year, setting record application levels to become part of B.C.’s future K-12 workforce. The Province also provides \$100,000 in scholarships each year to high school students in B.C. who want to pursue teaching as a career, with the goal of growing the number of local

educators in B.C. schools.

With B.C.'s continued enrolment growth, these are just some of the workforce initiatives underway to support recruitment and retention in the K-12 sector. The Province is continuing to work closely with education partners to explore more ways to build a sustainable and skilled K-12 workforce in B.C.

Other provincial initiatives underway include:

- In partnership with the First Nation Education Steering Committee, a research project was conducted in 2024 to hear directly from First Nations teachers about their experiences working in the sector and better understand school districts' human-resources practices to attract, recruit and retain First Nations teachers.
- As part of the Province's commitment to build a sustainable and engaged K-12 workforce, the ministry will support the implementation of a new provincewide teacher mentorship program with several K-12 education partners, including the BC Teachers' Federation (BCTF) and the BC Principals' & Vice-Principals' Association (BCPVPA).
- Under a new program in 2024, \$8,000 will be given to more than 30 student teachers to complete their practicum in a northern B.C. school this year. These awards will be offered to students relocating to rural communities, such as Haida Gwaii, Peace River South, Cariboo-Chilcotin and Nechako Lakes, helping to support northern school districts, while building partnerships with teacher education programs for the future.

The Province is investing \$800,000 to make teacher education programs more flexible for students who want to become certified teachers:

- UBC's Rural and Remote Teacher Education Program supported 24 students in 2022, who live and work in a rural or remote areas to become certified teachers without having to move to a new community to attend university. With \$300,000 in provincial funding, a second student cohort has been created through this program that will support 43 more students to become certified teachers by 2026.
- As part of the provincial K-12 workforce plan, the Province is providing \$500,000 over two years to increase the availability of hybrid and online-learning options so more people in B.C., including those in remote areas, can better access teacher education programs to become certified teachers in their communities.

#### **Quick Facts:**

- Since 2018, the provincial government has added more than 400 new seats in teacher education programs.
- The Province expects approximately 1,700 international teacher applications in 2024, an increase of 145% since 2021.

#### **Learn More:**

To learn more about UBC's Rural and Remote Teacher Education Program, visit:

<https://teach.educ.ubc.ca/bachelor-of-education-program/rural-and-remote-program/>

To learn more about the StrongerBC: Future Ready Action Plan, visit:

<https://strongerbc.gov.bc.ca/jobs-and-training>

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## BACKGROUND 1

For Immediate Release

Ministry of Education and Child Care

2024ECC0105-001373

Aug. 26, 2024

### **What people are saying about the initiatives**

#### **Tyrone McNeil, president, First Nations Education Steering Committee (FNESC) –**

“Addressing the lack of First Nations representation among K-12 teaching and support staff is a significant priority for B.C. First Nations and FNESC. In alignment with the Declaration on the Rights of Indigenous Peoples Act Action Plan, the Ministry of Education and Child Care and FNESC are working together on the implementation of a strategy to improve the recruitment and retention of First Nations teachers in B.C. public schools, including the development of community-based teacher education programs delivered in partnership between First Nations and public post-secondary institutions. Together, we must take decisive steps to create a more equitable, safe and inclusive education system.”

#### **Bruce L. Anderson, chief executive officer, B.C. Public School Employers’ Association (BCPSEA) –**

“Through funding from the ministry, we’re providing dedicated support for recruitment and retention in rural and remote school districts. This support includes advice and tools for school district teams to improve local practices, as well as the development of local-, regional- and provincial-level recruitment strategies to address workforce challenges, including for hard-to-fill positions and for traditionally under-represented candidate groups, including Indigenous people and people of colour.”

#### **Dr. Stephen Petrucci, director of Northern B.C. School Superintendents Association (BCSSA) chapter and superintendent of SD 60 Peace River North –**

“Over the past two years, there have been significant initiatives and resources put in place, through the K-12 workforce plan, to try and address teacher shortages across the province, especially in the North. The ministry, BCPSEA and BCSSA members have collaborated extensively to establish a hiring incentive program, provide recruitment and retention support, distribute Northern Practicum Bursary Awards and explore more accessible teacher education programs. We’re seeing progress in the hiring of new teachers, especially in some of our most rural schools.”

#### **Dr. Shannon Behan, president, B.C. Principals’ & Vice Principals’ Association (BCPVPA) –**

“The BCPVPA is committed to continue working collaboratively with our sector partners to realize the ministry’s goals of developing workforce initiatives that are building and enriching the capacity of our K-12 system. Through ensuring equity in recruitment in rural and remote areas to flexible opportunities for teacher education, the pathway is being fortified for services that will support students and strengthen the system for all learners.”

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## BACKGROUNDER 2

For Immediate Release

Ministry of Education and Child Care

2024ECC0105-001373

Aug. 26, 2024

### **School districts benefiting from teachers hiring incentive**

Fifty eight hiring incentives have been allocated across 16 school districts for 2024-25 through a second round of the Province's hiring incentive:

#### **Vancouver Island/Coast:**

SD 49 (Central Coast)

SD 84 (Vancouver Island West)

SD 85 (Vancouver Island North)

#### **Cariboo:**

SD 27 (Cariboo-Chilcotin)

SD 28 (Quesnel)

SD 57 (Prince George)

#### **North Coast:**

SD 50 (Haida Gwaii)

SD 82 (Coast Mountain)

SD 92 (Nisga'a)

#### **Nechako:**

SD54 (Bulkley Valley)

SD 87 (Stikine)

SD 91 (Nechako Lakes)

#### **Northeast:**

SD 59 (Peace River South)

SD 60 (Peace River North)

SD 81 (Fort Nelson)

#### **Provincewide:**

SD 93 (Conseil scolaire francophone de la C.-B.)

Initiatives in B.C.'s K-12 workforce plan are being implemented in partnership with many of B.C.'s education partners:

- BC Teachers' Federation
- Canadian Union of Public Employees B.C.
- First Nations Education Steering Committee
- B.C. Public School Employers' Association
- BC School Trustees Association
- B.C. School Superintendents Association

- B.C. Association of School Business Officials
- B.C. Principals' & Vice Principals' Association
- Metis Nation B.C.
- Association of B.C. Deans of Education
- Indigenous Adult and Higher Learning Association
- Deans of Human and Social Services
- B.C. Teachers' Council
- Federation of Independent School Associations in B.C.

**Contact:**

Ministry of Education and Child Care  
Media Relations  
250 208-7705

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## NEWS RELEASE

For Immediate Release

2024ECC0038-001380

Aug. 27, 2024

Office of the Premier

Ministry of Education and Child Care

### **Cellphone restrictions in schools take effect as part of actions to keep kids safe, healthy**

Updated on Aug. 27, 2024

VANCOUVER – Cellphones and other digital devices will be restricted in B.C. schools when students return to school next week as part of a series of actions to keep kids safe and healthy.

“Every child in British Columbia should feel safe, supported and engaged when they head back to school next week,” said Premier David Eby. “Our government is ensuring students can reach their full potential by restricting cellphones in classrooms, keeping harassing protestors away from school grounds, and making sure kids are fed and ready to learn.”

All school districts now have policies in place to restrict cellphone use at school. These policies address when students can use cellphones at school, while also considering the use of devices for accessibility and medical needs. Policies may differ between school districts and age groups.

“We want to ensure that when kids are in the classroom, they can learn without distractions that take away from their ability to thrive in school,” said Rachna Singh, Minister of Education and Child Care. “This work will help to minimize some of those distractions so we can set students up for success, and we can then focus on empowering students to develop safe, informed, healthy habits when using technology and social media.”

This action is part of a larger effort to keep kids safe and healthy, including:

- protecting children from online predators and extortion;
- protecting students and staff from harassing protestors through the implementation of access zones around schools;
- creating and expanding school food programs through a \$214-million investment; and
- beginning work this school year to make cardiopulmonary resuscitation (CPR) learning mandatory for all students prior to graduation – 90% of public secondary schools already offer CPR learning.

The Safe Access to Schools Act gives the Province the legal authority to prohibit people from interfering with safe access to school grounds. Access zones are in place at K-12 schools, and police can arrest or issue tickets to anyone found impeding access, disrupting or interfering with educational activities, or attempting to intimidate an individual within 20 metres (66 feet) of school property. The zones will be in effect on school days from 7 a.m. until 6 p.m., and during extracurricular school activities at all of B.C.’s K-12 public and independent schools, with limited exceptions.

The Province is also providing digital literacy training for students and parents, so they have the knowledge and tools they need to stay safe from online harms, become good digital citizens and develop healthy relationships with technology.

**Learn More:**

For information about cellphone restrictions in schools, visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/personal-digital-device-restrictions-in-schools>

To learn more about the restrictions in schools, visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/cellphones-in-schools>

For information about digital literacy training through Erase, visit:

<https://pages.saferschoolstogether.com/erase-family-session>

For more information about access zones, visit: <https://news.gov.bc.ca/releases/2024ECC0028-000850>

For more information about Feeding Futures, visit:

<https://news.gov.bc.ca/releases/2023ECC0020-000424>

To report bullying, visit: <https://erasereportit.gov.bc.ca/>

**Contacts:**

Office of the Premier  
Media Relations  
[premier.media@gov.bc.ca](mailto:premier.media@gov.bc.ca)

Ministry of Education and Child Care  
Media Relations  
250 208-7705

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## STATEMENT

For Immediate Release  
2024ECC0115-001417  
Sept. 3, 2024

Ministry of Education and Child Care

### **Minister's statement on return to school**

VICTORIA – Rachna Singh, Minister of Education and Child Care, has issued the following statement as students return to school:

“Our government is committed to ensuring all of B.C.’s K-12 students feel safe, supported and reach their full potential. We are dedicated to building a quality, inclusive education system where every student throughout the province can have the best education experience possible.

“We’ve taken steps to make life more affordable for families and help every child have what they need to participate and succeed in school this year. With the government’s largest investment in school food programs in the province’s history, more students have access to healthy food and snacks at school through Feeding Futures. In the most recent school year, almost 90% of B.C. schools reported having school food programs. To help schools provide support directly to students and families who need it most, we’ve added \$20 million to the Student and Family Affordability Fund, which helps cover the costs of school supplies and class trips, as well as sports and music programs.

“Since 2017, our government has more than doubled funding to school districts for inclusive supports and services to help kids who need additional support meet their full potential in school. We launched two Provincial School Outreach Teams to provide specialist supports to students with disabilities and diverse abilities in communities throughout the province, where access to these services can be limited.

“K-12 literacy screening and learning supports will help all students, especially those with dyslexia and other learning disabilities, get the support they need to achieve their best in their education and beyond.

“Every student in B.C. should have access to safe and modern schools. To meet the needs of B.C.’s growing communities, our government has provided more than \$5 billion over the past seven years to build, upgrade and expand schools that families need.

“To ensure schools remain safe places for learning, we have activated protected zones on and around school grounds for this school year to prevent any disruptive behaviour, such as aggressive protests, from occurring within 20 metres of schools.

“Our new cellphone policy will make sure that students have fewer distractions in the classroom and can concentrate on their learning. While technology plays an important part in our lives, we all know that digital literacy and developing healthy habits with technology play a vital role to keeping our kids healthy and safe.

“We continue to work with education partners to build a strong, sustainable K-12 workforce

that students and families can rely on, now and in the future. With B.C.'s highest enrolment growth in 35 years, more teachers than ever are needed. Targeted initiatives on the recruitment and retention of teachers in high-demand areas, such as rural and remote communities, have boosted hiring efforts. We are building on these initiatives.

"We're also working collaboratively with universities to modernize teacher training through innovative online programs so we can have more teachers in the workforce in the years to come.

"Whether it's through historic school food and affordability programs, building more schools or safe-school programs, we're putting the health, safety and well-being of students and staff at the heart of every decision. We're committed to providing quality public education. This continues to be a top priority for our government.

"I want to extend my gratitude to all our partners across the education sector for your hard work and dedication to ensuring our students have the quality education experiences that they deserve. I wish everyone a safe and productive school year."

**Learn More:**

Learn more about the Student Family and Affordability Fund:

<https://news.gov.bc.ca/releases/2024ECC0013-000293>

Learn more about Provincial School Outreach Teams:

<https://news.gov.bc.ca/releases/2024ECC0032-000535>

Learn more about improving literacy for students:

<https://news.gov.bc.ca/releases/2024PREM0020-000563>

**Contact:**

Ministry of Education and Child Care  
Media Relations  
250 208 7705

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## NEWS RELEASE COMMUNIQUÉ

For Immediate Release  
2024ECC0123-001452  
Sept. 9, 2024

Ministry of Education and Child Care  
Employment and Social Development Canada

### **Further expansion of \$10-a-day child care will benefit B.C. families**

VICTORIA – Starting on Oct. 1, 2024, applications will be accepted from child care providers to join the \$10 a Day ChildCareBC program, which will create more low-cost child care options for families throughout B.C.

“We will be delivering even more \$10-a-day spaces to B.C. families because we know what a difference these spaces make,” said Rachna Singh, B.C. Minister of Education and Child Care. “By making child care more affordable, families are able to pursue more opportunities, which will benefit everyone. I want to thank the child care providers who are partnering with us to deliver these life-changing savings to families.”

The \$10-a-day program is helping B.C. families by reducing the average cost of child care for full-time, centre-based care, from \$1,120 a month to \$200 a month. On average, families save approximately \$920 a month per child with a \$10-a-day space.

“We are excited to welcome more child care providers to join the amazing \$10 a Day ChildCareBC program so more families across B.C. can benefit from it,” said Jenna Sudds, federal Minister of Families, Children and Social Development. “By making \$10-a-day child care a reality for more families, we’re helping parents save thousands of dollars each year, while ensuring children have the best possible start in life.”

All licensed child care providers are encouraged to apply for this program. Priority will be given to larger non-profit, publicly delivered and Indigenous-led providers, which primarily offer care to children five and younger, and in communities that have no spaces or a low number of \$10-a-day spaces compared to their region’s population density. Additionally, this year’s changes to acceptance criteria will help ensure families with low incomes have better access to \$10-a-day spaces.

“YMCA BC is the largest provider of licensed child care in the province and knows first-hand how much families benefit from having access to quality, affordable child care services,” said Cathy Poole, vice-president, Children and Youth Services, YMCA BC. “As a charity committed to igniting the potential in those we serve and support, the Y looks forward to continuing to work with all levels of government and the child care sector to provide families and children with happy and healthy child care experiences.”

Sites offering the \$10 a Day ChildCareBC are not income-tested and are open to any family, regardless of finances. The Province is also helping families with the cost of child care through other affordability programs, such as the Child Care Fee Reduction Initiative and the Affordable Child Care Benefit, which can be combined with the other affordability programs for families that need it most.

By partnering with the Government of Canada through the 2021-22 to 2025-26 Canada-wide Early Learning and Child Care Agreement (CW-ELCC), this opening for applications will support the expansion of \$10 a Day ChildCareBC spaces from more than 15,000 to 20,000 by spring 2026. Priority for this application aligns with commitments in the CW-ELCC.

#### **Quick Facts:**

- Applications will be accepted from noon, Oct. 1, 2024, until noon, Oct. 31, 2024 (Pacific time).
- In addition to the \$10 a Day ChildCareBC program, the Government of B.C. is reducing the cost of child care in other ways:
  - Providers of more than 81,900 spaces for children five and younger, and approximately 48,400 licensed spaces for preschool and school-age children, are participating in the Child Care Fee Reduction Initiative (CCFRI), which saves families as much as \$900 per month, per child.
  - This is in addition to the Affordable Child Care Benefit, which supports an average of 28,200 families (representing 35,700 children) with as much as \$1,250 per month, per child in further fee reductions.
  - The Aboriginal Head Start Program provides culturally based early learning and child care for more than 1,750 children at no cost to their families, in partnership with the First Nations Health Authority and the Aboriginal Head Start Association of BC.

#### **Learn More:**

For more information about existing \$10 a Day ChildCareBC sites and spaces, criteria, guidelines and priority areas under this intake, visit:

[www.gov.bc.ca/10adaychildcare](http://www.gov.bc.ca/10adaychildcare)

For more information about ChildCareBC, visit:

[www.gov.bc.ca/childcare](http://www.gov.bc.ca/childcare)

For more about the 2021-26 Canada-British Columbia Canada-Wide Early Learning and Child Care Agreement:

<https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia-canada-wide-2021.html>

For more information about Canada-wide Early Learning and Child Care:

<https://canada.ca/child-care>

#### **Contacts:**

Ministry of Education and Child Care  
Media Relations  
esme.mills@gov.bc.ca  
250 896-4891

Geneviève Lemaire  
Press Secretary  
Office of the Minister of Families, Children and  
Social Development  
genevieve.lemaire@hrsdc-rhdcc.gc.ca

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## NEWS RELEASE COMMUNIQUÉ

For Immediate Release  
2024ECC0129-001505  
Sept. 13, 2024

Ministry of Education and Child Care  
Ministry of Families, Children and Social Development

### **Indigenous families will benefit from more Aboriginal Head Start child care spaces**

VICTORIA – Dozens of families will benefit from new culturally relevant child care spaces through the Aboriginal Head Start (AHS) program.

“The opening of these new Aboriginal Head Start spaces are making a real difference for Indigenous families, ensuring that their children can learn and grow in environments that reflect and celebrate their cultures,” said Rachna Singh, B.C. Minister of Education and Child Care. “These spaces support Indigenous children’s growth and learning, while also providing opportunities to further strengthen their communities and cultures.”

Three new AHS centres are providing a total of 108 new child care spaces, including 48 spaces in Colwood, 44 in Kelowna and 20 in Vancouver. AHS is a culturally relevant early-learning and child care program for Indigenous children up to age six and their families that provides wraparound family support and inclusion services at no cost.

“Aboriginal Head Start Association of British Columbia (AHSABC) is growing culturally rich spaces in a big way,” said Joan Gignac, executive director, AHSABC. “Eight hundred and twenty-nine AHS-licensed full-day child care spaces have been created since 2018 in 23 communities across B.C. This has been life-changing for Indigenous families in B.C.”

AHS uses a culturally relevant curriculum that encompasses six core programming components: culture and language, education and school readiness, health promotion, nutrition, social support, parent and family involvement.

“It is so important that children feel safe, seen and supported from a young age,” said Joan Phillip, MLA for Vancouver-Mount Pleasant. “These new Aboriginal Head Start spaces in Vancouver mean that more First Nations children will receive ongoing culturally appropriate care that will strengthen their mental, physical and spiritual well-being.”

Since 2018, based on the results of community engagement, the Province has partnered with the First Nations Health Authority (FNHA) and the Aboriginal Head Start Association of B.C. to support the creation or transformation of more than 1,750 AHS spaces provincially, including more than 900 spaces in First Nations communities and more than 800 in urban Indigenous communities.

“These new Aboriginal Head Start spaces will greatly benefit Indigenous families and children with culturally relevant care that reflects and celebrates their heritage,” said Jenna Suds, federal Minister of Families, Children and Social Development. “We are committed to increasing access to affordable, high-quality early learning and child care rooted in Indigenous cultures across Canada that are designed by and for their communities.”

AHS funding is supported by a combination of provincial funding, the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement, and the Canada-B.C. Early Learning and Child Care Agreement.

**Learn More:**

For information about ChildCareBC, visit: <https://www.gov.bc.ca/childcare>

For more information about the ChildCareBC New Spaces Fund, visit:  
<https://www.gov.bc.ca/childcare/newspacesfund>

For more information on the Affordable Child Care Benefit, visit:  
<https://www.gov.bc.ca/affordablechildcarebenefit>

**Contacts:**

B.C. Ministry of Education and Child Care  
Media Relations  
esme.mills@gov.bc.ca  
250 896-4891

Genevieve Lemaire  
Press Secretary to Minister of Families,  
Children and Social Development  
Genevieve.lemaire@hrsdc-rhdcc.gc.ca

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## Qualicum School District

### Trustee Representative Committee Report

Trustee Representative: Elaine Young  
Committee Name: Early Years  
Meeting Location: Via Teams  
Meeting Date & Time: September 12, 2024

#### Groups in Attendance:

Oceanside Building Learning Together (OBLT), Qualicum School District (QSD), Pacific Care, Island Health, Arrowsmith Community Recreation Association (ACRA), Society of Organized Services (SOS), SOURCES, Qualicum First Nation, and Regional District of Nanaimo (RDN).

Each representative was tasked with preparing an introduction to services, highlights (H) and a challenge (C) they are facing.

#### Pacific Care

- Operates a Childcare Resource Centre for childcare providers, and parents seeking childcare. They have a toy library and other resources.
- H: More childcare spaces being planned
- C: Still not enough quality care providers.

#### QSD

- Several speakers summarized – Requesting funding to have childcare in all school sites; centralizing administrative services to be more efficient, gradual entry to Kindergarten shorter this year as some opportunities for pre-kindergarten provided in a pilot project.
- H: Kindergarten “snapshots” happening where the whole team of specialist teachers assess kindergarten student needs using a play-based model.
- C: replacement costs.

#### SOURCES

- Support to families in the early years particularly with children requiring specialized support. Many programs – Supportive Child Development; Speech and Language; PT and OT; Specialized Childcare Centre; FAS team workers; referrals to other agencies etc.
- H: Offering “Circles of Security” programs more widely; Advocacy zoom event.
- C: Inclusiveness in childcare especially regarding “potty training.” Shows a lack of applying a developmental framework instead of an age-based framework.

#### SOS

- Several speakers summarized. Provides support to children, youth, seniors and families in the Oceanside area. Specifically, for children and youth, the following programs are available. TIC TOK, Kid's movement classes, family nights etc. Check their website for times and further information.
- H: new families coming to the area who are active and engaged; increasing collaboration among service providers.



## **Qualicum School District**

### **Trustee Representative Committee Report**

- C: Increasing number of home schoolers who are not prepared and find it difficult to access resources. Another challenge is lack of volunteers especially for after school programming. Youth volunteers would be welcomed.

#### **Island Health – Dental Hygiene**

- Prenatal and 0-6 years support centred on prevention. Clinics on-going starting in November as well as independent help and support.
- C: Staffing (no dietician; staffing at dental offices). Difficulty finding a “dental home” for families.

#### **Qualicum First Nation – Family Navigator**

- Many good things going on so difficult to pick one thing.
- H: A recent community BBQ brought 90 people together.
- C: Quality care in childcare settings outside of the one at the Nation. Lack of consistent practices, communication, and using training and best practices. Seems to be a disconnect between philosophy, training and practice.

#### **RDN – Early Years Coordinators**

- Lots of programs just starting up. Leaders in Training could provide needed youth volunteers
- C: Collaborating and coordination with other service providers; Staffing during the day is hard for shorter shifts. Hard to find enough space to rent.

#### **ACRA**

- Provides free and/or affordable recreational activities in Area F (Errington, Coombs, Meadowood etc.) The community is “eating up” all the free programs and they have expanded to 3 staff members.
- H: upcoming Coombs Candy Walk on October 31. There’s a fundraising opportunity for a group to develop and work the haunted house. The whole beef barn is available.
- C: Some classes are not filling and more work needs to be done to figure out why.

