



REGULAR BOARD MEETING AGENDA

TUESDAY, JANUARY 25, 2022

6:00 PM

VIA 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: December 14, 2021 | p 1-5 |
| b. | Ratification of In Camera Board Meeting Minutes: December 14, 2021 | p 6 |
| c. | Receipt of Ministry News Releases | |
| | • Joint Statement on Black Excellence Day | p 7-8 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Oceanside Community Track Committee – Trustee Young | p 9 |
| | • Oceanside Health & Wellness Network – Trustee Young | p 10 |
| | • OBLT Early Years Table – Trustee Young | p 11 |
| | • Climate Action Task Force – Trustee Austin | p 12 |
| e. | Receipt of Status of Action Items – January 2022 | p 13 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 25, 2022, as presented (*or, as amended*).

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

- a. **Ballenas Secondary School Climate Action Initiatives** (Monica Bradley)

6. **BUSINESS ARISING FROM THE MINUTES**

7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

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8. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
9. **DISTRICT PARENTS ADVISORY COUNCIL**
10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
11. **ACTION ITEMS**
- a. **Appointment of Chief Election Officer**
- Recommendation:*
THAT the Board of Education of School District No. 69 (Qualicum) appoint Dennis J.A. Brown as Chief Election Officer for the District, and Ron Amos, Secretary-Treasurer, as a Deputy Election Officer, for the October 2022 Trustee elections.
12. **INFORMATION ITEMS**
- a. **Superintendent's Report** *(Peter Jory)*
- b. **Educational Programs Update** *(Gillian Wilson/Rudy Terpstra)*
13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** *(Trustee Flynn)* **p 14-15**
14. **POLICY COMMITTEE OF THE WHOLE REPORT** *(Trustee Young)*
- a. **Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools** **p 16-20**
(previously numbered 7059)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* at its Regular Board Meeting of January 25, 2022.
- b. **Board Policy 706: Reporting of Suspected Child Abuse and Neglect** **p 21-27**
(previously numbered 7140)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 706: *Reporting of Suspected Child Abuse and Neglect* at its Regular Board Meeting of January 25, 2022.
- c. **Board Policy 603: Employee Attendance Support** **p 28-33**
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 603: *Employee Attendance Support* at its Regular Board Meeting of January 25, 2022.

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- d. Board Policy 704: Student Catchment Areas/Cross Boundary Transfer/ District Bus Transportation** p 34-37
(previously 7015 – Student Catchment Areas/Cross Boundary Transfers and 7054-Transportation of Students by District School Bus Service)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 704: *Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation* at its Regular Board Meeting of January 25, 2022.
- e. Board Policy 700: Safe, Caring and Inclusive School Communities** p 38-50
(previously numbered 7000)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 700: *Safe, Caring and Inclusive School Communities* and its attendant administrative procedure at its Regular Board Meeting of January 25, 2022.
- f. Board Policy 701: Student Discipline** p 51-54
(previously policies 7001: Student Discipline and 7002: Substance Use-Student)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 701: *Student Discipline* and its attendant administrative procedure at its Regular Board Meeting of January 25, 2022.
- g. Rescinding of Board Policy 7002: Substance Use** p 55-57
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) rescind the following Board Policy at its Regular Board Meeting of January 25, 2022”
- 7002: Substance Use – Student (merged into Policy 701)
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Chair Flynn) p 58-59
- a. Amended Annual Budget Bylaw 2021-2022** (Ron Amos) p 60-77
- Recommendations:*
THAT the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2021/2022 fiscal year at its Regular Board Meeting of January 25, 2022.
(Must be Carried Unanimously)
- THAT** the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$62,064,316.00 for the 2021-2022 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$62,064,316.00 for the 2021-2022 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$62,064,316.00 for the 2021-2022 fiscal year.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

17. TRUSTEE ITEMS

- a. **Social Justice Committee Report**

(Trustees Flynn/Young)

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES

TUESDAY, DECEMBER 14, 2021
6:00 PM
VIA ZOOM

ATTENDEES

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
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
Flo Wong	Vice-Principal, Errington Elementary School Qualicum District Principals & Vice Principals Association (QDPVPA)

Education Partners

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 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the traditional unceded territory of the Coast Salish people and thanked the Snaw-Naw-As and Qualicum First Nations for sharing their shared territory.

3. ADOPTION OF THE AGENDA

Update on the Fundraiser Silent Auction for the Oceanside Track Upgrade was added under Trustee Items.

21-114R

Moved: Trustee Kurland *Seconded:* Trustee Godfrey

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes – November 23, 2021
- b. Ratification of In Camera Board Meeting Minutes: November 23, 2021
- c. Receipt of Ministry News Releases
 - Gaming grants help keep students in extracurricular activities
 - Funding to school districts to keep kids out of gangs
- d. Receipt of Reports from Trustee Representatives
 - Oceanside Health & Wellness Network – Trustee Young
 - French Language Advisory Committee – Trustee Young
 - OBLT Early Years Table – Trustee Young
 - BCSTA Trustee Academy – Trustee Young
- e. Receipt of Status of Action Items – December 2021

21-115R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 14, 2021, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

No Report

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

Sherrie Brown, President, wished everyone a safe and happy holiday season, and suggested that people reach out to others for whom this time of year may be difficult.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Karri Kitazaki, Vice President, presented a picture slideshow of gingerbread creations from schools across the district. The presentation will be posted to the district website over the holiday season. She then wished everyone a happy and healthy winter break.

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

None

11. ACTION ITEMS

None

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory added his holiday greetings for a safe and relaxing winter break and to reach out to those who may not have family/friends with which to spend holiday time.

He then commented on the following:

- Reminder to refer to appropriate government organizations if plans include international travel.
- Thanks to all staff for their hard work and determination this fall to provide a safe, positive, thoughtful and educationally rich experience for students through the continuation of COVID and the introduction of a new variant.
- Winter performances are taking place in schools – some live and others being recorded for families.
- Travel and fuel restrictions caused cancellation of school field trips however there was approval for travel for the secondary basketball season to begin. The elementary schools agreed to pause all field trips and, as of today travel and fuel restrictions have been lifted while the state of emergency continues.
- The Long Range Facilities Plan process will commence in January with a series of Town Hall sessions with dates to be confirmed. Various topics will be grouped and discussed in as linear a manner as possible.
- Vaccinations are now available for students ages 5 to 11 and links have been provided as requested by the province to support the process. These students will need parental permission so it is anticipated that permission forms will be sent out prior to the roll out. It appears that clinics will be set up in the community rather than at schools for this round of vaccinations.
- Lots of learning is happening across the district. We are looking forward to continued sessions that support equity, data driven decision making, literacy, numeracy, and all of the core competencies that are represented in the BC Curriculum, all with a mind to use these as the foundation to move our students through the school system towards meaningful graduation.

b. Educational Programs Update

Associate Superintendent Wilson added her wishes for everyone to have a restful winter break and holiday season 'filling their bucket' with something they enjoy.

She then commented on the following district initiatives and events:

- The Ministry has provided a mental health grant to districts for the past two years and Ms. Wilson highlighted some of the ways in which that money is being allocated to support the mental health and wellbeing of students and staff. The district has approximately \$190,000 to allocate to specific areas related to mental health and wellness, which includes an amount carried forward from the previous year.
- The district will be participating in the second year of the Youth Development Index (YDI) pilot program. Grade 11s will be invited to complete a survey in February which will ask questions about their social and emotional development, health and well-being and the district will receive the results before the end of the school year.
- The Social Emotional Learning team continues to support teachers in the area of brain science. A number of teachers are integrating the BrainAhead resources within the regular curriculum. BrainAhead is designed to improve student behaviour, emotional regulation, gross and

fine motor skills, and physical and academic development. The Qualicum School District is also been highlighted as a Success Story on the BrainAhead website.

- Online Kindergarten registration for the 2022-2023 school year will begin on January 24, 2022 with Sibling French Immersion registration beginning January 17th.
- Jennifer Fuhrman has taken the lead to work with primary teachers on the Early Learning Framework.
- In January Kindergarten teachers will be providing the Early Development Index questionnaire with their students which provides information on areas of vulnerability in early learners and identifies gaps as well as strengths of community based initiatives for early learners.

Director of Instruction Terpstra, commented that there are two learning series scheduled for the new year. The first is the second of the Assessment Dinner Series with Katie White on January 10th and the beginning of the Elementary Numeracy Series with five half-day sessions being scheduled between January and March.

c. DRAFT 2022-2023 Budget Process Schedule

Secretary Treasurer Amos reviewed the budget process schedule as provided in the agenda package, noting that it has yet to be determined whether the public sessions will be held in person or online. A survey, similar to last year's, will begin the process. Additional information and links to the survey will be posted on the district website in the new year.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

No Report – next meeting is scheduled for Tuesday, January 18, 2022

14. POLICY COMMITTEE OF THE WHOLE REPORT

No Report – next meeting is scheduled for Monday, January 17, 2022

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

No Report – next meeting is scheduled for Monday, January 17, 2022

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS

a. Carbon Neutral School Concept

Trustee Kurland suggested that the district consider moving towards creating a zero carbon school. He and Trustee Austin provided some examples of what that might entail and referred to a school district in London, Ontario which has achieved that status at one of their high schools – the first in Canada. As carbon neutrality is a goal of the provincial and federal government, it is hope that some advocacy to those government bodies will generate some funding.

The topic will be forwarded to the Committee of the Whole meetings and considered during the upcoming Land and Facilities Review.

b. Climate Action Task Force Report

Trustee Austin stated that a lot of wonderful things are happening in schools with students taking the lead with teachers' support.

Monica Bradbury of Ballenas Secondary School and Carolin Mattice of Kwalikum Secondary School presented their schools' zero waste projects and it is hoped that they and some of their students will be available to showcase their work to the Board at its January Board meeting as well as some Student Council members from Kwalikum Secondary School who are planning a Climate Action Symposium.

The District is now a member of the Climate Action Network and will be receiving regular updates and newsletters from that organization.

A more detailed report including resources, links and other projects and initiatives the district's students have been involved with will be provided for the January Board Meeting.

c. Trustee Update re Silent Auction Fundraiser for Oceanside Track Renewal

Trustee Young reported that almost \$9000 was raised for the Oceanside Track Renewal through the on-line and in-person silent auction held on December 9th. She expressed appreciate to Susan Russick for initiating and taking the lead in organizing the event. The Oceanside Running Group has also been holding bottle drives with the last one bringing in approximately \$1500. Momentum to secure funding for the track renewal is gaining momentum.

The next committee meeting is scheduled for Wednesday, December 15th and new members and ideas for fundraising are always welcome.

d. Deputy Minister of Education Retirement and Appointment

Chair Flynn advised that Deputy Minister of Education, D. Scott MacDonald, has tendered his retirement notice and Christina Zacharuk has been appointed as the new Deputy Minister of Education. DM Zachary will assume her role in January 2022.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 6:43 p.m.

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
DECEMBER 14, 2021
Via ZOOM

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

No motions were approved at this meeting.

Chairperson

Secretary Treasurer

STATEMENT

For Immediate Release
2022AG0002-000051
Jan. 14, 2022

Office of the Premier
Ministry of Attorney General
Ministry of Education

Joint statement on Black Excellence Day

VICTORIA – Premier John Horgan, Rachna Singh, Parliamentary Secretary for Anti-Racism Initiatives, and Jennifer Whiteside, Minister of Education, have released the following statement in celebration of Black Excellence Day:

“This year marks the first time that we have proclaimed Black Excellence Day in British Columbia. On this day, we celebrate the outstanding contributions of Black communities throughout B.C.

“Since 1858, Black communities and people of African descent have been an integral part of this province, and they continue to shape the cultural, economic, political and social successes that we enjoy today.

