



## SCHOOL DISTRICT No. 69 (QUALICUM)

### REGULAR BOARD MEETING AGENDA

TUESDAY, JANUARY 24, 2023  
6:00 PM  
VIA ZOOM

#### Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/63078778543?pwd=OXF4d2tnVXNucFNta1pleE9GQjNpQT09>

Meeting ID: 630 7877 8543

Passcode: 906262

1. **CALL TO ORDER AND INTRODUCTIONS**
2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**
3. **ADOPTION OF THE AGENDA**  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).
4. **APPROVAL OF THE CONSENT AGENDA**
  - a. Approval of Regular Board Meeting Minutes: December 13, 2022 p 1-7
  - b. Ratification of In Camera Board Meeting Minutes: December 13, 2022 p 8
  - c. Receipt of Ministry News Releases
    - More families in BC benefit from \$10-a-day child care p 9-13
    - Joint Statement on Black Excellence Day p 14
  - d. Receipt of Reports from Trustee Representatives
    - Oceanside Health and Wellness Network – Trustee Young p 15-16
5. **DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)**
6. **BUSINESS ARISING FROM THE MINUTES**
7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
8. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
9. **DISTRICT PARENTS ADVISORY COUNCIL**
10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
11. **ACTION ITEMS**

- 
12. **INFORMATION ITEMS**
    - a. **Superintendent's Report** (Peter Jory)
    - b. **Educational Programs Update** (Rudy Terpstra)
  
  13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Austin) **p 17-18**

*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the revised mandate for the Education Committee of the Whole as follows:  
*To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day*
  
  14. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) **p 19**
    - a. **NEW Board Policy 508: Career Education** **p 20**

*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 508: Career Education at its Regular Board Meeting of January 24, 2023.
  
    - b. **Board Policy 502: Field Experiences** **p 21-26**

*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* at its Regular Board Meeting of January 24, 2023.
  
  15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Young) **p 27-33**
  
  16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
  
  17. **TRUSTEE ITEMS**
    - a. **In Person/Zoom/ Recording of Board Meetings** (Trustee Austin)
  
  18. **NEW OR UNFINISHED BUSINESS**
  
  19. **BOARD CORRESPONDENCE AND MEDIA**
  
  20. **PUBLIC QUESTION PERIOD**
  
  21. **ADJOURNMENT**



**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: November 22, 2022
- b. Approval of the Inaugural Board Meeting Minutes: November 7, 2022
- c. Ratification of In Camera Board Meeting Minutes: November 22, 2022
- d. Receipt of Ministry News Releases
  - New tools help students better understand content
  - Families can start planning knowing child care savings are coming soon
  - Families in BC getting ahead as child care fees are reduced
  - Thousands more families in BC benefit from \$10-a-day child care
  - New Cabinet
- e. Receipt of Reports from Trustee Representatives
  - French Language Advisory Committee – Trustee Flynn
- f. Receipt of Status of Action Items – December 2022

**22-144R**

*Moved:* Trustee Young      *Seconded:* Trustee Kellogg

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 13, 2022, as presented.

CARRIED UNANIMOUSLY

**5. DELEGATIONS/PRESENTATIONS**

None

**6. BUSINESS ARISING FROM THE MINUTES****a. Strategic Plan- Vision, Mission and Values**

Superintendent Jory referred to his briefing note in the agenda package regarding the development of a new District Strategic Plan, part of which the creation of new Vision, Mission and Value statements by the Board of Education.

He then reviewed the proposed statements which included a French translation and a similar meaning in Hul'q'umi'num for the Vision statement. These statements will be used to anchor everything done in the school district including the further development of the Strategic Plan.

**22-145R**

*Moved:* Trustee Kurland      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the Vision, Mission and Values of the District Strategic Plan as presented.

CARRIED UNANIMOUSLY

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

Matt Woods, President, commented on the following:

- The BC Teachers' Federation (BCTF) has ratified the agreement reached between the BCTF and the BC Public School Employers' Association (BCPSEA). MATA appreciates the efforts of the payroll staff for working hard to ensure that the increases in the pay grid will be received by teachers for the December pay period.
- A major component of bargaining that was not addressed was teacher workload, class size and class composition. MATA asked Trustees to lobby the government to provide funding that will address class size and composition while

acknowledging that past SD69 Boards of Education have kept class sizes at approximately 25 students, which is under the contractual maximum obligation. MATA thanked senior management in their efforts to minimize class size overages that trigger remedy and urged the Board of Education to consider keeping the class sizes below Collective Agreement maximums and to find solutions that address composition.

- Further to a line in the summary given by Director of Instruction Terpstra in the Regular Board Meeting Minutes of November 22, 2022 that “FSA feedback will go to schools and help staff to focus their teaching”, Mr. Woods stated, on behalf of MATA members, that teachers already focus their teaching on literacy and numeracy and would hope that FSA feedback would be used to focus additional support, collaboration time, in service and resources for teachers in order to support student learning and achievement.

**8. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570**  
No Report

**9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)**  
No Report

**10. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)**  
None

**11. ACTION ITEMS**

**12. INFORMATION ITEMS**

**a. Superintendent’s Report**

Peter Jory, Superintendent of Schools, reported on the following:

- Winter performances have been presented and continue to be presented at schools throughout the district. Sporting events have been equally active. He plans to attend the turkey dinner at Ballenas later in the week.
- On the illness front, the rotating flus have made their way around the district and continue to do so; however, student attendance has remained steady as a whole as individual schools seem to take turns for their week of high absences.
- Staff absences have followed a similar pattern; however, no-fills have been rare for support staff in our schools, and almost non-existent for teachers.
- The district is on the hunt for operational staff, and have postings out in nearly every job category. This is being experienced around the world and is the first time since this data has been recorded in British Columbia that there are actually more jobs than people to fill them.
- The District’s Grad rates have had a nice bump up. Our 6 year All Resident number for 2021-22 climbed 9 percentage points to 91, our Indigenous grad rate jumped 20 percentage points to 84 percent, and our Special Needs grad rate climbed 10 percentage points to 84 as well. That puts the district’s All Resident student rate within one point of the provincial average and SD69 is now 9 points ahead of the provincial average for Indigenous learners and 7 points ahead for learners with Special Needs.

- Strategic Planning focus groups are nearly wrapped up in schools, where principals have been leading students through conversations regarding the school district and potential next steps. When all this information has been submitted, staff will spend some time sorting the data into themes, then present these themes to a larger working group of stakeholder reps in late January or early February for discussion.
- A number of the district's principals and vice-principals have begun a new 360-degree appraisal process, which includes parent, staff, and student input. Senior staff thank everybody who has participated and they appreciate the chance to get to know our leadership team and our schools more deeply, while we build more accountability and assurance into the system.
- The first meeting of our Codes of Conduct Working Group was held on December 11th. Representatives from stakeholder groups, including two students, met via ZOOM and reviewed the terms of reference, set dates and times for the next three meetings, took a walk through the provincial legislation, then went away with a homework assignment. Working group participants are expected to team with their partners and select a Code of Conduct from a school inside or outside our district to present to the group as a means to build our collective understanding of these documents and help inform our next steps.
- The district is looking forward to continued sessions that support equity, data driven decision making, literacy, numeracy, and all of the core competencies that are represented in the BC Curriculum, all with a mind to use these as the foundation to move the district's students through the school system towards meaningful graduation.
- Thank you to all staff for their hard work this fall, and for the wonderful care they have given the students of this school district.

**b. Education Update**

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

- Learning grants have been allocated to schools to support learning initiatives. (It was noted that there have been preliminary conversations regarding a showcase for the presentation of the learning grant projects in June.)
- Zero Waste grants have also been provided to schools with many focusing on initiatives related to environmental sustainability and the grant was also able to support the planned Sustainability Conference being organized by Kwalikum Secondary School.
- The Foundation Skills Assessment marking has been completed. Students will receive their assessment to take home. School administrators and teachers will receive feedback on the results and meet with teams to determine any additional supports with Teaching & Learning teachers being available for schools to do that work.
- Learning Updates (Previously named Report Cards) for Grades K-7 will be provided in January.

Gillian Wilson, Associate Superintendent, reported on the following:

- A project was begun last year to support educators' understanding Universal Design for Learning. Staff worked with COVAK association to look at how we design classrooms to ensure we are engaging all of our learners. That work has continued this year with learning support teachers working with multiple types of adult learners working with their students.

