



## SCHOOL DISTRICT No. 69 (QUALICUM)

### REGULAR BOARD MEETING AGENDA

TUESDAY, FEBRUARY 22, 2022  
6:00 PM  
VIA ZOOM

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#### 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: January 25, 2022       | p 1-10  |
| b. | Ratification of In Camera Board Meeting Minutes: January 25, 2022 | p 11    |
| c. | Receipt of Ministry News Releases                                 |         |
|    | • More rapid tests, ventilation support for K-12 sector           | p 12-13 |
|    | • Just B4 early learning school-based program expands             | p 14-16 |
| d. | Receipt of Reports from Trustee Representatives                   |         |
|    | • OBLT Early Years Table – Trustee Young                          | p 17    |
|    | • Oceanside Health & Wellness Network – Trustee Young             | p 18    |
| e. | Receipt of Status of Action Items – February 2022                 | p 19    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of February 22, 2022, as presented (*or, as amended*).

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

#### 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**

12. **INFORMATION ITEMS**

a. **Superintendent's Report**

(Peter Jory)

b. **Facilities Review - Response to Capacity Issues**

(Peter Jory)

**p 20-38**

*Recommendations:*

**THAT** the Board of Education of School District 69 (Qualicum) approve catchment changes as the preferred solution to enrolment pressures in Springwood Elementary School.

**THAT** the Board of Education of School District 69 (Qualicum) hold a special meeting on or prior to March 1<sup>st</sup>, 2022, to consider the catchment boundary changes as proposed in the Appendix 1 Slide Show on a predominantly "go-forward" basis.

b. **Educational Programs Update**

(Gillian Wilson/Rudy Terpstra)

c. **2022-2023 School Calendars**

(Gillian Wilson)

**p 39-40**

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

(Trustee Flynn)

a. **Endorsement of Universal School Food Program**

*Recommendations:*

**THAT** the Board of Education of School District 69 (Qualicum) endorse the efforts of the Coalition for Healthy School Food to advocate for a universal, cost-shared healthy school food program. This support is based on a shared belief that all children and youth in BC should have daily access to healthy food at school.

**THAT** the Board of Education of School District 69 (Qualicum) call on the federal government to begin to implement a universal, cost-shared, healthy school food program for all K-12 students in the country and to sign onto the global School Meals Coalition Declaration, as per the [Coalition's 2022 Pre-Budget Consultation Submission](#).

**THAT** the Board of Education of School District 69 (Qualicum) call on the provincial government to invest in a universal, cost-shared, healthy school food program for all K-12 students in the province, as per the [BC-CHSF's 2022 Pre-Budget Consultation Submission](#).

**b. Approval of District Programs of Choice and Specialty Academies** p 41-52

*Recommendations:*

**THAT** the Board of Education of School District 69 (Qualicum) approve the District Hockey Specialty Academy.

**THAT** the Board of Education of School District 69 (Qualicum) approve the Rivers, Oceans and Mountain School (ROAMS) Outdoor Education Specialty Academy.

**THAT** the Board of Education of School District 69 (Qualicum) approve the Global Rivers, Oceans and Mountain School (ROAMS) Specialty Academy.

**THAT** the Board of Education of School District 69 (Qualicum) approve the Ballenas Outdoor 9 Specialty Academy.

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

*(Trustee Young)*

**a. Board Policy 507: Programs of Choice and Academies (NEW)** p 53-55

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 507: *Programs of Choice and Academies* at its Regular Board Meeting of February 22, 2022.

**b. Board Policy 708: Emergency Preparedness and Closures** p 56-61

*(previously numbered 7155)*

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 708: *Emergency Preparedness and Closures* at its Regular Board Meeting of February 22, 2022.

**c. Board Policy 801: Health and Safety of Employees in the Workplace** p 62-72

*(previously numbered 8004)*

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 801: *Health and Safety of Employees in the Workplace* at its Regular Board Meeting of February 22, 2022.

**d. Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools** p 73-77

*(previously numbered 7059)*

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* at its Regular Board Meeting of February 22, 2022.

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- e. Board Policy 706: Reporting of Suspected Child Abuse and Neglect** p 78-84  
(previously numbered 7140)
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 706: *Reporting of Suspected Child Abuse and Neglect* at its Regular Board Meeting of February 22, 2022.
- f. Board Policy 603: Employee Attendance Support** p 85-90
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 603: *Employee Attendance Support* at its Regular Board Meeting of February 22, 2022.
- g. Board Policy 704: Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation** p 91-94  
(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 third and final reading to adopt Board Policy 704: *Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation* at its Regular Board Meeting of February 22, 2022.
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Chair Flynn) p 95-97
- a. Zero Carbon School Proposal**
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) begin the process of creating a “zero carbon” educational site in School District 69. The process would include, but not be limited to:
- Analysis of Prism data and recommendations
  - Identification of a site for this pilot project, possibly new construction, renovation or retrofits to existing buildings.
  - Costing and potential funding and financing options.
  - Educational opportunities for students, staff and the community; and, though one site may be identified as a zero carbon project, retrofits and renovations going forward at all sites would work towards being zero carbon ready. The long term goal is the creation of all learning sites to be zero carbon.

**b. Funding Letter to Provincial and Federal Bodies re: Climate Action**

*Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) SD69 write letters to provincial and federal bodies reminding them of their commitments to climate action and requesting that resources be made available to help move all school districts in BC to zero carbon facilities. Though targets at both levels of government are to be in place by 2050, the letter would request an expedited process and a target of much sooner than 2050. The federal-provincial Pan Canadian Framework on Clean Growth Climate Change (PCF) calls for all new buildings to be Net-Zero Energy Ready (NZEr) by 2030. This concept could be expanded to include all buildings.

**16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS****17. TRUSTEE ITEMS****18. NEW OR UNFINISHED BUSINESS****19. BOARD CORRESPONDENCE AND MEDIA****20. PUBLIC QUESTION PERIOD****21. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, JANUARY 25, 2022  
6:00 PM  
VIA ZOOM

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**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
Ben Braun	Vice Principal, Ballenas Secondary School Qualicum District Principals & Vice Principals Association (QDPVPA)

**Education Partners**

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

**1. CALL TO ORDER**

Chair Flynn called the zoom 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 allowing the board to live, work and play on their lands.

**3. ADOPTION OF THE AGENDA**

**22-01R**

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

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

**CARRIED UNANIMOUSLY**

#### 4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes – December 14, 2021
- b. Ratification of In Camera Board Meeting Minutes: December 14, 2021
- c. Receipt of Ministry News Releases
  - Joint Statement on Black Excellence Day
- d. Receipt of Reports from Trustee Representatives
  - Oceanside Community Track Committee – Trustee Young
  - Oceanside Health & Wellness Network – Trustee Young
  - Early Years Table – Trustee Young
  - Climate Action Task Force – Trustee Austin
- e. Receipt of Status of Action Items – January 2022

#### 22-02R

*Moved:* Trustee Godfrey      *Seconded:* Trustee Kurland

**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.

**CARRIED UNANIMOUSLY**

Chair Flynn then acknowledged the upcoming retirement of Judi Malcolm, Manager of the Oceanside Building Learning Together Centre. Ms. Malcom was recognized as having been a quiet force in the community for early learning and the Chair expressed appreciation on behalf of the Board for her enduring work in connecting the community and doing the work of early learning of which the district is very proud. Her position will be assumed by Scott Beam in February.

#### 5. DELEGATIONS/PRESENTATIONS

##### a. Ballenas Secondary School Climate Action Initiatives

Vice-Chair, Julie Austin, introduced, Monica Bradbury, from Ballenas Secondary School. Ms. Bradbury works with a group of staff and students who are providing leadership in the school community in the area of climate action.

Monica Bradbury then shared a number of initiatives undertaken by students to reduce waste, recover food, create a school garden and increase awareness on climate action, sustainability and environmental stewardship. Students are also planning to host a symposium for Ballenas as a call to action to reduce waste and packaging - not just recycle waste but to really reduce waste. Students also collaborate with community and municipal partners and have received grants to support some of their initiatives.

#### 6. BUSINESS ARISING FROM THE MINUTES

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

Matt Woods, President, commented on the following:

- COVID continues to be a concern for MATA members. While start-up after winter break could have been chaotic, members greatly appreciated having the time to plan for in-class learning, online learning and possible functional school closures. Generally, members felt supported by their school administrators and by messaging from senior administration. He noted that the advocacy of the BC

Teachers' Federation at the provincial steering table was a big reason why time was set aside for January start-up.

- The added uncertainty that COVID brings to our daily lives, when added to the pressure teachers already feel with normal workload and with the understanding that societies issues use schools as a focal point to their cause, all contribute to creating a stressful work environment for members. Fortunately, members are finding support from the union, from the BCTF Wellness Program and from their administration.
- The Public Health Officer has mandated that students from K to grade 12 are to be wearing a mask to protect themselves and others. This is an important tool in preventing the fast spread of COVID and its variants especially since a large number of students are not vaccinated. Although some students are able to be exempted from wearing a mask, it has been reported to MATA that some classes have mask exemptions of up to 50% of the class. From the union perspective, this is not in the spirit of the exemption and MATA asks that the board and district continue to strongly advocate to parents the importance of wearing masks and to limit the number of exemptions through a stronger requirement of due process.
- Another topic of concern is the type of masks one should be wearing and some members feel most comfortable and safe wearing an N95 mask. MATA will be receiving 1000 N95 masks that were donated to the Union to distribute to teachers who require that level of safety. In addition, rapid tests will be arriving soon to quickly be distributed to teachers.
- He applauded those people in the education system, especially teachers who have demonstrated a high degree of resiliency over the last 2 years while navigating through COVID protocols and continuing to create a sense of "normalcy" to the education of our youth.

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

Sherrie Brown, President, commented on the following:

- CUPE has been a big part of front line workers over the last 2 years and they are thankful for all the support for the health, wellness and safety for our staff and students.
- She expressed appreciation to Monica Bradley for the presentation and noted that we have many fabulous students in SD69.
- Thank you to everyone after 2 year of a difficult time through this pandemic: to the board for extra time before schools opened to put safety protocols in place due to the new COVID variant.
- Special thanks to the District's Assistant Manager of Operations & Safety who has implemented a new Annual School Inspection Checklist which is thorough and effective.

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

Angel Delange, DPAC President, commented on the following:

- Appreciation to the district for hosting the January 13, 2022 Town Hall on the Long Range Facilities Planning. It was well received and the feedback we've heard has all been quite positive and parents are looking forward to the next one.
- Initial conversations with parents indicate that discoveries, exploratories and electives are important building blocks for learners and contribute to a positive school experience as well as positive mental health and wellness. DPAC will continue to express support of those spaces and resources as a vital part in supporting the district's community of learners.



- DPAC will be co-hosting the free parent session titled *Childhood Stress and Anxiety : Building Resilience*, on Tuesday, February 1, 2022 The Eric Palmer Foundation has graciously offered to cover the cost of the session for which DPAC is grateful. DPAC looks forward to working with the district to co-host more of these types of events in the future.
- There is still concern about the number of families/children not following the BC Public Health Officer's masking orders and while DPAC appreciates that there may be many exemptions, it is believed that there are not that many who fall under that exemption, nor should they be given that exemption.
- In order to keep staff and students as safe as possible, Ms. DeLange encouraged the school district to set the precedent that would require visitors and volunteers in schools be vaccinated as is required in any other public venue in the province that requires proof of vaccination.

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

Superintendent Jory responded to a question regarding the following topic:

### a. External communications plan update

While work is being done to revise and update the district website to make it more current and modern, the plan is to work through the long range facilities planning process and then review/revise the district's strategic plan. Once that work is done the goals that come from that can be considered in the development of a new communications plan as well as other district plans such as in the areas of maintenance and technology.

## 11. ACTION ITEMS

### a. Appointment of Chief Election Officer

#### 22-03R

*Moved:* Trustee Flynn      *Seconded:* Trustee Kurland

**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.

CARRIED UNANIMOUSLY

## 12. INFORMATION ITEMS

### b. Superintendent's Report

Superintendent Jory reported on the following:

- The wave of COVID cases through December holidays which prompted the Ministry to delay reopening of schools for a week to allow for planning. Staff, principals, and site managers were able to meet and work from a list of revised provincial recommendations to adjust their safety plans and reinstate a number of measures that they felt would best mitigate against the increased transmission rate of the Omicron variant. They then set their minds to planning for higher rates of student absenteeism and for the possibility of functional closures.
- Senior staff has been doing their own planning, with much of that energy considering how they might keep schools open by redeploying staff, should there be challenges at a particular site or sites. Superintendent Jory then referred attendees to his recent Parksville/Qualicum Beach News Podcast and ensuing transcript where he covered this topic in more detail.

- Despite pockets of higher absenteeism at specific sites, the district's overall student attendance is not out of step with previous Januarys, with 80 to 90 percent of elementary students fully present at school, and 70 to 80 percent of secondary students fully present, meaning in attendance for the entire day.
- Staff attendance has also been steady to date. A few schools have had significant numbers away due to illness or self-isolation; however, replacements are still available and, to date, none have reached a threshold that has caused the district to reconsider deployment of district staff or to ponder a functional closure.
- In regard to comments about mask wearing, though they are considered mandatory, as educators we do not believe in exclusion, and the Ministry was very clear on its position regarding exclusion. Therefore, we are in a position where we need to use our relationships, reason, data and these types of strategies to convince everyone to be a part of the community. However, at the end of the day, some parents are still not allowing their children to wear masks, and there is not much more the district can do about that
- The District hosted its first Virtual Town Hall regarding the district's long range facilities planning which generated a significant turnout with lots of good questions. *Frequently Asked Questions* will be posted to the district website as well as the recording of the Virtual Town Hall. The next Town Hall is scheduled for Thursday, February 10<sup>th</sup> and planning conversations will be taking place with the Board to determine the next areas of focus and consideration.
- The district has made a commitment to do what it can this year in regard to professional learning, so it can give its professional staff all the tools they need to support our students in their journey through our renewed curriculum and towards meaningful graduation.
- Thank you again to all staff for their hard work this January during the return to learning, and for their resolve to provide a safe, positive, thoughtful and educationally rich experience in our schools.

