



REGULAR BOARD MEETING

4:00 pm, Wednesday, September 25, 2024

School Board Office

AGENDA

LAND ACKNOWLEDGEMENT

PRESENTATION – None Scheduled

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of September 25, 2024, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of June 19, 2024, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) June 19, July 4, and July 9, 2024 – The Board met in-camera to discuss items which included property and personnel.

4. INCOMING CORRESPONDENCE

4.a) SD52 to MOECC – Wage Settlement Funding

4.b) SD42 to MP Dalton – Funding for National Food Program

4.c) Métis Nation British Columbia to SD47 - BC's Bill 40 - The School Amendment Act and the new Provincial Ministerial Order on IECs

MOTION: "THAT the correspondence in items 4.a) through 4.c) be received for information."

5. **OUTGOING CORRESPONDENCE**

- 5.a) Board to A. Welp-Ellis – Letter of appreciation

6. **SUPERINTENDENT OF SCHOOLS' REPORT**

- 6.a) Review of the School Opening Report for September 2024
- Appendix A – Summer Work Completed
 - Appendix B – School Opening Presentation

MOTION: “THAT the School Opening report for September 2024 be received for information purposes.”

- 6.b) Approval of the Framework for Enhancing Student Learning (FESL) Report
- Appendix A – Draft Annual Enhancing Student Learning Report 2024
 - Appendix B – Annual Enhancing Student Learning Report 2024 Presentation

MOTION: “THAT the Framework for Enhancing Student Learning report be approved for submission to the Ministry of Education and Childcare.”

- 6.c) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to June 30, 2024

MOTION: “THAT the Suspension, Exclusion, and Seclusion Report be received for information.”

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

- 7.a) N/A

8. **COMMITTEE REPORTS**

- 8.a) Committee of the Whole Report for September 11, 2024
Recommended motions arising from the Committee of the Whole Meeting:

Approval of the Audited Financial Statements

MOTION: “TO approve the operating surplus restrictions of \$ 1,230,776 and the Local Capital restriction of \$ 362,348 as detailed in NOTE 18 of the financial statements for the year ended June 30, 2024.”

MOTION: “THAT the Board of Education approve the Audited Financial Statements for the year ended June 30, 2024.”

Approval of the 2025/2026 Minor Capital Plan

MOTION: “THAT the Board of Education approve the submission of the Minor Capital Plan as detailed in the staff memorandum of September 11, 2024.”

Approval of the Annual Board Work Plan

MOTION: “THAT the Board of Education approves the revised version of the annual Board Work Plan as presented on September 11, 2024 and to further direct staff to update Appendix A of Policy 2 so that work plan template for future years is consistent with that of the revised version.”

9. OTHER BUSINESS

9.a) 2024 Election Advocacy – Discussion

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

SH/attachments



REGULAR BOARD MEETING

4:00 pm, Wednesday, June 19, 2024
School Board Office

MINUTES

Present: Jaclyn Miller, Rob Hill, Maureen Mason

Also in attendance: Steve Hopkins (Secretary-Treasurer)

Regrets: Dale Lawson (Trustee), Kirsten Van't Schip (Trustee), Jay Yule (Superintendent)

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

LAND ACKNOWLEDGEMENT

PRESENTATIONS:

2SLGBTQIA+ Inclusivity at Brooks – A. Welp-Ellis and W. Dunlop

Brooks Secondary student A. Welp-Ellis presented their capstone project evaluating 2SLGBTQIA+ inclusivity at Brooks Secondary. They shared findings from their research, which included a comparison of student responses to an anonymous survey on inclusivity with results from a similar survey conducted in 2021. A. Welp-Ellis provided several recommendations, including broadly sharing the ERASE bullying reporting website with all students and increasing supervision during breaks and before and after school.

Book it to Brooks – J. Adam and J. Brander

Librarians J. Adam and J. Brander, supported by several students, shared their reflections on the “Book it to Brooks” session that took place this spring. Seventy-five students in grades 6 and 7 participated in the event, where they were introduced to and encouraged to read a selection of 10 books covering a variety of themes and cultures. The diverse selection included books dealing with bullying, child poverty, excelling at sports, and more. Students attended Brooks Secondary to participate in the event, providing an opportunity to prepare for the transition from elementary to secondary school.

Correspondence from James Thomson PAC – R. Harriman

Parent representatives from James Thomson Elementary addressed the board on two issues. Ms. C. Smith raised concerns about student safety, particularly alleged harmful behaviors exhibited by students. The PAC is advocating for additional measures to support student safety, including the creation of safe spaces at schools. Mr. K. Kuzminski expressed concerns about student cell phone use,

advocating for the district to provide parents with resources on how to effectively childproof cell phones to limit student access to harmful websites and applications.

Staff acknowledged receipt of the PAC correspondence, noting that a response regarding cell phone usage had been provided the day before the meeting and highlighting some of the measures that have been or will be implemented.

QUESTION PERIOD

I. Loveluck shared teacher concerns regarding the lack of a clear transition plan for the superintendent vacancy and asked for clarification on short term and long-term plans. Chair Miller responded that planning is underway, and the board intends to announce an interim appointment as soon as possible.

CHAIRPERSON'S REMARKS

Welcome, everyone, to our last Board meeting for the 2023/2024 school year.

I want to start off by briefly acknowledging the news we shared earlier this week about the departure of Jay Yule, Superintendent of schools for our district. We thank Jay for his many contributions throughout his 25 years of service in our district. Our search for a new superintendent will begin immediately and we look forward to confirming our plans for an interim superintendent in the coming weeks.

The month of June, in general, is filled with many activities as we lead up to the end of the school year.

Earlier this month our staff convened for a professional development day to focus on their school growth plans and planning for next year. Kevin Lamoureux, an award-winning scholar and former Education Lead for the National Centre for Truth and Reconciliation, was a virtual guest speaker.

We are also recognizing Pride Month – a time to celebrate the identities, achievements, and resilience of people who identify as 2SLGBTQIA+. Schools have been recognizing the occasion through many educational activities and we are excited to share that our district SOGI Committee will have a float in this year's Pride Parade on July 6th, as well as an information table at the community gathering.

June is also Indigenous History Month and on June 21st, National Indigenous Peoples Day, several hundred students from our community will be attending Willingdon Beach for a celebration that is hosted in partnership with Tla'amin Nation. There will be a Metis fiddler, a gallery walk, witnessing of Tla'amin canoe protocol and more. As a district, we are so appreciative of the collaboration we have with Tla'amin not only for our year long, day-to-day educational objectives, but also to program days of recognition in a way that deepens our learning and works to undo legacies of colonialism.

I also want to extend a heartfelt congratulations to our 2024 Graduating Class. Your hard work, dedication and resilience have brought you to this remarkable milestone. We are so proud of your achievements and look forward to seeing the bright futures you will create.

And last, but certainly not least...Thank you to all employees of the district for your contribution to student success this past year. Each individual makes a unique contribution to what happens, day in and day out, in and around our schools and programs, and I want you to know that you are appreciated. It is your determination and perseverance that make our district a place of growth and learning. Thank you for making a positive impact every day.

1. ADOPTION OF AGENDA

MOVED: R. HILL

SECONDED: M. MASON

THAT the Regular meeting agenda of June 19, 2024, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: M. MASON

SECONDED: R. HILL

THAT the Regular meeting minutes of May 15, 2024, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) May 15 to June 14, 2024 – The Board met in-camera on multiple occasions to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) James Thomson PAC to Board - Urgent Need to address Safe Space Programs in Our Schools

4.b) James Thomson PAC to Board - Request for revised policy on smart phones and devices

4.c) MOECC to Board Chairs and Superintendents – Concerns re: anti-Semitism in BC Classrooms and Schools.

4.d) SD5 to BCIT – Letter of Support for BCIT request to Ministry of Advanced Education and Skills Training

4.e) SD5 DPAC to MOECC – Lack of Resources for SD5

4.f) Saanich Schools to MOECC and MOF – Changes to Education Funding Model

4.g) Kootenay-Columbia SD to BCSTA – Visit

4.h) Kootenay-Columbia SD to BCSTA – Thank You

MOVED: R. HILL

SECONDED: M. MASON

THAT the correspondence listed in item 4.a) to 4.h) be received for information

STATUS: CARRIED

5. SUPERINTENDENT OF SCHOOLS' REPORT

5.a) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to May 31, 2024

The report was provided for information.

MOVED: M. MASON

SECONDED: R. HILL

THAT the Suspension, Exclusion, and Seclusion Report for the period of September 5, 2022, to May 31, 2024, be received for information.

STATUS: CARRIED

6. SECRETARY-TREASURER'S REPORT

6.a) 2024/2025 Annual Budget (Handout)

S. Hopkins shared a print copy of the Budget Summary report which supports the 2024/2025 Annual Budget. The following items were highlighted:

- Enrollment has remained relatively constant, including both online learning and bricks and mortar schools
- Budgeted staffing costs include a 3.0 % wage increase over the prior year
- General inflation has been applied to various costs but otherwise service and supply levels generally remain relatively constant
- Variance in block funding related primarily to funding to address salary, (in previous years the funding was provided in a separate grant).
- Summary of revenues, operating expenses and capital provided and review of schedules 2, 3 and 4.

MOVED: R. HILL

SECONDED: M. MASON

THAT the 2024/2025 Annual Board Budget be adopted and approved for submission to the Ministry of Education and Childcare.

STATUS: CARRIED

6.b) 2024/2025 Capital Plan Response Letter – Amended

S. Hopkins reported that the amended letter was provided in support of an emergent application for funding to replace a school bus.

MOVED: M. MASON

SECONDED: R. HILL

THAT Capital Plan Bylaw No. 2024/25-CPSD47-02 be adopted in support of the projects identified in the amended capital Plan response letter.

STATUS: CARRIED

6.c) 2025/2026 Capital Plan Overview

S. Hopkins provided an overview of the 2025/2026 Capital plan, providing additional details on the Edgehill mechanical and ventilation upgrades, which will coincide with the approved school expansion at that site.

MOVED: R. HILL

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 2025/2026 Major Capital Plan Funding Program.

STATUS: CARRIED

6.d) Schools for Locations Photography

The trustees considered a request to photograph school sites for inclusion in a third-party location library for the film industry. The trustees agreed to the request, with the condition that any filming at school sites must be brought to the board for approval.

MOVED: M. MASON

SECONDED: R. HILL

THAT the Board direct the Secretary Treasurer to support of request, with the caveat that any actual filming in district locations would be brought to the board for approval.

STATUS: CARRIED

6.e) Month End Financial Report as at May 31, 2024

S. Hopkins reported that month-end spending was slightly ahead compared to the same period last year.

MOVED: M. MASON

SECONDED: R. HILL

THAT the Secretary Treasurer's report be received for information.

STATUS: CARRIED

7. COMMITTEE REPORTS

7.a) Committee of the Whole Report for June 12, 2024

S. Hopkins indicated that changes to the health and safety-related administrative procedures reviewed at the Committee of the Whole would be brought to the district health and safety committee for additional review.

Additional Reference Documents:

7.a.i) BAA Courses – Brooks Publishing and Yearbook 11 and 12

7.a.ii) 2023 Climate Change Accountability Report

7.a.iii) 2024/2025 Board Meeting Calendar

7.a.iv) Sustainability Committee Recommendations

Recommended motions arising from the Committee of the Whole Meeting:

MOVED: R. HILL

SECONDED: M. MASON

TO adopt the two BAA courses as presented at the June 12 committee of the whole – Brooks Publishing and Yearbook 11 and 12.

STATUS: CARRIED

MOVED: M. MASON

SECONDED: R. HILL

TO receive the 2023 Climate Change Accountability Report for informational purposes.

STATUS: CARRIED

MOVED: M. MASON

SECONDED: R. HILL

TO approve the proposed 2024/2025 Board Meeting Calendar.

STATUS: CARRIED

MOVED: R. HILL

SECONDED: M. MASON

TO approve the resource allocation recommendations described in the written report of the Environmental Stewards and Sustainability Committee (ESSAC) dated May 8, 2024.

STATUS: CARRIED

8. OTHER BUSINESS

8.a) 2024/2025 School Calendars - Amended

MOVED: R. HILL

SECONDED: M. MASON

TO approve the amended 2024-2025 Local School Calendar.

STATUS: CARRIED

MOVED: M. MASON

SECONDED: R. HILL

TO approve the amended 2024/2025 Partners in Education School Calendar.

STATUS: CARRIED

QUESTION PERIOD

qTA president, I. Loveluck, commented on the importance of a transition plan for the district during the change in leadership.

CUPE 476 president, A. O'Keefe, noted that the number of administrative procedures has increased from 73 to over 200 and suggested additional learning opportunities for staff to thoroughly understand district expectations.

MEDIA QUESTION PERIOD

A local reporter asked for details on the student gathering at Willingdon Beach. Information was provided.

ADJOURNMENT

MOVED: R. HILL

THAT the Regular Board Meeting be adjourned at 5:16 p.m.

STATUS: CARRIED

J. Miller
Chairperson

S. Hopkins
Secretary-Treasurer

/er

June 11, 2024

Honourable Rachna Singh
Minister of Education & Child Care
Via email: Ecc.Minister@gov.bc.ca

Re: Wage Settlement Funding

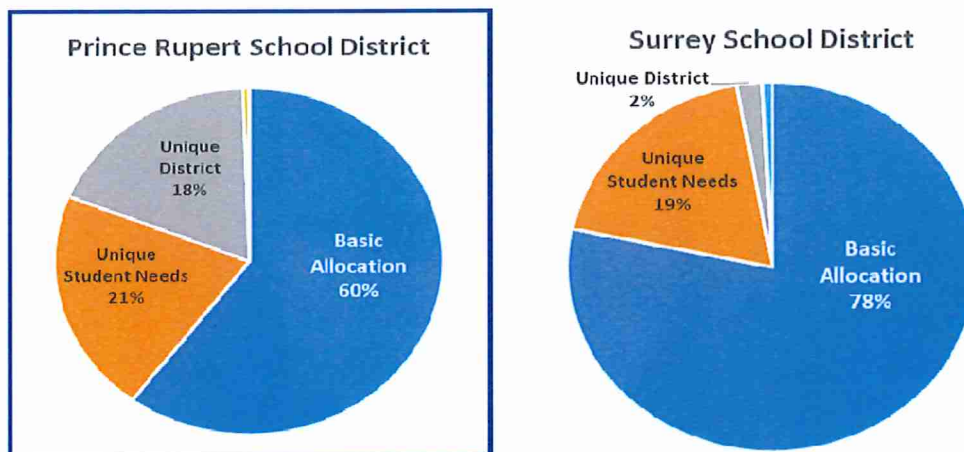
Honourable Minister:

The Board of Education for School District 52 (Prince Rupert) is concerned with how the Wage Settlement Funding for 2024/25 has been applied to school district funding.

As you know, there are three main components to the School District funding:

- Basic Allocation
- Unique Student Needs
- Unique District Needs

The first two components are mainly calculated on a per student basis. The third item is mainly calculated on individual district geographic characteristics. The geographic components are particularly important to small rural districts. They assist with things like bussing costs, and the cost of running small rural secondary schools. As such, they provide a significant proportion of the funding for them. For example:



The impact for the two school districts above is that Surrey School District receives a 3.4% increase on 98% of its funding, while Prince Rupert receives 3.4% on 81% of its funding and 0.7% on the remaining 19%. For 2024/25, this results in a shortfall of over \$120,000 for our District.



634 – 6th Avenue East
Prince Rupert, B.C.
V8J 1X1
Tel: (250) 624-6717
Fax: (250) 624-6517
www.rupertschools.ca

For small, remote districts, this means that the funding that is used for things like supporting smaller class sizes in remote schools, and paying bus drivers, is eroded each year as wage increases are not supported.

We would ask the Ministry to review how it applies wage settlement funding to the different components of the school district funding.

Sincerely,

Kate Toye
Board Chair

Cc: MLA Jennifer Rice
All Boards of Education through BC School Trustees Association

June 18, 2024

Marc Dalton

Member of Parliament
Pitt Meadows – Maple Ridge
22369 Lougheed Hwy
Maple Ridge, BC V2X 2T3
Marc.Dalton@parl.gc.ca

Dear MP Dalton:

Subject: Funding for National Food Program

The Maple Ridge – Pitt Meadows board of education appreciated the federal government's recent commitment to investing \$1 billion into a national school food program over five years. Addressing food insecurity for students in our district is a top priority as we strive to ensure all students have equitable learning opportunities, which starts with meeting basic nutrition needs.

We understand that securing the funding required for a national school food program depends on approving the federal budget, a process that comes with political challenges. We ask that you and your colleagues work together to approve the funding needed to make this program a reality. Your support is crucial to creating a future where no student must struggle to learn on an empty stomach.

A national school food program will significantly benefit our district, and we eagerly look forward to using these funds to ensure students are fully nourished each day on their path to successful learning.

Thank you for your support.

Sincerely,



Elaine Yamamoto
Board of Education

CC: BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



Colette Trudeau
Chief Executive Officer
Métis Nation British Columbia
#380 – 13401 108 Ave, Surrey BC V3T 5T3
ctrudeau@mNBC.ca
604.557.5851 (EXT. 8241)

Monday, July 22nd, 2024

Jaclyn Miller
Board of Education Chairperson
School District No. 47 qathet
4351 Ontario Ave, Powell River, BC V8A 1V3

Taanishi Jaclyn,

Subject: BC's Bill 40 - The School Amendment Act and the new Provincial Ministerial Order on IECs

I am writing you today regarding the Province's Bill 40 - The School Amendment Act, the new Ministerial Order on Indigenous Education Councils (IEC) and their implications for Métis families and students.

As you are aware, Bill 40 mandates the establishment of Indigenous Education Councils (IECs) across all school districts in our province. These councils are intended to influence and engage in decision-making processes that impact Indigenous students' educational experiences in the BC K-12 public system.

The Ministerial Order stipulates that, in establishing an IEC, a school board must consider the distinctions and diversity among the Indigenous student population served by the board, ensuring that the composition of the IEC reasonably reflects the Indigenous student population. Several districts across British Columbia have Indigenous student populations that include Métis students, including SD47 qathet.



While SD47 qathet has not indicated whether Métis student enrolment is tracked, our Citizenship Registry confirms that there are 14 MNBC citizens of school age, with 33 children enrolled in the Métis Family Connections program, establishing a Métis student population.

If you are not already connected to the Métis Chartered Community in your area, [Métis Nation Powell River](#), we would like to take this opportunity to connect you to them. Please reach out to their board at powellrivercc@mnbc.ca, to identify a representative who will bring Métis perspectives to the IEC table.

In the spirit of friendship and reconciliation, MNBC is committed to walking respectfully alongside Tla'amin Nation and SD47 qathet Board of Education for the benefit of all students. MNBC looks forward to connecting on this important matter to determine how we can grow our partnership and best support our children at these newly established IECs.

Should you have any questions or concerns, please do not hesitate to reach out to Sharlene Wedel, Executive Director, Ministry of Education (Early learning | K-12), at swedel@mnbc.ca

Pishshapmishko (Take Care),

A handwritten signature in black ink, appearing to read "Colette Trudeau".

Colette Trudeau
Chief Executive Officer
Métis Nation British Columbia

CC: Jay Yule, Superintendent of Schools, SD47 qathet
Steve Hopkins, Secretary Treasurer, SD47 qathet
Jessica Johnson, District Principal of Indigenous Education, SD47 qathet
Shawn James, President, Métis Nation Powell River
Sasha Hobbs, Chief Strategic Officer, MNBC
Sharlene Wedel, Executive Director, Ministry of Education (Early Learning | K-12), MNBC



Abigail Welp-Ellis

Via Personal Email

Dear Abigail,

On behalf of the Board of Education, we would like to extend our heartfelt thanks to you for presenting your capstone project on 2SLGBTQIA+ inclusivity at Brooks Secondary. Your thoughtful research and the clear comparison of student responses to your anonymous survey with the 2021 data were both insightful and valuable to the board.

We were particularly impressed with your recommendations, such as broadening awareness of the ERASE bullying reporting website and increasing supervision during breaks and transition times. Your dedication to improving inclusivity for all students is commendable and reflects the positive impact students like you have on our school community.

Your presentation was professional and informative, and we sincerely appreciate the time and effort you invested in this important project. We are confident that your work will influence meaningful discussions as we continue to prioritize student safety and inclusivity at Brooks Secondary and beyond.

Thank you again for your outstanding contribution.

Yours truly,

A handwritten signature in black ink that reads "J Miller".

Jaclyn Miller
Chairperson
Board of Education
qathet School District

JM/er



Memorandum

Date: September 25, 2024
To: Board of Education
From: Kristen Brach, Director of Instruction; Allison Burt, Director of Instruction; Tawnie Gaudreau, Director of Inclusive Education; Jessica Johnson, District Principal Indigenous Education
Action Item: Annual Enhancing Student Learning Report 2024

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 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.”

3.0 POINTS FOR CONSIDERATION

Implementation of the reporting requirements of the FESL Policy will supplement the newly proposed annual Superintendent’s Report on Student Success in (February 2025).

4.0 OPTIONS FOR ACTION

- a) Approve the Annual Enhancing Student Learning Report 2024
- b) Request amendments to the Annual Enhancing Student Learning Report 2024

5.0 FOLLOW-UP/REVIEW

Once the Annual Enhancing Student Learning Report 2024 has been approved by the Board of Education, the Report will be signed by the Board Chair, forwarded to the Ministry of Education and Child Care on or before September 30, 2024, and posted on the School District website.

5.0 SUPERINTENDENT’S COMMENTS

This report is required by the Ministry of Education and Child Care. The data supports the need for the District’s intervention strategies for numeracy, literacy, and Mental Health. In February the Superintendent will provide a further report on Student Achievement.

5.0 STAFF RECOMMENDATION

THAT the Board of Education receive and approve the Annual Enhancing Student Learning Report 2024, as presented at the September 25, 2024, Public Board Meeting.

APPENDICES

- (A) Draft Annual Enhancing Student Learning Report 2024
- (B) Annual Enhancing Student Learning Report 2024 Presentation

Enhancing Student Learning Report



Enhancing Student Learning Report 2024
qathet School District
In Review of qSD's 2023-2028 Strategic Plan Framework
Year 1 of 5

□ *Approved by the Board: September **25**, 2024*

The following report communicates the Board of Education's commitment to student success, continuous improvement, and ongoing strategic engagement.

Resources:

- Enhancing Student Learning Data – Ministry of Education and Child Care
- qSD's [2023-2028 Strategic Plan Framework](#)

Board Chair: _____

Jaclyn Miller

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Introduction

Territorial Acknowledgement

We would like to acknowledge and thank the Coast Salish peoples, specifically the ƛaʔamun 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 Profile

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 ƛaʔamun 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 3,200 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:

- ʔayʔajuθəm Language Program (K-12)
- Before and After School Program/Seamless K
- Dual Credit Academics and Trades
- French Immersion (K-12)
- [GIJE \(Guided Indigenized Journey to Excellence\) 10-12 program](#)
- International Education Program
- Just B4 Pre-School Program
- Outdoor Learning Center
- Provincial Auditory Outreach Program
- [qaymɫʷqenəmšt \(K-1 ʔayʔajuθəm immersion language pilot\)](#)
- Strengthening Early Years to Kindergarten Transition (SEY2KT)
- Strong Start Programs
- Summer Learning Programs

We have a diverse student population that includes: (infographic)

School Year	All Students	Online	Indigenous	On Reserve	Metis	Students with disabilities or diverse abilities	CYIC
2023/2024	3269	1209	479	103	107	675	19

Workforce Challenges:

Like many rural districts, we have had some challenges finding and retaining educators with certain specializations: school counsellors, inclusive education teachers, senior math and science teachers, music teachers, Indigenous educators, and French Immersion teachers. We have also experienced difficulty finding and retaining qualified Education Assistants. Fortunately, we have been successful in maintaining a

healthy Teacher Teaching on Call (TTOC) list, even while drawing on the list of TTOCs for various teaching positions throughout the year.

Current Strategic Plan Priorities

gathet 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.

gathet 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** (titłwšɛm ʔəms taʔow)
Ensure early learners and students have the best possible learning experience.
2. **Cultivating Curiosity** (payot gagayɛtən)
Transform our learning environments into places of innovation.
3. **Cultivating Connection** (paʔa kʷoms qʷayigən)
Prioritize mental health, community connections, and social-emotional learning.
4. **Supporting Self-Determination** (ʔaʔjuxʷegəs)
Ensure holistic Indigenous student success.
5. **Cultivating Truth and Reconciliation** (gɔnaʔxʷuθs)
Honour Truth and reconciliation.
6. **Cultivating Integrity/Responsibility** (hays qayumuxʷ ʔayʔaytawθ)
Prioritize climate change, organizational health, and sustainability.

gathet 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](#)

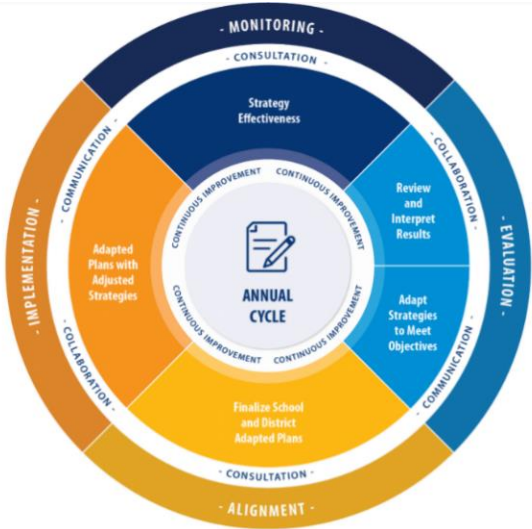
[Tla'amin Education Agreement](#)

[Tla'amin Final Agreement](#)

[Truth and Reconciliation](#)

[Commission Calls to Action](#)

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

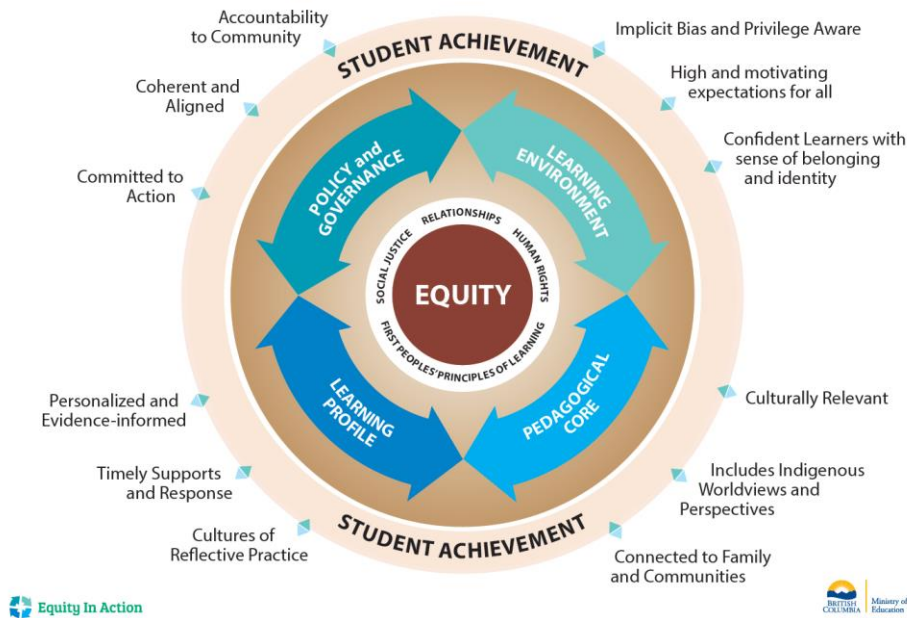


Using the Ministry of Education and Child Care’s annual continuous improvement cycle and [Administrative Procedure 100 \(Strategic Planning: Reporting and Accountability\)](#), qathet School District engages in a yearly continuous improvement cycle that reviews and analyzes data and evidence to identify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

Looking Back on the Year: Effectiveness of Implemented Strategies

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](#).

