



## REGULAR BOARD MEETING AGENDA

TUESDAY, SEPTEMBER 28, 2021

6:00 PM

THE FORUM - PCTC AND ZOOM

### Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/64794344669?pwd=Zlp2Z3N1UGtVQWhVaFRZUEU3Y0VsQT09>

Meeting ID: 647 9434 4669

Passcode: 961900

#### 1. CALL TO ORDER AND INTRODUCTIONS

#### 2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

#### 3. ADOPTION OF THE AGENDA

*Recommendation:*

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

#### 4. APPROVAL OF THE CONSENT AGENDA

- |    |  |         |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: August 31, 2021       | p 1-8   |
| b. | Approval of the Special Board Meeting Minutes: August 31, 2021   | p 9-10  |
| c. | Ratification of In Camera Board Meeting Minutes: August 31, 2021 | p 11    |
| d. | Receipt of Ministry News Releases                                |         |
|    | • Extra supports for student, staff mental wellness              | p 12-13 |
|    | • Double the funding and fun for 60 school playgrounds           | p 14-15 |
|    | • Provincial support helps boost community literacy              | p 16-17 |
| e. | Receipt of Reports from Trustee Representatives                  |         |
|    | • Oceanside Health & Wellness Network – Trustee Young            | p 18    |
|    | • Early Years Table – Trustee Young                              | p 19    |
|    | • Oceanside Community Track – Trustee Young                      | p 20-21 |
|    | • Social Justice Working Group – Trustee Young                   | p 22    |
| f. | Receipt of Status of Action Items – September 2021               | p 23    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of September 28, 2021, as presented (*or, as amended*).

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

- a. **2020-2021 Audited Financial Statements**
- b. **Canadians for Safe Technology**

(Leanne Souchuck/Kelly Olson) p 24-59  
(Carole Dowe/Frank Clegg)

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6. **BUSINESS ARISING FROM THE MINUTES**

7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

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

9. **DISTRICT PARENTS ADVISORY COUNCIL**

10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**

11. **ACTION ITEMS**

a. **2020-2021 Audited Financial Statements**

i. **Internally Restricted Funds** (Ron Amos)

*Recommendation:*

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

ii. **Local Capital Reserve Funds** (Ron Amos)

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) support allocating \$61,371.00 of Uncommitted Local Capital to fund the district's 2020-2021 wiring project.

iii. **2020-2021 Audited Financial Statements** (Ron Amos)

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the 2020-2021 Audited Financial Statements as presented.

c. **Appointment of Auditor** (Ron Amos)

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) appoint XXX as the District's auditors for a three (3) year term beginning with the 2021-2022 financial year.

12. **INFORMATION ITEMS**

a. **Superintendent's Report** (Peter Jory)

i. **School Start Up**

ii. **Framework for Enhancing Student Learning**

iii. **2021-2022 School Calendar Update**

b. **Educational Programs Update**

i. **Enrolment Update**

(Gillian Wilson/Rudy Terpstra)

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- 13. EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Godfrey) p 60-61
- a. School Codes of Conduct**
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) accept the School Codes of Conduct for the 2021-2022 school year as presented, recognizing that the Province's Ministry of Education's COVID-19 protocols supersede in regard to Health and Safety of all.
- b. Framework for Enhancing Student Learning** p 62-77
- Recommendation:*  
**THAT** the Board of Education approve the School District 69 (Qualicum) Framework for Enhancing Student Learning Report as presented.
- 14. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Young)
- a. Board Policy 601: Employee Conflict of Interest** p 78-81
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 601: *Employee Conflict of Interest* at its Regular Board Meeting of September 28, 2021.
- b. Board Policy 603: Employee Health, Wellness and Attendance Support** p 82-96
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 603: *Employee Health, Wellness and Attendance Support* at its Regular Board Meeting of September 28, 2021.
- c. Board Policy 604: Workplace Bullying and Harassment** p 97-111
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 604: *Workplace Bullying and Harassment* at its Regular Board Meeting of September 28, 2021.
- d. Board Policy 710: Resolution of Complaints** p 112-120
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 710: *Resolution of Complaints* at its Regular Board Meeting of September 28, 2021.
- e. Board Policy 303: Enhancing Student Learning** p 121-125
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 303: *Enhancing Student Learning* at its Regular Board Meeting of September 28, 2021.
- f. Board Policy 305: Public Interest Disclosure** p 126-128
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 305: *Public Interest Disclosure* at its Regular Board Meeting of September 28, 2021.

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- g. Board Policy 600: Personnel** *(Previously Administrative Procedures Only)* **p 129-140**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 600: *Personnel* at its Regular Board Meeting of September 28, 2021.
- h. Rescinding of Board Policies** **p 141-142**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) rescind the following Board Policies now included in Board Policy 600: *Personnel*:
- 6030: *Vacation Extensions – Teachers*
  - 6065: *Recognition of Retirement and Long-term Service*
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Trustee Flynn)* **p 143-145**
- a. 2022-2023 Capital Plan** **p 146-148**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) support the 2022-2023 Capital Plan submissions as presented.
- b. District Staff Flu Vaccinations** *(Ron Amos)*  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve flu vaccinations to be made available each year free of charge to employees in School District 69 (Qualicum) until further notice.
- c. Letter to Ministry re: Funding for Electric Buses**  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses.
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**
- a. Social Justice Working Committee Report** *(Elaine Young)*
- b. Trustee Committee and Representative Appointments/ Liaison Schools** *(Eve Flynn)* **p 149-150**
- c. VISTA Fall Conference (via Zoom) – October 2, 2021** *(Eve Flynn)*
- d. BC School Trustees Association Meetings** *(Eve Flynn)*
- Board Chair Meeting, October 14, 2021
  - Joint Partner Liaison Meeting, October 15, 2021
  - Provincial Council, October 23, 2021

**18. NEW OR UNFINISHED BUSINESS**

**19. BOARD CORRESPONDENCE AND MEDIA**

**20. PUBLIC QUESTION PERIOD**

**21. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, AUGUST 31, 2021  
6:00 PM  
FORUM – PCTC and ZOOM

**ATTENDEES**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee (via ZOOM)
Elaine Young	Trustee

**Administration**

Peter Jory	Superintendent of Schools
Gillian Wilson	Associate Superintendent of Schools
Ron Amos	Secretary Treasurer
Rudy Terpstra	Director of Instruction
Chris Dempster	General Manager of Operations

**Education Partners**

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

**1. CALL TO ORDER**

Chair Flynn called the meeting to order at 6:02 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting on the unceded traditional territory of the Coast Salish people and thanked the Qualicum and Snaw-Naw-As First Nations for allowing the board to live, work and play on their shared territory.

She then welcomed Rudy Terpstra, Director of Instruction, and Peter Jory, Superintendent of Schools, to the district team.

**3. ADOPTION OF THE AGENDA**

**21-67R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Young

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

CARRIED UNANIMOUSLY

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: June 22, 2021
- b. Ratification of In Camera Board Meeting Minutes: June 22, 2021
- c. Receipt of Ministry News Releases
  - Education roundtable defines anti-racism action plan
  - Joint Statement on National Summit on Islamophobia
  - Health, Safety remain focus for new school year
- d. Receipt of Reports from Trustee Representatives
  - Oceanside Community Track Steering Committee x 3 - Trustee Young
  - Oceanside Health & Wellness Network – Trustee Young
- e. Status of Action Items – August 2021

**21-68R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of August 31, 2021, as presented.

CARRIED UNANIMOUSLY

**5. DELEGATIONS/PRESENTATIONS**

None

**6. BUSINESS ARISING FROM THE MINUTES**

None

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

Matt Woods, President, commented on the following:

- Welcome back to all staff and acknowledged that for many people it was stressful rather than relaxing due to COVID and wildfires.
- Thoughts sent to all those affected by the wildfires in the province, especially those who had homes lost or damaged.
- Appreciation for growing up, living, working, relaxing, finding adventures and raising children on the island with thanks to the Qualicum and Snaw-Naw-As First Nations for that privilege.
- Appreciated the discussions between the union and management staff regarding school start up.
- Suggested that the district could exceed the ministry guidelines for the district start-up plans by making masks mandatory for all students in K-12 in schools and on the buses. This would add a level of comfort to teaching staff and assure parents who may be hesitant about sending their children back to the school setting.
- Requested that the Plexiglas barriers and hand sanitizer stations stay in place
- Expressed disappointment that funding from the government for additional custodial cleaning will not be provided and that scheduling of daytime custodians will not continue. The past year has proven that additional cleaning and having daytime custodians resulted in reduced sick time of staff and student and were a key deterrent to COVID and other viruses as well as alleviated anxiety of staff and students.
- Requested that the board not open schools to the public until the cases of the COVID variant drop considerably. This would also allow custodial staff to adjust cleaning procedures where there are no daytime custodian; PE teachers could

organize and leave equipment out for proper sanitizing; it would reduce stress; and administrators could ensure tracking of people entering and exiting the buildings.

- Advised that it is a bargaining year at the provincial and local tables and he looks forward to entering into negotiations with the district team in the coming months.
- Requested that the board use the BC School Trustees' Association to advocate for more funding of public education and for more recruitment and retention of teachers.
- Requested that the board not hire uncertified teachers where certification is required.
- Thanked everyone for all their work in getting schools and classrooms ready for the new school year, especially those who gave up their summers to do so.

#### **8. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570**

Sherri Brown, President, commented on the following:

- Welcomed Peter Jory as the new superintendent and she is looking forward to working with him.
- Sent love and peace to the families of the children lost on residential school sites.
- Advised that a poll of support staff was undertaken by the union which indicates that workers are feeling safe regarding the return to school at this time. She was certain that it is a result of the hard work by support staff to ensure the safety protocols that were put into place this year. The union will also work to secure daytime custodians for ongoing support to staff and students. She also believes overwhelmingly that daytime custodians were a main contributor to the reduction of colds, flu and covid cases in the community.
- Thanked the Operations & Maintenance department for all its work and she hopes to continue to work together to ensure safe work sites for all.

#### **9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)**

Karri Kitazaki, Springwood PAC Chair, commented on the following:

- Parents are excited to get back to school. The majority of queries from parents are what school will look like as well as for sporting events, ventilation in schools, and whether parents/volunteers will be invited back into the schools
- Should the district not be able to hold a district track meet in 2022, she suggested that perhaps it could be arranged in partnership with another district so students do not go without one for 3 years.
- DPAC elections will be held in October and meetings will still be held on the 3<sup>rd</sup> Wednesday of each month with zoom links being shared in the near future.
- Succession planning in DPAC is a focus this year.

#### **10. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)**

None

#### **11. ACTION ITEMS**

None



## 12. INFORMATION ITEMS

### a. Education Planning Update

Superintendent Jory expressed his appreciation for the warm welcome he has received from the school community. He has been enjoying meeting staff and touring district school and work sites while learning how the district does its business.

### i. Foundations for Enhancing Student Learning (FESL)

Superintendent Jory reviewed the progression of the reporting process from the Annual Achievement Contracts to the merging of the Strategic Plan and achievement goals. The overall design of the new FESL seem to be in flux; however, the district has its Strategic Plan in place which puts it in good stead to create the FESL and be in compliance. Superintendent Jory will build on the template begun by the previous Superintendent, Dr. Elder, which senior staff will review as a team to ensure the document has the most current and accurate information and to reflect on the data contained therein. The next steps will require a lengthy conversation that will take place in a Committee of the Whole environment prior to approval by the Board in September and subsequent submission to the Ministry by the end of September.

### ii. School Start Up

Superintendent Jory reported that the preparations and cleaning for school start up is going well. The staffing process is ongoing and will continue through September as per normal practice.

There was some curiosity around enrollment and whether all the students who have indicated their return actually do return and, more specifically, from on-line programs back to bricks and mortar schools. The desire is to have as many students back in standard schools as possible as that is a better educational experience for the students; however, if all students registered online were to return to the district's buildings, there might be some capacity challenges.

The district has also seen some real growth in projections based on in-migration which may result in additional space pressures in some locations. Summer work has included the infilling of space in some sites which often means converting specialized rooms into standard classrooms to increase the capacity of a building. This is a necessary early step in potentially gaining capital funding, in addition to meeting short term capacity needs. All of this will be explored in detail as we move into our Facility Planning Process later this year.

### iii. Covid Protocols

Superintendent Jory reported that, in general, expectations will be similar to spring of 2020 with adults and students in grades 4 to 12 wearing masks. There will be sign-in requirements for visitors and an expectation that all staff do a daily health assessment and not come to work if symptomatic. As well, there will be ongoing caution around mixing and gathering that will depend on local or regional guidelines, and general encouragement to create space and increase outside time.

Some changes were no more cohorts, water fountains will be operational, and sports will resume. There will be a gradual and thoughtful re-invitation of parent volunteers and rental groups back into district buildings.

The district will be supporting the Provincial Health Officer and encourage vaccinations as the strongest response to the virus. This includes supporting messaging and hosting pop-up vaccination sites such as the ones scheduled for Kwalikum Secondary on September 13<sup>th</sup> and Winchelsea Place on September 23<sup>rd</sup>.

It was also confirmed that an approved motion passed last August, requiring masks on school buses, would still stand.

It is hoped that more measures can potentially be relaxed within the next few months, including the mask mandate.

Superintendent Jory thanked all members of the learning community for their hard work and positive attitudes as the next phase is navigated.

Trustees suggested that the district schedule a Town Hall again with the area Medical Health Officer with questions from stakeholder groups. It was determined that the Superintendent would arrange for a Town Hall to be scheduled shortly after school start up and pending availability of the region's Medical Health Officer.

Trustees then inquired as to whether there were any additional precautions being taken beyond what had already been mentioned such as daytime custodians and/or staggered recess and lunch times.

Superintendent Jory advised that there are guidelines and a number of additional measures coming out of the district safety plan which considered the best way to make the education experience joyful and fruitful while keeping safety top of mind. No additional funding has been provided at this time to cover the expense of daytime custodians and the Superintendent cautioned the board, if it chose to implement daytime custodians, to not base its decision solely on the pandemic as the latest information is that transmission occurs in an aerosol form and the virus does not really travel or survive on surfaces so that money spent would be low yield at best. Should the board wish to allocate additional funding into the system purely because of the pandemic, there are other ways to do so that would be more impactful.

**b. Educational Programs Update**

Rudy Terpstra, Director of Instruction advised that many teaching staff were engaged in professional development sessions being offered at the Teaching & Learning Centre and Ballenas Secondary School.

He and Association Superintendent Wilson are looking forward to meeting with the new Teaching & Learning Team on September 7<sup>th</sup>. There is also a training session scheduled for September 10<sup>th</sup> with keynote speaker Lisa Bosio from Novak Education on the topic of Universal Design for Learning (UDL), which will include participation by student support teachers and counsellors who will be learning how

to support and enhance support for complex learners. School administrators also spent half a day learning about UDL from the District Education Leadership Team.

Associate Superintendent Wilson added that the September 10<sup>th</sup> session will provide learning support staff with the knowledge to then coach other staff in UDL.

She noted that she is excited to be working with the new members of the senior leadership team: Peter Jory as the new Superintendent and Rudy Terpstra, in his new role as Director of Instruction.

Associate Superintendent Wilson also reported on the following:

- Over 100 international students from 15 countries have arrived in the district over the past four days, the majority of whom have been double vaccinated. Some have not and those students will be working through the quarantine process.
- Alana Whittaker has been hired as part of the Teaching & Learning Team with a focus on supporting the work of equity and reconciliation across the district.

**c. Summer Projects Update**

Chair Flynn expressed appreciation on behalf of the Board to the Operations & Maintenance staff for all their hard work over the summer.

Chris Dempster, General Manager of Operations & Transportation, then spoke to his report on summer projects, highlighting a number of the completed projects as well as some that are pending completion. He shared some of the challenges experienced with the increased cost of supplies as well as external contractors having difficulty obtaining equipment and sufficient labour. Some of the projects' timelines have been deferred for completion during the winter and spring break periods. Further to a query from Trustee Austin, he also provided an update on the accessibility ramp being planned for the old Ballenas track and the status of the French Creek School building envelope, with only the roof needing attention at some point.

Mr. Dempster also expressed his appreciation for the work done by the Assistant Manager of Operations and the custodial staff to prepare schools for the upcoming school year and to Brant Prunkl, the Assistant Manager of Operations & Safety, for his ongoing work on safety measures with staff to ensure they meet expectations. The trades also joined together to complete a massive amount of work and Mr. Dempster expressed his pride at the quality of the work that has been completed to excellent standards.

**d. 2021-2022 Calendar Update**

Superintendent Jory referred to the recent discoveries of missing Indigenous children across the country and the federal government's creation of a National Day of Truth and Reconciliation which will fall on September 30<sup>th</sup>. This was already a non-enrolling day in the district so another date will be determined to replace the District Planning Day originally scheduled. Senior Staff will be in touch with stakeholder representatives and engaging in a calendar process in the coming month. September 30<sup>th</sup> will be a federal and provincial day off for reflection on truth and reconciliation.

Chair Flynn added that the provincial government has also decreased the instructional time for the 2021-2022 school year so districts will not have to add instructional minutes to the day to compensate for the new federal and provincial statutory holiday.

**13. EDUCATION COMMITTEE OF THE WHOLE REPORT**

Next meeting date: Tuesday, September 21, 2021 at 2:30 p.m.

**14. POLICY COMMITTEE OF THE WHOLE REPORT**

Next meeting date: Monday, September 20, 2021 at 1:00 p.m.

**15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT**

Next meeting date: Monday, September 20, 2021 at 10:30 a.m.

**16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**

No Reports

**17. TRUSTEE ITEMS****a. Green House Gas Emissions Study by Prism Engineering**

Trustee Austin inquired as to the status of the study which will be conducted by Prism Engineering.

Mr. Dempster advised that 5 school sites and the Parksville Civic & Technology Centre site have been identified for the study. BC Hydro is funding the study; therefore, Prism Engineering has sent BC Hydro the proposal after which site visits will be arranged. Staff will continue to report on the progress of the study at the Finance and Operations Committee of the Whole.

**b. Update on Primary Learning Community Program**

Trustee Austin inquired as to enrolment for the Primary Learning Community Program at Craig Street Commons in Parksville.

Associate Superintendent Wilson reported that the program has been relocated within the building to a former Kindergarten classroom that was recently vacated by a daycare provider. There are currently 13 students enrolled in the program, which is a good start for the new multi-age/multi-year program. A former teacher from Lasqueti Island was the successful applicant so she has prior experience working in that type of learning environment.

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

Trustees and Senior Staff responded to comments/questions on the following topics:

- Clarification that all children on school buses will be required to wear a mask as per the board motion of August 2020.
- Encouragement and support for the Senior District Leadership Team to schedule a Town Hall, preferably with the region's Medical Health Officer.

**21. ADJOURNMENT**

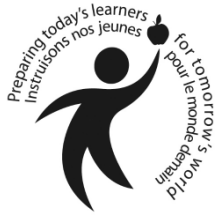
Trustee Godfrey moved to adjourn the meeting at 7:09 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



SPECIAL BOARD MEETING MINUTES – ANNUAL ELECTIONS

TUESDAY, AUGUST 31, 2021

THE FORUM

PARKSVILLE CIVIC AND TECHNOLOGY CENTRE

**ATTENDEES**

**Trustees**

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

**Administration**

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Chris Dempster	General Manager of Operations
Gaynor Charnock	Vice-Principal, Arrowview Elementary School Qualicum District Principals' & Vice Principals' Association Representative
Karin Hergt	Executive Assistant (Recording Secretary)

**Education Partners**

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

**1. CALL TO ORDER**

Secretary Treasurer Amos, called the meeting to order at 7:10 p.m. in accordance with School District No. 69 (Qualicum) Board Bylaw 2: *Board Structure* for the yearly election of Chairperson and Vice Chairperson of the Board.

**2. ELECTION OF BOARD CHAIRPERSON**

The Secretary Treasurer called for nominations by ballot for those present and by text message for the position of Chairperson of the Board.

Trustees Young and Trustee Flynn were nominated to the position of Chair.

Trustee Young declined the nomination.

Trustee Flynn accepted the nomination.

No other nominations were received.

Trustee Flynn was acclaimed as Chairperson of the Board effective September 1, 2021.

Trustee Flynn assumed the Chair.

**3. ELECTION OF THE VICE CHAIRPERSON OF THE BOARD**

The Secretary Treasurer called for nominations by ballot for those present and by text message for the position of Vice Chairperson of the Board.

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

Trustee Godfrey accepted the nomination (while noting that she will be away from the District from January to April 2022 and participating in meetings via conference calls.)

Trustee Austin accepted the nomination.

The Secretary Treasurer then called for election by ballot for those present and text message for the position of Vice-Chairperson of the Board.

Trustee Austin was re-elected as Vice Chairperson of the Board.

**21-69R**

*Moved* Trustee Godfrey *Seconded* Trustee Young

**THAT** the paper and text ballots of the special meeting for the election of Chairperson and Vice-Chairperson of the Board be destroyed/deleted.

CARRIED UNANIMOUSLY

**4. BANKING RESOLUTION**

Not required as there were no changes to the signing authorities.

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

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

It was suggested that the list be reviewed and any revisions/additions to the list of committees be made as necessary.

**6. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 7:20 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



## IN-CAMERA MEETING

SECTION 72 REPORT  
AUGUST 31, 2021

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### ZOOM PARTICIPANTS:

#### Trustees

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

#### Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Labour Relations
- Legal
- Land/Facilities

No motions were presented for board approval.

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Chairperson

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Secretary Treasurer



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## NEWS RELEASE

For Immediate Release  
2021EDUC0054-001722  
Sept. 1, 2021

Ministry of Education

### **Extra supports for student, staff mental wellness**

VICTORIA – Student and staff mental health is an important focus as a new school year begins next week.

Schools can expand mental health programs and services and introduce new supports thanks to a one-time investment of \$5 million by the Government of B.C. This builds on the \$15.9-million investment in mental health programs and services over four years.

“While we know families and students are looking forward to being back at school, we recognize there is some anxiety about what it will look like. We need to have programs and services for students and staff,” said Jennifer Whiteside, Minister of Education. “We know British Columbians have faced new and unique challenges over the course of the pandemic. These new funds will help school districts to support student and staff mental health in ways that are tailored to their communities.”

Schools and districts can use this one-time, pandemic-related mental health funding for a variety of programs and supports to help build resilience and emotional, physical and mental well-being. For example, funds may be used to support compassionate-systems leadership and trauma-informed practice training for educators, additional mental health resources and increased access to experts.

Students can experience increased opportunities to connect with Elders and Knowledge Keepers to provide additional social, cultural and emotional support, peer-to-peer supports and initiatives using outdoor, natural spaces for lessons.

In May 2021, the Ministry of Education established a Mental Health School Start-up Working Group, including the BC Centre for Disease Control, BC Teachers Federation, First Nations Education Steering Committee, Doctors of BC and WorkSafeBC. The group worked to identify the impacts of the pandemic and best practices to address those impacts in schools. It also developed a resource: Key Principles and Strategies for K-12 Mental Health Promotion in Schools.

In addition to these new supports, the Ministry of Mental Health and Addictions launched a website this week focused on supporting British Columbians’ mental health and well-being. The website includes a youth mental health resources hub with links to access free counselling, legal help, resources and always available confidential support lines. To learn more, visit: <https://wellbeing.gov.bc.ca/>

“The pandemic has been so hard on the mental health of B.C. students and educational staff,” said Sheila Malcolmson, Minister of Mental Health and Addictions. “As we prepare for the beginning of the school year, we are expanding mental health supports so that B.C. schools

have the resources they need to foster well-being. We are directing funding to local programs, so schools and districts can better provide the supports students and their educators need most.”

More mental health resources are available for students, staff and families through Erase (expect respect and a safe education), a program focused on building safe and caring school communities. The Erase site offers tools to empower students, educators and families dealing with complex issues like mental health, racism, substance use and bullying. The site also includes connections to mental health services and resources.

**Quick Facts:**

- This \$5 million in one-time mental health funding is part of \$25.6 million in new, one-time pandemic-specific funding initially announced in June 2021. In addition to the mental health support, these funds will also provide:
  - \$14.4 million for health and safety, cleaning and supplies;
  - \$5 million to support Indigenous students and build capacity within First Nations Education Steering Committee and Métis Nation BC; and
  - \$1.2 million for independent schools.

**Learn More:**

Read the mental health working group resource, Key Principles and Strategies for K-12 Mental Health Promotion in Schools:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/key-principles-and-strategies-for-k-12-mental-health-promotion.pdf>

Find resources to support well-being and mental health: <https://wellbeing.gov.bc.ca/>

Read the Mental Health in Schools Strategy:

<https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>

To learn more about the B.C. government’s Erase strategy to build safe and caring school communities, visit: <https://www2.gov.bc.ca/gov/content/erase>

**Contact:**

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

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## NEWS RELEASE

For Immediate Release  
2021EDUC0074-001766  
Sept. 10, 2021

Ministry of Education

### **Double the funding and fun for 60 school playgrounds**

RICHMOND – More than 14,000 B.C. students will soon have access to new, safe and accessible playgrounds as the Province doubles its annual investment in the Playground Equipment Program (PEP).

This increase will help schools design playgrounds that better support accessibility for all students.

“We cannot underestimate the vital link between play and learning. Students are more focused in class when outdoor play is part of their school routine, and they learn important life skills like co-operation and patience while improving their major motor skills,” said Jennifer Whiteside, Minister of Education. “Doubling our playground fund investment helps support students, staff, families and communities, and takes the fundraising burden off parents so they can spend more time playing with their children.”

This year, the PEP will invest \$10 million in 60 new playgrounds in 50 school districts throughout the province. The funding for 2021-22 received a one-time \$5-million boost compared to previous years. The funding for each project has also been increased by \$40,000 to a total of \$165,000 to better support accessible components – like ground cover, ramps and/or transfer platforms that connect to the play structure - to ensure a place for all students to play. Playground will be built over the next year.

Since 2018, government has invested \$25 million in the PEP to fund 201 new playgrounds, benefiting more than 49,000 students. This new funding builds on government’s commitment to provide safe learning environments for all students during the pandemic and in years to come, which has included the creation of outdoor classrooms in some districts.

Playgrounds encourage physical activity and healthy lifestyles while also encouraging children to share. They are a key factor in children’s development and learning as they help them develop conflict resolution skills and overcome challenges. Playing outside is also known to help reduce anxiety, improve focus and enhance student attention spans.

Every B.C. school district has now received at least one new playground through the PEP. The program relieves parents of some of the responsibility for fundraising for playground equipment and provides access to communities that do not have the fundraising capacity to buy the playground equipment students need.

School districts have the opportunity to apply for PEP funding from the ministry each year. Playgrounds are funded based on greatest need. Priority is given to schools where there is no playground at all, then to schools where the existing playground is aging. School districts that did not receive funding this year may reapply next year.

## **Quotes:**

### **Henry Yao, Richmond South Centre MLA –**

“Playing is essential to everyone’s mental and physical health. Children need accessible, safe and fun places to play on their school grounds and within their communities. We all need unstructured play to sharpen our social skills and to thrive. Our government’s \$10-million investment in playgrounds this year will provide more opportunities for kids to go outside and be active, all within steps of their classrooms and close to their home.”

### **Kelly Greene, Richmond-Steveston MLA –**

“We know that outdoor physical activity for children is an important part of their development. It’s exciting that more than 14,000 young students in B.C. will soon have better access to new playgrounds where they can play, build friendships and create more adventures. For our Grauer community, this means a place where children and families can play and grow together.”