### c. **Educational Programs Update**

Director of Instruction Terpstra, commented on the following district initiatives and events:

- 25 elementary educators attended a virtual session with Val Edgell from SD to review the data from the Foundation Skills Assessment, teachers looking at their students and their schools and in the afternoon they brought in the high school educators who went through their Numeracy and Literacy results.
- That work translated into a 5-part numeracy series for elementary teachers have been scheduled over the next few months with well over 30 teachers and administrators involved.
- District programs and outdoor programs will be presenting to the Education Committee in February and then back to the board meeting.

Associate Superintendent Wilson, commented on the following district initiatives and events:

- Acknowledgement of Virginia Worcester of Borealis Hair Bar and Champagne Boutique, who co-founded the District Backpack Program which provides families from the Qualicum School District with backpacks

of food at the end of each week throughout the school year. The program has received a \$28,200 donation from 100-plus Women Who Care Oceanside group and Ms. Wilson expressed the district's gratitude to the group in supporting this valuable program. Sheila Morrison, Principal of Errington Elementary, supports Ms. Worcester in the coordination of the program at the school level.

- French Immersion Kindergarten Sibling Only Registration was held the week of January 17 to 21.
- Registration for Kindergarten and elementary programs of choice opened on January 24<sup>th</sup> and runs to February 4<sup>th</sup>.
- Elementary schools are already thinking of articulation about what they know about the Grade 7's and passing that information onto secondary schools to assist them as they begin their planning for the next school year.
- Staff are working on enrolment projections for 2022-2023 in alignment with the Facilities Review, which helps drive the district's staffing.
- A follow-up conversation with secondary principals and vice principals is scheduled for January 27<sup>th</sup> to review grad rates and to ensure we are not missing any grade 12's. There are some students who are struggling and staff are reaching out to them to determine how best to support them in getting back on track.
- The District is hiring Teachers Teaching on Call (TTOC's) to have a healthy pool from which to dispatch while providing a meaningful number of hours to the TTOC's so the district can cover professional development and sick days.
- Schools are currently completing a Curriculum Implementation Advisory Committee survey which will help support, through Chair Flynn, any recommendations that come from that information.
- Appreciation to Judi Malcolm, Manager of the Oceanside Building Learning Together Centre, for all her work over the past 7 years. Ms. Malcolm is retiring at the end of January and will be greatly missed.
- Scott Beam was the successful candidate as the incoming manager for the Oceanside Building Learning Together Centre.
- Elementary Progress Reports will be sent to families which provides a snapshot of a student's learning at one point in time; however, it was acknowledged that it is a stressful time for teachers.
- Carolyn Roberts, Indigenous Educator and Presenter, will be leading the session on the morning of the district wide planning day on February 7<sup>th</sup> and doing work around equity scan. In the afternoon school administrators will be completing an equity scan for their sites the information from which will then be provided to the Equity Scan Working group for its next meeting to discuss who we are and what we are doing as a district and to identify areas of growth.
- Trustee Young added an acknowledgment for the service of the Rotary Club which also fundraises for the District Backpack Program through their weekly bottle drive. Rotary members also assist in the packing of the backpacks for the program.
- Associate Superintendent Wilson further advised that she and Ms. Morrison will be speaking to the Rotary Club to share some stories from volunteers and families in the program and how the donations are allocated. She also acknowledged the support of the local grocery stores in the community who provide the food at a discount

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

Chair Flynn referred to the report as provided in the agenda package and highlighted the International Student Program presentation. It was great to hear testimonials from the students who come to the district and how much they enjoy their time here. It was also encouraging to hear about the community support of the program with homestays being steady, although more are always needed.

**14. POLICY COMMITTEE OF THE WHOLE REPORT****a. Board Policy 705: Corporate/Community Sponsorships, Partnerships and Advertising in Schools**

*(previously numbered 7059)*

**22-04R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**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.

CARRIED UNANIMOUSLY

**b. Board Policy 706: Reporting of Suspected Child Abuse and Neglect**

*(previously numbered 7140)*

**22-05R**

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

**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.

CARRIED UNANIMOUSLY

**c. Board Policy 603: Employee Attendance Support****22-06R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**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.

CARRIED UNANIMOUSLY

**d. Board Policy 704: Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation**

*(previously 7015 – Student Catchment Areas/Cross Boundary Transfers and 7054-Transportation of Students by District School Bus Service)*

**22-07R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**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.

CARRIED UNANIMOUSLY

**e. Board Policy 700: Safe, Caring and Inclusive School Communities**

*(previously numbered 7000)*

**22-08R**

*Moved:* Trustee Young      *Seconded:* Trustee Kurland

**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 procedures at its Regular Board Meeting of January 25, 2022.

CARRIED UNANIMOUSLY

**f. Board Policy 701: Student Discipline**

*(previously policies 7001: Student Discipline and 7002: Substance Use-Student)*

**22-09R**

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

**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 procedures at its Regular Board Meeting of January 25, 2022.

CARRIED UNANIMOUSLY

**g. Rescinding of Board Policy 7002: Substance Use- Student**

**22-10R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**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)

CARRIED UNANIMOUSLY

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

Chair Flynn referred to the report provided in the agenda package.

**a. Amended Annual Budget Bylaw 2021-2022**

Secretary Treasurer Amos reviewed the amended annual budget which reflects confirmed enrolment and additional funding as well as any reductions as with the enrolment grant. The budget also reflects the use of approximately \$800,000 of operating surplus to balance the operating budget.

**22-11R**

*Moved:* Trustee Flynn      *Seconded:* Trustee Kurland

**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.

CARRIED UNANIMOUSLY

**22-12R**

*Moved:* Trustee Flynn      *Seconded:* Trustee Austin

**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.  
CARRIED UNANIMOUSLY

**22-13R**

*Moved:* Trustee Flynn                      *Seconded:* Trustee Young

**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.  
CARRIED UNANIMOUSLY

**22-14R**

*Moved:* Trustee Flynn                      *Seconded:* Trustee Godfrey

**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.  
CARRIED UNANIMOUSLY

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

None

**17. TRUSTEE ITEMS**

**a. Social Justice Committee Report**

Trustee Young reported that the Social Justice Committee met on Monday, January 21<sup>st</sup>. The main topic of discussion was about privilege which became a deep discussion about how the district has to do this work as well as how it is personal and political; both individual and systemic. A full report will be provided at the next Education Committee of the Whole meeting.

Chair Flynn added that the Wheel of Power and Privilege as presented by Rudy Terpstra, Director of Instruction, was interesting as well as the ensuing discussion and suggested reading, such as *Coaching for Equity – Conversations that Change Practice*, which school administrators are currently reading. These are powerful places for the district to take some time to review and gain some understanding; however it will be long work starting from the personal, to the systemic, to the community and beyond.

The next Social Justice Committee is scheduled for April 14<sup>th</sup> at 8:15 a.m. Teachers, students and parents are welcome to participate. If people are interested, they can contact Gillian Wilson, Associate Superintendent, to be added to the committee distribution list.

**18. NEW OR UNFINISHED BUSINESS**

None

**19. BOARD CORRESPONDENCE AND MEDIA**

None

**20. PUBLIC QUESTION PERIOD**

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

- None

**21. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 7:22 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



## IN-CAMERA MEETING

SECTION 72 REPORT  
JANUARY 25, 2022  
Via ZOOM

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### ZOOM PARTICIPANTS:

#### Trustees

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

#### Administration

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

The Board of Education discussed the following topics:

- Legal
- Personnel
- Labour Relations

No motions were presented for approval at this meeting

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Chairperson

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Secretary Treasurer



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## NEWS RELEASE

For Immediate Release  
2022EDUC0004-000148  
Feb. 1, 2022

Ministry of Education

### **More rapid tests, ventilation support for K-12 sector**

VICTORIA – Further pandemic supports are coming for B.C. students and schools, with 300,000 rapid antigen test kits to be delivered in phases.

The first phase will be rural and remote school districts for use by students with symptoms of COVID-19.

“By making rapid tests available to symptomatic students in rural and remote communities, we are using an additional tool to strengthen the continuity of learning,” said Jennifer Whiteside, Minister of Education. “Since the return to class on Jan. 10, teachers and staff in B.C. have worked diligently to ensure classrooms and schools continue to be safe places and spaces for students to learn. I thank them for the tireless work they do each day to give students every opportunity to achieve their best.”

School districts will distribute the five-pack test kits for families of students who reside in rural and remote regions of B.C. This will ensure that communities that are further away from regional testing facilities have access to tests. In the second phase of distribution, tests will be shipped for students aged five to 11 in school districts within the Northern and Interior health authorities.

Test kits for students are in addition to the more than 200,000 test kits shipped in mid-January for symptomatic staff, teachers and administrators. Test kits for staff have started to arrive in communities throughout B.C., with two tests being made available to every kindergarten to Grade 12 employee.

The Ministry of Health and the BC Centre for Disease Control continue to advise how rapid antigen tests are best used as part of the provincial pandemic response, including if additional tests will be deployed for use in the K-12 sector.

The use of rapid tests builds on existing COVID-19 testing programs in place in communities.

“As schools provide essential support for students’ academic, social, and emotional development, we welcome the supply of rapid antigen tests for use by our students in parts of B.C. with less access to testing facilities, as this will help inform and provide more peace of mind to families,” said Andrea Sinclair, president of the BC Confederation of Parent Advisory Councils.

Since the beginning of the pandemic, B.C. has invested \$114.5 million to help school districts upgrade ventilation in thousands of classrooms around the province. Additional support is available to implement targeted improvements, with a focus on deploying portable HEPA filtration units in classrooms with no access to mechanical ventilation systems. For example,

the Richmond school district (SD 38) has used the additional funding to purchase 293 HEPA filtration units, while Burnaby (SD 41) has used the additional funding to purchase 350 HEPA filtration units.

**Quick Facts:**

- On Jan. 20, 2022, government announced 200,000 rapid test kits shipped to the K-12 sector for use by symptomatic teachers and staff.
- On Jan. 26, government announced 250,000 rapid test kits will be shipped to government-funded child care centres for use by child care professionals with COVID-19 symptoms.
- The school districts first to receive test kits for students include Rocky Mountain (SD 6), Kootenay Lake (SD 8), Arrow Lakes (SD 10), Cariboo-Chilcotin (SD 27), Central Coast (SD 49), Haida Gwaii (SD 50), Boundary (SD 51), Nicola-Similkameen (SD 58), Peace River South (SD 59), Gulf Islands (SD 64), Gold Trail (SD 74), Fort Nelson (SD 81), Coast Mountains (SD 82), Vancouver Island West (SD 84), Stikine (SD 87), Nechako Lakes (SD 91) and Nisga'a (SD 92).

**Contact:**

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

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## NEWS RELEASE

For Immediate Release  
2022EDUC0005-000227  
Feb. 16, 2022

Ministry of Education

### **Just B4 early learning school-based program expands**

VICTORIA – Families and more pre-kindergarten children will soon have their early learning opportunities enhanced as the Just B4 early childhood education program expands from one to six districts this school year.

“The first Just B4 pilot program at Columbia Elementary has been a great success. I’m so pleased that our government continues to prioritize the needs of our youngest learners and their families as we expand this program to another five school districts,” said Jennifer Whiteside, Minister of Education. “This program provides a positive and nurturing early learning experience while supporting children as they prepare to learn, grow and transition to kindergarten.”

The Province is investing \$125,000 to expand the Just B4 early childhood education program, which is specifically designed to support children the year before they enter kindergarten. Just B4 is a half-day licensed pre-school child care program for three- to four-year-olds.

“Parents know public schools are available and reliable, no matter where they live, and moving the responsibility for child care to the Ministry of Education will help to bring the same certainty for parents who need child care,” said Katrina Chen, Minister of State for Child Care. “The Just B4 program expansion is one example of how integrating child care into the education system makes life easier for parents, while also helping young children get familiar with their school so they can make a successful transition into kindergarten.”

The expansion of the program will continue to foster connections between the education and child care sectors. This supports government’s 10-year ChildCareBC plan to build a future where child care is a core service available to families in every part of the province when they need it, and at a price they can afford.

Just B4 operates in conjunction with existing StrongStart BC (SSBC) program by using available SSBC spaces in schools. This partnership maximizes the use of SSBC staff, space and resources within schools. In most cases, early childhood educators from SSBC also teach in Just B4. SSBC programs are taught in the mornings. The same staff teach Just B4 in the afternoons.

Just B4 started in School District 67 (Okanagan Skaha) during the 2020-21 school year and will expand to five districts in the 2021-22 school years. New districts receiving the program include: SD 34 Abbotsford (Dormick Park Elementary); SD 46 Sunshine Coast (Halfmoon Bay Elementary); SD 38 Richmond; SD 70 Pacific Rim; and SD 73 Kamloops-Thompson (Arthur Hatton Elementary). Schools for the Richmond and Pacific Rim school districts are to be determined, as they are in the process of obtaining licences. This expansion is expected to increase from 10 to more than 70 spaces. Programs will be open as many as five days per week

during the school year.

**Quotes:**

**Marlene Sheppard, early childhood educator/pre-school teacher, Arthur Hatton Elementary, School District 73 (Kamloops-Thompson) –**

“Making sure that schools and four-year-olds are ready for kindergarten is so important. There is no better way to help them be ready than to experience school first-hand from the gym to library – sharing, learning and growing together. This is exactly what Just B4 preschool does! The growth I’ve seen in these four-year-olds over the four weeks has been amazing. During these uncertain times, JUST B4 has given every child enrolled the courage to know school is safe and fun. I can confidently say these children are more prepared for kindergarten.”

**Mike Johnson, principal, Arthur Hatton Elementary, School District 73 (Kamloops-Thompson) –**

“It has been wonderful having this program. Seeing the students progress from StrongStart BC to pre-school, and then into kindergarten gives them such a head start as they begin their school career.”

**Carly, parent, School District 67 (Okanagan-Skaha) –**

“We were so excited to have a program open in the school our son would be attending for kindergarten. During our time in the Just B4 program, we have seen so much attention, love and care given to our son by the spectacular teachers. The recognition by staff of the specific needs of our child, plus being given tools to use in our daily lives, are more than we ever could have asked for. We have loved getting to meet other families and children that our child will be heading into kindergarten with. It has been a fantastic introduction to our school community.”