Indigenous Student Success



<p>Policy and Governance</p> <p>The district is:</p> <ul style="list-style-type: none"> - Accountable to the community - Coherent and aligned - Committed to action 	<p>Learning Environment</p> <p>The district has:</p> <ul style="list-style-type: none"> - Implicit bias and privilege awareness - High and motivating expectations for all students - Confident learners with a sense of belonging and identity
<ul style="list-style-type: none"> - Signed and implemented Tla'amin Education Agreement (TEA) signed between Board and Tla'amin Nation - Created the Indigenous Education Council (IEC) and attended TEA Oversight Team meetings - Attend weekly meetings between District Principal of Indigenous Education and Tla'amin Nation Education Director - Changed school district name from Powell River School District to qathet School District - Established a Justice, Equity, Diversity, Inclusion (JEDI) Committee - Implement School Growth Plans aligned with our Board Strategic Plan - Implement Administrator Professional Growth Plans aligned with our Board Strategic Plan and School Growth Plans - Hosted a Strengthening Early Years to Kindergarten Transition (SEY2KT) James Thomson Play Date including offering a bussing opportunity for students - Inclusion of Tla'amin Nation representation on hiring panels for roles that have significant impact on Indigenous student success (23/24 examples: Principal and Vice Principal (PVP) & Indigenous Education roles) - Implement Safe Schools and erase strategies - Completed policy and Administrative Procedures review and updates 	<ul style="list-style-type: none"> - Include čερθτᾶν (aunt/uncle) staff in all schools supporting cultural, academic, and social emotional needs of Indigenous students - Continue to provide professional development for staff including 10 Pathways to Decolonizing Education, Blanket Exercise, Four Seasons, Compassionate Systems Leadership, Sexual Orientation and Gender Identity (SOGI) Bingo, SOGI-Inclusive Education - Create additional Indigenous focused peak experiences for both Indigenous and all students - Organize district Grade 7 Wellness Fair - Increase the integration of knowledge keepers and elders in schools across the district - Continue to participate in the BC SOGI Educator Network - Provided intersex-inclusive progress pride flags to each school
<p>Learning Profile</p> <p>The district has:</p> <ul style="list-style-type: none"> - personalized and evidence informed practices - timely supports and responses - cultures of reflective practices 	<p>Pedagogical Core</p> <p>The district is:</p> <ul style="list-style-type: none"> - culturally relevant - inclusive of Indigenous worldviews and perspective - connected to family and communities
<ul style="list-style-type: none"> - Conducted empathy interviews and focus groups with staff and students 	<ul style="list-style-type: none"> - Expanded the Guided Indigenous Journey to Excellence (GIJE) land-based learning

<ul style="list-style-type: none"> - Tracking has been implemented to flag priority learning needs for necessary adjustments to promote student success - Continued to provide literacy intervention - Implemented Integrated Child and Youth (ICY) team - Provided support for preliminary Foundry establishment - Continue to provide support through Family School Liaison Workers - Continue Inter-agency collaboration for wrap around support provision - Continue to provide district and school student leadership opportunities - Meet regularly with Indigenous Education Family throughout the year to identify supports needed for students at the elementary and secondary levels - Host tituwšem jεʔaʔε (teaching and learning family) meetings to build staff capacity to support students' success - Supported secondary school 2SLGBTQIA+ Inclusivity Survey (2nd edition) 	<p>program for grade 10-12 Indigenous students</p> <ul style="list-style-type: none"> - Collaborate with Tla'amin Nation and Simon Fraser University (SFU) to create secondary math curriculum using learning materials from a prior SFU/Tla'amin Nation project - Piloted qaymıx^wqenəmšt (we speak our language) ʔayʔajuθəm immersion K-1 - Build peak experiences across grade levels for all students and specifically for Indigenous students - Provide multi-tier systems of support (MTSS) - Promote Universal Design for Learning (UDL) - Build connections between Indigenous Success Teacher and other educators to improve teacher capacity and infuse more culturally relevant learning opportunities - Create opportunities for Indigenous families to connect with staff - Participated in Tla'amin's Kindergarten Health Fair - Promote career education activities
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District efforts and actions have improved student learning outcomes for our Indigenous students

<h1>77%</h1> <p>A 10% improvement in the 6-year graduation rate for Indigenous students compared to previous year's data</p>	<p>56% Gr.4 (10% improvement) 67% Gr.7 (20% improvement) 52% Gr.10 (20% improvement) 42% Gr.12(22% improvement)</p> <p><small>Improvement in Indigenous student reports on their sense of belonging in school on the Student Learning Survey as compared to previous year's data</small></p>
<h1>81.8%</h1> <p>(27.3% Improvement of Indigenous students who are on track or extending.</p> <p><small>Gr 7 Literacy results on Foundational Skills Assessment (FSA)</small></p>	<p>“I like how active and inclined this school is. We get to do stuff we would probably never do inside an average classroom. I like how we are outside way more, and we are getting certificates we wouldn't otherwise get.”</p>

	2023/2024 student reflection on experience in the GIJE program
<p>“I like the school [wide] lunch at the Salish Centre, Weaving and Wildcraft at Cousins' House, the Indigenous Ed room with [staff] who are supportive and kind. [Teachers who] teaches us with games and songs in the language. More language could be added, especially more people speaking the language. More drumming and singing.”</p> <p>James Thomson student response to empathy interview question “What cultural and language experiences do you like having at school? What could be added?”</p>	<p>71% Gr.4 (15% improvement) 71% Gr.7 (24% improvement) 65% Gr.10 (33% improvement) 58% Gr.12(38% improvement)</p> <p>Improvement in Indigenous student reports on their sense of feeling welcome in school on the Student Learning Survey as compared to the previous year's data</p>

Existing and/or Emerging Areas for Growth

A more detailed outline of the existing areas of growth can be found in the [Monitoring Strategy Effectiveness Worksheet](#); however, we have listed some of the priorities started last year, as well as some emerging areas of need.

Attendance

Regular attendance continues to be a challenge for some students, which has a significant impact on learning and the learning environment. Approximately 10% of K-7 students missed more than 20 school days last year, 43% of K-7 Indigenous students missed more than 20 days of school, and 13% of K-7 students with disabilities or diverse abilities missed more than 20 days of school in a year. Absences at the secondary school are also a concern for both missed class periods and full days. Ongoing collaborative conversations have occurred with district administrators, principals and vice principals, Tla'amin Nation, as well as at the Health Committee table with our community partners to strategize how to support and improve attendance.

Literacy

We have seen significant growth in elementary literacy and will continue to focus on our grade 7 students who are still below the provincial average. Regardless of how much we have improved and recognizing how critical literacy is for students to flourish both in school and beyond, we want to see more students on track or extending in literacy skills. Although results for Indigenous students have improved significantly and are better than the results for all students in grade 4, there is still a need for improvement. Students with diverse abilities or disabilities seem to show the greatest need for improvement and will be a significant focus next school year. One of the many strategies to continuous literacy improvement will include expansion of our primary teacher's learning program to extend to intermediate teachers. Further, we will provide opportunities for cross grade school teams to partner and share their learning journey.

For grades 8-12 students, increased achievement for all students will remain a focus, particularly for Indigenous students and students with disabilities or diverse abilities. Strategies to accomplish this include professional development on adolescent and disciplinary literacy, support for the use and implementation of the K-12 Learning Progressions, and resources for students and families for literacy development.

Numeracy

We saw improvement in the FSA results for grade 4; however, the grade 7 results continue to be seen as a necessary area for focus. Similarly, the results for Indigenous students and students with disabilities or diverse abilities also improved in grade 4 but were less positive in grade 7. Elementary numeracy will be a district wide focus next year. This process will begin by developing/acquiring a standardized numeracy assessment tool to use as a metric in measuring numeracy skills district wide (K-7). We will also add additional staffing to support numeracy and to provide collaborative learning opportunities for teachers.

Like the results of the K-7 numeracy data, the Grades 8-12 data illuminates a need for more numeracy support and interventions for all students, particularly for Indigenous students and designated students. In addition to supporting numeracy activities for students, staff, and families, and using both Response to Intervention (RTI) and Multi-tiered System of Support (MTSS) approaches are important strategies to continue to improve numeracy proficiency for all students.

Sense of School Belonging from Students with Disabilities or Diverse Abilities

Analysis of the Human and Social Development portion of the Student Learning Survey data clearly identifies students with disabilities or diverse abilities across all grades as having improved or maintained in most areas from the previous year's results except for the area of school belonging. While reasons for this decrease in a sense of school belonging can be hypothesized, to truly determine why students with disabilities or diverse abilities do not feel they belong, their voices need to be heard and captured. Inviting students to participate in a focus group to explore student perspectives on how to improve their sense of school belonging will help inform future district planning and will allow students to be involved in the process and empower self-advocacy and self-determination.

Ensuring Equity of Outcomes for Student Success

We have seen significant growth in the academic and social and emotional results of Indigenous students; however, students with disabilities or diverse abilities continue to be significantly lower in all measures. Finding strategies to support Tier 3 learners is an area of need for the next school year.

Multi-Tier Systems of Support (MTSS)

At the elementary level, class review meetings (including the classroom teacher, school principal, Intervention teacher, Inclusive Education teacher and the Director of Instruction) are held three times per year, and plans for student supports in literacy are altered or adjusted as needed based on student need; however, this process could be adapted to look at other academic and human development data.

Through comprehensive data analysis, both provincial data and local data, the need to review support provided for high school students to help with Individualized Education Plan (IEP) goals and to improve student success is clear. In addition, exploring how the MTSS process could be improved at secondary school is also a priority for the coming school year. A thorough review of MTSS will help to identify gaps in student support and will inform plans moving forward that will address student learning needs.

Indigenous Education Council (IEC) implementation

Aligned with ministry direction, there has been a shift to the IEC. The council restarted last year after a hiatus since before covid. The district is working on a learning session for the IEC where SD23 IEC has agreed to support us for effective implementation. The group is scheduled to connect in early October 2024.

Program Reviews

While program reviews have occurred to assess the effectiveness and efficiency of programs in Qathet School District on an ongoing basis, a structured cycle of review has been missing. Creating a cycle of review plan will ensure that all programs' goals and objectives are being met and achieved in an effective

and efficient manner.

Ongoing Strategic Engagement

The diagram above is a list of engagement opportunities involving students, staff, and community.

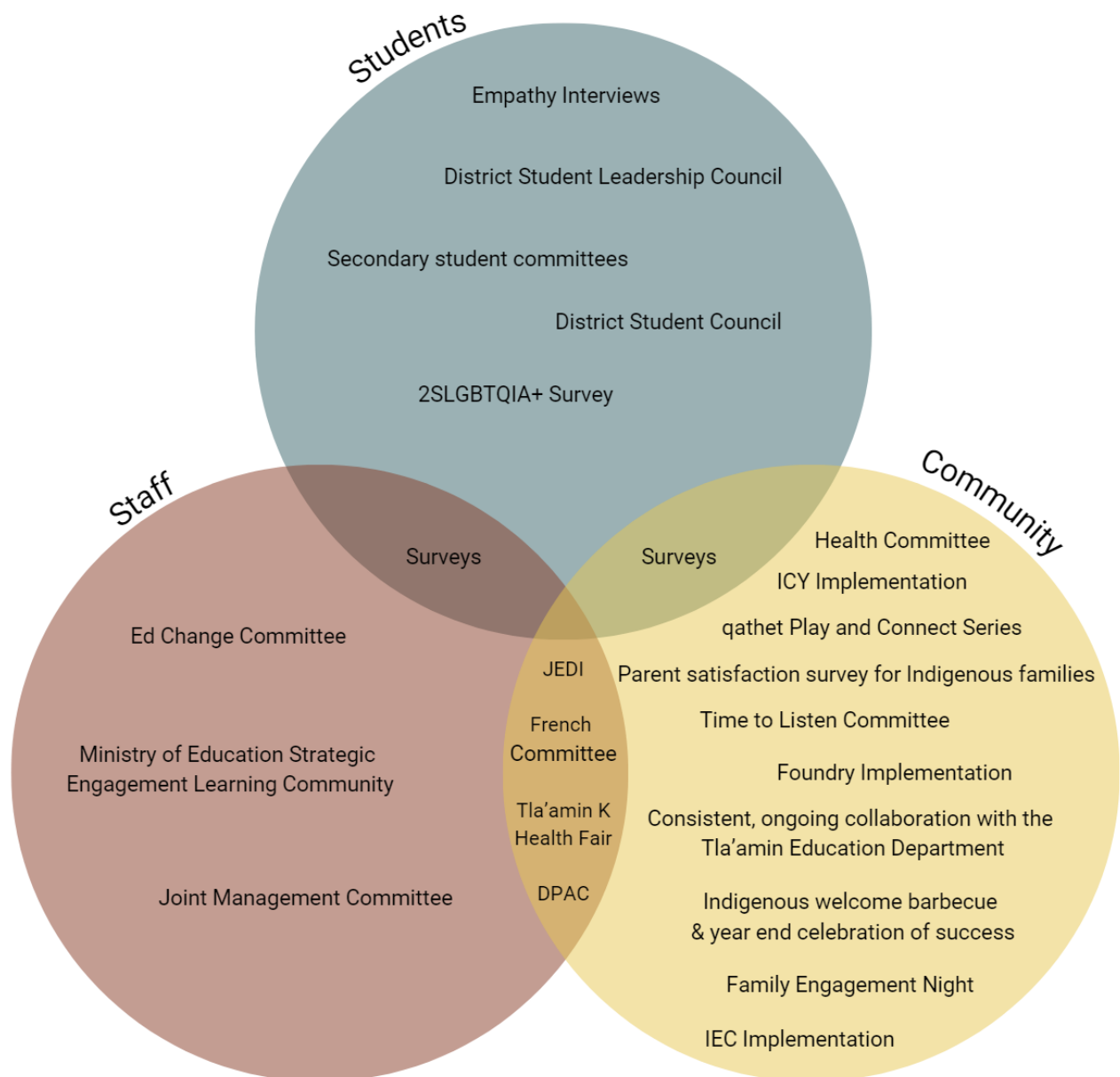
Below are a few highlights of the engagement opportunities in the qathet School District and how they have informed the priorities and objectives of the Strategic and Operational Plans.

Tla'amin Nation

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

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. The committee supports



policy and procedures reviews and revisions; initiates educational programming; and addresses and implements proactive strategies to mitigate concerns regarding human rights and discrimination. Committee membership includes qSD senior leadership staff, Tla'amin Nation community representation,

as well as qathet Teacher’s Association, CUPE, and DPAC representation.

Mentorship

Ongoing conversations and collaboration with the Joint Management Committee (JMC), Professional Development Committee, qathet Principals and Vice Principals’ Association, qathet Teachers’ Association, and Human Resources have revealed gaps in support for beginning teachers. Working together, a new mentorship program has been developed to support the induction of new teachers into the profession.

French Immersion Empathy Interviews

Empathy interviews were conducted with French Immersion students in grade 7, 11, and 12. 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. This led to the hiring of a French Immersion Coordinator to help facilitate the creation of the scope and sequence, as well as to plan events that could be held for all grade levels.

SEY2KT

Through the Strengthening Early Years to Kindergarten Transition (SEY2KT) engagement with the Tla'amin Nation, district staff, as well as representation from the Early Learning Community, an initiative to support pre-K children in connecting with James Thomson School was developed. Further, by attending the Tla'amin Health Fair and gathering feedback from parents to determine what they identified as being necessary for a successful transition to kindergarten, the district created a “Play with K” event that included bussing and opportunities for pre-K children. This allowed students to connect with the school prior to attending. These events received high attendance and positive feedback from community members and families.

District Student Council

During the 23/24 school year, the district student council was revitalized with meetings occurring six times over the course of the year. The student council includes representatives from each of the elementary schools, secondary school, and PIE. The program focused on leadership development and student voice. Students from the committee presented some findings at one of the school board meetings.

Mental Health Collaboration

Supporting student mental health and wellness has been a long-standing strategic plan priority for the qathet Board of Education. Recognizing the need for coordinated and collaborative supports for children and youth within the community, opportunities to engage in planning to ensure wrap around supports for students, are part of the district’s regular and ongoing process.

Engaging with community service providers and partners is welcomed and embraced. An announcement was made in the spring of 2023 that our community would be one of five, receiving funding and support for the implementation of an Integrated Child and Youth Team (ICY). The team is almost at capacity and has been supporting students’ mental health and well-being needs for several months. The ICY team and the announcement of Foundry and the services they provide to local children and youth have been welcome additions to our community. It is with great excitement that we continue to work together with our community partners to explore how to best integrate service delivery to provide comprehensive supports for our students.

The Time to Listen Table, which is comprised of several community service providers including the local health authority, Ministry of Child and Family Development (MCFD), local physicians, Tla'amin Health, Child and Youth Mental Health (CYMH) and the school district, founded on the [Time to Listen Report](#) released in 2018, continues or work to improve mental health and substance use supports and services for local youth. Through local advocacy and collaboration, an application for a Foundry Centre was submitted and Powell

River was selected as a new Foundry community in the spring of 2024.

Strategic Engagement

Engagement has been a focus for the school district this school year. District leaders participated in Strategic Engagement Sessions hosted by the Ministry of Education and Childcare. Through that process, a [District Strategic Engagement Scan](#) was conducted which identified a need to improve engagement processes with students, parents, Indigenous rights holders (Tla'amin Nation), and other Indigenous organizations (such as Metis). These engagement priorities will be an area of focus for the 2024/2025 school year.

Adjustments and Adaptations: Next Steps

Although there are a number of adjustments and next steps planned as outlined in the [Monitoring Strategy Effectiveness Worksheet](#) which are based on ongoing engagement and data analysis, below are the priority strategies that have been identified for the coming school year in alignment with our [gathet Strategic Plan](#).

Cultivating an Ethic of Learning (titwšəm ʔəms taʔow):

- Continue the Kindy Connect Program to support the transition to kindergarten
- Adapt the Strong Start Centres to include a mobile centre to visit rural areas and support early learners and their families
- Establish ongoing opportunities for sharing of information and supporting during the transition from preschool to kindergarten and from Grade 7 (elementary school) to Grade 8 (secondary school)
- Continue to focus on elementary literacy with an emphasis on intermediate students and students with disabilities or diverse abilities
- Provide opportunities for grades 8-12 teachers to learn about adolescent literacy and disciplinary literacy
- Prioritize how we are supporting students with disabilities or diverse abilities through collaboration with student support teachers, intervention teachers, and classroom teachers to find ways to increase the outcomes for students with diverse needs
- Expand the Literacy Toolkit from K-3 to K-7
- Provide additional staffing to support numeracy
- Provide numeracy collaborative opportunities
- Create and implement an academic and social MTSS plan focused on equitable outcomes for students who are Indigenous, have diverse abilities or disabilities, and children and youth in care

Cultivating Curiosity (payot gagayəłtən):

- Continue to support a .5 FTE Outdoor Learning Coordinator
- Explore ways to support teacher collaboration
- 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).
- Hire a French Immersion Coordinator to help support collaboration with French Immersion teachers from K-12

Cultivating Connection (paʔa kʷšums qʷayigən):

- Continue to solicit student voice and feedback on creating safe and caring schools through the District Student Council, District SOGI Committee, Gender and Sexuality Alliances, Mental Health Advisory Committee, and empathy interviews and focus groups
- Continue to support Compassionate Systems Leadership learning sessions by expanding them to

include qTA and CUPE staff

- Explore different strategies and opportunities to support teachers with mental health literacy
- Continue to host the Grade 7 Health and Wellness Conference and engage with students to identify what they feel is needed for a successful transition to high school
- Expand the Sexual Health Educator position from 0.75 to 1.0 FTE with a mandate to support teacher learning and curriculum implementation
- Engage with Human Resources to determine next steps to support staff wellness
- Continue to support the čepθtən positions at each school within the Indigenous Education department

Supporting Self Determination (ʔaʔjɪnxʷegəs):

- Utilize the data collected during Empathy Interviews with Indigenous students to inform next steps and continue to engage in this process consistently
- Expand and deepen the engagement opportunities with students, parents, Indigenous Rightsholders (Tla'amin Nation), and other Indigenous groups (such as Metis)
- Expand the GIJE Program pilot

Cultivating Truth and Reconciliation (gʷnaʔxʷuθs):

- Planned for a first annual Indigenous Education Focused Learning Day for all staff in the qathet School District
- Expand qaymɪxʷqenəmšt (K/1 ʔayʔaʔjuθəm language) Pilot
- Expand the Indigenous Education Team
- Complete the school district name change process with the adoption of a new updated logo to better reflect our values, mission, and vision

Cultivating Integrity/Responsibility (hays qayumɪxʷ ʔayʔaytawθ):

- Continue to support a Sustainability Coordinator position
- Create a cycle of review plan for all programs
- Continue PVP learning sessions shifting to using the [Spirals of Inquiry Handbook](#) as a structure to better understand student achievement data and inform decision making with the goal to improve student success
- Continue to provide regular check ins and coaching with principals and vice principals with a focus on school goals and student success
- Increase learning opportunities and support for new teachers and expand the current mentorship activities

Alignment for Successful Implementation

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

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

[The 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.

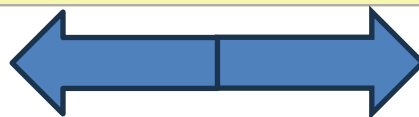
In the 2023/2024 school year, monthly learning sessions for school and district leaders focused on continuous improvement with sessions such as conducting data walks, using street data to tell a story, and

a BCPVPA workshop on inspiring leaders. A survey of school and district leaders indicated that the district and school leaders' learning sessions each month were valued and built capacity for the continuous improvement process.

In June, there was a collaborative session with the Directors of Instruction, qPVPA Representatives, District Principal of Indigenous Education, qTA President, CUPE President, and DPAC President to discuss the school planning process, engagement with all education partners, and how it aligns with the strategic plan. This led to the need for a planning a session with representatives from each school partner group as well as district partner groups to hold a data walk and reflection of school improvement plans and how they align with the Strategic Plan for the 24/25 school year.

Continuous Improvement Review Cycle

AREA	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
Learning & Student Services	Update School Growth Plans	Review, Finalize, and Publish Growth Plans	Monitor Annual Plans				Interim Reporting	Monitor Annual Plans				Review Annual Plans and Successes	
					10/12 Provincial Assessments	Annual Assessment Data Released	10/12 Provincial Assessments					10/12 Provincial Assessments	
					FSA Administration Period		Grade to Grade FSA Report Released	PSI Transition Data Released					
			District DIBELS Assessments				District DIBELS Assessments					District DIBELS Assessments	
			Elementary Class Review Meetings	IEP Review Meetings				Elementary Class Review Meetings					IEP Review Meetings
	Student Learning Survey Data Released					*How Are We Doing Report? Released		Student Learning Survey Administration Period					
				EDI/MDI/YDI Administration Period							EDI/MDI/YDI Data Released		
Governance			Adopt Annual FESL Report				Receive Interim Strategic &	Adopt Local School Calendar				Review Annual Facility Plans	Adopt Capital Plan
	Review Monthly Budget to Actual Spending Reports												
			Adopt Annual Financial	Review Executive Compensation			Trustee Appointments to	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 & Department in the Development,									
	Promotion & Communication of Good News Stories & Stories of Student Learning												
Human Resources	Exempt Staff Evaluations	Staffing		Ongoing Support for Principals & Managers						Staffing			
Finance	Complete Financial Year End		Identification & Deployment of Any additional Resources in Support of Learning			Develop Amended Budget		Review Anticipated	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										



Conclusion

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Please **read and delete** this table before the report is finalized.

Suggested section length: up to a ½ page.

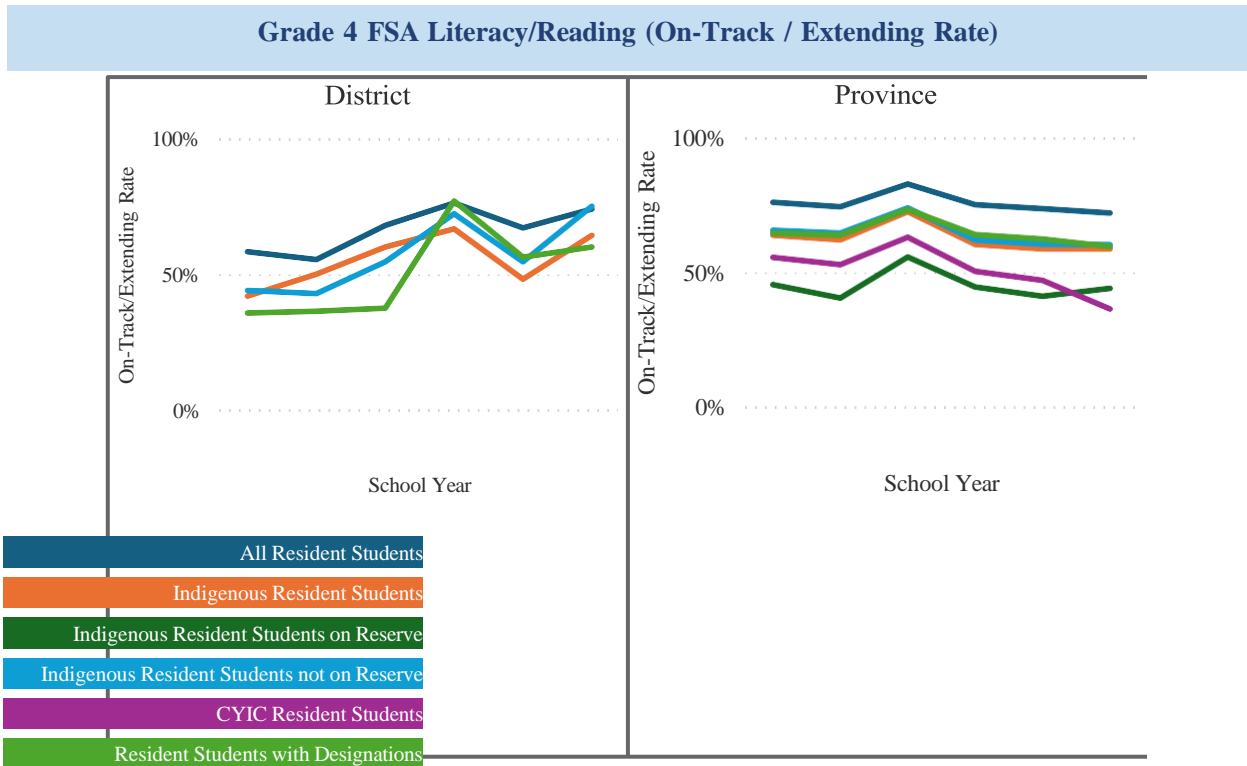
This report is meant to provide public assurance for the district's strategic planning. This section is optional and can provide a brief summary of the district's achievements, progress, and next step towards meeting strategic priorities.

Appendix A: Reflecting on Student Learning Outcomes

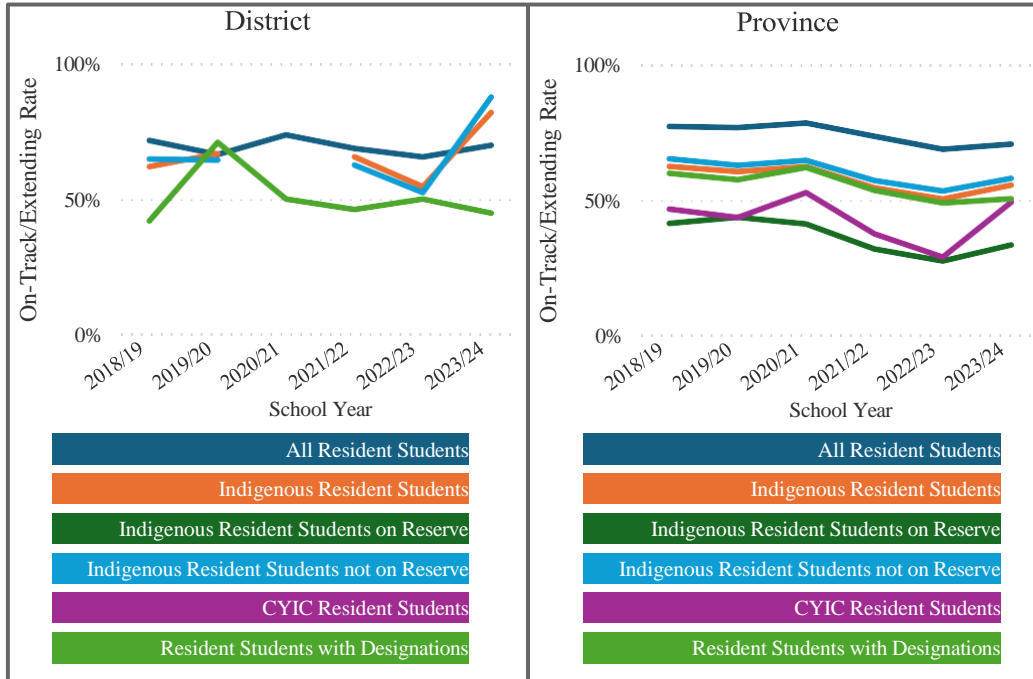
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 and Grade 7 Literacy Expectations

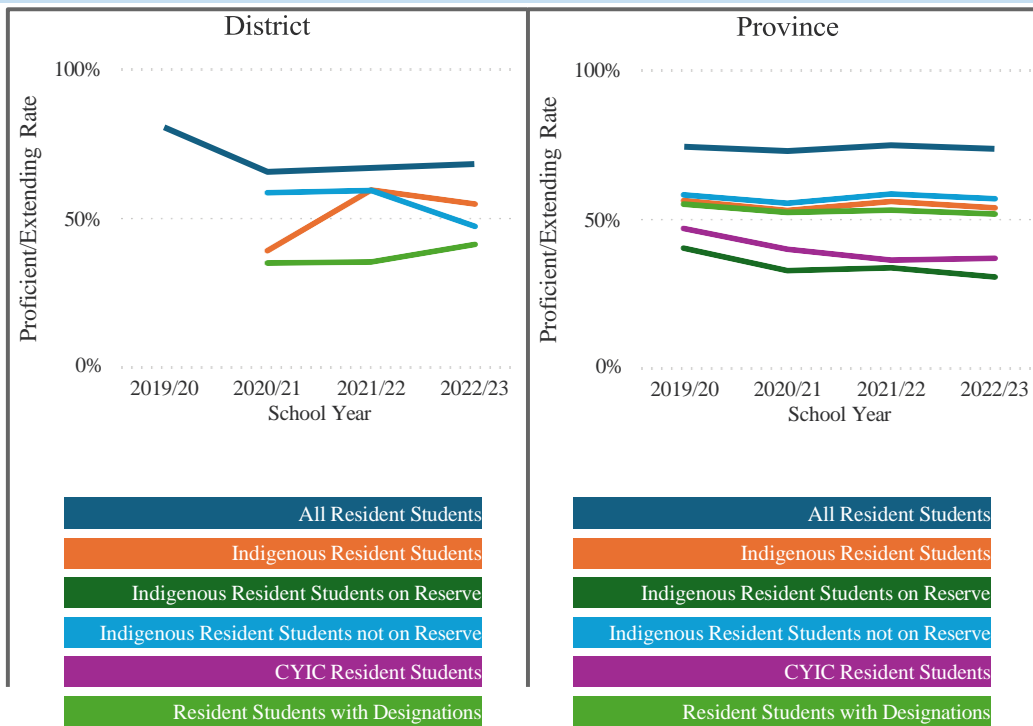


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)

