

REGULAR BOARD MEETING
4:00 pm, Wednesday, September 20, 2023
School Board Office

A G E N D A

PRESENTATION: Cory Vanderhorst, Graham Roberts MNP – Audited Financial Statements

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

1.a) **MOTION:** "THAT the Regular meeting agenda of September 20, 2023, be adopted as circulated."

2. ADOPTION OF MINUTES

2.a) **MOTION:** "THAT the Regular meeting minutes of June 21, 2023, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) June 21, 2023 – The Board met in-camera to discuss items which include personnel and legal.

4. INCOMING CORRESPONDENCE

- 4.a) Chilliwack School District to Minister Singh
- 4.b) Pacific Rim School District to Minister Singh
- 4.c) Minister Singh to Pacific Rim School District
- 4.d) BCSTA to Minister Singh and Minister Dean

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

5. OUTGOING CORRESPONDENCE

5.a) N/A

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) 2022/2023 Framework for Enhanced Student Learning Report (FESL)
- 6.b) School Growth Plans
- 6.c) Anticipated School Enrolment
- 6.d) SOGI Report (oral)
- 6.e) Accessible BC Act – [District Implementation](#)
- 6.f) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to June 30, 2023

MOTION: "THAT the Framework for Enhanced Student Learning Report for the 2022/2023 School Year be received."

MOTION: "THAT the School Growth plans for the 2023/2024 School Year be received."

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

7. SECRETARY-TREASURER'S REPORT

7.a) 2024/2025 Capital Plan Overview

7.b) 2023/2024 Capital Plan response Letter Amendment

MOTION: "THAT the 2024/2025 Minor Projects be approved as presented."

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

8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for September 13, 2023

Additional Reference Documents:

8.a.i) Strategic Plan (Amended)

8.a.ii) FSD&A

8.a.iii) Financial Statements

Motions arising from the Committee of the Whole Meeting:

MOTION: "THAT the 2023 – 2028 Strategic Plan Framework be adopted as presented."

MOTION: "TO approve the Operating surplus restriction of \$935,065 and the Local Capital restriction of \$537,195 as detailed in NOTE 18 of the financial statements for the year ended June 30, 2023."

MOTION: "THAT the Audited Financial Statements for the Year Ended June 30, 2023, be approved as presented."

9. OTHER BUSINESS

9.a) N/A

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT



REGULAR MEETING

4:00 pm, Wednesday, June 21, 2023
School Board Office

MINUTES

Present: Dale Lawson, Rob Hill, Maureen Mason, Jaclyn Miller, Kirsten Van't Schip

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

Presentations:

Canadian Playful Schools Network – Project at Brooks Secondary School (T. Larkin, N. Hewlett, N. Bakker, B. Clarke)

Please see the agenda for the presentation.

Students spoke to their favourite and least favourite moments during the process of building and sharing their projects.

School Growth Plan Presentations (on School District website) – School Administrators. Highlights of their verbal presentations below.

PIE

S. Hall spoke to mental health, and students with autism.

HENDERESON

M. Hall spoke to the land acknowledgement and how Division 4 worked with their teacher E. Hodgins to compose this.

Also spoke to their food program (student meals) such as Taco Tuesday, dumpling day, spaghetti – each month bringing school together for a meal. In addition, every other month they held a community meal where 50-90 people came out to enjoy a meal. Food boxes each month have been provided to 13 families and each Friday; a backpack is sent home with some students.

KELLY CREEK

J. Kennedy spoke to the sweatshop that is run after school by the Kelly Creek Community Association who enriches a lot of what the school does. Lots of change happening over the summer – new portables etc. Academic Achievement and how teamwork amongst the teachers in our District has helped.

JAMES THOMSON

B. Rounis spoke about mental health strategies used within the school. The WITS program and adapting to different programs amongst the students has worked well. Learning outdoors is appreciated by students and they look forward to being in a class outside their indoor classroom.

EDGEHILL

J. Burt spoke about the envisioning of an outdoor education program at Edgehill. The school has easy access to the forest and coupled with knowledgeable and passionate staff members is a good fit. Working with Tla'amin Nation, logging took place in the back field and moving forward, reforestation will be a good learning tool for the students.

BROOKS

(Video unavailable) J. Marshman spoke to sense of belonging at the high school as parents may not be as involved in the equation and about outdoor spaces and courses. The full grade 7 (incoming grade 8) meeting last night was encouraging. Learning student's names this year was a priority this year. Survey is a new engagement with parents to see what was working, what needs improving etc.

WESTVIEW

S. Behan spoke to the grade 7 leaving ceremony made by their little buddies. They feel very connected to the older students. Work in outdoor spaces at Westview may be a challenge at times, but the garden is wonderful and expansion into some vacant nearby property may be something to look at in the future.

Question Period

No questions.

CHAIRPERSON'S REMARKS

1. APPROVAL OF AGENDA

Moved: M. Mason
Seconded: K. Van't Schip

THAT the Regular meeting agenda of June 21, 2023, be adopted as circulated.

Status: Carried

2. ADOPTION OF MINUTES

Moved: J. Miller
Seconded: M. Mason

THAT the Regular meeting minutes of May 17, 2023, be adopted as circulated.

Status: Carried

3. **REPORT OF CLOSED MEETINGS**

3.a) May 17, 2023 – The Board met in-camera to discuss items concerning personnel and property matters.

4. **CORRESPONDENCE**

INCOMING

4.a) BCSTA to Hon. R. Singh
For information.

4.b) BCSTA to S. Robinson
For information.

4.c) SD 5 to Hon. D. Eby
For information.

4.d) SD 5 to Hon. R. Singh
For information

4.e) BCSTA to C. Johnston
For information

4.f) BCSTA to J. Gaptman
For information

4.g) BCSTA to A. Reed
For information

Moved: K. Van't Schip

Seconded: J. Miller

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

Status: Carried

5. **OUTGOING CORRESPONDENCE**

5.a) Draft Letter of Support To Texada Island Representatives for BC Ferries
For information.

5.b) Edgehill Students
For information

Moved: M. Mason

Seconded: J. Miller

THAT the letter of support for Texada Island Representatives for BC Ferries be sent as requested.

Status: Carried

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) School District 47 Wellness Committee Annual Report

J. Yule spoke to the Wellness Committee Annual Report included in the agenda. Survey was distributed to seek feedback with respect to what has worked and what improvement/changes may be needed.

6.b) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to May 31, 2023

For information.

Moved: J. Miller

Seconded: K. Van't Schip

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

Status: Carried

7. SECRETARY-TREASURER'S REPORT

7.a) 2022 Climate Change Accountability Report

S. Hopkins spoke to the report included with the agenda.

7.b) Month End Financial Report as at May 31, 2023

S. Hopkins spoke to the report included with the agenda.

7.c) 2024/2025 Capital Plan Summary

S. Hopkins spoke to the report included with the agenda.

Moved: J. Miller

Seconded: R. Hill

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

Status: Carried

Moved: J. Miller

Seconded: R. Hill

That the 2024/2025 Major Projects be approved as presented.

Carried

8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for June 14, 2023

Additional Reference Documents:

8.a.i) 2023/2024 Annual Budget & Summary Report

- Updated with changes made at Strategic Plan Meeting – 6 priorities vs 5.
- Sched 2.a lays out revenue.
- Sched 2.b lays out similarly the spending plan.
- Sched 2.c takes the same spending and lays out revenue and spending by programs.
- Sched 3 summarizes special purpose funds.
- Sched 4 summarizes capital.

8.a.ii) 2023/2024 Annual Board Calendar (for information)

8.a.iii) 2023/2024 Annual Board Work Plan (for information)

8.a.iv) 2023/2024 Prospective Days of Observance (for information)

Moved: R. Hill
Seconded: K. Van't Schip

THAT the Board adopt the Annual Budget Bylaw for the 2023/2024 fiscal year.

Carried

Moved: R. Hill
Seconded: J. Miller

THAT the Board adopt the Annual Board Meeting Calendar for the 2023/2024 school year.

Carried

Moved: K. Van't Schip
Seconded: M. Mason

THAT the Board adopt the Annual Board Work Plan and accompanying Prospective Days of Observance for the 2023/2024 school year.

Carried

9. OTHER BUSINESS

9.a) Revisions to Policy 1 – Foundational Statements

S. Hopkins spoke to the review and changes in the four-year cycle. JM asked about removing the numbering of the priorities.

9.b) 2023-2027 Strategic Plan Framework

D. Lawson spoke to suggested changes/comments made by K. Van't Schip.

Moved: R. Hill
Seconded: K. Van't Schip

THAT the Board adopt the proposed revisions to policy 1 – Foundational Statements.

Carried

Moved: R. Hill
Seconded: K. Van't Schip

THAT the Board adopt the proposed framework for the 2023-2027 Board Strategic Plan.

Carried

QUESTION PERIOD

Question asked when the next meeting Board meeting will be held. D. Lawson indicated that they are held typically on the third Wednesday of each month.

MEDIA QUESTION PERIOD

No questions.

ADJOURNMENT

Moved: JM

THAT the Regular Board Meeting be adjourned at 5:53 p.m.

Status: Carried

D. Lawson
Chairperson

S. Hopkins
Secretary-Treasurer

SH/ac



June 29, 2023

VIA EMAIL

Hon. Rachna Singh – Provincial Minister of Education and Childcare

Dear Minister Singh:

Re: Request for Additional Funding to Ensure Barrier-Free Menstrual Products Are Available in All Variations of School Washroom Spaces

At its public meeting on June 27th, 2023, the Chilliwack Board of Education approved a motion to send a letter to the Minister of Education & Childcare and the Parliamentary Secretary for Gender Equity. The letter is to communicate the financial challenges involved in addressing period poverty, particularly in providing menstrual products in schools, and to request support in delivering these essential resources to students.

The Support Services for Schools Ministerial Order was amended on April 3rd, 2019. The updated order mandated that Boards of Education establish policies and procedures to provide barrier-free menstrual products to students of all gender identities or expressions at no cost. This was to be done in a way that protected student privacy.

Education Minister Rob Fleming followed with the announcement that a new ministerial order was to be implemented with immediate effect. The order included \$300,000 in provincial startup funding. The ministry was to *“collaborate with school districts, community, and education partners to assess the requirements of each district, identify gaps, and provide the necessary funding to meet the new requirement.”*

The Chilliwack School District received \$6,431 as startup funding, which was used to install dispensers in all female and gender-neutral washrooms across schools. In addition, the district spent \$43,250 for the installation. The yearly cost for menstrual products has been around \$4,000 to \$5,000.

At its public meeting held on June 27th, the Board of Education reaffirmed [Policy 433: Provision of Menstrual Products](#) to ensure the District provides for consistent availability and supply of menstrual products in all variations of washrooms, including male, female, and gender-neutral washroom spaces. To ensure the availability of menstrual product dispensers in at least one male washroom space in all schools, an additional cost of \$19,000 will be incurred, along with an annual product cost of \$1,000.



**Chilliwack
School District**

Based on the aforementioned data, it is clear that the Ministry of Education and Childcare has not consulted with the Chilliwack School District to identify gaps in providing barrier-free menstrual products and fund school districts above the initially allocated dollars pledged by former Minister of Education Rob Fleming in the [B.C. Government's news release](#) from Friday, April 19th, 2019.

We commend the efforts by the provincial government to provide free menstrual products to students in schools, which was an important step in ensuring equity in our schools in the province of BC. We strongly believe our collective responsibility is to create safe and inclusive learning spaces where all students can be supported to thrive, aligned with the Ministry of Education and Child Care [Policy for Student Success](#), where B.C. schools must do everything possible to prepare all students for their future.

We appreciate your efforts in ensuring adequate funding for school districts to support this important initiative. The Chilliwack Board of Education looks forward to your timely response to the concerns articulated above as we collectively make strides to enhance support for students in our school community.

Sincerely,

A handwritten signature in black ink that reads "W Reichelt".

Willow Reichelt
Chair – Board of Education
Chilliwack School District #33

CC: MLA: Dan Coulter
MLA: Kelli Paddon
Premier: Honourable David Eby
British Columbia School Trustees Association



School District 70 Pacific Rim

4690 Roger Street, Port Alberni, B.C. V9Y 3Z4 Ph: (250) 723-3565 Fax (250) 723-0318

June 26, 2023

Hon. Rachna Singh
Minister of Education and Child Care
PO Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Singh,

I am writing to you on behalf of the SD70 Pacific Rim Board of Education, representing the dedicated educators, administrators, and young families in our region. I would like to bring your attention to the matter of our local StrongStart programs, which have proven to be immensely valuable in fostering early childhood development and preparing children for their educational journey. These programs have been instrumental in providing young learners with a nurturing and supportive environment, facilitating their cognitive, social, and emotional growth during their critical early years. We commend the Ministry of Education and Childcare for its commitment to early childhood education and the existing funding allocated to StrongStart programs.

Despite the proven success of StrongStart programs, the current funding levels fall short of meeting the growing demand and diverse needs of our region. Since we first began operating our StrongStart programs over 20 years ago, we have witnessed a noticeable increase in the costs associated with delivering quality programming. These rising costs can be attributed to various factors, including inflation, increased demand for specialized resources, and higher wages for Union members as prescribed for in the Collective Agreement, resulting in our having to subsidize the program by over \$20,000 each year.

As such, we respectfully request that you consider increasing program funding for our StrongStart programs. We understand the financial challenges faced by governments and the need to allocate resources effectively across various sectors. However, investing in StrongStart programming is an investment in our future generations and ensures that every child has an equal opportunity to develop the foundational skills necessary for success in school and beyond, as well as provide necessary support for the existing workforce.

We would be delighted to further discuss this matter with you remotely or in person and are happy to provide any additional information or evidence to support our request. By working together, we can ensure that our children can continue to benefit from the high-quality, thriving, busy StrongStart centers they deserve.

Thank you for your attention to this matter. We eagerly await your positive response and are confident that your support will make a lasting impact on the lives of countless families.

With regards,

Pam Craig
Board Chair, Board of Education, School District 70 Pacific Rim

cc: Hon. Grace Lore, Minister of State for Child Care grace.lore.MLA@leg.bc.ca
Ms. Christina Zacharuk, Deputy Minister of Education and Child Care DM.Education@gov.bc.ca
Early Learning Team EDUC.EarlyLearning@gov.bc.ca
Heidi Bell, VISTA Heidi.bell@sd71.bc.ca
Suzanne Hoffman, BCSTA Shoffman@bcsta.org



September 8, 2023

Ref: 291218

Pam Craig, Chair
Board of Education
School District No. 70 (Pacific Rim)
Email: pccraig@sd70.bc.ca

Dear Pam Craig:

Thank you for your letter of June 26, 2023, regarding your request to increase StrongStart BC program funding.

I would like to first acknowledge the District's participation in the informational StrongStart BC interviews conducted earlier this year. Feedback gathered will support continuous improvement and enhance ministry awareness of how the program supports children, families, and communities across the province.

Government is committed to supporting families and the well-being, care, and education of children. This commitment has been demonstrated in part, by significant investments in the [ChildCareBC's 10-year plan](#) since 2017/18 which provides enhancements to services focused on early learning and child care.

I am pleased to say that your District will benefit from government's focus in early learning, resulting in funding provided for *Ready, Set, Learn, Strengthening Early Years to Kindergarten Transitions, Just B4*, as well as *StrongStart BC* programs which totals \$194,050 in 2023/24. Your district can also expect additional capacity building funding totalling \$175,000 in 2023/24 for a District Early Learning and Child Care Lead (ELCC) position to support the expansion of child care on school grounds and continued integration of education and child care.

We are committed to making affordable, inclusive, and quality child care a core service that families can rely on. This requires long-term, sustainable growth that aligns with the capacity of the sector and the workforce needed to deliver this important service. Our current focus is on increasing the number of child care spaces and enhancing supports for families.

If the District wishes to consult with Ministry staff to discuss your concerns, I invite you to contact Danielle Carter-Sullivan Executive Director, Early Learning, Mental Health and Student Safety via email at Danielle.Carter-Sullivan@gov.bc.ca.

...2

Thank you for writing and sharing your support for the value of early learning programs for children and families in your District.

Sincerely,

A handwritten signature in black ink, appearing to read 'R Singh', with a horizontal line underneath the name.

Rachna Singh
Minister

pc: Honourable. Grace Lore, Minister of State for Child Care
Ms. Christina Zacharuk, Deputy Minister of Education and Child Care
Danielle Carter-Sullivan Executive Director, Early Learning, Mental Health and Student Safety
Early Learning Team, System Liaison Support Division, Minister of Education and Child Care
Heidi Bell, VISTA
Suzanne Hoffman, CEO, BCSTA



British Columbia
School Trustees
Association

September 12, 2023

The Honourable Mitzi Dean

Minister of Children and Family Development
PO Box 9770, Stn Prov Govt
Victoria, B.C. V8W 9S5
mcf.minister@gov.bc.ca

The Honourable Rachna Singh

Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, B.C. V8W 9E2
ecc.minister@gov.bc.ca

Dear Minister Dean and Minister Singh,

Subject: Family Connection Centres

At the British Columbia School Trustees Association's 2023 annual general meeting, our members, representing all 60 boards of education in B.C., passed the following resolution:

"That BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

And

That BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards and rightsholders, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education."

Boards of education across the province have significant interest in the family connection centres, which are currently in the pilot phase. As part of our association's dedication to supporting member boards of education in understanding how these changes in support systems will impact schools and students, we are also asking that your ministries consult with boards of education, rights-holders and other K-12 public education partners regarding family connection centres.

The use and expansion of these centres, whilst supporting families, do have the potential to impact services and programs provided at schools. As this work progresses, clear communication between the centres and school staff is required to ensure that the supports and services students receive and expect remain intact.



British Columbia
School Trustees
Association

In their unique role as voices of their local communities, boards of education are equipped to provide feedback on local expectations and opportunities related to family connection centres.

I look forward to working with you both in supporting boards of education and leveraging their strengths as we continue to serve students and families throughout B.C. to the best of our abilities.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady
President
British Columbia School Trustees Association

Motion: A20234

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Chris Brown, Assistant Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

4. Family Connection Centres

Category: BCSTA

Motion #:	4 : A20234	Sponsor:	Chilliwack
Meeting:	AGM 2023	Action:	<i>not specified</i>
Category:		Outcome:	<i>not specified</i>
Disposition:	Carried as amended		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

AND

That BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards and rightsholders, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education.

Motion as Presented:

BE IT RESOLVED:

That BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

AND

That BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education.

Rationale:

The proposed Family Connection Centre (FCC) model, now being piloted in four regions of the province, proposes a significant shift in the delivery of supports for individuals with disabilities and diverse abilities and their families. The FCCs are designed to provide support for children and youth from birth to 19 years of age. While the initial timeline has been put on pause to evaluate and consult regarding next steps, the shift proposes to end current structures of support through programs such as the At-Home Program and the Autism Funding Benefit in favour of a non-diagnosis or deficit-based approach to the delivery of support.

Trustees should be aware of the strong feelings held by those impacted by the proposed changes. As examples, many in the Autism community see this as a losing support they rely upon while many in the FASD community see this as the potential to deliver support that is much needed. It is further complicated as it does propose to shift funding from current

service providers. Again, as an example Infant and Child Development Centres may lose funding if they are unsuccessful in the tender process.

While support for students outside school have a direct impact on how they are equipped to succeed and learn while at school, the FCCs also propose a more direct interaction for consideration by member boards. Drawing directly from the FCC Service Expectations and Description, currently guiding the pilot projects:

“Some of the centre’s professionals (e.g., occupational, and physical therapists) will also be members of school-based teams that support the educational and functional goals of children and youth with support needs within the school and home settings. Others will actively engage school-based teams, with consent from the child or youth and their family, to ensure consistent approaches to supporting a child or youth’s individualized education plan.”

The intent of the motion is to direct the BCSTA to support member boards in understanding the considerations of the proposed shift in support for learners, and to urge the respective ministries to include public education stakeholders in discussions that relate to supports in schools.

Reference(s):

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-support-needs/1_cysn_service_framework.pdf

Attention to 8.0 on Pg 30

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-support-needs/2_cysn_framework_-_family_connections_centres.pdf

Attention to 1.2.3 starting on Pg 9

<https://news.gov.bc.ca/releases/2022PREM0095-001797>

Pause on rollout to evaluate and consult further

<https://news.gov.bc.ca/releases/2023CFD0001-000002>

Operators announced in four regions

<https://www.cbc.ca/news/canada/british-columbia/starbright-contract-loss-children-special-needs-1.6715772>

Anticipation of Further rollout next year (as reported January 2023)

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs/complex-health-needs/at-home-program>

At Home Program

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs/autism-spectrum-disorder/autism-funding>

Autism Funding Benefit

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

[School District 47]



Enhancing Student Learning Report

September 2023

In Review of Year 4 of School District 47's *Strategic Plan 2019-2023*.

Right click to **change** this picture and replace with your own



Approved by Board on [date]

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Introduction:

District Context

Territorial Acknowledgement

We would like to acknowledge and thank the Coast Salish peoples, specifically the ʔaʔamin Nation whose traditional territory School District 47 resides on. We are grateful to carry out our work on these lands and appreciate the opportunity to learn from the original keepers of this land about relationships of care and interdependence. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.

District Profile

School District 47 is situated in a beautiful coastal community on the Upper Sunshine Coast surrounded by the qathet Regional District and on the traditional territory of the Tla'amin Nation. Just over 130 km from Vancouver, SD 47 is surrounded by forest, mountains, and many freshwater bodies of water and is part of the coastal mountain range. With the Pacific Ocean to its west, the region enjoys a temperate climate. The qathet Regional District currently has a population of 20,070 (Statistics Canada: 2016 Census).

School District 47 serves approximately 3,200 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school. We provide several additional programs, including the following:

- ʔayʔajüθəm Language Program K-12
- Before and After School Program
- Digital Film Program
- Dual Credit Academics and Trades
- Early French Immersion Program K-12
- Elementary Literacy Intervention
- Guided Indigenized Journey to Excellence (GIJE) formally Traditional Skill Builder Program
- International Education Program
- Powell Lake Ecological and Outdoor Learning Centre
- Provincial Auditory Outreach Program
- Strong Start Programs (four locations)
- Summer Learning Program

Like other rural districts, we have had some challenges finding and retaining educators with certain specializations: school counsellors, senior math and science teachers, music teachers, alternate education teachers, Indigenous educators, and French Immersion teachers. We have also experienced difficulty finding and retaining qualified Education Assistants. Fortunately, we have been successful in maintaining a healthy Teacher Teaching on Call (TTOC) list, even while drawing on the list of TTOCs for various teaching positions throughout the year.

Student Enrollment

The table below lists demographic information by student group.

School Year	All Students	Indigenous	On Reserve	Designation	CYIC	ELL	French Immersion
2022/2023	3,216	466	91	620	14	19	207
2021/2022	3,097	421	77	603	25	12	215
2020/2021	3,116	403	74	560	26	18	194
2019/2020	2,701	379	100	464	40	26	196

Focusing Our Work

Foundational Guides

In British Columbia's education system, we share the common goal of continuously improving the quality of public education for all students. Over the past several years, the Ministry of Education and Child Care has broadened its approach to continuous improvement, which is reflected in the [Framework for Enhancing Student Learning Policy](#).

School District 47 uses the Framework for Enhancing Student Learning (the Framework) in addition to other existing foundational guides and plans to ensure that we continue to improve student success and equity of outcomes, with a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Some of the foundational guides and plans that inform our Strategic Planning and commitment to continuous improvement include the following:

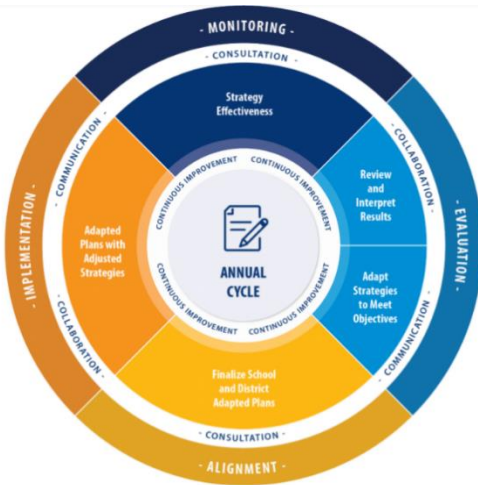
- [The Educated Citizen](#)
- [The First Peoples Principles of Learning](#)
- [BC Tripartite Education Agreement \(BCTEA\)](#)
- Equity Action Plans
- [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)
- Tla'amin Education Agreement
- [Tla'amin Final Agreement](#)
- [OECD Education Strategy](#)

Strategic Plan

The Board's [Strategic Plan 2019-2023](#) acknowledged provincial goals and priorities for district and school improvement actions and initiatives. Three themes (Learner Success, Engagement and Connections, and Organizational Stability) supported by several goals and objectives, were used by schools and district departments in a multi-year collaborative planning process.

The Board’s mission from 2019-2023 was to prepare students, within, a safe, inclusive, and dynamic environment, to face a changing world as lifelong learners and informed, responsible citizens.

Continuous Improvement Cycle



The Board is committed to both long-term and short-term school and district planning. The concept of continuous and quality improvement is embedded into the daily activities and tasks of individuals within a school district system. Checkpoints for status updates and opportunities for feedback and revision are included in all district and school improvement initiatives.

Operational and School Growth Plans are aligned to the Strategic Plan and follow the same continuous improvement cycle.

DRAFT

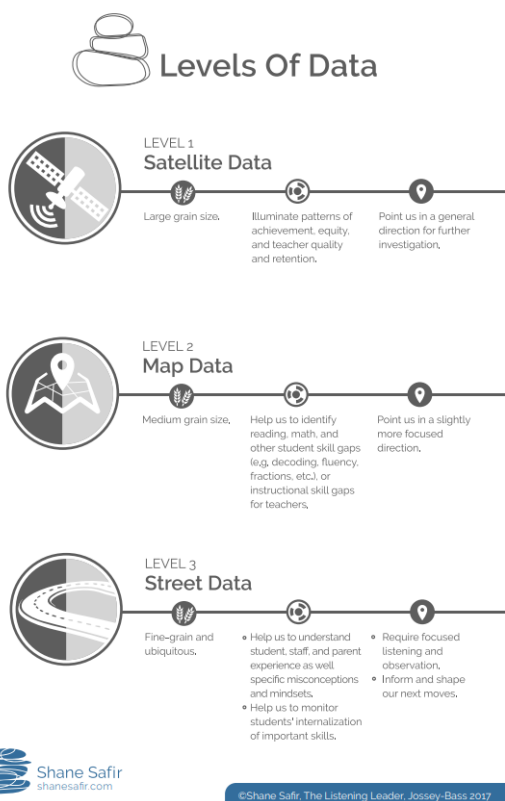
Section A: Reflecting Back

2022-23 Student Learning Outcomes

Data

The Ministry of Education and Child Care provides both masked and unmasked data to school districts to facilitate the preparation of the Enhancing Student Learning Report. As the report is a public document, only data from unmasked data sets have been used in this report.

Data has been drawn from both provincial and local sources, including satellite, map, and street data which are all used to analyze and interpret results, strategies, and approaches for student learning.



