



SCHOOL DISTRICT No. 69 (QUALICUM)

REGULAR BOARD MEETING AGENDA

TUESDAY, FEBRUARY 28, 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: January 24, 2023 p 1-8
- b. Ratification of In Camera Board Meeting Minutes: January 24, 2023 p 9
- c. Ratification of Special In Camera Board Meeting Minutes: January 17, 2023 p 10
- d. Receipt of Ministry News Releases
 - BC launches anti-racism action plan for K-12 students p 11-14
 - Joint Statement on Black History Month p 15
 - 2023 ChildCareBC Awards of Excellence Nominations Now Open p 16
 - More children will be supported with inclusive child care p 17-18
 - BC throne speech outlines plans to build a stronger, more secure future p 19-20
 - BC will formally recognize National Day for Truth and Reconciliation p 21-26
 - Premier's, minister's statement on Pink Shirt Day p 27-28
- e. Receipt of Reports from Trustee Representatives
 - Oceanside Health and Wellness Network – Trustee Young p 29
 - OBLT Early Years Coalition – Trustee Kellogg p 30

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of February 28, 2023, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES

- a. In Person/Zoom/ Recording of Board Meetings

(Peter Jory)

p 31-33

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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. **2023-2025 Local School Calendar** (Gillian Wilson) p 34-36
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the Two-Year (2023-2025) Local School Calendar as presented.
- b. **2023-2025 False Bay School Calendar** (Gillian Wilson) p 37-38
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the Two-Year (2023-2025) False Bay School Calendar as presented.
12. **INFORMATION ITEMS**
- a. **Superintendent's Report** (Peter Jory)
- b. **Educational Programs Update** (Gillian Wilson/Rudy Terpstra)
13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Austin) p 39-41
14. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) p 42
- a. **NEW Board Policy 508: Career Education** p 43-46
Recommendations:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the Administrative Procedures to Board Policy 508: Career Education at its Regular Board Meeting of February 28, 2023.

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 508: Career Education at its Regular Board Meeting of February 28, 2023.

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the Administrative Procedures to Board Policy 508: Career Education at its Regular Board Meeting of February 28, 2023.
- b. **Board Policy 502: Field Experiences** p 47-52
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 502: *Field Experiences (Trips)* at its Regular Board Meeting of February 28, 2023.

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15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Trustee Young)* p 53-54
- a. **Closure of Former French Creek School Building for Public/Business Use**
Recommendations:
THAT the Board of Education of School District No. 69 (Qualicum) support the closure of the former French Creek School building and gym to public/business use, effective July 1, 2023.
- b. **2022-2023 Amended Annual Budget** p 55-72
Recommendations:
THAT the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2022-2023 fiscal year at its Regular Board Meeting of February 28, 2023.
- THAT** the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$66,127,785 for the 2022-2023 fiscal year.
- THAT** the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$66,127,785 for the 2022-2023 fiscal year.
- THAT** the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$66,127,785 for the 2022-2023 fiscal year.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
- a. **Community Connections** *(Trustee Austin)*
- b. **Climate Caucus Trustee Meeting** *(Trustee Austin)*
18. **NEW OR UNFINISHED BUSINESS**
19. **BOARD CORRESPONDENCE AND MEDIA**
20. **PUBLIC QUESTION PERIOD**
21. **ADJOURNMENT**



REGULAR BOARD MEETING MINUTES

TUESDAY, JANUARY 24, 2023
6:00 PM
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 |
| Gillian Wilson | Associate Superintendent of Schools |
| Rudy Terpstra | Director of Instruction |
| Mark McInnes | Vice-Principal, Qualicum Beach Elementary School Qualicum District Principals/Vice Principals' Association |

Education Partners

Canadian Union of Public Employees (CUPE) Local 3570
Mount Arrowsmith Teachers' Association (MATA)

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 lives, works and plays on the lands of the Snaw-Naw-As and Qualicum Nations who are the stewards of this land.

She then acknowledged the passing of Art Skipsey, a past employee of the district and an active contributing community member including being elected as an Alderman and then Mayor of the Town of Qualicum Beach.

Chair Flynn also acknowledged the passing of "Flying Phil" St. Luke, a long-time Parksville resident and beloved community ambassador of the Oceanside area.

3. ADOPTION OF THE AGENDA**22-01R**

Trustee Kellogg added the following topic under Trustee Items: Report on Meeting of Oceanside Building Leaning Together (OBLT) Early Years Coalition.

Moved: Trustee Kurland

Seconded: Trustee Austin

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: December 13, 2022
- b. Ratification of In Camera Board Meeting Minutes: December 13, 2022
- c. Receipt of Ministry News Releases
 - More families in BC benefit from \$10-a-day child care
 - Joint Statement on Black Excellence Day
- d. Receipt of Reports from Trustee Representatives
 - Oceanside Health and Wellness Network – Trustee Young

23-02R

Moved: Trustee Kellogg

Seconded: Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 24, 2023, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, President, commented on the following:

- MATA is enjoying discussions arising from the Curriculum Implementation Advisory Committee (CIAC) and anticipates bringing forward future recommendations to the Board with co-chair, Gillian Wilson.
- MATA held its General Meeting on Tuesday, January 3rd and the meeting was attended by Clint Johnston, BCTF President. The MATA President was pleased with attendance despite other district meetings having been scheduled that same day. MATA appreciated the apology from the district for that oversight.
- MATA values participation on district committees and had noted that the Education Committee of the Whole was scheduled monthly on the same day as a regularly scheduled MATA meeting. The MATA President gave notice that the MATA AGM was scheduled for Tuesday, May 16th, the same day as that month's Education Committee of the Whole meeting. He requested that the Board not plan any district initiatives on that day, or other MATA meeting days, so members have the opportunity to participate in the business of the union and not have to choose between the union and professional obligations.

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

Sherrie Brown, President, commented on the following:

- CUPE Local 3570 has successfully ratified its Collective Agreement with the District.
- Wealth comes in all sorts of forms and support staff experience the value of their work in the education system from the students they work with and how they impact their learning.
- CUPE staff are excited to take part in the Ministry Day on January 30, 2023.
- CUPE is gearing up for the Professional Development Day on February 17th and she expressed appreciation to the Director of Human Resources for her contributions to aid in their planning process as well as everyone on the CUPE Pro-D Committee.

Chair Flynn noted that the Board has also ratified the Collective Agreement which is now in the hands of the BC Public School Employers Association.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

The following DPAC report was submitted via email:

- The White Hatter Webinar Series on *Internet Safety and Digital Literacy* were a success and DPAC is actively sourcing additional opportunities to offer parents/guardians.
- Positive feedback was received by parents and PAC representatives who attended the January Committee of the Whole meetings. One highlight was a presentation by Director of Instruction Terpstra regarding the new Learning Updates that will be sent home.
- The DPAC Executive is creating posters and communications for PACS to continue to increase understanding, participation and awareness of the opportunities for parent/guardian voices to be heard, such as at school and district level meetings.

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

None

11. ACTION ITEMS

None

12. INFORMATION ITEMS**a. Superintendent's Report**

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

- High schools are on the final week of the first semester.
- Elementary schools are working on Learning Updates (previously Report Cards)
- Staff are looking forward to 2023-2024 with Kindergarten Registration, staffing plans and budget conversations underway.
- Absenteeism is still impacting staff at one or two sites at a time and, while the teacher replacement roster is healthy, other employee groups have had some challenges covering absences. i.e. transportation department where some routes had to be cancelled one week. Absences have not been as

high as in peak time; however, also not as low as prior to the pandemic. This will create a bit of a budget pressure.

- The second meeting of the Code of Conduct Working Group was held on January 9th. Superintendent Jory will be working with Sherrie Brown to present a draft template to the next meeting for collaboration.
- As part of the Strategic Planning Process, the school focus group data will be reviewed to a larger group which will include representation by trustees, senior staff, school administrators, teachers, support staff and parents.
- The Draft Principles of Learning will come back to Curriculum Implementation Advisory Committee (CIAC) in February and included in the Strategic Plan conversations.
- Some significant items monopolizing senior staff's time this month: CUPE bargaining, principal and vice-principal pool competitions, regional and provincial meetings, the Planning Day for districts, the format of which is laid out by the Ministry; however, districts are responsible for providing the information by using their own leaders and presenters.
- Rosie McLeod-Shannon, District Principal of Indigenous Education, and Tracie Finstad along with the Superintendent attended a regional session in Campbell River last week to connect with other island school districts and share the work being done to improve outcomes for Indigenous students. It was also helpful to have more focused talk time as a district team.

b. Education Update

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

- Staff are excited to get the Learning Updates for students home to parents. The suggestion from DPAC to put them out on the back page with all the parent information has already been done.
- Another advantage of EdPlan Insight was the added data from the Kindergarten activities to identify students that teachers would revisit to see how they are progressing. The program provides the classroom teacher with a wholesome picture of their learners.
- The myBlueprint Program is being used most specifically in the high schools for course selection this February.
- The Walking Alongside Learning Series with Jo Chrona and Monique Gray Smith has generated some amazing and reflective conversations and will likely come through in the Equity Scan conversations planned in schools on January 30th.
- The Career Education program is showcasing the many opportunities available to students i.e. Find Your Fit day for Grade 7's, Try-a-Trade Day for Grade 8's, a Hiring Fair for all high school students will be held at Ballenas and an RCMP camp will be offered this summer. Students at the elementary and secondary levels will also have the opportunity to participate in the Annual Provincial Skills Trade Competition with some potentially making it through to the national competition.

Gillian Wilson, Associate Superintendent, reported on the following:

- A Kindergarten Meeting was held with 24 educators to talk about the district's earliest learners and to talk about strategies that will not only help an individual child but also help all the children in the classroom.
- French Immersion Sibling registration was held last week.
- Kindergarten Registration began on Monday, January 23rd.

- Pete the Cat event will be held on April 20th at the Qualicum Commons. this event is part of the Ready, Set, Learn Program with funding from the Ministry of Education and Child Care to assist students with the transition from preschool to Kindergarten.
- Associate Superintendent and the District Principal of Learning Support will begin meeting with school administrators for School Reviews beginning in February to have conversations around individual students, where their successes are, where some of the needs still are and then looking at cohorts of learners within the schools that help drive staffing and what the supports look like.
- There has also been staffing in schools this year that is called 'classroom support staffing' using the work that Superintendent Jory introduced through Cale Birk and staff are asking direct questions to determine what the observable impact has been of that particular staffing has been on our system - how has that created support for students and their success and knowing that supports is also there for teachers to help them with their work with their and for students.
- Had a great session with the other transitional year teachers, which are the Grade 8/9 teachers, around Numeracy. Staff were looking at unpacking the data received over the winter break from the Ministry really pulling out information around the year end summaries from Grade 7, the FSA data, what students are doing in terms of how many schools they have been in and their attendance data and how that is related to their performance and what that looks like. Teachers then shared some strategies on which they can work together to look at what they are doing to support learners and using the expertise in the district.
- The School Calendar survey closed on Monday with responses received from approximately 300 staff and parents. The survey for False Bay School families has been extended as only 6 of a possible 27 families have responded. A draft will be presented with a recommendation at the February Board meeting.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Austin referred to her report as provided in the agenda package and noted that, as with the other committees of the whole, the revised wording of the mandate of the Education Committee would require approval by the board.

23-03R

Moved: Trustee Austin *Seconded:* Trustee Young

THAT the Board of Education of School District 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.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE OF THE WHOLE REPORT

Trustees clarified the drafting, revising and approval process for policies and administrative procedures as is outlined in Board Bylaw 7: *Bylaw and Policy Development and Review*. The role of the Policy Committee of the Whole meetings and stakeholder input in that process was also outlined.

a. NEW Board Policy 508: Career Education

23-04R

Moved: Trustee Kellogg *Seconded:* Trustee Kurland

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.

CARRIED UNANIMOUSLY

b. Board Policy 502: Field Experiences

Chair Flynn noted that she hoped the Policy Committee would be considering adding guidelines around education and environmental concerns with students participating in carbon-offset initiatives for some of the out of province/country trips.

23-05R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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.

CARRIED UNANIMOUSLY

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

Trustee Young referred to her report as provided in the agenda package. She noted that what appears as a \$1m shortfall on the financial summary was the result of the province committing to fully funding provincially bargained wage increases which were paid out by the District in December while the funding has not yet been released from the Treasury Board to the Ministry for allocation to the District. In other instances, the funds are paid out in advance; therefore, over the course of the year, there may be a positive or negative cashflow.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS

a. In Person/Zoom/ Recording of Board Meetings

Trustees discussed the possibility of holding hybrid meetings and requested that staff provide them with a report as to what other districts are doing, whether it be hybrid of simply a live recording of a meeting, the logistics and feasibility of hybrid meetings and which meetings might best be held in person or via Zoom as well as which ones to record.

Information regarding the legalities of meeting recordings and the storing and retention of recordings will also be included in the report to the Board. It was noted that Roberts Rules of Orders clearly state that the approved record of a meeting shall be the minutes passed.

The idea to hold the Education Committee meetings at different schools each month will also be considered.

The savings in travel costs as well as the potential to increase participation when holding meeting via Zoom was also a topic of consideration.