- A meeting was held with 45 students from the three secondary schools to unpack the information provided by the Youth Development Indicator, suggest action plans and determine what the observable impacts of those changes might be.
- Rotary Club of Parksville has donated \$25,000 from their weekly bottle drive towards the District 69 Backpack Program which supports students in the district and their families who are experiencing food insecurities.
- Senior staff and the MATA executive and professional development committee are working on calendar conversations. A multi-year calendar is being considered and a draft will be circulated in the near future for stakeholder feedback after staff committees have had the opportunity to discuss where they wish to schedule the conferencing adjustment days. The final DRAFT will be provided to all stakeholders prior to the 2023 spring break period prior to a final calendar being approved by the Board.
- Families are experiencing long wait list for some of the community agencies with some waiting up to 8 months for different social sector supports. While more housing is being built in the area, the area's infrastructures are not able to keep up with some of the needs coming into our community. School counsellors are very busy and supporting families as much as they can while continuing to referring people to community agencies.

**c. DRAFT 2023-2024 Budget Process Schedule**

Secretary Treasurer Amos referred to the draft budget process schedule provided in the agenda package noting that it is similar to past years.

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

No Report. The next Education Committee of the Whole is scheduled for Tuesday, January 17, 2023.

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

No Report. The next Policy Committee of the Whole is scheduled for Monday, January 16, 2023.

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

No Report. The next Finance & Operations Committee of the Whole is scheduled for Monday, January 16, 2023.

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

Early Learning and Child Care Council (ELCCO – Trustee Austin reported that one question that arose was the Education Assistant dual credit program that is offered in some districts and whether that would be something SD69 was considering or pursuing.

Associate Superintendent Wilson noted that the topic was being discussed prior to COVID and it is now being considered again. It is an in-house Education Assistant Program. However, if Trustee Austin was referring to the Early Childhood Educator (ECE) program, the district still has some students who apply for the Head Start dual track credit to take the ECE as part of their Grade 12 program.

Further to that topic, Trustee Austin then inquired whether the provincial government could be encouraged to allow students to work at child care centres as currently it is not

permitted until a person is 18 years of age. Associate Superintendent Wilson advised that districts are in regular conversation with the Ministry of Education and Child Care which now has the portfolio for child care. There is a shortage of ECE's across the province and that dialogue will continue with the Ministry.

Trustee Austin then continued to report that ELCCO had received a letter regarding child care centres on school sites and how that can be facilitated. Associate Superintendent Wilson responded that the topic would come back to the Finance & Operations Committee of the Whole in January as the district is currently in the process of doing a scan of daycares on school sites as requested by the Ministry of Education and Child Care. A draft of the scan is to be submitted to the Ministry by the end of January.

## 17. TRUSTEE ITEMS

### a. BCSTA Trustee Academy Report

Further to her written report submitted in the agenda package, Trustee Kellogg added that she found it beneficial to have been involved in the Trustee Academy held on December 1-3, 2022, which allowed her to connect with trustees not only on Vancouver Island but also throughout the province and provided her with a clear understanding of what the role of Trustee is.

Trustee Young added that the Academy is where trustees do their professional development and there are always interesting speakers and books that come from those speakers. She highlighted a presentation by Shelley Moore who has done some work in the district and whom she has an angle on how to do a diverse strength-based approach that will move our education to a place Trustee Young has always wanted to go.

## 18. NEW OR UNFINISHED BUSINESS

None

## 19. BOARD CORRESPONDENCE AND MEDIA

None

## 20. PUBLIC QUESTION PERIOD

Trustees/senior administrators received comments and/or answered questions on the following topics:

- What Community Partners is School District 69 currently working with? (*submitted via email prior to the meeting*). Chair Flynn will contact the writer directly for clarification of the question as the district is in regular contact with numerous organizations.

## 21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 6:52 p.m.

---

CHAIRPERSON

---

SECRETARY TREASURER



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

**IN-CAMERA MEETING**

**SECTION 72 REPORT  
DECEMBER 13, 2022  
Via ZOOM**

---

**ATTENDEES:**

**Trustees**

|               |                  |
|---------------|------------------|
| Eve Flynn     | Chairperson      |
| Elaine Young  | Vice Chairperson |
| Julie Austin  | Trustee          |
| Carol Kellogg | Trustee          |
| Barry Kurland | Trustee          |

**Administration**

|             |                             |
|-------------|-----------------------------|
| Peter Jory  | Superintendent of Schools   |
| Ron Amos    | Secretary Treasurer         |
| Brenda Paul | Director of Human Resources |

The Board of Education discussed the following topics:

- Labour Relations
- Personnel
- Legal

The Board of Education passed motions regarding the following topic:

- Personnel

---

Chairperson

---

Secretary Treasurer

---

## NEWS RELEASE COMMUNIQUÉ

For Immediate Release  
2022ECC0099-001958  
Jan. 3, 2023

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

### **More families in B.C. benefit from \$10-a-day child care**

VICTORIA – More families in B.C. will save thousands of dollars per year as more than 1,375 child care spaces move into the \$10 a Day ChildCareBC program in January.

These spaces will help reduce costs for families in British Columbia and further develop high-quality, affordable, accessible child care as a core service in B.C.

“Affordable child care can be life-changing, and with these new \$10-a-day spaces, we continue our work to make life more affordable for families with more spaces converted in the next few weeks,” said Grace Lore, B.C.’s Minister of State for Child Care. “The recent child care savings and the \$10 a Day ChildCareBC program are some of the ways we are making child care more affordable and allowing parents – especially mothers – to pursue opportunities and achieve financial independence and security, which benefits families, our communities and the economy as a whole.”

Spaces in the \$10-a-day program reduce the average cost of child care from \$1,000 a month for full-time, centre-based infant care to \$200 a month for the same service, saving families an average of \$800 a month per child.

“Our governments are making access to affordable, high-quality, flexible and inclusive child care a reality,” said Karina Gould, federal Minister of Families, Children and Social Development. “Through our transformative investments, we remain focused on making life more affordable for families and giving every child the best possible start in life.”

More spaces will be added during the coming weeks to meet the goal of 12,500 spaces by February 2023.

The \$10-a-day program expansion represents further progress in partnership with the federal government under the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement. 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 B.C. through March 2026.

“I’m very excited for Discovery Daycare to start the \$10-a-day program,” said Christy Colussi, parent at Discovery Childcare Centre in Prince Rupert. “As a parent, I have two children attending Discovery, so it saves us almost \$1,000 per month. This will allow us to add to the children’s Registered Education Savings Plan (RESP) accounts, as well as help us travel to see our extended family in Ontario.”

The newly approved \$10-a-day spaces are being offered at 35 child care centres throughout B.C., bringing the total \$10 a Day spaces in B.C. to almost 12,000.

“I am so excited to have our day care accepted to be a \$10-a-day centre,” said Lisa Pretulac, manager, Discovery Childcare Centre in Prince Rupert. “This has been a dream over much of my 30-year career that most of us thought would never happen. I’m proud to provide this for our families and see it as such a positive step toward a quality, sustainable system of child care for both families and child care professionals.”

In addition to these spaces, the Province, with federal funding support, is helping approximately 69,000 families with the cost of child care at centres that are not part of the \$10-a-day program through child care fee reductions of as much as \$900 per month per child. Fee reductions were introduced in 2018 through the Child Care Fee Reduction Initiative and were further enhanced on Dec. 1, 2022.

All types of licensed child care providers offering services to children five and younger were eligible to apply for the \$10-a-day program, including non-profit, private, publicly run and Indigenous-led providers. Additional consideration is given to providers in communities that do not currently have a \$10-a-day site and is based on population density.

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:**

- Families making less than \$45,000 receive the maximum Affordable Child Care Benefit (ACCB) and pay nothing out of pocket for child care.
- Families making as much as \$111,000 may be eligible to receive additional child care support through the ACCB.
- The cut-off date for \$10-a-day program applications was Aug. 18, 2022, and more applications will be reviewed until the target of 12,500 spaces is met.
- An average of 28,500 children received support through the ACCB each month in 2021-22.

#### **Learn More:**

For information about existing \$10 a Day ChildCareBC facilities and spaces, criteria, guidelines and priority areas under this intake, visit: [www.gov.bc.ca/childcare10aDaychildcare](http://www.gov.bc.ca/childcare10aDaychildcare)

To apply for the ACCB, visit: <http://www.gov.bc.ca/affordablechildcarebenefit>

For information about ChildCareBC, visit: [www.gov.bc.ca/childcare](http://www.gov.bc.ca/childcare)

For about the 2021-26 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 information about Canada-wide Early Learning and Child Care: <https://canada.ca/child-care>

A backgrounder follows.

---

## BACKGROUND

For Immediate Release  
2022ECC0099-001958  
Jan. 3, 2023

Ministry of Education and Child Care

### **More \$10 a Day ChildCareBC spaces open in B.C. communities**

This backgrounder includes information about the 22 child care providers providing new \$10 a Day ChildCareBC spaces at 35 child care centres throughout B.C.