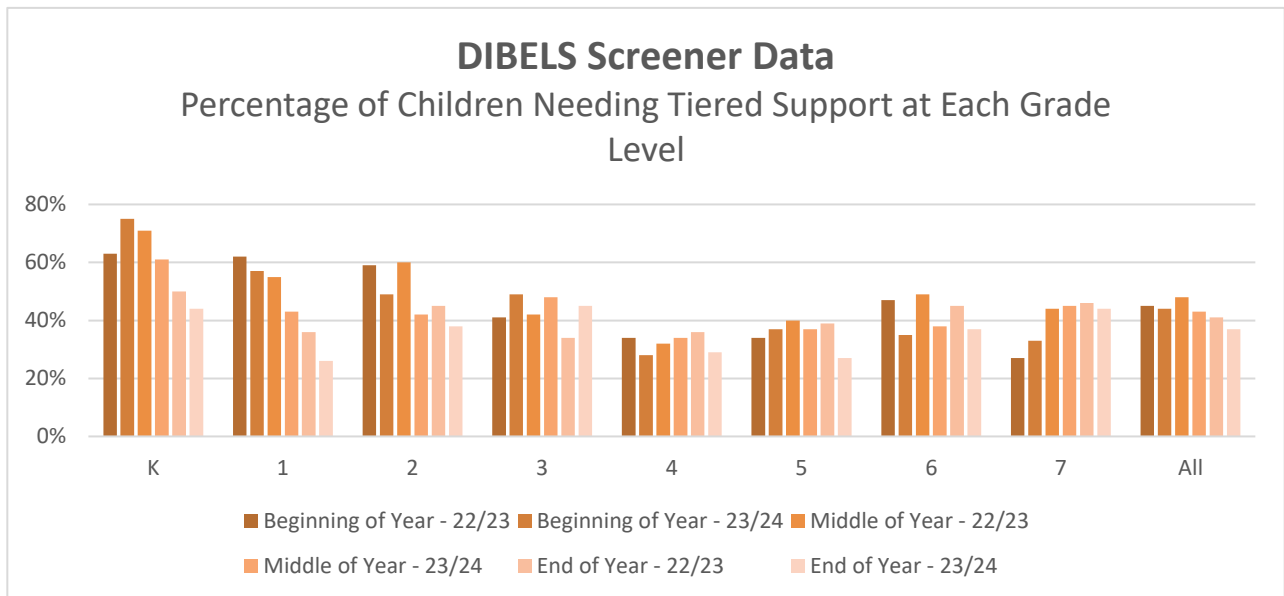
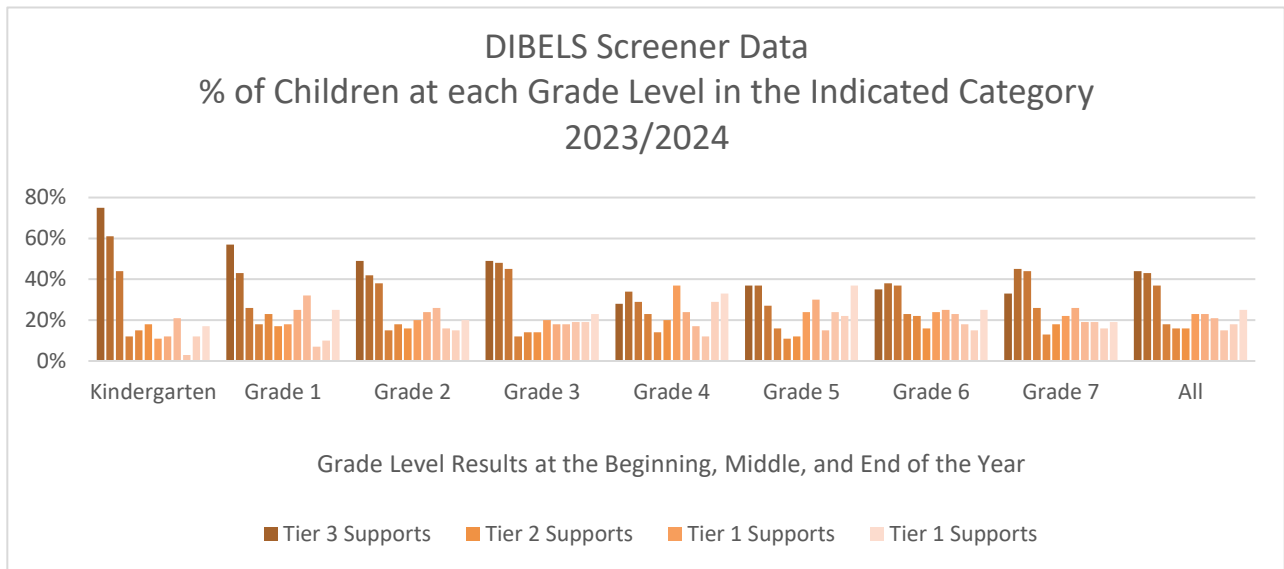


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)

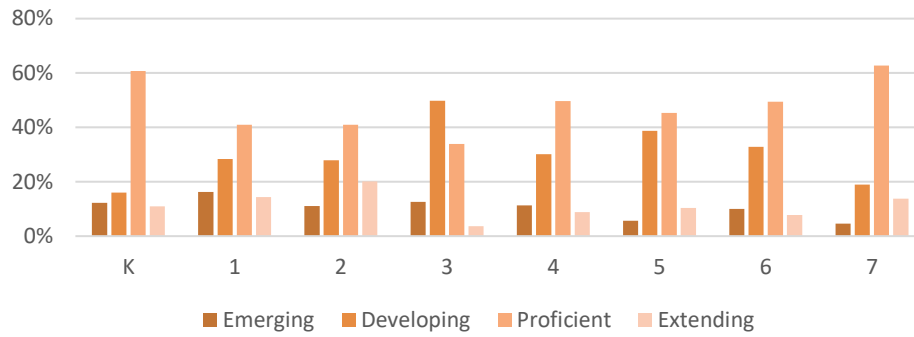


Measure 1.3: Grade K-7 DIBELS Reading Assessment

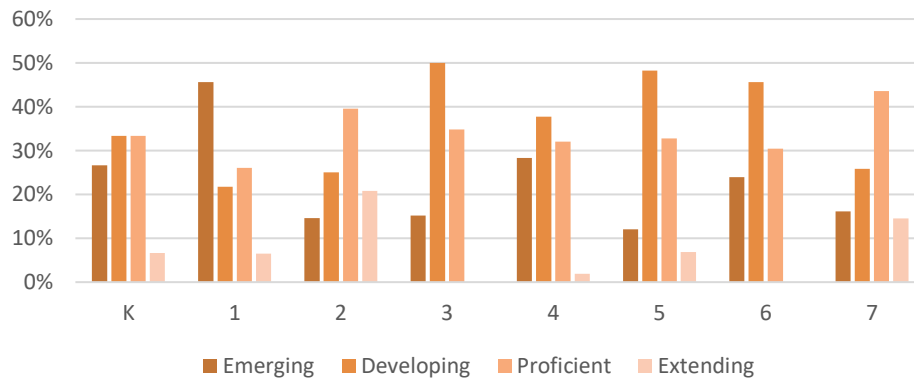


Measure 1.4: Grade K-7 Report Card Data for English Language Arts

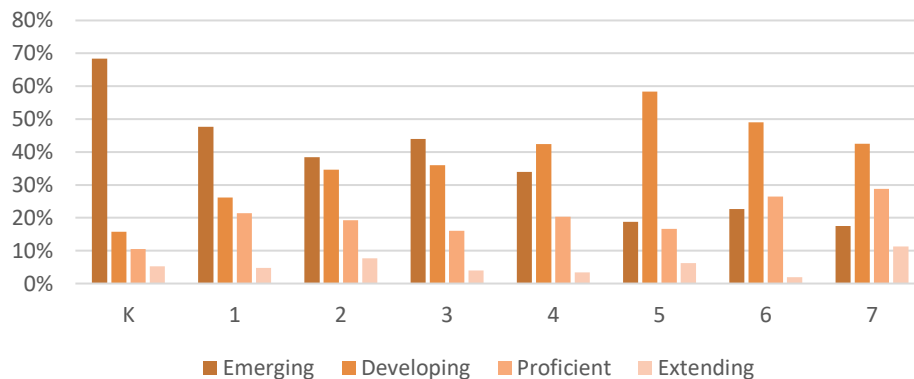
English Language Arts Final Progress Report All Students K-7 2023/2024



English Language Arts Final Progress Report Indigenous Students K-7 2023/2024



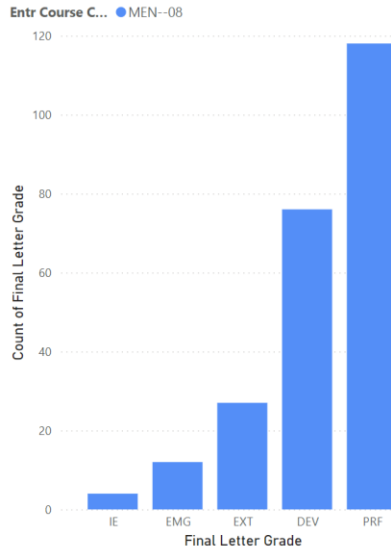
English Language Arts Final Progress Report Students with Disabilities or Diverse Abilities K-7 2023/2024



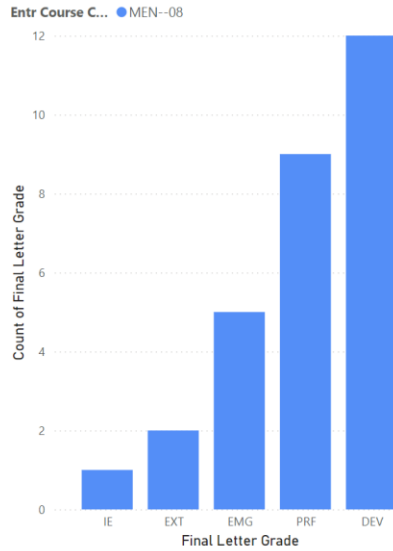
Measure 1.5: Report Card Data for English Language Arts 8-10

ENGLISH LANGUAGE ARTS 8

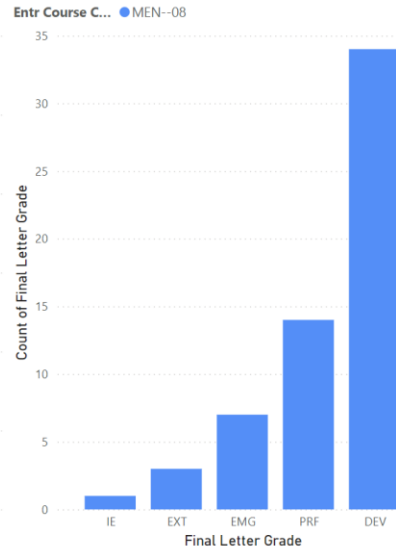
Count of Final Grade by Course -ALL Students



Count of Final Grade by Course -INDIGNEOUS

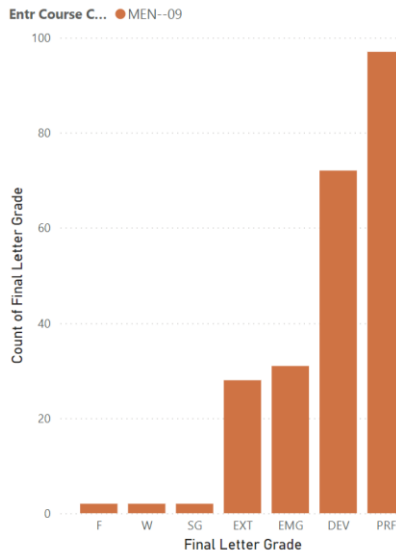


Count of Final Grade by Course -DIVERSE

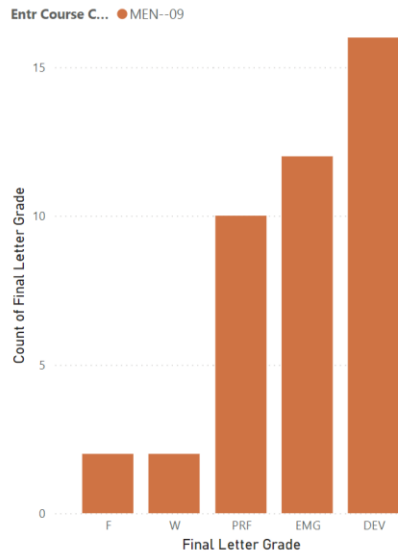


ENGLISH LANGUAGE ARTS 9

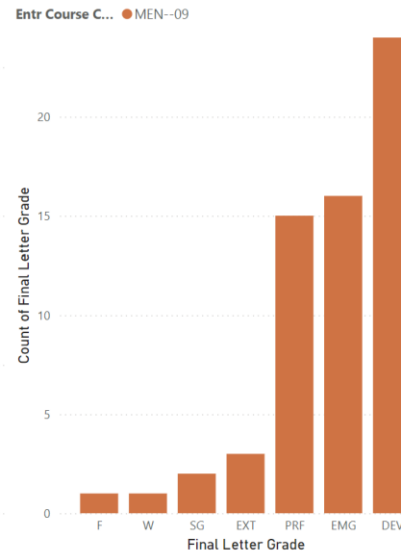
Count of Final Grade by Course -ALL Students



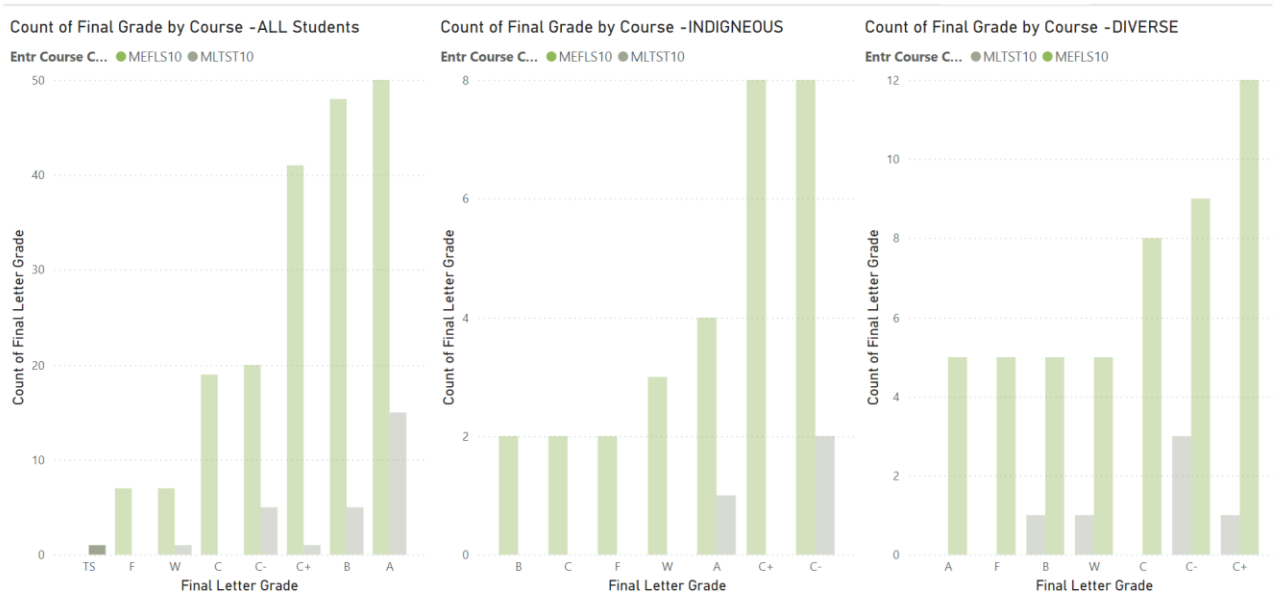
Count of Final Grade by Course -INDIGNEOUS



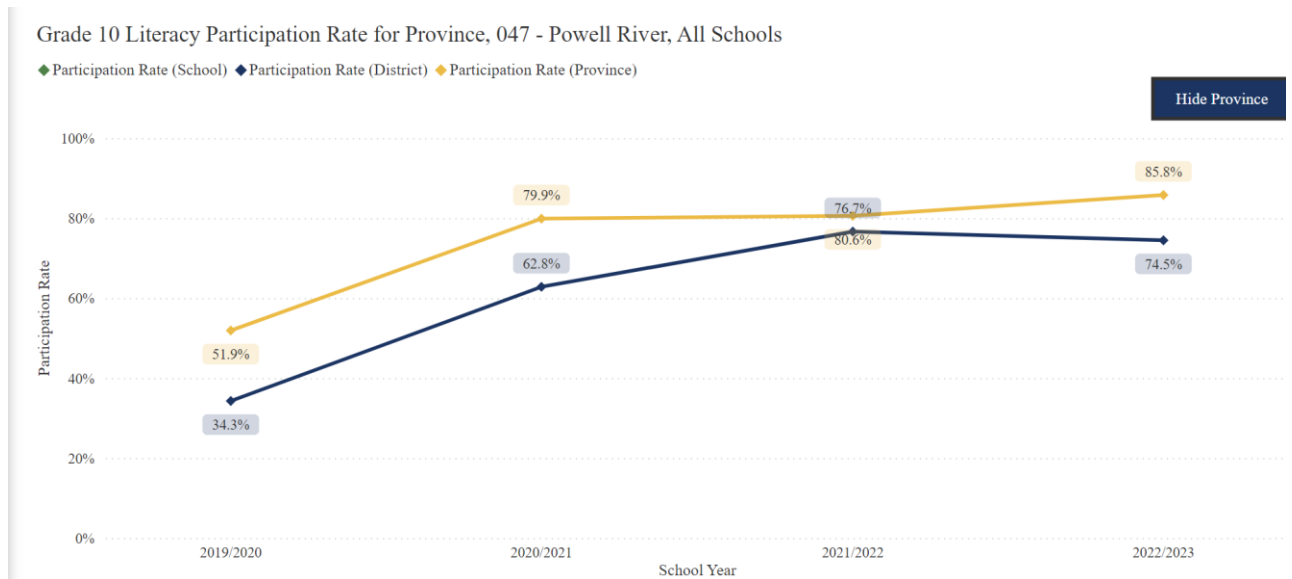
Count of Final Grade by Course -DIVERSE



ENGLISH LANGUAGE ARTS 10



Measure 1.6: Grade 10 Literacy Participation Rate for qathet School District

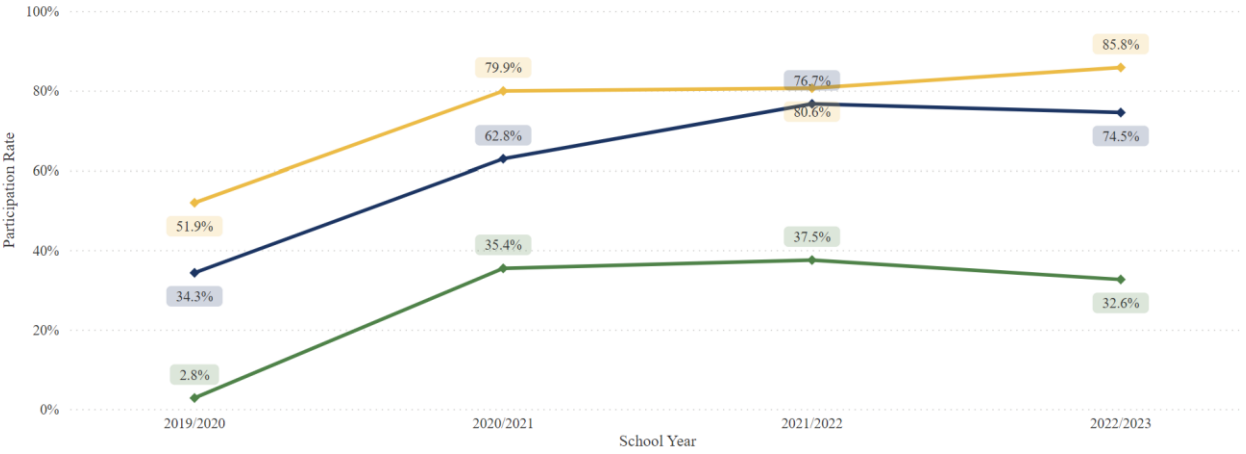


Grade 10 Literacy Participation Rate for Province, 047 - Powell River, Partners in Education Program (PIE)

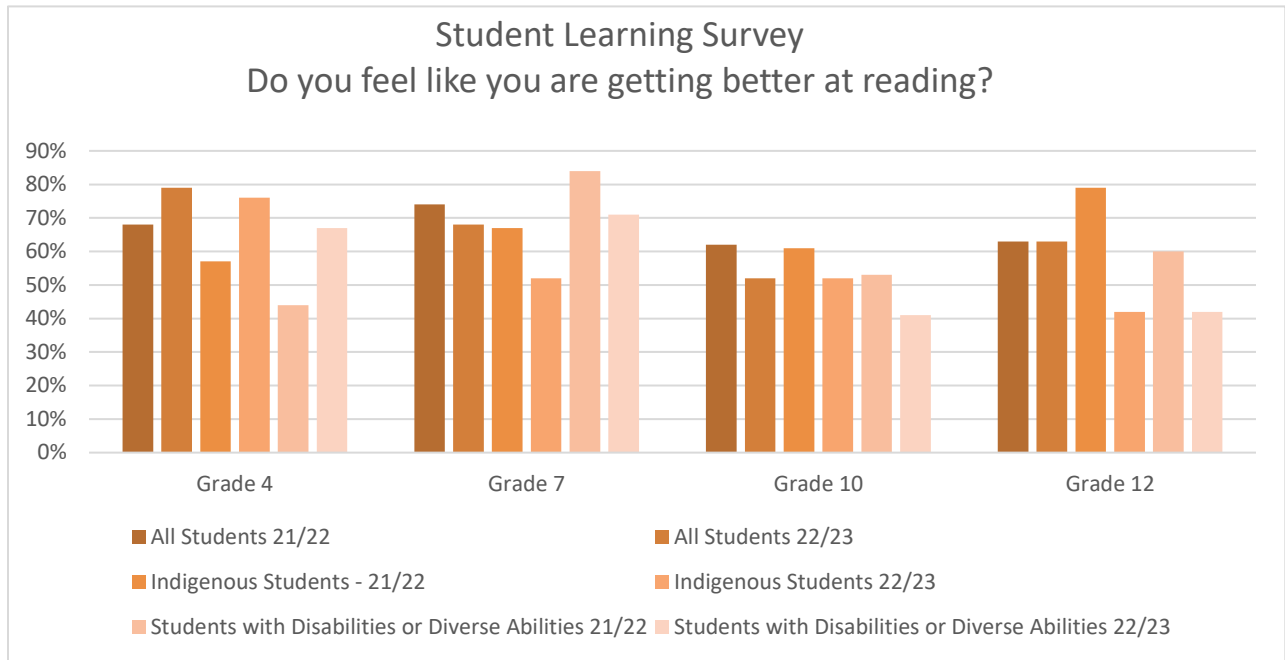


◆ Participation Rate (School) ◆ Participation Rate (District) ◆ Participation Rate (Province)

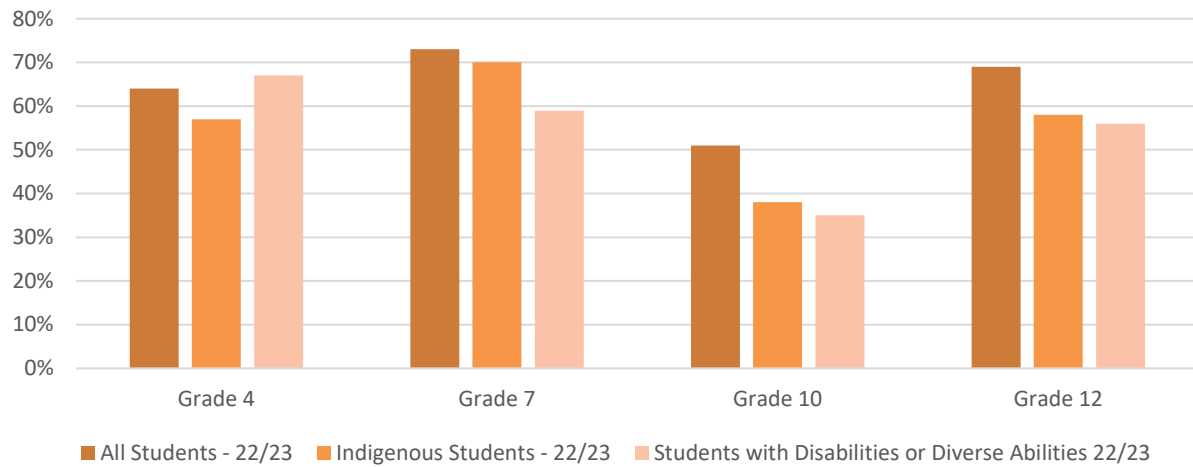
Hide Province



Measure 1.7: Student Learning Survey



Do you feel like you are getting better at writing?
Student Learning Survey
2022-2023



Analysis and Interpretation

Outcome 1: Literacy

Literacy: Grades K-7

Overall, the results from the literacy component of the FSA results indicating on track and extending have improved significantly for students in both grade 4 and grade 7. The grade 4 FSA data indicate an improvement of 7% and is now 2% better than the provincial average. The grade 7 data demonstrate an improvement by 4%; however, these results are still 8% below the provincial average.

The FSA data for Indigenous students in grade 4 indicating on track or extending have improved by 15% and are now 5% higher than the provincial average while in grade 7 we have seen a strong improvement by 27% and they are 26% above the provincial average and are higher than the district average for all students. While we are excited by the growth for Indigenous students, we want to continue to focus on this area for improvement.

For students with disabilities or diverse abilities, the FSA results indicating on track and extending have improved by 4% in grade 4 but are slightly below the provincial average. In grade 7, results have shown a decrease of 5% which is 6% lower than the provincial average. This is a concern and will be a significant area of focus next year.

The data points that are masked are the Indigenous Resident Students on former Reserve and the Children and Youth in Care. Although the data is not indicated in these graphs, the team has considered the individual results for students that would fall within these categories. Indigenous students living on former-reserve land have access to cultural, academic, and social emotional supports through the čepθtən staff. The Nation also has several staff who participate in supporting Tla'amin students during school. There were few elementary children and youth in care at the end of the 23/24 school year. The individual student data was analyzed and there is wrap-around support for each of these students including support in intervention for those who are emerging or developing.

The DIBELS assessment data (refer to Measure 1.3) indicates that there is improvement across the district, but primarily in the early grades. Continued focus on meeting the needs of intermediate students will be an area of focus next year.

Report card data (refer to Measure 1.4) reflects similar findings to the FSA results. Additionally, the Student Learning Survey (refer to Measure 1.7) indicates that grade 4 students in all populations feel they are getting better at reading and writing than in the 21/22 school year. In grade 7, there are fewer students who feel they are getting better at reading and writing in all populations as compared to the 21/22 school year.

These results indicate the district's approach to teaching and learning in elementary literacy has seen some success. Further exploration of the stories of students with disabilities or diverse abilities will need to be explored to determine how to ensure they are experiencing equity of outcomes.

The data showing improvement of Indigenous students in literacy indicate that the district approach has been effective at ensuring there is more equity in the learning approaches. However, this will also need to be explored further to ensure that the improvement continues and reaches a point that is equitable with all students.

Literacy: Grades 8-12

The Grade 10 Literary Assessment data for the 2022/2023 year, was similar to results from previous years.

The percentage of both resident and designated students who were proficient or extending continued to be slightly below the provincial average. However, we have seen gains for designated students in literacy. The percentage of designated students who were proficient or extending went from 38% to 47%. In addition, fewer designated students were identified as emerging in their literacy results, going from 28% in 2020/2021 to only 14% in both 2021/2022 and 2022/2023.

Inequities of literacy outcomes for Indigenous students is also apparent in the Grade 10 Literacy Assessment data both provincially and locally. While results were slightly above the provincial results this year and more Indigenous students are proficient or extending with fewer students as emerging or developing, increased achievement for Indigenous students is desired. Additionally, discrepancies were observed in achievement data when comparing Indigenous students on reserve and not on reserve. Indigenous students on reserve continue to show improvements in literacy. 80% of on reserve students locally were listed as proficient or extending in 2022/2023. That is a 20% increase compared to 2021/2022. Furthermore, zero on reserve Indigenous students were identified as emerging in both 2021/2022 and 2022/2023. The results for not on reserve Indigenous students paint a much different picture than the one for on reserve Indigenous students. Only 47% of not on reserve Indigenous students were identified as proficient or extending last year which was also much lower than the year before. As well, 7% of not on reserve Indigenous students were listed as emerging which was also slightly lower than the provincial data collected for not on reserve Indigenous students in the province.

Literacy results for CYIC resident students are masked, but inequities of literacy outcomes are also evident for this student population. Given that the number of children and youth in care in qathet School District is around 19-20 students, school and district teams continually work collaboratively to monitor school success and attendance at both the elementary and secondary levels. For example, Family School Liaison Workers (FSLWs) work closely with school counsellors, administration, community-based support staff and Inclusive Education staff to ensure regular check-ins are occurring and if warranted academic and social/emotional supports are put in place to help ensure CYIC students are receiving wrap around support.

Participation rates for Grade 10 students completing the Grade 10 Literacy Assessment continues to be strong in qSD's bricks and mortar schools. In fact, bricks and mortar school participation rates have been higher than the provincial participation rates for the last two years. However, participation rates in qSD's provincial online school are still a concern. While the expected writer count is low (under 50 students), the online school participation rate was only 32% this year, bringing the district participation rate down significantly.

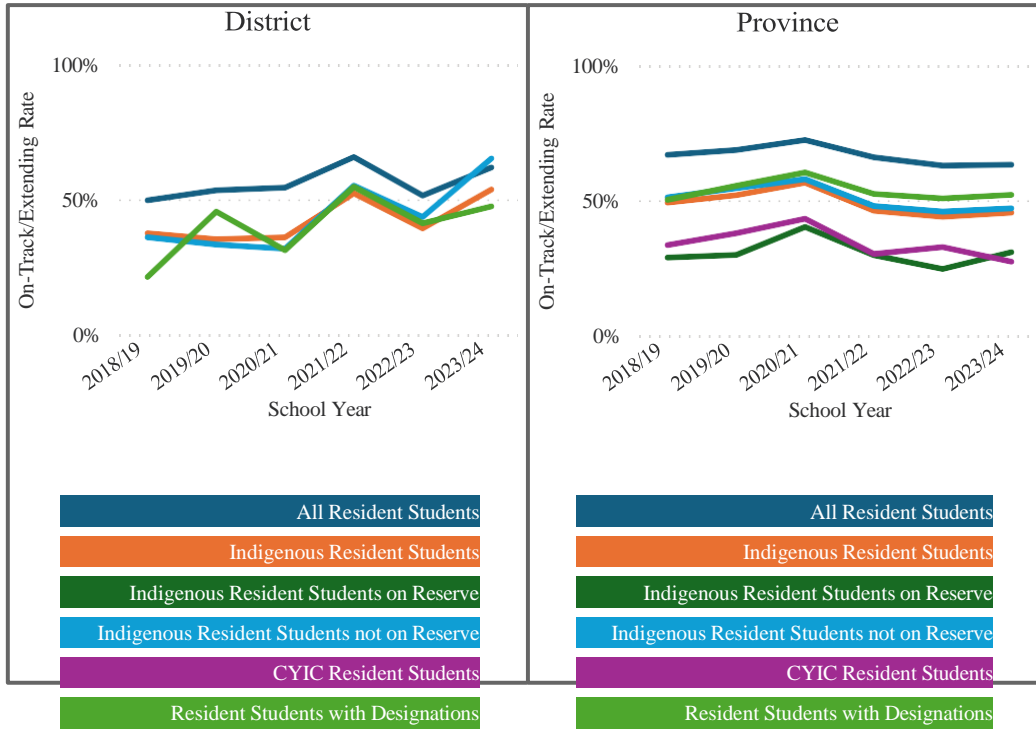
Student Learning Survey (refer to Measure 1.7) indicates that grade 10 and 12 Indigenous students and students with disabilities or diverse abilities feel like they are not getting better at reading and writing compared to how they felt in the 21/22 school year. When it comes to all students and whether or not they feel like they are getting better at writing, more students in 22/23 reported improvements. The number of students who felt like they are getting better at reading was virtually the same in 21/22 and 22/23.

The addition of Grade 12 Literacy Assessment data next year will likely prove valuable to examine achievement and improvements made in the final years of the graduation program. Regardless, increased achievement for all students, but particularly for Indigenous students and designated students, should remain a focus.