Levels of Data

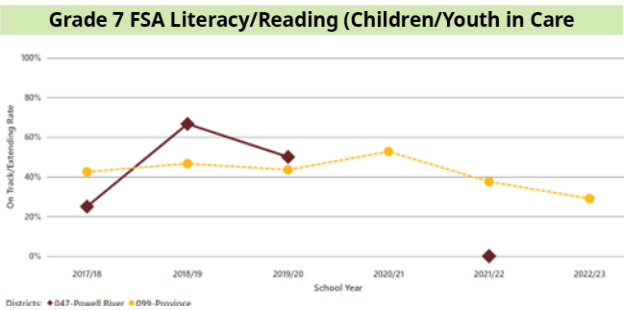
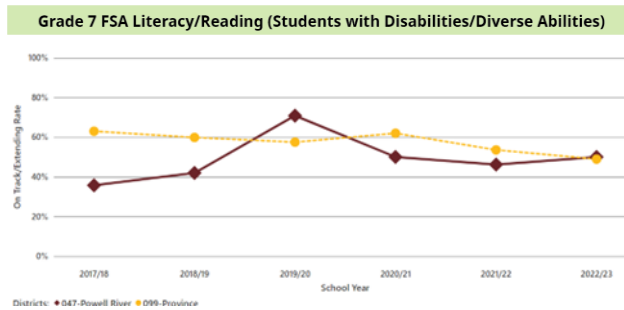
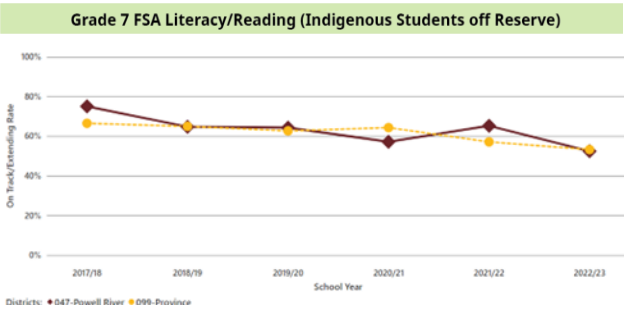
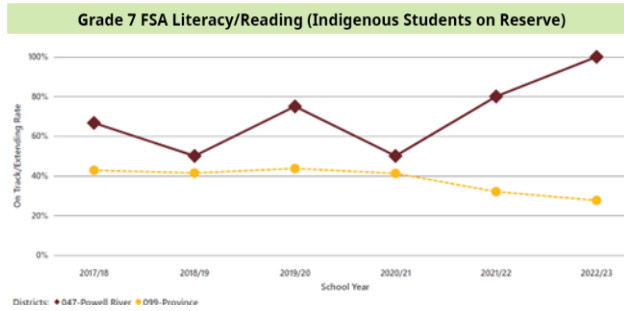
Shane Safir: *The Learning Leader*, Jossey-Bass, 2017

Intellectual Development

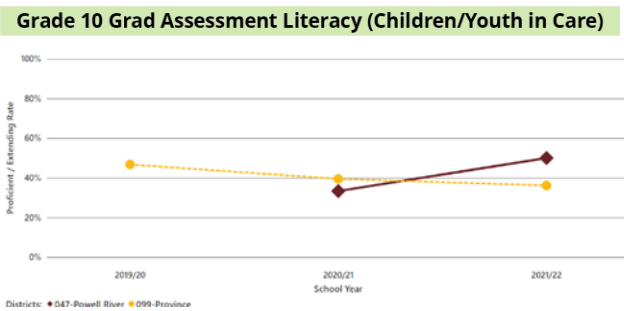
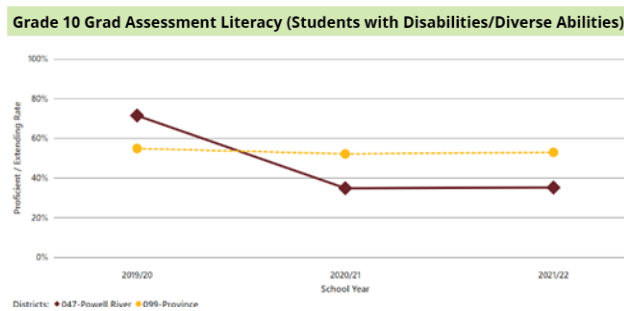
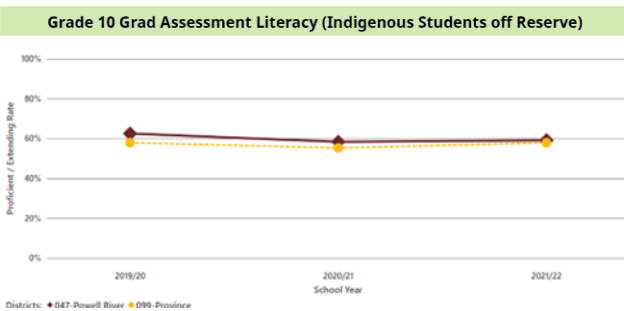
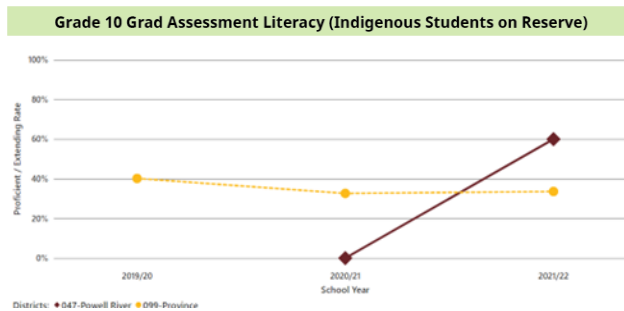
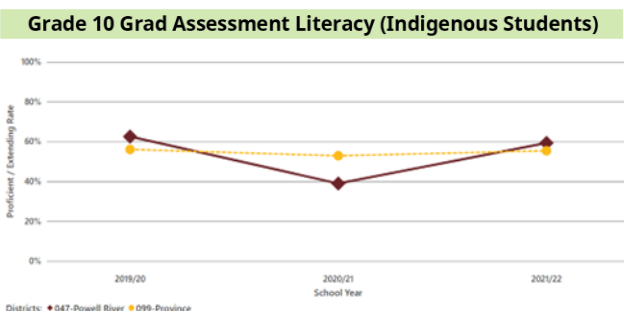
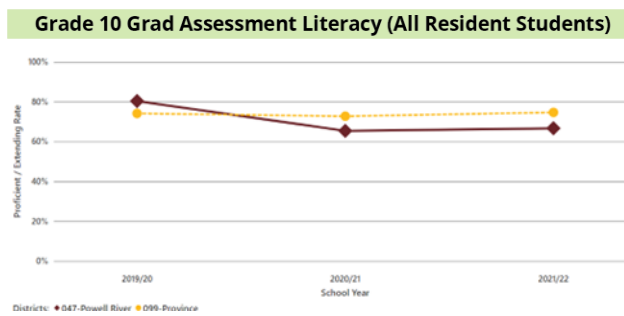
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations



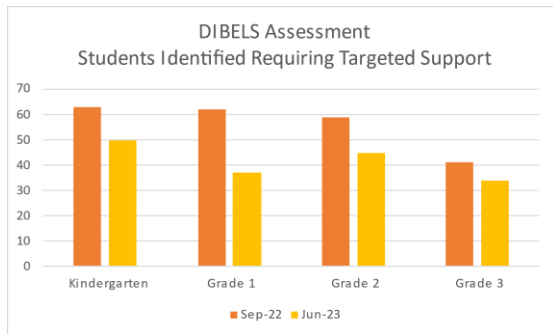


Measure 1.2: Grade 10 Literacy Expectations

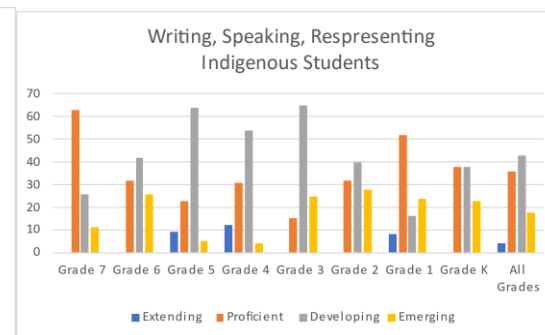
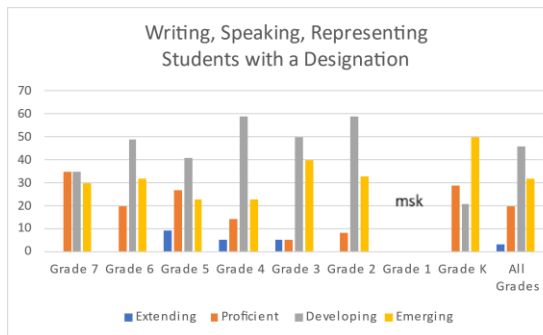
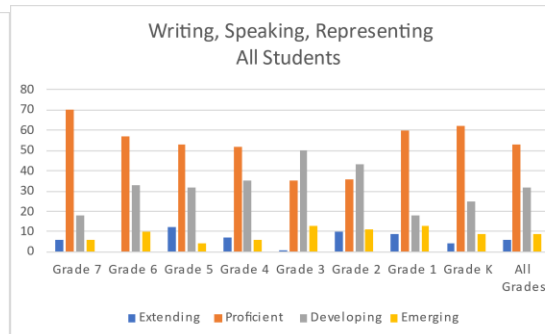
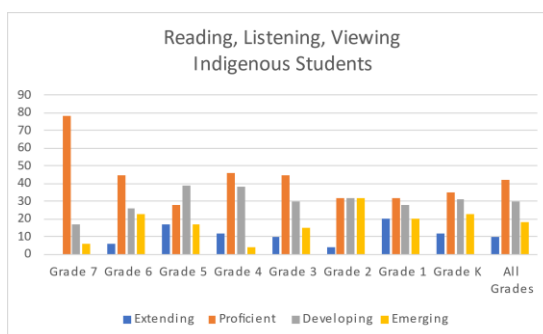
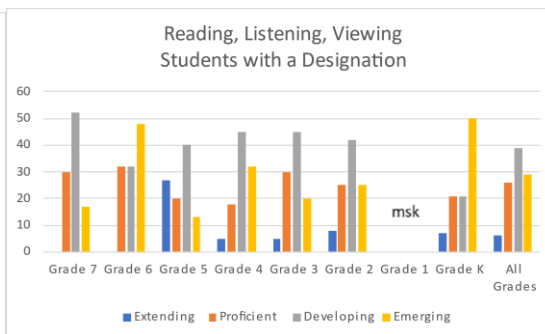
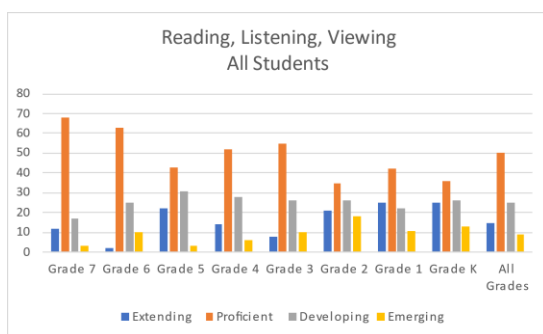


Relevant Additional/Local Data and Evidence

Measure 1.3: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data



Measure 1.4: Grade K-7 Report Card Data



Analysis and Interpretation: What Does this Mean?

Literacy: *Grades K-7*

The school district team analyzed the FSA literacy results, the DIBELS assessment results, and school report card results in English Language Arts. Each of the sources of data were looked at from a district perspective, school perspective, classroom perspective, and sometimes individual results to identify trends, areas of strength, and challenges. One of the trends that were identified is that students entering kindergarten in our community indicate high vulnerability which translates into lower-than-average scores in the DIBELS assessment. This requires significant interventions in the early grades to develop the skills a more typical student might exhibit. The DIBELS data also indicates that students from kindergarten to grade three are improving their decoding and comprehension skills. The strategies implemented in these grades are beginning to indicate improvement. However, there is much work that needs to be done in grades four through seven. This is clearly indicated in the FSA results which show that students are having difficulties demonstrating the comprehension skills necessary to become critical thinkers in terms of literacy. Classroom teachers and principals have also indicated anecdotally and through report card data that writing to express thinking is an additional literacy challenge for elementary students.

The only masked data was the data for children in care and each of those students were analyzed individually. Much of the evidence indicated that equity of learning for Indigenous students and children/youth in care was slightly below the results of all students except for Indigenous students on reserve which was significantly lower in grade four and significantly higher in grade seven.

Literacy: *Grades 10-12*

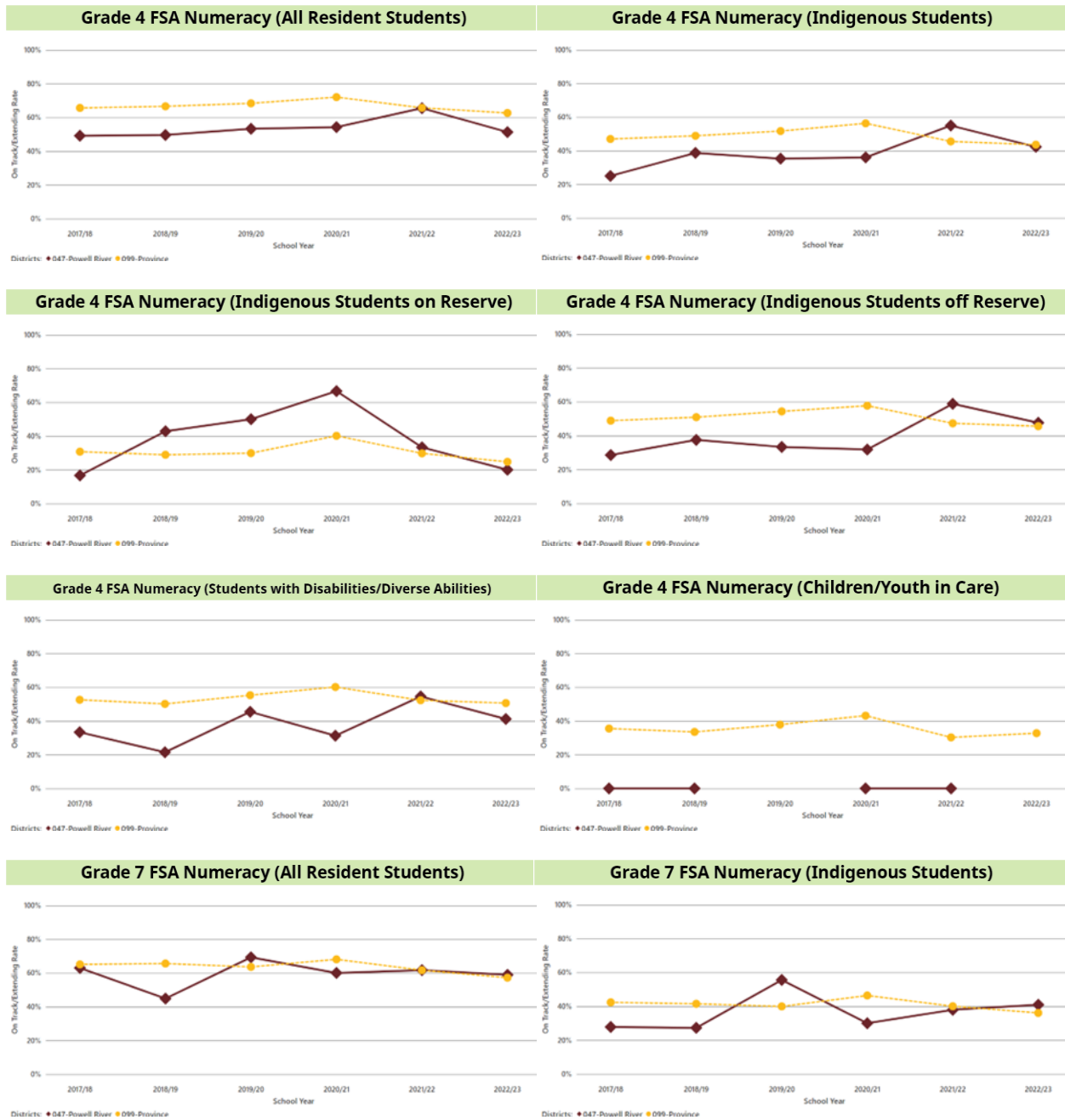
The Grade 10 Literacy Assessment is a provincial assessment that assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. It is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.

The Grade 10 Literacy Assessment data shows that in the 2021/2022 year, results for all resident students and diverse students were below the provincial average. However, results for Indigenous students and for children/youth in care were above the 2021/2022 provincial average. While the data shows improving Grade 10 Literacy Assessment results for students over the last three years, increased achievement for all students, but particularly for Indigenous students, students with disabilities/diverse abilities and children/youth in care, is desired.

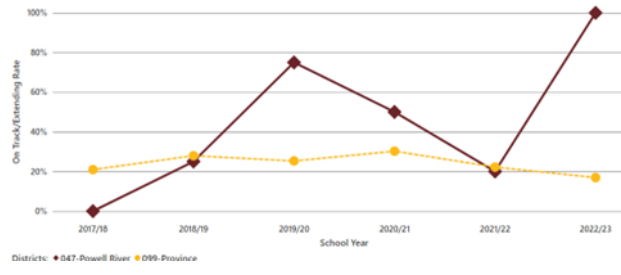
It is important to note, the Grade 10 Literacy Assessment is still a relatively new assessment, and the first two years of results were during the height of COVID-19. As such, identifying patterns and trends should be done cautiously. The addition of Grade 12 Literacy Assessment data in the future should provide valuable information about achievement and improvements made in the final years of the graduation program.

Educational Outcome 2: Numeracy

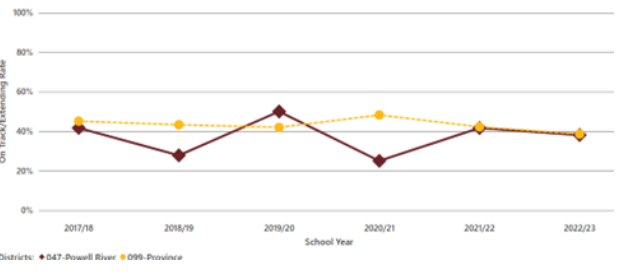
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



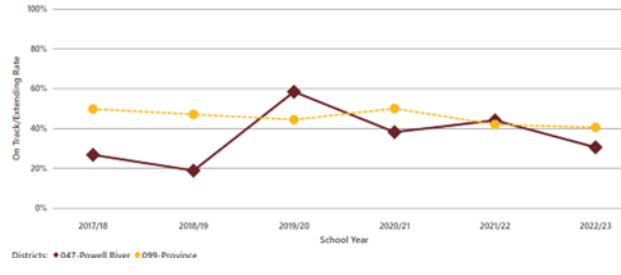
Grade 7 FSA Numeracy (Indigenous Students on Reserve)



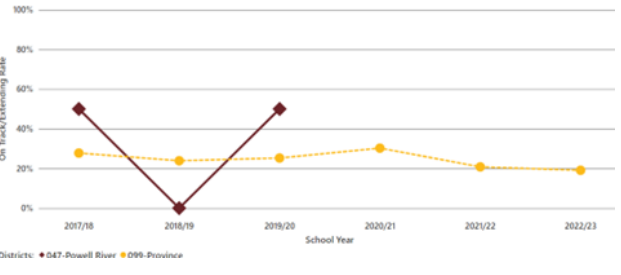
Grade 7 FSA Numeracy (Indigenous Students off Reserve)



Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)

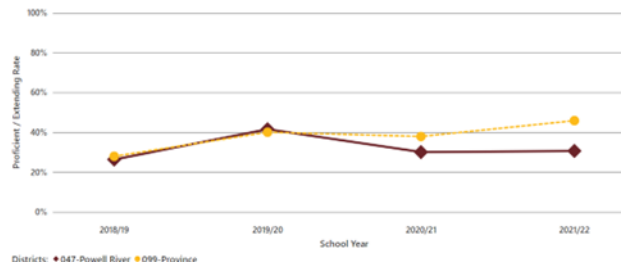


Grade 7 FSA Numeracy (Children/Youth in Care)

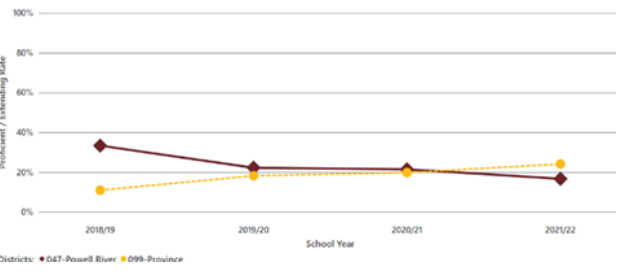


Measure 2.2: Grade 10 Numeracy Expectations

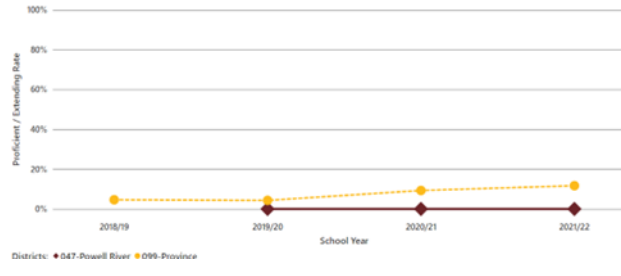
Grade 10 Grad Assessment Numeracy (All Resident Students)



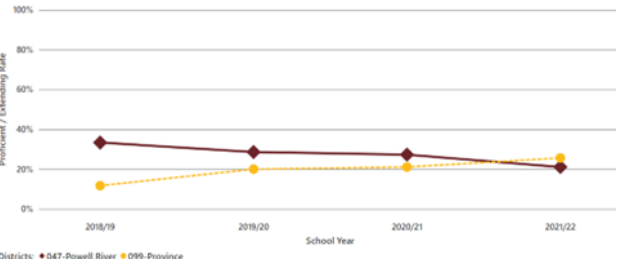
Grade 10 Grad Assessment Numeracy (Indigenous Students)



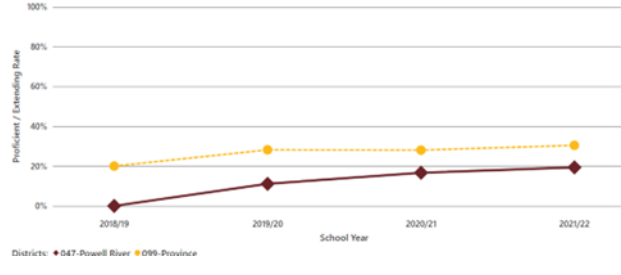
Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)



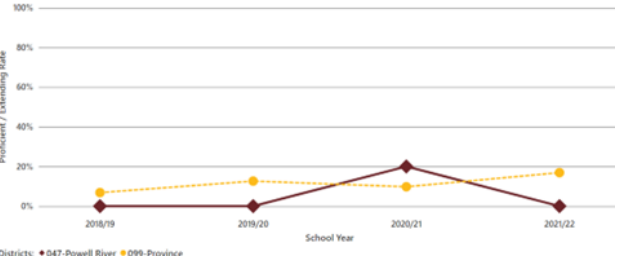
Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)



Grade 10 Grad Assessment Numeracy (Students with Disabilities/Diverse Abilities)

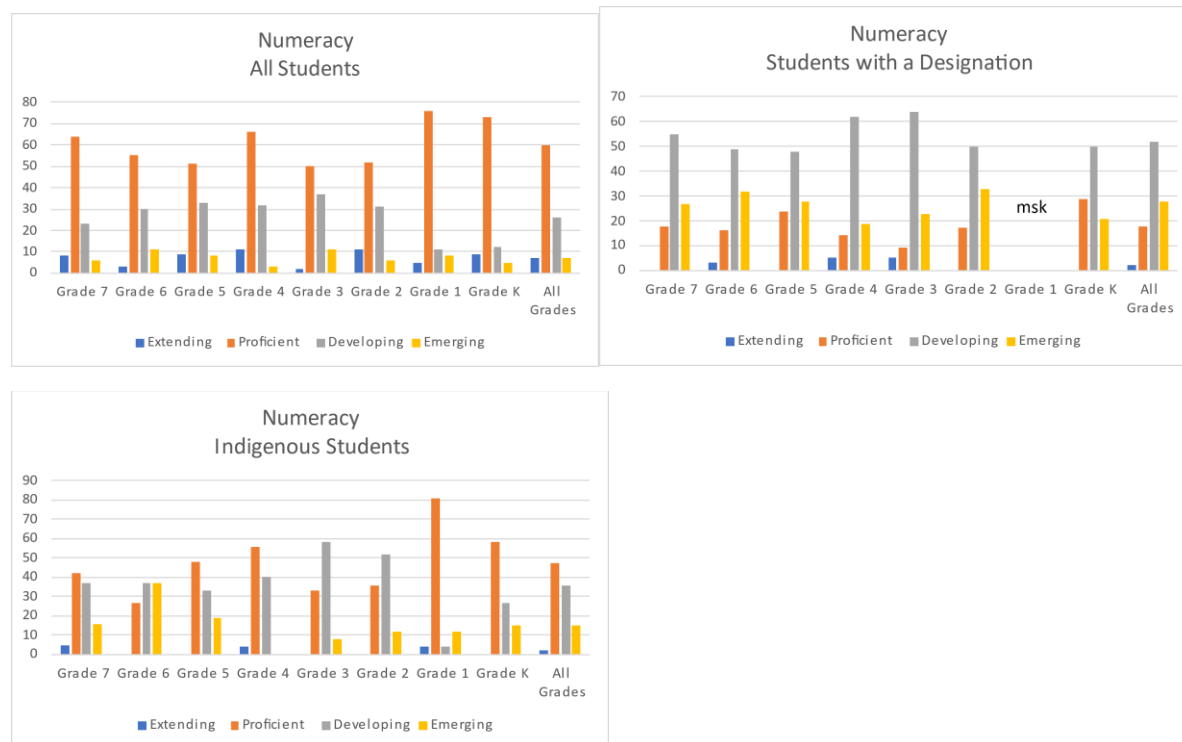


Grade 10 Grad Assessment Numeracy (Children/Youth in Care)



Relevant Additional/Local Data and Evidence

Measure 2.3: Grade K-7 Report Card Data



Measure 2.4: Student Learning Survey Data

Student Learning Survey: Percentage of students indicating a positive response to the statement, "I continue to get better at math"

School District 47	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Grade 10					
All Resident Students	51%	58%	46%	43%	54%
Indigenous Students	45%	50%	55%	20%	57%
Students with Diverse Abilities	53%	50%	47%	13%	45%
Grade 12					
All Resident Students	40%	51%	47%	52%	56%
Indigenous Students	57%	40%	48%	55%	71%
Students with Diverse Abilities	42%	msk	37%	57%	40%
Province					
Grade 10					
All Resident Students	60%	59%	62%	60%	62%
Indigenous Students	52%	53%	51%	50%	50%
Students with Diverse Abilities	52%	53%	55%	52%	53%
Grade 12					
All Resident Students	54%	53%	55%	55%	53%

Indigenous Students	45%	45%	44%	45%	41%
Students with Diverse Abilities	47%	46%	47%	48%	45%

Analysis and Interpretation: What Does this Mean?

Numeracy: *Grades K-7*

The school district team analyzed the FSA numeracy results, school report card results, and anecdotal information from teachers and principals in numeracy. Both of the sources of data were looked at from a district perspective, school perspective, classroom perspective, and sometimes individual results to identify trends, areas of strength, and challenges. Although grade 7 students demonstrate near last year's results and the provincial average, grade 4 students fall below in both categories. This trend is also reflected when analyzing Indigenous students both on and off reserve and students with diverse abilities being near last year's results and the provincial results for grade 7 but falling below in grade 4.

The only masked data was the data for children in care and each of those students were analyzed individually. Much of the evidence indicated that equity of learning for Indigenous students and students with diverse abilities was below the results of all students except for Indigenous students on reserve which was significantly higher in grade seven.

Interestingly, the report card data does not reflect similar results to the FSA data. The FSA data is considerably lower than the report card data which indicates that there is some inconsistency in how or what teachers are reporting on.

Numeracy: *Grades 10-12*

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10, primarily students' ability to interpret, apply, solve, analyze and communicate.

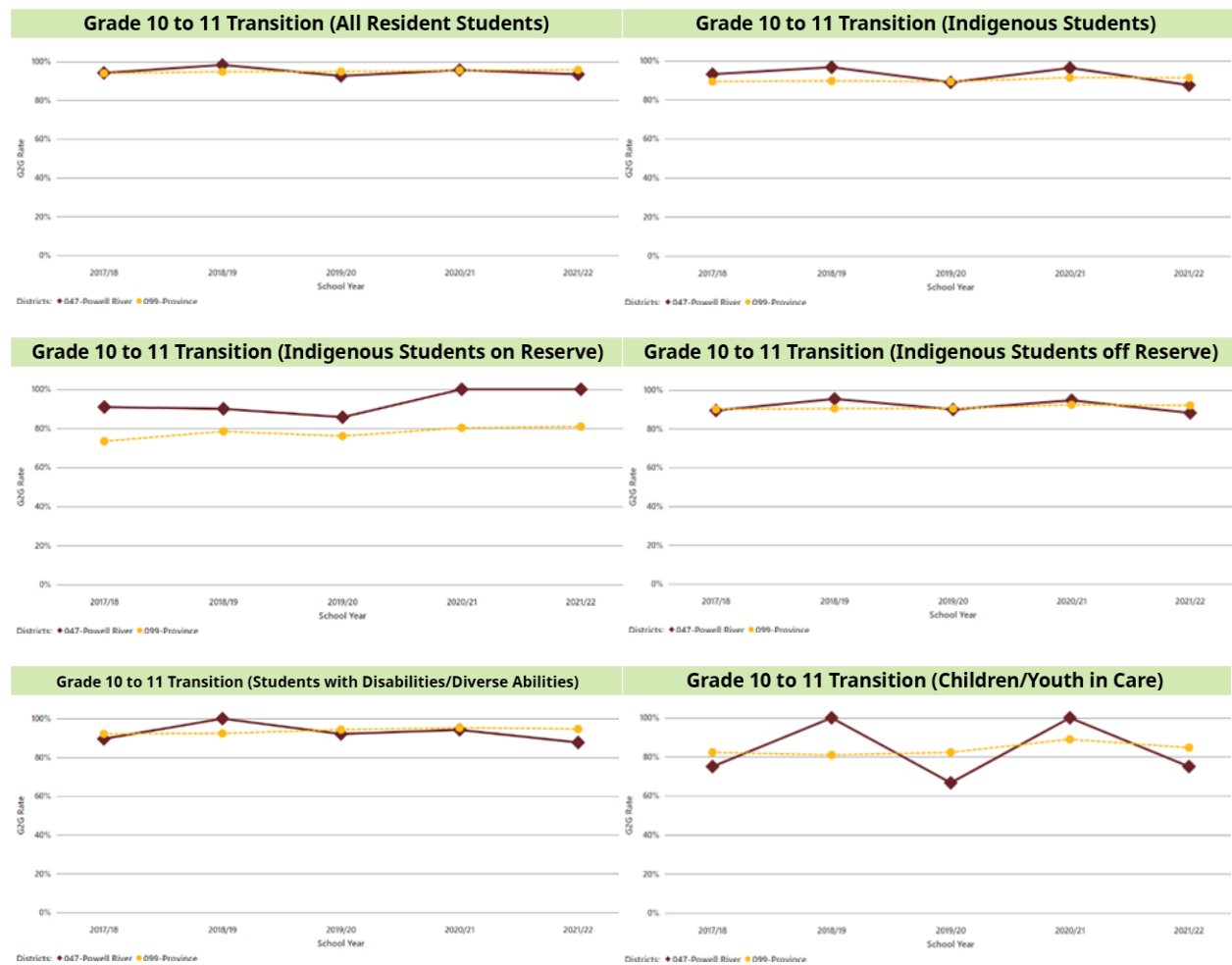
The last four years of Grade 10 Numeracy Assessment data indicates that we have been at or below the provincial average, and results continue to decline for Indigenous students, locally. There was a slight improvement in achievement for diverse students over the last year, but not a statistically significant one. Data for Indigenous students and children/youth in care continues to be masked to protect the privacy of individuals.