#### **BURNABY –**

##### **Burnaby Family Life**

Montecito Child Care Centre; 25 2.5-years-to-kindergarten-age spaces, non-profit

##### **YMCA of Greater Vancouver**

Metrotown YMCA Child Care Centre; 37 spaces (12 infant-toddler, 25 2.5-years-to-kindergarten-age spaces), non-profit

#### **COQUITLAM –**

##### **Step By Step Child Development Society**

Step Learning Together Centre; 71 spaces (31 2.5-years-to-kindergarten-age spaces, 40 school-age), non-profit

#### **INTERIOR B.C. –**

##### **Yellowhead Community Services Society**

- Building Blocks Daycare (Clearwater); 26 spaces (10 infant-toddler, 16 2.5-years-to-kindergarten-age spaces), non-profit
- Little Stars Child Care (Barriere); 28 spaces (20 preschool, eight multi-age), non-profit

##### **BGC Cranbrook (Cranbrook)**

BCG Cranbrook; 36 spaces (12 infant-toddler, 24 2.5-years-to-kindergarten-age spaces), non-profit

##### **Summit Community Services Society**

- Little Summit Daycare (Cranbrook); 28 spaces (12 infant-toddler, 16 2.5-years-to-kindergarten-age spaces), non-profit
- Second Steps Group Day Care (Kimberly); 16 2.5-years-to-kindergarten-age spaces, non-profit

##### **Windermere Valley Childcare Society (Invermere)**

Windermere Valley Childcare; 82 spaces (12 infant-toddler, 25 2.5 years-to-kindergarten-age, 20 preschool, 25 school-age), non-profit

**OneSky Community Resources Society (Oliver)**

Oliver Highschool Child Care; 13 spaces (12 infant-toddler spaces, one multi-age space), non-profit

**WE Graham Community Service Society (Slocan)**

Valhalla Children's Centre; eight 2.5-years-to-kindergarten-age spaces, non-profit

**Katherine Guthrie (Winlaw)**

Earth House Country Playschool; six multi-age spaces

**LANGLEY –**

**Langley Christian School Society**

New Generations Early Learning Centre; 28 spaces (12 infant-toddler, 16 2.5-years-to-kindergarten-age spaces), non-profit

**NORTHERN B.C. –**

**Prince Rupert Options for Social Growth Society (Prince Rupert)**

Discovery Childcare Centre; 32 spaces (16 infant-toddler, 16 2.5-years-to-kindergarten-age spaces), non-profit

**Robson Valley Community Services Society (McBride)**

Robson Valley Community Services; 10 preschool spaces, non-profit

**Saulteau First Nations (Moberly Lake)**

Cree-ative Wonders Headstart; 24 spaces (eight infant-toddler, 16 2.5-years-to-kindergarten-age spaces), Indigenous-led

**NORTHERN VANCOUVER ISLAND –**

**1005799 BC LTD DBA Kidz Connection (Campbell River)**

Kidz Connection Childcare; 189 spaces (12 infant-toddler, 147 2.5-years-to-kindergarten-age, 30 school-age spaces)

**Beaufort Child Care Society (Courtenay)**

Beaufort Children's Centre; 54 spaces (12 infant-toddler, 42 2.5-years-to-kindergarten-age spaces), non-profit

**PEMBERTON –**

**Pemberton Child Care Society**

Pemberton Children's Centre; 49 spaces (24 infant-toddler, 25 2.5-years-to-kindergarten-age spaces), non-profit

## **SURREY –**

### **GCA Education Services Inc.**

GCA Montessori; 62 spaces (12 infant-toddler, 42 2.5-years-to-kindergarten-age, eight multi-age spaces)

## **VANCOUVER –**

### **Children's Hearing and Speech Centre of BC Inc.**

Children's Hearing and Speech Centre of BC; 40 2.5-years-to-kindergarten-age spaces, non-profit

### **Kiwassa Neighbourhood Services Association**

- Harbourview Daycare; 32 2.5-years-to-kindergarten-age spaces, non-profit
- Kiwassa Variety Club Daycare; 25 2.5-years-to-kindergarten-age spaces, non-profit

### **YMCA of Greater Vancouver**

- Beach YMCA Child Care Centre; 37 spaces (12 infant-toddler, 25 2.5-years-to-kindergarten-age spaces), non-profit
- False Creek YMCA Child Care; 23 2.5-years-to-kindergarten-age spaces, non-profit
- Kids at Heather Child Care Centre; 69 spaces (24 infant-toddler, 45 2.5-years-to-kindergarten-age spaces), non-profit
- Kids at Marine YMCA Child Care Centre; 37 spaces (12 infant-toddler, 25 2.5-years-to-kindergarten-age spaces), non-profit
- Marpole YMCA Child Care Centre; 37 spaces (12 infant-toddler, 25 2.5-years-to-kindergarten-age spaces), non-profit
- Mole Hill YMCA Child Care Centre; 25 2.5-years-to-kindergarten-age spaces, non-profit
- Renfrew Station YMCA Child Care Centre; 37 spaces (12 infant-toddler, 25 2.5-years-to-kindergarten-age spaces), non-profit
- Vista Point YMCA Child Care Centre; 25 2.5-years-to-kindergarten-age spaces, non-profit
- Water View YMCA Child Care Centre; 37 spaces (12 infant-toddler, 25 2.5-years-to-kindergarten-age spaces), non-profit
- YMCA Coast Capital Savings Early Childhood Centre; 65 spaces (24 infant-toddler, 41 2.5-years-to-kindergarten-age spaces), non-profit

## **VICTORIA –**

### **James Bay Child Care Society**

Infant Plus; 32 spaces (16 infant-toddler, 16 2.5-years-to-kindergarten-age spaces), non-profit

### **YMCA-YWCA of Vancouver Island**

Westhills YMCA-YWCA Child Care; 32 spaces (eight infant-toddler, 24 2.5-years-to-kindergarten-age spaces), non-profit

---

## JOINT STATEMENT

For Immediate Release  
2023AG0002-000021  
Jan. 13, 2023

Office of the Premier  
Ministry of Attorney General  
Ministry of Education and Child Care

### **Premier's, parliamentary secretary's, minister's joint statement on Black Excellence Day**

VICTORIA – Premier David Eby; Mable Elmore, Parliamentary Secretary for Anti-Racism Initiatives; and Rachna Singh, Minister of Education and Child Care, have released the following statement in honour of Black Excellence Day:

“Today, we celebrate the many contributions of Black people and communities throughout our province.

“The term ‘Black excellence’ was born out of the civil rights movement in the 1960s. All too often, the achievements of Black Canadians and the ongoing civil rights struggle still go unacknowledged in our history books and school curriculum. When we celebrate Black excellence in our schools, workplaces and communities, our whole society benefits. When the voices and experiences of Black Canadians are amplified, all British Columbians benefit from powerful mentors they can look up to.

“This is the second year our province has proclaimed Black Excellence Day and it’s part of our ongoing commitment to build a more inclusive, just and fair province. To meet our government’s goal of serving all British Columbians equitably, we must reform the systems and structures that have disproportionately disadvantaged Indigenous, Black and people of colour since colonization.

“We’re working to equip B.C.’s young people with the skills they need to be actively anti-racist in their schools and communities. The K-12 Anti-Racism Action Plan will improve outcomes for racialized students and create a culture of belonging for all students and staff. It will include resources for the K-12 sector to understand and promote anti-oppressive systemic practices, such as improved school supports and greater skills and resource-sharing.

“Black Excellence Day is an opportunity to learn more about Black role models in history and those who are actively making our province a better place today. We encourage everyone to join us in including and amplifying the voices and stories of racialized British Columbians in our daily lives. A more diverse and inclusive B.C. is a better B.C. for everyone.”



## Board and Trustee Representative Committee Report

SD69 QUALICUM

|                                |  |
|--------------------------------|--|
| <b>Trustee Representative:</b> | R. Elaine Young                                    |
| <b>Committee Name:</b>         | Oceanside Health and Wellness Network              |
| <b>Meeting Location:</b>       | Zoom   |
| <b>Meeting Time:</b>           | Reports on the November and December 2022 Meetings |

Territorial Acknowledgement and Check in Round

### Monthly Reports - Highlights & Questions:

- Child and Youth Wellness Action Group Update – next meeting January 3<sup>rd</sup> – held an educational event on December 6<sup>th</sup>. Well attended – facilitated by Helene Dufour and Janet Krenz – 20 people attended. Directed to folks working with children and youth and focused on food insecurity and eating disorders. Full presentation is available on the OHWN website First 2000 Days – under Nutrition tab. Working on updating CYWAG Community Inventory Tool – redrafting survey to give to members of the CYWAG and partners in January 2023.
- Coordinator’s Report and updates – New website is live, and Jane will continue to add new and updated resources over the month of December. Moving database from Mailchimp to CRM tool on website and creating a new template for e-newsletters and e-blasts. Updating old documentation to include changes that came out of long-range planning sessions – not policy changes. Contract Extension to March 31, 2023.