**Chrissi Travers, early childhood educator, School District 67 (Okanagan-Skaha) –**

“As an early childhood educator, the addition of Just B4 in School District 67 has been such a wonderful addition for the community and a welcomed career opportunity for me. As an extension of my StrongStart BC role, it was a natural fit and I am enjoying every day with my four-year-old kiddos.”

**Quick Facts:**

- Just B4 is a licensed preschool program under the child care licensing regulation that uses public school spaces.
- The First Peoples Principles of Learning and the Early Learning Framework are the foundational documents used as the curriculum for the program, and districts are responsible for associated quality expectations within these frameworks.
- Currently, 329 StrongStart BC programs are offered in B.C. These programs are intended for attendance by children until age five, along with their parent or caregiver.

**Learn More:**

First Peoples Principles of Learning: <http://www.fnesc.ca/first-peoples-principles-of-learning/>

Early Learning Framework: <https://www2.gov.bc.ca/gov/content/education-training/early->

[learning/teach/early-learning-framework](#)

StrongStart BC: <https://www2.gov.bc.ca/gov/content/education-training/early-learning/support/programs/strongstart-bc>

**Contact:**

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

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## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Early Years Table  
**Meeting Location:** Zoom  
**Meeting Time:** Noon February 3, 2022

### 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

Attendance OBLT, SD69, Island Health, ACRA, RDN, SOS, Parent Support Services, Pacific Care, Vancouver Island Library (VIRL), Sources.

### Indigenous Acknowledgment:

Reading from "The Joint Indian Reserve Commission and District 69."

### Child and Youth Wellness Action Group (OHWN) Update:

- Next meeting in the 3<sup>rd</sup> week of the month
- Last meeting feedback and work with the Brain Game

### Our experience with the Brain Game

- Debriefed game and provided suggestions for further use of this game.

### Pete the Cat --- Steps to Kindergarten

- April 21 – at the pond and the foyer at the Ice Rink 2:30 to 7:30
- This event is designed for those who are attending kindergarten next year. Community Partners usually provide materials and activities. Children go to different stations to gather materials and take part in activities. One station is a Grocery store.
- This year pre-registration is required and there will be 2 sessions.

### COVID Impacts

- Overall, community partners have been impacted – programs cancelled, attendance up and down.
- Sense of disconnection and lack of opportunities for interaction and learning how to socialize and play interactively.
- Some childcare facilities have closed and others have opened.

### Next Meeting

March 3, 2022



## Board and Trustee Representative Committee Report

SD69 QUALICUM

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Oceanside Health and Wellness Network  
**Meeting Location:** Zoom  
**Meeting Time:** January 20, 2022

OHWN is currently working on long range planning for their members.

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:

- Poverty Reduction Course is on-line and can be taken anytime. Elaine may make this a summer project.
- 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.

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### Revised Budget & Contract Update

- Contract Extended to March 31, 2022
- Contract between Island Health and RDN has not been signed. Meeting January 28.

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### Election of Co-chairs for 2022

Same Co-chairs as last year – Gerry Herkel and Elaine Young

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### Long Range Planning Updates

- Survey is out to 94 members. So far 41 people have opened the email but few were filled in. Will send out reminders. Will send to subscribers as well which will double the numbers. Survey is open to January 31.
- Reporting -- Should be out by end of February or early March. Trying to set a meeting time and date to follow up. Probably will be hybrid. Will suggest that we have a larger group conversations with the consultants.

Next meeting February 17, 2022

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

<b>Action Item</b>	<b>Responsibility</b>	<b>Status</b>	<b>Proposed Deadline</b>
<p><b>Community Schools Working Group</b> (October 26, 2021) <b>THAT</b> 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	TBD
<p><b>Use of Common Space for Artwork</b> - March 10, 2020 <b>THAT</b> the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, <b>THAT</b> this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	Senior Staff	Deferred due to COVID	TBD
<p><b>Climate Action Symposium</b> - December 17, 2019 <b>THAT</b> the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	Climate Action Task Force Members	Will depend on status of pandemic in 2021-2022	TBD



# Briefing Note

**Date:** February 22, 2022

**To:** Board of Education

**From:** Peter Jory, Superintendent of Schools

**RE: School District 69 (Qualicum) Facilities Review – Springwood Catchment Adjustment**

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## Background:

School District No. 69 (Qualicum) is in the early stages of a Facilities Review Process with a number of topics raised in initial conversations. Primarily though, capacity issues at Springwood Elementary School have been the focus so far, as school enrolment is already exceeding capacity and projections show enrolment increasing over the next few years, which will further exacerbate space pressures at the site.

	Capacity	2021	2022	2023	2024	2025	2026	2027
Enrolment	510	540	560	595	631	642	637	621

A number of potential responses to enrolment pressure were discussed. These included:

- Extend existing space by converting some flexible learning spaces into standard classrooms
- Extend existing space by converting all flexible learning spaces into standard classrooms
- Redraw catchment boundaries to divert students to schools with capacity
- Reactivate latent space in annex-sized clusters of 4-6 classrooms
- Reactivate latent space by reopening entire school sites
- Purchase modular buildings and place them on existing school sites where practicable
- Purchase portables and place them on existing sites where practicable

The Board and stakeholders were given potential costs and impacts for these options. The strongest public feedback so far has indicated opposition to further “infill” at the school, citing overall congestion concerns and potential further loss of the specialty learning spaces valued by stakeholders. Staff also cautioned the Board that adding to the current footprint through the purchase of additional structures or the reopening of closed spaces would lead to unnecessary expenses, given that currently active District school sites could house all of our students for the foreseeable future.

## Next Steps:

In the years following the 2014 District Reconfiguration, the majority of cross-boundary applications have been approved, including those from outside the Springwood catchment seeking to attend at that school. Construction of high-density housing in the Springwood neighbourhood has since pushed the school over capacity, a challenge that has been exacerbated by the high number of students attending from outside the school catchment as well as the large size of the catchment, which was designed to reflect the student residency as it was in 2014.

In order to continue to prioritize access to the neighborhood school (as per Policy 7015) it is critical to begin to limit access to those families who live nearer to the school, and begin to redirect those families who live farther away to schools with available capacity. Given the emergent nature of the Springwood enrolment pressures, staff is recommending an immediate review and **Phase One** adjustment of elementary catchment areas to reduce enrolment pressures at that school to be effective **for the 2022-23 school year**. As well, staff is recommending a **Phase Two** adjustment of catchments to address potential space pressures at both elementary and secondary schools across the School District to be in place **for the 2023-24 school year**.

Adjusting the boundaries at this time will maximize remaining notice time for families who may be impacted for the 2022-23 school year while keeping current budgetary and staffing timelines relatively intact. Most importantly, addressing this issue immediately gives the District the best chance to keep boundary changes on a “go-forward” basis, and therefore displace the minimum number of students already attending Springwood Elementary School. This may also preserve the possibility of prioritizing younger siblings impacted by the catchment changes to join family members already attending Springwood, should they wish to do so.

Because there is an imbalance in the incoming and outgoing Springwood cohorts (2022-23 Kindergarten students compared to the 2021-22 Grade 7 students) there is still an opportunity to maintain the current number of divisions or even potentially reduce the school by one division, if the new boundary lines are set as shown in **Appendix 1** Slide Show. However, that will mean a small number of students who are registered for but not yet attending Springwood Elementary will need to attend a different school.

Additionally, this process may provide an opportunity to address some longstanding transportation challenges in the West end of the Errington catchment, and start to restore catchment balance across the District.

**Process:**

Staff is recommending that the Board of Education support catchment changes as the preferred response to enrolment pressures across the School District. These catchment changes would take place in two phases.

- **Phase One** which would potentially be approved in a special meeting of the Board on or prior to March 1<sup>st</sup>, 2022, as per AP7015.
- **Phase Two** which would potentially be approved at a regular or special meeting of the Board on or prior to March 1<sup>st</sup>, 2023, as per AP7015.

Staff has begun the discovery work to create DRAFT boundary changes for Springwood Elementary and its adjacent schools (Nanosee Elementary, Errington Elementary School, and Ecole Oceanside Elementary) for the 2022-23 school year.

- Phase One of these potential changes are indicated in DRAFT in the **Appendix 1** Slide Show.

**Recommendation:**

Staff is putting forward two motions for consideration:

***“That the Board of Education of School District 69 (Qualicum) approve catchment changes as the preferred solution to enrolment pressures in Springwood Elementary School.”***

***“That the Board of Education of School District 69 (Qualicum) hold a special meeting on or prior to March 1<sup>st</sup>, 2022, to consider the catchment boundary changes as proposed in the Appendix 1 Slide Show on a predominantly “go-forward” basis.”***

Respectfully submitted,



Peter Jory

Superintendent of Schools/CEO

# Phase One Catchment Area Considerations

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Date: TBA

School District No. 69 (Qualicum)

**DRAFT**



# Introduction

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The Board of Education has embarked upon a Facilities Review Process. There are a number of topics which may be considered, including use of current facilities, programs of choice, potential focus for school sites, and potential site sale and disposal. Examination of school capacities and enrolment projections has made this topic top of mind for the Board of Education.

Though enrolment is stable overall, a combination of cross-boundary movement and the introduction of high density housing has focused capacity issues at Springwood Elementary. With current site capacities and catchments, Arrowview Elementary and Ballenas Secondary may also experience some capacity pressures in the next few years.

The focus of this presentation and discussion is to consider a potential **Phase One** of catchment changes to mitigate capacity pressures across the district, as well as alleviate ongoing concerns with travel distance.

# School District 69 (Qualicum)

## Board Policy 7015 – Student Catchment Areas

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### EXCERPT:

“The Board of Education believes that, in general, students should attend their neighbourhood school.”

- Legal References: The School Act (Sections 74.1 75, and 75.1)

# Other Key Concepts to Consider

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- Utilize a two phase approach to catchment changes, with **Phase One** responding to emergent issues and **Phase Two** responding on a more graduated if needed/as needed basis
- As much as possible, redirect students on a “go-forward” basis, allowing students currently in schools to remain if that is the preference of their family
- Emphasize the cross-boundary process as means to manage capacities across the School District
- “Pull” students to schools with capacity through busing and daycare opportunities

# Proposed Catchment Areas

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Considerations for Phase One

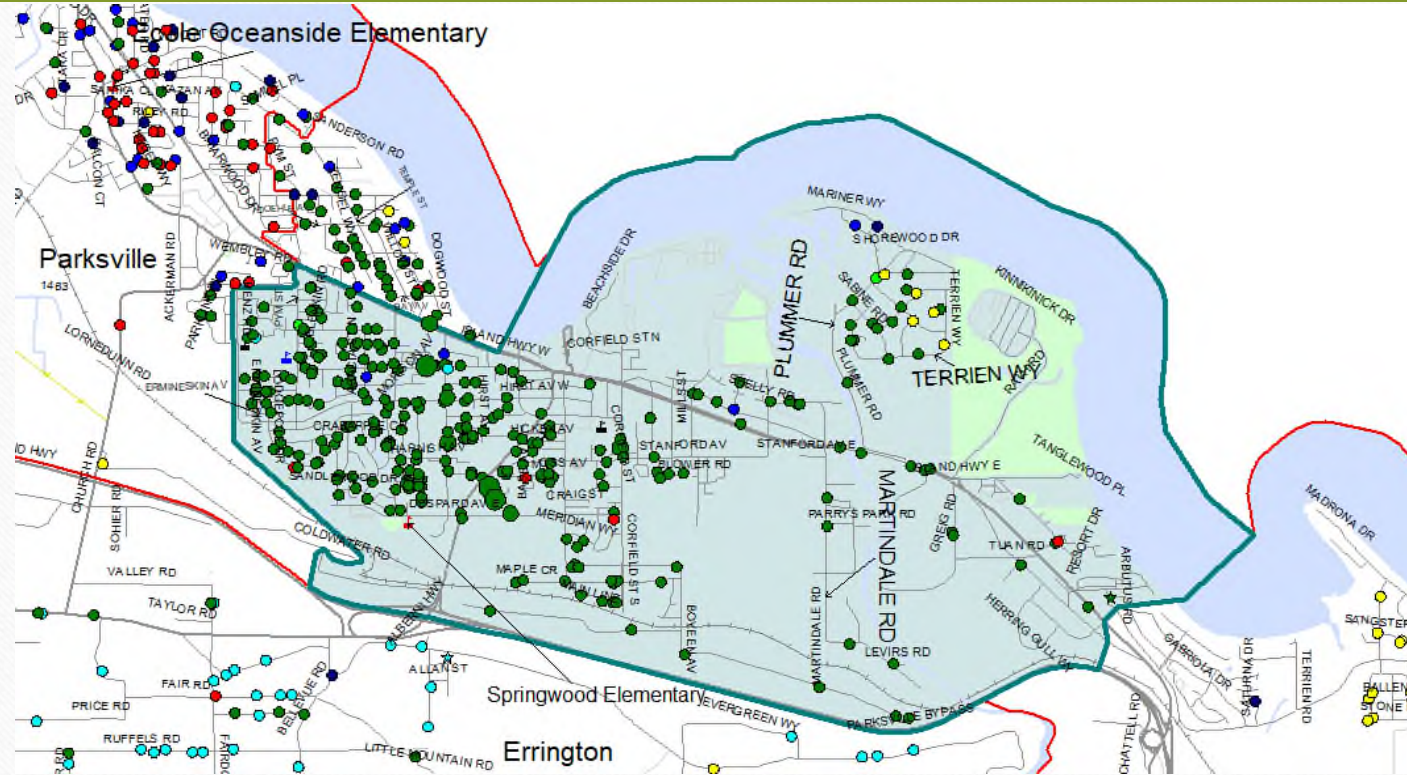
## Reduce the Springwood Elementary catchment and shift students towards École Oceanside Elementary

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- Move the boundary line on the north side of Island Highway east to Molliet Street making the Temple Street neighbourhood part of the École Oceanside catchment.
- Grandfather current SES students to Springwood if families choose to remain there, but close the Springwood boundaries on a go-forward basis
- Reroute the Temple bus to ÉOES
- Open an afternoon daycare program to ÉOES
- Move the Craig Street PLC to ÉOES if enrolment justifies continuation
- NOTE: This proposal takes into account that the entire Elementary French Immersion program would stay at the current ÉOES site.



