



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, NOVEMBER 26, 2024
6:00 PM
VIA VIDEO CONFERENCING

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Meeting ID: 282 151 234 751

Passcode: X4z3wf

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: October 22, 2024 | p 1-10 |
| b. | Ratification of In Camera Board Meeting Minutes: October 22, 2024 | p 11 |
| c. | Ratification of Special In Camera Board Meeting Minutes: October 3, 2024 | p 12 |
| d. | Receipt of Ministry News | |
| | • New cabinet ready to deliver on the priorities of British Columbians | p 13-16 |
| e. | Receipt of Reports from Trustee Representatives | |
| | • Early Years/OBLT Coalition | p 17-18 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of November 26, 2024, as presented (*or amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

7. BUSINESS ARISING FROM THE MINUTES

- a. **Craig Street Commons and Qualicum Commons Closure
24-69R**

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) support the closure of both Qualicum Commons and Craig Street Commons to public and business use effective July 1, 2025.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

10. DISTRICT PARENTS ADVISORY COUNCIL

11. ACTION ITEMS

12. INFORMATION ITEMS

a. Superintendent's Report

(Peter Jory)

b. Educational Programs Update

(Gillian Wilson/Rudy Terpstra)

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

(Trustee Kellogg)

p 19-21

a. Statement of Financial Information (SOFI) Report

(Ron Amos)

p 22-76

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) receive the Statement of Financial Information (SOFI) Report for the year ended June 30, 2024.

14. POLICY COMMITTEE OF THE WHOLE REPORT

(Trustee Flynn)

p 77-78

a. Information – Attachment to Board Policy 305: Public Interest Disclosure

p 79-81

b. Information – Attachment to Administrative Procedure to Board Policy 900: Privacy Management and Accountability p 82

c. Board Policies Reviewed and Confirmed as Written

Recommendation:

THAT, the Board of Education of School District 69 (Qualicum) accepts the recommendation of the Policy Committee of the Whole that the following Board Policies have been reviewed and confirmed as written:

- Policy 503 – *Animals in Schools*
- Policy 505 – *Fundraising in Schools*
- Policy 506 – *Conduct of Coaches*
- Policy 508 – *Career Education*
- Policy 509 – *Educational Change due to Emergencies*
- Policy 510 – *Learning Resources*

15. EDUCATION COMMITTEE OF THE WHOLE REPORT

(Trustee Young)

p 83-98

a. Board Authority/Authorized Course

p 99-107

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Cultural Connections with Community and Elders*.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

17. TRUSTEE ITEMS

- a. Report on BC School Trustees Association Fall Academy**
(Trustees Flynn/Kellogg/Young)

p 108-109

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



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Always growing
Grandissons ensemble

QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES

TUESDAY, OCTOBER 22, 2024
6:00 PM
VIA VIDEO-CONFERENCING

ATTENDEES

Trustees

Eve Flynn	Chairperson
Carol Kellogg	Vice Chairperson
Julie Austin	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
Lauren Nikirk	Vice Principal, Springwood Elementary School Qualicum District Principals and Vice Principals Association

Education Partners

Mount Arrowsmith Teachers Association (MATA)
Canadian Union of Public Employees (CUPE) Local 3570
District Parents Advisory Council (DPAC)

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, and play in this beautiful part of Vancouver Island.

3. ADOPTION OF THE AGENDA

24-97R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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: September 24, 2024
- b. Ratification of In Camera Board Meeting Minutes: September 24, 2024
- c. Ratification of Special In Camera Board Meeting Minutes: September 9, 2024
- d. Receipt of Ministry News Releases
- e. Receipt of Report from Trustee Representative
 - Early Years Table – Trustee Young

24-98R

Moved: Trustee Austin *Seconded:* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 22, 2024, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

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

None

7. BUSINESS ARISING FROM THE MINUTES**a. Responses from Public Notices re: Craig Street Commons and Qualicum Commons**

Secretary Treasurer Amos referred to his briefing note provided in the agenda package that spoke to the Craig Street and Qualicum Commons sites. He reviewed the types of responses received from the 90-day public notice period requesting input on the future use of both of those sites. Only two proponents have submitted formal requests for consideration: *Save the Commons Community Group* and the *Town of Qualicum Beach*.

Prior to any decision by the Board regarding the future of the two sites and the reconsideration of its deferred motion from June (to close both sites), over the coming month the Board will vet all viable proposals received. Should the Board wish to hear directly from the proponents, that would also be arranged. Staff would engage with those proponents in order to provide a report to the Board at its November meeting.

Trustees added that the response from the community was encouraging and suggested that the commonalities between the proponents might be shared between them. It was also noted that, if needed, the Board would extend the timeline for making a final decision on the properties so as not to rush the process.

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, MATA President, spoke to the following:

- Acknowledgement of all the work that teachers do outside of their regular commitments to support their colleagues with things like professional opportunities. Many teachers have been, will be and are volunteering their time to be part of professional specialist associations (PSA) as well as district professional development committees.

- On Friday, October 25 teachers from across the province will be engaged in province-wide professional development opportunities that support and build their professional learning and growth. Many PSA's hold conferences that are specific to knowledge and content areas so that teachers have an opportunity to connect and learn with colleagues with similar interests. Technology has made these opportunities more accessible with the opportunity to offer hybrid conferences and many teachers will choose this type of engagement.
- The MATA Chair of their Professional Development Committee and committee members are organizing the November 1st Pro-D Day, the first of three this year, featuring keynote speaker Angela Slade who will speak on the power of emotional intelligence and brain integration in education. Teachers will then be given opportunities to learn from a variety of other sessions.
- Brant Prunkl, Manager of Operations – Safety and Transportation, was thanked for organizing and hosting Health & Safety training last week which was specific to the needs of the District. Many members found the training to be helpful and insightful in support of the Joint Occupational Safety & Health (JOSH) committees at each of their sites.
- At the November Policy Committee of the Whole Meeting, MATA will be bringing forward concerns from members, regarding the newly drafted Board Policy 605: *Fiduciary Responsibility*; specifically, how it might impact the constitutional rights of employees as well as to clarify the genesis of the Board creating this policy at this time.
- The apparent significant reduction in the number of oversized classes was appreciated; however, it was noted that there is a concern that the current provincial model of remedy is simply becoming the cost of doing business and more has to be done to meet the class size requirements. Class composition also plays a significant role when creating classes and is just as important as class size. As union's are unable to bargain class composition locally, the MATA President encouraged trustees to make that topic a BC Public School Employers Association (BCPSEA) priority as parties enter into provincial bargaining rounds.

Trustee Young referred attendees to an article in the most recent BCTF Teacher Magazine, which contained many good resources, regarding ways to have courageous discussions and how to include students in leading those discussions.

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

Ewen Rycroft, CUPE Local 3570 President, thanked the Board and all staff for their hard work in supporting the students in the district.

10. DISTRICT PARENT COUNCIL (DPAC)

Ray Woroniak, DPAC President, commented on the following:

- The hybrid DPAC meeting held on October 16th was a success. The meeting was recorded and has been uploaded, shared and posted.
- A new DPAC executive was elected and will be working on a communications plan that will be discussed at the November DPAC meeting.
- Thank you to Trustees and MATA for their attendance at the October meeting. Parent appreciated the information provided from the questions provided ahead of the meeting.
- The request for the Board to reverse its decision not to record Committee of the Whole meetings was requested again. DPAC believes that would prevent

misinformation from being shared while improving communication and access to information.

- Mr. Woroniak reiterated DPAC's stance that parents are more interested in the discussion and rationale behind decisions made, rather than the actual decisions, in order to learn and be well-informed and create more trust and less conflict and questioning.
- DPAC will be providing another series of requests for information from parents to be addressed by the attending Board and Union representative at the next DPAC meeting. He asked that those providing the information focus more on the answers than the broad explanations that those answers might involve.

11. ACTION ITEMS

None

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory reported on the following:

- Board Office staff have been displaced due to a small fire on the roof, related to the roof replacement job and it is uncertain when they will be able to return to the office. It is anticipated that staff will be back in the office on Wednesday, unless a more extensive remediation is required.
- There are 13 new Needs Response Teams (NRTs) meeting across the District this fall, with a number of others soon to launch. The NRTs are a form of short-term professional learning community, where small groups of teachers are provided release time over a period of six weeks to work together with colleagues on specific instructional challenges of their choosing. Topics include specific aspects of literacy and numeracy, differentiation, and outdoor learning. NRT participation is optional; however, participants are required to select topics in support of the District's Strategic Plans/Operations Plans/or School Plans, and they will be expected to follow the meeting protocols and report out to their colleagues regarding the impact of their learning. This model of learning has been shown to be incredibly powerful when done with appropriate structure and intent, and research indicates the impact to be far greater than other types of models that organizations typically use to advance practice and build staff confidence. The inspiration to launch the NRT structure came from the Learning Support Review, where teachers told senior leadership staff they wanted and needed the opportunity to meet and work with colleagues on solutions for the challenges that frequently face them in the classroom. Superintendent Jory stated that it was his sincere hope that this opportunity would catch on and, with continued support, contribute to teacher collective efficacy, which is the premier factor in both student success and job satisfaction.

Trustee Austin added that the Board has requested updates on the District's NRTs, including a full review in the early part of the next year, how it relates to budget and how it is ultimately affecting students in the District.

- The final result of last week's provincial elections will not be clear for another week or so, due to narrow outcomes in several ridings that require recounts and tallying of mail-in ballots. This election is particularly interesting in the education world because one of the political parties has

cited a number of education reforms, including the return to letter grades and secondary subject based exams, among other things. While districts could revert to those practices, the preference is to keep moving forward as a system and champion practice that is effective and supported by the best and most current research.

- Superintendent Jory noted that the notion of education reform does illuminate a concern he has voiced over the last few years. Essentially, a significant portion of the population does crave a higher level of assurance that the school system is doing the work it needs to do, especially given the open-ended nature of the New Curriculum. This concern was revisited many times in many conversations over the past decade, and then through Superintendent Jory's own doctoral study, where it was again made clear that the current assessment program is not well understood by the public, and looks sometimes to be a compromise that is leaving both ends of the political and educational spectrum somewhat wanting.

In the Superintendent's opinion, the solutions were clear: Communicate clearly about what is working well with the New Curriculum whenever an opportunity presents itself. There is much positive to share in regard to modern educational practice and the student successes being seen as a result. Also, a high level of fidelity to the assessment process is critical to generating the positive and accurate results that can help convince the public that school districts are in fact doing their jobs well, and that their children will be literate and numerate and fully capable of thriving in society because of that great work. Progress often requires proof and this is a significant opportunity to provide and keep providing that proof to a public that pays tax dollars and deserves to know that they are being spent well.

- Thank you to all of our staff for their hard work and enthusiasm this October. The atmosphere in the district feels positive and things look and sound to be on track and that is due to everyone working in the system.

b. Preliminary Enrolment Summary

Associate Superintendent Wilson referred to the enrolment summary showing projections in February when staffing is being considered for the upcoming school year compared to actual enrolment as of September 30th. Overall, enrolment is lower than projected by 48 students (Head Count).

It was shared that while staffing may be anticipated to be higher, not all staffing budgeted in the spring is released pending confirmation of enrolment. This avoids having to lay off staff at the beginning of the school year.

It was suggested that a focus be placed on considering how the District could better provide additional supports for neuro-diverse students to avoid parents choosing to enrol their child in a local private educational organization rather than in the Qualicum School District. Staff noted that families make the decision as to where to register their child based on their knowledge and what they desire for their children; however, the district does work hard within its allocated budget to ensure it has inclusive practices for all of its students.

c. Class Size Report

Associate Superintendent Wilson reviewed the Class Size Report, noting that there are less classes with over 30 students than last year. Those that are over are not unusual given that they are music programs (i.e. band, choral) which historically

have more students. The pre-calculus course is one that students choose to take as part of the requirement to attend a university so administrators have made the decision to oversize that class when counsellors are assisting students with timetabling. The photography class is one that is only offered in one semester and, again, in that case administrators decided to oversize that class to allow the additional student to attend.

d. Educational Programs Update

Director of Instruction Terpstra commented on the following:

- Class Reviews are underway in all K-9 classrooms across the district.
- The Kindergarten Snapshot which is led by the Teaching and Learning Team has also been done.
- District assessments in Writing from Grades 3 through 5 and Literacy 9 assessment will take place in November and a Numeracy series planned for teaching staff.
- The Foundation Skills Assessment (FSA) are underway for students in Grades 4 and 7. As a responsive system, one of the intents, of not only the FSA's but also the assessments across the district, is that assessments should not be a stressful event for students but rather a learning opportunity in as regular a classroom setting as possible. With assistance from Denise Spencer-Dahl of the Teaching & Learning Team, and Vice Principal, Mark McInnes, a one page reference on Universal Supports was created. This was shared with the system to remind people of ways they can support students during assessments and students can expect all the things they normally have in a classroom, even when participating in provincial assessments.
- A Numeracy Learning Round is scheduled on Monday, October 28th at Springwood Elementary School. There is a session for primary teachers and one for intermediate teachers. Thanks to Springwood Elementary teacher, Jordan Elves, who will be hosting the co-taught primary session with Carole Fullerton and to Springwood Elementary teacher, Deanna Pepper, who will be hosting the co-taught intermediate session with Carole Fullerton.
- The provincial professional development sessions have all been well-subscribed by the District's teaching staff. Two conferences of note are the MYPITA Fall Conference (Provincial Intermediate and Middle School Teachers' Association) and the BC School Counsellors Association (BCSCA) Fall Conference, which are both being hosted in Victoria, with the latter also offering in-person, on-line and hybrid options.
- The District will be hosting viewing parties for the four free *Engaging All Learners in the Middle Years* webinar series hosted by Dr. Leyton Schnellert and Tammy Renyard, featuring special guest speakers every session. Two District staff, Katie Marren, the District's Principal of Indigenous Education, and Sarah Elson-Haugan, District Indigenous Support, will be the two featured educators for the December 3rd session. This four-part series is offered through the Edith Lando Virtual Learning Centre at UBC. Interested trustees are also welcome to participate.

Associate Superintendent Wilson commented on the following events/initiatives:

- The Oceanside Building Learning Together Society is hosting Spooktacular, a small fundraising event, at Storybook Village on October 24th Thursday beginning at 4:00.

- One of the community tables, on which the Associate Superintendent sits, is reviewing a report containing data on the needs of youth in the community and, with support from Island Health and the United Way, determining how to support the gaps identified and meet those needs. Progress will be reported to the Board through the Education Committee of the Whole. That also speaks to the work being done by the Integrated Child & Youth Team. The Team lead has been hired and the hiring of a clinical counsellor is currently underway.
- The Preventure training went well. Parents of secondary students will be receiving information with a consent form in the next two months to allow their child to participate in a survey to determine what type of personality tendencies youth have. This will help guide staff in identifying ways to prevent drug and alcohol abuse.
- Collaborative conversations with the District's stakeholders begin this month to determine the calendar for the upcoming school year. A survey of some sort will be circulated for parents and staff to complete.
- Teachers, with support from the District's Integration Team and Learning Support staff are working on developing Individual Education Plans (IEP) for those students where IEPs are needed in order to support their learning. The Teaching and Learning Team has been supporting that work by going into schools to work with teachers to determine the needs of the classroom and ensure that teachers are getting that space and time to do that collaboration.

Further to a query from Trustee Young, as to what programs are available to youth ages 19-25, Associate Superintendent Wilson advised that the Integrated Child and Youth Team will be expanding their work to include that age group. She also noted that, through a Braveheart Grant through Island Health, the District has added additional hours to Child and Youth Worker to do outreach to students ages 17-19 who may not be engaged in school. There is no data as yet; however, Ms. Wilson has heard it is working well to reconnect those youth to their learning.

13. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

a. 2024-2027 Financial Plan

Trustee Kellogg referred to her report as provided in the agenda package.

Trustee Austin shared that, while the original discussion regarding the Qualicum and Craig Street Commons suggested that the Board make a final decision on the two sites by its November meeting, the Board may extend that timeline depending on the proponents being considered.

Trustee Young also added, since the new track at Ballenas would not be ready until spring 2025, that a suggestion was made by Trustee Austin to hold the official opening of the Oceanside Community Track during the Elementary Track Meet held in the spring.

Secretary Treasurer Amos then referred to the Multi-Year Financial Plan provided in the agenda package, noting that the document complements the budget cycle discussions to provide information as to how the district funding is spent and how it aligns with the District Strategic Plan. The document outlines a three-year

outlook, aligning projections with known funding, long-term planning, capital reserves, and capital planning. It serves as one of several reports to provide the Board with a clear understanding of the areas it needs to focus on and make decisions about.

Trustee Young noted that the report is highly readable and something the Board may wish to discuss as to how it can advocate for the government to understand the Board's financial situation and advocate for additional funding to the government.

24-99R

Moved: Trustee Kellogg *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) receive the 2024-2027 Financial Plan as presented.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE OF THE WHOLE REPORT

a. Administrative Procedure to Board Policy 700: Safe, Caring and Inclusive School Communities.

