



REGULAR BOARD MEETING AGENDA

TUESDAY, JUNE 28, 2022
6:00 PM
VIA ZOOM

Join Zoom Meeting

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

Meeting ID: 647 9434 4669

Passcode: 961900

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

Recommendation:

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

4. APPROVAL OF THE CONSENT AGENDA

- | | | |
|----|---|---------|
| a. | Approval of Regular Board Meeting Minutes: May 24, 2022 | p 1-11 |
| b. | Ratification of In Camera Board Meeting Minutes: May 24, 2022 | p 12 |
| c. | Receipt of Ministry News Releases | |
| | • ChildCareBC's New Spaces Fund open for new applications | p 13-16 |
| | • Minister's statement on graduation week | p 17 |
| | • Public feedback helps shape Indigenous-focused graduation requirement | p 18-19 |
| | • Expansion of \$10 a day childcare to benefit thousands more families | p 20-21 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Early Years Table – Trustee Young | p 22 |
| | • Oceanside Health & Wellness Network – Trustee Young | p 23 |
| | • Social Justice Working Group – Trustee Flynn | p 24-25 |
| e. | Receipt of Status of Action Items – June 2022 | p 26 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of June 28, 2022, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES**a. Trustee Remuneration Motion Postponed from May Meeting****22-64R**

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) increase its Trustee remuneration to \$17,919 and the Chair and Vice Chair remuneration as per Board Bylaw 2 section IV.2, effective November 7, 2022.

b. School District 69 (Qualicum) Proposed Strategic Planning Timeline

p 27

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the proposed 2022-23 Strategic Planning Timeline as presented.

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION**8. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)****9. DISTRICT PARENTS ADVISORY COUNCIL****10. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)****11. ACTION ITEMS****a. 2022-2023 School Fees**

p 28-29

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the 2022-2023 School Fees as presented.

b. Framework for Enhancing Student Learning – School Plans

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the 2022-2023 *Framework for Enhancing Student Learning - School Plans* as reviewed by Trustees and Senior Staff.

12. INFORMATION ITEMS**a. Superintendent's Report***(Peter Jory)*

- i. Year End Update
- ii. District Framework for Enhancing Student Learning Update
- iii. Code of Conduct Review Forms
- iv. Community Schools Update

b. Educational Programs Update*(Gillian Wilson/Rudy Terpstra)*

-
13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Godfrey) p 30
a. **Kwalikum Secondary Student Trip to Japan** p 31-39
14. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Young)
- a. **Administrative Procedures Updates for Information**
- Administrative Procedure *Boarding Subsidy* has been attached to Policy 703: Student Fees and Subsidies
 - Administrative Procedure *Emergency Closure of Schools* has been attached to Policy 708: Emergency Preparedness and Closures
- b. **Renumbering of Policies**
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve renumbering of the following policies and the attendant administrative procedures:
- 617 Selection and Assignment of Exempt Leadership Staff to 605
 - 7011 Provision of Menstrual Products to 702
 - 7012 Students' Right to Engage in Peaceful Protest to 707
- c. **Board Policy 709: Board of Education Scholarships/Bursaries** p 40-42
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 709: *Board of Education Scholarships/Bursaries* at its Regular Board Meeting of June 28, 2022.
- d. **Board Bylaw 1: Board of Education** p 43-51
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Bylaw 1: *Board of Education* at its Regular Board Meeting of June 28, 2022.
- e. **Board Policy 900: Information Management and Access** p 52-67
(previously numbered 9000 and subsuming 7144: *Student Records*)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 900: *Information Management and Access* at its Regular Board Meeting of June 28, 2022.
- f. **Board Policy 500: Communicating Student Learning and Student Placement** p 68-72
(previously numbered 5010)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 500: *Communicating Student Learning and Student Placement* and its attendant administrative procedure at its Regular Board Meeting of June 28, 2022.

-
- g. Board Policy 801: Health and Safety of Employees in the Workplace** p 73-83
(previously numbered 8005)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 801: *Health and Safety of Employees in the Workplace* and its attendant administrative procedures at its Regular Board Meeting of June 28, 2022.
- h. Board Policy 802: Student Health – Common Medical Conditions** p 84-95
(previously numbered 8005)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 802: *Student Health – Common Medical Conditions* and its attendant administrative procedures at its Regular Board Meeting of June 28, 2022.
- i. Board Policy 803: Scent Considerate Schools/Workplaces** p 96-101
(previously numbered 8007)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 803: *Scent Considerate Schools/Workplaces* and its attendant administrative procedures at its Regular Board Meeting of June 28, 2022.
- j. Board Policy 804: Physical Restraint and Seclusion of Students** p 102-108
(previously numbered 8009)
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 804: *Physical Restraint and Seclusion of Students* and its attendant administrative procedures at its Regular Board Meeting of June 28, 2022.
- k. Rescinding of Board Policy 8003: Impairment in the Workplace** p 109-118
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve rescinding of Board Policy 8003: *Impairment in the Workplace* and its attendant administrative procedures at its Regular Board Meeting of June 28, 2022

-
-
15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 119-120
a. **2023-2024 Major Capital Projects** (Ron Amos) p 121-122
- Recommendation:*
THAT the Board of Education of School District 69 (Qualicum) approve the 2023-2024 Major Capital Plan Submission as presented.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
- a. **DRAFT 2022-2023 Trustee Meeting Schedule** (Trustee Flynn) p 123-124
- b. **Report on Retirement Event** (Trustee Young)
- c. **Ballenas Student Led Claymore Road Cleanup** (Trustee Kurland)
- d. **Nanoose Bay Elementary – Regional Pollinator Award** (Trustee Kurland)
18. **NEW OR UNFINISHED BUSINESS**
- a. **Guarding Minds at Work – Staff Survey Results** (Peter Jory/Anna Phillips) p 125-130
19. **BOARD CORRESPONDENCE AND MEDIA**
- a. **Letter to Minister Whiteside and Treasury Board of BC** p 131-141
20. **PUBLIC QUESTION PERIOD**
21. **ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, MAY 24, 2022
6:00 PM
VIA ZOOM

ATTENDEES

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Gillian Wilson	Associate Superintendent of Schools
Ron Amos	Secretary Treasurer
Rudy Terpstra	Director of Instruction
Will Rosendale	Assistant Manager of Operations & Maintenance
Don Bold	Principal, CEAP
	Qualicum District Principals/Vice Principals' Association

Education Partners

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

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 lands of the Coast Salish people and the shared territories of the Nanoose and Qualicum First Nations.

She then sent thoughts for the victims of the school shooting in Texas and condolences to all the families, staff and community.

She then introduced and welcomed Phil Munro, the district's new Director of Operations.

3. ADOPTION OF THE AGENDA

22-61R

Moved: Trustee Godfrey *Seconded:* Trustee Young

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: April 26 2022
- b. Approval of the Special Budget Board Meeting: April 19, 2022
- c. Ratification of In Camera Board Meeting Minutes: April 26, 2022
- d. Receipt of Ministry News Releases
 - Minister's statement on child care month
 - BC reaches milestone in newly funded child care spaces
- e. Receipt of Reports from Trustee Representatives
 - Early Years Table – Trustee Young
 - French Language Advisory Committee – Trustee Young
- f. Receipt of Status of Action Items – May 2022

22-62R

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 May 24, 2022, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS**a. District Website Updates**

Lesley Rowan, Principal of Information Technology Services, and Sherrie Brown, provided an overview of the changes being made to the district website to make it easier to navigate. Some of the pages are already 'live' while others are being finalized and will be publicized in the near future.

6. BUSINESS ARISING FROM THE MINUTES**a. 2022/2023 Annual Budget Bylaw****22-63R**

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Annual Budget Bylaw in the amount of \$61,749,067 for the 2022/2023 fiscal year.

CARRIED

Trustee Austin voted against the motion

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, President, commented on the following:

- Appreciation for the efforts being made to update the website.
- The MATA AGM was held on May 10th with all positions being filled. Matt Woods was re-elected as President and Mischa Oak was elected as the Vice-President.
- Thanks to Judy Stewart for her commitment to public education through her union advocacy at the local level as well serving on the Pensions Committee Board at the BC Teachers' Federation. Mr. Woods wished her all the best in her retirement and future endeavours.
- Appreciation to the District for re-opening the bargaining session to tidy-up bargaining language which will conclude a successful and respectful round of bargaining.
- As teachers move through provincial bargaining, they will continue to create positive and inclusive environments for students.

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

Sherrie Brown, President, echoed the thoughts of others on the Texas school shooting and noted that the local's first bargaining session was held on May 19th and the Union looks forward to respectful talks and some changes to the Collective Agreement as well.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Angel Delange, President, commented on the following:

- DPAC is working on implementing a Munch-a-Lunch program and would be purchasing their own account and working with school PACs to share the use as it was determined that it is too complex to ask school clerical to add it to their workloads.
- DPAC will be offering a series of information sessions in the 2022-2023 school year following feedback from parents to a survey asking for input on topics of interest. A complete list of sessions will be shared with schools and all district staff who wish to participate are invited to also attend.
- DPAC is planning a school-wide Zumba fundraising event to support the Oceanside Community Track Society. The Oceanside Elementary PAC has graciously voted to match all funds raised up to \$1000 and all school PACs were encouraged to create a fundraiser to support the track upgrade.
- DPAC expressed its full support of the Kwalikum Secondary request for approval in principle for a student field trip to Europe in spring of 2023.

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

None

11. ACTION ITEMS**a. Trustee Remuneration**

Secretary Treasurer Amos referred to his briefing note which provided the process for the review of trustee remuneration and the pressures that have impacted the ability for boards to maintain remuneration which is level with the provincial average.

22-64R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) increase its Trustee remuneration to \$17,919 and the Chair and Vice Chair remuneration as per Board Bylaw 2 section IV.2, effective November 7, 2022.

Trustees discussed the proposed increase, and while most agreed with the proposal, it was suggested that time be provided to allow for stakeholder feedback.

22-65R

Moved: Trustee Austin *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) postpone the following motion to the June 28th regular board meeting:

THAT the Board of Education of School District No. 69 (Qualicum) increase its Trustee remuneration to \$17,919 and the Chair and Vice Chair remuneration as per Board Bylaw 2 section IV.2, effective November 7, 2022

CARRIED UNANIMOUSLY

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory spoke to the following:

- Attendance by students is somewhat consistently lower than pre-covid times. Staff attendance has been a challenge and, while it came close a couple of times, it was not necessary to redeploy staff in order to keep buildings open.
- Reductions to the provincial mandates has allowed a number of activities to resume.
- A waitlist is being kept for those wishing to attend Springwood Elementary School and while it may be possible to accept some students, the others will have a home in a school somewhere within the district with a bus to Oceanside Elementary from Despard being added to the routes.
- The Primary Learning Community Program is close to being at an enrolment that will allow it to continue at Oceanside Elementary School and anyone interested in registering in the multi-aged inquiry focused program was encouraged to do so.
- Thank you to the MATA negotiation team for the diligence and thoughtful work when having to resume bargaining.
- CUPE bargaining is underway and it is anticipated that all will go smoothly.
- The Community Schools Working Group has had conversations and will meet again in June.
- A presentation was made to the Education Committee on the Equity Scan sessions, showcasing some of the thoughtful work done by attendees.
- The agenda included a proposed planning timeline for strategic planning and will depend on which process the Board decides to take on.

b. Education Update

Gillian Wilson, Associate Superintendent, reported on the following:

- The 3rd Grade 7 Health & Wellness Conference will be held on May 25th at Nanoose Place with guest speakers presenting on a variety of physical and mental health related topics including social media safety.
- The Education Leadership team has been visiting schools to review their Enhancing Student Learning Plans.
- There are Numeracy Pilots taking place in some schools this year and conversations are taking place at those sites to consider how they want to do that work and how best to collect that data in collaboration with the learning resources that were introduced by the Superintendent.
- Round 2 of the teaching postings close on May 25.
- A meeting was held with the secondary principals to follow up on the students who may need more focus towards the end of the year to determine what they need to complete their course work in order to successfully finish the school year.
- The Education Committee received a presentation from Dr. Sandra Allison regarding the amount of drugs and alcohol being used by youth to self-medicate. A challenge within the community is the waitlists for access to support organizations and how can the district support those agencies with the waitlists.

- The Youth Development Indicator survey has been completed and the data is expected to be received by the end of May and staff will begin working with the results before the end of the current school year.
- Elementary Schools are holding their Welcome to Kindergarten events. Current Kindergarten students have decorated bags for next year's students in collaboration with the Oceanside Building Learning Together Society. The bags will contain activities and welcome messages to help students be curious about learning and school. The events also provide the opportunity for the families to know who the teachers are and for the students to recognize that they are coming to share, play and learn.

Rudy Terpstra, Director of Instruction, reported on the following:

- The Foundation Skills Assessment results have been received and were presented to the Education Committee of the Whole
- The District Technology Plan was also reviewed at the Education Committee and is being presented for the Board's approval later in the meeting.
- Field experiences are occurring again in all schools throughout the community.
- The Zero Waste Report has been completed and SD69, in collaboration with SD68 (Nanaimo-Ladysmith), will be making a joint presentation to the Regional District of Nanaimo to encourage ongoing funding in order to continue the work that is being done to reduce waste in schools.
- One of the goals of the French Advisory Committee was to complete PATH process (Planning Alternative Tomorrows with Hope). The visioning exercise, which brought together teachers, students, parents and administrators from the French Immersion program, created goals from which an action plan was created that will begin in the next couple of months as a 1 to 3-year plan.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

a. Dr. Sandra Allison Presentation

This was provided for information.

b. Request for Approval in Principle Field Trip to Europe in Spring 2023

Trustee Godfrey noted that part of the field experience policy is that requests for international student field experiences come to the Education Committee to allow for discussion with the teacher and/or administrator of the requesting school to find out more information.

Trustees weighed the educational value of the proposed trip against the influence of jet travel on the climate. While it was noted that educators could also take students to local sites to learn about the local history, including those related to residential schools. It was also mentioned, should the trip be approved, that the educator-in-charge encourage the students participating in the trip to also be educated on the effects of jet travel and to participate in activities that would provide carbon offsets.

22-66R

Moved: Trustee Godfrey *Seconded:* Trustee Flynn

THAT the Board of Education of School District No. 69 (Qualicum) give approval in principle for a Kwalikum Secondary student trip to Europe in Spring of 2023.

CARRIED

Trustee Austin voted against the motion

b. School District 69 (Qualicum) Educational Technology Plan

Trustee Godfrey noted that the plan would cover 2021-23 until the next Strategic Plan was in place.

22-67R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District No. 69 (Qualicum) approve the School District 69 (Qualicum) Educational Technology Plan as presented.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE OF THE WHOLE REPORT

a. Board Policy 106: Financial Reporting and Operating Surplus

22-68R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 106 – *Financial Reporting and Operating Surplus* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

22-69R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 106 – *Financial Reporting and Operating Surplus* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

22-70R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 106 – *Financial Reporting and Operating Surplus* and its attendant Administrative Procedures at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

b. Board Bylaw 1: Board of Education

22-71R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Bylaw 1: *Board of Education* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

c. Board Policy 900: Information Management and Access

(previously numbered 9000 and subsuming 7144: Student Records)

22-72R

Moved: Trustee Young *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 900: *Information Management and Access* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

d. Board Policy 500: Communicating Student Learning and Student Placement

(previously numbered 5010)

22-73R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 500: *Communicating Student Learning and Student Placement* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

e. Board Policy 802: Student Health – Common Medical Conditions

(previously numbered 8005)

22-74R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 802: *Student Health – Common Medical Conditions* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

f. Board Policy 803: Scent Considerate Schools/Workplaces

(previously numbered 8007)

22-75R

Moved: Trustee Young *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 803: *Scent Considerate Schools/Workplaces* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

g. Board Policy 804: Physical Restraint and Seclusion of Students

(previously numbered 8009)

22-76R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 804: *Physical Restraint and Seclusion of Students* at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

h. Board Policy 507: Programs of Choice and Academies (NEW)

22-77R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 507: *Programs of Choice and Academies* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

i. Board Policy 703: Student Fees and Subsidies

(previously numbered 7010)

22-78R

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 703: *Student Fees and Subsidies* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

j. Board Policy 705: Corporate/Community Sponsorships, Partnership and Advertising in Schools

(previously numbered 7059)

22-79R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 705: *Corporate/Community Sponsorships, Partnerships and Advertising in Schools* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

k. Board Policy 708: Emergency Preparedness and Closures

(previously numbered 7155)

22-80R

Moved: Trustee *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 708: *Emergency Preparedness and Closures* and its attendant administrative procedure at its Regular Board Meeting of May 24, 2022.

CARRIED UNANIMOUSLY

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

a. Tender for Oceanside Community Track Upgrade

Trustees considered next steps to signal where the committee stood in terms of the timeline, supplies and materials. Hard numbers are needed because many of the donations and grants are dependent on having a completed plan.

Trustees then considered and were provided with clarity of the distinction between a general contractor and a project manager and what they might be looking for to move the project forward.

The Board also weighed the merits of moving forward with hiring of a project manager or general contractor when only one-third of the total cost having been raised and potentially being responsible for the other two-thirds vs having current estimates of the cost given the current supply challenges being experienced in the construction field.

22-81R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) go to tender for a general contractor/project manager for the Oceanside Community Track 6-Lane Upgrade.

CARRIED

Trustee Kurland Abstained from voting

b. 2021 Climate Change Accountability Report (CCAR)

22-82R

Moved: Trustee Flynn *Seconded:* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) receive the 2021 Climate Change Accountability Report as presented.

CARRIED

c. Annual Facilities Grant Spending Plan

22-83R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) receive and support the Annual Facilities Grant Spending Plan as presented.

CARRIED UNANIMOUSLY

22-84R

Moved: Trustee Flynn *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) write a letter to the provincial government and the Treasury Board of BC requesting that they revisit the amount of money they allocate to school districts for the annual facilities grant in light of escalating costs of materials, supplies and trades.

CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

No Reports

17. TRUSTEE ITEMS

a. Letter of Support for Stream Stewardship Initiatives

Superintendent Jory reported that he has been in discussion with Ray Woroniak from the Qualicum Beach Streamkeepers Society and that he will be attending a Nanaimo Area Land Trust meeting where some learning opportunities and activities will be presented which the Superintendent could then share with other organizations to determine how local teachers and schools could be engaged with these opportunities as a way to augment the curriculum they are using in the classroom.

Superintendent Jory noted that he was supportive of the board writing a letter if it were with the intention of having other groups to partner with the district.

Trustees Austin clarified that the letter of support would be for those groups to assist them in their grant writing objectives in order to obtain support from other entities.

22-85R

Moved: Trustee Austin *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) write a letter of support for stream stewardship initiatives at Kwalikum Secondary School.
CARRIED UNANIMOUSLY

**b. Board Regular/Committee of the Whole Meetings Discussion
re: In-Person/Remote/Hybrid Format**

Chair Flynn asked trustees to consider will consider how best to meet beginning in August. Trustees will make a decision at the June meeting.

c. School Trustee Election Information Session June 8

Chair Flynn announced that a “Trustee Roles & Responsibilities” session would be held at the Qualicum Commons on Wednesday, June 8th at 6:00 p.m. for those considering running for the position of school trustee.

d. Adjustment of Date of September Board Meeting

22-86R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT, in consideration of the upcoming election writ, the Board of Education of School District 69 (Qualicum),suspend Bylaw 3, Section III (1) to adjust the date of the September 2022 Regular Board Meeting to the second Tuesday in September instead of the fourth Tuesday in September.
CARRIED UNANIMOUSLY

e. Climate Action Task Force – Where to From Here?

Trustees discussed the initiatives introduced and/or supported by the Climate Action Task Force and debated whether it was still relevant and should continue or be disbanded.

It was decided that the Climate Action Task Force would continue as climate change is an important issue and the Task Force lends itself to less rigidity than other committees, provides an opportunity for staff, student and community input, and acts as a conduit and support for the students and teachers in the district who are involved in climate action initiatives.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 8:18 p.m.

Original signed copy on file

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
MAY 24, 2022
Via 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
Brenda Paul	Director of Human Resources

The Board of Education discussed the following topics:

- Personnel
- Labour Relations
- Legal
- Board of Education Scholarships

The Board of Education approved motions on the following topic(s):

- Board of Education Scholarships

Chairperson

Secretary Treasurer

NEWS RELEASE COMMUNIQUÉ

For Immediate Release
2022ECC0039-000859
May 31, 2022

Ministry of Education and Child Care
Ministry of Families, Children and Social Development

ChildCareBC's New Spaces Fund open for new applications

VICTORIA – More families will soon be able to access licensed child care space, enabling parents to pursue work, school and other opportunities, with B.C.'s ChildCareBC New Spaces Fund now accepting new applications.

"Our government has already funded more than 30,500 new child care spaces since 2018, and as we enter the fifth year of our 10-year ChildCare BC plan, thousands more families will soon have access to child care that meets their needs," said Katrina Chen, B.C.'s Minister of State for Child Care. "We know we can't deliver child care without early childhood educators (ECEs), which is why we're investing in more training seats at post-secondary schools, a \$4-an-hour wage enhancement, and bursaries and other recruitment efforts to help attract, train and upgrade more ECEs."

Public and not-for-profit child care operators and providers and Indigenous governments can now apply for the fund's 2022-23 intake. Together, the Government of Canada and the Province are investing more than \$290 million to fund the creation of an estimated 8,400 new licensed child care spaces in high-need areas throughout B.C. over the next year. Applicants are encouraged to apply to this open intake by January 2023 to ensure their application can be considered within the fiscal year.

"We know that strong early learning and child care will help drive economic growth, increase women's participation in the workforce, and offer each child in Canada the best start in life," said Karina Gould, federal Minister of Families, Children and Social Development. "These additional licensed child care spaces will allow more children and families across the province to access high-quality, affordable, flexible and inclusive early learning and child care."

Since the launch of ChildCareBC in 2018, the Province has invested \$2.7 billion in ChildCareBC. The Government of Canada has invested more than \$662 million in early learning and child care in British Columbia since 2017.

The ChildCareBC New Spaces Fund has supported and accelerated the creation of new licensed child care facilities, helping to move toward the goal of quality, accessible and inclusive child care as a core service available to any family that wants it, when they need it, and at a price they can afford. Thousands of B.C. families are already experiencing the benefits.

"With so many new immigrants arriving in Surrey from India, providing infant-toddler child care in Punjabi – the language and culture our families know best – makes children and parents feel safe and comfortable," said Satwant Kaur Gill, manager, Khalsa Child Care. "This funding helped us create 29 new infant-toddler spaces at our two child care locations that filled up quickly. Our organization helps children adjust to life in Canada."