# Springwood Catchment Map (Proposed)



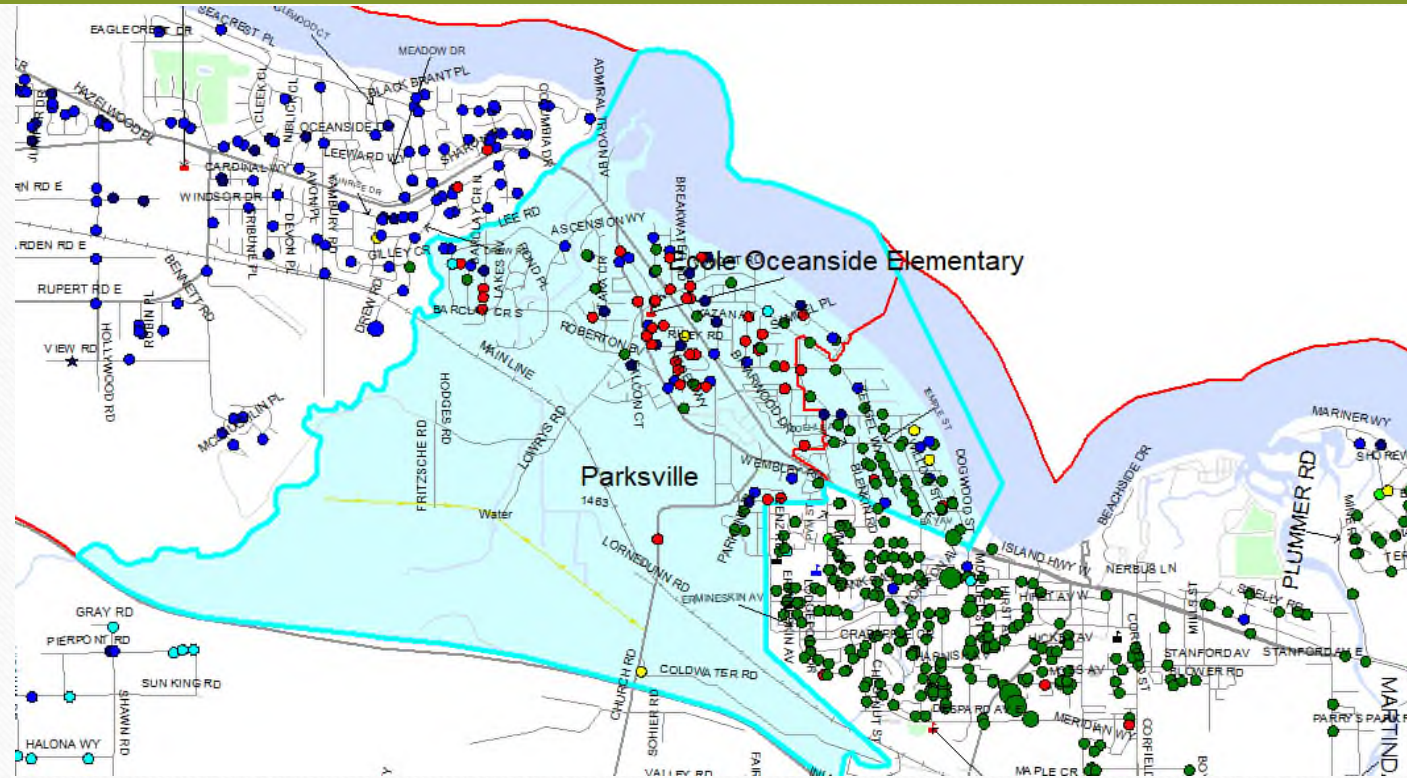
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>K-7</b>	<b>8-12</b>	<b>K-12</b>
Springwood Elementary	56	49	61	59	58	44	45	56	428	0	428
École Oceanside Elementary	0	0	0	1	3	1	2	2	9	0	9
Nanoose Bay Elementary	1	0	1	4	0	1	1	0	8	0	8
Arrowview Elementary	1	0	0	0	1	1	2	0	5	0	5
Errington Elementary	1	2	0	0	0	0	0	0	3	0	3
Bowser Elementary	0	1	0	0	0	0	0	1	2	0	2
Qualicum Beach Elementary	1	0	0	0	0	0	0	1	2	0	2
<b>Total by Grade</b>	<b>60</b>	<b>52</b>	<b>62</b>	<b>64</b>	<b>62</b>	<b>47</b>	<b>50</b>	<b>60</b>	<b>457</b>	<b>0</b>	<b>457</b>

### Springwood Elementary Enrolment (Potential Projected)

Building Capacity: 510

Current Enrolment: 540

# Ecole Oceanside Catchment Map (Proposed)



	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>K-7</b>	<b>8-12</b>	<b>K-12</b>
Springwood Elementary	6	11	16	8	8	7	8	11	75	0	75
École Oceanside Elementary	5	6	1	7	8	10	12	5	54	0	54
Arrowview Elementary	3	5	4	4	2	8	5	2	33	0	33
Qualicum Beach Elementary	2	4	1	3	2	3	3	3	21	0	21
Nanoose Bay Elementary	0	1	1	1	4	0	0	2	9	0	9
Errington Elementary	1	1	1	0	0	0	0	0	3	0	3
<b>Total by Grade</b>	<b>17</b>	<b>28</b>	<b>24</b>	<b>23</b>	<b>24</b>	<b>28</b>	<b>28</b>	<b>23</b>	<b>195</b>	<b>0</b>	<b>195</b>

Oceanside Enrolment Elementary **English Track** (Potential Projected)

Building Capacity: 510 (est. 350 French Track/**160 English Track**)

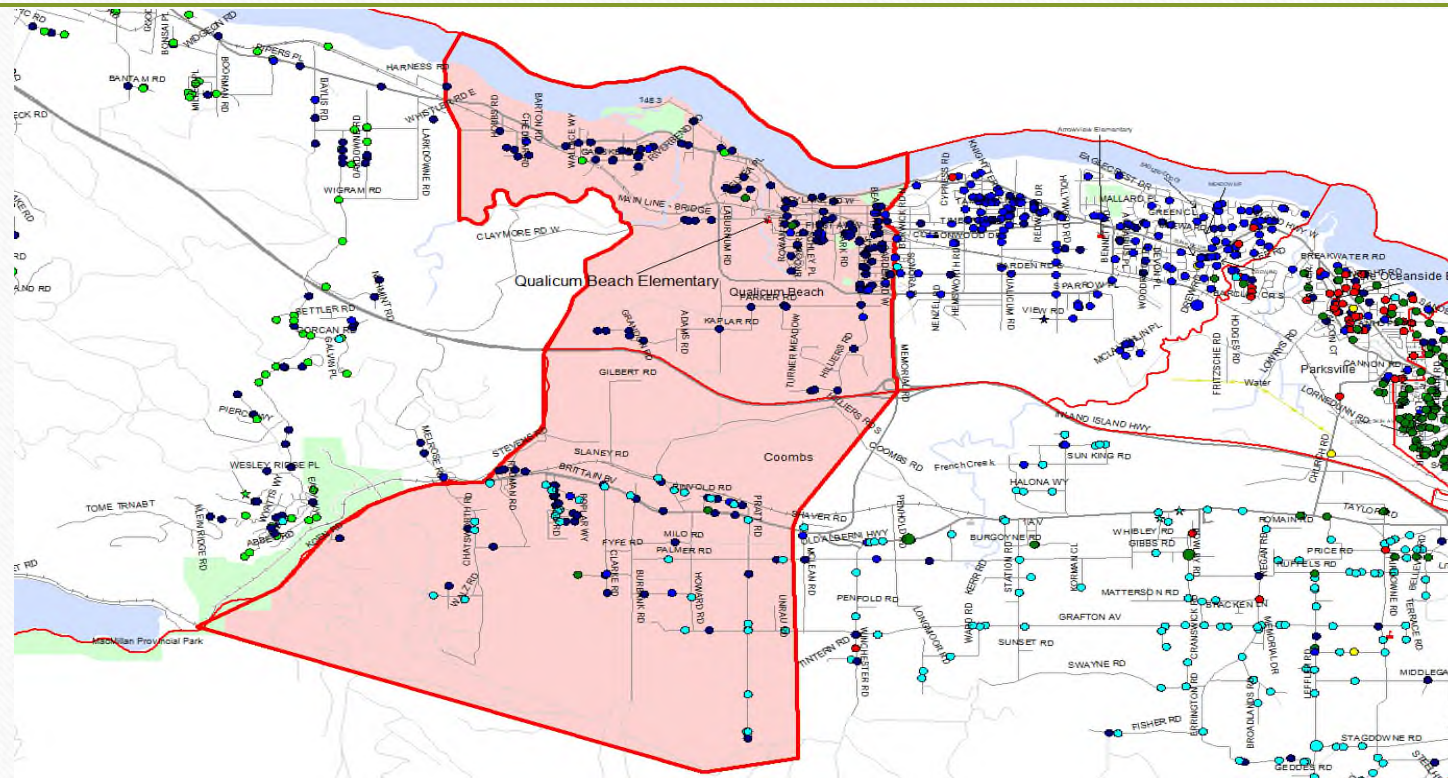
Current Enrolment: 350/**80**

# Realign Boundaries between Qualicum Beach and Errington Elementaries

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- When the French Creek Community School closed in 2014, the community wanted the school to stay together. To acknowledge this, the Board did not draw a boundary between “West Coombs” and the Hilliers/Whiskey Creek area.
- However, ride times at the west end of the catchment can now exceed 50 minutes for some students, which could be reduced by approx. 50% with transfers to QBES
- Qualicum Beach Elementary has capacity for these students if they all wish to move
- Errington’s population will be bolstered by the introduction of their new daycare programs and by reducing the cross-boundary approvals to other sites, including Springwood Elementary

# Qualicum Beach Elementary Catchment Map (Proposed)



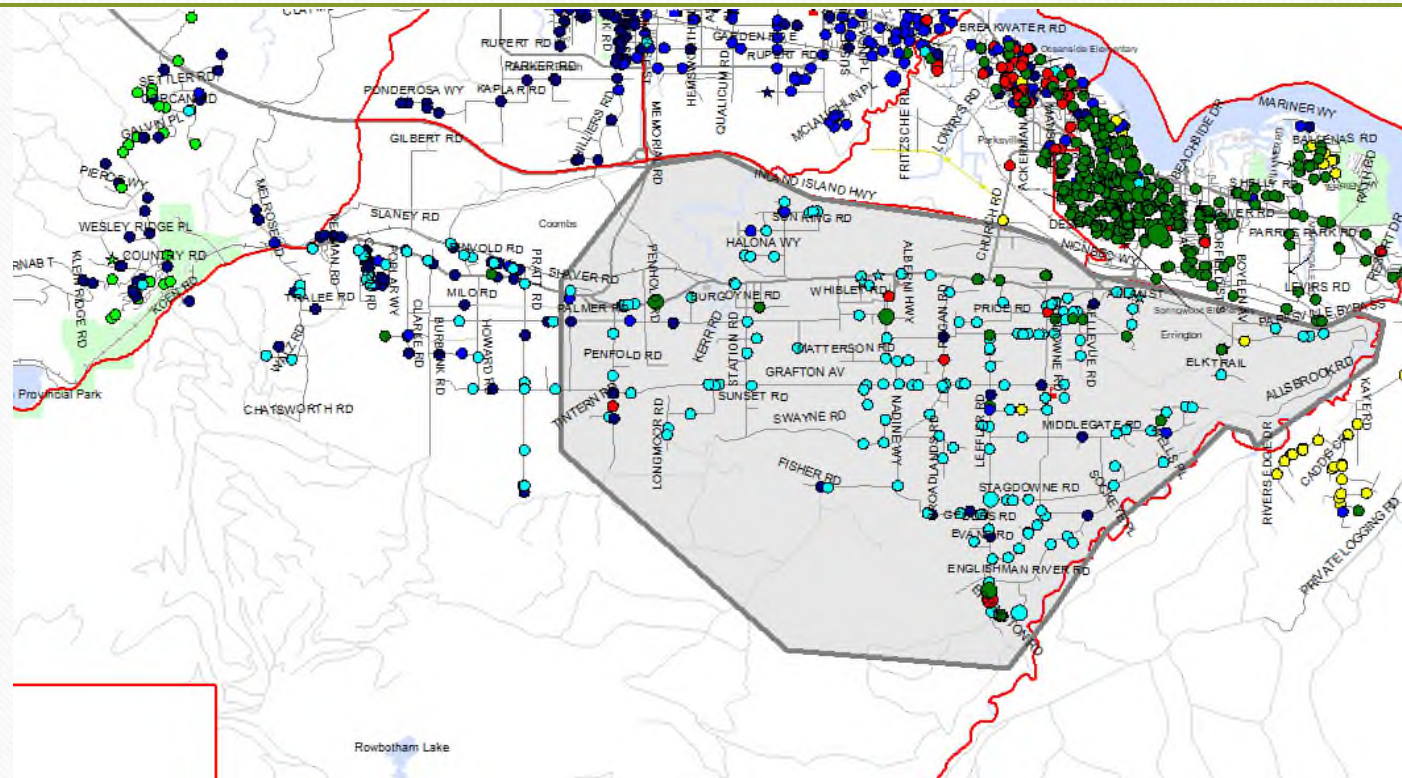
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>K-7</b>	<b>8-12</b>	<b>K-12</b>
Qualicum Beach Elementary	24	24	21	24	23	24	21	34	195	0	195
Errington Elementary	3	3	5	11	6	2	9	5	44	0	44
Arrowview Elementary	2	3	5	3	5	6	0	2	26	0	26
Bowser Elementary	1	0	0	1	1	0	1	0	4	0	4
Springwood Elementary	0	1	2	0	0	1	0	0	4	0	4
<b>Total by Grade</b>	<b>30</b>	<b>31</b>	<b>33</b>	<b>39</b>	<b>35</b>	<b>33</b>	<b>31</b>	<b>41</b>	<b>273</b>	<b>0</b>	<b>273</b>

### Qualicum Beach Elementary (Potential Projected)

School Capacity: 440

Current Enrolment: 387 (including 75 BES students not counted in above +others)

# Errington Catchment Map (Proposed)





	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>K-7</b>	<b>8-12</b>	<b>K-12</b>
Errington Elementary	23	26	28	25	26	40	31	30	229	0	229
Qualicum Beach Elementary	1	3	3	2	3	6	2	3	23	0	23
Springwood Elementary	2	2	1	4	1	2	3	5	20	0	20
Arrowview Elementary	1	0	2	2	1	1	3	1	11	0	11
École Oceanside Elementary	0	1	0	1	2	0	0	2	6	0	6
Nanoose Bay Elementary	0	0	0	0	1	1	2	0	4	0	4
<b>Total by Grade</b>	<b>27</b>	<b>32</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>50</b>	<b>41</b>	<b>41</b>	<b>293</b>	<b>0</b>	<b>293</b>

### Errington Elementary Enrolment (Potential Projected)

School Capacity: 365

Current Enrolment: 285

# Potential Phase Two Considerations:

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- Adjust Pym Street boundary east to reduce Springwood Elementary catchment further
- Move San Pareil neighbourhood to Nanoose Bay Elementary to reduce Springwood catchment further
- Adjust the Qualicum Road boundary east to reduce the Arrowview catchment
- Move Columbia Beach neighbourhood to École Oceanside Elementary to reduce the Arrowview Elementary catchment
- Move the secondary school boundary east to reduce the Ballenas Secondary catchment



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School District 69  
(Qualicum)

Thank You!