For Information – The Administrative Procedure was revised to adjust the timeline for receipt of the School Codes of Conduct by the Board from September to August and to articulate the requirements in an aspirational way.

b. Board Policy 605: Fiduciary Responsibility

Trustee Flynn noted that this policy has been considered by the Policy Committee of the Whole for some time and the committee felt it would be best to bring the draft forward for first reading to open up the conversation for more staff/public input, including addressing the questions and comments shared by the MATA President.

24-100R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) first reading to adopt Board Policy 605: *Fiduciary Responsibility*.

CARRIED UNANIMOUSLY

c. Board Bylaw 1: Board of Education

24-101R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) third and final reading to adopt the revisions to Board Bylaw 1: *Board of Education*.

CARRIED UNANIMOUSLY

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

24-102R

Moved: Trustee Flynn

Seconded: Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 107: *Use of Educational Property for Child Care* and its attendant Administrative Procedures.
CARRIED UNANIMOUSLY

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

Trustee Young referred to her report as provided in the agenda package. She recommended that people view the three presentations as provided through the links in the report for the details of the activities underway in the District. She also highlighted the following upcoming events:

- Spooktacular at Storybook Village, Thursday, October 24th
- Annual Coombs Candy Walk on Thursday, October 31st.
- Coffee with Trustees will be held at Nanoose Bay Elementary on Wednesday, November 6th.

She also shared that the Kindergarten Snapshot and Inclusive Education will be on the November agenda and encouraged staff, parents and students to participate on the call if able.

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

None

17. **TRUSTEE ITEMS**

a. **Vancouver Island School Trustees Association (VISTA) Fall Meeting Report**

Trustee Kellogg reviewed the information from her report provided in the agenda package, highlighting the opportunity to view artwork by former residential school students. The artwork, which had been saved by their former art teacher, Canadian artist, Robert Aller, who taught extracurricular art classes at two residential schools during the 50' and 60's, and returned to many of those residential school survivors.

Trustee Flynn reported that the VISTA business meeting on the Saturday included an extensive and informative presentation on the ERASE program and its resources provided through *Safer Schools Together*. She mentioned she was also moved by the artwork, hearing the survivors stories, and honoured to have had the opportunity to meet and speak with them.

Trustee Austin noted that the presentation from the Alberni Arts Survivors Group reminded her how proud she is of the Qualicum School District for valuing art and artistic expression. The presentation was a testament to the power of art, how it is a part of everyone's lives, how it influences and continues to influence those survivors lives as they tour their artwork in museums across the country and beyond.

18. **NEW OR UNFINISHED BUSINESS**

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

Trustees and Senior Staff responded to comment(s)/question(s) on the following topic(s):

- District Learning Grants and whether or not they would be offered again this year. *Associate Superintendent Wilson responded that the Learning Grants were similar in nature to what is now occurring with the Needs Response Teams, to ask teachers to come together during instructional time to support some inquiry. At this time, staff are considering how to showcase that learning across the system. There is also still lots to plan as the district comes out of its budget conversations to consider what is similar to the Learning Grants and what might be missing and what can be done to share and celebrate the learning.*

Director of Instruction Terpstra added that last year resources were pooled with Zero Waste and Indigenous Education Funding. The Zero Waste Grant is still out there to apply for and there are still monies being offered to schools through initiatives of the Indigenous Education Department which teaching staff can apply for.

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:23 p.m.

CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

SECTION 72 REPORT OCTOBER 22, 2024 Via Video-Conferencing

ATTENDEES:

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Ryan Brennan	Director of Instruction – Human Resources

The Board of Education discussed the following topics:

- Land
- Legal
- Personnel

The Board of Education passed a motion on the following topic:

- Personnel

Chairperson

Secretary Treasurer



QUALICUM SCHOOL DISTRICT
SPECIAL IN-CAMERA MEETING

SECTION 72 REPORT
OCTOBER 3, 2024
Via Video-Conferencing

ATTENDEES:

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Ryan Brennan	Director of Instruction – Human Resources

The Board of Education discussed the following topics:

- Personnel

The Board of Education passed a motion on the following topic:

- Legal

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2024PREM0067-001590
Nov. 18, 2024

Office of the Premier

New cabinet ready to deliver on the priorities of British Columbians

VICTORIA – Premier David Eby has appointed a new cabinet that is ready to listen to British Columbians and deliver on the core challenges people are facing – a team that combines years of experience and fresh perspectives from outside of government.

“At a time when there is a lot of worry and uncertainty about the future, British Columbians have asked us to work together and get things done that make a real difference in their daily lives,” said Premier Eby. “This experienced and capable team will be focused on addressing the priority issues we heard loud and clear from British Columbians. We’re honoured to have been given the opportunity to tackle these serious challenges.”

The new cabinet’s top priorities will be bringing down costs for families, strengthening health care, making communities safer and growing the economy so everyone feels the benefits. Foundational to this work is a commitment to build partnerships with Indigenous communities and take action on climate change, both key to building a more prosperous B.C. for future generations.

“These are big challenges and tackling them all will take time. Getting there will take listening and learning from British Columbians of different perspectives,” Premier Eby said. “While British Columbians may sometimes disagree, we all want the same basic things in life – a good paycheque, a home we can afford in a safe community and high-quality health care that’s there when we need it. By working together on these common challenges, we can build a brighter future for everyone.”

The new provincial cabinet reflects the diversity and strengths of British Columbia. There will be more women than men in cabinet. Key portfolios are also filled by people with relevant professional and community experience, which will bring a real-world perspective to tackling today’s big challenges.

There will be separate ministries for Energy and Climate Solutions and Mining and Critical Minerals, reflecting the government’s commitment to leverage B.C.’s strength as a clean-energy powerhouse with the critical minerals that are essential to growing the clean economy.

The new cabinet includes 23 ministers and four ministers of state, and is supported in its work by 14 parliamentary secretaries. The cabinet is as follows:

- Premier: David Eby
 - Minister of State for Local Governments and Rural Communities: Brittney Anderson
- Agriculture and Food: Lana Popham
- Attorney General and Deputy Premier: Niki Sharma
- Children and Family Development: Grace Lore

- Citizens' Services: George Chow
- Education and Child Care: Lisa Beare
 - Minister of State for Child Care and Children and Youth with Support Needs: Jodie Wickens
- Emergency Management and Climate Readiness: Kelly Greene
- Energy and Climate Solutions: Adrian Dix
- Environment and Parks: Tamara Davidson
- Finance: Brenda Bailey
- Forests: Ravi Parmar
- Health: Josie Osborne
- Housing and Municipal Affairs: Ravi Kahlon
- Indigenous Relations and Reconciliation: Christine Boyle
- Infrastructure: Bowinn Ma
- Jobs, Economic Development and Innovation: Diana Gibson
 - Minister of State for Trade: Rick Glumac
- Labour: Jennifer Whiteside
- Mining and Critical Minerals: Jagrup Brar
- Post-Secondary Education and Future Skills: Anne Kang
- Public Safety and Solicitor General: Garry Begg
 - Minister of State for Community Safety and Integrated Services: Terry Yung
- Social Development and Poverty Reduction: Sheila Malcolmson
- Tourism, Arts, Culture and Sport: Spencer Chandra Herbert
- Transportation and Transit and House Leader: Mike Farnworth
- Water, Land and Resource Stewardship: Randene Neill

Two backgrounders follow.

Contact:

Office of the Premier
Media Relations
premier.media@gov.bc.ca

Connect with the Province of B.C. at: news.gov.bc.ca/connect

BACKGROUNDER 1

For Immediate Release
2024PREM0067-001590
Nov. 18, 2024

Office of the Premier

Parliamentary secretaries

The cabinet will be supported in its work by 14 parliamentary secretaries. They are as follows:

- Parliamentary Secretary for Anti-Racism Initiatives: Jessie Sunner
- Parliamentary Secretary for Agriculture: Harwinder Sandhu
- Parliamentary Secretary for Gender Equity: Jennifer Blatherwick
- Parliamentary Secretary for Rural Development: Steve Morissette
- Parliamentary Secretary for Seniors' Services and Long-Term Care: Susie Chant
- Parliamentary Secretary for Rural Health: Debra Toporowski
- Parliamentary Secretary for Mental Health and Addictions: Amna Shah
- Parliamentary Secretary for Asia Pacific Trade: Paul Choi
- Parliamentary Secretary for Labour: Darlene Rotchford
- Parliamentary Secretary for International Credentials: Sunita Dhir
- Parliamentary Secretary for Accessibility: Dana Lajeunesse
- Parliamentary Secretary for Community Development and Non-profits: Joan Phillip
- Parliamentary Secretary for Transit: George Anderson
- Parliamentary Secretary for Arts and Film: Nina Krieger

Contact:

Office of the Premier
Media Relations
premier.media@gov.bc.ca

Connect with the Province of B.C. at: news.gov.bc.ca/connect

BACKGROUND 2

For Immediate Release
2024PREM0067-001590
Nov. 18, 2024

Office of the Premier

Responsibilities of new ministries

- **Energy and Climate Solutions**
 - Responsible for British Columbia's electricity, alternative energy and petroleum resource sectors.
 - Increase and expand electricity and low-carbon energy projects in the province.
 - Responsible for energy policies to ensure they align with climate goals.
 - The Climate Action Secretariat will be part of the new ministry.
 - Oversight of the North Coast Transmission Line and BC Hydro's Capital Plan.
- **Housing and Municipal Affairs**
 - Oversight of housing policy and municipal infrastructure needs.
 - Responsibility for community charters and other local government policy and legislation.
 - Immigration settlement services from Municipal Affairs will move to Post Secondary Education and Future Skills.
 - Union of British Columbia Municipalities and local government relationships will move to the Intergovernmental Relations Secretariat in the Office of the Premier.
- **Infrastructure**
 - Bringing capital planning and procurement into a single ministry will allow for better co-ordination at a time when government is building schools, hospitals and other infrastructure to support growing communities.
 - Responsible for major capital project planning, procurement and delivery for things such as schools, post-secondary institutions, court houses, correctional facilities and health facilities.
 - Infrastructure BC and BC Infrastructure Benefits Inc. will be part of this ministry.
- **Mining and Critical Minerals**
 - Responsible for advancing the provincial strategy for mining and critical mineral projects.
 - Provide oversight and support for 17 new critical minerals projects working toward starting construction in the coming years.
 - Responsible for overseeing the ongoing Mineral Tenure Act reform and other regulatory processes and timelines.
- **Transportation and Transit**
 - Focus on the ways in which people move around the province, including transportation networks.
 - Continue delivering on major projects such as the widening of the Highway 1, Surrey to Langley SkyTrain, George Massey Tunnel replacement and new Pattullo Bridge.



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Early Years/OBLT Coalition
Meeting Location: Via Teams
Meeting Date & Time: November 14, 2024

Note: These notes are based on the notes of the meeting provided by another attendee as I (Trustee Young) was unable to attend.

Mission Statement

Building Learning Together Early Years Coalition focuses on encouraging healthy relationships with families, with each other and with community as it relates to the importance of early learning and successful development for young children.

Our Vision:

Thriving children, families and community.

SOS Family Night – Feedback from group

- The program was described as unique, offering weekly evening sessions with nutritious meals and family-focused activities.
- Participants noted there are few similar programs in the area offering comprehensive family support.
- Representatives from RDN and Pacific Care mentioned they do not offer comparable programs.
- The Aboriginal Head Start program offers some family gatherings but does so less frequently.
- Participants praised the program for its ability to connect families, support mental health, and provide a vital community resource.
- The wait list and rotation system were discussed, highlighting the high demand for the program.
- Suggestions for improvement included offering the program more frequently and in more locations.
- Challenges such as space limitations and staffing constraints were acknowledged.
- The SOS Family Night program was discussed, including its key differences from other community programs, potential unmet needs it could address, and the impact if it were discontinued.
- The need for additional space to accommodate different age groups or parallel programs within the SOS Family Night was highlighted.
- The idea of offering the SOS Family Night program in different locations or on additional days was proposed to reach more families, subject to staffing and budgetary considerations.
- The importance of the SOS Family Night program in providing social connection, mental health support, and access to community resources for families was emphasized

Organization Highlights/Current Challenges:

- The capacity and budget constraints faced by organizations in meeting the growing demand for family programs and services were discussed.

Arrowsmith Community Recreation Association (ACRA) – Free Activities Advent:

- ACRA is creating a free activities advent calendar and requested organizations to email ACRA about any free December events.



Qualicum School District

Trustee Representative Committee Report

Winter Wonderland:

- Discussion about a co-sponsored Winter Wonderland skating event at the Oceanside Arena.
- The event will be held on Monday, December 16th from 3:30pm-5:30 p.m.
- Looking for community partners to co-sponsor the event and/or host tables with information about their organization/services.

Community Partner Updates:

- Information was shared about SOS's Caring for Community at Christmas program, which provided gifts to over 2,000 individuals last year and aims to raise \$285,000 this year. Registration opens November 19th
- A Métis Family dinner was mentioned, which was taking place that evening at Winchelsea.

Next Meeting:

Thursday, December 12, 2024 at 12:00pm



Yath ćisum
Always growing
Grandissons ensemble

**Qualicum School District
Finance & Operations Committee of the Whole Report
Monday, November 18, 2024
Via Video Conferencing
10:30 a.m.**

Facilitator: Trustee Carol Kellogg

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.

Mandate: *To discuss and make recommendations to the board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability.*

1. PRESENTATIONS (10 MINUTES)

None

2. PROJECT UPDATES

a. Ongoing Capital Project

Director of Operations Munro provided updates on the following capital projects that are in process:

- The Ballenas Secondary Track will be completed in the spring when weather is more conducive to the final application of the rubberized surface. Opening celebrations will be organized for that time.
- The False Bay replacement project definition report (PDR) is being reviewed by the Ministry with a hope that approval could be in the coming months.
- Director Munro also provided further information on the playground capital planning process. It was shared that staff review what is to be submitted on the basis of safety, age and imminent equipment failures. With these 3 considerations the district has created an internal list which include, in order of priority, Springwood, Errington, Arrowview and Nanoose Bay Elementary Schools. It was shared that the Ministry's playground program is relatively new and covers all 60 school districts in the province so it generally only allows districts to receive funding for 1 playground every 2 years.
- It was also reported that the Childcare capital costing reports have been submitted for review by the Ministry and includes projects for the Winchelsea Learning Centre and Qualicum Beach Elementary. These submissions against the 2024/25 capital planning cycle are in response to the Ministry's response letter supporting the projects in principle and selecting them to move forward to concept development. Director Munro shared that the reports have been prepared using consultants that are familiar with other school districts submissions. If these projects become approved then further information will be shared in order to provide feedback on the planning and scheduling of the projects.

3. ITEMS FOR DISCUSSION

None

4. INFORMATION ITEM(S)**a. Statement of Financial Information**

Secretary Treasurer Amos provided an overview of the background to this report and highlighted some areas that needed further clarity including how employee expenses are being reported, as well as the reporting impact of retirement allowances on some employee groups. There was some discussion on how trustee expenses are reported with some but not all expenditures being attributed to the trustee.

b. 2025/26 Budget Development

Secretary Treasurer Amos reviewed the Budget process indicating that it will be similar to past years and will include the public survey as well as various opportunities for stakeholders to be involved in the budget discussions. It was suggested that the 2025/26 budget cycle will be particularly difficult in light of the September enrolments being lower than projected and it was hoped that broader participation would be encouraged. As in past years, the schedule will be presented at the Regular Board meeting in December and, if it were determined that in-person meetings be required, the schedule could be modified.

c. Making Progress Towards Sustainable Schools

Trustee Kellogg introduced the recently released BC School Trustees Association's (BCSTA) report, which identified issues and responses to School Districts' facilities planning. The report is a compilation of work done by the Capital Working Group and, in framing the work of the committee, it was felt that a more direct dialogue with government and detailed analysis was needed to support change.

The working group organized BCSTA capital resolutions and the committee's recommendations into five broad categories:

1. Life-cycle / Deferred Maintenance Funding (Annual Facility Grants, School Enhancement Program funding, Building Envelope Program funding)
2. Climate Change (Carbon Neutral Capital Program funding, greenhouse gas emission reductions, net zero construction, mitigation / adaptation, Bus Acquisition Program funding)
3. Student Population Growth (land acquisition, portables, new schools, pre-fabricated construction)
4. School Area Standards (related to growth as this applies to both the assessment of capacities in current school facilities and in the design of new facilities and additions)
5. General (addressing the process of reviewing capital programs and who should be involved)

Discussion took place on the information contained in the report and it was felt that the document could be referenced in Qualicum School District's capital and facilities planning decisions.

d. Transportation Revenues

Assistant Secretary Treasurer Hung shared information related to the revenues received from courtesy rider fees and the application/safety fees. It was reported that there about 1,914 students riding the Qualicum School District (QSD)buses, of which there are 1,423 eligible riders and 491 courtesy riders. All applications have generally been processed using the online platform and, therefore, the application fees have been paid on about 76% of applications received, with about 24% asking that the fee be waived for various reasons such as economic hardship or larger family discounting, etc.

Of the 491 courtesy riders using the QSD buses, 371 have paid the \$125 fees (\$46,375 received) and about 120 riders have not yet paid or are internal School District program

considerations, i.e. international students. This number is consistent with previous years where paid courtesy ridership has been between 350 and 450.