Senior staff will provide a report to trustees after which the Board can determine how best to move forward and determine whether a policy to govern recorded meetings might also be required.

b. Report on Meeting of Oceanside Building Leaning Together (OBLT) Early Years Coalition

Trustee Kellogg provided a verbal report from the OBLT Early Years Coalition meeting held on January 12, 2023 as follows:

- The Early Years Coalition is made up of representatives from many programs in the Oceanside area who's programming directly affects young children.
- Trustee Kellogg is excited about the upcoming Pete the Cat event and is interested in volunteering at the event.
- Scott Beam, OBLT Manager, reported an increase in the number of StrongStart programs and reported that the WOW bus and the Saturday Breakfast has resumed.
- Kindergarten Registration began on January 23rd and parents were encouraged to register their children as soon as possible. This assists with classroom organization and staffing plans for the upcoming year.
- School District 69 is one of a few districts in BC that is fortunate enough to have an Early Years Coalition in its community.
- Island Health is continuing with their dental programs for families throughout the school district.
- An Early Years Network Conference is being organized for the professional development day in October 2023. More details to come.
- Next meeting date is February 9, 2023.

The written report for the January and February meetings will be provided in the February Board Meeting agenda package.

Trustee Young added that the Early Years Table is run by the OBLT and the Society is a separate entity. She encouraged attendees to become a member of the Society to support the Society's efforts in the community.

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:

- The following link was shared by Deb Comer as a possible product for hybrid meetings. <https://owllabs.com/products/meeting-owl-3>

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:14 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

**SECTION 72 REPORT
JANUARY 24, 2023
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

No motions were presented for approval by the Board.

Chairperson

Secretary Treasurer



SCHOOL DISTRICT No. 69 (QUALICUM)

SPECIAL IN-CAMERA MEETING

**SECTION 72 REPORT
JANUARY 17, 2023
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 |
| Gillian Wilson | Associate Superintendent of Schools |
| Ron Amos | Secretary Treasurer |
| Brenda Paul | Director of Human Resources |

The Board of Education discussed the following topics:

- Labour Relations
-

The Board of Education passed motions regarding the following topic:

- Labour Relations

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2023ECC0003-000066
Jan. 23, 2023

Ministry of Education and Child Care

B.C. launches anti-racism action plan for K-12 students

VICTORIA – Empowering students and educators to identify and take action against racism and discrimination in British Columbia schools is the aim of a new provincial K-12 Anti-Racism Action Plan launched on Monday, Jan. 23, 2023.

“We know that Indigenous, Black and people of colour may face inequity within the education system,” said Rachna Singh, Minister of Education and Child Care. “This action plan is a critical step forward for students, educators, staff and families as we all work to create school communities that feel welcoming and supportive for people of all backgrounds.”

The action plan will create change in B.C. schools by raising awareness and creating resources to improve the school experience for racialized students, staff and families so that everyone feels a strong sense of belonging. To facilitate this work, the Ministry of Education and Child Care will provide new training opportunities for all school staff to help them better understand their role in fostering anti-racist school environments. The action plan will also empower students and staff to identify biases and address acts of racism or discrimination with new incident-response guidelines.

“For generations, Indigenous, Black and people of colour have worked to fit into a system that wasn’t necessarily built for them,” said Mable Elmore, Parliamentary Secretary for Anti-Racism Initiatives. “The K-12 Anti-Racism Action Plan will help students and educators alike learn how to build more inclusive and equitable learning environments, so more students have equal opportunities to succeed. This action plan is an important part of our work to decolonize our institutions and build a better B.C. for everyone.”

The action plan will support school districts in their commitment to anti-racism initiatives in their school communities. Partnerships and sharing resources are key elements for school districts to learn from and support each other. In Kamloops-Thompson School District (SD73), for example, more than 100 students of diverse backgrounds are working with district staff to share their experiences and ideas to help develop a district-wide anti-racism plan.

“As a board of education, we are immensely honoured and grateful to learn from the lived perspectives of students who experience racism,” said Heather Grieve, board chair, Kamloops-Thompson School District. “It is only through their words that we can develop truly authentic action plans for inclusive, safe communities in our district.”

Surrey School District (SD36) is another school district working on anti-racism initiatives. In spring 2021, SD36 held listening circles across the district for school communities to gather and share their experiences with racism. This helped to identify gaps between the district’s values to be inclusive and the lived school experiences of the community will help guide the district as

it works to address racial inequality in its schools.

“As a school district, we are committed to learning, growth and continuous improvement,” said Laurie Larsen, chair, Surrey Board of Education. “Our district has clear policies on creating safe and caring environments for our staff and students. But we also recognize that there is more work needed. Over the coming months, we’ll be sharing a five-year plan that outlines how our district will begin to strategically address racial equity to ensure that every student in our district receives a high-quality, culturally sustaining and socially just education.”

This action plan was developed through discussions over three years with students, rightsholders and Indigenous partners, education partners, educators and staff, as well as community organizations. Future anti-racism work by the Ministry of Education and Child Care will continue to incorporate feedback from the education sector and those with lived experiences of racism.

All school districts and independent schools are required to have codes of conduct and policies to address racism and discrimination. In addition, students and families now have access to more anti-racism resources on the Erase website.

The K-12 Anti-Racism Action Plan is part of government’s commitment to dismantle systemic racism and build a better, more inclusive province for everyone.

Quotes:

Tyrone McNeil, president, First Nations Education Steering Committee –

“Racism continues to be the most significant barrier impacting the educational experiences and outcomes of First Nations learners in British Columbia, as underscored by the B.C. auditor general in the 2015 Audit of the Education of Aboriginal Students in the B.C. Public School System. Today’s announcement is an important step in our efforts to build a safer and more equitable public education system.”

Carolyn Broady, president, BC School Trustees Association –

“We are pleased that the province is taking meaningful steps toward addressing the structural racism that exists in our schools. B.C.’s boards of education have been doing important work in addressing systemic racism and promoting an active culture of anti-racism in schools. The new provincial anti-racism action plan will offer school districts better guidelines for incident reporting and more opportunities for anti-racism training and initiatives, supporting teachers, staff and students in creating safer, welcoming, inclusive schools for all.”

Lorene Oikawa, past president, National Association of Japanese Canadians –

“I appreciate being a part of the community roundtable that helps inform the K-12 Anti-Racism Action Plan and the commitment to creating a safe, inclusive, learning environment. As the plan builds on anti-racism actions, such as addressing gaps in curriculum resources, we need to ensure all students are aware and learning about key social injustices faced by Indigenous Peoples and racialized people. The National Association of Japanese Canadians knows too well that the racist act of internment, which forced the removal of about 22,000 Japanese Canadians in British Columbia, is an important piece of Canadian history and a lesson to prevent future injustices.”

Sonia K. Aujla-Bhullar, World Sikh Organization –

“The launch of the K-12 Anti-Racism Action Plan is a promising step toward providing a meaningful redress of how education can be a dynamic force for the teaching and learning of equity. To unlearn racism is to address our society’s complicity of systemic racism and discrimination that have impacted Black, Indigenous and diverse racialized communities both historically and up to the present day. This is a lifelong and inter-generational journey that requires a courageous curriculum based on foundational understandings of how education can and will act against racism. Most importantly, this plan is one important piece of being accountable to the students and families who have shared their experiences of racism and discrimination while hoping for a better future.”

Nico Slobinsky, senior director, the Centre for Israel and Jewish Affairs (CIJA) –

“We applaud the Ministry of Education and Child Care for advancing this crucial initiative that will support important learning at a formative stage. With the rise of antisemitism and discrimination throughout our schools and communities, it is incumbent on all of us to do all that we can to combat hate. The K-12 Anti-Racism Action Plan will help to prevent all forms of racism and discrimination from taking root, preserving the values of respect, diversity and inclusion that all British Columbians hold dear to their hearts.”

Teresa Downs, president, BC School Superintendents Association –

“As senior leaders in public education, the British Columbia School Superintendents Association champions the need for an equitable, diverse, and inclusive society. We hope this anti-racism initiative will continue to highlight the issue and provide a pathway forward to action the necessary work, so that every learner in B.C. can flourish within an environment free of discrimination.”

Quick Facts:

- 58% of B.C. students say they have seen other students insulted, bullied or excluded based on their race or ethnicity.
- According to the B.C. adolescent health survey in 2018, a safe and supportive school environment, as well as the presence of caring school staff and feelings of being treated fairly, were associated with more positive outcomes among those who had experienced racism, including feeling safe at school and feeling good about themselves.

Learn More:

K-12 Anti-Racism Action Plan:

<https://www2.gov.bc.ca/assets/download/89E84767362543DA8333CA8E4356D957>

Erase Racism: <https://www2.gov.bc.ca/gov/content/erase/racism>

Anti-Racism Learning Project Resources: <https://focusedresources.ca/en/anti-racism-learning-resources-project>

Anti-Racism Data Act: <https://engage.gov.bc.ca/antiracism>

If you are experiencing racism or would like to report an incident of racism, there is information

on the Erase website on how to make a non-emergency report:
<https://www2.gov.bc.ca/gov/content/erase/racism>

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

JOINT STATEMENT

For Immediate Release
2023PREM0005-000115
Feb. 1, 2023

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

Joint statement on Black History Month

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 celebration of Black History Month:

“February is Black History Month, a time to recognize and honour the contributions of Black Canadians.

“Black people have been an integral part of British Columbia for more than 150 years and their contributions have helped shape this province. For example, Emma Stark became the first Black school teacher on Vancouver Island when she was hired to teach in a one-room school in Nanaimo in 1874. Burnaby’s Barbara Howard was the first Black woman to represent Canada in an international competition, participating in track and field in the 1938 British Empire Games in Australia. Seraphim Joseph Fortes is heralded as Vancouver’s Citizen of the Century for saving at least 29 people from drowning and teaching three generations of children to swim while working as a lifeguard in English Bay during the early 1900s.

“It’s stories like these that inspire us to learn more about the history of our province and inspire all of us to challenge the status quo and work together to build a more just and equitable society.

“At the same time, we can’t ignore the unjust barriers that Black people continue to face in their daily lives. The Province is working to build a more inclusive province for everyone by identifying systemic racism through the Anti-Racism Data Act. We’re also committed to developing an anti-Black racism strategy in partnership with Black communities in recognition of the United Nations International Decade for People of African Descent.

“To help teachers incorporate more content about Black history and anti-racism into their classrooms, our government has worked with a variety of community groups and education partners to produce a summary of resources that improve the representation of racialized communities and promote a more comprehensive understanding of anti-racism, human rights, and diverse cultural experiences, histories and contributions.

“Please join us in commemorating this month by learning more about the history of Black British Columbians and the many contributions they have made and continue to make. By learning more about the communities that shape our province, we can build a better future for everyone.”

INFORMATION BULLETIN

For Immediate Release
2023ECC0008-000111
Feb. 1, 2023

Ministry of Education and Child Care

2023 ChildCareBC Awards of Excellence nominations now open

VICTORIA – Nominations are open to honour child care providers who go above and beyond to help children achieve their best, or who have shown innovation, demonstrated leadership or used partnerships to advance child care in their community.

The ChildCareBC Awards of Excellence recognize and honour the outstanding achievements of people, organizations, school districts and local governments who help families and communities thrive by providing or supporting the delivery of quality child care in the province.

Those who know an individual, organization or partnership at the community level that deserves recognition for their contributions and achievements to helping build affordable, accessible, quality, inclusive child care as a core service in B.C. are encouraged to review the award categories and submit a nomination package.

Nominations will be accepted until March 5, 2023.

Applications will be reviewed by the awards selection committee, made up of representatives from Indigenous, multicultural and inclusion advocacy organizations dedicated to supporting child development and child care, as well as staff from the Ministry of Education and Child Care. Award recipients will be contacted after the committee has completed the selection process.

The 2023 awards ceremony will be held during Child Care Month in May.

Learn More:

Nomination forms and more information about award categories can be found on the ChildCareBC website: <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/child-care-awards-of-excellence>

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

NEWS RELEASE

For Immediate Release
2023ECC0005-000138
Feb. 3, 2023

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

More children will be supported with inclusive child care

VICTORIA – An increase in government funding means more children with support needs are receiving inclusive child care, and more child care providers will be trained to provide these services to help children of all abilities thrive in communities throughout British Columbia.

“We know families of children with support needs face unique challenges, and demand is high for these services, which is why we prioritize programs that support inclusive child care,” said Grace Lore, B.C.’s Minister of State for Child Care. “We’re also investing in training child care providers to offer these services so they have the capacity and confidence to provide quality care to all children.”

The Province is committed to creating a future where inclusive child care is a core service that families can rely on by embedding inclusion and equitable access into all aspects of child care in B.C., and by partnering with the federal government to expand supports for children with support needs. This additional investment of \$31.8 million in 2022-23 was provided through the 2021-2026 Canada-B.C. Canada-wide Early Learning and Child Care Agreement and the bilateral 2021-2025 Canada-B.C. Early Learning and Child Care Agreement. This funding will increase the number of children getting the support they need to fully participate in child care settings, while helping to build inclusive child care capacity by training child care providers.

“We are building a Canada-wide system that ensures all families have access to high-quality, affordable, flexible and inclusive early learning and child care,” said Karina Gould, federal Minister of Families, Children and Social Development. “That includes supporting an inclusive system that meets diverse needs so that all children have the best possible start in life.”

