

REGULAR BOARD MEETING

4:00 pm, Wednesday, September 24, 2025
School Board Office

A G E N D A

LAND ACKNOWLEDGEMENT

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of September 24, 2025, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of June 25, 2025, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) June 25, 2025 – The Board met in-camera to discuss items which include property and personnel.

4. OUTGOING CORRESPONDENCE

4.a) qSD to City of Powell River – Letter of Support

5. SUPERINTENDENT OF SCHOOLS' REPORT

5.a) School Opening Report for September 2025

- Appendix A – Summer Work Presentation
- Appendix B – School Opening Presentation

5.b) Enhancing Student Learning (ESL) Report

- Appendix A – Draft Annual Enhancing Student Learning Report 2025
- Appendix B – Annual Enhancing Student Learning Report 2025 Presentation

MOTION: "THAT Board of Education receive and approve the Annual Enhancing Student Learning Report 2025, as presented at the September 24, 2025, Public Board Meeting."

- 5.c) Revised 2025/2026 Program Review Cycle
- Appendix A – Revised Program Review Cycle

MOTION: THAT the Board of Education approve the revised Program Review Cycle for 2025-2026

- 5.d) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to June 30, 2025

MOTION: “THAT the Superintendent of Schools’ Report be received as presented.”

6. SECRETARY-TREASURER’S REPORT

- 6.a) Approval of the 2024/2025 Audited Financial Statements
- Appendix A – Audited Financial Statements
 - Appendix B – Financial Statement Discussion & Analysis Report
 - Appendix C – Audit Findings Report

MOTION: “TO approve the operating surplus restrictions of \$353,890 and the Local Capital restriction of \$125,000 as detailed in NOTE 18 of the financial statements for the year ended June 30, 2025.”

MOTION: “THAT the Board of Education approve the Audited Financial Statements for the year ended June 30, 2025.”

- 6.b) Approval of the 2026/2027 Minor Capital Plan
- Appendix A – Minor Capital Plan
 - Appendix B – Minor Capital Plan Resolution

MOTION: “THAT the Board of Education approve the submission of the Minor Capital Plan.”

- 6.c) Letter of Support for Texada Food Security Project

MOTION: “THAT the Secretary Treasurer’s Report be received as presented.”

7. COMMITTEE REPORTS

- 7.a) Committee of the Whole Report for September 10, 2025

Recommended motions arising from the Committee of the Whole Meeting:

MOTION: “TO appoint trustees M. Mason and G. Conti to an Ad Hoc Committee formed to review future Professional Development needs.

8. OTHER BUSINESS

- 8.a) Quarterly Review of Board Work Plan
- Appendix A – Expected Data Release Dates

MOTION: “THAT the Board of Education approve the updated Board Workplan.”

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

MOTION: “THAT the Regular Meeting of September 24, 2025 be adjourned.”

SH/attachment

REGULAR BOARD MEETING

4:00 pm, Wednesday, June 25, 2025

School Board Office

MINUTES

Present: Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Kirsten Van't Schip (Trustee)

The meeting was called to order at 4:00 pm by Chairperson Miller.

LAND ACKNOWLEDGEMENT

PRESENTATIONS:

Henderson Elementary School Growth Plan – D. Thorsell

Principal D. Thorsell shared Henderson Elementary's progress on its 2024-25 Growth Plan, which focuses on three goals: improving reading achievement, strengthening school and community connectedness, and supporting Indigenous student success. The school has implemented a structured reading intervention program using small group instruction, decodable books, and targeted support in the primary grades. Tools such as UFLI and Reading Rev are being used across classrooms. While literacy growth is evident, particularly among primary students, gaps remain, among vulnerable learners and intermediate students.

To enhance student connectedness, the school has introduced buddy programs, mixed-age games, house teams, and community events such as pancake breakfasts. Most students report having a trusted adult at school, but concerns remain around peer belonging and school climate, particularly in a small school setting. The school is exploring strategies such as assigning staff check-ins and increasing club offerings. Indigenous students are thriving, with daily use of Ayajuthem, land acknowledgments, and cultural mentorship from Chep Frankie and Angela Young. Strengths include experienced staff, strong adult-student relationships, and family partnerships. Areas for growth include Tier 1 instruction in intermediate grades, supporting complex behaviours, and ensuring all students feel a sense of belonging.

Edgehill Expansion Project Update – J. Formosa

J. Formosa provided an update on the Edgehill Elementary expansion project. Construction is underway, with permits in place and work progressing on the addition side of the building. The school has packed up in preparation, with one classroom moving to a portable and another relocating to the existing library. The library itself will shift to a new temporary space for the duration of the project. Summer work includes HVAC and lighting upgrades in select areas, classroom relocations, and early infrastructure changes.

Construction will continue into the fall, with a focus on completing the new addition. Final project completion is expected in fall 2026. The district is coordinating with the City of Powell River on site service agreements and has begun removal of boilers and preparation for electrical upgrades, including the move from single-phase to three-phase power. Photos of construction progress were shared, including slab pouring and hoarding that will remain in place for the duration of the project. Planned upgrades to the existing school include removal of old ventilators, installation of new ductwork, sprinkler systems, upgraded hallway lighting, and other infrastructure improvements. Gym upgrades are scheduled for the following summer to allow continued use of the space throughout the school year. Feedback from DPAC has been positive, particularly regarding communication and safety planning.

BOARD CHAIR REMARKS

“Good afternoon, everyone, and welcome to the final Board meeting of the 2024–25 school year.

As we close out the year, it’s fitting to reflect on the many moments of celebration that mark this season across our district. Earlier this month, we had the privilege of attending the Grade 12 graduation ceremony for Brooks Secondary students. It was a joyful and meaningful evening, filled with heartfelt speeches, proud families, and students poised to take their next steps into the world. It’s always inspiring to see our graduates walk across the stage, ready to begin the next chapter of their lives.

Many of our PIE students gathered in the Comox Valley for a smaller, more intimate graduation dinner last week and this evening, we will be marking the accomplishments of our Indigenous graduates at a dedicated Celebration of Success event. These events are deeply personal and highlight the strong connections between students, families, and educators.

Last week there was also an impressive awards evening to recognize students for their academic achievement, leadership, athletic excellence, and community involvement. It was a powerful reminder of the talent and commitment we see in our students across the district, and a celebration of the supportive staff and families who help them thrive. Also a big thank you to the community members and organizations that make many of the scholarships available to students.

We also took time this month to honour several longtime staff members who are retiring after years of dedicated service. On behalf of the Board, I want to express our deepest appreciation for the impact they’ve had on students, schools, and colleagues over the course of their careers.

As we officially close the school year, I want to thank all staff across the district for your hard work, care, and resilience over the past 10 months. While many now look forward to a well-deserved summer break, we also recognize that learning and operations continue through the summer. Whether through summer school, planning, or maintenance and capital projects, including the Edgehill addition, the work continues to ensure that we are ready for our students come September.

To everyone who has contributed to this school year's success, thank you. We wish you all a safe, restful, and restorative summer."

QUESTION PERIOD

There were no questions.

1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular meeting agenda of June 25, 2025, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: D. LAWSON

SECONDED: G. CONTI

THAT the Regular meeting minutes of May 28, 2025, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) May 28, 2025 – The Board met in-camera to discuss various items concerning personnel.

4. INCOMING CORRESPONDENCE

4.a) Kindergarten Teachers re: Gradual Entry Changes

MOVED: G. CONTI

SECONDED: M. MASON

THAT the correspondence listed in item 4.a) be received.

STATUS: CARRIED

5. OUTGOING CORRESPONDENCE

5.a) qSD to Kindergarten Teachers – Response and Appreciation

5.b) qSD to YouthCAT – Letter of Support

5.c) qSD to L. Gaudreau and M. Brooks – Letter of Appreciation

6. **SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) Programming Updates: (Presentation)

Superintendent P. McKenzie provided an overview of key programming updates as the school year comes to a close and planning begins for the year ahead.

The district is expanding its use of Power BI to support evidence-based planning. This tool provides real-time data from MyEd, allowing school administrators to identify trends, monitor student progress, and target interventions. Principals will have access to Power BI by the end of the school year.

An update was also shared on the district's Artificial Intelligence Integration Initiative, led by A. Burt and J. Kennedy. Focus groups have been gathering qualitative input to guide effective and responsible use of AI that aligns with district needs.

The Ombudsperson's province-wide review of exclusion practices is ongoing. The district is compiling data and seeking parent feedback in preparation for a report expected in the fall.

Literacy and numeracy assessments, including DIBELS and SNAP, were completed in June. Results have been shared with schools and are informing next steps. The district is participating in a province-wide literacy grant for 2026-27 and continues to support professional learning through POPPI. Literacy team members are facilitating data meetings, modeling lessons, and collaborating with the communications team to provide families with tools to support learning at home.

The FESL (Framework for Enhancing Student Learning) report is underway, with data collection supported by Power BI. A final report will be submitted to the Board in fall 2025. The district is using this process to deepen understanding of how to support schools in achieving their goals.

Finally, school growth planning remains focused on inquiry-based cycles. A revised template for 2025-26 will include guiding questions, clear alignment with First Peoples Principles of Learning, and connections to the district's strategic plan.

Superintendent McKenzie concluded by expressing appreciation for the collaborative efforts of staff and enthusiasm for the direction the district is heading.

6.b) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to May 31, 2025

The report was provided for information.

MOVED: G. CONTI

SECONDED: M. MASON

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

STATUS: CARRIED

7. **SECRETARY-TREASURER'S REPORT**

7.a) Major Capital Projects Approval

7.a.i) Appendix A – Capital Plan Summary

7.a.ii) Appendix B – Capital Plan Resolution (Major Capital)

Secretary-Treasurer S. Hopkins presented the 2026/27 Major Capital Plan. He noted that the district does not expect support from the Ministry of Education for seismic upgrades at Texada Elementary or James Thomson Elementary at this time. This is due to current ministry priorities, which are focused elsewhere in the province.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the proposed project outlined in the Capital Plan Overview document be approved for submission to the Ministry of Education and Childcare under the 2026/2027 Major Capital Plan Funding Program.

STATUS: CARRIED

7.b) Annual Budget Approval

7.b.i) Appendix A – 2025/2026 Budget Summary

7.b.ii) Appendix B – 2025/2026 Annual Budget

Secretary-Treasurer S. Hopkins presented the 2025/26 Annual Budget for approval. He reviewed key components of the budget bylaw, which includes operating, special purpose, and capital funds.

Statement 2 outlines the total budget amount. Schedule 2 summarizes operating revenues and expenses by function, showing a projected surplus of \$55,000. These funds are internally targeted for specific purposes. Schedule 2A details revenues, with a conservative approach to miscellaneous income. Schedule 2E breaks down expenses by salary group and service and supply categories.

Hopkins highlighted that Schedule 2C includes comparative totals. For example, Instruction now reflects 1.20 FTE for early learning and licensed childcare. This is a new reporting item, so no comparative figure exists yet, but one will appear in future years. Continuing Education continues to show low enrolment among adult learners.

The Administration function shows a \$120,000 decrease due to the absence of leadership transition costs, which were included last year for the superintendent search. Trustee expenditures reflect a by-election held this year. Moving forward, Indigenous Education Council (IEC) funds will appear under board governance, as the IEC will determine spending priorities in that area.

MOVED: M. MASON

SECONDED: D. LAWSON

THAT the 2025/2026 Annual Board Budget be adopted and approved for submission to the Ministry of Education and Childcare.

STATUS: CARRIED

8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for June 11, 2025

Recommended motions arising from the Committee of the Whole Meeting:

Program Review Schedule

MOVED: G. CONTI

SECONDED: D. LAWSON

THAT the Board of Education approve the proposed Program Review Cycle for 2025-2026.

STATUS: CARRIED

2025/2026 Board Meeting Calendar

The Board discussed a proposed change to the start time for Committee of the Whole (CotW) meetings. A request was made to shift the start time to 4:00 pm. Superintendent P. McKenzie noted there was no objection to the change and suggested that if trustees were interested in exploring broader structural changes, that discussion could take place at a later time.

Trustee suggested that the August 27 board retreat could provide an opportunity to revisit overall committee structures. The Board agreed to move forward with the 4:00 pm start time for CotW meetings and to consider potential changes to committee structures at the summer trustee workshop.

MOVED: D. LAWSON

SECONDED: G. CONTI

TO approve the proposed 2025-2026 Board Meeting Calendar with start time at 4pm for Committee of the Whole.

STATUS: CARRIED

2025/2026 Board Work Plan

Trustees requested that key data release dates, such as MDI and EDI, be added to the board work plan. The work plan will be amended and updated accordingly prior to publication.

MOVED: D. LAWSON

SECONDED: M. MASON

TO adopt the 2025/2026 Board Work Plan with data release dates added.

STATUS: CARRIED

9. OTHER BUSINESS

9.a) N/A

QUESTION PERIOD

qTA President I. Loveluck noted that staff health and wellness is an important topic that has not been prominently reflected in recent board meetings. She encouraged the Board to consider including more focus on this area in the future.

The Chair acknowledged the comment, noting that school presentations have not specifically been intended to cover staff wellness, but agreed it could be considered moving forward.

Trustees recognized that this was President Loveluck's final board meeting in her current role and extended thanks for her service. The Board looks forward to welcoming incoming qTA President L. Anderson at their September meetings.

MEDIA QUESTION PERIOD

There were no questions.

ADJOURNMENT

MOVED: D. LAWSON

THAT the Regular Meeting of June 25, 2025 be adjourned.

STATUS: CARRIED

The meeting adjourned at 6:05 p.m.

J. Miller
Chairperson

SH/attachments

S. Hopkins
Secretary-Treasurer

September 12, 2025

Mayor Ron Woznow
City of Powell River
6910 Duncan Street
Powell River, V8A 1V4

To whom it may concern,

RE: Letter of support for City of Powell River's Application – Canada Community-Building Fund Strategic Priorities Fund Program – Aquatic Centre Roof Improvements

On behalf of qathet School District I am pleased to offer our strong support for the City of Powell River's application to the Canada Community-Building Fund Strategic Priorities Fund Program. The requested funding will assist with necessary improvements to the roof of the Aquatic Centre, located within the Powell River Recreation Complex.

As a valued facility in our community, the Aquatic Centre is a cornerstone facility for our students and families. It is the only indoor pool in the region, and its programs contribute directly to student learning, health, and well-being. From swimming lessons and physical education programming to extracurricular activities, the Aquatic Centre provides safe, inclusive, and vital opportunities that cannot be replicated elsewhere in the community. These benefits underscore the importance of maintaining the facility in a safe and sustainable condition.

We fully support the City's efforts to secure this funding and urge the Union of BC Municipalities and the administrators of the Canada Community-Building Fund to approve the application.

Sincerely,



Jaclyn Miller
Chairperson
Board of Education

cc. P. McKenzie, Superintendent

MEMORANDUM

Date: September 24, 2025
To: Board of Education of qathet School District
From: Paul McKenzie, Superintendent
Re: School Opening Report



1.0 BACKGROUND

This annual report covers the period of June 30, 2025, to September 24, 2025 (unless otherwise noted).

2.0 SUPERINTENDENT'S COMMENTS

The qathet School District has enjoyed an outstanding start to the 2025–26 school year, thanks in no small measure to the collective efforts of our dedicated staff and administrators. Their commitment to creating welcoming, engaging, and inclusive learning environments has set a positive tone for students and families alike as we begin a new year. Special commendation is extended to our Director of Operations, Jared Formosa, for his leadership in the many summer initiatives across our district. To our maintenance crews, custodial, and transportation teams, we extend huge gratitude for their tremendous work completing summer projects and ensuring our schools were ready for opening day.

Over the summer, to provide continuity of learning and support for students who benefit from additional instruction in core areas, we once again offered summer learning opportunities for elementary (grades 1–3) and secondary students. Our three-week elementary program employed 10 teachers and 12 educational assistants across two sites: Tla'amin Cousins' House and Henderson Elementary. The secondary program was hosted at Brooks with two staff. In total, 121 students enrolled, with 85 in grades 1-3 and 36 in grades 8-12.

In August, our senior team set aside planning time to review key priorities for the school year. These priorities reflected themes emerging from district-wide engagement and were aligned with the strategic plan. Together, we developed strategies to ensure our collective efforts will have the greatest impact in the year ahead.

Also in August, the senior team and school administrators participated in a day of learning and planning on the theme of human flourishing in the age of artificial intelligence. The session, facilitated by Dean Shareski of 'Advanced Learning Partnerships', focused on the work our district has already undertaken around generative AI and explored next steps for learning and planning. In addition, Superintendent McKenzie and Secretary-Treasurer Hopkins met with the Board of Trustees in a half-day working session to review the district's learning and operational priorities for the year and to consider how best to action the strategic plan.

In August, Director of Instruction Allison Burt was selected to serve as Core Branch Coordinator with the Provincial Teacher Mentorship Pilot Program. This secondment recognizes Director Burt's outstanding leadership, professional coaching skills, and deep expertise in online learning. In this provincial role, she will contribute to mentorship networks and educator growth across B.C., while continuing to contribute strategically within our district. To support continuity, we are also pleased to welcome back Vianne Kintzinger, whose proven leadership and familiarity with our district will provide strong support for the Secondary Director portfolio, PIE, and other key areas.

On September 19, we celebrated our annual Indigenous Education Focused Learning Day with more than 300 staff in attendance. The day opened with a welcome from John Louie, Elder in Residence, followed by the calling forward of witnesses and a presentation that framed the local context for our work. A keynote address and facilitated discussion with Dr. Marie Wilson, Truth and Reconciliation Commissioner and author, highlighted the morning. After lunch, staff participated in a series of breakout sessions. The day concluded with witnesses reflecting on their learning. Congratulations and appreciation are extended to everyone involved in the organization of this event, with special recognition to Jessica Johnson, District Principal of Indigenous Education, for her leadership and vision. The day was framed around learning, understanding, and action, in support of our collective next steps toward truth and reconciliation.

The word *qathet*, meaning *working together*, truly reflects the spirit of collective collaboration that made this successful start possible. It is a powerful reminder of what can be accomplished when we act with purpose and care around a common purpose.

3.0 INFORMATION STATEMENTS

District Enrolment Trends

ENROLLMENT MyEd DATA - SEPTEMBER, 2025 COMPARED TO SEPTEMBER, 2024												
Data below is September, 2025 MyEd Data												
School	K	1	2	3	4	5	6	7	Headcount Sept 24, 2025 (MyED data)	Headcount Sept 30, 2024 (1701 data)	Head count +/- from 2024- 2025	
Edgehill Elementary	20	30	24	30	27	31	25	26	213	222	-9	
Henderson Elementary	15	10	20	14	15	12	26	13	125	117	8	
James Thomson Elementary	25	29	38	25	44	30	30	41	262	263	-1	
Kelly Creek Elementary	16	18	25	16	30	19	29	21	174	176	-2	
Texada Elementary	3	2	8	10	2	4	5	1	35	35	0	
Westview Elementary	34	40	43	56	32	48	51	53	357	361	-4	
Sub Total:	113	129	158	151	150	144	166	155	1166	1174	-8	

As of September 18, 2025, 1,166 students are registered in our elementary schools, representing a decrease of 8 when compared to the prior year. At Brooks Secondary School, 863 students are currently enrolled, an increase of approximately 30 students from last year's September 30th snapshot. It is important to note that this number will be in flux as we approach

our 1701 count date for the end of September. These numbers do not include International or Alternate Education students.

Alternative Education/Westview Learning Centre

Currently, we have 20 students enrolled in alternate education. 95% of students enrolled at Westview Learning Centre are in the graduation program years (Grades 10-12). Last year, on September 30, 2024 snapshot date, there were 21 students enrolled.

Partners in Education/Online Learning

In our Provincial Online Learning School, PIE, we have 1248 students enrolled in our K-12 online programs across British Columbia. Of the 1248 registered, 906 are currently eligible for FTE. This number does fluctuate between September and June as students become active in their courses or educational programs and move in and out of other schools or other Boards or Authorities. Enrollment this year shows a slight increase of heads compared to last year's September 30, 2024, snapshot, which included 1120 students. Online schools allow students to be educated, in part or whole, at sites outside of brick-and-mortar school locations. In-person opportunities are also available at most PIE locations across the province to augment online learning activities.

International Education Program

Currently, for the 2025/26 school year we have 77 students enrolled in the International Education Program. Of this year's students, 12 are returning for another year to Brooks and 65 are new students. This year we are once again experiencing an increase in our International Program, as the numbers for the last two years have increased from 65 in 2024/25 and 46 in 2023/24. Students are engaged in full year, half-year, and three-month educational experiences and come from all countries all over the world including Japan, Germany, France, Belgium, Taiwan, Korea, China, Mexico and Spain. Notably, the majority of our international students are from Germany with 36 students in our program.

Inclusive Education Program

While enrollment data for students with disabilities and diverse abilities has not yet been finalized (as designations are still being entered into MyEd), school reports identify that student movement out of the district has been minimal, and there has been a slight increase in newly designated students. Data will be updated and finalized numbers will be available after the September 1701 data collection submission.

The EA staffing meeting was held in June, allowing EAs to attend their schools for opening day. Once designated student numbers are finalized, collaboration with school teams will help to identify where additional supports may be required.

The route 10 bus, providing transportation for students with disabilities or diverse abilities, was organized prior to school start up, to ensure all children were able to attend school on opening day. Currently the bus currently serves 10-12 children attending Westview, Edgehill and Brooks. The route 10 bus is also utilized to provide transportation to and from Therapeutic riding and to allow students with mobility barriers to attend school and classroom field trips. We have 15

available spaces for students to participate in weekly Therapeutic Riding lessons, which are set to begin in early October.

Additional support has been provided in each Kindergarten and K/1 class for the month of September.

Dual Credit Program

We have 22 students enrolled in full time dual credit programs (auto, carpentry etc.); also, an additional 25 students are enrolled in the VIU Health Care Assistant and Early Childcare Assistant Programs. Further, we have 28 students in a dual credit course with one of our Post-Secondary Institution (PSI) partners, including first year university courses like English, Sociology, Psychology, and Early Childhood Education. Once again, we have English 115 and Early Childhood Education 130 being offered as a cohort model at Brooks Secondary School for the first time this year, allowing more students to include PSI courses in their schedule.

Indigenous Education

Our school district serves over 350 students with Indigenous ancestry in our schools and another 125 through our online learning school. Of the students who attend in person, ~50% are status First Nation, ~30% are non-status First Nation, and the remaining ~20% are Metis. Our online student population is ~25% status First Nation, ~45% non-status First Nation, and ~30% Metis. Indigenous students in our district make up approximately 14% of our total student population and they represent over 30 different First Nations and Metis communities across Canada. There are also 4 Inuit students in our District. Last year we had a successful start up of our Indigenous Education Council (IEC) in alignment with the Ministry mandate. Tla'amin leadership appointed a chair and approved the vice-chair. Our IEC met 7 times and has begun a fruitful process of working in support of Indigenous students in the region. The district čεpθtən (aunties/uncles) received permanent contracts this year. The čεpθtən program which places Indigenous role models and advocates in schools, with a primary focus to enrich the educational experience for Indigenous students through cultural, academic, and social-emotional support continues to be extremely successful. This year, the district principal is working closely with the Nation's Education department and Nation consultants to put together an Integrated Work Plan to streamline our shared work as the District Priorities and Nation's Comprehensive Nation Plan Goals are complementary.

Food Program

The district has hired a School Food Coordinator, Hayley Samuel, to provide leadership and support for food services, focusing on student-centered, locally adapted, and health-promoting programs. Year 2 of the National School Food Program funding has been allocated, and Feeding Futures funding has been confirmed as ongoing.

The district feeds more than 250 students daily, supporting programs including PIE, BOP, GIJE, StrongStart, childcare, and Family Support Liaison Workers. Every school offers breakfast, lunch, and snack programs, supported by community partners, staff, and volunteers. Efforts are underway to develop a consistent district-wide approach that enhances nutrition, incorporates Indigenous perspectives, and supports local agriculture. An agreement with the

Kelly Creek Community School Association is being finalized to provide meals at Kelly Creek Community School.

Child Care Program

A new Manager of Child Care Programs has been hired as part of a two-year pilot focused on quality assurance, partnerships, and operations. The district currently operates 207 licensed spaces, including before and after school care for 142 children at four schools, as well as 12 Seamless Day Kindergarten spaces at Edgehill. An additional 27 children are enrolled in JustB4 Preschool at Henderson and Westview. Vacancies are being filled with the goal of full registration by October.

Human Resources

As of September 24th, all teaching vacancies have been filled. Recruitment is ongoing for a small number of support staff positions created by unexpected leaves, and we continue to expand our casual employee call-out lists. Senior staff are monitoring enrolment closely to determine if any staffing adjustments are required to meet class size, composition, and non-enrolling ratio requirements.

During the Spring Teacher Staffing Process, which concluded September 3, a total of 41 postings were processed. Of these:

- 15 were awarded to continuing teachers
- 18 contracts were awarded to temporary teachers, including 2 who are new to the district
- 2 contracts were awarded to teachers on a letter of permission

At the June Support Staff Placement Meeting, 29 positions were reviewed, and 28 were filled, primarily Education Assistant roles along with an ECE and StrongStart position. Since then, 9 additional EA postings have been filled, because of internal movement or leaves. Two new EAs have also been hired, one casual and one on a temporary assignment with Partners in Education – Bowen Island.

Other support staff appointments since June include:

- 7 custodial postings
- 2 clerical postings
- 1 early childhood educator (ECE) posting
- 6 ç&þ (District Indigenous Culture & Student Support Worker) postings

The selection process for several senior staff and management positions has also been completed, including the Child Care Coordinator, School Food Programs Coordinator, and a new Speech-Language Pathologist.

We are pleased to welcome several new staff:

- Karen Cooper – Child Care Coordinator
- Hayley Samuel – School Food Programs Coordinator
- Sydney Torok – Speech-Language Pathologist

As of September, the district employs 360.40 FTE regular staff (410 by headcount), consisting of:

- 8.8 FTE District-level Senior Administration
- 15.6 FTE Exempt Staff
- 17.00 FTE Administrators (Principals/Vice-Principals)
- 162.20 FTE Teachers
- 155.79 FTE Support Staff

Financial

The external auditors have concluded their year-end review of the District's financial reports. The fiscal and accounting and control processes were once again found to be comprehensive and appropriate.

Transportation

The Transportation Department optimized bus registrations this year through an automated bus pass system, which automatically enrolled eligible riders for the upcoming school year if they had actively used their pass the previous year. This streamlined 671 renewals without the need for a new application.

As a result of the automatic renewals and a communications campaign ahead of the deadline, overall bus pass applications were slightly higher than last year. However, late applications decreased by 25 percent, and applications received after the September 2 start date dropped by 47 percent. All automatic renewals and eligible applications received before the deadline were issued passes. To date, approximately 1,000 passes have been issued, with late applications still being processed.

Bus pass applications this year totaled 1,268, including 671 automatic renewals and 597 online applications. Late applications included 245 submitted between June 16 and September 2, and 99 submitted after September 2, for a total of 344.

The district received two new full-size replacement buses in the second term of the 2024–25 school year and expects delivery of a new Student Support Services bus by January 2026. An application will also be submitted as part of the 2026–27 Minor Capital Plan to replace the district's oldest full-size bus.

Facilities

The district had a very busy summer with several large projects underway in occupied buildings. Despite this, schools opened with minimal disruption to operations. Maintenance and custodial staff worked diligently to complete projects and ensure that buildings were ready to welcome students, families, and staff on opening day. Appendix A provides a summary of the summer project work completed across the district.

Communications

Over the summer, the Communications team focused on building resources and systems to strengthen support for schools and staff heading into the new year. Each school now has a customized brand kit and templates to support principals/school staff to produce consistent, on-brand materials. Additional tools such as weekly-at-a-glance templates, website best practices, posters, and student social media guidelines were also developed to provide ready-to-use, customizable resources. Feedback on school newsletters and school social media plans was given and school websites were refreshed and audited to remove outdated content, with new community guidelines added to foster safe and welcoming online spaces.

The internal staff portal on Sharepoint was also expanded and staff were supported in building out their content. Parent engagement materials were prioritized, including materials for early learning as well as back-to-school advertising across print and radio, and communications related to bus passes, school supplies, and various district apps/tools. Video projects were launched, such as the Auditory Outreach Program video and Edgehill Elementary's construction timelapse. The department provided further support to the transportation team through brochures, web posts, social content, ads, and signage, while also leading the development of the district's back-to-school all staff newsletter and coordinating media placements. Working to imbed thoughtful and effective communications opportunities for the new Superintendent was/is also a priority.

We mapped out an initial comms support plan for the International Program, initiated design work with an external designer on the Westview house team logos, and supported community event planning for the Marie Wilson event, the Peak's community celebration, and the French Immersion engagement night.

Technology

Over the summer, the Information Technology department worked diligently on several major initiatives to support a smooth start to the school year. Key projects included transitioning "O drive" files into Microsoft Teams, launching a more secure Wi-Fi system, and moving student iPads as well as student and teacher laptops into Intune Management. In addition, approximately 70 iPads from Brooks were reallocated to elementary schools, and 90 new laptops were added at Brooks. These efforts ensure that staff and students across qathet School District are well-equipped for a successful year ahead.

4.0 APPENDICES

- a. Appendix A – Summer Work Presentation
- b. Appendix V – School Opening Presentation

Appendix A – Summer 2025 Facilities Project Summary

Kelly Creek School

Portable Relocation and Renovation

Planned completion of the second and final portable from the move over from Brooks. These portables were significantly renovated down to the structure with repairs made and refinished inside and out. Both portables are newly insulated with taller windows for more natural light. Both portables include heat pump units to provide both heating and cooling. The 2nd portable was completed and prepared for the new 2025/2026 school year start-up. This coincides with StrongStart moving from the off-site church building into the school.



Expanded Parking Lot and Frontage Improvements

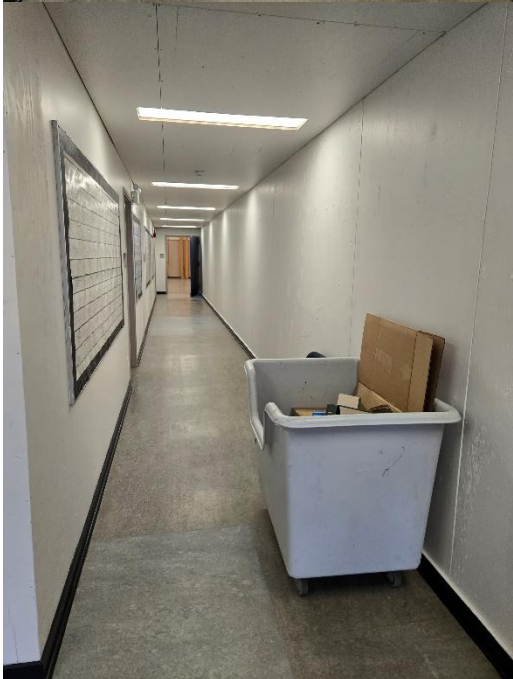
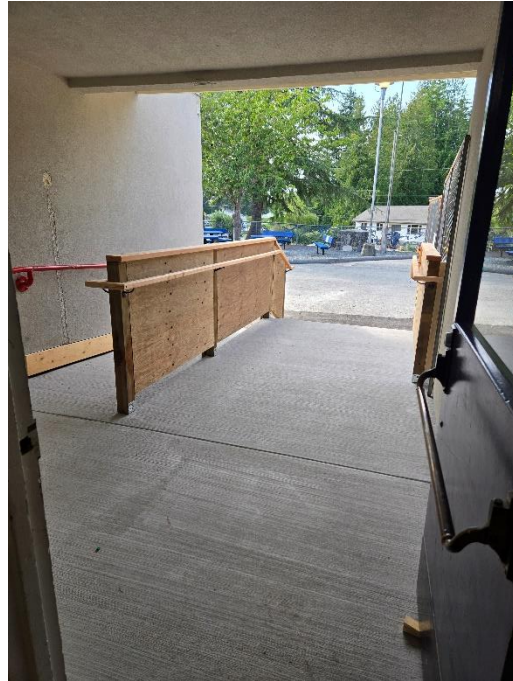
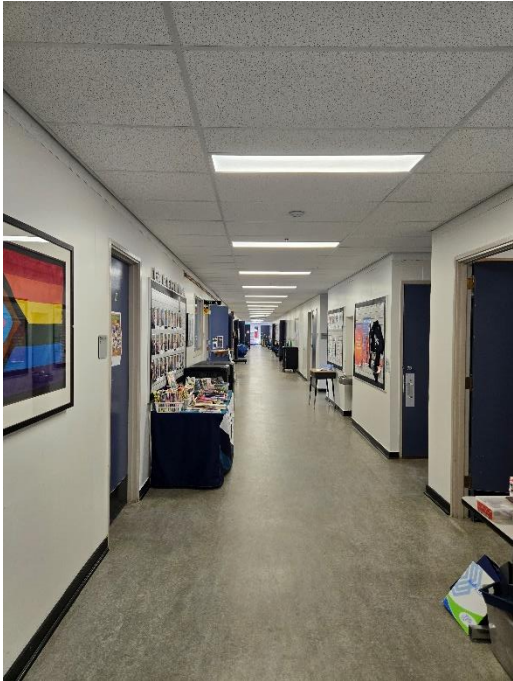
The parking lot was expanded due to the addition of the Daycare facility and over capacity parking area. The fenced compound which historically stored the school bus and included three seacan containers (Two being school purpose and one being qRD emergency response equipment). Project also include widening the lane way to access the front of the school and allowing vehicles to pull through the front.



Edgehill School

HVAC Upgrade – Existing Side of School

Aside from the ongoing addition project at Edgehill, removal of the gas boilers, end-of-life classroom unit ventilators, and gym air handling unit were completed and installation of new unit ventilators, rooftop gym unit, and new VRF heat pumps to provide heating and cooling to all spaces on the existing side of the school. The system is designed to coincide with the addition work and tie into the new system when it is commissioned and operate as one school. This upgrade includes sophisticated remote monitoring, alert, and control system to allow optimal conditioning of all learning environments at Edgehill.



Gaga Court and Garden Area Improvements

In partnership with the PAC who supplied the frame system for the Gaga court, a court was installed to include adequate drainage and concrete forms for a resilient court. This was a highly sought after project by the PAC and may serve as a pilot project if adopted by students and staff.

The garden area was also improved following last year's move from the front of the school. Improvements included a widened apron around the gazebo area, repositioned beds, irrigation to planters, and new picnic table seating (to be installed September 2025).



Westview School

Exterior Siding Replacement – Phase 1

The first section of exterior siding was replaced with a superior and long-lasting cement board and steel channel system which is a stock item allowing panels to be replaced if ever damaged without custom ordering. This project is part of a phased siding replacement project to be completed over multiple years in small portions.



LED Lighting Upgrade

The entire school lighting was substantially upgraded during summer with completion work continuing on evening shifts throughout September without disruption to students or staff. Lighting includes both banked lighting (sections of lights on dedicated switch for optimal lighting), as well as fully dimmable classrooms.

Texada School

Bathroom Renovations

The bathrooms were completely overhauled and included full abatement, new tiles, stalls, toilets, urinals, sinks, and millwork. Washrooms included reworking the electrical and plumbing in both main washrooms bringing the last school building up to the standard across the District.

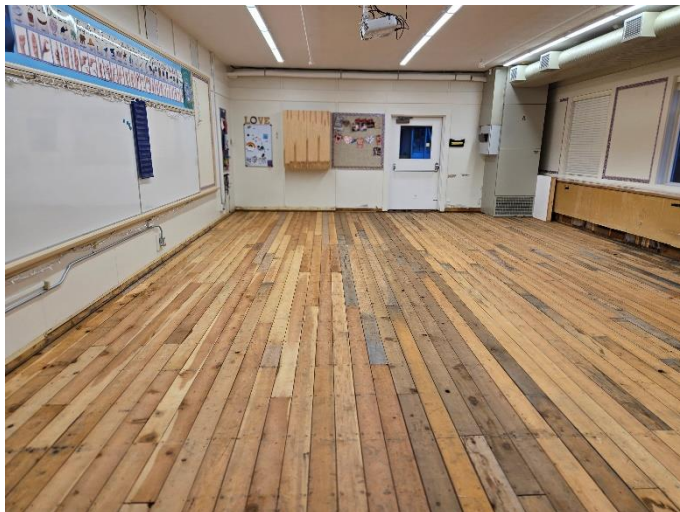
New Outdoor Daycare Area

With the new daycare being operated on-site beginning in September, a dedicated fenced area was included to meet Vancouver Coastal Health requirements and provide the early learners a safe place to explore the outdoors.

Henderson School

Kindergarten and Staff Room Flooring Replacements

Both the downstairs Kindergarten classroom and Staff Room flooring were removed and replaced with new standard marmoleum flooring. The kindergarten classroom was fully abated by removing all flooring materials down to the subfloor and placing new subfloor base and flooring. The staff room carpet tiles were removed and marmoleum flooring installed which substantially completes the flooring replacements at Henderson.



Sandbox Digging Area and Improved Playground Drainage

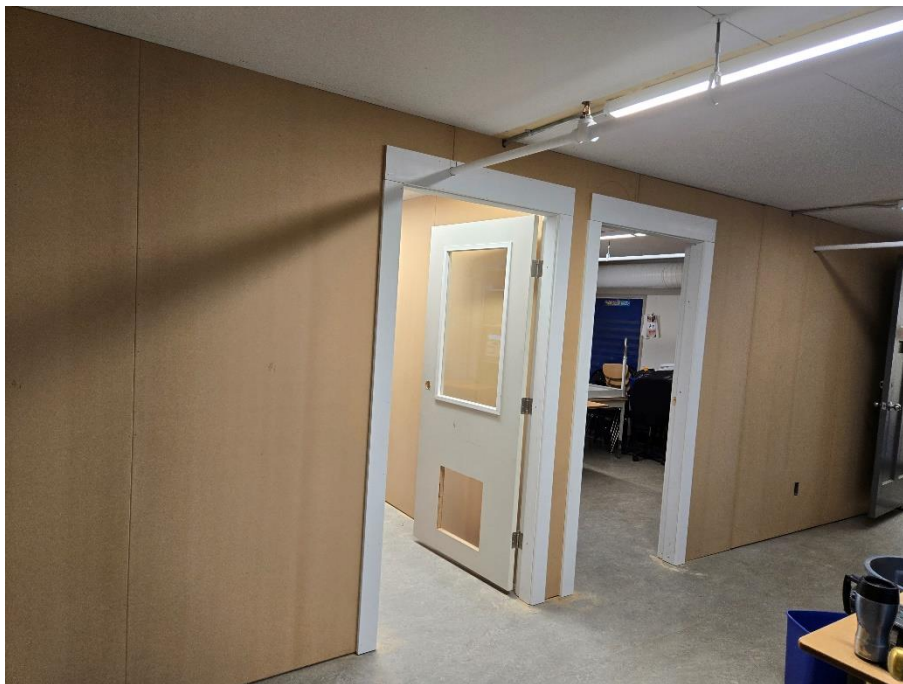
The PAC and school staff requested a dedicated sandbox digging area to reduce holes being dug throughout the playground space which created safety hazards. A new area was created with concrete curbs to create a lasting dedicated space and provide safety with students not able to undermine the edging area by digging around or attempting to go underneath.

In addition, the catch basin drainage system which was prone to flooding during heavy or sustained rain events was improved to allow water to move away from the playground area allowing students to use the space year-round.

James Thomson School

Student Support Services breakout/group working spaces

The Annex building lower floor work area was sectioned to create more tailored workspace for small groups and breakout spaces. This configuration also created a hallway space to separate the two new spaces from the existing Student Support space in the other room and allow students access to the remainder of the school and adjacent washroom without walking into the previous single space.



Brooks School

Outdoor Sports Court

The 2nd and final outdoor fenced sports court area is being completed in the month of September. It has been challenging to bring a Court surfacing and line painting contractor to Powell River to complete the

surfacing/painting work, but the Contractor performing the Edgehill Sports Court replacement in the gym has been engaged to perform the Brooks work during the same visit to Powell River.



School Opening Report 2025-2026

qathet School District



“

The qathet School District has enjoyed an outstanding start to the 2025–26 school year, thanks in no small measure to the collective efforts of our dedicated staff and administrators.

The word qathet, meaning “working together”, truly reflects the spirit of collaboration that made this successful start possible. It is a powerful reminder of what can be accomplished when we act with purpose and care.



Superintendent's Comments

- Schools opened smoothly, with thanks to staff across Teaching and School Administration, Support Staff, Operations, Maintenance, Custodial, and Transportation!!
- Summer learning supported 121 students in grades 1–3 and 8–12.
- Senior team and Board advanced strategic priorities, including a focus on generative AI.
- Allison Burt appointed to a provincial mentorship role
- Over 300 staff joined Indigenous Learning Day with keynote by Dr. Marie Wilson







District Enrollment

- Elementary Schools: 1,166 students (↓ 8 from Sept 2024)
- Brooks Secondary: 945 students (↑47 from Sept 2024)
- Alternate Education: 20 students, (↓1 from Sept 2024)
- Partners in Education (PIE): 1,248 students enrolled by headcount; 906 for FTE.



International Education

- 77 students enrolled in 2025/26 (12 returning, 65 new); continued growth over 3 years (46 → 65 → 77)
- Students engaged in full-year, half-year, and short-term programs from 9+ countries
- Germany largest group with 36 students enrolled



Inclusive Education

- Student designations not yet finalized; early reports show slight increase in new designations
- EA staffing complete; additional needs to be identified once data is finalized
- Route 10 bus serving 10–12 students, supporting school access, therapeutic riding, and field trips
- Therapeutic Riding program offering 15 weekly spaces beginning in October



Dual Credit Programs

- 75 students enrolled in dual credit programs in 2025/26
- 22 trades, 25 VIU health / childcare, 28 PSI courses (English, Sociology, Psychology, ECE)
- Cohort model at Brooks offers English 115 and ECE 130



Indigenous Education

- 475 Indigenous students (~14% of population) across 30+ First Nations / Métis communities, plus 4 Inuit students
- čεpθtən program role models received permanent contracts, continuing strong cultural and academic support
- Integrated Work Plan being developed with Tla'amin Nation to align priorities.



Food Programs

- School Food Coordinator hired to lead student-centered, health-promoting food programs
- 250+ students fed daily; every school offers breakfast, lunch, and snack with school and community support
- Work underway for a cohesive district-wide program including Indigenous perspectives and local agriculture.



Child Care Programs

- New Manager hired for a two-year pilot focusing on quality assurance and partnerships
- District operates 207 licensed spaces: before/after school, Seamless Day K, and JustB4 Preschool
- Vacancies being filled with goal of full registration by October



Human Resources

- All teaching vacancies filled; recruitment ongoing for a few support staff roles
- Spring staffing: 41 postings filled (15 continuing, 18 temporary, 2 letters of permission)
- Support staff hires since June include EAs, custodial, clerical, ECE, and c̣ep̣θ roles
- New staff welcomed: Karen Cooper (Child Care), Hayley Samuel (Food Programs), Sydney Torok (SLP);
- Total staff = 360.40 FTE (410 headcount)



Transportation

- Automated renewals: 671 passes processed
- Reduced late applications: ↓25% before start-up, ↓47% after Sept 2
- Passes issued: ≈1,000 to date, with late applications still being processed
- Fleet renewal: 2 buses received (2024/25)
- Activity trips: schools fund local trips, district funds central programs



Facilities Update

- Busy summer of projects completed across both occupied and new buildings, with schools opening on time and with minimal disruption.
- Maintenance and custodial teams worked diligently to ensure schools were ready to welcome students, parents, and staff on opening day.
- Appendix A provides a detailed summary of completed summer project work.



Communications

- School resources expanded: brand kits, templates, and updated school websites; SharePoint portal enhanced
- Parent engagement strengthened: back-to-school campaigns, early learning materials, and communications on transportation and school tools
- Multimedia & outreach: videos, newsletters, and transportation communications to support schools and families
- Strategic initiatives: planning for new Superintendent, International Program support, Westview logos, and community events



Technology

- File migration completed: O drive → Microsoft Teams
- Wi-Fi upgraded: more secure system launched
- Device management enhanced: iPads and laptops moved to Intune Management
- Hardware updates: 70 iPads reallocated to elementary schools; 90 new laptops at Brooks





MEMORANDUM



Date: September 24, 2025
To: Board of Education
From: Paul McKenzie, Superintendent
Prepared by: Kristen Brach, Director of Instruction; Allison Burt, Director of Instruction; Vianne Kintzinger, Director of Instruction; Tawnie Gaudreau, Director of Inclusive Education; Jessica Johnson, District Principal Indigenous Education
Re: **Annual Enhancing Student Learning Report 2025**

1.0 BACKGROUND

The Framework for Enhancing Student Learning (FESL) is British Columbia's approach to continuous improvement of public education. The Framework facilitates the improvement of student learning outcomes and the equity within those outcomes.

The Framework consists of three main components:

- A Policy guiding the requirement for Boards of Education to have multi-year strategic plans focused on improving student learning outcomes;
- A Ministerial Order requiring Boards of Education to publicly report progress on their strategic priorities about student learning outcomes;
- A Continuous Improvement Program that consists of a coordinated capacity-building approach to effective strategic planning for all school districts.

All BC school districts are expected to participate in an annual process to regularly review and analyze data and evidence to identify and act on findings in a timely manner. The district's continuous improvement cycle is the review process to produce the Annual Enhancing Student Learning Report.

Districts are required to provide an update to the Ministry of Education and Child Care each year on progress made regarding the priorities identified in the Board's Strategic Plan.

2.0 ADDITIONAL INFORMATION

On September 1, 2020, the Enhancing Student Learning Reporting Order was enacted by the Minister of Education. Section 2 of the Reporting Order States:

"2 Each year a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister."

"To account for Truth and Reconciliation Day, submissions will be accepted until October 1, 2025."