Questions and  
Comments:



## DRAFT Local School Calendar 2022 – 2023

Designation	2022-2023
Days in Session	
Days of Instruction	
Instructional Hours Kindergarten	
Instructional Hours Elementary	
Instructional Hours Secondary	
Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only	Tuesday, September 6
Ballenas and Kwalikum Secondary First day for grades 9-12 students	Wednesday, September 7
Pro-D Day - Non-instructional Day	TBC Monday, September 26 <b>OR</b> Thursday September 29
<b>National Day of Truth &amp; Reconciliation</b>	<b>Friday, September 30</b>
Thanksgiving Day	Monday, October 10
Conferencing Adjustment - Non-instructional Day	Thursday, October 20
Provincial Pro-D Day - Non-instructional Day	Friday, October 21
Remembrance Day	Friday, November 11
Winter Vacation Period	December 19 to January 2
Schools Reopen after Winter Vacation	Tuesday, January 3
<b>District-Wide Planning Day – Non-instructional Day</b>	<b>Monday, January 30</b>
Secondary Semester Two Begins	TBD
Provincial Pro-D Day - Non-instructional Day	Friday, February 17
BC Family Day	Monday, February 20
Spring Vacation Period	March 20 to March 31
Schools Reopen after Spring Vacation Period	Monday, April 3
Good Friday	Friday, April 7
Easter Monday	Monday, April 10
School-Based Pro-D Day - Non-instructional day	Thursday, May 18
Conferencing Adjustment- Non-instructional day	Friday, May 19
Victoria Day	Monday, May 22
Final Day for Students - Schools dismiss three hours early	Thursday, June 29
Administrative Day - Non instructional Day	Friday, June 30

DRAFT February 22, 2022



## **DRAFT False Bay School Calendar 2022-2023** (with 10 altered Fridays)

Designation	2022-2023
Days in Session	
Days of Instruction	
Instructional Hours Elementary	
Instructional Hours Secondary	
Schools open - Regular start time and schools dismiss three hours early. Ballenas & Kwalikum Secondary – Grade 8’s only	Tuesday, September 6
Ballenas & Kwalikum Secondary - First day for Gr 9-12	Wednesday, September 7
Professional Development Day - Non-instructional Day	<b>TBC</b> Monday, September 26 <b>OR</b> Thursday September 29
<b>National Day of Truth &amp; Reconciliation</b>	<b>Friday, September 30</b>
Thanksgiving Day	Monday, October 10
Conferencing Adjustment - Non-instructional Day	Thursday, October 20
Provincial Pro-D Day - Non-instructional Day	Friday, October 21
<b>ALTERED FRIDAY</b>	<b>FRIDAY, NOVEMBER 4</b>
Remembrance Day	Friday, November 11
<b>ALTERED FRIDAY</b>	<b>FRIDAY, NOVEMBER 25</b>
<b>ALTERED FRIDAY</b>	<b>FRIDAY, DECEMBER 9</b>
Winter Vacation Period	December 19 to January 2
Schools Reopen after Winter Vacation	Tuesday, January 3
<b>ALTERED FRIDAY</b>	<b>Friday, January 13</b>
<b>ALTERED FRIDAY</b>	<b>Friday, January 27</b>
<b>District-Wide Planning Day – Non-instructional Day</b>	<b>Monday, January 30</b>
Secondary Semester Two Begins	<b>TBD</b>
<b>ALTERED FRIDAY</b>	<b>Friday, February 10</b>
Professional Development Day - Non-instructional Day	Friday, February 17
BC Family Day	Monday, February 20
<b>ALTERED FRIDAY</b>	<b>Friday, February 24</b>
<b>ALTERED FRIDAY</b>	<b>Friday, March 10</b>
Spring Vacation Period	March 20 to 31
Schools Reopen after Spring Vacation Period	Monday, April 3
Good Friday	Friday, April 7
Easter Monday	Monday, April 10
<b>ALTERED FRIDAY</b>	<b>Friday, April 21</b>
<b>ALTERED FRIDAY</b>	<b>Friday, May 5</b>
School-Based Pro-D Day - Non-instructional day	Thursday, May 18
Conferencing Adjustment - Non-instructional day	Friday, May 19
Victoria Day	Monday, May 22
Final Day for Students - Schools dismiss 3 hours early	Thursday, June 29
Administrative Day - Non-instructional Day	Friday, June 30



# SCHOOL DISTRICT No.69 (QUALICUM)

**Date:** February 22, 2022  
**To:** Board of Education  
**Prepared by:** Ryan Rehill and Joe Snyder  
**Name:** District Hockey Academy (multi-year) – KSS and BSS based cohorts

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## **PROGRAM DESCRIPTION:**

The hockey program is a program of choice. Students select this program through their school counsellor and be enrolled in a designated class in their school: a Board Authority Approved Hockey Course or Physical Health Education. Students will also be able to, through Careers, Career Life Education and Career Life Connections extend their learning into fields like sports excellence, coaching, leadership and refereeing. This class would be offered inside the regular school day, within the school timetable, and would include two sessions a week on ice at Oceanside Place. Students would receive on-ice instruction as well as tactical training, fitness, nutrition, leadership and mentorship components that will occur in off-ice sessions.

## **CONNECTION TO STRATEGIC PLAN**

This program fully supports the School District's Strategic Priority of *Student-Centered Learning (Learner Focused)*. This program will expand opportunities for students to have input and choice in learning experiences. It also encourages healthy living and physical activity. Hockey is a passion for many students in the Oceanside which improves their connection to school.

## **BACKGROUND**

The hockey program has been operating in SD 69 for several years. The class provides the opportunity for students to improve specific hockey skills and drills. The class would run in the first semester of the 2022-2023 school year based on an enrollment of at 20-24 students in each cohort. The SD69 Hockey School has found a niche market of local students who love the game of hockey, including a high participation rate of female players and unique training for local goalies. While each cohort is based at KSS and BSS, it is open to all district students in grades 8-12.

## **PROGRAM ACHIEVEMENTS/INTENDED OUTCOMES/CURRENT GOALS**

The program is based on the five core skills as laid out by Hockey Canada (skating, passing, puck control, shooting, checking) and to utilize the Player Development Pyramid. Goaltenders also play a big part in this program and we will be providing for this through a dedicated Goalie Instructor. Mostly, this program is for students who love hockey and want to improve their skills.



# SCHOOL DISTRICT No.69 (QUALICUM)

## COSTS ASSOCIATED WITH OPERATING THE PROGRAM

This program has a standard user fee of \$500 per student for the semester. This fee includes ice time, coaching, equipment, a jersey and district transportation to and from the arena. The program fees are revenue neutral, and cover only the costs of the program as described. Teaching assignment is .14 for each school, one block for one semester.

## BUDGET (for each cohort)

### Revenue:

Students 20-24 x \$500	\$10 000 - \$12 000

### Expenses:

Additional Coaching (skating, goalie, skills)	\$3000
School Bus Transportation	\$2400
Oceanside Place Ice Rental	\$3400
Program Apparel \$25 per	\$500
Consumables	\$300
Equipment and Supplies	\$200
<b>Total:</b>	<b>\$9800</b>

## RECOMMENDATION/ACTION

We request that the Board of Education approve the District Hockey Program cohorts in Ecole Ballenas Secondary and Kwalikum Secondary.



# SCHOOL DISTRICT No.69 (QUALICUM)

**Date:** February 22, 2022  
**To:** Board of Education  
**Prepared by:** Darin Carmichael  
**Name:** ROAMS Outdoor Education Academy

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## **PROGRAM DESCRIPTION:**

ROAMS Outdoor Education Academy is a program of choice where students learn in a full day (extended days) high level outdoor skills and experiences. Students selecting the ROAMS program through their school counselor would be enrolled in six designated courses: Outdoor Education 11, Outdoor Education 12, BC First Peoples 12, Workforce Training Certificate 12, Leadership 11 (BAA), and Work Experience 12. The program would be offered inside and outside the regular school day and totals 800 hours of student/ teacher contact over the semester. This program offers certification in a ten-day, 80-hour, level 3 first aid course (OFA 3); a Bronze Medallion/Bronze Cross; Swiftwater Rescue Technician (SRT), Food safe; S100 Basic Wildfire Suppression; CORE (BC Hunter Training); Pleasure Boat Operator Certificate and either BC River Outfitters (BCROA) Raft Guide training or BC Sea Kayak Guide Alliance (SKGA) Level 1.

Students will learn multiple outdoor sports through progression not limited to rock climbing, ski/snowboarding, whitewater rafting/kayaking, surfing, canoeing, and mountain biking. Students will also have the potential to be certified in a number of industry recognized certifications, preparing them for entry into the workforce.

BC First Peoples 12 gives the opportunity to learn the diversity and depth of British Columbia's indigenous peoples. Students will learn about the languages, cultures, and history and the importance of reconciliation as First Peoples continue moving past and through colonialism. The unique nature of ROAMS field classroom settings allows students to learn about local First Nations at a deeper level.

Lastly, student learning will focus on an array of industry specific education including: sport specific goal-oriented fitness and nutrition, equipment repairs and maintenance, guiding, first aid and rescue, leadership, and mentorship components. Teachers responsible for the program will engage outside expertise as needed to add employer connections and meet the appropriate industry supervision ratio.

## **CONNECTION TO STRATEGIC PLAN**

This program fully supports the School District's Strategic Priority of *Student-Centered Learning (Learner Focused)*. This program will expand opportunities for students to have input and choice in learning experiences as well as encourage healthy living and physical activity. ROAMS makes School District 69's environmental goal a priority and embeds a focus on environmental stewardship and climate change into daily learning and





## SCHOOL DISTRICT No.69 (QUALICUM)

preparing for field experiences. Students are also able to learn job ready skills for the industry or postsecondary transition into outdoor programs.

### **BACKGROUND**

ROAMS has run as a successful and acclaimed district outdoor education program since 2014. Outdoor Career Prep and Adventure Tourism has a long successful history in Qualicum School District (SD69). From Allen Halverson at Ballenas from 1994-2013, Adventure Education at PASS, followed by ROAMS to the current offerings of Global ROAMS at both high schools and a junior program of Outdoor Pursuits offered at Ballenas. ROAMS is a rigorous, high demand program that works to build determination, resilience, grit, and personal responsibility. Historically, all students who have been in ROAMS have graduated from high school and the nature of the program allows leverage to complete any outstanding academic work at the home school.

Since 1994, the Ballenas Little Mountain Climbing Wall (BLMCW) has been open as a community service one evening per week for local families to enjoy safe, low cost activity. ROAMS has continued to operate this community service as a leadership exercise for students since 2014. BLMCW is an eight rope/route, 30-foot-high wall managed by ACMG (Assoc. Canadian Mountain Guides) credentialed employees of SD 69 and was one of the first indoor, school-based climbing gyms in Canada.

Our conversations with past students, students, industry professionals and other educators make it clear that ROAMS has been a special program that offers activities and certifications normally unavailable to public BC Secondary Schools. This has been a result of Board support and the skill level and vision of the outdoor educators in the district. When viewed through a lens of experiential education systems, ROAMS is unique across all of British Columbia, Canada or North America in terms of programming depth, and is more likely to be found at post-secondary institutes (i.e. TRU Adventure Guide Program) or private secondary schools.

### **PROGRAM ACHIEVEMENTS/INTENDED OUTCOMES/CURRENT GOALS**

The philosophy of the program is quite simple: Safe, Fun, Learn and Earn. Instill student engagement as a priority within the program and the students themselves. Apply safety protocols at the highest level under industry recognized standards. Always review and be open with near misses or chances to improve Best Practice. Establish the learning environment as a cohort-based model where students support and care for one another to build student success as much as student skill. Daily lessons are unique and interesting instead of simply going on an adventure. For example, students should be able to maintain and do basic repairs on equipment as well as ride it. Additionally, students should have the opportunity to know the employment options, certifications required, and make meaningful connections with employers.



# SCHOOL DISTRICT No.69 (QUALICUM)

## International Student Program (ISP)

students have brought an additional layer of depth to our program. Blending domestic and international students in the cohort-based program has been successful forming firm friendships, mentorship and broad skill levels. Financially this has proven beneficial to our program and district as the students enrolling for the ROAMS program come specifically for the unique ROAMS program.

## COSTS ASSOCIATED WITH OPERATING THE PROGRAM

**Staffing:** 1.0 (one semester) for program teacher, 30 days x \$415 = \$12 450 TTOC Coverage for second teacher

### Program Expenses:

Overnight Trips	\$10 000
Certifications	\$35 000
Activities	\$25 000
Guide Fee/Services	\$7900
Travel: Van 1 and 2, Truck and Ferry	\$10 000
Accommodation/Facility Rental	\$4000
Equipment/Supplies	\$4000
TTOC coverage for additional staff	\$12 450
Additional Optional Costs:	
• Wet suit \$150	
• Clothing \$15	
<b>Total</b>	<b>\$108 350</b>

### Revenue:

Student Fees 24 X \$2000	\$48 000
Additional Revenue: International Program Tuition and additional block count (6 courses instead of the usual 4 per semester)	
<b>Total</b>	

## RECOMMENDATION/ACTION

We request that the Board of Education approve the ROAMS Outdoor Education Specialty Academy.