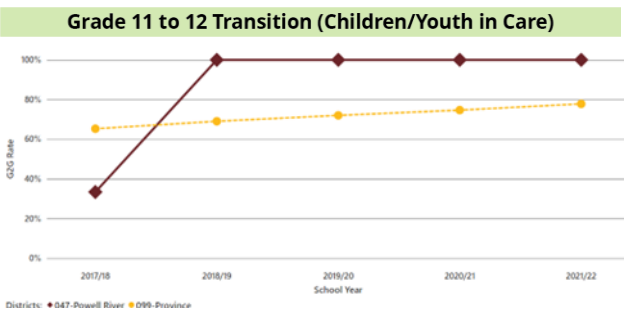
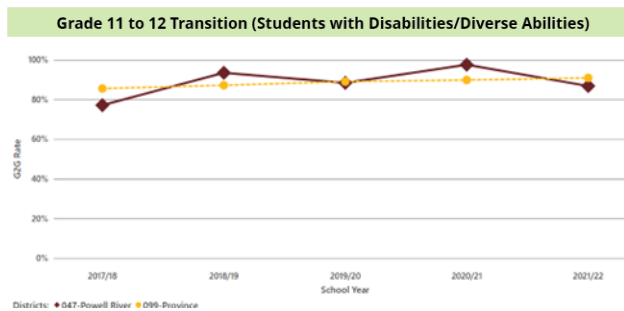
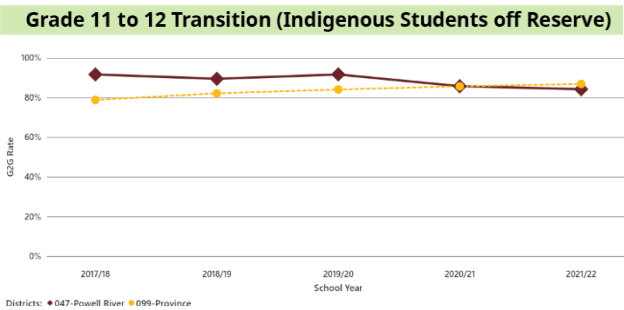
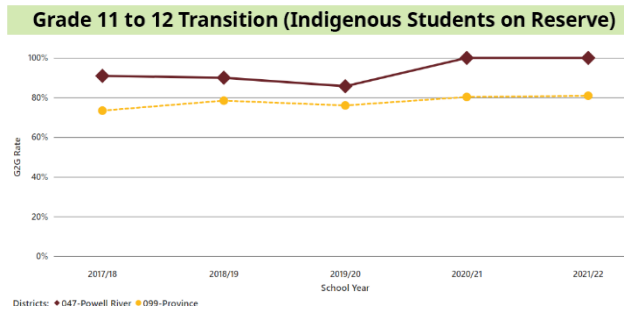
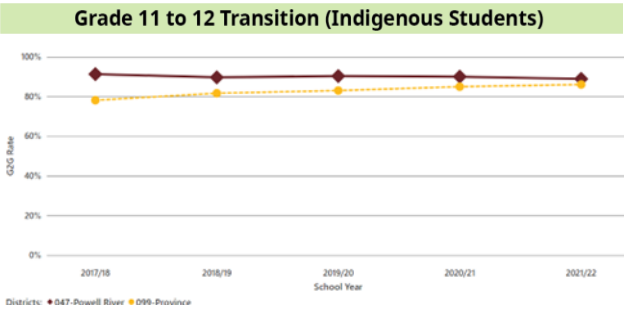
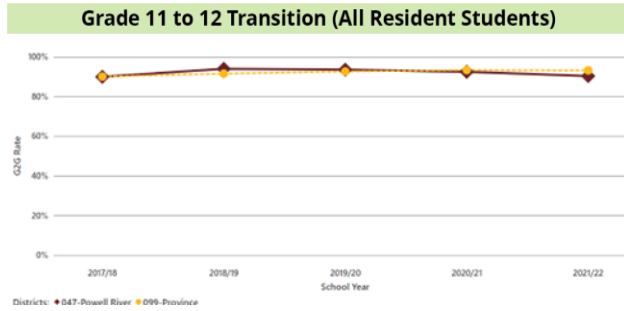
The Grade 10 Numeracy Assessment data shows that locally and provincially, students have consistently demonstrated low levels of proficiency in numeracy. As this has been an ongoing pattern since the Grade 10 Numeracy Assessment was introduced, we have committed to working with all Grades 8-10 teachers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

evaluation procedures associated with the provincial assessment and how this connects to the redesigned curriculum.

Student Learning Survey data shows that, locally, more students feel more confident in their ability to get better at math in the last year than was recorded the previous year. In addition, Indigenous students in both Grade 10 and Grade 12 showed significant increases in the percentage of students indicating a positive response to the statement in the last year. Whether this observation is true for just one cohort of students or becomes a pattern remains to be seen. Overall, year after year, fewer students in almost every sub-population examined indicated confidence in their ability to get better at math, locally, than they indicated provincially.

Measure 2.5: Grade-to-Grade Transitions

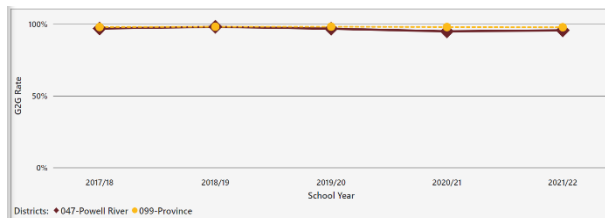




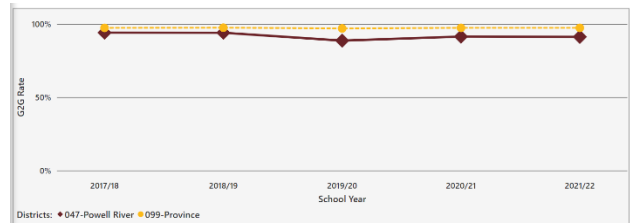
Relevant Additional/Local Data and Evidence

Measure 2.6: Grade-to-Grade Transitions (Grade 8-10)

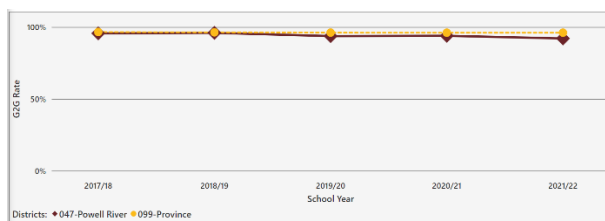
Grade 8 to 9 (All Resident Students)



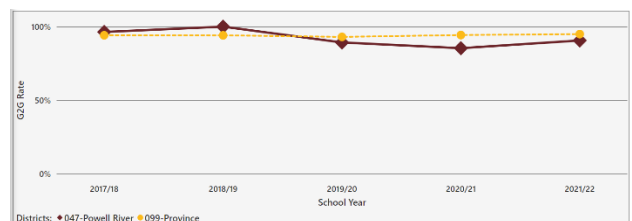
Grade 9 to 10 (All Resident Students)



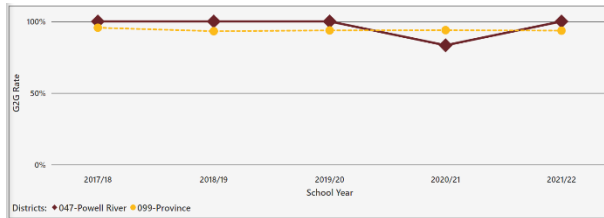
Grade 8 to 9 (Indigenous Students)



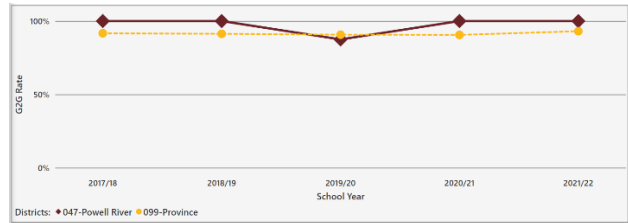
Grade 9 to 10 (Indigenous Students)



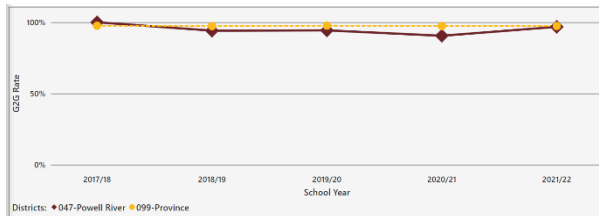
Grade 8 to 9 (Indigenous Students – On Reserve)



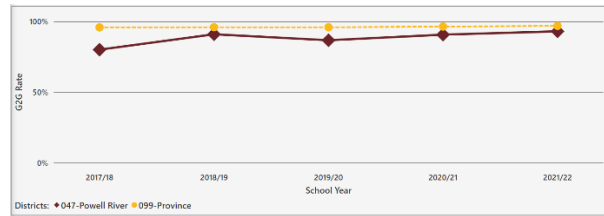
Grade 9 to 10 (Indigenous Students – On Reserve)



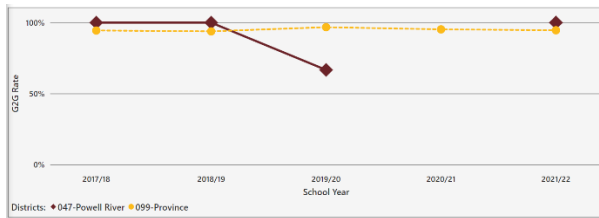
Grade 8 to 9 (Students with Disabilities/ Diverse Abilities)



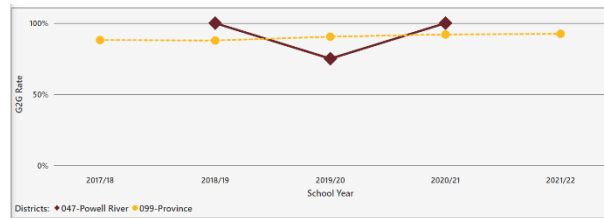
Grade 9 to 10 (Students with Disabilities/ Diverse Abilities)



Grade 8 to 9 (Children/Youth In Care)



Grade 9 to 10 (Children/Youth In Care)



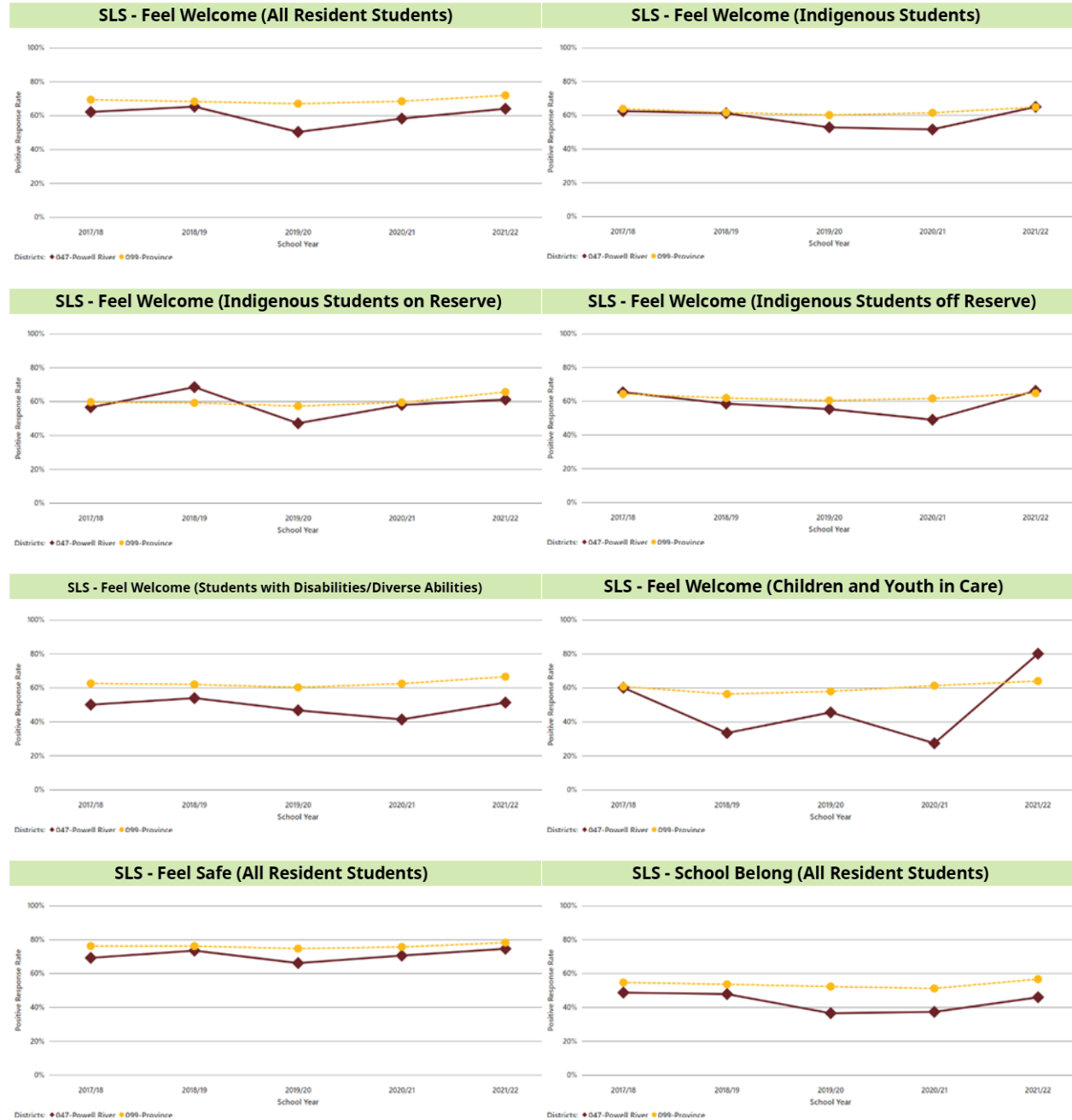
Analysis and Interpretation: What Does this Mean?

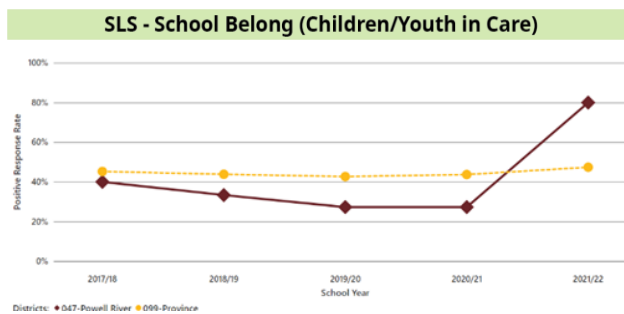
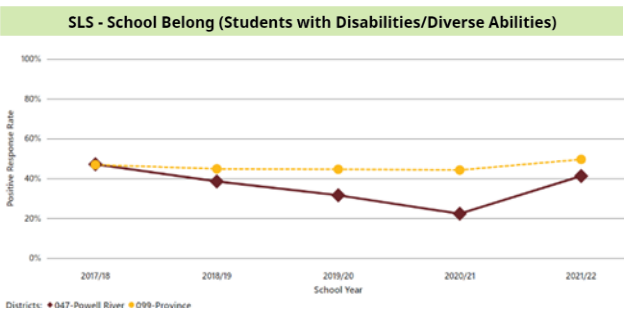
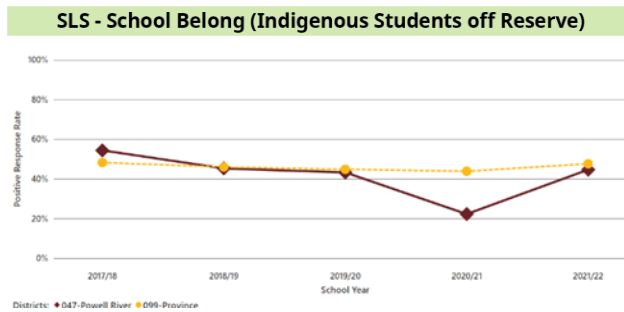
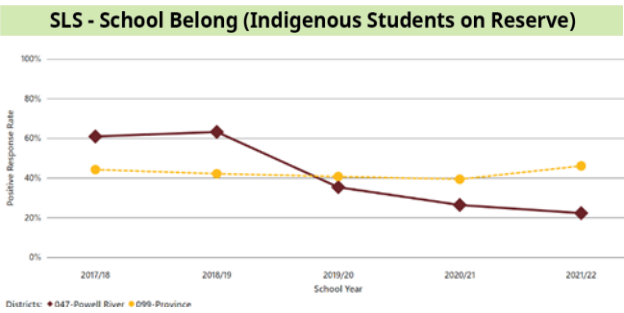
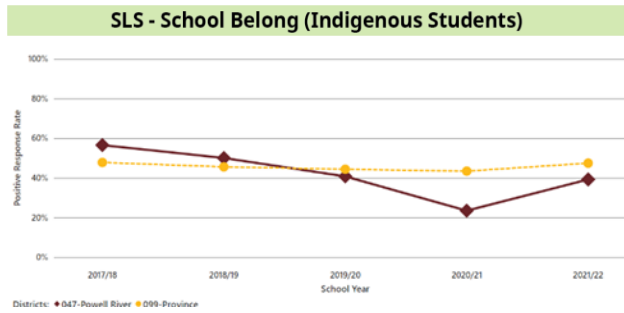
The Grade-to-Grade Transition Rate is the percentage of students who make a successful transition to a higher grade the following year. We continue to see strong and steady grade to grade transition rates. For the most part, Indigenous students (on reserve) continue to transition to the next grade at a higher rate than Indigenous students (on reserve), provincially, once in the graduation program. While not completely masked in all grades, the small number of children/youth in care in each cohort makes it difficult to establish clear trends and patterns. Continuing to support Indigenous students, diverse students, and children/youth in care to be successful in all areas of learning remains a priority to ensure program and course completion rates are on par with the general population.

Human and Social Development

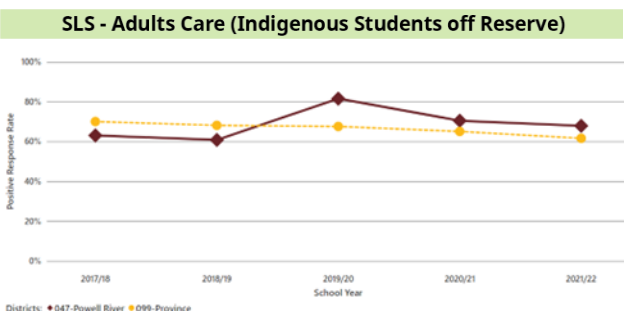
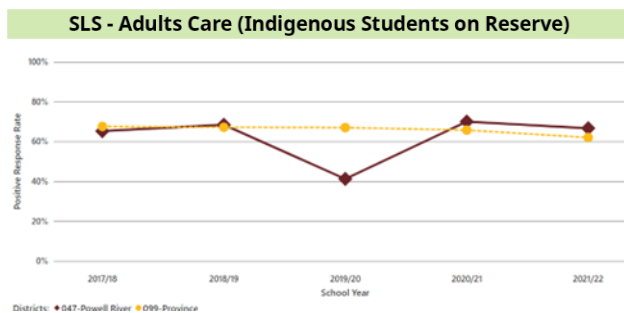
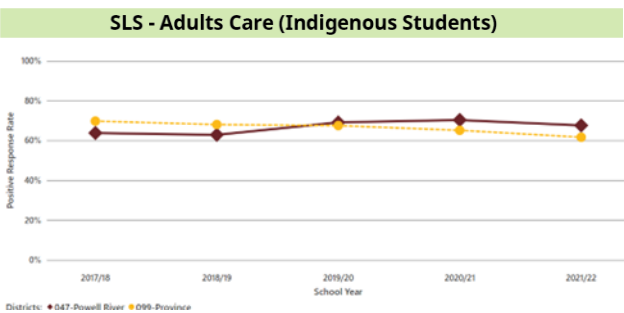
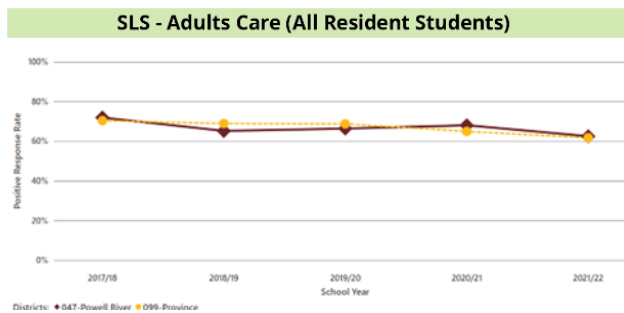
Educational Outcome 3: Students Feel Welcome, Safe, and Connected

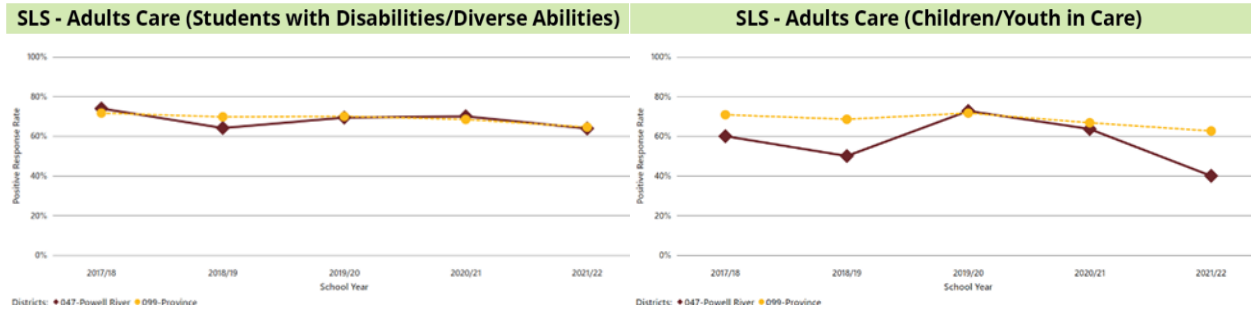
Measure 3.1: Student Sense of Belonging





Measure 3.2: Two or More Adults who Care About Them





Relevant Additional/Local Data and Evidence

Measure 3.3: Local Early Years Development Instrument (EDI) Data

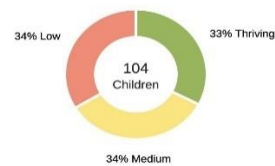
EDI DATA FOR THE 5 SCALES OF THE EDI FOR NEIGHBOURHOODS IN POWELL RIVER SCHOOL DISTRICT - WAVE 2-8

Scales of the EDI	Wave 2	Wave 3	Wave 4	Wave 5	Wave 6	Wave 7	Wave 8
	2004-2007	2008-2009	2010-2011	2012-2013	2014-2016	2017-2019	2019-2022
Physical	11	7	10	21	20	18	14
Social	11	16	16	15	18	22	16.6
Emotional	16	18	21	19	18	22	12.4
Language	14	15	11	9	13	15	12.1
Communication	11	7	7	8	17	15	9.9
Vulnerable On One Or More Scales	28	28	31	34	36	37	29.2

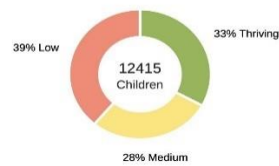
Measure 3.4: Local Middle Years Development Instrument (MDI) Data

Well, Being Assets

POWELL RIVER

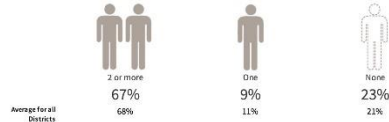


ALL PARTICIPATING DISTRICTS



Important Adults at School

NUMBER OF IMPORTANT ADULTS AT SCHOOL



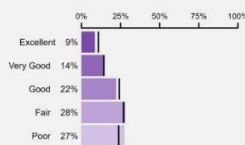
Measure 3.5: Local Youth Development Instrument (YDI) Data

MENTAL AND EMOTIONAL WELL-BEING

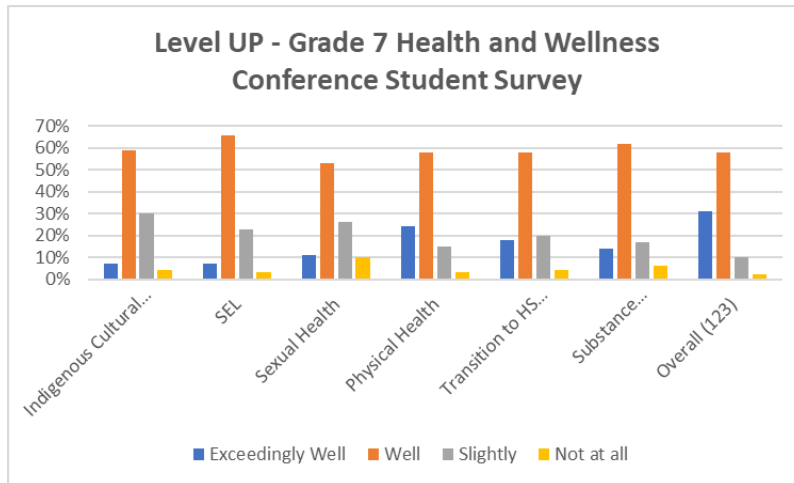
GENERAL MENTAL HEALTH

Youth's rating of their overall mental health.

"Overall, how would you rate your mental/emotional health in the past two weeks?"



Measure 3.6: Grade 7 Health and Wellness Post Conference Student Survey Results: How well conference sessions prepared students for the transition to high school



Analysis and Interpretation: What Does this Mean?

Overall, Student Learning Survey data shows improved results for all students feeling welcome at school, with significant improvements noted for children/youth in care. While all categories demonstrate improved results, it is important to note that students with disabilities/diverse abilities are still below the province in terms of feeling welcome at school.

In the area of feeling safe at school, slight improvements were noted for all resident students, although the results are slightly below the rest of the province.

Sense of belonging survey data highlights a slight improvement for all resident students, although still below the rest of the province. Of note, fewer students living on reserve feel a sense of school belonging with a decrease noted over the past several years. An increased number of children/youth in care reported a sense of school belonging.

Student Learning Survey data regarding the identification of two or more adults who care shows a slight decline for all resident students and a significant decrease for children/youth in care.

The Early Years Development Instrument (EDI), a survey completed by kindergarten teachers, collects data on children’s physical, emotional, social, and cognitive development. The EDI is used to measure trends and patterns in children’s development across five core domains that are good predictors of adult health, education, and social outcomes. The core areas measured are physical health and wellbeing, social competence, emotional maturity, language and cognitive development, and communication skills. The data collected demonstrates trends over time and is useful for school, district, and community planning.

The most recent data results, Wave 8 (2019-2022) indicate that overall, we are performing better than all other participating districts in the province. The average, for all participating districts of students vulnerable on one or more scale is 32.9%. Powell River data highlights 29.2% of students as being vulnerable on one or more scale of the EDI. Previous data waves have shown that a higher percentage of SD 47 students have been vulnerable on one of more scales of the EDI. This change in data serves to reinforce the need to continue the valuable work with our community partners through the Early Years Planning Table, and ensure we work collaboratively to provide supports, programs and services for students and families during the early years.

The Middle Years Development Instrument (MDI) assesses five areas of development that are known to support children's development in the middle years. These areas include social and emotional development, physical health and well-being, connectedness, use of after school time and school experiences. Most recent MDI data shows that SD 47 students' well-being index is similar or slightly higher than all other students in participating districts.

In previous years, MDI data has been collected for students in grade 4. In an effort to broaden our survey results beyond grade 4 students, this past school year, children in grade 5 participated in the MDI survey. Analysis of MDI survey data collected over the past three years notes that the presence of important adults at school has been relatively stable over time, with a slight decrease noted in 2020-2021.

Recently SD 47 participated in data collection through the Youth Development Instrument (YDI). While the YDI is still in a pilot phase and trends cannot be established, survey results indicate students in grade 11 are experiencing challenges with their overall mental and emotional well-being. This observation was corroborated by qualitative data collected during a listening circle with secondary school students from the Brooks Secondary School Mental Health Advocacy Club. Themes from that data included students wanting more explicit information about mental health in Physical and Health Education (PHE) and other courses, information about resources for students when they or their friends are experiencing challenges, and professional learning for staff.