#### **OBLT**

- Lots of highlights; volunteer Board spruced up Storybook Village. Now can be used. New Strong Start Programs. WOW bus will be running in October and Munchkinlands are open!
- H: Spooktakular coming on October 24 – Service Providers welcomed to sign up.
- C: finding qualified staff. Question about accessing school newsletters. Can be accessed through the Board Office. Contact Karin Hergt, Executive Assistant [Khergt@sd69.bc.ca](mailto:Khergt@sd69.bc.ca)

#### **Next Meeting**

Thursday, October 10 at noon via Teams.

Audited Financial Statements of

# **School District No. 69 (Qualicum)**

And Independent Auditors' Report thereon

June 30, 2024

# School District No. 69 (Qualicum)

June 30, 2024

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# School District No. 69 (Qualicum)

## MANAGEMENT REPORT

**DRAFT**

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 69 (Qualicum) 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. 69 (Qualicum) (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, MPS Chartered Professional Accountants, 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. 69 (Qualicum) 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. 69 (Qualicum)

<b>DRAFT</b>	
Signature of the Comptroller of Education	Date Signed
Signature of the Superintendent	Date Signed

Signature of the Secretary Treasurer

Date Signed

## **INDEPENDENT AUDITORS' REPORT**

To the Board of Education of School District No. 69 (Qualicum), and  
To the Minister of Education, Province of British Columbia

### **Opinion**

We have audited the accompanying consolidated financial statements of School District No. 69 (Qualicum), which comprise the statement of financial position as at June 30, 2024, the statements of operations, changes in net financial debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of School District No. 69 (Qualicum) as at June 30, 2024, and the results of its operations, changes in net financial debt and cash flows for the year then ended in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### **Basis of Opinion**

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditors' 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 our opinion.

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

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia 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 either 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 auditors' 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 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 judgment 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 our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 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 auditors' 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 auditors' 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.

CHARTERED PROFESSIONAL ACCOUNTANTS

Parksville, Canada  
September 24, 2024

# School District No. 69 (Qualicum)

Statement 1

Statement of Financial Position

As at June 30, 2024

	2024 Actual \$	2023 Actual \$
<b>Financial Assets</b>		
Cash and Cash Equivalents	15,273,784	15,283,965
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	1,240,226	893,469
Other (Note 3)	432,320	270,770
<b>Total Financial Assets</b>	<b>16,946,330</b>	<b>16,448,204</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	5,277,673	4,522,972
Unearned Revenue (Note 5)	2,199,328	2,002,491
Deferred Revenue (Note 6)	971,594	878,670
Deferred Capital Revenue (Note 7)	44,316,226	43,484,830
Employee Future Benefits (Note 8)	6,467,464	6,439,537
Asset Retirement Obligation (Note 18)	2,817,927	2,817,927
<b>Total Liabilities</b>	<b>62,050,212</b>	<b>60,146,427</b>
<b>Net Debt</b>	<b>(45,103,882)</b>	<b>(43,698,223)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 9)	60,148,020	59,288,636
Prepaid Expenses	164,640	226,119
<b>Total Non-Financial Assets</b>	<b>60,312,660</b>	<b>59,514,755</b>
<b>Accumulated Surplus (Deficit) (Note 13)</b>	<b>15,208,778</b>	<b>15,816,532</b>

Contractual Rights (Note 14)

Contingent Liabilities (Note 10)

Approved by the Board

Signature of the Chairperson of the Board

Date Signed

Signature of the Secretary Treasurer

Date Signed

Signature of the Secretary Treasurer

Date Signed

DRAFT

# School District No. 69 (Qualicum)

Statement 2

Statement of Operations  
Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	60,606,613	<b>62,164,588</b>	56,917,905
Other	150,000	<b>159,560</b>	140,016
Tuition	3,900,000	<b>3,654,088</b>	3,917,837
Other Revenue	1,675,000	<b>2,105,166</b>	1,701,230
Rentals and Leases	700,000	<b>745,368</b>	726,127
Investment Income	600,000	<b>603,017</b>	467,424
Amortization of Deferred Capital Revenue	2,605,016	<b>2,620,603</b>	2,594,166
<b>Total Revenue</b>	<u>70,236,629</u>	<u><b>72,052,390</b></u>	<u>66,464,705</u>
<b>Expenses</b>			
Instruction	53,915,688	<b>54,878,276</b>	50,206,901
District Administration	2,904,700	<b>2,978,142</b>	2,755,835
Operations and Maintenance	10,512,485	<b>11,997,332</b>	11,163,131
Transportation and Housing	2,741,794	<b>2,806,394</b>	2,411,662
<b>Total Expense</b>	<u>70,074,667</u>	<u><b>72,660,144</b></u>	<u>66,537,529</u>
<b>Surplus (Deficit) for the year</b>	<u>161,962</u>	<u><b>(607,754)</b></u>	<u>(72,824)</u>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>15,816,532</b>	15,889,356
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<u><u><b>15,208,778</b></u></u>	<u>15,816,532</u>

# School District No. 69 (Qualicum)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	161,962	(607,754)	(72,824)
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(500,000)	(3,821,442)	(1,767,726)
Amortization of Tangible Capital Assets	2,943,054	2,962,058	2,944,976
<b>Total Effect of change in Tangible Capital Assets</b>	2,443,054	(859,384)	1,177,250
Acquisition of Prepaid Expenses		(164,640)	(226,119)
Use of Prepaid Expenses		226,119	163,668
<b>Total Effect of change in Other Non-Financial Assets</b>	-	61,479	(62,451)
<b>(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)</b>	2,605,016	(1,405,659)	1,041,975
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Debt</b>		(1,405,659)	1,041,975
<b>Net Debt, beginning of year</b>		(43,698,223)	(44,740,198)
<b>Net Debt, end of year</b>		(45,103,882)	(43,698,223)

# School District No. 69 (Qualicum)

Statement 5

## Statement of Cash Flows

Year Ended June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	(607,754)	(72,824)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(508,307)	(94,608)
Prepaid Expenses	61,479	(62,451)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	754,701	189,784
Unearned Revenue	196,837	(333,284)
Deferred Revenue	92,924	144,718
Employee Future Benefits	27,927	81,380
Amortization of Tangible Capital Assets	2,962,058	2,944,976
Amortization of Deferred Capital Revenue	(2,620,603)	(2,594,166)
Services and Supplies purchased with Bylaw Capital	(1,932,671)	(1,194,275)
<b>Total Operating Transactions</b>	<b>(1,573,409)</b>	<b>(990,750)</b>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(2,981,191)	(1,767,726)
Tangible Capital Assets -WIP Purchased	(840,251)	
<b>Total Capital Transactions</b>	<b>(3,821,442)</b>	<b>(1,767,726)</b>
<b>Financing Transactions</b>		
Capital Revenue Received	5,384,670	2,998,558
<b>Total Financing Transactions</b>	<b>5,384,670</b>	<b>2,998,558</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>(10,181)</b>	<b>240,082</b>
<b>Cash and Cash Equivalents, beginning of year</b>	<b>15,283,965</b>	<b>15,043,883</b>
<b>Cash and Cash Equivalents, end of year</b>	<b>15,273,784</b>	<b>15,283,965</b>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	15,273,784	15,283,965
	<b>15,273,784</b>	<b>15,283,965</b>

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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**NOTE 1      AUTHORITY AND PURPOSE**

The School District, established in 1946, 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. 69 (Qualicum)" and operates as "School District No. 69 (Qualicum)." 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. 69 (Qualicum) is exempt from federal and provincial corporate income taxes.

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

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(k).

In November 2011, the 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(k), 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.

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 impacts of this difference on the financial statements of the School District are as follows:

Year ended June 30, 2023 - decrease in annual surplus by \$857,026

June 30, 2023 - increase in accumulated surplus and decrease in deferred contributions by \$42,554,412

Year ended June 30, 2024 - increase in annual surplus by \$725,447

June 30, 2024 - increase in accumulated surplus and decrease in deferred contributions by \$43,279,859

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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

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

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 the 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(k).

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 impacts of this policy on these financial statements.

f) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARS�) of active employees covered under the plan.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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

f) Employee Future Benefits (continued)

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.

g) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- 1) There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- 2) The past transaction or event giving rise to the liability has occurred;
- 3) It is expected that future economic benefits will be given up; and
- 4) A reasonable estimate of the amount can be made.

The liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District has been initially recognized using the modified retroactive method. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2(h)). Assumptions used in the calculations are reviewed annually.

h) 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 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.
- 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.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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

h) Tangible Capital Assets (continued)

- The cost, less residual value, of tangible capital assets (excluding sites) is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise.
- Estimated useful life is as follows:

Buildings	40 years
Furniture and Equipment	10 years
Vehicles	10 years
Computer Hardware	5 years

i) Prepaid Expenses

Amounts for maintenance contracts and other services are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

j) 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 Note 13 - Accumulated Surplus).

k) 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.
- Contributions restricted for tangible capital asset 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.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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

k) Revenue Recognition (continued)

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

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the district:

- 1) Has the authority to claim or retain an inflow of economic resources; and
- 2) Identifies a past transaction or event that gives rise to an asset.

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.

l) Expenditures

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 Director of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Associate 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 Indigenous 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.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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

m) 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.

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 instruments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

All financial assets, except derivatives, are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations.

n) 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, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

**NOTE 3 ACCOUNTS RECEIVABLE - OTHER RECEIVABLES**

	<b>2024</b>	<b>2023</b>
Due from Federal Government	\$ 105,214	\$ 80,196
Mount Arrowsmith Teachers Association	56,125	21,161
Little Gnomes Childcare	37,087	37,087
Smith Performance Basketball	11,571	-
Parksville Civic & Technology Centre	30,093	-
CUPE Local 3570	20,012	-
Telus Communications	-	44,485
Other	172,219	87,841
	<u>\$ 432,320</u>	<u>\$ 270,770</u>

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

	<b>2024</b>	<b>2023</b>
Trades payable	\$ 1,210,222	\$ 716,548
Salaries and benefits payable	3,267,464	2,985,024
Accrued vacation pay	252,213	257,154
Employer health tax payable	299,632	275,581
Other	248,142	288,665
	<u>\$ 5,277,673</u>	<u>\$ 4,522,972</u>

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

**NOTE 5      UNEARNED REVENUE**

	<b>2024</b>	<b>2023</b>
Tuition fees	\$ 2,189,803	\$ 1,969,578
Rentals	9,525	32,913
	<u>\$ 2,199,328</u>	<u>\$ 2,002,491</u>

**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 the 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 is included in Schedule 3A.

**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 the 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 included in Schedule 4C and 4D.

**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.

	<b>2024</b>	<b>2023</b>
<b>Reconciliation of Accrued Benefit Obligation</b>		
Accrued Benefit Obligation – April 1	\$ 6,100,692	\$ 6,250,099
Service Cost	447,830	458,117
Interest Cost	247,824	205,333
Benefit Payments	(609,046)	(574,725)
Increase in Obligation due to Plan Amendment	-	-
Actuarial Gain	(203,571)	(238,132)
Accrued Benefit Obligation – March 31	<u>\$ 5,983,729</u>	<u>\$ 6,100,692</u>

**Reconciliation of Funded Status at End of Fiscal Year**

Accrued Benefit Obligation – March 31	\$ 5,983,729	\$ 6,100,692
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(5,983,729)	(6,100,692)
Employer Contributions After Measurement Date	213,575	168,594
Benefits Expense After Measurement Date	(174,805)	(173,914)
Unamortized Net Actuarial Gain	(522,505)	(333,525)
Accrued Benefit Liability – June 30	<u>\$ (6,467,464)</u>	<u>\$ (6,439,537)</u>

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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

**Reconciliation of Change in Accrued Benefit Liability**

Accrued Benefit Liability – July 1	\$ 6,439,537	\$ 6,358,157
Net expense for fiscal year	681,954	686,507
Employer Contributions	(654,027)	(605,127)
Accrued Benefit Liability – June 30	\$ 6,467,464	\$ 6,439,537

**Components of Net Benefit Expense**

Service Cost	\$ 446,010	\$ 455,545
Interest Cost	250,535	215,956
Immediate Recognition of Plan Amendment	-	-
Amortization of Net Actuarial Loss	(14,591)	15,006
Net Benefit Expense	\$ 681,954	\$ 686,507

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

	2024	2023
Discount Rate – April 1	4.00%	3.25%
Discount Rate – March 31	4.25%	4.00%
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	10.9	10.9

**NOTE 9      TANGIBLE CAPITAL ASSETS**

**Net Book Value:**

	June 30, 2024	June 30, 2023
Sites	\$ 11,929,778	\$ 11,929,778
Buildings	44,399,641	44,698,225
Buildings – Work in Progress	840,251	-
Furniture and Equipment	739,552	623,150
Vehicles	2,213,398	2,010,776
Computer Hardware	25,400	26,707
Total	\$ 60,148,020	\$ 59,288,636

**June 30, 2024**

<b>Cost:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Total 2024</b>
Sites	\$ 11,929,778	\$ -	\$ -	\$ -	\$ 11,929,778
Buildings	113,916,433	2,081,801	-	-	115,998,234
Buildings – Work in Progress	-	840,251	-	-	840,251
Furniture and Equipment	1,213,812	241,717	163,047	-	1,292,482
Vehicles	4,491,426	647,254	737,457	-	4,401,223
Computer Hardware	53,420	10,419	-	-	63,839
Total	\$ 131,604,869	\$ 3,821,442	\$ 900,504	\$ -	\$ 134,525,807

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

**NOTE 9 TANGIBLE CAPITAL ASSETS (continued)**

<b>Accumulated Amortization:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Total 2024</b>
Buildings	\$ 69,218,208	\$ 2,380,385	\$ -	\$ 71,598,593
Furniture and Equipment	590,662	125,315	163,047	552,930
Vehicles	2,480,650	444,632	737,457	2,187,825
Computer Hardware	26,713	11,726	-	38,439
<b>Total</b>	<b>\$ 72,316,233</b>	<b>\$ 2,962,058</b>	<b>\$ 900,504</b>	<b>\$ 74,377,787</b>

Buildings – Work in Progress (WIP) having a value of \$840,251 have not been amortized. Amortization of these assets will commence when the asset is put into service.

**June 30, 2023**

<b>Cost:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Total 2023</b>
Sites	\$ 11,929,778	\$ -	\$ -	\$ -	\$ 11,929,778
Buildings	112,165,543	1,750,890	-	-	113,916,433
Furniture and Equipment	1,329,374	16,836	132,398	-	1,213,812
Vehicles	4,658,447	-	167,021	-	4,491,426
Computer Hardware	83,151	-	29,731	-	53,420
<b>Total</b>	<b>\$ 130,166,293</b>	<b>\$ 1,767,726</b>	<b>\$ 329,150</b>	<b>\$ -</b>	<b>\$131,604,869</b>

<b>Accumulated Amortization:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Total 2023</b>
Buildings	\$ 66,871,542	\$ 2,346,666	\$ -	\$ 69,218,208
Furniture and Equipment	595,901	127,159	132,398	590,662
Vehicles	2,190,177	457,494	167,021	2,480,650
Computer Hardware	42,787	13,657	29,731	26,713
<b>Total</b>	<b>\$ 69,700,407</b>	<b>\$ 2,944,976</b>	<b>\$ 329,150</b>	<b>\$ 72,316,233</b>

**NOTE 10 CONTINGENT LIABILITIES**

The School District, in conducting its usual business activities, is involved in legal claims and litigation. In the event any unsettled claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position.

**NOTE 11 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.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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**NOTE 11      EMPLOYEE PENSION PLANS (continued)**

As at December 31, 2023, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 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 \$1,584 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, 2021 indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$4,698,894 for employer contributions to these plans in the year ended June 30, 2024 (2023 - \$4,331,540).

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, 2024.

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 Plan.

**NOTE 12      EXPENSE BY OBJECT**

	<b>2024</b>	<b>2023</b>
Salaries and benefits	\$ 57,694,088	\$ 52,633,549
Services and supplies	12,003,998	10,959,004
Amortization	2,962,058	2,944,976
	<u>\$ 72,660,144</u>	<u>\$ 66,537,529</u>

**NOTE 13      ACCUMULATED SURPLUS**

Accumulated surplus consists of:

	<b>2024</b>	<b>2023</b>
Invested in tangible capital assets	\$ 14,003,275	\$ 13,869,338
Local capital surplus	-	313,010
Total capital surplus	14,003,275	14,182,348
Operating surplus	1,205,503	1,634,184
	<u>\$ 15,208,778</u>	<u>\$ 15,816,532</u>

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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**NOTE 13      ACCUMULATED SURPLUS (continued)**

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2024, were as follows:

- Capital assets were purchased with Operating funds (\$153,762).

The operating surplus has been internally restricted (appropriated) for:

	<b>2024</b>	<b>2023</b>
School budgets	\$ 49,597	\$ 40,000
Capital maintenance	53,214	268,700
Software	90,234	125,000
Indigenous education	104,931	-
Appropriated for future years' operating budget	907,527	1,200,484
Internally restricted	1,205,503	1,634,184
Unrestricted operating surplus	-	-
Total operating surplus	<u>\$ 1,205,503</u>	<u>\$ 1,634,184</u>

**NOTE 14      CONTRACTUAL RIGHTS**

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

	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>Thereafter</b>
Future rental revenue	<u>\$ 723,536</u>	<u>\$ 225,195</u>	<u>\$ 184,490</u>	<u>\$ 105,049</u>	<u>\$ 105,049</u>	<u>\$ 315,146</u>

**NOTE 15      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 16      BUDGET FIGURES**

The budget figures included in the financial statements are not audited. The budget figures data presented in these financial statements is based upon the 2023/24 amended annual budget adopted by the Board on January 23, 2024. The following chart compares the original annual budget bylaw approved April 27, 2023 to the amended annual budget bylaw reported in these financial statements.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

**NOTE 16      BUDGET FIGURES (continued)**

	<b>2024 Amended Annual Budget</b>	<b>2024 Annual Budget</b>
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	\$ 60,606,613	\$ 58,455,125
Other Provincial Revenues	2,755,016	2,746,731
Tuition	3,900,000	3,900,000
Other Revenue	1,675,000	1,440,000
Rentals and Leases	700,000	700,000
Investment Income	600,000	520,000
Total Revenue	70,236,629	67,761,856
<b>Expenses</b>		
Instruction	\$ 53,915,688	\$ 52,087,808
District Administration	2,904,700	2,770,552
Operations and Maintenance	10,512,485	10,150,175
Transportation and Housing	2,741,794	2,586,623
Total Expenses	70,074,667	67,595,158
Net Revenue	161,962	166,698
Budgeted Allocation of Surplus	-	-
Budgeted Surplus for the year	\$ 161,962	\$ 166,698

**NOTE 17      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 18      ASSET RETIREMENT OBLIGATION**

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials within some district owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized using the modified retroactive approach as at July 1, 2022. The obligation has been measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

Asset Retirement Obligation, July 1, 2023	\$ 2,817,927
Settlements during the year	-
Asset Retirement Obligation, closing balance	<u>\$ 2,817,927</u>

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2024**

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**NOTE 19      RISK MANAGEMENT**

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

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

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

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

b) Market risk:

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

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

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

c) Liquidity risk:

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2023 related to credit, market or liquidity risks.

# School District No. 69 (Qualicum)

Schedule 1

Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Actual	2023 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,634,184		14,182,348	15,816,532	15,889,356
Changes for the year					
Surplus (Deficit) for the year	(274,919)		(332,835)	(607,754)	(72,824)
Interfund Transfers					
Tangible Capital Assets Purchased	(153,762)		153,762	-	
Net Changes for the year	(428,681)	-	(179,073)	(607,754)	(72,824)
Accumulated Surplus (Deficit), end of year - Statement 2	1,205,503	-	14,003,275	15,208,778	15,816,532

**School District No. 69 (Qualicum)**

Schedule 2

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	53,242,916	<b>53,388,833</b>	49,628,525
Other	150,000	<b>159,560</b>	140,016
Tuition	3,900,000	<b>3,654,088</b>	3,917,837
Other Revenue	225,000	<b>402,684</b>	251,920
Rentals and Leases	700,000	<b>745,368</b>	726,127
Investment Income	600,000	<b>594,397</b>	453,311
<b>Total Revenue</b>	<b>58,817,916</b>	<b>58,944,930</b>	<b>55,117,736</b>
<b>Expenses</b>			
Instruction	46,136,699	<b>46,655,966</b>	42,974,161
District Administration	2,904,700	<b>2,978,142</b>	2,755,835
Operations and Maintenance	7,102,369	<b>7,347,852</b>	7,255,566
Transportation and Housing	2,174,148	<b>2,237,889</b>	1,841,876
<b>Total Expense</b>	<b>58,317,916</b>	<b>59,219,849</b>	<b>54,827,438</b>
<b>Operating Surplus (Deficit) for the year</b>	<b>500,000</b>	<b>(274,919)</b>	<b>290,298</b>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(500,000)	<b>(153,762)</b>	(30,586)
<b>Total Net Transfers</b>	<b>(500,000)</b>	<b>(153,762)</b>	<b>(30,586)</b>
<b>Total Operating Surplus (Deficit), for the year</b>	<b>-</b>	<b>(428,681)</b>	<b>259,712</b>
<b>Operating Surplus (Deficit), beginning of year</b>		<b>1,634,184</b>	<b>1,374,472</b>
<b>Operating Surplus (Deficit), end of year</b>		<b>1,205,503</b>	<b>1,634,184</b>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 13)		<b>1,205,503</b>	1,634,184
<b>Total Operating Surplus (Deficit), end of year</b>		<b>1,205,503</b>	<b>1,634,184</b>

# School District No. 69 (Qualicum)

Schedule 2A

Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>			
Operating Grant, Ministry of Education and Child Care	50,999,401	<b>50,907,621</b>	46,342,360
Other Ministry of Education and Child Care Grants			
Pay Equity	936,176	<b>936,176</b>	936,176
Funding for Graduated Adults		<b>9,290</b>	8,488
Student Transportation Fund	426,341	<b>426,341</b>	426,341
FSA Scorer Grant	4,094	<b>8,187</b>	8,187
Child Care Funding		<b>31,507</b>	
Early Learning Framework (ELF) Implementation			670
Labour Settlement Funding	851,904	<b>851,904</b>	1,827,164
Equity Scan			2,381
Anti-Racism in Early Care and Learning			6,429
Benefits Standardization and Improvements		<b>70,329</b>	70,329
Integrated Child and Youth Team		<b>147,478</b>	
Other	25,000		
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>53,242,916</b>	<b>53,388,833</b>	49,628,525
<b>Provincial Grants - Other</b>	<b>150,000</b>	<b>159,560</b>	140,016
<b>Tuition</b>			
International and Out of Province Students	3,900,000	<b>3,654,088</b>	3,917,837
<b>Total Tuition</b>	<b>3,900,000</b>	<b>3,654,088</b>	3,917,837
<b>Other Revenues</b>			
Miscellaneous			
Transportation Revenue	50,000	<b>49,000</b>	59,792
Miscellaneous	110,000	<b>216,802</b>	106,821
Child Care Revenue	65,000	<b>122,773</b>	72,946
Pcard Dividend		<b>14,109</b>	12,361
<b>Total Other Revenue</b>	<b>225,000</b>	<b>402,684</b>	251,920
<b>Rentals and Leases</b>	<b>700,000</b>	<b>745,368</b>	726,127
<b>Investment Income</b>	<b>600,000</b>	<b>594,397</b>	453,311
<b>Total Operating Revenue</b>	<b>58,817,916</b>	<b>58,944,930</b>	55,117,736