### Long Range Planning

- Review of the outcome statements from the goals identified in Long Range Planning Documents.
  1. By March 30, 2023 OHWN will have a governance structure that:
    - Ensures active, broad and equitable participation by community partners.
    - Uses structures and functions that are necessary to achieve all strategic goals.
    - Has clearly defined roles and responsibilities that are clearly understood by network members.
    - Has a process for recruitment and retention of network members.
  2. By April 30, 2023 OHWN will have developed 3-5 priority topics based community needs and have clear and focused action plans for each priority.
  3. By June 30, 2023 OHWN will have adequate funding and budgeting that will fully support the resources needed to support our strategic goals.
  4. By June 30, 2024 at least 15% (roughly 8000 people) of the population of Oceanside will understand the Mission of OHWN.
- Discussion about coordinator role and role of community members. Decision: Ask community to support a new structure with a bottom-up approach. Look at restructuring CoP to include all members with a small admin group to support Coordinator.
- Decision: Revitalize and rebuild OHWN Network piece. Replace one large meeting with three smaller meetings – have one sponsor for each meeting – Forward House will sponsor Errington, SOS will sponsor Parksville, Gerry will ask Rotary to sponsor Qualicum meeting. Host three smaller meetings one in each of three locations to create a less centrist. Purpose is to get people

back to the table and committed to work that has value for them as a member of their community.

- Decision: start a new mailing list following the meetings. Invite all members from old list and create a new membership list after the meetings.
- Decision: Write a summary visual piece of the Long-Range Plan, simplify language Decolonize language – make it less academic. Share goals with community and ask folks to commit to those goals at the in-person meetings. Focus on benefits and value to their own communities.
- Action Item: review request for funding from BC CRN to support conversations in communities in three communities.
- Project for Heat Dome Planning – Emergency Planning with CIDFP changed their project – not moving forward with that project. Need to let BC CRN know.
- OHWN is not broadly known – ask non-profits at the tables to sponsor each meeting - Forward House, SOS, Rotary could sponsor the events which could help draw people in – throw in some funds and show that the non-profits are standing behind the work the network is trying to do.
- Presentation to Rotary – present it as OHWN is acting as an advocacy group and ask for assistance. Generate enthusiasm by sharing knowledge about things that could or should be happening in community.
- CHNs ebb and flow – we need to act as an advocacy group – reinvigorating is needed. All members voted in favour of reinvigorating by including other networks and organizations in broader networking meetings and have folks present to the overall community.
- Decolonize information in the Information Package – Gerry/Jane/Elaine to work on this and send out before next meeting.

**January Meeting – January 19<sup>th</sup> on Zoom**

- Chair - Elaine
- Note Taker – Gerry



**Education Committee of the Whole Report**  
**Tuesday, January 17, 2023**  
**VIA ZOOM**  
**2:30 p.m.**

**Chair: Trustee Austin**

**ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**MANDATE:**

A proposed revision to the mandate of the committee was discussed and the committee agreed to the following version:

*To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.*

**PRESENTATIONS:**

- **District Processes to Support Students Towards Graduation**  
Superintendent Jory and Associate Superintendent Wilson gave an overview on the work being done to support students towards meaningful graduation that began in earnest several years ago, prompted by a struggling cohort. The practice of tracking and supporting students has evolved every year since then, and utilizes a team approach with district staff supplying Ministry student data and school principals taking the lead in the school level work. With these efforts, not only have grad rates improved in all three main categories, but the percentage of adult graduates contributing to those totals has dropped each year as well.
- **Principles of Learning**  
Superintendent Jory also shared the new draft Principles of Learning that were developed at the November Curriculum Implementation Advisory Committee (CIAC) meeting. He noted that they were being discussed in school staff meetings this month and that feedback would be brought back to CIAC at the February meeting for consideration before bringing them back to the Board for approval.

**ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION**

- Chris Brown (NBES) and guest, Tessa Stiven, from Farm to School BC presenting. Chris provided an overview of the school district strategic goals, vision and mission statements reminding us of the importance of environmental stewardship in the district and for our learners.

Tessa, using examples from other school districts, introduced the concept of a District Learning Coordinator/Teacher Position or Outdoor Classroom Prep Teacher. The coordinator/teacher position could: Facilitate environmental stewardship activities for classes, provide revitalization of school gardens with technical and teaching support, create resource kits to support environmental stewardship teaching, connect to community resources, First People's ways of knowing and facilitation of Pro-D opportunities.

In some districts, Tessa shared that the prep teacher did outdoor classroom learning.

- Resource Available - BCSTA Climate Change Working Group Report  
This report from the British Columbia School Trustees Association (BCSTA) working group on climate change looks at districts across the province and how they are approaching climate action. There are some informative links and good recommendations for both operations and educational priorities.

### **SOCIAL JUSTICE AND EQUITY**

- Gillian spoke to the Youth Development Index and the latest student sessions addressing topics such as social media and drug addiction. The students will be involved in coming back to the table with a working action plan.

### **SHARED LEARNING**

Update from Director of Instruction

- Rudy Terpstra reported on Graduation Credits and Reporting Order. Rudy guided attendees through “My Blueprint”, an education and career software that helps learners and teachers achieve aspirational goals in career education planning. They were also introduced to “EdPlan Insight”, a technology based platform to support data use for teachers, administrators, and district leaders. It provides staff with a ‘one-stop’ experience for accessing K-12 student-related data.

### **ITEMS TO FORWARD TO THE BOARD OF EDUCATION**

- Revised Mandate for the Education Committee of the Whole

### **FUTURE TOPICS**

Looking down the road we want to ensure that the shared learning of the learning grant recipients have an opportunity to fully present to the benefit of us all. We are looking at possibly spreading these out over two meetings or have an in-person set-up (i.e., science fair style) that will enable more dialogue and sharing. Stay tuned!

### **NEXT MEETING DATE:**

Tuesday, February 21 at 2:30 p.m. (via Zoom)

**ADJOURNMENT:** 4:05 pm



**Policy Committee of the Whole Report**  
**Monday, January 16, 2023**  
**Via Zoom**  
**1:00 p.m.**  
**Facilitator: Trustee Carol Kellogg**

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. INTRODUCTIONS**

**3. POLICIES POTENTIALLY GOING TO FIRST READING** (Intent and philosophy and edits)

- a. **NEW Board Policy 508: Career Education** – Director of Instruction Terpstra provided information from a regional career education committee and recommended that we have a career education policy to protect from audit but also to give a place for an ap that provides clarity and transparency about these types of program option. Will be presented for first reading at the January Regular Board Meeting
- b. **301: Living Wage** – held for further discussion at the February Policy Committee meeting regarding relevance and necessity of this policy.
- c. **502: Field Experiences** – Superintendent Jory to edit. Will be presented for first reading at the January Regular Board Meeting

**4. REVISIONS TO ADMINISTRATIVE PROCEDURES**

- a. Edits to be made to the previously rescinded Administrative Procedure: *Substance Use* and will be attached to Board Policy 701: *Student Discipline*.

**5. POLICIES POTENTIALLY GOING TO SECOND READING**

None at this time.

**6. POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**

None at this time.

**7. FUTURE TOPICS**

Board Policy 301: Living Wage for further discussion

**8. NEXT MEETING DATE**

**Tuesday**, February 21, 2023 at 1:00 p.m. via Zoom  
(Moved to Tuesday due to Family Day on Monday)



### **Context**

From Kindergarten through to graduation, students have the opportunity to explore a variety of career paths. Our learning, programs, resources and networks provide an opportunity for students to imagine their possible futures. The provincial Career Education curriculum offers students the opportunity to pursue this journey in ways that are personally meaningful and goal-oriented (BC Ministry of Education).

### **Policy Statement**

The Board believes that all students should graduate with a meaningful Dogwood Diploma that gives them as many post-secondary opportunities as possible. Career Preparation Programs are important learning opportunities for students as they transition from secondary school to post-graduate learning, training and, eventually, careers. Career Preparation Programs including Work Experience, dual-credit courses and Youth Work in Trades programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

### **Guiding Principles**

1. Students will be introduced to Career Education Programs through the curriculum Career courses and other courses taken throughout their educational journey.
2. The standards for Ministry Work Experience and Youth Work in Trades must be upheld with emphasis on work-site safety and student conduct.
3. All program and course must be approved by the Director of Instruction.
4. All Ministry and School District requirements and Administrative Procedures must be followed, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices.