## SCHOOL DISTRICT No.69 (QUALICUM)

**Date:** February 22, 2022  
**To:** Board of Education  
**Prepared by:** Heather Buckingham  
**Name:** Global ROAMS District Academy with cohorts at Ballenas and Kwalikum

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### **PROGRAM DESCRIPTION:**

The Global ROAMS program in School District 69 is an outdoor education academy available to students in grades 10-12. The approximate composition of the program will be 50% International students and 50% Canadian students. Students may select this program through their school counselor and complete an application form which may be submitted to Heather Buckingham at Ecole Ballenas Secondary School (BSS), or Ben Leggett at Kwalikum Secondary School (KSS). Students enrolling in this program will be enrolled in six different courses, including Environmental Science 11/12, Socials 11/12, PE - Active Living 10/11/12, Leadership 11/12, Outdoor Education 10/11/12 - part 1, and Outdoor Education 10/11/12 - part 2. These classes would be offered primarily during the regular school day and within the school timetable, although many days will require flexibility including early start times, late finish times, and overnight trips. Classroom space will be provided at PASS and BSS/KSS. Outdoor learning will take place at a variety of venues primarily on Vancouver Island, with the possibility of additional trips to the mainland.

### **CONNECTION TO STRATEGIC PLAN**

This program fully supports the School District's Strategic Priority of Student-Centered Learning (Learner Focused). Key strengths of this program include its focus on belonging, inclusion, connections (intercultural and Indigenous), and social/emotional well-being through a growth-oriented approach to all learning. In this environment, students will develop a global competency, focusing on:

- Helping new generations to care about and engage in global issues socially, politically, economically, and environmentally.
- Understanding the world beyond the immediate environment.
- Respecting the rights and dignity of others.

In addition, students will learn personal and social responsibility:

- Developing awareness and working collaboratively to build a positive, safe, and inclusive environment.
- Contributing to the community and caring for the environment through experiential learning - building relevant skills, knowledge and competencies.

All courses offered in this program are designed for students to earn credits leading towards a meaningful graduation.



## SCHOOL DISTRICT No.69 (QUALICUM)

### **BACKGROUND**

The Global ROAMS program has been operating in SD 69 for five years now. The program provides the opportunity for students to earn core academic course credits leading toward a meaningful graduation through experiential hands-on learning both in the classroom and outdoors. There is no outdoor education prerequisite for students to enter this program, and outdoor education opportunities provide basic instruction, support, scaffolding, and progression, delivered by highly qualified instructors and professional guides. The class will run for one semester at each school, either Spring or Fall, depending on coordination with other outdoor education programs to maximize equipment and resource availability that is shared between the programs.

With a 50/50 mix of Canadian and International students, there is a big focus on providing learning opportunities that focus on local, Indigenous and global perspectives. The Environmental Science course explores concepts including water use, land use, sustainability, and climate change. The Social Studies course may vary depending on the assigned teacher, and may include First Nations studies, Political studies, Social Justice, or History. PE - Active Living provides traditional and alternative recreational activities to promote healthy and active lifestyles that can continue beyond high school. Leadership opportunities are provided in collaboration with Environmental Science, Outdoor Education, and through special courses providing certification including basic First Aid and FoodSafe. Outdoor Education courses provide an introduction to and skill development within activities including but not limited to swimming, SUP, canoeing, kayaking, rafting, surfing, water safety skills, hiking, biking, rock climbing, caving, snowshoeing, cross-country skiing, alpine skiing/board, camping, land and snow safety skills.

### **PROGRAM ACHIEVEMENTS/INTENDED OUTCOMES/CURRENT GOALS**

The philosophy/goals of the program is for all students to develop strong leadership skills, a sense of community, as well as physical, mental, and emotional growth through outdoor education activities. The blended learning model of providing core academics and experiential outdoor learning opportunities allows students to pursue meaningful graduation credits outside the confines of a more traditional structure. This can help cater to a more diverse set of student learners and provide enhanced opportunities for students to learn, grow, and thrive.

### **COSTS ASSOCIATED WITH OPERATING THE PROGRAM**

This program has a standard user fee of \$750 per Canadian student and \$1250 per International student for the semester. This fee includes certification costs, equipment rentals, lift tickets, guide fees, food, and accommodation costs. Appendix A (attached) gives a cost summary for the program. The program fees are revenue neutral, and cover only the costs of the program as described.



# SCHOOL DISTRICT No.69 (QUALICUM)

## COST BREAK DOWN (for each cohort)

Staffing: 1.0 (one semester) for program teacher, .14 for Social Studies teacher and .3 of tour operator.

### Program Expenses:

Overnight Trips	\$10 000
Certifications	\$2700
Activities	\$8700
Guide Fee	\$6300
Transportation (truck) – part of ISP budget	\$1700
Transpiration (bus) – part of ISP budget	\$5000
Additional Optional Costs:	
<ul style="list-style-type: none"> <li>• Wet suit \$150</li> <li>• Clothing \$15</li> </ul>	
Total	\$34 400

### Revenue:

International Student Fees 12 X \$1250	\$15000
Student Fees 12 X \$750	\$9000
Additional Revenue: International Program and additional block count (6 courses instead of the usual 4 per semester)	
Total	\$24000

## RECOMMENDATION/ACTION

We request that the Board of Education approve the Global ROAMS Specialty Academy for District students with cohorts in Ecole Ballenas Secondary and Kwalikum Secondary.



# SCHOOL DISTRICT No.69 (QUALICUM)

**Date:** February 22, 2022  
**To:** Board of Education  
**Prepared by:** Shayne Volmers  
**Name:** Outdoor Pursuits 9 (ODP) Academy

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## **PROGRAM DESCRIPTION:**

The Outdoor Pursuits Program (**ODP**) is a cross-curricular outdoor focused cohort program where students learn and apply that knowledge in the outdoors connected to careers. This program is a half-day program that extends learning opportunities through Field Experiences in a variety of Outdoor experiences to introduce students to: rock climbing, canoeing, kayaking, hiking, overnight trips, caving, slacklining, fishing, surfing, archery, shooting, fish surveys, river safety, rafting, skiing, snowshoeing, snorkeling, and many other activities. The ODP program also often includes start and end times outside of the regular school day and includes numerous overnight experiences as part of the Outdoor Experiential learning model. Students receive many diverse types of outdoor experiences so they can discover outdoor opportunities that abound in our area. Students are highly engaged and passionate as they learn leadership and teamwork. The ODP program incorporates through a cross-curricular model, the learning outcomes from Math 9, Science 9, PE 9, PE 10, CLE 9, Leadership 10 and Foods 9 curriculum.

## **CONNECTION TO STRATEGIC PLAN**

This program fully supports the School District's Strategic Priority of *Student-Centered Learning (Learner Focused)*. This program will expand opportunities for students to have input and choice in learning experiences. It also encourages hands-on science and math, and career education opportunities, as well as healthy living, foods planning and management, and physical activity.

## **BACKGROUND**

The Outdoor Pursuits Program started in Springwood Middle School in 2002. It then moved to Oceanside Elementary School in 2011. It has now been at Ballenas Secondary School for 6 years, associated with a grade 9 cohort. Students in the grade 9 French Immersion cohort are also invited to join many of the outdoor experiences. The academy is linear and will run a half day in both semesters and outside the timetable. Every year, students have come from other districts to attend this unique program and it is an important draw to our catchment area.



## SCHOOL DISTRICT No.69 (QUALICUM)

### **PROGRAM ACHIEVEMENTS/INTENDED OUTCOMES/CURRENT GOALS**

The ODP program provides the opportunity for students who have an interest or experience in the outdoors to integrate experiential learning into their academic experience. This experience in the outdoors is with the intent of introducing students to the outdoor tourism industry which is the third most important sector to the BC economy. Outdoor Education is under-represented in the K to 12 education system, but has enjoyed considerable success in SD 69. The students are also introduced to a variety of beautiful and unique environments which gives students a significant and meaningful integration of environmental stewardship and protection. Students also have numerous First Nations interactions and authentic learning opportunities.

### **COSTS ASSOCIATED WITH OPERATING THE PROGRAM**

This program has a base fee of \$400 per student, due at the start of the academic year. ODP fees have been calculated through the past 5 years of keeping the program revenue neutral. The program has a strong history of being within a few hundred dollars of a cost neutral balance at the end of each year. This fee includes primarily district transportation around Vancouver Island, as well as: 3rd party facility costs and opportunities, consumable trip supplies, key food on major trips, and first aid supplies. Students also have two additional costs that are 3rd party driven to participate: 1) students have the opportunity to learn to ski, and visit both of Vancouver Island's ski hills, which is an additional \$200 to \$400 (due in January) depending on if students require rentals or not; 2) students have the opportunity to travel to two coastal marine trails where boat transportation is an additional \$200 a student (due in April). In support of Policy 7010 "No student shall be denied access to a program due to financial hardship.", students are given the opportunity to fundraise money through multiple firewood fundraisers to help offset and reduce the cost of the extra opportunities offered later in the year. The school also supports any students for whom money is an obstacle.

**Staffing:** Outdoor specific teacher: Shayne Vollmers, CYCW- BSS staff member with class 2 bus driver certificate with air.

**Teacher Certifications:** Extended Wilderness First Aid, with CPR-C and needle endorsement/ Swift water Rescue Cert/ ACMG Climbing Cert/ Alpine Avalanche Awareness Cert, Level 2/ Class 4 van driving license/ Canoe Instructor, Level 2 Cert/ VHF radio operator Cert/ trappers Cert/ Pal Cert/ CORE Cert/ Small Craft Operator license.

**Teacher Qualifications:** Significant personal experience and history in the backcountry environment. Current and active experience with all forms of outdoor experiences offered in ODP. Significant knowledge of regions, locations, sites to animate the various activities offered in ODP, and provide a safe, yet unique learning environment.



# SCHOOL DISTRICT No.69 (QUALICUM)

## COST BREAK DOWN

**Staffing: Teacher. .57; CYCW. .4**

### Program Expenses:

District Bussing	\$5000
District truck	\$1400
Mt. Cain	\$3700
5040 Cabin	\$350
Campsites	\$400
Camping and Access fees	\$1600
Food for major trips	\$1900
Consumable Equipment	\$600
First Aid Supplies	\$500
Mt. Washington	\$4700
Romper Room	\$800
Outdoor Climbing Guides	\$600
Wildside Trail Water Taxi	\$2500
Nootka Trail Water Taxi	\$1300
<b>Total</b>	<b>\$25 350</b>

### Revenue:

**Total Student Fees:** \$1000.00/ea

**Student Generated Fundraising:** Highly variable, but approx.: \$2000.00 to \$3000.00

**Total Student User Income:** \$26,000.00

**Student block count funding:** students receive an extra two courses outside the timetable.

### Bursary supplement for students who struggle to afford the program:

The budget for the ODP program is designed to be net zero or as close to zero as possible. A goal is in place that any additional amounts that are extra at the end of the year be put into a bursary for students where money is an obstacle to their participation in the program. A goal of \$250/year is proposed for this bursary starting in 2022-23.





## SCHOOL DISTRICT No.69 (QUALICUM)

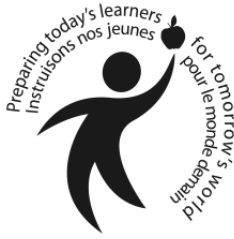
### **Additional District Supported Expenses:**

1. ODP specific and Outdoor Education Group Equipment updates and additions: Variable yearly, but average \$5000.00 a year. Sources of income for these purchases are from BSS accounts, District requests, PAC requests, community donations (BC Parks Society), and citizen donations. ODP students extensively use the equipment purchased by other Outdoor Education programs in the District.
2. Teacher and CYCW certifications, recertifications/renewals, and permits: Variable yearly, but average \$1500.00 a year. Sources of income are from BSS accounts, District requests.
3. Personal teacher equipment needed for lesson delivery: \$2000 a year. Sources of income are from BSS accounts, District requests.
4. Other considerations of expenses: Personal, teacher owned use of zodiac/motor, and 3 chainsaws. Sources of income are from ODP account and are charged a per diem rate.

### **RECOMMENDATION/ACTION**

We request that the Board of Education approve the Outdoor Pursuits Academy for students in Ecole Ballenas Secondary.

PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES



**Context**

The B.C. Ministry of Education Curriculum highlights “A curriculum that enables and supports increasingly personalized learning, through quality teaching and learning, flexibility and choice, and high standards.” Student choice and direction are necessary to support the curricular direction.

**Policy Statement**

The board supports personalized learning through the provision of Programs of Choice for students at all levels.

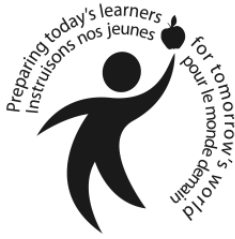
**Guiding Principles**

1. Students will be introduced to different subjects and disciplines on a course by course basis by attending discoveries, exploratories or taking locally developed and Board Approved courses throughout their educational journey.
2. To maintain high standards of teaching and learning, all programs of choice will be subject to the following criteria:
  - a. Be cost neutral to the School District over time;
  - b. Be compliant with all Ministry and School District requirements, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices;
  - c. Focus on building meaningful credentials for the BC Graduation Program;
  - d. Specify the enhancements that are being provided beyond regular programming;
  - e. Be fully equitable in regard to program enrollment and opportunity, without ability restrictions acting as a barrier to participation; and,
  - f. Be subject to periodic reviews to determine if the Program is meeting student needs and adhering to the requirements listed above.
3. Specialty Academies can be used to offer a Program of Choice that relies on user fees to provide its enhanced experiences, but they are subject to additional requirements listed in Ministry regulation 219/08 and in the Administrative Procedures for this policy.