# School District No. 69 (Qualicum)

Schedule 2B

Schedule of Operating Expense by Object  
Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	21,820,531	22,122,209	20,570,559
Principals and Vice Principals	3,736,662	3,928,685	3,562,573
Educational Assistants	3,966,849	3,834,299	3,495,924
Support Staff	6,151,122	6,360,590	5,880,870
Other Professionals	2,045,763	1,823,117	1,879,734
Substitutes	2,296,853	2,506,986	2,137,250
<b>Total Salaries</b>	40,017,780	40,575,886	37,526,910
<b>Employee Benefits</b>	10,665,333	10,897,287	9,637,421
<b>Total Salaries and Benefits</b>	50,683,113	51,473,173	47,164,331
<b>Services and Supplies</b>			
Services	3,261,968	3,209,035	3,162,224
Professional Development and Travel	391,500	486,093	437,405
Rentals and Leases	50,000	22,082	29,979
Dues and Fees	68,000	97,175	88,083
Insurance	195,000	197,473	180,765
Supplies	2,487,335	2,700,172	2,621,309
Utilities	1,181,000	1,034,646	1,143,342
<b>Total Services and Supplies</b>	7,634,803	7,746,676	7,663,107
<b>Total Operating Expense</b>	58,317,916	59,219,849	54,827,438

# School District No. 69 (Qualicum)

Schedule 2C

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	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	17,788,178	930,329		6,276		1,524,046	20,248,829
1.03 Career Programs	88,499			46,580		9,121	144,200
1.07 Library Services	562,771	40,073		283,049		1,963	887,856
1.08 Counselling	1,065,182						1,065,182
1.10 Special Education	2,161,657	162,558	3,488,605	55,755	91,601	465,758	6,425,934
1.20 Early Learning and Child Care				68,236			68,236
1.30 English Language Learning	142,552						142,552
1.31 Indigenous Education	61,430	144,882	345,694	7,205			559,211
1.41 School Administration		2,180,197		1,189,550	4,329	17,910	3,391,986
1.62 International and Out of Province Students	251,940	300,441		124,857	211,712		888,950
1.64 Other					45,673		45,673
<b>Total Function 1</b>	<b>22,122,209</b>	<b>3,758,480</b>	<b>3,834,299</b>	<b>1,781,508</b>	<b>353,315</b>	<b>2,018,798</b>	<b>33,868,609</b>
<b>4 District Administration</b>							
4.11 Educational Administration		170,205		53,915	462,602		686,722
4.40 School District Governance					127,275		127,275
4.41 Business Administration				398,449	696,241		1,094,690
<b>Total Function 4</b>	<b>-</b>	<b>170,205</b>	<b>-</b>	<b>452,364</b>	<b>1,286,118</b>	<b>-</b>	<b>1,908,687</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				53,599	106,071		159,670
5.50 Maintenance Operations				2,864,673		379,421	3,244,094
5.52 Maintenance of Grounds				117,890		2,249	120,139
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,036,162</b>	<b>106,071</b>	<b>381,670</b>	<b>3,523,903</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				73,803	77,613		151,416
7.70 Student Transportation				1,016,753		106,518	1,123,271
7.73 Housing							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,090,556</b>	<b>77,613</b>	<b>106,518</b>	<b>1,274,687</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>22,122,209</b>	<b>3,928,685</b>	<b>3,834,299</b>	<b>6,360,590</b>	<b>1,823,117</b>	<b>2,506,986</b>	<b>40,575,886</b>

# School District No. 69 (Qualicum)

Schedule 2C

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Actual	2024 Budget	2023 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	20,248,829	5,389,984	25,638,813	927,215	26,566,028	26,356,060	25,162,780
1.03 Career Programs	144,200	39,323	183,523	374,763	558,286	491,502	504,498
1.07 Library Services	887,856	238,507	1,126,363	18,458	1,144,821	1,182,217	1,047,892
1.08 Counselling	1,065,182	277,638	1,342,820		1,342,820	1,327,828	1,190,495
1.10 Special Education	6,425,934	1,896,650	8,322,584	90,969	8,413,553	8,104,854	7,307,706
1.20 Early Learning and Child Care	68,236	15,967	84,203		84,203	143,217	
1.30 English Language Learning	142,552	40,173	182,725		182,725	179,575	153,770
1.31 Indigenous Education	559,211	150,987	710,198	115,110	825,308	930,457	866,587
1.41 School Administration	3,391,986	878,686	4,270,672	67,227	4,337,899	4,247,446	3,703,153
1.62 International and Out of Province Students	888,950	221,430	1,110,380	2,034,303	3,144,683	3,118,044	2,983,505
1.64 Other	45,673	9,967	55,640		55,640	55,499	53,775
<b>Total Function 1</b>	<b>33,868,609</b>	<b>9,159,312</b>	<b>43,027,921</b>	<b>3,628,045</b>	<b>46,655,966</b>	<b>46,136,699</b>	<b>42,974,161</b>
<b>4 District Administration</b>							
4.11 Educational Administration	686,722	158,608	845,330	71,815	917,145	933,528	833,714
4.40 School District Governance	127,275	9,841	137,116	99,991	237,107	252,573	281,241
4.41 Business Administration	1,094,690	259,388	1,354,078	469,812	1,823,890	1,718,599	1,640,880
<b>Total Function 4</b>	<b>1,908,687</b>	<b>427,837</b>	<b>2,336,524</b>	<b>641,618</b>	<b>2,978,142</b>	<b>2,904,700</b>	<b>2,755,835</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	159,670	33,802	193,472	274,069	467,541	726,534	643,402
5.50 Maintenance Operations	3,244,094	840,785	4,084,879	1,319,627	5,404,506	4,761,961	4,855,356
5.52 Maintenance of Grounds	120,139	62,232	182,371	124,688	307,059	377,874	496,760
5.56 Utilities	-	-	-	1,168,746	1,168,746	1,236,000	1,260,048
<b>Total Function 5</b>	<b>3,523,903</b>	<b>936,819</b>	<b>4,460,722</b>	<b>2,887,130</b>	<b>7,347,852</b>	<b>7,102,369</b>	<b>7,255,566</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	151,416	38,471	189,887	39,631	229,518	178,893	180,600
7.70 Student Transportation	1,123,271	334,848	1,458,119	488,986	1,947,105	1,955,255	1,612,822
7.73 Housing	-	-	-	61,266	61,266	40,000	48,454
<b>Total Function 7</b>	<b>1,274,687</b>	<b>373,319</b>	<b>1,648,006</b>	<b>589,883</b>	<b>2,237,889</b>	<b>2,174,148</b>	<b>1,841,876</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>40,575,886</b>	<b>10,897,287</b>	<b>51,473,173</b>	<b>7,746,676</b>	<b>59,219,849</b>	<b>58,317,916</b>	<b>54,827,438</b>

# School District No. 69 (Qualicum)

Schedule 3

Schedule of Special Purpose Operations

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	6,663,697	<b>6,843,084</b>	6,095,105
Other Revenue	1,450,000	<b>1,702,482</b>	1,449,310
<b>Total Revenue</b>	<u>8,113,697</u>	<u><b>8,545,566</b></u>	<u>7,544,415</u>
<b>Expenses</b>			
Instruction	7,778,989	<b>8,222,310</b>	7,232,740
Operations and Maintenance	199,383	<b>199,383</b>	199,383
Transportation and Housing	135,325	<b>123,873</b>	112,292
<b>Total Expense</b>	<u>8,113,697</u>	<u><b>8,545,566</b></u>	<u>7,544,415</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. 69 (Qualicum)

Schedule 3A

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
<b>Deferred Revenue, beginning of year</b>	\$ -	\$ -	679,104	\$ -	\$ -	13,900	\$ -	\$ -	\$ -
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	199,383	189,129		96,000	19,600	139,648	430,461	437,804	4,100,744
Other			1,754,824						
	199,383	189,129	1,754,824	96,000	19,600	139,648	430,461	437,804	4,100,744
<b>Less:</b> Allocated to Revenue	199,383	170,765	1,702,482	96,000	19,600	145,792	430,461	437,804	4,100,744
<b>Deferred Revenue, end of year</b>	<b>-</b>	<b>18,364</b>	<b>731,446</b>	<b>-</b>	<b>-</b>	<b>7,756</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	199,383	170,765		96,000	19,600	145,792	430,461	437,804	4,100,744
Other Revenue			1,702,482						
	199,383	170,765	1,702,482	96,000	19,600	145,792	430,461	437,804	4,100,744
<b>Expenses</b>									
Salaries									
Teachers					6,359	36,334			3,235,316
Principals and Vice Principals						32,990	42,809		
Educational Assistants		134,460					294,039	229,513	
Support Staff	143,633							115,215	
	143,633	134,460	-	-	6,359	69,324	336,848	344,728	3,235,316
Employee Benefits	38,781	36,305			1,717	18,717	71,613	93,076	865,428
Services and Supplies	16,969		1,702,482	96,000	11,524	57,751	22,000		
	199,383	170,765	1,702,482	96,000	19,600	145,792	430,461	437,804	4,100,744
<b>Net Revenue (Expense) before Interfund Transfers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Interfund Transfers</b>									
	-	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

# School District No. 69 (Qualicum)

Schedule 3A

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2024

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)
<b>Deferred Revenue, beginning of year</b>	\$ -	\$ 7,916	\$ -	\$ -	\$ -	\$ -	\$ 89,319	\$ -	\$ 88,431
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	110,350	127,409	55,000	6,000	55,400	25,000	138,000	19,000	175,000
Other	110,350	127,409	55,000	6,000	55,400	25,000	138,000	19,000	175,000
<b>Less:</b> Allocated to Revenue	110,350	123,873	55,000	6,000	55,400	25,000	96,769	19,000	263,431
<b>Deferred Revenue, end of year</b>	-	11,452	-	-	-	-	130,550	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	110,350	123,873	55,000	6,000	55,400	25,000	96,769	19,000	263,431
Other Revenue	110,350	123,873	55,000	6,000	55,400	25,000	96,769	19,000	263,431
<b>Expenses</b>									
Salaries									
Teachers	110,350		34,669					13,172	87,258
Principals and Vice Principals									
Educational Assistants									
Support Staff		95,650			49,217			1,273	121,502
	110,350	95,650	34,669	-	49,217	-	-	14,445	208,760
Employee Benefits		27,410	1,828		6,183			4,555	52,057
Services and Supplies		813	18,503	6,000		25,000	96,769		2,614
	110,350	123,873	55,000	6,000	55,400	25,000	96,769	19,000	263,431
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	-	-	-
<b>Interfund Transfers</b>									
	-	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2024

	Feeding Futures Fund	Health Career Grants	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	-	-	878,670
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	519,738	40,000	6,883,666
Other			1,754,824
	519,738	40,000	8,638,490
Less: Allocated to Revenue	487,712	-	8,545,566
Deferred Revenue, end of year	32,026	40,000	971,594
Revenues			
Provincial Grants - Ministry of Education and Child Care	487,712	-	6,843,084
Other Revenue			1,702,482
	487,712	-	8,545,566
Expenses			
Salaries			
Teachers			3,436,200
Principals and Vice Principals	58,956		222,013
Educational Assistants			658,012
Support Staff	120,344		646,834
	179,300	-	4,963,059
Employee Benefits	40,186		1,257,856
Services and Supplies	268,226		2,324,651
	487,712	-	8,545,566
Net Revenue (Expense) before Interfund Transfers	-	-	-
Interfund Transfers	-	-	-
Net Revenue (Expense)	-	-	-

# School District No. 69 (Qualicum)

Schedule 4

Schedule of Capital Operations

Year Ended June 30, 2024

	2024	2024 Actual			2023
	Budget	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education and Child Care	700,000	1,932,671		1,932,671	1,194,275
Investment Income			8,620	8,620	14,113
Amortization of Deferred Capital Revenue	2,605,016	2,620,603		2,620,603	2,594,166
<b>Total Revenue</b>	<u>3,305,016</u>	<u>4,553,274</u>	<u>8,620</u>	<u>4,561,894</u>	<u>3,802,554</u>
<b>Expenses</b>					
Operations and Maintenance	700,000	1,932,671		1,932,671	1,220,700
Amortization of Tangible Capital Assets					
Operations and Maintenance	2,510,733	2,517,426		2,517,426	2,487,482
Transportation and Housing	432,321	444,632		444,632	457,494
<b>Total Expense</b>	<u>3,643,054</u>	<u>4,894,729</u>	<u>-</u>	<u>4,894,729</u>	<u>4,165,676</u>
<b>Capital Surplus (Deficit) for the year</b>	<u>(338,038)</u>	<u>(341,455)</u>	<u>8,620</u>	<u>(332,835)</u>	<u>(363,122)</u>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	500,000	153,762		153,762	30,586
<b>Total Net Transfers</b>	<u>500,000</u>	<u>153,762</u>	<u>-</u>	<u>153,762</u>	<u>30,586</u>
<b>Other Adjustments to Fund Balances</b>					
Tangible Capital Assets Purchased from Local Capital		187,997	(187,997)	-	
Tangible Capital Assets WIP Purchased from Local Capital		133,633	(133,633)	-	
<b>Total Other Adjustments to Fund Balances</b>		<u>321,630</u>	<u>(321,630)</u>	<u>-</u>	
<b>Total Capital Surplus (Deficit) for the year</b>	<u>161,962</u>	<u>133,937</u>	<u>(313,010)</u>	<u>(179,073)</u>	<u>(332,536)</u>
<b>Capital Surplus (Deficit), beginning of year</b>		<u>13,869,338</u>	<u>313,010</u>	<u>14,182,348</u>	<u>14,514,884</u>
<b>Capital Surplus (Deficit), end of year</b>		<u>14,003,275</u>	<u>-</u>	<u>14,003,275</u>	<u>14,182,348</u>

# School District No. 69 (Qualicum)

Tangible Capital Assets  
Year Ended June 30, 2024

Schedule 4A

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost, beginning of year</b>	11,929,778	113,916,433	1,213,812	4,491,426		53,420	<b>131,604,869</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		2,049,059	226,211	353,743		10,419	<b>2,639,432</b>
Operating Fund		32,742	15,506	105,514			<b>153,762</b>
Local Capital				187,997			<b>187,997</b>
	-	2,081,801	241,717	647,254	-	10,419	<b>2,981,191</b>
Decrease:							
Deemed Disposals			163,047	737,457			<b>900,504</b>
	-	-	163,047	737,457	-	-	<b>900,504</b>
<b>Cost, end of year</b>	11,929,778	115,998,234	1,292,482	4,401,223	-	63,839	<b>133,685,556</b>
<b>Work in Progress, end of year</b>		840,251					<b>840,251</b>
<b>Cost and Work in Progress, end of year</b>	11,929,778	116,838,485	1,292,482	4,401,223	-	63,839	<b>134,525,807</b>
<b>Accumulated Amortization, beginning of year</b>		69,218,208	590,662	2,480,650		26,713	<b>72,316,233</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		2,380,385	125,315	444,632		11,726	<b>2,962,058</b>
Decrease:							
Deemed Disposals			163,047	737,457			<b>900,504</b>
		-	163,047	737,457	-	-	<b>900,504</b>
<b>Accumulated Amortization, end of year</b>		71,598,593	552,930	2,187,825	-	38,439	<b>74,377,787</b>
<b>Tangible Capital Assets - Net</b>	<b>11,929,778</b>	<b>45,239,892</b>	<b>739,552</b>	<b>2,213,398</b>	<b>-</b>	<b>25,400</b>	<b>60,148,020</b>

# School District No. 69 (Qualicum)

Schedule 4B

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2024

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year					-
Changes for the Year					
Increase:					
Deferred Capital Revenue - Other	706,618				706,618
Local Capital	133,633				133,633
	840,251	-	-	-	840,251
Net Changes for the Year	840,251	-	-	-	840,251
Work in Progress, end of year	840,251	-	-	-	840,251

**School District No. 69 (Qualicum)**

Schedule 4C

Deferred Capital Revenue

Year Ended June 30, 2024

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
<b>Deferred Capital Revenue, beginning of year</b>	40,129,603	2,402,935	21,874	<b>42,554,412</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,639,432			<b>2,639,432</b>
	2,639,432	-	-	<b>2,639,432</b>
Decrease:				
Amortization of Deferred Capital Revenue	2,536,698	76,318	7,587	<b>2,620,603</b>
	2,536,698	76,318	7,587	<b>2,620,603</b>
<b>Net Changes for the Year</b>	102,734	(76,318)	(7,587)	<b>18,829</b>
<b>Deferred Capital Revenue, end of year</b>	40,232,337	2,326,617	14,287	<b>42,573,241</b>
<b>Work in Progress, beginning of year</b>				-
<b>Changes for the Year</b>				
Increase				
Transferred from Deferred Revenue - Work in Progress			706,618	<b>706,618</b>
	-	-	706,618	<b>706,618</b>
<b>Net Changes for the Year</b>	-	-	706,618	<b>706,618</b>
<b>Work in Progress, end of year</b>	-	-	706,618	<b>706,618</b>
<b>Total Deferred Capital Revenue, end of year</b>	<b>40,232,337</b>	<b>2,326,617</b>	<b>720,905</b>	<b>43,279,859</b>

# School District No. 69 (Qualicum)

Schedule 4D

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2024

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
<b>Balance, beginning of year</b>	-	15,984		219,429	695,005	<b>930,418</b>
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education and Child Care	4,572,103					<b>4,572,103</b>
Other					761,220	<b>761,220</b>
Investment Income				11,563	39,784	<b>51,347</b>
	4,572,103	-	-	11,563	801,004	<b>5,384,670</b>
Decrease:						
Transferred to DCR - Capital Additions	2,639,432					<b>2,639,432</b>
Transferred to DCR - Work in Progress					706,618	<b>706,618</b>
Purchase of Services and Supplies	1,932,671					<b>1,932,671</b>
	4,572,103	-	-	-	706,618	<b>5,278,721</b>
<b>Net Changes for the Year</b>	-	-	-	11,563	94,386	<b>105,949</b>
<b>Balance, end of year</b>	-	<b>15,984</b>	-	<b>230,992</b>	<b>789,391</b>	<b>1,036,367</b>

**School District No. 69 (Qualicum)**  
**Financial Statement Discussion & Analysis**  
**For the Year Ended June 30, 2024**

The following is a discussion and analysis of the Qualicum School District's financial performance for the fiscal year ended June 30, 2024. This report is a summary of the district's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the prior year and budget. This report should be read in conjunction with the School District's financial statements.

**OVERVIEW OF THE SCHOOL DISTRICT**

The Qualicum School District serves more than 4,300 student FTE in: 11 school sites (8 elementary schools, 2 secondary schools and 1 alternate education school), Family Place, Collaborative Education Alternate Program, Indigenous Education Program and the Qualicum International Student Program.

The Board completed their Strategic Plan for 2023 to 2028 which guides the Board of Education and its employees and partners in delivering educational programs through the period 2023/24 to 2027/28. The Plan identified the following Strategic Priorities:

- To Learn – Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school
- To Give – Students leading local and global change
- To Grow – Supporting all learners in pursuit of equity of outcomes
- To Belong – Developing critical social skills and all the strategies necessary for a healthy self

**UNDERSTANDING SCHOOL DISTRICT FINANCIAL PERFORMANCE**

Annual surplus and accumulated surplus<sup>1</sup> are key financial statement performance indicators; however, interpreting the meaning of these figures in BC school districts is complicated by the use of fund accounting and deferral accounting. The use of fund accounting means the financial statements of school districts are a consolidation of three separate funds (operating, special purpose and capital), and each of these funds differs with respect to the methods of accounting used and the legislative and other constraints on budgeting and financial results. This means financial performance can only be fully understood by reviewing each fund separately. Financial

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<sup>1</sup> Annual surplus is the extent to which annual revenues exceed expenses. If annual expenses exceed revenues the result is referred to as an annual deficit. An accumulated surplus position is the extent to which revenues from all prior years have exceeded expenses from all previous years. An accumulated deficit position occurs when expenses from all previous years exceed revenues from all previous years. When an accumulated deficit occurs, it means future revenues are needed to pay for past expenditures.

performance for each fund is reported in the supplementary schedules that follow the notes to the financial statements.

<b>Operating Fund</b>  2024 Revenues: \$58.9 million (2023-55.1M)	Annual program revenues and expenditures are reported within the operating fund and special purpose fund (see below). Annual and accumulated surplus within the operating fund are important indicators of financial performance and financial health for school districts. This is because school districts are not permitted to budget for or incur an <u>accumulated</u> deficit position. This means when a school district has accumulated operating surplus available it can be used to budget for future expenditures and to reduce financial risk associated with unforeseen expenditures.
<b>Special Purpose Fund</b>  2024 Revenues: \$8.5 million (2023-7.5M)	The special purpose fund includes grants and school generated funds that are restricted for a specific purpose. Annual and accumulated surplus is always zero because revenues are recognized only as related expenditures occur (deferral method of accounting). If expenditures for a program within the special purpose fund exceed available revenues, the resulting deficit is transferred to the operating fund reducing accumulated operating surplus.
<b>Capital Fund</b>  2024 Capital Funding Received or Receivable: \$4.6M (2023-3.8M)  2024 Capital Assets Purchased: \$3.0 million (2023-1.8M)	<p>The capital fund reports investment in and financing activities related to capital assets. Capital contributions (funding) from the Province are accounted for using the deferral method of accounting, whereby recognition of capital funding revenue is spread out over the life of the related capital assets to match with the amortization expense which reflects the use of the asset over its life. This means capital fund revenues are not a reflection of funding actually received in a given year. Also, capital revenues only offset amortization expense in the capital fund to the extent assets were funded by provincial capital grants. As many capital investments are funded by operating revenues (recorded as transfers of accumulated operating surplus to the capital fund), the capital fund normally reports an annual deficit.</p> <p>In short, capital fund revenues, expenses and annual deficit are not a meaningful indicator of annual financial performance.</p>

## FINANCIAL HIGHLIGHTS

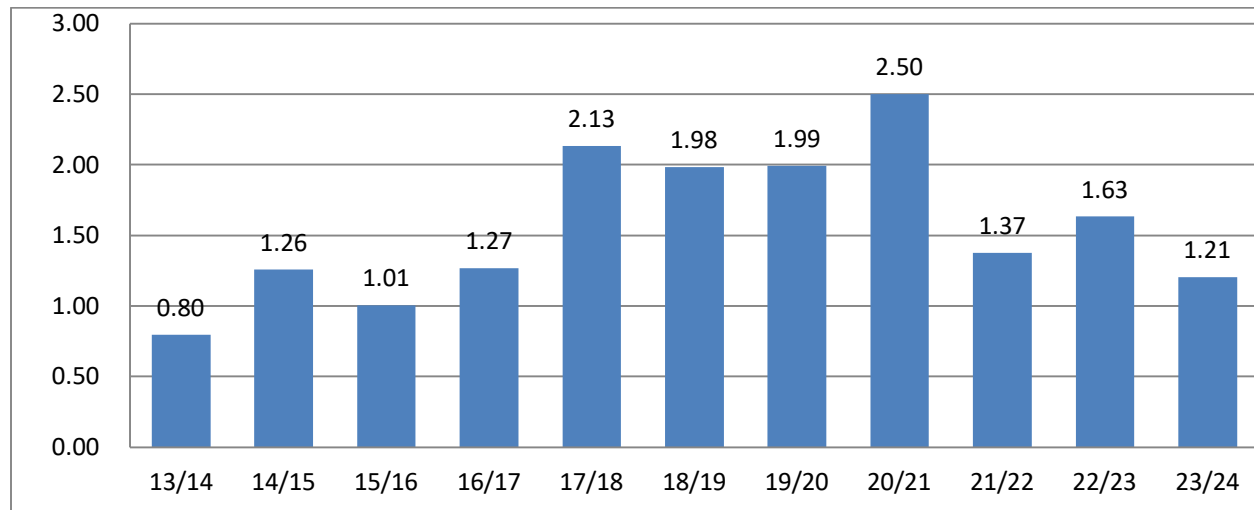
As reported in the Statement of Operations, for the year ended June 30, 2024 the district's expenses exceeded its revenues resulting in a combined annual deficit of \$607,754 (2023 combined deficit was \$72,824). This was comprised of the combined financial results of the operating fund and the capital fund as follows:

Annual Surplus (Deficit)	June 30, 2024	June 30, 2023
<b>Operating Fund</b>	<b>-428,681</b>	<b>259,712</b>
Capital Fund	-179,073	-332,536
Combined	-607,754	-72,824

Looking at the operating fund, the annual deficit of \$428,681 resulted in a decrease to accumulated operating surplus from \$1,634,184 at the beginning of the year to \$1,205,503 as at June 30, 2024. This overall decrease in accumulated operating surplus was the result of increased revenues that was exceeded by the increase in expenditures. While actual results in a number of expenditure areas were either higher or lower than budget, the impact of these variances came close to an increase of \$4.39 million in expenditures.