There was some discussion on the total transportation costs and it was reminded that although the School Act does not require the provision of transportation, most districts in BC run some level of transportation, either district run or as a contracted service. QSD spends about \$2.2 million on transportation and housing as per the 23/24 financial statements. It was also pointed out that there is no direct funding for busing within the current operating grants. The allocations that are generated within the Unique Geographic supplements considers the unique factors that make up the operating costs associated with running school districts including heating/cooling, small and large schools, remoteness, distance to urban centres, sparsity of populations, etc.

5. ITEMS FOR RECOMMENDATION TO THE BOARD

a. 2023-2024 Statement of Financial Information

6. FUTURE TOPICS

a. 2024-2025 Amended Budget

7. NEXT MEETING DATE:

Monday, January 20, 2025 at 10:30 via video conferencing

8. ADJOURNMENT



Ministry
of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER 69	NAME OF SCHOOL DISTRICT Qualicum	YEAR 2024
OFFICE LOCATION(S) 100 Jensen Avenue East		TELEPHONE NUMBER 250-248-4241
MAILING ADDRESS PO Box 430		
CITY Parksville	PROVINCE BC	POSTAL CODE V9P 2G5
NAME OF SUPERINTENDENT Peter Jory		TELEPHONE NUMBER 250-954-4687
NAME OF SECRETARY TREASURER Ron Amos		TELEPHONE NUMBER 250-954-4675

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2024

for School District No. **69** as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY TREASURER	DATE SIGNED

EDUC. 6049 (REV. 2008/09)

Statement of Financial Information for Year Ended June 30, 2024

Financial Information Act-Submission Checklist

		<i>Due Date</i>
a)	<input checked="" type="checkbox"/> A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b)	<input checked="" type="checkbox"/> An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c)	<input checked="" type="checkbox"/> A schedule of debts (audited financial statements).	<i>September 30</i>
d)	<input checked="" type="checkbox"/> A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e)	A schedule of remuneration and expenses, including:	<i>December 31</i>
	<input checked="" type="checkbox"/> i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required.	
	<input checked="" type="checkbox"/> ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member	
	<input checked="" type="checkbox"/> iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	
f)	<input checked="" type="checkbox"/> An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g)	<input checked="" type="checkbox"/> Approval of Statement of Financial Information.	<i>December 31</i>
h)	<input checked="" type="checkbox"/> A management report approved by the Chief Financial Officer	<i>December 31</i>

School District Number & Name: School District No. 69 (Qualicum)

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2024

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1. Management Report
2. Audited Financial Statements with Note Disclosure
3. Schedule of Debt (Schedule 1)
4. Schedule of Guarantee and Indemnity Agreements (Schedule 2)
5. Schedule of Remuneration and Expenses (Schedule 3)
6. Statement of Severance Agreements (Schedule 4)
7. Schedule of Payments for Goods and Services (Schedule 5)
8. Comparison of Scheduled Payments to Audited Financial Statements (Schedule 6)

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2024

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, MPS Chartered Professional Accountants, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District

Peter Jory, Superintendent

Date:

Ron Amos, Secretary Treasurer

Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

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

Version: 8351-7606-5623

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.

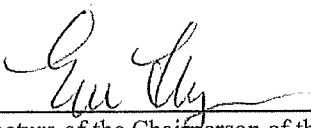
The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

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.

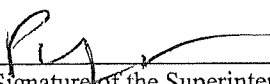
On behalf of School District No. 69 (Qualicum)



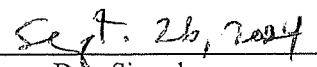
Signature of the Chairperson of the Board of Education




Date Signed



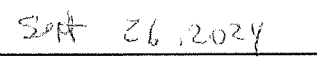
Signature of the Superintendent



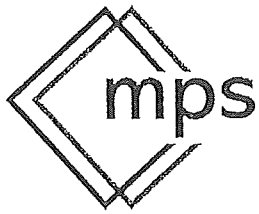
Date Signed



Signature of the Secretary Treasurer



Date Signed



MacLean Pazicka Souchuck
Chartered Professional Accountants

Campbell B. MacLean, Ltd.
Stana Pazicka, Inc.
Leanne M. Souchuck, Ltd.

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.

MPS

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 \$
Financial Assets		
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
Total Financial Assets	16,946,330	16,448,204
Liabilities		
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
Total Liabilities	62,050,212	60,146,427
Net Debt	(45,103,882)	(43,698,223)
Non-Financial Assets		
Tangible Capital Assets (Note 9)	60,148,020	59,288,636
Prepaid Expenses	164,640	226,119
Total Non-Financial Assets	60,312,660	59,514,755
Accumulated Surplus (Deficit) (Note 13)	15,208,778	15,816,532

Contractual Rights (Note 14)

Contingent Liabilities (Note 10)

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 69 (Qualicum)

Statement 2

Statement of Operations
Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	60,606,613	62,164,588	56,917,905
Other	150,000	159,560	140,016
Tuition	3,900,000	3,654,088	3,917,837
Other Revenue	1,675,000	2,105,166	1,701,230
Rentals and Leases	700,000	745,368	726,127
Investment Income	600,000	603,017	467,424
Amortization of Deferred Capital Revenue	2,605,016	2,620,603	2,594,166
Total Revenue	<u>70,236,629</u>	<u>72,052,390</u>	<u>66,464,705</u>
Expenses			
Instruction	53,915,688	54,878,276	50,206,901
District Administration	2,904,700	2,978,142	2,755,835
Operations and Maintenance	10,512,485	11,997,332	11,163,131
Transportation and Housing	2,741,794	2,806,394	2,411,662
Total Expense	<u>70,074,667</u>	<u>72,660,144</u>	<u>66,537,529</u>
Surplus (Deficit) for the year	<u>161,962</u>	<u>(607,754)</u>	<u>(72,824)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		15,816,532	15,889,356
Accumulated Surplus (Deficit) from Operations, end of year		<u>15,208,778</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 \$
Surplus (Deficit) for the year	161,962	(607,754)	(72,824)
Effect of change in Tangible Capital Assets			
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
Total Effect of change in Tangible Capital Assets	2,443,054	(859,384)	1,177,250
Acquisition of Prepaid Expenses		(164,640)	(226,119)
Use of Prepaid Expenses		226,119	163,668
Total Effect of change in Other Non-Financial Assets	-	61,479	(62,451)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	2,605,016	(1,405,659)	1,041,975
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(1,405,659)	1,041,975
Net Debt, beginning of year		(43,698,223)	(44,740,198)
Net Debt, end of year		(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
	\$	\$
Operating Transactions		
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)
Total Operating Transactions	(1,573,409)	(990,750)
Capital Transactions		
Tangible Capital Assets Purchased	(2,981,191)	(1,767,726)
Tangible Capital Assets -WIP Purchased	(840,251)	
Total Capital Transactions	(3,821,442)	(1,767,726)
Financing Transactions		
Capital Revenue Received	5,384,670	2,998,558
Total Financing Transactions	5,384,670	2,998,558
Net Increase (Decrease) in Cash and Cash Equivalents	(10,181)	240,082
Cash and Cash Equivalents, beginning of year	15,283,965	15,043,883
Cash and Cash Equivalents, end of year	15,273,784	15,283,965
Cash and Cash Equivalents, end of year, is made up of:		
Cash	15,273,784	15,283,965
	<u>15,273,784</u>	<u>15,283,965</u>

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

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

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

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

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

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

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

	2024	2023
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

	2024	2023
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

	2024	2023
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.

	2024	2023
Reconciliation of Accrued Benefit Obligation		
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

Cost:	Opening Balance	Additions	Disposals	Transfers (WIP)	Total 2024
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)

Accumulated Amortization:	Opening Balance	Additions	Disposals	Total 2024
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
Total	\$ 72,316,233	\$ 2,962,058	\$ 900,504	\$ 74,377,787

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

Cost:	Opening Balance	Additions	Disposals	Transfers (WIP)	Total 2023
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
Total	\$ 130,166,293	\$ 1,767,726	\$ 329,150	\$ -	\$131,604,869

Accumulated Amortization:	Opening Balance	Additions	Disposals	Total 2023
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
Total	\$ 69,700,407	\$ 2,944,976	\$ 329,150	\$ 72,316,233

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

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

	2024	2023
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:

	2024	2023
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

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:

	2024	2023
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:

	2025	2026	2027	2028	2029	Thereafter
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)

	2024 Amended Annual Budget	2024 Annual Budget
Revenues		
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	<u>70,236,629</u>	<u>67,761,856</u>
Expenses		
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	<u>70,074,667</u>	<u>67,595,158</u>
Net Revenue	161,962	166,698
Budgeted Allocation of Surplus	-	-
Budgeted Surplus for the year	<u>\$ 161,962</u>	<u>\$ 166,698</u>

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	<u>-</u>
Asset Retirement Obligation, closing balance	<u>\$ 2,817,927</u>

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

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 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	(153,762)		153,762	-	
Tangible Capital Assets Purchased	(428,681)	-	(179,073)	(607,754)	(72,824)
Net Changes for the year	1,205,503	-	14,003,275	15,208,778	15,816,532
Accumulated Surplus (Deficit), end of year - Statement 2					

School District No. 69 (Qualicum)

Schedule 2

Schedule of Operating Operations
Year Ended June 30, 2024

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

School District No. 69 (Qualicum)

Schedule 2A

Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	50,999,401	50,907,621	46,342,360
Other Ministry of Education and Child Care Grants			
Pay Equity	936,176	936,176	936,176
Funding for Graduated Adults		9,290	8,488
Student Transportation Fund	426,341	426,341	426,341
FSA Scorer Grant	4,094	8,187	8,187
Child Care Funding		31,507	
Early Learning Framework (ELF) Implementation			670
Labour Settlement Funding	851,904	851,904	1,827,164
Equity Scan			2,381
Anti-Racism in Early Care and Learning			6,429
Benefits Standardization and Improvements		70,329	70,329
Integrated Child and Youth Team		147,478	
Other	25,000		
Total Provincial Grants - Ministry of Education and Child Care	53,242,916	53,388,833	49,628,525
Provincial Grants - Other	150,000	159,560	140,016
Tuition			
International and Out of Province Students	3,900,000	3,654,088	3,917,837
Total Tuition	3,900,000	3,654,088	3,917,837
Other Revenues			
Miscellaneous			
Transportation Revenue	50,000	49,000	59,792
Miscellaneous	110,000	216,802	106,821
Child Care Revenue	65,000	122,773	72,946
Pcard Dividend		14,109	12,361
Total Other Revenue	225,000	402,684	251,920
Rentals and Leases	700,000	745,368	726,127
Investment Income	600,000	594,397	453,311
Total Operating Revenue	58,817,916	58,944,930	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
	\$	\$	\$
Salaries			
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
Total Salaries	40,017,780	40,575,886	37,526,910
Employee Benefits	10,665,333	10,897,287	9,637,421
Total Salaries and Benefits	50,683,113	51,473,173	47,164,331
Services and Supplies			
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
Total Services and Supplies	7,634,803	7,746,676	7,663,107
Total Operating Expense	58,317,916	59,219,849	54,827,438

School District No. 69 (Qualicum)

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
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
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
Total Function 1	22,122,209	3,758,480	3,834,299	1,781,508	353,315	2,018,798	33,868,609
4 District Administration							
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
Total Function 4	-	170,205	-	452,364	1,286,118	-	1,908,687
5 Operations and Maintenance							
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							-
Total Function 5	-	-	-	3,036,162	106,071	381,670	3,523,903
7 Transportation and Housing							
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							-
Total Function 7	-	-	-	1,090,556	77,613	106,518	1,274,687
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,122,209	3,928,685	3,834,299	6,360,590	1,823,117	2,506,986	40,575,886

School District No. 69 (Qualicum)

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
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
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	1,342,820	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	84,203	143,217	153,770
1.30 English Language Learning	142,552	40,173	182,725	182,725	182,725	179,575	866,587
1.31 Indigenous Education	559,211	150,987	710,198	115,110	825,308	930,457	3,703,153
1.41 School Administration	3,391,986	878,686	4,270,672	67,227	4,337,899	4,247,446	2,983,505
1.62 International and Out of Province Students	888,950	221,430	1,110,380	2,034,303	3,144,683	3,118,044	53,775
1.64 Other	45,673	9,967	55,640	55,640	55,640	55,499	42,974,161
Total Function 1	33,868,609	9,159,312	43,027,921	3,628,045	46,655,966	46,136,699	
4 District Administration							
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
Total Function 4	1,908,687	427,837	2,336,524	641,618	2,978,142	2,904,700	2,755,835
5 Operations and Maintenance							
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
Total Function 5	3,523,903	936,819	4,460,722	2,887,130	7,347,852	7,102,369	7,255,566
7 Transportation and Housing							
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
Total Function 7	1,274,687	373,319	1,648,006	589,883	2,237,889	2,174,148	1,841,876
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	40,575,886	10,897,287	51,473,173	7,746,676	59,219,849	58,317,916	54,827,438

School District No. 69 (Qualicum)

Schedule 3

Schedule of Special Purpose Operations

Year Ended June 30, 2024

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

School District No. 69 (Qualicum)
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	Community/Link	Classroom Enhancement	
								Fund - Overhead	Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	679,104	-	-	13,900	-	-	-
Add: Restricted Grants	199,383	189,129	-	96,000	19,600	139,648	430,461	437,804	4,100,744
Provincial Grants - Ministry of Education and Child Care									
Other									
	199,383	189,129	1,754,824	96,000	19,600	139,648	430,461	437,804	4,100,744
Less: Allocated to Revenue	199,383	170,765	1,702,482	96,000	19,600	145,792	430,461	437,804	4,100,744
Deferred Revenue, end of year	-	18,364	731,446	-	-	7,756	-	-	-
Revenues	199,383	170,765	1,702,482	96,000	19,600	145,792	430,461	437,804	4,100,744
Provincial Grants - Ministry of Education and Child Care									
Other Revenue	199,383	170,765	1,702,482	96,000	19,600	145,792	430,461	437,804	4,100,744
Expenses									
Salaries									
Teachers					6,359	36,334			3,235,316
Principals and Vice Principals						32,990	42,809	229,513	
Educational Assistants							294,039	115,215	
Support Staff	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
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)

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	SEVYKT (Early Years to Kindergarten)	ECL (Early Care & Learning)
\$	\$	\$	\$	\$	\$	\$	\$	\$
-	7,916	-	-	-	-	89,319	-	88,431
Deferred Revenue, beginning of year								
Add: Restricted Grants								
	110,350	127,409	55,000	6,000	55,400	138,000	19,000	175,000
	110,350	127,409	55,000	6,000	55,400	138,000	19,000	175,000
	110,350	123,873	55,000	6,000	55,400	96,769	19,000	263,431
	-	11,452	-	-	-	130,550	-	-
Revenues								
	110,350	123,873	55,000	6,000	55,400	96,769	19,000	263,431
	110,350	123,873	55,000	6,000	55,400	96,769	19,000	263,431
Expenses								
	110,350	34,669	-	-	-	-	13,172	87,258
	110,350	95,650	34,669	-	49,217	-	1,273	121,502
		95,650	1,828	-	49,217	-	14,445	208,760
		27,410	18,503	6,000	6,183	-	4,555	52,057
		813	-	-	-	-	-	2,614
	110,350	123,873	55,000	6,000	55,400	96,769	19,000	263,431
	-	-	-	-	-	-	-	-
Net Revenue (Expense) before Interfund Transfers								
Interfund Transfers								
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Net Revenue (Expense)								

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			3,436,200
Teachers			222,013
Principals and Vice Principals	58,956		658,012
Educational Assistants			646,834
Support Staff	120,344		4,963,059
Employee Benefits	179,300	-	1,257,856
Services and Supplies	40,186		2,324,651
	268,226		8,545,566
	487,712	-	
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 Budget	2024 Actual			2023 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
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
Total Revenue	3,305,016	4,553,274	8,620	4,561,894	3,802,554
Expenses					
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
Total Expense	3,643,054	4,894,729	-	4,894,729	4,165,676
Capital Surplus (Deficit) for the year	(338,038)	(341,455)	8,620	(332,835)	(363,122)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	500,000	153,762		153,762	30,586
Total Net Transfers	500,000	153,762	-	153,762	30,586
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		187,997	(187,997)	-	
Tangible Capital Assets WIP Purchased from Local Capital		133,633	(133,633)	-	
Total Other Adjustments to Fund Balances		321,630	(321,630)	-	
Total Capital Surplus (Deficit) for the year	161,962	133,937	(313,010)	(179,073)	(332,536)
Capital Surplus (Deficit), beginning of year		13,869,338	313,010	14,182,348	14,514,884
Capital Surplus (Deficit), end of year		14,003,275	-	14,003,275	14,182,348

School District No. 69 (Qualicum)

Tangible Capital Assets

Year Ended June 30, 2024

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

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

School District No. 69 (Qualicum)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2024

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

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2024

SCHEDULE 1 - SCHEDULE OF DEBT

Information on all long term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2024

SCHEDULE 2 - SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No. 69 (Qualicum) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

