

SCHOOL DISTRICT No. 69 (QUALICUM)

## REGULAR BOARD MEETING AGENDA

TUESDAY, SEPTEMBER 25, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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**1. CALL TO ORDER AND INTRODUCTIONS**

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

**3. ADOPTION OF THE AGENDA**

*Recommendation:*

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

**4. APPROVAL OF THE CONSENT AGENDA**

- |    |  |         |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: August 28, 2018                               | p 1-6   |
| b. | Ratification of In Camera Board Meeting Minutes: August 28, 2018                         | p 7     |
| c. | Ministry of Education News   |         |
|    | • Are you ready for the school year ahead?   | p 8-9   |
|    | • Premier's Awards for Excellence in Education finalists announced                       | p 10-11 |
|    | • Government launches new Grade 10 curriculum  | p 12-13 |
|    | • British Columbians invited to help shape Budget 2019                                   | p 14    |
|    | • Province Celebrates new French teacher education students and expands training efforts | p 15-17 |
|    | • Province supports innovative community literacy programs                               | p 18-19 |
| d. | Board Committee/Trustee Representative Reports   |         |
|    | - Oceanside Building Learning Together Coalition – Trustee Austin                        | p 20    |
| e. | Status of Action Items - September 2018  | p 21    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of September 25, 2018, as presented (*or, as amended*).

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

- a. **2017-18 Audited Financial Statements**

(Mark McGorman/Kelly Olsen)

**6. BUSINESS ARISING FROM THE MINUTES**

None

**7. TRUSTEE HIGHLIGHTS**

- 
8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
  9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
  10. **DISTRICT PARENTS ADVISORY COUNCIL**
  11. **PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD (10 MINUTES)**
  12. **ACTION ITEMS**
    - a. **2017-18 Audited Financial Statements**
      - i. **Reallocation of Surplus Funds** (Ron Amos) p 22-23  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the Secretary Treasurer's reallocation of \$300,000 from the 2017-18 Operating Surplus to the local capital account for the Information Technology wiring project and Qualicum Commons upgrades.
      - ii. **Internally Restricted Funds** (Ron Amos) p 22-23  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) accept the Schedule of Internally Restricted Surplus as presented.
      - iii. **2017-18 Audited Financial Statements** (Ron Amos) p 24-66  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve the 2017-18 Audited Financial Statements as presented.
    - b. **Appointment of Auditor for 2018-19** (Ron Amos)  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) appoint the firm of McGorman MacLean as the School District 69 (Qualicum) auditor for the 2018-19 fiscal year.
    - c. **School Codes of Conduct** (Rollie Koop)  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the School Codes of Conduct for the 2018-19 school year as presented.
  13. **INFORMATION ITEMS**
    - a. **Educational Programs Update** (Gillian Wilson)
    - b. **Education Planning Update** (Rollie Koop)
  14. **CORRESPONDENCE ATTACHED**  
None

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**15. POLICY/ADMINISTRATIVE PROCEDURE***(Trustee Young)***a. Board Policy 8003: Impairment in the Workplace****(to be addended)***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading of Board Policy 8003: *Impairment in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of September 25, 2018.

**b. Board Policy 8005: Student Health Common Medical Conditions****p 67-108***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading of Board Policy 8005: *Student Health Common Medical Conditions* and its attendant Administrative Procedure at its Regular Board Meeting of September 25, 2018.

**c. Board Policy 8009: Physical Restraint and Seclusion of Students****p 109-114***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading of Board Policy 8009: *Physical Restraint and Seclusion of Students* and its attendant Administrative Procedure at its Regular Board Meeting of September 25, 2018.

**d. Administrative Procedure: Biohazard Exposure Control Plan - Safe Removal of Sharps (Needles) from SD69 Sites****p 115-116***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading of the Administrative Procedure: *Biohazard Exposure Control Plan – Safe Removal of Sharps (Needles) from SD69 Sites* at its Regular Board Meeting of September 25, 2018.

**16. TRUSTEE ITEMS****17. NEW OR UNFINISHED BUSINESS****18. PUBLIC QUESTION PERIOD****19. ADJOURNMENT**

# School District No. 69 (Qualicum)



## REGULAR BOARD MEETING MINUTES

TUESDAY, AUGUST 28, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

### ATTENDEES

#### Trustees

Eve Flynn	Chairperson
Jacob Gair	Trustee
Elaine Young	Trustee
Barry Kurland	Trustee

#### Administration

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Chris Dempster	General Manager of Operations
Don Bold	Principal, CEAP Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

#### Education Partners

Mount Arrowsmith Teachers' Association (MATA)  
District Parents Advisory Council

#### 1. CALL TO ORDER

Chair Flynn called the meeting to order at 7:00 p.m. and welcomed all attendees back from summer break.

#### 2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Coast Salish people and thanked the Nanoose and Qualicum First Nations for sharing their shared territories with the District.

#### 3. ADOPTION OF THE AGENDA

##### 18-95R

*Moved:* Trustee Gair      *Seconded:* Trustee Kurland

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

CARRIED UNANIMOUSLY

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes as amended: June 26 2018
- b. Ratification of In Camera Board Meeting Minutes: June 19, 2018
- c. Ratification of Special In Camera Board Meeting Minutes: June 12, 2018
- d. Ratification of Special In Camera Board Meeting Minutes: June 5, 2018
- e. News Releases
  - BC expands program to keep youth away from gangs
  - Education by the Numbers
  - Year of record investment in BC schools benefits students
- f. Reports from Board Representatives to Outside Organizations
  - RDN District 69 Recreation Commission – Trustee Young
  - City of Parksville Community Park Master Plan – Trustee Young
- g. Status of Action Items – August 2018

**18-96R**

*Moved:* Trustee Young      *Seconded:* Trustee Gair

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of August 28, 2018, as amended.

CARRIED UNANIMOUSLY

**5. DELEGATIONS AND PRESENTATIONS****a. Career Education - Summer "Explore the Trades" Program**

Don Bold, Principal of the Collaborative Education Alternate Program, provided context to the Career Education Program, which provides opportunities for students to transition from high school into post-secondary institutions and/or future careers. Martin Jedlik, Career Coordinator, then reviewed the itinerary of offerings for students who participate in the summer *Explore the Trades* program.

**6. BUSINESS ARISING FROM THE MINUTES**

None

**7. TRUSTEE HIGHLIGHTS****Chair Flynn**

- The Parksville District Chamber of Commerce scholarships were awarded to two District students; one from PASS and the other from Ballenas Secondary. She expressed appreciation for the tremendous support students have from the local community groups and organizations.

**Trustee Young**

- Finds it inspirational to work with the Ballenas Rotary Interact Club at Ballenas Secondary. She volunteered at the concession with the students at the recent RCMP Musical Ride with the students taking the lead for the whole service.

**Trustee Kurland**

- Attended the Celebration of Life for Daryl Craig, a longtime employee of the District who made a huge impact on the students and staff as an administrator at Ballenas Secondary and for a shorter time, at Kwalikum Secondary. It was an honour to have had the opportunity to work with Mr. Craig.

**Trustee Gair**

- Expressed his enthusiasm for the upcoming municipal elections and encouraged anyone interested in running for a school trustee position to attend an information session being hosted by the District on the *Roles and Responsibilities of Trustees*

at 7:00 p.m. on Thursday, September 13<sup>th</sup> in the Forum of the Parksville Civic and Technology Centre. He also encouraged everyone to get out and vote!

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

Debbie Comer, MATA President, commented on the following:

- Best wishes to the teachers, students, parents and community of Hornby Island who lost their school to fire. She has been in contact with the president of the teachers local to offer any support we could provide.
- The personal benefits of the dual program for her son who attended the culinary program.
- Confidence that there are no class size overages for 2018-19.
- Hopeful that there will be a robust Teacher Teaching on Call list for 2018-19
- 2018-19 will see the implementation of the redesigned curriculum for Grade 10s and is an optional year for grades 11 and 12
- Teachers are looking forward to the Curriculum Implementation Day scheduled for November 2<sup>nd</sup> and want to ensure that the resources are available for the redesigned curriculum as they have not yet been received.
- The value of the opportunity for teachers to be part of the mentorship or curriculum implementation grant over the past year and anticipate the continuation of those grants.

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

None

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

Andrea Button, confirmed that she was re-elected as the DPAC President and she is excited about the upcoming school year.

**11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD**

None

**12. ACTION ITEMS**

**a. District Staff Flu Vaccinations**

**18-97R**

*Moved:* Trustee Gair                      *Seconded:* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) approve flu vaccinations to be made available free of charge to employees in School District 69 (Qualicum) for the 2018-19 school year.

CARRIED UNANIMOUSLY

**b. Audit Committee Terms of Reference**

Secretary Treasurer Amos noted that a Terms of Reference has been drafted as a follow up to the Auditor General's recommendations that spoke to good governance. While the District does have an audit committee it did not have Terms of Reference which would formalize the scope and work of the committee.

**18-98R**

*Moved:* Trustee Young      *Seconded:* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) approve the Audit Committee Terms of Reference as presented.

CARRIED UNANIMOUSLY

**13. INFORMATION ITEMS****a. Education Programs Update**

Assistant Superintendent Wilson reported on the following district initiatives and events:

- Four days of Teaching and Learning opportunities for summer learning and District Resource Centre Open House
- Student enrolment continues on a daily basis and staffing is adjusted as students arrive.
- Nanoose Bay Elementary was in need of a new classroom which is being built.
- The latest round of postings for teaching staff closes on August 30<sup>th</sup>. The District is seeking a French Immersion teacher due to a late resignation.
- TTOC interviews continue with the hope to add to the TTOC complement.
- She and the Superintendent have been meetings with principals and vice principals to review their personal and professional growth plans. She acknowledged their work over the past and current weeks to ensure schools are ready for staff and students.
- The District stands in good stead for counselling staff as well as speech and language pathologists.

**b. Education Planning Update**

Superintendent Koop reported on the following education planning initiatives in the District:

- Superintendent Koop and Assistant Superintendent Wilson received and reviewed each of the Principal and Vice Principals' (PVP) personal and professional growth plans throughout the month of July. They provided a sense of where PVP's are in terms of their growth. Many opted to use a portfolio approach that reflects what is happening with assessment planning and growth. The BC School Superintendents' Association held its summer conference in Kelowna on August 15-17, 2018. The Deputy Minister of Education, Scott MacDonald, shared the Ministry's vision of education over the next four years and the Ministry's *Policy for Student Success*. Attendees were then given the opportunity to provide feedback on the document. Superintendent Koop then accorded that same opportunity to the District's PVP's and discussed how that plan fits in with the District Strategic Plans. Superintendent Koop will forward a copy of the Ministry's slide deck to Trustees.
- Superintendent Koop and Assistant Superintendent Wilson participated in a sharing circle at the Island Chapter Meeting which was led by Denise Augustine, Director of Aboriginal Education and Learning in the Cowichan Valley School District. Participants were asked to introduce themselves and then to 'introduce a child' into the circle and share ways that child impacted how they shape their work. Everyone found the process very moving and powerful and the District's Principals and Vice Principals were invited to engage in that same activity at their August Administration Meeting held August 22 to 24.

- Four new members of the Qualicum District Principals and Vice Principals Association (Gaynor Charnock, Melanie Roth, Heather MacLeod and Adam Stefiuk) were introduced to administrators at the August Administration Meeting. Also introduced was a pooled administrative candidate, Steve Mills, who chose to come to the District as a counsellor in order to be available as an administrator candidate should the opportunity present itself.
- Beginning this week, Superintendent Koop and Assistant Superintendent Wilson moved into individual meetings with PVP to review the three goals they set during the Administration Meetings and to review their growth plans.
- Thank you to members of the leadership team who organized and attended the clerical meetings held August 22nd and 23rd.
- Senior Staff have also been working on a project made possible with funding through the BC Public School Employers Association to support the attraction of teachers to BC as districts seek to fill 4000 positions made available through the restored language in the collective agreement. Senior Staff have used that money to create three videos with the support of a local videographer to promote the District in a variety of ways. The process also provided an opportunity for local students to gain experience in the marketing field. Superintendent Koop then shared one of the videos which showed the community and lifestyle of the area. One of the other two videos focuses on the primary years and the other provides highlights of how the district is engaging its learners and outlines the programs available in the District.
- Another part of the work done with the Administrators was to review the District's Strategic Plan and the accompanying Mission, Vision, Values and Guiding Principles to determine what should be kept, what could be added and what could be removed. That document will come to the Board in early fall.

**c. Operations & Maintenance Department Summer Work Report**

Chris Dempster, General Manager of Operations, provided the Board with a summary of maintenance projects completed over the summer as well as the status of projects still underway.

**14. CORRESPONDENCE ATTACHED**

- a. **Response to Letter sent to Minister Mark**

**15. BYLAW/POLICY/ADMINISTRATIVE PROCEDURE**

- a. **Board Policy 4006: Accumulated Operating Surplus**

**18-99R**

*Moved:* Trustee Young      *Seconded:* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 4006: *Accumulated Operating Surplus* and its attendant Administrative Procedure at its Regular Board Meeting of August 28, 2018.

CARRIED UNANIMOUSLY



**b. Board Policy 7144: Student Records**

**18-100R**

*Moved:* Trustee Young *Seconded:* Trustee Gair

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 7144: *Student Records* and its attendant Administrative Procedure at its Regular Board Meeting of August 28, 2018.

CARRIED UNANIMOUSLY

**c. Board Policy 8003: Impairment in the Workplace**

Trustee Young advised that the Board and Senior Staff have drafted a policy to address the upcoming legalization of marijuana and, although it has not yet been reviewed by the Policy Advisory Committee, trustees were bringing it forward for first reading to move it into the public domain in order to meet the timeline to have a policy in place prior to October 17, 2018.

**18-101R**

*Moved:* Trustee Young *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading of Board Policy 8003: *Impairment in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of August 28, 2018.

CARRIED UNANIMOUSLY

The policy will be presented for review/edits at the Policy Advisory Committee meeting for scheduled for September 12<sup>th</sup> prior to being given second and third/final reading at the September Regular Board Meeting so it can be enacted by October 17, 2018.

**16. TRUSTEE ITEMS**

None

**17. NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

None

**19. ADJOURNMENT**

Trustee Gair moved to adjourn the meeting at 8:28 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

## IN-CAMERA MEETING

SECTION 72 REPORT  
August 28, 2018

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### ATTENDEES:

#### **Trustees**

Eve Flynn	Chair
Jacob Gair	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

#### **Administration**

Rollie Koop	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Brenda Paul	Director of Human Resources
Karin Hergt	Executive Assistant (Recording Secretary)

The Board of Education discussed the following matters:

- Labour Relations
- Legal

The Board of Education approve a motions regarding the following matter:

- Legal

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Chairperson

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Secretary Treasurer



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## INFORMATION BULLETIN

For Immediate Release  
2018EDUC0045-001664  
Aug. 30, 2018

Ministry of Education

### **Are you ready for the school year ahead?**

VICTORIA – Here are some great resources to help ease the transition and get your kids ready for the classroom.

New routines, new teachers and new friends – it's all a part of heading back to school for 650,000 K-12 students in British Columbia this September.

#### **New curriculum gives students a better chance of success**

All K-9 students in B.C. are benefiting from a new curriculum that provides a hands-on learning approach that encourages collaboration, critical thinking and communication. This year, the new curriculum will be in place for Grade 10. Grades 11 and 12 will be added next year:  
<https://curriculum.gov.bc.ca/>

#### **Making life more affordable for families on income assistance**

Families on income and disability assistance can get help with back to school costs like school supplies and clothing. Find out more about the School Start-up Supplement:  
<http://ow.ly/YKUS303mQKB>

#### **Is your child an academic star, athlete or artist?**

Make their hard work pay off by applying for a B.C. scholarship: [www.bced.gov.bc.ca/awards](http://www.bced.gov.bc.ca/awards)

#### **Keep your children free from discrimination, bullying, harassment, intimidation and violence**

New resources and training for students, parents, education and community partners, including an updated safety-reporting tool, will be launched this September:  
<https://www.erasebullying.ca>

#### **Concerned about your child's mental health?**

Foundry centres provide a one-stop-shop for young people to access mental health care, substance-use services, primary care, social services and youth and family peer supports:  
<http://www.foundrybc.ca>

#### **Tuition-free English language learning courses**

Browse the list of public institutions that offer tuition-free English-language learning courses and find out how to apply: <https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-upgrading-learn-english>

#### **Thinking about upgrading or making a career change?**

Academic courses are free of charge for all B.C. adult learners. Find out more here:

<http://ow.ly/pMEf30ezu6n>

**A \$1,200 grant for elementary students born between 2006 and 2010**

No additional fees or financial contributions are needed to sign up for the \$1,200 B.C. Training and Education Savings Grant, which will help you plan for your child's future:

<http://ow.ly/pMEf30ezu6n>

**Floods, fires or earthquakes – are you prepared?**

Learn how to put together an emergency kit and create an emergency response plan:

<http://ow.ly/pMEf30ezu6n>

**Contact:**

Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963

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## INFORMATION BULLETIN

For Immediate Release  
2018PREM0064-001661  
Aug. 30, 2018

Office of the Premier  
Ministry of Education

### **Premier's Awards for Excellence in Education finalists announced** (disponible en français en bas de page)

VICTORIA – Twenty-seven outstanding education professionals from throughout the province have been named as finalists in the inaugural Premier's Awards for Excellence in Education.

The awards honour the efforts of those who go above and beyond to make life better for students in British Columbia.

The awards were launched April 23, 2018, during B.C.'s Education Week. A total of 188 nominations were received in nine categories: seven honouring the dedication of teachers; one recognizing principals, vice-principals and administrators; and another celebrating support staff.

2018 Premier's Awards for Excellence in Education finalists include:

#### **Community Engagement Award**

- Shelly Peel, Mountview Elementary school, SD 27 (Cariboo-Chilcotin)
- Murray Sasges, Vernon Community school, SD 22 (Vernon)
- Katrina Sumrall, Lucerne Elementary Secondary school, SD 10 (Arrow Lakes)

#### **Outstanding New Teacher Award**

- Carmen McDowell, Glenrosa Middle school, SD 23 (Central Okanagan)
- Kirsten Tancon, Highland Secondary school, SD 71 (Comox Valley)
- Maymie Tegart, Blue River Elementary school, SD 73 (Kamloops/Thompson)

#### **Technology and Innovation Award**

- Heather McIntosh, Mount Boucherie Secondary school, SD 23 (Central Okanagan)
- Sean Robinson, École Riverside Secondary school, SD 43 (Coquitlam)
- Carl Savage, École Ballenas Secondary school, SD 69 (Qualicum)

#### **Diversity and Inclusion Award**

- Hasheem Hakeem, École Dr. Charles Best Secondary school, SD 43 (Coquitlam)
- Kim Halayko, Lillooet Secondary school, SD 74 (Gold Trail)
- Amelia Witt, Salmon Arm Secondary school – Sullivan Campus, SD 83 (North Okanagan-Shuswap)

#### **Indigenous Education Award**

- Melissa Austin, Saanich School District, SD 63 (Saanich)
- Verna Jones, Ladysmith Secondary school, SD 68 (Nanaimo-Ladysmith)
- Emily Recalma, Nanaimo District Secondary school, SD 68 (Nanaimo-Ladysmith)

#### **Social Equity Award**

- Ryan Cho, Terry Fox Secondary school, SD 43 (Coquitlam)
- Michael Iachetta, Seaquam Secondary school, SD 37 (Delta)
- Anne Ostwald, Alberni District Secondary school, SD 70 (Alberni)

#### **Extracurricular Leadership Award**

- Tanya Adelborg, Randerson Ridge Elementary school, SD 68 (Nanaimo-Ladysmith)
- Sandra Chan, Richmond Secondary school, SD 38 (Richmond)
- Nancy Sinclair, Lakeview Elementary school, SD 41 (Burnaby)

#### **School and District Leadership Award**

- Jay Dixon, principal, North Island Secondary school, SD 85 (Vancouver Island North)
- Angelo Morelli, principal, École K.B. Woodward Elementary school, SD 36 (Surrey)
- Diana Samchuck, superintendent, SD 81 (Fort Nelson)

#### **Outstanding Support Award**

- Jacquie Grypink, educational assistant, Hillview Elementary school, SD 22 (Vernon)
- Jeannine Lindsay, Aboriginal support worker, Lake Trail Middle school, SD 71 (Comox Valley)
- Richard Morgan, custodian, Penticton Secondary school, SD 67 (Okanagan Skaha)

Finalists will be invited to an awards ceremony at Government House in Victoria on World Teachers' Day, Oct. 5, 2018. Premier John Horgan, Rob Fleming, Minister of Education, and Lt. Gov. Janet Austin will be in attendance.

