



REGULAR BOARD MEETING AGENDA

TUESDAY, SEPTEMBER 24, 2019

6:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

1. **CALL TO ORDER AND INTRODUCTIONS**

2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

3. **ADOPTION OF THE AGENDA**

Recommendation:

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

4. **APPROVAL OF THE CONSENT AGENDA**

- | | | |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: August 27, 2019 | p 1-6 |
| b. | Approval of the Special Board Meeting Minutes: August 27, 2019 | p 7-8 |
| b. | Ratification of In Camera Board Meeting Minutes: August 27, 2019 | p 9 |
| c. | Final Approval for Kwalikum Secondary School student trip to Switzerland, Italy, Monaco, France and Spain during Spring Break 2020 | p 10-12 |
| d. | Receipt of Ministry News | |
| | • Education by the numbers | p 13-14 |
| | • New grades 11-12 curriculum helps students reach their potential | p 15-17 |
| | • Increased funding to improve students' mental health | p 18-20 |
| | • Make immunization reporting part of the back-to-school routine | p 21-22 |
| | • New ECE spaces provide career paths for students, relief for families | p 23-26 |
| | • SOGI summit beings school year with priorities on student, Indigenous voices | p 27-30 |
| e. | Receipt of Reports from Trustee Representatives | |
| | • Oceanside Building Learning Together Coalition – Trustee Young | p 31 |
| | • Indigenous Education Advisory Committee – Trustee Godfrey | p 32 |
| f. | Status of Action Items – September 2019 | p 33 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of September 24, 2019, as presented (*or, as amended*).

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

- | | | | |
|----|---|-------------------------------|---------|
| a. | 2018-19 Audited Financial Statements | (Leanne Sowchuck/Kelly Olsen) | p 34-68 |
|----|---|-------------------------------|---------|

6. **BUSINESS ARISING FROM THE MINUTES**

7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

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8. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
 9. **DISTRICT PARENTS ADVISORY COUNCIL**
 10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
 11. **ACTION ITEMS**
 - a. **2018-19 Audited Financial Statements**
 - i. **Internally Restricted Funds** *(Ron Amos)*
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) accept the Schedule of Internally Restricted Surplus as presented.
 - ii. **2018-19 Audited Financial Statements** *(Ron Amos)*
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the 2018-19 Audited Financial Statements as presented.
 - b. **Appointment of Auditor for 2019-20** *(Ron Amos)*
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) appoint the firm of McGorman McLean as the School District 69 (Qualicum) auditor for the 2019-20 fiscal year.
 12. **INFORMATION ITEMS**
 - a. **Educational Programs Update** *(Gillian Wilson)*
 - b. **Education Planning Update** *(Keven Elder)*
 13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** *(Trustee Godfrey)* **p 69**
 - a. **School Codes of Conduct**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) accept the School Codes of Conduct for the 2019-20 school year as presented, once any imbedded policy numbers are corrected.
 - b. **Use of Student Artwork on District Communications**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) encourages our SD69 student artwork be included in any communication, where possible.

- 14. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Young) p 70
- a. Board Bylaw 3: Meetings of the Board of Education** p 71-80
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Bylaw 3: *Meetings of the Board of Education* at its Regular Board Meeting of September 24, 2019.

 - b. Board Bylaw 6: Indemnification** p 81-84
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Bylaw 6: *Indemnification* at its Regular Board Meeting of September 24, 2019.

- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 85-101
- a. Ballenas Track Renewal Steering Committee Terms of Reference**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) adopt the proposed terms of reference for, and the recommended membership of, the Ballenas Track Renewal Steering Committee.

16. REPORTS FROM TRUSTEE REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

- 17. TRUSTEE ITEMS**
- a. Board Committee and Representative Appointments** (Trustee Flynn) p 102

 - b. Liaison Schools** (Trustee Flynn) p 103

 - c. Moratorium on Category 4 and 5 Field Experiences (Trips)** (Trustee Kurland)

Rationale:

Scientific research and facts have demonstrated that human activities are affecting the Earth’s climate. These effects are being see in many complex ways, from rising temperatures seen around the world, sea levels rising, changing of the Artic environment faster than predicted and species extinction.

Atmospheric Co2 is a contributing factor in this climatic change. Many agencies are calling for a reduction in activities that produce Co2 as a waste product.

It is the responsibility of the Board of sd 69 to demonstrate a leadership role in order to act responsibly.

Recommendation:

THAT the Board of Education of School District 69 (Qualicum), will not condone or sanction long distance, category 4 and 5 (from Board Policy 5020: *Field Experiences (Trips)*).

18. NEW OR UNFINISHED BUSINESS

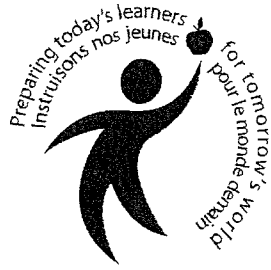
19. BOARD CORRESPONDENCE AND MEDIA

- a. Letter of Appreciation from VIU re: Student Teacher Placements

p 104

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES

TUESDAY, AUGUST 27, 2019

6:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

ATTENDEES

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	Trustee
Elaine Young	Trustee
Barry Kurland	Trustee

Administration

Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Vivian Collyer	Director of Instruction
Chris Dempster	General Manager of Operations
Autumn Taylor	District Principal, International Student Program Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

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

1. CALL TO ORDER

Chair Flynn called the meeting to order at 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

She then introduced Dr. Vivian Collyer, the District's new Director of Instruction.

3. ADOPTION OF THE AGENDA

19-75R

Moved: Trustee Austin *Seconded:* Trustee Godfrey

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: June 25, 2019
- b. Ratification of In Camera Board Meeting Minutes: June 18, 2019
- c. Receipt of Ministry News
 - Don't let your child miss out on a \$1200 grant
 - Students, teachers, staff benefit from more classroom support.
 - Immunization status reporting next step in ongoing effort to protect against outbreaks
 - International students take action to promote global sustainability
 - Bringing child care closer to home for families through new incentives for publicly funded child care
 - Over 600 new Indigenous early learning and child care spaces for BC
 - Month three: update on measles immunization catch-up program
 - Student transcript issue resolved
- d. Status of Action Items – August 2019

19-76R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of August 27, 2019 as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Deb Comer, MATA President, commented on the following:

- Executive member, Conrad Langenmaier, will be Acting Vice President of MATA for the first semester during Judy Stewart's leave. Norberta Heinrichs will be the Health & Safety Chair as well as the Bargaining Co-Chair.
- Appreciation to all the support staff who have worked hard throughout the summer to prep worksites for the upcoming school year. She requested that MATA members be advised if they need to be aware of any projects which may not be concluded prior to classes resuming.
- Update on provincial bargaining and a suggestion to the Board to reach out to the BC School Trustees Association to put pressure on the government to ensure that education is funded in an ongoing sustainable manner and that concessions be removed from the provincial bargaining table as those concessions will cause challenges regarding supports for students.

8. **CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570**
Troy Forster, CUPE Local 3570 President, commented that any outstanding grievances were resolved prior to support staff bargaining and he does not anticipate any labour issues this year.

Chair Flynn extended thanks to support staff on behalf of the Board, through the CUPE local 3570 president for all the work done in schools over the summer.

9. **DISTRICT PARENT ADVISORY COUNCIL (DPAC)**
No report
10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN) **remember questions sheets!**
None

11. **ACTION ITEMS**

a. **District Staff Flu Vaccinations**

19-77R

Moved: Trustee Kurland *Seconded:* Trustee Godfrey

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 2019-20 school year.

CARRIED UNANIMOUSLY

b. **Capital Project Initiatives – Energy Projects Reserve and Ballenas Secondary Track**

Secretary Treasurer Amos referred to the Board's support in principle for a reserve fund to be set up from underspends in order to fund future energy savings capital projects. The utility accounts ended the year with a \$119,337 surplus; therefore, staff requested that \$100,000 of the operating surplus be used to establish a reserve fund to specifically support future energy savings projects.

19-78R

Moved: Trustee Austin *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) commit \$100,000 of the operating surplus to establish a reserve fund specifically to support future energy savings projects.

CARRIED UNANIMOUSLY

Secretary Treasurer Amos then noted that, for many years, the Board has had an interest in a track upgrade at Ballenas Secondary School. Although there was general support for upgrading the track in the Regional District of Nanaimo's (RDN) Master Plan, the RDN is now unable to lead the initiative. An estimate obtained to determine the cost to upgrade the Ballenas Track was between \$700,000 and \$800,000. As there is still interest in having the upgrade move forward in both the district and the community, district staff proposed organizing a steering committee in the fall to move the project forward and that the Board support the initiative with \$300,000 funds from the district's local capital account. It was hoped that with a Board commitment, municipal and community partners would contribute additional funds to cover the remaining cost.

Trustees discussed the proposal and suggested that the board's contribution be reduced in the event a priority was identified in the future. If the project funding falls short, the Board could then determine whether it would use additional local capital to cover the shortfall.

19-79R

Moved: Trustee Godfrey *Seconded:* Trustee Kurland
THAT the Board of Education of School District 69 (Qualicum) commit \$200,000 of the Local Capital balance to fund part of the track resurfacing project at Ballenas Secondary School.
 CARRIED UNANIMOUSLY

19-80R

Moved: Trustee Young *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) direct district staff to organize a district steering committee to move the project forward and that this committee would include representation from the district and community partners.
 CARRIED UNANIMOUSLY

Executive staff were tasked to present a full proposal to the Board, including Terms of Reference for the steering committee, to the September Board meeting.

12. INFORMATION ITEMS

a. Educational Programs Update

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

- Acknowledgment of all CUPE support staff in the district for all their work over the summer at all facilities to prepare for the upcoming school year.
- Acknowledged the work of the Teaching & Learning Team who provided four days of learning opportunities in August.
- Enrolment is anticipated to be on if not slightly above projections. For the first time in many years, it may be that all cross-boundary requests may not be able to be accommodated.
- All elementary schools are involved in a reconnecting start.
- Ballenas Secondary staff are orienting Grade 8's in a new way in order to determine how to measure what is being done differently to help students to achieve their goals.
- Acknowledgement of the Human Resources and Finance staff in sharing the work of Atrieve and PowerSchool. She enjoyed the opportunity to share with clerical their role as part of the educational team.
- Principals/Vice Principals meetings were held over three days and she thanked them for taking risks through play-oriented learning activities with executive staff. Participants also reviewed the strategic priorities to ensure they are front and centre in the work they are doing at each site.
- SD69 is part of the Ministry pilot for reporting and a meeting was held earlier in July. The ministry's plan is to have a survey go out to parents in the fall with a follow up survey in the new year to parents, staff and students to see how reporting is working for them.
- The Guatemala and Hong Kong trips previously approved in principle, have been cancelled for variety of reasons including safety of travelers to those two countries.

b. Education Planning Update

Superintendent Elder reported on the following activities taking place in the area of education planning:

- The level of commitment and activity leading into the first day of school, which started in mid-August and continues in earnest this week with the teaching and learning team is quite incredible and not to be taken for granted and not to be assumed as normal. It is highly appreciated and the benefits to the district's learning culture, the children and our families is immeasurable.
- Appreciation of the work of the CUPE staff over the summer on facilities ground and to the leadership group in supporting that work.
- Acknowledgement of the leadership of the CUPE and MATA members and the role they play in working with their members to create and support a culture where people are committed to doing the right thing with and for each other and for the learners in the community.
- Gratitude to the Board, parents, and community partners committed to getting things right for children every day.
- Preparedness of the District in anticipation of whatever might flow from the provincial bargaining table, which may or may not result in a provincial collective agreement.
- He then provided a summary of the priorities from the Ministry of Education which were presented at the summer BCSSA Leadership Series, including implementation of the new funding model planned for the fall of 2020.

c. Summer Projects Update

Chris Dempster, General Manager of Operations, reviewed some of the numerous projects completed over the summer as outlined in the agenda attachment as well as those still being completed. One particular project highlighted was the installation of Tesla backup systems at Nanoose Bay, Bowser and Errington Elementary Schools which will provide enough power to maintain operations during a power outage.

He also commented on the tremendous amount of work done by the support staff in order to complete special projects as well as the many annual tasks in order to prepare schools for the upcoming school year.

13. EDUCATION COMMITTEE OF THE WHOLE REPORTS

No Report

14. POLICY COMMITTEE OF THE WHOLE REPORT**a. Board Policy 8004: Health & Safety in the Workplace****19-81R**

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 8004: *Health & Safety in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of August 27, 2019.

CARRIED UNANIMOUSLY

The first Policy Committee of the Whole Meeting will be held on Monday, September 16th at 1:00.

15. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

16. TRUSTEE ITEMS

None

17. NEW OR UNFINISHED BUSINESS

None

18. BOARD CORRESPONDENCE AND MEDIA

None

19. PUBLIC QUESTION PERIOD

Trustees/senior administrators received comments and/or answered questions on the following topics:

- Student participation in decision making.
- Choice of suppliers for solar panels being purchased by the district.
- Shortage of recreation infrastructure in the Oceanside area and that the local municipalities should contribute to increasing that infrastructure in the Oceanside area.
- Flu vaccinations.
- Clarification of a dormitory development on the Craig Street Commons Site which was proposed a few years ago but did not move forward.

20. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:19 p.m.

To be followed by Special Board Meeting for yearly election of Chairperson and Vice-Chairperson of the Board.

CHAIRPERSON

SECRETARY TREASURER



SPECIAL BOARD MEETING MINUTES – ANNUAL ELECTIONS

TUESDAY, AUGUST 27, 2019

THE FORUM

PARKSVILLE CIVIC AND TECHNOLOGY CENTRE

ATTENDEES

Trustees

Julie Austin	Trustee
Eve Flynn	Trustee
Jacob Gair	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Vivian Collyer	Director of Instruction
Chris Dempster	General Manager of Operations
Autumn Taylor	Principal, Arrowview Elementary School
	Qualicum District Principals' & Vice Principals' Association Representative
Karin Hergt	Executive Assistant (Recording Secretary)

Education Partners

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

1. CALL TO ORDER

Secretary Treasurer Amos, called the meeting to order at 7:19 p.m. in accordance with School District No. 69 (Qualicum) Board Bylaw 2: *Board Structure* for the yearly election of Chairperson and Vice Chairperson of the Board.

2. ELECTION OF BOARD CHAIRPERSON

The Secretary Treasurer called for nominations by ballot for the position of Chairperson of the Board as per Board Bylaw 2.

Trustee Flynn was nominated to the position of Chair.

Trustee Flynn accepted the nomination.

No other nominations were received.

Trustee Flynn was acclaimed as Chairperson of the Board effective September 1, 2019.

Trustee Flynn assumed the Chair.

19-82R

Moved Trustee Young *Seconded* Trustee Godfrey
THAT the nomination ballots for the position of Chairperson be destroyed.
CARRIED UNANIMOUSLY

3. ELECTION OF THE VICE CHAIRPERSON OF THE BOARD

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

Trustees Austin and Godfrey were nominated for the position of Vice Chairperson of the Board.

Trustees Godfrey and Austin accepted the nomination.

Ballots for election of the Vice Chairperson of the Board were distributed and collected.

Trustee Austin was elected as Vice Chairperson of the Board.

19-83 R

Moved Trustee Young *Seconded* Trustee Godfrey
THAT the nomination and election ballots for the position of Vice Chairperson be destroyed.
CARRIED UNANIMOUSLY

4. BANKING RESOLUTION

There were no changes to the Chair or Vice Chair positions so no banking resolution was required.

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

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

6. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:28 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT
August 27, 2019

ATTENDEES:

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

Administration

Dr. Keven Elder	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools

The Board of Education discussed the following matters:

- Personnel
- Labour Relations
- Legal

There were no motions presented for approval at this meeting

Chairperson

Secretary Treasurer



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall lmmarshall@sd69.bc.ca
Vice-Principal: Lesley Rowan lrowan@sd69.bc.ca

Sept. 10, 2019

School District 69 (Qualicum)
PO Box 430, 100 Jensen Avenue East
Parksville, BC
V9P 2G5

Board of Education – School District 69 (Qualicum)

Please accept this letter as my support for the Kwalikum Secondary School Student Field Trip to Europe (specifically Switzerland, Italy, France and Spain). The students and staff involved will be away 12 days – likely from March 14, 2018 to March 25, 2020, over our district's spring break. The exact dates are still to be determined by EF tours, sometime in late fall. This trip has been planned by teacher Jaret Abel, and 4 other district staff will act as chaperones (Ruth Stefanek, Ben Leggett, Janis Proctor and Lori Marshall).

Please see the attached itinerary for details.

I would ask that the Board grant final approval for this excellent learning opportunity for our students.

Sincerely,

Ms. Lori Marshall, Principal
Kwalikum Secondary School

Cc: Jaret Abel, Sponsoring Teacher



KWALIKUM SECONDARY SCHOOL

Working together to realize our full potential

Principal: Lori Marshall, lmarshall@sd69.bc.ca
Vice-Principal: Lesley Rowan, lrowan@sd69.bc.ca

Sept 25, 2019

Board of School Trustees
School District #69 (Parksville/Qualicum)
PO Box 430, 499 W. Island Highway
Parksville, BC, V9P 2G6



Dear Board of School Trustees,

At this time, I would like to apply for Final Approval for a trip to Switzerland, Italy, Monaco, France and Spain during Spring Break 2020. I am planning to take a group of 32 students with the support of 4 other teachers. This will be my fifth time taking groups of students to Europe and each time there has been incredible growth on the part of the students' cultural awareness, expansion in interest in historical/ current events and self confidence.

My experience is that these trips provide incredible and memorable life experiences for our students and they are exceptional educational tools. An educational highlight of this trip will be exploring Cinque Terre on the coast of Italy, visiting the World Heritage site of the Pont Du Gard and discovering the varied landscapes across Europe. I have seen the growth in students who have had the opportunity to travel and am looking forward to continuing to create student growth.