ELECTED OFFICIALS

<u>Name</u>	<u>Position</u>	<u>Remuneration</u>	<u>Expenses</u>
AUSTIN, JULIE E	TRUSTEE	20,205.68	-
FLYNN, EVE M.	TRUSTEE	22,368.10	1,438.11
KELLOGG, CAROL	TRUSTEE	18,640.00	1,574.36
KURLAND, BARRY	TRUSTEE	18,640.00	587.64
YOUNG, ELAINE	TRUSTEE	18,938.66	242.26
TOTAL ELECTED OFFICIALS		98,792.44	3,842.37

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Position</u>	<u>Remuneration</u>	<u>Expenses</u>
ABEL, JARET	TEACHER	108,341.30	88.74
ALDEN, BRIAN DEAN	TEACHER	96,020.09	125.29
AMOS, RONALD	SECRETARY TREASURER	203,237.76	2,812.71
ARMSTRONG, ALLEN GORDON	IT TECHNICIAN	83,762.84	446.03
ARMSTRONG, ASHLEY	TEACHER	77,760.45	329.22
AVIS, MICHAEL	TEACHER	109,233.34	267.91
AYERS, BYRON M	TEACHER	99,025.08	167.04
BAIER, SHEILA LYNN	TEACHER	107,189.74	-
BARCLAY, SARA LISA	TEACHER	105,884.17	140.12
BARTLE, MARIE AGNES-MARI	TEACHER	98,632.33	727.19
BARTON, RYNE SHAWN	TEACHER	90,210.57	-
BASTARACHE, KIMBERLY	TEACHER	108,084.02	-
BAUDER, AYNLEE ELIZABETH	TEACHER	104,615.76	270.02
BAUGH, DAVID NORMAN	TEACHER	88,085.71	546.42
BEAM, SCOTT	BLT MANAGER	94,267.46	855.00
BEASLEY, MICHELLE JO	TEACHER	99,526.26	-
BEAULIEU, MARC	TEACHER	94,910.41	261.01
BENERE, MEAGHAN REBECCA	TEACHER	78,787.82	252.38
BERNSTEIN, SHAYLAH FRANCES	TEACHER	76,536.20	-
BEVILACQUA, BARRY	TEACHER	107,491.90	540.60
BIDDLECOMBE, JOANNA CHRISLYN	TEACHER	99,271.28	744.68
BOQUIST, TRIONA A	TEACHER	84,314.63	42.63
BORTOLOTTI, ROBERT PAUL	TEACHER	84,641.32	-
BOUDROT, SARA L	TEACHER	99,024.76	-
BRITZ, DARYL	TEACHER	105,884.12	-
BROWN, JILL	TEACHER	97,507.24	2,160.19
BROWN, MICHAEL	PAINTER/GLAZIER	90,339.23	17.00
BROWN, SHERRIE LYNN MARI	ADMIN ASSISTANT DISTRICT	79,772.10	1,614.55
BROWN-DANOIT, PAULINE WINNIFRED	TEACHER	108,482.00	161.11
BURKE, TAMMI MICHELLE	TEACHER	91,606.78	61.21
BURN, ROSALYN K	TEACHER	75,959.10	-
CALEB, ALVIN	CUSTODIAL FOREPERSON	85,299.67	-
CAMPBELL, DOUGLAS B	TEACHER	108,482.01	137.67
CAMPBELL, KAREN LEAH	TEACHER	86,673.15	-
CARMICHAEL, DARIN J.	TEACHER	114,930.04	1,112.69
CATHRINE, PATRICIA	PRINCIPAL	156,046.64	-
CHANDRA, LYDIA ROHINI	TEACHER	92,664.95	-
CHARNOCK, GAYNOR	VICE PRINCIPAL	133,576.36	464.43
COBURN, ANGELA	TEACHER	90,667.23	-
COCHLIN, KIMIE	TEACHER	84,819.11	842.73
COMER, DEBORAH ANNE	TEACHER	106,021.90	868.03
CONFORTIN, SHANNON	TEACHER	108,482.03	1,493.12
CONN, JEREMY	TEACHER	105,832.67	-
CRAVEN, DAN	TEACHER	108,480.55	-
CUPPLES, DAVID	HEAVY DUTY MECHANIC	84,797.96	503.09
CUTLER, MELISSA DAWN	TEACHER	79,219.93	484.79
DANIEL, JOY CASTRO	TEACHER	75,669.48	185.79
DAVIDSEN, BRADLEY ROBERT	TEACHER	108,482.28	-
DAVIDSON, ANGELA ZOE	TEACHER	98,632.64	-
DEERING, HEATHER	VICE PRINCIPAL	140,460.58	296.05
DIEWOLD, JEANNETTE NAOMI	TEACHER	108,341.30	628.50
DODD, GORDON A	TEACHER	108,481.85	-
DODDS, LARA MARIE	TEACHER	76,327.59	-

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Position</u>	<u>Remuneration</u>	<u>Expenses</u>
DONKERS, MARK GREGORY	TEACHER	108,685.05	135.72
DORSAY, STEPHEN ALFRED	TEACHER	110,889.67	-
DRAGANI, ERICA	TEACHER	104,716.49	147.31
DYKSTRA, KYLE	TEACHER	91,141.02	681.57
ELVES, JORDAN MARGARET	TEACHER	88,146.22	50.98
FAA, KERRI	TEACHER	108,145.02	-
FENTON, JASON D	TEACHER	108,481.97	1,446.08
FERNANDEZ, LINDA TAMARA	TEACHER	108,481.82	56.54
FLEMING, BRENDA A	SIS SUPPORT ANALYST	79,218.62	909.73
FLETCHER, CARMEN	TEACHER	105,884.16	-
FLETCHER, KAREN JEANNE	TEACHER	105,884.19	-
FLYNN, DALLAS DIANA	TEACHER	99,519.53	120.73
FRIESEN, REUBEN	TEACHER	100,402.57	-
FRIESEN, YAKOV	TEACHER	109,091.87	646.83
FUHRMANN, JENNIFER RUTH	PRINCIPAL	144,128.89	3,330.58
FURNESS, VANESSA ANNE	TEACHER	76,166.55	-
GARDNER, TANYA RHEON	TEACHER	99,024.87	-
GAUVIN, CHRISTOPHER	TEACHER	106,021.69	3,495.41
GONZALEZ, MARIA ELVIRA	TEACHER	99,024.85	1,466.45
GORDON, BRAYDEN KENT	PRINCIPAL	147,050.48	906.53
GRAINGER, AMY RAE	TEACHER	106,424.11	220.69
GREGORY, SHAWN DANIEL	PLUMBER/GASFITTER	89,697.02	1,101.40
GUNN, TANDY	DISTRICT PRINCIPAL	160,435.20	2,325.46
GUY, STEVEN	PLUMBER/GASFITTER	84,250.08	738.60
HAGARTY, MARJORIE A	TEACHER	78,383.66	-
HAUEN, IAN DAVID	TEACHER	76,815.76	105.14
HAY, JOHN PAUL	SOCIAL WORKER	91,601.13	2,433.46
HEINRICHS, NORBERTA	TEACHER	110,489.91	315.51
HENDRICKS, PAISLEY KATHRYN	VICE PRINCIPAL	104,440.36	3,387.61
HERGT, KARIN	EXECUTIVE ASSISTANT	86,374.36	537.40
HICKEY, JESSICA MICHELLE	TEACHER	89,405.18	132.24
HOLDER, TERESA LORRAINE	TEACHER	99,028.66	60.83
HOLMAN, MINDY MARIE	TEACHER	107,785.86	-
HOWELL, CRYSTAL-ANNE KATHARINE	TEACHER	89,037.92	-
HUNG, RYAN	ASST SECRETARY TREASURER	131,385.79	3,227.42
HUNT, CLETIS	GROUNDSKEEPER	79,324.24	253.20
ISENOR, KRISTOFOR MILES	TEACHER	108,482.04	344.07
ISENOR, SHANNON MARY	TEACHER	99,024.88	-
JANSSEN, DEIRDRE	TEACHER	108,103.73	154.14
JEDLIK, MARTIN	TEACHER	109,562.98	644.23
JEFFERY, JONI ANN	TEACHER	89,431.37	-
JOHNSEN, CORBY DAVID	TEACHER	107,586.66	-
JORY, PETER	SUPERINTENDENT	240,850.00	2,605.49
KALBFLEISCH, CHRISTOPHER PAUL	TEACHER	77,760.42	-
KATCHUR, KAREN	TEACHER	108,089.50	-
KATZ, SHANNON LEAH	TEACHER	87,178.73	44.63
KAZEIL, AMY	SPEECH LANGUAGE PATHOLOGIST	77,224.77	950.00
KELLAS, BRENT J	TEACHER	106,513.14	1,020.25
KENNEDY, DEIRDRE AISLING	TEACHER	105,884.16	-
KENNY, MICHAEL	TEACHER	108,482.44	289.85
KINNEY, DENISE MARIE	HR ASSISTANT	94,446.99	2,502.05
KLAASSEN, SUSAN	TEACHER	77,933.18	68.24
KORTAS, HELENA M	TEACHER	98,896.12	-

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Position</u>	<u>Remuneration</u>	<u>Expenses</u>
KUPFERSCHMIDT, CHLOE VICTORIA	TEACHER	81,082.07	-
L'HIRONDELLE, REBECCA	TEACHER	89,229.43	337.59
LACOUVEE, LESLEY ELLEN	PRINCIPAL	152,276.48	4,814.64
LANGENMAIER, KONRAD TORU	TEACHER	88,455.71	238.44
LANGENMAIER, VICTORIA ANNE	TEACHER	77,891.19	41.08
LAPPER, JAYNE	TEACHER	108,482.63	-
LARKIN-BOYLE, LAURIE	TEACHER	85,740.00	-
LAUER, CANDICE NICOLE	TEACHER	98,896.16	-
LAVOIE, ALLISON DAPHNE	TEACHER	108,482.48	-
LAWRENCE, KAREN	TEACHER	99,826.48	15.72
LEE, ANDREW JOHNATHON	VICE PRINCIPAL	128,297.76	4,213.75
LEE, JORDAN D	TEACHER	77,769.04	3,400.40
LEGGETT, BENJAMIN DAVID	TEACHER	87,538.80	56.07
LEWIS, GREG	TEACHER	110,004.86	470.04
LEYENAAR, ALANNAH	TEACHER	89,996.49	-
LIBBY, MARTIN	TEACHER	97,495.70	-
LING, MING-TAO	IT TECHNICIAN	80,817.54	4,254.00
LITTLE, JOCELYN	TEACHER	96,871.01	484.79
LOCHHEAD, RHONDA	TEACHER	104,329.08	312.24
LUKIANCHUK, PAUL	TEACHER	108,482.45	424.97
LUNNY, JENNIFER A	VICE PRINCIPAL	138,961.84	-
MACMILLAN, ELISABETH JOHNSTON	TEACHER	105,884.18	-
MACVICAR, DAVE EDWARD	TEACHER	79,315.95	-
MARREN, KATHLEEN ANNE	DISTRICT PRINCIPAL	132,808.49	4,157.21
MARSHALL, KAYA	TEACHER	84,817.77	908.91
MARSHALL, LORI	PRINCIPAL	160,435.20	-
MAURY, MICHAEL J.	CARPENTER	88,630.43	521.25
MCCALLUM, LESLIE	TEACHER	108,481.94	70.17
MCCLINTON, TARA LYNN	TEACHER	85,833.39	-
MCDONALD, ROBERT SAUNDERS	TEACHER	84,138.81	-
MCGUIRE, KATELYN MARION	TEACHER	83,265.04	-
MCINNES, MARK GILBERT	VICE PRINCIPAL	133,804.88	-
MCKEE, KEVIN	DISTRICT PRINCIPAL	156,035.70	7,160.89
MCKEE, SHERRI IRENE	TEACHER	182,016.90	-
MCKINNON-SANDERSON, CORLEEN CRYSTAL	PRINCIPAL	144,081.84	239.79
MCLATCHIE, WILLIAM	TEACHER	84,166.50	-
MCLEAY, DEVON	TEACHER	92,784.99	-
MCLEOD-SHANNON, ROSIE	DISTRICT PRINCIPAL	117,091.33	-
McMILLEN, KEVIN	TEACHER	99,024.70	-
MCNABB, MARY	TEACHER	99,024.91	-
MEIER, JOLIN PAGE	TEACHER	108,103.95	1,222.06
MIHOC, MARIA	TEACHER	99,024.73	81.98
MILLER, JESSICA ANN	TEACHER	91,168.03	-
MILLER, TARA LUELLE	TEACHER	98,986.22	484.79
MITCHELL, LINDSAY RAE	TEACHER	84,760.41	-
MITCHNER, BRAELENE ASHLEY	TEACHER	76,001.16	-
MOHR, KAYLA JEAN	TEACHER	89,845.06	454.24
MORRISON, MARY ANN	TEACHER	98,434.70	-
MORRISON, SHEILA	DISTRICT PRINCIPAL	154,326.99	45.95
MOSTAD, KAREN	TEACHER	108,482.22	338.74
MOUSSEAU, DENNIS	TEACHER	105,198.83	-
MUIRHEAD, GREGORY JAMES	TEACHER	115,267.28	1,868.86
MUNRO, PHILLIP RAYMOND	DIRECTOR OF OPERATIONS	155,226.44	-

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Position</u>	<u>Remuneration</u>	<u>Expenses</u>
MURRAY, IAIN STUART	TEACHER	77,888.70	-
NAILOR, GRAEME	TEACHER	108,481.13	-
NDIAYE, DJIMITH	TEACHER	99,024.81	-
NEUFELD, CYNTHIA	VICE PRINCIPAL	133,576.10	26.95
NEUMEYER, ERIC SCOTT	TEACHER	106,522.56	-
NICHOLS, JENNIFER LYNN	VICE PRINCIPAL	129,687.25	3,459.03
NIKIRK, LAUREN E.	VICE PRINCIPAL	126,419.33	-
NIKULA, BRIAN	TEACHER	108,481.90	171.23
NIKULA, JESSICA	TEACHER	108,481.95	754.77
NORMAN, LAURA DOROTHY	TEACHER	78,920.78	155.73
NOWAK, TOBIAS	TEACHER	105,884.16	-
PARADISE JOHNSON, DAYNA MICHELLE	TEACHER	86,141.64	331.65
PATTERSON, ROSEMARY IRENE	SCHOOL PSYCHOLOGIST	86,673.04	757.53
PAUL, BRENDA-LEE	DIRECTOR OF HR	177,409.93	2,646.79
PEARSON, JENNY-ROSE LOUISE	TEACHER	83,554.33	-
PELLETIER, MONIQUE	TEACHER	98,896.21	-
PEPPER, DEANNA	TEACHER	99,024.75	-
PEPPER, ROSS WILLIAM	DISTRICT PRINCIPAL	156,355.84	11,198.51
PETLEY-JONES, ALEXANDRA	TEACHER	92,019.87	102.78
PHILIP, CARRIE	TEACHER	96,338.34	401.09
PHILLIPS, ANNA	HEALTH AND WELLNESS COORDINATOR	90,360.26	97.08
PICKARD, JENNIFER	TEACHER	108,341.33	1,661.85
PIKE, ADAM	TEACHER	86,704.55	-
POTYKA, GILLIAN	TEACHER	98,620.25	83.31
POWELSON, BRIAN DONALD	HEAVY DUTY MECHANIC	90,738.99	54.00
PRAD, AMBER LOUISE	TEACHER	107,688.41	799.95
PRESTON, SOPHIE	TEACHER	109,734.45	319.91
PRICE, ELIZABETH	TEACHER	108,481.94	-
PROCTOR, JANIS MARIE	TEACHER	108,481.96	1,865.89
PROVENCHER, JEAN-FRANCOIS	TEACHER	108,482.45	-
PRUNKL, BRANT	MANAGER OF OPERATIONS	120,586.89	3,961.48
QUANT, CARRIE DEANNA	TEACHER	78,091.45	-
QUINN, GARRETT MICHAEL	TEACHER	79,999.57	-
QUINN, HEATHER MARIE	TEACHER	88,124.66	688.24
RAE, LAURA	TEACHER	85,142.39	-
RASA, LILIAN	TEACHER	106,021.90	8,853.37
RAY, JENNIFER LEE	TEACHER	106,522.63	52.65
REDPATH, DAVID BOYD	TEACHER	94,063.43	-
REDPATH, KRISTIN RACHEL	TEACHER	83,593.84	-
REID, JAMES KYLE	ELECTRICIAN	90,807.88	535.55
RICHARDS, JANET MARY	TEACHER	86,785.73	93.29
RIDYARD, KATE PENELOPE	TEACHER	105,628.28	-
ROBSON, MALLORY JANE	TEACHER	79,565.16	-
ROGERS, GREG	TEACHER	99,024.62	-
ROSCOE, TARA CATHERINE	TEACHER	106,021.57	557.62
ROWAN, LESLEY	DISTRICT PRINCIPAL	152,030.71	1,124.13
RUFFELL, JOHN RICHARD PR	TEACHER	96,532.32	46.49
RUPA, SIMIN	TEACHER	79,980.70	615.89
RYCROFT, EWEN	ELECTRICIAN	89,870.87	441.90
SAVAGE, CARL	TEACHER	99,025.01	-
SAVAGE, GARY EDWARD	TEACHER	108,482.52	-
SCORER, GAVIN	TEACHER	107,129.31	1,595.15
SCOTT, DARRELL	HEAVY DUTY MECHANIC	84,313.23	405.61