“The term ‘Black excellence’ was born out of the civil rights movement in the 1960s. While there is a long history of outstanding Black British Columbians, from political figures such as Emery Barnes and Rosemary Brown to cultural icons such as Eleanor Collins and Harry Jerome, today is a day to recognize those who are inspiring the children and youth of the present.

“From writers, scientists, business leaders, athletes and teachers to everyday people, the contributions of Black Canadians have made – and continue to make – a positive difference throughout this province, showing generations of British Columbians what is possible.

“At the same time, we recognize that Black British Columbians continue to face disproportionate barriers as a result of systemic racism and discrimination. Equity and anti-racism work are foundational to all our government’s efforts to build a truly inclusive province.

“Education is one of the most powerful tools to achieve racial equity and equality. By learning to identify language, acts of racism and oppression as well as understand diverse cultural histories and experiences, we can better address discrimination in our communities and celebrate the contributions of all British Columbians.

“The Ministry of Education is working with Focused Education Resources and community organizations to identify learning resources to support anti-racism education and diverse cultural experiences, including the long history and contributions of Black communities in B.C. The ministry is also developing a K-12 Anti-Racism Action Plan. This plan will help strengthen our education system to include new teachings, perspectives and history that promote racial equity.

“We know there is much more to do to address systemic racism in our province. That is why we have committed to introducing anti-racism data legislation in spring 2022, helping to pave the

way to a fairer and more inclusive province.

“It is critical that in this work we include the voices of those most affected by racial discrimination and inequities. We are working in partnership with community organizations throughout B.C. to gather feedback from Black, Indigenous and other racialized communities as we move forward on introducing race-based data collection.

“The issue of racism will not be solved by these actions alone. As a society, we must stand up to discrimination, call out incidents of hatred and stand in solidarity with those who struggle against oppression every day.

“We recognize the struggles that Black communities in British Columbia face and reaffirm our commitment to fight racism and make this a truly equitable and inclusive province for everyone.”

Contacts:

Lindsay Byers
Press Secretary
Deputy Communications Director
Office of the Premier
Lindsay.Byers@gov.bc.ca

Ministry of Attorney General
Media Relations
778 678-1572

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

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



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Community Track Steering Committee
Meeting Location: Zoom
Meeting Time: 9:00 AM December 15, 2021

Mandate:

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

Indigenous Acknowledgement:

Updates:

School District

Arranging/rearranging the steering committee. See recommendations.

Not ready yet to start the Requests for Proposals. Need to get community, corporate and grants moving.

Town of Qualicum Beach

May be another funding source. Scott will follow up. Reach out to Josie Osborne (other MLA) Suggestion to write a strongly worded letter to senior governments.

Parksville City

Unlikely to be any excess funding – They are improving some facilities in recreation
Question – where is the province in funding? Rudy and Elaine to meet with Adam Walker MLA. Elaine to reaching out to Gord Johns M.P.

Fundraising Updates

Successful Silent Auction – All funds (almost \$9,000) will be to the School District on Friday.

Next event – WestJet raffle. Sarah will have details in January.

Also Corporate Fundraising.

ORCA – Bottle Drive raised \$1600

Recommendations

Because the major push needs to be for fundraising, that the Steering Committee meet quarterly rather than monthly to do updates.

Next Meeting depends on the acceptance of the recommendation. No meeting in January.



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Health and Wellness Network (OHWN)
Meeting Location: Zoom
Meeting Time: December 16, 2021

OHWN is currently working on long range planning for their members. A survey of the membership is the first step and this is expected in the new year.

Through a Social Needs Assessment conducted via the RDN, the following areas were identified as key to poverty reduction, health, and wellness in our area:

- programs for families, youth, and children,
- social supports and services,
- discrimination and stigma,
- access to health and affordable food,
- safe and affordable transportation,
- access to housing and reducing homelessness.

From these the RDN established 3 regional targets

- Reducing the proportion of people living in a low-income household by 25% by 2024
- Reducing the proportion of renters spending more than 30% of their income on housing by 25%
- And reducing the proportion of children with vulnerable EDI scores by 50% in 2024

This report will inform OHWN's long-range plan and the actions and activities of the Network in the future. The recommendations mirror the work of some of our current action groups.

Upcoming events:

- Tamarack Collective Impact Training, Jan. 18, Jan.25, Feb.1, at \$689.00 to be shared between Nanaimo and Oceanside. Consideration of a further Poverty Reduction Course.
- Participation as exhibitor at Oceanside Health and Wellness Fair, September 2022.
- Recreation Facilities Association of British Columbia (RFABC): request for presentation at May 2022 conference.

Fall Forum Debrief: Weathering the Storm Together

- Overall participants enjoyed the presentation and small group work and the information in the presentations was well done and informative.
- Child and youth wellness action group (CYWAG) will continue to share video presentation and host small discussion groups in January.

Next meeting: Thursday, January 20, 2022



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: Early Years Table
Meeting Location: Zoom
Meeting Time: Noon January 13, 2022 Postponed from Jan. 6 due to snow

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

Attendees: OBLT, SD69, Island Health, ACRA, RDN, SOS, Parent Support Services.

Indigenous Acknowledgment

First 2000 Days & Beyond

- Child & Youth Wellness (OHWN) - Meeting next week.
- The Brain Game – Helene Dufour
Practice group for the Brain Game—Three Tiers using the metaphor of building the house
Foundation or base – Prenatal and Epigenetic experience
The resilient brain is constructed by positive life, prenatal and epigenetic experiences.
Scenarios and break out groups created our houses
Debriefed and reviewed the resiliency scale with feedback

Decoda Family Literacy Week and Story Walks in Oceanside

- January 24-28 – Plans on hold for the library but Munchkinlands will go forward.

Child Care Update/Early Learning and Child Care in Oceanside)

- Meeting next week

Community Partners update

- Judi (OBLT Manager) officially retiring from OBLT January 31. Will stay involved.
- Dental – Deployed to COVID but has posters re: early dental issues. Sent to all dental offices and will be on the OBLT website.
- Nutrition – Presentation of resiliency scale at VIU in February. Very busy with reports to the Gov't.
- RDN – Looking forward to many programs starting up
- SOS – Back into programs as of last week. Have some staffing issues with Omicron. All programs still open.
- SD 69 – Kindergarten Registration is on-line and now. Facilities review process begins tonight.
- Stress and anxiety presentation coming for parents
- ACRA – Basketball program running. Craft activities on you tube by Saturday
- Some in-person programs moved from January to March due to COVID
- OBLT – Pete the Cat planned for April. Programing started this week.
- Parent Support Services – Most programing on-line; very busy. Support Circles for parents and for grandparents raising children. Book clubs and Circles of Security groups are open now. Program planning for the spring starting. People coming from all over the province. Virtual is working well as it pulls from the whole province.

Next Meeting: Thursday, February 3 at noon



Board and Trustee Representative Committee Report

Trustee Representatives: Julie Austin & Barry Kurland
Committee Name: **Climate Action Task Force**
Meeting Location: Zoom
Meeting Time: 12/01/21 03:30 PM

Mandate

The School District 69 Climate Emergency Task Force will promote action to decrease greenhouse emissions, help develop plans to educate our learning community and advocate for progressive policy solutions.

Topics of Conversation:

- **Environmental initiatives** at BSS – Monica
- **KSS** symposium initiative/Climate Fridays - students

Both these presentations are initiatives of students taking the lead on Climate Action

- **Water is Life workshops** with Be the Change Earth Alliance- **Water is Life is a 2-part workshop** designed to deepen students' understanding of the climate crisis and threats to freshwater, and engage them in taking meaningful action.

Resource: https://www.bethechangeearthalliance.org/water_is_life

- **Climate Ambassador workshop** with Be the Change Earth Alliance- **Be The Change Earth Alliance** is partnering with The to offer free workshops to empower youth (ages 12+) to take action on climate change.

Resource: <https://www.bethechangeearthalliance.org/youthclimateambassadorworkshops>

- **Nature for Kids** (Arrowsmith Naturalists)

Resource: <http://arrowsmithnats.org/young-naturalists/>

- **Zero Waste updates** and Environment Learning Grant initiatives – Rudy

- **One Planet principles** – “One Planet Living is our vision of a world where people enjoy happy, healthy lives within the natural limits of the planet, leaving space for wildlife and wilderness “ - the District of Saanich, local community organizations, schools and businesses are developing their own One Planet Action Plans and reporting on their progress in reducing their ecological footprint

Resource: [Times Colonist article](#) –

<https://www.timescolonist.com/islander/trevor-hancock-working-toward-a-one-planet-saanich-4707862>

<https://www.bioregional.com/>

- Brief discussion on COP26/ increase of floods and wildfire

Recommendations for Board discussion

- none

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

Action Item	Responsibility	Status	Proposed Deadline
<p>Community Schools Working Group (October 26, 2021) THAT the Board of Education of School District 69 (Qualicum) direct senior staff to undertake Step 1: Community Schools Working Group as described in the previous Superintendent's report to the Board dated June 22, 2021</p>	Senior Staff	Consideration being given as to the structure of the working group	
<p>Use of Common Space for Artwork - March 10, 2020 THAT 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, THAT this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	Senior Staff	Deferred due to COVID	TBD
<p>Climate Action Symposium - December 17, 2019 THAT 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



Education Committee of the Whole Report
Tuesday, January 18, 2022
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

Eve Flynn noted that during the absence of Laura Godfrey she would chair these meetings.

3. SHARED LEARNING

- a. International Student Program Update – Ross Pepper, Principal of ISP, provided a synopsis of students in attendance this year. We have welcomed 145 FTE students this year. Strong growth over last year and next year is projected to have 150 FTE. Community support for Home Stay is also showing strength
- b. Global ROAMS – Heather Buckingham (BSS Teacher) supporting the Global Roams outlined the scope and curriculum credits gained by 12 Canadian and 12 International Students in this program. It is now being offered as well at Kwalikum Secondary School with Ben Leggett as the teacher. The curriculum covers Environmental Science, Social Studies, Outdoor Education skill (kayaking, canoeing, surfing, rafting and safety skills), PE/Active Living and Leadership Opportunities. Two students spoke to the benefits they have found through this program.
- c. Early Learning Framework Update – Gillian Wilson, Associate Superintendent, reported that Kindergarten teachers are meeting and discussing the Early Learning Framework document, supporting Play Based learning, Story Telling and Environmental Play. Kindergarten teachers are completing the Early Development Indicators (EDI) in our district
- d. Update from Director of Instruction
 - i. District Learning – Rudy Terpstra noted the Assessment Dinner with Katie White was cancelled due to new COVID restrictions but will be re-scheduled in the Spring
 - ii. FSA Data – Working session for teachers was held on January 14th and was well attended. Val Edgell from SD 83 worked with the raw data from Grade 4 Numeracy and Literacy to analyze and identify strategies for use in classrooms. SD69's rate of participation in the FSA this fall was 75-90% in our schools.
Numeracy Consultant Jeannie DeBoice will offer our K-7 teachers a 5 part series "First Steps in Mathematics" running from the end of January to March 2022.

4. INFORMATION

- a. French Immersion (FI) Sibling Only Online Registration has opened. 2 FI Kindergarten classes are available.
- b. Kindergarten Online Registration opens January 24th. Parents can access information and the registration link via the district website.
- c. Mental Health Funding Update – Ministry of Education Allocation/Use: We have \$130,000 from Ministry designated funds for mental health initiatives – this years funding and the carry forward from last year. Our monies will be used to support our Social Emotional Teacher, Grade 7 Health Fair in May, Brain Ahead, the Brain Science learning for our new teachers, and participating in the Youth Development Indicator (connected to SFU) questionnaire/data from our Grade 11 students. This information will be very helpful in future supports for Grade 10 students.
- d. January Restart – The soft start for COVID planning was well used in our schools. A key issue going forward will be the “Functional Closure” of a school when and with Medical Health Officer involvement should student and teaching/support staff absenteeism increase to 30% and create safety concerns.