Mitzi Dean, B.C.’s Minister of Children and Family Development, said: “Every parent wants the best for their child, and this additional support will enable more children with support needs and their families to benefit from these programs during those crucial early years of development. Increased access to inclusive child care ensures that more children will experience belonging, stability and the opportunity to reach their full potential.”

The BC Centre for Ability (BCCFA) received \$2.5 million in additional supported child development (SCD) funding in 2022-23 that enabled 200 more children to secure a spot in full-time, inclusive child care in Greater Vancouver and Burnaby. The funding also enabled the BCCFA to hire two additional SCD consultants to help families and children access the services they need and build capacity in the sector by training and educating more child care providers to offer service.

“Parents have told me how grateful they are when their child is included in their local

preschool or child care so they can meet neighbourhood friends before starting elementary school,” said Terri Calvert, leader of supported child development, BC Centre for Ability. “Families of children with support needs have even more barriers accessing child care and returning to the workforce.”

The Spirit of the Children Society employs Aboriginal supported child development (ASCD) consultants to provide culturally responsive support for Indigenous children who require additional support in the child care setting in New Westminster and the Tri-Cities area. The society will use additional ASCD funding to hire support workers to ensure children with support needs can be fully included in the preschool or child care environment and to prepare trauma-informed training for child care providers.

“This additional funding can help end the cycle of poverty because if children with support needs are repeatedly in and out of child care, parents can’t go to work or school,” said Carly Quinlan, program manager, Aboriginal Supported Child Development, Spirit of the Children Society.

Quick Facts:

- The programs in B.C. that deliver inclusive child care services are Supported Child Development and Aboriginal Supported Child Development.
- The goal of these programs is to help families and children access and participate in fully inclusive child care settings by assessing children’s needs, working with child care providers and families to develop strategies for inclusion, and hiring support workers as needed.
- As part of the 2021-2022 to 2025-2026 Canada-B.C. Canada-wide Early Learning and Child Care Agreement, B.C. has committed to developing a plan and making progress to ensure children experiencing vulnerability, and children from diverse populations have equitable access to regulated child care spaces.
- B.C. is committed to supporting children learning through play with other children in any child care program of their choice.

Learn More:

To learn more about Supported Child Development and Aboriginal Supported Child Development, visit: <https://www2.gov.bc.ca/gov/content?id=D5D0929FE5F340BFB0A05825BD0E3E7A>

To learn more about child care in B.C., visit: www.gov.bc.ca/childcare

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

NEWS RELEASE

For Immediate Release
2023PREM0010-000145
Feb. 6, 2023

Office of the Premier

B.C. throne speech outlines plans to build a stronger, more secure future

VICTORIA – Lieutenant governor Janet Austin has delivered a forward-looking speech from the throne, laying out actions the provincial government will take to tackle today’s biggest challenges and build a stronger, more secure future for everyone who calls B.C. home.

“Despite everything we’ve gone through over the past few years, British Columbians remain relentlessly optimistic about their province – and with good reason,” said Premier David Eby. “After all, it is the people of B.C. who got shots into arms, rebuilt highways after flooding, kept kids learning in schools and businesses thriving in difficult circumstances. Our government will build a stronger, more secure future with British Columbians, because there’s nothing we can’t accomplish or overcome when we work together.”

The speech focused on the issues that matter most to people with measures to help with rising costs, build more affordable homes, improve access to health care and mental-health care, and fight climate change, while training people for good-paying jobs in a cleaner economy.

While British Columbians have built the strongest recovery in the country, leading economists are predicting a global slowdown. The speech emphasized the important choices ahead to ensure security for people and families in the face of the likely economic storm.

“Some say we should respond to a downturn by pulling back, reducing services, or by making people pay out of pocket for private health care,” Premier Eby said. “But that would only make many of our most serious challenges worse and pass down costs at a time when people can least afford it. There’s too much at stake right now to pull the rug out from under British Columbians. We couldn’t afford short-term thinking before – and we certainly can’t afford it now.”

Instead, the throne speech outlined the provincial government’s plan to carefully put last year’s significant surplus back to work for people and make investments that will pay off for generations to come. It also highlighted new laws that will be introduced to protect people who work hard and play by the rules: from speculators, organized crime and those who take advantage of the most vulnerable.

Highlights from the speech from the throne include:

- **helping people with rising costs** by introducing new measures targeted to support people hardest hit, including those with lower incomes and families with children;
- **tackling the housing crisis** by continuing to get tough on speculators, while launching a refreshed housing plan and increasing homes and services near transit hubs throughout the province;
- **strengthening access to public health care** after the pandemic by investing in new

hospitals, a new medical school, better cancer care, substance treatment and recovery services, and getting internationally trained health professionals into B.C. clinics to provide care;

- **making communities safer** with actions to get violent offenders off the streets and new laws to crack down on gangs, money laundering and the non-consensual sharing of intimate images; and
- **fighting climate change and building an economy for everyone** by launching a new job skills plan, expanding low-cost clean-energy solutions, introducing a new pay-transparency law that moves B.C. closer to equal pay for equal work for women, and working in partnership with Indigenous Peoples.

Learn More:

Read the full throne speech:

<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/42nd-parliament/4th-session/throne-speech>

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NEWS RELEASE

For Immediate Release
2023IRR0006-000152
Feb. 7, 2023

Office of the Premier
Ministry of Indigenous Relations and Reconciliation
Ministry of Labour

B.C. will formally recognize National Day for Truth and Reconciliation

VICTORIA – The National Day for Truth and Reconciliation will be enshrined in B.C. law to honour the strength and resilience of residential school survivors and remember the children who never came home.

This new provincial statutory day of commemoration responds to the Truth and Reconciliation Commission’s Call to Action No. 80, which called on the federal government to establish a holiday to honour survivors, their families and communities. If passed, British Columbia will join Canada, Prince Edward Island, the Northwest Territories, Nunavut and the Yukon as jurisdictions that have designated Sept. 30 as a statutory holiday.

“One day there will be no survivors left in Canada. What is forgotten is often repeated,” said Phyllis Webstad, Orange Shirt Day Society. “With the federal government passing legislation to make Orange Shirt Day, September 30th, the National Day for Truth and Reconciliation and now the B.C. provincial government announcing this legislation today, it will help to ensure that what happened to us will never happen again and will never be forgotten.”

If passed, more British Columbians will be able to get involved in advancing reconciliation by participating in local commemoration or education events, having important conversations with their families, their friends and their communities, and finding meaningful ways to learn more about shared history.

“Many British Columbians have been marking Orange Shirt Day with humility, respect and reflection in their own ways for years,” said Premier David Eby. “Today, we are taking the important step to enshrine this day in law to acknowledge the wrongdoings of the past, and to take meaningful action toward reconciliation.”

Harry Bains, Minister of Labour, said: “This is an important step in our commitment to lasting reconciliation with Indigenous Peoples in B.C. Having a provincial statutory holiday means more workers across the province will now be able to observe the National Day for Truth and Reconciliation, joining those in the public sector and in federally regulated jobs who already had this opportunity.”

The Ministry of Indigenous Relations and Reconciliation sought feedback from Indigenous Peoples on how best to observe this day in B.C. The Ministry of Labour also consulted with employers and workers.

“For decades, Indigenous leaders have called upon governments to publicly recognize the harms caused by residential schools, Indian Day Schools and Indian hospitals, as well as the Sixties Scoop,” said Murray Rankin, Minister of Indigenous Relations and Reconciliation. “This

day is about taking time to reflect on the experience of residential school survivors and their families, while learning about and honouring the strength, resilience, and contributions of Indigenous communities in our province.”

Quotes:

Grand Chief Stewart Phillip, president, Union of BC Indian Chiefs (UBIC) –

“UBCIC welcomes and heartily applauds this critically meaningful step by the Province of B.C. to join the federal government in observing September 30th as a provincial statutory holiday for Truth and Reconciliation. UBCIC stands with the survivors, intergenerational survivors, and B.C. First Nations who have advocated for the adoption of the Truth and Reconciliation Commission’s Call to Action No. 80 in B.C. For this day to truly be meaningful, it requires healing and capacity for change; we still need to see broader acknowledgment of the harms of the residential school system along with significant investments into public and private education, former residential school site investigations, and into commemoration, remembrance events and memorials led by First Nations to bring healing to our people and change for our future generations.”

Regional Chief Terry Teegee, B.C. Assembly of First Nations (BCAFN) –

“The B.C. Assembly of First Nations welcomes the news that the National Day for Truth and Reconciliation will be made a statutory holiday in B.C. This is a day for all British Columbians, Indigenous people and our non-Indigenous neighbours to reflect and breathe life into what reconciliation means, and take steps to build a better future together. It recognizes the struggles that we First Nations peoples have had to face, and clarifies the role that settlers can play in reconciling our relationship. As BCAFN Knowledge Keeper, Dr. Robert Joseph has said: ‘Reconciliation is for all Canadians!’”

Robert Phillips, First Nations Summit Political Executive –

“We commend B.C. for declaring September 30th, the National Day for Truth and Reconciliation (NDTR), a provincial statutory holiday. NDTR provides Canadians an important opportunity to learn about, and reflect on, the terrible legacy of residential schools in Canada and to recognize the devastating impacts that colonialism has had, and continues to have, on Indigenous communities. It provides an opportunity for Canadians to stand with us in partnership to break down the systemic colonialism and racism that still exists today. B.C.’s declaration is an important indicator of the government’s commitment to work in partnership towards reconciliation.”

Chief Robert Joseph, Reconciliation Canada –

"The bill being introduced today, to mark September the 30th as a statutory holiday, is profound. It will inspire us all to advance reconciliation. The cause of freedom from across the generations will be invoked in perpetuity. This bill will serve as a foothold in mitigating despair and hopelessness and we can all celebrate every year.”

Charlene Belleau, First Nations liaison with B.C. –

“Today, Indigenous Peoples are having to stand and relive the horrific and traumatic Indian Residential School experiences of our ancestors. Many of our children never came home. Our

ancestors prepared us for this difficult time and gave us medicines and ceremonies to heal so that our children will stand with the rest of the world. On September 30th, each and every British Columbian needs to acknowledge the sad legacy of B.C. Indian Residential Schools and its impact on generations of Indigenous Peoples, families and communities. Be prepared to stand with us, walk with us and heal with us.”

Wahmeesh (Ken Watts), elected Chief Councillor, Tseshaht First Nation –

“You cannot have Reconciliation without first the Truth, so let's ensure that this day is not just another holiday, but a day to educate British Columbians, honour Indian Residential School survivors and those who did not make it home. Tseshaht First Nation would like to say, ‘Kleco, Kleco’ (thank you) to the Province of B.C. for stepping up and taking action to create a better future for all.”

Lissa Dawn Smith, President, Métis Nation British Columbia –

“The Province of British Columbia continues to lead the way in Canada’s commitment to upholding both the United Nations Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission’s Calls to Action. Few people know that the colonial legacy of residential schools affected Métis children. We have our own stories to tell about the residential school experience. Our children were taken from their families, and this hurtful legacy continues to impact our Nation today. We commend the Province for taking this significant step in the reconciliation journey.”

Angela White, executive director, Indian Residential School Survivor Society –

“Thank you to the province for the continued efforts toward truth and reconciliation. This day provides a collective commitment for all British Columbians to learn through truth telling, and in many cases, for people to re-learn and reflect on the history of First Nations people. Every healing journey is sacred, and the healing will continue for First Nations people. Let’s go beyond the 94 calls to action and be inclusive to Indigenous people beyond September 30.”

Eddy Charlie, Orange Shirt Day Victoria –

“It makes my heart feel good to know and witness the people on the lands pushing each other to reach out to begin speaking of reconciliation and making it happen. We need to find our way together. The lands and the people need to react to each other in kind ways for reconciliation to take root. What we need to understand is, you cannot ask people to coexist by having one side bend their wills and give up their freedoms and rely on a solution that is only good for one side. What we need from each other is to stop blaming each other and engage in meaningful conversations with one person at a time. Everyone knows that violence begets violence and breeds more hatred. We need to find our way together. Reconciliation is not at the end of the conversation; it must always be moving like a strong current of the rivers of the lands.”

Christine Bergeron, CEO, Vancity –

“Advancing reconciliation means to recognize and acknowledge the harms done to generations of Indigenous people in Canada. In formally recognizing the National Day for Truth and Reconciliation on September 30, the B.C. government has taken a step on the path of redress and healing. This day of reflection is a time to honour the strength and resilience of survivors,

their families and communities and commit ourselves to end the ongoing inequities and injustices experienced by Indigenous people. Every one of us has a role to play in that process.”

Learn More:

For more information about the National Day for Truth and Reconciliation, visit:

<https://www2.gov.bc.ca/gov/content/governments/indigenous-people/national-day-for-truth-and-reconciliation>

Read the federal government’s initiative here: <https://www.canada.ca/en/canadian-heritage/campaigns/national-day-truth-reconciliation.html>

Learn more about obligations for employers:

<https://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards/statutory-holidays/qualify-for-statutory-holiday-pay>

Watch a video about recognizing the National Day for Truth and Reconciliation:

<https://www.youtube.com/watch?v=9LcSNcN3GzI>

Learn more about Orange Shirt Day: <https://www.orangeshirtday.org/>

Two backgrounders follow.