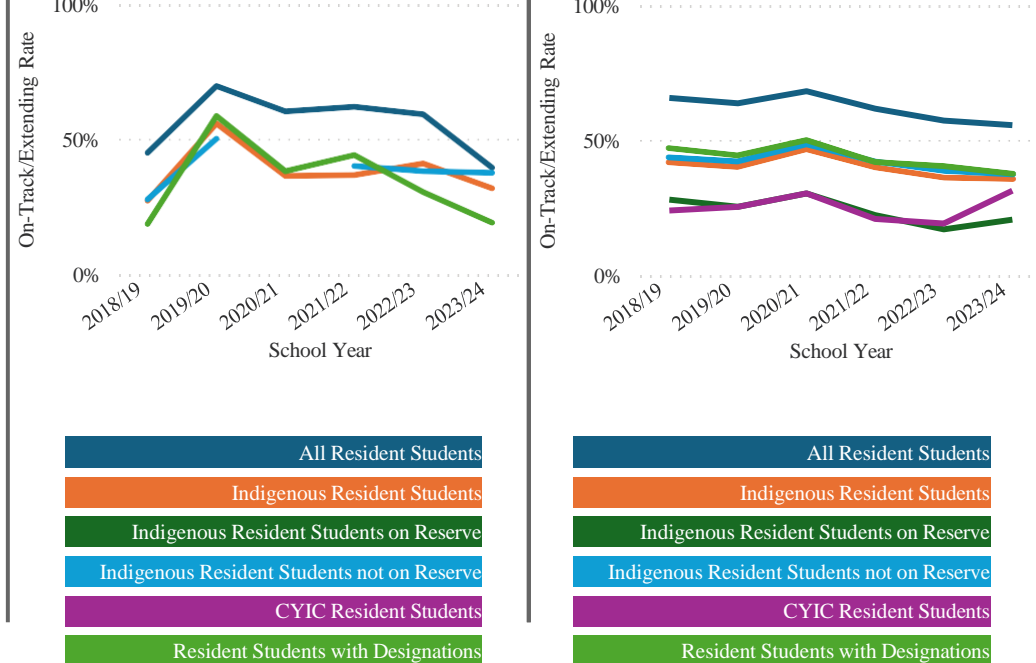
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 and Grade 7 Numeracy Expectations

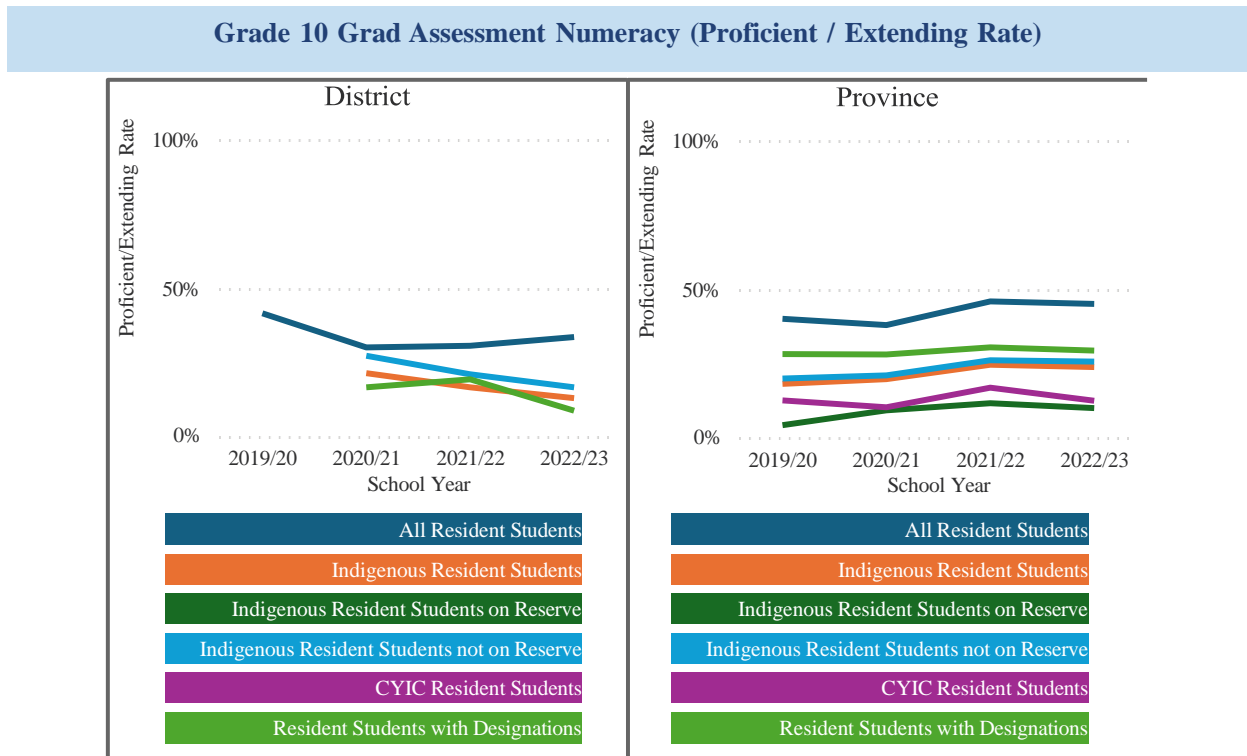
Grade 4 FSA Numeracy (On-Track / Extending Rate)



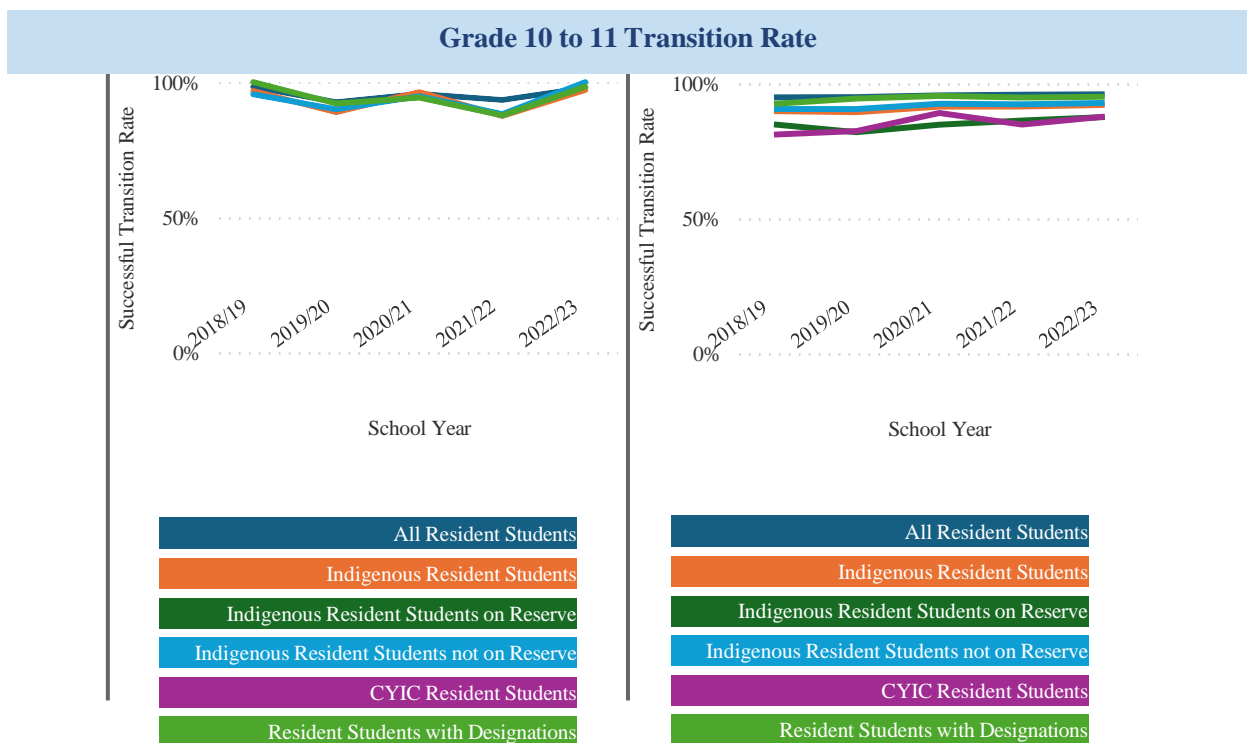
Grade 7 FSA Numeracy (On-Track / Extending Rate)



Measure 2.2: Grade 10 Numeracy Expectations



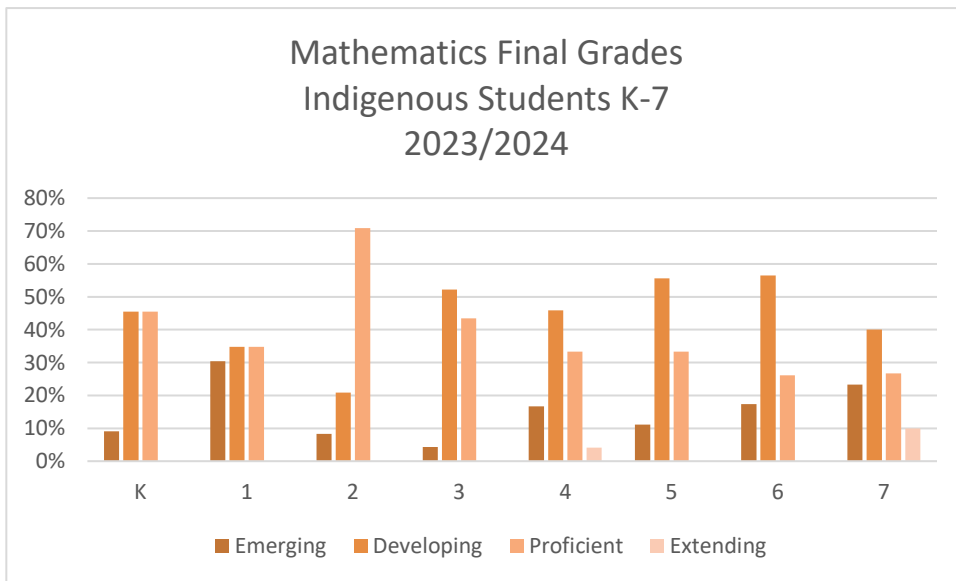
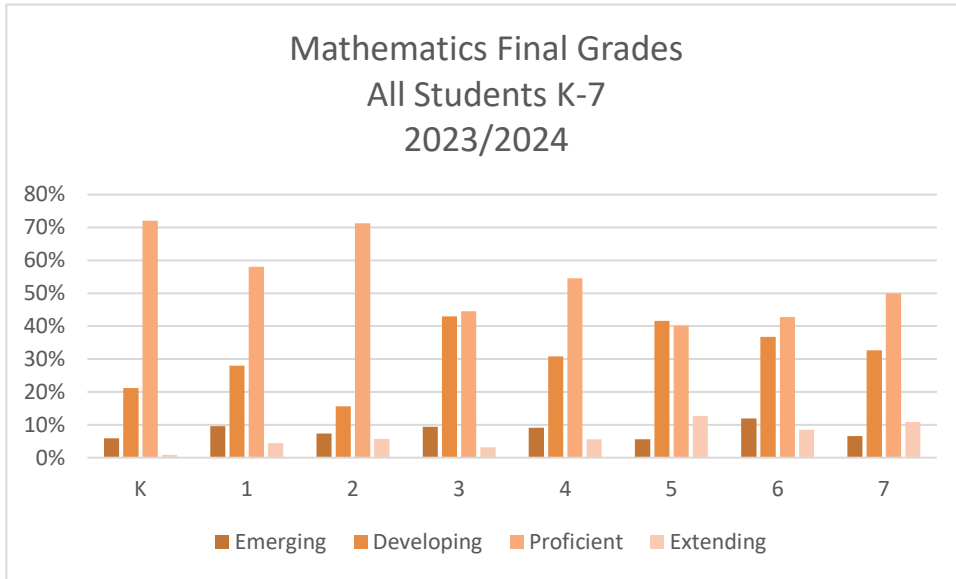
Measure 2.3: Grade to Grade Transitions

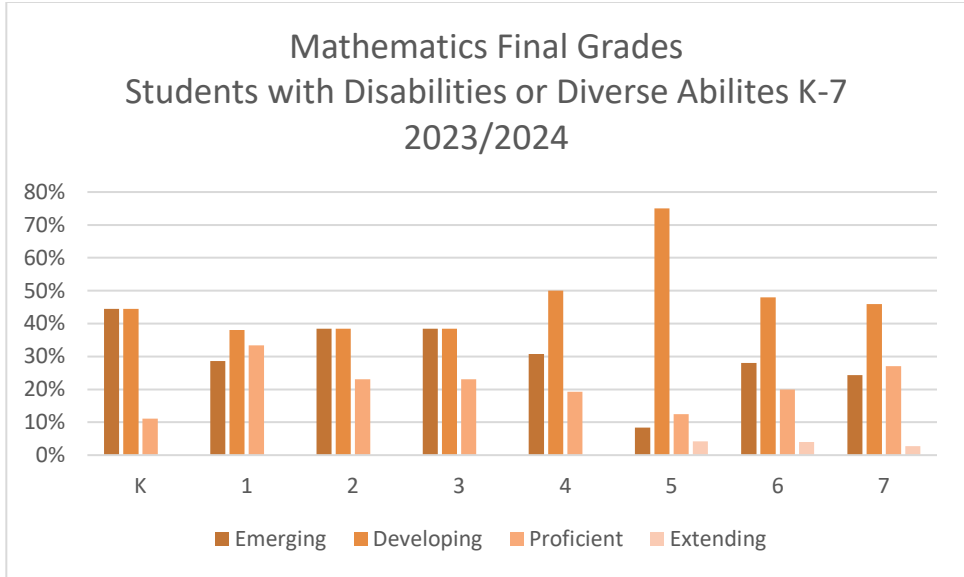


Grade 11 to 12 Transition Rate



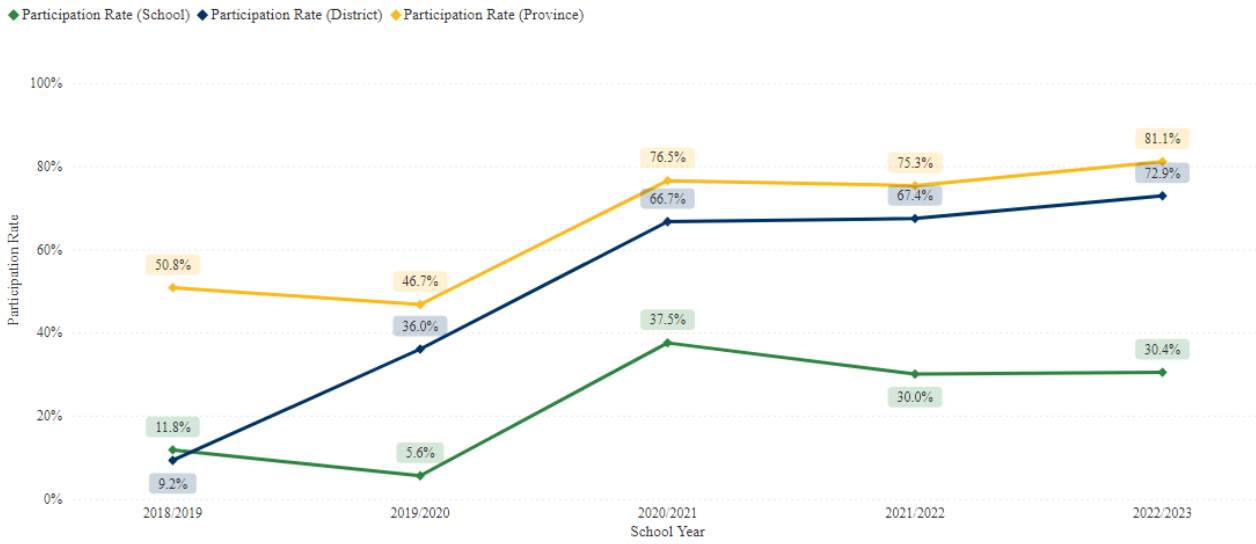
Measure 2.4: Grade K-7 Report Card Data for Mathematics



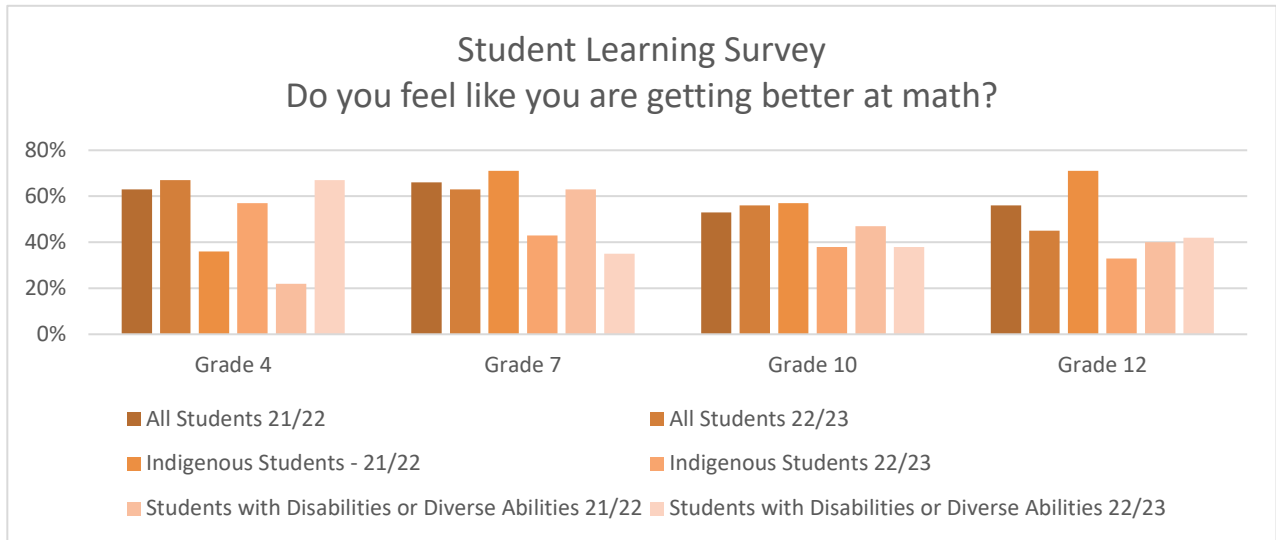


Measure 2.5: Grade 10 Numeracy Participation Rate for qathet School District

Grade 10 Numeracy Participation Rate for Province, 047 - Powell River, Partners in Education Program (PIE)



Measure 2.5: Grades 4, 7, 10, 12 Student Learning Survey Data



Analysis and Interpretation

Outcome 2: Numeracy

Numeracy: Grades K-7

The results from the numeracy component of the FSA indicating on track and extending have improved in grade 4 by 10% but are still slightly less than the provincial average. Although they have improved, the results are still lower than they should be for grade 4 students so this will need to be explored next year. The grade 7 results have decreased by 19% and are now 16% below the provincial average. This is a significant area of concern and will be a district focus next year.

Grade 4 Indigenous students have improved on the numeracy portion of the FSA by 16% and are 10% higher than the provincial average. Grade 7 Indigenous students have decreased by 9% and are 4% less than the provincial average. Numeracy for all elementary Indigenous students will also be a focus next year.

Grade 4 students with disabilities or diverse abilities needs have improved in numeracy on the FSA by 6% but are still 4% lower than the provincial average. Grade 7 students with disabilities or diverse abilities needs have decreased by 14% and are 20% lower than the provincial average. Again, this will be an area of focus next year.

Report card data (refer to Measure 2.4) reflects similar findings in numeracy. Student learning survey data (refer to Measure 2.6) indicates that in comparison to the 21/22 school year, grade 4 students feel they are getting better in math in all populations whereas in grade 7, the number of students has reduced in all populations.

These results indicate that the district's approach to teaching and learning in elementary numeracy has been improving in primary but there still opportunity for growth. In intermediate,

significant work needs to be done to improve numeracy outcomes for students. Further exploration of the stories of students in, especially in grade 7, will need to be explored to determine how to ensure they are experiencing growth.

The improvement of Indigenous students in grade 4 indicate that the district approach has been effective at ensuring there is more equity in the learning approaches. This will need to be explored further to ensure that the improvement in grade 4 continues and reaches a point that is equitable with all students. In grade 7, instructional practices need to be examined to determine what is needed to improve numeracy success for Indigenous students.

The data points that are masked are the Indigenous Resident Students on former Reserve and the Children and Youth in Care. Although the data is not indicated in these graphs, the team has considered the individual results for students that would fall within these categories. As with literacy, Indigenous students living on former reserve receive supports through the čepθtən staff. At the elementary level, čepθtən check in with students at minimum twice per month to follow up on their academic, social emotional and cultural wellbeing. When a student is identified as a high priority, they connect to appropriate staff to seek or offer necessary support. The few elementary children and youth in care have all been identified when considering the data. Although we are providing wrap around support for these students, there is no additional numeracy support for those who are emerging or developing. This will also be an area to be further explored.

Numeracy: Grades 8-12

The data from the Grade 10 Numeracy Assessment, both provincially and locally, remains almost unchanged from year to year. Students listed as proficient or extending in their numeracy proficiency have been below the 50% mark for the last five years. Locally, this has remained steady at just above 30% after an increase in 2019/2020 from 26% to 42% in and then a decrease to 30% in 2020/2021. [

While fewer designated students are listed as proficient or extending compared to all resident students, there have been significant improvements in proficiency overall for this population. Starting in 2020/2021 the number of students listed as emerging started to decrease (58% in 2020/2021, 36% in 2021/2022, and 29% in 2022/2023). Additionally, the number of designated students listed as developing also started to increase in the last five years (from 33% in 2018/2019 to 62% in 2022/2023). Gains are being made, but significant inequities of outcomes still exist.

Results also continue to be a concern for Indigenous students, locally. While the Indigenous writer counts are much smaller than resident writer counts (masked data in 2018/2019 and 2019/2020), results show fewer and fewer Indigenous students listed as proficient or extending in numeracy over the last five years. One improvement, however, was the decrease in Indigenous students listed as emerging in numeracy, going from 46% in 2021/2022 to 22% in 2022/2023. Again, because the writer count data set is so small it's difficult to determine if specific interventions and strategies contributed to this decrease.

Participation rates for Grade 10 students completing the Grade 10 Numeracy Assessment continues to be strong in qSD's bricks and mortar schools and last year the bricks and mortar school participation rates was higher than the provincial participation rate. However,

participation rates in qSD's provincial online school remains a concern. While the expected writer count is low (under 50 students), the online school participation rate was only 30% this year, bringing the district participation rate down significantly.

Overall, increased achievement in numeracy for all students, but particularly for Indigenous students and designated students, should remain a focus.

Grade-To-Grade Transitions

The Grade-to-Grade Transitions Rate is the percentage of students who make a successful transition to a higher grade the following year. We continue to see strong and steady grade to grade transition rates for all students and are slightly above the provincial average rate when it comes to both designated and Indigenous students. Data for CYIC students is masked and with such a small count size, it is difficult to identify patterns and trends with certainty. Looking at the data from this year (2022/2023) and the previous year (2021/2022), the Grade 10 to Grade 11 transitions rate for Indigenous students increased by 9%, going from 88% to 97%. There was a 10% increase for designated students this year, going from 88% to 98%. The Grade 11 to Grade 12 transition rate for Indigenous students and designated students also increased by 5 percent and 7 percent, respectively, this year.

While Grade-to-Grade Transitions Rates are higher than the provincial average and remain consistent over time, continuing to support Indigenous students, designated students, and CYIC to be successful in all areas of learning remains a priority to ensure program and course completion rates are on par with the general population.

Intellectual Development Summary

Overall, literacy results have improved significantly in K-7, particularly in primary classrooms. Literacy for Indigenous students have also improved significantly; however, improvement in literacy for Indigenous students will remain a focus. The area of improvement for elementary literacy will focus on students with diverse needs and disabilities.

For Grades 8-12 students, increased achievement for all students, but particularly for Indigenous students and designated students, should remain a focus. Strategies to accomplish this include professional development on adolescent and disciplinary literacy, support for the use and implementation of the K-12 Learning Progressions, and new resources for students and families for literacy development.

In K-7 numeracy, the same growth has not occurred. Although results have improved in grade 4 for all students, Indigenous students, and students with diverse needs, there is still considerable need for improvement. In grade 7 there has been a decline in success in numeracy for all students, Indigenous students, and students with diverse needs and disabilities and this will be a substantial focus in elementary for next year.

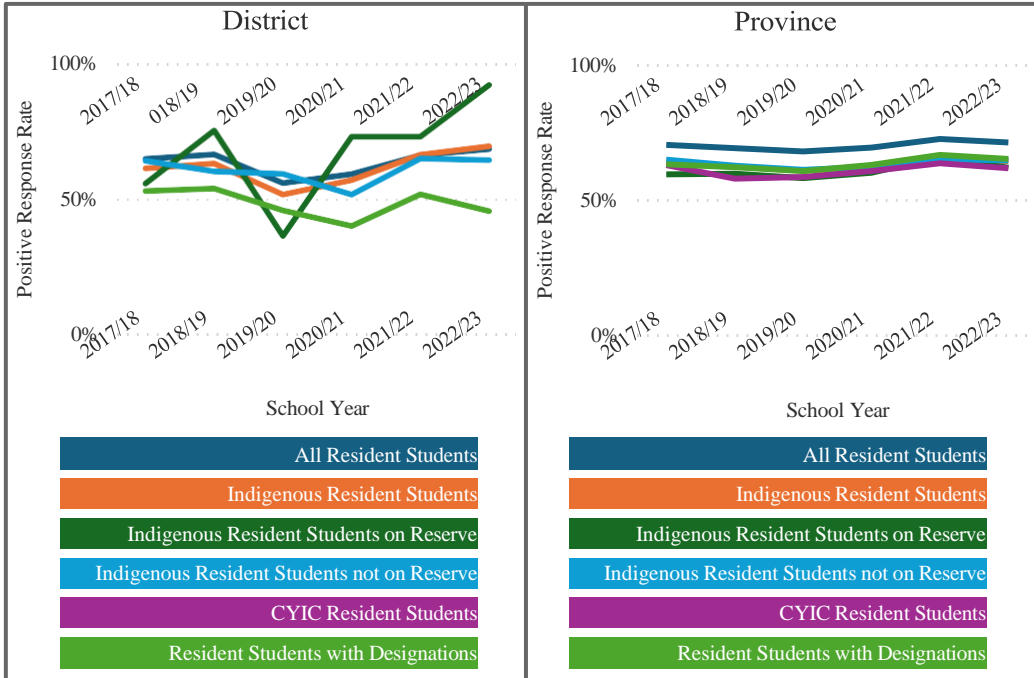
Like the results of the K-7 numeracy data, the Grades 8-12 data illuminates a need for more numeracy support and interventions for all students, but particularly for Indigenous students and designated students. Supporting both RTI and MTSS approaches are important strategies to continue to improve numeracy proficiency for all students.

Human and Social Development

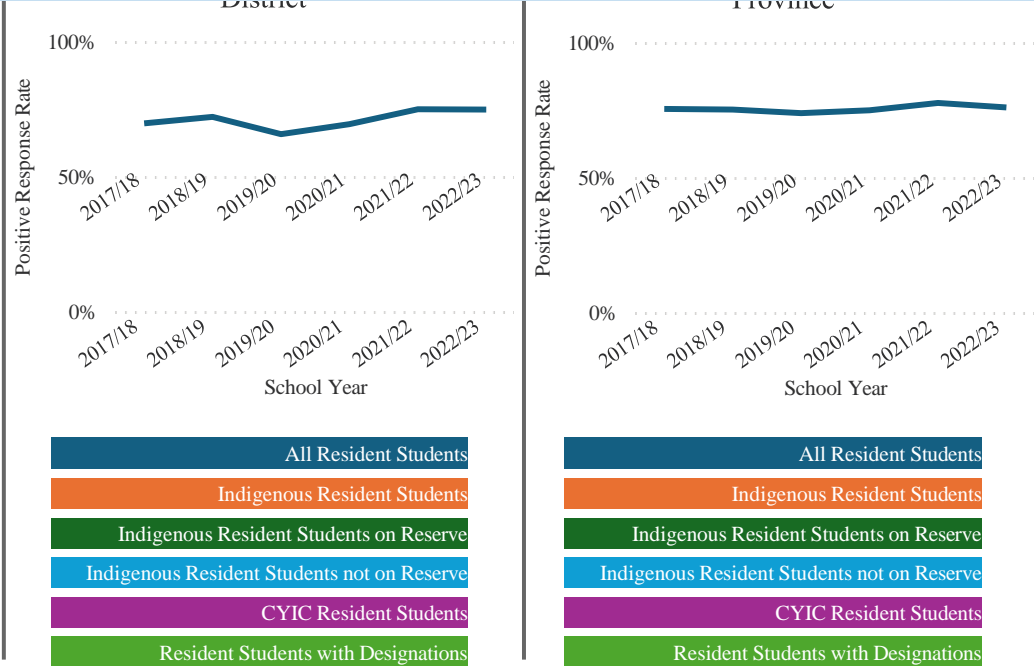
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

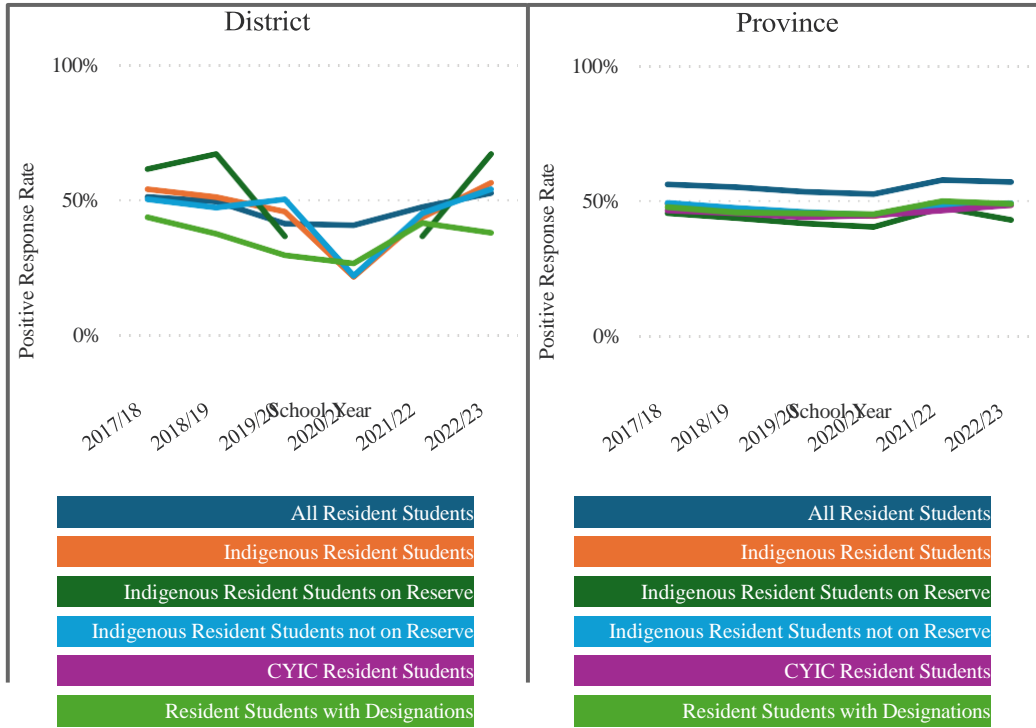
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Overall, Student Learning Survey Data analysis indicates children and youth in grades 4, 7, 10 and 12, when asked if they “feel welcome” at their school, student responses were within the average range for the province. 71% of Indigenous elementary students responded positively for feeling welcome most of the time which is in the high end of the provincial typical range. Secondary Indigenous students responded 63% positively for feeling safe most of the time, which is within the average range for the province.