Career Development

Educational Outcome 4: Students will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years



Measure 4.2: Achieved Dogwood Within 6 Years

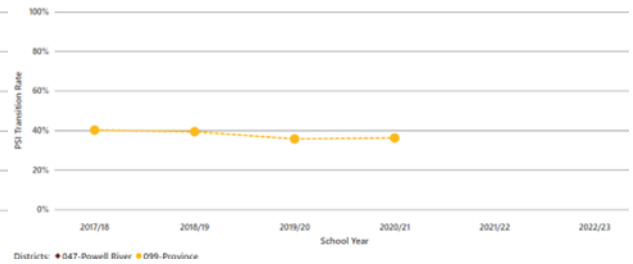
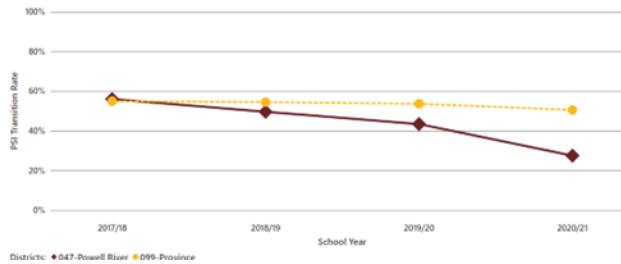
	All Residents	Indigenous Students	On-Reserve Students	Off-Reserve Students	Diverse Students	Children/Youth In Care
2021/2022						
Province	91.4%	75%	61.9%	78.2%	77.3%	54%
District	82.9%	67.4%	msk	72.2%	57.7%	msk
2020/2021						
Province	90.1%	72.5%	62.1%	75.5%	73.9%	52.6%
District	78.5%	65.5%	57.6%	70.6%	51.2%	63.1%
2019/2020						
Province	89.0%	71.1%	60.7%	74.2%	73.6%	50.1%
District	80.2%	65.4%	57.8%	71%	67.2%	msk
2018/2019						
Province	86.5%	69.5%	58.4%	72.7%	71.4%	46.9%

District	71.3%	58%	47.3%	63.5%	47.4%	msk
2017/2018						
Province	88.5%	69.6%	62.7%	71.6%	71.0%	48.7%
District	69.7%	14%	msk	msk	46.3%	msk

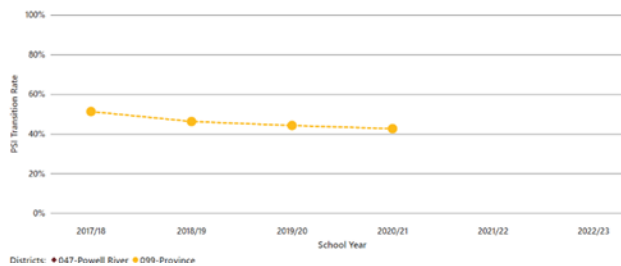
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

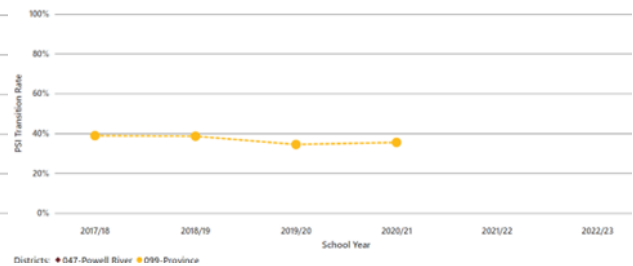
Post Secondary Transition - Immediate (All Resident Students) **Post Secondary Transition - Immediate (Indigenous Students)**



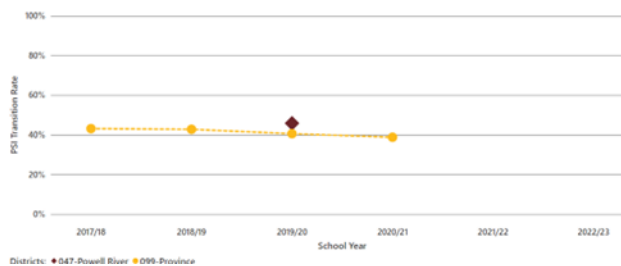
Post Secondary Transition - Immediate (Indigenous Students on Reserve)



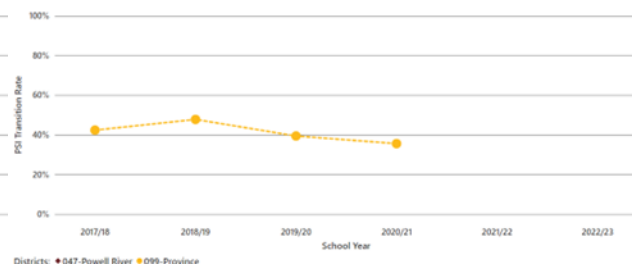
Post Secondary Transition - Immediate (Indigenous Students off Reserve)



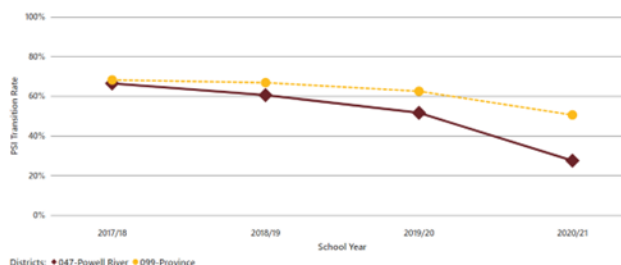
Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)



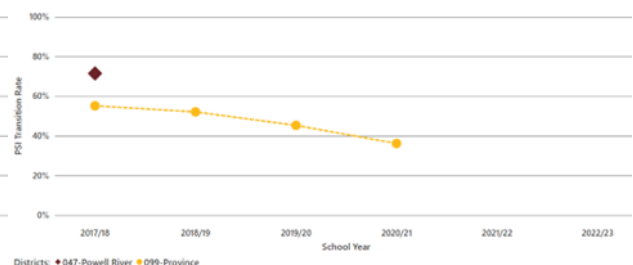
Post Secondary Transition - Immediate (Children/Youth in Care)

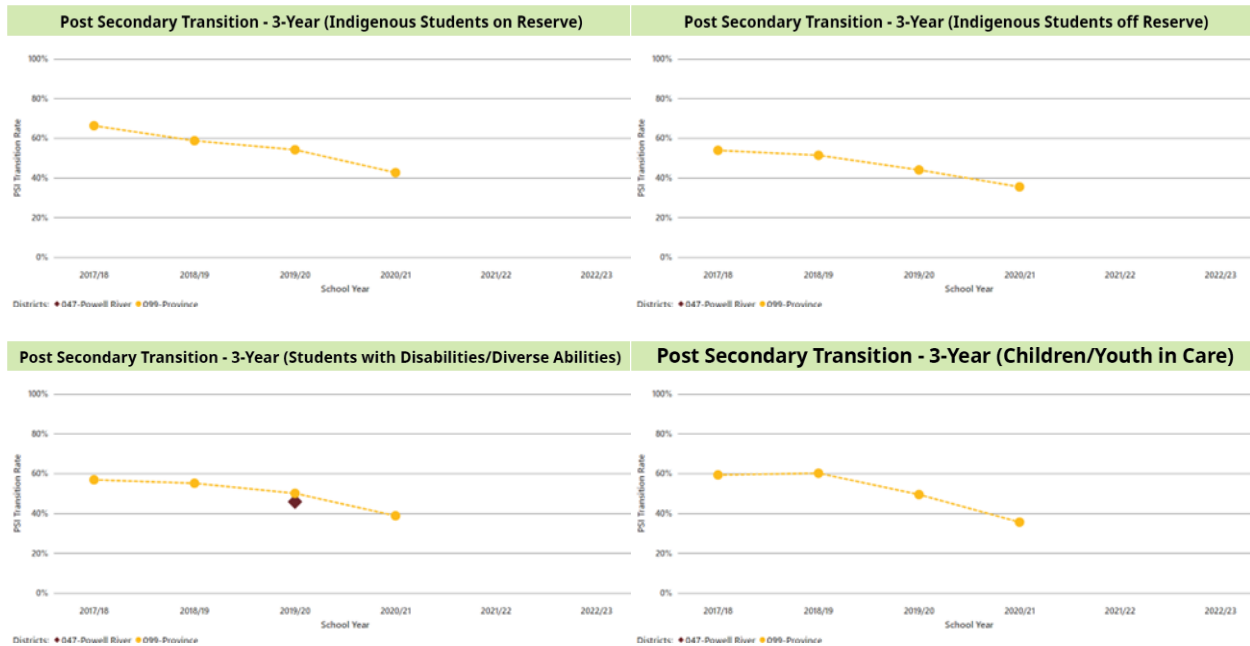


Post Secondary Transition - 3-Year (All Resident Students)



Post Secondary Transition - 3-Year (Indigenous Students)





Analysis and Interpretation: What Does this Mean?

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

We've seen some improvements over the last few years in the Five-year Completion Rate, but in almost all populations, we remain below the provincial average. The rate for Indigenous students (on reserve) continues to improve; however, the rate is still well below the provincial average rates of the general population.

Given an additional year to meet graduation requirements, the rates significantly improve. The Six-year Completion Rate itself has also increased over the last five years. Indigenous students, diverse students, and children/youth in care continue to be a priority of focus to reach equity of learning and outcomes.

The Post-Secondary Institute (PSI) rate is the percentage of students transitioning to post-secondary institutions in British Columbia within one and three years. While most of the data is masked and slight variations exist from year to year, students from our district transitioning to a post-secondary institution remains fairly consistent and below the provincial rates for all local populations.

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

It is with great optimism that the Board has published the [Strategic Plan for 2023-2028](#). All decisions made by School District 47 during the development of this strategic plan were guided by its vision and core values based on research and consultation. The strategic plan is based on six priorities and is supported by a number of goals and objectives.

Priority 1: Cultivating an Ethic of Learning (titwǝm taʔow)

Ensure early learners and students have the best possible learning experience.

Priority 2: Cultivating Curiosity (gagayǝtǝn)

Transform our learning environments into places of innovation.

Priority 3: Cultivating Connection (ʔaʔaθǝm)

Prioritize mental health, community connections, and social-emotional learning.

Priority 4: Supporting Self-Determination (ǝgamǝθot)

Ensure holistic Indigenous student success.

Priority 5: Cultivating Truth and Reconciliation

Honour Truth and reconciliation.

Priority 6: Cultivating Integrity/Responsibility (tiyhǝgǝn mǝtǝm)

Prioritize climate change, organizational health and sustainability.

Celebrating our Successes for the Past Year

ǝʔamin Education Agreement (TEA)

The district has been collaborating with Tla'amin Nation staff to work towards a new Local Education Agreement. Since our district is uniquely situated on the traditional and treaty territory of one Nation, it is being referred to here as the TEA (ǝʔamin (Tla'amin) Education Agreement). The agreement was signed this last fall and guides the work for ensuring Indigenous students receive the best possible opportunities and leads the way for the district in their work towards truth and reconciliation.

Equity in Action Project—Year 3

The district completed year three of the **Equity in Action Report** and project. This work was supported by a close working relationship with newly hired Education staff for Tla'amin Nation.

The partnership between the District Principal and the Director of Education for Tla'amin Nation has been paramount in creating trust and support within community and serving the needs of Indigenous students, staff, and the community.

Commitment to a Name Change

Board of Trustees agreed to change the name of the school district after a request from Tla'amin Nation (new name to be announced in the 2023-2024 school year).

Traditional Skill Builder (now, Guided Indigenized Journey to Excellence (GIJE)

The Traditional Skill Builder Program is a land-based, experiential, and culturally immersive program. It honours Indigenous knowledge and ways of being and doing to provide students with a safe, holistic, and identity affirming education while offering credits towards their graduation. This is achieved through engaging and relevant learning opportunities. The course provides a strengths-based approach with exposure to broad experiences while creating space for individual student gifts, interests, and mastery as a way to build students sense of belonging, identity, and success.

Indigenous Education Professional Learning

Kevin Lamoureux was the keynote for our planning day this June. We offered a year long decolonizing education learning circle where all staff were welcomed to attend. Our senior leadership team also participated in a book study of *White Fragility*. Staff in our PIE program, and a couple of our elementary schools participated in the Blanket Exercise with Indigenous Education staff, and Tla'amin Nation elders and residential school survivors.

Additional Indigenous Education Staff

We created two new Indigenous Success Teacher positions, one that supports all elementary schools, and the other that supported our Provincial Online learning school. This year we have also piloted an Elder in Residence that we hope to expand to all schools in the future.

Elementary Reading Assessment and Interventions

The school district continues to utilize the DIBELS assessment to identify students who have not acquired some of the skills required to learn to read. By assessing all K-7 students in the beginning, middle, and end of the year, we have been able to identify students who may need additional support. The data from 2022/2023 indicates that the interventions put into place for primary children have been effective at helping students acquire those skills.

Early Learning Programs

With data such as EDI indicating a high vulnerability of students entering kindergarten, the district implemented several new early learning programs in 2022/2023. JustB4 preschool programs were opened in two elementary schools, a Seamless Kindergarten Program was opened in a third elementary school and a Strengthening Early Years to Kindergarten committee was established and had several key initiatives to engage with the community and families to determine what would help ease the transition to kindergarten.

Grade 7 Health and Wellness Conference

A Grade 7 Health and Wellness Conference was held in consultation with district staff, the District Principal of Indigenous Education, school counsellors, and community partners. A full day conference was organized with sessions on Indigenous cultural and spiritual wellness, social/emotional learning, sexual health, substance use, physical health, and a student panel on transitioning to high school. As indicated in Measure 3.6, the post conference student survey results indicated that 89% felt that the conference helped them feel prepared for transitioning to high school.

Dual Credit and Skilled Trades BC Programs and Partnerships

The number of program offerings and students participating in dual credit (academic and trades) and Skills Trades BC Programs continues to grow and help students gain valuable exposure to trades and post-secondary institution courses and programs. Programs also lead to course credit for graduation requirements. The addition of two Skills Trades BC Youth Programs (Skills X and Trades Sampler) allowed 30 students to explore skilled trades career paths. In addition to long-standing dual credit trades offerings, expanded academic offerings in partnership with Vancouver Island University and North Island College have also allowed students who meet criteria to enroll in first year academic courses that lead to a credential, as well as the Health Care Assistant, Early Childhood Education and Care, and the Educational Assistant and Community Support Worker programs.

Compassionate Systems Leadership

Building on the work we have done provincially with the BC Compassionate Systems Leadership Network, we took part in a professional learning series designed for district Principals, Vice-Principals, and senior staff with the support of a Human Early Learning Partnership grants. Leadership staff were introduced to tools and practices within each of the interconnected domains of the framework (self leadership, relational leadership, and systems thinking).

Coordinators and Teacher Support

The maintenance and creation of other teacher coordinators and supports allowed for increased collaboration and professional learning for educators. This included support for literacy, numeracy, mental health literacy, food literacy, active living, sexual health education, outdoor learning, ADST, and career education.

Existing and/or Emerging Areas for Growth with Next Steps

- Improve outcomes for Indigenous students, students with disabilities/diverse abilities, and children/youth in care:
 - Continue to improve processes to analyze local and provincial disaggregated data to improving outcomes for Indigenous students.
 - Create and use structures in local data systems to filter data for Tla'amin students.
- Continue to focus on inclusion, cultural safety, and anti-racism training and expand opportunities to staff and students:
 - Support the K-12 Anti Racism Action Plan.
 - Support educators to connect anti-racism work to Core Competencies and Curricular Competencies
 - Develop and implement a district JEDI (Justice, Equity, Diversity, and Inclusion) Committee will be a structure to support students with disabilities/diverse abilities, Indigenous students, and children/youth in care and to identify students who do not feel welcome, safe, or a sense of belonging.
 - Continue to improve access to Indigenous focused cultural and curricular learning opportunities.
- Support the social emotional needs of students entering kindergarten:
 - Continue to develop existing early learning programs such as JustB4, Seamless Kindergarten.
 - Continue to work with the families and the community through SEY2KT and Early Years Planning Table.
 - Find additional ways to support children and their families before they enter kindergarten.
 - Continue to work collaboratively with community service providers to ensure successful transition to kindergarten and strengthen current information sharing systems.
- Improve proficiency in literacy K-12:
 - Create opportunities for elementary teachers to continue to develop assessment strategies for literacy.
 - Continue to work with literacy team including intervention teachers and Literacy Coordinator.
 - Continue to focus on early literacy foundational skills.
 - Create opportunities for grade 4-7 teachers to learn more about literacy skills for intermediate students.
 - Create opportunities for grade 8-12 teachers to learn more about adolescent literacy skills and disciplinary literacy.
 - Collaboratively create a K-7 Literacy Framework that clearly articulates what components are required to create a rich literacy environment for all students.

- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate the inequities in classrooms and schools.
- Improve proficiency in numeracy K-12:
 - Create opportunities for grade K-7 teachers to learn more about developing numeracy for K-7 students.
 - Select, pilot, and implement an elementary numeracy assessment that can be used across the district to determine where to focus improvement efforts.
 - Collaboratively create a K-7 Numeracy Framework that clearly articulates what components are required to create a rich numeracy environment for all students.
 - Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate the inequities in classrooms and schools.
 - Create opportunities for elementary teachers to continue to develop assessment strategies for numeracy.
- Improve Literacy and Numeracy Graduation Assessment results:
 - Provide information sessions for students and parents about each of the assessments.
 - Create practice sessions for students leading up to each assessment.
 - Create opportunities for Grade 8-12 teachers to learn more about the specifications, tasks, and evaluation procedures associated with the graduation assessments and how this connects to the redesigned curriculum.
- Support staff and student wellbeing and mental health:
 - Continue to support the staff and the Health and Wellness Committee's efforts to promote and prioritize organizational wellness.
 - Provide ongoing opportunities for mental health literacy training for staff.
 - Continue to work with the PHE department to implement Mental Health Literacy Curriculum.
 - Continue to fund additional staffing such as an elementary Mental Health Coordinator, Sexual Health Coordinator, and an additional Family School Liaison Worker.
 - Implementation of the Integrated Child and Youth Team to provide wrap around supports and services for children and youth within the community.
- Increase student voice, engagement, and feedback regarding Student Learning Survey/MDI results
 - Continue to develop and expand the Grade 7 leadership program
 - Invite student participation at relevant district committee meetings

- Continue to provide opportunities for listening circles or focus group to gather feedback
- Begin an equity transformation cycle with a cohort of Indigenous students
- Prepare for full participation in the Accountability and Quality Assurance (AQA) Process for all Provincial Online Learning Schools (POLS):
 - Increase the number of students participating in the Foundation Skills Assessment (FSA).
 - Continue to integrate Indigenous perspectives and worldviews into online and blended curriculum and spaces.
 - Continue implementation of supports for Indigenous students, children/youth in care, and students with disabilities and diverse abilities.
 - Create continuous improvement cycle discussions around local and provincial disaggregated data for improving outcomes for online students.

Engagement

Strategic Engagement

The Board uses a multi-year collaborative process to monitor progress and allow for ongoing engagement and feedback from education stakeholders and Indigenous rightsholders.

During the 2022-2023 school year, the Board engaged in creating a new strategic plan. This involved extensive community engagement with many different rightsholders and stakeholders including the administration team, teachers, CUPE, PRDTA, Brooks students, grade 7 students, DPAC and PAC parents, Tla'amin team, the Early Years Planning Table, and various other community organizations.

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

School Growth Plan Videos

At the end of the school year, the principal of each school in the district was invited to film [School Growth Plan Videos](#) highlighting some of the successes connected to their school growth plans. These videos provided an opportunity for sharing actions, strategies, and successes being used to meet school goals.

Signing of łaʔamin Education Agreement (TEA)

The district has been collaborating with Tla'amin Nation staff to work towards a new Local Education Agreement. Since our district is uniquely situated on the traditional and treaty territory of one Nation, it is being referred to here as the TEA (łaʔamɪn (Tla'amin) Education Agreement). The agreement was signed this last fall and guides the work for ensuring Indigenous students receive the best possible opportunities and leads the way for the district in their work towards truth and reconciliation.

ʔayʔajũθəm Local Immersion Program

The Tla'amin Nation will be offering an afternoon kindergarten and grade one ʔayʔajũθəm Immersion Program in 2023/2024. The planning for this program involved partnerships between the Tla'amin Nation and SD47. This District Principal of Indigenous Education and the Tla'amin Director of Education worked extensively by meeting with families, teachers, administrators, elders, and Tla'amin community members to create an essential multi-generational opportunity to help restore the ʔayʔajũθəm language.

Alignment for Successful Implementation

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

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

The new Strategic Plan and its six priorities are used to inform all district and school planning. Schools and district departments complete School Growth Plans and Operational Plans each year that directly align to the Strategic Plan. These plans also inform the budgeting process when making financial decisions.

Continuous Improvement Review Cycle

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



School Growth Plan 2023/2024

School: EDGEHILL ELEMENTARY

Principal: Mr. JAMIE BURT

Vice-Principal: Ms. COURTNEY LEIGH

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used by the District Principal of Technology to create School Growth Plan documents and website pages for each school and department. Please also email three pictures to the District Principal of Technology: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Edgehill Elementary is at 'the top of the hill' from Willingdon Beach on Abbotsford Street. The school brings together students from along Manson Avenue starting in the south by the Music School and going north through the Cranberry Lake region and stretching to the old Townsite. This current 2023-2024 school year we have a student population of approximately 225 students in 10 divisions/classrooms.

Our code of conduct is based on the motto:

At Edgehill We Take Care of: Ourselves, Others, and Our Place

Applying this motto encourages a school culture that promotes an inclusive learning environment to meet the diverse needs of all our families. Our families are actively involved with the school, bringing varied experiences and perspectives to our continued growth as a learning community. They all have something unique to offer. We take pride in our ability to meet our learners where they are at, in order to push them into exciting and challenging learning opportunities. Each year we are growing, and our numbers continue to increase which has meant that portables are in use for classrooms, music experiences and StrongStart as we provide a robust learning program for learners of all ages!

Edgehill students are offered a rich musical experience. Our music program is annually highlighted by a vibrant winter concert and a spring whole-school performance. We highlight student abilities through an annual Talent Show. We have a Primary Choir, Intermediate Choir, and a School Band. They are provided opportunities to collaborate with choirs and bands from other schools in our district, further developing their capacity for leadership and personal growth. We also perform monthly at assemblies and can be found performing at our neighbourhood senior centre as well as throughout the community! Edgehill students make good use of their performance opportunities to positively represent our school throughout the community.

Outdoor Education and Experiential Learning is very important to us. We have 4 outdoor classrooms in our neighbouring forest that are in frequent use. Edgehill staff are able to nurture the development of students' core competencies in a nature-based setting. Also, we offer a new playground featuring a Mud Kitchen, garden area with edible plants and a new bike park. With the construction of our new gazebo and plans for an additional increase to our outdoor garden and seating spaces, we are excited to bring in nature based social-emotional learning and Indigenous learning initiatives. Edgehill is home to the Rippers Bike Club. The Rippers are made up of past and present Edgehill staff, students in Grade 3 – 7, and parents. The Rippers go on weekly trail rides in two separate skill-based groups. Our Rippers Bike Club even has bikes that can be 'signed out' as in the spring and fall we do weekly rides to encourage more bikers!

We build school spirit and connections through week-long events such as Awesome Autumn, Name That Tune, and Literacy Week (always themed around one particular book/theme with fun dress up opportunities!). We also collect points for 'school teams', though admittedly the focus is not on competition, and the points don't matter as much as the fun does! We celebrate Edgehill spirit in our Fun Days and in our assemblies – the dedication to our school from staff, parents, and students can be felt through the walls of the school.

Edgehill Leadership Students are highly engaged and motivated to make a positive impact in the school and community. They plan events, create dramatic plays, decorate, and beautify the school, as well as lead younger groups of students. Our student leadership team is very excited to form district connections with other school's student leadership teams. Our STARR program (Students Teaching Altruism Respect and Responsibility) has students taking the lead and providing opportunities for writing and drawing contests as well as making presentations in assemblies modelling how to take care of ourselves, others and our place.

Our Learners

Our students are the heart of our school. They are keen, they are creative, and they love to learn. Some specifics about our learners this year:

- 11% of our learners are of Aboriginal Ancestry
- 13% of our learners have individual education plans
- Some of our learners are not reading at grade level but most students are improving reading year-over-year
- Our primary cohort (K-3) is the largest and fastest growing part of our population.

Goal 1

To improve literacy achievement for all students.

Objective: By the end of the academic year, our students will ...

Action

1. Continue to increase phonics skills and phonemic awareness skills in grades 1-3

- Continue to implement a systematic and sequential phonics program that follows a scope and sequence (ex.UFLI program/Tara West Program)
- Continue to implement an explicit and systematic phonemic awareness program. (Ex. Heggerty Program)
- Reading intervention teacher to support those students who are at risk in reading

2. Continue to increase student word reading fluency skills in grade 1-3

- Implement strategies to enhance word reading skills (sight word success, orthographic mapping, ideas from Shifting the Balance book)
- Continue to use the decodable books
- Work in conjunction with the reading intervention teacher and the district literacy support to explore innovative ways to increase word reading fluency
- Reading intervention teacher to support those students who are at risk in reading

3. Continue to increase oral reading fluency skills in the intermediate grades 4-7

- Provide lots of practice in oral reading
- Work in conjunction with the reading intervention teacher and the district literacy support to explore innovative ways to increase word reading fluency
- Explore Morphology and an awareness of morphemes to help strengthen word recognition
- Explore the ideas in the book “Shifting the Balance in Intermediate grades? With the reading intervention teacher

4. Continue to create a “culture of reading” in our school so that students become to see themselves as readers and increase their love of reading

- Literacy celebration days-one a month (ex. Poetry, book of the month, literacy bulletin board etc)
- Continue to participate in Learning commons activities with the librarian
- Establish collaboration time with the school librarian to reinforce literacy skills being taught in the classroom-bridge library to classroom with common language and common focus around literacy
- School wide drop everything and reading time with teachers listening to their students read on a daily basis
- Implement reading conferences with students (ex. Using the format in the book Trusting Readers in intermediate)
- Using the book rolling cart in classrooms for students to fill student class bookboxes with interesting and new books- Assign literacy ambassadors for older grades to help facilitate book-changing for the primary classroom
- Continue to develop quality classroom libraries
- Establish a good home reading program
- Establish buddy reading classes
- Establish a mentor reading program to support primary classrooms with the struggling readers and to give the intermediate students oral reading practice in a fun and engaging
- Build connection between staff with supporting our struggling readers

Evidence

Performance Indicators

- Student progress report data
- Dibels Reading Assessment
- PAST (Phonemic Awareness Screener)
- Teacher classroom assessments
- Intervention and support teacher data
- FSA results in grades 4 and 7
- Increase in library circulation
- More regular literacy-based classroom learning
- More students reading at grade-level
- Stability or increase in parent volunteers for reading
- Teachers accessing district professional learning
- use of the Core Phonics Screener
- sight word success checks

Goal 2

To cultivate social-emotional wellness and self-regulation in our learning community

Objective: By the end of the academic year, our students will demonstrate improved self-regulation skills and foster a supportive environment that promotes social-emotional wellness for all members of our learning community.

Action

1. Professional Development: Provide comprehensive professional development opportunities for staff to enhance their understanding of social-emotional learning (SEL), self-regulation techniques, and strategies for promoting social-emotional wellness. *(We have two days in August dedicated to this.)*
2. School Climate Assessment: Conduct a school climate assessment to identify areas for improvement and gain insight into the current social-emotional wellness of students and staff. *(May look at a survey or may go off of the staff SWOT that was completed at our June Planning Day)*
3. SEL Curriculum Integration: Implement a structured SEL curriculum that aligns with grade-level expectations, covering topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. *(To be discussed extensively in August with staff)*
4. Common Strategies and Language: develop class and school wide strategies to help our students and staff practice self-regulation and improve our social and emotional wellness as a community of learners. *(To be established collaboratively in August)*
5. Outdoor Education: Take advantage of outdoor learning opportunities for our students that promote the development of essential skills and attributes that contribute to students' social and emotional well-being.

6. Positive Behavior Supports: Implement a school-wide positive behavior support system that recognizes and reinforces positive behaviors, celebrates milestones in self-regulation, and encourages students and staff to be active contributors to a positive learning community. *(To be established collaboratively in August)*
7. Restorative Practices: Incorporate restorative practices to address conflicts and foster empathy and understanding among students and staff, encouraging dialogue, repairing relationships, and promoting accountability.
8. Community-Building Events: Organize school-wide events and activities that encourage community-building and positive relationships, such as spirit weeks, service projects, and buddy programs that foster connections between different grade levels.
9. Student Clubs: Establish student-led clubs focused on social-emotional learning, where students can engage in activities and projects centered around self-regulation, empathy, and overall wellness.
10. Family Engagement: Involve our parents and families in social-emotional learning by providing resources, workshops, and opportunities for dialogue, promoting a consistent approach to SEL at school and home.
11. Data, Monitoring and Evaluation: Regularly assess and monitor the progress of students and staff in terms of self-regulation and social-emotional wellness, using data to inform interventions and adjustments to strategies as needed. *(To be established collaboratively in August)*

Evidence

- *** We have 2 Summer Pro D Days based on this goal. Part of our time in August is meant to develop specific targets that we can measure our progress with.

Our Story is Beyond

Edgehill Elementary is well known for its strong connections with our wider school community. We work hard with all partners to create a safe, rich learning environment for all students. The 2022-2023 school year was unique in that we have had many long serving staff members move on from our school in June 2022. Out of our 10 divisions, 7 of them had “new to Edgehill” teachers. We also had a new school admin team join the staff as well. This core group has remained intact for the 2023-2024 school year, and we are looking forward to honouring past school traditions and creating new ones. This summer our school is making some physical changes to our site. Three portables are being relocated, our student support centre is being rearranged, our school garden has been moved to a better learning area, and we have added a washroom in close vicinity to our outdoor classrooms. Our school community is also excited about news of a potential expansion for our school. See link: <https://www.prpeak.com/local-news/school-district-47-capital-plan-supported-7184853> Our staff looks forward to working collaboratively with our school partners to preserve everything that makes Edgehill a safe, caring place for students to learn, while bringing some fresh ideas to our school.



School Growth Plan 2023/2024

School: Henderson Elementary

Principal: Mr. Matthew Hull

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content and images will be used by the District Principal of Technology to create School Growth Plan pages for each school and department. (This was a suggestion made by one of the groups...not sure if we'll do that or just stick with a PDF).