In 2022-23, a new stream will be introduced to fund the creation of new licensed school-aged care on school grounds available for school districts, First Nation schools, First Nation independent schools and not-for-profit independent schools.

New child care spaces require more ECEs. Progress on the ECE Recruitment and Retention Strategy includes provincial funding to enhance ECE compensation by \$4 an hour for ECEs working in licensed child care programs, prioritizing immigration pathways by adding ECEs to the B.C. Provincial Nominee Program (PNP) and expanding ECE seats at public post-secondary institutions.

A one-time \$49.2-million federal investment in 2021-22 is further reducing barriers and increasing access to post-secondary ECE programs and professional learning opportunities.

People wanting to start a career as an ECE, as well as current ECEs who want to upgrade their credentials, may benefit from bursaries through the ECE Education Support Fund for as much as \$4,000 and \$5,000, respectively. Applications for the summer intake are being accepted between 7 a.m., June 1, 2022, and 4 p.m., June 15, 2022.

Learn More:

For more information on ChildCareBC New Spaces Fund and how to apply: <https://www2.gov.bc.ca/gov/content?id=6D79DED656774B968ACB4BD9A312CFDA>

For more information on funding guidelines, visit: <https://www2.gov.bc.ca/assets/download/5B0BE2246319469A987DBFC158F1DD9C>

For more information on school-age-care guidelines: <https://www2.gov.bc.ca/assets/download/CF6DA238E5CF46E1BA7CF67A2BCBC691>

For more about ChildCareBC, visit: www.gov.bc.ca/childcare

For more information on the ECE Education Support Fund, visit: <https://www.ecebc.ca/ece-education-support-fund>

Two backgrounders follow.

Contacts:

Ministry of Education and Child Care
Government Communications and Public
Engagement
778 974-5825

Mohammad Hussain
Press Secretary
Office of the Minister of Families, Children and
Social Development, Karina Gould
Mohammad.a.Hussain@hrsdc-rhdcc.gc.ca

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

BACKGROUND 1

For Immediate Release
2022ECC0039-000859
May 31, 2022

Ministry of Education and Child Care

Facts about funding child care

- The 2022-23 New Spaces Fund intake includes \$292 million in combined provincial and federal investments, including \$178.7 million for 0-5 year old child care spaces through the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement and, provincially, \$83.7 million in base funding for 0-5 years and an additional \$30 million for school-aged child care spaces.
- The Government of Canada made a transformative investment to build a Canada-wide early learning and child care system in partnership with provincial, territorial and Indigenous partners.
- To support the goal of ensuring families' access to quality, affordable, flexible and inclusive early learning and child care, the Government of Canada is contributing \$3.2 billion for child care in British Columbia over five years through the 2021-22 to 2025-26 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement.
- This is in addition to more than \$323 million provided through the 2021-22 to 2024-25 Canada-British Columbia Early Learning and Child Care Agreement.
- Through provincial and federal support since the start of ChildCareBC, B.C. families will benefit from the funding of approximately 60,000 new licensed child care spaces by March 2026. This will rise to approximately 70,000 by March 2028.
- Participating in the Child Care Fee Reduction Initiative (CCFRI) is required of New Spaces Fund recipients and it means parents of children aged five and under will save up to \$350 per month per child. These savings will further increase by the end of this year when rates are reduced by an average of 50% from 2019 levels.
- In 2021-22, fee reductions were approved for more than 69,000 child care spaces at more than 3,600 child care facilities in B.C. through CCFRI.
- More than 30,500 children receive support through the Province's Affordable Child Care Benefit every month. Parents making less than \$45,000 can receive 100% funding and those making as much as \$111,000 can receive partial funding.

Contacts:

Ministry of Education and Child Care
Government Communications and Public
Engagement
778 974-5825

Mohammad Hussain
Press Secretary
Office of the Minister of Families, Children and
Social Development, Karina Gould
Mohammad.a.Hussain@hrsdcc-rhdcc.gc.ca

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

BACKGROUND 2

For Immediate Release
2022ECC0039-000859
May 31, 2022

Ministry of Education and Child Care

2022-23 New Spaces Fund evaluation criteria

The intake for the 2022-23 ChildCareBC New Spaces Fund opened on Tuesday, May 31, 2022, and will accept applications until January 2023. Applications will be evaluated against criteria set out in the ChildCareBC New Spaces Fund guidelines to align with provincial priorities and with federal direction outlined in the 2021-22 to 2025-26 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement to focus on spaces that are run by public and non-profit organizations. All applications will be reviewed in the order they are received, and timelines may vary depending on application completeness, project complexity and cost considerations. This year features an open intake and priority will be given to creation of infant/toddler and school age spaces.

Priority areas include organizations creating:

- infant-toddler child care spaces
- school-age spaces
- spaces serving priority populations including:
 - low-income families
 - children with support needs
 - Indigenous children and families
 - francophone children
 - Black and other children and families of colour
 - families new to Canada
 - young parents (25 and younger)
- spaces co-located with other community or family services, such as on school grounds (including K-12 and public post-secondary)
- fully inclusive and accessible child care spaces that allow children of all abilities to participate meaningfully (i.e., accessible physical design and application of program inclusion policy)
- projects with a provincial cost per space of \$40,000 or less

A new stream of funding for School Age Care on School Grounds is available for:

- school districts
- First Nation schools
- First Nation independent schools
- not-for-profit independent schools

STATEMENT

For Immediate Release
2022ECC0043-000935
June 13, 2022

Ministry of Education and Child Care

Minister's statement on graduation week

VICTORIA – Jennifer Whiteside, Minister of Education and Child Care, has released the following statement in celebration of graduation week:

“As students and staff throughout the province approach the end of the school year and prepare for summer, we are celebrating graduation week in B.C., a time for graduates to reflect on their accomplishments, share memories with friends and family, and look forward to the next exciting chapter of their lives.

“The graduating class of 2022 has had a truly unique experience. They were in Grade 10 when the pandemic started and handled the challenges of the global pandemic with courage, grace and resilience.

“With maturity beyond their years, they took it in stride. From the initial shift to learning at home, to being among the first students in the world to return to school, they showed great community spirit and compassion for their peers in their response to the pandemic.

“We live in a province full of opportunity, and those in the graduating class of 2022 have become educated citizens who are thoughtful, creative and capable. They are prepared for their next steps in life, and the future is theirs for the taking.

“As they look forward to what’s to come, this is a time to celebrate.

“On behalf of the Government of B.C., congratulations to the entire Class of 2022. We wish you happiness, joy and success in all your future endeavours.”

Contact:

Ministry of Education and Child Care
Media Relations
250 356-5963

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

INFORMATION BULLETIN

For Immediate Release

Ministry of Education and Child Care

2022ECC0048-000971

June 17, 2022

Public feedback helps shape Indigenous-focused graduation requirement

VICTORIA – Through a robust public engagement, the government has received constructive feedback that will inform the successful implementation of the new Indigenous-focused graduation requirement.

A summary of the feedback collected has been published online in a report titled *What We Heard – Indigenous Focused Graduation Requirement*.

Earlier this year, the Ministry of Education and Child Care, in collaboration with the First Nations Education Steering Committee (FNESC), announced that all B.C. secondary students will be required to complete Indigenous-focused coursework before they graduate, starting in the 2023-24 school year.

An online public engagement to gain feedback on the proposed approach to implementing the new graduation requirement was held between March 7 and April 22, 2022. More than 5,600 people in all regions of B.C. provided feedback on the types of courses they believe should be eligible for the new graduation requirement, along with suggestions about what related information and resources students, parents and schools may need.

In addition to the public surveys received, 27 engagement sessions were held with a variety of stakeholder groups, including the BC Confederation of Parent Advisory Councils, the BC Teachers' Federation and BC Student Voice, to gain perspectives and input. Overall, feedback received from various sources was largely positive.

The themes of the feedback focused on:

- implementation timeline;
- teacher qualifications and training;
- funding and resources;
- information for students, parents/caregivers and the public; and
- broadening the considerations for eligible course offerings.

The implementation plan for the new Indigenous-focused graduation requirement is expected to be announced in August 2022.

Currently, students can take existing Indigenous-focused courses, including English First Peoples 10, 11 and 12, B.C. First Peoples 12, and Contemporary Indigenous Studies 12, all of which would meet the intended graduation requirement. There are also 18 First Nations language courses that are eligible to meet the new requirement, along with locally developed, Indigenous-focused board/authority-authorized courses that meet specific criteria.

Some districts and schools have already implemented required Indigenous coursework at the secondary level. For example, starting in September 2022, Fraser-Cascade (SD 78) will require all Grade 11 students to take English First Peoples Literary Studies 11 toward meeting their English Language Arts requirement to graduate.

The new Indigenous-focused course requirement is one of the actions identified in B.C.'s Declaration on the Rights of Indigenous Peoples Act Action Plan, as part of a broader Indigenous-specific anti-racism and discrimination strategy for the K-12 system, on which First Nations were consulted in 2021.

To read the What We Heard report, go to:

<https://engage.gov.bc.ca/govtogetherbc/impact/indigenous-focused-grad-requirement-results/>

Contact:

Ministry of Education and Child Care
Media Relations
250 356-5963

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

INFORMATION BULLETIN

For Immediate Release

Ministry of Education and Child Care

2022ECC0050-000973

June 20, 2022

Expansion of \$10 a day child care to benefit thousands more B.C. families

VICTORIA – Applications are being accepted from child care providers to join the \$10 a Day ChildCareBC program this year, which will enable them to offer low-cost child care, making life more affordable for thousands more families in B.C.

Spaces in the \$10 a Day ChildCareBC program reduce the average cost of child care from \$1,000 a month (for full-time, centre-based infant care) at facilities participating in the Child Care Fee Reduction Initiative (CCFRI) to \$200 a month, saving families an average of about \$800 a month per child.

By partnering with the Government of Canada through the 2021-2022 to 2025-2026 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement (CW-ELCC), this application opening will support the expansion of \$10 a day child care spaces from more than 6,500 to 12,500 by December 2022.

Applications will now be reviewed and approved on a rolling basis, based on priority criteria, allowing some sites to offer \$10 a day spaces sooner than December 2022. Applications are available as of noon, June 20, 2022, and can be submitted until noon, Aug. 18, 2022.

All types of child care providers offering services to children five and younger are encouraged to apply. Priority will be given to larger non-profit, publicly delivered and Indigenous-led providers in communities that do not have a \$10 a day site, and based on population density, which aligns with commitments in the CW-ELCC.

This expansion of the \$10 a day program is part of B.C.'s commitment in partnership with the federal government that, by the end of 2022, average child care fees for B.C. families with children five and younger will be reduced by half of what average out-of-pocket fees were for families in 2019.

To support the goal of ensuring access to high-quality, affordable and inclusive early learning and child care, the Government of Canada is contributing \$3.2 billion for child care in British Columbia over five years through the CW-ELCC. This is in addition to more than \$323 million provided through the 2021-2022 to 2024-2025 Canada–British Columbia Early Learning and Child Care Agreement.

Since 2018, the Province has invested \$2.7 billion in the 10-year ChildCareBC plan to build a future where affordable, inclusive and quality child care is a core service that families can rely on.

Quick Facts:

- An average of 30,500 children received support through the Province’s Affordable Child Care Benefit each month in 2021-22.
- Families making less than \$45,000 can receive the maximum funding amount and those making as much as \$111,000 can receive partial funding.
- In 2021-22, fee reductions were approved for more than 69,000 child care spaces at more than 3,600 child care facilities in B.C. through the Child Care Fee Reduction Initiative (CCFRI).
- Combined, the 2022 expansion of the \$10 a day program and additional fee reductions for families through CCFRI will help the Province meet its commitments under the CW-ELCC, to reduce average child care fees for children five and younger by half of the average provincial fee in 2019.
- More details about the fee reductions through CCFRI will be available for child care providers and families in the coming months.

Learn More:

For more information on existing \$10 a Day ChildCareBC sites and spaces, criteria, guidelines and priority areas under this intake, visit: www.gov.bc.ca/childcare10aDaysites

For more information on ChildCareBC, visit: www.gov.bc.ca/childcare

For more about the 2021-2026 Canada-British Columbia Canada-Wide Early Learning and Child Care Agreement: <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia-canada-wide-2021.html>

For more information on Canada-wide Early Learning and Child Care: <https://canada.ca/child-care>

Contacts:

Ministry of Education and Child Care
Government Communications and Public
Engagement
778 974-5825

Mohammad Hussain
Press Secretary
Office of the Minister of Families, Children and
Social Development, Karina Gould
Mohammad.a.Hussain@hrsdc-rhdcc.gc.ca

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



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: Early Years Table
Meeting Location: Zoom
Meeting Time: Noon June 2, 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:

Attendees: Oceanside Building Learning Together, Arrowsmith community Recreation, Island Health – Dental and Nutrition, Parent Support Services BC, SD69, SOS, PacificCARE, BGClub Central Vancouver Island, (SOURCES), Métis Nation of BC

Indigenous Acknowledgment:

Reading from “The Joint Indian Reserve Commission and District 69”

First 2000 Day & Beyond Follow-up Child and Youth Wellness

- working group has just begun using the Brain Game; will share for groups to use with families. Will be presenting to internal Island Health managers in September.
- Annie from SOURCES suggested a meeting in the fall to discuss nutrition for child care providers with Helene as a guest speaker.
- Island Health Dental Overview: Brenda Wisdom, Senior Dental Hygienist (Central/North Island) a shared presentation. Hopes to send to group once finalized. • Dental Public Health Programs are primarily a prevention program, not clinical. Aim to support families in achieving optimal dental health by sharing message through community partners.
- Contact Brenda if you would like to discuss meeting with staff who can then share with families: brenda.wisdom@islandhealth.ca o BGC CVI & PacificCARE would like session for care providers.

Storybook Village OBLT Summer Programming

- Tuesday/Wednesday/Thursday July 12 – August 18. Programming runs 9:30 – 11:30 a.m.

Child Care Update

- Karen Love, BGC CVI, joined coalition to discuss their role in Oceanside. Partnered with City of Parksville to support more families in Oceanside. Child care includes infant/toddler through school age. June 25 open house and hiring fair. Aiming to open in September, subject to staffing.
- BGC CVI hoping to offer more youth services, working with SOS to make sure they are not interfering or overlapping with their programs. They are a supporter of community development, happy to be part of the community and the coalition group
- SOURCES will send referral forms to BGC CVI help support new families, already preparing for September.
- Family child care on the decline in Oceanside although new ones are opening, according to PacificCARE.
- SD69 working hard to create new spaces: Oceanside Elementary School & Arrowview Elementary, Seamless Day

Early Learning & Child Care group (ELCCO)

- Michelle Kirby with Min of Education – Child Care attended ELCCO. Not all details laid out, still working on finalizing the plan.

Next Meeting: September date to be finalized



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: May 26, 2022 at 3:00 PM

Territorial Acknowledgement and Check-in Round

Reports

- Updates re: Coordinator's Report
Contract Negotiations and funding agreement are taking longer than expected.
J.V. Will prepare a budget to the end of November.
Health and Wellness Fair moved to the fall. This fair seems to have a business-oriented slant.
Suggestions and actions
 1. Invite organizers to the next COP meeting to further discuss community meaning of Health and Wellness
 2. Approach Arrowsmith Community Justice Coordinator to invite her to join Long Range Planning and to have a table at the Health and Wellness Fair.
- Seniors' Action and Child and Youth Wellness – Getting the generations together.
Link sent on Eco-Stress for Children and Youth and update on the Social Network education being done in SD 69.

Long Range Planning

- Next session June 16 1-4 at SOS.
- Input from the Draft document re: wording of Mission and Vision. All liked the revised and updated wording.

Community Engagement Planning

- Tentative target date is September 27

Updates

- Sandra Allison presented updated Health Information to the School District at their recent Board Meeting. Links were sent to OHWN and other agencies.
- West Jet Raffle happening for the Oceanside Community Track. Link added to OHWN facebook page. (Also is on the School District website)
- Two Qualicum Rotaries have merged.
- Marlys is presenting to Rotary on the Year of the Garden – Big plans are afoot.
- JV has been asked to share the OHWN AGM broadly which she will do and add a covering letter.
- Resources are being created to assist seniors in managing the potential heat dome this summer. Includes connecting people to the health network; simple resources one can use to cool self and home.
- More support for seniors aging in place including virtual care (piloting chronic and palliative care).

Next meeting:

- June 24 at 3:00 PM



SD69 QUALICUM

Social Justice Working Group Notes

Thursday, June 9, 2022

Via Zoom

8:15 a.m.

Territorial Acknowledgement

Data Sharing on Youth Development Index (YDI)

The first round of data drop for the YDI was received last week. Principals at Kwalikum and Ballenas Secondary Schools have had an initial review with Associate Superintendent Wilson. (See attached chart).

Of note is that 24% of students have identified sexual orientation as LGBTQIA. This data will now be broken down to the two schools and Associate Superintendent Wilson hopes to gather with the Principals and a group of students who answered the survey and drill down into more of the data.

Updates Regarding Social Justice Events in Schools

OES

- Using the Wheel of Privilege lens to review Code of Conducts. Students changed some wording. i.e. 'restoration' instead of 'suspension'.
- Keystone Project is a whole school weekly teaching moment on Social Justice issues and this week's topic was SOGI. Some parental push back has happened.

KSS

- Pop Up booths identifying by Social Justice Student group feature SOGI and Pride month.
- Last month was multiculturalism month.

BSS

- Student Voice is gaining momentum again following COVID
- Students have reviewed the Code of Conduct.
- Week of Visibility was held again.
- Student Joe has done his Capstone on unions and the creation of a BSS Student Union.
- Some of the current student leaders of graduating this year but there are strong students following up with the activities.
- Be Bright Day last week found students dressing in the Pride Flag colours.

Where to From Here?

- Formative assessment of the Working Group
- Connecting to the Strategic Plan

Next Meeting

- TBD - Early September or October, 2022

DEMOGRAPHICS

POPULATION

Total Sample 230

GENDER IDENTITY

Boy or man 50% Nonbinary 5%

Girl or woman 43% In another way 3%

SEXUAL ORIENTATION

Straight or heterosexual 75% LGBTQIA 25%

ETHNICITY

Indigenous 13% East Asian 7%

White 85% Southeast Asian 3%

Black 3% South Asian ≤3%

Latino ≤3% West Asian ≤3%

Arab ≤3% Other 3%

IMMIGRATION

Born in Canada 75% Born outside of Canada 25%

LANGUAGES

English only 75%

English and other language(s) 6%

Other language(s) only 19%

PARENT/GUARDIAN EDUCATION

Graduate or Professional Degree (e.g., Masters, PhD) 24%

University Degree (e.g., Bachelors) 33%

College Program (e.g., diploma, certificate, apprenticeship) 25%

High school or less 12%

I don't know 7%

FAMILY AFFLUENCE

High 32%

Medium 46%

Low 22%

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p>May 24, 2022 THAT the Board of Education of School District 69 (Qualicum) write a letter to the provincial government and the Treasury Board of BC requesting that they revisit the amount of money they allocate to school districts for the annual facilities grant in light of escalating costs of materials, supplies and trades.</p>	Board	Sent	Completed
<p>THAT the Board of Education of School District 69 (Qualicum) write a letter of support for stream stewardship initiatives at Kwalikum Secondary School</p>	Board	Being drafted	
<p>February 22, 2022 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:</p> <ul style="list-style-type: none"> • 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 <p>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</p>	Board/Senior Staff		Ongoing
<p>Use of Common Space for Artwork - March 10, 2020 THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, THAT this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	Senior Staff	<p>The latest joint use agreement for the PCTC allows for the mechanism to include student artwork in the lobby area. As COVID restrictions ease, the committee can meet to review what is placed on the walls and invite students to submit artwork for consideration.</p>	
<p>Climate Action Symposium - December 17, 2019 THAT the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	Climate Action Task Force Members	<p>This was to be a student lead symposium which was not able to take place due to the pandemic. The Climate Action Task Force may decide to move forward with planning of a symposium at a future date.</p>	TBD



SUPERINTENDENT OF SCHOOLS

Briefing Note

Date: June 28, 2022

To: Board of Education

From: Peter Jory, Superintendent of Schools

RE: **School District 69 (Qualicum) Strategic Planning Timeline - Proposed**

Background:

As discussed in previous Board meetings, the current School District 69 (Qualicum) Strategic Plan is set to expire at the end of the 2022-23 school year. This briefing note offers a potential twelve-month timeline that would allow the District to move through a robust consultation process and develop a District Strategic Plan for potential implementation in the 2023-24 school year.

Proposed Process and Timeline:

- June 2022 - Approval of Strategic Planning Timeline
- July 2022 - Messaging to community on purpose, process, and timeline of the process
 - Formation of the Big Question Design Working Group (BQDWG)
- August 2022 - PVP Pro-D on Planning for Impact
 - BQDWG Completes Survey Questions
 - Board Retreat to Confirm Vision and Values
- September 2022 - Big Question Surveys out to Community
- Oct/Nov/Dec 2022 - School Sessions and Focus Groups on Local Goals and Planning
 - CIAC Discussions on District Principles of Learning
- Nov 2022 - "New" Board takes office
- Jan/Feb 2023 - Large Group Sessions to consider feedback and select Goals and Outcomes
- March 2023 - School Sessions and Focus Groups (Check-ins on Goal Selections)
- April 2023 - Development of Success Metrics
- May 2023 - Final Editing and Board Approval
- June 2023 - District Strategic Plan Published

Next Steps:

Approval of the timeline above will signal a commitment to the identified tasks and will help hold both Board and Staff accountable to prioritize this critical work for the coming school year.