When comparing to the previous year’s Student Learning Survey data, students in all grades, including Indigenous students and students with diverse abilities and disabilities, noted improvement or maintained results for positive responses to feeling welcome at school. While data for Children and Youth in Care is masked for privacy, school and district teams work collaboratively to monitor attendance and school success. School based teams work closely with school counsellors, administration, Family School Liaison Workers, community-based support staff and Inclusive Education staff to ensure regular check -ins are occurring and if warranted academic and social/ emotional supports are put in place to help ensure Children and Youth in Care are receiving necessary wrap around support.

When asked about feeling safe at school, student responses at elementary and secondary were within the average range (within 5%) in the province. Of note, when further disaggregating data, grade 12 student responses regarding feeling safe at school, were 9% lower than the province.

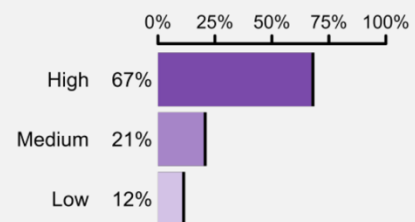
Measure 3.3: YDI School Safety

YDI 2023/2024 Data

SCHOOL CLIMATE

SCHOOL SAFETY

Youth’s level of agreement with the statement “I feel safe at my school.”



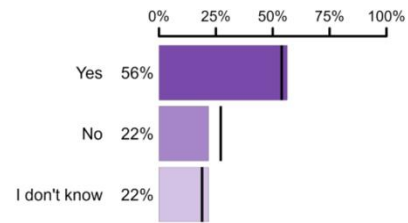
Data collected through the Youth Development Instrument (refer to Measure 3.3) highlights 88% of student respondents in grade 11 felt a high or medium sense of school safety, while 12% felt a low sense of school safety.

Measure 3.4: YDI Washroom Safety

YDI 2023/2024 Data

WASHROOM SAFETY

Percentage of youth who feel safe using their school's washrooms.



When asked about washroom safety (refer to Measure 3.4), an area often identified by some students as not feeling safe, 56% of respondents identified feeling safe, while 22% noted they felt unsafe, which is lower than data collected in other participating school districts.

Local survey data collected through a student Capstone Project, identified school washrooms as the number one area students avoided at school. Recent Adolescent Health Survey data (McCreary) collected in 2023, highlights a similar theme with 11% of student respondents noting they felt safe never/ rarely in school washrooms. When comparing Adolescent Health Results from 2018 (74% felt safe) to the results from 2023 (59% of respondents felt safe), there is a dramatic decrease in the number of students who felt safe at school. Student Learning Survey Data, McCreary Health data and local student information reveal the importance of addressing students' safety at school, and ways in which schools can work to create safe and caring learning environments.

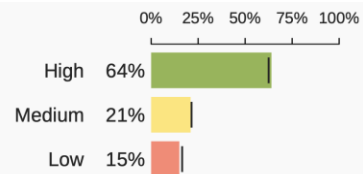
When asked if school is a place you feel you belong, Student Learning Survey data responses indicating most or all of the time for elementary and secondary students were within the typical range for the province. When disaggregating the data further, positive growth or maintained results from the previous year's data collected, was noted for all grade levels. However, in grades 4, 7 and 10, a slight decrease in students' feeling a sense of school belonging was noted for children with disabilities or diverse abilities. A more significant decrease is present for students in grade 12 with disabilities and diverse abilities.

Measure 3.5 MDI School Belonging

MDI 2023/2024 Data

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."



Grade 5 Middle Years Development Instrument (MDI) Data (Refer to Measure 3.5) also highlights that 85% of student respondents indicated feeling a sense of school belonging (high and medium response), with 15% of participating students noting a low sense of school belonging.

Measure 3.6: YDI School Belonging

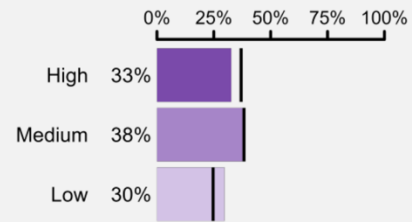
YDI 2023/2024 Data

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."

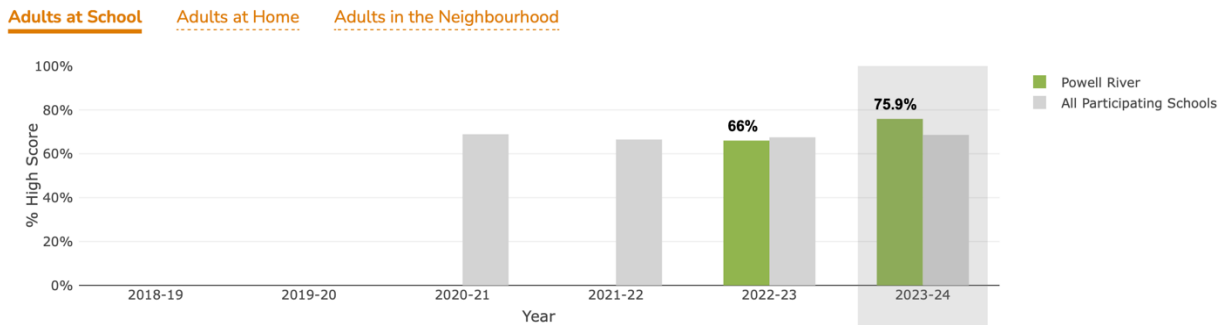


YDI data (refer to Measure 3.6) highlights 71% of grade 11 respondents who participated in the survey, felt they belonged at their school (high and medium response), while 30% noted a low response to feeling of belonging, which is higher than other participating districts.

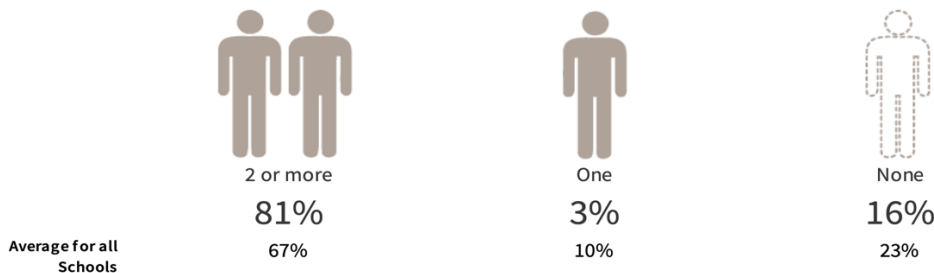
Student Learning Survey Data regarding adults at school who care, highlights positive improvements for all students including Indigenous students and students with disabilities or diverse abilities in grade 4, and for grade 12 Indigenous students. Data for all other grades and sub-populations highlights a decrease in the number of students identifying adults at school who care about them.

Measure 3.7: MDI Adults who Care

MDI 2023/2024 Data



NUMBER OF IMPORTANT ADULTS AT SCHOOL



Local MDI data (refer to Measure 3.7), completed by students in grade 5, demonstrates an increase from last year's data collection in the number of students reporting they have adults at school that care about them. MDI data also highlights grade 5 responses regarding adults at school who care to be higher than other participating school districts. Students indicating 2 or more important adults at school in grade 5 in gathet SD is 14% higher than students' responses in other participating school districts.

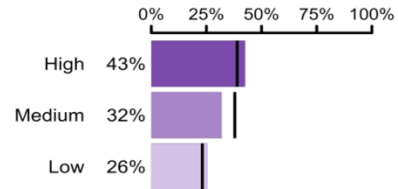
Measure 3.8: YDI Adults who Care

YDI 2023/2024 Data

SUPPORTIVE ADULTS AT SCHOOL[†]

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

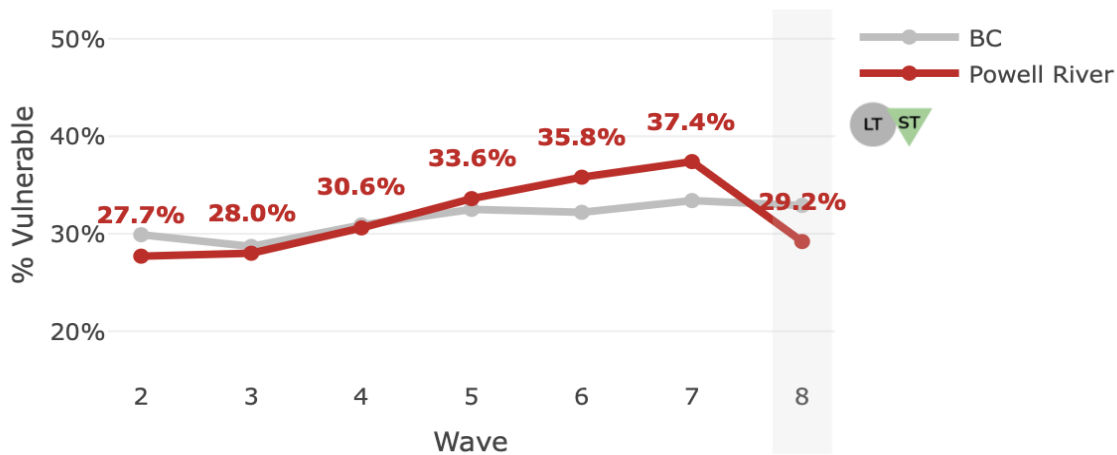
e.g., “At my school, there is an adult who really cares about me.”



YDI Data notes 75% of participants positively indicated they have an adult at school who really cares about them.

Measure 3.9: EDI (Early Developmental Instrument)

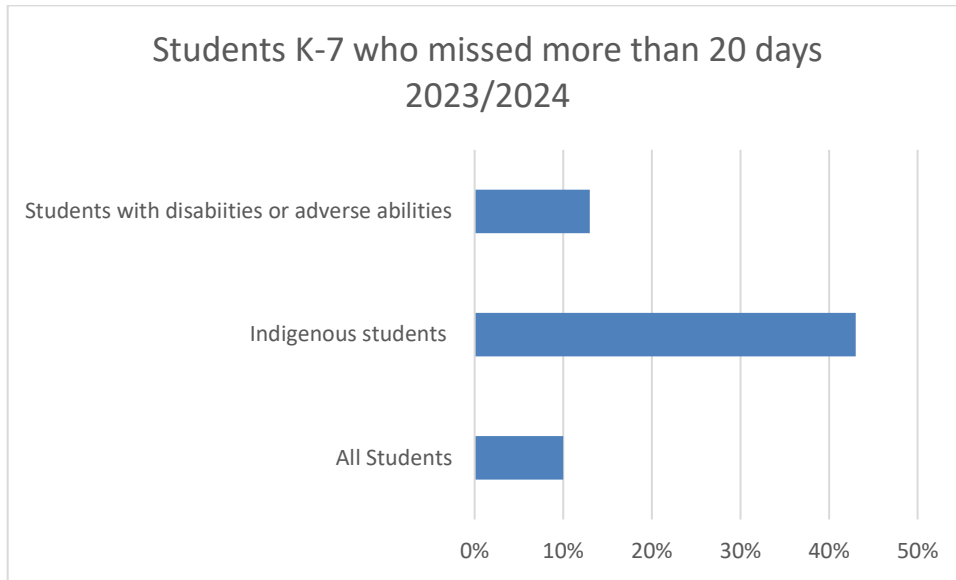
EDI 2023/2024 Data



The Early Years Development Instrument (EDI) (refer to Measure 3.9) is a survey completed by kindergarten teachers, which collects data on each student’s physical, social, cognitive, and emotional development. EDI data collected for the core developmental domains are good predictors of adult health, education and social outcomes. The data collected demonstrates trends over time and is beneficial for individual school planning, for district planning and for the broader community. Local data is shared at the Early Years Planning table and provides insight into developmental domains areas requiring further resources and supports.

Data is collected in three year “waves” to capture sufficient data in all school districts involved in the province. The most recent wave of data (wave 8; collected from 2019-2022) indicates that overall, children in qathet are performing better than those in all other participating districts. The average, for all other participating districts for students who are considered vulnerable on one or more scale of the EDI is 32.9%, while locally 29.2% of kindergarten students are considered vulnerable on one or more scale. Over time, as seen in the graph below, students in qathet are becoming less vulnerable on one or more scale of the EDI than in previous data waves. This reinforces the value of working collaboratively with community partners and service providers to provide supports, programs and services for children and families during the early years, and the significant importance of strengthening the early years to kindergarten transition (SEY2KT).

Measure 3.10: K-7 Student Attendance

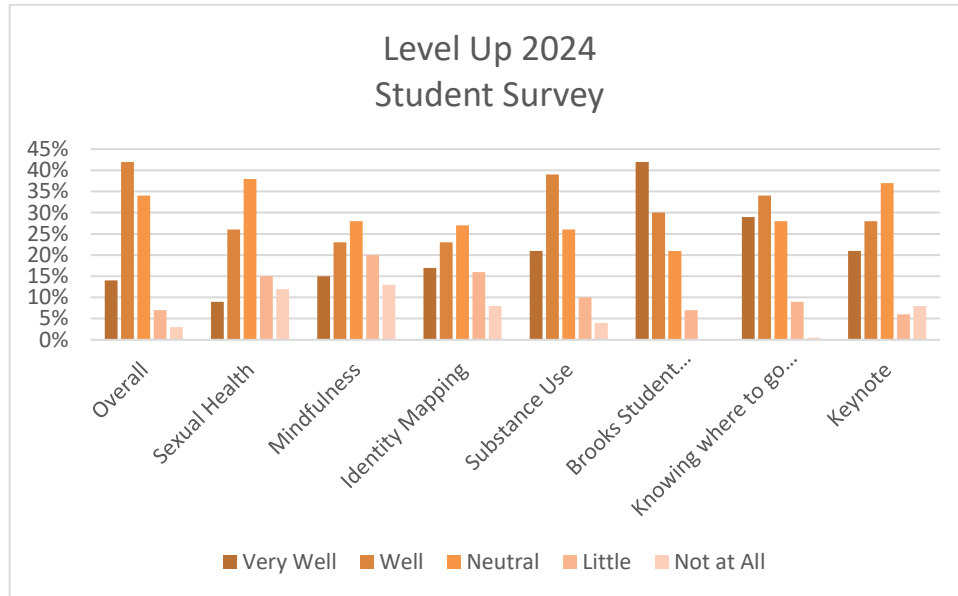


School Attendance

School attendance (refer to Measure 3.10) is strongly correlated with contributing to supporting students' feelings of school belonging, school safety, and adult and peer connectedness. Data analysis of school attendance highlights an ongoing need to prioritize improving student attendance. Family School Liaison Workers have become integral members of school-based teams to provide support for students who may be experiencing poor attendance and/or lack of school engagement. Family School Liaison Workers strive to remove school attendance barriers and to connect students with appropriate community supports and services as needed.

Supporting student Wellbeing

Measure 3.11: Grade 7 Health and Wellness Survey



Grade 7 Level Up Health and Wellness Conference

In May of 2024, to coincide with Mental Health Awareness week, the district hosted the second annual Grade 7 Health and Wellness Conference. The event was designed to bring all district grade 7 students who would be transitioning to high school for the coming year, together to foster peer connections and learn about ways to care for one’s mental health and wellness during this transitional time in adolescence. Survey data (refer to Measure 3.11) collected at the conclusion of the event details student responses to how well they believed the conference sessions helped to prepare for the transition to high school.

ICY Implementation

The implementation of a multidisciplinary, community based, Integrated Child and Youth Team (ICY) to provide wrap around supports and services for children and youth in the qathet region has been a welcome addition to service provision in our community.

The district engages in ongoing collaboration between MCFD, and the local health authority to connect children to services that support well-being. SD 47 was announced as one of 7 phase 2 ICY communities in the spring of 2023. Over the course of the 2023-24 school year, the team has become almost fully staffed, with one position remaining to be filled. The school district currently employs one clinical counsellor and one youth peer support worker to help address the mental health and wellness needs of children and youth within the community.

Human and Social Development Summary

Student Learning Survey data, EDI, MDI, YDI, Adolescent Health Survey and locally gathered survey data all provide valuable insight to help prioritize and plan for district initiatives to improve human and social development. School connectedness, a sense of belonging and feeling welcome and safe at school are all contributing factors to student success and wellbeing and the district will continue to explore means to support and improve student connectedness. While significant improvements in students' sense of belonging and feeling welcome at school for Indigenous students was identified, focus needs to be directed on improving results for students with disabilities or diverse abilities.

A priority for the district will be developing structures and opportunities to gather students' voices regarding feeling safe and welcome at school, and to identify ways to improve student's feelings of school safety and belonging. The launch of the refreshed erase strategy provides an opportunity to engage student leadership in an updated awareness campaign. Engaging school-based administrators in facilitated Compassionate Systems Leadership sessions, will help to further support students' feelings of school belonging and identification of adults who care about them. This coming school year, classroom teachers will also have the opportunity to engage in compassionate systems leadership learning opportunities.

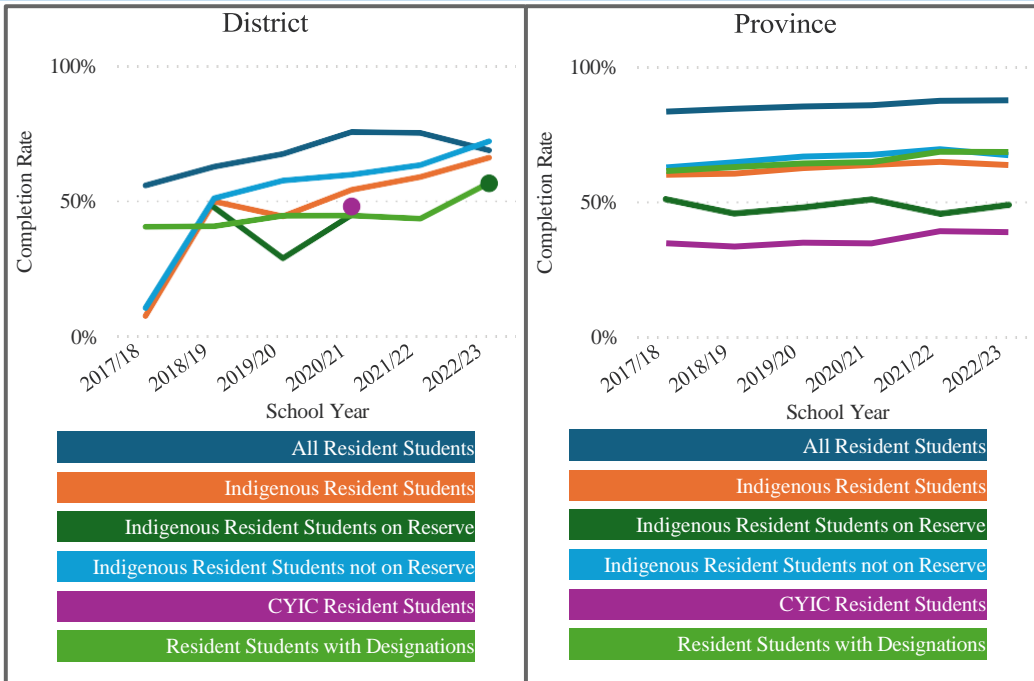
The correlation between staff wellness and student wellness contributes to a positive school culture and impacts student academic, social and emotional outcomes. Ongoing support for the district Wellness Committee initiatives and working collaboratively with Human Resources to explore other means to support staff wellness will continue to be a priority for the district.

Career Development

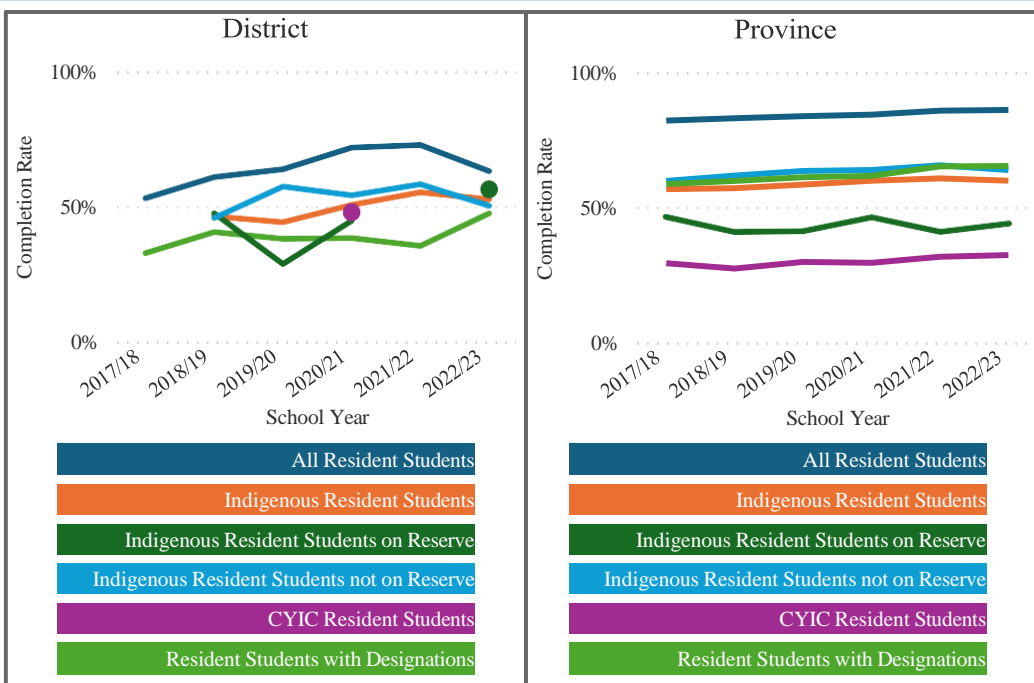
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)

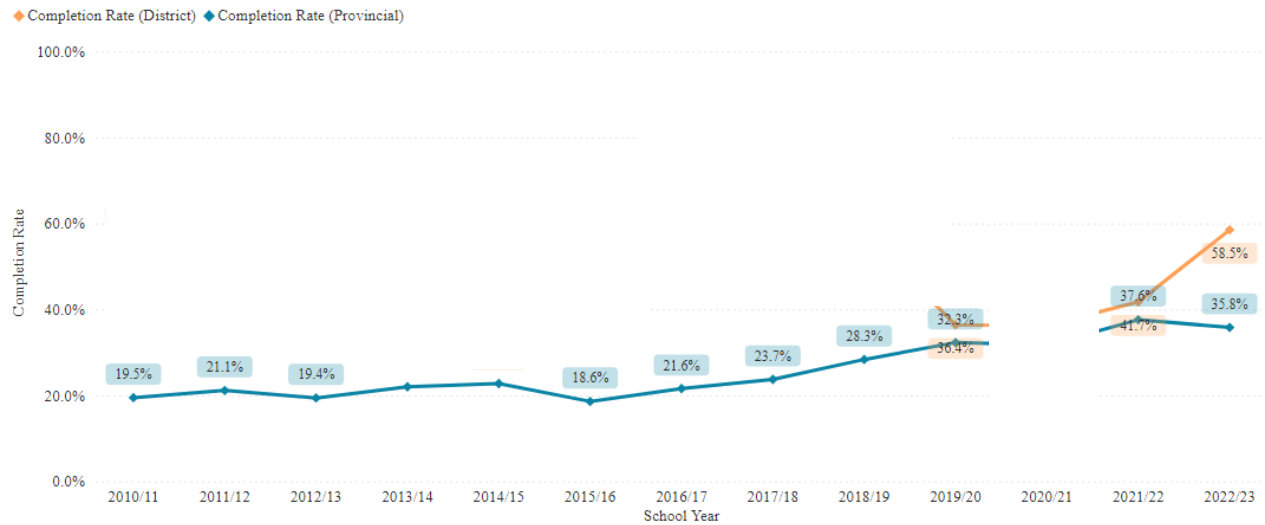


5-Year Completion Rate (Dogwood Only)



Measure 4.2: 5 Year – Completion Rate (Online Learning Schools)

5 Year - Completion Rate



Measure 4.3: Achieved Dogwood within 6 Years

	All Students	Online Students	Indigenous Students	Designated Students	Children / Youth in Care
2022/2023					
Province	91.8%	45.2%	74.3%	77.3%	56.1%
District	74.9%	58.2%	77.4%	66.3%	msk
2021/2022					
Province	91.4%	45.3%	75%	77.3%	54%
District	82.9%	58.7%	67.4%	57.7%	msk
2020/2021					
Province	90.1%	42.3%	72.5%	73.9%	52.6%
District	78.5%	msk	65.5%	51.2%	63.1%
2019/2020					
Province	89.6%	39.5%	71.1%	73.6%	50.1%
District	80.2%	53.1%	65.4%	67.2%	msk
2018/2019					
Province	88.8%	36.7%	69.5%	71.4%	46.9%
District	71.3%	msk	58%	47.4%	msk
2017/2018					
Province	88.5%	35.9%	69.6%	71%	48.7%
District	69.7%	msk	14%	46.3%	msk

Analysis and Interpretation

Outcome 4: Graduation

Graduation

The 5-year Completion Rate is the percentage of students who graduate with a Certificate of Graduation or an Adult Dogwood Diploma, within five years from the first time they enroll in Grade 8. The vast majority of students, locally, receive a Certificate of Graduation. Results are adjusted for student migration in and out of British Columbia.

Overall, there has been steady improvements to the 5-year Completion Rate since 2017/2018; however, we do remain below the provincial average. The trend upward in our local data stopped last year (2022/2023), but we did see the rate go from 56% in 2017/2018 to 75% in 2021/2022 with a slight drop in 2022/2023 (68%). The rate for Indigenous students also continues to improve, and this year we were above the provincial average (66% locally and 63% provincially). When comparing on reserve Indigenous students and not on reserve Indigenous students, however, the data shows even bigger gaps for on reserve Indigenous students, although this year showed the biggest jump in percentage points, moving from 48% to 56%.

Although not masked, the small cohort count size of designated students makes it difficult to track trends and patterns over time. Overall, there have been improvements, but the completion rate for designated students is much lower than both the local and provincial average. The exception has been this year (2022/2023) with a 83% completion rate.

CYIC student data is masked, but like provincial completion rates for CYIC students, locally, CYIC students have a much lower completion rate than the general population of resident students. Family School Liaison Workers work closely with school counsellors, administration, community-based support staff and Inclusive Education staff to ensure regular check-ins are occurring and if warranted academic and social/ emotional supports are put in place to help ensure CYIC are receiving wrap around support.

All completion data (residents, Indigenous, designated, and CYIC) are significantly lower than the provincial average of 87%. Clearly, Indigenous students, designated students, and CYIC continue to be a priority of focus to reach equity of learning and outcomes.

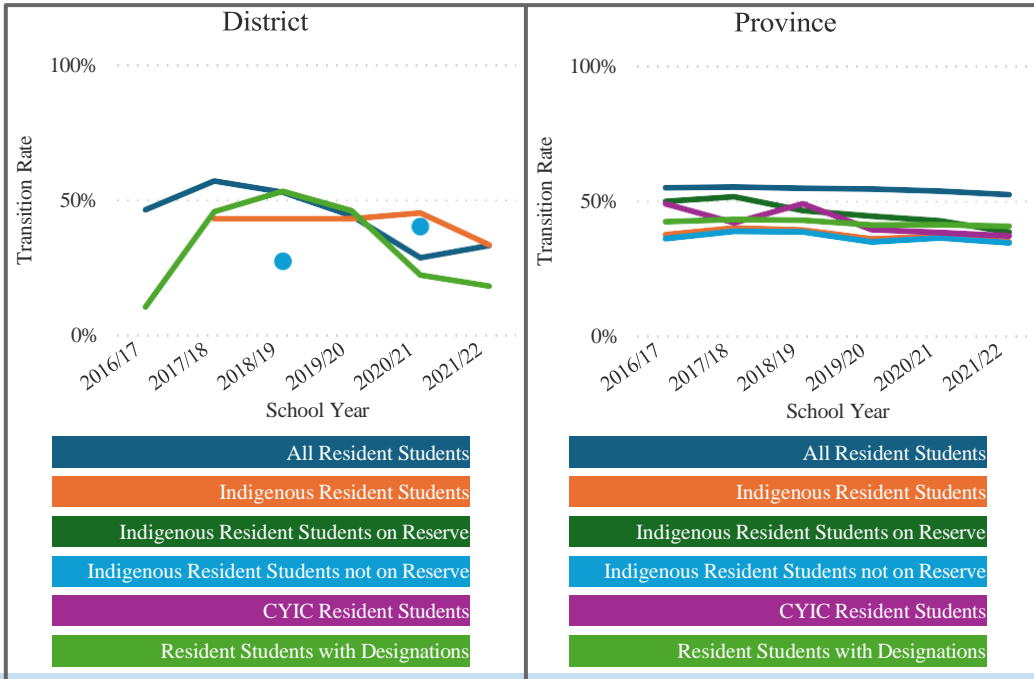
When comparing completion data for online schools, the 5-Year Completion Rate for qathet School District's online school has been higher than the provincial online schools' average for the last ten years. The most recent completion data shows 58.5% of online students graduating within 5 years of entering Grade 8 compared to the provincial average of 35.8%. 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 provincial online schools noteworthy.

Given an additional year to meet graduation requirements, the rates improve. While the 6-year Completion Rate is 75% for all resident students, it's 77% for Indigenous students and 66% for designated students. Again, the 6-Year Completion Rate for students in our online school is significantly lower than the district average year over year. Overall, the rates are still below the provincial average in all data and show a need for more attention to why students are not graduating within 5 and 6 years of entering Grade 8.