Our Story

Henderson Elementary is the *Little School with a Big Heart*. With 116 students enrolled for the 2023 school year we feel it is important to get to know each student and their unique strengths and stretches. By focusing on a growth mindset, and the belief that every child is unique, we create an atmosphere of care, and foster a positive learning environment. Henderson Elementary is honoured to be located near the traditional village tiskʷət over-looking the Salish Sea. The tiskʷət village was used as hunting and fishing grounds for thousands of years and as such, we believe we are continuing a tradition of learning in this beautiful place. We draw primarily from neighbourhood families which gives us a distinctive feel of connection and belonging. Henderson Elementary may be a small school, however, with our focus on developing social-emotional skills we know that our students make an impact on their school, family, and community.



Our Learners

In addition to developing social-emotional skills and deepening our appreciation for the land and land keepers in our area, staff at Henderson Elementary place a strong focus on improving the literary skills of our learners. We have resourced programs throughout our primary grades to ensure that students receive a strong foundation; and we are beginning to see some very positive results. The DIBELS results from the 2022-23 year saw a full grade increase for nearly all our students. We expect to continue to see this growth as we plan to again focus on literacy as our core academic goal for the upcoming year.

District Priority 1: Cultivating an Ethic of Learning

Ensure early learners and students have the best possible learning experience (student success).

Goal 1

Henderson Elementary will work on improving all students' reading achievement level by the end of the year as measured by DIBEL's reading assessment.

Action 1

Replace this text with the actions/strategies you will take/use (teachers/parents, students, and other stakeholders) to support your goals.

Evidence 1

All students will have a reading assessment done at the beginning, middle, and end of the year using the DIBLES reading assessment. Teachers will utilize additional assessments such as Benchmarks, Jerry Johns etc. as required for individual students. Following each assessment period, the school learning team will review the results with the District Director of Instruction. Following that meeting the school learning team will meet with the classroom teacher to determine the next step for each student.

Action 2

Staff will engage in classroom-based developmental, accelerated, and interventive reading programs. Teachers and intervention staff will assess students regularly to determine progress towards their individual goals.

Evidence 2

The school administration will meet with teachers once a term to discuss their classroom-based programs and in conjunction with their reading assessment data, determine if there are any adjustments that are needed. A portion of each staff meeting will be reserved for reviewing classroom-based literacy.

Action 3

Henderson will foster student writing by giving opportunities for students to “publish” their writing to a larger audience.

Evidence 3

Henderson will develop a School Newsletter that will be published monthly. In the Newsletter student work will be showcased as well as events that the students participated in each year. The school will look for ways to engage students in the creation of this Newsletter.

District Priority 3: Cultivating Connection

Prioritize mental health, community connections, and social-emotional learning.

Goal 2

The staff at Henderson will promote connectedness with the school and local community

Action 1

Henderson Staff will work with the Student Council to sponsor three events throughout the year. These events will be planned and delivered by the student council.

Evidence 1

The student council will be responsible for ensuring that the activities build on mutual values and create a connection between students and families.

Action 2

Henderson will work to improve our culture of acceptance, mindfulness, and respect through engagement in EDAS (Everyone Deserves a Smile).

Evidence 2

Staff involved with the EDAS project will provide activities for students to provide feedback on their participation, as well as seek feedback from community stakeholders. We will review the feedback at the end of the year. We will also be providing students with an opportunity to complete a Henderson focused student survey.

Action 3

Henderson will promote connectedness with our community through School/PAC activities where the Community will be invited in for an event at the school. These activities will look like: a BBQ in September (Meet the teachers) and June (end of school), a family dinner in February, family movie nights.

Evidence 3

At the end of the year families will be given an opportunity to reflect in a survey regarding the activities that took place during the year. This will help us plan for future activities.

District Priority 5: Cultivating Integrity/Responsibility

(truth and reconciliation, climate change, organizational health and sustainability)

Goal 3

Improve Indigenous student success and/or a sense of belonging and presence for Indigenous learners

Action 1

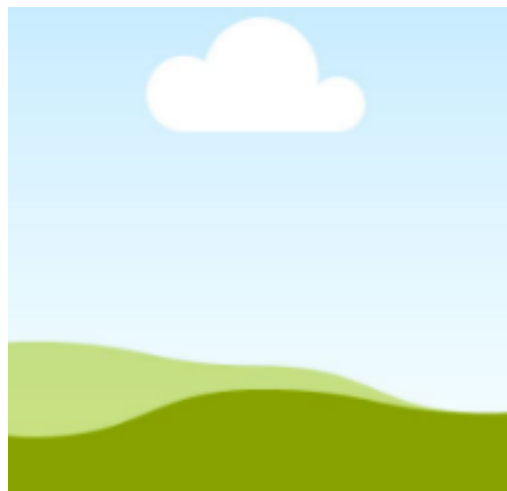
Henderson staff will continue to foster a deeper relationship with the Indigenous education department and work with our Indigenous success teachers, and the čępθ to create learning opportunities for students. Staff will be working to increase their use of ayajuthem in their classroom as part of their professional learning throughout the year. Additional opportunities that will be explored are:

- An Indigenous themed mural to be completed by all homerooms – in conjunction with the čępθ. This year we will be highlighting a mexa† (bear). We will connect with a local indigenous artist to outline the mexa† for the class to paint.
- Introduce opportunities for students to carve - possibly connected with a knowledge keeper who could share stories with students as they carve.
- Purchase resources and materials to create Indigenous Ed kits for classrooms

Create a bench for students on the grounds with indigenous carvings/stories

Evidence 1

We will measure success through anecdotal and observational reviews of student engagement.



Our Story is Beyond

In addition to our Academic and Social-Emotional goals for this upcoming year we at Henderson Elementary will also be engaging frequently with the High School to find as many opportunities as possible to bring Brooks students into our classrooms. This may be through buddy ready, passion project presentations, sports days, and exploring growth within the performing arts. We will also be implementing a new Student Leadership program that provides students from K-7 with an opportunity to be an active member of the school community and continue to work with staff to exemplify what it means to be the *Little School with a Big Heart*.



School Growth Plan 2023/2024

School: James Thomson Elementary

Principal: Bill Rounis



Our Story

In 1914, five-acre parcels of land were made available for people wanting to settle in the Wildwood area. James Thomson was one of the people who camped on the Vancouver courthouse steps for more than a month to ensure he received a land grant. The school property is part of the original grant. 99 years ago, the first school in Wildwood opened in 1923, with 30 pupils from Grades one to six. Additions were made and in 1931, the primary building was raised to allow for classrooms in the basement. In 1955 the main building was constructed, commencing with the Gymnasium and two classrooms. Further classrooms were added in 1958. The student population reached a peak in 1990, with approximately 375 students enrolled in Grade K through 7. The present enrolment is approximately 250 students.

In 1986, with the assistance of the Tla'amin Nation, an afternoon language enrichment class was begun at Tla'amin for Kindergarten students. Our First Nations language instruction and culture are vital components of our community; we are unique in our inclusion of elementary Ayajuthum language instruction for our students. Through annual legacy projects, our students and school strengthen our connection to the Tla'amin Nation and heritage.

In 2010, James Thomson welcomed its first French Immersion students to the school with a Kindergarten/Gr.1 class. This program grew to span Grades K through 7 in the 2016-2017 school year and continues into this year offering instruction to students in either French or English along with additional Ayajuthem language instruction throughout their years at the school.

Our May Day celebration is a part of our Wildwood tradition, and the Maypole Friendship dance and May Day parade are highlights of our year. James Thomson is fortunate to have strong parent involvement in the school's activities and traditions. Parent volunteers are an integral part of the school garden activity, Farm to School feasts, and the

school's breakfast program. The school has four house teams which are the eagles, falcons, osprey, and hawks. Our school mascot is the eagle, and our motto is:

You Have to Believe to Achieve!
Klahsum kwath kwy yehgon ooksum kwol ee!
Vous devez croire pour atteindre!



Our Learners

James Thomson Elementary School is a dual-track Eco-Immersion school fostering rich learning experiences, environmental respect and healthy living through exploring our outdoors and connecting children to nature. We are situated on the traditional and unceded territory of the Tla'amin People. Being the only French Immersion school in Powell River, we draw students from all areas between Saltery Bay and Lund. We have approximately 250 students and 40 staff, with 12 divisions and 2 portable classrooms. We are a K-7 school, with a diverse student population, including 28% Indigenous learners as well as learners whose first language is French. We take pride in meeting our students where they are at and helping them grow to be the best they can be.

Goal 1

Priority One: Cultivating an Ethic of Learning

Increase achievement in student literacy through targeted strategies and comprehensive support.

Action Plan

- Develop a foundational skills literacy plan: To increase overall reading and writing proficiency among students across all grade levels. Reduce the achievement gap in literacy between students identified as struggling readers the previous year by our DIBELS or the previous teacher. Enhance students' critical thinking and comprehension skills. Improve the quality and quantity of student writing.
- Implement year two of the University of Florida Literacy Institute (UFLI) phonics program at JT. UFLI is a research-based literacy instruction approach, which incorporates evidence-based instructional strategies and methods proven to enhance student literacy skills. This includes phonics instruction, and fluency-building activities. The target classes at JT are K – 3.
- Implement year two of Spellography as a word study program at JT. Spellography is a research-based literacy instruction approach, which incorporates evidence-based instructional strategies and methods proven to enhance student literacy skills. The target classes at JT are 4-7 and French immersion (in English) 5-7.

- Regularly assess students' literacy skills using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures to identify areas for improvement and customize instruction accordingly. Utilize the data to make informed decisions about pull-out and pull-in supports and monitor and track student progress over time.
- Foster a culture of reading: Promote a love for reading by creating a literacy-rich environment that includes a wide range of age-appropriate books, engaging reading materials, and opportunities for independent reading. Encourage students to explore various genres and provide time for silent reading or book discussions.
- Provide professional development and in-service for educators: Offer targeted professional development opportunities for teachers to enhance their knowledge and skills in literacy instruction. This can include workshops, conferences, and ongoing coaching or mentoring support. For example, attending workshops, working with the literacy coordinator, and colleague collaboration.
- Implement a parent reading volunteer program to support literacy. Design a structured program, recruit, and train volunteers for one-on-one or small group reading support. Collaborate with teachers to identify students in need. Maintain regular communication and evaluate program effectiveness for maximum impact.

Evidence Plan

Foundational Literacy Skills Plan Documentation:

- Copy of the plan, including clear goals, objectives, and strategies for improving student literacy.
- Documentation of the implementation of literacy strategies, programs, or initiatives outlined in the plan.
- Samples of instructional materials, assessments, or student work aligned with the literacy plan.

UFLI Phonics Program Implementation:

- Documentation of program materials and resources used in year two of the UFLI phonics program at JT.
- Samples of lesson plans, instructional materials, and activities that incorporate evidence-based strategies such as phonics instruction, and fluency-building activities.
- Pre- and post-assessment data from DIBELS showing improvements in student literacy skills based on targeted areas of instruction. Teachers can also showcase proof of learning for their students.

Spellography Word Study Program Implementation:

- Documentation of program materials and resources used in year one of the word study program at JT.
- Samples of lesson plans, instructional materials, and activities that incorporate evidence-based strategies.
- Pre- and post-assessment data from the program showing improvements in student literacy skills based on targeted areas of instruction. Teachers can also showcase proof of learning for their students.

DIBELS Assessment and Progress Monitoring:

- Data collected from DIBELS assessments showcasing students' literacy skills, including measures of phonological awareness, phonics, fluency, vocabulary, and comprehension.
- Records of individual student progress and growth over time, indicating areas of improvement and instructional adjustments made based on assessment results.
- Examples of customized instruction, pull-out, or pull-in support provided to students based on data-driven decision making.

Evidence of a Culture of Reading:

- Photographs or videos showcasing the literacy-rich environment, including classroom libraries, reading corners, and displays of student work.
- Documentation of book lists, reading logs, or reading challenges that encourage students to explore various genres and track their reading progress.
- Surveys or feedback from students, teachers, or parents regarding their engagement in reading activities and their perceptions of the literacy culture in the school.

Professional Development and In-Service:

- Teachers participating in targeted professional development opportunities. Summer session includes a literacy learning session. Further follow-up opportunities as well.
- Documentation of workshops, conferences, or coaching sessions (Calico) conducted as part of the professional development plan.
- Teacher reflections or surveys assessing the impact of professional development on their knowledge and skills in literacy instruction.

Parent Reading Volunteer Program:

- Records of the structured parent reading volunteer program, including volunteer roles, responsibilities, and training materials.
- Documentation of recruitment efforts and the number of parent volunteers engaged in the program.

- Feedback or testimonials from teachers, volunteers, and students regarding the impact of the program on student literacy development.

Goal 2

Priority Five Cultivating Truth and Reconciliation

Strengthening our commitment to decolonize education and support the revitalization of the ʔayʔajuθəm language.

Action Plan

- Develop a comprehensive school-wide program that integrates monthly themes across classes and school teams, considering the history and perspectives of the local Tla'amin community.
- Focusing on Indigenous Knowledge and Perspectives: Acknowledging and respecting the language, knowledge, histories, and viewpoints of Indigenous peoples as foundational elements in educational curricula, policies, and practices.
- Adjusting our school strategy to include an option for Kindergarten and Grade 1 students who are interested in participating in an intensive ʔayʔajuθəm language program.
- Collaborating with Indigenous Communities: Actively involving the Tla'amin Education team, leaders, elders, and knowledge keepers. This engagement with Indigenous communities in decision-making ensures that educational initiatives are in line with the specific needs, ambitions, and priorities of our local Nation.
- Providing an annual Indigenous-focused legacy project that pays tribute to and celebrates Tla'amin culture, knowledge, and history. In 2023, we introduced a painting depicting the sunset next to the čepθ office.
- Promoting Equity and Social Justice: Addressing systemic inequalities and advancing social justice by actively dismantling oppressive structures, biases, and Eurocentric perspectives entrenched within educational systems.

Evidence Plan

Documentation of the Coordinated Monthly Program:

- Clear outline of monthly themes and related activities or events within the program.
- Samples of student assignments or projects connected to the monthly themes.
- Proof of collaboration with local Tla'amin history and perspectives, including guest speakers, cultural activities, or integration of Tla'amin knowledge into lessons.
- Recognition of achievements during monthly student assemblies.

Records of engagement with Indigenous communities:

- Regular meetings involving the principal and/or staff to discuss collaborations or consultations with the Tla'amin Education team, leaders, elders, and knowledge keepers.
- Instances illustrating how Indigenous viewpoints and knowledge are integrated into curricula, policies, and practices.
- Feedback or endorsements from parents within our Indigenous community confirming the alignment of educational initiatives with local needs and aspirations.
- Input from parents participating in the Kindergarten and Grade 1 half-day ʔayʔajuθəm language program.

Our Story is Beyond

In addition to our Academic and Social Emotional goals for this upcoming year we at James Thomson Elementary School promote the use of the outdoor environment to motivate and enhance student learning. We believe in using our surrounding natural environments to motivate and enhance the curriculum (marine, forest, freshwater). We believe that students should be able to use a play-based, imaginative outdoor learning space that encourages active learning in the outdoors including regular use of our outdoor classroom in the forest. We also believe that students should learn about and contribute to the continued success of our composting and recycling programs, and that our students should be active participants in our school garden.

We have a strong desire to be immersed in the culture, land, and language of our Tla'amin Nation. At James Thomson we embrace Indigenous perspectives and knowledge as part of our daily learning and recognize that Indigenous teachings benefit all our learners. Mostly, we believe in learning through experience!



School Growth Plan 2023/2024

School: Kelly Creek Community School

Principal: Jennifer Kennedy

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Kelly Creek Community School is located in qathet Regional District, 15 kilometers south of the City of Powell River and on the traditional territory of the Tla'amin Nation. Over the last three years, Kelly Creek has seen incremental growth in our school population and enrollment is approximately 175 students from Kindergarten to Grade 7. In addition to our school, we have a Strong Start early learning centre located nearby and a community house as part of our facility. Our team of teachers, support staff and community coordinators work hard to provide a caring, inclusive learning environment for all learners.

Community schools are regular schools with special belief in, and emphasis on, the value of community involvement. Our community school has a coordinator who works on many of the special offerings and programs. As a community school, Kelly Creek is a neighbourhood hub and offers a variety of programs and services to meet the specific educational, recreational and social needs of our students and the area we serve, much of which has been on hold due to pandemic restrictions since 2020.

Additionally, our location allows our school to focus on intentional, place-based learning opportunities in, around and outside the building, taking advantage of the incredible natural environment we are situated on (including but not limited to the coastal rainforest, creek, estuary and beachfront, extended forested play area and outdoor classroom).

Our Learners

What we know

- Our learners are diverse, coming from all over Powell River and qathet Region
- 11% of our learners are of Aboriginal Ancestry
- 16% of our learners have documented exceptional need (and a learning plan)
- Some of our learners are not reading at grade level but most students are improving reading year-over-year with targeted instruction and interventions
- Most of our learners enjoy project-based, rich and continuous outdoor learning opportunities, with many families seeking Kelly Creek for this reason
- Many of our learners enjoy being at school (feel welcome)

Goal 1

To improve literacy achievement for all learners.

- We want our students to experience growth* in their reading every year.
- We want to nurture readers who are passionate, responsive and feel empowered to access challenging texts with skills and strategies that work for them.

- We want to create readers who read to enjoy, and who read to learn.
- We want students who leave Kelly Creek to take with them the passion and stamina to be lifelong readers.

Action

- Scheduled group or community-invited reading (scheduled family reading times in the pod/school. Pod was keen)
- Reading Intervention scheduling done in concert with other scheduling(s), including Library, Music, Gym to ensure appropriate access for all learners
- *One School, One Book*
- DEAR opportunities
- Additional literacy-based professional learning resources for teachers through intervention teacher
- Book clubs (intermediate and primary) in the library space (might be during the time when students usually eat lunch They could bring lunch into library to eat and talk books)
- Information Literacy learning in the library
- Expansion of library position to improve access (appreciation) for students and families

Evidence

- DIBELS assessments
- Reading Interventions, including
 - Smaller groups and or more targeted interventions
 - More intervention time (continue with primary focus)
 - Improvements in T1 reading instruction, targeting teachers that are interested (year 1)
- Classroom assessments
- Increased library circulation
- Improved parent/community participation in reading-based events including DEAR and OSOB
- Street data
 - Student via class conversations and student council feedback
 - Family communication via PAC meetings, conversations, IEP meetings, informal conversations, surveys

Goal 2A

More students and families are connected and engaged in the school community (people).

- We want to emphasize the importance of community, not only in our name, but our classrooms, hallways and outdoor spaces.
- We want our school to be a safe, inclusive, and responsive environment that supports all learners.
- We want our school to be a culturally-sensitive place where all students and families feel welcome.
- We want families to feel comfortable in the school and take an active role in supporting both classroom learning and learning at home.
- We want to increase volunteer opportunities for students.
- We want to increase student leadership opportunities for students.
- We want to increase volunteer opportunities for adults.

Action

- Cross-grade (buddy) activities
- Whole school initiatives (taking learning outside, learning together)

- Intermediate student council to increase student voice
- Open library to families more than one afternoon per week
- Increase number of community experts and diverse individuals coming into our spaces
- Publish a “ways to get involved” calendar at the onset of the year so parents/community members can more easily be available to support the school
- Make learning public
 - Having an opportunity for students to showcase their learning or lesson their peers (start: Learning Fairs; continue: Rockin’ the Creek, Music Market, Winter Concert)
 - Improvement in social media sharing, including adding Facebook platform for content sharing

Evidence

- Attendance for student council and or student voice initiatives
- Improved parent/community participation in classroom or school-based events, including learning fairs and concerts
- Street data
 - Student via class conversations and student council feedback
 - Parent/community via PAC meetings, informal conversations and surveys
 - Improvement in school social media engagement

Goal 2B

More students and families are connected and engaged in the school community (place).

- We want to foster an appreciation and responsibility (stewardship) for the natural environment.
- We want to increase connection between students outside the classroom.
- We want to learn from the land with respect for the Tla’amin peoples, who have caretaken on this land for thousands of years.
- We want to provide unique and engaging outdoor learning experiences that utilize the natural environment.

Action

- Increased utilization of the outdoor classroom
- “Explore Days” intentionally taking students off campus for rich project-based, land-based learning
- Increased use of the special “places” around our school, beach, forest, hatchery, estuary, garden for learning experiences
- Meaningful, targeted outdoor activities and learning opportunities for all levels
- Visual space dedicated to indigenous ways of knowing and being with learning component
- Visual space dedicated to Pride flag and SOGI with learning component
- Utilize student voice to expand upon our knowledge and approach to stewardship
- Expand upon the good work already done with respect to land acknowledgements (classroom-based)
- Increased use of ʔayʔajuθəm on announcements, in assemblies and in signage around the school

Evidence

- Classroom assessments
- Increased meaningful use of outdoor classroom
- Increased authentic use of school garden
- Ability to tie the increased use of outdoor education with relevant classroom learning and curriculum
- Improved parent/community participation in cultural events
- Improved parent/community participation in outdoor events

- Street data
 - Student via class conversations and student council feedback
- Parent/community via PAC meetings, informal conversations and surveys

Our Story is Beyond

Kelly Creek Community School values the relationships with our families and community partners to create deep, creative and purposeful learning opportunities. We see and respect the natural world as a place that enriches learning and promotes a sense of stewardship and belonging and joy for learners.



School: Texada Elementary
Principal: Alex Bella

School Growth Plan 2023/2024

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- *collaboratively developed;*
- *focused on student learning goals;*
- *aligned with the District Strategic Plan*
- *evidence-informed using a cycle of improvement;*
- *specific, measurable, achievable, relevant, and time-bound.*

Our Story

Texada Elementary School, now the only school on Texada Island, is located in the village of Van Anda, in what was once a fully functioning secondary school, housing grades 8-12. At one time, Texada had an elementary school in each of the 3 villages on the island, and as needs and demographics changed over the years, a decision was made to move secondary education to Powell River and move the remaining elementary students into the existing high school, as it was the largest, newest and best outfitted building.

Since 2003, Texada Elementary has been housed in the former high-school building. As it was built for secondary students, some modifications were necessary in order to meet the needs of younger children. The science lab was reconfigured to become a spacious primary classroom, blackboards were lowered, and some lockers were removed and replaced with primary friendly hooks and shelves. The "Home-ec" room was redesigned for use as a shared gathering space, though it still houses two ranges, a refrigerator, freezer, washer and dryer to facilitate a hot-lunch program and student baking/cooking lessons. A half-dozen sewing machines remain so that students and teachers can complete sewing projects on occasion, and the room lends itself well to completion of large-scale art projects, sock-hops, shared meals, and schoolwide activities. Other changes made to the building over time include building a pre-school space and a community-owned commercial kitchen, and what was once a large, fully functioning woodworking, metalworking and drafting room were transformed into a beautiful, sound-proofed band room and a community owned pottery studio.

Texada Elementary enjoys the use of a full-scale gymnasium that includes an impressive bouldering wall for student and community use, a relatively well stocked library, and full computer lab outfitted with individual student laptops and desktop computers. Staff and students are fortunate to have flexibility in the school space, and despite a very small student population, there is a tendency to use all parts of the building.

Because Texada students live in a somewhat isolated community, there has long been a focus on providing an abundance of unique opportunities for the island's children. Community volunteers frequently engage the

school in a variety of activities and projects, from photography, music and choir, to baking, cooking and pottery lessons and more.

Our Learners

Texada Elementary overlooks the ocean in Van Anda. The current student population sits at 31, with one intermediate and one primary division. On staff we have a teaching principal, two full-time teachers, a full-time educational assistant, a part-time custodian and an Office Manager taking care of our secretarial needs one day per week.

Texada staff address academic needs through a Response to Intervention (RTI) model, through which individual student needs are consistently assessed and addressed via intervention programs, instructional differentiation, and individualized student learning plans for all. In addition, the school has an abundance of community support in the way of volunteerism, donations, and public performance attendance.

Priority 1 - Cultivating an Ethic of Learning

Year Focus: Literacy

Action

- Utilize evidence-based literacy strategies in all grades
- Utilize evidence-based literacy assessment tools for both primary and intermediate students
- Review and analyze June literacy data to plan specific and targeted programming in September, and review DIBELs after beginning, middle and end-of-year assessments
- Ensure that levelled reading materials are readily accessible for all reading abilities
- Review literacy goals periodically throughout the year
- Utilize Heggerty, Reading Eggs, and Raz Kids to focus targeted reading instruction.
- Use U-Fly and Orton Gillingham methods for literacy intervention with known struggling readers
- Update library with seating, check-in and check-out system, and arrangements to increase student use and interaction
- Increasing parent volunteer base for reading support
- EA targeted intervention/schedule

Evidence

- Improved DIBELs scores
- Uptake in library loan system use and interlibrary loan requests
- Student use of check-in/check-out system

Priority 2 – Cultivating Curiosity

Year Focus: Building connection to place

Action

- Increasing outdoor learning opportunities in regular programming
- Professional Development in outdoor learning
- Integration of place-based learning both in school and community
- Student leadership and service program

Evidence

- Increase in community member engagement
- Regular outings into the area surrounding the school as part of meditative and place-based practice
- Regular field trips (1-2 times per trimester)
- Personal and social connection via core competency criteria (“social awareness and responsibility”)
- Student sense of responsibility and care for school and local community

Priority 3 - Cultivating Connection

Year Focus: Building empathy and emotional intelligence

Action

- Actively celebrate kindness among students (especially September/October) school-wide
- Create respectful interactions between students
- Using Zones of regulation regularly to help students develop emotional intelligence
- Positive behaviour assessments as needed for key students
- Increased Pro-D training for socioemotional learning
- Use restitution and acts of community service as consequences
- Designate a calming and quiet space (center classroom) for students who are extremely elevated or unregulated
- Incorporate a schoolwide positive reinforcement system so that all students can be celebrated, especially those with emotional dysregulation
- Student-driven use of calming room

Evidence

- Fewer incidents and student outbursts
- Observations of students openly resolving conflict without need for teacher intervention
- Students noticeably “walking away” from conflict
- Use of multisensory room identified by *students* as a helpful strategy to de-escalate from Red and Yellow zones



School Growth Plan 2023/2024

School: Westview Elementary

Principal: Dr. Shannon Behan

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used by the District Principal of Technology to create School Growth Plan documents and website pages for each school and department. Please also email three pictures to the District Principal of Technology: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Originally located three kilometers from where it currently stands, **Westview Elementary** is a school steeped in tradition and rich in history. The original school, known as Grief Point Elementary, opened in September 1955 with ninety-five students. As the City of Powell River grew, and roads connected main streets to one another, so too did the population of the school. Young families with school-aged children built homes in the area as the school population began to grow. Grief Point Elementary has always had a strong academic focus, while being well-rounded in fine arts and sports. Of specific interest to note is that Robert Thirsk, Canadian astronaut, is an alumnus from Grief Point Elementary.

Over the years, it became apparent that upgrades and expansions were necessary and in 2008, the decision was made to rebuild the school. Westview Elementary, which opened in 2010, was built to accommodate 380 students (300 + 80 K) and staff. The school design and master plan were developed to seamlessly incorporate a future capacity to 505 students plus staff. Located a few kilometers from the original site, **Westview Elementary** is a stunning building that hums with the energy of a student population of approximately 350 students, in 14 divisions/classrooms. Westview is the largest elementary school and engages a diverse student population from all over the Westview area as well as from the City of Powell River. Westview has a vibrant [StrongStart](#) program, and pivoted quickly to embrace vibrant and engaging Early Learning Programs. We have a highly engaged parent and volunteer community.

Today, as you look up from the shores of the Salish Sea, above the town, on the brow of the hill, a traditional Coast Salish pole welcomes all to the state-of-the-art building. The building is modeled after and designed with personalized learning in mind. The building features a variety of learning spaces that provide multiple instructional opportunities designed to go hand in hand with the new British Columbia curriculum. Upon entering the large glass doors, students, families, and visitors are welcomed to the Learning Commons. This is a bright, flexible space for students to explore their interests in many ways. A mobile computer lab allows students to research, fostering curiosity wherever they may be in the building. Down the hallway and to the left is a multi-purpose room with a state-of-the-art kiln; attached to this is a fully operational kitchen. Teachers and students can take full advantage of this space to enhance learning with multiple cooking

projects, elaborate artwork and multi-class presentations. The high school sized gymnasium houses intramural and extracurricular sports activities as well as allowing ample room for all classes to participate in daily physical education programs. Even further down the hallways is a music room that houses violins, trumpets, ukuleles, drums; enough for each student in every class. Just outside the huge glass exit doors, an outdoor learning classroom is covered by a solid pagoda, flanked by trees that are placed just right to provide shade on the sunny days. Beyond the pagoda, nestled in the grassy knoll at the back of the building, students easily access the classroom gardens, from which many harvests are picked.

Westview Elementary has a very dedicated staff who work hard to meet student needs. Academics are of utmost importance, and Westview is also known for a commitment to music (choir, modules, jazz) programs and athletic programs. There is great support of the school by community members, many of whom were Grief Point/Westview students as well, however this dynamic has been changing with the influx of new families to the school community.

Westview Elementary has a very active PAC who organize numerous fundraisers and volunteer throughout the school to support teachers, field trips, school wide events, and the purchasing of sports equipment for our students. Even though the school is just over ten years old, there continues to be excitement within the school and our wider school community about the “new” school and its ability to provide excellent, innovative, and creative learning opportunities for everyone.