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

Adopted:

Amended:



**Context:**

The School District 69 Strategic Plan includes student centred learning support for quality teaching and learning, and social emotional supports as primary areas of focus. Field experiences support all of three of those priority areas. Additionally, provision of field experiences supports the BC education system's core competencies of thinking and communicating by providing hands-on opportunities for learning.

**Policy Statement**

The Board of Education supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning and core competencies, and which expand on athletic, cultural, musical, linguistic, or other educational endeavours.

**Guiding Principles**

1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to School District 69 as possible without compromising the quality of the experience.
2. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:
  - a) Student safety and security for all participants including students, staff, volunteers and the District;
  - b) Curricular relevance and the appropriateness of the activity to the students' educational program;
  - c) Ensuring that the experiences are effective, affordable and accessible to all students; and,
  - d) Ensuring that field experiences are reviewed for risk and that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.
3. The Board retains the right to review and give approval for experiences that are out of province, **but delegates that authority to the superintendent.**
4. **The Superintendent ensure the Board is informed of any emerging safety concerns.**

**References:**

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

**Dates of Adoption/Amendments:**

Adopted: 79.07.21

Amended: 81.01.21: 84.05.16: 89.02.22: 92.08.25: 01.04.03: 02.03.26: 03.05.27: 17.03.28:  
2020.05.26



### **Purpose**

The Board of Education of School District 69 (Qualicum) considers the purpose of field experiences is to enable students to participate in quality off-site learning activities that are:

1. an integral part of the educational process.
2. closely connected to curriculum and prescribed learning outcomes, including curricular and core competencies, and/or supportive of cultural, linguistic, athletic or musical experiences; and,
3. relevant, effective, affordable and accessible.

The Board views field experience to be an outgrowth of a school program that involves a clearly defined class or group and that attends to:

1. the safety and security of all participants;
2. risk assessment and mitigation; and,
3. the protection of students, staff, volunteers and the school district from liability or harm.

### **Requirements**

1. Field experience applications shall demonstrate clear connections to curricular or core competencies and/or be supportive of cultural, linguistic, athletic or musical experiences.
2. Given those connections, field experiences should be held as close to the district as is reasonable without compromising the quality of the experience.
3. Planning for field experiences shall take into consideration the climate impact of the activity and any related transportation, and efforts ~~must~~ shall be undertaken to minimize or offset those impacts.
4. Eligibility criteria to participate in field experiences must be established by the educator in charge of the field experience.
5. No eligible student may be denied access to participate in a day field experience held during instructional hours due to financial hardship. A Principal, or Board designate, may exclude a student from the activity if the student does not meet the eligibility criteria.
6. The Board will provide field experiences free of charge to school-age students resident in the district and enrolled in an educational program at one of its schools where attendance is mandatory and/ or assessment will take place.



7. The Board may charge fees for the expenses such as transportation, accommodation, meals, entrance fees and equipment rentals for optional supplementary field experiences. Efforts to minimize costs to students/parents should be evident in all field experience planning.
8. All details of fundraising activities and requirements for the proposed field experience must be communicated clearly to students and parents and agreed upon at the outset of the planning process.
9. All details of proposed field experiences must be clearly communicated to students and parents.
10. Field experiences should not seriously interfere with the education of neither students who remain at school nor the students who are participating on the field experience.
11. School sponsored field experiences are considered to be school program activities and as such are subject to both the regulations of the school and to all School District 69 (Qualicum) Board policies and administrative procedures, including in relation to expectations of student behaviour and deportment. Adults who attend as sponsors or chaperones are expected to abide by those same standards.
12. When other agencies (e.g., Rotary, Government of Canada) contact schools regarding opportunities for students to participate in activities sponsored by their organizations, parents should be made aware that such activities are not school field experiences.
13. For any activity which is somehow connected to the school but is not endorsed by the school or the Board as a field experience within the context of this policy and its administrative procedure, is not to be supported by the school in any way for planning or communication purposes.

### **Parent/Guardian Responsibilities**

Parents/Guardians are responsible to determine whether their child may participate in a student field experience. In order to provide informed consent, comprehensive student field experience information that clearly describes the educational benefits and safety risks must be communicated to parents and guardians.

### **Student Responsibilities**

Students participating in a field experience are responsible to comply with the school rules, Student Code of Conduct, Board policies, fulfill the preparatory requirements and cooperate with all supervisors.



### **Educator-in-Charge Responsibilities**

The Educator-in-Charge is responsible to:

- a. Ensure the field experience is appropriately planned, authorized and organized
- b. Ensure parents have been provided with comprehensive student information that clearly describes the educational benefits and safety risks of the field experience
- c. Exercise supervision on a full-time basis
- d. Ensure detailed contact and trip information is left with the school Principal or designate
- e. Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of students

### **Field Experience Supervisor Responsibilities**

Supervisors (teachers, volunteers, contracted instructors) are responsible to:

- a. To provide supervision of students 24 hours per day
- b. To serve as role models to students and as ambassadors of the school district
- c. To conduct themselves accordingly, and within the expectations of the Board
- d. Alcohol or illicit drugs are not to be consumed while on, or before, supervising students as supervisors must be capable of reasoned judgment in case of an unexpected emergency at all times during the field experience. This expectation includes international locations where the cultural norms may vary. Any over the counter or prescription medications which are necessary for a supervisor must be taken judiciously and with knowledge of the lead sponsor.

### **Field Experience (Trip) Categories**

The Board expects all Board employees responsible for planning and authorizing field experiences to be knowledgeable of the category definitions for field experiences.

#### **Category 1 - Same Day Field Experiences**

These may last up to a full day. Destinations and activities are determined by learning outcomes; examples of such field experiences are visits to museums, law courts, art galleries, nature parks, etc.

For the purposes of this policy, local neighbourhood excursions that are based on a specific class activity/learning outcome, such as a grade 3 class going to the local park to collect leaves for an art project, or a grade 11 Physical Education class jogging in the local neighbourhood, are not considered field experiences. However, teachers must always ensure that the school Principal is aware of such neighbourhood learning activities when they are occurring and that parent consent has been granted.

#### **Category 2 - Overnight or Outside of the Central Vancouver Island Area Field Experiences**

1. Overnight Field Experiences may last for one or more days and take place within the province of British Columbia. Such excursions require an additional level of approval by the Superintendent or designate.



2. Outside of Central Vancouver Island Field Experiences require Superintendent or designate approval because of the travel required. Field experiences that extend beyond Central Vancouver Island, even if lasting only for the day, are classified as Category 2.

### **Category 3 - Higher Risk Outdoor Field Experiences**

These are outdoor education based field experiences that may last up to a full day, or may last for two days or more, and entail a level of risk that is higher than activities in which students are normally engaged in at school.

These would typically be:

1. Outdoor Programs where an outdoor setting is important and it becomes the classroom. Examples might include Outdoor Education and Physical Education Activities. Examples could include the Rivers, Mountains and Oceans School (ROAMS) and the Vancouver Island Student Ski Patrol Program (VISSPP).
2. Outdoor Pursuits refers to activities related to self-propelled travel on land, water and snow or ice. Examples may include hiking, kayaking and surfing. The definition of outdoor pursuit includes higher risk activities, such as skiing, and extended wilderness travel. Outdoor pursuits are typically of a higher care nature and as such these environments require some more specialized awareness, planning, instruction and leadership. Outdoor pursuit does not include local ice area activities, such as skating, hockey or curling.

### **Category 4 - Out of Province (Canada, Continental United States, and Off-Continent)**

These field experiences involve travel outside of British Columbia, but within Canada or the continental United States, and last typically for 5-14 days. These include cultural and linguistic exchanges, where students travel outside B.C. to be immersed in the language and culture of another area. Off-continent travel is to foreign countries for the purpose of broadening students' understanding of other cultures and of helping them to see their relationship in the world as a Canadians. Extended Off-Continent Field Experiences include excursions during Spring Break. It is understood that Category 4 Field Trips will only be approved pending confirmation that the destination is safe for travel according to the Government of Canada, up to and throughout the scheduled travel.