Sincerely yours,

Jaret Abel
Travel Group Coordinator



FORM SD69-FE04B

Category 4 Field Experience - REQUEST FOR FINAL APPROVAL

Out of Province but within Canada and/or Continental USA or Off-Continent

RECEIVED
SEP 12 2020

Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
- Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
- Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)
- Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
- Does the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
- Educator-in-charge to forward following information to School Principal for review and approval:
 - Form SD69-FE04B Request for Final Approval of Category 4 Field Experiences
 - Cover letter from Educator-in-charge outlining objectives, follow-up activities, presentation(s)
 - Parent Information Letter
 - Schedule/Itinerary
 - Class List
 - Third Party Waiver (if applicable)
 - Service Provider Proposal, Agreement and/or Contract
 - FORM SD69-08: Volunteer Driver Application and Approval form (if applicable)
 - FORM SD69-FE09 Field Experience Transportation Record (if applicable)
 - FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
 - FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form
- In addition to above information, Educator-in-charge MUST have on file:
 - FORM SD69-FE05: Parent/Guardian Consent and Acknowledgement of Risk form
 - FORM SD69-FE06 – Student Behaviour Expectations Contract
 - FORM SD69-FE07: Category 4 Field Experience Parent/Guardian Consent for Student Travelling without Parent
- Principal to forward copy of following information to District Office for review and Board of Education approval:
 - Cover letter from Educator-in-charge
 - Letter of Support from Principal requesting Final Approval from Board of Education
 - FORM SD69-FE04B Request for Final Approval of Category 4 Field Experiences
 - Parent Information Letter
 - Schedule/Itinerary
 - Third Party Waiver (if applicable)
 - Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: KWALIKUM SECONDARY
 Educator-in-Charge: Jaret Abel
 Destination: Switzerland, Italy, France, Monaco, Spain
 Departure Date: March 16, 2020 (Spring Break) Return Date: March 26 2020
 Area of Study: Cultural Appreciation & Historical field Grades: 10,11,12
 experience

Educational Purpose of Trip: Develop awareness of different cultures from across Europe. We are visiting famous landmarks and sites. There is a tour director that provides insight on the reasons that the places we are seeing are significant. To develop independence skills as youth in having to manage personal finances and learn how to travel safely.

Total No. of Students: 32 Total Cost:
 Cost per Student: \$3500 Built-in Cost per Teacher: Cost to Teacher (if any): \$400

Excursion Details (Itinerary attached): Yes No (if no, please explain below)

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity. Indicate if supervisors will be teachers, volunteers or other:

There are 5 teachers from school district #69 supporting the trip. There are 3 female and 2 male teachers. The ratio of students to educators is based around a formula of 6:1.

Category 4 Out of Province Field Experience – Final Approval

Educator-in-Charge (please print): Jaret Abel	Date (day/month/year): 10/10/2019	Educator-in-Charge signature:
Principal Name (please print): Lori Marshall	Date (day/month/year): 10/10/2019	Signature indicating final approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating final approval:



INFORMATION BULLETIN

For Immediate Release
2019EDUC0069-001642
Aug. 26, 2019

Ministry of Education

Education by the numbers

VICTORIA – The following facts provide a snapshot of British Columbia's education system.

Enrolment and schools

- **There are 1,578 public schools and 364 independent schools in B.C.**
- Pending final enrolment count in fall 2019, it is estimated there will be 545,805 funded full-time equivalent school-age students in public schools in the 2019-20 school year. This would be an increase of 3,155 students from 2018-19.
- Based on student head count in the 2018-19 school year, there were:
 - 73,107 students with special needs in the province – 3,422 more than the year before
 - 71,983 Indigenous students in the province – 1,230 fewer than the year before
 - 68,982 English Language Learning (ELL) students in the province – 1,587 more than the year before
 - 6,087 francophone students in the province – 147 more than the year before
 - 54,568 French Immersion students in the province – 505 more than the year before
- Since 2015-16, public school class sizes have become smaller, while enrolment has increased by more than 3%.
- Average kindergarten and grades 1 to 3 class sizes are down 9% since 2015-16.
- Class sizes are down 8% for grades 4 to 7, and 6% for grades 8 to 12, since 2015-16.
- The average class sizes this past school year were:
 - 22.1 in grades 8 to 12
 - 23.9 in grades 4 to 7
 - 19.9 in grades 1 to 3
 - 18 in kindergarten

Achievement – Six-year completion rate 2017-18

- 85% of all students in B.C. are completing high school.
- 88% of English language learners are completing high school.
- 98% of francophone students in Conseil scolaire francophone School District are completing high school.
- 96% of French immersion students are completing high school.
- 69% of all Indigenous students are completing high school. In the 2017-18 school year, the completion rate for Indigenous students increased by 3% over the year before – the largest one-year increase since 2010-11.
- Outcomes for students with special needs in B.C. are showing steady improvements. Completion rates were 75.5% last school year, up from 63.5% 10 years ago.
- 54% of students with special needs make the transition to post-secondary within two or

- fewer years after completing Grade 12.
- 43% of Indigenous students in public schools attended post-secondary within two or fewer years of completing high school, compared to 60% of all students.

Investments in learning

- The Province is investing \$6.6 billion for K-12 education this year, which is \$1 billion more than in 2016-17.
- This is a total increase of 17.1%, while enrolment has grown 3.2%.
- For the first time since 2006, all 60 school districts are forecasted to see an increase in funding for the 2019-20 school year.
- Government has invested more than \$400 million annually for school districts to hire almost 4,000 new teaching positions, including 500 special education teachers and 190 more teacher psychologists and counsellors.
- An additional 1,000 education assistants have been hired in the past two years. The number of classes with an education assistant has increased by 37%.
- Government has invested \$3.5 million to create about 250 new seats in teacher education programs in B.C., including training 70 special education, 20 secondary math and physics, 74 French and about 85 Indigenous educators.
- This year, the ministry estimates school districts will receive \$570.9 million to support students with special needs, a 23% increase since 2016-17.
- Targeted funding to support Indigenous students is estimated to rise to \$88 million next school year, a 27% increase since 2016-17.
- Rural school districts are receiving \$295 million for the next school year to assist with the unique challenges they face supporting students and staff. This is \$23 million more than in 2016-17.
- School districts receive about \$53 million through CommunityLINK and \$11.2 million via the vulnerable student supplement each year to help fund programs that support vulnerable children and youth.

Capital investments

- Government will invest a record \$2.7 billion in school capital projects over the next three years.
- Since September 2017, government has announced 71 school capital projects, for a total investment of \$1.55 billion.
- This includes 20 new or expanded schools, seven site purchases for future schools and 37 seismic upgrades or replacements.
- These projects will create 9,720 new student spaces and 22,000 seismically safe seats.
- Government has created an ongoing \$5-million annual playground equipment fund for school districts to buy new or replacement playground equipment. This will reduce parents' need to fundraise for school playgrounds.
- Since the Playground Equipment Program started in 2018, more than 25,000 children are using new playgrounds at 101 B.C. schools. This school year, the program will fund 50 new playgrounds in 34 school districts.



NEWS RELEASE

For Immediate Release
2019EDUC0070-001650
Aug. 27, 2019

Ministry of Education

New grades 11-12 curriculum helps students reach their potential

Punjabi and traditional Chinese translations are included
(disponible en français en bas de page)

VICTORIA – Students entering grades 11 and 12 in September will have more new courses and personalized learning opportunities than ever, making sure future graduates are on a path to success.

“The exciting changes we are making today will help ensure that all kids graduate with the skills, competencies and attitudes they need to adapt and thrive in the ever-changing careers of tomorrow,” said Rob Fleming, Minister of Education. “In addition to completing our K-12 curriculum redesign process with the implementation of grades 11 and 12 this school year, we are also rolling out a modernized graduation program that will give students unprecedented opportunities to explore where they want to go in life to build bright futures for themselves and their families.”

B.C.’s new K-12 curriculum is personalized and flexible, and focuses on the core competencies of critical thinking, communication, and social and personal responsibility, to help students succeed in a rapidly changing world. It was redesigned in collaboration with more than 300 B.C. and Yukon educators and academic specialists.

The Province’s efforts to implement a generational change in curriculum and assessment, while achieving some of the world’s best student outcomes, was recently showcased to education leaders from around the globe at the Organisation for Economic Co-operation and Development Future of Education and Skills 2030 Project meeting held in Vancouver in May 2019.

Under the new graduation program, students can develop the skills that post-secondary institutions and future employers are looking for, like creative, analytical, entrepreneurial and leadership skills. New course options exist for students in a range of areas, including environmental science, computational skills, engineering, robotics, digital media and arts.

The modernized graduation program also requires students to complete two new career education courses and an in-depth project that offer opportunities for more hands-on, real-world learning. This will provide students with career-life exploration opportunities, allowing the development of useful tools for their chosen path, whether it's college, university, trades training and, ultimately, the workforce.

In partnership with the First Nations Education Steering Committee, Métis Nation BC and the British Columbia Teachers’ Federation, the ministry is also working on two new resources for teachers to support increased integration of Indigenous knowledge, perspectives and content

in K-12 classrooms. Working collaboratively with local Indigenous communities to create resources and bring local Indigenous knowledge and perspectives into the classroom is also addressed. In addition, a number of Indigenous-focused courses are among the range of new courses from which students can choose.

Teachers will also be supported with new resources that have been developed to help with the implementation of the new curriculum. The Ministry of Education worked with teachers and key education partners to create resources to help teachers deliver the redesigned physical and health education curriculum with guides for elementary and secondary teachers. These guides, along with a curated list of existing resources, will provide teachers with a variety of instructional suggestions and tips for teaching important health topics, such as consent, stress and anxiety, safe sex, mental health stigma, cyberbullying and online safety.

Also this school year, Grade 10 students will write a new mandatory graduation assessment in literacy, in addition to a mandatory graduation assessment in numeracy that was introduced during the 2017-18 school year. These assessments maintain the rigour and high standards of the previous course-based provincial exams and are fully aligned with the new curriculum. They are designed to evaluate essential numeracy and literacy skills developed across different areas of learning and grades, rather than testing knowledge gained from one specific course.

Quotes:

Andrea Sinclair, president, BC Confederation of Parent Advisory Councils –

“All parents believe their children should graduate from the K-12 public education system with the skills needed to take their next steps – college, university, trades or entrepreneurship – in their adult life as an educated citizen. The now-completed curriculum redesign, combined with the new assessments and career education courses as part of the overall graduation program, will enable all students to achieve their potential for future success.”

Chris van der Mark, president, BC School Superintendents Association (BCSSA) –

“B.C.’s public education system continues to be admired around the globe for its equity and high standards. The ongoing transformation of the K-12 curriculum continues to increase choice for students and BCSSA members will continue their work in districts to maximize outcomes for students into the future.”

Quick Facts:

- The new K-9 curriculum was implemented in September 2016, followed by Grade 10 in September 2018.
- Grades 10 to 12 students will still be required to complete at least 80 credits for graduation and will continue to receive report cards with letter grades and percentages for all courses. Mandatory graduation assessment results will be reported as stand-alone items on student transcripts.
- Starting in the 2020-21 school year, a mandatory graduation assessment in literacy for students in Grade 12 will be introduced. The new Grade 12 literacy assessment will be developed in collaboration with key education partners and stakeholders. As with the Grade 10 numeracy and literacy assessments, the new Grade 12 literacy assessment will be piloted prior to provincewide implementation.

- The changes to the B.C. Graduation Program and K-12 curriculum were made following extensive engagement with students, parents, education partners and stakeholders, post-secondary institutions and representatives of various industries.
- The Ministry of Education and Ministry of Advanced Education, Skills and Training are working with partners to create a careers strategy that will ensure students will benefit from programs designed to help them transition from high school and post-secondary education with the skills, competencies and attitudes needed to enter the workforce and build bright futures for themselves.

Learn More:

To learn more about the updated B.C. Graduation Program and new curriculum, visit:
www.curriculum.gov.bc.ca

The B.C. Graduation Program Policy Guide and the B.C. Graduation Program Implementation Guide are available online:
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/graduation>

Translations:

For a traditional Chinese translation: [https://news.gov.bc.ca/files/2019-New BC Grad Program in effectV2 traditional%20Chinese Final.pdf](https://news.gov.bc.ca/files/2019-New%20BC%20Grad%20Program%20in%20effect%20V2%20traditional%20Chinese%20Final.pdf)

For a Punjabi translation: [https://news.gov.bc.ca/files/2019_Punjabi-New BC Grad Program in effect V2.pdf](https://news.gov.bc.ca/files/2019_Punjabi-New%20BC%20Grad%20Program%20in%20effect%20V2.pdf)

Contact:

Ministry of Education
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NEWS RELEASE

For Immediate Release
2019MMHA0100-001708
Sept. 4, 2019

Ministry of Mental Health and Addictions
Ministry of Education

Increased funding to improve students' mental health

VICTORIA – To help make mental health and wellness front and centre for students, parents and educators, B.C. schools will now have access to enhanced wellness supports and programs with \$8.87 million being invested over the next three years.

“Students need a safe place to say, ‘I’m not ok’, whether they’re struggling with anxiety or depression or any mental health issue,” said Judy Darcy, Minister of Mental Health and Addictions. “This investment will help provide students, parents and educators with the tools they need to support mental well-being for students across B.C. for years to come.”

Darcy and Rob Fleming, Minister of Education, made the announcement surrounded by students, families and teachers at Esquimalt High school.

Funding will be used to provide individual grants to all 60 school districts, as well as independent schools, to help them better support mental health for all children and for those with substance-use challenges. Grants can be used for different programs and supports, such as staff training, student workshops, family information nights or to develop new resource materials for educators and families.

“We know there is a gap in student success for those who struggle with mental health challenges in B.C.,” Fleming said. “With this funding, we want to ensure all students – no matter where they live or the size of their school – are able to get the quality help they need, when they need it.”

School districts and independent schools are asked to focus on initiatives related to mental health literacy, programs and supports that recognize and respond to the effects of all types of trauma, as well as social and emotional learning. School districts will work with their Indigenous partners in the planning of all activities to ensure they are culturally safe and meet the needs of Indigenous youth.

Funding will also be used to support the professional development of educators to help teachers and school districts develop a co-ordinated and consistent approach to mental health in schools throughout the province. This will include engagement with school leadership organizations, partner organizations, families and students.

Funding will also support the 2020 School Community Mental Health Conference. This third-annual conference will, once again, bring together approximately 500 representatives of B.C. public, independent and First Nations schools, police, health authorities, and child and youth mental health workers, who are focused on improving mental health and addictions services for all B.C. students.

Improving mental health in schools is an integral part of government's actions outlined in A Pathway to Hope, B.C.'s roadmap for making the system of mental health and addictions care better for people by providing safe, quality supportive recovery services, no matter where a person lives in B.C. Implementing A Pathway to Hope is a shared priority with the BC Green Party caucus and is part of the Confidence and Supply Agreement.

Quotes:

Jordan Watters, board chair, Greater Victoria School District 61 –

“Our district is committed to investing in the mental health and well-being of our students, educators and families. It is critical that our students and staff are equipped with the knowledge and resources they need to understand their own mental health, as well as the social and emotional wellness of others. We know that feeling a sense of belonging in our schools and a greater connection to the community is vital in creating safe and embracing spaces that enable student learning. These are the same conditions that give students the confidence to pursue greater passions. With this funding, our district will continue to offer resources and work with parents and community partners to raises awareness and understanding, as well as to increase mental health literacy, so we can continue to build accepting and supportive communities.”

Lassah Johnson, student and member of Youth Eliminating Stigma, Esquimalt High school –

“I would like to thank the ministries of mental health and addictions, and education, and the Greater Victoria school board for their continuous efforts in making our school a supportive and inclusive environment for everyone. As a student of Esquimalt High school, it truly means a lot to be able to access these resources and provide our classmates with quality mental health resources.”

Learn More:

Erase services and resources for students, parents and teachers: www.erase.gov.bc.ca

A backgrounder follows.

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Ministry of Mental Health and Addictions
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Connect with the Province of B.C. at: news.gov.bc.ca/connect



BACKGROUND

For Immediate Release
2019MMHA0100-001708
Sept. 4, 2019

Ministry of Mental Health and Addictions
Ministry of Education

More help for mental health and addictions

Starting with \$2.74 million in 2019-20, the Ministry of Health has allocated a total of \$8.87 million over three years to support this mental health initiative. This funding is part of the Province's commitment to improve access to mental health and addictions services announced in Budget Update 2017 and is supported by the Canada-British Columbia Home and Community Care and Mental Health and Addiction Services Funding Agreement. The agreement will provide \$262 million over five years for mental health and addiction services in British Columbia.

This funding is in addition to \$3 million announced earlier this year at the 2019 School Community Mental Health Conference, which brought together representatives from all 60 school districts to focus on improving mental health and addictions services for all B.C. students. This brings total funding to nearly \$11.9 million from 2018-19 to 2021-22.

During the 2018-19 school year, the Province also expanded the Erase strategy to be a more comprehensive resource to better represent the challenges facing youth and their communities. Erase now focuses on mental health and wellness, substance use, social media and online safety, gang prevention and supporting students of all sexual orientations and gender identities.

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NEWS RELEASE

For Immediate Release
2019HLTH0122-001695
Sept. 2, 2019

Ministry of Health

Make immunization reporting part of the back-to-school routine

VICTORIA – While parents and guardians are making preparations to ensure their kids have another successful year at school with pens, books and binders, they are reminded to keep in mind the importance of immunization for their children.

Following this year’s global measles outbreak, the Province took immediate action to increase immunizations and collect immunization records. Through increased immunizations and combined record reconciliation, the number of children now recorded as fully immunized against measles has risen by 37,525.

“The next vital step is implementing the mandatory reporting of the immunization status of school-aged students,” said Adrian Dix, Minister of Health. “Through this new requirement, we are making sure that our public health system is better prepared in the event of another outbreak in schools.”

Most parents are already in compliance with this requirement. Before the end of September, most parents will be able to check whether their child's record available in the provincial immunization registry is complete by going to: <https://immunizebc.ca/>

Parents can also take a proactive approach and contact their child's immunization service provider. In addition to public health and school clinics, parents can get their children immunized through their primary care providers or community pharmacists.

“I am so proud of our response to the measles outbreak. I would like to thank parents, educators and public health professionals for rallying in response to prevent the spread of measles,” said Dix. “Our work continues. Beginning in fall 2019, all public, independent and home-schooled students from kindergarten to Grade 12 who are enrolled in B.C. schools in 2019-20 will be expected to have their current immunization status recorded in B.C.’s provincial immunization registry.”