5. DISCUSSION

- *Coaching for Equity* is the P/VP Book Club read for this year
- Social Justice Working Group will be meeting next on January 24 via Zoom – all welcome. Will report out to this Committee in February.

6. QUESTION PERIOD

7. FUTURE TOPICS

- District Programs Review
- Curriculum Advisory Committee Survey Results
- Physical Literacy

8. NEXT MEETING DATE:

- Tuesday, February 15, 2022 at 2:30 p.m. (via Zoom until further notice)

9. ADJOURNMENT



CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND ADVERTISING IN SCHOOLS

Purpose

The Board of Education acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community, and encourages community groups, businesses, corporations, labour groups, civic organizations, industries, government agencies, colleges, universities, and others to work with District staff to explore opportunities of this nature.

Acceptable sponsorships/partnerships provide benefits to the educational, cultural, artistic or athletic programs of students through the donations/contributions of products, services or money to a school or the School District. The Board wishes to secure sponsorships/partnerships that are consistent with the values, principles, and objectives of the School District.

The Board believes that it is appropriate to recognize, thank or publicly acknowledge a sponsor's support. Sponsors may be recognized in a dignified and appropriate manner in programs, directories, press releases, newsletters, assemblies and posters. Use of corporate logos and slogans should be modest. There shall be no actual or implied obligation to purchase the product or services of the sponsor.

Where financial considerations are involved as a result of education-business relationships, revenue opportunities for the Board or school shall be optimized. The revenues acquired through sponsorships, partnerships or donations will be used to complement and not replace public funding for education.

While encouraging business and community relationships, the Board recognizes that it has a responsibility to provide as safe, caring and inclusive an environment as possible for all students and recognizes the privacy of parents and teachers. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propoganda materials that are inflammatory in nature or contrary to District values.

This Policy does not apply to contracts where a service or product is provided to the Board for a fee or to other arrangements the Board enters into in order to manage its operations.

Definitions

Sponsorship – refers to an organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service. Generally sponsorships shall be for a specific, short term and limited purpose usually no more than one year in duration. Long-term sponsorships may be acceptable provided there is commensurate recognition through appropriate sized contributions to the school or School District. There will be no provision for automatic renewal or extension of the agreement and will be subject to an evaluation process.

Donation – means money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership – is a collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

School Partner Groups – may include the Parents' Advisory Council (PAC), District Parent Advisory Council (DPAC), teachers and support staff.



CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND ADVERTISING IN SCHOOLS

Context:

The Board has fiduciary responsibility for ensuring that students are free being influenced through corporate sponsorships, partnerships and/or advertising. We recognize the power of sponsorships, partnerships and advertising to “brand” students.

Policy Statement:

The Board acknowledges that corporate sponsorships, partnerships and advertising can be beneficial to public education. However, the board reserves the right and responsibility to carefully vet and manage these relationships to ensure students are not being unduly influenced or branded.

Guiding Principles:

1. The Board supports the development of healthy and sustainable education-business relationships between the Board, its schools, and the community.
2. The Board encourages, businesses, corporations, labour, community and civic groups, government and educational agencies to seek collaborative partnerships.
3. All sponsorships/partnerships must be consistent with the values, principles, and objectives of the School District.
4. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.
5. Instructional materials bearing logos and/or advertising promoting ideological and/or commercial interests are discouraged.
6. Partnerships over more than one school year or \$25,000 ~~must be contracted.~~**requires a contract.** (Refer to [Policy 101 Tendering Purchase and Disposal](#))
7. Commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Definitions:

Sponsor - An organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service.

Donation - Money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership - A collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

References:

- Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.

Dates of Adoption/Amendments:

Adopted: **2018.02.27**

Amended:



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7059 705
CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

Purpose

The Board acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining **safe, caring and inclusive schools**.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

The following points should be considered in determining whether to allow a request for access to teachers or students or to accept a donation, sponsorship or partnership agreement:

- Will not lead to exploitation of the students
- Does not imply endorsement of the school or the Board
- Offers significant educational, cultural, artistic or athletic benefits or social values for students
- Expected acknowledgement is dignified, modest, reasonable and consistent with this policy
- Is not primarily to solicit sales
- Ensures protections against claims that are false or misleading
- Involves minimal intrusion into instructional time
- School or School District has sufficient funds to pay the costs of installation, on-going maintenance, repairs and training
- Donated goods and services are held to the same standard used for the selection and purchase of curriculum materials.

Sponsorships or sponsorship agreements exceeding \$5000 **\$25,000** in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7059 705
CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers. Therefore, commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Limited or selected advertising may be permitted in school or School District publications, provided that it ~~meets standards of good taste and~~ does not conflict with educational objectives. Some requests by individuals or agencies for access to teachers and students are reasonable and contribute to the teaching-learning programs in schools. Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Education-business relationships shall be designed to support the curriculum, enhance the quality and relevance of learning, and be relevant to the Board's desired educational outcomes. Care must be taken to ensure that neither schools nor students are exploited through the partnership activities. Any direct involvement by students in a workplace setting shall be for reasons that are educationally relevant and consistent with the principles governing cooperative education.

~~Where the Board is approached by organizations to participate in education-business ventures that will involve co-development of products or services related to education, it is expected that these products/services will be marketable and hence will generate revenue for the Board.~~

It is important that a school or the School District regularly give public acknowledgement to the direct and/or indirect contributions of business partners to school or School District educational programs. The school or School District shall undertake a review of the goals, objectives and



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7059 705
CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

outcomes of each partnership annually. This must involve input from both partners. The review should allow for revisions to and updating of the partnership agreement.

Donations

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

Parent Advisory Council (PAC)

A school's Parent Advisory Council (PAC) is often a successful fund-raising group whose efforts facilitate the acquisition of equipment, goods or services in support of the school. Decisions on the methods of raising funds for the school shall be made in consultation with the school's Principal in accordance with School District policies and administrative procedures.

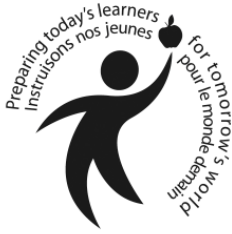
Reference:

- *Board Policy 705 - Corporate/Community Sponsorships, Partnerships and Advertising in Schools*

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended:



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Context:

The Child, Family and Community Service Act (Section 14) delineates every person's responsibility to report suspected child abuse or neglect to the Ministry of Children and Family Development. The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student.

Policy Statement:

The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student while in the care of School District 69.

Guidelines:

1. The Board requires that all staff be ~~trained~~ **supported** in identifying and responding appropriately to any signs and/or symptoms of child abuse or neglect.
2. The Board will provide ~~training~~, **annual review**, support and materials to staff in order to facilitate ~~timely~~ reporting.
3. The Board expects all staff to understand and use the information provided in the British Columbia Handbook for Action on Child Abuse and Neglect – For Service Providers, and/or Responding to Child Welfare Concerns as well as the Administrative Procedures for this policy to guide and assist in reporting.

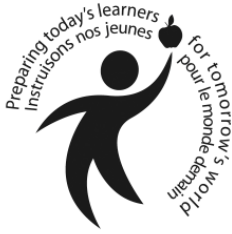
References:

- Administrative Procedures to Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- Child, Family and Community Service Act (Starting at section 14) https://www.bclaws.gov.bc.ca/civix/document/id/consol30/consol30/96046_01#section14
- B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers
- https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Responding to Child Welfare Concerns https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/child_abuse_prevention_handbook-general_public_booklet.pdf
- District 69 Tri-lateral Protocol

Dates of Adoption/Amendments:

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:
Interim Revision September 2010: 2017.01.24:



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

The Board of Education recognizes its responsibility to ensure the safety and well-being of all School District 69 students. The Board requires that all School District 69 staff be aware of, and alert to, signs and symptoms of possible child abuse or neglect and to respond appropriately if there are concerns about a child's safety or well-being.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the Administrative Procedures associated with Board Policy 7140, as well as the provisions of the *Child, Family and Community Services Act* and the procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- *Administrative Procedure to Board Policy 7140: Reporting of Suspected Child Abuse and Neglect*
- *The B.C. Handbook for Action on Child Abuse and Neglect - For Service Providers (June 2017)* https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- *Responding to Child Welfare Concerns - Your Role in Knowing When and What to Report (March 2017)* https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf
- *Child, Family and Community Services Act*
- *District 69 Tri-Lateral Protocol*



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7140 706

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Purpose

The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been or is likely to be at risk has a legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

The Ministry of Child and Family Development (MCFD) has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities. Police also play a role in responding to suspected child abuse and neglect if it is believed that a child is in immediate danger, or if a criminal offence against a child is suspected.

The Board recognizes the need to protect the personal and physical well-being of students. The role of SD69 Staff is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if there are concerns about a child's safety or well-being. It is important to ensure that we provide a collaborative response to incidents of suspected child abuse and neglect.

Training and Review

New employees will be informed of the administrative procedures regarding reporting suspected child abuse and neglect as part of their orientation to the district. In addition, principals will review this document with all staff (e.g. teachers, education assistants, custodians) at the beginning of each school year with the assistance of the school counselors if requested.

Volunteers and other itinerant staff (e.g. teachers on call) in the schools will be provided with a copy of this administrative procedure for their reference.

DUTY TO REPORT

Under *the Child, Family, and Community Services Act*, the legal duty to report is the responsibility of every individual. Any person who has reason to believe that a child needs protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Child and Family Development.

In this context, **reason to believe** means that, based on what you have seen, or information you have, you believe a child could be at risk. If you are unsure about whether a report should be made or have questions around reporting a case, contact a Child Protection Social Worker to seek further advice.

Informing any other agency or person (e.g. principal or counsellor), does not discharge your legal duty to report directly to a Child Protection Social Worker. The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the *Youth Criminal Justice Act* apply.



When Protection Is Needed

Any child under the age of 19 is in need of protection when child abuse and/or neglect are suspected. Child abuse and neglect means physical or emotional harm, sexual abuse or exploitation, negligent treatment or maltreatment as a result of an act or omission by a person who is responsible for the child's care (e.g. parent, supervisor, or legal guardian).

Child abuse includes the following:

Physical Abuse – a deliberate act of physical force or action that results in or is likely to result in physical harm to a child that exceeds what could be considered reasonable discipline.

Sexual Abuse and Exploitation – when a child is used or likely to be used for the sexual gratification of another person. It may include any behaviour of a sexual nature towards a child.

Emotional Abuse – may occur separately from or along with other forms of abuse and neglect and involves acts or omissions that are likely to have serious, negative emotional impacts.

Neglect – the failure to provide for the child's basic needs (e.g. physical, emotional, medical) that results in or is likely to result in harm to the child.

Procedures for Reporting Suspected Child Abuse or Neglect

Completing a Report

Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child. If a child is in immediate danger, call 911 for local police assistance.

If the suspected abuser is a parent, care giver, student, school district employee, or adult in the community report the incident to MCFD at 1- 800-663-9122 (any time of the day or night, 24 hours a day 7 days a week).

Inform the Principal that a report has been filed. The Principal will inform the Superintendent that a report has been made to the MCFD.

Obtain and complete a copy of the confidential **Report of Suspected Abuse** form from the Principal. Return a copy to the Principal for safekeeping. A second copy is to be placed in an envelope marked Confidential and delivered to the Board Office, to the Superintendent's attention. Do not place the child's name on the outside of the envelope.

If the suspected abuser is a District employee, inform the Principal of the suspected abuse after the report has been made. The Principal will inform the Superintendent. The Superintendent will work with the appropriate authorities under the terms of the **District 69 Tri-Lateral Protocol** signed with the RCMP and MCFD.



Reminders

No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.