Our Learners

Strengths:

- Students are keen to engage and happy to be at school
- Many of our students have good communication skills, like to talk and are not afraid to ask questions
- Many of our students are engaged in activities outside of school
- Students have many opportunities to engage in experiential learning at school and participate in activities such as gymnastics, swimming, community library and garden visits.
- Students work hard to be empathetic
- Students like to come to school and most feel safe and connected to the school
- Students enjoy being big/small buddies to students through reading and other experiential activities.
- Our students enjoy using technology as a learning tool. They also enjoy learning outside of the daily classroom and on field trips.
- Our students are eager to be helpers and to take on leadership roles in the day-to-day- functioning of the school.
- Students look to adults for support, guidance, and direction
- Students have a strong interest in reading both fiction and non-fiction, as evidenced by the circulation numbers from the well-resourced Library
- Student love working with adults and are encouraged to take care of one another and to belong to our school family
- Our students are highly engaged in school and community activities such as hockey, soccer, dance, karate, music, et cetera
- Our students take advantage of opportunities to volunteer at school, join school clubs and participate in intramural and other school activities
- Our students are diverse in ethnicity, interests and socio-economically

- Our student thrive under high expectations and rise to meet these challenges

Stretches:

- Our students are diverse in ethnicity, interests and socio-economically, however have room to grow when it comes to being inclusive of the diverse student population
- Some students are continuing to learn to regulate their emotions
- Some students struggle with peaceful conflict resolution and impulse control, this impacts adults in the building directly
- Many outbursts and behaviour incidents can be related to a lack of empathy, and lack of self-regulation skills and this has resulted in physical and verbal outbursts
- Growing anxiety is seen among some students
- Many students are working towards reading at grade level literacy as per the reading data available
- Our students would benefit from greater involvement through home support specifically in literacy and numeracy
- Our students look to adults for all aspects of both home and school life, with relatively low levels of independence in doing so
- Our students are at the early stages of learning how to take initiative and be responsible for their own learning

District Priority 1: Cultivating an Ethic of Learning

Ensure early learners and students have the best possible learning experience (student success).

Goal #1: Educational Excellence (Literacy)

Westview Elementary will work on improving all students' literacy and numeracy rates across all levels

Action

Our Reading intervention team has completed our Dibels for this 2022-2023 school year. As expected, our reading results show growth with continued room for improvement. Last year, our assessment results showed that all students were reading at or above reading level based on the previous grade assessment.

- Reading Intervention Assessments such as Dibels, PM Benchmarks, and Performance Standards
- Reading Intervention Team focusing on our most necessary target areas based on formative assessments listed above
- Increase writing instruction in the areas of conventions of writing, cohesiveness and comprehension
- Using formative island numeracy assessments to inform target areas for math
- Build in math routines into daily instruction to improve number sense, fact fluency, and strategies
- Instill a love of reading and writing through engaging literacy practices
- Build our numeracy support team
- Collaboration time built into schedule with a focus on improving literacy and numeracy instruction
- Purchase numeracy related resources to improve numeracy levels

Evidence

- Dibels Assessments in September, January, and June
- PM Benchmarks and performance standards used as formative assessments

- Writing folders evaluated using BC performance standards
- Teachers work collaboratively on assessment practices to ensure uniform expectations across grade levels
- Assess numeracy in September and June using island numeracy assessments
- Grade group meetings and class review meetings are held in late September and early February to ensure we have clear insight into the needs and dynamics of each classroom.

District Priority 3: Cultivating Connection

Prioritize mental health, community connections, and social-emotional learning,

Goal #2: Educational Excellence (Engagement and Connections)

To improve our level of engagement and connections amongst parents, students, staff and the community at Westview Elementary and continue our work towards building an inclusive culture.

Action

- Use the climate matrix at first assembly and reinforced in classes to create a calm, quiet, welcoming learning environment
- Clubs that support our goals of Equity Diversity and Inclusion
- Engage parents in the classrooms
- School wide projects and fairs
- Maker space, STEM workshops and inquiry/science fairs
- PAC and staff socials together to get to know one another
- Build community through assemblies that include student recognition
- Welcoming atmosphere in the foyer for students and parents
- Grandparent/caregiver reading opportunities
- Parent info nights to share about teaching math and reading
- Welcoming and engaging Open House at the beginning of the year
- Parents would like consistent communication from staff in the forms of regularly sent messages from all classroom teachers
- Increased involvement in student leadership
- Weekly newsletter to families with regular updates on goals
- Intentional work at decolonizing our school.
- Continue our work on embedding indigenous pedagogy into our daily classrooms.
- Embed indigenous ways of knowing in classrooms
- Track all indigenous academic success rates and work acutely to ensure indigenous learners are achieving at the same level as their peers

Evidence

- Calm and quiet school environment with designated areas for cohort groups
- Thriving clubs that support our goals of equity and inclusion
- Increased parent engagement in classrooms volunteering, reading with students, and on school field trips
- Science fair is planned and executed
- Open House and one more event is held to strengthen relationships between PAC and staff

- Grandparent/ caregiver reading program is initiated in some classes
- Increased engagement from parent community at our various events
- Successful parent info nights that shared about teaching math and reading
- A thriving and involved student leadership team
- Teachers are using First People's Principles of learning, accessing our Indigenous Ed. Team, and taking advantage of Indigenous Learning opportunities
- Use formative assessments to drive the teaching and learning for our Indigenous learners

Our Story grows beyond!

It is our intention to communicate to all stakeholders our school goals.

- we will articulate our goals in all school newsletters, regular meetings, school websites etc.
- We will refer to the goals in parent teacher interviews
- We will keep the goals at the top of the principal's report at our PAC meeting
- We will review our goals at every staff meeting and make changes according to dynamic updates

-As a staff we will focus on our goals during staff meetings, and we will have opportunities for staff to present successful classroom strategies at each meeting

The **Westview** staff are key to defining the vision for a dynamic **Westview Elementary School**. The experienced and skilled group of teachers, with many different strengths, are committed to making the learning environment for students and teachers more challenging and rewarding.

FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca



The 7 Principles of Learning

Adapted from OECD's *The Practitioner Guide from The Nature of Learning*

1 LEARNERS AT THE CENTRE

Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active exploration. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to develop 'self-regulated learners'.



2 THE SOCIAL NATURE OF LEARNING

We learn through social interaction, meaning learning environments should be highly social. Co-operative group learning that is well-organised and challenging has clear benefits for achievement, as well as behavioural and affective outcomes. Opportunities for autonomous learning should increase as students mature.



3 EMOTIONS ARE THE GATEKEEPER TO LEARNING

Learning results from the dynamic interplay of emotion, motivation and cognition. Attention to motivations by all those involved is about making learning more effective - better still if it also makes learning more enjoyable.



4 RECOGNISING INDIVIDUAL DIFFERENCES

Students differ in many ways that are fundamental to learning: prior knowledge, ability, conceptions of learning, learning strategies, interest, motivation, self-efficacy, beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. Flexible learning environments are adaptive to individual learners in ways that are sustainable for both individuals and the group as a whole.



5 CHALLENGING ALL STUDENTS

Being aware of individual differences and needs means being able to constantly challenge learners, no matter what their starting point, to move out of their comfort zone without overloading or excessively pressuring them.



6 MEANINGFUL FEEDBACK FOR LEARNING

The learning environment clearly communicates what is expected from learners, what they are doing and why. Formative assessment should be substantial, regular and provide meaningful feedback. This should be used to constantly shape direction and practice in the learning environment.



7 BUILDING HORIZONTAL CONNECTIONS

Learning should promote connectedness by supporting students to make connections across knowledge and subjects as well as across the community and the wider world. The authentic learning this promotes helps to foster deeper understanding.



Based on the contents of The Practitioner Guide from The Nature of Learning: Using Research to Inspire Practice, OECD Publications, 2010. © OECD 2012 for the Practitioner Guide. © OECD 2010 for The Nature of Learning: Using Research to Inspire Practice.

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School Growth Plan 2023/2024

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

School: Brooks Secondary

Principal: Jasmin Marshman

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Brooks Secondary is the sole secondary school in School District 47. Brooks serves all students, grades 8-12, in the qathet region, with offsite campuses to support diverse learners with flexible and experiential learning opportunities. Brooks currently enrolls approximately 900 students and will host approximately 50 international students this school year. Brooks strives to meet the needs of diverse learners, as all students in the area come to Brooks. We have a strong French Immersion program, 8-12; a well-established music program, both band and choral; athletic teams that compete with Vancouver Island; a successful trades and dual credit program partnered with Vancouver Island University; an accredited grade 8-12 Ayajuthem language program and the Guided Indigenized Journey to Excellence (GIJE) Program to share Indigenous learning by local knowledge keepers. We are constantly seeking to improve and expand what we offer our students to create opportunities for them past our walls.

Our Learners

Brooks students represent every corner of the qathet regional district. From Saltery Bay to Lund to Texada Island and all points in between. Over its long history, first built as an 8-room schoolhouse in 1926, Brooks has always reflected big changes in the area. From boom times and expansion, changing social values, changing economics, to our present-day emphasis on inclusiveness and reconciliation, our students' educational and emotional needs are our first priorities. Our learners range from students from Tla'amin Nation to 4th generation Brooks, born and raised in the qathet region to students new to town, each with their own needs and goals. Our objective is for all students to graduate from Brooks with dignity, purpose and options.

Goal 1

To foster a school environment where all students and staff feel connected and that they belong. We will develop a positive, supportive and respectful school community centered around learning and developing as responsible world citizens.

This is our second year applying ourselves to this goal. We found great success with some of our initiatives but know that we can achieve more with deeper connections and commitment. Enhanced engagement with the school and in the classroom is our intention to increase student success. A positive school culture can be the underlying reason why students can not only succeed but also are able to flourish.

Action

- PVP will collaborate and support to build culture among staff and school wide through-out the year
- Ensure Brooks is a safe and inclusive learning environment for all learners, explicitly for Indigenous, vulnerable and marginalized students.
- Provide flexible learning spaces to increase student success and connection to Brooks.

- Provide professional learning opportunities for staff, by staff, to grow professional learning communities and strengthen practice
- Create opportunities to showcase the many strands of student success-academic, sports, trades, arts, personal goals, community service, etc
- Communicate a clear and consistent code of conduct to all students, staff & families
- Visual representation of all students throughout the school through art and student displays
- Continue to communicate consequences, concerns and successes with family and appropriate staff
- Positive school wide activities to promote school pride & belonging

Evidence

This will be accumulated both informally and formally through the year:

- Staff meetings & department head meetings will provide collaboration, leadership, and peer driven professional development opportunities
- Student engagement (lack of hallway wandering, skipping in plain sight)
- Feedback from PAC meetings, informal parent communication
- Student & staff surveys, family survey was conducted this past year
- Student group check ins with admin to share concerns and suggestions
- Attendance
- Office referrals & suspensions
- Course completion rates
- Graduation rates

Our Story is Beyond

This is the second year for this goal, and we are pleasantly surprised with many of the gains we made in one year. Our focus will sharpen this next year in terms of student success and supporting staff to incorporate the changes that are happening in the school into their classrooms. Our school motto has changed, through student input to "Soaring Stronger Together" and we plan to do just that.



School Growth Plan 2023/2024

School: Partners in Education (PIE)

Principal: Stephanie Hall

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.



Our Story

We are grateful that our school district, and the original centre of our program, are situated in the breathtakingly beautiful traditional territory of the Tla'amin Nation, who have inhabited these lands since time immemorial. Our other centres, staff, students and their families are situated in many unceded and final agreement territories throughout BC.

Partners in Education (PIE) is a Provincial Online School (POLS) operated by School District 47 in the [qathet Regional District](#). We currently have 1,300 students with an approximate combined FTE of 1,200.00. PIE students are primarily located in one of the three main centres – the qathet Region, Bowen Island and the Comox Valley. We pride ourselves on strict adherence to ministry curriculum and assessment standards in flexible, student-centered learning opportunities both online and in blended local settings, where developing relationships between the students, parents and the teachers is an integral part of the process.

Our motto is “Where Life and Learning Meet” and our vision is:

PIE supports students and parents to develop and carry out an educational program that meets provincial learning standards. Educational programs utilize paper and electronic resources but also incorporate the experiences of the families, in order to realize

the unique possibilities open to every student. We embrace the First People's Principles of Learning because learning, for all, is embedded in memory and history and that learning is sacred, takes time and requires patience.

Design Statements gleaned from several stages of an Appreciative Inquiry process over the past six years are:

In the PIE program, we strive to:

- *build supportive, respectful, trustworthy relationships with all members of our community, both in person and online;*
- *collaboratively develop holistic individualized learning programs for every child and an intergenerational learning environment that acknowledges, reflects and celebrates unique interests, passions, quirks, goals and abilities;*
- *be flexible in all aspects of our shared educational experiences.*



Our Learners

Of the 1,300 students enrolled in PIE this year we currently support over 300 students with disabilities and diverse abilities, and 130 Indigenous learners. Because PIE is not a neighborhood school, families/students choose to come to us, and their reasons for doing so are varied. We attract learners who want to:

- develop a meaningful relationship with their teacher and the PIE community
- be involved in the design of their educational plan in a collaborative way with teachers and parents
- have the flexibility to be creative across all curriculums and to pursue passion topics in-depth, when desired
- work in environments that suit their particular needs
- have more flexibility in their daily schedules
- weave their educational journey through their time together as a family
- be seen and appreciated for the individuals they are

Goal 1

Priority 3: Cultivating Connection (ᑲᑲᑲᑲᑲᑲ)

Prioritize mental health, community connections, and social-emotional learning.

Goal: Students can access comprehensive supports, as needed

Objective: All students are supported in the following areas of need: academic, social, emotional, and spiritual

Action

- Include available supports for Indigenous students in our school's program description
- Develop a database of effective student supports for students with disabilities and diverse abilities for learning support teachers to reference in the development of IEPs
- Create student and parent satisfaction surveys to gauge areas of need (academic, social, emotional, and spiritual) to send to our families

Evidence

- Available supports for Indigenous students will be described on our [website](#) and in the description of PIE on the [Online Learning BC website](#) - Deadline: **October 31st, 2023**
- Excel spreadsheet created listing typical supports for students with disabilities and diverse abilities with the Ministry designations the supports are best suited for specified – Deadline: **January 31st, 2024**
- Data from student and parent satisfaction surveys sent by **May 31st, 2024** will be available for our planning day in June – **Deadline: June 24th, 2024**

Goal 2

Priority 1: Cultivating an Ethic of Learning (ᑲᑲᑲᑲᑲᑲ)

Ensure early learners and students have the best possible learning experience (student success).

Goal: Create a healthy and safe learning environment

Objective: Promote student engagement in their learning and their community

Action

- Teachers will identify 3-5 students they are most concerned about, in terms of academic, social, emotional and spiritual engagement, and submit those student names to PIE Admin, via Microsoft form, by October 31.
- Teachers will access our collaboratively developed resources for encouraging engagement and put as many strategies as they feel will be useful into place for those students.
- In January, teachers will assess whether or not the strategies are working and record their findings on a mid-year Microsoft form. Strategies will be continued or adjusted as needed, at that time.
- At the end of the year, teachers will assess whether or not the strategies used had an impact on the students they identified in October.
- Analyze length of time to complete courses

Evidence

- List of students needing support compiled from all teachers (via Microsoft form) – Deadline: **Oct. 31st, 2023.**
- Follow-up reflections on what's working and/or need for further intervention (via Microsoft form) - Deadline: **Jan 31st, 2024.**
- Year-end review of each students' progress, or lack thereof (via Microsoft form) - Deadline: **June 15th, 2024.**
- Data from #3 and #4 compiled and analyzed to gauge the effectiveness of the strategies, with goals for improvement collaboratively designed for 2024-2025 – Deadline: **June 28th, 2024.**
- Data from course completion – **Deadline: June 24th, 2024**



Our Story is Beyond

Online schools were significantly affected by the pandemic as large numbers of students and families sought alternatives to in-class instruction. In the 2019-2020 school year, our school-wide FTE was 726. In 2020-2021, it increased to 1,438. In 2021-2022, when many of us expected our numbers to rapidly decline, we instead maintained an FTE of over 1,200 students. While there was still a great deal of uncertainty regarding in-class instruction at the beginning of that school year, we suspect the higher-than-expected FTE (that increased over the course of the year) was also due, in large part, to an increased number of families/students discovering that online learning actually worked really well for them.

Online schools are typically a 'first choice' or 'last resort' for many and we regularly serve the following types of students: 'full-time, high academic achievers', 'students with full or part-time jobs', 'part-time students requiring specific courses for graduation', 'students experiencing anxiety in traditional settings', 'students who have failed in, or have been failed by, the traditional system' and 'students with a disability or diverse learning abilities'. In all of these cases, our school's focus on **relationships, flexibility, and individualization** help students achieve positive academic outcomes.

relationships
flexible
individualized
supportive
unique
rigorous
progressive
positive
familial
connection
collaborative
multi-age
personalized
inclusive

ENROLLMENT SEPTEMBER 15, 2023 AND COMPARISON TO SEPTEMBER 30, 2022

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	AD	GA	Elem Ungr	Secn Ungr	TOTAL HEADCOUNT Aug 28/23	TOTAL HEADCOUNT Sept 30/22	Head count +/-
BROOKS 8-12**									173	167	190	162	174					866	830	36
EDGEHILL	24	32	29	34	25	28	19	27										218	234	-16
HENDERSON	13	7	13	13	18	13	20	26										123	122	1
JAMES THOMSON	33	35	44	29	23	35	28	29										256	246	10
KELLY CREEK	20	20	25	22	25	25	20	20										177	178	-1
TEXADA	5	9	2	5	5	3	2	1										32	33	-1
WESTVIEW	38	51	36	41	47	48	40	56										357	365	-8
SUB TOTAL	133	154	149	144	143	152	129	159	173	167	190	162	174		0	0	0	2029	2008	21.000
** Brooks - does not include Cadre but does include International Students (approx 46)																				
PIE PR/ID combined	90	104	103	100	114	122	108	81	82	100	72	123	158	12	5			1374	1233	141
WLC PROGRAMS											2	3	13					18	27	-9
CONTINUING ED														5				5	3	2
DISTRICT TOTALS	223	258	252	244	257	274	237	240	255	267	264	288	345	17	5	0	0	3426	3271	155

* DL PIE Powell River/Vanc. Isl. and DL Island Discovery - combined in data

SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2022-2023

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	3	2	1	2	2	3	1	1		17
10 days or less (violent)		1			3	3	2		3	1	13
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)			1								1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	1	4		9				2	1		17
Less than 20 days (second + drug/alcohol offence)		1		1							2
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension			4	4	3	1	2	1	1		16
TOTAL SUSPENSIONS	3	9	7	11	5	5	5	3	5	1	66
EXCLUSIONS											
Exclusions - Elementary	0	0	0	0	0	0	0	0	0	0	0
Exclusions - Secondary	0	0	0	0	0	0	0	0	0	0	0
SECLUSIONS											
Seclusions - Elementary	0	0	0	0	0	0	0	0	0	0	0
Seclusions - Secondary	0	0	0	0	0	0	0	0	0	0	0

*(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.
Verbal is considered violent if threatening)*



School District No. 47 (Powell River)

2024-2025 Capital Plan Overview

Overview

The following projects are recommended for consideration under several government capital planning funding envelopes with an emphasis placed on system renewal and energy conservation. The first three program outlines have a June 30th submission deadline, the remaining three which are all marked draft are to be submitted for September 30th. An amended version of this document will go before the Board again in September for approval.

Expansion Program (EXP)

Edgehill Elementary is one of four older elementary school buildings in the District. Its current nominal student capacity is 20 kindergarten and 125 elementary aged students. Enrolment is currently at 212 students. Students are currently housed in the school building along with five older portable classrooms.

A project fact sheet has been developed and used to create a business case to support the request for an addition to the building which, if supported, would potentially increase the school capacity to 40 kindergarten and 225 elementary aged students.

Seismic Mitigation Program (SMP)

Seismic Improvements
Texada - \$4.3 (million)

School Food Infrastructure Program (FIP)

Kitchen appliance upgrades and replacements
Estimate - \$31,600 (Revised)

School Enhancement Program (SEP)

Mechanical System & Ventilation Upgrade – Henderson Elementary
Estimate - \$2.1 (million)

Carbon Neutral Capital Program (CNCP)

LED Lighting Upgrade – Elementary (Westview & Henderson)
Estimate - \$135,000

Bus Acquisition Program (BUS)

Expect one bus to fit the criteria for replacement.
Estimate - \$140,000



September 15, 2023

Ref: 293335

To: Secretary-Treasurer and Superintendent
School District No. 47 (Powell River)

Capital Plan Bylaw No. 2023/24-CPSD47-02

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- **School Food Infrastructure Program (FIP)***
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

***Note: The FIP is a new program commencing in fiscal year 2023/24. FIP project requests are required to be submitted as part of the capital plan submissions that are due on June 30, 2023. School districts will be advised of approved FIP projects in early fall via an amended 2023/24 Capital Plan Response letter. Further information regarding the scope of the program, program criteria, and eligible projects will be included in the 2024/25 Capital Plan Instructions.**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

New Projects

Project #	Project Name	Project Type	Comments
150043	Edgehill Elementary	Addition	Project has been supported for planning (business case). Please submit Project Development Report (PDR) to Ministry as soon as possible

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
James Thomson Elementary	SEP - HVAC Upgrades	\$2,000,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
James Thomson Elementary	CNCP - Energy Upgrades	\$52,175	Proceed to design, tender & construction. To be completed by March 31, 2024.
Kelly Creek Community School	CNCP - Energy Upgrades	\$43,970	Proceed to design, tender & construction. To be completed by March 31, 2024.
Edgehill Elementary, Henderson Elementary, James Thomson	FIP – Kitchen Equipment and Upgrade	\$31,600	Proceed to design, tender & construction. To be completed by March 31, 2024.

Elementary, Kelly Creek Community School			
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An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2023/24 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at Nathan.Whipp@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry’s Capital Asset Planning System (CAPS) online platform) will be available on the Ministry’s [Capital Planning](#) webpage by April 1st, 2023.

NOTE: School districts’ Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry’s capital plan process.

Sincerely,



Damien Crowell, A/Executive Director
Capital Management Branch

pc: Geoff Croshaw, A/Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Programs and Finance Unit, Capital
Management Branch

COMMITTEE OF THE WHOLE

**12:00 pm, Wednesday, September 13, 2023
School Board Office**

MEETING NOTES

Present: Dale Lawson (Chair), Rob Hill, Maureen Mason, Jaclyn Miller, Kirsten Van't Schip

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

The meeting was called to order at 12:00 pm by Chair Lawson.

1. APPROVAL OF AGENDA

Moved: K. Van't Schip

Seconded: J. Miller

THAT the Committee of the Whole Meeting Agenda of September 13, 2023, be adopted as circulated.

Status: Carried

2. STANDING COMMITTEES

2.a) Education & Strategic Planning Committee

i) 2023-2027 Draft Strategic Plan

J. Yule presented a draft strategic plan for the board's consideration. Feedback was requested regarding the territorial acknowledgment and the plan's duration. A motion will be sought at the September Regular meeting to adopt the plan.

Trustees considered the territorial acknowledgment in the draft and proposed including an acknowledgment translated into Ayajuthem, in addition to the English text.

They also deliberated on the term of the strategic plan and collectively decided to extend it from four to five years, aiming to ease the transition for the incoming board after the local government election. S. Hopkins will verify with the ministry to confirm if a five-year plan aligns with the new guidelines for Enhancing Student Learning.

Trustees discussed potential changes to the plan, particularly in terms of the descriptive language associated with the board values. While acknowledging the benefits of both arguments, they opted to retain the descriptive words enclosed in brackets after the board's key values. Final decisions on formatting the document for public distribution will be made by the communications staff.

There was also debate over whether to incorporate additional descriptors, such as "what we mean" statements, for the six identified strategic priorities. Advocates believed it would offer added clarity to the public, while opponents contended that the operational implementation plan for the strategic plan would provide that clarity, along with measurable results. Trustees agreed to maintain the priorities as stated, emphasizing that images and quotes could enhance the document's emotional impact. They further agreed that a concise plan may be better received by the public.

2.b) Finance & Facilities Committee

i) 2022/2023 Financial Statement Discussion & Analysis (FSD&A)

S. Hopkins provided additional details to support the Summary of Significant Events detailed in the FSD&A document. He reported that:

- 35% of the district's total enrollment consists of students in blended learning programs, who may not necessarily reside in Powell River.
- 25% of the district's overall operating grant is derived from unique student needs funding, which includes inclusive education, English language learners, and Indigenous education.
- Before and after-school programs continue at all schools, tied to early learning programs.
- Education coordinator positions were maintained in the last fiscal year, and will be again in the current school year, and an additional Family Liaison position was added.
- Funding to support the development of the strategic plan was only required in the previous fiscal year, as the board worked on developing a new plan.
- Capital works and equipment upgrades include equipment for the commercial kitchen at Brooks, replacement of irreparable service vehicles, roofing upgrades to support new equipment, LED lighting upgrades, and the installation of solar arrays at two sites.
- The second and final phase of the playfield improvement project at Brooks Secondary was completed. Work also continued at Edgehill and Kelly Creek school sites to support future daycares.
- A comparison of the statement of financial positions to the prior year was discussed. It was reported that the variance in cash was largely attributed to planned spending of surplus funds.
- Regarding the liability attributed to the Asset Retirement Obligations, it is a result of new accounting standards and represents an anticipated future cost of dealing with remediation items. This item is not considered to be owing and is offset by capital.

- Higher than forecasted enrollment of online learning students in February and May influenced the variance in budgeted to actual operating grants.
- Labour settlement grants affected the variance in Other Ministry grants due to a delayed announcement after the amended budget was adopted.
- Last year, it was anticipated that surplus funds would be spent, which created an operating deficit. S. Hopkins reported that the district retains approximately 2 million in surplus funds.
- Variances in expenses for administrative positions were due to administrative positions being mistakenly categorized under Other Professional Salaries in the amended budget. Unfilled positions account for the remaining balance.
- Special purpose funds detail funds with restrictions on spending. The “Student & Family Affordability Fund” was one-year-only funding intended to ease the burden for families.
- Funds have been allocated for new spaces linked to new daycares. We anticipate these funds to be utilized this year. No funds are allocated under PEP, but we've been successful in applying since the onset. Six playgrounds have already been added, and there are no other sites for application.

ii) 2022/2023 Draft Audited Financial Statements

The draft financial statements have been provided for informational purposes. The financial auditors will be present at the Regular Meeting on September 20 to furnish supplementary details. The auditors will present their findings at the public meeting.

iii) District Operations Report

S. Hopkins reviewed the report and provided details regarding the delivery and installation of portables. Additionally, there have been updates to the bus registration process which aligned with existing administrative procedures. As a result, more students were able to be fully registered for the bus on the first day of school.

2.c) Policy Committee

i) Trustee Code of Conduct Criteria

Chair Lawson highlighted that the materials received from BCSTA contain recommendations for the necessary development of Trustee Codes of Conduct. She emphasized that boards are required to have a code of conduct established by April 2024. S. Hopkins stated that staff will carefully review the recommendations and present a draft for review at a later meeting, most likely in the fall, to ensure compliance with the deadline.

3. COMMITTEE REPORTS

3.a) N/A

There were no items to discuss.

4. OTHER INFORMATION

4.a) South Coast Branch – BCSTA Spring Learning Series

K. Van't Schip will contact the president of the South Coast Branch for further details regarding the scheduled date and location. Initial indications suggest that the learning

series might occur on the lower coast. Trustees concur that the draft program is intriguing.

4.b) VISTA Branch Event on October 13th & 14th

Trustees considered an invitation to attend a VISTA Branch event and concluded that it may not serve as an appropriate model, given disparities in size and membership. They agreed that there is higher value in nurturing growth and collaboration with the South Coast Branch, rather than transitioning to VISTA.

4.c) Board Work Plan – For Information

M. Mason proposed incorporating dates for superintendent and board evaluations into the plan. Trustees discussed the possibility of forming an ad hoc committee for planning, but ultimately concurred that given the interest of most trustees, the Committee of the Whole would serve as a more suitable forum for deliberation. J. Yule committed to presenting pertinent policies at the upcoming Committee of the Whole meeting, providing trustees with the opportunity to contemplate dates for the work plan.

ADJOURNMENT

The meeting was adjourned at 1:15 p.m.

SH/er

2023 – 2028 Strategic Plan Framework

Territorial Acknowledgement

čěčhašt kʷ ʔaʔamin qaymıxʷ. ʔəsna tεʔε gıʔε.

We would like to express our respect for and gratitude to the Tla’amin peoples whose traditional and treaty territory School District 47 resides on.

We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration, and reconciliation.

Equity Statement

We are committed to fostering an inclusive and equitable learning environment that celebrates diversity and empowers all students to thrive. We firmly believe that every individual deserves equal access to high-quality education, regardless of their race, ethnicity, gender, sexual orientation, socioeconomic status, or ability. We are dedicated to promoting a culture of belonging and understanding, where differences are embraced and celebrated. Our commitment to equity is ingrained in our policies, curriculum, and practices, ensuring representation, promoting understanding, and fostering a culture of belonging. By embracing diverse perspectives and advocating for social justice, we prepare our students to become compassionate, responsible, and engaged global citizens.

Introduction

School District 47 and its over 400 employees proudly serve approximately 3,400 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school.

This Strategic Plan was developed in partnership with a wide variety of rights-holders, including the Tla’amin Nation. These groups included parents, staff, students, and community members.

In May 2023, the Board launched a public survey which received over 500 responses, indicating priorities, visions, and ambitions for the future. Focus groups and meetings were held with PRTDA, CUPE, and other key partners, at schools and local meeting places.

All decisions made by School District 47 are guided by its vision and core values and based on research and consultation. Similarly, the District’s initiatives and resources are aligned to support its commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable, and connected organization.

As a priority, this plan centers students’ needs – their learning, well-being, and voices – in programming and support at schools, operations, and management by staff as well as decisions by the Board.