**Reasonable efforts will be made to report to the Board of Education on the students' learning after returning from a Category 4 field trip.**

### **Applying for Category 4 Field Trips**

Except in the case of earned experiences (athletics and music for example) where only final approval is required, usually on short notice, Category 4 Field Trips require Board approval in principle a minimum of eight months prior to travel, and final Board approval a minimum of four months prior to travel. ~~Category 4 field trip requests will be submitted to the Board's Education Committee of the Whole for review and consideration of referral to the Board of Education.~~ It is the responsibility of the sponsoring educator along with the school principal for ensuring that applications for approval in principle and final approval are submitted on time.



**Excursions During the Non-Instructional Year (school closure in June to school opening in September)**

Excursions planned for the non-instructional period of the year (typically the months of July and August) will be supported as school-sponsored field experiences provided all requisite field experience policies, guidelines, and approval processes have been followed.

Teachers, or other Board employees, who participate in a supervisory role during non-instructional year excursions do so as volunteers, without salary compensation or the expectation of time in lieu.

Liability insurance coverage under the School Protection Plan does extend to any Board employee or volunteer acting in a supervisory capacity during the non-instructional year provided the excursion is a school-sponsored field experience and all requisite field experience policies have been followed.

**Inappropriate Field Experiences**

Field experiences may be deemed to be inappropriate by either the school administrator, or the Board designate.

Inappropriate field experiences are characterized as those that may involve:

- a. Activities that have inordinate risk for serious injury;
- b. Absence of necessary supervision ratios, equipment, instruction and supervisors/instructors experience and training;
- c. Age or developmentally inappropriate for activities for students, individually or as a group;
- d. Inordinate expense or excessive absence from school;
- e. Travel to areas where Foreign Affairs Canada has published a travel advisory; and,
- f. Non-compliance with the policies and procedures of the Board.

**References:**

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to Board Policy 502: Field Experiences \(Trips\)](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)

**Dates of Adoption/Amendments:**

Adopted: 17.03.28  
Amended: 2020.05.26



**Finance & Operations Committee of the Whole Report**  
**Monday, January 16, 2023**  
**Via Zoom**  
**10:30 a.m.**

**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**

**2. PRESENTATION (10 MINUTES)**

**3. PROJECT UPDATES**

**a. Oceanside Community Track/Fundraiser**

Trustee Young shared that the fundraiser dance held in November raised \$3500. Director of Operations Munro updated the Committee on the next steps to update the estimated costs of the project. A geotechnical survey is being done to confirm the underlayer of soil to better ascertain costs required for excavation. It is anticipated that the district will have a more accurate cost estimate in 2-3 weeks so as to establish the funding gap. District Track meet could be planned for in May/June depending on the project timelines.

**4. ITEMS FOR DISCUSSION**

**a. District rental rates – Tenant Rates**

Secretary Treasurer Amos provided the rationale for reviewing the District rental rates and fees. The Committee was reminded that rental rates were established in 2014 when the closed schools were made available to rent. Since that time operating costs have escalated and the facilities have not had the capital funds to support the needed work resulting in aging infrastructure. It was proposed and supported to increase the commercial rate from 13.50/sq. ft to 14.50/sq. ft, effective July 1, 2023.

**b. Budget process – survey and amended budget timing**

Secretary Treasurer Amos shared that, in the past, the amended budget would go to the Board in January. However, due to the unknown value of funding coming to support the general wage increases, and its likely release in the next couple of weeks, the budget would instead be presented to the Board in February so that it can be submitted to the Ministry by February 28. In the meantime, work will continue in preparing the 23/24 Annual Budget with the release of the public survey next week and the continued work to estimate enrolment projections and staffing allocations.

**5. INFORMATION ITEM**

**a. 2023/24 Annual Facilities Grant Spending Plan**

Director of Operations Munro shared that work to develop the AFG spending plan has begun with discussions being initiated with school and facility administrators. Recognizing that some district priorities are impacting the balance of the funds, he asked for a limit on project requests that could be done to support the needs of schools. The spending plan is to be submitted by May 31.

**b. Ministry initiative – EV Charger at Family Place**

Secretary Treasurer Amos gave a background to this item as an initiative coming forward from the Ministry of Citizen Services. As a tenant in the Family Place facility, they are looking for feedback on proposed sites. Director Munro is in conversation with them regarding the estimated timelines and the placement of the installation.

Doug Hopwood was introduced to the Committee and he provided some background information on his past work on the Solar project at False Bay. As a result of his recent work with Kwalikum Secondary students and regarding a presentation that he is preparing for their Climate Symposium, he requested some background data regarding the District's carbon footprint. District staff will connect with him to provide the information they have available.

**c. Financial Summary, as of December 31, 2022**

Secretary Treasurer Amos reviewed the financial summary as presented, highlighting that the district is generally within expectations for costs, but have increased costs for teachers and administrators due to the pay out of retroactive adjustments in December related to the negotiated revised salary grids.

**d. BCSTA Climate Change WG – Final Report**

Trustee Flynn provided an overview of the BC School Trustees Association Working Group's report, highlighting that it is a good compilation of best practices and links for interested Boards.

**6. ITEMS FOR RECOMMENDATION TO THE BOARD**

None

**7. FUTURE TOPICS****8. NEXT MEETING DATE:**

Tuesday, February 21, 2023 at 10:30 via zoom (moved from Monday due to the Family Day Holiday)

**9. ADJOURNMENT**

[EXTERNAL] This email originated from outside of the organization. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Dear Ron Amos,

Your property, 494 BAY AVE. under lease by the Province of British Columbia, has been identified as a candidate location to install electric vehicle (EV) charging stations. Site selection for new EV charging stations is based on the forecast need to accommodate planned government fleet vehicle replacements, and to support employee or public EV charging needs. Site selection will be informed by a feasibility study taking place this fall.

CBRE is the provincial government's outsourced facilities services provider and as such, will be managing the installation of EV charging stations under contract with the Province. The process will involve a consultant feasibility study that assesses the building's existing electrical capacity and parking infrastructure to determine the best installation option(s) for the site. The goal of this study is to determine the best areas for charging station(s) without making changes to existing space agreements, including parking. CBRE will bring forward options for your approval prior to any project implementation. The study, and any possible deployment, will be funded by the Province of British Columbia.

Further, CBRE will be forwarding an authorization request form for BC Hydro to release your property's peak electrical demand data to you to complete. Completing and returning this form is necessary for the consultant to determine the available safe capacity for charger deployment. Having this authorization will streamline the feasibility process and reduce the need to request further information from you. You should receive this request in the next week.

Thank you in advance for your assistance on this matter. If you have any questions, please contact CBRE at [evcharging.bc@cbre.com](mailto:evcharging.bc@cbre.com).

Best regards,

Real Property Division

## Frequently Asked Questions

### **1. Who will be paying for the installation of these chargers?**

The Province of B.C. Ministry of Citizens' Service (CITZ) has funding through the CleanBC Program to deliver EV Charging at government workplaces to be used by the public, government employees, & government fleet vehicles at CITZ owned and leased properties. CITZ has approved funding has been approved for sites identified through this program subject to landlord approval. The current expectation is that CBRE will find a feasible design that works for ownership, complete all required installation work (Including any required base building upgrades), with all costs up front and ongoing paid by CITZ.

### **2. What if I want to own and/or operate EV chargers that are being installed?**

CITZ will own & operate any EV Charging equipment funded by CITZ, however If you wish to own/operate the equipment now or in the future the option is available for negotiation. CITZ is committed to finding a way to deliver the service our clients require that makes sense for your property.

### **3. Who will be allowed to the use the EV chargers?**

The use of the EV chargers will be determined by the existing parking rules at the property and the type of EV charging that is required. The program's main goal is to serve government workers & vehicles with EV charging but includes serving the public when appropriate.

### **4. Can I apply for Incentives and/or Carbon Credits?**

If you choose to pay for the installation of some chargers as part of this project, you would be able to apply for [BC Hydro EV charger rebate program for workplaces](#), if the chargers are intended to be used by workers on site. If you operate the chargers, you would be eligible to generate low carbon fuel credits which can be sold to fuel suppliers who use them to meet regulatory requirements more details can be found at the BC Government's [Renewable & Low Carbon Fuel Requirements Regulation page](#) and [Reporting requirements for electricity bulletin](#).

### **5. Who pays for the increase in utility?**

The province will pay utility costs as required by the terms of the lease agreement. If required CBRE will install additional utility metering to measure and pay additional utility costs.

### **6. How do you determine which stall will get used for the EV Stations?**

An CBRE consultant will come visit your site and determine which stall would be most suitable based on existing parking stall agreements and technical considerations.

### **7. What if the charger stops working?**

CBRE will be operating CITZ owned chargers and will handle any required repairs and maintenance All that is required is an email to [evcharging.bc@cbre.com](mailto:evcharging.bc@cbre.com) noting the issue, and a technician will be dispatched for service.