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BACKGROUND 1

For Immediate Release
2023IRR0006-000152
Feb. 7, 2023

Office of the Premier
Ministry of Indigenous Relations and Reconciliation
Ministry of Labour

National Day for Truth and Reconciliation facts

- The proposed legislation will designate Sept. 30 as a provincial statutory holiday beginning this year and for every year thereafter.
- The Employment Standards Act will also be amended, as it sets out the legislative powers to allow for “statutory holidays” as mandated days off, unless required to work, in which case an employee is then paid premium rates.
- Employees under B.C.’s Employment Standards Act are eligible to be paid for a statutory holiday after they have been employed for 30 calendar days and have earned wages on 15 of the 30 days before the statutory holiday.
- In British Columbia, provincial public-sector employers, including public schools, have recognized the federal holiday on Sept. 30 since 2021.
- In many cases, collective agreements require employers to recognize federal statutory holidays.
- In June 2022, the Union of BC Indian Chiefs, First Nations Summit and B.C. Assembly of First Nations passed resolutions in 2022 calling on the B.C. government, in consultation and co-operation with Indigenous Peoples, to make Sept. 30 a statutory holiday.

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BACKGROUND 2

For Immediate Release
2023IRR0006-000152
Feb. 7, 2023

Office of the Premier
Ministry of Indigenous Relations and Reconciliation
Ministry of Labour

Supports available to Indigenous Peoples

The following supports are available to Indigenous Peoples:

- National Indian Residential School Crisis Line:
 - Provides supports for former residential school students and those affected
 - Access emotional and crisis referral services
 - Call the 24-hour national crisis line: 1 866 925-4419
- Hope for Wellness Helpline:
 - Offers immediate mental health counselling and crisis intervention by phone or online chat to all Indigenous Peoples across Canada
 - Call toll-free 1-855-242-3310 or start a confidential chat with a counsellor at www.hopeforwellness.ca
- The KUU-US Crisis Line Society:
 - Provides crisis services for Indigenous Peoples in B.C.
 - Available 24 hours a day, seven days a week, toll-free across the Province at 1 800 588-8717
 - Alternatively, individuals can call direct into the Adult/Elders line at 250 723-4050 or the Children/Youth Line at 250 723-2040
 - More information is available at www.kuu-uscrisisline.com
- Métis Crisis Line:
 - A service provided by Métis Nation British Columbia
 - Available 24 hours a day, seven days a week, toll-free across the Province at 1 833 638-4722

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JOINT STATEMENT

For Immediate Release
2023PREM0010-000212
Feb. 22, 2023

Office of the Premier
Ministry of Education and Child Care

Premier's, minister's statement on Pink Shirt Day

VICTORIA – Premier David Eby, and Rachna Singh, Minister of Education and Child Care, have released the following statement to mark Pink Shirt Day:

“Today marks the 16th anniversary of Pink Shirt Day, a day where we join together as a province to celebrate diversity, belonging and empowerment.

“Our government is committed to ensuring that British Columbians of all backgrounds feel safe and respected. The well-being and safety of students and staff in our K-12 education system is a top priority.

“We are committed to making sure our schools are places where children of all sexual orientations, gender identities (SOGI) and gender expressions, feel safe, accepted and respected.

“We stand united in our commitment to continue working with all education partners to provide students, staff and families with inclusive school learning environments where everyone feels a strong sense of belonging.

“B.C.'s K-12 curriculum includes a focus on valuing diversity and respecting differences. Our Erase (Expect Respect and a Safe Education) website focuses on learning how to respond to incidents of discrimination, bullying, cyberbullying and gender-based violence. These resources are available to all students, parents, caregivers, schools and the wider community.

“We have many incredible partners in our work to ensure all children feel valued and safe to be their authentic selves at school. Thank you to the BC School Trustees Association, BC School Superintendents Association, BC Association of School Business Officials, BC Principals' & Vice-Principals' Association, BC Teachers' Federation, Canadian Union of Public Employees BC, BC Confederation of Parent Advisory Councils, Federation of Independent School Associations, First Nations Education Steering Committee, First Nations Schools Association and Métis Nation BC.

“We are also thankful for partners such as ARC Foundation, which is dedicated to improving the lives of young British Columbians of all sexual orientations and gender identities. ARC is a recognized innovator in SOGI-inclusive education, a key pillar of the Erase strategy. The foundation's mission is to foster awareness, respect and capacity through SOGI-inclusive K-12 education to reduce 2SLGBTQ+ discrimination in schools.

“Carol Todd, the founder of the Amanda Todd Legacy Society and a digital literacy educator in the Coquitlam School District (SD43), is a powerful example of one person making a big difference for students around the world. Carol became an advocate over a decade ago, when

her daughter Amanda tragically died by suicide in 2012. Because of this, Carol aims to create awareness and prevent bullying and cyberbullying, exploitation and ‘sextortion.’ The Amanda Todd Legacy Society continues to grow with a strong focus on resources and education to encourage positivity, mental health and wellness, and digital safety with online safety.”

“Thank you to ARC, Carol Todd and all our partners for their continued efforts to support youth throughout our province.

“Together, we are creating welcoming schools for our students – places where everyone can be free to be themselves while learning, developing and thriving.

“We encourage you to spread positive messages of inspiration and share words of kindness this Pink Shirt Day, using the social media hashtags: #PinkShirtDay, #LiftEachOtherUp and #erasebullying.”

Learn More:

Find Erase resources online: <https://www2.gov.bc.ca/gov/content/erase>

To report bullying, visit: <https://erasereportit.gov.bc.ca/>

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Board and Trustee Representative Committee Report

Trustee Representative: R. Elaine Young
Committee Name: Oceanside Health and Wellness Network (OHWN)
Meeting Location: Zoom
Meeting Time: January 19, 2023

Territorial Acknowledgement and Check-in Round

Monthly Reports - Highlights & Questions:

- OHWN Coordinator Update – continued work on proposed merger of OHWN with Nanaimo to make a regional Community Health Network; Approaching RDN to present.
- Other Reports and updates from the Child and Youth Wellness Action Group; SOS; SD69; Island Health and Communities in Bloom.

Draft network and terms of reference structure discussion:

- Coordinator led the group through a review of the vision, purpose, values and principles, and network functions of the terms of reference.
- Due to a lack of time, the CoP was asked to review the rest of the document, beginning with membership, and submit their comments prior to our next meeting.

Community Network Revitalization meetings planning:

- Subcommittee formed to plan these meetings and set the dates as to when they will take place.
- SOS will be sponsoring the meeting in Parksville, Forward House will sponsor the meeting at Bradley Centre, and Gerry will be asking his Rotary Club to sponsor the meeting in Qualicum Beach.

Next meeting:

- Date – February 16, 2023, 2:30pm – 4:30pm



SD69 QUALICUM

Trustee Representative Committee Report

Trustee Representative: Carol Kellogg
Committee Name: Oceanside Building Learning Together (OBLT) Early Years Coalition
Meeting Location: Zoom
Meeting Date & Time: January 12, 2023

Pete the Cat:

- Pete the Cat is a Welcome to Kindergarten event with community partners to help transition children to kindergarten.
- Timing of event approximately 5pm to 7pm and venue still to be announced.

Sheila Morrison (SD69)

- Kindergarten registration is beginning on January 23rd. Important to register early.
- Children who turn 5 in 2023 are eligible to register.
- Some parents are hesitant to register their child when they have unique needs or have a December birthday. Parents are encouraged to reach out to school staff so that they can un

Denise Spencer-Dahl (SD69)

- Early Years Network Conference on October 20, 2023, during the Professional Development Day. More details to come.

Carol Kellogg (SD69 School Trustee)

- Interested in being involved with the Pete the Cat Event.



Briefing Note

Date: February 28, 2023
To: Board of Education
From: Peter Jory, Superintendent of Schools
RE: **School District 69 (Qualicum) Meeting Formats**

Background:

In the January 2023 Public Meeting of the Board of Education, staff was requested to provide information on different meeting formats for consideration. This would include some insight into the relative costs in equipment and staff time to switch from a Zoom to a hybrid model where live meetings would be broadcast in real time, as well as the possible implications of posting recorded meetings.

In review, currently all public meetings are held on Zoom, which became the general practice during the pandemic. Expected participants are typically invited through Outlook email and calendar, and members of the public can join via the link posted on the Board Meeting page on our District Website. Meeting hosts act as moderators and can mute or remove participants if their behavior warrants, though such events have been rare in the last few years. It should also be noted that several attempts to operate the regular Public Meetings of the Board in a hybrid format revealed technical challenges, some of which were exacerbated by using the shared space of the PCTC Council Chamber.

The monthly Public Meetings of the Board of Education are recorded, and then posted to a District YouTube account where they remain available for viewing until the next meeting, when the minutes may be officially approved as the meeting record. The actual practice of removing previous meetings is somewhat relaxed and recordings may typically be visible for up to eight months or more.

At this time, Committee Meetings are neither recorded nor posted. The understanding has been that these meetings involve a greater number of interactions with other stakeholder groups, and that parents and students and even members of the general public may not wish to have their comments, conversations, and presentations recorded and posted to the Internet, and that our doing so may negatively impact participation.

The following analysis provides some talking points for three possible options for the Board of Education to consider and discuss.

Analysis:

Option 1: Remain on Zoom but Record and Post Committee Meetings

Changing our practice to record and post all Committee Meetings could be easily done. There would be no need for technology upgrades, and the additional staff time to manage the recordings would be nominal. The notion that these meetings are where much of the more significant conversations occur; therefore, these meetings are actually of potentially greater interest to the public lends itself to supporting this change. The counter to this argument is the existing sentiment regarding guest discomfort and potentially diminished guest participation.



Superintendent of Schools

Option 2: Move to In-Person for Committee Meetings

Moving to in-person committee meetings would also be feasible. However, as participants often attend from different sites around the school district, considerations for communication, timing, and travel would again need to be at the forefront, as they were before the Zoom era. If meeting locations were rotated throughout the district, it would give Board members an opportunity to tour sites and have increased contact with staff and students. Meeting attendance may be diminished without the convenience of Zoom, though attendance by members of the public has been notably sparse.

Option 3: Move to In-Person Hybrid for Committee Meetings

Moving to an in-person hybrid for committee meetings may prove less troublesome than our previous attempts, as long as the sites were fully under our control. However, it may take multiple attempts and significant staff time to work through technical challenges, and such potential challenges would be unique to each site. Essentially, the most efficient way to attempt this would be to pick a site and host from there consistently. Staying at one selected site would remove the main advantage of in-person meetings as site tours and interactions would again be limited. As well, all main meeting participants need to be in attendance to reduce the technical challenges, and broadcasting a live meeting requires additional staff to be present to manage the technology and correct issues as they arise.

Option 4: The Board of Education could retain its current practice for Board and Committee meetings for the time being, and consider scheduling in-person Education Committee of the Whole meetings at school sites starting next school year.

Other Notes:

- The technology for broadcasting a live meeting is readily available, and the cost ranges from a few thousand dollars to twenty-thousand dollars or more. Reliable sound and video quality may require more expensive equipment. Again, additional staff must be on hand to manage the equipment and solve technical issues as they arise.
- Legal counsel has suggested that posted recordings should not be available indefinitely, and that unless there is a clear advantage to keeping them up for longer, a range of one to six months might be considered.
- Attached to this briefing is sampling of other district practices from around British Columbia.

Recommendation:

The information contained in this briefing note is provided for the Board's consideration.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

Attachment – survey results from other districts

| | RBM | Committees | Retention |
|---------------------|---|---------------------------------|--|
| SD69 Qualicum | Zoom only | Zoom only | 8 mos of RBM on YouTube channel |
| SD42 New West | Zoom investing 20K to do hybrid for both RBM and CoW | Ops-Zoom Ed-in person (circ) | 8 mos of RBM on YouTube channel |
| SD41 Burnaby | in person only | in person only | no recording made or kept |
| SD45 West Vancouver | in person only | Teams only | no recording made or kept |
| SD48 Sea to Sky | in person but zoom | in person but zoom | 1 year of committee and RBM |
| SD46 Sunshine | in person only | in person only | YouTube channel but no content |
| SD72 CR | in person but live stream | in person only | 6 mos of RBM on YouTube channel |
| SD71 Comox | in person but live stream | in person only | 6 mos of RBM on YouTube channel |
| SD68 Nanaimo | in person but live stream | Teams only | RBM and CoW on YouTube |
| SD61 Victoria | Zoom only | Zoom only | 5 mos of RBM and CoW on YouTube |
| SD63 Saanich | Teams only | in person only | no recording made or kept |
| SD62 Sooke | in person | in person only | new policy to livestream and record, no content yet |
| SD70 Pacific Rim | in person | n/a | no recordings made or kept |



Associate Superintendent of Schools

Briefing Note

Date: February 28, 2023
To: Board of Education
From: Gillian Wilson, Associate Superintendent
RE: **2023-2025 District and False Bay School Calendars**

Attached is the proposed 2023-2025 District School Calendar for School District 69 (Qualicum).

The school calendar process started in November with meetings and communication with the Mount Arrowsmith Teachers' Association (MATA) Executive and the Professional Development Committees. MATA had a survey sent out to all teaching staff asking for feedback and input on the proposed calendar.

Schools also had meetings with their staff committees to discuss and seek input regarding the school calendar.