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

“Parents are truly appreciative of the Playground Equipment Program, which relieves some of the burden placed upon parent advisory council parents who would have had little choice but to spend copious hours fundraising. All playgrounds must have accessible and inclusive equipment for children to enjoy. For many schools in our province, this means having to upgrade or even replace aging playground structures. Parents strongly believe that accessible programs or structures should never be dependent on the individual school’s ability to fundraise.”

### **Sandra Nixon, board chair, Richmond School District (SD 38) –**

“We are extremely pleased that the ministry has been providing the Richmond school district with the funds to deliver accessible playgrounds to our students and families. Playgrounds are wonderful learning environments where students can be free to use their imagination, share experiences and build lifelong friendships. These inclusive spaces are important to our district and provide our students with the opportunity to learn, grow and play.”

### **Sidney Chan, parent, Grauer Elementary –**

“I was very happy when I found out that Grauer Elementary was receiving funding from the Ministry of Education for a new playground. I was happy because it meant that my son and his friends would have wonderful new equipment to play with. Little did I know how immensely transformative the new playground would be for the Grauer community. During this process, I have realized that we have something special, something that brings joy to the Grauer community, and something that we can be proud of.”

## **Quick Facts:**

- This playground investment is a part of government’s school capital plan to ensure students have safe, positive learning and play spaces, no matter where they live.
- Budget 2021 includes a record \$3.5 billion for new and improved schools for B.C.

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## NEWS RELEASE

For Immediate Release  
2021MUNIO058-001813  
Sept. 17, 2021

Ministry of Municipal Affairs

### **Provincial support helps boost community literacy**

VICTORIA – Children and their families throughout British Columbia will continue to benefit from local literacy programs with support from the annual Raise-a-Reader campaign Sept 17-24.

“Reading and literacy skills give children the building blocks to be successful in school and in life,” said Josie Osborne, Minister of Municipal Affairs. “The Raise-a-Reader campaign creates awareness about literacy and opens doors for children and families to access programs where they can learn essential literacy skills, make community connections and improve their quality of life. I offer my sincere thanks to our partner, Decoda Literacy Solutions, all of Raise-a-Reader’s literacy program providers, and all the supporters of the campaign. Your efforts make a difference every day in the lives of British Columbians.”

The Vancouver Sun’s annual Raise-a-Reader campaign supports literacy by increasing awareness and raising money to fund a range of virtual and in-person literacy programs offered through public libraries, Indigenous organizations, community literacy groups, schools and family resource centres. The provincial government is contributing \$500,000 to this year’s campaign.

The Province supports literacy in partnership with Decoda Literacy Solutions, which provides resources, training and funds to support community-based literacy and learning initiatives in communities throughout British Columbia.

“We are deeply grateful to the Province of B.C. and to B.C. businesses, community groups and individuals for their ongoing support for Raise-a-Reader,” said Margaret Sutherland, executive director, Decoda Literacy Solutions. “Raise-a-Reader empowers children and families with tools to develop their literacy skills, building a foundation for lifelong learning.”

During Raise-a-Reader Week, families and children can participate in reading, playing and other activities through a variety of community literacy programs that help develop literacy skills. Examples of B.C. community programs that benefit from Raise-a-Reader funds include:

- StoryWalks
- Parent-Child Mother Goose
- Literacy in the Kitchen
- English language learning
- One-to-one reading and tutoring programs

During Raise-a-Reader Week, the campaign features daily stories in the Vancouver Sun’s print and online editions, highlighting community literacy programs.

“The Vancouver Sun’s commitment to the Raise-a-Reader program reflects our steadfast belief in the important role literacy plays in enriching the lives of children and families,” said Harold Munro, editor-in-chief, Vancouver Sun. “Our heartfelt thanks to the provincial government for again joining us in this campaign to help so many people across B.C. reach their full potential. This generous donation combined with the many contributions from other institutions and Sun readers truly makes a difference.”

This year, people can donate to the campaign through the Canada Helps website, supported by the Decoda Literacy Foundation: <https://www.canadahelps.org/en/dn/42475>

**Quick Facts:**

- More than 700,000 British Columbians have significant challenges with literacy.
- People with stronger literacy skills are more likely to enjoy better health, have better job opportunities and be more engaged in their community.
- Since 1997, the campaign has raised more than \$20 million for literacy initiatives in B.C.
- Last year, over 17,500 children, parents and caregivers attended 3,500 family literacy sessions made possible with support from Raise-a-Reader, in addition to thousands of books and learning materials distributed to family literacy programs, schools and libraries around B.C.

**Learn More:**

To donate to the 2021 Raise-a-Reader campaign, visit: [www.raise-a-reader.com](http://www.raise-a-reader.com)

Decoda Literacy Solutions and Foundation: <https://decoda.ca/get-involved/raise-a-reader/>

**Contact:**

Ministry of Municipal Affairs  
Media Relations  
250 920-6388

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SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Health and Wellness Network – Circle of Partners' Table  
**Meeting Location:** Zoom  
**Meeting Time:** September 16, 2021

### Oceanside Health and Wellness Network (OHWN) Goals

1. Children in Oceanside (OS) have the best possible start in life.
2. Seniors residents in OS are connected and engaged while choosing to age in place.
3. Network to strengthen diversity, connections and share knowledge of the OHWN.
4. Network development to review/revise the structure to increase membership at the Circle of Partners' Table
5. Improve youth and young adult access to mental health services in OS.
6. Develop new and enhance existing action tables in OS.

### Reports from action groups (all reports are written and circulated with the agenda)

- Child & Youth Wellness Action Group (Gerry)
- Oceanside Seniors Action Group (Susanna)
- Community Health Network (Jane O.)
- Perfect Storm Group (Marlys)
- Coordinator Report (Jane V.)

### Indigenous Acknowledgement

### Addition to the agenda – September 30 Truth and Reconciliation Remembrance

### Contract Update:

- Extended until to December 31, 2022. In the process of working toward renegotiation of contract. Will fit well with the Long-term Planning sessions we are planning.
- Updates to the budget and Island Health Reports are done.

### Fall Convening:

- Open to everyone. Planning a series of events. COVID fatigue and depletion; Brain development; developing community connections, Social Prescribing, Community conversations/brainstorming regarding COVID restoration, indigenous healing. Contact via email [info.ohwn@gmail.com](mailto:info.ohwn@gmail.com)
- Next planning meeting is Saturday.
- Should we be in person or via zoom? Round suggesting hybrid. Planning committee thinking of repeated events. One session in person and one in evening with same topic.

### Long-range Planning (AKA Strategic Plan)

- WAVE Consulting contract has been accepted by OHWN. Some details with RDN need to be worked out.
- Will we be in person

### Happenings for September 30

- No one has heard anything about programs in Oceanside.

Next Meeting: Monday, October 18<sup>th</sup>, 2021



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Early Years Table  
**Meeting Location:** Zoom  
**Meeting Time:** Noon, September 16, 2021

### Mission Statement:

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

### Our Vision:

Thriving children, families and community

### Our Goals:

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

### In Attendance (Agency list)

Parent support services; Pacific sport; Oceanside Health and Wellness Network (OHWN), Oceanside Building Learning Together; School District 69; RDN Recreation; Metis Family Connections; Qualicum FN Childcare; and Arrowsmith Recreation (ACRA)

### Indigenous Acknowledgment:

- Reading regarding the colonial/indigenous history of the area.

### First 2000 Days:

- Child and Youth Wellness Group of OHWN – looking at terms of reference. Planning for the convening of the OHWN possibly in October. Will focus on the first 2000 days. Parenting through COVID.

### Childcare update

- Errington after school program opened this week. Space is available.
- Arrowview Childcare very close to being finished. Hope is to start in October. Kids club is still operating in the interim.
- Qualicum FN – 12 open spaces for 3-5 year olds. Need is for infant/toddlers. School aged is full.

### Oceanside Building Learning Together (OBLT) Updates

- **Spooktacular** Thursday October 28 – Due to COVID – try to have two smaller sessions. People will have to book a spot. Session 1 – 4-5:30 and session 2 – 6-7:30 PM. Community Partners are invited. It will be an outside event. Sign up sheet to come.
- **WOW bus** – delayed and needing bus drivers. No need for a special license.
- **AGM** – November 2
- **WestJet Raffle** – a trip for 2 anywhere in WestJet's world. 200 tickets only cost is \$50.00. Information on the website. Draw is October 5. Proceeds to the literacy project.
- **Programs** – more running than last year. Still limited in capacity. Mother Goose at Foster Park. Munchkinlands are open at both sites. Parents requested more indoor programs. Baby time (new Program) in Qualicum. Must book for all programs ahead of time. Wednesday outdoor program. Saturday morning program to come later.

### Next Meeting

Thursday, October 7 2021





## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Track Steering Committee  
**Meeting Location:** Zoom  
9:00 AM September 22, 2021

### Mandate:

To upgrade Ballenas Secondary track so that it can be safely used by all in the Oceanside community.

### Updates:

- School District remains very supportive
- District Parents Advisory Council (DPAC) is willing to help out.
- Shared Use Agreement – In process – Plan is to do one agreement similar to current agreements with the RDN. There would be an understanding that over many years the track may need replacement. School District to absorb costs of maintenance. Needs to be built in three years. RDN will take the lead in crafting the agreement.
- Town of Qualicum would support going forward faster than 3 years.
- RDN - Oceanside Services Committee was asked for a letter of support. On the next agenda.

### Fundraising:

- No grants have been successful. Still one outstanding
- Fundraising met and has a couple of new members. Some new ideas came forward.
- Need to be approaching businesses in the community. Send names of businesses to Michael.
- Team Red – Pod cast out regarding ORCA running club and the track. Michelle Stillwell interviewed and gave a number of good quotes. Press release in progress. Looking for more Team Red stories.
- Another bottle drive is coming.
- We are one grant or corporate donation away from tenders.
- We have 55% of what we need.

The School District will re-invite the members of the Steering Committee as there has been some confusion about attendance at Steering Committee meetings.

Next Meeting Date: Wednesday, October 20<sup>th</sup> at 9:00 a.m. via Zoom

Join us as we work towards building a 'Track of Dreams'

# A NEW 6 Lane Track for all of Oceanside

@ Ballenas Secondary



September 20, 2021

Dear Oceanside Services Committee;

Please consider this letter a request for a formal letter of support for our community project from the Oceanside Services Committee. The Oceanside Track Steering Committee is applying for many grants to achieve our fund-raising goal and many of these grants ask for support of local government groups.

We thank you for your support of this community project as we get closer to achieving our goal of a six-lane rubberized track for all Oceanside community members.

Sincerely,

Rudy Terpstra,

Chair, Oceanside Track Steering Committee



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Social Justice Working Group  
**Meeting Location:** Zoom  
**Meeting Time:** 8:30 a.m.; September 23, 2021

### Mandate:

To establish a safe environment for the discussion of social justice

To provide an initial action plan

To work collaboratively with current social justice advocates in furthering the education of all community members toward a just and equitable society

### Tasks:

1. Establish a formal relationship/collaboration with the Social Justice Study Group (timeline 1 month from adoption)
2. Environmental Scan to identify strengths, opportunities, and aspirations (timeline within 1 year of adoption)
3. Provide a “window and a mirror” approach to developing an action plan (timeline 3 months from adoption)

- 
1. Territorial Acknowledgement
  2. Environmental Scan:
    - Rosie McLeod-Shannon (District Principal Indigenous) to do equity scan based on a Ministry Document. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education/equity-in-action>
    - Based on Indigenous Principles.
    - Superintendent Jory and District Principal McLeod-Shannon are setting up a working group.
    - It may be that our Working Group could morph into that group.
    - Project will take the full year. Hope that through this scan we will build the new Enhancement Agreement.
    - Would we continue this group to discuss the bigger Social Justice issues?
    - If we could have a diverse Equity Scan working group then it might be possible to combine the two working groups
  3. What are people doing in the schools for Truth and Reconciliation:
    - Maya (student KSS) – Presentation regarding to Truth and Reconciliation with an activity and a permanent memorial to follow. Wearing of Orange Shirts for the week. All of one block and daily announcements. Whole school focus.
    - Lawson (student Ballenas) – Wants to be here to discuss Queer lens and focus; Mental ill-health, LGBTQ+
    - Last year there was a week of visibility. Passionate about self-expression.
    - Trish Catherine (Principal EBSS)—Library display with 30 things to take action on Equity. Year-round focus on the Calls To Action and specifically the Alberni Residential School, Indian Act etc. Weekly topics and whole school focus.
    - Elementary Schools are all very active. Teachers are integrating Truth and Reconciliation into their classes.

Next Meeting will be held in November – Date/Time TBD

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

<b>Action Item</b>	<b>Responsibility</b>	<b>Status</b>	<b>Proposed Deadline</b>
<p><b>Use of Common Space for Artwork</b> - March 10, 2020  <b>THAT</b> the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and,  <b>THAT</b> this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	Senior Staff	Deferred due to COVID	TBD
<p><b>Climate Action Symposium</b> - December 17, 2019  <b>THAT</b> the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	Climate Action Task Force Members	Will depend on status of pandemic in 2021-2022	TBD

Audited Financial Statements of

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

And Independent Auditors' Report thereon

June 30, 2021

# School District No. 69 (Qualicum)

June 30, 2021

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# School District No. 69 (Qualicum)

## MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

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

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

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

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

The external auditors, McGorman MacLean, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 69 (Qualicum) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 69 (Qualicum)

**DRAFT**

Signature of the Comptroller of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

## INDEPENDENT AUDITORS' REPORT

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

**DRAFT**  
**For Discussion**  
**Purposes Only**

### Opinion

We have audited the accompanying consolidated financial statements of School District No. 69 (Qualicum), which comprise the statement of financial position as at June 30, 2021 and the statements of operations, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of School District No. 69 (Qualicum) as at June 30, 2021, and the results of its operations, changes in net financial assets and cash flows for the year then ended in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### Basis of Opinion

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

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

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

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

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

### Auditors' Responsibilities for the Audit of the Financial Statements

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



**DRAFT**  
**For Discussion**  
**Purposes Only**

We also:

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

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

CHARTERED PROFESSIONAL ACCOUNTANTS

Parksville, Canada  
September 28, 2021

# School District No. 69 (Qualicum)

## Statement of Financial Position

As at June 30, 2021

	2021 Actual	2020 Actual
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	17,116,087	14,007,248
Accounts Receivable		
Due from Province - Ministry of Education	181,817	737,438
Other (Note 3)	285,548	211,672
<b>Total Financial Assets</b>	<b>17,583,452</b>	<b>14,956,358</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	5,028,488	4,379,136
Unearned Revenue (Note 5)	2,278,449	503,858
Deferred Revenue (Note 6)	844,032	616,953
Deferred Capital Revenue (Note 7)	46,083,460	46,277,020
Employee Future Benefits (Note 8)	6,098,992	5,839,669
<b>Total Liabilities</b>	<b>60,333,421</b>	<b>57,616,636</b>
<b>Net Debt</b>	<b>(42,749,969)</b>	<b>(42,660,278)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 9)	62,829,137	62,465,265
Prepaid Expenses	124,698	100,075
<b>Total Non-Financial Assets</b>	<b>62,953,835</b>	<b>62,565,340</b>
<b>Accumulated Surplus (Deficit) (Note 13)</b>	<b>20,203,866</b>	<b>19,905,062</b>

Contractual Obligations (Note 10)

Contractual Rights (Note 14)

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

DRAFT

# School District No. 69 (Qualicum)

Statement 2

Statement of Operations  
Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	53,192,803	54,489,959	50,781,724
Other	110,000	147,870	191,878
Tuition	1,000,000	1,370,654	3,829,455
Other Revenue	1,490,000	684,632	1,247,328
Rentals and Leases	550,000	624,850	653,214
Investment Income	190,000	122,796	236,041
Amortization of Deferred Capital Revenue	2,440,024	2,440,024	2,345,075
<b>Total Revenue</b>	<b>58,972,827</b>	<b>59,880,785</b>	<b>59,284,715</b>
<b>Expenses</b>			
Instruction	45,897,676	46,461,738	45,877,751
District Administration	2,223,574	2,191,247	2,398,481
Operations and Maintenance	8,639,718	8,889,015	9,335,586
Transportation and Housing	2,129,082	2,039,981	1,746,375
<b>Total Expense</b>	<b>58,890,050</b>	<b>59,581,981</b>	<b>59,358,193</b>
<b>Surplus (Deficit) for the year</b>	<b>82,777</b>	<b>298,804</b>	<b>(73,478)</b>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>19,905,062</b>	<b>19,978,540</b>
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<b>20,203,866</b>	<b>19,905,062</b>

# School District No. 69 (Qualicum)

Statement of Changes in Net Debt  
Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>82,777</u>	<u>298,804</u>	<u>(73,478)</u>
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(418,550)	(3,139,669)	(2,698,607)
Amortization of Tangible Capital Assets	<u>2,775,797</u>	<u>2,775,797</u>	<u>2,659,362</u>
<b>Total Effect of change in Tangible Capital Assets</b>	<u>2,357,247</u>	<u>(363,872)</u>	<u>(39,245)</u>
Acquisition of Prepaid Expenses		(124,698)	(100,075)
Use of Prepaid Expenses		<u>100,075</u>	<u>92,785</u>
<b>Total Effect of change in Other Non-Financial Assets</b>	<u>-</u>	<u>(24,623)</u>	<u>(7,290)</u>
<b>(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)</b>	<u>2,440,024</u>	<u>(89,691)</u>	<u>(120,013)</u>
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Debt</b>		(89,691)	(120,013)
<b>Net Debt, beginning of year</b>		(42,660,278)	(42,540,265)
<b>Net Debt, end of year</b>		<u>(42,749,969)</u>	<u>(42,660,278)</u>

# School District No. 69 (Qualicum)

Statement 5

Statement of Cash Flows  
Year Ended June 30, 2021

	2021 Actual	2020 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	298,804	(73,478)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	481,745	(658,916)
Prepaid Expenses	(24,623)	(45,048)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	649,352	728,152
Unearned Revenue	1,774,591	(1,847,666)
Deferred Revenue	227,079	(45,045)
Employee Future Benefits	259,323	67,679
Amortization of Tangible Capital Assets	2,775,797	2,659,362
Amortization of Deferred Capital Revenue	(2,440,024)	(2,345,075)
Services and Supplies purchased with Bylaw Capital	(559,646)	(651,913)
Services and Supplies purchased with Other Provincial Capital		(45,487)
<b>Total Operating Transactions</b>	<u>3,442,398</u>	<u>(2,257,435)</u>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(3,139,669)	(2,698,607)
<b>Total Capital Transactions</b>	<u>(3,139,669)</u>	<u>(2,698,607)</u>
<b>Financing Transactions</b>		
Capital Revenue Received	2,806,110	3,919,006
<b>Total Financing Transactions</b>	<u>2,806,110</u>	<u>3,919,006</u>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>3,108,839</b>	<b>(1,037,036)</b>
<b>Cash and Cash Equivalents, beginning of year</b>	<u>14,007,248</u>	<u>15,044,284</u>
<b>Cash and Cash Equivalents, end of year</b>	<u>17,116,087</u>	<u>14,007,248</u>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	17,116,087	14,007,248
	<u>17,116,087</u>	<u>14,007,248</u>

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**DRAFT**  
**For Discussion**  
**Purposes Only**

**NOTE 1      AUTHORITY AND PURPOSE**

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

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1 and full-time beginning Sept 1, 2020 with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

a) Basis of Accounting

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

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

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

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

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NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

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

a) Basis of Accounting (continued)

- Externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

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

Year ended June 30, 2020 - decrease in annual surplus by \$153,403

June 30, 2020 - increase in accumulated surplus and decrease in deferred contributions by \$44,992,755

Year ended June 30, 2021 - increase in annual surplus by \$441,865

June 30, 2021 - increase in accumulated surplus and decrease in deferred contributions by \$45,404,619

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

d) Unearned Revenue

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

e) Deferred Revenue and Deferred Capital Revenue

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

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

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

f) Employee Future Benefits

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

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

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

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



**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
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**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

g) Tangible Capital Assets (continued)

- Estimated useful life is as follows:

Buildings	40 years
Furniture and Equipment	10 years
Vehicles	10 years
Computer Hardware	5 years

h) Prepaid Expenses

Amounts for maintenance contracts and other services are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

i) Funds and Reserves

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

j) Revenue Recognition

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

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

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

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

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

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
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**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

j) Revenue Recognition (continued)

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

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

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

k) Expenditures

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

Categories of Salaries

- Principals, Vice-Principals, and Director 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.

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

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

**l) Financial Instruments**

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

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

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

**m) Measurement Uncertainty**

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

**n) Future Changes in Accounting Policies**

**PS 3280 Asset Retirement Obligations**, issued August 2018, establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
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**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

n) Future Changes in Accounting Policies (continued)

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

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

Revenue from transactions with no performance obligations should be recognized when a School District:

- Has the authority to claim or retain an inflow of economic resources; and
- Identifies a past transaction or event that gives rise to an asset.

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

**NOTE 3 ACCOUNTS RECEIVABLE - OTHER RECEIVABLES**

	<b>2021</b>	<b>2020</b>
Due from Federal Government	\$ 95,393	\$ 65,120
Mount Arrowsmith Teachers Association	28,349	18,587
CUPE Local 3570	14,816	18,373
Thomas Bus	55,476	55,476
Other	91,514	54,116
	\$ 285,548	\$ 211,672

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

	<b>2021</b>	<b>2020</b>
Trades payable	\$ 1,005,727	\$ 766,557
Salaries and benefits payable	2,989,629	2,768,031
Accrued vacation pay	235,545	234,302
Employer health tax payable	257,201	440,357
Other	540,386	169,889
	\$ 5,028,488	\$ 4,379,136

**NOTE 5 UNEARNED REVENUE**

	<b>2021</b>	<b>2020</b>
Tuition fees	\$ 2,245,247	\$ 503,858
Rentals	33,202	-
	\$ 2,278,449	\$ 503,858

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
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**NOTE 6 DEFERRED REVENUE**

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by the Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled. Detailed information about the changes in deferred revenue is included in Schedule 3A.

**NOTE 7 DEFERRED CAPITAL REVENUE**

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by the Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired. Detailed information about the changes in deferred revenue is included in Schedule 4C and 4D.

**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.

	<b>2021</b>	<b>2020</b>
<b>Reconciliation of Accrued Benefit Obligation</b>		
Accrued Benefit Obligation – April 1	\$ 6,384,645	\$ 6,299,743
Service Cost	457,364	432,388
Interest Cost	146,736	160,284
Benefit Payments	(471,803)	(548,592)
Increase in Obligation due to Plan Amendment	-	-
Actuarial (Gain) Loss	(304,383)	40,822
Accrued Benefit Obligation – March 31	<u>\$ 6,212,559</u>	<u>\$ 6,384,645</u>
<b>Reconciliation of Funded Status at End of Fiscal Year</b>		
Accrued Benefit Obligation – March 31	\$ 6,212,559	\$ 6,384,645
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	(6,212,559)	(6,384,645)
Employer Contributions After Measurement Date	216,560	247,192
Benefits Expense After Measurement Date	(153,206)	(151,025)
Unamortized Net Actuarial Loss	50,212	448,809
Accrued Benefit Liability – June 30	<u>\$ (6,098,992)</u>	<u>\$ (5,839,669)</u>
<b>Reconciliation of Change in Accrued Benefit Liability</b>		
Accrued Benefit Liability – July 1	\$ 5,839,668	\$ 5,771,990
Net expense for fiscal year	700,495	685,928
Employer Contributions	(441,171)	(618,249)
Accrued Benefit Liability – June 30	<u>\$ 6,098,992</u>	<u>\$ 5,839,669</u>

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
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**NOTE 8 EMPLOYEE FUTURE BENEFITS (continued)**

**Components of Net Benefit Expense**

Service Cost	\$ 456,592	\$ 438,632
Interest Cost	149,689	156,897
Immediate Recognition of Plan Amendment	-	-
Amortization of Net Actuarial Loss	94,214	90,399
<b>Net Benefit Expense</b>	<b>\$ 700,495</b>	<b>\$ 685,928</b>

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

	2021	2020
Discount Rate – April 1	2.25%	2.50%
Discount Rate – March 31	2.50%	2.25%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	10.7	10.7

**NOTE 9 TANGIBLE CAPITAL ASSETS**

**Net Book Value:**

	June 30, 2021	June 30, 2020
Sites	\$ 11,929,778	\$ 11,929,778
Buildings	47,034,941	47,023,836
Furniture and Equipment	694,323	651,753
Vehicles	3,104,785	2,842,061
Computer Hardware	65,310	17,837
<b>Total</b>	<b>\$ 62,829,137</b>	<b>\$ 62,465,265</b>

**June 30, 2021**

<b>Cost:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Total 2021</b>
Sites	\$ 11,929,778	\$ -	\$ -	\$ -	\$ 11,929,778
Buildings	105,383,582	2,259,419	-	-	107,643,001
Furniture and Equipment	1,130,558	155,626	132,243	-	1,153,941
Vehicles	4,084,809	671,205	102,854	-	4,653,160
Computer Hardware	29,732	53,419	-	-	83,151
<b>Total</b>	<b>\$ 122,558,459</b>	<b>\$ 3,139,669</b>	<b>\$ 235,097</b>	<b>\$ -</b>	<b>\$ 125,463,031</b>

<b>Accumulated Amortization:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Total 2021</b>
Buildings	\$ 58,359,746	\$ 2,248,314	\$ -	\$ 60,608,060
Furniture and Equipment	478,805	113,056	132,243	459,618
Vehicles	1,242,748	408,481	102,854	1,548,375
Computer Hardware	11,895	5,946	-	17,841
<b>Total</b>	<b>\$ 60,093,194</b>	<b>\$ 2,775,797</b>	<b>\$ 235,097</b>	<b>\$ 62,633,894</b>

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
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**NOTE 9 TANGIBLE CAPITAL ASSETS (continued)**

**June 30, 2020**

<b>Cost:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Total 2020</b>
Sites	\$ 11,929,778	\$ -	\$ -	\$ -	\$ 11,929,778
Buildings	103,788,335	1,595,247	-	-	105,383,582
Furniture and Equipment	860,206	283,026	12,674	-	1,130,558
Vehicles	3,421,937	820,334	157,462	-	4,084,809
Computer Hardware	56,058	-	26,326	-	29,732
<b>Total</b>	<b>\$ 120,056,314</b>	<b>\$ 2,698,607</b>	<b>\$ 196,462</b>	<b>\$ -</b>	<b>\$122,558,459</b>

<b>Accumulated Amortization:</b>	<b>Opening Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Total 2020</b>
Buildings	\$ 56,139,809	\$ 2,219,937	\$ -	\$ 58,359,746
Furniture and Equipment	405,459	86,020	12,674	478,805
Vehicles	1,058,016	342,194	157,462	1,242,748
Computer Hardware	27,010	11,211	26,326	11,895
<b>Total</b>	<b>\$ 57,630,294</b>	<b>\$ 2,659,362</b>	<b>\$ 196,462</b>	<b>\$ 60,093,194</b>

**NOTE 10 CONTRACTUAL OBLIGATIONS AND CONTINGENCIES**

The School District, in conducting its usual business activities, is involved in legal claims and litigation. In the event any unsettled claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position.