Schools shall provide a private space where an MCFD child welfare worker can interview children. It is the responsibility of the Ministry of Child and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals. In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the *Child, Family and Community Services Act* procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers (June 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report (March 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf
- Child, Family and Community Services Act
- District 69 Tri-Lateral Protocol

Dates of Adoption/Amendments:

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27: Interim Revision September 2010: **2017.01.24:**

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

CONFIDENTIAL

School Name: _____

PLEASE PRINT AND PROVIDE DETAILS

1. PERSON MAKING THE VERBAL REPORT TO THE MINISTRY OF CHILD AND FAMILY DEVELOPMENT (MCFD)

Name: _____

School: _____

Principal: _____

2. RECORD OF THE VERBAL REPORT TO MCFD

Date and time of verbal report: _____

Name of person to whom you reported: _____

Position: _____ Phone number: _____

Office Address: _____

3. STUDENT INFORMATION – COLLECT DATA FROM VERIFICATION SHEET

Name: _____ Date of birth (d/m/y): _____

Home address where student currently lives: _____

Classroom or homeroom teacher: _____

Name and address of person(s) who has legal custody of the child at the time of report: _____

Phone Number: _____ Work Number: _____ Cell Number: _____

Special Needs, if any, including any barriers to communication: _____

Sibling names, ages and schools, if known: _____

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

4. INFORMATION FROM THE STUDENT'S DISCLOSURE OR YOUR REASONS TO BELIEVE THE STUDENT HAS BEEN OR IS LIKELY TO BE IN NEED OF PROTECTION (CONVERSATION, EVENTS, OBSERVATIONS OR CIRCUMSTANCES): ATTACH ANOTHER SHEET IF NECESSARY. (FOCUS ON FACTUAL INFORMATION)

Attach the child's writing, drawing, or artwork that supports this report. Sign and date these.

5. DOCUMENT ANY INFORMATION THE CHILD PROTECTION WORKER SHARED WITH YOU.

6. WERE THE POLICE INVOLVED IN THE INVESTIGATIONS? Yes: _____ No: _____

7. YOUR SIGNATURE: _____

DATE: _____ TIME: _____

8. RETURN A COPY OF THIS FORM TO THE PRINCIPAL FOR SAFEKEEPING. SEAL THE ORIGINAL COPY OF ALL INFORMATION IN AN ENVELOPE. DATE, SIGN, MARK IT 'CONFIDENTIAL TO THE ATTENTION OF THE EXECUTIVE ASSISTANT OF THE SUPERINTENDENT'. TAKE TO THE EXECUTIVE ASSISTANT OF THE OFFICE OF THE SUPERINTENDENT AT THE SCHOOL BOARD OFFICE. IT WILL BE FILED CONFIDENTIALLY.

DO NOT PLACE IN STUDENT FILE.



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:

- [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**



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

PURPOSE

1. The purpose of this procedure is to:
 - a. 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;
 - b. clarify roles and responsibilities;

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 as required.**~~that their absence will be for a longer period of time.~~
 - h. **providing a medical certificate for any absences of 11 days or more.**

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



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

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. 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**;
 - e. ensuring that attendance issues are addressed confidentially with consistency, fairness and respect.
 - f. ~~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. attendance support;
 - b. ensuring that employees are aware of the attendance procedures;
 - c. maintaining with contact employees during periods of absence;
 - d. requesting and handling medical information from employees in accordance with the BC Human Rights Code and the Freedom of Information and Privacy Protection Act;
 - e. 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;
 - f. monitoring the effectiveness of the Attendance Procedures, including the Attendance Support Program, with reports to the Senior Leadership Team.

In addition to the above, any employee absent for 6 days or more without a medical certificate may be contacted by Human Resources.

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;



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

- 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.

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**

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EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

Appendix 1 – Definitions

Absence	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.
Culpable Absence	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.
Non-Culpable Absence	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"> • physical or mental illness, injury or mental conditions including those constituting disability for which accommodation is required under the BC Human Rights Code; • family responsibilities including those for which accommodation is required under the BC Human Rights Code; • 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.
Accommodation	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.
Inclusive Workplace	Is a workplace where all employees have the opportunity to contribute and participate in the workplace in a barrier free environment.
Undue Hardship	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.
Modified Duties	Changes to assigned work tasks, methods, equipment, work station, or schedule.



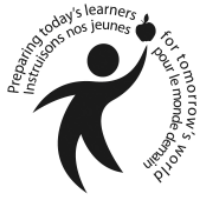
SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 603 –

EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

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

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**STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFER/
DISTRICT BUS TRANSPORTATION**

Purpose

~~The Board of Education has the responsibility to assign students to various schools in the School District, and authority to divide the District into areas for the purpose of assigning students to schools.~~

~~The Board of Education believes that, in general, students should attend schools designated by the Board for their particular attendance area. For purposes of school attendance, a student's residence shall be considered that of their parent(s) or legal guardian(s).~~

~~Parents/guardians may request permission for their children to attend schools outside their normal attendance area. Such a request may be made through submission of the Student Transfer Request form. When such permission is obtained, parents/guardians will be expected to assume responsibility for transportation, or any additional costs incurred by granting of a cross-boundary transfer.~~

Context

Under the School Act sections 74.1, 75, and 75.1, the Board has the responsibility to assign students to various schools in the School District, and authority to divide the District into catchment areas for the purpose of assigning students to schools.

Policy Statement

Generally, students will attend schools within their catchment area based on the parents/guardian's residence. In some circumstances crossing of catchment areas may be permitted upon request.

Guidelines

1. Approval of transfer is to be based on space availability in the requested school.
2. Parents/guardians will assume responsibility for transportation, or any additional costs incurred by granting of a cross-boundary transfer.
3. Bus transportation may be provided to out of catchment students if space is available on the bus with all expenses paid for by parents/guardians.

Definitions:

~~Space availability — may exist when there is expected, to be capacity to provide the student or applicant with an educational program appropriate to their needs.~~

References:

- The School Act (s74.1,s75,s75.1)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section74.1
- Administrative Procedure to Board Policy 704: *Student Catchment Areas – Cross Boundary Transfer*.

Dates of Adoption/Amendments:

Adopted: 1979.09.01
Amended: 1987.10.28: 1986.08.27: 1988.12.21: 1991.09.10: 2002.10.22: 2003.08.26:
Review 2007:01:23: 2007.03.27: 2011.03.29: **2018.02.27**



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7040 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION

Student Catchment Areas/cross Boundary Transfers

1. Changes in catchment areas, if required, shall be determined and approved by the Board not later than March 1, to be implemented in September.
2. Transfer of a student to a school outside of his/~~her~~ **their** catchment area will be considered upon written application of the parents/guardians to the Superintendent of Schools or designate, on or before the last Friday in March prior to Spring Break.
3. Approval of transfer is to be based on space availability in the requested school. Space availability is deemed to exist when there is expected, based on reasonable projections, to be capacity to provide the student or applicant with an educational program appropriate to ~~his or her~~ **their** needs, taking into account physical and educational resources.

The Board of Education delegates to the Superintendent of Schools or designate, the decisions as to whether space is available in individual schools and educational programs.

Decisions on space and facilities availability will be made in consultation with the principal of the affected school and will be based on consideration of the following factors:

- the operating capacity of the school as defined by the Ministry of Education
- staff assigned to a school by the District
- the physical space in which instructional programs operate in the school
- the ability of the school to provide appropriate educational programs for the applicant and other students
- the needs of other programs located in the school

If space and facilities are determined to be available, enrolment in educational programs in the school will be offered in the following priority order, provided that application deadlines and requirements are met:

- catchment area child who attended the school during the previous school year
 - other catchment area child
 - non-catchment area child
 - non-school district child
4. Students who reside within a defined school catchment area will be given placement priority up to September 30th of any school year. Transfer students may be returned to their catchment area school, or, upon a parents/guardian's request, to another District 69 school (subject to space availability) up to and including September 30th of any school year.
 5. A student who has spent the previous school year in an approved cross-boundary placement at a District 69 school will be deemed to be a member of that school community.



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7040 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
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- This status will be retained upon transition to the secondary school which students from that school would normally attend based on district catchment areas.
6. Siblings of students (who, by nature of Regulation #5 above are considered “students of this school’s catchment area”) will, at the request of the parents/guardians through the completion of the district’s Application for Cross-Boundary Enrollment form, be considered catchment area students for this school.
 7. Access to District programs, such as Collaborative Education Alternative Program (CEAP), PASS/Woodwinds Alternate School or French Immersion, is not subject to Transfer Request approval.
 8. Transportation or transportation assistance will be provided (~~subject to Board Policy 7054~~) for a student who cannot attend ~~his or her~~ **their** catchment area school because space is not available.
 9. Transportation for a student choosing to attend a non-catchment area school or district program is the responsibility of the parents/guardians.

Transportation of Students by District School Bus Service

1. Walk limits are distances determined by the Ministry of Education. Funding is based on provincially established eligibility walk limits. The Board will establish local walk limits annually.
2. Exceptions to established walk limits are:
 - a. Students at all grade levels who are living, and attending school, in the catchment areas for Nanoose Bay, Errington, and Bowser Elementary Schools, will have an eligible walk limit of 1.5 km.
 - b. Special needs students, where transportation costs are recognized on a door-to-door basis for those students diagnosed unable to walk to school due to physical or mental disabilities and therefore need to travel to school by vehicle.
 - c. Extra curricular activities, when funding is provided for this service by schools.
3. The need for transportation fees and the cost of any actual fees for courtesy riders* will be determined by the Board during budget deliberations in the spring of each year. Announcement of any fees and payment schedule will be made public following approval of the budget for the next school year. There are no fees for eligible riders.
4. The bus driver is the final authority in all matters relating to the safety and well-being of passengers.

***Courtesy Riders – students who fall outside of the criteria for eligible riders but who can be accommodated through surplus space on existing transportation routes on a fee for service basis.**



ADMINISTRATIVE PROCEDURES to BOARD POLICY ~~7040~~ 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION

References:

- The School Act (Sections 74.1, 75, and 75.1)
- Board Policy 704: Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation
- ~~Board Policy 7054: Transportation of Students by District School Bus Service~~
- Application for Cross-Boundary Enrollment Form

Dates of Adoption/Amendments:

Adopted: 1979.09.01

Amended: 1987.10.28: 1986.08.27: 1988.12.21: 1991.09.10: 2002.10.22: 2003.08.26:
Review 2007:01:23: 2007.03.27: 2011.03.29: 2018.02.27: **2018.04.24**

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SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

CONTEXT:

In accordance with international, federal, and provincial laws and protocols, schools must be safe, compassionate and inclusive communities of learning. The B.C. Curriculum Core Competencies, and Ministerial Order 276/07 (M341/16) mandate the need for specific school and district-based systems that maintain and enhance positive and respectful climates within all schools. The Board strongly upholds the “recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, peace and justice in the world.” (Preamble UN Universal Declaration of Human Rights.)

POLICY STATEMENT:

The Board supports all and any actions that contribute to the establishment and maintenance of a safe, compassionate and inclusive school community as outlined in international, federal and provincial rights legislation. Active and persistent work to teach, model and encourage positive social behaviour is expected at all levels of our organization.

GUIDING PRINCIPLES:

The Board believes that:

1. All schools must provide a positive, responsive, safe, compassionate, and inclusive environment for all learners.
2. Educational equity is paramount and we must recognize and celebrate diversity in our schools and community.
3. School Districts must work with all community partners to actively develop and collaboratively maintain protocols that support safety and inclusion while protecting against any violence or safety concerns.