Each winner will receive a \$3,000 personal bursary for professional learning, and a \$2,000 contribution to their school community for professional learning.

#### **Learn More:**

For more information about the awards, visit: [www.gov.bc.ca/excellenceineducation](http://www.gov.bc.ca/excellenceineducation)

#### **Contacts:**

Sage Aaron  
Communications Director  
Office of the Premier  
778 678-0832

Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963

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## NEWS RELEASE

For Immediate Release  
2018EDUC0046-001710  
Sept. 6, 2018

Ministry of Education

### **Government launches new Grade 10 curriculum**

VICTORIA – Grade 10 students heading back to class this week will benefit from an innovative and flexible new curriculum, better preparing them for college, university and the workforce.

“Teachers and students are already experiencing the benefits of the personalized, flexible nature of the new curriculum up to Grade 9,” said Rob Fleming, Minister of Education. “The new Grade 10 curriculum offers opportunities for teachers to engage their students in new and innovative ways of learning and to foster creativity. It truly is an exciting time for education in B.C. and I look forward to the positive impact this will have on student success.”

The introduction of the Grade 10 curriculum this school year follows the successful implementation of the new K-9 curriculum in September 2016. Consistent with the K-9 curriculum, the new Grade 10 curriculum also includes Indigenous content and perspectives across all subjects.

“The renewed B.C. Grade 10 curriculum enables teachers to provide a multitude of learning experiences for students,” said Suzanne Hoffman, superintendent of schools at the Vancouver School Board (SD 39). “By providing flexibility, teachers and students can more fully explore areas of interest in an effort to engage students and improve outcomes.”

With students back to class this week, school districts throughout the province are already reporting innovative applications of the new Grade 10 curriculum. For example:

- **Vancouver School Board (SD 39)**  
Templeton and John Oliver secondary schools are running STEM (science, technology, engineering and mathematics) programs that will see Grade 10 students undertake a variety of projects, including those involving off-grid solar tracking panels, underwater remote-operated vehicles and autonomous robots.
- **Nanaimo-Ladysmith (SD 68)**  
Dover Bay Secondary is offering new courses to help students meet the requirements of the physical and health education 10 curriculum, including dance fitness. Through a dance focus, students will be supported to develop lifelong skills in physical activity. Students will also explore topics like healthy living and eating, as well as sexual health.
- **Arrow Lakes (SD 10)**  
Lucerne Elementary Secondary school is giving students in Grade 10 an opportunity to explore a variety of subjects in an immersive and hands-on manner. For example, students studying geology will spend a week in the field learning from local community experts.

#### **Quick Facts:**

- B.C.'s curriculum has been redesigned to offer more personalized learning opportunities to better meet the diverse needs of all students.
- The new curriculum is helping students feel more connected and engaged with what they are studying so they have a better chance of success.
- It focuses on hands-on learning, as well as building collaboration, critical thinking and communication skills to help learners better prepare for college, university and the workforce.
- It provides teachers with flexibility while also retaining the high standards expected in foundational courses like math, science and English.
- Indigenous content and perspectives have been built into all grades and subjects, from math and science to arts and social studies. There are 17 First Nations languages with approved curriculum to be taught in B.C. schools, and there are six more in development.
- In the 2017-18 school year, the number of classes with more than 30 students decreased by 45% compared to the year before.
- The new Grades 11 and 12 curricula and revised B.C. Graduation Program will be implemented in September 2019.

**Learn More:**

To learn more about the new curriculum, visit: <https://curriculum.gov.bc.ca>

**Contact:**

Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963

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## INFORMATION BULLETIN

For Immediate Release  
2018FIN0040-001774  
Sept. 15, 2018

Ministry of Finance

### **British Columbians invited to help shape Budget 2019**

VICTORIA – People in B.C. will have an opportunity to share their ideas and priorities for the province's next budget with the release of the Budget 2019 consultation paper.

The all-party Select Standing Committee on Finance and Government Services is inviting people to participate by attending the series of upcoming consultations throughout the province or by completing a survey online.

In its first year, government has made progress in making life more affordable, improving the services people count on and creating a strong, sustainable economy throughout the province. Looking ahead to Budget 2019, government will remain focused on these areas while maintaining prudent fiscal management.

The Budget 2019 consultation paper will help government better understand the priorities of British Columbians. The consultation asks people to share their views on how government can best support a diverse and sustainable economy and maintain a balanced budget that invests in the people of B.C.

British Columbians can participate by completing an online survey, making a written submission or by attending one of the committee's public consultations. Submissions must be received by Oct. 15, 2018 for inclusion in the process.

#### **Learn More:**

The 2019 Budget consultation paper is available at: [www.gov.bc.ca/BudgetConsultations](http://www.gov.bc.ca/BudgetConsultations)

The online survey and information about how to participate in the consultation process is available here: <https://consultations.leg.bc.ca/Submission/Create?cons=Budget2019>

#### **Contact:**

Sonja Zoeller  
Communications Manager  
Ministry of Finance  
250 387-1248

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## NEWS RELEASE

For Immediate Release  
2018EDUC0050-001783  
Sept. 18, 2018

Ministry of Education

### **Province celebrates new French teacher education students and expands training efforts**

BURNABY – Relief is in sight for parents who want to enrol their children in French language programs, thanks to the 37 additional French teacher training spaces filled this year and an investment in new spaces.

Rob Fleming, Minister of Education, joined officials from Simon Fraser University (SFU), the University of British Columbia (UBC), the French Consulate and the Canadian Parents for French to meet this year's cohort of student French teachers, seeing first-hand how recruitment efforts are working. There are 17 new French-language training spaces at SFU and 20 at UBC funded by the province in partnership with the Government of Canada, as part of ongoing recruitment and retention strategies.

“Demand is growing and yet for too long parents have suffered through wait lists to have their children placed in French-language programs. That’s why I am so pleased this year’s student French teacher education seats are full,” Fleming said. “It is critical we continue investing to meet current and future demands, so we can provide the services families in B.C. want.”

While at SFU, Fleming announced that the Ministry of Education will fund 37 more French teacher education seats for the 2019-20 school year, another 17 for SFU and 20 for UBC Okanagan. That means there is now a total of 74 new French teacher education seats funded by the Province.

“Many parents are unable to find spaces in French-language programs for their children, in part due to a shortage of specialized teachers in our province,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “Investing in even more targeted teacher education seats will help tackle the recruitment of more teachers for French programs in the K-12 sector. Great teachers will help shape the minds of our future leaders, innovators and creators.”

In February 2018, the province also invested \$180,000 in partnership with the Government of Canada to support SFU and UBC to implement initiatives to address French teacher recruitment and retention challenges.

Both universities used the added investment to create scholarships and bursaries for attracting teachers. SFU also created an online undergraduate education course to increase interest for students majoring in French, in addition to professional development resources for working French teachers.

UBC added resources to double the French immersion and French-language teaching programs, plus it created more opportunities for working teachers to transition into French Immersion and upgrade their skills through the French master of education and summer immersion programs.

This year's group of French teacher education students at UBC will be ready to teach by September 2019, while SFU graduates will be ready to teach by January 2020.

#### **Quotes:**

##### **Kris Magnusson, dean, faculty of education, SFU –**

"These new investments support SFU's 15-year commitment to teacher education in French in B.C. The additional funding permits the faculty of education to increase enrolment, to train and to retain qualified French teachers through bursaries, innovative delivery and rich and relevant professional development in French for teachers in practice. SFU will continue to work in partnership with the Ministry of Education and communities to support the needs of the Conseil Scolaire Francophone and French immersion programs all over British Columbia. As the demand for education in French grows exponentially in B.C., it is also timely that the Government of Canada renews its investments in post-secondary education in French for British Columbians."

##### **Meike Wernicke, faculty of education, UBC –**

"At UBC, we are pleased to have doubled enrolment of teacher candidates in the French immersion option of our teacher education program. We have put extra learning opportunities in place to support teacher candidates with skills for the French language classroom. Working teachers will have greater access to our French master of education program and our long-running summer Institut de Français in Quebec City. We share Minister Fleming's desire to continue on this path of support in the long term."

##### **Glyn Lewis, Canadian Parents for French, B.C. –**

"The booming popularity of French programs has been a wonderful development for our education system. Unfortunately, we haven't been graduating, or retaining, enough French teachers to keep up with the demand. We estimate we are short somewhere between 100 and 150 French teachers in communities all around the province right now. We applaud the B.C. Ministry of Education for rolling out concrete initiatives to help meet our short-term and long-term needs."

#### **Quick Facts:**

- Over the last 10 years, the number of francophone students increased by 41% and the number of French immersion students increased by 26%.
- In the 2017-18 school year, there were:
  - 5,940 students in the francophone program, about 1% of the B.C. student population;
  - 53,487 students in French immersion, about 9.5% of the B.C. student population.
- Other recruitment strategies include new scholarships and bursaries to encourage French students to study and teach in British Columbia, and a mission was sent to France and Belgium in April 2018.
- For the 2018-19 year, the Province certified 15 teachers from France to work in B.C. – 12 since the mission from France – and an additional eight applications for certification are currently in process.

- Studies show the benefits of bilingualism for children include a better aptitude for learning new concepts, problem solving and multi-tasking skills. Being bilingual also opens more job opportunities.

**Contact:**

Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963

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## NEWS RELEASE

For Immediate Release  
2018EDUC0053-001809  
Sept. 21, 2018

Ministry of Education

### **Province supports innovative community literacy programs**

VICTORIA – British Columbians of all ages will be able to improve their reading, writing and communications skills, thanks to a provincial investment of \$500,000 in the Vancouver Sun’s annual Raise-a-Reader campaign.

“Raise-a-Reader plays an important role in supporting literacy by raising funds for innovative community programs throughout B.C.,” said Rob Fleming, Minister of Education. “These programs are truly making a difference in the lives of children and their families, helping build literacy skills today that will help people succeed in the future.”

Raise-a-Reader was launched by the Vancouver Sun in 1997. This year’s contribution was announced during the 2018 Raise-a-Reader Week, held Sept. 14-21, and brings the total provincial investment to almost \$7.4 million in support of literacy programs offered through public libraries, Indigenous organizations, community literacy organizations, schools and family resource centres.

The government’s \$500,000 investment flows through Decoda Literacy Solutions, the only provincewide literacy organization in B.C., to deserving programs in communities throughout the province.

Examples of B.C. community programs that benefit from Raise-a-Reader include:

- **Nelson - Columbia Basin Alliance for Literacy’s Come Read With Me Program**

An ongoing two-hour workshop for parents teaching a variety of strategies to support their child’s early reading skills.

- **Prince Rupert - North Coast Literacy Now’s Celebrating Literacy Event**

Annually brings together representatives of local educational, Indigenous and child care groups to offer community and school readings, storytelling sessions and children’s art workshops.

- **Westshore of Vancouver Island - Your Literacy Connection Westshore’s Books for Breakfast and Literacy for Lunch Programs**

Monthly programs featuring music, story time, play-based activities, a snack and a children’s book to take home. Literacy information is displayed and volunteers are on site to offer support and information on local literacy programs and available resources.

**Quotes:**

**Scott Andrews, marketing manager, Vancouver Sun –**

“The Vancouver Sun’s Raise-a-Reader program provides children with important tools to build literacy skills. We join efforts, along with partners in government and esteemed institutions, to open doors to knowledge and give a new perspective on kids’ lives throughout B.C. Postmedia appreciates all our valued partners for the continued commitment and contribution in this fundamental reading initiative.”

**Margaret Sutherland, executive director, Decoda Literacy Solutions –**

“We are grateful for the B.C. government’s ongoing support for literacy and learning. Communities across the province create literacy programs and services that benefit children and families with support from Raise-a-Reader funds.”

**Joan Exley, Nelson community literacy co-ordinator, Columbia Basin Alliance for Literacy –**

“Some parents come into our workshops apprehensive about supporting their children’s early reading. Parents are leaving the workshops with gratitude, knowing they now have the tools to help their children be more successful with reading in school. This is made possible through the Raise-a-Reader funding.”

**Quick Facts:**

- The campaign, since 1997, has raised more than \$17 million for literacy initiatives in B.C.
- During the annual Raise-a-Reader Week, the campaign features daily stories in the Vancouver Sun’s print and online editions highlighting community literacy programs.
- Last year, Raise-a-Reader support led to hosting 5,452 children and family literacy sessions in B.C., attended by 67,741 people, a five-fold increase over 2016.

**Learn More:**

Decoda Literacy Solutions: [www.decoda.ca](http://www.decoda.ca)

Raise-a-Reader: [www.raise-a-reader.com](http://www.raise-a-reader.com)

To donate to the 2018 Raise-a-Reader campaign, visit: [www.canadahelps.org/dn/11502](http://www.canadahelps.org/dn/11502)

**Contact:**

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Engagement  
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250 356-5963

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## Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin  
Committee Name: **BLT Early Years Coalition**  
Meeting Location: Family Place, Parksville  
Meeting Time: Sept. 13, 2018 12:00 pm

### **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.*

Representatives from: Island Health, ACRA, SD69, SOS, CYMH, BLT, VIRL, Community Nutrition, Pacific Childcare Resource referral

### Discussed:

**First 2000 Days** – Island Health nutritionist shared an infographic on nourishing the first 2000 days. This included the Unicef report card assessing the status of children in first world countries. Canada ranks as one of the most unequal places to live and raise children, placing well down the line at 25 out of 36 countries. A few other astounding facts: 1/5 of children live in poverty in BC (our district is 1 in 3) 1/3 are vulnerable starting kindergarten, 1/3 require food assistance, 1/2 of parents receive mix messages regarding what food to feed their kids, and 1/3 children in BC are obese or overweight.

Webcast link: <http://www.aktc.ca/event/growing-gains-advancing-early-childhood-development>

**Funding:** Success by Six funding will no longer be available after March 2019. This \$7000 grant was used for the WOW bus. Hopefully the Ministry of Children and Family development will have some money available through their new Childhood framework.

**Workshop** – October 3 6-8 pm at the Qualicum Commons for caregivers of kids 5-13 struggling with anxiety. Speaker – Julie Ann Richards

### **Workshop - Sparking Inspiration** - Sponsored by the Island & Early Years Networks

For: Early Childhood Educators, Primary Teachers, Administrators

Friday, October 19, 2018 10:00\* – 3:00 Nanoose Bay Elementary School Cost: \$35 includes lunch

Register by Sept. 28 – More details on the BLT website <http://www.oblt.ca/sparking-inspiration-2018/>

### Updates from Community Partners

- **BLT- Early Years** – WOW bus starts up first Monday in October. Check the BLT website for schedule - Breakfast club starts up in Nov. – Spooktacular October 25, 5-7 at Storybook Village
- **Pacific Childcare Resource referral**- the provincial government is raising the age for ECEs by \$1.00 this year and another \$1.00 next year as one step to address the ECE shortage
- **RDN**- deadline for community grants is September 28. This is the first of three rounds throughout the year
- **ACRA** –Apple pressing at the fairgrounds October 13

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p><b>Strategic Planning Process</b> (January 24, 2017)</p>	<p>Superintendent</p>	<ul style="list-style-type: none"> <li>• DPAC Consensusogram activity completed by DPAC, Trustees, PVP and school staff.</li> <li>• ThoughtExchange engagement to follow in spring 2018.</li> <li>• ThoughtExchange engagement went 'live' April 25<sup>th</sup> and the first phase closed May 8, 2018</li> <li>• Participants were invited to prioritize the thoughts of others during the upcoming 'Star Phase'</li> <li>• Results are available to trustees and staff for their consideration</li> <li>• Trustees have done an initial review of the District 69 Vision, Mission, Values and Guiding Principles for Decision-making</li> <li>• Trustees will receive a draft of the 2018-2023 Strategic Priorities in the Fall of 2018 with a recommended version going to the incoming Board prior to year end for adoption</li> </ul>	<p>December 2018</p>
<p><b>Establishment of Performance Assessment Committee</b> (June 24, 2014)</p>	<p>Senior Staff</p>	<ul style="list-style-type: none"> <li>• Questions raised by previous Board in this regard are part of the considerations of the District Assessment, Evaluation and Reporting Committee.</li> <li>• Additional consideration of appropriate performance measures are the subject of discussions being undertaken by the Ministry of Education in relation to the re-designed K-12 curriculum and BC graduation requirements.</li> <li>• Board and Senior Staff are being accorded opportunities to inform these conversations.</li> </ul>	<p>Ongoing</p>





SD69 QUALICUM

**Ron Amos, Secretary-Treasurer**

**Memo**

**Date:** September 25, 2018  
**To:** Board of Education  
**cc:** Rollie Koop, Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** **2017/18 Audited Financial Statements**

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**Background/Rationale:**

Following up on the work the Board has done to provide greater transparency for the financial information being presented in public, you will see two reports and motions for the Board to consider.

**Transfer of Operating Surplus to Local Capital**

- Information Technology Infrastructure project that continues in the district to update and upgrade the district's fiber optic backbone for its computer network. (\$100,000)
- Qualicum Commons capital work necessary to meet the new demands of the repurposed facility as a viable rentable space. (\$200,000)

**Schedule of Internally Restricted Operating Surplus**

	<b>2018</b>	<b>2017</b>
School budgets	\$ 98,120	\$ 119,996
Capital maintenance	350,000	290,000
Educational Programs	183,077	109,502
ERP System	150,000	-
Photocopier and Printer Program	250,000	-
Student Learning Grant	-	74,432
Budgeted Allocation of Surplus	292,619	280,958
	<hr/> 1,323,816	<hr/> 874,888
Contingency reserve	809,838	-
Internally restricted	2,133,654	874,888
Unrestricted operating surplus	-	392,105
Total operating surplus	<hr/> <b>\$ 2,133,654</b>	<hr/> <b>\$ 1,266,993</b>

## **2017/18 Audited Financial Statements with supplemental report**

A Financial Statement Discussion and Analysis ("FSD&A") has been prepared to supplement the financial statements by providing additional information and analysis so that stakeholders can more fully understand the school district's 2017/18 financial performance. Preparation of an FSD&A was one of the recommendations of the Ministry's Financial Health Working Group<sup>1</sup> in April 2018.