On January 5, 2023, a survey was sent to all staff and parents/guardians to gain feedback and input on the proposed two-year calendar. There were 299 responses. The responses included 76% of respondents in favour of a multi-year calendar with 87% asking for non-instructional days to be added to weekends, wherever possible.

A survey was also sent at the same time to the staff and parents for the proposed two-year calendar for False Bay School, which has traditionally included non-instructional 'alternate Fridays'. This survey was extended by an additional three weeks at the request of parents. There were 21 responses, 15 of which were from parents. 85% of the respondents indicated that they would like to continue with alternate Fridays. 55% of respondents indicated that they would like one alternate Friday each month.

The proposed False Bay School calendar reflects one Friday each month with the exception of March, given the proposed two-week Spring Break period.

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) approve, the District School Calendar for the 2023-2024 and 2024-2025 school years as presented.

THAT the Board of Education of School District No. 69 (Qualicum) approve the school calendar for False Bay School for the 2023-2024 and 2024-2025 school years as presented.

Respectfully,

Gillian Wilson

Attachments

| DRAFT LOCAL SCHOOL CALENDAR 2023-2024 | |
|---|----------------------------------|
| Designation | 2023-2024 |
| Days in Session | 185 |
| Days of Instruction | Elementary 179 Secondary 175 |
| Instructional Hours Kindergarten | 853 |
| Instructional Hours Elementary | 878 |
| Instructional Hours Secondary | 952 |
| Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only | Tuesday September 5 |
| Ballenas and Kwalikum Secondary First day for grades 9-12 students | Wednesday September 6 |
| National Day for Truth and Reconciliation | Saturday September 30 |
| Thanksgiving Day | Monday October 9 |
| Provincial Professional Development Day Non-instructional Day | Friday October 20 |
| Conferencing Adjustment Non-instructional Day | Friday November 10 |
| Remembrance Day | Saturday November 11 |
| Statutory Holiday | Monday November 13 |
| School- Based Professional Development Day Non-instructional Day | Tuesday November 14 |
| District-Wide Planning Day Non-instructional Day | Friday December 1st |
| Winter Vacation Period | December 25 to Friday, January 5 |
| Schools Reopen After Winter Vacation | Monday January 8 |
| Secondary Semester Change – No Students | Monday January 29th |
| In District Professional Development Day Non-instructional Day | Friday March 1 |
| BC Family Day | Monday February 19 |
| Spring Vacation Period | March 18 - 28 |
| Good Friday | Friday March 29 |
| Easter Monday | Monday April 1 |
| Schools Reopen after Spring Break/Easter | Tuesday April 2 |
| School-Based Professional Development Day Non-instructional day | Monday April 29 |
| Conferencing Adjustment Non-instructional day | Friday May 17 |
| Victoria Day | Monday May 20 |
| Final Day for Secondary Instruction | Monday June 24th |
| Final Day for Elementary Students Schools dismiss three hours early | Thursday June 27 |
| Administrative Day Non-instructional Day | Friday June 28 |

| DRAFT LOCAL SCHOOL CALENDAR 2024-2025 | |
|---|----------------------------------|
| Designation | 2024-2025 |
| Days in Session | 185 |
| Days of Instruction | Elementary 179 Secondary 175 |
| Instructional Hours Kindergarten | 853 |
| Instructional Hours Elementary | 878 |
| Instructional Hours Secondary | 952 |
| Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only | Tuesday September 3 |
| Ballenas and Kwalikum Secondary First day for grades 9-12 students | Wednesday September 4 |
| National Day for Truth and Reconciliation | Monday September 30 |
| Thanksgiving Day | Monday October 14 |
| Provincial Professional Development Day Non-instructional Day | Friday October 18 |
| School-Based Professional Development Day Non-instructional Day | Friday November 1 |
| Remembrance Day | Monday November 11 |
| Conferencing Adjustment Non-instructional Day | Tuesday November 12 |
| District-Wide Planning Day Non-instructional Day | Friday November 29 |
| Winter Vacation Period | December 23 to Friday, January 3 |
| Schools Reopen After Winter Vacation | Monday January 6 |
| Secondary Semester Change – No Students | Monday January 27 |
| BC Family Day | Monday February 17 |
| In-District Professional Development Day Non-instructional Day | Friday March 7 |
| Spring Vacation Period | March 17-28 |
| Schools Reopen after Spring Break | Monday March 31 |
| Good Friday | Friday April 18 |
| Easter Monday | Monday April 21 |
| School-Based Professional Development Day Non-instructional day | Monday April 28 |
| Conferencing Adjustment Non-instructional day | Friday May 16 |
| Victoria Day | Monday May 19 |
| Final Day for Secondary Instruction | Monday June 23 |
| Final Day for Elementary Students Schools dismiss three hours early | Thursday June 26 |
| Administrative Day Non-instructional Day | Friday June 27 |

DRAFT FALSE BAY SCHOOL CALENDAR 2023-2024

| Designation | 2023-2024 |
|---|----------------------------------|
| Days in Session | 177 |
| Days of Instruction | 171 |
| Instructional Hours Kindergarten | 853 |
| Instructional Hours Elementary | 878 |
| Instructional Hours Secondary | 952 |
| Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only | Tuesday September 5 |
| Ballenas and Kwalikum Secondary First day for grades 9-12 students | Wednesday September 6 |
| Alternate Friday | Friday September 22 (1) |
| National Day for Truth and Reconciliation | Saturday September 30 |
| Statutory Holiday | Monday, October 2 |
| Thanksgiving Day | Monday October 9 |
| Provincial Professional Development Day Non-instructional Day | Friday October 20 |
| Alternate Friday | Friday October 27 (2) |
| School- Based Professional Development Day Non-instructional Day | Tuesday November 14 |
| Conferencing Adjustment Non-instructional Day | Friday November 10 |
| Remembrance Day | Saturday November 11 |
| Statutory Holiday | Monday November 13 |
| District-Wide Planning Day Non-instructional Day | Friday December 1st |
| Alternate Friday | Friday December 8th (3) |
| Winter Vacation Period | December 25 to Friday, January 5 |
| Schools Reopen After Winter Vacation | Monday January 8 |
| Alternate Friday | Friday January 19th (4) |
| Secondary Semester Change – No Students | Monday January 29th |
| Alternate Friday | Friday February 2 (5) |
| Alternate Friday | Friday February 16 (6) |
| In District Professional Development Day Non-instructional Day | Friday March 1 |
| BC Family Day | Monday February 19 |
| Spring Vacation Period | March 18 - 28 |
| Good Friday | Friday March 29 |
| Easter Monday | Monday April 1 |
| Schools Reopen after Spring Break/Easter | Tuesday April 2 |
| Alternate Friday | Friday April 26th (7) |
| School-Based Professional Development Day Non-instructional day | Monday April 29 |
| Conferencing Adjustment Non-instructional day | Friday May 17 |
| Victoria Day | Monday May 20 |
| Alternate Friday | Friday June 14th (8) |
| Final Day for Secondary Instruction | Monday June 24th |
| Final Day for Elementary Students Schools dismiss three hours early | Thursday June 27 |
| Administrative Day Non-instructional Day | Friday June 28 |

| DRAFT FALSE BAY SCHOOL CALENDAR 2024-2025 | |
|---|----------------------------------|
| Designation | 2024-2025 |
| Days in Session | 177 |
| Days of Instruction | 171 |
| Instructional Hours Kindergarten | 853 |
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| National Day for Truth and Reconciliation | Monday September 30 |
| Alternate Friday | Friday October 11 (2) |
| Thanksgiving Day | Monday October 14 |
| Provincial Professional Development Day Non-instructional Day | Friday October 18 |
| School- Based Professional Development Day Non-instructional Day | Friday November 1 |
| Remembrance Day | Monday November 11 |
| Conferencing Adjustment Non-instructional Day | Tuesday November 12 |
| Alternate Friday | Friday November 22 (3) |
| District-Wide Planning Day Non-instructional Day | Friday November 29 |
| Alternate Friday | Friday December 6 (4) |
| Winter Vacation Period | December 23 to Friday, January 3 |
| Schools Reopen After Winter Vacation | Monday January 6 |
| Alternate Friday | Friday January 24 (5) |
| Secondary Semester Change – No Students | Monday January 27 |
| Alternate Friday | Friday February 14 (6) |
| BC Family Day | Monday February 17 |
| In District Professional Development Day Non-instructional Day | Friday March 7 |
| Spring Vacation Period | March 17-28 |
| Schools Reopen after Spring Break | Monday March 31 |
| Alternate Friday | Friday April 11 (7) |
| Good Friday | Friday April 18 |
| Easter Monday | Monday April 21 |
| School-Based Professional Development Day Non-instructional day | Monday April 28 |
| Conferencing Adjustment Non-instructional day | Friday May 16 |
| Victoria Day | Monday May 19 |
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| Final Day for Secondary Instruction | Monday June 23 |
| Final Day for Elementary Students Schools dismiss three hours early | Thursday June 26 |
| Administrative Day Non-instructional Day | Friday June 27 |



Education Committee of the Whole Report
Tuesday, February 21, 2023
VIA ZOOM
2:30 p.m.

Chair: Trustee Austin

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

MANDATE:

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.

SCHOOLS AND/OR PROGRAMS

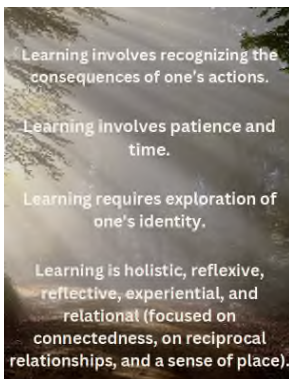
Teaching and Learning Team

Ruth Stefanik, Denise Spencer-Dahl, Linette Woods and Gary Lewis who provide mentorship and coaching in the classroom presented a broad overview of just some of the things the Teaching and Learning team help facilitate in our district from Literacy stations, supporting literacy and numeracy, grab and go bags, Science and Reading (SOR) Thinking Thursdays, brain development, the annual skills competitions and technology and coding. There have already been 2 meetings with students to look at the YDI (Youth Development Instrument) data and what that data means to the students. Overview of the YDI project:

<https://earlylearning.ubc.ca/monitoring-system/ydi/ydi-overview/>

Please visit the Teaching and Learning website for more info:

<https://www.sd69.bc.ca/Programs/Student%20Support%20Services/Pages/default.aspx#/=glob>



PASS (Parksville Alternate Secondary School) overview- Autumn Taylor

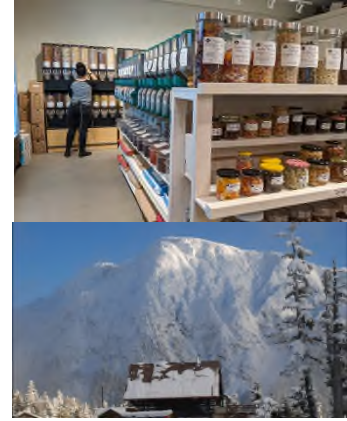
Autumn went through the Learning through Experience model that we all hope can be achieved through-out the district someday. The classroom is outdoors, in a restaurant, on a mountain top or by the ocean. The students worked on the schools code of conduct and settled on a medicine wheel approach with the four big ideas of “I am Safe”, “I Trust in Possibilities”, “I Accept Responsibility” and “I can Show Compassion”. Autumn walked us through the strenghts and stretches at PASS and how their work on respect and the code of conduct will help guide them.



ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION

GLOBAL ROAMS/ TREC Zero Waste Class Dinner

Students from the Global ROAMS (Rivers, Ocean and Mountain School) program presented their experience with trying to cook prepare and serve a dinner for 52 people up on Mt. Cain while also trying to produce zero waste. So much food, including fruits and veggies are pre-packaged in plastics. Using the refillery in Courtenay they were able to buy rice etc. and put them in containers they brought. They ended up having used one small piece of plastic while strengthening the bonds within their group. A great success!



Kwalikum Secondary School – Student Government -Spring symposium



Students from Kwalikum Secondary School Governance gave an update on the “Mid-Island Youth Climate Action Symposium” to be held at the Qualicum Civic Centre on April 19, 2023. Guest speakers include Seth Klein, Ecko Aleck and Doug Hopwood. There will be discussion and break out groups for the students that have been invited to attend from other local districts. The students have secured funding for the event through learning grants, community, Zero Waste initiative and from MATA, if needed. They have a lovely website for this event. Contact Trustee Austin jaustin@sd69.bc.ca and she will forward the URL. A lot of great progress and much work has gone into the planning already!

SOCIAL JUSTICE AND EQUITY

District Day Highlights

The District Day (Feb. 17) learning was attended by 575 people in the Kwalikum Secondary School gym where Superintendent Peter Jory spoke to meaningful graduation as a core function of the district. He gave a high level view of our local data and the provincial data.

Heather Deering, Vice Principal of Kwalikum Secondary School, shifted from the data analysis and brought more personal stories from her journey to attaining her Masters degree.

Tracy Finstad spoke to land, language and culture from an Indigenous perspective and gave an overview of core, basic knowledge.

SHARED LEARNING

Update from Director of Instruction

Rudy Terpstra, Director of Instruction, gave updates on the Student Learning Committee meeting and how best to support teachers. Students are beginning to use *myBlueprint* for their course selections. So far, feedback has been positive about the platform. For more information on this program please see <https://myblueprint.ca/>

Katie White (<https://www.kwhiteconsulting.com/>) will be returning for Dinner with Katie White, Student Self Assessment and Goal setting.