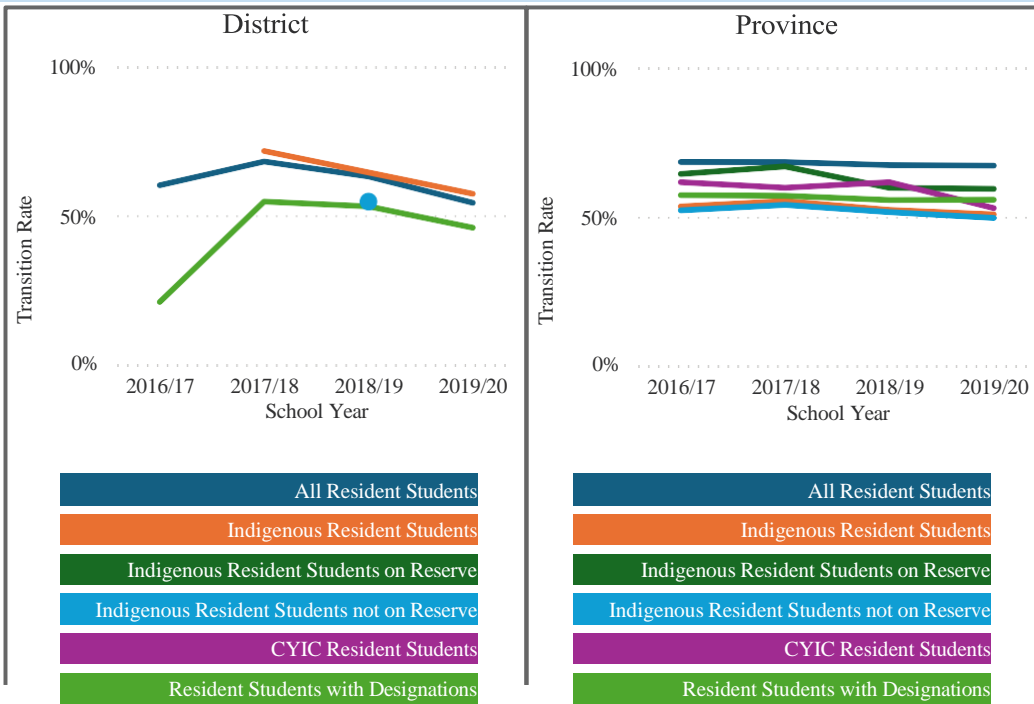
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

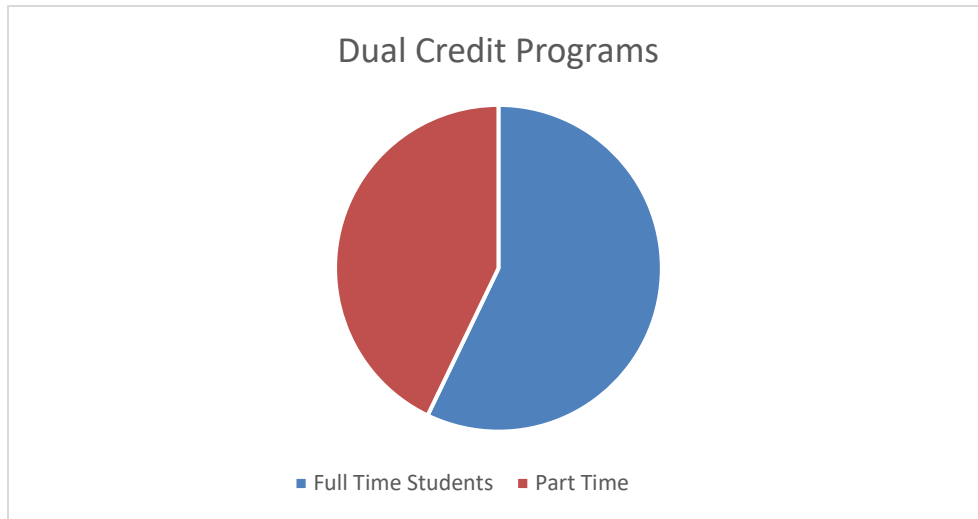
Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Measure 5.2: Dual Credit Programs



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

PSI Transition Rates

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

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 (2023/2024) 28 Grade 12 students are enrolled in a full time dual credit program and 53 students are enrolled in a first year PSI course, a significant increase over last year's enrollment with the addition of more scheduled cohorts in the school timetable.

Efforts to encourage all students, but particularly Indigenous students, designated students, and CYIC to attend a PSI should remain a focus of career education curriculum and initiatives.

Since 2017/2018 fewer students have transitioned to a PSI. Data has been masked for children and youth in care (CYIC) due to low numbers and privacy protection. Given that the number of children and youth in care is around 19-20 students, school and district teams continually work collaboratively to monitor school success and attendance. Of the 19 CYIC, 26 % of the students are in elementary, while the remaining 74% are between grades 8 and 12. During the 2023-2024 school year, eight students were in grade 12, four of which graduated with a dogwood, one with an evergreen and one student is only a few courses away from graduating with a dogwood.

Career Development Summary

The disaggregated data highlights inequities in learning outcomes and transition to post-secondary institutions, particularly among Indigenous students, students with disabilities or diverse abilities, and children and youth in care. Students in qathet School District continue to take longer to graduate compared to the provincial average and both the 5-year and 6-year completion rate reveal lower completion rates between local and provincial percentages. The PSI Transition Rate shows similar results.

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.

Framework for Enhancing Student Learning

September 2024



With great respect and recognition, we acknowledge and honour that we are learning and sharing today on the lands of the Coast Salish peoples, specifically the Tla'amin Nation, whose traditional territory School District No. 47 resides on.

9
**SCHOOLS
IN
TOTAL**

3200 student
population

4
K-7
Elementary
schools

one
8-12
SCHOOL

1
Online
Learning
School

one
alternate
SCHOOL

1
remote
island
school

1 dual track K-7
elementary school

ANNUAL CYCLE CONTINUOUS IMPROVEMENT

Finalize Plans

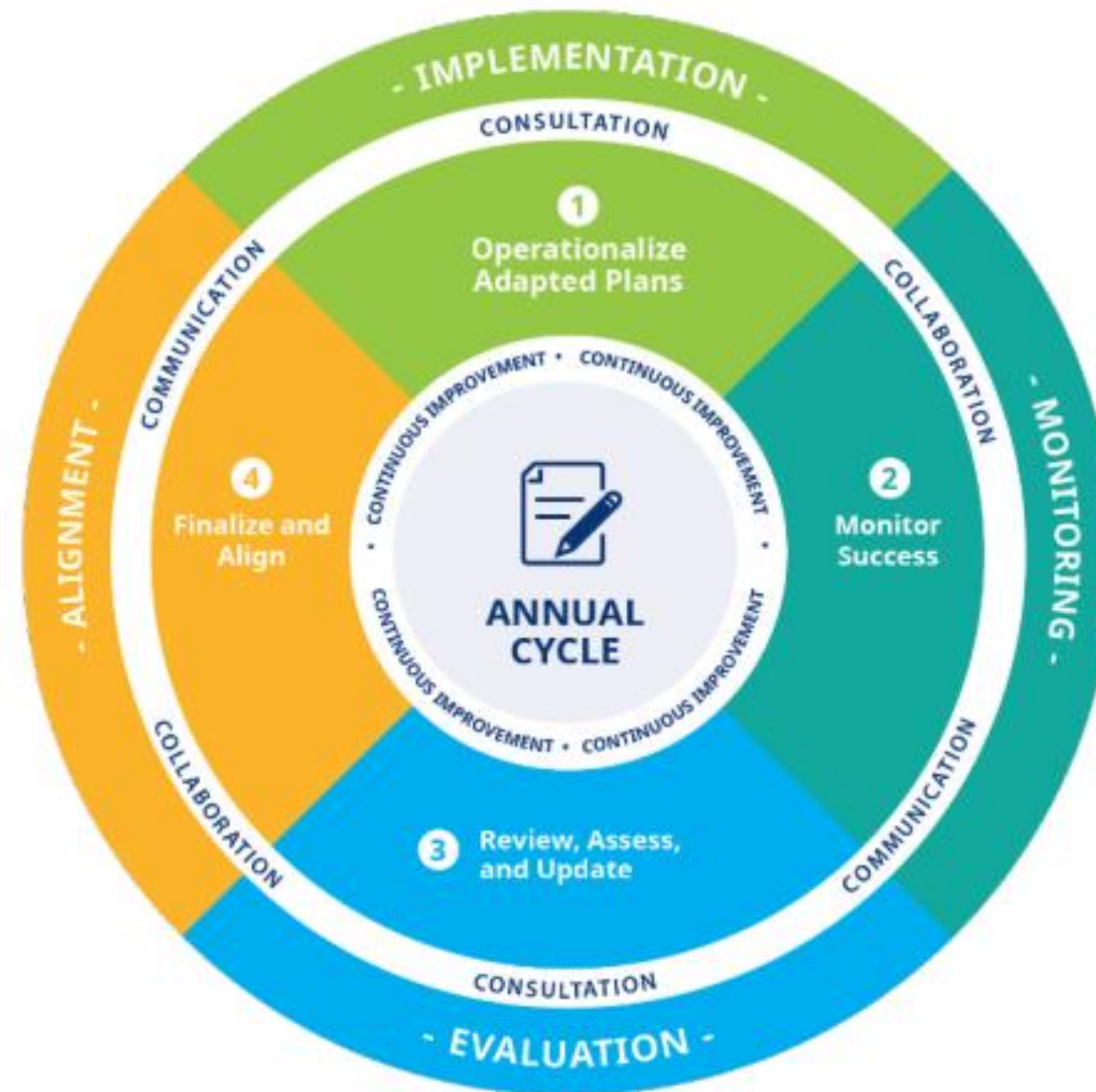
- finalize and publish annual growth plans

Adapt Strategies

- update annual growth plans

Review and Interpret

- student success meetings
- student success working groups
- Planning Day



Implement with Adjusted Strategies

- review staff responsibilities associated with the implementation and monitoring during start up

Monitor Effectiveness

- student success meetings
- share progress

Review and Interpret

- student success meetings
- implementing changes, as necessary



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 (Replaces the Equity in Action Plan)

PURPOSE

REVIEW

review and analyze
student learning data
and evidence

REFLECT

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

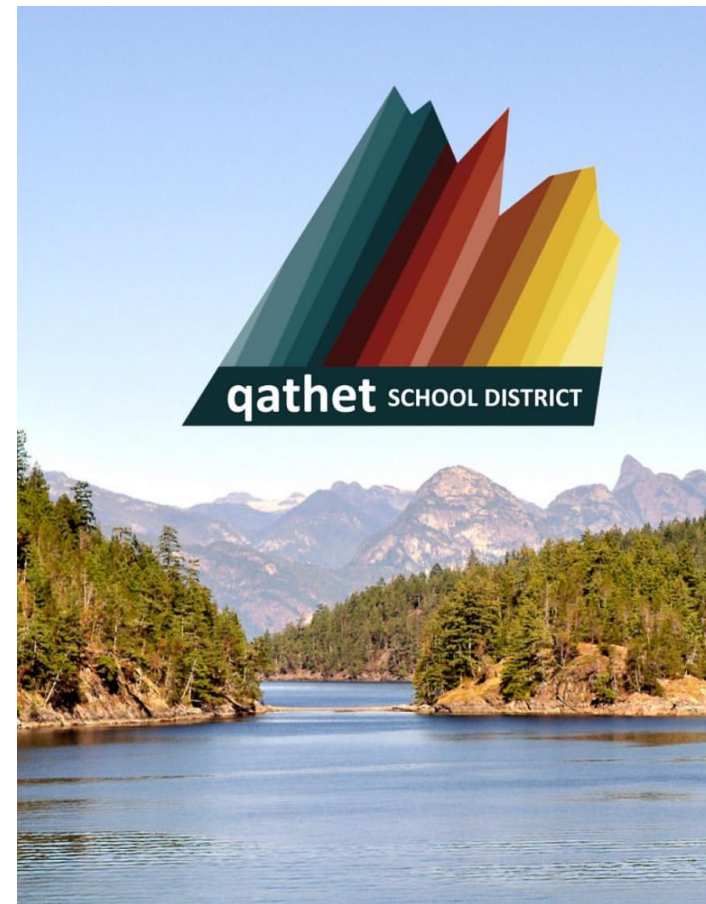
PLAN

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

qathet Strategic Plan Priorities

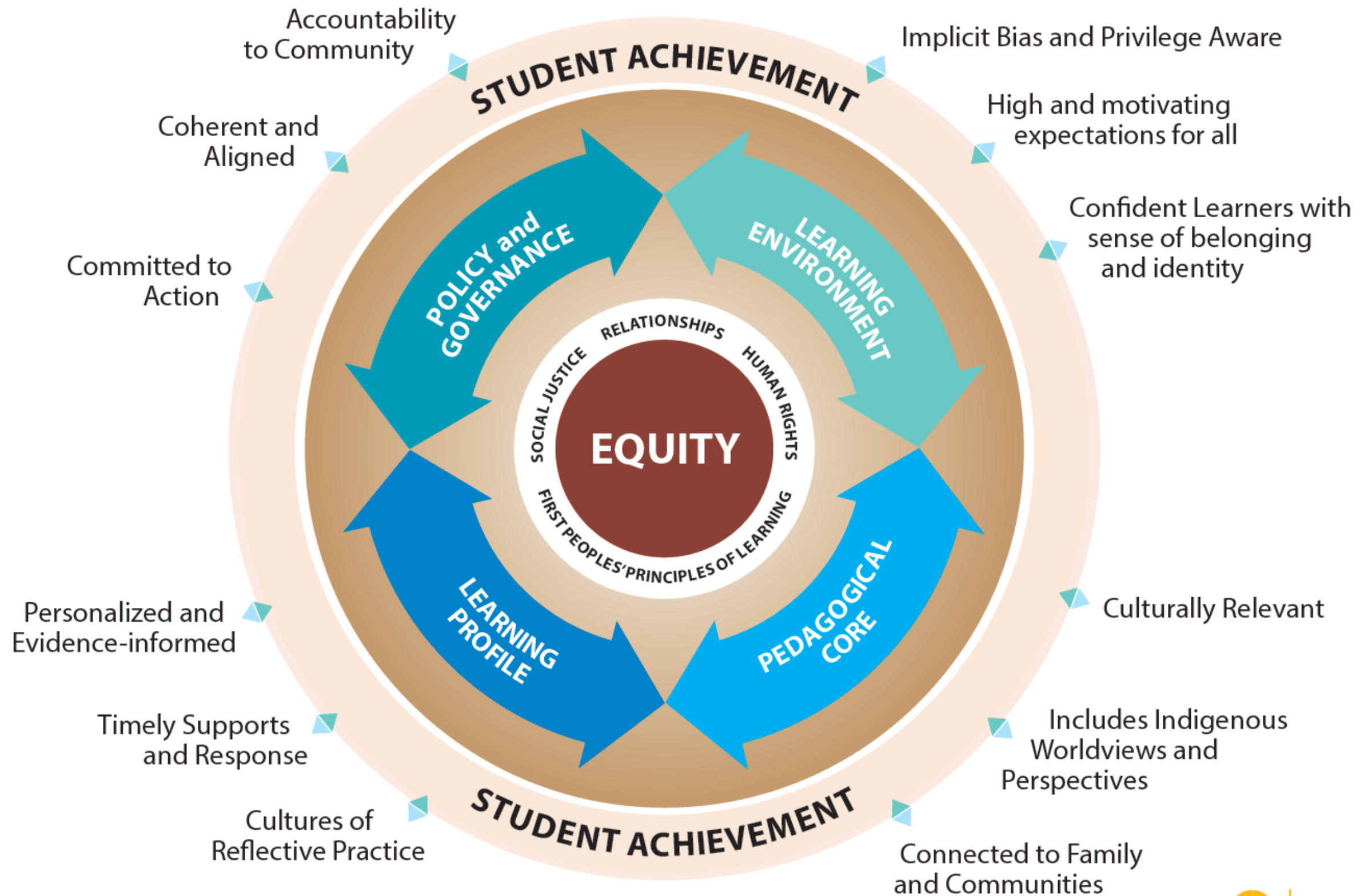
qathet School District's 2023-2028 Strategic Plan centres students' needs – their learning, well-being, and voices – and is designed to lead to stronger outcomes for all students.

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



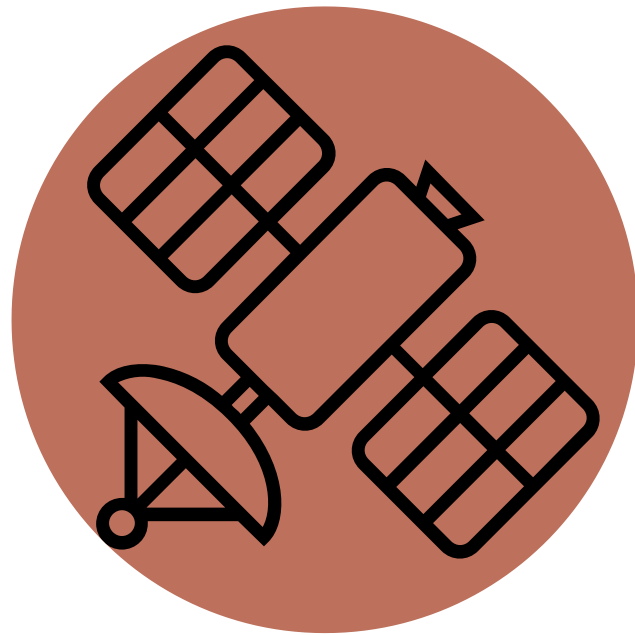
EQUITY IN ACTION

Indigenous Student Success



TYPES OF DATA

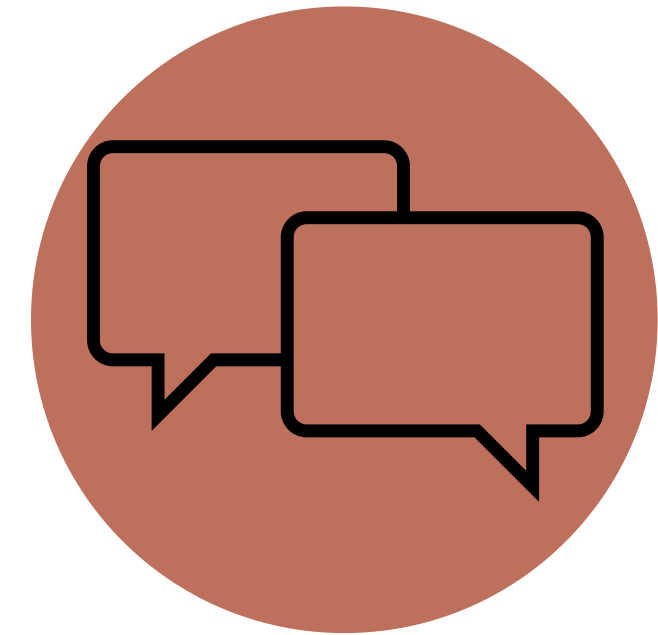
Satellite Data



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.

SATTELITE DATA

FSA

5 and 6 YEAR
GRADUATION RATE

PSI IMMEDIATE
TRANSITION RATE

GRADE TO GRADE
TRANSITIONS

GRADUATION
ASSESSMENTS

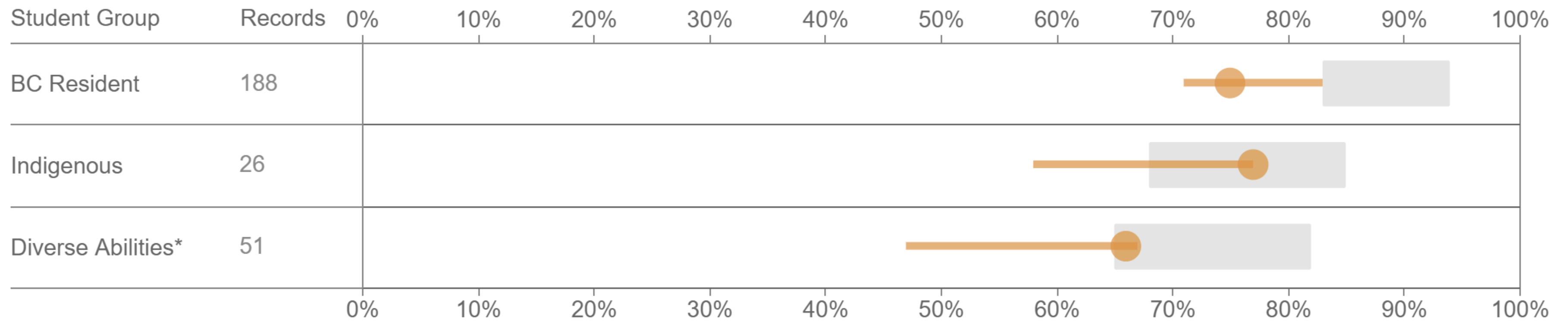
PSI 3 YEAR
TRANSITION RATE

STUDENT LEARNING
SURVEY

6 YEAR GRADATION RATE

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

Completion Rates



*Disabilities or Diverse Abilities

5 AND 6 YEAR GRADUATION RATE

5 Year Rate –
Indigenous Students

66%
qSD

63%
province

6 Year Rate –
Indigenous Students

77%
qSD

75%
province

FSA Results – 2023-2024

Grade 4 Literacy

All Students
74% (+ 7%)
Indigenous Students –
63% (+15%)
Diverse Students –
60% (+7%)

Grade 7 Literacy

All Students
70% (+ 4%)
Indigenous Students –
82% (+27%)
Diverse Students –
45% (-5%)

Grade 4 Numeracy

All Students
62% (+ 9%)
Indigenous Students –
56% (+17%)
Diverse Students –
47% (+6%)

Grade 7 Numeracy

All Students
39% (-20 %)
Indigenous Students –
32% (-9 %)
Diverse Students –
18% (-14%)

% of students On Track or Extending

STUDENT LEARNING SURVEY

Grades 4, 7, 10, 12

Results for 2023/2024 will be out soon

FESL focus:

BELONGING

FEEL SAFE

**FEEL
WELCOME**

**ADULTS
WHO CARE**



STUDENT LEARNING SURVEY

Adults who Care

Positive results for all students in grade 4 and Indigenous students in grade 12

Fewer students in grade 7 , 10 and 12 identify adults who care

Feeling Welcome

Improvements for all students in grades 4, 7, 10 and 12 in feeling welcome at school, maintained results for students with disabilities or diverse abilities in grade 7

Belonging

Improved results for Indigenous students in grades 7, 10 and 12

Focus needs to be on supporting students across all grades with disabilities or diverse abilities to improve their sense of school belonging

Feeling Safe

Elementary and secondary responses were with the typical range for the province (within 5%)

Across all grades 70%-78% positive responses to feeling safe at school

MAP DATA

DIBELS

REPORT CARD
DATA

CLASSROOM
ASSESSMENTS

GRADE 7 SURVEY

COMMON GRADE
ASSESSMENTS

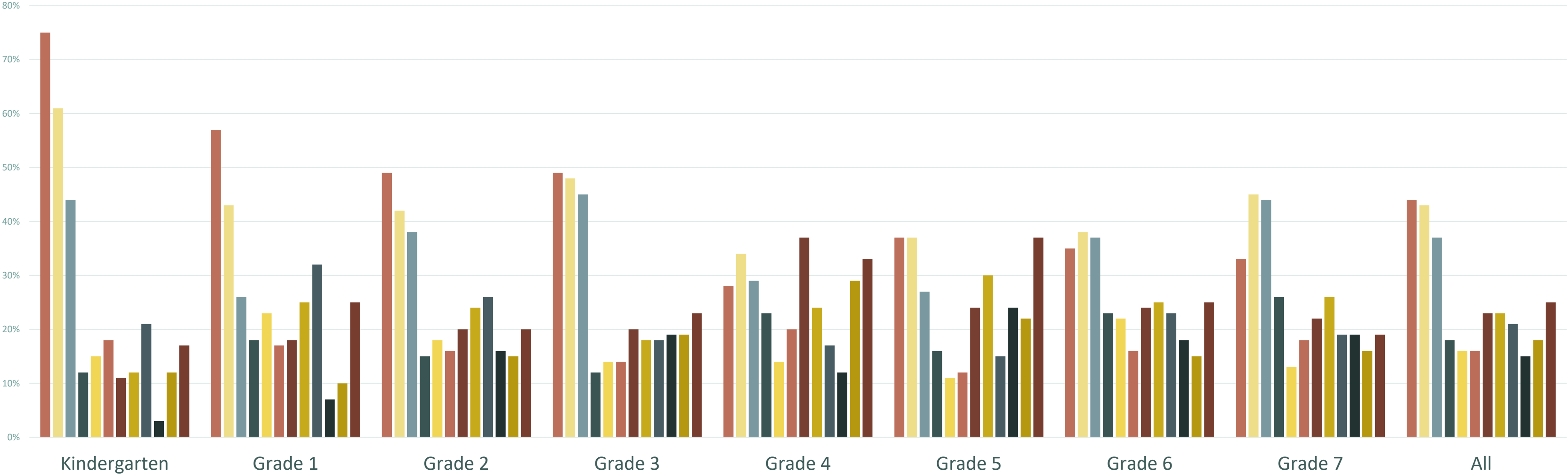
MDI/YDI

SCHOOL WIDE WRITES

DIBELS Screener Data

Percentage of Children at each Grade Level in the Indicated Category

2023/2024



Grade Level Results at the Beginning, Middle, and End of the Year

■ Tier 3 Supports
 ■ Tier 2 Supports
 ■ Tier 1 Supports
 ■ Tier 1 Supports

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 čεpθtən (aunt/uncle) staff
- Met with admin team
- Reinforced the importance of ʔayʔaјуθəm language and culture
- Advocated for ʔayʔaјуθəm language program to continue at Brooks



Memorandum

Date: September 25, 2024
To: Board of Education
From: Vianne Kintzinger, Interim Superintendent
Re: 2024 School Opening Report

1.0 RELEVANT BOARD MOTION/DIRECTION

Annual report presented to the Board.

2.0 BACKGROUND

This report covers the time of June 30, 2024, to September 25, 2024 (unless otherwise noted).

3.0 SUPERINTENDENT'S COMMENTS

The District has experienced a great start to the 2024/2025 school year. Our teachers, support staff, and administrators are to be commended for their work to prepare for, and then welcome our students, after a long and warm summer break. Congratulations to Director of Operations, Jared Formosa and his management and operations, custodial and transportation teams for their tremendous work in completing the numerous projects over the summer.

In the last two months we filled the following District positions:

- Director of Human Resources- Maureen Benoit
- Health and Safety Manager - Lisa McMurray

During the summer, to provide continuity of learning and to support those students who would benefit from additional learning in the core curricular areas, we once again offered "Summer School" to both our elementary and secondary students. Our three-week elementary summer school programs were overseen by District Principal, Raun Rainbow and employing 18 teachers and 15 educational assistants at two sites. The first site at the Tla'amin Cousins' House the second site at Westview Elementary. The secondary program was accommodated at Brooks with two staff. Enrollment in summer school peaked at 248+35 students, 248 students in grades K-5 and 35 in grades 8-12.

On September 20th we celebrated our first annual Indigenous Education Focused Learning Day with over 300 staff attending. The day started with a keynote from Superintendent of Indigenous Education, Brad Baker, and was followed by a panel discussion with Indigenous community members, with a diverse background and interests. Following a wonderful lunch, the attendees

engaged in a learning session that was tailored to individual interest and finally the day ending with a reflection and commitment to the next steps toward “Truth and Reconciliation.”

4.0 INFORMATION STATEMENTS

District Enrolment Trends

ENROLLMENT MyEd DATA - SEPTEMBER, 2024 COMPARED TO SEPTEMBER, 2022 and 2023														
Data below is September, 2024 MyEd Data										TOTAL	TOTAL	Head count	TOTAL	Headcount
SCHOOL	K	1	2	3	4	5	6	7		Headcount Sept 12, 2024 (MyED data)	Headcount Sept 29, 2023 (1701 data)	+/- from 2023-2024	HEADCOUNT Sept 30/22 (1701 data)	+/- from 2022-2023
EDGEHILL	32	24	31	29	32	27	30	19		224	218	6	234	-16
HENDERSON	8	15	9	14	12	23	12	24		117	123	-6	122	1
JAMES THOMSON	29	35	26	45	27	34	40	29		265	256	9	246	10
KELLY CREEK	19	22	15	28	19	26	24	21		174	177	-3	178	-1
TEXADA	3	5	11	2	5	5	2	2		35	32	3	33	-1
WESTVIEW	39	40	55	34	48	49	54	42		361	357	4	365	-8
SUB TOTAL	130	141	147	152	143	164	162	137		1176	1163	13	1178	-15

In the spring of 2024, the projected headcount for elementary students (excluding PIE) September 30, 2024 was 1172, which represented an anticipated increase of 9 students from September 2023. As of September 12, 2024, 1176 students were registered in our elementary schools, representing an increase of 4 from original projections, but 13 over last year's September 30, 2023 numbers.

Currently, we have 861 students enrolled at Brooks Secondary School, an increase of 32 students from last year's September 30, 2023 snapshot. It is important to note that these numbers do not include International Students or Alternate Education students.

Alternative Education/Westview Learning Centre

Currently, we have 19 students enrolled in alternate education. 90% of students enrolled at Westview Learning Centre are in the graduation program years (Grades 10-12). Last year, at the September 30, 2023 snapshot date, there were 22 students enrolled.

Partners in Education/Online Learning

In our PIE program we have 1016 students enrolled in K-12 online programs across British Columbia. 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 decrease of 294 students compared to last year's September 30, 2023 snapshot. However, registrations are ongoing throughout the year. 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 13 PIE locations across the province to augment online learning activities.

Inclusive Education

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 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 serves 12-14 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 21 students who are scheduled to participate in weekly Therapeutic Riding lessons, which are set to begin in early October.

A new 0.9 Speech Language Pathologist has been hired to support students across the district with articulation and communication needs. Chris Lightfoot will be providing SLP services to Edgehill, James Thomson, Texada, and PIE Powell River; while Stephanie Keane will continue to support Kelly Creek, Westview, Henderson and Brooks.

International Education Program

Currently, we have 65 students enrolled in the International Education Program. This is an increase in enrollment over last year's September 30, 2023 snapshot which noted 46 students enrolled. 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, Taiwan, Korea, China, and Spain.

Dual Credit Program

We have 28 students enrolled in full time dual credit programs (auto, carpentry, welding, Health Care Assistant, Early Childhood Education and Care, etc.). An additional 53 students are enrolled in an academic 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. English 115 and Early Childhood Education 130 are 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.