The FSD&A is included in this package and should be reviewed in conjunction with the review of the financial statements. The FSD&A will be published on the school district's website along with the audited financial statements, once approved by the Board of Education.

### **Recommendations:**

#### **i. Reallocation of Surplus Funds**

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the Secretary Treasurer's reallocation of \$300,000 from the 2017-18 Operating Surplus to the local capital account for the Information Technology wiring project and Qualicum Commons upgrades.

#### **ii. Internally Restricted Funds**

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

**School District No. 69 (Qualicum)**  
**Financial Statement Discussion & Analysis**  
**For the Year Ended June 30, 2018**

The following is a discussion and analysis of the Qualicum School District's financial performance for the fiscal year ended June 30, 2018. This report is a summary of the district's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the prior year and budget. This report should be read in conjunction with the School District's financial statements.

### **OVERVIEW OF THE SCHOOL DISTRICT**

The Qualicum School District serves more than 4,100 student FTE in: 11 school sites (8 elementary schools, 2 secondary schools and 1 alternate education school), Family Place, Collaborative Education Alternate Program, Indigenous Education Program and the Qualicum International Student Program.

The Board completed their Strategic Plan for 2013 to 2018 which guides the Board of Education and its employees and partners in delivering educational programs through the period 2013/14 to 2017/18. The Plan identified the following Strategic Priorities:

- Increasing the engagement of our learners by providing more personalized educational experiences
- Responding to the diverse social/emotional needs of our learners in ways that increase their chances of success
- Ensuring that the structures that shape and support learning are flexible and responsive to the needs of learners and
- Integrating technology effectively in order to broaden and deepen learning for all students

### **UNDERSTANDING SCHOOL DISTRICT FINANCIAL PERFORMANCE**

Annual surplus and accumulated surplus<sup>1</sup> are key financial statement performance indicators; however, interpreting the meaning of these figures in BC school districts is complicated by the use of fund accounting and deferral accounting. The use of fund accounting means the financial statements of school districts are a consolidation of three separate funds (operating, special purpose and capital), and each of these funds differs with respect to the methods of accounting

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

used and the legislative and other constraints on budgeting and financial results. This means financial performance can only be fully understood by reviewing each fund separately. Financial performance for each fund is reported in the supplementary schedules that follow the notes to the financial statements.

<p><b>Operating Fund</b></p> <p>2018 Revenues: \$47.1 million (2017-45.5M)</p>	<p>Annual program revenues and expenditures are reported within the operating fund and special purpose fund (see below). Annual and accumulated surplus within the operating fund are important indicators of financial performance and financial health for school districts. This is because school districts are not permitted to budget for or incur an <u>accumulated</u> deficit position. This means when a school district has accumulated operating surplus available it can be used to budget for future expenditures and to reduce financial risk associated with unforeseen expenditures.</p>
<p><b>Special Purpose Fund</b></p> <p>2018 Revenues: \$5.2 million (2017-3.5M)</p>	<p>The special purpose fund includes grants and school generated funds that are restricted for a specific purpose. Annual and accumulated surplus is always zero because revenues are recognized only as related expenditures occur (deferral method of accounting). If expenditures for a program within the special purpose fund exceed available revenues, the resulting deficit is transferred to the operating fund reducing accumulated operating surplus.</p>
<p><b>Capital Fund</b></p> <p>2018 Capital Funding Received or Receivable: \$3.3 million (2017-2.5M)</p> <p>2018 Capital Assets Purchased: \$1.8 million (2017-1.3M)</p>	<p>The capital fund reports investment in and financing activities related to capital assets. Capital contributions (funding) from the Province are accounted for using the deferral method of accounting, whereby recognition of capital funding revenue is spread out over the life of the related capital assets to match with the amortization expense which reflects the use of the asset over its life. This means capital fund revenues are not a reflection of funding actually received in a given year. Also, capital revenues only offset amortization expense in the capital fund to the extent assets were funded by provincial capital grants. As many capital investments are funded by operating revenues (recorded as transfers of accumulated operating surplus to the capital fund), the capital fund normally reports an annual deficit.</p> <p>In short, capital fund revenues, expenses and annual deficit are not a meaningful indicator of annual financial performance.</p>

## FINANCIAL HIGHLIGHTS

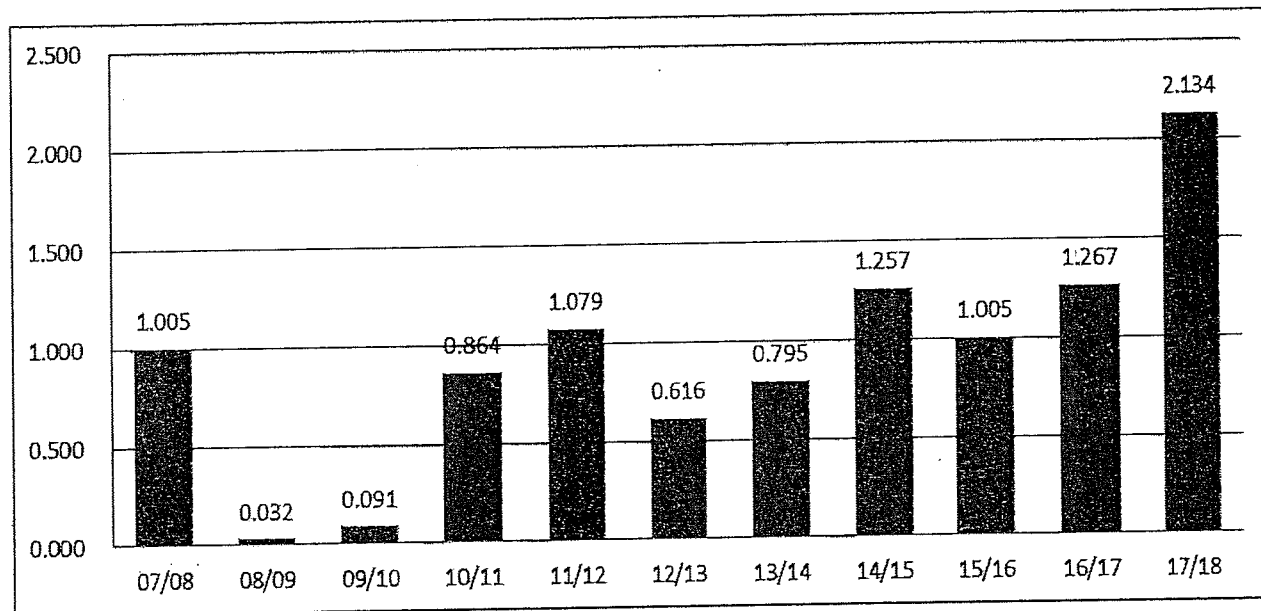
As reported in the Statement of Operations, for the year ended June 30, 2018 the district's expenses exceeded its revenues resulting in an annual surplus of \$1,454,160 (2017 surplus was \$182,489). This was comprised of the combined financial results of the operating fund and the capital fund as follows:

Annual Surplus (Deficit)	June 30, 2018	June 30, 2017
<b>Operating Fund</b>	<b>866,661</b>	<b>261,837</b>
Capital Fund	587,499	(79,348)
Combined	1,454,160	182,489

Looking at the operating fund, the annual surplus of \$866,661 resulted in an increase to accumulated operating surplus from \$1,266,993 at the beginning of the year to \$2,133,654 as at June 30, 2018. This overall growth in accumulated operating surplus was the result of increased rental on properties of \$0.2 million in surplus; and additional ministry grants of approximately \$0.2 million. While actual results in a number of other areas were either higher or lower than budget, the impact of these other variances came close to a decrease of \$0.6 million in expenditures.

Maintaining an accumulated operating surplus has alleviated some of the budget pressure over the past few fiscal years particularly due to the impact of funding protection. As shown in Exhibit 1, accumulated operating surplus has increased from \$32,000 at the end of fiscal year 2009 to its current level of \$2.134 million at the end of fiscal year 2018.

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

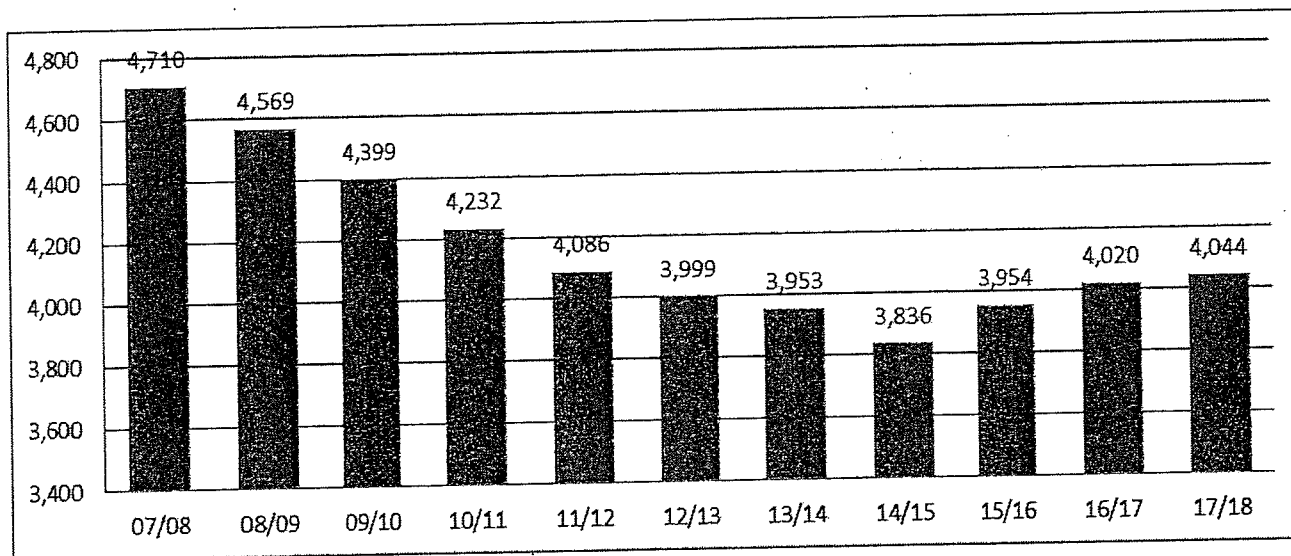


Over the past 10 years, significant financial pressure resulted from the combined effect of declining student enrolment and funding rates that did not pace inflation. These pressures contributed to some use of accumulated operating surplus as presented in Exhibit 1. Provincial operating grants, which comprise approximately 85% of total operating fund revenues, are determined largely based on student enrolment. As enrolment and funding declines, financial pressure results because many program expenditures such as facility and administration costs do not vary directly with student enrolment.

The trend in student enrolment is important for understanding both historical financial performance and the risk related to future budgetary balance. Under the per pupil funding

formula, when enrolment increases a district is better able to fund overall program costs increasing financial flexibility. As shown in Exhibit 2, during the past 10 years the school district experienced a significant decline in student enrolment that has stabilized in the past three years. Stable enrolment and moderate growth forecasted in the years ahead means that risk to program and financial stability is expected to improve.

**Exhibit 2: Funded FTE Enrolment by Fiscal Year**



Capital Investment

During the year ended June 30, 2018, the district invested \$1,759,784 in capital additions that were funded by: Provincial capital funding (\$1,472,050) other capital (\$12,368) and other funds (\$275,366). The majority of this capital investment related to the following facility projects:

Project	Total Cost	Invested in 2017/18	Completion Date
Ballenas Secdy Transformer Replacement	186,150	186,150	Summer 2017
Bus Replacements	571,873	571,873	Fall 2017, Spring 2018
Ballenas Secondary Roof Replacement	523,085	523,085	Summer 2017
Additional classroom space	120,000	120,000	Summer 2017

Significant Events

**Class Size and Composition Language** -- Following a ruling by the Supreme Court of Canada, in the fall of 2017 all school districts in the Province restored class size and composition language that had been previously removed from the teachers' contract in 2002. This restoration was a significant undertaking in the Qualicum School District and involved hiring more than 27 teachers, developing new administrative processes and the creation of additional classroom space through reconfiguration of internal space. The district received \$2.9 million in additional funding through the Classroom Enhancement Fund (CEF) for teaching positions and for other overhead

costs related to the restoration. Funding for restoration (CEF) and the related costs are reported in the special purpose fund.

**Industry Training equipment funds** - In March 2017, the Industry Training Authority confirmed that, based on the funding application completed and submitted, the district had qualified for \$118,232 in funding over the next three years for youth trades tools and equipment. The district received \$17,591 in funding before the end of the fiscal year ending June 30, 2018, which are reported in the capital fund.

**Funding Model Review** – During the year, the BC government initiated a review of the funding model for K-12 public education. In May 2018, the independent review panel concluded its stakeholder engagement and will next present a final report with recommendations to the Minister of Education. The new funding model is anticipated to be in place for the 2019/20 school year, with information provided to Boards of Education early enough to support their 2019/20 budget process.

## FINANCIAL ANALYSIS OF THE SCHOOL DISTRICT

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

### Statement of Financial Position (All Funds)

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

	2018	2017	Analysis of Variance
Cash	15,206,801	13,135,688	Increased by \$2,071,113 due to additional reserves for approved capital funds and sales of property.
Deferred Capital Revenue	45,884,157	46,568,035	Decreased by \$683,878 primarily due to amortization of deferred capital revenue outweighing funding for new capital.
Tangible Capital Assets	62,812,930	63,566,142	Decreased by \$753,212 due to amortization of capital assets being greater than additions.

### Statement of Operations by Fund – Operating Fund

The 2017/18 Amended Budget included appropriation of \$1,323,816 of accumulated operating surplus comprised of: \$98,120 for school carry-forwards; \$183,077 for educational program carry-forwards; \$350,000 for capital maintenance of Family Place; \$250,000 for a photocopier and printer program; \$150,000 for the implementation of a new ERP software and \$292,619 appropriated for the 2018/19 budget.

The remaining \$809,838 of the accumulated operating surplus balance went into a Contingency reserve to reduce budgetary risk.

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

### Operating Fund Revenues

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

	Amended Budget 2017/18	Actual 2017/18	Difference	Comments	Actual 2016/17
Provincial Grants	41,890,590	42,090,288	199,698	various new grants	40,884,302
Other Provincial Revenues	101,450	140,779	39,329		100,535
Offshore Tuition	3,900,000	3,952,621	52,621		3,607,652
Miscellaneous other	135,000	149,497	14,497		251,012
Rental and Leases	450,000	627,262	177,262	Rentals up	515,508
Investment Income	125,000	191,037	66,037		127,381
<b>Total Revenues</b>	<b>46,602,040</b>	<b>47,151,484</b>	<b>549,444</b>		<b>45,486,390</b>

### Operating Fund Expenses

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

#### *Analysis of Variances by Object*

Operating Fund Expenditures by Object	Amended Budget 2017/18	Actual 2017/18	Difference	Comments	Actual 2016/17
Teachers	17,861,732	17,548,271	-313,461	balancing with CEF	17,740,776
Principals and Vice Principals	2,721,611	2,752,423	30,812		2,615,952
Educational Assistants	3,397,323	3,034,138	-363,185	allocation with replacement	3,121,242
Support Staff	4,700,989	4,671,567	-29,422		4,410,934
Other Professionals	1,396,784	1,446,325	49,541		1,335,329
Substitutes	1,393,576	1,638,698	245,122		1,340,769
Benefits	8,369,427	7,981,178	-388,249	MSP/benefits holiday	8,180,308
<b>Total Salaries and Benefits</b>	<b>39,841,442</b>	<b>39,072,600</b>	<b>-768,842</b>		<b>38,745,310</b>
Total Supplies and Services	6,392,048	6,636,857	244,809		5,955,807
Fund Transfers	368,550	575,366	206,816		523,436
<b>Total Operating Expenditures</b>	<b>46,602,040</b>	<b>46,284,823</b>	<b>-317,217</b>		<b>45,224,553</b>



*Analysis of Variances by Function*

Operating Fund Expenditures by Function	Amended Budget 2017/18	Actual 2017/18	Difference	Comments	Actual 2016/17
Instruction	37,546,019	37,018,731	-527,288	balancing w ith CEF	36,690,429
District Administration	1,897,758	1,908,386	10,628		1,774,457
Operations and Maintenance	5,081,682	5,206,684	125,002		4,639,327
Transportation	1,708,031	1,575,656	-132,375		1,596,904
Fund Transfers	368,550	575,366	206,816	add'l for capital	523,436
<b>Total</b>	<b>46,602,040</b>	<b>46,284,823</b>	<b>-317,217</b>		<b>45,224,553</b>

Accumulated Operating Surplus

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

	Actual 2017/18	Actual 2016/17
School budgets	98,120	119,996
Capital maintenance	350,000	290,000
Educational Programs	183,077	109,502
ERP System	150,000	0
Photocopier and Printer Program	250,000	0
Student Learning Grant	0	74,432
Budgeted Allocation of Surplus	292,619	280,958
	<b>1,323,816</b>	<b>874,888</b>
Contingency reserve	809,838	0
Internally restricted	<b>2,133,654</b>	<b>874,888</b>
Unrestricted operating surplus	0	392,105
<b>Total operating surplus</b>	<b>2,133,654</b>	<b>1,266,993</b>

The appropriated operating of surplus grew from \$874,888 to \$1,323,816 (an increase of \$448,928) in part due to new project needs that were identified during the year. The remaining surplus is held in Contingency reserve, consistent with new board policy intended to mitigate risk related to unforeseen circumstances.

Statement of Operations by Fund – Special Purpose Fund

	Amended Budget 2017/18	Actual 2017/18	Difference	Comments	Actual 2016/17
Provincial Grants	4,226,711	3,882,781	-343,930	return of CEF surplus	1,997,807
Other Revenue	1,505,000	1,347,159	-157,841	School Gen Funds	1,520,855
Expenditures	-5,731,711	-5,229,940	501,771		-3,518,662
<b>Annual Surplus (Deficit)</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>

In the special purpose fund, Provincial grants and related expenditures were higher in 2017/18 compared to 2016/17 because of funding related to the restoration of class size and composition language. In 2017/18 the Classroom Enhancement Funds (CEF) was introduced and the district received \$3.2 million in funding (\$0.3 million was returned to the Ministry as notice of the revised allocation created a lag in hiring). In 2016/17, the district received priority measures of \$0.4 million to hire teachers in advance of full restoration and received the Teacher Learning Improvement Fund (LIF) of \$0.8 million. Both priority measures and the Teacher LIF were discontinued in 2017/18 and replaced by the CEF.

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

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

	Amended Budget 2017/18	Actual 2017/18	Difference	Comments	Actual 2016/17
Provincial Grants	3,126,307	3,282,679	156,372		2,574,030
Expenditures	-3,152,996	-3,270,546	-117,550		-3,176,814
Fund Transfers	368,550	575,366	206,816		523,436
<b>Change in Accumulated Surplus</b>	<b>341,861</b>	<b>587,499</b>	<b>245,638</b>		<b>0</b>

Revenues and expenses are consistent with budget and the prior year. This is expected because revenues and expenses in the capital fund are predictable and consistent, as they reflect the recognition of capital funding (as revenue) and the usage of capital assets over their life (as amortization expense). Fund transfers from the operating fund were higher than budget as more expenditures in the operating fund met the criteria for capitalization as an asset.