Our Principles

Many Ways of Knowing, Learning, and Being

Diversity, Equity, and Human Dignity

A Healthy Work and Learning Environment

Innovation, Curiosity, and Creativity

Openness, Transparency, and Accountability

Our Mission

Learning and Growing, Together

Our Vision

Creating Brighter Tomorrows for All

Our Values

Integrity (Honesty, Transparency, Ethics, Care, Leadership)

We strive to be a living example of what we want to see in the education system through continued self and organizational reflection to ensure the confidence of those we serve.

Respect (Commitment, Compassion, Humility, Dignity, Collaboration)

We honour others, value selflessness, and always strive to act considerately and honestly. We are intentional with our words and actively listen to others. We promote collaboration and power sharing to achieve positive change that benefits the entire learning community.

Courage (Perseverance, Vulnerability, Risk-Taking, Strength, Accountability)

We practice courage by moving beyond our comfort zones, embracing obstacles, and taking responsibility for our errors, allowing us to better ourselves and serve our learning community with excellence.

Curiosity (Creativity, Wonder, Exploration, Inquiry, Innovation)

We cultivate a safe environment to explore new ideas, take risks and challenge the status quo. We understand curiosity as critical for transformative growth, change and innovation.

Inclusivity (Equity, Diversity, Fairness, Belonging, Open-mindedness)

We promote inclusivity by changing mindsets and behaviours and cultivating welcoming and fair environments that actively oppose oppression. We strive to ensure everyone is seen, connected, supported and proud.

Good Relations (Interdependence, Sustainability, Trustworthiness, Reciprocity, Balance)

We strive for balance in our relationship with ourselves, others and the lands and waters that sustain us. We consider the impact of our actions on past, present, and future generations and strive to leave a positive legacy for them.

Our Commitment

The ultimate goal of public education is for all learners to achieve their individual potential and become independent adults, who have lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

The Board of Education is committed to helping every learner develop as a whole person with the knowledge, skills, attitudes, and values needed to contribute to a healthy society and a prosperous and sustainable economy. In the face of an increasingly complex and rapidly changing world it is imperative that we do this while remaining flexible, adaptable, and focused on priorities that are important to our community.

We also acknowledge our commitment to achieving lasting and meaningful reconciliation. This includes upholding our responsibility to implementing the *BC Tripartite Education Agreement (BCTEA)*, *United Nations Declaration on the Rights of Indigenous Peoples*, *Truth and Reconciliation Commission Calls to Action*, *Declaration on the Rights of Indigenous Peoples Act (Declaration Act)*, *Tla'amin Final Agreement*, and *ƛaʔamin Education Agreement (TEA)*.

The *Tla'amin Final Agreement* provides Tla'amin Nation with certain rights and benefits regarding land and resources and self-government over its lands, resources, and its members, including education. The *ƛaʔamin Education Agreement (TEA)* provides a contract for the best educational outcomes for Tla'amin students.

The Board of Education has a responsibility to ensure that all students have access to a quality education, set education policies that reflect the aspirations of our community, provide leadership and encouragement to schools and the wider community, and govern the District and schools in a manner that creates public trust and confidence.

We uphold these responsibilities by:

- Providing governance and oversight to ensure that the education system reflects the diverse needs and goals of our learners and community;
- creating a Strategic Plan that is guided by local and provincial legislation, policy, and agreements;

- governing in a responsive manner, acting in the interests of students' learning and well-being;
- taking a collective approach to continuous improvements that includes the voices of students, parents, and guardians, Indigenous rightsholders, and Indigenous peoples, and education partners;
- recognizing that all education partners and Indigenous rightsholders and Indigenous peoples, each with unique contributions, share responsibility for student learning;
- focusing on student success and equity of learning outcomes.

Public education is a shared responsibility with global, provincial, and local communities. The Board of Education aims to ensure that big picture aspirations and goals are always translated into concrete and meaningful actions within our community, while honouring and upholding provincial and local legislation, policies, and agreements.

Our Purpose

Student success is at the heart of all we do. The Board of Education is committed to creating the conditions that will provide a high-quality education for every student to succeed in school and life. All talents, efforts, and resources are focused on improving student success.

We do this by:

- Aligning our education vision and activities with the principles outlined in the *Policy for Student Success*;
- anchoring our beliefs in the *First Peoples Principles of Learning*;
- using an equity framework to support student achievement; and,
- partnering with Tla'amin Nation who are guided by the principles of *Tah Ow*.

We are privileged to encompass an incredible group of students, families, caregivers, staff, and community members, each with their own unique stories. As a District, we are big enough to welcome a diverse group of learners and small enough to be creative, adaptable, and flexible to meet their varying needs.

Our Strategic Priorities:

Cultivating an Ethic of Learning (titwšem ta?ow)

Ensure early learners and students have the best possible learning experience.

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

Cultivating Curiosity (gagayētən)

Transform our learning environments into places of innovation.

- Continue to support land based and place-based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

Cultivating Connection (ʔaʔaθəm)

Prioritize mental health, community connections, and social-emotional learning.

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.

Supporting Self-Determination (təgameθot)

Ensure holistic Indigenous student success.

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values, and cultures.
- Support students with setting goals for the future (ʔimot θ titiwšem, toχnegosəmčxʷom θoθo)

Cultivating Truth and Reconciliation (tiyhəgən mətəm)

Honour Truth and Reconciliation.

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm language revitalization initiatives and education.
- Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.

Cultivating Integrity/Responsibility (tiyhəgən mətəm)

Prioritize climate change, organizational health, and sustainability.

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

Next Steps

The Board is committed to ensuring this plan becomes a guide for our District. As with any strategic plan, the words on the page are not as important as the hearts and spirits of those who contributed to the plan and those bringing the plan to life. While the Strategic Plan sets out the 'why' and 'for whom', the subsequent Operational Plan, as well as School Growth Plans, indicate the 'how', 'when', and 'what'. We will develop and implement operational plans over the Strategic Plan's five-year period to guide priority setting and lay out a clear action plan to achieve the strategic goals.

Measuring Success

Our work to deliver on our commitments within the strategic plan includes evaluating the progress and success of the six priorities. The District plans to report on these priorities through annual reports and community updates. A combination of quantitative and qualitative measures will be captured as evidence of success and progress, as well as where we may need to refocus our efforts to ensure we continue to improve student success. This ongoing evaluation will support further strategic planning and will help inform the operational plan.

Conclusion

This Strategic Plan is a commitment to the priorities of the Board of Education over the next four years. The Board would like to acknowledge the considerable amount of planning, time and effort that went into the development of their new Strategic Plan. The hard work and dedication of staff, students, rights holders, parents, guardians, and the broader community made this a truly collaborative process. We are confident that together we can make a difference in improving outcomes for children and youth in our District.

Emote.

Thank you.



School District 47

Financial Statement Discussion and Analysis

2022/2023

Introduction

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes for School District No. 47 for the year ended June 30, 2023. The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations, which enhance the reader's understanding of the school district's financial statements as well as the factors that influenced the financial results presented in these statements. The preparation of the Financial Statement Discussion and Analysis is the responsibility of the management of the school district.

Overview of School District 47

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

The District serves approximately 3,200 students in four K-7 elementary schools, one dual track K-7 elementary school, one remote island K-7 elementary school, a K-12 online learning school, an alternate school, and one 8-12 secondary school.

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

All decisions made by School District 47 are guided by its vision and core values and based on research and consultation. Similarly, the district's initiatives and resources are aligned to support its commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable, and connected organization.

Our Vision

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

Our Mission

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

Our Values



Strategic Priorities and Goals

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

For 2022/2023 specifically, the Board supported the allocation of resources in support of:

Literacy and Numeracy

Counselling and Mental Health

Food & Family Supports

Indigenous History, Culture and Language

Libraries

Applied Design, Skills and Technologies

Technology

Before & After School Care

Enrolment

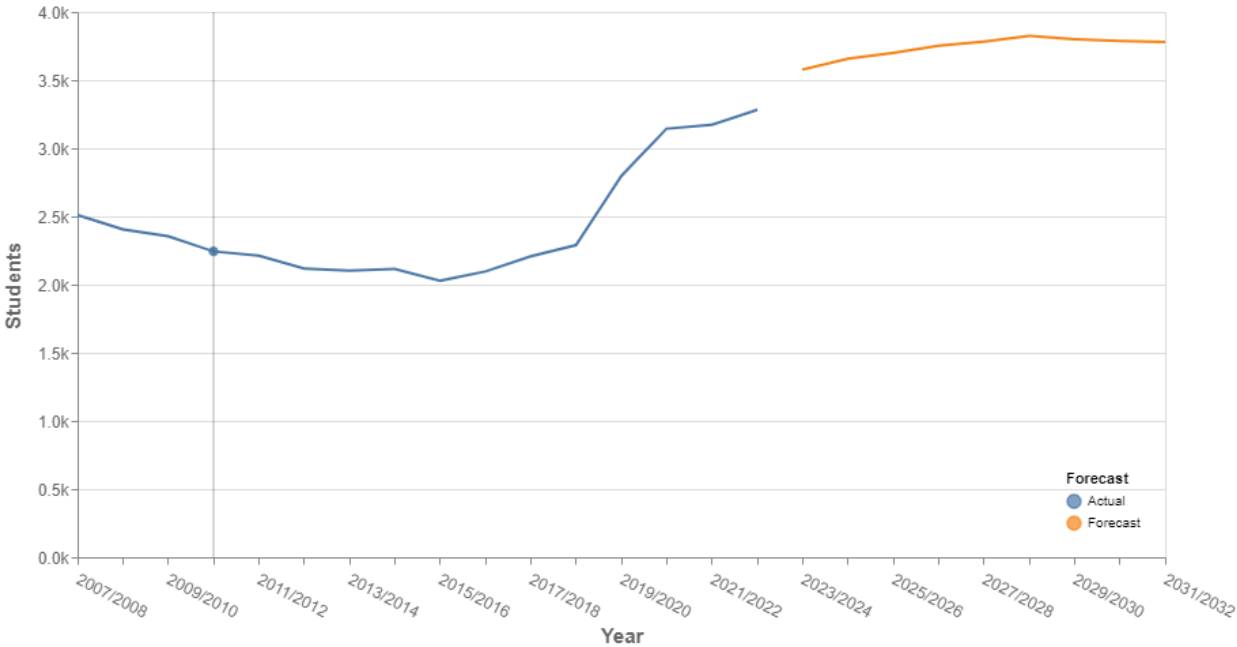
The Powell River School District is funded primarily through an operating grant received from the Ministry of Education. The operating grant is based on student enrolment which is compiled through a data collection process in September, February, May and July. The District receives a fixed amount per full-time equivalent student (FTE). The School District also receives supplementary grants for students who are identified as having unique needs and for other demographic and unique geographical factors. District staffing levels are driven directly by student enrolment. Since salaries and benefits make up almost 75 percent of District expenses, reliable enrolment data is essential for financial planning.

Number of Students Across All Grades

Student Group	Total	Grades													
		01	02	03	04	05	06	07	08	09	10	11	12	K	Others
All Students	3,282	257	242	275	289	248	251	267	230	236	202	249	278	246	12
Diverse Needs	620	11	19	41	49	59	56	62	56	66	59	64	67	11	
Indigenous	474	29	32	45	33	37	39	40	50	35	34	36	33	27	

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

Student Enrolment Over Time



Understanding School District 47 Financial Statements

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

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

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

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

Changes in Accumulated Surplus (Deficit) (Schedule 1)

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

Operating Fund (Schedule 2)

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

Special Purpose Fund (Schedule 3)

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

Capital Fund (schedule 4)

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

Financial Highlights

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

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

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

Summary of Significant Events

Enrolment and Revenue

- Total annualized enrolment of approximately 3,200 students includes enrolment of over 35% in a blended online learning program.
- 25% of the operating grant from the Ministry of Education and Childcare was derived from the supplement for Unique Student Needs.

Service Delivery and Spending

- Before and After School Programming continued at elementary schools.
- Significant resources added to ensure a robust offering of healthy food choices for students in need.
- Education coordinator positions added the previous year were extended.
- A second Family Liaison position was added to assist with existing caseloads.
- Engaged a consultant to assist with the development of the Boards next strategic plan.

Capital Works and Equipment Replacement

- Significant resources allocated for the renewal of equipment in the commercial kitchen at Brooks Secondary School.
- Multiple service vehicles were acquired for the ongoing renewal of the existing fleet.
- Replaced roofing systems at Henderson and James Thomson Elementary.
- A solar system was added to each of Westview and Henderson Elementary Schools.
- LED lighting upgrade completed on Texada.
- Second and final phase of the playfield improvement project at Brooks secondary were completed.
- Work continued at each of the Edgehill and Kelly Creek school sites in support of future daycares.

Financial Analysis of the School District

Statement of Financial Position

	2023	2022	Variance \$	Variance %
Financial Assets				
Cash and Cash Equivalents	7,715,098	9,247,733	(1,532,635)	(17) %
Accounts Receivable - MOECC	129,182	50,000	79,182	158 %
Accounts Receivable - Other	347,045	200,505	146,540	73 %
Total Financial Assets	8,191,325	9,498,238	(1,306,913)	(14) %
Liabilities				
Accounts Payable	3,361,089	2,468,363	892,726	36 %
Unearned Revenue	371,494	472,429	(100,935)	(21) %
Deferred Revenue	602,775	832,548	(229,773)	(28) %
Deferred Capital Revenue	37,962,163	38,025,548	(63,385)	(0) %
Employee Future Benefits	791,702	817,819	(26,117)	4 %
Asset Retirement Obligation	1,382,777	1,394,540	(11,763)	(3) %
Total Liabilities	44,472,000	44,011,403	460,597	1 %
Net Debt	(36,280,675)	(34,513,165)	(1,767,510)	.5 %
Non-Financial Assets				
Tangible Capital Assets	47,116,095	46,874,255	241,840	0 %
Prepaid Expenses	117,626	113,505	4,121	3 %
Total Non-Financial Assets	47,233,721	46,987,760	245,961	0 %
Accumulated Surplus	\$ 10,953,046	\$ 12,474,595	\$ (1,521,549)	(12) %

- Decreased cash balances attributed mostly to increased spending resulting in a decreased accumulated surplus.

Income Statement

Revenues

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

	Actual	Budgeted	Variance
Operating Grant, Ministry of Education	\$ 35,259,964	\$ 34,700,731	\$ 559,233
Other MOE Grants	2,005,273	1,373,817	631,456
Provincial Grants - Other	115,554	100,000	15,554
Tuition	887,702	874,182	13,520
Other Education Authorities	120,009	120,009	-
First Nations (LEA)	1,032,389	974,724	57,665

Miscellaneous Revenues	356,691	117,706	238,985
Rentals	176,367	125,900	50,467
Interest	207,361	100,000	107,361
Total Operating Revenue	\$ 40,161,310	\$ 38,487,069	\$ 1,674,241

- Higher than forecasted Online Learning students captured in the February and May enrolment counts account for the variance in budgeted to actual operating grants.
- Labour settlement grants account for the variance in Other Ministry grants as the full grant was not announced until after the amended budget was adopted.

Expenses

	Actual	Budgeted	Variance
Salaries			
Teachers	\$ 13,464,576	\$ 13,614,483	\$ 149,907
Principals & Vice-Principals	2,607,118	2,384,399	(222,719)
Education Assistants	2,537,629	2,712,723	175,094
Support Staff	3,181,765	2,911,252	(270,513)
Other Professionals	1,552,055	2,084,800	532,745
Substitutes	1,656,046	1,486,705	(169,341)
Total Salaries	24,999,189	25,194,362	195,173
Employees Benefits	5,762,871	5,653,627	(109,244)
Total Salary and Benefits	30,762,060	30,847,989	85,929
Services and Supplies	9,977,821	7,914,423	(2,063,398)
Utilities	672,141	704,500	32,359
Total Services and Supplies	10,649,962	8,618,923	(2,031,039)
Total Operating Expense	\$ 41,412,962	\$ 39,466,912	\$ (1,946,050)

Operating Deficit for the year	\$ (1,250,712)	\$ (979,843)	\$ (270,869)
---------------------------------------	-----------------------	---------------------	---------------------

- Several administrative positions were incorrectly captured in the amended budget as Other Professional Salaries when they should have been categorized as Principal salaries which accounts for much of the variance in those two categories with unfilled positions accounting for most of the remaining balance.
- Resources added to both the maintenance and transportation departments resulting in higher than budgeted salary costs for support staff.
- Much of the variance in the service and supply accounts can be attributed to higher than forecasted spending in support of students with unique needs enrolled in the online program combined with the undertaking of additional maintenance related projects late in the school year.

Special Purpose Fund Contribution Summary

The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how the funds are spent. The following special purpose funds have been included in the 2022/23 audited statements:

Annual Facility Grant (AFG)	\$122,953	These funds are used throughout District schools to address ongoing maintenance and improvement needs.
Learning Improvement Fund (LIF)	\$122,425	Funding used specifically to augment Educational Assistants' hours providing additional support to complex learners.
School Generated Funds & Bursaries	\$2,174,977 <i>\$541,431 Deferred</i>	Funds that are generated locally at the school level and used for school operations and in support of students.
Strong Start	\$139,376	Strong Start early learning centres provide school-based, drop-in programs for children aged birth to five and their parents or caregivers.
Ready, Set, Learn	\$14,700	Eligible RSL events for 3-to-5-year old children and their parents are hosted to support early learning.
Official Languages in Education French Programs (OLEP)	\$215,255 <i>\$798 Deferred</i>	Funding for core French-language and Immersion programs and curriculum resources.
Community Link	\$217,972 <i>\$7,735 Deferred</i>	Funding for programs and initiatives to improve the education performance of vulnerable students, including both academic achievement and social functioning.
Classroom Enhancement Fund (CEF)	\$2,362,431	Eligible expenses include teacher staffing, overhead staffing and equipment costs resulting from restoration of class size and composition language.
Ventilation Fund	\$50,000	To improve ventilation in schools.
Mental Health in Schools	\$55,000	To support increased awareness of issues related to mental health.
Changing Results for Young Readers	\$6,000	Literacy initiative.
Early Learning Related Funds	\$274,400	Includes Seamless, Day, Just B4 & Others

Student & Family Affordability Fund	\$290,757 \$52,811 <i>Deferred</i>	One time funding in support of making life more affordable for families during this time of increased inflation.
Auditory Outreach Program	\$1,579,203	Auditory Outreach Program assists schools throughout the province through loans of assistive listening devices for individual students with hearing loss identified as needing this technology for school use.

Capital Funds

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

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

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

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

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

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

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

New Spaces Fund is available by application to support the creation of childcare spaces.

	2022/2023 Capital Spending
AFG (Capital Portion)	\$ 507,508
SEP	\$ 794,182
CNCP	\$ 390,000
PEP	-
Local Capital	\$487,635
New Spaces Fund	\$157,547

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

Future Considerations – Risks and Opportunities

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

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

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

Contacting Management

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

Audited Financial Statements of

School District No. 47 (Powell River)

And Independent Auditors' Report thereon

June 30, 2023

School District No. 47 (Powell River)

June 30, 2023

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School District No. 47 (Powell River)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 47 (Powell River) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

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

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

The Board of Education of School District No. 47 (Powell River) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, MNP , conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 47 (Powell River) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 47 (Powell River)

DRAFT

Signature of the Comptroller of Education _____ Date Signed _____
Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

DRAFT

Independent Auditor's Report

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

Opinion

We have audited the financial statements of School District No. 47 (Powell River) (the "School District"), which comprise the statement of financial position as at June 30, 2023, and the statements of operations, statement of changes in net debt and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements present the financial position of the School District as at June 30, 2023 and the results of its operations, remeasurement gains and losses, changes in net debt and its cash flows for the year then ended in compliance with, in all material respects, the financial reporting framework based on Section 23.1 of the Budget Transparency and Accountability Act and the Province of British Columbia's Treasury Board Regulations 257/2010 and 198/2011.

Basis for Opinion

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

Emphasis of Matter

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

DRAFT

Other Information

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

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

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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

Management is responsible for the preparation and presentation of these financial statements in accordance with the financial reporting framework based on Section 23.1 of the Budget Transparency and Accountability Act and the Province of British Columbia's Treasury Board Regulations 257/2010 and 198/2011, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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DRAFT

Auditors' Responsibilities for the Audit of the Financial Statements

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

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

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

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

Campbell River, BC

September 20, 2023

DRAFT

Chartered Professional Accountants

School District No. 47 (Powell River)

Statement of Financial Position

As at June 30, 2023

	2023 Actual	2022 Actual (Restated - Note 20)
Financial Assets	\$	\$
Cash and Cash Equivalents	7,715,098	9,247,733
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	129,182	50,000
Other (Note 3)	347,045	200,505
Total Financial Assets	8,191,325	9,498,238
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	3,361,089	2,468,354
Unearned Revenue (Note 9)	371,494	472,429
Deferred Revenue (Note 6)	602,775	832,713
Deferred Capital Revenue (Note 7)	37,962,163	38,025,548
Employee Future Benefits (Note 8)	791,702	817,819
Asset Retirement Obligation (Note 16 & 20)	1,382,777	1,394,540
Total Liabilities	44,472,000	44,011,403
Net Debt	(36,280,675)	(34,513,165)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	47,116,095	46,874,255
Prepaid Expenses	117,626	113,505
Total Non-Financial Assets	47,233,721	46,987,760
Accumulated Surplus (Deficit) (Note 18)	10,953,046	12,474,595
Accumulated Surplus (Deficit) is comprised of:		
Accumulated Surplus (Deficit) from Operations	10,953,046	12,474,595
Accumulated Remeasurement Gains (Losses)		
	10,953,046	12,474,595

Contingent Liabilities (Note 11)

Approved by the Board

Signature of the Chairperson of the Board _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

DRAFT

School District No. 47 (Powell River)

Statement of Operations
Year Ended June 30, 2023

	2023 Budget (Note 17) \$	2023 Actual \$	2022 Actual (Restated - Note 20) \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	41,372,480	42,715,709	38,390,011
Other	100,000	115,554	145,872
Tuition	874,182	887,702	1,192,761
Other Revenue	2,087,439	3,684,066	2,438,827
Rentals and Leases	125,900	176,367	143,648
Investment Income	107,500	276,481	53,391
Amortization of Deferred Capital Revenue	1,663,578	1,755,075	1,712,193
Total Revenue	<u>46,331,079</u>	<u>49,610,954</u>	<u>44,076,703</u>
Expenses			
Instruction	38,369,569	40,736,499	34,346,233
District Administration	1,999,981	1,954,617	1,647,672
Operations and Maintenance	5,996,168	7,029,617	6,248,869
Transportation and Housing	1,203,775	1,411,770	1,188,111
Total Expense	<u>47,569,493</u>	<u>51,132,503</u>	<u>43,430,885</u>
Surplus (Deficit) for the year	<u>(1,238,414)</u>	<u>(1,521,549)</u>	<u>645,818</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		12,474,595	11,828,777
Accumulated Surplus (Deficit) from Operations, end of year		<u><u>10,953,046</u></u>	<u>12,474,595</u>

School District No. 47 (Powell River)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2023

	2023 Budget (Note 17)	2023 Actual	2022 Actual (Restated - Note 20)
	\$	\$	\$
Surplus (Deficit) for the year	(1,238,414)	(1,521,549)	645,818
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets		(2,336,872)	(2,864,734)
Amortization of Tangible Capital Assets	1,929,649	2,095,032	2,025,492
Total Effect of change in Tangible Capital Assets	1,929,649	(241,840)	(839,242)
Acquisition of Prepaid Expenses		(4,121)	(23,216)
Total Effect of change in Other Non-Financial Assets	-	(4,121)	(23,216)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>691,235</u>	(1,767,510)	(216,640)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(1,767,510)	(216,640)
Net Debt, beginning of year		(34,513,165)	(34,296,525)
Net Debt, end of year		(36,280,675)	(34,513,165)

School District No. 47 (Powell River)

Statement 5

Statement of Cash Flows
Year Ended June 30, 2023

	2023 Actual	2022 Actual
		(Restated - Note 20)
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(1,521,549)	645,818
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(225,722)	78,146
Prepaid Expenses	(4,121)	(23,216)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	892,735	271,623
Unearned Revenue	(100,935)	(43,089)
Deferred Revenue	(229,938)	264,513
Employee Future Benefits	(26,117)	29,700
Other Liabilities	(11,763)	
Amortization of Tangible Capital Assets	2,095,032	2,025,492
Amortization of Deferred Capital Revenue	(1,755,075)	(1,712,193)
Total Operating Transactions	<u>(887,453)</u>	<u>1,536,794</u>
Capital Transactions		
Tangible Capital Assets Purchased	(2,336,872)	(2,864,734)
Total Capital Transactions	<u>(2,336,872)</u>	<u>(2,864,734)</u>
Financing Transactions		
Capital Revenue Received	1,691,690	3,157,274
Total Financing Transactions	<u>1,691,690</u>	<u>3,157,274</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(1,532,635)	1,829,334
Cash and Cash Equivalents, beginning of year	<u>9,247,733</u>	7,418,399
Cash and Cash Equivalents, end of year	<u><u>7,715,098</u></u>	<u>9,247,733</u>
Cash and Cash Equivalents, end of year, is made up of:		
Cash	7,715,098	9,247,733
	<u><u>7,715,098</u></u>	<u>9,247,733</u>



POWELL RIVER BOARD OF EDUCATION SCHOOL DISTRICT NO. 47

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2023*

NOTE 1 AUTHORITY AND PURPOSE

The School District, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 47 (Powell River)", and operates as "School District No. 47 (Powell River)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 47 (Powell River) is exempt from federal and provincial corporate income taxes.

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(e) and 2(l).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(e) and 2(l), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense.



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

a) Basis of Accounting (cont'd)

As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

The impact of this difference on the financial statements of the School District is as follows:

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

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

Year-ended June 30, 2023 – decrease in annual surplus by \$63,385

June 30, 2023 – increase in accumulated surplus and increase in deferred contributions by \$37,962,163

b) Cash and Cash Equivalents

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

c) Accounts Receivable

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



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

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

d) Unearned Revenue

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

e) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2 (l).

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

f) Prepaid Expenses

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

g) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Notes 13 – Interfund Transfers and Note 18 – Accumulated Surplus).



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

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

h) Employee Future Benefits

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

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

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

i) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

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

i) Liability for Contaminated Sites (cont'd)

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

j) Measurement Uncertainty

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

k) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These



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***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

k) Tangible Capital Assets (cont'd)

useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

l) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

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

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met.



**POWELL RIVER BOARD OF EDUCATION
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***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

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

l) Revenue Recognition (cont'd)

unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. See note 2(a) for the impact of this policy on these financial statements.

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

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

m) Expenses

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

Categories of Salaries

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

Allocation of Costs

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



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

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

n) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, and other liabilities.

All financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition and amortized using the effective interest rate method. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. There are no measurement gains or losses during the periods presented; therefore, no statement of remeasurement gains or losses is included in these financial statements.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

o) Statement of Remeasurement Gains and Losses

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



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

p) Asset Retirement Obligations

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

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

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

q) Future Changes in Accounting Policies

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results



**POWELL RIVER BOARD OF EDUCATION
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***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 3 ACCOUNTS RECEIVABLE - OTHER

	<u>2023</u>	<u>2022</u>
Due from Federal Government	\$132,637	\$101,031
Due from Others	214,408	99,474
	<u>\$347,045</u>	<u>\$200,505</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER

	<u>2023</u>	<u>2022</u>
Trade and other payables	\$1,395,672	\$977,179
Salaries and benefits payable	169,970	100,346
Deductions Payable	1,795,447	1,390,829
	<u>\$3,361,089</u>	<u>\$2,468,354</u>

NOTE 5 EXPENSE BY OBJECT

	<u>2023</u>	<u>2022</u>
Salaries	\$28,196,070	\$24,579,935
Benefits	6,498,856	5,374,500
Services and supplies	14,342,545	11,450,958
Amortization	2,095,032	2,025,492
	<u>\$51,132,503</u>	<u>\$43,430,885</u>



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 6 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled. Detailed information about the changes in deferred revenue are as follows:

	<u>2023</u>	<u>2022</u>
Balance, beginning of year	\$ 832,713	\$ 568,191
Increases:		
Provincial Grant – MOE	\$5,223,056	\$4,601,476
Other	2,172,455	1,122,015
	<u>7,395,511</u>	<u>5,723,491</u>
Decreases:		
Transfers to Revenue	7,625,449	5,458,969
Net Changes for the year	<u>(229,938)</u>	<u>264,522</u>
Balance, end of the year	<u><u>\$602,775</u></u>	<u><u>\$832,713</u></u>



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 7 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired. Detailed information about the changes in deferred capital revenue is as follows:

	Deferred Cap Revenue	Unspent Def. Cap Revenue	Total 2023	2022
Balance, beginning of year	\$37,137,548	\$ 888,000	\$ 38,025,548	36,580,467
Increases:				
Transfers from DC - capital additions	1,849,237		1,849,237	2,269,274
Provincial Grants – MECC		1,691,690	1,691,690	2,000,124
Provincial Grants - Other				888,000
Other				269,150
	1,849,237	1,691,690	3,540,927	5,426,548
Decreases:				
Amortization	1,755,075		1,755,075	1,712,193
Transfers to DCR - Capital Additions		1,849,237	1,849,237	2,269,274
Net Changes	94,162	(157,547)	(63,385)	1,445,081
Balance, end of the year	\$37,231,710	\$ 730,453	\$ 37,962,163	\$ 38,025,548



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

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023**

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.