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the proposed 2022-23 Strategic Planning Timeline as presented.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO



Student Fees 2022-2023

School	Activity or Resource	Fee
AES	Cooking Program (K/1)	20.00
	Music Recorder (Grades 2 - 5)	7.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	45.00
	Ukulele Program (Grades 6-7) – <i>Optional</i>	25.00
BES	Cooking Program (Grades K/1) – <i>if determined by teacher</i>	20.00
	Music Recorder (Grades 2 - 5) – <i>if requested by teacher</i>	7.00
	Student Planner – <i>if requested by teacher</i>	5.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	20.00
EES	Cooking Program (K/1)	20.00
	Headphones – <i>if requested by teacher</i>	20.00
	Music Recorder – <i>if requested by music teacher</i>	7.00
	Student Planner – <i>if requested by teacher</i>	8.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 45.00
NBES	Music Recorder - <i>if requested by music teacher</i>	Up to 7.00
	Ukulele Program – <i>if requested by music teacher</i>	Up to 25.00
	Student Planner	8.00
ÉOES	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	8.00
	Student Planner - <i>if requested by teacher</i>	10.00
	Headphones – <i>if required by teacher</i>	25.00
	School Supplies – Kindergarten	42.00
	School Supplies – Grades 1-7	45.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	45.00
QBES	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3 - 5)	5.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	40.00
SES	Combination Lock – Grades 6/7 - <i>Optional</i>	5.00
	School Supplies Fee (school is bulk ordering supplies for all families)	50.00
	Music Recorder (Grades 3-5)	5.00
	Student Planner - <i>Optional</i>	8.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	45.00



Student Fees 2022-2023

PASS/WW	Student Activity Fee – Woodwinds	N/A
	Nutrition Program (Fee per semester)	40.00 per semester if can
	Textbook Deposit Fee PASS/Continuing Ed. – Refundable	N/A
BSS	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
	Workbooks - <i>Optional</i>	15.00 to 30.00 depending on course
KSS	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
	Workbooks - <i>Optional</i>	10.00 to 30.00 depending on course
CEAP	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Textbook and Resources Deposit Fee, if required - Refundable	75.00
CEAP – ADDITIONAL FEES FOR GRADUATED ADULT STUDENT		
	Four Credit Course <i>(excluding free BC Ministry of Education courses)</i>	400.00
	Student Fee	50.00
PROGRAMS OF CHOICE/SPECIALTY ACADEMIES	School District 69 (Qualicum) offers a range of <i>Programs of Choice</i> and <i>Specialty Academies</i> that provide unique learning opportunities for our diverse student population. In some cases, a <i>Program of Choice</i> or <i>Specialty Academies</i> may result in a fee per student.	
ROAMS (River, Ocean and Mountain School) District		\$2000.00
GLOBAL ROAMS - Kwalikum and Ballenas Secondary Schools		\$750.00
HOCKEY – Kwalikum and Ballenas Secondary Cohorts		\$500.00
OUTDOOR ACADEMY 9 (Ballenas Secondary School Only)		\$1000.00



Education Committee of the Whole Report
Tuesday, June 21, 2022
VIA ZOOM
2:30 p.m.

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

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. OPENING COMMENTS

3. APPROVAL IN PRINCIPLE FOR KSS TRIP TO JAPAN IN SPRING 2023

The Committee read the outline from Ryne Barton and Ross Pepper from the International Student Program with a request to reschedule a previously approved student trip to Japan.

4. SHARED LEARNING

a. Learning Grant Presentations

The Committee heard from a number of representatives from district schools who showcased their projects supported by the 2021-2022 Learning Grants.

5. INFORMATION

a. Kwalikum Secondary School Trip to Japan in March 2023 – forwarded to the June Regular Meeting for information.

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

7. NEXT MEETING DATE:

Tuesday, October 18, 2022 at 2:30 p.m. (tbd)

8. ADJOURNMENT

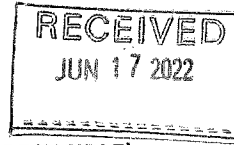


FORM SD69-FE04A

Category 4 Field Experience

REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)

Out of Province but within Canada and/or Continental USA or Off-Continent



Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
- Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy S020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
- Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)
- Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
- Will the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
- Educator-in-charge to forward following information to School Principal for review and approval:
 - Form SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
 - Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
 - Parent Information Letter
 - Schedule/Itinerary
 - Class List
 - Third Party Waiver (if applicable)
 - DRAFT Service Provider Proposal, Agreement and/or Contract
- In addition to above information, Educator-in-charge MUST have on file:
 - FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
 - FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form
- Principal to forward copy of following information to District Office for review and Board of Education approval:
 - Cover letter from Educator-in-charge
 - Letter of Support from Principal requesting preliminary approval from the Board of Education
 - FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
 - Parent Information Letter
 - Schedule/Itinerary
 - Third Party Waiver (if applicable)
 - DRAFT Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: KWALIKUM SECONDARY

Educator-in-Charge: R. Barton / R. Pepper

Proposed Destination: Japan (Nagoya, Osaka, Takayama, Tokyo)

Proposed Departure Date: March 19, 2023 **Proposed Return Date:** March 30, 2023

Area of Study: Social Studies, History **Grades:** 10-12

Educational Purpose of Trip: Cultural Exchange, empathy building, world view building

Total No. of Students: 10

Total Projected Cost: \$3600

Projected Cost per Student: \$3600 **Projected Built-in Cost per Teacher:** \$2500 **Projected Cost to Teacher (if any):** \$2000-2500 (dependant on grant)

Proposed Excursion Details (Planning Form attached): Yes No (If no, please explain below)

See attached forms

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity.

Indicate if supervisors will be teachers, volunteers or other:

R. Pepper / R. Barton

Category 4 Out of Province Field Experience – Preliminary Approval		
Educator-in-Charge (please print): Ryne Barton	Date (day/month/year): 07/06/2022	Educator-in-Charge signature:
Principal Name (please print): Ross Pepper	Date (day/month/year): 07/06/2022	Signature indicating preliminary approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:

District Office distributes as follows: Original: District Office; Copy 1: School Office; Copy 2: Educator-in-charge



FORM SD69-FE06

Field Experience

Student Behaviour Expectations Contract

(Required for Category 2, Category 3, and Category 4 Field Experiences)

Name of Trip: Japan 2023

Date(s) of Trip: March 10-30 2023

Educator(s)-in-Charge: R.Barton/ R. Pepper

Volunteer Supervisor(s): N/A

During this field experience, each student will be acting as a representative of our school and class. As such, it is expected that every student will conduct himself or herself in a manner that reflects positively on our school community. All students are expected to follow the School Code of Conduct during this trip. In addition, please be reminded that:

Highlight of Specific Behavioural Expectations:

Follow school code of conduct, listen to educator in charge, stay in phone contact with educator

Consequences:

For this field experience, the following consequences, in addition to the consequences outlined in the School Code of Conduct, have been set in place:

Return home via airplane at an extra cost.

Agreement:

I understand the expectations of behavior and accept the consequences that will be applied should I choose to violate these expectations:

Student Name (please print):	Date (day/month/year):	Student Signature:
Parent Name (please print):	Date (day/month/year):	Parent Signature:
Educator-in-charge Name (please print):	Date (day/month/year):	Educator-in-charge Signature:

Original kept on file with Educator-in-charge



School Name:	KWALKUM SECONDARY	School Telephone #:	250-752-5651
Educator-in-Charge Name:	R. Barton		
Dear Parent/Guardian: The purpose of this form is to inform you about a proposed field experience and to seek your support and permission for your child to participate in it. The District requires a parental waiver for your child to participate in this activity. Please be advised that the parental waiver does not legally waive the rights of a minor (the student) in case of accident or injury.			
Field experiences are part of the school program and they provide students with valuable learning experiences. However, should you wish that your child NOT participate in this activity, school staff will assign your child other learning activities at the school.			
This is an important document. Please review the contents of this Consent and Acknowledgement of Risk Form carefully prior to providing permission for your child to participate in this excursion. Clarify any questions or concerns with the Educator-in-Charge BEFORE signing it.			
Your child will NOT BE ALLOWED TO PARTICIPATE IN THIS FIELD EXPERIENCE if this form is not signed and returned to the school no later than:			
ACTIVITY/PROGRAM INFORMATION			
Destination/activity:	Japan	Date(s)	March 19-30, 2023
Series of activities to be undertaken (specify program):	Homestay, cultural connections, world view building		
Purpose or Educational Goal(s):	Cultural Exchange, empathy building, world view building		
Itinerary/activities:	See attached Itinerary		
Method of transportation:	Plane, bus, train	By:	Air Canada, JR Rail
Educator-in-charge:	R. Barton		
Cost to student:	\$3600	What to bring:	Be prepared for spring weather (light snow, rain, sun)
Other considerations:	Budget money for lunches and some dinners, breakfasts are provided at accommodations		
Behaviour expectations:	Follow school code of conduct, listen to educator in charge, stay in phone contact with educator		
SCHOOL RESPONSIBILITIES			
The School will make every reasonable effort to ensure or ascertain that:			
a. The staff, volunteers and/or service providers involved are suitably trained and qualified			
b. The students are adequately supervised over all aspects of the program/activity			
c. The location(s) used are appropriate and safe for all the activity(ies) and group			
d. A Safety Plan is in place to identify and manage known potential risks			
e. An Emergency Plan is in place to deal with an injury or illness to any of the students			
POTENTIAL KNOWN RISKS AND SAFETY INFORMATION			
The purpose of this section is to detail and reinforce with parents all known risks of participation in the field experience to ensure parents/guardians are providing informed consent. Safety issues and precautions which have been discussed with students should also be referred to. For example, if the students will be required to wear any specific safety equipment, such as goggles and helmets.			
Additional Comments/Requirements:			
CONSENT AND ACKNOWLEDGEMENT OF RISK			
While school staff take reasonable steps to prevent injuries to students, some degree of risk is inherent in the nature of this activity, and may occur without fault on the part of the student, School Board, its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, you are agreeing that the activity described is suitable for your child, and that you acknowledge that there is a risk of injury associated with the activity. PLEASE INITIAL THE BOXES BELOW INDICATING YOUR UNDERSTANDING AND AGREEMENT TO THE FOLLOWING CONDITIONS FOR YOUR CHILD'S PARTICIPATION IN THIS FIELD EXPERIENCE:			
<input type="checkbox"/>	My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the activity/program.		
<input type="checkbox"/>	In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements.		
<input type="checkbox"/>	Should it become necessary for my child to have medical attention, I give the Educator-in-Charge my permission to use his/her best judgement in obtaining said service(s) for my child. I understand that any such cost(s) incurred on behalf of my child will be my responsibility.		
<input type="checkbox"/>	I confirm that the school has the most up-to-date Medical Information on file regarding my child and that this information may be used in the event of a medical issue/concern.		
<input type="checkbox"/>	I confirm that the school has the most up-to-date Emergency Contact information on file for my child and that this information may be used in the event of an emergency.		
PERMISSION			
<input type="checkbox"/>	I, _____ (Name of parent/guardian), GIVE PERMISSION for _____ (Name of student), to participate in this field experience as described. <i>I understand that my child may be exposed to a risk of injury due to accident while participating in this activity.</i>		
<input type="checkbox"/>	I, _____ (Name of parent/guardian) DO NOT GIVE PERMISSION for _____ (Name of student) to participate in this field experience as described. <i>I understand that school staff will assign my child other learning activities at the school.</i>		
Parent/Guardian Name (print) _____ Date: _____			
Parent/Guardian Signature: _____			
Parent/Guardian Contact Number(s): _____ Day: _____ Evening: _____			
Comments (Include any restrictions or limitations which would prevent your child from fully participating in this trip or any other special concerns which board staff should be aware of surrounding your child:			
NOTE			
Efforts to minimize costs have been made to support student participation. Please note that no student shall be denied an opportunity to participate in an activity because of an inability to pay fees. Please contact the teacher or Principal if you have questions or concerns regarding the cost per student.			
Original kept on file with Educator-in-charge			

Japan Tour 2023

March 19th -30th 2023



BSS and KSS are going to Japan again during Spring Break 2023. Students will have 11 days in Japan that will include a 4 day homestay and school visit with our sister school Aichi Keisei, located near Nagoya. We will then travel by train to Kyoto, Nara, Takayama, and Tokyo, where we will stay at hotels and traditional Japanese inns for the tour portions of our trip.

Projected cost is \$3600.

We will discuss in some detail the itinerary for the trip at a meeting early September 2022 and address any questions that students and parents may have.

Contact the teacher in charge of this tour, Ryne Barton, for more information.

rbarton@sd69.bc.ca

Cover Letter
Ryne Barton
Kwalikum Secondary School

Statement of Purpose:

The purpose of this trip is the development and maintenance of ties with our sister schools in Japan and have our students engage in hands on and experiential learning.

Being a relatively new teacher, who is a proponent of cultural learning and acceptance, my former teachers and now colleagues of KSS have expressed interest that I continue to provide activities for students such as cultural exchanges to Japan in the future. Being of Asian descent, and having lived and taught in Asia as my first teaching assignment has enabled a massive shift of perspective in my learning. This is something that I would like to provide for the students on this trip and ones in the future here at BSS and KSS.

By physically meeting and networking with the administrators at our partner schools, I would be able to better convey the educative goal we share in a more impactful manner. In doing so I would also be able to express my feelings of respect and gratitude that they have chosen Kwalikum Secondary as a school to send their students to.

I will be travelling to our three schools, Aichei Kesei, Momoyama and Sugunami, and be able to put faces to emails. Two years ago, the son of Principal Adachi was here at KSS for a cultural exchange, and I would like the opportunity to continue this relationship with Mr. Adachi in person. While students are interacting on field excursions I will be outline the prospective goals of our partner schools and how to best support students from these school. We will also discuss possible growth plans, and what these avenues we would take to best meet the needs of these students. We will also discuss the possibility of having Canadian students go to this schools for a long study, perhaps up to 2 months.

Our pre-departure preparation has consisted of meeting with the parents of the School District 69 students going on this trip and providing them with the information necessary to carry out this endeavour. We have also been providing students with cultural information sessions during lunch so that cultural customs will not be as foreign and running our ISP Canadian Ambassador Program.

Learning and Post-Travel Knowledge Dissemination Plan

We have teamed with our CEAP or district online learning school and have issued that students on this trip to present and represent their learning and how they have gained insight into culture their world perspective. This will be offered online and submitted to CEAP staff to ensure that all criteria has been met.

Administratively, I will be reconnecting with partner schools to ensure projected plans are met and or set-up, and new programs are implement. There are two short stay programs that we have ran in the past with Aichi Kesei and during this time we would like to ensure that dates are set and program made available.

Itinerary for SD69 Japan Exchange March 19 to March 30, 2023

Train times in Japan are our hoped for departures and arrivals. Reservations will be made once we are in Japan.

Day 01 Mar. 19, Sunday

Vancouver to Nagoya via Tokyo

- 05:00** Meet at KSS and take school bus to Departure Bay Ferry Terminal
- 06:15** Walk on to ferry for Horseshoe Bay
- 09:00** Take bus 257 from Horseshoe Bay to downtown Vancouver.
Transfer to Skytrain and travel to Vancouver International Airport
- 10:40** Assemble in front of Japan Airlines at Vancouver Airport
- 14:00** Depart Vancouver by **Japan Airlines 017**
Cross International dateline – lose a day

Students buy own lunch at Vancouver airport prior to departure.

Day 02 Mar. 20, Monday

Narita, Tokyo – Nagoya

- 16:30** Arrive at Narita Tokyo airport and proceed through customs and immigration
- 18:25** Depart Narita by connecting flight **JAL 3087** for Nagoya
- 19:40** **Hotel Stay:** www.Toyoko-inn.com/search/detail/00148

Day 03 Mar. 21, Tuesday

Nagoya/Aichi Students Homestay for 3 nights

- 08:00** Take Meitetsu express train Nagoya Airport arriving at Kounomiya Station in Inazawa City at **08:55**. We will be met at the station by Aichi Keisei High School staff and taken by school bus to the school. School Activities for the day. **Breakfast will be provided at the hotel. Aichi Keisei High School will provide lunch.**

Teachers will stay at Hotel Sunroute Nagoya

<https://www.sunroute.jp/english//hotelinfo/tokai/plazanagoya/index.html>

HOME STAY from Mar 21 to 24 for 3 nights – One student per host family.

Day 04 Mar. 22, Wednesday Nagoya/Aichi
With host families.

Day 05 Mar. 23, Thursday Nagoya/Aichi
With host families.

Day 06 Mar. 24, Friday Nagoya/Aichi
School Activities for the day.

Itinerary for SD69 Japan Exchange March 19 to March 30, 2023

Day 07 Mar. 25 Saturday, Tuesday Nagoya to Kyoto

09:08 Travel by **Hikari 461** (Shinkansen) from Nagoya to Kyoto.
09:45 Arrive in Kyoto and check in to the **Sanoya Hotel** <http://www.sanoya.net/>. Explore the downtown area to orient group for shopping and inexpensive places to buy food. Buy and eat lunch. Walk to and visit Sanjuusangendo Temple. Then go by foot to Kiyomizu Temple. Return by foot to the guest house by 5pm. Students buy own supper. Meet at 7 pm to do evening walking tour of Gion district which is the old Kyoto Geisha district. Return to guest house. In own room by 11 pm.

Breakfast will be provided by the host families. **Students buy own lunch and supper.**

Day 08 Mar. 26, Sunday Kyoto / Nara

Travel to the ancient capital of Nara – about 45 minutes by local train and walk to Todaiji Temple. Eat lunch in Nara and return to Kyoto by 3pm. In own room by 11 pm. **Breakfast provided at hotel. Students buy own lunch and supper.**

Day 09 Mar. 27, Monday Kyoto to Osaka

08:00 Leave Kyoto by Shinkansen for Osaka.
9:45 Arrive in Osaka Castle Walk to Osaka castle (about a 20 minute walk) and explore the castle. Return to Osaka station and buy lunch at the station
12:00 Take the Shinkansen to Shinsaibashi. Eat Lunch
13:00 Explore the station area and Dotomburi district
16:00 return to Shinbashi Station,
16:30 Have a quick dinner, get ready for the Hanshin Tigers Baseball game
17:00 Take train out to Koshien Stadium
18:00 Watch Game
If game is cancelled then we will go to Kaiyukan Aquarium
Breakfast provided at hotel. Students buy own lunch and supper.

Day 10 Mar. 28, Tuesday Kyoto to Takayama via Shin Kobe and Nagoya

09:50 Leave Kyoto on by Shinkansen.
11:10 Arrive at Shin Kobe and change trains for Nagoya
11:20 Leave Shin Kobe for Nagoya on Shinkansen.
12:30 Arrive at Nagoya and change trains for Takayama.
12:50 Leave Nagoya on regular train.
15:10 Arrive at Takayama. Walk or take inn shuttle to our Japanese inn. Accommodation at inn for 2 nights. **Breakfast provided at hotel. Students buy own lunch. Supper will be provided at the inn.**

Day 11 Mar. 29, Wednesday Takayama

Tour the morning market and explore the streets of the “Old Town” which dates to the Edo Period. Have lunch and then take public transit to the Hida Folk Village. Return to the Inn by 16:00. **Students buy own lunch. Breakfast and supper will be provided at the inn.**

Itinerary for SD69 Japan Exchange March 19 to March 30, 2023

Day 12 Mar. 29, Thursday

Takayama to Vancouver via Toyama

06:45 Take train from Takayama to Toyama.

09:15 Arrive at Nagoya and change trains to Nagoya Chubu Centrair Airport.

Check in to Japan Airlines flight for Narita, Tokyo by 11:50

14:50 Depart Nagoya by **Japan Airlines 3084**

16:00 Arrive at Narita Tokyo airport

18:00 Depart for Vancouver by **Japan Airlines 018**

11:00 Arrive Vancouver. After being processed through customs and immigration, take the Skytrain to downtown Vancouver. Change to bus 257 and travel to Horseshoe Bay Ferry Terminal.

15:45 Take ferry from Horseshoe Bay to Departure Bay in Nanaimo.

17:15 Arrive at Departure Bay. Students picked up by their parents at Departure Bay Terminal.

Students buy own lunch and supper. Breakfast will be provided at the inn.

Contact Information in Japan

Ryne Barton email – rbarton@sd69.bc.ca cell phone # in Japan : TBD

Day 2 - Toyoko Inn – Tel: 0569-38-0045

Day 3 – 6 Nagoya, (Chaperones only) Sunroute Hotel Nagoya - Tel: 81- 571-2221

Day 7 – 8 Kyoto, Sanoya Hotel - Tel: 81-75-371-2185

Day 9-10 Hiroshima, Grand Intelligent Hotel – Tel: 81- 82-263-5111

Day 11 – 12 Takayama, Oyado Iguchi – Tel: 81-577- 34 – 0345

Homestay Contact Information will be provided when it is received.

Itinerary for SD69 Japan Exchange March 19 to March 30, 2023

Japan 2021 - Timeline and Payment Schedule

*All payments to be made to
Kwalikum Secondary School and given to **Ms. Nina Knocke the KSS Business Manager**
Or
KSS 'Schoolcashionline' site*

<https://qualicum.schoolcashionline.com/>

A deposit **will become non-refundable in October, 2020** when we are able to reserve our flight and make the deposit for the flight.

May 2023 (Tentatively scheduled, and will be finalized upon District approval) Aichi Keisei High School Visit

Host students from our Japanese sister school if possible, as a fund raiser and exchange experience. Families paid \$30 per night per student.

September 29, 2022 – second payment - \$1,000.

November 17, 2022 – third payment - \$1,000

January 10, 2022 – balance – \$1,300 (or less TBA)

March 19 to March 30, 2021 – 11 day study tour of Japan.

The final cost of the trip participants payable to KSS is \$3,500 - maximum. (Final fuel sur-charge not known until December)

This does not include the money students will use to buy their own meals (10 meals at a cost of approximately \$10 per meal) on the tour portion of the trip – approximately \$100.

Total estimated cost of the trip - \$3600



Context

Students making the transition from Secondary School to a Post-Secondary placement face increasing costs. While some students may rely on family resources to assist them, many students can not attend due to significant financial barriers.

Policy Statement

The Board believes that every student should be offered an opportunity to attend a post-secondary institution should they desire to do so. The Board will set aside an amount for scholarships/bursaries annually during the budget process.

Guidelines

1. Students must be in their graduation year from a school within the School District.
2. Students must be entering an accredited post-secondary institution within 18 months of the award date.
3. Students will NOT be advised of their selection until the Graduation ceremony.

Definitions - Scholarships and Bursaries

Scholarships and bursaries are financial awards offered with the intention of covering further educational costs after graduation from high school. Scholarship winners are typically selected through merit, which may include high achievement on class or provincial assessments and/or other notable service or leadership. Bursaries winners are typically selected through need, which may include household means and program opportunity. Criteria for award selection is often determined by the donating body in collaboration with school or district staff.

References

- Administrative Procedures to Board Policy 709: Board of Education Scholarships/ Bursaries

Dates of Adoption/Amendments:

Adopted:

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709

BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

Graduating students will be informed of the Board of Education Scholarship/Bursary opportunity as a part of their school's scholarship process. Policy guidelines will be used as criteria for application and selection.

During budget deliberations, the Board will establish the amount of the scholarship/ bursary.

School Counsellors and/or scholarship committees will assess the applications and provide up to three candidates for the interview process. School Counsellors and/or Scholarship Committees may choose to provide a letter of introduction for the candidates selected.

The Board will establish an interview team composed of:

1. Two School Trustees (one of whom will facilitate the interview process)
2. The Director of Instruction (responsible for organizing the interviews)
3. A member of the management team
4. A representative of the Principals/Vice-Principals' Association.