### **8. Who pays for the repairs of the chargers?**

CITZ will pay all required maintenance for EV Chargers owned by the Province of British Columbia.

### **9. What if an unauthorized user is parking in an EV charging stall?**

Upon installation, CITZ will include signage indicating any use limitations. Depending on the intended use for the site (e.g. fleet, employee, or public), charger access controls can be configured for preferred user groups, times of use, or both. Should a driver be blocking access to a charging stall in violation of the posted terms of use, it is legally defined trespassing. As a last resort, A landlord or CITZ (as applicable) can call a towing company to remove a vehicle that is violating the terms of use.

SCHOOL DISTRICT NO. 69 (QUALICUM)  
2022-23 Financial Summary

1/11/2023

|  | 2021/22           |                   |              |                   | 2022/23           |                   |              |
|--|-------------------|-------------------|--------------|-------------------|-------------------|-------------------|--------------|
|  | Amended Budget    | YTD Dec-21        | % of Budget  | Actual            | Annual Budget     | YTD Actual        | % of Budget  |
| <b>REVENUE</b>                         |                   |                   |              |                   |                   |                   |              |
| <b>PROVINCIAL GRANTS</b>               |                   |                   |              |                   |                   |                   |              |
| Operating Grant                        | 45,792,277        | 19,181,670        | 41.9%        | 45,709,913        | 45,577,501        | 19,017,694        | 41.7%        |
| Other MOE Grants-Transportation fund   | 426,341           |                   | 0.0%         | 426,341           | 426,341           |                   | 0.0%         |
| Other MOE Grants-Pay Equity            | 936,176           | 30,519            | 3.3%         | 936,176           | 936,176           | 30,519            | 3.3%         |
| Other MOE Grants-Misc                  | 50,000            |                   | 0.0%         | 98,463            | 0                 |                   | 0.0%         |
| <b>TOTAL MINISTRY OF ED GRANTS</b>     | <b>47,204,794</b> | <b>19,212,189</b> | <b>40.7%</b> | <b>47,170,893</b> | <b>46,940,018</b> | <b>19,048,213</b> | <b>40.6%</b> |
| <b>OTHER REVENUES</b>                  |                   |                   |              |                   |                   |                   |              |
| Other Provincial Revenues              | 150,000           | 67,300            | 44.9%        | 139,889           | 150,000           | 40,844            | 27.2%        |
| Offshore Tuition                       | 3,000,000         | 2,352,815         | 78.4%        | 3,661,653         | 3,700,000         | 2,355,876         | 63.7%        |
| Miscellaneous                          | 140,000           | 70,526            | 50.4%        | 153,658           | 140,000           | 69,906            | 49.9%        |
| Rental and Leases                      | 600,000           | 660,623           | 110.1%       | 677,331           | 600,000           | 702,726           | 117.1%       |
| Investment Income                      | 120,000           | 54,628            | 45.5%        | 118,924           | 120,000           | 214,875           | 179.1%       |
| <b>TOTAL OTHER REVENUE</b>             | <b>4,010,000</b>  | <b>3,205,892</b>  | <b>79.9%</b> | <b>4,751,455</b>  | <b>4,710,000</b>  | <b>3,384,227</b>  | <b>71.9%</b> |
| <b>TOTAL REVENUES</b>                  | <b>51,214,794</b> | <b>22,418,081</b> | <b>43.8%</b> | <b>51,922,348</b> | <b>51,650,018</b> | <b>22,432,440</b> | <b>43.4%</b> |
| <b>EXPENDITURES</b>                    |                   |                   |              |                   |                   |                   |              |
| <b>SALARIES AND BENEFITS</b>           |                   |                   |              |                   |                   |                   |              |
| Teachers                               | 20,030,109        | 8,242,243         | 41.1%        | 20,327,502        | 19,551,359        | 8,261,753         | 42.3%        |
| Principals and Vice Principals         | 3,495,970         | 1,758,638         | 50.3%        | 3,487,858         | 3,495,967         | 1,806,374         | 51.7%        |
| Educational Assistants                 | 3,729,695         | 1,488,320         | 39.9%        | 3,633,828         | 3,630,690         | 1,374,496         | 37.9%        |
| Support Staff                          | 5,388,964         | 2,585,655         | 48.0%        | 5,439,728         | 5,444,412         | 2,658,199         | 48.8%        |
| Other Professionals                    | 1,786,335         | 857,545           | 48.0%        | 1,651,448         | 1,790,244         | 957,828           | 53.5%        |
| Substitutes                            | 1,725,708         | 778,160           | 45.1%        | 2,088,793         | 1,765,662         | 924,861           | 52.4%        |
| Benefits                               | 9,365,833         | 3,631,705         | 38.8%        | 9,156,176         | 9,341,930         | 3,806,245         | 40.7%        |
| <b>TOTAL SALARIES AND BENEFITS</b>     | <b>45,522,614</b> | <b>19,342,266</b> | <b>42.5%</b> | <b>45,785,333</b> | <b>45,020,264</b> | <b>19,789,756</b> | <b>44.0%</b> |
| Benefits as a % of Total Salaries      | 25.9%             | 23.1%             |              | 25.0%             | 26.2%             | 23.8%             |              |
| <b>SUPPLIES AND SERVICES</b>           |                   |                   |              |                   |                   |                   |              |
| Services                               | 2,684,268         | 1,308,798         | 48.8%        | 2,811,939         | 3,140,268         | 1,435,748         | 45.7%        |
| Training and Travel                    | 543,085           | 111,425           | 20.5%        | 426,658           | 543,085           | 129,380           | 23.8%        |
| Rental and Leases                      | 5,000             | 4,572             | 91.4%        | 9,580             | 5,000             | 6,924             | 138.5%       |
| Dues and Fees                          | 71,000            | 47,978            | 67.6%        | 73,104            | 71,000            | 61,643            | 86.8%        |
| Insurance                              | 164,000           | 153,261           | 93.5%        | 158,733           | 164,000           | 174,005           | 106.1%       |
| Supplies                               | 2,069,202         | 1,304,019         | 63.0%        | 2,618,981         | 2,120,952         | 1,400,778         | 66.0%        |
| Utilities                              | 961,000           | 443,291           | 46.1%        | 1,164,708         | 986,000           | 431,735           | 43.8%        |
| <b>TOTAL SUPPLIES AND SERVICES</b>     | <b>6,497,555</b>  | <b>3,373,344</b>  | <b>51.9%</b> | <b>7,263,703</b>  | <b>7,030,305</b>  | <b>3,640,213</b>  | <b>51.8%</b> |
| <b>TOTAL EXPENDITURES</b>              | <b>52,020,169</b> | <b>22,715,610</b> | <b>43.7%</b> | <b>53,049,036</b> | <b>52,050,569</b> | <b>23,429,969</b> | <b>45.0%</b> |
| <b>NET REVENUE (EXPENDITURE)</b>       | <b>-805,375</b>   | <b>-297,529</b>   |              | <b>-1,126,688</b> | <b>-400,551</b>   | <b>-997,529</b>   |              |
| Budgeted Use of Surplus                | 805,375           | 0                 |              | 1,126,688         | 400,551           | 0                 |              |
| <b>Surplus (Deficit), for the Year</b> | <b>0</b>          | <b>-297,529</b>   |              | <b>0</b>          | <b>0</b>          | <b>-997,529</b>   |              |