The new mandatory immunization reporting requirement increases the ability of public health to respond during an outbreak by quickly identifying those who are under- and unimmunized. It also encourages parents to ensure their child’s immunizations are up to date.

The Province initially launched an immunization catch-up program, which ran from April to June 2019, to help ensure that school-aged children are protected against measles. Health authorities held 1,053 in-school clinics, as well as 3,584 public health clinics, in communities throughout B.C. from April 1 to June 30.

During the catch-up program, 590,748 students from kindergarten to Grade 12 had their immunization records reviewed. Parents and guardians of children who had missing or

incomplete records were notified as well.

Learn More:

To learn more about the Vaccination Status Reporting Regulation, visit:

<https://www.healthlinkbc.ca/vaccination-status-reporting>

To learn more about B.C.'s provincial childhood immunization program, visit:

<https://immunizebc.ca/what-vaccines-does-your-child-need-and-when>

To find a public-health unit anywhere in the province, visit: <https://immunizebc.ca/finder>

For more information on the mandatory reporting, visit:

<https://news.gov.bc.ca/releases/2019HLTH0079-001366>

Contact:

Ministry of Health

Communications

250 818-0293 (media line)

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



NEWS RELEASE

For Immediate Release
2019PREM0100-001706
Sept. 5, 2019

Office of the Premier
Ministry of Advanced Education, Skills and Training

New ECE spaces provide career paths for students, relief for families

VANCOUVER – People in every part of the province have more opportunities to train for a career as an early childhood educator (ECE), creating career paths for students and providing much-needed relief for families seeking child care, with new seats at post-secondary institutions opening this fall.

“We’re opening hundreds of new training spaces for early childhood educators, so that more families will be able to find child care in their communities,” said Premier John Horgan. “Quality, affordable child care provides the best possible start for kids, peace of mind for parents, a rewarding career for practitioners and a stronger economy for everyone.”

Twelve public post-secondary institutions will add a total of 314 student spaces in early childhood education programs, ranging from part-time certificates to full-time diplomas. About two-thirds of the new student spaces are designated for institutions serving rural and remote communities.

This is the second phase of the Province’s three-year, \$7.4-million investment in early childhood education. As set out in the Childcare BC plan, up to 620 more ECE students will graduate between 2018 and 2021.

“Better access to early childhood education training brings tremendous opportunities for students who are passionate about the vital importance of learning during the first few years of a child’s life,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “A strong workforce of early childhood educators gives B.C. families the peace of mind that their children are in good hands, and it gives parents, particularly women, the ability to return to work if they choose.”

Childcare BC improves access, affordability and quality by creating more than 22,000 new licensed child care spaces, while meeting the demand for early childhood educators and other child care professionals through training and development, wage enhancement and recruitment in the sector.

Investing in child care and early childhood education is a shared priority between government and the BC Green Party caucus and is part of the Confidence and Supply Agreement.

Quotes:

Katrine Conroy, Minister of Children and Family Development –

“We know kids learn the most from birth to five years old, and as a former early childhood educator I’ve seen first hand the difference these caring and passionate professionals make in

the lives of children. By investing in new ECE seats across the province, our government is improving access to quality child care and supporting the needs of smaller communities by giving students in rural areas the opportunity to study and work closer to home.”

Violet Jessen, chair, Early Childhood Educators of B.C. –

“Our organization, over 1,000 voices strong, welcomes the expansion of learning opportunities in early childhood education. It’s a profession where you can engage in innovative ways with children and their families to realize a world of potential.”

Ben Cecil, Langara College provost and vice-president academic and students –

“The students and staff of Langara’s early childhood education program have a proud history that goes back to 1966. Our institution looks forward to taking part in the next chapter of ECEs in our province and the delivery of services that have such an enormous impact on kids.”

Learn More:

To learn more about Childcare BC, visit: www.gov.bc.ca/childcare

To learn more about early learning training and professional development, visit: www.gov.bc.ca/childcare/ecestrategy

A backgrounder follows.

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BACKGROUND

For Immediate Release
2019PREM0100-001706
Sept. 5, 2019

Office of the Premier
Ministry of Advanced Education, Skills and Training

Better access to early childhood education training

- The added ECE seats include full and part-time studies, online learning, and speciality programs in Indigenous community-based delivery, infant and toddler, and special needs.
- The Province's Early Care and Learning Recruitment and Retention Strategy was launched on Sept. 5, 2018, and details the "quality pillar" of Childcare BC.
- In January 2019, the Province launched a \$1-per-hour wage enhancement (retroactive to Sept. 1, 2018) for more than 10,250 eligible ECEs working in licensed child care facilities, for a total of more than \$13 million. A further \$1-per-hour increase comes in April 2020.
- The strategy also includes an \$11.9-million expansion of student bursaries, funded by the Early Learning and Child Care (ELCC) agreement with the Government of Canada. In the winter 2019 semester, about \$2.8 million helped nearly 1,450 students with the cost of their studies.
- In March, the Ministry of Children and Family Development announced a \$6.3-million investment through ELCC to improve access to professional development opportunities for early care and learning professionals.

Twelve public post-secondary institutions throughout B.C. are adding a total of 314 early childhood education student spaces starting this September.

North:

Northern Lights College: \$70,250 for 12 additional ECE student spaces

Lower Mainland:

Capilano University: \$437,454 for 20 additional ECE student spaces

Langara College: \$65,318 for seven additional ECE student spaces

University of British Columbia: \$285,839 for 50 additional ECE student spaces

University of the Fraser Valley: \$156,891 for 24 additional ECE student spaces

Thompson-Okanagan:

Nicola Valley Institute of Technology: \$74,000 for six ECE additional student spaces

Okanagan College: \$185,479 for 20 additional ECE student spaces

Kootenays:

College of the Rockies: \$140,338 for 40 additional ECE student spaces

Selkirk College: \$210,000 for 24 additional ECE student spaces

Vancouver Island:

Camosun College: \$261,737 for 32 additional ECE student spaces
North Island College: \$404,556 for 37 additional ECE student spaces
Vancouver Island University: \$402,573 for 42 additional ECE student spaces.

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NEWS RELEASE

For Immediate Release
2019EDUC0084-001725
Sept. 6, 2019

Ministry of Education

SOGI summit begins school year with priorities on student, Indigenous voices

BURNABY – New sexual orientation and gender identity (SOGI) funding will help expand the annual provincial SOGI Education Summit, with a focus on increasing the participation of youth, parents and Indigenous partners.

“By committing to improving SOGI-inclusive education in B.C. schools, we are helping students understand and respect their differences, something that will serve them today and in the future,” said Rob Fleming, Minister of Education. “We are continuing to work with students and our education partners to create learning environments that are safe, acceptable, respectful and welcoming for all.”

The new funding of \$350,000 will be used in part to enhance the SOGI Education Summit, presented by the ministry and the ARC Foundation, which has been a lead partner in the creation of the SOGI 123 curriculum resource. Held for the last two years, the summit brings together representatives of school districts and independent schools that are participating in the B.C. SOGI Educator Network. The event provides an opportunity for SOGI leads to learn about new approaches and resources, share successes and challenges, and provide input to help inform provincial initiatives.

At this year’s summit, being held in Richmond in October, student voices and Indigenous perspectives will be integrated with the priority focus areas identified by the new Provincial K-12 SOGI Collaborative. With increased participation from youth, parents and Indigenous partners, this year’s summit will help to identify issues and opportunities that can inform priority actions for student voice and Indigenous SOGI supports for the next couple of years.

“We’re incredibly pleased to be growing our partnership with the Ministry of Education in such a meaningful way, and are grateful to Minister Fleming for his leadership,” said Brad Beattie, executive director of the ARC Foundation. “This new funding will allow us to continue to work with school districts, education partners and community organizations around the province to ensure that B.C. schools are inclusive places where all students are free to live their best possible lives.”

The new funding is also being used for a provincial SOGI education lead position to provide training, resources and supports to school districts and independent schools. As well, the funding will support the development of provincial guidelines for SOGI-inclusive education in B.C. K-12 schools and provide facilitation and secretariat support for the Provincial K-12 SOGI Collaborative.

“I believe in SOGI-inclusive communities because it’s vital for young people to be free from discrimination and bullying,” said Mitzi Dean, Parliamentary Secretary for Gender Equity. “All

students deserve to feel welcomed, included and respected in a safe learning environment, and our government is happy to collaborate on all levels to prioritize the mental health and safety of B.C.'s students."

In May, the ministry announced that all 60 school districts and several independent schools have joined the B.C. SOGI Educator Network to further help educators make schools safe and inclusive for students of all sexual orientations and gender identities. The ministry also announced that the Province and 11 education and community partner groups have formed a new Provincial K-12 SOGI Collaborative, officially committing to creating learning environments that are safe, acceptable, respectful and welcoming for all B.C. students.

Quotes:

Cole Sheehan-Klassen, Grade 11 student, Burnaby South Secondary and the Youth Hub —

"As LGBTQ+ youth, we face unaccepting situations more than most. The SOGI work in schools helps all of us, no matter how we identify, to understand each other more. We are all much more than just one piece of our identity."

Gary Wong, chair, Burnaby School District Board of Education —

"We're proud to be a leader in creating inclusive, welcoming environments in our schools. The ministry's expansion in provincial funding helps to sustain this valuable work. When students feel supported, respected and safe, they are more engaged in learning."

Teri Mooring, president, British Columbia Teachers' Federation —

"B.C. teachers are proud to continue our efforts to support SOGI initiatives in our schools and communities. Ensuring our classrooms are safe and inclusive for all students, no matter who they are, where they come from or how they identify, is a priority for all of us. It's great to see all the education partner groups continue this important work, and I am especially pleased to see a focus on including Indigenous perspectives in the work we are all doing around SOGI."

Shawn Chisholm, executive director, Federation of Independent School Associations in B.C. (FISA) —

"The SOGI Collaborative continues to be relevant as it brings together, and gives a voice to, a diverse group of education leaders/stakeholders from both the public and independent school sectors. The Ministry of Education and the ARC Foundation's commitment to the collaborative's work in support of creating school environments where no student feels marginalized due to their sexual orientation, gender identity, race, culture or religious beliefs enhances the school experience for all students within the B.C. K-12 education system. FISA is pleased to work alongside the other B.C. education partners and the Ministry of Education to ensure that all students feel safe, welcomed and respected in any B.C. school setting."

Andrea Sinclair, president, BC Confederation of Parent Advisory Councils —

"As the education partner representing parents within the K-12 SOGI Collaborative, we are proud to be able to continue our strong support for and active engagement in this important work. Together we have made great strides forward, but more work is needed to ensure all students, in public and independent schools, feel safe, supported and included, regardless of

their sexual orientation or gender identity."

Stephanie Higginson, president of the British Columbia School Trustees Association —

"We know all children learn best when they feel safe and see themselves reflected in their learning. The British Columbia School Trustees Association is committed to ensuring every child learns in a welcoming, inclusive environment. We're proud to support the expansion of SOGI and we commend Minister Fleming for his continued backing of this essential program."

Learn More:

SOGI 123: www.sogieducation.org

ARC Foundation: www.arcfoundation.ca

Erase (expect respect and a safe education): www.erase.gov.bc.ca A backgrounder follows.

More students supported by SOGI-inclusive education (May 17, 2019, news release):
<https://news.gov.bc.ca/releases/2019EDUC0040-000975>

A backgrounder follows.

Contact:

Ministry of Education
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BACKGROUND

For Immediate Release
2019EDUC0084-001725
Sept. 6, 2019

Ministry of Education

Facts about SOGI-inclusive education in B.C.

- The \$350,000 in new funding is part of \$8.87 million in new funding over the next three years announced by Judy Darcy, Minister of Mental Health and Addictions, and Fleming on Sept. 4, 2019, in Victoria. By providing B.C. schools with access to enhanced wellness supports and programs, the funding will help make mental health and wellness a top priority for students, families and educators.
- LGBT2SQ students are subject to higher levels of bullying, cyberbullying and discrimination, and are at higher risk of mental health issues, including suicide.
- The B.C. SOGI Educator Network was formally launched as a pilot project at the beginning of the 2016-17 year by ARC Foundation. In just over two school years, it has grown from nine to 60 districts.
- The network brings together B.C. educators interested in SOGI-inclusive education and enables them to meet, share resources and co-design programs.
- Members of the Provincial K-12 SOGI Collaborative include:
 - Ministry of Education
 - ARC Foundation
 - B.C. Confederation of Parent Advisory Councils
 - B.C. Principals and Vice-Principals Association
 - B.C. School Superintendents Association
 - B.C. School Trustees Association
 - B.C. Teachers' Federation (BCTF)
 - Canadian Union of Public Employees
 - First Nations Education Steering Committee
 - First Nations Schools Association
 - Federation of Independent School Associations
 - B.C. Association of School Business Officials
- Members of the collaborative will identify, support and provide advice on a variety of projects that will help facilitate SOGI-inclusive education and policies in B.C. schools. The group will support the development of new SOGI resources, will offer professional development and training opportunities to administrators, educators, trustees and parents, and will facilitate information sharing on best practices between schools and school districts for the benefit of all B.C. students.
- SOGI 123 is a resource that provides schools and teachers with ready-to-use, grade-level appropriate materials that align with B.C.'s new curriculum. It was developed by the ARC Foundation in collaboration with the Ministry of Education, BCTF and other provincial K-12 education partners, the University of British Columbia's faculty of education, school districts and local, national and international LGBTQ community organizations.
- All of B.C.'s 60 school districts have SOGI-inclusive codes of conduct and independent schools have SOGI-inclusive harassment and bullying prevention policies in place.



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Building Learning Together Coalition
Meeting Location: Family Place
Meeting Time: Noon, September 12, 2019

Mission Statement:

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

Our Vision:

Thriving children, families and community

Our Goals:

1. Community Collaboration and Engagement
2. Decrease SD69 EDI Reported Vulnerabilities

Topics at this meeting:

1. Update re: First 2000 Days
Brain development massive in first 2000 and next opportunity is in adolescence when Prefrontal Cortex develops. Early years requires good nutrition, early learning involving play and attachment and protection from trauma.
According to UNESCO study (Oh Canada) our rates for health education and poverty are poor relative to other developed countries. We need to have the will to catch up. Locally, we are trying to decrease silos and work on shared goals like Trauma Informed work.
2. Collaboration – Local Action Teams (LAT); Oceanside Health and Wellness Network (OHWN), Oceanside Crisis Response Committee (OCRC) and Oceanside Building Learning Together (OBLT) are looking for funding to find efficiencies.
3. Same goals were renewed for this year
4. Child Care Needs Assessment is being done by the Social Planning and Research Council (SPARC). They are currently collecting data.
5. OBLT News
Saturday Breakfast Club starts Sept. 21 at Munchkinland in Parksville 9:30-11:30 drop in which includes healthy food.
Meadowood WOW bus starts Oct 1 9:45 to 11:45 at the store.
A story to tell fundraiser November 15 Dinner etc. at Cuckoo's. Tickets \$50
SPOOKTACULAR October 24 at Storybook Village.
6. Updates from community partners
All programs are up and running for the fall. Refer to RDN, SOS, ACRA and other websites.

Next Meeting: Thursday, October 3, 2019



Trustee Representative Committee Report

Trustee Representative: Laura Godfrey
Committee Name: Indigenous Education Advisory Committee
Meeting Location: Winchelsea Place
Meeting Date & Time: September 10, 2019 at 10:30 a.m.
Attendees: Rosie, Linda, Cheryl, Carmen, Roz, Luana, Jesse, Dallas, Tracee, Donna

Items Discussed

- Meeting dates for 2019/20 school year
- Totally Tuesdays
- Indigenous Education Enhancement Agreement timeline for engagement for 2020-2025 version.

This was a great first meeting of the school year. Shared learnings with our cultural support workers and what their role will be in their schools for the year.

Discussion of what the planning looks like to engage our parents and Nations for the 2020-2025 Indigenous Education Enhancement Agreement.

Next meeting will be discussing dates and will speak of results from the current Agreement.