3.0 OPTIONS FOR ACTION:

- (A) Approve the Annual Enhancing Student Learning Report 2025
- (B) Request amendments to the Annual Enhancing Student Learning Report 2025

4.0 STAFF RECOMMENDATION:

THAT the Board of Education receive and approve the Annual Enhancing Student Learning Report 2025, as presented at the September 24, 2025, Public Board Meeting.

5.0 APPENDICES

Appendix A – Draft Annual Enhancing Student Learning Report 2025

Appendix B – Annual Enhancing Student Learning Report 2025 Presentation

qathet School District (qSD)
SD047

Enhancing Student Learning Report

September 2025

In Review of Year 2 of the 2023-2028 Strategic Plan Framework

September 24, 2025

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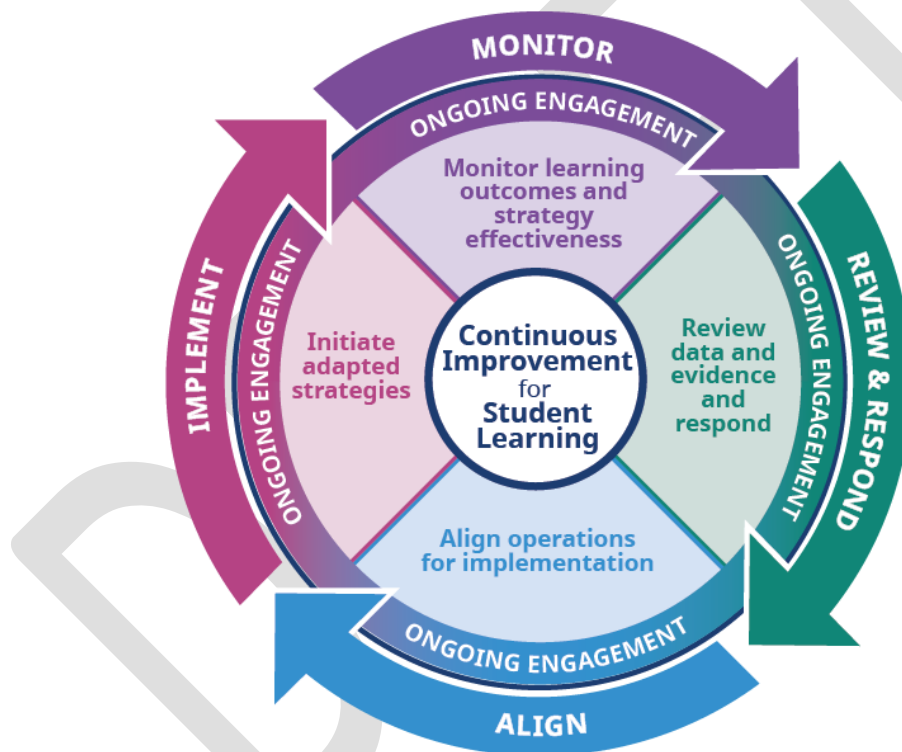
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

District Context for Continuous Improvement



Territorial Acknowledgement

We would like to acknowledge and thank the Coast Salish peoples, specifically the ɬaʔamɪn Nation whose traditional and treaty territory qathet School District (qSD) 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 Context

qathet School District is situated in a beautiful coastal community on the Upper Sunshine Coast surrounded by the qathet Regional District and on the traditional and treaty territory of the ɬaʔamɪn Nation. Just over 130 km from Vancouver, qathet School District 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 21, 496 (Statistics Canada: 2021 Census). In the qathet region, the median family income is \$94,159 while provincially the median income is \$113,137. Locally, the unemployment rate is 0.24% above the provincial unemployment rate.

qathet School District serves approximately 3,600 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school. We also provide several additional programs, including the following:

- ʔayʔaʔuθəm Language Program (K-12)
- Before and After School Program/Seamless K
- Dual Credit Academics and Trades
- French Immersion (K-12)
- [GIE \(Guided Indigenized Journey to Excellence\) 10-12 program](#)
- International Education Program
- Just B4 Pre-School Program
- Outdoor Learning Center Programs
- Provincial Auditory Outreach Program

- [qaymıxwqenəmšt \(K-1 ʔayʔajüθəm immersion language pilot\)](#)
- Strengthening Early Years to Kindergarten Transition (SEY2KT)
- Strong Start Programs
- Summer Learning Programs

qathet School District has a diverse student population that includes:

School Year	All Students (including StrongStart)	Online	Indigenous	On Reserve	Metis	Students with disabilities or diverse abilities	CYIC
2025/2026	3583	1254	472	120	105	749	16

Workforce Challenges:

Like many rural districts, we have had some challenges finding and retaining educators with certain specializations: school counsellors, inclusive education teachers, technology education teachers, senior math and science teachers, music teachers, Indigenous educators, and French Immersion teachers. We also have 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. This year, we are pleased to once again partner with the Teacher Education Department at Vancouver Island University and will be supporting the practicum of eight pre-service teachers including three from the Indigenous Education Teacher Education Program.

Current Strategic Plan Priorities:

qathet School District shares 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](#). We use the Framework for Enhancing Student Learning (the Framework), in addition to other existing foundational guides, to establish strategic plan priorities that will 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.

qathet School District's 2023-2028 [Strategic Plan](#) centres around students' needs – their learning, well-being, and voices – and is designed to lead to stronger outcomes for all students:

1. **Cultivating an Ethic of Learning** (tittwšēm ʔəms taʔow)
Ensure early learners and students have the best possible learning experience.
2. **Cultivating Curiosity** (payot gagayəłtən)
Transform our learning environments into places of innovation.
3. **Cultivating Connection** (paʔa kʷums qʷayigən)
Prioritize mental health, community connections, and social-emotional learning.
4. **Supporting Self-Determination** (ʔaʔjɪnxʷegəs)
Ensure holistic Indigenous student success.
5. **Cultivating Truth and Reconciliation** (gʷnaʔxʷuθs)
Honour Truth and reconciliation.
6. **Cultivating Integrity/Responsibility** (hays qayumɪxʷ ʔayʔaytaʋθ)
Prioritize climate change, organizational health, and sustainability.

qathet School District also incorporates key foundational guides and plans to inform our Strategic Plan and commitment to continuous improvement:

[BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[BC Tripartite Education Agreement \(BCTEA\)](#)

[Bill 40](#)

[The Educated Citizen](#)

[The First Peoples Principles of Learning](#)

[OECD Education Strategy](#)

[Tla'amin Education Agreement](#)

[Tla'amin Final Agreement](#)

[Truth and Reconciliation](#)

[Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)

Create Alignment to Enhancing Student Learning



Alignment for Successful Implementation

Using the Ministry of Education and Child Care's annual continuous improvement cycle and [Administrative Procedure 100 \(Strategic Planning: Reporting and Accountability\)](#), qathet School District engages in a yearly continuous improvement cycle that reviews and analyzes data and evidence to identify and implement operational adjustments, adaptations, and next steps.

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.

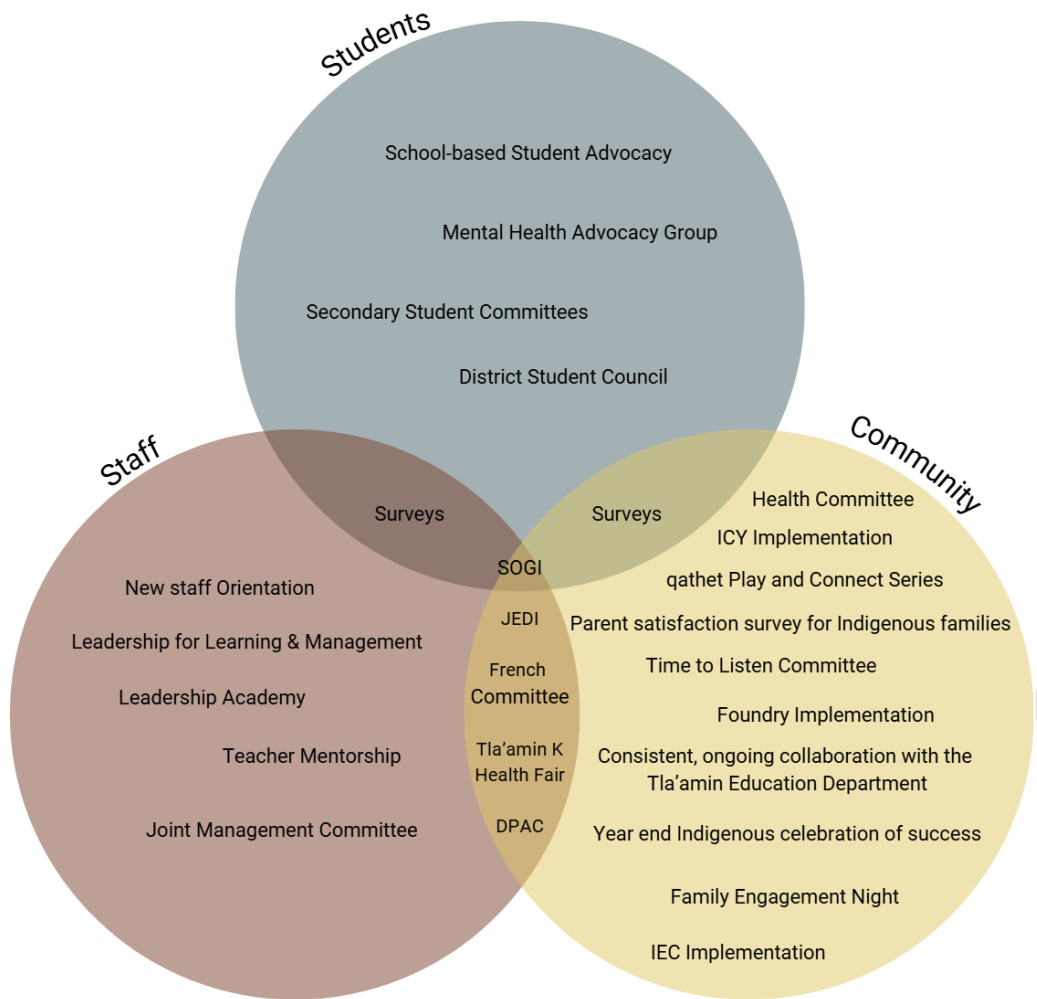
[The Strategic Plan](#) and its six priorities are used to inform all district and school planning. Schools and district departments complete [School Growth Plans and Operational Plans](#) each year that directly align to the Strategic Plan. These plans also inform the budgeting process when making financial decisions. This year at each school, an inquiry approach within the school growth plans were developed and explicit identification and alignment to the District's Strategic and Operational Plan were identified as well as the First Peoples Principles of Learning.

In the 2024/2025 school year, monthly Leadership for Learning and Leadership for Management sessions for school and district leaders focused on continuous improvement with sessions to develop skills within the Spirals of Inquiry and Compassionate System's Leadership. Feedback from school and district leaders at each learning session allowed for continuous adjustment of the learning agendas. In the 2025/2026 school year, the focus will continue to be on alignment of school and district priorities.

AREA	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Learning & Student Services	Update School Growth Plans	Review Growth Plans (To be finalized in September with an inquiry approach and a direct connection to the Strategic and Operational Plans)		Monitor Annual Plans with refinement based on student success (ongoing)			Interim Reporting	Monitoring of Plans			Planning Day	
					10/12 Provincial Assessments	Annual Assessment Data Released	10/12 Provincial Assessments			10/12 Provincial Assessments		10/12 Provincial Assessments
	Generative <u>AI Committee</u> focus group struck		AI Committee Learning Sessions developed			AI Learning Sessions (Cont'd)	AI Learning Sessions (Cont'd)	AI Learning Sessions (Cont'd)	Review and determine next steps for the AI Committee			
					TSA Administration Period		Grade to Grade Transition Date Released	TSA Report Released	PSI Transition Date Released			
				District DBELS Assessments		Completion Rates Released	District DBELS Assessments	District DBELS Assessments				District DBELS Assessments
				Share Math Assessment from previous year with current classroom teachers	District Math Assessment K-7 Adopted							
	Student Learning Survey Data Released			Mental Health Dashboard			"How Are We Doing Report?" Released	Student Learning Survey Administration Period				Equity in Action Report
				ED/MD/VD Administration Period							ED/MD/VD Data Released	
Governance			Adopt Annual FHSJ Report				Receive Interim Strategic & Growth Plans Reports, Superintendent's Mid-year achievement report to B of E	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 (various management training sessions BCP&A)							Staffing		
Finance	Complete Financial Year End	Identification & Deployment of Any additional Resources in Support of Learning			Develop Amended Budget		Review Anticipated Expenditure	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									

Strategic Engagement

Engagement continues to be a focus for the school district this school year. Below are a few highlights of the engagement opportunities in the qathet School District and how they have informed the priorities and objectives of the Strategic and Operational Plans. These engagement priorities will continue to be an area of focus for the 2025/2026 school year.



ᑭᐱᐱᐱᐱᐱ Nation

The District Principal of Indigenous Education has a regular weekly meeting with ᑭᐱᐱᐱᐱᐱ Nation's Director of Education and K-12 Education Manager to collaborate, problem solve, and co-plan in the interest of ᑭᐱᐱᐱᐱᐱ and all Indigenous students in the region. This has been essential in having a strong ᑭᐱᐱᐱᐱᐱ presence and protocol in all areas.

Indigenous Education Council (IEC)

Aligned with the provincial mandate, qSD has an IEC that has met 7 times this year and elected the following with the support of the ᑭᐱᐱᐱᐱᐱ Nation's leadership: a ᑭᐱᐱᐱᐱᐱ chair person appointed by ᑭᐱᐱᐱᐱᐱ leadership, a Métis vice-chair position, and three other voting members (two ᑭᐱᐱᐱᐱᐱ representatives, and one non ᑭᐱᐱᐱᐱᐱ Indigenous parent representative).

Justice Equity Diversity and Inclusion (JEDI)

The creation of a JEDI Committee in 2023 allows many different interest groups and rightsholders to work together on issues and concerns related to justice, equity, diversity, and inclusion. In the 2024/2025, the committee continued to support policy and procedures reviews and revisions; initiated educational programming; and addressed and used voice on the implementation of proactive strategies to mitigate concerns regarding human rights and discrimination. Committee membership includes qSD senior leadership staff, 1a?amin Nation community representation, as well as qathet Teacher's Association, CUPE, and DPAC representation.

Mentorship

After a successful redesign of qSD's New Teacher mentorship program to support the induction of new teachers into the profession, we are continuing the program with small changes based on feedback from participants. This ongoing collaboration is with the Joint Management Committee (JMC), Professional Development Committee, qathet Principals and Vice Principals' Association, qathet Teachers' Association, and Human Resources.

Leadership Academy

To support the ongoing development of future formal and informal leaders in the 2024/25 school year, the qathet senior team developed a Leadership Academy. In this volunteer program, 17 teachers, representing all schools within the district, engaged in five learning sessions looking at District and individual school success data and developed their skills through an inquiry lens. In 2025/2026, this academy will continue with the cohort using their skills working on an inquiry project within their school.

French Immersion Engagement

Empathy interviews were conducted with French Immersion students in grade 7, 11, and 12 in 23/24. These interviews indicated that although students were generally satisfied with the program, there was a desire for a scope and sequence from kindergarten through grade twelve to ensure activities were not repeated and that they did not miss any learning opportunities. They also indicated that cultural and language experiences were beneficial to their learning and provided the opportunity to use French in a meaningful way. In 24/25, the French Immersion Coordinator continued with the engagement process with teachers and through a parent survey. This process will continue into the 2025/26 school year beginning with a community engagement evening event to solicit input on goals for the K-12 French Immersion Program.

Mental Health Collaboration

Recognizing the strong correlation between well-being and student success, prioritizing supports for mental health and well-being has been an ongoing commitment of the qathet

Board of Educations' Strategic plan. Coordinated and collaborative partnerships with community agencies and service providers strengthens the wrap-around service delivery model.

Since announced in the spring of 2023, seamless implementation of the Integrated Child and Youth (ICY) Team has been welcomed and celebrated. This multidisciplinary team brings together the school district, health authority, and the Ministry of Children and Family Development together to provide coordinated and accessible mental health and substance use services for students. This integrated approach helps bridge gaps between schools, health care, and community resources, creating a more seamless pathway to care.

Continued collaboration and planning for a local Foundry center remains integral to supporting truly integrated services and supports for children and youth within the community. Through low-barrier, youth-friendly spaces, Foundry helps ensure ease of access to supports for youth and families

DRAFT

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

A note on provincial data provided:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development

Educational Outcome 1: Literacy

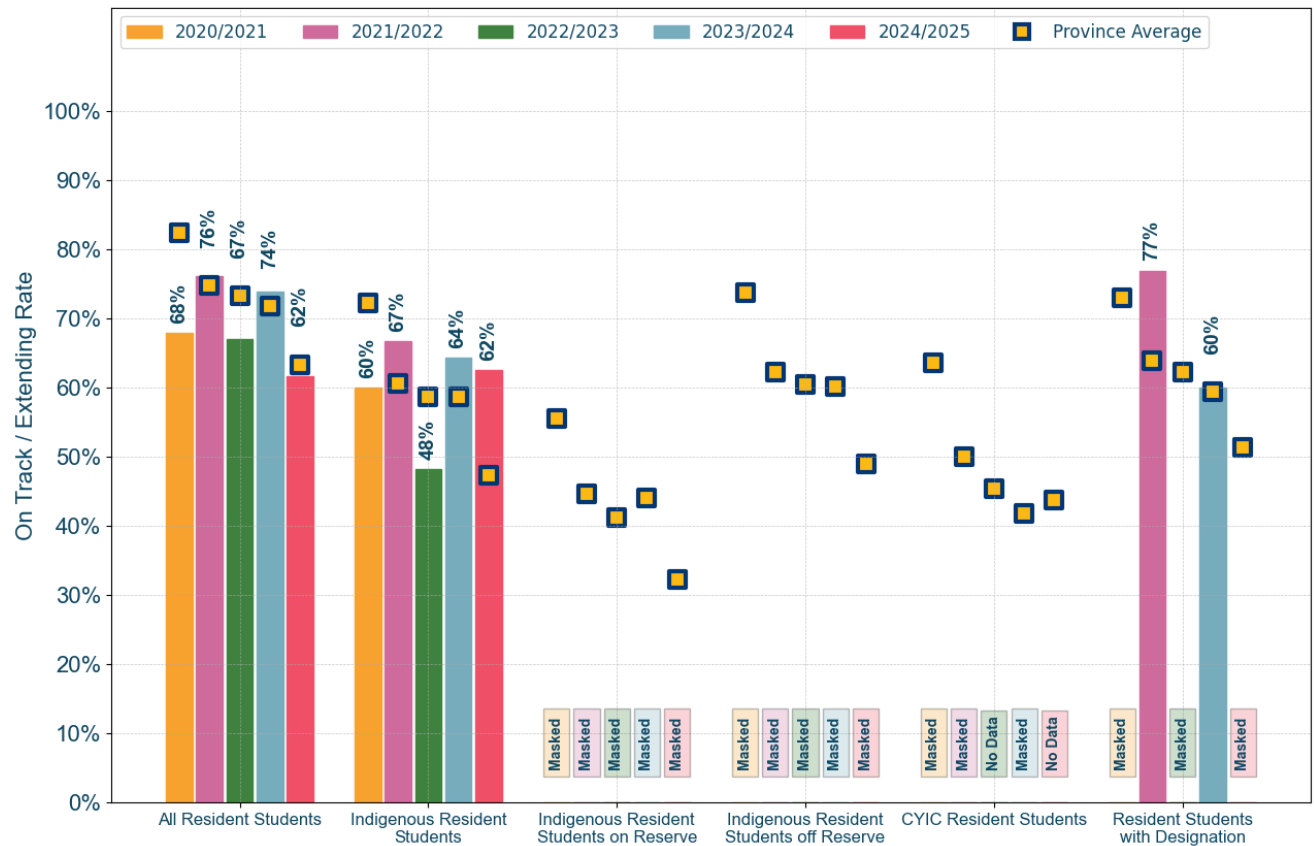
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD047 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	258 51%	242 61%	289 65%	271 62%	250 74%
Indigenous Resident Students	38 66%	36 58%	35 77%	40 70%	39 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	48 33%	38 34%	49 33%	48 42%	37 46%

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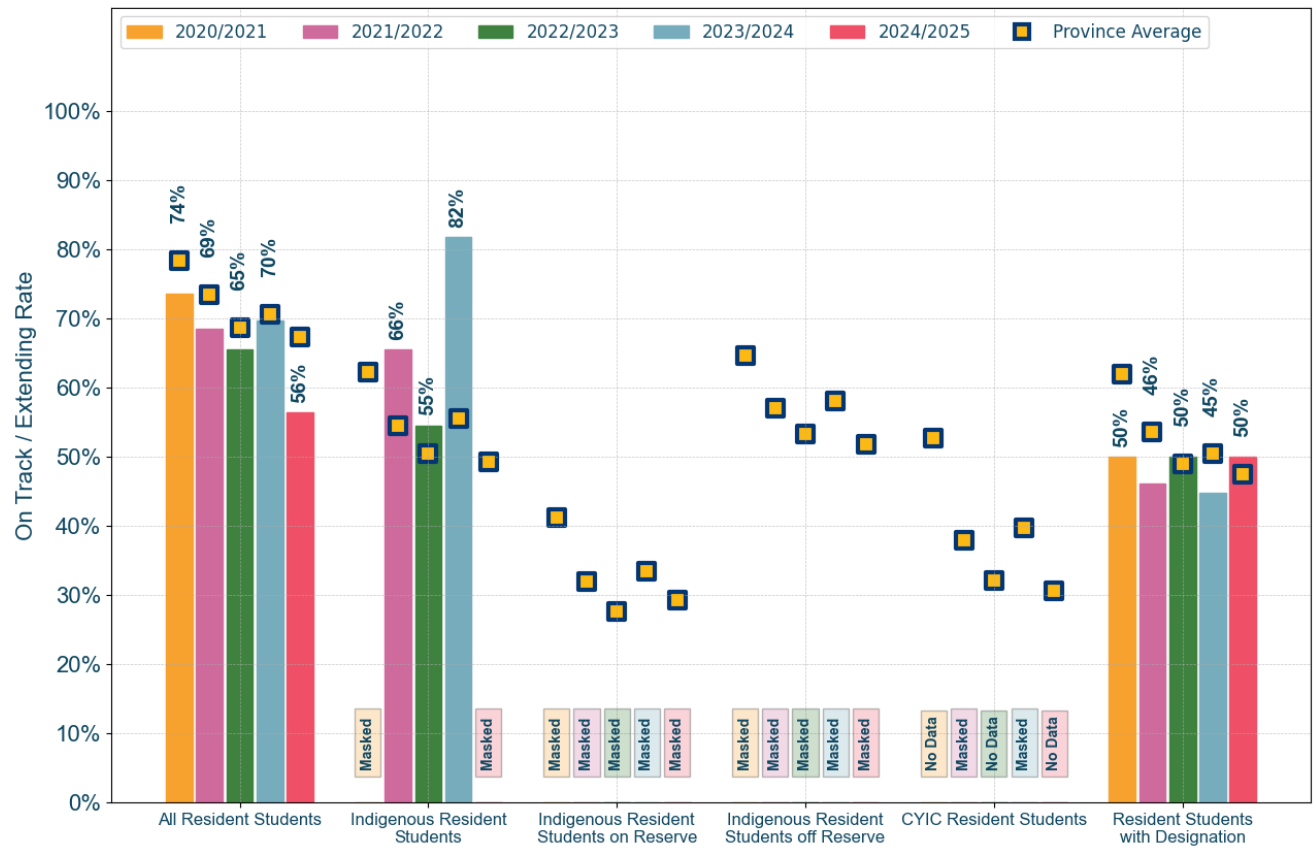
SD047 - Grade 4 FSA Literacy - On Track / Extending Rate



SD047 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	223 48%	230 68%	268 63%	240 68%	229 71%
Indigenous Resident Students	35 31%	45 64%	40 55%	37 59%	35 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	55 36%	56 46%	62 39%	65 45%	64 53%

SD047 - Grade 7 FSA Literacy - On Track / Extending Rate

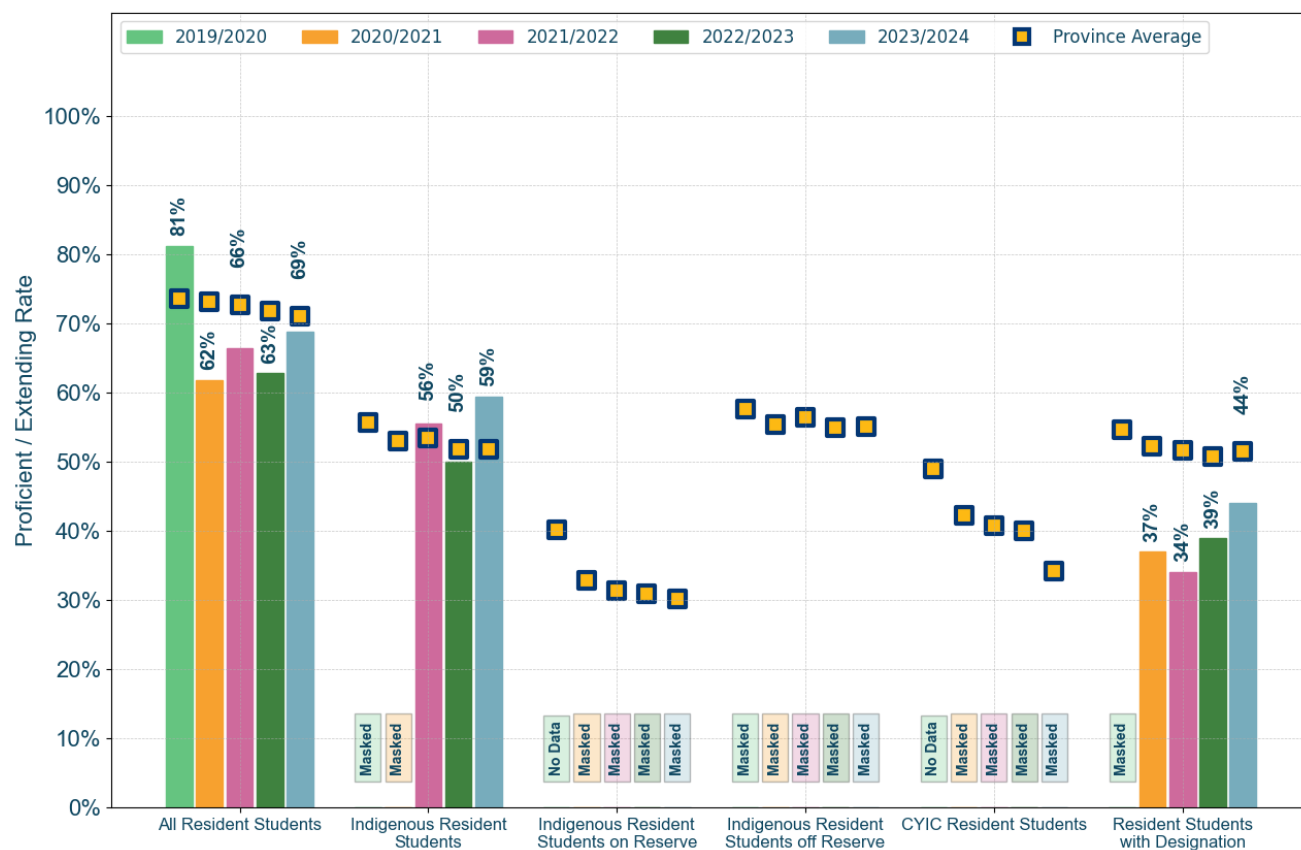


Measure 1.2: Grade 10 Literacy Expectations

SD047 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	177 34%	187 63%	229 78%	196 76%	224 80%
Indigenous Resident Students	Masked	29 55%	39 69%	37 59%	41 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	54 39%	65 60%	59 54%	65 57%

SD047 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Grade 4 and Grade 7 Literacy

Although the participation rate in the POLS school impacts the overall District average, it should be noted that participation rates in the Grade 4 and Grade 7 Foundational Skills Assessment (FSA) continue to increase yearly.

While our results are consistent with, and sometimes better, than the provincial results in the literacy portion of the Foundational Skills Assessment over the past few years, this year we saw a decline in grade 4 students in our district who were on track and exceeding as compared to last year in many student populations. Within the priority populations including those that are masked such as students with a designation and Indigenous students on and off reserve, the results are higher than provincial results. Indigenous students on reserve results improved from last year. There were no children and youth in care in grade 4 when this assessment occurred. All of these results have generated some curiosity as to why this general cohort has struggled. It may be relevant to note that this group of grade 4 students are the ones who entered kindergarten during the COVID-19 pandemic. When looking at the demographics of the students, as well as feedback from schools, this is a cohort that needs some additional learning and behavioural supports.

The Foundational Skills Assessment literacy results for all resident grade 7 students have decreased from previous years and are lower than the provincial results. Grade 7 Indigenous students scored lower than last year and compared to the provincial results. Students off reserve were lower than previous years and the province. The results for designated students improved slightly and were higher than the province. There were no grade 7 students in care during the administration of this assessment.

Grade 10 Literacy

Participation rates for students completing the Grade 10 Literacy Graduation Assessment remain strong in qSD's brick and mortar schools, with 88% of students participating, a participation rate slightly above the provincial rate. However, participation rates in qSD's POLS continue to be a concern. Although the overall number of expected writers in qSD's POLS was small (51 students), only 51% completed the assessment this year, resulting in a decrease in the district's overall participation rate.

In terms of proficiency, the 2023/2024 results show improvement over 2022/2023, with more students achieving proficient or extending, including among Indigenous students and students with disabilities or diverse abilities. The exception to this upward trend is students with disabilities or diverse abilities in qSD's POLS, where proficiency rates decreased.

Proficiency for resident students has fluctuated slightly year to year, with 2019/2020 continuing to be an outlier year both locally (81%) and provincially (74%). The proficiency rates in the overall district and brick and mortar schools for students with disabilities or diverse abilities has steadily increased: the district proficiency rate rising from 37% to 44% over the past four years. Similarly, Indigenous students continue to show year over year improvement, with rates consistently higher than the provincial average. While data for Indigenous students on reserve is masked, available results also demonstrate ongoing improvement. Again, the exception to this trend is in qSD's POLS, where despite small cohorts and masked data in most years, proficiency rates over the last three years remain significantly lower than both the provincial averages and the provincial POLS average for this priority population.

Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



*For relevant local data, please see the [Enhancing Student Learning Report: Local Data](#) report.

Grade 4 and Grade 7 Literacy

The data from the FSA is consistent with the DIBELS screening data the district completes three times each year. There has been significant growth in literacy in the primary grades that is not consistent in the intermediate grades. This indicates that efforts in intermediate grades must be prioritized this school year. The FSA primarily measures comprehension which continues to be an area for growth. Additionally, the DIBELS screener indicates that fluency is a concern as students progress from primary to intermediate grades.

This year, at one school, there has been a notable improvement in the DIBELS screener results for primary students. Upon further analysis, this school has adopted a unified approach to literacy that involves all the primary classes focusing on targeted intervention that aligns with classroom instruction. In 2025/26, the district will be looking at how to support a similar unified approach across all elementary schools by using some of the literacy grant funds to provide time for collaboration and sharing for school teams.

Each school conducts a class review after the DIBELS assessment to identify the students who may need additional support. This work will be expanded with the district providing collaboration time to look at individual and class data at each school to determine specific supports to be offered.

Overall, the DIBELS results indicate the district's approach to teaching and learning in elementary literacy has resulted in success in the primary grades. Further opportunities to explore student voice, especially for students with disabilities or diverse abilities, Indigenous students, and children and youth in care will need to be explored to determine how to ensure

they are experiencing equity of outcomes. The focus this year will be on intermediate classes, exploration of individual student results to determine what skills and supports need to be prioritized for instruction, and ongoing assessment to determine the impact.

Grades 10-12 Literacy

Local data confirms provincial trends, and while qSD aligns closely with provincial results, literacy outcomes continue to highlight inequities for priority populations, including Indigenous students, students with disabilities or diverse abilities, and children and youth in care. Closing proficiency gaps for these learners remains a key district focus, with attention on addressing systemic barriers that impact their achievement, including ongoing regular check-in meetings with school and district staff, focusing on individual student success.

High participation rates in Grade 10 and Grade 12 Literacy Assessments in bricks and mortar schools are above the provincial average. These results, alongside upward trends in proficiency across most student groups, including Indigenous students and students with disabilities or diverse abilities is a strength in the district. Indigenous student performance on the Grade 10 Literacy Assessment has been consistently higher than the provincial average, reflecting the positive impact of local supports, partnerships, and culturally responsive practices.

At the same time, literacy outcomes in qSD's POLS remain an area of concern. Low participation rates, proficiency, and timely completion of Ministry courses counting toward English Language Arts graduation requirements for grades 10-12 are persistent challenges. However, equity gaps are evident in all learning settings, and year to year fluctuations highlight the need for more consistent instructional approaches and targeted supports. While data for Indigenous students on and off reserve is often masked, ongoing increased collaboration with Indigenous communities will help to understand and address specific literacy challenges.

Course marks for English Language Arts 12 courses in the 2024/2025 school year reveal similar results. A greater percentage of Indigenous students and students with disabilities or diverse abilities received Cs, C-s, and Fs as final course grades compared to the overall cohort. This analysis did not include Grade 12 students who did not attempt an English Language Arts 12 course in their Grade 12 year. Performance for priority populations should remain a focus.

Student perceptions add another important perspective. According to the Student Learning Survey, fewer students each year report feeling that they are getting better at reading and writing, particularly in Grade 12. This signals a need to focus on engagement, confidence, and student voice in literacy instruction. For the 2025/26 school year, we will be implementing a literacy program that will focus on grades 4-9, ensuring that students transitioning to secondary continue to have global and targeted literacy instruction. The results of this program will be monitored quarterly with assessments to ensure literacy gains for all students.

Although the number of children and youth in care in qSD is masked, district and school teams continue to work collaboratively to monitor literacy progress and provide targeted supports for these learners.

Other commitments include strengthening qSD's process of monitoring and responding to literacy data with district and school teams and allocating resources to equity-focused professional learning, including culturally responsive practices, universal design for learning (UDL), and Multi-Tiered Systems of Supports (MTSS). Expanding student voice opportunities to better understand learners' experiences and identify instructional gaps is another commitment we are investing in.

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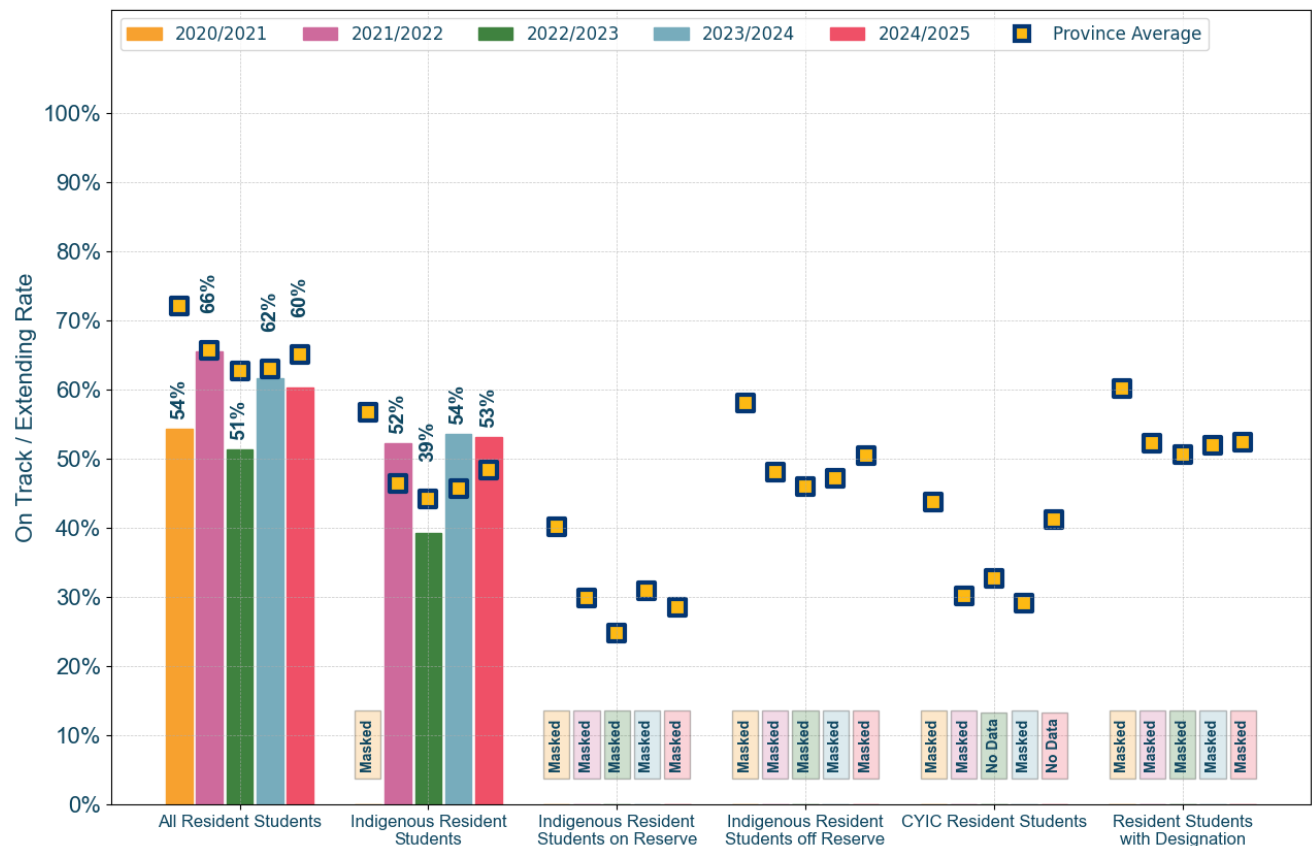
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD047 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	258 50%	242 60%	289 65%	271 62%	250 74%
Indigenous Resident Students	38 66%	36 64%	35 80%	40 70%	39 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	48 33%	38 29%	49 35%	48 40%	37 43%

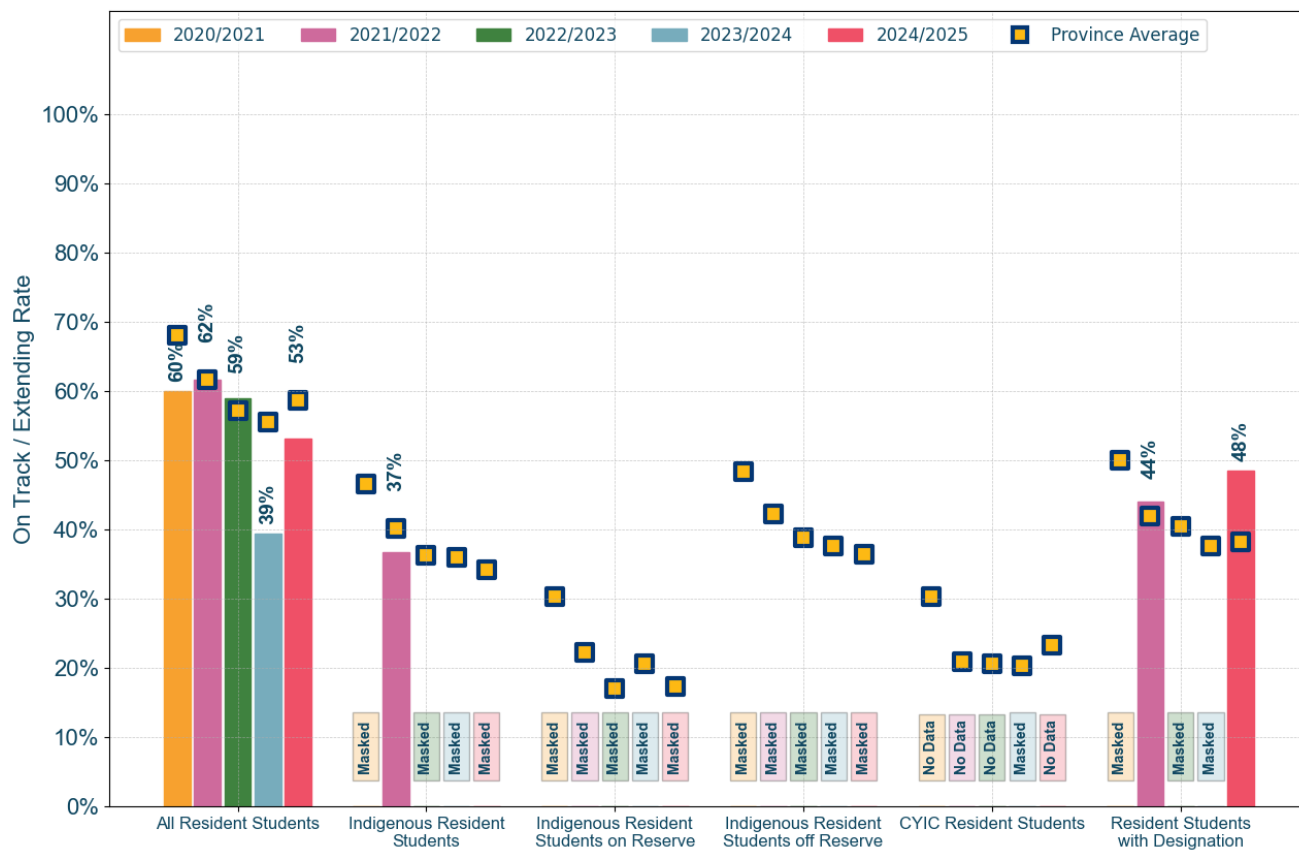
SD047 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD047 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	223 47%	230 67%	268 63%	240 67%	229 71%
Indigenous Resident Students	35 34%	45 67%	40 55%	37 59%	35 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	55 38%	56 45%	62 37%	65 40%	64 52%

SD047 - Grade 7 FSA Numeracy - On Track / Extending Rate

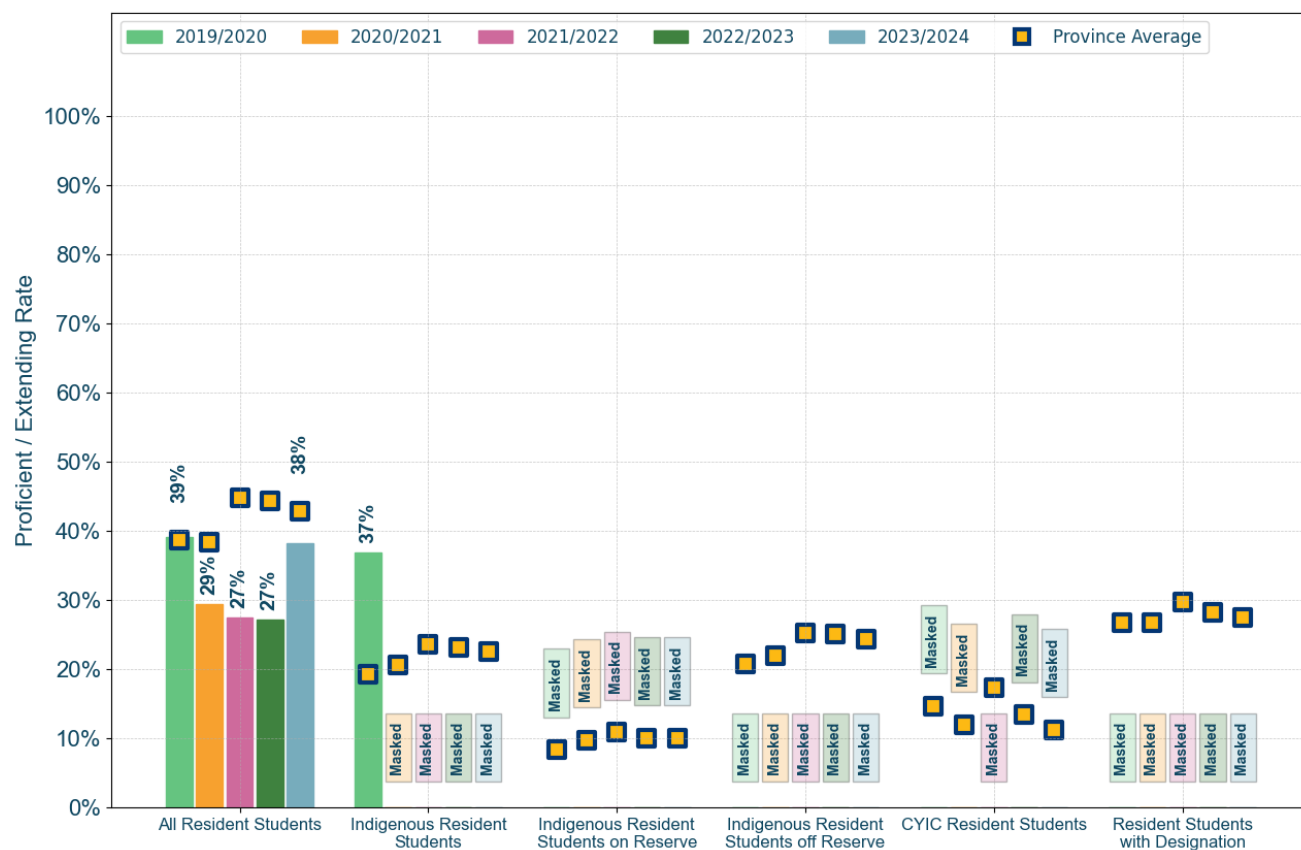


Measure 2.2: Grade 10 Numeracy Expectations

SD047 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	175 38%	185 66%	229 69%	193 76%	228 76%
Indigenous Resident Students	Masked	28 46%	41 59%	37 62%	44 61%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	53 40%	65 49%	59 59%	67 52%