	2023	2022
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$803,840	\$846,802
Service Cost	73,740	69,769
Interest Cost	27,138	22,099
Benefit Payments	(157,957)	(79,325)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial Loss	63,552	(55,505)
Accrued Benefit Obligation – March 31	\$810,313	\$803,840
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$810,313	\$803,840
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(810,313)	(803,840)
Employer Contributions After Measurement Date	-	18,000
Benefits Expense After Measurement Date	(26,412)	(25,220)
Unamortized Net Actuarial (Gain) Loss	45,021	(6,759)
Accrued Benefit Liability – June 30	\$(791,702)	\$(817,819)
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$817,819	\$788,119
Net expense for Fiscal Year	113,840	120,191
Employer Contributions	(139,957)	(90,491)
Accrued Benefit Liability – June 30	\$791,702	\$817,819



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

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023**

NOTE 8 EMPLOYEE FUTURE BENEFITS (Continued)

	2023	2022
Components of Net Benefit Expense		
Service Cost	\$73,241	\$70,762
Interest Cost	28,829	23,359
Amortization of Net Actuarial Loss	11,770	26,071
Net Benefit Expense	\$113,840	\$120,191

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

Discount Rate – April 1	3.25%	2.50%
Discount Rate – March 31	4.00%	3.25%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	10.0	10.0

NOTE 9 UNEARNED REVENUE

	2023	2022
Balance, beginning of year	\$472,429	\$515,518
Changes for the year:		
Increase:		
Tuition fees	361,732	455,892
Rental/Lease of facilities	9,762	16,537
	371,494	472,429
Decrease:		
Tuition fees	455,892	505,792
Rental/Lease of facilities	16,573	9,726
	472,429	515,518
Net changes for the year	(100,935)	(43,089)
Balance, end of year	\$371,494	\$472,429



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

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023**

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2023	Net Book Value 2022
Sites	\$4,151,237	\$4,151,237
Buildings	40,536,749	40,350,559
Furniture & Equipment	1,850,084	1,808,854
Vehicles	474,989	415,650
Computer Software	0	3,001
Computer Hardware	103,036	144,954
Total	\$47,116,095	\$46,874,255

June 30, 2023

Cost	Opening Cost	Prior Period Adjustment	Additions	Disposals	Total 2023
Sites	\$4,151,237	\$	\$	\$	\$4,151,237
Buildings	72,734,276		1,849,237	-	74,583,513
Furniture & Equipment	2,646,402		306,587	292,253	2,660,736
Vehicles	1,517,423		181,048	781,712	916,759
Computer Software	30,013		-	30,013	0
Computer Hardware	271,980		-	124,783	147,197
Total Cost	\$81,351,331		\$2,336,872	\$1,228,761	\$82,459,442

Accumulated Amortization	Opening Accumulated Amortization	Prior Period Adjustment	Additions	Disposals	Total 2023
Sites	\$	\$	\$	\$	\$
Buildings	32,383,717		1,663,047	-	34,046,764
Furniture & Equipment	837,548		265,357	292,253	810,652
Vehicles	1,101,773		121,709	781,712	441,770
Computer Software	27,012		3,001	30,013	-
Computer Hardware	127,026		41,918	124,783	44,161
Total Amortization	\$34,477,076		\$2,095,032	\$1,228,761	\$35,343,347



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

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023**

NOTE 10 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2022

Cost	Opening Cost	Prior Period Adjustment (Note 20)	Additions	Disposals	Total 2022
Sites	\$4,151,237	\$	\$	\$	\$4,151,237
Buildings	69,879,612	1,394,540	1,460,124	-	72,734,276
Furniture & Equipment	1,513,429		1,236,080	103,107	2,646,402
Vehicles	1,579,437		21,332	83,346	1,517,423
Computer Software	81,651		-	30,013	30,013
Computer Hardware	137,996		147,198	13,214	271,980
Total Cost	\$77,343,362	1,394,540	\$2,864,734	\$251,305	\$81,351,331

Accumulated Amortization	Opening Accumulated Amortization	Prior Period Adjustment (Note 20)	Additions	Disposals	Total 2022
Sites	\$	\$	\$	\$	\$
Buildings	29,738,684	1,394,540	1,610,493	-	32,383,717
Furniture & Equipment	732,663	-	207,992	103,107	837,548
Vehicles	1,030,276	-	154,843	83,346	1,101,773
Computer Software	67,484	-	11,166	51,638	27,012
Computer Hardware	99,242	-	40,998	13,214	127,026
Total Amortization	\$31,308,349	1,394,540	\$2,025,492	\$251,305	\$34,477,076

NOTE 11 CONTINGENT LIABILITIES

Ongoing Legal Proceedings

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



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 12 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2022, the Teachers' Pension Plan has about 51,000 active members and approximately 41,000 retired members. As of December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 30,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020, indicated a \$1,548 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The school district paid \$2,790,881 for employer contributions to the plans for the year ended June 30, 2023 (2022: \$2,456,619)

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. The next valuation for the Municipal Pension Plan will be as at December 31, 2024, with results available in 2025.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 13 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2023, were zero.

NOTE 14 RELATED PARTY TRANSACTIONS

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

NOTE 15 ECONOMIC DEPENDENCE

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

NOTE 16 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials within some district owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized using the modified retroactive approach as at July 1, 2022 (see Note 20 – Prior Period Adjustment – Change in Accounting Policy). The obligation has been measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

Asset Retirement Obligation, July 1, 2022 (see Note 20)	\$1,394,540
Settlements during the year	11,763
Asset Retirement Obligation, closing balance	<u><u>\$1,382,777</u></u>



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 17 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on February 15, 2023. The Board adopted a preliminary annual budget on June 22, 2022. The amended budget is used for comparison purposes, as these are based on actual student enrollments. The difference between the two budgets is as follows:

	2023 Amended	2023 Preliminary	Difference
Revenues			
Provincial Grants			
Ministry of Education	41,372,480	38,251,821	3,120,659
Other	100,000	125,000	(25,000)
Tuition	874,182	864,000	10,182
Other Revenue	2,087,439	1,886,184	201,255
Rentals and Leases	125,900	115,900	10,000
Investment Income	107,500	37,500	70,000
Amortization of Deferred Capital Revenue	1,663,578	1,663,578	-
Total Revenue	46,331,079	42,943,983	3,387,096
Expenses			
Instruction	38,369,569	35,764,731	2,604,838
District Administration	1,999,981	1,817,655	182,326
Operations and Maintenance	5,996,168	5,709,306	286,862
Transportation and Housing	1,203,775	1,103,775	100,000
Total Expenses	47,569,493	44,395,467	3,174,026
Surplus (Deficit) for the year	(1,238,414)	(1,451,484)	213,070
Effects of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	-	-	-
Amortization of Tangible Capital Assets	1,929,649	1,929,649	-
Total Effect of change in Tangible Capital Assets	1,929,649	1,929,649	-
Capital Assets	1,929,649	1,929,649	-
(Increase) Decrease in Net Financial Assets			
(Debt)	691,235	478,165	213,070



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 18 ACCUMULATED SURPLUS

	2023	2022
Internally Restricted (appropriated) by Board for:		
School & Program Based Resources:		
Technology Initiatives	\$ -	\$ 264,000
Library / Learning Commons Re-vitalization	-	200,000
Achievement & Wellness Initiatives	359,633	684,356
Indigenous Initiatives	-	64,016
Committee Initiatives (e.g. SOGI etc)	-	30,000
Child Youth Counselling (ICY)	179,310	-
Strategic Planning Initiatives	250,000	-
Future Capital Cost Share (Edgehill Addition)	100,000	-
Teacher Mentorship	33,210	39,448
Student Furniture & Equipment	-	50,000
School Resources Carried Forward	12,912	35,815
Subtotal Internally Restricted Operating Surplus	935,065	1,367,635
Unrestricted Operating Surplus (Contingency)	<u>979,178</u>	<u>1,797,320</u>
	1,914,243	3,164,955
Local Capital:		
Replacement Fund for Artificial Playfield	-	75,000
Equipment Replacement Fund	155,305	186,353
Portables Classrooms	140,213	646,680
Administration Building Upgrade	241,677	-
Maintenance Facility Upgrade	-	59,440
	<u>537,195</u>	<u>967,473</u>
Investment In Capital Assets	8,501,608	8,342,167
Total Available for Future Operations	<u>\$10,953,046</u>	<u>\$12,474,595</u>

NOTE 19 RISK MANAGEMENT

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



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 19 RISK MANAGEMENT *(Continued)*

- **Credit Risk**

Financial instruments that potentially subject the School District to concentrations of credit risk consist primarily of other receivables. The maximum credit risk exposure is \$347,045 (2022 - \$200,505).

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

- **Liquidity Risk**

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

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

- **Foreign Currency Risk**

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

- **Financial Asset Impairment**

At each year-end date, the School District is required to evaluate and record any other-than-temporary impairment of its financial assets, other than those classified as held for trading. Accordingly, the School District has compared the carrying value of each of these financial assets to its fair value as at June 30, 2023. No provision for impairment was recorded in the current year, as the fair value of all financial assets tested exceeded their carrying value.

- **Fair Values of Financial Instruments**

The carrying amount of cash, accounts receivable and accounts payable and accrued liabilities approximates their fair value due to the short-term maturities of these items.



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2023***

NOTE 19 RISK MANAGEMENT *(Continued)*

- Risk Management Policy
The School District, as part of its operations, has established objectives (i.e. hedging of risk exposures and avoidance of undue concentrations of risk) to mitigate credit risk as risk management objectives. In seeking to meet these objectives, the School District follows a risk management policy approved by its Board of Trustees.

NOTE 20 PRIOR PERIOD ADJUSTMENT

On July 1, 2022 the School District adopted Canadian public sector accounting standard PS 3280 Asset Retirement Obligations. This new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of certain tangible capital assets such as asbestos removal in buildings that will undergo major renovation or demolition in the future (see Note 16). This standard was adopted using the modified retroactive approach.

On July 1, 2022 the School District recognized an asset retirement obligation relating to several owned buildings that contain asbestos and other hazardous materials. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The associated costs have been reported as an increase to the carrying value of the associated tangible capital assets. Accumulated amortization has been recorded from the later of, the date of acquisition of the related asset or April 1, 1988 (effective date of the *Hazardous Waste Regulation (April 1, 1988) – Part 6 – Management of Specific Hazardous Wastes*).

The impact of the prior period adjustment on the June 30, 2022 comparative amounts is as follows:

	<u>Increase (Decrease)</u>
Asset Retirement Obligation (liability)	\$ 1,394,540
Tangible Capital Assets – cost	1,394,540
Tangible Capital Assets – accumulated amortization	1,394,540
Operations & Maintenance Expense – Asset amortization (2022)	0
Accumulated Surplus – Invested in Capital Assets	(1,394,540)

NOTE 21 COMPARATIVE FIGURES

Certain prior year comparative figures have been restated to conform to the current year financial statement presentation.

School District No. 47 (Powell River)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2023

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Actual	2022 Actual (Restated - Note 20)
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	3,164,955		9,309,640	12,474,595	13,223,317
Prior Period Adjustments					(1,394,540)
Accumulated Surplus (Deficit), beginning of year, as restated	3,164,955	-	9,309,640	12,474,595	11,828,777
Changes for the year					
Surplus (Deficit) for the year	(1,250,712)		(270,837)	(1,521,549)	645,818
Net Changes for the year	(1,250,712)	-	(270,837)	(1,521,549)	645,818
Accumulated Surplus (Deficit), end of year - Statement 2	1,914,243	-	9,038,803	10,953,046	12,474,595

School District No. 47 (Powell River)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2023

	2023 Budget (Note 17)	2023 Actual	2022 Actual (Restated - Note 20)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	36,074,548	37,265,237	33,948,066
Other	100,000	115,554	145,872
Tuition	874,182	887,702	1,192,761
Other Revenue	1,212,439	1,509,089	1,421,794
Rentals and Leases	125,900	176,367	143,648
Investment Income	100,000	207,361	49,191
Total Revenue	<u>38,487,069</u>	<u>40,161,310</u>	<u>36,901,332</u>
Expenses			
Instruction	32,475,807	33,415,546	29,106,537
District Administration	1,843,764	1,856,275	1,548,727
Operations and Maintenance	4,097,342	4,850,140	4,257,883
Transportation and Housing	1,049,999	1,290,061	1,033,268
Total Expense	<u>39,466,912</u>	<u>41,412,022</u>	<u>35,946,415</u>
Operating Surplus (Deficit) for the year	<u>(979,843)</u>	<u>(1,250,712)</u>	954,917
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>979,843</u>		
Net Transfers (to) from other funds			
Local Capital			(500,000)
Total Net Transfers	<u>-</u>	<u>-</u>	<u>(500,000)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>(1,250,712)</u>	454,917
Operating Surplus (Deficit), beginning of year		<u>3,164,955</u>	2,710,038
Operating Surplus (Deficit), end of year		<u>1,914,243</u>	<u>3,164,955</u>
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 18)		935,065	1,367,635
Unrestricted		979,178	1,797,320
Total Operating Surplus (Deficit), end of year		<u>1,914,243</u>	<u>3,164,955</u>

School District No. 47 (Powell River)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2023

	2023 Budget (Note 17)	2023 Actual	2022 Actual (Restated - Note 20)
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	35,675,455	36,292,353	34,485,481
ISC/LEA Recovery	(974,724)	(1,032,389)	(974,724)
Other Ministry of Education and Child Care Grants			
Pay Equity	243,304	243,304	243,304
Funding for Graduated Adults		6,601	7,860
Student Transportation Fund	91,754	91,754	91,754
FSA Scorer Grant	3,753	7,506	7,506
Early Learning Framework (ELF) Implementation	466	466	1,885
Labour Settlement Funding	955,540	1,394,951	
Equity Scan	79,000	81,381	79,000
ICY Clinical Counsellor Funding		179,310	
District Capacity Building - Early Learning			6,000
Total Provincial Grants - Ministry of Education and Child Care	36,074,548	37,265,237	33,948,066
Provincial Grants - Other	100,000	115,554	145,872
Tuition			
Summer School Fees	10,182	10,582	
International and Out of Province Students	864,000	877,120	1,192,761
Total Tuition	874,182	887,702	1,192,761
Other Revenues			
Other School District/Education Authorities	120,009	120,009	129,477
Funding from First Nations	974,724	1,032,389	974,724
Miscellaneous			
Misc. Billings & Recoveries	50,000	81,520	115,220
Purchase Card Rebate	17,000	21,898	17,595
Tla'amin Service Contract	50,706	37,920	
Art Starts Grant		9,914	8,343
Cafeteria Revenue		132,534	128,395
PAC Contributions		10,000	48,040
Before & After School Care		62,905	
Total Other Revenue	1,212,439	1,509,089	1,421,794
Rentals and Leases	125,900	176,367	143,648
Investment Income	100,000	207,361	49,191
Total Operating Revenue	38,487,069	40,161,310	36,901,332

School District No. 47 (Powell River)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Budget (Note 17)	2023 Actual	2022 Actual (Restated - Note 20)
	\$	\$	\$
Salaries			
Teachers	13,614,483	13,464,576	12,122,027
Principals and Vice Principals	2,384,399	2,607,118	2,019,687
Educational Assistants	2,712,723	2,537,629	2,065,719
Support Staff	2,911,252	3,181,765	2,738,334
Other Professionals	2,084,800	1,552,055	1,576,031
Substitutes	1,486,705	1,656,046	1,226,938
Total Salaries	25,194,362	24,999,189	21,748,736
Employee Benefits	5,653,627	5,762,871	4,833,000
Total Salaries and Benefits	30,847,989	30,762,060	26,581,736
Services and Supplies			
Services	3,792,640	5,194,246	4,395,505
Student Transportation	7,700	4,195	6,531
Professional Development and Travel	290,551	339,474	299,847
Rentals and Leases	298,329	258,877	270,961
Dues and Fees	379,383	421,730	515,358
Insurance	105,000	103,239	82,281
Supplies	3,040,820	3,656,060	2,978,752
Utilities	704,500	672,141	815,444
Total Services and Supplies	8,618,923	10,649,962	9,364,679
Total Operating Expense	39,466,912	41,412,022	35,946,415

School District No. 47 (Powell River)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	10,972,839	137,894		277,004	319,009	1,246,045	12,952,791
1.03 Career Programs	65,971	59,199		29,500			154,670
1.07 Library Services	122,464					8,397	130,861
1.08 Counselling	326,247	65,432					391,679
1.10 Special Education	1,441,020	218,782	2,537,629	14,624	375,064	145,857	4,732,976
1.30 English Language Learning	12,406						12,406
1.31 Indigenous Education	370,309	135,193		33,347	4,368	5,748	548,965
1.41 School Administration		1,645,334		716,878		31,533	2,393,745
1.60 Summer School						71,611	71,611
1.61 Continuing Education	84,500						84,500
1.62 International and Out of Province Students	68,820	64,805			61,851	627	196,103
Total Function 1	13,464,576	2,326,639	2,537,629	1,071,353	760,292	1,509,818	21,670,307
4 District Administration							
4.11 Educational Administration		280,479			236,335		516,814
4.40 School District Governance					84,365		84,365
4.41 Business Administration				191,333	378,376		569,709
Total Function 4	-	280,479	-	191,333	699,076	-	1,170,888
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				18,713	24,669		43,382
5.50 Maintenance Operations				1,226,191	54,735	97,836	1,378,762
5.52 Maintenance of Grounds				83,068			83,068
5.56 Utilities							-
Total Function 5	-	-	-	1,327,972	79,404	97,836	1,505,212
7 Transportation and Housing							
7.41 Transportation and Housing Administration				21,685	13,283		34,968
7.70 Student Transportation				569,422		48,392	617,814
Total Function 7	-	-	-	591,107	13,283	48,392	652,782
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	13,464,576	2,607,118	2,537,629	3,181,765	1,552,055	1,656,046	24,999,189

School District No. 47 (Powell River)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Actual	2023 Budget (Note 17)	2022 Actual (Restated - Note 20)
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	12,952,791	3,049,026	16,001,817	3,332,830	19,334,647	18,717,393	17,003,573
1.03 Career Programs	154,670	38,261	192,931	9,066	201,997	194,130	168,792
1.07 Library Services	130,861	31,569	162,430	78,943	241,373	226,737	163,062
1.08 Counselling	391,679	81,666	473,345	804	474,149	433,460	454,609
1.10 Special Education	4,732,976	1,145,913	5,878,889	2,469,481	8,348,370	7,935,008	7,145,763
1.30 English Language Learning	12,406	2,964	15,370	2,094	17,464	23,456	16,634
1.31 Indigenous Education	548,965	122,799	671,764	82,284	754,048	790,476	395,687
1.41 School Administration	2,393,745	508,815	2,902,560	132,010	3,034,570	3,111,932	2,649,694
1.60 Summer School	71,611	9,131	80,742	19,888	100,630	97,500	75,606
1.61 Continuing Education	84,500	20,280	104,780	2,500	107,280	104,780	117,187
1.62 International and Out of Province Students	196,103	47,121	243,224	557,794	801,018	840,935	915,930
Total Function 1	21,670,307	5,057,545	26,727,852	6,687,694	33,415,546	32,475,807	29,106,537
4 District Administration							
4.11 Educational Administration	516,814	111,764	628,578	97,925	726,503	765,054	692,733
4.40 School District Governance	84,365	5,142	89,507	118,784	208,291	164,500	164,205
4.41 Business Administration	569,709	133,142	702,851	218,630	921,481	914,210	691,789
Total Function 4	1,170,888	250,048	1,420,936	435,339	1,856,275	1,843,764	1,548,727
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	43,382	10,220	53,602	116,950	170,552	243,789	152,981
5.50 Maintenance Operations	1,378,762	273,121	1,651,883	1,839,087	3,490,970	2,932,744	3,009,464
5.52 Maintenance of Grounds	83,068	18,739	101,807	409,875	511,682	216,309	273,896
5.56 Utilities	-	-	-	676,936	676,936	704,500	821,542
Total Function 5	1,505,212	302,080	1,807,292	3,042,848	4,850,140	4,097,342	4,257,883
7 Transportation and Housing							
7.41 Transportation and Housing Administration	34,968	8,573	43,541	4,574	48,115	73,215	67,024
7.70 Student Transportation	617,814	144,625	762,439	479,507	1,241,946	976,784	966,244
Total Function 7	652,782	153,198	805,980	484,081	1,290,061	1,049,999	1,033,268
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	24,999,189	5,762,871	30,762,060	10,649,962	41,412,022	39,466,912	35,946,415

School District No. 47 (Powell River)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations
Year Ended June 30, 2023

	2023 Budget (Note 17)	2023 Actual	2022 Actual (Restated - Note 20)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	5,297,932	5,450,472	4,441,945
Other Revenue	875,000	2,174,977	1,017,033
Total Revenue	<u>6,172,932</u>	<u>7,625,449</u>	<u>5,458,978</u>
Expenses			
Instruction	5,893,762	7,320,953	5,239,696
District Administration	156,217	98,342	98,945
Operations and Maintenance	122,953	206,154	120,337
Total Expense	<u>6,172,932</u>	<u>7,625,449</u>	<u>5,458,978</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. 47 (Powell River)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			213,021	330,932	11,376			10,782	
District Entered								9	
Deferred Revenue, beginning of year, as restated	-	-	213,021	330,932	11,376	-	-	10,791	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	122,953	122,425			128,000	14,700	216,053	214,916	124,939
Other			300,070	1,872,385					
	122,953	122,425	300,070	1,872,385	128,000	14,700	216,053	214,916	124,939
Less: Allocated to Revenue	122,953	122,425	449,251	1,725,726	139,376	14,700	215,255	217,972	124,939
Deferred Revenue, end of year	-	-	63,840	477,591	-	-	798	7,735	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	122,953	122,425			139,376	14,700	215,255	217,972	124,939
Other Revenue			449,251	1,725,726					
	122,953	122,425	449,251	1,725,726	139,376	14,700	215,255	217,972	124,939
Expenses									
Salaries									
Teachers							125,134		
Principals and Vice Principals									
Educational Assistants		109,308			103,304		37,138		
Support Staff								168,875	45,244
Other Professionals								6,696	
Substitutes						5,182		12,565	67,320
	-	109,308	-	-	103,304	5,182	162,272	188,136	112,564
Employee Benefits		13,117			24,034	518	28,781	18,228	3,018
Services and Supplies	122,953		449,251	1,725,726	12,038	9,000	24,202	11,608	9,357
	122,953	122,425	449,251	1,725,726	139,376	14,700	215,255	217,972	124,939
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (Powell River)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2023

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Changing Results for Young Children	Federal Safe Return to Class / Ventilation Fund	Seamless Day Kindergarten	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year					50,000				
District Entered									
Deferred Revenue, beginning of year, as restated	-	-	-	-	50,000	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,860,910	376,582	55,000	6,000		55,400	343,568	25,000	19,000
Other									
	1,860,910	376,582	55,000	6,000	-	55,400	343,568	25,000	19,000
Less: Allocated to Revenue	1,860,910	376,582	55,000	6,000	50,000	55,400	290,757	25,000	19,000
Deferred Revenue, end of year	-	-	-	-	-	-	52,811	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,860,910	376,582	55,000	6,000	50,000	55,400	290,757	25,000	19,000
Other Revenue									
	1,860,910	376,582	55,000	6,000	50,000	55,400	290,757	25,000	19,000
Expenses									
Salaries									
Teachers	1,512,921	259,718	29,600						
Principals and Vice Principals									
Educational Assistants		59,032							
Support Staff						42,661		18,548	
Other Professionals									
Substitutes			7,500	5,455					14,545
	1,512,921	318,750	37,100	5,455	-	42,661	-	18,548	14,545
Employee Benefits	347,989	57,832	5,900	545		10,239		4,452	1,455
Services and Supplies			12,000		50,000	2,500	290,757	2,000	3,000
	1,860,910	376,582	55,000	6,000	50,000	55,400	290,757	25,000	19,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (Powell River)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2023

	ECL (Early Care & Learning)	Auditory Outreach Program	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year			
District Entered			9
Deferred Revenue, beginning of year, as restated	-	216,593	832,713
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	175,000	1,362,610	5,223,056
Other			2,172,455
	175,000	1,362,610	7,395,511
Less: Allocated to Revenue	175,000	1,579,203	7,625,449
Deferred Revenue, end of year	-	-	602,775
Revenues			
Provincial Grants - Ministry of Education and Child Care	175,000	1,579,203	5,450,472
Other Revenue			2,174,977
	175,000	1,579,203	7,625,449
Expenses			
Salaries			
Teachers		19,844	1,947,217
Principals and Vice Principals	124,167		124,167
Educational Assistants			308,782
Support Staff	17,500	77,789	370,617
Other Professionals		324,317	331,013
Substitutes			112,567
	141,667	421,950	3,194,363
Employee Benefits	28,333	71,109	615,550
Services and Supplies	5,000	1,086,144	3,815,536
	175,000	1,579,203	7,625,449
Net Revenue (Expense) before Interfund Transfers	-	-	-
Interfund Transfers	-	-	-
Net Revenue (Expense)	-	-	-

School District No. 47 (Powell River)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2023

	2023	2023 Actual			2022
	Budget (Note 17)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual (Restated - Note 20)
	\$	\$	\$	\$	\$
Revenues					
Investment Income	7,500		69,120	69,120	4,200
Amortization of Deferred Capital Revenue	1,663,578	1,755,075		1,755,075	1,712,193
Total Revenue	1,671,078	1,755,075	69,120	1,824,195	1,716,393
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	1,775,873	1,973,323		1,973,323	1,870,649
Transportation and Housing	153,776	121,709		121,709	154,843
Total Expense	1,929,649	2,095,032	-	2,095,032	2,025,492
Capital Surplus (Deficit) for the year	(258,571)	(339,957)	69,120	(270,837)	(309,099)
Net Transfers (to) from other funds					
Local Capital				-	500,000
Total Net Transfers	-	-	-	-	500,000
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		487,635	(487,635)	-	
Settlement of Asset Retirement Obligation		11,763	(11,763)	-	
Total Other Adjustments to Fund Balances		499,398	(499,398)	-	
Total Capital Surplus (Deficit) for the year	(258,571)	159,441	(430,278)	(270,837)	190,901
Capital Surplus (Deficit), beginning of year		8,342,167	967,473	9,309,640	10,513,279
Prior Period Adjustments					
To Recognize Asset Retirement Obligation					(1,394,540)
Capital Surplus (Deficit), beginning of year, as restated		8,342,167	967,473	9,309,640	9,118,739
Capital Surplus (Deficit), end of year		8,501,608	537,195	9,038,803	9,309,640

School District No. 47 (Powell River)

Tangible Capital Assets
Year Ended June 30, 2023

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	4,151,237	72,734,276	2,646,402	1,517,423	30,013	271,980	81,351,331
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,691,690					1,691,690
Deferred Capital Revenue - Other		157,547					157,547
Local Capital			306,587	181,048			487,635
	-	1,849,237	306,587	181,048	-	-	2,336,872
Decrease:							
Deemed Disposals			292,253	781,712	30,013	124,783	1,228,761
	-	-	292,253	781,712	30,013	124,783	1,228,761
Cost, end of year	4,151,237	74,583,513	2,660,736	916,759	-	147,197	82,459,442
Work in Progress, end of year							-
Cost and Work in Progress, end of year	4,151,237	74,583,513	2,660,736	916,759	-	147,197	82,459,442
Accumulated Amortization, beginning of year		32,383,717	837,548	1,101,773	27,012	127,026	34,477,076
Changes for the Year							
Increase: Amortization for the Year		1,663,047	265,357	121,709	3,001	41,918	2,095,032
Decrease:							
Deemed Disposals			292,253	781,712	30,013	124,783	1,228,761
			-	292,253	30,013	124,783	1,228,761
Accumulated Amortization, end of year		34,046,764	810,652	441,770	-	44,161	35,343,347
Tangible Capital Assets - Net	4,151,237	40,536,749	1,850,084	474,989	-	103,036	47,116,095

School District No. 47 (Powell River)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2023

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
Deferred Capital Revenue, beginning of year	\$ 33,960,701	\$ 2,180,538	\$ 996,309	\$ 37,137,548
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,691,690	157,547		1,849,237
	<u>1,691,690</u>	<u>157,547</u>	<u>-</u>	<u>1,849,237</u>
Decrease:				
Amortization of Deferred Capital Revenue	1,601,659	90,488	62,928	1,755,075
	<u>1,601,659</u>	<u>90,488</u>	<u>62,928</u>	<u>1,755,075</u>
Net Changes for the Year	<u>90,031</u>	<u>67,059</u>	<u>(62,928)</u>	<u>94,162</u>
Deferred Capital Revenue, end of year	<u>34,050,732</u>	<u>2,247,597</u>	<u>933,381</u>	<u>37,231,710</u>
Work in Progress, beginning of year				-
Changes for the Year				
Net Changes for the Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Work in Progress, end of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Deferred Capital Revenue, end of year	<u>34,050,732</u>	<u>2,247,597</u>	<u>933,381</u>	<u>37,231,710</u>

School District No. 47 (Powell River)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2023

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$	\$	\$ 888,000	\$	\$	\$ 888,000
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	1,691,690					1,691,690
	1,691,690	-	-	-	-	1,691,690
Decrease:						
Transferred to DCR - Capital Additions	1,691,690		157,547			1,849,237
	1,691,690	-	157,547	-	-	1,849,237
Net Changes for the Year	-	-	(157,547)	-	-	(157,547)
Balance, end of year	-	-	730,453	-	-	730,453