Early Learning, Child Care and Nutrition

In the summer, the Kelly Creek Community School Association officially gained independent licensing status with the province for their after-school program and is no longer attached to the gathet School District programming or management.

In August, it was decided that the Henderson Child Care centre would be suspended due to low enrollment numbers. The school community demonstrated renewed need and the program was reinstated prior to the school year beginning.

Before and After School programs in our district currently serve 146 students are expanding to include an additional 12 spaces at both Westview and Edgehill. Our JustB4 preschool has a combined enrollment of 26 students at Westview and Henderson.

StrongStart at Edgehill was temporarily closed while the school undergoes construction. To compensate for the shutdown, we have expanded the Westview StrongStart and our StrongStart GO program for 5 days a week.

School food programs will continue and are currently under the prevue of our individual schools as we work to develop a consistent district model can be implemented.

Indigenous Education

Our school district serves nearly 350 students with Indigenous ancestry in our schools and another roughly 150 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 ~30% status First Nation, ~40% non-status First Nation, and ~30% Metis. Indigenous students in our district make up approximately 13% of our total student population and they represent over 30 different First Nations and Metis communities across Canada.

This year we have continued our successful čepθtən (aunties/uncles) 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 supports. This has proven extremely successful as identified by student learning survey data. We have 6 čepθtən supporting students, both in person and virtually.

We are also actively connecting with our budding Indigenous Education Council. We have four Indigenous community members who have shown interest in sitting on the IEC, some of whom began with us last year, and some who will be new to the council this year. As per the Ministry of Education and Child Care mandate, reflective of our community, two of the members are from

Tla'amin Nation, one is a Metis parent who has had children in both our online learning school and brick and mortar schools, and the last is a parent with First Nations ancestry from outside the region.

Human Resources

As of September 19th, all our current teaching vacancies have been filled and we are engaging in ongoing recruitment for a few support staff positions, including Educational Assistants (EAs), custodians, and clerical staff. An additional EA position will be assigned to both Henderson and Edgehill Elementary Schools. We are also expanding our casual employee and Teachers Teaching on Call (TTOC) lists. Our senior staff will continue to monitor enrollment to assess if teaching staff adjustments are needed to meet class size and composition requirements. Non-enrolling ratios are also being followed.

During the Spring Teacher Staffing Process, which concluded on September 15, 96 teacher postings were processed. Of these, 34 were awarded to continuing teachers (including conversions to continuing status), and 40 contracts were given to temporary teachers. Approximately 45% of the awarded postings were to replace teachers on approved leaves of absence (personal, maternity, parental, or medical). Since June, five new teachers have been hired on temporary contracts, and six additional teachers have joined our TTOC list.

At the June support staff placement meeting, 63 positions were reviewed, and 54 EA positions were filled. Since then, 47 additional EA postings have been shared, many of which were filled through internal movement of EAs requesting assignment changes. Since July, four new EAs have been hired.

In addition, the following support staff positions have been filled:

- 3 custodians
- 12 bus drivers
- 3 clerical staff
- 1 audiometric technician
- 1 early childhood educator (ECE)
- 1 after-school care worker
- 1 technology services assistant
- 6 čερθ (District Indigenous Culture & Student Support Workers)

The selection process for several senior staff and management positions has been completed, including:

- Director of Human Resources
- Director of Information Technology
- Health and Safety Manager
- New Speech-Language Pathologist (SLP)

The board's superintendent search process is ongoing with the support of PFM Executive Search.

We now employ 368 full-time equivalent (FTE) regular employees, or 435 employees by headcount. This includes:

- 18.5 District-Level Senior Administration and Exempt Staff
- 22 administrators (Principals/Vice-Principals)
- 175 teachers
- 152.5 support staff

Recruitment of TTOCs and Certified Education Assistants remains a priority for Human Resources. We are also pleased to host five EA practicum students this fall, supporting their development and helping to grow the pool of qualified Educational Assistants in our area.

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.

Facility Updates

Throughout the summer season, the Operations Department was very busy completing numerous projects. The list of projects this summer were extensive and many complex in design. This work was in addition to the normal custodial clean-up that took place at every school in the District. During this same period, routine maintenance of facilities, grounds and custodial summer cleaning was carried out. See 'Appendix A' for a description of the summer work completed. There was no, or very little, disruption for the start of the 2023/2024 school year.

The Transportation Department underwent a significant overhaul over the summer, including a new Transportation Management Software called Traversa. With this new software, we were able to improve efficiency on routes to accommodate more students from the onset of school opening.

1207 bus applications have been received with 951 physically issued bus passes for the 2024-2025 school year.

As part of the suite of new tools within Traversa, a new phone app, called My Ride K-12 app, was implemented which will be fully rolled out by the end of September. This app will allow parents to view the live location of the bus in real-time with updated stop times to include any delays. The app will also allow the Transportation Department to be able to push notifications directly to individual parents, specific routes, or to all registered riders with the app for District events, such

as snow days, bus breakdowns, vehicle accidents, etc.

Communication

Over the summer, communications continued the momentum on some existing projects as well as new ones. We developed community guidelines for social media to foster respectful interactions with our content. We designed a new logo for the Auditory Outreach program to modernize and better reflect the program. There was ongoing cleanup and enhancement of website pages, given this was the first full school year on the current website platform. Communications worked in partnership with early learning and literacy leads to provide communications support and materials for those programs. A key area of focus was the development of the school district's new logo – a process that began early spring with a Tla'amin artist and other local graphic designer. Significant designs and revisions were done, as well as internal consultations. This process is nearing completion, and more information will be shared with the Board of Trustees in the coming weeks.

While there were fewer reactive issues to support and manage than during the school year, the team did manage a few media requests and continued to support on internal leadership communications. Paid ads were designed for the Peak and qathet Living as well as a review of the upcoming year's content calendar. Given the significant 40% increase in social media followers over the course of the school year, we also ensured that we continued to engage that audience with relevant content as appropriate (summer learning program, school supply lists, bus pass registrations, updates on our early learning programs and more). We worked with administrators on updated bios, as well as delivered school website training in preparation for back to school. Our broader back-to-school communications covered all areas such as the staff newsletter, radio ads, first day/bus route information, and more.

Technology

Over the summer the following work was completed by the IT Department:

- **IT Ticketing System.**
 - In prior years staff could either put in an IT request by either visiting the Technology Help Desk and manually putting in a work order, or by email.
 - Now, staff can manually input a work order by visiting our [eBase work order system](#). We are no longer accepting emailed IT requests. Here are self-help links on how to use the website.
 - Create an IT WO: <https://dms.ebasefm.com/kb/article?ref=15ae20a1e153b8>
 - Create an IT WO (video): <https://dms.ebasefm.com/kb/article?ref=15ae20ad0deebb>
 - ***Impact:*** All Staff submitting IT work requests, including MyEd support requests

- **Email Distribution Lists.** Email distribution lists for each school are broken down into different target groups for CUPE, Staff, Teachers, and Admin. For example, Kelly Creek’s email distribution list for CUPE is AllKellyCreekCUPE@sd47.bc.ca.
- **‘O drive’ files.** We have moved files stored locally on a file server into the Microsoft Teams environment.
 - Previously staff using ‘O’ drives had a mapped network drive they could browse to via File Explorer which connected to a local file server.
 - This fall, the files are now located in Teams and accessed through the application. With minimal setup, files can also be browsed to File Explorer.
 - With Synchronized files, never choose delete, if synchronizing from Teams, always choose “Stop Sync” if you no longer want access.
 - Location not completed:
 - School Board Office
 - Impact: Staff who previously used network file resources referred to as ‘O drive’.

APPENDICES

- (A) Summer Work Completed
- (B) School Opening Presentation



September 25, 2024

Appendix A – Facilities Summer Project Summary Report

The School District Operations department had a busy summer completing projects in time for school opening, ranging from small upgrades to complete system upgrades throughout schools. A high-level summary has been detailed below for each notable project.

HVAC System Upgrade *Henderson Elementary School*

The HVAC upgrade included a complete removal of the existing HVAC system and installation of new unit ventilators in all classrooms, ventilation in hallways, heating units through auxiliary spaces, DDC Control System, and removal of natural gas boilers. The new units have variable refrigerant flow heat pump systems with back-up electric heat, which eliminated the hydronic boiler loops through the school. The system will provide high-efficiency heating as well as cooling capabilities during hot weather events.

Overall, the system will greatly reduce GHG Emissions, energy consumption, and provide climate resiliency using the heat pump systems.



Electrical Service Upgrade (3-Phase)
Henderson Elementary School

In support of the Board’s goals of reducing GHG Emissions within the District, an Electrical Service Upgrade to 3-phase power ahead of the planned HVAC Upgrade allowed selection of entirely electric equipment (except for the Gym back-up heat unit), as well as tie-ins to the existing parallel source solar panel system. The new equipment includes private transformation and an expanded electrical capacity to continue making energy efficient upgrades at Henderson.



LED Lighting Upgrade
Henderson Elementary School

The dated T8/T12 fluorescent lighting and ballasts were entirely replaced throughout the school. Classrooms all had dimmers installed to allow teaching staff to dim the lights to suit both student and staff lighting preferences. The new lighting system is more energy efficient and will reduce emissions and energy consumption.



Portable Relocations (5)
Edgehill Elementary School

In preparation for the Elementary School Addition project, which plans to begin construction in Spring 2025, the five portables that were within the footprint of the new addition were relocated around the back of the building to maintain school capacity while the addition was being constructed. The relocation included new electrical service, internet relocation, temporary railings, and ramps/decks being constructed. A new doorway was also placed at the end of the medical room to allow for students and staff to easily go between the main school and portables with access to washrooms.



Edgehill Daycare Center
Edgehill Elementary School

The new daycare center at Edgehill was completed with paving work for parking requirements as well as a fenced play area in the back with artificial turf. All finishing work was completed and ready for the YMCA opening.



Garden Gazebo Construction

James Thomson Elementary School

The gazebo was constructed next to the garden which aligns with the District’s overall goal for added outdoor classroom/learning space.



Office/Admin Area HVAC Upgrade

Brooks Secondary School

The office and administration ‘wing’ of the building underwent an HVAC upgrade to provide cooling capacity. This project was part of a phased project to add climate resiliency to Brooks School in a cost-effective way by placing cooling units within the existing air handling units rather than replacing the large units entirely.

HVAC Major System Service

Brooks Secondary School

The entire HVAC system was deep cleaned, which included nearly 1.7-kilometers of ducting, 462 air diffusers, 9 air handling units, and many other HVAC accessories. The deep cleaning will provide improved air quality throughout the building and reduced system energy consumption.

Kelly Creek Daycare
Kelly Creek School

The new daycare center at Kelly Creek was completed with paving work for pathways as well as perimeter updates, interior/millwork completion, and appliance installations. All finishing work was completed and ready for the YMCA opening.



Washroom Renovation (4)
Kelly Creek School

Both the lower school washrooms and Gym washrooms were fully renovated to include new floor and wall tiling, stalls, toilets, sinks, and ventilation.



Portable Classroom Renovation
Kelly Creek School

One of two relocated portables from Brooks last year was taken back to the framing and refinished to provide a fully renovated classroom space. The 2nd portable renovation is underway throughout this year.



Wastewater System Update and Repaving
Kelly Creek School

The main building upper washroom’s old clay and cast-iron piping was replaced in some sections to prevent system failure during high usage. The upper classroom drain leader was relocated to allow proper drainage and prevent system back up.

The wastewater system replacement and Daycare construction demolished a section of asphalt area and remaining areas were poorly sloped and led to standing water against the building. The area was removed, re-graded, and paved to tie in the Daycare, main building, and gym area.



Front Parking Lot Drainage and Erosion Upgrades
Henderson Elementary School

The main entry stairs to the outdoor lower level had insufficient drainage and erosion issues that had begun to undermine the stairs and parking curb. A new curtain drain was installed across the sloped area and drainage pipe added along the staircase. A curb was built up along the stairs and backfilled to prevent future erosion.



qathet School District School Opening Report 2024/25





Background

The District has experienced a great start to the 2024/2025 school year. Our teachers, support staff, administrators, District office staff and senior administrators are to be commended for their great work to prepare for, and then welcome our students, after a long and warm summer break. Congratulations to Director of Operations, Jared Formosa and his management and operations, custodial and transportation teams for their tremendous work in completing the numerous projects over the summer.

Enrollment Trends



School Enrollment Data



- As of September 12th, the school district has 2,059 students registered in our “Brick and Mortar” schools. These numbers include 1176 (K-7) and 883 students in secondary.
- We currently have 1076 students registered in our online school (PIE). Registration is ongoing throughout the year so this number will likely increase over the next few months. The projection for our online program is ~ 1370 students.



International Education

- Currently, we have 65 students enrolled in the International Education Program.
- These students are engaged in our schools for three-month, half year and full year experiences.
- Our international students come from countries all over the world including Japan, China, Germany, Tawain, France, Korea and Spain.





Dual Credit

- We have 28 students enrolled in full time dual credit programs (auto, carpentry, welding, Health Care Assistant, Early Childhood Education and Care, etc.)
- Three students are enrolled in an academic 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.
- English 115 and Early Childhood Education 130 are 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



- We serve nearly 350 students with Indigenous ancestry in our schools and another roughly 150 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.
- This year we have continued our successful čεpθtən (aunties/uncles) 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 supports. This has proven extremely successful as identified by student learning survey data
- We are also actively connecting with our budding Indigenous Education Council. We have four Indigenous community members who have shown interest in sitting on the IEC, some of whom began with us last year, and some who will be new to the council this year.

Human Resources

- As of September 19th, all our current teaching vacancies have been filled and we are engaging in ongoing recruitment for a few support staff positions, including Educational Assistants (EAs), custodians, and clerical staff. An additional EA position will be assigned to both Henderson and Edgehill Elementary Schools. We are also expanding our casual employee and Teachers Teaching on Call (TTOC) lists
- During the Spring Teacher Staffing Process, which concluded on September 15, 96 teacher postings were processed.
- At the June support staff placement meeting, 63 positions were reviewed, and 54 EA positions were filled. Since then, 47 additional EA postings have been shared, many of which were filled through internal movement of EAs requesting assignment changes. Since July, four new EAs have been hired.
 - 12 bus drivers and 3 custodians
 - 3 clerical staff and 1 technology assistant
 - 1 audiometric technician
 - 1 early childhood educator (ECE)
 - 1 after-school care worker
 - 6 čερθ (District Indigenous Culture & Student Support Workers)



Operations



- Throughout the summer season, the Operations Department was very busy completing numerous projects. The list of projects this summer were extensive and many complex in design. This work was in addition to the normal custodial clean-up that took place at every school in the District. During this same period, routine maintenance of facilities, grounds and custodial summer cleaning was carried out.
- The Transportation Department underwent a significant overhaul over the summer, including a new Transportation Management Software called Traversa. With this new software, we were able to improve efficiency on routes to accommodate more students from the onset of school opening

Communications

Our communications department continued the momentum on some existing projects as well as new ones.

- We developed community guidelines for social media to foster respectful interactions with our content.
- We designed a new logo for the Auditory Outreach program to modernize and better reflect the program.
- There was ongoing cleanup and enhancement of website pages, given this was the first full school year on the current website platform.
- Communications worked in partnership with early learning and literacy leads to provide communications support and materials for those programs.





Designed and carved by Master Carver,
Mr. Jackie Timmerly, 2004.

Cheh Cheh Hah Thetch, for
our Elders,
that are guiding you and me.





Technology (IT)

Over the summer the following work was completed by the IT Department:

- IT Ticketing System.
- Email Distribution Lists. Email distribution lists for each school are broken down into different target groups for CUPE, Staff, Teachers, and Admin. a
- 'O drive' files. We have moved files stored locally on a file server into the Microsoft Teams environment.









SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2023-2024

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	1	1	3	2	6	5	1	4	2	27
10 days or less (violent)		2	1		3	3	1	2	3		15
11-20 days (non-violent)					1						1
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)					1						1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		2	2		1	4	1	2		2	14
Less than 20 days (second + drug/alcohol offence)							1				1
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
TOTAL SUSPENSIONS	2	5	4	3	8	13	8	5	7	4	59
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)*



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, September 11, 2024
School Board Office

NOTES

Present: Jaclyn Miller, Rob Hill, Dale Lawson, Kirsten Van't Schip, Maureen Mason
Also in attendance: Vianne Kintzinger (Interim Superintendent), Steve Hopkins (Secretary-Treasurer)

The meeting was called to order by Chairperson Miller at 12:02 pm.

PRESENTATION: MNP Audit Team – 2023/2024 Audited Financial Statements

MNP auditors G. Roberts and C. Vanderhorst presented their audit findings to the board, offering a clean audit report with no issues requiring the board's attention. Materiality was set at 4.5% of total revenue, equivalent to \$2.4 million, with sample testing conducted on transactions below that threshold.

The auditors reviewed the statement of financial position, highlighting that unearned revenues primarily reflect student tuition payments made in advance, while deferred revenues represent unspent special purpose funds from the fiscal year. They also noted that salaries and benefits remain the largest expense in the statement of operations.

In addition, the auditors pointed out that cash balance is approximately \$600,000 lower than the previous year. The operating deficit of \$800,000 was reduced from a surplus, with 1% of operating funds secured as a contingency. Note 18 in the financial statements details surplus and restricted funds, including internally restricted funds and capital projects

1. APPROVAL OF AGENDA

MOVED: D. LAWSON

SECONDED: R. HILL

THAT the Committee of the Whole Meeting Agenda of September 11, 2024, be adopted as circulated.

STATUS: CARRIED

2. STANDING COMMITTEES

2.a) Audit

2.a.i) Approval of the Audited Financial Statements

S. Hopkins presented the FSDA report and audited financial statements, highlighting the following key points:

- **Statement of Financial Position:** The cash balance is lower than the previous year due to the planned spending of accumulated surplus funds. Over the past two years, the district has drawn on surplus reserves, and for the 2024/2025 fiscal year, it will no longer have the same surplus to rely on.
- **Income Statement:** The income statement summarizes revenue and expenses, with a variance of approximately \$1 million from the budgeted spending.
- **Special Purpose Funds:** There have been additional grant opportunities, including a pilot program for the Early Childhood Education (ECE) dual credit program, which will roll over into the current fiscal year. The Feeding Futures program has replaced the prior year's Student Affordability Fund, and there is a carryover from the previous year's affordability fund.

RECOMMENDATION: THAT the Board of Education approve the Audited Financial Statements for the year ended June 30, 2024, as presented.

2.b) Finance and Facilities

2.b.i) Approval of the 2025/2026 Minor Capital Plan

S. Hopkins reported that in June, major capital projects were approved, and a draft plan for minor capital was reviewed with no changes. Mechanical and ventilation upgrades at Edgehill Elementary, if approved, will be implemented alongside the classroom addition, allowing HVAC systems throughout the entire building to be upgraded. Similarly, an LED lighting upgrade is planned under the CNCP program. The district also anticipates qualifying for another bus through the Bus Acquisition Program.

Regarding the district's food infrastructure, \$32,000 has been received for standard kitchen appliances at elementary schools. The team is evaluating equipment at Brooks used for the district-wide food program, particularly focusing on identifying items nearing the end of their life cycle. Future capital funding will likely be tied to Brooks, as current funding only covers equipment, not additional space.

It was also noted that Brooks' mechanical systems are generally more advanced than those at elementary schools. Where propane gas-fired boilers are being replaced by electric boilers in elementary schools, the district is exploring reusing the gas-powered boilers in specific areas of Brooks Secondary. Additionally, funding through the AFG program will be used to add cooling systems to core administrative and teacher preparation spaces

RECOMMENDATION: THAT the Board of Education approve the submission of the Minor Capital Plan with the list of projects proposed under section 2.0 of the memorandum.

2.c) Education and Strategic Planning

2.c.i) Review of Personal Digital Device Usage in Schools

Superintendent Kintzinger provided an update on restrictions to cell phone usage at that that resulted from the ministerial direction. In June, updates were made to administrative procedures (APs), requiring all schools to revise their student codes of conduct. To ensure compliance, senior admin have been spot-checking how staff and students are responding to the changes. At the elementary level, the transition has been relatively seamless, particularly among younger students who had limited phone use to begin with. The focus has primarily been on intermediate students, with only a few office referrals reported.

At Brooks Secondary, teachers have introduced a system where students place their phones in sleeves or buckets as they enter the classroom. The transition has gone smoothly for most students, particularly those in Grades 8 and 9, though senior students have taken more time to adjust due to established phone habits. While some referrals have occurred, the changes have enabled the administration to have more meaningful conversations with students about phone use.

Although the new policy has been successfully implemented during instructional time, adjusting habits around phone use during breaks and lunch remains a challenge. Trustee Hill suggested extending the policy to cover "door-to-door" rather than just "bell-to-bell" use. Superintendent Kintzinger acknowledged the difficulty of enforcing phone bans outside of class time and agreed to gather more data. The updated codes of conduct have also been shared with parents.

2.c.ii) Review of Safe and Caring School Communities

A. Burt and W. Dunlop, District SOGI Coordinator, presented findings from a student-led survey by A. Welp-Elis, which assessed 2SLGBTQIA+ inclusivity at Brooks School. The survey, conducted anonymously, compared recent data to a 2021 student-initiated survey. Welp-Elis, supported by a staff mentor, used a research-driven approach while ensuring compliance with the Freedom of Information and Protection of Privacy Act (FIPPA).

The anonymous survey increased participation and likely led to more honest responses, though it limited the ability to manage harmful comments. Key findings revealed a rise in students identifying as unsure of their gender identity, and a quarter of respondents reported feeling unsafe expressing themselves. While most students felt supported, 9-15% indicated a lack of staff support, identifying this as an area for improvement. Bathrooms and change rooms were noted as specific areas where students felt unsafe (23%).

Positive feedback on SOGI inclusion outnumbered negative comments two to one, with most students expressing support for inclusivity. Recommendations included enhancing staff training to address microaggressions, increasing student awareness

of existing resources, and incorporating universal design in new facilities. Trustee Hill suggested exploring technology to filter harmful comments, and A. Burt will follow up with the tech department to investigate options.

2.d) Policy Development

2.d.i) Approval of Annual Board Work Plan

S. Hopkins and V. Kintzinger presented a revised board work plan developed based on feedback from the trustees' self-evaluation in June. The plan forecasts board meeting agenda items and key events for each month. It will be reviewed quarterly, with formal approvals in September and updates in December, March, and June (the June version serving as a draft for the following year). The plan is a "living document" on an annual cycle.

Trustees agreed that a quarterly review, rather than monthly, would help focus attention on the plan. However, a few items were missed and will be added. Trustees also suggested that staff seek further examples through the BCSTA to enhance the work plan.

Additional items to include in the work plan:

- January: Add "Proposal for Substantive Changes".
- February: Review the "Superintendent's Student Success Report", incorporating data from sources such as the MDI, EDI, "How Are We Doing?" report, and six-year completion rates.

A request was also made to remind principals to invite trustees to school events.

RECOMMENDATION: THAT the Board of Education approve the 2024/2025 Board Work Plan with additions.

3. OTHER INFORMATION

3.a) Review of Policy 8 – Board Committees

S. Hopkins reviewed updates to the Committee of the Whole agenda format to better align with the structure outlined in Policy 8 – Board Committees. This revised structure will help ensure that trustees meet their obligations as described in the policy and support the achievement of quality indicators in committee meetings throughout the remainder of the year.

ADJOURNMENT

MOVED: K. VAN'T SCHIP

TO adjourn the meeting.

STATUS: CARRIED



Memorandum

Date: September 11, 2024
To: Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Action: Approval of Audited Financial Statements Adoption

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 INFORMATION

The audit team from MNP Chartered Professional Accountants were in town to conduct their field work the week of August 19th with the balance of their work completed September 3rd.

The 2024 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 2023/2024 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, 2024.

APPENDICES

- (A) 2023/2024 Audited Financial Statements
- (B) 2023/2024 Financial Statement Discussion and Analysis Report
- (C) 2024 Audit Findings Report

Audited Financial Statements of

School District No. 47 (qathet)

And Independent Auditors' Report thereon

June 30, 2024

School District No. 47 (qathet)

June 30, 2024

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School District No. 47 (qathet)

MANAGEMENT REPORT

Version: 8505-7759-5777

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 monthly basis and externally audited financial statements yearly.

The external auditors, MNP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 47 (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

School District No. 47 (qathet)

Statement of Financial Position

As at June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	6,350,256	7,715,098
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	325,000	129,182
Other (Note 3)	538,537	347,045
Total Financial Assets	7,213,793	8,191,325
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	3,377,737	3,361,089
Unearned Revenue (Note 9)	583,126	371,494
Deferred Revenue (Note 6)	934,529	602,775
Deferred Capital Revenue (Note 7)	40,355,120	37,962,163
Employee Future Benefits (Note 8)	826,524	791,702
Asset Retirement Obligation (Note 16)	1,323,678	1,382,777
Total Liabilities	47,400,714	44,472,000
Net Debt	(40,186,921)	(36,280,675)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	49,916,228	47,116,095
Prepaid Expenses	101,246	117,626
Total Non-Financial Assets	50,017,474	47,233,721
Accumulated Surplus (Deficit) (Note 18)	9,830,553	10,953,046

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

School District No. 47 (qathet)

Statement of Operations
Year Ended June 30, 2024

	2024 Budget (Note 17) \$	2024 Actual \$	2023 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	45,946,265	46,365,288	42,715,709
Other	75,000	95,440	115,554
Tuition	608,120	611,919	887,702
Other Revenue	2,109,897	4,209,156	3,684,066
Rentals and Leases	138,900	155,664	176,367
Investment Income	172,500	188,188	276,481
Amortization of Deferred Capital Revenue	1,706,519	1,772,076	1,755,075
Total Revenue	<u>50,757,201</u>	<u>53,397,731</u>	<u>49,610,954</u>
Expenses (Note 5)			
Instruction	41,707,129	44,649,269	40,736,499
District Administration	2,319,313	2,131,019	1,954,617
Operations and Maintenance	6,512,475	6,232,235	7,029,617
Transportation and Housing	1,371,557	1,507,701	1,411,770
Total Expense	<u>51,910,474</u>	<u>54,520,224</u>	<u>51,132,503</u>
Surplus (Deficit) for the year	<u>(1,153,273)</u>	<u>(1,122,493)</u>	<u>(1,521,549)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		10,953,046	12,474,595
Accumulated Surplus (Deficit) from Operations, end of year		<u><u>9,830,553</u></u>	<u>10,953,046</u>

School District No. 47 (qathet)

Statement of Changes in Net Debt
Year Ended June 30, 2024

	2024 Budget (Note 17) \$	2024 Actual \$	2023 Actual \$
Surplus (Deficit) for the year	<u>(1,153,273)</u>	<u>(1,122,493)</u>	<u>(1,521,549)</u>
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets		(4,895,486)	(2,336,872)
Amortization of Tangible Capital Assets	2,047,227	2,095,353	2,095,032
Total Effect of change in Tangible Capital Assets	<u>2,047,227</u>	<u>(2,800,133)</u>	<u>(241,840)</u>
Acquisition of Prepaid Expenses		16,380	(4,121)
Total Effect of change in Other Non-Financial Assets	<u>-</u>	<u>16,380</u>	<u>(4,121)</u>
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>893,954</u>	<u>(3,906,246)</u>	<u>(1,767,510)</u>
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		<u>(3,906,246)</u>	<u>(1,767,510)</u>
Net Debt, beginning of year		<u>(36,280,675)</u>	<u>(34,513,165)</u>
Net Debt, end of year		<u>(40,186,921)</u>	<u>(36,280,675)</u>

School District No. 47 (qathet)

Statement of Cash Flows
Year Ended June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(1,122,493)	(1,521,549)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(387,310)	(225,722)
Prepaid Expenses	16,380	(4,121)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	16,648	892,735
Unearned Revenue	211,632	(100,935)
Deferred Revenue	331,754	(229,938)
Employee Future Benefits	34,821	(26,117)
Other Liabilities	(59,098)	(11,763)
Amortization of Tangible Capital Assets	2,095,353	2,095,032
Amortization of Deferred Capital Revenue	(1,772,076)	(1,755,075)
Total Operating Transactions	<u>(634,389)</u>	<u>(887,453)</u>
Capital Transactions		
Tangible Capital Assets Purchased	(4,895,486)	(2,336,872)
Total Capital Transactions	<u>(4,895,486)</u>	<u>(2,336,872)</u>
Financing Transactions		
Capital Revenue Received	4,165,033	1,691,690
Total Financing Transactions	<u>4,165,033</u>	<u>1,691,690</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(1,364,842)	(1,532,635)
Cash and Cash Equivalents, beginning of year	<u>7,715,098</u>	<u>9,247,733</u>
Cash and Cash Equivalents, end of year	<u><u>6,350,256</u></u>	<u><u>7,715,098</u></u>
Cash and Cash Equivalents, end of year, is made up of:		
Cash	<u>6,350,256</u>	<u>7,715,098</u>
	<u><u>6,350,256</u></u>	<u><u>7,715,098</u></u>



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

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2024*

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, 2024

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, 2023 – decrease in annual surplus by \$63,385

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

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

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, 2024*

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, 2024*

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, 2024***

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, 2024*

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, 2024*

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, 2024*

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, 2024***

NOTE 3 ACCOUNTS RECEIVABLE – OTHER

	<u>2024</u>	<u>2023</u>
Due from Federal Government	\$166,010	\$132,637
Due from Others	372,527	214,408
	<u>\$538,537</u>	<u>\$347,045</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER

	<u>2024</u>	<u>2023</u>
Trade and other payables	\$1,091,978	\$1,395,672
Salaries and benefits payable	225,536	169,970
Deductions Payable	<u>2,060,223</u>	<u>1,795,447</u>
	<u>\$3,377,737</u>	<u>\$3,361,089</u>

NOTE 5 EXPENSE BY OBJECT

	<u>2024</u>	<u>2023</u>
Salaries	\$31,907,212	\$28,196,070
Benefits	7,417,894	6,498,856
Services and supplies	13,099,765	14,342,545
Amortization	<u>2,095,353</u>	<u>2,095,032</u>
	<u>\$54,520,224</u>	<u>\$51,132,503</u>



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

FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024

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>2024</u>	<u>2023</u>
Balance, beginning of year	<u>\$ 602,775</u>	<u>\$ 832,713</u>
Increases:		
Provincial Grant – MOE	\$5,852,810	\$5,223,056
Other	2,418,143	2,172,455
	<u>8,270,953</u>	<u>7,395,511</u>
Decreases:		
Transfers to Revenue	<u>7,939,199</u>	<u>7,625,449</u>
Net Changes for the year	<u>331,754</u>	<u>(229,938)</u>
Balance, end of the year	<u><u>\$934,529</u></u>	<u><u>\$602,775</u></u>