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Position</u>	<u>Remuneration</u>	<u>Expenses</u>
SEIDEL, EDWARD	TEACHER	108,341.42	927.97
SHERLOCK, TINA	TEACHER	96,736.01	797.03
SIEMENS, JOSHUA JAMES	TEACHER	78,713.75	149.44
SINGH, MANISHA HARINDER	TEACHER	80,654.54	399.22
SLOCOMBE, THOMAS	CARPENTER	83,728.11	-
SMITH, ANDREA	TEACHER	86,709.01	-
SMITH, JESSA BJORNSON	TEACHER	92,268.36	115.50
SMITH, TABITHA LYN	TEACHER	93,386.05	50.81
SNYDER, DARREN JOSEPH	TEACHER	97,876.00	-
SOLLORS, FRANCES ELAINE	TEACHER	87,966.82	5,162.54
SOMMERFELD, KATIE EVA	TEACHER	110,391.32	106.27
SOUCHUCK, MICHEAL	MANAGER OF OPERATIONS	108,884.94	4,095.05
SPENCE, JESSYLEE	TEACHER	76,718.88	684.00
SPENCER, KYLE	PLUMBER/GASFITTER	84,363.48	913.85
SPENCER-DAHL, DENISE C	TEACHER	108,341.35	5,870.18
SPRAY, BRYAN	TEACHER	108,482.22	-
STECY, STEVEN	ELECTRICIAN	86,382.11	550.00
STEFANEK, RUTH	TEACHER	108,482.42	4,723.94
STEFUUK, ADAM MURRAY	TEACHER	108,481.85	94.22
STEPHENS, AMANDA LYNNE	TEACHER	76,386.58	-
STODDART, NATHAN	TEACHER	97,370.08	8,465.53
SWANSON, JUSTINE	TEACHER	91,518.78	-
SWITZER, DARCY DAVID	TEACHER	108,191.83	306.84
SZOPA, ELIZABETH	TEACHER	103,273.24	-
TANNER, AMBER C	TEACHER	106,522.67	71.90
TAYLOR, AUTUMN	DISTRICT PRINCIPAL	160,435.23	467.17
TAYLOR, EKATERINE	TEACHER	108,481.96	-
TAYLOR, JOSEPH BLAKE	TEACHER	99,024.37	1,885.34
TAYLOR, LYNSEY LOUISE	TEACHER	97,746.21	-
TERPSTRA, RUDOLPH	DIRECTOR OF INSTRUCTION	170,205.11	2,187.19
TERPSTRA, SHELLEY LOUISE	TEACHER	79,220.04	-
THOMPSON, TRAVIS	CARPENTER	84,468.79	230.99
TICKELL, JESSICA LYNN	TEACHER	96,020.54	727.19
TICKELL, KATIE LYNNE	TEACHER	90,921.64	-
TOMIYAMA, KAZUO	TEACHER	108,482.03	-
TREVOR-SMITH, TANNIS SHANNON	TEACHER	108,408.91	-
TULLI, ELISA MAE	TEACHER	87,539.82	700.45
TURKINGTON, CAROLYN	TEACHER	108,477.16	-
VANDALFSEN, LISA MARIE	VICE PRINCIPAL	129,998.30	3,255.70
VIRGIN, JESSICA	TEACHER	94,890.07	128.00
WALSH, KURTIS ALEXANDRE	TEACHER	85,915.64	477.36
WANG, LING	IT TECHNICIAN	109,042.86	99.18
WEISS, REBECCA ELIZABETH	TEACHER	81,696.28	39.14
WENGER, BRETT	IT TECHNICIAN	81,577.86	2,014.27
WHITEHEAD, MICHELLE JEAN	TEACHER	98,126.13	562.01
WHITESIDE, DEANNA B	TEACHER	106,022.22	-
WHYNACHT, JULIE RACHELLE	TEACHER	106,488.53	-
WIDING, ANDREA HARMONY	TEACHER	106,522.61	-
WILLERS, BONNIE	TEACHER	99,025.57	-
WILLIAMS, ANDREA LYNN	TEACHER	96,527.74	-
WILLIAMS, JOHN	PRINCIPAL	152,276.49	-
WILLIAMS, KATHRYN	TEACHER	89,939.96	-
WILLIAMS, NICHOLA	TEACHER	98,828.16	-

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 3 - SCHEDULE OF REMUNERATION AND EXPENSE

DETAILED EMPLOYEES > 75,000

<u>Name</u>	<u>Position</u>	<u>Remuneration</u>	<u>Expenses</u>
WILSON, GILLIAN DENISE	ASST SUPERINTENDENT	200,975.97	806.63
WILSON, KIMBERLEY	TEACHER	75,116.63	137.50
WILSON, REID DAVID	TEACHER	108,285.71	-
WILSON, TAYLOR SKYE	TEACHER	83,335.10	194.15
WITTE, JESSE	PRINCIPAL	154,476.57	-
WOIDEN, KIMBERLEY DAWN	TEACHER	81,127.93	-
WOLFE, TARA MEAGAN	TEACHER	84,641.22	70.03
WONG, FLORENCE BIK-YEE	VICE PRINCIPAL	129,726.49	166.36
WOODS, MATTHEW	TEACHER	108,341.30	-
WORTHEN, BRIAN D	PRINCIPAL	83,652.33	-
WORTHEN, KATI	TEACHER	108,341.35	1,087.25
WRIGHT, PAUL MATTHEW	TEACHER	97,243.08	25.00
WRIGHT, PAUL RICHARD	TEACHER	96,626.13	-
WYNNE, JULIA CLAIRE	SPEECH LANGUAGE PATHOLOGIST	77,410.74	1,613.94
YOUNG, AMANDA DEE	TEACHER	112,585.52	251.00
ZALINKO, LARA JEAN	TEACHER	108,341.39	651.21
TOTAL DETAILED EMPLOYEES > 75,000		28,860,099.13	188,243.65
TOTAL EMPLOYEES <= 75,000.00		18,458,382.45	183,876.42
TOTAL EMPLOYEES OTHER THAN ELECTED OFFICIALS		47,318,481.58	372,120.07
CONSOLIDATED TOTAL		47,417,274.02	375,962.44
CONSOLIDATED TOTAL, REMUNERATION PAID		47,793,236.46	
TOTAL EMPLOYER PREMIUM FOR CPP/EI			2,870,168.49

**School District
Statement of Financial Information (SOFI)**

School District No. 69 (Qualicum)

Fiscal Year Ended June 30, 2024

SCHEDULE 4 - STATEMENT OF SEVERANCE AGREEMENTS

There were no severance agreements made between School District No. 69 (Qualicum) and its non-unionized employees during fiscal year 2023-24.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 5 - SCHEDULE OF PAYMENTS FOR GOODS AND SERVICES

DETAILED VENDORS > 25,000.00 :

<u>Vendor Name</u>	<u>Expense</u>
1169161 BC LTD	38,357.31
AINSWORTH INC.	197,219.57
ANDREW SHERET LIMITED	65,721.55
ARI FINANCIAL SERVICES T46163	74,368.02
B.C. HYDRO & POWER AUTHORITY	418,113.25
B.C.T.F.	418,398.94
BCSTA	45,750.67
BIRKLEARNS EDUCATIONAL CONSULT	44,100.00
BOULDER EXCAVATING LTD.	45,395.04
BRADLEY SHUYA ARCHITECT INC.	97,698.63
BRANCHING OUT URBAN FORESTRY	28,094.86
BUNZL CLEANING & HYGIENE	152,507.52
CALIBER SPORT SYSTEMS	288,183.00
CHINOOK SCAFFOLD SYSTEMS LTD	42,113.72
CITY OF PARKSVILLE	126,023.13
COHO COMMUNICATIONS LTD.	32,564.94
D.B.L. DISPOSAL SERVICE LTD	33,117.77
DELL CANADA INC	221,193.89
DOUBLETHINK INC.	26,592.30
E.B. HORSMAN & SON	92,541.76
FIRST TRUCK CENTRE, INC.	374,711.67
FOOTPRINTS SECURITY PATROL INC	28,252.80
FORTISBC	305,721.77
FREDHEIM, JANNIS OR FREDHEIM,	27,550.00
GFL ENVIRONMENTAL SERVICES INC	38,490.90
GRAND & TOY LIMITED	52,498.70
HARRIS & COMPANY	28,254.40
HARRIS VICTORIA CHRYSLER DODGE	50,902.40
HEATHERBRAE BUILDERS CO. LTD.	47,180.45
HEROLD ENGINEERING LTD	26,173.88
HOUSTON SIGN 90 LTD.	28,472.50
IBM CANADA LTD.	188,989.94
ISLAND COMMUNICATIONS LTD.	33,389.91
ISLAND ENVIRONMENTAL HEALTH &	29,071.10
JONATHAN MORGAN & COMPANY LIMITED	55,308.28

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 5 - SCHEDULE OF PAYMENTS FOR GOODS AND SERVICES

DETAILED VENDORS > 25,000.00 :

<u>Vendor Name</u>	<u>Expense</u>
KEV SOFTWARE INC.	36,275.55
KLASSEN WOOD COMPANY LTD	57,656.03
KNIGHTWAY MODULAR TRANSPORTATION	31,500.00
KOERS & ASSOCIATES ENGINEERING	124,495.05
LASQUETI PROPANE INC.	34,841.46
LEIGHTON CONTRACTING (2009) LTD	601,695.91
LEWKOWICH ENGINEERING ASSOCIATES	70,569.92
LORDCO AUTO PARTS LTD	39,677.75
M.A.T.A.	62,160.00
MACK SALES & SERVICE OF NANAIMO	25,136.94
MADILL - THE OFFICE COMPANY	60,861.43
MARY K. STEWART	83,946.58
MAZZEI ELECTRIC LTD.	210,024.37
MID ISLAND CONSUMER SERV. CO-OP	420,700.95
MIGUEL PENNA-CEREZO	28,405.00
MINISTER OF FINANCE	101,938.12
MINISTER OF FINANCE - EHT	888,198.28
MODERN PURAIR NANAIMO	110,218.73
MOUNT BENSON MECHANICAL (1991)	157,356.70
MPS	27,168.75
MUNICIPAL PENSION PLAN	1,214,312.95
NANAIMO TRAILERS LTD	28,705.60
OCEAN SURF MOTORS	112,319.20
OCEANSIDE BUILDING LEARNING	137,936.00
PACIFIC BLUE CROSS	1,359,541.49
PCG CANADA ULC	27,161.75
POWERSCHOOL CANADA ULC	93,701.85
PRAIRIECOAST EQUIPMENT	112,020.68
PRO PACIFIC HAZMAT LTD.	41,579.56
PUBLIC EDUCATION BENEFITS TRUST	860,085.02
QDPVPA	53,477.02
REGIONAL DISTRICT OF NANAIMO	28,483.88
RICOH CANADA INC.	62,697.82
RIDGELINE MECHANICAL LTD.	35,000.96
ROYAL BANK OF CANADA	34,678.26

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

SCHEDULE 5 - SCHEDULE OF PAYMENTS FOR GOODS AND SERVICES

DETAILED VENDORS > 25,000.00 :

<u>Vendor Name</u>	<u>Expense</u>
SECURCO SERVICES INC	27,899.14
SISSONS, MICHAEL OR KUR-SISSON	25,750.00
SMCN CONSULTING INC.	32,413.50
SOFTCHOICE LP	56,936.53
STEEL, NICOLE OR CRISPIN	26,632.00
STEPIN GMBH	25,015.00
SUMMIT MECHANICAL SYSTEMS LTD.	610,088.84
SUNBELT RENTALS OF CANADA INC	47,317.53
SWING TIME DISTRIBUTORS	119,336.07
TEACHERS' PENSION PLAN	3,510,065.86
TELUS HEALTH (CANADA) LTD.	56,595.23
TELUS MOBILITY CELLULAR INC.	36,612.93
THE FLAG SHOP - VICTORIA	26,893.62
TLD COMPUTERS	33,708.75
TOWN OF QUALICUM BEACH	41,455.10
TRAVEL HEALTHCARE INSURANCE SOLUTIONS	66,101.50
TRI-METAL FABRICATORS	130,801.50
TROY LIFE & FIRE SAFETY LTD.	41,442.33
TYLER TECHNOLOGIES, INC.	38,327.74
UNIGLOBE SPECIALTY TRAVEL LTD.	31,223.00
UNITED FLOORS	81,339.25
VANCOUVER ISLAND UNIVERSITY	144,304.00
VICTORIA PLAYCO INSTALLATIONS	46,750.73
VIRGINIA WORCESTER	103,083.52
WASTE CONNECTIONS OF CANADA	32,870.61
WOLSELEY CANADA INC.	59,646.47
WORKSAFEBC	800,337.19
WTC	700,450.46
X10 NETWORKS	31,017.53
	<hr/>
TOTAL DETAILED VENDORS > 25,000.00	18,161,970.06
TOTAL VENDORS <= 25,000.00	<hr/> \$4,758,643.33
TOTAL PAYMENTS FOR THE GOODS AND SERVICES	<hr/> 22,920,613.39

SCHOOL DISTRICT NO. 69 (QUALICUM)
YEAR ENDED JUNE 30, 2024

COMPARISON OF SCHEDULED PAYMENTS TO AUDITED FINANCIAL STATEMENT EXPENDITURES
SCHEDULE 6

SCHEDULED PAYMENTS

Schedule of Remuneration and Expenses		
Remuneration	\$ 47,417,274	
Employee Expenses	375,962	
Employer Portion of EI and Canada Pension Plan	<u>2,870,168</u>	
Total Schedule of Remuneration and Expenses	\$ 50,663,405	
Schedule of Payments for Goods and Services	<u>22,920,613</u>	
CONSOLIDATED TOTAL OF SCHEDULED PAYMENTS		<u>\$ 73,584,018</u>

FINANCIAL STATEMENT EXPENDITURES

Operating Fund Expenditures	\$ 59,219,849	
Trust Fund Expenditures	8,545,566	
Capital Fund Expenditures	4,894,729	
CONSOLIDATED TOTAL OF FINANCIAL STATEMENT EXPENDITURES		<u>\$ 72,660,144</u>
DIFFERENCE BETWEEN SCHEDULED PAYMENTS AND FINANCIAL STATEMENT EXPENDITURES		<u>923,874</u>

EXPLANATION OF DIFFERENCE

The schedule of payments for the provision of goods and services differs from the financial statements in the following ways:

- 100% of GST paid to suppliers is included, whereas the financial statement expenditures are net of the GST rebate
- Third party recoveries of expenses from PAC and school fundraising activities may not all be adjusted for in the schedules
- Employee benefits may be duplicated in the schedule of payments where also reported in employee remuneration
- Travel expenses that are paid directly to suppliers may be duplicated in employee expenses
- Other miscellaneous cost recoveries that may not have been deducted from the scheduled payments

The financial statements are reported on an accrual basis, and include payroll liabilities that are not reflected in the schedule of remuneration and expenses, and accounts payable balances that are not reflected in the schedule of payment for the provision of goods and services. Changes in liability balances from year to year affect the financial statement expenditures but not the scheduled payments which are reported on a cash basis.



**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, OCTOBER 15, 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 AND TERRITORIAL ACKNOWLEDGEMENT

2. FOR INFORMATION

It was noted that Administrative Procedures are under the purview of the Superintendent to amend/revise as needed and then the Board is formally advised of the change at its next Regular Board Meeting.

a. Appendix to Board Policy 305: Public Interest Disclosure

To include a Disclosure Report Form, as per provincial legislation passed 3 years ago. This form helps in expediting the process in a streamlined manner.

b. Appendix to Board Policy 900: Privacy Management

To provide categories of records available without a formal Freedom of Information request and will be published on our website for public consumption. Two collective agreements are still pending as the Support Staff and MATA/BCTF agreement have not been ratified.

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

a. Review of 500 Series

- Discussion centered on whether the 500 series of policies required review and amendments and/or whether any would fit more appropriately elsewhere.
- Consideration was also given to renaming the 500 series and this will be discussed and decided at a future meeting.
- Policy 500 – *Communicating Student Learning and Student Placement*: The Context statement will be revised to be more relevant with the new Reporting Order. Will be brought to the January CoW.
- Policy 501 – *Acceptable Use of Technology (AUP)* will be reviewed by the Senior Leadership Staff to ensure it aligns with new Ministry language regarding use of personal devices at school as well as the new technology of AI and ChatGPT, which impacts students use of technology at school. School Codes of Conduct also capture some of this information. Reviewed and non-substantive changes to be brought the January CoW.
- Policy 502 – *Field Experiences (Trips)*: Reviewed and non-substantive changes to be brought the January CoW.
- Policy 503 – *Animals in Schools*: Reviewed and determined that no changes were required.