**NOTE 11 EMPLOYEE PENSION PLANS**

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan, jointly trusted pension plans (the "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, 2020, the Teachers' Pension Plan has about 49,000 active members and approximately 40,000 retired members. As of December 31, 2020, the Municipal Pension Plan has about 220,000 active members, including approximately 28,000 from School Districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017 indicated a \$1,656 million surplus for basic pension benefits on a going concern basis.

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**DRAFT**  
**For Discussion**  
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**NOTE 11      EMPLOYEE PENSION PLANS (continued)**

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018 indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$4,036,337 for employer contributions to these plans in the year ended June 30, 2021 (2020 - \$3,933,885).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in the last quarter of 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2021, with results available in 2022.

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

**NOTE 12      EXPENSE BY OBJECT**

	<b>2021</b>	<b>2020</b>
Salaries and benefits	\$ 49,270,310	\$ 48,277,968
Services and supplies	7,535,874	8,420,863
Amortization	2,775,797	2,659,362
	\$ 59,581,981	\$ 59,358,193

**NOTE 13      ACCUMULATED SURPLUS**

Accumulated surplus consists of:

	<b>2021</b>	<b>2020</b>
Invested in tangible capital assets	\$ 17,377,559	\$ 17,425,551
Local capital surplus	325,147	486,263
Total capital surplus	17,702,706	17,911,814
Operating surplus	2,501,160	1,993,248
	\$ 20,203,866	\$ 19,905,062

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2021, were as follows:

- Capital assets were purchased with Operating funds (\$207,781)
- Capital assets were purchased with Special Purpose funds (\$30,000)



**SCHOOL DISTRICT NO. 69 (QUALICUM)  
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YEAR ENDED JUNE 30, 2021**

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**NOTE 13 ACCUMULATED SURPLUS (continued)**

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

	2021	2020
School budgets	\$ 61,944	\$ 110,051
Capital maintenance	421,493	361,493
Educational programs	53,300	27,500
Energy projects	112,337	200,000
Budgeted allocation of surplus	814,047	300,000
	1,463,121	999,044
Contingency reserve	1,038,039	994,204
Internally restricted	2,501,160	1,993,248
Unrestricted operating surplus	-	-
Total operating surplus	\$ 2,501,160	\$ 1,993,248

**NOTE 14 CONTRACTUAL RIGHTS**

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of contracts entered into for the rental of facilities. The following summarizes the contractual rights of the School District for future assets:

	2022	2023	2024	2025
Future rental revenue	\$ 511,471	\$ 350,625	\$ 187,841	\$ 100,034

**NOTE 15 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 16 BUDGET FIGURES**

The budget figures included in the financial statements are not audited. The budget figures data presented in these financial statements is based upon the 2020/21 amended annual budget adopted by the Board on January 26, 2021. The following chart compares the original annual budget bylaw approved June 5, 2020 to the amended annual budget bylaw reported in these financial statements.

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**DRAFT**  
**For Discussion**  
**Purposes Only**

**NOTE 16 BUDGET FIGURES (continued)**

	<b>2021 Amended Annual Budget</b>	<b>2021 Annual Budget</b>
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	\$ 55,632,827	\$ 52,361,710
Other Provincial Revenues	110,000	101,450
Tuition	1,000,000	2,000,000
Other Revenue	1,490,000	1,490,000
Rentals and Leases	550,000	550,000
Investment Income	190,000	200,000
<b>Total Revenue</b>	<b>58,972,827</b>	<b>56,703,160</b>
<b>Expenses</b>		
Instruction	\$ 45,897,676	\$ 43,968,150
District Administration	2,223,574	2,234,527
Operations and Maintenance	8,639,718	8,602,726
Transportation and Housing	2,129,082	2,106,404
<b>Total Expenses</b>	<b>58,890,050</b>	<b>56,911,807</b>
Net Revenue (Expenses)	82,777	(208,647)
Budgeted Allocation of Surplus	-	300,000
<b>Budgeted Surplus for the year</b>	<b>\$ 82,777</b>	<b>\$ 91,353</b>

**NOTE 17 ECONOMIC DEPENDENCE**

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

**NOTE 18 RISK MANAGEMENT**

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

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

a) Credit risk:

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

**NOTE 18 RISK MANAGEMENT (continued)**

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

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

b) **Market risk:**

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

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

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

c) **Liquidity risk:**

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2020 related to credit, market or liquidity risks.

**School District No. 69 (Qualicum)**  
 Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Actual	2020 Actual
	\$	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	1,993,248		17,911,814	19,905,062	19,978,540
<b>Changes for the year</b>					
Surplus (Deficit) for the year	715,693	30,000	(446,889)	298,804	(73,478)
Interfund Transfers	(207,781)	(30,000)	237,781	-	
Tangible Capital Assets Purchased	507,912	-	(209,108)	298,804	(73,478)
<b>Net Changes for the year</b>	<u>2,501,160</u>	<u>-</u>	<u>17,702,706</u>	<u>20,203,866</u>	<u>19,905,062</u>
<b>Accumulated Surplus (Deficit), end of year - Statement 2</b>					

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

Schedule of Operating Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	46,829,952	47,244,111	45,475,829
Other	110,000	147,870	146,391
Tuition	1,000,000	1,370,654	3,829,455
Other Revenue	140,000	91,855	152,848
Rentals and Leases	550,000	624,850	653,214
Investment Income	190,000	117,053	222,467
<b>Total Revenue</b>	<u>48,819,952</u>	<u>49,596,393</u>	<u>50,480,204</u>
<b>Expenses</b>			
Instruction	38,835,782	39,412,105	40,328,635
District Administration	2,223,574	2,191,247	2,398,481
Operations and Maintenance	5,623,056	5,645,848	6,087,087
Transportation and Housing	1,718,990	1,631,500	1,404,181
<b>Total Expense</b>	<u>48,401,402</u>	<u>48,880,700</u>	<u>50,218,384</u>
<b>Operating Surplus (Deficit) for the year</b>	<u>418,550</u>	<u>715,693</u>	<u>261,820</u>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(418,550)	(207,781)	(252,874)
<b>Total Net Transfers</b>	<u>(418,550)</u>	<u>(207,781)</u>	<u>(252,874)</u>
<b>Total Operating Surplus (Deficit), for the year</b>	<u>-</u>	<u>507,912</u>	<u>8,946</u>
<b>Operating Surplus (Deficit), beginning of year</b>		1,993,248	1,984,302
<b>Operating Surplus (Deficit), end of year</b>		<u>2,501,160</u>	<u>1,993,248</u>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 13)		2,501,160	1,993,248
<b>Total Operating Surplus (Deficit), end of year</b>		<u>2,501,160</u>	<u>1,993,248</u>

# School District No. 69 (Qualicum)

Schedule of Operating Revenue by Source  
Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education</b>			
Operating Grant, Ministry of Education	44,146,379	44,534,890	42,927,094
Other Ministry of Education Grants			
Pay Equity	936,176	936,176	936,176
Funding for Graduated Adults		16,883	13,423
Student Transportation Fund	426,341	426,341	426,341
Carbon Tax Grant			58,640
Employer Health Tax Grant			357,774
Support Staff Benefits Grant	68,245	68,245	46,702
Support Staff Wage Increase Funding			222,073
Teachers' Labour Settlement Funding	1,156,463	1,156,463	477,493
Early Career Mentorship Funding	95,000	95,000	
FSA Scorer Grant		8,187	8,187
Early Learning Framework	1,348	1,926	1,926
<b>Total Provincial Grants - Ministry of Education</b>	<b>46,829,952</b>	<b>47,244,111</b>	<b>45,475,829</b>
<b>Provincial Grants - Other</b>	<b>110,000</b>	<b>147,870</b>	<b>146,391</b>
<b>Tuition</b>			
International and Out of Province Students	1,000,000	1,370,654	3,829,455
<b>Total Tuition</b>	<b>1,000,000</b>	<b>1,370,654</b>	<b>3,829,455</b>
<b>Other Revenues</b>			
Miscellaneous			
Transportation Revenue	50,000	22,016	50,666
Miscellaneous	90,000	62,068	92,593
Pcard Dividend		7,771	9,589
<b>Total Other Revenue</b>	<b>140,000</b>	<b>91,855</b>	<b>152,848</b>
<b>Rentals and Leases</b>	<b>550,000</b>	<b>624,850</b>	<b>653,214</b>
<b>Investment Income</b>	<b>190,000</b>	<b>117,053</b>	<b>222,467</b>
<b>Total Operating Revenue</b>	<b>48,819,952</b>	<b>49,596,393</b>	<b>50,480,204</b>

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

Schedule of Operating Expense by Object  
 Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	18,681,515	19,182,758	19,318,832
Principals and Vice Principals	3,530,584	3,594,794	3,297,303
Educational Assistants	3,694,131	3,378,651	3,786,620
Support Staff	5,091,281	5,203,566	5,250,800
Other Professionals	1,578,493	1,587,849	1,767,748
Substitutes	1,739,942	1,730,410	1,440,897
<b>Total Salaries</b>	<b>34,315,946</b>	<b>34,678,028</b>	<b>34,862,200</b>
<b>Employee Benefits</b>	<b>9,149,589</b>	<b>8,777,457</b>	<b>8,979,756</b>
<b>Total Salaries and Benefits</b>	<b>43,465,535</b>	<b>43,455,485</b>	<b>43,841,956</b>
<b>Services and Supplies</b>			
Services	1,774,130	1,908,443	2,639,084
Student Transportation	1,000		
Professional Development and Travel	419,085	321,190	410,577
Rentals and Leases	5,000	14,702	3,235
Dues and Fees	71,000	72,941	69,879
Insurance	164,000	166,616	139,686
Supplies	1,565,652	1,959,969	2,231,575
Utilities	936,000	981,354	882,392
<b>Total Services and Supplies</b>	<b>4,935,867</b>	<b>5,425,215</b>	<b>6,376,428</b>
<b>Total Operating Expense</b>	<b>48,401,402</b>	<b>48,880,700</b>	<b>50,218,384</b>

# School District No. 69 (Qualicum)

Operating Expense by Function, Program and Object  
Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	15,934,885	1,030,401		10,822		1,045,830	18,021,938
1.03 Career Programs	176,806			39,819			216,625
1.07 Library Services	604,067	36,059		234,910		402	875,438
1.08 Counselling	731,620						731,620
1.10 Special Education	1,342,013	222,715	3,064,664	46,508	70,027	360,827	5,106,754
1.30 English Language Learning	69,311		513,987				69,311
1.31 Indigenous Education	108,121	123,858		1,083,014		24,945	545,966
1.41 School Administration		1,909,643		59,345	135,615		3,017,602
1.62 International and Out of Province Students	215,935	272,118			40,745		683,013
1.64 Other							40,745
<b>Total Function 1</b>	<b>19,182,758</b>	<b>3,594,794</b>	<b>3,378,651</b>	<b>1,474,418</b>	<b>246,387</b>	<b>1,432,004</b>	<b>29,309,012</b>
<b>4 District Administration</b>							
4.11 Educational Administration					443,426		443,426
4.40 School District Governance					110,023		110,023
4.41 Business Administration				349,943	561,521		911,464
<b>Total Function 4</b>				<b>349,943</b>	<b>1,114,970</b>		<b>1,464,913</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				71,263	162,772		234,035
5.50 Maintenance Operations				2,280,693		230,369	2,511,062
5.52 Maintenance of Grounds				159,598			159,598
5.56 Utilities							
<b>Total Function 5</b>				<b>2,511,554</b>	<b>162,772</b>	<b>230,369</b>	<b>2,904,695</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				58,104	63,720	3,934	125,758
7.70 Student Transportation				809,547		64,103	873,650
7.73 Housing							
<b>Total Function 7</b>				<b>867,651</b>	<b>63,720</b>	<b>68,037</b>	<b>999,408</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>							
<b>Total Functions 1 - 9</b>	<b>19,182,758</b>	<b>3,594,794</b>	<b>3,378,651</b>	<b>5,203,566</b>	<b>1,587,849</b>	<b>1,730,410</b>	<b>34,678,028</b>



**School District No. 69 (Qualicum)**  
 Operating Expense by Function, Program and Object  
 Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	18,021,938	4,595,829	22,617,767	1,055,196	23,672,963	22,908,913	23,180,940
1.03 Career Programs	216,625	55,027	271,652	422,861	694,513	703,483	679,513
1.07 Library Services	875,438	228,664	1,104,102	22,381	1,126,483	1,158,336	1,139,684
1.08 Counselling	731,620	190,882	922,502		922,502	981,330	1,020,731
1.10 Special Education	5,106,754	1,408,870	6,515,624	48,439	6,564,063	7,030,196	6,967,382
1.30 English Language Learning	69,311	19,506	88,817		88,817	87,889	84,251
1.31 Indigenous Education	545,966	147,411	693,377	37,123	730,500	731,778	687,300
1.41 School Administration	3,017,602	757,958	3,775,560	79,230	3,854,790	3,885,671	3,847,563
1.62 International and Out of Province Students	683,013	176,919	859,932	846,773	1,706,705	1,297,919	2,676,110
1.64 Other	40,745	10,024	50,769		50,769	50,267	45,161
<b>Total Function 1</b>	<b>29,309,012</b>	<b>7,591,090</b>	<b>36,900,102</b>	<b>2,512,003</b>	<b>39,412,105</b>	<b>38,835,782</b>	<b>40,328,635</b>
<b>4 District Administration</b>							
4.11 Educational Administration	443,426	48,678	492,104	93,279	585,383	656,975	690,633
4.40 School District Governance	110,023	8,045	118,068	83,229	201,297	215,358	197,612
4.41 Business Administration	911,464	218,402	1,129,866	274,701	1,404,567	1,351,241	1,510,236
<b>Total Function 4</b>	<b>1,464,913</b>	<b>275,125</b>	<b>1,740,038</b>	<b>451,209</b>	<b>2,191,247</b>	<b>2,223,574</b>	<b>2,398,481</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	234,035	52,248	286,283	187,094	473,377	606,444	515,076
5.50 Maintenance Operations	2,511,062	549,105	3,060,167	745,311	3,805,478	3,634,692	4,274,285
5.52 Maintenance of Grounds	159,598	42,755	202,353	86,813	289,166	325,920	319,806
5.56 Utilities	-	-	-	1,077,827	1,077,827	1,056,000	977,920
<b>Total Function 5</b>	<b>2,904,695</b>	<b>644,108</b>	<b>3,548,803</b>	<b>2,097,045</b>	<b>5,645,848</b>	<b>5,623,056</b>	<b>6,087,087</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	125,758	22,487	148,245	3,143	151,388	160,594	135,172
7.70 Student Transportation	873,650	244,647	1,118,297	330,580	1,448,877	1,540,396	1,250,252
7.73 Housing	-	-	-	31,235	31,235	18,000	18,757
<b>Total Function 7</b>	<b>999,408</b>	<b>267,134</b>	<b>1,266,542</b>	<b>364,958</b>	<b>1,631,500</b>	<b>1,718,990</b>	<b>1,404,181</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	-	-	-	-	-	-	-
<b>Total Functions 1 - 9</b>	<b>34,678,028</b>	<b>8,777,457</b>	<b>43,455,485</b>	<b>5,425,215</b>	<b>48,880,700</b>	<b>48,401,402</b>	<b>50,218,384</b>

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

Schedule of Special Purpose Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	5,912,851	6,686,202	4,653,982
Other Revenue	1,350,000	592,777	1,094,480
<b>Total Revenue</b>	<u>7,262,851</u>	<u>7,278,979</u>	<u>5,748,462</u>
<b>Expenses</b>			
Instruction	7,061,894	7,049,633	5,549,116
Operations and Maintenance	199,346	199,346	199,346
Transportation and Housing	1,611		
<b>Total Expense</b>	<u>7,262,851</u>	<u>7,248,979</u>	<u>5,748,462</u>
<b>Special Purpose Surplus (Deficit) for the year</b>	-	<u>30,000</u>	-
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased		(30,000)	
<b>Total Net Transfers</b>	-	<u>(30,000)</u>	-
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<u>-</u>	<u>-</u>

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

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2021

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	575,191	-	-	16,964	-	-
Add: Restricted Grants								
Provincial Grants - Ministry of Education	199,346	158,680	644,957	96,000	19,600	102,743	380,322	400,019
Other	-	-	-	-	-	-	-	-
Less: Allocated to Revenue	199,346	158,680	644,957	96,000	19,600	102,743	380,322	400,019
Deferred Revenue, end of year	-	-	627,371	-	-	-	-	-
<b>Revenues</b>								
Provincial Grants - Ministry of Education	199,346	158,680	592,777	96,000	19,600	119,707	380,322	400,019
Other Revenue	-	-	-	-	-	-	-	-
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-
Deferred Revenue, end of year	-	-	-	-	-	-	-	-
<b>Expenses</b>								
Salaries								
Teachers						57,661		2,579,620
Principals and Vice Principals							40,071	
Educational Assistants		124,945					227,655	199,916
Support Staff	145,274							115,060
Employee Benefits	145,274	124,945				57,661	267,726	314,976
Services and Supplies	39,224	33,735				15,568	59,080	85,043
Deferred Revenue, beginning of year	14,848			96,000	19,600	46,478	53,516	
Deferred Revenue, end of year	199,346	158,680	562,777	96,000	19,600	119,707	380,322	400,019
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	30,000	-	-	-	-	-
<b>Interfund Transfers</b>								
Tangible Capital Assets Purchased			(30,000)					
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-

**School District No. 69 (Qualicum)**  
 Changes in Special Purpose Funds and Expense by Object  
 Year Ended June 30, 2021

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School Grant	Federal Safe Return to Class Fund	TOTAL
Deferred Revenue, beginning of year	\$ -	\$ 1,611	\$ 16,578	\$ 6,609	\$ -	\$ -	\$ 616,953
Add: Restricted Grants							
Provincial Grants - Ministry of Education	48,650	100,854	55,000	52,000	311,500	1,660,269	6,861,101
Other							644,957
Less: Allocated to Revenue	48,650	100,854	55,000	52,000	311,500	1,660,269	7,506,058
Deferred Revenue, end of year	\$ -	\$ 102,465	\$ 58,520	\$ 55,676	\$ -	\$ -	\$ 844,032
<b>Revenues</b>							
Provincial Grants - Ministry of Education	48,650	-	13,058	2,933	311,500	1,660,269	6,686,202
Other Revenue	48,650	-	13,058	2,933	311,500	1,660,269	592,777
<b>Expenses</b>							
Salaries							
Teachers	48,650					671,209	3,357,140
Principals and Vice Principals						39,749	40,071
Educational Assistants						150,319	592,265
Support Staff					131,491	861,277	542,144
Employee Benefits					131,491	318,554	4,531,620
Services and Supplies			13,058	2,933	144,506	480,438	1,283,205
	48,650	-	13,058	2,933	311,500	1,660,269	1,434,154
							7,248,979
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	30,000
<b>Interfund Transfers</b>							
Tangible Capital Assets Purchased							(30,000)
<b>Net Revenue (Expense)</b>							(30,000)

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

Schedule of Capital Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual			2020 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education	450,000	559,646		559,646	651,913
Other				-	45,487
Investment Income			5,743	5,743	13,574
Amortization of Deferred Capital Revenue	2,440,024	2,440,024		2,440,024	2,345,075
<b>Total Revenue</b>	<u>2,890,024</u>	<u>2,999,670</u>	<u>5,743</u>	<u>3,005,413</u>	<u>3,056,049</u>
<b>Expenses</b>					
Operations and Maintenance	450,000	559,646	116,859	676,505	731,985
Amortization of Tangible Capital Assets					
Operations and Maintenance	2,367,316	2,367,316		2,367,316	2,317,168
Transportation and Housing	408,481	408,481		408,481	342,194
<b>Total Expense</b>	<u>3,225,797</u>	<u>3,335,443</u>	<u>116,859</u>	<u>3,452,302</u>	<u>3,391,347</u>
<b>Capital Surplus (Deficit) for the year</b>	<u>(335,773)</u>	<u>(335,773)</u>	<u>(111,116)</u>	<u>(446,889)</u>	<u>(335,298)</u>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	418,550	237,781		237,781	252,874
<b>Total Net Transfers</b>	<u>418,550</u>	<u>237,781</u>	<u>-</u>	<u>237,781</u>	<u>252,874</u>
<b>Other Adjustments to Fund Balances</b>					
Tangible Capital Assets Purchased from Local Capital		50,000	(50,000)	-	
<b>Total Other Adjustments to Fund Balances</b>		<u>50,000</u>	<u>(50,000)</u>	<u>-</u>	
<b>Total Capital Surplus (Deficit) for the year</b>	<u>82,777</u>	<u>(47,992)</u>	<u>(161,116)</u>	<u>(209,108)</u>	<u>(82,424)</u>
<b>Capital Surplus (Deficit), beginning of year</b>		17,425,551	486,263	17,911,814	17,994,238
<b>Capital Surplus (Deficit), end of year</b>		<u>17,377,559</u>	<u>325,147</u>	<u>17,702,706</u>	<u>17,911,814</u>

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

Tangible Capital Assets  
Year Ended June 30, 2021

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	11,929,778	105,383,582	1,130,558	4,084,809	-	29,732	122,558,459
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,118,528	81,144	548,310			1,747,982
Deferred Capital Revenue - Other		1,103,906					1,103,906
Operating Fund		6,985	24,482	122,895		53,419	207,781
Special Purpose Funds		30,000	50,000				80,000
Local Capital		2,259,419	155,626	671,205		53,419	3,139,669
Decrease:							
Deemed Disposals			132,243	102,854			235,097
Cost, end of year	11,929,778	107,643,001	1,153,941	4,653,160		83,151	125,463,031
Work in Progress, end of year							
Cost and Work in Progress, end of year	11,929,778	107,643,001	1,153,941	4,653,160		83,151	125,463,031
Accumulated Amortization, beginning of year			478,805	1,242,748		11,895	60,093,194
Changes for the Year							
Increase: Amortization for the Year		2,248,314	113,056	408,481		5,946	2,775,797
Decrease:							
Deemed Disposals			132,243	102,854			235,097
Accumulated Amortization, end of year			459,618	1,548,375		17,841	62,633,894
Tangible Capital Assets - Net	11,929,778	47,034,941	694,323	3,104,785		65,310	62,829,137

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

Deferred Capital Revenue  
Year Ended June 30, 2021

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
<b>Deferred Capital Revenue, beginning of year</b>	43,988,032	950,299	54,424	44,992,755
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,747,982	1,103,906		2,851,888
	<u>1,747,982</u>	<u>1,103,906</u>	<u>-</u>	<u>2,851,888</u>
Decrease:				
Amortization of Deferred Capital Revenue	2,395,215	35,223	9,586	2,440,024
	<u>2,395,215</u>	<u>35,223</u>	<u>9,586</u>	<u>2,440,024</u>
<b>Net Changes for the Year</b>	<u>(647,233)</u>	<u>1,068,683</u>	<u>(9,586)</u>	<u>411,864</u>
<b>Deferred Capital Revenue, end of year</b>	<u>43,340,799</u>	<u>2,018,982</u>	<u>44,838</u>	<u>45,404,619</u>
<b>Work in Progress, beginning of year</b>				-
<b>Changes for the Year</b>				
<b>Net Changes for the Year</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Work in Progress, end of year</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Deferred Capital Revenue, end of year</b>	<u>43,340,799</u>	<u>2,018,982</u>	<u>44,838</u>	<u>45,404,619</u>

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

Changes in Unspent Deferred Capital Revenue  
Year Ended June 30, 2021

	Bylaw Capital	ME'd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
<b>Balance, beginning of year</b>	-	-	1,079,594	204,671	-	1,284,265
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education	2,307,628		484,500			2,307,628
Provincial Grants - Other			11,078	2,904		484,500
Investment Income			495,578	2,904		13,982
Decrease:						
Transferred to DCR - Capital Additions	1,747,982		1,103,906			2,851,888
Purchase of Services and Supplies	559,646					559,646
	2,307,628		1,103,906			3,411,534
<b>Net Changes for the Year</b>	-	-	(608,328)	2,904	-	(605,424)
<b>Balance, end of year</b>	-	-	471,266	207,575	-	678,841





**Education Committee of the Whole Report**  
**Tuesday, September 21, 2021**  
**VIA ZOOM**  
**2:30 p.m.**

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

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. OPENING COMMENTS**

**3. SHARED LEARNING**

**a. Update from Summer Learning - Carrie Frampton and Team**

Lots of great learning with some new to our district and already established teachers. Some learning items worth noting: UDL, redesign performance evaluation, Path and Goal training, Google Classroom, Phonological and Triangle of Assessment.

**b. Update from Director of Instruction**

**i. District Programs**

All programs, with safe Covid protocols, are starting to roll out; KSS cohort outdoor club, BSS gr 9 outdoor group, Global Roams (Sept to Jan) at both KSS and BSS. Starting later is the VISP and Roams in Spring.

**ii. Field Experiences**

Lots of forms being requested, only one international trip for Spring break 2022 so far. Many classroom teachers looking for experiences and learning in our own communities and nearby

**iii. Sports**

High school intermural are starting now. Elementary schools will be starting theirs soon.

**iv. Assessments**

The Foundation Skills Assessments (FSA) are scheduled to take place from October 4-12<sup>th</sup>.

**4. INFORMATION**

**a. Enrolment – Gillian Wilson**

Numbers keep changing as the month continues. Final numbers by Sept 29th

**b. Learning Grants – Gillian Wilson/Rudy Terpstra**

Forms are getting a revamp and will be going out to schools soon. Trustees have asked for a copy of the new forms.

**c. School Codes of Conduct – Gillian Wilson/Rudy Terpstra**

Presented in a 'working copy' to Trustees, plans are to review and offer suggestions by senior administration team with a plan for streamlining.

**d. Updates - Feminine Hygiene Products**

Associate Superintendent Wilson advised that the student group at KSS is working with the school administration to ensure students have different options for accessing the free products.

**5. DISCUSSION**

**a. Framework for Enhancing Student Learning**

Superintendent Jory will be providing a final review of the document at the September Regular Board Meeting prior to submitting it to the Ministry.

**b. Alternate Education Review**

High level update from new administrator of PASS/ Woodwinds (Autumn Taylor)

**6. QUESTION PERIOD**

**7. FUTURE TOPICS**

**8. NEXT MEETING DATE:**

- Tuesday, October 19, 2021 at 2:30 p.m. (via Zoom until further notice)

**9. ADJOURNMENT**



**School District 69 (Qualicum)**  
**Ministry of Education Report**  
**Framework for Enhancing Student Learning (FESL)**

**September 2021**

Context

This FESL document flows from the requirements of the Ministry of Education Enhancing Student Learning Reporting Order [M302](#). The Order links to Ministry [policy](#) which dictates that all BC school districts are to prepare and submit to the Minister between June 30 and September 30 a report that includes all district level data from provincial assessments and other indicators related to human, social and career development.

The Ministerial order specifies that subsets of data for students of Indigenous ancestry (on reserve and off reserve), children in care, and children with unique needs are represented specifically. Note that throughout the document must be **masked** for privacy reasons (per government policy) where there are 10 or fewer participants in the data set, and where the entire subset is masked, the set has been removed. School District No. 69 (Qualicum) has a total student population of 4600 students, and the cohort totals for students living on reserve and children in care range between zero and four with one being the most common number. The off-reserve results have therefore been included in the all student and Indigenous student results, and the specific on-reserve, off-reserve, and children in care district level data has been removed.