Candidates will be considered by a combination of the following:

1. Evidence of economic need that would seriously impede entering post-secondary.
2. Successful work and or volunteer experience.
3. Evidence of contribution to their school.
4. Evidence of contribution to the community or family.
5. Acceptable academic standing that indicates post-secondary success.

At the Interview

1. Students will summarize their educational plans.
2. Each member of the interview team will ask a (previously selected) question.
3. Students will be given an opportunity to ask any questions or summarize their reasons for applying for this award at the end of the interview.

After the Interview

1. Members of the interview team will discuss the applications and interviews
2. The two School Trustees will make decisions regarding students to be awarded the scholarship/bursary.
3. The Trustee facilitator will share this information with the Executive Assistant so that the information goes forward to an In Camera meeting of the Board.
4. All documents will be returned to the Director of Instruction to be disposed of.
5. The Director of Instruction will advise School Counsellors/Scholarship Committees of the Board's choices.

At the Graduation Ceremonies

1. The Board will determine the Trustee who will present the award to the student
2. Clear instructions for accessing the award will be given to the student.
 - a. The student will send their proof of enrollment including their post-secondary student number to district staff.
 - b. Staff will transfer the funds to the student's account at the post-secondary where they are registered.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709

BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

References:

- Board Policy 709: Board of Education Scholarships/Bursaries

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



PURPOSE

A bylaw to provide for procedures for the conduct of general school elections, other trustee elections, outline board role, trustee role and code of ethics including process for breaches.

I. ELECTION OF TRUSTEES:

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 69 (Qualicum), under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of School District No. 69 (Qualicum):

<u>No. of Trustees to be elected.</u>	<u>Electoral Areas to be represented</u>
1	E of the Regional District of Nanaimo, District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach and E of the Regional District of Powell River (Lasqueti Island)
1	H of the Regional District of Nanaimo

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the board, enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

"Election" means a trustee election.

"Board" or "school board" means the Board of Education of School District No.69 (Qualicum).

2. Application

This bylaw applies to both general elections and by-elections and to those trustee elections carried out by other authorities, except as otherwise indicated.

3. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *School Act* and the *Local Government Act*.



4. Mandatory Advance Voting Opportunities and Local Government Special Voting Opportunities

As required by the *Local Government Act* and the *School Act*, the mandatory advance voting opportunities are established as follows:

- i. on the tenth day before general voting day; and
- ii. for a trustee election that is the subject of an agreement or agreements with the local governments of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach, the District of Lantzville or the Regional District of Powell River under which either the local government conducts all or part of the trustee election on behalf of the school board, or a local government election is conducted in conjunction with the trustee election: the date specified for the additional mandatory advance voting opportunity - as well as the date, location and voting hours of any special voting opportunities - in the general election bylaw of that local government, as it is amended from time to time, shall apply in the trustee electoral area or part of the trustee electoral area that is the subject of the agreement;
- iii. for a trustee election that is not the subject of an agreement referred to in (ii): the third day before general voting day.

5. Additional Advance Voting Opportunities

As authorized under the *Local Government Act* and the *School Act* the school board authorizes the chief election officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

6. Additional General Voting Opportunities

As authorized by the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish additional voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

7. Special Voting Opportunities

As authorized under the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish special voting opportunities for each election and to designate the location, the date and the voting hours, within the limits set out in the *Local Government Act*, for such special voting opportunities.

8. Public Access to Election Documents

The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 69 (Qualicum) until 30 days after declaration of the election results.



9. Public Access to Election Documents Cont.

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of School District No. 69 (Qualicum) until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.

II. BOARD ROLE:

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals and policies to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability to Governments

The Board shall:

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to and Engagement of Community

The Board shall:

- 2.1 Make decisions that address the needs and demands of the district.
- 2.2 Establish processes and provide opportunities for community input **including all stakeholders and rights holders**
- 2.3 Communicate the district strategic plan, and achievements of students and staff to the community, at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or board policy.
- 2.5 Provide for two-way communication between board and stakeholder groups.
- 2.6 Meet regularly with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
- 2.7 Model a culture consistent with district values.



3. Planning

The Board shall:

- 3.1 Provide overall direction for the district by establishing a vision, values and strategic issues to be addressed.
- 3.2 Develop and approve the district's long term strategic plan.
- 3.3 Annually set district goals and key results, aligned with the district's strategic plan
- 3.4 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.5 Annually evaluate the effectiveness of the district in achieving established goals and desired results.

4. Policy

The Board shall:

- 4.1 Identify the purpose to be achieved and the criteria for a new policy.
- 4.2 Make the final decision as to the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired change.
- 4.4 Determine policies and bylaws which outline how the board is to function.
- 4.5 Monitor policy changes and seek input on those changes.
- 4.6 Delegate authority to the superintendent and define commensurate responsibilities.

5. Board/Superintendent Relations

The Board shall:

- 5.1 Select the superintendent
- 5.2 Provide the superintendent with clear corporate direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Evaluate the superintendent and review compensation in accordance with the superintendent's contract.
- 5.5 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.

6. Political Advocacy

The Board shall:

- 6.1 Address external issues in a manner consistent with district values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.
- 6.3 Advance district positions and priorities through relevant provincial organizations and associations.
- 6.4 Educate and inform the public



7. Board Development

The Board shall:

- 7.1 Annually evaluate the Board's effectiveness.
- 7.2 Annually develop a Board development plan aligned with District priorities.

8. Fiscal Accountability

The Board shall:

- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the strategic plan.
- 8.4 Annually approve the district's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

9. Selected Responsibilities

- 9.1 Establish parameters for early retirement incentive plans.
- 9.2 Approve local school calendars, as requested in accordance with legislation.
- 9.3 Approve Board/Authority Authorized Courses
- 9.4 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.5 Approve the naming of educational facilities and land.
- 9.6 Recognize students, staff and community members.
- 9.7 Approve school catchment areas.
- 9.8 Approve transportation service level changes.
- 9.9 Approve District partnerships.

III. ROLE OF THE TRUSTEE:

As members of the corporate board, trustees are accountable to the public for the collective decisions of the board and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. A trustee acting individually has only the authority and status of any other citizen in the district.



Specific Responsibilities:

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Ethics.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to School District 69 Board Policy ~~6005: Resolution of Concerns~~. **710:Resolution of Student and Parent Complaints.**
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools- Purpose and Parameters document.
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.

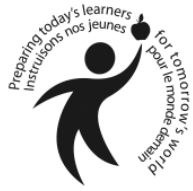


IV. TRUSTEE CODE OF ETHICS:

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.
2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in School District 69 (Qualicum) provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
 - 9.1 A commitment to collaborative decision-making
 - 9.2 A commitment to doing the homework and sharing responsibility
 - 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
 - 9.3 A commitment to put the good of the school system before individual political agendas
 - 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs

PROCEDURE FOR BEHAVIOUR CONTRARY TO THIS BYLAW:

1. **Trustees are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors .**



2. **The Board may take action against a trustee to protect its dignity, integrity and proper function.**
3. **The Board has an obligation to act fairly and to provide procedural protections based on the level of severity of the breach.**
4. **Procedural protection may range from a report to the board, to a formal censure process, judicial review and appeal to the Ombudsperson,**

REFERENCES:

Board of Education School District 69 Bylaws and Policies

<https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=>

The School Act Part 4

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4

The Local Government Act

https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00

DATES OF ADOPTION AND AMENDMENTS:

Adopted: January 1999

Amended: August 2002, October 2005, September 2008, May 2014, February 25, 2020



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD BYLAW 1

BOARD OF EDUCATION

(Page 9 of 9)

V. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Board of Education Bylaw No.1. "

Read a first time this 1st day of November 2019.

Read a second time this 28th day of January 2020.

Read a third and final time, passed and adopted this 25th day of February, 2020.

Signed copy on file

CHAIRPERSON OF THE BOARD

SECRETARY TREASURER



**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
INFORMATION MANAGEMENT AND ACCESS**

Context:

The Board of Education is committed to meeting its obligations to protect personal information from unauthorized access, use and disclosure in accordance with the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, *The School Act* **Sections 9 and 79 and Ministerial Order M14-91.**

Policy Statement:

The Board will hold and provide access to student and all other files in full compliance with the FOI/POP, School Act and Ministerial Orders.

Guiding Principles:

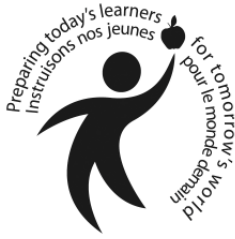
It is the intent of this policy and related administrative procedure (collectively recognized as this policy) to:

The Board will provide clear written direction on the nature of and access to all files which will

- a. control the manner in which the School District collects, retains, uses, accesses, discloses and disposes of employee and student personal information;
- b. allow any person a right of access to the records in the custody or under the control of the School District subject to limited and specific exceptions as set out in *FOIPPA*;
- c. allow individuals, subject to limited and specific exceptions as set out in *FOIPPA*, a right of access to personal information about themselves that is held by the School District;
- d. allow individuals a right to request corrections to personal information about themselves that is held by the School District; and
- e. provide for independent reviews of decisions made by the School District under *FOIPPA* and the resolution of complaints under the *FOIPPA*.

References:

- Administrative Procedure I to Board Policy 900: *Information Management and Access*
- Administrative Procedure II to Board Policy 900: *Information Management and Access*
- Board Policy ~~5056~~**501**: *Acceptable Use of Technology* and its attendant Administrative Procedure
- ~~Board Policy 7144: *Student Records* and its attendant Administrative Procedure~~
- School District 69 Personal Information Directory
- SD69 File Management Handbook
- *Freedom of Information and Protection of Privacy Act*
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00
- The *School Act* (Section 9)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section9
- And (section 79)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section79
- Ministerial Order M14/91
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY ~~9000~~ 900

**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
INFORMATION MANAGEMENT AND ACCESS**

Page 2 of 2

Adopted/Amended:

Adopted: 1980.01.23

**Amended: 19.85.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:
Interim Revision September 2010: 2020.01.28**



1. The purpose of this administrative procedure is to set out how the District will handle employee and student personal information. This administrative procedure should be read in conjunction with the policy. See appendix 1 for definitions.

ROLES AND RESPONSIBILITIES

2. The Secretary Treasurer is recognized as the Privacy Officer for the District and is responsible for:
 - a) conducting a privacy audit and self-assessment;
 - b) developing a privacy policy;
 - c) implementing and maintaining a privacy policy
 - d) managing privacy training;
 - e) responding to requests for access to and correction of personal information;
 - f) working with the Information and Privacy Commissioner in the event of an investigation.
3. The Executive Assistant to the Secretary-Treasurer will provide appropriate supports to the Privacy Officer.
4. Employees must:
 - a) complete mandatory privacy and information management training;
 - b) not alter, copy, interfere with or destroy personal information, except as required;
 - c) not disseminate personal information to anyone not covered by a confidentiality agreement;
 - d) practice safeguarding measures to ensure personal information held by the School District is protected from unauthorized access, use and disclosure;
 - e) ensure that disclosures of information are made only to those entitled to that information;

COLLECTING PERSONAL INFORMATION

5. The School District has the legal authority to collect personal information that relates directly to and is necessary for its operating programs or activities or as otherwise authorized by statute. Personal information will be collected directly from the individual to whom it pertains, unless another method of collection is authorized by the individual or the statute.
6. When the School District collects personal information about students or families, parents / guardians should be informed of the purpose for which the information is being collected. The parents / guardians of a student must authorize the disclosure of personal information for purposes ancilliary to educational programs, such as:
 - newsletter publications;



- website postings;
 - video conferencing;
 - social media applications;
 - honour roll lists;
 - team rosters;
 - yearbooks.
7. Upon their child's initial enrollment, parents / guardians will complete and submit the form entitled Student FOIPPA / Personal Information Consent.
8. Where a parent or guardian provides consent, the School District will allow the school to publish student personal information for purposes such as:
- recognition of achievement;
 - promotion of events;
 - commemoration of school events.

This authorization is deemed in effect until the student changes or transitions to another school.

9. Parents / guardians will have the ability to opt out of providing information that is not directly related to a student's educational program or necessary for the School District's operational activities.

USE OF PERSONAL INFORMATION

10. Personal information will be used for the purpose for which it was collected or for a use consistent with that purpose. Employees should seek clarification from the District Privacy Officer if there is uncertainty as to the confidentiality of the information or they need to access information for a purpose other than why it was collected.

RETENTION AND DISPOSAL OF PERSONAL INFORMATION

11. Personal information must be retained for specific periods of time. See Appendix 2 for the records retention and disposal schedule.
12. Information management must be dealt with in a responsible, efficient, ethical and legal manner. The following safeguards, though not an exhaustive list, will assist in protecting the privacy of employee and student personal information:
- a) security measures, such as encryption or passwords, must be in place for personal information that is electronically stored, printed, or transferred;
 - b) all mobile devices, including personal devices, that access or store District data must be secured by a password login and have the highest available encryption options;



- c) passwords must not be shared nor should anyone login to a system using an username and password that has not been specifically assigned to them;
 - d) locate screen in such a way that it can't be read by visitors or people passing by;
 - e) lock the computer screen when away from your desk;
 - f) paper files should be held in locked storage;
 - g) personal information should be removed from work areas when not in use; and,
 - h) paper files, including notes, reports, letters and emails, containing personal information should be protectively marked as private and confidential.
13. Any personal information that is held electronically and is no longer required for administrative, financial or legal purposes must be deleted in their entirety and data storage devices must be fully erased prior to disposal.
14. Paper files containing employee and student personal information that are due for disposal must be securely shredded.

DISCLOSING PERSONAL INFORMATION

16. Personal information may be disclosed to an external or third party if the individual who is the subject of the information has provided written consent. In the case of a student under the age of thirteen, such consent may be provided by the student's parent or guardian.
17. Disclosure of personal information is permitted if the information is immediately necessary for the protection of the health and safety of an employee.
18. Consent is not required from a student or parent when information is being disclosed for worker safety. If a plan is developed to protect the health and safety of a worker, which also affects the health and safety of a student, the parent will be informed, as per the requirements of the School Act. However, parental approval is not required to develop and implement plans to keep workers safe.
19. Managers and Principals are required to investigate incidents that caused or could have caused injury to an employee, in conjunction with the members of the school or work site's Joint Health and Safety Committee.
20. Incident report forms contain employee personal information and therefore cannot be disclosed to employees outside of the committee, except for the purpose of reporting incident to WorkSafe BC.
21. If student information is used to complete an incident investigation or report, personal identifiers must be removed so that the student is not able to be identified.



ACCESS TO PERSONAL INFORMATION

22. Access to any personal information is based on employment duties requiring such access. Unauthorised access to information about colleagues, friends, or family is not permitted.
23. The School District governs the right of access by an individual to their own personal information and by the public to any information or records in its custody or control.
24. Other school districts, government ministries or law enforcement agencies may have access to personal information where obtaining this information is necessary for the provision of their services.
25. Requests for access to information, including access to personal information, must be made in writing and must provide sufficient detail to enable the School District, with reasonable effort, to identify the records sought. A record of all such transactions must be kept on file.

STUDENT PERSONAL INFORMATION

26. Access to student records will be in accordance with Board Policy 7144: Student Records and its attendant Administrative Procedure.
27. Routine requests will be handled at the point-of-contact. Formal written requests will be handled by the District Privacy Officer through the office of the Secretary Treasurer.

EMPLOYEE PERSONAL INFORMATION

28. Access to personal information may be gained during normal business hours, upon appointment and is available to:
 - a) the employee, in the presence of a supervisory officer, or the appropriate personnel officer;
 - b) other parties (e.g. legal counsel of the employee) with the specific written consent of the employee;
 - c) appropriate Board employees and/or the Board's legal counsel, subject to the approval of the Superintendent or designate, or the appropriate personnel officer.
 - d) the individual, in the presence of the appropriate manager or a designate; and/or,
 - e) other parties (e.g. legal counsel for the individual) with the specific written consent of the individual.

FEES

29. When fees are to be levied under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* the rates adopted by the Government of British Columbia, as specified in Schedule 1 (*attached*) of the Regulation 155/2012 under the *FOIPPA*, shall be confirmed as the rates



used by the School District. Fees shall not be charged to individuals who are accessing their own personal information. See appendix 2 for the fee schedule.

ERRORS OR OMISSIONS

30. An applicant who believes there is an error or omission in their personal information may request correction of the information in writing to the department responsible for the information. The Manager responsible for collecting and retaining the particular type of record will be responsible for the correction or annotation of the information, in consultation with the District Privacy Officer.
31. Notification of the correction or annotation must be given to any other public body or third party to whom that information has been disclosed during the one year period before the correction was requested.
32. Any correction, annotation or notification must be documented.

INVESTIGATION OF COMPLAINTS

33. Anyone suspecting or aware of the unauthorized collection, use, access, or disclosure of student or employee information or other protocol set out in this administrative procedure must notify the District Privacy Officer.
34. All employees, volunteers and third parties are expected to adhere to the confidentiality requirements of the School District. Those found to be in violation of this procedure may be subject to disciplinary action.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 9000 900

INFORMATION MANAGEMENT AND ACCESS

Page 6 of 14

References:

- Board Policy 9000: *Information Management and Access and its attendant Administrative Procedure II*
- Board Policy 501: *Acceptable Use of Technology and its attendant Administrative Procedure*
- ~~Board Policy 7144: *Student Records and its attendant Administrative Procedure*~~
- School District 69 Personal Information Directory
- *Freedom of Information and Protection of Privacy Act*
- *The School Act (Sections 22, 65, 85)*



Appendix 1 – Definitions

Personal information	Any information that is about an identifiable individual. Personal information may include data such as unique identifiers (social insurance number, school records, contact numbers, gender, medical history, education, employment, psychiatric history, behavioural assessments, personnel evaluations, digital images, audio and video recordings, racial or ethnic origins, sexual orientation or religious beliefs.
Contact information	This enables an employee to be contacted at work and includes the name, position, business contact number, business address and business email.
Employee personal information	This is any recorded information about an identifiable employee (see personal information above) other than contact information.
Student personal information	This includes personal information (defined above) plus any information that identifies a student include a student's name, address, contact number, personal education number (PEN), assessments, results, and educational records.
Record	A record is defined as all recorded information in the custody or control of the School District regardless of physical format, which is collected, created, deposited or held by or in the School District. Records include books, documents, maps, drawings, photographs, letters, paper or any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means.



Appendix II – Records Retention and Disposal Schedule

The principal of the school or the supervisor of the department responsible for the records is authorized to destroy the records in accordance with the following schedule. Records may be maintained beyond the scheduled time if the principal or supervisor believes that they have a further use or historical or archival value.

The following retention schedule outlines the minimum amount of time that School District 69 records must be retained:

Board Records

Board policy	Permanent
Agendas of regular, in-camera and special board meetings	Permanent
List of electors	2 years after the year of creation
Minutes	Permanent
Notice of meetings	1 year
Oaths and declaration of trustees	Selected Retention
School trustees list	While current
Debenture and bylaw register	Permanent
Debenture and coupons redeemed	6 years after year redeemed
Annual Report as required by the School Act	Permanent
District publications and newsletters	Selected Retention

Information and Privacy

Freedom of Information requests	2 years after the calendar year of creation
Requests to review Freedom of Information decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued
Freedom of Information requests to correct personal information	2 years after the personal information has been updated, annotated, or request has been transferred to another public body

Financial Records



Annual budget and summary supporting documents	Permanent
Auditor's reports	Permanent
Cancelled cheques	6 years after year of creation
Cheque duplicates, invoices, requisitions	6 years after year of creation
Purchase orders	2 years after year of creation
Employee travel claims	6 years after year of creation
Ministry of Education financial information reports	Permanent
General ledger	Permanent
Invoices billed	6 years after year of creation
Subsidiary ledgers and journals	6 years after year of creation
Receipts issued	6 years after year issued
Bank statements, debit and credit notes	6 years after year of creation
Deposit books	6 years after year of creation
Loans, authorization	6 years or term of loan, if longer
Loans, cancelled notes	6 years after year of creation
Stop payment orders	1 year after year of creation

Facilities Records

Rental of facilities	1 year after year of rental
Appraisal and inventory records	6 years after year of asset disposal
Authorization for expenditure of capital funds	6 years after year capital plan completed
Building plans and specifications (with related change, guarantees, bonds liens and valuable correspondence)	6 years after year of asset disposal
Land titles, deeds and plans	Permanent
Leases	6 years after expiration of term



General Records

General correspondence 2 years after year of creation

Human Resource Records

Applications 1 year after position is filled

Job Competitions Selected Retention

Collective Agreements with unions Permanent

Contracts with individual employees 20 years after the year employment ceases

Teacher-on-Call files 5 years after the year employee leaves district

Individual grievance files Permanent

Letters of discipline 20 years after the year employment ceases

Personnel file 20 years after the year employment ceases

Seniority lists Permanent

Unsolicited resumes 6 months

Violence incident reports 6 years after year of creation

Employee medical file 20 years after the year employment ceases

Information Systems

User ID's When user is removed from the system

Insurance Records

Incident Reports 2 years or until finalized

Claims 6 years after claim settled for adults; 2 years after age of majority is reached for individuals under 19 years

Insurance policies While current



Payroll Records

Employee payroll files	20 years after the year employee leaves district
Employee payroll register	20 years after the year employee leaves district
Employee attendance records	6 years after the year employment ceases

Purchasing Records

Quotations and relative correspondence	6 years after year of creation
Purchasing contracts	6 years after year of creation
Requisitions and purchase orders	6 years after year of creation

Student Records

Student Information Data	Permanent
Permanent Record Cards	55 years after graduation or withdrawal
Attendance reports and registers	Permanent
Out-of-boundary attendance requests	2 years after decision is made
Provincial scholarships and district awards	Permanent
Transcript of Marks	Permanent
Teachers' student files	While current
Other student records	Useful life of record

Transportation Data

Student bus registration forms	1 year after year of creation
Transportation assistance forms	1 year after year of creation
School bus behaviour report	1 year after year of creation
School bus video tapes	1 year after year of creation as needed
Vehicle maintenance forms	life of bus
Pre-trip forms	3 months
Driver time logs	6 months



Health and Safety Records

References refer to the applicable part from the WCB Occupational Health and Safety Regulation and/or the Workers Compensation Act.

Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Asbestos	<ul style="list-style-type: none"> inventory of asbestos containing materials risk assessments inspections air monitoring 	6.32(1)	10 years			x
	<ul style="list-style-type: none"> corrective actions to control the release of asbestos fibres written work procedures written notification to WorkSafeBC of abatement works training and instruction of workers 	6.32	3 years 6 years	x	x	
Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Automotive Lifts and Hoists	<ul style="list-style-type: none"> inspection reports maintenance and testing 	12.78	while equipment in use			x



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 9000 900

INFORMATION MANAGEMENT AND ACCESS

Biohazardous Material	<ul style="list-style-type: none"> worker exposures investigation reports 	5.59(3)	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> worker education and training 	6.41	6 years		x	
Competency of equipment operators		16.4	length of employment		x	
Cranes and Hoists	<ul style="list-style-type: none"> inspection reports maintenance 	14.14	while equipment in use			x
Elevated Work Platforms	<ul style="list-style-type: none"> inspection Reports maintenance repairs modifications 	13.163	while equipment in use	x		
Fire Fighting Equipment	<ul style="list-style-type: none"> tests inspections 	31.9	while in use			x
First Aid	<ul style="list-style-type: none"> injury or illness report 	3.19	3 years			x
Hazardous Substances	<ul style="list-style-type: none"> inventory 	5.98(1)	while in use			x
	<ul style="list-style-type: none"> exposure reports investigation reports 	5.59(3)	length of employment plus 10 years		x	



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 9000 900

INFORMATION MANAGEMENT AND ACCESS

Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Incident Investigation Reports		WC Act	6 years			x
Joint Health and Safety Committee Meetings	<ul style="list-style-type: none"> meeting minutes 	WC Act	2 years			x
Lead	<ul style="list-style-type: none"> risk assessments 	6.68	while current			X
	<ul style="list-style-type: none"> worker exposure report health monitoring worker training 	6.68	length of employment plus 10 years		x	
Noise	<ul style="list-style-type: none"> hearing test for each worker working in a noise environment 	7.8	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> noise exposure measurement results 	7.8 (2)	while equipment in use			x
Radiation	<ul style="list-style-type: none"> surveys 	7.43	10 years			x
Workplace Inspections		WC Act	1 year			x



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Context:

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger learners.

Policy Statement:

The Board of Education, through their educators, will have effective communication between home and school **with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy.** Placement **of any student by grade, course or program** will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs.

Guiding Principles:

The Board of Education believes that:

1. Parents **should be meaningfully** involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. **Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.**
3. Students and parents **should be** provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. **Information shared with parents** should be descriptive **and** strength based, **and should** include suggestions about ways to support further learning.
5. **Students should be encouraged** to work toward their goals, build student ownership, and **have a central** role in the communication process.
6. **Students should be able** to use this information to make necessary revisions to their work and set new learning goals

References:

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Administrative Procedure to Board Policy 500: Communicating Student Learning and Student Placement

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**
(merging of 5004 and 5010)

Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

Key Terms

Assessment is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

Summative Assessments take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

Evaluation is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

Reporting student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

Communicating Student Learning

1. **Communicating student learning will be done in a way that ensures that parents are well informed, etc. (see list in current policy)**
2. **Information provide to parents will be descriptive, etc. (see list in current policy)**
3. **Communicating student learning will occur in a variety of ways including:**
 - a. **Parent conferences**
 - b. **Student-led and three-way conferences**
 - c. **Electronic or paper-based portfolios**
 - d. **Reporting/communication applications**
 - e. **Written interim reports**
 - f. **Web-based resources**
 - g. **Phone calls, emails or texts**
 - h. **Samples and demonstrations of student work, videos or written summaries**
 - i. **Formal “points of progress” reports**
 - j. **Formal report cards**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT
(merging of 5004 and 5010)

Methods of Communicating Student Learning

Communicating student learning to parents will continue to be a strategic focus for the District. Teachers will be using a variety of methods to engage with parents regarding their child's learning such as:

- ~~Parent conferences~~
- ~~Student-led conversations~~
- ~~Electronic or paper-based student portfolios~~
- ~~Class websites~~
- ~~Phone calls, emails or texts~~
- ~~Newsletters~~
- ~~Student agendas~~

1. The District will continue to support use of ~~two~~ technology-based tools to assist teachers in carrying-out this work:
 - ~~**FreshGrade**~~ and ~~**Scholantis**~~ - professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with these **technology-based** tools throughout the year.
2. Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.
3. There will be two opportunities for conferencing, the first in October/November and the second in March/April.
4. Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.
5. It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

Reporting/Informing

1. We will take the following approaches to reporting at the elementary and secondary levels:

Elementary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT
(merging of 5004 and 5010)

2. The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.
3. Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.
4. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.
5. K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.
6. Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.
7. Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**
(merging of 5004 and 5010)

References:

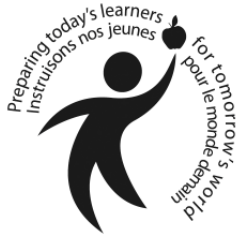
- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Board Policy 500: Communicating Student Learning and Student Placement

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27

DRAFT



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 or school function will be subject to section 177 of the School Act (Maintenance of Order).
7. **The Board prohibits the use or consumption of impairing substances at work or in the workplace.**

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

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.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Due Diligence

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;



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- f. ensure adequate instruction, training and education takes place for all staff;
 - g. ensure that a District Health and Safety Committee and Site Joint Health and Safety Committees are established and meet on a monthly basis;
 - h. ensure that regular inspections are carried out at each site on a regular basis;
 - i. ensure that all pertinent and required records and statistics are maintained and reviewed.
11. Members of the District Senior Leadership Team will take all reasonable steps to:
- a. provide specific direction on the implementation of the health and safety program within each worksite, delegating tasks as necessary to ensure completion;
 - b. exercise due diligence in order to ensure the health and safety of all employees and non-employees, including students, volunteers and other visitors;
 - c. take all reasonable steps to remedy any workplace conditions that are hazardous to the health and safety of employees and non-employees;
 - d. ensure that employees are made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed to by their work;
 - e. ensure the provision of safeguards, safety appliances and devices, including personal protective equipment necessary for the protection of employees;
 - f. upon identification and investigation of hazardous working and learning conditions, will forward concerns to and review and address recommendations of the Site and District Joint Health and Safety Committees;
 - g. ensure the implementation of practices and procedures to effectively eliminate or effectively control hazards;
 - h. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
12. Principals, Vice-Principals and other management staff will take all reasonable steps to:
- a. ensure that all new / transferred employees receive proper orientation and are provided with training in all safe work procedures required for their job;
 - b. ensure the health and safety of all workers under their direct supervision;
 - c. be alert to unsafe working practices and conditions, and deal with them promptly and effectively;
 - d. report any hazards to the General Manager of Operations and the Site Joint Health and Safety Committee;
 - e. consult and cooperate with the Site Joint Health and Safety Committee and the District Occupational Health and Safety Committee;



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**

DRAFT



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.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

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.

A Bio-Hazardous Materials Kit includes:

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

DRAFT



ADMINISTRATIVE PROCEDURES III 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.
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.



SCHOOL DISTRICT No. 69 (QUALICUM)

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

Page 10 of 10

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.

References:

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

Dates of Adoptions and Amendments:

Adopted: 2016.08.31

Amended:



STUDENT HEALTH –COMMON MEDICAL CONDITIONS

Context:

The public education system in B.C. is open to all students no matter what their health or medical condition. The School Act clearly states this is Section 2 (1) and (2) and in 88(1) https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section2 Examples of common conditions include anaphylaxis, asthma, diabetes and epilepsy.

Policy

~~For the purpose of this document, **Common Medical Conditions** include: anaphylaxis, asthma, diabetes, and epilepsy.~~

Policy Statement:

The board will seek to support students with common medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being.

~~The Board of Education of School District 69 (Qualicum) recognizes that the health of students is an essential precondition for learning. As such, the Board is committed to:~~

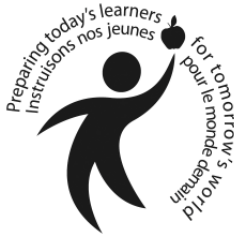
Guidelines:

The Board is committed to the following:

1. Empowering students, ~~as confident and capable learners,~~ to reach their full potential for self-management of their medical condition(s), according to their Plan of Care
2. Supporting parents/guardians to feel confident that their child is safe at school ~~and during school related activities,~~ and has the same opportunities as other students ~~to fully access the education system~~
3. Creating a collaborative approach with the student, parent(s)/guardian(s), principal, school staff and health care professionals, to ensure a full understanding of the common medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care
4. Establishing clear procedures and protocols in place to support students with common medical conditions and to guide a timely and effective response should medical intervention be required
5. Ensuring that appropriate staff are familiar with the common medical conditions as outlined in the Plan of Care and are trained and confident in prevention strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency.
6. **Plans of care are created in collaboration with health care professionals and parents or legal guardians.**

References:

Administrative Procedure to Board Policy 802: Student Health – Common Medical Conditions



British Columbia Anaphylactic and Child Safety Framework

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf

Anaphylaxis Protection Order

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m232_07.pdf

The School Act https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00

Dates of Adoption/Amendments:

Adopted: 2018.12.18

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

For the purpose of this Administrative Procedure, **Common Medical Conditions** include anaphylaxis, asthma, diabetes, and epilepsy.

DEFINITIONS

Anaphylaxis – is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures be taken

Asthma – is a chronic, inflammatory disease of the airways in the lungs.

Diabetes – is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

Epilepsy – is a neurological condition which affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

Health Care Professional – a member of a College under the Regulated Health Professions Act (e.g., medical doctor, nurse practitioner, registered nurse, pharmacist).

Health Care Provider – may be a Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Medical Emergency – is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

Medical Incident – is a circumstance that requires an immediate response and monitoring, as the incident may progress to an emergency requiring contact with Emergency Medical Services.

School – all school and school-board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after- school programs for children aged 4 to 12 years.

School staff – all school staff, including occasional staff.

Self-Management – a continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of the student's ability to confidently and independently manage their medical condition(s). The student's journey to reach the student's full potential along the self-management continuum is not linear and can require varying levels of support over time. A student's capacity for self- management may be compromised during certain medical incidents, and additional support will be required.



ROLES AND RESPONSIBILITIES

Parents/Guardians of Children with Common Medical Conditions

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school.

Parents/Guardians are expected to:

- Educate their child about his/her medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage his/her child to reach full potential for self- management and self-advocacy
- Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal or designate
- Communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the Principal or designate
- Confirm annually to the Principal or designate that their child's medical status is unchanged or update as necessary
- Initiate and participate in annual meetings to review their child's Plan of Care;
- Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

Students with Common Medical Conditions

Depending on the student's cognitive, emotional, social and physical stage of development, and the student's capacity for self-management, students are expected to actively support the development and implementation of the student's Plan of Care.

Students are required to:

- Take responsibility for advocating for their own personal safety and well-being that is consistent with the student's cognitive, emotional, social and physical stage of development and the student's capacity for self-management
- Participate in the development of their Plan of Care as appropriate
- Participate in meetings to review the student's Plan of Care as appropriate
- Carry-out daily or routine self-management of the student's medical condition to the student's full potential, as described in their Plan of Care (e.g. carry their own medication and medical supplies; follow school board policies on disposal of medication and medical supplies)



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Page 3 of 10

- Set goals on an on-going basis, for self-management of their medical condition, in conjunction with the student's parent(s)/guardian(s) and health care professional(s)
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to the student's medical condition(s) at school
- Wear medical alert identification that the student and/or parent(s)/guardian(s) deem appropriate
- If possible, inform school staff and/or the student's peers if a medical incident or a medical emergency occurs

School Staff

School staff are required to:

- Review the contents of the Plan of Care for any student with whom they have direct contact
- Participate in training, during the instructional day, on common medical conditions, at a minimum annually, as required by the Board
- Share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing
- Follow District Procedures designed to reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extra-curricular activities in accordance with the student's Plan of Care
- Support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in Board policies and procedures
- Support inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in the student's Plan of Care, while being aware of confidentiality and the dignity of the student
- Enable students with common medical conditions to participate in school to the student's full potential, as outlined in their Plan of Care
- Collaborate with parents/guardians in developing transition plans for students with Common Medical Conditions, as appropriate
- Maintain log of administration of medication and medical incidents
- Notify the Principal or designate when they are aware that the expiry date on provided medication(s) have been reached

Principal or Designate

Principal or designate is expected to:

- Clearly communicate to parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians to co-create, review, and update a Plan of Care with the Principal or designate.



This process should be communicated to parents/guardians at a minimum:

- i. during the time of registration
 - ii. each year during the first week of school
 - iii. when a child is diagnosed and/or returns to school following a diagnosis;
- Co-create, review or update the Plan of Care for a student with a common medical condition with the parent(s)/guardian(s), in consultation with the school staff (as appropriate) and with the student (as appropriate)
 - Maintain a file with the Plan of Care and supporting documentation for each student with a common medical condition
 - Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan
 - Communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care
 - Encourage the identification of staff who can support the daily or routine management needs of students in the school with common medical conditions, while honouring the provisions within the respective collective agreements
 - Maintain appropriate storage of medications or medical devices for students with common medical conditions
 - Communicate regularly with school staff and parents/guardians regarding any life-threatening conditions
 - Inform parents/guardians about relevant Board policies and procedures and encourage regular review
 - Ensure, with consent, an updated photo with key emergency information is available to staff
 - Ensure replacement teachers have access to the student's Plan of Care and are familiar with the emergency procedures
 - Ensure all staff have received training annually, including training about any prevention strategies, recognition of life-threatening situations, emergency protocols and the use of any emergency medical interventions
 - Maintain a list of school personnel who have received training
 - Promote supportive learning environments recognizing the need for an accepting social climate for students with common medical conditions

Superintendent of Schools or Designate

The Superintendent of Schools or designate is expected to communicate, on an annual basis, the Board policies on supporting students with common medical conditions to parents/guardians, staff, and others in the school community who are in direct contact with students.

The Superintendent or designate is expected to:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

- Make available training and resources on common medical conditions on an annual basis
- Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas
- Develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations
- Communicate expectations that students are allowed to carry their own medication and supplies to support the management of the student's medical condition, as outlined in their Plan of Care
- Ensure there is a process at the time of registration for identifying students with common medication conditions
- Where appropriate, seek the support and advice of community partners and health care providers for the purpose of ensuring the safety and well-being of students with a common medical condition

PLAN OF CARE

A Plan of Care is a form that contains individualized information on a student with a common medical condition.

The Plan of Care for a student with a common medical condition should be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the school year (e.g. when a student has been diagnosed with a common medical condition). Health care provider information and signature(s) are optional.

Parents/Guardians have the authority to designate who is provided access to the Plan of Care.

With authorization from parents/guardians, the Principal or designate should share the Plan of Care with school staff who are in direct contact with students with common medical conditions and, as appropriate, others who are in direct contact with students with common medical conditions (e.g. food service providers, transportation providers, volunteers).

COMMUNICATION STRATEGIES/PRIVACY AND CONFIDENTIALITY

Parents/Guardians and school staff should be informed of the measures to protect the confidentiality of students' medical records and information.

At the beginning of each school year, the following text shall be communicated to all parents/guardians in a special letter:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Re: Treatment of Students with Identified Medical Conditions

The School District requires that we maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, *Request for Administration of Medication at School*, it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child, sign the form yourself and return it to the school office as soon as possible.

FACILITATING AND SUPPORTING DAILY/ROUTINE MANAGEMENT

Anaphylaxis Risk Reduction

The parent(s)/guardian(s) of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the District and of the Principal or designate at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens.

The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:

- Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.
- Students with food allergies shall only eat lunches and snacks which have been prepared at home.
- Hand washing is encouraged before and after eating for all students.
- Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods
- The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.

All partners in education should be supporting inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g. within the classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in the student's Plan of Care.

RESPONSE PROTOCOLS AND PRACTICES FOR RESPONDING TO MEDICAL EMERGENCIES



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802
STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Each school shall have trained staff qualified to provide first aid to students as required. In-service training to maintain first aid certification of designated staff will be arranged as required throughout the school year.

Where home care or professional medical care is required, parents/guardians will be notified as soon as possible and informed of any intermediate action taken.

When parents/guardians have been notified they may provide input when necessary to the principal or designate.

When transportation of a sick child or an accident victim is required, the mode of transportation is left to the discretion of the Principal or person with supervisory responsibility at that time. When ambulance service is required by schools, the Board will accept billing for the cost of transportation to the nearest hospital.

Supervision and/or Administration of Medication to Children

Designated staff shall administer medications to students only if the following conditions are met:

- The medication is required while the student is attending school;
- A parent/guardian has requested the school's assistance and has signed a release concerning administration of medication;
- The Principal of the school has been notified so that a school plan of action is developed;
- An employee designated to administer medication to a student has been given appropriate child-specific training to support the carrying-out this responsibility;
- All prescribed medication is to be kept in a secure cabinet along with appropriate instructions;
- Bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given appropriate child-specific training to support the carrying-out of this responsibility.

A "Request for Administration of Medication at School", form (Ministry of Health "Hlth 41"), must be completed by the parent(s)/guardian(s) giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form.

Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have the student's medication administered by the designated school staff.

The school Principal or designate, will ensure a plan of action is developed for the daily care of the student, which shall include:

- A process for safekeeping and proper labeling of medication, ensuring large quantities of medication are not stored in school;
- Appropriate recording-keeping procedures and other relative information tracking



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

measures are in place, understood by all parties, and maintained;

- Training for all school personnel involved in the administration of medication is undertaken and remains current.

The school Principal or designate shall ensure that:

- A master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;
- Copies of all forms returned by parents/guardians are attached to the students permanent record card file;
- Designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.

School staff are not to administer non-prescribed medication or to provide any medical services other than first aid, to any student.

School staff supervising field trips must be informed of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.

AWARENESS TRAINING/RESOURCES

All staff will be provided with information regarding common medical conditions on an annual basis.

The scope of the information provided to staff includes the following:

- Strategies/procedures for preventing risk of student exposure to triggers and causative agents
- Strategies for supporting inclusion and participation in school
- Recognition of symptoms of a medical incident and a medical emergency
- Information on sources of support available to staff
- Medical incident response and medical emergency response procedures and protocols
- Documentation procedures

Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff shall occur at least once per year.

REPORTING/DOCUMENTATION



For each incident when a student experiences an anaphylactic reaction at school the Principal or designate is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. One copy is to be retained at school in a central file, one copy in the student permanent file and one copy submitted to the District Safe School Coordinator.

In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the Principal or designate must involve the parent(s)/guardian(s), the staff who were involved in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.

LIABILITY

The Good Samaritan Act, passed in 2001, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:

2. (1) Despite the rules of **common law**, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

(2) Subsection (1) applies to,
...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

APPENDICES: FORMS

References:

- *Board Policy 8002: Student Health – Common Medical Conditions*



- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

DRAFT



TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees with allergies and chemical sensitivities, all students, employees and visitors are to be considerate in their use of scented products when attending school district facilities or events.

SCENTED PRODUCT CATEGORIES

1. Personal Products

Hygiene: Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.

Non Hygiene: Products include, but are not limited to, scented candles, potpourri and scented ornaments.

2. Non Personal Products

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

These lists are intended to be representative, not exhaustive.

In sufficient concentrations, chemically-scented products may trigger responses to those with allergies or chemical sensitivities. Reported symptoms can include, but are not limited to:

- Headaches, migraines
- Dizziness, lightheadedness
- Weakness
- Confusion
- Numbness
- Upper respiratory symptoms
- Skin irritation
- Nausea
- Fatigue
- Malaise
- Anxiety
- Difficulty with concentration
- Sinus congestion
- Loss of appetite

Out of respect for the health and safety of those with allergies or chemical sensitivities, the Board strongly encourages all staff, students and visitors to avoid or reduce the use of scented products and to replace them with unscented alternatives.

This list is intended to be representative, not exhaustive.

References:

- *Administrative Procedure to Board Policy 8007 803: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*



TOWARDS A SCENT CONSIDERATE
SCHOOL/WORKPLACE ENVIRONMENT

Context

Chemical sensitivity, caused by chemically scented products, including essential oils can cause serious disabling conditions. WorkSafe BC and other similar organizations in other provinces have recognized the severity of this condition as a workplace hazard.

Policy Statement

The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees ~~with allergies and chemical sensitivities~~, all students, employees and visitors are to ~~be considerate in~~ **limit** their use of scented products when attending school district facilities or events.

Guidelines

The Board Expects:

1. All staff, students, and community members to be scent aware and considerate of others.
2. That scented products will be used in moderation and only as necessary for the health and safety of our school communities.
3. That respectful action to reduce the use of scented products, especially Petro-chemically based scents, will occur.

Definitions

SCENTED PRODUCT CATEGORIES

Personal Products

Hygiene: Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.

Non Hygiene: Products include, but are not limited to, scented candles, potpourri and scented ornaments.

Non Personal Products

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

References

- WorkSafe BC HEA1-9 Scent Safety in the Workplace <http://www.eha-ab.ca/acfp/docs/WorkSafeBCscentSafety.pdf>

Dates of Adoption/Amendments

Adopted: 2003.05.27
Amended: 2007.05.22: 2016.12.13



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 8007 803

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

PURPOSE

There has been increasing awareness in the District that exposure to perfumes and other chemically-scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.

Fragrances are found in a wide range of products. Common scented products include perfume, cologne, aftershave, deodorant, soap, shampoo, hairspray, body spray, makeup and powders. Examples of other products with added scents include air fresheners, fabric softeners, laundry detergents, cleaners, carpet deodorizers, facial tissues, and candles.

We generally think that it is a personal choice to use fragrances; however, fragrance chemicals are by their very nature shared. The chemicals vaporize into the air and are easily inhaled by those around us. Today's scented products are made up of a complex mixture of chemicals, many of which are synthetic compounds derived from petroleum products. These fragrance chemicals, classified as volatile organic compounds, can contribute to indoor air quality problems and cause health problems.

Individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Some of these fragrance chemicals are known to be skin sensitizers. Some are also respiratory tract irritants, and can trigger asthma and breathing difficulties. Individuals with respiratory challenges commonly cite fragrances as initiating or exacerbating the individual's asthma. Fragrances are also implicated in vascular changes that can trigger migraines in individuals. Individuals with chemical sensitivities can experience symptoms at very low levels in the air, far below those known to cause harmful effects in the general population.

Although the mechanisms by which fragrance chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.

WHAT IS THIS ADMINISTRATIVE PROCEDURE INTENDED TO DO?

Firstly, this Administrative Procedure is intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected.

Secondly, in order to protect those individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the District is asking for voluntary cooperation towards a scent-reduced environment.



All staff, students and visitors are strongly encouraged to avoid or reduce the use of fragranced products, and to replace them with unscented alternatives.

We recognize that the issue is complex and controversial to some. We recognize the personal right of individuals to use scented products. We believe, however, that this must be balanced with the adverse health effects and extreme discomfort that can be suffered by fragrance-sensitive individuals.