SD047 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

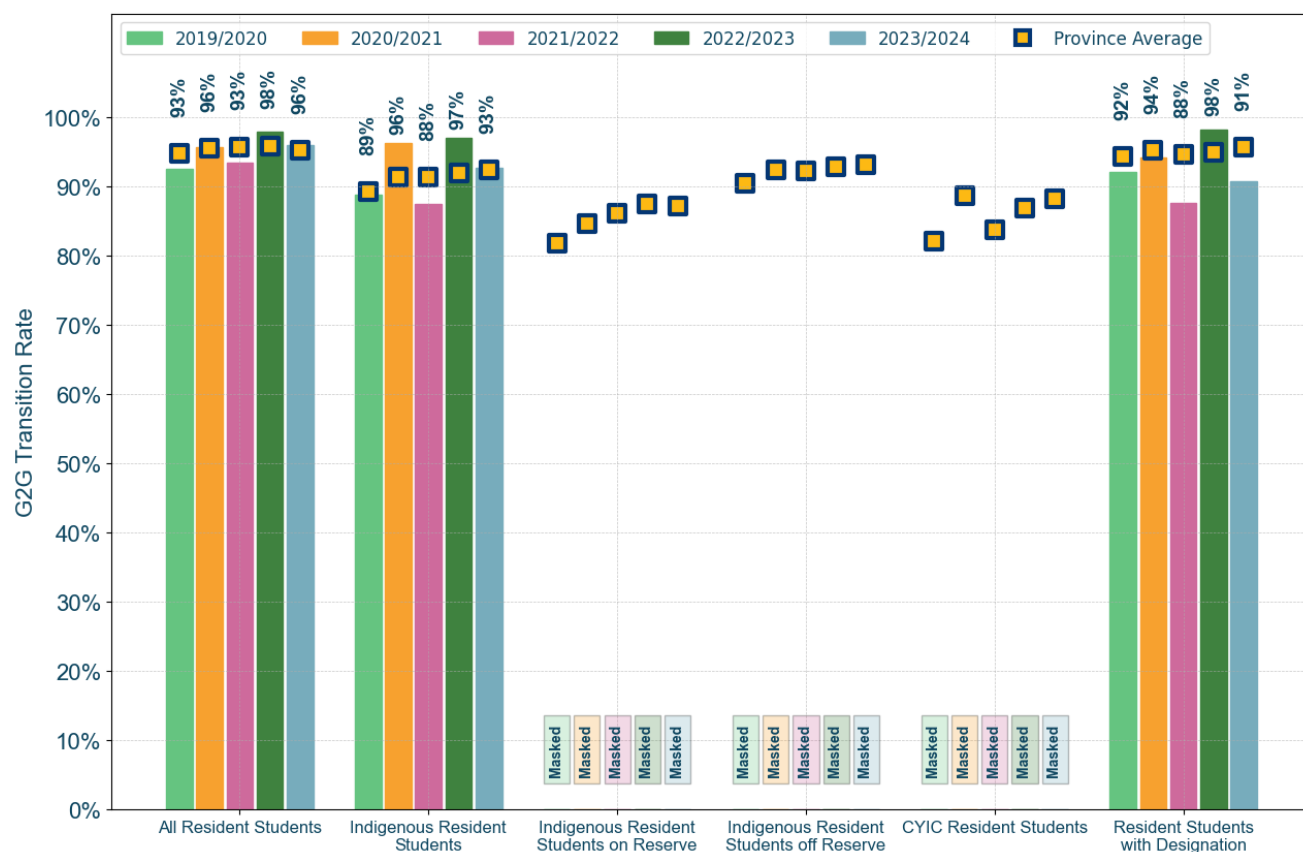


Measure 2.3: Grade-to-Grade Transitions

SD047 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	175	183	227	188	221
Indigenous Resident Students	27	27	40	34	41
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	38	52	65	59	65

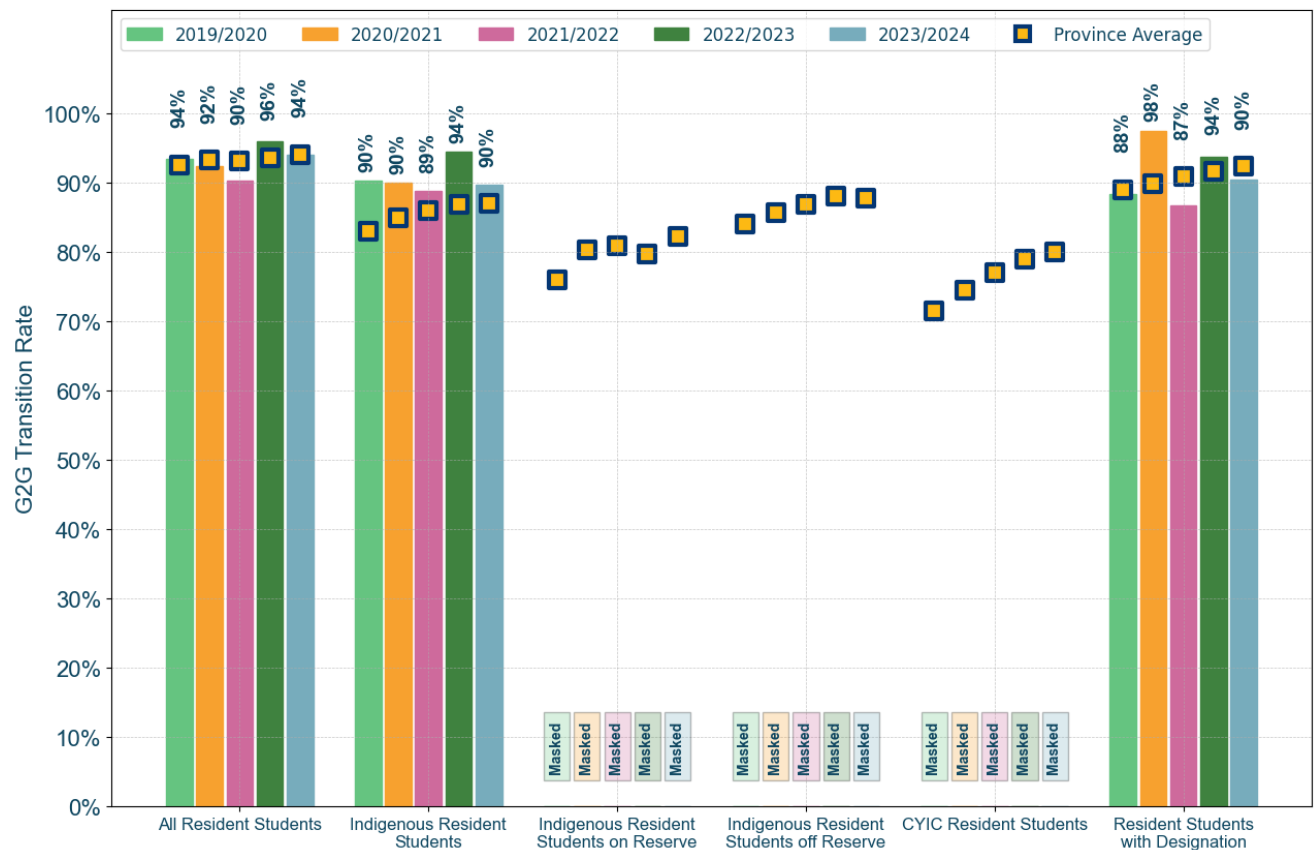
SD047 - Grade 10 to 11 Transition Rate



SD047 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	185	172	186	222	202
Indigenous Resident Students	31	20	27	36	39
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	43	41	53	64	73

SD047 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Grade 4 and Grade 7 Numeracy

Overall, in the grade 4 Numeracy Foundational Skills Assessment, the scores decreased from last year, although Indigenous students' results remained similar to the previous year. The results for students on reserve have increased and were higher than the provincial average. Results decreased for off-reserve students, although they were still higher than the provincial average. The results for students with designations declined from last year and were lower than the province.

In grade 7, resident students' scores improved significantly but remained below the provincial average. Indigenous students' scores declined and were below the provincial average except for those who are on-reserve, which saw improvement and were higher than the provincial average. Students with a designation were higher than the province and improved significantly from last year. There were no grade 7 students in care who were in care during the administration of the assessment.

Grade 10 Numeracy

Participation in the Grade 10 Numeracy Graduation Assessment in qSD has been increasing, but is still slightly below the provincial average. Similar to the pattern seen in the Literacy Graduation Assessments, participation in qSD's POLS remains a significant concern. Of the 52 students expected to write the assessment, only 46% did so, which impacted the overall district participant results well below those of brick-and-mortar schools.

Proficiency results in 2023/2024 showed slight improvements over previous years, yet they continue to fall below provincial averages. This trend is concerning both locally and provincially. Priority populations, including Indigenous students and students with disabilities and diverse abilities continue to face persistent challenges in numeracy. Small cohort sizes and masked data make year-to-year comparisons difficult, but the available data confirms that these groups consistently perform below resident students at both the district and provincial levels. Students enrolled in qSD's POLS show similar results. Except for Indigenous students on reserve, results for priority learners and students enrolled in qSD's POLS are lower than the provincial average.

Grade-to-Grade Transitions

Grade-to-grade transitions are strong and remain on par with the provincial average for all learners with some years showing a rate higher than the provincial rate for Indigenous learners and students with disabilities and diverse abilities. Rates remain consistent over time. Small cohort count sizes and masked data make year-to-year comparisons difficult for children and youth in care and disaggregating data for Indigenous students on and off reserve.

Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

*For relevant local data, please see the [Enhancing Student Learning Report: Local Data](#) report.

Grade 4 and Grade 7 Numeracy

In the 2024/25 school year, a committee was formed to select a K-7 numeracy assessment that could be used to collect district data. The committee decided on an assessment, and it was administered for K-7 in January and then again in June. The district assessment data breaks the numeracy skills into strands and indicates that students did well in the communicating and representing strand. There was mixed success in the reasoning and analyzing strand, as well as the connecting and reflecting strand. The understanding and solving strand indicated that most students in the district struggled with these concepts and it will be an area of focus in the 2025/26 school year.

As with the literacy assessments, schools will be provided with individual assessment information for each of their students, as well as class and school results. The numeracy coordinator will focus their approach this year on residencies at each of the schools. Within the residencies, classroom teachers will be provided with their class data and will determine next steps in collaboration with the coordinator. At the end of each of the residencies, students will be given another assessment to determine if the actions have made an impact on students' achievement. This will allow for conversations at the individual, school, and district level to ensure that each student, especially from priority populations, are provided with the instruction they need to achieve success. Additionally, we are looking at storing the data from the numeracy assessment into MyEd so we can disaggregate the data. We will use this data to inform the planned implementation of consistent and regularly scheduled district/school team meetings to ensure priority students get necessary support in a timely manner.

Grade 10 Numeracy

Overall, numeracy remains an area of challenge across the district, with inequities most evident among priority populations and POLS learners. Low participation and proficiency rates in online learning highlight systemic barriers to equitable outcomes, such as inconsistent engagement and assessment completion in online learning settings. The persistence of these gaps indicates the need for sustained, targeted interventions.

In addition, priority populations face persistent gaps compared to resident students, both locally and provincially. This reinforces the need for targeted strategies that address both instructional approaches and broader structural challenges impacting equity. The stronger performance of

Indigenous students is a strength and points to the positive impact that the collaborative work between the district and Łaᑭamin Nation is having a positive impact.

Although the number of children and youth in care in qSD is masked, district and school teams continue to work collaboratively to monitor numeracy progress and provide targeted supports for these learners.

The gap between Grade 10 and Grade 12 student perceptions of growth in math suggest that numeracy instruction may not be meeting students' needs or aligning with their post-secondary and career pathways. Strengthening confidence and relevancy of Grade 11 and 12 numeracy courses should be considered when developing strategies to improve numeracy outcomes.

Next steps include strengthening qSD's process of monitoring and responding to numeracy data with district and school teams and allocating resources to equity-focused professional learning, including culturally responsive practices, universal design for learning (UDL), and Multi-Tiered Systems of Supports (MTSS). Expanding student voice opportunities to better understand learners' experiences and identify instructional gaps is another commitment we are investing in.

Despite challenges in both literacy and numeracy outcomes, grade-to-grade transition rates remain strong and on par with provincial averages for all learners, including Indigenous students and students with disabilities or diverse abilities. While proficiency gaps persist, many students remain engaged in school and continue to progress toward graduation.

Human and Social Development

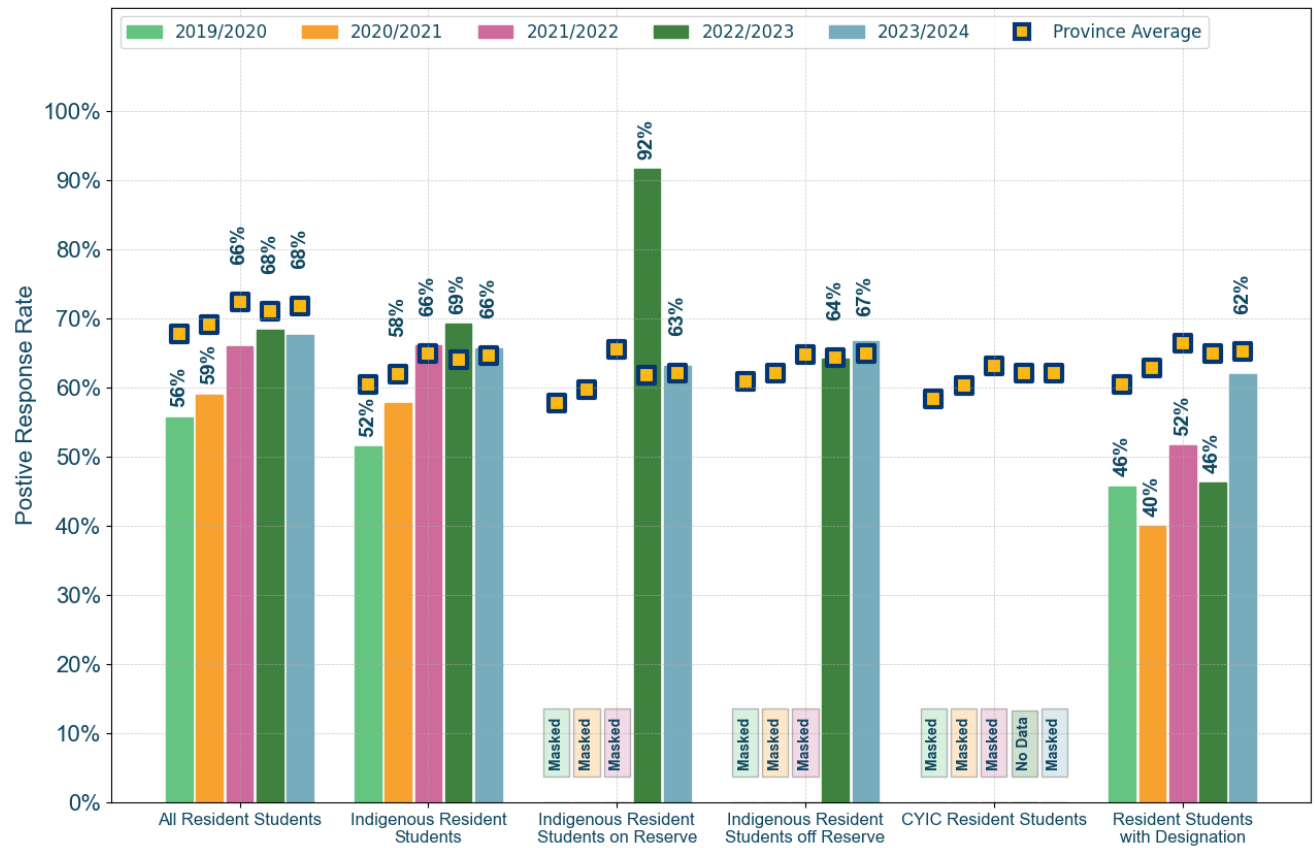
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

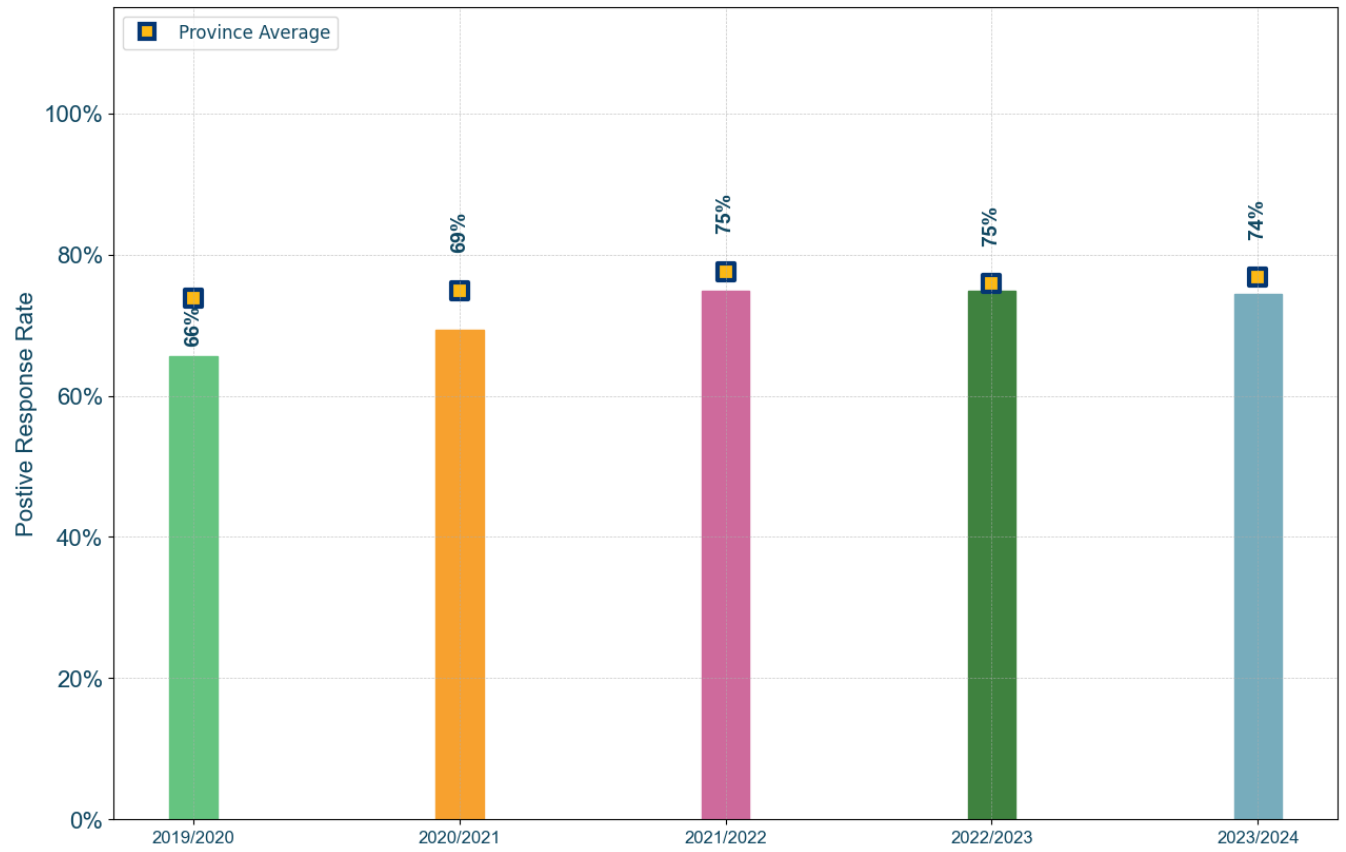
SD047 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	409 62%	398 79%	439 85%	469 85%	489 87%
Indigenous Resident Students	61 54%	69 65%	75 83%	84 79%	90 78%
Indigenous Resident Students on Reserve	15 80%	22 45%	13 77%	16 75%	26 73%
Indigenous Resident Students off Reserve	46 46%	47 74%	62 84%	68 79%	64 80%
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	71 52%	87 61%	90 68%	91 70%	107 75%

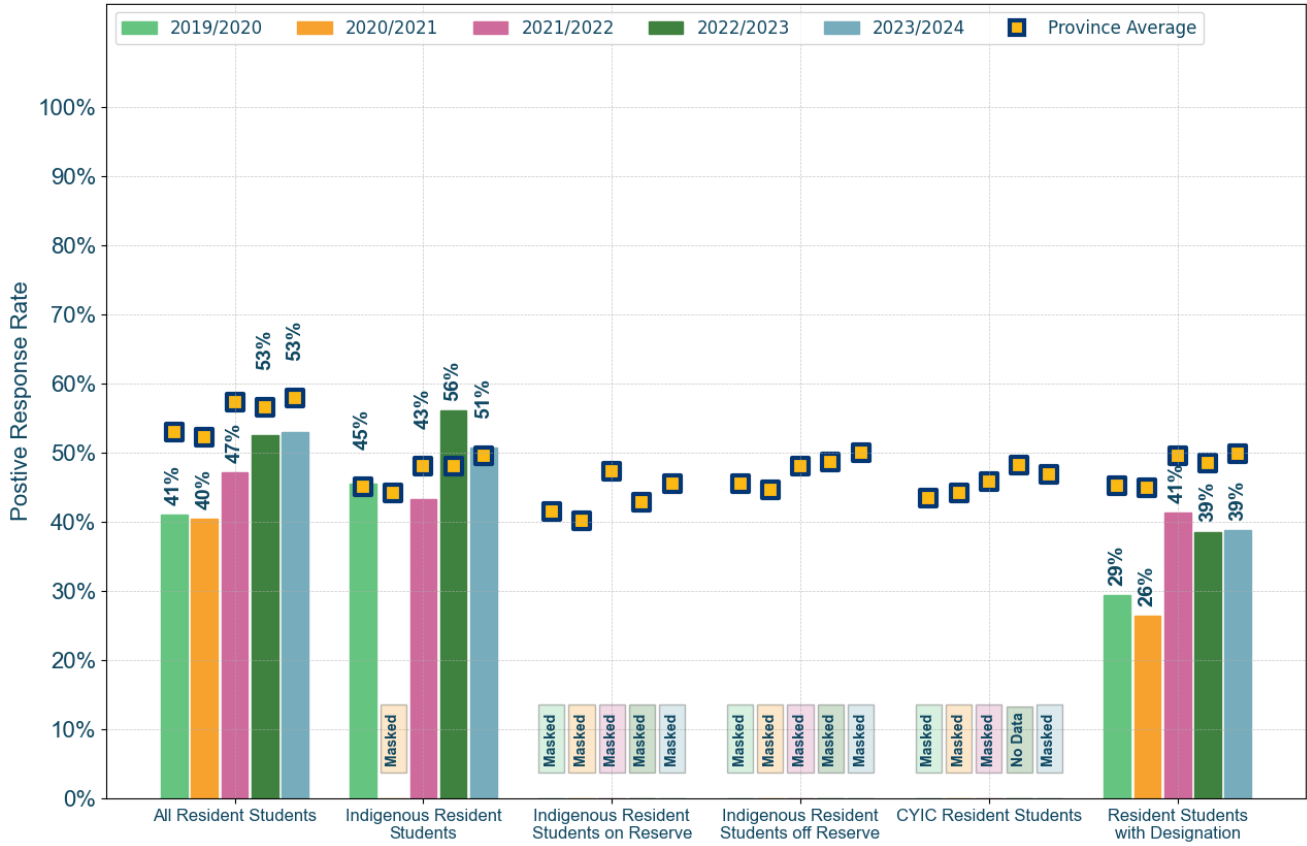
SD047 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD047 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

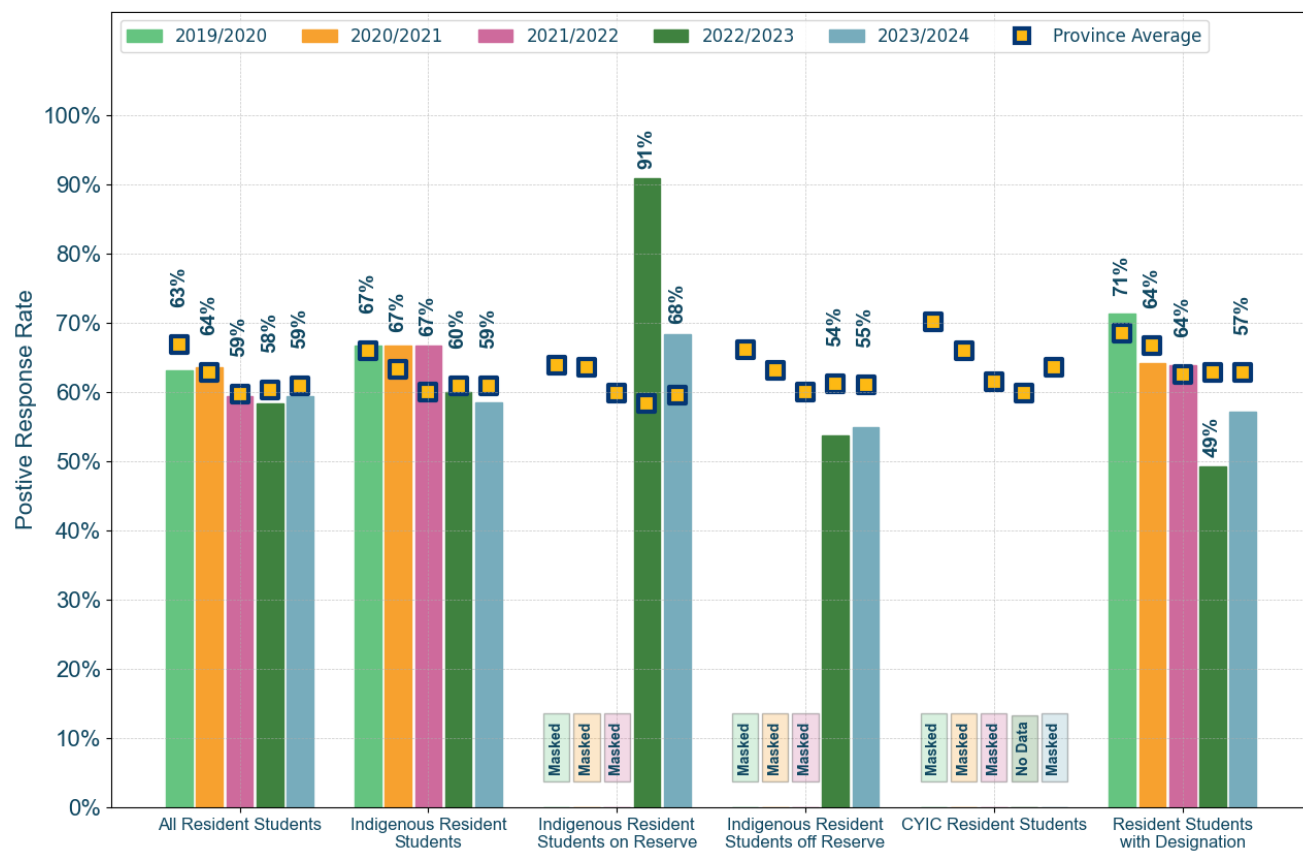


SD047 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD047 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Feel Welcome, Safe and Connected

Student Learning Survey participation rates for all resident students were slightly higher than in previous years for most schools, with only a few schools noticing a decrease in participation rates. Overall, participation rates remain relatively consistent with the previous year's data. However, there was a slight decrease noted for students in grade ten.

Student Learning Survey Data analysis indicates that overall, the reported percentage of students in grades 4, 7, 10 and 12, when asked if they 'feel welcome' at school, secondary responses were within the average range for the province. Elementary student responses, while slightly below the provincial average, were within 1% of student responses across the province.

When asked about feeling safe at school, overall elementary student responses were within the provincial range, while secondary student responses were above the province.

When comparing to the 22/23 Student Learning Survey data, students in all grades who reported feeling safe at schools remains relatively unchanged; however, responses are still slightly below the province.

Student Learning Survey data regarding a positive response to a sense of belonging at school remains unchanged from the previous year and remains below the province. Students in the qSD reporting two or more adults who care has remained stable for all resident students, with slight gains noted among priority populations.

Further disaggregation of student learning survey data highlights that the percentage of grade 4 students feeling safe is down from last year and is also below other grade four students in the province. When asked about feeling welcome and school belonging, grade 4 data results have decreased from last year and are also below the province.

Notably, the children and youth in care data is below the masking threshold, school and district teams work collaboratively to monitor student success for priority populations. School based teams work closely with counsellors, Family School Liaison Workers, Inclusive Education staff and community-based support staff to ensure regular check-ins are occurring and if warranted, additional supports for student success are put into place.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

*For relevant local data, please see the [Enhancing Student Learning Report: Local Data](#) report.

Feel Welcome, Safe, and Connected

The Early Years Development Instrument (EDI) data provides valuable insight on child development and progress of Kindergarten children in various domains, including physical health and well-being, emotional maturity, social competence, language and cognitive development, and communicating skills and general knowledge for kindergarten children. Data collected in these developmental domain areas are good predictors of adult health, education, and social outcomes.

EDI data is collected in three-year waves to capture sufficient data for all school districts across the province. The most recent wave of data (wave 8; collected from 2019-2022) highlights that overall, children in the qSD who are identified as having vulnerabilities on one of more scales of the EDI have been decreasing over time. EDI data also highlights long term trends over time in each of the scales, identifying a meaningful increase in vulnerability within the social competence scale among children in the qathet region. Ongoing collaboration with community partners and early years' service providers through the Early Years Planning Table is vital to help support children and families as they transition from community-based programs and supports to the K-12 education system.

The Middle Years Development Instrument (MDI) is a self-report questionnaire which asks children in grade 5 about their thoughts, feelings and experiences in school and in the community. Local MDI data highlights a decrease in the number of students reporting two or more adults who care at school. Last year's MDI data noted 81% of students indicated they had two or more adults at school who care, while this year MDI survey results show only 64% of student noting two or more adults that care at school.

The Youth Development Instrument (YDI), a self-report questionnaire completed by students in grade 11 and the McCreary Adolescent Health Survey are two other data sources used to inform decision making and resource allocation to support student success and well-being. When appropriate, local data results are also shared with our community partners, including the local Health Authority to help inform resource prioritization. The YDI collects population-level youth development data that may be broadly used to better understand the developmental trends, health, and well-being of adolescents in the province. The most recent data sets from 2024 (YDI) and 2023 (AHS) ask youth about their experiences at school and results from both surveys are consistent with SLS data.

This past year, as part of an Inclusive Education Program Review, students in grade 3-12 with disabilities and diverse abilities were surveyed to gain insight into the school experience for this priority population. Survey results highlight that 100% of respondents believed there were two or more adults at school who cared about them. Survey results also demonstrated 80.8% of the students surveyed felt they belong at school. Feedback from the survey will be shared with school teams as the respondents provided valuable and informative feedback on how to best support their learning.

Analysis of Student Learning Survey Data reveals that when compared to previous years data and in relation to provincial averages, students' responses remained relatively consistent and were generally within 5% of the rest of the province for students in grades 7, 10 and 12. Curiously, children in grade 4, noted a decrease over the previous year's data and in relation to the province in the areas of feeling welcome, safe and belonging.

To ensure student success, these results warrant further exploration and analysis to better determine how to support the needs within the cohort as they progress through the grades.

Embedded in local and provincial data are many individual stories that remain untold. Through continued student engagement and ongoing opportunities and invitations to hear student voice, it is hoped that these untold stories can come to life and lessons can be learned to how best support their needs to ensure success for all.

Career Development

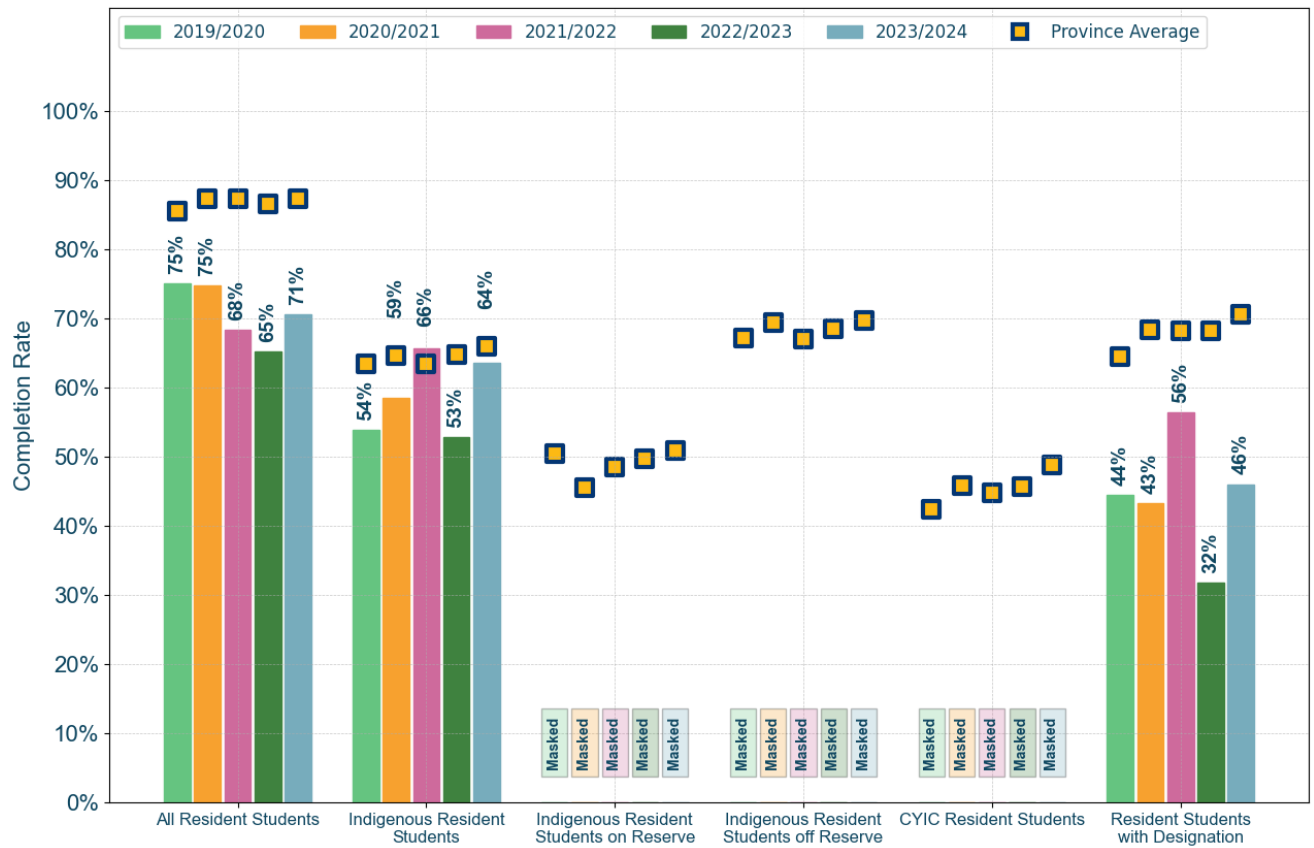
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

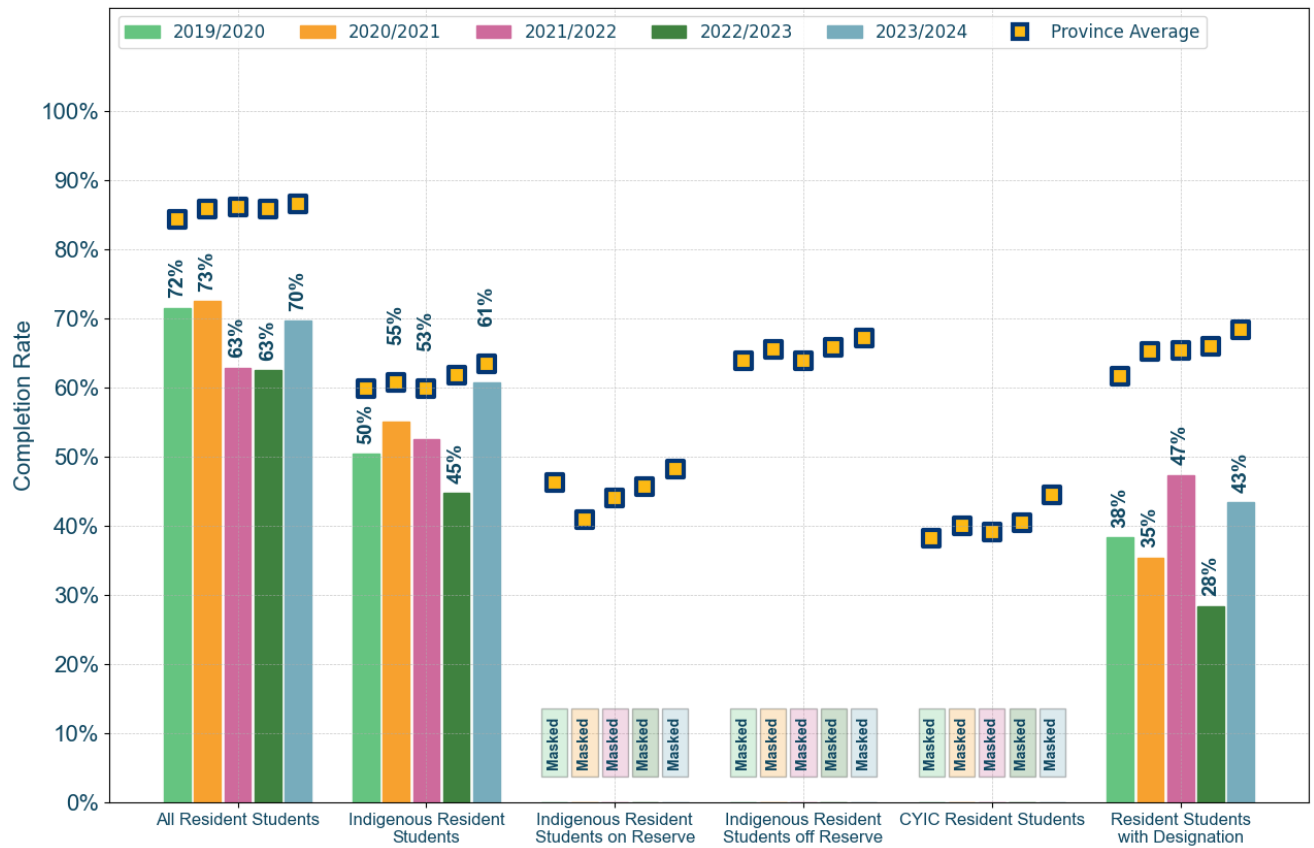
SD047 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	216 16	201 19	185 20	203 19	252 24
Indigenous Resident Students	32 2	32 3	26 3	27 2	40 4
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	71 6	56 5	49 5	66 6	84 8

SD047 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD047 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Graduation data shows that cohort sizes continue to increase in both qSD's brick-and-mortar schools and POLS. While most Grade 12 students in qSD's POLS are typically not primary to qathet School District, they now represent approximately 10% of the district's Grade 12 population. This shift has implications for the district's overall district profile, particularly as completion patterns differ from those in brick-and-mortar schools. Careful attention is needed to separate brick-and-mortar student outcomes from broader online learning patterns when interpreting district-level results. The population growth in qSD's POLS that began during the COVID-19 pandemic has remained steady, with enrollment continuing to increase year over year. It is important to note that a significant number of students with designations select qSD's POLS as their school of choice. Often, these students require six years and more for graduation.

Completion rates increased in 2023/2024; however, they remain well below the provincial average. This year also marked the largest cohorts of Indigenous students and students with disabilities or diverse abilities in the past five years. While completion rates for both cohorts improved significantly compared to the previous year, they, too, are below the provincial average. More Indigenous students and students with disabilities or diverse abilities graduate with an Adult Dogwood than in other student populations.

Data for Indigenous students on reserve, Indigenous students off reserve, and for children and youth in care (CYIC) remain masked because of low cohort size. Completion rates for these priority populations are also below the provincial average. Small cohort count size makes it difficult to track trends and patterns over time; however, inequity of outcomes is a concern.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

*For relevant local data, please see the [Enhancing Student Learning Report: Local Data](#) report.

The data suggests that while overall enrollment and graduation cohorts are growing, inequities in graduation outcomes remain a concern for all students, and especially for priority populations. These students continue to face barriers in achieving graduation within five and six years, despite seeing increases year over year.

Student enrollment in qSD's POLS also makes data interpretation more complex. While the 5-Year and 6-Year Completion Rate overall remains significantly lower than the provincial rate, when comparing rates for online schools, qSD's POLS has consistently had a higher completion rate average than the provincial POLS completion rate. Since 1/3 of our student population is enrolled in our online school, it is important to compare the district average with the online school average as it impacts the story that the completion rate tells. Significantly more students in our online school do not graduate within 5 years compared to the rest of the district. However, we know that students enter online schools for various reasons, including not being successful in brick and mortar schools, making the potential for increased vulnerability for students at all POLS noteworthy.

The increasing representation of Indigenous learners and students with disabilities or diverse abilities in the cohort count, also highlights the importance of equity-focused graduation supports. While some students are finding success through alternate pathways such as qSD's POLS, disparities in completion persist. Deepening partnerships with families, Indigenous communities, and community agencies will be critical to addressing systemic barriers and improving outcomes. New in the 2024/25 school year, qSD, in partnership with the Ła?amun Education Department, developed a rigorous process for the movement of Indigenous students to an Adult Dogwood pathway. qSD also updated policies and processes for all students pursuing the Adult Dogwood pathway. These updates were designed to ensure that flexible pathways to graduation do not result in lowered expectations for learners. Revisions reinforce consistent academic standards across all programs, while still recognizing the unique circumstances and support that adult learners may require.

Family School Liaison Workers also continue to work closely with school counsellors, administration, community-based support staff, and Inclusive Education staff to ensure regular check-ins and academic and social/ emotional supports are available to students in need, including CYIC who would benefit from wrap around support.

Next steps include strengthening qSD's process of monitoring and responding to student success data with district and school teams and allocating resources to equity-focused professional learning, including culturally responsive practices, universal design for learning

(UDL), and Multi-Tiered Systems of Supports (MTSS). Expanding student voice opportunities to better understand learners' experiences and identify instructional and program gaps is another commitment we are investing in.

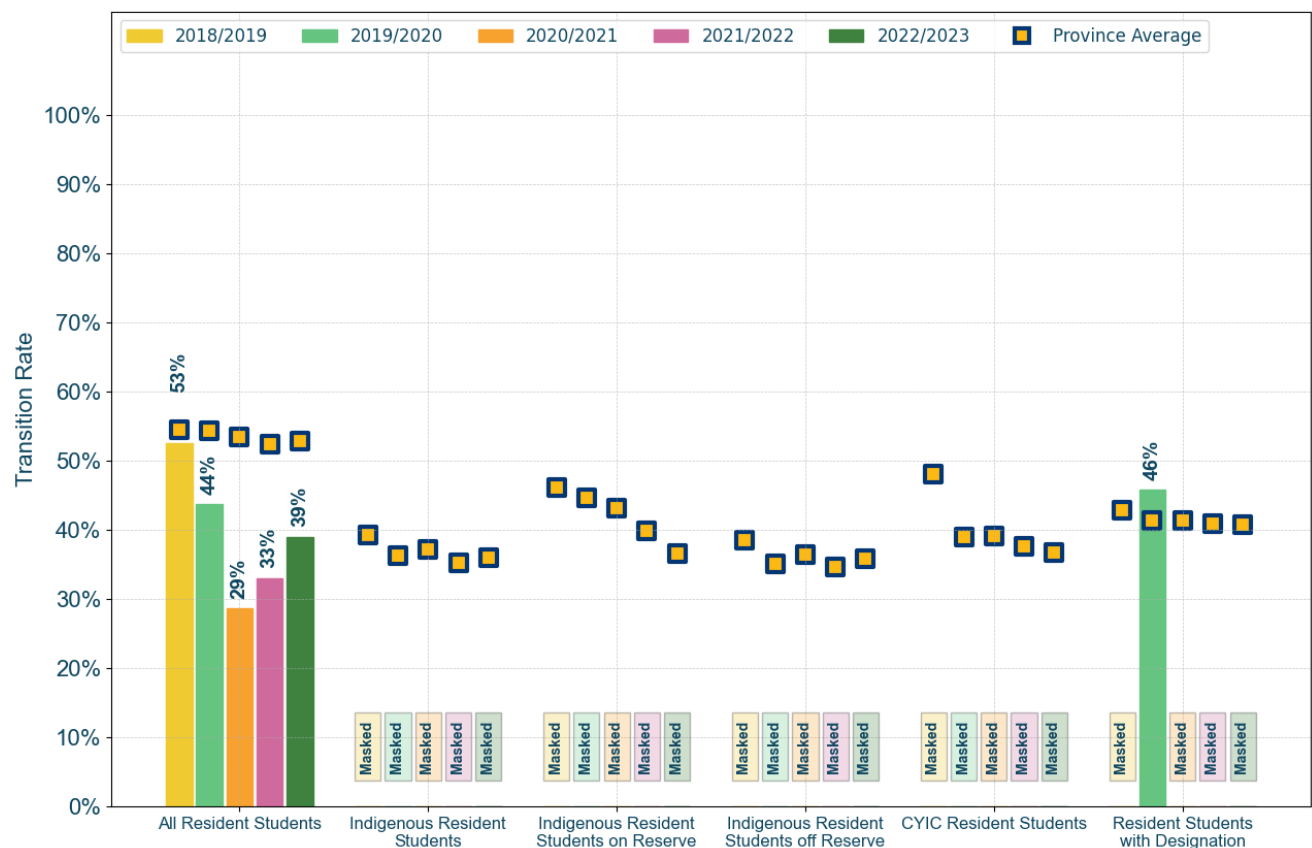
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

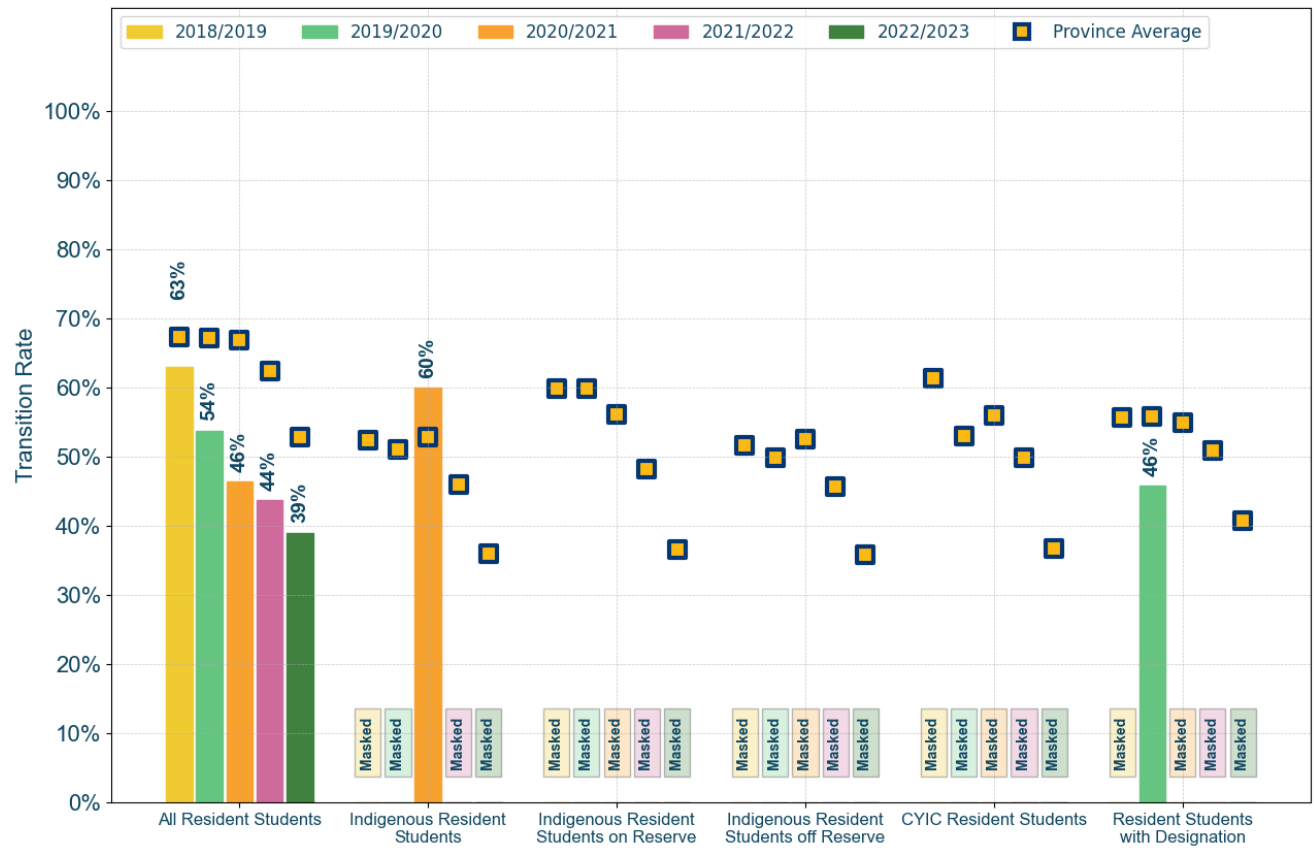
SD047 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	116	158	140	112	123
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	24	Masked	Masked	Masked

SD047 - Immediate Transition to Post-Secondary



SD047 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

While most of the data is masked and slight variations exist from year to year, the number of students transitioning from qSD to a PSI is below the provincial rates for all local populations. Students with an immediate transition to a PSI has been steadily increasing in the last three years, while students transitioning to a PSI within 3 years has been steadily decreasing in the last five years.