The data for this report were extracted from the Ministry of Education SharePoint site using data reports. Information on these data is also available to the public via the Ministry of Education website, including in regard to the Foundation Skills Assessment ([FSA](#)) and the BC Student Learning [Survey](#).

Link to Ongoing Planning for Enhancing Student Learning

School District 69 has a long-standing commitment to system-wide collaboration in support of strategic approaches to enhancing student learning. The Board's current strategic learning [plan](#) captures a range of strategies in support of the key strategic priorities of: (1) student-centered learning; (2) quality teaching and leadership; and, (3) social-emotional learning.

Ongoing work in these domains is echoed annually in school level collaborative planning that leads to Enhancing Student Learning documents being received by the Board, and complements the goals of the district's First Nations, Metis and Inuit Education Enhancement [Agreement](#).

All district strategic planning (including all learning and operational domains) is captured in the Board's Framework for District Strategic Planning, adopted by the Board in June 2021. Within that framework, all educational and operational strategic plans are documented in alignment with the Board's declared strategic priorities as listed above.

## Framework Report

This report includes the following. Critical to the utility of this report, beyond the data as represented in charts and graphs, are the analytical *comments* that follow each related set of data. Those comments include lessons learned from provincial and local data, and plans that emerged from those lessons.

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## A. INTELLECTUAL DEVELOPMENT

**OUTCOME 1: Students will meet or exceed literacy expectations for each grade level.**

### MEASURE 1.1 GRADE 4 AND GRADE 7 LITERACY

Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

#### 1.1.1 GRADE 4 READING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	COHORT	PARTICIPATION			OT PLUS E	
			SIZE #	#	%	#	%	
04	Reading Comprehension	2017/2018	325	296	91%	209	71%	
		2018/2019	307	267	87%	190	71%	
	ALL STUDENTS*	2019/2020	281	253	90%	178	70%	
		2020/2021	330	172	52%	139	81%	
04	Reading Comprehension	2017/2018	36	35	97%	24	69%	
		2018/2019	31	28	90%	17	61%	
	INDIGENOUS*	2019/2020	34	27	79%	16	59%	
		2020/2021	45	22	49%	17	77%	
04	Reading Comprehension	2017/2018	24	14	58%	8	57%	
		2018/2019	21	12	57%	7	58%	
	DIVERSE NEEDS	2019/2020	20	9	45%	5	56%	
		2020/2021	19	3	16%	2	67%	

Provincial Data  
2019/20

All: 75%  
Indig All: 61%  
On Reserve: 42%  
Off Reserve: 65%  
Diverse Needs: 64%  
In Care: 52%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

#### 1.1.2 GRADE 4 WRITING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	COHORT	PARTICIPATION			OT PLUS E	
			SIZE #	#	%	#	%	
04	Writing	2017/2018	325	274	84%	229	84%	
		2018/2019	307	243	79%	216	89%	
	ALL STUDENTS*	2019/2020	281	236	84%	185	78%	
		2020/2021	330	158	48%	129	82%	

Provincial Data  
2019/20

All: 84%  
Indig All: 71%  
On Reserve: 57%  
Off Reserve: 73%  
Diverse Needs: 73%  
In Care: 72%

04	Writing	2017/2018	36	32	89%	27	84%
		2018/2019	31	23	74%	17	74%
	INDIGENOUS*	2019/2020	34	26	76%	16	62%
		2020/2021	45	19	42%	15	79%
04	Writing	2017/2018	24	11	46%	10	91%
		2018/2019	21	11	52%	10	91%
	DIVERSE NEEDS	2019/2020	20	5	25%	4	80%
		2020/2021	19	3	16%	3	100%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort and, while still included in the larger data, specific data sets have been masked and removed.

### 1.1.3 GRADE 7 READING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	COHORT	PARTICIPATION			OT PLUS E	
			SIZE #	#	%	#	%	
07	Reading Comprehension	2017/2018	322	286	89%	224	78%	
		2018/2019	304	280	92%	228	81%	
	ALL STUDENTS*	2019/2020	331	298	90%	221	74%	
		2020/2021	353	187	53%	149	80%	
07	Reading Comprehension	2017/2018	39	37	95%	27	73%	
		2018/2019	39	35	90%	29	83%	
	INDIGENOUS*	2019/2020	40	33	83%	23	70%	
		2020/2021	38	15	39%	11	73%	
07	Reading Comprehension	2017/2018	45	30	67%	20	67%	
		2018/2019	38	26	68%	17	65%	
	DIVERSE NEEDS	2019/2020	54	36	67%	25	69%	
		2020/2021	56	21	38%	15	71%	

Provincial Data  
2019/20

All: 77%  
Indig All: 60%  
On Reserve: 44%  
Off Reserve: 64%  
Diverse Needs: 57%  
In Care: Masked

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

### 1.1.4 GRADE 7 WRITING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	COHORT	PARTICIPATION		OT PLUS E	
			SIZE #	#	%	#	%
07	Writing	2017/2018	322	270	84%	260	96%
		2018/2019	304	266	88%	232	87%
	ALL STUDENTS*	2019/2020	331	289	87%	268	93%
		2020/2021	353	171	48%	151	88%
07	Writing	2017/2018	39	33	85%	31	94%
		2018/2019	39	30	77%	26	87%
	INDIGENOUS*	2019/2020	40	33	83%	26	79%
		2020/2021	38	14	37%	10	71%
07	Writing	2017/2018	45	25	56%	22	88%
		2018/2019	38	21	55%	19	90%
	DIVERSE NEEDS	2019/2020	54	32	59%	24	75%
		2020/2021	56	17	30%	13	76%

#### Provincial Data 2019/20

All: 88%  
Indig All: 79%  
On Reserve: 71%  
Off Reserve: 81%  
Diverse Needs:  
75%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

### MEASURE 1.2 GRADE 10 LITERACY

Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

#### 1.2.1 LITERACY 10 (Provincial Assessment)

		2019/20		
		% OT/E	OT/E	writers
All		68%	73	108
Indigenous All		43%	6	14
Diverse Needs		31%	4	13

#### Provincial Data 2019/20

All: 74%  
Indig All: 56%  
On Reserve: 39%  
Off Reserve: 59%  
Diverse Needs: 55%  
In Care: 45%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

## Comments on Grade 4 and 7 Literacy

- Grade 4 Writing
  - Strengths
    - Students seemed excited about the topics
    - Structure for most students
    - Strong spelling
    - Results for Indigenous learners are in line with results for All Students
  - Areas for Growth
    - Sentence structure for some students
    - Elaboration with details to address list-like facts/events
    - Vocabulary
    - Going deeper, connecting to emotions, expressing voice
- Grade 7 Writing
  - Strengths
    - Relevant responses from most students
    - Sentence structure
    - Creative topics and personality in voice
    - Elaborated writing from many students/length
    - Strong spelling
    - Results for Indigenous learners are in line with results for All Students
  - Areas for Growth
    - Organizing ideas and paragraphing; tendency toward list-like writing
    - Introductions and conclusions
    - Too much repetition
    - Work on more sophisticated vocabulary
    - Developing ideas
- Grade 4 Reading
  - Strengths
    - Summarizing the story
    - Including evidence from text to support responses
    - Increase in overall proficiency from previous years
    - Results for Indigenous learners are in line with results for All Students
  - Areas for Growth
    - Fully understanding the question
    - Elaboration of thinking and making connections
    - Using specific/relevant examples to respond and infer
    - Note that participation is down significantly from previous years, which creates the question of test validity
- Grade 7 Reading
  - Strengths
    - Summarizing and identifying themes
    - Including evidence from text to support responses
    - Reading comprehension
    - Bounce back in scores from recent years
    - Results for Indigenous learners are in line with results for All Students



- Areas for Growth
    - Making inferences, connections, and using supporting evidence
    - Form
    - Note that participation is down significantly from previous years, which creates the question of test validity
- Strategies emerging from evidence including provincial measures:
  - Support for reading teams looking at cohort data including FSA and local measures.
  - Broaden exposure to and system-wide implementation of strategies that support teaching for diversity, such as Universal Design for Learning.
  - Support grade 7 literacy teams working with grade 8 teacher teams in support of positive transitions from elementary to secondary grades.
- Next steps:
  - Maintain focus on high quality locally developed reading and writing assessments for all grade levels.
  - Build a more robust process for collaborative dialogue about student results in commonly administered locally developed assessments.
  - Extend the learning rounds with support of the Director of Instruction.
  - Continue development of balanced literacy programs at secondary schools.

### **Comments on Grade 10 Literacy**

- Lessons learned from this data set:
  - This assessment is very new to students in the province and our District.
  - Overall results are very similar to provincial results and correlate well to previous FSA results.
  - Students writing together in cohorts with their classroom teacher appeared to be more self-regulated and were able to focus on the assessment.
- Strategies emerging from evidence including provincial measures:
  - Acknowledgement that preparing students for the assessment process in the week prior builds on their previous assessment experience and leads to higher accuracy and better results.
- Next steps:
  - Formalize a preparatory process across the district and look at ways to build an assessment environment that maximizes student comfort.

**OUTCOME 2: Students will meet or exceed numeracy expectations for each grade level.**

**MEASURE 2.1 GRADE 4 AND 7 NUMERACY**

Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

**2.1.1 GRADE 4 NUMERACY (FSA)**

GRADE	ASSESSMENT	YEAR	COHORT	PARTICIPATION			OT PLUS E	
	SUB SET			#	#	%	#	%
04	Numeracy	2017/2018	325	296	91%	177	54%	
		2018/2019	307	268	87%	155	50%	
	ALL STUDENTS*	2019/2020	281	251	89%	168	60%	
		2020/2021	330	169	51%	114	35%	
04	Numeracy	2017/2018	36	34	94%	18	50%	
		2018/2019	31	28	90%	13	42%	
	INDIGENOUS*	2019/2020	34	28	82%	16	47%	
		2020/2021	45	21	47%	13	29%	
04	Numeracy	2017/2018	24	14	58%	10	42%	
		2018/2019	21	12	57%	3	14%	
	DIVERSE NEEDS	2019/2020	20	8	40%	3	15%	
		2020/2021	19	3	16%	2	11%	

Provincial Data  
2019/20

All: 64%  
Indig All: 39%  
On Reserve: 27%  
Off Reserve: 42%  
Diverse Needs: 44%  
In Care: 27%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

**2.1.2 GRADE 7 NUMERACY (FSA)**

GRADE	ASSESSMENT	YEAR	COHORT	PARTICIPATION			OT PLUS E	
	SUB SET		SIZE	#	#	%	#	%
07	Numeracy	2017/2018	322	286	89%	176	55%	
		2018/2019	304	279	92%	188	62%	
	ALL STUDENTS*	2019/2020	331	298	90%	179	54%	
		2020/2021	353	187	53%	142	40%	
07	Numeracy	2017/2018	39	37	95%	21	54%	
		2018/2019	39	35	90%	21	54%	
	INDIGENOUS*	2019/2020	40	33	83%	20	50%	
		2020/2021	38	15	39%	10	26%	

Provincial Data  
2019/20

All: 74%  
Indig All: 56%  
On Reserve: 39%  
Off Reserve: 59%  
Diverse Needs: 55%  
In Care: 45%

07	Numeracy	2017/2018	45	30	67%	11	24%
		2018/2019	38	25	66%	10	26%
	DIVERSE NEEDS	2019/2020	54	36	67%	10	19%
		2020/2021	56	21	38%	16	29%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

## MEASURE 2.2 GRADE 10 NUMERACY

Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

### 2.2.1 GRADE 10 NUMERACY (Provincial Assessment)

	2017/18			2018/19			2019/20		
	% OT/E	OT/E	writers	% OT/E	OT/E	writers	% OT/E	OT/E	writers
All	Mask	Mask	Mask	21%	30	146	25%	33	131
Indigenous All	Mask	Mask	Mask	10%	2	20	8%	1	13
Diverse Needs	Mask	Mask	Mask	17%	3	18	10%	2	21

Provincial Data  
2019/20

All: 40%  
Indig All: 18%  
On Reserve: 5%  
Off Reserve: 21%  
Diverse Needs: 28%  
In Care: 14%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

### Comments on Grade 4 and 7 Numeracy

- Strengths
  - Double digit subtraction and expanded form
  - Explanation and thoughtfulness for some students
  - Showing their work/strategies
  - Increase in overall proficiency from previous years
- Areas for Growth
  - How to structure thinking/responses to communicate mathematical understanding
  - Estimating
  - Rounding decimal numbers
  - Reading graphs
  - Multi-step problem-solving
  - Reading comprehension of instructions
  - Participation is down significantly from previous years, which creates the question of test validity Numeracy – Grade 7

- Strengths
  - Figuring out percentages
  - Connecting percentages, fractions, ratios
  - Communicating thinking
  - Comprehending the question for many
- Areas for Growth
  - Misunderstanding the question for some
  - Showing steps in work to explain
  - Open-ended questions
  - Multi-step problem-solving
  - Including symbols for operations and units
  - Participation is down significantly from previous years, which creates the question of test validity
  - Results for Indigenous learners are lower in some cohort groups than results for All Students

### **Comments on Grade 10 Numeracy**

- Lessons learned from this data set:
  - Overall District results are trailing provincial results in a similar manner to District FSA results.
  - A number of assessment tools have been used in pockets, and workshops have been provided. Though teacher confidence may have improved slightly, results do not appear to be trending positively at this time.
  - Students the writing assessment together in cohorts with their classroom teacher appeared to be more self-regulated and were able to focus on the assessment.
- Strategies emerging from evidence including provincial measures:
  - Acknowledgement that preparing students for the assessment process in the week prior builds on their previous assessment experience and leads to higher accuracy and better results. A preparatory process across the district that builds an assessment environment that maximizes student comfort should be implemented.
  - The district teaching and learning team now has a numeracy specialist. An expansion of this specialist area should be considered, as should a more pervasive approach to changing practice should be considered.
  - The district teaching and learning team now has an Indigenous curriculum specialist. Staff learning will include additional numeracy activities from an Indigenous perspective.
  - Additional targeted resources should be considered for supporting Indigenous learners in regard to numeracy.

## MEASURE 2.3 GRADE TO GRADE TRANSITIONS

Number and percentage of students who are completing grade to grade transitions on time

### 2.3.1 GRADE TO GRADE TRANSITION (2019/20)

	Grade 9 to 10			Grade 10 to 11			Grade 11 to 12		
	% G2G	Success	# Cohort	% G2G	Success	# Cohort	% G2G	Success	# Cohort
All	96%	316	328	95%	283	298	97%	337	349
Indigenous All	90%	37	41	100%	38	38	94%	46	49
Diverse Needs	100%	55	55	96%	53	55	98%	61	62

Provincial Data  
9-10/10-11/11-12

All: 97/96/94

Indig All:  
93/91/86

On Reserve:  
90/85/79

Off Reserve:  
94/92/88

Diverse Needs:  
96/95/92

In Care: 90/85/82

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

## B. HUMAN AND SOCIAL DEVELOPMENT

**OUTCOME 3: Students will feel welcome, safe and connected to their school.**

### MEASURE 3.1 FEEL WELCOME, SENSE OF BELONGING, SAFE, ADULTS WHO CARE

Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

#### 3.1.1 FEEL WELCOME

	2017/18			2018/19			2019/20		
	% Pos	Pos	Resp	% Pos	Pos	Resp	% Pos	Pos	Resp
All	68%	438	640	67%	492	736	60%	225	376
Indigenous All	68%	49	72	62%	50	81	64%	29	45
Diverse Needs	52%	35	67	64%	43	67	51%	26	51

Provincial Data  
2019/20

All: 67%  
Indig All: 60%  
On Reserve: 58%  
Off Reserve: 60%  
Diverse Needs: 60%  
In Care: 57%

#### 3.1.2 HAVE A SENSE OF BELONGING

	2017/18			2018/19			2019/20		
	% Pos	Pos	Resp	% Pos	Pos	Resp	% Pos	Pos	Resp
All	55%	349	640	50%	370	736	44%	165	376
Indigenous All	50%	36	72	48%	39	81	58%	26	45
Diverse Needs	49%	33	67	42%	28	67	37%	19	51

Provincial Data  
2019/20

All: 52%  
Indig All: 45%  
On Reserve: 40%  
Off Reserve: 45%  
Diverse Needs:  
45%

#### 3.1.3 FEEL SAFE

	2017/18			2018/19			2019/20		
	% Pos	Pos	Resp	% Pos	Pos	Resp	% Pos	Pos	Resp
All	76%	479	633	75%	544	729	67%	251	377

Provincial Data  
2019/20

All: 73%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

### MEASURE 3.2 ADULTS WHO CARE

Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students	
	#	%	#	%	#	%
2017/18	181	71 -4	160	70 3	85	65 1
2018/19	160	69 -5	179	69 4	155	65 2
2019/20	48	61 -9	80	57 -9	102	65 0
2020/21	150	68 2	147	59 -3	107	57 -3

Provincial Data 2019/20
All: 66%
Indig All: 65%
On Reserve: 64%
Off Reserve: 66%
Diverse Needs: 67%
In Care: 69%

- SD69 results are compared to all of BC + (ahead) and – (behind).
- Data subsets of Indigenous Students on Reserve and All Students Living in Care are not available for the 2020-21 school year.

## C. CAREER DEVELOPMENT

### OUTCOME 4: Students will graduate

#### MEASURE 4.1 DOGWOOD GRADUATION

Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

##### 4.1.1 DOGWOOD DIPLOMA WITHIN 5 YEARS OF GRADE 8

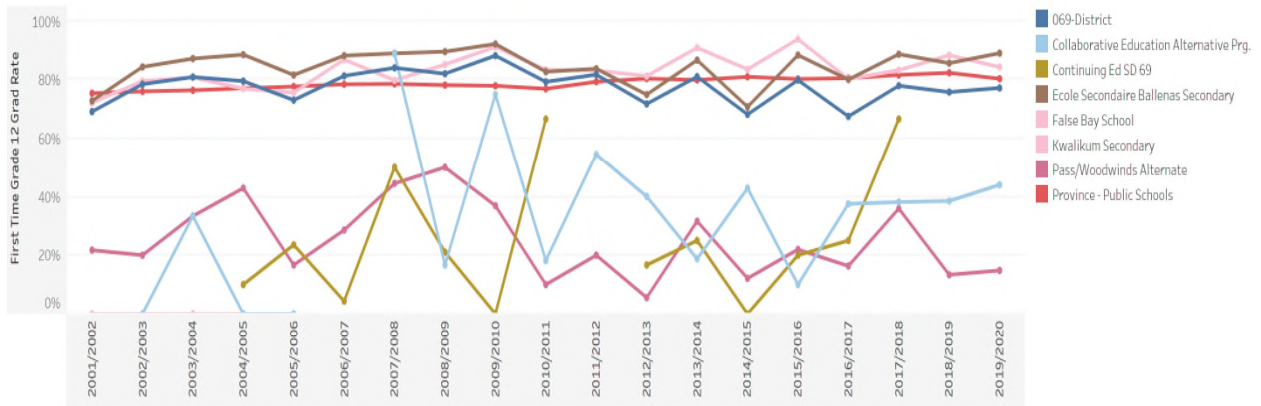
	2017/18			2018/19			2019/20		
	% Comp	Cohort Size	Grad Year 5	% Comp	Cohort Size	Grad Year 5	% Comp	Cohort Size	Grad Year 5
All	69%	374	257	81%	361	293	79%	341	269
Indigenous All	33%	45	15	63%	42	27	63%	42	26
Diverse Needs	58%	88	51	65%	80	52	63%	63	40

#### Provincial Data 2019/20

All: 85%  
 Indig All: 62%  
 On Reserve: 47%  
 Off Reserve: 66%  
 Diverse Needs: 64%  
 In Care: 36%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

#### First Time Grad Rates by Year and Program compared to All BC



The trend of First Time Grade 12 Grad Rate for Trax School Year. Color shows details about School Name. Details are shown for C\_DistrictNumName. The data is filtered on Resident, Gender, ELL, Indigenous Ever and Special Needs Category. The Resident filter keeps Resident. The Gender filter keeps Female and Male. The ELL filter keeps ESL and Non ESL. The Indigenous Ever filter keeps Indigenous and Non Indigenous. The Special Needs Category filter keeps 16 of 16 members. The view is filtered on Trax School Year and School Name. The Trax School Year filter keeps 19 of 19 members. The School Name filter keeps 8 of 8 members.



## Comments on Dogwood Diploma Within Five Years of Grade 8

- Lessons learned from this data set:
  - Overall results from the District still trail provincial results, but are trending positively towards parity and are in line with regional results.
  - Results from standard schools are well above the provincial average, but results from other programs are below. Note that subscription to these other programs is higher than is typical in similar sized districts and grew substantially during COVID.
  - Indigenous graduation results have been similar to provincial averages but consistently lower than All Student results.
- Strategies emerging from evidence including provincial measures:
  - Improved tracking and supporting measures are likely the reason for recent positive trend in graduation results and will be expanded over this and following years.
  - The number of Indigenous students in non-standard programs remains disproportionately high, and means to correct this must be considered.
  - The 2020 Alternative Education review may provide guidance for design of additional supports for struggling learners, as well as the creation of better methods to assign and track students between schools and programs.
- Next steps:
  - Increase District focus on meaningful graduation, and the tracking and support of students across the system.
  - Tracking and supporting of Indigenous learners must be a priority, especially given the small cohort sizes, and high number of students in non-standard programs.
  - Continue conversations regarding the role of non-standard programs in SD69 and ways to enhance effective student support that leads to meaningful graduation.
  - Develop strategies to better support Indigenous learners in our standard schools.

**OUTCOME 5: Students will have the core competencies to achieve their career and life goals.**

**MEASURE 5.1 TRANSITION TO POST-SECONDARY**

Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years 4

**5.1.1 POST-SECONDARY IN BC WITHIN 1 YEAR**

	2015/16			2016/17			2017/18		
	%	# Trans	Cohort	%	# Trans	Cohort	%	# Trans	Cohort
All	44%	144	326	41%	103	254	41%	116	284
Indigenous All	32%	9	28	40%	6	15	32%	8	25
Diverse Needs	43%	17	40	31%	11	35	35%	11	31

Provincial Data 2019/20
All: 54%
Indig All: 39%
On Reserve: 45%
Off Reserve: 38%
Diverse Needs: 35%
In Care: 50%

**5.1.2 POST-SECONDARY IN BC WITHIN 3 YEARS**

	2013/14			2014/15			2015/16		
	%	# Trans	Cohort	%	# Trans	Cohort	%	# Trans	Cohort
All	61%	177	288	66%	173	263	63%	206	326
Indigenous All	43%	9	21	65%	15	23	54%	15	28
Diverse Needs	52%	12	23	30%	6	20	55%	22	40

Provincial Data 2019/20
All: 66%
Indig All: 50%
On Reserve: 49%
Off Reserve: 49%
Diverse Needs: 55%
In Care: 59%

\*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

**Board Motion September 28, 2021**

“That the Board of Education approve the School District No. 69 Framework for Enhancing Student Learning Report as presented.”



**EMPLOYEE CONFLICT OF INTEREST**

**Context:**

All personnel (including volunteers, contractors and others) must model highly ethical and thoughtful behaviour for our students. Public education relies on public trust and confidence. Understanding and responding to any perceived or actual conflicts of interest is part of this important standard and maintenance of public trust.

**Policy Statement:**

The Board demands the highest standard of conduct from its employees and other personnel. Public education requires that all personnel understand the fundamental importance of developing and maintaining the public's trust and confidence in the District. Public trust and confidence are maintained when students, parents and public witness thoughtful and ethical behaviour in conflict of interest situations.

**Guidelines:**

The Board believes:

1. All personnel must, conduct themselves honestly, with personal integrity.
2. Highly ethical and thoughtful behaviour are conditions of employment and employees must exhibit these behaviours within all daily activities.
3. Personnel will understand and identify both perceived and actual conflicts of interest.
4. Personnel will respond appropriately when witnessing or participating in a perceived or actual conflict of interest situation.

**Definitions:**

Conflict of Interest – When an individual in a decision-making position is presented with a situation where they can personally benefit (directly or through a personal relationship) from the decision.

Perceived Conflict of Interest – When an individual in a decision-making position could be seen to be biased or personally benefiting from the decision.

**References:**

- Administrative Procedure to Board Policy 601: Employee Conflict of Interest

**Dates of Adoption/Amendments:**

Adopted: 1984.10.03

Amended: 1986.08.27: 1990.03.28: 1991.09.10: 2005.03.29: **2018.01.23**



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 601 – ADMINISTRATIVE PROCEDURES

#### EMPLOYEE CONFLICT OF INTEREST

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#### **Understanding Conflict of Interest**

The issue of conflict of interest is a delicate one that must be handled with the utmost care and consideration for employees while still adhering to an unwavering commitment to high standards of employee conduct including but not limited to the following:

District employees have a duty of loyalty to the District as the employee's employer. This duty requires employees to provide services to the best of the employee's ability regardless of the employee's own personal perspectives of Board direction or policy.

The honesty and integrity of District employees must be above reproach and coupled with impartiality in the conduct of the employee's duties to ensure that the employee's actions are above public suspicion.

The actions and conduct of employees must be such as to instill within the public a sense of trust and confidence in the District.

It is essential that employees recognize their responsibility to ensure that confidential information received as a result of employment with the District remains confidential, and not be divulged to anyone other than individuals authorized to receive such information. This includes confidential information received verbally or in written or electronic form. Disclosure of confidential information may put employees in a position of conflict of interest, and great care must be taken when communicating with individuals both inside and outside of the District.

A conflict of interest may also occur when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities in such a way that:

- the employee's ability to act in the public interest could be impaired.
- the employee's actions or conduct could undermine or compromise the public's confidence in the employee's ability to discharge work responsibilities.
- the trust that the public places in the public service is undermined.

#### **Expectations for Employees**

Employees are expected to request a determination of the Superintendent before engaging in any activity which might reasonably give rise to questions about a possible conflict of interest.

The Superintendent is expected to request a determination of the Board before engaging in any activity that might reasonably give rise to questions about a possible conflict of interest.

A breach of the conflict of interest policy is considered to be a serious breach of an employee's obligations and as a result, may result in discipline up to and including dismissal.

While the Board recognizes the right of public service employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of the employee's job-related duties.

Employees are to disqualify themselves as participants in personnel decisions when the employee's objectivity would be compromised for any reason, benefit or perceived benefit which



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 601 – ADMINISTRATIVE PROCEDURES

#### EMPLOYEE CONFLICT OF INTEREST

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could accrue to them. For example, employees are not to participate in staffing actions involving direct relatives or persons living in the same household.

Upon accepting a position in the District, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

#### **Representative Examples of Conflict of Interest**

Examples of conflicts of interest include, but are not limited to, the following:

- An employee uses District property or the employee's position to pursue personal interests.
- An employee is under obligation to a person who might benefit from or seek to gain special consideration or favour.
- An employee, in the performance of duties, gives preferential treatment to an individual, corporation or organization, including a non-profit organization, in which the employee, a relative or friend of the employee has an interest, financial or otherwise.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, a government transaction over which the employee can influence decisions (for example, investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals or appointments)
- An employee requests or accepts from an individual, corporation or organization, directly or indirectly, a personal gift or benefit that arises out of the employee's employment in the District other than the exchange of normal hospitality between persons doing business together or gifts to persons participating in public functions.