Recommendations:

No Recommendations

Next meeting:

Tuesday, October 21st at 10:30 - Winchelsea Place

Respectfully submitted by Laura Godfrey, Trustee

**SCHOOL DISTRICT 69 (QUALICUM)
STATUS OF ACTION ITEMS**

Action Item	Responsibility	Status	Proposed Deadline
<p>Capital Planning (May 28, 2019) THAT the Board of Education of School District 69 (Qualicum) begin a process to determine its support by October 31, 2019 for the placement of modular buildings on school district property for educational purposes</p>	<p>Board/Executive Leadership Staff</p>	<p>This topic is on the agenda for the Board Planning Meeting scheduled for September 6, 2019</p>	<p>October 31, 2019</p>
<p>Ballenas Track Renewal Steering Committee – Terms of Reference (August 27, 2019) THAT the Board of Education of School District 69 (Qualicum) direct district staff to organize a district steering committee to move the project forward and that this committee would include representation from the district and community partners.</p>	<p>Executive Leadership Staff</p>	<p>Reviewed at Education Committee of the Whole – September 17, 2019</p>	<p>September 2019</p>

Audited Financial Statements of

School District No. 69 (Qualicum)

June 30, 2019

School District No. 69 (Qualicum)

June 30, 2019

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School District No. 69 (Qualicum)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 69 (Qualicum) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

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

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

The Board of Education of School District No. 69 (Qualicum) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, 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)

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Signature of the ~~Comptroller~~ of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer

Date Signed

INDEPENDENT AUDITORS' REPORT

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

DRAFT
For Discussion
Purposes Only

Opinion

We have audited the accompanying consolidated financial statements of School District No. 69 (Qualicum), which comprise the statement of financial position as at June 30, 2019 and the statements of operations, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of School District No. 69 (Qualicum) as at June 30, 2019, and the results of its operations, changes in net financial assets and cash flows for the year then ended in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis of Opinion

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

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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For Discussion
Purposes Only

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School District's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School District's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the School District to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

CHARTERED PROFESSIONAL ACCOUNTANTS

Parksville, Canada
September 24, 2019

School District No. 69 (Qualicum)

Statement of Financial Position

As at June 30, 2019

	2019 Actual \$	2018 Actual \$
Financial Assets		
Cash and Cash Equivalents	15,044,284	15,206,801
Accounts Receivable		
Due from Province - Ministry of Education	30,397	30,397
Other (Note 3)	259,797	233,727
Total Financial Assets	<u>15,334,478</u>	<u>15,470,925</u>
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	3,688,742	3,389,144
Unearned Revenue (Note 5)	2,351,524	2,293,627
Deferred Revenue (Note 6)	661,998	575,621
Deferred Capital Revenue (Note 7)	45,400,489	45,884,157
Employee Future Benefits (Note 8)	5,771,990	5,715,524
Total Liabilities	<u>57,874,743</u>	<u>57,858,073</u>
Net Financial Assets (Debt)	<u>(42,540,265)</u>	<u>(42,387,148)</u>
Non-Financial Assets		
Tangible Capital Assets (Note 9)	62,426,020	62,812,930
Prepaid Expenses	92,785	38,240
Total Non-Financial Assets	<u>62,518,805</u>	<u>62,851,170</u>
Accumulated Surplus (Deficit)	<u>19,978,540</u>	<u>20,464,022</u>
Contractual Obligations (Note 10)		
Contractual Rights (Note 15)		

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 _____

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School District No. 69 (Qualicum)

Statement of Operations
Year Ended June 30, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	47,431,362	48,169,100	46,593,683
Other	101,450	193,822	164,157
Tuition	4,100,000	4,005,703	3,952,621
Other Revenue	1,500,000	1,467,436	1,496,656
Rentals and Leases	650,000	699,144	627,262
Investment Income	300,000	309,610	203,417
Gain (Loss) on Disposal of Tangible Capital Assets (Note 9)			419,201
Amortization of Deferred Capital Revenue	2,277,436	2,277,437	2,207,106
Total Revenue	<u>56,360,248</u>	<u>57,122,252</u>	<u>55,664,103</u>
Expenses			
Instruction	44,360,275	44,571,904	42,049,325
District Administration	2,298,251	2,340,102	1,908,386
Operations and Maintenance	7,927,273	8,784,227	8,445,006
Transportation and Housing	2,005,849	1,911,501	1,807,226
Total Expense	<u>56,591,648</u>	<u>57,607,734</u>	<u>54,209,943</u>
Surplus (Deficit) for the year	<u>(231,400)</u>	<u>(485,482)</u>	<u>1,454,160</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		20,464,022	19,009,862
Accumulated Surplus (Deficit) from Operations, end of year		<u>19,978,540</u>	<u>20,464,022</u>

School District No. 69 (Qualicum)
Statement of Changes in Net Financial Assets (Debt)
Year Ended June 30, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(231,400)	(485,482)	1,454,160
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(2,754,822)	(2,207,399)	(1,759,784)
Amortization of Tangible Capital Assets	2,594,309	2,594,309	2,512,996
Total Effect of change in Tangible Capital Assets	(160,513)	386,910	753,212
Acquisition of Prepaid Expenses		(92,785)	(38,240)
Use of Prepaid Expenses		38,240	135,898
Total Effect of change in Other Non-Financial Assets	-	(54,545)	97,658
(Increase) Decrease in Net Financial Assets (Debt), before Net Remeasurement Gains (Losses)	(391,913)	(153,117)	2,305,030
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Financial Assets (Debt)		(153,117)	2,305,030
Net Financial Assets (Debt), beginning of year		(42,387,148)	(44,692,178)
Net Financial Assets (Debt), end of year		(42,540,265)	(42,387,148)

School District No. 69 (Qualicum)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2019

	2019 Actual \$	2018 Actual \$
Operating Transactions		
Surplus (Deficit) for the year	(485,482)	1,454,160
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(26,070)	92,242
Prepaid Expenses	(54,545)	97,658
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	299,598	(319,602)
Unearned Revenue	57,897	549,222
Deferred Revenue	86,377	(57,685)
Employee Future Benefits	56,466	142,867
Amortization of Tangible Capital Assets	2,594,309	2,512,996
Amortization of Deferred Capital Revenue	(2,277,437)	(2,207,106)
Services and Supplies purchased with Bylaw Capital	(662,571)	(620,614)
Services and Supplies purchased with Other Provincial Capital	(24,197)	(23,378)
Total Operating Transactions	<u>(435,655)</u>	<u>1,620,760</u>
Capital Transactions		
Tangible Capital Assets Purchased	(2,207,399)	(1,759,784)
Total Capital Transactions	<u>(2,207,399)</u>	<u>(1,759,784)</u>
Financing Transactions		
Capital Revenue Received	2,480,537	2,167,220
Capital Lease Payments	-	(46,958)
Total Financing Transactions	<u>2,480,537</u>	<u>2,120,262</u>
Investing Transactions		
Investments in Portfolio Investments	-	89,875
Total Investing Transactions	<u>-</u>	<u>89,875</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(162,517)	2,071,113
Cash and Cash Equivalents, beginning of year	<u>15,206,801</u>	<u>13,135,688</u>
Cash and Cash Equivalents, end of year	<u>15,044,284</u>	<u>15,206,801</u>
Cash and Cash Equivalents, end of year, is made up of:		
Cash	15,044,284	15,206,801
	<u>15,044,284</u>	<u>15,206,801</u>

SCHOOL DISTRICT NO. 69 (QUALICUM)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

DRAFT
For Discussion
Purposes Only

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, 2018 - decrease in annual surplus by \$683,878

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

Year ended June 30, 2019 - decrease in annual surplus by \$483,668

June 30, 2019 - increase in accumulated surplus and decrease in deferred contributions by \$45,400,489

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, 2019

DRAFT
For Discussion
Purposes Only

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

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

SCHOOL DISTRICT NO. 69 (QUALICUM)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

DRAFT
For Discussion
Purposes Only

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 14 – Accumulated Surplus).

SCHOOL DISTRICT NO. 69 (QUALICUM)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

DRAFT
For Discussion
Purposes Only

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 is performed is deferred and recognized when the fee is earned or service performed.

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

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, 2019

DRAFT
For Discussion
Purposes Only

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 or issue of a financial asset or a financial liability.

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

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, 2019

DRAFT
 For Discussion
 Purposes Only

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	2019	2018
Due from Federal Government	\$ 67,400	\$ 58,088
Mount Arrowsmith Teachers Association	55,286	23,898
CUPE Local 3570	32,721	19,643
Parksville Civic & Tech Centre	24,635	25,385
Other	79,755	106,713
	\$ 259,797	\$ 233,727

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	2019	2018
Trades payable	\$ 572,518	\$ 624,259
Salaries and benefits payable	2,209,543	2,419,087
Accrued vacation pay	195,399	203,765
Employee health tax payable	254,465	-
Other	456,817	142,033
	\$ 3,688,742	\$ 3,389,144

NOTE 5 UNEARNED REVENUE

	2019	2018
Tuition fees	\$ 2,351,524	\$ 2,286,627
Transportation	-	7,000
	\$ 2,351,524	\$ 2,293,627

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, 2019

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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.

	2019	2018
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 5,796,487	\$ 5,763,263
Service Cost	425,783	394,342
Interest Cost	162,908	161,854
Benefit Payments	(551,984)	(413,766)
Increase in Obligation due to Plan Amendment	5,719	-
Actuarial (Gain) Loss	460,830	(109,206)
Accrued Benefit Obligation – March 31	<u>\$ 6,299,743</u>	<u>\$ 5,796,487</u>

Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$ 6,299,743	\$ 5,796,487
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(6,299,743)	(5,796,487)
Employer Contributions After Measurement Date	177,535	143,248
Benefits Expense After Measurement Date	(148,168)	(147,173)
Unamortized Net Actuarial Loss	498,387	84,888
Accrued Benefit Liability – June 30	<u>\$ (5,771,990)</u>	<u>\$ (5,715,524)</u>

Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$ 5,715,524	\$ 5,572,657
Net expense for fiscal year	642,736	622,463
Employer Contributions	(586,271)	(479,596)
Accrued Benefit Liability – June 30	<u>\$ 5,771,990</u>	<u>\$ 5,715,524</u>

Components of Net Benefit Expense		
Service Cost	\$ 427,434	\$ 402,202
Interest Cost	162,252	162,118
Immediate Recognition of Plan Amendment	5,719	-
Amortization of Net Actuarial Loss	47,331	58,143
Net Benefit Expense	<u>\$ 642,736</u>	<u>\$ 622,463</u>

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

	2019	2018
Discount Rate – April 1	2.75%	2.75%
Discount Rate – March 31	2.50%	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	10.7	10.1

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NOTE 9 TANGIBLE CAPITAL ASSETS

Net Book Value:

	June 30, 2019	June 30, 2018
Sites	\$ 11,929,778	\$ 11,929,778
Buildings	47,648,526	48,142,912
Furniture and Equipment	454,747	528,639
Vehicles	2,363,921	2,163,531
Computer Hardware	29,048	48,070
Total	\$ 62,426,020	\$ 62,812,930

June 30, 2019

Cost:	Opening Balance	Additions	Disposals	Transfers (WIP)	Total 2019
Sites	\$ 11,929,778	\$ -	\$ -	\$ -	\$ 11,929,778
Buildings	102,098,402	1,689,933	-	-	103,788,335
Furniture and Equipment	877,949	13,903	31,646	-	860,206
Vehicles	3,031,733	503,563	113,359	-	3,421,937
Computer Hardware	95,109	-	39,051	-	56,058
Total	\$ 118,032,971	\$ 2,207,399	\$ 184,056	\$ -	\$ 120,056,314

Accumulated Amortization:	Opening Balance	Additions	Disposals	Total 2019
Buildings	\$ 53,955,490	\$ 2,184,319	\$ -	\$ 56,139,809
Furniture and Equipment	349,310	87,795	31,646	405,459
Vehicles	868,202	303,173	113,359	1,058,016
Computer Hardware	47,039	19,022	39,051	27,010
Total	\$ 55,220,041	\$ 2,594,309	\$ 184,056	\$ 57,630,294

June 30, 2018

Cost:	Opening Balance	Additions	Disposals	Transfers (WIP)	Total 2018
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
Total	\$ 116,466,081	\$ 1,759,784	\$ 192,894	\$ -	\$ 118,032,971

Accumulated Amortization:	Opening Balance	Additions	Disposals	Total 2018
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
Total	\$ 52,899,939	\$ 2,512,996	\$ 192,894	\$ 55,220,041

SCHOOL DISTRICT NO. 69 (QUALICUM)
NOTES TO FINANCIAL STATEMENTS
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NOTE 10 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 11 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan, jointly trustee pension plans (the "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, 2017, the Teachers' Pension Plan has about 46,000 active members and approximately 38,000 retired members. As at December 31, 2017, the Municipal Pension Plan has about 197,000 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, 2017 indicated a \$1,656 million surplus for basic pension benefits on a going concern basis. As a result of the 2017 basic account actuarial valuation surplus, plan enhancements and contribution rate adjustments were made; the remaining \$644 million surplus was transferred to the rate stabilization account.

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 \$4,016,589 for employer contributions to these plans in the year ended June 30, 2019 (2018 - \$4,129,673).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2018, with results available in 2019.

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.

SCHOOL DISTRICT NO. 69 (QUALICUM)
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NOTE 12 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 13 EXPENSE BY OBJECT

	2019	2018
Salaries and benefits	\$ 45,667,549	\$ 42,610,261
Services and supplies	9,345,877	9,086,686
Amortization	2,594,309	2,512,996
	<u>\$ 57,607,734</u>	<u>\$ 54,209,943</u>

NOTE 14 ACCUMULATED SURPLUS

Accumulated surplus consists of:

	2019	2018
Invested in tangible capital assets	\$ 17,232,902	\$ 17,424,713
Local capital surplus	761,336	905,655
Total capital surplus	17,994,238	18,330,368
Operating surplus	1,984,302	2,133,654
	<u>\$ 19,978,540</u>	<u>\$ 20,464,022</u>

Interfund transfers between the operating, special projects and capital funds for the year ended June 30, 2019, were as follows:

- Capital assets were purchased with Operating funds (\$100,677)

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

	2019	2018
School budgets	\$ 49,248	\$ 98,120
Capital maintenance	410,000	350,000
Educational Programs	91,350	183,077
ERP System	-	150,000
Photocopier and Printer Program	250,000	250,000
Energy Projects	100,000	-
Budgeted Allocation of Surplus	83,077	292,619
	<u>983,675</u>	<u>1,323,816</u>
Contingency reserve	1,000,627	809,838
Internally restricted	1,984,302	2,133,654
Unrestricted operating surplus	-	-
Total operating surplus	<u>\$ 1,984,302</u>	<u>\$ 2,133,654</u>

SCHOOL DISTRICT NO. 69 (QUALICUM)
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 YEAR ENDED JUNE 30, 2019

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NOTE 15 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:

	2020	2021	2022	2023	2024
Future rental revenue	\$ 659,878	\$ 315,205	\$ 208,778	\$ 25,964	\$ 25,964

NOTE 16 RELATED PARTY TRANSACTIONS

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

NOTE 17 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 2018/19 amended annual budget adopted by the Board on January 22, 2019. The following chart compares the original annual budget bylaw approved April 24, 2018 to the amended annual budget bylaw reported in these financial statements.

	2019 Amended Annual Budget	2019 Annual Budget
Revenues		
Provincial Grants		
Ministry of Education	\$ 49,708,798	\$ 48,128,075
Other Provincial Revenues	101,450	101,450
Tuition	4,100,000	3,900,000
Other Revenue	1,500,000	1,655,000
Rentals and Leases	650,000	600,000
Investment Income	300,000	175,000
Total Revenue	56,360,248	54,559,525

SCHOOL DISTRICT NO. 69 (QUALICUM)
 NOTES TO FINANCIAL STATEMENTS
 YEAR ENDED JUNE 30, 2019

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NOTE 17 BUDGET FIGURES (continued)

Expenses		
Instruction	\$ 44,360,275	\$ 42,719,862
District Administration	2,298,251	2,131,659
Operations and Maintenance	7,927,273	7,906,027
Transportation and Housing	2,005,849	1,978,942
Total Expenses	56,591,648	54,736,490
Net Expenses	(231,400)	(176,965)
Budgeted Allocation of Surplus	333,077	292,619
Budgeted Surplus for the year	\$ 101,677	\$ 115,654

NOTE 18 ECONOMIC DEPENDENCE

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

NOTE 19 RISK MANAGEMENT

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

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

a) Credit risk:

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

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

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

SCHOOL DISTRICT NO. 69 (QUALICUM)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

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NOTE 19 RISK MANAGEMENT (continued)

b) Market risk:

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

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

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

c) Liquidity risk:

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

School District No. 69 (Qualicum)
 Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2019

	Operating Fund	Special Purpose Fund	Capital Fund	2019 Actual	2018 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	2,133,654		18,330,368	20,464,022	19,009,862
Changes for the year					
Surplus (Deficit) for the year	(48,675)		(436,807)	(485,482)	1,454,160
Interfund Transfers	(100,677)		100,677	-	
Tangible Capital Assets Purchased	(149,352)		(336,130)	(485,482)	1,454,160
Net Changes for the year	1,984,302		17,994,238	19,978,540	20,464,022
Accumulated Surplus (Deficit), end of year - Statement 2					

School District No. 69 (Qualicum)

Schedule of Operating Operations

Year Ended June 30, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	42,632,537	42,964,166	42,090,288
Other	101,450	169,625	140,779
Tuition	4,100,000	4,005,703	3,952,621
Other Revenue	150,000	159,387	149,497
Rentals and Leases	650,000	699,144	627,262
Investment Income	300,000	287,405	191,037
Total Revenue	47,933,987	48,285,430	47,151,484
Expenses			
Instruction	38,660,796	38,920,838	37,018,731
District Administration	2,298,251	2,340,102	1,908,386
Operations and Maintenance	5,184,118	5,464,837	5,206,684
Transportation and Housing	1,705,349	1,608,328	1,575,656
Total Expense	47,848,514	48,334,105	45,709,457
Operating Surplus (Deficit) for the year	85,473	(48,675)	1,442,027
Budgeted Appropriation (Retirement) of Surplus (Deficit)	333,077		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(418,550)	(100,677)	(275,366)
Local Capital			(300,000)
Total Net Transfers	(418,550)	(100,677)	(575,366)
Total Operating Surplus (Deficit), for the year	-	(149,352)	866,661
Operating Surplus (Deficit), beginning of year		2,133,654	1,266,993
Operating Surplus (Deficit), end of year		1,984,302	2,133,654
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 14)		1,984,302	2,133,654
Total Operating Surplus (Deficit), end of year		1,984,302	2,133,654

School District No. 69 (Qualicum)

Schedule of Operating Revenue by Source
Year Ended June 30, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	41,210,020	41,283,872	40,346,607
Other Ministry of Education Grants			
Pay Equity	936,176	936,176	936,176
Funding for Graduated Adults		9,687	4,618
Transportation Supplement	426,341	426,341	426,341
Economic Stability Dividend		46,945	25,226
Return of Administrative Savings			197,263
Carbon Tax Grant	60,000	58,640	55,272
Employer Health Tax Grant		108,720	
Strategic Priorities - Mental Health Grant		35,000	
Support Staff Benefits Grant		37,312	34,569
BCTEA - LEA Capacity Building Grant		6,850	
FSA Monitoring		8,187	8,187
Shoulder Tappers		5,000	17,079
SRG3 Assessments		1,436	38,950
Total Provincial Grants - Ministry of Education	42,632,537	42,964,166	42,090,288
Provincial Grants - Other	101,450	169,625	140,779
Tuition			
International and Out of Province Students	4,100,000	4,005,703	3,952,621
Total Tuition	4,100,000	4,005,703	3,952,621
Other Revenues			
Miscellaneous			
Transportation Revenue	50,000	60,184	52,730
Miscellaneous	100,000	90,598	89,548
Pcard Dividend		8,605	7,219
Total Other Revenue	150,000	159,387	149,497
Rentals and Leases	650,000	699,144	627,262
Investment Income	300,000	287,405	191,037
Total Operating Revenue	47,933,987	48,285,430	47,151,484

School District No. 69 (Qualicum)