- Policy 504 – *Copyright and Intellectual Property*: will be reviewed by the Senior Leadership Team and reconsidered at the January Policy CoW meeting.
- Policy 505 – *Fundraising in Schools*: Reviewed and determined that no changes were required.
- Policy 506 – *Conduct of Coaches*: Reviewed and determined that no changes were required.
- Policy 507 – *Programs of Choice and Specialty Academies*: This policy was last reviewed and updated in May 2022. Reviewed and non-substantive changes to be brought the January CoW.
- Policy 508 – *Career Education*: Was last reviewed and updated in April 2023. Legislation is expected in the new year on Dual Credit Course Accreditation. Accompanying resource material for this policy will come soon with a *Career Education Handbook* and a *Coaching Handbook*. No changes required at this time.
- Policy 509 – *Educational Change due to Emergencies*: Reviewed and determined that no changes were required.
- Policy 510 – *Learning Resources*: this was recently adopted as a new policy. No changes required.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

a. NEW Policy 605: Duty of Fidelity to the Employer

Discussion revolved around subsuming this proposed Policy 605 into Policy 606: *Respectful Workplace*. Commentary reflected on the Professional Standards for BC Educators #5, the BCTF Code of Ethics Article #5, collective agreement language and overall concepts of how our community, colleagues, students, educators and the like, communicate with and to each other in a healthy and respectful manner. Support was for this policy to be subsumed into Policy 606. This will be reworked and presented at the January Policy CoW.

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

None

6. FUTURE TOPICS

- Continued Review of Policies 500, 501, and 504 and Policy 606.

7. NEXT MEETING DATE

- Monday, January 20, 2025 at 1:00 p.m. via Microsoft Teams



QUALICUM SCHOOL DISTRICT

APPENDIX 1

PUBLIC INTEREST DISCLOSURE FORM

INSTRUCTIONS

Before filling out the Public Interest Disclosure Form, please review Board Policy 305: Public Interest Disclosure and its Administrative Procedures. Please also ensure that you provide all required details and attach copies of any documents you wish to submit as part of your report. The completed form (together with all attachments) may be submitted by mail or email to the School Board Chair, Superintendent of Schools, or Secretary Treasurer.

PRIVACY STATEMENT

The personal information submitted in this Public Interest Disclosure Form is collected by the School District under sections 26(a) and (c) of the Freedom of Information and Protection of Privacy Act, and will be used to assess, review, investigate and respond to allegations of wrongdoing made under the Public Interest Disclosure Act. If you have any questions about the collection, use or disclosure of your personal information in connection with your disclosure, please contact the Secretary Treasurer.

CONFIDENTIALITY

Reports made under the Public Interest Disclosure Act are received and held in confidence by the School District. The reports and information received will be used and shared only to the extent reasonable and necessary to assess, investigate and respond to your disclosure and will not be used or disclosed for other purposes except as permitted or required under the Freedom of Information and Protection of Privacy Act and the Public Interest Disclosure Act or other applicable laws.

COMPLETING THE DISCLOSURE FORM

The purpose of this Public Interest Disclosure Form is to assist you in making a disclosure under the Public Interest Disclosure Act. The requested information is to ensure we have sufficient information to carefully review, investigate and respond to your disclosure. If you are unable to provide all requested details at the time you make your initial disclosure, you may ask to submit additional details at a later time.



QUALICUM SCHOOL DISTRICT
APPENDIX 1
PUBLIC INTEREST DISCLOSURE FORM

DISCLOSURE REPORT

1. Are you a current employee of the School District?
☐ Yes ☐ No
2. Were you an employee of the School District when the alleged wrongdoing occurred or was discovered?
☐ Yes ☐ No
3. Please enter your contact information below so that we can communicate with you about your disclosure. Your identity and contact information may be shared with investigators to allow them to communicate with you.

While anonymous disclosures may be accepted under the Public Interest Disclosure Act, we may not be able to investigate if we are unable to contact you to confirm you are a current or former employee or to obtain further details, evidence or clarification about your disclosure.

NAME:	ADDRESS:
EMAIL:	PHONE:
ADDITIONAL INSTRUCTIONS: (e.g. How would you prefer to be contacted? May we leave messages for you?)	

4. A report may be made under the Public Interest Disclosure Act for any of the following categories of wrongdoing. Please check any that apply:
 - ☐ serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
 - ☐ an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
 - ☐ a serious misuse of public funds or public assets;
 - ☐ gross or systemic mismanagement;
 - ☐ knowingly directing or counselling a person to commit a wrongdoing described above.

If your report does not fall within one of these categories, you may wish to consider whether your report falls under another policy or procedure of the School District [Policies](#).



QUALICUM SCHOOL DISTRICT

APPENDIX 1

PUBLIC INTEREST DISCLOSURE FORM

5. In the space below, please describe the alleged wrongdoing and the person(s) alleged to have committed the wrongdoing. Please provide as much detail as you are able, including:
- A description of the wrongdoing and any relevant background;
 - The names of those responsible;
 - When and where the wrongdoing occurred;
 - Names of people who witnessed the wrongdoing, if available, and/or;
 - Any law or legislation that has been breached.

DESCRIPTION OF ALLEGED WRONGDOING:

6. Have you previously reported the wrongdoing to the School District? ☐ Yes ☐ No
If 'Yes', please indicate who the report was made to and any actions taken.

REPORT DATE AND PERSON REPORTED TO:

7. Please describe any other steps or action that you or others have taken to address, report or prevent the reported wrongdoing.

OTHER STEPS OR ACTION TAKEN:

8. Do you know of any other organizations that are investigating the reported wrongdoing or whether other complaints or claims about the wrongdoing have been filed (e.g. court filings, grievance, human rights complaint, privacy complaint, police investigation, etc.). Please explain.

OTHER INVESTIGATIONS:



QUALICUM SCHOOL DISTRICT

APPENDIX IV

CATEGORIES OF RECORDS AVAILABLE WITHOUT A REQUEST

Page 1 of 1

Freedom of Information and Protection of Privacy Act – [Section 71](#)

Category	Location	Nature of Information	Targeted Release Date*
Annual Budget and Financial Statements	Financial information	Information prepared under Budget Transparency and Accountability Act and Financial Information Act	Budget - on or before June 30 Financial Statements - by September 30
Board of Education Bylaws and Policies	Policy manual	Governance guidelines	Following Board approval
Board of Education Public Meeting Agendas, Minutes and Materials	Meetings and Minutes	Materials related to public Board meetings	Upon ratification/ receipt by the Board
Climate Change Accountability Report	CCAR reporting	Summarizes GHG emissions profile in accordance with Climate Change Accountability Act	Following receipt by Board on or before May 31
Executive Compensation Disclosure Report	Financial information	Details of CEO compensation and next 4 highest ranking/paid executives	Following Board approval on or before September 30
Framework for Enhancing Student Learning (FESL) Report	Planning Documents - FESL	Formalizes planning and reporting expectations for all school districts	Following Board approval on or before September 30
Heating and Ventilation Reports	HVAC reports	School level ventilation system reports per Ministry of Education	Following receipt by Board
Lead in Water Testing reports	Water testing reports	Testing of lead in water per Ministry of Health guidelines	Following receipt by Board
Long Term Facility Plan	Facility Planning	District wide framework for capital investment decisions	Following Board approval
Multi Year Financial Plan	Financial information	District wide framework for financial and capital planning	Following Board approval
Strategic Plan	Planning Documents - Strategic Plan	Maintains the Districts core values	Following Board approval
School Calendar	Calendar	Annual District Calendar (Locally developed)	Following Board approval
Statement of Financial Information (SOFI)	Financial information	Information prepared under Financial Information Act	On or before December 31
Support Staff Collective Agreement	Support Staff	Collective Agreements for support staff	Following ratification
Teacher Staff Collective Agreement	Teachers MATA	Collective Agreements for teachers	Following ratification

*The School District endeavors to post the above listed categories within the listed timeframes.

However, more time may be needed in some circumstances.



**Qualicum School District
Education Committee of the Whole Report
Tuesday, November 19, 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. Student Ambassadors re: Exchange in Mexico

Ryne Barton, teacher, introduced a student from Kwalikum Secondary School who participated in an exchange to Mexico. They attended a private secondary school while in Mexico and studied some subjects such as philosophy, which is not a course offered in our province. The trip was a chance to see themselves in a different light as it took them out of their comfort zone into a different culture with different assumptions and expectations. Truly a life changing and enhancing experience. The Committee hopes to hear from a student who participated in an exchange to Japan at the January meeting.

b. Inclusive Education

Tandy Gunn, District Principal of Learning, shared an update on continuing work in inclusive education. Her PowerPoint focused on Pathological Demand Avoidance (PDA) that seems to present in students with high anxiety. The PowerPoint will be shared with the Committee (*attached*).

2. SHARED LEARNING

Director of Instruction, Rudy Terpstra, shared information on Using Circles, Learning Rounds for Numeracy and Engaging all Learners in the Middle Years professional development sessions. These sessions are continuing and open to all educators. Trustees requested that this information also be shared at the Regular Board Meeting. Some of the topics contained in those session may be considered for District Wide professional development days in the future.

Mr. Terpstra shared pictures from the recent learning rounds with Carol Fullerton on Numeracy, which were also shared in the November issue of the District's Constant Contact Newsletter. Interested Staff and Parents can read the latest issue and/or sign up for this newsletter on the main page of the District Website.

3. ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION/SOCIAL JUSTICE AND EQUITY

Associate Superintendent Wilson shared details regarding the District Drug and Alcohol Review Committee and the District Student Review Committee, both of which use restorative justice practices. Additional details on the processes for both committees can be found in Board Policy 701: Student Discipline.

4. INFORMATION

a. Next Coffee with Trustees

- Errington Elementary School on Wednesday, December 3
- Trustee Austin pointed out that this is the second to last school for coffee with trustees in this term. However, if any school wishes trustees to come again, they are happy to make arrangements to do so.

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

a. Board Authority/Authorized Course: Cultural Connections with Community and Elders

Katie Marren, District Principal of Indigenous Education and Sarah Elson-Haugan, District Indigenous Support Worker, presented a draft of this course as provided in the agenda package, which is based on work done by these two educators in their previous school districts (Peace River North and Prince George). The BAA course will be forwarded to the November Regular Board Meeting for approval by the Board.

6. Possible UPCOMING TOPICS

- Kindergarten Snapshot - Teaching and Learning Team
- Inclusive education – Grieving/loss as it impacts student achievement and behavior
- Framework for Enhancing Student Learning (FESL) Updates including Grad rates, assessments and other information
- Inclusion of all through music education
- Careers Education
- Student Ambassador to Japan

7. NEXT MEETING DATE:

- Tuesday, January 21, 2025 at 2:30 p.m. via Teams

Qualicum School District Learning Support

Education Committee, November 19, 2024

Learning Support Review 2023-24



PLANNING LEARNING FOR EACH STUDENT

The Learning Support review process for 2023-2024 has culminated in a plan designed to align educational strategies with the District's Strategic Plan. This plan emphasizes the importance of Truth and Reconciliation, literacy, numeracy, and assessment, ensuring that each learner's journey is thoughtfully considered and supported. The plan reflects a commitment to inclusion and continuous improvement, fostering an environment where each student can thrive academically and personally.

The Qualicum School District Goals are:
To Learn; To Give; To Grow; To Belong

Truth and Reconciliation:

Education plays an important part in Reconciliation and learning should first reflect perspectives and knowledge of the Snaw'naw'as and Qualicum Nations, then of local Indigenous students, then of Indigenous Peoples in what is now Canada, and then of Indigenous Peoples around the world.

Assessment, Literacy and Numeracy:

Assessment informs planning and drives learning forward by gauging what students know, do and understand which increases student engagement. Literacy and numeracy are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and numeracy apply in all areas of learning.

In the Qualicum School District, we work to provide an inclusive, equitable education for each learner.

- This means that each student attends and is welcomed by their neighbourhood schools in age-appropriate classes and are supported to learn, contribute and participate in all aspects of school life.
- We believe in meaningful, aligned planning for each student of varying backgrounds, abilities and learning styles that foster resilient students who can contribute to our diverse society.
- We develop and design our schools, classrooms, programming and activities so that each student has appropriate opportunities to learn and participate together.



PLANNING LEARNING FOR EACH STUDENT

	Students will:	Educators will:	Tasks/Assessments will:	Leaders will:
To Belong and to Give	Each student is able to share their learning with others	Each educator will collaborate and share with others to create a safe space for learning and provide opportunities for sharing and interacting	Each task/assessment will contain elements of student interest/culture and are interactive, predictable, safe and allow for demonstration of learning without feeling judged	Each leader will create time and space for educators to learn about, practice and collaborate on creating safe spaces and tasks/assessments
To Learn	Each student is able to choose different tools and strategies to access the learning and meet the goal	Each educator will make time to learn, practice, model, collaborate on, and teach a variety of tools and strategies relevant to individual needs	Each task/assessment will provide students with choice in how to access the learning and reach the goal	Each leader will make time to learn, practice, model and collaborate on a variety of tools and strategies
To Grow	Each student can articulate their learning goal, describe where they are at, as well as next steps	Each educator will design tasks based on formative assessment and co-creating criteria and steps	Each task/assessment will provide multiple access points and require reflection/feedback on where they are at and next steps	Each leader will provide opportunities and model assessment practices that lead planning and improved student learning

Resources to Support Your Planning:

Indigenous Education (Truth and Reconciliation in QSD)
Learning Framework
Assessment Plan
Learning in the Primary Years
Portal Resources

Additional Handbooks for Your Reference:

Employee Handbook
Accessibility Plan
Learning Support Resource Binder

What are we noticing?





To Belong and to Give

To Learn

To Grow

Resources
Indigenous
Learning
Assessment
Learning
Portal Resources

To Belong and to Give

To Learn

Students will:

Educators will:

Tasks/Assessments
will:

Leaders will:

Each student is able
to share their learning
with others

Each educator will
collaborate and share
with others to create a
safe space for learning
and provide
opportunities for sharing
and interacting

Each task/assessment
will contain elements of
student interest/culture
and are interactive,
predictable, safe and
allow for demonstration
of learning without
feeling judged

Each leader will create
time and space for
educators to learn
about, practice and
collaborate on creating
safe spaces and
tasks/assessments

Each student is able
to choose different
tools and strategies to
access the learning
and meet the goal

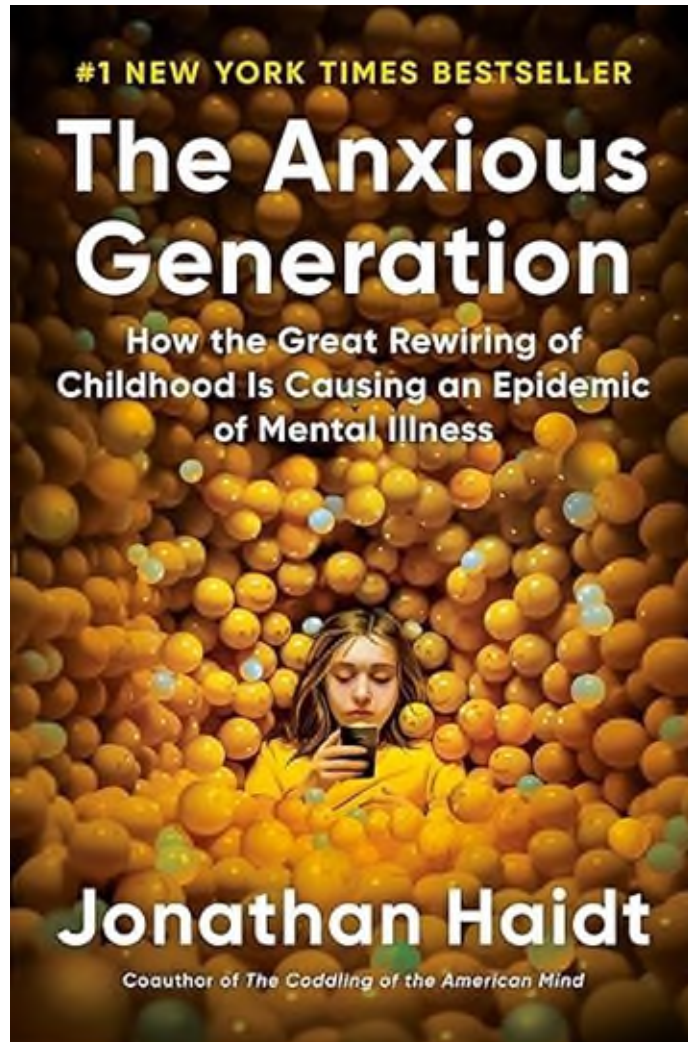
Each educator will make
time to learn, practice,
model, collaborate on,
and teach a variety of
tools and strategies
relevant to individual
needs

Each task/assessment
will provide students
with choice in how to
access the learning and
reach the goal

Each leader will make
time to learn, practice,
model and collaborate
on a variety of tools and
strategies