Maintaining an accumulated operating surplus has alleviated some of the budget pressure over the past few fiscal years particularly due to impact of the pandemic and the economic uncertainties it created. As shown in Exhibit 1, accumulated operating surplus had increased in previous years to a high of \$2.50 million at the end of fiscal year 2021, however the unprecedented impact of the pandemic led to a need to use the surplus to balance the budget as Ministry funding has not kept up with inflationary and other pressures.

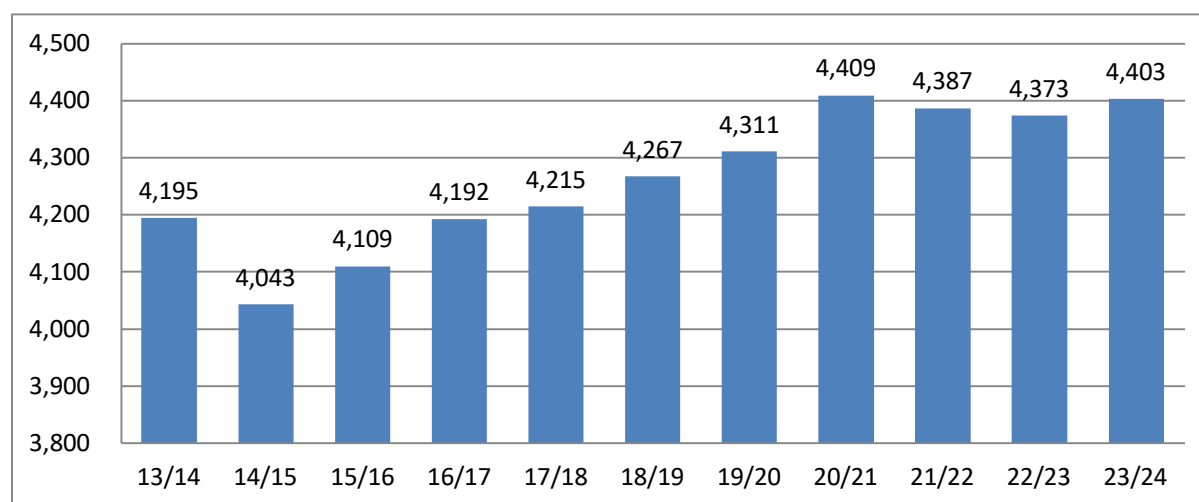
**Exhibit 1: Accumulated Operating Surplus (\$ millions) by Fiscal Year**



Over the past 10 years, significant financial pressure resulted from the combined effect of declining student enrolment and funding rates that did not pace inflation. These pressures contributed to some use of accumulated operating surplus as presented in Exhibit 1. Provincial operating grants, which comprise approximately 90% of total operating fund revenues, are determined largely based on student enrolment. As enrolment and funding declines, financial pressure results because many program expenditures such as facility and administration costs do not vary directly with student enrolment.

The trend in student enrolment is important for understanding both historical financial performance and the risk related to future budgetary balance. Under the per pupil funding formula, when enrolment increases a district is better able to fund overall program costs increasing financial flexibility. As shown in Exhibit 2, during the past 10 years the school district experienced a period of small growth followed by a small decline in student enrolment. The result of this stable enrolment means that there continues to be a risk to program and financial stability, i.e. no new students means no new revenues to support financial pressures.

## Exhibit 2: Funded FTE Enrolment by Fiscal Year



## Capital Investment

During the year ended June 30, 2024, the district invested \$2,981,191 in capital additions that were funded by: Provincial capital funding (\$2,639,433) and other funds (\$341,758). The majority of this capital investment related to the following facility projects:

Project	Total Allocation	Invested in 2023/24	Completion Date
Bowser Elementary Roof	480,000	480,000	Fall 2023
Winchelsea Learning Centre Roof	30,000	30,000	Fall 2023
Kwalikum Secondary Flooring	340,000	284,189	Fall 2023
Carbon Neutral Capital Projects	394,000	170,162	Fall 2023
Arrowview Elementary Playground	195,000	124,837	Fall 2023
2023-24 Annual Facilities Site Upgrades	1,048,671	316,162	Fall 2023
Bus Replacements	359,290	353,744	Spring 2024
Ballenas Secondary Ventilation Systems	1,182,000	569,066	In Progress
Ballenas Secondary Fire Alarm Systems	150,000	149,047	In Progress
Ballenas Secondary Interior Upgrades	400,000	45,653	In Progress
2024-25 Annual Facilities Site Upgrades	1,074,973	116,573	In Progress
Operating Fund Asset Purchases		153,761	
Local Capital Asset Purchases		187,997	
<b>TOTAL INVESTED IN 2023/24</b>		<b>2,981,191</b>	

## Significant Events

**Global Events** – The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and on February 24, 2022, Russia invaded Ukraine. Both these events have had significant impact on social, financial and economic pressures faced globally by organizations.

Specifically, COVID self isolation periods have increased the sick costs for staff due to the number of sick occurrences and the length of the occurrence. Extended medical leaves due to various illnesses have also seen a marked increase in the past few years.

International supply chain constraints have continued to increase the costs of supplies resulting in a sustained period of high inflation. Energy market disruptions have also increased gas and fuel prices impacting heating and transportation costs.

**International Student Program** – As anticipated, the ISP program was profoundly affected by the pandemic and its ability to bring international students to the School District. The resultant rebound of the program in the following two years with an increase in enrolment has supported the financial impacts in other areas. However, we are now experiencing volatile enrolment due to homestay limitations for the program resulting in fluctuations in funding contributions.

**School Capacity Constraints** – with the restoration of class size language and enrolment growth (primarily at elementary) some elementary schools are close to capacity. Over the past two years, growth has been accommodated by renovating internal space to create more classrooms. To accommodate future growth the district has been reviewing several options starting with minor boundary changes, which have cost implications for both the capital plan (capital fund) and the operating fund. The District started review of its Long Range Facility Plan in early 2021/22 in order to better align facilities with district enrolment. The Plan continues to be monitored annually through the Finance and Operations Committee.

## **FINANCIAL ANALYSIS OF THE SCHOOL DISTRICT**

In this section, actual results are compared to the prior year and budget (where applicable). For the statement of operations, the analysis is performed for each of the three funds.

### **Statement of Financial Position (All Funds)**

The table below includes explanations for significant variances in the statement of financial position relative to the prior year.

	<b>2024</b>	<b>2023</b>	<b>Analysis of Variance</b>
Accounts Payable and Accrued Liabilities	5,277,673	4,522,972	Increased by \$754,701 primarily due to an increase in expenses overall including significant capital projects.
Deferred Capital Revenue	44,316,226	43,484,830	Increased by \$831,396 primarily due to a greater amount of capital additions than amortization of DCR.
Tangible Capital Assets	60,148,020	59,288,636	Increased by \$859,384 due to a greater amount of additions to capital assets than capital asset amortization.

## **Statement of Operations by Fund – Operating Fund**

The 2023/24 Annual Budget did not include any planned appropriation of accumulated operating surplus for educational programs. However other appropriations consist of future projects including a capital maintenance reserve, school/district budgets that are carried forward, the planned purchase of bus route software and future operational needs. There is no unrestricted accumulated operating surplus.

Detailed information on the operating fund is presented in schedules 2 to 2C following the notes to the financial statements. Revenues, expenditures and accumulated operating surplus are analysed in greater detail below.

### **Operating Fund Revenues**

A high level summary of operating fund revenues is presented below and explanations of significant variances follows. A more detailed presentation of operating revenues is presented in schedule 2A following the notes to the financial statements.

	Amended Budget 2023/24	Actual 2023/24	Difference to Budget	
Provincial Grants	53,242,916	53,388,833	145,917	new ICY grant
Other Provincial Revenues	150,000	159,560	9,560	
Offshore Tuition	3,900,000	3,654,088	-245,912	lower enrolment/homestay supply pressure
Miscellaneous other	225,000	402,684	177,684	add'l childcare revenue and misc. grants
Rental and Leases	700,000	745,368	45,368	add'l tenant revenues
Investment Income	600,000	594,397	-5,603	
<b>Total Revenues</b>	<b>58,817,916</b>	<b>58,944,930</b>	<b>127,014</b>	

### **Operating Fund Expenses**

Expenses in the financial statements are presented both by function (program) and by object (category of expense). Operating fund expenses are presented below using each method with explanations of significant variances following. A more detailed presentation of operating expenses is presented in schedules 2B and 2C following the notes to the financial statements.

#### *Analysis of Variances by Function*

Operating Fund Expenditures by Function	Amended Budget 2023/24	Actual 2023/24	Difference	
Instruction	46,136,699	46,655,966	519,267	increased costs incl. paid leaves
District Administration	2,904,700	2,978,142	73,442	legal fees/software implementation
Operations and Maintenance	7,102,369	7,347,852	245,483	escalations and increased capital expense
Transportation	2,174,148	2,237,889	63,741	routing software
Fund Transfers	500,000	153,762	(346,238)	lower than expected capital purchases
<b>Total</b>	<b>58,817,916</b>	<b>59,373,611</b>	<b>555,695</b>	

### *Analysis of Variances by Object*

Operating Fund Expenditures by Object	Amended Budget 2023/24	Actual 2023/24	Difference	
Teachers	21,820,531	22,122,209	301,678	increased costs incl. paid leaves
Principals and Vice Principals	3,736,662	3,928,685	192,023	increased costs incl. paid leaves
Support Staff	10,117,971	10,194,889	76,918	staffing increases beyond add'l funds
Other Professionals	2,045,763	1,823,117	-222,646	capital planning transfers
Substitutes	2,296,853	2,506,986	210,133	increased usage /needs resource team NRT
Benefits	10,665,333	10,897,287	231,954	ben associated with incr. wage costs
<b>Total Salaries and Benefits</b>	<b>50,683,113</b>	<b>51,473,173</b>	<b>790,060</b>	
Total Supplies and Services	7,634,803	7,746,676	111,873	add'l costs from appropriated surplus
Fund Transfers	500,000	153,762	-346,238	lower than expected capital purchases
<b>Total Operating Expenditures</b>	<b>58,817,916</b>	<b>59,373,611</b>	<b>555,695</b>	

### Accumulated Operating Surplus

Understanding the components of accumulated operating surplus is necessary for knowing how much of the balance relates to multi-year funding of programs (surplus carry-forwards) and how much of the balance is available to reduce financial risk associated with unforeseen expenditures or to fund additional expenditures in the future. The components of the closing accumulated surplus are presented in the table below:

	Actual 2021/22	Actual 2022/23	Actual 2023/24
School budgets	97,227	40,000	49,597
Capital maintenance	331,493	268,700	53,214
Indigenous Education	48,609	0	104,931
Software	0	125,000	90,234
Energy projects	62,337	0	0
Budgeted allocation of surplus	400,551	0	0
Appropriated for future years' operating budget	434,255	1,200,484	907,527
Internally restricted	<b>1,374,472</b>	<b>1,634,184</b>	<b>1,205,503</b>
Unrestricted operating surplus	0	0	0
Internally restricted	<b>1,374,472</b>	<b>1,634,184</b>	<b>1,205,503</b>

The appropriated operating surplus decreased from \$1,634,184 to \$1,205,503 and includes no use of surplus to balance the 2024/25 budget and an appropriation (\$907,527) for future operational needs. There is no unrestricted operating surplus.

Detailed information on the operating fund is presented in schedules 2 to 2C following the notes to the financial statements.

### **Statement of Operations by Fund – Special Purpose Fund**

	Amended Budget 2023/24	Actual 2023/24	Difference	
Provincial Grants	6,663,697	6,843,084	179,387	new Affordability/dual credit grants
Other Revenue	1,450,000	1,702,482	252,482	additional school generated revenues
Expenditures	(8,113,697)	(8,545,566)	(431,869)	
<b>Annual Surplus (Deficit)</b>	<b>0</b>	<b>0</b>	<b>0</b>	

Provincial Grants in 2023/24 increased over the amended budget by \$179,387 primarily due to the additional Provincial Student and Family Affordability Fund allocation, as well as new dual credit grants for Health and Early Childhood Education.

Other Revenues derived from School Generated Funds, increased over the amended budget by \$252,482 primarily due to schools receiving additional grants and funds for affordable meal delivery, and extracurricular and field trips activities.

Detailed information on the special purpose fund is presented in schedules 3 to 3A following the notes to the financial statements.

### **Statement of Operations by Fund – Capital Fund**

	Amended Budget 2023/24	Actual 2023/24	Difference	
Provincial Grants	3,305,016	4,561,894	1,256,878	additional expenditure of Capital funds
Expenditures	(3,643,054)	(4,894,729)	(1,251,675)	additional expenditure of Capital funds
Fund Transfers	500,000	153,762	(346,238)	reduced operating transfers to Capital
<b>Change in Accumulated Surplus</b>	<b>161,962</b>	<b>(179,073)</b>	<b>(341,035)</b>	

Revenues and expenses have both increased over the budget and the prior year. This is a result of significant pre-spending on capital projects slated for completion in the following year. Revenues and expenses in the capital fund are generally predictable and consistent, as they reflect the recognition of capital funding (as revenue) and the usage of capital assets over their life (as amortization expense). Fund transfers from the operating fund were lower than budget as less expenditures in the operating fund met the criteria for capitalization as an asset.

Within the capital fund the following two balances are important as they represent funds available for future capital investment:

- Local Capital Reserve – this balance forms part of accumulated surplus in the capital fund and represents funds available for investment in capital assets at the discretion of the Board of Education. These funds are generated primarily from proceeds of disposition of assets that are allocated to the School Board.

- MEd Restricted Capital – this balance forms part of the deferred capital revenue balance in the capital fund and represents funds available for investment in capital assets at the discretion of the Ministry of Education. These funds are generated primarily from proceeds of disposition of assets that are allocated to the Minister of Education pursuant to the *School Act*.

The table below presents the 2023/24 closing balances in Local Capital and other Unspent Deferred Capital reserves and indicate what portion of the balances are already committed to future capital investments.

	Local Capital- 2022/23	23/24 Usage	Local Capital- 2023/24	Unspent Deferred Capital Reserves		
				M Ed Restricted Capital	Land Capital	Other Capital
Committed for:						
- mower replacement	50,000	(50,000)	0			
- Ballenas running track	133,633	(133,633)	0			789,391
- White Fleet purchases		(137,997)	(137,997)			
- land purchases			0		230,992	
<b>Total commitments</b>	<b>183,633</b>	<b>(321,630)</b>	<b>(137,997)</b>	<b>0</b>	<b>0</b>	<b>789,391</b>
<b>Uncommitted balance</b>	<b>129,377</b>	<b>8,620</b>	<b>137,997</b>	<b>15,984</b>	<b>0</b>	<b>0</b>
<b>Balance, at end of year</b>	<b>313,010</b>	<b>(313,010)</b>	<b>0</b>	<b>15,984</b>	<b>0</b>	<b>789,391</b>

There is no local capital balance remaining as all funds committed by the Board to fund the Ballenas running track renewal project, a mower replacement, and white fleet vehicle purchases have been fully spent.

Other Capital reserve includes contributions received from Regional District of Nanaimo, City of Parksville, Town of Qualicum and other public contributions to fund the Ballenas running track renewal project.

Other Capital reserve - List of Contributors	BSS Track Replacement	23/24 Additions	23/24 Balance
RDN	257,400	234,400	491,800
City of Parksville	250,000	500,000	750,000
Town of Qualicum	56,400	18,600	75,000
Public	101,747	8,220	109,967
Interest revenue	29,458	39,784	69,242
Costs to date			(706,618)
	<b>695,005</b>	<b>801,004</b>	<b>789,391</b>

Detailed information on the capital fund is presented in schedules 4 to 4D following the notes to the financial statements.

## **CONTACTING THE SCHOOL DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide the School District's stakeholders with a general overview of the School District's finances and to demonstrate the School District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the Secretary Treasurer's office.



**Qualicum School District  
Finance & Operations Committee of the Whole Report  
Monday, September 16, 2024  
Via Video Conferencing  
10:30 a.m.**

**Facilitator: Trustee Carol Kellogg**

**Mandate:** *To discuss and make recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology and transportation.*

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

**2. PRESENTATIONS (10 MINUTES)**

None

**3. PROJECT UPDATES**

**a. Oceanside Community Track**

Phil Munro, Director of Operations, provided an update on the project's progress. Paving of the track is now complete and the asphalt is waiting to cure prior to the rubberized surface being installed in the next 3-5 weeks. As the project now enters its final stages, the Track Committee will work to organize possible dates for its official opening.

**4. ITEMS FOR DISCUSSION**

None

**5. INFORMATION ITEM(S)**

**a. Preliminary Enrolment (pre-September Count)**

Gillian Wilson, Associate Superintendent, shared early observations on the current enrolment. Enrolments are down from projections, Kindergarten is slightly down which tends to set the benchmark for all other grade levels. The recent licensing of Coast Karma as an independent school has drawn a significant number of special needs students out of our district which will have a direct result on our funding levels and the operating grants we receive. While the full impact is still being evaluated, the early indications are that the Operating Grant could be down by as much as \$800,000 or higher if the trend continues. It was shared that Senior Staff are evaluating options to address the loss in revenues. There was some general discussion on how MATA or the Board could advocate to the Province for funding appropriately for replacement costs and the impact of independent schools getting licensed in local School Districts. Trustee Flynn indicated that one avenue for the Board would be through its local association, VI School Trustees Association.

**b. 2023/2024 Financial Summary**

Ron Amos, Secretary Treasurer, walked the Committee through the financial summary attached to the agenda, highlighting some of the pressures that created the need to use operating reserves to balance the financial statements. Those pressures included the increased number of paid medical leaves in both the Teacher and Principal/Vice Principal categories, the continued rise in substitute/replacement costs, the rise in benefit costs associated with these wages and the decreased revenues coming from the International Student Program (ISP) due to the homestay shortage. It was shared that the Audited Financial Statements are being finalized and will be shared with the Board and public at its Regular Board meeting on September 24th.

**c. Financial Statement Discussion and Analysis (FSDA)**

Ron Amos, Secretary Treasurer, opened the discussion with the history of the FSDA and its importance as they are read in conjunction with the Financial Statements. Ryan Hung, Assistant Secretary Treasurer, then walked the committee through the document. Some of the highlights presented included the enrolment and funding charts and their impact on the operating grants, the appropriated surplus summary, which sets out the how reserves are to be used as well as the summaries that show how the capital funds are being spent.

**d. International Student Program (ISP) Financial Summary**

Ron Amos, Secretary Treasurer, shared the historical financial summary of the ISP and its financial contributions to the School District. It was shared that beyond the social benefits and merits that the program brings to the individual schools and to the Community at large, there has always been a financial benefit to the School District by way of its net contribution of revenues after program costs have been paid. This net contribution has been able to support additional staffing and supplies in other areas of the district. While this net contribution has been as large as \$925,000 in past years it saw a significant decline last year and is predicted to be the same in 2024/25. It was discussed that the homestay model is being reviewed in hopes of finding new placements but for the foreseeable future this is the new environment for the ISP.

**6. ITEMS FOR RECOMMENDATION TO THE BOARD**

**a. 2024/2025 Minor Capital Submission**

Phil Munro, Director of Operations, provided a verbal report on the planning going into this month's submission. It was noted that the planned projects will include new roofing projects and the continued work to improve the washrooms at the Ballenas and Kwalikum Secondary schools. Other considerations will likely include a playground project and electrical/ventilation projects.

**7. FUTURE TOPICS**

- Updates on other capital projects
- Transportation routing software

**8. NEXT MEETING DATE:**

Tuesday, October 15, 2024 at 10:30 via video conferencing



**QUALICUM SCHOOL DISTRICT  
POLICY COMMITTEE OF THE WHOLE REPORT  
MONDAY, SEPTEMBER 16, 2024  
1:00 P.M.  
VIA VIDEO CONFERENCING**

**Facilitator: Trustee Eve Flynn**

*Mandate: To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, and Administrative Procedures.*

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

**1. INTRODUCTIONS**

Chair Flynn welcomed everyone to the first meeting of the 2024/2025 school year.

She then introduced the new Director of Instruction - Human Resources, Ryan Brennan; the new CUPE representative to the committee, Patricia Downey; and Corleen McKinnon-Sanderson, Principal attending on behalf of the Qualicum District Principals and Vice Principals' Association.

**2. FOR INFORMATION**

**a. 2023-2024 Policies and Administrative Procedures Updated**

Chair Flynn referred to the summary of policies and bylaws that were reviewed/amended over the past year and she thanked Trustee Kellogg for her work in chairing this committee over the last two years. She noted that reviewing of the policies and bylaws throughout trustees' term is ongoing work and a key responsibility of the Board as elected trustees.

**3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**

**a. Policy 605: Fiduciary Responsibility**

*NEW (Policies 601 and 606 included for reference/consideration)*

The draft policy was reviewed with some edits to wording being suggested. Consideration was given as to whether or not this would be best as a stand-alone policy or could be subsumed into a current policy (i.e. 601: Employee Conflict of interest, 606: Respectful Workplace or 501: Acceptable Use of Technology).

It was agreed to include a revision to the policy to include a definition of 'fiduciary' in the context of the employer/employee relationships.

It was determined that the policy would be held from first reading for further edits to ensure clarity of the intent of the policy. It will also be considered against all Personnel policies as there is some overlap between many of them.