Schedule of Operating Expense by Object

Year Ended June 30, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Salaries			
Teachers	18,033,301	18,349,632	17,548,271
Principals and Vice Principals	2,982,403	2,979,831	2,752,423
Educational Assistants	3,594,542	3,256,262	3,034,138
Support Staff	4,836,586	4,732,464	4,671,567
Other Professionals	1,630,241	1,713,084	1,446,325
Substitutes	1,386,855	1,812,702	1,638,698
Total Salaries	32,463,928	32,843,975	31,091,422
Employee Benefits	8,654,667	8,529,200	7,981,178
Total Salaries and Benefits	41,118,595	41,373,175	39,072,600
Services and Supplies			
Services	2,965,330	3,183,414	3,195,774
Student Transportation	1,000	-	-
Professional Development and Travel	549,085	503,771	534,557
Rentals and Leases	5,000	10,553	4,407
Dues and Fees	71,000	74,419	69,944
Insurance	164,000	149,560	134,173
Interest	-	-	-
Supplies	1,958,504	2,140,818	1,756,799
Utilities	1,016,000	898,395	941,203
Total Services and Supplies	6,729,919	6,960,930	6,636,857
Total Operating Expense	47,848,514	48,334,105	45,709,457

School District No. 69 (Qualicum)

Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
I Instruction							
1.02 Regular Instruction	15,050,536	532,940		16,720		1,174,564	16,774,760
1.03 Career Programs	179,639			38,967			218,606
1.07 Library Services	591,516	23,418		226,171		4,222	845,327
1.08 Counselling	711,454	6,511					717,965
1.10 Special Education	1,515,269	208,860	3,016,097	37,082	60,047	275,088	5,112,443
1.30 English Language Learning	60,762						60,762
1.31 Aboriginal Education	41,439	115,865	240,165	7,218			404,687
1.41 School Administration		1,843,320		998,295		31,177	2,872,792
1.62 International and Out of Province Students	199,017	248,917		56,011	196,484		700,429
1.64 Other					44,468		44,468
Total Function 1	18,349,632	2,979,831	3,256,262	1,380,464	300,999	1,485,051	27,752,239
4 District Administration							
4.11 Educational Administration				529,187			529,187
4.40 School District Governance				125,605			125,605
4.41 Business Administration				474,076		764	783,113
Total Function 4	-	-	-	308,273	1,128,869	764	1,437,905
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				52,348	227,266	4,792	284,406
5.50 Maintenance Operations				1,977,655		205,466	2,183,121
5.52 Maintenance of Grounds				169,626			169,626
5.56 Utilities							
Total Function 5	-	-	-	2,199,629	227,266	210,258	2,637,153
7 Transportation and Housing							
7.41 Transportation and Housing Administration				54,086	55,951		110,037
7.70 Student Transportation				790,012		116,629	906,641
7.73 Housing							
Total Function 7	-	-	-	844,098	55,951	116,629	1,016,678
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	18,349,632	2,979,831	3,256,262	4,737,464	1,713,084	1,812,702	32,843,975

School District No. 69 (Qualicum)

Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Actual	2019 Budget	2018 Actual
	\$	\$	\$	\$	\$	\$	\$
I Instruction							
1.02 Regular Instruction	16,774,760	4,235,900	21,010,660	965,480	21,976,140	21,573,536	21,207,997
1.03 Career Programs	218,606	55,805	274,411	565,293	839,704	725,589	789,942
1.07 Library Services	845,327	231,669	1,076,996	20,289	1,097,285	1,097,100	817,880
1.08 Counselling	717,965	181,907	899,872	899,872	949,346	983,686	983,686
1.10 Special Education	5,112,443	1,581,437	6,693,880	66,754	6,760,634	6,900,979	6,247,545
1.30 English Language Learning	60,762	18,509	79,271	79,271	77,193	75,050	75,050
1.31 Aboriginal Education	404,687	109,337	514,024	51,848	565,872	569,848	579,590
1.41 School Administration	2,872,792	726,949	3,599,741	80,636	3,680,377	3,743,212	3,403,209
1.62 International and Out of Province Students	700,429	179,566	879,995	2,097,111	2,977,228	2,977,228	2,869,387
1.64 Other	44,468	109	44,577	44,577	44,577	46,765	42,445
Total Function 1	27,752,239	7,321,188	35,073,427	3,847,411	38,920,838	38,660,796	37,018,731
4 District Administration							
4.11 Educational Administration	529,187	75,936	605,123	83,910	689,033	584,950	526,267
4.40 School District Governance	125,605	12,318	137,923	93,883	231,806	243,843	173,419
4.41 Business Administration	783,113	181,303	964,416	454,847	1,419,263	1,469,458	1,208,700
Total Function 4	1,437,905	269,557	1,707,462	632,640	2,340,102	2,298,251	1,908,386
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	284,406	56,523	340,929	263,111	604,040	537,714	564,099
5.50 Maintenance Operations	2,183,121	548,847	2,731,968	801,391	3,533,359	3,219,715	3,135,701
5.52 Maintenance of Grounds	169,626	46,152	215,778	84,957	300,735	290,689	263,965
5.56 Utilities	-	-	-	1,026,703	1,026,703	1,136,000	1,042,919
Total Function 5	2,637,153	651,522	3,288,675	2,176,162	5,464,837	5,184,118	5,206,684
7 Transportation and Housing							
7.41 Transportation and Housing Administration	110,037	20,831	130,868	4,506	135,374	157,870	107,511
7.70 Student Transportation	906,641	266,102	1,172,743	292,411	1,465,154	1,529,479	1,456,595
7.73 Housing	-	-	-	7,800	7,800	18,000	11,550
Total Function 7	1,016,678	286,933	1,303,611	304,717	1,608,328	1,705,349	1,575,656
9 Debt Services							
Total Function 9							
Total Functions 1 - 9	32,843,975	8,529,200	41,373,175	6,960,930	48,334,105	47,848,514	45,709,457

School District No. 69 (Qualicum)

Schedule of Special Purpose Operations

Year Ended June 30, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	4,548,825	4,542,363	3,882,781
Other Revenue	1,350,000	1,308,049	1,347,159
Total Revenue	<u>5,898,825</u>	<u>5,850,412</u>	<u>5,229,940</u>
Expenses			
Instruction	5,699,479	5,651,066	5,030,594
Operations and Maintenance	199,346	199,346	199,346
Total Expense	<u>5,898,825</u>	<u>5,850,412</u>	<u>5,229,940</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u>-</u>	<u>-</u>

School District No. 69 (Qualicum)

changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	Service Delivery Transformation	School Generated Funds	Strong Staff	Ready, Set, Learn	OLLET	Communally-LINK	Coding and Curriculum Supplemental
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			25,000	531,030					5,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education	199,346	159,201		1,424,042	96,000	19,600	124,427	372,025	
Other									
Less: Allocated to Revenue	199,346	159,201	25,000	1,424,042	96,000	19,600	124,427	372,025	
Deferred Revenue, end of year				607,023					5,000
Revenues	199,346	159,201	25,000	1,308,049	96,000	19,600	124,427	372,025	5,000
Provincial Grants - Ministry of Education				1,308,049					
Other Revenue	199,346	159,201	25,000		96,000	19,600	124,427	372,025	5,000
Expenses									
Salaries									
Teachers							52,079		
Principals and Vice Principals								29,293	
Educational Assistants		125,355						226,784	
Support Staff	147,777								
Other Professionals			19,685					256,077	
Employee Benefits	34,600	33,846	5,315					63,815	
Services and Supplies	16,969			1,308,049	96,000	19,600	58,287	92,133	5,000
Deferred Revenue	199,346	159,201	25,000	1,308,049	96,000	19,600	124,427	372,025	5,000
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, 2019

	Classroom Enhancement Fund - Operating	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	TOTAL
Deferred Revenue, beginning of year	\$ 14,591	\$ 14,591	\$ 575,621	\$ 575,621
Add: Restricted Grants				
Provincial Grants - Ministry of Education	449,716	3,059,773	32,659	4,512,747
Other	449,716	3,059,773	32,659	1,424,012
Less: Allocated to Revenue	449,716	3,059,773	32,275	5,936,789
Deferred Revenue, end of year	-	-	14,975	5,850,412
Revenues	449,716	3,059,773	32,275	4,542,363
Provincial Grants - Ministry of Education	449,716	3,059,773	32,275	1,308,049
Other Revenue	-	-	-	5,850,412
Expenses				
Salaries		2,417,537	32,275	2,501,891
Teachers				29,293
Principals and Vice Principals				352,139
Educational Assistants	351,498			499,275
Support Staff				19,685
Other Professionals				3,402,283
Employee Benefits	351,498	2,417,537	32,275	892,091
Services and Supplies	98,218	642,236		1,556,038
Deferred Revenue	449,716	3,059,773	32,275	5,830,412
Net Revenue (Expense) before Interfund Transfers	-	-	-	-
Interfund Transfers	-	-	-	-
Net Revenue (Expense)	-	-	-	-

School District No. 69 (Qualicum)

Schedule 4

Schedule of Capital Operations

Year Ended June 30, 2019

	2019 Budget	2019 Actual			2018 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education	250,000	662,571		662,571	620,614
Other		24,197		24,197	23,378
Investment Income			22,205	22,205	12,380
Gain (Loss) on Disposal of Tangible Capital Assets				-	419,201
Amortization of Deferred Capital Revenue	2,277,436	2,277,437		2,277,437	2,207,106
Total Revenue	<u>2,527,436</u>	<u>2,964,205</u>	<u>22,205</u>	<u>2,986,410</u>	<u>3,282,679</u>
Expenses					
Operations and Maintenance	250,000	686,768	142,140	828,908	757,550
Amortization of Tangible Capital Assets					
Operations and Maintenance	2,293,809	2,291,136		2,291,136	2,281,426
Transportation and Housing	300,500	303,173		303,173	231,570
Total Expense	<u>2,844,309</u>	<u>3,281,077</u>	<u>142,140</u>	<u>3,423,217</u>	<u>3,270,546</u>
Capital Surplus (Deficit) for the year	<u>(316,873)</u>	<u>(316,872)</u>	<u>(119,935)</u>	<u>(436,807)</u>	<u>12,133</u>
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	418,550	100,677		100,677	275,366
Local Capital				-	300,000
Total Net Transfers	<u>418,550</u>	<u>100,677</u>	<u>-</u>	<u>100,677</u>	<u>575,366</u>
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		24,384	(24,384)	-	
Total Other Adjustments to Fund Balances		<u>24,384</u>	<u>(24,384)</u>	<u>-</u>	
Total Capital Surplus (Deficit) for the year	<u>101,677</u>	<u>(191,811)</u>	<u>(144,319)</u>	<u>(336,130)</u>	<u>587,499</u>
Capital Surplus (Deficit), beginning of year		17,424,713	905,655	18,330,368	17,742,869
Capital Surplus (Deficit), end of year		<u>17,232,902</u>	<u>761,336</u>	<u>17,994,238</u>	<u>18,330,368</u>

School District No. 69 (Qualicum)

Tangible Capital Assets

Year Ended June 30, 2019

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	11,929,778	102,098,402	877,949	3,031,733	-	95,109	118,032,971
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,529,809		447,252			1,977,061
Deferred Capital Revenue - Other		105,277					105,277
Operating Fund		30,463	13,903	56,311			100,677
Local Capital		24,384					24,384
Decrease:							
Deemed Disposals			31,646	113,359		39,051	184,056
Work in Progress, end of year			31,646	113,359		39,051	184,056
Cost and Work in Progress, end of year	11,929,778	103,788,335	860,206	3,421,937		56,058	120,056,314
Accumulated Amortization, beginning of year							
Changes for the Year							
Increase: Amortization for the Year		53,955,490	349,310	868,202		47,039	55,220,041
Decrease:							
Deemed Disposals			87,795	303,173		19,022	2,594,309
Accumulated Amortization, end of year			31,646	113,359		39,051	184,056
Tangible Capital Assets - Net	11,929,778	47,648,526	454,747	2,363,921		29,048	62,426,020

School District No. 69 (Qualicum)

Schedule 4C

Deferred Capital Revenue
Year Ended June 30, 2019

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	44,351,844	915,818	73,596	45,341,258
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,977,061	105,277	-	2,082,338
	<u>1,977,061</u>	<u>105,277</u>	<u>-</u>	<u>2,082,338</u>
Decrease:				
Amortization of Deferred Capital Revenue	2,233,769	34,082	9,586	2,277,437
	<u>2,233,769</u>	<u>34,082</u>	<u>9,586</u>	<u>2,277,437</u>
Net Changes for the Year	<u>(256,708)</u>	<u>71,195</u>	<u>(9,586)</u>	<u>(195,099)</u>
Deferred Capital Revenue, end of year	<u>44,095,136</u>	<u>987,013</u>	<u>64,010</u>	<u>45,146,159</u>
Work in Progress, beginning of year				-
Changes for the Year				
Net Changes for the Year	-	-	-	-
Work in Progress, end of year	-	-	-	-
Total Deferred Capital Revenue, end of year	<u>44,095,136</u>	<u>987,013</u>	<u>64,010</u>	<u>45,146,159</u>

School District No. 69 (Qualicum)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2019

	Bylaw Capital	MEEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	242,622	105,277	-	195,000	-	542,899
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education	2,437,719		33,601			2,437,719
Provincial Grants - Other	3,825		127	5,265		33,601
Investment Income	2,441,544	-	33,728	5,265	-	9,217
Decrease:						
Transferred to DCR - Capital Additions	1,977,061	105,277				2,082,338
Purchase of Services and Supplies	662,571		24,197			686,768
	2,639,632	105,277	24,197	-	-	2,769,106
Net Changes for the Year	(198,088)	(105,277)	9,531	5,265	-	(288,509)
Balance, end of year	44,534	-	9,531	200,265	-	254,330



SD69 QUALICUM

Education Committee of the Whole Report
Tuesday, September 17, 2019
Library – Ballenas Secondary School
3:30 p.m.

Mandate:

To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.

Attendees:

Trustees Godfrey (Chair), Kurland, Young, Austin, and Flynn
Gillian Wilson, Associate Superintendent
Vivian Collyer, Director of Instruction
Lisa Pedersen-Skene, QDPVPA Representative
Debbie Comer, MATA Representative
Andrea Button, DPAC Representative
Ewen Rycroft, CUPE Representative
Rudy Terpstra, Principal, Ballenas Secondary
Natalie Nelson/Kerri Christie – Emotional Learning Support Teachers

Presentations:

- Emotional Learning Support Teachers

Items Discussed:

- School Codes of Conduct
- Alternative Education Update
- Summary of What Schools are Working on This Year
- Vaping
- Student Engagement
- District-Wide Planning Day – Dr. Ross Greene
- Immunization Confusion

Recommendations to the Board:

That the Board of Education of School District 69 (Qualicum) encourages our SD69 student artwork be included in any communication, where possible.

That the Board of Education of School District 69 (Qualicum) accept the Schools Codes of Conduct as presented, once the Policy codes imbedded are corrected.

Future Items (dated as possible):

Next Meeting Date/Location:

Tuesday, October 15 at 3:30 – Location TBD



Policy Committee of the Whole Report
Monday, September 16, 2019
Library – Ballenas Secondary School
1:00 p.m.

Mandate:

To Discuss and make Recommendations to the Board on all matters related to Policy and Bylaws.

Attendees:

Trustees Young (Chair), Kurland, Austin, Godfrey and Flynn, Superintendent Elder (Executive Lead), L. Marshall (QDPVPA), T. Forster (CUPE Local 3579), D. Comer (MATA), A. Phillips (Health & Wellness Coordinator)

Presentations:

None

Item Discussed:

- Bylaw 3 – *Meetings of the Board of Education* to go to first reading
- Bylaw 6 – *Indemnification* to go to first reading

Recommendations to the Board:

The Policy Committee of the Whole recommends:

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the revisions to Board Bylaw 3: *Meetings of the Board of Education* at its Regular Board Meeting of September 24, 2019; And,

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the revisions to Board Bylaw 6: *Indemnification* at its Regular Board Meeting of September 24, 2019.

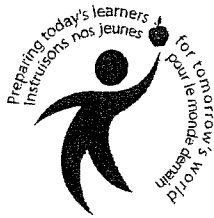
Future Items:

- Items to Return to the Next Meeting
 - I. Policy 3000 – *Foundational Principles* (Need for this policy??)
 - II. Policy and AP 9000 – *Information Management and Access* (Currently in 1st reading)
Fine tuning re: Appendix material in AP.
- Agreement to make our Policies and Administrative Procedure more readable and consistent as we move through the next review.
- Early Review Re: Impairment in the Workplace – Review in 6 months
- Priority for Policy Topics for October and beyond.

Next Meeting Date:

Tuesday, October 15th at 1:00; Forum, PCTC.

A reminder that these meetings are open to all.



PURPOSE:

To set out the **structure of meetings and** rules for the conduct of meetings that will allow each Trustee to be heard and make informed decisions

I. RULES OF ORDER

1. Where these rules are silent and where not inconsistent with these Rules, *Robert's Rules of Order* shall apply to the conduct of meetings.
2. The Board may adopt a procedural Rule for one or more meetings by resolution of a simple majority of the Trustees present at the meeting. A Rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
3. The Rules may be amended by Bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
4. The presiding officer's ruling on a point of order shall be based upon Rules of Order as stated in paragraph (1) above.
5. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful it does not necessarily set a precedent.
6. All questions shall be decided by a vote on the motion.
7. These Rules shall be applicable to all regular, special and in-camera meetings of the Board.

II. MOTIONS

1. Motions shall be phrased in a clear concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
2. The presiding officer may divide a motion containing more than one subject if the presiding officer feels this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
3. No motion, other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process. (See Item 7 below.)
4. All motions must be seconded in order that they may be recognized by the Board Chair and allow debate to proceed.



5. All motions shall be subject to amendment except the following:
 - a. Motion that the question be now put.
 - b. Motion for adjournment of debate or adjournment of a meeting.
 - c. Motion to table unless such a motion contains a date for further consideration of the matter tabled.
 - d. Motion to refer to Committee.
 - e. Motion to proceed to next business.