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

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

The table below presents the 2017/18 closing balances in Local Capital and Ministry of Education Restricted Capital and what portion of the balances are already committed to future capital investment.

	Local Capital	M Ed Restricted Capital
Balance at June 30, 2018	<b>905,655</b>	<b>105,277</b>
Committed for:		
- Wiring Project	274,000	
- Capital work at Qualicum Commons	200,000	
- Errington Elementary parking lot		105,277
Committed for future investment	<b>474,000</b>	<b>105,277</b>
<b>Uncommitted Balance</b>	<b>431,655</b>	<b>0</b>

The local capital balance is committed to IT rewiring upgrades and for Qualicum Commons capital work. MEd Restricted Capital balance is restricted for investment in the Errington Elementary parking and turnaround project along with an unspent portion of the 16/17 Annual Facility grant.

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

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

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

Audited Financial Statements of

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

June 30, 2018

# School District No. 69 (Qualicum)

June 30, 2018

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# School District No. 69 (Qualicum)

## MANAGEMENT REPORT

Version: 7871-7125-5142

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, McGorman MacLean, 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

## INDEPENDENT AUDITORS' REPORT

**DRAFT**  
For Discussion  
Purposes Only

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

We have audited the accompanying financial statements of School District No. 69 (Qualicum), which comprise the statement of financial position of as at June 30, 2018, the statements of operations, changes in net financial assets (debt) and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation 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.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

### Opinion

In our opinion, these financial statements present fairly, in all material respects, the financial position of the School District No. 69 (Qualicum) as at June 30, 2018 and the results of its operations, changes in net financial assets (debt) and cash flows for the year then ended in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### Emphasis of Matter

Without modifying our opinion, we draw attention to note 2 to the financial statements which describes the basis of accounting and the significant difference between such basis of accounting and Canadian public sector accounting standards.

### Other Matter

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of the School District taken as a whole. The current year's supplementary information included in Schedules 1 through 4 is presented for purposes of additional analysis. The supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

# School District No. 69 (Qualicum)

Statement 1

## Statement of Financial Position

As at June 30, 2018

	2018 Actual	2017 Actual
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	15,206,801	13,135,688
Accounts Receivable		
Due from Province - Ministry of Education	30,397	30,397
Other (Note 3)	233,727	325,969
Portfolio Investments	-	89,875
<b>Total Financial Assets</b>	<u>15,470,925</u>	<u>13,581,929</u>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	3,389,144	3,708,746
Unearned Revenue (Note 5)	2,293,627	1,744,405
Deferred Revenue (Note 6)	575,621	633,306
Deferred Capital Revenue (Note 7)	45,884,157	46,568,035
Employee Future Benefits (Note 8)	5,715,524	5,572,657
Capital Lease Obligations	-	46,958
<b>Total Liabilities</b>	<u>57,858,073</u>	<u>58,274,107</u>
<b>Net Financial Assets (Debt)</b>	<u>(42,387,148)</u>	<u>(44,692,178)</u>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 9, 10)	62,812,930	63,566,142
Prepaid Expenses	38,240	135,898
<b>Total Non-Financial Assets</b>	<u>62,851,170</u>	<u>63,702,040</u>
<b>Accumulated Surplus (Deficit)</b>	<u>20,464,022</u>	<u>19,009,862</u>
Contractual Obligations (Note 11)		
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, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	46,617,301	46,593,683	43,271,559
Other	101,450	164,157	116,622
Tuition	3,900,000	3,952,621	3,607,652
Other Revenue	1,640,000	1,496,656	1,771,867
Rentals and Leases	450,000	627,262	515,508
Investment Income	125,000	203,417	127,381
Gain (Loss) on Disposal of Tangible Capital Assets (Note 10)	419,201	419,201	
Amortization of Deferred Capital Revenue	2,207,106	2,207,106	2,168,493
<b>Total Revenue</b>	<b>55,460,058</b>	<b>55,664,103</b>	<b>51,579,082</b>
<b>Expenses (Note 14)</b>			
Instruction	43,078,384	42,049,325	39,992,776
District Administration	1,897,758	1,908,386	1,774,457
Operations and Maintenance	8,202,454	8,445,006	7,809,255
Transportation and Housing	1,939,601	1,807,226	1,819,019
Debt Services			1,086
<b>Total Expense</b>	<b>55,118,197</b>	<b>54,209,943</b>	<b>51,396,593</b>
<b>Surplus (Deficit) for the year</b>	<b>341,861</b>	<b>1,454,160</b>	<b>182,489</b>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>19,009,862</b>	<b>18,827,373</b>
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<b>20,464,022</b>	<b>19,009,862</b>

**School District No. 69 (Qualicum)**  
Statement of Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2018

Statement 4

	2018 Budget \$	2018 Actual \$	2017 Actual \$
Surplus (Deficit) for the year	341,861	1,454,160	182,489
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(1,854,715)	(1,759,784)	(1,321,977)
Amortization of Tangible Capital Assets	2,512,996	2,512,996	2,494,483
<b>Total Effect of change in Tangible Capital Assets</b>	658,281	753,212	1,172,506
Acquisition of Prepaid Expenses		(38,240)	(135,898)
Use of Prepaid Expenses		135,898	89,103
<b>Total Effect of change in Other Non-Financial Assets</b>	-	97,658	(46,795)
<b>(Increase) Decrease in Net Financial Assets (Debt), before Net Remeasurement Gains (Losses)</b>	<u>1,000,142</u>	<u>2,305,030</u>	<u>1,308,200</u>
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>		<u>2,305,030</u>	<u>1,308,200</u>
<b>Net Financial Assets (Debt), beginning of year</b>		(44,692,178)	(46,000,378)
<b>Net Financial Assets (Debt), end of year</b>		<u>(42,387,148)</u>	<u>(44,692,178)</u>

# School District No. 69 (Qualicum)

Statement of Cash Flows  
Year Ended June 30, 2018

	2018 Actual	2017 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	1,454,160	182,489
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	92,242	(27,041)
Prepaid Expenses	97,658	(46,795)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(319,602)	345,849
Unearned Revenue	549,222	29,444
Deferred Revenue	(57,685)	23,661
Employee Future Benefits	142,867	142,644
Amortization of Tangible Capital Assets	2,512,996	2,494,483
Amortization of Deferred Capital Revenue	(2,207,106)	(2,168,493)
Services and Supplies purchased with Bylaw Capital	(620,614)	(389,450)
Services and Supplies purchased with Other Provincial Capital	(23,378)	(16,087)
<b>Total Operating Transactions</b>	<u>1,620,760</u>	<u>570,704</u>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(1,759,784)	(1,294,827)
Tangible Capital Assets - Other Provincial		(27,150)
<b>Total Capital Transactions</b>	<u>(1,759,784)</u>	<u>(1,321,977)</u>
<b>Financing Transactions</b>		
Capital Revenue Received	2,167,220	1,693,958
Capital Lease Payments	(46,958)	(31,168)
<b>Total Financing Transactions</b>	<u>2,120,262</u>	<u>1,662,790</u>
<b>Investing Transactions</b>		
Investments in Portfolio Investments	89,875	27,050
<b>Total Investing Transactions</b>	<u>89,875</u>	<u>27,050</u>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	2,071,113	938,567
<b>Cash and Cash Equivalents, beginning of year</b>	<u>13,135,688</u>	<u>12,197,121</u>
<b>Cash and Cash Equivalents, end of year</b>	<u>15,206,801</u>	<u>13,135,688</u>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	<u>15,206,801</u>	<u>13,135,688</u>
	<u>15,206,801</u>	<u>13,135,688</u>

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2018**

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**NOTE 1      AUTHORITY AND PURPOSE**

The School District, established in 1946, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 69 (Qualicum)", and operates as "School District No. 69 (Qualicum)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education. 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(j).

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(j), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of tangible 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 these grants to be fully recognized into revenue. The impact of this difference on the financial statements of the School District is as follows:

Year ended June 30, 2017 - increase in annual surplus by \$880,072

June 30, 2017 - increase in accumulated surplus and decrease in deferred contributions by \$46,568,035

Year ended June 30, 2018 - decrease in annual surplus by \$683,878

June 30, 2018 - increase in accumulated surplus and decrease in deferred contributions by \$45,884,157

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.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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

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(j).

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

f) Employee Future Benefits

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

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

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

The most recent valuation of the obligation was performed at March 31, 2016 and projected to March 31, 2019. The next valuation will be performed at March 31, 2019 for use at June 30, 2019. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

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

SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2018

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NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

g) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts 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.
- 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

h) 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.

i) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 15 – Accumulated Surplus).

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**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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

j) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, when 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 assets acquisitions, other than sites, are recorded as deferred capital revenue and amortized over the useful life of the related assets.

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

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

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

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

k) Expenditures

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

SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2018

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NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

k) Expenditures (continued)

Categories of Salaries

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

Allocation of Costs

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

l) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract. Financial instruments consist of cash and cash equivalents, accounts receivable and 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 of a financial asset or a financial liability.

m) Measurement Uncertainty

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



**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**NOTE 3      ACCOUNTS RECEIVABLE – OTHER RECEIVABLES**

	2018	2017
Due from Federal Government	\$ 58,088	\$ 55,899
Mount Arrowsmith Teachers Association	23,898	46,165
CUPE Local 3570	19,643	-
Parksville Civic & Tech Centre	25,385	-
Zibo No 11 <sup>th</sup> High School	-	60,000
Other	106,713	163,905
	\$ 233,727	\$ 325,969

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

	2018	2017
Trades payable	\$ 624,259	\$ 988,348
Salaries and benefits payable	2,419,087	2,375,893
Accrued vacation pay	203,765	221,031
Other	142,033	123,474
	\$ 3,389,144	\$ 3,708,746

**NOTE 5      UNEARNED REVENUE**

	2018	2017
Tuition fees	\$ 2,286,627	\$ 1,739,655
Transportation	7,000	4,750
	\$ 2,293,627	\$ 1,744,405

**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 revenue is included in Schedule 4C and 4D.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**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.

	2018	2017
<b>Reconciliation of Accrued Benefit Obligation</b>		
Accrued Benefit Obligation – April 1	\$ 5,763,263	\$ 5,867,166
Service Cost	394,342	395,555
Interest Cost	161,854	149,995
Benefit Payments	(413,766)	(539,300)
Actuarial Gain	(109,206)	(110,153)
Accrued Benefit Obligation – March 31	<u>\$ 5,796,487</u>	<u>\$ 5,763,263</u>
<b>Reconciliation of Funded Status at End of Fiscal Year</b>		
Accrued Benefit Obligation – March 31	\$ 5,796,487	\$ 5,763,263
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(5,796,487)	(5,763,263)
Employer Contributions After Measurement Date	143,248	77,418
Benefits Expense After Measurement Date	(147,173)	(139,049)
Unamortized Net Actuarial Loss	84,888	252,237
Accrued Benefit Liability – June 30	<u>\$ (5,715,524)</u>	<u>\$ (5,572,657)</u>
<b>Reconciliation of Change in Accrued Benefit Liability</b>		
Accrued Benefit Liability – July 1	\$ 5,572,657	\$ 5,430,013
Net expense for fiscal year	622,463	617,261
Employer Contributions	(479,596)	(474,616)
Accrued Benefit Liability – June 30	<u>\$ 5,715,524</u>	<u>\$ 5,572,657</u>
<b>Components of Net Benefit Expense</b>		
Service Cost	\$ 402,202	\$ 395,252
Interest Cost	162,118	152,959
Amortization of Net Actuarial Loss	58,143	69,050
Net Benefit Expense	<u>\$ 622,463</u>	<u>\$ 617,261</u>

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

	2018	2017
Discount Rate – April 1	2.75%	2.50%
Discount Rate – March 31	2.75%	2.75%
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	10.1	10.1

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2018**

**NOTE 9 TANGIBLE CAPITAL ASSETS**

**Net Book Value:**

	June 30, 2018	June 30, 2017
Sites	\$ 11,929,778	\$ 11,929,778
Buildings	48,142,912	49,445,344
Furniture and Equipment	528,639	526,067
Vehicles	2,163,531	1,630,588
Computer Hardware	48,070	34,365
<b>Total</b>	<b>\$ 62,812,930</b>	<b>\$ 63,566,142</b>

**June 30, 2018**

<b>Cost:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Total 2018</b>
Sites	\$ 11,929,778	\$ -	\$ -	\$ -	\$ 11,929,778
Buildings	101,226,801	871,601	-	-	102,098,402
Furniture and Equipment	913,669	93,939	129,659	-	877,949
Vehicles	2,315,702	764,513	48,482	-	3,031,733
Computer Hardware	80,131	29,731	14,753	-	95,109
<b>Total</b>	<b>\$ 116,466,081</b>	<b>\$ 1,759,784</b>	<b>\$ 192,894</b>	<b>\$ -</b>	<b>\$ 118,032,971</b>

<b>Accumulated Amortization:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Total 2018</b>
Buildings	\$ 51,781,457	\$ 2,174,033	\$ -	\$ 53,955,490
Furniture and Equipment	387,602	91,367	129,659	349,310
Vehicles	685,114	231,570	48,482	868,202
Computer Hardware	45,766	16,026	14,753	47,039
<b>Total</b>	<b>\$ 52,899,939</b>	<b>\$ 2,512,996</b>	<b>\$ 192,894</b>	<b>\$ 55,220,041</b>

**June 30, 2017**

<b>Cost:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Total 2017</b>
Sites	\$ 11,929,778	\$ -	\$ -	\$ -	\$ 11,929,778
Buildings	100,274,181	952,620	-	-	101,226,801
Furniture and Equipment	904,106	62,653	53,090	-	913,669
Vehicles	2,221,144	306,704	212,146	-	2,315,702
Computer Hardware	101,180	-	21,049	-	80,131
<b>Total</b>	<b>\$ 115,430,389</b>	<b>\$ 1,321,977</b>	<b>\$ 286,285</b>	<b>\$ -</b>	<b>\$ 116,466,081</b>

<b>Accumulated Amortization:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Total 2017</b>
Buildings	\$ 49,619,735	\$ 2,161,722	\$ -	\$ 51,781,457
Furniture and Equipment	350,282	90,410	53,090	387,602
Vehicles	675,145	222,115	212,146	685,114
Computer Hardware	46,579	20,236	21,049	45,766
<b>Total</b>	<b>\$ 50,691,741</b>	<b>\$ 2,494,483</b>	<b>\$ 286,285</b>	<b>\$ 52,899,939</b>

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**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2018**

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**NOTE 10      DISPOSAL OF SITES AND BUILDINGS**

During the year the District sold land at Galvin Place, Qualicum Beach for \$148,315 and Grafton Avenue, Errington for \$270,886. The original costs of both parcels of land were nominal. As no funding was provided by the Ministry for the purchase of these properties, the total proceeds of \$419,201 were allocated to Local Capital.

**NOTE 11      CONTRACTUAL OBLIGATIONS AND CONTINGENCIES**

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 12      EMPLOYEE PENSION PLANS**

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan, jointly trustee pension plans (the "plans"). The board 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 provided are based on a formula. As at December 31, 2016, the Teachers' Pension Plan has about 45,000 active members and approximately 37,000 retired members. As at December 31, 2016, the Municipal Pension Plan has about 193,000 active members, including approximately 24,000 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, 2014 indicated a \$449 million surplus for basic pension benefits on a going concern basis. As a result of the 2014 basic account actuarial surplus and pursuant to the joint trustee agreement, the employer basic contribution rate decreased.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2015 indicated a \$2,224 million funding surplus for basic pension benefits on a going concern basis. As a result of the 2015 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, \$1,927 million was transferred to the rate stabilization account and \$297 million of the surplus ensured the required contribution rate remained unchanged.

The School District paid \$4,129,673 for employer contributions to these plans in the year ended June 30, 2018 (2017 - \$3,883,506).

The next valuation for the Teachers' Pension Plan was as at December 31, 2017, with results available in 2018. The next valuation for the Municipal Pension Plan will be as at December 31, 2018, with results available in 2019.

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2018**

**NOTE 12 EMPLOYEE PENSION PLANS (continued)**

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 13 ASSET RETIREMENT OBLIGATION**

Certain schools in the School District contain asbestos. No amount has been recorded in these financial statements with regard to this potential liability since the fair value of future removal costs cannot be reasonably estimated due to unknown timelines.

**NOTE 14 EXPENSE BY OBJECT**

	2018	2017
Salaries and benefits	\$ 42,610,261	\$ 40,460,282
Services and supplies	9,086,686	8,440,742
Amortization	2,512,996	2,494,483
Interest	-	1,086
	\$ 54,209,943	\$ 51,396,593

**NOTE 15 ACCUMULATED SURPLUS**

Accumulated surplus consists of:

	2018	2017
Invested in tangible capital assets	\$ 17,424,713	\$ 17,442,869
Local capital surplus	905,655	300,000
Total capital surplus	18,330,368	17,742,869
Operating surplus	2,133,654	1,266,993
	\$ 20,464,022	\$ 19,009,862

Interfund transfers between the operating, special projects and capital funds for the year ended June 30, 2018, were as follows:

- Operating funds were used to fund Local Capital (\$300,000)
- Capital assets were purchased with Operating funds (\$295,366)

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**NOTE 15 ACCUMULATED SURPLUS (continued)**

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

	<u>2018</u>	<u>2017</u>
School budgets	\$ 98,120	\$ 119,996
Capital maintenance	350,000	290,000
Educational Programs	183,077	109,502
ERP System	150,000	-
Photocopier and Printer Program	250,000	-
Student Learning Grant	-	74,432
Budgeted Allocation of Surplus	292,619	280,958
	<u>1,323,816</u>	<u>874,888</u>
Contingency reserve	809,838	-
Internally restricted	2,133,654	874,888
Unrestricted operating surplus	-	392,105
Total operating surplus	<u>\$ 2,133,654</u>	<u>\$ 1,266,993</u>

**NOTE 16 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:

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Future rental revenue	\$ 664,758	\$ 252,263	\$ 182,813	\$ 182,813

**NOTE 17 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.

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**NOTE 18      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 2017/18 amended annual budget adopted by the Board on January 23, 2018. The following chart compares the original annual budget bylaw approved April 25, 2017 to the amended annual budget bylaw reported in these financial statements.

	<b>2018 Amended Annual Budget</b>	<b>2018 Annual Budget</b>
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	\$ 48,824,407	\$ 46,621,388
Other Provincial Revenues	101,450	101,450
Tuition	3,900,000	3,500,000
Other Revenue	1,640,000	1,435,000
Rentals and Leases	450,000	450,000
Investment Income	125,000	125,000
Gain on Disposal of Property	419,201	-
<b>Total Revenue</b>	<b>55,460,058</b>	<b>52,232,838</b>
<b>Expenses</b>		
Instruction	43,078,384	40,930,190
District Administration	1,897,758	1,881,964
Operations and Maintenance	8,202,454	7,735,343
Transportation and Housing	1,939,601	1,905,641
Debt Services	-	1,624
<b>Total Expenses</b>	<b>55,118,197</b>	<b>52,454,762</b>
<b>Net Revenue (Expenses)</b>	<b>341,860</b>	<b>(221,924)</b>
Budgeted Allocation of Surplus	-	280,958
<b>Budgeted Surplus for the year</b>	<b>\$ 341,861</b>	<b>\$ 59,034</b>

**NOTE 19      ECONOMIC DEPENDENCE**

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

**SCHOOL DISTRICT NO. 69 (QUALICUM)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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**NOTE 20      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 and cash equivalents 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 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.