The disaggregated data highlights further inequities when it comes to post-secondary transitions for all priority populations.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

*For relevant local data, please see the [Enhancing Student Learning Report: Local Data](#) report.

Locally, we offer dual credit (trades and academic) opportunities to students in high school. This includes full time dual credit programs like Auto, Carpentry, Welding, Health Care Assistant, and Early Childhood and Education and first year PSI courses like English, Psychology, and Sociology. In addition to providing post-secondary credits, these courses count as elective credits at the Grade 12 level. Knowing that most job openings require some post-secondary education and that students who participate in dual credit are 7% more likely to graduate on time and 16% more likely to make an immediate transition to a BC PSI, we continue to support current and new dual credit offerings.

This year (2024/2025) 22 Grade 12 students are enrolled in a full-time dual credit program and 53 students are enrolled in a first year PSI course. Efforts to encourage all students, but particularly Indigenous students, students with disabilities or diverse abilities, and CYIC to attend a PSI should remain a focus of career education curriculum and initiatives. Data has been masked for CYIC due to low numbers and privacy protection. Given that the number of children and youth in care is approximately 20 students, school and district teams continually work collaboratively to monitor school success and attendance.

We need to further investigate why students, after strong Grade-to-Grade Transition Rates, are not graduating within 5 and 6 years of entering Grade 8 and why students are choosing not to attend BC PSIs after graduation. School growth plans at all schools serving Grade 12 students will prioritize completion data in their continuous improvement work. An emphasis on career education and career pathways will also remain a focus moving forward. More opportunities for students to think about career interests and future possibilities will be explored, including

adding new dual credit programs and continuing to support Youth In Trades and Work Experience.

qathet School District (qSD)

SD047

Enhancing Student Learning Report

September 2025

Part 2a: Respond to Results

In Review of Year 2 of the 2023-2028 Strategic Plan Framework

Contents

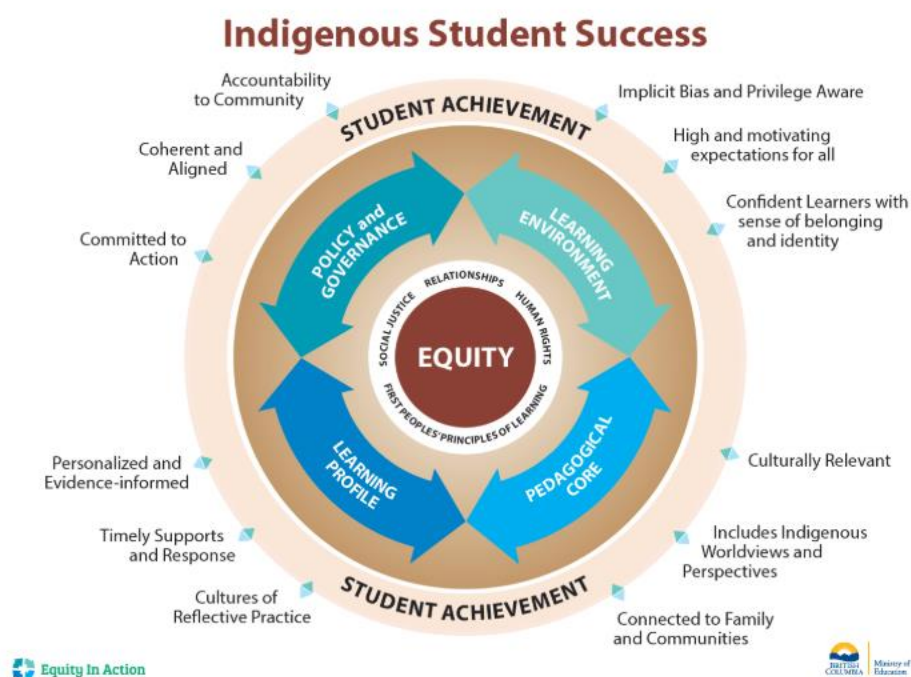
District Context for Continuous Improvement	Error! Bookmark not defined.
Reflect and Adjust.....	50
Reflect and Adjust Chart (Optional)	Error! Bookmark not defined.
Create Alignment to Enhancing Student Learning.....	Error! Bookmark not defined.

Reflect and Adjust



Adjustments and Adaptations: Next Steps

A number of strategies have been implemented this year to achieve strategic plan priorities and objectives. Improving equity of outcomes for First Nation students, Indigenous students, Children and Youth in Care (CYIC), and students with disabilities or diverse abilities remains a key focus. As such, we have used the [Equity in Action Framework](#) when selecting practices and strategies in our strategic planning and continuous improvement processes. On the next page, we have listed a number of strategies using the Equity in Action Framework. For a more in-depth list of strategies with details, please see the [Monitoring Strategy Effectiveness Worksheet](#).



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Cultivating an Ethic of Learning (titłwšćm ʔəms taʔow):

- Appoint an Early Learning District Lead to support and facilitate early learning initiatives
- Continue the Kindy Connect Program to support the transition to kindergarten
- Reduce Gradual Entry to one week from two with additional supports/staffing added to each school
- Continue to support Strong Start Centers in several elementary schools and Strong Start Go
- Continue to support transitions from home to school to ensure effective communication and provide additional supports as necessary
- Continue the class review process at each elementary school with extra focus on priority populations
- Continue to support the literacy coordinator position, as well as providing literacy intervention at all elementary schools. The area of focus for these staff members will be identified through the collaborative data review process
- Create opportunities for collaboration for school teams to review DIBELS data and determine next steps at each elementary school
- Expand the Literacy Toolkit from K-3 to include intermediate grades
- Using the Self-Regulated Strategy Development writing program (SRSD) support literacy instruction grades 4-9
- Evaluate numeracy skills from the numeracy assessment data to determine next steps to support tier 1 instruction in numeracy
- Continue to support numeracy coordinator position with monthly residency sessions at each elementary school. The area of focus for these residencies will be identified through the collaborative data review process
- Re-engage a district student council
- Provide opportunities for Grades 8-12 teachers to learn about literacy (adolescent literacy and disciplinary literacy).
- Provide literacy collaborative opportunities using the Ministry Literacy Grant
- Continue to collaborate with Łaʔamın Nation and other partners to create local teaching learning resources
- Implement regular check-in meetings with district and school teams to identify and monitor needs and outcomes for priority students and populations.
- Continue to implement a Multi-tiered System of Support (MTSS) approach for enhancing student success for priority populations
- Host a Student Voice Forum/ Conference

Cultivating Curiosity (payot gagayšćtən):

- Continue to support a 0.50 FTE Outdoor Learning Coordinator focused on elementary building teachers' skills and knowledge to meaningfully support place-based learning

- Increase ADST opportunities in schools and implement an ADST Scope and Sequence
- Continue to provide purposeful career-life development opportunities for all students (e.g. career education curriculum, BAA courses, dual credit programs, Skilled Trades BC programs, career fairs, PSI partnerships).
- Participate in an appreciative inquiry/street data process to look closely at the French Immersion Program.

Cultivating Connection (paʔa kwums qwayigən):

- Continue to solicit student voice and feedback on creating safe and caring schools
- Continue to support Compassionate Systems Leadership within learning sessions throughout the school year
- Continue to host a third annual Grade 7 Health and Wellness Conference and engage with students to identify what they feel is needed for a successful transition to high school
- Explore different strategies and opportunities to support teachers with mental health literacy
- Continue with the Sexual Health Educator position with .5 FTE with a mandate to support teacher learning and curriculum implementation providing enhanced classroom learning for targeted cohorts in grade 5 and 9.
- Engage with Human Resources to determine next steps to support staff wellness
- Continue to support the čəpθən positions at each school within the Indigenous Education department

Supporting Self Determination (ʔaʔjinxwəgəs):

- Expand and deepen the engagement opportunities with students, parents, Indigenous Rightsholders (łəʔamɪn Nation), and other Indigenous groups (such as Metis)
- Continue the GIJE (Guided Indigenous Journey to Excellence) Program to honour local Indigenous knowledge and practice
- Continue to support communication and engagement with the łəʔamɪn Nation by providing tri-yearly updates on student success

Cultivating Truth and Reconciliation (gunaʔxwuθs):

- Planned for a second annual Indigenous Education Focused Learning Day for all staff in the qathet School District
- Continue the qaymɪxwqənəmšt (K/1 ʔayʔajūθəm language) Pilot
- Continue to grow and develop the skills and knowledge of the Indigenous Education Team
- Continue to meaningfully engage the Indigenous Education Council on all matters pertaining to the Indigenous students within the qathet School District

- Implemented a new qathet School District logo commissioned by a local, Indigenous artist and qathet School District graduate

Cultivating Integrity/Responsibility (hays qayumix^w ?ay?aytawθ):

- Continue to support a Sustainability Coordinator role
- Continue to follow a scheduled cycle of program reviews
- Implement revised policies and processes for students pursuing the Adult Dogwood pathway.
- Continue to conduct monthly professional learning sessions for principals and vice principals on topics related to continuous improvement using an inquiry process and any further administrator learning request
- Continue to conduct regular check-ins and coaching with principals and vice principals focusing on school goals using an inquiry process and curiosity to ensure student success. This is in alignment with the Strategic and Operational Plans.
- Hire a consultant with expertise in online learning to conduct a comprehensive review of qSD's POLS
- Increase learning opportunities and support for new teachers and expand the current mentorship activities
- Continue (Year Two) of the Leadership Academy

qathet School District

SD047

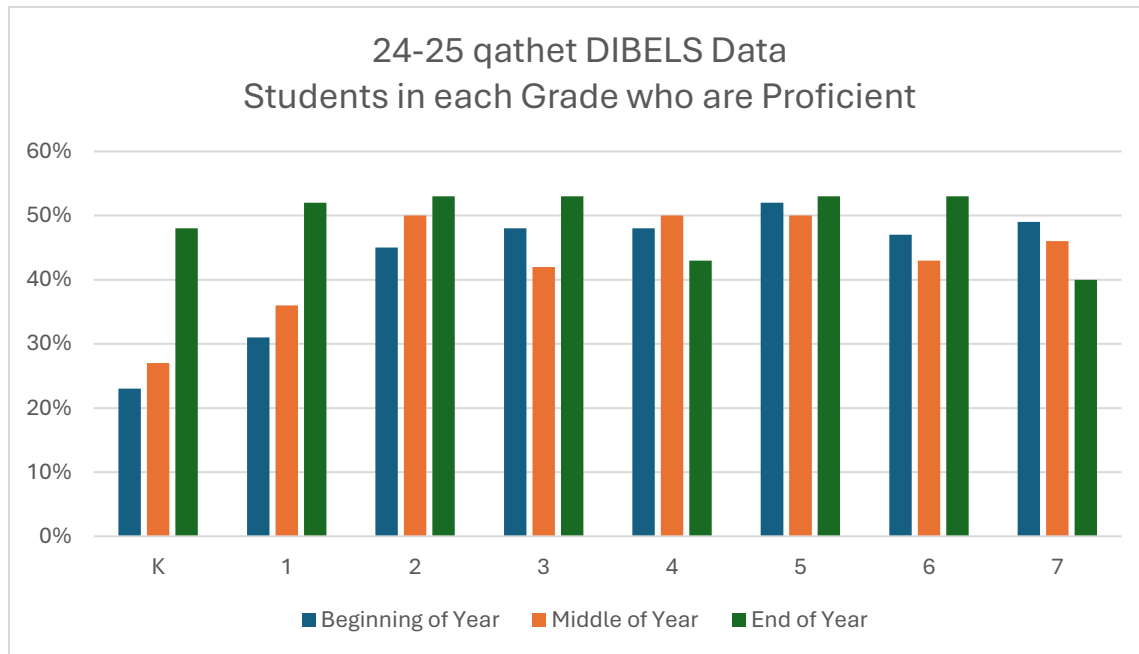
Enhancing Student Learning Report

Local Data

Intellectual Development

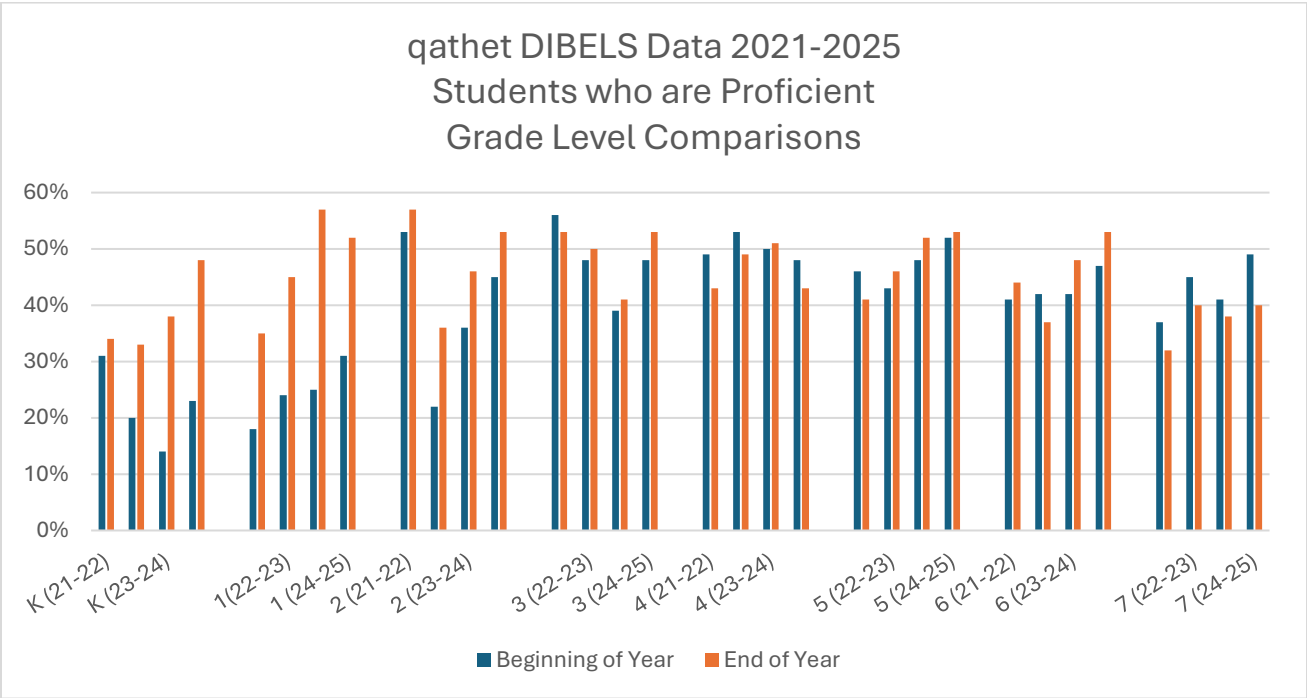
Educational Outcome 1: Literacy

Measure 1.1: DIBELS: Students in K-7 who are proficient from the beginning of the year to the end of the year.



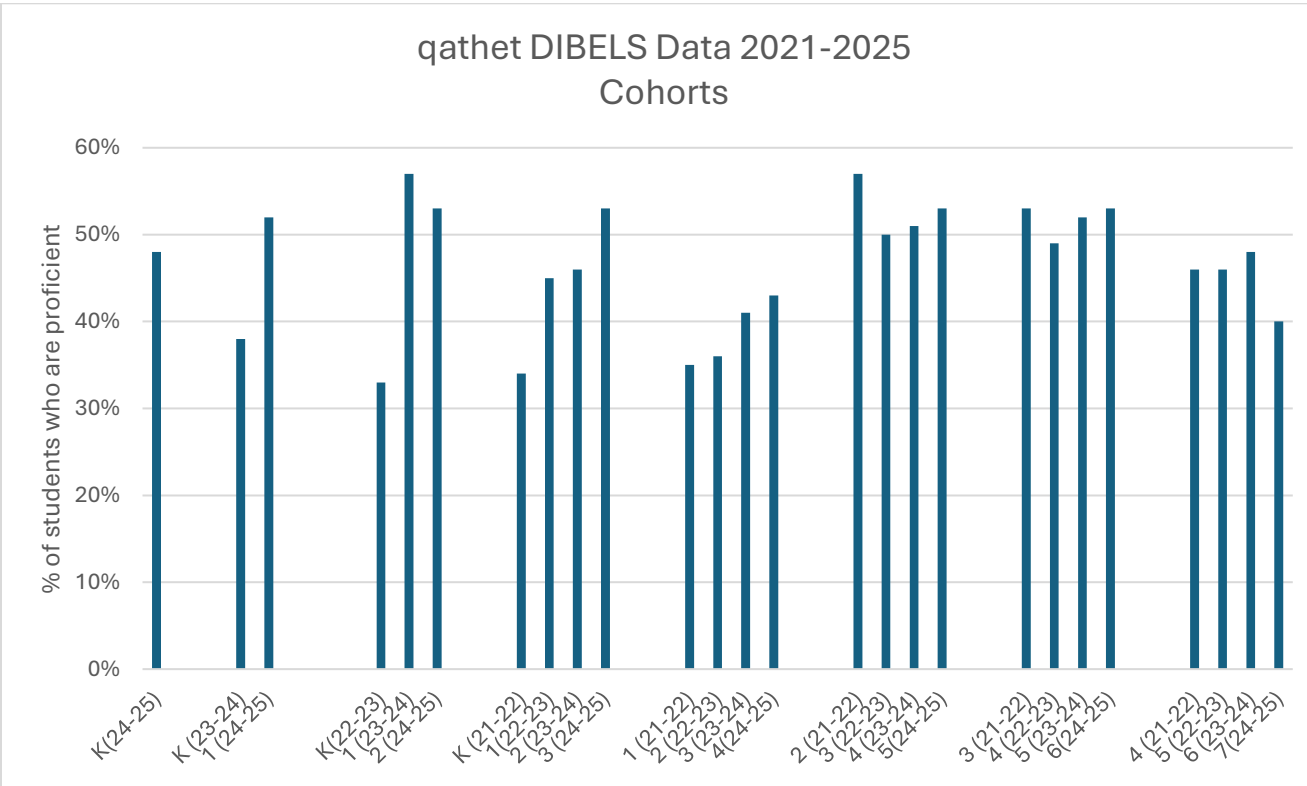
There is considerable growth from the beginning of the year in primary but not in intermediate and sometimes there is even a reduction in numbers.

Measure 1.2: Grade Level Comparisons of Students who are Proficient in the DIBELS



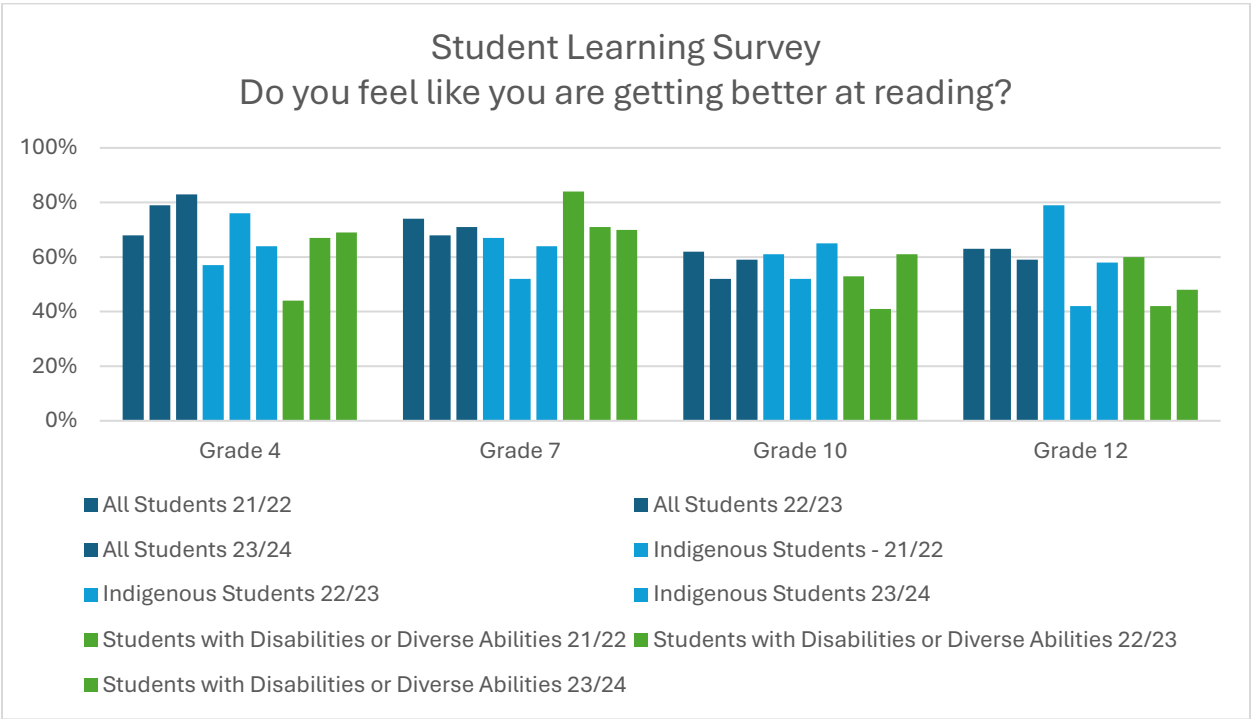
This measure shows that each year there is improvement in growth at most grade levels except grade 7, although the increase is significant in primary.

Measure 1.3: Cohort Comparisons of Students who are Proficient in the DIBELS



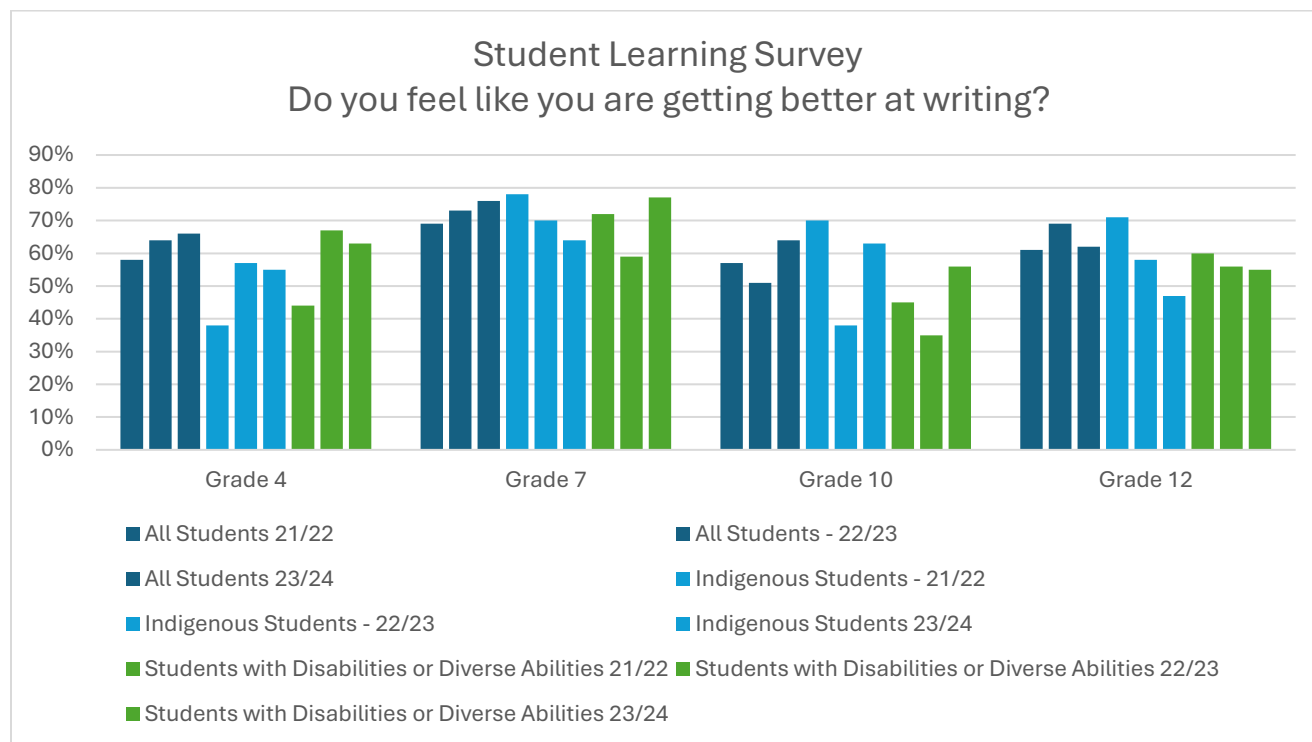
Looking at specific cohorts reflects the same growth in primary but not in intermediate. It is especially concerning to see the decline in grade 7.

Measure 1.4: Student Learning Survey – Students who Feel Like they are Getting Better at Reading



This graph indicates improvement in students who feel like they are getting better at reading in some categories and years; however, it shows some student populations feel they are getting worse.

Measure 1.5: Student Learning Survey: Students who feel Like they are Getting Better at Writing



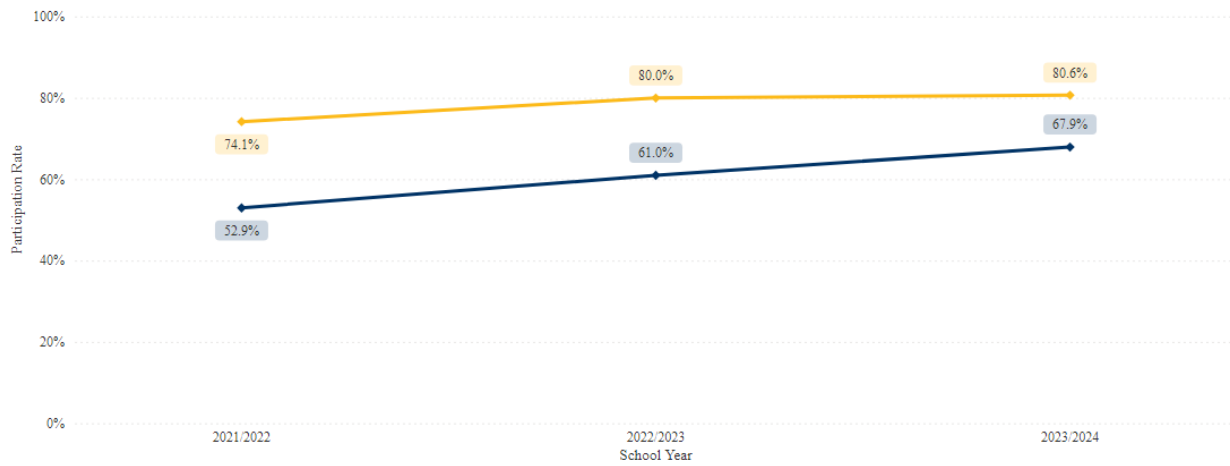
This graph indicates improvement in students who feel like they are getting better at writing in some categories and years except grade 12 where it indicates they feel they are getting worse.

Measure 1.6: Grade 12 Literacy Expectations

Grade 12 Graduation Assessment Literacy – Participation Rate

Participation Rate for Province, 047 - qathet, All Schools

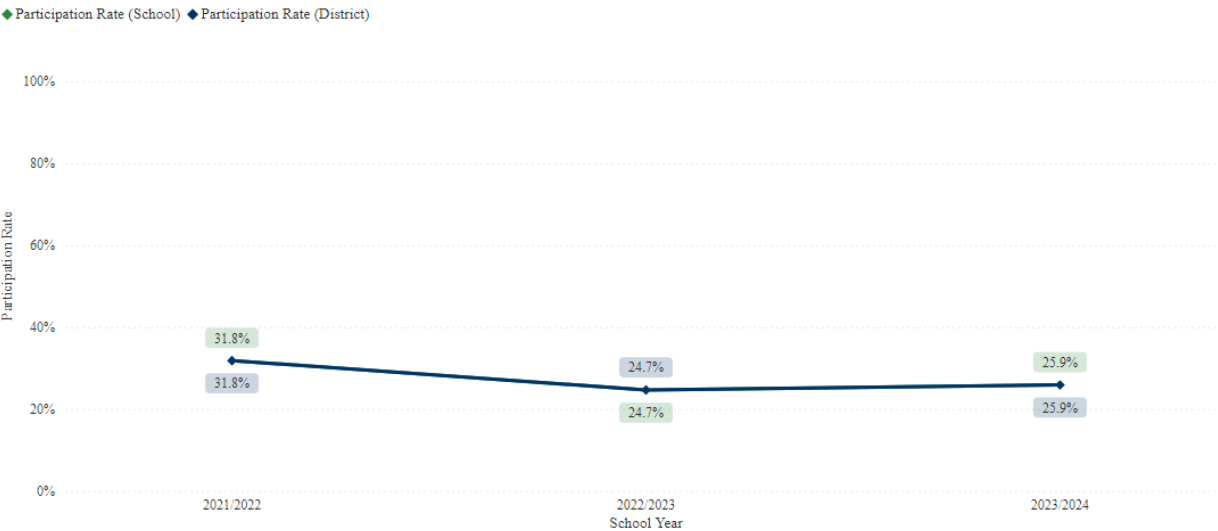
◆ Participation Rate (School) ◆ Participation Rate (District) ◆ Participation Rate (Province)



BC Public School Graduation Assessments; **RESIDENCY_IN_YEAR** (is Resident);
GRAD_REQUIREMENT (is LIT12)

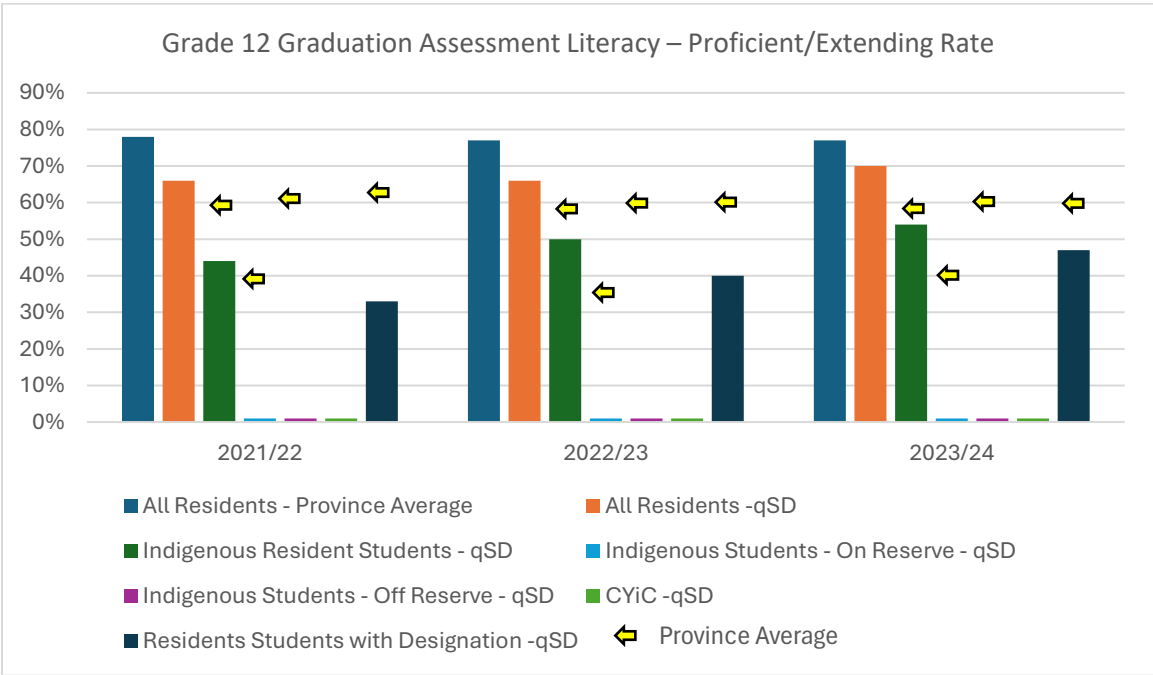
Grade 12 Graduation Assessment Literacy – Participation Rate – Online Learning

Participation Rate for 047 - qathet , All Schools

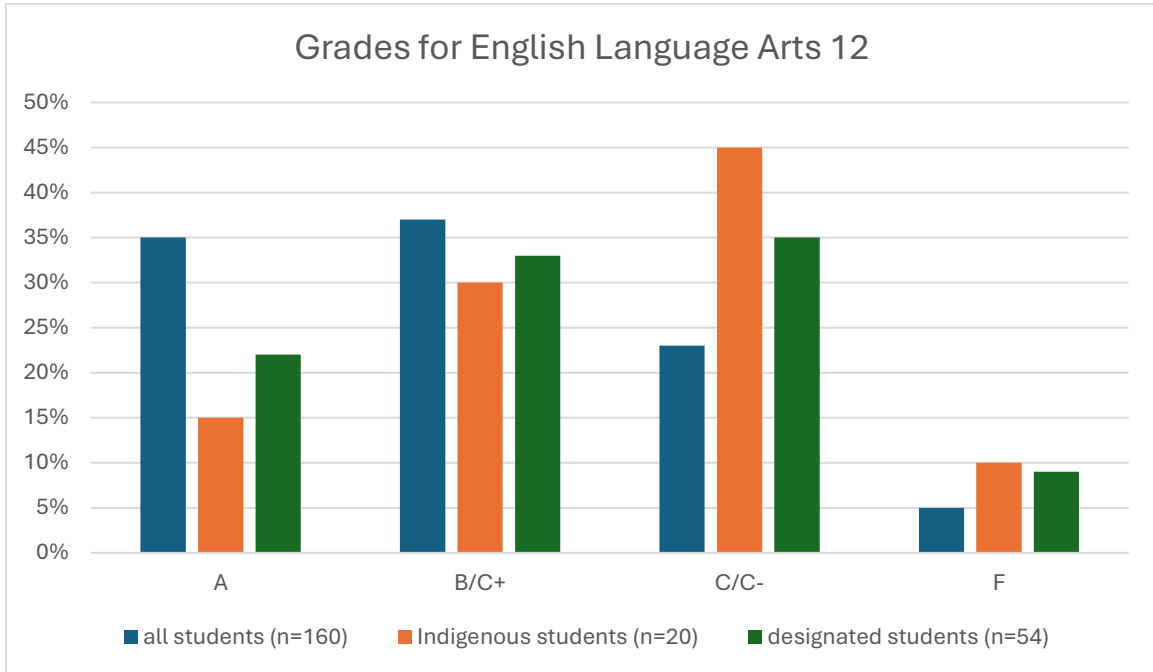


BC Public School Graduation Assessments; **RESIDENCY_IN_YEAR** (is Resident);
GRAD_REQUIREMENT (is LIT12); **FACILITY_TYPE** (is Online Learning)

Grade 12 Graduation Assessment Literacy – Proficient/Extending Rate

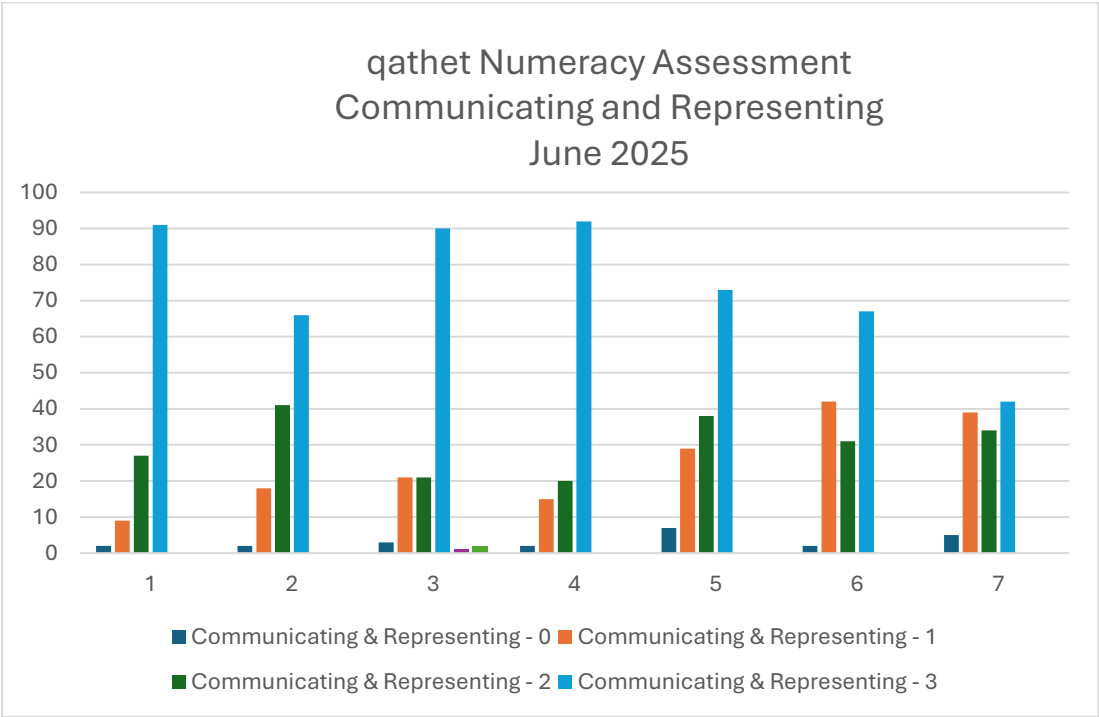


Grade 12 Literacy (Course Letter Grades)



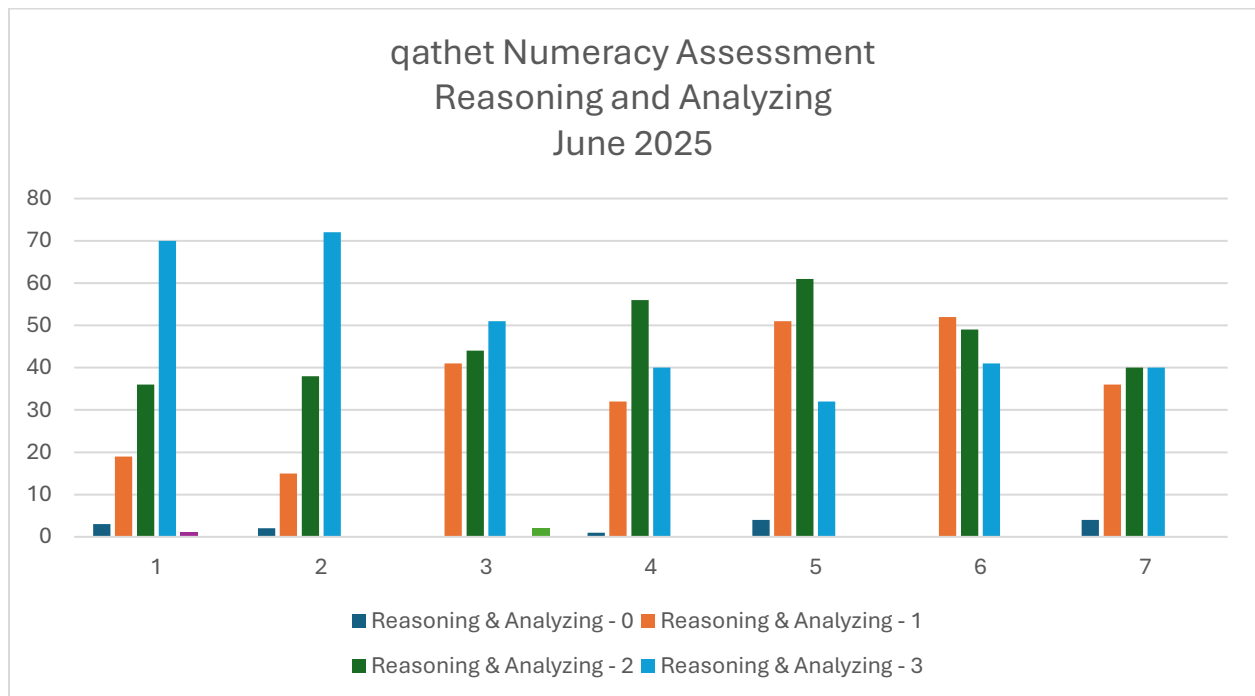
Educational Outcome 2: Numeracy

Measure 2.1: Communicating and Representing Portion of the qathet Numeracy Assessment



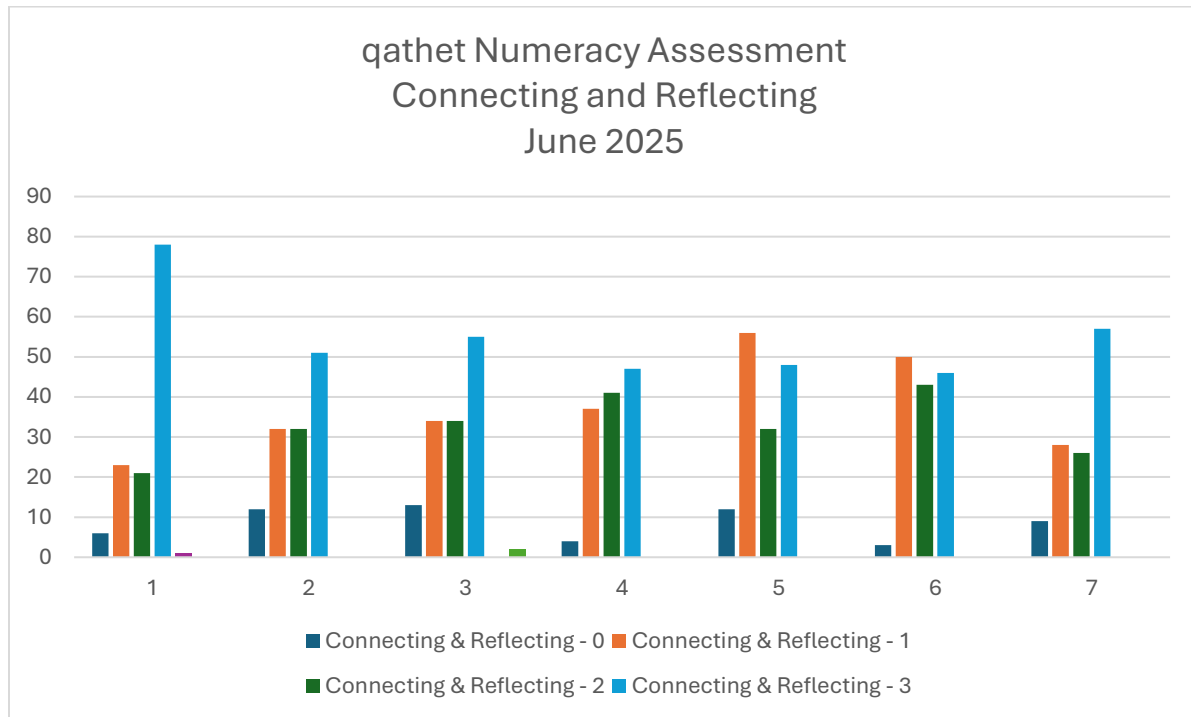
This graph represents the Numeracy Assessment scores focused on communicating and representing with 0 indicating there was no attempt, 1 being emergent, 2 is developing, and 3 is proficient.