6. **Amendment**

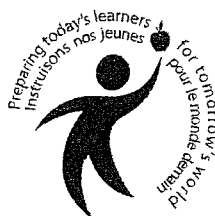
An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

7. **Reconsideration**

A question may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by a two-thirds majority of the votes cast.

III. REGULAR BOARD MEETINGS

1. There shall be one regular meeting of the Board of Education held on the fourth Tuesday in each calendar month at 6:00 p.m. during the regular school year.
2. Due to the Winter and Spring Break periods, the Regular Board Meetings in December and March will be held on a the second Tuesday of those two months.
3. During the summer months of July and August one regular meeting of the Board of Education shall be held on the last Tuesday in August at 6:00 p.m. No regular meeting will be held in July.
4. A quorum for all regular meetings shall be a majority of trustees holding office at the time.
5. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these Bylaws.
6. All regular meetings of the Board shall be open to the public.
7. Improper conduct at meetings shall be dealt with as set out in *the School Act*. Any person deemed by the presiding officer to be guilty of improper conduct shall be expelled.



8. The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision.
9. The order of business at all regular meetings unless varied by resolution shall be as follows:
 - 1) Call to Order and Introductions
 - 2) Acknowledgement of Traditional Territory
 - 3) Adoption of the agenda
 - 4) Approval of the Consent Agenda
 - 5) Delegations/Presentations (10 minutes each)
 - 6) Business arising from the minutes.
 - 7) Mount Arrowsmith Teachers' Association
 - 8) Canadian Union of Public Employees, Local 3570
 - 9) District Parents Advisory Council
 - 10) Public Questions and Comments (written)
 - 11) Action Items
 - 12) Information Items
 - 13) Education Committee of the Whole Report
 - 14) Finance and Operations Committee of the Whole Report**
 - ~~145) Policy Committee of the Whole Report~~
 - ~~156) Reports from Representatives to Outside Organizations~~
 - ~~167) Trustee items~~
 - ~~178) New or Unfinished Business~~
 - ~~189) Board Correspondence and Media~~
 - ~~1920) Public Question Period~~
 - ~~2021) Adjournment~~
10. A change to the prescribed order of business may be proposed by any trustee and shall require the consent of a simple majority without debate.
11. The agenda shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair and shall be available at the Board office by noon of the day preceding the Regular Board Meeting.
12. An addition to the agenda of any item not listed requires the consent of a simple majority without debate.
13. Minutes of all regular meetings shall be kept by the Secretary Treasurer in accordance with the *School Act*.
14. Minutes of all regular meetings shall be communicated electronically upon ratification by the Board.



IV. IN-CAMERA BOARD MEETINGS

1. The Board of Education may meet in-camera for the following purposes:
 - a. To discuss matters of collective negotiations between the Board and School District Staff.
 - b. To discuss acquisition, lease, sale or exchange of real property prior to completion.
 - c. To consider information regarding appointment, employment, dismissal and personnel matters.
 - d. Legal opinions and or claims respecting the liability or interest of the Board.
 - e. Matters pertaining to individual students including conduct, discipline, suspension or expulsion.
 - f. Medical examinations or examinations and medical reports.
 - g. Matters pertaining to the safety, security or protection of Board property.
 - h. Such other matters as the Board may decide.

2. Attendees at the Board in-camera meetings will include all trustees, superintendent, and the assistant superintendent, and by invitation other senior management staff in relation to specific agenda items, including operations, human resources, labour relations and legal matters.

- 2.3. Minutes of an in-camera meeting shall be kept in the same manner as a regular meeting, shall be approved by the Board in an in-camera meeting and ratified by the Board in regular meeting. The minutes of an in-camera meeting shall not be filed with the minutes of regular meetings. A Section 72 Report, as per *the School Act*, shall be made available to the public following approval by the Board.

- 3.4. An agenda, similar in format to that of a regular meeting, shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair. The proposed agenda shall be available at the Board Office by noon of the day preceding the meeting.

- 4.5. The order of business at all in-camera sessions, unless varied by motion, shall be as follows:
 1. Call to order
 2. Adoption of the Agenda
 3. Approval of the Minutes
 4. Business Arising from the Minutes
 5. Personnel Items
 6. Action Items
 7. Information Items
 8. New or Unfinished Business
 9. Trustee Items
 10. Adjournment



- 5.6. All newly elected School Trustees shall be invited to attend any in-camera Board meetings between the time of their election and the Inaugural Board Meeting.

V. SPECIAL MEETINGS

1. A special meeting of the Board of Education may be called by the Chair of the Board or, upon written request of a majority of the Trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting. Time for public comments and/or questions will be included. Public Comments/Questions must be directly related to the topics on the special meeting agenda
2. All reasonable steps shall be taken to notify each Trustee 24 hours in advance of a special meeting.
3. In the event of crisis or catastrophe within the School District, all reasonable steps shall be taken to notify each Trustee immediately of a special meeting.
4. The Agenda shall be set by the Board of Education. The agenda shall be prepared by the Secretary Treasurer and/or the Superintendent of Schools under the direction of the Chair.

VI. DELEGATIONS

1. Delegations wishing to appear before the Board of Education shall provide a request in writing to the Secretary Treasurer by 9:00 a.m., the Monday one week prior to a Board meeting. The exception will be for statutory holidays that fall on the third Monday of the month that will require the request from the Delegation to be received by 9:00 a.m. on the Friday before the statutory holiday Monday. The request shall include the brief to be presented.
2. The Secretary Treasurer will advise the Board Chair of the request. The Board Chair, at his/her **the Chair's** discretion, will rule whether the Delegation will be heard by the Board. The period of time normally allocated to the delegation shall be ten minutes. The Secretary Treasurer will advise the delegation of the Board Chair's decision.
3. At the earliest opportunity following the Board's decision the Secretary Treasurer will contact the spokesperson of the delegation to advise the delegation of the Board's decision and subsequently, confirm the Board's decision in writing to the delegation.

VII. CONSENT AGENDA

1. The full agenda, including the consent items should be disseminated prior to the Board Meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.



2. As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.
3. The Board Chair then asks for a motion to accept the consent agenda.
4. Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
5. If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

What Belongs on the Consent Agenda?

Typical consent agenda items are routine procedural matters and decisions that are likely to be noncontroversial, including:

- Approval of minutes
- Reports for information only e.g. Enrolment Report
- Routine matters such as appointments to committees
- Field trip approvals
- Matters which do not appear to warrant a discussion

VIII. PUBLIC QUESTION PERIOD

1. The Board of Education encourages the participation of members of the public at each Regular Board Meeting.
2. Persons wishing to question the Board during the public question period should stand and identify themselves.
 - a. Questions at a Regular Board Meeting may deal with any topic related to the Board's conduct of the schools.
 - b. Questions at Special Board Meetings must be related to the call of the meeting.
3. Questions asked by the public will, when possible, be answered immediately by the Board Chair or referred to staff members present for reply. Questions requiring investigation shall be referred to the Board Chair or administrative staff for consideration and later response.
4. A question period for the Press will be provided after the meeting adjourns.



IX. BOARD STANDING COMMITTEES

1. The Board will operate within three Board Standing Committees, all of which will be Committees of the Whole:
 - i. Education Committee of the Whole
 - ii. Finance and Operations Committee of the Whole
 - iii. Policy Committee of the Whole

2. The Board Chair will, on an annual basis, appoint the Chairperson of each of the Board's Standing Committees.

3. Any matters considered by a committee of the Board which have financial implications are to be referred to Finance and Operating Committee of the Whole for comment before the originating committee brings the matter to the Board.

4. Education Committee of the Whole:

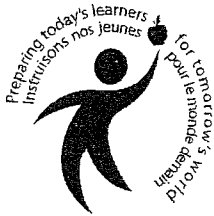
Mandate: To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.

Membership: The committee will consist of all five trustees, the associate superintendent, the director of instruction, the superintendent, and as topics require, the secretary treasure. The associate superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity.

Operation: The trustee chair of the committee will host the meeting in a structured but informal manner. Presentations will be scheduled and introduced by the associate superintendent, and will be of a duration that makes sense for that topic at that time, as determined by the chair and associate superintendent. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus among trustees, with the chair being the final arbiter of the decision.

5. Finance and Operations Committee of the Whole:

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



Membership: The committee will consist of all five trustees, the secretary treasurer, the superintendent, the general manager of operations, and as topics require, the associate superintendent. The secretary treasurer will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity.

Operation: The trustee chair of the committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the secretary treasurer, with support from the general manager of operations for matters related to facilities, maintenance, technology and transportation. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair will then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus between the trustees, with the chair being the final arbiter of the decision. From time to time the finance and operations would have to operate in camera.

This committee will also serve as the Audit Committee of the Board. In that capacity the committee will:

- a. Review the audited financial statements and once satisfied recommend approval by the board of the submission to the Minister of Education and publication of the audited statements;
- b. Review the Statement of Financial Information, specifically the compensation and expenses for employees;
- c. Oversee the internal control structure with a focus on safeguarding district assets;
- d. Review audit results with the external auditors and follow up on the implementation of the auditor's letter of recommendations;
- e. Review the nature and extent of other services provided by the auditor in relation to auditor independence;
- f. Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the school district's financial reporting;
- g. Oversee engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees;
- h. Meet as necessary with the external auditors at an in camera meeting, without staff members present;
- i. Meet annually with the external auditor to review the financial statements;
- j. Have a separate agenda and terms of reference which reflect best practice for audit committees.



6. Policy Committee of the Whole:

Mandate: To discuss and make recommendations to the board on all matters related to policy and bylaws.

Membership: The committee will consist of all five trustees, the superintendent, the secretary treasurer and the associate superintendent. The superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity. The committee would be supported by the Executive Assistant, Board Governance and Operations.

Operation: The trustee chair of the committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the superintendent. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus between the trustees, with the chair being the final arbiter of the decision. How matters get to the committee and are then processed by the board will be in accordance with Board Policy 7: Bylaw and Policy Development and Review.

7. Committee Meeting Times:

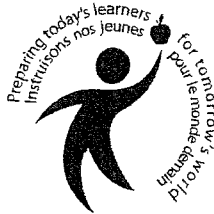
The time and dates for meetings for the ensuing year will be determined by the Board Chair in consultation with the Board and Executive Leadership Team.

X. CHIEF EXECUTIVE OFFICER

The Superintendent of Schools shall be the chief executive officer of the board and is responsible and accountable to the board for the effective and efficient operation of the school district.

The Superintendent of Schools will be responsible for ensuring the following:

- a. Leadership and direction is provided at all levels of the school system.
- b. The board is assisted in its short and long-term planning, and in working to achieve the board-approved goals.
- c. The district has an efficient and effective organizational structure and management system.
- d. Processes are in place for the supervision and evaluation of the district's schools, programs and services.
- e. Decisions and policies of the board are implemented.
- f. Resources are allocated based on board-approved budget levels.
- g. Communications within the district and through public and community relations are effective.
- h. A synergy is built within the district that challenges all employees to contribute to the success of the school system.



XI. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD

- a. The Executive Committee, composed of the Superintendent of Schools, the Secretary-Treasurer, and the Associate Superintendent, shall be chaired by the Superintendent of Schools.
- b. The executive committee shall administer the district and provide leadership in accordance with the Board's directives and policies.
- c. The Superintendent of Schools shall be the chief spokesperson for the executive committee and is responsible and accountable for the coordination and functioning of the executive committee.
- d. The Superintendent of Schools shall be the chief spokesperson for the executive committee and is responsible and accountable for the coordination and functioning of the executive committee.
- e. The Superintendent of Schools shall ensure that information, reports, and proposed resolutions shall be brought to the board table by the appropriate member of the executive committee, either directly, or in support of one of the standing committees as it reports to the board.
- f. Members of the executive committee may consult with individual trustees, or groups of trustees, or committees of the board, as necessary, to carry out their individual responsibilities. Individual trustees, or groups of trustees, or committees of the board may consult, as necessary, with one or more members of the executive committee.
- g. The Superintendent of Schools shall ensure that executive decisions and recommendations are reached, wherever possible, through discussion and collaboration. However, in cases where a consensus cannot be reached, the Superintendent of Schools shall, unless the issue is properly a matter to be decided by the board, resolve the issue at hand. In this event the Superintendent will report each such resolution to the Board at the next opportunity.

XII. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Meetings of the Board Bylaw No.3".

Read a first time the ____ day of _____, 20__.

Read a second time the ____ day of _____, 20__.

Read a third and final time, passed and adopted this ____ day of _____, 20__.

SECRETARY TREASURER

BOARD CHAIR



A bylaw to provide that the Board of Education shall indemnify a trustee, an officer or an employee of the Board against a claim for damages arising out of the performance of her/his **that person's** duties; and for an inquiry or proceeding involving the administration and conduct of the business of the school district; and will pay legal costs incurred in a court proceeding arising out of the claim or the legal costs arising from such inquiries or proceedings.

WHEREAS the *School Act* R.S.B.C. 1996 c. 412 provides that the Board of Education may by bylaw provide that the Board will indemnify a trustee, an officer, or an employee of the Board against a claim for damages against a trustee, officer, or employee of the Board arising out of performance of her or his **that person's** duties and, in addition, pay legal costs incurred in proceeding arising out of the claim;

AND WHEREAS the *School Act* R.S.B.C. 1996 c. 412 also provides that the Board may by bylaw indemnify a trustee, an officer, or an employee of the Board where an inquiry under Part 2 of the *Public Inquiry Act* or other proceeding involves the administration and conduct of business of the School District, and also pay legal costs incurred in a proceeding arising out of the inquiry or other proceeding;

NOW THEREFORE the Board of Education of School District No. 69 (Qualicum) in open meeting assembled enacts as follows:

1. Interpretation

In this bylaw, which may be cited as "Indemnification Bylaw No. 18":

- a. "Board" means the Board of Education of School District 69 (Qualicum);
- b. "trustee" means a member of the Board of Education of School District 69 (Qualicum);
- c. "officer" means a superintendent, assistant superintendent, secretary-treasurer, assistant secretary-treasurer, district principal, principal or vice principal of the Board;
- d. "employee" means all Board teaching and non-teaching personnel other than officers;
- e. ~~wherever the singular or masculine or neuter is used in this bylaw, the same shall be construed as meaning the plural, the feminine, or the body corporate whenever the context so requires.~~

2. Indemnification

- a. The Board shall indemnify a trustee, an officer, or an employee of the Board against a claim for damages against the trustee, officer, or employee arising out of the performance of her/his **that person's** duties and, in addition, pay the reasonable legal costs incurred by the trustee, officer, or employee in proceedings arising out of the claim except as otherwise provided for in this bylaw.
- b. The Board shall indemnify a trustee, an officer, or an employee where there is an inquiry under the *Public Inquiry Act* or other proceedings involving the administration and conduct of the business of School District No. 69 (Qualicum), and also pay reasonable legal costs incurred in such inquiries or proceedings, except as otherwise provided in this bylaw;



- c. The Board may, by affirmative vote of not less than 2/3 of all trustees, pay any sum required to indemnify a trustee, an officer or an employee if the prosecution arises out of the performance of his or her that person's Board duties, and costs necessarily incurred.
- d. Section 2(a), 2(b), and 2(c) apply in respect of a person who was a trustee, an officer, or an employee of the Board at the time he/she that person's performed the duties out of which the claim, inquiry or other proceeding arise, whether or not he/she that person is a trustee, an officer, or an employee at the time the claim for damages, inquiry, prosecution, or other proceeding arises, or any legal action arising out of the claim, inquiry or other proceeding is commenced or concluded except as otherwise provided in this bylaw;
- e. This bylaw applies only to:
 - i. the performance of duties by current or former trustees, officers, or employees; and
 - ii. inquiries or proceedings arising out of the administration and conduct of the business of School District No. 69 (Qualicum).

3. Administration of Medication

Without limiting the generality of Section 2, the Board's indemnification of trustees, officers, or employees against claims for damages as set out in Section 2(a) hereof, shall include, but is not limited to, claims arising from Board-authorized administration of medication to students, supervision of self-administration of medication by students, and performance of physical procedures relating to the medical needs of students.

4. Contracts

This bylaw refers to officer and employee employment contracts, including collective agreements, now in force or in force in the future. It does not supersede those contracts or collective agreements.

5. Exclusions

- a. In the event that insurance coverage is available to the trustee, officer, or employee with respect to the liability of the trustee, officer, or employee, the Board shall not indemnify the trustee, officer, or employee as the case may be until the available insurance coverage is exhausted.
- b. The Board shall not indemnify a trustee, officer, or employee against:
 - i. legal fees and/or liability resulting from an action or any other proceeding taken by the trustee, officer, or employee against the Board.
 - ii. liability and/or legal fees resulting from investigations or proceedings undertaken pursuant to the *Teachers Act* unless the Board agrees to the contrary by an affirmative vote of a majority of its members.
 - iii. a fine, penalty, or order imposed as a result of a conviction for a criminal offense.
 - iv. legal fees incurred in an appeal of any conviction, sentence, judgment, or order unless the Board agrees to the contrary by an affirmative vote of a majority of its members.



- v. liability and/or legal fees incurred by a trustee where there has been a determination by a Court that the trustee knowingly contravened Section 58 of the *School Act*. liability and/or legal fees incurred by a trustee, officer, or employee where there is a determination by a Court that the trustee, officer, or employee knowingly permitted and/or authorized an expenditure not otherwise authorized by an enactment.
- vi. liability incurred by a trustee resulting from any restitution ordered pursuant to Section 63(1)(b) of the *School Act*.
- vii. those matters for which the Board pursuant to its authority under Section 95(3) of the *School Act* may seek indemnity from an employee.
- viii. in respect of any complaint of harassment made against the trustees, officer or employee.

6. Legal Counsel

For those matters provided in Sections 2 and 3 of this bylaw, and not excluded by Section 5 and 6:

- a. the Board has the authority to appoint and instruct legal counsel; or,
- b. with the prior approval of the Board, the trustee, officer, or employee may retain legal counsel chosen by the trustee, officer, or employee, in which case the Board shall have the right to:
 - i. approve, in advance, any agreement for legal fees and disbursements;
 - ii. pay all or part of the legal fees and disbursements and to set a reasonable maximum for legal fees and disbursements;
 - iii. direct the defence and to settle or compromise a claim or action;
 - iv. review the account of the legal counsel pursuant to the *Legal Profession Act* and the trustee, officer, or employee shall include such a term in an agreement with her/his that person's legal counsel; and,
 - v. determine whether or not the trustee, officer, or employee will be reimbursed by the Board for legal fees or any portion of the legal fees that have been paid by the trustee, officer, or employee prior to the approval of the Board.