SCHOOL DISTRICT NO. 69 (QUALICUM)  
2022-23 Financial Summary

1/11/2023

|  | 2021/22           |                   |              |                   | 2022/23           |                   |              |
|--|-------------------|-------------------|--------------|-------------------|-------------------|-------------------|--------------|
|  | Amended Budget    | YTD Dec-21        | % of Budget  | Actual            | Annual Budget     | YTD Actual        | % of Budget  |
| <b>INSTRUCTION</b>                             |                   |                   |              |                   |                   |                   |              |
| Regular Instruction                            | 24,208,898        | 9,817,658         | 40.6%        | 24,761,455        | 23,888,551        | 10,054,630        | 42.1%        |
| Career Programs                                | 584,879           | 245,953           | 42.1%        | 569,427           | 501,633           | 165,577           | 33.0%        |
| Library Services                               | 1,091,455         | 423,396           | 38.8%        | 1,063,118         | 1,091,420         | 406,028           | 37.2%        |
| Counselling                                    | 1,026,931         | 416,095           | 40.5%        | 1,040,102         | 1,026,934         | 445,666           | 43.4%        |
| Special Education                              | 7,387,810         | 3,098,385         | 41.9%        | 7,281,084         | 7,208,825         | 2,979,120         | 41.3%        |
| English as a Second Language                   | 96,450            | 46,514            | 48.2%        | 104,907           | 96,450            | 52,539            | 54.5%        |
| Aboriginal Education                           | 764,061           | 257,429           | 33.7%        | 715,111           | 764,066           | 322,862           | 42.3%        |
| School Administration                          | 3,824,593         | 1,734,744         | 45.4%        | 3,718,842         | 3,895,867         | 1,730,611         | 44.4%        |
| Continuing Education                           | 0                 |                   | 0.0%         | 0                 | 0                 |                   | -            |
| Off Shore Students                             | 2,510,368         | 1,249,013         | 49.8%        | 2,735,229         | 2,760,377         | 1,303,343         | 47.2%        |
| Other  | 50,857            | 24,941            | 49.0%        | 50,379            | 50,858            | 25,459            | 50.1%        |
| <b>Function 1 - Instruction</b>                | <b>41,546,302</b> | <b>17,314,128</b> | <b>41.7%</b> | <b>42,039,654</b> | <b>41,284,981</b> | <b>17,485,835</b> | <b>42.4%</b> |
| <b>DISTRICT ADMINISTRATION</b>                 |                   |                   |              |                   |                   |                   |              |
| Educational Administration                     | 727,240           | 313,446           | 43.1%        | 705,485           | 727,240           | 386,901           | 53.2%        |
| School District Governance                     | 217,548           | 124,741           | 57.3%        | 210,313           | 271,405           | 131,435           | 48.4%        |
| Business Administration                        | 1,429,197         | 757,248           | 53.0%        | 1,496,520         | 1,475,410         | 787,598           | 53.4%        |
| <b>Function 4 - District Administration</b>    | <b>2,373,985</b>  | <b>1,195,435</b>  | <b>50.4%</b> | <b>2,412,318</b>  | <b>2,474,055</b>  | <b>1,305,934</b>  | <b>52.8%</b> |
| <b>OPERATIONS AND MAINTENANCE</b>              |                   |                   |              |                   |                   |                   |              |
| Operations and Maintenance Admin               | 576,802           | 345,697           | 59.9%        | 529,740           | 620,343           | 418,083           | 67.4%        |
| Maintenance Operations                         | 4,341,681         | 2,512,396         | 57.9%        | 4,556,082         | 4,461,450         | 2,759,206         | 61.8%        |
| Maintenance of Grounds                         | 328,300           | 179,431           | 54.7%        | 362,905           | 328,264           | 265,224           | 80.8%        |
| Utilities                                      | 1,066,000         | 443,291           | 41.6%        | 1,278,957         | 1,066,000         | 431,842           | 40.5%        |
| <b>Function 5 - Operations and Maint</b>       | <b>6,312,783</b>  | <b>3,480,815</b>  | <b>55.1%</b> | <b>6,727,684</b>  | <b>6,476,057</b>  | <b>3,874,355</b>  | <b>59.8%</b> |
| <b>TRANSPORTATION AND HOUSING</b>              |                   |                   |              |                   |                   |                   |              |
| Transportation and Housing Admin               | 163,138           | 75,782            | 46.5%        | 151,942           | 165,906           | 93,758            | 56.5%        |
| Student Transportation                         | 1,605,961         | 638,416           | 39.8%        | 1,675,213         | 1,609,570         | 660,556           | 41.0%        |
| Housing/Boarding                               | 18,000            | 11,031            | 61.3%        | 42,226            | 40,000            | 9,531             | 23.8%        |
| <b>Function 7 - Transportation and Housing</b> | <b>1,787,099</b>  | <b>725,229</b>    | <b>40.6%</b> | <b>1,869,381</b>  | <b>1,815,476</b>  | <b>763,845</b>    | <b>42.1%</b> |
| <b>TOTAL FUNCTION 1-7</b>                      | <b>52,020,169</b> | <b>22,715,607</b> | <b>43.7%</b> | <b>53,049,037</b> | <b>52,050,569</b> | <b>23,429,969</b> | <b>45.0%</b> |

SCHOOL DISTRICT NO. 69 (QUALICUM)  
2022-23 Financial Summary

1/11/2023

|   | 2021/22          |                  |              |                  | 2022/23          |                  |              |
|---|------------------|------------------|--------------|------------------|------------------|------------------|--------------|
|   | Amended Budget   | YTD Dec-21       | % of Budget  | Actual           | Revised Budget   | YTD Actual       | % of Budget  |
| <b>Special Purpose Fund (SPF) Budget</b>    |                  |                  |              |                  |                  |                  |              |
| Annual Facility Grant                       | 195,141          | 23,891           | 12.2%        | 195,141          | 199,383          | 31,757           | 15.9%        |
| Classroom Enhancement Fund                  | 4,071,511        | 1,427,133        | 35.1%        | 4,071,511        | 4,183,420        | 1,504,849        | 36.0%        |
| Community Link                              | 391,995          | 91,773           | 23.4%        | 391,995          | 391,995          | 91,632           | 23.4%        |
| Learning Improvement Fund                   | 160,784          | 66,282           | 41.2%        | 160,784          | 155,134          | 54,904           | 35.4%        |
| French Funds                                | 97,565           | 37,640           | 38.6%        | 112,718          | 147,718          | 39,299           | 26.6%        |
| Strong Start                                | 96,000           | 39,279           | 40.9%        | 96,000           | 96,000           | 19,929           | 20.8%        |
| Ready, Set, Learn                           | 19,600           | 8,565            | 43.7%        | 19,600           | 19,600           | 4,465            | 22.8%        |
| Federal Safe Return                         | 0                |                  | 0.0%         | 58,900           | 53,000           | 52,539           | 99.1%        |
| Provincial Safe Return                      | 186,677          | 65,794           | 35.2%        | 186,677          | 0                | 0                | 0.0%         |
| Family Affordability Fund                   |                  |                  |              |                  | 448,698          | 96,468           | 21.5%        |
| Mental Health                               | 113,520          | 45,530           | 40.1%        | 113,519          | 55,000           | 18,304           | 33.3%        |
| Seamless DC                                 | 96,000           | 15,663           | 16.3%        | 61,026           | 55,400           | 36,467           | 65.8%        |
| CR4YC/ECL Scan                              | 13,876           | 0                | 0.0%         | 0                | 175,000          | 17,788           | 10.2%        |
| FN Transportation                           | 107,472          | 9,789            | 9.1%         | 100,000          | 107,472          | 26,597           | 24.7%        |
| School Generated Funds                      |                  |                  |              |                  |                  |                  |              |
| <b>Special Purpose Funds-Total Expenses</b> | <b>5,550,141</b> | <b>1,831,339</b> | <b>33.0%</b> | <b>5,567,871</b> | <b>6,087,820</b> | <b>1,994,998</b> | <b>39.7%</b> |
|   |                  |                  |              |                  |                  | 208              |              |
| <b>Local Capital</b>                        |                  |                  |              |                  |                  |                  |              |
| LC-BSS Track                                | 163,415          | 44,490           | 27.2%        | 163,415          | 163,415          | 0                | 0.0%         |
| O&M Equipment                               |                  |                  |              |                  | 50,000           | 0                | 0.0%         |
| LC-Uncommitted                              | 161,732          | 0                | 0.0%         | 161,907          | 111,907          | 0                | 0.0%         |
|   | <u>325,147</u>   | <u>44,490</u>    |              | <u>325,322</u>   | <u>325,322</u>   | <u>0</u>         |              |
| <b>Other Provincial</b>                     |                  |                  |              |                  |                  |                  |              |
| Grant-AES Daycare                           | 571,535          | 320,070          |              |                  | 110,000          | 110,000          | 100.0%       |
| Grant-CCC Daycare                           |                  | 60,000           |              |                  |                  |                  |              |
| <b>Bylaw Capital</b>                        |                  |                  |              |                  |                  |                  |              |
| AFG   | 827,228          | 583,211          | 70.5%        |                  | 652,884          | 290,634          | 44.5%        |
| SEP (roof/AHU)                              | 1,500,000        | 545,305          | 36.4%        |                  | 1,662,966        | 852,686          | 51.3%        |
| Playground                                  | 165,000          |                  | 0.0%         |                  |                  |                  |              |
| CNCP  | 218,500          |                  | 0.0%         |                  | 523,134          | 266,385          | 50.9%        |
| Bus   | 0                |                  |              |                  | 158,232          | 0                | 0.0%         |
|   | <u>2,710,728</u> | <u>1,128,516</u> | <u>41.6%</u> |                  | <u>2,997,216</u> | <u>1,409,705</u> | <u>54.7%</u> |