**School District No. 69 (Qualicum)**  
 Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2018

	Operating Fund	Special Purpose Fund	Capital Fund	2018 Actual	2017 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,266,993		17,742,869	19,009,862	18,827,373
Changes for the year					
Surplus (Deficit) for the year	1,442,027		12,133	1,454,160	182,489
Interfund Transfers					
Tangible Capital Assets Purchased	(275,366)		275,366	-	
Local Capital	(300,000)		300,000	-	
Net Changes for the year	866,661		587,499	1,454,160	182,489
Accumulated Surplus (Deficit), end of year - Statement 2	2,133,654		18,330,368	20,464,022	19,009,862

# School District No. 69 (Qualicum)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	41,890,590	42,090,288	40,884,302
Other	101,450	140,779	100,535
Tuition	3,900,000	3,952,621	3,607,652
Other Revenue	135,000	149,497	251,012
Rentals and Leases	450,000	627,262	515,508
Investment Income	125,000	191,037	127,381
<b>Total Revenue</b>	<u>46,602,040</u>	<u>47,151,484</u>	<u>45,486,390</u>
<b>Expenses</b>			
Instruction	37,546,019	37,018,731	36,690,429
District Administration	1,897,758	1,908,386	1,774,457
Operations and Maintenance	5,081,682	5,206,684	4,639,327
Transportation and Housing	1,708,031	1,575,656	1,596,904
<b>Total Expense</b>	<u>46,233,490</u>	<u>45,709,457</u>	<u>44,701,117</u>
<b>Operating Surplus (Deficit) for the year</b>	<u>368,550</u>	<u>1,442,027</u>	<u>785,273</u>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(368,550)	(275,366)	(9,054)
Local Capital		(300,000)	(482,128)
Other			(32,254)
<b>Total Net Transfers</b>	<u>(368,550)</u>	<u>(575,366)</u>	<u>(523,436)</u>
<b>Total Operating Surplus (Deficit), for the year</b>	<u>-</u>	<u>866,661</u>	<u>261,837</u>
<b>Operating Surplus (Deficit), beginning of year</b>		1,266,993	1,005,156
<b>Operating Surplus (Deficit), end of year</b>		<u>2,133,654</u>	<u>1,266,993</u>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 15)		2,133,654	874,888
Unrestricted			392,105
<b>Total Operating Surplus (Deficit), end of year</b>		<u>2,133,654</u>	<u>1,266,993</u>

# School District No. 69 (Qualicum)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source  
Year Ended June 30, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education</b>			
Operating Grant, Ministry of Education	40,270,810	40,346,607	39,202,795
Other Ministry of Education Grants			
Pay Equity	936,176	936,176	936,176
Funding for Graduated Adults		4,618	11,701
Transportation Supplement	426,341	426,341	426,341
Economic Stability Dividend		25,226	22,231
Return of Administrative Savings	197,263	197,263	
Carbon Tax Grant	60,000	55,272	51,074
Student Learning Grant			208,297
FSA Monitoring		8,187	8,187
Shoulder Tappers		17,079	17,500
Benefit Funding		34,569	
SRG3 Assessments		38,950	
<b>Total Provincial Grants - Ministry of Education</b>	<b>41,890,590</b>	<b>42,090,288</b>	<b>40,884,302</b>
<b>Provincial Grants - Other</b>	<b>101,450</b>	<b>140,779</b>	<b>100,535</b>
<b>Tuition</b>			
International and Out of Province Students	3,900,000	3,952,621	3,607,652
<b>Total Tuition</b>	<b>3,900,000</b>	<b>3,952,621</b>	<b>3,607,652</b>
<b>Other Revenues</b>			
Miscellaneous			
Transportation revenue	50,000	52,730	44,930
Miscellaneous	80,000	89,548	150,859
Other grants			44,026
Workshop fees			4,115
Pcard Dividend	5,000	7,219	7,082
<b>Total Other Revenue</b>	<b>135,000</b>	<b>149,497</b>	<b>251,012</b>
<b>Rentals and Leases</b>	<b>450,000</b>	<b>627,262</b>	<b>515,508</b>
<b>Investment Income</b>	<b>125,000</b>	<b>191,037</b>	<b>127,381</b>
<b>Total Operating Revenue</b>	<b>46,602,040</b>	<b>47,151,484</b>	<b>45,486,390</b>

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

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	17,861,732	17,548,271	17,740,776
Principals and Vice Principals	2,721,611	2,752,423	2,615,952
Educational Assistants	3,397,323	3,034,138	3,121,242
Support Staff	4,700,989	4,671,567	4,410,934
Other Professionals	1,396,784	1,446,325	1,335,329
Substitutes	1,393,576	1,638,698	1,340,769
<b>Total Salaries</b>	<u>31,472,015</u>	<u>31,091,422</u>	<u>30,565,002</u>
<b>Employee Benefits</b>	8,369,427	7,981,178	8,180,308
<b>Total Salaries and Benefits</b>	<u>39,841,442</u>	<u>39,072,600</u>	<u>38,745,310</u>
<b>Services and Supplies</b>			
Services	2,897,058	3,195,774	2,445,394
Student Transportation	1,000	-	-
Professional Development and Travel	472,338	534,557	607,738
Rentals and Leases	5,000	4,407	4,146
Dues and Fees	50,450	69,944	70,483
Insurance	174,000	134,173	155,642
Supplies	1,800,702	1,756,799	1,712,523
Utilities	991,500	941,203	959,881
<b>Total Services and Supplies</b>	<u>6,392,048</u>	<u>6,636,857</u>	<u>5,955,807</u>
<b>Total Operating Expense</b>	<u>46,233,490</u>	<u>45,709,457</u>	<u>44,701,117</u>

**School District No. 69 (Qualicum)**  
 Operating Expense by Function, Program and Object  
 Year Ended June 30, 2018

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	14,314,955	499,987		10,917		1,082,741	15,908,600
1.03 Career Programs	196,254			39,461		3,861	239,576
1.07 Library Services	388,303			232,330		6,513	627,146
1.08 Counselling	711,709	74,519					786,228
1.10 Special Education	1,664,392	168,322	2,775,274	46,900	22,124	246,394	4,923,406
1.30 English Language Learning	57,161						57,161
1.31 Aboriginal Education	36,455	108,995	258,864	4,646			408,960
1.41 School Administration		1,684,049		970,517		32,928	2,687,494
1.61 Continuing Education							
1.62 International and Out of Province Students	179,042	216,551		26,415	174,445		596,453
1.64 Other					33,830		33,830
<b>Total Function 1</b>	<b>17,548,271</b>	<b>2,752,423</b>	<b>3,034,138</b>	<b>1,331,186</b>	<b>230,399</b>	<b>1,372,437</b>	<b>26,268,854</b>
<b>4 District Administration</b>							
4.11 Educational Administration				376,349			376,349
4.40 School District Governance				86,162			86,162
4.41 Business Administration				285,663	486,641	404	772,708
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>285,663</b>	<b>949,152</b>	<b>404</b>	<b>1,235,219</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				53,388	234,788		288,176
5.50 Maintenance Operations				1,967,416		158,626	2,126,042
5.52 Maintenance of Grounds				174,836			174,836
5.56 Utilities							
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,195,640</b>	<b>234,788</b>	<b>158,626</b>	<b>2,589,054</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				52,643	31,986	318	84,947
7.70 Student Transportation				806,435		106,913	913,348
7.73 Housing							
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>859,078</b>	<b>31,986</b>	<b>107,231</b>	<b>998,295</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>17,548,271</b>	<b>2,752,423</b>	<b>3,034,138</b>	<b>4,671,567</b>	<b>1,446,325</b>	<b>1,638,698</b>	<b>31,091,422</b>

# School District No. 69 (Qualicum)

Operating Expense by Function, Program and Object

Year Ended June 30, 2018

Schedule 2C (Unaudited)

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2018 Actual	2018 Budget	2017 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	15,908,600	4,284,483	20,193,083	1,014,914	21,207,997	21,024,264	20,901,771
1.03 Career Programs	239,576	59,002	298,578	491,364	789,942	733,108	746,153
1.07 Library Services	627,146	170,735	797,881	19,999	817,880	809,678	825,859
1.08 Counselling	786,228	199,458	985,686		985,686	986,822	574,022
1.10 Special Education	4,923,406	1,262,505	6,185,911	61,634	6,247,545	6,897,994	6,769,696
1.30 English Language Learning	57,161	17,889	75,050		75,050	73,087	175,534
1.31 Aboriginal Education	408,960	93,543	502,503	77,087	579,590	579,590	535,360
1.41 School Administration	2,687,494	656,291	3,343,785	59,424	3,403,209	3,407,391	3,354,702
1.61 Continuing Education	-	-	-	-	-	-	27,183
1.62 International and Out of Province Students	596,453	161,632	758,085	2,111,302	2,869,387	2,992,230	2,736,105
1.64 Other	33,830	8,615	42,445		42,445	41,855	44,044
<b>Total Function 1</b>	<b>26,268,854</b>	<b>6,914,153</b>	<b>33,183,007</b>	<b>3,835,724</b>	<b>37,018,731</b>	<b>37,546,019</b>	<b>36,690,429</b>
<b>4 District Administration</b>							
4.11 Educational Administration	376,349	88,081	464,430	61,837	526,267	520,015	492,203
4.40 School District Governance	86,162	3,662	89,824	83,595	173,419	179,706	174,920
4.41 Business Administration	772,708	156,634	929,342	279,358	1,208,700	1,198,037	1,107,334
<b>Total Function 4</b>	<b>1,235,219</b>	<b>248,377</b>	<b>1,483,596</b>	<b>424,790</b>	<b>1,908,386</b>	<b>1,897,758</b>	<b>1,774,457</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	288,176	56,013	344,189	219,910	564,099	511,531	551,168
5.50 Maintenance Operations	2,126,042	479,433	2,605,475	730,226	3,335,701	3,142,488	2,931,780
5.52 Maintenance of Grounds	174,836	35,197	210,033	53,932	263,965	286,163	196,498
5.56 Utilities	-	-	-	1,042,919	1,042,919	1,141,500	959,881
<b>Total Function 5</b>	<b>2,589,054</b>	<b>570,643</b>	<b>3,159,697</b>	<b>2,046,987</b>	<b>5,206,684</b>	<b>5,081,682</b>	<b>4,639,327</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	84,947	16,918	101,865	5,646	107,511	152,746	139,288
7.70 Student Transportation	913,348	231,087	1,144,435	312,160	1,456,595	1,531,285	1,443,616
7.73 Housing	-	-	-	11,550	11,550	24,000	14,000
<b>Total Function 7</b>	<b>998,295</b>	<b>248,005</b>	<b>1,246,300</b>	<b>329,356</b>	<b>1,575,656</b>	<b>1,708,031</b>	<b>1,596,904</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>							
<b>Total Functions 1 - 9</b>	<b>31,091,422</b>	<b>7,981,178</b>	<b>39,072,600</b>	<b>6,636,857</b>	<b>45,709,457</b>	<b>46,233,490</b>	<b>44,701,117</b>

# School District No. 69 (Qualicum)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	4,226,711	3,882,781	1,997,807
Other Revenue	1,505,000	1,347,159	1,520,855
<b>Total Revenue</b>	<u>5,731,711</u>	<u>5,229,940</u>	<u>3,518,662</u>
<b>Expenses</b>			
Instruction	5,532,365	5,030,594	3,302,347
Operations and Maintenance	199,346	199,346	216,315
<b>Total Expense</b>	<u>5,731,711</u>	<u>5,229,940</u>	<u>3,518,662</u>
<b>Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<u>-</u>	<u>-</u>

**School District No. 69 (Qualicum)**  
 Changes in Special Purpose Funds and Expense by Object  
 Year Ended June 30, 2018

	Annual Facility Grant	Learning Improvement Fund	Service Delivery Transformation	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Coding and Curriculum Implementation
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	25,000	562,489	-	-	-	-	45,817
Add: Restricted Grants									
Provincial Grants - Ministry of Education	199,346	158,866	-	1,315,700	96,000	19,600	101,323	368,340	-
Other	-	-	-	-	-	-	-	-	-
Less: Allocated to Revenue	199,346	158,866	-	1,315,700	96,000	19,600	101,323	368,340	-
Deferred Revenue, end of year	-	-	25,000	531,030	-	-	-	-	5,000
Revenues									
Provincial Grants - Ministry of Education	199,346	158,866	-	1,347,159	96,000	19,600	101,323	368,340	40,817
Other Revenue	199,346	158,866	-	1,347,159	96,000	19,600	101,323	368,340	40,817
Expenses									
Salaries									
Teachers									
Principals and Vice Principals							18,154	34,150	5,265
Educational Assistants		125,091						226,645	
Support Staff	153,580								
Employee Benefits	153,580	125,091	-	-	-	-	18,154	260,795	5,265
Services and Supplies	28,797	33,775	-	-	-	-	3,860	54,855	-
	16,969			1,347,159	96,000	19,600	79,309	52,690	35,552
	199,346	158,866	-	1,347,159	96,000	19,600	101,323	368,340	40,817
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, 2018

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	TOTAL
<b>Deferred Revenue, beginning of year</b>	\$ -	\$ -	\$ 633,306
<b>Add: Restricted Grants</b>			
Provincial Grants - Ministry of Education	493,335	2,419,745	3,856,555
Other			1,315,700
<b>Less: Allocated to Revenue</b>	493,335	2,419,745	5,172,255
<b>Deferred Revenue, end of year</b>	493,335	2,405,154	5,229,940
	-	14,591	575,621
<b>Revenues</b>	493,335	2,405,154	3,882,781
Provincial Grants - Ministry of Education			1,347,159
Other Revenue	493,335	2,405,154	5,229,940
<b>Expenses</b>			
Salaries		1,931,441	1,954,860
Teachers			34,150
Principals and Vice Principals			351,736
Educational Assistants			491,295
Support Staff	337,715	1,931,441	2,832,041
Employee Benefits	110,620	473,713	705,620
Services and Supplies	45,000		1,692,279
	493,335	2,405,154	5,229,940
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-
<b>Interfund Transfers</b>	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-

# School District No. 69 (Qualicum)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2018

	2018 Budget	2018 Actual			2017 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education	500,000	620,614		620,614	389,450
Other		23,378		23,378	16,087
Investment Income			12,380	12,380	
Gain (Loss) on Disposal of Tangible Capital Assets	419,201	419,201		419,201	
Amortization of Deferred Capital Revenue	2,207,106	2,207,106		2,207,106	2,168,493
<b>Total Revenue</b>	<u>3,126,307</u>	<u>3,270,299</u>	<u>12,380</u>	<u>3,282,679</u>	<u>2,574,030</u>
<b>Expenses</b>					
Operations and Maintenance	640,000	643,992	113,558	757,550	681,245
Amortization of Tangible Capital Assets					
Operations and Maintenance	2,281,426	2,281,426		2,281,426	2,272,368
Transportation and Housing	231,570	231,570		231,570	222,115
Debt Services					
Capital Lease Interest	-	-		-	1,086
<b>Total Expense</b>	<u>3,152,996</u>	<u>3,156,988</u>	<u>113,558</u>	<u>3,270,546</u>	<u>3,176,814</u>
<b>Capital Surplus (Deficit) for the year</b>	<u>(26,689)</u>	<u>113,311</u>	<u>(101,178)</u>	<u>12,133</u>	<u>(602,784)</u>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	368,550	275,366		275,366	9,054
Local Capital			300,000	300,000	482,128
Capital Lease Payment	-			-	32,254
<b>Total Net Transfers</b>	<u>368,550</u>	<u>275,366</u>	<u>300,000</u>	<u>575,366</u>	<u>523,436</u>
<b>Other Adjustments to Fund Balances</b>					
District Portion of Proceeds on Disposal		(419,201)	419,201	-	
Tangible Capital Assets Purchased from Local Capital		12,368	(12,368)	-	
<b>Total Other Adjustments to Fund Balances</b>		<u>(406,833)</u>	<u>406,833</u>	<u>-</u>	
<b>Total Capital Surplus (Deficit) for the year</b>	<u>341,861</u>	<u>(18,156)</u>	<u>605,655</u>	<u>587,499</u>	<u>(79,348)</u>
<b>Capital Surplus (Deficit), beginning of year</b>		<u>17,442,869</u>	<u>300,000</u>	<u>17,742,869</u>	<u>17,822,217</u>
<b>Capital Surplus (Deficit), end of year</b>		<u>17,424,713</u>	<u>905,655</u>	<u>18,330,368</u>	<u>17,742,869</u>

# School District No. 69 (Qualicum)

Tangible Capital Assets  
Year Ended June 30, 2018

Schedule 4A (Unaudited)

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	11,929,778	101,226,801	913,669	2,315,702	-	80,131	116,466,081
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		855,040	24,083	558,350			1,437,473
Deferred Capital Revenue - Other		16,561	18,016				34,577
Operating Fund			39,472	206,163		29,731	275,366
Local Capital			12,368				12,368
Decrease:							
Deemed Disposals			129,659	48,482		14,753	192,894
Cost, end of year							
Work in Progress, end of year							
Cost and Work in Progress, end of year	11,929,778	102,098,402	877,949	3,031,733	-	95,109	118,032,971
Accumulated Amortization, beginning of year							
Changes for the Year							
Increase: Amortization for the Year							
Decrease:							
Deemed Disposals			129,659	48,482		14,753	192,894
Accumulated Amortization, end of year			349,310	868,202		47,039	55,220,041
Tangible Capital Assets - Net	11,929,778	48,142,912	528,639	2,163,531	-	48,070	62,812,930

# School District No. 69 (Qualicum)

Schedule 4C (Unaudited)

Deferred Capital Revenue  
Year Ended June 30, 2018

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	45,080,025	913,107	83,182	46,076,314
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,437,473	34,577		1,472,050
	1,437,473	34,577	-	1,472,050
Decrease:				
Amortization of Deferred Capital Revenue	2,165,654	31,866	9,586	2,207,106
	2,165,654	31,866	9,586	2,207,106
<b>Net Changes for the Year</b>	(728,181)	2,711	(9,586)	(735,056)
Deferred Capital Revenue, end of year	44,351,844	915,818	73,596	45,341,258
<b>Work in Progress, beginning of year</b>				-
<b>Changes for the Year</b>				
Net Changes for the Year	-	-	-	-
<b>Work in Progress, end of year</b>				-
<b>Total Deferred Capital Revenue, end of year</b>	<b>44,351,844</b>	<b>915,818</b>	<b>73,596</b>	<b>45,341,258</b>

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

Changes in Unspent Deferred Capital Revenue  
Year Ended June 30, 2018

Schedule 4D (Unaudited)

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	125,910	150,972	23,803	191,036	-	491,721
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education	2,139,250		17,591			2,139,250
Provincial Grants - Other	3,784	2,631		3,964		17,591
Investment Income	2,143,034	2,631	17,591	3,964	-	10,379
Decrease:						
Transferred to DCR - Capital Additions	1,437,473	16,561	18,016			1,472,050
Purchase of Services and Supplies	588,849	31,765	23,378			643,992
	2,026,322	48,326	41,394	-	-	2,116,042
<b>Net Changes for the Year</b>	116,712	(45,695)	(23,803)	3,964	-	51,178
<b>Balance, end of year</b>	242,622	105,277	-	195,000	-	542,899



STUDENT HEALTH –COMMON MEDICAL CONDITIONS

**Policy**

For the purpose of this document, **Common Medical Conditions** include: anaphylaxis, asthma, diabetes, and epilepsy.