This is not an issue about an individual disliking the smell of a particular perfume and getting what he/she wants in the workplace. This is not a ban on scented products. This is a request to voluntarily refrain from chemical-based scented products.

WHAT IS THE DISTRICT DOING ABOUT IT?

Recognizing that chemicals, including fragrance chemicals, can negatively impact on indoor air quality, the District

- Promote the reduction of unnecessary use of chemicals, including fragrance chemicals.
- Promote the use of environmentally-friendly and least harmful products in cleaning materials and building materials.
- Target harmful chemicals and contaminants and implement controls to effectively prevent or minimize their release into the general air as a result of building, maintenance, custodial, research and teaching activities.
- Support the best possible air quality practicably attainable, by means of proper ventilation, peak performance and proper maintenance of building mechanical ventilation systems, in keeping with the District's Indoor Air Quality Standard.

WHAT CAN YOU DO TO HELP?

- Be considerate of those who are sensitive to fragrance chemicals. Avoid using chemically-scented products; instead, use unscented alternatives.
- If you do use chemically-scented products, use them sparingly. A general guideline for chemically-scented products is that the scent should not be detectable more than an arm's length away from you. Do not apply scented products in a public area.
- Be an informed customer. Read the product label. A product labeled as "fragrance-free" is likely to be free of fragrance chemicals. A product labeled as "scent-free" or "unscented" may mean that no fragrance chemicals have been added to the product, or it may be that a masking agent has been added to disguise the smell of some of the ingredients. These terms are not regulated, so use your nose or ask the store to check the product for fragrances.
- Avoid using products (e.g. air fresheners or potpourris) that give off chemical-based scents in your work area.
- Avoid using laundry products or cleaning agents that are chemically-scented. Air out dry-cleaned clothing before wearing.



WHAT CAN YOU DO IF YOU ARE SENSITIVE TO FRAGRANCE CHEMICALS?

- If you feel you can do so comfortably, approach the scented individual and let him/her know how you react to fragrances. Be specific about the types of physical reactions you have (e.g. asthma attacks, migraines, shortness of breath). Talk to the individual in a cordial and respectful manner. Ask for the individual's understanding and cooperation. Many people are unaware of the potential health effects of fragrance chemicals.
- Inform your Principal/ Vice Principal/Manager of your sensitivities, your symptoms, and the types of exposures that improve or worsen these symptoms. Ask your Principal/Vice Principal/Manager to assist in finding a solution to your situation. You may ask your Principal/Vice Principal/Manager to discuss this matter with the individual involved if you do not feel comfortable doing so, or if the individual has done nothing after you have advised him/her of your situation.
- Consult with your physician about your symptoms.

WHAT CAN THE PRINCIPAL/VICE PRINCIPAL/MANAGER DO?

If an individual in your work area is adversely affected by chemically-scented products:

- Listen to the person with respect and civility.
- Clarify the issue. Ask the individual to describe the health effects, the factors that make the problem better or worse, and the actions they are taking to deal with it.
- Investigate the issue and use good judgment and consideration to provide a fair, uniform and timely resolution.
- Discuss the issue with your staff in an open and non-threatening manner. Inform them of the health concerns that have arisen as a result of the use of chemically-scented products in the workplace. You may choose to have this discussion with an individual or a group of employees, whichever is appropriate to the situation.
- Request your staff's cooperation and understanding to voluntarily avoid the use of chemically-scented products in the area. Discuss the benefits of a scent-free work area.
- Implement measures to reasonably accommodate those who are affected by scented products. Where employees are severely limited due to exposure to scented products, you may need to establish a fragrance-free zone. For meetings held in enclosed rooms, you may need to send out notices to attendees informing them of the scent-free nature of the meeting.
- Consult with Operations staff regarding the adequacy of ventilation in the area.
- Distribute this information and display the "No Scents make Good Sense" poster.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 8007 803
TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE
ENVIRONMENT

WHAT SHOULD YOU DO IF YOU ARE APPROACHED BECAUSE OF THE SCENTED PRODUCT YOU ARE WEARING?

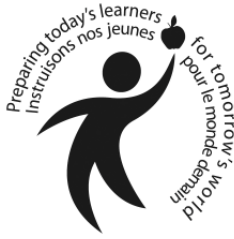
- If an individual or your Principal/Vice Principal/Manager informs you that the fragranced products that you use or wear are a problem and requests that you avoid using them, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request.
- Understand that it is not about you as a person or about your choice of fragrance, but it is about the chemicals in the fragranced product. Do not discount the issue as ridiculous and unreasonable.
- Discuss the issue openly. Ask questions about the health impact on the person, the types of symptoms experienced, the factors which make the person's symptoms better or worse (e.g. fragrance type, amount used).
- Empathize with the individual. Work with cooperation and understanding towards a satisfactory resolution.

References:

- *Board Policy 8003: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*

Dates of Adoption/Amendments:

Adopted: 2003.05.27
Amended: 2007.05.22: 2016.12.13: 2018.04.24



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Purpose

The Board of Education of School District 69 (Qualicum) is committed to ensuring a safe, caring and inclusive environment for all students and staff. The Board further considers positive and least restrictive approaches in the provision of student supports to be best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. This approach is consistent with BC Ministry of Education's ***Provincial Guidelines for Physical Restraint and Seclusion in School Settings***.

The Board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences for all students.

Schools do not support any form of physical restraint or seclusion as an ongoing means of intervention. Any intervention that involves physical restraint or seclusion may only be used in cases of extreme emergency where the physical actions of the student threaten to cause harm to self or others.

Guiding Principles

1. Behaviour interventions for students must promote the rights of all students to be treated with dignity.
2. Behaviour interventions for all students emphasize prevention and positive behavior supports. Every effort will be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environment.
4. Behaviour interventions address the underlying cause and purpose of potentially harmful behaviour.
5. Physical restraint or seclusion is *only* used in extreme emergency where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Physical restraint or seclusion is discontinued once imminent danger or serious self-harm or harm to others has dissipated.
6. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.
7. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others. These assessments inform the development of behaviour intervention plans for students that incorporate positive behaviour interventions and include instruction in strategies to regulate and de-escalate their behaviour.
8. It is expected that schools will include among their staff members, individuals who are trained in restorative practice, conflict de-escalation and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS



Context

The School Act repeatedly and clearly states that all students have a right to an education. The Special Needs Students Order (M235/07) states “A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.” The Ministry sets out the guidelines in the Physical Restraint and Seclusion in School Settings document.

Policy Statement

The Board is responsible for providing educational programs within a safe, **caring**, and inclusive environment. Physical restraint or seclusion is *only* used in ~~extreme emergency~~ when the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel.

Guidelines

The Board expects:

1. ~~Behaviour interventions for students must promote the rights of all students to be treated with dignity.~~
1. Behaviour interventions for all students emphasize prevention and positive behavior supports that promote the rights of all students to be treated with dignity.
2. Behaviour interventions will attempt to address the underlying cause and purpose of potentially harmful behaviour.
3. Schools will include individuals who are trained in restorative practice, conflict ~~de-escalation~~ and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
4. Physical restraint or seclusion will be applied by qualified staff and will be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
5. Restraint or seclusion will not be used as punishment, discipline, or coercion.

Definitions

All definitions in this policy and Administrative Procedures are as stated in the B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

References

- Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students
- B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>
- The School Act https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section2
- Special Needs Students Order (M235/07) https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m150_89.pdf

Dates of Adoption/Amendments

Adopted: 2018.1127

Amended:



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education's ***Provincial Guidelines for Physical Restraint and Seclusion in School Settings*** along with the following definitions of physical restraint and seclusion:

Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
 - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
 - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to the student's parent at the end of the school day on which the incident has occurred
 - To the Assistant Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
 - With involved school personnel
 - With the parents/guardians of the student, and where possible with the student
 - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
 - When a violent incident occurs, employees have a duty to advise the employee's supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a *WorkSafe 6A – Worker's Report of Injury or Occupational Disease to Employer* form and/or *Workplace Violence Risk Assessment (WVRA)* form will be required.

References:

- Board Policy 804: Physical Restraint and Seclusion of Students
- Board Policy 700: Safe, Caring and Inclusive School Communities
- BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings

Dates of Adoption/Amendments:

Adopted: 2018.11.27

Amended:

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.

DEFINITION OF VIOLENCE:

“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”
(Source: WCB)

NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.

The Employee MUST:

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

NOTE: Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

The Principal/Supervisor MUST:

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident. The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.
- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

Distribution of the Forms:

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

If the violent incident involves a student:

Un-redacted Copies:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Services (if required as per Policy 7000)

Redacted Copies:

The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with “The Student”, and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- a) CUPE
- b) MATA
- c) General Manager of Operations

If the violent incident does not involve a student, un-redacted copies are distributed as follows:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) District Principal, Learning Services (if required as per Policy 7000)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) General Manager of Operations (in a sealed envelope)



POLICY STATEMENT

The Board of Education of School District 69 (Qualicum) considers the health, safety and wellbeing of students and employees to be of paramount importance. The Board of Education recognizes how impairment can adversely affect an individual's conduct, capability, performance at work, and their general wellbeing.

It is the intent of this policy:

- to promote the health, safety and wellbeing of employees by achieving a balance between supporting individuals who admit to a problem in order to get help and protecting students and employees from undue risk;
- to create a culture that encourages employees with substance use disorders to seek help at an early stage in the knowledge that they will be supported to overcome their difficulties;
- to reduce poor health, absenteeism, poor performance or misconduct resulting from impairment in the workplace;
- to ensure a safe working and learning environment by establishing administrative procedures in compliance with regulatory requirements; and,
- to respect the dignity and privacy of individuals.

SCOPE

This policy and attendant related administrative procedure (collectively this "policy") are designed to prevent and address impairment at work. This policy applies to all employees (including supervisors and managers), whether permanent, temporary, casual, contract, or student workers. Volunteers and contractors are also subject to this policy and are included within the definition of employee under this policy.

For the purposes of this policy impairment is not limited to the effects of impairing substances such as illicit drugs, cannabis or alcohol. It extends to include impairment arising from the use of medications, physical and mental health issues, and fatigue. *See Appendix 1 for definitions pertaining to this policy.*

The Board of Education prohibits the use or consumption of impairing substances at work or in the workplace.

The Board of Education prohibits the possession, manufacture, distribution, storage, offering for sale, or sale of impairing substances by any individual at work or in the workplace, either inside or outside of working hours. Such activity may be reported immediately to the police.

Anyone who is reasonably suspected of not being fit for duty will be required to leave work and will be provided with safe transportation home or to required medical attention.



The Board of Education will support employees who require accommodation under human rights law, by assisting with access as appropriate to programs, services, benefits, work modifications, and the authorized use of prescribed medications.

The Board of Education will ensure that employees are provided with information on the risks of impairment at work, with specific consideration to using impairing substances and the negative impact that these have on job performance and health and safety.

DUTY TO REPORT

All employees and volunteers are in a position of trust. They are expected to be fit for duty and able to perform their work safely, competently, and productively, consistent with how they function under normal or usual conditions. The Board of Education holds its employees and volunteers to a duty to immediately report impairment or potential impairment in the following circumstances:

- Prior to commencing work, if an employee/volunteer believes their ability to work is impaired for any reason.
- if an employee/volunteer has witnessed behaviours or received information that leads them to believe that another employee's/volunteer's ability to work is impaired for any reason.

NON-COMPLIANCE

Non-compliance with this policy, including but not limited to a failure by an employee to disclose that their ability to work is impaired, may result in disciplinary measures up to and including termination.

REGULATORY REQUIREMENTS

Under Section 116 (2)(d) of the *Workers Compensation Act*, a worker is required to ensure that the worker's ability to work without risk to the worker's health or safety, or to the health or safety of any other person, is not impaired by alcohol, drugs or other causes.

Sections 4.19 and 4.20 of the *Occupational Health and Safety Regulation* include the obligations of workers to advise their employer if their ability to safely perform their work is affected by alcohol, a drug or other substance, and to not knowingly do work where their impairment may create an undue risk to themselves or anyone else.

The same sections of the Regulation include the obligations of employers to not assign impaired workers to activities where their impairment may create an undue risk to the worker or anyone else, and to ensure that workers whose impairment endangers the worker or anyone else, do not remain at the workplace.



References:

- *Workers Compensation Act, RSBC 1996, c.492, s.2*
- *Occupational Health and Safety Regulation, BC Reg 296/97*
- *Controlled Drugs and Substances Act, SC 1996, c.19*
- *Cannabis Control and Licensing Act, SBC 2018, c 29*
- *Cannabis Distribution Act, SBC 2018, c 28*
- *Canada Human Rights Act, RSC 1985, C. H-6*
- *Criminal Code, RSC 1985, c.-46*
- *Tobacco and Vapour Product Control Act, RSBC 1996, c.451*
- *Administrative Procedure 8003: Impairment in the Workplace*



APPENDIX 1 – DEFINITIONS

Fit for Duty	A state in which an employee is not impaired and is able to perform their job duties safely, competently and productively consistent with how that individual functions under normal or usual conditions.
Work	Any task or activity performed for or on behalf of School District 69, any task or activity associated with an employee’s employment with School District 69, or any task or activity where the employee is seen as acting as a representative of School District 69. Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for School District 69, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.
Workplace	School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by the School District, or any other place at or from which an employee works in the course of their duties (including their personal vehicle). This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.
Impairing Substance(s)	Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee’s ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.
Impaired/Impairment	A deterioration or diminishment of an individual’s physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or their ability to perform their job safely and competently, such as driving or operating machinery.
Medication	A substance obtained legally, either over-the-counter or through a doctor’s prescription, that is taken in accordance with a doctor’s directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

Page 1 of 6

PURPOSE

1. The purpose of this administrative procedure is to set out how the School District 69 will handle impairment in the workplace, as well as the roles and responsibilities in relation to this matter.
2. This administrative procedure must be read in conjunction with the Policy 8003: Impairment in the Workplace.

ROLES AND RESPONSIBILITIES

Employees and Volunteers

3. Employees and volunteers must:
 - a. Understand and abide by this policy and related administrative procedure;
 - b. be fit for duty at work and in the workplace; Report to work and perform their assigned duties safely and acceptably without impairment in order to ensure their health and safety and that of others.
 - c. ensure that their ability to perform their job duties is not negatively affected by the use or after-effects of impairing substances;
 - d. consult with their physician and/or pharmacist to determine if their underlying health condition or their use of any medication may affect their fitness for duty or the safety of any person at work or in the workplace;
 - e. advise their supervisor if they are taking or have taken any impairing substance or are experiencing symptoms arising from an underlying health condition that may negatively impact their fitness for duty or the safety of any person at work or in the workplace;
 - f. advise their supervisor or the Health and Wellness Coordinator or designate, in a confidential manner if they reasonably believe another employee is not fit for duty;
 - g. remain fit for duty or decline unscheduled shifts if impaired; and,
 - h. immediately inform their supervisor if their job role requires a valid driver's licence and their driving privileges are lost, revoked, or suspended due to impaired driving, including but not limited to charge, suspension, or conviction while on or off duty.

Supervisors and managers

4. Supervisors and managers must:
 - a. play a key role in the communication, implementation and monitoring of this administrative procedure and related policy;
 - b. work with human resources to proactively identify and manage ~~issues~~ concerns relating to impairment;

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

Page 2 of 6

- c. collaborate with the Health and Wellness Coordinator or designate, union and employee to provide support and accommodation in accordance with human rights law;
- d. address any situation where an employee is reasonably suspected of being not fit for duty, including but not limited to prohibiting operation of a motor vehicle;
- e. record relevant information about any incident of suspected impairment and report it without delay to the Health and Wellness Coordinator or designate; and,
- f. foster a workplace culture that encourages employees to self-disclose and seek support for any conditions or concerns about impairment and to understand how this affects their job performance or compromises workplace health and safety.
- g. practice confidentiality.

CONFIDENTIALITY

5. All disclosures or discoveries of impairment in the workplace will be treated confidentially and with empathy.
6. Any details pertaining to an employee's impairment or suspected impairment in the workplace will not be shared unless the employee gives consent. The exception is when consent is not given, or not capable of being given, and there is an immediate risk of harm to the individual or others. Under such circumstances, only those who need to know in order to reduce the risk of harm, may be told.

ACCESS TO ASSISTANCE

7. Employees and their dependents may seek free and confidential assistance from the Employee and Family Assistance Program (EFAP) available at: www.workhealthlife.com or 1-844-880-9142.

All employees can self-refer to the EFAP and this service is free and confidential.

8. All Employees are also encouraged to seek assistance from their immediate supervisor, and/or the Health and Wellness Coordinator.
9. MATA members are encouraged to seek support through the BCTF Health and Wellness Program. CUPE members will be supported through the Joint Early Intervention Service.

MEDICAL ACCOMMODATIONS

10. It is the employee's responsibility to disclose their accommodation needs. However, there may be circumstances when a supervisor or manager notices changes in an employee's attendance, performance or behaviour, indicating possible issues with impairment. These circumstances may trigger a legal obligation to initiate a discussion with the employee in order to determine whether there is a need for accommodation of a disability. Union representation will be offered.
11. School District 69 will require a medical certificate from the employee's physician in order to consider medical accommodations. While adjustments or modifications may be offered to support an employee to improve their health and to remain safe at work, it should be

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

Page 3 of 6

understood that any such measures will be temporary and may be withdrawn at any time if they are unsustainable and lead to undue hardship for School District 69.

INTERVENING WHEN AN EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Employees

12. The process for intervening with an employee when a supervisor observes physical, behavioural or work performance indicators that suggest that an employee is impaired at work and not fit for duty is as described below in 12a through to 12i. The employee will be reminded by the Superintendent or designate of their right to have support, including through Union Representation if applicable.
 - a. The supervisor or designate will take immediate action to determine if the employee is fit for duty and will consult with the Health and Wellness Coordinator or designate (if the incident occurs during regular business hours).
 - b. If the employee is deemed not fit for duty the Supervisor will arrange for the employee to be removed from the work site. Contact is to be made with the police in situations where an employee is uncooperative and/or acting inappropriately.
 - c. The supervisor will ask the employee to leave work and will arrange safe transportation for the employee to their residence or to the care of another person and will determine if the employee needs to be accompanied. When there is concern for the employee's immediate health status, arrangement is to be made for transport to medical assistance.
 - d. The supervisor will document observations and actions taken as soon as possible following an incident and will report to the Health and Wellness Coordinator or designate.
 - e. If the nature of the impairment is serious and there was an immediate risk of harm to the individual or others, the supervisor will notify the Director of Human Resources and the Superintendent as soon as possible that the employee was not fit for duty and the subsequent actions that were taken.
 - f. NOTE: After regular business hours, the person designated in charge of a worksite or department will follow the above process. If required, they may contact the appropriate supervisor on call for the department to seek advice and assistance. Observations and actions taken are to be documented and provided to the supervisor at the earliest opportunity.
 - g. The employee will remain off work pending further investigation.
 - h. The Health and Wellness Coordinator or designate will contact the employee as soon as mutually agreed following the incident to arrange a meeting for the purposes of understanding the nature of the impairment and deciding what further action or support is needed.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

Page 4 of 6

- i. The employee and a union representative will be required to meet with the supervisor and the Health and Wellness Coordinator or designate prior to any return to work being approved. A Medical Clearance Certificate may be requested from the employee's physician.

INVESTIGATION

13. Non-compliance with the Impairment in the Workplace policy and administrative procedure will be investigated by the Director of Human Resources in order to review the employee's conduct, the extent of their culpability, and to determine whether School District 69 has a duty to accommodate the employee under human rights law.
14. The Director of Human Resources will initiate disciplinary action in circumstances of non-compliance with Board policy, where an employee is deemed to be culpable for their conduct. It should be noted that the existence of a recognized disability, such as a substance use disorder, will not prevent School District 69 from considering discipline.

INTERVENING WHEN A NON-EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Contractors

15. Contractors must ensure individuals providing services to the School District 69 conduct themselves in a manner consistent with this administrative procedure and related policy. In order to provide a safe work environment, School District 69 will take reasonable steps to ensure contractors enforce the provisions of this administrative procedure and the related policy with their employees, sub-contractors and agencies. Appropriate requirements will be built into all requests for proposals and contracts. Any contravention of this administrative procedure and the related policy will be considered a breach of contract which may result in penalties, suspension or expulsion of the individual involved, or termination of the contract.
16. If there is any reason to suspect a contravention of the policy or administrative procedure:
 - a. The contractor, site supervisor and General Manager of Operations will be notified.
 - b. Any individual suspected of impairment will be respectfully removed from the premises and safe transport will be arranged at the contractor's expense.
 - c. The contractor and School District 69 will investigate the situation to determine if further action is required.
 - d. The individual will not be permitted to return to their contracted position without written permission from the General Manager of Operations.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

Page 5 of 6

Volunteers

17. Volunteers are expected to perform their assignments in a safe manner consistent with this policy and administrative procedure.
18. School District 69 will ensure volunteers become aware of this administrative procedure and related policy. Copies of the policy and administrative procedure will be accessible for volunteers on School District 69 website. Any contravention of the administrative procedure or policy will be considered grounds for immediate forfeiture of an individual's opportunity to volunteer.
19. If a volunteer contravenes this policy:
 - a. The Principal will be notified.
 - b. The volunteer will be immediately and respectfully removed from their assignment and may be removed from the premises by staff who will ensure safe transport from the school or activity site.
 - c. The Principal will investigate the situation and consult with the Superintendent of Schools or designate to determine any further course of action which may be required.
 - d. The volunteer will not be permitted to return to volunteer service without written permission from the Superintendent of Schools.

RETURN TO WORK

20. Emphasis will be on fitness for duty and supportive reintegration into the workplace. Employees will be expected to provide a medical clearance certificate from a physician declaring the employee is fit for duty and detailing any limitations/restrictions that may require temporary modification of their duties or longer term accommodations under human rights law. Employees are expected to comply with reasonable accommodation provided by School District 69. In some circumstances, such as when an employee's job role is safety sensitive or where an employee is in a position of authority, drug testing may be required as part of a relapse prevention program.
21. If an employee neglects to accept or adhere to the return to work arrangements or if their performance, attendance or behavior does not meet agreed upon standards, the situation may be viewed as a disciplinary matter.