Measure 2.2: Reasoning and Analyzing Portion of the qathet Numeracy Assessment



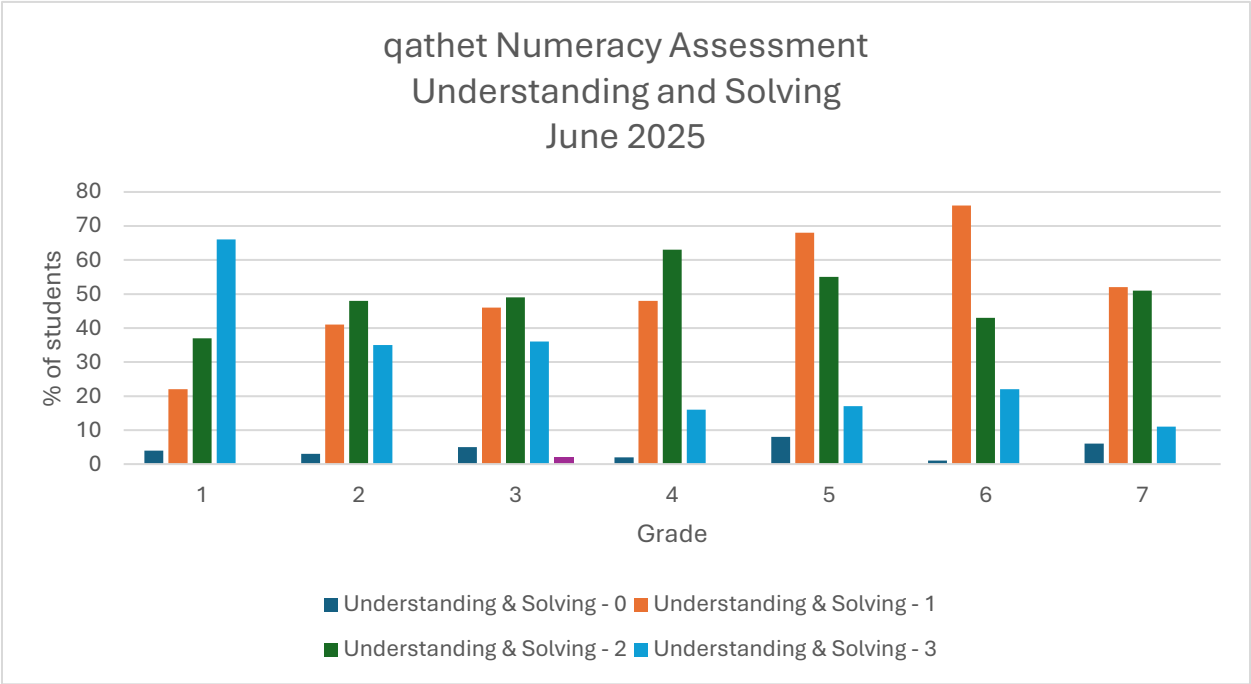
This graph represents the Numeracy Assessment scores focused on reasoning and analyzing with 0 indicating there was no attempt, 1 being emergent, 2 is developing, and 3 is proficient.

Measure 2.3: Connecting and Reflecting Portion of the qathet Numeracy Assessment



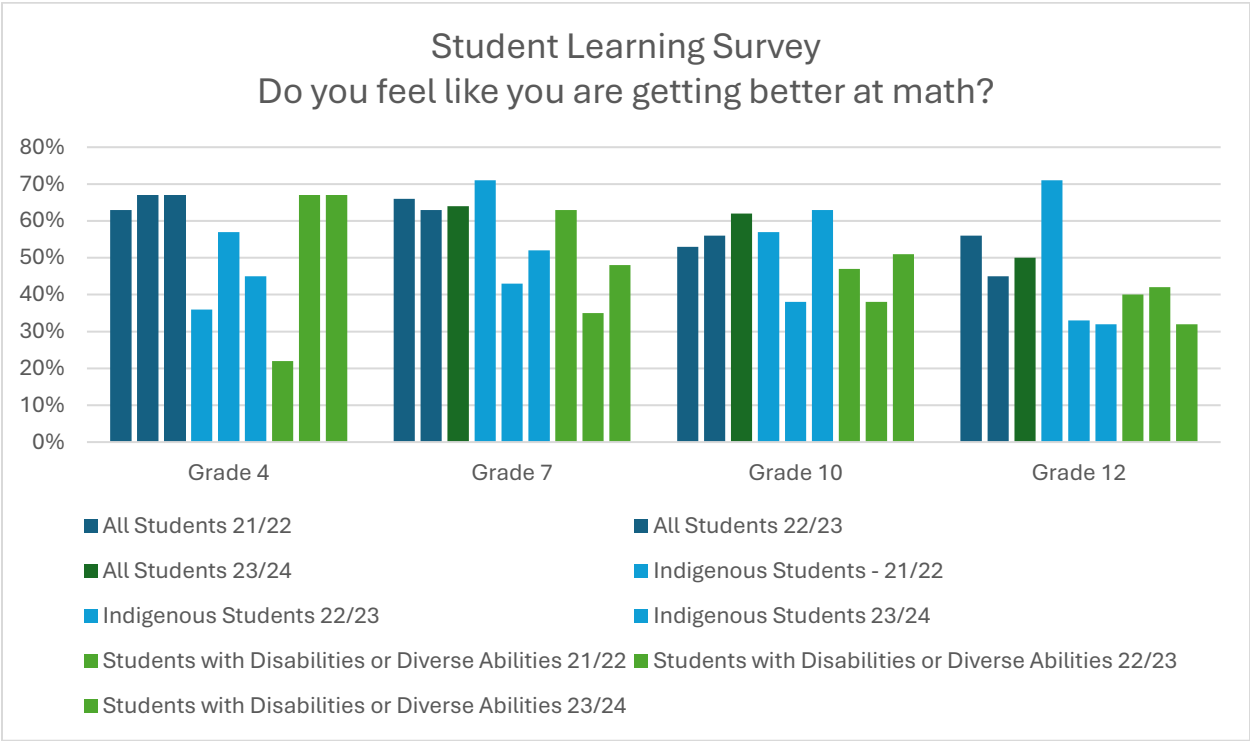
This graph represents the Numeracy Assessment scores focused on connecting and reflecting with 0 indicating there was no attempt, 1 being emergent, 2 is developing, and 3 is proficient.

Measure 2.4: Understanding and Solving Portion of the qathet Numeracy Assessment



This graph represents the Numeracy Assessment scores focused on understanding and solving with 0 indicating there was no attempt, 1 being emergent, 2 is developing, and 3 is proficient.

Measure 2.5: Student Learning Survey: Students who feel Like they are Getting Better at Math



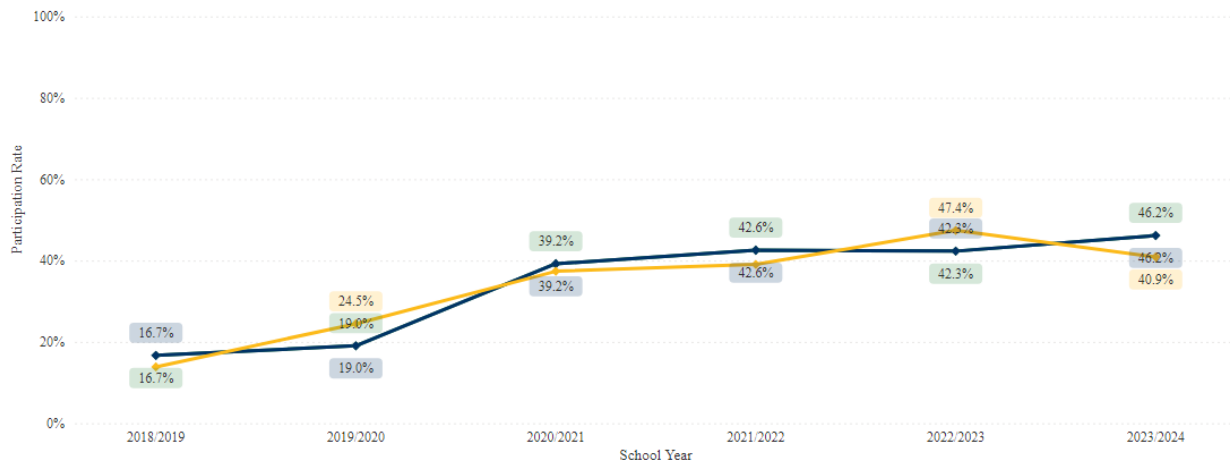
This graph indicates improvement in students who feel like they are getting better at math in some categories and years; however, it shows many times that number is getting worse.

Measure 2.6: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy – Participation Rate – Online Learning

Participation Rate for Province, 047 - qathet, All Schools

◆ Participation Rate (School) ◆ Participation Rate (District) ◆ Participation Rate (Province)

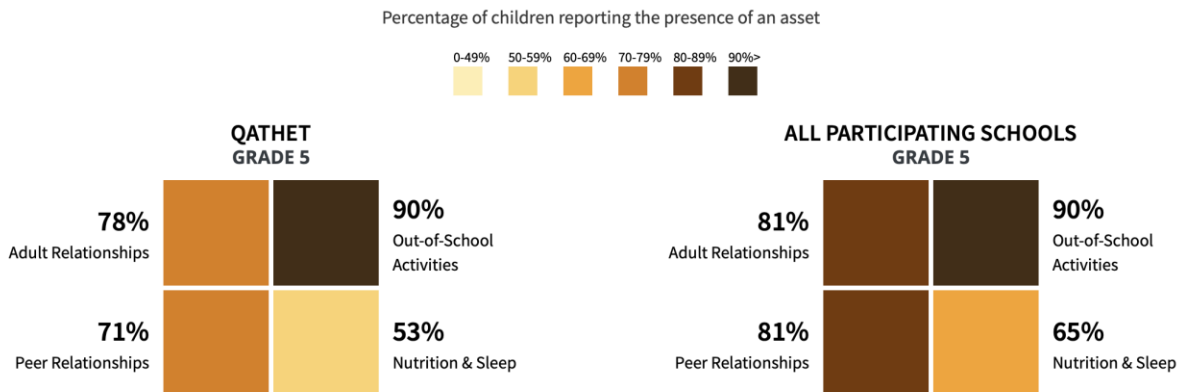


RESIDENCY_IN_YEAR (is Resident), **SCHOOL_TYPE** (is BC Public School),
FACILITY_TYPE (is Online Learning), **GRAD_REQUIREMENT** (is NUM10)

Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: MDI Survey Data – Presence of Assets

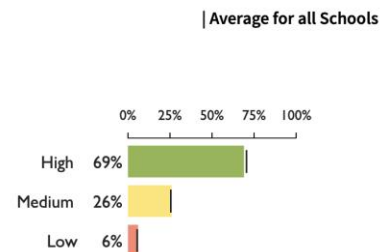


Measure 3.2: MDI Survey Data – Connectedness with Adults

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



Measure 3.3: MDI Survey Data – Adults who Care

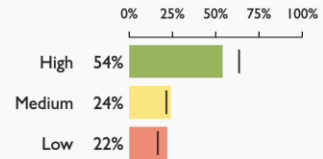
NUMBER OF IMPORTANT ADULTS AT SCHOOL



Measure 3.4 : MDI Survey Data School Belonging

SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



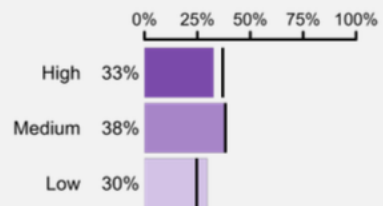
Measure 3.5: YDI Survey Data School Belonging / Adults who Care

SCHOOL CONNECTION

SCHOOL BELONGING†

Youth's level of agreement with statements about their sense of belonging at school.

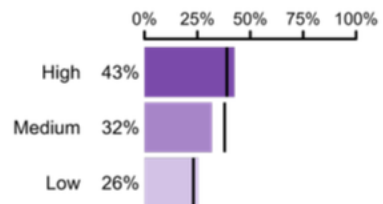
e.g., "I feel like I belong in this school."



SUPPORTIVE ADULTS AT SCHOOL†

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me."



Measure 3.6: McCreary Adolescent Health Survey 2023- School Experience

SCHOOL EXPERIENCE

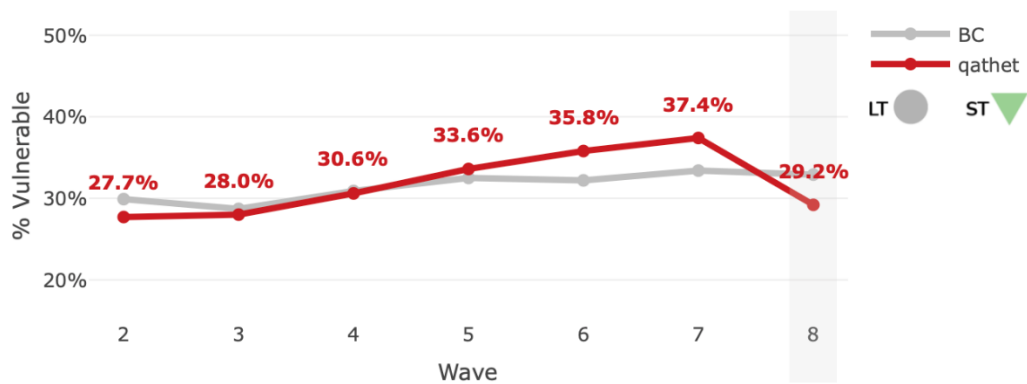
Students were asked how much they agreed with a series of statements about their school experience.

Students' feelings about their school experience			
	Disagreed/ Strongly disagreed	Neither agreed nor disagreed	Agreed/ Strongly agreed
Felt like a part of their school	18%	33%	50%
Happy to be at school	22%	28%	50%
Felt school staff treated them fairly	8%	21%	71%
Felt school staff expected them to do well	6%	19%	74%
Felt safe at school	7%	34%	59%
Felt teachers cared about them	10%	33%	57%
Felt other school staff cared about them	14%	37%	49%

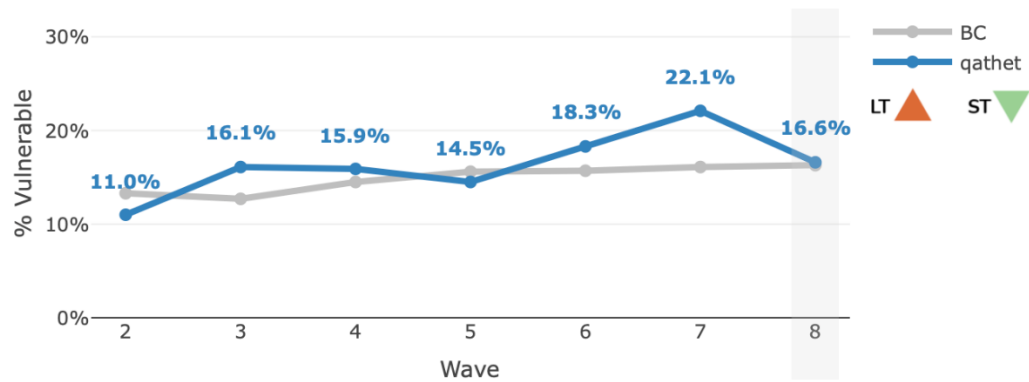
Note: Percentages in each row may not total to 100% due to rounding.

Measure 3.7: EDI Wave 8 Data

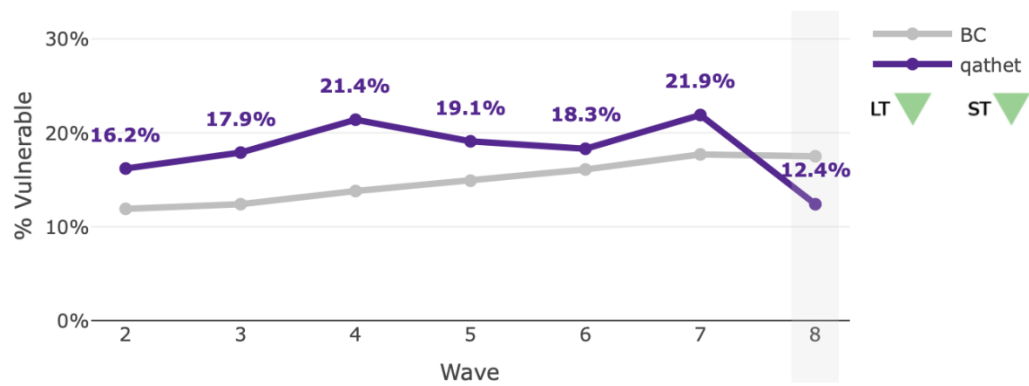
Overall:



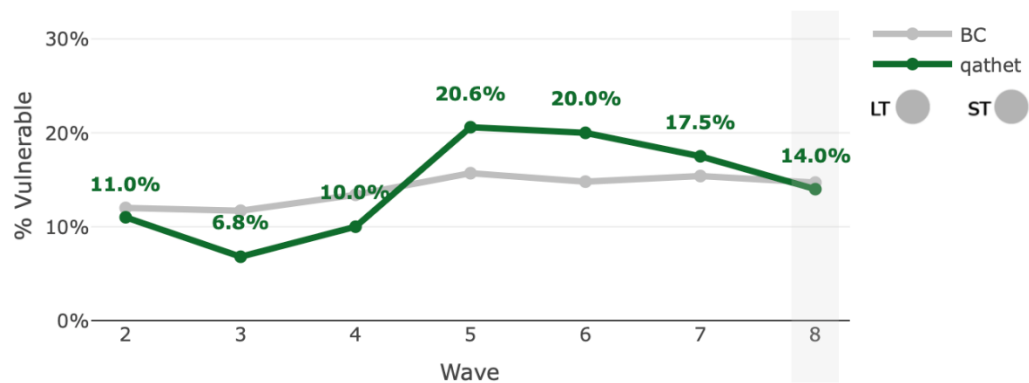
Social Competence:



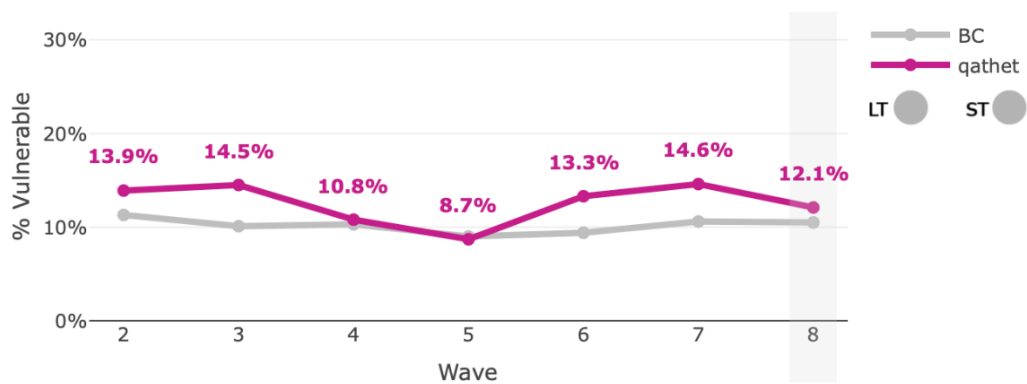
Emotional Maturity:



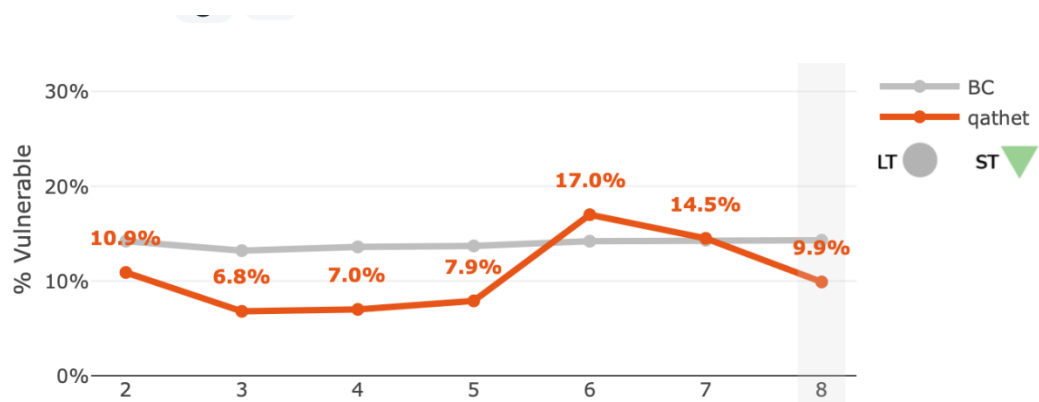
Physical Health and Well-being:



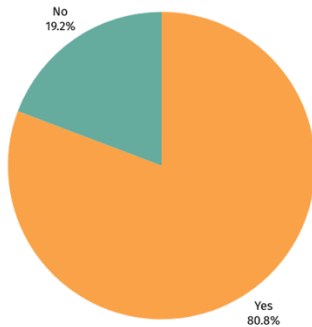
Language and Cognitive Development



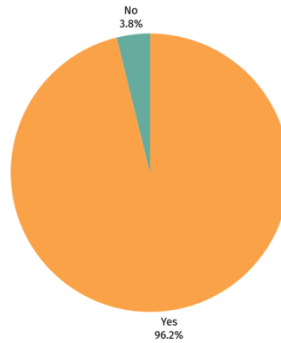
Communication Skills and General Knowledge:



Student Feedback



Do you feel you belong at school?

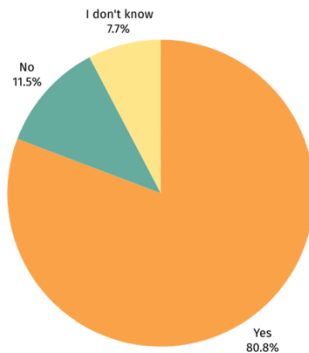


Do you feel comfortable asking for help at school?

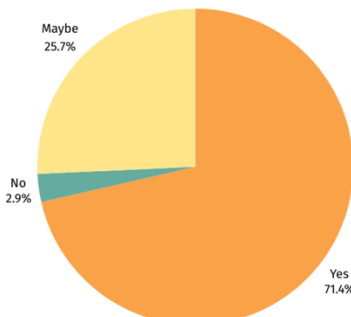


Are there two or more adults at school that care about you?

Student Feedback



Do you feel there is enough support at school to help with your learning?



Do you feel that teachers understand what you need and how to help your learning?

Help me more
Use visuals
Help me understand
Give more breaks
Check in with me
Just listen to me
Make it easier to earn rewards

What can teachers and other adults at school do to help your learning?

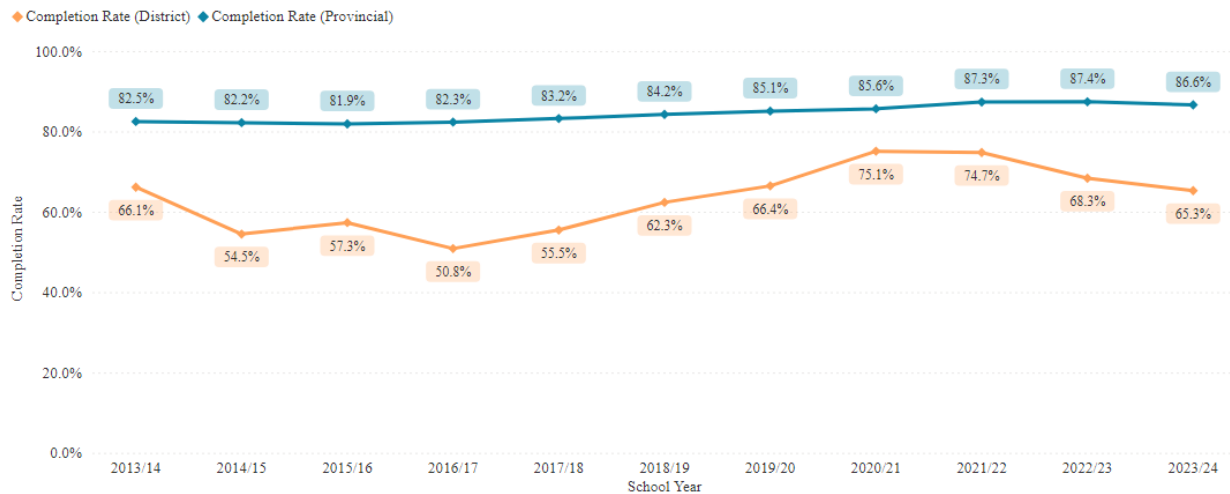
Career Development

Educational Outcome 4: Graduation

Measure 4.1: 5 Year – Completion Rate

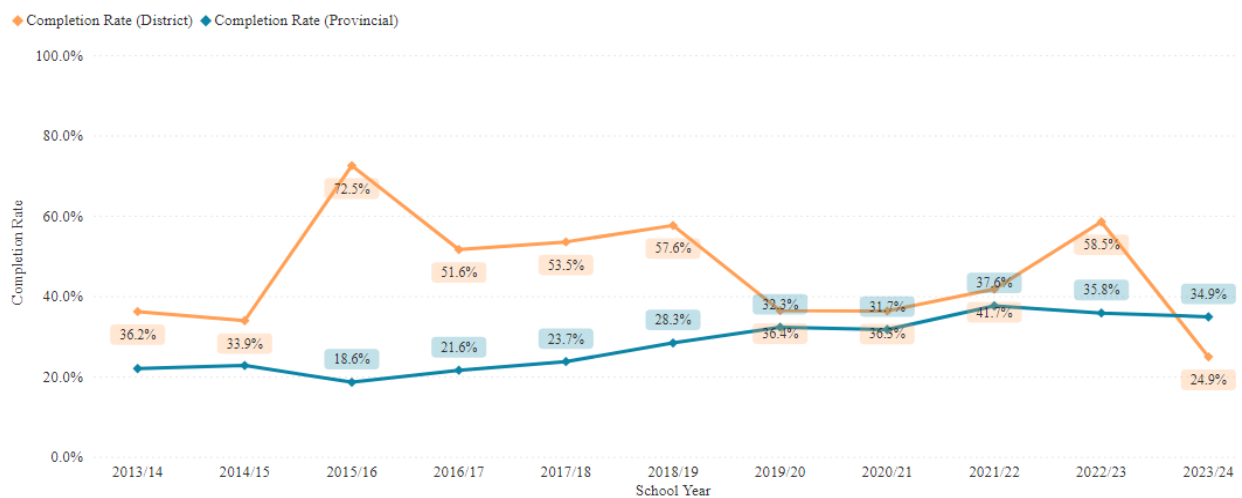
5 Year – Completion Rate – District and Provincial Rate

5 Year - Completion Rate



5 Year – Completion Rate – District and Provincial Online Rate

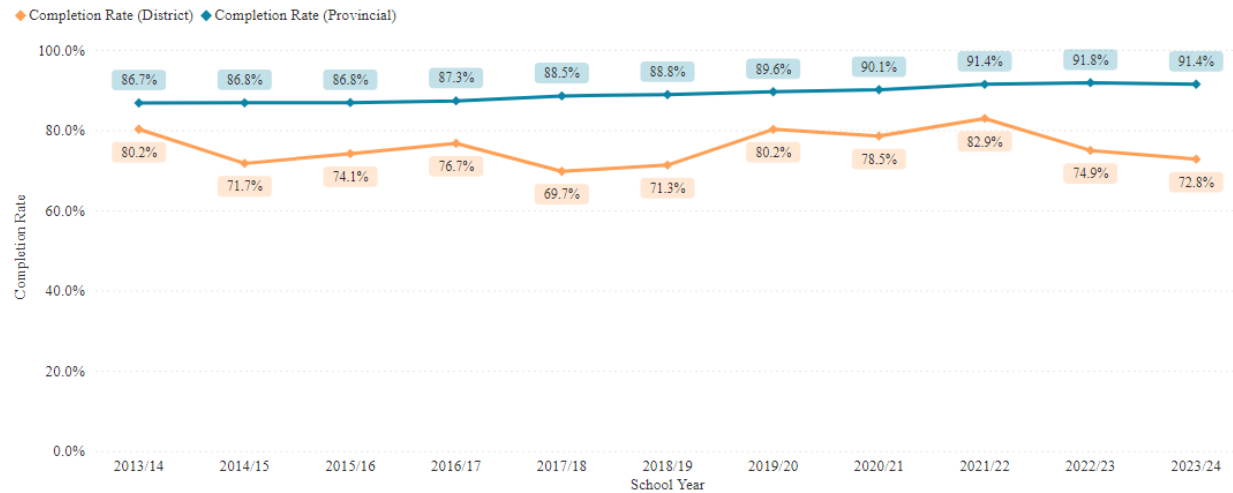
5 Year - Completion Rate



Measure 4.2: 6 Year – Completion Rate

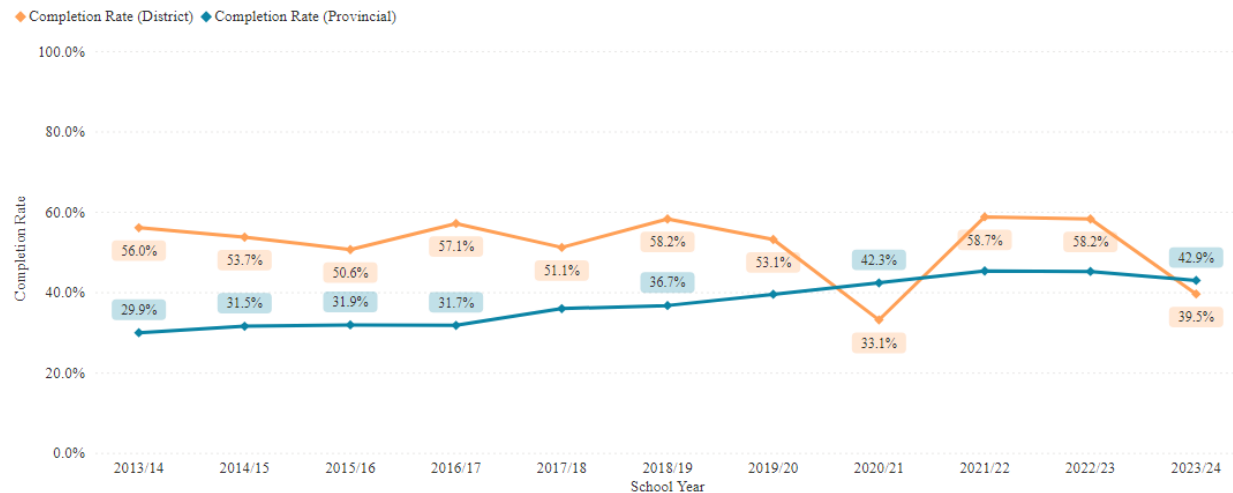
6 Year – Completion Rate – District and Provincial Rate

6 Year - Completion Rate



6 Year – Completion Rate – District and Provincial Online Rate

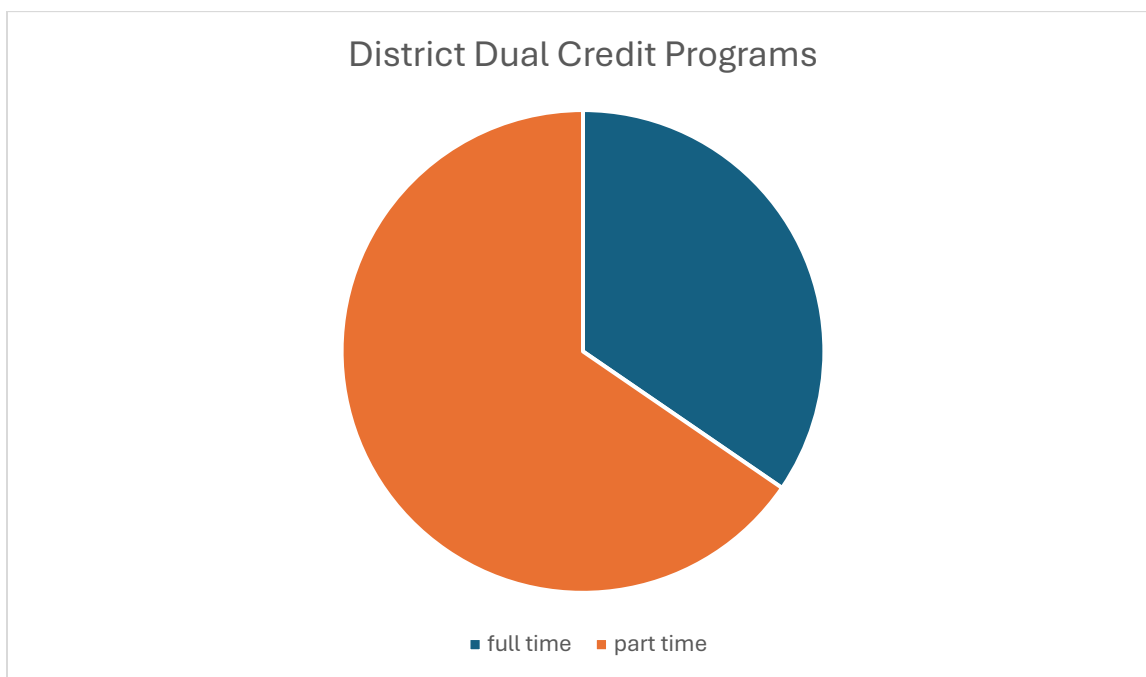
6 Year - Completion Rate



Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Dual Credit Opportunities

District Dual Credit Programs



Full time dual credit programs in qSD include auto, carpentry, welding, and Health Care Assistant). Part time dual credit programs include academic first year university courses like English, Sociology, Psychology, Early Childhood Education, etc.).

Monitoring Strategy Effectiveness Worksheet:

qathet SD’s Reflect and Adjust Chart



Cultivating an Ethic of Learning (titlwšɛm ʔəms taʔow)				
Ensure early learners and students have the best possible learning experience.				
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions	Equity in Action Dimensions
What targeted actions are being taken?	What gap or problem does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy address the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team? <ul style="list-style-type: none">Continue?Discontinue?Adapt?Introduce and implement?	Which Equity in Action quadrant(s) does this strategy address? <ul style="list-style-type: none">Learning EnvironmentPedagogical CoreLearning ProfilePolicy and Governance
School growth plans use inquiry (a curious approach) to develop growth plans that directly align with the qSD’s Strategic and Operational Plans. All school plans are reviewed and presented at regular Board Meetings. Adjustments are made as determined by school evidence.	A consistent process across our system was needed for alignment of work.	Shared quantitative and “street” data reviewed quarterly to ensure the action and strategies are meeting the desired result and are in alignment with Board direction through the Strategic and Operational Plans	Administrator and school growth plans follow an inquiry process and are reviewed and shared as part of qSD’s process	Learning Environment Policy and Governance
Continue the Kindy Connect Series to support the transition to kindergarten.	The District Principal of Early Learning accepted a position in another district, and someone was needed to replace them and continue to support early learning.	Based on data gathered from parents, teachers, and the Early Years Planning Table, the need to continue to support early learning was evident.	This position has been adapted to continue during the 25/26 school year.	Learning Environment

Continue the Kindy Connect Series to support the transition to kindergarten.	Through the feedback from SEY2KT, the Early Learning Planning table, and the Kindergarten Health Fair, the Kindy Connect series was created in direct response to families sharing that there was nothing to support their children's transitions from June to September and that created anxiety for both children and parents.	This strategy received positive feedback from families in how it eased the transition for students and their families.	This project will be continued in the 25/26 school year with minor adjustments based on feedback from families, the Tla'amin nation, and the community.	Learning Environment
Reduce Gradual Entry to one week from two with additional supports/staffing added to each school.	The feedback from parents and the community was that gradual entry was too long. Sometimes, the inconsistency made the transition more difficult for children and working families struggled to adapt to the schedule.	Kindergarten teachers felt they needed the additional time to ensure that the groups were small enough so that children could be taught the skills they needed to transition successfully to kindergarten. The team decided to shorten the gradual entry to one week but to provide an additional adult (educational assistant) to help support the transitions in the classroom.	During the 25/26 school year, gradual entry was shorted to one week but an addition staff member was assigned to each Kindergarten class for the month of September.	Learning Environment
Continue to support Strong Start Centres in several elementary schools and Strong Start Go.	This strategy was to help support children and their families before they entered kindergarten.	The results of the EDI data indicate that students entering kindergarten have less vulnerabilities than previously indicated.	One of the Strong Start programs regularly used a school site for program delivery. That school is undergoing construction, making program delivery unavailable. Instead, a full time mobile Strong Start Go program visits rural and remote locations.	Learning Environment
Continue to support transitions from home to school, to ensure effective communication and provide additional supports as necessary.	Despite hosting Kindergarten transition meetings (with community pre-school service providers a) over the past years, schools still noted a lack of full awareness and preparedness for some incoming students. In an effort to support an effective transition from home to school, changes were made to	Inviting Student Support Services teachers to initial transition committee meetings, allowed for the opportunity for them to ask questions and have a comprehensive understanding of the students entering Kindergarten at each elementary school.	To enhance information sharing with elementary schools, the inclusion of Student Support Teachers in Transition Committee meetings, and the invitation for kindergarten teachers to observe in JustB4 Preschool programs will continue next year.	Learning Profile

	<p>the Kindergarten transition meeting process.</p> <p>Similarly, despite transitions meetings to help support the transition of all Grade 7 students into Grade 8, teachers, Inclusive Education staff, and parents noted gaps in communicating information and student learning plans.</p>	<p>Kindergarten teachers were invited to visit Just B4 Preschool programs, to meet incoming students and observe them in a pre-school setting. This allowed for better understanding of student dynamics and student support needs.</p>		
<p>Continue the class review process at each elementary school with extra focus on priority populations.</p>	<p>This strategy was implemented to ensure that any student is identified in the screening as someone who may need some additional support in reading and then the team follows up with additional assessment if needed and planning of how to meet those children's needs.</p>	<p>This strategy has been effective in identifying students needing additional support as well as building the capacity of teachers to ensure that all students are readers. There have been significant improvements in the primary grades with ongoing focus on foundational skills, but more work needs to be done with intermediate students as well as Indigenous students and students with disabilities and diverse needs.</p>	<p>We will continue this strategy with extra focus on priority populations.</p>	<p>Learning Profile</p>
<p>Continue to support the literacy coordinator position, as well as providing literacy intervention in all elementary schools.</p>	<p>Ensuring all students are reading at grade level continues to be a challenge at elementary school. By providing extra staffing, we are hoping to expand teachers' skills and knowledge to meet the needs of all students. Necessary literacy skills are critical to improve success in other curricular areas.</p>	<p>Previously this strategy had positively impacted the literacy rates of all students in elementary school as demonstrated by the FSA results. Although the FSA results did not reflect this growth in the 24/25 school year, there continued to be growth in the DIBELS in the primary grades.</p>	<p>The Literacy Coordinator was seconded to the Ministry in the 24/25 school year, and the position remained unfilled. Although there has been growth in some areas of elementary literacy, there continues to be a gap for students who identify as Indigenous, students with diverse needs, and CYIC. Ongoing work needs to be done through collaboration between Student Support Teachers, classroom teachers, and Intervention teachers to ensure that all students are receiving the support they need.</p>	<p>Pedagogical Core</p>

			Regular check-ins utilizing DIBELS data with the district teams and school teams will also support MTSS.	
Create opportunities for collaboration for school teams to review DIBELS data and determine next steps at each elementary school.	There continues to be students in both primary and intermediate who are not developing the skills they need to be readers. We have seen growth in primary but students are struggling in intermediate.	With the literacy grant and the return of the Literacy Coordinator, there is an opportunity to create collaborative groups at all schools and grade levels with school teams to improve literacy results.	First there will be a session with school leaders so they can support the learning within their schools. Then, sessions will be organized at each school either as a whole group or as a primary and intermediate group. These sessions will be organized to look at the DIBELS data and then decide next steps in the classroom for supporting those students who need additional support.	Pedagogical Core
Expand the literacy toolkit from K-3 to include intermediate grades.	Ensuring all students are reading at grade level continues to be a challenge at elementary schools. Without a consistent approach throughout the district, there is a variation in what students are taught at each grade level. Teachers identified a need to create a toolkit to provide guidance in what should be taught.	The DIBELS data seems to indicate there is some need to build capacity in several early literacy skills. From this information as well as feedback from classroom teachers, the framework was developed into a tool kit. The K-3 toolkit was presented to many interested parties to allow for feedback. The feedback was overwhelmingly positive with a desire to roll out the toolkit in September of 2024 along with some professional learning opportunities.	The toolkit was rolled out in September 2024 . This toolkit will continue to be used in 25/26 school year in the collaborative teams supported through the literacy grant. Additionally, work will begin to develop the toolkit for grades 4-7 .	Learning Environment Pedagogical Core
Evaluate and adjust elementary numeracy assessment tool and determine next steps to support tier 1 instruction in numeracy.	There was a need for numeracy data in elementary that extended beyond the FSA administered in grade 4 and 7 to identify strengths and challenges for students.	The feedback from teachers solidified the need for a numeracy assessment.	A team of teachers from each of the elementary schools collaborated and decided upon a district numeracy assessment. The assessment was administered in January and June, 2025. The team of teachers will meet again in October to evaluate and adjust the assessment for the 25/26	Learning Environment Pedagogical Core

			school year as well as determine next steps in building teacher capacity.	
Continue to support the Numeracy Coordinator position. with monthly residency sessions at each elementary school. The area of focus for these residencies will be identified through the collaborative data review process	This position is intended to build teacher capacity to be able to support the large number of students not on track in numeracy in the FSA assessment as well as feedback from teachers and principals.	The numeracy results have continued to decline on the FSA. With one teacher specifically dedicated towards building teachers' skills and knowledge the gains were not as great as hoped. However, in the 25/26 school year, the numeracy coordinator will be offering residencies. These will be focused on classroom and individual student needs based on the numeracy district assessment data. The numeracy coordinator will complete a post residency assessment to determine efficacy.	The curriculum support of the coordinator will be adapted to multi-week residencies in each of the elementary schools to support planning and capacity building. Following the residency, the coordinator will provide an assessment to determine if there was an impact in those classes.	Pedagogical Core
Re-engage a district student council.	This council was originally created in response to the high number of students who did not feel safe, welcome, or that they belonged in elementary schools.	Due to unforeseen circumstances, the District Student Council was unable to meet in the 24/25 school year. We will re-engage the program in the 25/26 school year and will review the data to determine the effectiveness.	Although the responses in some of the SLS areas have improved, the responses of students with diverse needs, Indigenous students, and CYIC are alarmingly low in some areas. Next year, there will be ongoing focus and engagement in these demographics.	Learning Environment
Provide opportunities for Grades 8-12 teachers to learn about literacy (adolescent literacy and disciplinary literacy).	Literacy outcomes continue to highlight inequities for resident learners and priority populations. Literacy support and instruction is still necessary in secondary school to build engaged and proficient readers and writers; however, many secondary school teachers feel ill-equipped to build students' literacy skills in their content areas.	Feedback gathered from Principals, Department Heads, and the Literacy Coordinator indicate the need to continue to offer literacy professional learning opportunities and engage in a more formal approach.	This strategy will be continued as part of the district's Literacy Plan. It will include offering specific literacy workshops at professional development days, culturally responsive professional learning opportunities, and a Grades 4-9 pilot project that supports ongoing literacy development.	Pedagogical Core

Provide literacy collaborative opportunities using the Ministry Literacy Grant	Although the work we have done in the district has made some impact, it is not consistent across all grades or classes.	Collaborative sessions in previous years were offered as a choice. This year, all teachers will be required to come hoping to make a greater impact.	These sessions will be held with schools involving all teachers. There will also be a grades 4-9 pilot project that supports ongoing literacy development.	Learning Environment Pedagogical Core
Working with This position has been adapted to continue during the 25/26 school year. Comprehensive Nation Plan (CNP) consultants and Education department to align the visionary work in qSD's Strategic Plan and the CNP. We have chosen to focus our efforts around concerning attendance data	We found that our strategic documents are well aligned and we were both committed to improvements. Working together helps us lean on the strengths of a team rather than siloed individuals completing paralell work.	This work is just beginning but we are using key touch points to generate strategies that we can action as a team.	We will continue to work together to make a shared strategic effort to improve student attendance	Learning Environment Pedagogical Core Learning Profile Policy and Governance
Collaborate with łaʔamin Nation and other partners to create local teaching and learning resources.	Local math teaching and learning resources at the secondary level are limited. The qSD, Tlaʔamin Nation, and SFU collaboration will see the creation of secondary math curriculum using learning materials from a prior SFU/Tlaʔamin Nation project.	The project is slow moving as it requires grant funding and schedule alignment for multiple partners but the impact will be significant upon completion	Teachers have met with SFU and Nation members to begin work on this project	Pedagogical Core
Implement regular check-in meetings with district and school teams to identify and monitor needs and outcomes for priority students and populations.	Data from local and provincial sources indicate that outcomes for priority populations should be a continued focus. Information and creating plans to support priority students continues to be done through the school-based team process; however, the need for more intentional and more frequent collaboration is evident.	This strategy will help priority students get the required support they need more quickly and provide the opportunity to determine if those supports are effective.	This is a new initiative for the 25/26 school year and will be adjusted throughout the year as needed.	Learning Profile
Continue to use a Multi-tiered System of Support (MTSS) approach for enhancing student success.	The Multi-tiered System of Support Model provides opportunities for school teams to review student progress and assess the success of implemented interventions and	Elementary class review meetings, which include members of the classroom, school-based and district teams allow for comprehensive analysis of student progress and provide opportunities to assess	Class review meetings, following a MTSS and RTI model will continue for the 25/26 school year, with a targeted focus on students who identify as Indigenous, students with diverse needs, and CYIC. Providing increased	Learning Profile