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school’s code of conduct.
2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. District wide professional learning for educators will continuously provide best practices.
5. All staff who work directly with students shall have access to training on the ~~a clear understanding of the impacts of trauma, including intergenerational trauma, and actively practice trauma informed teaching and intervention.~~
6. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

REFERENCES:

- *Administrative Procedure: Safe, Caring, and Inclusive School Communities*
- *Board Policy 7004 701: Student Discipline and its attendant Administrative Procedures*
- *B.C. Human Rights Code as of July 2021*
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01
- *Violence, Threat-making, Risk and Threat Assessment Community Protocol*
https://www2.gov.bc.ca/assets/gov/erase/documents/vtra_protocolguide.pdf
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276_07.pdf
- *SOGI 1 2 3* <https://www.sogieducation.org/>
- *Universal Declaration of Human Rights (United Nations)*
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- *Canadian Charter of Rights and Freedoms*
<https://www.canada.ca/content/dam/pch/documents/services/download-order-charter-bill/canadian-charter-rights-freedoms-eng.pdf>
- *Ministry of Education Province of B.C. Core Competencies*
<https://curriculum.gov.bc.ca/competencies>



SAFE, CARING, ~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES

Purpose

The Board of Education recognizes its responsibility to provide safe, **car**ing, ~~compassionate~~ and inclusive learning environments in our schools. Bullying, intimidation, discrimination, harassment and violence are behaviours that can disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, bullying, intimidation, discrimination, harassment, or violence constitute serious misconduct that warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures that are designed to prevent it from occurring.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in *the Criminal Code of Canada*.

School Codes of Conduct

The Board of Education believes that a Code of Conduct with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a Code of Conduct for the school. This Code of Conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*.

1. This code shall establish expectations for student conduct:
 - a. within the school facility in all school programs and activities
 - b. outside the school facility in all school programs and activities
 - c. going to and from school, when the school deems it to be appropriate
2. Principals and Vice-Principals have the overall responsibility to see that Codes of Conduct are enforced and have paramount authority for the discipline of students.
3. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

4. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
5. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
6. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
7. The school's Code of Conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools or designate by April 15th of each school year (*attached form*).
8. Each school's Code of Conduct shall be filed with the Superintendent of Schools or designate by July 15th, annually and submitted for approval by the Board of Education at its September Regular Board Meeting.
9. The school's Code of Conduct shall be posted publically.
10. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

Student Dress Code

1. Each school is required to develop, in consultation with students, parents, teachers, staff and administrative personnel, a school dress code.
2. The school's dress code may be incorporated into the school's student Code of Conduct.
3. The school's dress code should guide and support students and parents to making appropriate individual choices around attire suitable for a learning environment.
4. The school's dress code may be reviewed annually by students, parents, teachers, staff and administrative personnel as part of the Code of Conduct.

Education for Prevention of Bullying, Intimidation, Discrimination, Harassment and Violence

The Board expects that each school in the district will ensure:

- a. that communication with parents, at least annually, includes emphasis of the seriousness with which the district regards bullying, intimidation, discrimination, harassment, or violence and the provisions of this administrative procedure.
- b. that students are informed on an annual basis, in language appropriate to their age level about the following:
 - the definition of bullying, intimidation, discrimination, harassment, and violence



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

- the expectations of the district for student conduct with regard to bullying, intimidation, discrimination, harassment, and violence - including the obligation of students to report to adults incidents of bullying, intimidation, discrimination, harassment, or violence
- the interventions listed in this administrative procedure

The Goals for SOGI Inclusive Education in School District No. 69 (Qualicum) are as follows:

Visibility

The diversity of sexual orientations, gender identities and expressions are recognized and valued.

Protection

The dignity of all people across the sexual orientation and gender identity (SOGI) spectra is preserved and protected from harm.

Inclusion

Equitable treatment and inclusion are a reality for people of all sexual orientations, gender identities and gender expressions.

How We Are Committing Ourselves to Achieving These Goals:

Developing Common Language and Understandings

Staff and learners will be well-informed and equipped with appropriate and respectful language. We acknowledge that language is ever evolving and that the individual is always the expert on how they may identify and when it comes to the language or terms they consider respectful and inclusive.

Glossary of SOGI Terms for Staff and Learners to Support and Inform our Work:

Agender - Describes a person who identifies as having no gender.

Ally - A person who supports and stands up for the rights of LGBT people.

Asexual - Describes a person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.

Assigned sex at birth - The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.

Bisexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender and people of other genders.

Cisgender - A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

Gay - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender. It can be used regardless of gender identity, but is more commonly used to describe men.

Gender binary structure - The idea that there are only two genders, boy/man/male and girl/woman/female, and that a person must strictly fit into one category or the other.

Gender dysphoria - Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth.

Gender expression - This term describes the ways (e.g., feminine, masculine, androgynous) in which a person communicates their gender to the world through their clothing, speech, behavior, etc. Gender expression is fluid and is separate from assigned sex at birth or gender identity.

Gender fluid - Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some of the time, and another gender at other times.

Gender identity - A person's inner sense of being a boy/man/male, girl/woman/female, another gender, or no gender.

Gender non-conforming - Describes a gender expression that differs from a given society's norms for males and females.

Gender role - A set of societal norms dictating what types of behaviors are generally considered acceptable, appropriate, or desirable for a person based on their actual or perceived sex.

Heterosexual (straight) - A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.

Lesbian - A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.

Non-binary - Describes a person whose gender identity falls outside of the traditional gender binary structure.

Pansexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of all gender identities.

Queer - An umbrella term used by some to describe people who think of their sexual orientation or gender identity as outside of societal norms. Some people view the term queer as more fluid and inclusive than traditional categories for sexual orientation and gender identity. Due to its history as a derogatory term, the term queer is not embraced or used by all members of the LGBT community.

Questioning - Describes an individual who is unsure about or is exploring their own sexual orientation and/or gender identity.



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

Sexual orientation - How a person characterizes their emotional and sexual attraction to others.

Transgender - Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.

Two-Spirit - Describes a person who embodies both a masculine and a feminine spirit. This is a culture-specific term used among some Native American, American Indian, and First Nations people.

(Credit: National LGBT Health Education Centre)

Providing Safe and Inclusive Learning Environments

Staff will commit to both proactive measures and responsive actions in order to ensure that sexual orientation and gender identity are not barriers to learner participation in all aspects of school life or a factor in their safety/wellbeing while in our care.

Recognizing the Right to Self-Identification

Learners will have the right to self-identification, which includes the name by which they wish to be addressed and the preferred pronouns that correspond to their gender identity.

Protecting Confidentiality

Learners will have the right to the confidentiality of their official and/or preferred sex, gender, and name.

Broadening Dress Guidelines

Learners are entitled to gender expression through what they wear to school. Dress codes are to support and guide appropriate learner choice in this regard.

Offering Integrated and Inclusive Activities

We will strive to offer integrated and inclusive activities which enable learners to participate in teams and groups that they feel correspond with their gender identity. Students will be included and accommodated in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar clubs.

Providing Training to Staff

All staff will be provided with knowledge, strategies and tools to develop a broad understanding of SOGI issues and to inform their practices in working with learners.



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

Promoting Inclusive Learning Experiences

Staff will ensure that classroom materials and activities will contain positive images and accurate information about sexual orientation, gender identity and gender expression.

Providing Safe, Respectful and Inclusive Facilities

Learners may choose to use washrooms and change rooms that match their gender identity. Staff will endeavor to provide washroom and change room options that support and honour learner choice.

Complaints of Bullying, Intimidation, Discrimination, Harassment, or Violence

An allegation of bullying, intimidation, discrimination, harassment, or violence shall be made informally through a verbal report to a staff member or, more formally, in writing to the Principal or Vice-Principal of the school or a district administrator. A trusted adult may accompany students making complaints.

Complaints may be made anonymously but those making such complaints should understand that an anonymous complaint might not be resolved satisfactorily due to the limitations placed on an investigation by anonymity.

Persons lodging complaints may request that their identity be kept confidential for fear of reprisal. Staff should endeavour to honour such requests but any person lodging a complaint must be informed that due process may, at some stage of the investigation and intervention process or of a subsequent legal process, require the District to release all information.

All staff are responsible for receiving complaints of bullying, intimidation, discrimination, harassment, or violence and for ensuring that the most appropriate staff member is informed of the complaint.

Falsely Reporting Bullying, Intimidation, Discrimination, Harassment, or Violence

It is a violation of this district administrative procedure to knowingly report false allegations of bullying, intimidation, discrimination, harassment, or violence. Persons found knowingly to have filed a false report will be subject to appropriate discipline and/or the filing of a complaint with other appropriate authorities.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of bullying, intimidation, discrimination, harassment, or violence. Reprisal/retaliation or shunning/isolation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Possession or Use of Weapons

The District considers the possession or use of any weapon or simulated weapon by anyone on or near school premises to be a serious threat to the school environment and to the safety of students and staff. Staff are to take appropriate action to ensure the safety and well-being of students and staff.



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

Violent incidences must be documented as indicated and reported to the student's parents and a Violence, Threat-Making and Rapid Assessment (VTRA) completed.

Where a Principal/Vice-Principal reasonably believes that a person on or near school premises is in possession or has used a weapon, that person shall:

- a. invoke the appropriate All Hazards Emergency Procedure in order to minimize the risk of injury to any person
- b. immediately notify the police and the Superintendent of Schools or designate
- c. ensure the weapon is removed from school premises (confiscated)
- d. contact parent/guardian

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

Investigation

All complaints of bullying, intimidation, discrimination, harassment, or violence will be taken seriously and will be followed up in a timely manner. In cases a criminal offence has occurred, the school or district administration will notify the RCMP. Similarly, in all cases where child abuse is suspected, a report will be made to the appropriate ministry. An investigation of bullying, intimidation, discrimination, harassment, or violence shall include obtaining input from the person(s) alleged to have been harmed by the behaviour, from the alleged perpetrator and from one witness, (if one exists) to the alleged behaviour.

More intensive interviewing of those involved and/or of witnesses may be required at the discretion of the investigator, depending on the nature of the behaviour or incident.

Intervention

When there is a finding that misconduct has occurred, intervention will be:

- appropriate to the degree of misconduct
- educative, preventive and/or restorative
- implemented in a timely manner
- appropriate intervention may include, for example, one or more of the following actions:
- an opportunity for those harmed by the behaviour to explain to the perpetrator that his/her conduct is unwelcome, offensive or inappropriate either in writing or face-to-face
- a statement from the Principal/designate to an individual that such behaviour is not appropriate and could lead to discipline
- a general public statement from the Principal/designate to the school as a whole which outlines this administrative procedure without identifying those involved or revealing details of previous behaviour or incidents
- arranging measures which are designed to provide those harmed with restitution of status or sense of self-worth
- counselling or educative measures designed to support any students involved with bullying, intimidation, discrimination, harassment, or violence – including both those who may have been harmed and those who are responsible



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

- disciplinary measures up to and including suspension or expulsion from a regular educational program
- notification of other agencies as deemed by the Principal/designate to be appropriate or legally required

Student Locker Searches

A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker.

1. All requests/questions regarding student locker searches will be referred to the Principal of the school.
2. Students shall be advised at the time they are assigned a locker of the following Rules and Conditions of Use under which the locker is assigned:

The locker is assigned to a student for use during the school year based on the following rules and conditions of use:

- a. Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
- b. Only approved locks may be used on student lockers and the combination of the lock must be registered at the office.
- c. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
- d. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
- e. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.
- f. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff or any other person, that student is expected to immediately report the information to a teacher, Vice Principal or Principal. The name of the student making the report will be kept confidential.

Questioning of Students by Law Enforcement Authorities

School and District administration should be aware of the current provisions and requirements of the *Youth Criminal Justice Act* and other pertinent legislation.

Issues of particular importance to school and District administration in current legislation are:

- a. the 'ban on publication' provisions which seek to protect the identity of young offenders or those accused or suspected of committing an offence
- b. the potential admissibility of all statements made by students to school authorities



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

The RCMP School Liaison Officer is authorized to discuss police matters directly with students at the school and, where appropriate or required by law, make contact with the parent or guardian of a student being questioned. This does not preclude the questioning of students by other RCMP officers who have the legal right to do so.

Where practicable, the designated RCMP School Liaison Officer should be involved when students are to be questioned by police.