**b. Bylaw 3: Meetings of the Board of Education**

Consideration was given to Section IX, Items #4 and #7 which covers aspects of Committee of the Whole time of meeting, day, and video conferencing. At this time, the meeting day and time will remain for the 2024/25 school year and none of the Committee of the Whole meetings would be recorded. The topic can be revisited yearly.

As the current Bylaw allows for adjustments as determined, there was no need to revise the Bylaw so no readings were necessary.

**4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**

**a. Bylaw 1: Board of Education**

Wording had been added to require trustees, upon being elected, to complete and submit a criminal record check.

There was some question as to who would bear the cost, the school district or the individual. The Director of Instruction – Human Resources was tasked to investigate what that process would be and that wording included in the draft.

It was also agreed that Section II, 7.1 would also be revised to read: *Every two years the Board will evaluate its effectiveness.*

The Bylaw will be brought forward for second reading to the September Regular Board Meeting.

**b. Policy 107: Use of Educational Property for Child Care**

No further changes were suggested since first reading.

The Policy will be brought forward for second reading to the September Regular Board Meeting

**5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**

None

**6. FUTURE TOPICS**

- NEW Board Policy 605: Fiduciary Responsibility – for further revisions and consideration of the Personnel policies to determine redundancies and repetition.
- Employee Handbook Review which has encompassed a number of administrative procedures previously removed from policy as they were determined to be inward facing rather than public facing.
- Ongoing review of board bylaws and policies
- Consideration to split Qualicum Beach and Parksville as separate electoral boundaries and the process necessary if it were decided to do so.

**7. NEXT MEETING DATE**

Tuesday, October 15, 2024 via Microsoft Teams  
(day of the week shifted due to Thanksgiving Monday)



## PURPOSE

A bylaw to provide for procedures for the conduct of general school elections, other trustee elections, outline board role, trustee role and code of conduct including process for breaches.

### I. ELECTION OF TRUSTEES:

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In Qualicum School District, under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of Qualicum School District:

<u>No. of Trustees to be Elected</u>	<u>Electoral Areas to be Represented</u>
1	E of the Regional District of Nanaimo Regional District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo The City of Parksville The Town of Qualicum Beach, and E of the qathet Regional District
1	H of the Regional District of Nanaimo

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the board, enacts as follows:

#### 1. Definitions

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

"Election" means a trustee election.

"Board" or "school board" means the Board of Education of School District No.69 (Qualicum).

#### 2. Application

This bylaw applies to both general elections and by-elections and to those trustee elections carried out by other authorities, except as otherwise indicated.

#### 3. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *School Act* and the *Local Government Act*.



**4. Mandatory Advance Voting Opportunities and Local Government Special Voting Opportunities**

As required by the *Local Government Act* and the *School Act*, the mandatory advance voting opportunities are established as follows:

- i. on the tenth day before general voting day; and
- ii. for a trustee election that is the subject of an agreement or agreements with the local governments of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach, the District of Lantzville or the qathet Regional District under which either the local government conducts all or part of the trustee election on behalf of the school board, or a local government election is conducted in conjunction with the trustee election: the date specified for the additional mandatory advance voting opportunity - as well as the date, location and voting hours of any special voting opportunities - in the general election bylaw of that local government, as it is amended from time to time, shall apply in the trustee electoral area or part of the trustee electoral area that is the subject of the agreement;
- iii. for a trustee election that is not the subject of an agreement referred to in (ii): the third day before general voting day.

**5. Additional Advance Voting Opportunities**

As authorized under the *Local Government Act* and the *School Act* the school board authorizes the chief election officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

**6. Additional General Voting Opportunities**

As authorized by the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish additional voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

**7. Special Voting Opportunities**

As authorized under the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish special voting opportunities for each election and to designate the location, the date and the voting hours, within the limits set out in the *Local Government Act*, for such special voting opportunities.

**8. Public Access to Election Documents**

The Board authorizes posting of nomination documents of trustee candidates on the website of Qualicum School District until 30 days after declaration of the election results.



**9. Public Access to Election Documents Cont.**

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of Qualicum School District until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.

**II. BOARD ROLE:**

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals and policies to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

**SPECIFIC AREAS OF RESPONSIBILITY**

**1. Accountability to Governments**

The Board shall:

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

**2. Accountability to and Engagement of Community**

The Board shall:

- 2.1 Make decisions that address the needs and demands of the district.
- 2.2 Establish processes and provide opportunities for community input including all stakeholders and rights holders.
- 2.3 Communicate the district strategic plan, and achievements of students and staff to the community, at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or board policy.
- 2.5 Provide for two-way communication between board and stakeholder groups.
- 2.6 Meet regularly with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
- 2.7 Model a culture consistent with district values.



**3. Planning**

The Board shall:

- 3.1 Provide overall direction for the district by establishing a vision, values and strategic issues to be addressed.
- 3.2 Develop and approve the district's long term strategic plan.
- 3.3 Annually set district goals and key results, aligned with the district's strategic plan
- 3.4 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.5 Annually evaluate the effectiveness of the district in achieving established goals and desired results.

**4. Policy**

The Board shall:

- 4.1 Identify the purpose to be achieved and the criteria for a new policy.
- 4.2 Make the final decision as to the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired change.
- 4.4 Determine policies and bylaws which outline how the board is to function.
- 4.5 Monitor policy changes and seek input on those changes.
- 4.6 Delegate authority to the superintendent and define commensurate responsibilities.

**5. Board/Superintendent Relations**

The Board shall:

- 5.1 Select the superintendent
- 5.2 Provide the superintendent with clear corporate direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Evaluate the superintendent and review compensation in accordance with the superintendent's contract.
- 5.5 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.

**6. Political Advocacy**

The Board shall:

- 6.1 Address external issues in a manner consistent with district values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.
- 6.3 Advance district positions and priorities through relevant provincial organizations and associations.
- 6.4 Educate and inform the public



**7. Board Development**

The Board shall:

- 7.1 ~~Annually evaluate the Board's~~ **Every two years the Board will evaluate its effectiveness.**
- 7.2 Annually develop a Board development plan aligned with District priorities.

**8. Fiscal Accountability**

The Board shall:

- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the strategic plan.
- 8.4 Annually approve the district's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

**9. Selected Responsibilities**

- 9.1 Establish parameters for early retirement incentive plans.
- 9.2 Approve local school calendars, as requested in accordance with legislation.
- 9.3 Approve Board/Authority Authorized Courses
- 9.4 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.5 Approve the naming of educational facilities and land.
- 9.6 Recognize students, staff and community members.
- 9.7 Approve school catchment areas.
- 9.8 Approve transportation service level changes.
- 9.9 Approve District partnerships.

**III. ROLE OF THE TRUSTEE:**

As members of the corporate board, trustees are accountable to the public for the collective decisions of the board and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. A trustee acting individually has only the authority and status of any other citizen in the district.



**Specific Responsibilities:**

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Conduct.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to Board Policy: 710: [Resolution of Student and Parent Complaints](#).
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools - Purpose and Parameters which can be found in the [Trustee Handbook](#).
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.

**IV. TRUSTEE CODE OF CONDUCT:**

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.



2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in Qualicum School District provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
  - 9.1 A commitment to collaborative decision-making
  - 9.2 A commitment to doing the homework and sharing responsibility
  - 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
  - 9.3 A commitment to put the good of the school system before individual political agendas
  - 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs

**PROCEDURE FOR BEHAVIOUR CONTRARY TO THIS BYLAW:**

1. Trustees, upon being elected, are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors, including completing and submitting criminal records checks.
2. The Board may take action against a trustee to protect its dignity, integrity and proper function, and to act fairly in providing procedural protections based on the level of severity of a breach of conduct.
3. If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:



- Writing a letter of apology;
  - Participating in a restorative justice process;
  - Participating in specific training, coaching, or counselling as directed by the board;
  - Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
  - Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.
4. It is important to note that, except as expressly permitted by the School Act, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

**V. TITLE**

This bylaw may be cited as "School District No.69 (Qualicum) Board of Education Bylaw No.1. "

Read a first time this 23rd day of May 2023

Read a second time this 26th day of September 2023.

Read a third and final time, passed and adopted this 24<sup>th</sup> day of October 2023.

\_\_\_\_\_  
VICE CHAIRPERSON OF THE BOARD

\_\_\_\_\_  
SECRETARY TREASURER

**REFERENCES:**

- BC Ombudsperson  
<https://bcombudsperson.ca/guide/complaint-handling-guide/>  
<https://bcombudsperson.ca/fairness-education-resources/fairness-consultation/>
- Board Bylaws and Policies  
<https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=>
- The School Act Part 4  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_04#part4](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4)
- The Local Government Act  
[https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001\\_00](https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00)
- Provincial Criteria Guidelines for Trustee Codes of Conduct  
<https://www.bced.gov.bc.ca/bulletin/20230602/criteria-guidelines---may-25.pdf>

**DATES OF ADOPTION AND AMENDMENTS:**

**Adopted:** January 1999

**Amended:** 2002.08.27: 2005.10.25: 2008.09.23: 2014.05.27: 2020.02.25: 2022.09.13:  
**2023.10.24**



## USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

Page 1 of 2

**Context:**

Consistent with *Ministerial Order M326* (August 31, 2020), and the provisions of *The Educational Statutes Act, 2020*, the Board of Education has identified the need for quality, affordable, childcare that is accessible, where possible, to school sites. This policy should be read in conjunction with Policy and Administrative Procedures 105 - *Use of School Facilities*.

**Policy Statements:**

1. The Board recognizes the need for quality, affordable and accessible ~~before and after school~~ child care close to or on all school sites.
2. The Board promotes the provision of quality, affordable and accessible child care between the hours of 7 A.M. and 6 P.M. on business days by either the Board or third party licensees.
3. Use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

**Guiding Principles:**

The Board believes that:

1. The Board should regularly assess the community need for child care programs on their property through a process of engagement with all interested **community** parties. ~~including, board employee groups, the District Parent Advisory Council (DPAC), the school Parent Advisory Councils (PACs), Indigenous community leaders, members of the Oceanside Early Learning Coalition and interested others.~~
2. All child care programs should be provided at a fee that reflects only the direct and indirect costs to the district. **Child care and space rental fee structures should be set with cost recovery in mind.**
3. Special consideration should be given to providers who provide quality, affordable care that is inclusive and fosters Indigenous reconciliation.
4. All programs should require the licensee to maintain appropriate standards of performance and must remain fully licensed at all times.
5. Where possible, preference for provision of childcare services should be given to not-for-profit providers.

**Definitions:**

1. In this policy, the terms "board property," "business day," "child care program," "educational activities," and "licensee" have meanings given to those terms in the School Act.
2. "Direct and Indirect Costs" include:
  - a. Utilities
  - b. Maintenance and repair
  - c. Allowance for custodial and other school district related expenses including any time spent by district employees relating to the use of facilities by licensed child care providers.

**References:**

- [Administrative Procedures: Use of Educational Property for Child Care](#)
- BCSTA (December 11, 2020) Child Care Policy Template and Backgrounder
- [Education Statutes Amendment Act, 2020](#)
- [Ministerial Order M326 \(August 31, 2020\)](#)
- [Community Care and Assisted Living](#) Facilities Act

**Dates of Adoption/Amendments:**



Adopted: 2021.04.27  
Amended:

DRAFT



**Qualicum School District  
Education Committee of the Whole Report  
Tuesday, September 17, 2024  
Via Video Conferencing  
2:30 a.m.**

**Facilitator: Trustee Elaine Young**

**Mandate:**

*To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.*

**1. SCHOOLS AND/OR PROGRAMS**

- a. **Framework for Enhancing Student Learning - Achievement Updates:** This is a comprehensive report on the current situation in the Qualicum School District. The presentation included in the Education Committee and the Board Meeting package, gives both statistical and anecdotal evidence of where we are, as well as suggestions for improvement and future plans. This is a valuable document for all to read and consider.
- b. **Preliminary Enrolment Numbers:** A very early picture indicates that projections are not what was expected. Work continues to ensure that students are well supported and classroom centred staffing is maintained. Our official count will be around September 27. While another official count occurs in the early spring, students arriving after September 27 will not generate extra funding. Our district will welcome and support students as support is needed.
- c. **School Codes of Conduct:** School Codes of Conduct have been standardized in format. Work needs to continue to make language accessible to all students. Students and Care-givers must understand the Code of Conduct at their Schools.
- d. **Bill 40 Proposed Amendments to the School Act:** The presentation was deferred to a future meeting.

**2. ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION/SOCIAL JUSTICE AND EQUITY**

No presentations. We very much welcome students, educators, parents and/or caregivers to make presentations. Offers to present can be emailed to either to [gwilson@sd69.bc.ca](mailto:gwilson@sd69.bc.ca) or [eyoung@sd69.bc.ca](mailto:eyoung@sd69.bc.ca).

**3. INFORMATION**

- a. **Coffee with Trustees**  
False Bay was next on the schedule and a date of October 4<sup>th</sup> was selected.  
*NOTE: since the meeting, a scheduling conflict was identified and further consideration will be given to determine a date and time.*

**4. ITEM(S) TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING**

- a. **Framework for Enhancing Student Learning Report**
- b. **School Codes of Conduct**

**5. Next Meeting Date: Tuesday, October 15<sup>th</sup> at 2:30 p.m. via Teams**



## Framework for Enhancing Student Learning September 2024

### District Context

[The Qualicum School District](#) resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as (Nanoose) and Qualicum First Nations.

With a total student population of 4500 students, the Qualicum School District is centrally situated on east Vancouver Island, serving communities in and adjacent to the City of Parksville and Town of Qualicum. There are eight elementary schools (Grades K-7), two secondary schools (Grades 8-12), an alternate school (PASS), and a Distributed Learning program (CEAP) to augment student choice and support home-learning families. The district French Immersion program is available at Ecole' Oceanside Elementary and Ecole' Ballenas Secondary Schools. The Qualicum School district also has a thriving International Student Program, which brings approximately 140 students to the region every year.

Of the 540 students identifying as having Indigenous ancestry, 38 students reside on the local nations' land, more than 200 are Metis, and the balance cite other territories as their ancestral home, if known. The Qualicum School District also supports approximately 550 students identified as having diverse needs, and typically 30 or fewer children in care. Household income in the region is lower than the provincial average, while the cost of housing remains higher than the provincial average.

Climate and location seem to have favoured the Qualicum School District. Though workforce shortages have emerged at times when recruiting and retaining support staff, the district continues to draw high numbers of applicants for professional positions. Enrolment growth for the coming school year is again expected to be one percent or less.

This Enhancing Student Learning Report shares the achievement results of the Qualicum School District as per [Ministerial Order M 302](#), and describes the key supports in place to ensure student success, as well the linkages between our [District Strategic Plan](#), [District Operational Plans](#), and school plans, which can be located on school websites.

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## Introductory Notes

### Data Examination

The primary charts showing the district data in comparison to provincial data were provided as part of a provincial template which does not provide numerical values. Data commentary is based primarily on secondary charts taken from the [British Columbia Student Success website](#), which do provide numerical values, and are available to the public. If data is not shown, this is indicated by **Data Not Shown**, and if the only data shown is from the provincial template, then this is indicated by **Specific Data Not Shown**.

### Influence of Demographics on Achievement Analysis

Household income and parental and caregiver education levels are [strong influences](#) on student achievement. [The British Columbia Student Success website](#) shows household income in the Qualicum School District to be \$91,385, compared to the provincial average of \$113,137. The percentage of households with post-secondary education is shown as 32%, which is also lower than the provincial average of 42%. Emerging issues related to mental health and housing scarcity have also led to increased student vulnerability in the region. As a result, achieving average levels of achievement for the All Resident Student category should be seen as commendable. Conversely, local Indigenous students are subject to fewer of the vulnerability indicators than the provincial averages for this group; therefore, district Indigenous student achievement above provincial averages or at the high end of the typical range of results should be the expected goal.

### Students on Reserve and Students in Care (Success Data is Masked)

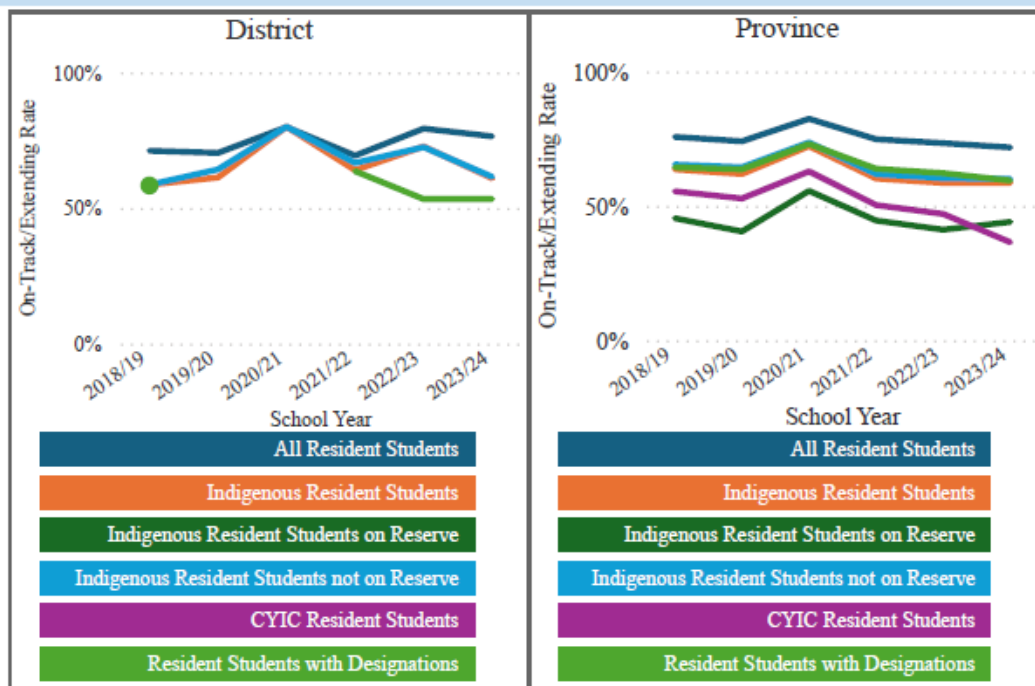
On reserve students totaled 38 as of September 30 of 2023-24, up from just 20 four years before. The District Principal of Indigenous Education makes extra effort to identify and support each on-reserve student, meets and converses almost daily with First Nations staff and community representatives, and makes sure each student is able to access all supports already existing for all students in the system. The Superintendent, Principal of Indigenous Education, and a Trustee attend monthly meetings with representatives from local nations to discuss issues that impact on-reserve students. A working group is currently revising the terms of reference for the new District Indigenous Advisory Council in accordance with Bill 40. Anecdotal reporting on the recent graduation cohort is very positive.

Students in care typically total between 20 and 30 at any given time with a small number of those being on youth agreements. A district social worker works directly with these students and connects with schools to help support them academically as well as socially. These students are also discussed during monthly meetings of the Oceanside Collaborative Response Committee (OCRC) which includes the school district, RCMP, Ministry of Children and Families (MCFD), Children and Youth Mental Health (CYMH), Island Health, and local health and counselling agencies such as Discovery, Sources Community Resource Centers (SCRC), and the Society of Organized Services (SOS). A “wrap around” approach is used to support students, with each resource stepping forward as appropriate. Again, anecdotally, students in care in the Qualicum School District are often more successful in this district than is typical and we believe the support of the social worker and OCRC are key reasons for this.

## Educational Outcome 1: Literacy

### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

#### Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

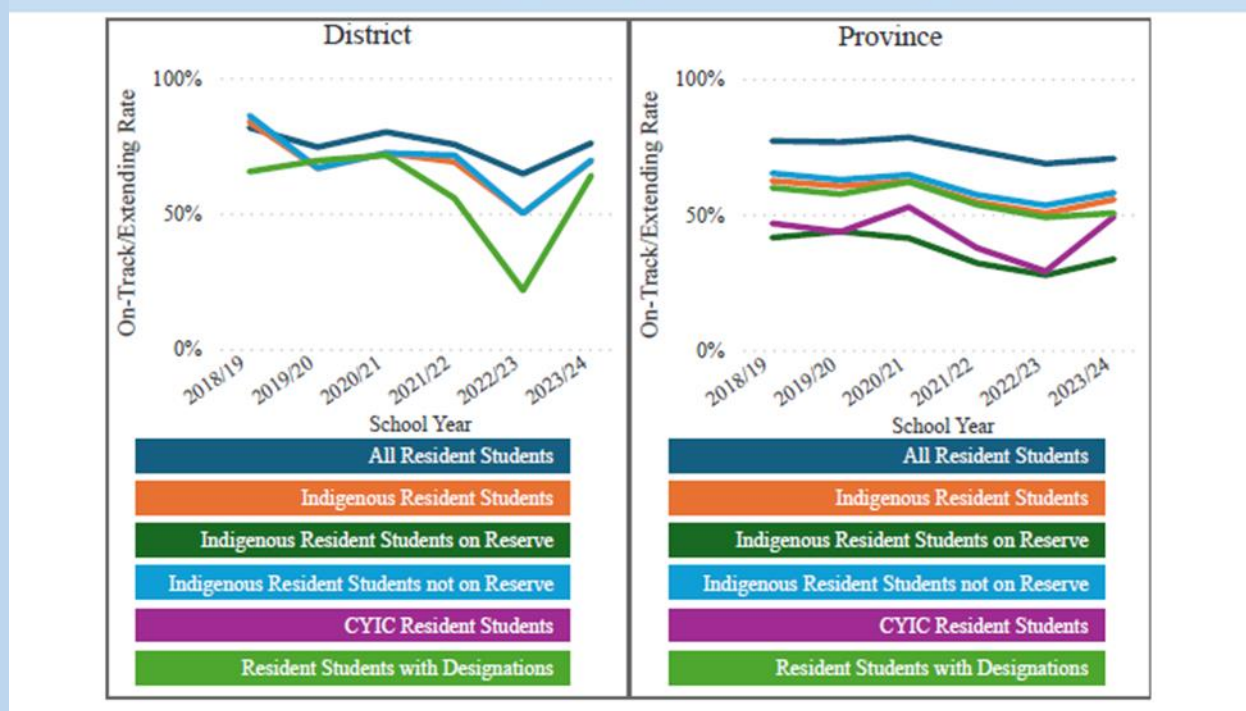


#### Grade 4 Literacy

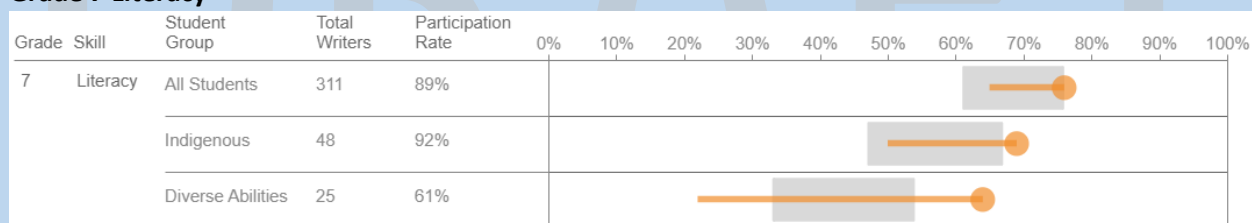
Grade	Skill	Student Group	Total Writers	Participation Rate	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4	Literacy	All Students	289	92%											
		Indigenous	40	87%											
		Diverse Abilities	15	65%											

District All Resident Grade 4 FSA Literacy results remained steady for the 2023-24 school year, with results at the high end of the typical range of the province at 76 percent on track or extending. The district Indigenous Student results and Students with Diverse Abilities in Grade 4 literacy were lower at 60 and 53 percent respectively, and while still inside the typical range, both have declined in comparison to provincial results and now show as slightly below average.

### Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



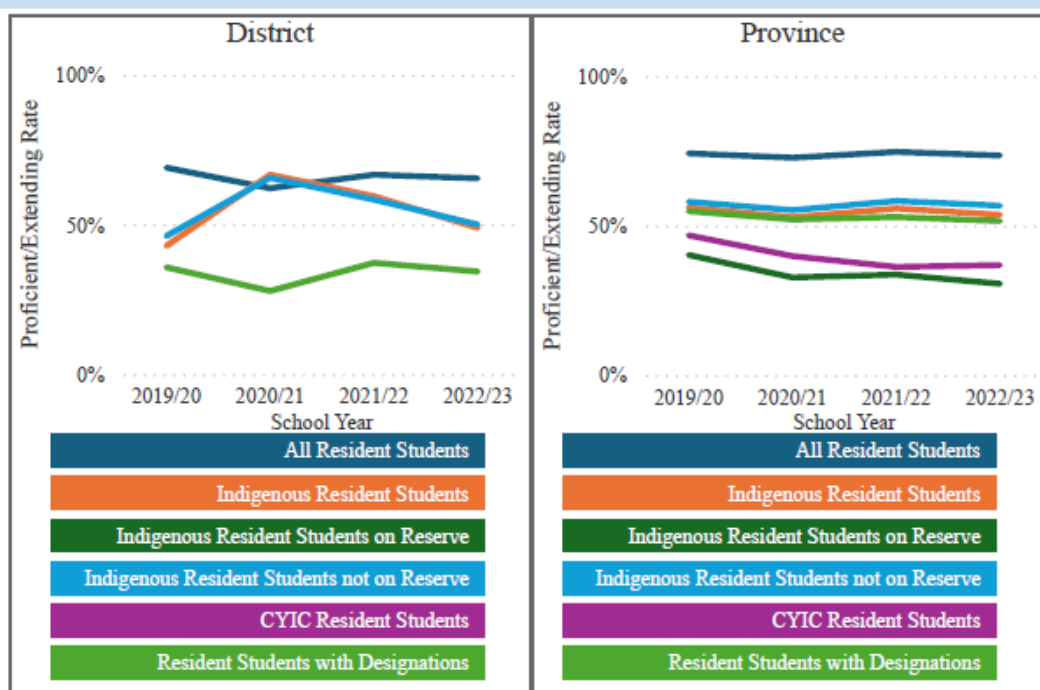
### Grade 7 Literacy



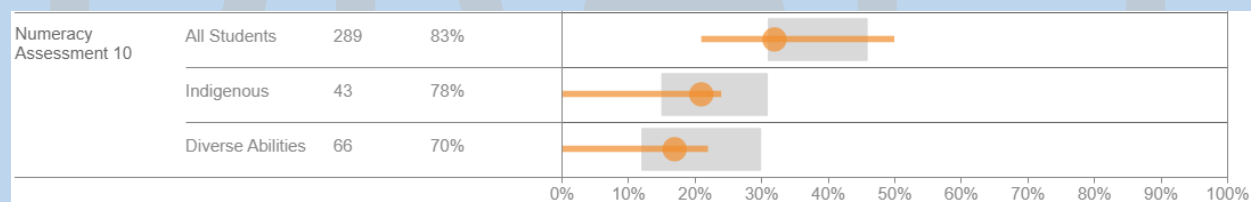
District All Resident results for the 2023-24 session were within a very small percentage of results from prior years, and like the Grade 4 results, now sit at the high end of the typical BC results at 76 percent on-track or extending. The Indigenous Student results jumped up to 69 percent on track or extending with this cohort, and Students with Diverse Abilities showed at 61 percent, both below the All Resident results, but notably above the typical range of the Province for these data sets. Data in the post-pandemic years has shown a slight decline in literacy at the Grade 7 level in BC (as well as globally), so it is positive to see our district results trending positively.

### Measure 1.2: Grade 10 Literacy Expectations

#### Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



#### Grade 10 Literacy



District All Resident results for Grade 10 Literacy shows the percentage of students at proficient or extending at 65 percent, which is consistent with the previous three years of Graduation Assessments, and again, slightly lower than the provincial results. Grade 10 Literacy results for Indigenous students dropped to 49 percent for this cohort, which is below the provincial average and well below the All Resident Students success rate. Students with Diverse Abilities showed as proficient or extending just 34 percent of the time, which sits within the typical range for the province, but at the low end. These results are perplexing as these cohort groups all had stronger results three years ago on their FSA literacy assessments.

#### Grade 12 Literacy (Data Not Shown)

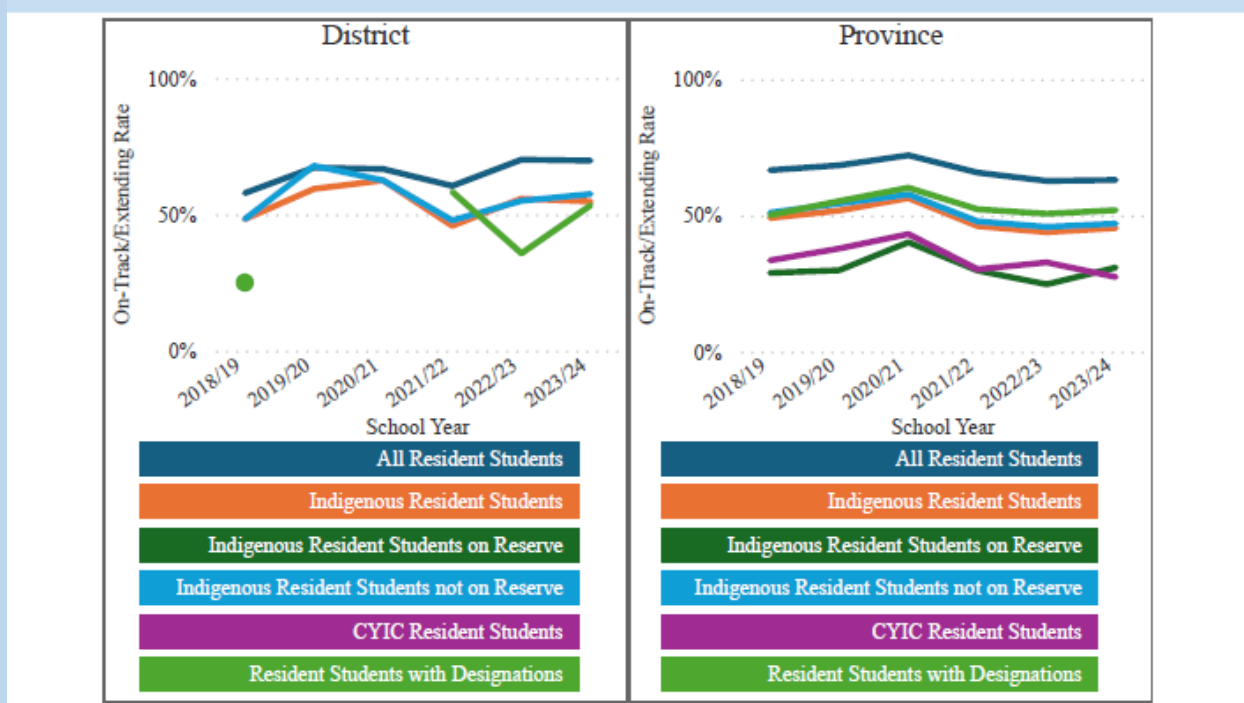
District All Resident results for Grade 12 Literacy were a percent lower than the provincial results at 71 percent showing as proficient or extending. District Indigenous writers managed to show as proficient or extending 72 percent of the time, which is well above the provincial Indigenous results and quite consistent with this cohort's results from the FSA five years prior. Students with Diverse abilities showed as proficient or extending 49 percent of the time, which is significantly lower than provincial results. This

is only the second year of the Grade 12 Literacy Assessment, and staff has expressed hope there would be a stronger showing overall in the second year, which we unfortunately did not see.

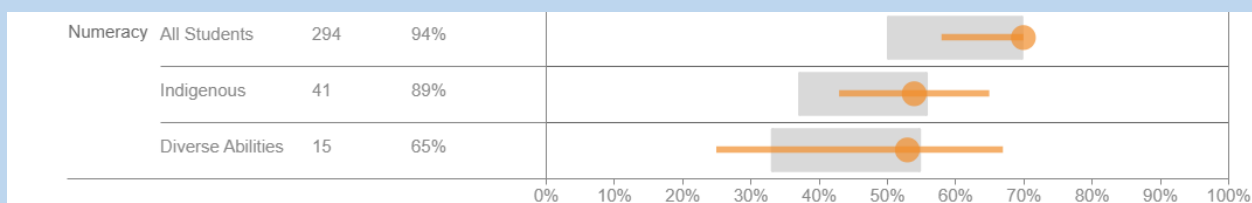
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### Grade 4 FSA Numeracy (On-Track / Extending Rate)

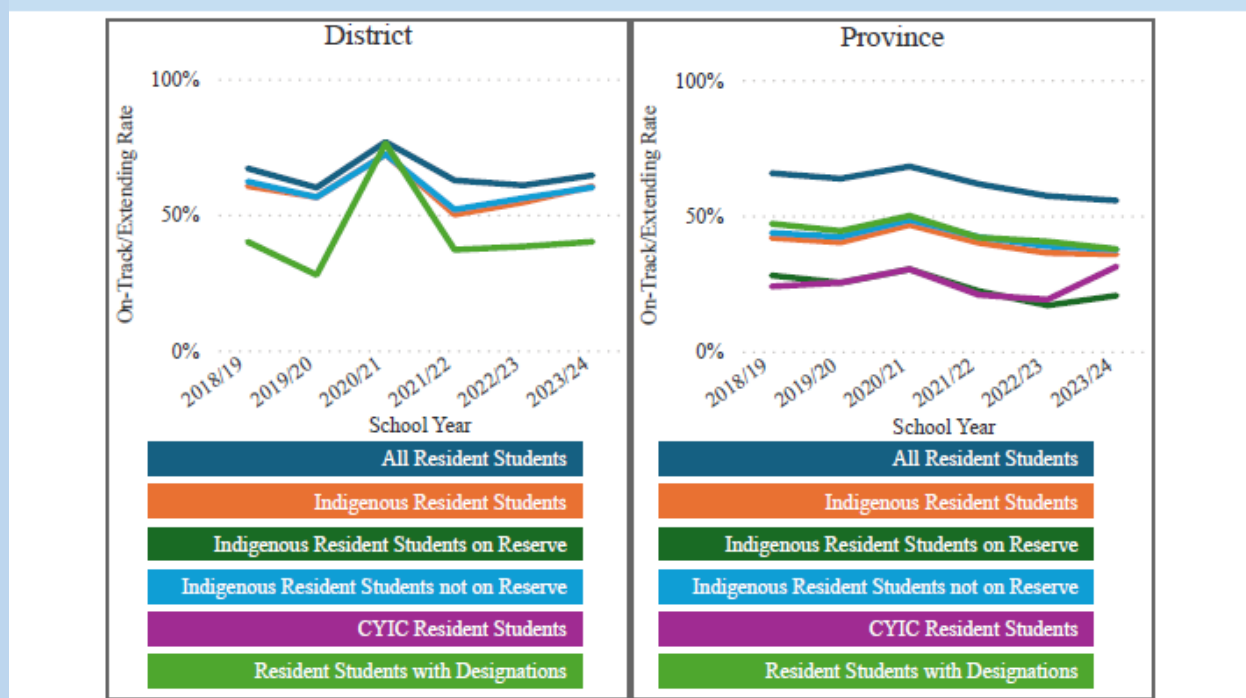


#### Grade 4 Numeracy

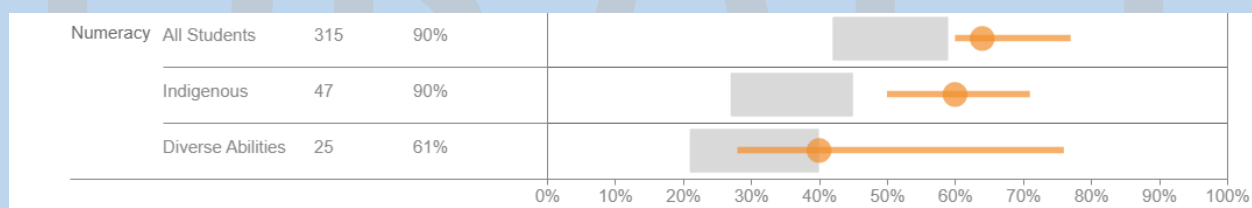


Results for 2023-24 District All Resident participants for the Grade 4 Numeracy Assessment were on the very high end of the typical range for the province, with 70 percent of students on track or extending. District Indigenous students and Students with Diverse Abilities showed as proficient or extending 54 and 53 percent of the time, respectively, both lower than the All Resident success rate, but again, at the very high end of the range of typical results for the province for these groups. The cohort numbers are smaller with these two subsets, with just 41 and 15 participants each, so we should be careful regarding assumptions given modest data validity, but the strong relative showing is still encouraging.

### Grade 7 FSA Numeracy (On-Track / Extending Rate)



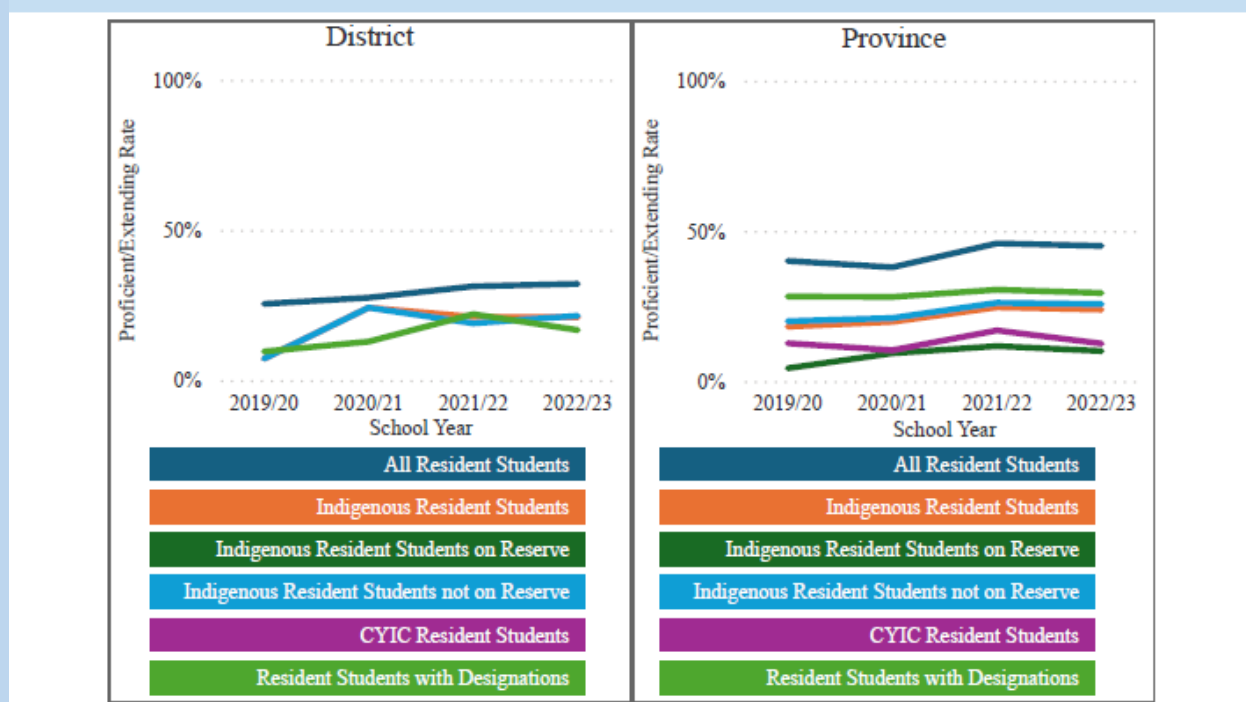
### Grade 7 Numeracy



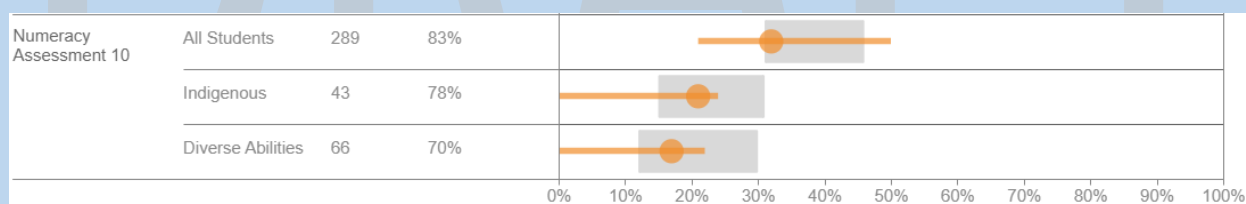
Grade 7 Numeracy results for District All Resident Students for students showing as proficient or extending climbed slightly to 64 percent, which is well above the typical range of school districts. Similarly, District Indigenous results for Grade 7 Numeracy were up slightly to 60 percent, which is well above the typical range for school districts, and Students with Diverse Abilities are showing at 40 percent, which was at the high end of the typical range for the province.

## Measure 2.2: Grade 10 Numeracy Expectations

### Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)



### Grade 10 Numeracy



District All Resident Students showed at the very low end of the range of typical results for the 2022-23 sessions, with just 32 percent of writers meeting the proficient and extending categories. Local Indigenous writers showed at 21 percent proficient and extending, and although closer to the mid-point of the typical range of results, is still not encouraging. Results for Students with Diverse Abilities were again below the mid-point of the typical range of results, with just 17 percent showing as proficient or extending. Again, these results are in contrast to current FSA results, and they are not at all reflective of the FSA numeracy results for this cohort from three years prior, where participation rates were at the 90 percent level and students showed proficiency rates at or above the provincial results.

### Literacy and Numeracy Strategies for Success

After a low participation year during the pandemic, the FSA facilitation process had to be rebuilt over the following three years. As communication and organization improved under more direct principal supervision, fidelity to the experience also improved, which showed in participation rates as well as assessment completion, which then showed positively in overall results. It was also postulated that the students with stronger literacy skills were more likely to not write the assessments in the low

participation years, so as participation returned to previous levels, it would stand to reason having more literate students join and/or return to the assessment process would lead to the overall percentage of students on-track and extending rising as well. This is supported by the [FSA Progression Over Time](#) data shared on the Provincial Student Success website, which shows much higher rates of local students who were on-track and extending at the grade 7 level having not participated in their previous session than was shown in typical provincial results.

Several sessions were held in previous years to inform teachers of the design intentions of the FSA, how to interpret the Depths of Knowledge (DOKs), and how the assessments could inform their practice. These sessions were seen to be helpful in informing both literacy and numeracy instruction and planning, but have probably been more helpful in regard to numeracy, where we believe there had been limited information available to support teacher practice at the elementary level. Again, something as simple as just reviewing the student booklets after completion was not a standard practice locally.

It should also be noted the accuracy checks from provincial marking for all of the FSA sessions (Literacy and Numeracy) came back as 98/100 percent, and in the cases where there was a mismatch between local and provincial markers, the mismatch was several times more likely to have our local markers rating district students lower rather than higher. This helps assure us positive results have come from better instructional practice and more diligent assessment facilitation, rather than “softer” local marking.

The District Teaching and Learning Team is an ongoing support structure typically consisting of 3-4 full-time teachers who support teachers directly with their practice, organize professional learning sessions and district assessments, and help select and distribute district resources. Along with the district’s Director of Instruction, this key structure has been in place for a number of years and its influence should be given credit for much of the district’s recent and historical success in literacy and numeracy. The following are examples of their more recent focused efforts:

- Schools are provided with their own FSA data to target areas for growth focused on the Depths of Knowledge, as well as emerging use of the FSA Item Analysis for the purpose of classroom and school planning
- Adoption of School and District wide Numeracy and Literacy Assessments including Grade Wide Writes and Island Numeracy Assessments, along with district-wide implementation of the Edplan Insight data repository for teacher and principal use
- Writing continuums to better understand at grade proficiency
- Co-organization of multiple sessions of learning rounds with Leyton Schnellert and numeracy workshops with Carol Fullerton.

In regard to the Graduation Assessments, though Literacy Assessment results have been slightly behind the province, the gap is much narrower than it has been with the Numeracy Assessment. As stated in last year’s report, district students find the Numeracy Assessment particularly difficult, and results in this district have trailed well behind the provincial numeracy results in each of the last three years. We are currently considering two theories regarding the low performance we see on the Graduation Assessments.

The first theory is that our secondary math classes have been reliant on methodology more suitable to previous curricula. As a district formerly having middle schools, we still have a higher number of

generalist teachers trained in humanities than we do math and science specialists; therefore, our workforce may lack some capacity and confidence in regard to numeracy instruction. As well, teachers who are trained in mathematics may still be more comfortable with traditional instruction focusing more on process than problem-solving. The numeracy workshops mentioned above provided a wealth of strategies to engage students by focusing on problem-solving and collaborating that are a better match for the curricular skills the assessments are designed to measure. These sessions were well-received by participants, and with continued emphasis, there is hope this type of learning will help shift practice in district schools by adding both capacity and confidence in our workforce.

The second theory is that ongoing results may be compromised by low fidelity to the assessment experience. In the years surrounding COVID our district did not effectively support the FSA, and it has taken three years to rebuild the administrative procedures and messaging it takes to maximize results. Anecdotal information suggests the Graduation Assessments have never been taken as seriously as they should be, and if we are able to alter the messaging, culture, and even the class preparation leading up to the assessment dates, district results will eventually more closely match students' actual ability. Once this occurs, then the test should become more useful as a planning tool, and changes to staff learning and instruction should follow and results will start to maximize. Though there is more ground to make up with the numeracy assessment, higher fidelity to the general assessment process may bring district literacy results back to level with the province on the Graduation Assessments.