Kids are different: Mental Health



How The Great Rewiring Of Childhood Is Causing an Epidemic Of Mental Health

3 Factors that he believes can explain the prevalence of mental health issues among children and youth are:

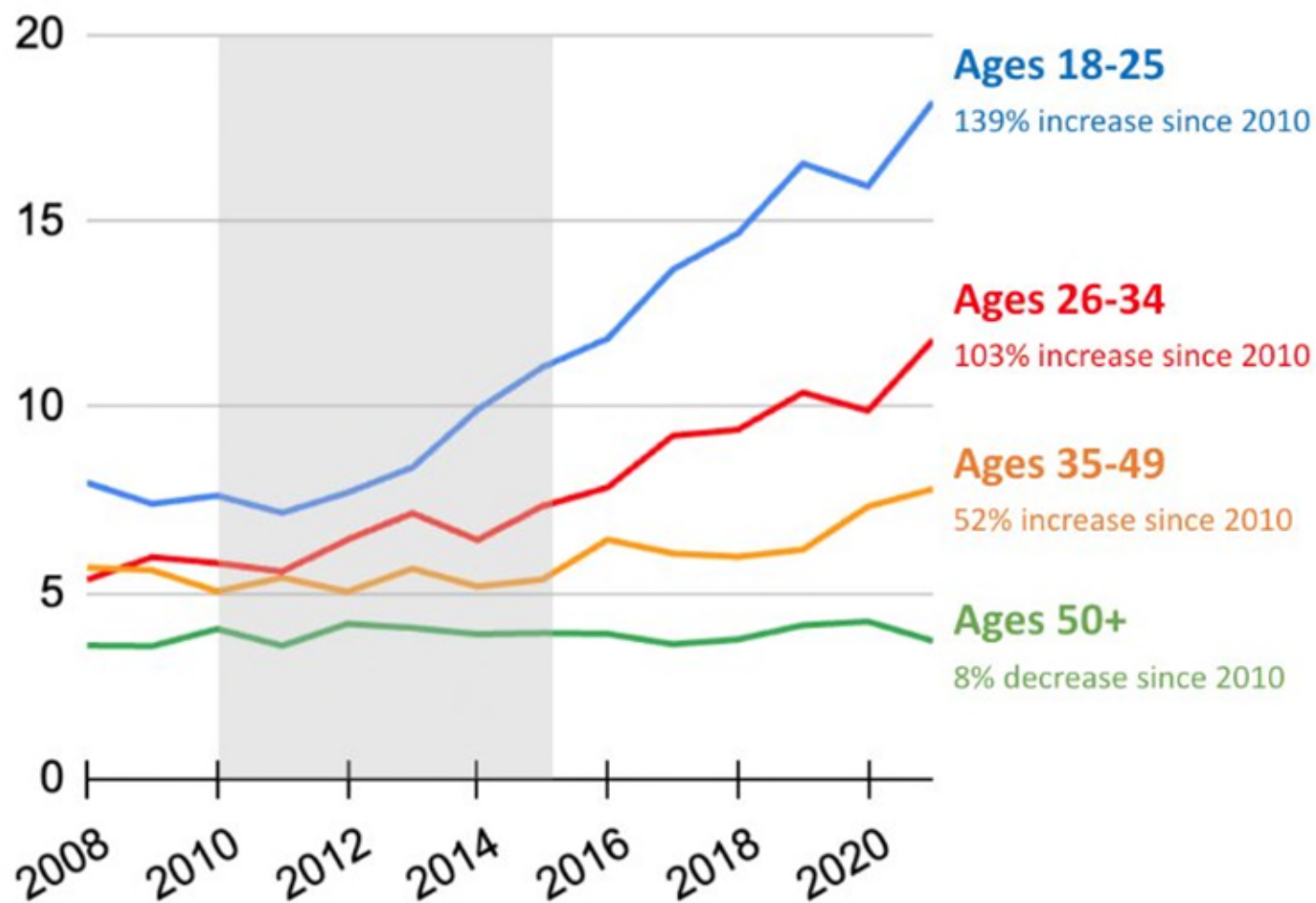
#1 cellphones,

#2 social media,

and

#3 the lack of free range play by children and youth.

Percent U.S. Anxiety Prevalence



SOURCE: U.S. National Survey on Drug Use and Health

Children With Anxiety May...



Appear more clingy than normal



Be restless and fidgety



Complain of stomachaches



Display changes in eating and sleeping habits



Express negative thoughts or worries



Get upset or angry more quickly



Have bouts of unexplained crying

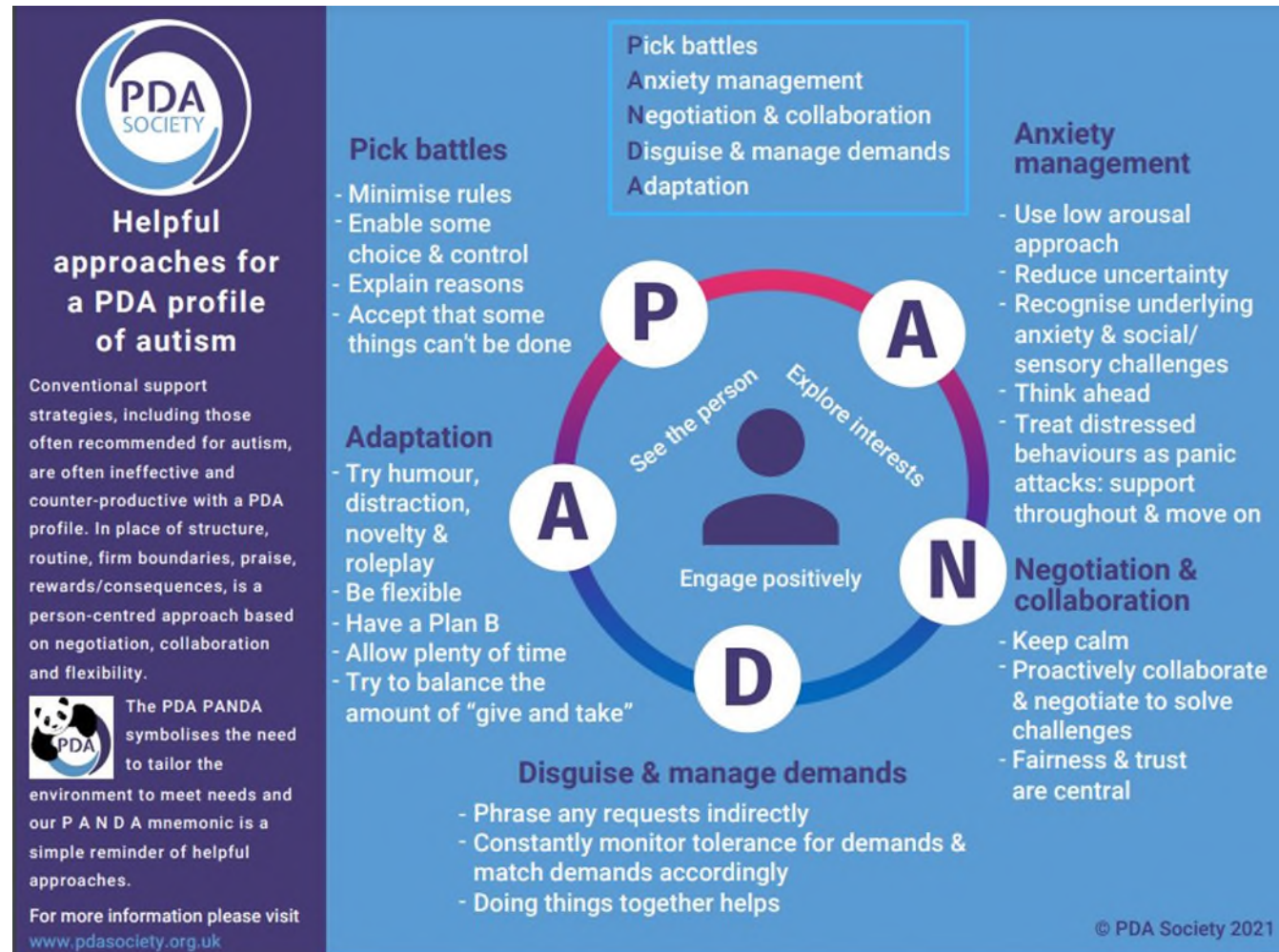


Struggle to concentrate

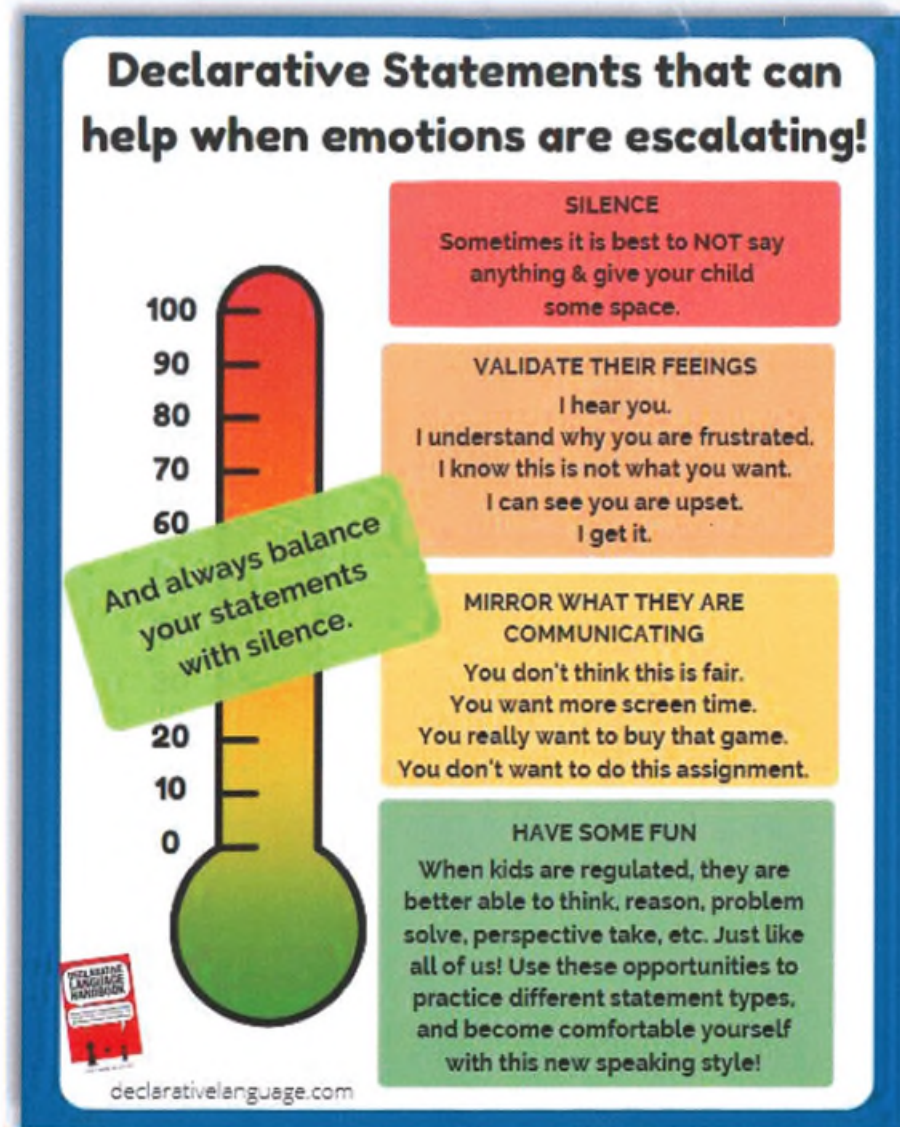
CORE FEATURES OF THE PDA PROFILE

- Detailed pretend play and role play
- Resists demands of everyday life
- Need for autonomy and control
- Impulsivity or difficulty with self-regulation
- Meltdowns or shutdowns from anxiety
- Special interests, which may be a person, either real or fictional
- Might be a passive, watchful observer in the first year
- Sensory differences, including sensory seeking or avoidance

We are offering learning like...



Declarative Language



We are offering learning like...



Behavioral Blindspot: Revealing Overlooked Strategies to Increase Engagement and Reduce Oppositional Behavior in Students

Jessica A. Minahan, PhD, BCBA

Licensed and Board-Certified Behavior Analyst; Special Educator; Consultant; Blogger, *The Huffington Post*; Author, “Helping Anxious Kids Move Forward” (2017, *Educational Leadership*), *The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students With Anxiety-Related or Oppositional Behaviors* (2014), and “Building Positive Relationships With Students Struggling With Mental Health” (2019, *Phi Delta Kappan*); Co-Author, “A Skill-Building Approach to Reducing Student’s Anxiety and Challenging Behavior” (2022, *Phi Delta Kappan*) and *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (2012)



Modernizing district processes:



** Please ensure

NAME: _____

SCHOOL: _____

DATE: _____

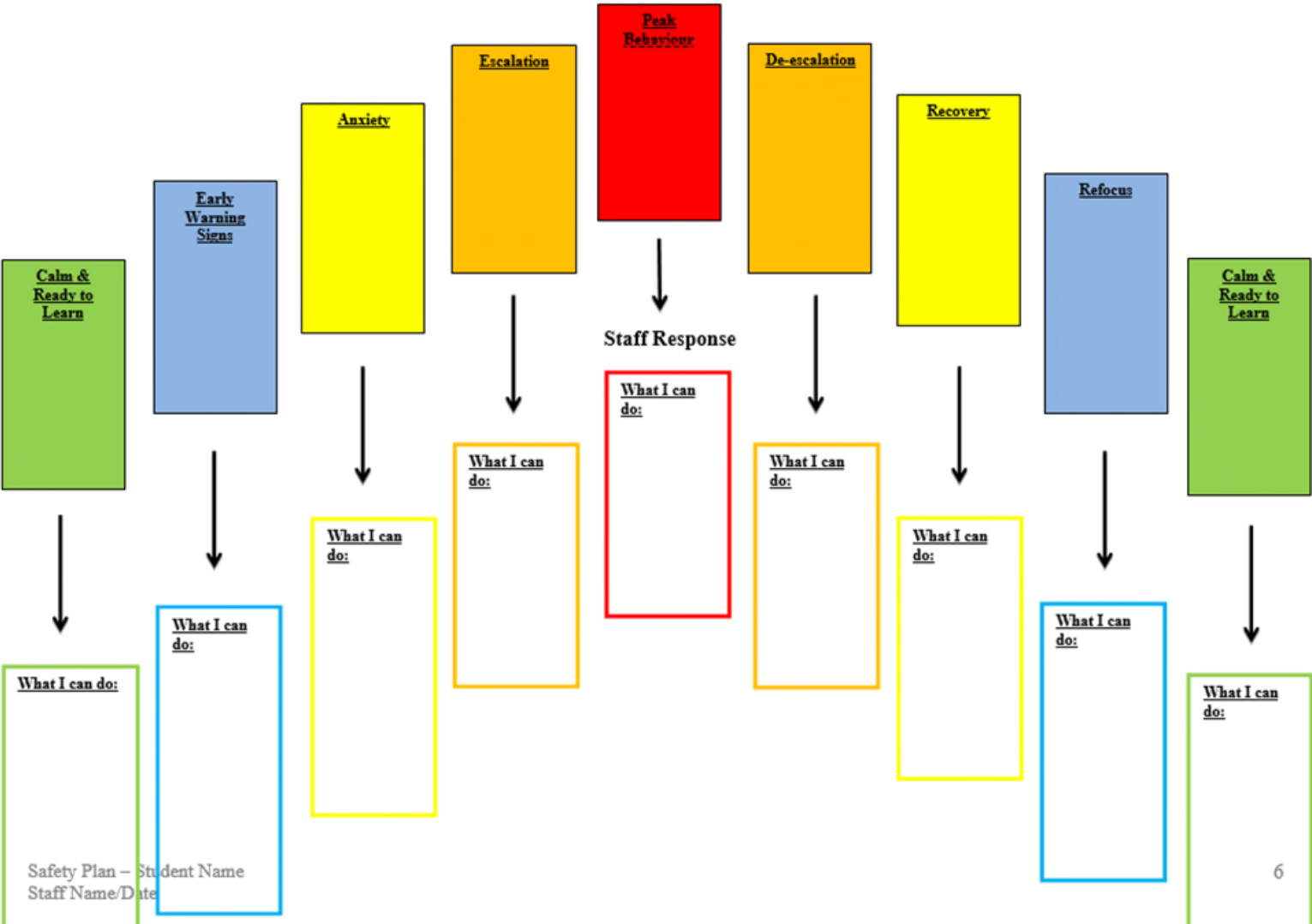
OBJECTIVE: To ensure that staff work to maintain a safe, product

RATIONALE: _____, on occa

+

+

KI



the bus setting in mind:

aches (What you do)
behaviour):
if intervening adults.
n, please contact the District Inclusion Support Team

Continued support for FAIRS planning

FAIRS PLAN
EXPLANATION AND EXAMPLES

FUNCTION OF THE BEHAVIOUR	ACCOMODATIONS	INTERACTION STRATEGIES	ADULT RESPONSE	SKILLS NEEDED *****
<p><i>Behaviours are not random, behavior is communication.</i></p> <ul style="list-style-type: none"> • Need detailed, specific, objective observations • Chart behaviours in an ABC chart to evaluate objectively what the function is, what purpose the behavior serves. • Behavior functions most commonly include <ul style="list-style-type: none"> - <i>escape/avoidance,</i> - <i>connection-seeking,</i> - <i>sensory seeking/avoidance,</i> - <i>seeking a tangible</i> • There may be another reason, it's important to be as specific as possible when determining function 	<p><i>What we do to change the environment to increase the student's chances of success</i></p> <ul style="list-style-type: none"> • Visual supports • Breaks • A calming corner in the classroom • Assigned spots on the carpet or in a lineup • Bin of activities to help with waiting or calming • Changing the lighting • Keeping the walls calm and organized, easy to tolerate • Colour-coding of note-books and assignments for organization • Presence of an EA 	<p><i>How we speak to and engage with the child.</i></p> <ul style="list-style-type: none"> • Keeping our rate of speech slow and simplifying our language • Using a calm tone of voice • Maintaining our own regulation • Distraction and redirection • Use strength-based words to describe and think about students • Provide choices • Give instructions indirectly • Make suggestions, say "I wonder..." rather than direct instruction 	<p><i>What the adult is does when the student is having a reaction or escalation</i></p> <ul style="list-style-type: none"> • Use visuals instead of words • Reduce language to one or two words at a time. • Give them space • Redirect • Engage with a different student • Keep other students away • Allow them to seek out their break corner • Be careful not to reinforce the behavior function (if they are connection-seeking, avoid connecting negatively or positively, if possible) 	<p><i>This is the most important part of the plan and CANNOT be neglected. Skill development is the only thing that will result in long term understanding and reduction in negative behaviours.</i></p> <ul style="list-style-type: none"> • Initiating a conversation • Waiting • Transitions • Handling disappointment • Getting started on tasks • Managing time • Organization • Planning • Self-regulation <p><i>After identifying the lagging skills, it is critical to develop a plan to teach the skills.</i></p>



Board Authority Authorized Course: Cultural Connections with Community and Elders

School District/Independent School Authority Name: Qualicum School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD69
Developed by: Sarah Elson-Haugan and Katie Marren (based on work by Elder David, Rattray, Diane Barclay, Carleen Andrews – educator, knowledge keeper, and elder from school district 60) and Pam Spooner from school district 57 (as informed by the work of Anne Tenning)	Date Developed: October 2024
School Name:	Principal's Name: Katie Marren
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Cultural Connections with Community and Elders	Grade Level of Course: 10-12
Number of Course Credits: 4 (per grade)	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

No pre-requisites necessary

Special Training, Facilities or Equipment Required:

Educators to work in relationship with Elders and Knowledge Holders – specifically, but not limited to, members of Coast Salish and surrounding areas and Nations.