Should the parent or guardian not be available, the Principal or designate may, with the agreement of the student, act in loco parentis with his/her primary concern being the protection of the rights of the student.

No school district employee shall act or be required to act as a representative of the police.

Routine cooperation with the police, where such cooperation is a legal or reasonable expectation of school and district personnel such as providing student contact information or arranging meeting space, does not constitute acting as a representative of the police.

The Principal or designate acting in loco parentis in a police investigation shall not assume the lead role in subsequent school investigations or outcomes related to the matter(s) originally under investigation.

Unless otherwise instructed by the RCMP, the Principal or designate (as soon as practicable) shall inform the parent and/or guardian of any case where a student is accused of an alleged offence or is apprehended.

The Principal or designate shall proceed with any school-level investigation and/or other discipline-related steps as necessary pursuant to school and district policy.

The Principal or designate shall make it clear to students and parents that school-related consequences may be determined separately from the police investigation and outcomes, and that information gained from statements by students to police may result in school and/or school district level consequences.

Violence, Threat, Risk Assessment (VTRA)

Trained multidisciplinary teams at both the school and district level will be guided by the *Assessing Violence Potentials: Protocol for Dealing with High-Risk Student Behaviours* when responding to threats.

Each school is to review this threat assessment policy with all staff and students at the beginning of each school year as well as with the school PAC, and with parents/guardians through the school newsletter and/or website in order to provide "Fair Notice" that each threat will be taken seriously.

Students and staff who become aware of a threat have a duty to inform the school Principal/Vice Principal immediately.

The Principal or Vice Principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school Code



SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

of Conduct as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.

The School Threat Assessment Team is to be notified of all threats or violent situations and will coordinate the school's Threat Assessment Procedures.

The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.

School Threat Assessment Teams may be formed to assess intervention needs, based on the level of the threat (low, medium, high), consult with outside experts, and provide intervention recommendations to the school coordinator and to the school Principal as per the District VTRA intervention planning document.

When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians when it is deemed appropriate. Whenever possible, parents should be an integral part of the VTRA process.

For serious threats requiring significant interventions and protection of students and/or staff, a District Threat Assessment Team will be convened by the Safe Schools Coordinator or Superintendent.

The District Threat Assessment Team will meet with the School Threat Assessment Team coordinator to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school Principal for action and the Superintendent of schools for information.

The resulting VTRA report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.

If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 7001: *Student Discipline and its attendant Administrative Procedure* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 7001: *Student Discipline*.

Schools are to report all threats involving threat assessment procedures to the Superintendent's office outlining the incident, the assessed threat level, actions and interventions taken and planned.

Any communication with the media regarding incidents of violence, risk or threat will be done through the Superintendent's office.

Appeal



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 7000 700

SAFE, CARING-COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

All decisions of the Board or district staff are subject to appeal pursuant to Section 11 of the *School Act* and Board Bylaw 5: *Parent/Student Appeals to the Board of Education* and its attendant Administrative Procedure.

Other Laws

Nothing in this administrative procedure precludes any person harmed by alleged bullying, harassment, intimidation or violence from exercising his/her rights under procedures outlined in other laws; for example, *the Criminal Code of Canada* or civil action.

Other District Policies and Procedures

Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 7000: *Safe, Caring Compassionate and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.

References:

- Board Policy 700: *Safe, Caring Compassionate and Inclusive School Communities*
- Board Policy 701: *Student Discipline and its attendant Administrative Procedure*
- *Violence, Threat-Making, Risk and Threat Assessment Community Protocol*
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
- *Youth Criminal Justice Act*
- *Guidelines: School Support for Trans and Gender Non-Conforming Students (Vancouver School Board)*
- *SOGI 1-2-3*
- *National LGBT Health Education Centre*

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23



~~The Board of Education believes that a positive discipline program at all times is intended:~~

- ~~a. to develop and maintain an environment in which all students are able to learn.~~
- ~~b. to protect the rights of all students to learn.~~
- ~~c. to encourage all students to reach their full potential.~~

~~The Board of Education expects that students shall comply with Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education in order to maintain an environment conducive to learning. All students need to be provided with the greatest possible assistance and support from within and outside the system. Out-of-school suspension should be used judiciously in the context of a progressive discipline model.~~

~~The Board of Education will ensure that all students who have been suspended for more than five (5) days and who appear before a District Discipline Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.~~

CONTEXT:

In order for learning to occur students must feel and be safe at school. The Board works actively and persistently to create and maintain safe, compassionate and inclusive school communities as per Board Policy 700. Infractions to students' feeling and being safe at school will occur and require intervention and action on the part of the school and/or the district.

POLICY STATEMENT:

The Board will maintain an environment that supports learning through ensuring schools are safe, compassionate and inclusive. Should incidents occur that compromise this environment, efforts at the classroom, school and district level may be used to restore the environment.

GUIDING PRINCIPLES:

The Board believes in modelling and using a positive discipline program that will

1. Preserve and support a safe and effective learning environment that allows students to reach their full potential.
2. Model and educate students to practice positive social behaviors, healthy life skills and habits.

The Board expects:

1. All students will always comply with the codes of conduct while on school grounds or attending school (or district) sanctioned events.
2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. Should a disciplinary response be required, it will be progressive, and individualized.
5. School and community resources may provide students with additional support.
6. Interventions may happen at the classroom, school or district level and will typically progress through these levels; however, serious infractions may result in escalation to school or district.



7. Out-of-school suspension should be used judiciously in the context of a progressive discipline model and reserved for cases that impact the safety of those in the learning environment, such as bullying, violence, weapons, and illegal use of substances.
8. That all students who have been suspended for more than five (5) days and who appear before a District ~~Discipline~~ **Student Review** Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

REFERENCES:

- *Administrative Procedure to Board Policy 701: Student Discipline*
- *The School Act: Sections 26, 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*

DATES OF ADOPTION/AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.12.13: Reviewed October 2017:

DRAFT



ADMINISTRATIVE PROCEDURE to BOARD POLICY 7004 701

STUDENT DISCIPLINE

1. The Board delegates the right and responsibility to teachers and school-based principals/vice-principals to require students to apply themselves to their studies and to abide by the Code of Conduct established in a school. Paramount authority in this regard rests with the administrative officers with a school.
2. The Board requires that teachers and principals/vice-principals take appropriate progressive disciplinary action when:
 - a. students fail to abide by the Code of Conduct established in a school to the extent that their behaviour is wilfully disobedient or has a harmful effect on other students; or,
 - b. students fail to apply themselves to their studies.
3. School personnel shall be guided by Section 85 of the *School Act* in all of their dealings with students.
4. Students failing to comply with the Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education may be suspended according to Section 85(2) (d) of the *School Act*. Principals or Vice Principals, when suspending a student, must ensure that an educational program is available for the student during the period of suspension. Parent/guardian(s) shall be notified that the school will provide an educational program and the nature and expectation of that program.
5. Principals and Vice Principals may suspend students for up to five (5) school days as a disciplinary measure. When a student is suspended from school, the student shall remain at the school under the Principal's or Vice Principal's supervision and control until contact has been established with the student's parent/guardian(s) or the designated adult family alternative and a plan has been put in place for the student to be returned to the authority of the parent/guardian(s). The Principal or Vice Principal shall notify the student and parent/guardian(s) verbally followed by a letter to the parent/guardian(s) with a copy being forwarded to the Superintendent of Schools and/or designate.
6. The Principal or Vice Principal, where appropriate, shall arrange a meeting with the student and ~~his/her~~ **their** parent/guardian(s) to resolve the suspension and to establish conditions and expectations which will govern the student's return to school.
7. Any recommended suspension of longer than five (5) school days must be in accordance with Section 85(2)(d) of the *School Act* and shall be immediately reported to the parent/guardian(s) verbally and confirmed in writing by mail or be delivered by hand. The Superintendent of Schools and/or designate must be notified and shall arrange a District ~~Student~~ Review Committee hearing.
8. All written reports, including pertinent student records and information, from teachers and the school administration shall be submitted to the Superintendent of Schools and/or designate within three (3) school days of the student's suspension from school. Copies of pertinent written reports shall be made available to the parent/guardian(s) and the student at least twenty-four (24) hours prior to the hearing.



9. When students have been suspended for more than five days the Superintendent of Schools and/or designate shall convene a District ~~Student~~ Review Committee made up of the Superintendent of Schools or designate and up to three non-involved Principals/Vice Principals and/or community professionals.

This District ~~Student~~ Review Committee shall meet with the student, the parent/guardian(s), and the referring Principal/Vice Principal to understand the circumstances leading to the suspension and to make recommendations regarding resolution of the suspension.

After the student, the parent/guardian(s) and the referring Principal/Vice Principal have left, the District ~~Student~~ Review Committee shall consider the educational and support options and/or program offerings available for the student and decide the most appropriate action to take.

10. The decision of the District ~~Student~~ Review Committee will, in most cases, be communicated by telephone, through the Superintendent of Schools and/or designate, to the parent/guardian(s) and the student and the Principal/Vice Principal within twenty-four (24) hours of the hearing.
11. Written confirmation shall be directed to the parent/guardian(s) and the student and the referring Principal/Vice Principal by the Superintendent of Schools and/or designate. A copy of Bylaw No. 5 (Appeals) shall be attached to the letter.'
12. To protect the student's right to privacy, all copies of written reports originally distributed to District ~~Student~~ Review Committee members shall be collected and destroyed immediately after the committee's decision. The original documentation will be held in a confidential file under the jurisdiction of the Superintendent of Schools.

References:

- *Board Policy ~~7004~~ 701: Student Discipline*
- *The School Act: Sections 26, 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*

Dates of Adoption/Amendments:

Adopted: 1998.02.24
Amended: 2000.08.29: 2016.12.13: Reviewed October 2017



The Board of Education recognizes that in order to provide the greatest opportunity for healthy student growth and development the school environment must be free of mood altering substances.*

The Board of Education shares responsibility with the community for addressing problems associated with the use of such substances.

***For the purposes of this Policy and accompanying Administrative Procedure, "mood-altering substances" refer to alcohol and drugs prohibited or restricted under the *Food and Drugs Act* and the *Controlled Drugs and Substances Act* but exclude drugs which have been prescribed for the student by a physician and which are being used in the manner prescribed.**

References:

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 7002: Student Discipline*
- *Administrative Procedure: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SUBSTANCE USE (Student)

Page 1 of 2

1. FIRST INCIDENT

- i. Any student of an ELEMENTARY SCHOOL (K-7) engaging in any of the following while under the jurisdiction of the school shall have a meeting with the principal, the school counselor and his/her parents/guardians at the earliest opportunity:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

Taking into account the advice of this meeting, the principal will make a decision regarding the outcome of the incident or incidents. Outcomes may include disciplinary consequences for the student, recommendation for support from school staff, and/or referral to the District Drug and Alcohol Review Committee.

If referred to the District Drug and Alcohol Review Committee, the committee may recommend further disciplinary consequences, support or RCMP involvement.

- ii. Any student of a SECONDARY SCHOOL (8-12) engaging in any of the following while under the jurisdiction of the school shall immediately be placed on an "In-School Suspension" for a period of no more than four (4) days and the student shall be referred to the District Drug and Alcohol Review Committee:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

The incident(s) shall be reported to parents/guardians verbally and confirmed immediately in writing. A copy of Board Bylaw 5: *Parent/Student Appeals to the Board of Education* will be enclosed.

The Superintendent or designate shall be notified in writing and the RCMP may be contacted. The decision as to whether criminal charges will be laid rests with the RCMP.

The District Drug and Alcohol Review Committee may make recommendations for further disciplinary consequences or support.