Employees are in a conflict of interest when dealing with direct relatives or individuals who permanently reside with them when the following working relationships exist:

- A reporting relationship exists where one employee has influence, input or decision-making power over the other employee's performance evaluation, salary, premiums, special permissions, conditions of work and similar matters.
- The working relationship affords an opportunity for collusion between the two employees that would have a detrimental effect on the employer's interest.

The above restriction on working relationships may be waived provided that the Superintendent or Secretary-Treasurer is satisfied that sufficient safeguards are in place to ensure that the employer's interests are not compromised.

Employees may engage in remunerative employment with another employer, carry on a business, receive remuneration from public funds for activities outside the employee's position, or engage in volunteer activities without there being a conflict of interest, provided it does not:

- Interfere with the performance of the employee's duties as an employee of the District.
- Bring the District into disrepute.
- Represent a conflict of interest or create the reasonable perception of a conflict of interest.
- Appear to be an official act or to represent District direction or policy.



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### BOARD POLICY 601 – ADMINISTRATIVE PROCEDURES

#### EMPLOYEE CONFLICT OF INTEREST

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- Involve the unauthorized use of work time or District premises, services, equipment or supplies to which they have access by virtue of the employee's employment with the District.
- Gain an advantage or appear to gain an advantage that is derived from the employee's employment with the District.

#### **Duty to Report**

Employees shall promptly report any fact or circumstances of which they become aware that might give rise to a real or perceived conflict of interest. Reports shall be made in writing to the employee's Principal or Supervisor.

An employee who alleges conflict of interest on the part of another employee, may report this to the employee's Principal or Supervisor, in writing. If the employee whose actions are being questioned is the direct Supervisor, the matter may be reported to the Superintendent of Schools or Secretary-Treasurer.

A Principal or Supervisor who receives a written report of an alleged conflict of interest will seek guidance from the Superintendent or Secretary-Treasurer.

#### **References:**

- *Board Policy 601: Employee Conflict of Interest*

#### **Dates of Adoption/Amendments:**

Adopted: 2018.01.23

Amended:



## EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

Page 1 of 1

### Context:

The Board of Education's primary role is to support and educate students and it depends on the contributions of employees to fulfill this role. This policy stems from the Board's sincere desire to help all employees achieve and feel their best in the workplace, and it links with the Board's strategic priority for social-emotional learning, which includes a commitment to health and well-being for all. Employee health, wellness and attendance has a direct impact on a positive working and learning environment, contributes to the optimum functioning of our organization, and creates the conditions for employees, students and families to succeed.

### Policy Statement:

The Board is committed to ensuring that there are systems and processes in place to:

1. support workplace wellness, including psychological health and safety in the workplace;
2. give employees the relevant tools, resources, and services they need to be successful and engaged at work;
3. support optimal employee attendance; and,
4. support effective return to work / stay at work plans, including workplace accommodation as reasonably possible.

### Guiding Principles:

The Board believes that:

1. supporting and promoting the health and wellness of employees is an integral component in developing compassionate learning communities;
2. developing positive and healthy relationships across the school community helps everyone feel connected, supported and valued;
3. an inclusive workplace that offers equal opportunities and is free from discrimination creates an environment of dignity and respect for human rights; and,
4. regular and consistent attendance ensures that employees can apply the valuable skills and knowledge for which they were hired. ~~and also ensures continuity for students.~~

### References:

- Administrative Procedure to Policy 603: Employee Health, Wellness and Attendance Support
- [Ministry of Education Mental Health in Schools Strategy](#)
- Canada Human Rights Act, RSC 1985, C. H-6

### Dates of Adoption/Amendments:

Adopted: 81.02.18:

Amended: 84.04.04: 87.10.18: 89.06.28: 91.04.23: 91.09.10: Board Review – October 2000: 01.04.03: 08.02.26: **17.10.24**



## PURPOSE

1. The purpose of this procedure is to:
  - a. set out how we support health and wellness, as well as psychological health and safety;
  - b. set out the process for managing short and long term medical absences, as well as the District's attendance support program and its accommodation program;
  - c. clarify roles and responsibilities;
  - d. provide a set of guidelines that the School District uses to work with employees to identify issues and provide support as needed;
  - e. ensure that the School District identifies and addresses any potential disability and/or accommodation obligations;

## SCOPE

2. This procedure applies to all regular and casual employees of School District, including those who work off site or virtually.

## RESPONSIBILITIES

### Employees

3. Implicit to the employment relationship is the obligation for all employees to perform their work on a regular and dependable basis. Employees are expected to be punctual, present at their designated worksite, and actively engaged in work activities associated with their jobs during designated work hours.
4. Employees are responsible for:
  - a. attending work regularly and consistently according to their work schedule;
  - b. ~~taking reasonable measures to maintain good health and to seek assessment, treatment, or seeking support when needed to ensure they are healthy and able to attend work;~~
  - c. actively communicating needs for support and providing relevant information to the School District to facilitate an accommodation process;
  - d. attending personal issues and non-urgent medical treatments/appointments at dates and times that do not conflict with their work schedule wherever possible;
  - e. reporting all absences, even if a replacement is not required by logging their absence in Power School (or calling the Dispatch Clerk if a spare employee);
  - f. **to the extent possible,** maintaining contact with the District for the duration of their absence, keeping their supervisor and Human Resource informed of their recovery progress, the date of their anticipated return to work, and any issues that may impede on their ability to return to work;
  - g. logging their absence each day **they are away, unless they have provided a medical certificate confirming their specific period of absence.** ~~that their absence will be for a longer period of time.~~





### Supervisors

5. Supervisors play an important role in supporting employee attendance at work. Through regular contact with their employees, supervisors are in the best position to respond to attendance problems as they arise. They also have a significant impact on establishing a working climate that favours regular attendance.
6. Supervisors are responsible for:
  - a. supporting employees in accordance with the attendance procedures;
  - b. consistently and regularly communicating the School District's expectations for employee attendance and the impact that absenteeism **can cause** (~~including disrupted work schedules, increased costs and potential increased workload for fellow employees, disruption of student learning~~);
  - c. in conjunction with Human Resources, monitoring and reviewing employee attendance levels and ensuring the accuracy of attendance reports;
  - d. actively addressing conditions in the workplace that may contribute to absenteeism and try to develop solutions; and,
  - e. using pro-active and sensitive conversations to support employees who are identified as having higher than average absences or patterns of absences, **with union representation**;
  - f. ensuring that attendance issues are addressed confidentially with consistency, fairness and respect.
  - g. acknowledging an employee's achievements if they showing improved or exemplary attendance.

### Human Resources

7. The Director of Human Resources or designate will be responsible for:
  - a. guiding and acting as a resource for employees and supervisors regarding wellness initiatives, accommodation and attendance support;
  - b. providing assurance that the workplace is safe and compliant with health and safety laws and policies;
  - c. informing employees about the resources and programs available to them;
  - d. ensuring that employees are aware of the attendance procedures;
  - e. maintaining with contact employees during periods of absence;
  - f. requesting and handling medical information from employees in accordance with the BC Human Rights Code and the Freedom of Information and Privacy Protection Act;
  - g. supporting supervisors with their responsibilities and ensuring that the attendance support program is applied in consistent, fair and respectful ways that respond to the unique needs and circumstances of individual employees;
  - h. facilitating and leading formal wellness review meetings and participating in the development of employee action plans to address specific issues as they arise;



- i. monitoring the effectiveness of the Attendance Procedures, including the Attendance Support Program, with reports to the Senior Leadership Team.

### Trade Union

8. Unions are an important resources and support for employees, ~~and unions are encouraged to~~ **It is understood that unions** provide support to employees who are identified by the Attendance Support Program by:
  - a. ensuring employees are treated fairly, consistently, and with respect at all stages of the program;
  - b. providing advice and support to members; and,
  - c. collaborating with the Human Resources and the employee's Supervisor to seek support for employees when needed and/or on efforts to improve employees' health, wellness and attendance.

### HEALTH AND WELLNESS PROGRAM

9. The purpose of this program is to ensure that employees have the resources, tools and support that they need to feel successful and engaged at work.
10. The program includes the following components:
  - a. health promotion and education;
  - b. an employee and family assistance program;
  - c. on-line self-assessment tools;
  - d. health and wellness steering group to guide the ~~gathering of information~~ **collection of data** to define the scope of the health and wellness program, as well as monitoring the implementation and effectiveness of the program.

### ATTENDANCE PROCEDURES

#### Short-term sick leave

11. ~~An employee is~~ **must** log their short term sick leave in Power School. Casual employees must notify the relevant Dispatch Clerk in accordance with the Dispatch Procedure where required.
12. If an employee is absent for 6 consecutive days or more, the Director of Human Resources or designate will contact the employee to make them aware of the requirement to provide a medical certificate for absences exceeding ~~11 consecutive working days (pro-rated for part-time employees),~~ **two (2) weeks** as well as the District's attendance support program.



### Extended medical leave

13. If an employee knows that they will be absent from work for more than ~~6 consecutive~~ **(2) weeks** work days as a result of injury or illness, they must provide the Director of Human Resources or designate with a completed medical certificate from their **attending** physician.
14. The medical certificate must be submitted to the Director of Human Resources or designate within a week of it being issued by the employee's **attending** physician. The School District does not require details of a medical diagnosis, only information about the nature of the employee's condition, whether a treatment has been prescribed, whether the employee is able to return to work with adjustments and adaptations, and when the employee is anticipated to return to work.
15. Employees must continue to log their absences in Power School (and notify Dispatch where relevant) until they receive correspondence from the District confirming receipt of medical documentation.
16. Any subsequent correspondence from the employee beyond the submission of their initial medical certificate from their **attending** physician can be in the form of a letter or note, rather than the Board's medical certificate.
17. Medical leave requests with an unspecified return to work date will be granted for a maximum of 20 working days. Employees must request an extension to their medical leave, if necessary, at least 10 days prior to the completion of the 20 working day period.
18. If an employee is requesting full or part time medical leave in excess of 20 continuous working days, they may be requested to ~~meet~~ **discuss the matter** with the Director of Human Resources or designate. ~~to discuss their request.~~
19. The Director of Human Resources or designate will liaise with WorkSafe BC and other organizations involved with supporting the employee's recovery to determine an employee's readiness to return to work. Requests for additional medical information will be at the discretion of the Director of Human Resources.

### Getting sick during approved vacation leave

20. Employees cannot use the self-certification process in respect of any vacation leave they wish to have reinstated due to sickness.
21. If an employee is sick during a period of authorized vacation leave, they can apply to have their vacation days reinstated. In order to do this, the employee must provide a note from



their attending physician within the first 5 days following their return to work. Pending approval of their request, vacation days will then be re-instated from the date of the attending physician's note.

**Costs associated with obtaining medical information**

- 22. Employees will be responsible for any costs associated with having their attending physician ~~complete~~ provide medical documentation requested by the District.

**WorkSafe BC Claims**

- 23. If an employee is injured at work, they must immediately report to a designated first aider for assessment at the worksite and complete an illness/injury report form.
- 24. If an employee misses time from work as a result of ~~you're~~ their injury, they must log their absence as sick time in Power School, seek medical treatment and provide medical documentation to the District to either confirm their absence and any requirements needed to support their return to work and/or recovery at work. Please refer to the District's Recover at Work Program below.
- 25. Employees will be required to follow the procedures for extended medical leave if their absence is for 6 or more consecutive working days.

**MAINTAINING CONTACT**

- 26. During an employee's absence, they will be expected to keep the Director of Human Resources or designate informed of any change in their condition that may shorten or prolong their absence or affect their anticipated return to work date.
- 27. The Director of Human Resources or designate will also contact an employee periodically in order to maintain contact during a period of absence. An employee may also be expected to attend periodic meetings with Human Resources and their supervisor if medically able to do so.
- 28. The Director of Human Resources or designated will contact an employee if they've been asked to provide medical information by a specific date and the medical information has not been received in Human Resources by that date.
- 29. The Director of Human Resources or designate may request an employee to submit updated medical information from their attending physician to confirm that their medical condition is unchanged and they are not able to resume work. **This would normally be on an annual basis unless the medical condition has changed.**



## RETURNING TO WORK

### Recover at Work/Stay at Work Program

30. The School District is committed to providing assistance and support to employees if they have sustained a workplace injury/illness and temporarily may not be able to carry out their normal work duties.
31. Depending on the nature of their injury or illness, a supervisor may request that the employee visit their **attending** physician to obtain medical information about their ability to work, as well as their restrictions and limitations. The information gathered will help Human Resources assess the job duties that an employee is able to perform, so that return to work/recovery at work plan can be developed.
32. Alternatively, if Human Resources already has sufficient information about an employee's injury, they may automatically offer a return to work plan to an employee. In this case, the employee will be asked to review and discuss the plan with their **attending physician** and confirm in writing whether they are able to return to work in accordance with the proposed plan.
33. The goal of the return to work plan is to ensure that the employee is engaged in meaningful and productive work while recovering. The Director of Human Resources or designate will work with the employee, their supervisor and their union to gather feedback and ensure that the plan is customized to minimize the risk of re-injury by providing a reasonable accommodation that is specific to an employee's capabilities.
34. The return to work / recover at work plan may involve modified or transitional duties or a gradual return-to-work progression for a fixed period of time which allows for an employee to return to their worksite for partial days, leading up to full time hours and full duties. The duration of the plan will not generally exceed 4 weeks, unless specifically recommended by WorkSafe BC. The plan will also set out specific work activities that an employee is able to undertake, as well as those that the employee must limit or avoid.

### Notification of returning to work

35. Where an employee has for a short term absence and their injury or illness impairs their ability to do their job safely, they must provide Human Resources with a medical clearance certificate from their **attending** physician confirming that they are fit to resume work.
36. If an employee is on extended medical leave, they are required to submit a medical clearance certificate to confirm their ability to return to work not less than 10 days prior to their intended date of return.



37. If an employee is returning to work and requires temporary or permanent accommodations, ~~please~~ **they must contact** the Director of Human Resources or designate for information on how to request an accommodation. Requests for accommodation may take longer than 10 days to process.

### Return to work meetings

38. When an employee's **attending** physician has identified medical needs requiring accommodation in order to support their return to work, the Director of Human Resources or designate will invite the employee to attend a return to work meeting with a Trade Union Representative, and in some cases, their supervisor.
39. The purpose of the meeting is to support the employee in making a smooth transition back to work. Areas of discussion will include the following:
- the employee's work schedule if the **attending** physician or WorkSafe has recommended a gradual return to work plan;
  - the work activities that the employee will be undertaking, as well as tasks that the employee must limit or avoid;
  - any additional equipment recommended by an **attending** physician or ergonomist;
  - any risks associated with the employee's work activities that may need to be managed.
40. Until the employee has resumed ~~you're their~~ full duties and hours, they will be contacted periodically by their Supervisor and/or the Director of Human Resources or designate in order to determine whether the return to work arrangements are effective and progressing well or if any changes need to be made.

### ATTENDANCE SUPPORT PROGRAM

#### Program overview

41. The employment relationship includes a commitment to regularly attend work. However, while regular attendance is essential, there are times when health and other issues can prevent an employee from attending work consistently. These situations can include injury, illness or unexpected circumstances.
42. This is a program designed to support employees **who**, through no fault of their own, are unable to consistently attend work and are therefore having difficulties fulfilling their employment responsibilities. These are non-culpable absences. (See appendix 1 for definitions of types of absences).



**EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT**

43. The ultimate goal of this program is to help employees resolve their challenges and feel cared about and supported through open dialogue between employees and their supervisors.
44. These conversations are not intended to influence employees to attend work when they are not able to do so because of an illness or disability and are not punitive or disciplinary. These meetings are necessary for understanding an employee's reasons for absences (if unknown) and what they need to improve their attendance at work.
45. The program is not designed to address culpable absences (those absences that occur without a valid or acceptable reason). It also will not include consideration of:
  - a. approved long-term disability leaves;
  - b. approved Workers' Compensation leaves;
  - c. approved vacation or other leaves not related to illness, including care of immediate family, bereavement leave, compassionate care leave, maternity leave).
46. If an employee's absence is already being managed or addressed through the return to work/accommodation program, including WorkSafe BC, Desjardins Joint Early Intervention Program or long-term disability providers, they will not be invited to participate in the attendance support program.
47. If an employee refuses to attend an informal and/or formal meeting, they will receive a letter from the Director of Human Resources or designate confirming that they chose to forego the opportunity to have a dialogue and share information. If they are unable to attend a meeting for medical reasons, they will be asked to provide information from their **attending** physician to indicate that they are unfit to participate.

**Phase 1 – Identifying employees who may require support**

48. The Attendance Support Program uses attendance data to objectively and consistently identify potential attendance issues across all workplaces and for all employee groups.
49. Human Resources will conduct monthly reviews of attendance data to identify employees with a pattern or frequency of absences that may indicate that an employee could benefit from a wellness conversation.
50. Human Resources will make reasonable adjustments when reviewing and reporting attendance data to record recognized disability-related absences separately from other non-culpable absences. These reasonable adjustments will be documented to ensure that they are being applied consistently. Once an employee meets the **absence** threshold relevant to their role, the Director of Human Resources or designate will notify an



employee's supervisor and recommend that they initiate phase 2 of the attendance support program.

### Phase 2 – informal wellness reviews

51. If Human Resources identifies that an employee would benefit from support, the supervisor will invite the employee to attend an initial Wellness Review Meeting. This is an informal opportunity for the supervisor to respectfully speak to an employee about their attendance, express their genuine concern for the employee's wellness and to explore strategies to assist them in improving their attendance at work. The supervisor will complete a record of the informal wellness review meeting. This record will be retained in the employee's confidential medical file. **This will not be used for the purposes of discipline.**
52. The employee's supervisor will invite them to attend a follow up meeting 8 to 12 weeks after the initial meeting in order to have a supportive discussion about whether their attendance has improved.
53. If the employee's attendance has improved, there will be no need for further action. If an employee continues to struggle with attendance, their supervisor will contact Human Resources. Human Resources will then decide whether to refer to the Formal Attendance Support Sessions, facilitated by the Health and Wellness Coordinator.
54. After the first or second informal wellness review meeting, the supervisor may need to consult the Director of Human Resources or designate to discuss considerations such as the need for:
  - a. an accommodation (for instance, on the grounds of medical or family needs);
  - b. external resources; or,
  - c. recommending that the employee participates in a Formal Wellness Support process.
55. If the cause of an employee's absence or absences is related to a disability or family responsibility need, they can request accommodation in accordance with the District's accommodation program.

### Phase 3 – formal attendance support

If an employee's attendance has not improved after the informal wellness review meetings, they will be invited to attend a series of formal attendance support sessions, facilitated by the Director of Human Resources or designate.





**EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT**

- 56. This phase of the program is a more structured process to help the employee improve their attendance so they can meet the required expectations that are part of the employment relationship.
- 57. This structure approach ensures that:
  - a. all employees are treated in a fair and consistent manner;
  - b. the appropriate effort is made to support the employee in fulfilling their obligations to the School District;
  - c. the School District identifies and addresses any potential disability and/or accommodation obligations.
- 58. Employees will be encouraged to have a Union Representative accompany them for these meetings.
- 59. The formal attendance support meetings will consist of up to four meetings at 8 to 12-week intervals. At each meeting, the Director of Human Resources or designate will ensure support is available to employee and, where appropriate, encourage them to seek medical assistance and/or advice through the external supports available to them.
- 60. Employees will also be made aware of the expectations related to their attendance. Specifically, if they are expected to:
  - a. address attendance issues;
  - b. advise if there are reasons or issues that the School District should consider regarding ~~you~~ **their** absenteeism, and;
  - c. understand that, in the absence of an identified disability that may be subject to an accommodation, attendance improvement is required.
- 61. If, over the course of the formal attendance support meetings, an employee demonstrates that they are able to attend work more regularly, Human Resources may decide that the employee does not need to complete all four meetings. In this case, the employee will be discharged from the Attendance Support Program. ~~and commended for their improvement.~~
- 62. In cases where improvement has not been made, the Director of Human Resources or designate will determine if an employee's participation in the Attendance Support Program should end or whether there are other resources or programs more suitable.

**DISABILITY MANAGEMENT AND ACCOMMODATION**

- 63. The duty to accommodate means that sometimes it is necessary to treat someone differently in order to prevent discrimination. The District has an obligation to ensure that employees who are otherwise able to work are not discriminated against by being



**EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT**

excluded from doing so when working conditions can be adjusted without causing undue hardship to the School District.

- 64. The BC Human Rights Tribunal identifies a disability for the purposes of accommodation as a disability of a physical or mental condition that is permanent, ongoing, and episodic or of some persistence and; a substantial or significant limit on that person's ability to carry out some of life's important functions or activities such as employment.
- 65. An employee may request accommodation by submitting medical documentation to the Director of Human Resources or designate. Alternatively, accommodation needs may be identified through supervisor and employee collaboration in response to concerns raised by the supervisor.
- 66. The Director of Human Resources or designate will review the information and will either confirm the accommodation being requested or arrange for a meeting to review options for accommodation with the employee and their union representative.
- 67. In some circumstances, further medical information may be requested to help clarify and confirm the employee's medical needs. Once there is an understanding of how the employee's medical restrictions impact ~~his or her~~ **their** functional abilities, the District can determine if a reasonable accommodation is available. The Director of Human Resources or designate will make an accommodation offer to the employee and will clearly communicate the reasons for the decision.
- 68. Once accommodation arrangements are agreed and implemented, the Director of Human Resources or designate will periodically review these arrangements with the employee and the employee's trade union representative, including requests for updated medical information, to confirm that accommodation arrangements continue to be necessary and effective.

**RETENTION AND DISCLOSURE OF MEDICAL INFORMATION**

- 69. Medical information is requested by Human Resources for the purpose of planning resources, administering benefits, and determining the District's duty to accommodate. This information is retained by the Human Resources Department in a confidential medical file, separate from personnel and payroll files. Access to confidential medical information will be strictly limited and held in locked storage.
- 70. Personal medical information managed in accordance with the District's Information Management and Access Policy and Administrative Procedure.
- 71. Medical information pertaining to work-related injuries and absences will be shared with School District 23, as the District's authorized agent, for the purposes of administering



WorkSafe BC injury claims.

## EXTERNAL SUPPORT

### Joint Early Intervention Service

72. CUPE members who are ill or injured and absent from work will receive confidential support from the Joint Early Intervention Service (JEIS). Provided by Desjardins Insurance, this service compliments the long-term disability plan by providing proactive and timely support in order to facilitate ~~you're their~~ return to work in a caring and safe manner. When an employee's absence exceeds six consecutive days, they will automatically be referred to this service.

### BCTF Health and Wellness Program

73. This is a voluntary service for teachers who are unable to maintain, or return to, their teaching positions due to medical illness or disability. If an employee contributes to the Salary Indemnity Plan, they are entitled to request a referral to the Program. The Health and Wellness Program contracts professional rehabilitation consultants who, in consultation with ~~you~~ an employee's health care provider, will coordinate services that will help them to improve their health and functional abilities in order to support ~~you~~ their return to work.

### References:

- Board Policy 603: Employee Health, Wellness and Attendance Support
- [Ministry of Education Mental Health in Schools Strategy](#)
- Canada Human Rights Act, RSC 1985, C. H-6

### Dates of Adoption/Amendments:

Adopted: 81.02.18:

Amended: 84.04.04: 87.10.18: 89.06.28: 91.04.23: 91.09.10: Board Review – October 2000: 01.04.03: 08.02.26: **17.10.24**



**Appendix 1 – Definitions**

<b>Absence</b>	An employee will be deemed absent if they have been scheduled to work and are not present at work. Approved leaves and vacation are not included in this definition for the purpose of this policy and administrative procedure.
<b>Culpable Absence</b>	Failure to be present at work as a result of factors within the employee’s control, e.g. failure to notify, absence without leave, abuse of leave (i.e. invalid use of sick leave) and chronic tardiness or leaving early without notification or excuse.
<b>Non-Culpable Absence</b>	Failure to be present at work due to factors over which the employee has little or no control, including but not limited to: <ul style="list-style-type: none"> <li>• physical or mental illness, injury or mental conditions including those constituting disability for which accommodation is required under the BC Human Rights Code;</li> <li>• family responsibilities including those for which accommodation is required under the BC Human Rights Code;</li> <li>• Unpaid leaves to which employees are entitled to under BC Employment Standards Act, including maternity leave, sick leave, parental leave, bereavement leave, compassionate and family care leave, and any other leaves to which employees are entitled under the terms of their collective agreement or individual employment contract.</li> </ul>
<b>Accommodation</b>	Taking steps to adjust rules, policies, practices or situations that have a negative impact on an individual or groups, protected under the Canada Human Rights Act.
<b>Inclusive Workplace</b>	Is a workplace where all employees have the opportunity to contribute and participate in the workplace in a barrier free environment.
<b>Undue Hardship</b>	Occurs when accommodation adjustments to the workplace would be prohibitively expensive, or create undue risks to health and safety. Each situation will be viewed as unique and assessed individually. A claim of undue hardship must be supported with facts and an analysis of options.
<b>Modified Duties</b>	Changes to assigned work tasks, methods, equipment, work station, or schedule.



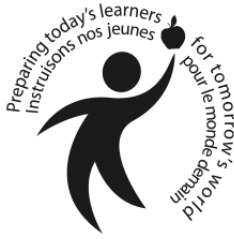
**SCHOOL DISTRICT No. 69 (QUALICUM)**

**BOARD POLICY 603 – ADMINISTRATIVE PROCEDURES**

**EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT**

<b>Alternate Duties</b>	A different job in the same work area or another work site.
<b>Restrictions</b>	Tasks that an employee is not capable of performing due to predictable risk of medical harm.
<b>Limitations</b>	Describes the level of ability and the activity that a person is able to tolerate.

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WORKPLACE BULLYING AND HARASSMENT

**Context:**

The Board of Education of School District 69 (Qualicum) recognizes the right of employees and students to work and learn in an environment free from bullying and harassment (including sexual harassment). **The District has an obligation to prevent and address workplace bullying and harassment. This obligation is reinforced by legislation and contractual language and forms the basis of all relationships in our district.**

**Policy Statement:**

The Board of Education of School District 69 (Qualicum) considers bullying and harassment in any form to be totally unacceptable and will not tolerate its occurrence. **The Board is committed to:**

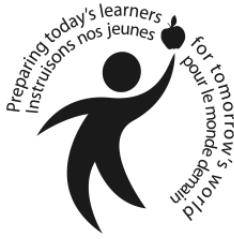
1. Ensuring that all individuals will be treated in a fair and respectful manner;
2. Encouraging full acceptance and valuing diversity.
3. Treating any claim of bullying or harassment as serious and taking immediate action.