	<p>supports, allowing for monitoring and data-based decision making.</p>	<p>effectiveness of interventions and student supports that have been put into place. Teams work collaboratively to review data and plan for future interventions that support an inclusive delivery model for all students using a Response to Intervention (RTI) Framework.</p> <p>At the secondary level, weekly Student Support Services meetings to monitor student success, as well as Tier 1 and Tier 2 supports have reduced the number of students not being successful in courses. However, the 5-Year and 6-Year Completion rates reveal that students need more support to meet graduation requirements and goals.</p>	<p>opportunities for Intervention team members and Inclusive Educators to work and plan collaboratively will be a priority. Continue to engage in student focus groups for students with diverse abilities and disabilities to gather student voice on how to best meet their learning needs.</p> <p>At the secondary level, next steps include, offering professional learning for universal design for learning (UDL), introducing more evidence-based supports and strategies to teachers, and facilitating more data-based instructional decision making conversations to fully implement the MTSS model.</p> <p>Student Support Services staff at the secondary school will also review and update the Student Support Services Handbook.</p>	
<p>Host a Student Voice Forum/ Conference</p>	<p>The value of student voice is well documented. Student voice empowers learners to shape their education, ensuring schools better meet their needs and support their success.</p> <p>Data from local sources and the Student Learning Survey also indicate that students may not feel engaged with their learning.</p>	<p>While our district values student voice and has been gathered at school level with several pilot projects over the last two years, this is an opportunity to gather feedback in a larger forum, ensuring that students who may not typically have a voice are included.</p>	<p>The district will be consulting with Shane Safir to help support this pilot student voice initiative.</p>	<p>Learner Profile</p>

Cultivating Curiosity (payot gagayɛłtən)

Transform our learning environments into places of innovation.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Equity in Action Quadrants
What targeted actions are being taken?	What gap or problem does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy address the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team? <ul style="list-style-type: none">• Continue?• Discontinue?• Adapt?• Introduce and implement?	Which Equity in Action quadrant(s) does this strategy address? <ul style="list-style-type: none">• Learning Environment• Pedagogical Core• Learning Profile• Policy and Governance
Continue to support a 0.50 FTE Outdoor Learning Coordinator focused on elementary building teachers’ skills and knowledge to meaningfully support place-based learning	Some teachers continue to feel uncomfortable providing genuine land-based learning opportunities for their students. This position was created to provide opportunities for co-teaching in the outdoor spaces at each of our school communities.	The feedback from teachers who have received support from the Outdoor Learning Coordinator has been positive. There are increasing numbers of teachers who are participating in this opportunity and building their own skills and knowledge to incorporate outdoor learning into their teaching.	We will continue with a .5 FTE Outdoor Learning Coordinator.	Pedagogical Core
Increase ADST opportunities in schools and implement an ADST Scope and Sequence	ADST curriculum helps students use their curiosity and creativity. ADST encourages students to come up with new ideas and solve problems in practical ways which prepares them for challenges they might face in everyday life and future jobs.	Feedback from teachers and principals since the implementation of an ADST Innovator has been positive and data shows that more teachers are asking for ADST support and co-teaching opportunities.	Continue to share the ADST district offerings and Scope and Sequence. Continue to support the A SDT position.	Learning Environment Pedagogical Core

Continue to provide purposeful career-life development opportunities for all students (e.g. career education curriculum, BAA courses, dual credit programs, Skilled Trades BC programs, career fairs, PSI partnerships).	Career education supports students in becoming successful, educated citizens by helping them to learn how to effectively manage their life journey toward preferred future possibilities. This area of learning requires students to identify and develop their personal interests, passions, and competencies. Explore and opportunities to explore are need from Kindergarten to graduation and beyond.	This strategy has resulted in more students in dual credit, Youth in Trades, and Work Experience Opportunities. More students have had exposure to various jobs and careers through our annual Career Fair, and collaboration between PSI partnerships continues to develop.	Implement Work Experience and Early Childhood Education initiatives created with Ministry of Education and Child Care grants. Examine and align Capstone opportunities and processes.	Learning Environment
Participate in an appreciative inquiry/Street Data Project to look closely at the French Immersion Program.	After the first two years of having the French Immersion program run from K-12, we wanted to explore how the program was working with input from students and staff. Much of the district analyzed data looks at the district rather than specifically desegregating French Immersion data.	Last year, we focused on gathering student and staff data. This strategy helped us identify areas of need within the program. By using the voice of students to share information with staff, the process generated many ideas of how to improve the program. This year, the data will be presented at a community engagement session to solicit feedback and identify strengths, areas of growth, and priorities for the coming years.	The position of a French Immersion Coordinator position (0.125 FTE) will continue this year. This year there will be a parent engagement session to prioritize goals for this year.	Learning Environment

Cultivating Connection (paʔa kʷʊms qʷayigən)				
Ensure early learners and students have the best possible learning experience.				
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions	Equity in Action Dimensions
What targeted actions are being taken?	<p>What gap or problem does this strategy aim to address for a specific cohort of students?</p> <p>Why was this particular strategy chosen?</p>	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy address the identified gap or problem of practice to improve student learning outcomes?	<p>Based on their effectiveness, which strategies will the district team?</p> <ul style="list-style-type: none"> Continue? Discontinue? Adapt? Introduce and implement? 	<p>Which Equity in Action quadrant(s) does this strategy address?</p> <ul style="list-style-type: none"> Learning Environment Pedagogical Core Learning Profile Policy and Governance

Continue to support student voice and feedback on creating safe and caring schools	Street, map, and satellite data reveal a need to help students, adults, and school staff build safe, caring, and inclusive school communities. Incorporating more student voice in these actions and initiatives shows that we value their experiences, insights, and solutions.	While there have been some improvements when looking at data (2SLGBTQ2S+ Inclusivity Survey, SLS, MDI, YDI, empathy interviews, etc), there are more improvements to be made.	We will continue to collaborate with a working group, to explore more ways to create awareness of erase strategies and supports.	Learning Environment
Continue to embed Compassionate Systems Leadership tools throughout the school year.	This strategy was to help build leadership skills and knowledge to work within their schools to support continuous improvement. This strategy was chosen for the third year but embedded in the Leadership Academy and Mentorship Program.	The feedback from the participants was positive. They appreciated being provided with tools to help build their school culture and promote connection.	We will be continue to look at ways embed Compassionate Systems Leadership tools into ongoing professional learning opportunities.	Pedagogical Core
Host a third annual Grade 7 Health and Wellness Conference.	Recognizing the significance of the transition from elementary to secondary school, all grade 7 students in the district were brought together for a Wellness Conference featuring several guest speakers and learning sessions. The focus of the sessions was on supporting one's wellness as they transition to high school and to foster peer connections with students from other elementary schools across the district.	This year we added students to the committee. With their input as well as the feedback from the previous Wellness Conference, changes were made to the event. Participants were asked to complete a survey after the conference to provide feedback and suggestions. Overall, the students enjoyed the sessions and topics and felt they were helpful in supporting their transition to high school (topics such relationships, substance use, mental health, and a session facilitated by high school students on what to expect).	We plan to continue the Grade 7 Health and Wellness Conference for a fourth year and will utilize feedback from previous years participants to build on the success of the event. It is intended that we gather survey feedback from students in grade 7 to identify what they feel is needed for a successful transition from elementary to secondary school, and to use that information to inform the Health and Wellness Conference planning team.	Learning Environment
Continue to explore different strategies and opportunities to support teachers with mental health literacy.	Recognizing the strong correlation between well-being and student success, prioritizing supports for mental health and well-being has been an ongoing commitment of the qathet Board of Educations' Strategic plan. Local Student Learning Survey, YDI,	In previous years, a 0.5 FTE Mental Health Coordinator was hired to support elementary teachers with mental health literacy curriculum.	While the 0.5 FTE Elementary Mental Health Coordinator was able to engage in lessons in almost all classrooms, effective curriculum implementation was primarily delivered through the coordinator. In an effort to foster teachers' skills and	Pedagogical Core

	MDI and EDI data all highlight the need for continuous learning and opportunities to support mental health and well-being.		knowledge, the decision was made to not continue with the 0.5 position. We continue to work with elementary and secondary school staff to support implementation/ continuation of mental health literacy education.	
Continue the District Sexual Health Educator position 0.5 FTE during the third year.	The Sexual Health Educator position is designed to support Sexual Health Education and SOGI initiatives, curricular implementation, and leadership.	The Sexual Health Educator lessons continue to be designed for students in grade 5 and 9. In the first year of the position, the target audiences were grade 7 and 9. The importance of getting accurate information to children prior to grade 7 was noted, and a shift in grade level was initiated this school year.	The Sexual Health Educator position is intended to offer scaffolding for teachers to further develop knowledge of sexual health curriculum and to provide support for curriculum implementation from a trained Sexual Health Educator	Pedagogical Core
Engage with Human Resources to determine next steps to support staff wellness	Continue to support opportunities that promote staff wellness (staff Wellness Committee, Homewood Health, LifeSpeak).	Although these initiatives had some uptake, they were not widely utilized. This has caused us to wonder if there are other opportunities and initiatives that may better support staff wellness.	Engage with the Human Resources Department to analyze data, gather new data, and determine next steps.	Policy and Governance
Continue the čεpθtən (auntie/uncle) positions within the Indigenous Education department	Improve Indigenous students access to cultural, academic, and social emotional supports. Create a deeper sense of belonging in school.	Student learning survey data has shown significant improvements in sense of belonging and adults who care categories.	There is a need to continue to build systemic understanding of the difference of the čεpθtən role and other CUPE positions	Learning Environment Pedagogical Core

Cultivating Self Determination (?a?jɪnxʷegəs)

Ensure holistic Indigenous student success.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Equity in Action Quadrants
What targeted actions are being taken?	What gap or problem does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy address the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team? <ul style="list-style-type: none">Continue?Discontinue?Adapt?Introduce and implement?	Which Equity in Action quadrant(s) does this strategy address? <ul style="list-style-type: none">Learning EnvironmentPedagogical CoreLearning ProfilePolicy and Governance

Conduct an appreciative Inquiry/Street Data Project of experiences of Indigenous Students	Three years after starting the equity in action project, we wanted to explore how Indigenous students feel about their school experience. Student voice is so important and should always be considered when evaluating district successes and challenges.	This strategy highlighted the importance of cultural and language learning opportunities. This helped us guide our staffing and program plans.	This process highlighted the importance of student voice and we are hopeful that we can implement an Indigenous student leadership group at the secondary level, and continue building upon our culture and language supports at all levels.	Learning Environment
Provide engagement opportunities for Indigenous Rightsholders (Tla'amin) and other Indigenous groups (Metis/Non-status)	Our IEC needed to restart after not meeting since prior to COVID. There is lots of engagement with Tla'amin Nation, but there is a need for more engagement with the local Metis chartered community and First Nations people from other Nations residing in qathet.	We have tried hosting engagement events in the qathet community and in Tla'amin. Our celebration of success was our most recent event, and we had huge representation from Tla'amin families, and some of the best attendance from Indigenous families from other places.	Different venues could be tried. Attendance could be taken to accurately track participation rather than anecdotally but	Policy and governance
GIJE program	Declining engagement in the GIJE program likely due to a change in location that has not been preferable to staff or students	Students have shared how impactful learning on the land in a culturally safe and identity affirming environment.	Program has decreased to one semester for this year. The Nation is currently working on a carving space that will double at the GIJE program classroom which we anticipate will increase engagement	Learning Environment Pedagogical Core Learning Profile Policy and Governance

Cultivating Truth and Reconciliation (gunaʔxʷuθs)

Honour Truth and reconciliation.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Equity in Action Quadrants
What targeted actions are being taken?	What gap or problem does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy address the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team? <ul style="list-style-type: none"> Continue? Discontinue? Adapt? Introduce and implement? 	Which Equity in Action quadrant(s) does this strategy address? <ul style="list-style-type: none"> Learning Environment Pedagogical Core Learning Profile Policy and Governance
Continuation of the qaymıxʷqenemšt (K/1 ʔayʔajuθəm language) Pilot	ʔayʔajuθəm language is in critical condition with only two L1 speakers	Partnering with Tla'amin Nation to continue the ʔayʔajuθəm pilot.	Two full days of BC curriculum in a language rich learning environment.	Learning Environment

	remaining in community. This is part of the legacy of the residential school system and our ethical responsibility to seek to reconcile.	Families have expressed that they can't keep up with their children's fluency in the language.		Pedagogical Core Learner Profile Policy and Governance
Grow and develop the Indigenous Education Team	Staff were often tentative to take up space within the school system. Strategic effort to provide staff with the capacity to take a more active role in the school community. The INED family gathered monthly to increase our skills as a department across different areas. The family participated in rich cultural learning (such as cedar harvesting, salmon barbecuing, medicine making) to increase the baseline knowledge of local practices and teachings. Focused learning was also dedicated to areas like our duty to report and mental health first aid.	By the end of the year, staff felt well prepared to take on a leadership role in classrooms offering cultural knowledge to all students. These learning days were greatly appreciated by staff because they offer the group time to connect in a culturally safe group that is often fragmented across the district.	The plan is to continue offering this day to staff for the upcoming school year.	Learning Environment Pedagogical Core Learner Profile Policy and Governance
New logo designed by a local Tla'amin youth to create a visual identity for Indigenous youth in the region. The story within the logo is reflective of the collective effort being made to improve outcomes for Indigenous youth	Sense of belonging and identity is still a gap for Indigenous learners. Working on the traditional and treaty territory of Tla'amin is something that connects us all. The logo now shows our commitment and whose land we're on through every piece of letterhead, presentation, poster, etc	The response to the new logo has been incredibly positive. Many Indigenous and non-Indigenous students and community members have expressed the pride they feel with the new logo		Learning Environment

Cultivating Integrity/Responsibility (hays qayumixʷ ʔayʔaytawθ)				
Prioritize climate change, organizational health, and sustainability.				
Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Equity in Action Quadrants

What targeted actions are being taken?	What gap or problem does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy address the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team? <ul style="list-style-type: none"> Continue? Discontinue? Adapt? Introduce and implement? 	Which Equity in Action quadrant(s) does this strategy address? <ul style="list-style-type: none"> Learning Environment Pedagogical Core Learning Profile Policy and Governance
Continue to support a Sustainability Coordinator	Through engagement with partners, sustainability was identified as a board strategic priority.	A Sustainability Coordinator was introduced in the 2023/2024 year to conduct a sustainability audit and provide recommendations. The audit has been completed and approved recommendations will continue to be implemented in 2025/2026.	We will continue to support a 0.5 Sustainability Coordinator to facilitate the implementations of the approved recommendations for the coming school year.	Policy and Governance
Continue to follow a scheduled cycle of program reviews.	In the 24/25 school year, a cycle of program reviews was initiated to ensure that all program goals and objectives are being pursued and achieved in an effective and efficient manner.	This has been an effective way of reviewing programs throughout the district and evaluate their impact as well as identify any changes that need to be made.	Program reviews will continue this year following the schedule that was initiated last year.	Policy and Governance
Implement revised policies and processes for students pursuing the Adult Dogwood pathway.	We wanted to ensure that flexible pathways to graduation do not result in lowered expectations for learners. Revisions reinforce consistent academic standards across all programs, while still recognizing the unique circumstances and support that adult learners may require.	Revisions reinforce consistent academic standards across all programs, while still recognizing the unique circumstances and support that adult learners may require.	While revisions and learning of revisions took place last school year, implementation of the updated policies and processes being in 2025/2026.	Policy and Governance
Continue to conduct monthly professional learning sessions for principals/vice principals on topics related to continuous improvement	Recognizing that school leaders are key to leading change in schools, school leaders need learning opportunities and support to build their own skills and knowledge.	This strategy has contributed to the development of school leaders. Feedback gathered from the administrators indicated that the sessions were valuable and provided collaborative opportunities to further develop skills and knowledge to put into practice.	Learning sessions will be designed to allow PVP to take their learning to their school/department context. The Spirals of Inquiry approach to continuous improvement will be continued with the addition of the First Peoples Principles of Learning and an inquiry question embedded in school and department growth plans.	Learning Environment Pedagogical Core Policy and Governance

Continue to conduct regular check-ins with principals/vice principals related to school goals and student success	Recognizing that school leaders are key to leading change in their schools, school leaders need support throughout the annual cycle in the form of consultation, coaching, and accountability. Investing time in these check-ins help school leaders continuously monitor the strategies and actions from their growth plans.	This strategy has contributed to the development of school leaders. Directors regularly checked in with each of the school leaders to build on the learning sessions and look at student and school needs.	We will continue this process with more targeted conversations around data and student success.	Learning Environment Pedagogical Core Policy and Governance
Hire a consultant with expertise in online learning to conduct a comprehensive review of qSD's POLS	POLS learners continue to delay taking provincial assessments and struggle to participate in the FSA. Proficiency in these assessments, as well as data from career development measures indicate inequitable outcomes. As qSD's POLS will participating in a local program review and taking part in the AQA process, support would be timely.	FESL and AQA data and feedback from both of these processes will be used to implement and monitor next steps.	This is a new strategy for the 2025/2026 school year.	Policy and Governance
Grow and improve professional learning opportunities for new teachers	The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. Well-supported new teacher programs accelerate the development of new teacher effectiveness, builds teacher leadership, increases student learning, and supports equitable outcomes for every learner.	Feedback and other data was gathered at the end of the 24/25 after a full year of implementation. The feedback will be used to make changes to the program for the 25/26 school year.	We will continue the New Teacher Mentoring Program.	Pedagogical Core Policy and Governance
Year Two- Leadership Academy	Grow and develop leadership skills at all levels within qSD.	Feedback from the Year One Academy Participants indicated a need to continue this leadership growth program.	We will continue with this program for a second year.	Learning Environment

Framework for Enhancing Student Learning

September 2025

In Review of Year 2 of the 2023-2028 Strategic Plan Framework



Land Acknowledgement



čěčhašt kʷ ɬaʔamɪn qaymɪxʷ.

ʔəsna tɛʔɛ gl̥ɛ.

We would like to express our respect for and gratitude to the ɬaʔamɪn peoples whose traditional and treaty territory qathet School District 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.



Purpose

REVIEW

Review and
analyze student
learning data

REFLECT

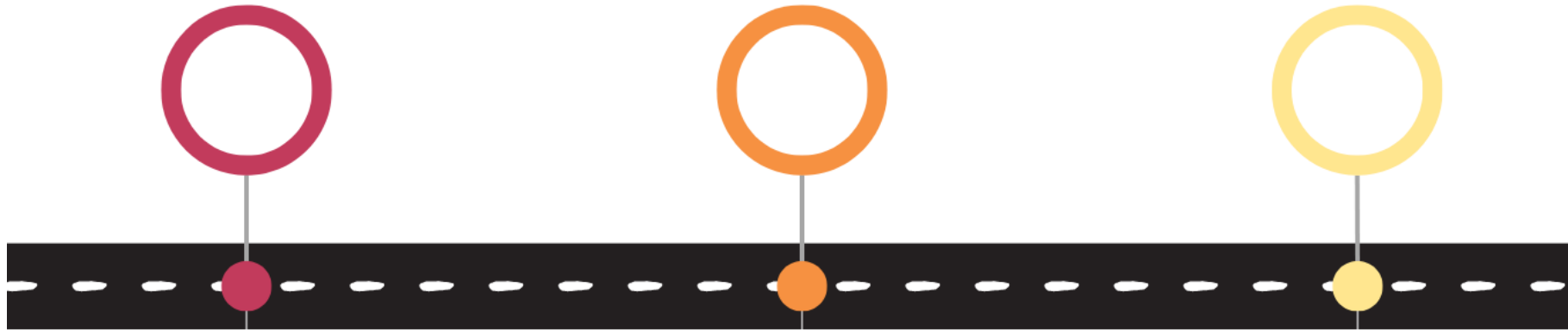
Reflect on the past year's
progress towards meeting
strategic plan priorities and
outcomes

PLAN

Plan for the coming year and
share strategic operational
adjustments, adaptations,
and next steps



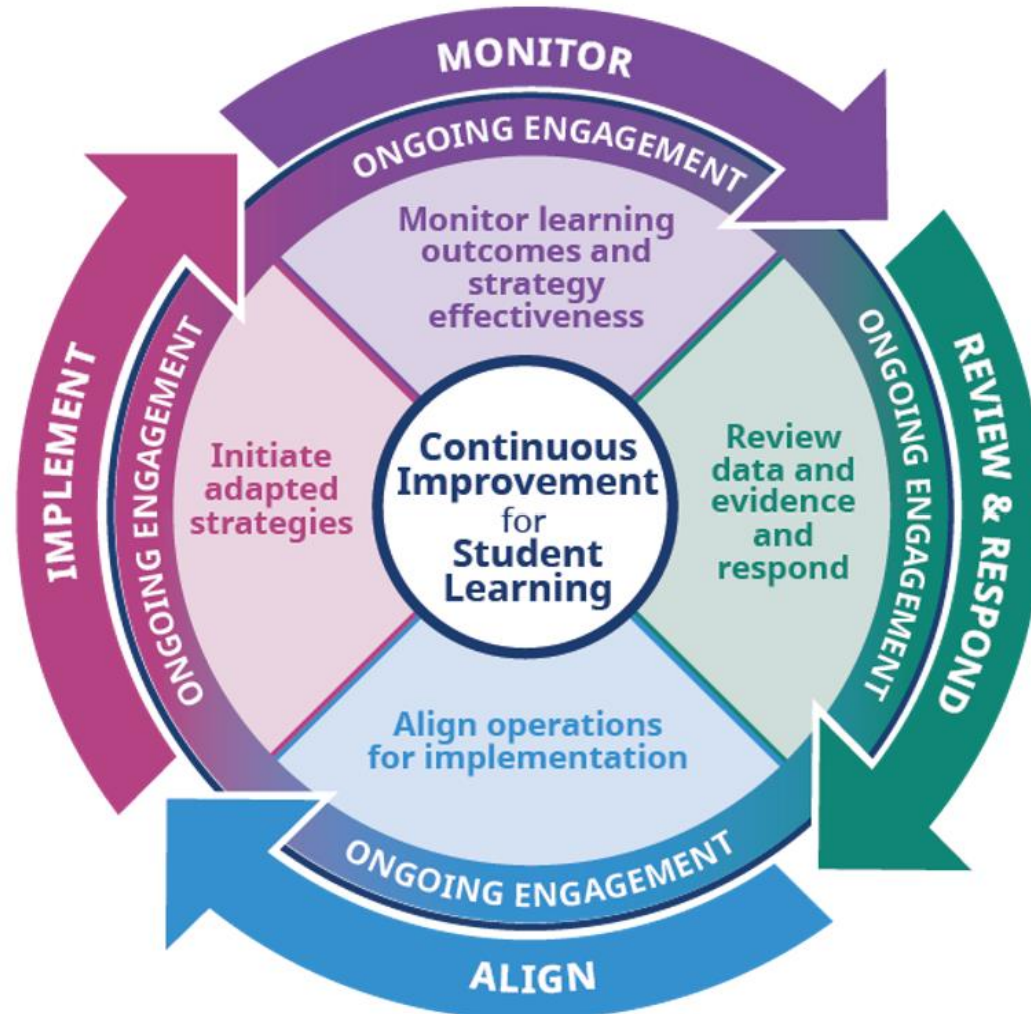
Three-Year Report Cycle

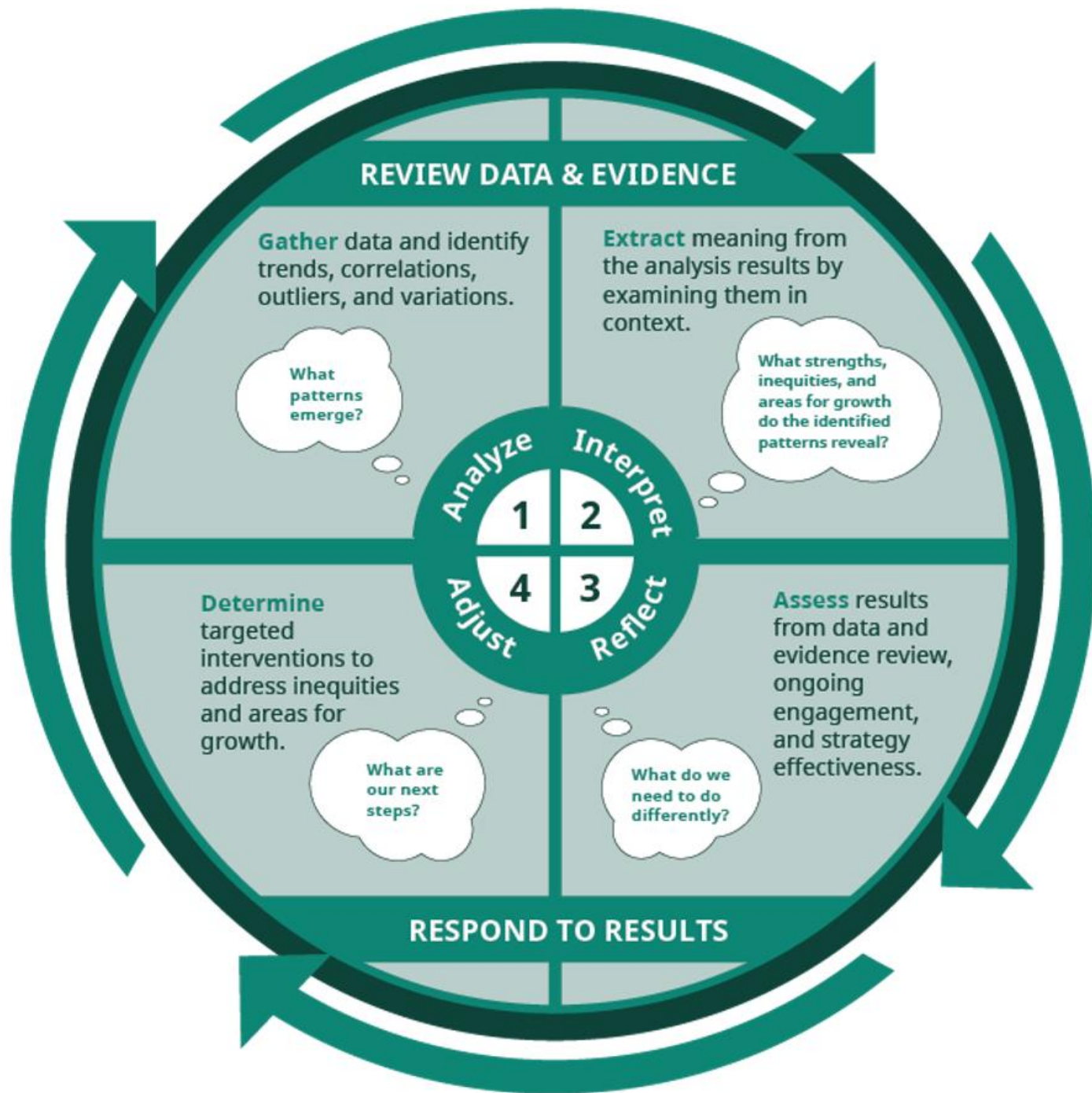


In 2025, a three-year submission cycle was introduced for the Enhancing Student Learning Report.



Annual Cycle Continuous Improvement





Framework for Enhancing Student Learning Report

This document includes:

- Ongoing data and evidence review (both quantitative and qualitative data)
- Evidence of ongoing engagement with partners and rights holders
- Alignment with the Board's Strategic Plan with adaptations of strategies for the coming year
- Focus on improving equity of learning outcomes



qathet Strategic Plan Priorities

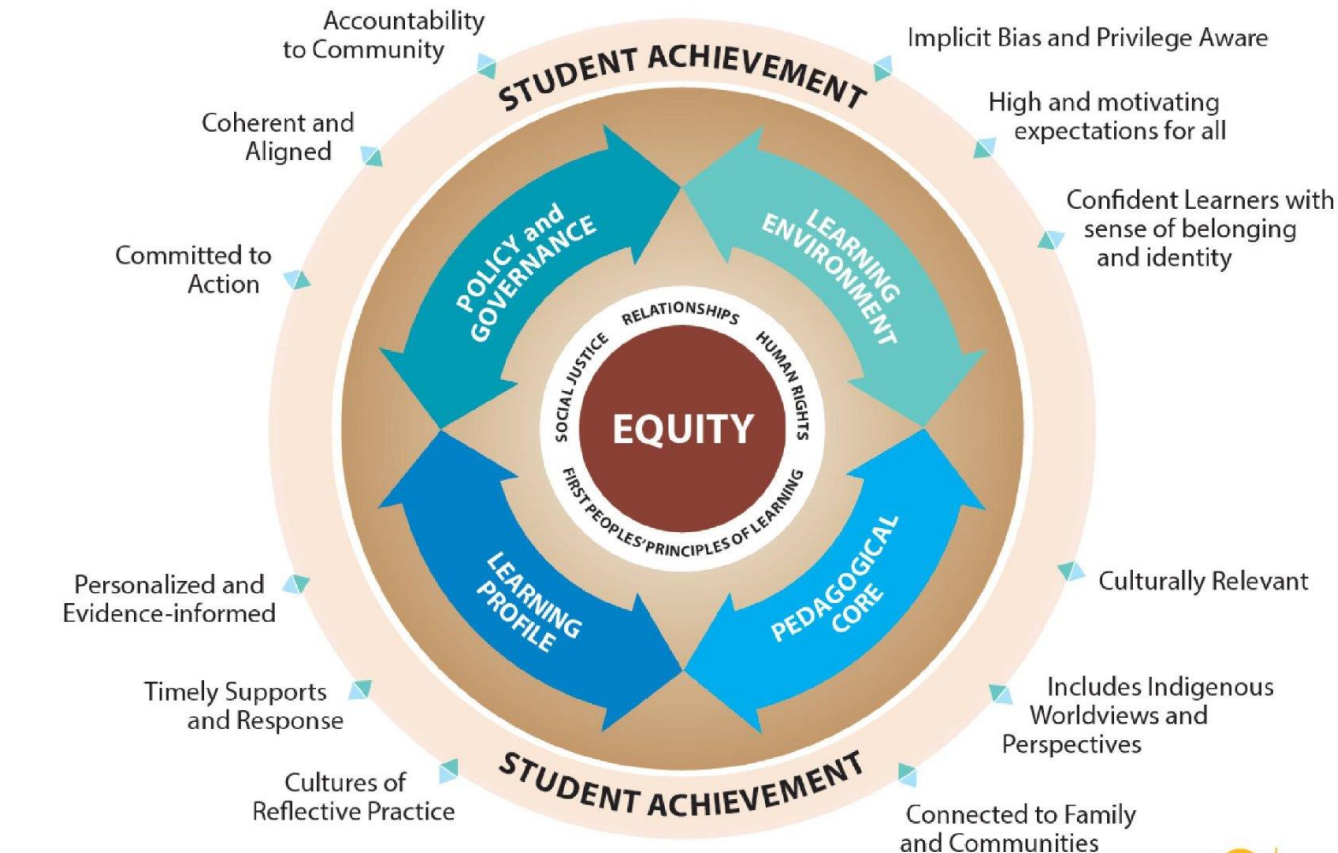
qathet School District's 2023-2028 Strategic Plan centres students' needs – their learning, well-being, and voices – and is designed to lead to stronger outcomes for all students.

- **Cultivating an Ethic of Learning** (titlwšɛm ʔəms taʔow)
Ensure early learners and students have the best possible learning experience.
- **Cultivating Curiosity** (payot gagayɛʔtən)
Transform our learning environments into places of innovation.
- **Cultivating Connection** (paʔa kʷʊms qʷayigən)
Prioritize mental health, community connections, and social-emotional learning.
- **Supporting Self-Determination** (ʔaʔjɪnxʷegəs)
Ensure holistic Indigenous student success.
- **Cultivating Truth and Reconciliation** (gʊnaʔxʷuθs)
Honour Truth and reconciliation.
- **Cultivating Integrity/Responsibility** (hays qayumɪxʷ ʔayʔaytaʋθ)
Prioritize climate change, organizational health, and sustainability.



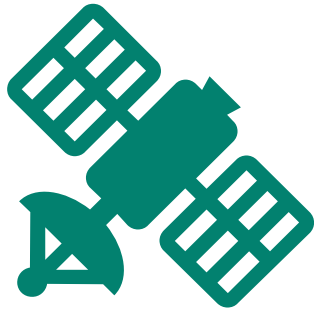
Equity in Action

Indigenous Student Success



Types of Data

Satellite Data



Map Data



Street Data

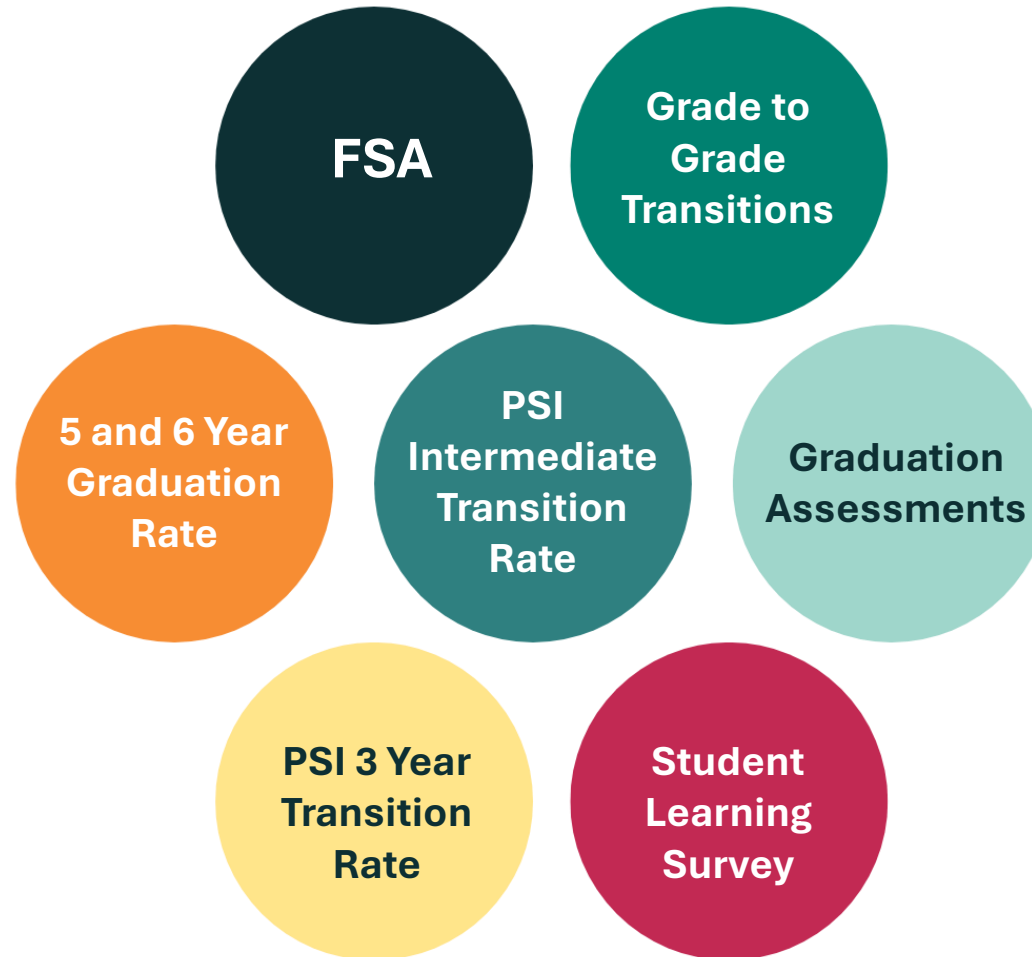


Data is drawn from provincial and local sources, including satellite, map, and street data. This data is used to analyze and interpret results, strategies, and approaches for student learning.

Safir, Shane (2017). The Listening Leader.



Satellite Data



6 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)

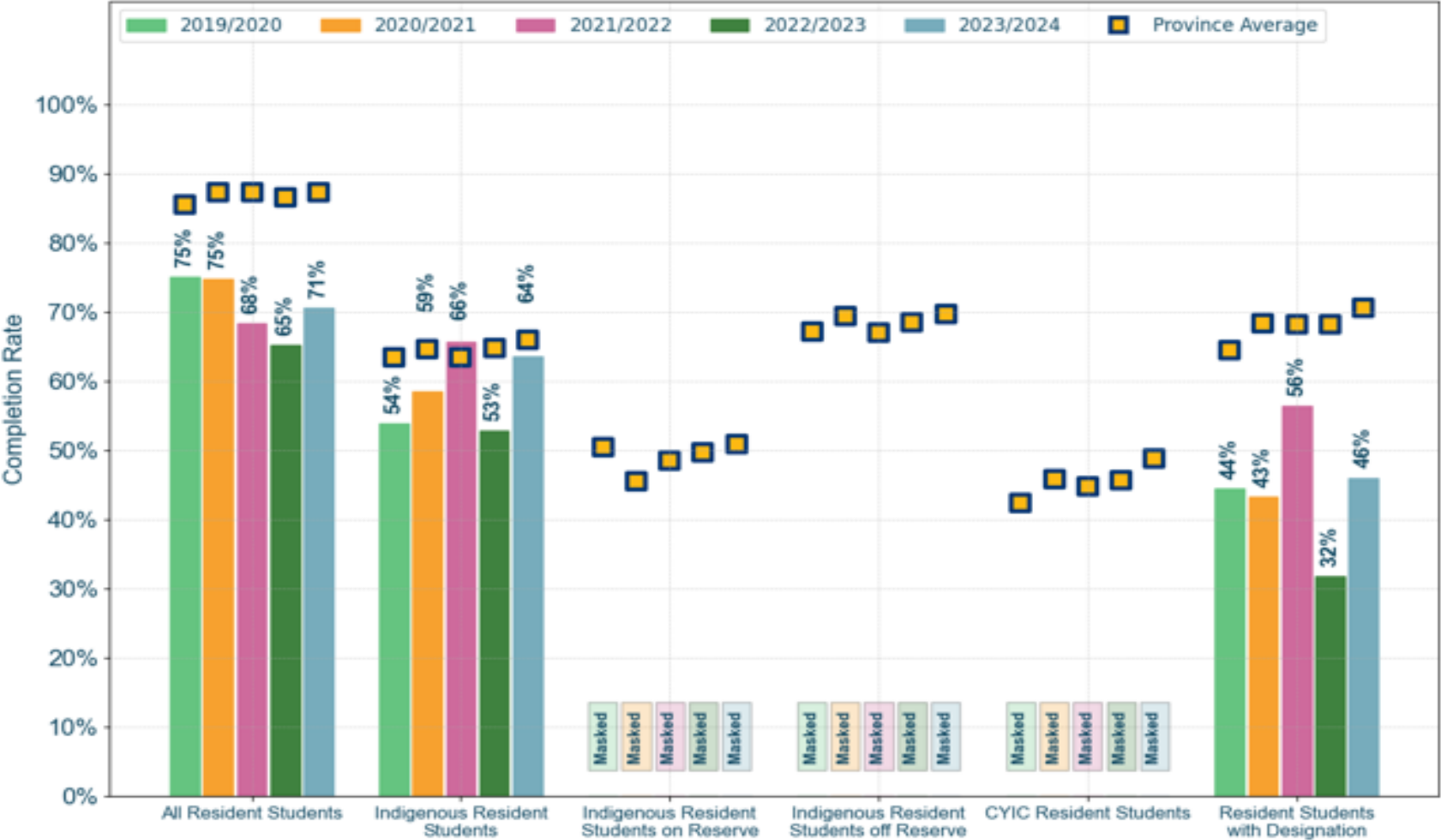


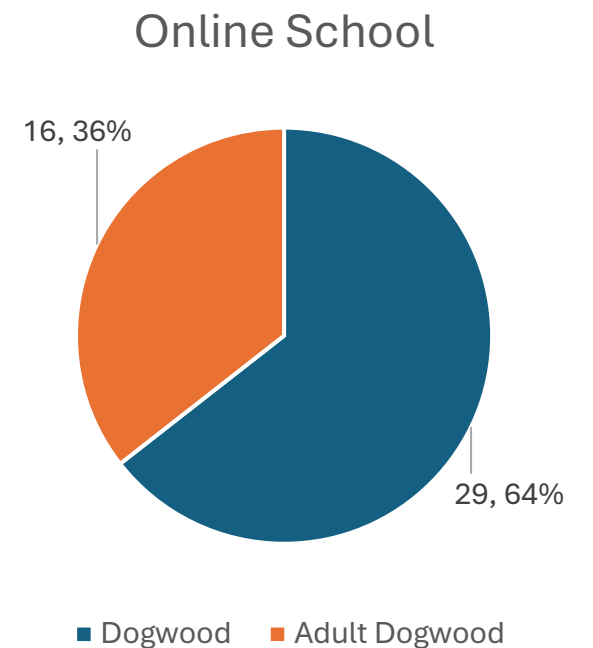
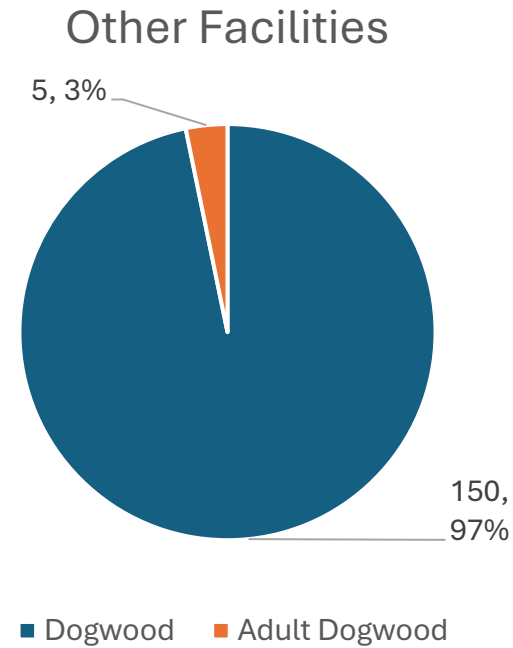
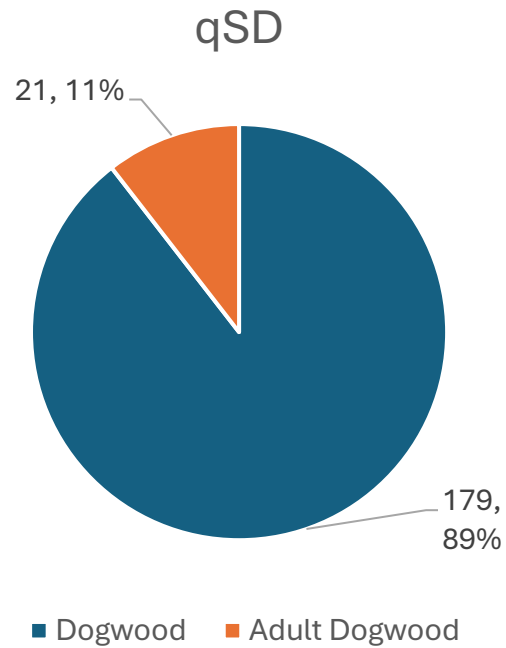
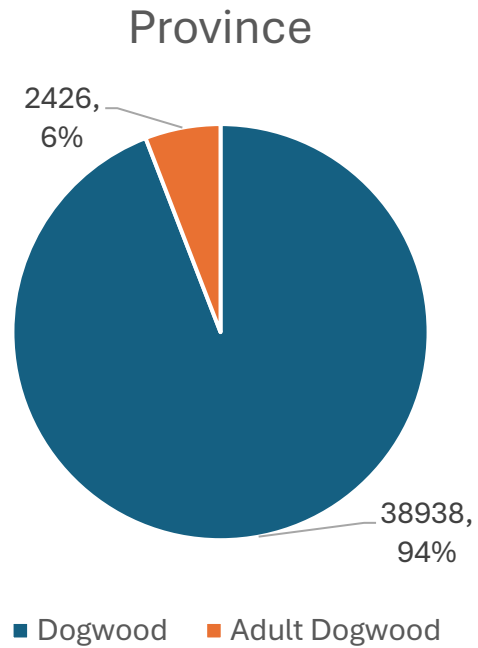
Six Year Completion Rate – Resident Students

The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.

Five Year Completion Rate – 2023/2024

The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within five years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.





Student Credentials – 2023/2024

The number of students who received a BC Certificate of Graduation or BC Adult Dogwood Diploma.



FSA Results – 2024-2025

Grade 4 Literacy

All students: 62%

Indigenous Students: 62%

Diverse Students: 60%

Grade 7 Literacy

All students: 52 %

Indigenous Students: Masked

Diverse Students: 60%

Grade 4 Numeracy

All students: 60%

Indigenous Students: 53%

Diverse Students: Masked

Grade 7 Numeracy

All students: 53%

Indigenous Students: Masked

Diverse Students: 48%

% of students On Track or Extending



Student Learning Survey

Grades 4, 7, 10, 12

Results for 2024/2025 will be out soon
FESL focus:





Student Learning Survey

WELCOME

Students in grades 4, 7, 10 and 12, when asked if they ‘feel welcome’ at school, secondary responses were within the average range for the province. Elementary student responses, while slightly below the provincial average, were within 1% of student responses across the province.

SAFE

When asked about feeling safe at school, overall elementary student responses were within the provincial range, while secondary student responses were above the province.

CONNECTED

Student Learning Survey data regarding a positive response to a sense of belonging at school remains unchanged from the previous year and remains below the province. Students in the qSD reporting two or more adults who care has remained stable for all resident students, with slight gains noted among priority populations.