The Board of Education of School District 69 (Qualicum) recognizes that the health of students is an essential precondition for learning. As such, the Board is committed to:

- Supporting students with common medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being
- Empowering students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care
- Supporting parents/guardians to feel confident that their child is safe at school and during school related activities, and has the same opportunities as other students to fully access the education system
- Creating a collaborative approach with the student, parent(s)/guardian(s), principal, school staff and health care professionals, to ensure a full understanding of the common medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care
- Establishing clear procedures and protocols in place to support students with common medical conditions and to guide a timely and effective response should medical intervention be required
- Ensuring that appropriate staff are familiar with the common medical conditions as outlined in the Plan of Care and are trained and confident in prevention strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency

**References:**

- *Administrative Procedure: Student Health – Common Medical Conditions*
- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Page 1 of 10

For the purpose of this Administrative Procedure, **Common Medical Conditions** include anaphylaxis, asthma, diabetes, and epilepsy.

**DEFINITIONS**

**Anaphylaxis** – is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures be taken

**Asthma** – is a chronic, inflammatory disease of the airways in the lungs.

**Diabetes** – is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

**Epilepsy** – is a neurological condition which affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

**Health Care Professional** – a member of a College under the Regulated Health Professions Act (e.g., medical doctor, nurse practitioner, registered nurse, pharmacist).

**Health Care Provider** – may be a Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

**Medical Emergency** – is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

**Medical Incident** – is a circumstance that requires an immediate response and monitoring, as the incident may progress to an emergency requiring contact with Emergency Medical Services.

**School** – all school and school-board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after- school programs for children aged 4 to 12 years.

**School staff** – all school staff, including occasional staff.

**Self-Management** – a continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of their ability to confidently and independently manage their medical condition(s). The students' journey to reach their full potential along the self-management continuum is not linear and can require varying levels of support over time. A student's capacity for self- management may be compromised during certain medical incidents, and additional support will be required.

DRAFT SEPTEMBER 5, 2018

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURE**

**STUDENT HEALTH – COMMON MEDICAL CONDITIONS**

Page 2 of 10

**ROLES AND RESPONSIBILITIES**

**Parents/Guardians of Children with Common Medical Conditions**

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school.

Parents/Guardians are expected to:

- Educate their child about his/her medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage his/her child to reach full potential for self- management and self-advocacy
- Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal or designate
- Communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the Principal or designate
- Confirm annually to the Principal or designate that their child's medical status is unchanged or update as necessary
- Initiate and participate in annual meetings to review their child's Plan of Care;
- Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

**Students with Common Medical Conditions**

Depending on their cognitive, emotional, social and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care.

Students are required to:

- Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management
- Participate in the development of their Plan of Care as appropriate
- Participate in meetings to review their Plan of Care as appropriate
- Carry-out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g. carry their medication and medical supplies; follow



## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Page 3 of 10

- school board policies on disposal of medication and medical supplies)
- Set goals on an on-going basis, for self-management of their medical condition, in conjunction with their parent(s)/guardian(s) and health care professional(s)
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school
- Wear medical alert identification that they and /or parent(s)/guardian(s) deem appropriate
- If possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs

#### School Staff

School staff are required to:

- Review the contents of the Plan of Care for any student with whom they have direct contact
- Participate in training, during the instructional day, on **common** medical conditions, at a minimum annually, as required by the Board
- Share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing
- Follow District Procedures designed to reduce the risk of student exposure to triggers or causative agents in classrooms, **common** school areas, and extra-curricular activities in accordance with the student's Plan of Care
- Support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in Board policies and procedures
- Support inclusion by allowing students with **common** medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student
- Enable students with **common** medical conditions to participate in school to their full potential, as outlined in their Plan of Care
- Collaborate with parents/guardians in developing transition plans for students with **Common** Medical Conditions, as appropriate
- Maintain log of administration of medication and medical incidents
- Notify the Principal or designate when they are aware that the expiry date on provided medication(s) have been reached

#### Principal or Designate

Principal or designate is expected to:

- Clearly communicate to parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians to co-create, review, and update a Plan of Care with the

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Principal or designate.

This process should be communicated to parents/guardians at a minimum:

- i. during the time of registration
  - ii. each year during the first week of school
  - iii. when a child is diagnosed and/or returns to school following a diagnosis;
- Co-create, review or update the Plan of Care for a student with a **common** medical condition with the parent(s)/guardian(s), in consultation with the school staff (as appropriate) and with the student (as appropriate)
  - Maintain a file with the Plan of Care and supporting documentation for each student with a **common** medical condition
  - Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan
  - Communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care
  - Encourage the identification of staff who can support the daily or routine management needs of students in the school with **common** medical conditions, while honouring the provisions within their collective agreements
  - Maintain appropriate storage of medications or medical devices for students with **common** medical conditions
  - Communicate regularly with school staff and parents/guardians regarding any life-threatening conditions
  - Inform parents/guardians about relevant Board policies and procedures and encourage regular review
  - Ensure, with consent, an updated photo with key emergency information is available to staff
  - Ensure replacement teachers have access to the student's Plan of Care and are familiar with the emergency procedures
  - Ensure all staff have received training annually, including training about any prevention strategies, recognition of life-threatening situations, emergency protocols and the use of any emergency medical interventions
  - Maintain a list of school personnel who have received training
  - Promote supportive learning environments recognizing the need for an accepting social climate for students with **common** medical conditions

**Superintendent of Schools or Designate**

The Superintendent of Schools or designate is expected to communicate, on an annual basis, the Board policies on supporting students with **common** medical conditions to parents/guardians, staff, and others in the school community who are in direct contact with students.

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The Superintendent or designate is expected to:

- Make available training and resources on **common** medical conditions on an annual basis
- Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and **common** school areas
- Develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations
- Communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their Plan of Care
- Ensure there is a process at the time of registration for identifying students with **common** medication conditions
- Where appropriate, seek the support and advice of community partners and health care providers for the purpose of ensuring the safety and well-being of students with a **common** medical condition

**PLAN OF CARE**

A Plan of Care is a form that contains individualized information on a student with a **common** medical condition.

The Plan of Care for a student with a **common** medical condition should be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the school year (e.g. when a student has been diagnosed with a **common** medical condition). Health care provider information and signature(s) are optional.

Parents/Guardians have the authority to designate who is provided access to the Plan of Care.

With authorization from parents/guardians, the Principal or designate should share the Plan of Care with school staff who are in direct contact with students with **common** medical conditions and, as appropriate, others who are in direct contact with students with **common** medical conditions (e.g. food service providers, transportation providers, volunteers).

**COMMUNICATION STRATEGIES/PRIVACY AND CONFIDENTIALITY**

Parents/Guardians and school staff should be informed of the measures to protect the confidentiality of students' medical records and information.

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At the beginning of each school year, the following text shall be communicated to all parents/guardians in a special letter:

Re: Treatment of Students with Identified Medical Conditions

The School District requires that we maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, *Request for Administration of Medication at School*, it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child, sign the form yourself and return it to the school office as soon as possible.

**FACILITATING AND SUPPORTING DAILY/ROUTINE MANAGEMENT**

**Anaphylaxis Risk Reduction**

The parent(s)/guardian(s) of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the District and of the Principal or designate at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens.

The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:

- Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.
- Students with food allergies shall only eat lunches and snacks which have been prepared at home.
- Hand washing is encouraged before and after eating for all students.
- Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods
- The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.

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**STUDENT HEALTH – COMMON MEDICAL CONDITIONS**

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All partners in education should be supporting inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g. within the classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in their Plan of Care.

**RESPONSE PROTOCOLS AND PRACTICES FOR RESPONDING TO MEDICAL EMERGENCIES**

Each school shall have trained staff qualified to provide first aid to students as required. In-service training to maintain first aid certification of designated staff will be arranged as required throughout the school year.

Where home care or professional medical care is required, parents/guardians will be notified as soon as possible and informed of any intermediate action taken.

When parents/guardians have been notified they will direct further needs with, when necessary, the assistance of the principal or designate.

When transportation of a sick child or an accident victim is required, the mode of transportation is left to the discretion of the Principal or person with supervisory responsibility at that time. When ambulance service is required by schools, the Board will accept billing for the cost of transportation to the nearest hospital.

**Supervision and/or Administration of Medication to Children**

Designated staff shall administer medications to students only if the following conditions are met:

- The medication is required while the student is attending school;
- A parent/guardian has requested the school's assistance and has signed a release concerning administration of medication;
- The Principal of the school has been notified so that a school plan of action is developed;
- An employee designated to administer medication to a student has been given appropriate child-specific training to support the carrying-out this responsibility;
- All prescribed medication is to be kept in a secure cabinet along with appropriate instructions;
- Bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given appropriate child-specific training to support the carrying-out of this responsibility.

A "Request for Administration of Medication at School", form (Ministry of Health "H1th 41"), must be completed by the parent(s)/guardian(s) giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form.

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STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have their medication administered by the designated school staff.

The school Principal or designate, will ensure a plan of action is developed for the daily care of the student, which shall include:

- A process for safekeeping and proper labeling of medication, ensuring large quantities of medication are not stored in school;
- Appropriate recording-keeping procedures and other relative information tracking measures are in place, understood by all parties, and maintained;
- Training for all school personnel involved in the administration of medication is undertaken and remains current.

The school Principal or designate shall ensure that:

- A master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;
- Copies of all forms returned by parents/guardians are attached to the students permanent record card file;
- Designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.

School staff are not to administer non-prescribed medication or to provide any medical services other than first aid, to any student.

School staff supervising field trips must be aware of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.

**AWARENESS TRAINING/RESOURCES**

All staff will be provided with information regarding common medical conditions on an annual basis.

The scope of the information provided to staff includes the following:

- Strategies/procedures for preventing risk of student exposure to triggers and causative agents
- Strategies for supporting inclusion and participation in school
- Recognition of symptoms of a medical incident and a medical emergency

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- Information on sources of support available to staff
- Medical incident response and medical emergency response procedures and protocols
- Documentation procedures

Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff shall occur at least once per year.

**REPORTING/DOCUMENTATION**

For each incident when a student experiences an anaphylactic reaction at school the Principal or designate is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. One copy is to be retained at school in a central file, one copy in the student permanent file and one copy submitted to the District Safe School Coordinator.

In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the Principal or designate must involve the parent(s)/guardian(s), the staff who were involved in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.

**LIABILITY**

The Good Samaritan Act, passed in 2001, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:

2. (1) Despite the rules of **common law**, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

- (2) Subsection (1) applies to,
- ...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

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STUDENT HEALTH – COMMON MEDICAL CONDITIONS

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APPENDICES: FORMS

References:

- *Board Policy 8005: Student Health – Common Medical Conditions*
- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

DRAFT

DRAFT SEPTEMBER 5, 2018

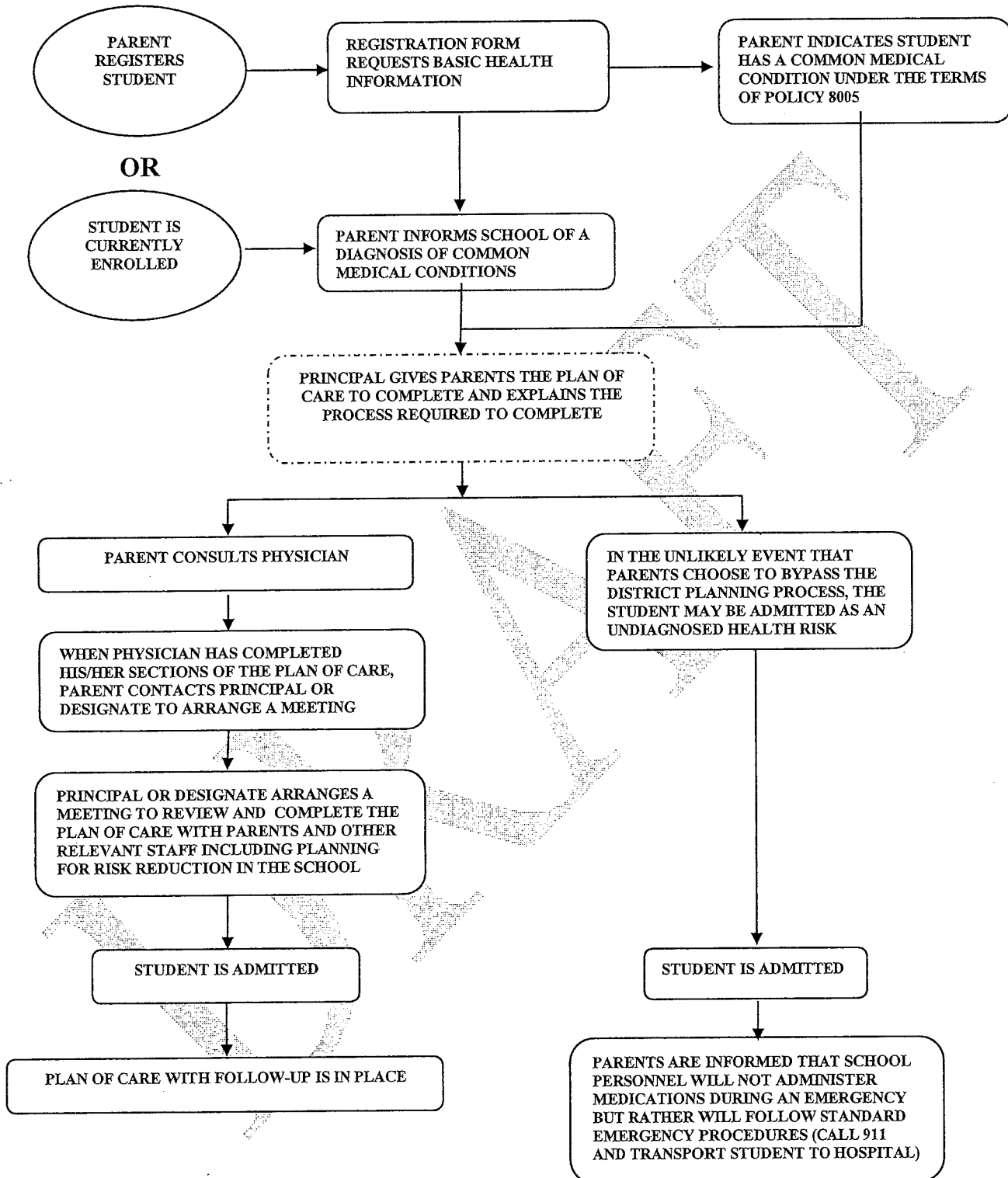




SCHOOL DISTRICT NO. 69 (QUALICUM)

APPENDIX 1 - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

PLAN OF CARE AT THE SCHOOL LEVEL – FLOW CHART





SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX II - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS  
ANNUAL UPDATE – EMERGENCY RELEASE AND HEALTH INFORMATION

Dear Parents/Guardians: Please review the following information that your child's school has for your child regarding "Student Emergency Release" and "Student Health Questionnaire". This information must be updated annually. Please review, update, and return the completed form to your school office within one week of receiving it.

<b>School:</b>	<b>Grade:</b>	<b>HR Teacher:</b>
<b>STUDENT INFORMATION:</b>		
Student Usual Surname:	_____	Student Usual First Name: _____
Student Health Care #	_____	Who has custody: _____
Parent/Legal Guardian Name1:	_____	Primary Telephone #1: _____
Parent/Legal Guardian Name2:	_____	Primary Telephone #2: _____

**Student Emergency Release Form:** In the event of an earthquake or other disaster where I am unable to collect my child from school I, being the parent/legal guardian of the above-noted child, authorize the release of my child, into the custody of the following people (please provide at least two names, one of which should be out of the area, or out of the Province, and others should be within the school catchment area – neighbours, siblings, etc.).

**PLEASE ENSURE THAT YOU HAVE DISCUSSED THIS WITH THE PEOPLE YOU HAVE LISTED.**

<b>CATCHMENT/IN AREA CONTACT:</b>		
<b>Name</b>	<b>Address</b>	<b>Telephone Number</b>
1.	_____	_____
2.	_____	_____
3.	_____	_____
<b>OUT OF AREA/OUT OF PROVINCE CONTACT:</b>		
<b>Name</b>	<b>Address</b>	<b>Telephone Number</b>
1.	_____	_____

**Medical Alert:** If your child requires daily medication or has a medical condition that would require special attention, please provide details below. It will be necessary for the school to have a 72-hour supply of any essential medication:

Medications: \_\_\_\_\_  
\_\_\_\_\_

I fully realize that during a natural disaster, such as an earthquake, my child will not be released from school to another adult unless authorized by myself, and that on the release of my child a record shall be kept at the school of the name of their temporary guardian, time of release, and expected destination.

Date: \_\_\_\_\_

Parent Name (please print): \_\_\_\_\_ Parent Signature: \_\_\_\_\_

<b>FOR OFFICE/STAFF USE ONLY:</b>	
Student released to: _____	Signature: _____
Date and time: _____	Destination: _____
Released by: _____	Signature: _____

**Student Health Questionnaire – Annual Updates**

**SECTION 1.** Has your child had a Tetanus shot within the last ten years? Yes No

**SECTION 2:**

- |       |   |     |    |
|-------|---|-----|----|
| 1.    | Does your child have a physician diagnosed <b>potentially life-threatening</b> condition such as (please circle Yes or No): |     |    |
| a.    | Diabetes  | Yes | No |
| b.    | Epilepsy with a history of seizures in the past 2 years   | Yes | No |
| c.    | Severe allergic reactions needing adrenaline or hospitalization   | Yes | No |
| d.    | Severe asthma reactions needing immediate medical treatment or medication to prevent an emergency                           | Yes | No |
| e.    | Blood clotting disorders (ie: hemophilia that requires immediate medical care)  | Yes | No |
| f.    | <i>Any other conditions that may require emergency care at school. If yes, please describe:</i>                             | Yes | No |
| <hr/> |   |     |    |
| 2.    | Does your child need to take medication on a continuing basis while at school   | Yes | No |
| 3.    | Does your child need assistance or supervision in taking his/her medication   | Yes | No |
| 4.    | Will your child need emergency medication for an allergic reaction or other medical condition                               | Yes | No |

If you answered "Yes" to any of the Questions in Section 2 above, the school secretary will send you a second questionnaire that deals specifically with your child's condition. Please complete these forms and return to the school as soon as possible.