2. REPEAT INCIDENTS

A student of any age who is involved in a repeat incident of consumption, under the influence or possession of alcohol or drug(s) or paraphernalia while under school jurisdiction shall be immediately placed on suspension and referred to the Superintendent and/or designate for a decision as to which committee the student will be referred to: the District Drug and Alcohol Review Committee or the District Discipline Committee.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SUBSTANCE USE (Student)

Page 2 of 2

3. DISTRIBUTION/TRAFFICKING OF ALCOHOL OR ILLICIT DRUG(S)

Any student of any age who engages in the distribution, sale or proliferation of alcohol or drug(s) shall be immediately placed on "Out of School/At Home" suspension and referred to the District Discipline Committee.

In addition, the RCMP will be notified and will determine if criminal charges are warranted.

4. DISTRICT DRUG AND ALCOHOL REVIEW COMMITTEE

In most cases the District Drug and Alcohol Review Committee will consist of a minimum of:

- the Superintendent or designate
- two school administrators

Any student referred to this committee will present himself/herself with their parent/guardian at the time appointed. A representative of the student's school will also be present.

The committee will make recommendations regarding the level of support and/or intervention which might be required to assist the student to successfully continue with his/her educational program and support the student in making healthy choices.

Some of the following specific courses of action may also be recommended by the committee but it is intended that the committee would not be limited in its thinking or mandate by such a list:

- drug or alcohol counseling
- referral for family support
- school suspension in accordance with Board Policy 7030: *Suspension of Students*
- change of educational program
- suspension from all School District 69 schools while being provided with an educational program pursuant to Section 85 of the *School Act*

References:

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 7001: Student Discipline*
- *Board Policy 7002: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*



SD69 QUALICUM

Finance & Operations Committee of the Whole Report
Monday, January 17, 2022
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

None

3. Project Updates:

a. Oceanside Community Track (at Ballenas) Project Update

Trustee Young reported that while the fundraising committee would continue to meet monthly, the steering committee would likely move to quarterly meetings as the project has now shifted fully to the fundraising component. She also reported that the committee was looking into the creation of a society noting that in pursuing grants there was confusion on the role of the School District and which grants could be pursued.

4. Items for Discussion

a. 2022/2023 Annual Budget Process - Budget Survey

Secretary Treasurer Amos shared an outline of the 22/23 survey that would include historical data, backgrounder Q&A's and some questions for respondents to provide feedback on. The survey would be housed on our website and open for 60 days to provide addition feedback for the Board's deliberations. There was some discussion on how to include students into the budget process and it was noted that Secondary school principals would reach out to leadership clubs to take them through budget conversations.

b. District Long Range Facilities Review

Some general discussions on the recent townhall event. It was felt that there was good attendance and good comments were received for the first forum. Superintendent Jory noted that the next forums would be more targeted with themes in order to pare down the discussions. An FAQ section would be setup on the website next week to start responding to questions that were posed.

c. Carbon Free School

Further to an idea arising from the Climate Action Task Force, Trustee Kurland opened a discussion of what was meant by a carbon free school and whether there was an avenue for the Board to continue these efforts and what it would look like to pursue this concept. It was felt that some of the concepts are being addressed presently through electric school bus initiatives, solar panel installations, new energy efficient boilers, LED lighting replacements and better management of DDC HVAC controls. It was considered that this topic had some merit with the

Committee but it was asked that the discussion go back to Climate Action Task Force to frame what it meant to be “carbon free” as opposed to the carbon neutrality perspective mandated by the Province of BC. Chris Dempster, General Manager of Operations/Transportation reported on the work being pursued with Prism Engineering to find other energy savings within the schools. A report is expected this spring once they do their on-site visits to identify what is the possible.

5. Items for Recommendation to the Board of Education

a. 2021/2022 Amended Annual Budget

Secretary Treasurer reviewed the attached summary documents, highlighting the impact of the recent Ministry operating grant recalculations and a \$387,000 reduction due to funded student enrolment as well noting that the international student program is rebounding with better than expected enrolment of fee-paying students. Some new grants have been announced in the fall and helps to balance the budget and are included in the budget documents.

The Board will receive the 2021/22 Amended Annual Budget document at the January public board meeting and it will include statements and schedules that provide more detail of the operating fund and other associated funds.

6. Information Items

a. Financial Summary (December 31 actual)

The summary was shared with the committee and represents the 2nd quarter financial summary. Some information was also shared regarding the distribution of Rapid Antigen tests to districts and a December Federal announcement regarding funding support for ventilation in schools. Attendees also had discussion about what other financial Information would be shared at future meetings, including the International Student Program, rentals and other thresholds that might warrant inclusion.

7. Future Topics

8. Next Meeting Date/Location:

- Monday, February 14, 2022 at 10:30 – Via Zoom Until Further Notice

SCHOOL DISTRICT NO. 69 (QUALICUM)
2021-22 Amended Budget Summary

1/19/2022

	2021/22			
	Annual Budget	Amended Budget	Difference	Comment
REVENUE				
PROVINCIAL GRANTS				
Operating Grant	46,179,571	45,792,277	-387,294	grant reduced
Other MOE Grants-Transportation fund	426,341	426,341	0	
Other MOE Grants-Pay Equity	936,176	936,176	0	
Other MOE Grants-Misc	0	50,000	50,000	Support staff ben
TOTAL MINISTRY OF ED GRANTS	47,542,088	47,204,794	-337,294	
OTHER REVENUES				
Other Provincial Revenues	150,000	150,000	0	
Offshore Tuition	2,500,000	3,000,000	500,000	incr in program
Miscellaneous	140,000	140,000	0	
Rental and Leases	600,000	600,000	0	
Investment Income	190,000	120,000	-70,000	adj for rates
TOTAL OTHER REVENUE	3,580,000	4,010,000	430,000	
TOTAL REVENUES	51,122,088	51,214,794	92,706	
EXPENDITURES				
SALARIES AND BENEFITS				
Teachers	20,117,193	20,030,109	-87,084	adj for op grant
Principals and Vice Principals	3,464,495	3,495,970	31,475	reclass DOI
Educational Assistants	3,870,328	3,729,695	-140,633	adj for op grant
Support Staff	5,439,319	5,388,964	-50,355	adj for op grant/SPF
Other Professionals	1,710,140	1,786,335	76,195	ISP office
Substitutes	1,750,277	1,725,708	-24,569	adj for op grant
Benefits	9,361,828	9,365,833	4,005	
TOTAL SALARIES AND BENEFITS	45,713,580	45,522,614	-190,966	
Benefits as a % of Total Salaries	25.8%	25.9%		
SUPPLIES AND SERVICES				
Services	2,484,268	2,684,268	200,000	ISP homestay
Training and Travel	543,085	543,085	0	
Rental and Leases	5,000	5,000	0	
Dues and Fees	71,000	71,000	0	
Insurance	164,000	164,000	0	
Supplies	1,600,652	1,650,652	50,000	S/W licensing
Utilities	936,000	961,000	25,000	Recycling costs
Capital Equipment	418,550	418,550	0	
TOTAL SUPPLIES AND SERVICES	6,222,555	6,497,555	275,000	
TOTAL EXPENDITURES	51,936,135	52,020,169	84,034	
NET REVENUE (EXPENDITURE)	-814,047	-805,375	8,672	
Budgeted Use of Surplus	814,047	805,375	-8,672	
Surplus (Deficit), for the Year	0	0	-0	

SCHOOL DISTRICT NO. 69 (QUALICUM)
2021-22 Amended Budget Summary

1/19/2022

	2021/22			
	Annual Budget	Amended Budget	Difference	Comment
<u>INSTRUCTION</u>				
Regular Instruction	24,500,720	24,208,898	-291,822	adj for op grant
Career Programs	706,372	584,879	-121,493	"
Library Services	1,175,858	1,091,455	-84,403	"
Counselling	1,004,717	1,026,931	22,214	"
Special Education	7,257,128	7,387,810	130,682	"
English as a Second Language	90,321	96,450	6,129	"
Aboriginal Education	765,166	764,061	-1,105	"
School Administration	3,895,957	3,824,593	-71,364	"
Continuing Education	0	0	0	
Off Shore Students	2,171,892	2,510,368	338,476	ISP prog incr
Other	50,916	50,857	-59	
Function 1 - Instruction	41,619,047	41,546,302	-72,745	
<u>DISTRICT ADMINISTRATION</u>				
Educational Administration	659,303	727,240	67,937	reclass DOI
School District Governance	215,666	217,548	1,882	
Business Administration	1,366,495	1,429,197	62,702	supp/serv
Function 4 - District Administration	2,241,464	2,373,985	132,521	
<u>OPERATIONS AND MAINTENANCE</u>				
Operations and Maintenance Admin	673,440	576,802	-96,638	reclass IT mgr
Maintenance Operations	3,858,909	3,923,131	64,222	recycling/SW licensing
Maintenance of Grounds	328,916	328,300	-616	
Utilities	1,056,000	1,066,000	10,000	HVAC
Capital Equipment	418,550	418,550	0	
Function 5 - Operations and Maint	6,335,815	6,312,783	-23,032	
<u>TRANSPORTATION AND HOUSING</u>				
Transportation and Housing Admin	177,994	163,138	-14,856	
Student Transportation	1,543,815	1,605,961	62,146	fuel/parts
Housing/Boarding	18,000	18,000	0	
Function 7 - Transportation and Housing	1,739,809	1,787,099	47,290	
TOTAL FUNCTION 1-7	51,936,135	52,020,169	84,034	
<u>Special Purpose Fund (SPF) Budget</u>				
Annual Facility Grant	195,141	195,141	0	
Classroom Enhancement Fund	3,348,525	4,071,511	722,986	remaining CEF release
Community Link	391,995	391,995	0	
Learning Improvement Fund	160,784	160,784	0	
French Funds	120,000	97,565	-22,435	adj
Strong Start	96,000	96,000	0	
Ready, Set, Learn	19,600	19,600	0	
Federal Safe Return		0	0	
Provincial Safe Return		186,677	186,677	new funds
Mental Health		113,520	113,520	carry fwd plus new
Seamless DC		96,000	96,000	carry fwd plus new
CR4YC		13,876	13,876	carry fwd plus new
FN Transportation		107,472	107,472	carry fwd plus new
School Generated Funds				
Special Purpose Funds-Total Expenses	4,332,045	5,550,141	1,218,096	

Amended Annual Budget

School District No. 69 (Qualicum)

June 30, 2022

School District No. 69 (Qualicum)

June 30, 2022

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Amended Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$62,064,316 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 25th DAY OF JANUARY, 2022;

READ A SECOND TIME THE 25th DAY OF JANUARY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF JANUARY, 2022;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Amended Annual Budget Bylaw 2021/2022, adopted by the Board the 25th DAY OF JANUARY, 2022.