Map Data

DIBELS

Report Card

**Classroom
Grade 7
Survey**

**Common
Grade
Assessments
MDI/YDI**

**Data
Assessments**

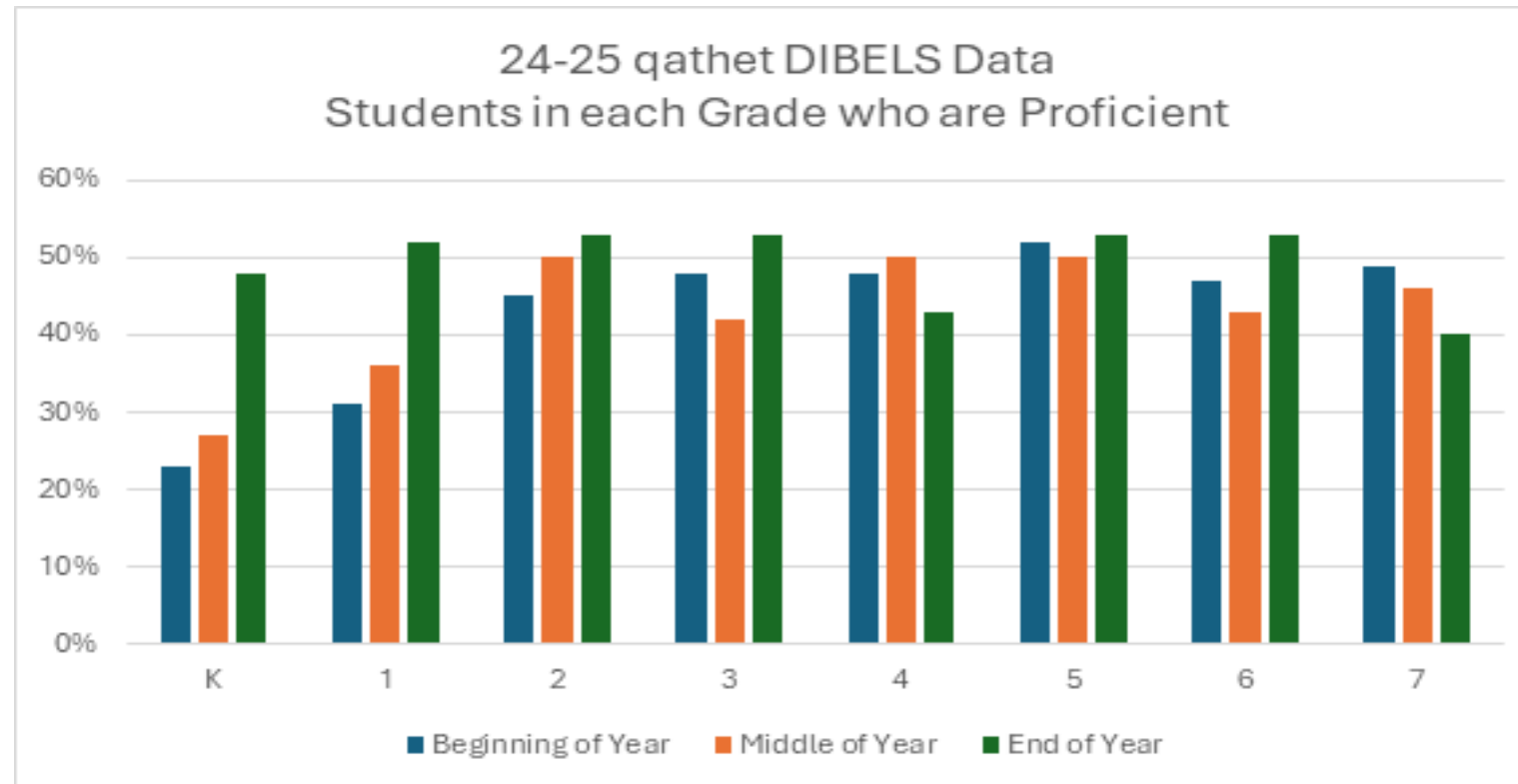
**Student
Learning
Survey**



DIBELS Screener Data

Percentage of Children at each Grade Level in the Indicated Category

2024/2025



Street Data

**Listening
Circles**

**Focus
Groups**

**Empathy
Interviews**

**Real Time
Fishbowls**

**Learning
Circles**

**Shadow a
Student**





Empathy Interviews

French Immersion Students – Grade 7, 11, 12

- Individual interviews
- Met with admin team
- Met with French Immersion staff
- Went back to students to verify information
- Hired a French Immersion Coordinator

Indigenous Students – Grade 5, 6, 10, 11, 12

- Individual interviews with čepθtən (aunt/uncle) staff
- Met with admin team
- Reinforced the importance of ?ay?aǰuθəm language and culture
- Advocated for ?ay?aǰuθəm language program to continue at Brooks

Other Street Data

- Artificial Intelligence Initiative Focus Group
- Inclusive Education Survey
- Mental Health Conference
- School Growth Plan Inquiries
- Student Voice Inquiry w/ Shane Safir
- Student Voice Conference

Thank you!



MEMORANDUM



Date: September 24, 2025
To: Board of Education
From: Paul McKenzie, Superintendent
Re: Revised 2025-2026 Program Review Cycle

1.0 BACKGROUND

The success and continuity of programs offered within the qathet School District depend on several key factors, including alignment with the Ministry of Education and Child Care, the Board's Strategic Plan, student interests, and overall program viability. Establishing a regular cycle of program reviews will provide the qathet Board of Education with the knowledge and insight needed to govern effectively and best support students, staff, and the broader community.

2.0 INFORMATION

Attached is the revised Program Review Cycle. Below are the Program Reviews, Support Structures, and Initiatives scheduled for the 2025/2026 school year, along with the recommended meeting dates.

2025/26 Schedule	Date	Level of Review
Framework for Enhancing Student Learning	September 24, 2025 Regular Board Meeting	Annual Report
Early Learning Initiatives	November 12, 2025 Committee of the Whole	Level 2 Report
Literacy Support	January 14, 2026 Committee of the Whole	Level 2 Report
Superintendent's Success Report	January 24, 2026 Regular Board Meeting	Annual Report
Feeding Futures Program	February 11, 2026 Committee of the Whole	Level 1 Report
Board Authority Authorized (BAA)	February 11, 2026 Committee of the Whole	Proposals
Academies	February 11, 2026 Committee of the Whole	Proposals
French Immersion	April 5, 2026 Committee of the Whole	Level 2 Report
Online Learning	April 5, 2026 Committee of the Whole	Level 2 Report

3.0 OPTIONS FOR ACTION:

- (A) Approve the proposed Program Review Cycle
- (B) Make recommendations for further information or adjustments to the proposed review cycle

4.0 STAFF RECOMMENDATION:

THAT the Board of Education approve the revised Program Review Cycle for 2025-2026

5.0 APPENDICES

- (A) Program Review Schedule

2025/2026 Program Review Cycle – Revised September 24, 2025

EDUCATION PROGRAMS	23/24	24/25	25/26	26/27
Board/Authority Authorized Courses BAA - <i>Annual</i>	Proposals	Proposals	Proposals	Proposals
Specialty Academies New - <i>Annual</i>		Proposals	Proposals	Proposals
Career Life Programs and Dual Credit Programs <i>3 to 5 year cycle</i>		Review		
Sexual Health Education Program <i>2 year cycle</i>		Review Level 2		Review
Indigenous Education Program <i>2 to 3 year cycle</i>				Review
French Immersion FI <i>2 to 3 year cycle</i>			Review Level 2	
Sustainability Program <i>2 year cycle</i>		Review Level 2		Review Level 2
Online Learning <i>2 to 3 year cycle</i>			Review Level 2	
SUPPORT STRUCTURES AND SERVICES	23/24	24/25	25/26	26/27
Long Term Facility Plan Review - <i>By Board Directive</i>				
Transportation Review <i>3 to 5 year cycle</i>				Review
International Education <i>2 year cycle</i>				Review
Inclusive Education Services / Alternate Education Formerly known as Student Support Services <i>3 to 5 year cycle</i>		Review Level 2		
INITIATIVES	23/24	24/25	25/26	26/27
Superintendent's Student Success Report – <i>Annual</i>		Report	Report	Report
Enhancing Student Learning Framework FESL <i>Annual</i>	Report	Report	Report	Report
Early Learning Initiatives - Report <i>3 year cycle</i>			Review Level 2	
Child Care Programs <i>2 year cycle</i>		Review Level 1		
Feeding Futures Programs <i>2 year cycle</i>			Review Level 1	
Literacy Support Programs <i>2 year cycle</i>			Review Level 2	
Numeracy Support Programs <i>2 year cycle</i>				Review

REVIEW LEGEND
Level 3 Review
<ul style="list-style-type: none"> District-wide surveys Involving all rights holders Focus Groups Interviews with key staff and clients
Level 2 Review
<ul style="list-style-type: none"> Surveys to a representative sample group of rights holders Optional Focus Groups and personnel interviews as appropriate
Level 1 Review
<ul style="list-style-type: none"> Limited or no surveying and/or interviews to gather informal feedback.



Suspension, Exclusion and Seclusion Report YTD Sept 2024 to June 30, 2025

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)		4	2	3	1	1	3	6			20
10 days or less (violent)	1	2	2	1	4		2		1	2	15
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)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	4	3	1	2		2		2	5		19
Less than 20 days (second + drug/alcohol offence)									2		2
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension										1	1
TOTAL SUSPENSIONS	5	9	5	6	5	3	5	8	8	3	57
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

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

MEMORANDUM

Date: September 24, 2025
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Action: Approval of 2024/2025 Audited Financial Statements

1.0 BACKGROUND

Audited financial statements (*Appendix A*) must be approved annually by the Board and submitted to the Ministry of Education and Childcare by September 30th each year.

As part of the Financial Governance and Accountability requirements set by the Ministry of Education and Childcare, districts are also expected to develop a Financial Statement Discussion and Analysis Report (*Appendix B*) to accompany the audited financial statements each year. The intent of this additional report is to provide supplementary information that will assist end users to better understand the information.

2.0 ADDITIONAL INFORMATION

The audit team from MNP Chartered Professional Accountants were in town to conduct their field work the week of August 18th with the balance of their work completed in early September.

The 2025 Audit Findings Report (*Appendix C*) summarizes their work and covers the following topics:

- Engagement Status
- Independent Auditors Report
- Audit and Reporting Matters
- Auditors Views of Significant Accounting Practices
- Management Representations
- Auditor Independence

3.0 OPTIONS FOR ACTION

Option 1 – To approve the 2024/2025 Audited Financial Statements as presented.

Option 2 – Make recommendations for further adjustments to the Audited Financial Statements.

4.0 STAFF RECOMMENDATION:

THAT: The Board of Education approve the Audited Financial Statements for the year ended June 30, 2025.

5.0 APPENDICES

Appendix A – 2024/2025 Audited Financial Statements

Appendix B – 2024/2025 Financial Statement Discussion and Analysis Report

Appendix C – 2025 Audit Findings Report

Audited Financial Statements of

School District No. 47 (qathet)

And Independent Auditors' Report thereon

June 30, 2025

School District No. 47 (qathet)

June 30, 2025

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School District No. 47 (qathet)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 47 (qathet) 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 (qathet) (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 quarterly 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 (qathet) 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 (qathet)

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed

Signature of the Secretary Treasurer

Date Signed

Independent Auditor's Report

To the Board of Education of School District No. 47 (qathet) and the Minister of Education and Child Care:

Opinion

We have audited the financial statements of School District No. 47 (qathet) (the "School District"), which comprise the statement of financial position as at June 30, 2025, 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, 2025 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 (qathet).

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.

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.

Nanaimo, BC

September 24, 2025

MNP LLP

Chartered Professional Accountants

School District No. 47 (qathet)

Statement 1

Statement of Financial Position

As at June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	5,793,639	6,350,256
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	657,024	325,000
Other (Note 3)	466,073	538,537
Total Financial Assets	6,916,736	7,213,793
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	3,738,257	3,377,737
Unearned Revenue (Note 9)	424,739	583,126
Deferred Revenue (Note 6)	1,007,883	934,529
Deferred Capital Revenue (Note 7)	44,043,907	40,355,120
Employee Future Benefits (Note 8)	906,006	826,524
Asset Retirement Obligation (Note 16)	1,267,726	1,323,678
Total Liabilities	51,388,518	47,400,714
Net Debt	(44,471,782)	(40,186,921)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	53,343,722	49,916,228
Prepaid Expenses	259,612	101,246
Total Non-Financial Assets	53,603,334	50,017,474
Accumulated Surplus (Deficit) (Note 18)	9,131,552	9,830,553

Contingent Liabilities (Note 11)

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

DRAFT

School District No. 47 (qathet)

Statement 2

Statement of Operations
Year Ended June 30, 2025

	2025 Budget (Note 17) \$	2025 Actual \$	2024 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	47,841,329	48,052,013	46,365,288
Other	75,000	74,720	95,440
Tuition	726,540	981,927	611,919
Other Revenue	3,144,133	4,038,281	4,209,156
Rentals and Leases	85,400	97,072	155,664
Investment Income	117,500	88,520	188,188
Amortization of Deferred Capital Revenue	1,815,404	1,876,982	1,772,076
Total Revenue	53,805,306	55,209,515	53,397,731
Expenses (Note 5)			
Instruction	44,045,224	45,686,327	44,649,269
District Administration	2,634,166	2,729,360	2,131,019
Operations and Maintenance	6,526,084	6,127,306	6,232,235
Transportation and Housing	1,325,082	1,365,523	1,507,701
Total Expense	54,530,556	55,908,516	54,520,224
Surplus (Deficit) for the year	(725,250)	(699,001)	(1,122,493)
Accumulated Surplus (Deficit) from Operations, beginning of year		9,830,553	10,953,046
Accumulated Surplus (Deficit) from Operations, end of year		9,131,552	9,830,553

School District No. 47 (qathet)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2025

	2025 Budget (Note 17)	2025 Actual	2024 Actual
	\$	\$	\$
Surplus (Deficit) for the year	<u>(725,250)</u>	<u>(699,001)</u>	<u>(1,122,493)</u>
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets		(5,644,121)	(4,895,486)
Amortization of Tangible Capital Assets	2,199,010	2,216,627	2,095,353
Total Effect of change in Tangible Capital Assets	<u>2,199,010</u>	<u>(3,427,494)</u>	<u>(2,800,133)</u>
Acquisition of Prepaid Expenses		(158,366)	16,380
Total Effect of change in Other Non-Financial Assets	<u>-</u>	<u>(158,366)</u>	<u>16,380</u>
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>1,473,760</u>	<u>(4,284,861)</u>	<u>(3,906,246)</u>
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		<u>(4,284,861)</u>	<u>(3,906,246)</u>
Net Debt, beginning of year		<u>(40,186,921)</u>	<u>(36,280,675)</u>
Net Debt, end of year		<u>(44,471,782)</u>	<u>(40,186,921)</u>

School District No. 47 (qathet)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(699,001)	(1,122,493)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(259,560)	(387,310)
Prepaid Expenses	(158,366)	16,380
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	360,520	16,648
Unearned Revenue	(158,387)	211,632
Deferred Revenue	73,354	331,754
Employee Future Benefits	79,482	34,821
Asset Retirement Obligations	(55,952)	(59,098)
Amortization of Tangible Capital Assets	2,216,627	2,095,353
Amortization of Deferred Capital Revenue	(1,876,982)	(1,772,076)
Total Operating Transactions	(478,265)	(634,389)
Capital Transactions		
Tangible Capital Assets Purchased	(3,432,392)	(4,895,486)
Tangible Capital Assets -WIP Purchased	(2,211,729)	-
Total Capital Transactions	(5,644,121)	(4,895,486)
Financing Transactions		
Capital Revenue Received	5,565,769	4,165,033
Total Financing Transactions	5,565,769	4,165,033
Net Increase (Decrease) in Cash and Cash Equivalents	(556,617)	(1,364,842)
Cash and Cash Equivalents, beginning of year	6,350,256	7,715,098
Cash and Cash Equivalents, end of year	5,793,639	6,350,256
Cash and Cash Equivalents, end of year, is made up of:		
Cash	5,793,639	6,350,256
	5,793,639	6,350,256



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2025*

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 (qathet)", and operates as "qathet School District." 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 (qathet) is exempt from federal and provincial corporate income taxes.

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.

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.



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2025*

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

a) Basis of Accounting (cont'd)

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

Year-ended June 30, 2024 – increase in annual surplus by \$2,392,957

June 30, 2024 – increase in accumulated surplus and increase in deferred contributions by \$40,355,120

Year-ended June 30, 2025 – increase in annual surplus by \$3,688,787

June 30, 2025 – increase in accumulated surplus and increase in deferred contributions by \$44,043,907

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.

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



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2025*

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

e) Deferred Revenue and Deferred Capital Revenue (cont'd)

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

Some software licensing and supports, 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).

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.



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES YEAR ENDED JUNE 30, 2025

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

h) Employee Future Benefits (cont'd)

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.

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



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES YEAR ENDED JUNE 30, 2025

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

k) Tangible Capital Assets (cont'd)

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 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



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES YEAR ENDED JUNE 30, 2025

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

1) Revenue Recognition (cont'd)

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

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

- (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.

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.



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2025*

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

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.

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.



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES YEAR ENDED JUNE 30, 2025

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

n) Financial Instruments (cont'd)

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.

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.



**BOARD OF EDUCATION OF SCHOOL DISTRICT
NO. 47 (QATHET)**

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2025***

NOTE 3 ACCOUNTS RECEIVABLE – OTHER

	<u>2025</u>	<u>2024</u>
Due from Federal Government	\$107,579	\$166,010
Due from Others	358,494	372,527
	<u>\$466,073</u>	<u>\$538,537</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER

	<u>2025</u>	<u>2024</u>
Trade and other payables	\$1,002,246	\$1,091,978
Salaries and benefits payable	420,248	225,536
Deductions Payable	2,315,763	2,060,223
	<u>\$3,738,257</u>	<u>\$3,377,737</u>

NOTE 5 EXPENSE BY OBJECT

	<u>2025</u>	<u>2024</u>
Salaries	\$33,817,832	\$31,907,212
Benefits	8,210,779	7,417,894
Services and supplies	11,663,278	13,099,765
Amortization	2,216,627	2,095,353
	<u>\$55,908,516</u>	<u>\$54,520,224</u>



**BOARD OF EDUCATION OF SCHOOL DISTRICT
NO. 47 (QATHET)**

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2025***

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>2025</u>	<u>2024</u>
Balance, beginning of year	<u>\$ 934,529</u>	<u>\$ 602,775</u>
Increases:		
Provincial Grant – MOE	\$6,245,677	\$5,852,810
Other	2,065,875	2,418,143
	<u>8,311,552</u>	<u>8,270,953</u>
Decreases:		
Transfers to Revenue	<u>8,238,198</u>	<u>7,939,199</u>
Net Changes for the year	<u>73,354</u>	<u>331,754</u>
Balance, end of the year	<u><u>\$1,007,883</u></u>	<u><u>\$934,529</u></u>



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES YEAR ENDED JUNE 30, 2025

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 2025	2024
Balance, beginning of year	\$40,355,120	\$ -	\$ 40,355,120	\$ 37,962,163
Increases:				
Transfers from DC - Capital Additions	3,354,040		3,354,040	4,895,486
Transfers from DC - Capital Additions	2,211,729		2,211,729	
Provincial Grants – MECC		222,000	222,000	1,110,000
Provincial Grants - Other				
	5,565,769	222,000	5,787,769	6,005,486
Decreases:				
Amortization	1,876,982		1,876,982	1,772,076
Transfers to DCR - Capital Additions		222,000	222,000	1,840,453
Net Changes	3,688,787	-	3,688,787	2,392,957
Balance, end of the year	\$44,043,907	\$ -	\$ 44,043,907	\$ 40,355,120



**BOARD OF EDUCATION OF SCHOOL DISTRICT
NO. 47 (QATHET)**

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2025**

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.

	2025	2024
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$831,828	\$810,313
Service Cost	70,535	71,745
Interest Cost	36,763	33,901
Benefit Payments	(42,965)	(73,692)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial (Gain) Loss	244,696	(10,439)
Accrued Benefit Obligation – March 31	<u>\$1,140,857</u>	<u>\$831,828</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$1,140,857	\$831,828
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(1,140,857)	(831,828)
Employer Contributions After Measurement Date	18,208	11,915
Benefits Expense After Measurement Date	(40,428)	(26,825)
Unamortized Net Actuarial Loss	257,071	20,213
Accrued Benefit Liability – June 30	<u>\$(906,006)</u>	<u>\$(826,524)</u>
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$826,524	\$791,703
Net expense for Fiscal Year	128,740	120,428
Employer Contributions	(49,258)	(85,607)
Accrued Benefit Liability – June 30	<u>\$906,006</u>	<u>\$826,524</u>



**BOARD OF EDUCATION OF SCHOOL DISTRICT
NO. 47 (QATHET)**

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2025**

NOTE 8 EMPLOYEE FUTURE BENEFITS (Continued)

	2025	2024
Components of Net Benefit Expense		
Service Cost	\$81,640	\$71,443
Interest Cost	39,261	34,617
Amortization of Net Actuarial Loss	7,839	14,369
Net Benefit Expense	<u>\$128,740</u>	<u>\$120,428</u>

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

Discount Rate – April 1	4.25%	4.00%
Discount Rate – March 31	4.00%	4.25%
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	11.7	10.0

NOTE 9 UNEARNED REVENUE

	2025	2024
Balance, beginning of year	\$583,126	\$371,494
Changes for the year:		
Increase:		
Tuition fees	401,375	581,858
Rental/Lease of facilities	23,364	1,268
	<u>424,739</u>	<u>583,126</u>
Decrease:		
Tuition fees	581,858	361,732
Rental/Lease of facilities	1,268	9,762
	<u>583,126</u>	<u>371,494</u>
Net changes for the year	<u>(158,387)</u>	<u>211,632</u>
Balance, end of year	<u>\$424,739</u>	<u>\$583,126</u>



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES YEAR ENDED JUNE 30, 2025

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2025	Net Book Value 2024
Sites	\$4,151,237	\$4,151,237
Buildings	46,827,843	43,611,054
Furniture & Equipment	1,444,484	1,697,028
Vehicles	876,002	383,313
Computer Software	-	-
Computer Hardware	44,156	73,596
Total	\$53,343,722	\$49,916,228

June 30, 2025

Cost	Opening Cost	Additions	Disposals	Total 2025
Sites	\$4,151,237	\$	\$	\$4,151,237
Buildings	79,362,610	2,815,572	-	82,178,182
Buildings – WIP	-	2,211,729	-	2,211,729
Furniture & Equipment	2,728,169	18,648	51,146	2,695,671
Vehicles	916,759	598,172	322,028	1,192,903
Computer Software	-	-	-	-
Computer Hardware	147,197	-	-	147,197
Total Cost	\$87,305,972	\$5,644,121	\$373,174	\$92,576,919

Accumulated Amortization	Opening Accumulated Amortization	Additions	Disposals	Total 2025
Sites	\$	\$	\$	\$
Buildings	35,751,556	1,810,512	-	37,562,068
Furniture & Equipment	1,031,141	271,192	51,146	1,251,187
Vehicles	533,446	105,483	322,028	316,901
Computer Software	-	-	-	-
Computer Hardware	73,601	29,440	-	103,041
Total Amortization	\$37,389,744	\$2,216,627	\$373,174	\$39,233,197



**BOARD OF EDUCATION OF SCHOOL DISTRICT
NO. 47 (QATHET)**

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2025**

NOTE 10 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2024

Cost	Opening Cost	Additions	Disposals	Total 2024
Sites	\$4,151,237	\$	\$	\$4,151,237
Buildings	74,583,513	4,779,097	-	79,362,610
Furniture & Equipment	2,660,736	116,389	48,956	2,728,169
Vehicles	916,759	-	-	916,759
Computer Software	-	-	-	-
Computer Hardware	147,197	-	-	147,197
Total Cost	\$82,459,442	\$4,895,486	\$48,956	\$87,305,972

Accumulated Amortization	Opening Accumulated Amortization	Additions	Disposals	Total 2024
Sites	\$	\$	\$	\$
Buildings	34,046,764	1,704,792	-	35,751,556
Furniture & Equipment	810,652	269,445	48,956	1,031,141
Vehicles	441,770	91,676	-	533,446
Computer Software	-	-	-	-
Computer Hardware	44,161	29,440	-	73,601
Total Amortization	\$35,343,347	\$2,095,353	\$48,956	\$37,389,744

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.



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2025*

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, 2024, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2024, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a \$4,572 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 \$3,362,500 for employer contributions to the plans for the year ended June 30, 2025 (2024: \$3,114,071)

The next valuation for the Teachers' Pension Plan will be as at December 31, 2026. The next valuation for the Municipal Pension Plan will be as at December 31, 2024.

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



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2025*

NOTE 13 INTERFUND TRANSFERS

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

- Local Capital Reserve to Operating - \$103,043

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. 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, 2024	\$1,323,678
Settlements during the year	55,952
Asset Retirement Obligation, closing balance	<u>\$1,267,726</u>



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES YEAR ENDED JUNE 30, 2025

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 26, 2025. The Board adopted a preliminary annual budget on June 19, 2024. 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:

	2025 Amended	2025 Preliminary	Difference
Revenues			
Provincial Grants			
Ministry of Education	47,991,329	46,725,273	1,266,056
Other	75,000	75,000	-
Tuition	726,540	607,500	119,040
Other Revenue	2,994,133	2,622,389	371,744
Rentals and Leases	85,400	85,400	-
Investment Income	117,500	170,000	(52,500)
Amortization of Deferred Capital Revenue	1,815,404	1,700,000	115,404
Total Revenue	53,805,306	51,985,562	1,819,744
Expenses			
Instruction	44,045,224	42,532,593	1,512,631
District Administration	2,634,166	2,527,291	106,875
Operations and Maintenance	6,526,084	6,535,259	(9,175)
Transportation and Housing	1,325,082	1,424,490	(99,408)
Total Expenses	54,530,556	53,019,633	1,510,923
Surplus (Deficit) for the year	(725,250)	(1,034,071)	308,821
Effects of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	-	-	-
Amortization of Tangible Capital Assets	2,199,010	2,000,000	199,010
Total Effect of change in Tangible Capital Assets	2,199,010	2,000,000	199,010
(Increase) Decrease in Net Financial Assets			
(Debt)	1,473,760	965,929	507,831



**BOARD OF EDUCATION OF SCHOOL DISTRICT
NO. 47 (QATHET)**

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2025***

NOTE 18 ACCUMULATED SURPLUS

	2025	2024
Internally Restricted (appropriated) by Board for:		
School & Program Based Resources:		
Achievement & Wellness Initiatives	\$-	\$234,674
Child Youth Counselling (ICY)	-	192,847
Indigenous Education Council (ICE)	58,600	-
Future Capital Cost Share (Edgehill Addition)	250,000	250,000
Teacher Mentorship	23,208	27,022
School Resources Carried Forward	22,082	18,632
Subtotal Internally Restricted Operating Surplus	353,890	723,175
Unrestricted Operating Surplus (Contingency)	<u>620,573</u> 974,463	<u>507,601</u> 1,230,776
Local Capital:		
Replacement Fund for Artificial Playfield	50,000	40,000
Equipment Replacement Fund	75,000	80,671-
Administration Building Upgrade	-	241,677
	<u>125,000</u>	<u>362,348</u>
Investment In Capital Assets	8,032,089	8,237,429
Total Available for Future Operations	<u>\$9,131,552</u>	<u>\$9,830,553</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.

- **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 \$466,073 (2024 - \$538,537).



BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET)

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2025*

NOTE 19 RISK MANAGEMENT *(Continued)*

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, 2025. 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.

- **Risk Management Policy**

The School District, as part of its operations, has established objectives 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.

School District No. 47 (qathet)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Actual	2024 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,230,776		8,599,777	9,830,553	10,953,046
Changes for the year					
Surplus (Deficit) for the year	(359,356)		(339,645)	(699,001)	(1,122,493)
Interfund Transfers					
Local Capital	103,043		(103,043)	-	
Net Changes for the year	(256,313)	-	(442,688)	(699,001)	(1,122,493)
Accumulated Surplus (Deficit), end of year - Statement 2	974,463	-	8,157,089	9,131,552	9,830,553

School District No. 47 (qathet)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2025

	2025 Budget (Note 17)	2025 Actual	2024 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	41,931,884	41,868,394	40,899,742
Other	75,000	74,720	95,440
Tuition	726,540	981,927	611,919
Other Revenue	1,444,133	1,983,702	1,735,503
Rentals and Leases	85,400	97,072	155,664
Investment Income	100,000	88,520	163,724
Total Revenue	<u>44,362,957</u>	<u>45,094,335</u>	<u>43,661,992</u>
Expenses			
Instruction	36,655,945	37,673,216	36,958,576
District Administration	2,566,168	2,661,362	2,034,681
Operations and Maintenance	4,265,263	3,859,073	4,076,390
Transportation and Housing	1,234,725	1,260,040	1,416,025
Total Expense	<u>44,722,101</u>	<u>45,453,691</u>	<u>44,485,672</u>
Operating Surplus (Deficit) for the year	<u>(359,144)</u>	<u>(359,356)</u>	<u>(823,680)</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>359,144</u>		
Net Transfers (to) from other funds			
Local Capital		103,043	140,213
Total Net Transfers	<u>-</u>	<u>103,043</u>	<u>140,213</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>(256,313)</u>	<u>(683,467)</u>
Operating Surplus (Deficit), beginning of year		1,230,776	1,914,243
Operating Surplus (Deficit), end of year		<u>974,463</u>	<u>1,230,776</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		353,890	723,175
Unrestricted		620,573	507,601
Total Operating Surplus (Deficit), end of year		<u>974,463</u>	<u>1,230,776</u>

School District No. 47 (qathet)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Budget (Note 17)	2025 Actual	2024 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	42,130,748	42,318,464	40,657,106
ISC/LEA Recovery	(1,104,133)	(1,411,479)	(1,104,133)
Other Ministry of Education and Child Care Grants			
Pay Equity	243,304	243,304	243,304
Funding for Graduated Adults	2,000	6,136	2,753
Student Transportation Fund	91,754	91,754	91,754
FSA Scorer Grant	7,506	7,506	7,506
Child Care Funding	75,000	127,004	85,465
Labour Settlement Funding	421,422	421,422	694,416
ICY Clinical Counsellor Funding	64,283	64,283	221,571
Total Provincial Grants - Ministry of Education and Child Care	41,931,884	41,868,394	40,899,742
Provincial Grants - Other	75,000	74,720	95,440
Tuition			
Summer School Fees	6,540	6,540	8,120
International and Out of Province Students	720,000	975,387	603,799
Total Tuition	726,540	981,927	611,919
Other Revenues			
Other School District/Education Authorities	110,000	136,293	138,000
Funding from First Nations	1,104,133	1,411,479	1,104,133
Miscellaneous			
Misc. Billings & Recoveries	80,000	119,950	145,518
Purchase Card Rebate		22,265	24,762
Art Starts Grant		9,242	9,900
Cafeteria Revenue	75,000	149,672	136,094
Fortis Rebate			83,530
Before & After School Care	75,000	134,801	93,566
Total Other Revenue	1,444,133	1,983,702	1,735,503
Rentals and Leases	85,400	97,072	155,664
Investment Income	100,000	88,520	163,724
Total Operating Revenue	44,362,957	45,094,335	43,661,992

School District No. 47 (qathet)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2025

	2025 Budget (Note 17)	2025 Actual	2024 Actual
	\$	\$	\$
Salaries			
Teachers	14,413,363	14,963,846	14,754,584
Principals and Vice Principals	2,966,400	3,095,177	2,947,223
Educational Assistants	4,487,147	4,390,581	4,018,328
Support Staff	4,009,548	3,591,369	3,237,865
Other Professionals	2,385,684	2,282,425	1,755,493
Substitutes	1,594,908	1,694,944	1,625,119
Total Salaries	29,857,050	30,018,342	28,338,612
Employee Benefits	6,722,102	7,448,859	6,711,088
Total Salaries and Benefits	36,579,152	37,467,201	35,049,700
Services and Supplies			
Services	3,625,605	3,444,600	4,421,730
Student Transportation	5,000	9,586	5,993
Professional Development and Travel	393,847	430,920	429,363
Rentals and Leases	294,600	288,041	323,929
Dues and Fees	339,000	375,516	293,945
Insurance	117,000	113,236	108,542
Supplies	2,810,397	2,618,704	3,180,210
Utilities	557,500	705,887	672,260
Total Services and Supplies	8,142,949	7,986,490	9,435,972
Total Operating Expense	44,722,101	45,453,691	44,485,672

School District No. 47 (qathet)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	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	11,932,694	247,206		85,405	278,616	1,179,821	13,723,742
1.03 Career Programs	154,328	5,745					160,073
1.07 Library Services	173,567	52,361					225,928
1.08 Counselling	525,470	5,154		4,472	109,893		644,989
1.10 Inclusive Education	1,607,869	369,429	4,390,581	5,836	349,081	210,367	6,933,163
1.20 Early Learning and Child Care				178,671			178,671
1.30 English Language Learning	48,433						48,433
1.31 Indigenous Education	398,305	148,295		181,148	10,230	7,931	745,909
1.41 School Administration		1,841,958		949,650		33,449	2,825,057
1.60 Summer School						132,405	132,405
1.61 Continuing Education	77,211						77,211
1.62 International and Out of Province Students	45,969	70,220			75,478	3,914	195,581
Total Function 1	14,963,846	2,740,368	4,390,581	1,405,182	823,298	1,567,887	25,891,162
4 District Administration							
4.11 Educational Administration		354,809			582,821		937,630
4.40 School District Governance					112,882		112,882
4.41 Business Administration				221,108	486,400		707,508
Total Function 4	-	354,809	-	221,108	1,182,103	-	1,758,020
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				39,315	103,201		142,516
5.50 Maintenance Operations				1,249,715	128,870	59,885	1,438,470
5.52 Maintenance of Grounds				92,882			92,882
5.56 Utilities							-
Total Function 5	-	-	-	1,381,912	232,071	59,885	1,673,868
7 Transportation and Housing							
7.41 Transportation and Housing Administration				27,609	44,953		72,562
7.70 Student Transportation				555,558		67,172	622,730
Total Function 7	-	-	-	583,167	44,953	67,172	695,292
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,963,846	3,095,177	4,390,581	3,591,369	2,282,425	1,694,944	30,018,342

School District No. 47 (qathet)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Actual	2025 Budget (Note 17)	2024 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	13,723,742	3,511,045	17,234,787	2,552,949	19,787,736	19,538,753	20,567,842
1.03 Career Programs	160,073	33,570	193,643	2,845	196,488	127,643	147,246
1.07 Library Services	225,928	57,027	282,955	26,199	309,154	307,039	258,096
1.08 Counselling	644,989	138,271	783,260	5,105	788,365	716,250	741,990
1.10 Inclusive Education	6,933,163	1,811,037	8,744,200	2,082,555	10,826,755	10,497,104	9,966,535
1.20 Early Learning and Child Care	178,671	40,626	219,297	10,648	229,945		
1.30 English Language Learning	48,433	16,812	65,245		65,245	62,321	39,721
1.31 Indigenous Education	745,909	168,965	914,874	44,172	959,046	1,004,633	1,037,969
1.41 School Administration	2,825,057	643,470	3,468,527	104,783	3,573,310	3,520,650	3,314,848
1.60 Summer School	132,405	20,141	152,546	6,360	158,906	158,500	136,578
1.61 Continuing Education	77,211	19,303	96,514		96,514	96,514	133,709
1.62 International and Out of Province Students	195,581	46,605	242,186	439,566	681,752	626,538	614,042
Total Function 1	25,891,162	6,506,872	32,398,034	5,275,182	37,673,216	36,655,945	36,958,576
4 District Administration							
4.11 Educational Administration	937,630	193,449	1,131,079	91,154	1,222,233	1,052,353	826,522
4.40 School District Governance	112,882	11,502	124,384	84,882	209,266	218,393	171,061
4.41 Business Administration	707,508	182,373	889,881	339,982	1,229,863	1,295,422	1,037,098
Total Function 4	1,758,020	387,324	2,145,344	516,018	2,661,362	2,566,168	2,034,681
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	142,516	41,735	184,251	135,329	319,580	323,308	304,505
5.50 Maintenance Operations	1,438,470	320,090	1,758,560	870,434	2,628,994	3,193,245	2,856,416
5.52 Maintenance of Grounds	92,882	22,333	115,215	89,397	204,612	191,210	243,209
5.56 Utilities	-	-	-	705,887	705,887	557,500	672,260
Total Function 5	1,673,868	384,158	2,058,026	1,801,047	3,859,073	4,265,263	4,076,390
7 Transportation and Housing							
7.41 Transportation and Housing Administration	72,562	19,450	92,012	3,740	95,752	101,992	89,918
7.70 Student Transportation	622,730	151,055	773,785	390,503	1,164,288	1,132,733	1,326,107
Total Function 7	695,292	170,505	865,797	394,243	1,260,040	1,234,725	1,416,025
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	30,018,342	7,448,859	37,467,201	7,986,490	45,453,691	44,722,101	44,485,672

School District No. 47 (qathet)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2025

	2025 Budget (Note 17)	2025 Actual	2024 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	5,909,445	6,183,619	5,465,546
Other Revenue	1,700,000	2,054,579	2,473,653
Total Revenue	7,609,445	8,238,198	7,939,199
Expenses			
Instruction	7,389,279	8,013,111	7,690,693
District Administration	67,998	67,998	96,338
Operations and Maintenance	152,168	157,089	152,168
Total Expense	7,609,445	8,238,198	7,939,199
Special Purpose Surplus (Deficit) for the year	-	-	-
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		-	-

School District No. 47 (qathet)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	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			215,910	270,011			18,388		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	122,953	148,308			128,000	17,150	98,224	230,412	134,447
Other			95,380	1,970,495					
	122,953	148,308	95,380	1,970,495	128,000	17,150	98,224	230,412	134,447
Less: Allocated to Revenue	122,953	148,308	82,224	1,972,355	128,000	17,150	116,612	230,412	134,447
Deferred Revenue, end of year	-	-	229,066	268,151	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	122,953	148,308			128,000	17,150	116,612	230,412	134,447
Other Revenue			82,224	1,972,355					
	122,953	148,308	82,224	1,972,355	128,000	17,150	116,612	230,412	134,447
Expenses									
Salaries									
Teachers							37,950	87,616	7,250
Principals and Vice Principals									
Educational Assistants		132,418					38,388	11,312	
Support Staff					102,400				34,136
Other Professionals								79,166	
Substitutes						6,500	11,016		73,043
	-	132,418	-	-	102,400	6,500	87,354	178,094	114,429
Employee Benefits		15,890			14,389	780	7,590	28,662	8,518
Services and Supplies	122,953		82,224	1,972,355	11,211	9,870	21,668	23,656	11,500
	122,953	148,308	82,224	1,972,355	128,000	17,150	116,612	230,412	134,447
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year						40,000	156,003		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	2,149,028	510,615	55,000	6,750	55,400	47,000		25,000	19,000
Other									
	2,149,028	510,615	55,000	6,750	55,400	47,000	-	25,000	19,000
Less: Allocated to Revenue	2,149,028	510,615	55,000	6,750	55,400	87,000	156,003	25,000	19,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	2,149,028	510,615	55,000	6,750	55,400	87,000	156,003	25,000	19,000
Other Revenue									
	2,149,028	510,615	55,000	6,750	55,400	87,000	156,003	25,000	19,000
Expenses									
Salaries									
Teachers	1,743,075	396,233	42,500						
Principals and Vice Principals									
Educational Assistants		29,280							
Support Staff					44,320			20,835	
Other Professionals									
Substitutes				584					
	1,743,075	425,513	42,500	584	44,320	-	-	20,835	-
Employee Benefits	405,953	85,102	7,500	6,166	11,080			4,165	
Services and Supplies			5,000			87,000	156,003		19,000
	2,149,028	510,615	55,000	6,750	55,400	87,000	156,003	25,000	19,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2025

Schedule 3A (Unaudited)

	ECL (Early Care & Learning)	Feeding Futures Fund	Health Career Grants	Professional Learning Grant	Auditory Outreach Program	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		184,217	50,000			934,529
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	175,000	478,182		238,867	1,606,341	6,245,677
Other						2,065,875
	175,000	478,182	-	238,867	1,606,341	8,311,552
Less: Allocated to Revenue	175,000	509,341	50,000	-	1,487,600	8,238,198
Deferred Revenue, end of year	-	153,058	-	238,867	118,741	1,007,883
Revenues						
Provincial Grants - Ministry of Education and Child Care	175,000	509,341	50,000		1,487,600	6,183,619
Other Revenue						2,054,579
	175,000	509,341	50,000	-	1,487,600	8,238,198
Expenses						
Salaries						
Teachers					40,135	2,354,759
Principals and Vice Principals	96,769	52,098			148,867	297,734
Educational Assistants		105,000				316,398
Support Staff	14,626	17,801			120,988	355,106
Other Professionals					305,184	384,350
Substitutes						91,143
	111,395	174,899	-	-	615,174	3,799,490
Employee Benefits	23,290	28,700			114,135	761,920
Services and Supplies	40,315	305,742	50,000		758,291	3,676,788
	175,000	509,341	50,000	-	1,487,600	8,238,198
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-
Interfund Transfers						
	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 47 (qathet)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2025

	2025 Budget (Note 17)	2025 Actual			2024 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Investment Income	17,500			-	24,464
Amortization of Deferred Capital Revenue	1,815,404	1,876,982		1,876,982	1,772,076
Total Revenue	1,832,904	1,876,982	-	1,876,982	1,796,540
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	2,108,653	2,111,144		2,111,144	2,003,677
Transportation and Housing	90,357	105,483		105,483	91,676
Total Expense	2,199,010	2,216,627	-	2,216,627	2,095,353
Capital Surplus (Deficit) for the year	(366,106)	(339,645)	-	(339,645)	(298,813)
Net Transfers (to) from other funds					
Local Capital			(103,043)	(103,043)	(140,213)
Total Net Transfers	-	-	(103,043)	(103,043)	(140,213)
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		78,352	(78,352)	-	
Settlement of Asset Retirement Obligation from Local Capital		55,953	(55,953)	-	
Total Other Adjustments to Fund Balances		134,305	(134,305)	-	
Total Capital Surplus (Deficit) for the year	(366,106)	(205,340)	(237,348)	(442,688)	(439,026)
Capital Surplus (Deficit), beginning of year		8,237,429	362,348	8,599,777	9,038,803
Capital Surplus (Deficit), end of year		8,032,089	125,000	8,157,089	8,599,777

School District No. 47 (qathet)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2025

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	4,151,237	79,362,610	2,728,169	916,759		147,197	87,305,972
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		2,593,572		538,468			3,132,040
Deferred Capital Revenue - Other		222,000					222,000
Local Capital			18,648	59,704			78,352
	-	2,815,572	18,648	598,172	-	-	3,432,392
Decrease:							
Deemed Disposals			51,146	322,028			373,174
	-	-	51,146	322,028	-	-	373,174
Cost, end of year	4,151,237	82,178,182	2,695,671	1,192,903	-	147,197	90,365,190
Work in Progress, end of year		2,211,729					2,211,729
Cost and Work in Progress, end of year	4,151,237	84,389,911	2,695,671	1,192,903	-	147,197	92,576,919
Accumulated Amortization, beginning of year		35,751,556	1,031,141	533,446		73,601	37,389,744
Changes for the Year							
Increase: Amortization for the Year		1,810,512	271,192	105,483		29,440	2,216,627
Decrease:							
Deemed Disposals			51,146	322,028			373,174
		-	51,146	322,028	-	-	373,174
Accumulated Amortization, end of year		37,562,068	1,251,187	316,901	-	103,041	39,233,197
Tangible Capital Assets - Net	4,151,237	46,827,843	1,444,484	876,002	-	44,156	53,343,722

School District No. 47 (qathet)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2025

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year					-
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	2,211,729				2,211,729
	2,211,729	-	-	-	2,211,729
Net Changes for the Year	2,211,729	-	-	-	2,211,729
Work in Progress, end of year	2,211,729	-	-	-	2,211,729

School District No. 47 (qathet)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2025

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	35,421,436	3,972,587	961,097	40,355,120
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	3,132,040	222,000		3,354,040
	3,132,040	222,000	-	3,354,040
Decrease:				
Amortization of Deferred Capital Revenue	1,674,425	141,244	61,313	1,876,982
	1,674,425	141,244	61,313	1,876,982
Net Changes for the Year	1,457,615	80,756	(61,313)	1,477,058
Deferred Capital Revenue, end of year	36,879,051	4,053,343	899,784	41,832,178
Work in Progress, beginning of year				-
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	2,211,729			2,211,729
	2,211,729	-	-	2,211,729
Net Changes for the Year	2,211,729	-	-	2,211,729
Work in Progress, end of year	2,211,729	-	-	2,211,729
Total Deferred Capital Revenue, end of year	39,090,780	4,053,343	899,784	44,043,907

School District No. 47 (qathet)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2025

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year						-
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	5,343,769		222,000			5,565,769
	5,343,769	-	222,000	-	-	5,565,769
Decrease:						
Transferred to DCR - Capital Additions	3,132,040		222,000			3,354,040
Transferred to DCR - Work in Progress	2,211,729					2,211,729
	5,343,769	-	222,000	-	-	5,565,769
Net Changes for the Year	-	-	-	-	-	-
Balance, end of year	-	-	-	-	-	-



Financial Statement Discussion and Analysis 2024/2025

Introduction

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes for the qathet School District for the year ended June 30, 2025. 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 the qathet School District

The qathet School District 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 21496 (Statistics Canada: 2021 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, ʔayʔaʔuθəm Language, Dual Credit Academics and Trades, an International Student Program, as well as overseeing an Auditory Outreach Program on behalf of the Province.