7. Amounts Payable

Any amount that may be payable by the Board shall be reduced by any court costs awarded and paid to the trustee, officer, or employee.

8. Advancing Legal Costs

The Board may advance legal costs to the trustee, officer, or employee prior to the final resolution of a claim or action in order to prevent undue hardship. When the Board advances such costs to a trustee, officer, or employee, the trustee, officer, or employee shall provide written authorization for the Board to deduct an amount equivalent to the costs advanced from future funds payable to the trustee, officer, or employee by the Board. The authorization shall only be used by the Board if it is determined at a later date that the trustee, officer, or employee is not entitled to be indemnified pursuant to the terms of this bylaw.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD BYLAW 6

INDEMNIFICATION

(Page 4 of 4)

9. **Severability**

If any section or lesser portion of this bylaw is held invalid, the invalidity shall not affect the validity of the remaining portions of this bylaw.

10. **Citation**

This bylaw may be cited for all purposes as Board of Education of School District No. 69 (Qualicum) "Indemnification Bylaw No. 6".

TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Indemnification Bylaw No.6".

Read a first time this ___ day of _____, 2019.

Read a second time this ___ day of _____, 2019.

Read a third and final time, passed and adopted this ___ day of _____, 2019

CHAIRPERSON OF THE BOARD

SECRETARY TREASURER



Finance & Operations Committee of the Whole Report
Monday, September 16, 2019
Forum - PCTC
10:30 a.m.

Mandate:

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

Attendees:

Trustees Flynn (Chair), Kurland, Young, Austin, and Godfrey
Keven Elder, Superintendent of Schools
Ron Amos, Secretary Treasurer
Chris Dempster, General Manager of Operations
Gillian Wilson, Associate Superintendent of Schools
Lesley Rowan, QDPVPA Representative
Deb Comer, MATA Representative
Andrea Button, DPAC Representative

Presentations:

None

Items Discussed:

- Updates on ongoing capital projects.
- Status of the PowerSchool roll out across the district.
- Preliminary enrolment to date
- 2018/19 Financial Summary and financial statement discussion and analysis
- Local Education Agreement (LEA) work
- First Nations Transportation funds
- Ballenas track upgrade

Recommendations to the Board:

a. Ballenas Track Renewal Steering Committee Terms of Reference

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) adopt the proposed terms of reference for, and the recommended membership of, the Ballenas Track Renewal Steering Committee.

Future Items (dated as possible):

Next Meeting Date/Location:

- Tuesday, October 15th at 10:30; Forum, PCTC

SCHOOL DISTRICT NO. 69 (QUALICUM)
2019-2020 Financial Summary

2019-09-10

	2017/18			2018/19		
	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual
REVENUE						
PROVINCIAL GRANTS						
Operating Grant	39,636,644	40,270,810	41,060,809	41,076,227	41,210,020	41,437,983
Other MOE Grants-Admin/Transp funds	623,604	623,604		426,341	426,341	426,341
Other MOE Grants-Additional grant						
Other MOE Grants-Ed Guarantee			4,618			
Other MOE Grants-Pay Equity	936,176	936,176	936,176	936,176	936,176	936,176
Other MOE Grants-Misc	60,000	60,000	88,685	60,000	60,000	163,666
TOTAL MINISTRY OF ED GRANTS	41,256,424	41,890,590	42,090,288	42,498,744	42,632,537	42,964,166
OTHER REVENUES						
Other Provincial Revenues	101,450	101,450	140,779	101,450	101,450	169,625
Offshore Tuition	3,500,000	3,900,000	3,952,621	3,900,000	4,100,000	4,005,703
Miscellaneous other	135,000	135,000	149,497	150,000	150,000	159,387
Rental and Leases	450,000	450,000	627,262	600,000	650,000	699,144
Investment Income	125,000	125,000	191,037	175,000	300,000	287,405
TOTAL OTHER REVENUE	4,311,450	4,711,450	5,061,196	4,926,450	5,301,450	5,321,264
TOTAL REVENUES	45,567,874	46,602,040	47,151,484	47,425,194	47,933,987	48,285,430
EXPENDITURES						
SALARIES AND BENEFITS						
Teachers	17,844,554	17,861,732	17,548,271	18,292,873	18,033,301	18,349,632
Principals and Vice Principals	2,698,685	2,721,611	2,752,423	2,773,721	2,982,403	2,979,831
Educational Assistants	3,377,630	3,397,323	3,034,138	3,437,868	3,594,542	3,256,262
Support Staff	4,612,380	4,700,989	4,671,567	4,744,560	4,836,586	4,732,464
Other Professionals	1,370,496	1,396,784	1,446,325	1,584,275	1,630,241	1,713,084
Substitutes	1,294,281	1,393,576	1,638,698	1,403,867	1,386,855	1,812,702
Benefits	8,292,708	8,369,427	7,981,178	8,613,031	8,654,667	8,529,179
TOTAL SALARIES AND BENEFITS	39,490,734	39,841,442	39,072,600	40,850,195	41,118,595	41,373,154
Benefits as a % of Total Salaries	26.6%	26.6%	25.7%	26.7%	26.7%	26.0%
SUPPLIES AND SERVICES						
Services	2,595,558	2,898,058	3,195,774	2,846,330	2,966,330	3,183,414
Training and Travel	472,338	472,338	534,557	549,085	549,085	503,771
Rental and Leases	5,000	5,000	4,407	5,000	5,000	10,553
Dues and Fees	50,450	50,450	69,944	71,000	71,000	74,419
Insurance	174,000	174,000	134,173	164,000	164,000	149,560
Supplies	1,700,702	1,800,702	1,756,799	1,797,652	1,958,504	2,140,818
Utilities	991,500	991,500	941,203	1,016,000	1,016,000	898,395
Capital Equipment	368,550	368,550	275,366	418,550	418,550	100,677
TOTAL SUPPLIES AND SERVICES	6,358,098	6,760,598	6,912,223	6,867,617	7,148,469	7,061,607
TOTAL EXPENDITURES	45,848,832	46,602,040	45,984,823	47,717,812	48,267,064	48,434,761
NET REVENUE (EXPENDITURE)	-280,958	0	1,166,661	-292,618	-333,077	-149,331
Budgeted Use of Surplus	280,958	0		292,618	333,077	
Surplus (Deficit), for the Year	0	0	1,166,661	0	0	-149,331

SCHOOL DISTRICT NO. 69 (QUALICUM)
2019-2020 Financial Summary

2019-09-10

	2017/18			2018/19		
	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual
INSTRUCTION						
Regular Instruction	21,105,099	21,024,264	21,207,997	21,579,740	21,573,536	21,976,119
Career Programs	702,338	733,108	789,942	763,380	725,589	839,704
Library Services	822,951	809,678	817,880	828,405	1,097,100	1,097,285
Counselling	581,648	986,822	985,686	1,004,258	949,346	899,872
Special Education	6,914,231	6,897,994	6,247,545	6,997,688	6,900,979	6,760,634
English as a Second Language	176,221	73,087	75,050	74,346	77,193	79,271
Aboriginal Education	542,948	579,590	579,590	590,142	569,848	565,872
School Administration	3,415,257	3,407,391	3,403,209	3,467,269	3,743,212	3,680,377
Continuing Education	27,289	0	0	0	0	0
Off Shore Students	2,737,004	2,992,230	2,869,387	3,010,777	2,977,228	2,977,106
Other	41,738	41,855	42,445	43,027	46,765	44,577
Function 1 - Instruction	37,066,724	37,546,019	37,018,731	38,359,032	38,660,796	38,920,817
DISTRICT ADMINISTRATION						
Educational Administration	517,281	520,015	526,267	570,016	584,950	689,033
School District Governance	178,868	179,706	173,419	234,706	243,843	231,806
Business Administration	1,185,815	1,198,037	1,208,700	1,326,937	1,469,458	1,419,262
Function 4 - District Administration	1,881,964	1,897,758	1,908,386	2,131,659	2,298,251	2,340,101
OPERATIONS AND MAINTENANCE						
Operations and Maintenance Admin	502,580	511,531	564,099	513,975	537,714	604,040
Maintenance Operations	2,925,980	3,142,488	3,335,701	3,188,881	3,219,715	3,533,359
Maintenance of Grounds	287,463	286,163	263,965	290,689	290,689	300,735
Utilities	1,141,500	1,141,500	1,042,919	1,136,000	1,136,000	1,026,703
Capital Equipment	368,550	368,550	275,366	418,550	418,550	100,677
Function 5 - Operations and Maint	5,226,073	5,450,232	5,482,050	5,548,095	5,602,668	5,565,514
TRANSPORTATION AND HOUSING						
Transportation and Housing Admin	149,792	152,746	107,511	151,791	157,870	135,375
Student Transportation	1,500,279	1,531,285	1,456,595	1,509,236	1,529,479	1,465,154
Housing	24,000	24,000	11,550	18,000	18,000	7,800
Function 7 - Transportation and Housing	1,674,071	1,708,031	1,575,656	1,679,027	1,705,349	1,608,329
TOTAL FUNCTION 1-7	45,848,832	46,602,040	45,984,823	47,717,813	48,267,064	48,434,761
Special Purpose Fund (SPF) Budget						
Annual Facility Grant	199,346	199,346	199,346	199,346	199,346	199,346
Learning Improvement Fund	158,866	158,866	158,866	159,201	159,201	159,201
Priority Measures Fund		0	0	0		30,000
Classroom Enhancement Fund (incl. overhead)	1,768,896	2,913,080	2,898,489	3,509,489	3,556,739	3,541,764
School Generated Funds		1,500,000	1,347,159	1,500,000	1,500,000	1,308,049
Strong Start	96,000	96,000	96,000	96,000	96,000	96,000
Ready, Set, Learn	19,600	19,600	19,600	19,600	19,600	19,600
French Funds	101,323	101,323	101,323	101,323	101,323	124,427
Community Link	368,340	368,340	368,340	372,025	372,025	372,025
Special Purpose Funds-Total Expenses	2,712,371	5,356,555	5,189,123	5,956,984	6,004,234	5,850,412

School District No. 69 (Qualicum)
Financial Statement Discussion & Analysis
For the Year Ended June 30, 2019

The following is a discussion and analysis of the Qualicum School District's financial performance for the fiscal year ended June 30, 2019. 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 2019 to 2023 which guides the Board of Education and its employees and partners in delivering educational programs through the period 2018/19 to 2022/23. The Plan identified the following Strategic Priorities:

- Increasing the engagement of our learners by providing students with Student Centered Learning opportunities
- Ensuring that the structures that shape and support learning include Quality Teaching and Leadership and
- Responding to the diverse social/emotional needs of our learners by providing more Social/Emotional Learning opportunities

UNDERSTANDING SCHOOL DISTRICT FINANCIAL PERFORMANCE

Annual surplus and accumulated surplus¹ are key financial statement performance indicators; however, interpreting the meaning of these figures in BC school districts is complicated by the use of fund accounting and deferral accounting. The use of fund accounting means the financial statements of school districts are a consolidation of three separate funds (operating, special purpose and capital), and each of these funds differs with respect to the methods of accounting used and the legislative and other constraints on budgeting and financial results. This means financial performance can only be fully understood by reviewing each fund separately. Financial

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

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

<p>Operating Fund</p> <p>2019 Revenues: \$48.3 million (2018-47.1M)</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>Special Purpose Fund</p> <p>2019 Revenues: \$5.85 million (2018-5.2M)</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>Capital Fund</p> <p>2019 Capital Funding Received or Receivable: \$3.0 million (2018-3.3M)</p> <p>2019 Capital Assets Purchased: \$2.2 million (2018-1.8M)</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

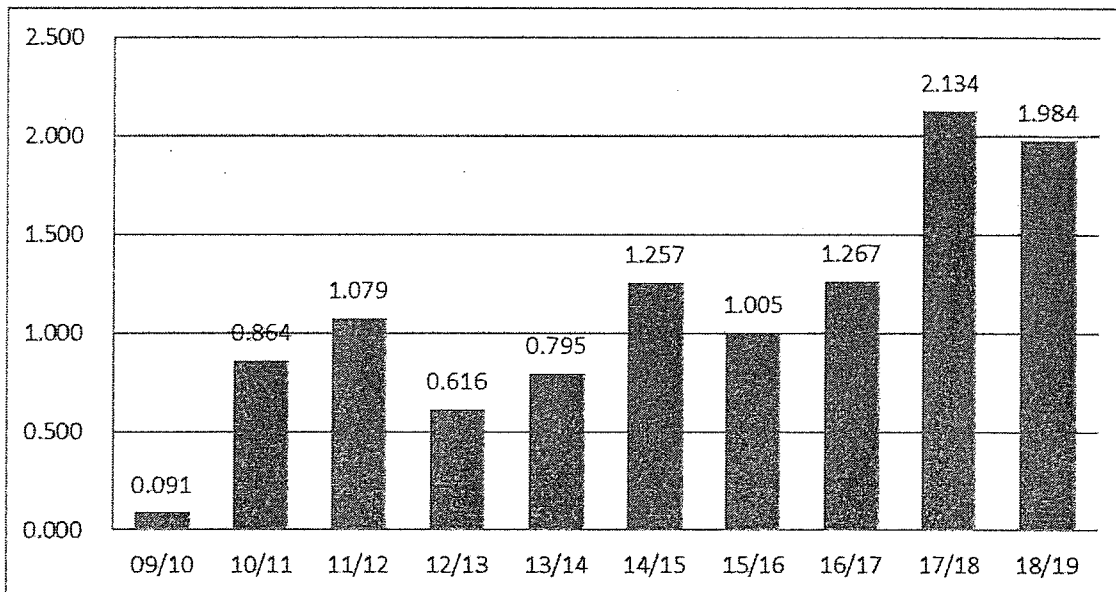
As reported in the Statement of Operations, for the year ended June 30, 2019 the district's expenses exceeded its revenues resulting in an annual deficit of \$485,482 (2018 surplus was \$1,454,160). This was comprised of the combined financial results of the operating fund and the capital fund as follows:

Annual Surplus (Deficit)	June 30, 2019	June 30, 2018
Operating Fund	-149,331	866,661
Capital Fund	-336,151	587,499
Combined	-485,482	1,454,160

Looking at the operating fund, the annual deficit of \$149,331 resulted in a decrease to accumulated operating surplus from \$2,133,654 at the beginning of the year to \$1,984,323 as at June 30, 2019. This overall decline in accumulated operating surplus was the result of increased expenditures that was not fully matched by growth in revenues. While actual results in a number of expenditure areas were either higher or lower than budget, the impact of these variances came close to a increase of \$0.2 million in expenditures.

Maintaining an accumulated operating surplus has alleviated some of the budget pressure over the past few fiscal years particularly due to prior year's impact of funding protection. As shown in Exhibit 1, accumulated operating surplus has increased from \$91,000 at the end of fiscal year 2010 to its current level of \$1.984 million at the end of fiscal year 2019.

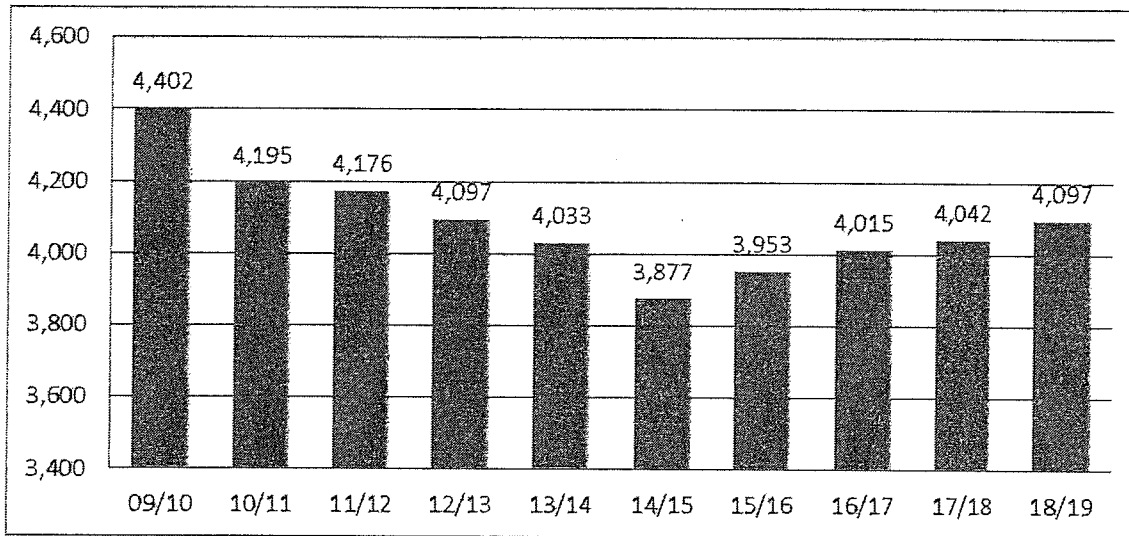
Exhibit 1: Accumulated Operating Surplus (\$ millions) by Fiscal Year



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 four years. Stable enrolment and moderate growth forecasted in the years ahead means that risk to program and financial stability is expected to improve. As will be discussed in the significant financial events section, the ministry is finalizing a comprehensive review of the funding model with the goal of implementing a new funding model for the 2020/2021 fiscal year.

Exhibit 2: Funded FTE Enrolment by Fiscal Year



Capital Investment

During the year ended June 30, 2019, the district invested \$2,207,399 in capital additions that were funded by: Provincial capital funding (\$1,977,061) other provincial capital (\$24,384) and other funds (\$205,954). The majority of this capital investment related to the following facility projects:

Project	Total Cost	Invested in 2018/19	Completion Date
Springwood Elementary Boiler	390,000	390,000	Summer 2018
Bus Replacements	780,535	447,252	Fall 2018
Ballenas Secondary Roof Replacement	486,620	486,620	Summer 2018
Errington Elementary Parking/Drop off	289,899	289,899	Fall 2018

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. During 2018/19, the district received \$3.5 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 its final installment of \$33,601 before the end of the fiscal year ending June 30, 2019, which are reported in the capital fund, as Other Provincial Capital.