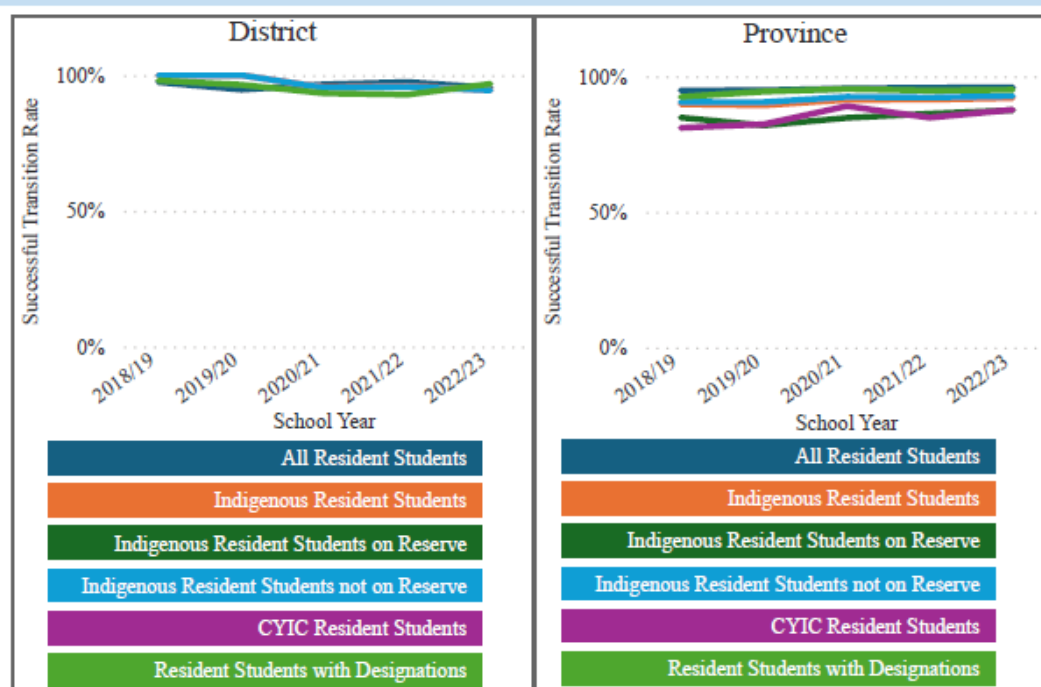
The District now has a K/1 Snapshot across the district, and has reintroduced the District Wide Write at grades 3, 5, and 9, and has also added District Wide Numeracy Assessments at the Grade 6 and 8 levels as a means to support teachers with their assessment and instructional practices. The District-Wide Assessments and the recommended outcomes in support of the District Strategic Plan are outlined in the recently developed operational plan for student assessment titled the [Assessment and Communicating Student Learning Plan](#).

All student results for provincial, district, and classrooms assessments are now available in school and teacher EdPlan Insight accounts, which makes planning for instruction and transition much easier through the use of classroom heat mapping. Instant teacher access to student assessment results should lead to significant long-term benefits to achievement.

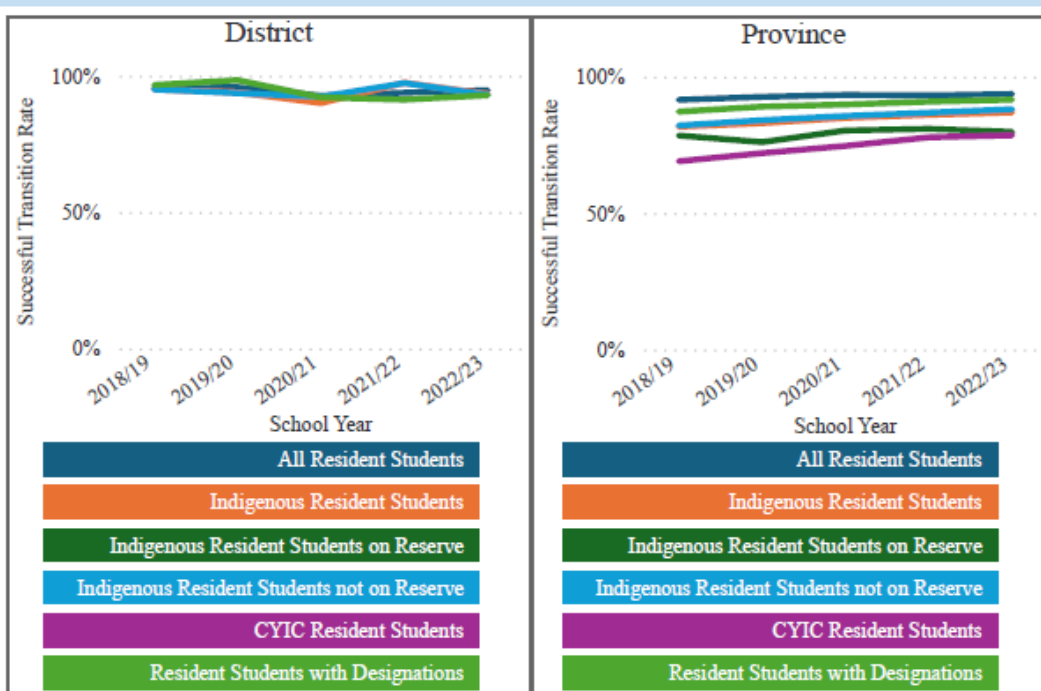
Meeting the needs of Students with Diverse Abilities has been a prominent topic of conversation over the recent three years. These discussions led to a full review of the District Learning Support program, which in turn led to the creation of an operational plan for learning support titled [Planning Learning for Each Student](#), which outlines the recommended outcomes in support of the District Strategic Plan, as well as providing both philosophical and administrative guidance for staff. The Needs Response Team structure, which will be described later, was initially created out of these conversations and the recognition of the complexity teachers often face in their classrooms as the context shifts towards more fulsome student inclusion.

### Measure 2.3: Grade-to-Grade Transitions

#### Grade 10 to 11 Transition Rate



#### Grade 11 to 12 Transition Rate



### **Grade to Grade Transition (Specific Data Not Shown)**

All Resident district transition rates remained high in the 2022-23 school year throughout all levels of the school system. Curiously though, district rates were often a percentage or two below provincial rates in grades 1 through 6 (data not shown), despite the district's practice of not retaining students in those age groups. It is likely those few non-transitions were a result of out-migration to on-line schooling or out of province schools or even withdrawal from the school system. The trend reversed as the students moved through the system with district All Resident transition rates from grade 7 on showing as a percent or two higher than provincial numbers.

District transition rates for Indigenous students mirrored or remained very close to the All Resident numbers, placing them above provincial numbers by a percentage or two throughout the elementary years, with the gap widening in secondary as the provincial transition rates declined by several points in the upper secondary years (data not shown). The district Transition Rate for Indigenous grade 11 students was 100 percent in 2022-23 compared to the provincial rate for Indigenous students of 85 percent. District transition rates for Students with Diverse Abilities remained close to provincial rates, with district numbers typically either a percentage higher or lower throughout the school years, and the grade 11 numbers being 91 percent for both district and provincial students in 2022-23.

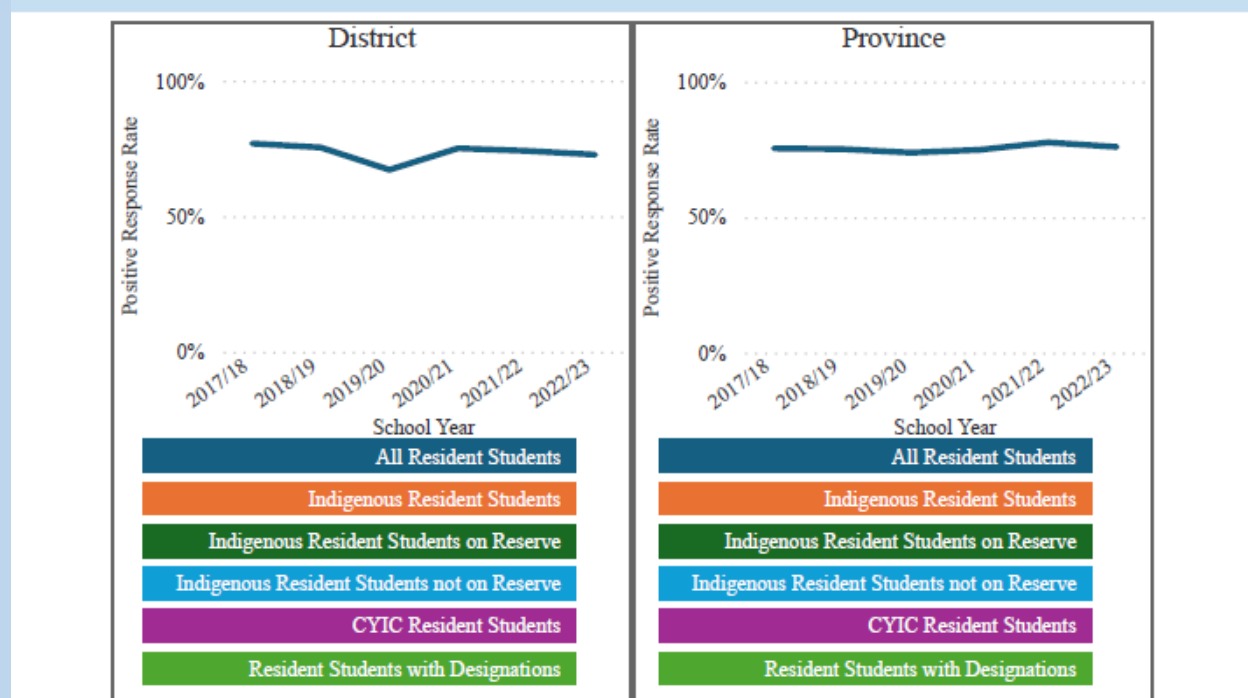
### **Grade to Grade Transition Strategies for Success**

Grade to grade transition rates are not explicitly tracked or supported by school or district staff at this time. Success in regard to these data points can be attributed to ongoing supports in the system and a longstanding practice of moving K-9 students forward with their age appropriate cohorts, and will certainly be impacted positively by all of the strategies for success outlined below under Student Learning Survey and Completion Rates.

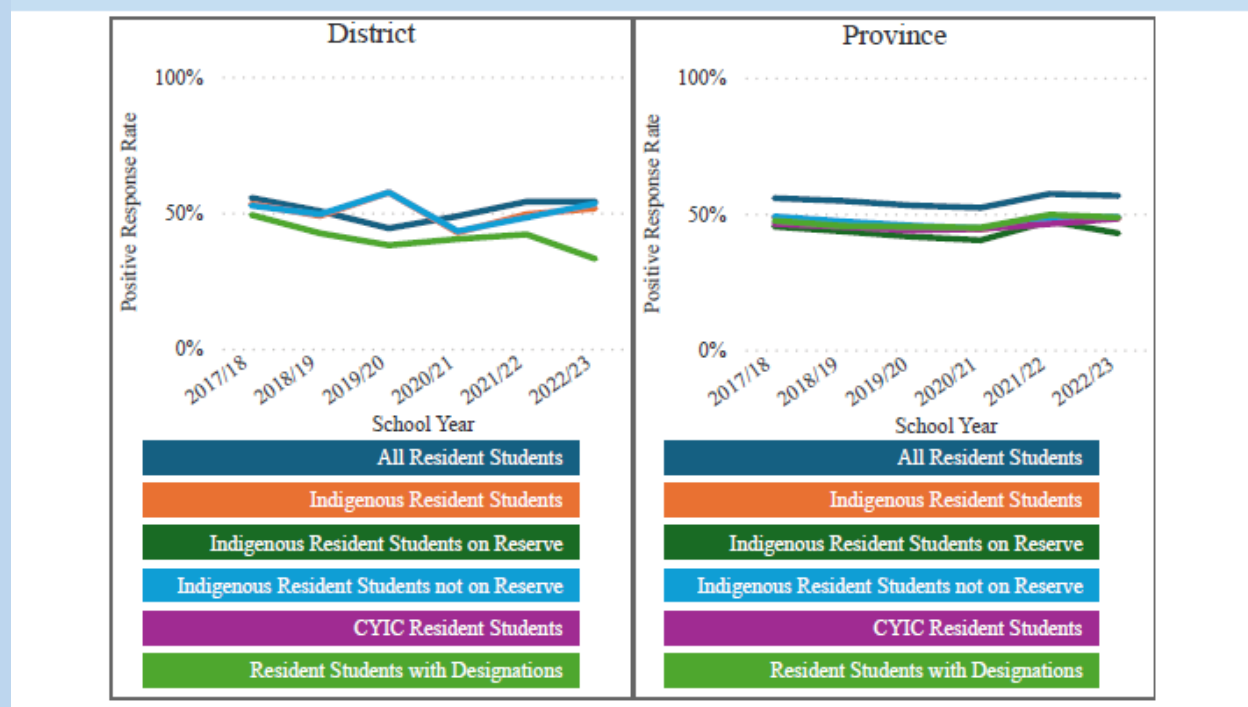
## Human and Social Development

Outcome 3: Students Feel Safe, Welcome, and Connected

### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

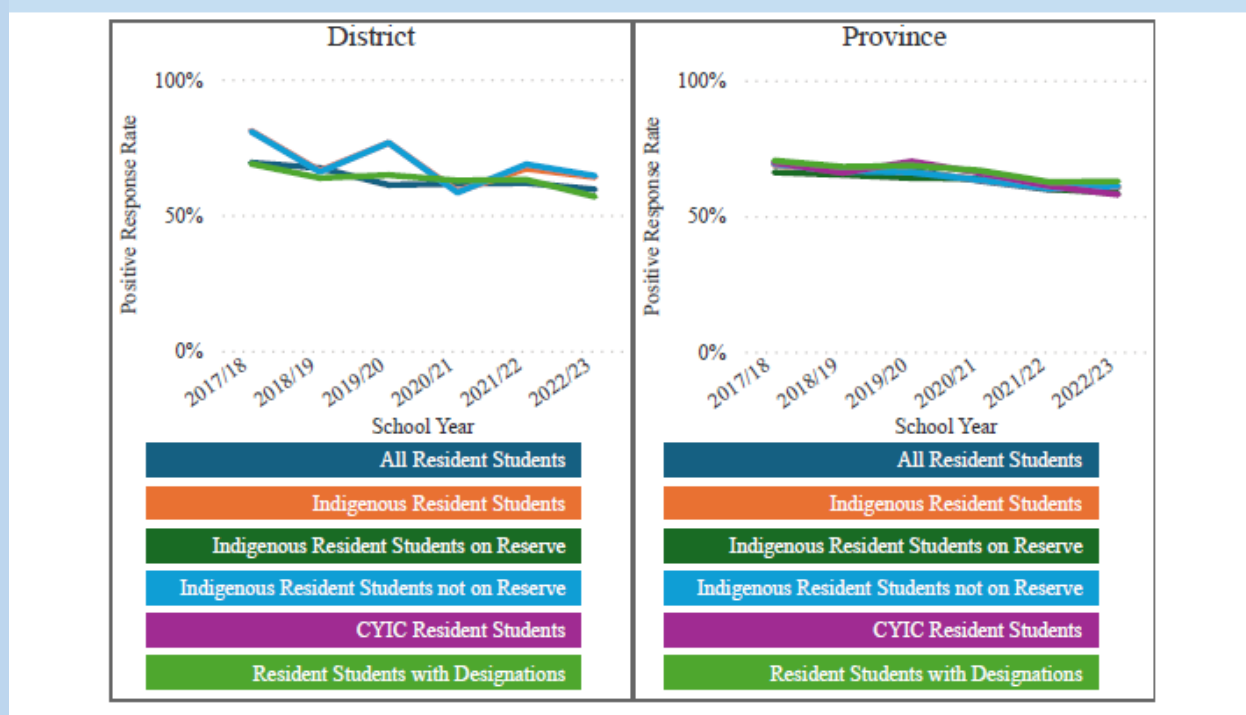


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



*Measure 3.2: Students Feel that Adults Care About Them at School*

**2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)**

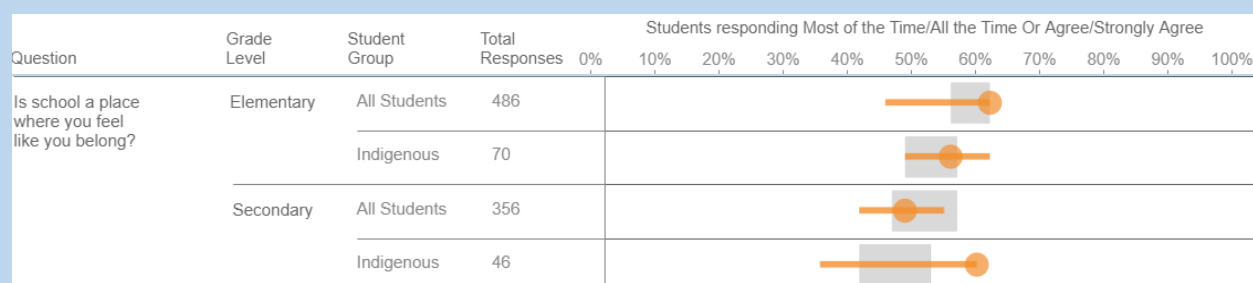


**Feel Welcome**

Question	Grade Level	Student Group	Total Responses	Students responding Most of the Time/All the Time Or Agree/Strongly Agree										
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Do you feel welcome at your school?	Elementary	All Students	492											
		Indigenous	69											
	Secondary	All Students	354											
		Indigenous	46											

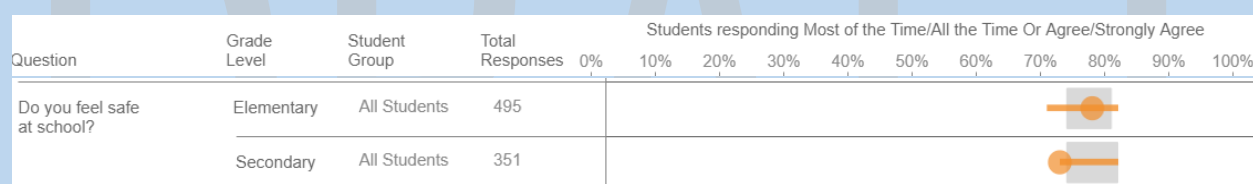
The District All Resident Student survey results for elementary students when asked if they “feel welcome” came back at 74 percent showing agreement, which was right at the top of the typical range in the province for the 2022-23. Conversely, District All Resident secondary students only showed agreement to this query 64 percent of the time, which put them at the bottom of the typical range in the province. Indigenous secondary students responded in the affirmative just 59 percent of the time, which was lower than the typical range in the province, and Indigenous elementary students responded in the affirmative 63 percent of the time, which was in the middle of the typical range for the province.

## Feel Sense of Belonging



When asked if they “had a sense of belonging” their school, 46 percent of District All Resident Students in secondary answered positively, which was near the bottom of the typical range. District Indigenous students in secondary answered the same question positively 57 percent of the time, which was well above the typical range for the province for this group. Additionally, 59 percent of District All Resident Students in elementary answered positively, which was at the top of the typical range. District Indigenous students in elementary answered the same question positively 53 percent of the time, though below the All Resident Student rate, was at the top end of the typical range for the province.

## Feel Safe



When asked if they “felt safe” at school, District All Resident Students secondary students answered positively 70 percent of the time, which was at the bottom of the typical range for 2022-23. District All Resident Students elementary students answered positively 75 percent of the time, which was in the middle of the typical range. Disaggregated data are not provided for Indigenous students or Students with Diverse Abilities for the “feel safe” question.

## Adults Who Care (Specific Data Not Shown)

When asked if they could “name two or more adults who care about them” 62 percent of district students answered in the affirmative, which was slightly higher than provincial results. Indigenous Students answered positively 67 percent of the time compared to provincial results of 60 percent. Local Students with Diverse Abilities answered in the affirmative 63 percent of the time, which was the same result as the province.

## Human and Social Development Strategies for Success

Conversations with school and district student voice groups, Indigenous students interviewed as part of the Equity Scan, and marginalized students who were interviewed for our Community of Practice work, as well as ongoing conversations with First Nations partners, all shared overlapping themes around school culture and relationships with the adults who support them. Anecdotal information that was collected offered some insight into the data as shown above, and their collective feedback formed the basis of summer learning for the principals, which will be followed by sessions designed for Qualicum School District staff. Secondary leadership will be spending the year specifically focused on re-culturing their schools to be more student centered based on the data collected in the aforementioned processes.

The Indigenous Education Department, in addition to and in support of tracking and supporting Indigenous student achievement, has introduced a goal of Indigenous cultural safety for the upcoming school year. Participation in clubs, teams, and events will be tracked, along with participation and data collected from Indigenous Student Voice will be collected, along with standard achievement metrics. Positive Student Learning Survey results for Indigenous students are likely influenced by the work of Indigenous Education Workers, who directly support Indigenous students and often act as advocates for social and academic needs.

Schools teams have also increased the number and scope of orientation processes to ease transition anxiety from elementary to secondary, with additional activities being added for Indigenous students and Students with Diverse Abilities. These include additional student tours prior to enrollment, connection activities after start-up, as well as staff meetings to share student learning profiles. Ongoing conversations regarding elementary students with higher than typical absences and subsequent interventions occurred with the support of a district counsellor and District Learning Support staff.

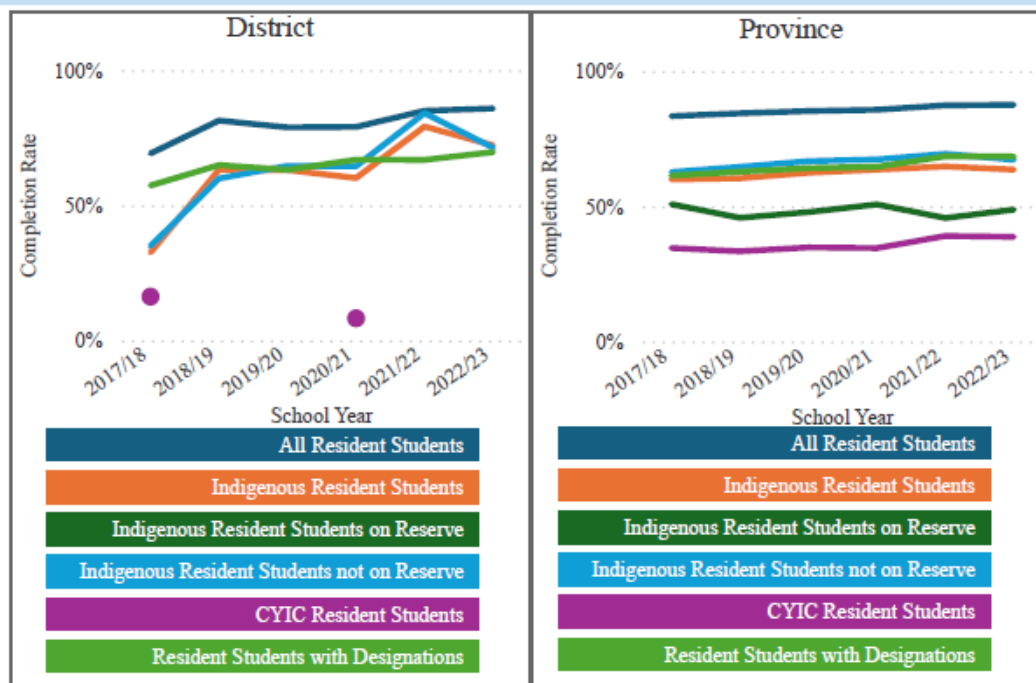
In order to ease transition anxiety into Kindergarten, we initiated the Pre-K Transition Program two years ago in every elementary school in the district. This program invites all registered Kindergarten students who will be joining us in the following September to a two-hour a day, twice a week, six-week program that takes place in May and June. The program is too new to have any sound evidence on its impact, but anecdotal response has been highly favourable, and a recent parent and caregiver survey indicated 43 of 44 respondents would highly recommend the program to others.