Return to Work Arrangements

22. Return to work arrangements will be set out in a written Return to Work Agreement which will set out the needs of the employee, and will document the expectations and requirements agreed upon by School District 69, the employee and their union representative.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

IMPAIRMENT IN THE WORKPLACE

APPENDIX I

DEFINITIONS:

Fit for Duty	A state in which an employee is not impaired and is able to perform their job duties safely, competently and productively consistent with how that individual functions under normal or usual conditions.
Work	Any task or activity performed for or on behalf of the School District, any task or activity associated with an employee's employment with School District 69, or any task or activity where the employee is seen as acting as a representative of the School District. Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for School District 69, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.
Workplace	School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by School District 69, or any other place at or from which an employee works in the course of their duties (including their personal vehicle). This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.
Impairing Substance(s)	Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee's ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.
Impaired/Impairment	A deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or their ability to perform their job safely and competently, such as driving or operating machinery.
Medication	A substance obtained legally, either over-the-counter or through a doctor's prescription, that is taken in accordance with a doctor's directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.



SD69 QUALICUM

Finance & Operations Committee of the Whole Report
Monday, June 20, 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. INTRODUCTION** – Phil Munro, the district’s new Director of Operations, was introduced to the Committee and provided a brief overview of his employment background.

3. PROJECT UPDATES

a. Fundraising - Oceanside Community Track at Ballenas

Trustee Young provided an update on the Committee’s fundraising efforts noting that there will be a community run on Sunday, June 26th at Ballenas to support the track.

Secretary Treasurer Ron Amos provided additional information on the recent motion to tender for a Project manager. He noted that while wanting to support the intent of the motion he was mindful of reducing the overall risk of over committing to the project. He did share, however, that there was some work staff could take on to move the project forward. Director of Operations, Phil Munro, then shared some options including an RFI (Request for Information) or RFP process that would assess the potential contractors and update the anticipated costs associated with the project. This information could then be shared with the Steering Committee in September in order to guide potential next steps.

4. ITEMS FOR DISCUSSION

a. 2023/24 Major Capital Projects

Secretary Treasurer Amos reported on the projects that are included in the 2023/24 Major Capital Submission which is to be submitted by June 30th. He shared that the seismic projects are the same as what was included last year but a new replacement project for False Bay School was added. He indicated that, after some preliminary discussions with Ministry staff, it was felt that the project to replace False Bay Elementary had merit considering that the costs would be similar to the seismic project costs. Also, because the 2 capital programs have separate pools of funds and schedules, they could both be pursued individually. It was emphasized that this was just the start of the process and that much more would need to be done in order to gain Ministry support and eventual funding.

5. INFORMATION ITEMS

a. Summary of Child Care Programs

Assistant Secretary Treasurer Hung shared some information he had gathered in order to assess the Seamless Day Childcare program that is in its pilot stage at Errington Elementary. He indicated that while there have been some challenges for staff including reviewing subsidy paperwork, receiving of payments from parents, staff time at various levels and a single district designate for the program, the program is generally well received. It was reported that the Ministry will continue to fund the pilot program for 2022/23.

b. End of Year Financial Update

Secretary Treasurer Amos gave a brief update on the state of the school district's finances for the year end. He indicated that, while there has been some strong rebound in revenues for the International Student program and for the rental sites, there have been continued cost pressures that have eroded any gains in revenue. Noting that the 2021/22 amended budget was balanced with an anticipated use of surplus of \$805,000, the final year end will likely come close to requiring this and slightly more to close out the year. He noted that cost pressures affecting higher than normal utility costs and TTOC/Substitute costs as well as a reduced 3rd count for CEAP has taken its toll on the financial picture. It was shared that TTOC/Substitute costs alone are \$350,000 higher than in past years due in part to the impact of COVID and quarantine guidelines. He emphasized that although this was not good news for the district, it is news that many school districts are having to deal with due to new post pandemic realities.

c. Prism Report Update

Secretary Treasurer Amos updated the Committee on the recent release of the draft report from Prism Engineering. He indicated that he and Director of Operations Munro would be meeting with Max Melchior of Prism to review the report in order to provide feedback on the work so far. It was discussed and suggested that it would be useful for a Trustee to be included in that discussion. As shared at last month's meeting, the draft Oceanside Elementary School report, which comes from the lens of energy management, includes recommendations pertaining to DDC controls, tightening up boiler operating schedules and the merits of a heat pump. It was also shared that the remaining reports were being written and would be available in the next few weeks.

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

i. 2023/24 Capital Plan - Major Capital Projects

7. FUTURE TOPICS

8. NEXT MEETING DATE:

Monday, October 17 at 10:30; TBD

Submission Summary

Submission Summary:	Major 2023/2024 2022-06-30
Submission Type:	Capital Plan
School District:	Qualicum (SD69)
Open Date:	2022-04-01
Close Date:	2022-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Seismic	\$30,534,071
Replacement/Renovation	\$3,900,000
Total	\$34,434,071

REPLACEMENT/RENOVATION				Total Project Cost
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description
1	159186	False Bay School	Renovation (Replace/Reno)	Facility requires a seismic upgrade. Replacement would be cost effective for this 45 year old facility as systems and structures are requiring large infusions of time and money at this isolated location. Consideration is required for no electrical grid on Lasqueti Island and for 2 Teacherages also on site requiring replacement.
Submission Category Total:				\$3,900,000
SEISMIC				Total Project Cost
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description
1	150356	False Bay School	Upgrade	Seismic upgrade of 1 H1 Block-roof needs replacing in the 2023/24 year at a cost of approx. \$150,000.00 and Operations would like to bundle this with the seismic. Estimated that 2 portables would need to be delivered for education of students at an unknown cost.
2	150350	Ecole Secondaire Ballenas Secondary	Upgrade	In conclusion, SD69 would like to proceed with an SPIR for this site. Seismic Upgrade of 1 H2 block. The main VLS system is stacked bond masonry. SD69 has been replacing roof sections for the past 5 years. During the new roof install, SD69 has added engineered seismic plates to strengthen the punch welded seams throughout the roof sections, but there was no seismic tie in to the wall structure at the ends of the seismic plates. As explained in the 2018 risk summary, "The inplane capacity of the stack bond masonry gives an RPR of medium, but is
Submission Category Total:				\$3,027,343
Submission Category Total:				\$3,626,019

Submission Summary

SEISMIC					Total Project Cost
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
3	150362	French Creek Community School	Upgrade	Seismic upgrade of 1- H1 Block. In review of the 2018 seismic report the following issues are below: Covered play area in the front of the building is poorly detailed. On the original 1911 section the building overhangs to the north on post and beam framing. The framing is not detailed for lateral loading. Connectors in the older than 1970 are likely to have no consideration for seismic	\$3,626,019
4	150395	Kwailikum Secondary	Upgrade	Seismic Upgrade of 1 H2 block. In review of the seismic report dated 2018, issues with the H2 sections are as follows: Roof diaphragm is 0.76mm metal deck button punched. The diaphragm cantileaves 20m from the existing 1981 wall and has an indicated 7.9kN/m max design value. Working on 19%Wd calapcity gives an PSE 9.9% of RPR of H2. The governing portion of block is the southwest corner where the disphragm is	\$5,271,096
5	150396	Kwailikum Secondary	Upgrade	Seismic Upgrade of 2 H3 Blocks. In viewing the 2018 seismic report issues are as follows: Block 6969014-3 the roof diaphragm is a button punched acoustic deck 0.76mm thick. The governing portion of the block is the roof diaphragm. Failure of the diaphragm could lead to a secondary effect of a OP-4 condition. Block 69659014-2 The governing portion of the block is the steel bracing on GL-5	\$13,092,270
6	150434	Qualicum Beach Elementary/Commons	Upgrade	Seismic Upgrade of 1H3 block. From the 2018 seismic report, issues are as follows: The sheathing connectors for the 64mm shiplap that spans over the trusses is not sufficient capacity or ductility for the expected seismic demand The inplane capacity of the short walls of the gym has a rpr of medium. Note that the diaphragm has an RPR rating of H1 which has been limited to medium in	\$1,891,324
Submission Category Total:					\$30,534,071

**SCHOOL DISTRICT NO. 69 (QUALICUM)
TRUSTEES' SCHEDULE OF MEETINGS 2022-2023**

AUGUST 2022			
		In Person/Zoom	
30 (Tues)	In Camera Board Meeting	TBD	3:30 pm
30 (Tues)	Regular Board Meeting <i>followed by Annual Elections of Chair/Vice Chair</i>	TBD	6:00 pm
SEPTEMBER 2022			
13 (Tues)	In Camera Board Meeting (Shifted to Pre-election Campaign Period)	TBD	3:30 pm
13 (Tues)	Regular Board Meeting (Shifted to Pre-election Campaign Period)	TBD	6:00 pm
OCTOBER 2022			
10 (Mon)	<i>Thanksgiving Day</i>		
17 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
17 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
18 (Tues)	Education Committee of the Whole	TBD	2:30 pm
25 (Tues)	In Camera Board Meeting	TBD	3:30 pm
25 (Tues)	Regular Board Meeting	TBD	6:00 pm
NOVEMBER 2022			
7 (Mon)	Inaugural Board Meeting - Election of Chair/Vice Chair	Forum – PCTC	6:00 pm
11 (Wed)	<i>Remembrance Day</i>		
14 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
14 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
15 (Tues)	Education Committee of the Whole	TBD	2:30 pm
22 (Tues)	In Camera Board Meeting	TBD	3:30 pm
22 (Tues)	Regular Board Meeting	TBD	6:00 pm
DECEMBER 2022			
	BCSTA Trustee Academy	Vancouver	
13 (Tues)	In Camera Board Meeting	TBD	3:30 pm
13 (Tues)	Regular Board Meeting	TBD	6:00 pm
Dec 19 – Jan 2	<i>Winter Vacation Period</i>		
JANUARY 2023			
16 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
16 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
17 (Tues)	Education Committee of the Whole	TBD	2:30 pm
24 (Tues)	In Camera Board Meeting	TBD	3:30 pm
24 (Tues)	Regular Board Meeting	TBD	6:00 pm
FEBRUARY 2023			
20 (Mon)	<i>BC Family Day</i>		
21 (Tues)	Finance & Operations Committee of the Whole	TBD	10:30 am
21 (Tues)	Policy Committee of the Whole	TBD	1:00 pm
21 (Tues)	Education Committee of the Whole	TBD	2:30 pm
28 (Tues)	In Camera Board Meeting	TBD	3:30 pm
28 (Tues)	Regular Board Meeting	TBD	6:00 pm
MARCH 2023			
8 (Tues)	In Camera Board Meeting	TBD	3:30 pm
8 (Tues)	Regular Board Meeting	TBD	6:00 pm
20-31	<i>Spring Vacation Period</i>		

**SCHOOL DISTRICT NO. 69 (QUALICUM)
TRUSTEES' SCHEDULE OF MEETINGS 2022-2023**

APRIL 2023			
7	<i>Good Friday</i>		
10	<i>Easter Monday</i>		
17 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
17 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
18 (Tues)	Education Committee of the Whole	TBD	2:30 pm
18	Special Budget Board Meeting	TBD	6:00 pm
	BCSTA 114 th AGM	TBD	
25 (Tues)	In Camera Board Meeting	TBD	3:30 pm
25 (Tues)	Regular Board Meeting	TBD	6:00 pm
MAY 2023			
15 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
15 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
16 (Tues)	Education Committee of the Whole	TBD	2:30 pm
22	<i>Victoria Day</i>		
23 (Tues)	In Camera Board Meeting	TBD	3:30 pm
23 (Tues)	Regular Board Meeting	TBD	6:00 pm
JUNE 2023			
19 (Mon)	Finance & Operations Committee of the Whole	TBD	10:30 am
19 (Mon)	Policy Committee of the Whole	TBD	1:00 pm
20 (Tues)	Education Committee of the Whole	TBD	2:30 pm
27 (Tues)	In Camera Board Meeting	TBD	3:30 pm
27 (Tues)	Regular Board Meeting	TBD	6:00 pm
AUGUST 2023			
29 (Tues)	In Camera Board Meeting	TBD	3:30 pm
29 (Tues)	Regular Board Meeting	TBD	6:00 pm
29 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	TBD	Following Regular Board Meeting

Dates to Add/Confirm:

- Social Justice Working Group – TBD
- Climate Action Task Force – TBD
- District Budget Committee Meetings
- Public Budget Information Session(s)
- District Retirement/Long Service Event
- Graduation/Awards Ceremonies



SUPERINTENDENT OF SCHOOLS

Briefing Note

Date: June 28, 2022
To: Board of Education
From: Peter Jory, Superintendent of Schools
RE: **School District 69 (Qualicum) Guarding Minds Survey Report and Action Plan**

Background:

In May of 2022, our Human Resources Department issued the Guarding Minds workplace psychological health and safety survey to our employees. The survey, which is free to access, has provided over five hundred organizations with information on thirteen key areas of employee wellness. The full report, which will be shared with Board, senior staff, and union leadership, compares our 2022 results to industry norms from the previous survey rounds that preceded most of the recent pandemic.

Next Steps:

Staff is interested in continuing the conversation with the Board and union leadership about potential enhancements to our District wellness support, in advance of the next budget cycle. These potential enhancements are outlined in the Action Plan section of the following report and presentation.

Recommendation:

This information has been shared for discussion purposes only at this time.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

GUARDING MINDS

STAFF SURVEY

Workplace Psychological
Health and Safety



REPORT AND ACTION PLAN

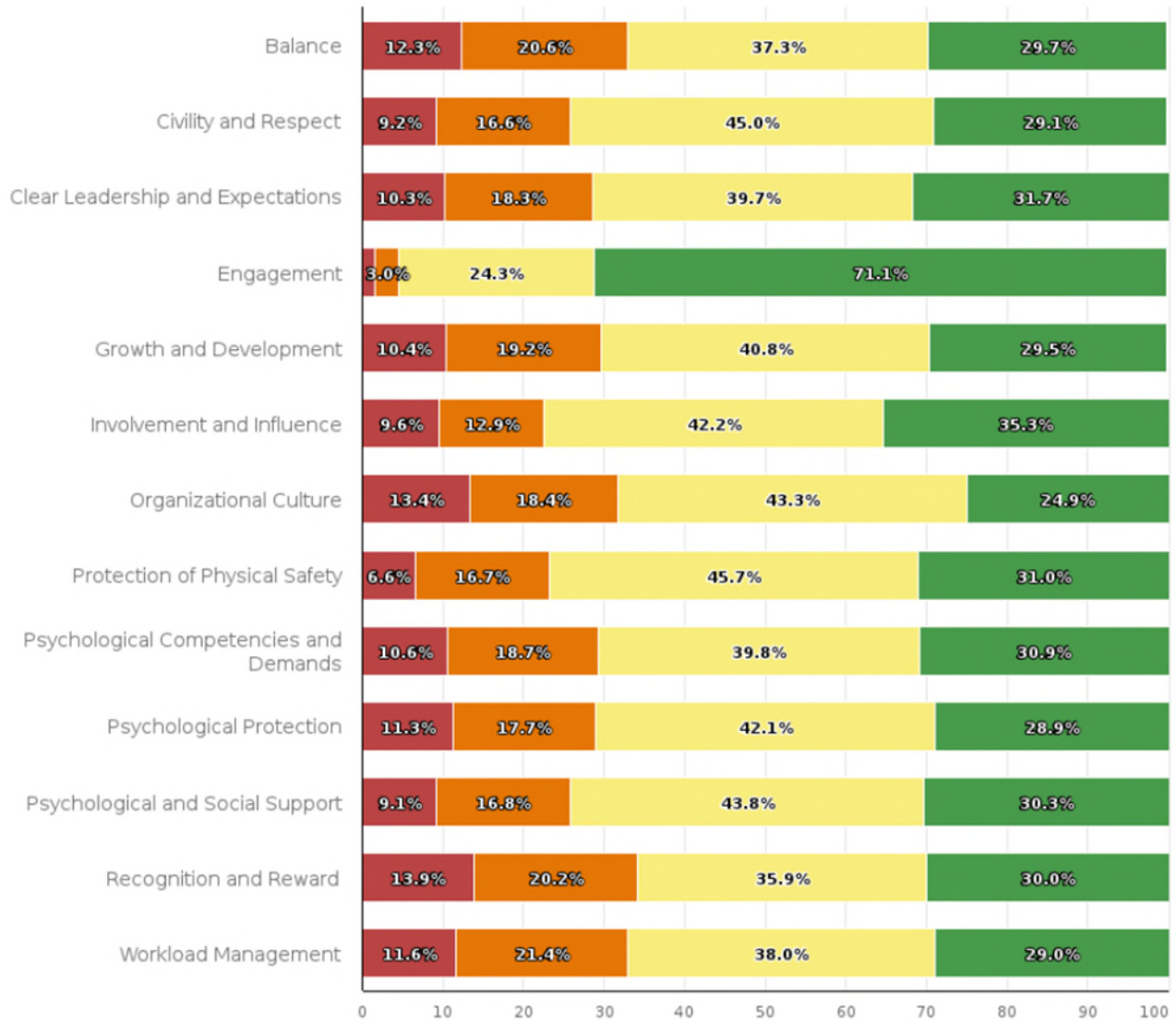
INTRODUCTION

The district conducted an online staff survey in May 2022. The survey included 79 questions based on the National Standard for Psychological Health and Safety in the Workplace and focused on the factors within the district’s influence and control, rather than the individual health of employees.

There was a response rate of 34% with 265 respondents (42.3% CUPE, 52.8% MATA, 4.9% Exempt / PVP).

SUMMARY OF RESULTS

OVERVIEW OF PSYCHOSOCIAL FACTORS



HIGHLIGHTS

The table below shows the top scores for statements where respondents indicated that they somewhat agreed or strongly agreed.

Psychosocial Factor	Standard	CUPE	MATA
Engagement	I am proud of the work I do.	98.2	96.4
Psychological Competencies and Demands	I have the social and emotional skills to do my job well.	95.5	95.7
Engagement	I am committed to the success of my team.	95.5	99.3
Engagement	I am willing to give extra effort at work if needed.	93.7	95.7
Engagement	I am committed to the success of my organization.	92.9	98.6
Clear Leadership and Expectations	In my job, I know what I am expected to do.	90.25	93.5
Engagement	My work is an important part of who I am.	90.2	96.4
Engagement	I enjoy my work.	89.3	95

SPECIFIC AREAS OF CONCERN

- **8.7% (n = 23)** of respondents reported experiencing discrimination in the workplace because of their cultural/ethnic background, disability, sexual orientation, gender or age.
- **9.8% (n = 26)** of respondents reported being bullied or harassed, either verbally, physically or sexually in the workplace.
- **3.8% (n = 10)** of respondents reported being treated unfairly in the workplace because they have a mental illness.
- **35.1% (n = 93)** of respondents reported being exposed to events that they found traumatic.
- **32.5% (n = 86)** of respondents reported that work was having a significant impact on their psychological health.
- **48.7% (n = 129)** of respondents reported feeling burned out at work.

MATA CONCERNS

More than 45% of respondents in this staff group recorded that they strongly disagreed or somewhat disagreed with each statement:

- my employer has programs in place to prevent burnout;
- I am paid fairly for the work I do;
- my organization has prepared me to deal with the psychological demands of my job;
- my work is free from unnecessary interruptions and disruptions;
- my employer is committed to minimizing unnecessary stress at work; and,
- my employer has effective ways of addressing the inappropriate behavior of clients and customers.

CUPE CONCERNS

More than 45% of respondents in this staff group recorded that they strongly disagreed or somewhat disagreed with each statement:

- my employer has programs in place to prevent burnout;
- employees and managers trust one another;
- my organization has prepared me to deal with the psychological demands of my job;
- my work is free from unnecessary interruptions and disruptions;
- my employer shows appreciation for extra effort made by employees;
- hiring/promotion decisions consider the "people skills" necessary for specific positions;
- people in our workplace are held accountable for their actions;
- my organization provides clear, effective communication;
- my employer helps employees to cope with workplace stress;
- I am informed about important changes at work in a timely manner;
- our organization celebrates our shared accomplishments; and,
- my employer effectively handles conflict among employees.

NEXT STEPS

HEALTH AND WELLNESS PRIORITIES FOR 2022/2023

There were 3 key focus areas highlighted in the results:

- building trust between employees and management;
- establishing better programs to prevent burnout and to minimize unnecessary stress; and,
- preparing and supporting staff for dealing with the psychological demands of their jobs.

These priorities relate to the following psychosocial factors that are known to improve psychological health and safety in the workplace:

Balance - ensuring that the district recognizes the need for employees to be able to manage the demands of work, family and personal life;

Organizational Culture - ensuring that the values of trust, honesty and fairness are embedded in everything that we do;

Psychological Protection - ensuring that psychological safety of employees; and,

Psychological Competencies and Demands - ensuring that there is a good fit between employees' interpersonal and emotional competencies, their job skills, and the position they hold.

PROPOSED ACTION PLAN

Progress would be monitored and reviewed on a quarterly basis to determine further actions.

1. Launch of the “Bring Your Best” Program

- series of informal and formal proactive interventions designed to identify and address factors that adversely impact on individual attendance and wellness;
- aims to ensure that staff receive tools, resources and support; and,
- structured planning process, including stress risk assessments where appropriate.

2. Expanded EFAP offer

- launch new Lifeworks website and app (re-branding of Morneau Shepell); and,
- introduce EFAP enhancements such as telehealth, virtual health coaching (for common health concerns e.g. stress, sleep, smoking-cessation) and AbilitiCBT.

3. Team Talks

- scheduled time for staff to discuss the survey results and contribute ideas to improve psychological health and safety in the workplace.

4. Professional Development Opportunities

- individual e-learning and facilitated group sessions for staff, including Mental Health in the Workplace, Building Blocks for Good Mental Health, Effective Communication in the Workplace, DEI and 2SLGBTQ+ Awareness.



SCHOOL DISTRICT No.69 (QUALICUM)

June 9, 2022

Hon. Jennifer Whiteside
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Via Email: educ.minister@gov.bc.ca

Treasury Board of British Columbia
PO Box 9469, Stn Prov Govt
Victoria, BC V8W 9V8

Via Email: TBS.Admin@gov.bc.ca

Dear Hon. Whiteside and the Treasury Board of BC:

At its regular board meeting of May 24, 2022, the Qualicum School Board passed the following motion:

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education and Child Care and the Treasury Board of BC requesting an increase to the Annual Facilities Grant for school districts to help off-set costs related to rising prices for building materials due to broken supply chains.

In the spring of 2021, the BC School Trustees' Association's Capital Working Group produced a paper titled The Case for Increased School Life Cycle Funding. The document outlined increasing deferred life cycle maintenance concerns faced across the province and provided recommendations to the government, including a request for increases to the Annual Facilities Grant

Though school districts received a small infusion from the provincial government into the fund in 2018 it has done little to keep pace with rapidly escalating prices for materials such as steel, concrete, lumber, plastics, paint etc. The past decade construction costs have risen about 2.5 percent annually. This past year the construction industry has seen costs increase by over 15 percent. These escalating costs due to disruptions in the material supply chain resulting from the pandemic and unpredictable natural disasters such as fire and flood mean school districts cannot meet the maintenance demands of their sites within the budget of the Annual Facilities Grant.