**Guiding Principles:**

1. **The Board believes that in diversity there is strength.**
2. **The Board recognizes the rich diversity of our social fabric and the benefits which diversity brings to all members of our community.**
3. **Every individual has the inherent right to be treated with dignity and respect.**
4. **All individuals must be treated with dignity and respect,**
5. **All personnel must be effectively trained to understand, identify, and take appropriate action when bullying or harassment is reported. Reviews of training will be repeated annually.**
6. **Bullying/harassment may occur in any interpersonal, written or electronic communications.**

**Definitions:**

1. **Bullying and harassment may include any inappropriate conduct or comment by a person towards a worker that causes the worker to be humiliated or intimidated, including but not limited to:**
  - a. **verbal aggression or insults;**
  - b. **calling someone derogatory names;**
  - c. **vandalizing personal belongings;**
  - d. **making aggressive or threatening gestures;**
  - e. **spreading malicious gossip or rumours; and,**
  - f. **any comment, look, suggestion, physical contact, or real or implied action of a sexual nature which creates an uncomfortable working environment for the individual.**



**2. Bullying and harassment excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.**

**References:**

- Administrative Procedures to Board Policy 604: Workplace Bullying and Harassment
- Board Policy 606: Respectful Workplaces
- Board Policy 7000: Safe, Caring and Inclusive School Communities
- MATA Collective Agreement Article
- CUPE Local 3570 Collective Agreement Article
- [WorkSafeBC, Towards a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Occupational Health and Safety Regulation](#) (Sections 115 to 117)
- [Workers' Compensation Act](#) (Action 150)

**Dates of Adoption/Amendments:**

Adopted: 1985.07.11:

Amended: 1991.06.11: 1991.09.10: 2000.12.19: 2008.03.11: 2015.11.24: **2017.06.27**

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### Statement of Commitment

The inherent right of all individuals to be treated with dignity and respect is central to the beliefs of School District No. 69 (Qualicum). School District No. 69 (Qualicum) recognizes the right of all employees to work, to conduct business and otherwise associate free from bullying and harassment (including sexual harassment). The District has an obligation under WorkSafeBC's Occupational Health and Safety (OHS) policies under Sections 115, 116, and 117 of the *Workers Compensation Act*, to prevent and address workplace bullying and harassment (including sexual harassment).

In making this commitment, the District recognizes the rich diversity of our social fabric and the benefits which diversity brings to all members of our community. The District is committed to encouraging the tolerance of and valuing of differences. The District considers bullying and harassment in any form (including sexual harassment) to be totally unacceptable and will not tolerate its occurrence.

### Who Is Covered

All persons working for the District or carrying out District business on a temporary, part time or full-time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker).

Should a harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate, will determine the procedures to follow and the parties will be so notified.

### Purpose

To ensure that all persons covered by these procedures are aware of their duties regarding bullying and harassment (including sexual harassment) in the workplace, and to provide clear and precise procedures for the reporting and resolution of incidents and complaints.

### Board Policy Linkages

Policy 604 Workplace Bullying and Harassment (Including Sexual Harassment)

Policy 700 Safe, Caring and Inclusive School Communities and its Attendant Administrative Procedure

### Responsibilities

It is the District's expectation that all persons covered by these procedures, will comply with the District's policies and procedures, and are required to:

- a. refrain from engaging in bullying and harassment (including sexual harassment) of other employees, supervisors, the employer or persons acting on behalf of the employer
- b. report occurrences of bullying and harassment (including sexual harassment) observed or experienced in the workplace
- c. apply and comply with the District's policies and procedures on bullying and harassment (including sexual harassment)
1. participate in training sessions and/or annual reviews (MATA Members also refer to Collective Agreement Article E.2.6.)





**WorkSafeBC OHS Definition of Workplace Bullying and Harassment (Including Sexual Harassment)**

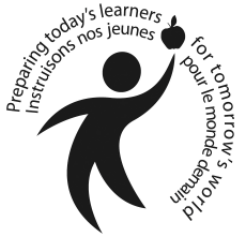
Bullying and harassment (including sexual harassment) includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause the worker to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

MATA Members also refer to Collective Agreement Article E.2.2.

**Bullying and Harassment (Including Sexual Harassment) may include, but is not limited to:**

- a. Verbal aggression or insults; calling someone derogatory names
- b. Vandalizing personal belongings
- c. Sabotaging someone's work
- d. Spreading malicious gossip or rumours
- e. Engaging in harmful or offensive initiation practices or hazing
- f. Physical or verbal threats (this could also constitute "violence" or "improper activity or behaviour" under the Regulation)
- g. Making personal attacks, based on someone's private life and/or personal traits
- h. Making aggressive or threatening gestures
- i. Any comment, look, suggestion, physical contact, or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient
- j. Any circulation or display of visual material of a sexual nature that has the effect of creating an uncomfortable working environment
- k. An implied promise of reward for complying with a request of a sexual nature
- l. Misuse of power or authority as intimidation, threats, coercion and blackmail
- m. Reprisal or a threat of reprisal made by a person in authority after a sexual advance is rejected
- n. Cyber-bullying – the sending of derogatory or threatening messages to either the Complainant or others about the Complainant through email, text messaging, social networking, and websites or sharing personal and confidential messages or images

Repetition is not always a necessary element in harassment; however, the more innocuous the behaviour, the less likely a reasonable person would consider the behaviour harassment if it only happened a few times. Serious allegations, however, even if the action only occurred once, can be considered harassment.



**Bullying and Harassment (Including Sexual Harassment) is not:**

- a. Expressing differences of opinion
- b. Offering constructive feedback, guidance, or advice about work-related behaviour and performance
- c. Making a legitimate complaint about someone's conduct through established procedures

**Workplace Defined**

For the purpose of these procedures, the workplace includes locations where activities related to the business of the District take place. These include:

- a. Activities within offices, staff rooms, classrooms, lunch rooms and other District property
- b. Events associated with and including extra-curricular activities
- c. Situations outside of District operated premises e.g., field trips, work-related conferences, training sessions, travel, community events or social gatherings
- d. Activities in other locations where workplace bullying and harassment (including sexual harassment) may have a subsequent impact on the work relationship, performance or environment

**Human Rights Code/Criminal Code/Grievance Procedure Reference**

Filing a complaint under these procedures is not intended to preclude rights under the Collective Agreement, BC Human Rights Code, Criminal Code of Canada or other avenues of redress open under the law.

The complaint and investigation procedures should not be invoked or pursued at the same time as a parallel complaint before the BC Human Rights Tribunal or if a grievance remains outstanding. While such proceedings are taking place, the procedures outlined here will be suspended and may be superseded, where appropriate.

**Reporting Time Frame**

Any complaint must be filed within a reasonable time following the occurrence of the triggering incident. The Board adopts a six (6) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six (6) months before the complaint was filed.

However, where a reasonable circumstance exists for failing to bring the complaint forward within six (6) months and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month limit.

**Complaint Withdrawal**

The Complainant may choose to withdraw the complaint at any stage. However, the District may be obliged under these procedures, to continue the inquiry into the complaint and to take whatever remedial action it deems appropriate, or refer the matter to another process or procedure.



### **Responsibilities for Reporting Bullying and Harassment (Including Sexual Harassment)**

All persons covered under these procedures have the responsibility for and are expected to promote a working and learning environment that is free from bullying and harassment (including sexual harassment), and to assist anyone who believes that they are being or may have been bullied or harassed. Anyone who believes that a colleague or another person covered under these procedures is being or may have been bullied or harassed, is encouraged to notify their Supervisor, Director of Human Resources or Superintendent of Schools or designate, or their Union Representative.

The Complainant has the right to decide how to respond to bullying or harassment (including sexual harassment) including informal, verbal or written communication with the Respondent, or through the filing of a complaint under these procedures. The Complainant may wish to seek guidance or counselling from ~~his or her~~ **their** Supervisor, Director of Human Resources, Superintendent of Schools or designate or Union Representative to discuss the situation and how it might be resolved. Since advice only is being sought at this stage, names need not be disclosed.

### **Employment Consequence of Engaging in Harassment (Including Sexual Harassment)**

Employees who engage, directly or indirectly, in bullying or harassment (including sexual harassment) may be disciplined up to and including dismissal.

### **Confidentiality**

All records of the complaint filed at Step 2, including contents of meetings, interviews, results of inquiries and other relevant material will be kept confidential, except where disclosure is required by a disciplinary or other remedial process or required by operation of law or as a consequence of contemplated or actual litigation. Records will be stored in a secure file in the Human Resources Department.

The Complainant and the Respondent and any witnesses interviewed in an investigation are to maintain strict confidentiality about the complaint.

### **Counselling**

The District's Employee Family Assistance Program (E.F.A.P.) is available to all employees and the employee's immediate families and offers counselling and resource assistance on a voluntary and confidential basis.

### **No Reprisals**

For the purposes of these procedures, "reprisal" against an individual will be treated as harassment (including sexual harassment) when such actions occur for:

- a. invoking these procedures (whether on behalf of oneself or another individual);
- b. participating or co-operating in any inquiry under these procedures; or,
- c. associating with a person who has invoked these procedures or participated in these procedures.



**BULLYING OR HARASSMENT (INCLUDING SEXUAL HARASSMENT) COMPLAINT PROCEDURE STEPS:**

These procedures contain three (3) steps, which are outlined below. In most instances, the complaint will be advanced through the Steps outlined below. It is noted that some exceptions to this may apply, and Step 1 may be bypassed and the complaint initiated at Step 2.

All parties involved in a complaint agree to deal with the complaint expeditiously; however, timelines set out in this procedure may be subject to variation by a Representative of the District, after consultation with the parties and the party's Union Representative, if applicable.

MATA Members also refer to Collective Agreement Article E.2.3.

**Step 1 - Speak Up**

- a. The Complainant (person who considers that ~~he/she has~~ **they have** been subjected to bullying or harassment [including sexual harassment]) is advised to record the details surrounding the incident(s) including times, dates, places, people involved, names of witnesses, if any, what was said or done, and circumstances surrounding the incident(s).
- b. The Complainant is encouraged to bring the matter to the attention of the Respondent (person responsible for the comment or conduct) calmly, but firmly, making a direct and clear objection indicating that the comment or conduct is not acceptable, is unwelcome, will not be tolerated and must stop. This is often an effective way to resolve the issue and end the bullying or harassment (including sexual harassment). The Complainant may choose to do this alone or accompanied by a representative of the complainant's choice (i.e. Supervisor, Director of Human Resources, Superintendent of Schools or designate or Union representative). It is important the Complainant document any communication ~~he or she has~~ **they have** with the Respondent. It is also important that the Respondent document any communication regarding a bullying or harassment (including sexual harassment) complaint.
- c. Before proceeding to Step 2, the Complainant may choose to either correspond with or approach ~~his/her~~ **their** Supervisor, Director of Human Resources, Union Representative, or Superintendent of Schools or designate to report ~~his/her~~ **their** complaint and to discuss potential means of resolving the complaint and to request assistance in resolving the matter. A resolution may be attempted using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.



**Informal Resolution Outcomes**

- a. All discussions shall be solely an attempt to mediate the complaint;
- b. Any and all discussions shall be completely off the record and will not form part of any record;
- c. Only the Complainant, Respondent, and Supervisor (Principal in the case where the Complainant and Respondent are both BCTF members) shall be present at such meetings;
- d. No discipline of any kind would be imposed on the Respondent; and
- e. Where the Complainant and Respondent are both BCTF members, the BCTF and its locals, based on the foregoing, will not invoke the notice of investigation and other discipline provisions of the collective agreement at meetings.

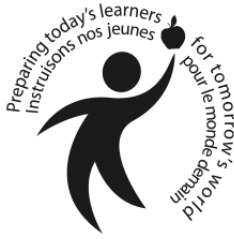
Should a resolution be reached between the Complainant and Respondent at Step 1 under the Informal Resolution Outcomes, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution and they shall be used only for the purpose of establishing that a resolution was reached. No other copies of the resolution shall be made.

In the circumstances where a Respondent has acknowledged responsibility, the Supervisor may advise a Respondent of the expectations of behaviour in a neutral, circumspect memo. Such memo will be non-disciplinary in nature and shall not form part of any record. Only the Respondent shall retain a copy of the memo. That the memo was sent can be referred to as proof that the Respondent had been advised about the standard of conduct.

**Step 2**

The Complainant may find it necessary to deal with the complaint at Step 2:

- i. if the Complainant does not feel comfortable talking to the Respondent;
  - ii. if the Complainant is not satisfied with the result of the initial contact with the Respondent; or
  - iii. if the bullying or harassment (including sexual harassment) continues.
- a. To initiate the Step 2 process, the Complainant is required to complete the **Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form** attached to these procedures which details the particulars of the allegations, and submit it along with any other supporting documentation, to the Superintendent of Schools or designate. The complaint should include specific incident(s) which form the basis of the complaint and the definitions of bullying or harassment (including sexual harassment) which may apply; however, the form of the complaint will in no way restrict a mediation or investigation or its conclusions.
  - b. The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested from the Complainant). Upon the conclusion of such a review, the Superintendent of Schools or designate shall:
    - i. initiate an investigation of the complaint and appoint an investigator; or



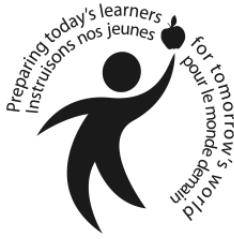
- ii. recommend mediation or other alternative disputes resolution processes to resolve the complaint.

Should the complainant not agree with the process recommended by the Employer, an investigation will be initiated.

- c. The Respondent cited in a complaint shall be provided with notice of the mediation or investigation, in writing and shall be provided with a copy of the **Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form** filed by the Complainant within three (3) working days of the submission. The Superintendent of Schools or designate is responsible for ensuring that the Respondent receives a copy of the written complaint.
- d. The Superintendent of Schools or designate will inform both the Complainant and the Respondent in writing, with a copy to the Union (if applicable), of the following:
  - i. that they have the right to representation during any discussions or meetings held during the process, and,
  - ii. notice of mediation or investigation.
- e. In the event the Superintendent of Schools is involved either as the Complainant or Respondent, the complaint shall, at the Complainant's discretion, be immediately referred to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 of these procedures and report to the Board.

### **Step 3 – Investigation Process:**

- a. A representative of the District will investigate the complaint of bullying or harassment (including sexual harassment)\*.  
*\*The Superintendent of Schools may appoint an independent investigator.*
- b. The investigator will collect evidence by interviewing the Complainant and Respondent (separately), interviewing any witnesses, and otherwise investigating all aspects of the matter which are relevant in determining whether the allegations of bullying or harassment (including sexual harassment) are substantiated.
- c. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of bullying and harassment (including sexual harassment). The Complainant may request that the investigator shall be of the same gender as the Complainant and where practicable the request will not be denied.
- d. The Investigator must keep confidential and comprehensive notes of all meetings.
- e. The investigation shall be conducted as soon as is reasonably possible and shall be completed in twenty (20) working days unless otherwise agreed to by the parties. Such agreement will not be unreasonably withheld.



- f. Both the Complainant and the Respondent have the right to representation during any discussions or meetings held during the process and shall be advised of this right by the investigator.
- g. Notwithstanding either party's refusal to co-operate in an investigation, the District may deem it necessary to follow the complaint procedure through to completion.
- h. The Employer will advise the Complainant and the Respondent, in writing, of the results of the investigation and any actions that may be taken in the matter. The specific details of any disciplinary action will only be provided to the employee who is to be disciplined and his/her their Union, if applicable.

### Outcomes

Depending on the outcome of the investigation, a decision regarding rehabilitative or disciplinary action for the Respondent and/or the Complainant may include, but is not limited to:

- a. Counselling
- b. Education on Bullying and Harassment (e.g. training or awareness sessions)
- c. Formal written apology
- d. Change of work assignment of the Complainant and/or Respondent
- e. Verbal warning
- f. Written warning
- g. Suspension or dismissal

**Note:** If disciplinary action is required, a copy of any disciplinary correspondence will be placed in the employee's personnel file.

### References:

- Administrative Procedures to Board Policy 604: Workplace Bullying and Harassment
- Board Policy 606: Respectful Workplaces
- Board Policy 7000: Safe, Caring and Inclusive School Communities
- MATA Collective Agreement Article
- CUPE Local 3570 Collective Agreement Article
- [WorkSafeBC, Towards a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Occupational Health and Safety Regulation](#) (Sections 115 to 117)
- [Workers' Compensation Act](#) (Action 150)

### Dates of Adoption/Amendments:

Adopted: 1985.07.11:

Amended: 1991.06.11: 1991.09.10: 2000.12.19: 2008.03.11: 2015.11.24: **2017.06.27**



### CHECKLIST

All persons working for the Board or carrying out Board business on a temporary, part time or full time basis are covered by these procedures. A 'person' could be a workplace party such as a supervisor, or co-worker. Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

Complaints from an individual or group should be reported within a reasonable time following the occurrence of the triggering incident. The Board adopts a six (6) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six (6) months before the complaint was filed. However, where a reasonable circumstance exists for failing to bring the complaint forward within six (6) months, and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month time limit.

*IN SOME CIRCUMSTANCES STEP 1 MAY BE BYPASSED AND THE COMPLAINT PROCEDURE MAY BE STARTED AT STEP 2.*

#### STEP 1 – SPEAK UP (THE MAJORITY OF CASES ARE RESOLVED AT THIS STEP)

- Complainant is advised to record the details surrounding the incident (times, dates, places, names of people involved, witnesses, circumstances, etc.)
- Complainant is encouraged to advise the Respondent in person or in writing that ~~he~~she **they** considers the conduct in question to be offensive and request the Respondent to stop. This may be done in the presence of a resource person.
- Both the Complainant and the Respondent are advised to document the details of the meeting.
- Complainant may wish assistance to resolve the complaint using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.

#### INFORMAL RESOLUTION OUTCOMES

- All discussions shall be solely an attempt to mediate the complaint.
- Any and all discussions shall be completely off the record and will not form part of any record.
- Only the Complainant, Respondent, and Supervisor (Principal in the case where both parties are BCTF members) shall be present at such meetings.
- No discipline will be imposed on the Respondent.





- Should a resolution be reached between the Complainant and Respondent, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution. No other copies of the resolution shall be made.
- Where a Respondent has acknowledged responsibility, the Supervisor may advise a Respondent of the expectations of behaviour in a neutral, circumspect memo. Such memo will be non-disciplinary in nature and shall not form part of any record. Only the Respondent shall retain a copy of the memo. That the memo was sent can be referred to as proof that the Respondent had been advised about the standard of conduct.
- If the Respondent fails to stop, or if the Complainant does not feel comfortable in confronting the Respondent in the first place, or if the Complainant is not satisfied with the initial contact, then move to STEP 2.

**STEP 2**

- Complainant completes the Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form and submits form along with any supporting documentation to the Superintendent of Schools or designate. The complaint should include specific incident(s) and the definitions of bullying or harassment (including sexual harassment) which may apply.
- The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested). Upon conclusion of the review, the Superintendent of Schools or designate shall initiate an investigation and appoint an investigator or recommend mediation or other alternative disputes resolution processes to resolve the complaint. Should the complainant not agree with the process recommended, an investigation will be initiated.
- Superintendent of Schools or designate ensures that the Respondent receives notice of the mediation or investigation and a copy of the complaint, in writing.
- Superintendent of Schools or designate ensures that the Complainant, Respondent and Union (if applicable) are informed, in writing, that a representative may accompany them to any meetings and provides them with notice of mediation or investigation.

*(If the Respondent is the Superintendent of Schools or designate, the Complainant is to contact either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 and report to the Board).*



### STEP 3 – INVESTIGATION PROCESS

- A Representative of the District will commence an investigation of the complaint as soon as is reasonably possible following the receipt of a written request for a Step 3 investigation. [The Complainant may request that the investigator be of the same gender as him or her and where practicable the request will not be denied.]  
*\*The Superintendent of Schools may appoint an independent investigator.*
- The investigator will collect evidence by interviewing the Complainant, Respondent and any witnesses (separately).
- The investigator will inform both the Complainant and Respondent of their right to representation during any discussions or meetings held.
- The investigator will keep confidential and comprehensive notes of all meetings.
- The investigation will be completed in twenty (20) working days unless otherwise agreed to by the parties and the party's Union Representative, if applicable.

**THE INVESTIGATOR WILL INVESTIGATE FULLY. THE INVESTIGATION SHALL BE COMPLETED AS EXPEDITIOUSLY AS POSSIBLE.**

**Following the investigation:**

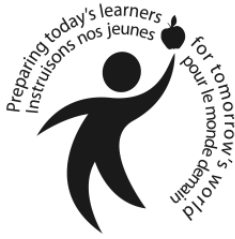
- The Complainant and the Respondent will be advised by the Employer of the conclusion of the Step 3 investigation.
- The results of the investigation will be shared, in writing, with the Complainant, Respondent and Union, if applicable. The specific details of any disciplinary action will only be provided to the employee who is disciplined and the employee's Union, if applicable.

### OUTCOMES

*Depending on the outcome of the Step 3 investigation, a decision regarding rehabilitative or disciplinary action for the Respondent and/or the Complainant may include, but is not limited to:*

- Counselling
- Education on Bullying and Harassment (e.g. training or awareness sessions)
- Formal written apology
- Change of work assignment of the Complainant and/or Respondent
- Verbal warning
- Written warning
- Suspension or dismissal

*For more detailed information, refer to pages 1 – 8 of this document.*



**COMPLAINT FORM**

All persons working for the District or carrying out District business on a temporary, part time or full time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker). Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

**PRIVATE AND CONFIDENTIAL**

Complainants may seek assistance before completing this form.

This form, along with any documentation supporting this complaint (e.g. emails, handwritten notes, photographs, or physical evidence like vandalized personal belongings), is to be submitted to the Superintendent of Schools or designate. (If the Respondent is the Superintendent of Schools or designate, submit this form and supporting documentation to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union.

Name of Complainant:

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School/Department/Work Site:

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Description of Alleged Bullying or Harassment (Including Sexual Harassment) – attach further information if required (e.g. behaviour and/or words used):

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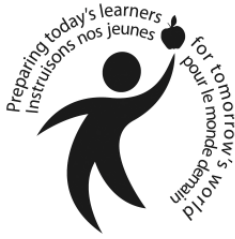
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Name(s) of Person(s) Accused of Bullying or Harassment (Including Sexual Harassment):

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

**ADMINISTRATIVE PROCEDURE TO BOARD POLICY 604 6490**

**WORKPLACE BULLYING AND HARASSMENT**

Date(s) of Incident(s) or Time Frame and Location of Incident(s):

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Name(s) of any Witnesses to the Incident(s) of Bullying or Harassment (Including Sexual Harassment):

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What steps have been taken to date to resolve the complaint?

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Resolution Requested:

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Complainant(s) Signature(s):

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

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

Superintendent or Designate's Signature (indicating receipt):

---

Date of Receipt: \_\_\_\_\_

*The information contained in this form is of a highly confidential nature and will be protected as outlined in the District's procedures to address workplace bullying and harassment (including sexual harassment) incidents and complaints.*

**INSTRUCTIONS FOR HANDLING THIS FORM**

Place this form in a sealed envelope marked "PRIVATE AND CONFIDENTIAL" and forward as outlined above for a Step 3 investigation.



**Context:**

The School Act governs the provision of public and private education in B.C. This Act sets out the duties and responsibilities of the Board, parents and students. When disputes occur, the act outlines a process for appeal (Board bylaw 5). Agreements among unions, BC Confederation of Parent Advisory Councils and School Boards agree that disputes can and should be handled first at the classroom/school level before being forwarded to the Superintendent and that the appeal process should follow these steps.

**Policy Statement:**

The Board is fundamentally committed to providing an educational program for all students. When complaints occur, the board commits to having these resolved in an efficient way that supports the continued education, health and safety of students.

**Guiding Principles:**

The Board believes that:

1. Conflicts, misunderstandings and disputes will occur in schools.
2. When these occur, they will be raised at the classroom level first, then at the school level.
3. If not resolved at the classroom/school level, complaints may be made through this policy and administrative procedures by application to the Superintendent **or designate**.
4. Appeals to the board through Bylaw 5 may be made if the complaints are not resolved at the **classroom/school or superintendent district** level.
5. Restorative and/or interest based models of conflict resolution will be used.
6. Advocates may be used as a part of this process.
7. In accordance with the School Act some complaints regarding serious misconduct will not be subject to this policy.
8. The complaint resolution process will be available to students, parents, and other interested persons and applies to complaints concerning the decisions, actions or conduct of the School District or its Personnel.

**Definitions:**

1. **Restorative Practices** (for example Restorative Justice):  
Is intended to build healthy communities by restoring relationships and directly addressing the harm that has been created by the conflict situation. Restorative practices rely on those who caused the harm recognizing and repairing that harm.
2. **Interest Based Resolution** (for example mediation and negotiation):  
Is intended to result in ~~“win/win”~~ solutions based on shared common interests of the parties. In the case of education, for example, the health and safety of all students is often a common interest.

**References:**

- Administrative Procedures to Board Policy 710: Resolution of Complaints
- Board Bylaw 5: Parent/Student Appeals to the Board of Education
- The School Act: Part 2
- BC Confederation of Parent Advisory Councils (BCCPAC) Resources



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

**BOARD POLICY 710 6240**

**RESOLUTION OF COMPLAINTS**

Page 2 of 2

**Dates of Adoption/Amendments:**

Adopted: 89.10.15 :

Amended: 91.09.10: Review – 10.00: 01.04.24 : 02.10.22 : 03.05.27: 09.04.28: **16.03.08**



## WHAT COMPLAINTS DOES THIS POLICY APPLY TO?

The Complaint resolution process outlined below is available to students, parents and other interested persons and applies to Complaints concerning the decisions, actions or conduct of the School District or its Personnel.

Not every complaint or concern that is received will be amenable to resolution under this Policy.

The following matters are **not** subject to this Policy:

- Student suspensions of more than 5 days (which will be reviewed by the District Discipline Committee in accordance with Board Policy 7030: Suspension of Students);
- Decisions of the District Discipline Committee;
- Where an investigation or resolution process under a collective agreement is available;
- Where the matters raised are the subject of ongoing legal proceedings;
- Where the matters complained of involve serious misconduct by a member of Personnel warranting an independent investigation and response by the School District;
- Where the School District has reason to believe the Complaint is malicious, frivolous, vexatious or filed in bad faith or the Complainant refuses to participate in a manner that is appropriate or respectful of the other participants.

The School District also reserves the right, in its sole discretion and on a case by case basis, to process complaints through other processes.

Any matters not covered by this Policy should be reported in writing to the applicable School Principal or School District office for appropriate action.

### Application to Student and Parent Concerns (See Figure 2 attached)

Section 11 of the School Act provides students or parents with a right of appeal to the Board of Education from a decision of an employee of the School District that “significantly affects the education, health or safety of a student”.

A parent or student who wishes to exercise that right of appeal will be required to first complete the dispute resolution process set out in this Policy (See Bylaw 5; and School Act s. 11(4)), unless the decision in issue is a decision of the District Discipline Committee in which case the parent or student may proceed directly to the appeal process outlined in Bylaw 5, if available.

### Application to Complaints about Senior Administration.

Complaints about the decisions, actions or conduct of the Superintendent, Assistant-Superintendent or Secretary-Treasurer of the School District, should be in writing and sent to the attention of the Superintendent, and a Complaint concerning the Superintendent may be sent to the attention of the Secretary Treasurer. Where the Superintendent or, as applicable, the Secretary-Treasurer, considers it appropriate to do so, he/she may submit such a Complaint to the resolution process outlined below, but omitting Step 2.



**PROCESS** (See attached Figure 1 and 2)

**Step 1 - Initial Contact**

At Step 1 of the Process, the Complainant is encouraged to directly approach the person about whom the Complaint relates (the "Respondent") and communicate his or her concerns or issues. The Complainant may choose to approach the Respondent in person or through written communications and should reference this Policy.

At Step 1 of the Process, the Parties will attempt to:

- define the concern(s);
- clarify the issue(s);
- develop an appreciation and understanding of each other's point of view; and,
- resolve the concern(s).