The initiative above was created in part due to ongoing conversations at our local Early Years Table. Consisting of representatives from local organizations such as SCRC, SOS, Pacific Care, Oceanside Building and Learning Together (OBLT), MCFD, CYMH, as well as the Qualicum School District. The Early Years Table reviews local trends and data, including the Early Development Instrument (EDI) survey results and then considers potential responses. This group has contributed to the creation of events like the Saturday Breakfast Club, summer literacy programming at Storybook Village, and the Family Night Out, along with the very popular Pete the Cat family event.

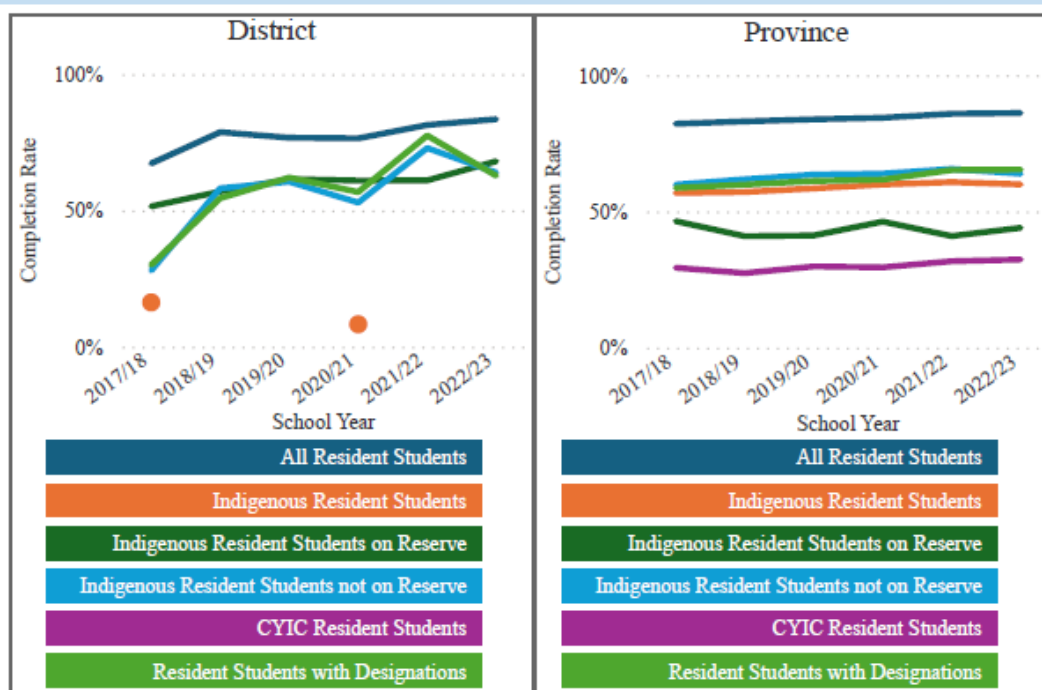
## Educational Outcome 4: Graduation

*Measure 4.1: Achieved Dogwood within 5 Years*

### 5-Year Completion Rate (Dogwood & Adult Dogwood)



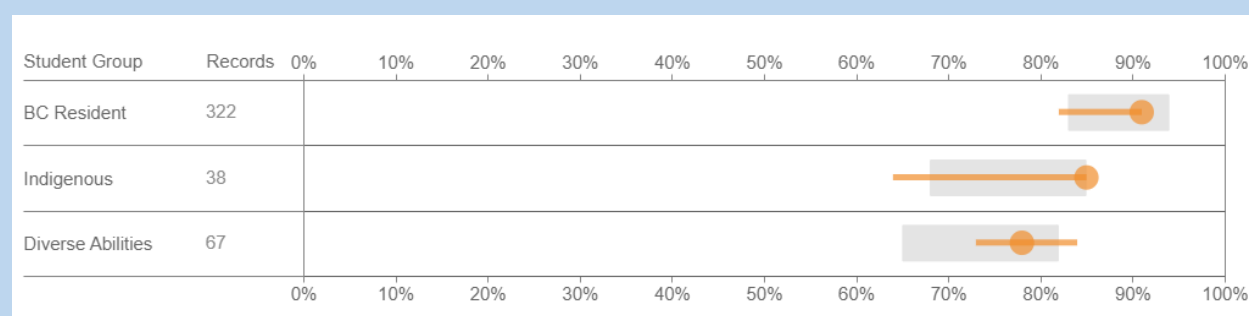
### 5-Year Completion Rate (Dogwood Only)



### Five Year Completion (Specific Data Not Shown)

The Five-Year Completion Rate for All Resident Students has climbed sharply over the past few years and now sits at 86 percent for the 2021-22 cohort, just 1 percent lower than the provincial average. The Five-Year Completion Rate for Indigenous Students was 72 percent for the 2022-23 school year, and 71 percent for the 2021-22 school year, both several percent above the provincial averages for those years. District Students with Diverse Abilities matched the provincial rates at 70 percent for the recent school year after being a percent behind the year before, and it should be noted district results for Students with Diverse have been very close to provincial numbers for the past 7 years now.

### Six Year Completion



The Six-Year District Completion Rate for All Resident Students for the 2022-23 school year is up to 91 percent, just 1 percent lower than the provincial rate, and the Six-Year completion rate for Indigenous Students is up to 85 percent, which is 11 percent above the provincial rate and at the very top end of the typical range for the province. Students with Diverse Abilities graduated in six years 77 percent of the time, dropping slightly from last year but still 1 percent above the provincial average.

### Dogwood Completion Strategies for Success

All these results represent significant gains over previous years, with the Six-Year gains being especially noteworthy. The district leadership team meets with secondary school principals several times a year to review lists of vulnerable students and hear updates on supports, inventions, and progress toward completion, and this work has continued to become more refined and effective. Closer attention by the principal of Indigenous Education in regard to student interventions, and the emergence of graduation coaches (with a new job classification for 2024-25 titled Indigenous Education Advocate) in district standard high schools should help solidify positive outcomes. The Future Completion data set has been a cornerstone of this process as a means to identify and recover non-attending students, but we are hopeful the new evolving provincial data system will be able to serve this function equally well going forward.

It should be noted Adult Dogwood numbers over the last five years have ranged, without apparent trend, from 16 to 26 for non-aboriginal students and 6 to 8 for aboriginal students, indicating only a nominal influence on achievement data. Additionally, there were just two students receiving an Evergreen Certificate in the graduation cohort last year, neither of which was of Indigenous ancestry.

As mentioned in previous FESL reports, efforts to “right-size” the district’s non-standard programs have also been helpful. Our district online learning program (CEAP) has returned to approximately 100 FTE after peaking at over 300 during the pandemic. As well, the secondary alternate program (PASS) was

down just 60 FTE for last September from 120 FTE just a few years ago. We believe that while some students do benefit from these programs, the majority of students, and especially Indigenous students, are more successful in standard schools when appropriate efforts are made to support them. The most recent How Are We Doing (HAWD) report showed just 15 students of Indigenous ancestry enrolled in the PASS program as of September 20, 2023, down from an average of twice that number over previous years. Recent work at the secondary schools has focused on the expansion of flexible and supportive “soft-alt” programs would allow students to remain in the building, access some mainstream classes, be in close connection to peers and key adults, but also have access to a more discreet and supportive environment for parts of the day to help with emotional safety and self-regulation.

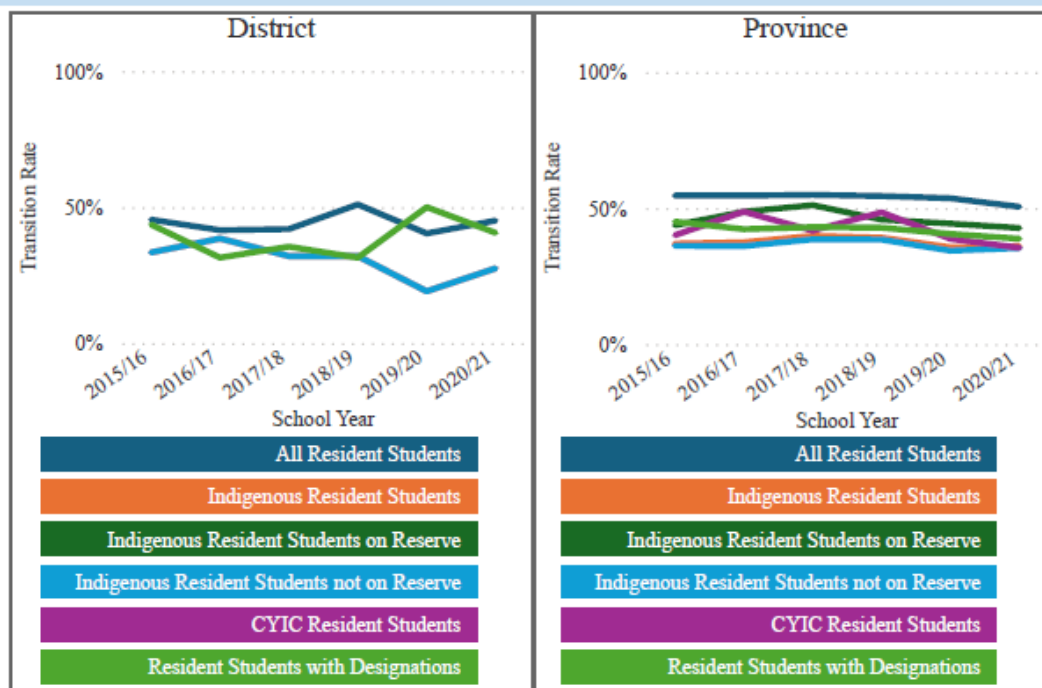
District standard secondary schools will be examining school culture in a focused and intentional manner, and as an extension of the work described above in the Student Learning Section, the focus will be to leverage the Strategic Plan goal areas of To Give, To Grow, and To Belong in order to build more positive and supportive relationships between staff and students to improve student success. These concepts are being woven into enhanced attendance responses, which will make use of improved data availability, leverage the existing school-based team structures, and increase positive communication with households, all in an aligned manner across both schools.

Additionally, our two standard secondary schools will be moving to aligned timetables for the 2024-25 school year. Both will have linear courses for grade 8 and 9 students to promote relationships, semestered courses for grades 10 through 12 to promote choice, and the daily block rotation will no longer cross over lunch, so part-time programs and partnerships with work placements and post-secondary will be much easier to arrange. Students will also be able to cross-enroll between the two schools as a means to improve choice by accessing niche programming not offered at their home school. We believe these changes have the potential for positive impact in regard to overall student success for struggling and excelling students alike.

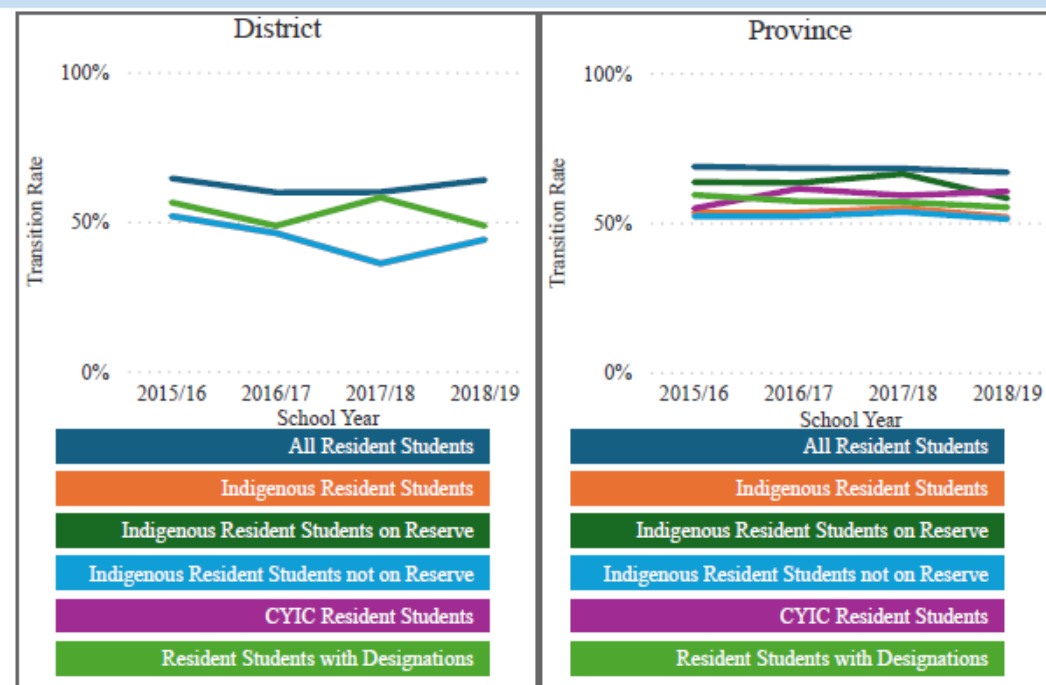
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)



### **Transition to Post-Secondary (Specific Chart Not Shown)**

In regard to Immediate Transition to Post Secondary, district All Resident Students did this 41 percent of the time, compared to the provincial average of 50 percent. Recent data results were unavailable to share for local Indigenous students or Students with Diverse Abilities. When considering Post-Secondary Transition over 3 Years, district All Resident Students and their provincial counterparts showed the same results in 2020-21 as students who had graduated only 1 year prior, which were declines of more than 15 percent from 2 years prior, with the most obvious influence in the difference being the pandemic. District Indigenous students managed to Transition to Post Secondary 28 percent of the time compared to provincial Indigenous students who did so 36 percent of the time, and district Students with Diverse Abilities did the same 39 percent of the time, 2 percent less often than provincial results.

### **Transition to Post-Secondary Strategies for Success**

Staff have noted overall transition to post-secondary is down in the post-pandemic era, and certainly provincial institutions are being pressed to respond. As partners in education, it is incumbent on us to reinvigorate our portrayal of the positive aspects of post-secondary learning whenever and however practicable. We believe the upcoming changes to the secondary timetables will support staff in increasing secondary school partnerships with post-secondary, which should help with enrollment. We will also consider running a morning bus to our local university as a strategy to remove the barrier of transportation preventing some students from attending, but the plausibility of this concept will need to be examined as part of the upcoming transportation review.

## **District Strategic Planning**

### **Strategic Planning 2023-2027**

The Qualicum School District engaged in the development of a new District Strategic Plan during the 2022-23 school year. The process began with a Board retreat in August to review and revise the Board of Education's Mission, Vision, and Values. Surveys for staff and parents and caregivers along with conversations with student focus groups created data for consideration. Through February and March, the Superintendent of Schools met with a group of 40 stakeholder reps to examine the data through the lens of the Board's Mission, Vision, and Values and the Province's Framework for Enhancing Student Learning. Check-ins on the draft plan occurred in March with the final version of the five-year plan approved by the Board in June of 2023.

The District Strategic Plan uses methodology developed by Birk and Larsen branded as Observable Impact. At the core of the planning process is the "S-E-T", which identifies what the student is expected to do (S), what the educator is expected to do (E), and what task or outcome or artifact is expected as a result (T). We also added what the district is expected to do in support to add a layer of accountability (D). Operational plans for Learning Services and Assessment have followed, with more operational plans expected to follow in the new year.

All district schools (and programs) now use the SET methodology for their own Impact Plans, and are expected to pull goals and outcomes from the District Strategic Plan and/or Operational Plans for their school or program goals. Classroom teachers are then expected to select a goal from their School Impact Plan to pursue for the school year. District staff meet twice a year with principals to discuss school goal selection and progress in addition to their Ignite style presentations for the Board of

Education in May. School principals also meet with their classroom teachers twice a year (or more) to discuss classroom goals.

Knowing authentic adoption of district level goals throughout the system is often going to require changes to practice in classrooms, the district has introduced the concept of the Needs Response Team (NRT). The NRT is a focused professional learning community of peers that supports a teacher with their instructional challenge related to District, Operational, or School Impact Plans through release time and guided facilitator support. More than 30 NRT groups have been initiated since this opportunity has been made available in January 2024.

### Alignment Between District and Schools



The chart shown above is a visual frequently used in presentations to help describe how alignment is expected to occur once the Strategic Plan was approved. Despite being encouraged to complete work on prior goals in schools before moving to new ones, current school goals have quickly aligned with the District Strategic Plan goals of To Learn, To Give, To Grow, and To Belong. Given the very short elapsed time since the official launch of the new District Strategic Plan, the shift towards authentic goal adoption is most encouraging. The most recent school SETs submitted in June of 2024 were loaded into ChatGPT, which organized them by goal area, then summarized them into the content below:

#### *Summary of District's Areas of Focus for Each Goal*

*To Learn – Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school*

*Our district emphasizes developing essential curricular skills for academic success and future endeavors. Key areas of focus include:*

- *Encouraging daily writing practice and experimentation with different styles.*
- *Using feedback for continuous improvement in writing.*
- *Promoting flexibility and real-world application in numeracy.*
- *Ensuring students can independently choose and read material at their level, engage in oral activities confidently, and use various support tools.*
- *Supporting students in articulating their learning goals and understanding their importance.*
- *Setting and reflecting on meaningful goals with educator support.*
- *Using flexible, creative, and critical thinking to solve problems across contexts.*

*To Give – Students leading local and global change*

*Our district fosters student leadership and civic engagement by encouraging activities that lead to positive change locally and globally. Key areas of focus include:*

- *Promoting personal confidence, pride, and empathy.*
- *Helping students identify and work towards personal and class goals.*

- Encouraging students to make choices about their learning and select the necessary strategies, tools, and supports.

*To Grow – Supporting all learners in pursuit of equity of outcomes*

*Our district is committed to equity in educational outcomes. Key areas of focus include:*

- Promoting flexibility and real-world application in numeracy.
- Utilizing a strength-based approach for inclusion, instruction, and assessment.
- Supporting student goal setting with necessary resources.
- Continuously assessing and providing feedback on students' progress with flexible tools.
- Explicitly teaching tools, routines, and strategies with access to technology and visuals.
- Reinforcing growth mindset and promoting reflection on evidence across contexts.
- Applying number sense to real-world situations.
- Using diverse strategies and tools to help students meet their goals.

*To Belong – Developing critical social skills and all of the strategies necessary for a healthy self*

*Our district fosters a sense of belonging by helping students develop essential social skills and well-being strategies.*

*Key areas of focus include:*

- Ensuring students feel safe and connected at school.
- Engaging staff in meaningful class reviews and goal-setting processes.
- Providing professional learning opportunities and resources aligned with class goals.

*These summaries highlight our district's commitment to holistic education, ensuring students are prepared for academic success and meaningful lives beyond school.*

### **Alignment Between the District Strategic Plan and FESL for 2024-25**

<b>Goal Area:</b>	<b>Focus for 2024-25:</b>	<b>Desired Outcome:</b>
<b>To Learn</b>	<ul style="list-style-type: none"> <li>• Better data access through expanded Edplan Insight usage</li> <li>• Triangulation of results between classroom, district, and provincial assessments</li> <li>• Increased secondary numeracy instructional confidence and higher assessment fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• Continued success with FSA results</li> <li>• Grad assessment results at or above provincial results</li> </ul>
<b>To Give</b>  <b>To Grow</b>  <b>To Belong</b>	<ul style="list-style-type: none"> <li>• More fulsome and positive responses to low attendance</li> <li>• Use of student focus group data to work on school culture and encourage positive relationships</li> <li>• Aligned timetables at secondary with reduced rotations</li> <li>• Enhanced transition strategies into K and from elementary to secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Continued success with completion outcomes</li> <li>• Student learning survey results more consistently positive</li> <li>• Improved PSI transition rates</li> </ul>

Following each data set shared in this document, the district's current and ongoing strategies for success were described. The chart shown above specifies which strategies are being highlighted for the coming school year, which Strategic Plan Goal area is most supported by that strategy, and which achievement metrics should be most impacted. We look forward to supporting continuous student success in the Qualicum School District, and using the strategies as outlined in this report to help address our Strategic Plan in the 2024-25 school year.

## **Board Committee and Representative Appointments 2024-2025**

<b>External</b>	
BCSTA Provincial Council <i>Alternate</i>	Eve Flynn Carol Kellogg
BCPSEA Representative Council <i>Alternate</i>	Barry Kurland Julie Austin
Oceanside Building Learning Together (OBLT) Early Years Coalition <i>Alternate</i>	Elaine Young
Early Learning & Child Care Council of Oceanside (ELCCCO)	Elaine Young
<b>District Committees</b>	
Appeals	All Trustees
Audit Committee	All Trustees
BCPVPA (QDPVPA) Negotiations	Julie Austin
CUPE Negotiations Committee <i>Alternate</i>	Elaine Young Eve Flynn
Curriculum Implementation Advisory Committee	Elaine Young
District Health & Safety Committee <i>Alternate</i>	Carol Kellogg Eve Flynn
Board of Education Scholarship Committee	<i>TBD yearly</i>
Education Committee of the Whole	All Trustees Elaine Young - Chair
Finance and Operations Committee of the Whole	All Trustees Carol Kellogg - Chair
French Language Advisory Committee	Julie Austin
Long Service/Retirement Committee	Eve Flynn/Carol Kellogg
MATA Grievances <i>Alternate</i>	Barry Kurland Carol Kellogg
MATA Negotiations Committee/Mid Contract Modifications <i>Alternate</i>	Julie Austin Barry Kurland
Policy Committee of the Whole	All Trustees Eve Flynn– Chair
District Parent Advisory Council	Monthly Trustee Reps
Others TBD	<i>September – Trustee Kellogg</i> October - Trustee November - Trustee December – Trustee Kellogg January - Trustee February - Trustee March – Trustee Kellogg April - Trustee May - Trustee June - Trustee

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**BOARD OF EDUCATION 2024-2025**

TRUSTEE	PHONE	LIAISON SCHOOLS
<b>Julie Austin</b> <b>Trustee</b> Electoral Area F Coombs Errington	<b>250-752-4469</b> <a href="mailto:jaustin@sd69.bc.ca">jaustin@sd69.bc.ca</a>	<b>Errington Elementary</b> <b>École Oceanside Elementary</b>
<b>Eve Flynn</b> <b>(Board Chair)</b> Electoral Area E Nanoose Bay	<b>250-240-2845</b> <a href="mailto:eflynn@sd69.bc.ca">eflynn@sd69.bc.ca</a>	<b>Nanoose Bay Elementary</b> <b>Arrowview Elementary</b>
<b>Carol Kellogg</b> <b>(Board Vice Chair)</b> Electoral Area G Parksville Qualicum Beach qathet RD Area E	<b>250-357-9662</b> <a href="mailto:ckellogg@sd69.bc.ca">ckellogg@sd69.bc.ca</a>	<b>Springwood Elementary</b> <b>Ballenas Secondary</b> <b>False Bay School</b>
<b>Barry Kurland</b> <b>Trustee</b> Electoral Area H Bowser Qualicum Bay	<b>250-927-5805</b> <a href="mailto:bkurland@sd69.bc.ca">bkurland@sd69.bc.ca</a>	<b>Bowser Elementary</b> <b>PASS/CEAP</b>
<b>R. Elaine Young</b> <b>Trustee</b> Electoral Area G Parksville Qualicum Beach qathet RD Area E	<b>250-927-0375</b> <a href="mailto:eyoung@sd69.bc.ca">eyoung@sd69.bc.ca</a>	<b>International Student Program</b> <b>Qualicum Beach Elementary</b> <b>Kwalikum Secondary</b>