Date: \_\_\_\_\_

Parent Name (please print): \_\_\_\_\_ Parent Signature: \_\_\_\_\_

**FOR OFFICE/STAFF USE ONLY:**

Name of Follow up documentation distributed, if applicable: \_\_\_\_\_

Date Follow up documentation sent: \_\_\_\_\_

Date completed Follow up documentation received by school: \_\_\_\_\_



SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX III - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

SAMPLE LETTER INVITING TO PARENT/GUARDIAN TO MEETING  
TO DEVELOP PLAN OF CARE

(SCHOOL DISTRICT LETTERHEAD)

*(Insert Date)*

*(Insert Parent/Guardian Name  
Address  
City, BC PC)*

Dear Parent/Guardian:

You recently advised the school that *(insert child/student name)* requires support relating to *(insert name of common medical condition...asthma, anaphylaxis, epilepsy or diabetes)*.

The Qualicum School District supports children/students with a prevalent medical condition and values the opportunity to work collaboratively with parents and students in the development of a Plan of Care to meet your child's needs. A meeting for this purpose has been scheduled for *(insert date and time)* at the school.

You are asked to bring any pertinent medical reports as well as the completed consent forms for the administration of medication at school and school-related events and the sharing of information. I will chair the meeting and *(insert names of school staff to attend)* will also be in attendance. You and *(insert child's name)* are also welcome to bring additional individuals who can contribute to the development of the Plan of Care.

A copy of the Board's policies/procedures pertaining to the management of common medical conditions is included for you to read prior to the meeting. Should you have further questions about this meeting, or the materials provided, you are welcome to contact me at *(insert contact information)*. We look forward to working together to ensure a safe and successful year for your child.

Sincerely,

*(Principal)*



## School District 69 (Qualicum)

### Appendix IV – Student Health and Common Medical Conditions

#### PLAN OF CARE — ANAPHYLAXIS

##### STUDENT INFORMATION

Student Name \_\_\_\_\_ Date Of Birth \_\_\_\_\_

P.E.N. # \_\_\_\_\_ Age \_\_\_\_\_

Student Photo (optional)

Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_

##### EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

##### KNOWN LIFE-THREATENING TRIGGERS

CHECK (✓) THE APPROPRIATE BOXES

Food(s): \_\_\_\_\_  Insect Stings: \_\_\_\_\_

Other: \_\_\_\_\_

Epinephrine Auto-Injector(s) Expiry Date (s): \_\_\_\_\_

Dosage:  EpiPen® Jr. 0.15 mg  EpiPen® 0.30 mg Location Of Auto-Injector(s): \_\_\_\_\_

- Previous anaphylactic reaction: **Student is at greater risk.**
- Has asthma. **Student is at greater risk.** If student is having a reaction and has difficulty breathing, give epinephrine before asthma medication.
- Any other medical condition or allergy? \_\_\_\_\_

Does the student carry his/her own EpiPen?  Yes  No

## DAILY/ROUTINE ANAPHYLAXIS MANAGEMENT

### SYMPTOMS

A STUDENT HAVING AN ANAPHYLACTIC REACTION MIGHT HAVE ANY OF THESE SIGNS AND SYMPTOMS:

- **Skin system:** hives, swelling (face, lips, tongue), itching, warmth, redness.
- **Respiratory system** (breathing): coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing.
- **Gastrointestinal system** (stomach): nausea, vomiting, diarrhea, pain or cramps.
- **Cardiovascular system** (heart): paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or light-headedness, shock.
- **Other:** anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste.

**EARLY RECOGNITION OF SYMPTOMS AND IMMEDIATE TREATMENT COULD SAVE A PERSON'S LIFE.**

Avoidance of an allergen is the main way to prevent an allergic reaction.

**Food Allergen(s):** eating even a small amount of a certain food can cause a severe allergic reaction.

Food(s) to be avoided: \_\_\_\_\_

Safety measures: \_\_\_\_\_

**Insect Stings:** (Risk of insect stings is higher in warmer months. Avoid areas where stinging insects nest or congregate. Destroy or remove nests, cover or move trash cans, keep food indoors.)

Designated eating area inside school building \_\_\_\_\_

Safety measures: \_\_\_\_\_

Other information: \_\_\_\_\_

**EMERGENCY PROCEDURES**  
**(DEALING WITH AN ANAPHYLACTIC REACTION)**

ACT QUICKLY. THE FIRST SIGNS OF A REACTION CAN BE MILD, BUT SYMPTOMS CAN GET WORSE QUICKLY.

**STEPS**

1. Give epinephrine auto-injector (e.g. EpiPen®) at the first sign of a known or suspected anaphylactic reaction.
  
2. Call 9-1-1. Tell them someone is having a life-threatening allergic reaction.
  
3. Give a second dose of epinephrine as early as five (5) minutes after the first dose if there is no improvement in symptoms.
  
4. Follow direction of emergency personnel, including transport to hospital (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 - 6 hours).
  
5. Call emergency contact person; e.g. Parent(s)/Guardian(s).

### HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: \_\_\_\_\_

Profession/Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

\*This information may remain on file if there are no changes to the student's medical condition.

### AUTHORIZATION/PLAN REVIEW

#### INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Other individuals to be contacted regarding Plan Of Care:

Before-School Program  Yes  No \_\_\_\_\_

After-School Program  Yes  No \_\_\_\_\_

School Bus Driver/Route # (If Applicable) \_\_\_\_\_

Other: \_\_\_\_\_

This plan remains in effect for the 20\_\_ - 20\_\_ school year without change and will be reviewed on or before: \_\_\_\_\_. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year.)

Parent(s)/Guardian(s): \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature





**SCHOOL DISTRICT No. 69 (QUALICUM)**  
**APPENDIX IV – STUDENT HEALTH AND COMMON MEDICAL CONDITIONS**  
**ANAPHYLAXIS INCIDENT REPORT FORM**

STUDENT'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Parent Information/Authorization (Please initial here as appropriate and sign on Page 2 of this form)

- \_\_\_\_\_ I agree to supply the school with an up-to-date EpiPen(s).
- \_\_\_\_\_ I agree to provide the student with a medic alert bracelet and fanny pack for the EpiPen.
- \_\_\_\_\_ I agree to ensure that the student understands his/her responsibilities for his/her safety.
- \_\_\_\_\_ I agree to ensure that the student will have an EpiPen on his/her person at all times while at school.
- \_\_\_\_\_ I understand that my failure to do any of the above may result in an inability to implement timely emergency procedures for this potentially life threatening condition.
- \_\_\_\_\_ I authorize the staff of School District 69 (Qualicum) and its agents including volunteers to execute the ANAPHYLAXIS EMERGENCY PLAN herein outlined.
- \_\_\_\_\_ I give consent for the identification of my son/daughter as a person with a life-threatening allergy and I understand that this may include the display of pertinent information in strategic locations within the school in order to ensure that staff are able to respond to emergencies. School District 69 (Qualicum) affirms its commitment to maintain confidentiality and to enhance student self-esteem to the greatest extent possible in these circumstances and to respond to concerns regarding confidentiality which may arise.
- \_\_\_\_\_ If changes occur in the condition of my son/daughter, in his/her medications or recommended treatments I agree to provide to the school in a timely manner any information which is appropriate in order to ensure safety.

Student Information/Authorization (Please initial here as appropriate and sign on Page 2 of this form)

\_\_\_\_\_ I agree to inform my school principal any time that I experience an anaphylactic reaction during the school day.

Physician Information/Authorization (Please initial here as appropriate and sign on Page 2 of this form)

For the student named above, please identify the allergen(s) or "triggering" condition(s) which could be expected to cause an anaphylactic reaction: Peanuts \_\_\_ Nuts \_\_\_ Dairy \_\_\_ Insects \_\_\_ Latex \_\_\_  
 Others foods \_\_\_\_\_  
 Other \_\_\_\_\_

Please describe the symptoms which might be expected (initial as appropriate)

- \_\_\_\_\_ Skin - hives, swelling, itching, warmth, redness, rash.
- \_\_\_\_\_ Respiratory (breathing) - wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain, nasal congestion, hay-fever like symptoms (runny, itchy nose and watery eyes, sneezing, trouble swallowing.
- \_\_\_\_\_ Gastro-intestinal (stomach) - nausea, pain/cramps, vomiting, diarrhea.
- \_\_\_\_\_ Cardio-vascular (heart) - pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock.
- \_\_\_\_\_ Other: anxiety, feeling of "impending doom", headache, uterine cramps (in females)

Additional symptoms/comments \_\_\_\_\_



# School District 69 (Qualicum)

## Appendix V – Student Health and Common Medical Conditions

Page 1 of 1

### ANAPHYLAXIS INCIDENT REPORT FORM

Date of Report \_\_\_\_\_ Time of Report \_\_\_\_\_

School \_\_\_\_\_

Report Completed by \_\_\_\_\_

Was an incident review meeting held? Yes \_\_\_ No \_\_\_

If yes, who was in attendance?

\_\_\_\_\_  
(attendees may include principal, relevant school staff, parent/guardians, public health nurse, physician)

Date of Incident \_\_\_\_\_ Time of Incident \_\_\_\_\_

Exact Location of Incident \_\_\_\_\_

Persons Involved in the Incident \_\_\_\_\_

Details of the Incident (attach separate sheets or documents as necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Actions Taken \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Follow-up planning/timelines (if applicable) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature of principal \_\_\_\_\_

Signature of the parent/guardian (s) \_\_\_\_\_

Signature of nurse or physician (if in attendance at a review meeting) \_\_\_\_\_



## School District 69 (Qualicum)

### Appendix VI – Student Health and Common Medical Conditions

PLAN OF CARE — ASTHMA	
STUDENT INFORMATION	
Student Name _____	Date Of Birth _____
P.E.N. # _____	Age _____
Grade _____	Teacher(s) _____
Student Photo (optional)	

EMERGENCY CONTACTS (LIST IN PRIORITY)			
NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

KNOWN ASTHMA TRIGGERS			
CHECK (✓) ALL THOSE THAT APPLY			
<input type="checkbox"/> Colds/Flu/Illness	<input type="checkbox"/> Change In Weather	<input type="checkbox"/> Pet Dander	<input type="checkbox"/> Strong Smells
<input type="checkbox"/> Smoke (e.g., tobacco, fire, cannabis, second-hand smoke)	<input type="checkbox"/> Mould	<input type="checkbox"/> Dust	<input type="checkbox"/> Cold Weather
<input type="checkbox"/> Physical Activity/Exercise	<input type="checkbox"/> Other (Specify) _____		
<input type="checkbox"/> At Risk For Anaphylaxis (Specify Allergen) _____			
<input type="checkbox"/> Asthma Trigger Avoidance Instructions: _____			
<input type="checkbox"/> Frequency of Asthmatic episodes: <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Seasonally <input type="checkbox"/> Other: _____			
<input type="checkbox"/> Any Other Medical Condition Or Allergy? _____			

## DAILY/ ROUTINE ASTHMA MANAGEMENT

### RELIEVER INHALER USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

A reliever inhaler is a fast-acting medication (usually blue in colour) that is used when someone is having asthma symptoms. The reliever inhaler should be used:

When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing).

Other (explain): \_\_\_\_\_

Use reliever inhaler \_\_\_\_\_ in the dose of \_\_\_\_\_  
(Name of Medication) (Number of Puffs)

Spacer (valved holding chamber) provided?  Yes  No

Place a (✓) check mark beside the type of reliever inhaler that the student uses:

Airomir  Ventolin  Bricanyl  Other (Specify) \_\_\_\_\_

Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible**.

Reliever inhaler is kept:

With \_\_\_\_\_ – location: \_\_\_\_\_ Other Location: \_\_\_\_\_

In locker # \_\_\_\_\_ Locker Combination: \_\_\_\_\_

Student **will carry** their reliever inhaler at **all times** including during recess, gym, outdoor and off-site activities.

Reliever inhaler is kept in the student's:

Pocket

Backpack/fanny Pack

Case/pouch

Other (specify): \_\_\_\_\_

Does student require assistance to **administer** reliever inhaler?  Yes  No

Student's **spare** reliever inhaler is kept:

In main office (specify location): \_\_\_\_\_ Other Location: \_\_\_\_\_

In locker #: \_\_\_\_\_ Locker Combination: \_\_\_\_\_

### CONTROLLER MEDICATION USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

Controller medications are taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity).

Use/administer \_\_\_\_\_ In the dose of \_\_\_\_\_ At the following times: \_\_\_\_\_  
(Name of Medication)

Use/administer \_\_\_\_\_ In the dose of \_\_\_\_\_ At the following times: \_\_\_\_\_  
(Name of Medication)

Use/administer \_\_\_\_\_ In the dose of \_\_\_\_\_ At the following times: \_\_\_\_\_  
(Name of Medication)

## EMERGENCY PROCEDURES

### IF ANY OF THE FOLLOWING OCCUR:

- Continuous coughing
- Trouble breathing
- Chest tightness
- Wheezing (whistling sound in chest)

(\* Student may also be restless, irritable and/or quiet.)

### TAKE ACTION:

**STEP 1:** Immediately use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided.

**STEP 2:** Check symptoms. Only return to normal activity when all symptoms are gone. If symptoms get worse or do not improve within 10 minutes, this is an **EMERGENCY!** Follow steps below.

### IF ANY OF THE FOLLOWING OCCUR:

- Breathing is difficult and fast
- Cannot speak in full sentences
- Lips or nail beds are blue or grey
- Skin or neck or chest sucked in with each breath

(\*Student may also be anxious, restless, and/or quiet.)

### THIS IS AN EMERGENCY:

**STEP 1: IMMEDIATELY USE ANY FAST-ACTING RELIEVER (USUALLY A BLUE INHALER). USE A SPACER IF PROVIDED.**

Call 9-1-1 for an ambulance. Follow 9-1-1 communication protocol with emergency responders.

**STEP 2:** If symptoms continue, use reliever inhaler every 5-15 minutes until medical attention arrives.

While waiting for medical help to arrive:

- ✓ Have student sit up with arms resting on a table (do not have student lie down unless it is an anaphylactic reaction).
- ✓ Do not have the student breathe into a bag.
- ✓ Stay calm, reassure the student and stay by his/her side.
- ✓ Notify parent(s)/guardian(s) or emergency contact.

### HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: \_\_\_\_\_

Profession/Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

\*This information may remain on file if there are no changes to the student's medical condition.

### AUTHORIZATION/PLAN REVIEW

#### INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program  Yes  No \_\_\_\_\_

After-School Program  Yes  No \_\_\_\_\_

School Bus Driver/Route # (If Applicable) \_\_\_\_\_

Other: \_\_\_\_\_

This plan remains in effect for the 20\_\_ — 20\_\_ school year without change and will be reviewed on or before: \_\_\_\_\_. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature



School District 69 (Qualicum)

Appendix VI – Student Health and Common Medical Conditions

**PLAN OF CARE — TYPE 1 DIABETES**

Plan of Care

**STUDENT INFORMATION**

Student Name \_\_\_\_\_ Date Of Birth \_\_\_\_\_

P.E.N. # \_\_\_\_\_ Age \_\_\_\_\_

Student Photo (optional)

Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_

**EMERGENCY CONTACTS (LIST IN PRIORITY)**

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

**TYPE 1 DIABETES SUPPORTS**

Names of trained individuals who will provide support with diabetes-related tasks: (e.g. designated staff or community care allies.) \_\_\_\_\_

Method of home-school communication: \_\_\_\_\_

Any other medical condition or allergy? \_\_\_\_\_

## DAILY/ROUTINE TYPE 1 DIABETES MANAGEMENT

Student is able to manage their diabetes care independently and does not require any special care from the school.

- Yes                                       No  
 If Yes, go directly to page five (5) — Emergency Procedures

ROUTINE	ACTION
<p><b>BLOOD GLUCOSE MONITORING</b></p> <p><input type="checkbox"/> Student requires trained individual to check BG/ read meter.</p> <p><input type="checkbox"/> Student needs supervision to check BG/ read meter.</p> <p><input type="checkbox"/> Student can independently check BG/ read meter.</p> <p><input type="checkbox"/> Student has continuous glucose monitor (CGM)</p> <p>* Students should be able to check blood glucose anytime, anyplace, respecting their preference for privacy.</p>	<p>Target Blood Glucose Range _____</p> <p>Time(s) to check BG: _____</p> <hr/> <p>Contact Parent(s)/Guardian(s) if BG is: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <hr/> <p>School Responsibilities: _____</p> <hr/> <p>Student Responsibilities: _____</p>
<p><b>NUTRITION BREAKS</b></p> <p><input type="checkbox"/> Student requires supervision during meal times to ensure completion.</p> <p><input type="checkbox"/> Student can independently manage his/her food intake.</p> <p>* Reasonable accommodation must be made to allow student to eat all of the provided meals and snacks on time. Students should not trade or share food/snacks with other students.</p>	<p>Recommended time(s) for meals/snacks: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <hr/> <p>School Responsibilities: _____</p> <hr/> <p>Student Responsibilities: _____</p> <p>Special instructions for meal days/ special events: _____</p> <hr/>



**ROUTINE**

**INSULIN**

Student does not take insulin at school.

Student takes insulin at school by:

- Injection
- Pump

Insulin is given by:

- Student
- Student with supervision
- Parent(s)/Guardian(s)
- Trained Individual

\* All students with Type 1 diabetes use insulin. Some students will require insulin during the school day, typically before meal/nutrition breaks.

**ACTION (CONTINUED)**

Location of insulin: \_\_\_\_\_

Required times for insulin: \_\_\_\_\_

Before school:                       Morning Break:

Lunch Break:                               Afternoon Break:

Other (Specify): \_\_\_\_\_

Parent(s)/Guardian(s) responsibilities: \_\_\_\_\_

School Responsibilities: \_\_\_\_\_

Student Responsibilities: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

**ACTIVITY PLAN**

Physical activity lowers blood glucose. BG is often checked before activity. Carbohydrates may need to be eaten before/after physical activity. A source of fast-acting sugar must always be within students' reach.

Please indicate what this student must do prior to physical activity to help prevent low blood sugar:

1. Before activity: \_\_\_\_\_
2. During activity: \_\_\_\_\_
3. After activity: \_\_\_\_\_

Parent(s)/Guardian(s) Responsibilities: \_\_\_\_\_

School Responsibilities: \_\_\_\_\_

Student Responsibilities: \_\_\_\_\_

For special events, notify parent(s)/guardian(s) in advance so that appropriate adjustments or arrangements can be made. (e.g. extracurricular, Terry Fox Run)

ROUTINE	ACTION (CONTINUED)
<p><b>DIABETES MANAGEMENT KIT</b></p> <p>Parents must provide, maintain, and refresh supplies. School must ensure this kit is accessible all times. (e.g. field trips, fire drills, lockdowns) and advise parents when supplies are low.</p>	<p>Kits will be available in different locations but will include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blood Glucose meter, BG test strips, and lancets</li> <li><input type="checkbox"/> Insulin and insulin pen and supplies.</li> <li><input type="checkbox"/> Source of fast-acting sugar (e.g. juice, candy, glucose tabs.)</li> <li><input type="checkbox"/> Carbohydrate containing snacks</li> <li><input type="checkbox"/> Other (Please list) _____</li> </ul> <p>Location of Kit: _____</p>
<p><b>SPECIAL NEEDS</b></p> <p>A student with special considerations may require more assistance than outlined in this plan.</p>	<p>Comments:</p>

## EMERGENCY PROCEDURES

### HYPOGLYCEMIA – LOW BLOOD GLUCOSE ( 4 mmol/L or less)

**DO NOT LEAVE STUDENT UNATTENDED**

Usual symptoms of Hypoglycemia for my child are:

- |   |  |                                      |                                       |
|---|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Shaky          | <input type="checkbox"/> Irritable/Grouchy | <input type="checkbox"/> Dizzy       | <input type="checkbox"/> Trembling    |
| <input type="checkbox"/> Blurred Vision | <input type="checkbox"/> Headache          | <input type="checkbox"/> Hungry      | <input type="checkbox"/> Weak/Fatigue |
| <input type="checkbox"/> Pale           | <input type="checkbox"/> Confused          | <input type="checkbox"/> Other _____ |                                       |

Steps to take for Mild Hypoglycemia (student is responsive)

1. Check blood glucose, give \_\_\_\_\_ grams of fast acting carbohydrate (e.g. ½ cup of juice, 15 skittles)
2. Re-check blood glucose in 15 minutes.
3. If still below 4 mmol/L, repeat steps 1 and 2 until BG is above 4 mmol/L. Give a starchy snack if next meal/snack is more than one (1) hour away.