Course Synopsis:

This course is designed to acknowledge that Indigenous Learning is a highly social process that nurtures relationships within the family, community and traditional culture. Each student will learn the traditional teachings from the Elders and other adults of their nation or community. This course will model and instill a process of lifelong learning that encourages Indigenous youth to connect with cultural heritage. Furthermore, this course will encourage students in demonstrating leadership skills through community projects and personal development. Students will develop a stronger sense of identity when they have been able to learn about their heritage through narrative story, demonstration, side by side

work and artifact exploration. Students will have the opportunity to learn from a variety of sources including, but not limited to, teachers, community leaders, Elders, Knowledge Holders, and each other.

Goals and Rationale:

- Explore and nurture an evolving understanding of Indigenous cultures, traditions, ways of knowing, and protocols
- Maintain, enhance and model skills for self-reflection and goal setting
- Maintain, enhance, and model skills for collaboration and project completion
- Maintain, enhance and model skills for positive communication and small / large scale leadership
- Gain and create positive school and community experiences
- Gain traditional knowledge from Elders and Knowledge Holders
- Gain knowledge through oral traditions / storytelling and experiential learning
- Gain and maintain enriching personal development and a strong, healthy personal image
- Develop an overall understanding of the traditional teachings of a particular cultural community
- Develop an in depth knowledge at least 3 universal components of culture as they are applied to a particular cultural community
- Be able to connect the traditional teachings of their Aboriginal (or other) culture to the modern world they now live in
- Develop a respectful relationship with an Elder from an Aboriginal (or other) community where they are able to draw on their traditional knowledge and wisdom
- Be able to teach others about their cultural community with confidence and pride

Aboriginal Worldviews and Perspectives:

First People's Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), story provides a record of literal truth (e.g., regarding events and/or situations). This tradition (both content and process) helps to create the learners' concept of the world. The emphasis on history and story help learners to organize new concepts that develop from their learning.
- Learning involves patience and time.

• Learning requires exploration of one's identity. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world in addition to being able to identify all the factors that contribute to how people see themselves. These factors include people's strengths and their challenges, their innate abilities (gifts) and capacity to learn. In addition to using this understanding to help one grow in life, knowing one's own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community and land).

Declaration of Indigenous Worldviews and Perspectives

- Connectedness and Relationship
- Awareness of History
- Connectedness and Relationship.
- Local Focus
- Engagement with the Land, Nature, the Outdoors
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story
- Traditional Teaching
- Language and Culture
- Experiential Learning



BIG IDEAS

Participation in cultural communities fosters and strengthens identity and understanding of ourselves and others.

Self-reflection and self discovery are integral to developing meaningful relationships and personal problem solving skills.

Connecting traditional teachings to the modern world provides a context for an evolving identity.

We gain knowledge and pathways to personal growth when we learn from, and work with, a variety of generations.

Building and sustaining positive relationships with diverse people, including people from different generations builds a sense of pride, confidence and well being.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Project Development & Implementation</p> <p>Participate:</p> <ul style="list-style-type: none"> • Model regular self-reflection within supportive peer talking circles, community involvement & volunteerism • Attend Indigenous cultural events • Respect and model Indigenous protocol • Actively and positively participate in Elder/Knowledge Holder-led events and learning opportunities • Actively and positively participate in volunteer opportunities • Participate positively with a variety of communities • Model responsibility for land stewardship <p>Collaborate:</p> <ul style="list-style-type: none"> • Collaboratively create and coordinate a project outline/timeline • Exhibit responsibility for personal and academic commitments 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Implementation of positive working-group dynamics • Implementation of problem-solving strategies • Implementation of organizational skills • Implementation of time-management strategies • Implementation of task completion strategies • Goal setting and achievement strategies • Implementation of self-reflection • Ability to self-identify personal areas requiring support • Implementation of self-advocacy • Techniques for positive peer support • Principles of Social Justice • Implementation of short-term and long-term planning • Understand the roles of learner, leader, teacher, guide • Local Indigenous protocol • Personal integration of Coast Salish teachings, ceremony, and medicine

<ul style="list-style-type: none"> • Cooperate positively and model a harmonious work environment <p>Demonstrate:</p> <ul style="list-style-type: none"> • Recognize and communicate the value of traditional /oral knowledge • Exhibit leadership skills and look to Elders, Knowledge Holders and Educators for guidance • Create culturally significant projects following the appropriate protocols <p>Lead:</p> <ul style="list-style-type: none"> • Conceptualize, design, develop, and implement a community-based project • Create and achieve a set of goals for personal and academic development • Create and maintain an achievement plan • Recognize personal strengths and valuable contributions of team members <p>Personal Goal Setting & Reflection</p>	
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Big Ideas – Elaborations

Self-reflection – The ability to exercise introspection and use inward thought to enhance outward growth.

Self-discovery – The process of determining and having confidence in one's personal emotions, preferences, ancestry, beliefs.

Traditional knowledge (Snwuyuth) – The oral teachings aligned with the old knowledge; teaching of the values of trust, accountability, respect, and honesty

Curricular Competencies – Elaborations

Collaborate – Working together on an activity to create or produce a finished product.

Conceptualize – To form a concept or idea. Develop – to grow a concept into a realized product.

Implement – To put a plan into effect.

Achievement Plan – an outline of the steps to be taken to assure goal completion.

Talking Circles – A safe space to listen, respect, and discuss the views of others.

Land Stewardship – recognizing one's responsibility to retain the quality and abundance of our land, air, and water.

Content – Elaborations

Self-advocacy – representing and speaking on behalf of oneself, views, and interests. Social Justice – fair and just relations between the individual and society. Personal integration of Coast Salish teachings, ceremony and medicine

Recommended Instructional Components:

- Learning from the Elders and/or Knowledge Holders will work on developing the 'hands on' skills and traditions of culture through demonstration, modeling and storytelling with an Elder from a specific cultural community
- Participation in learning sessions with other students, Indigenous staff, and Elders
- Researching and creating using online learning with technology
- Learning through video, visuals and print
- Learning through the performance arts and/or the traditional arts
- Learning through the senses
- Learning through mentorship
- Learning through oral traditional storytelling
- Direct Instruction
- Demonstrations

- Modelling Experiential Learning
- Reflective Writing

Students will complete a Student Activity Tracking Form for each activity for which hours are logged. These must be signed by a member of the community who will verify the student's participation, number of hours, and provide feedback if necessary. Students must also complete a personal reflection, which can be written, or completed in a photographic essay, oral presentation, or video log. The Student Activity Tracking Form is submitted to a designated school contact (teacher or administrator) who will complete the bottom portion of the form and assess the student's personal reflection. The student and school contact must keep track of the total accumulated hours. Once hours reach 120, a final course grade is entered. Four grade 10-12 credits can be earned for the completion of Cultural Connections 10-12.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Assessment for Learning Strategies:
 - Making learning intentions clear
 - Setting and reviewing criteria with students
 - Asking questions to prompt and extend thinking
 - Providing descriptive feedback that tells a student what they are doing well, what they might work on and what their next step could be in their learning
 - Providing opportunities for self assessment using the rubrics for the project components
 - Monitor progress toward goals
- Summative Assessment:
 - Project Component Rubrics for: project planning web, interview, goal setting
 - Presentation of Learning Rubric for final evaluation and grading
 - fair, transparent, meaningful and responsive to all learners
 - focuses on all three components of the curriculum model – knowing, doing, understanding
 - provides ongoing descriptive feedback to students
 - is ongoing, timely, specific, and embedded in day to day instruction
 - provides varied and multiple opportunities for learners to demonstrate their learning
 - involves student in their learning
 - promotes development of student self-assessment and goal setting for next steps in learning
 - allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
 - communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Learning Resources:

Coast Salish:

- *Two Houses Half Buried in Sand* – Beryl Mildred Cryer
- *Two Houses Half Buried in Sand: Reviving the Legacies of 1930s-era Hul'qumi'num story-tellers* [Two Houses Half-Buried in Sand: Reviving the Legacies of 1930s-era Hul'qumi'num story-tellers - University of Victoria \(uvic.ca\)](#)
- *Luschiim's Plants* – Luschiim and Turner
- *Legends and Teachings of Xeel's, the Creator* – Dr. Ellen Rice White
- *What Was Said to Me* – Peters and Demers

Provincial and Federal:

- 21 Things you May Not Know About the Indian Act – Bob Joseph
- 100 Years of Loss: The Residential School System in Canada <http://100yearsofloss.ca/en/>
- 500 Years of Indigenous Resistance – Gord Hill
- Beyond 94: Truth and Reconciliation in Canada <https://curio.ca/en/collection/beyond-94-truth-and-reconciliation-in-canada-2586/>
- Speaking Our Truth: A Journey of Reconciliation – Monique Gray Smith <http://orcabook.com/speakingourtruth/>
- Indigenous Cinema: National Film Board (access NFB Campus and teachers guides with SD 57 email) https://www.nfb.ca/indigenoucinema/?&film_lang=en&sort=year:desc,title&year=1917..2019
- BC First Nations Studies <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education/bc-firstnations-studiesteachers-guide>
- National Centre for Truth and Reconciliation- University of Manitoba <https://nctr.ca/map.php>
- Canadian Encyclopedia: Indigenous Peoples <https://thecanadianencyclopedia.ca/en/collection/aboriginal-peoples>
- First Nations Education Steering Committee: Learning First Peoples Classroom Resources: <http://www.fnesc.ca/learningfirstpeoples/>
- Indigenous Perspectives Education Guide- Historica Canada: <http://fb.historicacanada.ca/education/english/indigenous-perspectives/>
- BCTF Indigenous History in Canada: <http://www.bctf.ca/uploadedFiles/POH/timelineENG.pdf>
- Coyote Science: <https://www.aptn.ca/coyotescience/episode-guide/>
- First Voices Languages - <https://www.firstvoices.com/explore/FV/sections/Data/>
- Indigenous Peoples Atlas of Canada: Canadian Geographic <https://indigenouspeoplesatlasofcanada.ca/>

- CBC ReVision Quest: <https://www.cbc.ca/revisionquest/about/>
- CBC Legends Project: https://www.cbc.ca/aboriginal/legends_project.html
- CBC News: Indigenous <https://www.cbc.ca/news/indigenous>
- BC Association of Aboriginal Friendship Centres <https://bcaafc.com/>
- The Giving Tree: A Retelling of a Traditional Metis Story – Leah Dorion http://www.leahdorion.ca/gallery_relatives_with_roots.html
- Write it on Your Heart – Harry Robinson, ed. Wendy Wickwire
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- All Living Things: A Ktunaxa Ethnobotany Handbook – Michael Keefer & Peter McCoy
- Native American Gardening: Stories, Projects and Recipes for Families – Michael J. Caduto & Joseph Bruchac
- Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America – Nancy J. Turner
- Knowing Home: Braiding Indigenous Science with Western Science – Gloria Snively & Wanosts'a7 Lorna Williams
<https://pressbooks.bccampus.ca/knowinghome/>
- The Earth's Blanket: Traditional Teachings for Sustainable Living – Nancy J. Turner
- BCTF Social Justice Resources <https://bctf.ca/SocialJustice.aspx>
- Think before you Appropriate – IPinCH <https://www.sfu.ca/ipinch/resources/teaching-resources/think-before-you-appropriate/>
- Relatives With Roots – Leah Dorion http://www.leahdorion.ca/gallery_relatives_with_roots.html

Additional Information:

This course has opened up communication and connection with the Qualicum and Snaw-naw-as First Nations. It creates relationships within our community for our students. It increases pride and confidence in who they are as Indigenous people. A stronger sense of identity for our students, will lead to their success. This course acknowledges the importance of the traditional learning that happens outside of the classroom, which is equally important to their holistic learning journey



Qualicum School District

Trustee Report on BC School Trustees Association Academy Held November 21-23, 2024

Attendees: Trustees Kellogg, Trustee Flynn, Trustee Young, Superintendent Jory, and Secretary-Treasurer Amos.

The BCSTA Academy, held annually, is a significant event for Trustees and school district leaders across British Columbia. This year, our team—along with Trustees and educational leaders from across the province—attended this event, which offered a rich array of learning opportunities. The event was highly engaging, featuring multiple sessions aimed at addressing critical issues facing education today. The Academy provides a valuable platform for networking with other school boards, including those from Vancouver Island, and learning about new initiatives, challenges, and successes across the province.

Key Areas of Focus:

This year's Academy covered four key areas, all of which are crucial for Trustees to be well-informed and effectively carry out their roles:

1. **Street Lights Changing Culture with Student Voice**
 - This session explored how student voice shapes the culture in schools and communities, particularly focusing on how students can drive change and influence the learning environment. This shows the importance of seeking students' input to create the data to make change.
2. **Provincial Bargaining: The Trustee's Role**
 - A critical session for Trustees, this workshop provided insights into the provincial bargaining process, clarifying the role of Trustees in advocating for fair agreements and supporting the bargaining process for district staff. This session also reviews the guidelines for conflict of interest and decision-making at the Board Table.
3. **Implementation of Recent Act Amendments Regarding Indigenous Education**
 - Given the importance of Indigenous education in BC, this session focused on implementing recent amendments to the education acts aimed at improving and strengthening Indigenous education and support for Indigenous students. (this is all found in "Bill 40").
4. **Inclusion, Empowerment, and Justice**
 - This was a particularly impactful session, focusing on inclusive practices, empowering students from marginalized communities, and ensuring justice in educational settings. The session highlighted how school districts can promote inclusive learning environments that support all students, particularly those with diverse needs.

A Personal Highlight: The Story of Natalie Raedwulf Pogue

Among the speakers in the "Inclusion, Empowerment, and Justice" session, one presentation stood out as particularly transformative. **Natalie Raedwulf Pogue**, a teacher in Campbell River School District (no.72), shared her experience working as a learning support teacher for students with autism and multiple disabilities. Natalie, an award-winning educator, provided an inspiring and deeply personal perspective on how she supports her students with an understanding that transcends traditional teaching methods. Her approach to supporting students with autism, as well as her advocacy for inclusion, was both life-changing and eye-opening.



Qualicum School District

Trustee Report on BC School Trustees Association Academy Held November 21-23, 2024

Her insights emphasized the importance of building relationships with students and understanding their unique needs. She spoke about the profound impact that personalized, compassionate support can have on students' lives and how the educational system can be transformed when we center inclusion, empowerment, and justice. Her work serves as a model for other educators and Trustees alike, demonstrating the value of empathy, advocacy, and a deep commitment to the success of all students.

Conclusion:

The BCSTA Academy provided invaluable learning opportunities, and the chance to connect with fellow Trustees and educational leaders was a highlight. While all of the topics covered were essential, the session on **Inclusion, Empowerment, and Justice**—and particularly the presentation by Natalie Raedwulf Pogue—left a lasting impact. As Trustees, it is critical that we continue to advocate for and support inclusive educational practices that ensure all students, regardless of ability or background, have the opportunity to succeed. This event reaffirmed our collective responsibility to ensure that our schools remain places of empowerment, inclusion, and justice for every student.

Respectfully submitted by Trustee Carol Kellogg