Funding Model Review – following a comprehensive review of the education funding model in 2018, the Ministry of Education is conducting further work to review the recommendations and determine how they should be implemented. A new funding model is expected to be implemented for the 2020/21 school year. The implementation of a new funding model creates uncertainty regarding the district’s future budgetary balance.

School Capacity Constraints – with the restoration of class size language and enrolment growth (primarily at elementary) some elementary schools are close to capacity. Over the past two years, growth has been accommodated by renovating internal space to create more classrooms. To accommodate future growth the district will be reviewing several options, which have cost implications for both the capital plan (capital fund) and the operating fund.

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.

	2019	2018	Analysis of Variance
Cash	15,044,284	15,206,801	Decreased by \$162,517 due to reduced operating surplus.
Deferred Capital Revenue	45,400,489	45,884,157	Decreased by \$483,668 primarily due to amortization of deferred capital revenue outweighing funding for new capital.
Tangible Capital Assets	62,426,020	62,812,930	Decreased by \$386,910 due to amortization of capital assets being greater than additions.

Statement of Operations by Fund – Operating Fund

The 2018/19 Amended Budget included appropriation of \$333,077 of accumulated operating surplus comprised of: \$183,077 for educational program carry-forwards and \$150,000 for the implementation of a new ERP software. Other appropriations consist of future projects including a capital maintenance reserve, copier and printer replacement program and school budgets carry forwards.

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 2018/19	Actual 2018/19	Difference	Comments	Actual 2017/18
Provincial Grants	42,632,537	42,964,166	331,629	new grants-Health tax/Supp bens	42,090,288
Other Provincial Revenues	101,450	169,625	68,175		140,779
Offshore Tuition	4,100,000	4,005,703	-94,297	reduced FTE	3,952,621
Miscellaneous other	150,000	159,387	9,387		149,497
Rental and Leases	650,000	699,144	49,144	increased rentals	627,262
Investment Income	300,000	287,405	-12,595		191,037
Total Revenues	47,933,987	48,285,430	351,443		47,151,484

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 2018/19	Actual 2018/19	Difference	Comments	Actual 2017/18
Teachers	18,033,301	18,349,632	316,331	balancing w ith CEF	17,548,271
Principals and Vice Principals	2,982,403	2,979,831	-2,572		2,752,423
Educational Assistants	3,594,542	3,256,262	-338,280	allocation w ith substitutes	3,034,138
Support Staff	4,836,586	4,732,464	-104,122	allocation w ith substitutes	4,671,567
Other Professionals	1,630,241	1,713,084	82,843		1,446,325
Substitutes	1,386,855	1,812,702	425,847	allocation w ith substitutes	1,638,698
Benefits	8,654,667	8,529,179	-125,488		7,981,178
Total Salaries and Benefits	41,118,595	41,373,154	254,559		39,072,600
Total Supplies and Services	6,729,919	6,960,930	231,011		6,636,857
Fund Transfers	418,550	100,677	-317,873	capital vs supply in nature	575,366
Total Operating Expenditures	48,267,064	48,434,761	167,697		46,284,823

Analysis of Variances by Function

Operating Fund Expenditures by Function	Amended Budget 2018/19	Actual 2018/19	Difference	Comments	Actual 2017/18
Instruction	38,660,796	38,920,817	260,021	balancing w ith CEF	37,018,731
District Administration	2,298,251	2,340,102	41,851		1,908,386
Operations and Maintenance	5,184,118	5,464,837	280,719	capital vs supply in nature	5,206,684
Transportation	1,705,349	1,608,328	-97,021		1,575,656
Fund Transfers	418,550	100,677	-317,873	capital vs supply in nature	575,366
Total	48,267,064	48,434,761	167,697		46,284,823

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 2018/19	Actual 2017/18
School budgets	49,248	98,120
Capital maintenance	410,000	350,000
Educational Programs	91,350	183,077
ERP System	0	150,000
Photocopier and Printer Program	250,000	250,000
Energy Projects	100,000	
Budgeted Allocation of Surplus	83,077	292,619
	983,675	1,323,816
Contingency reserve	1,000,648	809,838
Internally restricted	1,984,323	2,133,654
Unrestricted operating surplus	0	0
Total operating surplus	1,984,323	2,133,654

The appropriated operating surplus declined from \$1,323,816 to \$983,675 (a decrease of \$340,141) in part due to projects being completed during the year. The remaining surplus is held in Contingency reserve, which increased in 2018/19 by \$190,810, from \$809,838 to \$1,000,648, which is consistent with new board policy intended to mitigate risk related to unforeseen circumstances.

Statement of Operations by Fund – Special Purpose Fund

	Amended Budget 2018/19	Actual 2018/19	Difference	Comments	Actual 2017/18
Provincial Grants	4,548,825	4,542,363	-6,462		3,882,781
Other Revenue	1,350,000	1,308,049	-41,951	School Gen Funds	1,347,159
Expenditures	-5,898,825	-5,850,412	48,413		-5,229,940
Annual Surplus (Deficit)	0	0	0		0

Grants in 2018/19 were greater than grants in 2017/18 by 659,582 due primarily to increases to the Classroom Enhancement Fund (CEF) which is in its second year of implementation.

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 2018/19	Actual 2018/19	Difference	Comments	Actual 2017/18
Provincial Grants	2,527,436	2,986,410	458,974		3,282,679
Expenditures	-2,844,309	-3,423,238	-578,929		-3,270,546
Fund Transfers	418,550	100,677	-317,873		575,366
Change in Accumulated Surplus	101,677	-336,151	-437,828		0

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 lower than budget as less expenditures in the operating fund met the criteria for capitalization as an asset.

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

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

The table below presents the 2018/19 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
Committed for:		
- Wiring Project	135,989	
- Capital work at Qualicum Commons	171,541	
- Ballenas running track	200,000	
Committed for future investment	507,530	0
Uncommitted Balance	253,785	0
Balance at June 30, 2019	761,315	0

The local capital balance is committed to IT rewiring upgrades, Qualicum Commons capital work and Ballenas running track, with a balance of 253,806 remaining uncommitted. MEd Restricted Capital balance is now depleted due to the completion of the Errington Elementary parking and turnaround project.

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.



Ministry of
Education



Government
of Canada

Gouvernement
du Canada

Date: August 9, 2019

Title: Update on the First Nations Student Transportation Fund and Joint First Nations Student Transportation Plans

Earlier this year timelines were extended to afford BC, Canada and the First Nations Education Steering Committee (collectively, "the Parties") more time to review joint transportation submissions from Boards of Education and First Nations to determine how best to establish the BCTEA Joint First Nations Student Transportation Fund (Transportation Fund) for the 2019/20 school year. This is the first time such an initiative has been undertaken and the process has been significantly more complex than any of the Parties anticipated. Accordingly, please be advised that an interim approach will be taken for the 2019/20 school year.

For the 2019/20 school year, school districts should plan on maintaining existing service levels and the billing arrangements for transportation services that were in place in the 2018/19 school year. The Parties are currently exploring options to provide additional funding that will bridge the gap between planned service improvements (those approved by the Joint Transportation Committee) and existing service levels in place. Partners can expect additional information on specific funding amounts and approved plans to be provided early in the fall. Any Boards of Education and First Nation that has not finalized Joint Transportation Plans at this time will not be included within this initiative for the upcoming school year and should plan on maintaining existing services and billing arrangements for the duration of 2019/20 school year. They can submit for the 2020/21 school year.

As requested by the Joint Transportation Committee, the BC Ministry of Education is actively following up with school district staff to clarify elements of certain Joint Transportation Plans and, in some cases, to request revised costing information. In these instances, prompt follow-up from staff will be of great assistance to the Parties in securing final decisions and approvals at the tripartite level.

The Parties remain committed to their obligations under BCTEA, and would like to thank Boards of Education, school district staff and First Nations for their extensive work to develop Joint Transportation Plans for First Nations students.



Briefing Note

Date: September 16, 2019
To: Finance and Operations Committee of the Whole
From: Dr. Keven Elder, Superintendent of Schools
RE: **Ballenas Track Planning Update and Steering Committee Terms of Reference**

On Tuesday, August 27, 2019, at its regularly scheduled public meeting, the Board of Education of School District 69 Qualicum passed the following two motions unanimously:

THAT the Board of Education of School District 69 (Qualicum) commit \$200,000 of the Local Capital balance to fund part of the track resurfacing project at Ballenas Secondary School.

THAT the Board of Education of School District 69 (Qualicum) direct district staff to organize a district steering committee to move the project forward and that this committee include representation from the district and community partners.

In addition, Executive staff were tasked to bring a report, including Terms of Reference for the steering committee, to the September Board meeting. This memo is intended to serve that purpose, and is coming to the Board through the Board's standing Finance and Operations Committee meeting of September 16, 2019.

Background

The track at Ballenas Secondary School, while usable, has been in a state of disrepair for many years. The renewal of the track has been the subject of community dialogue for over a decade, with the school district and several community agencies expressing an ongoing interest in repairing or, better yet, rebuilding the track.

Over the past few years, the Regional District of Nanaimo (RDN) has taken the unofficial lead given its mandate to serve all of the citizens of the region, along with the awareness in our community that the track would serve all citizens of the region. Over the summer we were advised by the RDN that their interest in leading the project had, for reasons of operational and fiscal priorities, been moved to the back burner.

Senior staff of the school district met in August with Ballenas Principal Rudy Terpstra to discuss ways in which the school district might take the lead. As an ad hoc committee we quickly realized that for the school district to take the lead, direction and support would have to be requested from the Board of Education. In preparation for taking this request to the Board, senior staff determined that it would be best to be in possession of current information regarding engineering and potential costs of the project. Secretary Treasurer Ron Amos and Operations General Manager Chris

Dempster then secured the services of Koers and Associates Engineering Ltd who provided us with some preliminary data on August 12, 2019.

Further to receipt of that information, on August 27, 2019 Secretary Treasurer Ron Amos provided an update to the Board in public, leading to the decision by the Board to take the lead on this long-awaited project. Thus the two motions referenced above (steering committee and seed money).

Highlights from the Koers Report

Following are direct extracts from the Koers and Associates Engineering report submitted to senior staff on August 12, 2019:

School District 69 is considering upgrading the existing all-weather gravel surface track with a synthetic running surface. In June of 2018, SD 69 obtained costs for excavation, base gravel and asphalt. These costs, along with synthetic resurfacing costs, were used for budgetary purposes.

Koers and Associates surveyed the existing track and has considered two upgrading options:

- 1. Keep the existing track dimensions and widen to accommodate 6 – 400m long lanes. Also provide extra widening along the north side to accommodate 8 lanes for the 100m sprint. The existing 1% slope would be maintained for this option.*
- 2. Provide a 6 lane regulation track surface that also meets the maximum slope criteria (<0.1%) on the running surface.*

Surfacing the existing track (Option 1) will provide the school district with a 400m synthetic track at a total cost of approximately \$700,000. This will not be a regulation track. Upgrading to a regulation sized level track (Option 2) will increase the cost to approximately \$870,000.

If Option 2 is selected, some additional field survey and engineering investigations should be carried out to determine if a regulation 8 lane track can be constructed at this location.

Current Status of Planning

The ad hoc committee remains in place pending creation of the steering committee. This working group includes the following:

Rudy Terpstra, Principal, Ballenas Secondary School
Chris Dempster, General Manager of Operations, SD 69
Gillian Wilson, Associate Superintendent of Schools, SD 69
Julie Austin, Trustee, Board of Education, SD 69
Ron Amos, Secretary Treasurer, SD 69
Keven Elder, Superintendent of Schools and CEO, SD 69

Following the passing of the Board motions on August 27, 2019, the ad hoc committee met on September 5, 2019 and developed the following recommended terms of reference for and membership of the steering committee.

Recommended Terms of Reference for Steering Committee

The steering committee shall be known as the Ballenas Track Renewal Steering Committee, and shall have the following Terms of Reference:

1. Review all options including Options 1 and 2 as presented and any potential for building an 8 lane track with an 8 lane sprint section.
2. Develop a full project scope for each viable option, including one-time cost of the project itself as well as ongoing maintenance.
3. Develop partnerships within the community.
4. Secure funding through the work of a fund-raising working group.
5. Develop preliminary plans through the work of a technical working group.
6. Create a series of presentations and community outreach materials to engage the public and community organizations.
7. Consider possibilities for corporate partnerships or sponsorships.
8. Report to the Board of Education on a regular basis.
9. Secure necessary funding commitments for the project prior to September 30, 2020.
10. Plan for commencement of construction in April 2021.

Recommended Steering Committee Membership

1. Ballenas Secondary School Principal, Rudy Terpstra
2. School District 69 Superintendent, Keven Elder
3. School District 69 Secretary Treasurer, Ron Amos
4. School District 69 General Manager of Operations, Chris Dempster
5. School District 69 Board of Education, Trustee Elaine Young
6. Community Representative 1, TBD
7. Community Representative 2, TBD
8. Regional District of Nanaimo (RDN), TBD
9. PLAY Oceanside Representative, TBD
10. City of Parksville Representative, TBD
11. Parksville Chamber of Commerce Representative, TBD
12. Oceanside Track and Field Representative, TBD
13. PacificSport Vancouver Island Executive Director, Drew Cooper
14. Ballenas Student Representative, TBD
15. Others TBD, including in relation to accessibility, seniors, First Nations, early childhood and other identifiable interest groups

Next Steps

I recommend at this time that the Board of Education review, amend as necessary and adopt as amended the proposed terms of reference for, and the recommended membership of, the Ballenas Track Renewal Steering Committee. Should the terms of reference and membership be approved, we would convene the committee and begin working through the terms of reference, with reports back to the Board as outlined in those terms of reference.

Prior to closing I need to point out one factor in relation to cost. While we are entering this process with an expected target for funding in the amount of \$1 million, the steering committee and the Board will have to pay close attention to the budget numbers as they emerge. If the expected cost moves beyond the initial estimate of \$1 million, we will bring that information to the Board in a timely fashion. In addition, we will need the steering committee to pay close attention to other potential cost drivers, most notably for ongoing maintenance of the track.

Submitted with respect, and in anticipation,

Keven Elder

Board Committee and Representative Appointments – 2019/2020

External	
BCSTA Provincial Council <i>Alternate</i>	Eve Flynn Julie Austin
BCPSEA Representative Council <i>Alternate</i>	Barry Kurland Laura Godfrey/Julie Austin
Oceanside Building Learning Together Coalition <i>Alternate</i>	Elaine Young Eve Flynn
Tribune Bay Outdoor Education Centre Society <i>Alternate</i>	Eve Flynn Julie Austin
District Committees	
Administration Budget Committee	All Trustees
Appeals	All Trustees
Audit Committee	All Trustees
BCPVPA (QDPVPA) Negotiations	<i>TBD as necessary</i>
Policy Committee of the Whole	All Trustees Elaine Young - Chair
Capital Planning Committee	All Trustees Julie Austin - Chair
CUPE Grievances	All Trustees
CUPE Negotiations Committee	<i>TBD as necessary</i>
Curriculum Advisory Committee <i>Alternate</i>	Eve Flynn TBD
District Health & Safety Committee	Barry Kurland
District Scholarship Committee	<i>TBD yearly</i>
Education Committee of the Whole	All Trustees Laura Godfrey - Chair
Enhancing Student Learning Plans	All Trustees
Finance and Operations Committee of the Whole	All Trustees Eve Flynn - Chair
French Language Advisory Committee	Elaine Young
Indigenous Education Services Committee <i>Alternate</i>	Laura Godfrey Elaine Young
Long Service/Retirement Committee	Elaine Young & Eve Flynn
MATA Grievances	Barry Kurland Julie Austin
MATA Negotiations Committee/Mid Contract Modifications	<i>TBD as necessary</i>
Operations & Maintenance/Transportation Department Budget Committee	All Trustees

**SCHOOL DISTRICT NO. 69 (QUALICUM)
BOARD OF EDUCATION 2019 - 2020**

TRUSTEE	PHONE	LIAISON SCHOOLS
Eve Flynn (Board Chair)	250-240-2845 eflynn@sd69.bc.ca	Nanoose Bay Elementary International Student Program
Julie Austin (Board Vice-Chair)	250-752-4469 jaustin@sd69.bc.ca	Ballenas Secondary Errington Elementary School False Bay School
Laura Godfrey	604-815-9451 lgodfrey@sd69.bc.ca	CEAP Secondary and Elementary Kwalikum Secondary School Springwood Elementary
Barry Kurland	250-927-5805 bkurland@sd69.bc.ca	PASS/Woodwinds Bowser Elementary Qualicum Beach Elementary
R. Elaine Young	250-927-0375 eyoung@sd69.bc.ca	Arrowview Elementary Oceanside Elementary

June 13, 2019

Mr. Keven Elder, Superintendent
School District #69 (Qualicum)
PO Box 430
Parksville, BC V9P 2G5

Dear Mr. Elder:

RE: STUDENT TEACHER PLACEMENTS – 2018 / 2019

On behalf of the Dean, Dr. David Paterson, and the Faculty of Education at Vancouver Island University (VIU), I would like to thank you for supporting our Education student teachers by hosting practicum placements in your district. Our appreciation and thanks goes out for the hard work, dedication and commitment of all those involved in sponsoring our student teachers in your school district.

Each principal and sponsor teacher was presented with either a VIU coffee mug or VIU journal as a small token of our appreciation and we look forward to working with them again in the future.

The “real life” teaching experiences that our student teachers receive while practice teaching in schools is paramount to their development as our future educators. Our student teachers have benefitted immensely from their experience and appreciate the strong mentorship, patience and professional guidance provided to them throughout the course of their practicum.

Once again, please pass on our sincere appreciation to the school staff, district staff and your Board of Education and have a great end of the school year and an enjoyable summer!

Warm regards,



Sean Toal,
Field Experience Coordinator
Vancouver Island University
E: sean.toal@viu.ca

ST/pjh

✓ Pc *Chairperson, Board of Education for SD #69 (Qualicum)*