If the Complainant is unwilling to approach the Respondent directly or there is no resolution at Step 1, the Complainant may proceed to Step 2 by filing a written letter of complaint with the Respondent's direct management supervisor (the "Facilitator") (in most cases, the school principal). Please contact the School District office if clarification of the appropriate individual to receive the Complaint is needed.

In complaints concerning management Personnel (including principals, superintendent, assistant-superintendent and secretary treasurer) Step 2 will be omitted, and the Complainant may proceed directly to Step 3 by sending a written letter of complaint to the Superintendent (Complaints about the Superintendent shall be sent to the attention of the Secretary-Treasurer).

**Step 2 - Facilitated Contact**

Upon receiving a Complaint, the Facilitator will arrange to meet with each of the parties. The Facilitator will, as applicable, advise the union of any Complaint involving one of its members. Any party may choose to be accompanied by a support person in meeting with the Facilitator.

The Facilitator will:

- gather information and evidence;
- record the Complaint or allegations and/or investigate the Complaint;
- attempt to facilitate resolution; and,
- make a decision concerning the appropriate resolution or remedy or, where appropriate, may confirm, rescind, vary or modify the decision or action under review.

The Facilitator will Complete the Process for Resolution of Concerns Form (attached), and, if appropriate, provide copies to all parties, including, the union, the Superintendent and the Secretary Treasurer. However, circulation of the Resolution of Concerns Form may be restricted in some cases to ensure the privacy of the individuals involved.

Most Complaints will be resolved or concluded at Step 2, and the decision of the Facilitator will be considered final.

However, in appropriate circumstances, if a matter is not resolved at Step 2, it may be referred by the Facilitator to Step 3. Matters which will be referred to Step 3, include:





- student discipline or suspension (except where the matter has been reviewed by the District Discipline Committee);
- decisions significantly affecting the health or welfare of students (within the meaning of Section 11 of the School Act);
- complaints or concerns about any inappropriate conduct by any member of the Personnel.

### **Step 3 - School District Review**

At Step 3, the Superintendent or his/her designate will review the Complaint and all information relevant to the matter, and may:

- contact or meet with the Complainant and Respondent;
- receive further information or evidence or investigate;
- attempt to facilitate a resolution;
- make a decision concerning the appropriate resolution or remedy or, where appropriate, confirm, rescind, vary or modify the decision under review;
- notify the parties of his/her decision verbally or in writing.

At Step 3 the Superintendent may refer any matter related to student discipline to the District Discipline Committee for its review and recommendations.

### **Step 4 – Board of Education Review**

Certain student matters may also be subject to a further right of appeal to the Board of Education. Students and Parents should refer to Bylaw 5, Student (Parent) Appeals to determine whether they are eligible to appeal their concerns to the Board of Education.

## **GENERAL PRINCIPLES**

1. Confidentiality. The School District will endeavour to respect the confidentiality of the parties involved in a Complaint, but confidentiality cannot be guaranteed. It may be necessary for the School District to disclose details of a Complaint in order to fairly and appropriately investigate and respond to it.
2. Freedom of Information Legislation and Information Access. The School District is subject to the Freedom of Information and Protection of Privacy Act. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at [www.sd69.bc.ca](http://www.sd69.bc.ca)
3. Awareness of this Policy. All Personnel are responsible to inform members of the educational community (i.e. parents, students, and other interested persons) about this Policy as one means of resolving individual complaints or concerns.
4. Annual Policy Review. On at least an annual basis, the Superintendent shall review and circulate this Policy to school and district administrators. On or before October 30 each school year, school principals shall review this Policy with staff and local parent advisory councils.



5. Timeliness. The School District and all Personnel are expected to make reasonable efforts to file and respond to Complaints within a reasonable period of time. Complaints should be initiated within thirty (30) days of the decision or incident complained of.
6. Notification. If a Complaint involves allegations against a member of Personnel, that person will be provided notice of the allegations and an opportunity to respond.
7. Support. The School District and all personnel are expected to support the Resolution of Complaints process and to provide clarification of the process to parents, students and other interested persons as required.

**References:**

- Board Policy 710: Resolution of Complaints
- Board Bylaw 5: Parent/Student Appeals to the Board of Education
- The School Act: Part 2
- BC Confederation of Parent Advisory Councils (BCCPAC) Resources

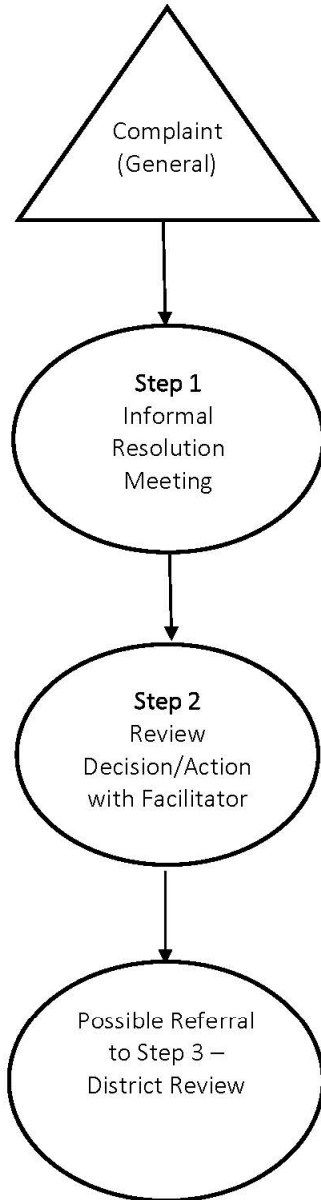
**Dates of Adoption/Amendments:**

Adopted: 89.10.15 :

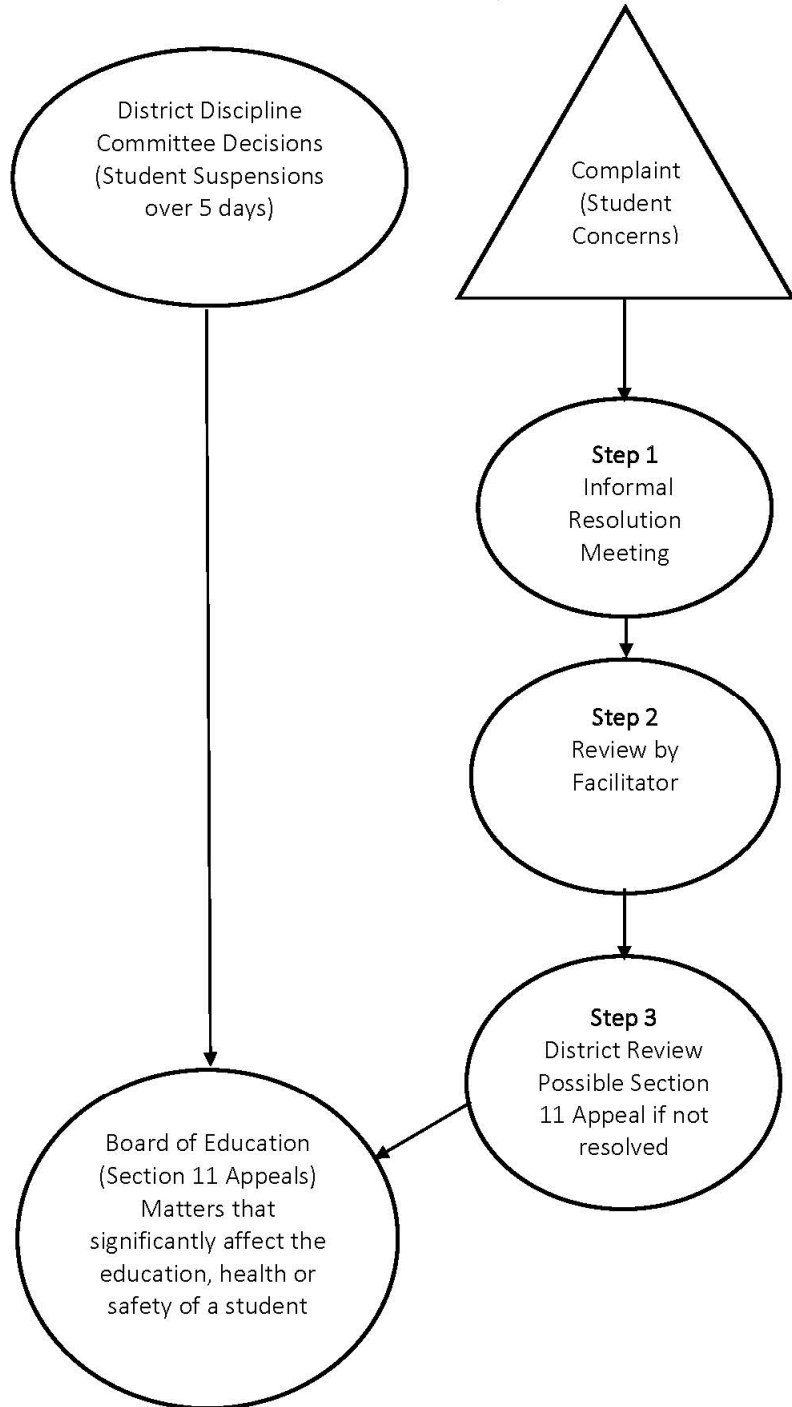
Amended: 91.09.10: Review – 10.00: 01.04.24 : 02.10.22 : 03.05.27: 09.04.28: **16.03.08**



**Figure 1:**  
General Concerns



**Figure 2:**  
Student Issues/Discipline





Notice of Complaint

Name of Individual Raising the Concern: \_\_\_\_\_  
(Please Print)

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

Email: \_\_\_\_\_

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

School or Work Site Where Concern Originated: \_\_\_\_\_

Others involved in this situation: \_\_\_\_\_

Please describe the situation/issue you are concerned about. Please be brief and factual; if you require assistance, please contact the DPAC president. Use the back side of this form if necessary and where appropriate, please name the persons involved in this issue.

Horizontal lines for describing the situation/issue.

In chronological sequence, please outline, in note form, the actions you have taken up to now in an attempt to resolve this problem.

Horizontal lines for outlining actions taken to resolve the problem.

Signature of Individual Raising Concern: \_\_\_\_\_

Date this form was completed: \_\_\_\_\_



For Facilitator Use Only

Name of Facilitator: \_\_\_\_\_

Position: \_\_\_\_\_

Dates of Meetings/Contact:

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

Measures Undertaken to Resolve the Matter

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

Resolved

Decisions, Remedies and/or Outcomes:

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

Unresolved

Matter referred to:

Superintendent or Designate

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

Copies to:

- Superintendent
- Senior Staff the matter is referred to
- Supervisor's file
- Individual raising concern

**FRAMEWORK FOR ENHANCING STUDENT LEARNING**

(Page 1 of 2)

**Context:**

The central goal and moral imperative of any school system is to support and enhance student learning for all. The Board of Education recognizes its **primary** responsibility to work **together** with education partners to enhance the learning and success for all students in School District 69 (Qualicum). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building **at the school and district level, in accordance with the Ministry of Education Ministerial Order M302/20 Enhancing Student Learning Reporting Order and** through Sections 8.3 and 81 of the *School Act*, the Board of Education sets out a local framework for enhancing student learning.

**Policy Statement:**

The Board of Education is committed to ensuring the alignment of strategic plans, plans for enhancing student learning, effective management of budgets and resources, effective human resources and operations strategies, and capacity building for all staff through thoughtful, collaborative and planning in support of student learning and staff well-being.

**Guiding Principles:**

The Board of Education believes the following:

1. That learning is universal and should be respondent to individual needs and aspirations of each student.
2. Every student should have access to quality education that focuses on learning that is flexible and student-centred.
3. All students and staff deserve healthy and safe learning environments.
4. Students, staff and parents are partners with the Board of Education in enhancing student learning.
5. All students should have equitable access to any and all supports and resources necessary to create a supportive learning environment.
6. District planning and budgeting should align with priorities for enhancing student learning.
7. Planning for enhancing student learning should be part of a system-wide commitment to strategic planning across all elements of school district operations.
8. The focus on enhancing student learning should build from current and historical successes in district and school level planning for enhancing student learning including the ongoing focus on strategic priorities as adopted by the Board.
9. Annual completion of the required Ministry Enhancing Student Learning report should:
  - a. Be aligned with all Ministerial requirements as found in the Order.
  - b. Be grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
  - c. Bring a system-wide focus on student learning, to ensure each student in the district achieves the student's full potential.
  - d. Be designed to be meaningful, impactful, flexible, realistic, and sustainable.
  - e. Address differences in performance among particular groups of students, most notably students of Indigenous descent, children in care, and students with unique and diverse needs.
  - f. Be strength, support-, evidence-, and results-based.



**FRAMEWORK FOR ENHANCING STUDENT LEARNING**

(Page 2 of 2)

- g. Reflect a system-wide commitment to continuous improvement and life-long learning.
- h. Reflect local context including priorities as established in school and district Enhancing Student Learning reports.
- i. Use existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- j. Build public confidence in our work as a District.

**Guiding Principles:**

~~This framework reflects a Board belief in public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in *Statement of Education Policy Order (Mandate for the School System) OIC1280/89*. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting).~~

**References:**

- Administrative Procedures to Board Policy 303: Enhancing Student Learning
- The School Act (Sections 8.3 and 81)
- Statement of Education Policy Order – OIC 1280/89
- **Ministerial Order M302/20 Enhancing Student Learning Reporting Order**

**Dates of Adoption/Amendments:**

Adopted: 16.03.08

Amended: 19.08.27 (Renumbered/Reviewed): TBD (Replaces Board Policy 3030: School Planning Councils (SPC's))



**Purpose:**

These Administrative Procedures are intended to support the implementation of Policy 303: Enhancing Student Learning, and will provide the parameters for school- and district-level planning for enhancing student learning as well as preparation and submission of the document required within the Ministry of Education's Ministerial Order M302/20 Enhancing Student Learning Order.

**Responsibilities:**

1. School and Program Principals will:
  - a. Use district-approved procedures for development and ongoing monitoring of a school or program Enhancing Student Learning Plan (ESLP).
  - b. Collaborate with all staff throughout the year in determination of the school's or program's highest priorities within the context of the district ESLP template, as well as within the unique contexts and priorities of the school or program at the time of development or renewal of the ESLP.
  - c. Develop a draft of a revised ESLP to share with district senior staff during visits to the school or program every spring.
  - d. Prepare a final ESLP draft for all staff and for parent representatives for sign-off and submission to the district prior to May 15 every year.
  - e. Engage in ESLP review discussions with senior staff every fall and throughout the year as is helpful for the school.
  
2. The Superintendent of Schools and Senior Staff will:
  - a. Work with Principals and Vice-Principals in support of school- or program-based ESLP processes as described above.
  - b. Establish and maintain collaborative processes within the district to ensure that district-wide strategic priorities for student learning are current in terms of the needs of all learners.
  - c. Maintain and refresh the district's strategic priorities for enhancing student learning within Board-approved strategic planning processes. That will include renewing the Board's strategic plan for enhancing student learning within the Board's five-year planning cycle (2019, 2024, etc.).
  - d. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district educational planning and school-based ESLP processes.
  - e. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district financial and operational planning.
  - f. Complete all annual planning in accordance with requirements of the Ministerial Order M302 – Framework for Enhancing Student Learning.





**Procedures:**

1. District Planning for Enhancing Student Learning
  - a. Senior staff will be responsible for maintaining and renewing the district strategic plan for enhancing student learning, most importantly the strategic priorities for enhancing student learning.
  - b. Senior staff will bring a strategic planning lens to all district **and** school planning for enhancing student learning, meaning a focus on:
    - i. What matters most?
    - ii. How are we doing (based on a variety of evidence)?
    - iii. How should we be doing in these key domains? What are our targets?
    - iv. What strategies will we use to improve?
    - v. After a period of time, how are we doing (based on a variety of evidence)?
    - vi. What changes will we make to our plan? What are our new targets?
    - vii. What are our new or revised strategies in these key domains?
    - viii. Continuous looping through this planning and review cycle.
  - c. Updates on progress in relation to district planning for enhancing student learning will be brought to the Board on a regular basis.
  - d. District planning for enhancing student learning will be formally revisited through broad collaboration on a five-year planning cycle.
  - e. District planning for enhancing student learning will be linked to the provincial Framework for Enhancing Student Learning.
  - g. District planning for enhancing student learning will be central to all district educational planning, school-based ESLP processes, and district financial and operational planning.
2. School Planning for Enhancing Student Learning
  - a. Principals will work with all staff to develop and continuously monitor a school or program Enhancing Student Learning Plan (ESLP).
  - b. In doing so, principals will be responsible for considering the school's or program's highest priorities, both as part of the district plans for enhancing student learning and the school's or program's unique circumstances.
  - c. Principals will ensure that a final ESLP draft is ready for all staff, and for parent representatives, for sign-off and submission to the district prior to May 15 every year.
  - d. Each school or program ESLP will be the subject of ongoing discussion and review within the school and with district senior staff, including as part of review meetings that will be scheduled with senior staff each fall and when the plan is under development each spring.
3. Provincial Framework for Enhancing Student Learning
  - a. The district will abide by the requirements of Ministerial Order M302 – Framework for Enhancing Student Learning.
  - b. On an annual basis, prior to May 31, senior staff will build a draft FESL report that does the following:



- i. Utilizes Ministry of Education data sets to create charts and graphs of three year data sets (where possible) in all data review areas as required by the FESL protocols.
  - ii. Enacts a process for system-wide review of those data in order to determine what has been learned and what strategies might be put in place to affect improved results.
  - iii. In developing those strategies uses as the **prime** consideration what is known about students and learning in our district's unique context, including what is learned through school-based ESLP and district-based enhancing student learning processes.
- c. A draft FESL report will be shared with the Board, through the Education Committee if possible, by the end of June every year.
  - d. The final FESL report will be prepared for Board approval in September and will be submitted to the Ministry of Education by September 30 as required.

**References:**

- Board Policy 303: Enhancing Student Learning
- The School Act (Sections 8.3 and 81)
- Statement of Education Policy Order – OIC 1280/89
- **Ministerial Order M302/20 Enhancing Student Learning Reporting Order**

**Dates of Adoption/Amendments:**

Adopted: 16.03.08

Amended: 19.08.27 (Renumbered/Reviewed): TBD (Replaces Board Policy 3030: School Planning Councils (SPC's))



**Context:**

The Public Interest Disclosure Act (2019) is intended to encourage transparency, accountability and ethical decision making within the public service and school districts. It outlines a process for making and responding to a serious or systemic issue of wrongdoing.

**Policy Statement:**

School District 69 strongly supports transparency, accountability and ethical decision making through the organization. The Board actively promote a culture of openness and encourages employees (current or former) to report any wrongdoing.

**Guiding Principles:**

1. The Board believes that ethical decision making should be at the core of all Board processes.
2. The Board values transparency and accountability in all areas of governance, management and leadership.
3. The Board believes that all employees have a right to report any perceived wrongdoing, and that those reports respect the anonymity and well-being of anyone who so reports.
4. The Board supports a full array of processes and mechanisms which address and enforce standards of conduct, disputes, complaints, or grievances, and sees safety for those who report wrongdoing as being ancillary to those processes.

**Definitions:**

Public Interest Disclosure Act 2019 (PIDA) – Intended to be “whistleblower” protection which allows current and former employees to raise serious or systemic issues of wrongdoing for investigation without exposing those employees to any risk of retaliation.

**References/Resources:**

- Administrative Procedures to Board Policy 305: Public Interest Disclosure
- Board Policy 6240: Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://gov.bc.ca)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](#)
- FAQs — *Public Interest Disclosure Act*: Disclosures and Reprisal Complaints to the Ombudsperson: [PIDA-FAQs.pdf \(bcombudsperson.ca\)](#)
- [The Ombudsperson of British Columbia: Resources for Chief Executives; Checklist for Chief Executives](#)
- [The Ombudsperson of British Columbia: Resources for Designated Officers; Designated Officer Responsibilities Under PIDA](#)
- [The Ombudsperson of British Columbia: Resources for Supervisors](#)
- [The Ombudsperson of British Columbia: Resources for Employees](#)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**Purpose:**

These Administrative Procedures are intended to support Board Policy 305, Public Interest Disclosure. Use of these procedures should provide employees with the assurance that there are confidential processes that encourage reports of wrongdoing and that protect the reporter from reprisals, consequence or retribution.

**Guidelines for Reporting:**

1. This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.
2. The types of wrongdoing ("Wrongdoing") about which employees can complain include:
  - a) a serious act or omission that, if proven, would breach any laws of British Columbia or Canada;
  - b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment (other than a danger that is inherent in the performance of an employee's duties or functions);
  - c) a serious misuse of public funds or public assets;
  - d) gross or systemic mismanagement;
  - e) knowingly directing or counselling a person to commit a wrongdoing described in paragraphs (a) to (d).
3. Reports made under this policy and using these procedures will be done so with confidentiality in order to protect the well-being of the reporting employee.
4. The School District will investigate disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
5. Most reports will be made to a supervisor or the designated officer at the district.
6. Reports may also be made to the Ombudsperson.
7. Reports can be made anonymously, but the school district may not be obliged to investigate an anonymous report made under the Act unless the report provides sufficient detail to conduct a fair investigation.
8. Any trustee may report wrongdoing if the incident occurred while the trustee was holding office.
9. The district will not tolerate reprisals, consequences or retribution against anyone reporting in good faith under this policy.

**Procedures:**

1. The Superintendent of Schools or designate will ensure that all employees are reminded of this policy and its attendance procedures on an annual basis.
2. Supervisors of work sites and Principals of schools and programs will ensure that all staff that they supervise are reminded of this policy and its attendant procedures on an annual basis.
3. The Superintendent of Schools or designate will ensure that mechanisms are in place for employees to report wrongdoing in a confidential and, if it is the wish of the reporter,



anonymous manner, recognizing that anonymous concerns may not be followed up on if there is insufficient detail to proceed.

4. One key element of administering this policy and its procedures is ensuring that anyone reporting wrongdoing is doing so in accordance with relevant other policies and procedures as possible, including use of Policy 6240 Resolution of Complaints and any pertinent clauses in collective agreements or employment contracts.

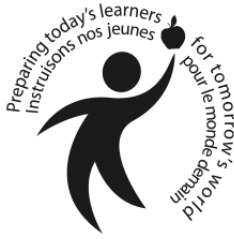
**References/Resources:**

- Board Policy 305: Public Interest Disclosure
- Board Policy 6240 Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://www.gov.bc.ca/pida/)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](http://www.bccombudsperson.ca/)
- FAQs — *Public Interest Disclosure Act*: Disclosures and Reprisal Complaints to the Ombudsperson: [PIDA-FAQs.pdf \(bccombudsperson.ca\)](http://www.bccombudsperson.ca/pida-faq.pdf)
- [The Ombudsperson of British Columbia: Resources for Chief Executives; Checklist for Chief Executives](http://www.bccombudsperson.ca/resources-for-chief-executives/)
- [The Ombudsperson of British Columbia: Resources for Designated Officers; Designated Officer Responsibilities Under PIDA](http://www.bccombudsperson.ca/resources-for-designated-officers/)
- [The Ombudsperson of British Columbia: Resources for Supervisors](http://www.bccombudsperson.ca/resources-for-supervisors/)
- [The Ombudsperson of British Columbia: Resources for Employees](http://www.bccombudsperson.ca/resources-for-employees/)

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**Context:**

Schools are learning environments that are focused on producing educated citizens. As modelling is one of the most powerful tools in learning, positive treatment of personnel is central to any school district.

**Policy Statement:**

The Board of Education will seek to develop and maintain a positive, healthy and productive climate for all employees at all sites within the district.

**Guiding Principles:**

The Board believes that:

1. Members of MATA, CUPE, QDPVPA and exempt staff are valuable contributors to the achievement of our students and we encourage their input in decision making.
2. The physical, emotional, **and** intellectual ~~and spiritual~~ health of all personnel must be maintained in balance with the health and welfare of our learners. (*including language from Policy 6030 re vacation extensions*)
3. All personnel will be fairly and properly reimbursed for legitimate expenses related to their positions. (*Embed APs re credit card usage, travel, etc.*)
4. In order to support and improve performance and productivity, all personnel will be subject to a performance review process in keeping with contractual language and contracts of employment.
5. Positive recognition of personnel shall be on-going with specific acknowledgement by the Board of long-term service and retirement from the district. (*including language from Policy 6065 including new AP language*)
6. Because employee input is valued, exit interviews should be offered to employees who are leaving the employ of the district.

**Definitions:**

- Long-term service is marked when an employee reaches 20 years of service in the district.
- Appropriate records checks are defined through police services. Criminal Records and Vulnerable Sector Checks are examples.

**References:**

- Administrative Procedure to Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement

**Dates of Adoption/Amendments:**

Adopted:

Amended:



**Purpose**

This Administrative Procedure is intended to provide procedural support for Board Policy 600: *Personnel*. The policy statement and guidelines speak to a number of areas, as are describe procedurally below. The eleven sections described below are:

- I. Vacation Extensions
- II. Emergency Closure of Schools (Personnel)
- III. Criminal Record Checks and Police Information Checks
- IV. Credit Card Usage
- V. Travel Expenses
- VI. Performance Management: Exempt Staff
- VII. Long Service Recognition
- VIII. Exit Interviews
- IX. Interview and Relocation Expenses for Exempt Staff
- X. Leave of Absence for Community Service or Public Office

**I. VACATION EXTENSIONS**

The Board of Education believes that in general all teaching staff should be present in schools before and after each vacation break (winter, spring or summer). For this reason, teachers will not normally be granted leave to extend these break periods subject to the terms of the Mount Arrowsmith Teachers' Association (MATA) Collective Agreement.

**II. EMERGENCY CLOSURE OF SCHOOLS (PERSONNEL)**

The Board of Education believes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following: inclement weather, power outage, failure of heating or water services, emergency health issues, as well as a variety of other emergency situations.

The Board of Education authorizes the Superintendent of Schools, or designate, to close schools and/or worksites by reason of weather emergencies or for other causes that might endanger the health or safety of staff and students. School and/or worksite closure due to emergent conditions will be of three types:

- For students only
- For students and school-based employees
- For students and all employees

Principals, or designates, are expected to have school buildings open to provide for students who, for whatever reason, arrive at school. Principals who are unable to get to work must contact the Superintendent of Schools so that alternate arrangements can be made to have the school open.

All employees are reminded to watch the district website, follow email and social media, and listen to local radio stations for news from the school district in the event of inclement



weather or other reasons for schools and worksites to potentially be closed or otherwise impacted.

## PROCEDURES

### 1. School Bus Service

There are occasions when the General Manager of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m. It is understood that:

- a. The decision to cancel school bus service is made by the General Manager in consultation with the Superintendent of Schools.
- b. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that schools are closed.
- c. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that staff cannot get to school – conditions vary throughout the District and staff need to assess the conditions in their own area.
- d. If buses are running in School District 69 (Qualicum), employees are expected to be at work.

### 2. School Closure During the Day

In extreme emergencies, schools may be closed after school has commenced. In situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal has concerns for local road conditions in his/her school zone, the Principal should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal as soon as it becomes apparent that school emergency closure will be necessary.

When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and therefore staff will activate their plan to contact parents. In this case, parents of students in elementary schools must be contacted prior to releasing students to go home. In the case of busing students, all students will be held at the school until we can confirm that all affected parents have been contacted.

Depending on the severity of the circumstances, the Principal shall, in consultation with the Superintendent of Schools, determine whether school staff complete their work day at school or at home.