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024***

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 2024	2023
Balance, beginning of year	\$37,231,710	\$ 730,453	\$ 37,962,163	\$ 38,025,548
Increases:				
Transfers from DC - capital additions	4,895,486		4,895,486	1,849,237
Provincial Grants – MECC		1,110,000	1,110,000	1,691,690
Provincial Grants - Other				
Other				
	4,895,486	1,110,000	6,005,486	3,540,927
Decreases:				
Amortization	1,772,076		1,772,076	1,755,075
Transfers to DCR - Capital Additions		1,840,453	1,840,453	1,849,237
Net Changes	3,123,410	(730,453)	2,392,957	(63,385)
Balance, end of the year	\$40,355,120	\$ -	\$ 40,355,120	\$ 37,962,163



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

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024**

NOTE 8 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2024	2023
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$810,313	\$803,840
Service Cost	71,745	73,740
Interest Cost	33,901	27,138
Benefit Payments	(73,692)	(157,957)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial (Gain) Loss	(10,439)	63,552
Accrued Benefit Obligation – March 31	<u>\$831,828</u>	<u>\$810,313</u>

Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$831,828	\$810,313
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(831,828)	(810,313)
Employer Contributions After Measurement Date	11,915	-
Benefits Expense After Measurement Date	(26,825)	(26,412)
Unamortized Net Actuarial Loss	20,213	45,021
Accrued Benefit Liability – June 30	<u>\$(826,524)</u>	<u>\$(791,702)</u>

Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$791,703	\$817,819
Net expense for Fiscal Year	120,428	113,840
Employer Contributions	(85,607)	(139,957)
Accrued Benefit Liability – June 30	<u>\$826,524</u>	<u>\$791,702</u>



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024***

NOTE 8 EMPLOYEE FUTURE BENEFITS *(Continued)*

	2024	2023
Components of Net Benefit Expense		
Service Cost	\$71,443	\$73,241
Interest Cost	34,617	28,829
Amortization of Net Actuarial Loss	14,369	11,770
Net Benefit Expense	\$120,428	\$113,840

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

Discount Rate – April 1	4.00%	3.25%
Discount Rate – March 31	4.25%	4.00%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	10.0	10.0

NOTE 9 UNEARNED REVENUE

	2024	2023
Balance, beginning of year	\$371,494	\$472,429
Changes for the year:		
Increase:		
Tuition fees	581,858	361,732
Rental/Lease of facilities	1,268	9,762
	583,126	371,494
Decrease:		
Tuition fees	361,732	455,892
Rental/Lease of facilities	9,762	16,573
	371,494	472,429
Net changes for the year	211,632	(100,935)
Balance, end of year	\$583,126	\$371,494



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

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024**

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2024	Net Book Value 2023
Sites	\$4,151,237	\$4,151,237
Buildings	43,611,054	40,536,749
Furniture & Equipment	1,697,028	1,850,084
Vehicles	383,313	474,989
Computer Software	-	-
Computer Hardware	73,596	103,036
Total	\$49,916,228	\$47,116,095

June 30, 2024

Cost	Opening Cost	Prior Period Adjustment	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	Prior Period Adjustment	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



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

**FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024**

NOTE 10 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2023

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

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

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, 2024*

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, 2023, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

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

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

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

The school district paid \$3,114,071 for employer contributions to the plans for the year ended June 30, 2024 (2023: \$2,790,881)

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

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



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

***FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024***

NOTE 13 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2023, were as follows:

- Local Capital Reserve to Operating - \$140,213

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, 2023	\$1,382,777
Settlements during the year	59,099
Asset Retirement Obligation, closing balance	<u><u>\$1,323,678</u></u>



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

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2024*

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 21, 2024. The Board adopted a preliminary annual budget on June 21, 2023. 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:

	2024 Amended	2024 Preliminary	Difference
Revenues			
Provincial Grants			
Ministry of Education	45,946,265	45,759,891	186,374
Other	75,000	100,000	(25,000)
Tuition	608,120	727,500	(119,380)
Other Revenue	2,109,897	2,037,233	72,664
Rentals and Leases	138,900	125,900	13,000
Investment Income	172,500	110,000	62,500
Amortization of Deferred Capital Revenue	1,706,519	1,721,866	(15,347)
Total Revenue	50,757,201	50,582,390	174,811
Expenses			
Instruction	41,707,129	41,617,273	89,856
District Administration	2,319,313	2,384,822	(65,509)
Operations and Maintenance	6,512,475	6,277,279	235,196
Transportation and Housing	1,371,557	1,245,885	125,672
Total Expenses	51,910,474	51,525,259	385,215
Surplus (Deficit) for the year	(1,153,273)	(942,869)	(210,404)
Effects of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	-	-	-
Amortization of Tangible Capital Assets	2,047,227	2,030,103	17,124
Total Effect of change in Tangible Capital Assets	2,047,227	2,030,103	17,124
Capital Assets	2,047,227	2,030,103	17,124
(Increase) Decrease in Net Financial Assets (Debt)	893,954	1,087,234	(193,280)



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

FINANCIAL STATEMENT NOTES
YEAR ENDED JUNE 30, 2024

NOTE 18 ACCUMULATED SURPLUS

	2024	2023
Internally Restricted (appropriated) by Board for:		
School & Program Based Resources:		
Achievement & Wellness Initiatives	\$234,674	\$359,633
Child Youth Counselling (ICY)	192,847	179,310
Strategic Planning Initiatives	-	250,000
Future Capital Cost Share (Edgehill Addition)	250,000	100,000
Teacher Mentorship	27,022	33,210
School Resources Carried Forward	18,632	12,912
Subtotal Internally Restricted Operating Surplus	723,175	935,065
Unrestricted Operating Surplus (Contingency)	<u>507,601</u>	<u>979,178</u>
	1,230,776	1,914,243
Local Capital:		
Replacement Fund for Artificial Playfield	40,000	-
Equipment Replacement Fund	80,671	155,305
Portables Classrooms	-	140,213
Administration Building Upgrade	<u>241,677</u>	<u>241,677</u>
	362,348	537,195
Investment In Capital Assets	8,237,429	8,501,608
Total Available for Future Operations	<u>\$9,830,553</u>	<u>\$10,953,046</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 \$538,537 (2023 - \$347,045).



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

FINANCIAL STATEMENT NOTES *YEAR ENDED JUNE 30, 2024*

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, 2024. 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 of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Actual	2023 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,914,243		9,038,803	10,953,046	12,474,595
Changes for the year					
Surplus (Deficit) for the year	(823,680)		(298,813)	(1,122,493)	(1,521,549)
Interfund Transfers					
Local Capital	140,213		(140,213)	-	
Net Changes for the year	(683,467)	-	(439,026)	(1,122,493)	(1,521,549)
Accumulated Surplus (Deficit), end of year - Statement 2	1,230,776	-	8,599,777	9,830,553	10,953,046

School District No. 47 (qathet)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget (Note 17) \$	2024 Actual \$	2023 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	40,307,107	40,899,742	37,265,237
Other	75,000	95,440	115,554
Tuition	608,120	611,919	887,702
Other Revenue	1,232,397	1,735,503	1,509,089
Rentals and Leases	138,900	155,664	176,367
Investment Income	150,000	163,724	207,361
Total Revenue	<u>42,511,524</u>	<u>43,661,992</u>	<u>40,161,310</u>
Expenses			
Instruction	35,457,282	36,958,576	33,415,546
District Administration	2,218,766	2,034,681	1,856,275
Operations and Maintenance	4,390,660	4,076,390	4,850,140
Transportation and Housing	1,279,881	1,416,025	1,290,061
Total Expense	<u>43,346,589</u>	<u>44,485,672</u>	<u>41,412,022</u>
Operating Surplus (Deficit) for the year	<u>(835,065)</u>	<u>(823,680)</u>	<u>(1,250,712)</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>835,065</u>		
Net Transfers (to) from other funds			
Local Capital		<u>140,213</u>	
Total Net Transfers	<u>-</u>	<u>140,213</u>	<u>-</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>(683,467)</u>	<u>(1,250,712)</u>
Operating Surplus (Deficit), beginning of year		<u>1,914,243</u>	<u>3,164,955</u>
Operating Surplus (Deficit), end of year		<u>1,230,776</u>	<u>1,914,243</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		<u>723,175</u>	<u>935,065</u>
Unrestricted		<u>507,601</u>	<u>979,178</u>
Total Operating Surplus (Deficit), end of year		<u>1,230,776</u>	<u>1,914,243</u>

School District No. 47 (qathet)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	40,300,516	40,657,106	36,292,353
ISC/LEA Recovery	(1,032,389)	(1,104,133)	(1,032,389)
Other Ministry of Education and Child Care Grants			
Pay Equity	243,304	243,304	243,304
Funding for Graduated Adults	2,000	2,753	6,601
Student Transportation Fund	91,754	91,754	91,754
FSA Scorer Grant	7,506	7,506	7,506
Child Care Funding		85,465	
Early Learning Framework (ELF) Implementation			466
Labour Settlement Funding	694,416	694,416	1,394,951
Equity Scan			81,381
ICY Clinical Counsellor Funding		221,571	179,310
Total Provincial Grants - Ministry of Education and Child Care	40,307,107	40,899,742	37,265,237
Provincial Grants - Other	75,000	95,440	115,554
Tuition			
Summer School Fees	8,120	8,120	10,582
International and Out of Province Students	600,000	603,799	877,120
Total Tuition	608,120	611,919	887,702
Other Revenues			
Other School District/Education Authorities	120,008	138,000	120,009
Funding from First Nations	1,032,389	1,104,133	1,032,389
Miscellaneous			
Misc. Billings & Recoveries	52,600	145,518	91,520
Purchase Card Rebate	17,500	24,762	21,898
Art Starts Grants	9,900	9,900	9,914
Tla'amin Service Contract			37,920
Cafeteria Revenue		136,094	132,534
Fortis Rebate		83,530	
Before & After School Care		93,566	62,905
Total Other Revenue	1,232,397	1,735,503	1,509,089
Rentals and Leases	138,900	155,664	176,367
Investment Income	150,000	163,724	207,361
Total Operating Revenue	42,511,524	43,661,992	40,161,310

School District No. 47 (qathet)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Salaries			
Teachers	14,256,187	14,754,584	13,464,576
Principals and Vice Principals	2,822,400	2,947,223	2,607,118
Educational Assistants	4,048,858	4,018,328	2,537,629
Support Staff	3,260,120	3,237,865	3,181,765
Other Professionals	2,115,847	1,755,493	1,552,055
Substitutes	1,781,641	1,625,119	1,656,046
Total Salaries	28,285,053	28,338,612	24,999,189
Employee Benefits	6,324,200	6,711,088	5,762,871
Total Salaries and Benefits	34,609,253	35,049,700	30,762,060
Services and Supplies			
Services	3,867,555	4,421,730	5,194,246
Student Transportation	6,000	5,993	4,195
Professional Development and Travel	369,847	429,363	339,474
Rentals and Leases	306,100	323,929	258,877
Dues and Fees	288,500	293,945	421,730
Insurance	108,500	108,542	103,239
Supplies	3,161,334	3,180,210	3,656,060
Utilities	629,500	672,260	672,141
Total Services and Supplies	8,737,336	9,435,972	10,649,962
Total Operating Expense	43,346,589	44,485,672	41,412,022

School District No. 47 (qathet)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	11,927,755	244,819		211,899	264,983	1,115,604	13,765,060
1.03 Career Programs	45,936	63,218					109,154
1.07 Library Services	187,142						187,142
1.08 Counselling	459,862	75,852			80,793		616,507
1.10 Special Education	1,542,783	291,615	3,795,990	16,318	326,388	214,575	6,187,669
1.30 English Language Learning	28,417						28,417
1.31 Indigenous Education	410,536	144,119	222,338		10,356	14,234	801,583
1.41 School Administration		1,730,993		866,806		36,889	2,634,688
1.60 Summer School						103,968	103,968
1.61 Continuing Education	106,217						106,217
1.62 International and Out of Province Students	45,936	66,788			73,016	2,771	188,511
Total Function 1	14,754,584	2,617,404	4,018,328	1,095,023	755,536	1,488,041	24,728,916
4 District Administration							
4.11 Educational Administration		329,819			311,745		641,564
4.40 School District Governance					89,057		89,057
4.41 Business Administration				205,617	375,663		581,280
Total Function 4	-	329,819	-	205,617	776,465	-	1,311,901
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				26,769	119,378		146,147
5.50 Maintenance Operations				1,212,068	58,438	71,369	1,341,875
5.52 Maintenance of Grounds				90,223			90,223
5.56 Utilities							-
Total Function 5	-	-	-	1,329,060	177,816	71,369	1,578,245
7 Transportation and Housing							
7.41 Transportation and Housing Administration				24,195	45,676		69,871
7.70 Student Transportation				583,970		65,709	649,679
Total Function 7	-	-	-	608,165	45,676	65,709	719,550
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,754,584	2,947,223	4,018,328	3,237,865	1,755,493	1,625,119	28,338,612

School District No. 47 (qathet)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Actual	2024 Budget (Note 17)	2023 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	13,765,060	3,417,987	17,183,047	3,384,795	20,567,842	19,903,560	19,334,647
1.03 Career Programs	109,154	29,459	138,613	8,633	147,246	94,840	201,997
1.07 Library Services	187,142	48,097	235,239	22,857	258,096	292,172	241,373
1.08 Counselling	616,507	122,029	738,536	3,454	741,990	602,963	474,149
1.10 Special Education	6,187,669	1,476,825	7,664,494	2,302,041	9,966,535	9,372,174	8,348,370
1.30 English Language Learning	28,417	9,304	37,721	2,000	39,721	24,784	17,464
1.31 Indigenous Education	801,583	156,697	958,280	79,689	1,037,969	972,819	754,048
1.41 School Administration	2,634,688	573,148	3,207,836	107,012	3,314,848	3,288,249	3,034,570
1.60 Summer School	103,968	15,746	119,714	16,864	136,578	132,000	100,630
1.61 Continuing Education	106,217	25,492	131,709	2,000	133,709	113,920	107,280
1.62 International and Out of Province Students	188,511	42,849	231,360	382,682	614,042	659,801	801,018
Total Function 1	24,728,916	5,917,633	30,646,549	6,312,027	36,958,576	35,457,282	33,415,546
4 District Administration							
4.11 Educational Administration	641,564	135,921	777,485	49,037	826,522	817,631	726,503
4.40 School District Governance	89,057	5,570	94,627	76,434	171,061	162,000	208,291
4.41 Business Administration	581,280	131,624	712,904	324,194	1,037,098	1,239,135	921,481
Total Function 4	1,311,901	273,115	1,585,016	449,665	2,034,681	2,218,766	1,856,275
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	146,147	35,918	182,065	122,440	304,505	290,061	170,552
5.50 Maintenance Operations	1,341,875	294,925	1,636,800	1,219,616	2,856,416	3,215,087	3,490,970
5.52 Maintenance of Grounds	90,223	20,749	110,972	132,237	243,209	256,012	511,682
5.56 Utilities	-	-	-	672,260	672,260	629,500	676,936
Total Function 5	1,578,245	351,592	1,929,837	2,146,553	4,076,390	4,390,660	4,850,140
7 Transportation and Housing							
7.41 Transportation and Housing Administration	69,871	15,704	85,575	4,343	89,918	118,321	48,115
7.70 Student Transportation	649,679	153,044	802,723	523,384	1,326,107	1,161,560	1,241,946
Total Function 7	719,550	168,748	888,298	527,727	1,416,025	1,279,881	1,290,061
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	28,338,612	6,711,088	35,049,700	9,435,972	44,485,672	43,346,589	41,412,022

School District No. 47 (qathet)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	5,639,158	5,465,546	5,450,472
Other Revenue	877,500	2,473,653	2,174,977
Total Revenue	<u>6,516,658</u>	<u>7,939,199</u>	<u>7,625,449</u>
Expenses			
Instruction	6,249,847	7,690,693	7,320,953
District Administration	100,547	96,338	98,342
Operations and Maintenance	166,264	152,168	206,154
Total Expense	<u>6,516,658</u>	<u>7,939,199</u>	<u>7,625,449</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Total Special Purpose Surplus (Deficit) for the year	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u><u>-</u></u>	<u><u>-</u></u>

School District No. 47 (qathet)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	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			63,840	477,591			798	7,735	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	122,953	153,294			128,000	14,700	277,980	225,426	131,811
Other			355,196	2,062,947					
	122,953	153,294	355,196	2,062,947	128,000	14,700	277,980	225,426	131,811
Less: Allocated to Revenue	122,953	153,294	203,126	2,270,527	128,000	14,700	260,390	233,161	131,811
Deferred Revenue, end of year	-	-	215,910	270,011	-	-	18,388	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	122,953	153,294			128,000	14,700	260,390	233,161	131,811
Other Revenue			203,126	2,270,527					
	122,953	153,294	203,126	2,270,527	128,000	14,700	260,390	233,161	131,811
Expenses									
Salaries									
Teachers							125,129		7,178
Principals and Vice Principals									
Educational Assistants		138,103					40,356	100,941	
Support Staff					102,127				29,215
Other Professionals							32,143	63,440	
Substitutes						7,425		3,270	74,614
	-	138,103	-	-	102,127	7,425	197,628	167,651	111,007
Employee Benefits		15,191			20,425	743	37,461	37,643	11,100
Services and Supplies	122,953		203,126	2,270,527	5,448	6,532	25,301	27,867	9,704
	122,953	153,294	203,126	2,270,527	128,000	14,700	260,390	233,161	131,811
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, 2024

	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							52,811		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,996,181	417,879	55,000	6,000	55,400	40,000	149,000	25,000	19,000
Other									
	1,996,181	417,879	55,000	6,000	55,400	40,000	149,000	25,000	19,000
Less: Allocated to Revenue	1,996,181	417,879	55,000	6,000	55,400	-	45,808	25,000	19,000
Deferred Revenue, end of year	-	-	-	-	-	40,000	156,003	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,996,181	417,879	55,000	6,000	55,400		45,808	25,000	19,000
Other Revenue									
	1,996,181	417,879	55,000	6,000	55,400	-	45,808	25,000	19,000
Expenses									
Salaries									
Teachers	1,609,825	337,475	44,355						
Principals and Vice Principals									
Educational Assistants		42,415							
Support Staff					45,410			21,368	
Other Professionals									
Substitutes				4,982					14,220
	1,609,825	379,890	44,355	4,982	45,410	-	-	21,368	14,220
Employee Benefits	386,356	37,989	10,645	498	9,990			3,632	1,422
Services and Supplies				520			45,808		3,358
	1,996,181	417,879	55,000	6,000	55,400	-	45,808	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, 2024

	ECL (Early Care & Learning)	Feeding Futures Fund	Health Career Grants	Auditory Outreach Program	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year					602,775
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	175,000	417,806	50,000	1,392,380	5,852,810
Other					2,418,143
	175,000	417,806	50,000	1,392,380	8,270,953
Less: Allocated to Revenue	175,000	233,589	-	1,392,380	7,939,199
Deferred Revenue, end of year	<u>-</u>	<u>184,217</u>	<u>50,000</u>	<u>-</u>	<u>934,529</u>
Revenues					
Provincial Grants - Ministry of Education and Child Care	175,000	233,589		1,392,380	5,465,546
Other Revenue					2,473,653
	175,000	233,589	-	1,392,380	7,939,199
Expenses					
Salaries					
Teachers				21,243	2,145,205
Principals and Vice Principals	125,519	16,432		132,809	274,760
Educational Assistants		47,927			369,742
Support Staff	20,398			101,342	319,860
Other Professionals				258,939	354,522
Substitutes					104,511
	145,917	64,359	-	514,333	3,568,600
Employee Benefits	24,434	9,409		99,868	706,806
Services and Supplies	4,649	159,821		778,179	3,663,793
	175,000	233,589	-	1,392,380	7,939,199
Net Revenue (Expense) before Interfund Transfers	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Interfund Transfers					
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Revenue (Expense)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

School District No. 47 (qathet)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual			2023 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Investment Income	22,500		24,464	24,464	69,120
Amortization of Deferred Capital Revenue	1,706,519	1,772,076		1,772,076	1,755,075
Total Revenue	<u>1,729,019</u>	<u>1,772,076</u>	<u>24,464</u>	<u>1,796,540</u>	<u>1,824,195</u>
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	1,955,551	2,003,677		2,003,677	1,973,323
Transportation and Housing	91,676	91,676		91,676	121,709
Total Expense	<u>2,047,227</u>	<u>2,095,353</u>	<u>-</u>	<u>2,095,353</u>	<u>2,095,032</u>
Capital Surplus (Deficit) for the year	<u>(318,208)</u>	<u>(323,277)</u>	<u>24,464</u>	<u>(298,813)</u>	<u>(270,837)</u>
Net Transfers (to) from other funds					
Local Capital			(140,213)	(140,213)	
Total Net Transfers	<u>-</u>	<u>-</u>	<u>(140,213)</u>	<u>(140,213)</u>	<u>-</u>
Other Adjustments to Fund Balances					
Settlement of Asset Retirement Obligation from Local Capital		59,098	(59,098)	-	
Total Other Adjustments to Fund Balances		<u>59,098</u>	<u>(59,098)</u>	<u>-</u>	
Total Capital Surplus (Deficit) for the year	<u>(318,208)</u>	<u>(264,179)</u>	<u>(174,847)</u>	<u>(439,026)</u>	<u>(270,837)</u>
Capital Surplus (Deficit), beginning of year		8,501,608	537,195	9,038,803	9,309,640
Capital Surplus (Deficit), end of year		<u>8,237,429</u>	<u>362,348</u>	<u>8,599,777</u>	<u>9,038,803</u>

School District No. 47 (qathet)

Tangible Capital Assets
Year Ended June 30, 2024

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	4,151,237	74,583,513	2,660,736	916,759	-	147,197	82,459,442
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		2,938,644	31,600				2,970,244
Deferred Capital Revenue - Other		1,840,453	84,789				1,925,242
	-	4,779,097	116,389	-	-	-	4,895,486
Decrease:							
Deemed Disposals			48,956				48,956
	-	-	48,956	-	-	-	48,956
Cost, end of year	4,151,237	79,362,610	2,728,169	916,759	-	147,197	87,305,972
Work in Progress, end of year							-
Cost and Work in Progress, end of year	4,151,237	79,362,610	2,728,169	916,759	-	147,197	87,305,972
Accumulated Amortization, beginning of year		34,046,764	810,652	441,770		44,161	35,343,347
Changes for the Year							
Increase: Amortization for the Year		1,704,792	269,445	91,676		29,440	2,095,353
Decrease:							
Deemed Disposals			48,956				48,956
			48,956	-	-	-	48,956
Accumulated Amortization, end of year		35,751,556	1,031,141	533,446	-	73,601	37,389,744
Tangible Capital Assets - Net	4,151,237	43,611,054	1,697,028	383,313	-	73,596	49,916,228

School District No. 47 (qathet)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2024

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
Deferred Capital Revenue, beginning of year	\$ 34,050,732	\$ 2,247,597	\$ 933,381	\$ 37,231,710
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,970,244	1,840,453	84,789	4,895,486
	<u>2,970,244</u>	<u>1,840,453</u>	<u>84,789</u>	<u>4,895,486</u>
Decrease:				
Amortization of Deferred Capital Revenue	1,599,540	115,463	57,073	1,772,076
	<u>1,599,540</u>	<u>115,463</u>	<u>57,073</u>	<u>1,772,076</u>
Net Changes for the Year	<u>1,370,704</u>	<u>1,724,990</u>	<u>27,716</u>	<u>3,123,410</u>
Deferred Capital Revenue, end of year	<u>35,421,436</u>	<u>3,972,587</u>	<u>961,097</u>	<u>40,355,120</u>
Work in Progress, beginning of year				-
Changes for the Year				
Net Changes for the Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Work in Progress, end of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Deferred Capital Revenue, end of year	<u>35,421,436</u>	<u>3,972,587</u>	<u>961,097</u>	<u>40,355,120</u>

School District No. 47 (qathet)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2024

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$	\$	\$ 730,453	\$	\$	\$ 730,453
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	2,970,244		1,110,000			4,080,244
Other					84,789	84,789
	2,970,244	-	1,110,000	-	84,789	4,165,033
Decrease:						
Transferred to DCR - Capital Additions	2,970,244		1,840,453		84,789	4,895,486
	2,970,244	-	1,840,453	-	84,789	4,895,486
Net Changes for the Year	-	-	(730,453)	-	-	(730,453)
Balance, end of year	-	-	-	-	-	-



Memorandum

Date: September 11, 2024
To: Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Prepared by: Jared Formosa, Director of Operations
Action: Approval of 2025/2026 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 INFORMATION STATEMENT

School Enhancement Program (SEP)

Mechanical System & Ventilation Upgrade – Edgehill Elementary
Estimate - \$1.5 (million)

Mechanical System upgrade is planned during the Edgehill Elementary School addition project which will involve new mechanical systems to the new building areas. The supplementary SEP application will include improvements to the existing school spaces, including two unit ventilators, improved ventilation, increased building efficiency, automated DDC control, and cooling capacity.

Carbon Neutral Capital Program (CNCP)

LED Lighting Upgrade – Elementary (Westview & Edgehill)

Estimate - \$265,000

Bus Acquisition Program (BUS)

Expect one bus to fit the criteria for replacement.

Estimate - \$247,000

3.0 ADDITIONAL INFORMATION

For information, the information below summarizes the Major Capital submission approved by the Board for submission last June (*Appendix B*).

Seismic Mitigation Program (SMP)

Seismic Improvements

Texada - \$4.3 (million)*

**Based on 2023 costing – to be revised for escalation*

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 H2 which is a vulnerable structure at high risk of widespread damage or structural failure. Within the H2 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.

4.0 OPTIONS FOR ACTION

Option 1 – To approve the proposed projects to be submitted under the Minor Capital Plan as outlined under section 2.0 above.

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

5.0 STAFF RECOMMENDATION:

THAT: The Board of Education approve the submission of the Minor Capital Plan with the list of projects proposed under section 2.0.

APPENDICES

- (A) Capital Plan Resolution (Minor Capital)
- (B) Capital Plan Resolution (Major Capital)
- (C) Capital Plan instructions for 2025/2026



SCHOOL DISTRICT NO 47 (POWELL RIVER)
4351 Ontario Avenue, Powell River, BC V8A 1V3
Telephone: 604 414 2600 Fax: 604 485 6435

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 47(*Powell River*)
hereby approves the proposed Five-Year Capital Plan for 2025/26, as provided on the
Five-Year Capital Plan Summary for 2025/26 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 2025/2026 adopted by the Board of Education,
on this the 25th day of *September* 2024.

Secretary-Treasurer Signature

Secretary-Treasurer Name



Memorandum

Date: September 11, 2024
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Action: Approval of Annual Board Work Plan

1.0 RELEVANT BOARD MOTION/DIRECTION

The Board Direction to staff provided in June was to rework the draft 24/25 Board Work Plan and to bring it back for consideration again in September.

2.0 BACKGROUND

Trustees first reviewed a draft of the 2024/2025 Board Work Plan at the Committee of the Whole meeting on June 12th. The plan was prepared utilizing the prior years information as a template. Following the Committee of the Whole meeting the Board participated in a facilitated self-evaluation of its work since the beginning of the elected term. A point of feedback during that event was to ensure that the annual workplan was aligned well to Policy 2 – Role of the Board.

3.0 INFORMATION STATEMENT

A revised version of the 2024/2025 Board Work Plan (*Appendix A*) has been prepared for Board consideration. Revisions to the plan include the re-arrangement of existing information into a format that allows for the addition of more details, including planned events throughout the year. The descriptions of various prospective Board Actions have also been amended to better reflect the expectations of trustees each month.

4.0 ADDITIONAL INFORMATION

The Board policy manual was updated in 2022 with the assistance of a consultant. The consultant that was used has also performed similar work with other Boards of Education throughout the province. Staff reviewed the various Board Work Plans of several of the districts that share the same Policy Manual structure. The amended version of the Board Work Plan has been prepared utilizing a format like that of the various districts that were reviewed as part of this exercise.

Once approved it's anticipated that the annual plan would be re-visited quarterly throughout the year and updated as required. The cycle of review has been included as part of the proposed work plan.

5.0 OPTIONS FOR ACTION

Option 1 – To approve the 2024/2025 Board Work Plan as revised.

Option 2 – Make recommendations to further amend the proposed plan.

6.0 STAFF RECOMMENDATION:

THAT: The Board of Education approves the revised version of the annual Board Work Plan as presented and to further direct staff to update Appendix A of Policy 2 so that the work plan template for future years is consistent with that of the revised version.

APPENDICES

(A) 2024/2025 Annual Board Work Plan

(B) Prospective Days of Observance

(C) Communication Plan



Board Annual Work Plan 2024-2025

July

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Canadian School Board Associations Congress (July 3-5)
-

August

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- None
-

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 Board Annual Work Plan
- Approve the Framework for Enhancing Student Learning Report
- Review the Superintendents School Opening Report
- Approve the contract for the Construction Management Services for the Edgehill Elementary School Classroom Addition project

Events

- Recognize National Truth & Reconciliation Day (September 30)



October

Board Meeting Agenda Items

- Review School Growth Plans
- Approve Department Operational 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
- Routine review of select Board Policies

Events

- Attend and participate in BCSTA Trustee Academy (November 21-23)
- 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
- Review Capital Project Update - Edgehill Elementary School

Events

- Attend Winter Concerts



January

Board Meeting Agenda Items

- Receive Strategic & School Growth Plan Interim Report
- Approve prospective Board Approved Courses
- 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

Events

- Represent the Board at the BCPSEA Annual General Meeting (January 30-31)

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 the Superintendent's Student Success report

Events

- Represent Board at BCSTA Provincial Council (Zoom February 22)
- Recognize Pink Shirt Day – Anti Bullying (February 26)

March

Board Meeting Agenda Items

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Review the Board Annual Work Plan
- Review Capital Project Update - Edgehill Elementary School



Events

- Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (March 7)
-

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

Events

- Recognize the Anniversary of Tla'amin Treaty (April 5)
 - Recognize Education Week (April 15-19)
 - Attend BCSTA AGM (April 24-26)
-

May

Board Meeting Agenda Items

- Approve Annual Facility Grant Plans
- Approve terms of engagement and appoint or reappoint auditor

Events

- Recognize Mental Health Week (May 12-18)
 - 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
- Review Capital Project Update - Edgehill Elementary School



Events

- Recognize Children and Youth in Care Week
- Attend Employee Recognition event
- Attend Board Retirement Celebration
- Attend Graduation Ceremonies (June 7)
- 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