Steps for Severe Hypoglycemia (student is unresponsive)

1. Place the student on their side in the recovery position.
2. Call 9-1-1. Do not give food or drink (choking hazard). Supervise student until emergency medical personnel arrives.
3. Contact parent(s)/guardian(s) or emergency contact

### HYPERGLYCEMIA — HIGH BLOOD GLOCOSE (14 MMOL/L OR ABOVE)

Usual symptoms of hyperglycemia for my child are:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Extreme Thirst     | <input type="checkbox"/> Frequent Urination | <input type="checkbox"/> Headache       |
| <input type="checkbox"/> Hungry             | <input type="checkbox"/> Abdominal Pain     | <input type="checkbox"/> Blurred Vision |
| <input type="checkbox"/> Warm, Flushed Skin | <input type="checkbox"/> Irritability       | <input type="checkbox"/> Other: _____   |

Steps to take for Mild Hyperglycemia

1. Allow student free use of bathroom
2. Encourage student to drink water only
3. Inform the parent/guardian if BG is above \_\_\_\_\_

Symptoms of Severe Hyperglycemia (Notify parent(s)/guardian(s) immediately)

- |   |                                   |  |
|---|-----------------------------------|--|
| <input type="checkbox"/> Rapid, Shallow Breathing | <input type="checkbox"/> Vomiting | <input type="checkbox"/> Fruity Breath |
|---|-----------------------------------|--|

Steps to take for Severe Hyperglycemia

1. If possible, confirm hyperglycemia by testing blood glucose
2. Call parent(s)/guardian(s) or emergency contact

**HEALTHCARE PROVIDER INFORMATION (OPTIONAL)**

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: \_\_\_\_\_

Profession/Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

\*This information may remain on file if there are no changes to the student's medical condition.

**AUTHORIZATION/PLAN REVIEW**

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Other individuals to be contacted regarding Plan Of Care:

Before-School Program  Yes  No \_\_\_\_\_

After-School Program  Yes  No \_\_\_\_\_

School Bus Driver/Route # (If Applicable) \_\_\_\_\_

Other: \_\_\_\_\_

This plan remains in effect for the 20\_\_ — 20\_\_ school year without change and will be reviewed on or before: \_\_\_\_\_ (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year.)

Parent(s)/Guardian(s): \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature



## School District 69 (Qualicum)

### Appendix VIII – Student Health and Common Medical Conditions

PLAN OF CARE — EPILEPSY			
STUDENT INFORMATION			
Student Name _____	Date Of Birth _____		
P.E.N. # _____	Age _____	Student Photo (optional)	
Grade _____	Teacher(s) _____		

EMERGENCY CONTACTS (LIST IN PRIORITY)			
NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

Has an emergency rescue medication been prescribed?     Yes     No

If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.

Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional.

KNOWN SEIZURE TRIGGERS	
CHECK (✓) ALL THOSE THAT APPLY	
<input type="checkbox"/> Stress	<input type="checkbox"/> Menstrual Cycle <input type="checkbox"/> Inactivity
<input type="checkbox"/> Changes In Diet	<input type="checkbox"/> Lack Of Sleep <input type="checkbox"/> Electronic Stimulation (TV, Videos, Florescent Lights)
<input type="checkbox"/> Illness	<input type="checkbox"/> Improper Medication Balance
<input type="checkbox"/> Change In Weather	<input type="checkbox"/> Other _____
<input type="checkbox"/> Any Other Medical Condition or Allergy? _____	

**DAILY/ROUTINE EPILEPSY MANAGEMENT**

DESCRIPTION OF SEIZURE (NON-CONVULSIVE)	ACTION:
	(e.g. description of dietary therapy, risks to be mitigated, trigger avoidance.)

DESCRIPTION OF SEIZURE (CONVULSIVE)	ACTION:

**SEIZURE MANAGEMENT**

Note: It is possible for a student to have more than one seizure type.  
Record information for each seizure type.

SEIZURE TYPE	ACTIONS TO TAKE DURING SEIZURE
(e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms)  Type: _____  Description: _____	

Frequency of seizure activity: \_\_\_\_\_

\_\_\_\_\_

Typical seizure duration: \_\_\_\_\_

## BASIC FIRST AID: CARE AND COMFORT

First aid procedure(s): \_\_\_\_\_

Does student need to leave classroom after a seizure?       Yes       No

If yes, describe process for returning student to classroom: \_\_\_\_\_

### BASIC SEIZURE FIRST AID

- Stay calm and track time and duration of seizure
- Keep student safe
- Do not restrain or interfere with student's movements
- Do not put anything in student's mouth
- Stay with student until fully conscious

### FOR TONIC-CLONIC SEIZURE:

- Protect student's head
- Keep airway open/watch breathing
- Turn student on side

## EMERGENCY PROCEDURES

Students with epilepsy will typically experience seizures as a result of their medical condition.

Call 9-1-1 when:

- Convulsive (tonic-clonic) seizure lasts longer than five (5) minutes.
- Student has repeated seizures without regaining consciousness.
- Student is injured or has diabetes.
- Student has a first-time seizure.
- Student has breathing difficulties.
- Student has a seizure in water
- \* Notify parent(s)/guardian(s) or emergency contact.

## HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

**Healthcare provider may include:** Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: \_\_\_\_\_

Profession/Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

\*This information may remain on file if there are no changes to the student's medical condition.

### AUTHORIZATION/PLAN REVIEW

#### INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program  Yes  No \_\_\_\_\_

After-School Program  Yes  No \_\_\_\_\_

School Bus Driver/Route # (If Applicable) \_\_\_\_\_

Other: \_\_\_\_\_

This plan remains in effect for the 20\_\_ — 20\_\_ school year without change and will be reviewed on or before: \_\_\_\_\_. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature





# SCHOOL DISTRICT No. 69 (QUALICUM)

## APPENDIX IX - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS RECORDING FORM - REQUEST FOR ADMINISTRATION OF MEDICATIONS

**\*Note:** School District regulations restrict Epi-Pen® use to pre-loaded single dosage auto-injection Epi-Pens®.

### SECTION A: TO BE COMPLETED BY PARENT OR GUARDIAN

Student's Name	Birthday (d/m/y)	
_____	_____	
Parent or Guardian	Home Phone	Work Phone
_____	_____	_____
Emergency Contact	Emergency Phone	Other Phone
_____	_____	_____
Physician	Clinic	Phone
_____	_____	_____

### SECTION B: TO BE COMPLETED BY PRESCRIBING PHYSICIAN

In my opinion, the following procedures are medically appropriate for the above-named student and should be administered during school hours if needed.

Condition(s) which may make medication necessary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Medication	Dosage/Frequency	Directions for Use
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional Comments (possible reactions, consequences of missing medication, etc): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Physician's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### SECTION C: TO BE COMPLETED BY PARENT OR GUARDIAN

I will notify the school promptly of any changes in medication ordered.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**REQUEST FOR ADMINISTRATION OF MEDICATION**

**SECTION D: TO BE COMPLETED BY SCHOOL STAFF**

Each staff member who is responsible for the administration or supervision of the medication must review the information on this paper, then date and sign below.

Date	Signature	Comments (if any)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**PARENT/GUARDIAN INFORMED AUTHORIZATION AND RELEASE**

I/We hereby request that the administration of medication/Epi-Pen® be provided. I/We understand that the service will be provided by a person without medical or nursing training. All training will be the parent's responsibility at no cost to the Board. It is further agreed that the student will carry the medication. It is further understand that in the absence of the regular bus driver, a replacement driver may be assigned to this route. The replacement driver may or may not be trained to administer the medication/Epi-Pen®. I/We agree to provide the Board with an updated medical statement whenever there is a change in the physician's instructions with respect to medication/Epi-Pen®.

I/We confirm that the physician named above has fully explained to me/us and my/our child (student named above) the results and affects and possible side-effects of such treatment and hereby acknowledge that I/we have read and fully understand the terms set out herein. I/We have received a copy of the Board's policy and procedures in this regard, and I/we have read and understand their contents and agree to abide by the terms set out.

IN CONSIDERATION of the School Board authorizing certain of its employees to administer he above medication/Epi-Pen® as required in this authorization form, I/WE HEREBY RELEASE AND FOREVER DISCHARGE the Board of Education of School District No. 20 (Kootenay-Columbia), its members, officers, administrators and employees from any and all claims whatsoever and actions or causes of action which I/we may have against the Board, its members, officers, administrators and employees arising out of the administration of the medication/Epi-Pen® referred to in this authorization/release form.

Date: \_\_\_\_\_

Signature of Parent(s)/Guardian(s): \_\_\_\_\_  
\_\_\_\_\_



SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX X - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS
REQUEST FOR SELF-ADMINISTRATION OF MEDICATION AT SCHOOL

Dear Parents/Guardians: This information must be updated annually OR if any changes in condition and/or treatment. Please review, update, and return the completed form to your school office within one week of receiving it.

Form with fields for School, Grade, HR Teacher, Student Usual Surname, Student Usual First Name, Student Health Care #, Who has custody, Parent/Legal Guardian Name1, Primary Telephone #1, Parent/Legal Guardian Name2, Primary Telephone #2.

TO BE COMPLETED BY PHYSICIAN

PHYSICIAN'S NAME (please print): \_\_\_\_\_

PHYSICIAN'S TELEPHONE NUMBER: \_\_\_\_\_

Name of Medication: \_\_\_\_\_

Details of Self-administration of Medication: \_\_\_\_\_

Physician's authorization (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

TO BE COMPLETED BY PARENT/LEGAL GUARDIAN

I understand that it is the responsibility of my child, to carry \_\_\_\_\_ on his/her person. (specify type of medication)

PLEASE PRINT Student's Name: \_\_\_\_\_

Class/Teacher: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ (if 18 years or age or older)

Date: \_\_\_\_\_

Name of Physician: \_\_\_\_\_

Physician Phone #: \_\_\_\_\_



SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX XI - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

RECORDING FORM

ADMINISTRATION OF MEDICATIONS

School \_\_\_\_\_

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

**DIRECTIONS** *Please record below each time medication is administered to the student.*

DATE	TIME	MEDICATION	PERSON GIVING MEDICATION



SCHOOL DISTRICT 69 (QUALICUM)

APPENDIX XII - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

**MEDICAL INCIDENT RECORD FORM**

STUDENT NAME: \_\_\_\_\_

D.O.B. \_\_\_\_\_

Date:	Time of Incident	Length of Incident	Events before Incident	Description of Incident	Events after Incident	Date/Time Parent(s)/Guardian(s) Contacted



SCHOOL DISTRICT 69 (QUALICUM)

APPENDIX XIII - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

**COMMUNICATION PROTOCOL (911)  
COMMON MEDICAL CONDITION EMERGENCY  
(TO BE READ BY PERSON CALLING 911)**

This is \_\_\_\_\_ School

We are located at:

Address: \_\_\_\_\_

Nearest Major Intersection/Road: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

We have a student with a medical condition (please specify anaphylaxis, asthma, diabetes or epilepsy) who is experiencing difficulty. The student is displaying the following symptoms:

Description of symptoms:

**If the student has a life-threatening allergy, inform the dispatcher whether or not epinephrine (an EpiPen®) was administered.**

We need an ambulance immediately. The closest school entrance for the ambulance to approach is:

A staff member will be outside of the school entrance to provide more information.

Do you need any more information? \_\_\_\_\_

How long will it take you to get here? \_\_\_\_\_

**THEN: CALL PARENT(S)/GUARDIAN(S) EMERGENCY CONTACT NUMBER.**



## PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS



### Purpose

The Board of Education of School District 69 (Qualicum) is committed to ensuring a safe, caring and inclusive environment for all students and staff. The Board further considers positive and least restrictive approaches in the provision of student supports to be best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. This approach is consistent with BC Ministry of Education's *Provincial Guidelines for Physical Restraint and Seclusion in School Settings*.

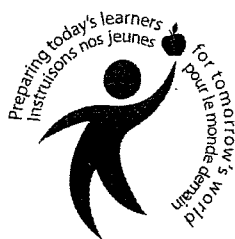
The Board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences for all students.

Schools do not support any form of physical restraint or seclusion as an ongoing means of intervention. Any intervention that involves physical restraint or seclusion may only be used in cases of extreme emergency where the physical actions of the student threaten to cause harm to self or others.

### Guiding Principles

1. Behaviour interventions for students must promote the rights of all students to be treated with dignity.
2. Behaviour interventions for all students emphasize prevention and positive behavior supports. Every effort will be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environment.
4. Behaviour interventions address the underlying cause and purpose of potentially harmful behaviour.
5. Physical restraint or seclusion is *only* used in extreme emergency where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Physical restraint or seclusion is discontinued once imminent danger or serious self-harm or harm to others has dissipated.
6. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.





PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

7. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others. These assessments inform the development of behaviour intervention plans for students that incorporate positive behaviour interventions and include instruction in strategies to regulate and de-escalate their behaviour.
8. It is expected that schools will include among their staff members, individuals who are trained in restorative practice, conflict de-escalation and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.

**References:**

- *Administrative Procedure to Board Policy 8009: Physical Restraint and Seclusion of Students*
- *BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings*

SCHOOL DISTRICT No. 69 (QUALICUM)

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PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education's ***Provincial Guidelines for Physical Restraint and Seclusion in School Settings*** along with the following definitions of physical restraint and seclusion:

*Physical Restraint:* is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

*Seclusion:* is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.

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If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
  - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
  - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to his/her parent at the end of the school day on which the incident has occurred
  - To the Assistant Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
  - With involved school personnel
  - With the parents/guardians of the student, and where possible with the student
  - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
  - When a violent incident occurs, employees have a duty to advise their supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a ***Worksafe 6A – Worker's Report of Injury or Occupational Disease to Employer*** form and/or ***Workplace Violence Risk Assessment (WVRA)*** form will be required.

**References:**

- *Board Policy 8009: Physical Restraint and Seclusion of Students*
- *BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings*

**APPENDIX I**  
**PROCEDURES FOR HANDLING A VIOLENT INCIDENT**

**PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT**

***If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.***

***DEFINITION OF VIOLENCE:***

***“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”***  
***(Source: WCB)***

***NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.***

**The Employee MUST:**

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

**NOTE:** Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

**The Principal/Supervisor MUST:**

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.

## APPENDIX I

### PROCEDURES FOR HANDLING A VIOLENT INCIDENT

- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident. The 52E40 includes any "sequence of events that preceded the incident" and/or "unsafe conditions, acts, or procedures that significantly contributed to the incident".
- 4) Using the information gathered from either the 52E40 (if initiated) or the "investigation into the incident" Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker's Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

#### Distribution of the Forms:

**The Principal/Supervisor will ensure that the completed forms are distributed as follows:**

***If the violent incident involves a student:***

#### **Un-redacted Copies:**

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) Student or Students' File(s)
- e) District Principal, Learning Services (if required as per Policy 7023)

#### **Redacted Copies:**

**The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with "The Student", and that a copy of the redacted form is placed in a sealed envelope and forwarded to:**

- a) CUPE
- b) MATA
- c) General Manager of Operations

**If the violent incident does not involve a student un-redacted copies are distributed as follows:**

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) District Principal, Learning Services (if required as per Policy 7023)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) General Manager of Operations (in a sealed envelope)

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### BIOHAZARD EXPOSURE CONTROL PLAN SAFE REMOVAL OF SHARPS (NEEDLES) AT SCHOOL DISTRICT 69 SITES

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##### **Purpose**

SD69 Employees and volunteers have a responsibility to report to their site supervisor or designate any discarded sharps/needles encountered on the school grounds and surrounding area of the site. This is to ensure that the students, employees and public are not placed at risk by coming into contact with such objects. After reporting the sharp/needle to supervisor, a call is to be placed to the Operations Department (250-248-2067).

It will generally be the responsibility of the Operations Department to pick up and dispose of such hazardous items; however, in an emergent situation where it is determined that the sharp/needle needs to be removed immediately, the supervisor (if trained in Sharps removal protocols) may remove the sharp/needle using the school Bio-Hazardous Materials Kit following the steps outlined below.

Schools and worksites are to follow these sharp/needle handling procedures and have the proper Sharps Container, protective equipment and understanding before attempting to pick up a sharp/needle.

Follow these steps to pick up improperly discarded sharps/needles and other items that could carry HIV, the Hepatitis B and C viruses as well as residual drugs (i.e. fentanyl):

1. Secure the location so that students, staff or public do not have access to the area
2. Retrieve a Bio-Hazardous Materials Kit from the office or first aid room and get the disposable waterproof gloves and a proper sharps container ready.
3. Put the gloves on. **DO NOT** pick-up the sharp/needle with your hands even while wearing the disposable waterproof gloves.
4. Place the Sharps Container next to the sharp/needle or other bio-hazardous item; **DO NOT** hold the container in your hand or you might accidentally jab yourself.
5. Use the tongs provided in the kit to pick up the sharp/needle (or other hazardous item) and place it in to the Sharps Container with the pointed end first and away from you. **DO NOT** insert your fingers into the opening of the container and keep your free hand out of the way.
6. If more than one sharp/needle or bio-hazardous item is found at a time, you may use the same disposable container.
7. Remove and discard the gloves and wash your hands with soap and water or with the antiseptic wipes available in the kit.
8. Once your kit has been used it must be properly disposed of by the Operations & Maintenance Department
9. They will provide a new kit when they pick up the used kit for disposal.
10. The employee removing the sharp/needle is to file a report (including the location where the sharp/needle or bio-hazardous item was found) with the Site Safety Committee.

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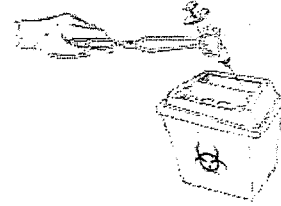
ADMINISTRATIVE PROCEDURE

BIOHAZARD EXPOSURE CONTROL PLAN  
SAFE REMOVAL OF SHARPS (NEEDLES) AT SCHOOL DISTRICT 69 SITES

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A Bio-Hazardous Materials Kit includes:

- A proper Sharps Container
- Disposable waterproof gloves
- Small blue disposable tongs
- Antiseptic wipes
- The sharps/needles handling procedures.



These one-time-use kits are to be made be available in the office at each SD69 facility.

DRAFT