All decisions made by the qathet School District 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 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: 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: 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: 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: 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: 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: 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.



Strategic Priorities

Cultivating an Ethic of Learning (titlwšɛm taʔow)

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 (payot gagayɛłtən)

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 (paʔa kʷɔms qʷayigən)

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 (ʔaʔjɫɪxʷegəs)

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 titiwšɛm, toχnegosəməčxʷɔm θoθo)

Cultivating Truth and Reconciliation (gʷnaʔxʷuθs)

Honour Truth and Reconciliation.

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʃuθəm 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 (hays qayumɪxʷ ʔayʔaytaʋθ)

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.



Strategic Priorities and Goals

The strategic priorities and goals for qathet School District are established on a rolling five-year planning cycle and are summarized in departmental operational plans and school growth plans. The board-approved budget supports the specific strategic goals identified in operational plans and school growth plans.

For 2024/2025, resources have been allocated in support of:

Literacy and Numeracy	Early Learning
Food Security	Counselling and Mental Health
Family Support	Technology
Sexual Health	Outdoor Education
Indigenous History, Culture and Language	Applied Design, Skills and Technologies



Understanding qathet School District 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 and Childcare. 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 more than 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 organization's financial outlook for the school year including significant planned and unplanned expenditures of note.

Summary of Significant Events

The qathet School District has experienced a year of significant transition, beginning with the appointment of Vianne Kintzinger as Interim Superintendent and followed by the successful recruitment of Paul McKenzie as the new Superintendent of Schools. Ms. Kintzinger provided steady leadership during this transitional period, serving in the interim role for eight months until Mr. McKenzie assumed the role in April. Under her guidance, the organization introduced several important governing changes, including the implementation of routine program reviews to inform and strengthen future program planning.

In the spring of 2025, the Board of Education held a trustee by-election following the resignation of Mr. Rob Hill, resulting in the election of Trustee Gretchen Conti.

After several years of budgets that were supported with the availability of surplus funds, the 2024/2025 spending plan was reduced mid-year through the amended budget process recognizing the organization did not have the operating reserves to carry the annual budget through as was originally presented.

Despite a leaner financial landscape, no staff or services were reduced during the school year with the savings predominantly coming from reduced spending on maintenance and operations through the reduced procurement of services and supplies.

Enrolment and Revenue

- Total annualized enrolment of approximately 3,250 students includes enrolment of over 37% in a blended online learning program.
- 27% of the operating grant from the Ministry of Education and Childcare was derived from the supplement for Unique Student Needs.

Service Delivery and Spending

- The search for a new Superintendent of Schools was undertaken early in the school year and concluded with the recruitment of Mr. McKenzie who started with the district in the Spring.
- A trustee by-election was successfully conducted late in the school year.
- Planned reductions in maintenance and operations spending were implemented mid-year to assist in balancing the reduced budget.



Capital Works and Equipment Replacement

- The classroom addition project at Edgehill Elementary School successfully moved from the planning and preparation stage to the construction stage with work having started during the two-week Spring break.
- Mechanical and ventilation upgrade undertaken at Henderson Elementary.
- LED lighting upgrade completed at Henderson Elementary.
- Work was completed at each of the Kelly Creek and Edgehill daycare centres with both opening at different points during the school year.
- A new 80 passenger school bus was purchased.

Financial Analysis of the School District

Statement of Financial Position

	2025	2024	Variance \$
Financial Assets			
Cash and Cash Equivalents	5,793,639	6,350,256	(556,617)
Accounts Receivable - MOECC	657,024	325,000	332,024
Accounts Receivable - Other	466,073	538,537	(72,464)
Total Financial Assets	6,916,736	7,213,793	(297,057)
Liabilities			
Accounts Payable	3,738,257	3,377,737	360,520
Unearned Revenue	424,739	583,126	(158,387)
Deferred Revenue	1,007,883	934,529	73,354
Deferred Capital Revenue	44,043,907	40,355,120	3,688,787
Employee Future Benefits	906,006	826,524	79,482
Asset Retirement Obligation	1,267,726	1,323,678	(55,952)
Total Liabilities	51,388,518	47,400,714	3,987,804
Net Debt	(44,471,782)	(40,186,921)	(4,284,861)
Non-Financial Assets			
Tangible Capital Assets	53,343,722	49,916,228	3,427,494
Prepaid Expenses	259,612	101,246	158,366
Total Non-Financial Assets	53,603,334	50,017,474	3,585,860
Accumulated Surplus	\$ 9,131,552	\$ 9,830,553	\$ (699,001)

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

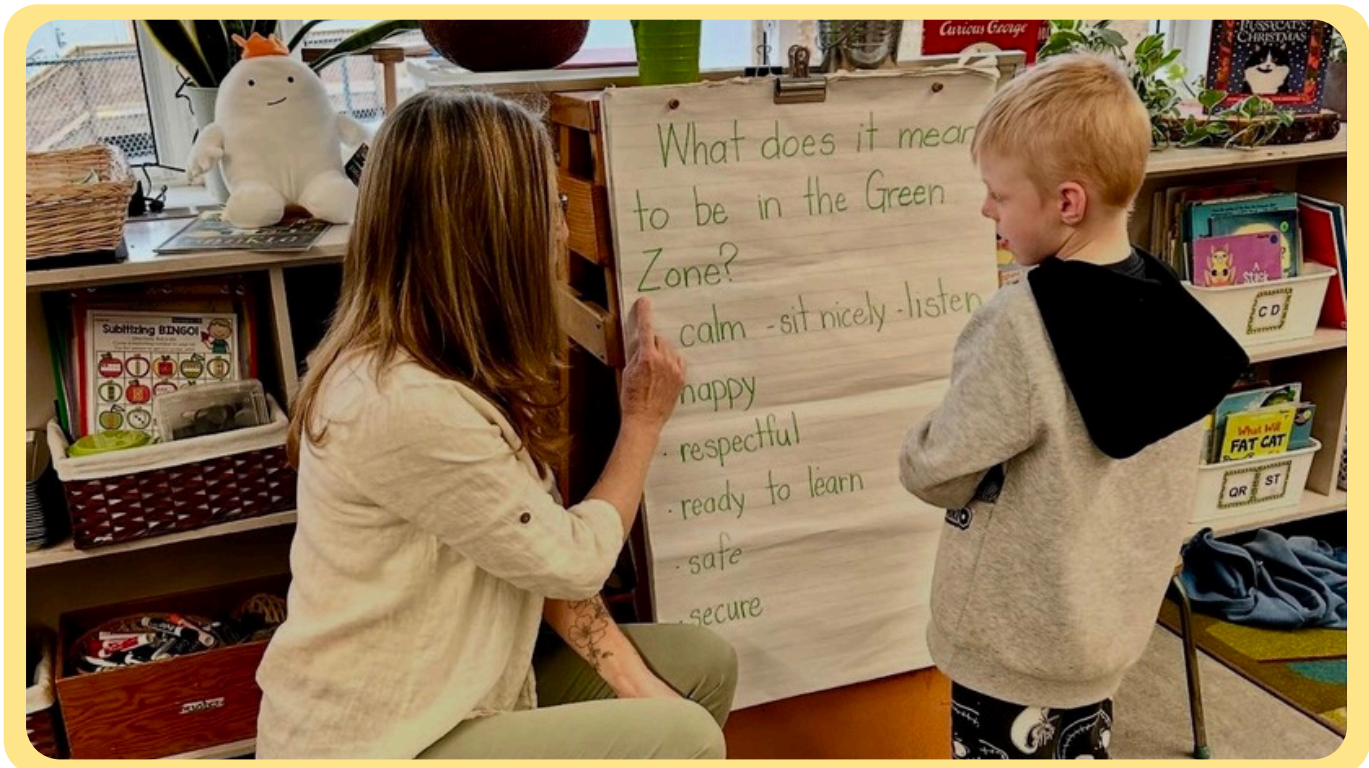
Income Statements

Revenues

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

	Actual	Budgeted	Variance
Operating Grant, Ministry of Education	\$ 40,906,985	\$ 41,026,615	\$ (119,630)
Other MOE Grants	961,409	905,269	56,140
Provincial Grants - Other	74,720	75,000	(280)
Tuition	981,927	726,540	255,387
Other Education Authorities	136,293	110,000	26,293
First Nations (LEA)	1,411,479	1,104,133	307,346
Miscellaneous Revenues	435,930	230,000	205,930
Rentals	97,072	85,400	11,672
Interest	88,520	100,000	(11,480)
Total Operating Revenue	\$ 45,094,335	\$ 44,362,957	\$ 731,378

- Higher than forecasted International Student enrolment accounts for the increased tuition revenue.
- There were more students than projected covered by the Tla'amin Education Agreement accounting for the increase in funding from First nations.
- Conservative forecasts for both the cafeteria revenues and Before and After School parent fee revenues account for much of the variance categorized as miscellaneous revenues.



Expenses

	Actual	Budgeted	Variance
Salaries			
Teachers	\$ 14,963,846	14,413,363	\$ (550,483)
Principals & Vice-Principals	3,095,177	2,966,400	(128,777)
Education Assistants	4,390,581	4,487,147	96,566
Support Staff	3,591,369	4,009,548	418,179
Other Professionals	2,282,425	2,385,684	103,259
Substitutes	1,694,944	1,594,908	(100,036)
Total Salaries	30,018,342	29,857,050	(161,292)
Employees Benefits	7,448,859	6,722,102	(726,757)
Total Salary and Benefits	37,467,201	36,579,152	(888,049)
Services and Supplies	7,280,603	7,585,449	304,846
Utilities	705,887	557,500	(148,387)
Total Services and Supplies	7,986,490	8,142,949	156,459
Total Operating Expense	\$ 45,453,691	\$ 44,722,101	\$ (731,590)

- Benefit costs continue to be higher than projected and accounted for 16% of total spending.
- Service and supply costs were lower than budgeted primarily as a result of mid-year plans to curtail spending.
- Administrative costs were higher than that of the prior year with the incremental difference attributed to the cost of senior leadership recruitment and a trustee by-election.
- The year ended with an accumulated surplus of \$974,463



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 2024/25 audited statements:

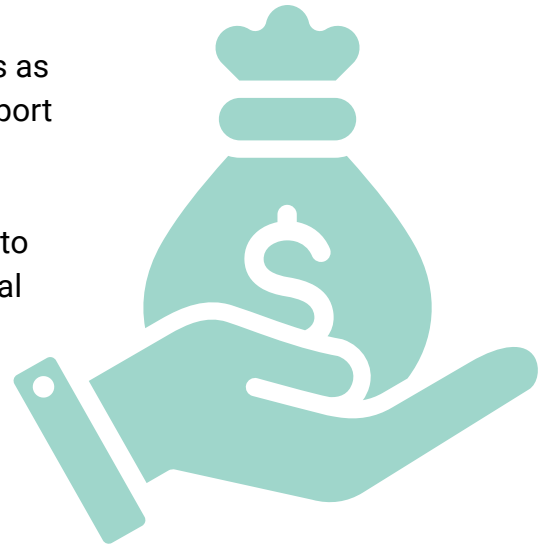
Annual Facility Grant (AFG)	\$122,953	These funds are used throughout District schools to address ongoing maintenance and improvement needs.
Learning Improvement Fund (LIF)	\$148,308	Funding used specifically to augment Educational Assistants' hours providing additional support to complex learners.
School Generated Funds & Bursaries	\$2,054,579 \$497,217 <i>Deferred</i>	Funds that are generated locally at the school level and used for school operations and in support of students.
Strong Start	\$128,000	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	\$17,150	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)	\$116,612	Funding for core French-language and Immersion programs and curriculum resources.
Community Link	\$230,412	Funding for programs and initiatives to improve the education performance of vulnerable students, including both academic achievement and social functioning.
Classroom Enhancement Fund (CEF)	\$2,794,090	Eligible expenses include teacher staffing, overhead staffing and equipment costs resulting from restoration of class size and composition
Feeding Futures	\$509,341 \$153,058 <i>Deferred</i>	Student food security programs.

Mental Health in Schools	\$55,000	To support increased awareness of issues related to mental health.
ECE Dual Credit & Health Careers	\$137,000 Deferred	Career pathway pilot program initiative.
Early Learning Related Funds	\$281,150	Includes Seamless, Day, Just B4 & Others
Student & Family Affordability Grant	\$156,003	One time funding in support of making life more affordable for families during this time of increased inflation.
Professional Learning Grant	\$238,867 <i>Deferred</i>	One time funding in support of localized literacy initiatives.
Auditory Outreach Program	\$1,487,600 \$118,741 <i>Deferred</i>	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.

Major Capital – Expansion Program (EXP) projects are investments that contribute to the creation of additional classroom spaces.

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.

Food Infrastructure Program (FIP) projects are investments in new or replacement equipment that supports the preparation and delivery of school food programs.

Bussing (BUS) is available by application in support of the replacement of school buses.

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.

	2024/2025 Capital Spending
AFG (Capital Portion)	\$ 662,900
EXP	\$2,039,401
SEP	\$ 2,000,000
CNCP	\$ 103,000
BUS	\$538,468
Local Capital	\$78,352
New Spaces Fund	\$222,000
	\$5,644,121

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

Future Considerations - Risks and Opportunities

School Districts across the Province are continuing to face significant challenges with the increasing cost of delivering services. As the availability of accumulated operating surplus reserves has been reduced over the last few years, the organization must continue to be diligent in delivering its programs with the resources it receives each year.

qathet area 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.

Contacting Management

This financial report is designed to provide the school district's rights holders with a 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.





School District No. 47 (qathet)

2025 Audit Findings

Report to the Board of Education

June 30, 2025

Cory Vanderhorst, CPA, CA
T: 250.734.4319
E: cory.vanderhorst@mnp.ca



Wherever business takes you

[MNP.ca](https://mnp.ca)

September 24, 2025

Members of the Board of Education of School District No. 47 (qathet)

Dear Sirs/Mesdames:

We are pleased to submit to you this report for discussion of our audit of the financial statements of School District No. 47 (qathet) (the "School District") as at June 30, 2025 and for the year then ended. In this report we cover those significant matters which, in our opinion, you should be aware of as members of the Board of Education.

We have completed our audit of the financial statements of the School District which has been carried out in accordance with Canadian generally accepted auditing standards.

Unless unforeseen complications arise, our Independent Auditor's Report will provide an unqualified opinion to the Board of Education of the School District.

This report is intended solely for the information and use of the Board of Education and management and should not be distributed to or used by any other parties than these specified parties.

The matters raised in this and other reports that will flow from the audit are only those which have come to our attention arising from or relevant to our audit that we believe need to be brought to your attention. They are not a comprehensive record of all the matters arising, and in particular we cannot be held responsible for reporting all risks in your business or all control weaknesses. This report has been prepared solely for your use and should not be quoted in whole or in part without our prior written consent. No responsibility to any third party is accepted as the report has not been prepared for, and is not intended for, any other purpose.

We would like to express our appreciation for the excellent cooperation we have received from management and employees with whom we worked.

We appreciate having the opportunity to meet with you and to respond to any questions you may have about our audit, and to discuss any other matters that may be of interest to you.

Sincerely,



MNP LLP

Chartered Professional Accountants

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Introduction

As auditors, we report to the Board of Education on the results of our examination of the financial statements of School District No. 47 (qathet) (the "School District") as at and for the year ended June 30, 2025. The purpose of this Audit Findings Report is to assist you, as members of the Board of Education, in your review of the results of our audit. To facilitate in your understanding of our findings, Appendix A to this report summarizes our audit process.

Our report will discuss the status of our engagement, as well as communicate to you significant audit, accounting and reporting matters arising from our procedures.

We hope that this report is of assistance to you, and we look forward to discussing our findings and answering your questions.

Engagement Status

We have substantially completed our audit of the financial statements of the School District and are prepared to sign our Independent Auditor's Report subsequent to completion of the following procedures:

- Receipt of the signed management representation letter;
- Discussion of subsequent events with the Board of Education;
- the Board of Education's review and approval of the financial statements

Independent Auditor's Report

We expect to have the above procedure completed and to release our Independent Auditor's Report on September 24, 2025.

Unless unforeseen complications arise, our Independent Auditor's Report will provide an unqualified opinion to the Board of Education of the School District. A draft copy of our proposed Independent Auditor's Report has been included under separate cover.

Significant Audit, Accounting and Reporting Matters

Audit and Reporting Matters

The following significant matters arose during the course of audit that we wish to bring to your attention.

Area	Comments
Changes from Audit Service Plan	<p>We previously presented our proposed Audit Service Plan to you and the following deviations were made from this plan:</p> <ul style="list-style-type: none">• Materiality used for the audit was increased from \$2,500,000 to \$2,700,000, due to increased actual revenues as compared to our preliminary estimates during audit planning <p>Please refer to Appendix B for the significant areas and our audit responses.</p>
Difficulties Encountered	<p>No significant limitations were placed on the scope or timing of our audit.</p>
Identified or Suspected Fraud	<p>Due to the inherent limitations of an audit and the nature of fraud, including attempts at concealment through forgery or collusion, an audit conducted in accordance with Canadian generally accepted auditing standards cannot be relied upon to detect fraud.</p> <p>While our audit cannot be relied upon to detect all instances of fraud, no incidents of fraud, or suspected fraud, came to our attention in the course of our audit.</p>
Identified or Suspected Non-Compliance with Laws And Regulations	<p>Nothing has come to our attention that would suggest any non-compliance with laws and regulations that would have a material effect on the financial statements.</p>
Matters Arising in Connection With Related Parties	<p>No significant matters arose during the course of our audit in connection with related parties of the School District.</p>

Area	Comments
Significant Deficiencies in Internal Control	<p>Our audit process focuses on understanding the controls utilized in management's reporting systems, including for estimates, to the extent necessary to identify overall and specific financial reporting risks. This risk assessment allows us to concentrate our audit procedures on high risk areas and, where possible, place reliance on controls within the financial reporting system to reduce the extent of our testing.</p> <p>It is important to note that our assessment was not, nor was it intended to be, sufficient to comment or conclude on the sufficiency of internal controls.</p> <p>We are required under Canadian generally accepted auditing standards to communicate all significant deficiencies identified during an audit to the Board of Education on a timely basis. However, we may not be aware of all significant deficiencies that do, in fact, exist.</p> <p>While our review of controls was not sufficient to express an opinion as to their effectiveness or efficiency, no significant deficiencies in internal control have come to our attention.</p>
Going Concern	<p>We have not identified any material uncertainties related to events or conditions that may cast significant doubt on the School District's ability to continue as a going concern.</p> <p>We are of the opinion that the going concern assumption is appropriate in preparation of the financial statements.</p>
Matters Arising from Discussions With Management	<p>We would like to formally acknowledge the cooperation and assistance we received from the management and staff of the School District.</p> <p>There were no significant matters discussed, or subject to correspondence, with management that in our judgment need be brought to your attention.</p>
Significant Differences	<p>A few significant adjustments were proposed to management with respect to the June 30, 2025 financial statements. Please see Appendix B for details.</p>
Other Information	<p>Pursuant to our responsibilities under Canadian generally accepted auditing standards, we have reviewed other financial and non-financial information included in documents containing the financial statements and our Independent Auditor's Report thereon. We review these documents for the purpose of ensuring their content does not contradict information derived from our audit procedures.</p>

Area	Comments
Final Materiality	<p>Materiality is a concept used to assess the significance of misstatements or omissions that are identified during the audit and is used to determine the level of audit testing that is carried out. The scope of our audit work is tailored to reflect the relative size of operations of the School District, and is affected by our assessment of materiality and audit risk.</p> <p>Final materiality used for our audit was \$2,700,000 for June 30, 2025 and \$2,400,000 for June 30, 2024.</p>

Auditor's Views of Significant Accounting Practices

The application of Canadian public sector accounting standards allows and requires the School District to make accounting estimates and judgments regarding accounting policies and financial statement disclosures.

As auditors, we are uniquely positioned to provide open and objective feedback regarding your School District's accounting practices, and have noted the following items during the course of our audit that we wish to bring to your attention.

Area	Comments
Accounting Policies	The accounting policies used by the School District are appropriate and have been consistently applied.
Accounting Estimates	<p>Employee Future Benefits</p> <p>Accrued employee future benefits are calculated by Mercer, the actuary company engaged by the Province of BC for all school districts.</p> <p>Asset Retirement Obligations</p> <p>Accrued asset retirement obligation for the removal of asbestos and other hazardous material in several of the buildings owned by the School District. Management used judgement when applying percentage of building applicable to remediation costs.</p>
Financial Statement Disclosures	The disclosures made in the notes to the financial statements appear clear, neutral and consistent with our understanding of the entity and the amounts presented in the financial statements.

Other Matters

Management Representations

We have requested certain written representations from management, which represent a confirmation of certain oral representations given to us during the course of our audit. This letter, provided by management, has been included as additional material to this report.

Auditor Independence

We confirm to the Board of Education that we are independent of the School District. Our letter to the Board of Education discussing our independence is attached to this report.

Appendix A - MNP Audit Process

Our audit was carried out in accordance with Canadian generally accepted auditing standards, and included a review of all significant accounting and management reporting systems, with each material year end balance, key transaction and other events considered significant to the financial statements considered separately.

Our audit process focused on understanding the controls utilized in management's reporting systems to the extent necessary to identify overall and specific financial reporting risks. This risk assessment enabled us to concentrate our audit procedures on the areas where differences were most likely to arise. Where possible, reliance was placed on the controls within these systems to reduce the extent of our testing of transactions and year-end balances. Our assessment was not, nor was it intended to be, sufficient to conclude on the effectiveness or efficiency of internal controls.

During the course of our audit, we have:

- Examined, on a test basis, evidence supporting the amounts and disclosures in the financial statements;
- Assessed the accounting principles used and significant estimates made by management;
- Obtained an understanding of the School District and its environment, the applicable financial reporting framework and the School District's system of internal control (regardless of whether we relied on them for the purpose of the audit), sufficient to identify and assess the risks of material misstatement of the financial statements and to design and perform audit procedures;
- Reviewed and assessed those accounting systems deemed necessary to support our audit opinion;
- Evaluated the overall financial statement presentation;
- Performed a subsequent events review with management;
- Reviewed and assessed the status of contingencies, commitments and guarantees; and
- Reviewed and assessed exposure to environmental liabilities.

We have obtained written representations from management, included as additional materials following this report, in order to confirm oral representations given to us and reduce the possibility of misunderstanding. Specifically, we have obtained written confirmation of significant representations provided on matters that are:

- Directly related to items that are material, either individually or in the aggregate, to the financial statements;
- Not directly related to items that are material to the financial statements, but are significant, either individually or in the aggregate, to the engagement; and
- Matters relevant to management judgments or estimates that are material, either individually or in the aggregate, to the financial statements.

Appendix B - Summary of Significant Differences

Significant Unadjusted Differences

Differences Noted	Items affected	Statement of Financial Position	Statement of Operations
To propose an adjustment for building work in June 2025 that was not accrued at year-end.	Increase to tangible capital assets and accounts payable of \$942,327. No impact on annual surplus/deficit.	\$ -	\$ -
To propose an adjustment for the understatement of the asset retirement obligation.	Increase to tangible capital assets and ARO liability of \$748,509. No impact on annual surplus/deficit.	\$ -	\$ -
Total Unadjusted Differences (Income Effect)			\$ -

Canadian generally accepted auditing standards require that we request of management and the Board of Education that identified unadjusted differences be corrected. We have made this request of management, however based on both quantitative and qualitative considerations management has decided not to correct those identified differences that remain unadjusted. They have represented to us that in their judgment the unadjusted differences are, both individually and in the aggregate, not material to the financial statements.

We concur with management's representation that the unadjusted differences are not material to the financial statements and, accordingly, these unadjusted differences have no effect on our Independent Auditor's Report.

September 24, 2025

The Board of Education
School District No. 47 (qathet)
4351 Ontario Ave.
Powell River, BC V8A 1V3

Dear Sirs/Mesdames:

We have been engaged to audit the financial statements of School District No. 47 (qathet) (the "School District") as at June 30, 2025 and for the year then ended.

CAS 260 *Communication With Those Charged With Governance* requires that we communicate with you matters that are significant to our engagement. One such matter is relationships between the School District and its related entities or persons in financial reporting oversight roles at the School District and MNP LLP and any affiliates ("MNP") that, in our professional judgment, may reasonably be thought to bear on our independence. In determining which relationships to report, the Standard requires us to consider relevant rules and related interpretations prescribed by the appropriate professional accounting body and applicable legislation, covering such matters as:

- (a) Holding a financial interest, either directly or indirectly, in a client;
- (b) Holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client or a related entity;
- (c) Personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client or a related entity;
- (d) Economic dependence on a client; and
- (e) Provision of non-assurance services in addition to the audit engagement.

We are not aware of any relationship between the School District and MNP that, in our professional judgment, may reasonably be thought to bear on our independence, which have occurred from July 1, 2024 to the date of this letter.

We hereby confirm that MNP is independent with respect to the School District within the meaning of the Code of Professional Conduct of the Chartered Professional Accountants of British Columbia as of the date of this letter.

This report is intended solely for the use of The Board of Education, management and others within the School District and should not be used for any other purposes.

We look forward to discussing with you the matters addressed in this letter as well as other matters that may be of interest to you. We will be prepared to answer any questions you may have regarding our independence as well as other matters.

Sincerely,

A handwritten signature in black ink that reads "MNP LLP". The letters are stylized and cursive.

MNP LLP
Chartered Professional Accountants

MADE ^{IN} CANADA

And proud of it!

At MNP we're proud to be the national accounting, consulting and tax firm that is 100% Made in Canada.

Our history defines who we are and our approach to business. Being a Canadian firm has helped shape our values, our collaborative approach, and the way we work with our clients, engaging them every step of the way.

We have a unique perspective. Our decisions are made here – decisions that drive Canadian business and help us all achieve success — and we know the impact that our choices have on the cities and towns we call home.

Throughout our six decades of work, we've seen our communities are more than just a place we do business in. They're a place where our families live, play, and thrive, and we work to make them the best places they can be.

Being 100% Canadian is something we wear proudly. This country provides us with great opportunities, and we're here to help our clients seize the opportunities so we can create a brighter future for the generations to come.



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MEMORANDUM

Date: September 24, 2025
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Prepared by: Jared Formosa, Director of Operations
Action: Approval of 2026/2027 Minor Capital Plan

1.0 BACKGROUND

Boards of Education are required to submit a Capital Plan to the Ministry of Education and Childcare each year. Major Capital Items are due by June 30th each year whereas Minor Capital Items are due by September 30th.

Ministry Capital Program Breakdown:

Major Capital Programs:

- Seismic Mitigation Program
- School Expansion Program
- School Replacement Program
- Rural Districts Program

Minor Capital Programs:

- School Enhancement Program
- Carbon Neutral Capital Program
- Bus Acquisition
- Playground Equipment Program
- Food Infrastructure Program

Other:

- Annual Facility Grant
- Building Envelope Program
- Child Care

2.0 ADDITIONAL INFORMATION

School Enhancement Program (SEP)

Mechanical System & Ventilation Upgrade – Kelly Creek Elementary

Estimate - \$1.9 million

Similar to recent SEP project submissions, a Mechanical System upgrade a Kelly Creek is being reviewed for Summer of 2026 to replace the current HVAC system which has reached end of life and does not have cooling capacity. As the District works to improve infrastructure climate resiliency, extreme heat events can have a dramatic effect on learning environments and has been a focus for a number of years. The project application will include improvements to the existing school spaces, including twelve unit ventilators, a new gym unit, improved ventilation, increased building efficiency, and an automated DDC control. This project would also reduce GHG emissions at this site with the significant reduction of propane use.

Carbon Neutral Capital Program (CNCP)

Mechanical System Upgrade – Phase 1 Brooks Secondary School

Estimate - \$300,000

The project would decouple the domestic hot water tanks from the large boiler systems to enable their shutdown for approx. 4 months of the year and upgrading to a new hot water tank and fully condensing, modular boiler loop for a hot water only with much greater efficiency.

35 kW Solar Panel Array – Edgehill Elementary School

Estimate - \$175,000

During Detailed Design of the School Addition project, additional roof structural capacity was added to accommodate a solar panel array over the new classroom block. The proposed new array replaces the older 1-phase system with a new and much larger solar array which matches the 3-ph electrical infrastructure.

Bus Acquisition Program (BUS)

Estimate - \$247,000

One diesel bus (A8470) to fit the criteria for replacement. Electric bus options have been explored but electric fleet funding options are limited with new provincial/federal programs expected in the near future. Currently enrolled in BC Hydro EV Fleet ready program to support funding applications which will support future funding applications contingent on Infrastructure plan acceptance.

Playground Equipment Program (PEP)

Kelly Creek School Playground Replacement

Estimate - \$190,290

Following the completion of a 2024 playground audit of all playgrounds by a certified third-party, Kelly Creek was a priority for replacement playground equipment based on age,

condition, and accessibility. Further consultation was obtained from a Playground Equipment supplier for improved accessibility to the playground and greatly improved accessibility features for the playground space.

3.0 OPTIONS FOR ACTION

Option 1 – To approve the proposed projects to be submitted under the Minor Capital Plan as outlined above.

Option 2 – Direct staff to bring forward alternative projects for Board consideration.

4.0 STAFF RECOMMENDATION:

THAT: The Board of Education approves the submission of the Minor Capital Plan as presented.

5.0 APPENDICES

Appendix A – Capital Plan Summary

Appendix B – Capital Plan Resolution (Minor Capital)

Capital Plan Overview 2026-2027

Summary

The following projects are recommended for consideration under several government capital planning funding envelopes with an emphasis placed on system renewal and energy conservation. Every planned submission, other than the necessary Seismic considerations, incorporates sustainability initiatives where practicable and will result in direct reductions in GHG emissions.

The Seismic Mitigation Program outline has a June 30th submission deadline, the remaining four projects, 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.

Seismic Mitigation Program (SMP) [Submitted – Major Capital]

Seismic Improvements – Texada School

Estimate - \$5 million

Texada Elementary School was previously reviewed for seismic risk assessment based on The National Building Code Hazard (2% in 50 years). The school is designated as H1 which is a vulnerable structure at highest risk of widespread damage or structural failure. Within the H1 category, the assessment priority is P2, which has high probability of total damage in a moderate earthquake (5% in 50 years). Demolition of the building would be likely after an event. The proposed project under the SMP would retrofit portions of the building structure to improve structural integrity in the event of an earthquake.

Seismic Improvements - James Thomson School

Estimate - \$3.3 million

James Thomson School was reviewed with similar H1 risk rating, but assessment priority was at P3 which indicates a moderate probability of total damage in a moderate earthquake with costly repairs expected after an event.

School Enhancement Program (SEP)

Mechanical System & Ventilation Upgrade – Kelly Creek Elementary

Estimate - \$1.9 million

Similar to recent SEP project submissions, a Mechanical System upgrade a Kelly Creek is being reviewed for Summer of 2026 to replace the current HVAC system which has reached end of life and does not have cooling capacity. As the District works to improve infrastructure climate resiliency, extreme heat events can have a dramatic effect on learning environments and has been a focus for a number of years. The project application will include improvements to the existing school spaces, including twelve unit ventilators, a new gym unit, improved ventilation, increased building efficiency, and an automated DDC control. This project would also reduce GHG emissions at this site with the significant reduction of propane use.

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Playground Equipment Program (PEP)

Kelly Creek School Playground Replacement

Estimate - \$190,290

Following the completion of a 2024 playground audit of all playgrounds by a certified third-party, Kelly Creek was a priority for replacement playground equipment based on age, condition, and accessibility. Further consultation was obtained from a Playground Equipment supplier for improved accessibility to the playground and greatly improved accessibility features for the playground space.

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 47 (*qathet*) hereby approves the proposed Five-Year Capital Plan for 2026/27, as provided on the Five-Year Capital Plan Summary for 2026/27 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan for 2026/2027 adopted by the Board of Education, on this the 24th day of *September* 2025.

Secretary-Treasurer Signature

Secretary-Treasurer Name



September 15, 2025

Tom Read

Texada Agriculture Group

Delivered via email to: ravenbaywoods@gmail.com

To Whom it May Concern:

Re: Letter of Support – Texada Island/sayayin Food Forest and Freeze Dryers Project

On behalf of the Board of Education of qathet School District, I am writing to express support for the Texada Agriculture Group's proposal Texada Island/sayayin Food Forest and Freeze Dryers. This project offers an important opportunity to strengthen food security and resilience for students, their families, and the wider qathet region.

The initiative provides direct benefits to both Texada Island and the School District. The use of school-based space for the Food Hub and food forest will create meaningful educational opportunities, engage students and families in applied learning, and model sustainable practices that can be replicated elsewhere.

We view this initiative as advancing food security, community health, cultural connection, and environmental stewardship. By enabling residents to preserve and share local foods, it reduces waste, supports local farmers and harvesters, and strengthens household resilience.

Sincerely,



Steve Hopkins
Secretary-Treasurer

CC: Board of Education

COMMITTEE OF THE WHOLE

4:00 pm, Wednesday, September 10, 2025
School Board Office

NOTES

Present: Jaclyn Miller, Maureen Mason, Gretchen Conti, Dale Lawson

Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Kirsten Van't Schip (Trustee)

PRESENTATIONS:

2024/2025 Audited Financial Statements – C. Vanderhorts & M. de Leeuw (MNP AuditTeam)

The auditors reported a clean audit, with financial statements prepared in accordance with the Act and presented accurately. Revenues remained consistent across categories, with a modest increase in expenses from the prior year. Liabilities are primarily deferred capital, and non-financial assets such as land, buildings, and equipment represent the district's largest values.

Audit work is substantially complete, with final letters to follow board approval. No suspected fraud or unusual transactions were identified, and auditor independence was confirmed. Unadjusted items included a late capital project invoice (to be recorded in the current year) and retirement obligations under a newer accounting standard, which will be monitored going forward.

Edgehill Expansion Project Update – J. Formosa

Director of Maintenance J. Formosa presented an update on the Edgehill Elementary expansion project. Significant summer progress included HVAC upgrades with new electric heating/cooling units, with natural gas retained only as backup. Work also addressed lead remediation through a new domestic water system, along with upgraded electrical and sprinkler systems and new LED lighting. The library has been relocated to a temporary space for the remainder of the school year.

Construction milestones completed include foundation and slab pours, civil and mechanical rough-ins, and installation of new entryway stairs and ramp. Framing work is underway, with truss installation scheduled for late September. A hoarding wall and ceiling remain in place to separate active school operations from construction areas

1. APPROVAL OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Committee of the Whole Meeting Agenda of September 10, 2025, be adopted as circulated.

STATUS: CARRIED

2. STANDING COMMITTEES

2.a) Audit

2.a.i) Audited Financial Statements

Secretary-Treasurer Hopkins reported that the statements will accompany the FSDA and memo in the regular meeting agenda package. The accumulated surplus is slightly lower than the prior year, while the contingency is higher, with unspent funds carried forward for IEC and teacher mentorship initiatives. The district is not relying on surplus to sustain operations, reflecting a sustainable budget. Underspending in maintenance and operations was noted, with funds initially set aside for SBO mechanical upgrades returned to operating, as the project will not proceed this year. The audit is a legislative requirement for all school districts.

2.b) Finance and Facilities

2.b.i) 2026/2027 Minor Capital Plan

Secretary-Treasurer Hopkins reported that the capital plan application includes minor edits to the version previously presented. The plan emphasizes reducing the district's carbon footprint and supporting climate resilience, with a phased project at Brooks beginning with a CNC application aimed at lowering greenhouse gas emissions and achieving operational savings. The plan also highlights the Kelly Creek playground, with an audit completed in 2024 confirming it as a high priority for upgrades.

2.c) Education and Strategic Planning

2.c.i) Administrative Procedure 100 - Strategic Planning, Reporting & Accountability

Superintendent McKenzie highlighted proposed amendments to AP 100 to reflect the Board's May 2025 motion and ensure alignment with the Strategic Plan.

2.c.ii) School Growth Plan Templates (Revised)

A. Burt and K. Brach presented minor revisions to the school growth plan templates, reflecting adjustments to the related Administrative Procedure. The updated templates emphasize inquiry-based goals, with schools required to identify the specific First Peoples Way of Learning connected to each goal. Alignment has been improved through use of the ministry cycle to support consistent data collection and reporting.

The team is working closely with principals, with feedback indicating that administrators are engaged and supportive. The inquiry questions may evolve over time, while overall goals are expected to remain consistent.

2.d) Policy Development

2.d.i) Board Development Planning – Prospective Ad Hoc Committee (discussion)

Trustees discussed the value of a more formal approach to trustee development, particularly in light of upcoming BCSTA training modules and the need to prepare resources for the next elected Board. Members noted the importance of identifying broader governance questions and areas for deeper conversation.

It was agreed to strike a short-term ad hoc committee, composed of two trustees, to explore options and develop a simple questionnaire for trustees to identify priority topics. Trustees Mason and Conti volunteered to serve on the committee.

RECOMMENDATION: “THAT the Board of Education strike an Ad Hoc Committee to review Trustee Development and Orientation.”

3. OTHER INFORMATION

3.a) Administrative Procedure 152 – Complaints

The revised Administrative Procedure was presented along with a new flow chart to clarify the steps for resolving concerns. Additional resources will be developed for DPAC and parents, including updates to the DPAC brochure. The procedure outlines a clear pathway for escalation if issues remain unresolved, and provisions exist for mediation or additional supports when appropriate. Trustees emphasized the importance of communicating the process effectively to parents, with plans to share updates at the October DPAC meeting.

3.b) Unexpected Health Emergency Memo

Director Gaudreau presented information received through a ministerial order requiring new measures to be in place by December. An Administrative Procedure will be developed to meet these requirements, including the procurement of AED

and Naloxone kits in coordination with the district's Health and Safety Manager. The plan will be reviewed by the Health Committee before returning to the Board.

Training will be provided to staff on the use of the equipment, with related instruction also integrated into the PHE curriculum. Trustees emphasized the importance of clear provisions in the AP to designate trained individuals and outline contact protocols, which will be aligned with WorkSafeBC occupational health and safety requirements.

3.c) Indigenous Focused Learning Day Summary

The agenda for the September 19 Indigenous Focused Learning Day includes keynote speaker Dr. Marie Wilson and the calling forward of witnesses as part of traditional oral history protocol. The afternoon will feature multiple breakout sessions, along with a dedicated CUPE staff session led by Dr. Kristi Blakeway on the Welcome Project. Trustees are encouraged to attend.

An additional session with Dr. Wilson, developed in collaboration with community partners, is planned for September 20.

3.d) Community Connections Expo

The district has been invited to take part in the inaugural Community Connections Expo at Dwight Hall, where local businesses, non-profits, and organizations will showcase their services. At the event, the district will share information on school food programs, gather community feedback, profile PAC and DPAC activities, and provide sign-up sheets for each school.

4. **ADJOURNMENT**

MOVED: D. LAWSON

THAT the Committee of the Whole Meeting be adjourned.

STATUS: CARRIED

The meeting adjourned at 5:10 p.m.

BOARD ANNUAL WORK PLAN

2025-2026

JULY

Board Meeting Agenda Items

- ☐ No regularly scheduled meetings

Events

- ☒ N/A
-

AUGUST

Board Meeting Agenda Items

- ☒ No regularly scheduled meetings

Events

- ☒ Trustee Working Session Retreat (Aug. 27)
-

SEPTEMBER

Board Meeting Agenda Items

- ☐ Review the Audit Findings Report, Management letter and Financial Statement Discussion and Analysis Report
- ☐ Approve the audited financial statements
- ☐ Approve the submission of the proposed Minor Capital Plan
- ☐ Approve the Framework for Enhancing Student Learning Report
- ☐ Review the Superintendents School Opening Report
- ☐ Review the Board Annual Work Plan
- ☐ Presentation: Capital Project Quarterly Update - Edgehill Elementary School

Events

- ☐ Recognize National Truth & Reconciliation Day (September 30)
-

OCTOBER

Board Meeting Agenda Items

- ☐ Suspension Review

- ☐ Review School Growth Plans
- ☐ Review quarterly Fiscal Accountability Report
- ☐ Review the submission of the Executive Compensation Disclosure Report

Events

- ☐ Recognize World Teachers' Day (October 5)
 - ☐ Represent the Board at BCSTA Provincial Council (October 25-26)
-

NOVEMBER

Board Meeting Agenda Items

- ☐ Election of Board Chairperson & Vice Chairperson
- ☐ Election of Provincial Council and BCPSEA Representatives
- ☐ Approve Department Operational Plans
- ☐ Routine review of select Board Policies
- ☐ Program Review: Early Learning Initiatives / Level 2 Report (CotW)

Events

- ☐ Attend and participate in BCSTA Trustee Academy (November 27-29)
 - ☐ Attend Remembrance Day Assemblies
-

DECEMBER

Board Meeting Agenda Items

- ☐ Approve the submission of the annual Statement of Financial Information
- ☐ Approve Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies
- ☐ Review the Board Annual Work Plan
- ☐ Presentation: Capital Project Quarterly Update - Edgehill Elementary School
- ☐ School Presentations: Brooks Secondary and Westview Elementary

Events

- ☐ Attend Winter Concerts
-

JANUARY

Board Meeting Agenda Items

- ☐ Review the Superintendent's Student Success report
- ☐ Review quarterly Fiscal Accountability Report
- ☐ Review and approve prospective increases to Trustee Remuneration
- ☐ Remit Financial Disclosure Forms by January 15
- ☐ Review proposals for substantive changes
- ☐ Program Review: Literacy Support / Level 2 Report (CotW)

- ☐ School Presentations: James Thompson Elementary

Events

- ☐ Represent the Board at the BCPSEA Annual General Meeting (TBD)
 - ☐ Recognize Literacy Week
-

FEBRUARY

Board Meeting Agenda Items

- ☐ Approve the Amended Annual Budget
- ☐ Review School Calendar Consultation Information
- ☐ Approve the budget development process and timelines for the following years annual budget
- ☐ Routine review of select Board Policies
- ☐ Review proposed Draft School Calendar Submissions or Amendments (CotW)
- ☐ Proposals: Board Authority Authorized Courses (CotW)
- ☐ Proposals: Academies (CotW)
- ☐ Program Review: Feeding Futures / Level 1 Report (CotW)
- ☐ School Presentation: Edgehill Elementary

Events

- ☐ Represent Board at BCSTA Provincial Council (TBD)
 - ☐ Recognize Pink Shirt Day – Anti Bullying (February 25)
-

MARCH

Board Meeting Agenda Items

- ☐ Approve School Calendar Submission
- ☐ Review Provincial Motions for BCSTA AGM
- ☐ Review the Board Annual Work Plan
- ☐ Presentation: Capital Project Quarterly Update - Edgehill Elementary School
- ☐ School Presentations: Henderson Elementary and Kelly Creek Elementary

Events

- ☐ Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (TBD)
-

APRIL

Board Meeting Agenda Items

- ☐ Review Government Grant Information for the following years annual budget
- ☐ Approve Capital Plan Bylaw (from Ministry Capital Plan Response Letter)
- ☐ Review quarterly Fiscal Accountability Report

- ☐ Program Review: Online Learning / Level 2 Report (CotW)
- ☐ Program Review: French Immersion / Level 2 Report (CotW)
- ☐ School Presentation: Partners in Education

Events

- ☐ Recognize the Anniversary of Tla'amin Treaty (April 5)
 - ☐ Recognize Education Week
 - ☐ Attend BCSTA AGM (April 9-11)
-

MAY

Board Meeting Agenda Items

- ☐ Approve Annual Facility Grant Plans
- ☐ Approve terms of engagement and appoint or reappoint auditor
- ☐ Formalize Board Development Plan
- ☐ Review Community Connections Report
- ☐ Program Review: Literacy Support / Level 2 Review
- ☐ School Presentation: Texada Elementary

Events

- ☐ Recognize Mental Health Week (May 5-11)
 - ☐ Attend Elementary Track and Field Meet
-

JUNE

Board Meeting Agenda Items

- ☐ Approve the Annual Budget
- ☐ Approve Major Capital Projects
- ☐ Review Carbon Neutral Action Report
- ☐ Review Strategic Plan
- ☐ Review Board Meeting Calendar
- ☐ Review the Board Annual Work Plan
- ☐ Presentation: Capital Project Quarterly Update - Edgehill Elementary School

Events

- ☐ Recognize Children and Youth in Care Week
 - ☐ Attend Employee Recognition event
 - ☐ Attend Board Retirement Celebration
 - ☐ Attend Graduation Ceremonies (June 6)
 - ☐ Attend Award & Scholarship Event
 - ☐ Recognize National Indigenous Peoples Day (June 21)
-

ONGOING

- ☐ Advocate for public education
 - ☐ Attend trustee development and/or orientation sessions
 - ☐ Review and approve capital project bylaws as required
 - ☐ Undertake trustee & superintendent evaluations
 - ☐ Hear appeals as needed
 - ☐ Ratify collective agreements as needed
 - ☐ Represent Board at BCSTA Branch Meetings
 - ☐ Attend school functions
-

EXPECTED DATA RELEASE DATES

Indicator / Instrument	Expected Public Release of Prior Year's Data
Student Learning Survey (SLS)	Summer
HAWD ("How Are We Doing?")	November
Foundation Skills Assessment (FSA)	Late Oct – Early Dec for district & provincial aggregates; Mid-Nov for individual reports
Early Development Instrument (EDI)	December / January (provincial synthesis via dashboard)
Middle Years Development Instrument (MDI)	April
Youth Development Instrument (YDI)	Provincial & district reports: May–June
Student Transitions Project - Post Secondary Transitions	June
Dynamic Indicators of Basic Early Literacy Skills (DIBLELS)	Administered in September, January & June. Data shared via Superintendent's Success Report and Enhancing Student Learning Report
Numeracy Assessments K-7	Administered locally in June. Data shared via Superintendent's Success Report and Enhancing Student Learning Report