The Walking Alongside Series with Jo Chrona and Monique Gray Smith continues with [Emerging Themes and Transformations in Indigenous Education](#), Thu, Apr 13, 2023 at 3:30

INFORMATION

Gillian Wilson, Associate Superintendent spoke to the many choices offered at both Kwalikum and Ballenas Secondary Schools for the MATA and CUPE Pro-D. Good to see so many people out.

There is also a small wait list for French Immersion but it is still very early days to determine what the final numbers will look like. Mrs. Wilson is reminding parents that the last day for cross-boundary requests is the Wednesday before the start of spring break (Wednesday, March 15).

There seems to be high interest in the STREAM program right now. How that program may develop is being considered.

ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING

None

UPCOMING TOPICS

Outdoor Programs/Technology

NEXT MEETING DATE

Tuesday, April 18 at 2:30 p.m. (via Zoom)



Trustee Representative Committee Report

Trustee Representative: Carol Kellogg
Committee Name: Policy Committee of the Whole
Meeting Location: Zoom
Meeting Date/Time: Tuesday, February 21, 2023 at 1:00 p.m.

1. FOR DISCUSSION

a. 301: Living Wage – Rescind?

It was decided that the policy would not be rescinded. Instead, Superintendent Jory will review and edit current policy to reflect district practice

2. POLICIES GOING TO FIRST READING

- #### a. 502: Field Experiences (consider with Board Policy 100: Sustainable Practices)
- The policy will be edited to include the wording for Category 4 Field Trips (outside province/country) to ensure that students be educated regarding the environmental impact and can give evidence of activities intended to offset environmental impact.

There will also be wording included to invite students to make a presentation to the Board of Education after an out of province/out of country trip.

3. POLICIES GOING TO SECOND READING

a. 508: Career Education – NEW

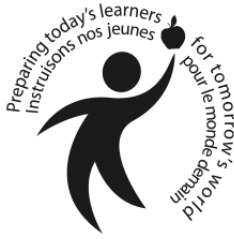
The newly drafted Administrative Procedures will be forwarded to the Board for first and second reading.

The policy will be forwarded to the Board for second reading.

4. FUTURE TOPICS

- #### a. Policy 900: Information Management and Access:
- Edits required to reflect the recent changes to the Freedom of Information and Protection of Privacy Act (FIPPA).

- #### b. Bylaw 1: Board of Education: I. Election of Trustees -
- proposed changes to electoral areas.



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:



Purpose:

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).

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 (WEX), dual-credit courses and Youth Work in Trades (WRK) programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

In the implementation of Career Preparation Programs, the standards for Ministry Work Experience and Youth Work in Trades programs must be upheld with an emphasis on work-site safety and student conduct.

Procedures

1. Work Experience
 - 1.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, and the Work Experience Program Guide, the District authorizes participation in Work Experience programs for students who are fourteen (14) years of age or older.
 - 1.2 Principals are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Ministry-Authorized Work Experience Courses.
 - 1.3 As outlined in the Ministry of Education [Program Guide for Ministry-Authorized Work Experiences Courses](#), District staff, as assigned by the Superintendent, secondary principals and District educators are responsible for ensuring that all documentation is completed and filed.
 - 1.4 Skills learned in all Work Experience placements must be related to a student's career focus and shall include hands-on work experience, job shadowing, and/or career mentoring at a standard work site, a non-standard community site created specifically for work experience or a career simulation.
 - 1.5 All work experience students must be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Ministry- Authorized Work Experience Courses guidelines.



- 1.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the orientation by a supervising educator before a workplace placement commences.
- 1.7 Students with special needs are to have access to all career education opportunities available to other students in the school they attend if one or more career objectives are identified in the student's Individualized Education Plan (IEP). Within the regular curriculum, accommodations for students with an IEP may include:
 - 1.7.1 Increased time for vocational training;
 - 1.7.2 Appropriate on-site supervision and support in the workplace; and,
 - 1.7.3 Specific and direct opportunities to increase work related skills.
- 1.8 For students undertaking the Adult Graduation Certification, recognition of current or past work can be used for credit recognition through a prior learning assessment.

2. Youth Work in Trades

- 2.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, Youth Work in Trades Program Guide, the District authorizes students who are fifteen (15) years of age or older and in grades 10, 11 or 12 to participate in Youth Work in Trades programs.
- 2.2 Youth Work in Trades educators are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Youth Work in Trades.
- 2.3 Principals are responsible to ensure that, in accordance with Ministry guidelines all documentation is completed and filed as outlined in the [Youth Work in Trades Program Guide](#).
- 2.4 Educators along with Employers/Sponsors must establish a training plan, as outlined in the District Career Preparation Program Guide, that articulates the skills and areas of knowledge to be developed, based on the program outline for the particular trade.
- 2.5 The District Youth Work in Trades programs must be related to a student's career focus and be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Youth Work in Trades.
- 2.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the mandatory orientation by a supervising educator before a workplace placement commences.



References:

- Board Policy 508: Career Education (DRAFT)
- Sections 20, 22, 65, 75, 85 School Act
- Workers' Compensation Act
- Workers' Compensation Coverage Order OIC344/11
- Graduation Program Order M302/04
- Work Experience Order M237/11
- Program Guide for Ministry-Authorized Work Experience Courses
- Youth Work in Trades Program Guide
- Special Education Services: A Manual of Policies, Procedures and Guidelines

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



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.
 - e. **Ensure that students be educated regarding the environmental impact and that participating students give evidence of activities intended to offset environmental impact.**
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 will 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:

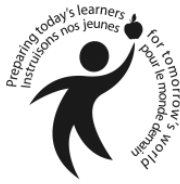
1. an integral part of the educational process.
2. closely connected to curriculum and prescribed learning outcomes, including curricular and core competencies, and/or supportive of cultural, linguistic, athletic or musical experiences; and,
3. relevant, effective, affordable and accessible.

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.~~

All participants should be aware that the Board of Education is interested in the learning that has resulted from these trips and that representatives will be invited to present to the Board of Education following their return.

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
Tuesday, February 21, 2023
Via Zoom
10:30 a.m.
Facilitator, Trustee Young

1. TERRITORIAL ACKNOWLEDGEMENT

2. PRESENTATION (10 MINUTES)
None

3. PROJECT UPDATES

a. Oceanside Community Track

Director of Operations Munro provided an update on his work with the engineers to update the estimated budget for the renewed track. He shared that there are inflationary impacts of 15% but with refinement of the project and adjusting the track orientation the estimated cost is still in the \$1.4 to 1.5 million range.

A Track Steering Committee Meeting is scheduled for March 14, which will allow staff the opportunity to share the revised budget as well as updates on fund raising efforts. It is anticipated that the partners will be asked for further contributions in order to close the funding gap and be able to go forward on construction.

The construction work is anticipated to last 4-5 months so commitments will be required by April of this year if the project is to be completed by September 2023.

4. ITEMS FOR DISCUSSION

a. French Creek Site – Closure to Tenants

Secretary Treasurer Amos opened the discussion with a history on the facility, sharing that the facility was closed as a school in 2014 but was reopened as a rentable facility in 2017, first with an international school and later for childcare and other support services.

It was shared that although the tenant revenues are covering the basic operational costs required such as custodial, utilities and insurance, the maintenance and capital costs are not. Estimates for new roofing and infrastructure and the risks of operating a decaying building was shared to confirm the need to shut the facility down. There was some additional discussion on the merits of keeping it open for public use versus the ongoing capital and liability issues.

A motion to support closing the facility for public use was recommended to be put on the Regular Board meeting agenda, and to allow for a more public decision to take place.

b. Rental Rates and Use of Schools

Secretary Treasurer Amos shared rental rate information for other school districts' and local meeting locations. It was acknowledged that the current SD69 rates are comparable to other facilities but in order to address the considerations that the access is fair, equitable, and cost effective that some administrative changes to the Administrative Procedures of Board Policy 105: *Use of School Facilities* could be done. Brought up for consideration was the combining of the Youth program (Volunteers) with the Youth program (Paid Instructors) and the introduction of a \$50 application fee. These changes would address the administrative costs

required to support continued access to the schools by the public. The recommended changes were supported with the understanding that ongoing feedback from the user groups would be considered.

5. INFORMATION ITEM(S)

a. Annual Work Plan – Finance & Operations

Trustee Young shared the new work plan document that would frame the work for the Finance and Operations Committee of the Whole going forward. It was also discussed that ad hoc items would continue to come forward on an as needed basis.

b. Three-Year Enrolment Estimates

Secretary Treasurer Amos shared the projections document that would be sent to the Ministry of Education to support the March funding estimates announcement and would feed into the 23/24 Annual Budget planning work. The projected enrolment for September 2023 is 4,270 FTE students, which would be a decline of 25 from the previous September. Some modest increases are anticipated in the next two years.

c. Testing Lead Content in Drinking Water

Director of Operations Munro shared that water samples have been taken at various sites and are now with the service provider. It is anticipated that results will be known in the next week and are expected to be sharable at next weeks Regular Board meeting. Results are required to be submitted to the Ministry and be made public on our website by the end of February.

6. ITEMS FOR RECOMMENDATION TO THE BOARD

a. 2022-2023 Amended Annual Budget

The Amended Annual Budget documents were reviewed, highlighting new information that has been received for Labour Settlement funds and additional funds for September enrolment. The budget documents and summaries will be included the RBM agenda package along with the required Board motion.

b. Recommendation regarding Closure of French Creek School to Public Use

THAT the Board of Education of School District No. 69 (Qualicum) support the closure of the former French Creek School building and gym to public/business use effective July 1, 2023.

7. FUTURE TOPICS

8. NEXT MEETING DATE:

Monday, April 17, 2023 at 10:30 via zoom

9. ADJOURNMENT

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

2/15/2023

| | 2022/23 | | | Comment |
|--|-------------------|-------------------|------------------|------------------------------------|
| | Annual Budget | Amended Budget | Difference | |
| REVENUE | | | | |
| PROVINCIAL GRANTS | | | | |
| Operating Grant | 45,577,501 | 47,983,205 | 2,405,704 | Recalc and Labour Settlement |
| Other MOE Grants-Transportation fund | 426,341 | 426,341 | 0 | |
| Other MOE Grants-Pay Equity | 936,176 | 936,176 | 0 | |
| Other MOE Grants-Misc | 0 | 20,810 | 20,810 | FSA/Equity scan |
| TOTAL MINISTRY OF ED GRANTS | 46,940,018 | 49,366,532 | 2,426,514 | |
| OTHER REVENUES | | | | |
| Other Provincial Revenues | 150,000 | 150,000 | 0 | |
| Offshore Tuition | 3,700,000 | 3,800,000 | 100,000 | incr in program |
| Miscellaneous | 140,000 | 140,000 | 0 | |
| Rental and Leases | 600,000 | 600,000 | 0 | |
| Investment Income | 120,000 | 420,000 | 300,000 | interest rate increases |
| TOTAL OTHER REVENUE | 4,710,000 | 5,110,000 | 400,000 | |
| TOTAL REVENUES | 51,650,018 | 54,476,532 | 2,826,514 | |
| EXPENDITURES | | | | |
| SALARIES AND BENEFITS | | | | |
| Teachers | 19,551,359 | 20,557,366 | 1,006,007 | Labour settlement impact |
| Principals and Vice Principals | 3,495,967 | 3,606,337 | 110,370 | Labour settlement impact |
| Educational Assistants | 3,630,690 | 3,743,872 | 113,182 | Labour settlement impact |
| Support Staff | 5,444,412 | 5,699,870 | 255,458 | Labour settlement impact |
| Other Professionals | 1,790,244 | 1,893,638 | 103,394 | Labour settlement impact |
| Substitutes | 1,765,662 | 2,078,572 | 312,910 | Labour settlement/adjmt for actual |
| Benefits | 9,341,930 | 9,660,259 | 318,329 | Labour settlement impact |
| TOTAL SALARIES AND BENEFITS | 45,020,264 | 47,239,914 | 2,219,650 | |
| Benefits as a % of Total Salaries | 26.2% | 25.7% | | |
| SUPPLIES AND SERVICES | | | | |
| Services | 3,140,268 | 3,237,968 | 97,700 | ISP-incr in program |
| Training and Travel | 543,085 | 481,500 | -61,585 | reallocations |
| Rental and Leases | 5,000 | 5,000 | 0 | |
| Dues and Fees | 71,000 | 68,000 | -3,000 | |
| Insurance | 164,000 | 185,000 | 21,000 | |
| Supplies | 2,120,952 | 2,097,540 | -23,412 | |
| Utilities | 986,000 | 1,161,610 | 175,610 | Adjmt for actual costs |
| Capital Equipment | | | 0 | |
| TOTAL SUPPLIES AND SERVICES | 7,030,305 | 7,236,618 | 206,313 | |
| TOTAL EXPENDITURES | 52,050,569 | 54,476,532 | 2,425,963 | |
| NET REVENUE (EXPENDITURE) | -400,551 | 0 | 400,551 | |
| Budgeted Use of Surplus | 400,551 | | 0 | |
| Surplus (Deficit), for the Year | 0 | 0 | 400,551 | |