The Independent Contractors and Businesses Association of BC states "Supply chain disruption is a significant industry issue that is impacting construction and other markets across B.C., Canada and indeed globally. Contractors in virtually every trade and in every corner of the province are experiencing delays and challenges in getting the supplies they need to complete projects and meet deadlines..." "Manufacturers worldwide are struggling with labour shortages and logistics breakdowns – in the short term, there is no relief in sight. The result in B.C. is rising costs for construction and project delays."

/2

PO Box 430, 100 Jensen Ave. East, Parksville, B.C. V9P 2G5
Phone (250) 248-4241 Fax (250) 248-5767 www.sd69.bc.ca

School districts need to meet their basic maintenance requirements at their school and district sites and should avoid compounding maintenance problems in the future. We ask that the government increase the Annual Facilities Grant in recognition of the soaring costs emerging from the perfect storm of disasters that have swept British Columbia and the world.

Sincerely,



Eve Flynn, Board Chair

ATT: BCSTA Life Cycle Funding Report

c: Board of Education, SD69
Peter Jory, Superintendent of Schools, SD69
Ron Amos, Secretary Treasurer, SD69
Phil Munro, Director of Operations, SD69
BCSTA Board of Education (via BCSTA)



THE CASE FOR INCREASED SCHOOL LIFE CYCLE FUNDING

a report from the BC School Trustees Association | December 2020

Introduction

Life cycle maintenance refers to the work which must be completed over the “life” of a building to ensure it remains in peak operating condition. A roof may need to be replaced a few times over the typical 50 to 60 year life of a public school building, as will mechanical and electrical systems. Structural and building envelope upgrading may also be required. This is not an exhaustive list but serves to provide examples of the type of work included in life cycle maintenance.

By all accounts B.C. schools suffer from an ever-increasing level of deferred life cycle maintenance. Several measures of this situation are offered in the following pages. One critical measure suggests the shortfall in 2020 needed to address deferred maintenance in the public school system is \$360M (see Figure 1, page 3).

The intent of this paper is to define the problem and make recommendations for consideration by government to correct the shortfall.

The context of these recommendations is also worthy of consideration given the need for economic recovery following the COVID-19 pandemic and the potential for significant infrastructure investments to fuel that recovery.

Premier Horgan’s November 2020 mandate letter to Minister of Education Jennifer Whiteside offers additional context. The letter directs the minister to “continue to invest in new and modernized schools, including focussing on meeting seismic requirements and climate change and energy efficiency standards as set out in our Clean BC plan.”

In 2020 the education routine capital program for schools totaled \$181M. By comparison the value of repairs and upgrades recommended by building system engineers engaged by the Ministry of Education was \$541M.

Summary of Recommendations

1. That a building life cycle plan be developed for each new public school facility at the time of construction including an indication of the annual contributions necessary to fully implement the plan over time.
2. That the Annual Facilities Grant (currently \$115M) be increased by:
 - a. inflation (currently roughly 2%), plus
 - b. an amount equivalent to the annual contribution necessary to implement the detailed life cycle plan for new buildings (roughly 3%) and
 - c. a minimum of 15% for “catch up” each year amounting to a minimum of \$139.5M in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24, \$246M in 2024/25, etc., noting that annual increases should continue until the recommended deferred maintenance costs can be covered.
3. That School Enhancement Program funding (currently \$64M) be increased by:
 - a. inflation (currently roughly 2%) and
 - b. a minimum of 15% for “catch up” each year amounting to a minimum of \$75M in 2021/22, \$88M in 2022/23, \$103.2M in 2023/24 and \$121M in 2024/25, etc., noting that annual increases should continue until the recommended immediate deferred maintenance costs can be covered and
4. That the Carbon Neutral Capital Program be increased a minimum of 25% each year amounting to \$20.9M in 2021/22, \$26.1M in 2022/23, \$32.6M in 2023/24, \$40.8M in 2024/25 .
5. That the provincial government carry out the required research to identify appropriate technologies and determine the funding required to achieve provincial government energy conservation objectives for existing public buildings outlined in the Clean BC program; and further, that the provincial government work with the federal government to provide the necessary funding to achieve those objectives.
6. That the need for more up-to-date learning environments to support student success and the level of accumulated deferred maintenance both be given greater consideration in the decision-making process about whether to complete major renovations or replace school buildings as they approach the end of their useful life.

Background

Deferred Maintenance

Figure 1 (below) identifies historic routine capital program allocations, deferred maintenance recommended within 1 year, deferred maintenance recommended within 5 years, and the change in the average provincial facility condition index (FCI) of school facility assets.

The listed capital programs in Figure 1 include the Annual Facilities Grant (AFG), the Carbon Neutral Capital Program (CNCN), the School Enhancement Program (SEP) and the Building Envelope Program (BEP) all of which contribute to addressing facility life cycle maintenance requirements. It will be noted Figure 1 captures a long term trend toward poorer conditions in school buildings, along with a growing estimate of unfunded immediate deferred maintenance costs (a \$360M shortfall in 2020).

Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNCN, SEP)	Immediate Deferred Maintenance (Cost of repairs and upgrades recommended within 1 year)	Total Deferred Maintenance (Cost of repairs and upgrades recommended within 5 years)	Average Provincial FCI - New Condition (0.00) to Very Poor Condition (1.00)
2020	\$181M	\$541M	\$7.94B	0.47
2019	\$169M	\$591M	\$7.64B	0.44
2018	\$170M	\$396M	\$6.70B	0.43
2017	\$155M	\$343M	\$6.28B	0.43
2016	\$172M	\$332M	\$6.26B	0.42
2015	\$152M	\$305M	\$6.09B	0.42
2014	\$98M	\$296M	\$5.98B	0.41
2013	\$98M	\$254M	\$5.41B	0.38
2012	\$96M	\$236M	\$5.38B	0.37

figure 1 - Source: Ministry of Education

Capital Maintenance Project Requests/ Allocations

Figure 2 (below) documents shortfalls in each of several capital programs over the past five years.

The number of projects and funding for requests beyond the actual number of projects and funding provided by the ministry are reported for

- the Carbon Neutral Capital Program (CNCP),
- the School Enhancement Program (SEP),
- the Bus Acquisition Program (BUS) and
- the Playground Equipment Program (PEP).

All of these programs indicate the inadequacy of current levels of funding. Full program descriptions are available [here](#).

Unlike other programs listed in Figure 2, the Annual Facilities Grant is based on what is provided to districts by formula. Districts seek approval from the ministry on how they intend to use their AFG allocation. The best indication of an AFG shortfall is that provided in Figure 1. Figure 3 (page 5) provides another indication of less than adequate AFG funding.

The Building Envelope Program (BEP) identified in Figure 1 is not listed in Figure 2. We are advised the annual funding provided for this program amounts to approximately \$10M each year and is intended to address building envelope issues arising during the “leaky condo” years and will be phased out over time as they are addressed. Some additional funding for this purpose has been provided through litigation.

figure 2 - Source: Ministry of Education

2020/21

AFG	2993 projects submitted in district spending plans, \$113.5M total allocated
BUS	165 project requests valued at \$24.2M. 101 projects approved for \$14.6M.
CNCP	124 project requests valued at \$40M. 67 projects approved for \$16.7M.
PEP	137 projects requests valued at \$12M. 40 projects approved for \$5M.
SEP	413 project requests valued at \$207.8M, 164 projects approved for \$64M

2019/20

AFG	2768 projects submitted in district spending plans, \$113.5M total allocated
BUS	148 project requests valued at \$21.8M. 87 projects approved for \$12.8M.
CNCP	112 project requests valued at \$36.3M. 19 projects approved for \$5M.
PEP	146 requests valued at \$14M. 50 projects approved for \$5M.
SEP	431 requests valued at \$219.5M. 138 projects approved for \$65M.

2018/19

AFG	2605 projects submitted in district spending plans, \$113.5M total allocate
BUS	123 project requests valued at \$16.M. 93 projects approved for \$13M.
CNCP	90 project requests valued at \$26.5M. 19 projects approved for \$5M.
PEP	158 project requests valued at \$15M. 51 projects approved for \$5M.
SEP	415 project requests valued at \$145M. 175 projects approved for \$65M.

2017/18

AFG	2704 projects submitted in district spending plans, \$108.5M total allocated
BUS	134 project requests valued at \$16.2M. 73 projects approved for \$10M.
CNCP	91 project requests valued at \$30.6M. 15 projects approved for \$5M.
SEP	346 project requests valued at \$167M. 130 projects approved for \$55M.

2016/17

AFG	2123 projects submitted in district spending plans, \$108.5M total allocated
BUS	126 project requests valued at \$16M. 73 projects approved for \$10.8M.
CNCP	85 project requests valued at \$22.2M. 25 projects approved for \$5M.
SEP	462 project requests valued at \$277.3M. 146 projects approved for \$70M.

Annual Facility Grant

Figure 3 tracks changes in the Annual Facilities Grant since 2002 indicating increases in that specific area of funding have risen by far less than inflation even though capital costs have risen significantly during that same period. The number of buildings in the system has also increased since 2002.

figure 3 - Source: Ministry of Education

2002/03.....	\$100.0M
2003/04.....	\$100.7M
2004/05.....	\$110.0M
2005/06.....	\$110.0M
2006/07.....	\$110.0M
2007/08.....	\$110.0M
2008/09.....	\$110.7M
2009/10.....	\$56.0M
2010/11.....	\$54.0M
2011/12.....	\$110.0M
2012/13.....	\$110.5M
2013/14.....	\$110.5M
2014/15.....	\$110.5M
2015/16.....	\$110.5M
2016/17.....	\$110.5M
2017/18.....	\$115.5M
2018/19.....	\$115.5M
2019/20.....	\$115.5M
2020/21.....	\$115.5M

Compare these figures to the worsening facility condition index reported in Figure 1 and the basis of the problem becomes clear.

The result of underfunding public school life cycle funding is that many BC schools suffer from poor life cycle maintenance, looking and feeling tired, and creating less than ideal learning conditions.

As important, they cost more to operate than they should, taking money away from student educational resources. Fairly straight forward energy efficiency upgrades can redirect hundreds of thousands of dollars back into education operating budgets in addition to helping achieve the climate change targets established by the province.

It can be said districts and government do a reasonable job of ensuring schools are safe which is a clear priority. The only exception may be those schools for which recommended seismic upgrading has not yet been completed. To their credit government has identified seismic retrofitting as a priority. Unfortunately, government and the boards of education involved in addressing this situation seem to be having some difficulty catching up to the problem, especially since seismic survivability standards appear to be increasing. Keeping up to the need for capital funding for new schools and additions on top of the seismic upgrade program has been extremely challenging. Despite this Government has made substantial attempts to address these issues with increased funding as noted in Figure 4.

	B2018	B2019	B2020
SEISMIC	126M	220M	310M
NEW & ADDITION	102M	166M	332M

figure 4 - Source: Ministry of Education

A few school replacements are also being funded which will have an impact on the facility condition index as very old schools are fully replaced. The amounts provided over the past three years for full building replacements are \$9.8M in 2018, \$31.4M in 2019 and \$56M in 2020.

All three of these areas of funding are important and although they are not the subject of this discussion paper we must assume plans have been developed which define the level of funding required to complete necessary seismic upgrades and construct new schools to keep pace with growth in the system. If detailed plans have not been developed for seismic upgrading and new school construction they should be to ensure adequate funding can be made available when required. Having said that it is apparent that significant increases in funding for both categories have been provided over the past three years which indicates a recognition by government of the need.

While these needs are being more appropriately addressed we cannot forget the amount of funding required to address deferred maintenance in existing buildings. New schools and seismic upgrading are both needed. They tend to enjoy a higher profile than maintenance projects in existing schools. However, the latter are equally important if we are to fulfill our responsibility as trustees of important public assets.

The data provided by the ministry illustrates a growing level of deferred maintenance and the degree to which we are failing in this responsibility.

How deferred maintenance is calculated

In Figure 1 immediate deferred maintenance refers to those projects which are recommended by the engineering firm engaged by MOE to complete facility condition assessments each year. While the projects included in those recommendations do not necessarily involve building systems that will fail in the next year, preventive maintenance is always better than reactive or crisis maintenance. Building systems need to be properly maintained before they fail.

Building condition assessments are completed by engineers who are specialists in this field. They rely upon their knowledge of building systems to know where the sweet spot is.....that place where an ounce of prevention avoids a pound of cure and where replacement is more cost effective than constant repairs. Deferred maintenance reflects the work these specialists indicate should be done which has not been done as a result of inadequate funding. It is appropriately a requirement of government that building condition assessments are completed so government can direct limited funding to the areas of greatest need. We commend government for that, however, identifying and not addressing other maintenance requirements must still be considered a shortfall.

The rules and standards have changed over the last fifty years.

Standards for health and safety have changed considerably over time with ever increasing and appropriate measures to address such issues as the use of asbestos many years ago, lead content in the water more recently and seismic survivability. The cost of energy has gone up considerably as well, demanding measures to become more efficient, not only to keep costs down but also to reduce green house gas emissions and, literally, save the planet. Government is now requiring that school buildings meet reasonable standards for energy efficiency reducing emissions by 50% from 2007 levels by 2030 and achieving net zero targets for new buildings by 2032. That is very appropriate and to be applauded as we consider the design of new schools, but what about our existing building infrastructure? It is not unusual for schools to be in service for over fifty years. How do we reduce the carbon footprint of buildings constructed that many years ago and ensure they are safe and efficient, not to mention providing positive learning environments for children?

How can we address the problem?

Boards of education have long expressed the concern that the annual allocation of capital funding to address deferred maintenance is inadequate. Figure 1 provides a relatively clear substantiation of that claim.

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan. Roofs, mechanical and electrical systems all need to be replaced several times over the life of a building. In our very wet climate regular reviews and repair/replacement of building envelopes is another aspect of the ongoing work which needs to be addressed more than once during the life of a building.

Strata councils are required in legislation to have lifecycle plans which they are wise to implement to avoid surprise assessments as major issues arise. It is a preferred approach to set monthly strata fees at a level sufficient to accommodate everything in the plan rather than wait until something breaks down and requires an emergency repair or replacement and a somewhat unexpected assessment. An unanticipated \$10,000 bill, or greater, can be a significant blow to a family's budget, not to mention the disruption if replacement is left until something like a water line breaks.

Many commercial buildings operate this way as well with a portion of every lease payment for common costs allocated to life cycle projects.

The cost to address the reported shortfalls for school facility life cycle maintenance is significant (\$360M per year) and couldn't possibly be addressed all at once.

We have suggested other sources of funding that could be tapped in another paper of the BCSTA Capital Working Group ([School Site](#)

[Acquisition Charges - Issues and Solutions](#)). Implementing the recommendations offered in that paper would free up more capital funding over the long term. This is a long term problem and, we submit, requires a steady and considered long term approach to address the issue. If the recommended changes had been made in the years prior government could have saved \$42M in land acquisition

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan

costs in 2018 and similar amounts going forward. However, nothing we can suggest short of additional government funding will be sufficient to bring the entirety of public K-12 education infrastructure up to the desired level very quickly.

To begin we are suggesting that the ministry require a standardized life cycle plan be developed for every new school building that is constructed into the future.....and further....that an adequate annual contribution be added to the Annual Facilities Grant of the school district in which the facility is located to address the lifecycle needs of that building over time.

Ideally school districts would work backwards and create such plans for all their existing buildings and apply to the ministry for the annual funding required to sustain the overall building life cycle plan. That is likely unrealistic given the increased amount of funding required as indicated by the high number of requests made and relatively few which are approved. In 2019/20 the amount allocated by the province to lifecycle maintenance (the combination of AFG, SEP, CNCP and BEP) was \$181.5M against a recommended amount of \$541M. As noted earlier the recommended amount is derived from the work of building system engineers engaged by MOE to complete the facility condition assessment each year.

Ideally the annual allocation from the ministry would address the annual deficit (\$360M). Since that is unrealistic in the short term we are suggesting a gradual "catch up" to eventually achieve enough annual funding to meet existing building life cycle needs, concurrent with a new system of lifecycle planning and funding for new buildings as they come on board,

In summary we are recommending annual increases in the Annual Facilities Grant, the School Enhancement Program and the Carbon Neutral Capital Program until the total recommended level of funding required to complete recommended immediate deferred maintenance can be achieved.

The current AFG allocation in 2020/21 is \$115.5M. We are recommending that amount be increased each year with the addition of:

- the annual contribution identified as being required in new facility life cycle plans plus
- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time.

The investment made in constructing new schools and additions in 2020 was \$332M. In order to provide a rough estimate of the annual life cycle contribution required for new facilities we have anticipated that cost to be the initial capital cost divided by a fifty year life or \$6.6M. That can be roughly translated to 3% of the current

combined investment in AFG and SEP. The actual amount added to the system each year should be based on the specific lifecycle plans prepared for each building in the prior year. However, for the purposes of this paper and its recommendations we have simplified the calculation.

This formula would amount to AFG funding of approximately \$139.5 in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24 and \$246M in 2024/25.

We are also recommending an annual increase in the School Enhancement Program (SEP). The SEP funding provided for 2020/21 is \$64M. We are recommending that amount be increased each year with the addition of:

- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time

This would amount to SEP funding of \$75M in 2021/22, \$88M in 2022/23, 103.2M in 2023/24 and \$121M in 2024/25.

Both of these programs would continue to increase using these formulas beyond 2025 until the amount being budgeted is sufficient to address the deferred maintenance shortfall.

We have selected a 15% factor in our formula for "catch up" recognizing it will still take several years to do so. If the "catch up" provision was increased to 20% over \$500M would be available in 2025. A smaller "catch up" amount would extend the time needed to achieve the required level of funding and complete the required work.

"This is a long term problem and...requires a steady and considered long term approach to address the issue."

Facility upgrades to lower emissions

We must also consider the Carbon Neutral Capital Program. Expenditures in this program are often used to replace electrical, mechanical or other systems which need to be replaced in the regular course of completing life cycle maintenance. It only makes sense that completing upgrades to systems to make them more energy efficient would be completed at the same time.

There is another significant argument to be made for increased funding beyond the amount already provided in the Carbon Neutral Capital Program. Reduced

consumption generally means reduced operating costs, which can then be redirected to student achievement.

We are hoping the total amount of funding required to achieve the net zero targets established by the province for new buildings and improved efficiency for existing

buildings (50% reduced consumption by 2030) will be the subject of further investigation and recommendations by government and is beyond the scope of this paper. However, we do feel it is appropriate in the context of this discussion to suggest a minimal ramping up of the Carbon Neutral Capital Program. It can be seen in Figure 2 that funding requests for this work totalled 2.5 times the available funding in 2020. Total requests amounted to \$40M in 2020/21 while the available funding amounted to only \$16.7M.

We are concerned the amount of annual funding currently available in the Carbon Neutral Capital Program for public schools is significantly less than the amount required to achieve Clean BC objectives. We are recommending the annual allocation to the Carbon Neutral Capital Program be increased by 25% per year. At this point we do not know if that level of investment will be sufficient to achieve the goals of the Clean BC program. We do know that most districts have already completed the easiest upgrades beginning with lighting systems followed by more efficient Boiler and HVAC equipment as mechanical systems reach the end of their life expectancy. What remains are projects which will be needed to achieve the Clean BC goals by 2030. They are very likely to be more complex and expensive as conversions from traditional to more innovative systems using alternative clean energy sources are contemplated. We are recommending CNCP allocations over the next four years should be \$20.9M

in 2021/22, \$26.1M in 2022/23, \$32.6M in 2023/24 and \$40.8M in 2024/25. These increases are considered to be the minimum required. A more detailed analysis on what it will take to achieve Clean BC goals by 2030 may indicate the need for even greater resources. We are also recommending that analysis be undertaken by the provincial government as soon as possible.

Of course Initial capital funding for new buildings should be based on achieving as close to net zero emission targets as possible going forward, leading to new buildings fully achieving the net zero target by 2032.

Access the Clean BC program details [here](#).

Renovate or replace?

Many districts and the Ministry of Education face difficult decisions as schools approach the end of their useful life (fifty to sixty years of service) and encounter the need to complete relatively costly seismic upgrades and building system upgrades if they are to continue safely accommodating students in those facilities.

The dilemma is that schools built so many years ago often do not include the kind of learning environments we want to offer to students. For example most older secondary schools do not include the kind of trades and technical training facilities which are commonplace in modern secondary schools. Most older elementary schools do not provide the kind of break out space needed for Education Assistants to work one on one with students who have specialized needs, resulting in hallways filled with EAs and their assigned students when working in regular classrooms is not appropriate.

Unfortunately in the process of making capital submissions for older facilities to the Ministry of Education many school districts have experienced a direction from government to plan for the least expensive solution which will ensure student safety and meet basic building system requirements. This is often occurring without adequately addressing the needs of students. With that the case we are recommending that decisions concerning whether or not to complete major upgrades or replace older buildings which have effectively reached the end of their useful life (50 to 60 years) include greater consideration of the changing learning needs of students. Full replacement may cost more than renovations in the short term but will often be more educationally effective and justifiable given a longer term perspective.

Moreover, all of the deferred maintenance of an older facility being considered for renovation must be considered in the calculation to determine the comparable costs of renovation vs replacement.

Conclusion

Building new schools and additions as our student population grows is important as is completing seismic upgrades to ensure our buildings are survivable in the event of an earthquake. With that said ensuring regular, appropriately timed life cycle maintenance on all school facilities is equally necessary to fully achieve our goal of providing safe and efficient school facilities which provide excellent learning environments for children. Accomplishing that can only be achieved with adequate annual funding provided by government. We have offered several recommendations along with a formula which should be used to catch the system up to address the ever increasing levels of deferred maintenance currently being experienced by school districts in British Columbia, and urge consideration of those recommendations and the proposed formula by government.

BCSTA wishes to express its appreciation to BC Ministry of Education staff for the provision of critical background information.

This discussion paper was developed by the BCSTA's Capital Working Group. Members of the working group include:

JANICE CATON
SD 71 Comox Valley

MIKE MURRAY
BCSTA Board,
SD42, Maple Ridge
and Pitt Meadows

GREG FRANK
BC Association of
School Business Officials
SD36, Surrey

RAVI PARMAR
SD62, Sooke

ESTRELLITA GONZALEZ
SD39, Vancouver

DONNA SARGENT
BCSTA Board,
SD38, Richmond

KATHEEN KARPUK
SD73, Kamloops