**Definitions:**

*Programs of Choice* -- Courses of study beyond the regular classroom that provide opportunities for students to engage more deeply in areas of interest by extending the Ministry Curriculum. These programs are created by staff selected by students and/or their families as a means for a specialized learning experience.

*Specialty Academy* – A Program of Choice that meets the criteria established in Ministry regulation 219/08, and provides an enhanced experience for students requiring a student fee payment to be cost neutral to the School District.



**References:**

- Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies
- Building Student Success B.C's Curriculum  
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg\\_21908.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf)

**Dates of Adoption/Amendments:**

Adopted:

Amended:

DRAFT



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 507  
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

**PURPOSE**

1. The purpose of this administrative procedure is to set the requirements for programs and choice and specialty academies in School District No.69
2. This administrative procedure must be read in conjunction with the Policy 507: *Programs of Choice and Specialty Academies*.

**APPLICATION PROCESS**

Staff interested in providing a specialty academy at their school may, with their principal's approval, apply in writing to the Superintendent of Schools through the District Director of Instruction, before seeking approval from the Board of Education.

Applications must substantively address the following:

- Provide a rationale on the program's educational merits and/or avenue to support the District Strategic Plan that clarify the need for additional costs;
- Specify the enhanced experiences that will require user fees;
- Include a clear budget and proposed user fees;
- Have opportunities for bursaries or fee waivers in place so that cost is not a barrier to participation, as per [District Policy 703](#); and,
- Show clear alignment to Ministry Regulation 219/08.

**Minimum Enrolment**

While specialty academies may be approved without a roster, operating the program in a given year will typically rely on adequate subscription. Exceptions can be made on a one-year basis with approval from the Superintendent of Schools or designate.

**Reference:**

- Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies
- Board Policy 703 and Administrative Procedures: Student Fees and Band Rentals
- Building Student Success B.C's Curriculum  
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg\\_21908.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf)

**Dates of Adoption and Amendments:**

Adopted:



EMERGENCY PREPAREDNESS AND CLOSURES

**Context:**

Along with all levels of government, the Board recognizes that being prepared for various types of emergencies and responding appropriately is essential to maintaining a safe learning and working environment.

**Policy:**

The Board will develop and maintain a robust emergency preparedness plan and protocol that will include clear direction to all staff and students about preparing, training, rehearsing and reacting to emergencies. These plans and protocols will work together with the plans of local, regional, and provincial governments.

**Guiding Principles:**

The Board expects that:

1. The District Emergency Preparedness Plan will be maintained and regularly updated. This plan will work in collaboration with municipal/regional plans.
2. All schools and work sites will maintain and update a Site Emergency Preparedness Plan.
3. Training and rehearsal for emergencies will be on-going in each school and worksite.
4. Any potential emergency situation identified by the Health and Safety Committee will be included in the plans.
5. All employees will safeguard children under their care in the event of an emergency or school closure.
6. Parents/guardians will be fully informed of the plans in the case of an emergency, including school closures.

**References:**

- Emergency Management B.C. <https://www2.gov.bc.ca/gov/content/safety/emergency-management>
- Emergency Management Oceanside <https://www.emergencyoceanside.ca/>

**Dates of Adoption/Amendments:**

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: **2018.02.27**

**The Board of Education recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session, necessitating the need to implement appropriate plans and procedures to deal with such emergencies.**

**An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize the situation. Emergencies affecting schools District facilities, and/or District transportation services that may prohibit the intended uses for an**



EMERGENCY PREPAREDNESS AND CLOSURES

~~unspecified period of time may include earthquake, fire, flood, road closure, hazardous material accident/spill, threat to schools (i.e. bomb threat), violent physical incident or threat, school bus accident, and/or inclement weather.~~

~~All schools and work sites will develop, implement, and maintain a Site Emergency Preparedness Plan taking potential larger scale emergency situations into consideration. The District Emergency Procedures and Site Emergency Preparedness Plan will identify and outline the role of the affected staff in an emergent situation.~~

~~To this end, it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures in place at a specific work site and for the District, and to be prepared should an emergency occur. All School District 69 sites will follow the District Emergency Procedures and Site Emergency Preparedness Plan.~~

~~The Board of Education will endeavor to ensure that staff and students are trained in fundamental emergency procedures, and that District facilities are as safe as possible from hazards.~~

**References:**

- ~~Administrative Procedure: Emergency Preparedness~~
- ~~District Emergency Procedures~~

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ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7009 708

EMERGENCY PREPAREDNESS AND CLOSURES

Site Administrators, in cooperation with the appropriate authorities, shall have Emergency Preparedness Plan procedures in place to ensure the safety of staff and students. That plan should provide for the evacuation, care and reuniting of students with parents.

All employees shall be informed about the Site Emergency Preparedness Plan procedures to be followed at their worksite to ensure their safety and the safety of others.

At the beginning of each school year, parents shall be informed of the District Emergency Procedures and Site Emergency Preparedness Plan. This information will outline emergency procedures to be followed by staff and students in case of an emergency.

Emergency drills, including fire, earthquake, and lockdown, shall be undertaken in conformity with the District Emergency Procedures and Site Emergency Preparedness Plan.

The Board of Education will endeavor to ensure that each **district** school has sufficient staff trained in the following:

- a. emergency planning
- b. the reduction of hazardous conditions
- c. Basic First Aid, C.P.R. Systematic Search and Basic Rapid Building Damage Assessment.

If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the Site Emergency Preparedness Plan, then it shall be the responsibility of each worksite to obtain and maintain supplies in good order.

The Site Emergency Preparedness Plan must be easily identifiable and located in the main office of the worksite and any other locations that can be easily accessed by all site employees

The General Manager of Operations shall also develop an Emergency Preparedness Plan to address the safety of students and staff on school buses. Copies of this plan will be located at the Transportation Department Office, on each school bus and at each school.

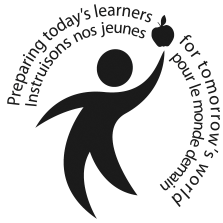
In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation.

In the event of an advance warning of an impending natural disaster or any other occurrence which is a threat to the safety of children in school, the following action will be taken:

- a. The Superintendent of Schools (or designate) and/or Principal shall order a school or school(s) to be locked down or closed.
- b. Parents will be notified in accordance with established school procedures.
- c. Students will be dismissed and a student release/transportation plan enacted.
- d. The General Manager of Operations shall be responsible for providing the immediate transportation of students.
- e. The Superintendent of Schools (or designate) shall immediately notify the public of the threat to student safety and the nature of the emergency.

**References:**

- Board Policy 7009 708: Emergency Preparedness
- *District Emergency Procedures*



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

**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7009 708**

**EMERGENCY PREPAREDNESS AND CLOSURES**

Page 2 of 3

**Dates of Adoption/Amendments:**

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: 2018.02.27



# Staff Emergency Procedures

## Lockdown

Used in response to an armed or dangerous assailant WITHIN the school.

### Lockdown

- Gather people in your vicinity into a secure room – do this quickly
- Close and secure doors
- Turn off lights, be quiet, get down low/behind heavy furniture, get out of sight
- Silence all cell phones and ask they be placed face down on floor
- Alert other occupants by any means available and/or call 911 - only if safe to do so

Or Leave Safe If no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.

\*Normal activities in the school cease. Await police response.

## Hold & Secure

Used if there is a security concern in the neighbourhood

Bring everyone into the school and remain inside

Secure exterior doors

Close exterior window blinds/drapes (if available)

No one may enter or exit the school during Hold and Secure

\*Typically normal activities continue WITHIN the school.

## Room Clear

Used to move people away from a hazard contained in one room/area

Direct students to leave the room/area and report to designated area (Ex. Library)

Summon assistance as needed and appropriate (Ex: call First Aid Attendant, Principal/Vice Principal, Maintenance Staff, 911)

\*Staff should remain to manage the situation arising or exit if the room is unsafe

## Shelter in Place

Used if an environmental hazard may impact the school

Bring everyone into the school and remain indoors

Secure exterior doors and windows

Close exterior window blinds/drapes (if available)

Turn off all ventilation systems (if locally available/situation dependent)

Staff designates will monitor access to the school via the main entrance.

Access may be denied if a risk exists that jeopardizes the safety of occupants

\*Typically normal activities continue WITHIN the school

## Evacuate

Used to move people out of the school when a hazard exists inside

Direct students and other staff to exit the school via the shortest safe route

Report to and assemble outside at the designated assembly site

\*Principal or designate will determine next steps

## Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school

Quickly move away from obvious hazards

**Drop** - low to the ground

**Cover** - take Cover under a sturdy table, desks, furniture, or other large sturdy items

**Hold On** - to the furniture you are under and stay there until the shaking stops

After the shaking stops, wait 60 seconds and then Evacuate via the shortest safe route

Report to and assemble outside at the designated assembly site

\*Principal or designate will determine next steps

## EMERGENCY TERMINOLOGY QUICK REFERENCE

### SCHOOL DRILLS

- **Fire**
  - 6 drills/year as follows:
    - 3 drills before end of January
    - 3 drills after the beginning of February
  - Note: actual alarms and false alarms count as drills
- **Earthquake**
  - 3 drills/year
- **Lockdown**
  - 3 drills/year
  - 1 staff only (optional)
  - 2 with staff and students
- **Hold & Secure + Shelter in Place**
  - 1 review of procedure/year
  - Process of securing school exterior is to be rehearsed by Principal/VP and staff only

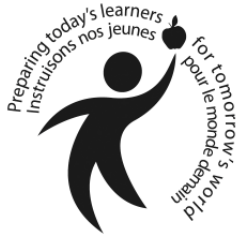
### FOR MORE INFORMATION CONTACT

Gillian Wilson  
Safe Schools Coordinator  
email: [gwilson@sdfis.bc.ca](mailto:gwilson@sdfis.bc.ca)  
office: 250-954-3078

### EMERGENCY ASSEMBLY AREA

This Site's Assembly Areas:





HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

**POLICY**

~~The Board of Education will ensure that an Occupational Health and Safety Program is established, maintained, monitored and reviewed in accordance with legal and regulatory requirements and also ensure that all reasonable steps are taken by the School District to prevent injury and ill health.~~

**Context:**

Provincial standards through The School Act, WorkSafe BC and Labour Agreements insist that a work/learning place be safe and healthy for all. Consistently working to maintain high quality of safety and health lead to more secure and productive work/learning environments. These principles are consistent within other District policies regarding personnel (600), respectful workplaces and attendance support (603); and for students safe, caring and inclusive school communities (700), and student discipline (701)

**Policy Statement:**

The Board of Education recognizes that the health and safety of all employees and students is of primary concern and is therefore committed to providing a safe working and learning environment. We strive to provide excellence in maintaining health and safety in our work/learning spaces.

**Guidelines:**

1. All Health and Safety programs enacted through contractual and WorkSafe regulation will be established, monitored and reviewed.
2. All reasonable steps will be taken to prevent injury and ill-health.
3. As a community, we will promote health and safety in accordance with provincial health guidelines and expectations.
4. All biohazards will be identified and handled according to the Biohazard Exposure Plan – Safe Removal of Sharps Needles.
5. Facilities maintenance and upgrading will consider enhancements that increase the health and safety for workers and learners.
6. Anyone who disrupts the safe proceeding of a school a school or school function will be subject to section 177 of the School Act (Maintenance of Order).

**Reference:**

- Administrative Procedure to Board Policy ~~8004~~ **801**: Health and Safety in the Workplace
- The School Act Section 177 (maintenance of Order)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_11#section177](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_11#section177)

**Dates of Adoption/Amendments:**

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**



**HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**

**PURPOSE**

1. The purpose of this procedure is to set out the roles and responsibilities for health and safety within the School District.

**KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY**

**Health and Safety Program**

2. A health and safety program is designed to provide a safe and healthy working and learning environment through a practical system of procedures and practices for:
  - a. the prevention and elimination of hazards to people (employees, students and members of the public), equipment and property damage, machinery and environment;
  - b. situations which will assist and enable all employees to work at minimal risk to themselves, fellow workers, students and members of the public;
  - c. providing reliable information so employees can successfully fulfill their health and safety responsibilities;
  - d. providing a consistent approach to health and safety throughout the School District;
  - e. establishing health and safety standards as a baseline for evaluating the School District's performance against legal and regulatory requirements;
3. A formal health and safety program is required when an employer has 50 or more employees. Core components of a health and safety program include:
  - a. Occupational Health and Safety policy;
  - b. regular inspections;
  - c. written instructions;
  - d. management meetings;
  - e. investigations;
  - f. records and statistics;
  - g. instructions and supervision of workers.

**Incident Prevention**

4. Incident prevention is the process of reducing or eliminating behaviours and/or conditions that have the potential to cause injury, harm or property damage within a workplace and learning environment.

**Due Diligence**

**HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**



5. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.
6. When applied to health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the working and learning environment. This duty also applies to situations that are not addressed elsewhere in the Occupational Health and Safety legislation.
7. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

**ROLES AND RESPONSIBILITIES**

8. The Board of Education will take all reasonable steps to:
  - a. endeavor to provide and maintain a healthy and safe working and learning environment;
  - b. establish the policy governing the health and safety program;
  - c. provide direction to the Superintendent of Schools regarding the development and implementation of the School District's health and safety program.
9. The Superintendent of Schools is responsible for:
  - a. delegating an annual review of the health and safety program;
  - b. ensuring that the District Leadership Team has awareness of the health and safety program;
  - c. ensuring that the health and safety program is being effectively implemented across all sites.
10. The General Manager of Operations, under the direction of the Secretary Treasurer, has overall responsibility for health and safety in the School District and will take all reasonable steps to:
  - a. Initiate activities and programs which will ensure compliance of the School District with all WorkSafeBC requirements;
  - b. make funding recommendations to the Board of Education in order to ensure a safe working and learning environment;
  - c. ensure that School District land, premises and property is maintained in a manner that ensures the health and safety of persons at or near the workplace;
  - d. ensure that any contractor at a worksite is supplied with any information that is necessary to identify and control hazards;
  - e. ensure that adequate standards, procedures and working practices for maintenance of buildings and equipment and for the performance of all potentially hazardous tasks are established;
  - f. ensure adequate instruction, training and education takes place for all staff;





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801

HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- f. ensure that all incidents are investigated to determine causation, that an accident report form is completed, along with a written accident investigation report where required, and that these documents are forwarded to the Health and Wellness Coordinator and the Site Health and Safety Committee;
  - g. as required by collective agreements, documents will be forwarded to MATA or CUPE Local 3570
  - h. establish, maintain and update safe work procedures;
  - i. ensure regular maintenance is carried out on equipment and machinery;
  - j. enforce the use of safeguards, safety appliances, and devices, including the wearing of personal protective equipment;
  - k. encourage incident, accident and hazard reporting;
  - l. carry out regular inspections within their designated areas on site in accordance with the health and safety program;
  - m. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
13. All employees will:
- a. comply with all health and safety directives and regulations;
  - b. perform all tasks using safe work procedures required to ensure minimum risk of injury or accident to themselves and to others;
  - c. report all injuries, incidents and accidents to their supervisor and assist in completing the appropriate report forms;
  - d. wear and / or use personal protective clothing and equipment, as well as safeguards, safety appliances and devices, as required;
  - e. ensure that their ability to work is not impaired;
  - f. refuse to do unsafe work that they have reasonable cause to believe would create an undue hazard to the health and safety of any person.
  - g. report all health and safety hazards to their supervisor, including the absence or defect in any protective equipment, device or clothing;
  - h. not remove, impair or render ineffective any safeguard provided for protection;
  - i. model and practice a responsible attitude toward health and safety on the job and not engage in horseplay;
  - j. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulation; and,
  - k. cooperate with the members of the Joint Site Health and Safety Committee.



**HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**

14. All students are expected to:
  - a. comply with rules, policies and codes of conduct in order to maintain a safe and healthy environment conducive to learning;
  - b. use safe actions in schools, on school property and at school events
  - c. maintain a safe and healthy environment and report unsafe conditions.
  
15. Contractors and sub-contractors will:
  - a. report to the school office upon first entry to a school property;
  - b. comply with applicable health and safety legislation;
  - c. make arrangements with the General Manager of Operations concerning emergency procedures;
  - d. immediately correct any unsafe condition or acts observed in their jurisdiction and report any out of their jurisdiction;
  - e. providing education, training and enforcing the use of applicable personal protective equipment;
  - f. report of all incidents and injuries; investigate and report the findings of all lost time and serious incidents to their representative;
  - g. cooperate with all safety representatives having jurisdiction on their job site;
  - h. maintain good housekeeping;
  
16. Visitors, suppliers and consultants will:
  - a. report to the school office upon first entry to a school property;
  - b. participate and comply with health and safety directives received from the site administrator;
  - c. comply with the School District's health and safety rules;
  - d. wear adequate personal protective equipment as necessary;
  - e. report any unsafe acts or unsafe condition to the site administrator which could have any negative health and safety consequence; and,
  - f. report any injury sustained on School District 69 property or premises.
  
17. Enforcing the Health and Safety Program  
Members of the District Leadership Team will monitor and enforce the health and safety program along with associated activities, safety rules and administrative procedures, including responding appropriately to any person who fails to comply with WorkSafe BC health and safety regulations or the school district safety procedures.



**HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**

18. Review of the Health and Safety Program

The health and safety program and the related policy and administrative procedure will be reviewed at least annually and published in part or as a whole, when required.

**Reference:**

- Board Policy 801: *Health and Safety of Employees in the Workplace*

**Dates of Adoption and Amendments:**

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801  
HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

SECTION 177 – EXCLUSION ORDER

**Purpose**

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the principal or other school administrator to direct a person to leave school property, and prevents the person from returning without prior approval of the principal or administrator. It also enables the principal or administrator to call for assistance from law enforcement if necessary. If a person contravenes this section of the *School Act*, he or she commits an offence. The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff. Section 177 may be used, for example, to prevent a stranger who presents a threat to student safety from accessing school property. However, there may also be circumstances where persons associated with the school, such as parents, employees, or volunteers, are denied access to school property under section 177. It is important to note that this section is intended to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

The Board of Education is responsible for establishing and communicating procedures for application of section 177 of the *School Act* within School District 69.

**Guidelines**

Section 177 exclusion orders may be issued in circumstances where a person of authority with the school district determines that a person's actions:

- Pose a risk to the safety of students, staff or others in the school community
- Present significant and ongoing disruption to the educational programs offered by the school

Those persons within the school district who have authority to direct individuals to leave school property under the terms of section 177 of the *School Act* within School District 69 are:

- Superintendent
- Assistant Superintendent
- Directors or Managers
- Principals and Vice-Principals

**Procedures to be followed when a person is excluded from school property under the terms of section 177 of the *School Act*:**

1. Where practicable, seek approval of the Superintendent or Assistant Superintendent prior to issuing a section 177 exclusion order.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801

### HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Page 2 of 2

2. If necessary, call for assistance from the RCMP if the person refuses to leave the grounds or premises after being directed to do so or if there is reason to be concerned about a threat from the individual.
3. Report the incident to the Superintendent or Assistant Superintendent.
4. Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal (A template letter for use by authorized staff is available on the District Sharepoint site).
5. **Prepare a report on the incident/s, including the following information at a minimum:**
  - Name of school
  - Date, time, and location of incident or incidents
  - Description of incident or incidents (i.e. what happened, who was involved, etc.)
  - Name (and contact information, when possible) of person excluded under section 177
  - Name of principal or other authorized staff member who directed the person to leave school property
  - Length of exclusion
  - Date for review of decision to exclude
  - Means of delivering the exclusion order letter
  - RCMP file number for incident (if a file was opened by the RCMP) and name of the attending officer
  - Name of person completing document
6. Submit a copy of this report to the Administrative Assistant to the Superintendent.
7. File a ***Schools Protection Program*** incident report.

#### **Process for appealing an exclusion order issued under the terms of section 177 of the *School Act*:**

1. An individual who receives an exclusion order may appeal that decision through the process outlined in ***Board Policy 6005 - Resolution of Concerns***. Such an appeal would begin at Step 3 – School District Review.
2. The School District is subject to the ***Freedom of Information and Protection of Privacy Act***. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at [www.sd69.bc.ca](http://www.sd69.bc.ca).

#### **References:**

- *School Act: Section 177*
- *Board Policy 6005: Resolution of Complaints*
- *Board Bylaw 5: Board Appeals*



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801  
HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

**BIOHAZARD EXPOSURE CONTROL PLAN**

**Purpose**

SD69 Employees and volunteers have a responsibility to report to their site supervisor or designate any discarded sharps/needles encountered on the school grounds and surrounding area of the site. This is to ensure that the students, employees and public are not placed at risk by coming into contact with such objects. After reporting the sharp/needle to supervisor, a call is to be placed to the Operations Department (250-248-2067).

It will generally be the responsibility of the Operations Department to pick up and dispose of such hazardous items; however, in an emergent situation where it is determined that the sharp/needle needs to be removed immediately, the supervisor (if trained in Sharps removal protocols) may remove the sharp/needle using the school Bio-Hazardous Materials Kit following the steps outlined below.

Schools and worksites are to follow these sharp/needle handling procedures and have the proper Sharps Container, protective equipment and understanding before attempting to pick up a sharp/needle.

Follow these steps to pick up improperly discarded sharps/needles and other items that could carry HIV, the Hepatitis B and C viruses as well as residual drugs (i.e. fentanyl):

1. Secure the location so that students, staff or public do not have access to the area
2. Retrieve a Bio-Hazardous Materials Kit from the office or first aid room and get the disposable waterproof gloves and a proper sharps container ready.
3. Put the gloves on. **DO NOT** pick-up the sharp/needle with your hands even while wearing the disposable waterproof gloves.
4. Place the Sharps Container next to the sharp/needle or other bio-hazardous item; **DO NOT** hold the container in your hand or you might accidentally jab yourself.
5. Use the tongs provided in the kit to pick up the sharp/needle (or other hazardous item) and place it in to the Sharps Container with the pointed end first and away from you. **DO NOT** insert your fingers into the opening of the container and keep your free hand out of the way.
6. If more than one sharp/needle or bio-hazardous item is found at a time, you may use the same disposable container.
7. Remove and discard the gloves and wash your hands with soap and water or with the antiseptic wipes available in the kit.
8. Once your kit has been used it must be properly disposed of by the Operations & Maintenance Department
9. The Operations & Maintenance Department will provide a new kit when the used kit is picked up for disposal.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801 HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Page 2 of 3

10. The employee removing the sharp/needle is to file a report (including the location where the sharp/needle or bio-hazardous item was found) with the Site Safety Committee.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801  
HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE**

A Bio-Hazardous Materials Kit includes:

- A proper Sharps Container
- Disposable waterproof gloves
- Small blue disposable tongs
- Antiseptic wipes
- The sharps/needles handling procedures.



These one-time-use kits are to be made be available in the office at each SD69 facility.

**Dates of Adoptions and Amendments:**

Adopted: 18.11.27

**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 propaganda 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](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](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](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](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](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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7140 706

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

**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](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](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: \_\_\_\_\_

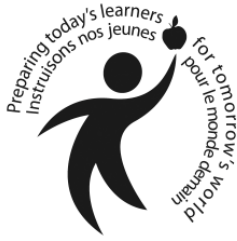
Sibling names, ages and schools, if known: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







## **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;



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 603 –  
**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**

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



## SCHOOL DISTRICT No. 69 (QUALICUM)

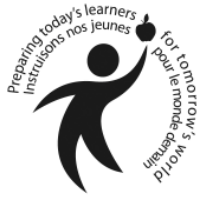
### ADMINISTRATIVE PROCEDURES TO BOARD POLICY 603 –

### EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

Page 5 of 5

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

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**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](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**





**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 30<sup>th</sup> 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 30<sup>th</sup> 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/  
DISTRICT BUS TRANSPORTATION

- 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**

DRAFT



SD69 QUALICUM

**Finance & Operations Committee of the Whole Report**  
**Monday, February 14, 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. Fundraising - Oceanside Community Track at Ballenas**

Trustee Young provided an update of the fundraising activities of the Committee. It was reported that the committee will be creating a charitable society for the purposes of raising funds and allowing for independence from the School District when applying for grants. It will be called the Oceanside Community Track Society. Next meeting is planned for February 23.

**b. Letter re Child Care from Ministers Whiteside and Chen**

Secretary Treasurer Amos provided a background to the recent announcement that child care will move to the portfolio of Minister of Education starting April 2022. It was shared that this transition was known and planned for beginning 2 years ago with Legislation and Policy being changed to prepare for the move. Associate Superintendent Wilson also provided some background on how the Seamless Day and Childcare (two different initiatives by government) fit well into the instruction day provided for children.

- **Child Care Projects Update**

Assistant Secretary Treasurer Hung provided a financial update on the Seamless Day program running at Errington Elementary. Some discussion on the program as being one of 24 pilot programs that the Ministry initiated for 20/21 and 21/22. It was reported that staff continues to learn from the pilot including the delivery of the program and the administrative needs.

- The newly opened Arrowview Kids Club expense to build was also reviewed. The District received a \$1.6M grant from the Ministry to build this facility.

#### 4. ITEMS FOR DISCUSSION

a. **2022/2023 Annual Budget Survey Update**

Secretary Treasurer Amos shared some early information that has been received after 2 weeks of the survey being open. It was reported that there have been 86 respondents with a large portion (58%) of those being parents. The survey will continue until at least the end of February with it being extended if necessary.

b. **Long Range Facilities Planning Update**

Superintendent Jory provided an update on the planning work to date. The 2 townhall events have been well supported with good discussion on the topics presented. It was shared that the Board would be given some areas to consider at the next Board meeting in order to provide as much information and communication to the district as possible. It was recognized that the most pressing concern is the overcapacity at Springwood Elementary.

c. **Zero Carbon School Proposal**

Trustee Kurland introduced the concept of a Zero Carbon project that was discussed at a recent CAT Force meeting. It was shared that the district could support this project and that more would be shared at the Board meeting. The committee felt the idea had merit so supported it moving to the Regular Board meeting for further discussion.

d. **Funding Requests to Ministers of Education and Environment and Climate Change Strategy**

Trustee Austin provided a background to this request of support. The recent CAT Force meeting discussed the need for additional funding to support zero carbon projects and felt it was necessary to ask both federal and provincial governments to act on their own commitments for Climate Action. The committee supported moving the motion on to the next Regular Board meeting.

#### 5. RECOMMENDATIONS TO THE BOARD OF EDUCATION

**THAT** the Board of Education of School District 69 (Qualicum) begin the process of creating a “zero carbon” educational site in School District 69. The process would include, but not be limited to:

- Analysis of Prism data and recommendations
  - Identification of a site for this pilot project, possibly new construction, renovation or retrofits to existing buildings.
  - Costing and potential funding and financing options.
  - Educational opportunities for students, staff and the community; and,
- though one site may be identified as a zero carbon project, retrofits and renovations going forward at all sites would work towards being zero carbon ready. The long term goal is the creation of all learning sites to be zero carbon.

**THAT** the Board of Education of School District 69 (Qualicum) SD69 write letters to provincial and federal bodies reminding them of their commitments to climate action and requesting that resources be made available to help move all school districts in BC to zero carbon facilities. Though targets at both levels of government are to be in place by 2050, the letter would request an expedited process and a target of much sooner than 2050. The federal-provincial Pan Canadian Framework on Clean Growth Climate Change (PCF) calls for all new buildings to be Net-Zero Energy Ready (NZEr) by 2030. This concept could be expanded to include all buildings.

**6. INFORMATION ITEMS**

**a. Revenue Sources**

Secretary Treasurer Amos provided a financial update on the International Student program with information on the revenues and expenditures and the contribution it makes to other programming within the district.

**b. Capital Planning Update**

GM of Operations Dempster shared recent information on the ongoing capital work within the District. While the 22/23 capital plan submission is still being reviewed with an expected announcement in March, he was able to share that there will be more funding for CNCP projects in 22/23. He also shared that he continues to be hopeful on our being able to replace a problematic bus earlier than usual.

**7. FUTURE TOPICS:**

**i. Revenue Sources - Rentals**

**8. NEXT MEETING DATE:**

**Tuesday**, April 19th at 10:30; Via Zoom (date change due to Easter weekend)

**9. ADJOURNMENT**