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

2/15/2023

| | 2022/23 | | | Comment |
|---|-------------------|-------------------|------------------|---------------------------------|
| | Annual Budget | Amended Budget | Difference | |
| <u>INSTRUCTION</u> | | | | |
| Regular Instruction | 23,888,551 | 24,681,997 | 793,446 | Labour settlement impact |
| Career Programs | 501,633 | 469,140 | -32,493 | Labour settlement/program adj |
| Library Services | 1,091,420 | 1,041,367 | -50,053 | Labour settlement/program adj |
| Counselling | 1,026,934 | 1,109,579 | 82,645 | Labour settlement impact |
| Special Education | 7,208,825 | 7,751,221 | 542,396 | Labour settlement impact |
| English as a Second Language | 96,450 | 166,410 | 69,960 | Labour settlement impact |
| Aboriginal Education | 764,066 | 858,688 | 94,622 | Labour settlement impact |
| School Administration | 3,895,867 | 3,948,524 | 52,657 | Labour settlement impact |
| Continuing Education | 0 | 0 | 0 | |
| Off Shore Students | 2,760,377 | 2,859,613 | 99,236 | Labour settlement impact |
| Other | 50,858 | 50,956 | 98 | |
| Function 1 - Instruction | 41,284,981 | 42,937,495 | 1,652,514 | |
| <u>DISTRICT ADMINISTRATION</u> | | | | |
| Educational Administration | 727,240 | 850,790 | 123,550 | Labour settlement impact |
| School District Governance | 271,405 | 272,591 | 1,186 | |
| Business Administration | 1,475,410 | 1,589,137 | 113,727 | Labour settlement impact |
| Function 4 - District Administration | 2,474,055 | 2,712,518 | 238,463 | |
| <u>OPERATIONS AND MAINTENANCE</u> | | | | |
| Operations and Maintenance Admin | 620,343 | 682,834 | 62,491 | Labour settlement impact |
| Maintenance Operations | 4,461,450 | 4,606,621 | 145,171 | Labour settlement impact |
| Maintenance of Grounds | 328,264 | 338,590 | 10,326 | Labour settlement impact |
| Utilities | 1,066,000 | 1,236,000 | 170,000 | Adjments for actual costs |
| Capital Equipment | | | 0 | |
| Function 5 - Operations and Maint | 6,476,057 | 6,864,045 | 387,988 | |
| <u>TRANSPORTATION AND HOUSING</u> | | | | |
| Transportation and Housing Admin | 165,906 | 166,347 | 441 | |
| Student Transportation | 1,609,570 | 1,756,127 | 146,557 | Labour settlement impact |
| Housing/Boarding | 40,000 | 40,000 | 0 | |
| Function 7 - Transportation and Housing | 1,815,476 | 1,962,474 | 146,998 | |
| TOTAL FUNCTION 1-7 | 52,050,569 | 54,476,532 | 2,425,963 | |
| <u>Special Purpose Fund (SPF) Budget</u> | | | | |
| Annual Facility Grant | 199,383 | 199,383 | 0 | |
| Classroom Enhancement Fund | 3,956,926 | 4,339,880 | 382,954 | Labour settlemt/remedy released |
| Community Link | 391,995 | 391,995 | 0 | |
| Learning Improvement Fund | 155,134 | 155,134 | 0 | |
| French Funds | 97,565 | 149,176 | 51,611 | additional one time funding |
| Strong Start | 96,000 | 96,000 | 0 | |
| Ready, Set, Learn | 19,600 | 19,600 | 0 | |
| Federal Safe Return | 0 | 41,955 | 41,955 | |
| Provincial Safe Return | 0 | 0 | 0 | |
| Family Affordability Fund | | 448,698 | 448,698 | New grant |
| Mental Health | 0 | 55,000 | 55,000 | Continued for 1 year |
| Seamless DC | 0 | 91,975 | 91,975 | Continued for 1 year |
| CR4YC/ECL Scan | 0 | 175,000 | 175,000 | New grant |
| FN Transportation | 107,472 | 119,680 | 12,208 | |
| School Generated Funds | | 6,000 | | |
| Special Purpose Funds-Total Expenses | 5,024,075 | 6,289,476 | 1,259,401 | |

Amended Annual Budget

School District No. 69 (Qualicum)

June 30, 2023

School District No. 69 (Qualicum)

June 30, 2023

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Amended Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$66,127,785 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 28th DAY OF FEBRUARY, 2023;

READ A SECOND TIME THE 28th DAY OF FEBRUARY, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 28th DAY OF FEBRUARY, 2023;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Amended Annual Budget Bylaw 2022/2023, adopted by the Board the 28th DAY OF FEBRUARY, 2023.

Secretary Treasurer

School District No. 69 (Qualicum)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

| | 2023 Amended Annual Budget | 2022 Amended Annual Budget |
|---|-------------------------------|-------------------------------|
| Ministry Operating Grant Funded FTE's | | |
| School-Age | 4,450,000 | 4,428,063 |
| Adult | 2,000 | 2,750 |
| Total Ministry Operating Grant Funded FTE's | <u>4,452,000</u> | <u>4,430,813</u> |
| Revenues | \$ | \$ |
| Provincial Grants | | |
| Ministry of Education and Child Care | 56,740,437 | 53,322,713 |
| Other | 2,759,673 | 2,695,960 |
| Tuition | 3,800,000 | 3,000,000 |
| Other Revenue | 1,465,000 | 1,167,000 |
| Rentals and Leases | 600,000 | 600,000 |
| Investment Income | 420,000 | 120,000 |
| Total Revenue | <u>65,785,110</u> | <u>60,905,673</u> |
| Expenses | | |
| Instruction | 50,727,267 | 47,788,608 |
| District Administration | 2,712,518 | 2,373,985 |
| Operations and Maintenance | 9,950,371 | 9,123,022 |
| Transportation and Housing | 2,537,629 | 2,360,151 |
| Total Expense | <u>65,927,785</u> | <u>61,645,766</u> |
| Net Revenue (Expense) | <u>(142,675)</u> | <u>(740,093)</u> |
| Budgeted Allocation (Retirement) of Surplus (Deficit) | | 805,375 |
| Budgeted Surplus (Deficit), for the year | <u>(142,675)</u> | <u>65,282</u> |
| Budgeted Surplus (Deficit), for the year comprised of: | | |
| Operating Fund Surplus (Deficit) | | |
| Special Purpose Fund Surplus (Deficit) | | |
| Capital Fund Surplus (Deficit) | (142,675) | 65,282 |
| Budgeted Surplus (Deficit), for the year | <u>(142,675)</u> | <u>65,282</u> |

School District No. 69 (Qualicum)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

| | 2023 Amended Annual Budget | 2022 Amended Annual Budget |
|---|-------------------------------|-------------------------------|
| Budget Bylaw Amount | | |
| Operating - Total Expense | 54,776,532 | 51,601,619 |
| Operating - Tangible Capital Assets Purchased | 200,000 | 418,550 |
| Special Purpose Funds - Total Expense | 7,598,905 | 6,544,919 |
| Capital Fund - Total Expense | 3,552,348 | 3,499,228 |
| Total Budget Bylaw Amount | 66,127,785 | 62,064,316 |

Approved by the Board

| | |
|--|-------------|
| Signature of the Chairperson of the Board of Education | Date Signed |
| Signature of the Superintendent | Date Signed |
| Signature of the Secretary/Treasurer | Date Signed |

DRAFT

School District No. 69 (Qualicum)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2023

| | 2023 Amended Annual Budget | 2022 Amended Annual Budget |
|---|-------------------------------|-------------------------------|
| | \$ | \$ |
| Surplus (Deficit) for the year | <u>(142,675)</u> | <u>(740,093)</u> |
| Effect of change in Tangible Capital Assets | | |
| Acquisition of Tangible Capital Assets | | |
| From Operating and Special Purpose Funds | <u>(200,000)</u> | <u>(418,550)</u> |
| Total Acquisition of Tangible Capital Assets | <u>(200,000)</u> | <u>(418,550)</u> |
| Amortization of Tangible Capital Assets | <u>2,952,348</u> | <u>2,899,228</u> |
| Total Effect of change in Tangible Capital Assets | <u>2,752,348</u> | <u>2,480,678</u> |
| | <u>-</u> | <u>-</u> |
| (Increase) Decrease in Net Financial Assets (Debt) | <u><u>2,609,673</u></u> | <u><u>1,740,585</u></u> |

School District No. 69 (Qualicum)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2023

| | Operating Fund | Special Purpose Fund | Capital Fund | 2023 Amended Annual Budget |
|--|-------------------|-------------------------|-------------------|-------------------------------|
| | \$ | \$ | \$ | \$ |
| Accumulated Surplus (Deficit), beginning of year | 1,374,472 | - | 17,322,867 | 18,697,339 |
| Changes for the year | | | | |
| Net Revenue (Expense) for the year | 200,000 | | (342,675) | (142,675) |
| Interfund Transfers | | | | |
| Tangible Capital Assets Purchased | (200,000) | | 200,000 | - |
| Net Changes for the year | - | - | (142,675) | (142,675) |
| Budgeted Accumulated Surplus (Deficit), end of year | 1,374,472 | - | 17,180,192 | 18,554,664 |

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2023

| | 2023 Amended Annual Budget | 2022 Amended Annual Budget |
|--|-------------------------------|-------------------------------|
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 49,866,532 | 47,204,794 |
| Other | 150,000 | 150,000 |
| Tuition | 3,800,000 | 3,000,000 |
| Other Revenue | 140,000 | 140,000 |
| Rentals and Leases | 600,000 | 600,000 |
| Investment Income | 420,000 | 120,000 |
| Total Revenue | 54,976,532 | 51,214,794 |
| Expenses | | |
| Instruction | 43,437,495 | 41,546,302 |
| District Administration | 2,712,518 | 2,373,985 |
| Operations and Maintenance | 6,664,045 | 5,894,233 |
| Transportation and Housing | 1,962,474 | 1,787,099 |
| Total Expense | 54,776,532 | 51,601,619 |
| Net Revenue (Expense) | 200,000 | (386,825) |
| Budgeted Prior Year Surplus Appropriation | | 805,375 |
| Net Transfers (to) from other funds | | |
| Tangible Capital Assets Purchased | (200,000) | (418,550) |
| Total Net Transfers | (200,000) | (418,550) |
| Budgeted Surplus (Deficit), for the year | | - |

School District No. 69 (Qualicum)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

| | 2023 Amended Annual Budget | 2022 Amended Annual Budget |
|---|-------------------------------|-------------------------------|
| | \$ | \$ |
| Provincial Grants - Ministry of Education and Child Care | | |
| Operating Grant, Ministry of Education and Child Care | 46,708,130 | 45,792,277 |
| Other Ministry of Education and Child Care Grants | | |
| Pay Equity | 936,176 | 936,176 |
| Funding for Graduated Adults | 3,143 | |
| Student Transportation Fund | 426,341 | 426,341 |
| Support Staff Benefits Grant | | 32,384 |
| FSA Scorer Grant | 8,187 | 8,187 |
| Early Learning Framework (ELF) Implementation | 670 | |
| Equity Scan | 8,810 | 9,429 |
| Labour Settlement funds | 1,775,075 | |
| Total Provincial Grants - Ministry of Education and Child Care | 49,866,532 | 47,204,794 |
| Provincial Grants - Other | 150,000 | 150,000 |
| Tuition | | |
| International and Out of Province Students | 3,800,000 | 3,000,000 |
| Total Tuition | 3,800,000 | 3,000,000 |
| Other Revenues | | |
| Miscellaneous | | |
| Transportation revenue | 50,000 | 50,000 |
| Miscellaneous | 90,000 | 90,000 |
| Total Other Revenue | 140,000 | 140,000 |
| Rentals and Leases | 600,000 | 600,000 |
| Investment Income | 420,000 | 120,000 |
| Total Operating Revenue | 54,976,532 | 51,214,794 |

School District No. 69 (Qualicum)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

| | 2023 Amended Annual Budget | 2022 Amended Annual Budget |
|-------------------------------------|-------------------------------|-------------------------------|
| | \$ | \$ |
| Salaries | | |
| Teachers | 20,557,366 | 20,030,108 |
| Principals and Vice Principals | 3,606,337 | 3,495,970 |
| Educational Assistants | 3,743,872 | 3,804,695 |
| Support Staff | 5,699,870 | 5,313,964 |
| Other Professionals | 1,893,638 | 1,786,335 |
| Substitutes | 2,078,572 | 1,725,708 |
| Total Salaries | <u>37,579,655</u> | <u>36,156,780</u> |
| Employee Benefits | <u>9,660,259</u> | <u>9,365,834</u> |
| Total Salaries and Benefits | <u>47,239,914</u> | <u>45,522,614</u> |
| Services and Supplies | | |
| Services | 3,437,968 | 2,684,268 |
| Professional Development and Travel | 481,500 | 543,085 |
| Rentals and Leases | 5,000 | 5,000 |
| Dues and Fees | 68,000 | 66,000 |
| Insurance | 185,000 | 164,000 |
| Supplies | 2,197,540 | 1,655,652 |
| Utilities | 1,161,610 | 961,000 |
| Total Services and Supplies | <u>7,536,618</u> | <u>6,079,005</u> |
| Total Operating Expense | <u>54,776,532</u> | <u>51,601,619</u> |