### 3. Employee Responsibilities

It is expected that all staff will undertake normal precautions for winter weather; e.g. allowing more time for travel, snow tires, an analogue phone, battery operated radio, battery operated alarm clock in the event power is out. Employees are expected to make every reasonable effort to attend their regular place of work.





Employees who are unable to get to work must contact their immediate supervisor each day of their absence and contact dispatch.

When Schools are open and buses are NOT running:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website [www.sd69.bc.ca](http://www.sd69.bc.ca) if power is available.

- a. CUPE staff
  - i. CUPE staff who are unable to get to work, must contact their supervisor and dispatch for each day of absence.
  - ii. **Within 3 days of returning to work**, CUPE staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer. **Late requests will not be accepted.**
  - iii. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.
- b. MATA staff
  - i. MATA staff must make reasonable efforts to attend at their school (Collective Agreement Article D.28).
  - ii. MATA staff who are unable to attend at their school, will contact their Principal and TTOC dispatch for each day of absence.
  - iii. MATA staff must contact their Principal to explain the circumstances which preclude attendance to duties at their school. This communication needs to occur as early in the day as possible in order to ensure appropriate coverage of classes.
  - iv. It is recommended that any verbal communication from MATA staff to their Principal be followed-up with an email as a means of documenting that the required communication occurred.
  - v. If MATA staff are unable to attend at their school due to weather conditions, it is expected that they will carry-out work duties from home.
  - vi. Such an absence will be treated as a 'Leave with Pay' (Collective Agreement Article D.28).
- c. Principals and Vice-Principals
  - i. Principals will document contact made by MATA staff regarding absences due to weather conditions and confirm with TTOC dispatch, by the end of the day, all absences.
- d. Senior Staff
  - i. Senior Staff will be responsible for initiating communications with other staff through the Emergency Phone Tree.
  - ii. Senior Staff will touch base with PVP and other exempt staff regarding staffing issues that result from the conditions leading to closure.



- iii. Senior Staff will assist if possible as need be with situations arising from staffing shortfalls.

When schools are closed:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website [www.sd69.bc.ca](http://www.sd69.bc.ca) if power is available.

a. CUPE Staff

- i. If schools in this District are closed, CUPE staff will be paid at their normal rate. **This applies to school closures in School District 69 (Qualicum) only.** It does not apply if a CUPE staff member lives in another district and schools in that district are closed.
- ii. CUPE staff who are deemed necessary are requested to report to work. Necessary services during a District wide temporary school closure day are payroll clerks and the School Board Office receptionist as well as, if applicable, maintenance, grounds and custodial staff responsible for snow removal (per the General Manager of Operations). If safe for them to do so, they are requested to report to work. If they do so, they will receive their regular pay and additional banked hours (at straight time) for each hour worked up to their assignment hours for that day.
- iii. If CUPE support staff are unable to get to work, they must contact their supervisor and dispatch for each day of absence.
- iv. Within 3 days of returning to work, CUPE support staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer.
- v. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.

b. MATA Staff

- i. If schools in this District are closed, MATA staff will be paid at their normal rate. This applies to school closures in this District only. It does not apply if a MATA staff member lives in another district and schools in that district are closed.

c. Principals and Vice-Principals

- i. Principals are expected to report to work when schools are closed. If this is not possible, Principals must contact the Superintendent of Schools to ensure that an adult presence is available at the site should students arrive at the school.

**III. CRIMINAL RECORD CHECKS AND POLICE INFORMATION CHECKS**

The Board of Education acknowledges and accepts its responsibility to ensure that criminal record checks are conducted on all employees who work with children and/or vulnerable adults. In fulfilling its responsibilities, the Board of Education is guided by the Criminal Records Review Act. The Criminal Records Review Act defines “working with



children and/or vulnerable adults” to mean working with children and/or vulnerable adults directly or having or potentially having unsupervised access to children and/or vulnerable adults in the ordinary course of employment or in the practice of an occupation.

In accordance with the *Criminal Records Review Act*, the Board of Education will require all new employees and all current employees (except employees who belong to a governing body) to provide the Board of Education with a signed criminal record check Authorization Form.

## PROCEDURES

### 2. Members of the Teachers’ Regulation Branch

The Teachers’ Regulation Branch is responsible for obtaining completed and signed criminal record Authorization Forms from all members and all new applicants for certification.

### 2. All Other Staff (excluding teachers and other registered professionals)

The Board will obtain completed and signed criminal record Authorization Forms from all other employees in positions classified within the *Criminal Records Review Act’s* definition of “works with children and/or vulnerable adults” (including those individuals who have previously had a criminal record check).

- a. The Human Resources Assistant will be responsible for monitoring the administration of the *Criminal Records Review Act*.
- b. All new employees (successful applicants) and employees notified that the employee is due for a re-check must complete a Criminal Record Check Authorization Form.
- c. The Human Resources Assistant will check and verify each applicant’s identification in accordance with Criminal Record Review Program best practices and RCMP policy.
- d. Application is made to the Criminal Records Review Agency.
- e. The original signed authorization form will be maintained on the employee’s personnel file for a minimum of five (5) years.
- f. The return of the Authorization Forms and the results returned from the Criminal Records Review Agency will be recorded.
- g. Mandatory re-checks are required every five (5) years and employees are required to submit another Criminal Record Check Authorization Form by the five (5) year anniversary date, when notified by the Human Resources Department.
- h. Any employee who has a break in service must provide a new criminal record check. For example, if the employer/employee relationship is formally severed, this is considered a break in service.
- i. When the Criminal Records Review Agency informs the Board that an employee presents a risk to children and/or vulnerable adults, the Board will ensure that the employee is removed from or never placed in a position where the employee works with children as defined in the *Act*.



- j. A vulnerable sector check is conducted as part of each criminal record check. The vulnerable sector check is national RCMP policy and in some cases, the RCMP may require fingerprints in order to verify an Employee's identity. The Employee will be notified directly by the RCMP and provided with the necessary forms and instructions.
- k. It is the responsibility of each employee to notify the District if he or she is charged with or convicted of a relevant or specified offence as applicable subsequent to a criminal record check. The employee must promptly report the charge or conviction to the Director of Human Resources, and submit a new, signed Consent for Criminal Record Check form. Failure to do so may result in disciplinary action which may be up to and including termination.
- l. Any employee who is required to provide fingerprints to the RCMP is also required to provide the District with a completed "Criminal Offence Declaration" (form attached), in order to meet the District's obligations of due diligence.
- m. New employees and employees requiring a re-check will be responsible for the cost of the Criminal Records check. Any associated fees with the Fingerprint process are also the responsibility of the employee.

### 3. Volunteers

- a. Parents, guardians and/or community members who wish to act as a school volunteer must contact the school office to obtain a "*Police Information Check with Vulnerable Sector Screening*" letter. The "*Police Information Check with Vulnerable Sector Screening*" letter must be on school letterhead, signed and dated by the principal and must contain the statement: "The applicant will require a vulnerable sector check" (sample letter attached).
- b. Potential volunteers are then referred to the Oceanside RCMP Detachment, at which time they will submit the "*Police Information Check with Vulnerable Sector Screening*" letter and the "*Police Information Check with Vulnerable Sector Screening*" form.
- c. The "*Police Information Check with Vulnerable Sector Screening*" form is available from the school or the Oceanside RCMP detachment and must be submitted at the same time as the "*Police Information Check with Vulnerable Sector Screening*" letter. Please note that **old forms will not be accepted.**
- d. *For convenience, a copy of the "Police Information Check with Vulnerable Sector Screening" form has been attached and can be provided to applicants by the School Principal or designate at the same time that the applicant receives the "Police Information Check with Vulnerable Sector Screening" letter from the school.*



**Note:** The “Police Information Check with Vulnerable Sector Screening” letter is required to waive the processing fee. If the letter is not included with the package, the processing fee will be levied on the applicant.

- e. The RCMP will return the processed form to the parent, guardian or community member who will then submit the form to the School Principal.
- f. Forms that show any type of criminal record or other concerning disclosures must be forwarded to the Superintendent of Schools or designate for review. School Principals will be advised of any advice or considerations arising from this review.
- g. Completed “Police Information Check with Vulnerable Sector Screening” are **valid for a maximum of five years only at which time they are expired.**
- h. All new volunteers (including those who may have previously completed a PIC\_VS at another school and are now changing school sites) must submit forms (preferably in September). This would include Kindergarten, and Grade 8 as well as any new registrations.

DATE

R.C.M.P.

727 Island Highway West  
Parksville, BC V9P 1B9

To Whom it May Concern:

**RE: POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING**

This letter is to confirm that NAME OF VOLUNTEER APPLICANT will be acting as a volunteer for various school/class events or activities throughout the school year.

NAME OF VOLUNTEER APPLICANT will require a “Police Information Check with Vulnerable Sector Screening” as per the R.C.M.P. definition.

Thank you for your attention to this matter.

Yours Sincerely,

PRINCIPAL NAME

Principal

c: School File

**IV. CREDIT CARD USAGE**

Sound business practices support the use of Board issued credit cards by designated staff and School Trustees as their use contributes to the efficiency of school district operations.

**Procedures**

- 1. Board Credit cards may be issued to the following staff:
  - a. Superintendent of Schools



- b. Secretary Treasurer
  - c. Assistant Secretary Treasurer
  - d. ~~Assistant~~ **Associate** Superintendent
  - e. Director of Instruction
  - f. General Manager of Operations
  - g. Assistant Manager of Operations
  - h. Director of Human Resources
  - i. School Trustees (five)
  - j. Principals and Vice-Principals
  - k. School secretaries - may hold site cards to facilitate school purchases.
  - l. Other employees with areas of responsibility that require either regular purchasing or situational purchasing that cannot be managed through petty cash or requests for funds. Such employees must be recommended by the employee's supervisor (who must also be an individual designated in 'a' through 'j'), and approved by the Secretary-Treasurer.
2. The Board credit card issued to the aforementioned designated staff and School Trustees shall be utilized to cover expenses incurred on Board business or Board sponsored professional development: in accordance with the Card User Agreement.
  3. The District endeavors to use credit or purchasing cards that provide savings back to the Board.
  4. Card holders shall sign and adhere to the Card User Agreement.

#### V. TRAVEL EXPENSES

Personnel traveling on behalf of the District to participate in meetings, workshops, negotiations and conferences, either by assignment or by directed attendance, are entitled to receive reimbursement of expenses incurred.

1. Application for reimbursement of travel expenses shall be made to the appropriate supervisor with the submission of original receipts.
2. Travel expense reimbursement shall be consistent with the BC School Trustees Association's (BCSTA) Policy on Travel Expenses.
3. This administrative procedure will be reviewed annually in the month of February by the Secretary Treasurer or designate.
4. Expenses covered by a contractual travel allowance do not apply.

#### VI. PERFORMANCE MANAGEMENT: EXEMPT STAFF

The Board of Education believes that a performance management process should be an ongoing process of communication between a supervisor and an employee that occurs throughout each year in support of accomplishing the mission and strategic priorities of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, planning for professional growth/learning and reviewing progress in each area.

#### Procedures



The Board believes that performance management processes undertaken with exempt staff should be:

1. Simple and clear
2. Focused on personal professional growth and learning
3. Premised on clearly articulated expectations, deliverables and accountabilities grounded in duties/responsibilities of the job description
4. Based on goals/objectives/actions linked to strategic priorities and operational plan of the district/school
5. Continuously looping with ongoing and regular check-ins and dialogue

The Board will ensure that it engages the Superintendent/CEO in an ongoing performance management process as agreed to by the parties. This process is to be facilitated by the Director of Human Resources or a designate.

The Superintendent will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Secretary Treasurer
2. Associate Superintendent
3. Director of Instruction
4. Director of Human Resources
5. Principals and Vice Principals

The Secretary Treasurer will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Assistant Secretary Treasurer
2. General Manager of Operations
3. Executive Assistant – Board Governance and Operations

#### **VII. LONG SERVICE RECOGNITION**

The Board of Education values the dedication and commitment of its employees. The Board is, therefore, committed to recognizing employees with consistent and lengthy service (20 years), as well as those who are retiring from employment with the Board.

#### **VIII. EXIT INTERVIEWS**

The Board sees value in gaining insights into district operations, culture, strategies and human resources/labour relations practices through the use of exit interviews where and when possible and practicable.

#### **IX. INTERVIEW AND RELOCATION REIMBURSEMENT FOR EXEMPT STAFF**

In order to attract the best candidates for its exempt positions, candidates should be reimbursed for expenses. Reimbursement shall be as follows:

1. Candidates selected for interview will be reimbursed for legitimate travel, accommodation and meal expenses. Submission of receipts is required in accordance with Board travel and reimbursement rates.



2. The successful candidate may be reimbursed for expenses to relocate for employment with School District 69, with the amount to be as determined in contract negotiations. Receipts must be submitted to the Secretary-Treasurer within sixty (60) days of the move.

**X. LEAVE OF ABSENCE FOR COMMUNITY SERVICE OR PUBLIC OFFICE**

The Board of Education encourages its employees to participate in a wide range of community service organizations and recognizes the right of these employees to seek public office. It is the intent of the following procedures to permit the School Board's employees to participate in public affairs benefiting the public and concurrently to protect the interests of the Board, the persons it employs and the public it serves.

**Procedures**

1. Employees who are providing voluntary supports for emergency response in the event of an emergency or catastrophe will be supported in accessing leave provisions within their collective agreement or contract of employment. Where there are no such provisions, the Superintendent may grant exceptional leave with or without pay either for the duration of the service being provided or in support of recovery time.
2. Employees will be supported in seeking public office in keeping with provisions of their collective agreement or contract of employment. Where there are no such provisions, the district will support the employee with leave provisions as possible in relation to the employee's duties and responsibilities.
3. On being duly accepted as a candidate for public office, whether it be for Federal Parliament, the Provincial Legislature, the Municipal Council or other public office, an employee of the Board may apply to the Board in writing for a leave of absence to conduct a campaign. Such leaves will be considered within the context of collective agreements and contracts of employment.
4. An employee elected as a Member of Parliament or Member of the Legislative Assembly shall be granted a leave without pay for the duration of one term in office. On termination of office, the employee shall receive priority of placement but not necessarily in the employee's former position. Terms of the relevant collective agreement or contract of employment will apply.
5. It is presumed that service on a Municipal Council will not interfere greatly with the usual performance of an employee's duties and responsibilities. It is expected that some reasonable accommodations must be made by both the Board and the employee concerned.

**References:**

- Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement





**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT



The Board of Education believes that in general all teaching staff should be present in schools before and after each vacation break (winter, spring or summer). For this reason, teachers will not normally be granted leave to extend these break periods subject to the terms of the Mount Arrowsmith Teachers' Association (MATA) Collective Agreement.

**Reference:**

- *Mount Arrowsmith Teachers' Association (MATA) Collective Agreement*



RECOGNITION OF RETIREMENT AND LONG SERVICE

The Board of Education values the dedication and commitment of its employees. The Board is, therefore, committed to recognizing employees with consistent and lengthy service (20 years), as well as those who are retiring from employment with the Board.

CURRENT



SD69 QUALICUM

**Finance & Operations Committee of the Whole Report**  
**Monday, September 20, 2021**  
**VIA ZOOM**  
**10:30 a.m.**

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

**1. Acknowledgement of Traditional Territories**

**2. Presentation:**

**3. Project Updates:**

**a. Oceanside Community Track (at Ballenas) Project Update**

Trustee Young provided an update on the project, highlighting fundraising initiatives and meetings that have been held through the summer. The next Steering Committee meeting will be held on September 22<sup>nd</sup>.

**b. Arrowview Elementary Child Care Space**

The General Manager of Operations, Chris Dempster, shared with the Committee some recent milestones, including recent issuance of occupancy permit which will support the final process of having the licensing walk through later this week. Once the license is issued then the Daycare will begin operations.

**c. Craig Street Commons Update**

The General Manager of Operations, Chris Dempster, brought the committee up to date on the planning and operationalizing that has gone on to start the Primary Learning Community Program and after-school care program. The project to revitalize the 8 classroom wing of the facility had to be deferred when tenders came back well over budget. The resultant move of the program into an alternate room allowed the program to begin relatively easily with only minor costs to set up. The licensing for the afterschool care came through last week, so that part of the program can now begin.

**4. Items for Discussion**

**a. 2021-2022 Funding & Enrolment Update**

Secretary Treasurer Amos shared with the committee a summary of the enrolments as of September 14. It was recognized that the school numbers continue to change slightly as school staff update and review the data in anticipation of the September 29<sup>th</sup> count date. Associate Superintendent Wilson shared that Springwood Elementary is feeling some enrolment pressures but is able to meet it by using the multi-purpose room as a classroom this year.

Oceanside Elementary on the other hand is seeing some smaller numbers within its regular program. Some discussion on, at what point a school is considered to be "at capacity" but it was felt that this and many other questions would be addressed within the context of the facility and land review to be pursued by the Board in the Fall.

## 5. Information Items

### a. **Update-Green House Gas Emissions Study by Prism Engineering**

The General Manager of Operations, Chris Dempster, provided an update on the work that Prism Engineering is doing on the district's behalf with BC Hydro to have 5 schools studied and funded for small projects to reduce their energy consumption. The schools included in the study are BSS, QC, OES, SES and QBES.

### b. **2022-2023 Capital Plan – Major/Minor Projects**

Secretary Treasurer Amos introduced the topic with a background to the new timelines for the submission of the Capital Plans. AFG spending plan is now submitted by June 30, Major Capital by August 31 and Minor Capital by September 30. The provided summary was walked through by General Manager of Operations, Chris Dempster, as he highlighted some rationale for the projects and their timelines based on priorities and if they are multi year.

Discussion continued on the BUS program and whether we would be able to continue to invest in electric buses. It was shared that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle; however, it was a local decision on the energy source, i.e. gas, diesel or electric.

General discussion to support a letter to the Ministry regarding continued and additional funding to support the higher cost of electric buses.

### c. **2020-2021 Audited Financial Statements**

- Summary – Secretary Treasurer Amos provided highlights to the financial summary information that are based on the Audited Financial Statements that are being prepared and will be presented to the Board next week. He drew attention to the annual surplus of \$507,912 that will be added to the District's operating fund surplus, noting that \$1.46 million is appropriated for School and District purposes and the remaining \$1.04 million will remain unrestricted.
- Also highlighted were the Special Purpose, Local Capital and other Provincial funds which remain within the Boards statements as special reserve funds.
- Financial Statement Discussion & Analysis – Secretary Treasurer Amos briefly spoke to the FSDA report as a now new requirement from the Ministry in order to provide additional information about the Districts planning and programs that wouldn't otherwise be included in the financial statements or the notes to the financial statements.

### d. **Moilliet and Despard intersection**

Follow up discussion on the work from last year that was pursued by the City in order to increase safety at the intersection in light of the increased traffic and construction activity. Chair Flynn indicated she would reach out to Mayor Mayne to find out if there was more input required and what else the City was looking into.

**e. Recommendations to the Board of Education**

**i. District Flu Vaccinations**

General discussion on the annual motion from the Board on the Flu shot support and the consideration for making the motion as an “until further notice”, so that it wasn’t necessary for annual discussion.

**THAT** the Board of Education of School District 69 (Qualicum) approve flu vaccinations to be made available each year free of charge to employees in School District 69 (Qualicum) until further notice.

**ii. Funding for Electric Buses**

**THAT** the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses.

**iii. 2022-2023 Capital Plan Submission**

**THAT** the Board of Education of School District 69 (Qualicum) support the 2022-2023 Capital Plan submission as presented.

**f. Future Topics**

**a. Land and Facilities Review** – this topic will be brought forward for future meetings after the Board has determined the scope and process to the review.

**b. Exploration of Community Schools Concept**

**c. Zonar Bus Pass Update**

**g. Next Meeting Date/Location:**

- Monday, October 18, 2021 at 10:30 – Via Zoom Until Further Notice



## Submission Summary

Submission Category	Sum Total Project Cost
Seismic	\$30,534,071
<b>Total</b>	<b>\$30,534,071</b>

<b>Submission Summary:</b>	Major 2022/2023   2021-07-31
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Qualicum (SD69)
<b>Open Date:</b>	2021-05-27
<b>Close Date:</b>	2021-08-09
<b>Submitted On:</b>	2021-08-06 12:00 AM
<b>Submission Status:</b>	Submitted
<b>Version:</b>	Submitted

SEISMIC						
SD Category	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost	
1	150356	False Bay School	Upgrade	Seismic upgrade of 1 H1 Block-roof needs replacing in the 2023/24 year at a cost of approx. \$150,000.00 and Operations would like to bundle this with the seismic. Estimated that 2 portables would need to be delivered for education of students at an	\$3,027,343	
2	150350	Ecole Secondaire Ballenas Secondary	Upgrade	Seismic Upgrade of 1 H2 block. The main VLS system is stacked bond masonry. SD69 has been replacing roof sections for the past 5 years. During the new roof install, SD69 has added engineered seismic plates to strengthen the punch welded	\$3,626,019	
3	150362	French Creek Community School	Upgrade	Seismic upgrade of 1- H1 Block. In review of the 2018 seismic report the following issues are below: Covered play area in the front of the building is poorly detailed. On the original 1911 with the H2 sections are as follows:	\$3,626,019	
4	150395	Kwailikum Secondary	Upgrade	Seismic Upgrade of 1 H2 block. In review of the seismic report dated 2018, issues with the H2 sections are as follows: Roof diaphragm is 0.76mm metal deck button punched. The diaphragm cantileves	\$5,271,096	
5	150396	Kwailikum Secondary	Upgrade	Seismic Upgrade of 2 H3 Blocks. In viewing the 2018 seismic report issues are as follows: Block 6969014-3 the roof diaphragm is a button punched acoustic deck 0.76mm	\$13,092,270	
6	150434	Qualicum Beach Elementary/Commons	Upgrade	Seismic Upgrade of 1H3 block. From the 2018 seismic report, issues are as follows: The sheathing connectors for the 64mm shiplap that spans over the trusses is not sufficient capacity or ductility for the expected seismic demand	\$1,891,324	
Submission Category Total:					<b>\$30,534,071</b>	

# Submission Summary

<b>Submission Summary:</b>	Minor 2022/2023   2021-09-30
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Qualicum (SD69)
<b>Open Date:</b>	2021-05-28
<b>Close Date:</b>	2021-09-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Funding Requested
BUS	\$281,088
CNCP	\$657,000
SEP	\$3,310,000
PEP	\$330,000
<b>Total</b>	<b>\$4,578,088</b>

BUS					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	155337	Transportation	Replacement	This is a propane bus that has had multiple issues through the years. It is not drivable at this time. To send this bus to the mainland there is an expected charge of \$15,000.00 added to the already \$10,000.00 that has been spent on this bus in parts, labor and contracted services. We would also like to replace this bus with an D class 84 seat bus option	\$140,544
2	155342	Transportation	Replacement	Propane bus that although has been inspected and serviced, has had multiple issues with stalling and cutting out into turtle mode. We have had to put this bus into the spare pool before its time as it is not reliable in the route pool. We would like to increase the funding request to a D(84 FE)	\$140,544
				Submission Category Total:	<b>\$281,088</b>
CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	151434	Springwood Elementary	Energy	Solar Voltaic Panels; emissions reduction/cost savings/educational opportunities; Engineered copy is now outdated. New solar project will be between a 57,426 kW and 60kW array	\$218,500
2	154791	Ecole Secondaire Ballenas Secondary	Energy	Solar PV system will be attached to the updated roof sections only. This will allow for the solar arrays to not have to be altered/removed for 20-25 years	\$220,000
3	155179	Bowser Elementary	Electrical (CNCP)	We are looking to add another solar project on the Bowser School. Solar Voltaic Panels; emissions reduction/cost savings/educational opportunities; Engineered copy is now outdated. New solar project will be between 50kW and 55kW. Install year is one year later than the roof replacement year of 2024/2025	\$218,500
				Submission Category Total:	<b>\$657,000</b>



# Submission Summary

PEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	152047	Arrowview Elementary	Replacement (PEP)	Wood structure, extensive rot/silvers to users, not compliant with current standards	\$165,000
2	155182	Errington Elementary	Replacement (PEP)	This is a wooden structure that is past its life cycle.	\$165,000
Submission Category Total:					<b>\$330,000</b>
SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	151723	Ecole Secondaire Ballenas Secondary	HVAC (SEP)	Heating and ventilation systems; Units past prime. Replacement will allow for energy savings; improved interior air quality and occupant comfort We received funding of #500,000.00 in the 2021/22 year. We are requesting the amount above for phase 2	\$940,000
2	151724	Winchelsea Elementary	Roofing (SEP)	Roof Repairs and Replacement; replacement of insulation will provide additional energy savings; prolongs life of building. Phase 2 would be funded at approx.. \$340,000.00 in 2025/26 and phase 3 would be funded for \$380,000.00 in 2026/27	\$460,000
3	151722	Various	Interior Construction (SEP)	System renewal; Flooring and Asbestos removal; prolongs life of floor/safer conditions	\$400,000
4	151726	Kwailikum Secondary	Exterior Wall Systems (SEP)	Window upgrade ; N/A; Window upgrade for energy efficiency and green house gas reduction. Could be tied into a seismic upgrade. This is a phased project with a request for \$230,000.00 in 2024/25 and another \$287,500.00 in 2025/26	\$690,000
5	151725	Bowser Elementary	Roofing (SEP)	Roof Repairs and Replacement; This is for all metal and the gymnasium room	\$820,000
Submission Category Total:					<b>\$3,310,000</b>

## **Board Committee and Representative Appointments 2021-2022**

<b>External</b>	
BCSTA Provincial Council <i>Alternate</i>	Eve Flynn Julie Austin
BCPSEA Representative Council <i>Alternate</i>	Barry Kurland Laura Godfrey
Oceanside Building Learning Together Coalition <i>Alternate</i>	Elaine Young Julie Austin
Tribune Bay Outdoor Education Centre Society <i>Alternate</i>	Eve Flynn Julie Austin
Oceanside Community Track Renewal Committee	Elaine Young
Early Learning & Child Care Council of Oceanside (ELCCCO)	Julie Austin
Oceanside Health & Wellness	Elaine Young
<b>District Committees</b>	
Appeals	All Trustees
Audit Committee	All Trustees
BCPVPA (QDPVPA) Negotiations	<i>TBD as necessary</i>
Climate Action Task Force	Julie Austin/Barry Kurland
CUPE Negotiations Committee	<i>TBD as necessary</i>
Curriculum Advisory Committee	Eve Flynn
District Health & Safety Committee <i>Alternate</i>	Eve Flynn Elaine Young
District Scholarship Committee	<i>TBD yearly</i>
Education Committee of the Whole	All Trustees Laura Godfrey- Chair
Finance and Operations Committee of the Whole	All Trustees Eve Flynn - Chair
French Language Advisory Committee <i>Alternate</i>	Elaine Young Eve Flynn
Indigenous Education Committee	Laura Godfrey
Long Service/Retirement Committee	Elaine Young & Eve Flynn
MATA Grievances	Eve Flynn
MATA Negotiations Committee/Mid Contract Modifications	Laura Godfrey/Barry Kurland
Policy Committee of the Whole	All Trustees Elaine Young – Chair
Social Justice Working Group	Eve Flynn – Co-Chair Elaine Young – Co-Chair

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
BOARD OF EDUCATION 2021-2022**

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