Secretary Treasurer

School District No. 69 (Qualicum)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,428,063	4,427,000
Adult	2,750	4,125
Total Ministry Operating Grant Funded FTE's	4,430,813	4,431,125
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education	53,322,713	52,497,665
Other	150,000	150,000
Tuition	3,000,000	2,500,000
Other Revenue	1,167,000	1,440,000
Rentals and Leases	600,000	600,000
Investment Income	120,000	190,000
Amortization of Deferred Capital Revenue	2,545,960	2,494,699
Total Revenue	60,905,673	59,872,364
Expenses		
Instruction	47,788,608	47,073,667
District Administration	2,373,985	2,241,464
Operations and Maintenance	9,123,022	9,115,662
Transportation and Housing	2,360,151	2,179,256
Total Expense	61,645,766	60,610,049
Net Revenue (Expense)	(740,093)	(737,685)
Budgeted Allocation (Retirement) of Surplus (Deficit)	805,375	814,047
Budgeted Surplus (Deficit), for the year	65,282	76,362
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	65,282	76,362
Budgeted Surplus (Deficit), for the year	65,282	76,362

School District No. 69 (Qualicum)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	51,601,619	51,517,585
Operating - Tangible Capital Assets Purchased	418,550	418,550
Special Purpose Funds - Total Expense	6,544,919	5,655,577
Capital Fund - Total Expense	3,499,228	3,436,887
Total Budget Bylaw Amount	62,064,316	61,028,599

Approved by the Board

Signature of the Chairperson of the Board

Signature of the Superintendent

Signature of the Secretary/Treasurer

DRAFT

Date Signed

Date Signed

School District No. 69 (Qualicum)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(740,093)</u>	<u>(737,685)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	<u>(418,550)</u>	<u>(418,550)</u>
Total Acquisition of Tangible Capital Assets	<u>(418,550)</u>	<u>(418,550)</u>
Amortization of Tangible Capital Assets	<u>2,899,228</u>	<u>2,836,887</u>
Total Effect of change in Tangible Capital Assets	<u>2,480,678</u>	<u>2,418,337</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>1,740,585</u></u>	<u><u>1,680,652</u></u>

School District No. 69 (Qualicum)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	2,501,160	-	17,702,706	20,203,866
Changes for the year				
Net Revenue (Expense) for the year	(386,825)		(353,268)	(740,093)
Interfund Transfers				
Tangible Capital Assets Purchased	(418,550)		418,550	-
Net Changes for the year	<u>(805,375)</u>	<u>-</u>	<u>65,282</u>	<u>(740,093)</u>
Budgeted Accumulated Surplus (Deficit), end of year	<u><u>1,695,785</u></u>	<u><u>-</u></u>	<u><u>17,767,988</u></u>	<u><u>19,463,773</u></u>

School District No. 69 (Qualicum)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	47,204,794	47,542,088
Other	150,000	150,000
Tuition	3,000,000	2,500,000
Other Revenue	140,000	140,000
Rentals and Leases	600,000	600,000
Investment Income	120,000	190,000
Total Revenue	51,214,794	51,122,088
Expenses		
Instruction	41,546,302	41,619,047
District Administration	2,373,985	2,241,464
Operations and Maintenance	5,894,233	5,917,265
Transportation and Housing	1,787,099	1,739,809
Total Expense	51,601,619	51,517,585
Net Revenue (Expense)	(386,825)	(395,497)
Budgeted Prior Year Surplus Appropriation	805,375	814,047
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(418,550)	(418,550)
Total Net Transfers	(418,550)	(418,550)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	45,792,277	46,179,571
Other Ministry of Education Grants		
Pay Equity	936,176	936,176
Student Transportation Fund	426,341	426,341
Support Staff Benefits Grant	32,384	
FSA Scorer Grant	8,187	
Equity Scan	9,429	
Total Provincial Grants - Ministry of Education	<u>47,204,794</u>	<u>47,542,088</u>
Provincial Grants - Other	<u>150,000</u>	<u>150,000</u>
Tuition		
International and Out of Province Students	<u>3,000,000</u>	<u>2,500,000</u>
Total Tuition	<u>3,000,000</u>	<u>2,500,000</u>
Other Revenues		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	90,000	90,000
Total Other Revenue	<u>140,000</u>	<u>140,000</u>
Rentals and Leases	<u>600,000</u>	<u>600,000</u>
Investment Income	<u>120,000</u>	<u>190,000</u>
Total Operating Revenue	<u><u>51,214,794</u></u>	<u><u>51,122,088</u></u>

School District No. 69 (Qualicum)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
Salaries		
Teachers	20,030,108	20,117,193
Principals and Vice Principals	3,495,970	3,464,495
Educational Assistants	3,804,695	3,870,328
Support Staff	5,313,964	5,439,319
Other Professionals	1,786,335	1,710,140
Substitutes	1,725,708	1,750,277
Total Salaries	36,156,780	36,351,752
Employee Benefits	9,365,834	9,361,828
Total Salaries and Benefits	45,522,614	45,713,580
Services and Supplies		
Services	2,684,268	2,483,268
Student Transportation		1,000
Professional Development and Travel	543,085	543,085
Rentals and Leases	5,000	5,000
Dues and Fees	66,000	71,000
Insurance	164,000	164,000
Supplies	1,655,652	1,600,652
Utilities	961,000	936,000
Total Services and Supplies	6,079,005	5,804,005
Total Operating Expense	51,601,619	51,517,585

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	16,625,156	1,101,625		6,396		869,520	18,602,697
1.03 Career Programs	87,042			42,352			129,394
1.07 Library Services	547,723	35,974		264,253			847,950
1.08 Counselling	818,918						818,918
1.10 Special Education	1,561,240	168,006	3,515,414	25,580	69,483	368,811	5,708,534
1.30 English Language Learning	76,297						76,297
1.31 Indigenous Education	89,048	136,700	289,281	25,580			540,609
1.41 School Administration		1,769,654		1,131,626		76,739	2,978,019
1.62 International and Out of Province Students	224,684	140,361		28,070	247,103		640,218
1.64 Other					40,872		40,872
Total Function 1	20,030,108	3,352,320	3,804,695	1,523,857	357,458	1,315,070	30,383,508
4 District Administration							
4.11 Educational Administration		143,650		11,375	388,542		543,567
4.40 School District Governance					113,044		113,044
4.41 Business Administration				312,127	623,278	3,000	938,405
Total Function 4	-	143,650	-	323,502	1,124,864	3,000	1,595,016
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				59,803	242,392	500	302,695
5.50 Maintenance Operations				2,265,077		326,823	2,591,900
5.52 Maintenance of Grounds				176,560			176,560
5.56 Utilities							-
Total Function 5	-	-	-	2,501,440	242,392	327,323	3,071,155
7 Transportation and Housing							
7.41 Transportation and Housing Administration				55,506	61,621	500	117,627
7.70 Student Transportation				909,659		79,815	989,474
7.73 Housing							-
Total Function 7	-	-	-	965,165	61,621	80,315	1,107,101
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	20,030,108	3,495,970	3,804,695	5,313,964	1,786,335	1,725,708	36,156,780

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	18,602,697	4,766,716	23,369,413	839,485	24,208,898	24,500,720
1.03 Career Programs	129,394	32,355	161,749	423,130	584,879	706,372
1.07 Library Services	847,950	214,805	1,062,755	28,700	1,091,455	1,175,858
1.08 Counseling	818,918	208,013	1,026,931	-	1,026,931	1,004,717
1.10 Special Education	5,708,534	1,608,276	7,316,810	71,000	7,387,810	7,257,128
1.30 English Language Learning	76,297	20,153	96,450	-	96,450	90,321
1.31 Indigenous Education	540,609	139,284	679,893	84,168	764,061	765,166
1.41 School Administration	2,978,019	738,774	3,716,793	107,800	3,824,593	3,895,957
1.62 International and Out of Province Students	640,218	166,350	806,568	1,703,800	2,510,368	2,171,892
1.64 Other	40,872	9,985	50,857	-	50,857	50,916
Total Function 1	30,383,508	7,904,711	38,288,219	3,258,083	41,546,302	41,619,047
4 District Administration						
4.11 Educational Administration	543,567	111,673	655,240	72,000	727,240	659,303
4.40 School District Governance	113,044	14,164	127,208	90,340	217,548	215,666
4.41 Business Administration	938,405	219,092	1,157,497	271,700	1,429,197	1,366,495
Total Function 4	1,595,016	344,929	1,939,945	434,040	2,373,985	2,241,464
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	302,695	64,307	367,002	209,800	576,802	673,440
5.50 Maintenance Operations	2,591,900	671,749	3,263,649	659,482	3,923,131	3,858,909
5.52 Maintenance of Grounds /	176,560	48,740	225,300	103,000	328,300	328,916
5.56 Utilities	-	-	-	1,066,000	1,066,000	1,056,000
Total Function 5	3,071,155	784,796	3,855,951	2,038,282	5,894,233	5,917,265
7 Transportation and Housing						
7.41 Transportation and Housing Administration	117,627	27,411	145,038	18,100	163,138	177,994
7.70 Student Transportation	989,474	303,987	1,293,461	312,500	1,605,961	1,543,815
7.73 Housing	-	-	-	18,000	18,000	18,000
Total Function 7	1,107,101	331,398	1,438,499	348,600	1,787,099	1,739,809
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	36,156,780	9,365,834	45,522,614	6,079,005	51,601,619	51,517,585

School District No. 69 (Qualicum)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2022

	<u>2022 Amended Annual Budget</u>	<u>2022 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	5,517,919	4,355,577
Other Revenue	1,027,000	1,300,000
Total Revenue	<u>6,544,919</u>	<u>5,655,577</u>
Expenses		
Instruction	6,242,306	5,454,620
Operations and Maintenance	195,141	199,346
Transportation and Housing	107,472	1,611
Total Expense	<u>6,544,919</u>	<u>5,655,577</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 69 (Qualicum)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	627,371	-	-	-	-	-	-
Add: Restricted Grants	195,141	160,784	1,000,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Provincial Grants - Ministry of Education			1,000,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Other	195,141	160,784	-	96,000	19,600	97,565	391,995	400,019	3,556,907
Less: Allocated to Revenue	-	-	600,371	-	-	-	-	-	-
Deferred Revenue, end of year	195,141	160,784	1,027,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Revenues	195,141	160,784	1,027,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Provincial Grants - Ministry of Education			1,027,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Other Revenue	195,141	160,784	-	96,000	19,600	97,565	391,995	400,019	3,556,907
Expenses									
Salaries									
Teachers									2,845,600
Principals and Vice Principals				35,974			215,565	175,000	
Educational Assistants		127,000						145,000	
Support Staff	151,610						40,872		
Other Professionals	151,610	127,000	-	-	-	35,974	256,437	320,000	2,845,600
Employee Benefits	34,540	33,784				7,242	68,583	80,019	711,307
Services and Supplies	8,991		1,027,000	96,000	19,600	54,349	66,975		
	195,141	160,784	1,027,000	96,000	19,600	97,565	391,995	400,019	3,556,907
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 69 (Qualicum)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2022

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children & Kindergarten	Safe Return to School / Restart: Health & Safety Grant	Seamless Day Kindergarten	TOTAL
Deferred Revenue, beginning of year	\$ -	\$ 102,465	\$ 58,520	\$ 9,676	\$ -	\$ 46,000	\$ 844,032
Add: Restricted Grants							
Provincial Grants - Ministry of Education	114,585	5,007	55,000	4,200	186,677	50,000	5,333,480
Other	114,585	5,007	55,000	4,200	186,677	50,000	1,000,000
Less: Allocated to Revenue	114,585	107,472	113,520	13,876	186,677	63,778	6,544,919
Deferred Revenue, end of year	-	-	-	-	-	32,222	632,593
Revenues	114,585	107,472	113,520	13,876	186,677	63,778	5,517,919
Provincial Grants - Ministry of Education	114,585	107,472	113,520	13,876	186,677	63,778	1,027,000
Other Revenue							6,544,919
Expenses	92,000		75,498				3,013,098
Salaries							35,974
Teachers							559,302
Principals and Vice Principals						41,737	512,497
Educational Assistants		87,659			123,228	5,000	40,872
Support Staff							46,737
Other Professionals	92,000	87,659	75,498	-	123,228	46,737	4,161,743
Employee Benefits	22,585	19,813	20,502		63,449	17,041	1,078,865
Services and Supplies	114,585	107,472	113,520	13,876	186,677	63,778	1,304,311
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 69 (Qualicum)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2022

	2022 Amended Annual Budget			2022 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	600,000		600,000	600,000
Amortization of Deferred Capital Revenue	2,545,960		2,545,960	2,494,699
Total Revenue	3,145,960	-	3,145,960	3,094,699
Expenses				
Operations and Maintenance	600,000		600,000	600,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,433,648		2,433,648	2,399,051
Transportation and Housing	465,580		465,580	437,836
Total Expense	3,499,228	-	3,499,228	3,436,887
Net Revenue (Expense)	(353,268)	-	(353,268)	(342,188)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	418,550		418,550	418,550
Total Net Transfers	418,550	-	418,550	418,550
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	65,282	-	65,282	76,362