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

| | Teachers Salaries | Principals and Vice Principals Salaries | Educational Assistants Salaries | Support Staff Salaries | Other Professionals Salaries | Substitutes Salaries | Total Salaries |
|---|-------------------|---|---------------------------------|------------------------|------------------------------|----------------------|-------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | | |
| 1.02 Regular Instruction | 16,763,414 | 1,160,076 | | 15,572 | | 989,943 | 18,929,005 |
| 1.03 Career Programs | 93,817 | | | 44,093 | | | 137,910 |
| 1.07 Library Services | 508,478 | 37,772 | | 259,048 | | | 805,298 |
| 1.08 Counselling | 890,619 | | | | | | 890,619 |
| 1.10 Special Education | 1,848,583 | 176,407 | 3,349,576 | 26,629 | 85,904 | 471,124 | 5,958,223 |
| 1.30 English Language Learning | 131,212 | | | 26,629 | | | 131,212 |
| 1.31 Indigenous Education | 92,382 | 143,535 | 345,511 | | | | 608,057 |
| 1.41 School Administration | | 1,786,366 | | 1,133,417 | | 159,771 | 3,079,554 |
| 1.62 International and Out of Province Students | 228,861 | 147,379 | 48,785 | 29,224 | 203,165 | | 657,414 |
| 1.64 Other | | | | | 40,804 | | 40,804 |
| Total Function 1 | 20,557,366 | 3,451,535 | 3,743,872 | 1,534,612 | 329,873 | 1,620,838 | 31,238,096 |
| 4 District Administration | | | | | | | |
| 4.11 Educational Administration | | 154,802 | | 45,960 | 436,279 | | 637,041 |
| 4.40 School District Governance | | | | | 113,059 | | 113,059 |
| 4.41 Business Administration | | | | 355,739 | 671,563 | 3,000 | 1,030,302 |
| Total Function 4 | - | 154,802 | - | 401,699 | 1,220,901 | 3,000 | 1,780,402 |
| 5 Operations and Maintenance | | | | | | | |
| 5.41 Operations and Maintenance Administration | | | | 58,430 | 275,573 | 500 | 334,503 |
| 5.50 Maintenance Operations | | | | 2,476,698 | | 403,734 | 2,880,432 |
| 5.52 Maintenance of Grounds | | | | 184,850 | | | 184,850 |
| 5.56 Utilities | | | | | | | - |
| Total Function 5 | - | - | - | 2,719,978 | 275,573 | 404,234 | 3,399,785 |
| 7 Transportation and Housing | | | | | | | |
| 7.41 Transportation and Housing Administration | | | | 53,257 | 67,291 | 500 | 121,048 |
| 7.70 Student Transportation | | | | 990,324 | | 50,000 | 1,040,324 |
| 7.73 Housing | | | | | | | - |
| Total Function 7 | - | - | - | 1,043,581 | 67,291 | 50,500 | 1,161,372 |
| 9 Debt Services | | | | | | | |
| Total Function 9 | - | - | - | - | - | - | - |
| Total Functions 1 - 9 | 20,557,366 | 3,606,337 | 3,743,872 | 5,699,870 | 1,893,638 | 2,078,572 | 37,579,655 |

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

| | Total Salaries | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2023 Amended Annual Budget | 2022 Amended Annual Budget |
|---|-------------------|-------------------|-----------------------------|-----------------------|----------------------------|----------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | |
| 1.02 Regular Instruction | 18,929,005 | 4,815,592 | 23,744,597 | 1,437,400 | 25,181,997 | 24,208,898 |
| 1.03 Career Programs | 137,910 | 33,730 | 171,640 | 297,500 | 469,140 | 584,879 |
| 1.07 Library Services | 805,298 | 207,369 | 1,012,667 | 28,700 | 1,041,367 | 1,091,455 |
| 1.08 Counselling | 890,619 | 218,960 | 1,109,579 | | 1,109,579 | 1,026,931 |
| 1.10 Special Education | 5,958,223 | 1,721,998 | 7,680,221 | 71,000 | 7,751,221 | 7,387,810 |
| 1.30 English Language Learning | 131,212 | 35,198 | 166,410 | | 166,410 | 96,450 |
| 1.31 Indigenous Education | 608,057 | 154,963 | 763,020 | 95,668 | 858,688 | 764,061 |
| 1.41 School Administration | 3,079,554 | 771,170 | 3,850,724 | 97,800 | 3,948,524 | 3,824,593 |
| 1.62 International and Out of Province Students | 657,414 | 168,399 | 825,813 | 2,033,800 | 2,859,613 | 2,510,368 |
| 1.64 Other | 40,804 | 10,152 | 50,956 | | 50,956 | 50,857 |
| Total Function 1 | 31,238,096 | 8,137,531 | 39,375,627 | 4,061,868 | 43,437,495 | 41,546,302 |
| 4 District Administration | | | | | | |
| 4.11 Educational Administration | 637,041 | 126,749 | 763,790 | 87,000 | 850,790 | 727,240 |
| 4.40 School District Governance | 113,059 | 14,192 | 127,251 | 145,340 | 272,591 | 217,548 |
| 4.41 Business Administration | 1,030,302 | 235,835 | 1,266,137 | 323,000 | 1,589,137 | 1,429,197 |
| Total Function 4 | 1,780,402 | 376,776 | 2,157,178 | 555,340 | 2,712,518 | 2,373,985 |
| 5 Operations and Maintenance | | | | | | |
| 5.41 Operations and Maintenance Administration | 334,503 | 75,031 | 409,534 | 273,300 | 682,834 | 576,802 |
| 5.50 Maintenance Operations | 2,880,432 | 695,579 | 3,576,011 | 830,610 | 4,406,621 | 3,923,131 |
| 5.52 Maintenance of Grounds | 184,850 | 50,240 | 235,090 | 103,500 | 338,590 | 328,300 |
| 5.56 Utilities | - | - | - | 1,236,000 | 1,236,000 | 1,066,000 |
| Total Function 5 | 3,399,785 | 820,850 | 4,220,635 | 2,443,410 | 6,664,045 | 5,894,233 |
| 7 Transportation and Housing | | | | | | |
| 7.41 Transportation and Housing Administration | 121,048 | 27,799 | 148,847 | 17,500 | 166,347 | 163,138 |
| 7.70 Student Transportation | 1,040,324 | 297,303 | 1,337,627 | 418,500 | 1,756,127 | 1,605,961 |
| 7.73 Housing | - | - | - | 40,000 | 40,000 | 18,000 |
| Total Function 7 | 1,161,372 | 325,102 | 1,486,474 | 476,000 | 1,962,474 | 1,787,099 |
| 9 Debt Services | | | | | | |
| Total Function 9 | - | - | - | - | - | - |
| Total Functions 1 - 9 | 37,579,655 | 9,660,259 | 47,239,914 | 7,536,618 | 54,776,532 | 51,601,619 |

School District No. 69 (Qualicum)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2023

| | <u>2023 Amended Annual Budget</u> | <u>2022 Amended Annual Budget</u> |
|---|---------------------------------------|---------------------------------------|
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 6,273,905 | 5,517,919 |
| Other Revenue | 1,325,000 | 1,027,000 |
| Total Revenue | <u>7,598,905</u> | <u>6,544,919</u> |
| Expenses | | |
| Instruction | 7,289,772 | 6,242,306 |
| Operations and Maintenance | 199,383 | 195,141 |
| Transportation and Housing | 109,750 | 107,472 |
| Total Expense | <u>7,598,905</u> | <u>6,544,919</u> |
| Budgeted Surplus (Deficit), for the year | <u>-</u> | <u>-</u> |

School District No. 69 (Qualicum)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2023

| | Annual Facility Grant | Learning Improvement Fund | School Generated Funds | Strong Start | Ready, Set, Learn | OLEP | CommunityLINK | Classroom Enhancement Fund - Overhead | Classroom Enhancement Fund - Staffing |
|--|-----------------------|---------------------------|------------------------|--------------|-------------------|---------|---------------|---------------------------------------|---------------------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | | | 647,950 | | | | | | |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 199,383 | 160,937 | 1,250,000 | 96,000 | 19,600 | 149,176 | 405,387 | 414,980 | 3,811,998 |
| Other | 199,383 | 160,937 | 1,250,000 | 96,000 | 19,600 | 149,176 | 405,387 | 414,980 | 3,811,998 |
| Less: Allocated to Revenue | 199,383 | 160,937 | 1,325,000 | 96,000 | 19,600 | 149,176 | 405,387 | 414,980 | 3,811,998 |
| Deferred Revenue, end of year | - | - | 572,950 | - | - | - | - | - | - |
| Revenues | 199,383 | 160,937 | 1,325,000 | 96,000 | 19,600 | 149,176 | 405,387 | 414,980 | 3,811,998 |
| Provincial Grants - Ministry of Education and Child Care | 199,383 | 160,937 | 1,325,000 | 96,000 | 19,600 | 149,176 | 405,387 | 414,980 | 3,811,998 |
| Other Revenue | | | | | | | | | |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | | | | | | | | | 3,244,325 |
| Principals and Vice Principals | | | | | | 37,772 | | | |
| Educational Assistants | 158,888 | 128,358 | | | | | 242,584 | 189,503 | |
| Support Staff | | | | | | | | 113,774 | |
| Other Professionals | 158,888 | 128,358 | | | | | 40,804 | | |
| Employee Benefits | 40,495 | 32,579 | | | | | | | |
| Services and Supplies | 199,383 | 160,937 | 1,325,000 | 96,000 | 19,600 | 149,176 | 405,387 | 414,980 | 3,811,998 |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |

School District No. 69 (Qualicum)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2023

| | Classroom Enhancement Fund - Remedies | First Nation Student Transportation | Mental Health in Schools | Changing Results for Young Children | Federal Safe Return to Class / Ventilation Fund | Seamless Day Kindergarten | Student & Family Affordability | ECL Early Care & Learning | TOTAL |
|--|---------------------------------------|-------------------------------------|--------------------------|-------------------------------------|---|---------------------------|--------------------------------|---------------------------|-----------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | | 7,472 | | | 41,955 | 36,575 | | | 733,952 |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 112,902 | 112,736 | 55,000 | 6,000 | | 55,400 | 448,698 | 175,000 | 6,223,197 |
| Other | 112,902 | 112,736 | 55,000 | 6,000 | - | 55,400 | 448,698 | 175,000 | 1,250,000 |
| Less: Allocated to Revenue | 112,902 | 109,750 | 55,000 | 6,000 | 41,955 | 91,975 | 448,698 | 150,164 | 7,598,905 |
| Deferred Revenue, end of year | - | 10,458 | - | - | - | - | - | 24,836 | 608,244 |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 112,902 | 109,750 | 55,000 | 6,000 | 41,955 | 91,975 | 448,698 | 150,164 | 6,273,905 |
| Other Revenue | 112,902 | 109,750 | 55,000 | 6,000 | 41,955 | 91,975 | 448,698 | 150,164 | 1,325,000 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | 96,501 | | 40,482 | | | | | | 3,381,308 |
| Principals and Vice Principals | | | | | | | | 91,768 | 129,540 |
| Educational Assistants | | 84,450 | | | | 75,805 | | | 636,250 |
| Support Staff | | | | | | | | | 357,112 |
| Other Professionals | 96,501 | 84,450 | 40,482 | - | - | 75,805 | - | 91,768 | 40,804 |
| Employee Benefits | 16,401 | 17,530 | 9,029 | 6,000 | 41,955 | 16,170 | 448,698 | 22,742 | 912,926 |
| Services and Supplies | 112,902 | 109,750 | 55,000 | 6,000 | 41,955 | 91,975 | 448,698 | 150,164 | 2,140,965 |
| Net Revenue (Expense) | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - |

School District No. 69 (Qualicum)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2023

| | 2023 Amended Annual Budget | | | 2022 Amended Annual Budget |
|---|-------------------------------------|---------------|------------------|----------------------------|
| | Invested in Tangible Capital Assets | Local Capital | Fund Balance | |
| | \$ | \$ | \$ | \$ |
| Revenues | | | | |
| Provincial Grants | | | | |
| Ministry of Education and Child Care | 600,000 | | 600,000 | 600,000 |
| Other | 2,609,673 | | 2,609,673 | 2,545,960 |
| Total Revenue | 3,209,673 | - | 3,209,673 | 3,145,960 |
| Expenses | | | | |
| Operations and Maintenance | 600,000 | | 600,000 | 600,000 |
| Amortization of Tangible Capital Assets | | | | |
| Operations and Maintenance | 2,486,943 | | 2,486,943 | 2,433,648 |
| Transportation and Housing | 465,405 | | 465,405 | 465,580 |
| Total Expense | 3,552,348 | - | 3,552,348 | 3,499,228 |
| Net Revenue (Expense) | (342,675) | - | (342,675) | (353,268) |
| Net Transfers (to) from other funds | | | | |
| Tangible Capital Assets Purchased | 200,000 | | 200,000 | 418,550 |
| Total Net Transfers | 200,000 | - | 200,000 | 418,550 |
| Other Adjustments to Fund Balances | | | | |
| Total Other Adjustments to Fund Balances | - | - | - | - |
| Budgeted Surplus (Deficit), for the year | (142,675) | - | (142,675) | 65,282 |